

Investigating the managerial leadership behaviour influence on job satisfaction and engagement of support employees in a higher education institution

A Fourie

 **orcid.org/0000-0002-3943-1268**

Mini-dissertation accepted in partial fulfilment of the requirements for the degree [Master of Business Administration](#) at the North-West University

Supervisor: Prof CJ Botha

ACKNOWLEDGEMENTS

I wish to express my heartfelt gratitude to those individuals who played an instrumental role in completing this research study.

- First, I am deeply thankful to my wonderful husband for his unwavering support and motivation throughout the challenging journey to complete my MBA, especially when I considered giving up.
- My family, who provided me with constant support and motivation, and their belief in me, was a cornerstone of my perseverance.
- A sincere thank you to Prof. Christoff Botha for his invaluable guidance and the direction he offered throughout the study process. His expertise was a guiding light in this endeavour.
- Dr. Maureen. Klos, your exceptional language editing for the research study is greatly appreciated. Your contribution improved the clarity and precision of the study's content.
- I sincerely thank the Higher Education Institution that graciously allowed me to conduct my research study within their institution.
- Lastly, I thank our Creator, who gave me the strength and means to complete this challenging journey.

ABSTRACT

Previous studies have focused primarily on evaluating the job satisfaction and employee engagement of academic employees in higher education institutions (HEIs). However, the effective functioning of an HEI depends on the collaborative efforts of two distinct groups of employees: academic and support employees. Despite this dual contribution, there is a noticeable lack of research on job satisfaction and engagement of support employees, resulting in insufficient evidence in this domain. Ineffective management and leadership practices often lead to lower job satisfaction and employee engagement levels. The study explored the influence of managerial leadership behaviour on support employee job satisfaction and engagement in a higher education institution.

After assessing the literature in Chapter 2, a quantitative research approach was used to determine the relationship between managerial leadership behaviour and job satisfaction and engagement of support employees in an HEI. The empirical study design yielded a total of 203 valid questionnaires. The questionnaire consisted of four sections: Section A collected demographic information from the respondents, Section B assessed the job satisfaction levels of support employees, Section C assessed the employee engagement levels, and Section D assessed the perception of support employees of their managers' leadership behaviour.

Following an extensive empirical analysis performed in Chapter 3, a positive linear relationship was found between managerial leadership behaviour and both job satisfaction and engagement levels of support employees in HEIs.

Keywords: management, leadership, support employee, job satisfaction, engagement, higher education institution

TABLE OF CONTENTS

ACKNOWLEDGEMENTS.....	I
ABSTRACT	II
LIST OF TABLES.....	VIII
LIST OF FIGURES	IX
CHAPTER 1 NATURE AND SCOPE OF STUDY	1
1.1 Introduction	1
1.2 Background to the study	2
1.3 Problem statement	3
1.4 Study contribution.....	4
1.5 Research objectives, hypotheses and questions.....	4
1.5.1 Primary objective	4
1.5.2 Secondary objectives	4
1.5.3 Methodological objectives	5
1.5.4 Hypotheses	5
1.5.5 Research questions.....	5
1.6 Literature review.....	6
1.7 Empirical investigation	6
1.8 Research design and methodology	6
1.8.1 Research design.....	6
1.8.1.1 Deductive research design	6
1.8.1.2 Quantitative research approach	7
1.8.1.3 Cross-sectional research design	8
1.8.1.4 Research paradigm	9
1.8.2 Research methodology.....	10
1.8.2.1 Population and target population	10
1.8.2.2 Sampling and sample	11
1.8.2.3 Data collection	11

1.8.2.4	Data analysis	15
1.9	Ethical considerations	16
1.10	Limitations of the study	17
1.11	Layout of the dissertation.....	17
1.12	Chapter summary	18
CHAPTER 2 LITERATURE REVIEW.....		19
2.1	Introduction	19
2.2	Definitions of keywords	20
2.2.1	Management	20
2.2.2	Leadership.....	20
2.2.3	Job satisfaction.....	21
2.2.4	Employee engagement.....	21
2.2.5	Support employees.....	22
2.3	Influence of management on job satisfaction and employee engagement	22
2.3.1	Factors affecting managerial effectiveness	23
2.3.1.1	Effective communication.....	24
2.3.1.2	Managerial support.....	25
2.3.1.3	Employee autonomy.....	26
2.3.1.4	Recognition and rewards.....	27
2.3.1.5	Work-life balance.....	28
2.3.2	Managerial strategies for employee job satisfaction and engagement ...	30
2.3.2.1	Establish clear goals and expectations.....	30
2.3.2.2	Provide opportunities for professional development.....	31
2.3.2.3	Offer competitive compensation and benefits.....	32
2.3.2.4	Foster a positive work environment.....	33
2.3.3	Managerial leadership behaviour	34
2.3.3.1	Three leadership dimensions	35
2.4	The importance of job satisfaction and employee engagement	37
2.4.1	Measurement of job satisfaction.....	38
2.4.1.1	Pay	38

2.4.1.2	Promotion	38
2.4.1.3	Supervision.....	39
2.4.1.4	Fringe benefits.....	39
2.4.1.5	Contingent rewards	39
2.4.1.6	Operating conditions.....	40
2.4.1.7	Co-workers	40
2.4.1.8	Nature of work itself.....	40
2.4.1.9	Communication	40
2.4.2	Measurement of employee engagement	41
2.4.2.1	Intellectual engagement	42
2.4.2.2	Social engagement.....	42
2.4.2.3	Affective engagement.....	42
2.5	Higher education institutions	43
2.5.1	Organisational culture.....	43
2.5.2	Workload and job demand of support employees	45
2.5.3	Interpersonal relationships	45
2.6	Chapter summary	46
CHAPTER 3 RESULTS AND DISCUSSION.....		47
3.1	Introduction	47
3.2	Research results.....	48
3.2.1	Respondents' demographics	48
3.2.1.1	Age	48
3.2.1.2	Gender	49
3.2.1.3	Number of years employed by the HEI.....	50
3.2.2	Descriptive statistics	51
3.2.2.1	Job satisfaction.....	52
3.2.2.2	Employee engagement.....	60
3.2.2.3	Employee perception of manager leadership behaviour.....	63
3.3	Reliability of the questionnaire	67
3.3.1	JSS reliability.....	68
3.3.2	ISA Engagement Scale reliability.....	69

3.3.3	Change-Centred Leadership Survey reliability	69
3.4	Inferential statistics.....	70
3.4.1.1	Correlation: Managerial leadership and job satisfaction	70
3.4.1.2	Correlations between managerial leadership behaviour and job satisfaction	71
3.4.1.3	Correlation: Managerial leadership and employee engagement	72
3.5	Chapter summary.....	74
CHAPTER 4 CONCLUSIONS AND RECOMMENDATIONS		76
4.1	Introduction	76
4.2	Summary of results.....	76
4.2.1	Demographic information	76
4.2.2	Job satisfaction.....	77
4.2.3	Employee engagement.....	78
4.2.4	Managerial leadership behaviour	78
4.2.5	Correlation between constructs	79
4.3	Achievement of research objectives and hypotheses validation.....	80
4.3.1	Primary research objective	80
4.3.2	Secondary research objectives	80
4.3.3	Hypotheses	81
4.4	Recommendations	81
4.5	Limitations of the study	82
4.6	Suggestions for further research.....	82
4.7	Conclusion.....	83
REFERENCES		85
ANNEXURE A: DATA COLLECTION INSTRUMENT		98
ANNEXURE B: INFORMED CONSENT FORM.....		103
ANNEXURE C: ETHICAL CONDUCT DECLARATION		104
ANNEXURE D: ETHICAL CLEARANCE.....		105

ANNEXURE E: LANGUAGE EDITING CONFIRMATION	107
ANNEXURE F: TURN-IT IN SUMMARY REPORT	108

LIST OF TABLES

Table 1.1: Subscales of job satisfaction as measured by the JSS.....	12
Table 1.2: Subscales of employee engagement as measured by the ISA Scale	13
Table 1.3: Subscales of leadership behaviour as measured by the Change- Centred Leadership Survey.....	14
Table 3.1: Responses to the questionnaire	47
Table 3.2: Statement frequencies - Pay	52
Table 3.3: Statement frequencies - Promotion	53
Table 3.4: Statement frequencies - Fringe benefits	55
Table 3.5: Statement frequencies - Contingent rewards.....	55
Table 3.6: Statement frequencies - Operating conditions.....	56
Table 3.7: Statement frequencies - Nature of work	58
Table 3.8: Statement frequencies - Communication.....	58
Table 3.9: Statement frequencies - Intellectual engagement.....	60
Table 3.10: Statement frequencies - Social engagement.....	61
Table 3.11: Statement frequencies - Change-centred leadership.....	64
Table 3.12: Statement frequencies - Employee-centred leadership	65
Table 3.13: Statement frequencies - Production-centred leadership	66
Table 3.14: JSS reliability	68
Table 3.15: ISA engagement scale reliability test.....	69
Table 3.16: Change-Centred Leadership Survey reliability	70
Table 3.17: Correlations between managerial leadership and job satisfaction	71
Table 3.18: Correlations between managerial leadership and employee engagement	73

LIST OF FIGURES

Figure 1.1: Layout of the dissertation	17
Figure 3.1: Age distribution of respondents	48
Figure 3.2: Gender distribution of respondents.....	50
Figure 3.3: Number of years employed by the HEI	51
Figure 3.4: Statement frequencies - Supervision.....	54
Figure 3.5: Statement frequencies - Coworkers	57
Figure 3.6: Job satisfaction mean and SD results	59
Figure 3.7: Statement frequencies - Affective engagement.....	62
Figure 3.8: Engagement mean and SD results.....	63
Figure 3.9: Managerial leadership behaviour mean and SD results	67

CHAPTER 1 NATURE AND SCOPE OF STUDY

1.1 Introduction

Job satisfaction has been identified as an essential element for organisational success, with research studies illustrating its influential role in company performance. In this sense, job satisfaction refers to the level of joy and contentment that employees experience in the workplace, considering aspects such as the job itself, salary, benefits, co-workers, supervisors, and prevailing policies. The importance of job satisfaction has been widely acknowledged, as it positively impacts employee performance (Fahed-Sreih, 2020:1).

In his research, Herzberg (2003:9) highlighted that the factors contributing to job satisfaction and motivation are distinct from those causing job dissatisfaction. This distinction underscores the need to examine different factors when studying job satisfaction and dissatisfaction. It also challenges the notion that these two emotions are direct opposites; instead, they represent the presence or absence of each other.

To achieve optimal productivity, it is recommended that organisations identify significant factors that may impede employee job satisfaction and take measures to address these obstacles. In his work, Inuwa (2016:96) asserts that job satisfaction positively correlates with performance. His research findings indicate that when employees derive satisfaction from their work, their motivation to increase productivity is heightened, leading to the realisation of organisational objectives. Conversely, when employees are dissatisfied, their motivation decreases, negatively impacting the attainment of predetermined organisational goals (Fahed-Sreih, 2020:1).

In light of the dynamic nature of the rapidly changing business environment, characterised by intense competition, organisations are compelled to adopt a range of strategic initiatives to ensure their continued viability. One such strategy pertains to adopting a culture of active employee engagement, which optimises organisational performance (Riyanto, Endri & Herlisha, 2021:162).

To ensure the alignment of human resource policies and practices with an organisation's strategy and employee expectations, managers need to deeply understand the elements that encourage and foster employee job satisfaction, recognising the pivotal role employees play as valuable assets to the company. Consequently, active involvement with motivation and job satisfaction is expected to result in enhanced company performance. However, ensuring and maintaining high employee performance is a challenging endeavour that mandates managers to be aware of employee engagement in their work, given that inadequate involvement can negatively affect company performance (Riyanto *et al.*, 2021:162-163).

In conclusion, job satisfaction and employee engagement are important elements for organisational success. By addressing obstacles to job satisfaction, fostering active employee engagement, and aligning management practices with employee expectations, organisations can enhance performance and productivity and ultimately achieve their objectives. In contrast, neglecting job satisfaction and not engaging employees adequately can harm organisational performance.

1.2 Background to the study

Regarding emotional experience, employees with high work engagement tend to manifest positive affective states and cognitive processes. This is primarily due to their sense of meaningfulness towards their work, strong identification with their organisational role, and their inclination towards finding their tasks engaging and motivating. As a result of these emotional states, employees are more inclined to allocate their resources and use their skills to achieve work-related goals (Côté Lauzier Stinglhamber, 2021:271; Siu *et al.*, 2010:471).

Various studies acknowledge that work engagement and job satisfaction are separate concepts; however, there is a positive correlation with each other, and engaged employees are inclined to experience a higher degree of job satisfaction (Alarcon & Lyons, 2011:465-466; Côté *et al.*, 2021:271). An employee's level of engagement is influenced by their commitment to their job roles, active involvement in tasks, and inclination toward deepening their engagement. Effective management and leadership can positively impact job satisfaction through effective communication, supportive

management, fairness and transparency, and growth opportunities. The opposite is then also true; poor management and leadership can negatively impact job satisfaction through a lack of support, communication, micromanagement, and growth opportunities, leading to employee frustration, low productivity, and high turnover rates (Riyanto *et al.*, 2021:165; Srivastava & Madan, 2016:315).

The literature emphasises that effective management is essential for promoting job satisfaction and increasing employee engagement. Fostering work engagement through meaningful work, organisational identification, and engaging tasks can lead to positive emotional experiences and improve employee performance.

1.3 Problem statement

Previous research has concentrated on evaluating the job satisfaction and employee engagement of academic employees in higher education institutions (HEIs). However, an HEI relies on the contributions of two distinct classes of employees: academic and support employees. Despite this, studies investigating the satisfaction of support employees remain scarce, and therefore, there is insufficient evidence in this area (Alias, Hamdani & Othman, 2017:2; Smerek & Peterson, 2007:231-232). Low job satisfaction and employee engagement are often caused by ineffective management and leadership practices (Alarabiat & Eyupoglu, 2022:4).

There was a pressing need to investigate managerial influence on job satisfaction and employee engagement of support employees in HEIs. Understanding this influence could help develop effective management and leadership practices that could improve support employee, job satisfaction and engagement and, ultimately, institutional performance through a productive and motivated workforce (Alias *et al.*, 2017:2).

To fill the gap in the literature, the current study investigated the influence of managerial leadership behaviour on job satisfaction and engagement of support employees in an HEI. It explored how managers influence support employees satisfaction and engagement through their leadership style and overall management approach.

1.4 Study contribution

Theoretical contribution

The study contributed to existing leadership and management theories in HEIs by providing information on how managers can impact support employee engagement and job satisfaction. In addition, the study identified factors creating a positive work environment within HEIs.

Practical contribution

The study could provide practical guidance to managers and leaders in HEIs by identifying best practices for improving support employee engagement and job satisfaction. The findings might help these organisations create strategies to improve their overall performance and their employees' well-being.

HEI industry contribution

The study might help HEIs to attract and retain top talent. By establishing a positive work environment, these organisations could reduce employee turnover, increase productivity, and improve the overall reputation of an institution. This, in turn, could lead to better outcomes for students and the broader community.

1.5 Research objectives, hypotheses and questions

1.5.1 Primary objective

In line with the problem statement, the primary research objective of the study was to investigate the influence of managerial leadership behaviour on support employee job satisfaction and engagement in a HEI.

1.5.2 Secondary objectives

The secondary objectives of the study were as follows:

- To assess the overall job satisfaction of support employees
- To measure employee engagement of support employees in a HEI
- Investigate whether leadership behaviour has an influence on support employee job satisfaction and engagement in a HEI

1.5.3 Methodological objectives

The following methodological objectives were identified to achieve the primary and secondary objectives:

- To develop a questionnaire for investigating the influence of management leadership behaviour on support employee job satisfaction and engagement
- To source and analyse primary data from the target population
- To provide conclusions and recommendations based on the research results to help leaders/managers successfully improve support employee engagement and job satisfaction.

1.5.4 Hypotheses

The predetermined hypotheses of the study were as follows:

- H1: The management of an organisation significantly influences the job satisfaction of support employees.
- H2: The management of an organisation significantly influences the engagement of support employees.

1.5.5 Research questions

The research question were as follows:

- What is the overall level of job satisfaction of support employees in a HEI?
- How does managerial leadership behaviour influence the job satisfaction of support employees in an HEI?

- How does managers' leadership behaviour influence the engagement of support employees in an HEI?

1.6 Literature review

A literature review was conducted to investigate the influence of managerial leadership behaviour on support employee job satisfaction and engagement in an HEI to meet the study's primary and secondary research objectives.

Various sources were used to obtain information to compile a comprehensive and in-depth literature review. The sources used were Google Scholar, NWULIB, and Ebcobhost, with multiple journals, books, dissertations, and publications.

1.7 Empirical investigation

The study conducted an empirical investigation in addition to a literature review. A structured questionnaire was used to gather numerical data and uncover patterns within the scope of the research. The questionnaire, meticulously designed to align with the study's objectives, was a vehicle for systematically collecting information from a representative sample. Through closed-ended questions, respondents were guided to provide specific and measurable responses, enabling the quantification of variables and the drawing of statistical inferences.

1.8 Research design and methodology

1.8.1 Research design

The study adopted a deductive, quantitative and cross-sectional research design.

1.8.1.1 Deductive research design

A deductive research design begins with a specific theory or hypothesis, which was tested through statistical analyses in the study. The ultimate goal was to confirm or disprove the

initial theory based on the collected quantitative data (Saunders, Lewis & Thornhill, 2019:152).

Saunders *et al.* (2019:152) underscore the pivotal role of theory testing versus theory development in shaping the design of a research project. The process of theory development involves three distinct reasoning types—deductive, inductive, and abductive—each delineating specific methods for deriving conclusions from premises.

Deductive reasoning, articulated by Cramer-Petersen, Christensen and Ahmed-Kristensen (2019:41), entails drawing logical conclusions from true premises. This approach commences with a hypothesis, constructing a research strategy to validate or disprove the theory (Saunders *et al.*, 2019:153).

Inductive reasoning, however, extends beyond initial statements, drawing reasonable conclusions that go beyond provided information within a specific model or perspective (Cramer-Petersen *et al.*, 2019:41). Saunders *et al.* (2019:153) highlight that inductive reasoning initiates with data collection to investigate an occurrence, culminating in the development of a theory based on the findings.

As described by Cramer-Petersen *et al.* (2019:41), abduction involves forming explanations for events by selecting the most reasonable and straightforward hypothesis. Unlike induction, abduction does not necessitate drawing conclusions from existing data. It also differs from deductive reasoning by relying on assumptions as its foundation.

In aligning with a positivistic research paradigm, explained below, and testing predetermined hypotheses, the study adopted a deductive research design to enable standardised measures and statistical analyses, common practices in quantitative research.

1.8.1.2 Quantitative research approach

The choice between quantitative, qualitative, or a combination of both research approaches dictates the research design, leading to a monomethod, multimethod, or mixed-methods framework (Saunders *et al.*, 2019:174-175). In a monomethod, a singular

data collection method is employed, while mixed methods involve the simultaneous or consecutive use of qualitative and quantitative techniques.

Quantitative research aligns with a positivist philosophy, employing structured and predetermined data-gathering methods. Typically following deductive reasoning, it validates theories through data collection and analysis. However, it can also adopt inductive reasoning, using data analysis to formulate theories. Emphasising numerical expression, quantitative research assesses variable connections using statistical and graphical analyses (Saunders *et al.*, 2019:176-178).

Conversely, qualitative research, associated with an interpretive philosophy, requires researchers to interpret subjective, socially created meanings. Often commencing with an inductive approach, qualitative research utilises a naturalistic and evolving design to create or enhance theories. Examining participant meanings and connections, it employs diverse data collection techniques and analytical processes, culminating in a conceptual framework and theoretical contribution (Saunders *et al.*, 2019:179).

In the study, a quantitative research design was fitting as the objectives centred around evaluating the relationship between variables. Quantitative research facilitates study replication, which is crucial for validating findings in similar contexts. Additionally, it allows the generalisability of quantitative findings to a larger population. Given the commonalities among HEIs regarding management and leadership practices, the study's results can be applied to similar institutions.

1.8.1.3 Cross-sectional research design

The study followed a cross-sectional design because the investigation of the influence of managerial leadership behaviour on support employee job satisfaction and engagement in an HEI took place at a single point in time. Time constraints may make it challenging to conduct a longitudinal study within the limited time frame of an MBA mini-dissertation. A cross-sectional design is suitable when the research question involves studying a population's characteristics, attitudes, or behaviours at a particular time.

Choosing the correct time frame is an important consideration when conducting a study, as it affects the interpretation of the results and can influence the validity of the conclusions. It is important to balance the length of the time horizon and the resources available while ensuring that the time horizon is appropriate for the research question.

Cross-sectional research designs involve the examination of a sample of individuals at a specific time point, with the measurement of relevant variables being the primary focus. The advantage of this methodology is its rapid and cost-effective nature, offering a comprehensive perspective of the population at a designated time. However, a significant drawback of this approach is the challenge of establishing causality between variables due to single-point measurement (Bell, Bryman & Harley, 2019:58-59).

1.8.1.4 Research paradigm

A research paradigm, also called a research philosophy, underpins the research design. It serves as the foundational framework for any study, delineating the underlying assumptions of the research design. Research philosophy encompasses axiological, epistemological, and ontological dimensions (Saunders *et al.*, 2019:130). In business and management research, five principal research paradigms—critical realism, interpretivism, positivism, postmodernism, and pragmatism—play a pivotal role (Saunders *et al.*, 2019:144).

Critical realism advocates for comprehensively considering both objective and subjective dimensions of reality. Interpretivism posits that reality is socially constructed, emphasising the significance of interpretation and meaning in comprehending social phenomena. Positivism, in contrast, underscores empirical data and scientific methods to understand social phenomena, conceptualising reality as objective and measurable while promoting a value-neutral stance. Postmodernism challenges fixed notions of reality, contending that power dynamics and societal constructions dynamically influence reality. Lastly, pragmatism prioritises practicality, viewing knowledge as continually evolving and subject to revision based on new experiences and information. It encourages using the most effective research methods to achieve specific goals (Saunders *et al.*, 2019:144-151).

In the current study, adopting a positivist paradigm enabled the researcher to employ standardised measures, quantify variables and collect data from a representative sample of HEI support employees. This meant that the study's outcomes yielded objective insights into the topic, facilitating evidence-based recommendations for enhancing organisational effectiveness.

1.8.2 Research methodology

According to Saunders *et al.* (2019:189), a research methodology is a strategy for addressing the research objectives and questions. Determined by the research design and paradigm, it entails selecting methods used to select participants and collect/analyse data. Quantitative research methods comprise interviews, focus group discussions or observation (Saunders *et al.*, 2019:178-180).

1.8.2.1 Population and target population

A population is defined by Saunders *et al.* (2019:812) as the entire group of people or entities that the researcher is interested in researching. The population of interest in the current study in the field of people management was support employees at HEIs in South Africa. The target population (a subset of the population) was support employees at an HEI in the North-West province of South Africa (Bell *et al.*, 2019:191).

The target population was 1797 support employees, estimated on April 3, 2023, at North-West University in South Africa (North-West University, 2023). This included all employees in the HEI except for academic employees and employees in managerial positions. Academic staff were excluded from the study due to sufficient existing research on their job satisfaction and engagement. The study excluded management because the research investigated the impact of managers' leadership behaviour on support employee job satisfaction and engagement.

1.8.2.2 Sampling and sample

Simple random probability sampling was used to select the sample of participants for the study. This sampling method involves selecting individuals or elements from a population in a completely random (arbitrary) manner, ensuring that each member has an equal and independent chance of being included in the sample. This method relies on randomisation techniques, such as random number generators or drawing names from a hat, to achieve fairness and eliminate bias in the selection process. The key characteristics include equal probability of selection, independence of choices, and representativeness, making the resulting sample more likely to reflect the population. This approach is widely used in research when the goal is to draw statistically valid inferences about a population based on the characteristics of the sample, providing a solid foundation for generalisation (Bell *et al.*, 2019:188).

A sample of 300 support employees from the target population was selected. They would be contacted via email with a link to the questionnaire. However, before this, per its instructions, the researcher contacted the NWU Research Data Gatekeeper Committee (NWU-RDGC) once ethical clearance was obtained to apply for permission to conduct research.

1.8.2.3 Data collection

The primary data collection method chosen for the study was an online survey suitable for addressing the research objectives and questions. This survey used a closed-ended self-administered questionnaire to gather data for descriptive and inferential statistical analyses (Saunders *et al.*, 2019:193; see Annexure B).

The questionnaire was sent through a Google Forms link to the NWU gatekeeper and distributed via the NWU general notices email, which all NWU employees receive. When a respondent opens the link, the cover letter will appear, providing information about the background and purpose of the study, as well as the consent form. The respondent had to agree to participate in the study by selecting 'I agree' on the consent form.

As instructed by the NWU Research Support Department, the researcher will contact the department once ethical clearance is obtained. The process to apply for permission to conduct research will then be set in motion, as will the application process to be assigned a gatekeeper.

a) Data collection instrument

Section A of the questionnaire gathered demographic information (age, gender, number of years working for the HEI under study, and employment position. By collecting this data, the researcher could identify the disparities or trends in the sample.

Sections B to D collected data on job satisfaction, employee engagement, and the influence of managerial leadership behaviour on employees.

Google Forms enables researchers to collect questionnaire data and automatically record the responses on a spreadsheet. After receiving all submitted responses, the NWU Department of Statistical Consultation Service assisted the researcher in analysing the data. After that, the researcher interpreted and discussed the results on which recommendations would be based.

The section of the questionnaire used to measure employee job satisfaction was Paul Spector's (1997:8) Job Satisfaction Survey (JSS). The JSS consists of 36 items divided into nine constructs: pay, promotion, supervision, fringe benefits, contingent rewards, operating procedures, coworkers, nature of work, and communication, as seen in Table 1.1 below. The instrument uses a Likert six-point scale, which respondents use to rate themselves (Spector, 1997:8). The researcher adapted this instrument to use a five-point scale (see Annexure B - Section B for the measurement instrument).

Table 1.1: Subscales of job satisfaction as measured by the JSS

Subscale	Questionnaire item numbers
Pay	B1, B10, B19, B28
Promotion	B2, B11, B20, B33
Supervision	B3, B12, B21, B30
Fringe benefits	B4, B13, B22, B29
Contingent rewards	B5, B14, B23, B32

Operating conditions	B6, B15, B24, B31
Coworkers	B7, B16, B25, B34
Nature of work	B8, B17, B27, B35
Communication	B9, B18, B26, B36
Total satisfaction	B1-B36

The section of the questionnaire used to measure employee engagement was the Intellectual, Social, and Affective (ISA) Engagement Scale developed by Soane *et al.* (2012:547). The ISA Engagement Scale consists of nine items divided into three constructs: intellectual engagement, social engagement, and affective engagement, as seen in Table 1.2 below. The three constructs indicate overall employee engagement (Soane *et al.*, 2012:547). The instrument uses a Likert seven-point scale, which respondents use to rate themselves. The researcher adapted this to a five-point scale (see Annexure B – Section C for this measurement instrument).

Table 1.2: Subscales of employee engagement as measured by the ISA Scale

Subscale	Item numbers
Intellectual engagement	C1, C2, C3
Social engagement	C4, C5, C6
Affective engagement	C7, C8, C9
Total/Overall engagement	C1-C9

The section of the questionnaire used to measure the influence of managerial leadership behaviour on employees was the Change-Centred Leadership Survey, an extension of the two-dimensional model developed by Goran Ekvall and Jouko Arvonen (1991). The instrument consists of 36 items and uses a Likert four-point scale, which respondents can use to describe the behaviours of their manager (Ekvall & Arvonen, 1991:18-19). The researcher adapted this to a five-point Likert scale (see Annexure B – Section D for the measurement instrument).

Table 1.3: Subscales of leadership behaviour as measured by the Change-Centred Leadership Survey

Subscale	Item numbers
Change-centred leadership style	D2, D5, D8, D11, D14, D16, D17, D20, D23, D26, D29, D35
Employee-centred leadership style	D1, D4, D7, D10, D13, D19, D22, D25, D28, D31, D32, D34
Production-centred leadership style	D3, D6, D9, D12, D15, D18, D21, D24, D27, D30, D33, D36
Total leadership	D1-D36

The questionnaire was sent to the NWU Statistical Services Consultation Department to ensure that it aligned with the title of the study, the problem statement, and the research questions/objectives.

b) Reliability and validity of questionnaire items

The JSS instrument has a Cronbach's alpha scale reliability of 0.91, which indicates that all the items on the scale are internally consistent, and the reliability is excellent (Spector, 1985:700). The ISA Engagement Scale has a Cronbach's alpha scale reliability of 0.88, which indicates that all items on the scale are internally consistent and highly reliable (Soane et al., 2012:538). In 1991, Ekvall and Arvonen conducted a study in Sweden, Finland, and the United States, where they provided Cronbach's alpha coefficients for the three dimensions of the Change-Centred Leadership Survey. The results showed that the items for the change-centred leadership style of the Change-Centred Leadership Survey had an alpha coefficient of 0.94. In contrast, the items for employee-centred and production-centred styles had alpha coefficients of 0.93 each (Ekvall & Arvonen, 1991:19).

Validity encompasses the suitability of the measures employed, the precision of the analysis of the results, and the extent to which the research results can be generalised (Saunders et al., 2019:213-214).

The existing JSS is a multidimensional instrument initially developed for human services. However, Spector (1985:694) argues that it can also be used for other sectors. Soane et al. (2012:538) extensively examined the ISA engagement scale, and the apparent validity encompasses both convergent and divergent aspects.

1.8.2.4 Data analysis

According to Saunders *et al.* (2019:564), raw quantitative data do not hold much significance for most individuals. Manipulation of these data is necessary to produce meaningful information. This is accomplished using quantitative analysis techniques, including tables, graphs, and statistics, to explore, present, describe, and investigate relationships and patterns within the data for interpretation.

Various statistical methods can be used to examine the relationship between variables, including tests for the normality of the data distribution, Chi-square, ANOVA, Pearson's product-moment correlation coefficient (PMCC), and the correlation coefficient of determination or multiple determination (Saunders *et al.*, 2019:604-605). The Statistical Package for Social Sciences (SPSS) can perform degree-of-freedom and p-value tests on the data to determine if a variable's distribution is significantly different from a normal distribution. This determines whether statistical methods can accurately analyse the data (Saunders *et al.*, 2019:605).

The Chi-square can be used to test whether employee job satisfaction and employee engagement are independent. ANOVA can be used to test whether the presence or absence of effective management makes a difference in the level of support, employee satisfaction and engagement. If a relationship between effective leadership and these variables is confirmed, the PMCC can be used to test the strength of the relationship (Saunders *et al.*, 2019:604-605).

The most common types of descriptive statistics are measures of central tendency, which include mean, median, mode, and standard deviation (SD) (Conner & Johnson, 2017:52-53). The mode can identify the question that scored the highest in each questionnaire. The significance of the mean and SD lies in their ability to characterise the scales. The mean represents the average, while the SD quantifies the degree to which the data vary from the mean (Conner & Johnson, 2017:52). The mean and SD can compare the various constructs of the job satisfaction and employee engagement surveys, respectively.

1.9 Ethical considerations

The study incorporated the provisions of the Protection of Personal Information (POPI) Act (South Africa, 2013), guiding the study in ensuring data protection, obtaining informed consent, implementing robust security measures, following data retention and destruction guidelines, prioritising anonymity, and aligning with ethical approval requirements. Ethical guidelines are imperative to guarantee that a study is conducted responsibly, with due respect for participants and per established ethical standards. Researchers must meticulously weigh the potential risks and benefits, prioritising the rights and interests of participants. Informed consent is paramount, and measures are in place to protect respondent privacy and confidentiality.

The collected data was securely stored in a password-protected electronic database, immune to computer viruses. A five-year retention period was established, after which all files would be permanently deleted, ensuring the erasure of sensitive information. These ethical considerations were pivotal in maintaining the integrity of the research process fostering fairness, responsibility, and ethical conduct. Specific ethical considerations included the following:

- Informed consent: Respondents were apprised of the study's purpose, clarifying that the obtained data would be used exclusively for research purposes (Bell *et al.*, 2019:118; see Annexure A for detailed information).
- Privacy: Stringent measures were employed to uphold respondent privacy. No personally identifiable information was collected, and data storage was secure and accessible only to authorised personnel (Bell *et al.*, 2019:123).
- Anonymity: Maintaining respondent anonymity was prioritised through indirect communication via a gatekeeper who distributed the survey link by email. No incentives or rewards were offered to respondents to preserve the study's integrity.
- Objectivity: The researcher maintained objectivity throughout the study, ensuring that personal biases and opinions did not unduly influence research findings (Bell *et al.*, 2019:280).
- Use of sensitive information: The study avoided sensitive information that could harm or tarnish respondents' reputations. The research topic was non-intrusive, chosen to minimise potential negative impacts (Bell *et al.*, 2019:114; Saunders *et al.*, 2019:277).

- Withdrawal from the study: Participants retained the right to withdraw at any juncture, and their involvement was entirely voluntary (Saunders *et al.*, 2019:260).
- Ethical approval: Ethical clearance from the institutional ethics committee was mandatory before commencing data collection.
- Fair selection of respondents: Respondent selection was based on relevant criteria, avoiding discriminatory factors such as race, gender, or socioeconomic status.

1.10 Limitations of the study

Although the research might add value to knowledge relevant to managers in HEIs, the study had limitations. The most significant limitation was the limited transferability of the results, as a single HEI might not represent other institutions. The study's results might have only applied to the institution under study and cannot be used to draw conclusions about other institutions.

1.11 Layout of the dissertation

The dissertation will consist of four chapters, and its proposed layout is shown in Figure 1.1 below.

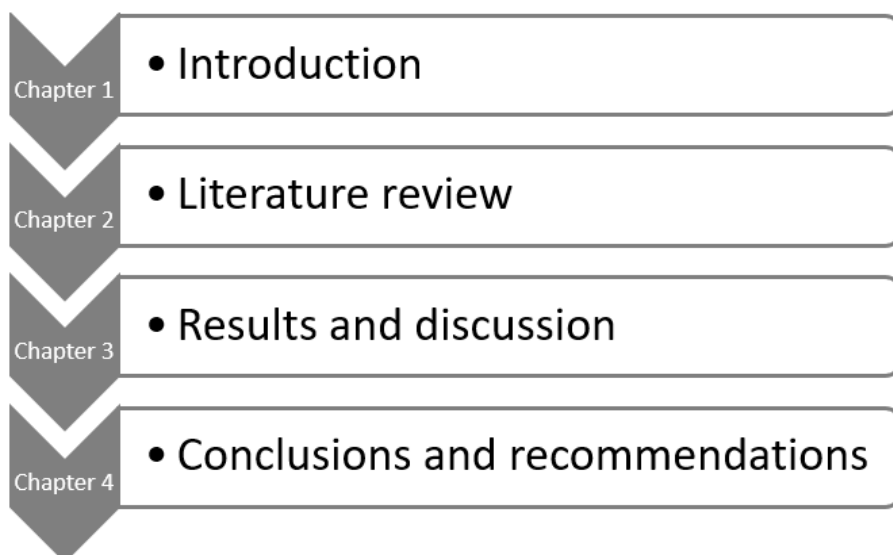


Figure 1.1: Layout of the dissertation

The first chapter of the study covers the introduction to the topic, the contribution of the study, the problem statement, research objectives, research questions, hypotheses, the research design/methodology, ethical considerations, and limitations. The second chapter is a literature review examining research related to management, leadership, job satisfaction, employee engagement, and the higher education environment. Chapter 3 presents the results of the data analysis using tables and figures to show how the research problem was solved. Chapter 4 provides interpretations of the results, recommendations for future research, and concluding remarks.

1.12 Chapter summary

This initial chapter of the dissertation sets the stage by introducing the topic and highlighting the study's significant contribution. The chapter delved into a comprehensive exploration of the problem statement, elucidating the intricacies that motivated the research. The research objectives, hypotheses and questions were set out, providing a roadmap for the inquiry. The research design and methodology were carefully outlined to elucidate the way the research objectives and questions were addressed. Additionally, ethical considerations to ensure the integrity and credibility of the research were explained. While laying the groundwork for the investigation, the chapter acknowledged the limitations inherent in the study, setting the tone for a nuanced and mindful exploration in subsequent chapters.

CHAPTER 2 LITERATURE REVIEW

2.1 Introduction

Effective management practices have a substantial impact on employee job satisfaction and engagement. The ability of managers to motivate employees, instil confidence in their abilities, and meet their needs is of great value. Job satisfaction is influenced by employees' perception of their jobs, working conditions, and the degree of cooperation exhibited by colleagues and managers. This satisfaction includes intrinsic and extrinsic factors, such as compensation and management style (Chen, Park & Park, 2012:291; Paaais & Pattiruhu, 2020:578). Motivating employees to meet their needs is fundamental to their engagement in work activities.

Effective management is essential at all levels of an organisation, as it helps direct subordinates in performing their duties, inspires and motivates them, and fosters their competence development, resulting in better employee performance. Leadership plays a pivotal role in guiding individuals and groups toward organisational goals. Employee engagement is tied to an individual's identification with their job roles, resulting in a strong commitment to the workplace, active participation in tasks, and a desire to deepen their involvement in their work. Job satisfaction and employee engagement are interconnected, with job satisfaction considered a critical factor in fostering employee engagement, ultimately impacting motivation and performance.

To improve job satisfaction and employee engagement among support employees in HEIs, effective managerial practices and strategies are crucial (Kalogiannidis, 2020:2). Key strategies include setting clear goals and expectations, providing professional development opportunities, offering competitive compensation and benefits, and creating a positive work environment. Effective leadership is crucial in managing employees and guiding an organisation toward success, with different leadership styles, including production-centred, employee-centred, and change-centred, suitable for different organisational contexts. Understanding the link between managerial leadership behaviour, job satisfaction, and employee engagement is essential for organisations as it impacts employee motivation and performance. Organisational culture, supporting

employee roles and responsibilities, and interpersonal relationships are vital in achieving job satisfaction and engagement in HEIs.

Job satisfaction and employee engagement are key components that contribute to organisational success. Mitigating obstacles to job satisfaction, nurturing proactive employee engagement, and ensuring that managerial leadership behaviour aligns with employee expectations are strategies through which organisations can amplify their performance and productivity, ultimately realising their predetermined goals. Conversely, the repercussions of neglecting job satisfaction and inadequately involving employees can be detrimental to the overall performance of the HEI.

2.2 Definitions of keywords

2.2.1 *Management*

Griffin (2021:3) defines management as a collection of activities focused on an organisation's resources to accomplish organisational goals efficiently and effectively. Daft and Marcic (2022:8) define management as the process of achieving organisational goals in an effective and efficient manner by engaging in activities such as planning, organising, leading, and controlling corporate resources. There are many more definitions of management, all of which collectively portray management as a practice that involves engaging in activities focused on an organisation's resources to achieve specific objectives and organisational goals.

2.2.2 *Leadership*

According to Chemers (2014:1), leadership is the process of using social influence to enlist the support of others to accomplish a common goal. Yukl (2013:7) suggests that leadership involves influencing others to understand and reach consensus on the necessary actions and methods while facilitating the coordination of individual and collective efforts to accomplish shared goals. Northouse (2021:6) defines leadership as the ability to exert influence and guide individuals and groups to achieve common goals. The above definitions emphasise that leaders influence others and the importance of achieving common goals. From the previous literature on leadership, we can define it as the ability to influence, guide, motivate and coordinate individuals or groups, enlist their

support, set a clear vision, facilitate comprehension, and reach a consensus on necessary actions and methods to achieve common goals.

2.2.3 Job satisfaction

Locke (1969:316) defines job satisfaction as an individual's emotional and cognitive evaluation of their job, encompassing feelings of pleasure, contentment, or dissatisfaction with various job facets and overall work experiences. According to Fahed-Sreih (2020:1), job satisfaction is the level of happiness and fulfilment that an employee experiences with their job in general, considering their satisfaction with the job responsibilities, co-workers, supervisors, and workplace policies. Spector (1997:2) defines job satisfaction as an employee's overall positive or negative feelings about the aspects of their job, such as their work environment, job duties, colleagues, and compensation. Orgambídez and Extremera (2020:444) define job satisfaction as a state of contentment or a favourable emotional experience that arises from evaluating one's work.

All the above definitions emphasise that job satisfaction is a subjective evaluation and appraisal of an individual's job and work experience, including emotional and cognitive dimensions. It is influenced by various factors related to their job.

2.2.4 Employee engagement

Schaufeli *et al.* (2002:74) define employee engagement as a state of mind in the workplace that is positive, fulfilling and characterised by traits such as vigour, dedication, and absorption. According to Srivastava and Madan (2016:315), employee engagement is the extent to which employees are emotionally invested in their organisation and focus on helping it meet its goals. Soane *et al.* (2012:531-532) propose that employee engagement consists of three facets, namely intellectual engagement, affective engagement, and social engagement and that all three dimensions should be fulfilled to achieve a high level of overall engagement.

Employee engagement can thus be defined as a positive and fulfilling state of mind in the workplace, involving dedication and a focus on organisational goals, encompassing multiple dimensions, including cognitive, emotional, and social aspects.

2.2.5 Support employees

Support employees encompass all employees who aid the university's pursuit, employed in positions that do not fall under the category of academia (Bossu, Brown & Warren, 2018:4-5), do not form part of the management, and are also referred to as “non-academic staff, general staff, and administrative staff”.

2.3 Influence of management on job satisfaction and employee engagement

Managers promoting employee motivation and enhancing self-assurance in their assigned tasks are particularly valuable. Job satisfaction derived from work is significantly influenced by employees' perception of their jobs, the working environment, and the level of cooperation demonstrated by colleagues and managers (Pancasila, Haryono & Sulisty, 2020:389).

Job satisfaction is the degree to which employees feel fulfilled and content. It reflects how much an employee likes his job, the tasks he performs, the work environment, the pay, the growth opportunities, and the relationships he has with his colleagues. Job satisfaction will likely increase if employee benefits are fairly and equitably linked to improved job performance. Employee satisfaction can also be influenced by feedback from managers, which can impact their self-image and motivation to improve performance (Pancasila *et al.*, 2020:389-390). Therefore, job satisfaction consists of both intrinsic and extrinsic factors. Extrinsic factors refer to traits beyond the inherent nature of the job, such as remuneration and management style. On the contrary, intrinsic job satisfaction is associated with the emotional and affective responses that employees experience toward job-specific characteristics, including but not limited to autonomy, responsibility, and achievement (Riyanto *et al.*, 2021:164; Spies, 2006:139).

According to Pancasila *et al.* (2020:389), a critical determinant of human motivation to engage in work activities is the desire to meet their needs. In this regard, managers must be mindful of their employees' needs, expectations, talents, and aspirations concerning their future work plans. A thorough understanding of these aspects will allow managers to place their employees in appropriate roles and promote productivity.

Pancasila *et al.* (2020:390) and Yukl (2013:31) posit that an effective manager must possess the ability to distinguish between employees and their respective work environments since the effectiveness of employee performance depends on the suitability of the leadership style of a manager concerning situational and environmental factors. Effective leadership is characterised by the capacity to direct subordinates towards performing their duties competently, motivate and inspire them, and facilitate the development of their competencies, thereby leading to improved employee performance. Leadership assumes a critical role across all levels of an organisation, as effective leadership is instrumental in guiding individuals and groups toward attaining organisational objectives (Pancasila *et al.*, 2020:390).

An employee's level of engagement is also driven by their identification with their job roles, which manifests in persistent commitment to the workplace, active involvement in work tasks, and an inclination toward deepening their engagement with their work activities (Riyanto *et al.*, 2021:165; Srivastava & Madan, 2016:315). These observations align with the idea that the psychological experience of the workforce shapes the attitudes and behaviour of employees, which in turn impacts their level of engagement and the extent to which they remain committed to their work (Riyanto *et al.*, 2021:165).

Effective management practices have a significant impact on job satisfaction and employee engagement. Managers can enhance job satisfaction and improve employee performance by fostering a positive work environment, providing growth opportunities, and practising supportive and effective management. On the other hand, poor management practices can lead to job dissatisfaction, frustration, and decreased engagement. Understanding the elements influencing job satisfaction and employee engagement is crucial for creating a productive and satisfied workforce.

2.3.1 Factors affecting managerial effectiveness

To foster employee engagement and satisfaction, managers must cultivate a supportive work environment (Riyanto *et al.*, 2021:164). Irabor and Okolie (2019:101) highlight the pivotal role of employee-manager relationships in influencing job satisfaction and engagement. Managers' style, input, and constructive criticism significantly shape employee perceptions and commitment. Actively participating in daily activities fosters

security and trust, enhancing job satisfaction. Various factors such as effective communication, managerial support, employee autonomy, recognition, rewards, and work-life balance influence managerial effectiveness in promoting employee satisfaction and engagement (Mumby & Kuhn, 2018:11; Kurtessis *et al.*, 2017:1879; Jiang *et al.*, 2020:12; Ali & Anwar, 2021:23-25; Arief, Purwana & Saptono, 2021:268).

2.3.1.1 Effective communication

Mumby and Kuhn (2018:11) define organisational communication as producing and deliberating shared and synchronised understandings using symbolic actions aimed at accomplishing a group's or organisation's objectives. The significance of effective communication in organisations is widely acknowledged as it plays a crucial role in promoting overall organisational performance. The possession of knowledge on the significance of business communication empowers managers to enhance the quality of communication within the organisation, leading to positive outcomes, particularly in terms of employee productivity and performance (Kalogiannidis, 2020:2). This is due to its ability to facilitate efficient coordination between various stakeholders, including employees, employers, and customers. Effective communication is critical to ensuring that employees feel engaged and connected to their work.

According to Maneerutt (2021:155), when communication is ineffective, it can result in miscommunication, misunderstandings, and conflict, ultimately hindering organisational performance. Maneerutt (2021:157) affirms that the styles of internal communication within an organisation are heavily influenced by its cultures and structures and the management approach adopted by the organisation. Additionally, individuals bring their unique communication styles and preferences to the workplace, which can result in conflicts between colleagues. These conflicts related to communication are of significant concern as they have the potential to impact the productivity and performance of the organisation.

Managers who communicate frequently and clearly can help employees understand their roles and responsibilities, provide feedback and recognition, and facilitate collaboration and teamwork (Kalogiannidis, 2020:1). Effective communication is not just the responsibility of managers and leaders; it is the responsibility of every individual in the

organisation (Maneerutt, 2021:157). Employees should be encouraged to communicate openly and constructively, share ideas and feedback, and actively listen to others. This can lead to a more inclusive and diverse workplace culture that values different perspectives and promotes innovation and creativity (Stacho *et al.*, 2019:393).

Effective communication is crucial for organisational performance. Managers and employees should recognise its significance and actively promote clear and frequent communication. By doing so, organisations can improve coordination, productivity, and performance while fostering an inclusive and innovative work environment with high levels of employee engagement.

2.3.1.2 Managerial support

Supportive management is critical in promoting a positive work environment and improving employee morale. The concept of "perceived organisational support" (POS) has received considerable attention and has been widely accepted as a key element of employee well-being (Kurtessis *et al.*, 2017:1855-1856; Msuya *et al.*, 2023:31-32; Rhoades & Eisenberger, 2002:698). A supportive manager is someone who understands their employees' needs and makes a conscious effort to address those needs. When employees feel valued and appreciated by their organisation, they tend to be more committed to their work and have higher job satisfaction. This, in turn, can lead to better performance and productivity.

Studies have consistently shown that employees who perceive high organisational support tend to have better mental and physical health outcomes. They are also more likely to engage in positive behaviours such as helping others, sharing knowledge, and offering suggestions for improvement (Kurtessis *et al.*, 2017:1855-1856; Rhoades & Eisenberger, 2002:698). Dupré and Day (2007:189) state that managers significantly affect employees' job satisfaction and that job satisfaction strongly correlates with a supervisor's regard for their subordinates' feelings, welfare, and contributions. Supportive managers can play a significant role in creating a culture of support within an organisation, where employees trust their leaders/supervisors and feel comfortable speaking up about their concerns and seeking guidance when needed (Shanock *et al.*, 2019:169-170).

Therefore, the existing literature emphasises the importance of supportive management in creating a positive work environment and improving employee morale. When managers demonstrate an understanding of their employees' needs and actively address them, employees feel valued and appreciated by the organisation, which may lead to increased engagement, higher job satisfaction, and ultimately improved performance and productivity.

2.3.1.3 Employee autonomy

Encouraging employees to have a sense of independence and autonomy over their tasks can increase job satisfaction and engagement. Employees who believe that they have a role in shaping how they carry out their responsibilities are more likely to feel a strong connection to their roles (Shanock *et al.*, 2019:175). According to Hackman and Oldham (1975:162), autonomy pertains to the extent of control an employee has over their work, encompassing decision-making, problem-solving, and task execution. It is a fundamental component of workplace culture that can significantly impact employee motivation, job satisfaction, and overall well-being. By granting employees a sense of autonomy and control over their responsibilities, organisations can improve their workforce's commitment, dedication, and productivity (Pattnaik & Sahoo, 2021:228-229).

Supportive managers play a pivotal role in nurturing a culture of autonomy in the workplace. When employees have a say in executing their tasks, they are more likely to feel deeply engaged in their roles. They are also more inclined to take ownership of their work, experience pride in their accomplishments, and be motivated to deliver their best performance (Shanock *et al.*, 2019:169-170).

Moreover, when employees are allowed to work independently, they tend to take responsibility for their tasks and outcomes. This sense of responsibility and accountability can lead to enhanced job satisfaction and engagement, resulting in increased productivity, improved work quality, and overall performance (Pattnaik & Sahoo, 2021:230). Research has shown that providing employees with autonomy can lead to many positive outcomes for both the employee and the organisation. For example, autonomy has been associated with higher job satisfaction, higher levels of engagement, lower levels of stress, and reduced turnover (Bakker & De Vries, 2021:12). It has also been associated with improved creativity, problem-solving skills, and job performance.

Providing employees autonomy and control over their work is crucial to enhancing job satisfaction, engagement, and overall well-being. Supportive managers who foster a culture of autonomy can promote employee ownership and accountability, leading to improved productivity and positive outcomes for employees and the organisation.

2.3.1.4 Recognition and rewards

Recognition and rewards within an organisational context are essential elements of motivating employees and promoting job satisfaction (Hussain *et al.*, 2019:72). It is widely acknowledged that the authority and power vested in managers provide them with a unique influence on employee perceptions and resulting behaviours (Martínez Corts *et al.*, 2011:125). The impact of this influence on employees is believed to be distinct and prominent compared to other organisational members with a similar hierarchical status. This notion is supported by research conducted by Martínez Corts *et al.* (2011:125) that suggests co-workers may not have the same level of influence as managers. Managers are, therefore, expected to be more effective in communicating messages that convey the organisation's appreciation and recognition of employee efforts and performance. Recognising employees for their hard work and achievements is crucial to promote job satisfaction and engagement. Montani, Boudrias and Pigeon (2020:363-364) emphasise the importance of managers providing regular feedback and rewards to employees to help them feel valued and appreciated. The act of recognising employee efforts and performance not only helps boost their morale but also contributes to the overall success of the organisation.

Furthermore, it is essential to note that recognition and rewards are not limited to monetary incentives. Non-monetary rewards such as flexible work arrangements, paid time off, and career development opportunities can also be powerful motivators. This aspect is supported by research that suggests that nonfinancial incentives have a more significant impact on employee motivation and retention than monetary incentives (Hussain *et al.*, 2019:73).

Based on existing literature, recognition and rewards motivate employees and promote job satisfaction. With their unique influence, managers are expected to communicate appreciation and recognition to employees effectively. Regular feedback, monetary and

non-monetary rewards, and non-financial incentives are important for recognising employee efforts and performance. By implementing these practices, managers can enhance employee engagement, increase job satisfaction, and ultimately contribute to their success.

2.3.1.5 Work-life balance

In the initial phases of developing the concept of work-life balance, the primary focus was on attaining a fair distribution of resources between one's professional and personal life or other life responsibilities (Brough *et al.*, 2020:475). Marks and MacDermid (1996:421) defined role balance as the complete engagement in all roles within an individual's complete role system. Similarly, Greenhaus, Collins and Shaw *et al.* (2003:513) proposed that balance is accomplished when an individual's time, involvement, and satisfaction are distributed evenly across various life roles. Greenhaus *et al.* (2003:513) define work-life balance as "the extent to which an individual is equally engaged in - and equally satisfied with - his or her work role and family role". According to Grzywacz and Carlson (2007:458), a comprehensive understanding of work-life balance should consider how an individual's balance, or lack thereof, affects their work and family domains. The authors characterised work-life balance as the realisation of role-related expectations that are collaboratively discussed and accepted by an individual and their counterparts in both their work and family domains. Consequently, work-life balance is gauged by individuals' assessments of whether they are living up to the shared expectations established with their work and family partners. Casper *et al.* (2018:198) made a significant contribution to the existing body of research by identifying three subjective balance domains that had been previously overlooked: affect, effectiveness, and involvement. These domains were found to be essential in promoting individuals' sense of balance between their work and non-work domains. The affect domain refers to the emotional aspect of balance, the effectiveness domain pertains to the sense of success, and the involvement domain concerns the level of engagement. These domains play a crucial role in maintaining an individual's balance across various life domains.

Managers who recognise and prioritise their employees' work-life balance needs can significantly contribute to job satisfaction and engagement (Arief *et al.*, 2021:268). Work-life balance has become an increasingly important topic in the modern workplace. In

today's fast-paced and highly competitive work environment, employees often struggle to keep up with work demands while maintaining a healthy personal life. It should be noted that employees' perceptions of a healthy work-life balance may vary. For some, having flexible working hours or the ability to work remotely may be sufficient to maintain their work-life balance. However, for others, a healthy work-life balance may require adequate time to engage in personal pursuits, maintain familial and social relationships, and fulfil personal obligations.

Managers must understand their employees' individual needs and preferences and take appropriate steps to accommodate them (Bataineh, 2019:103). Research has shown that employees who feel they have a healthy balance between their professional and personal lives are more likely to be engaged and productive in the workplace (Kelliher, Richardson & Boiarintseva, 2018:99). In addition, they often have a more favourable outlook on organisational commitment and job satisfaction. On the contrary, employees who feel overwhelmed and overworked are more likely to experience burnout, stress, and even depression (Bakker & De Vries, 2021:2).

Effective work-life balance management requires a supportive work environment that promotes open communication, flexibility, and understanding. When managers show empathy towards their employees' personal lives and consciously create a healthy work-life balance, it can foster a positive and productive work environment. It also encourages employees to remain committed to their work and improves overall well-being (Kelliher *et al.*, 2018:99).

Employee engagement and job satisfaction are essential for organisational success, and managers play a critical role in creating a work environment that supports and motivates employees. Effective communication, managerial support, employee autonomy, recognition and rewards, and work-life balance are some factors that influence managerial effectiveness in promoting job satisfaction and engagement. When managers communicate frequently and are supportive and empathetic, provide autonomy, recognise employees' hard work, and are sensitive to employees' work-life balance needs, they can foster a positive and supportive work environment that can lead to higher job satisfaction and employee engagement.

2.3.2 Managerial strategies for employee job satisfaction and engagement

By implementing effective managerial strategies, organisations can cultivate a work environment that supports employee job satisfaction and engagement. These practices and strategies can enable support employees to feel valued, motivated, and connected to their work, thus enhancing their performance and contributing to the overall success of the HEI. To promote job satisfaction and engagement among support employees in HEIs, adopting a multifaceted approach that considers their unique needs is necessary.

This approach includes implementing strategies and practices such as establishing clear goals and expectations (Kalogiannidis, 2020:2), providing opportunities for professional development (Dachner *et al.*, 2021:10; Shujaat, Sana & Aftab, 2013:7), offering competitive compensation and benefits (Ali & Anwar, 2021:23), and fostering a positive work environment (Kumar & Sia, 2012:38; Mohd, Shah & Zailan, 2016:423; Taheri, Miah and Kamaruzzaman (2020:4). These practices and strategies are discussed below.

2.3.2.1 Establish clear goals and expectations

Employees need to understand what their role is and what is expected of them. Managers should establish clear goals and expectations and communicate them effectively to their employees. This helps employees understand their role in the organisation and how they contribute to the overall success of the organisation (Kalogiannidis, 2020:2). When employees have a clear understanding of how their work contributes to the bigger picture, they are more likely to feel valued and motivated to perform at their best, they will also experience a sense of satisfaction and contentment with their job (Yue, Men & Ferguson, 2021:175). Consequently, this can result in elevated efficiency, greater job satisfaction, and reduced employee turnover rates.

Furthermore, open communication is essential to ensure employees are informed, empowered, and engaged in decision-making. Managers should encourage a culture of transparency and trust, where employees feel comfortable expressing their thoughts and concerns without fear of repercussions. This helps to identify and address potential issues proactively, promoting a more proactive and solution-orientated work environment. Effective communication of goals and expectations can be achieved through various

means, such as regular performance reviews, team meetings, and one-on-one sessions with employees. By setting goals, managers can help employees align their efforts towards achieving the organisation's objectives (Haris, Sophia & Elfia, 2018:213). Additionally, by providing regular feedback and coaching, managers can help employees stay on track and implement essential adjustments to their work processes.

Establishing clear goals and expectations for employees is crucial to promote understanding and motivation and may lead to higher engagement levels and increased job satisfaction. Open communication and effective feedback mechanisms further enhance the positive impact of clear goals, creating a transparent and proactive work environment within the HEI.

2.3.2.2 Provide opportunities for professional development

The significance of professional development in enhancing job satisfaction and engagement of employees cannot be overemphasised. Providing opportunities for employees to upgrade their skills and knowledge is crucial to keeping them updated with the latest developments in their field. This enables employees to be more effective in their roles and contribute more effectively to the organisation's overall goals (Niati, Siregar & Prayoga, 2021:2385). As such, managers have a critical role to play in facilitating the professional development of their employees (Dachner *et al.*, 2021:10). An effective approach that managers can take is to offer various training programmes, workshops, and conferences that are relevant to their employees' roles and responsibilities.

According to Dachner *et al.* (2021:3), opportunities for professional development can take many forms, ranging from formal training programmes to informal mentoring and coaching. Managers can play a pivotal role in facilitating these opportunities by creating a culture of continuous learning and growth. This can involve identifying employees' strengths and weaknesses and tailoring development programmes to their needs and interests. By doing so, managers can foster a sense of ownership and accountability among employees while promoting a culture of collaboration and knowledge-sharing (Dachner *et al.*, 2021:10).

In their study on career development and job satisfaction, Shujaat et al. (2013:7) found a positive linear correlation between employee job satisfaction and the availability of development opportunities. Professional development opportunities not only benefit employees but also organisations. Providing such opportunities can improve employee retention rates and reduce turnover, which can significantly cost organisations. Furthermore, investing in employee professional development can lead to increased productivity, improved job performance, and higher levels of job satisfaction and engagement. Ultimately, these outcomes can contribute to achieving organisational goals and the company's overall success (Dachner *et al.*, 2021:6).

The previous literature suggests that providing opportunities for professional development plays a crucial role as a managerial strategy in promoting job satisfaction and employee engagement. This also applies to support employees working within an HEI. Granting support employees the opportunity to enhance their skills, acquire new knowledge, and grow professionally can significantly positively influence their job satisfaction and overall engagement in their respective roles in the HEI.

2.3.2.3 Offer competitive compensation and benefits

Employee retention should be a top priority for organisations seeking to maintain a productive and efficient workforce. Therefore, managers must understand the importance of offering competitive compensation and benefits packages to attract and retain top talent. According to Ali and Anwar (2021:23), efficient management of compensation packages within an organisation has the potential to enhance the level of motivation, productivity, and job satisfaction of employees. Compensation and benefits are vital in forming employees' perceptions of job satisfaction and engagement levels. Enhancing employee motivation, commitment, and engagement is considered a crucial aspect of organisational success. Implementing effective compensation policies plays a significant role in stimulating employees to achieve exceptional levels of discretionary effort and make significant contributions to the organisation (Ali & Anwar, 2021:22).

When managers offer competitive compensation packages, not only are they rewarding employees for their hard work and dedication, but they are also creating a sense of loyalty and commitment. This loyalty translates into increased productivity and improved

company culture. A well-designed benefits program that includes health insurance, retirement plans, and paid time off can significantly enhance employees' quality of life, reducing stress and promoting work-life balance (Abdullahi *et al.*, 2021:4).

One of the key benefits of offering a comprehensive benefits package is that it helps to attract and retain talented employees. Candidates are more likely to choose an employer that offers a competitive compensation and benefits package over one that does not (Bano *et al.*, 2011:10). A strong benefits programme could also help reduce employee turnover rates and the costs associated with recruiting and training new employees.

Organisations must provide competitive compensation and benefits to retain a productive workforce, cultivate loyalty and commitment and improve job satisfaction and engagement. An effectively designed benefits program significantly enhances employees' well-being, reduces turnover rates, and yields positive organisational performance outcomes.

2.3.2.4 Foster a positive work environment

The well-being of employees is of utmost importance for both employees and employers because it influences the productivity, health, and stress caused by negative work environments (Liu, Siu & Shi, 2010:455). By creating a positive work environment, employees' overall productivity, motivation, morale and well-being will be much higher. Taheri *et al.* (2020:4) found a significant correlation between the working environment and job satisfaction, emphasizing the strong dependency of job satisfaction on the working environment. Kumar and Sia (2012:38) and Mohd *et al.* (2016:423) focused on the impact of the working environment on employee engagement. Both studies revealed that the work environment significantly affects employee engagement.

The literature suggests the significance of a positive work environment in influencing employees' job satisfaction and engagement. In today's competitive higher education landscape, the success of any academic institution heavily depends on the performance and dedication of its support employees. While these individuals may work behind the scenes, they play a critical role in ensuring the smooth functioning of administrative, technical, and operational processes that keep the institution running. Therefore,

managers must create a positive work environment that promotes collaboration, teamwork, and open communication to promote employee engagement and job satisfaction.

2.3.3 Managerial leadership behaviour

In employee management, leadership is crucial in providing guidance and direction. Effective organisational functioning is highly dependent on leadership. At the core of leadership is its ability to influence the workforce, which is the primary source of competitive advantage for organisations. To effectively motivate employees and facilitate the alignment of organisational members with their respective roles. Leaders must prioritise employee motivation, as engaged employees are critical to achieving organisational goals (Gemedu & Lee, 2020:1).

According to Wikaningrum and Yuniawan (2018:139), employees perceive their manager's conduct through two primary categories: one focused on job-related purposes and the other centred around interpersonal connections. These two well-known dimensions are “production-centred” and “employee-centred”. According to Madlock (2008:71), Wikaningrum and Yuniawan (2018:139), employees are most satisfied when they perceive their direct managers run both behaviours. However, in a study conducted by Ekvall and Arvonen (1991:18), a third category of leadership behaviour was identified.

This category portrays a manager who fosters innovative thinking, welcomes novel concepts, swiftly makes decisions, promotes teamwork, and does not exhibit excessive caution. The third dimension is referred to as “change-centred”. In their study, Ekvall and Arvonen (1991:20) discovered that all three leadership approaches exhibit strong and positive correlations with how employees perceive their managers' competence. This implies that managers adept at incorporating all three leadership behaviours tend to receive higher ratings from their subordinates. While the most optimal combination likely depends on specific situational factors, the findings indicate that the absence of one or more of these three patterns always represents a disadvantage for a manager.

2.3.3.1 Three leadership dimensions

a) Production-centred leadership

This leadership style prioritises efficiency, productivity, and results. Production-centred leaders focus on achieving specific goals and targets and use metrics and data to measure progress. This type of leadership is effective in organisations that operate in highly competitive environments where speed and efficiency are critical (Wikaningrum & Yuniawan, 2018:139).

Yukl (2013:405) posits in his book *Leadership in Organisations* that task-orientated behaviours are utilised to improve or maintain internal efficiency and coordination within a team or organisation. Effective leaders plan and schedule activities to optimise the utilisation of resources, people, information, and equipment. They are responsible for task delegation, resource allocation, and coordination of interdependent activities. Additionally, leaders assist in clarifying goals, priorities, and performance standards for evaluating outcomes. They oversee internal group or organisational operations to gauge performance and identify issues requiring resolution. Furthermore, supervisors or department managers ensure that internal activities are synchronised with related activities in other parts of the organisation, and they acquire necessary information and resources from individuals outside their work unit (Sha, 2017:87; Yukl, 2013:405).

b) Employee-centred leadership

This leadership style emphasises the needs and development of individual employees. Employee-centred leaders prioritise communication, teamwork, and collaboration and foster a positive work culture. This type of leadership is effective in organisations that value employee satisfaction, retention, and engagement (Wikaningrum & Yuniawan, 2018:139).

Relational behaviours are employed to establish dedication towards work objectives, cultivate mutual trust and cooperation, and foster identification with the team or organisation. Effective leaders use a variety of relational behaviours, including acts of support and acknowledgement of achievements and contributions, as well as offering

guidance and mentorship to improve the capabilities and confidence of subordinates (Babel, 2022:4; Yukl, 2013:406). In addition, effective leaders consult with individuals who will be significantly impacted by their decisions to determine their concerns and obtain their recommendations. They delegate responsibility to employees to address operational issues within their respective work areas. They adopt team-orientated behaviours to enhance group identity and foster trust and cooperation among team members. Lastly, these leaders establish and maintain collaborative relationships with external parties who can provide valuable insight and support (Yukl, 2013:406).

Effective leaders foster a positive work culture and encourage communication, teamwork, and collaboration by focusing on individual needs and development. It is anticipated that an organisational culture that fosters efficacy and unity within a group will enhance the efficacy of leadership for both managers and employees. The workplace, and consequently the organisational culture, can increase the impact of the leadership approach adopted by those in positions of authority (Tran, 2021:141).

c) Change-centred leadership

This leadership style focusses on innovation, creativity, and change within the organisation. Change-centred leaders are proactive in identifying and pursuing new opportunities, encouraging their teams to take risks and experiment. This type of leadership is effective in organisations that need to adapt quickly to changing markets or technologies (Ekvall & Arvonen, 1991:20-21; Yukl *et al.*, 2019:775).

Change-orientated behaviours are employed to modify objectives, strategies, and work processes to adapt to external factors. Top executives are responsible for developing a competitive strategy consistent with the organisation's core competencies and ideology while remaining relevant to the external environment. Successful leaders monitor external events and trends to acquire information that requires adaptive changes. They interpret these events, focus on potential threats and opportunities, and associate the proposed changes with an explicit and attractive vision that aligns with the values, ideals, and core competencies of the followers (Yukl, 2013:406). The findings from a study by Bashira *et al.* (2021) demonstrate that leadership focused on facilitating change is strongly associated with increased engagement and performance among employees.

In addition, change-orientated leaders encourage and facilitate innovative thinking while promoting, developing, acquiring, and implementing new knowledge to improve products, services, and work processes. Establishing a coalition of internal and external supporters is often necessary to implement significant changes. Effective leaders empower capable change agents to execute strategic decisions across the organisation. Symbolic actions and role modelling by leaders are used to demonstrate a continuous personal commitment to a new strategy or significant change. Offering opportunities to experience progress and repeated "small victories" gives followers greater confidence in themselves, the vision, and the leaders (Yukl, 2013:406).

It is important to note that one leadership style is not better than the others. Different situations require different approaches to leadership. Effective leaders can exhibit production-orientated, employee-orientated, and change-orientated behaviours that are suitable for the existing circumstances. Effective leadership is crucial to guide and influence employees in organisations. By understanding the dimensions of leadership and adapting their approaches to suit the organisational context, managers can foster higher levels of engagement and job satisfaction, leading to improved performance and achievement of organisational goals.

2.4 The importance of job satisfaction and employee engagement

Several researchers have investigated the link between job satisfaction and employee engagement, with some studies indicating that employee engagement is an outcome of job satisfaction (Abraham, 2012:28; Arief *et al.*, 2021:268). In addition, job satisfaction has been identified as a critical determinant of employee engagement, with engaged employees typically experiencing higher levels of job satisfaction. A positive correlation has been found between employee engagement and job satisfaction, further highlighting the importance of job satisfaction in fostering employee engagement (Tepayakul & Rinthaisong, 2018:69).

Previous studies have demonstrated that work engagement can lead to beneficial outcomes for both organisations and employees. These advantages include positive work attitudes, such as job satisfaction. (Orgambídez & Extremera, 2020:444; Schaufeli,

2012:5). Job satisfaction refers to a state of contentment or a favourable emotional experience that arises from evaluating one's work, and is considered as a key outcome of work engagement (Orgambídez & Extremera, 2020:444).

Previous literature suggests that job satisfaction and employee engagement are closely linked. Job satisfaction can be both an outcome and a determinant of employee engagement, with a positive correlation. Work engagement and job satisfaction are beneficial outcomes for both organisations and employees.

2.4.1 Measurement of job satisfaction

Understanding the significance of job satisfaction is crucial for organisations, as it is among the primary motivators for employees, as stated by Bhandari, Bagga and Nanda (2010:404). However, some managers continue to neglect this factor despite the need to emphasise the importance of employee job satisfaction. Consequently, many organisations lose their skilled employees to competitors due to dissatisfaction with their jobs (Tepayakul & Rinthaisong, 2018:69).

Different constructs can be used to measure job satisfaction. For the purposes of the study, the nine constructs of job satisfaction identified by Spector (1985:699) during the development of the JSS will be discussed.

2.4.1.1 Pay

This construct measures how employees feel fairly compensated for their work. Employees who feel they are not being paid what they are worth may be dissatisfied with their job. Pay is a crucial factor in job satisfaction since it reflects the perceived value of employees' work. According to Judge *et al.* (2010:158), employees who feel fairly compensated for their work are more likely to be satisfied.

2.4.1.2 Promotion

This construct measures the degree to which employees feel they have opportunities for advancement within their organisation. Employees who feel stuck in their current position

with no chance of growth may be dissatisfied with their jobs. Promotion is another important factor in job satisfaction. The opportunity for promotion provides employees with a sense of direction and purpose in their careers.

2.4.1.3 Supervision

This construct measures the extent employees are satisfied with their manager or supervisor. Employees who feel that their managers are not supportive or effective may be dissatisfied with their jobs (Irabor & Okolie, 2019:101). Supervision is an important factor in job satisfaction, and therefore, employees need effective and supportive managers who provide them with clear expectations, feedback, and guidance.

2.4.1.4 Fringe benefits

This construct measures the extent to which employees are satisfied with their organisation's non-monetary benefits, such as health insurance, retirement plans, and vacation time. Fringe benefits, such as health insurance, retirement plans, and paid time off, are also important for job satisfaction. These benefits reflect the organisation's commitment to the well-being of its employees and may also contribute to a positive work-life balance. In their study, Nisar and Siddiqui (2019:250) found a strong correlation between fringe benefits and employees' job satisfaction.

2.4.1.5 Contingent rewards

This construct measures the degree to which employees feel that their organisation values their contributions and provides them with recognition and appreciation for their work. Contingent rewards, such as appreciation and recognition, motivate employees and foster a sense of appreciation for their work. Employees who feel recognised for their contributions are more likely to feel satisfied.

2.4.1.6 Operating conditions

This construct measures the degree to which employees are satisfied with the physical environment in which they work, such as lighting, temperature, and noise levels. Employees who work in safe and comfortable environments are more likely to feel satisfied with their job (Irabor & Okolie, 2019:99).

2.4.1.7 Co-workers

This construct measures the extent to which employees are satisfied with their colleagues and the social environment within their organisation. Co-workers play a critical role in creating a positive work environment. Employees with supportive and collaborative relationships with their co-workers are more likely to feel satisfied with their job.

2.4.1.8 Nature of work itself

This construct measures the extent to which employees are satisfied with the actual tasks and responsibilities of their job. If employees find their work repetitive or unfulfilling, they may be dissatisfied. Employees who see their job as meaningful and challenging are more likely to feel satisfied.

2.4.1.9 Communication

This construct measures the extent to which employees feel that they have open and effective communication with their colleagues and managers. Effective communication is essential to promote a positive work environment. Employees should feel they can express their concerns and receive feedback from their supervisors and coworkers.

As discussed above, the nine constructs of job satisfaction provide a comprehensive framework for assessing various aspects that influence employee satisfaction. Understanding and measuring the different factors contributing to the job satisfaction of support employees in an HEI is essential for managers to create a positive work environment and retain talented employees.

When researching job satisfaction, Herzberg (2003:9) proposed that the elements contributing to job satisfaction and motivation are different from those causing job dissatisfaction. As a result, it is necessary to analyse distinct factors depending on whether one is examining job satisfaction or dissatisfaction. This indicates that these two emotions do not oppose each other. Job dissatisfaction is not the opposite of job satisfaction; it is, in fact, the absence of job satisfaction. Conversely, job satisfaction is not the opposite of job dissatisfaction; it is the absence of it.

2.4.2 Measurement of employee engagement

According to previous studies (Albdour & Altarawneh, 2014:194; Bano *et al.*, 2011:9-10), employee engagement is positively associated with talent retention, avoidance of employee turnover, value addition, organisational growth, and survival. Additionally, employee engagement is found to have a significant impact on organisational performance (Green, 2022:7). When employees feel a sense of attachment to their organisation, they are more likely to be committed to both their role and the organisation as a whole, leading to greater success for the organisation. Employee engagement is a crucial factor in achieving organisational success (Green, 2022:7; Tepayakul & Rinthaisong, 2018:69).

Kahn (1990:694) provided an early interpretation of engagement in the workplace, which characterised it as a state of personal involvement. This state is demonstrated by employees who bring their selves to their job performance, invest their energy, and experience an emotional connection to their work. Kahn (1990:694) suggests that engaged employees are fully dedicated to their roles and exhibit physical, cognitive, and emotional involvement in their work. On the contrary, disengaged employees separate their identity from their work-related roles. This phenomenon involves the individual distancing themselves and adopting a defensive stance, either physically, cognitively, or emotionally, when carrying out their assigned roles.

When measuring employee engagement, researchers often use a variety of constructs to assess different aspects of engagement. Three commonly used constructs are intellectual engagement, social engagement, and affective engagement, as set out in the

ISA Engagement scale (Soane *et al.*, 2012:532), which will be used to measure employee engagement during this research study.

2.4.2.1 Intellectual engagement

Soane *et al.* (2012:532) define intellectual engagement as "the extent to which one is intellectually absorbed in work", acknowledging the significance of intellectual activity for work performance and emphasising that engagement implies more than the mere completion of duties. Intellectual engagement thus refers to the level of involvement and enthusiasm an employee has for their job duties, such as their willingness to learn new skills, take on challenging projects, and think creatively. This type of engagement is closely linked to an employee's intrinsic motivation and sense of autonomy in their work. Organisations may foster intellectual engagement by providing opportunities for growth and development, promoting innovation and creative thinking, and recognising and rewarding employees for their contributions.

2.4.2.2 Social engagement

Soane *et al.* (2012:532) define social engagement as "the extent to which one is socially connected with the working environment and shares common values with colleagues". Thus, social engagement refers to the level of connection and support an employee feels from their colleagues and the organisation as a whole. This type of engagement is closely linked to an employee's sense of belonging and connection to their workplace community. Organisations may foster social engagement by promoting a positive work culture, encouraging teamwork and collaboration, and providing opportunities for employees to connect and build relationships.

2.4.2.3 Affective engagement

Soane *et al.* (2012:532) define affective engagement as "the extent to which one experiences a state of positive affect relating to one's work role". Affective engagement thus refers to the level of emotional attachment and investment an employee has in their job and organisation. This type of engagement is closely linked to an employee's overall

job satisfaction and sense of purpose. Organisations may foster affective engagement by promoting a sense of mission and purpose, providing opportunities for employees to contribute to meaningful work, and recognising and rewarding employees for their accomplishments.

Overall, these three employee engagement constructs are important to consider when assessing and improving the engagement levels of support employees in an HEI. By addressing these aspects, managers can create a more engaged and motivated workforce, increasing productivity and overall success.

2.5 Higher education institutions

2.5.1 *Organisational culture*

Organisational culture is a term that has been defined in multiple ways in academic literature. One of the most frequently cited definitions is "the way we do things around here", as defined by Lundy and Cowling (1996:169). Alkhodary (2023:2) states that organisational culture plays a vital role in shaping the values, beliefs, and behaviours of employees in an organisation. Martins and Terblanche (2003:65) conceptualise organisational culture as a set of shared values and beliefs that are firmly ingrained, frequently at a subconscious level, among the members of an organisation. Based on these definitions, it is evident that a strong organisational culture plays an indispensable role in the overall operation of an organisation. According to Coman and Bonciu (2016:137), there are various similarities between HEIs and business organisations. Both entities possess structures, mechanisms, goals, and strategies designed to achieve specific objectives and fulfil their respective missions.

Davis (1996:5) posits that the primary feature of an HEI as a workplace is arguably the presence of diverse social structures within it. An HEI comprises two distinguishable groups: academic employees responsible for teaching and research activities and non-academic administrative or support employees.

Organisational culture significantly impacts the job satisfaction and work experiences of employees (Soomro & Shah, 2019:271). This is also true for supporting employees within an HEI. These employees are often responsible for supporting the institution's academic and administrative functions and can face various challenges in their work.

One key challenge is the hierarchical and bureaucratic nature of HEIs. HEIs are often organised in a highly structured hierarchy, with academic employees at the top, managerial employees, and support employees. This can create a sense of hierarchy and a lack of communication and collaboration between different levels of the organisation (Makola, 2021:39). As a result, support employees may feel undervalued, disrespected, and less involved in decision-making processes.

Additionally, the bureaucratic nature of academic institutions can be frustrating for support employees (Makola, 2021:30). These employees may feel slowed down by bureaucratic processes and procedures, which can be time-consuming and inefficient. The focus on rules and regulations can also create a rigid work environment that does not allow creativity and innovation.

However, some HEIs are improving the work environment and organisational culture. For example, in early 2020, flexible work arrangements were rapidly implemented for employees in response to the global COVID-19 pandemic. Although these arrangements were made due to the outbreak, they have continued to be in effect and have facilitated a better work-life balance for employees (Smyth, Cortis & Powell, 2021:490). HEIs have also begun to recognise the importance of a positive organisational culture that supports employee well-being and job satisfaction. This can include fostering community and belonging through team-building activities and regular communication between employees and management (Alkhodary, 2023:5).

Addressing the challenges posed by hierarchical structures and bureaucracy while promoting a positive organisational culture is crucial to improving the job satisfaction and work experiences of support employees in HEIs. By doing so, HEIs can create an environment that fosters employee engagement and productivity, ultimately contributing to fulfilling their respective roles. The study focuses on the support employees in an HEI, and consequently, we discuss their roles and responsibilities within the institution below.

2.5.2 Workload and job demand of support employees

Support employees play a critical role in the smooth functioning of HEIs. They perform diverse and often complex tasks essential for the institution's efficient operation, including administrative, clerical, and technical duties (Frye & Fulton, 2020:8).

Administrative support employees in HEIs are responsible for various tasks, including managing budgets, maintaining databases, organising events, and liaising with internal and external stakeholders. They may also manage the admission process, student registration, and other administrative tasks related to student support. Additionally, administrative support employees may be responsible for providing administrative support to academic staff, such as scheduling meetings, coordinating travel arrangements, and processing expenses (Frye & Fulton, 2020:8-9). Furthermore, they may also manage incoming and outgoing mail, order office supplies, and ensure that office equipment is maintained and in good working order. Technical support employees are responsible for providing technical assistance to students, academic staff, and other employees within the institution (Frye & Fulton, 2020:9). They may be responsible for troubleshooting computer hardware and software problems, maintaining computer systems and networks, and providing support for various software applications. Technical support employees may also preserve the institution's website and ensure it is up-to-date and user-friendly.

Support employees in HEIs play a critical role in the efficient operation of the institution. Their roles and responsibilities are diverse and often complex, and they can significantly impact job satisfaction and employee engagement. Understanding the roles and responsibilities of support employees is essential for creating a supportive and engaging work environment that promotes job satisfaction and employee engagement.

2.5.3 Interpersonal relationships

In HEIs, support employees (including managerial level) and academic employees work together to create a conducive environment for learning and research. However, their relationship can sometimes be characterised by power imbalances and conflicts (Meyers, 2019:31).

Support staff may perceive an imbalance of power, whereby academic employees assume a superior status to them (Meyers, 2019:32). Such perceptions may result in inadequate recognition and respect for the work carried out by support staff. Such perceptions may lead to a negative work environment, low job satisfaction and employee engagement among support employees, and decreased productivity. Conversely, academic employees may feel unsupported by support employees and do not understand their unique challenges in delivering education and research, which could also lead to conflicts between the two groups. To avoid such conflicts, fostering a culture of mutual respect and understanding between academic and support employees is essential.

Cooperation and communication are essential (Yue *et al.*, 2021:176) to promote a positive relationship between support and academic employees. This involves working together towards common goals while respecting each other's contributions through open and honest communication that includes listening and providing feedback. Support and academic employees can develop mutual respect, trust, and understanding when they work collaboratively and communicate effectively. This, in turn, promotes a positive work environment, job satisfaction, employee engagement, and productivity.

2.6 Chapter summary

In the second chapter, a comprehensive literature review was undertaken, delving into various research encompassing management, leadership, job satisfaction, employee engagement, and the higher education environment. This extensive review aimed to synthesise existing knowledge, offering a nuanced understanding of the intricate interplay between these key elements. Past research studies, academic articles, and relevant scholarly works were scrutinised to identify trends, gaps, and critical insights within the chosen domain.

This chapter served as a bridge between existing scholarship and the present study, laying the groundwork for a thoughtful analysis and interpretation of the empirical findings.

CHAPTER 3 RESULTS AND DISCUSSION

3.1 Introduction

The data presented in this chapter, addressing the research objectives, hypotheses and questions, were generated by the empirical study detailed in Chapter 1. The empirical research involved the administration of a questionnaire with four sections: Section A for collecting demographic data, Section B for assessing support employee job satisfaction, Section C for evaluating support employee engagement, and Section D for determining support employees' perceptions of their managers' leadership styles. The results of the data analysis are the focus of this chapter.

Of the 243 questionnaires completed, only 203 were valid because academic employees answered 20, and 19 from managers, respectively, and the questionnaire was intended for support employees only. The questionnaire was available to a sample of 300 respondents for five months (see Section 1.8.2.3). As a result, a response rate of 67.7% was realised, as shown in Table 3.1 below.

Table 3.1: Responses to the questionnaire

Response	Frequency	Valid response rate
Number of potential valid responses	300	
Questionnaires returned	243	
Questionnaires discarded	39	
Questionnaires analysed	203	67,7%

As stated in Chapter 1, the data analysis was carried out by the Statistical Consultation Services at the Potchefstroom Campus of North-West University, utilising IBM SPSS Version 28 software.

In the sections below, this chapter presents the research results. It summarises the demographic data, reports the reliability of the data collection (measuring) instruments, and provides the results of the statistical analysis in the form of descriptive and inferential statistics.

3.2 Research results

3.2.1 Respondents' demographics

Section A of the questionnaire required respondents' age group, gender, and number of years working for the HEI under study.

3.2.1.1 Age

Respondents were asked to categorise their age according to one of the five predefined groups. The results shown in respondents' age group categorisation results are reported in Figure 3.1 below.

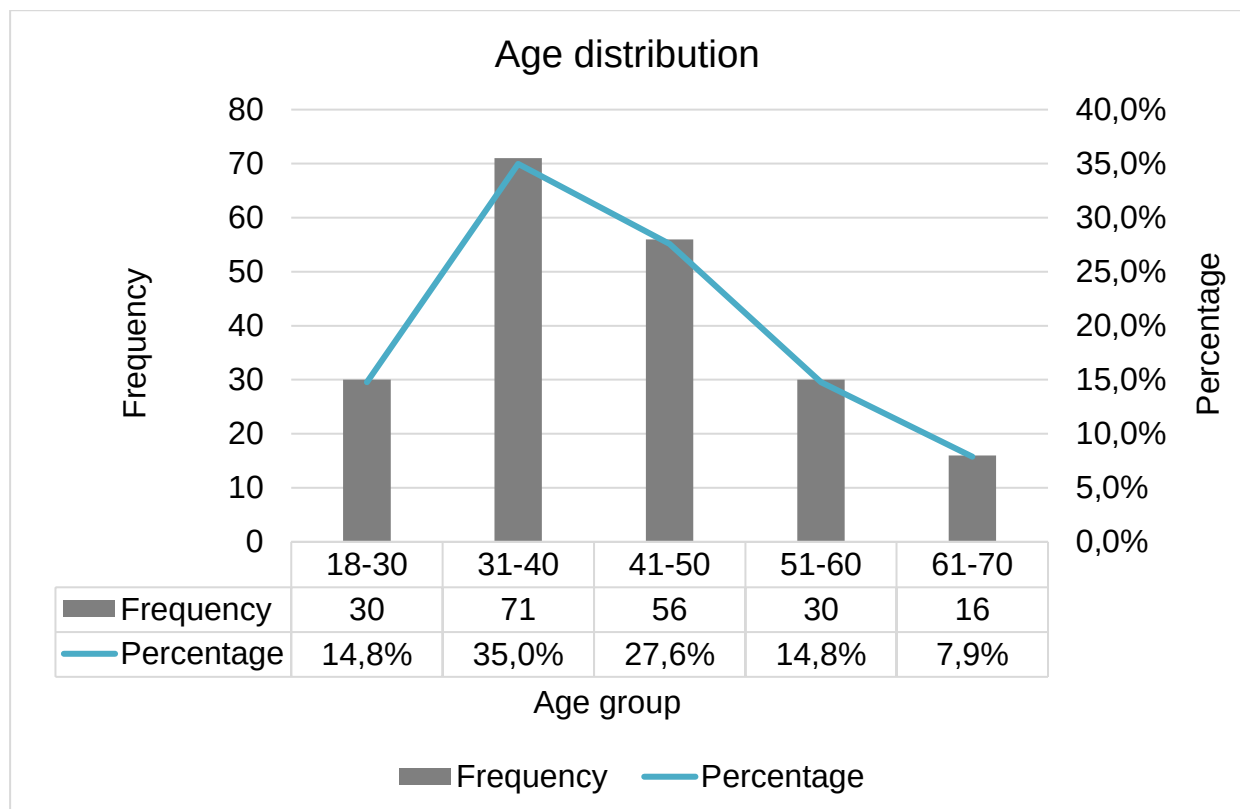


Figure 3.1: Age distribution of respondents

As depicted in Figure 3.1, the age distribution of respondents revealed distinct patterns. About 14.8% of participants fell within the 18-30 age range, while 35% were in the 31-40 bracket. Notably, the combined percentage of these younger cohorts was significant at 49.8%, emphasising the prevalence of a youthful demographic among respondents. This

composition carried implications for understanding perspectives, needs, and preferences that often resonate strongly with young age groups.

The 41-50 age group, constituting 27.6% of respondents, unveiled a segment commonly considered middle-aged. This age group likely held considerable sway in the workforce, impacting the dynamics of workplaces. Understanding their preferences and priorities was crucial for tailoring effective strategies and services that would align with their needs and expectations.

Lastly, the 61-70 age group, comprising 7.9% of respondents, signified individuals nearing retirement. Their perspectives may offer valuable insights into considerations related to life transition, financial planning, and healthcare needs. Recognising the diversity in the respondents' age groups led to understanding the respondent pool, facilitating the development of nuanced strategies for enhancing managerial leadership behaviour to positively support employee job satisfaction and engagement of support employees in an HEI.

3.2.1.2 Gender

Respondents were asked to indicate their gender, and the results are summarised in Figure 3.2 below.

Asking about gender in surveys helps researchers understand who is participating, tailor offerings to different groups, and analyse data for patterns related to gender differences in various contexts.

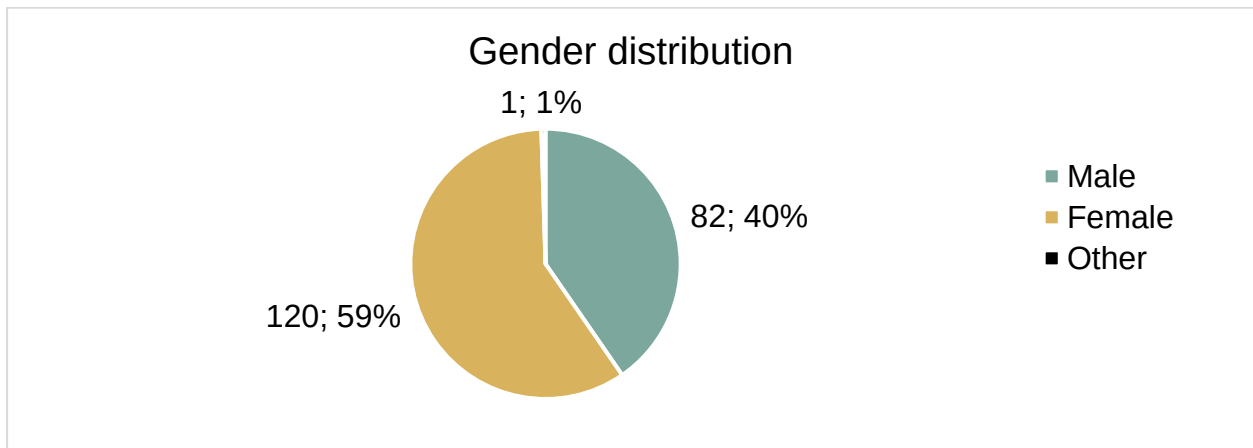


Figure 3.2: Gender distribution of respondents

Figure 3.2 above illustrates the gender distribution among respondents, with 82 respondents (40.4%) identifying as male and 120 (59.1%) as female. The "other" category was selected by only one respondent, constituting 0.5% of the total sample. From the responses to the questionnaire, it was possible to investigate whether there were any gender-related differences in how managerial leadership behaviour influenced support employee job satisfaction and engagement. For example, the data could reveal whether male and female employees hold distinct perceptions of managerial leadership behaviour and its impact on job satisfaction and engagement.

3.2.1.3 Number of years employed by the HEI

Respondents were asked to indicate their years of working for the HEI by selecting one of five predefined groups, as indicated in Figure 3.3 below.

The number of years that respondents have been employed in the specific HEI might have impacted their attitudes and behaviour. For example, those working there for a long time might better understand the organisational culture, values, and processes.

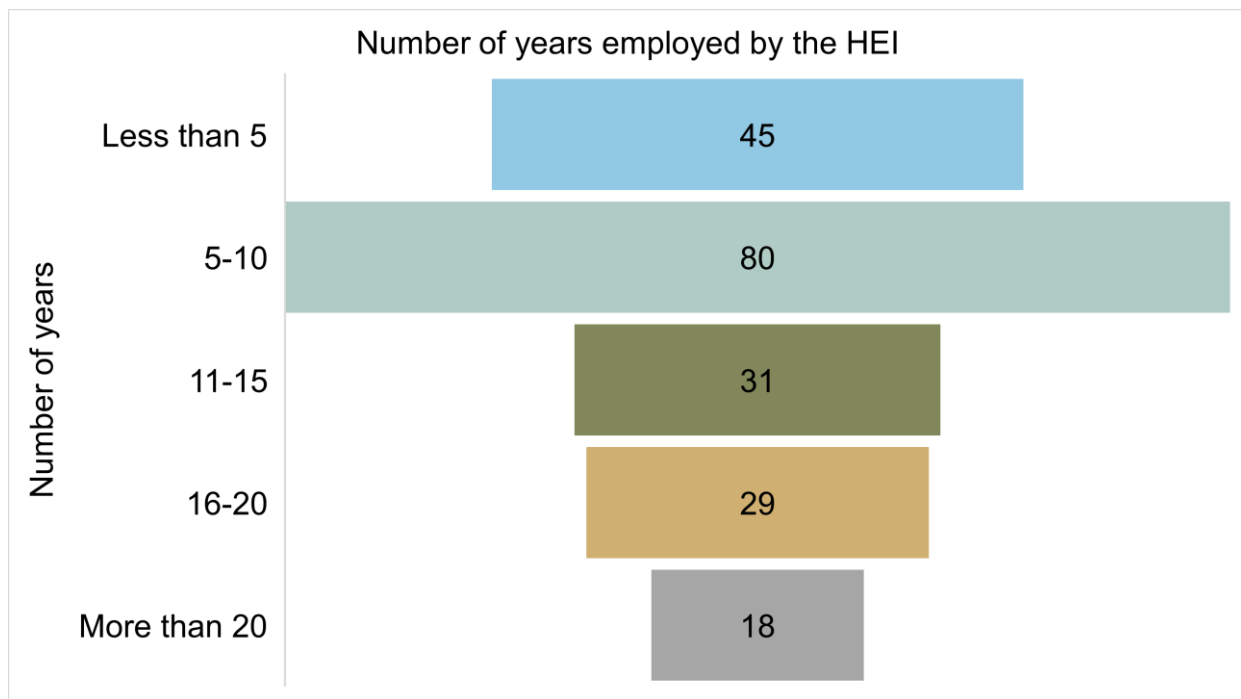


Figure 3.3: Number of years employed by the HEI

Figure 3.3 above reflects that the employees who had been working for 5-10 years were the most heavily represented, accounting for 80 (39.4%) of the respondents. The group that had been working for the HEI for more than 20 years had the smallest number of respondents, but it still represents 18 (8.9%) respondents. The second largest group had been employed by the HEI for less than five years and accounted for 45 (22.2%) respondents.

3.2.2 Descriptive statistics

The three constructs measured in the study were support employee job satisfaction, support employee engagement, and support employees' perceptions of their managers' leadership behaviour. The JSS, ISA and an adapted Change-Centred Leadership Survey were used to measure these constructs, which the researcher adapted to a five-point Likert scale (see Annexure B for the data collection instruments).

A mean score below 3.00 signified respondents' tendency to disagree with the statements associated with the relevant construct. Conversely, a mean score exceeding 3.00 indicated respondents agreed with the statement. A higher mean signified a more pronounced consensus or agreement with that construct. The SD measures the extent to

which responses varied from the mean. A low SD suggested that the responses tended to cluster closely around the mean, while a high SD implied that the responses exhibited a wider range from the mean. The tables below provide a visual representation of the frequencies of the statements. These tables are categorised into different constructs of support employee job satisfaction, support employee engagement, and change-centred leadership. Additionally, the tables include information about the mean and SD for each statement.

3.2.2.1 Job satisfaction

As mentioned earlier, the JSS measures nine different constructs: pay, promotion, supervision, fringe benefits, contingent rewards, operating conditions, coworkers, nature of work, and communication, providing a holistic view of how employees perceive their work environment. In the study, the various constructs, along with the overall job satisfaction, were considered.

Table 3.2 below shows each construct's frequency distribution, mean, and SD. Agreement with negatively worded statements suggested dissatisfaction, while agreement with positively worded items suggested satisfaction. Note that the negatively worded statements were reversed in their coding for calculating the mean. Consequently, a low mean value for negatively worded statements still indicated dissatisfaction, just as it did for positively worded statements.

The following table presents responses to various statements categorised by levels of disagreement and agreement, with corresponding mean scores and SDs for each statement concerning pay (B1, B10, B19, and B28).

Table 3.2: Statement frequencies - Pay

Pay								
Statement	Number	Disagree very much	Disagree moderately	Neutral	Agree moderately	Agree very much	Mean	Standard deviation
B1	203	58	67	31	36	11	2.384	1.223
B10	203	14	14	41	39	95	2.079	1.252
B19	203	12	28	35	46	82	2.222	1.272
B28	203	96	42	41	17	7	2.000	1.152

As seen in Table 3.2 above, the means were relatively low for the entire pay construct, ranging from 2.00 to 2.384. The lowest mean (2.000) statement was B28, which stated, "I feel satisfied with my chances for salary increases". The SD values ranged from 1.152 to 1.272, indicating response variation. The overall low mean score for this construct highlighted a widespread perception of a lack of satisfaction associated with pay, which also influenced employees' overall job satisfaction. This agreed with Judge *et al.*'s (2010:158) results, which revealed that employees who feel fairly compensated for their work are likely satisfied with their jobs, as stated in Chapter 2.

Table 3.3 below illustrates the frequency of responses for each statement regarding employee perceptions of promotions (B2, B11, B20, and B33). The responses are categorised based on levels of disagreement and agreement, indicating employees' perceptions regarding promotion. This is accompanied by mean scores and SDs for each statement.

Table 3.3: Statement frequencies - Promotion

Promotion								
Statement	Number	Disagree very much	Disagree moderately	Neutral	Agree moderately	Agree very much	Mean	Standard deviation
B2	203	25	23	18	29	108	2.153	1.473
B11	203	97	43	40	15	8	1.985	1.154
B20	203	77	47	57	14	8	2.158	1.128
B33	203	115	34	36	13	5	1.813	1.092

Overall, the means are low for the entire promotion construct, as seen in Table 3.3 above, with means ranging from 1.813 to 2.158. The statement with the lowest mean was B33, "I am satisfied with my chances for promotion." The mean for this statement was 1.813, with a significant number of respondents that selected "disagree very much". This indicated a lack of satisfaction with their chances for promotion. The SD for this statement was 1.092, which suggested variability among the respondents.

Figure 3.4 below displays bar graphs for statement frequencies (B3, B12, B21, and B30). The visual representation provides a clear overview of employee responses, categorising their levels of disagreement and agreement for each statement about supervision. The

heights of the bars signify the frequency of responses in each category, offering a visual insight into the distribution of opinions on these specific statements.

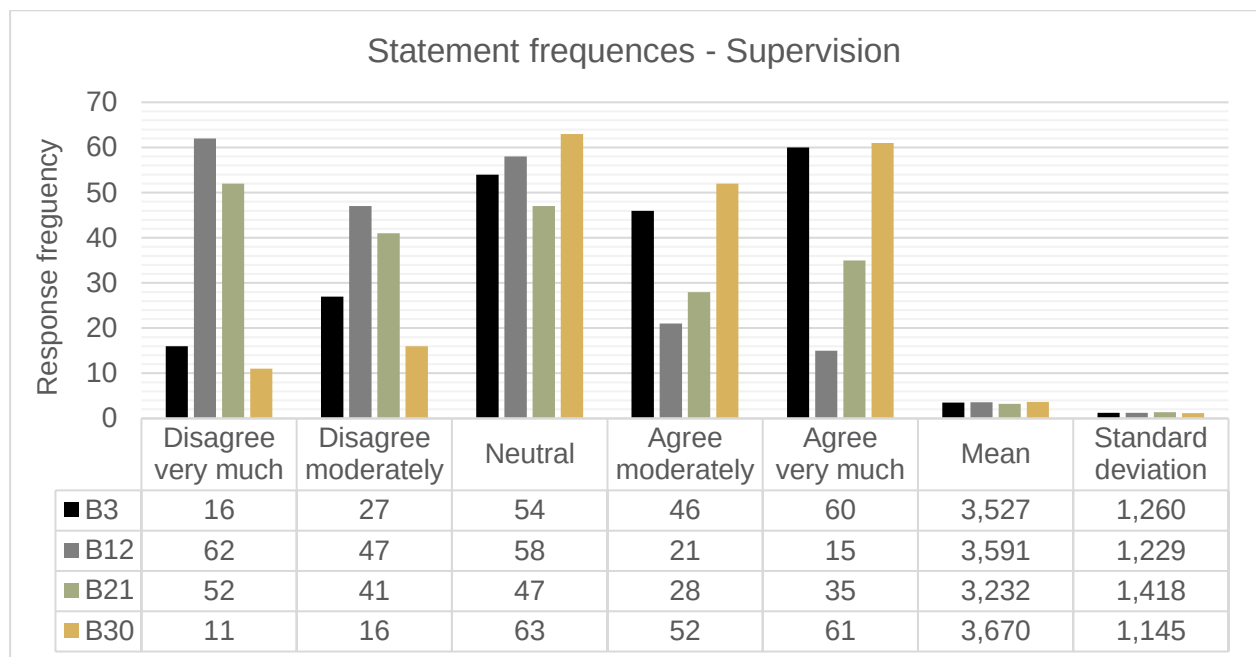


Figure 3.4: Statement frequencies - Supervision

As seen in Figure 3.4, the means were relatively high for the entire supervision construct, ranging from 3.232 to 3.670. The SD values ranged from 1.145 to 1.418, which indicated variation in responses. This pointed towards a favourable relationship between respondents and their supervisors. The highest mean (3.670) was reported in statement B30: "I like my supervisor".

Table 3.4 below presents the frequencies of responses regarding fringe benefits (statements B4, B13, B22, and B29). The table categorises responses based on levels of disagreement and agreement, indicating employees' perceptions regarding the presence of fringe benefits. Mean scores and SDs for each statement offer additional insights into the sample's distribution and variability of responses.

Table 3.4: Statement frequencies - Fringe benefits

Fringe benefits								
Statement	Number	Disagree very much	Disagree moderately	Neutral	Agree moderately	Agree very much	Mean	Standard deviation
B4	203	27	40	43	44	49	2.764	1.366
B13	203	82	40	51	23	7	2.177	1.181
B22	203	67	47	66	18	5	2.246	1.085
B29	203	8	18	39	54	84	2.074	1.147

Statement B29 stands out with the lowest mean of 2.074, stating, "There are benefits we do not have which we should have." This statement received many positive responses, highlighting that many respondents felt that the organisation should offer additional benefits. The SD for this statement was 1.147, indicating that while there was a strong sentiment regarding the need for more benefits, there was still some variability in the responses. This sentiment can be seen throughout the entire fringe benefits construct, where respondents tended to disagree with the positively worded statements (B13 and B22) and agreed with the negatively worded statements (B4 and B29).

Table 3.5 below outlines the statement frequencies related to contingent rewards (B5, B14, B23, and B32). The table breaks down responses into categories of disagreement and agreement, offering a detailed perspective on how employees perceived contingent rewards. Mean scores and standard deviations for each statement provide additional statistical insights into the central tendencies and variability of responses within the surveyed sample.

Table 3.5: Statement frequencies - Contingent rewards

Contingent rewards								
Statement	Number	Disagree very much	Disagree moderately	Neutral	Agree moderately	Agree very much	Mean	Standard deviation
B5	203	61	41	44	38	19	2.571	1.338
B14	203	29	40	58	43	33	2.946	1.279
B23	203	31	28	41	50	53	2.675	1.394
B32	203	18	30	34	54	67	2.399	1.318

The statement with the highest mean was B14, "I do not feel that the work I do is appreciated", with a mean of 2.946 and an SD of 1.279. Many respondents selected the neutral option, reflecting a sense of ambivalence. However, B32, "I don't feel my efforts

are rewarded the way they should be”, exhibited the lowest mean (2.399), indicating agreement with this negatively worded statement. The SD of 1.318 highlighted the variation in responses, with some participants expressing ambivalence and moderate disagreement regarding the adequacy of contingent rewards.

Table 3.6 below presents the frequencies of responses concerning operating conditions (statements B6, B15, B24, and B31). The table categorises responses into levels of disagreement and agreement, indicating employees' perceptions of operating conditions in the workplace. Mean scores and SDs for each statement provide additional statistical insights, showing central tendencies and the variability of responses within the surveyed sample.

Table 3.6: Statement frequencies - Operating conditions

Operating conditions								
Statement	Number	Disagree very much	Disagree moderately	Neutral	Agree moderately	Agree very much	Mean	Standard deviation
B6	203	25	38	63	39	38	2.867	1.269
B15	203	27	41	61	56	18	2.985	1.171
B24	203	18	32	75	45	33	2.788	1.160
B31	203	30	45	82	26	20	3.192	1.142

A significant number of neutral responses indicated a notable level of ambivalence or indecision among the respondents when it came to perceptions regarding operating conditions. This ambivalence suggested that while some respondents might not have strongly agreed or disagreed with the statements, they might have had mixed feelings or were not entirely certain about their stance regarding operating conditions. Nevertheless, when examining the mean values, it became evident that the responses tended to incline towards expressions of a lack of satisfaction.

Figure 3.5 below features bar graphs for statement frequencies (B7, B16, B25, B34). This visual representation offers a concise overview of employee responses to statements on coworkers. The bars illustrate the distribution of opinions, categorised by levels of disagreement and agreement for each statement. The varying heights of the bars provide a visual snapshot of the frequencies associated with different response categories, offering insights into how employees perceived these specific statements.

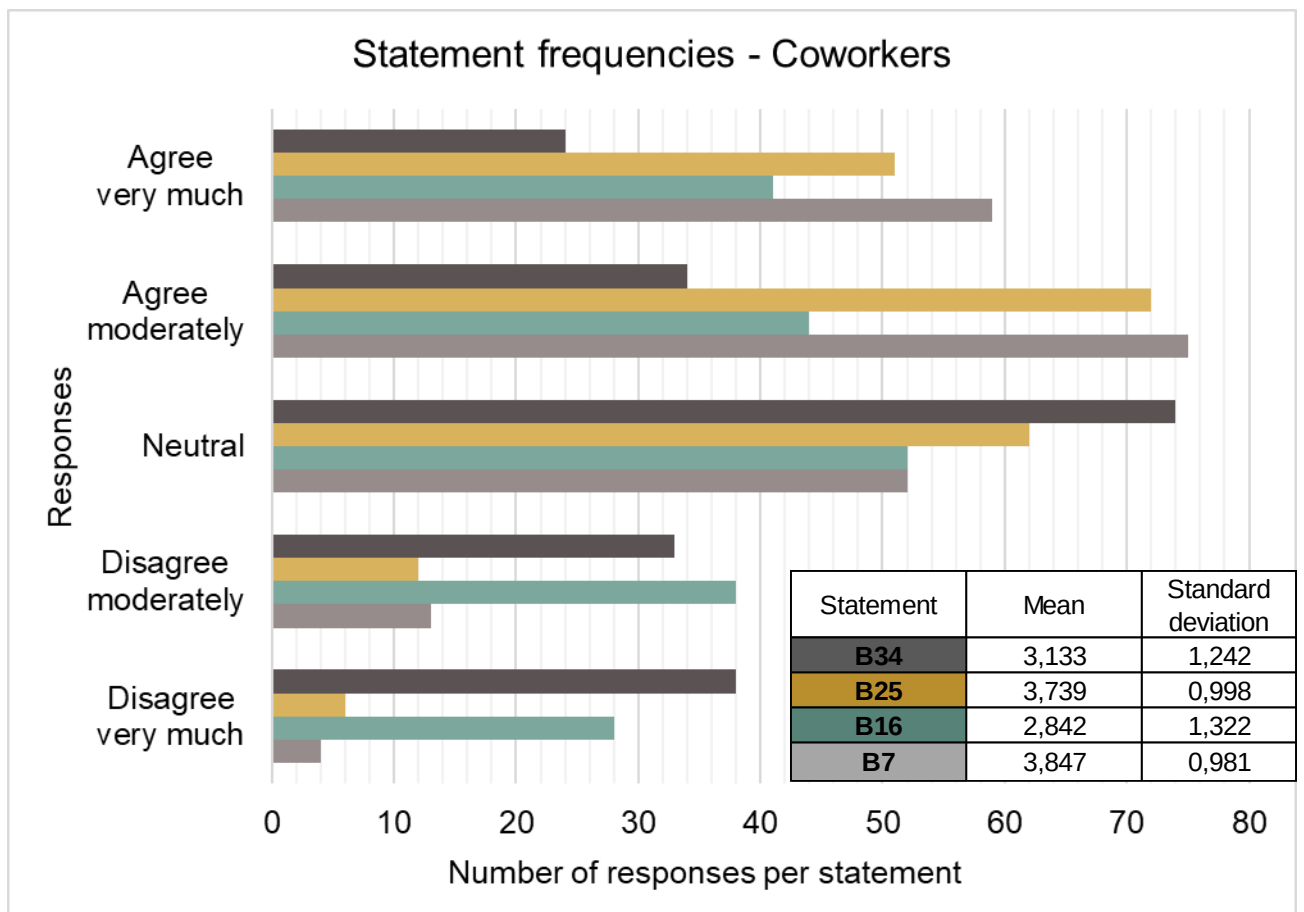


Figure 3.5: Statement frequencies - Coworkers

As illustrated in Figure 3.5 above, the statement with the highest mean (3.847) was B7, which stated, “I like the people I work with”, followed closely by statement B25, “I enjoy my coworkers”, with a mean of 3.739. The SD values for these statements were relatively low at 0.981 and 0.998, respectively, indicating a low variance between responses.

The responses within the coworker construct indicated an overall trend wherein positive perceptions of coworkers prevailed. However, variability was observed, with SD values ranging from 0.981 to 1.242 and some responses leaning toward neutrality or exhibiting a slight negative inclination.

Table 3.7: Statement frequencies - Nature of work

Nature of work								
Statement	Number	Disagree very much	Disagree moderately	Neutral	Agree moderately	Agree very much	Mean	Standard deviation
B8	203	63	57	36	29	18	3.581	1.300
B17	203	10	15	40	65	73	3.867	1.133
B27	203	7	12	35	67	82	4.010	1.062
B35	203	10	14	55	66	58	3.729	1.099

The highest mean (4.010) was for B27, which stated, “I feel a sense of pride in doing my job”. However, the SD of 1.062 indicated variability in the responses. The lowest mean (3.581) was for the negatively worded B8, which stated, “I sometimes feel my job is meaningless”. This indicated that respondents disagreed with the negatively worded statement, implying they were satisfied.

Table 3.8 shows the statement frequencies regarding communication (statements B9, B18, B26, and B36). The table categorises responses into levels of disagreement and agreement, indicating employees' perceptions regarding the presence of communication within the workplace. Mean scores and standard deviations for each statement offer additional insights into the central tendencies and variability of responses within the surveyed sample.

Table 3.8: Statement frequencies - Communication

Communication								
Statement	Number	Disagree very much	Disagree moderately	Neutral	Agree moderately	Agree very much	Mean	Standard deviation
B9	203	52	47	53	35	16	2.586	1.257
B18	203	53	62	50	22	16	3.562	1.210
B26	203	28	61	53	33	28	3.138	1.247
B36	203	41	57	54	31	20	3.335	1.237

The overall trend within the communication construct suggested that, on average, respondents had positive perceptions of workplace communication, ranging from 2.586 to 3.562. The SD values ranged from 1.210 to 1.257, indicating variability in responses.

The JJS measured the job satisfaction levels across nine constructs: pay, promotion, supervision, fringe benefits, contingent rewards, operating conditions, coworkers, nature of work, and communication. The mean and SD of each construct is illustrated in Figure 3.6 below. In addition, the measurement of all the constructs together is presented.

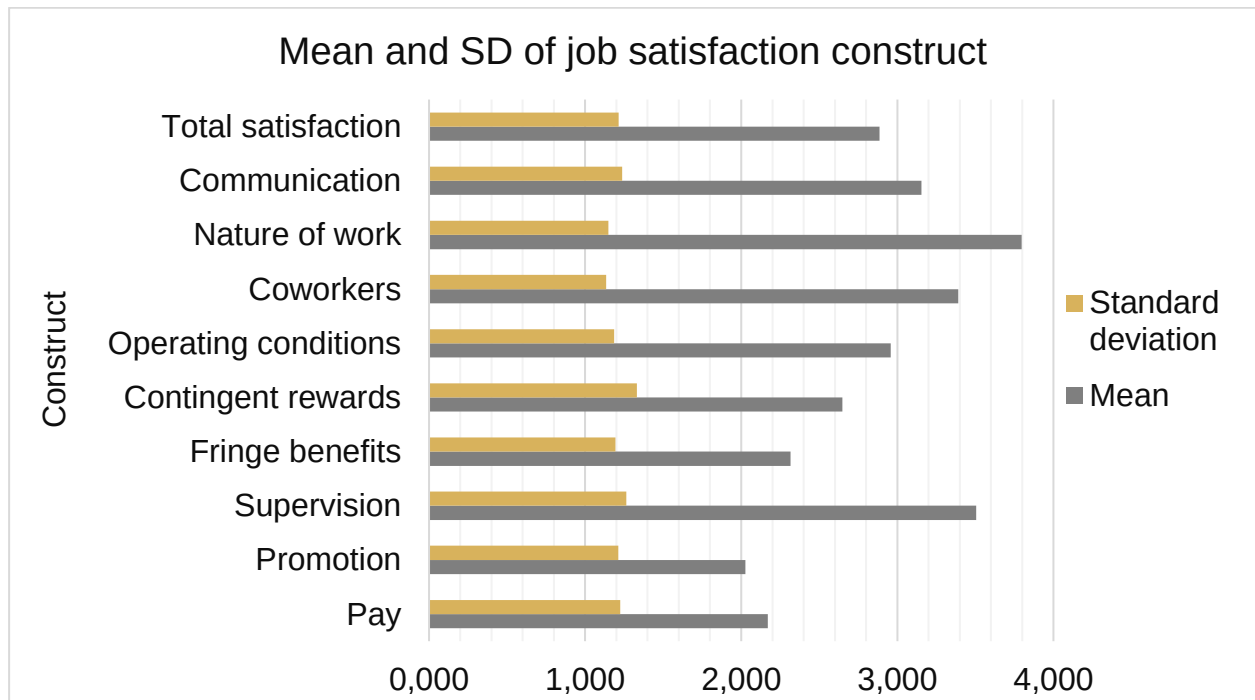


Figure 3.6: Job satisfaction mean and SD results

Figure 3.6 above illustrates that overall job satisfaction had a mean of 2.885 with an SD of 1.215. This signified an overall lack of job satisfaction because, in general, a mean below 3 in survey responses suggests that, on average, respondents lean toward the negative or less satisfied end of the scale.

The construct with the highest mean in the JSS was “nature of work”, with a mean score of 3.797. This indicates that, on average, respondents had a moderate to high level of satisfaction with the nature of their work. The moderate SD of 1.149 associated with this construct suggests some variability in the responses.

Conversely, the construct with the lowest mean was promotion, with a mean score of 2.027. This low mean suggested that respondents, on average, had a relatively low level of satisfaction with promotion opportunities. The SD of 1.212 associated with this

construct indicated that, while the average satisfaction was low, there was some variability in responses.

3.2.2.2 Employee engagement

The ISA Engagement Scale measured intellectual, social, and affective engagement constructs, providing a holistic view of support employees' engagement in the work environment. The tables below show the frequency distribution, mean and SD of responses regarding each construct.

Table 3.9 below presents the statement frequencies regarding intellectual engagement (statements C1, C2, and C3). The table categorises responses into levels of disagreement and agreement, showing whether respondents perceived themselves as intellectually engaged. Mean scores and standard deviations for each statement offer additional insights into the central tendencies and variability of responses within the surveyed sample.

Table 3.9: Statement frequencies - Intellectual engagement

Intellectual engagement								
Statement	Number	Disagree very much	Disagree moderately	Neutral	Agree moderately	Agree very much	Mean	SD
C1	203	2	0	14	78	109	4.438	0.711
C2	203	1	1	15	87	99	4.389	0.690
C3	203	0	4	11	77	111	4.453	0.690

The overall high mean values and relatively low SD values reflected a shared positive perception of intellectual engagement among the respondents. In response to statement C1, "I focus hard on my work", the majority agreed, resulting in a mean score of 4.438. Similarly, statement C2, "I concentrate on my work", garnered numerous strong agreements, with a mean score of 4.389. In response to statement C3, "I pay a lot of attention to my work", employees exhibited a strong consensus, resulting in a mean score of 4.453. With low SDs for all three statements, these results implied a high level of intellectual engagement.

Table 3.10: Statement frequencies - Social engagement

Social engagement								
Statement	Number	Disagree very much	Disagree moderately	Neutral	Agree moderately	Agree very much	Mean	SD
C4	203	16	26	53	67	41	3.448	1.178
C5	203	17	36	53	64	33	3.296	1.182
C6	203	19	37	57	57	33	3.236	1.200

The overall high mean values indicated a predominantly positive perception of social engagement among the respondents. The SD values ranged from 1.178 to 1.200, indicating some variability in the responses. In response to statement C4, "I share the same work values as my colleagues", a substantial number of respondents agreed, resulting in a mean score of 3.448, which signified alignment in work values. Similarly, statement C5, "I share the same work goals as my colleagues", elicited a significant number of agreements, with a mean score of 3.296, indicating shared work goals. For statement C6, "I share the same work attitudes as my colleagues", employees exhibited a notable level of agreement, resulting in a mean score of 3.236, highlighting common work attitudes. The SDs for all three statements indicated a moderate level of variance in responses. A significant number of neutral responses showed high ambivalence or indecision among the respondents' perceptions of social engagement.

Figure 3.7 below displays bar graphs representing the statement frequencies for affective engagement (statements C7, C8, and C9). This visual representation offers a concise overview of respondents' perceptions. The bars illustrate the distribution of opinions, categorised by levels of disagreement and agreement for each statement. The varying heights of the bars provide a visual snapshot of the frequencies.

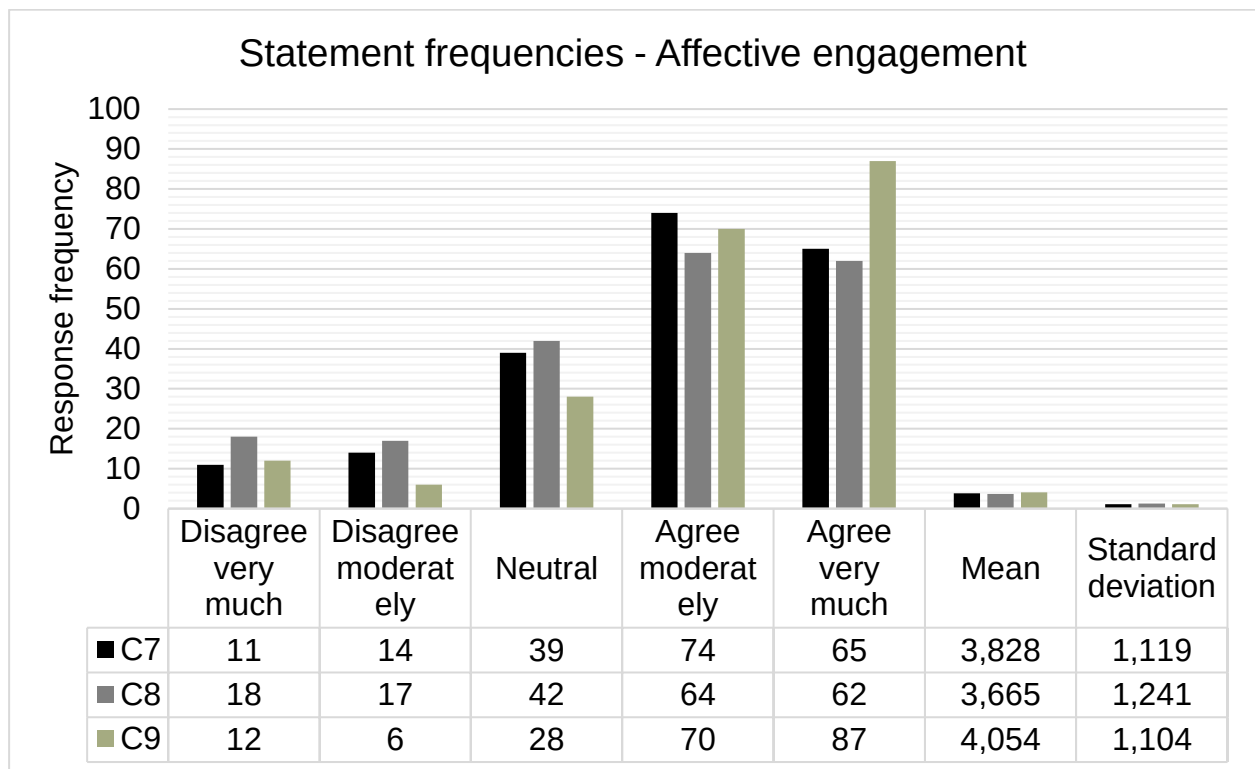


Figure 3.7: Statement frequencies - Affective engagement

The high mean values indicated a predominantly positive perception of affective engagement among the respondents. The highest mean score was 4.054 for statement C9, "I am enthusiastic in my work". The majority of the respondents either agreed moderately or agreed very much with this statement. The SDs ranging from 1.104 to 1.241 for responses indicated a moderate variance.

The ISA Engagement Scale measured intellectual, social, and affective engagement constructs. The mean and SD of each construct is illustrated in Figure 3.8 below. In addition, the measurement of all the constructs together is presented.

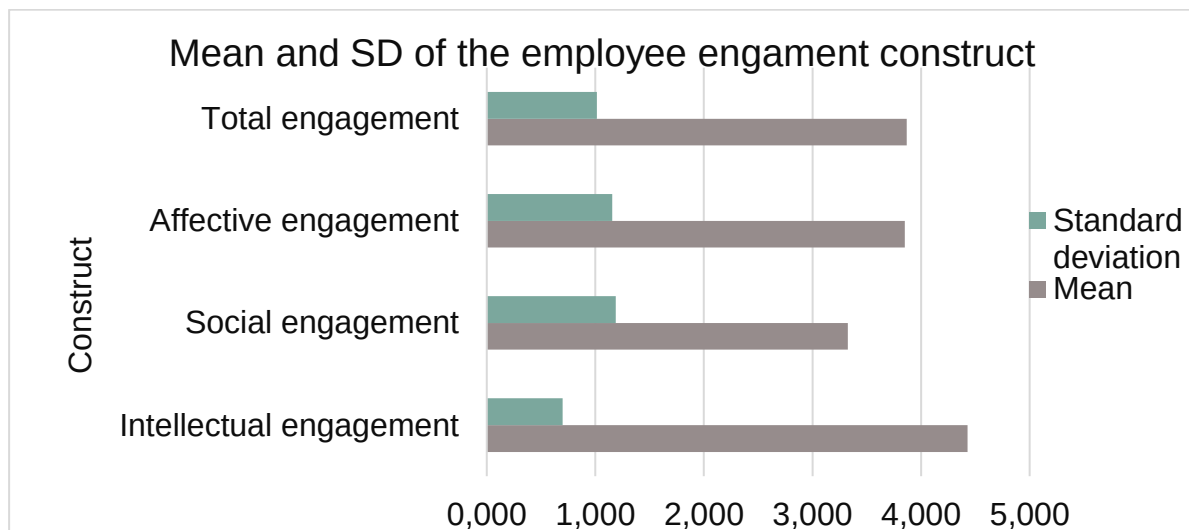


Figure 3.8: Engagement mean and SD results

Figure 3.8 above illustrates that, on average, support employees had strong intellectual engagement, with a mean of 4.27, but comparatively lower social engagement, with a mean of 3.327. Affective engagement fell in between, with a mean of 3.849, indicating emotional attachment to work. The overall employee engagement was high, with a mean of 3.868. However, an SD of 1.013 revealed moderate variability in respondents' responses.

3.2.2.3 Employee perception of manager leadership behaviour

The Change-Centred Leadership Survey was used to measure support employees' perceptions of their managers' leadership behaviour. It measured three constructs: change-centred leadership style, employee-centred leadership style, and production-centred leadership style. In the study, the various constructs, along with overall perceptions, were considered.

Table 3.11 below presents the statement frequencies for change-centred leadership (statements D2, D5, D8, D11, D14, D16, D17, D20, D23, D26, D29, and D35). The table categorises responses into levels of disagreement and agreement, showing whether respondents perceived their managers as demonstrating change-centred leadership. Mean scores and SDs for each statement offered insights into the central tendencies and variability of responses.

Table 3.11: Statement frequencies - Change-centred leadership

Change-centred leadership								
Statement	Number	Disagree very much	Disagree moderately	Neutral	Agree moderately	Agree very much	Mean	SD
D2	203	27	32	46	41	57	3.340	1.382
D5	203	32	35	56	45	35	3.079	1.310
D8	203	31	27	49	43	53	3.296	1.386
D11	203	41	30	48	38	46	3.089	1.432
D14	203	42	37	39	43	42	3.030	1.435
D16	203	43	34	31	48	47	3.108	1.475
D17	203	36	25	46	43	53	3.256	1.426
D20	203	31	33	51	40	48	3.202	1.373
D23	203	30	37	62	39	35	3.059	1.288
D26	203	22	30	65	41	45	3.281	1.265
D29	203	19	29	54	54	47	3.399	1.248
D35	203	33	38	48	47	37	3.084	1.342

Across all statements about the change-centred leadership construct, there was a trend of respondents predominantly agreeing with the statements. The mean values ranged from 3.030 to 3.399. This reflected that the respondents perceived their managers as demonstrating change-centred leadership, which involves proactively managing organisational change. Key traits include visionary leadership, strategic thinking, adaptability, effective communication, empowerment, conflict resolution, a learning orientation, emotional intelligence, resilience, and a focus on collaboration.

While most statements for this construct received positive responses, there was variability in the responses, as reflected in the SDs ranging from 1.310 to 1.475. The many neutral responses suggested that many respondents may have been uncertain or did not fully understand the concept.

Table 3.12 below presents the statement frequencies for employee-centred leadership (statements D1, D4, D7, D10, D13, D19, D22, D25, D28, D31, D32, and D34). The table categorises responses into disagreement and agreement levels, showing whether respondents perceived their managers as demonstrating employee-centred leadership. Mean scores and SDs for each statement offered insights into the central tendencies and variability of responses.

Table 3.12: Statement frequencies - Employee-centred leadership

Employee-centred leadership								
Statement	Number	Disagree very much	Disagree moderately	Neutral	Agree moderately	Agree very much	Mean	SD
D1	203	11	23	49	49	71	3.719	1.208
D4	203	14	9	46	64	70	3.823	1.160
D7	203	32	31	50	33	57	3.256	1.419
D10	203	34	30	54	42	43	3.148	1.364
D13	203	34	33	55	29	52	3.158	1.409
D19	203	28	32	51	38	54	3.286	1.374
D22	203	33	37	52	31	50	3.138	1.400
D25	203	34	31	59	32	47	3.133	1.378
D28	203	13	26	87	35	42	3.330	1.132
D31	203	29	24	65	52	33	3.177	1.254
D32	203	32	32	58	47	34	3.094	1.300
D34	203	26	34	46	50	47	3.286	1.334

In general, responses indicated agreement with statements about employee-centred leadership. Mean scores ranging from 3.094 to 3.823 indicated that respondents, on average, perceived their managers as demonstrating employee-centred leadership behaviours. While the mean scores were high, the results also revealed variability in individual responses in the SDs, ranging from 1.132 to 1.419. The higher SDs suggested diverse opinions about specific leadership behaviours. The neutral responses indicated that some respondents were unsure if their managers were employee-centred or did not understand the concept.

Table 3.13 below presents the statement frequencies for production-centred leadership (statements D3, D6, D9, D12, D15, D18, D21, D24, D27, D30, D33, and D36) are presented. The table categorises responses into disagreement and agreement levels, showing whether participants perceived their managers as demonstrating production-centred leadership. Mean scores and standard deviations for each statement offer additional insights into the central tendencies and variability of responses within the surveyed sample.

Table 3.13: Statement frequencies - Production-centred leadership

Production-centred leadership								
Statement	Number	Disagree very much	Disagree moderately	Neutral	Agree moderately	Agree very much	Mean	SD
D3	203	30	28	52	37	56	3.300	1.391
D6	203	20	41	44	41	57	3.365	1.341
D9	203	34	33	42	42	52	3.222	1.423
D12	203	19	27	51	47	59	3.493	1.291
D15	203	43	34	41	39	46	3.054	1.456
D18	203	31	32	53	39	48	3.202	1.369
D21	203	26	36	54	52	35	3.167	1.271
D24	203	25	42	63	42	31	3.059	1.233
D27	203	19	36	64	39	45	3.271	1.251
D30	203	22	25	59	54	43	3.350	1.247
D33	203	23	31	57	53	39	3.266	1.254
D36	203	27	25	58	44	49	3.310	1.323

Table 3.13 above shows that the mean scores, while not high, indicated a moderate level of agreement concerning their managers' demonstrating production-centredness, ranging from 3.054 to 3.493. However, the SDs, which ran from 1.233 to 1.456, reflected response variability and diverse opinions about specific managerial production-centred leadership behaviours. As with the change-centred and employee-centred leadership constructs, neutral responses indicated that some respondents were unsure if their managers were production-centred or did not understand the concept.

An adapted Change-Centred Leadership Survey measured support employees' perceptions of whether their managers demonstrated change-centred, employee-centred or production-centred leadership styles. In the study, the various constructs, along with overall perceptions, were considered. The mean and SD of each construct is illustrated in Figure 3.9 below. In addition, the measurement of all the constructs together is presented.

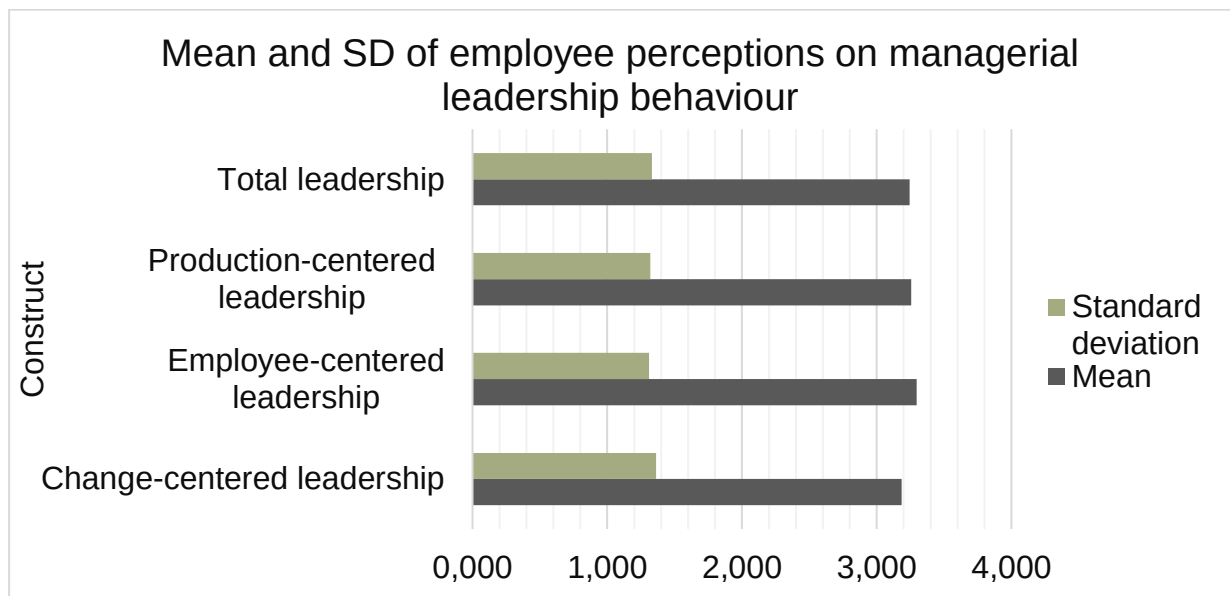


Figure 3.9: Managerial leadership behaviour mean and SD results

Figure 3.9 above illustrates that, on average, employees perceived their managers as exhibiting moderate change-centred, employee-centred, and production-centred leadership behaviours. The overall leadership behaviour was perceived as moderate, with a mean of 3.245, just above the neutral mean of 3.00. The SD value of 1.332 indicates average variability in employees' perceptions of their managers' leadership behaviour. The results supported Ekvall and Arvonen's (1991:20) results mentioned in Chapter 2, which showed that managers adept at incorporating all three leadership styles received higher ratings from their subordinates.

High SD values were reported throughout the questionnaire on the employee perceptions of managerial leadership behaviour. This variability may have been due to differences in individual experiences, expectations, or job roles. The support employees' responses might also have been influenced by factors such as recent experiences, team dynamics, or organisational changes.

3.3 Reliability of the questionnaire

While the preceding sections have presented and discussed the results derived from the analysis of the questionnaire responses, this section delves into a discourse on the reliability of the questionnaires, a topic previously introduced in Chapter 1.

Cronbach's alpha was used to evaluate the internal consistency and reliability of the statements included in the JSS, the ISA Engagement Scale, and the adapted Change-Centred Leadership Survey. According to Saunders *et al.* (2019:518), a coefficient value equal to or exceeding 0.7 suggests that the statements grouped according to a construct effectively capture it.

The subsequent sections provide the results of the reliability tests performed on the statements included in the JSS, ISA Engagement Scale, and the Change-Centred Leadership Survey.

3.3.1 JSS reliability

Cronbach's alpha values were calculated for the statements in the JSS to reflect the 9 job satisfaction constructs of pay, promotion, supervision, fringe benefits, contingent rewards, operating conditions, coworkers, nature of work, and communication. A coefficient value equal to or exceeding 0.7 suggests that statements in a questionnaire capture the relevant construct (Saunders *et al.*, 2019:518). The reliability test results are displayed in Table 3.14 below.

Table 3.14: JSS reliability

Construct	Statements	Cronbach's Alpha
Pay	B1, B10, B19, B28	0,76
Promotion	B2, B11, B20, B33	0,71
Supervision	B3, B12, B21, B30	0,88
Fringe benefits	B4, B13, B22, B29	0,68
Contingent rewards	B5, B14, B23, B32	0,72
Operating conditions	B6, B15, B24, B31	0,67
Coworkers	B7, B16, B25, B34	0,76
Nature of work	B8, B17, B27, B35	0,78
Communication	B9, B18, B26, B36	0,77
JSS overall	B1-B36	0,91

The statements in Table 3.14 above had Cronbach's alpha values higher than 0.7. The only exceptions were fringe benefits and operating conditions with a Cronbach's alpha of

0.68 and 0.67, respectively, close to the accepted threshold. Thus, they are still included in the table above.

The Cronbach's alpha value of the job satisfaction statements was 0.91, well above the 0.7 benchmark. This indicated that the job satisfaction statements in the table above had acceptable internal consistency and reliability levels.

3.3.2 ISA Engagement Scale reliability

Cronbach's alpha values were calculated for the statements included in the ISA to reflect the 3 constructs of intellectual, social, and affective engagement. The reliability test results are displayed in Table 3.15 below.

Table 3.15: ISA engagement scale reliability test

Construct	Statements	Cronbach's Alpha
Intellectual engagement	C1, C2, C3	0,82
Social engagement	C4, C5, C6	0,91
Affective engagement	C7, C8, C9	0,88
Total engagement	C1-C9	0,88

The statements in the ISA Engagement Scale had Cronbach's alpha values exceeding 0.8. The Cronbach's alpha value of the engagement statements was 0.91, well above the 0.7 benchmark. This indicated that the engagement statements in the table above had acceptable internal consistency and reliability levels.

The Cronbach's alpha value of the engagement statements overall was 0.88, well above the 0.7 benchmark. This indicated that the engagement statements in the table above had acceptable internal consistency and reliability levels.

3.3.3 Change-Centred Leadership Survey reliability

Cronbach's alpha values were calculated for the statements in the Change-Centred Leadership Survey to reflect the 3 constructs of change-centred, employee-centred, and

production-centred leadership styles. The results of the reliability test are displayed in Table 3.16 below.

Table 3.16: Change-Centred Leadership Survey reliability

Construct	Statements	Cronbach's Alpha
Change-centred leadership style	D2, D5, D8, D11, D14, D16, D17, D20, D23, D26, D29, D35	0,97
Employee-centred leadership style	D1, D4, D7, D10, D13, D19, D22, D25, D28, D31, D32, D34	0,96
Production-centred leadership style	D3, D6, D9, D12, D15, D18, D21, D24, D27, D30, D33, D36	0,95
Total leadership behaviour	D1-D36	0,99

The Change-Centred Leadership Survey statements had Cronbach's alpha values exceeding 0.91, well above the 0.7 benchmark. This indicated that the management style statements in the table above had acceptable internal consistency and reliability levels.

The Cronbach's alpha value of the management style statements overall was 0.99, well above the 0.7 benchmark. This indicated that the managerial leadership style statements in the table above had acceptable internal consistency and reliability levels.

3.4 Inferential statistics

Spearman's correlation coefficient, also known as the Spearman rank correlation, is a statistical measure used to assess the strength and direction of a monotonic (unvarying/consistent) relationship between two variables (Saunders *et al.*, 2019:615-616). This statistical measure was employed in the study to examine the correlations between managerial leadership behaviour and support employee job satisfaction/engagement in an HEI. According to Saunders *et al.* (2019:615), a correlation coefficient +1 signifies a perfect positive relationship, 0 signifies the absence of a linear relationship, and a correlation coefficient of -1 signifies a perfect negative relationship.

3.4.1.1 Correlation: Managerial leadership and job satisfaction

Spearman's correlation coefficient, also known as the Spearman rank correlation, is a statistical measure used to assess the strength and direction of a monotonic relationship

between two variables (Saunders *et al.*, 2019:615-616). In the context of this research, Spearman's correlation coefficient is employed to examine the correlations between managerial leadership behaviour and both job satisfaction and employee engagement. This approach is valuable for achieving the study's objective by identifying any potential associations between managerial leadership behaviour and the levels of job satisfaction and employee engagement. According to Saunders *et al.* (2019:615), a correlation coefficient of +1 signifies a perfect positive relationship, a correlation coefficient of 0 signifies the absence of a linear relationship, and a correlation coefficient of –1 signifies a perfect negative relationship.

3.4.1.2 Correlations between managerial leadership behaviour and job satisfaction

The Spearman's correlation coefficient calculated the correlation between the managerial leadership and support employee job satisfaction constructs. The results are shown in Table 3.17 below.

Table 3.17: Correlations between managerial leadership and job satisfaction

Construct		Total Job satisfaction
Change-Centred Leadership	Correlation Coefficient	0.685
	p-value	0.000
Employee-Centred Leadership	Correlation Coefficient	0.671
	p-value	0.000
Production-Centred Leadership	Correlation Coefficient	0.708
	p-value	0.000
Total Leadership	Correlation Coefficient	0.710
	p-value	0.000

Table 3.17 above presents correlations between different managerial leadership constructs and support employee job satisfaction. The correlation coefficient quantifies the strength and direction of the relationship, while the p-value assesses the statistical significance of these correlations.

The study's positive correlation coefficients (ranging from 0.671 to 0.710) suggested a strong positive relationship between each leadership construct and support employee job satisfaction. The low p-values (0.000) indicated that these correlations were statistically significant, implying the likelihood of observing such correlations by random chance was

extremely low. In summary, the results suggested that as scores on different leadership constructs increased, support employee job satisfaction also increased significantly (Saunders *et al.*, 2019:605).

The table indicates that the correlation coefficient between total leadership and support employee job satisfaction was 0.710, and the p-value was 0.000. This correlation coefficient of 0.710 suggested a strong positive relationship between the total leadership construct and support employee job satisfaction. The p-value of 0.000 indicated that this correlation was statistically significant, meaning the likelihood of observing such a correlation by random chance was extremely low (Saunders *et al.*, 2019:605).

In simpler terms, the results suggested that as support employees' perceptions of total leadership, encompassing various leadership constructs, increased, there was a corresponding and statistically significant increase in their overall job satisfaction. In practical terms, this meant that when employees perceived their managers as demonstrating a comprehensive and effective leadership approach across different dimensions (change-centred, employee-centred, and production-centred), the support employees were more likely to report higher levels of job satisfaction. The robust correlation coefficient of 0.710 and the low p-value of 0.000 strengthened the confidence in this observed positive relationship, indicating that the association was not likely due to random chance (Saunders *et al.*, 2019:605).

These results resonate with the research discussed in Chapter 2, specifically the work of Ekvall and Arvonen (1991:20). Their study highlighted that managers adept at incorporating diverse leadership behaviours tend to receive higher ratings from subordinates.

3.4.1.3 Correlation: Managerial leadership and employee engagement

The Spearman's correlation coefficient calculated the correlation between managerial leadership and support employee engagement. The results are shown in Table 3.18 below.

Table 3.18: Correlations between managerial leadership and employee engagement

Construct		Total engagement
Change-Centred Leadership	Correlation Coefficient	0.401
	p-value	0,000
Employee-Centred Leadership	Correlation Coefficient	0.357
	p-value	0,000
Production-Centred Leadership	Correlation Coefficient	0.401
	p-value	0,000
Total Leadership	Correlation Coefficient	0.400
	p-value	0,000

Table 3.18 above presents correlations between different leadership constructs and support employee engagement. The correlation coefficients (ranging from 0.357 to 0.401) indicated positive relationships between each leadership construct (change-centred, employee-centred, production-centred, and total leadership) and support employee engagement. The positive correlations suggested that as scores of these leadership constructs increased, support employee engagement also tended to increase. The low p-values (0.000) signified that these relationships were statistically significant, reinforcing the confidence in the observed positive associations between leadership styles and support employee engagement.

Essentially, the table shows that when managers showed each leadership style more often, support employees tended to be more engaged in their work. This meant a clear connection existed between how managers led and how engaged their employees were. This connection did not happen by chance – it was a meaningful and statistically significant relationship (Saunders *et al.*, 2019:605). In simpler terms, how managers led directly influenced how engaged their support employees felt.

The total leadership correlation in the table indicated the relationship between an overall leadership approach, which combined various leadership styles, and support employee engagement. The table shows that as the total leadership approach increased or became more pronounced, there was a positive association with higher support employee engagement. Moreover, the statistically significant p-value reinforced the confidence that the observed positive relationship between total leadership and support employee engagement was meaningful and random (Saunders *et al.*, 2019:605).

The total leadership correlation of 0.400 suggested that when the managers of the support employees under study adopted a comprehensive leadership approach encompassing various leadership styles, they were engaged in their work.

3.5 Chapter summary

The methodology outlined in Chapter 1 was employed to generate the results investigated in this chapter. The data set included 203 valid responses, which were used for data analysis. The Statistical Consultation Services at North-West University, Potchefstroom Campus, conducted the analysis using the IBM SPSS Statistics Version 28 software.

The largest age group of respondents were between 31 and 40, which suggested that this age cohort was more actively engaged or interested in the subject matter under investigation. For example, it might have indicated a higher level of relevance or significance of the study's focus for individuals in this age bracket.

Most respondents were females and comprised 59,1% of the sample group. This might impact the generalizability of the findings, as the study results might be more reflective of the perspectives and experiences of women in the given context. Researchers need to consider these demographic patterns when interpreting and generalising research results.

In terms of the descriptive statistics, the overall job satisfaction had a below-average mean of 2.885, the overall employee engagement had a moderate to high mean of 3.868, and the support employee's perception of their managers' leadership behaviour had a moderate mean of 3.245.

Reliability measures were provided for each measurement tool, and they demonstrated satisfactory levels of internal consistency. The JSS exhibited a Cronbach's alpha of 0.91, the ISA engagement scale showed a Cronbach's alpha of 0.88, and the Change-Centred Leadership Survey (an extension of the two-dimensional model) recorded a Cronbach's alpha of 0.99. According to Saunders *et al.* (2019:518), a coefficient value equal to or exceeding 0.7 signified a satisfactory level of internal reliability.

Spearman's correlation analysis was conducted to assess the relationships between the managerial leadership behaviour constructs and overall job satisfaction and between the managerial leadership behaviour constructs and overall employee engagement. The correlation between the managers' general leadership behaviour and the overall job satisfaction of support employees was 0.710. The correlation between the managers' overall leadership behaviour and employee engagement was overall job satisfaction of support employees with a coefficient of 0.400.

Based on Spearman's correlation coefficient, a distinct linear relationship existed between the overall managerial leadership behaviour and the overall job satisfaction of support employees, and a moderate linear relationship exists between managerial leadership behaviour and overall employee engagement. These results offered valuable insights into the influence of managerial leadership behaviour on supporting employee job satisfaction and engagement. Chapter 4 will provide a summary of these insights, and the study's objectives will be revisited to indicate whether they were achieved.

In Chapter 2, the literature review provided evidence of previous studies that revealed a linear relationship between effective managers and employee job satisfaction. Pancasila *et al.* (2020:390) and Yukl (2013:31) posit that an effective manager must possess the ability to distinguish between employees and their respective work environments since the effectiveness of employee performance depends on the suitability of the leadership style of the manager concerning situational and environmental factors.

CHAPTER 4 CONCLUSIONS AND RECOMMENDATIONS

4.1 Introduction

The study investigated the influence of managerial leadership behaviour on support employee job satisfaction and engagement in an HEI. This chapter summarises the empirical research results, discusses the achievement of the research objectives, makes recommendations, recognises the study's limitations, and makes suggestions for future research.

4.2 Summary of results

4.2.1 Demographic information

Demographic data from the respondents were collected in Section A of the questionnaire, where respondents were asked to provide details on their age, gender and the length of their employment in the HEI.

- Most respondents (62.6%) were between 31-40 (35.0%) and 41-50 (27.6%). The other 37.4% were between the ages of 18-30 (14,8%), 51-60 (14,8%), and 61-70 (7.9%).
- The gender representation of the support employees in the HEI was divided between male (40.4%), female (59.1%) and other (0.5%).
- Most respondents (61.6%) had been employed by the HEI for less than 10 years. The remaining respondents had been employed for less than 5 years (22.2%), between 5 and 10 years (39.4%), 11-15 years (15.3%), 16-20 years (14.3%) and more than 20 years (8,9%).

The researcher gathered demographic information to identify disparities or trends in the sample. However, the primary objective was to investigate the impact of managerial behaviour on support employee job satisfaction and engagement.

4.2.2 Job satisfaction

The results of the JSS presented in Chapter 3 indicated dissatisfaction among employees with pay and promotion opportunities. Many employees perceived a misalignment between their expectations and the organisation's compensation and advancement policies. This dissatisfaction would have had implications for their overall job satisfaction. These results aligned with existing research, such as that of Judge *et al.* (2010:158), which emphasised that fair compensation and promotion opportunities would promote overall job satisfaction, as discussed in Chapter 2.

The satisfaction with fringe benefits had a low mean in the study, suggesting that support employees value benefits beyond their salary. This result align with the results of Nisar and Siddiqui's study (2019:250), which found a strong correlation between fringe benefits and the job satisfaction of employees.

The results indicated positive perceptions of coworkers, suggesting that positive workplace relationships and a collaborative atmosphere contributed to job satisfaction. Coworker support and positive interactions might have led to increased job satisfaction among employees.

The nature of work construct had the highest mean (3.797), indicating that employees found meaning and value in their work. This was a substantial contributor to job satisfaction. The nature of work refers to the characteristics of job tasks, encompassing duties, complexity, autonomy, required skills, work environment, and the perceived purpose and meaning of the work. Understanding the nature of work is vital for effective job design, employee engagement, and organisational success. The HEI under study could capitalise on this by focusing on meaningful and fulfilling job design.

The mean score of 2.885 suggested low overall job satisfaction among support employees in the HEI. These results underscored the impact of the job satisfaction constructs on the overall job satisfaction of support employees. To improve overall job satisfaction, the HEI should address the specific areas where dissatisfaction or ambivalence existed.

4.2.3 Employee engagement

The high mean values and low SDs for intellectual engagement highlighted a shared positive perception among support employees. Specifically, employees agreed strongly with statements concerning focus, concentration, and attention to detail. This indicated a high level of intellectual engagement, suggesting that employees were deeply engrossed in their tasks and responsibilities.

The analysis of social engagement revealed a predominantly positive perception among support employees. The high mean values suggested that employees generally shared common work values, goals, and attitudes with their colleagues. However, the presence of relatively high SDs for these statements indicated variability in responses, signifying that while many employees feel a sense of alignment with their coworkers, there may be others who do not share the same work values, goals, or attitudes.

The results concerning affective engagement also indicated a predominantly positive perception. The high mean values suggested that support employees were enthusiastic about their work.

The overall engagement of support employees was reasonably high, with a mean of 3.868. This suggested a generally committed and enthusiastic workforce in terms of intellectual, social, and affective engagement.

4.2.4 Managerial leadership behaviour

The general agreement with statements concerning change-centred leadership revealed that support employees perceived their managers as demonstrating this behaviour. Change-centred leadership, which focuses on adaptability and transformation, was well received by participants. However, the fairly high SD indicated that while the overall trend was positive, there was considerable variability in perceptions.

The results revealed that support employees perceived their managers as illustrating employee-centred and production leadership. The former emphasises consideration and

support for employees, whilst the latter prioritises task accomplishment, efficiency and results. However, fairly high SDs for these constructs suggested variability in perceptions. The results revealed that respondents perceived their managers as moderately effective leaders, regardless of their leadership style. The mean score of 3.245 was just above the neutral mean of 3.00, indicating moderate agreement. The SD of 1.332 suggests variability among support employees' perceptions of their managers' leadership behaviour.

As stated in Chapter 3, the results revealed relatively high SD values for support employee perceptions of managerial leadership behaviour. This variability may have been due to differences in individual experiences, expectations, job roles, team dynamics, or organisational changes.

In addition, different HEI managers may have exhibited varying leadership styles. For instance, some managers may have adopted an employee-centred approach, while others may have favoured a production-centred style. This diversity in leadership styles could have led to varying employee perceptions. This aligns with research, including the study by Ekvall and Arvonen (1991:20), which found that managers proficient in blending different leadership behaviours—rather than exclusively using one style—tended to receive higher ratings from their subordinates.

4.2.5 Correlation between constructs

The study's main objective was to determine the influence of managerial leadership behaviour on job satisfaction and engagement of support employees in a HEI. The statistical results made it possible to do this.

The positive linear relationship between the constructs of managerial leadership behaviour and the overall job satisfaction of support employees indicated that as employees' positive perceptions of their managers' leadership behaviour increased, their job satisfaction was likely to increase. The statistically significant correlations, with p-values of 0.000, affirmed that these relationships were improbable to occur by random chance. This strengthened the validity of the observed correlations, emphasising their

practical relevance. These results highlighted the importance of balanced leadership approaches in enhancing overall job satisfaction.

The presence of a positive linear connection between how support employees perceive their managers' leadership behaviour and overall employee engagement suggested a meaningful relationship. When employees had favourable perceptions of their managers' leadership behaviour, there was an increase in their overall engagement. The low p-value of 0.000 enhanced the trustworthiness of these correlations. This meant that the results were not likely to be coincidental but reliable and practically relevant.

4.3 Achievement of research objectives and hypotheses validation

The achievement of the primary and secondary research objectives outlined in Chapter 1 of this research was used to assess the study's overall success.

4.3.1 Primary research objective

The primary research objective of the study was to investigate the influence of managerial leadership behaviour on support employee job satisfaction and engagement in an HEI. The primary objective was achieved by realising the secondary objectives of the study.

4.3.2 Secondary research objectives

The secondary research objectives, along with their respective achievements, are outlined below:

To assess the overall job satisfaction of support employees

Achievement: Conducted through the analysis of data obtained through Section B (JSS) in the questionnaire

To measure employee engagement of support employees in an HEI

Achievement: Accomplished by analysing the data from Section C (ISA Engagement Scale) in the questionnaire

To investigate whether leadership behaviour had an influence on job satisfaction and engagement of support employees in an HEI

Achievement: Explored through the analysis of data received from Section D (Change-Centred Leadership Survey—an extension of the two-dimensional mode) in the questionnaire.

4.3.3 Hypotheses

In investigating the impact of managerial leadership behaviour on support employees' job satisfaction and engagement, two hypotheses were formulated. Hypothesis 1 (H1) posited that managerial leadership behaviour significantly influenced job satisfaction, while Hypothesis 2 (H2) posited that managerial leadership behaviour significantly influenced employee engagement.

Data analysis confirmed a positive linear relationship between managerial leadership behaviour and job satisfaction/employee engagement, leading to the acceptance of both H1 and H2.

4.4 Recommendations

The following recommendations are made for the HEI under study given the research results.

- To address the dissatisfaction of support employees with pay and promotion opportunities, the HEI under study may need to consider competitive compensation packages and clear pathways for career growth.
- The HEI must consider offering additional fringe benefits to its employees. By revisiting and improving its benefits offerings, the HEI could improve the job satisfaction of its employees.
- The HEI should invest in leadership training and development programmes emphasising balancing change-centred, employee-centred, and production-centred leadership behaviours. Training should equip managers with the skills to integrate all three approaches to foster a positive work environment and enhance support job satisfaction and engagement.

- The organisation should encourage cross-functional collaboration to ensure that leadership behaviours across different teams and departments are consistent and complementary.

4.5 Limitations of the study

The sample size was insufficient, and a larger sample would have yielded significantly more robust and reliable results. It would have been more representative of the entire population, enhancing the generalisability of the findings. However, the study's timeline, dictated by the MBA completion schedule, prevented the feasibility of incorporating a larger sample size.

Additionally, considering that the questionnaire was available to complete for a period of five months, the response rate of 67.7% is quite low. This suggested that respondents may have demonstrated a lack of interest in completing the questionnaire, which could have influenced the sample's representativeness and the overall quality of the data collected.

4.6 Suggestions for further research

The following areas for future research have been identified:

- A more extensive research initiative could explore variations in responses among demographic groups, allowing a thorough examination of age, gender, and years of employment as potential influencers of support employee job satisfaction and engagement.
- Subsequent studies might employ sophisticated statistical techniques like regression analysis or analysis of variance (ANOVA) to ascertain the significance of demographic variables in supporting employee job satisfaction, engagement or other variables.
- Researchers could delve into qualitative aspects, such as conducting interviews or surveys, to understand why certain demographic groups may exhibit different responses. This qualitative exploration could provide a comprehensive understanding of underlying dynamics.

- It would be helpful to complement quantitative findings with qualitative research to enhance the depth of understanding. This combination would offer a rich perspective on the reasons behind the variability in support employee perceptions of job satisfaction, engagement, and managerial leadership behaviour.
- Another avenue for exploration could involve comparing support employee perceptions of leadership behaviours across different organisations and industries. Such a comparative analysis could unveil industry-specific patterns and contribute to the identification of best practices that foster positive perceptions.

4.7 Conclusion

The study retrospectively uncovered a positive correlation between managerial leadership behaviour and support employee job satisfaction/engagement. Chapter 1 presented a succinct overview, encapsulating the study's context, articulating the problem statement, delineating study objectives, and formulating research hypotheses. Furthermore, it conducted a comprehensive analysis of empirical research, establishing a robust foundation for subsequent exploration.

Chapter 2 unfolded as an expansive literature review, scrutinising job satisfaction, employee engagement, managerial leadership behaviour, and the unique higher education environment. Within this comprehensive review, existing research was unearthed, emphasising a robust positive association between managerial leadership behaviour and the twin dimensions of job satisfaction and employee engagement, which aligned with the research results.

Chapter 3 meticulously detailed the results and interpretations derived from the research instruments, offering a granular understanding of the empirical outcomes. Finally, Chapter 4 culminated the study with a resounding affirmation of the pronounced, positive linear relationships observed between managerial leadership behaviour and support employee job satisfaction/employee engagement. The exploration contributed to the growing body of knowledge in organisational management, offering valuable insights for practitioners, scholars, and future research endeavours.

The study unravelled the intricate dynamics between managerial leadership behaviour and support employee job satisfaction/engagement and ignited a spark for future explorations in organisational management. The positive correlation between these variables unveils possibilities for enhancing workplace dynamics and fostering a gratifying professional experience. The study might catalyse continued investigations, innovative practices, and a collective commitment to cultivating environments where leaders and employees thrive harmoniously.

REFERENCES

- Abdullahi, M.S., Adeiza, A., Ahmed, U., Khalid, N., Gwadabe, Z.L. & Fawehinmi, O. 2021. Talent Management Practices on Employee Engagement: Empirical Perspective from Institution of Higher Learning. *Jurnal Pengurusan*, 63(1):1-14.
- Abraham, S. 2012. Job satisfaction as an antecedent to employee engagement. *SIES Journal of Management*, 8(2):27-36.
- Alarabiat, Y.A. & Eyupoglu, S. 2022. Is Silence Golden? The Influence of Employee Silence on the Transactional Leadership and Job Satisfaction Relationship. *Sustainability*, 14(22):15205.
- Alarcon, G.M. & Lyons, J.B. 2011. The relationship of engagement and job satisfaction in working samples. *Journal of Psychology: Interdisciplinary and Applied*, 145(5):463-480.
- Albdour, A.A. & Altarawneh, I.I. 2014. Employee engagement and organizational commitment: Evidence from Jordan. *International journal of business*, 19(2):192 - 212.
- Ali, B.J. & Anwar, G. 2021. An empirical study of employees' motivation and its influence job satisfaction. *Ali, BJ, & Anwar, G.(2021). A International Journal of Engineering, Business and Management*, 5(2):21-30.
- Alias, N.E., Hamdani, M.I. & Othman, R. 2017. Employee satisfaction in higher education: a Malaysia case study among non-academic staff. *Academic Journal of Business and Social Sciences (AJoBSS)*, 1(1):1-14.
- Alkhodary, D.A. 2023. Exploring the Relationship between Organizational Culture and Well-Being of Educational Institutions in Jordan. *Administrative Sciences*, 13(3):92.
- Arief, N.R., Purwana, D. & Saptono, A. 2021. Effect of Quality Work of Life (QWL) and Work-Life Balance on Job Satisfaction through Employee Engagement as Intervening

Variables. *The International Journal of Social Sciences World (TIJOSSW)*, 3(1):259-269.

Babel, K. 2022. Comparing identity-, task-, and relationship-oriented leadership behaviours regarding the effects on different work-related outcomes. Unpublished master's thesis, University of Twente, The Netherlands.

Bakker, A.B. & De Vries, J.D. 2021. Job Demands–resources theory and self-regulation: New explanations and remedies for job burnout. *Anxiety, Stress, & Coping*, 34(1):1-21.

Bano, S., Khan, M.A., Rehman, Q.H.U. & Humayoun, A.A. 2011. Schematizing Talent Management, A Core Business Issue. *Far East Journal of Psychology and Business*, 2(1):4-16.

Bashira, M., Saleemb, S. & Qurah-tul–Ainc, M.W. 2021. The Impact of Change-Oriented Leadership on Employees' Performance: Mediating Role of Employees' Engagement. *International Journal of Innovation, Creativity and Change*, 15(8):558-580.

Bataineh, K.A. 2019. Impact of work-life balance, happiness at work, on employee performance. *International Business Research*, 12(2):99-112.

Bell, E., Bryman, A. & Harley, B. 2019. *Business research methods*, 5th edition. New York, New York: Oxford University Press.

Bhandari, P., Bagga, R. & Nandan, D. 2010. Levels of job satisfaction among healthcare providers in CGHS dispensaries. *Journal of Health Management*, 12(4):403-422.

Bossu, C., Brown, N. & Warren, V. 2018. Professional and support staff in higher education: An introduction. *Professional and support staff in higher education*. Available at: https://www.researchgate.net/publication/328535003_Professional_and_Support_Staff_in_Higher_Education_An_Introduction (Accessed on 25 November 2023).

Brough, P., Timms, C., Chan, X.W., Hawkes, A. & Rasmussen, L. 2020. Work–life balance: Definitions, causes, and consequences. In *Handbook of socioeconomic determinants of occupational health: From macro-level to micro-level evidence*. T, Theorell, Ed. Switzerland: Springer, Cham, 473-487.

Casper, W.J., Vaziri, H., Wayne, J.H., DeHauw, S. & Greenhaus, J. 2018. The jingle-jangle of work–nonwork balance: A comprehensive and meta-analytic review of its meaning and measurement. *Journal of Applied Psychology*, 103(2):182-196.

Chemers, M. 2014. *An integrative theory of leadership*. New York, New York: Psychology Press.

Chen, Y.Y., Park, J. & Park, A. 2012. Existence, relatedness, or growth? Examining turnover intention of public child welfare caseworkers from a human needs approach. *Children and Youth Services Review*, 34(10):2088-2093.

Coman, A. & Bonciu, C. 2016. Organizational culture in higher education: learning from the best. *European Journal of Social Science Education and Research*, 3(1):135-145.

Conner, B. & Johnson, E. 2017. Descriptive statistics. *American Nurse Today*, 12(11):52-55.

Côté, K., Lauzier, M. & Stinglhamber, F. 2021. The relationship between presenteeism and job satisfaction: A mediated moderation model using work engagement and perceived organizational support. *European Management Journal*, 39(2):270-278.

Cramer-Petersen, C.L., Christensen, B.T. & Ahmed-Kristensen, S. 2019. Empirically analysing design reasoning patterns: Abductive-deductive reasoning patterns dominate design idea generation. *Design Studies*, 60(1):39-70.

Dachner, A.M., Ellingson, J.E., Noe, R.A. & Saxton, B.M. 2021. The future of employee development. *Human Resource Management Review*, 31(2):100732. Available at: <https://core.ac.uk/download/pdf/289197727.pdf> (Accessed on 25 November 2023).

Daft, R.L. & Marcic, D. 2022. *Understanding management*, 12th edition. Boston, MA: Cengage Learning.

Davis, A.J. 1996. Employee assistance provision in higher education. *Employee Counselling Today*, 8(5):4-12.

Dupré, K.E. & Day, A.L. 2007. The effects of supportive management and job quality on the turnover intentions and health of military personnel. *Human Resource Management*, 46(2):185-201.

Ekvall, G. & Arvonen, J. 1991. Change-centered leadership: An extension of the two-dimensional model. *Scandinavian Journal of Management*, 7(1):17-26.

Fahed-Sreih, J. 2020. Job Satisfaction and Career Development. In *Career development and job satisfaction*. J. Fahed-Sreih, Ed. London: IntechOpen, 1-6.

Frye, J.R. & Fulton, A.P. 2020. Mapping the growth and demographics of managerial and professional staff in higher education. *New Directions for Higher Education*, 2020(189):7-23.

Gemeda, H.K. & Lee, J. 2020. Leadership styles, work engagement and outcomes among information and communications technology professionals: A cross-national study. *Heliyon*, 6(4):e03699. Available at: <https://pubmed.ncbi.nlm.nih.gov/32280799/> (Accessed on 25 November 2023).

Green, I.S. 2022. Leader Effectiveness and Employee Engagement in a Premier Academic Hospital. Unpublished doctoral thesis, Touro University, New York, USA.

Greenhaus, J.H., Collins, K.M. & Shaw, J.D. 2003. The relation between work–family balance and quality of life. *Journal of Vocational Behavior*, 63(3):510-531.

Griffin, R. 2021. *Fundamentals of management*, 10th edition. Boston, MA: Cengage Learning.

Grzywacz, J.G. & Carlson, D.S. 2007. Conceptualizing work—family balance: Implications for practice and research. *Advances in Developing Human Resources*, 9(4):455-471.

Hackman, J.R. & Oldham, G.R. 1975. Development of the Job Diagnostic Survey. *Journal of Applied Psychology*, 60(2):159-170.

Haris, R. Sopia, M. & Elfia, N. 2018. *The Impact of Organization Communication on Employee Performance Through Employee's Work Motivation*. Available at: <https://knepublishing.com/index.php/KnE-Social/article/view/1885> (Accessed on 30 April 2023).

Herzberg, F. 2003. One More Time: How Do You Motivate Employees? *Harvard Business Review*, 81(1):87-96.

Hussain, S.D., Khaliq, A., Nisar, Q.A., Kamboh, A.Z. & Ali, S. 2019. The impact of employees' recognition, rewards and job stress on job performance: Mediating role of perceived organization support. *SEISENSE Journal of Management*, 2(2):69-82.

Inuwa, M. 2016. Job satisfaction and employee performance: An empirical approach. *The Millennium University Journal*, 1(1):90-103.

Irabor, I.E. & Okolie, U.C. 2019. A review of employees' job satisfaction and its affect on their retention. *Annals of Spiru Haret University. Economic Series*, 19(2):93-114.

Jiang, Z., Di Milia, L., Jiang, Y. & Jiang, X. 2020. Thriving at work: A mentoring-moderated process linking task identity and autonomy to job satisfaction. *Journal of Vocational Behavior*, 118(1):103373. Available at: <https://www.evidencebasedmentoring.org/thriving-in-the-workplace-the-relationship-autonomy-task-identity-and-mentoring-have-in-job-satisfaction/> (Accessed on 25 November 2023).

- Judge, T.A., Piccolo, R.F., Podsakoff, N.P., Shaw, J.C. & Rich, B.L. 2010. The relationship between pay and job satisfaction: A meta-analysis of the literature. *Journal of Vocational Behavior*, 77(2):157-167.
- Kahn, W.A. 1990. Psychological conditions of personal engagement and disengagement at work. *Academy of Management Journal*, 33(4):692-724.
- Kalogiannidis, S. 2020. Impact of effective business communication on employee performance. *European Journal of Business and Management Research*, 5(6). Available at: <https://www.ejbm.org/index.php/ejbm/article/view/631> (Accessed on 25 November 2023).
- Kelliher, C., Richardson, J. & Boiarintseva, G. 2018. All of work? All of life? Reconceptualising work-life balance for the 21st century. *Human resource Management Journal*, 29(2):97-112.
- Kumar, R. & Sia, S.K. 2012. Employee engagement: Explicating the contribution of work environment. *Management and Labour Studies*, 37(1):31-43.
- Kurtessis, J.N., Eisenberger, R., Ford, M.T., Buffardi, L.C., Stewart, K.A. & Adis, C.S. 2017. Perceived organizational support: A meta-analytic evaluation of organizational support theory. *Journal of Management*, 43(6):1854-1884.
- Liu, J., Siu, O.L. & Shi, K. 2010. Transformational leadership and employee well-being: The mediating role of trust in the leader and self-efficacy. *Applied Psychology*, 59(3):454-479.
- Locke, E.A. 1969. What is job satisfaction? *Organizational behavior and human performance*, 4(4):309-336.
- Lundy, O. & Cowling, A. 1996. *Strategic human resource management*. London: Routledge.

Madlock, P.E. 2008. The link between leadership style, communicator competence, and employee satisfaction. *The Journal of Business Communication*, 45(1):61-78.

Makola, A. 2021. Development of quality management systems for support services in the South African public higher educational institutions. Unpublished doctoral thesis, Durban University of Technology, Durban, South Africa.

Maneerutt, G. 2021. Miscommunication at the Workplace: Causes and Ways to Improve Internal Communication. *AU-GSB e-JOURNAL*, 14(2):155-166.

Marks, S.R. & MacDermid, S.M. 1996. Multiple Roles and the Self: A Theory of Role Balance. *Journal of Marriage and Family*, 58(2):417-432.

Martínez Corts, I., Benítez González, M., Andrade Boz, M., Munduate Jaca, M.L. & Medina Díaz, F.J. 2011. Coping with interpersonal conflict at work in small business: The moderating role of supervisor and co-worker support. *Revista de Psicología del Trabajo y de las organizaciones*, 27(2):117-129.

Martins, E.C. & Terblanche, F. 2003. Building organisational culture that stimulates creativity and innovation. *European Journal of Innovation Management*, 6(1):64-74.

Meyers, L.A. 2019. Factors influencing the working relationship between academics and administrative support staff: A case study at Durban University of Technology. Unpublished master's thesis, Durban University of Technology, Durban, South Africa.

Mohd, I.H., Shah, M.M. & Zailan, N.S. 2016. *How work environment affects the employee engagement in a telecommunication company*. Available at: <https://www.europeanproceedings.com/pdf/article/10.15405/epsbs.2016.11.02.37n> (Accessed on 25 November 2023).

Montani, F., Boudrias, J.-S. & Pigeon, M. 2020. Employee recognition, meaningfulness and behavioural involvement: Test of a moderated mediation model. *The International Journal of Human Resource Management*, 31(3):356-384.

- Msuya, S.T., Sanga, J.J. & Dominic, T.R. 2023. Elevating workplace employee wellbeing through transformational leadership and organisational support: lessons from Tanzania's higher learning institutions. *Business management review*, 26(1):18-38.
- Mumby, D.K. & Kuhn, T.R. 2018. *Organizational communication: A critical introduction*, . 2nd edition. CA: SAGE Publications.
- Niati, D.R., Siregar, Z.M.E. & Prayoga, Y. 2021. The effect of training on work performance and career development: the role of motivation as intervening variable. *Budapest International Research and Critics Institute (BIRCI) Journal: Humanities and Social Sciences*, 4(2):2385-2393.
- Nisar, S. & Siddiqui, D.A. 2019. A survey on the role of fringe benefits in employee satisfaction—An analysis of organizations of Pakistan. *Business Management and Strategy*, 9(1):232-252.
- North-West University. 2023. *NWU Quick Stats 2023/2024*. Available at: <https://www.nwu.ac.za/sites/www.nwu.ac.za/files/files/i-institutional-information/pocket-statistics/NWU%20Quick%20Stats%202023-2024.pdf> (Accessed on 25 November 2023).
- Northouse, P.G. 2021. *Leadership: Theory and practice*, 9th edition. Thousand Oaks, CA: SAGE Publications.
- Orgambídez, A. & Extremera, N. 2020. Understanding the link between work engagement and job satisfaction: Do role stressors underlie this relationship? *Scandinavian Journal of Psychology*, 61(3):443-449.
- Paaís, M. & Pattiruhu, J.R. 2020. Effect of motivation, leadership, and organizational culture on satisfaction and employee performance. *The Journal of Asian Finance, Economics and Business*, 7(8):577-588.

Pancasila, I., Haryono, S. & Sulistyo, B.A. 2020. Effects of work motivation and leadership toward work satisfaction and employee performance: Evidence from Indonesia. *The Journal of Asian Finance, Economics and Business*, 7(6):387-397.

Pattnaik, S.C. & Sahoo, R. 2021. Employee engagement, creativity and task performance: role of perceived workplace autonomy. *South Asian Journal of Business Studies*, 10(2):227-241.

Rhoades, L. & Eisenberger, R. 2002. Perceived organizational support: a review of the literature. *Journal of Applied Psychology*, 87(4):698-714.

Riyanto, S., Endri, E. & Herlisha, N. 2021. Effect of work motivation and job satisfaction on employee performance: Mediating role of employee engagement. *Problems and Perspectives in Management*, 19(3):162.

Saunders, M.N.K., Lewis, P. & Thornhill, O A. 2019. *Research methods for business students*, 8th edition. London: Pearson.

Schaufeli, W. 2012. Work engagement: What do we know and where do we go? *Romanian Journal of Applied Psychology*, 14(1):3-10.

Schaufeli, W.B., Salanova, M., González-Romá, V. & Bakker, A.B. 2002. The measurement of engagement and burnout: A two sample confirmatory factor analytic approach. *Journal of Happiness Studies*, 3(1):71-92.

Sha, N. 2017. The Role of Change-oriented leadership in a selected South African organisation. Unpublished doctoral thesis, University of the Western Cape, Cape Town, South Africa.

Shanock, L.R., Eisenberger, R., Heggestad, E.D., Malone, G., Clark, L., Dunn, A.M., ... Woznyj, H. 2019. Treating employees well: The value of organizational support theory in human resource management. *The Psychologist-Manager Journal*, 22(3-4):168-191.

Shujaat, S., Sana, S. & Aftab, F. 2013. Impact of career development on employee satisfaction in private banking sector Karachi. *IBT Journal of Business Studies (JBS)*, 2(2). Available at:
https://www.researchgate.net/publication/330934644_Impact_of_Career_Development_on_Employee_Satisfaction_in_Private_Banking_Sector_Karachi (Accessed on 25 November 2023).

Siu, O.I., Lu, J.F., Brough, P., Lu, C.Q., Bakker, A.B., Kalliath, T., ... Lo, D. 2010. Role resources and work–family enrichment: The role of work engagement. *Journal of Vocational Behavior*, 77(3):470-480.

Smerek, R.E. & Peterson, M. 2007. Examining Herzberg's theory: Improving job satisfaction among non-academic employees at a university. *Research in Higher Education*, 48:229-250.

Smyth, C., Cortis, N. & Powell, A. 2021. University staff and flexible work: inequalities, tensions and challenges. *Journal of Higher Education Policy & Management*, 43(5):489-504.

Soane, E., Truss, C., Alfes, K., Shantz, A., Rees, C. & Gatenby, M. 2012. Development and application of a new measure of employee engagement: the ISA Engagement Scale. *Human Resource Development International*, 15(5):529-547.

Soomro, B.A. & Shah, N. 2019. Determining the impact of entrepreneurial orientation and organizational culture on job satisfaction, organizational commitment, and employee performance. *South Asian Journal of Business Studies*, 8(3):266-282.

South Africa. 2013. *Protection of Personal Information Act*. Available at:
https://www.gov.za/sites/default/files/gcis_document/201409/3706726-11act4of2013protectionofpersonalinforcorrect.pdf (Accessed on 26 November 2023).

Spector, P.E. 1985. Measurement of human service staff satisfaction: Development of the Job Satisfaction Survey. *American Journal of Community Psychology*, 13(6):693.

Spector, P.E. 1997. *Job satisfaction: Application, assessment, causes, and consequences*. SAGE Publications.

Spies, M. 2006. Distance between home and workplace as a factor for job satisfaction in the North-West Russian oil industry. *Fennia-International Journal of Geography*, 184(2):133-149.

Srivastava, S. & Madan, P. 2016. Understanding the roles of organizational identification, trust and corporate ethical values in employee engagement–organizational citizenship behaviour relationship: A study on Indian managers. *Management and Labour Studies*, 41(4):314-330.

Stacho, Z., Stachová, K., Papula, J., Papulová, Z. & Kohnová, L. 2019. Effective communication in organisations increases their competitiveness. *Polish Journal of Management Studies*, 19(1):391-403.

Taheri, R.H., Miah, M.S. & Kamaruzzaman, M. 2020. Impact of working environment on job satisfaction. *European Journal of Business and Management Research*, 5(6). Available at: <https://www.ejbmr.org/index.php/ejbmr/article/view/643> (Accessed on 25 November 2023).

Tepayakul, R. & Rinthaisong, I. 2018. Job satisfaction and employee engagement among human resources staff of Thai private higher educational institutions. *The Journal of Behavioral Science*, 13(2):68-81.

Tran, Q.H. 2021. Organisational culture, leadership behaviour and job satisfaction in the Vietnam context. *International Journal of Organizational Analysis*, 29(1):136-154.

Wikaningrum, T. & Yuniawan, A. 2018. The relationships among leadership styles, communication skills, and employee satisfaction: A study on equal employment opportunity in leadership. *Journal of Business and Retail Management Research*, 13(1). Available at: https://jbrmr.com/cdn/article_file/2018-10-03-13-48-52-PM.pdf (Accessed on 25 November 2023).

Yue, C.A., Men, L.R. & Ferguson, M.A. 2021. Examining the effects of internal communication and emotional culture on employees' organizational identification. *International Journal of Business Communication*, 58(2):169-195.

Yukl, G. 2013. *Leadership in Organizations*. 8th edition. New York: Pearson Education.

Yukl, G., Mahsud, R., Prussia, G. & Hassan, S. 2019. Effectiveness of broad and specific leadership behaviors. *Personnel Review*, 48(1). Available at: https://www.researchgate.net/publication/331697650_Effectiveness_of_broad_and_specific_leadership_behaviors (Accessed on 25 November 2023).

ANNEXURES

ANNEXURE A: DATA COLLECTION INSTRUMENT

SECTION A - BIOGRAPHICAL INFORMATION

This information is collected to provide context and background for the respondent's answers and to help the researcher better understand the characteristics of the population being studied.

1. Please indicate your age range

- ☐ 18-30
- ☐ 31-40
- ☐ 41-50
- ☐ 51-60
- ☐ 61-70

2. Please indicate your gender

- ☐ Male
- ☐ Female
- ☐ Other

3. Number of years working for this institution

- ☐ Less than 5 years
- ☐ 5 - 10 years
- ☐ 11 - 15 years
- ☐ 16 - 20 years
- ☐ More than 20 years

4. Employment position

- ☐ Academic
- ☐ Managerial
- ☐ Support (Non-Managerial)

SECTION B – JOB SATISFACTION

Job satisfaction is the degree to which an employee feels fulfilled and content with their job. It reflects how much an employee like their job, the tasks they perform, the work environment, the compensation, the opportunities for growth, and the relationships they have with their colleagues.

Please rate the following statements and select an option that is the most true for you.

Disagree very much 1	Disagree moderately 2	Neutral 3	Agree moderately 4	Agree very much 5
----------------------------	-----------------------------	--------------	--------------------------	-------------------------

	STATEMENT	SCALE				
1	I feel I am being paid a fair amount for the work I do.	1	2	3	4	5
2	There is really too little chance for promotion in my job.	1	2	3	4	5
3	My supervisor is quite competent in doing his/her job.	1	2	3	4	5
4	I am not satisfied with the benefits I receive.	1	2	3	4	5
5	When I do a good job, I receive the recognition for it that I should receive.	1	2	3	4	5
6	Many of our rules and procedures make doing a good job difficult.	1	2	3	4	5
7	I like the people I work with.	1	2	3	4	5
8	I sometimes feel my job is meaningless.	1	2	3	4	5
9	Communications seem good within this organisation.	1	2	3	4	5
10	Raises are too few and far between.	1	2	3	4	5
11	Those who do well on the job stand a fair chance of being promoted.	1	2	3	4	5
12	My supervisor is unfair to me.	1	2	3	4	5
13	The benefits we receive are as good as most other organisations offer.	1	2	3	4	5
14	I do not feel that the work I do is appreciated.	1	2	3	4	5
15	My efforts to do a good job are seldom blocked by red tape.	1	2	3	4	5
16	I find I have to work harder at my job because of the incompetence of people I work with.	1	2	3	4	5
17	I like doing the things I do at work.	1	2	3	4	5
18	The goals of this organisation are not clear to me.	1	2	3	4	5
19	I feel unappreciated by the organisation when I think about what they pay me.	1	2	3	4	5
20	People get ahead as fast here as they do in other places.	1	2	3	4	5
21	My supervisor shows too little interest in the feelings of subordinates.	1	2	3	4	5
22	The benefit package we have is equitable.	1	2	3	4	5
23	There are few rewards for those who work here.	1	2	3	4	5
24	I have too much to do at work.	1	2	3	4	5
25	I enjoy my coworkers.	1	2	3	4	5
26	I often feel that I do not know what is going on with the organisation.	1	2	3	4	5
27	I feel a sense of pride in doing my job.	1	2	3	4	5

28	I feel satisfied with my chances for salary increases.	1	2	3	4	5
29	There are benefits we do not have which we should have.	1	2	3	4	5
30	I like my supervisor.	1	2	3	4	5
31	I have too much paperwork.	1	2	3	4	5
32	I don't feel my efforts are rewarded the way they should be.	1	2	3	4	5
33	I am satisfied with my chances for promotion.	1	2	3	4	5
34	There is too much bickering and fighting at work.	1	2	3	4	5
35	My job is enjoyable.	1	2	3	4	5
36	Work assignments are not fully explained.	1	2	3	4	5

SECTION C – EMPLOYEE ENGAGEMENT

Employee engagement is the extent to which employees are emotionally invested in their organisation and focused on helping their organisation meet its goals.

Please rate the following statements and select an option that is the most true for you.

Disagree very much 1		Disagree moderately 2		Neutral 3		Agree moderately 4		Agree very much 5		
	STATEMENT					SCALE				
1	I focus hard on my work.					1	2	3	4	5
2	I concentrate on my work.					1	2	3	4	5
3	I pay a lot of attention to my work.					1	2	3	4	5
4	I share the same work values as my colleagues.					1	2	3	4	5
5	I share the same work goals as my colleagues.					1	2	3	4	5
6	I share the same work attitudes as my colleagues.					1	2	3	4	5
7	I feel positive about my work.					1	2	3	4	5
8	I feel energetic in my work.					1	2	3	4	5
9	I am enthusiastic in my work.					1	2	3	4	5

SECTION D – LEADERSHIP BEHAVIOR (MANAGERIAL INFLUENCE ON EMPLOYEES)

Managerial leadership behaviour refers to the actions, attitudes, and interpersonal skills demonstrated by the managers in the organisation.

Please rate your manager/supervisor using the following statements by selecting the option that is the most true for you.

Disagree very much 1	Disagree moderately 2	Neutral 3	Agree moderately 4	Agree very much 5
-------------------------	--------------------------	--------------	-----------------------	----------------------

	STATEMENT	SCALE				
	My manager...					
1	is friendly	1	2	3	4	5
2	listens to ideas and suggestions	1	2	3	4	5
3	creates order	1	2	3	4	5
4	relies on his/her subordinates	1	2	3	4	5
5	is willing to take risks in decisions	1	2	3	4	5
6	is very clear about who is responsible for what	1	2	3	4	5
7	has an open and honest style	1	2	3	4	5
8	encourages thinking along new lines	1	2	3	4	5
9	is consistent	1	2	3	4	5
10	criticises in a constructive way	1	2	3	4	5
11	likes to discuss new ideas	1	2	3	4	5
12	makes a point of following rules and principles	1	2	3	4	5
13	creates trust in other people	1	2	3	4	5
14	gives thoughts and plans about the future	1	2	3	4	5
15	gives information about the results of the unit	1	2	3	4	5
16	shows appreciation for good work	1	2	3	4	5
17	pushes for growth	1	2	3	4	5
18	sets clear goals	1	2	3	4	5
19	is considerate	1	2	3	4	5
20	initiates new projects	1	2	3	4	5
21	is very exacting about plans being followed	1	2	3	4	5
22	stands up for his/her subordinates	1	2	3	4	5
23	experiments with new ways of doing things	1	2	3	4	5
24	is controlling in his/her supervision of the work	1	2	3	4	5
25	creates an atmosphere free of conflict	1	2	3	4	5
26	sees possibilities rather than problems	1	2	3	4	5
27	defines and explains the work requirements clearly to the subordinates	1	2	3	4	5
28	is just in treating subordinates	1	2	3	4	5
29	makes quick decisions when necessary	1	2	3	4	5
30	plans carefully	1	2	3	4	5

31	allows his/her subordinates to decide	1	2	3	4	5
32	is flexible and ready to rethink his/her point of view	1	2	3	4	5
33	gives clear instructions	1	2	3	4	5
34	shows regard for the subordinates as individuals	1	2	3	4	5
35	offers ideas about new and different ways of doing things	1	2	3	4	5
36	analyses and thinks through before deciding	1	2	3	4	5

ANNEXURE B: INFORMED CONSENT FORM

INTRODUCTION:

This study aims to investigate the managerial influence on job satisfaction and engagement of support employees within a higher education institution. The results of this study will help us better understand the factors that contribute to employee satisfaction and engagement, which are important for the success of the institution. . **The target population is support employees within the higher education institution (Non-managerial, Non-academic employees).**

PROCEDURES:

You will be asked to complete a quantitative survey. The survey will ask about your job satisfaction, your level of engagement and your perception of the management within your institution.

The layout of the survey will be as follows:

- Section A – Biographical information.
- Section B – Job Satisfaction.
- Section C – Employee Engagement.
- Section D – How you perceive your direct manager.

The survey will take approximately 15 minutes to complete. All questions can be answered by selecting 1 to 5.

DATA MANAGEMENT:

The respondents' data will be stored in a secure, password-protected, electronic database that is safe from computer viruses. The data will be kept for five years and then be destroyed by deleting all the files.

VOLUNTARY PARTICIPATION:

Your participation in this study is entirely voluntary. If you decide to participate, you may withdraw at any time without any penalty.

Thank you for your willingness and completion of the questionnaire.

RESPONDENT DECLARATION

I have read and understood the information provided above. By selecting Agree and continue below, I voluntarily agree to participate in this study, and I understand that I may withdraw at any time without penalty.

- ☐ Agree and continue
- ☐ Disagree and close the survey

ANNEXURE C: ETHICAL CONDUCT DECLARATION

CODE OF CONDUCT FOR RESEARCHERS

This code of conduct is applicable to all NWU researchers.

As a researcher of the North-West University (NWU), I subscribe to the rules of the NWU Institutional Research Ethics Regulatory Committee (IRERC), all applicable policies of the NWU as well as all national and international laws and regulations applicable to my field of study. Furthermore, I commit myself to abide by the ethical principles and responsibilities as set out in the Singapore statement on Research Integrity (22 September 2010), in any and all research endeavours that I undertake as a researcher of the NWU.

The four major principles of research integrity to which I will adhere and that will guide my research are:

- Honesty in all aspects of research
- Accountability in the conduct of research
- Professional courtesy and fairness in working with others
- Good stewardship of research on behalf of others

Consequently I will also adhere to the following ethical responsibilities:

1. I will take responsibility for the originality and trustworthiness of my research.
2. I will stay abreast of and adhere to all institutional, national, and international laws, regulations, and policies applicable and related to my research.
3. I will at all times employ appropriate research methods, base my conclusions on critical analysis of the evidence and report my findings and interpretations fully and objectively.
4. I will keep clear and accurate records of all research that I have conducted in a manner that will allow verification and replication of my work by others, if applicable.
5. I will, where applicable, share my data and findings openly and promptly, in line with external funding rules. This will be done as soon as possible after I have had an opportunity to establish priority and ownership claims.
6. I will take responsibility for my own contributions to publications, funding applications, reports and other representations of my research. I will also and only include authors who meet valid authorship criteria.
7. I will acknowledge the names and roles of those who made significant contributions to my research in publications, including writers, funders, sponsors, and others, but do not meet authorship criteria.
8. In my peer reviews, I will provide fair, prompt and rigorous evaluations and I will respect confidentiality when I review others' work.
9. I will disclose all conflicts of interest (financial and other) that could compromise the trustworthiness of my work in research proposals, publications, public communications, and in review activities.
10. When I publically address a community in the spirit of academic freedom, I will in all stages base my professional comments on research findings (if applicable) and my expertise. I will distinguish between professional comments and opinions based on personal views.
11. Should any irresponsible research practices and/or research misconduct become known to me or brought under my attention, I will report such irresponsible research activities to the appropriate authorities.
12. I will respond to irresponsible research practices or conduct, by taking prompt actions as set out in the procedures of the university. I will also protect those who report misconduct in good faith, to the best of my abilities.
13. I will endeavour to create and sustain an environment that encourage research integrity through education of students, research teams and peers, as well as abide by policies, and reasonable standards for advancement.
14. I will at all times weigh societal benefits against the risks inherent in my work.

Name: Anjé Prinsloo

Signature: Anjé Prinsloo

Digitally signed by Anjé
Prinsloo
Date: 2023.03.02
00:47:08 +02'00'

Date: 3/2/23

ANNEXURE D: ETHICAL CLEARANCE



Private Bag X1290, Potchefstroom
South Africa 2520

Tel: 018 299-1111/2222

Fax: 018 299-4910

Web: <http://www.nwu.ac.za>

Senate Committee for Research Ethics

Tel: 018 299-484

Feziwe.Mseleni@nwu.ac.za

31 March 2023

ETHICS APPROVAL LETTER OF STUDY

Based on approval by the Economic and Management Sciences Research Ethics Committee (EMS-REC) on 31/03/2023, the Economic and Management Sciences Research Ethics Committee hereby approves your study as indicated below. This implies that the North-West University Senate Committee for Research Ethics (NWU-REC) grants its permission that, provided the special conditions specified below are met and pending any other authorisation that may be necessary, the study may be initiated, using the ethics number below.

Study title: Investigating the managerial influence on job satisfaction and engagement of support employees within a higher education institution

Study Leader/Supervisor (Principal Investigator)/Researcher: Prof C Botha-MBA

Student: Prinsloo A (22773835)

N	W	U	-	0	0	6	2	1	-	2	3	-	A	4
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

Institution

Study Number

Year

Status

Status: S = Submission; R = Re-Submission; P = Provisional Authorisation; A = Authorisation

Application Type:

Commencement date: 1/4/2023

Expiry date: 1/5/2024

Risk:

Low

Approval of the study is initially provided for a year, after which continuation of the study is dependent on receipt and review of the annual (or as otherwise stipulated) monitoring report and the concomitant issuing of a letter of continuation.

Special in process conditions of the research for approval (if applicable):

•

General conditions:

While this ethics approval is subject to all declarations, undertakings and agreements incorporated and signed in the application form, the following general terms and conditions will apply:

- The study leader/supervisor (principle investigator)/researcher must report in the prescribed format to the EMS-REC:
 - annually (or as otherwise requested) on the monitoring of the study, whereby a letter of continuation will be provided, and upon completion of the study; and
 - without any delay in case of any adverse event or incident (or any matter that interrupts sound ethical principles) during the course of the study.
- The approval applies strictly to the proposal as stipulated in the application form. Should any amendments to the proposal be deemed necessary during the course of the study, the study leader/researcher must apply for approval of these amendments at the EMS-REC, prior to implementation. Should there be any deviations from the study proposal without the necessary approval of such amendments, the ethics approval is immediately and automatically forfeited.
- Annually a number of studies may be randomly selected for an external audit.

- The date of approval indicates the first date that the study may be started.
- In the interest of ethical responsibility, the NWU-SCRE and EMS-REC reserves the right to:
 - request access to any information or data at any time during the course or after completion of the study;
 - to ask further questions, seek additional information, require further modification or monitor the conduct of your research or the informed consent process;
 - withdraw or postpone approval if:
 - any unethical principles or practices of the study are revealed or suspected;
 - it becomes apparent that any relevant information was withheld from the EMS-REC or that information has been false or misrepresented;
 - submission of the annual (or otherwise stipulated) monitoring report, the required amendments, or reporting of adverse events or incidents was not done in a timely manner and accurately; and / or
 - new institutional rules, national legislation or international conventions deem it necessary.

The EMS-REC would like to remain at your service as scientist and researcher, and wishes you well with your study. Please do not hesitate to contact the EMS-REC or the NWU-SCRE for any further enquiries or requests for assistance.

Yours sincerely,

**Mark
Rathbone**

Digitally signed by Mark
Rathbone
DN: cn=Mark Rathbone, o=North-
West University, ou=Business
management,
email=mark.rathbone@nwu.ac.za
, c=ZA
Date: 2023.05.02 09:15:31 +02'00'

Prof Mark Rathbone

Chairperson: NWU Economic and Management Sciences Research Ethics Committee

ANNEXURE E: LANGUAGE EDITING CONFIRMATION



DR MAUREEN LILIAN KLOS

PROFESSIONAL EDITOR

BA; STD; BEd (*cum laude*); MEd (*cum laude*); Ded

Research Associate (Nelson Mandela University)

**Registered with the South African Professional Editors' Guild (SAPEG) (reg. no.
KLO004)**

maureenklos@gmail.com

EDITOR'S DECLARATION

I,

DR MAUREEN LILIAN KLOS,

Being the holder of the following qualifications:

BA; STD; BEd (*cum laude*); MEd (*cum laude*); DEd

Registered with the SAPG: No. KLO004

Hereby certify that I am the English language editor of the following document:

**Investigating the managerial leadership behaviour influence on job satisfaction
and engagement of support employees in a higher education institution**

by

A Prinsloo

**I have edited the language, formatting and referencing in the document in their
entirety. However, I assume no responsibility or liability for any post-editing
changes, errors, or omissions.**

24 NOVEMBER 2023

ANNEXURE F: TURN-IT IN SUMMARY REPORT

22773835:Prinsloo_A_22773835_Chapters_Only.docx			
ORIGINALITY REPORT			
15%	12%	5%	6%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS
PRIMARY SOURCES			
1	repository.nwu.ac.za Internet Source	2%	
2	vital.seals.ac.za:8080 Internet Source	2%	
3	uir.unisa.ac.za Internet Source	<1%	
4	documents.worldbank.org Internet Source	<1%	
5	manualzz.com Internet Source	<1%	
6	hdl.handle.net Internet Source	<1%	
7	v-des-dev-lnx1.nwu.ac.za Internet Source	<1%	
8	www.hrreview.co.uk Internet Source	<1%	
9	Paula Brough, Carolyn Timms, Xi Wen Chan, Amy Hawkes, Laura Rasmussen. "Chapter 20-1 Work-Life Balance: Definitions, Causes, and	<1%	