



**THE INFLUENCE OF LEADERSHIP STYLES ON JOB SATISFACTION
AMONGST EMPLOYEES AT A LANDSCAPING ORGANISATION IN THE CAPE
METROPOLIS.**

by

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ABSTRACT

Leadership can be defined as the ability to persuade other group members to work towards a common objective. As a method for bringing out the best in oneself and others, leadership is also thought of in this way. According to some, the effectiveness of leadership styles is significantly influenced by national culture. According to leadership literature, the three most prevalent leadership philosophies in the current environment are transformational leadership, transactional leadership, and laissez-faire leadership, with transformational leadership and transactional leadership holding the two most sway.

According to the literature, a leader's leadership style has a significant impact on how satisfied a worker is at work. The degree to which current leadership philosophies are related to job satisfaction varies. Numerous studies have shown that transformational leadership, as opposed to transactional or laissez-faire leadership and other leadership styles, results in better levels of job satisfaction.

Investigating the link between leadership styles and levels of job satisfaction among employees inside the organization was the study's main goal. To meet the study's goals, a mixed method investigation was done. Employees who were part of the organization's chosen target population were given questionnaires. Statistical software was used to analyse the received data. The study's findings indicate that each leadership style has an impact on job satisfaction whether positive or negative.

Key terms: Leadership, leadership styles, subordinates, job satisfaction.

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DEDICATION

This study is dedicated to my mother Nophelo Agrinette Mququ who has always wanted the very best for me. My Daughter Aletha Azuka Mququ who has been my reason to do better and means the world to me. My Siblings Neziswa Mququ, Bongani Mququ and Nyameka Mququ who have been my support system since forever. My Nephew Mihlali Mququ and my nieces Mila Mququ, Minqweno Mququ and generations to come. May they learn the importance of education and become the best they can be.

This study is a challenge to my daughter Azuka to do even better than what I have managed to accomplish. May this thesis motivate her to excel into greater heights and dream even bigger.

This thesis is also in memory of my late father, Zonwabele Templeton Mququ who passed when I was only 11 years old. My father used to sit me on his lap and speak words of success over my life. I wish he stayed longer to witness the fruition of his words. It is also in memory of my brother Sive Mququ who was always so proud of me, who pushed me to do even more but sadly passed on before my first graduation in 2014. I wish that they both lived long enough to witness these moments, this has all been in honour of their memory.

TABLE OF CONTENTS

DECLARATION	II
ABSTRACT	III
ACKNOWLEDGEMENTS	IV
DEDICATION	V
TABLE OF CONTENTS.....	VI
LIST OF TABLES	X
LIST OF FIGURES.....	XI
CHAPTER 1 INTRODUCTION	1
1.1 PREAMBLE.....	1
1.2 PROBLEM STATEMENT	2
1.3 RATIONALE	2
1.4 RESEARCH AIM AND OBJECTIVES.....	3
1.5 RESEARCH QUESTIONS.....	3
1.6 CONCEPTUAL FRAMEWORK.....	4
1.7 BACKGROUND OF THE STUDY	5
1.8 LEADERSHIP STYLES	9
1.8.1 Transformational leadership style.....	10
1.8.2 Transactional leadership style.....	11
1.8.3 Laissez-Faire leadership.....	12
1.8.4 Job satisfaction.....	13
1.9 DEMARCATION	15
1.10 RESEARCH METHODOLOGY	15
1.10.1 Research approach.....	16
1.10.2 Population target	17
1.10.3 Sampling method	17
1.10.4 Sample size	18
1.10.5 Research instrument	18
1.10.6 Data collection	18
1.10.7 Data analysis.....	19
1.11 STUDY LIMITATIONS	19
1.12 OUTLINE OF CHAPTERS	20
1.13 PARADIGM	ERROR! BOOKMARK NOT DEFINED.

1.14	ETHICAL CONSIDERATIONS.....	21
1.15	CONCLUSION.....	22
CHAPTER 2 THE INFLUENCE OF LEADERSHIP STYLES ON JOB SATISFACTION AMONGST EMPLOYEES		
LITERATURE REVIEW.....		23
2.1	INTRODUCTION.....	23
2.2	LEADERSHIP.....	23
2.2.1	<i>Leadership characteristics</i>	25
2.2.2	<i>Leadership attributes</i>	26
2.2.3	<i>Leadership styles</i>	27
2.3	FACTORS OF LEADERSHIP.....	27
2.3.1	<i>Leader</i>	27
2.3.2	<i>Follower</i>	28
2.3.3	<i>Communication</i>	28
2.3.4	<i>Situation</i>	28
2.4	LEADERSHIP THEORIES.....	28
2.4.1	<i>Great-Man Theory</i>	29
2.4.2	<i>Trait theory</i>	29
2.4.3	<i>Contingency Theories (Situational)</i>	29
2.4.4	<i>Charismatic Leadership Theory</i>	30
2.4.5	<i>Transformational leadership theory</i>	30
2.4.6	<i>Information Processing Theory</i>	30
2.4.7	<i>Social Identity Theory:</i>	31
2.5	LEADERSHIP STYLES.....	31
2.5.1	<i>Charisma leadership</i>	32
2.5.2	<i>Autocratic leaders</i>	34
2.5.3	<i>Democratic leaders</i>	35
2.5.4	<i>Laissez-faire leaders</i>	37
2.5.5	<i>Transactional leadership</i>	37
2.5.6	<i>Transformational leadership</i>	41
2.6	RELATIONSHIP BETWEEN LEADERSHIP STYLES AND JOB SATISFACTION.....	48
2.7	CONCLUSION.....	48
CHAPTER 3 LITERATURE REVIEW ON JOB SATISFACTION AND LEADERSHIP PHILOSOPHIES IN ORGANISATIONS 49		
3.1	INTRODUCTION.....	49
3.2	JOB SATISFACTION.....	49

3.3	MOTIVATION	51
3.4	JOB SATISFACTION THEORIES.....	53
3.4.1	<i>The Needs Theories</i>	54
3.4.1.1	Maslow's Need Hierarchy Theory	54
3.4.1.2	Alderfer's ERG theory	56
3.4.1.3	McClelland's Need Theory.....	57
3.4.2	<i>Job characteristic theories</i>	59
3.4.2.1	Herzberg's Motivation Hygiene Theory.....	59
3.4.3	<i>Equity theory</i>	62
3.4.3.1	Adams equity theory.....	63
3.5	LEADERSHIP POWER	64
3.5.1	<i>Expert power</i>	65
3.5.2	<i>Legitimate power</i>	66
3.5.3	<i>Referent power</i>	66
3.5.4	<i>Reward power</i>	66
3.5.5	<i>Coercive power</i>	66
3.6	DIFFERENTIATION BETWEEN MANAGERS AND LEADERS	67
3.7	CONCLUSION.....	69

CHAPTER 4 RESEARCH METHODOLOGY AND DESIGN, INCLUDING THE POPULATION OF STUDY, SAMPLING METHOD, DATA ANALYSIS AND THE DATA RECORDING..... ERROR! BOOKMARK NOT DEFINED.

4.1	INTRODUCTION.....	70
4.1.1	<i>Types of research methodologies</i>	70
4.2	PARADIGM	71
4.3	RESEARCH METHOD AND DESIGN.....	72
4.4	RESEARCH APPROACH.....	74
4.5	TARGET POPULATION	74
4.6	SAMPLING METHOD.....	75
4.7	SAMPLE SIZE	75
4.8	DATA COLLECTION INSTRUMENT	76
4.8.1	<i>Section A: Biography</i>	76
4.8.2	<i>Section B & C: Likert Scale</i>	76
4.9	DATA COLLECTION	77
4.10	DATA ANALYSIS	78
4.11	VALIDITY AND RELIABILITY.....	79
4.11.1	<i>Reliability</i>	79
4.11.2	<i>Validity</i>	80
4.12	ETHICAL CONSIDERATION	80

4.13	RESEARCH LIMITATIONS	81
4.14	CONCLUSION.....	82
CHAPTER 5	DATA ANALYSIS AND DISCUSSION OF RESULTS	83
5.1	INTRODUCTION.....	83
5.2	SECTION A: BIOGRAPHY	83
5.3	SECTION B: LIKERT SCALE	89
5.3.1	<i>Transactional style</i>	96
5.3.2	<i>Democratic leadership style</i>	106
5.3.3	<i>Autocratic leadership style</i>	114
5.3.4	<i>Coaching leadership style</i>	122
5.4	SECTION C. OPEN-ENDED QUESTIONS	133
5.5	CONCLUSION.....	137
CHAPTER 6	SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS	138
6.1	INTRODUCTION.....	138
6.2	BIOGRAPHY	138
6.3	LIMITATIONS TO THE STUDY	159
6.4	RECOMMENDATIONS FOR FUTURE STUDIES.....	159
6.5	CONCLUSION.....	159
REFERENCES.....		161
APPENDICES.....		171

LIST OF TABLES

TABLE 1.1: CHARACTERISTICS OF A TRANSFORMATIONAL LEADERS	11
TABLE 1.2: CHARACTERISTICS OF A TRANSACTIONAL LEADER	12
TABLE 1.3: CHARACTERISTICS OF LAISSEZ-FAIRE LEADERSHIP STYLE.....	12
TABLE 1.4: THE COMBINATION OF LEADER AND LEADERSHIP STYLE RESULTS TO IN JOB SATISFACTION	14
TABLE 2.1: LEADERSHIP ATTRIBUTES	26
TABLE 2.2: CHARACTERISTICS OF LAISSEZ-FAIRE STYLE	37
TABLE 2.3: TRANSACTIONAL LEADERSHIP DIMENSIONS	38
TABLE 2.4: DIMENSIONS OF TRANSFORMATIONAL LEADERSHIP	42
TABLE 2.5: DIMENSIONS OF THE MULTIFACTOR LEADERSHIP QUESTIONNAIRE	45
TABLE 3.1: ELEMENTS OF HERZBERG'SHERZBERG'S THEORY	61
TABLE 3.2: OVERVIEW OF MOTIVATIONAL THEORIES	62
TABLE 3.3: EQUITY THEORY INPUTS AND OUTPUTS.....	63
TABLE 3.4: DIFFERENTIATION BETWEEN MANAGERS AND LEADERS	68
TABLE 4.1: DIFFERENTIATING QUANTITATIVE FROM QUALITATIVE RESEARCH	ERROR! BOOKMARK NOT DEFINED.
TABLE 6.1: AGE GROUP OF SUBORDINATES.....	138
TABLE 6.2: CURRENT POSITION OF SUBORDINATES IN THE ORGANISATION	139
TABLE 6.3: HIGHEST QUALIFICATIONS	140
TABLE 6.4: EXPERIENCE IN CURRENT POSITION	140
TABLE 6.5: PERIOD OF WORK WITHIN THE ORGANISATION.....	141
TABLE 6.6: TRANSFORMATIONAL LEADERSHIP STYLE.....	143
TABLE 6.7: TRANSACTIONAL LEADERSHIP STYLE	145
TABLE 6.8: DEMOCRATIC LEADERSHIP STYLE	148
TABLE 6.9: AUTOCRATIC LEADERSHIP STYLE.....	151
TABLE 6.10: COACHING LEADERSHIP STYLE.....	154
TABLE 6.11: CONTINGENCY LEADERSHIP STYLE.....	156

LIST OF FIGURES

FIGURE 1.1: CONCEPTUAL FRAMEWORK	4
FIGURE 1.2: ELEMENTS OF EFFECTIVE LEADERS IN ORGANISATIONS.....	5
FIGURE 1.3: LOCUS OF LEADERSHIP	8
FIGURE 1.4: THREE FREQUENTLY USED TYPES OF LEADERSHIP STYLES	10
FIGURE 2.1: LEADERSHIP CHARACTERISTICS	26
FIGURE 2.2: CHARISMATIC LEADERSHIP STYLE MODEL.....	33
FIGURE 2.3: ILLUSTRATION OF AUTOCRATIC LEADERSHIP STYLE	34
FIGURE 2.4: ILLUSTRATION OF THE DEMOCRATIC LEADERSHIP STYLE	36
FIGURE 2.5: TRANSFORMATIONAL LEADERSHIP STYLE VS TRANSACTIONAL LEADERSHIP STYLE.....	47
FIGURE 3.1: TYPES OF MOTIVATION THEORIES	53
FIGURE 3.2: MASLOW'S MASLOW'S HIERARCHY OF NEEDS.....	54
FIGURE 3.3: ALDERFER'S ALDERFER'S ERG THEORY MODEL	57
FIGURE 3.4: MCCLELLAND'S MCCLELLAND'S NEEDS THEORY	58
FIGURE 3.5: HERTZBERG TWO FACTOR THEORY	60
FIGURE 3.6: TYPES OF LEADERSHIP POWERS	65
FIGURE 4.1: RESEARCH FRAMEWORK.....	74
FIGURE 4.2: DATA ANALYSIS FLOW CHART.....	78
FIGURE 5.1: AGE GROUP OF RESPONDENTS	84
FIGURE 5.2: RESPONDENT'S CURRENT POSITION IN THE ORGANISATION	85
FIGURE 5.3: RESPONDENT'S HIGHEST QUALIFICATION.....	86
FIGURE 5.4: RESPONDENTS' YEARS OF EXPERIENCE IN CURRENT POSITION.....	87
FIGURE 5.5: RESPONDENT'S YEARS OF EXPERIENCE IN THE ORGANISATION	88
FIGURE 5.6: TAKES MY INPUT IN DECISION-MAKING VERY SERIOUS	89
FIGURE 5.7: LEADER SPENDS ENOUGH TIME TEACHING AND COACHING.....	90
FIGURE 5.8: DISCUSSES THE TASKS THAT MUST BE COMPLETED WITH ENTHUSIASM.....	91
FIGURE 5.9: LEADS IN A WAY THAT PROMOTES A PEACEFUL WORKING ENVIRONMENT.....	92
FIGURE 5.10: INSTILLS PRIDE IN ME AND MY JOB TO KEEP ME MOTIVATED.....	93
FIGURE 5.11: ACTS IN WAYS THAT BUILD MY OUTMOST RESPECT FOR HIM	94
FIGURE 5.12: MY PERFORMANCE IMPROVES EVERY DAY DUE TO THE MOTIVATION BY THE MANAGER	95
FIGURE 5.13: TASKS ARE CLEARLY ALLOCATED TO US ACCORDING TO OUR ABILITIES.....	96
FIGURE 5.14: ASSIGNS TASKS AND MICRO-SUPERVISES MY PERFORMANCE TO AVOID COSTLY ERRORS	97
FIGURE 5.15: DOES NOT ALLOW ME TO MAKE ANY INNOVATION BECAUSE THAT MAY RESULT IN ERRORS	98
FIGURE 5.16: VERY SPECIFIC ABOUT TASKS TO BE PERFORMED AND REWARDS FOR GOOD PERFORMANCE	99
FIGURE 5.17: DOES NOT TRUST THE WORK I DO UNTIL PERSONALLY CHECKED AND SATISFIED	100

FIGURE 5.18: DOES NOT ALLOW ROOM FOR ERROR	101
FIGURE 5.19: MANAGER WHO PUBLICALLY ANNOUNCES EMPLOYEE SUCCESS OR FAILURE	102
FIGURE 5.20: REWARDS FOR GOOD PERFORMANCE AND PUNISH FOR POOR PERFORMANCE	103
FIGURE 5.21: LEADER PROMOTES, RECOGNISES AND REWARDS EMPLOYEES FOR GOOD EFFORT	104
FIGURE 5.22: THE LEADER DOES NOT TRUST YOU WITH THE WORK AND CHECKS REGULARLY	105
FIGURE 5.23: BELIEVES THAT WORK TIME IS WORK TIME; NO NEED FOR FAMILY MATTERS AT WORK	106
FIGURE 5.24: LEADER CONSULTS TEAM BEFORE MAKING DECISIONS	107
FIGURE 5.25: VALUES EMPLOYEE INPUT AND USE IT IN DECISION MAKING.....	108
FIGURE 5.26: LEADER UNDERSTANDS THAT TWO HEADS ARE BETTER THAN ONE.....	109
FIGURE 5.27: LEADERS REMEMBER TO START WITH PEOPLE FIRST	110
FIGURE 5.28: LEADER ALWAYS DEVELOPS RELATIONSHIPS	111
FIGURE 5.29: LEADER FOCUSES MORE ON PEOPLE BEFORE TASKS.....	112
FIGURE 5.30: LEADERS ALLOWS PARTICIPATION AND ALLOWS OWNERSHIP OF DECISIONS	113
FIGURE 5.31: LEADERS DISCUSS TASKS AND MINIMISE ERRORS	114
FIGURE 5.32: DOES NOT CONSULT TEAM AND EXPECT INSTRUCTIONS FOLLOWED.....	115
FIGURE 5.33: LEADER SEES NO NEED TO CONSULT SUBORDINATES	116
FIGURE 5.34: A MANAGER THAT CONSULTS SHOWS WEAKNESS AND LOSES RESPECT FROM FOLLOWERS.....	117
FIGURE 5.35: KNOWLEDGEABLE LEADERS KNOW SITUATIONS AND SHOULD CONSULT WITH EMPLOYEES	118
FIGURE 5.36: AUTOCRATIC LEADERS DO NOT WASTE TIME DISCUSSING; THEY SAVE MONEY AND DECIDE	119
FIGURE 5.37: ONLY LEADERS WHO ARE NOT SURE OF THEMSELVES WILL NEED TO CONFIRM WITH OTHERS	120
FIGURE 5.38: INEXPERIENCED MANAGERS CONSULT; EXPERIENCED MANAGERS JUST GET DONE	121
FIGURE 5.39: AUTOCRATIC LEADERS REWARD BY PROMOTION THOSE THEY GET ALONG WELL WITH	122
FIGURE 5.40: LEADER ORGANISES WORK FOR EASY PERFORMANCE BY EMPLOYEES	123
FIGURE 5.41: LEADERS TEACH AND COACH FOR BETTER PERFORMANCE.....	124
FIGURE 5.42: LEADER INTERVENES IN TIME WHEN THERE ARE IDENTIFIED UNDERPERFORMANCES FROM EMPLOYEES.....	125
FIGURE 5.43: LEADER IS CONSIDERATE OF TASKS AND EMPLOYEE'S GENERAL WELFARE.....	126
FIGURE 5.44: LEADERS MOTIVATE EMPLOYEES BY COACHING AND MOTIVATING	127
FIGURE 5.45: LEADER HAS A NUMBER OF LEADERSHIP STYLES FOR ALL EMPLOYEES THEY WORK WITH	128
FIGURE 5.46: LEADERS USE DIFFERENT LEADERSHIP STYLES ACCORDING TO THE STATE AND NEEDS OF EMPLOYEES	129
FIGURE 5.47: WILL HAVE EMPATHY FOR THOSE WITH SPECIAL SOCIAL PROBLEMS AND NOT NEGLECT TASKS.....	130
FIGURE 5.48: THE LEADER WILL BE HARSH ON EMPLOYEES WHO TAKE ADVANTAGE OF SITUATIONS AND DO NOT PERFORM AS REQUIRED.....	131
FIGURE 5.49: LEADER HELPS THOSE GENUINELY STRUGGLING WITH ASPECTS BY COACHING AND MENTORING	132
FIGURE 5.50: USES CONTINGENCY- SITUATION DETERMINES HOW THEY RESPOND TO ISSUES.....	133

LIST OF APPENDICES

APPENDIX A: LETTER OF CONSENT—SERVEST	171
APPENDIX B: SIMILARITY INDEX.....	172
APPENDIX C: REGISTRATION OF PROPOSAL.....	173
APPENDIX D: QUESTIONNAIRE	174
APPENDIX E: CERTIFICATE OF EDITING	183

CHAPTER 1

INTRODUCTION

1.1 Preamble

In every organisation's rapidly growing global environment, leadership is required to positively influence employees' behaviour and contribution to the organisation. According to Anantatmula (2010:1), for employees to succeed in the current global economy, the manager's leadership position is crucial in inspiring teams and fostering an effective work environment. Olusadum and Anulika (2018:54) assert that the most challenging task of leaders in any organisation is how best they use human and material resources to achieve the organisation's mission, vision and objectives. Therefore, different leadership styles directly affect the effectiveness and performance of organisations' teams (Nanjundeswaraswamy & Swamy, 2014:57). This proves that an effective leadership style positively influences the teams' performance and creates room for transformation within organisations.

A study by Jowah (2016:10) reveals that the concept of leadership style is closely related to leadership; nevertheless, leadership is not the same as leadership styles. In other words, the leader's actions towards the subordinates are known as the leadership style, while being a leader is referred to as leadership. Khajeh (2018:3) addresses the impact of leadership philosophies on overall organisational and employee performance. The leadership style in a particular organisation impacts its culture and employee performance. Thus Abbas & Asgar (2010:9) are certain that one of the most significant outcomes of outstanding leadership is motivated employees. Asghar and Oino (2018:1) add that leadership styles are crucial in motivating employees and thus increasing their job satisfaction levels.

This chapter will provide an overview of leadership styles and how they relate to job satisfaction at Servest Landscaping & Turf (Pty) Ltd. In addition, the study will cover the research problem, aims and objectives, rationale, research methodology, research limitations and chapter summary overview.

1.2 Problem Statement

Servest (Pty) Ltd is a firm founded on 1 July 1998 and listed on the Johannesburg Stock Exchange under the industrial index (De Clerq, 2011:3). Although the company has been exposed to a variety of leadership styles since its inception, management strives to preserve positive relationships with the employees and all stakeholders of the organisation. Currently, with the change in the organisation's leaders, the job satisfaction level keeps changing positively. This communicates that each leader comes with a different leadership style which changes job satisfaction within the teams. The organisation seeks to employ an effective leadership style focusing less on interpersonal ties. However, leaders adopt leadership styles they find suitable for themselves without considering the organisation's preferred ones that have shown excellent results in job satisfaction among employees. As a result, employees frequently strive for motivation, recognition and acceptance from leaders. Job satisfaction is a critical element in the retaining of employees and getting the work done in time. There are numerous factors therefore that contribute to employee satisfaction, which are amongst others, employee engagement, employee respect and appreciation, acceptable remuneration by employees, and a motivating environment. In this study the situation is compounded by the nature of the job and the tasks to performed, too often away from direct physical interaction with the leader. The value derived from this research is based on the hope of identifying a shared platform from which a suitable leadership style can be practised and employee job satisfaction and organisational success can be accomplished.

1.3 Rationale

This research was to ascertain how an employee's job satisfaction and leadership styles relate at Servest Landscaping (Pty) Ltd. The findings would help the organisation to become more effective by understanding effective leadership, leadership styles and characteristics required to keep project teams motivated and ensure effective staff morale, performance and improved job satisfaction. In doing so, this study would increase the organisation's competitive advantage. This study was significant as it would increase the existing knowledge and enable other researchers doing similar studies to compare their findings to this study. As a result, what is presently understood in this field would be expanded.

1.4 Research Aim and Objectives

Examining how leadership styles affect job satisfaction is the study's main goal. From the primary purpose of the study, the following sub-objectives follow:

1. Primary objective

- The primary objective of this study is to determine which types of leadership are most likely to influence job satisfaction in the selected organisation.

2. Secondary objectives

- To identify the impact of transformational leadership style on job satisfaction.
- To identify the impact of transactional leadership style on job satisfaction.
- To identify the impact of laissez faire leadership style on job satisfaction.
- To identify the impact of Democratic leadership style on job satisfaction.
- To identify the impact of coaching leadership style on job satisfaction.
- To identify the impact of contingency leadership style on job satisfaction

1.5 Research Questions

The following research questions were applied:

- What is the importance of leadership styles in the selected organisation?
- Which leadership styles between the six leadership styles are prone to influence job satisfaction in the selected organisation?
- What is the impact of leadership styles on job satisfaction?
- How is the existing relationship between the existing leadership style and the employee job satisfaction in the organisation?

1.6 Conceptual Framework

According to Regoniel (2015:1), a conceptual framework is the researcher's synthesis of the literature on how to explain a phenomenon. His prior knowledge of other researchers' points of view and his observations on the research topic lays out the steps that must be taken during the study. Jabareen (2009:51) adds that a conceptual framework is a network, or "a plane," of connected ideas that together offer a thorough explanation of a topic or set of facts. A conceptual framework comprises concepts that complement one another, articulate certain phenomena, and build a philosophy unique to that framework.

Figure 1.1 below depicts the conceptual framework, the foundation for the following parts of analysing the research literature.

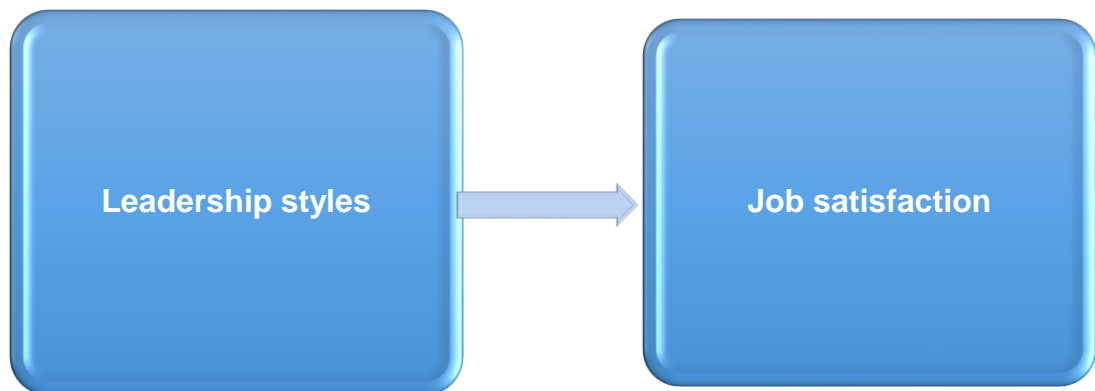


Figure 1.1: Conceptual framework

Source: Own construction

The above conceptual model illustrates the link between leadership, leadership styles and their influence towards job satisfaction.

The model is based on the general hypotheses listed below, which are being investigated in this study:

- Leadership is directly linked to leadership styles
- The more effective leadership is, the more improved the leadership style becomes.
- The leadership styles used to affect the level of employee job satisfaction

1.7 Background Of The Study

The world is facing a massive leadership crisis. The external environment, demand for more engagement, and rivalry present ongoing challenges to the corporate sector (Loganathan 2012:14). As a result, employees are seen as intangible resources that contribute to the profitability and growth of a firm over the long term. However, despite the abundance of literature on leadership, it remains one of the most misunderstood concepts in business (Gandolfi & Stone, 2016:18).

Odumenu and Ifeanyi (2013:355) assert that effective leadership is a significant factor that immensely contributes to the growth of organisations. Furthermore, leadership can be viewed as a process where leaders are determined to bring out the best in themselves and others. Ghasabeh et al. (2015:434) add that it is clear that effective leadership places a strong emphasis on questioning established conventions and inspiring staff members to approach organisational problems more creatively as a source of intellectual capital. Caleb (2018:19) states that the relationship between leaders and followers impacts the morale required for the level of performance by the employees. Erkutlu (2008:78), cited by (Caleb 2018:19), presented below in Figure 1.2, illustrates elements of effective leaders in organisations:

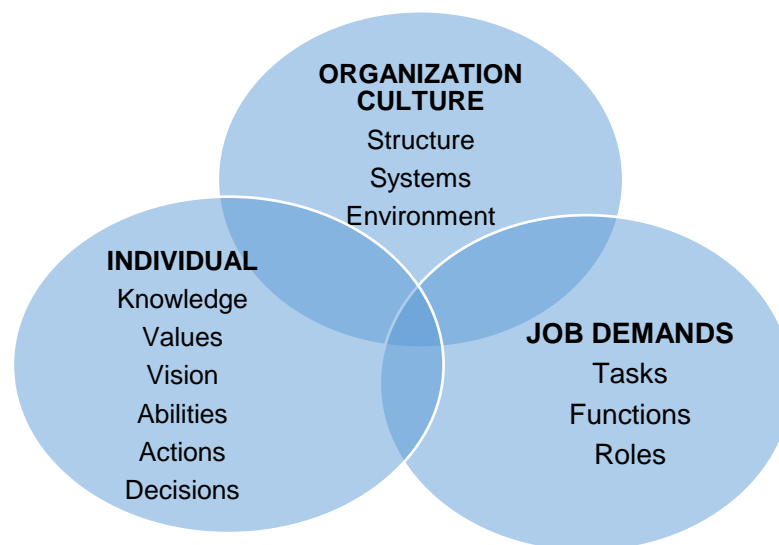


Figure 1.2: Elements of effective leaders in organisations

Source: Caleb (2018:19)

Leaders need to possess characteristics such as charisma, enthusiasm and dedication. These characteristics are critically important to the leader in order for the leader to transform the organisation into a thriving entity that is capable of meeting its own set goals and objectives while ensuring to give value to all stakeholders. Additionally, Jamaluddin et al. (2011:75) assert that leaders who employ appropriate leadership styles can influence their followers' job satisfaction, productivity and commitment to their jobs. Furthermore, achieving this goal requires establishing reliable connections that allow employees to impart their knowledge and novel concepts to others. According to Jowah (2016:11), a leader behaves in a way that promotes job satisfaction because there are contributing factors that influence leader choices, some of which are listed below:

1. the leader's perspective on the workforce;
2. the leader's level of expertise in effective leadership;
3. the history of the leader's upbringing;
4. the leader's sense of superiority over the following,
5. the leader's prior leadership experience,
6. the leader's awareness of the hazards associated with the tasks, and
7. the degree of backing from upper management.

Caleb (2018:9) asserts that specific values and experiences shape the model's appropriate leadership styles. She also mentions that in order for leaders to promote job satisfaction to employees successfully, there are a few things which leaders need to take into account:

- Leaders and employees must continuously improve their relationships and ways of working together.
- Leaders are expected to respect all employees equally and remember that respect begets respect.
- Leaders and employees must trust each other to yield better results usually result in the loyalty of the subordinates on the job.
- Leaders must be clear with employees about the organisation's vision, mission, objectives and tactical plans to promote an improved trust relationship.

- Leaders are expected to effectively improve communication channels and communicate tasks clearly to the employees.
- Leaders are expected to share responsibilities, accountabilities and authority with the employees as individuals or as teams.
- Leaders must know that some subordinates may be more informed and experienced in certain job areas than the leaders.
- Leaders need to consider that two heads are better than one; thus, the knowledge of the tasks must be spread throughout the organisation.
- Leaders are expected to know the significance of getting employees involved in the organisation's problem-solving and decision-making processes.
- Leaders are expected to be patient in forming good and healthy relationships with the employees, which usually take a while to develop and accomplish.
- Leaders must provide their team members with constructive criticism that is appropriate, unambiguous, and positive.
- As part of their growth inside the organisation, employees should be free to take the initiative, take risks, make errors, and learn from leaders.
- Leaders are expected to be transparent and honest to employees as this helps build trust with their subordinates.
- Leaders are expected to discuss key performance areas with their employees and review their performance without making them feel like failures.
- Leaders are expected to care for their subordinates, be concerned about their employees' well-being and support them.
- Leaders are expected to spot employee weaknesses on the job and organise trainings for employees to ensure continuous work improvement.
- Leaders are expected to manage situations in a way that will positively impact the organisation.

Figure 1.3 below illustrates the Locus of Leadership which consists of three factors, the leader, the follower and the situation (Wagner & Hollenbeck, 2005: 57). A leader should possess adequate skills that will allow the leader to use an appropriate

leadership style towards the followers. The leadership style will be exposed during such times when there are certain situations to be resolved. The leader communicates to employees what is required of them to fix and manage the situation at hand. The followers assist the leader in getting goals accomplished.

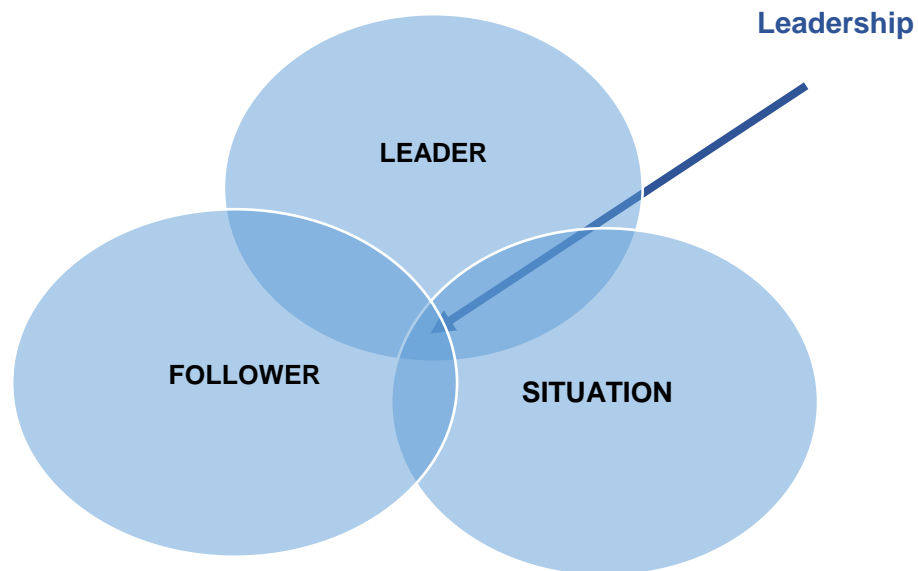


Figure 1.3: Locus of Leadership

Source: Wagner and Hollenbeck (2005:57)

According to Veliu (2017:60), a good leader recognises the value of the organisation's workforce in attaining its objectives and the critical role that employee motivation plays in reaching those objectives. Various leadership styles have distinct effects, either direct or indirect. Ojokuku et al. (2012:207) further add that a leader is someone who has a vision and can make that vision a reality by inspiring others to achieve higher performance standards and highlighting the importance of interpersonal and organisational behaviours among employees. Fasola et al. (2013:96) point out that leadership ensure that employees' goals and objectives are understood and appreciated by all members, as well as inspiring them to put the demands of the group ahead of their own. We may agree that effective leadership with the correct leadership styles does influence the level of job satisfaction of employees. In leading an organisation, every leader should adopt a particular

leadership style which will shape the employees and the organisation to produce expected organisational goals.

1.8 Leadership Styles

According to Ojokuku et al. (2012:207), the leadership style of any company is a fundamental predictor of its performance. Gandolfi and Stone (2016:22) define leadership style as a purposeful method to advance a group of people in an organisation to a future state that is generally acceptable and different from the present. Loganathan (2013:14) further adds that leadership styles employ a range of strategies by leaders to give instructions and influence subordinates' participation in a specific course of action to be navigated.

Leadership style is said to play a critical role in increasing job satisfaction and promoting staff retention Kleinman (2013: 68). Previous research has paid much attention to the connection between leadership style and job satisfaction. According to Jeremy et al. (2012: 538), leadership style is viewed as the collection of traits, abilities, qualities, and behaviours used by leaders in their interactions with subordinates. Jamaluddin et al. (2011:75) further add that the success of an organisation depends on the type of leadership style practised by the organisation's leader.

Literature on leadership styles states that the three most frequently employed leadership styles in the business world are; transformational, transactional, and laissez-faire leadership styles (Loganathan (2013:15)).

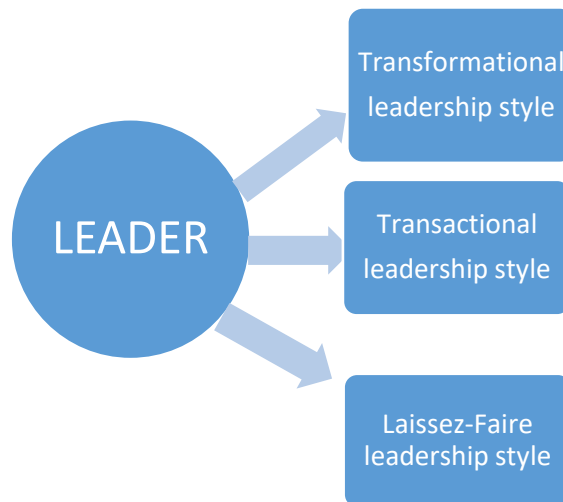


Figure 1.4: Three frequently used types of leadership styles

Source: Own construction

1.8.1 Transformational leadership style

According to Amin et al., (2016:4), transformational leaders combine intellectual stimulation and inspiring motivation to motivate teams to maintain and improve team performance and ensure job satisfaction. Bahmanabadi (2015: 23) defines motivation as the desire for and anticipation of work and the numerous elements in the workplace that foster team motivation. Fasola et al. (2013:98) add that the transformational leadership style is a style that transforms and influences subordinates to perform above and beyond expectations while putting the organisation's interests first. Transformational leaders assist and motivate their subordinates to alter their values, motivation, beliefs, perceptions, and organisational goals., Nanjundeswaraswamy (2014:34). Odumeru and Ifeanyi (2013:356) add that transformational leadership raises followers' morale, motivation, and productivity through a variety of mechanisms. These include motivating subordinates to take more responsibility for their job, setting goals for them to achieve, and identifying their talents and shortcomings so the leader may allocate them to activities that will enhance their performance. Another is being a role model for followers who inspires and engages them. Long et al. (2012:576). To positively influence job satisfaction, transformational leaders provide a clear vision, inspire employees to possess self-esteem, and instils trust and respect in the

employees through being charismatic. Leaders motivate their employees to go beyond the levels of self-interest to benefit the team and organisation.

Table 1.1: Characteristics of a transformational leaders

Leaders are honest, transparent and leading by example to employees
Leaders intellectually stimulate and challenge employees while encouraging them to improve continuously
Leaders set clear visions and goals and communicate them clearly
Leaders are charismatic and maintain healthy work relationships
Leaders ensure idealised influence on individuals and within teams
Leaders are inspirational and motivational to employees
Leaders are considerate of individuals and provide the best level of support each individual requires

Source: Own construction

1.8.2 Transactional leadership style

Transactional leadership is defined by Paracha et al. (2012:56) as the exchange between leaders and employees that accomplishes the leader's and employees' intended outcomes by keeping pledges or making commitments based on mutual respect and trust and exceeding the expectations of the leader and the team. Odumeru and Ifeanyi (2013:356) add that transactional leadership is often referred to as management leadership because it emphasises the importance of supervision, organisation, and group performance. In this leadership style, the leader encourages compliance by his employees by using both rewards and punishments when required. In contrast to transformational leadership, leaders who use the transactional style aim to maintain the status quo rather than make changes to the future; these leaders scrutinise their employees' work to spot mistakes and deviations. This kind of leadership works well during crises and emergencies and when tasks need to be completed in a particular way. Fasola et al. (2013:99) argue that leaders who adopt the transactional leadership style pay close attention to the work of their employees in order to spot errors. Therefore, it can be noted that this

leadership style is beneficial when tasks need to be completed precisely or in times of crisis.

Table 1.2: Characteristics of a transactional leader

Leaders micro-manage employees
Leaders carefully scrutinise each employee's work to note errors
Leaders clarify expected job targets, and if they are met, leaders offer rewards to those particular employees
Leaders monitor any deviations from standards and come up with remedial actions accordingly
Leaders encourage employee compliance; for those who do not comply, leaders ensure punishments are put in place towards such employees
Leaders wait for problems to arise, then take actions

Source: Own construction

1.8.3 Laissez-Faire leadership

Laissez-Faire leadership is the leadership style where the leaders do not provide any support to employees and are interested in taking a back seat and enabling the team members to make their own decisions. Additionally, Dastane (2020:27) describes the Laissez-faire leadership style as the type of leadership where the workforce performance depends on the team members' abilities, skills, and expertise.

Table 1.3: Characteristics of Laissez-faire leadership style

Leaders do not offer guidance and support to employees
Leaders allow employees to take decisions without consulting them
Leaders do not communicate organisation visions and goals; as a result, they only provide employees with the required tools and resources
Leaders do not involve themselves in problem-solving; they shift that responsibility to employees without any intervention

Source: Own construction

1.8.4 Job satisfaction

According to Mousakhani et al. (2012:84), one of the most significant aspects of any organisation is the performance of its employees. As a result, improving and enhancing organisational and employee performance should be one of the most critical problems facing every organisation. Pancasila et al. (2020:388) state that a close relationship exists between leadership style, employee motivation, time management, team performance and satisfaction. Kelidbari et al. (2016:465) further point out that effective leadership indirectly affects job satisfaction to ensure employee performance. Caleb (2018:3) states that effective leaders inspire and motivate employees and are capable of bringing out the best in themselves to help the company thrive. Rahbi (2017:3) states that team motivation is the degree to which a team is willing to put forth and maintain an effort towards organisational goals. Motivation is linked to job satisfaction, which encourages employees to work to their best abilities. Thus, for employees to do their jobs to their best performance, they have to be motivated by their leaders. Job satisfaction is described by Mwesigwa et al. (2020:255) as the degree to which individuals are pleased or satisfied with their jobs. Malik et al. (2017:147) add that the employee's emotional point of view of their jobs is the aspect of job satisfaction that they are either satisfied or not. Paracha et al. (2012:58) state that job satisfaction is influenced by several factors, such as the relationship between the employees and their leader, the quality of the physical environment at work and the degree to which they work fulfils them. Sakiru et al. (2013:36) add that the crucial aspect of work might also be how satisfied employees are with their jobs. Positive job-related emotions can increase people's general satisfaction with their previous way of life.

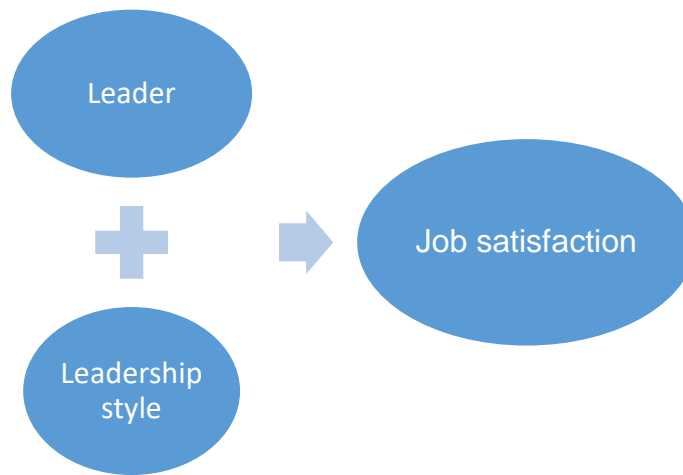


Table 1.4: The combination of leader and leadership style results to in job satisfaction

Source: Own construction

The above figure illustrates that the leader should possess a particular leadership style for the level of job satisfaction to be determined. The leader adopts a leadership style to ensure smooth team management and promote job satisfaction; style effectiveness is seen in the results of employee job satisfaction.

1.9 Demarcation

The study aims to determine the relationship between leadership styles and work satisfaction.

The study is carried out in Cape Town, the Legislative Capital of South Africa. Various ethnic groups: 42.4% Coloured, 38.6% Black, 15.7% White, and 3.3% 'other' comprise the population of 4 801 000 inhabitants. Cape Town has more than 50 Landscaping organisations. The participants in this study are based in Cape Town, and the limitation is that the researcher has selected only one landscaping company in Cape Town.

1.10 Research Methodology

The data will be gathered using self-administered questionnaires distributed to the target group and interviews. The purpose of the questionnaire to be given to the target group will be to ascertain how employees within Servest (Pty) Ltd feel about different leadership styles applied by leaders and how the leadership styles influence their level of motivation and job satisfaction. According to Hong et al. (2018: 253), quantitative research applies deductive logic to conceive unique situations, relying heavily on theoretical and substantive established knowledge. Roopa and Rana (2012:273) stated that gathering quantitative data can be standardised by using the questionnaire as a type of random sampling, resulting in data that are internally consistent and coherent for analysis. On the contrary, Azad et al. (2021:1) assert that in-depth interviewing is one of the most typical methods for acquiring data in qualitative research. The aim is to gather data on how people see, comprehend, and make sense of the research topic. Marshall et al. (2015:11) add that although qualitative methodologists are unlikely to agree on the precise sample sizes required for qualitative research, they generally concur that various factors might influence the number of interviews required to achieve saturation. Other elements that may affect the sample size required to reach saturation, in addition to the researcher's character and area of study, include the effectiveness of interviews, the number of interviews conducted with each participant, sampling techniques, and researcher experience.

The questions in the questionnaire and interviews should always serve a function relevant to the study's goals, and it should be clear from the outset how the data will be used.

1.10.1 Research paradigm

According to Zukauskas et al. (2018:123), the term science research paradigm refers to a broad framework that includes perception, assumptions, and knowledge of the various theories and methods employed in scientific research. A research paradigm establishes a connection between the research objectives and the questions after passing through the abovementioned stages. Furthermore, Mckenzie and Knipe (2006:194) add that the paradigm and the research topic should be used to decide which data collecting and analysis techniques are suitable for the quantitative, qualitative or mixed study. Taylor and Medina (2011:3) assert that quantitative research uses the positivist paradigm. This scientific research philosophy is frequently applied in research studies to test theories or hypotheses and aims to investigate, confirm, and forecast law-like behaviour patterns. They further note that it is helpful in the natural sciences, physical sciences, and, to a lesser extent, the social sciences, especially when very high sample sizes.

Therefore this study will use the mixed method paradigm to address the influence of leadership styles on employee job satisfaction at a selected landscaping organisation in the Cape metropolis. Rahman et al. (2017:46) describe the mixed method paradigm as a research methodology that incorporates the gathering and analysing of quantitative and qualitative data. Terrell (2012:262) adds that the mixed method is advantageous as it enables researchers to converge on or validate results or to expand knowledge from one approach to another.

1.10.2 Research approach

According to Caleb (2018:11), combining qualitative and quantitative approaches allows researchers to use the strengths of each approach. These two approaches were chosen due to their unique characteristics and adaptability to various contexts. Therefore, the goal is to benefit from the advantages of both approaches. The study will combine qualitative and quantitative aim of the mixed research is to generate objective data that can be explained in detail using statistics and numbers (Boeren, 2018:79).

In this study, both qualitative and quantitative research approaches will be used to determine the influence of leadership styles on employee job satisfaction in the selected landscaping organisation.

1.10.3 Population target

A target population is often a group or set of components that the researcher is interested in learning more about; epidemiology is where this phrase is most frequently used (Hyrich and Machado, 2021:68). To get unbiased data and consensus viewpoints on the impact of leadership philosophies on personnel satisfaction at the selected landscaping organisation. The researcher's target population of this study includes employees within the organisation scattered unevenly in different roles within the landscaping division. Individuals in roles such as senior managers, project managers, supervisors, administrators and general workers will be invited to participate in this study.

1.10.4 Sampling method

The study will use random sampling to select respondents from the selected participating companies. Loganathan (2013:5) asserts that when utilising simple random sampling, all population members have an identical probability of being included in the sample. A random sample guarantees that the findings should roughly match those of a population-wide measurement (Meng 2018:724). A smaller sample from a larger group is selected using simple random selection for the pilot study to conduct the research and draw conclusions about the larger population (Pandey and Pandey, 2021:76).

In this study, random sampling will be used to select employees of different genders, ethnicities, ages and roles within the organisation. Singh and Masuku (2014:3) define the random sampling method as the simple process of selecting a subset of people from a population to estimate the characteristics of the entire population. For example, in the Selected landscaping organisation in the Cape metropolis, there is a total of 1002 employees placed unevenly across different roles within the organisation.

In this study, 10% of the population will be sampled. A minimum of 100 employees from senior managers, project managers, supervisors, administrators and general workers will be randomly sampled and investigated. This figure is acknowledged,

and generalisations can be drawn based on it. The larger the sample, the more likely a more accurate answer to a problem will be received.

1.10.5 Sample size

The sample size is 100. Generally speaking, 10% of the population should be sampled, given that the sample size does not exceed 1000 (Lakens, 2021:19).

This study will randomly sample and investigate a minimum of 100 employees. This figure is acknowledged, and generalisations can be drawn based on it.

1.10.6 Research instrument

To gather information from the respondents for the study, recorded interviews and a closed-ended questionnaire will be used. Closed-ended questions in interviews and questionnaires are used to gather quantitative and qualitative data from survey respondents (Roopa and Rani, 2012:275). A pilot study will be conducted on a smaller sample before the entire population is studied. The questionnaire is divided into three parts: part A is a biography, part B is a Likert scale, and part C is a list of open-ended questions. The Cape Peninsula University of Technology statistician will supervise and validate the questionnaire and interview questions to evaluate its responsiveness to the phenomenon being studied. The reliability of the measure used is guaranteed as it will specify the level to which constant measurements are produced and are not biased and free of error. Kumar (2011:31) defines validity as the degree to which an instrument accurately measures what it is intended to measure. For improved understanding of participants, the language to be used is simple English which will best suit all participants.

1.10.7 Data collection

According to Contractor (2008:22), fieldwork brings the researcher into intimate contact with the topic of study. During this dynamic process, the researcher interacts with participants, stakeholders and the socio-political environment in which the study problem is situated. The researcher frequently faces a unique problem due to ethical dilemmas during fieldwork. Clerck et al. (2011:4) add that effective field researchers must be sociable, aware of their environment, and unafraid to ask questions that will help them discover new things without going against the community's social norms. The community where the data collection will occur must be identified, and the researcher must be granted access.

This study will require a consent letter from the selected landscaping organisation. The researcher will approach respondents within the organisation once permission to conduct the study is obtained. Informed consent to answer the surveys will be requested from participants before handing out the questionnaires. Trained interviewers and assistants will administer questionnaires and interviews as they will be one-on-one, and the questionnaires will be immediately returned after they are completed. In order to clarify any portions or questions that needed an explanation, trained interviewers or surveyors will speak to the respondents one-on-one.

The questionnaires will take up to 15 minutes, and a maximum of 10 participants will complete the questionnaires per day. Interviews will take up to 30 minutes per participant, and a minimum of 10 participants will be interviewed daily. Data collection will be completed within 30 days.

1.10.8 Data analysis

Data coding will be used in this study to summarise the data collected. (Mfengu (2019: 49) asserts that data coding is used to summarise and synthesise the data process. The available statistical tool will be used in data analysis to collect, edit, clean, and analyse the data. Excel will be utilised as a statistical tool to provide a meaningful interpretation of the collected data. According to Seiss et al. (2014:2), the data analysis process requires the involvement of statisticians to clean and edit the data during the data collection period by reviewing the collected data and flagging anything suspicious. After the data is cleared, it will be processed using statistical tools to record the findings. Excel will be used to establish a meaningful interpretation of the collected data. The proper surveys will then be coded, and the information will be entered into an SPSS application where graphs, charts, tables and histograms, will be made and examined. Finding patterns and connections that support generalisations is part of the inquiry.

1.11 Study Limitations

The research is limited to a literature evaluation of transformational, transactional, and laissez-faire leadership styles and their influence on job satisfaction in the landscaping organisation. Because there are logical and time constraints, this study

will strictly be confined to Servest Landscaping & Turf (Pty) Ltd, located in Cape Town, South Africa. This study aims to establish the influence of varying leadership styles on the job satisfaction of the selected organisation Servest (Pty) Ltd. The participation of employees is voluntary and only conducted in the Landscaping division; therefore, the respondents selected in the study will not represent all employees at Servest (Pty) Ltd.

Additionally, other encountered limitations are the exposure to a fast-paced work environment where distractions are prone such as increased work stress on participants who are employees of the organisation, which will affect the employee's feelings and emotions that might affect this study's findings negatively. Due to personal and professional commitments, time may be a significant obstacle for the reply. Given the difficulties and politics of the workplace, subjectivity is one of the constraints that could prevent the necessary information from being provided to address the study topic. Research technique and design flaws that could affect the study's findings and conclusions are also limitations of this study.

1.12 Outline of Chapters

CHAPTER 1: Introduction, research problem, objectives, rationale, research methodology and limitations of the study.

CHAPTER 2: Leadership, leadership theories, leadership styles, leader behaviours patterns and application of leadership models.

CHAPTER 3: Job satisfaction, motivation theories, motivation models, motivation factors, leader power and leadership versus management.

CHAPTER 4: Research paradigm, design and research methodologies, positivism and anti-positivism, population, sampling methods, sample size, research instrument, data collection method, data analysis, ethical considerations.

CHAPTER 5: Construction of illustrations, data analysis, interpretation, findings and results.

CHAPTER 6: Summary of findings, conclusions and recommendations

1.13 Ethical Considerations

Ethical considerations in research studies are a collection of standards established to direct how research investigations are developed and conducted. (Mittelstadt, 2019:507). Examples of ethical principles include voluntary participation, informed consent, anonymity, confidentiality, potential harm, and outcomes disclosure. (Hunter et al, 2018:348). According to Arifin (2018:30), Ethical issues are amplified when collecting quantitative data from persons at risk. They could experience anxiety if they show their feelings throughout the interview. Terrell (2012:276) states six significant ethical principles considered in research studies, as discussed below:

- Informed consent: participants should be able to consent, voluntarily and unconditionally, understanding the request being made of them.
- Voluntary participation: means that participants must be sufficiently informed about the study, comprehend the information, and be free to make their own decisions to participate in a research study.
- Anonymity: In order to protect the participants' anonymity and confidentiality, no information about them was revealed throughout the data collection, analysis, or publishing of the study results.
- Confidentiality: During the completion of the questionnaire, in the data processing and findings dissemination processes, appropriate precautions to protect the interview environment's privacy and confidentiality will be taken to ensure the safety of the respondents.
- Data Collection: Individuals in this study will be given questionnaires individually to complete in their own time. Safety from harm is guaranteed. However, participants will be informed that the questionnaire's data will be reported using their actual ages.
- Ethical approval and access to participants.

Therefore, as discussed above, the study will adhere to and meet all ethical guidelines of the Cape Peninsula University of Technology established. Participants will not be exposed to any harmful environments or exposed to anything that dehumanises them in any way. On the questionnaire or any form of identification, participants will not be obliged to write their names. Respondents will be informed that because this is a voluntary exercise, they can discontinue the study whenever they feel uncomfortable.

1.14 Chapter conclusion

The study problem investigated will be constructed with a related background. The study's objectives will be stated clearly, and the literature review will be carried out in detail. Questionnaire construction was addressed, and limitations were stated accordingly. The methodology that will be used for data collection and analysis for presentation will be addressed clearly.

The literature reveals different views on the influence of leadership styles on job satisfaction. For example, some researchers reveal that the most effective leadership styles that promote job satisfaction in organisations are the transformational and transactional leadership styles. On the other hand, some argue that the Laissez-Faire leadership style is not an option; it sets organisations up for failure. The following chapter will provide a more in-depth and structured review of related literature in the field of this research study.

CHAPTER 2

THE INFLUENCE OF LEADERSHIP STYLES ON JOB SATISFACTION AMONGST EMPLOYEES.

2.1 Introduction

This chapter analyses the literature on leadership and leadership attributes. It looks at theories, models, and resources related to leadership styles. This research examines various leadership philosophies that influence organisations to understand the effects of each leadership style on employees and the organisation as a whole. In addition, this study looks at how team performance is affected in a routine context and how the traits of leadership styles are thought to influence team innovation in a dynamic environment.

The strategic objective of the literature review is to create a conceptual framework through which knowledge can be gleaned from earlier related material. Throughout the study process, revelations and findings may create a stigma that may affect developmental opportunities. Therefore, locally and internationally researched projects relevant to this study's topic are included in the review.

2.2 Leadership

In history, leaders were the people who managed political organisations, countries, explorations, war technologies and social change. Nevertheless, the principal challenge to managers is to create change for the better or to manage the change that affects their societies (Muller and Turner, 2010: 437–480). The mindset of project managers must include managing intangible and tangible factors of projects. Project managers must be spontaneous in making judgments and decisions, with the capability for conceptual analysis and integration. Project managers' effectiveness depends on personal characteristics and the leadership qualities necessary to achieve integration. Leadership is fundamentally an emotional process whereby leaders recognise followers' emotional states, attempt to evoke emotions in followers, and then seek to manage followers' emotional states accordingly (Hur et al., 2011:591–603).

Leadership is the ability to influence followers toward accomplishing an organisational goal. Furthermore, leadership is the process of influencing others to understand and agree on what action is necessary and how to do it. Leadership is the process of facilitating individual and collective efforts to accomplish shared objectives (Back, 2012:121-131) defined leadership as leaders inducing followers to act for specific goals that represent the value and motivations, wants and needs, and aspirations and expectations of both leaders and followers. Leadership entails using opinion, behaviour, responsibility, inspiration, development, and instruments to achieve a goal. The essence of leadership in organisations is inspiring and helping individuals and making collective efforts to accomplish shared objectives. Leaders can improve the performance of a team or organisation by influencing the process that determines performance (Back, 2012:121-131).

A common goal in any leadership theory is the emphasis on an individual taking charge of a group and directing it toward achieving its goals. The success of an organisation depends on its people, both leaders and followers. Leadership is not management because management's purpose is to control and maintain stability and is opposed to leadership's purpose of effecting change. A manager typically keeps matters stable and in control, while a leader typically unsettles, destabilises, and provokes team members to consider new opportunities (Hazy and Uhl-Bien, 2013:98-108). Fundamentally, there is a universal consensus that leadership, be it good or bad, has a significant impact on an endeavour's overall success or failure. A general definition of leadership would be the ability to influence people or groups. There are vastly differing opinions on the nature and scope of this influence, but implicit to the above general definition includes the following assumptions:

- There must be a group to have leadership.
- Leadership directs the group to some destination or goal.
- Leadership lends itself to a hierarchy of importance.

How significant is leadership to an endeavour's success or failure? Arguments exist that leadership is a key determinant of success or failure, and arguments exist that leadership is one minor of many major factors that determine success or failure (Jiang, 2014:52-55).

Previous research indicating leadership's lack of impact has stated that leadership's actual measurable, objective impacts are non-existent. In general, most modern management analysis includes leadership as an essential skill. Irrespective of objections, it is impossible not to recognise leadership's perception across the globe as essential and key to the success or failure of an operation. Leadership is considered to impart key direction to an events project's success or failure (Al-Malki and Juan, 2018:29-43).

According to Ekung, Oluseun and Ebong (2015:19-56), leadership provides guidance and direction for a group. However, achieving good business results and creating a culture where people are empowered and inspired by a common purpose is vital. Furthermore, project leaders are accountable for the day-to-day oversight of the project, the triple constraint of time, budget, and quality. Leaders should have a vision, honesty and integrity and capably move to motivate and inspire their team and stakeholders to embrace change and the strategies, tactics and tasks necessary to accomplish the goals. Acquiring a leadership position and becoming a leader is quite different (Timothy et al., 2011:100-111). Leadership is not measured by titles, roles, or authority since they play a key role in building effective teams, creating a framework to steer their activities and motivating them to stay focused. Leadership comprises various components such as characteristics, attributes and styles.

2.2.1 Leadership characteristics

Alsarrani (2021:152) asserts that trait theories attempt to answer the question of what attributes great leaders are born with and differentiate a leader from a follower. However, no such conformity was found to identify effective leadership traits, as many successful leadership traits were suggested. It can be said that a leader's capacity goes beyond management or maintaining the status quo and is demonstrated by leaving trails that other leaders may desire to follow. In general, leaders encourage innovation and intrapreneurship while also bringing about change. As previously said, leaders use career planning to inspire and facilitate the development of their subordinates. As they relate to their conditions and goals, Figure 2.1 below illustrates the characteristics of effective leaders.



Figure 2.1: Leadership characteristics

Source: Own construction

2.2.2 Leadership attributes

While everyone has unique attributes, acquiring and motivating personnel is an attribute required of project managers in any organisation. Such attributes include:

Table 2.1: Leadership attributes

✓ High-quality technical skills
✓ Political sensitivity
✓ Strong foundation
✓ Strong goal orientation
✓ High self-esteem

Source: Own construction

High-quality technical skills are a leadership attribute for the following reasons. Firstly, organisational goal delivery varies from a micro, meso and macro project management level. Secondly, to be successful in organisational goal delivery, being an expert in the technical aspects of the requirements is highly recommendable; however, it is not essential. Political sensitivity plays a significant role when engaging with employees within an organisation (Burger, Verster and Zulch, 2015:26-78). South Africa is a diversified country which comprises different races, cultures and religions. Therefore, any organisation should create diversity awareness when engaging with employees. A strong foundation and goal orientation are essential leadership attributes. Firstly, a strong foundation is required to understand the human race's different cultures, religions, and personalities. Secondly, as a leadership trait, it is relevant to understand the context of the environment within an organisation and the skills required to achieve an organisation's objectives. Thirdly, goal orientation must be aligned with the organisation's needs and a factual mindset to successfully deliver what is required (Jung, Jeong and Mills, 2014:34-67).

2.2.3 Leadership styles

Tewari et al. (2019:115) assert that leadership styles are how leaders act in their roles. Therefore, a suitable leadership style provides a way to implement successful plans for achieving long-term organisational goals. Common leadership styles found in the literature are; charismatic, democratic, autocratic, transformational, transactional and Laissez-faire.

2.3 Factors of Leadership

According to Sharma et al. (2013:310), there are four major factors of leadership listed and explained below:

2.3.1 Leader

For leaders to be successful, they must believe in themselves and persuade their followers, not themselves or their superiors, that they deserve their loyalty.

2.3.2 Follower

In leadership, followers are crucial. Leaders need to know their followers. They must thoroughly understand the constituency; knowing what drives people's wants, emotions, and motivations is the essential place to start. It is, thus, very empirical for leaders to become familiar with their subordinates.

2.3.3 Communication

Leadership involves communication, whether it is verbal or nonverbal. The relationship between leaders and followers is positively or negatively impacted by what is being communicated.

2.3.4 Situation

A leader's behaviour is typically more influenced by the situation than personal qualities. This is because while features may have outstanding stability over time, they exhibit little consistency in different contexts. Thus, leaders must be able to use judgment to select the appropriate course of action and leadership style in each situation.

2.4 Leadership Theories

According to Lavanya and Sharma (2021:1386), the literature on leadership theories has improved and changed over time, and none of them is entirely irrelevant now. As previously stated, the context in which anything is applied determines its significance. There may be a difference between the style of leadership used in simple management-oriented portfolios and tasks requiring a great degree of leadership skill.

Followers are an essential but often overlooked component in some popular leadership theories. Major theories can be categorised according to their degree of emphasis on followers and followership, ranging from leader centric to follower-centric. Leadership theories are listed below:

2.4.1 Great-Man Theory

The earliest theory of leadership has been described as the Great Man theory. According to great men's beliefs, leadership aptitude is innate; hence great leaders are created, not born. Great leaders are frequently characterised by these beliefs as heroic, legendary, and designed to assume leadership roles when necessary (Madanchian et al., 2017:199).

2.4.2 Trait theory

This leadership trait theory focuses on many behavioural characteristics to which leaders might be devoted. The trait theory tries to classify the qualities that set leaders apart from followers (Lord, De Vader and Alliger, 2009:46). According to the trait theory, certain people are born with particular characteristics that make them effective leaders, which implies that leadership is intrinsic. Effective leaders possess traits like dynamism, wit, integrity, confidence in oneself, knowledge, optimism, tolerance for stress, resolve in the face of challenges, and a focus on results (Madanchian et al., 2017:199).

2.4.3 Contingency Theories (Situational)

According to Nawaz and Khan (2016:2), contingency theories are a subset of behavioural theory that contests the idea that there is no single best method of organising or leading and that a leadership approach works well in one set of circumstances but does not work in another. Situational theorists believed that the subordinates were crucial in defining the relationship, contrary to contingency theorists, who believed that the leader was the centre of the leader-subordinate interaction. Singh and Vinnicombe (2013:50-55) add that In Path-Goal Theory, leaders influence followers' perceptions of task paths and the desirability of goals. In Situational Leadership, leaders must provide most of the direction when followers lack ability and motivation; very little guidance is required when followers are highly skilled and motivated.

2.4.4 Charismatic Leadership Theory

In charismatic leadership, leaders have extraordinary powers, generate strong emotional attachments with followers, and exert a powerful influence over follower behaviour. Therefore, follower perceptions are vital to maintaining charismatic status. To be perceived as charismatic, leaders must speak to followers' needs, fears, aspirations and desires while engaging in behaviours that encourage attributions of charisma, such as acting unconventionally, demonstrating personal commitment, risk-taking, and appearing confident and knowledgeable (Burns, 2009;78).

2.4.5 Transformational leadership theory

The transformational and leadership theories focus primarily on the behaviours of leaders, crediting them for the collective success or failure of the group. Nevertheless, these approaches do not entirely overlook the contributions of followers. Transformational leaders bring about significant positive change in groups, organisations and societies (Burns, 2009; 78).

2.4.6 Information Processing Theory

The information processing theory examines the cognitive processes that determine the behaviour of leaders and followers. Cognitive schemas determine how individuals make sense of the world around them. Leaders use schemas to determine which behavioural style to use, but perhaps more importantly, followers use schemas when interpreting and evaluating the behaviours of leaders. For example, judgments about who is suitable to lead are mainly based on implicit leadership theory – beliefs about what separates leaders from non-leaders. As a result, those individuals engaging in prototypical behaviours are more likely to be elected, to emerge as small group leaders or to be selected as CEOs. At the same time, followers judge the effectiveness of leaders based on such indirect cues as the success of the group and whether they believe the leader is responsible for high performance (Lord and Maher, 2009; 46).

2.4.7 Social Identity Theory:

This theory almost shifts attention to followers, making this the most follower-centric approach. Leader effectiveness depends on how leaders speak to the self-images of followers. To be successful, leaders must tailor their messages to the self-identity level of followers and modify those images when necessary. Followers who are individually oriented are more receptive to personal performance feedback and rewards. Interpersonally oriented followers want to establish a positive emotional connection with their leaders. Followers who define themselves at the group or collective level will be motivated by messages highlighting teamwork and organisational goals (Lord and Brown, 2009:67).

2.5 Leadership Styles

Leadership styles have a significant, direct cause-and-effect relationship with an organisation's success and development. Leaders' roles revolve around forming values, visions, and employee motivation. However, as a concept, leadership style has been defined in earlier sections of this presentation. It should be noted that leadership styles are as many and diverse as there are definitions and concepts of leadership (Hagberg, 2011:37-56). Different researchers and academicians have posited different leadership styles opining that every leader in every organisation performs specific roles or tasks for the smooth operation of the organisation and improvement of organisational performance. How leaders perform these roles and direct the affairs of the organisation is referred to as their leadership style. According to Ahmed, Azmi and Masood (2013:44-48), leadership style is how a leader leads, and some leaders are more interested in the work to be done than in the people they work with, whilst others pay more attention to their relationship with subordinates than the job. Furthermore, leadership styles affect how people interact with those they seek to lead (Jung and Mills, 2014:47-56). Some of the leadership styles categorised are:

- charisma leadership
- autocratic leadership
- democratic leadership
- laissez-faire leaders

- Transformational leadership
- Transactional leadership

2.5.1 Charisma leadership

The charismatic leadership style relies on the charm and persuasiveness of the leader. Charismatic leaders are driven by their convictions and commitment to their cause. Charismatic leaders are sometimes called transformational leaders because they share multiple similarities (House, 2008:67). However, the main difference between transformational and charismatic is focus and audience. Charismatic leaders often try to improve the status quo, while transformational leaders focus on transforming organisations into the leader's vision. The differences in national culture could influence the emergence and effectiveness of charismatic leaders. However, managerial practices and motivational techniques that are legitimate and acceptable in one culture may not be in another (Hartog, House, Hanges and Ruiz-Quintanilla, 2010:219-256). Charismatic leaders focus on team cohesiveness to ensure better results and improved team performance.

Charismatic leadership depends on devotion to an individual's exceptional sanctity, heroism, or exemplary character. Mkheimer, 2018:2223-5833, stated that developing a charismatic leader requires a multidimensional-consciousness identity which is significant in this leadership style. Empirical studies indicated that the means that charismatic leaders use might lead to creativity and innovation based on their behaviours and personality. Other studies have declared that charismatic leaders typically affect their followers by forming a promising and prosperous future rather than being dissatisfied with the present situation (Mkheimer, 2018:2223-5833).

There is a broad clue that charismatic leadership may lever the level of organisational commitment, increase energy and organise individual's efforts towards strategic objectives and visions. In addition, charismatic leaders may create appreciation, respect, dedication and honesty. Similarly, other attempts have significantly correlated charismatic leadership with group effectiveness and rejuvenation. Moreover, solid indexes show that the charismatic style alone is not

effective enough to create innovation and business success (Mester, Visser, Roodt and Kellerman, 2013:72-82). The charismatic leader involves in broad knowledge belonging to various fields and specialities. Charismatic leadership style disables to absorb valuable information and knowledge during the project, and charismatic leadership can create innovation and cab be consummated with other leadership abilities to assure organisational success (Mester, Visser, Roodt and Kellerman, 2013:72-82).

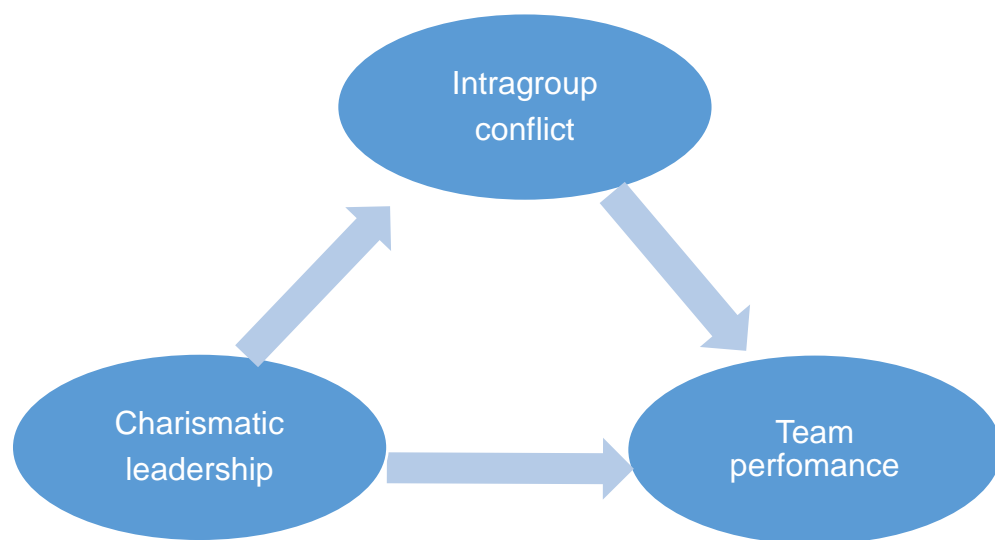


Figure 2.2: Charismatic leadership style model

Source: Wang et al (2005:175)

According to Wang et al. (2005:175), the degree of team cohesion is positively impacted by the charismatic leadership style. Therefore, leadership is believed to be a key factor in how well a team functions. Although most businesses are primarily focused on the effectiveness of the project team members, several studies evaluate the effectiveness of the leadership style brought on by charisma.

2.5.2 Autocratic leaders

According to Akor (2014:148), autocratic leadership is a form of management where one leader has complete control over a work area or project. Although an autocratic style is considered a more traditional and, in some instances, outdated form of leadership, it still offers a variety of benefits. The autocratic leadership style is very relevant when there is a need for immediate decision-making, requiring minimal or no input from others. Anuar and Haider (2015:4) add that the autocratic leadership style blatantly differentiates managers and employees, as autocratic leaders make decisions with little to no input from their workforce. As a result, these executives are more assured, confident, and at ease with the decision-making responsibilities for the strategy plans and day-to-day operations of the business. However, studies show authoritarian leaders to be less creative than more modern ones. The followers or employees are under the complete control and authority of one person only. He would be expected to follow his judgment as the golden rule, and no one could ever question it or intervene.

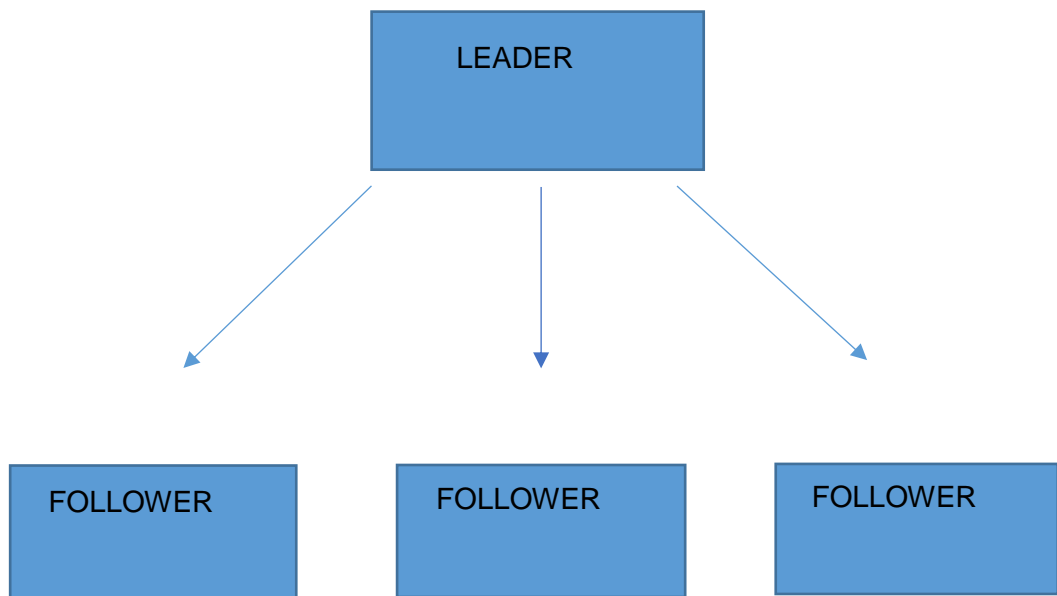


Figure 2.3: Illustration of autocratic leadership style

Source: Gustainis (2004:68)

Autocratic leaders tell others what to do and expect them to comply obediently. Although it may work in certain circumstances and in the short run, this is not effective in the long run.

2.5.3 Democratic leaders

A democratic leader is an individual who shares the decision-making and problem-solving responsibilities with his or her leadership team while retaining the ultimate say in the final resolution. However, this leadership style encourages team involvement, engagement, and participation. According to Khajeh (2018:4), in democratic leadership styles, all subordinates participate in the decentralised decision-making process. The democratic leadership style has a high potential for ineffective implementation and impaired decision-making. However, because their views and opinions are appreciated, democratic leadership is also recognised to inspire workers to perform better. The belief that everyone involved in decision-making has an equal stake and a shared skill level is another major issue with democratic leadership.

Bhatti (2012:19) adds that a democratic leadership style is important when team agreement matters, but it can be a disadvantage when there are no clear-cut decisions but somewhat different perspectives and ideas. Democratic leaders are those who make their decisions final only after consulting with the people they are leading based on the consensus (Jung and Mills, 2014:47-56). Critics of this style say that popular decisions are not always the best to take and may fail to produce the desired result.

Leaders are often slightly elevated above their peers in legitimate authority, particularly in the construction industry. Consequently, much of their leadership style relies on influence and persuasion rather than authority and commands (Anal, Feger and Thomas, 2010:1-13). Ray (2012:3) adds that Democratic leadership, often called participative leadership, is a kind of leadership in which group members participate more actively in decision-making. According to research, this learning style is typically one of the most productive and promotes greater productivity, better group contributions, and higher levels of group morale.

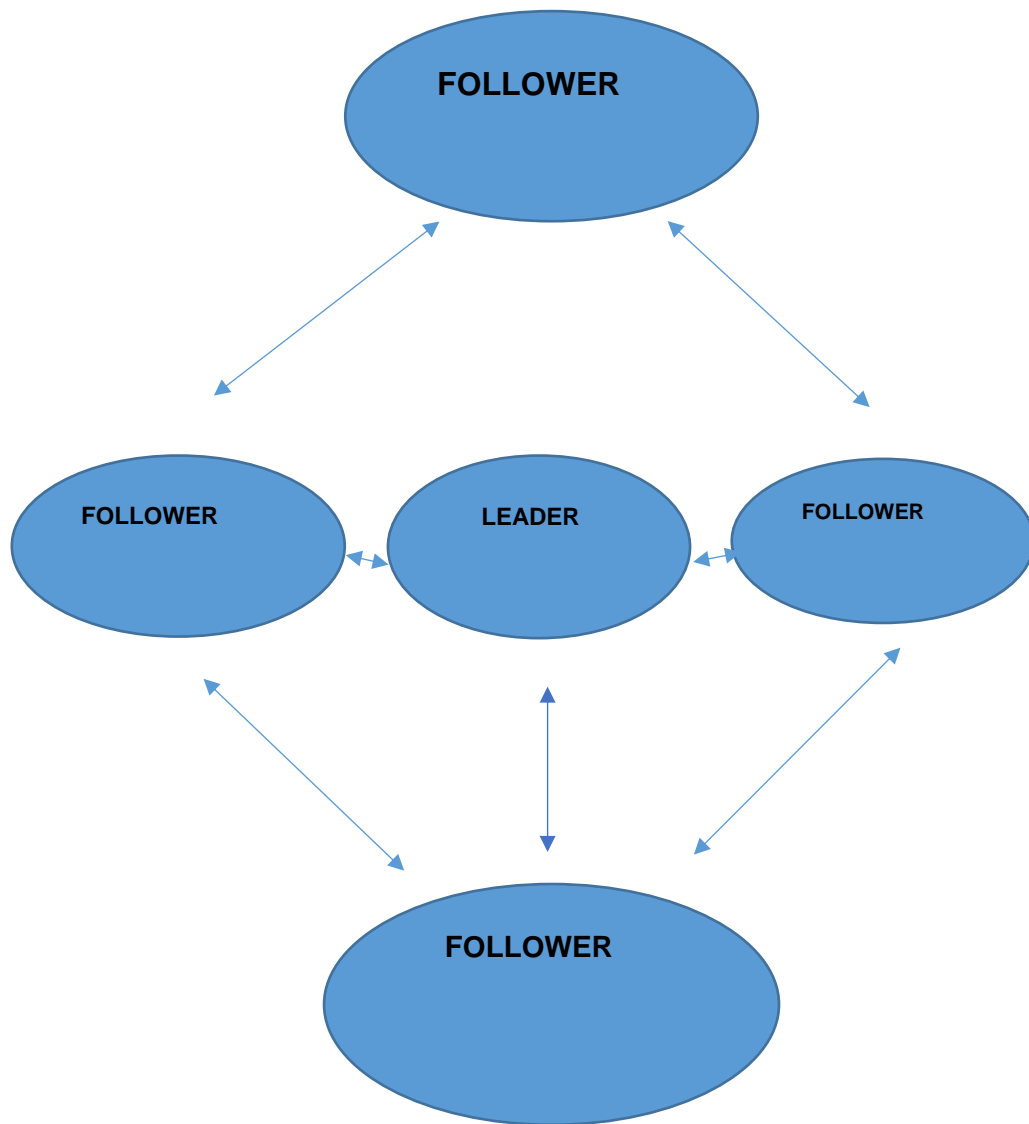


Figure 2.4: Illustration of the Democratic leadership style

Source: Own construction

Figure 2.4 illustrates that the democratic leadership style is very transparent and cooperative in managing a group of people. Ideas are discussed openly and freely inside the group. Everyone is offered a seat at the table, and the conversation flows freely.

2.5.4 Laissez-faire leaders

Laissez-faire leaders give team members the freedom to make decisions with little interference. This could be due to the leader being lazy or incapable or when the team members are competent and need little supervision. Chaudhry and Javed (2012:259) add that leaders in this style typically do not want outside influence in the decision-making process. They typically give their employees the authority to make their own decisions regarding the work. They are free to complete the work however they see fit and are accountable for their choices. Typically, leaders abstain from making choices and stay out of working groups because they give their subordinates autonomy over their actions. Sometimes the leaders give them access to crucial information, but they only ask and answer questions while avoiding feedback. Tarsik et al. (2014:4) assert that laissez-faire is also referred to as the "hands-off" method. The manager gives staff as much latitude as possible while offering little to no direction. Generally, this communication style between superiors and followers appears straight forward and informal. Laissez-faire leadership presumes that the leader is not practising leadership manners. Table 2.2 below illustrates the characteristics of the Laissez-faire style.

Table 2.2: Characteristics of Laissez-faire style

✓ No support and guidance from leaders
✓ Employees make their own decisions
✓ Employees have full authority
✓ Leaders only provide resources required

Source: Own construction

2.5.5 Transactional leadership

Transactional leadership indicates a leader-follower reciprocal relationship. Hence, the concentration in this review of literature is on leadership behaviours manifested by utilising the theories of transformational and transactional leadership styles within the model of entire range leadership (Babatunde and Emem, 2015:19-203).

Transactional leadership was first introduced as early as 1978, whereby transactional leadership involves an exchange between leader and followers. Hagberg (2011:37-56) further argued that followers agree with the leader in exchange for rewards to prevent disciplinary action in transactional leadership. The characterisation of a transactional leadership style is a relationship between leader and followers, in which both parties benefit from each other.

The transactional leadership style includes three dimensions as indicated below:

Table 2.3: Transactional leadership dimensions

✓ Contingent reward	The system is a motivation-based system that is used to reward those that meet their identified goals. It provides positive reinforcement for a job well done
✓ Management by exception active	In which the leader takes corrective action to prevent mistakes.
✓ Management by exception passive	Is a practice where only significant deviations from a budget or plan are brought to management's attention.

Source: Own construction

In the contingent reward dimension, leaders reward the followers by telling them what to do to gain rewards. In the management by expectation active dimension, the leader transacts with followers only when followers deviate from expectations and gives negative feedback for failure to meet standards. In the management by exception passive dimension, the leader passively waits for errors to occur and takes corrective action (Ahmed, Azmi and Masood, 2013:44-48).

Transactional leaders thus focus their energies on task completion and compliance and rely on organisational rewards and punishments to influence employee performance. Transactional leadership theory rests on the notion that when the environment and the job do not motivate, direct and satisfy the follower, the transactional leader has to rely on his or her behaviours to compensate for the deficiency (Babatunde and Emem, 2015:19-203). The leader clarifies what he or she expects from subordinates regarding acceptable performance standards and what they will receive in return. Transactional leaders reward good work and positive outcomes and punish poor work and adverse outcomes. Transactional leaders are concerned with processes rather than forward-thinking ideas (Babatunde and Emem, 2015:19-203).

Transactional leadership views the relationship between the leader and subordinate based on exchanges or "transactions". The focus is on tactics such as rewards and punishments conditional on the performance of the subordinate. Followers receive praise and recognition if they comply with the leader's directions and meet objectives; they receive negative, punitive when performance does not meet expectations (Timothy et al., 2011):100-111). The theory assumes that the performance of followers is optimised when the chain of command is clearly defined. Transactional leaders focus mainly on the physical and security needs of subordinates. The leader and follower relationship is based on bargaining exchange or reward systems. Transactional leadership factors such as contingent rewards are based on a bargaining exchange system in which the leader and subordinates agree to accomplish the organisational goals, and the leader will provide rewards to them. Leaders must clarify expectations and offer recognition when goals are achieved. Management-by-exception; the leader specifies compliance standards and what constitutes ineffective performance and may punish subordinates for being out of compliance with those standards (Yat-Hung, 2011:889-899).

This leadership style implies monitoring for mistakes and errors and taking corrective action as quickly as needed. The management-by-exception (passive). Passive leaders avoid specifying agreements and clarifying expectations and standards to be achieved by subordinates but will intervene when specific problems become apparent. This style does not respond to situations and problems systematically. Followers receive rewards for accomplishing specified goals or achieving specific levels of performance is the exchange process for transactional

leadership. Leaders recognise followers' needs and clarify how those needs will be met (Al-Haj, (2017:43-54). A transactional leader does not prioritise followers' personal development or needs. Hence, this suggests that leaders provide incentives to followers for their effort. Transactional leaders enforce rules to avoid mistakes. Mutual satisfactory agreements with rewards-based performance lead to successful outcomes. However, the transactional leader also enforces strict rules to avoid mistakes.

Furthermore, Nahod, Vukomanovic, Radujkovic (2013:244-254) posited that transactional leadership often fails to work because the leader lacks the necessary reputation or resources to deliver the needed rewards. When negative contingent reinforcement is used, followers see the transactional leader differently. A negative approach does not encourage maximum effort. Transactional leadership underlies most leadership models, which focus on exchanges between leaders and followers. It is an extrinsic-based motivation process by which leaders achieve their goals while followers receive external rewards for job performance. An example of this type of leadership is the manager who offers rewards, such as promotions, extra pay, or time off, for employees who surpass their goals. Transactional leadership behaviours include interactive goal setting, contingent material reward, contingent personal reward and personal recognition (Liphadzi and Thwala 2015:234-256).

This leadership style, otherwise known as managerial leadership, pays attention to the social interactions or transactions between leaders and followers. It focuses on the role of supervision, organisation, and group performance; transactional leadership describes a style of leadership in which the leader champions compliance of the followers through both rewards and punishments. Unlike transformational leadership, transactional leaders are not optimistic about change in the future; they rather keep the status quo (let things remain the way they are). Transactional leaders are fault finders, as they always find a way of tracing faults to the employee (Iyer and Jha, 2011:24-78). Transactional leadership is better adopted in crises and emergencies and when work needs to be carried out in a specific fashion. Transactional leaders conduct their business by identifying the needs of their followers and bestowing rewards for satisfying these needs for specific appropriate performances (Cavallo, 2013:14-56).

2.5.6 Transformational leadership

Transformational leadership needs a leader to lead the organisation in a way in which the individual, employees and organisation are transformed positively. The transformational leadership theory originated with Maslow's Hierarchy of Needs. Leaders were invited to move people to fulfil their talents and capabilities, especially considered as a drive for everyone (Yusuf-Habeeb and Ibrahim, 2017:33-56). Furthermore, transformational and transactional leadership were examined in continuous sequences, and their elements were not different. The main characteristics of transformational leadership are inspirational motives, mental stimulation, and individualised respect. The primary purpose of transformational leadership in this framework was to develop the performance and followers. Furthermore, are also increases the authenticity of transformational leadership as a discrete leadership style which affects organisational results (Yusuf-Habeeb and Ibrahim, 2017:33-56).

Leaders and followers raise one another to higher levels of motivation and morality. Transformational leadership involves inspiring followers to commit to an organisation's shared vision and goals, and developing followers' leadership capacity via coaching, mentoring, and providing both challenge and support. Transformational leaders have strong moral commitments, which enable them to uplift and influence followers. Transformational leaders exercise their influence by stressing shared goals and values and helping followers to beat self-interests to follow group goals (Seyedsafi, 2017:67-89). These leaders reach this goal by meeting subordinates' needs and encouraging and motivating them intellectually. Transformational leaders are charismatic and have power. Transformational leaders also motivate followers in their career growth by understanding the strengths and weaknesses of everyone, thereby assigning tasks that enhance each individual's performance.

Transformational leadership has higher satisfaction rates from followers than any other leadership style. Transformational leadership increases follower commitment and encompasses four dimensions: idealised influence, inspirational motivation, intellectual stimulation, and individualised consideration:

Table 2.4: Dimensions of transformational leadership

<p>✓ Idealised influence</p>	<p>Describes the degree to which transformational leaders behave as role models for their followers and receive respect, admiration, and trust. Leaders sacrifice their own needs to improve the objectives of their followers.</p>
<p>✓ Inspirational motivation</p>	<p>Describes the degree to which transformational leaders behave in ways that motivate and inspire those around them by providing meaning and challenge to their followers' work</p>
<p>✓ Intellectual stimulation</p>	<p>Describes the degree to which transformational leaders stimulate their followers' efforts to be innovative and creative by questioning assumptions, reframing problems, and approaching old situations in new ways</p>
<p>✓ Individual consideration</p>	<p>Explains the degree to which transformational leaders pay special attention to each follower's needs for achievement and growth by acting as a coach or mentor</p>

Source: Own construction

Leadership style has a significant influence on an employee's motivation and behaviour. A positive and direct relationship exists between transformational leadership and employee satisfaction. A satisfied and motivated employee is more likely to have a personal investment in the organisation. The transformational

leadership style positively influences leaders and their followers, turning individuals' benefits into organisational benefits (Chui-Ha, Derek and Walker, 2010:404-427). One benefit of this leadership behaviour is that transformational leaders are less resistant to change and deal better with the fast-changing economy than leaders who do not display transformational leadership behaviour.

According to Hong, Victor and Liao 2011 (2015:67-89), a transformational leader transforms the workplace by inspiring and developing others and motivating teams and individuals to achieve high-performance levels. To gain the respect and trust of followers, a leader must always be a role model and walk the walk, even in the most testing of circumstances. Transformational leaders display integrity and high values. The ability to communicate a vision and create a common sense of purpose among teams is another characteristic of this leadership style. There is a focus on long-term goals without compromising individuality, values, and principles. The transformational leader also values intellectual stimulation, creativity and innovation (Muller and Turner, (2010: 437–448).

Transformational leaders can engage and positively influence colleagues at all levels and build high-performing and satisfied teams. Transformational leaders encourage subordinates to put in extra effort and go beyond what they (subordinates) expected. As a result, the subordinates of transformational leaders feel trust, admiration, loyalty, and respect toward leaders and are motivated to perform extra-role behaviours. Transformational leaders achieve the most remarkable performance from subordinates since they can inspire them to raise their capabilities for success and develop their subordinates' innovative problem-solving skills. This leadership style has also been found to lead to higher levels of organisational commitment and is associated with business unit performance (Raluca-Elena, (2015: 101-145).

Transformational leadership factors influence charisma. This kind of factor consists of, firstly, idealised influence attributed, and secondly, idealised influence behavioural. They are the charismatic elements in which leaders become role models trusted by subordinates. The leaders show great persistence and determination in the pursuit of objectives, show high standards of ethical, principles, and moral conduct, sacrifice self-gain for the gain of others, consider subordinates'

needs over their own needs and share successes and risks with subordinates (Trivellasa and Drimoussisb, 2013: 692 – 700).

In transformational leadership, interactions among interested parties are organised around a collective purpose that transforms, motivates, and enhances actions and ethical aspirations. Furthermore, transformational leadership is a leadership style that seeks positive transformations in those who follow" and achieves desired changes through the strategy and structure" of the organisation. Transformational leaders uplift the morale, motivation, and morals of followers. Using words of inclusion, recognising the individual needs of followers, and assuring followers that no obstacle is too large to overcome will sell the organisation's vision to all stakeholders (Müller and Dulewicz, 2011:198-216). Transformational leadership requires a transformation in the followers by raising awareness regarding the importance of the organisation and not just the individual. Transformational leadership is a leadership style that describes a "wide range of leadership.

Wonga and Lawb (2010:243–274) state that transformational leadership transforms a follower's personal values by initiating changes. Furthermore, they differentiate between transformational and transactional leadership, where one builds different relationships; the other is based on personal, emotional and inspirational exchange. Transformational leaders motivate followers to work for transcendental goals and arouse higher-level self-actualisation needs instead of immediate self-interest. Transformational leaders are those leaders that tap into the motives of followers to achieve the goals of leaders and followers. Transformational leadership style has a greater effect on followers than transactional leadership. Transformational leaders create awareness of moral and ethical implications transcending self-interest for the greater good. Transformational leaders act as change agents, transforming followers' attitudes and beliefs (Hur et al., 2011: 591–603).

Transformational leaders are consistently rated by subordinates as being more effective leaders and have been consistently linked with greater organisational performance and success (Ojokuku, Odetayo and Sajuyigbe, 2012:202-207). Leaders engaging in transformational behaviours have produced various positive outcomes in organisational settings. Transformational leadership has consistently been linked to high levels of effort and satisfaction. Leadership is also associated with an employee's affective commitment to the intention to leave the organisation.

When followers have developed trust and confidence in their leader and are in step with the organisational mission, they can achieve exceptional performance levels (Garg and Ramjee, 2013:56-89). However, with this wide variety of positive outcomes associated with transformational leadership, developing transformational leaders in organisations should be a priority.

Table 2.5: Dimensions of the Multifactor Leadership Questionnaire

Style	Dimension	Description
Transformational	Idealised influence (attributed) Idealised influence (behaviour) Inspirational motivation Intellectual stimulation Individualised consideration	The leader's charisma is centred on his or her values, principles, and mission. Motivating followers with hope, objectives, and a vision fostering problem-solving ingenuity, advising, assisting, and caring for people.
Transactional	Contingent reward leadership Management by exception (active) Management by exception (passive)	Providing role, task clarification and psychological rewards Active vigilance of a leader to ensure goals are met Leaders intervene after mistakes have happened

Source: Garg and Ramjee (2013:56-89)

The transactional leader emphasises Barnard's cognitive roles and Aristotle's *logos*. The transformational one emphasises Barnard's cathectic roles and Aristotle's

pathos and *ethos*. A different combination of the two styles will be appropriate in different circumstances.

Transformational leadership theory has been an important field of inquiry in the organisational sciences. In contrast to transactional leaders, seen as agents of social and organisational change, transformational leadership and leadership efficacy propose four dimensions inherent to the construct (Daxies, 2015:433-444), namely:

- Idealised influence: often referred to as charisma, is related to the role played by the leader as a model for followers, prompting them to emulate the leader, follow the leader in all actions and adopt the leader's values and principles;
- Motivational inspiration describes leaders who can convey ambitious expectations to followers, inspiring them to reach objectives that result in significant advances for the organisation or society.
- Intellectual stimulation: is exhibited by leaders able to question the status quo and appeal to the intelligence of their followers to promote thinking processes that favour creativity and innovation; individualised consideration concerns leaders who develop an environment of personal.
- Individualised consideration is the extent to which a leader attends to the needs and concerns of his or her followers by providing socio-emotional support. This involves mentoring followers, maintaining frequent contact, encouraging followers to self-actualise, and empowering them.

The concept of transformational leadership is a component of full-range leadership theory. The most widely researched paradigms in the leadership field and has shown substantial validity for predicting several outcomes, including leader performance and effectiveness ratings in addition to follower satisfaction and motivation. Transformational leaders act as mentors to their followers by encouraging learning, achievement, and individual development (Back, 2012:121-131).

Transformational leadership has recently become the subject of systematic empirical inquiry in school contexts. However, this approach to leadership fundamentally aims to foster capacity development and higher levels of personal commitment to organisational goals on the part of leaders' colleagues. Increased capacities and commitment are assumed to result in extra effort and greater productivity (Bass, 2009:45). Transformational leadership represents the transcendence of self-interest by both leader and the led. Transformative leadership is a person's ability to reach the souls of others in a fashion which raises human consciousness, builds meanings and inspires human intent; that is the source of power (Basit, A. Sebastian and Hassan, 2017: 67-89). Transformational leadership is considered a new force in leadership research. However, the effects of transformational leadership are seen to be quantitatively greater than and qualitatively different from those specified in past theories (Jiang, 2014:52-55), collectively referred to as transactional leadership. Transformational and transactional leadership provides a well-tested measurement instrument that has produced an impressive array of findings over the past ten years.

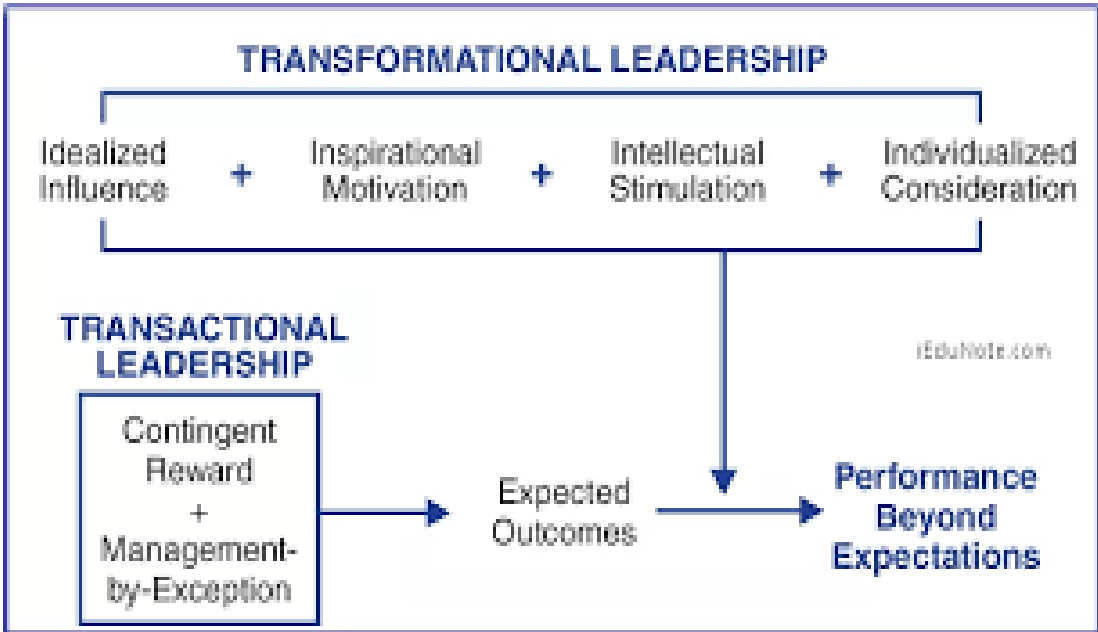


Figure 2.5: Transformational leadership style vs Transactional leadership style

Source: Surbhi (2015:12)

2.6 Relationship Between Leadership Styles and Job Satisfaction

Gopal and Chowdhury (2014: 2347-4572) posit that the style of leadership managers adopt significantly affects employees' satisfaction at work. Previous studies have established that different leadership styles directly or indirectly impact the satisfaction level of individuals at work. Bass and Avolio (2009:17) proposed that the transformational leadership style creates intrinsic satisfaction within individuals, given its ability to impact their intellectual stimulation. Transformational leaders inspire their followers to take up more responsibilities, which instils in employees a high sense of achievement, satisfaction, and commitment to their jobs. Transactional and transformational leadership initiatives are highly related to positive individual and organisational outcomes (Bass, 2009:67). These leadership styles relate positively with how employees perceive their jobs and overall satisfaction at work.

2.7 Chapter conclusion

The review of the above research leads to the conclusion that different leadership philosophies have some bearing on job satisfaction. The situational environment of the organisation heavily influences which style prevails over the other. As a result, businesses must be aware of the various leadership styles when they try to affect employee job satisfaction levels.

The following chapter discusses job satisfaction and theories.

CHAPTER 3

JOB SATISFACTION AND LEADERSHIP PHILOSOPHIES IN ORGANISATIONS

3.1 Introduction

The support of leaders significantly influences the organisation's success and the workforce's contentment. Improvements can be built on the foundation of strong organisational involvement. Motivating employees is as equally important. Understanding leadership powers and using them effectively in the organisation to command employees is essential. Thus literature reveals the link between leadership, motivation, leadership powers and job satisfaction.

This chapter examines job satisfaction and leadership philosophies, models, and sources. Based on the results and suggestions from previous research, the study also critically examines the link between these variables.

3.2 Job Satisfaction

Job satisfaction has been extensively researched and considered a dependent and an independent variable. For example, al-Malki and Juan (2018:29-43) defined job satisfaction as the extent to which employees like their work. In investigating job satisfaction, a distinction is usually made between a global feeling of liking one's job in general and a constellation of attitudes about various facets of the job where individuals indicate their satisfaction with parts of their job, such as pay, promotion, work, supervisors and co-workers (Alloubani, Almatari and Almkhtar, 2014:85-104).

Several studies have indicated that employees are more likely to experience job satisfaction when they can use their skills and knowledge on the job and perform enriched tasks; the organisation adopts a participative approach to decision-making. In addition, employees experience positive employee-management relations; supervisors act considerately towards their workers, the organisation recognises and rewards employee talents, instils the values and principles of employees and listens to employees (Mosadegh and Yarmommadian, 2016:11-28).

A constant debate in the job satisfaction literature is the effect of situational and dispositional mechanisms on attitude formation. For example, it found that the dispositional mechanisms of positive affectivity (an individual's disposition to be happy across all situations) and negative affectivity. The strongest relationships were seen between job security and immediate reactions of job attitudes (job satisfaction and involvement) and organisational attitudes (organisational commitment and trust). In contrast, long-term responses to health and work-related behaviour varied from weak to moderate (Ekung, Oluseun and Ebong, 2015:19-56).

Encourage employees to ask for feedback; nevertheless, although soliciting feedback is generally difficult for most, this insight is valuable as it can present a more accurate picture of one's strengths and weaknesses. Job satisfaction is one of the issues affecting worker productivity, and improving employees' job satisfaction positively influences performance. Suitable working hours, job security, income, and advancement opportunities influence job satisfaction. Job satisfaction concerns the relationship between the working environment and the employee. Job satisfaction is a pleasurable state that comes from the overall evaluation of an individual's work or work experience (Garg and Ramjee, 2013:56-89).

Job satisfaction is the pleasure a person gains from his or her work and the level of affective attachment to the work. Job satisfaction is the positive feeling an individual has towards his or her job or job situation. Researchers indicated that human resource department policies and procedures influence levels of job satisfaction. Employees who have high levels of job satisfaction have higher productivity, higher levels of organisational commitment, and higher quality of work (Kulkarni, 2013:34-56). Construction company leaders should understand what their employees want from the human resource department to create job satisfaction through appropriate human resource policies and practices. Construction company leaders need to design their human resource practices and policies carefully; if not, these policies may affect labour productivity and employee turnover (Siddiqui, 2013: 394-404) posited that construction companies' leaders need to review recruitment methods, training and development, performance evaluation/appraisal, and reward systems to determine what leaders can do to improve job satisfaction.

Organisations with satisfied workers realise a higher organisational commitment, more productivity, and less absenteeism. Job satisfaction is necessary to improve

construction companies' performance. Hence, operating procedures, work, and co-workers are the most important determinants of job satisfaction, while rewards and opportunities for promotion are the least important determinants. Motivation is the driving force that stimulates workers physiologically and psychologically to pursue higher goals (Gopal and Chowdhury, 2014:2347-4572). In the construction industry, motivation determines worker productivity and the quality of outcomes. A worker with low motivation is less productive, and one worker's poor performance can affect the entire company's performance. Therefore, construction companies' compensation procedures should be reasonable and reflect the value of workers. Construction company leaders can design dynamic, engaging, and challenging protocols to ensure that construction workers feel compensated for their performance. Saif et al. (2012:35) assert that work, salary, work environment promotion, supervision, and co-workers are the categories employed as predictors of job satisfaction, the most frequently found in the literature.

3.3 Motivation

Motivation has long been a central topic for scholars and practitioners. Nevertheless, previous research on leadership and motivation has failed to address whether a correlation exists between leadership styles and the levels of employee motivation in the public sector workplace. Some studies argued that the relationships between leadership style and employee well-being and organisational outcomes have consistently shown that employee well-being has motivational implications. Leadership influences organisational outcomes such as job satisfaction, employee commitment and loyalty, and turnover intentions (Chuang and Lin, 2014:1-10).

Al-Haj (2017:23-57) mentioned that a positive correlation exists between job satisfaction and employee motivation. This means that the more job satisfaction an employee perceives, the more motivated. Some organisations have tried to apply the transformational leadership style to increase employees' efficiency and motivation in the public service industry. Research into job performance has a rich history in the field of events projects. Job performance is defined as the extent to which an employee contributes to organisational effectiveness, given the expectations associated with his/her work role. Task performance can be defined as the effectiveness of activities contributing to an organisation's operation. Unlike

task performance, contextual activities contribute to organisational effectiveness by shaping the social and cultural contexts that serve as the catalyst for task activities and processes.

Contextual performance is a critical element of job performance and is also called relational performance (Gopal and Chowdhury, 2014:2348-4572). Sustainable employee performance is put forward in this research, considering the tendency to focus on sustainability in project management. Employee sustainable performance refers to an employee's contribution to their sustainable development and project organisation sustainable development and is divided into task sustainable performance and relation sustainable performance (Saeed, Almas, Anis-ul-Haq, and Niazi, 2014:214-225). Task sustainable performance refers to the extent employees achieve sustainable development by fulfilling their tasks. Relational sustainable development refers to the extent to which employees contribute to the sustainable development of project organisations in promoting organisational culture. Numerous studies have examined the relationship between transformational leadership and employee performance (Alghazo, 2016:37-44).

Employee motivation is a complex construct; therefore, numerous theories exist. Van Scheers and Botha (2014:98-109.) posited that employee motivation is present when the employee is willing to work, pays attention to job requirements, makes an effort, and is persistent. Investigating employee motivation involves examining factors that promote sustained productivity in the workplace and focuses principally on self-determination theory (SDT). SDT is a macro theory describing the nature of motivation, character development, and well-being. SDT's fundamental principle is that people actively seek growth in different aspects of life. SDT embodies the further assumption that people seek integration of their instinctive factors into a combined sense of self and integration into a larger group of people (Al-Haj, 2017:23-57). SDT differentiates between extrinsic motivation, which comes from outside an individual in the form of expected tangible or intangible rewards (e.g., Bonus Pay, Gratitude), And Intrinsic Motivation (E.G., Self-Esteem, Contentment), which arises from inside an individual and may not require or incur external reward. Both types of motivation contribute to determining the degree to which individuals internalise their employers' objectives (Saeed, Almas, Anis-ul-Haq, and Niazi, 2014:214-225).

3.4 Job Satisfaction Theories

Job satisfaction and motivation have a strong relationship which cannot be overlooked. The majority of motivation theories utilise job satisfaction as a practical foundation. Various motivation theories for workplace motivation and job satisfaction are categorised as content or process theories. Kian, Yusoff and Rajah (2014:96) assert that content theory emphasises the elements and requirements that motivate and inspire workers' actions and output. Internal motivators that individuals use to fuel and guide their behaviour at work are the subject of content theories of motivation.

According to content theories, internal drives push people to act or move toward their satisfaction. Early theories of motivation that believed that internal impulses were the source of behaviour's routes of action were the foundation for a substantial portion of the content theories of motivation. For example, Maslow's hierarchy of needs, Herzberg's Motivation Hygiene Theory, McClelland's Theory of Needs, Equity theory and Alderfer's ERG have been successfully applied to Job Satisfaction and Motivation is prominent in the theories of motivation. These motivation theories are discussed below:



Figure 3.1: Types of motivation theories

Source: Own construction

The different types of theories illustrated in Figure 3.1 above are explained in detail below:

3.4.1 The Needs Theories

Ilagan et al. (2014:118) assert that need theories can be described as those that explain motivational processes and the needs that drive human motivation. These are discussed below.

3.4.1.1 Maslow's Need Hierarchy Theory

Kaur (2013:1061) asserts that people are unlikely to function as healthy or well-adjusted persons if raised in an environment where their needs are not addressed. People have five different types of needs, which are triggered in a particular order. As a result, the lowest-order need must be satisfied before the next order need is triggered, and so on. This indicates that these needs are awakened in a precise order from lowest to highest. According to Maslow's theory of motivation, a need can never be completely satisfied, but one on the verge of being satisfied no longer motivates. Knowing a person's position in the hierarchy of needs assists in determining what that individual needs. Figure 3.2 illustrates the five levels of needs that are prioritised and classified in ascending hierarchical order:



Figure 3.2: Maslow's Hierarchy of Needs

Source: Adapted from Stum (2001:4)

Sharm et al. (2013:316) explain the factors of the hierarchy needs as follows:

3.4.1.1.1 Physiological needs

consist of the most basic and lowest needs at the bottom of the triangle. Food, air, water, and shelter are some basic biological needs that must be met. Compensation that enables employees to afford sufficient living conditions is a requirement, according to Maslow, for employers. Any hungry employee will find it difficult to contribute much to his organisation, goes the justification in this case.

3.4.1.1.2 Safety needs

The second level of necessities consists of employee safety requirements. Once physiologic needs have been satisfied, these needs become active. They speak to the necessity of a safe workplace free from hazards and harm. According to the justification, workers in a safe workplace can perform their duties without worry.

3.4.1.1.3 Social needs

This is the third level of employee necessities. After all safety requirements are completed, they are turned on. The need to belong, or to be cherished and accepted by others, is referred to as having social needs.

3.4.1.1.4 Esteem needs

The fourth degree of needs is represented by this. The need for respect for oneself and the approval of others are included. Organisations encourage staff engagement in social events like picnics and team bowling to address these demands. In addition, organisations host awards dinners to recognise exceptional accomplishments.

3.4.1.1.5 Self-actualisation

This is located on the topmost level of the triangle. To reach one's full potential, one must strive to become everything one can be. This argument justifies that self-actualised workers are great resources for an organisation's human resources.

3.4.1.2 Alderfer's ERG theory

Bell (2012:11) indicates that Clayton Alderfer developed the ERG theory in the 1960s. This theory is based on Maslow's hierarchy of needs; however, it focuses on the acronym of core needs that are grouped into three categories being; existence, relatedness and growth. Acquah et al. (2021:26) add that since this theory defines demands as a spectrum rather than a hierarchy, it is adaptable. These needs-focused classes have been described below:

3.4.1.2.1 Existence Needs

These include all physiological and material needs such as food, drink, air, clothing, safety, and physical love and affection. This closely resembles the top two levels of Maslow's hierarchy.

3.4.1.2.2 Relatedness Needs

These include social and external esteem and ties with significant persons, including family, friends, co-workers, and employers. This also refers to feeling accepted into and comfortable in one's place as a group or family member. This corresponds to the third and fourth Maslow levels.

3.4.1.2.3 Growth Needs

Internal worth and self-actualisation; these drive a person to have an artistic or constructive impact on himself and his surroundings (e.g., to move closer to their ideal self). Maslow's stages four and five encompass the desire to carry out important duties and be creative and productive.

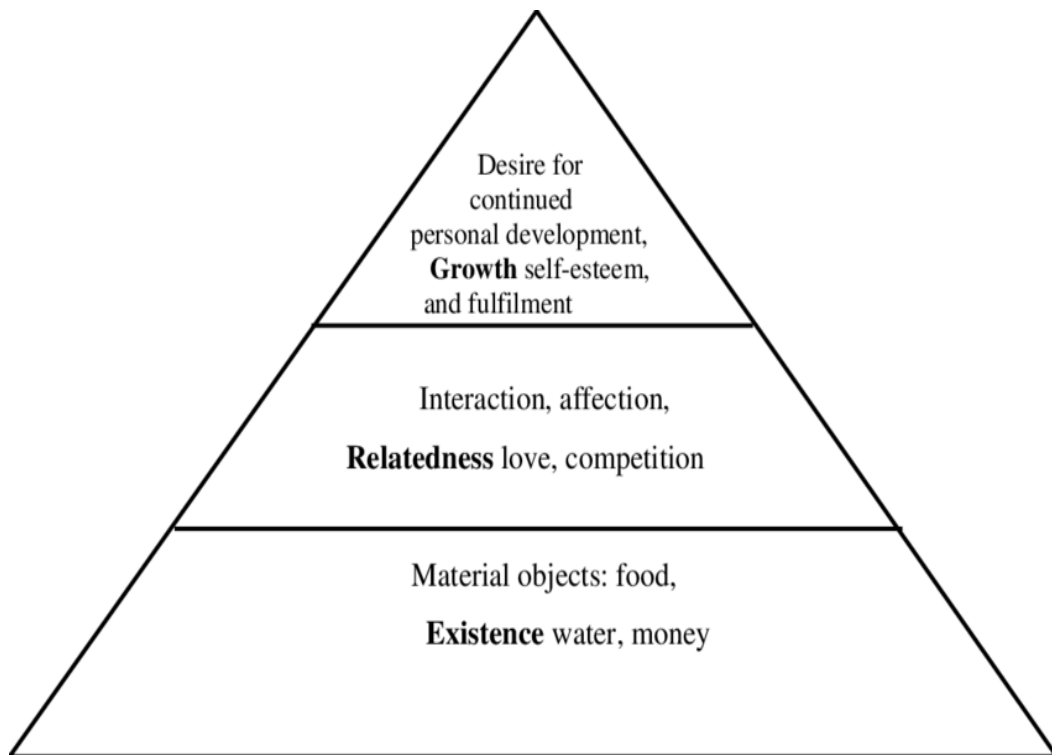


Figure 3.3: Alderfer's Alderfers ERG theory model

Source: Shikalepo (202:68)

Figure 3.3 shows that Alderfer and Maslow agree on the hierarchy of human needs. However, Alderfer condensed and divided Maslow's needs into three categories, turning his five-level hierarchy into a three-level one. Alderfer's physiological and material needs, such as those for food, water, and shelter, are all included in their list of necessities. Maslow's psychological and safety needs are equivalent to Alderfer's necessities for existence.

3.4.1.3 McClelland's Need Theory

According to Osemeke and Adegboyega (2017:170), McClelland's need theory posits that people with outstanding accomplishments are motivated by a desire for mastery. They favour tackling moderately challenging projects and yield results from their labour rather than chance. In addition, they value feedback on their work. The need for achievement is a competitive habit that has high standards. According to McClelland, those with a strong need for achievement outperform those with a

moderate or low need. He also identified regional and national variations in the drive for achievement. Acquah et al. (2021:27) add that our society and experiences influence this primary motivation. Achievement, affiliation, and power are the three primary motivators explained below:

3.4.1.3.1 Achievement

The urge for achievement consists of the drive to autonomously master ideas, people, and items and boost one's self-esteem by using one's talent.

3.4.1.3.2 Affiliation motivation

People strongly need friendships and want to belong to a social group. They also need to be liked and held in high regard; they are team players and could do worse in leadership positions.

3.4.1.3.3 Power motivation

These employees are authority motivated and need control over one's work or the work of others. There is a strong need to lead and to succeed in their ideas. It is also needed to increase personal status and prestige. Therefore, the employees would like to control and influence others.

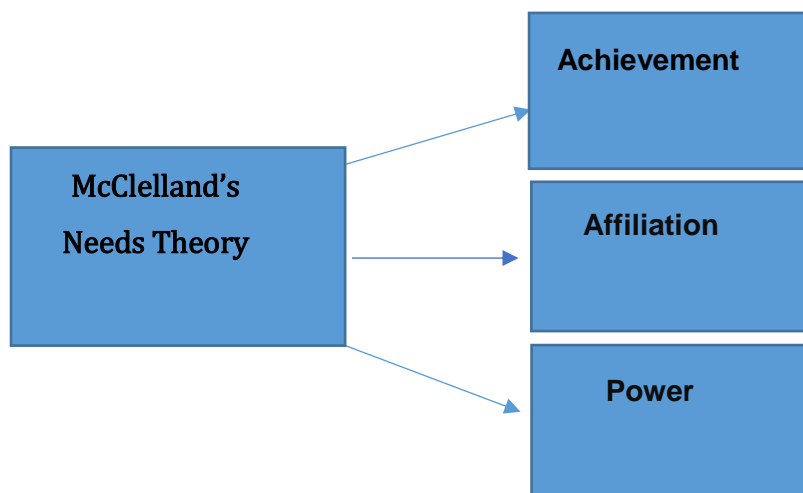


Figure 3.4: McClelland'sMcClelland's Needs Theory

Source: Own construction

Figure 3.4 above illustrates the three motivators of McClelland's theory. First, this theory suggests that employees may be motivated by achievement, making them feel more motivated and satisfied with their job. Furthermore, building strong relationships within the job may motivate employees and help them enjoy their work. Finally, the drive for power may also motivate them to do better in their positions and thus lead to increased job satisfaction.

3.4.2 Job characteristic theories

These theories are directly linked to job satisfaction. Ali et al. (2014: 47) assert that job characteristics theories show that five personal and professional job features influence job satisfaction. The five main employment characteristics identified were autonomy, feedback, skill variety, task identity, and task significance. In order to improve employee job satisfaction, employers must be aware of the job requirements. The good effect of job satisfaction is thought to be reinforcing and acts as a motivator for an employee to keep up with the task assigned, adding to organisational effectiveness. The two primary job characteristic theories are discussed below.

3.4.2.1 Herzberg's Motivation Hygiene Theory

Alshmemri et al. (2017: 12) assert that the central concept of this theory is that the distinction between motivational and hygiene-related elements is the central idea of this paradigm. Two sets of categories for these two variables affect job satisfaction. First, motivating elements are considered more significant to job happiness than hygiene factors. The need to avoid unpleasantness is related to hygiene factors. Due to the individual's urge for self-growth and self-actualisation, motivational variables contribute to job satisfaction. One of the most frequently applied ideas in studies on job satisfaction is this one. Loganathan (2013:18) adds that although hygiene concerns are not directly related to the activity, they affect the environment in which the task is performed. However, employee motivation is equally important on the job. Thus, intrinsically rewarding motivators should be present in the workplace for job satisfaction to be achieved. Figure 3. 5 illustrates the overview of Herzberg's theory.

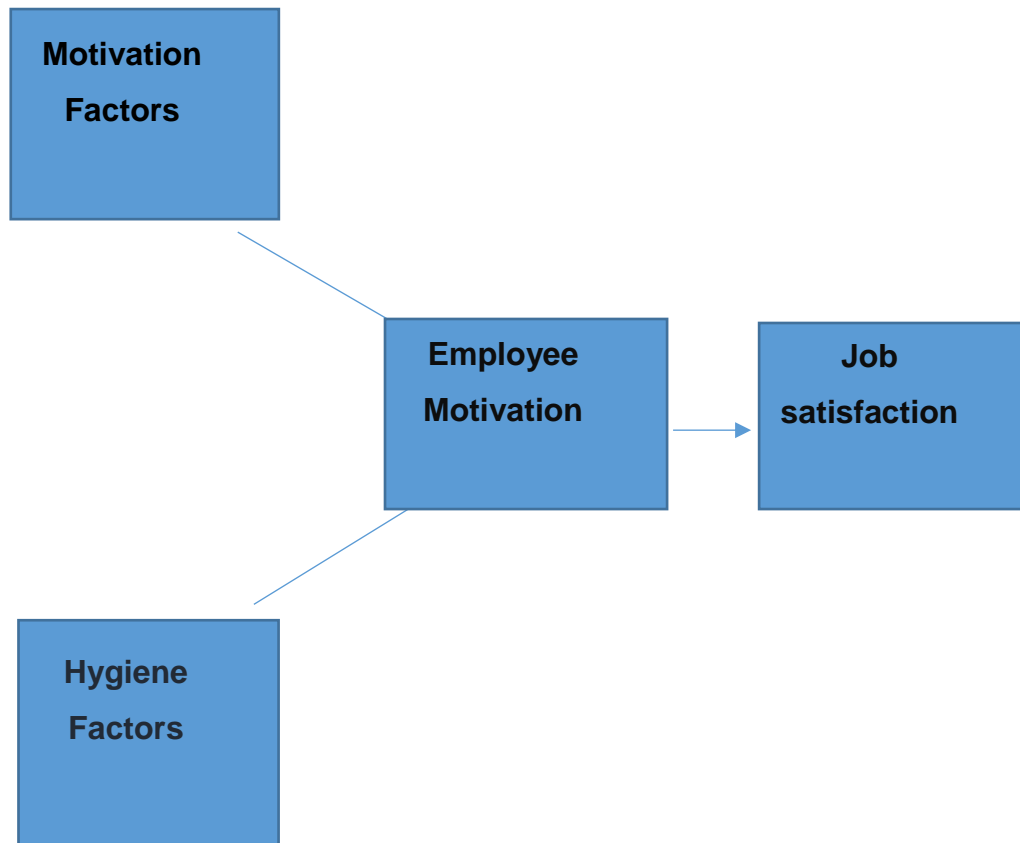


Figure 3.5: Herzberg two factor theory

Source: Own construction

Herzberg and his colleagues claimed that the two motivation factors have a certain degree of motivating employees, which usually determines the level of job satisfaction.

Alshmemri et al. (2017: 13) state that motivation is the factor that has the strongest correlation with job satisfaction in the two-factor theory; it is necessary to improve the motivation factors in order to raise employee job satisfaction. Table 3.1 below illustrates comparisons between the motivation and hygiene factors.

Table 3.1: Elements of Herzberg's Herzberg's theory

Motivation Factors	Hygiene Factors
Career advancement	Working conditions
Job tasks and responsibilities	Organisational policies
Growth possibility	Salary
Recognition	Interpersonal relationships
Achievements	Job fairness
Responsibility	Supervision

Source: Alshmemri, Shahuan-Akl and Maude, (2017: 13)

In the table below, four psychologists' proposed content theories are compared and contrasted in terms of their similarities and differences.

Table 3.2: Overview of motivational theories

Maslow	Alderfer	McClelland	Herzberg
Physiological	Existence		Hygiene
Safety and security			
Belongingness and love	Relatedness	Need for Affiliation	
Self-esteem	Growth	Need for power	Motivators
Self-actualisation		Need for achievement	

Source: Acquah et al. (2021:27)

3.4.3 Equity theory

Nguyen and Do (2020:216) describe equity theory as the employees' perceptions of how equitably they are treated inside the company and how these perceptions impact the company's commitment and satisfaction. Al-Zawahreh (2012:158) states that the equity theory emphasises both the input and the outcome. The employee compares the inputs and outcomes ratio for a given task. If an employee notices injustice, he or she will remedy the situation. As a result, workers might do their duties less effectively or with inferior quality. Inequities frequently cause absenteeism to rise and even organisational resignation.

3.4.3.1 Adams equity theory

In the 1960s, the Adams Equity Theory was developed. Dagnan, Disley and Hatton (2009:56) define the Adams equity theory as a cognitive evaluation process whereby an employee strives to strike a balance between efforts at work and anticipated benefits. Equity is characterised as a form of justice based on merit or contribution. Individuals compare themselves to peers in comparable roles to assess the degree of fairness in an organisation's reward and remuneration systems. It extends beyond the individual but compares an individual's situation with others concerning equity and fairness. It also implies that people do not work alone.

Table 3.3: Equity theory inputs and outputs

Inputs	Outputs
Education	Fringe benefits
Experience	Higher salary
Skills	Job position
Training	Recognition and rewards
Seniority	Personal development opportunities
Personal characteristics	Level of participation
Job effort	Job security

Source: Al-Zawahreh (2012:159)

According to the equity theory, the perceived amount of equity is calculated for every comparison by considering inputs and rewards. Therefore, the right mix of inputs and rewards is something that employees are constantly looking for, which usually promotes job satisfaction among employees in organisations.

3.5 Leadership Power

Lunenburg (2012:2) describes power as the ability to influence others. Leadership and the idea of power go hand in hand. Connolly (2021:5) adds that the idea of power is crucial to understanding the dynamics of interpersonal conduct because it gives people the ability to force others to do what they want. Power is a tool used by leaders to advance the objectives of the group. Therefore, leaders must be aware of the power to affect their surroundings best. Furthermore, Goncalves (2013:2) asserts that power can be acquired, just like leadership, but to be an effective leader, one must be able to differentiate between the different types of power and choose the one that best suits their leadership style, personality, and workplace. Different categories of managerial powers may be employed singly or in combination.

The many types of influence inside an organisation are depicted in figure 3.6 below by Hersey and Blanchard (2005: 425).

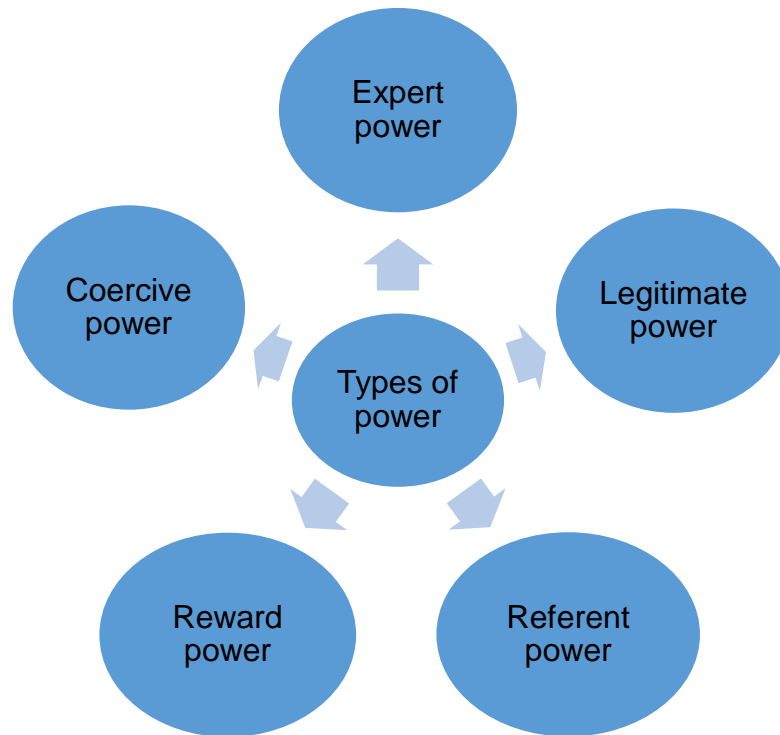


Figure 3.6: Types of leadership powers

Source: Hersey and Blanchard (2005:425)

The different types of leadership power are discussed in detail below:

3.5.1 Expert power

Lunenburg (2012:1) describes expert power as a person's capacity to shape the actions of others as a result of their acknowledged expertise. Goodall (2016:8) adds that expert leaders convey credibility and are more likely to be respected due to their demonstrated success in the key business activity of psychiatric practice and research. This strategy focuses on the social connections between leaders and their followers. Because they have upheld a high standard, seasoned leaders are credible. They also convey that the person in charge is aware of the culture, value system, incentives, and priorities of the people they lead.

3.5.2 Legitimate power

Sorm and Gunbayi (2018: 260) define legitimate power as the capacity to induce guilt or responsibility in another person. Goncalves (2013:4) adds that legitimate power alludes to the authority of a formal position derived from the idea of ownership rights, the power that is legitimately derived from influence and elevated to authority. It is transitioning from a tactical, dynamic element to a static, focused structural power. The foundation of legitimate power is the idea that the agent has the authority to direct and control others according to his or her organisational position. It has been discovered that lawful power is inconsistent. Regarding lowered turnover intentions, legitimate power has shown lesser but significant beneficial associations in various circumstances (Jayasingam et al., 2010:137).

3.5.3 Referent power

Lunenburg (2012:4) defines referent power as the capacity of a person to shape the actions of others due to their likeability, respect, and admiration for them. When someone is admired, and one aspires to be like them, referent power emerges.

3.5.4 Reward power

Reward power refers to a person's capacity to shape other people's conduct by giving them items they desire. These incentives may be monetary, such as pay increases or bonuses, or non-financial, such as promotions, better work assignments, increased responsibility, new equipment, acclaim, and recognition. As long as workers appreciate the benefits, a manager can use the power of rewards to influence and control their behaviour (Lunenburg, 2012:3). For instance, if managers give employees what they believe to be rewards (a promotion with more responsibility). However, the workers do not value them (i.e., they are insecure or have family responsibilities that are more important to them than a promotion), then managers do not have reward power.

3.5.5 Coercive power

This type of power is known as a person's capacity to control others' behaviour through punishment, or the appearance of a threat to do so is known as coercive

power. Employees might, for instance, follow a manager's instructions out of fear of being disciplined. Reprimands, unfavourable work assignments, withholding crucial information, downsizing, suspension, or termination are common organisational sanctions (Lunenburg, 2012:3). Because coercive power has unfavourable side effects and frequently makes its way users feel bad, it should be utilised with prudence. Coercive authority is not always available, depending on the organisation and boss. However, most firms today have clearly delineated and established policies for handling employees.

3.6 Differentiation between managers and leaders

In this 21st century, organisations' biggest daily challenge is trying to distinguish the difference in attributes between leaders and managers. Furthermore, too often, people lose focus of the vision and mission of an organisation and whether the organisation fundamentally has the right resources to manage the mission through to project delivery. As stated by Atout (2014:515-532), management skills without leadership skills are likely to lead to poor results or failure of a project. The differentiation between a leader and a manager in terms of their characteristics. See Table 3.4 below.

Table 3.4: Differentiation between managers and leaders

MANAGER	LEADER
✓ Focuses on the implementation of the vision	✓ Focuses on the vision of the organisation
✓ Orientated to adapting to change, not taking the initiative	✓ Orientated towards driving change and anticipating environmental changes
✓ Concerned more with techniques; sometimes with maintaining order and the status quo	✓ Concerned with dynamics of a situation, on how to leverage or shape; concerned with setting or changing the culture
✓ Concerned with being empowered	✓ Empowering people

Source: Atout (2014:515-532)

Table 3.4 above shows huge variances between a manager and a leader. As a manager, the focus is on implementation compared to a leader, where the organisation's vision is the main focus. A manager will adapt to change instead of a leader who will drive change. Managers are concerned with being empowered versus a leader who will empower people.

Leaders and followers are relational partners who work toward shared goals. Both play an essential part in the success of the group. The negative connotations associated with the labels "follower" and "followership" should be confronted when the topic is first raised. Followers are widely thought of as passive and subservient, and some scholars object to the use of these terms, arguing that alternative terms like "collaborators" and "constituents" be employed instead (Hackman and Johnson, 2009:34). Leaders have more influence and bear more responsibility for the overall direction of the group. Followers are more responsible for implementing plans and ensuring the work is completed. An appropriate style of leadership and employee satisfaction are two factors that are essential and fundamental to organisational

success. An effective leader provides direction for the organisation and guides organisational members or followers towards achieving desired goals and organisational outcomes (Garg and Ramjee, 2013:56-89). The importance of employee job satisfaction at work in contemporary times cannot be overemphasised, especially in this highly dynamic and complex business environment where human beings are regarded as the organisation's most valued asset and a powerful tool for competitive advantage (Nanjundeswaraswamy and Swamy, 2014:34-56).

3.7 Chapter conclusion

The performance of employees in carrying out their current duties is significantly influenced by effective leadership and their use of motivational predictors and theories. More and more businesses realise that understanding employee motivation and delivering adequate service are critical components of success and job satisfaction. Employee happiness and organisational success go hand in hand in assisting organisations in enhancing their productivity and quality. Regardless of organisational settings and environments, encouraging their workforce is a typical challenge for leaders. In today's cutthroat business environment, employee engagement has emerged as the primary pillar of company success for all organisations globally. Leadership powers and employee motivation can substantially impact employee loyalty, productivity, and retention.

CHAPTER 4

RESEARCH DESIGN, RESEARCH METHODOLOGY

4.1 Introduction

This chapter provides an overview of the methodological process followed in this study. The methodology is the process, framework, and design used to have the necessary knowledge to respond to the questions reflected in the first chapter. The research methodology chapter focuses on the research methodology used by the researcher. It includes the research approach, research design, data collection methods, sampling, and data analysis methods and ends with a note on ethical considerations.

4.1.1 Types of research methodologies

Quantitative and qualitative research methodologies are the two categories of research methodologies that are listed in the research literature. Although these two have significant differences, studies show they work best together. However, there are significant discrepancies between these two, which are illustrated in the table below (Table 4.1).

Table 4.1 Comparison of qualitative and quantitative research

Quantitative [positivist approach]	Qualitative [anti-positivist]
1.Focus on observable behavior	1.Focus on laws of relationships
2.Focus on universal relationship laws	2.Focus on human experience
3.Focus on causes of phenomenon	3.Focus on experience of phenomena
4.Uses the natural science model	4.Uses the experiential model
5.Is aided by firm checks and balances	5.No firm checks and balances
6. Emphasis measurement and analysis	6. Emphasise investigating processes
7. Have natural science built structures	7. Have socially built nature of reality
8. Focus = relationships and variables	8. Focus = relationship of object to researcher
9. Ideal for objective data with numbers	9. Uses subjective data from opinions
10. Uses rigidly structured methods	10. Uses flexible exploratory methods
11. Tries to understand from outside	11. Tries to be involved with subjects
12. Needs a static environment	12. Work with non-static realities

13. Uses of particularistic approach	13. Uses holistic [wide data] approach
14. Uses large samples	14. Samples are small

Source: Jowah (2015: 103)

The researcher has chosen to employ both approaches to benefit from each one's strengths and help produce the anticipated findings.

4.2 Paradigm

According to Zukauskas et al. (2018:123), the term science research paradigm refers to a broad framework that includes perception, assumptions, and knowledge of the various theories and methods employed in scientific research. Through a research paradigm, the researcher establishes a connection between the research objectives and the questions after passing through the abovementioned stages. Furthermore, Mckenzie and Knipe (2006:194) add that the paradigm and the research topic should be used to decide which data collecting and analysis techniques are suitable for the study: quantitative, qualitative or mixed. Taylor and Medina (2011:3) assert that quantitative research uses the positivist paradigm. This scientific research philosophy is frequently applied to test theories or hypotheses and aims to investigate, confirm, and forecast law-like behaviour patterns. They further note that it is helpful in the natural sciences, physical sciences, and, to a lesser extent, the social sciences, especially when very high sample sizes are involved. Amaratunga et al (2015: 4) assert that qualitative studies use anti-positivism philosophies. This type of paradigm comes in various shapes, including hermeneutics and interpretive structuralism perspectives, but it is steadfastly opposed to the usefulness of rules or underlying regularities. Researchers who use anti-positivism reject the "observer" or cause-and-effect perspective that defines positivistic research.

Therefore this study used the mixed method paradigm to address the influence of leadership styles on employee job satisfaction at a selected landscaping organisation in the Cape metropolis. Rahman et al. (2017:46) describe the mixed method paradigm as a research methodology that incorporates the gathering and analysing of quantitative and qualitative data. Terrell (2012:262) adds that the mixed method is advantageous as it enables researchers to converge on or validate results

or to expand knowledge from one approach to another. The Positivist paradigm thus systematises the knowledge generation process with the help of quantification, which is essential to enhance precision in the description of parameters and the discernment of the relationship among them (Grodal, Anteby and Holm 2021:591-612). An exciting feature of positivism is that it accepts the supernatural and abstract as data for research purposes (Paviera, 2018:20). However, theological (the supernatural) or metaphysical (the abstract) claims must yield to the positive – that which can be explained in terms of scientific laws.

A positivist approach to knowledge is based on an accurate and objective interpretation of the data at our disposal. Such knowledge can be transmitted in tangible form – knowledge is often derived from observation (Sarka, Heisig, Caldwell, Maier and Ipsen 2019:277-296). Positivism is a philosophy of knowing, also called epistemology, which believes that only knowledge gained through direct observation is factual and trustworthy. Factual information gathering, for example, watching people work, measuring manufactured items, and measuring time in athletics, is regarded as objective and therefore valid (Baiju Krishnan, Kumar, Whig, Karan Ram and Abelgas 2022:3167-3179).

Observations should be quantifiable so that statistical analysis can be done. Researchers following a positivist approach postulate that one objective reality is observable by a researcher who has little impact on the observed object. Positivism implies that there is objective, independent laws of nature to which human life is subjected. The research aims to discover and describe these objective laws (Hannigan, Haans, Vakili, Tchalian, Glaser, Wang, Kaplan and Jennings 2019:586-632). This view describes society as made up of structures, concepts, labels and relationships. Proving such laws' existence and impact requires scientific discovery (Rose and Johnson 2020:432-451).

4.3 Research Method and Design

The study adopted a mixed research method to address the phenomenon under study. It used both quantitative and qualitative research. Quantitative research produces objective data that can be communicated through statistics and numbers (Boeren 2018:79). The data was gathered through self-administered questionnaires and interviews, which will be distributed to the target group. The

questionnaire was given to the target group to ascertain how employees within Servest (Pty) Ltd feel about different leadership styles used by leaders and how they influence the level of motivation and job satisfaction. According to Hong et al. (2018: 253), quantitative research applies deductive logic to conceive unique situations, relying heavily on theoretical and substantive established knowledge. Roopa and Rana (2012:273) state that gathering quantitative data can be standardised by using the questionnaire as a type of random sampling, resulting in data that are internally consistent and coherent for analysis.

Quantitative methods include formalised principles that form the basis for a stringent research process that proceeds from formulating research questions, research design and the selection and analysis of data to interpretations and conclusions (Groenland and Dana 2020:90). On the other hand, Azad et al. (2021:1) assert that one of the most typical methods for acquiring data in qualitative research is in-depth interviewing. The aim is to gather data on how people see, comprehend, and make sense of the researched topic. Marshall et al. (2015:11) add that although qualitative methodologists are unlikely to agree on the precise sample sizes required for qualitative research, they generally concur that various factors might influence the number of interviews required to achieve saturation. Other elements that may affect the sample size required to reach saturation include the researcher's character and area of study, the effectiveness of interviews, the number of interviews conducted with each participant, sampling techniques, and researcher experience.

Moreover, qualitative methods can be used to elaborate on findings from a survey. While surveys can provide a general overview of the matter at hand, qualitative data have the potential to provide more detailed insight into the opinions and experiences of the informants (Torvik et al., 2018:54). The data will be linked to specific variables, and standardised methods are applied for data collection (for example in expert assessments, observations, interviews, or formal testing (Saravanan et al., 2021:838). The variables can thus be expressed in numerical form, and the data material can be described in the form of tables, graphs or statistical measurements such as averages, variances and correlations and analysed with the aid of, e.g., analysis of variance factor analysis or regression analysis (Woźniak et al., 2019:1839).

The questions in the questionnaires and interviews should always serve a function relevant to the study's goals, and it should be clear from the outset how the data will be used. Figure 4.1 below illustrates the research framework process.

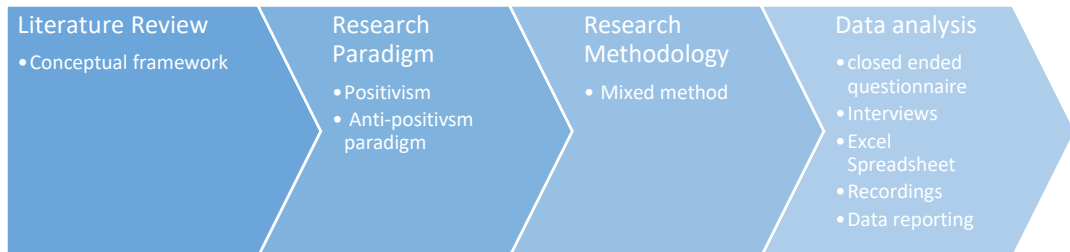


Figure 4.1: Research Framework

Source: Own construction

4.4 Research Approach

According to Caleb (2018:11), combining qualitative and quantitative approaches allows researchers to use each approach's strengths. These two approaches were chosen due to their unique characteristics and adaptability to various contexts. Therefore, the goal is to benefit from the advantages of both approaches. The mixed research's combined qualitative and quantitative aim is to generate objective data that can be explained using statistics and numbers (Boeren, 2018:79).

This study used qualitative and quantitative research approaches to determine the influence of leadership styles on employee job satisfaction in the selected landscaping organisation.

4.5 Target Population

Generally, a target population is a group or set of elements the researcher would like to know more about. We use this term mostly in epidemiology (Hyrich and Machado 2021:68) to gather unbiased information and widely held opinions on how the leadership philosophies used by the chosen landscaping company affect employee satisfaction. Employees who work for the organisation in various roles

within the landscaping sector made up the researcher's target audience for this study. Senior managers, site managers, administrators, and general employees will all be invited to participate in this study.

4.6 Sampling Method

The study used a mixed and random sampling method to select respondents from the participating companies. The participating companies' respondents will be chosen for the survey using a random sample technique. Furthermore, according to Loganathan (2013:5), every member of the population has the same chance of being selected for the sample when using simple random sampling. The results should generally coincide with those of a population-wide measurement thanks to a random sample (Meng 2018:724). For the pilot study, a smaller sample from a larger group is chosen through straightforward random selection in order to perform the study and derive findings regarding the broader population (Pandey and Pandey, 2021:76). Therefore, the random sampling approach will be employed for this study to include individuals from different genders, ethnicities, ages, and functions within the organisation. The random sampling method, as defined by Singh and Masuku (2014:3), is the straightforward procedure of choosing a portion of a population to estimate the characteristics of the entire population. There are a total of 1002 people spread out unevenly among the many responsibilities of the selected landscaping company in Cape Town. 10% of the population was sampled for this study. The investigation involved 100 employees, including senior managers, project managers, supervisors, administrators, and general labourers. It is agreed that this figure exists, and generalisations can be made in light of it. A more precise solution to a problem is frequently obtained when the sample size is more extensive.

4.7 Sample Size

The sample size was 100 respondents. Generally speaking, 10% of the population should be sampled, given that the sample size does not exceed 1000 (Lakens, 2021:19).

This study randomly sampled and investigated a minimum of 100 employees. This figure is acknowledged, and generalisations can be drawn based on it.

4.8 Data Collection Instrument

A closed-ended questionnaire and taped interviews were utilised to collect data from the respondents for the study. In interviews and questionnaires, closed-ended questions were used to collect quantitative and qualitative information from survey participants (Roopa and Rani, 2012:275). The questionnaire was distributed to a smaller portion of the population before it was distributed to the entire population. This process is known as a "pilot study." The survey is divided into three sections: a biography in part A, a Likert scale in part B, and a list of open-ended questions in part C. The statistician from the Cape Peninsula University of Technology will oversee the validation procedure for the questionnaire and interview questions to see how responsive they are to the phenomenon under investigation.

4.8.1 Section A: Biography

This section of the questionnaire elicited personal information, demographics, position, and the years a respondent has been employed in the company. This section ranked and qualified the respondents to participate in the study in an event where the respondents did not possess the identification of predestined population. Using the report from the data collected with this section made it possible for the researcher to disqualify the respondents who did not qualify to participate in the study- as described in the target population.

4.8.2 Section B & C: Likert Scale

This section comprised statements rated or ranked on a scale ranging from 1 to 5, where 1 was strongly disagree, 2 disagree, 3 neutral, 4 agree and 5 strongly disagree. These sections (B & C) were aimed at gathering information, to respond to the research questions and provide a broader view from the perspective of the employees in the identification of the challenges faced by project managers in the landscaping industry and determine the influence of leadership styles on job satisfaction at the selected landscaping company. After the information was gathered, it was captured manually in an Excel spreadsheet and interpreted in diagrammatical representation to make it readable to the reader. The statistician from the Cape Peninsula University of Technology was consulted in the developmental stages of this questionnaire. However, from the coding process to

the data-capturing stage, this was made to ensure the accuracy, reliability and validity of the instrument used to collect data.

Closed-ended questions can only be answered with limited options, such as a rating system (e.g., from strongly agree to strongly disagree). Closed-ended questions provide minimal information but are straightforward to evaluate for quantitative data. Essentially, the person cannot express his viewpoint in his own words and is limited to selecting one or more options from the available options. This instrument can be used for many kinds of survey questions while creating a survey. However, the researcher/study can ask closed-ended or open-ended questions. Each has its own set of advantages and disadvantages. In this questionnaire, closed-ended questions were part of sections B & C.

The measure employed is reliable because it will outline the extent to which constant measurements are generated, are not biased, and are error-free. The degree to which an instrument accurately measures what it is designed to measure is known as validity (Kumar 2011:31). Simple English will facilitate better participant understanding and best suit each participant's level. The questionnaire has the following sections:

4.9 Data Collection

Contractor (2008:22) claims that conducting fieldwork puts the researcher close to the subject of their research. The researcher engages in dialogue with participants, stakeholders, and the sociopolitical context in which the research problem is placed throughout this dynamic process. The researcher frequently encounters a particular issue due to moral quandaries that could occur while conducting fieldwork. According to Clerck et al. (2011:4), effective field researchers must be friendly, aware of their surroundings, and unafraid to ask questions that will aid in discovering new information without violating the community's social norms. It is necessary to identify the community where the data collection will occur and to secure permission for the researcher to enter.

A consent letter from the chosen landscaping company was obtained for this study. After receiving approval to conduct the study, the researcher approached respondents personally inside the organisation. Before distributing the questionnaires, participants were asked for their informed consent to participate in the surveys. Trained interviewers and assistants administered questionnaires and

interviews one-on-one, and the completed questionnaires were returned immediately. Trained interviewers or surveyors spoke with the respondents one-on-one to clarify any sections or questions that required explanation.

Ten participants at most per day completed the questionnaires, which took up to 15 minutes to complete. Each interview lasted 30 minutes, and no fewer than ten people were interviewed each day. The gathering of data took up to 30 days.

4.10 Data Analysis

The study used data coding to summarise the information gathered. According to Mfengu (2019: 49), data coding succinctly summarises and synthesises the data process. In terms of data analysis, the data will be gathered, edited, cleaned, and examined using the statistical tool that is accessible. Excel was used as the statistical tool to provide a meaningful interpretation of the gathered data. Seiss et al. (2014:2) assert that statisticians must be involved in the data analysis process to clean and amend the data during the data gathering stage by evaluating the gathered data and highlighting anything questionable. Finally, statistical tools are used to process the data once it has been cleaned up to record the results.

Excel was utilised to create a meaningful interpretation of the acquired data. The appropriate surveys were coded, and the data was loaded into an SPSS application where graphs, charts, tables and histograms were created and evaluated. Part of the investigation was looking for trends and connections that support generalisations.

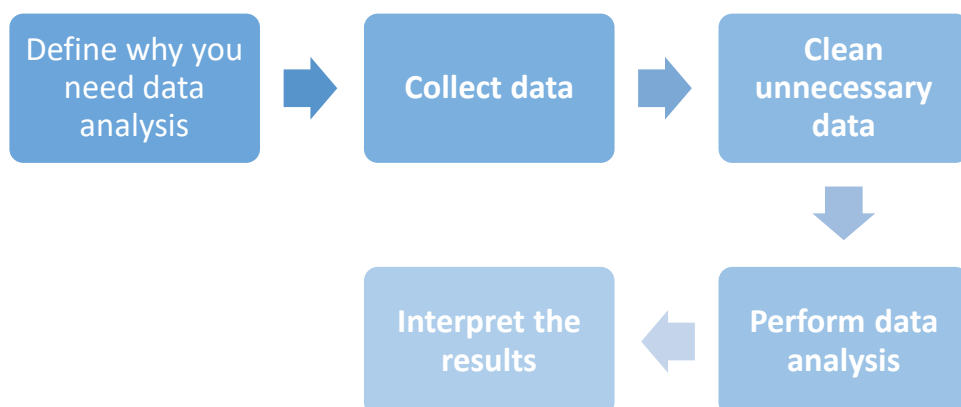


Figure 4.2: Data analysis flow chart

Source: Own construction

Quantitative data are analysed using statistical methods, as quantitative data represents numbers from which datapoints can be calculated. Data from a quantitative dataset, such as survey results, is usually loaded into a program such as Excel Spreadsheet (ESSP), which enables the creation of tables and charts to examine findings. Often the first step in analysing a dataset is to view top-level findings using descriptive statistics such as mean, median, and mode (Xuan, Bateman, Gallien, Goetze, Zhou, Navarro, Hu, Parikh, Hood, Conrads and Loosse 2020:1-12).

Numeric data collected in a research project can be analysed quantitatively using statistical tools in two different ways. Descriptive analysis refers to statistically describing, aggregating, and presenting the constructs of interest or associations between these constructs. Inferential analysis refers to the statistical testing of hypotheses (theory testing). In this chapter, we will examine statistical techniques used for descriptive analysis, and the next chapter will examine statistical techniques for inferential analysis. Much of today's quantitative data analysis is conducted using software programs such as excel spreadsheet (ESSP) (Xuan et al., 2020:1-12).

4.11 Validity and Reliability

Although the concepts of Validity and Reliability are closely related, they express different properties of the measuring instrument. Generally, a measuring instrument may be reliable without being valid, but if it is valid, it is also likely to be reliable (van Laar et al., 2018:2200). However, Reliability alone is not sufficient to ensure validity. Even if a test is reliable, it may not accurately reflect the desired behaviour or quality (Parsons et al., 2019:393). For this reason, researchers must test the Validity and Reliability of the measuring instrument they intend to use (Parsons et al., 2019:394). The measuring instrument must satisfy these two conditions. Otherwise, it will not be healthy for researchers to interpret the findings (Story and Tait 2019:199).

4.11.1 Reliability

This is the degree to which the measure of a construct is consistent or dependable (Disabato et al., 2019:200). In other words, if we use this scale to measure the same construct multiple times, do we get pretty much the same result every time,

assuming the underlying phenomenon is not changing (Blanchet et al., 2020:1060). An unreliable measurement is people guessing when answering the survey (Guess et al., 2020:15540). Quite likely, people will guess differently, the different measures will be inconsistent, and therefore, the "guessing" technique of measurement is unreliable (Disabato et al., 2019:200). A more reliable measurement may be to use a weight scale, where you are likely to get the same value every time you step on the scale unless your weight has changed between measurements (Hsiang et al., 2020:265).

4.11.2 Validity

Often called construct validity, this refers to the extent to which a measure adequately represents the underlying construct that it is supposed to measure (Bedford and Speklé 2018:55). For instance, is a measure of compassion measuring compassion and not measuring a different construct such as empathy (Gilbert et al., 2019:2268). Validity can be assessed using theoretical or empirical approaches. However, it should ideally be measured using both approaches (Kulasegaram and Rangachari 2018:13). Conceptual framework assessment of validity focuses on how well a conceptual framework construct is translated into or represented in an operational measure (Varpio et al., 2020:992). This type of validity is called translational (or representational) and consists of two subtypes: face and content (Seong-Hun 2018:17-19). Translational validity is typically assessed using a panel of expert judges, who rate each item (indicator) on how well they fit the conceptual definition of that construct, and a qualitative technique called Q-sort (Portney, 2020:80-85).

4.12 Ethical Consideration

According to one definition, ethical considerations in research studies outline how research investigations should be designed and carried out (Mittelstadt, 2019:507). Examples of ethical principles include voluntary participation, informed consent, anonymity, confidentiality, potential harm, and outcome disclosure. Hunt et al. (2018): 348 Arifin (2018:30) asserts that gathering quantitative data from people who are in danger raises more ethical concerns. If they express their emotions throughout the interview, they could feel anxious. According to Terrell (2012:276), six critical ethical considerations that are taken into account in research investigations are as follows:

1. Informed consent: Consent should be freely given and unconstrained. Participants must consent and comprehend what is being asked of them.
2. Voluntary participation: refers to the requirement that participants in a research project be sufficiently informed about it, understand the information, and have the flexibility to make their own judgments.
3. Identity: No information on the participants was made public during the data collection, analysis, or publication of the study results to safeguard their anonymity and confidentiality.
4. Confidentiality: Appropriate measures to protect the privacy and confidentiality of the interview environment will be made to ensure the respondents' safety during the completion of the questionnaire, in the data processing, and in the finding's dissemination processes.
5. Data collection: Each participant in this study will receive a questionnaire to complete at their convenience. Participants will be notified that while their safety is ensured, the survey's results will be disclosed using their actual ages.
6. Participant access and ethical approval

As a result, the study followed and satisfied all ethical standards the Cape Peninsula University of Technology established, as described above. No unsafe conditions or experiences that dehumanised the participants were presented to them. Participants were required not to write their names on the survey or any other form of identification. It was clarified to respondents that they are free to stop the study at any time if they feel uncomfortable because it is voluntary.

4.13 Research Limitations

The study was confined to a review of the literature on the effects of transformational, transactional, and laissez-faire leadership philosophies on employee satisfaction in the landscaping industry. Due to logical and time limits, the scope of this study will be severely limited to Servest Landscaping & Turf (pty) Ltd. in Cape Town, South Africa. This study determined how leadership philosophies affect job satisfaction for Servest (Pty) Ltd., the only chosen organisation. Employee involvement was optional, and the study was only done in the Landscaping division.

Therefore, the chosen responses do not necessarily speak for all of the Servest (pty) Ltd staff.

A fast-paced work environment where distractions are common, such as increased job stress on participants who are workers of the organisation, are additional restrictions that have been encountered. These limitations may have a detrimental impact on the results of this study. Time was a big problem for the responses because of personal and professional commitments. Subjectivity was one of the limitations hindering information delivery due to workplace challenges and politics. Another disadvantage of this study was its design and research methodology faults that influenced its outcomes.

4.14 Chapter conclusion

This chapter explained how information was gathered and the validity and reliability of the information collected. It is important to expose all the information above for the credibility of the current study's findings. Research methodology, as discussed by different scholars, always appears as a method that connects the theory or conceptual framework proposed and the anticipated results of the study. Without understanding the method used, there is no bridge between the research objective, question, and problem statement. However, the method used brought us nearer to the solution. Therefore, this study's method and design were relevant and linked to the chosen philosophy.

CHAPTER 5

DATA ANALYSIS AND DISCUSSION OF RESULTS

5.1 Introduction

This chapter begins with a thorough data analysis that gives readers a glimpse into the study's conclusions. Data representations are in the form of numbers and graphs, along with an explanation of the findings. Finally, this chapter discusses the presentation of extensive analysis and results drawn from questionnaires given to Servest workers.

The research questionnaire was broken up into three sections: Section A dealt with the respondent's biographies, Section B examined their perceptions using a Likert scale, and Section C asked open-ended questions to which the respondents had to respond. The purpose of the study was to ascertain how employees at Servest landscaping felt about the influence of leadership styles on job satisfaction among employees

The analysis and the creation of the graphs, bar charts, pie charts, and tables discussed in the chapter were done using the Excel application. The data gathered and the data analysis is presented in the following sections.

5.2 Section A: Biography

Because there was a defined target group for the research study, the questions in the biographical portion were meant to qualify the respondents for the survey. The final list of the questionnaires that were ultimately analysed was purged of those whose questionnaires did not qualify. The graphs, tables, charts, and other drawings were utilised in the response section to diagrammatically represent the respondents' opinions regarding specific questions or assertions.

QUESTION 1: What is your age group?

RESPONSE: The question's specific goal was to determine the respondent's age group and understand what age groups are available in the organisation. Figure 5.1 below provides information on the respondents.

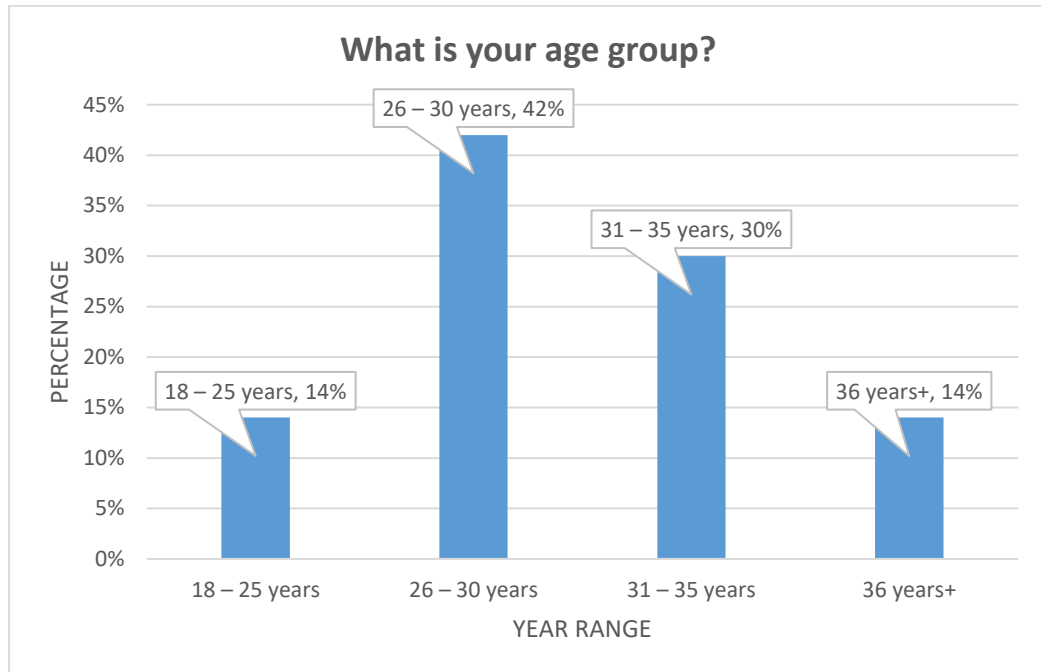


Figure 5.1: Age group of respondents

Source: Own construction

Figure 5.1 above reveals that most of the respondents are between the ages of 26-30 years of age. 14% of respondents are between the ages of 18- 25 years, 42 % are between 26-30 years, 30% are between 31-35 years, and 14% are over 36. Based on the above responses it is evident that the company can be applauded for creating more job opportunities for the youth especially ages between 26-30 years.

QUESTION 2: What is your current position in the organisation?

RESPONSE: The question's specific goal was to determine the respondents' applicability to the study by gaining knowledge of their organisational roles. Figure

5.2 below provides information on the respondents.

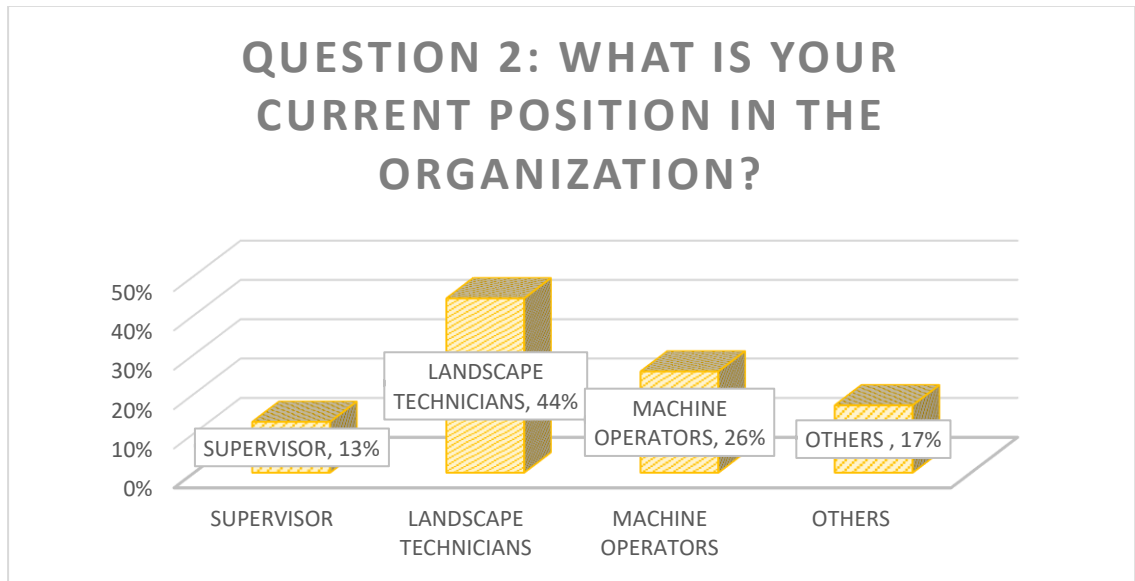


Figure 5.2: Respondent's current position in the organisation

Source: Own construction

The majority of the respondents were landscape technicians in the organisation. For example, Figure 5.2 showed the following results: 14% were supervisors, 44% were technicians, 26% were machine operators from their department, and 17% others were not included in the study. It can be drawn from the respondents that the company structure has more landscape technicians.

QUESTION 3: What is your highest qualification?

RESPONSE: This question is intended to ascertain each respondent's level of education. Figure 5.3 below illustrates the responses.

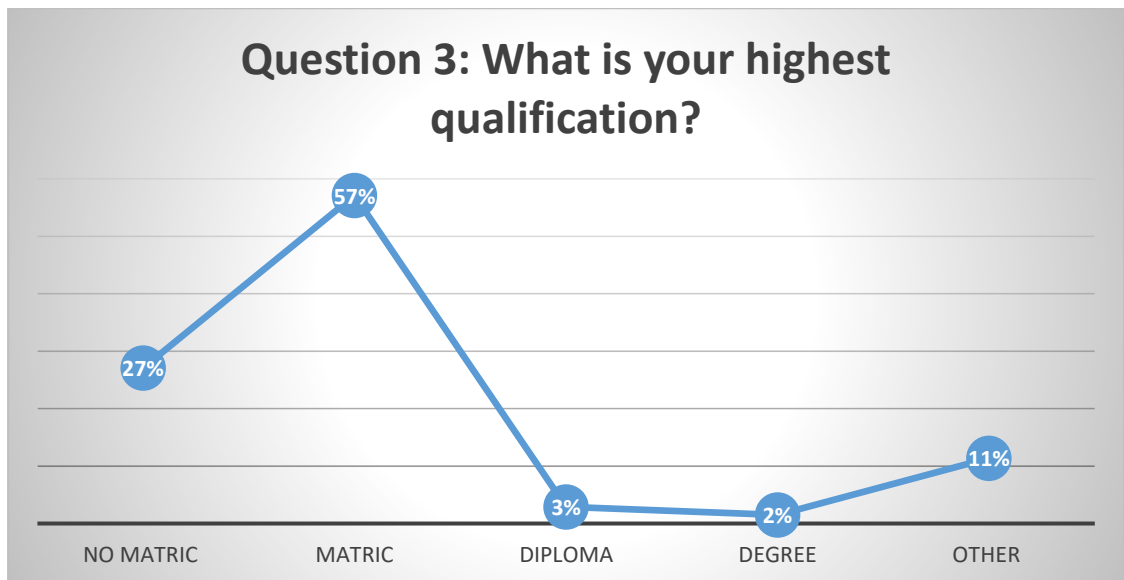


Figure 5.3: Respondent's highest qualification

Source: Own construction

The study shows 27% were people with no matric, 57% with matric, 3% having a diploma, 2% were those with a degree, and 11% were categorised as other. It can be drawn from the study that due to the target population needs which are people that are not in management positions, the company employs more people with matric as it is youth employment focused.

QUESTION 4: How many years of experience do you have in your current position?

RESPONSE: The experience one has as a supervisor or general worker on the grounds gives an insight into how well one understands the industry and their duties in particular. The number of years of experience can be used to gauge whether respondents accept certain leadership styles or not. Additionally, it enables the evaluation of opinions that have been formed about leadership styles and job satisfaction during the duration of their work experience. Figure 5.4 below illustrates the answers.

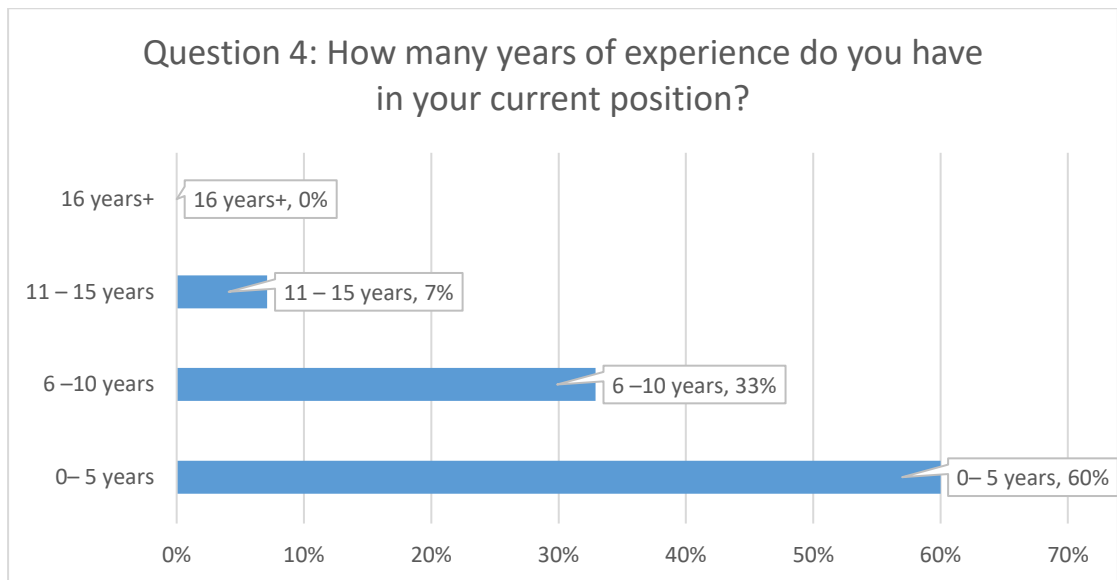


Figure 5.4: Respondents' years of experience in current position

Source: Own construction

The figure above shows that the length of employment in their current positions was between 0 to 5 years. The study shows that 0% had experience of +16 years in the position, 7% had 11 to 15 years, and 60% had 6 to 10 years of experience. It can be drawn from the respondents that due to the fact that the company seems to be employing more youth, the years of experience of the team is lower than 5 years.

QUESTION 5: How long have you worked for the organisation?

RESPONSE: One approach to measure how well a supervisor or groundskeepers understand their function is to look at how long they have worked in the organisation. Additionally, it permits the evaluation of opinions that have been formed regarding leadership and the impact of leadership styles on job satisfaction. Figure 5.5, which is below, shows the answers.

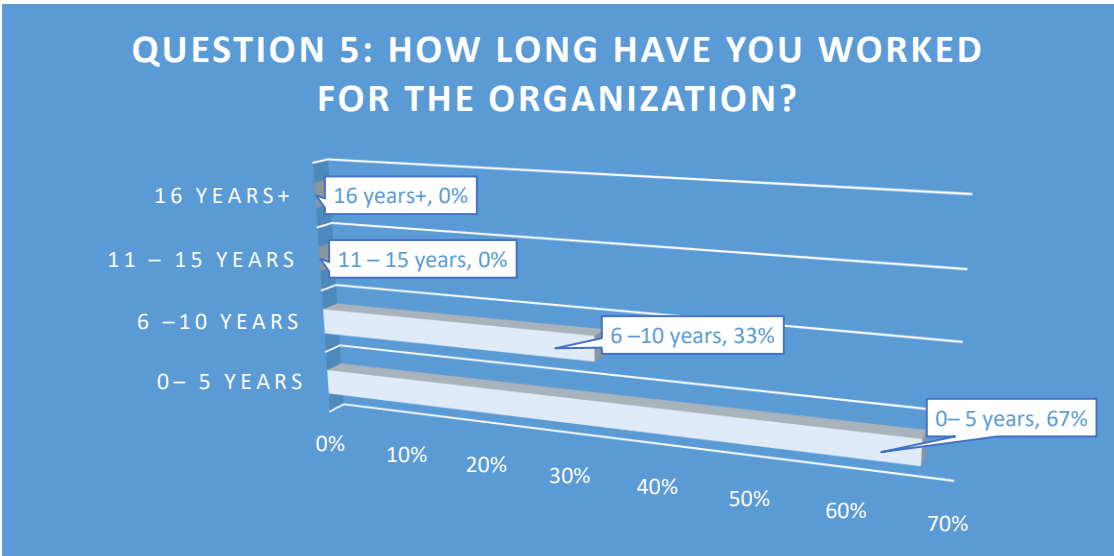


Figure 5.5: Respondent's years of experience in the organisation

Source: Own construction

The question was looking for the respondents' length of time in the organisation. The results presented the following: 0% worked more than 11 years, 33% from 6 to 10 years, and 67% of entry-level staff worked for the organisation from 0 to 5 years. It can be derived from the respondents that the majority of the employees have worked for less than 5 years.

QUESTION 6: Share any experiences you have had in the years that you have been in this industry that bring happy memories of job satisfaction.

Involved in successful landscape projects in prestige residential estates and golf courses
Being involved in the soccer world cup stadium preparation and cricket fields maintenance
Client satisfaction shown in monthly service surveys for excellent landscaping services
When the employer provides staff braai's and end-of-year functions where colleagues socialise and create memories

5.3 SECTION B: LIKERT SCALE

The Likert scale included statements that were to be rated from strongly disagree to strongly agree on a scale of 1 to 5. The scale was described as: 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, and 5 = strongly agree. This scale is made primarily to assess how strongly someone agrees or disagrees with a statement; the results are plotted on a continuum, quantifying the intensity as stated by the respondent, from high to low or vice versa.

Likert scales frequently gauge respondents' impressions and attitudes regarding particular subjects. The intentions for this questionnaire were similar. Below is a replication of the statements.

STATEMENT 1: Takes my input in decision-making very seriously.

RESPONSE: The assumption is that for employees to be motivated, they prefer leaders to take their input seriously.

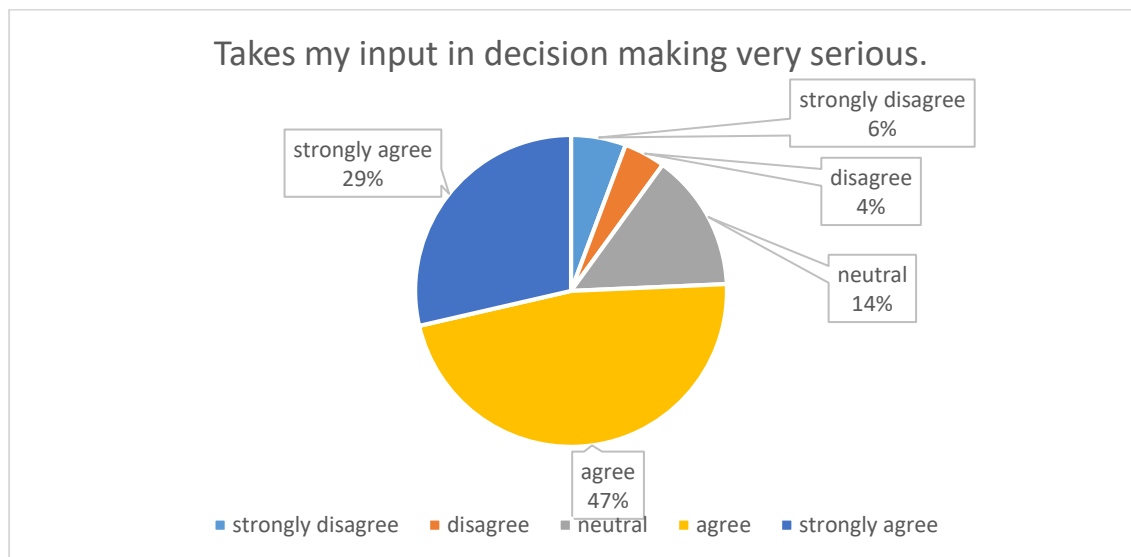


Figure 5.6: Takes my input in decision-making very serious

Source: Own construction

Figure 5.6 shows that 6% strongly disagreed, 4% disagreed, 14% were neutral, 47% agreed, and 29% strongly agreed. It can be derived that the majority of the employees prefer leaders to take their input seriously in order for them to be motivated.

STATEMENT 2: The leader spends enough time teaching and coaching.

RESPONSE: The assumption is that for employees to be satisfied in their jobs, they need a leader who spends time teaching and coaching employees.

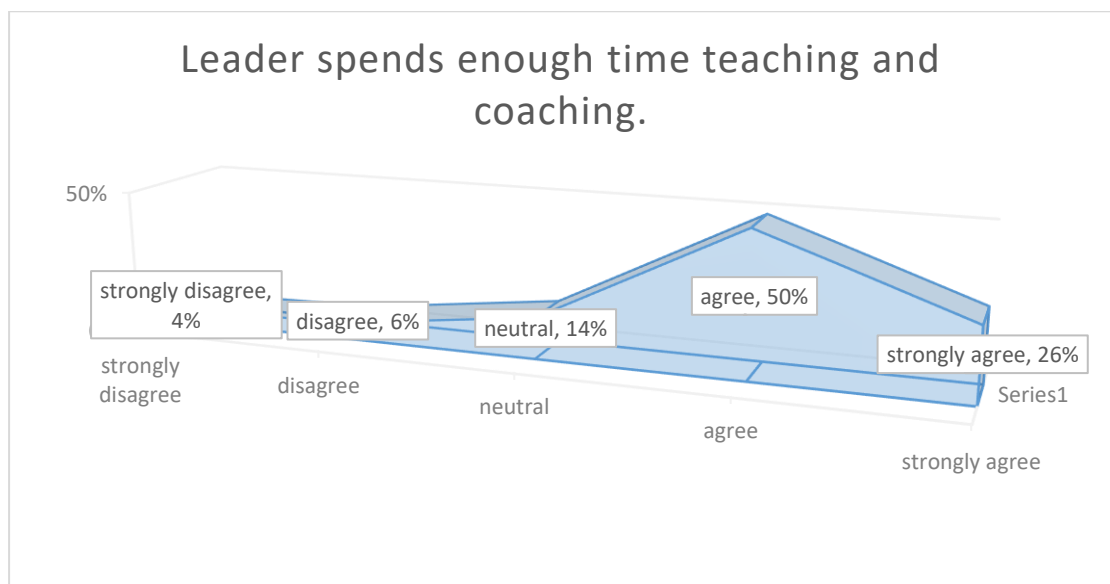


Figure 5.7: Leader spends enough time teaching and coaching

Source: Own construction

The results in the above figure show that 4% strongly disagreed, 6% disagreed, 14% were neutral, 50% agreed, and 26% strongly agreed. It can be concluded that the majority of employees in this organisation prefer leaders who teach and coach them.

STATEMENT 3: Discusses the tasks that must be completed with enthusiasm.

RESPONSE: The assumption is that leaders need to discuss tasks that need to be completed with employees.

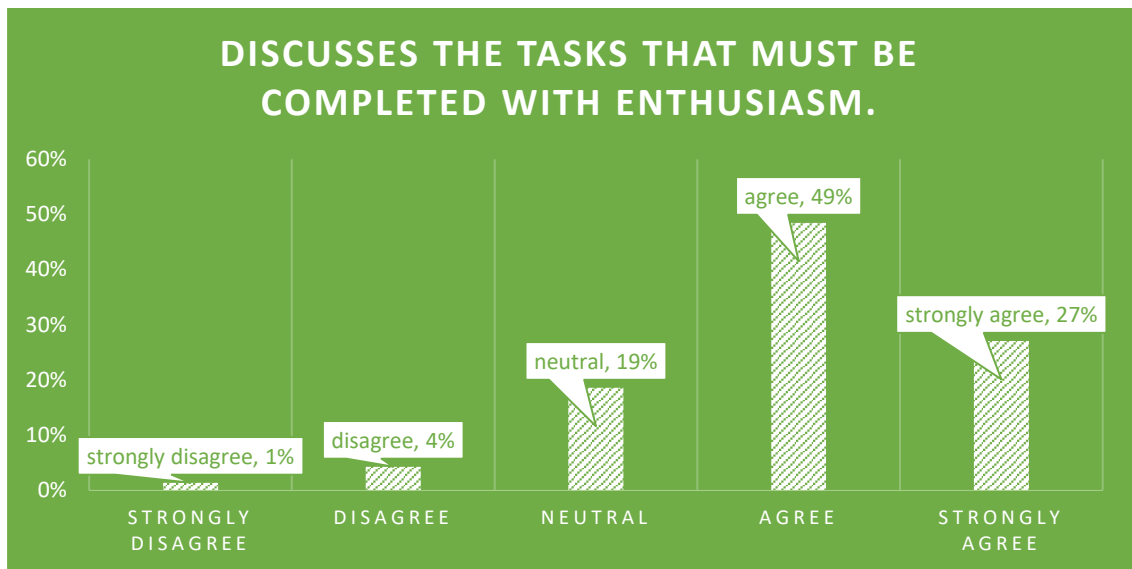


Figure 5.8: Discusses the tasks that must be completed with enthusiasm

Source: Own construction

Figure 5.8 shows that 1% strongly disagreed, 4% disagreed, 19% remained neutral, 49% agreed, and 27% strongly agreed. Thus the majority, 76%, agreed. It can be derived from the respondents that they are happy to have leaders who discuss tasks that must be completed with enthusiasm.

STATEMENT 4: Leads in a way that promotes a peaceful working environment.

RESPONSE: The assumption is that a leader should promote a peaceful and harmonious working environment for employees to be satisfied with their job.

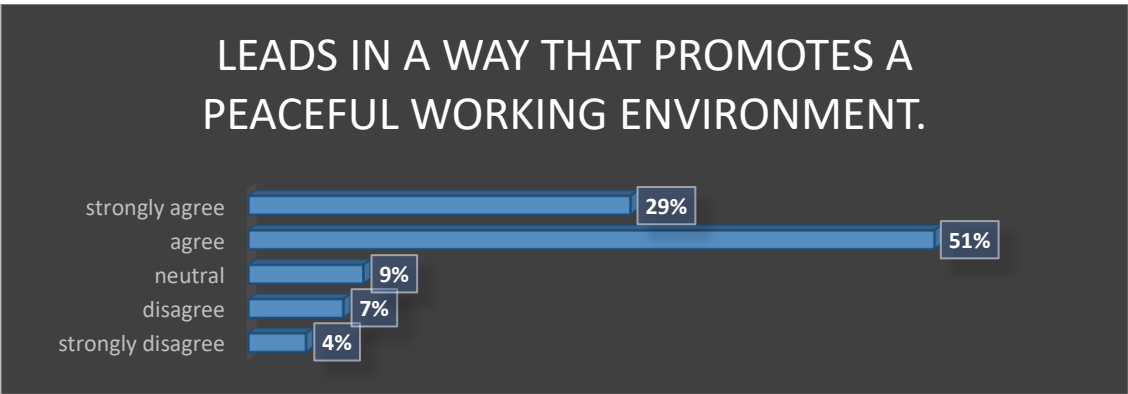


Figure 5.9: Leads in a way that promotes a peaceful working environment

Source: Own construction

The bar graph above presented the following: 29% strongly agreed, 51% agreed, 9% were neutral, 7% disagreed, and 4% strongly disagreed. There where thus 11% in disagreement with the statement, 80% agreeing and 9% neutral. It can be concluded that majority of the employees prefer leaders who promote a peaceful working environment.

STATEMENT 5: Instils pride in me and my job to keep me motivated.

RESPONSE: The assumption is that for employees to be satisfied with the job, they must feel that the leader instils pride in their work and keeps them motivated.

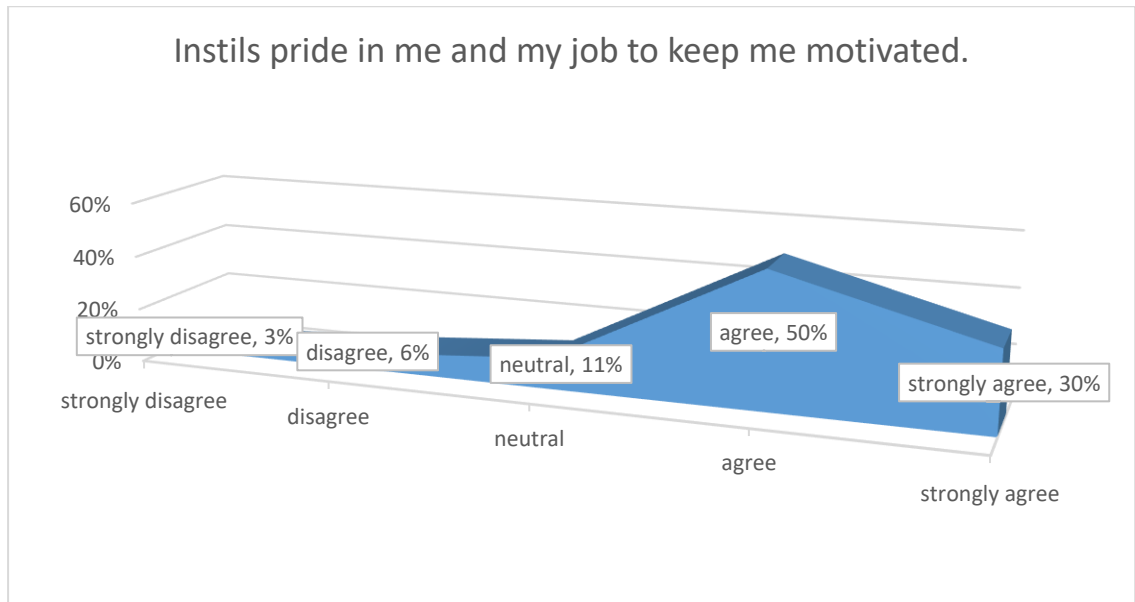


Figure 5.10: Instils pride in me and my job to keep me motivated

Source: Own construction

Figure 5.10 shows: that 3% strongly disagreed, 6% disagreed, 11% were neutral, 50% agreed, and 30% strongly agreed. It can be generalized that majority of the employees constantly feel proud and motivated by their leaders.

STATEMENT 6: Acts in ways that build my outmost respect for him.

RESPONSE: The assumption is that when a leader respects subordinates, he motivates them to perform better and become satisfied with the job.

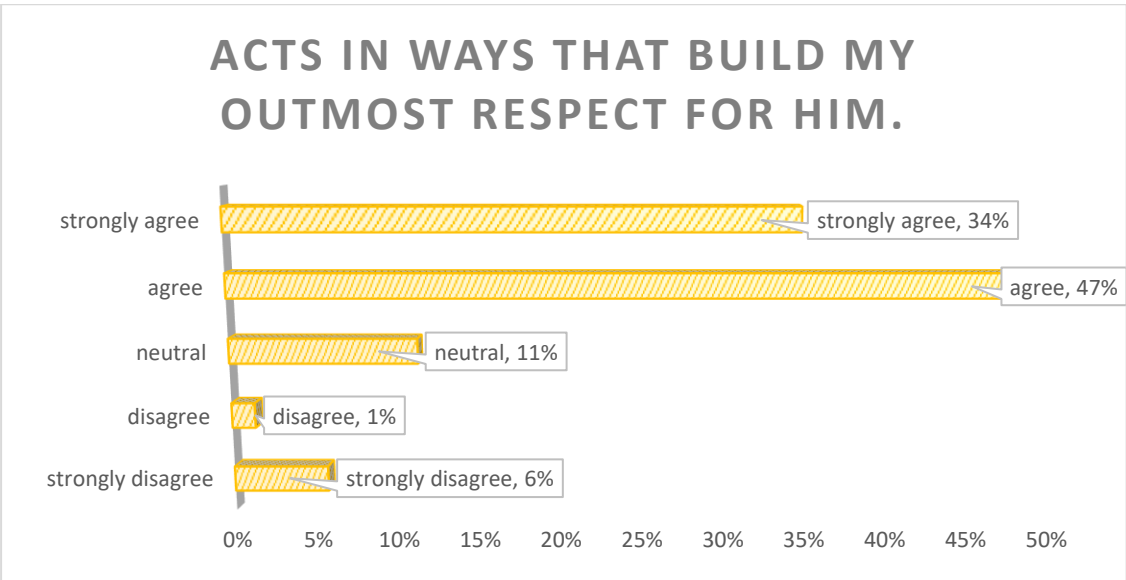


Figure 5.11: Acts in ways that build my utmost respect for him

Source: Own construction

The figure shows the following: 34% strongly agreed; 47% agreed; 11% remained neutral, 1% disagreed, and 6% strongly disagreed. The majority agreed 81%. It can be derived from the above information that majority of the employees feel well treated by the leader such that they automatically respect their leader.

STATEMENT 7: My performance improves every day due to the motivation by the manager

RESPONSE: The intention was to determine if managers ensure to keep employees motivated and how the employees feel about the leader's effort in motivating employees.

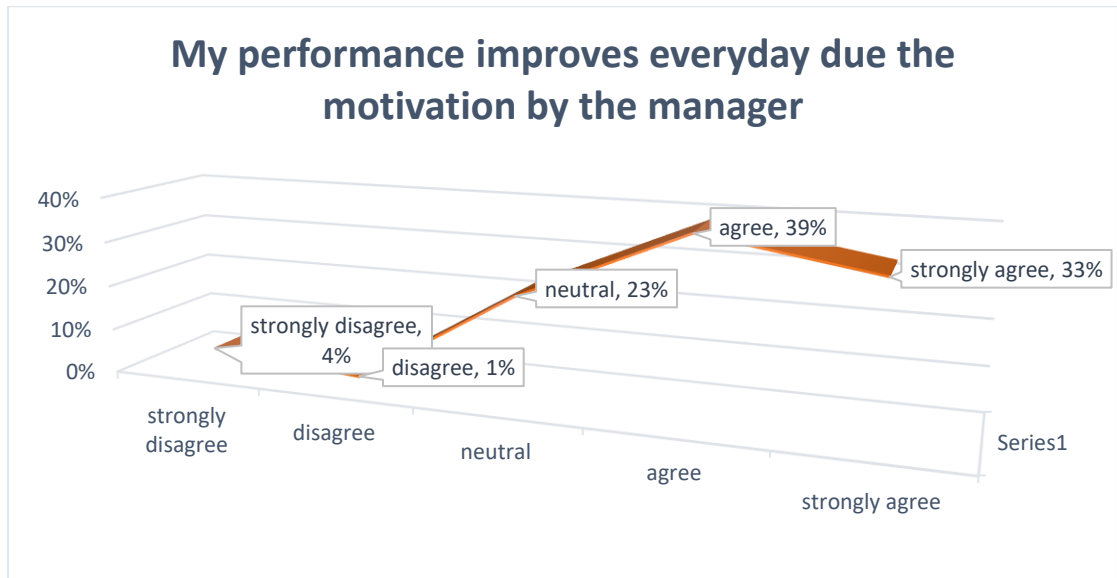


Figure 5.12: My performance improves every day due to the motivation by the manager

Source: Own construction

Figure 5.12 above presents the results of statement number 7 as follows: 4% strongly disagreed, 1% disagreed, 23% were neutral, 39% agreed, and 33% strongly agreed. It can be said in general that respondents from the regions from which the sample was taken hold the opinion that the managers motivation towards them improves their performance.

STATEMENT 8: Tasks are clearly allocated to us according to our abilities

RESPONSE: This question is intended to determine if employees are satisfied with how tasks are allocated to them on the job.

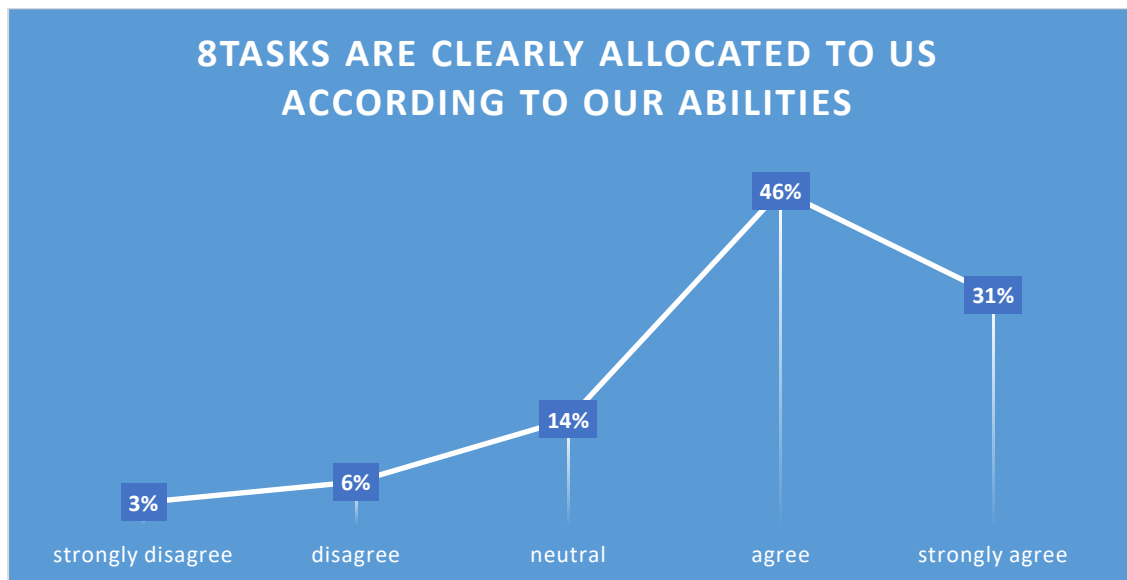


Figure 5.13: Tasks are clearly allocated to us according to our abilities

Source: Own construction

The line graphs are the responses from statement 8: 3% strongly disagreed, 6% disagreed, 14% neutral, 46% agreed, and 31% strongly agreed. It can be said in general that majority of the respondents are of the opinion that their leaders are able to allocate them according to their abilities.

5.3.1 Transactional style

STATEMENT 9: Assigns tasks and micro-supervises my performance to avoid costly errors

RESPONSE: This question is intended to determine if employees prefer a leader who micromanages them and if that affects them in performing better.

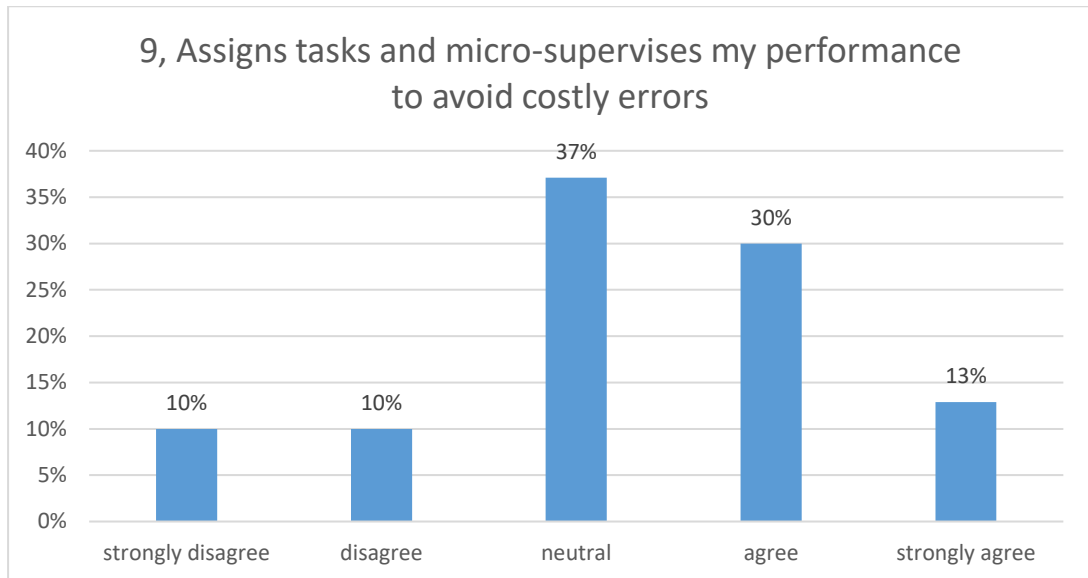


Figure 5.14: Assigns tasks and micro-supervises my performance to avoid costly errors

Source: Own construction

The figure above shows that strongly disagree and disagree both registered 10%. Neutral was 37%, and agree was 30%. With 13% strongly agreeing, the majority thus agreed with the statement. It can be drawn from the respondents that the majority prefer a leader who micromanages them.

STATEMENT 10: Does not allow me to make any innovation because that may result in errors

RESPONSE: This question determines how employees feel about leaders allowing them to make innovations.

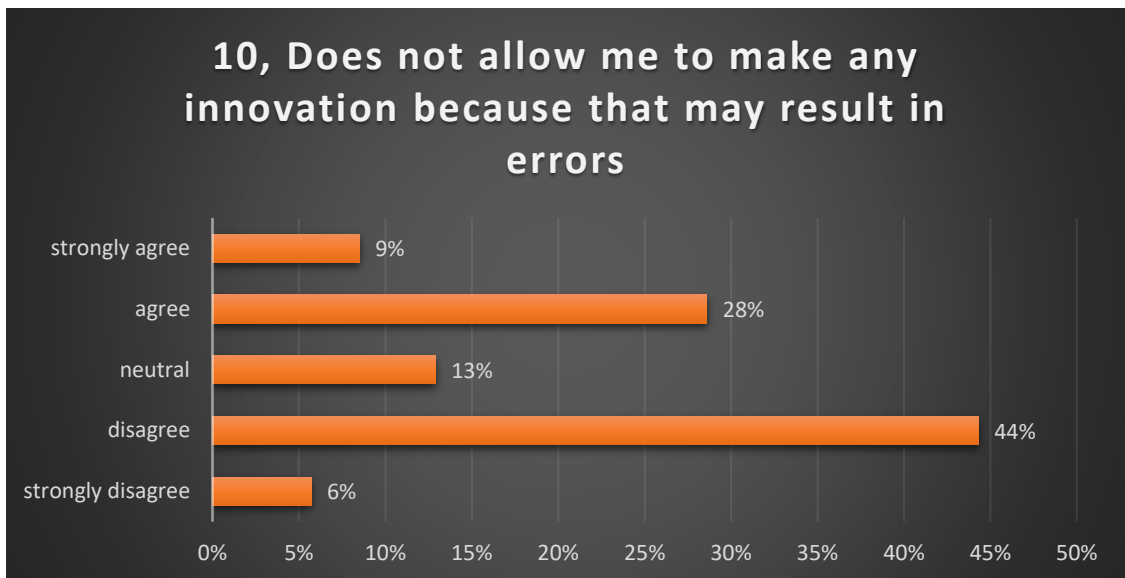


Figure 5.15: Does not allow me to make any innovation because that may result in errors

Source: Own construction

The figure above shows that 6% strongly disagreed, 44% disagreed, 13% were neutral, 28% agreed, and 9% strongly agreed, which meant the majority disagreed with the statement. It can be drawn from the respondents that the employees prefer leaders who allow them to be innovative.

STATEMENT 11: Very specific about the tasks to be performed and rewards for good performance

RESPONSE: This question is intended to determine if employees are satisfied with the tasks allocated to them and if they get rewarded for good performance. Responses are illustrated in figure 5.16 below.

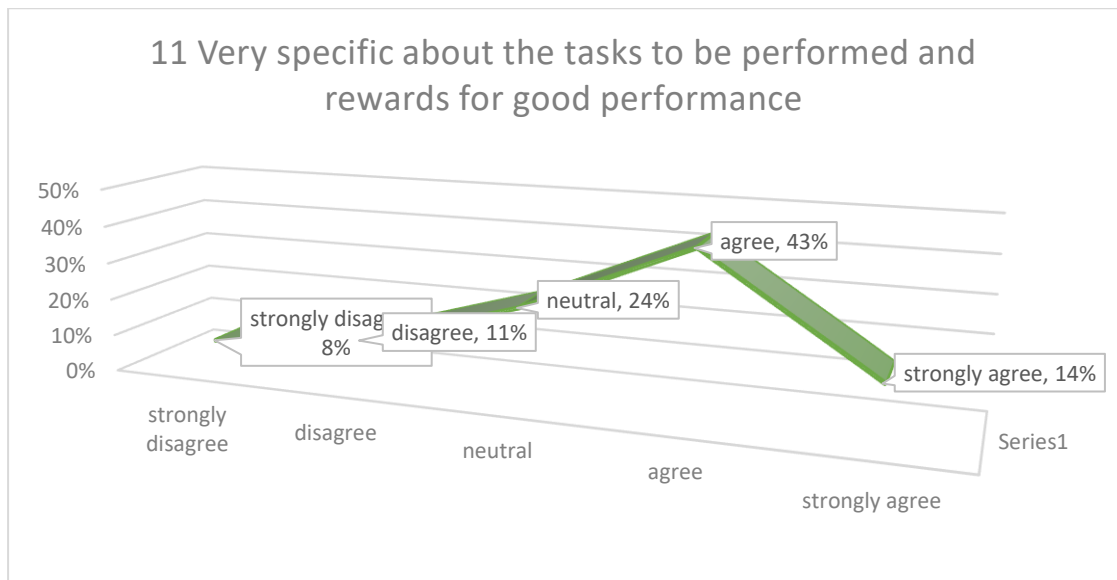


Figure 5.16: Very specific about tasks to be performed and rewards for good performance

Source: Own construction

The figure above shows that 14% of the respondents strongly agreed, 43% agreed, 24,3% remained neutral, 11% disagreed, and 8% strongly disagreed. Therefore, the total was 19% disagreed with the statement. It can be derived from the respondents that the majority agrees that the organization has leaders that explain tasks and reward employees for work well done.

STATEMENT 12: Who will not trust the work I do until personally inspected and is satisfied

RESPONSE: This question is intended to determine the level of trust between the employees and their leaders. Figure 5.17 below shows responses accordingly.



Figure 5.17: Does not trust the work I do until personally checked and satisfied

Source: Own construction

The figure shows that 18% strongly disagreed, 37% disagreed, 21% remained neutral, 17% agreed, and 7% strongly agreed with the statement. It can be derived from the respondents that the leaders do trust their employees to do satisfactory work without supervision.

STATEMENT 13: Will not allow for room for error because projects are controlled by time and costs

RESPONSE: The question is intended to determine if subordinates are given a chance to make mistakes and learn from them. Figure 5.18 below shows the results.

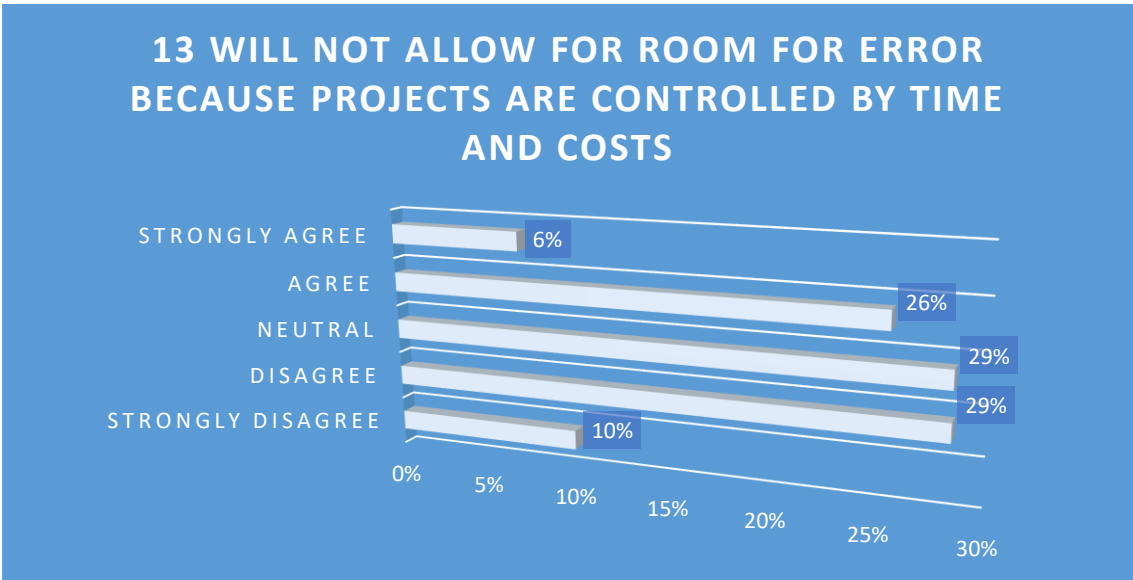


Figure 5.18: Does not allow room for error

Source: Own construction

The statement shows that 10% strongly disagreed, 29% disagreed, 29% remained neutral, 26% agreed, and 6% strongly agreed. It can be said in general that respondents feel that the leaders do allow room for error.

STATEMENT 14: A manager who says it as it is when I fail or succeed in the presence of everyone

RESPONSE: This question is intended to determine if employees prefer to be informed of their failure or success in the presence of colleagues. Figure 5.19 below illustrates the results.

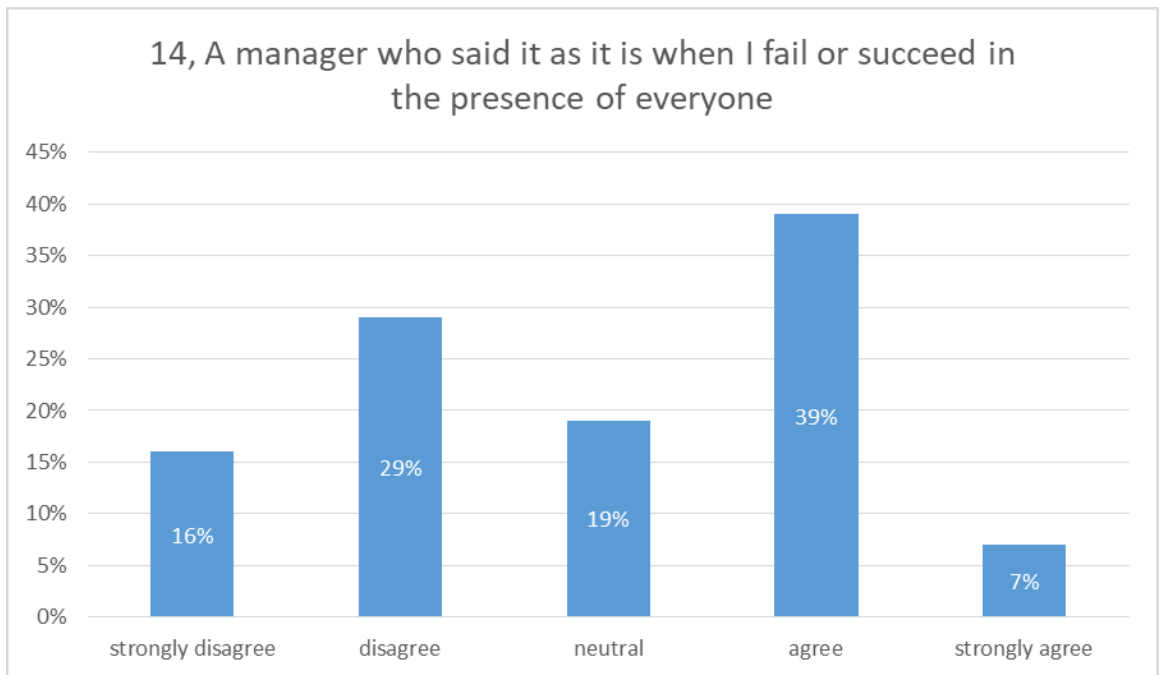


Figure 5.19: Manager who publicly announces employee success or failure

Source: Own construction

16% strongly disagreed, 29% disagreed, 19% were neutral, 39% agreed, and 7% strongly agreed. It can be said in general that respondents prefer a leader who addresses failure as honestly as possible.

STATEMENT 15: Who rewards you for tasks well performed and punishes you for poor performance

RESPONSE: The question is intended to determine the employees' view regarding a leader who possesses a transactional leadership style. The responses are shown in figure 5.20 below.



Figure 5.20: Rewards for good performance and punish for poor performance

Source: Own construction

The figure states that 10% strongly disagreed, 14% disagreed, 36% remained neutral, 30% agreed, and 10% strongly agreed, so the majority agreed. The respondents were neutral with the statement and thus no generalization could be made.

STATEMENT 16: Promotes you when you excel, recognises good effort, and rewards it well.

RESPONSE: The assumption was that leaders who use the transactional leadership style are highly likely to promote and recognise employees for their performance. Figure 5.21 below shows the results of how employees felt about this statement.

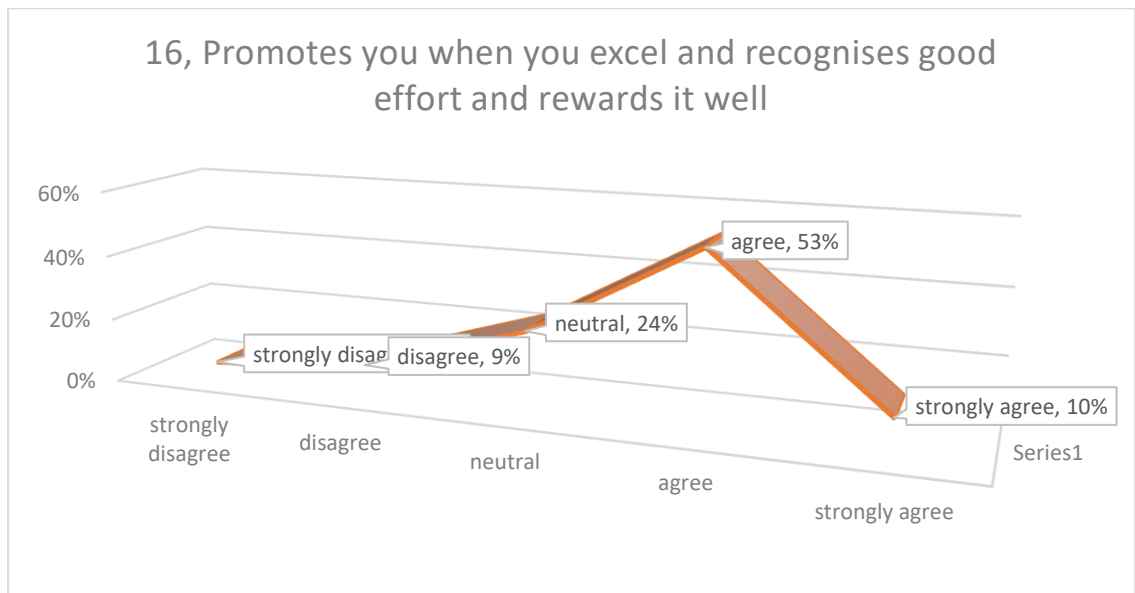


Figure 5.21: Leader promotes, recognises and rewards employees for good effort

Source: Own construction

The figure shows that 10% of the respondents strongly agreed, 53% agreed, 24% were neutral, 9% disagreed, and 4% strongly disagreed. It can be derived from the responses of the respondents that transactional leaders do tend to promote, recognise and reward employees for good efforts made.

STATEMENT 17: Believes that you cannot be left alone to work without constant checks on you

RESPONSE: The statement intends to identify respondents' perceptions regarding their experience of leaders based on trust in their leaders. The responses are shown in figure 5.22 below.

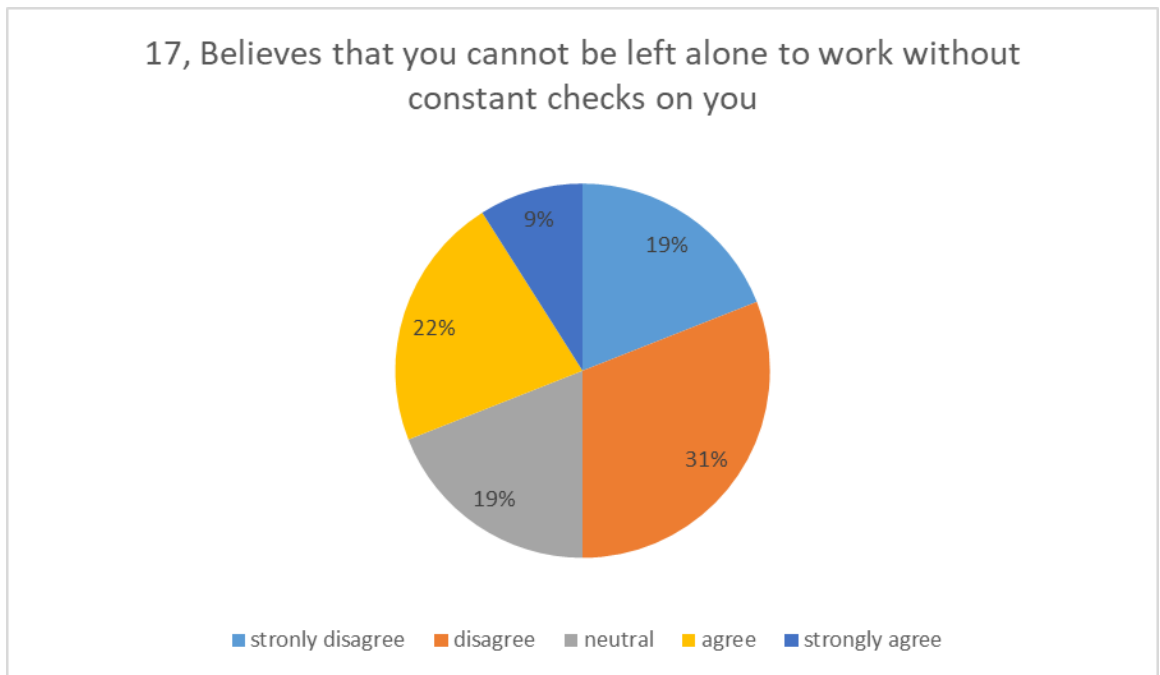


Figure 5.22: The leader does not trust you with the work and checks regularly

Source: Own construction

The figure shows that 19% strongly disagreed, 31% disagreed, 19% remained neutral, 22% agreed, and 10% strongly agreed. Therefore, 50% disagreed. It can be generalized that transactional leaders tend to have trust issues in the work place such that they check regularly on employees when performing their tasks.

STATEMENT 18: Believes that work time is work time and no need for families' feelings at work

RESPONSE: This question is intended to understand how the respondents view their leaders regarding allowing them to attend to family emergencies. The details of the respondents, as reported by them, are provided in Figure 5.23 below.

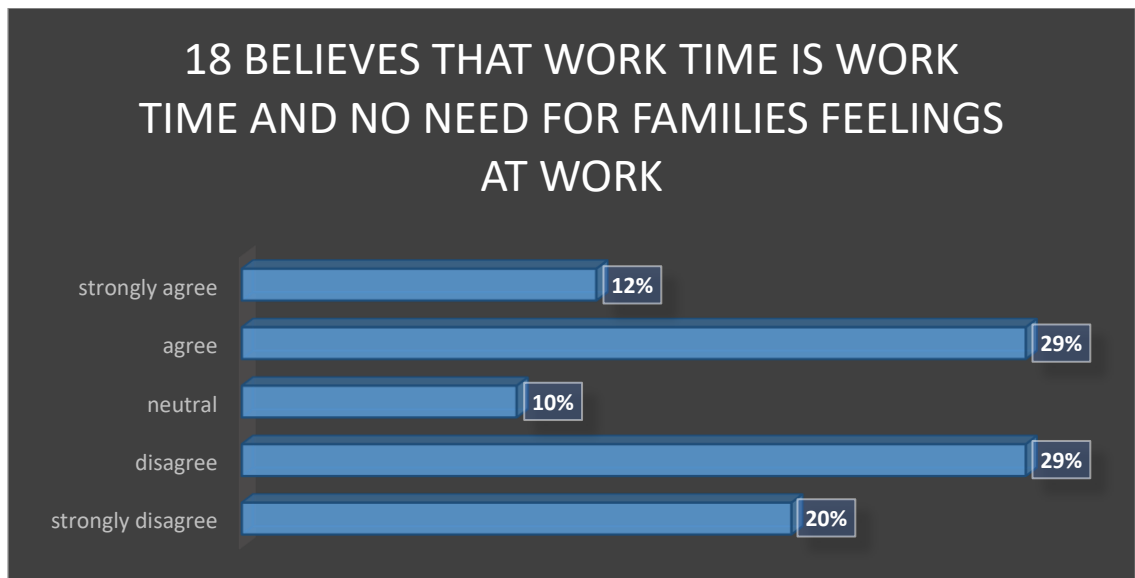


Figure 5.23: Believes that work time is work time; no need for family matters at work

Source: Own construction

The diagram above shows that 20% strongly disagreed, 29% disagreed, 10% were neutral, 29% agreed, and 12% strongly agreed with the statement. It is interesting that majority agrees that transactional leaders are strict and believe that no one should deal with family matters at work.

5.3.2 Democratic leadership style

STATEMENT 19: Always consult team members before making decisions on anything to be done.

RESPONSE: The statement intends to determine the level of trust from leaders in employee decision-making abilities. Figure 5.24 shows the responses below.

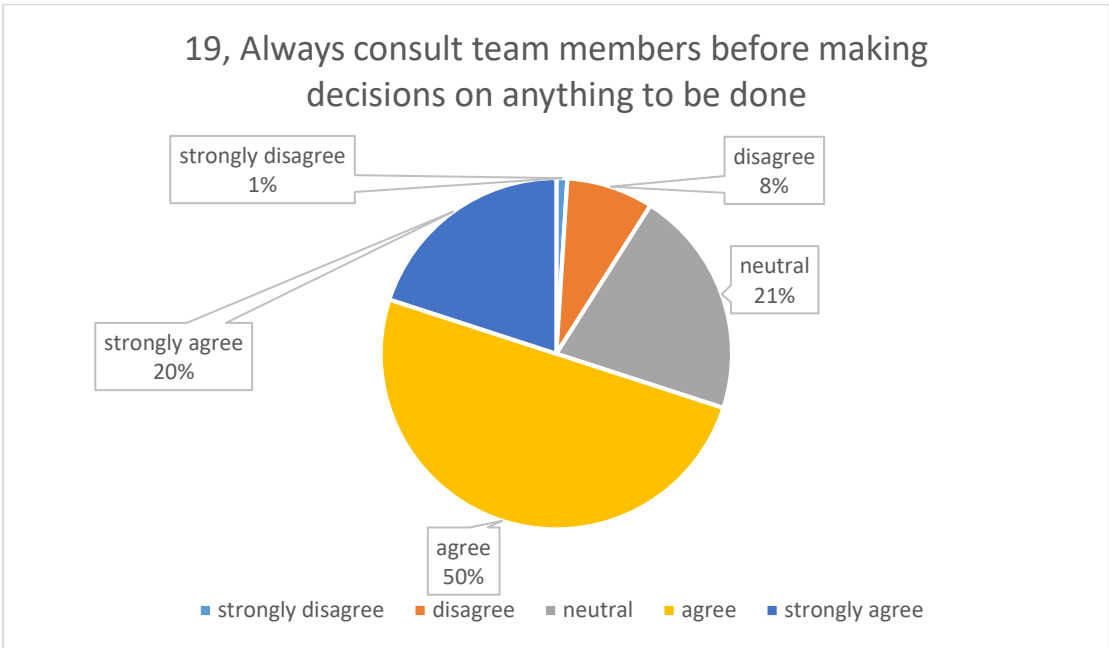


Figure 5.24: Leader consults team before making decisions

Source: Own construction

The results showed that 1% strongly disagreed, 7% disagreed, 21% remained neutral, 50% agreed, and 20% strongly agreed. It can be derived from the respondents that employees feel trusted by their leaders as the leaders are able to consult the team before decision making.

STATEMENT 20: Values whatever I say and co-opt that into the decision to be made for operations

RESPONSE: The above statement is intended to determine the level of involvement in decision-making on operations of the organisation and if employees feel their input is valued. Figure 5.25 below illustrates the results.

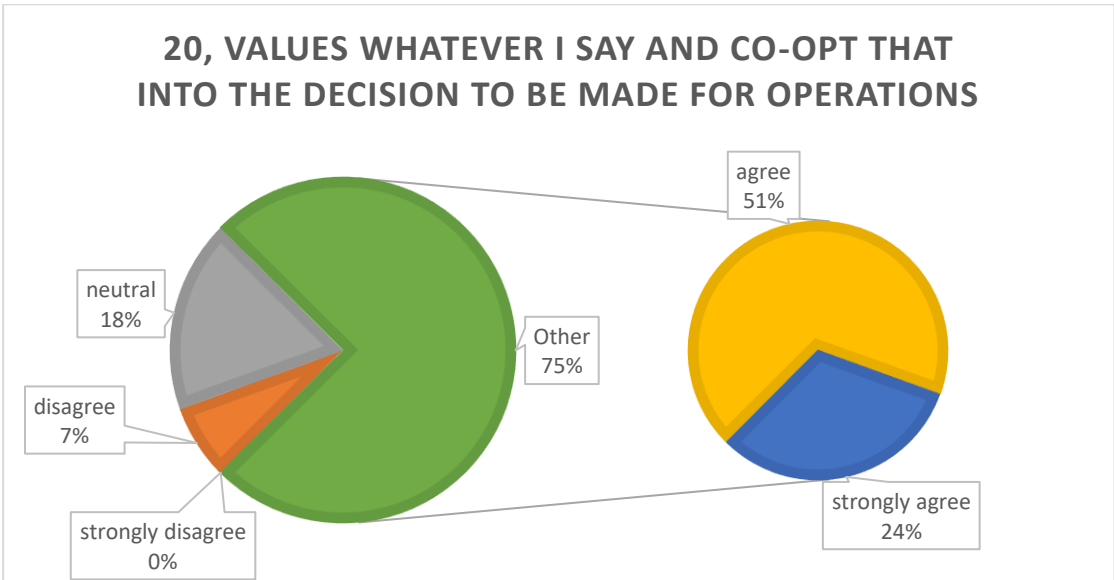


Figure 5.25: Values employee input and use it in decision making

Source: Own construction

Figure 5,25 shows that 0% disagreed, 7% disagreed, 18% remained neutral, 51% agreed, and 24% strongly agreed; the majority agreed. It can be concluded that the leaders do include their employees in decision making and values their input.

STATEMENT 21: Must know that leadership is a collective and two heads are better than one

RESPONSE: The statement is intended to determine the respondent's view on unity and relationships between leaders and employees. Figure 5.26 below displays the results.

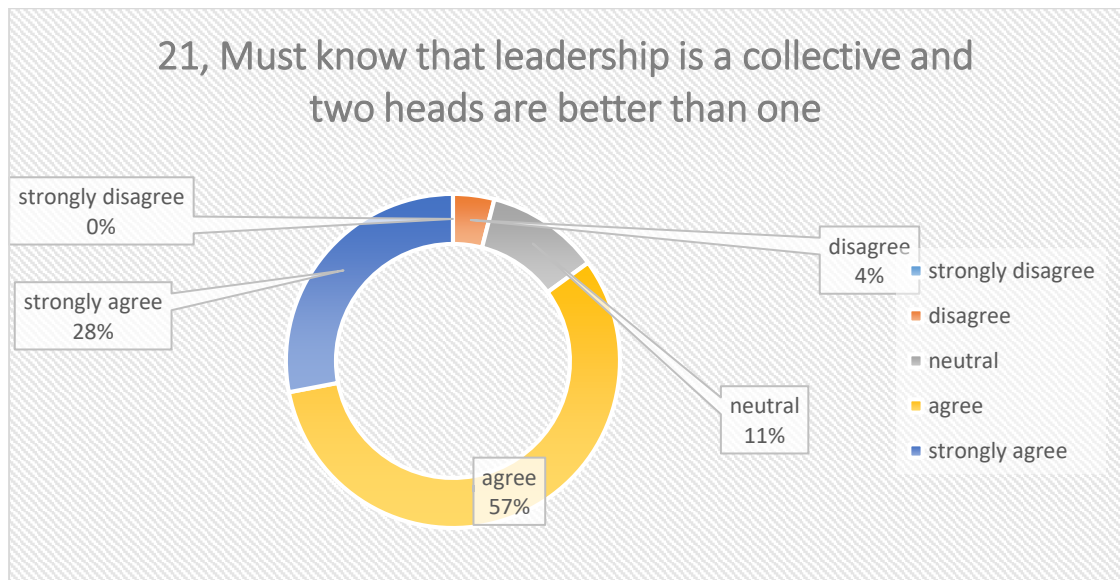


Figure 5.26: Leader understands that two heads are better than one

Source: Own construction

The figure above shows that 0% strongly disagreed, 4% disagreed, 11% were neutral, 57% agreed, and 28% strongly agreed. It can be derived from the responses that the leaders do promote unity within the organisation and constantly strive to make employees feel included.

STATEMENT 22: Remembers always that they are leading people and should start with people first.

RESPONSE: The assumption is that leaders put subordinates' interests at heart. The statement was to determine if respondents feel prioritised in the organisation. Figure 5.27 below shows responses.

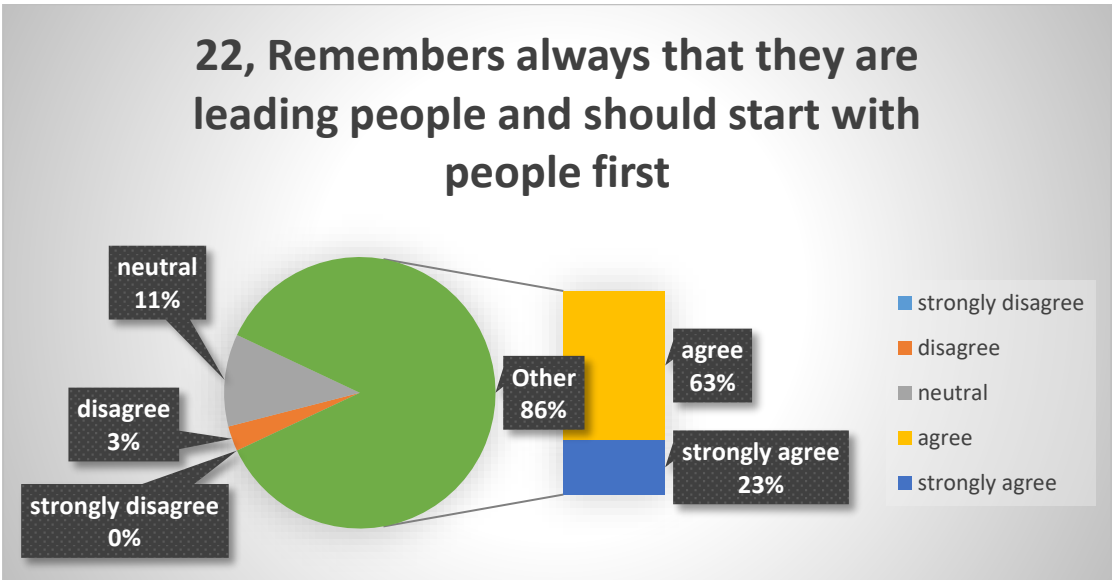


Figure 5.27: Leaders remember to start with people first

Source: Own construction

The results show that 0% strongly disagreed, 3% disagreed, 11.4% remained neutral, 63% agreed, and 23% strongly agreed. The majority of respondents agreed with the statement. It can be concluded that the leaders here take their employees seriously in such that they treat them important and always have the employee interests at heart.

STATEMENT 23: Always develop relationships if they want their work expeditiously and promptly.

RESPONSE: The assumption is that leaders who develop relationships with subordinates promote an excellent working environment which leads to employee job satisfaction. Figure 5.28 below illustrates the findings.

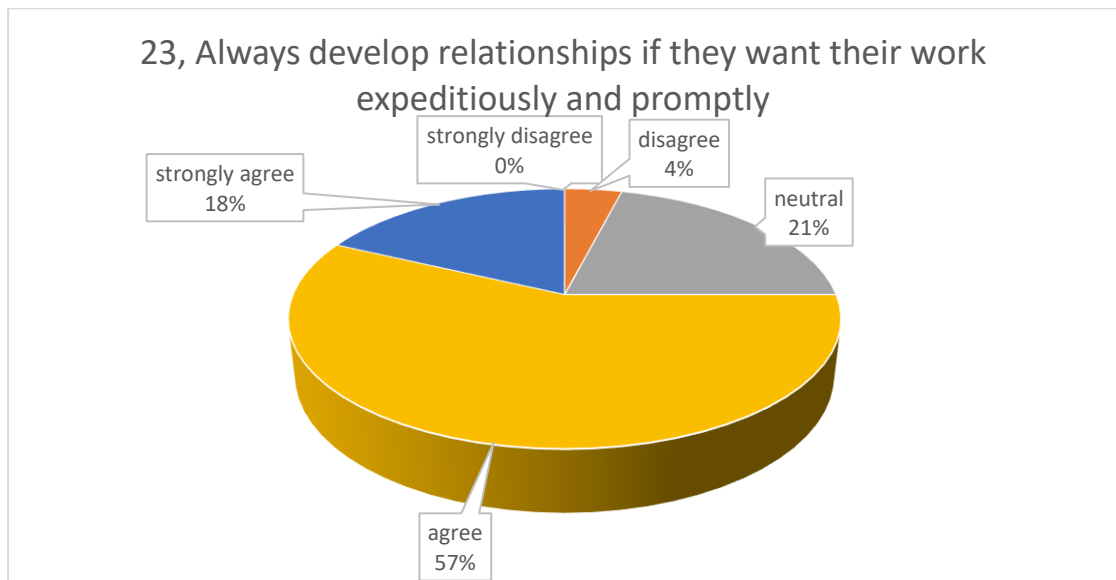


Figure 5.28: Leader always develops relationships

Source: Own construction

The figure shows the respondents that participated in the survey: 0% strongly disagreed, 4% disagreed, 21% remained neutral, 57% agreed, and 18% strongly agreed. Therefore, the majority agreed with the statement of the study. It can be said in general that respondents feel that their leaders have built better relationships with them and that keeps them motivated.

STATEMENT 24: Focus more on people before the tasks because they have to be done by people.

RESPONSE: The assumption is that employees feel more motivated when feeling prioritised. The intention is to establish if leaders prioritise employees more than they prioritise the job. Figure 5.29 below shows the results.

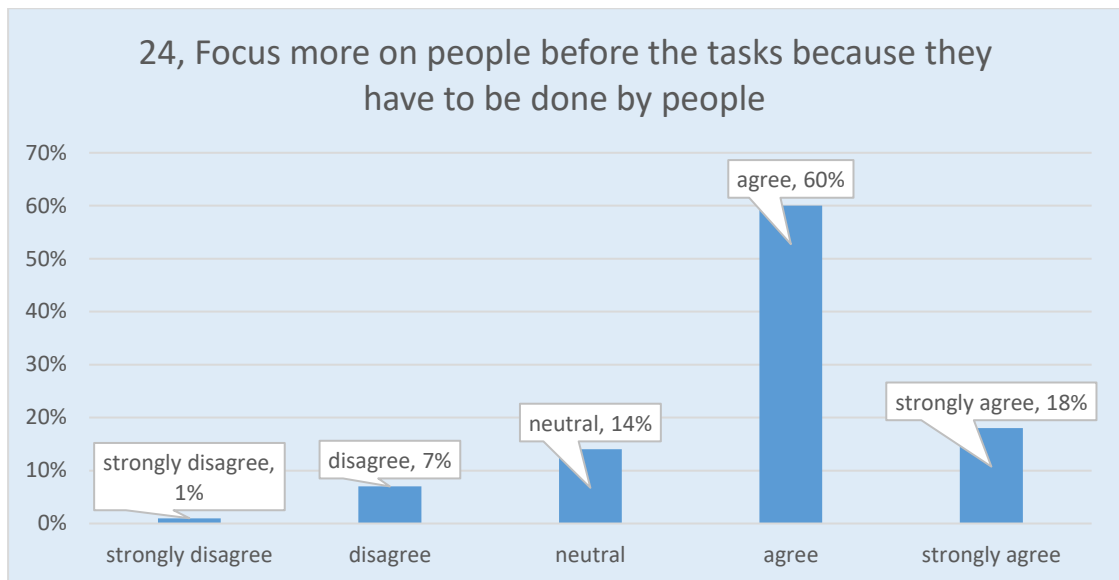


Figure 5.29: Leader focuses more on people before tasks

Source: Own construction

The study revealed that 1% strongly disagreed, 7% disagreed, 14% remained neutral, 60% agreed, and 18% strongly agreed. Therefore, the majority agreed. The organization can be applauded for employing leaders who prioritize their employee well-being.

STATEMENT 25: Allows participation by others and allows for ownership of the decision to be made.

RESPONSE: This statement is intended to establish if employees feel they can participate and take ownership of decisions. The responses based on this statement are shown below in figure 5.30.

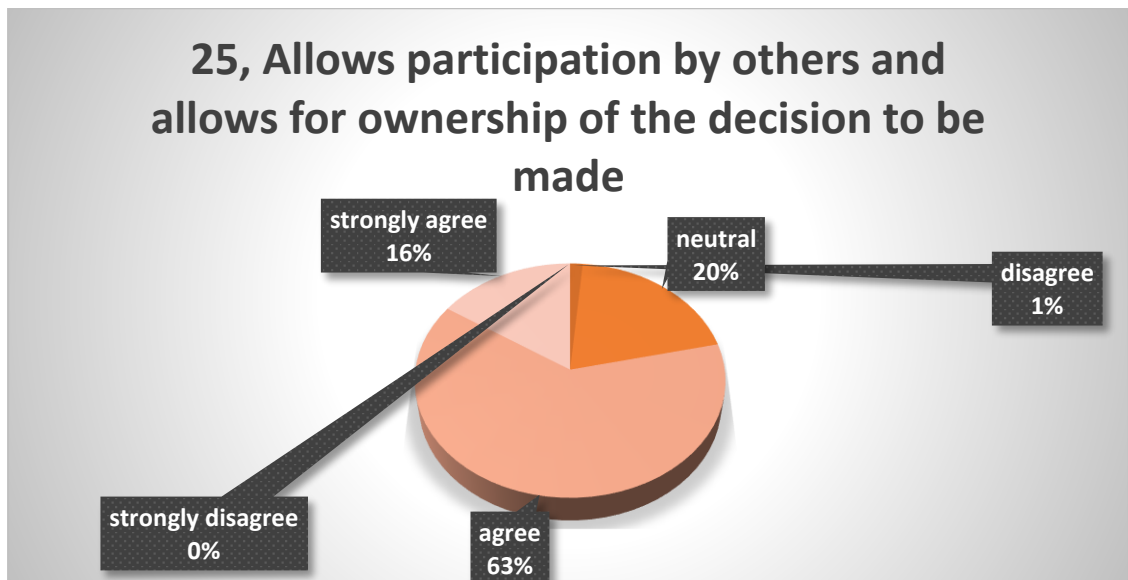


Figure 5.30: Leaders allows participation and allows ownership of decisions

Source: Own construction

The figure in the above chart shows that 0% strongly disagreed, 1% disagreed, 20% were neutral, 63% agreed, and 16%strongly agreed. It can be generalized that the respondents feel that they are allowed to participate and take decisions on tasks.

STATEMENT 26: This allows ample time to discuss and minimises errors in construction projects.

RESPONSES: The assumption is that leaders discuss tasks and job expectations to minimise errors. The intention is to establish if leaders clearly communicate the tasks and expectations to employees to minimise errors. Responses based on the statement are illustrated in figure 5.31 below.

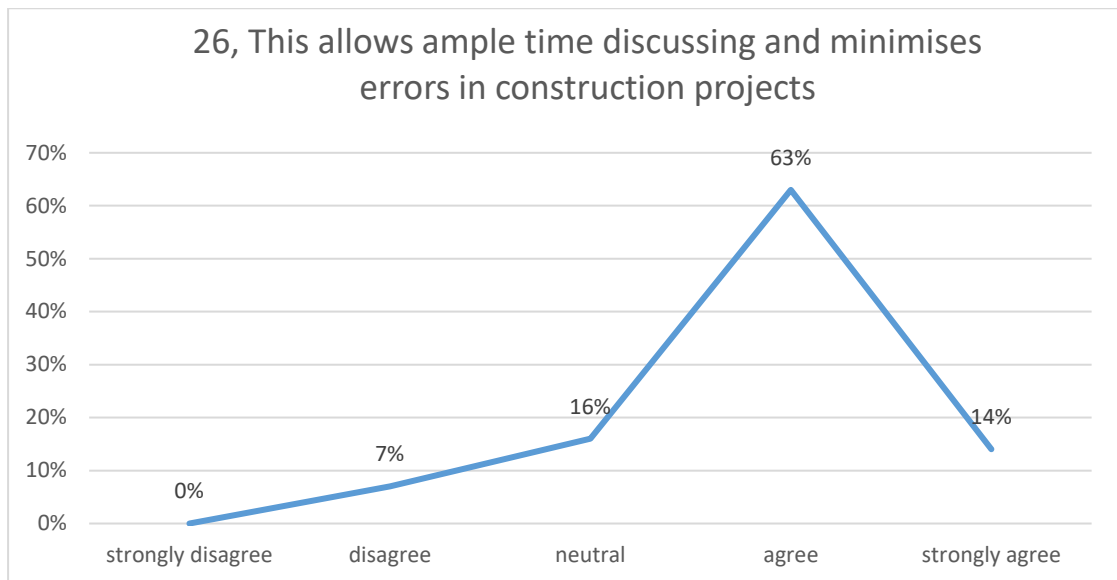


Figure 5.31: Leaders discuss tasks and minimise errors

Source: Own construction

The statements show that 0% disagreed with the statement, 7% strongly disagreed, 16% remained neutral, 63% agreed, and 14% strongly agreed. The majority agreed side to the statement. It can be drawn that the respondents feel that their leaders do clearly discuss tasks with them to prevent errors.

5.3.3 Autocratic leadership style

STATEMENT 27: Does not have to consult anyone, and they should give instructions to be followed.

RESPONSES: The assumption is that leaders should always consult before instructing employees. Figure 5.32 below illustrates findings based on the statement.

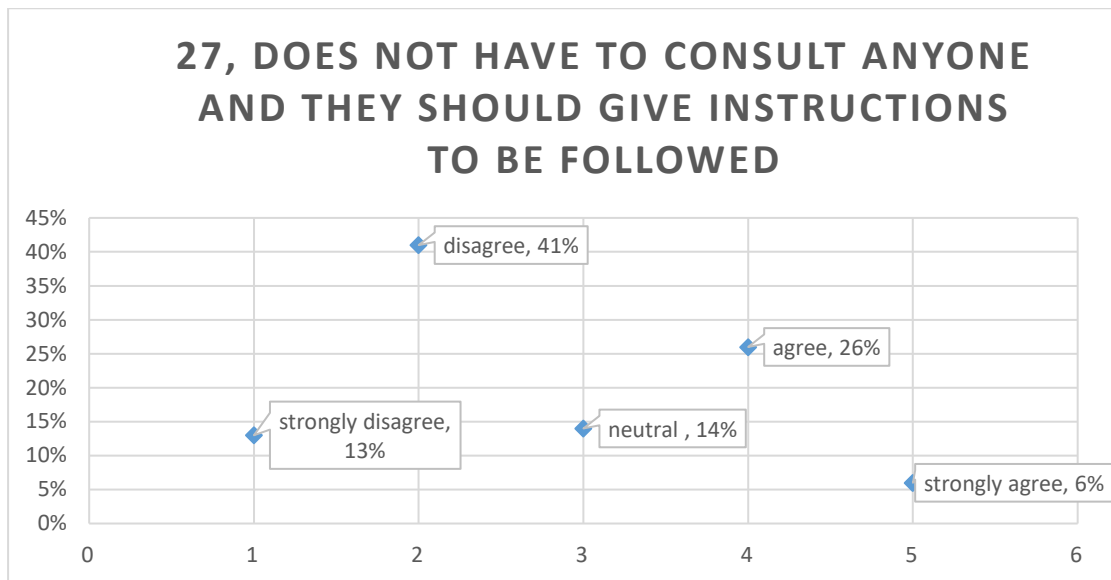


Figure 5.32: Does not consult team and expect instructions followed

Source: Own construction

The figure above shows that 13% strongly disagreed, 41% disagreed, 14% remained neutral, 26% agreed, and 6% strongly agreed. It can be generalized from the responses that leaders do need to consult with employees and not just expect instructions to be followed.

STATEMENT 28: Knows from experience what is to be done and needs no consultation with anyone.

RESPONSES: The assumption is that leaders need to consult employees. However, with autocratic leaders, it is not always the case. The intention is to establish if this statement is true or false based on the employee's current leadership experience. Figure 5.33 shows responses below.

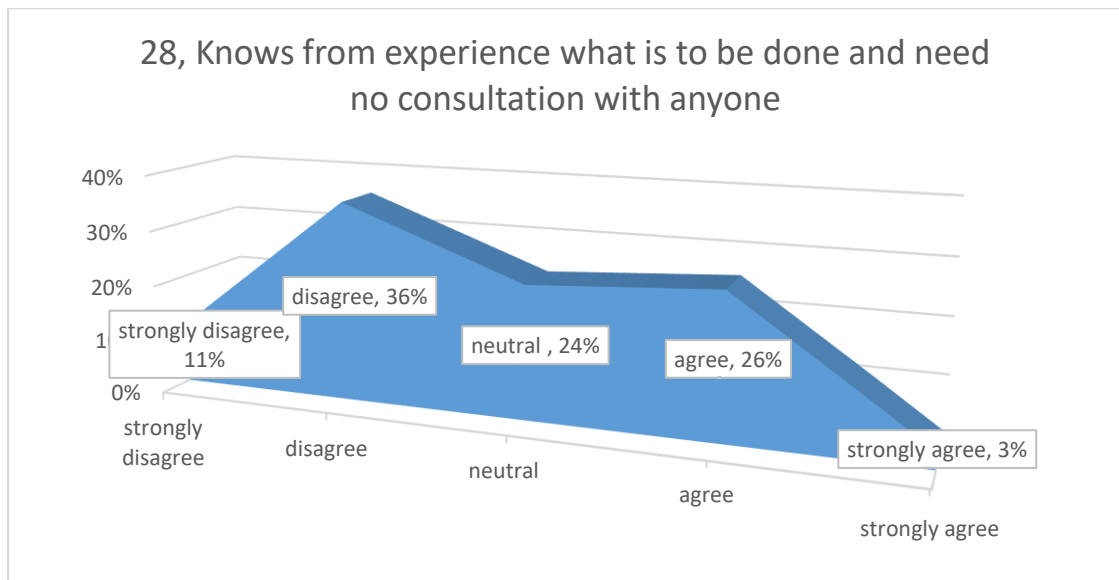


Figure 5.33: Leader sees no need to consult subordinates

Source: Own construction

The study shows that 3% strongly agreed, 26% agreed, 24% remained neutral, 36% disagreed, and 11% strongly disagreed. The majority of the respondents disagreed with the statement. It can be generalized that leaders do need to consult with their employees.

STATEMENT 29: A manager that consults shows weakness and loses respect from their followers.

RESPONSE: The assumption is that leaders can also consult and take other people's views and does not necessarily lose respect from employees by consulting. The statement is intended to determine employees' feelings based on their leaders' experience. Figure 5.34 shows the responses below.

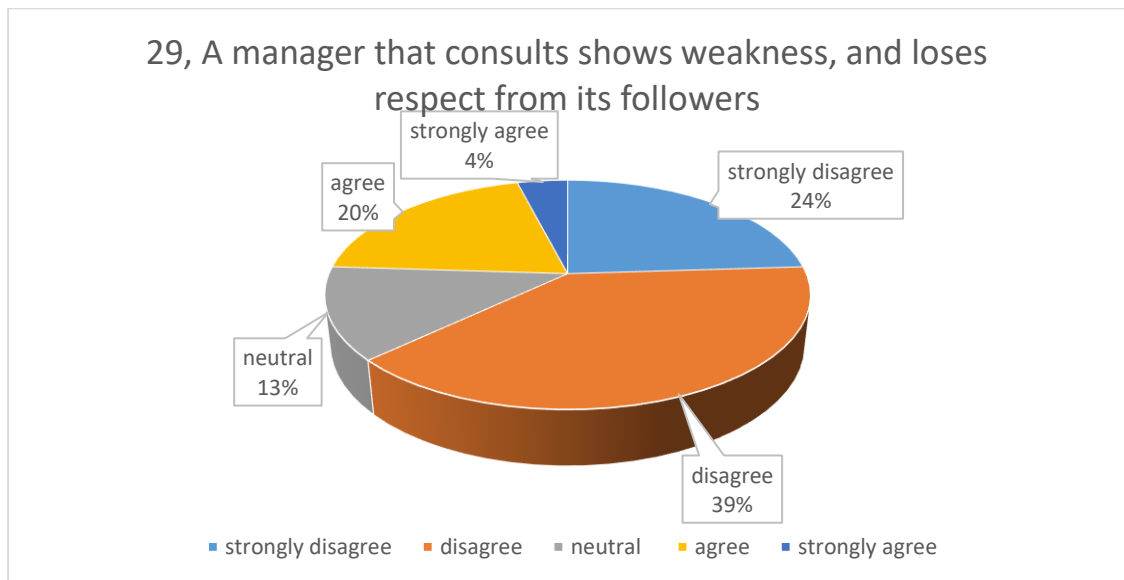


Figure 5.34: A manager that consults shows weakness and loses respect from followers

Source: Own construction

The figure shows that 24% strongly disagreed, 39% disagreed, 13% remained neutral, 20% agreed, and 4% strongly agreed. The majority disagreed with the statement. It can be generalized that leaders who consult employees are not usually weak and they do not necessarily lose respect from their employees.

STATEMENT 30: A knowledgeable leader knows the situation and should consult with subordinates

RESPONSE: The assumption is that leaders deal with situations first-hand and do not let subordinates consult situations without the leader's assistance. This statement intends to establish how subordinates feel about the statement based on their experience of being led.

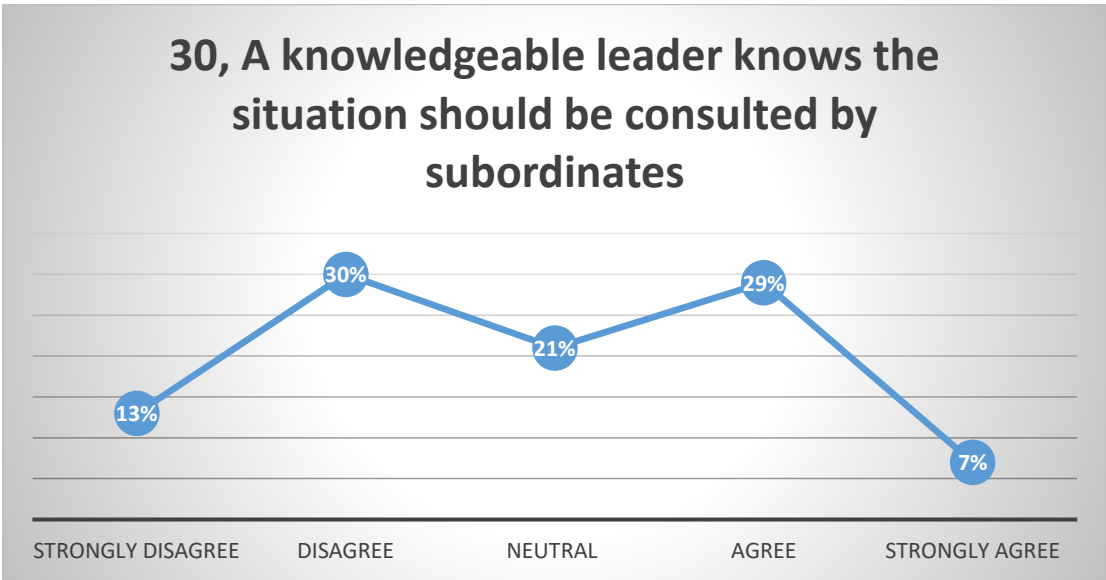


Figure 5.35: Knowledgeable leaders know situations and should consult with employees

Source: Own construction

The study shows that 13% strongly disagreed, 30% disagreed, 21% remained neutral, 29% agreed, and 7% strongly disagreed. The majority disagreed with the statement. It can be generalized that autocratic leaders are not usually knowledgeable leaders and also do not consult with employees.

STATEMENT 31: Autocratic leaders do not waste time discussing; they save money and decide.

RESPONSE: The assumption is that leaders should discuss tasks and expectations with employees without focusing much on the money. The intention is to establish how subordinates feel about the statement.

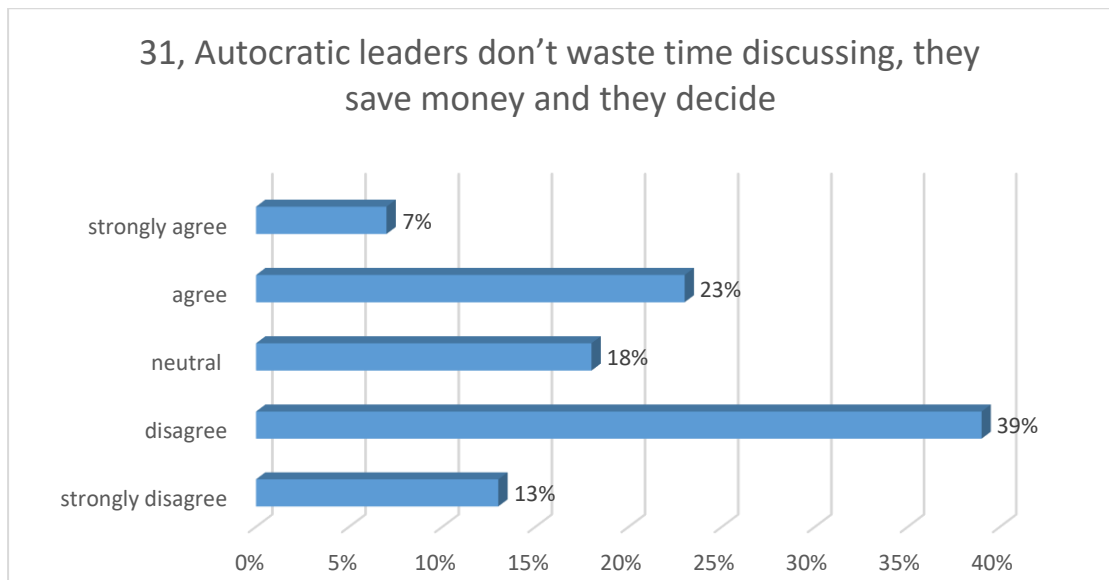


Figure 5.36: Autocratic leaders do not waste time discussing; they save money and decide

Source: Own construction

The figure shows that 7% strongly agreed with the statement, 23% agreed, 18% remained neutral, 39% disagreed, and 13% strongly disagreed. The majority disagreed with the statement. It can be generalized that the respondents have a different experience of leadership style which is from leaders who do discuss issues and keep them updated on decisions.

STATEMENT 32: Only leaders who are unsure of themselves need to confirm with others.

RESPONSE: The assumption is that autocratic leaders do not consult or value input from others. The intention of the statement is to determine if this statement is true or false based on employee views. Figure 5.37 below shows the results.



Figure 5.37: Only leaders who are not sure of themselves will need to confirm with others

Source: Own construction

The figure shows that 20% strongly disagreed, 43% disagreed, 9% remained neutral, 21% agreed, and 7% strongly agreed; the majority disagreed. It can be generalized that leaders can confirm with others whether they are sure of themselves or not.

STATEMENT 33: Inexperienced project managers will consult; experience managers just get done.

RESPONSE: The assumption is that all leaders can consult for input, whether experienced or not; it does not make them weak and inexperienced. The intention is to find employees' views of the statement. Figure 5.38 below illustrates the results.

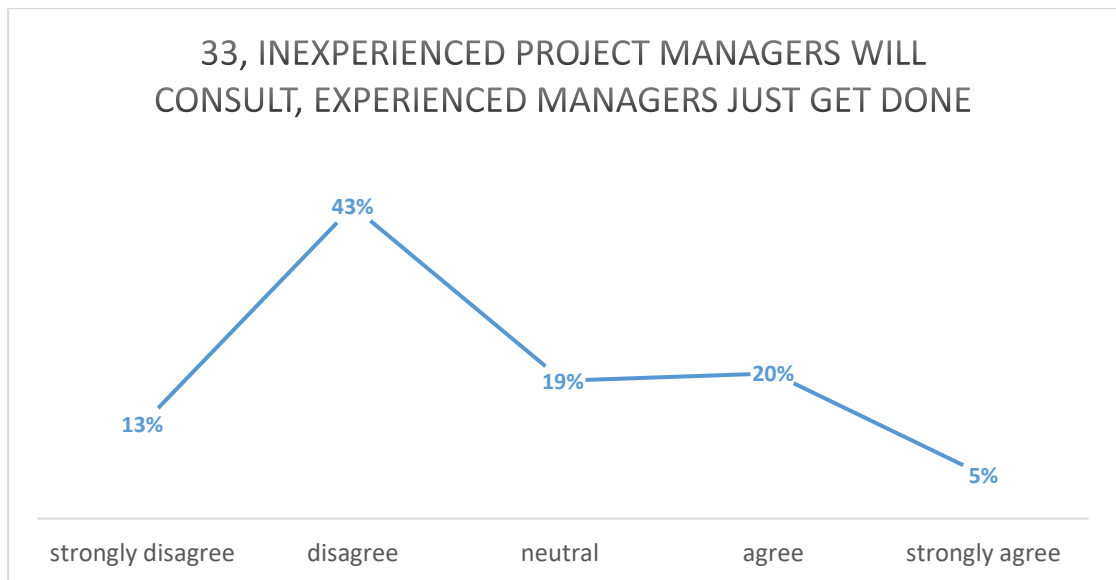


Figure 5.38: Inexperienced managers consult; experienced managers just get done

Source: Own construction

The figure above shows that 13% strongly disagreed, 43% disagreed, 19% remained neutral, 20% agreed, and 5% strongly agreed. It can be drawn from the responses that all managers should be able to consult with their employees whether they are experience or not.

STATEMENT 34: If you do well with an autocratic leader, you will most likely be rewarded by promotion

RESPONSE: The assumption is that autocratic leaders only promote and reward those with whom they have a better relationship. This statement is intended to establish employees' views based on rewards and promotions.

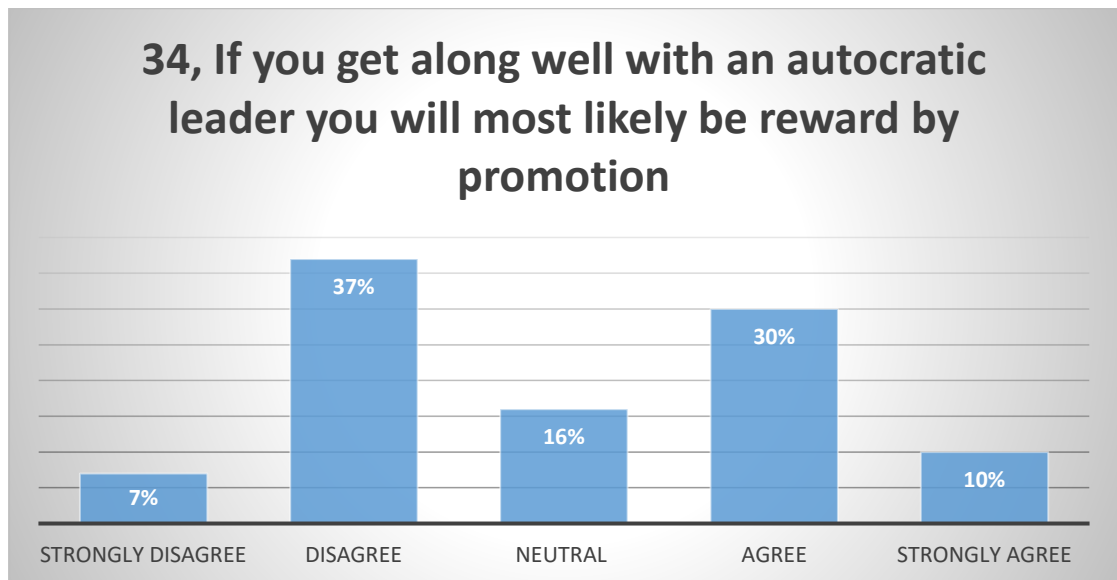


Figure 5.39: Autocratic leaders reward by promotion those they get along well with

Source: Own construction

The study presented the result of the statement as follows: 7% strongly disagreed, 37% disagreed, 16% remained neutral, 30% agreed, and 10% strongly agreed, the majority disagreed. It can be generalized that autocratic leaders promote employees based on favouritism.

5.3.4 Coaching leadership style

STATEMENT 35: Spends time organising work and tasks for easy performance by subordinates.

RESPONSE: It is assumed that coaching leaders organise work and tasks to make work easy for employees. This statement is intended to establish if employees feel that tasks are made easy for them by their leaders.

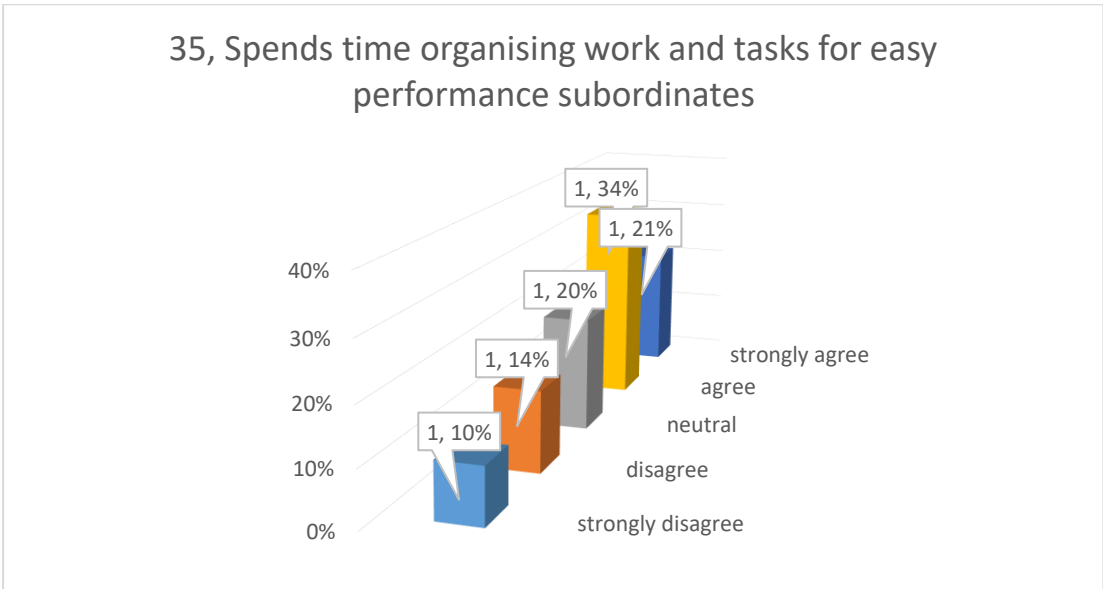


Figure 5.40: Leader organises work for easy performance by employees

Source: Own construction

The study showed that 10% strongly disagreed, 14% disagreed, 20% were neutral, 34% agreed, and 21% strongly agreed. The company can be applauded for planning and organizing work for easy and improved performance from their employees.

STATEMENT 36: Always teaches and coaches employees to make them perform the tasks well.

RESPONSE: The assumption is that leaders need to constantly teach employees in order for them to perform the tasks well. The intention of this statement was to establish if employees feel that their leaders teach and coach them adequately.

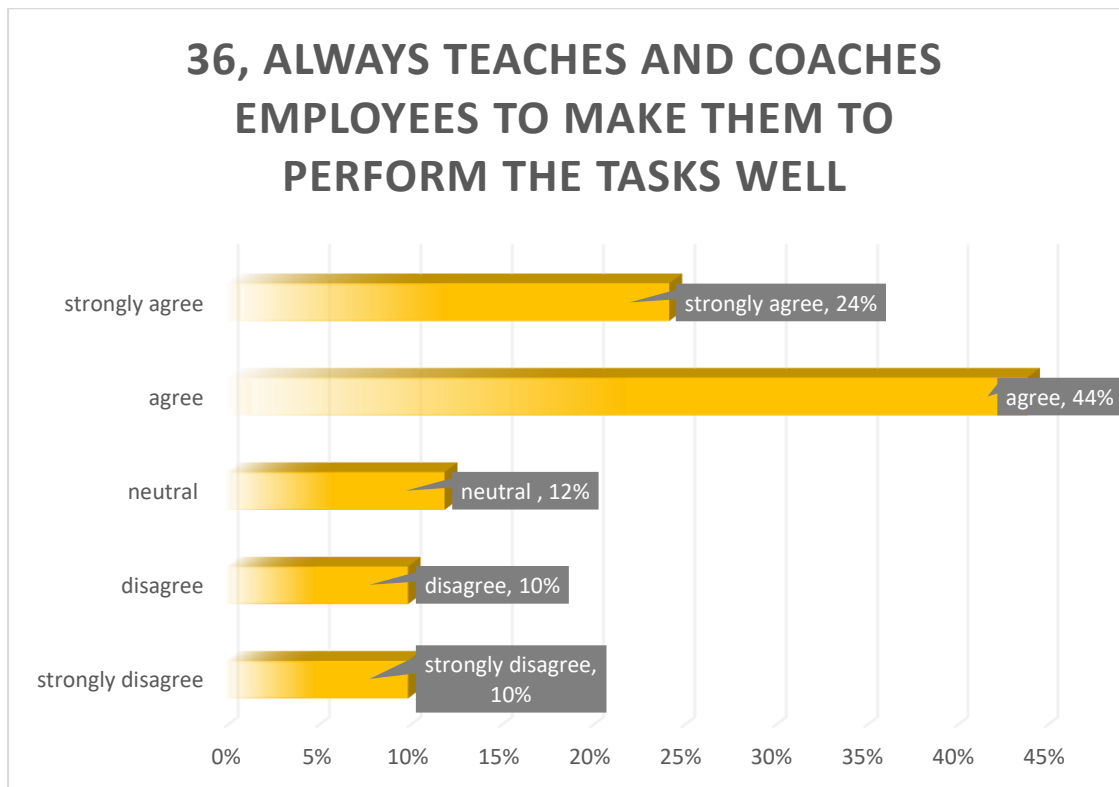


Figure 5.41: Leaders teach and coach for better performance

Source: Own construction

The figure above shows that 44% agreed, 24% strongly agreed, 12% were neutral, 10% disagreed, and 10% strongly disagreed. It can be concluded that the leaders do constantly teach and coach for improved performance from their employees.

STATEMENT 37: Always intervenes in time when there is an under-performing employee

RESPONSE: It is assumed that leaders should intervene as possible should there be changes to the performance of the employees. The intention of this statement was to establish if employees feel that their leaders notice and intervene when they underperform. Figure 5.42 below shows the findings.

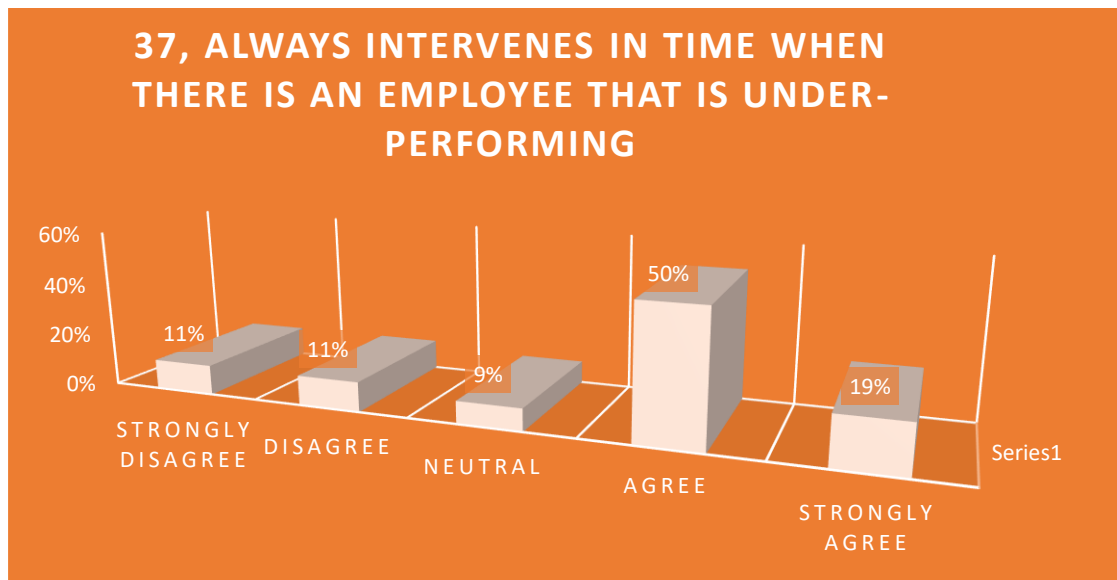


Figure 5.42: Leader intervenes in time when there are identified underperformances from employees

Source: Own construction

The results show that 11% strongly disagreed, 11% disagreed, 9% were neutral, 50% agreed, and 19% strongly agreed. It can be said in general that respondents from the regions from which the sample was taken hold the opinion that the leaders do take prompt actions and interventions to rectify identified underperformances from their employees.

STATEMENT 38: Shows maximum consideration for the subordinates' tasks and general welfare.

RESPONSE: It is assumed that all leaders should consider all employees and their general welfare. The intention is to establish if employees feel considered and cared for by the leaders in the organisation. Figure 5.43 below shows responses.

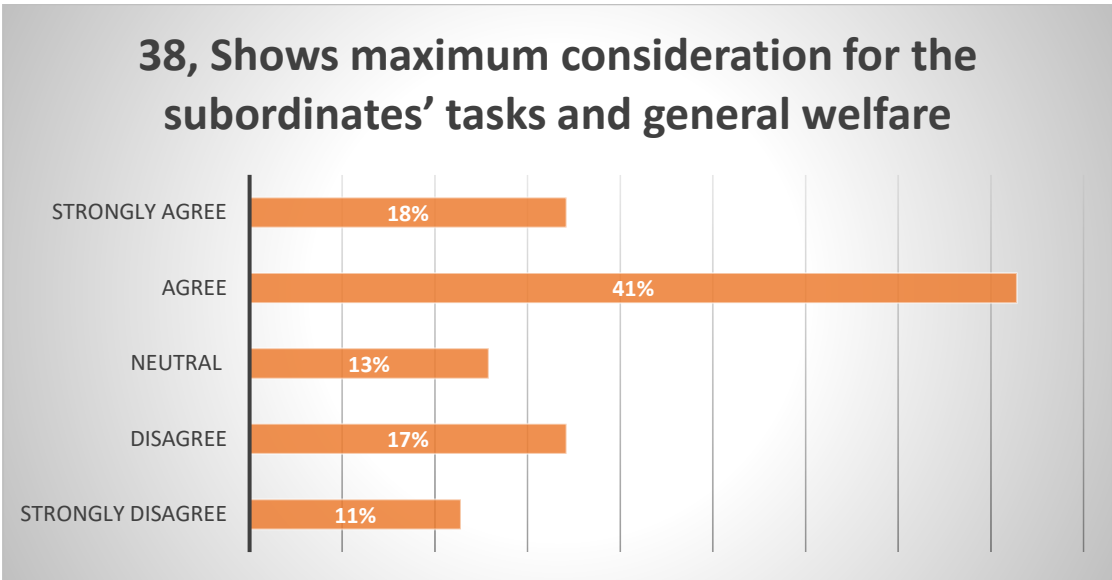


Figure 5.43: Leader is considerate of tasks and employee's general welfare

Source: Own construction

The figure shows that 11,4% strongly disagreed, 18% disagreed, 12.9% were neutral, 41.4% agreed, and 18% strongly agreed. The company should be applauded for having leaders who are considerate of their employees welfare.

staff members.

STATEMENT 39: Takes the pain to try and motivate all employees through coaching and mentoring

RESPONSE: The assumption is that leaders should always go over and beyond to try and keep the employees motivated by coaching and mentoring them as much as possible to make them perform better. The intention is to establish if employees feel their leaders are mentoring, coaching and motivating them to perform better. Figure 5.43 below illustrates responses.

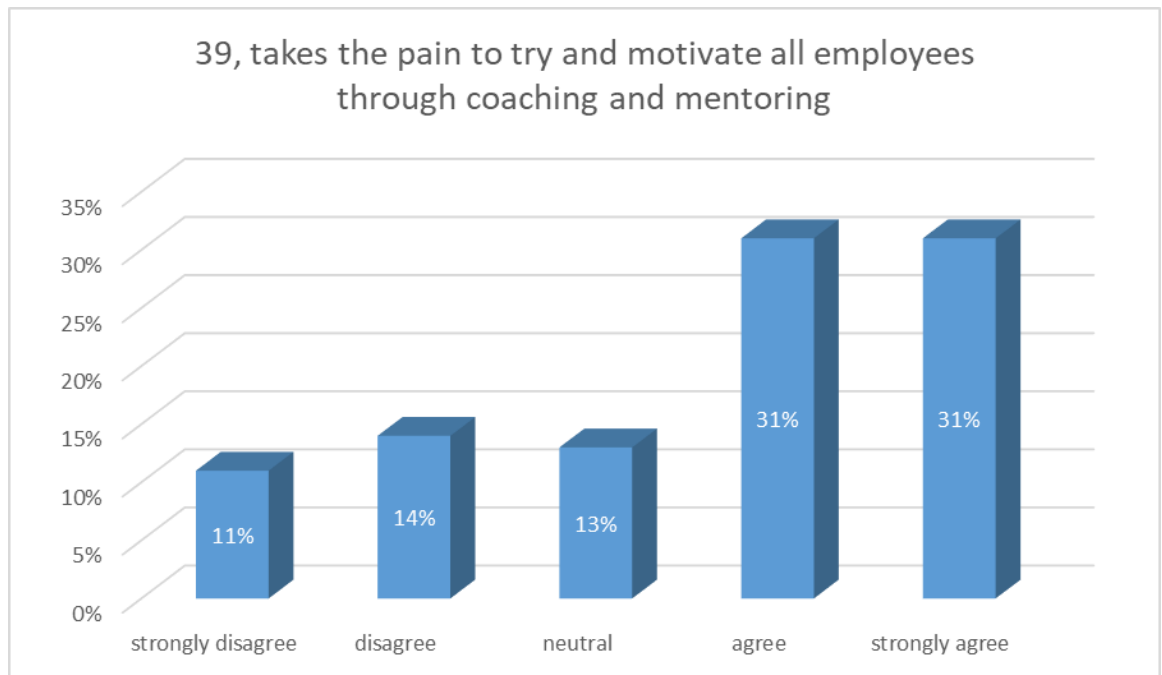


Figure 5.44: Leaders motivate employees by coaching and motivating

Source: Own construction

The majority shows that 11% strongly disagreed, 14% disagreed, 13% were neutral, 31% agreed, and 31% strongly agreed. It can be generalized that leaders do keep employees motivated by coaching and keeping employees motivated.

Contingency leadership

STATEMENT 40: Does not have one leadership style for all the employees with whom they work.

RESPONSE: This statement is intended to establish employee views about the number of leadership styles a leader uses to lead them as a group. Figure 5.45 shows the findings below.

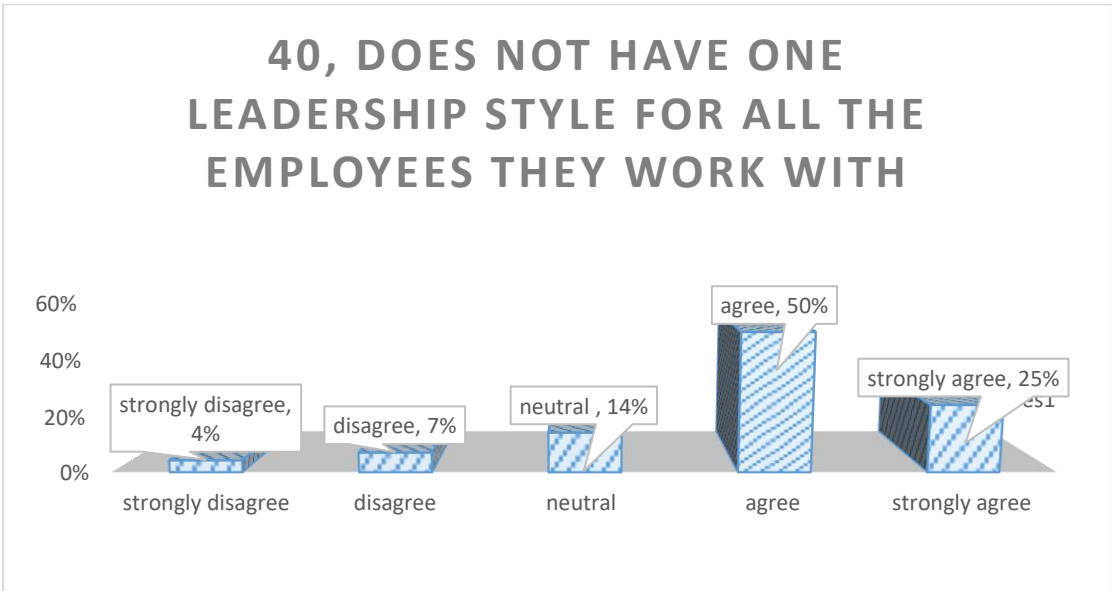


Figure 5.45: Leader has a number of leadership styles for all employees they work with

Source: Own construction

The figure above presented that 4% strongly disagreed, 7% disagreed, 14% were neutral, 50% agreed, and 25% strongly agreed. It can be generalized that the leaders of the organization have adopted different leadership styles in order to fit different employee needs.

STATEMENT 41: Applies different styles according to the state or condition of the team member.

RESPONSIBLE: The assumption is that all leaders should adjust accordingly based on employee communication and needs. Thus, leaders need to understand each employee based on performance and the level of coaching required. Therefore, this statement is intended to ascertain if employees feel that leaders use different leadership styles based on employee needs. Figure 5.46 below states the findings.

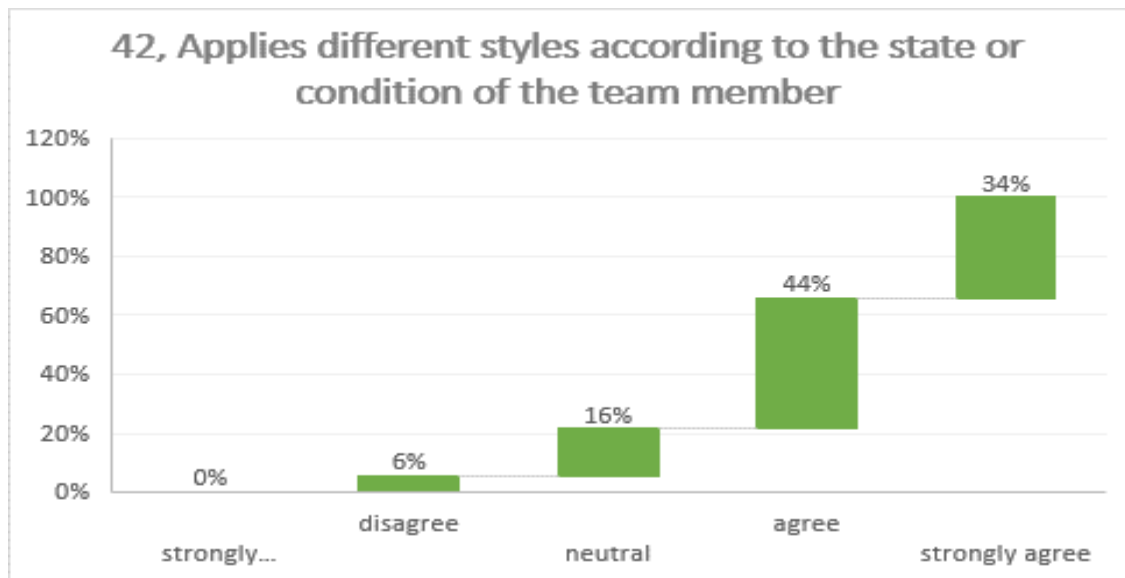


Figure 5.46: Leaders use different leadership styles according to the state and needs of employees

Source: Own construction

The figure shows that 0% strongly disagreed, 6% disagreed, 16% were neutral, 44% agreed, and 34% strongly agreed. The company should be applauded for monitoring the needs of the employees and having leaders who apply different leadership style according to the state and needs of the employees.

STATEMENT 42: Will empathise with special social problems without neglecting tasks.

RESPONSE: The question was intended to determine if contingent leaders have empathy for those with unique social challenges, which usually results in a strong feeling of support for employees. Below are details of the responses as provided in Figure 5.47 below.

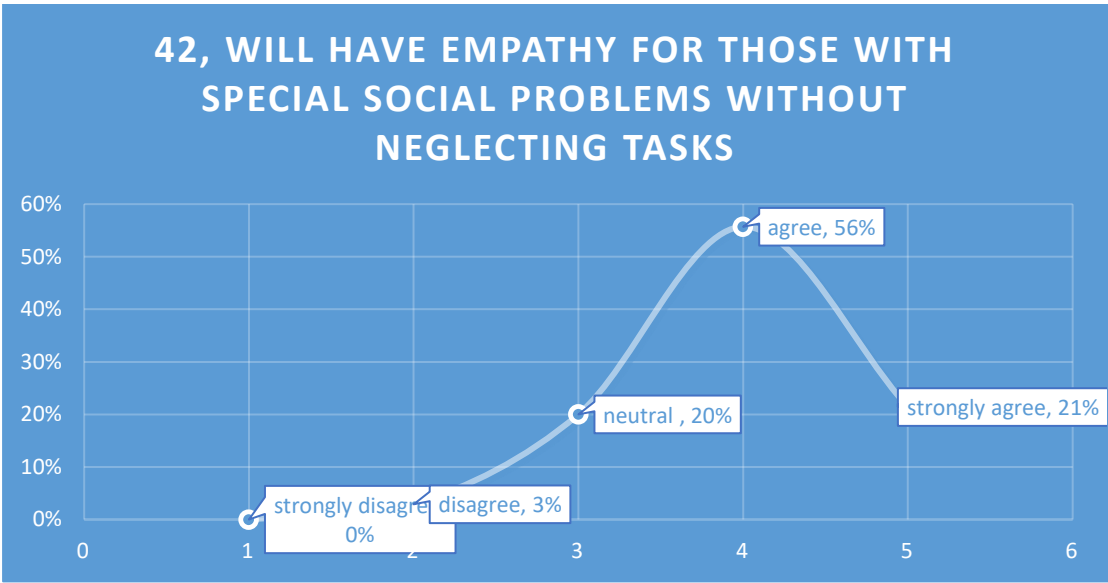


Figure 5.47: Will have empathy for those with special social problems and not neglect tasks

Source: Own construction

The diagram shows that 0% strongly disagreed, 3% disagreed, 20% were neutral, 56% agreed, and 21% strongly agreed. It can be said in general that respondents feel that the leaders do empathize and take note of their social problems while ensuring that the employees do not neglect tasks.

STATEMENT 43: Will be harsh on those taking advantage of situations not to perform as required.

RESPONSE: The assumption is that leaders should generally be strict enough not to allow employees to take advantage of situations and use those situations not to perform better. The intention was to find the firmness and strength of the leaders to employees in terms of being strict enough not to allow employees to take advantage and not perform well. Responses are shown in Figure 5.48 below.

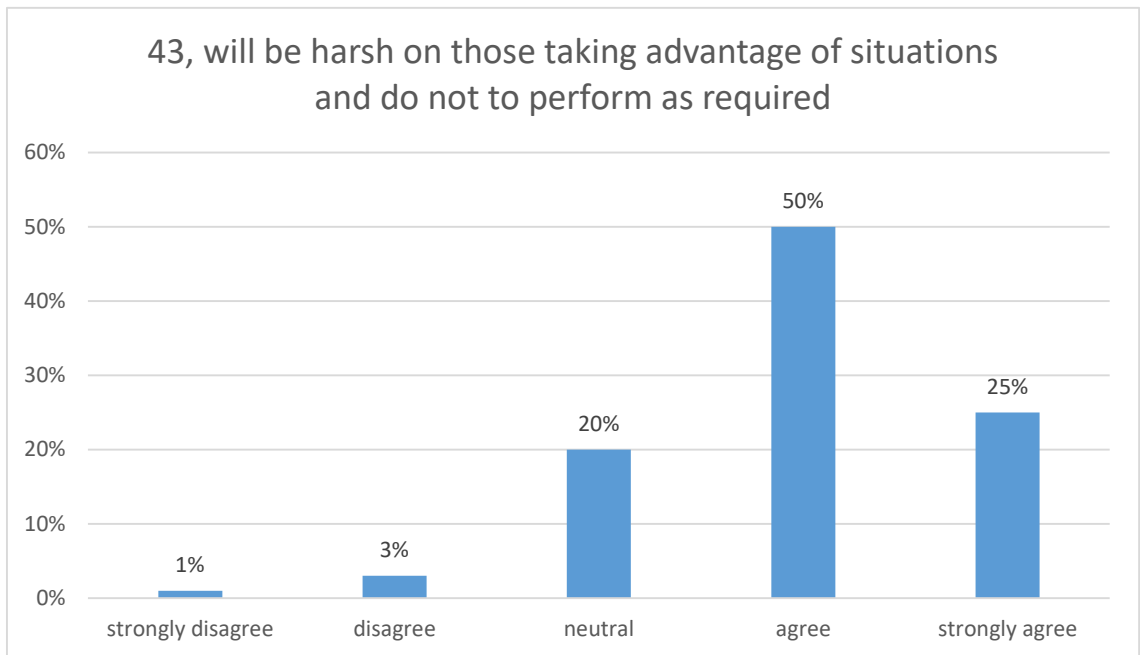


Figure 5.48: The leader will be harsh on employees who take advantage of situations and do not perform as required

Source: Own construction

The results show that 1% strongly disagreed, 3% disagreed, 20% were neutral, 51% agreed, and 25% strongly agreed. It can be generalized that the leaders do take disciplinary action to employees who take advantage of situations and those who do not show interest to perform better at work.

STATEMENT 44: Will help those genuinely struggling with aspects by coaching and mentoring them.

RESPONSE: The intention is to establish if the leader supports the team members by coaching and mentoring them. Responses are illustrated in fFigure 5.49 below.

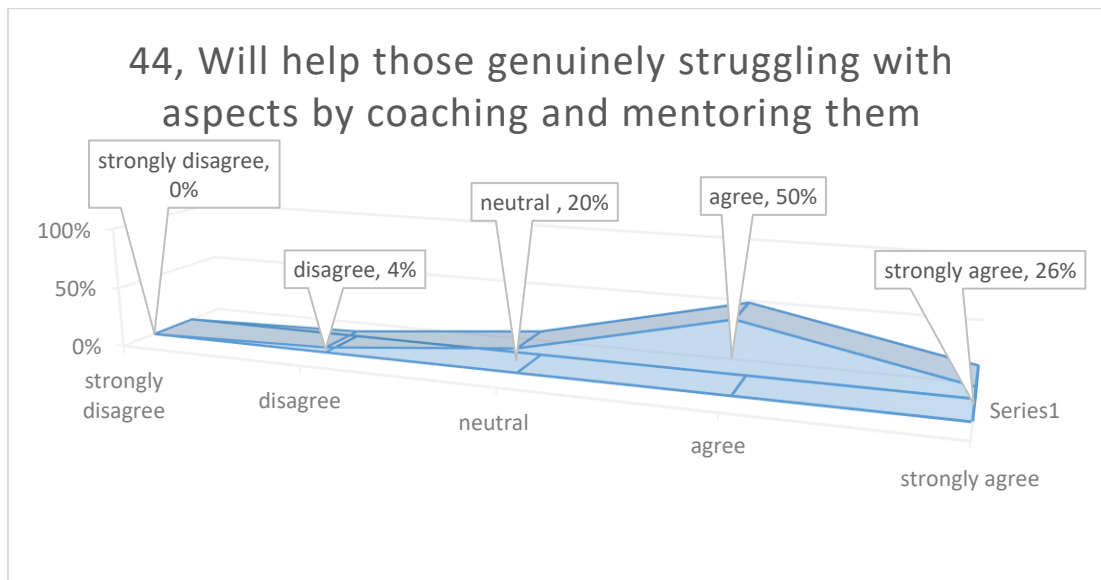


Figure 5.49: Leader helps those genuinely struggling with aspects by coaching and mentoring

Source: Own construction

The study shows that 26% strongly agreed, 50% agreed, 20% were neutral, 4% disagreed, and strongly disagreed. It can be concluded that the leaders do note employees who struggle with their tasks then coach and mentor them to do better.

STATEMENT 45: Uses contingency – situation determines how they will respond to issues at hand.

RESPONSE: The intention was to determine if leaders are able to resolve issues according to the requirements of the issues at hand using contingency plans effectively. Figure 5.50 illustrates the findings.

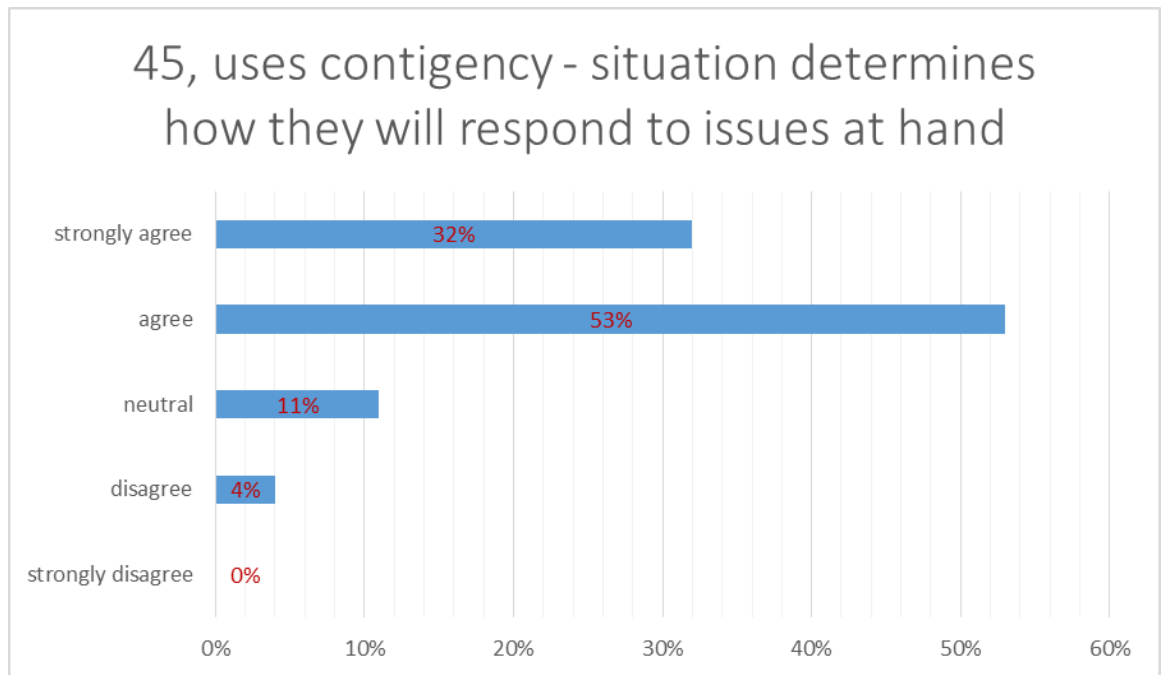


Figure 5.50: Uses contingency- situation determines how they respond to issues

Source: Own construction

The results showed that 0% strongly disagreed, 4% disagreed, 11% were neutral, 53% agreed, and 32% strongly agreed. It can be drawn from respondents that the leaders are able to resolve problems on time and use contingency plans effectively.

5.4 SECTION C. OPEN-ENDED QUESTIONS

Please read this area carefully and thoroughly before filling in to prevent confusing your responses.

	REQUEST 1: List 3 examples of a work experience where you felt recognised and appreciated by your leader after doing a good job.
1	There is a preference for leaders who offer incentives and bonuses for work well done.
2	There is a preference for leaders who publically acknowledge work well done.
3	There is a preference for leaders who give good feedback after successful meetings with business executives and clients.
	QUESTION 2: What leader behaviour patterns do you like most/influence you and get you satisfied with your work environment? Give 5.
1	There is a preference for honest leaders.
2	There is a preference for a leader who supports and motivates employees
3	There is a preference for leaders who communicate well.
4	There is a preference for a fair leader who treats employees equally and fairly.
5	There is a preference for a leader who shows appreciation for work well done.
	QUESTION 3: If you were a project manager at a landscaping site, what behavioural patterns would you avoid at all costs? Give five only.
1	There is a dislike of leaders who treat employees with disrespect
2	There is a dislike of leaders who do not consult employees and undermines their input

	QUESTION 3: If you were a project manager at a landscaping site, what behavioural patterns would you avoid at all costs? Give five only.
3	There is a dislike for leaders who do not allow room for error and embarrasses employees for work not well done.
4	There is a dislike for leaders who micro-manage employees and make employees feel incompetent
5	There is a dislike for leaders who think they are always right and ignore employee suggestions
	QUESTION 4: List 5 critical behavioural patterns/styles you would prefer management to use to influence subordinates and make them work satisfactorily. List 5 only.
1	There is a preference for leaders who keep all employees motivated and instil pride in their work to keep employees motivated.
2	There is a preference for democratic leaders and transformational leaders who support and coach employees.
3	There is a preference for leaders who communicate clearly to staff and discuss tasks with enthusiasm and trust
4	There is a preference for leaders who treat staff fairly and equally with mutual respect while monitoring performance and correcting errors.
5	There is a preference for leaders who take employee input seriously.

	QUESTION 5: List at least three rewards arranged by your leaders of the organisation to keep you motivated and how each has positively influenced you to perform better and be satisfied in your job.
1	Employees mention that they seldom get rewards. They feel that the employer can do better.
2	Some of the employees commend the employer for incentives and salary increases which they receive as tokens of appreciation.
3	Some employees add that even though it seldom happens, the employer arranges the power of one reward for the top performer of the month.
	QUESTION 6: What negative employee behaviour, do you think, makes managers see the need for disciplinary action? List 5 most causes you think.
1	Habitual absenteeism has been mostly mentioned as one of the misconducts that lead to the employer taking disciplinary action against employees.
2	Gross insubordination is one of the misconducts that are unacceptable in the workplace, which leads to disciplinary action being taken against subordinates.
3	Poor performance is identified as one of the misconducts that are not tolerated in the workplace that leads to disciplinary action being taken.
4	Assault is identified as one of the misconducts that are not acceptable in the workplace, which leads to serious disciplinary action being taken.
5	Fraudulent timekeeping is also one of the most egregious examples of misconduct committed by employees, which leads to disciplinary action.

5.5 Conclusion

Given the apparent "self-contradiction" among the respondents, the research findings are incredibly eye-opening. They often seem unsure of whether or not they agree in various situations. When the same question is posed multiple times with different wording, there is frequently no consistency. However, generally speaking, there appears to be a broad consensus that the subordinates prefer transformational and democratic leadership styles. They feel satisfied in their jobs when the leader uses support, coaching and rewards to keep them motivated.

The summary of the findings, conclusions, and suggestions is given in the next chapter. Additionally, all of the research's constraints and avenues for future study were raised in that final section.

CHAPTER 6

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

The main goal of this study was to identify and develop a nomenclature for leadership styles and their impact on subordinates' job satisfaction at the chosen landscaping company. In the previous chapter, the outcome was from the work field after conducting Questionnaires on Leadership styles commonly applied by leaders that influence job satisfaction to subordinates; a survey of subordinates' perceptions at a landscaping company in the cape metropolis. This chapter aims to offer appropriate recommendations and resolutions to assist the researcher in coming up with effective steps to complete this investigation.

This chapter gives a general assessment of the research's goals, objectives, findings, conclusions, and suggestions. The significance of this chapter, however, lies in achieving the study's ultimate goal, which is to develop principles and guidelines and suggest methods for applying them to the development of leadership styles that are likely to affect job satisfaction in subordinates. It also recommends the best leadership styles to affect followers' job satisfaction and optimal performance positively.

According to its definition, recommendation programs aim to provide users with suggestions or proposals for the optimal course of action.

6.2 BIOGRAPHY

QUESTION 1: What is your age group?

RESPONSE: It was believed that the older they were, the more likely they would know what kind of leader they liked and what leadership styles they expected a leader to possess.

Table 6.1: Age group of subordinates

Age range	18 – 25 years	26 – 30 years	31 – 35 years	36 years +
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Percentage	14%	42%	30%	14%
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Source: Own construction

CONCLUSION: Table 6.1 above reveals that most respondents were between the ages of 26-30 years of age. 14% of respondents were between the age of 18- 25 years and were probably new in the industry, 42 % of respondents were between 26-30 years and probably have matured, 30% of the respondents were between the age of 31-35 years, most probably family people and 14% of the respondents are over the age of 36. The figure representation can be considered adequate and ideal for providing information about the phenomena.

QUESTION 2: What is your current position in the organisation?

RESPONSE: It was assumed that all employees in their designated positions have a line supervisor or manager to whom they report. The assumption is that they will likely know what leadership styles influence their job satisfaction in their respective positions.

Table 6.2: Current position of subordinates in the organisation

Position held	Percentage
Supervisor	13%
Landscape Technician	44%
Machine Operator	26%
Other	17%

Source: Own construction

CONCLUSION: According to responses stipulated in Table 6.2 above, most respondents were landscape technicians in the organisation. The data above showed the following results: 14% were supervisors, and 44% were landscape technicians. Machine operators comprised 26%, while those from other departments were 17%. The figure representation can be considered ideal for providing information about the phenomena.

QUESTION 3: What is your highest qualification?

RESPONSE: It was assumed that the organisation employs many groundskeepers with Matric as their highest qualification. We may consider that landscaping requires staffing on the grounds who physically do the job and do not necessarily require degrees.

Table 6.3: Highest qualifications

Qualification	No Matric	Matric	Diploma	Degree	Other
Percentage	27%	57%	3%	2%	11%

Source: Own construction

CONCLUSION: The data in table 6.3 showed that the organisation has a considerable number of subordinates who have Matric as the highest education qualification. 27% were people with no matric, 57% of employees had Matric as their highest qualification, 3% was a diploma, the degree was 2% then 11% belonged to the other qualifications. The figure representation can be considered adequate and ideal for providing information about the phenomena.

QUESTION 4: How many years of experience do you have in your current position?

RESPONSE: The assumption was that the years in which the employees have worked in their current position give them an insight into the current leadership styles and what kind of leadership styles they would prefer their leaders to possess. The information received from respondents is stated on table 6.4 below.

Table 6.4: Experience in current position

Years of experience	0-5 years	6-10 years	11 – 15years	16 years +
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in current position				
Percentage	60%	33%	7%	0%

Source: Author's own construction

CONCLUSION: The figure above shows that most of the employees with experience in their current position were between 0 to 5 years old. The study shows that 0% have served more than 16 years of experience in their current position. Those between 11 to 15 years were 7%, and those from 6 to 10 years were 33%, with 0-5 years being 60%. The figure representation can be considered adequate and ideal for providing information about the phenomena.

QUESTION 5: How long have you worked for the organisation?

RESPONSE: It is assumed that the number of years worked in the organisation will determine the employee's experience of the general leadership styles they have experienced within the organisation and how those leadership styles have affected their level of job satisfaction. The respondents provided information on Table 6.5 below.

Table 6.5: Period of work within the organisation

How long have you worked for the organisation	0-5 years	6-10 years	11 – 15years	16 years +
Percentage	67%	33%	0%	0%

Source: Own construction

CONCLUSION: The data analysis in table 6.4 shows that most respondents were in the organisation between 0-5 years. 67% have worked within the organisation from 0-5 years, 33% for 6-10 years, and none of the respondents worked for 11 years or

more. The figure representation can be considered adequate and ideal for providing information about the phenomena.

QUESTION 6: Share any experiences you have had in the years that you have been in this industry that bring happy memories of job satisfaction.

Being involved in successful landscape construction projects in prestige residential estates and golf courses
Being involved in the soccer world cup stadium preparation and cricket fields maintenance
Client satisfaction and passing client monthly service surveys for excellent landscaping services
When the employer provides staff braai's and end-of-year functions where colleagues socialise and create memories

6.2.2 SECTION B THE LIKERT SCALE

Since it is difficult to quantify perceptions, a Likert scale with a 1–5 range was employed. 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, and 5 = strongly agree. The results are organised in tables with the statements listed in the same order as the questionnaire. Scores and percentages are given.

Table 6.6: Transformational leadership style

LEADERSHIP STYLES	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
TRANSFORMATIONAL STYLE - Leaves me to do the best I can	%	%	%	%	%
Takes my input in decision-making very serious.	6	4	14	47	29
Leader spends enough time teaching and coaching.	4	6	14	50	26
Discusses the tasks that must be completed with enthusiasm.	1	4	19	49	27
Leads in a way that promotes a peaceful working environment.	4	7	9	51	29
Instills pride in me and my job to keep me motivated.	3	6	11	50	30
Acts in ways that build my utmost respect for him.	6	1	11	47	34
My performance improves every day due to the motivation of the manager	4	1	23	39	33
Tasks are clearly allocated to us according to our abilities	3	5	14	46	31

STATEMENT 1: Takes my input in decision-making very serious.

CONCLUSION: In Figure 5.6 it showed that there was ambivalence of 14% while the majority of 47% agreed with the statement. It can be generalised that transformational leaders take employees' input in decision-making seriously.

STATEMENT 2: Leader spends enough time teaching and coaching.

CONCLUSION: The results above show that 14% of respondents were neutral about the statement, whereas 50% agreed that their leaders spend enough time teaching and coaching. It is concluded that the current leaders spend time teaching and coaching their subordinates and can be confirmed to be transformational.

STATEMENT 3: Discusses the tasks that must be completed with enthusiasm.

CONCLUSION: The results of this statement showed that 19% of the respondents were ambivalent, while 49% agreed with the statement. It has been generalised that transformational leaders discuss the tasks that must be completed with enthusiasm.

STATEMENT 4: Leads in a way that promotes a peaceful working environment.

CONCLUSION: The number of those ambivalent with this statement is low at 9%, while those who agreed is 51%. It can be concluded that transformational leaders lead in a way that promotes a peaceful working environment.

STATEMENT 5: Instils pride in me and my job to keep me motivated.

CONCLUSION: The ambivalence of respondents was 11%, while those who agreed were high at 50%. It is, therefore, generalised that transformational leaders instil pride in employees and their jobs to keep them motivated.

STATEMENT 6: Acts in ways that build my utmost respect for him.

CONCLUSION: The number of neutral respondents about this statement was 11%, while those who agreed were 47%. It can be concluded that most employees feel that transformational leaders act in a way that builds respect for them.

STATEMENT 7: My performance improves every day due to the motivation of the manager

CONCLUSION: It was discovered that there was a high number of respondents who were neutral about this statement, with at least 23% of the ambivalent respondents. Contrary, 39% of the respondents agreed with this statement. It was then generalised that their performance improves due to motivation by transformational leaders.

STATEMENT 8: Tasks are clearly allocated to us according to our abilities

CONCLUSION: The respondents who felt neutral about this statement were only 14%, while those who agreed were high at 46%. It has then been generalised that transformational leaders allocate tasks clearly and according to employee abilities.

Table 6.7: Transactional leadership style

LEADERSHIP STYLE	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
TRANSACTIONAL STYLE – leader who micro-manages	%	%	%	%	%
Assigns tasks and micro-supervises my performance to avoid costly errors	10	10	37	30	13
Does not allow me to make any innovation because that may result in errors	6	44	13	28	9
Very specific about the tasks to be performed and rewards for good performance	8	11	24	43	14
Who will not trust the work I do until personally inspected and is satisfied	18	37	21	17	7
Will not allow for room for error because projects are controlled by time and costs	10	29	29	26	6
A manager who said it as it is when I fail or succeed in the presence of everyone	16	29	19	39	7
Who rewards you for tasks well performed and punishes for poor performance	10	14	36	30	10
Promotes you when you excel and recognises good effort and rewards it well	4	9	24	53	10
Believes that you cannot be left alone to work without constant checks on you	19	31	19	22	9

Believes that work time is work time and no need for family feelings at work	20	29	10	29	12
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STATEMENT 9: Assigns tasks and micro-supervises my performance to avoid costly errors

CONCLUSION: Table 6.7 above shows that most respondents were neutral at 37%, while at least 30% of the respondents agreed with the statement. It is, therefore, evident that no generalisation can be drawn from the responses.

STATEMENT 10: does not allow me to make any innovation because that may result in errors

CONCLUSION: 44% disagreed with this statement, while only 13% were indecisive. It can be generalised that transactional leaders do indeed allow employees to make innovations.

STATEMENT 11: Very specific about the tasks to be performed and rewards for good performance

CONCLUSION: It was discovered that 24% of the respondents were neutral, while a high amount of 43% of respondents agreed with this statement. It can be concluded that transactional leaders in this organisation are specific about tasks and communicate rewards that employees can expect for good performance.

STATEMENT 12: Who will not trust the work I do until personally inspected and is satisfied

CONCLUSION: It was at least 21% of respondents were indecisive, and a high amount of 37% of respondents disagreed with this statement. It can be generalised that transactional leaders in this organisation trust employees with the work they do and do not necessarily inspect.

STATEMENT 13: Will not allow for room for error because projects are controlled by time and costs

CONCLUSION: Results show that 29% disagreed with this statement, and 29% were neutral. There was no generalisation drawn based on responses.

STATEMENT 14: A manager who said it as it is when I fail or succeed in the presence of everyone

CONCLUSION: Respondents who were ambivalent about this statement were 19%, while those who agreed were 39%. It was concluded that respondents prefer transactional leaders who say it as it is when they fail or succeed in the presence of their colleagues.

STATEMENT 15: Who rewards you for tasks well performed and punishes for poor performance

CONCLUSION: It was discovered that 30% of the respondents agreed with this statement, while 36% were neutral. It was therefore concluded that no generalisation could be made from this statement.

STATEMENT 16: Promotes you when you excel and recognises good effort, and rewards it well

CONCLUSION: It was found that 24% of the respondents were neutral, while 53% were in agreement with this statement. It is generalised that transactional leaders in the organisation promote employees, recognise them for good effort, and reward them well.

STATEMENT 17: Believes that you cannot be left alone to work without constant checks on you

CONCLUSION: 19% of respondents were neutral, and 31% disagreed with this statement. It can be generalised that transactional leaders trust their subordinate's abilities with the job so that they do not need to check them constantly.

STATEMENT 18: Believes that work time is work time and no need for family feelings at work.

CONCLUSION: It was drawn that 29% Agreed, 29% disagreed, and 10% were neutral about the statement. It can be concluded that no generalisation can be made from this statement.

Table 6.8: Democratic leadership style

LEADERSHIP STYLE	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
DEMOCRATIC STYLE – a good leader must	%	%	%	%	%
Always consult team members before making decisions on anything to be done	1	8	21	50	20
Values whatever I say and co-opt that into the decision to be made for operations	0	7	18	51	24
Must know that leadership is a collective, and two heads are better than one	0	4	11	57	28
Remembers always that they are leading people and should start with people first	0	3	11	63	23
Always develop relationships if they want their work expeditiously and promptly	0	4	21	57	18
Focus more on people before the tasks because they have to be done by people		7	14	60	
Allows participation by others and allows for ownership of the decision to be made		1	20	63	16
This allows ample time for discussing and minimises errors in construction projects				63	

STATEMENT 19: Always consult team members before making decisions on anything to be done

CONCLUSION: The figures in table 6.8 illustrate that 21% of the respondents were neutral regarding the above statement; however, 50% agreed. It is generalised that democratic leaders always consult team members before deciding on anything to be done.

STATEMENT 20: Values whatever I say and co-opt that into the decision to be made for operations

CONCLUSION: It was discovered that 18% of the respondents were ambivalent, whereas 51% were in total agreement with the statement. It is, therefore, generalised that democratic leaders in this organisation value what employees say and add those views to operations decision-making.

Statement 21: Must know that leadership is a collective and two heads are better than one

CONCLUSION: Only 11% of respondents were uncertain about this statement, whereas the majority of 57% of respondents agreed. It is then concluded that respondents prefer a leader who understands that leadership is a collective and believes that two heads are better than one.

STATEMENT 22: Remembers always that they are leading people and should start with people first

CONCLUSION: Based on responses, only 11% of the respondents were neutral, while a high number of 63% were in agreement with this statement. It can be concluded that the democratic leaders in this organisation prioritise their subordinates and ensure to put them first all the time.

STATEMENT 23: Always develop relationships if they want their work expeditiously and promptly

CONCLUSION: It was drawn from the data compiled that 21% of the respondents were indecisive, while 57% of them were in agreement with the statement. It is drawn from the responses that democratic leaders always develop relationships with their subordinates.

STATEMENT 24: Focus more on people before the tasks because they have to be done by people

CONCLUSION: The figures show that 14% of respondents were ambivalent, while 60% were in total agreement with the statement. Thus it is concluded that democratic leaders emphasise people before the tasks as they understand that people must action the tasks.

STATEMENT 25: Allows participation by others and allows for ownership of the decision to be made

CONCLUSION: 20% of the respondents were neutral about this statement, while 63% were in agreement. It can be generalised that democratic leaders allow employee participation and ownership of the decisions.

STATEMENT 26: This allows ample time to discuss and minimises errors in landscaping projects

CONCLUSION: The results show that 16% of respondents were indecisive, while 63% agreed with the statement. It is, therefore, generalised that democratic leaders allow ample time discussing issues with the team and minimise errors in landscaping projects.

Table 6.9: Autocratic leadership style

LEADERSHIP STYLES	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
AUTOCRATIC LEADERSHIP – a good manager	%	%	%	%	%
Does not have to consult anyone; instructions to be followed	13	41	14	26	6
Knows from experience what's to be done; needs no consultation with anyone	11	36	24	26	3
A manager that consults shows weakness and loses the respect of their followers	24	39	13	20	4
A knowledgeable leader knows the situation should be done without consultation with subordinates	13	0	21	29	7
Autocratic leaders don't waste time discussing; they save money, and they decide	13	39	18	23	7
Only leaders who are not sure of themselves will need to confirm with others	20	43	9	21	7
Inexperienced project managers will consult; experienced managers just gets things done	13	43	19	20	5
Do well with autocratic leader; be rewarded with promotion	7	37	16	30	10

STATEMENT 27: Does not have to consult anyone, and they should give instructions to be followed

CONCLUSION: It was discovered that 14% of the respondents were neutral about this statement, while a majority of 41% disagreed with the statement. It can be generalised that the above statement is not valid; autocratic leaders in this organisation do consult subordinates before giving instructions.

STATEMENT 28: Knows from experience what is to be done and needs no consultation with anyone

CONCLUSION: The data gathered based on this statement shows that 24% of respondents were ambivalent, while 36% disagreed with the statement. It can be concluded that autocratic leaders do consult their staff regardless of their experience in their leadership roles.

STATEMENT 29: A manager that consults shows weakness and loses respect from their followers

CONCLUSION: The number of neutral respondents is 13%, while the majority, 39%, of respondents disagreed with the statement. It can be drawn that subordinates feel that autocratic leaders who consult are not weak and will remain respected by the employees when they consult for views.

STATEMENT 30: A knowledgeable leader knows the situation and should be consulted by subordinates

CONCLUSION: It was discovered that 21% of the respondents were neutral, whereas 30% majority of the respondents disagreed with the statement. It can be concluded that the subordinates feel that a knowledgeable leader should not necessarily let employees consult and attend to situations.

STATEMENT 31: Autocratic leaders don't waste time discussing; they save money, and they decide

CONCLUSION: 18% of respondents were not decisive, while 39% disagreed with the statement. It can be generalised that subordinates feel that autocratic leaders waste time discussing; they do not save money.

STATEMENT 32: Only leaders who are not sure of themselves will need to confirm with others

CONCLUSION: It was discovered that 9% of the respondents were neutral with this statement, while 43% of respondents disagreed. It is concluded that subordinates feel that leaders who are not sure of themselves do not need to confirm with others.

STATEMENT 33: Inexperienced project managers will consult; experienced managers just get done

CONCLUSION: Respondents who were unsure about this statement were 19%, while those who disagreed were 43%. It is concluded that inexperienced project managers do not necessarily have to consult, while experienced project managers do not necessarily have just to get done.

STATEMENT 34: If you do well with an autocratic leader, you will most likely be rewarded by promotion

CONCLUSION: The respondents who were neutral about the statement were 16%, while the majority of 37% disagreed with the statement. It can be generalised that autocratic leaders do not reward or promote based on relationships with subordinates.

Table 6.10: Coaching leadership style

LEADERSHIP STYLE	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
COACHING LEADERSHIP – a good manager	%	%	%	%	%
Work and tasks made easy for subordinates	10	14	20	34	22
Teaches and coaches employees to perform tasks well	10	10	12	44	24
Intervenes in time when employee is under-performing	11	11	9	50	19
Maximum consideration for staff tasks and general welfare	11	17	13	41	18
Motivates all employees through coaching and mentoring	11	14	13	31	31

STATEMENT 35: Spends time organising work and tasks for easy performance subordinates

CONCLUSION: Table 6.10 above shows that the majority of respondents, 34%, agreed with the statement, while 20% of the respondents were neutral. It can be generalised that coaching leaders spend time organising work and tasks for easy subordinates' performance.

STATEMENT 36: Always teaches and coaches employees to make them perform the tasks well

CONCLUSION: It was discovered that 44% of the respondents agreed with the statement, while 12% of the respondents were indecisive. It can be concluded that coaching leaders teach and coach employees to make them perform tasks well.

STATEMENT 37: Always intervenes in time when there is an employee that is under-performing

CONCLUSION: According to the above data, it was shown that 50% of the respondents agreed with the statement, while only 9% were ambivalent. It can be generalised that coaching leaders do always intervene in instances where an employee underperforms,

STATEMENT 38: Shows maximum consideration for the subordinates' tasks and general welfare

CONCLUSION: Results show that 41% of respondents agreed, and 13% were ambivalent regarding the statement. It can be concluded that coaching leaders do show maximum consideration for the employee's tasks and general welfare.

STATEMENT 39: Takes the pain to try and motivate all employees through coaching and mentoring

CONCLUSION: The majority of the respondents who strongly agreed with this statement were 31%, while those who equally agreed were 31%. It was also discovered that those who were neutral were 13%. Therefore, it can be generalised that subordinates feel that coaching leaders go over and beyond to try and motivate all employees through coaching and mentoring.

Table 6.11: Contingency leadership style

LEADERSHIP STYLE	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
CONTINGENCY LEADERSHIP – good manager	%	%	%	%	%
Not one leadership style for all employees	4	7	14	50	25
Different styles according to state of team member	0	6	16	44	34
Empathy for those with social problems without neglecting tasks	0	3	20	56	21
Will be harsh on those taking advantage of situations not to perform as required	1	3	20	51	25
Will help those genuinely struggling with aspects by coaching and mentoring them	0	4	20	50	26
Uses contingency – situation determines how they will respond to issues at hand	0	4	11	53	32

STATEMENT 40: Does not have one leadership style for all the employees they work with

CONCLUSION: Table 6.11 shows that 50% of respondents agreed while 14% were neutral. It can be generalised that contingent leaders do not have one leadership style for all employees.

STATEMENT 41: Applies different styles according to the state or condition of the team

CONCLUSION: It was discovered that 44% of respondents agreed, while 16% of respondents were neutral. It can be generalised that contingent leaders apply different styles according to the state or condition of the team.

STATEMENT 42: Will have empathy for those with special social problems without neglecting tasks

CONCLUSION: It was discovered that 56% of respondents agreed with the statements, while 20% of the respondents were neutral. It can be concluded that contingent leaders empathise with those with particular social problems without neglecting tasks.

STATEMENT 43: Will be harsh on those taking advantage of situations not to perform as required

CONCLUSION: According to responses based on the above statement, 51% of respondents agreed, while 20% were ambivalent. It can be generalised that contingent leaders are harsh on those taking advantage of the situation and consequently do not perform as required.

STATEMENT 44: Will help those genuinely struggling with aspects by coaching and mentoring them

CONCLUSION: Most respondents, 50%, agreed, while 20% were neutral. Therefore, it can be generalised that contingent leaders help those genuinely struggling with aspects by coaching and mentoring them.

STATEMENT 45: Uses contingency – situation determines how they will respond to issues at hand

CONCLUSION: According to the data from the above table, 53% of respondents agreed with the statement, while only 11% were neutral. It can be generalised that subordinates feel contingent leaders will see a situation and determine how they will respond to issues at hand.

6.2.3 SECTION C

In the survey's final section, which included open-ended questions, respondents openly discussed recognition, leadership styles and leader behavioural patterns which they like and dislike. There were six questions in total, and they were arranged as follows:

REQUEST 1: List 3 examples of a work experience where you felt recognised and appreciated by your leader after doing a good job.

CONCLUSION: Respondents mentioned that they prefer leaders who motivate staff through incentives and bonuses for work well done. They also mentioned that they

prefer leaders who acknowledge good efforts and communicate well. Therefore, respondents prefer democratic and transformational leadership styles from leaders.

QUESTION 2: What leader behaviour patterns do you like most/influence you and get you satisfied with your work environment? Give 5.

CONCLUSION: Respondents were adamant that they like honest leaders who put the employee's interests at heart. Leaders who communicate clearly treat employees fairly and with respect and show appreciation for work well done. It is therefore concluded that transformational leadership styles are preferred in this case.

QUESTION 3: If you were a project manager at a landscaping site, what behavioural patterns would you avoid at all costs? Give five only.

CONCLUSION: Respondents were adamant that they dislike autocratic leadership patterns. It is concluded that they dislike unfair leaders who do not take employee input seriously. There was a trend of a strong dislike for leaders who micro-manage employees and make employees feel incompetent.

QUESTION 4: List five critical behavioural patterns/styles you would prefer management to use to influence subordinates and make them work satisfactorily. List five only.

CONCLUSION: It is concluded that respondents prefer democratic, transformational, transactional, coaching and contingent leadership styles.

QUESTION 5: List at least three rewards arranged by your organisation's leaders to keep you motivated and how each has positively influenced you to perform better and be satisfied in your job.

CONCLUSION: It is concluded that the employees are much more motivated and satisfied in their jobs when leaders offer them rewards, recognition, incentives and team-building activities. It was discovered that the respondents feel the organisation is not putting much effort into rewards and recognition.

QUESTION 6: What employee negative behaviour do you think makes managers see the need for disciplinary action? List 5 most causes you think.

CONCLUSION: It is understood by the respondents that as much as they have specific leadership style preferences, how they behave at work usually becomes a challenge for leaders. Poor performance, amongst others, has been said to be one

of the negative behaviours from employees, which leads to managers taking disciplinary action against employees.

6.3 Limitations to the Study

- The study focused on the influence of leadership styles on job satisfaction amongst employees at a landscaping organisation in the Cape Metropolis.
- The study was confined to the selected Landscaping organisation and may not be used for generalisation in the country and the different landscaping organisations.
- The participation of employees is voluntary and only conducted in the Landscaping division; therefore, the respondents selected in the study will not represent all employees at Servest (pty) ltd.

6.4 Recommendations for Future Studies

To further understand how leadership styles affect job satisfaction in subordinates, more qualitative research is advised to be conducted. The responses to the leadership questionnaires show that respondents were unsure about their answers. This is evident from the large percentage of respondents who checked the "neither satisfied nor dissatisfied" option. Therefore, one could argue that some queries were not intended to be brief. Techniques for qualitative research might eliminate some of the unknowns.

6.5 Chapter conclusion

The main focus of this study was the leadership techniques that managers frequently utilise to inspire employees to perform and increase job satisfaction. Leadership philosophies and aspects of job satisfaction were examined. In order to affect employees' job satisfaction levels and, eventually, organisational performance, it is thought that a dynamic and persuasive leadership style mix must be adopted in the organisation. One of the primary forces behind organisational success in the present and the future is thought to be leadership. Employees who are happy in their jobs are more likely to participate willingly and actively in their organisations. The ability

of a leader to sustain this chemistry is crucial. Surveys sent to staff members in the organisation's landscaping business unit served as the basis for the empirical data used in this study. As seen in the findings above, employees are more comfortable with leaders who use transformational, democratic and contingency leadership styles, as those styles allow employees to have input in some areas of decision-making and emphasise employee motivation and development.

The recommendations covered in this chapter indicate a few interventions that senior management may take into account to raise employee job satisfaction levels within the company. Keeping in mind that various programs may be thought to affect job satisfaction levels is also essential. Using the findings of this study, leaders will be better able to comprehend the traits of leadership that motivate workers to be more satisfied at work, which eventually results in the organisation's success. It was found that subordinates prefer transformational, democratic and coaching leadership styles from their leaders in order for them to be satisfied with their jobs.

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APPENDICES

Appendix A: Letter of Consent—Servest



Servest Pty Ltd.
Servest Building, Corner of Bridal Veil
Road Tugela Lane, Waterfall Logistics
Precinct, Jukskei View Ext 78, 2090.
PO Box 3452, Rivonia, South Africa

+27 11 608 3885

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Servest Connect 0860 22 55 84

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30 May 2022

To whom it may concern,

We hereby grant Ms Onke Mququ permission to conduct a research study in our organisation. Onke Mququ is a registered student for the MTech: Business Administration in Project Management at Cape Peninsula University of Technology. We are aware that the title being researched is:

"The Influence of leadership styles on job satisfaction amongst employees at a landscaping organisation in the Cape Metropolis."

We wish to note that we reserve the right to withdraw this consent should any of our confidential information and operational methodologies be exposed. We therefore expect that all information derived herein will be treated with utmost confidentiality.

Yours faithfully,

Gafley Carelse
Regional manager

Division: Landscaping, a division of Servest Proprietary Limited (Company Registration No. 1997/006391/07)
Division Directors: A Ferreira; R Gajoo; T Masuku; A Olivier
Group Chief Executive Officer: X Sizani
Directors: KJ Fine (Group Chairman)*; M Danisa*; KS Legoabe-Kgomari*;
AR Maggs*; D Naicken; ET Phokane (Chief Financial Officer); SP Sepeng*; DC Zietsman*.

THE INFLUENCE OF LEADERSHIP STYLES ON JOB SATISFACTION AMONGST EMPLOYEES AT A LANDSCAPING ORGANISATION IN THE CAPE METROPOLIS.

ORIGINALITY REPORT

19% SIMILARITY INDEX	15% INTERNET SOURCES	3% PUBLICATIONS	12% STUDENT PAPERS
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8	www.scribd.com Internet Source	<1%




January 2013

Registration of Proposal for Dissertation / Thesis

Surname	Mququ
First Names	Onke
Student number	211223662

Faculty approval:

Review Panel* (please print names)		Qualifications (and field)	
Nobuhle Liuphondo		M. A. Linguistics	
Tafadzwa Shara		M.B.A. Project Management	
Recommendations	TITLE; The Influence of leadership styles on job satisfaction amongst employees at a landscaping organisation in the Cape Metropolis APPROVED		
Signed Chair)	(Panel 	Date	25 TH AUGUST 2022

**The Panel reviews the merit and viability of the research project proposed and so must be comprised of experts in the field to be researched, and at least one member of the FRC.*

Date on which proposal was presented in the Faculty:	
Date of FRC Minutes in which recorded:	

Signed
 (Chair: Faculty Research Committee)



.....Date..... 25 August 2022...

QUESTIONNAIRE

Influence of leadership styles on job satisfaction amongst employees at a landscaping organisation in the Cape Metropolis.

The target population is landscape technicians and the below who report to a supervisor, line manager and related. The purpose is to measure leadership styles and how that impacts on job satisfaction of the subordinates. No names or markings that may be used to identify you, involvement is voluntary, you can withdraw if you are not comfortable, you are not obliged to give a reason. Confidentiality is guaranteed and no authorities will have access to your questionnaires, you are protected.

SECTION A. BIOGRAPHY

Please tick the appropriate box

1. What is your age group? *(please tick an appropriate box)*

18 – 25 years	26 – 30 years	31 – 35 years	36 years+
------------------	------------------	------------------	--------------

2. What is your current position in the organization *(please tick an appropriate box)*

Senior Manage	Site manager	Groundsman	Other
---------------	--------------	------------	-------

If other, please specify.....

3. What is your highest qualification?

No matric	Matric	Diploma	Degree +	Other
-----------	--------	---------	----------	-------

4. If other, specify.....

5. How many years of experience do you have in your current position?

0- 5years	6years- 10yea	11years – 15years	16years +
-----------	---------------	-------------------	-----------

6. How long have you worked for the organisation? (please tick an appropriate box)

0-5years	6years 10years	11years- 15years	16years+
----------	-------------------	------------------	----------

7. Share any experiences you have had in the years you have been in this industry that bring happy memories of job satisfaction.

-
-
-
-

SECTION B. LIKERT SCALE

Rank the statements on the Likert Scale below, the range is from 1-5 [1 = strongly disagree, 2 = disagree, 3 = neutral/ ambivalent, 4 = agree and 5 = strongly agree

	LEADERSHIP STYLES	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
	TRANSFORMATIONAL STYLE – leaves me to do the best I can	0	0	0	0	0
1.	Takes my input in decision making very serious.	1	2	3	4	5
2.	Leader spends enough time teaching and coaching.	1	2	3	4	5
3.	Discusses the tasks that must be completed with enthusiasm.	1	2	3	4	5

4.	Leads in a way that promotes a peaceful working environment.	1	2	3	4	5
5.	Instils pride in me and my job to keep me motivated.	1	2	3	4	5
6.	Acts in ways that build my outmost respect for him.	1	2	3	4	5
7.	My performance improves everyday due to the motivation by the manager	1	2	3	4	5
8.	Tasks are clearly allocated to us according to our abilities	1	2	3	4	5
	TRANSACTIONAL STYLE – leader who micro-manages	0	0	0	0	0
9	Assigns tasks and micro-supervises my performance to avoid costly errors	1	2	3	4	5
10	Does not allow me to make any innovation because that may result in errors	1	2	3	4	5
11	Very specific about the tasks to be performed and rewards for good performance	1	2	3	4	5
12	Who will not trust the work I do until personally inspected and is satisfied	1	2	3	4	5
13	Will not allow for room for error because projects are controlled by time and costs	1	2	3	4	5
14	A manager who said it as it is when I fail or succeed in the presence of everyone	1	2	3	4	5
15	Who rewards you for tasks well performed and punishes for poor performance	1	2	3	4	5
16	Promotes you when you excel and recognises good effort and rewards it well	1	2	3	4	5

17	Believes that you cannot be left alone to work without constant checks on you	1	2	3	4	5
18	Believes that work time is work time and no need for families feelings at work	1	2	3	4	5
	DEMOCRATICS STYLE – a good leader must	0	0	0	0	0
19	Always consult team members before making decisions on anything to be done	1	2	3	4	5
20	Values whatever I say and co-opt that into the decision to be made for operations	1	2	3	4	5
21	Must know that leadership is a collective and two heads are better than one	1	2	3	4	5
22	Remembers always that they are leading people and should start with people first	1	2	3	4	5
23	Always develop relationships if they want their work expeditiously and promptly	1	2	3	4	5
24	Focus more on people before the tasks because they have to be done by people	1	2	3	4	5
25	Allows participation by others and allows for ownership of the decision to be made	1	2	3	4	5
26	This allows ample time discussing and minimises errors in construction projects	1	2	3	4	5
	AUTOCRATIC LEADERSHIP - a good manager	0	0	0	0	0

27	Does not have to consult anyone and they should give instructions to be followed	1	2	3	4	5
28	Knows from experience what is to be done and need no consultation with anyone	1	2	3	4	5
29	A manager that consults shows weakness, and loses respect from its followers	1	2	3	4	5
30	A knowledgeable leader knows the situation should be consulted by subordinates	1	2	3	4	5
31	Autocratic leaders don't waste time discussing, they save money and they decide	1	2	3	4	5
32	Only leaders who are not sure themselves will need to confirm with others	1	2	3	4	5
33	Inexperienced project managers will consult, experience managers just get done	1	2	3	4	5
34	If you well with an autocratic leader you will most likely be reward by promotion	1	2	3	4	5
	COACHING LEADERSHIP – a good manager	1	2	3	4	5
35	Spends time organising work and tasks for easy performance subordinates	1	2	3	4	5
36	Always teaches and coaches employees to make them to perform the tasks well	1	2	3	4	5
37	Always intervenes in time when there is an employee that is under-performing	1	2	3	4	5

38	Shows maximum consideration for the subordinates' tasks and general welfare	1	2	3	4	5
39	Takes the pain to try and motivate all employees through coaching and mentoring	1	2	3	4	5
	CONTINGENCY LEADERSHIP – good manager	1	2	3	4	5
40	Does not have one leadership style for all the employees they work with	1	2	3	4	5
41	Applies different styles according to the state or condition of the team member	1	2	3	4	5
42	Will have empathy for those with special social problems without neglecting tasks	1	2	3	4	5
43	Will be harsh on those taking advantage of situations not to perform as required	1	2	3	4	5
44	Will help those genuinely struggling with aspects by coaching and mentoring them	1	2	3	4	5
45	Uses contingency – situation determines how they will respond to issues at hand	1	2	3	4	5

SECTION C. OPEN ENDED QUESTIONS

Please read this area carefully and thoroughly before filling in to prevent confusing your responses.

This section will help respondents to add crucial information not adequately covered above. Within the context of the study, you are requested to provide information you find valuable based on the different leaders you have worked with and the satisfaction, if any.

REQUEST 1; List 3 examples of a work experience where you felt recognized and appreciated by your leader after doing a good job.

1.
2.
3.

REQUEST 2; What leader behaviour patterns do you like most / influence you and get you satisfied with your work environment? Please give 5.

1.
2.
3.
4.
5.

REQUEST 3; If you were a project manager at a landscaping site, what behavioural patterns would you avoid at all costs? Give 5 only.

1.
2.
3.
4.
5.

REQUEST 4; List 5 critical behavioural patterns / styles you would/ prefer management to use to influence subordinates and make them work satisfactorily? List 5 only.

1.
2.
3.
4.
5.

REQUEST 5; List at least 3 rewards arranged by your leaders or organization to keep you motivated and how each has positively influenced you to perform better and satisfied you in your job.

1.
2.
3.

REQUEST 5; What employee negative behaviour do you think makes managers see the need for disciplinary actions? List the 5 most causes you think.

1.
2.
3.
4.
5.

THANK YOU FOR RESPONDING TO THIS – your responses remain confidential 😊

Certificate of Editing

This serves to confirm that copy-editing and proofreading services were rendered to
for a master's thesis entitled
**The Influence of leadership styles on job satisfaction amongst employees at a landscaping
organisation in the Cape Metropolis.**
by
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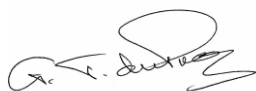
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Gerald T du Preez, PhD