



Leader-membership exchange (LMX) impact on work home interference in a South African commuter transport engineering company

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Dissertation submitted in fulfilment of the requirements for the degree
Master of Commerce in *Human Resource Management* at the
North-West University

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Graduation May 2018

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To whom it may concern,

Re: Letter of confirmation of language editing

The dissertation **Leader-member exchange (LMX) impact on work-home interference in a South African commuter transport engineering company** by **M Jones (26083795)** was language and technically edited. The referencing and sources were checked as per NWU referencing guidelines. Final corrections remain the responsibility of the author.

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Precision ... to the last letter

ACKNOWLEDGEMENTS

- Firstly, I would like to acknowledge Jesus Christ my Redeemer, for the strength, wisdom and determination to complete this task in full.
- My supervisor, Prof. Jan Visagie, for his guidance and wisdom.
- The four heroes in my life: my wife, my love and best friend, Evalancia, my mother- in- law, Lizzy and my two sons, Blaine and Sage; many thanks and appreciation for your encouragement, love, patience and support.
- Ms. Antoinette Bisschoff, for the language and technical editing.
- Dr. Wilma Breytenbach, for the statistical analyses.
- Commuter Transport Engineering (CTE), for allowing me to conduct the study within the company.
- All the respondents who participated in completing the questionnaire.

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ABSTRACT

Title: Leader-Member exchange (LMX) impact on work-home interference at a South African commuter transport engineering company.

The South African workplace, especially the manufacturing and engineering industry are confronted with many leadership challenges, specifically the value of the employment relationship between subordinates with their supervisors that remain vital for the work-family spill-overs these employees experience. Organisational psychologists have paid increased research attention to the trouble employees have in effectively reconcile their family life and work-related responsibilities. However, research focusing on the potential positive and negative consequences of being involved in Leader –Member Exchange (LMX) dyadic relationships have been limited and in order to understand the complexity of these relationships, it is vital to investigate how this social exchange relationship with the leader affects the different work to family spill-overs for the employee. This remains crucial for the manufacturing and engineering company in this study, which is often characterised by long working hours, high level of absenteeism and shift work. This study over-all objective was to examine the effect of the LMX relationship quality with unique negative work-home spill-over effect (work-home conflict) and a positive work-home spill-over effect (work-home enrichment) in a manufacturing and engineering company. More specifically, it analysed the significance of relationships between the different variables, differences between respondents' demographics and the role of work meaningfulness and role-overload as mediators in the relationship regarding LMX and these work-to-home interferences.

A cross-sectional research design was compiled with an employee sample (N=120) taken inside the manufacturing and engineering company. The sample consists of employees from the different operational sections as well as from the support services. A five-point Likert scale (strongly disagree, disagree, neutral, agree, strongly agree) was employed with the measuring instruments used for demographic characteristics; Leader-member exchange (the LMX-7 scale); meaningfulness of work (Mottaz scale, 1981; role-overload (3-item scale of Bolino and Turnley (2005); work-home conflict (three items of the work-family interference dimension) and work-home enrichment (Affect dimension of work-family interference scale). Statistical analyses were carried out using the SAS statistical programme. Internal consistency reliability

approach was applied for the determination of data reliability; confirmatory factor analysis (CFA) was utilised to assess the questionnaires factorial validity; the researcher also used descriptive statistics to analyse the data with the intention to provide an over-all and rational picture of data gathered and the results were defined by using means and standard deviations. Pearson correlation coefficients were calculated to determine whether linear relationships existed amongst the different variables. Lastly, a Structural Equation Modelling (SEM) was used to test the proposed conceptual model by indicating whether there are correlations between the different variables.

The findings from this study specified that the nature of the LMX relationship quality appears to be high and positively related to work-home enrichment, but negatively related to work-home conflict and role-overload. Unexpectedly, no significant relationship between LMX and meaningful work could be observed. Differences were found between the respondents' demographics and their perceptions of the various constructs under research. Additionally, although it was found that role-overload does act as a mediator in the relationship between LMX and work-home conflict, the results on meaningful work unpredictably revealed a non-existent relationship with LMX and work-home enrichment. A discussion of the results, limitations, and contributions were presented and recommendations were made for future research on the topic and intended for organisations to follow up on.

Keywords: Leader-Member Exchange (LMX); meaningful work, role-overload, work- overload, work-home conflict; work-home enrichment, manufacturing and engineering company

OPSOMMING

Titel: “Leader-Member Exchange (LMX)” impak op werk-huis inmenging in ’n Suid-Afrikaanse Pendelaar vervoer-ingenieursmaatskappy

Die Suid-Afrikaanse werksplek, spesifiek die vervaardiging en ingenieurswese industrie, word gekonfronteer met verskeie leierskap uitdagings, soos die kwaliteit van die werksverhouding wat werknemers met hul toesighouers ervaar, en is absoluut belangrik vir die wyse hoe werknemers hul verhouding tussen hul werk- en familielewes bestuur. Toenemende navorsingsaandag is deur bedryfsielkundiges gedoen om die werkers se stryd om hul gesinslewe met hul werkspligte te balanseer. Navorsing oor die potensiële positiewe en negatiewe gevolge van die “Leader-Member Exchange (LMX)” verhouding is egter beperk en om die komplekse aard van die verhouding te verstaan moet ondersoek ingestel word na die wyse hoe die sosiale verhouding met die leier die verskillende werk tot familie inbraak dimensies op die werknemer impakteer. Die kwaliteit van die verhouding tussen werknemer en leier is van kardinale belang vir die vervaardiging en ingenieurswese industrie wat gekenmerk word deur lang werksure, konstante afwesigheid van werk asook gedurige skofwerk. Die algemene doel van die studie was om die impak van die LMX kwaliteit op een negatiewe werk-huis inbraak effek (werk-huis konflik), asook op een positiewe werk-huis inbraak effek (werk-huis verrykings) in ’n vervaardiging en ingenieurswese maatskappy te ondersoek. Die studie analiseer meer spesifiek die betekenis van die verhoudings tussen die verskillende konstrakte, verskille tussen die respondente se demografiese karaktertrekke en die mediasie rol van betekenisvolle werk en rol-oorklading in die verhouding tussen LMX en die twee werk-huis steurings.

Die studie het verder ’n kruis-deursnee opname ontwerp as die primêre dataversamelingsmetode gebruik, met ’n studiemonster van werknemers (N= 120), soos verhaal uit die onderneming. Die groep van respondente beskik oor werknemers afkomstig uit die verskillende operasionele afdelings asook werknemers uit die ondersteuningsdienste. ’n Vyf-punt Likertskaal vraelys is saamgestel met behulp van die meetinstrumente wat gebruik is vir demografiese karaktereienskappe, “Leader-Member Exchange (LMX)” (die LMX-7 skaal); betekenisvolle werk (die Mottaz 1981-skaal); rol-oorklading (3-item skaal van Bolino and Turnley); werk-huis konflik (die drie items van die werk tot familie inmenging dimensie) en die werk tot huis verrykings (Effek dimensie van werk-huis inmengingskaal). Die statistiese analise was

uitgevoer deur die SAS statistiese program te gebruik. Die interne geldigheid is toegepas om datageldigheid te bepaal; die “Confirmatory” faktoranalise (CFA) is gebruik om die faktorale geldigheid van die vraelys te evalueer; beskrywende statistiek was gebruik om die data te analiseer om ’n rasionele en algemene skets van die data te verskaf. Die resultate is bekend gemaak deur gemiddeldes en standaardafwykings te gebruik. Pearson korrelasie koëffisiënt is toegepas om enige liniêre verhoudings tussen die konstrunkte vas te stel. Ten laaste is ’n Strukturele Vergelyking Modellerings gebruik om die voorgestelde konseptuele model te toets en om sodanig te bepaal of enige korrelasies tussen die konstrunkte bestaan.

Die resultate dui aan dat die aard van die LMX-verhouding van ’n hoë kwaliteit is en sodanig positief verbind is met werk-huis verrykking, maar negatief geassosieer is met werk-huis konflik en rol-oorlading. Onvoorsienbaar kon geen betekenisvolle verhouding tussen LMX en betekenisvolle werk vasgestel word nie. Verskille kon vasgestel word tussen die respondente se demografiese karaktertrekke en hul persepsies oor die verskillende konstrunkte wat bestudeer is. Addisioneel het die resultate bepaal dat rol-oorlading wel ’n mediasie effek op die verhouding tussen LMX en werk-huis konflik meebring, maar betekenisvolle werk dui onverwags geen mediasie effek op die verhouding tussen LMX en werk-huis verrykking aan nie. ’n Bespreking van die resultate, studie tekortkominge, bydrae van die studie is aangebied en voorstelle is gemaak vir toekomstige navorsing oor die onderwerp asook vir die organisasie om na te volg.

Sleutelwoorde: “Leader-Member Exchange (LMX)”; betekenisvolle werk; rol-oorlading, werk-oorlading; werk-huis konflik; werk-huis verrykking, vervaardiging en ingenieurswese maatskappy

CHAPTER 1

THE NATURE, SCOPE AND DESIGN OF THE STUDY

1.1 INTRODUCTION AND PROBLEM STATEMENT

The study focused on the supervisor-subordinate relationship within a labour-intensive manufacturing and engineering setting in the rural Western Cape and endeavoured to determine how the quality of a particular leader-follower relationship through different mediating mechanisms impacts followers' experiences of work interference with the family home and also these followers' positive work to home spill-over effect (work- home enrichment). This introductory chapter focuses on the identification of the problem statement, also state the research questions and objectives that serve as guidelines in examining the research problem. The chapter further explores the research design and method that contribute in realising the scientifically established empirical results that have the objective in realizing the study's main objectives. An increased demand for productivity, consistent workforce turmoil, skills shortages, depletion of scarce technical skills due to emigration and excessive staff turnover rates are some of the ongoing challenges that manufacturing and engineering companies in South African have to deal with (Van Schalkwyk, Du Toit, Bothma & Rothmann, 2010). It is clear that organisations like the manufacturing and engineering company under research are in need, in an ever-changing work environment, of personnel characterized by an engaged, well-balanced and loyal workforce. Organisational psychologists have studied extensively the difficulties employees have to endure in juggling working life with family responsibilities, known as work to home conflict. Some studies like Calitz, (2004), Lappiere, Hackard and Taggart, (2006), Litano, Major, Landers, Streets and Bass (2016) and Singer (2002), have suggested that manufacturing and engineering workers are particularly vulnerable due to their exposure to occasionally unacceptable working conditions and frequent job demands, for example, intolerable working conditions at fluctuating temperatures and regular overtime to boost productivity.

Supervisors implement shift work, in some instances overtime work that is unplanned and scheduled in order to enhance profit maximization, that disallow employees the opportunity to spend some time with friends and family members during the course of "normal" social hours (Mostert & Oldfield, 2009). Little research was carried out to determine how the LMX quality effect employees' experiences of work-home spill-overs, especially in a South African manufacturing and engineering company that is black owned. Several organisations, as noted by Portoghese, Galletta and Battistelli (2011), do indeed adopt policies

and standard operating procedures that are important to sustain and manage work to family life, but little data exists to contemplate what the effects of mediating mechanisms will be on the relationship with leaders. A systematic observation of the company under research, that do have human resource policies and procedures in place, provide a picture of work-related challenges that necessitates the study, for example, a lack of efficient supervisory skills, a highly unionized work environment, supervisors primarily appointed in this capacity based on their experience and not due to their formal qualifications. A communal and inculcated culture of entitlement to job opportunities due to poverty and job scarcity persist amongst the organization's employees. Added to the afore-mentioned, an endemic level of absenteeism and consistent lack of employee trust towards supervisors, and the fact that the company function as the sole proprietor of job creation in the community serves as possible indicators that the probability of meaningful work have to be low and role-overload to be predominantly high. Surprisingly enough, the contrary can also be true, meaning that notwithstanding these abovementioned challenges, the impact of the dyadic social exchange relationship can be of such a positive nature that employees still experience meaningful work, no matter the severity of their work of role and hence they will be able to properly balance their employment and family interface.

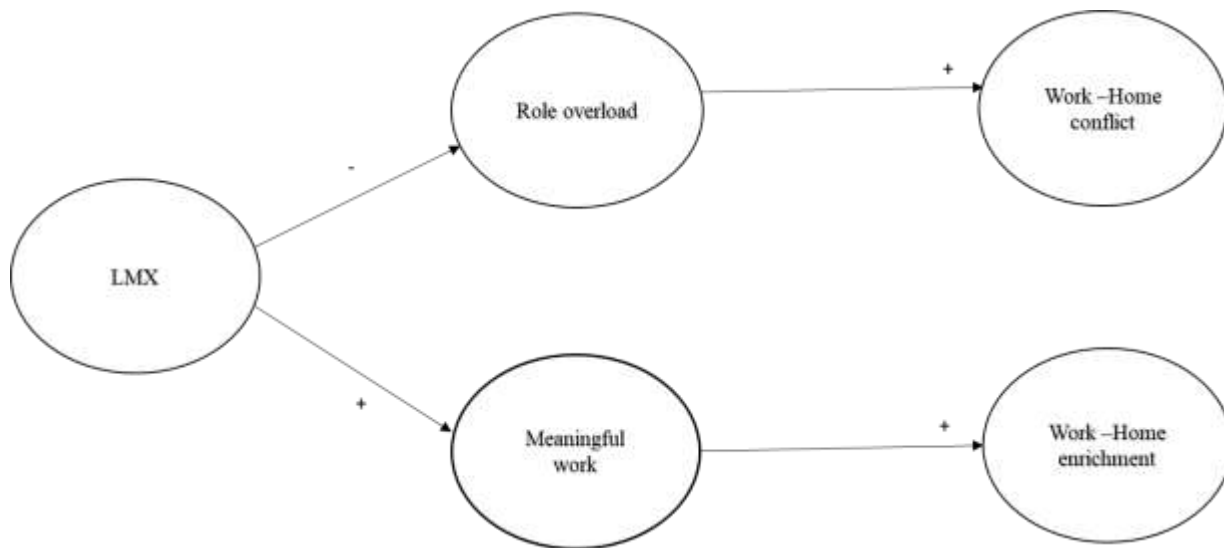
Experiencing LMX, role-overload, meaningful work and the work to home spill-overs can also differ amongst these employees, particularly if biographical characteristics such as age, tenure and difference in qualifications need to be taken into account. It is thus crucial to get an understanding how supervisors influence the experiences of their subordinates based on these biographical characteristics. Previous studies have stated that it is vital to have an understanding of the importance of a well-developed and positive social exchange relationship that leaders need to develop with their followers, not only inside the workplace but also in the employee's personal domain (Arnold, Barling, Kelloway, McKee & Turner, 2007; Benson, 2013; Major & Lauzun, 2010; Lippiere et al.; 2006).

Any study need to illustrate its contribution to existing literature and this study indeed do contribute in numerous ways. First and foremost, Culbertson, Huffman and Alden-Anderson (2009), in their renowned examination of the relations amongst four LMX components, work-family conflict and facilitation that employees experience, suggested that "most researchers have focused primarily on work outcomes, ignoring the effect that leader-member relationships can have on non-work outcomes or on the spill-over employees experience between their work and non-work lives" (p.16). Culberston et al. (2009) refer inter

alia to studies like Bernas and Major, (2000) and Lapierre, et al. (2006) that have studied the social exchange relationship regarding work-home dimensions, but from a one directional perspective by only concentrating on work to family conflict and did not include the work to home enrichment dimension in their studies.

Secondly, a few studies have analysed how the social exchange relationship quality relates to work-home enrichment (Ode-Dusse, Britt & Greene-Shortridge, 2012; Culbertson et al., 2009; Litano et al., 2016). Different from these aforementioned studies, other studies did not focus on manufacturing and engineering companies, but on a wide-ranging variety of professions (Culbertson et al., 2009; Liao, Yang, Wang & Kwan, 2016) and on civil servants of municipalities (Cardenas, Major & Bernas, 2004). Leadership as an operational variable performs an important employment related role with the objective to minimize work-life imbalance and the quality of the leadership-member relationship serves as an important catalyst in achieving a healthy and vibrant workforce (Alvarez, 2006; Portoghese et al., 2011; Viljoen, 2014). This relationship-based view of organisational leadership, as noted by Wang, Law, Hackett, Wang and Chen, (2005) and Tummers and Bronkhorst (2012), is best typified by the LMX theory. Furthermore, supervisors, as indicated in a study by Thomas and Lankau (2009), acquire a dominant role from the LMX theory. These supervisors have the responsibility as leaders to manage their subordinate's employment duties and need to ensure that their subordinates function socially well (Thomas & Lankau, 2009). The LMX theory central premise mentions the development of different relationship types between leaders and followers within work units (Alfes, Shantz, Truss & Soane, 2013; Dulebohn, Bommer, Liden, Brouer & Ferris, 2012; Liden, Erdogan, Wayne & Sparrowe, 2006). Figure 1 illustrates the conceptual model that expected to provide two mediating factors (role-overload and meaningful work) in the association between LMX and the two work to home constructs.

Figure 1: *Hypothesized conceptual model: Relationship between LMX, work-home conflict, work-home enrichment with role- overload and meaningful work as full or partial mediators.*



An examination of positive spill-overs was initiated by the application of the newly theory of work-family enrichment constructed by Greenhaus and Powell (2006), which in this study will be referred to as work-home enrichment. Enrichment from work to the family or home occurred for the employee when resources from the workplace are being utilised to positively affect or improve performance at home (Tummers & Knies, 2013). Greenhouse and Powell (2006) also profoundly extend the work-home enrichment dialogue by stating that the degree to which employee experiences one role positively will enhance or enrich the employee's value of life in the other role. Carlson, Ferguson, Kacmar, Grzywacz and Whitten (2011), in another study, refer to this phenomenon as a positive crossover effect from work to the family domain.

The positive state that the employee can experience in the other role can happen as per Carlson, Kacmar, Wayne and Grzywacz (2006) suggestion when they further describe work-home enrichment as a “state when involvement in work results in a positive emotional state or attitude which helps the individual to be a better family member” (p.140).

Workers, for example a coach painter employed at the company under research can still experience work-home enrichment notwithstanding working long hours because of the status attached to the role and work recognition received from the supervisor. Receiving recognition for walking the extra mile can bestow onto the coach painter some sense of self-worth and meaning that can affect the employee positively outside the workplace. Work and home interference can also become a mismatch for the employee, with the demands between work and home becoming irreconcilable, subsequently leading to a negative

interference between home and work with family involvement becoming unsustainable as the employee focuses too much on the employment role (Tummers & Bronkhorst, 2012; Tummers & Bronkhorst, 2014). This negative interference can be defined as the traditional work to family conflict, but are referred to in this study as work-home conflict.

1.2 THEORETICAL BACKGROUND

The Leader-Member theory is premised on social exchange and holds that leaders develop separate exchange relations over time with their followers which vary in quality (Alshamasi & Aljojo, 2016; Culbertson et al., 2009; Lapierre et al., 2006; Liao et al., 2016; Litano et al., 2016). The discussion on the LMX model held further that LMX typifies a variety of social exchanges between supervisors and their subordinates and the way these parties relate to another that affect organisational outcomes (Jha & Jha, 2013). LMX, according to Head (2014), is termed as a relationship-oriented approach to leadership because it defines leaders as having a differentiating leadership style for each of their subordinates, grounded on the relationship that the manager and employee develop within the workplace. The prime motive of LMX is to foster a dyadic relationship guaranteed to exist between leaders and subordinates of an organisation, in that the supervisor extends a favour to the subordinate and if the latter reciprocate, he /she can expect to receive favourable treatment (Fomolo, 2014; Van Lemoen, 2012).

1.1.1 LMX and work-home enrichment

One of the aims of the study is to determine that the LMX relationship will affect work-home enrichment through an increase in a subordinate experience of meaningful work. Workers subjected to meaningful and positive work- home interaction, as stated by Tummers and Knies (2013), will eventually engage in a work environment conducive for an inspired emotional state that will subsequently lead to potential experience of work to home enrichment.

When employees perceived their work as having meaning and they form part of a high LMX relationship, it is apparent that they will also experience a sense of belonging, with a subsequent upsurge in their levels of work contentment. To experience meaningful work means that an individual can view “the value of a work goal or purpose, judged in relation to an individual’s own ideals or standards” (May, Gilson & Harter, 2004, p. 14). The concept of meaningfulness conversely shapes on the alienation custom that generally refers to social separation and the absence of meaningful social connection or social support (Tummers & Knies, 2013). The works of Marx (1844) embrace the intellectual origins of the alienation

idea with focus on objective work alienation, which mean that workers do not have ownership over the means of production or the subsequent product.

On the contrary, Tummers and Den Dulk (2011) mentioned that contemporary researchers such as De Hart- Davis and Pandey (2005) refer to work alienation as a subjective concept, meaning the point where employees feel alienated from work. It is therefore plausible to infer that the alienation core premise is estrangement or a disconnection between a person and his or her work. Shantz, Alfes, Baily and Sonae, (2015) claimed that Marx contended that people become alienated from work because they do not have discretion or decision-making powers over the design and production of their work. Decision-making autonomy, as mentioned by Shantz et al. (2015), describe the amount of independence, discretion and freedom employees receive in planning and scheduling the work, and having authority in determining the procedures to be utilised in executing certain functions. Li, McCauley and Shaffer (2017) suggested that contrary to the enrichment dimension, that forms part of the three paradigms in describing the work to home interface, the conflict paradigm explains that an individual has limited amount of resources. A higher demand for a resource in one domain (the workplace) will lead to the availability of lesser resources to meet the demands in another domain, such as the personal household (Li, McCauley & Shaffer, 2017). Representing the negative results of the work-home/ family interface, work-home conflict, as posited by Litano (2017), occurs when participation in one domain impedes the realisation of expectations or duties associated with the other domain or role.

1.1.2 LMX and work-home conflict

Ahmad (2008) hypothesized that work-home conflict consists of a twofold direction: from work to family and from family to work. Warokka and Febrilia (2015) furthermore, deriving from Trachtenberg, Anderson and Sabatelli (2009), argued that work-home conflict was a term “used to illustrate the competition between one’s professional role and one’s personal and family life.” (p 3). Lawrence (2011) specified that previous research have also established that employees who are widely involved in their daily work and investing a substantial amount of time and energy at work, are capable of experiencing a high level of work interfering with their personal life. In some instances, the LMX relationship can be of a high quality and the subordinate will subsequently receive certain advantages, but as theorized by Lawrence (2011), expectations from supervisors will mean that the subordinate will have to perform additional tasks that are not included in their prescribed job descriptions. The subordinate will have no

choice but to feel obliged in fulfilling their duties and may work additional hours or spend additional hours engaging in after-work activities to uphold their relationships with the supervisor. These individuals most likely have the drive to perform their additional job-related responsibilities and also the mental capability, but their time to achieve these tasks is limited and it is therefore likely, also noted by Lawrence (2011), that high-quality LMX members will also experience role-overload.

Lawrence (2011) further mentioned that employees in low-quality LMX relationships receive limited, or any, extra benefits from their supervisors and ought to have a minimum sense of obligation towards, or any expectations for exchange with the supervisor. These employees will do the minimum amount of work; therefore, their experience of work-home interference will not be negative because they do not engage in additional responsibilities (Lawrence, 2011). Contrary to the abovementioned, Morrow, Suzuki, Crum, Ruben and Pautsch (2005) indicated that an impact of a low quality LMX relationship on subordinates do have unwanted consequences, for example low levels of performance and organisational commitment, little role clarity and increased levels of turnover intentions. These low-quality LMX relationships and subsequent consequences may have an effect on the subordinate but they most probable will only attend to the duties as outlined in a formal job description. It is therefore improbable that they will experience high levels of role-overload. From the abovementioned discussion, the following problem statement could be constructed namely, what is the impact of Leader-Member Exchange (LMX) on work-home interferences in a manufacturing and engineering company and if it is associated with negative or positive outcomes such as meaningfulness of work or high /low levels of role-overload.

1.3 RESEARCH QUESTIONS

The discussion up to this point centred around the leader- member exchange theoretical framework, its impact on work- home enrichment and conflict and possible two mediating variables, role-overload and meaningfulness of work, therefore the following research questions need to be answered:

- **Chapter 2:** A theoretical study on the impact of the LMX theory, role-overload, work-home conflict, meaningful work, and work-home enrichment on employees:
 - How does the quality of the LMX relationship affect work-home enrichment and work-home conflict, as conceptualized in the literature?
 - To what extent is meaningful work related to LMX and work-home enrichment in the company under research, as conceptualized in the literature?

- To what extent is role-overload related to LMX influence and work-home conflict in literature?
- To what extent is the relationship between Work-home conflict and LMX mediated by role-overload, as theorized in literature?
- To what degree is the relationship between Work-home enrichment and LMX mediated by meaningful work in literature?
- Are there any significant differences between the respondents' demographic characteristics in their perceptions of the constructs under research, as conceptualized in the literature?
- Are there any significant positive relationships, by means of statistical analyses, between the constructs of LMX, meaningful work, work to home enrichment, role-overload and work-home conflict in the literature?
- **Chapter 3:** An empirical study regarding the impact of LMX onto work to home spill-overs and the mediation effect of role-overload and meaningful of work on work-home conflict and work-home enrichment in a South African manufacturing and engineering company.
 - How does the quality of the LMX relationship affect work-home enrichment and work-home conflict in a manufacturing and engineering company?
 - To what extent is meaningful work related to LMX and work-home enrichment in the company under research?
 - To what extent is role-overload related to LMX influence and work-home conflict in the company under research?
 - To what extent is the relationship between work-home conflict and LMX mediated by role-overload, in the manufacturing and engineering company under research?
 - To what degree is the relationship between work-home enrichment and LMX mediated by meaningful work?
 - Are there any significant differences between the respondents' demographic characteristics in their perceptions of the constructs under research?
 - Are there any significant positive relationships, by means of statistical analyses, between the constructs of LMX, meaningful work, work to home enrichment, role-overload and work-home conflict?

1.4 RESEARCH OBJECTIVES

The research objectives consist of a general objective and specific objectives.

1.4.1 General Objectives

1.4.1.1 Chapter 2

The general objective of the study was to explore and describe leader-member exchange (LMX) in relation to work-family conflict and work-family enrichment and potential mediators, from a literature perspective.

1.4.1.2 Chapter 3

To empirically examine the relationship between LMX and work-home conflict and work-home enrichment, and the potential mediation effect of role-overload and meaningful work in a South African manufacturing and engineering company.

1.4.2 Specific Objectives

1.4.2.1 Chapter 2

- To determine whether the quality of the LMX relationship will affect work-home enrichment and work-home conflict, according to literature.
- To investigate whether meaningful work is related to LMX and work-home enrichment amongst employees in a manufacturing and engineering company, in accordance with literature.
- To assess whether there is a relationship between LMX, work-home conflict and role-overload, according to literature.
- To determine whether the relationship between work-home conflict and LMX is mediated by role-overload, according to literature.
- To investigate whether the relationship between work-home enrichment and LMX is mediated by meaningful work, in accordance with literature.
- To investigate if there are statistically any significant differences between the respondents' demographic characteristics in their perceptions of the constructs under research, in accordance with literature.
- To determine whether there are there any significant positive relationships, by means of statistical analyses, between the constructs of LMX, meaningful work, work to home enrichment, role-overload and work-home conflict, according to literature.

1.4.2.2 Chapter 3

- To determine whether the quality of the LMX relationship will affect work-home enrichment and work-home conflict, in the company under research.
- To investigate whether meaningful work is related to LMX and work-home enrichment amongst employees in a manufacturing and engineering company.
- To assess whether there is a relationship between LMX, work-home conflict and role-overload, in the company under research.
- To determine whether the relationship between work-home conflict and LMX is mediated by role-overload, in the manufacturing and engineering company under research.
- To investigate whether the relationship between work-home enrichment and LMX is mediated by meaningful work, in the manufacturing and engineering company under research.
- To investigate if there are statistically any significant differences between the respondents' demographic characteristics in their perceptions of the constructs under research.
- To determine whether there are any significant positive relationships, by means of statistical analyses, between the constructs of LMX, meaningful work, work to home enrichment, role-overload and work-home conflict, in the manufacturing and engineering company under research.

1.5 RESEARCH METHOD AND DESIGN

1.5.1 Research Approach

The research design was quantitative in nature. Quantitative research, according to Struwig and Stead (2007), consists of structured data collection procedures and conclusive research that contains large representative samples. This study research approach was descriptive and exploratory since the hypotheses are supported by contemporary theoretical analyses. The current research also utilised a cross-sectional research method to study several groups of people at one point in time, also highlighted by Welman and Kruger (2001) in a previous study.

1.5.2 Research participants

Employees from a South African based manufacturing company in the Western Cape Province was selected (N=120) as a random sample to participate in the study and these respondents were inclusive of skilled and semi-skilled staff members from the operational and support service departments. The sample group comprises of different gender groups, years of work experiences, age groups, qualification, marital

status and racial groups (mostly Coloured, African and White). One of the requirements was that respondents needed to have a Grade 12 qualification and have a good command of English to ensure the successful completion of the questionnaire.

1.5.3 Research method

Two phases embrace the research method, firstly a theoretical analysis and then an empirical study in Chapter 3 that presents an illustration of the results.

1.5.3.1 A research approach of theory

Chapter 2 consisted of a literature analyses with the principal objective to provide a detailed analyses of previous theoretical research in support of the various constructs under study. The literature approach entailed extensive searches of relevant management databases. Most of the articles and research papers from the period 1990 until 2017 have been studied retrieved from databases such as: E-Journals, Google Scholar, EbscoHost, Science Direct, Business Source Premier and Academic Search Premier, this include suitable journals due to their relevance to the topic. The following search terms have been used to gather relevant data: Leader – member exchange, meaningful work, work pressure, role-overload, work family conflict, work family enrichment and job demands.

1.5.3.2 Empirical analyses

Existing standardized questionnaires have been used for the execution of the empirical and quantitative study in Chapter 3. A research design based on a cross sectional paradigm was utilized in order achieve the envisaged research objectives. This point toward the inclusion, as stated by Salkind (2009), of various groups of respondents that need to participate simultaneously in the survey. Cross sectional research methods are often used, according to Cherry (2012), in developmental psychology but also in areas of education and the social sciences.

1.5.4 Measuring instruments

All the variables were measured by means of five-point Likert scales, with 1 serving as an indication of very weak support for the item statement and a 5 as very strong support.

Leader-Member Exchange (LMX) – The LMX consists of seven items developed by Liden, Wayne and Stilwell (1993). The scale measures several aspects of the working relationships between the supervisor

and the subordinate. A sample item was “I have enough confidence in him/her that I would defend and justify his/ her decision if he/she were not present to do so”. The Cronbach alpha or internal reliability is usually ($\alpha = 0,92$).

Meaningful work – This scale includes 7 items that have been used to measure meaningful work. The scale was developed by Mottaz (1981), refer to meaninglessness, instead of meaningfulness, and are based on the alienation tradition. One of the sample items was: “I often wonder what the importance of my job really is”. The Cronbach’s alpha is normally ($\alpha = 0,83$).

Role-overload have been measured by applying the 3-item scale of Bolino and Turnley (2005). A sample item is “I never seem to have enough time to get everything done at work”. The Cronbach alpha for this scale is generally ($\alpha = 0.84$).

Work-home conflict- Work-home instead of work to family conflict was measured by applying the three items of the work-family interference dimension (Carlson, Kacmar & Williams, 2000). The answer categories have been: Strongly disagree, disagree, neither agree or disagree, agree and strongly agree. A sample item was: “The demands of my work interfere with my home and family life”. The Cronbach alpha for this scale is ($\alpha = 0.79$).

Work-home enrichment- The scale of Carlson et al. (2006) measured work-family enrichment by means of the affect dimension of work-family interference. The researcher replaced the word family with home that reflect a similar meaning. This dimension consisted of nine items and one sample item was: “My involvement in my work helps me feel personally fulfilled and this helps me be a better family member” with a Cronbach’s alpha for this scale at ($\alpha = 0.91$).

1.5.5 Statistical analyses

Statistical analyses were conducted using the SAS System for Windows release (SAS Institute Inc., 2016). For the first step, a Confirmatory Factor Analyses (CFA) were conducted to assess the Cronbach alpha coefficient of the data analysed and to determine validity of each of the factors of the measuring instruments. The Cronbach alpha coefficients serve as an indication of reliability (Struwig & Stead, 2010) and can be acceptable at a 0.70 or higher value (Viljoen, 2014). The Confirmatory Factor Analyses model, also termed the measurement model, according to Byrne (2010) define whether a relationship exist between the measured variables and the factors present. This was followed by descriptive statistics to analyse the data with the intent of presenting a complete and logical depiction of the collected data (Pallant, 2013) and the results were described by using means and standard deviations. Pearson product –

moment coefficients calculation was used in order to indicate and describe if linear relationships existed amongst variables (Pallant, 2013).

Lastly, a Structural Equation Modelling (SEM) was used by applying AMOS version 18 to test the suggested hypothesized model in Figure 1 and to establish if any correlations do exist amongst the relevant constructs. A SEM provides, according to Byrne (2010) a practical and appropriate method in clarifying the unobserved constructs that supports the observed constructs with the main duty to examine how well the data that were observed fit the limited structure. The Chi-square (χ^2) was used to test whether the proposed model fits the observed data and to test the hypothesis with the categorical data (Field, 2009). Other goodness-to-fit indices utilized in conjunction with the Chi-square (χ^2) are the Root Mean Square Error of Approximation (RMSEA), Comparative Fit Index (CFI), Tucker-Lewis Index (TLI) and Normed -Fit-Index (NFI).

1.5.6 Research hypotheses

- H1:* LMX is positively related to work-home enrichment and negatively related to work-home conflict
- H2:* Meaningful work is positively related to LMX and work-home enrichment
- H3:* There is significant positive relationships between the constructs of LMX, role-overload and work-home conflict
- H4:* The relationship between work-home conflict and LMX will be mediated by role-overload
- H5:* Meaningful work will mediate the relationship between LMX and work-home enrichment
- H6:* There is significant differences between the respondents' demographics and their perceptions of the constructs under research

1.5.7 Research procedure

A letter to obtain approval for the research was sent to the company's Operations Manager and HR Executive. The letter provided an outline of the intent, nature and objectives of the research. Permission was obtained from the company to conduct the research, which was followed by a letter sent to all the identified employees in order to request participation. This letter was personally distributed amongst the selected employees and special meetings during the green area morning sessions was arranged to notify the employees about the study and to explain the relevant detail. The questionnaires were also distributed amongst the respondents by the researcher and all questionnaires was physically completed due to most of the respondent's inability to access a laptop or computer. Respondents were permitted to complete the

questionnaire in two weeks with 40 minutes allowed for full completion. Respondents received a reminder for completion a week before the questionnaire collection date, followed by a conclusion of the collection process and subsequent data analyses performed. Provision were made for the submission of late completed questionnaires, with the researches personally liaising with a few respondents not submitting their questionnaires on time due to various personal reasons. Voluntary participation in the study was guaranteed, with confidentiality and anonymity of respondents emphasized.

1.5.8 Ethical considerations

Ethical clearance was applied for through the ethics committee of the North-West University. The respondents have been shown respect and dignity throughout the entire process. Adherence to their individual human rights have been maintained and no participant have been caused any harm. The respondent's protection from harm, their informed consent, their privacy and voluntary participation were always considered.

1.6 OVERVIEW OF CHAPTERS

Chapter 1: The nature, scope and design of the study

Chapter 1 provided a summary of the research conducted and reference have also been paid to the study objectives. Chapter 1 addressed the introduction, problem statement, theoretical framework, definitions of relevant concepts, research method, statistical analyses, demarcation of the study and ethical considerations.

Chapter 2: A theoretical study on the impact of the LMX theory, role-overload, work-home conflict, meaningful work, and home enrichment on employees

This chapter consists of a theoretical review of all the different variables; those are a leadership type, dependent variables: work-home conflict, work-home enrichment and mediating variables: role-overload and meaningful work, derived from previous research.

Chapter 3: Empirical study and research results

This chapter entails an empirical analysis between the leader-member exchange theory, work-home enrichment / conflict and mediating variables of role-overload and meaningful work in the workplace.

Chapter 4: Summary of findings, recommendations and conclusion

All the main findings have been analysed in this chapter, and some recommendations provided pertaining to the manufacturing and engineering company with the intent to improve the leader –member relationship with a positive increase in work-home enrichment and a reduction in the conflict between work and home.

1.7 CONCLUSION

The most important subjects discussed in Chapter 1 included the problem statement, research questions, literature review, research objectives and an overview of the chapters. An explanation of the research method and research design to make it informative for the reader have also been provided. In the resulting chapters, the leadership theory of leader-member exchange (LMX) and its impact, in conjunction with two mediating variables, on work– home conflict and work – home enrichment will be theoretically analysed, followed by an empirical analysis of the LMX theory, work home enrichment / conflict and mediating variables of role-overload and meaningful work in the workplace. Lastly, a conclusion will be formalised, followed by specific limitations of the study and recommendations for research in the future.

CHAPTER 2

THEORY AND LITERATURE REVIEW

2.1 INTRODUCTION

Chapter 1 contains the problem statement, literature review; motivation for the study, research questions and objectives were discussed. Additionally, a description of the research design and approach, followed by a summarized version of the study overview, were also explained. Chapter 2, from a literature perspective, made inter alia provision for an understanding of the impact of LMX on two outcome variables: work home enrichment and work – home conflict and the role that role-overload and meaningful work play in this relationship, derived from previous research.

2.2 BACKGROUND ON LEADERSHIP

Researchers and practitioners have been interested for decades in the role of management on employee performances, commitment and satisfaction (Lawrence, 2011). Plentiful of research suggest and empirically support the notion that the relationship quality between superiors and subordinates serve as a determining factor in defining subordinates' behaviours, performance and attitudes (Judge, Piccoloc & Ilies, 2004; Geertshuis, Morrison & Cooper-Thomas, 2015). Understanding the variables that have an impact on effective leadership are therefore vital. Leadership literature went through several paradigm changes (Lawrence, 2011). A number of early research attempted to detach universal characteristics that differentiate between successful leaders and their unsuccessful equivalents (Lawrence, 2011) and studies during this period indicated that the habitual patterns of leaders only clarify an insignificant amount in the variance of desired outcomes (Lawrence, 2011). Early leadership research started to focus on the trait theory of leadership, an approach derived from the Great Man theory (Arham, 2014. Lawrence, 2011). According to the trait theory, people inherently consist of certain traits, physical stature or imbedded preconditioned characteristics and qualities that differentiate them as great leaders from others (Arham, 2014; Eyong, 2015). Because of the inability to demonstrate that individual characteristics are the main determinant for effective leadership, the trait theory ceased to remain the ideal model in the early 1950s and was replaced with the behavioural approach to leadership, that place the emphasis on leadership behaviour or style (Arham, 2014; Lawrence, 2011). Studies during this period presented some important findings and suggested that different work situations required different leadership styles and therefore situational variables need to be considered in combination with the leadership behaviour (Eyong, 2015;

Lawrence, 2011). The behavioural approach, according to Yukl, (2006), identified effective leadership behaviour and analysed the relationship between leadership behaviour and different indicators of leadership effectiveness.

During the 1970s several studies found that leadership only describes a small amount of inconsistency in performance and led to a decline in leadership research with several authors recommending that this field of study be ended (Lawrence, 2011). Leadership research subsequently underwent a revival as a shift took place from broad based models to a leadership approach that is viewed as a joint influence process evolving over time between a leader and a follower (Kolesnikova, 2012. Lawrence, 2011). The Leader-member exchange theory was presented as an alternative to study the leader's influence on a subordinate efficiency. The uniqueness of the LMX theory is symbolized by the dyadic relationship with a role making process initiated at the start of the relationship that will determine in what way the leader will be responsive to the subordinate's needs and how they will relate to each other during the course of their relationship (Hill, Morganson, Matthews & Atkinson, 2016; Kolesnikova, 2012). Every day, managers, supervisors and leaders of organisations deal with opportunities and challenges in an environment where their relationships with their subordinates are tested to the outermost. Landa and Tyson (2016) argues that leaders by setting a mission, influence the ability of an organisation to adjust successfully to relevant circumstances or fundamentals. Leaders' execution power can intensify members' coordination, improves the informational quality of the leader's mission choice, and makes it possible for leaders to manipulate (positively) the organisation's performance, counteracting the effects of common elements of individual members' beliefs, including members' commonly shared biases (Landa & Tyson, 2016). Leadership execution, according to Tummers (2011), is affected by two contrasting views on organisational leadership, firstly the leader-focused view that explain performance through an analysis of particular leadership behaviours and linking these behaviours to outcomes and are applied in transactional and transformational leadership theories.

Aga, Noorderhaven and Vallejo (2016) argue that there seems to be overall agreement in the literature on four of the dimensions that make up transformational leadership: intellectual stimulation, inspirational motivation, individualized consideration and idealised influence. Intellectual stimulation is behaviour that intensify followers' awareness of problems and effects them to develop innovative and/or creative approaches to solving problems. Inspirational motivation, as suggested by Aga et al. (2016), is revealed

when a leader delivers a vision that is attractive and inspiring to subordinates and provides them with inspiring assignments and increased expectations. Individualized consideration consists of providing coaching, being supportive and offer reassurance to followers. Idealized influence refers to leadership conduct that provokes strong follower emotions and identification with the leader (Aga et al., 2016). Secondly, the relationship-based view looks at the interaction between leaders and their subordinates. The leader will, as expected, develop higher quality relationships with certain subordinates and relationships of a lower quality with others (Head, 2014). Other scholars also confirm this notion by stating that the leader develop unique and different relationships with each subordinate that can be of a high socio-emotional quality with some and a low transactional quality with others (Matta, Scott, Koopman & Conlon, 2015). Nie and Lämsä (2015), in their study that gives a different cultural perspective on the relationship based leadership theories in the Chinese context and the ethical challenges of Guanxi, stated that supervisors and workers are capable of confronting the demands they face in a high-quality relationship and also develop emotionally, socially, and morally. Guanxi, according to Nie and Lämsä (2015), as an important element in Chinese social value, places a high premium on the importance of a particular relationship between two parties, such as the LMX relationship that exists between a supervisor and a subordinate.

An interesting viewpoint originated from the Nie and Lämsä (2015) study, in that they stated that Western expatriate managers have experienced difficulties in building up and sustaining high quality relationships with local Chinese employees, which had influence the exchange relationship between the leader and subordinate, from a cultural viewpoint and continue to be critical in ensuring positive work outcomes. This importance in ensuring a high quality social exchange relationship are further highlighted by recent research that confronted the traditional ‘top-down’ perspective and claimed that shared leadership need to be endeavoured that have to be spread amongst individuals and community networks (Hiller, Day & Vance, 2006). This shared endeavour of leadership is highlighted by research conducted by Friedman and Gerstein (2016) who argued that a new paradigm for rating CEOs exist that comprise of factors making provision for long term corporate value such as diversity, employee engagement, reputation of the organisation, corporate social responsibility and building a learning organisation. Furthermore, Friedman and Gerstein (2016) also noted that the intellectual capital of an organisation remain its key asset and this include assets such as the capabilities, knowledge and talent of employees. Leaders like the aforementioned CEOs are able, as argued by Friedman and Lewis (2014) in Friedman and Gerstein (2016),

to lead their organisations in a direction of uselessness if they show an inability to nurture their employees' creativity and transform their business to become adaptable and innovative. Supplemental to the important role that leaders need to play in the organisational challenges is the supposition from Fletcher and Kaufer (2003) that "new models conceptualize leadership as a more relational process, a shared or distributed phenomenon occurring at different levels and dependent on social interactions and networks of influence" (para. 21). Hence, it is not about the leader, but the way that he or she inspires employees to interact with stakeholders.

Simoës, Antunes and Cranefield (2016) concur with this view by proposing that organisational knowledge in Business Process Management (BPM) workflows can be further enriched by analyzing how organisations think about themselves through storytelling, which will enhance organisational meaning, thus generating meaningfulness for employees and enable users to externalize implicit knowledge and preserve contextualization. This study followed the 'relationship-based' approach and analysed features such as the leader's readiness to shape relationships with all employees and the leader-member personality interface affect the LMX relationship quality, as argued by Head (2014) and contribute to a plausible and positive work to home spill-over.

2.3 LEADER MEMBER EXCHANGE THEORY

2.3.1 History

The LMX research tradition has spanned over a period of more than 35 years, with researchers presenting different descriptions on the LMX concept. Head (2014), in a thesis on how emotional intelligence affects LMX relationships, stated that the idea of LMX refer to leaders engaging in a unique leadership style with each of their staff members depending on the kind of workplace relationship that develop between the two of them. A team based investigation by Blanc and González-Romá (2012) on the relationship between LMX differentiation, commitment and performance have revealed that LMX suggest that different relationships types develop between leaders and each subordinate through a succession of work-related exchanges. Other researchers also support this notion by observing that the LMX relationship quality construct relates to resource exchanges between leaders and followers where the follower develop distinctive and mature relationships with a leader with the result that the quality of this mutual dyadic relationship in turn influences followers (Breevaart, 2015; Castleberry, Lagace & Ridnour, 2011; Dhivya & Sripirabaa, 2015; Erkutlua & Chafra, 2015). LMX research has been quite fruitful as positive outcomes

related to LMX, such as performance improvement, commitment, organisational citizenship behaviour and engagement not only produce positive employment outcomes for the employee but enhance organisational effectiveness and a resourceful work environment also facilitates work engagement and job performance. (Jha & Jha, 2013; Breevaart, Bakker, Demerouti & Van den Heuvel, 2015). It is obvious that workplace strikes and employee dissatisfaction with supervisors cannot be believed to be “a positive employment experience” and any labour upheavals can be connected to a decrease in the LMX quality, that have an effect on the employee satisfaction levels or dissatisfaction with the workplace. One of the propositions that will be discussed in the following chapters is whether the LMX relationship quality between the supervisor and employees could affect satisfaction/dissatisfaction levels that the employee display in the event of work-home spill-overs.

This quality in the relationship between leader and subordinate can also be linked to the four stages that the LMX theory has passed through, according to Du Toit, (2013), with every stage retrospectively building on the previous stage. Research on stage 1 found that leaders developed relationships of a different kind with each subordinate. In stage 2 the focus is on the different relationships characteristics the leader portrays with various subordinates within the work unit and their organisational effects. In stage 3 emphasis was moved to the way the leader can work with each subordinate on a one-on-one basis so as to build partnerships with each one and the recent stage 4 explores how the dyadic relationships are organized internally and outside the organisational structure (Du Toit, 2013).

2.3.2 LMX theory

According to Alshamasi (2012), effective leadership is not only about the individual characteristics of leaders but also refers to the relationship characteristics amongst the two parties that demonstrate the exchange quality associated with the LMX stages and dyadic relationships. Exchanges may take place between supervisors and their employees, according to Alshamasi (2012) with the result that managers develop individual dyadic relationships of a different quality type with each subordinate. Subordinates involved in relationships of a high quality are guaranteed in receiving some benefits that their colleagues in low-quality relationships will not receive. (Alshamasi, 2012). Leaders sometimes have to work under time pressures, according to Du Toit (2013), and have to cultivate special relationships with a small group of their followers (Alshamasi, 2012) whilst the leader, with other members of the group, will be governed by formal authority, policies and rules to be assured of their performance (Du Toit, 2013). It is possible

that leaders in a manufacturing and engineering environment will operate under similar pressure as they strive to achieve production targets and profits. It will therefore be logical to assume that these leaders will treat their subordinates in the same fashion that Alshamasi (2012) and Du Toit (2013) alluded to. Du Toit (2013) draws from Graun and Uhl-Bien (1991) by stating that LMX relationships go through different phases: the stranger phase, acquaintance phase and mature phase. Both parties determine and built their roles during the stranger phase and favours and exchanges are to be shared immediately. Trust and information are traded when reciprocation comes about. Eventually, the relationship will progress to the mature phase where no timeline for reciprocation exist, as drawn by Du Toit (2013) from Major and Morganson (2011).

Du Toit (2013) describe the Leadership-Member relationship development, contrary to the LMX phases, as a number of steps that started with the original interaction between the members of the dyad. A sequence of exchanges will follow the original interface where individuals “test” each other to determine if the social components of respect, trust and obligation can be built, that is needed for high-quality relations to develop (Du Toit, 2013). Exchange continuation amongst the individuals will only happen if there is a positive response to the other party’s exchange behaviour and the initiator of the exchange is happy with the response and development of high-quality exchanges opportunities will be limited if the initiator of the exchange receive a negative response, therefore the relationships will probably continue to be at the lower levels of LMX development (Du Toit, 2013). Van Lamoen (2012) suggested in a previous study that in cases where the exchange behavior is positive, it can serve as an indication that individuals show tendencies to express more positive interactions with individuals who are relatively similar to them. Van Lamoen (2012) further argued that this form the value of leader-subordinate relationships and it is founded on the principles of social exchange theory, which suggests that people endeavor to achieve a sense of equity in interpersonal relationships by means of an on-going process of sharing. Jha and Jha, (2013) draw the aforesaid from the Similarity-Attraction theory of Byrne (1971) and argues that in an organizational context, relationships will grow when individuals on both sides of the dyad think identically on crucial relationship variables. Major and Morganson (2011) as indicated in Du Toit (2013) describe the LMX Theory in the same vain by stating that the role-making process begins during the early stages of the social exchange process. In this social exchange, the subordinates stretch themselves to accomplish outcomes expected by their supervisors even if the tasks fall outside their job descriptions and they have to work beyond the normal office hours (Jha & Jha, 2013).

Some of these subordinates put in extra efforts that can have a possible impact on how they perceive their work in comparison to their family engagements; they “walk that extra mile “, differentiate themselves in the eyes of the supervisor and become a trusted work group member (Major & Morganson, 2011).

This differentiation, as founded by some researchers such as Milner, Katz, Fisher and Notrica (2007) can be typified by the LMX process that pay attention to the different relationships between supervisors and subordinates. Leaders, according to Farouk (2002), develop different interchange relationships over time with their several subordinates as they influence each other, and this means that instead of conducting themselves in the same way towards their entire followers, leaders act towards and assign resources differently to members of their workgroup based upon unique dyadic leader-member exchanging relations. Hersen (2004) further explains that this exchange process, in the framework of the supervisor-subordinate relationship, can be termed as the supervisor extending a favour to a subordinate and then expecting tangible returns, like commitment and discretionary effort. If the subordinate responds, he or she will presume to receive favourable treatment from the supervisor. In another study, Moideenkutty, Blau, Kumar and Nalakath (2006) have indicated that these interchange relationships can be viewed as varying in quality from member to member.

2.3.3 LMX differentiation

A unique feature that distinguishes the LMX perception from other leadership structures is its emphasis on difference in the manner a supervisor behaves towards and interchange with diverse subordinates (Milner et al., 2007). The LMX approach, in contrast to other leadership frameworks and rather than assuming leaders form relationships of relatively equal quality with group members, recognises the possibility that leaders differentiate; meaning that they form dyadic relationships of variable quality among their members (Chen, 2011). The differentiation paradigm are further emphasized by other scholars who suggested that LMX differentiation means that a leader participates in various exchange patterns with followers, built relationships of different quality levels with the followers , with the result that a great deal of variance in relationship quality is possible between the leader and each follower (Henderson, Liden, Glibkowski & Chaudhry, 2009; Epitropaki, Kapoutsis, Ellen, Ferris, Drivas, & Ntotsi, 2016). LMX differentiation can be examined in three distinct ways, according to Anand, Vidyarthi and Park (2015) as cited in Epitroka et al. (2016), firstly at the individual level with perceived LMX differentiation; secondly at meso level with relative LMX differentiation and lastly at group level with objective LMX difference

calculations. Perceived LMX differentiation is a perceptual measure residing at the individual level of enquiry and captures perceived predictability of LMX relationships with a group (Epitroka et al., 2016).

In contrast, relative LMX differentiation directly incorporates the team context. Relative LMX mirrors the frog pond method, that firstly refers to the individual-within-group level indicating the actual degree to which the working relationship of one individual differs (good or bad) from the other LMX relationships in the group and finally, group-level LMX differentiation look at actual within-group LMX sense-making of both leaders and members (Epitropaki et al., 2016). Le Blanc and González-Romá (2012) conduct research amongst 269 teachers in Dutch secondary schools from 33 different teams and examine the hypotheses that the LMX-quality median mediates the LMX differentiation relationship with team performance and team commitment. Their results observed that a positive relationship between LMX differentiation and both outcome variables existed in teams with a low LMX-quality median only. Emerging literature suggested that the effects of LMX differentiation on group and individual performance might be context reliant. Liden et al. (2006) stated that the positive effects of LMX differentiation on group performance can be found as long as task interdependence was high. On the other hand, Erdogan and Liden (2002) reported that LMX differentiation was associated with increased negative work attitudes, less collegial support and greater levels of withdrawal behaviours when the justice climate was low. If subordinates already have a base of suspicion about fair treatment, then differentiation hurts attitudes; if subordinates have a strong base of fairness, then differentiation does not matter. A strong base of fairness can perhaps also be identified by suggesting that employees in high-quality relationships, which typified an in-group membership where instruments of social exchange become effective; will sense that they are appreciated by their supervisor, with a subsequent trust and actual working relationship developing between the supervisor and employee (Tummers & Knies, 2013).

Tummers and Knies (2013) further stated that in contrast, economically exchange relationships between employer and employee (time is exchanged for money) are distinctive of a low LMX, which is typical of the out-group membership. Du Toit (2013) found in a study investigating high-quality LMX among farmers and farm workers in the Western Cape, that these LMX relationships will be further influenced by a situation where a manager supervises 20 subordinates and therefore have 20 different LMX relationships. Some of these relationships will develop into high-quality exchanges typified by high levels of trust and mutual respect and the other relationships into low- quality exchanges grounded primarily in

a formal employment contract (Du Toit, 2013). Corresponding to this notion is further confirmation by Henderson et al. (2009) that in instances where the group size increase, it will be increasingly likely that the group members will become diverse regarding their skills, abilities and knowledge unrelated to the leader. Further accumulation of these differences will make it difficult for the leader to attend to the desires and needs of all the group members and the leader will probably devote his or her time in developing social interactions with group members who are perceived as more comparable to him or her, which can be associated with the Similarity Attraction Theory (Du Toit, 2013).

2.3.4 Low and high-quality LMX

The strength of the LMX approach focuses on social interaction and specifically on social relations qualities, such for instance obligation and respect, and their effect in determining whether the subordinates belong to a high quality “in-group” or the low quality “out-group” in their relationship with the leader (Alshamasi & Aljojo, 2016:57; Bader, 2008:9). Dilshani (2015) argues that the “in-group” includes followers with strong social bonds to their leader in a supportive relation-characterised by high reciprocated trust, respect, devotion, and influence and leaders mainly use expert, referent, and reward power to influence members of the “in-groups”. In contrast, “out-group” members consist of followers with limited or no social ties to their leader, who are merely bound to their job contracts and in a strictly task-centred relationship characterised by low exchange and top-down influence (Dilshani, 2015, p 230). Breevaart (2015) also mentioned that distinctive social exchange relationships, from a LMX theory perspective, are formed by supervisors with their followers and the relationship quality (ranging from low to high) differs between employees with the same leader where the:

- **Low-quality LMX** refers to relationships dependent on economic exchanges, founded on the prescribed requirements of the employment contract in accordance with what employees are expected to do and remuneration to receive accordingly (Breevaart, 2015).
- **High-quality LMX** refers to relationships based on common respect, open communication, mutual support, a common bond and shared obligation between the leader and follower (Bader, 2008).

There is a consensus amongst social scientists like Chandrasekaran Sankaran (2012) and Henderson et al. (2009) that employees in a LMX relationship of a high-quality are normally in favour with their leader with the exchanges frequently go beyond the confines of a formal employment contract. In these high-

quality LMX exchanges, the leader may offer sponsorship to subordinates, mentoring and coaching in exchange for the followers' organisational citizenship behaviour and task performance. It is therefore also common cause that the subordinate will develop meaningful work and work to home enrichment, developing from this high-quality LMX engagement with the supervisor. Some of the high-quality LMX characteristics comprise of aspects like those that are of a high level of communication, mutual support and more freedom, as clarified by Alshamasi (2012). Furthermore, high LMX quality members might receive better resources and have effective relations with the leader than followers with lower LMX quality relationships (Alshamasi, 2012). A low-quality LMX relationship can entail little support and care for the follower, distrust and formal, stringent supervision that can lead to a decrease in organisational efficiency with employees experiencing work as meaningless (Alshamasi, 2012).

The leader member relationship, according to Alshamasi (2012), can be equally useful and ineffectual depending on particular social exchange dimensions and Alshamasi and Aljojo (2016) also argued that another aspect can form part of the high LMX dimension as early mainstream studies only attend to LMX as a one-dimensional exchange theory. The one-dimensional approach views the exchange relation as tasks-orientated and the analyses of social interactions did not receive much attention. The qualities of the working relationship form the basis of this one-dimensional view of LMX development and this dimension did not pay attention to the interpersonal relationships, empathy or the trust level that need to shape between individuals (Alshamasi & Aljojo, 2016). The multi-dimensional construct of the LMX exchange quality, different to the one-dimensional view, consist of liking-based dimensions such as respect, loyalty, affect and also contribution as a work-based dimension, with professional respect proposed as a fourth dimension. Certain scholars use the dimensions above as underlying constructs to measure the LMX relationship quality between leaders and followers (Alshamasi, 2012; Alshamasi & Aljojo, 2016). When LMX does not feature as a key variable in some studies, then the LMX multidimensionality may not feature as a significant element and therefore a one-dimensional measure may be appropriate, but when LMX serves as a key variable in some studies then a multi or several dimensional LMX construct may be appropriate to explain gradual difference in some dependent variables different from those described by the traditionally one-dimensional conceptualization (Alshamasi, 2012; Lee, 2008).

Martin, Guillaume, Thomas, Lee and Epitropaki (2016), in their meta-analysis study on the relationship between the LMX relationship quality and a multi-dimensional model of job performance, specified that trust, motivation, empowerment and job satisfaction mediated the relationship between LMX and job performance, with subordinate trust in the leader having the largest effect. Sin, Nahrgang and Morgeson (2009) support this view by proposing that a high degree of trust and obligation suggests a high-level of LMX, while a low-level LMX requires a low level of trust. Graves and Luciano (2010), in a different study, examined workers in low-quality LMX relationships and found that these employees may experience less autonomous motivation and needs satisfaction, which subsequently could end in less favourable outcomes. Subordinate trust in a leader forms a crucial element in the LMX relationship and supervisors in a high quality LMX relationship need to value the employee's contribution, both inside and outside the workplace, so that the subordinate can feel appreciated and turn out to be productive, which ultimately mean that the supervisor will have to support the subordinate to balance work and private life (Tummers & Bronkhorst, 2012)., Major & Lauzun, 2010). The subordinate, in an exchange relationship that is typically multi-dimensional, will provide assistance and dedication relevant to the supervisor's objectives, they will experience a high level of engagement, will be inspired and enthusiastic and trust that the supervisor will ensure that they be able to manage work interference with family life (Alshamasi, 2016., Blomme, Kodden, & Beasley-Suffolk, 2015., Tummers & Bronkhorst, 2012). Supplementary to the abovementioned supposition, Tummers and Bronkhorst (2014) indicated that although a high LMX relationship do not directly influence the manner in which work duties restrict family life, it does affect the work to home spill-over positively by allocating ideal work experiences which can be describe as work-home enrichment, that will be discussed in the following sections.

2.4 LMX ASSOCIATION WITH WORK-HOME SPILL-OVERS

2.4.1 LMX and work-home enrichment

The role of leadership has been analysed by means of the renowned LMX theory and its relationship with positive and negative spill-over effects of work into family life. Wallace (2014) identified four components that encompass work-home spill-over, namely positive work-home interaction or enrichment, positive family to work interaction, negative work to home interaction or conflict and negative family to work conflict or interaction. Positive spill-over have been studied by utilizing the relatively new concept of work-home enrichment, in its association with work-to-family facilitation, as suggested by Wallace (2014) and Fung, Ahmad & Omar (2012). This study examined the impact of LMX on two one-

dimensional spill-over constructs: work to home conflict and work to home enrichment, the former encompasses a negative and the latter a positive perspective.

Work-home enrichment refers to the transmission of values, affect, abilities and behaviours from the work to the family domain permitting for beneficial outcomes in the receiving domain (Crain, 2012). Greenhouse and Powell (2006) as cited in Fung et al. (2014) defined work -home enrichment as “the extent to which experience in one role improves the quality of life namely performance or affect, in the other role” (p.96). Tummers and Bronkhorst (2014) stated that work-home enrichment also implies that positive involvement in work lead to a positive emotional state or attitude that assist the individual to be a better family member. Fung, Ahmad and Omar, (2014) take it a notch further by suggesting that forming part of a job enriched with characteristics such as autonomy and involvement it may well increase workers’ supposed control over work-home related matters.

It is thus evident that work-home enrichment is bi-directional which means that resources created from the work role may shift to an individual’s family role, with a subsequent improvement in the quality of their family life (Wallace, 2014). For example, a supervisor who offers a working father family responsible leave (as the resource) to watch over his sick child will possibly contribute towards work-to-family enrichment. Some researchers, including Carvalho and Chambel (2014) found that employees that experience job independence would improve their creativity, flexibility and problem-solving skills that can serve as a resource for the family and therefore will enrich the family domain. Siu, Lu, Brough, Lu, Bakker, Kalliath, and Sit (2010) also revealed that work-home enrichment positively related to job autonomy and not only to organisational characteristics such as family-friendly policies and supervisor support. For this positive spill-over to happen, the supervisor and subordinate need to have a decent liaison, which entails a high-quality social exchange or LMX relationship and the supervisor accordingly, need to present the subordinates with more awareness about the workings of the organisation and furnish them with additional responsibilities (Tummers & Bronkhorst, 2014). The study of Michel, Kotrba, Mitchelson, Clark & Baltes (2011) observed that social interchange of a high-quality between supervisors and employees effect experiences in the interface between work and family life. This further means that the supervisor-subordinate relationship does affect the subordinates’ working experiences that consequently affect the work-home spill-over, as emphasised by Tummers and Bronkhorst (2014). The positive spin-off from work to the family can therefore be viewed as an enrichment from the work to the

family domain. Tummers and Knies (2013) affirm the positive effect of enrichment by arguing that work-to-home enrichment takes place when job resources advance performance in or positively affect the home experience, which can lead to a state where employees experience meaningful work.

2.4.2 LMX and Work-home conflict

Warokka and Febrilia (2015) describe work-home conflict (WHC) as a “form of inter-role conflict in which the role pressures from the work and family domains are mutually incompatible in some respect. That is, participation in the work (family) role becomes more difficult due to the virtue of participation in the family (work) role” (p 3). Work-home conflict happens, according to Warokka and Febrilia (2015) and drawing from Chen, Powell and Greenhaus (2009), when there is an inconsistency between the real situation and people’s expectation that will disturb and decrease their role’s performance at work or family. The traditional work-home conflict, in its association with work-family interference, have been utilised to analyse probable negative spill-over effects. This interference refers to a state in which the demanding nature of both work and family responsibilities become irreconcilable with the consequence that participation in the family role become challenging due to participation in the work role (Tummers & Bronkhorst, 2014; Das, 2016; Warokka & Febrilia, 2015). An example of the negative interference phenomenon was presented by Tummers and Bronkhorst (2012) in their study of 790 Dutch healthcare professionals, in which they commented that for a midwife to provide assistance to pregnant women delivering their children, they are required to work long hours and nightshift, with the end result that the midwife, due to the enormous role-overload, can experience work-home conflict. The midwife, on the contrary and interesting enough, can also experience work-home enrichment, as she will obtain some status and credit for the work that will leave her with a positive emotion and high self-esteem, that will positively affect her life outside the workplace.

Mollo, Stanz and Groenewald (2005) conducted an interesting South African study in the manufacturing and engineering enterprise, specifically in an organisation doing per-way business (providing mining and railway companies with steel for rail-tracks and roads). The company had experienced numerous problems and of particular importance was findings that a lack of effective leadership was the cause of inadequate performance. Some of the recommendations made were the implementation of seminars and workshops with the objective to improve leadership competencies in the organisation. (Mollo et al., 2005). The suggestions above are significant for this study in that similar recommendations will come to the fore

when dealing with the last chapter of the research. This chapter will further look at previous literature to obtain an understanding of LMX, also the variables at work that link LMX and the different work-home outcomes. A previous study by Lawrence (2011) envisages a curvilinear relationship between LMX and work-home conflict and observe role-overload as a mediator between LMX and work to home conflict. Although a majority of the LMX literature have paid attention to leader behaviours that lead to positive outcomes for high-quality members, researchers recently also started to examine the circumstances under which LMX could result in negative outcomes (Lawrence, 2011).

Participating in high-quality LMX relationships, according to Lawrence (2011) and Head (2014) can also reach some point upon which subordinates begin to experience distress, along with negative work and non-work related outcomes as they encounter increased role stressors. These subordinates, while trying to live up to the leader's high expectations will take on additional task and extra-role behaviours to reciprocate the additional support and resources that they receive (Lawrence, 2011; Head, 2014). By drawing from two studies, firstly Harris, Kacmar and Witt (2005) and secondly Harris and Kacmar, (2006), Head (2014) observed that the first study example demonstrated that, although turnover intent is generally regarded as having a negative linear relationship with LMX, it has proven evidence of a curvilinear relationship. In the second study, stress shown to have a curvilinear relationship with LMX, in which both high and LMX relationships of a low-quality led to increased stress. Conversely, members of a low-quality LMX may feel unfairly treated and have reduced expectations or feelings in their work exchanges towards the supervisor as they receive limited, if any, additional benefits from their supervisor (Alshamasi & Aljojo, 2016; Chang & Cheng, 2014). Engagements in a low-quality LMX relationship embodies interactions with leaders that follow formal contract of employment requirements, and these subordinates are not willing to speak up if they do not have a close relationship with the leader (Chan & Yeung, 2016; Lawrence, 2011). Low-quality LMX subordinates that do not engage in additional tasks will experience less conflict between work and home but expected to experience work-home conflict due to their reduced independence and a lack of supervisor support (Lawrence, 2011).

A certain consequence of these contradictory and excessively demanding work roles is the creation of augmented time and psychological stresses within the work domain. It means that the succeeding work pressure, which obstructs role requirements in the family territory, may henceforth increase work-home interference (Dolcos & Daley, 2009). In addition, literature reviews like those of Tummers and Bronkhorst

(2014) further concluded that work pressure or role-overload function as a mediator between LMX and work-home conflict.

2.5 POTENTIAL MEDIATORS OF LMX, WORK-HOME ENRICHMENT AND WORK-HOME CONFLICT

2.5.1 LMX and meaningful work

Gill (2016) draws from Allan, Duffy and Douglas (2015) in identifying meaningful work as a subset of a meaningful life and experiencing meaning in one's work can make one's life meaningful by applying a stable approach between the employment work and non-employment domains, that can most probably improve work to home enrichment. Fletcher (2016), deriving from a study conducted by Yeoman (2014), proposes that meaningfulness has been highlighted as an essential psychological need that strengthens an individual's self-worth and life experience. Fletcher (2016) also, in paying reference to Truss and Madden (2013), indicate that these researchers propose that meaningfulness arises when individuals perceive an authentic connection between their work and a broader transcendent life purpose beyond the self. When one can transcend beyond yourself, you are in control of your own destiny, having a sense of self-worth and perseverance. When an individual has an understanding about the be all and end all of his or her actions, at work or outside of it, he or she becomes aware of his or her purpose in life (Gill, 2016). Hoole and Bonnema (2015) mentioned a few scholars who define meaningful work as the presence of qualities in the workplace or the work itself aligned to a person's definition of meaning (Fairlie, 2011); a feeling of purpose on one's overall existence which creates a sense of harmony and completeness (Overell, 2008). Individuals that experience meaning in their work are also engaged employees that have an enthusiastic and inspired demeanour with high energy levels and can contribute to the profitability of their company (Qiu, 2017).

A study on the work and meaning inventory presented by Steger, Oishi and Kashdan (2009) confirm that people are destined to perceive their lives as meaningful when they recognise that their lives have a purpose and being noteworthy. South African studies relating to meaningfulness have been relatively scanty, and one South African study by Geldenhuys, Laba and Venter (2014) refer to meaning as a notion that involves the workplace as an unavoidable part of an individual's reality, inevitably linked to their existence (negative or positive). Other studies are those of Olivier and Rothmann (2007) that examined the psychological meaningfulness and the meaning of work (meaningful work), as depicted by Carvalho

and Chambel (2014). The workplace to be a meaningful, need to offer the employee a degree of freedom and control over the organisation's formulated plans; it needs to serve a purpose and promote work-life balance (Gill, 2016). Meaningful work requires an objective construct, a structure, content and outcome for meaningfulness to be experienced (Gill, 2016) and at a subjective level, as suggested by Allan et al. (2015) and Steger, Dik and Duffy (2012), work is perceived by a person to be significant, that facilitates personal growth and contributes to the greater good. These two constructs, objective and subjective, need to balance each other for an individual to experience meaning (Gill, 2016). Meaningless work, in contrast to meaningful work, refers to a state when the employee's objectives are unclear, and the employee experiences an inability to complete everyday tasks with the consequence that his/her mind and spirit are no longer able to function as one (Gill, 2016). The concept of meaninglessness, according to Tummers (2013), originated from the alienation concept that consists of a number of meanings. When it comes to LMX, the distinction between meaningful engagement and meaningless commitment lies in the quality of the LMX relationship being perceived as authentic and the ability of such exchange to bring harmony and balance into the personal and professional lives of the employees (Gill, 2016). The quality of LMX and their personal life will increase if employees experience their work as meaningful. Previous studies have reported that meaningful work mediated the relationship between LMX and other constructs for instance organisational citizenship behaviour, turnover intention and work-life enrichment (Ozdevecioglu, Demirtas & Kurt, 2015; Tummers & Bronkhorst, 2012).

Some of the underlying theoretical suppositions regarding the LMX quality refer to disengaged employees that experienced low meaningfulness at work because of a low LMX exchange, while embedded employees experience high meaningfulness at work from their high LMX engagement with the supervisor. In fact, Ozdevecioglu et al. (2015) noted that some scholars, Lee, Murrmann, Murrmann and Kim (2010) and Bauer, Erdogan, Liden and Wayne (2006), with reference to the relationship between turnover intent and LMX, suggested that subordinates who tolerate a LMX relationship of a low-quality are more susceptible to resign than those with a higher level of LMX quality. Meaningful work should be work that facilitates the development of one's rational capabilities. Possible improvement in the abilities can happen if the degree of LMX positively influenced the experienced meaningfulness, with the provision that the LMX relationship is of a high quality and the subordinate receive more opportunities and decisional freedom to play a part (Tummers & den Dulk, 2013). The aforesaid finding is consistent with studies presented inter alia by Rastgar, Pourebrahimi and Davoudi (2012), who suggested that meaningful work

can serve as a mediator between organisational elements and work outcomes; also empirical evidence of Malik, Naeem and Ali (2011) that have shown that both LMX and meaningful work positively related to important positive organisational behaviours. Organisations can yield benefits through meaningful work that will probable guaranteed positive work outcomes that include a satisfied, engaged and committed workforce, with the subsequent experience of a high level of work to home enrichment for the employee. If the employees form part of an organisation with objectives that are complex and ambiguous, it might be challenging for those employees to appreciate the impact of their effort to the organisation or society as a whole, and to experience their work effort having any meaning (Hoole & Bonnema, 2015; Tummers & Knies, 2013). Effort that employees exercise over and above their formal job requirements can be referred to as work effort and if work is meaningful than it will consequently have a positive and mediating effect on outcomes outside the work, with the consequence that the employee will experience work to home enrichment.

2.5.2 Work to Home enrichment and meaningful work

Meaningful work serves as an emotional dimension of work-to-home enrichment, which means that enrichment happens when the employee feels appreciated and subsequently expresses a positive mood at home (Tummers & Knies, 2013). Employees experience joy at work, they are looking forward coming to work, and they see a connection between work and the social good (Ozdevecioglu et al., 2015). One aspect, according to Van Steenbergen (2007), is important to note, namely that enrichment means that the subordinate's impression about his or her participation and experience of meaningfulness in one role increases that subordinate's value of life in the other role. Tang (2010), by considering the role expansion theory, also posited that work-home enrichment can be a form of interaction where resources embedded in one role making participation in the other role easier. Satisfactory role engagement among domains can positively relate with individual's well-being since it can decrease conflict and stress in the one domain, both which can be detract from well-being or meaningfulness (Greenhaus & Powell, 2003). The role of work-home enrichment as an essential mechanism have been stressed by some researchers including Carvalho and Chambel (2014) who claim in their study of a sample of 1,390 respondents from a Portuguese bank, that that work-home enrichment is an essential mechanism in clarifying the linkage between autonomy, supervisor support and employees' wellbeing; and also Sha (2014), in a comparative study amongst German and Indian managers, claim that work-home enrichment serves as an essential

instrument to integrate work and family and helps to achieve work-life balance, and therefore work needs to be meaningful to the individual.

Other researchers reported that not all employment organizations experience meaningful work equally, for instance Tummers and Knies (2013) suggested that it seems that the level of meaningful work in education and also healthcare serve as a significant predictor of outcomes, while in local government workers seems dedicated and still encounter work to family enrichment irrespective of the level of meaningfulness they perceive in their jobs. Experiencing meaningful work can therefore differ from sector to sector because of the difference in the relationship quality between the supervisor and subordinate. A low quality of the relationship, especially when role-overload are negatively correlated to work-home enrichment, can probably lead to an increase in work to home interference, which will be discussed in the following paragraphs.

2.5.3 The effect of role-overload on LMX and work-home conflict relationship

Tordera, González-Romá and Peiró (2008) postulates that role-overload refers to the employee's perception that the work demands that she or he receives exceed the resources that he or she needed. Lawrence (2011) describe role-overload as circumstance in which individuals feel that too much is expected from them with regards to their responsibilities or activities when considering the amount of time available, other responsibilities and constraints. For example, subordinates in high-quality LMX relationships may have benefits that their low-quality LMX peers do not receive, but along with these extra benefits come higher expectations from and obligations to the leader with the result that these obligations could become so overwhelming that it produces greater stress (Jian, 2014). The study of Lawrence (2011) also suggest that high-quality LMX members are expected to experience role-overload as they undertake extra assignments and responsibilities and devote time refining their relationship with their supervisors. These individuals will probably experience high levels of engagement as they receive support, resources, and challenging assignments from their supervisors, but there is also a likelihood that they will experience work-home conflict as a result of role-overload as they also allow time to slip away from them and display difficulty in detaching from their work (Lawrence, 2011). This research is based on the idea that leaders serve as important agents for role definition and will have an influence on the dysfunctional aspects of the role definition process; meaning that they will have an impact on the levels of role stressors stemming from that process (Jian, 2014; Tordera et al., 2008).

The LMX quality construct relate directly to the role of leaders as a basis in providing important resources for their subordinates. Therefore, there is an expectation that the level of resources received by subordinates in a high-quality LMX relationship with the leader, will contribute to a decrease of perceived role-overload (Tordero et al., 2008). In addition to the aforesaid researchers has also shown that subordinates in high-quality LMX relationships may feel empowered, will have a broader negotiation latitude and, therefore can exercise stronger influence on their leaders (Tordera et al., 2008). Notwithstanding the high LMX relationship, employees may still find it rather overwhelming to fulfil their organisational-member role and in some instances will demonstrate individual initiative, for example, taking work responsibilities home to complete, staying at work after normal business hours, working on their days off, attending work-related functions in their personal time, and so forth (Bolino & Turnley, 2005). This can happen in situations when they already struggle to find the time and resources needed in realistically completing in-role responsibilities. The conflict between work and home occurs because it is not always possible for the principal person to satisfy all expectations from the work and family roles (Ahmad, 2008). Each role requires energy, time and commitment and this conflict perspective originates from the scarcity hypothesis that accepts that individuals have limited time and energy to their disposal (Ahmad, 2008). Ahmad and Baba (2003) and Baba, Gluesing, Ratner and Wagner (2004) studied role-overload as experienced by employees and its relationship with work-home conflict among female physicians in Malaysian public hospitals. 87.7% of the physicians, as per the findings of the research, experienced a moderate to heavy workload likely due to the increase in the number of patients, that led to a high patient to physician ratio, as well as due to a fairly high occurrence of on-calls, and an escalation in the number of outpatients to care for (Ahmad and Baba, 2003., Baba et al., 2004).

Fu and Shaffer (2001) commented that other studies have also specified a significant relationship between role-overload and work-home conflict and these studies confirm that role-overload have been found as being the source of increased levels of work interference with family.

Supervisors should, according to Tummers (2012), endeavour to identify the problems employees have to deal with, recognize the potential of these employees, by not only paying attention to their work role, but also on the individual behind that role. If not, then employees will possibly experience work-home conflict because of role-overload, which cause increased levels of work interference with the family domain.

2.5.4 The effect of meaningful work on the relationship between LMX and work-home enrichment

Several studies, such as Ozdevecioglu et al. (2015), have showed a positive relationship between LMX and meaningful work, and have found that meaningful work partially mediates the relationship between LMX and organisational citizen behaviour (OCB). A number of previous studies have emphasized the relevance and mediation effect of meaningful work by stating that a good relationship between supervisors and subordinates (meaning a high LMX relationship) will increase organisational commitment, greater meaning in work and improved work to family facilitation (Tummers & Knies, 2013; Tummers & Bronkhorst, 2014). In another study, Tummers and Bronkhorst (2012) hypothesised that a high LMX would increase work-family enrichment mediated by meaningful work, thereby undeniably confirmed a positive relation between LMX and meaningful work and further established that work meaningfulness positively associated with work-family enrichment. In an earlier study, Cartwright and Holmes (2006) stated that employees are able to work anywhere and at any time due to the increased use of technology and long working hours. This had led to a change in the time-based and physical boundaries to the extent that work infringes the personal and family life of an individual (Cartwright & Holmes, 2006). Employees will be able to experience meaningful work if they acquire increased social support, better job security and family-friendly policies that reduced the occurrence of work-family conflict (Cartwright & Holmes, 2006).

2.5.5 Effect of demographic characteristics on employee perceptions of constructs under research

Demographic variables are an important piece of the puzzle in understanding how employees potentially differ in their opinions of their relationship with their supervisors, employees' view of meaning in the workplace, their quality of their work and how they perceive possible spill-overs from work to home. The research analyses of these perceptions of certain workplace dimensions intend to improve employee wellbeing and can assist organisations, for example in the development of policies relating to flexitime, leave and other employee-related health issues (Geldenhuis & Henn, 2017). A few studies have supported the notion that demographic variables such as age, tenure and qualifications affect organisations in numerous ways, especially how employees experience meaningful work, life satisfaction and work-family conflict (Geldenhuis & Henn, 2017). The age variable for example explained, concerning social support and psychological meaningfulness, significant amounts of variance in psychological meaningfulness (Geldenhuis & Henn, 2017). Pitt-Catsoupes, Matz-Costa and Besen (2009) on their report about a

demographic variable such as age have indicated that employees between the ages 26 or younger (Millennials/Generation Y) and those aged 27 to 35 (the Younger Generation X) were less expected to indicate that their work is meaningful than the Baby Boomers (ages 43 to 61). It was also stated by Pitt-Catsouphes et al. (2009) that respondents in different tenure groups have different experiences with regard to work overload and that respondents levels of work overload increased with tenure. According to Pitt-Catsouphes et al. (2009) respondents with 10 and higher years of experience (mean=3.49) had significantly higher work overload than respondents with 1-10 years' experience (mean=3.34), which had significantly higher work overload than those with a tenure of 0-3 years (mean=3.14). Allen and Finkelstein (2014) observed gender differences and confirmed that male respondents reported more work conflict with family than females, in instances where the youngest child was a teenager. Research done by Rai (2009) confirmed that the interaction between subordinate adulation and subordinate gender affect the LMX quality, in such a way that adulation strongly and positively affect the LMX relationship for females than those for males. Kónya, Matić and Pavlović (2016) found that employees, with a higher number of total years of work tenure, demonstrate higher levels of commitment to the values of the organisation, in other words, experiencing meaning in their work. Roos (2005) proved that employees with degree qualifications were less motivated by workplace competition and more by meaningful and stimulating job content than those with college or high school qualifications.

2.6 CONCLUSION

The chapter provided an outline of the leadership notion with specific emphasis on the Leader-Member Exchange concept, from a theoretical perspective and as per the introduction, reference to the spill-over effects of work into family life. Conceptualizations of different scholars are provided concerning the LMX theoretical methodology. The leadership contextual framework is further emphasised with reference to two different views on leadership, namely the leader- focused and relationship-based approach. The relationship based view are further accentuated by the Chinese value of *guanxi* which give managers and employees chance to meet the demands they face and provide opportunities to develop emotionally, socially and morally. This relational approach conceptualize leadership as a shared phenomenon that occurs at different levels in the workplace, it is all about how the leader stimulates employees to obtain meaning out of their work through, for example through BPM workflows.

The LMX historical narrative presents a long tradition of research that provided different descriptions of the leader-member exchange concept and scholars observed that a leader develops unique and different relationships with their followers. The social network theory indicates that three types of social relationships exist and that the relationship quality between a leader and subordinate has an impact on the satisfaction or dissatisfaction level that an employee displays during work-home spill-overs. The different stages of the leader-member exchange theory build on the previous one, and a brief description of each stage indicates the differentiation in relation with subordinates until the leader reaches stage 4 where he or she can build partnerships with the subordinates. The LMX theory refers to the relationship characteristics between the leader and subordinates and these relationships moved through different phases. The relationship first started with the original interaction between the member and the dyad and then continue through a succession of exchanges, which can be positive and emphasised by the Similarity-Attraction theory. The exchange process, which varies in quality from member to member, mean that a supervisor extends a favour to the subordinate and expecting tangible returns.

Some scholars in their research postulate that leaders behave different towards subordinates, meaning that they form dyadic relations of variable quality with members. The different types of differentiation relates to perceived differentiation, relative LMX and LMX differentiation and the effects of this differentiation may be context dependent. The LMX's strength lies in the quality of the relationships and how this quality decide whether the subordinates are members of a low or high quality "in" or "out" groups. The "out-group" members refer to followers who have limited or no ties with their leader and the "in" group indicates strong bonds with their leader. Some studies have suggested that members in a high quality LMX relationship receive more opportunities than those in LMX relationships of a low quality. Some scholars further maintained that subordinates in high-quality LMX relationships experience reduced stress due to the increased support they receive from supervisors. This study also sought to examine whether high-quality LMX relationships similarly might produce negative results, such for example work-home conflict. The LMX relationship quality can be considered, as mentioned by certain researchers, as effectual or ineffectual built on social exchange dimensions. These dimensions can be one-dimensional or multidimensional, work-based and, as proposed by some scholars, can include a fourth dimension, to be precise, professional respected. The relationship amongst LMX and the different spill-overs are explored through a literature review based on theoretical research findings comparative to the constructs of the leader-member exchange (LMX) theory, role-overload, meaningful work, work home conflict and work

home enrichment. Each of the constructs was separately discussed and in relation to one another, resultant from previous research. A further emphasis of this chapter was to examine, through previous studies, which mediating mechanisms, such as role-overload and meaningful work, affected leadership that influences work-home spill-over.

Two pathways can be single out in this study from LMX to work-home conflict (through role-overload) and work-home enrichment (via meaningfulness of work). It seems, from previous studies, that efficient subordinate-supervisor relationships are crucial for positive work-home spill-overs. Therefore, an actual implication for supervisors is to cultivate good working relationships with their employees. Demographic characteristics such as age, tenure and qualifications serve as important determinants for understanding employee experience of meaning in the workplace and will provide crucial detail regarding the impact of these factors on work becoming meaningful. The discussed literature study was used with the purpose of define and presenting previously found information relating to the above-mentioned constructs, Chapter 3 will focus on the research design, and research method, which include the research participants and sampling procedure, measuring instruments as well as the statistical analyses, utilized for this study will be discussed. In concluding, the literature studies on leader-member exchange serve as a demonstration that relationships of a leader with his/her members, through different variables such as meaningful work and role-overload, do have a major effect on the different types of work to home spill-overs employees have to experience.

CHAPTER 3

EMPIRICAL RESEARCH AND RESULTS

3.1 INTRODUCTION

The scope and research objectives of the study were the main discussion themes in Chapter 1, with subsequent analyses of the problem statement, a theoretical synopsis, research questions, research objectives, followed by a comprehensive summary of the study design and methodology. The ensuing objective of Chapter 2, from a literature perspective, was to analyse the impact of Leader-Member Exchange (LMX) impact on two work-home dimensions in a manufacturing and engineering business through proposed mediating constructs at work. The theoretical analyses of the study were supported by empirical analysis in order to add value to the study's primary goal. This chapter firstly describes the research purpose and also clarifies the rationale behind the applied method and followed by a description of the data retrieved. The chapter also covers the measuring instrument and the results on the reliability of the survey. The respondents demographic characteristics results are graphically presented, as well as an analysis of the statistical results, the ethical considerations and the data analysis techniques. This study employed LMX as a multi-dimensional model that impacts the employee experience of his/her work-home setting, positive or negative by concentrating on the social exchange relationships between supervisors of the manufacturing and engineering company and the employees reporting to them.

3.2 REVISITING THE RESEARCH PURPOSE AND PHILOSOPHY

The general objective of the study, as mentioned in Chapter 1, was to investigate the impact of LMX on the employee experience of his/her work-home environment (work-home conflict and work-home enrichment) from a literature and empirical perspective. Achievement of these objectives were realized through the supporting theoretical perspective in Chapter 2 and the empirical analysis, which is outlined in this chapter. The following specific empirical objectives were consequently followed:

- To determine whether the quality of the LMX relationship will affect work-home enrichment and work-home conflict.
- To investigate whether meaningful work is related to LMX and work-home enrichment amongst employees in a manufacturing and engineering company.
- To assess whether there is a relationship between LMX, work-home conflict and role-overload.

- To determine whether the relationship between work-home conflict and LMX is mediated by role-overload.
- To investigate whether the relationship between work-home enrichment and LMX is mediated by meaningful work.
- To investigate if there are statistically any significant differences between the respondents' demographic characteristics in their perceptions of the constructs under research.
- To determine whether there are any significant positive relationships, using statistical analyses, between the constructs of LMX, meaningful work, work to home enrichment, role-overload and work-home conflict.

Research from an academic perspective is vital to close a gap in a specific topic to enhance the body of knowledge (Priest & Hallebone, 2009). Punch and Oancea (2014) supported this argument and mentioned that the body of knowledge can improved through a systematic process of scientific inquiry when researching for relationships and new facts. Researching for the new facts or relationships also mean that you need to identify which research approach is the most appropriate type. Some researchers like Yin (2009) and Saunders, Lewis and Thornhill (2009) mentioned three foremost kinds of research that can be categorised as descriptive, exploratory and explanatory research. In descriptive research, according to Punch and Oancea (2014), a description of the phenomena is given as they exist, so that the problem can be examined further than exploratory research. Research that is exploratory in nature, according to Priest and Hallebone (2009), explain the nature of complex problems and is applied in cases where there are limited or no related previous studies. Explanatory research (analytical studies) intend to form causal relationships between variables to understand the phenomenon that is under research (Yin, 2009, Punch & Oancea, 2014). The basis of explanatory research is formed by a clear research problem. This study was both descriptive and exploratory as the hypotheses are supported by existing theory. Also, Northouse (2007) noted that the descriptive and exploratory nature of the research intends to detect causal relations between variables and to explain the underlying phenomena. According to Saunders et al. (2009), research that focuses on acquiring new insights about the recently developed phenomena are exploratory in nature.

Kraus (2005) mentioned that any research consists of a philosophy or theoretical paradigm that delivers the principal foundation that forms the basis of the specific scientific study. According to Saunders and Lewis (2012), a philosophy means the use of argument and reason in the quest for truth and knowledge

and is a structure that guides us regarding how scientific research need to be conducted. Many researchers, as stated by Kraus (2005), follow two broad research paradigms in conducting research; namely 'positivism' and 'interpretivism'. Most recently, Collis and Hussey (2014) have asserted that the word paradigm refers to "the progress of scientific practice based on people's philosophies and assumptions about the world and the nature of knowledge" (p.46) and pays attention to the nature of the relationship between theory and empirical data. One of the key objectives of this study was to collect facts about the research population for statistical analyses through reliable and valid means. Confirmation of this objective is further highlighted as the study additionally intend to make available an understanding of the respondents' human behaviour by presenting objective construed data about the respondents' demographic frameworks.

The research in this case and as generally postulated by Gill and Johnson (2010) pursued to study ordinary employees' experiences and results in conjunction with the LMX relationship quality between the leader and subordinate. This is pursued by utilising reliable data to analyse phenomena regarding correlated variables, with the ultimate objective to formulate generalizable conclusions. There are two diverse methods in generalising and testing facts, according to Gill and Johnson (2010), to be precise, deduction (testing theory) and induction (building theory). Deduction is employed by this research, and test theory by means of empirical examination so to describe the correlation between variables and similarly to confirm data validity (Bryman, 2004). Deductive research intends to explain the fundamental relationships between variables by using data that are quantitative in nature. A researcher, in the first phase of the deductive research, proposes a set of principles or ideas that are tested through empirical observation or experimentation (Berg, Ehrenberg, Florin, Östergren & Göransson, 2012). This study, as previously mentioned, applied a methodological approach that is both descriptive and exploratory, followed by a deductive approach and based on positivistic principles that include a prescribed testing of a recognised theory. The researcher executed a survey-based questionnaire to appraise the suggested research model in a manufacturing and engineering company in the Western Cape province of South Africa.

3.3 VALIDATION OF THE SIGNIFICANCE OF THE QUANTITATIVE METHODOLOGY

Validation of the quantitative study approach and its significance in gathering quantitative information is discussed in this section. The research investigates the critical impact of LMX on the employee experience of his/her work-home through the mediating effect of two variables, namely role-overload and

meaningfulness in a manufacturing and engineering company. This quantitative research, in accordance with the deductive approach, commenced with the appraisal of a large amount of literature and constructed hypotheses to interpret the relationship between independent, dependent, and mediating variables. Certainly, studies on leadership are abound with survey research and since quantitative methods need to test leadership theories, most research done on leadership is quantitative in nature (Antonakis, 2004). The present research also required quantitative data to be collected by means of survey questionnaires and in some instances, apply different data analyses to test the research hypotheses. This will be discussed in the following section.

3.4 DATA COLLECTION METHOD: SURVEY BASED QUESTIONNAIRE

3.4.1 Measuring instrument

A field study, using a survey-based questionnaire, was conducted using quantitative methods to examine the impact of LMX on employees' experiences of their work-home environment. The reason for using this was to reveal employees' sentiments about their supervisor's leadership style and the LMX quality of their relationship. De Vaus (2002) defined the questionnaire as "a general term to include all techniques of data collection in which each respondent is asked to respond to the same set of questions in a predetermined order" (p.94). The collection of viable data always needs to be assured when conducting research and as a result the current study focused on the design of questionnaires based on existing instruments used to gather data in earlier studies; this is discussed more comprehensively in the next section. A paper-based measuring instrument comprises of eight sections was designed using a pre-tested questionnaire for the identified respondents (See Annexure A). The first three sections, "consent for participation" and demographic information consist of three and nine questions: the age of the respondent, gender, race, marital status, level of education, home language, department/section in which employed, years of work experience and job title of the participants. The questionnaire consists of 30 questions categorised into five sections that followed the section on the demographic characteristics of the respondents. The fourth section includes questions about the employees' relationship with their supervisor. The fifth section covered questions about the meaningfulness of the employee's work. The sixth section included questions about possible role-overload experienced by an employee. The seventh section included questions on the employees' experience of possible conflict between work and home. Section eight contains questions based on the probable positive experience of work between work and

home. These questions originate from prevailing instruments from prior studies and will be defined in the next section.

3.4.2 Constructs and measures

This study made use of existing constructs that have revealed appropriate internal reliability in earlier studies. Responses to most of the measures used in this study were measured on a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree).

Leader-member exchange (LMX)

The LMX scale consisted of seven items developed by Liden et al. (1993). A sample item was “I have enough confidence in him/her that I would defend and justify his/ her decision if he/she were not present to do so”. The internal reliability is usually ($\alpha = 0.92$).

Meaningfulness of work

Work meaningfulness was measured by means of five items from the Mottaz (1981) scale. The scales of Mottaz (1981) are grounded on the alienation custom and mentioned meaninglessness, instead of meaningfulness. A sample item was: “I often wonder what the importance of my job really is”. The Cronbach alpha is normally ($\alpha = 0.83$).

Role-overload

The 3-item scale of Bolino and Turnley (2005) measured role-overload. A sample item is “The amount of work I am expected to do is too great.” The Cronbach alpha for this scale is in general ($\alpha = 0.84$).

Work-home conflict

Carlson, Kacmar and Williams, (2000) developed the work-family conflict, was used in this study and an example of a sample item is “The amount of time my job takes up to makes it difficult to fulfil my family responsibilities. The Cronbach alpha for this scale was ($\alpha = 0.92$).

Work-home enrichment

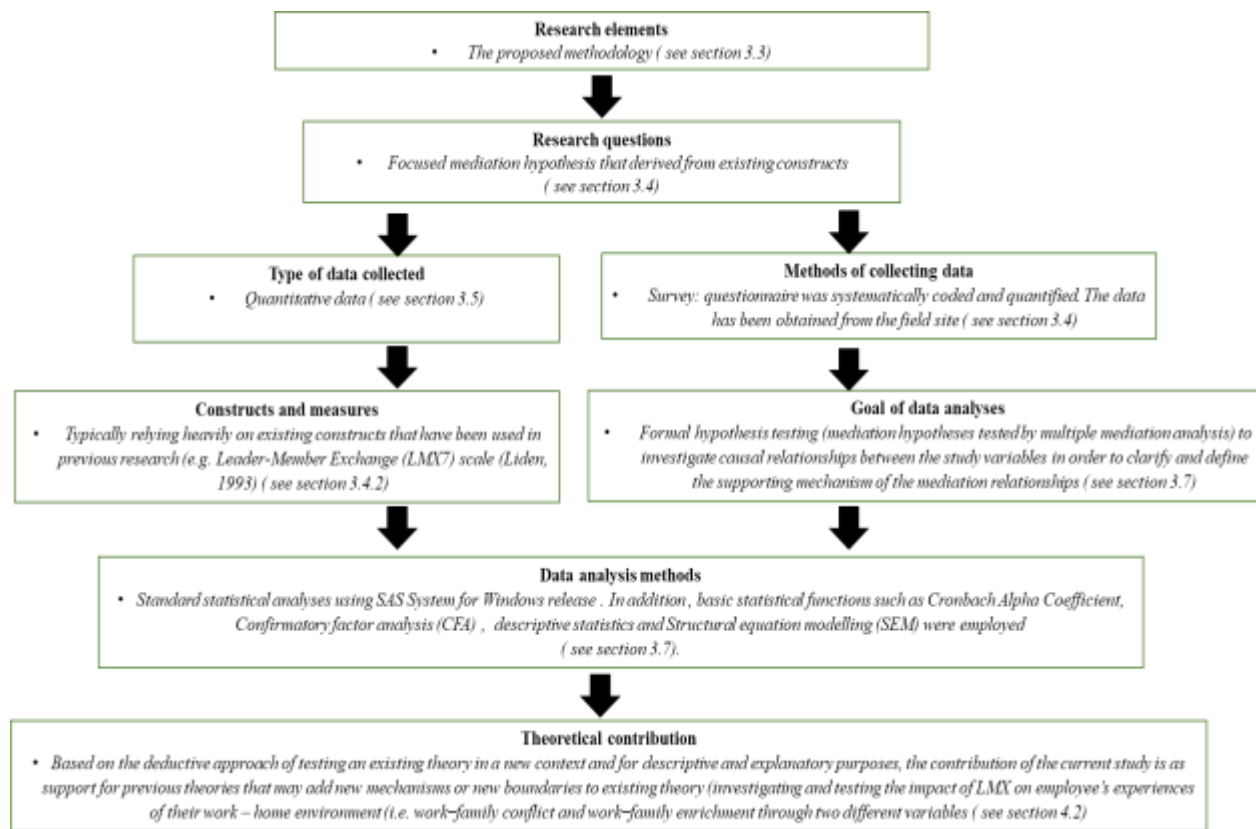
Work-to-home enrichment is a multi-dimensional construct, and the affect dimension was included in this study, “defined as when involvement in work results in a positive emotional state which helps the individual to be a better family member” (Carlson et al., 2006: 140). One of the sample items includes the following, “My involvement in my work puts me in a good mood, and this helps me be a better family member” as a sample item. The Cronbach’s alpha was ($\alpha = 0.91$).

3.4.3 Research design implemented in the study

The notion of methodological fit in field research as advocated by Edmondson and Mcmanus (2007) has been used in the current study, to guarantee that all research aspects fit together, as similarly advocated by Alshamasi (2012). To guarantee methodological fitness and safeguarding the quality of the field research, according to Alshamasi (2012), is about making sure that internal consistency between elements of a research project prevail. Edmondson and Mcmanus (2007) further proposed a structure that linked the previous theory stage to the research questions, the type of data collected, the data analysed and theoretical contribution.

The current study can be regarded as being explanatory and descriptive in nature and describes the relationships between variables in a new setting. Edmondson and Mcmanus (2007) also stated that “leveraging prior work allows a new study to refine the field’s knowledge, such as identifying moderators or mediators that influence a documented causal relationship” (p. 159). This study serves as evidence of above-mentioned statement as the LMX subject has been studied extensively and significant independent, dependent, and mediation variables are presented from literature. Therefore, the suggested methodological constructs that are suitable for the present study can be summarised as per the following conceptual framework (see Figure 1).

Figure 2: Research design constructed on methodological fit for matured theory



Source: The research elements have been adapted from Edmondson and Mcmanus (2007) model of the archetypes, “Methodological Fit in Field Research”.

The methodological fit framework in Figure 2 demonstrates the design of this research and are representative of the elements applicable to a mature theory.

3.4.4 Research population and selection of the sample

The target population of the study was 120 South African employees (working individuals) who hold a wide range of employment positions, mostly operational, in the manufacturing and engineering company under research. The researcher collected the required data from two samples: operational staff members from the different production sections and the employees from the support services. Most of the respondents were mostly artisans, assemblers, valve strippers, component refurbishers, coach finishers, coach builders, coach painters, electrical wiremen, buyers, interior finishers and HR assistants. Two of the most important elements necessary for any academic research relates to the size and type of the representative sample, and sampling strategies are normally group together as non-probability and

probability sampling (Blaxter, Hughes & Tight, 2006). Alshamasi (2012) suggested, by referring to Robson (2002) that a distinction can be made between two groups of sampling methods, in accordance with their capability to apply statistical calculations about the population. The aforementioned can be done if the probability of each selected respondent is known, and if a full list of the population is made available (Alshamasi, 2012). The relative ease to obtain an adequate source was as a result of the researcher's involvement in the workplace as a permanent employee, and therefore a complete list of the research population was available. This also made the sample frame not difficult to obtain (for example employee list, organisational structures, official numbers of employed staff). Robson (2002) suggested that it is possible to apply non-probability sample methods in circumstances where the execution of a probability sample is impossible; for example, in instances where no sampling frame is available or the required resources are not obtainable. The sampling members are chosen from the population in any form of non-random manner (Tyrer & Heyman, 2016). The study required a purposive sampling strategy to ensure that the ideal participants are assigned for the employee sample. The ensuing argument validates this decision. Measuring the exchange relationship quality between supervisors and subordinates grounded on the LMX methodology is essential in examining the research model (Alshamasi, 2012).

It is therefore vital that employees and their supervisors remain in close and frequent contact, which are considered important criteria when selecting the representative sample. It makes sense to select a purposive sample that is relevant to the choice of the respondents from amongst employees and supervisors, as encouraged by Alshamasi (2012). Respondents were therefore chosen who characterises important perspectives regarding the research questions, as suggested by Anderson (2008) and whose opinions were considered vital to the study. Accordingly, the respondents were full-time employed and work closely on a daily basis with their leaders on the same site. The researcher's special familiarity with the business and the employee tenure attained from the company's Human Resource department ensured that all the conditions above were met as a result. A large sample size remains a vital component in quantitative research, especially when it comes to statistical analysis in quantitative research, as postulated by McDaniel and Gates (2005). Researchers will for that reason be allowed to generalise their empirical results to the study population (Alshamasi, 2012). Since the population of this research is between 100 and 120, the adequate sample size should be between 80 and 86 which is considered statistically acceptable. As a result, a sample size of 120 respondents can be regarded as adequate. Matters on ethical matters and the appropriate questionnaires will hereafter be discussed.

3.4.5 Data access and ethical considerations

An agreement on accessibility to the desired data had to be constructed with the business organisation for the empirical research, and it is vital that the researchers has a well -reasoned, planned, and clear strategy that shall give unrestricted access to the requisite data (Blaxter et al., 2006). The researcher, therefore, contacted the gatekeeper at the business unit in writing to acquire permission before the commencement of the survey was conducted. The Human Resources department of the company firstly checked the questionnaire, with consideration as to which employees were easily able to be reached and to guarantee organisational privacy. The main objectives and the value of the study were explained in writing by the researcher. Possible benefits for the manufacturing company and probable outcomes of the research have also been explained. Formal departmental meetings were scheduled with prospective respondents, where the research process and objective were explained and invitations provided to participate in the survey. Assurance was provided regarding the confidentiality of their given information, the duration period of the survey and the researcher specified particulars about the targeted population. It is vital that the ethical considerations of any study be sustained and as a result the researcher had to ensure confidentiality of participants' data and allow only those employees who wanted to participate to be involved. For the respondents to remain anonymous no names were indicated on the questionnaire and the respondents were allowed to personally submit their completed questionnaires in a sealed box.

3.5 MAIN DATA COLLECTION

Distribution of the questionnaires took place amongst the different business sections that consists of operations departments and support services. The distribution process was carried out by having separate meetings with each section's employees, during which an explanation of the study objectives and the questionnaire framework was given. Finally, the physical distribution of the questionnaires amongst the respondents took place, and the survey was completed within three weeks during October 2016. The following section describes the subsequent employee response rate, characteristics, and issues that arose.

3.5.1 Response rate of research sample

A total of 120 respondents completed the questionnaires acquired from the organisation's production and support services sections out of 130 questionnaires physically distributed. Hence, the response was 95, 2%; evidence of an outstanding response rate. Equally, a study by Sivo, Saunders, Chang and Jiang. (2006) reported good response rates in their two samples, namely 90% and 95% and they further suggested that

either high or low response rates will be adequate if mitigation can be presented based on the circumstances of the research, conditions that these theorists did not explained in detail. The response rate of 120 completed questionnaires can be justified based on three reasons. Firstly, due to the researcher's full-time employment at the company, it was easy to gain the right of entry to data and the selected respondents. Secondly, the researcher's ability to follow all ethical conditions added to the high response rate. Employees felt that they could trust the researcher's ability to ensure confidentiality of employee input data. Thirdly, the researcher's ability to provide clarity on certain aspects of the research, such as the objectives and value of the study, meant that the respondents were encouraged to give optimal support and assistance that ultimately contributed to the survey's smooth completion.

3.6 DESCRIPTION OF DEMOGRAPHIC CHARACTERISTICS

In this section the distribution of the demographic data is discussed, and Section 1 of the questionnaire consist of data about the respondents' demographic characteristics acquired, and the results are for that reason outlined in Table 1 as follow:

Table 1: *Respondents' demographic characteristics (N = 120)*

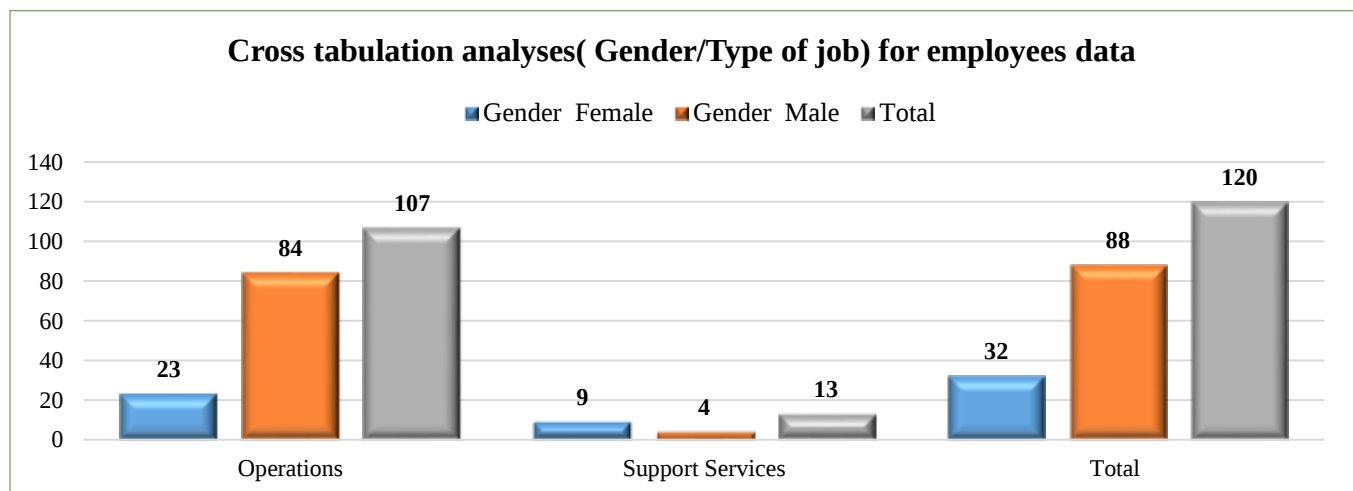
Item	Category	N	Percentage (%)
Gender	Male	88	73
	Female	32	27
Age	21-35 years	66	56
	36-60 years	51	43
	60+ years	1	1
Race	African	9	2
	Coloured	109	91
	White	2	2
	Indian	0	0
Marital status	Married	62	52
	Living together	14	12
	Divorced	7	6
	Widowed	1	1
	Single	34	29
Highest qualifications	Grade 10 and Lower	24	20
	Grade11	15	13
	Grade 12	55	46
	Diploma or Certificate	22	18
	Undergraduate Degree	3	3
	Post- Graduate Degree	0	0
Home Language	English	0	0
	Afrikaans	112	94.1
	Setswana	0	0
	Sesotho	0	0
	isiXhosa	5	4.2
	isiZulu	3	2.5
	isi Ndebele	0	0
	Siswati	0	0
	Tshivenda	0	0
	Xitsonga	0	0
	Sepedi	0	0
Years of experience	1-4 years	23	20
	5-10 years	52	46
	11-15 years	17	15
	16-30+ years	22	19
Section /Department in which employed	Operations	107	89
	Support services	13	11

The table above demonstrate the demographic data for the respondents. The table points out that 55% of the respondents between the ages of 21 and 35 represented the bulk of the survey sample while the minimum number of respondents, 1%, represents the age group 65+ years. Furthermore, 46% of the sample has 5 to 10 years' work experience, 20% of the respondents have less than 5 years' experience and 19% between 16 -30+ years. Also, 21% of the respondents have a Grade 12 qualification, with 33% Grade 11 and lower, while 21% has post-matric qualifications. The abovementioned information serves as confirmation that variance is present amongst the respondents concerning gender and job type characteristics. A cross-tabulation analysis has therefore been employed to study the difference.

3.6.1 Cross-tabulation analyses

Cross-tabulations (called cross tabs for short) are labelled by White and Korotayev (2004) as contingency tables as they test hypotheses regarding how some variables are dependent upon others, or how increases in one affect increases, decreases or shape modifications in others. Cross-tabulation can be described, according to Garson (2013), “as the analysis of data in tables and is also called contingency table analysis and for three-way tables and higher, the elaboration model.” (p3). The succeeding graph (Figure 3) illustrates the results of the cross-tabulation analysis derived from the data of the employee's completed questionnaires.

Figure 3: *Cross tabulation analyses regarding gender and job type*



The cross-tabulation analyses illustrated variation among the company's respondents as per their job type and gender. Figure 3 shows that male employees were the majority of the respondents employed in

operations (84) and only 23 were female staff working in operations, with nine female respondents employed in the support services, that formed part of the sample.

3.6.2 Distribution of total sample respondents

The ensuing table demonstrates the distribution of the sample regarding job type and gender to compare the sample representation to the entire staff population.

Table 2: *Sample distribution of total respondents regarding job type and gender*

Type of job	Respondents	Gender		Total sample/ Company (type of job)		
		Female	Male			
		Total female respondents	Total male respondents			
Support Services (SS)	HR	1	0	Total (SS) respondents 13	Total Sample %: 120 (10.9%)	Total Company: 201
	Planning	2	0			
	Procurement	3	1			
	Quality	2	2			
	Finance	1	1			
	Total and % by gender and type of job	9 (5.8%)	4 (5%)			
				Total (OS) respondents 107		
Operations (OS)	BUP	2	14			
	Body Works	2	8			
	Paint Shop	4	13			
	Maintenance	2	13			
	Mechanical	2	5			
	Electrical Rewire	5	4			
	Electrical Components	1	10			
	Stores	3	3			
	Coach Building/Fittings	2	15			
	Total and % by gender and type of job	23 (18%)	84 (71.4%)			

The total number of business employees in 2016 was 201 including 14 males and eight female support service staff and 19 females and 160 male operations personnel. The manufacturing and engineering business only differentiates between the type of job (support service / Operations) and gender. Consequently, the total percentage of support service staff in 2016 was 11% (female; 4% and male; 7%) and the total of operations staff was 89% (female; 9% and male; 80%).

3.6.3 Comparison between total sample respondents and company

The following table demonstrates the percentage comparison between the total respondents in the sample (120) and the company according to gender, as per example illustrated by Alshamasi (2012).

Table 3: *Percentage comparison between the total respondents and company regarding gender*

Gender	Respondents (sample)		Company	
	Comparison to the whole sample (120)		Gender comparison to the whole company (201)	
	Frequency	Percent	Frequency	Percent
<i>Female</i>	32	27%	35	14%
<i>Male</i>	88	73%	166	86.5%
<i>Total</i>	120	100%	201	100%

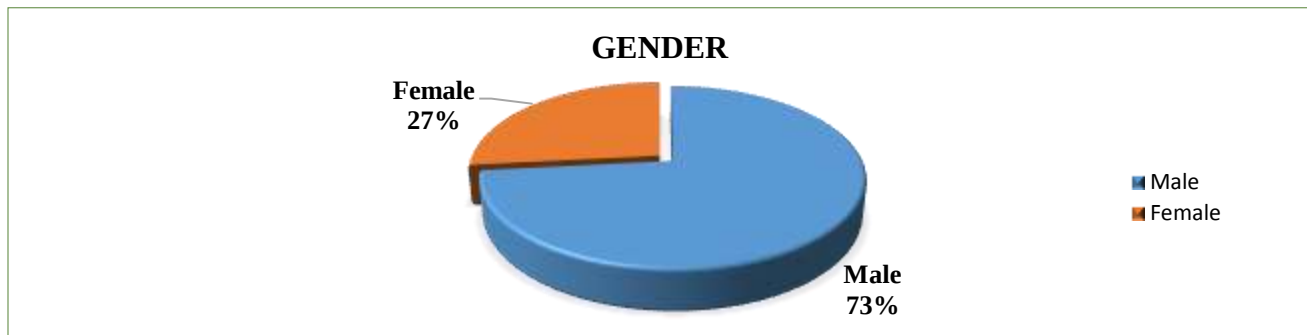
Table 3 illustrates, regarding job type, that the 120 respondents from the study sample represent approximately 60% of the total employee population. Similarly, the majority of respondents were male (73%) as exposed by the gender analysis revealed and 27% females. The predominant gender type of the manufacturing and engineering work is male-oriented as the company prefers to employ mainly males due to factors such as the severity of the work, shift work, hot conditions, and heavy loading, although females are recruited but mostly in the support services which are more office based. The abovementioned occupational nature largely serves as an important feature on the variations amongst respondents and the response rate.

3.6.4 Gender distribution

As can be seen in the pie chart in Figure 4 below most of the respondents from the study were males, 73% with 27% female respondents indicated in the research process. This serves as an indication that the highest percentage of employees regarding gender is male-dominated, that actually impacts the leader

member exchange process in this particular workplace, as male staff do feature more prominently in the relationship challenges between supervisors and subordinates.

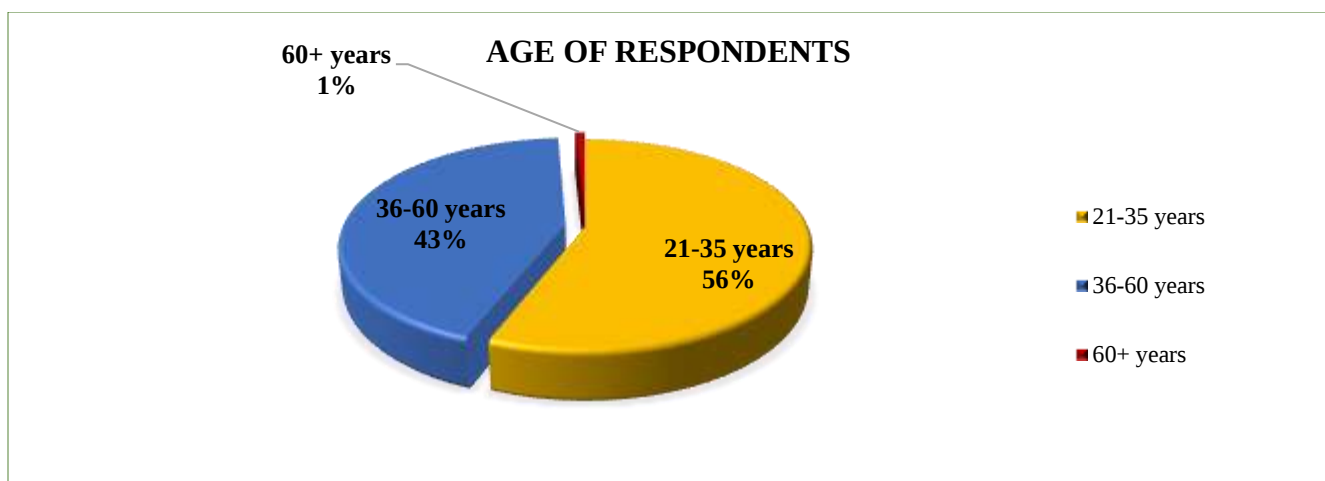
Figure 4: *Gender distribution of respondents*



3.6.5 Age distribution

The pie chart in Figure 5 underneath exhibits the age division of respondents with most of the respondents between the age group of 21-35 years, 56% and 24% of respondents between the ages of 36-45 years. Only 1% belongs to the age group 60+.

Figure 5: *Age division of respondents*

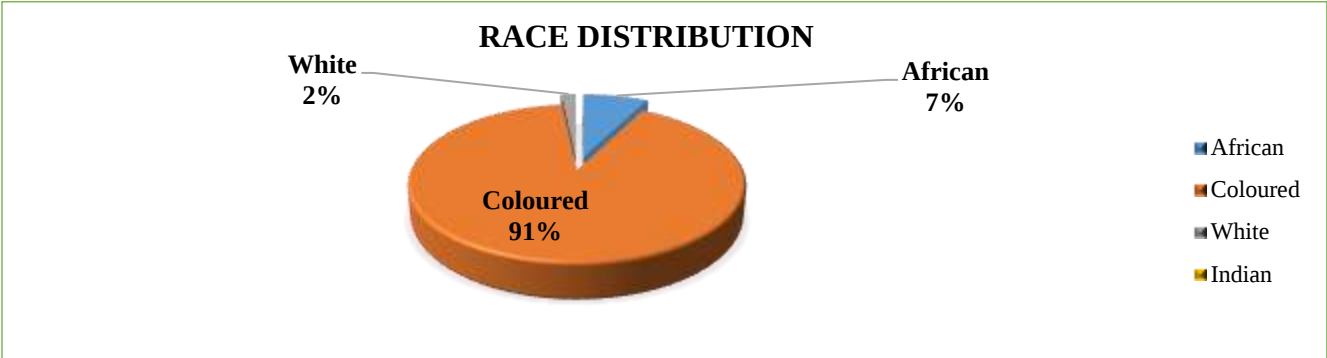


3.6.6 Race distribution

The different racial groupings, regarding the respondents, illustrated by the pie chart in Figure 6 confirm that 91% of the respondents were coloureds, illustrating the demographic environment where most of the employees come from, namely the Touwsriver town in the Western Cape. 7% of the respondents were

Africans, and this emphasises the overwhelming black representation amongst the overall staff population in the company, with only 2% white respondents.

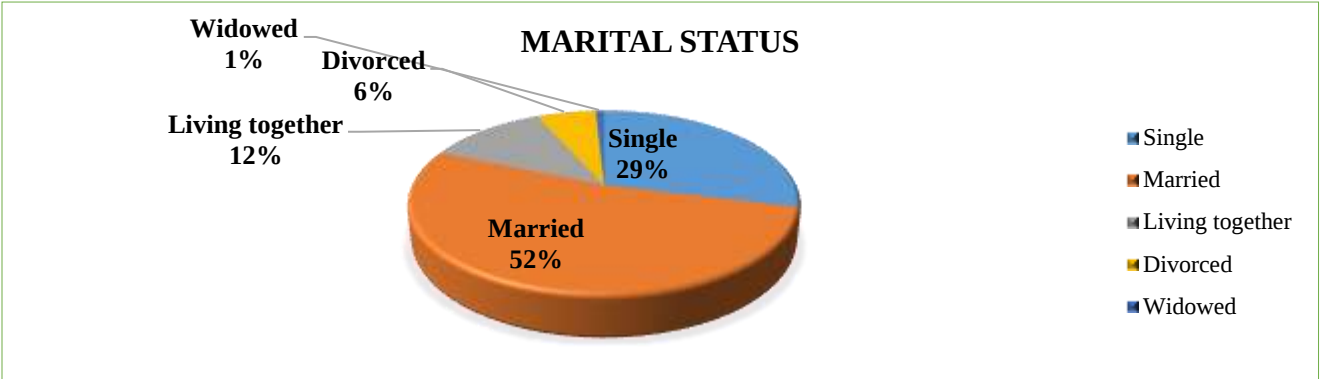
Figure 6: Respondents according to race



3.6.7 Marital status of respondents

The pie chart in Figure 7 below displays the married respondents employed in all the sections of the company: A total of 52% of the respondents confirm their marital status, 12% are living together, 6% divorced, with 29% single and 1% widowed.

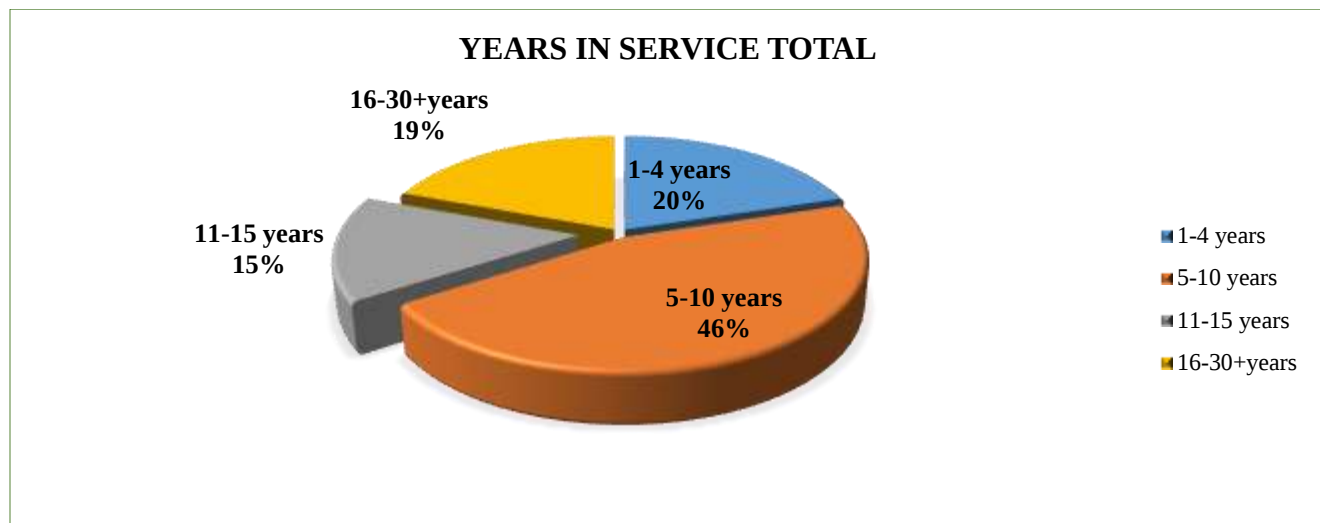
Figure 7: Marital status of respondents (percentage)



3.6.8 Years in service (tenure) of respondents

An important aspect is the tenure or in other words the duration of employment for the company. The pie chart in Figures 8 beneath illustrates that most of the respondents (46%) have 5-10 years of work experience, with 15% between 11- 15 years and 4 that have 30+ years working experience.

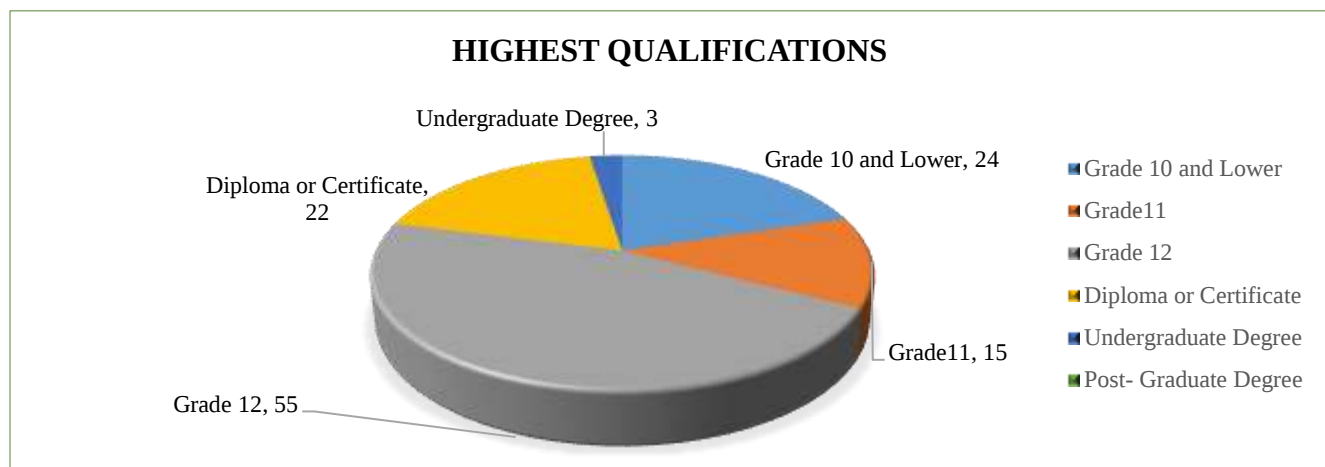
Figure 8: *Tenure of respondents (percentage)*



3.6.9 Educational level of respondents

The pie chart in Figure 9 indicates that 46 % of the respondents have an educational level of Grade 12 while 20% consist of a Grade 10 and lower qualification. Respondents that do have an undergraduate degree are only 3%, 18% having a diploma or certificate with no respondents having a postgraduate degree. It can, therefore, be concluded that a huge percentage of the respondents are either semi-skilled or technically skilled but a very low percentage is professionally qualified.

Figure 9: *Educational level*



3.6.10 Main data collection issues

Some issues during the data collection process did influence the response rate, and these issues are as follow. A few of the support services staff members, who were earmarked to complete the questionnaire, did not consent to participate and provided different reasons for not doing so. One reason provided was the fact that the job title needs to be indicated, which according to some employees could have an impact on the confidentiality of their responses. Some questionnaires were not returned, and these have to be disregarded from the total of employees' responses and subsequently not taken into consideration for statistical analysis.

3.7 STATISTICAL ANALYSES

Statistical analyses were conducted using the SAS statistical programme for Windows release (SAS Institute Inc, 2015). For the first step a Confirmatory Factor Analyses (CFA) were applied to assess the Cronbach alpha coefficient of the data analysed and to assess the validity of each of the factors of the measuring instruments. The Cronbach alpha coefficients serve as an indication of reliability (Struwig & Stead, 2010) and were accepted at a 0.70 or greater value (Viljoen, 2014). The Confirmatory Factor Analyses model, also termed the measurement model, according to Byrne (2010) determines whether a relationship exist between the measured variables and the factors present. This was followed by descriptive statistics to analyse the data with the objective of presenting a general and logical picture of the gathered data (Pallant, 2013) and the results were described by applying means and standard deviations. Interpretation of comparisons between group's means was done by utilizing Cohen' (1988) effect sizes, d. The independent T –test, a parametric test, was used to measure the mean scores of two independent constructs or groups. Measures of effect sizes reveal how huge the effect of an independent variable was (Burns and Burns, 2008). The calculation of Pearson product-moment correlation were utilised to determine and describe if linear relationships existed amongst variables (Pallant, 2013). Lastly, a Structural Equation Modeling (SEM) was applied by utilizing AMOS version 18 to test the hypothesized model in Figure 1 by specifying if any correlations between the different variables do exist. A SEM provides, according to Byrne (2010), a practical and appropriate method in clarifying the latent structure which underpins the observed variables with the main undertaking to examine how appropriate the observed data fit the limited structure. A statistical hypotheses test, called the Chi-square (χ^2), was used to test whether the proposed model fits the observed data (Field, 2009). Other goodness-of-fit indices that

were utilised in collaboration with the Chi-square (χ^2) are the Comparative Fit Index (CFI), Tucker-Lewis Index (TLI), the Root Mean Square Error of Approximation (RMSEA) and Normed -Fit-Index (NFI).

3.8 RELIABILITY AND VALIDITY OF THE SURVEY

3.8.1 Reliability of research questionnaire

As mentioned previously in section 3.7, the internal consistency or reliability of the factors in the questionnaire were determined by utilising the Cronbach Alpha coefficient as an internal consistency measurement instrument. Acceptable values that indicate a cut-off point of 0.70, as suggested by De Vos, Strydom, Fouche and Delport (2011), serve as an indication of high reliability. Havenga (2008) stated that a preferred reliability coefficient would generally fall between the ranges of 0.80 to 0.90. Table 4 illustrate the reliability of the measurement instrument that includes a summary of the Cronbach alpha, mean and standard deviation.

Table 4: *Summary of reliability of the measuring instrument*

Construct	N	Cronbach Alpha as indicated in literature	Source	Summary of Cronbach Alpha in survey	Mean	Standard deviation
LMX	120	0.90 0.96	Liden et al. (1993) Bernerth, Armenakis, Feild, Giles and Walker (2007)	0.93	3.20	1.164
Meaningful work	120	0.83 0.87	Mottaz (1981) Steger, Dik and Duffy (2012)	0.76	3.85	0.665
Role- overload	118	0.84 0.88	Bolino and Turnley (2005) Jensen, Patel and Messersmith (2013)	0.76	2.90	1.019
Work- home Conflict	118	0.92 0.80	Carlson, Kacmar and Williams, (2000) Matthews, Kath and Barnes- Farrell (2010)	0.88	2.24	1.075
Work- home Enrichment	129	0.92 0.82	Carlson et al. (2006) Kacmar, Crawford, Carlson, Ferguson and Whitten (2014)	0.97	3.31	1.168

The frequency of high or low leader-member exchange quality in the selected company was measured by using seven questions on a 5-point scale, with the subordinate as referent, as discussed in section 1.4.4. The subordinate evaluates his or her relationship with his/her supervisor (dyadic exchange), and the subsequent scores reflect the quality of the subordinate's leader-member relationships. The Cronbach alpha value of the LMX in this study, showed in Table 4, was 0.93 that indicate a high internal consistency, also higher to those found for the constructs in literature, as shown in Table 4 above.

All of the other scales used in this research were over 0.7, indicative of a higher internal consistency. In summary, the study confirmed that most of the questionnaires or scales were reliable as appropriate tools to be used in the actual data collection. The average mean score for sample questionnaire items relating to LMX was 3.20 that serve as an indication of a high-quality LMX relationship occurrence. Average mean score for the meaningful work construct was 3.85 that also indicate reliability. Role-overload with a mean score of 2.90 for the sample questionnaire, work-home conflict and work-home enrichment respectively with 2.21 and 3.32 fall in the positive side of the scale.

3.8.2 Validity of research questionnaire

For all researchers, validity remains the most important concern when collecting educational data. Validity, as the most important quality of a measured dependent variable, indicates the degree to which the empirical measure accurately reflects the concept it intended to measure and to yield scores that reflect the true variables being measured (Vosloo, 2014). This means, according to Vosloo (2014), that validity talk about to the soundness of the interpretation of scores from a test, which is the most significant consideration in measurement. Confirmatory Factor Analysis (CFA) was used to determine the construct validity for each section of the questionnaire. Construct validity can consist of measures of convergent validation, content validation and criterion-related validation (Field, 2009). Kaiser's Measure of Sample Adequacy (MSA), that indicates the intercorrelations amongst variables, was computed for each confirmatory factor with the intent to determine whether a factor analysis may be appropriate for the questionnaire (Tabachnick & Fidell, 2012). An MSA of 0.5 serves as an indication of appropriate data for factor analysis. The final communalities indicate the variety from the highest to the lowest contributions of each variable to a specific factor. Table 5 shows the results of the factor analysis and specify that factors retained from the different sections of the questionnaire are the same with *LMX*, *role-overload*, *work-home conflict* and *work-home enrichment*, all having one ideal factor and *meaningful work* has more than one. These factors provided an explanation of the percentage of variation in this situation and yielded different MSA scores. The MSA for the different sections of the questionnaire differs between 0.59 and 0.92 with LMX indicating the highest MSA score of 0.92. This results in Table 5 serve as an indication that the data were suitable for statistical analyses, which confirm the truthfulness of the factor analyses. It can also be deduced from the results that the construct validity of the statements used to measure all constructs was established.

Table 5: *Validity of measuring instrument*

Construct	N	Number of factors retained	MSA	Percentage of variance explained:
LMX	106	1	0.92	71.57%
Meaningful work	111	2	0.59	58.28%
Role-overload	114	1	0.68	67.33%
Work-home conflict	101	1	0.85	69.4%
Work-home enrichment	115	1	0.91	82.11%

3.9 DISCUSSION OF RESULTS

3.9.1 Assessing the impact of the LMX relationship quality on work-home enrichment and work home conflict

Table 6 displays a summarised version of the results on the LMX relationship quality below. *Leader-Member exchange (LMX)* involves unique social exchange relationships between a leader with their followers and the quality of this relationship can varies from a low-quality LMX to a high-quality LMX (Bader, 2008; Breevaart, 2015). The quality of the LMX relationship that the subordinate has with a supervisor has been measured using the 7-item LMX scale, as indicated in sections 1.4.4 and 3.4.2, with different sample items. The results showed that 49, 64% of the respondents indicated that they know where they stand with their supervisor with only 17, 95% indicating that they seldom know how satisfied the supervisor is with their work. Approximately 67,3% of the respondents indicated, on the question “how well does he/she understand your job problems and needs?” that the supervisor understand their job problems and personal needs, with 53,4% agreeing that the supervisor recognizes subordinates’ potential and 22,0% of the opinion that they don’t receive any recognition for the potential. This anomaly serves as an indication that supervisors is not well equipped with the performance management criteria necessary to monitor employee performance effectively which serve more as an organisational inadequacy regarding comprehensive training interventions. It can also relate to supervisor’s inability to show an interest in their

subordinate's development. This lack of having an awareness of employee potential correlate fittingly with the 24, 8% that indicate, on a chance that the subordinate would be "bailed out" which serve as a sign of a low level of trust towards the supervisor. Nevertheless, still 30, 8% had a moderate idea that they will receive assistance, an indication of a high-quality LMX. About 68,9% of the respondents on average answered the question "Regardless of how much formal authority he/she has built into his/ her position, what are the chances that he/she would use his/ her power to help you solve problems in your work?", on a scale from moderate to very high. A huge amount of response variation is indicated on the question of "I have enough confidence in him/her that I would defend and justify his/ her decision if he/she were not present to do so?", with 16,81% respondents in strong disagreement and 49,9% overall in agreement to defend and justify the supervisor's decision. 84, 0% of the respondents characterise their working relationship with the supervisor from average to extremely effective.

Table 6: Summary of findings: *LMX questionnaire*

LMX (Relationship with your immediate supervisor)							
Item	% Rarely	% Occasionally	% Sometimes	% Fairly often	% Very often	Mean	SD
Do you know where you stand with him/her, do you usually know how satisfied he/she is with what you do? Motivate your answer underneath	17.95	8.55	23.93	25.64	23.93	3.29	1.396
How well does he/she understand your job problems and personal needs?	% Not a bit	% A little	% A fair amount	% Quite a bit	% A great deal	Mean	SD
	18.58	14.16	21.24	23.89	22.12	3.16	1.413
How well does he/she recognize your potential?	% Not at all	% A little	% Moderately	% Mostly	% Fully	Mean	SD
	22.03	12.71	11.86	23.73	29.66	3.26	1.543
Regardless of how much formal authority he/she has built into his/ her position, what are the chances that he/she would use his/ her power to help you solve problems in your work?	% None	% Small	% Moderate	% High	% Very high	Mean	SD
	15.97	15.13	26.05	25.21	17.65	3.13	1.320
Again, regardless of the amount of formal authority he/she has, what are the chances that he/she would “bail you out,” at his/ her own expense?	% None	% Small	% Moderate	% High	% Very high	Mean	SD
	24.79	12.82	30.77	18.80	12.82	2.82	1.343
I have enough confidence in him/her that I would defend and justify his/ her decision if he/she were not present to do so?	% Strongly disagree	% Disagree	% Neutral	% Agree	% Strongly agree	Mean	SD
	16.81	6.72	26.89	32.77	16.81	3.26	1.298
How would you characterise your working relationship with him/her?	% Extremely ineffective	% Worse than average	% Average	% Better than average	% Extremely effective	Mean	SD
	11.76	4.20	32.77	32.77	18.49	3.42	1.189

3.9.1.1 Conclusion

Research question 1: How does the quality of the LMX relationship affect work-home enrichment and work home conflict?

Table 7: *Descriptive statistics regarding the impact of LMX on Work-home Enrichment and Work-home Conflict*

Item/ Variable	N	Mean	Standard Deviation
Subordinate's knowledge about where leader stand / are satisfied with him/her	117	3.29	1.396
Understanding of job problems and needs	113	3.16	1.413
Recognition of subordinate potential	118	3.26	1.543
Leader willingness to support the other	119	3.13	1.320
Chance that the leader will "bail out " subordinate at the leader's own expense	117	2.82	1.343
Confidence in the leader to defend or justify his/her decisions	119	3.26	1.298
Effectiveness of the working relationship	119	3.42	1.189

The average mean for the first two sample questionnaire items in Table 7 above, namely *subordinates' knowledge about where leader stand / are satisfied with him/her* and if the leader has an *understanding of job problems and needs* of the subordinate was (3.22). For *recognition of the subordinate potential and the leader willingness to support the other*, the average mean was (3.20). The lowest mean score of (2.82) can be attributed to the sample item relating to *chance that the leader will "bail out" subordinate at the leader's own expense*. The average mean on the sample items relating to the subordinate's *confidence in the leader to defend or justify his/her decisions* and the *effectiveness of the working relationship* was (3.34). These results serve as an indication, specifically the highest average mean of (3.34), of the subordinate's confidence in the leader and effectiveness of the leader–member relationship, that an LMX relationship of a high quality is present, which confirm that subordinates would be probably try to establish positive relationships with their leaders as well as contributing to a positive working environment. This

appears to be in line with the notion that a high-quality LMX relationship will have a positive effect on the work-home enrichment for the subordinate and reduce the possibility of a high-level work to family conflict.

It can, therefore, be deduced from the abovementioned results that a respectable quality relationship with a supervisor is extremely significant as this will, in general, positively affect the employees' work-home enrichment and decrease work-home conflict, which also give credence to research question 1.

3.9.2 Assessing the extent meaningful work is related to LMX and work-home enrichment

- *Meaningful work* will be experienced by employees when they observe a connection between their work and their sense of self, and they then recognise that the employment context does make provision for circumstances to allow this positive linkage of the self and work (Ozdevecioglu et al., 2015). As shown in the summary of results of Table 8 below, about 88.9% of the respondents agreed with the questionnaire item “My work is a significant contribution to the successful operation of the organisation”, with 57.6% disagreeing with the statement that they are not sure that they completely understand the purpose of what they doing. 94.1% of the respondents agreed that their work is really important and worthwhile with “I often wonder what the importance of my job really is” receiving a strongly disagree/disagree response rate of 55.2%. In contrast, 35.3% agree/ strongly agree with the questionnaire item. About 41.1% of the respondents agreed that they often feel that their work counts for very little in the organisation with 41.3% in disagreement. Most of the respondents, 92.3%, agreed to the questionnaire item “I understand how my work role fits into the overall operation of this organisation”, with a significant 94.9% agreeing that they understand how their work fits in with the work of others in the workplace.

Table 8: *Summary of findings: Meaningful work questionnaire*

Item number Questionnaire item	MEANINGFUL WORK					Mean	Standard Deviation
	% Strongly disagree	% Disagree	% Neither agree or disagree	% Agree	% Strongly agree		
My work is a significant contribution to the successful operation of the organisation	4.27	1.71	5.13	45.30	43.59	4.22	0.947
Sometimes I am not sure I completely understand the purpose of what I am doing	31.36	26.27	10.17	22.88	9.32	2.25	1.381
My work is really important and worthwhile	2.54	1.69	1.69	40.68	53.39	4.40	0.829
I often wonder what the importance of my job really is	26.72	28.45	9.48	23.28	12.07	2.65	1.402
I often feel that my work counts for very little around here	15.52	25.86	9.48	31.90	17.24	3.09	1.376
I understand how my work role fits into the overall operation of this organisation	2.54	2.54	2.54	53.39	38.98	4.23	0.833
I understand how my work fits with the work of others here	1.69	1.69	1.69	50.00	44.92	4.34	0.755

3.9.2.1. Conclusion

Research question 2: To what extent is meaningful work related to LMX and work-home enrichment?

Table 9: *Descriptive statistics regarding meaningful work in relation to LMX and work-home enrichment*

Item / Variable	N	Mean	Standard Deviation
Significance of work contribution	117	4.22	0.947
Uncertainty about work purpose	118	2.25	1.381
Realise importance of work	118	4.40	0.829
Wonder about work importance	116	2.65	1.402
Work counts for little	116	3.09	1.376
Understand where work fits in	118	4.23	0.833
Understand how work fits in with the work of others	118	4.34	0.755

One can observe from the abovementioned results that the average mean score for the first three sample questionnaire items was (3.62) and for the last four items (3.58). A typical positive result can be observed from the sample item *significance of work contribution*, with a mean score of (4.22) that confirms that the respondents view their work as worthwhile. The overall average mean score for all the sample items was (3.60) and therefore indicate a high level of meaningful work that the respondents experience in the company. It is clear from the results that the subordinate experience work-home enrichment that is facilitated by a high level of work- satisfaction that they experienced. It is also clear in general that the respondents are of the opinion that their work is relatively meaningful.

In conclusion, these results indicate that meaningful work can serve as an important facilitator between LMX and work-home enrichment, consistent with theoretical expectations. The average mean results further confirm that respondents do realise the relevance of their work and also understand how their work fits in with those of others, which can only be derived from a realization that a good relationship with the leader does exist and hence positively effects the employees' perception of making a difference in their work. This demeanour will positively affect the spill-over from work to home. The results indicate the extent to which meaningful work affect or are related to LMX and work-to-home enrichment as the data do confirm that leaders give employees more responsibility and greater insight into the workings of the organisation that resulted in higher organisational commitment and consequently enriches the employee's work-to-home spill-over. It can be concluded that research question 2 was answered sufficiently as per the above supposition.

3.9.3 Assessing the effect of role-overload on the relationship between LMX influence and work-home conflict?

- *Role-overload* can be viewed as conditions in which individuals feel that they have too many responsibilities or activities when considering the amount of time available, their responsibilities and other constraints (Lawrence, 2011). The summary of the results of the effect of role-overload on LMX and the work-home conflict questionnaire is revealed in Table 10 underneath. In the following analyses, three statements were made with the intent to measure the effect of role-overload on respondents struggling in separating themselves from their work with the likelihood that they will experience work-home conflict. The respondents were requested to provide their opinion on the statements made that relate to their experience of *the amount of work* they have to do, the *time to get everything done* and also if they have *too much work for one person to do*, using a five-point Likert scale with 1 = Strongly disagree, 2 = Disagree, 3 = Neither agree or disagree, 4 = Agree and 5 = Strongly agree.

46.7% of the respondents agreed that *the amount of work I am expected to do is too great*, 32.8% of the respondents agreed that they *never seem to have enough time to get everything done at work* with 47.4% of the respondents disagreeing. It is clear from the results that there is a disparity regarding the amount of time that respondents perceive they have to finish their work. 36.8% of the respondents agreed they *have too much work for one person to do* with 48.8% of the respondents disagreeing, hence a huge difference in opinion.

Table 10: *Summary of findings: Role-overload questionnaire*

Questionnaire item	ROLE-OVERLOAD					Mean	Standard Deviation
	% Strongly disagree	% Disagree	% Neither agree or disagree	% Agree	% Strongly agree		
The amount of work I am expected to do is too great	11.21	19.83	22.41	32.76	13.97	3.18	1.227
I never seem to have enough time to get everything done at work	13.79	33.62	19.83	25.00	7.76	2.79	1.190
It often seems like I have too much work for one person to do	20.51	28.21	14.53	29.06	7.69	2.75	1.285

3.9.3.1 Conclusion

Research question 3: To what extent is role-overload related to LMX influence and work-home conflict?

Table 11: *Descriptive statistics regarding role-overload in relation to LMX and work-home conflict*

Item / Variable	N	Mean	Standard Deviation
The amount of work I am expected to do is too great	116	3.18	1.227
I never seem to have enough time to get everything done at work	116	2.79	1.190
It often seems like I have too much work for one person to do	117	2.75	1.285

One can see in Table 11 that most of the respondents (116) indicated that *the amount of work I am expected to do is too great*, as the biggest cause of their role-overload, which specify a mean score of (3.18), followed by *I never seem to have enough time to get everything done at work* (2.7) and lastly *it often seems like I have too much work for one person to do* (2.75). The response rate of 116 respondents out of a total of 120 serve as indication that four of the returned questionnaires did not have information on the first sample questionnaire statement; the same can be said for the second statement (116) and the third statement (117), with three of the returned questionnaires that provided no information on *it, often seems like I have too much work for one person to do*. Given the fact that most of the respondents agreed that they have too much work to do means that increased attention is placed on work duties, which means that this result confirms the notions of Bolino and Turnley (2005) and Lawrence (2011) in section 2.5.3, as employees who experienced at some point a high-quality LMX, will find it difficult to comply with their family roles or be present at family activities as they try to perform their additional work responsibilities. It can therefore be concluded that research question 3 was answered as the results did indicate that most of the respondents that have a high LMX relationship, as confirmed in section 2.5.3, do experience a high level of role-overload that in all likelihood will cause improved levels of work interference with family, also established in section 2.5.3.

3.9.4 Determine whether the relationship between Work-home conflict and LMX is mediated by role-overload.

- *Work-home conflict*, as indicated in section 2.4.2, refer to a state where the demands of work and family responsibilities become a mismatch with the result that involvement in the family role become challenging due to participation in the work role (Tummers & Bronkhorst, 2014; Warokka & Febrilia, 2015). In this section, the study measured the effects of working circumstances under which employees find it difficult to execute their family responsibilities. Respondents had to provide their view on the statements made that relate to the effect of them being subjected to role-overload and subsequently experiencing work to home interference. The summary of results of the work-home conflict questionnaire is shown in Table 12 below. 66.9% of the respondents' disagreed with the sample questionnaire statement *the demands of my work interfere with my home and family life* and 70.1% of the respondents also disagreed with the sample questionnaire statement *the amount of time my job takes up makes it difficult to fulfil my family responsibilities*.

72.1% of the respondents disagreed that *things I want to do at home do not get done because of the demands my job puts on me*, and 58.4% of the respondents disagreed with the statement that *my job produces a strain that makes it difficult to fulfil family duties*. Although 29.9% of the respondents did agreed with the sample questionnaire statement *due to work-related duties, I have to make changes to my plans for family activities*, 56.4% of respondents disagreed with the statement above. The results of this questionnaire shows that some respondents exceptionally disagreed with all of the sample questionnaire statements. One can infer from these results that even though these respondents do experience high levels of role-overload (as confirmed the findings in Table 10 & section 3.9.3.1) , they consequently will not experiencing a huge amount of work to home conflict, as per the results below in Table 12 and Table 13.

Table 12: *Summary of findings: Work-home conflict questionnaire*

Questionnaire item	WORK-HOME CONFLICT					Mean	Standard Deviation
	% Strongly disagree	% Disagree	% Neither agree or disagree	% Agree	% Strongly agree		
The demands of my work interfere with my home and family life.	41.07	25.89	12.50	12.50	8.04	2.20	1.316
The amount of time my job takes up makes it difficult to fulfil my family responsibilities.	42.98	27.19	11.40	12.28	6.14	2.11	1.260
Things I want to do at home do not get done because of the demands my job puts on me.	42.34	29.73	9.01	15.32	3.60	2.08	1.207
My job produces a strain that makes it difficult to fulfil family duties.	36.94	28.83	17.12	12.61	4.50	2.18	1.194
Due to work-related duties, I have to make changes to my plans for family activities	34.19	22.22	13.68	20.51	9.40	2.48	1.387

3.9.4.1 Conclusion

Research question 4: To what extent is the relationship between Work-home conflict and LMX mediated by role-overload, in the manufacturing and engineering company under research?

Table 13: *Descriptive statistics regarding work-home conflict in relation to role-overload*

Questionnaire item	N	Mean	Standard Deviation
The demands of my work interfere with my home and family life.	112	2.20	1.316
The amount of time my job takes up makes it difficult to fulfil my family responsibilities.	114	2.11	1.260
Things I want to do at home do not get done because of the demands my job puts on me.	111	2.08	1.207
My job produces a strain that makes it difficult to fulfil family duties.	111	2.18	1.194
Due to work-related duties, I have to make changes to my plans for family activities	117	2.48	1.387

In this questionnaire, "Work-home Conflict ", as illustrated by Table 13 above, a summary of the findings from the respondents indicated whether they do experience role-overload at work that afterwards affects their ability to realise their family responsibilities. The results have been discussed by applying the mean of the questionnaire score results as a reference, as depicted in Table 13. The mean provides an indication of the average position between 1 and 5 on the Likert scale used to answer the questionnaire items. Eight of the returned questionnaires had no information specifying the respondents' view on *the demands of my work interfere with my home and family life* and were therefore not counted in this analysis. Six of the returned questionnaires had no data specifying the respondents' view on *the amount of time my job takes up makes it difficult to fulfil my family responsibilities* and therefore not counted in this analysis. Nine of the returned questionnaires had no information stating the respondents' opinion on *the things I want to do at home do not get done because of the demands my job puts on me*, and *my job produces a strain that*

makes it difficult to fulfil family duties and hence not included in this analysis. Three of the returned questionnaires had no information affirming the respondents' opinion on *due to work-related duties; I have to make changes to my plans for family activities* and therefore not included in this analysis.

The mean answer for *the demands of my work interfere with my home, and family life* was (2.20), which correlates with most of the respondents' opinion on this statement. The mean for *the amount of time my job takes up makes it difficult to fulfil my family responsibilities* was (2.11), which indicate that most of the respondents agreed with the statement as indicated in Table 13 above. The mean score for *the things I want to do at home do not get done because of the demands my job puts on me* was (2.08), that serve as an indication that most of the employees disagreed with the statement, as depicted in Table 13 above. The mean answer for *my job produces a strain that makes it difficult to fulfil family duties* was (2.18), an indication of most of the respondents' opinion, which stated that they were in disagreement with the statement, as also indicated in Table 13. Based on the abovementioned findings and linking work-home conflict with role-overload, it can be concluded that the findings were unexpected, as the respondents did not agree with the entire sample questionnaire statements. These findings lead to an inference that in some instances where respondents do experience any form of role-overload, as indicated by the previous results, it does not necessarily mean that employees will encounter extreme levels of work to home conflict. These findings are inconsistent with previous research that studied the relationship between role-overload with work-family conflict (Tummers, 2012). A possible reason for this is that some respondents did not understand the questionnaire instructions and provide answers most suitable to their comprehension.

3.9.5 Assessing whether the relationship between Work-home enrichment and LMX is mediated by meaningful work.

- *Work-home enrichment* as per one definition in section 2.4.1, refer to the transmission of values, affect, abilities and behaviours derived from work to the family domain, which will lead to beneficial outcomes in the receiving domain (Crain, 2012). In this questionnaire on work-home enrichment, a 5-point Likert scale with 1=Strongly Disagree and 5= Strongly Agree was used. Table 14 below points out the summary of the findings from the respondents that had to indicate their agreement with each sample questionnaire statement.

The first sample questionnaire statement *my involvement in my work helps me understand different viewpoints, and this helps me be a better family member* resulted in a response rate of 55.93% and the

second sample questionnaire statement *my involvement in my work puts me in a good mood and this helps me be a better family member* in a response rate of 46.22%.

59.3% of the respondents overall agreed that their involvement in their work helps them *to gain knowledge* and 55.7% *feel personally fulfilled*. It also needs to be pointed out that on average 42.6% of the respondents did neither agree or disagree with the two statements above. 61.86% of the respondents overall agreed that their involvement in their work helps them to *acquire skills* and 47.82% agreed that their work involvement *makes me feel happy* with 45.6% of the respondents on average neither agree nor disagree with the two statements above. The response rate to the sample questionnaire statement *my involvement in my work provides me with a sense of success and this helps me be a better family member* obtained a response rate of 54.24% and the response rate to the sample questionnaire statement *my involvement in my work makes me cheerful and this helps me be a better family member* was 46.15%. It also needs to be noted that 23.73% and 27.35% of the respondents neither agree nor disagree with this particular sample questionnaire statements. Lastly, 54.62% of the respondents agreed that their involvement in their work *provides me with a sense of accomplishment* with 21% of the respondents neither agreeing nor disagreeing with this particular sample questionnaire statement.

Table 14: *Summary of findings: Work-home enrichment questionnaire*

WORK -HOME ENRICHMENT							
Questionnaire item	% Strongly disagree	% Disagree	% Neither agree or disagree	% Agree	% Strongly agree	Mean	Standard Deviation
My involvement in my work helps me <i>understand different viewpoints</i> , and this helps me be a better family member.	16.10	5.08	22.88	40.68	15.25	3.33	1.269
My involvement in my work puts me in a <i>good mood</i> , and this helps me be a better family member.	15.97	11.76	26.05	32.77	13.45	3.15	1.268
My involvement in my work helps me <i>to gain knowledge</i> , and this helps me be a better family member.	13.56	6.78	20.34	38.14	21.19	3.46	1.278
My involvement in my work <i>helps me feel personally fulfilled</i> , and this helps me be a better family member.	14.53	7.69	22.22	37.61	17.95	3.36	1.277
My involvement in my work <i>helps me acquire skills</i> , and this helps me be a better family member.	11.02	8.47	18.64	39.83	22.03	3.53	1.238
My involvement in my work <i>makes me feel happy</i> , and this helps me be a better family member.	15.65	9.57	26.96	32.17	15.65	3.22	1.277
My involvement in my work <i>provides me with a sense of success</i> , and this helps me be a better family member.	13.56	8.47	23.73	34.75	19.49	3.38	1.273
My involvement in my work <i>makes me cheerful</i> , and this helps me be a better family member.	16.24	10.26	27.35	29.06	17.09	3.20	1.303
My involvement in my work <i>provides me with a sense of accomplishment</i> , and this helps me be a better family member	15.97	8.40	21.01	36.97	17.65	3.31	1.307

3.9.5.1 Conclusion

Research questions 5: To what degree is the relationship between Work-home enrichment and LMX mediated by meaningful work?

Table 15: Descriptive statistics regarding work-home enrichment in relation to meaningful work.

Item / Variable	N	Mean	Standard Deviation
<i>My involvement in my work helps me:</i>			
understand different viewpoints.	118	3.33	1.269
puts me in a good mood	119	3.15	1.268
helps me to gain knowledge	118	3.46	1.278
I feel personally fulfilled	117	3.36	1.277
me acquire skills	118	3.53	1.238
me feel happy	115	3.22	1.277
provides me with a sense of success	118	3.38	1.273
me cheerful	117	3.20	1.303
provides me with a sense of accomplishment	119	3.31	1.307
<i>and this helps me be a better family member</i>			

In this questionnaire, "Work-home Enrichment ", as illustrated in Table 15 above, a summary of the findings from the respondents indicated whether they do experience meaningful work that will allow them to experience a positive spill-over from work to the family domain. The results have been discussed by using the mean of the question score results as a reference, as depicted in Table 15. The mean indicates the average position between 1 and 5 on the Likert scale used to answer the questionnaire items in Table 15. Two of the returned questionnaires had no information indicating the respondents' opinion on *my involvement in my work helps me understand different viewpoints, and this helps me be a better family member* and therefore not included in this analysis. In addition, one of the returned questionnaires had no information indicating the respondents' opinion on *my involvement in my work puts me in a good mood and this helps me be a better family member* and therefore not included in this analysis. Two of the returned questionnaires had no information signifying the respondents' view on *my involvement in my work helps me to gain knowledge, and this helps me be a better family member* and were not considered in this analysis. Three of the returned questionnaires had no information signifying the respondents' view on *my involvement in my work helps me feel personally fulfilled, and this helps me be a better family member* and were not considered in this evaluation. Two of the returned questionnaires had no information signifying the respondents' view on *my involvement in my work helps me acquire skills, and this helps me be a better family member* and were not considered in this analysis. Five of the returned questionnaires

had no information indicating the respondents' opinion on *my involvement in my work makes me feel happy, and this helps me be a better family member* and were not considered in this evaluation.

No information has been found on two of the returned questionnaires regarding the respondents' opinion on *my involvement in my work provides me with a sense of success, and this helps me be a better family member* and were excluded from the analysis. Three of the returned questionnaires had no information signifying the respondents' views on *my involvement in my work makes me cheerful, and this helps me be a better family member* and were not considered in this analysis. Lastly, no information has been found on one of the returned questionnaires about the respondents' opinion on *my involvement in my work provides me with a sense of accomplishment and this helps me be a better family member* and were excluded from the analysis. The mean answer for the sample questionnaire statement *understands different viewpoints* was (3.33), which serve as an indication that most of the respondents agreed with the statement. The mean answer for the sample questionnaire statement *puts me in a good mood* was (3.15), which indicate that most of the respondents agreed with the statement. The mean answer for the sample questionnaire statement *helps me to gain knowledge* was (3.46) that also serve as an indication that the greatest amount of the respondents agreed with the statement. The sample questionnaire statement *helps me feel personally fulfilled* mean score was (3.36), also an indication that most of the respondents agreed with the statement. The mean answer for the sample questionnaire statement *helps me acquire skills* was (3.53), which indicates that most the respondents agreed with the statement. The mean score for the sample questionnaire statement *makes me feel happy* was (3.22), which indicates that most the respondents agreed with the statement. The mean score for the sample questionnaire statement *provides me with a sense of success* was (3.38), indicative that most of the respondents was in agreement with the statement. The mean answer for the sample questionnaire statement *makes me cheerful* was (3.20), which indicates that most the respondents agreed with the statement. The mean score for the sample questionnaire statement *provides me with a sense of accomplishment* was (3.31), which serves as an indication that most of the respondents agreed with the statement.

In conclusion, most of the respondents agreed with all of the statements in Table 15 with a few exceptions relating to respondents who neither agree nor disagree. This result is in cohesion with the theoretical discussion in section 2.5.2 as per Van Steenberg (2007) postulation that work-home enrichment means that the subordinates' impression about his or her participation and experience of meaningfulness in one

role increases that subordinate's quality of life in the other role. It can, therefore, be deduced from these results in Table 15 that research question 5 has been answered.

3.9.6 Statistical results regarding the effect of demographic characteristics variables on constructs

In this section of the study demographic information was pursued to further analyse how different groups of employees perceive constructs such as LMX, meaningful work, role-overload, work-home conflict and work-home enrichment differently based on specific control variables such as the respondents gender identity, their years of service and qualifications. The independent T-test, a parametric test, can be used to measure the mean scores of two independent constructs or groups. Statistical significance does not automatically suggest that the result is important in practice, as these tests tend to yield small p -values (indicating significance) of the sizes of the data sets increase (Ellis & Steyn, 2003). Small p - values can be utilized when applying random sampling for the population, and these p -values will indicate whether there is a statistical significant differences. For example, a difference in population level with a certain margin of error (e.g. $p < 0.05$) are indicative of a statistical significance difference on a 5% significance level (Annandale, 2012). The undermentioned discussion will pay attention to effect sizes, which offer an indication of the practical significance of the results. The four T - tests below were performed to test how different groups of employees', based on the following control variables, experience LMX and the other variables. These control variables are:

- **Gender: Females vs Males**
- **Age**
- **Years' experience**
- **Qualifications**

By using a T-test one can establish if a meaningful practical significance difference ($d \geq 0.8$) exists among the variables under research. If a significant practical difference does exist, then it may well determine which construct generate the difference. The following guidelines, as per Cohen's d -value, which is the effect size that is used when two groups' means are compared parametrically (Field, 2009), have been applied regarding the differences between means:

Table 16: Guidelines for d-values to compare group's means parametrically

<i>d value</i> =0.2	the small effect in practice	Not practically significant difference
<i>d value</i> =0.5	medium effect in practice ^(Δ)	Practically visible significant difference
<i>d value</i> =0.8	large effect in practice	Practically significant difference

Table 16 shows the different constructs set out in the measuring instrument while indicating differences in the two gender categories. The first analysis was done to determine whether there are differences amongst the two gender group categories, and Table 17 shows the mean, standard deviation and d-value (effect size) when comparing the constructs with the gender categories. The categories are (1) Females; (2) Male.

Table 17: Descriptive Statistics and Effect Sizes regarding the different variables in the study for Gender: **Females** (1) and **Males** (2)

Construct	Group	N	Mean	Std. Dev	p-value (in case of random sampling)	d-value
LMX	(1)	32	2.86	1.31	0.08	0.35
	(2)	88	3.33	1.09		
Meaningfulness of work	(1)	32	3.76	0.00	0.42	0.16
	(2)	88	3.89	0.61		
Role-overload	(1)	31	2.55	1.00	0.02*	0.50 ^Δ
	(2)	87	3.04	1.00		
Work-home conflict	(1)	31	1.80	0.95	0.00**	0.56 ^Δ
	(2)	87	2.40	1.075		
Work-home enrichment	(1)	32	2.76	1.242	0.00**	0.61 ^Δ
	(2)	88	3.51	1.078		

Notes: P-value yielded by t-test for the independent group; 1 = **Females**; 2= **Males**; Std. Dev-standard deviation; Difference in total number of respondents in two variables (Role-overload & Work-home Conflict), namely 119 (31+ 87) rather than 120 due to a missing value; *Statistically significant at 0.05 level according to t-test results for independent groups;** Statistically significant at 0.01 level according to t-test results for independent groups; d-value = 0.5- medium effect in practice ^(Δ)

As can be observed from Table 17 there was no huge difference between **females** and **males** on the quality of LMX relationship between supervisors and subordinates, with **females** indicating an average mean of (2.86) and the **males** (3.33). For the meaningful construct work, on average **males** experienced more work

meaningfulness (mean=3.89) than **females** (mean=3.76). Furthermore, there was a difference of a medium effect (if d-value =0.5- medium effect in practice), already noticeable with the naked eye according to Cohen (1988), between **females** and **males** on role-overload. One can infer from this result that **males** feel more overload with work at the particular company studied (mean= 3.04) than **females** (mean= 2.55). For the work-home conflict construct, **males** experience more work-home conflict (mean=2.40) than the **females** (mean=1.80). Also, there was a difference of a medium effect size (0.05).

This could be because **males** normally have to do shift work and overtime, which in some instances can be arranged randomly without strategic planning and scheduling depending on the operational needs of the business and as external financial assistance to continue production came available.

Males, according to Table 17, also experience more work-home enrichment (mean=3.51) than the **females** (mean= 2.76), with a difference of a medium effect (if d-value =0.5- medium effect in practice). This means that it is more likely that **males** will experience more work-home enrichment as **females** overall have to attend to family responsibilities after work, for example preparing meals, care for children and do additional cleaning. These circumstance will obviously depend on the class, culture and socio-economic structures of the family domain. A further analysis was done to determine whether there are differences within the age group categories as shown in Table 18 below. Table 18 also displays the mean, standard deviation (SD) and d –value (effect size) when relating the constructs with the age group categories. These categories are: (1) = 21 to 35 years; (2) = 36 to 60 years; (3) = 60 and older.

Table 18: *Descriptive Statistics and Effect Sizes regarding the different variables in the study for Age groups*

Construct	Age category	N	Mean	Std. Dev	Tukey's comparisons significance at the 0.05 level*	d-value		
						(1)	(2)	(3)
LMX	(1)	66	3.15	1.17		-	0.04	0.11
	(2)	29	3.19	1.16		0.04	-	0.07
	(3)	23	3.28	1.20		0.11	0.07	-
Meaningful work	(1)	66	3.85	0.73		-	0.09	-0.11
	(2)	29	3.92	0.56		0.09	-	-0.23
	(3)	23	3.78	0.63		-0.11	-0.23	-
Role-overload	(1)	65	2.89	1.12		-	0.07	0.00
	(2)	29	2.97	0.80		0.07	-	-0.07
	(3)	23	2.89	1.03		0.00	-0.07	-
Work-home Conflict	(1)	65	2.23	1.13		-	-0.08	0.11
	(2)	29	2.14	0.97		-0.08	-	0.20
	(3)	23	2.36	1.07		0.11	0.20	-
Work-home Enrichment	(1)	66	3.16	1.13		-	0.16	0.40
	(2)	29	3.35	1.18		0.16	-	0.24
	(3)	23	3.65	1.23		0.40	0.24	-

Notes: *Tukey's comparison significant at the 0.05 level; (1) = 21 to 35 years; (2) = 36 to 60 years; (3) = 60 and older.

By making a comparison between the different age groups in the company about their experience of the different variables in the study, the following analyses can be made from the results in Table 18.

- No significant results or inferences for the parametric test or effect sizes could be observed.
- The differences in the means for the above constructs in the various age groups were also not significant.

Furthermore, Table 19 below display an analysis to determine whether there are differences within the years of experience categories and the mean, standard deviation (SD) and d-value (effect size) were presented to compare the constructs with the years of experience categories. The categories are: (1) = 1 to 4 years of experience; (2) = 5 to 10 years of experience; (3) = 11 to 15 years of experience; (4) = 16 and more years of experience.

Table 19: *Descriptive Statistics and Effect Sizes regarding the different variables in the study for Years' experience at the organisation*

Construct	Group	N	Mean	Std. Dev	Tukey's comparisons significance at the 0.05 level*	d-value			
						(1)	(2)	(3)	(4)
LMX	(1)	23	3.32	0.92		-	-0.24	-0.01	-
	(2)	52	3.04	1.16		-0.24	-	0.19	-0.02
	(3)	17	3.31	1.43		-0.01	0.19	-	0.00
	(4)	22	3.30	1.19		0.02	0.22	0.00	-
Meaningful work	(1)	23	3.94	0.76			-0.17	-0.10	-0.10
	(2)	52	3.81	0.71		-0.17	-	0.07	0.08
	(3)	17	3.87	0.51		-0.10	0.07	-	0.01
	(4)	22	3.87	0.66		0.10	0.08	0.01	-
Role-overload	(1)	22	3.14	1.04	None	-	-0.15	-0.59 ^Δ	-0.23
	(2)	52	2.98	1.01		-0.15	-	-0.50 ^Δ	-0.08
	(3)	17	2.48	1.13		-0.59 ^Δ	-0.50 ^Δ	-	0.38
	(4)	22	2.90	0.94		-0.23	-0.08	0.38	-
Work-home Conflict	(1)	23	2.39	1.04		-	-0.11	-0.50 ^Δ	-0.10
	(2)	51	2.27	1.14		-0.11	-	-0.32	0.02
	(3)	17	1.91	1.04		-0.50 ^Δ	-0.32	-	0.37
	(4)	22	2.29	1.03		-0.10	0.02	0.37	-
Work-home Enrichment	(1)	23	3.49	0.97		-	-0.50 ^Δ	-0.03	0.14
	(2)	52	3.00	1.07		-0.50 ^Δ	-	0.32	0.53 ^Δ
	(3)	17	3.44	1.36		-0.03	0.32	-	0.16
	(4)	22	3.67	1.24		0.14	0.53 ^Δ	0.16	-

Notes: *Tukey's comparison significant at the 0.05 level; d-value = 0.5- medium effect in practice ^(Δ)

1= 1- 4 years of experience; 2= 5-10 years of experience; 3= 11-15 years of experience; 4= 16> years of experience

It is evident from Table 19 that medium effect sizes were found between the respondents' years of experience categories and the constructs of role-overload, work-home conflict and work-home enrichment, but not for LMX and meaningful work. The following medium effect results were found:

- A medium effect difference (if d-value = 0.5- medium effect in practice) can be observed between respondents with 11-15 years of experience and respondents with 1- 4 years and 5-10 years of experience on their experience of role-overload.
- Both respondents with 11-15 years and 1-4 years of service experience of work-home conflict have a medium effect (if d-value =0.5- medium effect in practice).

- One can also observe between respondents with 5-10 years and 1- 4 years of experience and with 16> years of experience a medium effect difference (if d -value =0.5- medium effect in practice). This means that respondents with 16> years of service (mean = 3.67) experienced more work-home enrichment than respondents with 5-10 years of work experience (mean= 3.00).

An additional analysis was done to determine whether there are differences within the respondents' qualification categories. The mean, standard deviation (SD) and d -value (effect size) were displayed in Table 20 below to compare the various constructs with the qualification level categories. The categories are: (1) = Grade 11 and Lower; (2) =Grade 12; (3) =Higher than Grade 12.

Table 20: *Descriptive Statistics and Effect Sizes regarding the different variables in the study for Qualifications at the organisation*

Construct	Education level per group	N	Mean	Std. Dev	Tukey's comparisons significance at the 0.05 level*	d-value		
						(1)	(2)	(3)
LMX	(1)	39	3.54	1.01		-	-0.43	-0.39
	(2)	55	2.99	1.27		-0.43	-	0.10
	(3)	25	3.12	1.08		-0.39	0.10	-
Meaningful work	(1)	39	3.66	0.56		-	0.46	0.35
	(2)	55	3.92	0.49		0.46	-	0.10
	(3)	25	4.02	1.02		0.35	0.10	-
Role-overload	(1)	39	3.23	0.99		-	-0.50 ^Δ	-0.41
	(2)	55	2.72	1.03		-0.50 ^Δ	-	0.11
	(3)	24	2.83	0.96		-0.41	0.11	-
Work-home Conflict	(1)	39	2.78	1.14		-	-0.75 ^Δ	-0.60 ^Δ
	(2)	55	1.93	0.97		-0.75 ^Δ	-	0.18
	(3)	24	2.10	0.87		-0.60 ^Δ	0.18	-
Work-home Enrichment	(1)	39	3.77	0.85		-	-0.54 ^Δ	-0.63 ^Δ
	(2)	55	3.09	1.26		-0.54 ^Δ	-	-0.06
	(3)	25	3.02	1.19		-0.63 ^Δ	-0.06	-

Notes: *Tukey's comparison significant at the 0.05 level; d -value = 0.5- medium effect in practice (Δ); 1=Grade 11 and Lower; 2=Grade12; 3=Higher than Grade 12

The results from Table 20 indicated that the quality of the LMX relationship does not differ significantly amongst the respondents, this is also the same with the respondents' experience of meaningful work. Respondents with a Grade 12 qualification show results of being significantly more inclined to experience less role-overload than respondents with a Grade 11 and lower qualification with a medium effect (if d -value = 0.5 – medium effect in practice). Respondents with Grade 12 qualifications (mean = 1.93) and those with qualifications higher than Grade 12 (mean = 2.10) experience significantly less work-home conflict than respondents with Grade 11 and lower qualifications (mean = 2.78) with a medium effect (if d -value = 0.5 – medium effect in practice). Ironically, the results have also showed that respondents with Grade 11 and lower qualifications experience more work-home enrichment (mean = 3.77) in comparison to respondents with Grade 12 (mean = 3.09) and higher than Grade 12 qualifications (mean = 3.02) with a medium effect (if d -value = 0.5 – medium effect in practice). This is an interesting phenomenon seeing that the results in Table 17 illustrated that male respondents also experience more work-home conflict than female respondents do and more work-home enrichment than females. Although not empirically substantiated, one can make an inference from the aforementioned that most of the male respondents fall in the same qualification category of Grade 11 and lower.

3.9.6.1 Conclusion

Research question 6: Are there any significant differences between the respondents' demographic characteristics in their perceptions of the constructs under research?

The abovementioned results demonstrate that demographic differences do influence or are independently related to the various constructs under research, with one exception not indicating a significant variance. Gender differences do explained significant proportions of variance on the different constructs, and male respondents experienced significantly higher levels of meaningful work, role-overload, work-home conflict and enrichment than females. Respondents in the different age categories do not explain significant mean variances in correlation to LMX, meaningful work, role-overload and the two dependent variables. The results indicated that respondents with different years of experience explained significant amounts of variance in meaningful work, role-overload and the two work to home spill-over constructs. Respondents that fall in different qualifications categories also explained significant proportions of variance with regards to their experience of role-overload, work-home conflict and work-home enrichment with specifically one interesting gender base aspect closely correlated with one particular qualification

category. Notwithstanding the parallel above, one can conclude that the research question was answered sufficiently.

3.9.7 Means, standard deviations (SD) and Pearson correlation results among variables in study

The means and standard deviations (SD) resulting from the respondents' answers on the variable sample statements of the questionnaire are presented in Table 21 below.

Table 21: Means, standard deviations and Pearson correlation results of variables in the study (N =120)

Construct	Mean	SD	LMX	Meaningful work	Role- overload	Work-home Conflict	Work-home Enrichment
LMX	3.20	1.16	-	-	-	-	-
Meaningful work	3.85	0.66	0.09	-	-	-	-
Role- overload	2.90	1.01	0.21*	-0.41**	-	-	-
Work-home Conflict	2.24	1.07	0.17*	-0.51**	0.63*	-	-
Work-home Enrichment	3.31	1.16	0.65**	0.04	0.35**	0.18*	-

Notes: LMX = Leader-Member Exchange Quality. SD =Standard Deviation

*Relationship are statistically significant at $p < 0.05$ level; ** Relationship are statistically significant at $p < 0.01$ level

Table 21 shows a moderately high level (mean = 3.20) of the LMX quality relationship indicated by the respondents, which mean that they are positive about their relationship with their supervisors. This result compares adequately with previous studies, for example, Breevaart (2015) that indicate an LMX variable (mean score = 3.03, SD=0.89); Qiu (2017): LMX variable mean score (mean = 3.08, SD =.73); Lawrence (2011): LMX variable mean score (mean= 4.19, SD=0.63); Tummers and Bronkhorst (2012): LMX variable mean score (mean = 3.50, SD = 0.71). It was also found that a moderately high level (mean = 3.85) of meaningful work exist amongst the respondents, indicating that the respondents perceive their work as valuable. Particular examples of related findings in the literature include Ozdevecioglu et al., (2015): (mean = 3.63, SD = 0.75); Tummers and Bronkhorst (2014): (mean = 4.18; SD = 0.40); Tummers and Knies (2013): (mean = 4.17, SD = 0.51).

A moderately high level (mean = 3.31) of work-home enrichment were also found amongst the respondents and a fairly low level of work-home conflict (mean = 2.24) have been experienced by respondents, that can be considered as positive results. This results on work-home enrichment also correspond adequately with previous studies, for example Qiu (2017): (mean = 3.85, SD= 0.68); Tummers and Bronkhorst (2012): (mean = 3.61, SD = 0.69); Tang (2010): (mean = 3.40, SD = 0.70); Wallace (2014): (mean = 4.04, SD = 0.56). Previous results from literature similar to the mean score for work-home conflict comprise of the following examples, Tummers and Bronkhorst: (mean = 2.02, SD = 0.56); Warokka and Febrilia (2015): (mean = 2.34, SD = 0.79); Ilies, Schwind, Wagner, Johnson, DeRue, and Ilgen (2007): (mean = 2.49, SD = 0.72). The role-overload mean score is at a low to moderate level (mean = 2.90) and slightly above the average, signifying that the respondents experience an average amount of role-overload in the workplace. Specific examples of similar findings in the literature included Jian (2014): (mean = 2.53, SD = 1.10); Lawrence (2011): mean= 2.75, SD= 0.93; Kuvaas and Buch (2017): (mean = 2.81, SD=0.85). Relatively low standard deviations of all constructs can also be observed that serve as an indication that the respondents show little difference in their responses.

Pearson product – moment correlation coefficient was calculated to identify and describe underlying linear relationships among variables (Pallant, 2013). Table 21 above also presents the Pearson correlations of the linear relationships between the constructs of LMX and the other underlying variables namely meaningful work, role-overload, work-home conflict and work-home enrichment. Pearson's correlation coefficients are the most extensively used measure of association for analysing the strength of underlying linear relationships amongst variables (Malhotra & Birks, 2006; Tustin, Ligthelm, Martins & Van Wyk, 2005). The following guidelines, as per Burns and Burns (2008) recommendation, have been used for practical interpretation of the strength of Pearson's correlation coefficients, r :

- $r = 0.2$: a small effect size.
- $r = 0.5$: a medium effect size (noticeable with the naked eye).
- $r = 0.8$: a large effect size (practically significant).

As can be seen in Table 21, analyses of the correlations have been restricted to those that are of specific interest to the hypotheses to be tested and the strong positive correlation between LMX and work-home enrichment are worth mentioning, in that LMX statistically significantly correlated positively with work-home enrichment ($r = 0.65^{**}$; $p < .01$). This correlation, according to Cohen (1988), can be considered

with a large effect since it exceeded the value of .5. This large correlation proposes a strong relationship between LMX and work-home enrichment. Furthermore, Table 21 also revealed that LMX also show statistically significantly positive correlations with work-home conflict ($r = 0.17^*$; $p < .05$) and with role-overload ($r = 0.21^*$; $p < .05$). These findings are in line with some former research studies on the relationship between LMX, role-overload and work-home conflict in that a high LMX can transpire in role-overload at work that will subsequently enhance the employees' experience of work-home conflict. This finding was unexpected as it is commonly believed that a high-quality exchange relationship will mean lower role-overload and hence lessen the demands between work and home for the employee. Nevertheless, other studies also confirm negative correlations between these constructs, for example Tordera et al. (2008) that indicate a significant negative correlation between LMX quality and role-overload ($r = 0.17$, $p < .01$), confirming that the higher the quality of LMX, the lower the role-overload perceived by employees; another study by Kailasapathy, Kraimer and Metz (2014) found that LMX is negatively related to work-family conflict ($r = -0.16$, $p < .01$) which means that a high-quality exchange relationship with the supervisor will assist the subordinate to in balancing the demands between the work and family domains.

Counter to the previous theoretical results of Tummers and Knies (2013): ($r = 0.33^{***}$, $p < .001$), Ozdevecioglu et al. (2015): ($r = 0.51^{**}$, $p < .01$) and hypothetical arguments presented in this study, for example in section 3.5.1, no significant correlation can be confirmed by the correlation matrix between LMX and meaningful work. Moreover, other relationship identified is meaningful work negative correlation with role-overload ($r = -0.41^{**}$; $p < .01$) and with work-home conflict ($r = -0.51^{**}$; $p < .01$). Role-overload are also statistically significantly positively correlated with work-home conflict ($r = 0.63^*$; $p < .05$) with a large effect, in line with previous studies, which illustrated that role-overload were significantly correlated to work-interference with family; for example Lawrence (2011): ($r = 0.44^{**}$, $p < .01$); Tummers and Bronkhorst (2012): ($r = 0.52^*$, $p < .05$) and Ilies, et al., (2007): ($r = 0.62^{**}$, $p < .01$).

3.9.7.1 Conclusion

Research question 7: Are there any significant positive relationships, using statistical analyses, between the constructs of LMX, meaningful work, work to home enrichment, role-overload and work-home conflict?

The results in Table 21 indicated that moderately high levels of LMX, meaningful work and work-home enrichment could be observed, confirming that the respondents were fairly positive that they do receive support from their leaders and hence reported a high level of leader –member exchange quality relationship and work to home enrichment. One of the unforeseen outcomes was the absence of correlation between LMX and meaningful work that is contradictory to previous studies as confirmed above. The positive relationship between role-overload and work-home-conflict corroborate the results of previous studies. The results also show a negative correlation between meaningful work, role-overload and work to home conflict, also expected as these results are validated by previous studies. Therefore, it can be concluded that the research question, in general, was answered adequately.

3.9.8 Structural Equation Modelling

The structural equation modelling process was carried out as implemented by AMOS (Arbuckle, 2008) and by firstly specifying the measurement model and afterwards the structural model. Structural Equation Modelling (SEM) as a set of statistical techniques can analyse conceptual or theoretical models through a process of regressive confirmation (Schreiber, 2008) and is a statistical method (Hair, Black, Babin & Anderson, 2010) that approximate and examine relationships between two or more independent variables and one or more dependent variables (Ullman, 2006). SEM is a multivariate data analyses technique that provide an extension to other multivariate techniques, mainly that of multiple regressions and factor analysis (Hair et al., 2010). Byrne (2010) stated that causal processes can be examine with SEM and are characterised by a series of regression equations, in which the structural relationships can be displayed pictorially, thus presenting a clear visual conceptualisation of a specific theory. The first step in an SEM analysis is to define the individual constructs, called the unobserved or latent factors, and specify how each of these needs to be measured, in association with their observed or indicator variables (Malhotra, 2010). After the completion of this process, the measurement model needs to be identified (Malhotra, 2010).

3.9.8.1 The measurement model specifications

Firstly, it is important to note that the original hypothesised model was not considered an acceptable fit to the model deduced from the actual empirical data of the study sample, hence the interpretation of the model results could only continue by applying post-hoc adjustments to the hypothesised model. As suggested by Weston and Gore (2006), to have a better model fit, modification to a model can happen where researchers adjust the proposed model by setting or freeing parameters. Ullman and Bentler (2012) opine that two reasons for modifying models can be identified, namely to test hypotheses and to increase the likely model fit. Secondly, a partial competent, meaning the pathway from LMX through meaningful work, to work-home enrichment, also did not meet the criteria for ideal model fit. The fit statistics showed a less than acceptable result for the original model to the data [χ^2 (981.250) *df* 430, $p > 0.01$, RMSEA=0.104, NFI= 0.721, TLI=0.790, CFI=0.818,] and based on the aforesaid criteria it seems that the data did not fit the original path diagram model well, as also indicated by the fit indices in in Table 22 below, which means that all the variables in the original SEM model were tested as presented in Figure 10.

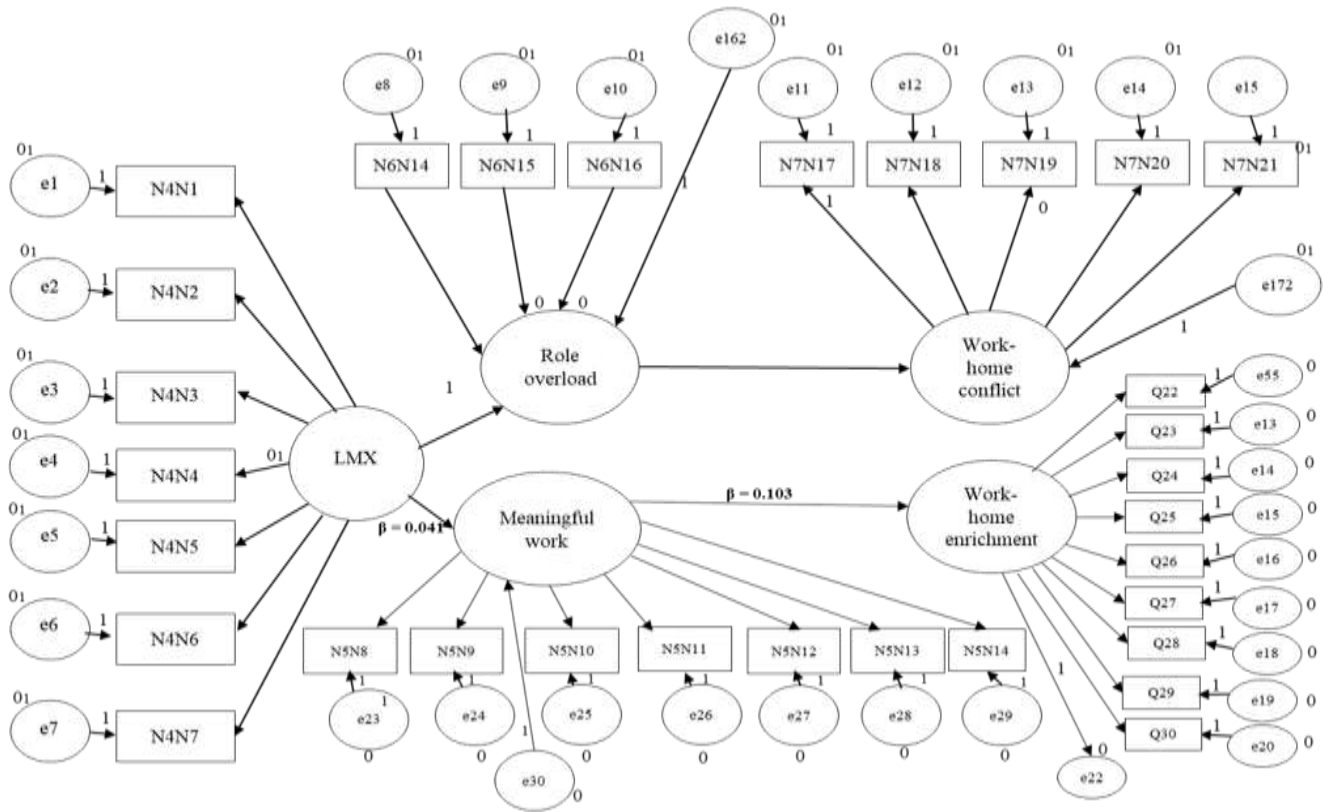
Table 22: *Original model SEM fit indices and preferred level of fit*

Level of Model Fit	Overall Model Fit			
	Model Fit	Model Comparison		
Fit measures	RMSEA	NFI	TLI	CFI
Acceptable scale for Adequate as well as Good fit	<.08	≥ 0.95	≥ 0.95	≥ 0.95
Fit indices of Original model	0.104	0.721	0.790	0.818
χ^2 (df) in Original model	981.250 (430)			

Notes: χ^2 , chi-square; RMSEA, Root Mean Square Error Approximation; NFI, Normed -Fit-Index, TLI, Tucker-Lewis Index CFI, Comparative Fit Index

Furthermore, Figure 10 provides an illustration of the original model showing all the exogenous variables in a specify pathway covary with each other in the proposed structural model, in support of the variables presented in Table 22 and serve as further substantiation that the original model shows a considerable reduction in model fit.

Figure 10: Original model diagram



The results of the path analyses in Table 23 below further provided empirical evidence to support or reject certain hypotheses in the study. It is evident that no statistically significant relationship was found amongst LMX and meaningful work and therefore hypothesis 2 was rejected. The relationship between work-home enrichment and meaningful work showed no statistical significance. Therefore hypothesis 5 had to be excluded.

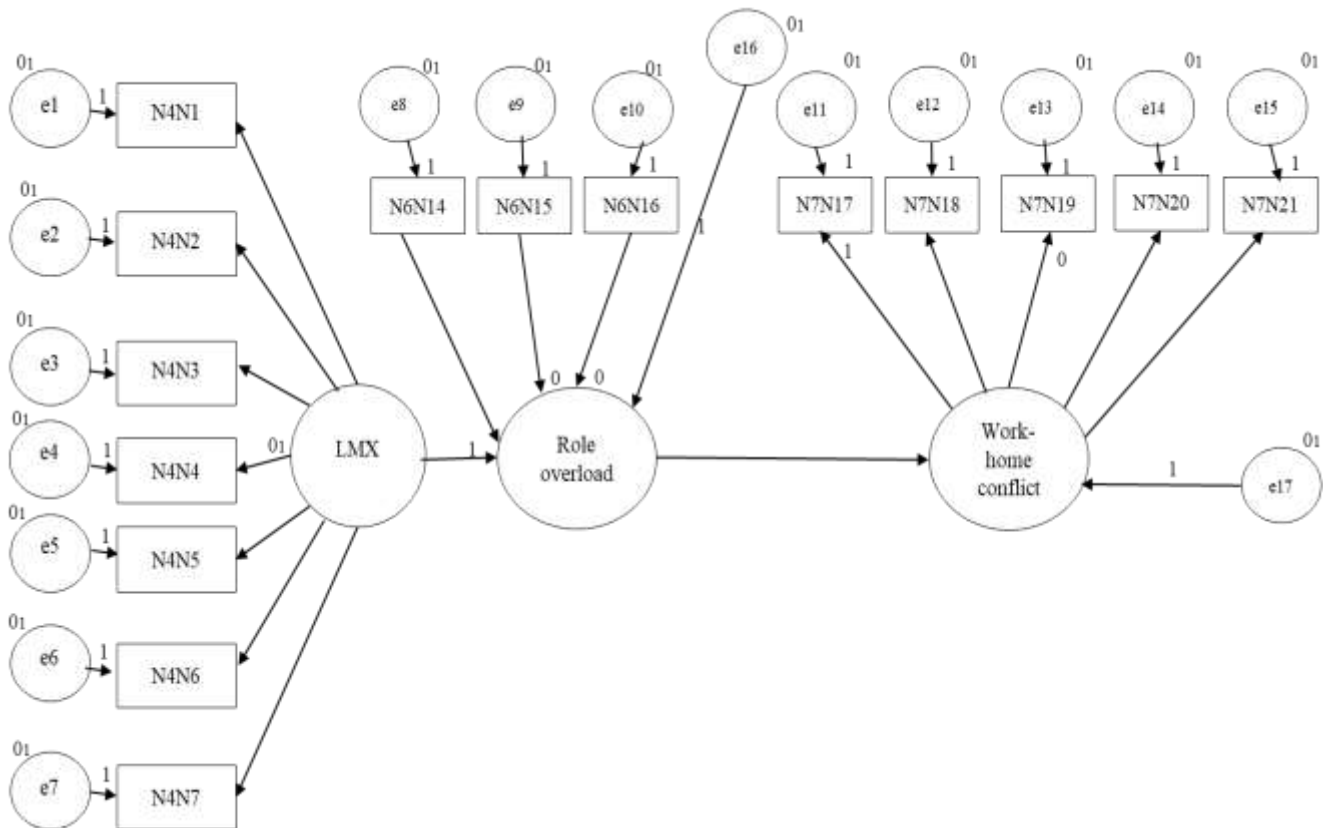
Table 23: Path coefficients with standard errors (Original model)

Path	β	S.E.	C.R.	p	Path result
LMX $\rightarrow$ Role-overload	0.225	0.091	2.471	0.013	Significant
LMX $\rightarrow$ Meaningful work	0.041	0.044	0.931	0.352	
Work-home conflict $\rightarrow$ Role-overload	0.913	0.157	5.829	***	Significant
Work-home enrichment $\rightarrow$ Meaningful work	0.103	0.250	0.410	0.681	

Notes: *** $p < 0.0001$ significant; ** $p < 0.01$ significant; * $p < 0.05$ significant.

The hypothesised model was therefore revised by excluding some of the pathways, and the measurement model was established in a path model that depicts the causal relations between certain variables. This latent variable included LMX, role-overload, and work-home conflict. As mentioned in those above, a decision was made to re-specify the proposed model in Figure 1, by eliminating the pathways from LMX to meaningful work and from meaningful work to work-home enrichment. This meant that some of the null hypotheses had to be omitted. Alternatively, the measurement model was designed inclusive of pathways from LMX to role-overload and from role-overload to work-home conflict, as these new models has shown an ideal fit, as depicted in Figure 11 below.

Figure 11: *Measurement model (post - hoc)*



As can be observed in Figure 11, the number of observed variables (indicators of underlying latent factors) in the model is 15 with 20 unobserved latent factors that can be identified, 18 exogenous variables and 17 endogenous variables. The identified model consists of three latent or unobserved factors: LMX (seven observed or endogenous variables), Role-overload (three observed or endogenous variables) and work-home conflict (five observed or endogenous variables). For model identification purposes, the first loading

on each of the latent factors was fixed at 1.0. As such, there are 135 distinct sample moments and 47 parameters to be estimated, which leaves 88 degrees of freedom (*df*) based on the over-identified model, with a probability level equal to $p=0.006$.

3.9.8.2 Structural Model

Structural equation modelling specifies the relationships between variables that are referred to as path coefficients and are depicted by single-headed arrows (Dondolo, 2014). Note that due to the model modification of the proposed model, as mentioned in section 3.9.8.1 above, certain parameters have been taken out from the model and that some of the null hypotheses H_2 and H_5 had to be rejected. Furthermore, and by certain research hypotheses (H_3 and H_4), regression paths were added to the measurement model, and the structural model with regression paths estimates showed in Figure 11, was considered an ideal fit to the data, as depicted in Table 24 below. Note that the unobserved latent variables and the indicators of the independent variable, mediating variable and dependent variable and the two residuals have been removed from the structural model (Figure 11) to improve the graphic presentation.

3.9.8.2.2 Regression relations between variables

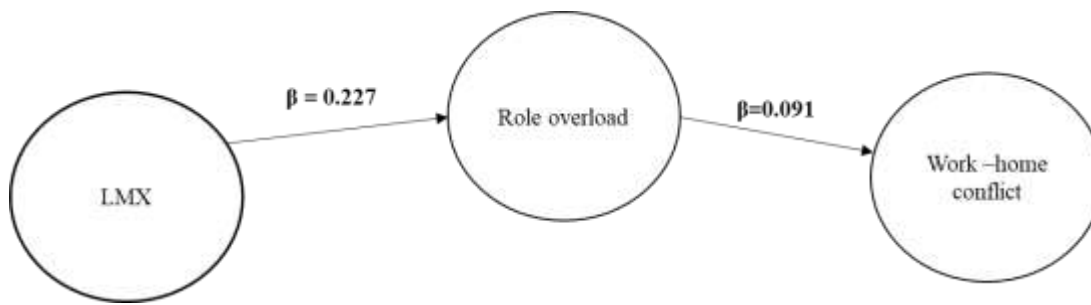
Table 24: *Regression relations between variables for the structural model*

Path	β	S.E.	p	Path result
LMX $\rightarrow$ Role-overload	0.227	0.091	0.13	Significant
Role-overload $\rightarrow$ Work-home conflict	0.91	0.15	0.05	Significant

Notes: β = Beta coefficient; S.E. = Standard error; p = Two-tailed statistical significance; $p < 0.05$

Table 24 showed that LMX was significantly and positively related to role-overload ($\beta = 0.227$; S.E. = 0.091, $p = 0.13$, supporting H_3) of the study. Equally, a positive relationship between role-overload and work-home conflict was significant ($\beta=0.91$, S.E. =0.15, $p= 0.05$, supporting H_3 and H_4). This means that LMX have an indirect effect on work-home conflict through role-overload. Role-overload as mediator variable between LMX and work-home conflict, also serves as an endogenous variable (being a dependent of the LMX quality) and play a dual role as it serves as a predictor of work-home conflict. Figure 12 presented the regression relations between LMX, role-overload and work-home conflict.

Figure 12: Structural model with significant regression relationships between variables



3.9.8.2.3 Assessing model fit indices

The fit for model 2 was assessed using five fit indices namely chi-square, Comparative Fit Index (CFI), Tucker-Lewis Index (TLI), the Root Mean Square Error of Approximation (RMSEA) and Normed -Fit-Index (NFI). Chi-square refers to a null hypothesis significance test that is used to examine whether the model under consideration fits the data, but can be sensitive to sample size and have a tendency to be unreliable when large sample sizes are used (Dondolo, 2014). As a result, absolute fit indices like the alternative goodness of fit indices have been developed to test model fit (Byrne, 2010). One of these fit indices are RMSEA that proposed a value of 0.08 or lower as ideal (Hooper, Coughlan & Mullen, 2008), while incremental fit indices suggested values as follow: CFI ≥ 0.95 , TLI ≥ 0.95 and NFI ≥ 0.95 as values ideal for good fit (Hooper et al, 2008; Dondolo, 2014). The fit indices, revealed in Table 25 below, showed a good degree of fit for the measurement model: [χ^2 (124.95) df : 88, $p < 0.05$, RMSEA=0.059, NFI=0.898, TLI=0.954, CFI=0.966].

Table 25: Relative model fit

RMSEA	NFI	TLI	CFI
0.059	0.898	0.954	0.966

Notes: RMSEA, Root Mean Square Error Approximation; NFI, Normed -Fit-Index, TLI, Tucker-Lewis Index CFI, Comparative Fit Index

3.9.8.3 Conclusion

The proposed structural model was tested by using structural equation modelling. Modification in AMOS was used to verify the model fit and modification indices were scrutinised during the assessment of the model fit. Some of the hypotheses stated that *meaningful work is positively related to LMX and work-home enrichment (H₂)* and that *meaningful work will mediate the relationship between LMX and work-home enrichment (H₅)*.

The fit indices showed a less acceptable fit to the data and therefore these above –mentioned hypotheses had to be omitted and the model modified by removing pathways from LMX, meaningful work and work-home enrichment. The results subsequently showed an acceptable fit and also indicate that the paths between LMX, role-overload and work-home conflict specified significant and positive relationships between these constructs, thereby providing adequate evidence in accepting hypotheses 4.

3.10. CHAPTER SUMMARY

Chapter 3 concentrated on the research methodology, an empirical study conducted and the research results obtained. The most significant findings from Chapter 3 shows that the 120 respondents consist of 73% male employees and 27% female employees. Approximately 91% of the respondents were coloured, 7% African and 2% white employees. Most of the respondents were between the age of 21-35 years (56%) and the least at the age of 60+ years (1%). It was observed that 52% of the respondents were married, 21% single and 6% divorced. The large majority (46%) had 5-10 years of work experience, followed by 20% with 1 - 4 years and 19% respondents having between 16 - 30+ experience. About 46% had a Grade 12 qualification, with 13% Grade 11, 20% Grade 10 and lower, 18% having a diploma or certificate and 3% of the respondents having an undergraduate degree. The results concluded that an LMX relationship of a high quality do as exists as most of the respondents point out that a positive and high-quality relationship with their leaders are in place in the workplace that will lead to a positive work to home spill-over for the employee (work- home enrichment) and reduce work to home conflict. One can, therefore, deduce that a high-quality LMX is positively related to work-home enrichment and negatively correlated to work-home conflict. The null hypothesis can, as a result, be accepted.

It was also concluded that meaningful work is a significant facilitator between LMX and work-home enrichment. This inference originated from the respondents' notion that they overall experienced a high level of meaningful work in the company and it is further clear from the findings that they do experience a high level of work satisfaction, which affects their work to home interference in a positive manner. Furthermore, the results indicated that most of the respondents' do experience role-overload in the company and this can be due to an increase in work duties, for example, irregular overtime work or shift work. This compliance with additional work responsibilities means that employees find it difficult to pay attention or be present to attend to their family duties. It can therefore be deduced that employees in a high quality LMX relationship experience role-overload, as indicated by the results, and will, therefore, have

improved levels of work to home conflict. The abovementioned findings on the association between work-home conflict and role-overload was unexpectedly not in line with conventional theoretical findings., This results in Table 12 led to an inference that in some instances where respondents do experience any form of role-overload, as indicated by the previous results in section 3.9.3.1, it does not necessarily mean that employees will experience extreme levels of work to home conflict, that is confirmed by most of the respondents disagreeing with the sample question statements of Table 12. It was therefore concluded that findings on work-home conflict in relation with role-overload shows an inconsistency.

When assessing the relationship between work-home enrichment and meaningful work, the results established that a positive relationship exists between the two constructs, as indicated by Hypothesis 3 and predominantly in line with previous theoretical studies, meaning that employees who experience meaningful work in the company will subsequently have a positive spill-over from work to home. The relationship between the demographic characteristics with the different variables brought interesting findings to the fore with an independent T-test used to measure the difference of mean scores for different groups of gender, age, experience and qualifications about the different constructs. The findings concluded, besides meaningful work, that **Males** (mean= 3.33) have a higher quality of the LMX relationship with supervisors than **females** (mean= 2.86). **Males** experience more role-overload (mean= 3.04) than **females** (mean= 2.55). **Males** also experience more work-home conflict (mean= 2.40) than **females** (mean= 1.80) and **males** also experience more work-home enrichment (mean= 3.51) than **females** (mean= 2.76). No huge difference in results could be observed amongst the different age groups regarding their experience of the various constructs under research. The results also conclude that employees with different years of service have different experiences of role-overload and the two work-to-home spill-over constructs, but not on LMX and meaningful work. There are no significant results on the parametric test for the effect sizes on qualifications differences regarding the two constructs LMX and meaningful work, but it is evident that medium and significant effect sizes and differences in means can be observed between the qualification categories of respondents and the constructs of role-overload, work-home conflict and work-home enrichment. Means and standard deviation results amongst variables indicate a high-quality LMX relationship, indicative of employees that perceive their relationship with the supervisor as positive. It has also is shown that the respondents experience fairly high meaningful work and work-home enrichment.

Moreover, the results also revealed predictable results: a negative correlation exist between meaningful work with role-overload and work-home conflict and a positive relationship between role-overload and work-home conflict. Statistically significantly, positive relationships and also negative correlations can be found amongst the variables, but contrary to previous theoretical opinions, no significant correlations can be observed between LMX and meaningful work. The SEM results illustrated that regarding model fit, the re-specified model appears to fit the data better, showing the fit indices ideal for good model fit. The modified model confirms the rejection of certain hypotheses and indicate a new pathway which confirms that role-overload serves as a mediator and predictor variable between LMX and work-home conflict, thereby substantiating some of the hypotheses. A detailed summary/ conclusion of the research findings and recommendations to the chosen organisation is discussed in Chapter 4.

CHAPTER 4

SUMMARY OF FINDINGS, RECOMMENDATIONS AND CONCLUSION

4.1 INTRODUCTION

The previous chapter presented an outline of the research results with an emphasis on the statistical analyses and a discussion of the research findings. This particular chapter present a summarised version of the findings and certain recommendations to the selected company.

4.2 SUMMARY OF THE STUDY

- Chapter 1 presented the study objectives, the nature, scope and design of the study
- In Chapter 2 a literature review regarding the background and impact of the LMX theory and its relationship to work-home spill-overs was comprehensively presented. The effect of variables like role-overload, work-home conflict, meaningful work, and – home enrichment on employees in the workplace was also presented.
- Chapter 3 specified the empirical methods used in the study, present a list of the research objectives and showed the statistical analyses used. The empirical results were broadly discussed assisted by figures and tables and a discussion of the findings based on the statistical analyses.

4.3 REVIEW OF THE STUDY OBJECTIVES

The purpose of this study was too examine how leader – member exchange through specific mediating mechanisms have an effect on employees' work-home spill-overs in a manufacturing and engineering company.

The specific objectives of the research were:

- To determine whether the quality of the LMX relationship will affect work-home enrichment and work-home conflict.
- To investigate whether meaningful work is related to LMX and work-home enrichment amongst employees in a manufacturing and engineering company.
- To assess whether there is a relationship between LMX, work-home conflict and role-overload.
- To determine whether the relationship between Work-home conflict and LMX is mediated by role-overload.

- To investigate whether the relationship between Work-home enrichment and LMX is mediated by meaningful work
- To investigate if there are statistically any significant differences between the respondents' demographic characteristics in their perceptions of the constructs under research
- To determine if there are any significant positive relationships, using statistical analyses, between the constructs of LMX, meaningful work, work to home enrichment, role-overload and work-home conflict

These specific empirical objectives were established by answering the following research questions:

- How does the quality of the LMX relationship affect work-home enrichment and work-home conflict in a manufacturing and engineering company?
- To what extent is meaningful work related to LMX and work-home enrichment in the company under research?
- To what extents is role-overload related to LMX influence and work-home conflict in the company under research?
- To what extent is the relationship between Work-home conflict and LMX mediated by role-overload, in the manufacturing and engineering company under research?
- To what degree is the relationship between Work-home enrichment and LMX mediated by meaningful work?
- Are there any significant differences between the respondents' demographic characteristics in their perceptions of the constructs under research?
- Are there any significant positive relationships, using statistical analyses, between the constructs of LMX, meaningful work, work to home enrichment, role-overload and work-home conflict?

4.4 SUMMARY OF THE FINDINGS

This section presents a summary of the research findings related to all of the variables and their interrelationships studied. First and foremost, although most of the results indicate a positive outcome, certain responses, resultant from the data analyses, do raise concerns that need to be addressed by firstly listing these identified work-related problems and secondly provide recommendations as resolutions.

The subsequent problem areas/ concerns were identified based on the data that have been analysed:

- Some employees potential are not at all recognised by their immediate supervisor.
- Employees do experience that, regardless of a number of formal authority supervisors have, no chance exist that their supervisors would “bail them out,” at his/ her own expense.
- Some employees are not sure that they entirely understand the purpose of what they are doing at work.
- A few employees frequently wonder what the significance of their job is and feel that their work counts for little in the company.
- The amount of work that employees are expected to do is too great.
- It seems that employees do not have sufficient time to get everything completed at work and it often seems like some of them have a considerable amount of work for one person to do.
- Employee feels that due to job-related duties, they have to adjust their plans for family activities.
- Some employees are not eager or willing to raise their opinion regarding their experiences of a positive spill-over from work to home (work-home enrichment).
- Males experience more work meaningfulness than females
- Male employees experience more role-overload and work-home conflict than female employees do.
- Employees with 11-15 years of work experience are inclined to experience role-overload and work-home conflict than other employees.
- Employees with Grade12 and higher qualifications experience more work-home conflict than other employees the company.
- Employees still experience a high level of role-overload notwithstanding the high exchange relationship with the supervisor that will subsequently enhance the employee experience of work-home conflict.

Recommendations presented to address the abovementioned concerns and for practical application

- The Human Resource department and Skills Development Facilitator should schedule supervisors and subordinates for LMX and followership training, with the result that they view themselves as agents to meet performance demands, thereby improving the working relationship between them and thereby improving employee’s work-life balance requirements. This recommendation has also

been emphasised in previous literature, for example, Bhargavi and Shehhi (2016), Du Toit, (2014), Liao-Holbrook (2013) and Morganson, Major and Litano (2017).

- Leaders need to be appointed, developed and rewarded to form excellent relationships with subordinates.
- Supervisors need to pay attention to personal judgments not based on merit or performance and have to provide a positive influence to employees.
- Supervisors before being allocated to lead a specific team, need to undergo a compatibility assessment.
- The organisation can actually assist in reducing the degree to which work stresses and concerns affect employees' family responsibilities by providing benefits such as on-site childcare, subsidised adult education training and couple and family counselling.
- Employee potential and capabilities, no matter male or female, need to be recognised by the company through equal training and development opportunities with the objective to encourage trust and self-worthiness.
- Open communication between supervisors and subordinates need to improve so that employees can understand what is expected of them. The availability of regular meetings (for example weekly workplace forums, daily short caucus and war room sessions) updated performance contracts and job profiles can improve these understanding of expectations.
- Employees have to be offered the opportunity to express their views with no fear of reprisal.
- Managers / Supervisors need to show an interest in employee well-being and personal life by applying regular visits to employee homes and addressing personal issues in conjunction with a wellness department.
- Data regarding workplace challenges such as absenteeism, alcohol problems, domestic violence, and financial issues need to be made available, required that an efficient working relationship between the HR department, wellness, Occupational Health and Safety and the various operational departments prevail.

Main findings of the study

A summary of the study results is presented to meet the following empirical objectives:

- The first objective was **to determine whether the quality of the LMX relationship will affect work-home enrichment and work-home conflict**. It was hypothesised that LMX is positively related to work-home enrichment and negatively related to work-home conflict (H_1).

Results in Table 6 and Table 7 serve as an indication of a high quality LMX relationship between subordinate and supervisor and is further evidence of the subordinate's confidence in the leader and effectiveness of the leader –member relationship, and appears to be consistent with the view that a LMX relationship of a high quality will positively affect the work-home enrichment for the subordinate and decrease the possibility of a high level work to family conflict.

A moderately high level (mean= 3.20) of the LMX quality relationship is revealed in Table 21 by the respondents, which mean that they are positive about their relationship with their supervisors. The results in Table 21 confirm that a strong positive correlation between LMX and work-home enrichment exist, in that LMX statistically significantly correlated positively with work-home enrichment ($r = 0.65^{**}$; $p < .01$). This correlation result support H_1 , therefore employees feel that they do experience positive work to home enrichment when their relationship with their supervisor is of a high exchange nature.

- The second objective was **to investigate whether meaningful work is related to LMX and work-home enrichment amongst employees in a manufacturing and engineering company**. The hypothesised statement specified that meaningful work is positively related to LMX and work-home enrichment (H_2). The results in Table 9 indicated that the overall average mean score for all the sample items was (mean = 3.60) and therefore specify a high level of meaningful work that the respondents experience in the company. This result also confirms that the respondents experience work-home enrichment which is facilitated by the high level of work- satisfaction, thus meaningful work is a significant facilitator between LMX and work-home enrichment, consistent with theoretical expectations.

A moderately high level (mean= 3.85) of meaningful work exist amongst the respondents, indicating that the respondents perceive their work as appreciated. An unexpected result was that no significant correlation could be confirmed by the correlation matrix between LMX and meaningful work and between

meaningful work and work-home enrichment, as observed in Table 21. This result is in contrast with former literature that studies the positive consequences of LMX on employee outcomes, for example, Ozdevecioglu et al., (2015): ($r = 0.516^{**}$, $p < .01$) and Tummers and Bronkhorst (2014): ($r = 0.306^*$, $p < .01$). One possible reason for this outcome is the respondents' interpretation of the questionnaire statements. This unexpected correlation result means that H_2 cannot be accepted.

- The third objective was to assess **whether there is a relationship between LMX, work-home conflict and role-overload**. It has been hypothesized that there are significant positive relationships between the constructs of LMX, role-overload and work-home conflict (H_3). Results deriving from Table 11 indicate that most of the respondents, although in a high quality LMX relationship, do endure high levels of role-overload that in all probability will cause improved levels of work-home interference. Lastly, the low to a moderate level and slightly beyond the average mean score (mean = 2.90), signified that respondents experience an average amount of role-overload in the workplace. Table 21 also displayed that role-overload also show statistically significant positive correlations with LMX ($r = 0.21^*$; $p < .05$) and with work-home conflict ($r = 0.63^*$; $p < .05$) with a large effect. These results are in support of the third hypothesis.
- The fourth objective was to determine **if role-overload potentially mediates the relationship between LMX influence and work-home conflict, in the company being studied**. The hypothesised statement cited that the relationship between LMX and work-home conflict will be mediated by role-overload (H_4). The revised model that was tested indicated that LMX was significantly and positively related to role-overload and a positive relationship between role-overload and work-home conflict was significant. The results on the work-home conflict and role-overload relationship relate well with findings by Ilies et al. (2007) and Tummers and Bronkhorts (2012). The results in Table 24 showed an acceptable fit, and these findings confirm that the mediating effect of role-overload can be explained in compliance with the model portrayed in Figure 12.
- The fifth objective was **to investigate whether the meaningful work variable potentially mediates the relationship between LMX and work-home enrichment amongst employees in a manufacturing and engineering company**. It was hypothesized that meaningful work will mediate the relationship between LMX and work-home enrichment (H_5). To test the mediating effect of one latent construct on other constructs, structural equation modelling was performed. A measurement model was firstly assessed

through the testing of Goodness of fit indices, and a structural model was presented for the assessment of causal relationships between variables.

The measurement model contained five latent factors, namely LMX, role-overload, meaningful work, work-home conflict and work-home enrichment. The testing of fit indices revealed that the measurement model did show ideal levels of fit, but the structural model that was afterwards tested revealed that the pathway between LMX and meaningful work; meaningful work and work-enrichment, as shown in Table 22 and Figure 10 did not show any significant relationship. The model fits statistics, as a result, showed a less than acceptable result for the original model to the data and an unavoidable modification to the proposed structural equation model tacitly meant that two of the measured constructs was not retained and therefore hypothesis 5 was rejected.

- The sixth objective was **to investigate if there are statistically any significant differences between the respondents' demographic characteristics in their perceptions of the constructs under research, in a manufacturing and engineering company.** It was hypothesised that there are significant differences between the respondents' demographics and their perceptions of the constructs under research (H_6). The independent T-test results were used to measure the mean scores of two independent constructs or groups, based on the respondents' demographic information. Table 17 showed that no huge variances between females and males on the quality of LMX relationship between supervisors and subordinates were found; Females :(mean=2.86); Males (mean=3.33). No medium effect sizes were also observed between the respondents' years of experience categories and the LMX relationship quality construct in Table 19. The quality of the LMX relationship similarly does not differ significantly amongst the respondents with regards to their different qualifications in Table 20. Results on the effect sizes based on gender differences show that for the meaningful construct work, on average males experienced more work meaningfulness (mean=3.89) than females (mean=3.76). No medium effect sizes were observed on respondents' years of experience, and no significant differences in the qualification category were found amongst respondents on their experience of meaningful work. It is further interesting to note, with regards to the construct role-overload, that males feel more overload with work at the particular company researched (mean =3.04) than females (mean= 2.55). Respondents with 1- 4 years of work experience (mean=3.14) experience more role-overload than respondents with 5-10 years of experience (mean= 2.98) and respondents with 3= 11-

15 years of experience (mean= 2.48). Significant differences in how the various qualifications groups experience role-overload can also be observed.

The results show, on the variables work-home conflict and work-home enrichment, that male respondents experience more work-home conflict and work-home enrichment than female respondents. Medium effect sizes were found between the respondents' years of experience categories and the constructs of work-home conflict and work-home enrichment. Differences can also be observed amongst the different qualification categories on how respondents experienced the abovementioned constructs. It is imperative to note that no significant results or inferences for the parametric test or effect sizes on the age categories could be observed. It can, therefore, be concluded, with an exception to the age category results, that the abovementioned hypothesis has been confirmed by the results presented. The seventh objective endeavor to specify whether there are there any significant positive relationships, by means of statistical analyses, between the constructs of LMX, meaningful work, work to home enrichment, role-overload and work-home conflict. Mean, standard deviation and Pearson correlation results in Table 21 show that moderately high levels of LMX, meaningful work and work-home enrichment can be observed. One of the unanticipated outcomes was the nonexistence of correlation between LMX and meaningful work that is in contrast to previous studies as confirmed in section 3.9.7. The positive relationship between role-overload and work-home-conflict corroborate the results in previous studies. A negative correlation between meaningful work role-overload and work to the home conflict can be observed, also expected as this results are confirmed by previous studies. In conclusion, due to the unforeseen result between LMX and meaningful work, research question 7 was not answered adequately.

4.5 CONTRIBUTIONS OF THE EMPIRICAL STUDY

This study firstly contributed to the current literature by examining how the LMX relationship affects work to home enrichment and work-home conflict and therefore it demonstrates a remarkable uniqueness as this area of study has not been previously conducted in the South African environment. Secondly, the study further, by prescribing a hypothetical conceptual model and analysing data from a manufacturing and engineering company, contributed to an understanding of leadership. Thirdly, role-overload and job meaningfulness was examined as possible mediators between LMX and effects, both internally and external from the employment context, thereby extending LMX theory outside the on-job dimension, a traditionally constrain of the LMX research.

4.6. LIMITATIONS AND RECOMMENDATIONS

Though this research does contribute to existing literature, some limitations need to be recognised. These limitations are categorised as follow: data collection and sampling; research language; research method, demographic data and LMX multiple dimensions

4.6.1 Data collection and sampling

Data was only collected from the employee's perspectives as respondents, with the consequence that utilization of data from one source can produce untrustworthy (subjective) information. Culbertson et al. (2009) refer to this limited approach as using only member perspectives of the LMX relationship. Restricting the mediation analyses only to data extracting from the employee's perspectives and not investigating the supervisor's point of view can lead to biased ratings of a leader's behaviour that in this study was only extrapolated from employee's general evaluation of the leader. This study, therefore, recommended the use of multilevel analyses for prospective studies, which will have to be inclusive of the supervisor's perspective. Nevertheless, it is the authors' opinion that the current research findings that propose the use of data from the employee's point of view does not serve as a treat to the study's validity. Steps were taken in the statistical analytical approach and in the design of the study to minimise biases (as confirmed in Chapter 1. Also, because the researcher was also interested in the relations between LMX and the employee's views of their role-overload, meaningfulness and their work-home perspectives, it was, therefore, logical to analyse the employee's viewpoints of their LMX relations with the supervisor.

Data were collected in a profit maximisation company in the Western Cape Province of South Africa. The current research has been conducted within one organisation, a manufacturing and engineering company, which may place a limited effect on the generalizability of the current results and limit these results to the organisation that has been researched. These results can therefore not be generalised to other private businesses and added future research can enlarge the population by also studying other private sector organisations. Additional research would need to test the suggested hypothesised model in other private sector industries so to better comprehend the current study's constructs and relations amongst them. It will be thought provoking to discover if comparable or different results amongst dissimilar private and public sector organisations, geographically based, can be produced by future research on LMX and other latent constructs. Another shortcoming of this study is the sample size of the respondents, as confidence in the

research results could have been strengthened if the sample was larger. It, therefore, recommended that research in future could be inclusive of a much bigger study population.

4.6.2 Research language

The research was conducted in English (through the questionnaire issued to the respondents), and the first language of most respondents is Afrikaans. Therefore English remains a second language for most respondents. This had the effect of respondents not fully comprehend some of the concepts, as indicated in section 3.9.4.1. A dual language construction of the survey, depending on the demographic context, can probably enhance the response quality from respondents.

4.6.3 Research method

A quantitative research approach was conducted, but it is suggested that a qualitative study might have also been applied to increase the contextual understanding of employees working in a manufacturing and engineering setting. A focus on qualitative research will be of an enormous benefit when exploring sociological or psychological phenomena like leader-member exchange and home from work intrusions. The researcher can use a sequential strategy by starting with a quantitative method, and then a qualitative method to comprehend the attitudes as well as feelings of employees working in a manufacturing and engineering company or other companies. This study exclusively focused on the work to home interferences, and therefore it is uncertain what the LMX effect will be in family to work experiences in a similar or different South African work environment. Research by Lapierre et al. (2006) focused on family interferences with work and concluded that the frequency of family interference with the work environment is negatively correlated to both the LMX relationship quality and member's job enrichment level. Future research, as a recommendation, should therefore focus on the extension of LMX theory beyond the workplace, which include LMX measures within the broader social network, and both work-home and home to work spill-overs.

4.6.4 Demographic data and LMX multiple dimensions

In conclusion, although certain control variables were analysed, future research can also include the relationships between LMX and demographic data such as hours of work, race, a supervisory position, and the multidimensionality of the LMX quality. Multiple dimensions were not studied because of the current study's scope. Of particular importance for prospective LMX research will be to pay attention to

the addition of multiple dimensions (contribution, affect, professional respect, and loyalty) when it come to the structuring a theoretical model, assumptions and the appropriate research questions (Culbertson et al., 2009).

4.7 CONCLUSION

The study results confirmed that employees at the company researched perceive their relationships with supervisors as positive, but some do feel that their potential is not recognised and that they do experience role-overload, notwithstanding LMX relationship presence of a high quality in the relevant company. In order to balance the two dimensions of the LMX relationship and employee perceptions of work overload imply that the business needs to look at how work is structured and planned, that will have a positive effect, on the social exchange relationship. This will enhance meaningfulness, decrease perceived role-overload, and subsequently decrease the conflicts between work and home, also validated by previous studies (Hill et al., 2016; Liao et al., 2016; Litano et al., 2016; Major & Morganson, 2011; Van Lemoen 2012; Viljoen, 2014). Secondly, the results point out that role-overload, as opposed to meaningful work, do have a mediating effect on the LMX quality and work to home conflict. As a result, organisations may have to minimize the role-overload effect on employees and can take steps to eliminate barriers to achieve employee goals, recognise employee's strengths, strengthen supervisor's communication abilities, lessen organisational politics and assure that supervisors manage their relationships with their followers more effectively (Bakar, Su Mustaffa & Mohamad, 2009; Berdicchia, 2015; Sonnentag & Fritz, 2015; Viljoen et al. 2014). Thirdly, it was also found that members meaningful work, also defined as job enrichment postulated by Lapierre et al. (2006), and LMX quality surprisingly do not share a distinct positive relationship, further negating the notion that meaningful work can be viewed as a key currency in the LMX relationship. Fourthly, the research results further indicated, with the focus on the negative interference of work to home conflict, that a positive LMX relationship can decrease conflict employees experience between work and home. It can thus be concluded out of the abovementioned assessment and based on the research findings, that most the research questions were also answered, namely how leader-member exchange impact the work-home interferences of employees working in a researched manufacturing and engineering company.

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ANNEXURES

Annexure A: Questionnaire

Leader –Member Exchange Survey

You are being asked to participate in a study investigating the impact of Leader-member exchange (LMX) on employee's management of the interference between work and home in a working environment and secondly the mediation effect of role-overload and meaningfulness, through LMX, on work-home conflict and work-home enrichment.

Consent for Participation in Research

This quantitative survey is being conducted by **Michael Jones**, in partial fulfilment of the requirements of the M. Comm degree in Human Resource Management at the North-West University in Potchefstroom. Participation in the study is voluntary and completion of the survey will take approximately 10 - 20 minutes. You will encounter no personal risk by participating in this study. **Your individual survey responses will remain confidential;** no information will be collected that allows the researchers or any employer representative to identify an individual employee's responses.

You are under no obligation to participate. You may withdraw from the study at any time without penalty or repercussion. If you have any questions or concerns about the research, please feel free to contact Michael Jones per cellular phone at **0700373723**. Your questions or concerns will be addressed to your satisfaction. Please complete the questionnaire, and the information you provide will be anonymous. To ensure this, place the answered questionnaire document in the **drop box in front of your Workstation.** Also sign the available checklist that will serve as confirmation that you've completed the questionnaire.

Thank you in advance for your participation. I am extremely appreciative of your time and effort.

Sincerely,



Michael Jones

Please respond "yes" or "no" to the first three questions by applying an X.

1) **I have read and understood the "Consent for Participation in Research".**

Yes		No	
-----	--	----	--

2) **I agree to participate in this research.**

Yes		No	
-----	--	----	--

3) **I am at least 18 years of age.**

Yes		No	
-----	--	----	--

Demographic Information

Please complete the table underneath and apply an X where applicable.

1.Age													
2.Gender	Female			Male									
3.Race	African			Coloured			White			Indian			
4.Marital status	Married			Divorced			Living together			Single		Widowed	
5. Highest level of education completed	Grade 10 & Lower												
	Grade 11												
	Grade 12												
	Diploma or Certificate												
	Undergraduate degree												
	Postgraduate degree												
6.Home Language													
7.Department/section in which employed													
8.Years of work experience													
9.Job title													

4. Leader-Member Exchange (LMX7) scale (Liden et al., 1993)

The following questions ask about your relationship with your immediate supervisor, i.e. the person you report to. Please note that your responses will not be made available to your employer.

Please provide your answer by encircling one of the numbers from 1-5.

- Do you know where you stand with him/her, do you usually know how satisfied he/she is with what you do? Motivate your answer underneath.**

1	2	3	4	5
Rarely	Occasionally	Sometimes	Fairly often	Very often
<u>Please motivate your answer underneath:</u>				

2. How well does he/she understand your job problems and personal needs?

1	2	3	4	5
Not a bit	A little	A fair amount	Quite a bit	A great deal
<u>Please motivate your answer underneath:</u>				

3. How well does he/she recognise your potential?

1	2	3	4	5
Not at all	A little	Moderately	Mostly	Fully
<u>Please motivate your answer underneath:</u>				

4. Regardless of how much formal authority he/she has built into his/ her position, what are the chances that he/she would use his/ her power to help you solve problems in your work?

1	2	3	4	5
None	Small	Moderate	High	Very high

5. Again, regardless of the amount of formal authority he/she has, what are the chances that he/she would “bail you out,” at his/ her own expense?

1	2	3	4	5
None	Small	Moderate	High	Very high

6. I have enough confidence in him/her that I would defend and justify his/ her decision if he/she were not present to do so?

1	2	3	4	5
Strongly disagree	Disagree	Neutral	Agree	Strongly agree

7. How would you characterise your working relationship with him/her?

1	2	3	4	5
Extremely ineffective	Worse than average	Average	Better than average	Extremely effective
<u>Please motivate your answer underneath:</u>				

5. Meaningfulness of work scale (Mottaz, 1981)

Please provide your answer by encircling one of the numbers from 1-5. **Also motivate your response to certain statements.**

8. My work is a significant contribution to the successful operation of the organisation

1	2	3	4	5
Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree

9. Sometimes I am not sure I completely understand the purpose of what I am doing

1	2	3	4	5
Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree

10. My work is really important and worthwhile

1	2	3	4	5
Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree

11. I often wonder what the importance of my job really is

1	2	3	4	5
Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
<u>Please motivate your answer underneath:</u>				

12. I often feel that my work counts for very little around here

1	2	3	4	5
Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
<u>Please motivate your answer underneath:</u>				

13. I understand how my work role fits into the overall operation of this organisation

1	2	3	4	5
Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree

14. I understand how my work fits with the work of others here

1	2	3	4	5
Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree

6. Role-overload scale: (Bolino & Turnley, 2005)

Please provide your answer by encircling one of the numbers from 1-5 AND **motivate a certain statement**

15. The amount of work I am expected to do is too great.

1	2	3	4	5
Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree

16. I never seem to have enough time to get everything done at work.

1	2	3	4	5
Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
<u>Please motivate your answer underneath:</u>				

17. It often seems like I have too much work for one person to do.

1	2	3	4	5
Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree

7. Work to Home Conflict scale (Carlson, Kacmar & Williams, 2000)

Below are five statements with which you may agree or disagree. Using the 1 – 5 scale below, indicate your agreement with each item by circling the appropriate number. The words “work” and “job” refer to all work-related activities that you do as part of your paid employment. The word “family” refers to your overall home life. **Also motivate certain answers.**

1	strongly disagree
2	disagree
3	neither agree nor disagree
4	agree
5	strongly agree

18. The demands of my work interfere with my home and family life.

1	2	3	4	5
<u>Please motivate your answer underneath:</u>				

19. The amount of time my job takes up makes it difficult to fulfil my family responsibilities.

1	2	3	4	5
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20. Things I want to do at home do not get done because of the demands my job puts on

1	2	3	4	5
<u>Please motivate your answer underneath:</u>				

21. My job produces a strain that makes it difficult to fulfil family duties.

1	2	3	4	5
<u>Please motivate your answer underneath:</u>				

22. Due to work-related duties, I have to make changes to my plans for family activities.

1	2	3	4	5
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8. Work –to Home Enrichment scale (Carlson, Kacmar, Wayne & Grzywacz,2006)
Instructions:

To what extent do you agree with the following statements?

Choose from the following scale: Indicate your agreement with each item by applying an **X** in the proper box on the right of each statement. Please note that for you to strongly agree (4 or 5) with an item you must agree with the full statement. For example

“My involvement in my work helps me understand different viewpoints, and this helps me be a better family member”.

To strongly agree, you would need to agree that **(1)** your work involvement helps you to understand different viewpoints **AND (2)** that these different viewpoints transfer to home making you a better family member. The words “work” and “job” refer to all work-related activities that you do as part of your paid employment. The word “family” refers to your overall home life.

Statement	1	2	3	4	5
	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neutral</i>	<i>Agree</i>	<i>Strongly agree</i>
23. My involvement in my work helps me understand different viewpoints, and this helps me be a better family member.					
24. My involvement in my work puts me in a good mood, and this helps me be a better family member.					
25. My involvement in my work helps me to gain knowledge, and this helps me be a better family member.					
26. My involvement in my work helps me feel personally fulfilled, and this helps me be a better family member.					
27. My involvement in my work helps me acquire skills, and this helps me be a better family member.					
28. My involvement in my work makes me feel happy, and this helps me be a better family member.					
29. My involvement in my work provides me with a sense of success, and this helps me be a better family member.					
30. My involvement in my work makes me cheerful, and this helps me be a better family member.					
31. My involvement in my work provides me with a sense of accomplishment, and this helps me be a better family member					

Thank you for completing the questionnaire!