



**The impact of transformational, transactional and
laissez-faire leadership styles on employee
performance in Rand Water**

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Mini-dissertation submitted in partial fulfilment of the
requirements for the degree *Master of Business Administration* at
the North-West University

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Graduation Ceremony July 2018

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DECLARATION

I, Marcus Dlamini, student number 26861038 do hereby declare that this dissertation is the result of my investigation and research and that this has not been submitted in the part or full for any degree or for any other degree to any other University.

Marcus Dlamini

19 November 2017

ACKNOWLEDGEMENTS

I am compelled to express my greatest gratitude to my family for all their endless support and never failing, continuous encouragement throughout my years of study. Especially throughout the process of researching and writing this dissertation.

I also want to extend my reflective gratitude to the institution, Northwest University and the many professional tutors who helped me during my period of learning and studying; my Research Coordinator, and my Supervisor for the guidance and advice they extended to me during the research period.

I would also want to extend my sincere gratitude to my employers (the Executive Management) and colleagues, who gave me support in the form of time. This enabled me to both execute my duties, while simultaneously fulfilling my academic commitments.

This endeavour would not have been possible without them.

I thank you.

Marcus Dlamini

KEY WORDS

1. Leadership
2. Transformational leadership
3. Transitional leadership
4. Laissez-fair leadership
5. Employee engement

ABSTRACT

The main purpose of this study was to investigate the impact of leadership style on employee performance using Rand Water as a case study. A quantitative research design with a cross-sectional approach was used to evaluate employees' responses and perceptions to leadership styles. This included employees' responses to leadership decisions and the implementation thereof. The population of this study were the full-time employees of Rand Water with a headcount of (1000). As such a total sample of 100 employees was selected from the population. The data was collected using a structured questionnaire survey and data was analysed using two computer-based statistical programs i.e. SPSS version 13.0 and Excel.

It can be reported that this study found an inversely proportional relationship between authoritative leadership and employee performance. It was also discovered that while rampant internal conflicts and protests existed, to diffuse these social and political tensions, the company developed authoritative-based management strategies in ensuring local cultural and political autonomy i.e. Rand Water encouraged the authoritative approach to management.

This study recommends that the interaction of corporate leadership, team work and team building is required to create an environment in which productive and harmonious relationships can thrive, These relationships must be maintained through partnership between management and employee teams to flourish.

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CHAPTER ONE

INTRODUCTION

1.1 Background

Leadership is the facet of leading a group aimed at achieving a certain goal. Leadership in the organisational context involves motivating and inspiring people to work towards achieving the organisation's objectives (Khalid, Jshamsher & Aftabfarooqi, 2015). In this way, it can be said that the role of the leader is to influence the organisation's progress. Furthermore, the leader's roles are essential in providing supervision, evaluation, innovation and creativity to employees. Thus it can be said that the leader's performance maximizes the organisation's potential in achieving the set lgoals (Suyanto & Nurhaemi, 2016). This explains why leadership has been extensively studied; due to its great impact on the performance of an organisation in that the leader's behaviour influences the subordinates' performance in particular and the workplace's situations overall (Khalid et al., 2015).

In order to succeed and prevail in this competitive corporate world, leaders of companies and organisations need to motivate employees to be more engaged in their work (Hammound & Osborne, 2017). Good work performance mainly results from employee motivation which is obtained from the style of leadership in use. Transformational leadership emphasizes the vision and shows the employees that the leader has high expectations of their performance. The employees are therefore encouraged to apply themselves to deliver great value for the organisation (Salomonsen, Boye, Moynihan, & Andersen, 2017).

The main objective of this study will be to investigate the impact of leadership styles on employee performance, as a crucial factor in organisational performance. Leadership and how leadership styles influence the overall performance of the organisation represent a mature area of research. While there are many factors which may affect the performance of an organization, there is little doubt that the appropriateness of leadership styles adopted will be one of the most important elements of final success (Dong et al., 2017).

It has been found that transformational, transactional and laissez-faire leadership styles contribute much to enhancing or denigrating employee job satisfaction, work motivation and job performance (Grill, 2017). Thus strategic effort and resources should be channelled towards the identification and development of people who will assume leadership positions to meet organisational requirements. Effective leadership styles takes most organisations

forward and hence plays a major role in an organisation's performance (Hejres, Braganza & Aldabi, 2017).

Employee performance, in turn, is a crucial factor in an organisation's success and those elements which lay the foundation of excellent employee performance should be investigated by organisations. It is well accepted that an organisation cannot be carried forward by the effort of one or two individuals; it needs the efforts of the entire staff working toward a joint vision of the organisation. High employee performance is a major element of achieving great results especially when that performance has a strong correlation with the overall objectives of the organisation (Vitez, 2017; Nguyen et al, 2017).

Considering this, a logical question arises about how an employee can work more efficiently to enhance organisation's performance and growth. Most current employees want to understand the reasoning as well as reasoning capacity of their leaders. Conversely, employees are less able to interrogate the traits, behaviours and styles that the leader adopts at the workplace (Hejres et al., 2017). The question is, is there any relationship between leadership styles and employees performance? And if so, to what extent does leadership styles affect employee performance?

Critics argue that while work is crucial for the day-to-day survival of the organisation, developing people and teams are indispensable for the long-term performance of the organisation (Grill , Pousette, Nielsen, Grytnes & Torner, 2017). Thus effective leaders need to be both work and people oriented, while ineffective leaders tend to concentrate on one at the expense of the other. It is then imperative to strike a balance between getting things done while keeping the team together.

It is common practice that theories of leadership have been proposed which claimed to have influenced the overall effectiveness of the organisations where they have been previously adopted. Due to immense changes in modern technologies, it has become more advisable that organisations employ leadership styles that enable the sustainability of organisations in a changing environment (Hejres et al., 2017; Grill et al., 2017)

Previous studies carried out in South Africa have not yet identified the dominant leadership style. Conversely, research conducted in some African countries show some relevance to South Africa due to shared characteristics of the common environment. From these studies it has been noted that the dominant style of leadership is authoritarian, personalised, inflexible, insensitive and conservative. For South Africa to deliver on its national potential, effective

leadership styles must be in place which is crucial for improving performance and productivity in both private and public organisations (Ahmad, Adi, Noor, Rahman & Yushuang, 2013).

1.2 Problem statement

A leadership style practised in an organisation can lead to poor motivation and workplace practices if it does not suit the context on the organisation. The impact of a leadership style is determined by the structure and situation of the organisation. Each style results in different employee performance. The motive of the researcher will be to investigate the impact of leadership styles on employee as a crucial factor in the organisation's performance.

1.3 Literature review

The researcher has surveyed the concepts of leadership and employee performance in different literature to form a foundation of the conceptual topics behind this research. In-depth research of the readily available literature assisted in discovering the area which became the basis of the current study.

It has been stated that a wider vision of transformational leadership by leaders had the potential to motivate subordinates to produce positive change beyond expectations (Bass, 2015). Transformational leaders are defined as leaders who have power and authority over employees with regard to individual considerations, inspirations, intellectual simulations, and personal development.

Howell and Avolio (2012), suggested that leaders who enhance subordinates' confidence and skills to devise innovative responses, to be creative, and to take risks, can also facilitate those employees through change management processes in organisations. It is widely encouraged to adopt transformational leadership which in turn elicits employee performance beyond expectations by instilling pride, communicating personal respect, facilitating creative thinking, and providing inspiration (Bokhari, 2017).

To build commitment to change, leaders should allow employees to get involved while providing a clear picture or vision of the future. Moreover, they share information, demonstrate a commitment to the change, tell employees exactly what is expected of them, and offer positive reinforcement (Kanter, 2015). Information sharing helps to alleviate the feeling of uncertainty in the minds of employees, enabling them to have a better picture about their responsibilities and how it relates to the future direction of the organisation.

According to Kanter (2012), an essential element of successful leadership is the ability to influence others. As a result, committed employees are able to be positively influenced to be more motivated and dedicated towards meeting and achieving organisational goals (Pfeffer, 2014).

Leadership styles that enhance employee commitment are crucial for an organisation to implement business strategies successfully i.e. achieving their overall goals, gaining sustainable competitive advantage while optimising human capital (Munyeka, 2014).

As stated previously, leadership can be described as an act or a process whereby one influences others to attain achievement of given objectives. The leader's influence therefore directs an organisation in ways that makes it more coherent (Northouse, 2007). It can also be explained as the aspect of inspiring others to achieve a given vision within a set of constraining parameters, thereby making it a shared vision (Zeitchik, 2012). Leadership maximizes a group's efforts to achieve a common goal (Kruse, 2013).

1.3.2 Types of leadership

There are different leadership styles, such as transformational, transactional and laissez-faire.

1.3.2.1 Transformational leadership

This is a style of leadership in which the leader assists the subordinates to discover the required change. The transformational leader creates or communicates a vision which guides the intended changes which are developed with the members of the group. This type of leader inspires followers and assigns them based on their different capabilities with the aim of obtaining good results in the field (Dems, 2011 & Ingram 2017). In so doing, transformational leaders aim to create a positive change. To do this they ought to keep their ego under control, which enables them to put the organisation ahead of their personal benefits. They take risks and oversee the execution of necessary actions in order to keep the organisation moving forward. A transformational leader is necessarily a good team worker as well; they accept new ideas and inspire others to deliver upon agreed outputs

1.3.2.2 Transactional leadership

This is a leadership style in which the leader uses punishments or rewards to motivate the subordinates. The subordinates expect to get something in return for performing a given task. The reward may be an incentive, promotion or increased salary. To the contrary a disincentive or demotion would be given to the subordinates for failing to perform the tasks (Surbi, 2015 & Dems, 2011). This type of leadership may be viewed as a dictatorship as it disregards social values. It does not bring out the best in the subordinates but rather creates destructive competition for the favour of the leader. However, there is a case for transactional leadership in that it is not hindered with the complexity of managing a group of employees with differing levels of intelligence. It is also very efficient in cases where time is of great essence (Carthen, 2012). Transactional leadership is termed “passive” and it does not encourage followers to develop interest but rather requires that employees be moved by the desire to get the reward at the end of the task (Hatcher, 2002).

1.3.2.3 Laissez-faire leadership

This style of leadership involves leaving employees to work democratically. The leader exerts very little influence and delegates all there is to be done. Employees are left to function independently and make their own decisions (Mulder, 2017). It can be termed the “delegative” form of leadership as these leaders delegate decision making to the group members. In this style, the leaders provide the necessary tools and resources while the group members have very little guidance and complete freedom. It is widely believed to bring the least productivity among group members; however this style could be effective if used properly by members who are committed to a shared vision (Crage, 2009).

1.3.3 Leadership styles: Transactional and transformational

This study focuses on three leadership styles; the transformational style, the transactional style and the laissez-faire style. These were selected for this research because they follow completely different leadership methods thereby yielding different results which are distinguishable from each other.

The success of each style is highly dependent on the organisation’s setting. However transformational style results in more productivity. It implements innovation and demonstrates the substantial impact a leader could have to enrich the organisation and individuals (Fertman & Van Linden, 1999). The transformational style of leadership builds up self confidence in the whole organisation. Transformational and active transactional styles of

leadership results in positive outcomes but the laissez-faire approach is usually associated with negative outcomes (Grill.,et al, 2017).

The study therefore intends to analyse which leadership style yields more positive employee job attitudes and proves to be more productive in the targeted water utility organisation. The study assesses the influence of leadership styles; transformational, transactional and laissez-faire on three selected job attitudes namely: organisational citizenship behaviour, job satisfaction and work engagement. These are believed to be the critical drivers of business success.

1.4 Research questions

- Which leadership style; transactional, transformational or laissez fair have leaders in the Rand Water head office adopted?
- Which leadership style; transactional, transformational or Laissez fair has a significant positive relationship in enhancing the performance of employees?

1.5 Research objectives

1.5.1 General objectives

The overall aim of the study will be to investigate the impact of leadership style on employee performance in the South African context.

1.5.2 Specific objectives

- To identify leadership styles adopted by managers at Rand Water in enhancing employee performance;
- To examine how these leadership styles affect the performance of the employees of the utility; and
- To make recommendations that may improve employee performance in the future.

1.6 Research hypotheses

- Null Hypothesis (H_1): No relationship existis between or amoung corporate leadership style positively affects employee performance in Rand Water head office.
- Alternate Hypothesis (H_a): The corporate leadership style positively affects employee performance in Rand Water Board.
- Null Hypothesis (H_1): No relationship existis between or amoung the laissez-faire leadership style positively affects employee performance in Rand Water head office

- Alternate Hypothesis (H_a): The laissez-faire leadership style positively affects employee performance in Rand Water head office
- Null Hypothesis (H₁): No relationship exists between or among the authoritative style negatively affects employee performance in the Rand Water head office
- Alternate Hypothesis (H_a): The authoritative style negatively affects employee performance in the Rand Water head office

1.7 Research design

This study used a quantitative design with a cross-sectional approach to evaluate employees' responses and perceptions to leadership styles and decisions after they have been taken and implemented.

1.7.1 Population/sampling

The population of this study was the cohort of full-time employees at Rand Water which has a headcount of (1000) within its various big divisions. The first step was to select the sample of employees that will form the study population. The quota sampling approach was used to ensure that each work department was proportionately represented in the sample. In this way, a total sample of 100 employees was selected from the population.

1.7.2 Data collection

The researcher will be using a structured questionnaire survey for data collection in this study. A questionnaire consisting of various questions pertaining to leadership and employee performance were formulated with a choice of five answers ranging from strongly disagree to agree strongly. Questions were derived from theory covered in the literature review and chosen to meet the objectives of the study.

Closed-ended questions were used, and the Likert scale approach was included. The questionnaires were distributed to employees with a cover letter. As a means of follow-up, a personal presentation was given to management and supervisors to encourage the return of questionnaires. The sampled organisation is an engineering company and as such is highly technical with high literacy levels. This implies that chances of misinterpreting the questionnaire was low. Information obtained from the literature survey was used to construct the research questionnaires. The measuring instrument included a section on biographical characteristics, which was used to collect participants' biographical information such as the gender, age group, race, level of employment, duration of employment in the current position

and the highest qualification obtained. Five additional sets of questionnaires were developed to assess the study variables: transactional leadership, transformational leadership, work engagement, job satisfaction, and organisational citizenship behaviour. A Likert scale was used for respondents to indicate their agreement or disagreement with the given statements. The coding of the Likert scale ranged from 1 to 4, with one indicating “strongly disagree”, and four indicating “strongly agree”.

1.7.3 Data analysis and interpretation

Data was collected and then analysed using two computer-based statistical programs i.e. SPSS version 13.0 and Excel. Descriptive statistics and the appropriate inferential statistics was used to derive meaning from the data.

1.7.4 Reliability & validity

To assess the reliability of the data, Cronbach's alpha coefficient has been used, which recommends a value above 0.7 for the reliability of any items (Pallant, 2011). A pilot study was also conducted to check for any misrepresentation or difficulties.

1.7.5 Ethical consideration

The agreement has been reached with the organisation's Human Resource Manager that no information would be made public without his prior consent, and after he has been provided with the opportunity to view the findings of this research. One of the greatest concerns in research is the protection of the respondents' interests and well-being through the protection of their identity. A respondent may be considered anonymous when the researcher cannot identify a given response with a given respondent (Du Toit & Mouton, 2013).

1.8 Conclusion

This study will be comprised of five chapters. The first chapter will cover the introduction, background of the study, problem statement, research questions and hypotheses, research methodology that will be employed, definition of terms and the organisation of the survey. The second chapter will be having literature review on leadership and employee performance, monitoring and measuring performance. The third chapter will cover the details of the research methods that the researcher will be using to carry out the study. The fourth chapter will contain the data presentation and analysis of results, while the fifth chapter will cover the summary, conclusion on the findings and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The behaviour of a leader has an influence on the productivity of her/his staff and the rest of the organisation. Thus, the way in which a manager makes decisions, delegates responsibility and interacts with employees can affect the entire organisation. Employee input can be a valuable input in creating more efficient work methods and improving productivity. However, the leadership style or behaviour used by management can vary the effectiveness of employee input. This chapter is going to explore what leadership is, what leadership styles there are, and then expand on the theoretical framework which elaborates on the effects of three leadership styles (i.e. participative, autocratic, and democratic) on the employee performance.

2.2 Leadership and leadership styles

Leadership is a process by which an executive can direct, guide and influence the behaviour and work of others toward the accomplishment of specific goals in a given situation. Leadership can be thought of as an ability of a manager to induce the subordinates to work with confidence and zeal. Leadership can be defined as the capacity to influence group realisation of a predefined goal (Iqbal et al., 2010). Leaders are required to develop the future vision, and to motivate the organisational members to want to achieve the vision and improve performance. According to Adair (2005), “Leadership is the ability to persuade others to seek defined objectives enthusiastically. It is the human factor which binds a group together and to improve their performance and to direct them towards goals”.

As can be seen from the definitions reflected above, most definitions of leadership reflect the assumption that leadership involves a process where one person exerts intentional influence over others to guide, structure, and facilitate activities and relationships in a group or organisation. Most discourse on leadership essentially imply that, in a group setting, at various times one or more group members can be identified as a leader due to some observable behavioural difference between the person(s) and other members of the group, who are referred to as “followers” or “subordinates”.

Leadership is significant in any organisation. It gives a clear direction of the organisation and helps to disseminate information to the people effectively while motivating, inspiring and empowering followers to contribute to attaining organisational goals (Ohunakin, 2016). One of the key elements of leadership requires that the leader be strategically focused and build commitment through the application of behavioural techniques to obtain maximum effort from the people he/she leads (Dong, 2017).

The effectiveness of a leader depends on several aspects which include: specific leadership context, the complexity of the task, the level of leader's authority as well as maturity and ability of the subordinates to deliver (Day, 2016). One important factor is that it takes time to learn and grasp all leadership skills. This is due to the nature of the skills which can be described as multifaceted, behavioural and context-dependent.

Day also outlined the following attributes which are normally demonstrated by most of the successful leaders:

- a) A positive attitude reinforcing notions of reliability and proactiveness
- b) A clear understanding of the vision behind business goals
- c) A demonstrable commitment towards meeting predefined goals
- d) Honesty and openness with their team
- e) Sincerely considers and protects the happiness and well-being of the teams they lead
- f) Ability to provide the inspiration needed by employees to meet predefined goals
- g) The adaptability to engage with the views and needs of team members
- h) Focusses on motivating team members by setting clear routes for task execution
- i) The ability to effectively communicate the organisation's vision
- j) A considered commitment to their team and their organisation
- k) Skill demonstrated through the development of strategies and planning execution

Bass (2015), concluded that leadership occurs universally among all people making it an universal human phenomenon. Extensive studies have been done so far about leadership styles. However, it seems as if academic discourse on leadership is still far from settled

(Gordon, 2012). Leadership can be described as a process by which one person is able to enlist the effort and support of others to accomplish a common task by the use of social influence (Chemers, 2014).

2.3 Theories and background of leadership

As far as leadership is concerned, many scholars and theorists have developed various theories and approaches in their attempts to define the concept. The following section includes a review of the most popular theories and approaches to leadership.

2.3.1 The Great Man Theory

The basic assumption of the Great Man Theory is that leaders have different qualities not found amongst the general population. It then follows that the other assumption would be that leaders are born, not made (Zakeer et al. 2016). A shortcoming of this theory is that it tends to ignore the previous achievements of the organisation and boosts the idea that current accomplishments are due, in great part, to executives in the organisation. The implication is then that organisation success relies completely on the skillfulness of its executives. As far as theory is concerned, one could be lead to believe that history was shaped mainly through the efforts of great men, for instance, Lenin (Bass, 2015).

The efforts of academics and laymen alike toward the exploration of common traits for leadership is extended over centuries as most cultures seem to need heroes to define their collective successes and to justify their collective failures. Thomas Carlyle in 1847 stated that the it was in the best interests of heroes that “universal history, the history of what man has accomplished in this world, is at the bottom of the history of the great men who have worked here”. Carlyle further made the claim about his “great man theory” that true leaders are born and that only those who were genetically endowed with what he called “heroic potentials” could ever ascend to leadership. He opined that great men were not made. The philosopher Sidney Hook further expanded on the Carlyle perspective by highlighting the impact which could be made by the eventful man vs. the event-making man (Dobbins & Platz, (1986).

Hook proposed that the eventful man while he remained a complex figure in historic situations, did not really determine the course of history. In contrast, Hook maintained that

the actions of the event-making man influenced the course of events, implying that the outcome would have been much different had the event-making man not been involved in the process. Hook went on to say that the event making man's role was based on "the consequences of outstanding capacities of intelligence, will and character rather than the actions of distinction".

However, subsequent historical events unfolded that exposed this concept of leadership as morally flawed, as was the case with Hitler and Napoleon, to name a few. Thus was the the credibility of the Great Man theory challenged (Zakeer et al. 2016). These so-called 'great men' became irrelevant and consequently growth of organisations, stifled (MacGregor, 2003). "The passing years have given the coup de grace to another force the great man who with brilliance and farsightedness could preside with dictatorial powers as the head of a growing organisation but in the process retarded democratisation" (Zakeer et al. 2016).

Leadership theory then logically evolved from the dogmatic assertion that leaders are born or are predestined to be in their role at a particular time to a more considered reflection on those traits that predict a potential for leadership.

2.3.2 Theory X and Theory Y

Douglas McGregor (1966), classified attitudes or belief systems around leadership behaviours as Theory X and Theory Y. Theory X and Theory Y seek to explain and forecast leadership behaviour and employee performance based upon the leader's attitude toward followers. To explain, those leaders with Theory X attitudes believe that employees inherently dislike work and must therefore be closely supervised in order to ensure the execution of tasks. Leaders with Theory Y attitudes, in contrast, believe that employees inherently like to work and therefore do not need to be closely supervised to ensure task execution (McGregor, 1966).

It follows then that managers with Theory Y attitudes tend to have a more positive and optimistic view of employees. They tend to display a more participative leadership style, as they believe work is executed by employees based on the notions of internal motivation and rewards (Tietjen & Myers, 1998). In 1966, when McGregor published his Theory X and

Theory Y, it was found that most managers had Theory X attitudes (Tietjen & Myers, 1998). More recently, the focus has changed from management to leadership, leading to a migration from a Theory X attitude to more of a Theory Y attitude, as more managers started to see the value of the use of more participative leadership style (Tietjen & Myers, 1998).

In a study conducted with more than 12,000 managers the relationship between managerial achievement and attitude toward subordinates was explored (Hall & Donnell, 1979). The study found that managers with Theory Y attitudes were better at accomplishing organisational objectives while simultaneously tapping into the potential of subordinates. The managers with strong Theory X attitudes, conversely, were far more likely to be in the low-achievement group (Hall & Donnell, 1979).

2.3.3 Transformational leadership Theory

Transactional leadership styles are believed to produce positive results in an organisation which supports transformational needs and leadership renewal since there is a conducive environment for motivation and innovation (Thamrin, 2012). More so, transformational leadership motivates workers to achieve high targets (Lin & Hsiao, 2014). According to Rizi (2013), transformational leadership takes into account employees' needs, goals, standards and ethics. This implies that this style of leadership instils a sense of integrity, transparency and fairness among the employees which in turn helps to enhance job satisfaction, hence improving performance (Saleem, 2015).

Omar and Hussin (2013), are of the view that apart from rewarding and punishing, transformational leadership in the workplace focuses on the internal motivation of subordinates while concurrently, developing them to achieve organisational developmental goals. This leadership style recognises the significance of rewards. It fulfils the social and intellectual needs of employees and further creates a helpful environment where accountability is shared. Employees feel protected and as such as free to take risks in exploring and acting on their creativity setting the stage for workplace innovation (Doody & Doody, 2011).

Sadeghi and Pihi (2013) assert that the transformational leadership style is characterised by the leader's pro-activeness in ensuring the development of employees' capabilities, provision of support to employees, drafting of new strategic initiatives, the arrangement of resources, and responding to organisational challenges. This was supported by Javed (2014), who said

that transformational leaders promote growth and tactical thinking in the workplace while concurrently demonstrating attention for others without any discrimination by race, religion, skin colour, gender, age or social class.

Judge and Piccolo (2014) added to the idea of transformational and transactional leadership style with a primary focus on political leadership as was cited in Burns (1978). Further research into this topic according to Bass and Avolio in (2014), as cited by (Ahmad et al., 2013) resulted in the introduction of four critical dimensions of transformational leadership, which are an “idealised influence, inspirational motivation, individualised consideration and intellectual stimulation”. Transformational leadership is an approach that approaches targets based on beliefs, values and attitudes that result in enlightened leadership practices and the increased capacity to lead change.

2.3.4 Transactional Theory

The leadership theories, by the late 1970s and early 1980s, appeared to diverge from the specific perspectives of the leader, leadership context and the follower and move toward the examination of practices that concentrated on the exchanges between followers and leaders. The transactional leadership was described as that leadership style in which leader-follower relations were based upon a series of agreements between followers and leaders (House & Shamir, 1993). It could thus be said that the theory around transactional leadership was “based on reciprocity where leaders not only influence followers but are under their influence as well”.

Some studies revealed that transactional leadership showed a discrepancy with regard to the level of leaders’ action and the nature of the relations of the leader with the followers. Bass and Avolio (1994), observed transactional leadership “as a type of contingent-reward leadership that had active and positive exchange between leaders and followers whereby followers were rewarded or recognised for accomplishing agreed upon objectives”. From the leader, these rewards might imply gratitude as expressed as merit increases and bonuses based on work achievement. For good work, positive support could be exchanged for merit pay increases or promotions, where increased performance and cooperation was exchanged for collegiality.

Conversely however, transactional leaders could instead choose to focus on errors, avoid responding to followers needs and thereby delay decision making. This attitude is commonly referred to as “management-by-exception” and usually associated with passive versus active transactional leadership styles. The difference between these two types of passive or active transactional leadership styles is predicated on the timing of the leaders’ involvement. In the active form, the transactional leader continuously monitors performance and attempts to intervene proactively (Bass & Avolio, 1997).

2.3.5 Style and Behavior Theory

The style theory acknowledges the significance of those necessary leadership skills that serve as enablers while suggesting that each individual has a distinct style of leadership with which he/she feels most contented and has demonstrated previously in leadership settings. One approach cannot satisfy all contexts thus it can be said that one style simply cannot be effective in all situations.

Yukl (1989) introduced three different leadership styles. Those employees serving with leaders with democratic traits tended to display higher degrees of on-the-job satisfaction, creativity, and motivation. These employees worked with great enthusiasm and energy irrespective of the presence or absence of the leader. In terms of productivity they maintained better connections with the leader whereas more autocratic leaders tend to mainly focus on greater quantity of output.

The laissez faire leadership style was only considered appropriate and relevant while leading a team of highly skilled and motivated people who had demonstrated an excellent track-record in the past.

Feidler and House (1994) identified two additional leadership styles focusing on the effectiveness of the leadership. They opined that consideration (i.e. concern for people and relationship behaviours) and initiating structure (i.e. concern for production and task

behaviours) were very vital variables when considering effectiveness. This consideration referred to is the amount of confidence and rapport a leader stimulates in his subordinates. Whereas, on the other hand, initiating structure reflects the extent to which the leader structures, directs and defines his/her own and the subordinates' roles as they jointly participate in the achievement of organisational performance and profit targets.

The predominant literature proposes that there are three main types of leaders, they are; autocratic, democratic and laissez-faire. Simply put, the autocratic leader takes decisions while the laissez-faire leader lets subordinates make decisions (and hence can be thought of as taking no real leadership role other than assuming the position). The democratic leader rather chooses to consult his subordinates then takes his decision. It is assumed that all leaders can be characterised as one of these main types of leaders.

2.3.6 Laissez-faire and Employee Performance

As has been demonstrated already, the leader's ability to lead is contingent upon various situational factors, including the leader's preferred style. Contingency theories of leadership support a great deal of empirical freedom within leadership (i.e. laissez-faire style) North house (2001). Many researchers have tested it and have found it to be valid and reliable when explaining how effective leadership can be achieved. It must be noted that it emphasises the importance of focusing on inter personal relationships as well as balancing the leader's style with context specific demands of employees.

It carries the implication that the most effective leadership style depends on the ability to allow some degree of freedom to employees. Regardless of the leadership style employed, this must be taken into account when administering any leadership style. In the African context, this finding is problematic in that the laissez-faire leadership style has hardly been practiced in totality due to the interference of politics.

While North house has asserted confidence in this leadership style, what has not been explored satisfactorily is the major applicable points of this style, something this study intends to explore.

2.4. Transactional and transformational leadership styles

As explained previously, transactional leadership refers to a type of leadership that is based on the exchange relationships between a leader and follower (Burns 2015). The exchange relationship could be for economic, political or psychological reasons. Burns argued that this type of leadership does not bring about the achievement of high goals by leaders or followers. The main focus of transactional leadership is on task requirements as defined as well as relevant rewards unique to the given task (Bass, 2015).

Transformational leadership is based on the firm-level interaction between leaders and followers in such a way that both parties raise each other to maximum levels of motivation and morality (Burn, 2015). Bass (2015), suggested that transformational leaders are those who motivate followers to do more than was originally anticipated.

To achieve this Bass (2015), outlined some of the steps to be followed to achieve transformational leadership:

- a) Increase followers' awareness and consciousness of the importance of designated outcomes and the necessary steps that lead to these results.
- b) Encourage followers to deliver over and above their self-interest.
- c) Address followers needs and wants according to Maslow's Hierarchy of Needs.

Bass (2015), argued that a transformational leader is one who increases commitment regardless of the final effect on the follower. This implies that whenever a transformational leader implements a plan, followers no longer simply pursue self-interest. Instead they individually and collectively strive to achieve that which is of great benefit to the organisation as a whole. Most of the transformational theories attempt to unpack the actions of leaders that cause followers to change their values, needs, goals and aspirations (Fielder & House, 2016).

Burns (2015), viewed transactional and transformational leadership styles as independent dimensions while Bass (2015), viewed them as complementary constructs. Bass (2015), saw successful leaders as both transactional and transformational, but the difference was to what degree. Bass (2015), concluded that to be transactional could be considered is the easy choice for those occupying leadership roles while being transformational was the more complicated course to chart.

According to Fein et al. (2014), transactional behaviour entails structuring the performance environment to assist subordinates in achieving organisational objectives to get rewards. Transformational behaviours focus on creating changes in followers' values, self-perception and psychological needs. More so, the difference between the two is that transactional leadership is a process in which the leader-follower relationship is reduced to the simple exchange of a predetermined quantity of work for an adequate pre determined price while transformational leadership paradigm is far more complicated in nature and requires more visionary and inspirational figures to realise (Bowditch & Buono, 2013). Also, transformational leadership navigates the complexities of the relationship between leaders' emotional intelligence and group cohesiveness (Wand & Huang, 2014).

A quite number of empirical studies have been carried out to support the impact of transformational leaders' behaviours. One of the previous studies indicated that transformational leadership is positively correlated to employee satisfaction and job performance (Bass 2015). According to Ozaralli (2013), transformational leadership contributes immensely to the estimation of subordinates' self-reported empowerment. Furthermore, transformational leadership has been reported to improve organisational citizenship behaviour (Koh et al., 2015) and employees' commitment (Barling et al., 2016).

2.5 Transformational leadership style

The latest version of the Multifactor Leadership Questionnaire was developed in 1995 to measure the extent of transactional, transformational and laissez-faire leadership styles. In it Bass (2015), outlined five dimensions that denote transformational leadership characteristics. Downton was the first person to consider the term transformational leadership before Burns considered it as a fundamental approach to his research. Early work by these researchers became the basis of various theories of transformational leadership that have been developed to take this new concept of leadership forward (Bass 2015).

The development viewed leadership through the lens of a change process and explored the effect of leader behaviour on employees' values, beliefs and higher order needs. Transformational leadership stimulates and inspires followers to attain high standards by raising the degree of motivation and morality in both leaders and followers Bass (2015). Transformational leaders are skilful at encouraging organisational commitment through alignment of goals and values of the employee, the leader and the organisation. The assertion

that transformational leadership has a vigorous and positive impact on employees' attributes and commitment implies that employees will be motivated to put maximum effort to attain highest standards.

Transformational leadership has been intellectualised by Bass (2015), into four elements which include: idealised influence, inspirational motivation, intellectual stimulation and individualised consideration. Every element mentioned has its way of building employees' commitment which in turn improves performance. The following section explores these elements and impact of employee's commitment in greater detail.

a) Idealised influence

This is also called charisma. The leaders should be viewed as a role model for their employees. The employees should see their leaders as having extraordinary capacity, persistence and determination alongside high standards of moral and ethical conduct. The employees should therefore strongly admire, honour and trust their leaders.

b) Inspirational motivation

This will normally happen when leaders motivate and inspire their followers through giving them challenging and meaningful work. Leaders usually provide visions of what is possible with a clear procedure for achieving goals. Mostly, employees will be allowed to participate in envisioning the future which in turn promotes positive expectations about what needs to be accomplished and demonstrate a commitment to the shared vision. This dimension enables leaders to promote followers' emotional engagement and create excitement around the mission.

c) Intellectual stimulation

This dimension urges employees to be creative and innovative. In reality, transformational leaders and employees are urged to think about previous and current experiences in unexpected ways. They are also challenged to unceasingly question and pursue their own beliefs, assumptions and values. Transformational leaders work together with their subordinates to solve problems which the organisation is facing in innovative ways. Through engagement of employees in decision making, the organisation will strengthen employees commitment hence improve their performance.

d) Individualised consideration

The main emphasis of this dimension is on understanding and sharing others' concerns and development needs, and treating individual employees differently. Leaders should always try their level best to develop and elevate the needs and wants

of the employees which in turn enables the organisation to utilise employees' capability fully. By so doing, leaders may instil a sense of belonging and increase skill capacity of team to carry out tasks, hence enhance followers' commitment.

Transformational leaders have charisma, provide inspiration and provide mental stimulation (Conger, 2015). Charisma ensures that the pride, faith and respect that leaders encourage in their workers, is applied to the workers themselves, other leaders and their technological organisation. Inspiration, on the other hand, is the ability to motivate followers through communication of high-technological expectations (Garcia-Morales, Matias-Reche and Hurtado-Torres, 2014). Intellectual stimulation by the leader leads to promoting employees' intelligence, knowledge and learning so that they can be innovative.

Transformational leaders raise aspirations and shifts people and organisational systems into new, higher-performing patterns. The presence of transformational leadership is reflected in followers who are enthusiastic about the leader and her or his ideas (Schermerhorn, 2016). Furthermore, transformational leaders inspire their followers to think beyond self-interest and to focus on the greater team, organisational, national, and also global objectives (Jandaghi et al., 2013).

While transactional and transformational leaders were described as active leaders, Yammarino and Bass (2015), described laissez-faire leaders as inactive. Laissez-faire leaders are characterised by avoiding responsibility and decision-making. Although such a style under certain conditions (e.g. with a group of the accountants), could be effective (Sutcliffe, 2013; Williams, 2014), it was thought that this particular style of leadership indicated, in fact, the absence of leadership. Therefore, this type of leadership was considered to be an inappropriate way to lead (Hartlog et al., 2017).

2.6 Laissez-faire and employee performance

The capability of a leader to lead depends on many situational factors and one of them is leader's preferred style. Various contingency theorists on leadership support the concept of freedom to leadership that is laissez-faire style (North House, 2014). The belief is that an effective leadership style depends on the ability of the leader to allow some degree of freedom to employees when it comes to decision making regardless of the leadership style employed.

This study will aim to investigate further how the laissez-faire leadership style may contribute to employee performance. On the other hand, much has been written regarding the relation of positive and efficient self management. Kerns (2014) study was hugely in support of the laissez-faire style in bridging the gap between the employer and employee where his concern was solely on the fact that laissez-faire leadership styles could create a more positive workplace environment through which leaders and employees could feel and operate more like a family regardless of their positions.

However the danger for this kind of leadership lay in the creation of high levels of freedom which is dangerous for a large water utility like Rand Water. In fact, Kilburg (2016) builds on this argument that the positive self of the manager in his conceptualisation of executive wisdom is comprised of three interacting components: discernment, decision making, and action. All components are essential in building positive psychology, which in the end creates positive relationships. The connection between individual performance and organisational well-being, suggests that healthy organisations tend to promote quality connections to others as characterised by open and honest leadership, cohesiveness and a shared mission (Quick and Macik-Frey, 2017).

Furthermore, Dutton and Heaphy (2013) outlined the powerful impact of what they term high-quality connections on organisational performance. Dutton and Heaphy (2013) provided data that suggested that such positive relationships built on effective leadership in organisations, promote the exchange of resources, the development of organisational identity and meaning. Furthermore, they promote the growth of the employees and promote learning in the organisation. That said, it would be fair to say that laissez-faire was ruled out as a realistic leadership style option that will deliver on Rand Water's organisational mandate and vision.

2.7 Authoritative leadership style and employee performance

In this style, the leader has absolute power over his staff or team workers have little opportunity for making suggestions, even if these would be in the team or organisation's interest, (Armstrong 2002). The leader tells the workers to come along with him and acts as a change catalyst. Cole (2000) also asserts that this style works in situations where change is

needed e.g. in conflict situations like strikes or through the development of people etc. If applied in within a suitable contextual situation, it can bring about effective performance.

2.8 Corporate leadership and employee performance

Performance effectiveness derives from human aspirations and human values that are the invisible roots of organisational values; they determine the rationale for which organisations exist. The task of a leader in the organisation in this case would be to nurture the roots of organisational values, which consists of nothing but a basic human aspiration, that is the will to give (Maurik 2001).

The essence here is that corporate leadership is the methodology to be used in according responsibility however the challenge that lays in this aspect is that, only giving power to the subordinates may not be wise enough since delegation, empowerment and specialisation are – in and of themselves – calculated risks.

2.9 Employee motivation

Employee motivation has been the major predictor of employee performance. Motivation starts with a physiological or psychological defect or want or need that produces a manner of acting that is planned to attain a goal or objective (Dong, 2017). According to Robbins (2017), employee motivation is the process that takes into account individual's intensity, direction and persistence of effort towards achieving a goal. On the other hand, Luthans (2015) suggested that it is desires, wants, aims, goals or needs that drive motives and incentives. Bartol & Martin (2014) hypothesised that it is “the forces that energise behaviour, gives direction to behaviour and underlines the tendency to persist”.

Motivation is the set of forces that initiates, directs and makes people persist in their efforts to achieve a goal (William, 2015). According to Osborn (2012), motivation is attributed to internal factors, meaning forces within an individual that account for the level, direction and persistence of effort expended at work. George & Jones (2012) defined motivation as the total of the psychological forces that determine the direction of a person's behaviour in an organisation i.e. the employee's level of effort and persistence. Furthermore, motivation is

defined as the set of processes that arouse, direct and maintain human behaviour toward achieving some goals (Greenberg & Baron, 2014).

Also, motivation is also linked to job success, productivity and goal achievement McClelland (2015) and work values can influence job satisfaction which in turn enhance employee performance (Dibble, 2017).

2.10 The relationship between leadership styles and the selected employee job attitudes

The sections that follow discuss the earlier research conclusions on the relationships between leadership styles (transformational and transactional) and the job satisfaction, work engagement and organisational citizenship behaviour of employees. The researcher considered this section as an essential part of the current research to compare the earlier findings by other researchers and the current research. The relationship between the leadership styles and job satisfaction are addressed too.

2.10.1 Leadership styles and employee performance

Castillo & Cano, (2014) as cited in Javed et al., (2014) argued that there are many factors that impact job satisfaction, including but not limited to, working conditions, supervision, the work itself, management and policies, personal relationships, and appreciation and authorisation, the quality of the connection between an employee and a leader has a significant impact on job satisfaction. Saleem (2015), conducted a study in Pakistan and found out that the transformational leadership style has a great impact on job satisfaction for employees. Conversely it was found that the transactional leadership style had an undesirable impact on job satisfaction. The study further proved that transformational leaders could induce, inspire and motivate behaviour while, on the other hand, transactional leaders are much more concerned with accomplishing organisational goals with less concern about the well-being or motivating workers (Gordon, 2012).

Hanaysha et al, (2012) conducted similar research in Malaysian universities aimed at discovering the effects of transformational leadership styles on subordinates' job satisfaction. It revealed that individualised considerations have a positive relationship with job satisfaction, whereas individualised deliberation has a negative relationship.

Ahmad et al. (2013), also investigated the influence of leadership styles on job satisfaction among nurses in Malaysia, and the results showed that the transformational leadership style

has a healthy contribution towards job satisfaction compared to transactional leadership styles. All these research findings relate closely to the findings discussed previously. There was no study found so far that assessed the relationship between transformational and transactional leadership styles with employee performance focusing on municipalities in South Africa or in the Southern African Development Community (SADC).

It would thus be fair to say the those leaders who stay in touch with issues and concerns of individuals in the work group tend to have employees with higher levels of satisfaction and commitment. This behaviour of building relationships with employees reduces boycotts which in turn increase productivity. In addition, Zenger (2010) articulates that a key behaviour in increasing workers' productivity is being honest and acting with integrity. Leaders need to be role models and set a good example for their work group.

2.10.2 Leadership styles and work engagement

Raja (2012), explored the relationship between transformational leadership and work engagement in the service sector. The study revealed that when all the four aspects of transformational leadership style are practised by a manager/leader (i.e. inspirational motivation, idealised influence, individual consideration and intellectual stimulation), greater employee work engagement is attained which in turn enhances employee performance.

This indicated that employees who feel more dedicated, exercise higher levels of ownership towards their work and also experience a higher work absorption level. The research further expanded that employee self-efficacy, self-esteem and perceptions of fairness also have a significant impact on subordinates' work engagement and other elements of the transformational leadership style. In this research study, only employees with higher levels of self-esteem, self-efficacy and positive insights of fairness demonstrated high work engagement when experiencing inspirational motivation, individualised consideration and idealised influence.

Tims, Bakker and Xanthopoulou (2012) conducted a study in the Netherlands which also proved a positive relationship between transformational leadership and work engagement. Ghafoor et al., (2014) supported these findings which indicated a significant positive relationship between transformational leadership and employee engagement practices.

On the other side of the coin, Pipitvej (2014) conducted research aimed at assessing the impact of leadership style on work engagement of GenerationY in Thailand which revealed that only the contingent-reward element of transactional leadership has a positive influence on the employee's work engagement. Kesteren (2015) conducted a different research study, in which he found out that no significant relationship existed between transactional leadership and employee work engagement. This research further discovered that leaders who focus on long-term determinations and higher order fundamental needs through generating intellectually stimulating and motivated subordinates are most likely to intensify employee work engagement. This study confirmed that there was no study carried out to assess the relationship between transformational and transactional leadership styles with engagement in the municipality services context.

Despite the importance of leadership and employee performance and motivation, the researcher did not find any study that determined the relationship between these variables in Rand Water.

2.11 Conclusion

This chapter discusses different types of leadership theories such as theory X and Y, the Great Man leadership style and associated behaviour, laissez-faire and employee performance, transformational and transactional theory. It also views how these theory and leadership traits affects employee behaviour.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0. Introduction

The literature considered in Chapter 2 demonstrated the need for empirical research to evaluate the impact of leadership style on employee performance in the South African context and forms the basis for this research process.

This chapter outlines the research design and methodology in detail and will outline how the sampling, data collection and data analysis processes were designed. The chapter concludes with a discussion on the limitations of the study.

3.1. The Research Design

According to Pandey (2015), research design is a plan or framework for a study that will be used to guide the researcher during data collection and analysis. Creswell (2009:3) also stated that research design is a plan or procedure that spans the decisions from broad assumptions to detailed methods of data collection and analysis. Welman et al (2014) postulated that research can be done using the quantitative, qualitative approach or a combination of the two called the mixed approach. The quantitative approach entails focusing on experiencing human behaviour whilst qualitative research is defined in terms of the study of observable human behaviour (Welman et al, 2013). This study will use quantitative research design.

Various research strategies exist which includes the use of experiments, case studies, documentary analyses, and case histories (Yin, 2014). The researcher has chosen the survey

strategy. This strategy was meant to offer a cross-sectional examination of the company at the time of the study. A survey strategy is justified in this research because it could cover multiple company sites that are geographically far apart. The following section expands on why the researcher found the survey strategy applicable.

3.1.1. Survey

The word ‘survey’ can be defined as ‘to view comprehensively and in detail’ (Denscombe, 2016). Surveys have emerged in recent times as one of the most popular and commonplace approaches to social research (Denscombe, 2016).

The arguments for the use of this strategy are:

- A survey can have wide and inclusive coverage. It implies that the research could have a breath and ‘take it all in’ panoramic view.
- It usually relates to the present state of affairs and it endeavours to give a snapshot of how issues are at the specific time at which data is collected.
- Survey work involves the idea of empirical research where the researcher gets out of the metaphorical chair and purposefully seeking the required information in the context that is being studied.
- In fact, survey based research can presented as an accurate and generalised representation of the field of study (Fisher, 2015). This strategy is underpinned by the adoption of a structured approach. This necessitated the use of both structured and semi-structured questions in the survey as described in the section on data collection techniques below.
- Surveys have several additional merits that include:
 - The accessing of empirical data: surveys tend to produce data based on real-world observations. There is the notion of an active attempt by the researcher to go out and get information ‘straight from the horse’s mouth’ (Denscombe, 2016), thus making the research purposeful and structured; thereby focusing on data more than theory.
- Wide and inclusive coverage:
 - the study benefits from a span of vision which is wide and inclusive. Its breadth of coverage implies that it is more likely to get data based on a representative sample than other approaches. As a result, findings from a good survey research score well in terms of generalisability.
- That surveys lend themselves to quantitative data:

- the survey approach can be used with particular tools such as questionnaires comprising both structured and semi-structured questions. These questionnaires can generate large volumes of quantitative data that can in turn be subjected to statistical analysis.

However, a few caveats tend to discount the advantages indicated above. Inherent in surveys is the danger that the large volumes of data generated might still lack the necessary depth on the topic being investigated. There are also constraints on the accuracy and questions around the perceived honesty of responses obtained. Worse still, response rates from surveys are often very low and respondents are free to not cooperate or abandon the questionnaire mid-completion by presenting a challenge to data collectors everywhere.

Indeed, this researcher went and dispatched questionnaires to the employees of the water utility under review. Of course this generated negativity in the process. Details are in the section on data collection procedures.

In order to maintain a focused study, the researcher kept the gist of the study by guarding the objectives, research questions and concepts of the study. This stance made the researcher resort to the data collection techniques below.

3.2. Research Approach

This researcher employed the deductive research approach. Theories and hypotheses were developed based on observed phenomena and a review of the existing literature. The emphasis was on scientific principles where theories were applied to the development and assessment of questionnaires. This led to an attempt at explanation of casual relationships between variables. There was then a collection of quantitative data within the selected sample.

There were calculated measures to ensure reliability and validity of data while the researcher was independent of the issues under investigation. The nature of this study does not favour the inductive approach where the emphasis would be on a close understanding of the research context while the researcher is part of the research process. Rather, in pursuit of the benefits of the deductive approach, quantitative methods were used (Holme and Solvang, 2013).

3.2.1. Quantitative Research

Quantitative research is skewed towards the transformation of data to numbers that can then be statistically manipulated to deduce deeper meaning and discover relationships. As

observed by Holme and Solvang (2017), quantitative research tends to be more structured and formalised. The most suitable research strategy that favours the quantitative research is the survey discussed above which has predetermined answering options. Quantitative research is more typically like a snapshot in time (Hubberman and Miles, 2012). In this study, this approach was used together with some qualitative research aspects as discussed below.

3.3 Time Horizon

The collection of data for this research was done over a period of three weeks. For this reason, questionnaires were hand delivered and collected, rather than posted. Data analyses were done and are reported in Chapter 4. It is the limited timeframe that inherently made it impractical to conduct an exhaustive study. However, the methods used to collect data ensured validity and reliability which strengthened the study's attempt to produce a reasonably comprehensive and persuasively thorough study.

3.4 Unit of Analysis

This study focused on employees in general but with a particular reference to the water utility company studied through a survey strategy.

3.5 Participants

The full set of cases from which the sample is taken is called the population (Dr. Saunders et.al, 2017). This definition is similar to that of Best and Kahn (2013) who defined it as any group of individuals that has one or more characteristic(s) in common that are of interest to the researcher. In pursuit of this study, the researcher selected population employees within a water utility company.

3.5.1 Sampling Strategies

The composition of the population of study made it imperative to design an effective sample that would enable satisfactory data collection. Both probability and non- probability sampling strategies were used by the researcher. A proportional stratified method was used whereby the employees were categorised into their various departments. A random selection was done from the strata for questionnaire distribution. However, purposive (judgmental) sampling was done for certain departments for the purpose of in-depth interviews.

3.5.2. Sample Size and Framework

The definition of a sample could be deducted from that of a population. It is a representative element chosen from the population to study the characteristics of the whole population.

However, there is need to determine a limit of error to measure the uncertainty of over- and under estimating the true position (Fisher, 2014). Sample size is the proportion of the population selected for observation and analysis (Hamann et al, 2015). It is the total sum of individuals or the subset of the population which is selected to represent the population. A sample size of 100 will be used in this study.

According to Walpole and Meyers (2015), sampling theory guarantees good results, regardless of the population size provided that the sample size is bigger than 30 ($n > 30$). It is for this reason that the researcher sampled 100 to represent a very large population. Considering the strategy of hand delivery and collection of questionnaire the questionnaire response rate was expected to yield a high response rate. There would be uncompleted questionnaires at the time of collection as respondents cited confidentiality of corporate data and tight schedules of their businesses.

3.6. Data Collection Methods

There was a great variety at this researcher's disposal to carry out the primary research (Fisher, 2015) of this study. In this section the data collection methods will be described; these include questionnaires, interviews, observations, panels and documentaries. The researcher did not use all of these data collection techniques in this research study. The researcher used mainly questionnaires and interviews for the purposes of this study. In order to choose best the data collection techniques, the researcher identified two types of data. The two data types identified were the primary and secondary data.

3.6.1. Primary Data Collection Instruments

Primary data is the information collected to solve the problem under investigation. The researcher has control over this kind of data. The common techniques used are interviews, questionnaires and observation. The researcher limited the data collection techniques to questionnaires.

3.6.2 Questionnaire Technique

The most popular method of data collection in a survey research is through the use of a questionnaire. It was the dominant tool in this research for the merits to be expanded upon.

It is celebrated for its characteristic wide coverage. Questions, mainly the structured ones, align the responses of the sample to the expectations of the researcher through the provision of options. In other words, the research questions are translated into the language of the

respondents. In this study, the researcher used the questionnaires to solicit data that would answer the research questions. The questionnaires were deliberately designed to target the employees. Appendix 1 is the structure of the questionnaire that was administered to the respondents.

As discussed in the section of survey, the use of questionnaires are highly ranked for their objectivity as compared to other techniques. There are less chances of interviewer bias and they collect data quicker than interviews. This advantage is caused by anonymity and privacy which eliminates pressure on the respondents.

The researcher was consciously mindful of time limit of this study. For this reason, questionnaires were delivered personally by the researcher door-to-door with the intention of obtaining them in a similar manner. The researcher moved door-to-door to deliver the questionnaires to the sampled employees. These questionnaires were directly given to the employees to enhance immediate responses exactly in a manner explained by Denscombe (2015). The questionnaire was structured in a manner to maintain uniformity and hence enhancing comparability of answers when presenting and analysing the collected data.

Respondents were allowed at most three days to respond after which the researcher collected the questionnaires. Any questionnaire not answered was considered as an unreturned questionnaire. The researcher achieved a 94% response rate, with 47 of the questionnaires having been completely answered and collected. The 6% non-response rate was caused by questionnaires that were not completed but collected back.

The following advantages accrued to the researcher for using the questionnaire method as proposed by Denscombe (2015):

- The questionnaires were very economical in the sense that they supplied a considerable amount of research data for a relatively low cost in terms of materials, money and time.
- Questionnaires were easier to arrange since the questionnaire was simply sent without having to announce to the respondent.
- Questionnaires collected data that was not contaminated through variations since they supplied standardised answers to the respondents and data could not be affected by 'interpersonal factors'.
- Pre-coded answers allowed the speedy collation and analysis of data by the researcher and respondents found it easy to pick answers which were spelt out for them.

However, there were demerits also encountered with the use of questionnaires. In some cases, the pre-coded questions were found frustrating to the respondents and often confused them. In some of the questionnaires ticks (✓) were cancelled; changing to other options certainly indicating confusion. Structured answer questionnaires exposed the biases of responses since the researcher had predetermined options. Lastly, it was not possible for the researcher to check reliability and validity as would be the case with the interviews.

3.6.3 Pilot Study

The researcher conducted a pilot study in order to test and if, need be, adjust the questionnaire questions. It is the pilot study that made the researcher to reduce open-ended questions and also to include the Likert-scale in some of the option responses. These approaches improved simplicity and relevance of the questions.

3.7 Validity and Reliability

It was very possible that the researcher obtained all truthful answers and prudent approaches were necessary to avoid being a gullible dupe who accepted all that was said at face value Denscombe (2015).

3.7.1 Validity

This is concerned with whether the findings are actually about exactly what they appear to be about (Saunders et al. 2013). In other words, validity is the extent to which data collection technique(s) measure(s) what should be precisely measured. In this research, the research ensured validity of data from questionnaire design to the collection of the data. The questionnaires had structured questions with response options to guide respondents which in turn enhanced validity.

3.7.2 Reliability

This refers to the extent to which data collection technique(s) would be able to yield consistent findings and similar conclusions would be reached by other researchers or there is transparency in how meaning was to be made from the data (Saunders et al 2013). Cronbach's Alpha could be used to test the reliability of the instruments used to collect data (Bryman and Cramer, 2014) as cited by Fisher (2015).

The researcher enhanced reliability by diligently recording the data from the questionnaires. Furthermore, the researcher was deliberately conscious of the theories obtained in Chapter 2 and the questions were aligned to answer the research questions and achieve the objectives of

the study in a way that would yield the same conclusions should another examination be pursued by contemporary researchers.

3.8 Data Analysis and Presentation

The data collected was both quantitative and qualitative and these would be subjected to statistical analysis. Different and several interpretations would then be performed during the data analysis stage.

Open-ended questions involved several activities that included sorting, focusing, discarding and organising data in order to come-up with and ascertain conclusions. The data would then be displayed and analytical activities could be done on established rows and columns from which decisions on data treatment was deduced.

The meaning of displayed results would be established by interpreting patterns, explanations, information flows, propositions, configurations and regularities. As observed in Chapter 4, the researcher critically perused the results to deduce meaning and realism. The quantitative data complemented the non-scientific data explained above. Results were presented where possible by tables, charts and graphs.

3.9 Limitations

Most of the limitations were spelt out in the demerits of a survey strategy and questionnaire technique. The most inherent limitation was the non-inclusion of all the employees in data collection. For this reason, information obtained might be too partial to draw universal generalisations. Perhaps future researchers on this subject could obtain increased understanding if all employees answer questionnaires as well.

Oftentimes there was sensitivity in the respondents' contributions which might have concealed honest responses. This issue of sensitivity might also have contributed to non-completion of some questionnaires. However, a mixture of questions from the questionnaire was deliberately done to harmonise any challenges caused by this method.

3.10 Summary

A survey strategy was used because of the nature of the study and its advantages improved validity and reliability of data. The most relevant data collection method used was questionnaires. Samples from the population of the water utility company were selected using probability and non-probability methods. The researcher chose 100 employees at different levels to which questionnaires were delivered. Both qualitative and quantitative data were

gathered for analytical and statistical analysis. The data collection techniques had advantages and disadvantages but a hybrid use of methods diluted demerits to enhance validity and reliability.

The following section, chapter four is dedicated to data analysis, interpretation and presentation in order to determine conclusions of the study.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND ANALYSIS

4.0 Introduction

This chapter focuses on the data analysis, its interpretation and the presentation. The study focuses on analysing the impact of leadership styles on the employee performance in Rand Water Company.

The objectives of the study set out were:

- To establish the relationship between corporate (transformational) leadership and employee's performance
- To establish the relationship of Laissez-faire and employee's performance.
- To analyse the relationship between authoritative (transactional) leadership styles on employment performance.

Data was presented in two sections. First section assess and demonstrated the demographics of the sampled population and the second section displayed how the hypotheses set out were analysed and explained further in order to meet the objectives of the study.

4.1 Section One: demographic Information

4.1.1 Distribution of Respondents by gender

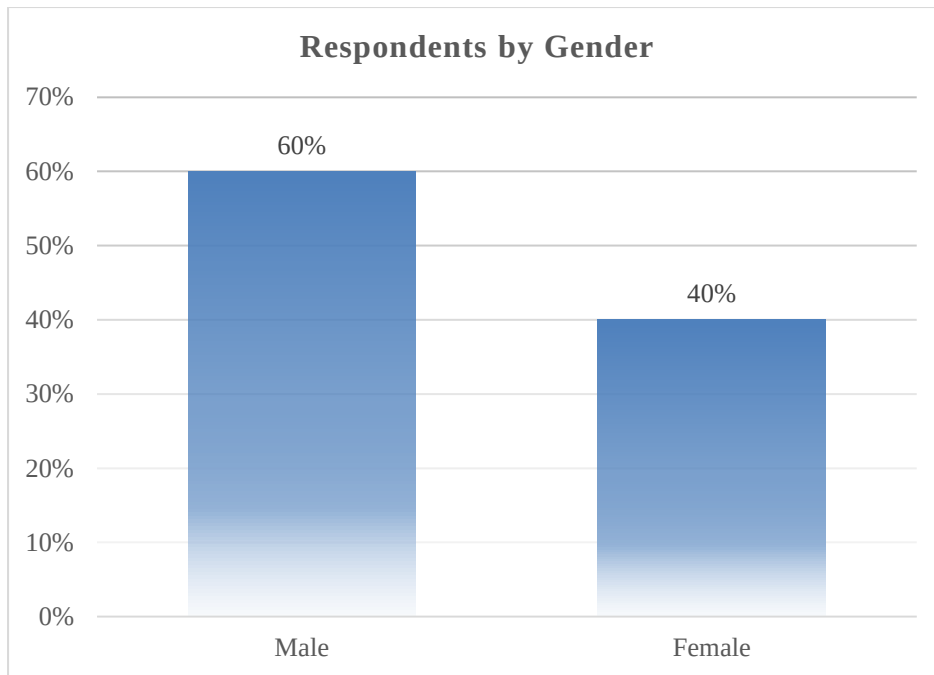


Figure 4. 1: Respondents by gender

As observed from figure 4.1 above a majority of the respondents were males 60% as opposed to the accounted females respondents that were recorded at 40%. This representation is also closely aligned to the male and female representation of the employee population at Rand Water. This also brings comfort that the findings from the study can be directly inferred from the sample observed to the population at Rand Water.

4.1.2 Age Distribution of Respondents:

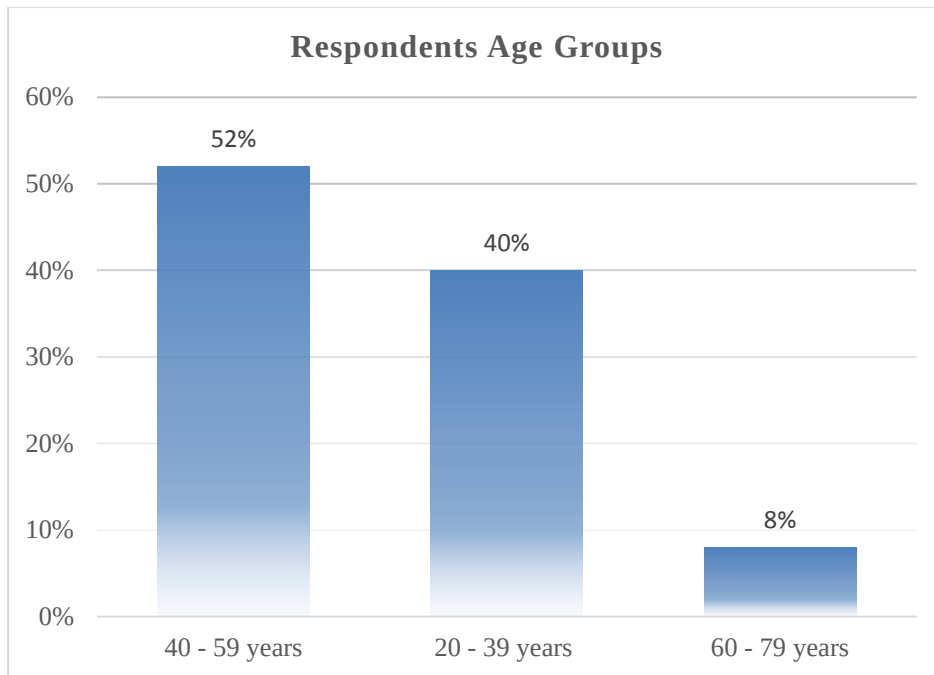


Figure 4.2: Respondents Age groups

The sample that responded to the questionnaire varied in age from individuals that were 20 years old, right up to staff that were 79 years old. The figure 4.2 above shows the split of the ages three groups. The targets age group was the 40 – 59 year old staff members which made up 52% of the sample. Most of these staff members had been in the organisation for many years and were not exploring the idea of working for other employers. This also evident with the smallest group of 8% of staff members who are in the 60 – 79 age group, they would be referred to as the groups who has seen different leaders and management styles in their formative years. Then right in the middle there are the 20 – 39 year old staff members that made up 40% of the sample. The question comes to mind as to what would be the most ideal leadership style for this large population?

While the questionnaires were either being handed out or collected the researcher noticed that the staff members who were in the age groups of 40 – 59 years old seemed to express emotions of attachment to Rand Water and had more technical skills that were aligned to their respective roles and departments. Thus this could imply that these staff members could be more motivated to perform in their respective roles.

4.1.3 Respondents Race Group Distribution:

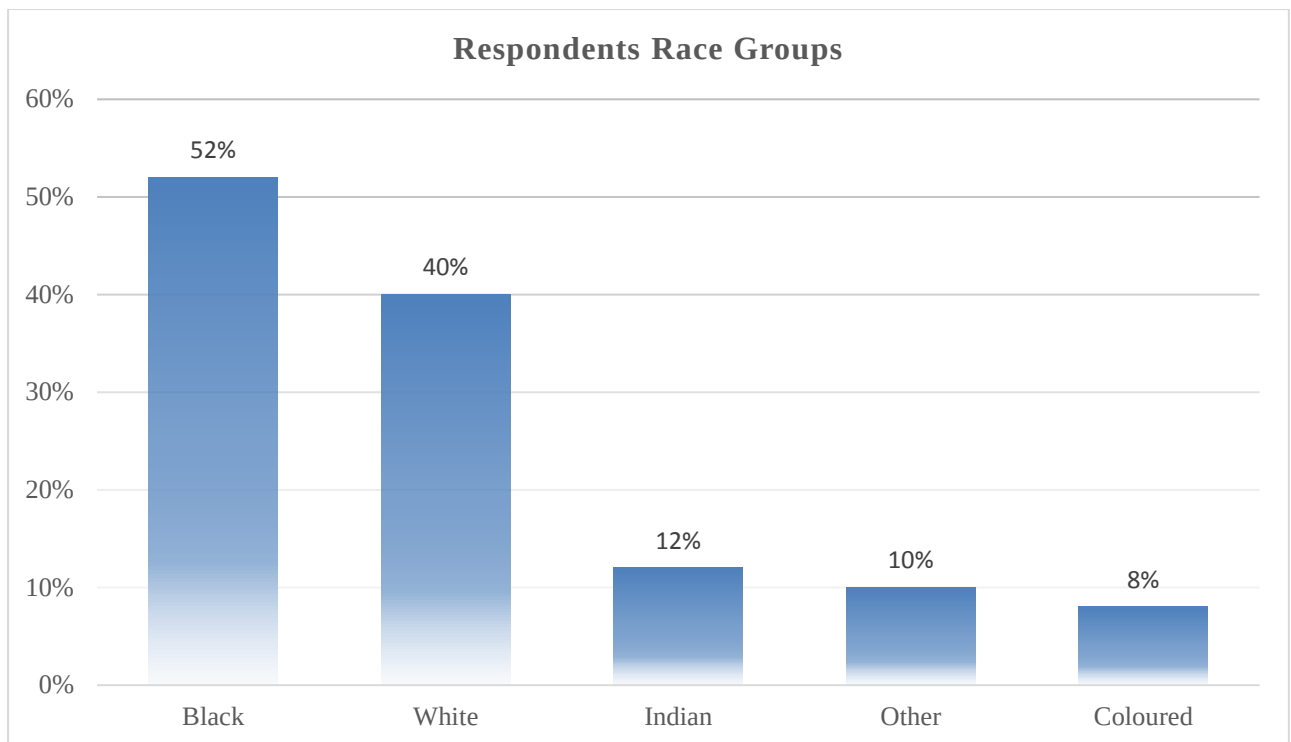


Figure 4.3: Frequency Percent Cumulative Percent

With reference to figure 4:3 above the respondents were asked to indicate the race group they fall under so that the researcher could understand how much influence race groups had on the topic at hand. The two predominant race groups were black (52%) and white (40%) which is to some degree aligned to other State Owned Entities (SOE) within South Africa. The other race groups sampled were Indian (12%), Coloured (8%) and other (10%). Given the racial demographics of South Africa, one can see inference of the South Africa's demographics to sample of Rand Water.

With Rand Water being a SOE the element of BBBEE (Black Broad Based Economic Empowerment) is a strong focal point when assessing the race demographics of the organisation. When staff is hired the transformation lens is applied to ensure that the organisation's BBBEE targets are met. This dynamic then brings up the element of racial differences and cultural dynamics that directly influence the study's focus on the impact of leadership and employee performance.

4.1.4 Level of employment of Respondents:

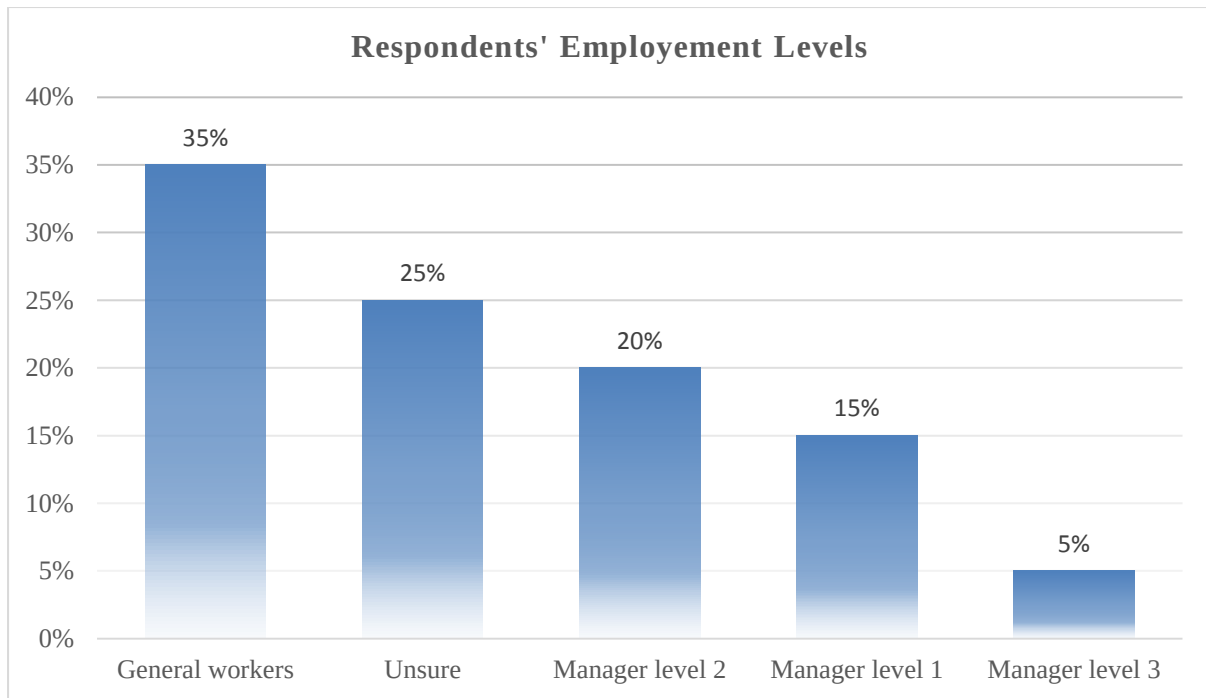


Figure 4.4: Respondants' Employment Levels

Figure 4.4 indicates the samples the respondents employment levels and the respective groupings. The general workers represented the largest grouping at 35% of the sample, as these would be spread across the engineering departments and the general office staff. There was a 25% group of respondents that were unsure of their employment level. This could be as a result of internal job gradings that needs to be finalised within the organisation. The management level 2, 1 and 3 comprised of respondents of 20%, 15% and 5% respectively. The spread of employment levels fits the shape of a hyrichircal pyramid where it is bottom heavy and thin at the top level. In such cercumstances the organisations culture tends to vary from the top of the hyrichircal pyramid structure (where management level 3 is located) to the the thich bottom zone where the general workers are located.

4.1.5 Distribution of Respondents by Work Experience

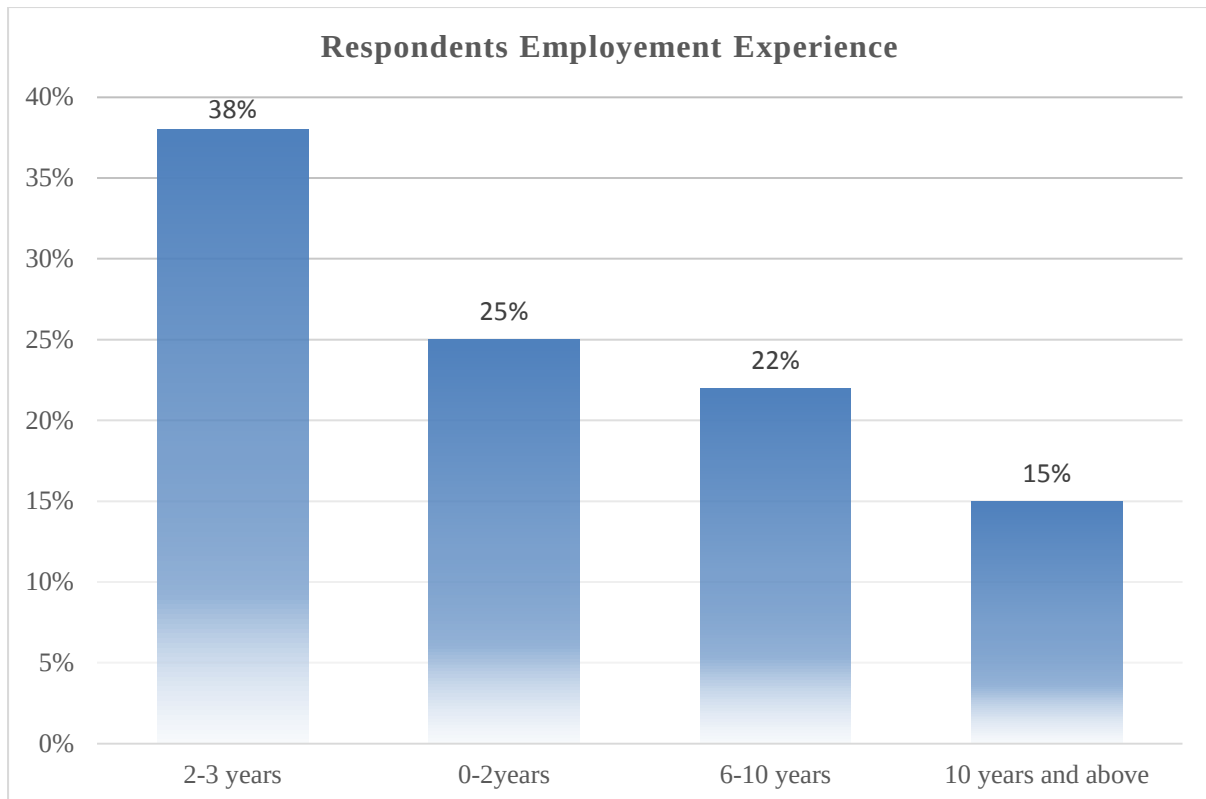


Figure 4.5: Worker Experience of Respondents

Figure 4.5 above indicates the range of the samples employment experience at Rand Water, 38% of the staff members sampled had been employed for 2 – 3 years in the organisation. Whilst on the opposite end of the spectrum only 15% of the staff sampled had been employed for 10 year and above. In comparison with the results shown in figure 4.2 where 52% of the respondents were between the age range of 40 – 59 years in age, one could have expected that these respondents would be the ones who had served the longest tenure within the organization.

4.1.6 Distribution of respondents by level of education

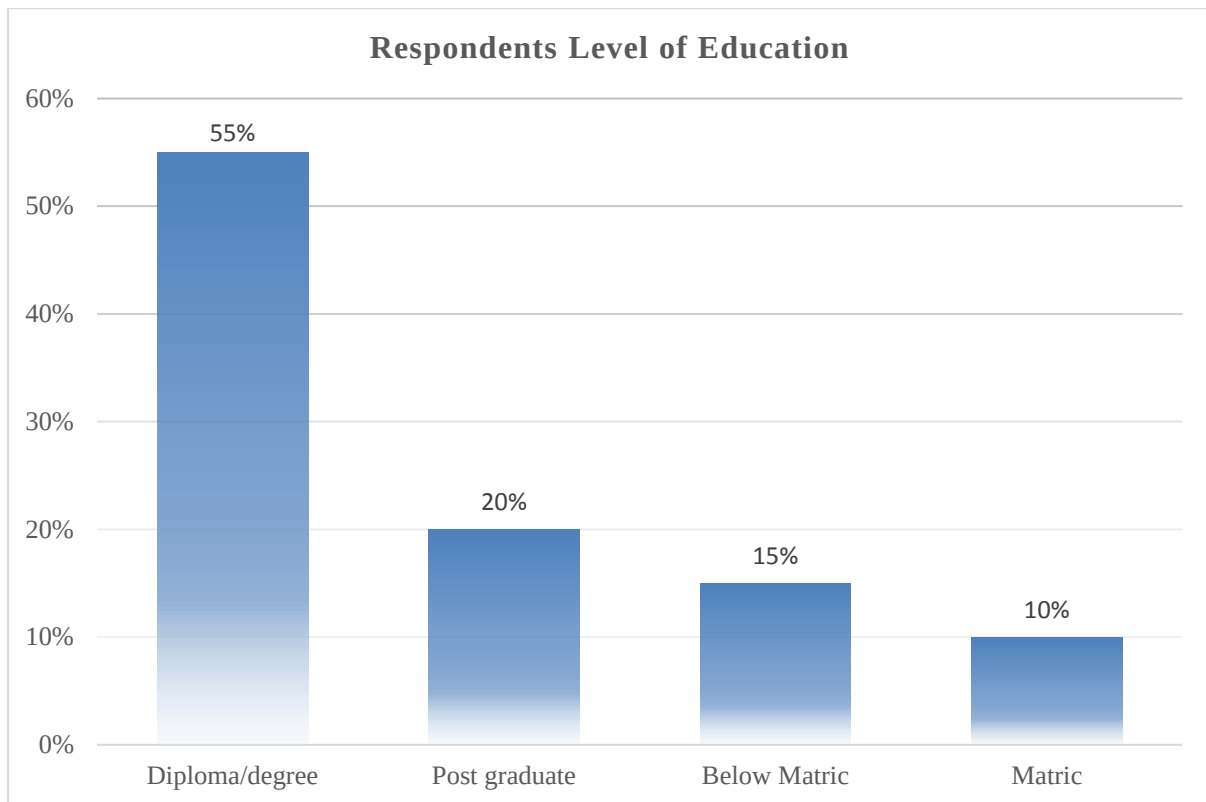


Figure 4.6: Respondents by level of Education

The researcher's interest here was to establish any link between competence and performance in Rand Water, and the best way to do so was to correlate educational levels of employees with their performance at Rand Water. As observed from figure above, it is observed that most of the respondents that have a diploma/degree comprised of 55% of the population. Yet 20% of the sample stated that they have were post graduates qualifications. There was a 15% group of staff members that only had qualification that fell below a matric certificate 15 and matric holders were the least represented with only 10% representation.

4.2 Section Two: Verification of Research Hypotheses

Before verifying research hypotheses for the study, it was important to establish how respondents rated themselves on job performance. The major aim for such representation is for the fact that: Employee performance was our said dependent variable which was affected by leadership styles. There may be critical problems/elements arising from employee performance that may be important to note: Therefore, the following are descriptive statistics showing how employees rated themselves on performance.

4.3 Descriptive Statistics on Employee Performance

	Frequency	Mean	Std. Deviation
I always report at work in time	100	2.41	1.371
It is necessary to come early to work	100	1.62	1.089
I am motivated to work	100	2.64	.971
My colleagues encourage me to perform	100	2.01	.956
There is teamwork in my department	100	2.31	.790
My supervisor is a team player	100	2.54	1.161
My performance is assessed daily by my supervisor	100	3.03	19.93270
My skills and abilities are fully utilized	100	2.41	.780

Table 4.1: Responses on employee performance

The intention of demonstrating the results on how staff members graded themselves on employee performance, given the characteristics of employee performance provided to them in the questionnaire. According to table 4.1, respondents demonstrated the lowest mean value of 1.62 to the question “It is necessary to come early to work”. This sentiment implies that a large number of the Rand Water sample of staff did not see the need for them to arrive early to work. Perhaps this could explain why the employee performance had declined during critical times in the recent months.

The researcher noted tendencies of leaving work early, going for lunch and coming back close to 3pm. The negligence at which Rand Water employees work created room for suspicion that the leadership styles at the Rand Water head office were either not effective or do not initiate a sense of individual urgency. Sincerely, the second statement supports the researcher's argument that most employees, 70% strongly disagree to the statement that "it is necessary to come early". When it came to actual performance, most employees were reluctant to agree that they were motivated to perform. Indeed, most of them, 52% disagreed to that statement, implying that most employees were not motivated to perform. These calls for two diversions in interpreting the data: One may want to believe that maybe the employee's demotivation was caused by low motivational rewards employed by the company but on the other hand, many employees that the researcher interacted with believed that management was affected by poor leadership which was manifested in bureaucracy, politics, and poor team leadership.

This implied that indeed such has reduced employee morale to work which has been noticed in the low interconnected partnership since most respondents 36 (36%) and 34 (34%). It was noted by the researcher that when most employees were interviewed, employee relations were at the collapse. It is however true that some employees especially at Rand Water exhibited some level of relaxation but, most employees believed that there were no employee relations in the company. Consequently, this had also killed teamwork indeed, 70 (70%) of respondents believed there was no teamwork in their respective departments. The researcher observed that effective teamwork was noticed only during crucial work, but during normal performance, most departments lacked proper and organized teamwork. It was however noted that supervisors were team players, 24 (24%) meant that most supervisors on the contrary were not team players since most respondents believe that their supervisors were team players, it was further noted that maybe it was partly because most respondents believed that their performance was accessed daily by their supervisors, 40 (40%). However, it was perplexing to note that most respondents believed that their skills and abilities were not fully utilized since 46 (46%) believed so.

4.4 Verification of Hypothesis One

The first hypothesis of the study emerged from the research question which stated that what is the relationship between corporate leadership and employee performance at Rand Water? Consequently, the hypothesis that: The corporate leadership style positively affects employee

performance. To verify this hypothesis, the researcher analysed data by use of SPSS and the following products were presented as observed below:

		Frequency	Percentage
My manager provides a sense of fairness.	Strongly disagree	10	10%
	Disagree	2	2%
	Agree	6	6%
	Strongly agree	82	82%
I consider my manager as my role model.	Strongly disagree	4	4%
	Disagree	40	40%
	Agree	48	48%
	Strongly agree	8	8%
My manager makes sacrifices for the benefit of our team/organisation.	Strongly disagree	10	10%
	Disagree	6	6%
	Agree	48	48%
	Strongly agree	36	36%
My manager is concerned about my personal development.	Strongly disagree	26	26%
	Disagree	52	52%
	supervisor Agree	14	14%
	Strongly agree	8	8%
My manger is my personal coach, mentor and advisor.	Strongly disagree	4	4%
	Disagree	34	34%
	Agree	52	52%
	Strongly agree	10	10%

Table 4.2 : Responses on corporate (transformational) leadership

According to table 4.2, the highest response rate was noted on the first item, with 82 % of the respondents believing that they were their manager provides a sense of fairness to them. This was also noticed when the researcher asked the respective line manager for permission to distribute the questionnaires to the staff, the line manager openly and fairly allowed the staff members to complete their questionnaires in peace. It seems that most of these employees practiced better public relations in the company without the corporate leadership styles. It may not outstandingly imply that corporate leadership does exist at Rand Water since employees were reluctant to act without consulting their supervisors (as noted with 54%).

The results were not highly familiar with corporate leadership. Since such tendencies were unclear to the researcher, it was necessary to correlate corporate leadership with the employee performance.

		Employee performance	Corporate leadership
Employee performance	Pearson Correlation	1	.443
	Sig. (2-tailed)		.000
	N	100	100
Corporate (transformational) leadership	Pearson Correlation	1	.443
	Sig. (2-tailed)		.000
	N	100	100

Table 4.3: Pearson's correlation between corporate leadership and employee performance

Table 4.3 Indicates that when corporate leadership was correlated with employee performance the significance value produced was 0.000. The significance value of 0.000 was lesser than 0.05, the research hypothesis is accepted: that corporate leadership style has a positive relationship with employee performance. The above data implies that the aspects of corporate leadership are important for employee performance. This data also implies that employees believe that they would want to experience aspects of improved responsibility, improved employee relations, increased consultation, dialogue between them and their supervisors, involvement in appraisals and consultations in decision making.

4.5 Verification of Research Hypothesis two

The second hypothesis was generated from the second research hypothesis was generated from the second research question which states that: What is the relationship between autocratic leadership and employee performance? Following this research question, the hypothetical answer was that: there is a negative relationship between authoritative leadership style and employee performance. This hypothetical answer was yet to be put at test and the following are respondent frequencies and means generated from the respondents' answers in the questionnaire.

		Frequency	Percentage
My manager sets clear and achievable targets for me.	Strongly disagree	42	42%
	Disagree	16	16%
	Agree	6	6%

	Strongly agree	36	36%
My manager encourages me to achieve agreed targets.	Strongly disagree	6	6%
	Disagree	26	26%
	Agree	30	30%
	Strongly agree	38	38%
My manager provides recognition when I have achieved agreed targets.	Strongly disagree	12	12%
	Disagree	46	46%
	Agree	36	36%
	Strongly agree	6	6%
My manager only pays attention to serious problems.	Strongly disagree	18	18%
	Disagree	40	40%
	Agree	26	26%
	Strongly agree	16	16%
My manager can anticipate problems and guides me before they occur	Strongly disagree	24	24%
	Disagree	16	16%
	Agree	18	18%
	Strongly agree	42	42%

Table 4.4: Responses on authoritative (transactional) leadership

According to the product means generated from the above table, employees highly believed that their performance was assessed by their performance was assessed by their supervisors alone which was proved by the means 3.0319, since all 100 employees agree to this statement, the researcher had no room to think otherwise since even through the questionnaires, most respondents believed that performance measurement was conducted the authoritative way where a few or no employees are consulted when the supervisors are conducting performance appraisals.

This was supported by the mean = 2.91 on the statement that I am involved in performance appraisals to my department. The above can be supplemented or supported by looking at the other item that was highly answered with the means 2.414. The statement that leadership rules are designed by supervisors was evident enough for the researcher since all 100 employees believed so. This implied that Rand Water employees' performance was not shared between the supervisors and the employees. Therefore, employees lacked the liberty to know where they went wrong since supervisors only returned with compliments. This was authoritative to the extent that employees who were taken as poor performers would be

surprised with letters of termination of work. Most of the employees would wonder what to do with such authoritative measures. There however needed to find out whether authoritative leadership really affected employee performance. Following the above, the authoritative leadership was correlated with employee performance using Pearson's correlative and the following table presents the products.

		Employee performance	Authoritative leadership
Employee performance	Pearson Correlation	1	-.422
	Sig. (2-tailed)		.000
	N	100	100
Aauthoritative (transactional) leadership	Pearson Correlation	1	-.422
	Sig. (2-tailed)		.000
	N	100	100

Table 4.5: Pearson's correlation between authoritative and employee performance

The products of Pearson's correlation between authoritative leadership and employee performance produced a product of 0.000 which is less than 0.05. This implied that the hypothetical assertion that: Authoritative leadership style has a negative relationship with employee performance was accepted. Even though such results were presented, the researcher believed that on this hypothesis, most data presented the implication that employees would be forced to perform for the organisation. While assessing the questionnaires, most employees believed that authoritative leadership brought about performance the autocratic way, yet other forms of leadership would approach the employee from a more humanistic manner.

4.6 Verification of Hypothesis Three

The Third research hypothesis came from the third research question which stated that: What is the relationship between laissez-faire leadership styles and employee performance? This research question was hypothetically answered by stating that: There is a positive relationship between laissez-faire leadership style and employee performance. To prove this assertion, the employees' answers were presented in the following Table 4.6.

	Frequency	Percentage
--	------------------	-------------------

My job allows me to apply my skills and abilities beyond my work scope.	Disagree	48	48%
	Agree	18	18%
	Strongly agree	34	34%
My job offers fair rewards.	Strongly disagree	52	52%
	Disagree	32	32%
	Agree	2	2%
	Strongly agree	14	14%
I have a good relationship with my manager.	Strongly disagree	8	8%
	Disagree	28	28%
	Agree	28	28%
	Strongly agree	36	36%
My manager treats all employees fairly.	Strongly disagree	4	4%
	Disagree	48	48%
	Agree	2	2%
	Strongly agree	46	46%
I feel that my job targets are clear, measurable and achievable.	Strongly disagree	4	4%
	Disagree	32	32%
	Agree	28	28%
	Strongly agree	36	36%
I feel that my job plays a role in the overall success of the business.	Strongly disagree	6	6%
	Disagree	18	18%
	Agree	54	54%
	Strongly agree	22	22%
I consider leaving the company.	Strongly disagree	34	34%
	Disagree	18	18%
	Agree	22	22%
	Strongly agree	26	26%
I am satisfied about the company policies and procedures.	Strongly disagree	28	28%
	Disagree	10	10%
	Agree	68	68%
	Strongly agree	54	54%

Table 4.6: Responses on Laissez-faire Leadership style

The product responses in Table 4.6, represented the fact that most employees (48%) disagreed that there was leadership freedom in their departments. This implied that in most departments, there was less liberty to have flexible leadership prevailing in the different departments. Interestingly, when the researcher assessed responses on whether their respective departments performed with no leadership barriers, (52%) the majority respondents strongly disagreed. From the free text in the questionnaires, most employees narrated numerous problems associated with leadership within the company. This also implied that it is not surprising that most employees in the departments visited agreed that their bosses were either very arrogant or did not care about important performance measurements.

Most departments that practiced the laissez-faire leadership style had huge presence of corruption to the extent that no one cared about what the real rules of performance were but the ability to satisfy the supervisor's needs. It is obvious that in some departments where the laissez-faire leadership style was habitant, there were high levels of daily performance. Such departments were mostly the profitable departments. However, the researcher wanted to further test whether there was any relationship between the laissez-faire style of leadership and employee performance, to do so, the researcher used Pearson's co-relation co-efficient Alpha to test for the hypothesis as seen below:

		Employee performance	Laissez faire
Employee performance	Pearson Correlation	1	.479
	Sig. (2-tailed)		.000
	N	100	100
Laissez faire	Pearson Correlation	1	.479
	Sig. (2-tailed)		.000
	N	100	100

Table 4.7: Correlations between Laissez-faire leadership and Employee Performance

As witnessed in table 4.7, the correlation between laissez-faire leadership and employee performance produced the significance value of 0.000, less than 0.05 which implies that laissez-fare leadership style has a positive relationship with employee performance is accepted.

Since most employees believed that they would rather be made comfortable at work rather than coerce them around like kids. In fact this was evident in some departments that supervisors or managers were naturally approachable, friendly and not arrogant at employees. Since the correlation shows that laissez-faire leadership leads to performance, this implied that that in these departments performance existed however on a slow pace, rather than in the authoritative leadership which was filled with Tension.

4.7 Conclusion

This chapter analysed and presented the findings of the study basing on primary data collected from the field. The study focused on analysing the effect of leadership styles on the employee performance within the Rand Water Head office.

From the three objectives that this study set out access from the data collected from the sample of 100 staff employees who completed the questionnaires, the results are as follows:

Good corporate (transformational) leadership was found to have a positive impact towards employee performance, as it showed a positive Pearson correlation value = 0.443.

An authoritative (transactional) leadership style had a negative relationship with employee performance as it had a negative Pearson correlation value = 0.422.

Lastly it was found that the laissez-faire leadership style had a positive relationship with employee performance as it also had a positive Pearson correlation value = 0.479. The laissez-faire leadership style turned out to be the most effective leadership style to positively impact employee performance at Rand Waters head office.

The next chapter focuses on the studies summary, conclusion and recommendations for future studies.

CHAPTER FIVE

SUMMARY AND CONCLUSION

5.0 Discussion

The discussion section is sub-divided into three sub-sections that originate from the three hypotheses. The researcher discussed the findings of the study in guidance with the research hypotheses of the study as witnessed below:

5.1 Discussion of Results on Research Hypothesis One

The research hypothesis which originated from the researcher question that: what is the relationship between authoritative leadership and employee performance led to the hypothesis that there was a negative relationship between authoritative leadership and employee performance was accepted. This meant that authoritative leadership affected individual performance in a way that compromised the efficiency to work, individual innovation and creativity in Rand Water. Iqbal et al (2015), described authoritative leadership as a type of leaders who give orders and expect instant obedient without argument. The autocratic style is characterized by an “I tell” philosophy. Autocratic leaders tell their staff members what to do. This can give a business a clear direction however, one can argue that this type of leadership style may also lead managers to under value or ignore input from teams. However, an autocratic approach is appropriate in some situations. It is valuable when the business faces a crisis or when an urgent problem arises that requires an immediate response (Dawson, 2002).

However, excessive use of authority will distort productivity in the long term. People either get bored and dissatisfied and leave or fall into a malaise of hum-drum repetitive tasks without creativity and innovation and in short become demotivated.

The above was in line with study findings where through interviews, the researcher noticed rampant internal conflicts and in the protest to diffuse these social and political tensions, the company developed authoritative-based management strategies in ensuring local cultural and political autonomy, Rand Water encouraged authoritative approach to management. These potential benefits have maintained the system of most companies in the use of authoritative leadership to employee performance yet have significantly reduced collective performance in Rand Water headoffice. This was synonymous with Kirega's (2006) belief that even those administrators in Rand Water who are still persuaded of the ubiquity to the government as a resolution to the government at the local level, where the transaction costs are relatively low and that alone contributes to central government's failure to integrate new systems that would allow effective performance and companies productivity.

Under the autocratic leadership style, all decision making powers are centralized and remains in the hand of leaders, as with dictators (Heneman and Gresham, 1999). These leaders not welcome any suggestion and initiative from the follower's side. It has not been successful as it not provides strong motivation to the managers and employees. Although, this style allows quick decision making however, it does not take any type of consult from their employee. This type of leadership is so much rigid and may be a cause of employees de-motivation (Iqbal et al., 2015). As leaders have the authority, there is a chance of exploitation and distortion of employees. This style restricts workplace communication and socialization. It's important to have cordial work environment, where everyone is friendly and want social network. It can also lead to disagreements and conflicts, if a group or company is led by an autocratic leader (David, 2004) David, B and Andrzy (2004).

5.2 Discussion of Results on Research Hypothesis Two

Hypothesis two stated that corporate leadership style is important and used in the performance of employees in Rand Water head office. Following analysis of the results on research hypothesis two, it was found out that corporate leadership does not influence employee performance and few employees really understood the practice of corporate leadership. This consequently meant that hypothesis two was rejected. It was further noted by the researcher through interviews that the administrative structure put in place is not flexible to the extent where the corporate culture can breed freely.

Similarly, Nkata (2004) notes that the importance of corporate leadership by having team work and team building require the creation of a climate in which productive and harmonious relationship can thrive and be maintained through partnership between management and

employees team to flourish. Although some scholars such as Carter (2008) elaborated that the corporate style of leadership has a greater positive effect on employee performance in which situation employee feel power and confidence in doing their job and in making different decisions but this study reveals the opposite. And in autocratic style leaders only have the authority to take decisions in which employees' feels inferior in doing jobs and decisions. In democratic style employee have to some extent discretionary power to do work so their performance is better than in autocratic style.

5.3 Discussion of Research Hypothesis Three

This research hypothesis originated from the research question that stated that: what is the relationship between laissez-faire leadership style and employee performance? Thus the research hypothesis was tested and was accepted that laissez-faire leadership positively affects employee performance. Well as employees enjoyed this kind of leadership, Mulins (2002) argues that during the past four decades, the impact of leadership styles on organisational performance has been a topic of interest among academics and practitioners working in the area of leadership. Possibly the most prominent reason for this interest is the widespread belief that leadership can affect the performance of organisations.

The style of leadership adopted is considered by some researchers such as Allah Nawaz (2016) to be particularly important in achieving organisational goals, and in evoking performance among subordinates. Despite the widespread acknowledgment of the importance and value of leadership, when studying the leadership literature, it was striking that the concept of leadership lacked coherence and agreement in Rand Water, something that led to some departments adopting the laissez-faire approach in management. Most of the leadership literature confuses the definition of effective leadership by failing to make clear distinctions in some definitions, such as between leaders and non-leaders, effective and ineffective leaders, as well as overlooking the definition of the levels of leadership as noted by Fisher (1995). Further, laissez-faire leadership may have its advantages where both employer and the employee are given an opportunity to engage in the participation of performance schedules to the point where both share equal responsibility in deriving work requirements. However Fredrick Fielder's contingency theory suggests that effective group performance depends on the proper match between the leader's style when interacting with the subordinates and the degree to which the leader controls and influences situations. Though Fiedler made an important contribution towards understanding leadership effectiveness, his theory failed to include additional contingency variables such as leadership participation in

organisations king about leadership, rather that different kinds of leadership reflect social and historical roots, depending on the context.

This implies that different leadership paradigms could affect performance differently, depending on the context. Thus, when researching the leadership-performance relationship, the context needs to be taken into account and more paradigms need to be considered. Moreover, there are methodological problems with most existing studies.

The majority of field studies have been cross-sectional in design, and the common-method bias often has been a problem when performance has been measured. The quality of performance measurement is critical to determining outcomes about whether leadership matters and not all studies have been well designed (Debushis, 2002). For example, when selecting measurements of performance, many researchers such as (Keller, 2006, Hofmann & Jones, 2005, Lim & Ployhart, 2004) neglected to focus on the correlation between financial performance and customer satisfaction and employee satisfaction, employing either financial measurements or non-financial measurements rather than employing all three in order to enhance the validity of the research. Therefore, closer attention is needed to ensuring that the measures of organisational performance are adequate and sufficient.

Laissez-faire leaders demonstrate limited participation in vital organisational matters and incline to procrastinate their response to critical issues. Researches highlight that laissez-faire leaders are least attentive to the completion of duties and productivity (Anderson & McColl-Kennedy, 2005). The avoidance of involvement is a fundamental characteristic of the laissez-faire leadership style. This avoidance behavior leads to excessive frustration among followers and low level of followers' self-esteem. Laissez-faire leaders show very little care for followers' actions and their consequent impact on organisational outcome rather become source of followers demotivation. Given the negative characteristics of the Laissez-faire as a style, we grade it in non-leadership style, thus, reject it at the outset.

5.4 Conclusion

The chapter will discussed the findings and conclusions on the study in line with research objectives and hypotheses. The chapter also presents the researcher's recommendations and areas of further studies have also cited in this chapter.

The intention of this study it was to determine which leadership style is most dominant in Rand Water. Here we looking at three different styles of leadership styles; corporate (transformational) leadership, authoritative (transactional) leadership and laissez-faire leadership with the intention of understanding which of the three has an impact on employee performance.

Findings from the study show that the most common leadership style that is prominent at Rand Water is laissez-faire leadership and it positively impacts employee performance. Which is closely followed by corporate (transformational) leadership that also positively impacts employee performance and lastly authoritative (transactional) leadership was found to have a negative impact on employee performance.

5.4 Recommendations for future studies

It will then be advisable that Rand Water implements a strategy and a framework that will assist the organisation to regain trust to its employees. Also that will improve systems that allow the employer and employee relationships. The strategies should improve middle, senior and executive managers leadership styles accordingly. It is also important to find viable methods on how to bridge the gap between policies, bureaucracy, governance and the company's water production.

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ANNEXURE A: STUDY QUESTIONNAIRE

INTRODUCTION

I would like to invite you to participate in this research work by answering the attached questionnaire. The research intends to assess the effect of transformational, transactional and laissez-faire leadership styles on employee performance.

It would be greatly appreciated if you could complete the questionnaire before/on 2017-10-25. Participation in this research is entirely voluntary. Confidentiality in participating in this research is also guaranteed. Once the questionnaire has been completed, you are requested to put it back into the envelope, seal it and put it in the questionnaire box or any other agreed location.

This questionnaire should not take more than **25 MINUTES** to complete.

Thank you for your participation!

BIOGRAPHICAL INFORMATION

The following information is needed to enable meaningful data analysis. We appreciate your help in providing this important information. Please mark the applicable block with a cross (X). Please complete all question to the best of your ability.

Bio 1	Gender:	1. Male	2. Female
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Bio 2	Age Group:	1. ≤ 20	2. 21-30	3. 31-40	4. 41-59	5. ≥ 60
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Bio 3	Race	1. Black	2. White	3. Coloured	4. Indian	5. Other
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Bio 4	Level of employment	1. General employee	2. Manager 1	3. Manager 2	4. Manager 3	5. Unsur e
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Bio 5	Duration of employment in <i>current position</i> .	1. 0-2 yrs	2. 3-5 yrs	3. 6-10 yrs	10 yrs	4. ≥ 10 yrs
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Bio 6	Highest qualification	1. Below Matric	2. M atr	3. Diplo ma/	4. Post-graduate
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SECTION A:

This section relates to your views about your supervisor/direct higher report. Therefore, when asked questions about ‘management’, think specifically about your direct higher report (your supervisor/manager). Indicate the degree to which you agree with each statement by using the following scale.

1		2	3	4			
Disagree strongly		Disagree	Agree	Agree strongly			
1	My manager provides a sense of fairness.			1	2	3	4
2	I consider my manager as my role model.			1	2	3	4
3	My manager makes sacrifices for the benefit of our team/organisation.			1	2	3	4
4	I understand my leader’s values and beliefs.			1	2	3	4
5	My manager influences me to deliver on the job expectations.			1	2	3	4
6	I trust my manager.			1	2	3	4
7	My manager demonstrates professional moral standards.			1	2	3	4
8	My manager encourages me to perform my duties well.			1	2	3	4
9	My manager leads by example.			1	2	3	4
10	My manager supports me to deliver optimum results.			1	2	3	4
11	My manager instils team spirit.			1	2	3	4
12	My manager encourages me to be creative and innovative.			1	2	3	4
13	My manager challenges me to apply a logical approach in analysing problems.			1	2	3	4

14	My manager challenges me to question assumptions.	1	2	3	4
15	My manager guides me to view problems from a new perspective.	1	2	3	4
16	My manager challenges me to solve problems in a new way.	1	2	3	4
17	My manager pays attention to my career needs.	1	2	3	4
18	My manager is concerned about my personal development.	1	2	3	4
19	My manger is my personal coach, mentor and advisor.	1	2	3	4
20	My manager demonstrates care and support when I experience personal problems.	1	2	3	4
21	I am satisfied with my workplace and/or working environment.	1	2	3	4
22	My manager appreciates my contributions.	1	2	3	4

SECTION B:

This section also relates to your views about your supervisor/direct higher report. Therefore, when asked questions about ‘management’, think specifically about your direct higher report (your supervisor/manager). Indicate the degree to which you agree with each statement by using the following scale.

1		2		3		4			
Disagree strongly		Disagree		Agree		Agree strongly			
1	My manager sets clear and achievable targets for me.					1	2	3	4
2	My manager encourages me to achieve agreed targets.					1	2	3	4

3	My manager provides recognition when I have achieved agreed targets.	1	2	3	4
4	My manager rewards me for achieving my targets.	1	2	3	4
5	My manager punishes me for not achieving targets.	1	2	3	4
6	My manager monitors my performance.	1	2	3	4
7	My manager sets performance standards.	1	2	3	4
8	My manager records my mistakes/failures in achieving agreed standards.	1	2	3	4
9	When I could not meet performance standards, my manager assisted me with corrective actions.	1	2	3	4
10	My manager tries to predict possible mistakes/failures and assists me in resolving them before they occur.	1	2	3	4
11	My manager only gets involved when problems arise.	1	2	3	4
12	My manager fails to get involved until problem(s) become worse.	1	2	3	4
13	My manager only pays attention to serious problems.	1	2	3	4
14	My manager can anticipate problems and guides me before they occur (*)	1	2	3	4

SECTION C:

The following statements are about how satisfied you are with your current job. Indicate the degree to which you agree with each statement by using the following **Four-point scale**, where **1= strongly DISAGREE** to **4= strongly AGREE**:

1	My job allows me to apply my skills and abilities beyond my work scope.	1	2	3	4
2	My job offers fair rewards.	1	2	3	4
3	I have a good relationship with my manager.	1	2	3	4
4	I am happy about the culture of our organisation.	1	2	3	4

5	I do not like being absent from work.	1	2	3	4
6	I am happy with my job achievements so far.	1	2	3	4
7	I feel that I have achieved more than I expected.	1	2	3	4
8	My manager treats all employees fairly.	1	2	3	4
9	I feel that my job targets are clear, measurable and achievable.	1	2	3	4
10	I feel that my job plays a role in the overall success of the business.	1	2	3	4
11	I am happy with my job challenges.	1	2	3	4
12	I feel that I have required authority to execute my job.	1	2	3	4
13	I feel that there is a potential for a promotion.	1	2	3	4
14	I am concerned that I might lose my job.	1	2	3	4
15	I have good relationship with my colleagues.	1	2	3	4
16	My relationship with my manager is sour.	1	2	3	4
17	I consider leaving the company.	1	2	3	4
18	I am satisfied about the company policies and procedures.	1	2	3	4

SECTION D:

The following statements are about what you think and feel about your current job. Indicate the degree to which you agree with each statement by using the following scale.

1		2	3	4			
Definitely		Mostly	Mostly	Definitely			
False		false	True	true			
1	I enjoy completing my job/tasks quickly.			1	2	3	4
2	I find it difficult to endure the painful parts of my job.			1	2	3	4

3	I can persevere in times of challenges.	1	2	3	4
4	I am putting a great deal of time into my work.	1	2	3	4
5	I am proud of my work.	1	2	3	4
6	I do not want to be disturbed once I start focusing on my job.	1	2	3	4
7	I can spend long hours doing my job without getting tired.	1	2	3	4
8	Time goes quickly when I am busy with my job.	1	2	3	4
9	I like taking work home.	1	2	3	4

SECTION E:

The following statements are about what you think and feel about your current job. Indicate the degree to which you agree with each statement by using the following scale.

1		2	3	4			
Definitely		Mostly	Mostly	Definitely			
False		false	True	true			
1	I like assisting my colleagues when they need assistance.			1	2	3	4
2	I do not mind working overtime to assist the organisation.			1	2	3	4
3	I do not mind involving myself in any discretionary activities aimed at assisting the company.			1	2	3	4
4	I share information with my colleagues.			1	2	3	4
	I work together with my colleagues as a team.			1	2	3	4
5	I am voluntarily involved in activities that improve the reputation of the company.			1	2	3	4

6	I identify possible opportunities intended at improving the organisation.	1	2	3	4
7	I maintain a good working relationship with my colleagues.	1	2	3	4
8	I can be resilient towards stressful challenges/tasks.	1	2	3	4