THE INFLUENCE OF LEADERSHIP STYLE ON THE ORGANISATIONAL PERFORMANCE OF A SELECTED MUNICIPALITY

by

Ntabethemba Nokwe

April 2017
THE INFLUENCE OF LEADERSHIP STYLE ON THE
ORGANISATIONAL PERFORMANCE OF A SELECTED MUNICIPALITY

by

Ntabelthembha Nokwe

Submitted in partial fulfilment of the requirements for the degree of Masters in
Business Administration to be awarded at the
Nelson Mandela Metropolitan University

April 2017

Supervisor: Professor Cecil Arnolds
Co- Supervisor: Dorrington Giyose
DECLARATION

I, Ntabelthembala Nokwe, s210206241, hereby declare that:

- This work has not been previously accepted in substance for any degree and is not being concurrently submitted in candidature for any degree
- This dissertation is being submitted in partial fulfilment of the requirements for the degree of Masters in Business Administration
- This dissertation is the result of my independent work and investigation, except where otherwise stated. Other sources are acknowledged by complete referencing. A reference list is attached.

................................ Signature

Ntabelthembala Nokwe
Acknowledgements

The successful completion of this study depended greatly on the efforts and support of many individuals to whom I wish to acknowledge and sincere gratitude.

I would like to thank Jesus Christ My Saviour for granting me the strengths, endurance and ability to make a success of this treatise.

My Grandmother and mother Tryphina Nokhaya Nokwe and Cynthia Tozama Nokwe, all that I am is because of you. No word will explain the calibre and quality of women that you were. May you rest in peace!

To my lovely wife Nontuthuzelo Nokwe, for her endless support, encouragement understanding and sacrifices she continuously made to make sure that I successfully complete my studies. Thank you for being with me during these difficult times. I know that without your continued support I would not have survive this far. You are a true inspiration.

To my group members, Group EL 10.3 members Owethu Krexe, Lungelo Ketye. Your words of encouragement and continued support. The sacrifices we made, the night driving and the chilly weather we had to endure when we had group meetings in various locations. This was worth it for us and our future opportunities.

I would also like to thank the employees at the selected municipality took their time to participate in this study and provided valuable information during the data gathering phase. Not forgetting my superior Mrs Joyce Ntshinga, Sindiswa Faye subordinate for their understanding and support even when I was away from work. Thanks to secretaries of various departments for their helping hand. It is highly appreciated.

Lastly, to my supervisor Professor Cecil Arnolds and Mr Dorrington Giyose. Thank you very much for your patience, understanding and willingness to go that extra mile to provide excellent guidance and support. This would not have been possible without your guidance and words of encouragement. You are really true leaders. A big thank you to Mrs Luella van Wyk for all her assistance during the years and the promptness with which she responded to emails. May God bless you all.
ABSTRACT

South Africa’s public service faces many challenges for improved service delivery and this necessitates an administration that is committed, strong, people focused, and has the necessary skills and expertise to respond to the challenges and opportunities. Leadership in the workplace is becoming a growing challenge for institutions especially in the public service. Good leadership throughout the public and private sector is critical for building effective countries, ensuring stability and promoting economic growth. Leadership is therefore responsible for encouraging certain fundamental values that will encourage trust and reinstate credibility with the public.

The aim of the study was to investigate leadership styles that drive service delivery at a selected municipality. This was done by looking at the influence the following have on service delivery: selflessness, individualism, communalism, collectivism, cooperativeness, materialism. During literature review leadership theories were discussed to introduce the concept to the reader as well different styles of leadership together with Ubuntu as an African perspective to leadership.

The sample consisted of 103 employees at different organisational levels of a selected municipality in the Eastern Cape. The empirical results showed that only materialism was significantly and positively ($r = 0.34, p < 0.01$) related to service delivery (SD). It means by satisfying the respondents’ materialistic needs, public sector managers would increase service delivery in the selected municipality. Descriptive statistics were also calculated with regard to the prevailing levels of the targeted leadership styles in the municipality. The managerial implications of the empirical results were discussed in the study.
TABLE OF CONTENTS

CHAPTER: 1 INTRODUCTION
1.1 INTRODUCTION 1
1.2 BACKGROUND 2
  1.2.1 The international context 2
  1.2.2 National context 2
  1.2.3 Socio political context 3
1.3 PROBLEM STATEMENT 4
1.4 RESEARCH OBJECTIVES 5
1.5 CLARIFICATION OF CONCEPTS 5
1.6 HYPOTHESES 8
1.7 METHODOLOGY OF THE STUDY 8
  1.7.1 Research paradigm 8
  1.7.2 Research approach 9
  1.7.3 Research design 9
  1.7.4 Population and target population 10
  1.7.5 Sampling design 10
  1.7.6 Data collection (primary and secondary data) 11
  1.7.7 Questionnaire design 12
  1.7.8 Pilot study 12
  1.7.9 Validity and reliability 12
1.8 SIGNIFICANCE OF THE STUDY 13
1.9 CHAPTER OUTLINE 13
1.10 SUMMARY 14

CHAPTER 2: LITERATURE REVIEW
2.1 INTRODUCTION 15
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.2 THE VALUE OF UNDERSTANDING LEADERSHIP STYLES</td>
<td>15</td>
</tr>
<tr>
<td>2.3 LEADERSHIP VERSUS MANAGEMENT</td>
<td>16</td>
</tr>
<tr>
<td>2.3.1 Leadership and Management</td>
<td>17</td>
</tr>
<tr>
<td>2.4 LEADERSHIP DEFINED</td>
<td>17</td>
</tr>
<tr>
<td>2.5 THEORETICAL PERSPECTIVES ON LEADERSHIP STYLES</td>
<td>18</td>
</tr>
<tr>
<td>2.5.1 House and Mitchell Path-Goal Theory</td>
<td>19</td>
</tr>
<tr>
<td>2.5.2 Fiedler’s Contingency Model</td>
<td>20</td>
</tr>
<tr>
<td>2.5.3 Situational leadership</td>
<td>21</td>
</tr>
<tr>
<td>2.5.4 Leader-Participation Model</td>
<td>24</td>
</tr>
<tr>
<td>2.5.5 Blake and Mouton’s Managerial Grid</td>
<td>25</td>
</tr>
<tr>
<td>2.6 LEADERSHIP STYLES</td>
<td>27</td>
</tr>
<tr>
<td>2.6.1 Transformational leadership</td>
<td>27</td>
</tr>
<tr>
<td>2.6.1.1 Components of Transformational leadership</td>
<td>28</td>
</tr>
<tr>
<td>2.6.1.2 Transformational leadership in the workplace</td>
<td>30</td>
</tr>
<tr>
<td>2.6.2 Servant leadership</td>
<td>30</td>
</tr>
<tr>
<td>2.6.3 Authoritarian leadership</td>
<td>31</td>
</tr>
<tr>
<td>2.6.4 Democratic leadership</td>
<td>32</td>
</tr>
<tr>
<td>2.6.5 Laissez- faire leadership</td>
<td>32</td>
</tr>
<tr>
<td>2.7 MANAGERIAL EFFECTIVENESS AND LEADERSHIP</td>
<td>33</td>
</tr>
<tr>
<td>2.8. THE RELATIONSHIP BETWEEN LEADERSHIP STYLE AND JOB PERFORMANCE</td>
<td>33</td>
</tr>
<tr>
<td>2.9 UBUNTU</td>
<td>35</td>
</tr>
<tr>
<td>2.9.1 Ubuntu versus Leadership as an African Perspective</td>
<td>37</td>
</tr>
<tr>
<td>2.9.2 Difference between Ubuntu and Western leadership</td>
<td>38</td>
</tr>
<tr>
<td>2.9.3 Ubuntu and the ‘Collective Fingers Theory’</td>
<td>38</td>
</tr>
<tr>
<td>2.9.4 Ubuntu and Values-Based Leadership</td>
<td>41</td>
</tr>
<tr>
<td>2.9.5 Service delivery, Team effectiveness and social values of Ubuntu</td>
<td>43</td>
</tr>
<tr>
<td>2.10 ORGANISATIONAL PERFORMANCE</td>
<td>44</td>
</tr>
<tr>
<td>2.10.1 Principles of Performance Management</td>
<td>46</td>
</tr>
<tr>
<td>2.11 LEGISLATIVE AND POLICY FRAMEWORK REGULATING PERFORMANCE MANAGEMENT IN LOCAL GOVERNMENT</td>
<td>47</td>
</tr>
<tr>
<td>2.11.1 The Constitution of the Republic of South Africa</td>
<td>48</td>
</tr>
</tbody>
</table>
2.11.2 The White Paper on Transformation of the Public Service (WPTPS) 48
2.11.3 The White Paper on Local Government 1998 48
2.11.4 The Local Government: MUNICIPAL SYSTEMS ACT, Act No 32 of 2000 (MSA) 49
2.11.5 Performance Management Guidelines for Municipalities, 2001 49
2.11.6 The Local Government: MUNICIPAL PLANNING AND PERFORMANCE MANAGEMENT REGULATIONS, 2001 49
2.11.7 Municipal Performance Regulations for Municipal Managers and Managers directly accountable to Municipal Managers 50

2.12 LITERATURE SYNTHESIS 50
2.13 CHAPTER SUMMARY 51

CHAPTER 3: RESEARCH METHODOLOGY AND EMPIRICAL RESULTS 53

3.1 INTRODUCTION 53
3.2 RESEARCH PROCESS 53
3.2.1 Research philosophy 54
3.2.2 Research approach 55
3.3.3 Research strategy 57
3.3.3.1 Grounded theory 57
3.3.3.2 Case study 57
3.3.3.3 Phenomenology 57
3.3.3.4 Ethnography 58
3.3.3.5 Narrative research 58
3.3.3.6 Survey strategy 58
3.3 METHODOLOGY OF THE STUDY 59
3.3.1 Population 59
3.3.2 Sampling design 60
3.3.3 Data collection process 60
3.3.4 Questionnaire design 61
3.3.5 Ethical considerations of the research project 63
3.4 DATA COLLECTION PROCESS 63
3.5 DEMOGRAPHIC COMPOSITION OF SAMPLE 64
3.5.1 Gender 64
3.5.2 Age 65
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.5.3. Education</td>
<td>66</td>
</tr>
<tr>
<td>3.5.4 Length of service (tenure)</td>
<td>67</td>
</tr>
<tr>
<td>3.5.5. Work experience</td>
<td>68</td>
</tr>
<tr>
<td>3.6 THE EMPIRICAL RESULTS (Chapter 4)</td>
<td>70</td>
</tr>
<tr>
<td>3.6.1 Validity of the measuring instruments</td>
<td>70</td>
</tr>
<tr>
<td>3.6.2 Reliability of the measuring instruments</td>
<td>71</td>
</tr>
<tr>
<td>3.7 DATA ANALYSIS</td>
<td>73</td>
</tr>
<tr>
<td>3.8 CHAPTER SUMMARY</td>
<td>75</td>
</tr>
<tr>
<td><strong>CHAPTER 4: DESCRIPTIVE STATISTICS - EMPIRICAL RESULTS</strong></td>
<td></td>
</tr>
<tr>
<td>4.1 INTRODUCTION</td>
<td>77</td>
</tr>
<tr>
<td>4.2 DESCRIPTIVE STATISTICS ON SELFLESSNESS</td>
<td>77</td>
</tr>
<tr>
<td>4.3 DESCRIPTIVE STATISTICS ON INDIVIDUALISM</td>
<td>79</td>
</tr>
<tr>
<td>4.4 DESCRIPTIVE STATISTICS: COLLECTIVISM</td>
<td>81</td>
</tr>
<tr>
<td>4.5 DESCRIPTIVE STATISTICS: COMMUNALISM</td>
<td>83</td>
</tr>
<tr>
<td>4.6 DESCRIPTIVE STATISTICS: COOPERATIVENESS</td>
<td>85</td>
</tr>
<tr>
<td>4.7 DESCRIPTIVE STATISTICS: COMPETITIVENESS</td>
<td>88</td>
</tr>
<tr>
<td>4.8 DESCRIPTIVE STATISTICS: MATERIALISM</td>
<td>91</td>
</tr>
<tr>
<td>4.9 DESCRIPTIVE STATISTICS: SERVICE DELIVERY</td>
<td>94</td>
</tr>
<tr>
<td>4.10 SUMMARY</td>
<td>96</td>
</tr>
<tr>
<td><strong>CHAPTER 5: FINDINGS, RECOMMENDATIONS AND CONCLUSION</strong></td>
<td></td>
</tr>
<tr>
<td>5.1 INTRODUCTION</td>
<td>97</td>
</tr>
<tr>
<td>5.2 OVERVIEW OF THE STUDY</td>
<td>97</td>
</tr>
<tr>
<td>5.3 LIMITATIONS OF THE STUDY</td>
<td>98</td>
</tr>
<tr>
<td>5.4 SUMMARY OF FINDINGS</td>
<td>98</td>
</tr>
<tr>
<td>5.4.1 Selflessness</td>
<td>99</td>
</tr>
<tr>
<td>5.4.2 Individualism</td>
<td>99</td>
</tr>
<tr>
<td>5.4.3 Collectivism</td>
<td>100</td>
</tr>
<tr>
<td>5.4.4 Communalism</td>
<td>100</td>
</tr>
<tr>
<td>5.4.5 Cooperativeness</td>
<td>100</td>
</tr>
<tr>
<td>5.4.6 Competitiveness</td>
<td>101</td>
</tr>
<tr>
<td>5.4.7 Materialism</td>
<td>101</td>
</tr>
<tr>
<td>5.5 RECOMMENDATIONS</td>
<td>102</td>
</tr>
<tr>
<td>5.6 OPPORTUNITIES FOR FURTHER RESEARCH</td>
<td>102</td>
</tr>
<tr>
<td>6 LIST OF SOURCES</td>
<td>103</td>
</tr>
</tbody>
</table>
# LIST OF FIGURES

<table>
<thead>
<tr>
<th>Figure 1.1: Proposed Hypothesised Model</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Figure 2.1: Life Cycle Theory</td>
<td>22</td>
</tr>
<tr>
<td>Figure 2.2: Relationship amongst leadership Variables</td>
<td>24</td>
</tr>
<tr>
<td>Figure 2.3: Blake and Mouton managerial grid</td>
<td>26</td>
</tr>
<tr>
<td>Figure 2.4: Behaviours or Components of Transformational Leadership</td>
<td>28</td>
</tr>
<tr>
<td>Figure 2.5: Collective Fingers</td>
<td>39</td>
</tr>
<tr>
<td>Figure 2.6: Shared values of Ubuntu and Batho Pele Principles</td>
<td>39</td>
</tr>
<tr>
<td>Figure 2.7: <em>Ubuntu</em> and values-based leadership</td>
<td>43</td>
</tr>
<tr>
<td>Figure 2.8: Performance Management Process</td>
<td>45</td>
</tr>
<tr>
<td>Figure 3.1: The Research Onion</td>
<td>53</td>
</tr>
<tr>
<td>Figure 3.2: Gender of respondents</td>
<td>65</td>
</tr>
<tr>
<td>Figure 3.3 Age distribution of respondents</td>
<td>66</td>
</tr>
<tr>
<td>Figure 3.4: Educational Levels of respondents</td>
<td>67</td>
</tr>
<tr>
<td>Figure 3.5: Length of service of respondents (tenure)</td>
<td>68</td>
</tr>
<tr>
<td>Figure 3.6: Experience of respondents (years)</td>
<td>69</td>
</tr>
<tr>
<td>Figure 4.1: Selflessness</td>
<td>79</td>
</tr>
<tr>
<td>Figure 4.2: Individualism</td>
<td>81</td>
</tr>
<tr>
<td>Figure 4.3: Collectivism</td>
<td>82</td>
</tr>
<tr>
<td>Figure 4.4: Communalism</td>
<td>85</td>
</tr>
<tr>
<td>Figure 4.5: Cooperativeness</td>
<td>88</td>
</tr>
<tr>
<td>Figure 4.6: Competitiveness</td>
<td>91</td>
</tr>
<tr>
<td>Figure 4.7: Materialism</td>
<td>94</td>
</tr>
<tr>
<td>Figure 4.8: Service delivery</td>
<td>96</td>
</tr>
</tbody>
</table>
# LIST OF TABLES

Table 2.1: Leader and Management Traits 17  
Table 3.1: Demographic data collected 64  
Table 3.2: Gender response rate 65  
Table 3.3: Age group response rate 66  
Table 3.4: Education levels 67  
Table 3.5: Length of service of respondents (tenure) 68  
Table 3.6: Experience of respondents (years) 69  
Table 3.7: Reliability of measuring instrument – Cronbach’s Alpha 73  
Table 3.8: Relationship between organisational performance, selflessness, individualism, collectivism, communalism, cooperativeness, competitiveness and materialism – empirical results 74  
Table 3.9: Pearson correlation results 75  
Table 4.1: Descriptive statistics: Selflessness 78  
Table 4.2: Descriptive statistics: Individualism 80  
Table 4.3: Descriptive statistics: Collectivism 83  
Table 4.4: Descriptive statistics: Communalism 84  
Table 4.5: Descriptive statistics: Cooperativeness 86  
Table 4.6: Descriptive statistics: Competitiveness 89  
Table 4.7: Descriptive statistics: Materialism 92  
Table 4.8: Descriptive statistics: Service delivery 95
# LIST OF APPENDIXES

<table>
<thead>
<tr>
<th>Appendix</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>APPENDIX A</td>
<td>Letter for questionnaire</td>
<td>118</td>
</tr>
<tr>
<td>APPENDIX B</td>
<td>Questionnaire</td>
<td>119</td>
</tr>
<tr>
<td>APPENDIX C</td>
<td>Ethical clearance approval (Form E)</td>
<td>122</td>
</tr>
</tbody>
</table>
CHAPTER 1

SCOPE OF THE STUDY

1.1 INTRODUCTION

Good leadership throughout the public and private sector is critical for building effective countries, ensuring stability and promoting economic growth (Leftwich and Hogg, 2007:3). As a result of this, organisations have become more dynamic and are no longer static, but constantly changing for survival. These perpetual changes in organisations force leaders to change their leadership behaviour and styles so as to adopt leadership styles that are consistent with the new environment (Servaes, 2009). Kanyane (2010:78) posits that South Africa’s public service faces many challenges for improved service delivery and this necessitates an administration that is committed, strong, people focused, and has the necessary skills and expertise to respond to the challenges and opportunities. Organisation for Economic Co-operation and Development (OECD, 2001) asserts that leaders are required to solve problems and challenges related to a specific environment and act in a manner that will serve public interest.

In order to improve performance in organisations, appropriate leadership styles are required along with the necessary resources to support intended changes (Rehman, Shareef, Mahmood and Ishaque, 2012). The changing scenario calls for on-going revitalisation and transformation of organisations to meet the competitive challenges ahead. The quality of leadership represents a valuable source of organisational improvement and competitive advantage (Singh and Bhandarkar, 2002). Such changes in the global world have encouraged researchers and organisations to study and focus their attention on leadership and its effect on organisational performance. Modern public sector leaders should adopt a style that supports employees, provides them with a vision, cultivates hope, encourages them to think innovatively, individualises consideration and broadens communication. All these factors are important features of good leadership.
This research study attempts to address how leadership style influences the organisational performance of a selected municipality.

1.2 BACKGROUND OF THE STUDY

In the public sector, leaders are mandated to solve problems and challenges related to a specific environment and act in a manner that will serve the interest of the public. In light of the foregoing statement it is important to give a brief explanation of the contexts within which the public servants operate. The next sections provides some necessary background regarding the public service.

1.2.1 The international context

Public service institutions are faced with major challenges to appropriately respond to the demands of society. Bolton (2003) argues that the current environments are characterised by perpetual change and increasing intricacy, and also, the criteria in terms of which the accomplishments of public services are measured are ever shifting (Bolton, 2003, p.21). Brignall and Modell (2002) also argue that methods such as speed, innovation, flexibility, responsiveness, value add, cost effectiveness and quality are becoming gradually important in delivery of services (Brignall and Modell, 2002, p.281). Governments worldwide are putting in place restructuring programmes that focus on transforming their public service institutions to respond to this dynamic environment.

1.2.2 National context

South African public sector organisations are facing extraordinary pressure to improve service quality while gradually lowering their costs, and at the same time they are expected to become more accountable, customer-focused and responsive to stakeholder needs (RSA, 2009).

The National Planning Commission (NPC, 2011), through the National Development Plan, argues that South Africa requires a “capable state” that is sufficiently capable and effective to enable people to largely have faith in the services it delivers.
The National Development Plan (NDP) identified the following challenges facing the country, namely: too few South Africans are employed; the quality of education for poor black South Africans is substandard and poorly located; and inadequate infrastructure limits social inclusion and faster economic growth. The NDP further postulated that, in addition to the current challenges, there is South Africa’s growth path, which is highly resource-intensive, hence unsustainable; spatial challenges continue to marginalise the poor; the ailing public health system confronts a massive disease burden; the performance of the public service is uneven and corruption undermines state legitimacy and service delivery (NPC, 2011, p.3).

1.2.3 Socio-political context

In the South African context, the transformation process, starting from 1994 and arising from the historic end of apartheid, created significant demands on leaders of all organisations and in all sectors of society (Nkomo and Kriek, 2011, p.453). The resulting reforms included a drastic restructuring of an entire society and system of government, the result of which is National, Provincial and Local spheres of government. In addition to this, organisations were also rapidly exposed to the global business landscape accompanied by the external forces of globalisation which place enormous demands on leadership (Hamel, 2008, p.114).

According to MacCarthaigh (2008, p.12), public service delivery is defined as the provision of public goods and social and economic services to the citizens that require or need them, whilst public servants are defined as servants of the public, their organisations they serve and the law they are meant to uphold. McLennan (2009) states that in the case of South Africa, after apartheid, government provision of services is connected to the large responsibility of redistribution, social justice, poverty alleviation and economic growth. Furthermore, given that service delivery is associated with redistribution, the risk of non-delivery is high, especially since they define a power relationship between the state, citizens and the economy.
1.3 PROBLEM STATEMENT

The NPC (2012, p.2) highlights several challenges that the country faces and recognises the need for a higher performing and efficient public service. Furthermore, the inability of the public service to deliver the basic services is further aggravated by the high levels of corruption, nepotism and unethical behaviour (Nengwekhulu, 2009, p.341).

The White Paper on Local Government (1998) gives a background on service delivery and further mentions that there was a organised under-investment in municipal infrastructure in Black areas. This deprived millions of people access to basic services including water, sanitation, refuse collection and road infrastructure. Basic services improve the quality of life of citizens, and increase their social and economic opportunities by promoting health and safety, facilitating access and promoting new productive activities (White Paper on Local Government, 1998; Mpofu and Hlatywayo, 2014). An analysis of service delivery protests and petitions submitted through the office of the speaker at select Municipality points out that there is an under performance by municipality in the provision of services, especially houses (Petitions Report, 2015).

Leadership is therefore responsible for encouraging certain fundamental values that will encourage trust and reinstate credibility with the public. This is further supported by Dukakis and Portz (2011:4) who posited that public sector leaders are needed to both inspire and manage the implementation of government policies with a high degree of integrity and competence.

In the light of the background and problem statement, the aim of the research was therefore to investigate the influence of leadership styles on the organisational performance of a selected municipality.

Against the background of the problem statement, the main question that arises therefore is the following:
What influence does leadership style have on the organisational performance (service delivery) of a selected municipality?

Given the above-mentioned main research question, the study explored the following secondary research questions in the context of a selected municipality:

- What effects do leadership theories have on organisational performance?
- What importance and relevance do employees attach to leadership values?
- Is there a relationship between these leadership styles and organisational performance?
- Can various leadership styles be applied in different situations in an organisation to ensure optimum results?

1.4 RESEARCH OBJECTIVES

The primary objective is to investigate leadership styles that drive service delivery (organisational performance) at a selected municipality.

In order to achieve the primary objective of the study, the following secondary objectives were explored:

- To examine how various leadership theories affect organisational performance.
- To investigate the effect leadership values have on leadership styles.
- To analyse how successful the selected municipality is at implementing service delivery.
- To examine various legislative imperatives relevant to local government.
- To determine the relationship between leadership styles and organisational performance.

1.5 CLARIFICATION OF CONCEPTS

The following concepts require clarification to the reader:
**Ubuntu:** Ubuntu can be defined as humaneness, a pervasive spirit of caring and community, harmony and hospitality, respect and responsiveness that individuals and groups display for one another (Mangaliso, 2001; Theletsane, 2012). Ubuntu means humaneness and the philosophy of ubuntu includes mutual support and respect, interdependence, unity, collective work and responsibility (King III Report, 2009, p.23).

**Leadership:** Lock, Wheeler, Bernard and Cooper define leadership as getting the right things done with and through other people (Lock, Wheeler, Bernard and Cooper, 2005). Costanzo, (2005) defines leadership as an art and science which involve the process of enabling followers to reach set targets.

Kinicki and Kreitner (2009) define leadership as a social influence process in which the leader seeks the voluntary participation of subordinates in an effort to reach organisational goals. This means that leadership involves more than wielding power and exercising authority and is put on display at different levels of an organisation. Kinicki and Kreitner (2009), in qualifying the above statement, argue that leadership is demonstrated at an individual as well as group level. At an individual level leadership involves mentoring, coaching, inspiring, and motivating, whilst at the organisational level, leaders build teams, create cohesion, and resolve conflict, consequently building culture and creating change. This study will adopt Kinicki and Kreitner’s (2009) definition of leadership as it is more comprehensive and more relevant to the variables under study.

**Transformational leadership:** is the leader who causes those led to feel a sense of admiration, trust, loyalty and gratitude towards the leader and that drives them to work beyond expectation.

**Selflessness:** is having little or no concern for oneself especially with regard to fame, position, money etcetera (think less about yourself, and more about others).

**Individualism:** is a social theory favouring freedom of action for individuals over collective or state control.
Collectivism: is a personal or social orientation that emphasises the good of the group, community or society over and above individual gain.

Communalism: is a principle of political organisations, based on federal communes. It promotes allegiance to one’s ethnic group rather than to the wider society.

Cooperativeness: is a personality trait concerning the degree to which people are generally agreeable in their relations with other people.

Competitiveness: is the ability and performance of a firm (organisation) to sell and supply goods and services in a given market, compared to the ability and performance of other firms in the same market.

Materialism: is the love for material things; people then use people and love things when in fact, they should love people and use things.

Performance management: refers to the ability of an enterprise to achieve such objectives as high profit, quality products, large market share, good financial results and survival at a pre-determined time using a relevant strategy.

1.6 HYPOTHESES

Given the objectives of the study, the following null hypotheses were formulated:

Hθ₁: There is no significant relationship between selflessness and service delivery.
Hθ₂: There is no significant relationship between individualism and service delivery.
Hθ₃: There is no significant relationship between communalism and service delivery.
Hθ₄: There is no significant relationship between collectivism and service delivery.
Hθ₅: There is no significant relationship between cooperativeness and service delivery.
Hθ₆: There is no significant relationship between competitiveness and service delivery.
Hθ₇: There is no significant relationship between materialism and service delivery.

Below is the graphic representation depicting the hypothesised model:
1.7 METHODOLOGY OF THE STUDY

Saunders, Lewis and Thornhill (2009) posit that research methodology is employed to formulate a plan in order to answer research questions and meet research objectives of a study.

1.7.1 Research paradigm

Saunders et al. 2009 say that, included in the research methodology is the research philosophy, research approach, strategies, as well as the data collection method and data analysis as these are part of the research. Research philosophy can be viewed as the creation of knowledge and the secondary nature of the said knowledge (Saunders et al., 2009). Research philosphy provides the researcher with a step by step guide as to the manner in which research may be carried out, by outlining how the world is perceived by the researcher, what constitutes reality, the understanding of the reality as well as the methods that may be employed to gather more knowledge on the reality (Saunders et al., 2009).

Collis and Hussey (2009, p.55) define a research paradigm as a charter that guides how research should be conducted, based on people’s philosophies and their
assumptions about the world and the nature of knowledge. Collis and Hussey (2009) further indicate that there are two main research paradigms: positivism and interpretivism.

**Positivism** is premised on the belief that the natural world may be viewed in the same manner as the social world (Collis and Hussey, 2009, p.56). **Interpretivism** is premised on the belief that human beings cannot be separated from the social environment in which they live (Collis and Hussey, 2009). Collis and Hussey (2009) also explain that interpretivistic research “involves an inductive process with a view to providing an interpretive understanding of social phenomena within a particular context.” Notwithstanding this, Collis and Hussey (2009) argue that a researcher’s paradigm, methodology and methods may represent a composite of the theoretical assumptions of the two paradigms, but a quality research strategy will always reflect the core assumptions of either the positivistic or interpretivistic paradigms. Since individuals were surveyed in an effort to get their opinion on variables being tested, positivism was the ideal approach for the study.

### 1.7.2 Research approach

A research approach may be either inductive, deductive, or a hybrid of these approaches (Saunders et al., 2009). Saunders *et al.* indicate that the choice of research approach is important as it assists the researcher to make well-informed decisions regarding the research design, as well as which research strategy will best work for the purpose of a particular study. A deductive research approach entails developing theories or hypotheses (Crowther and Lancaster, 2008) and then rigorously testing these using an empirical study (Saunders *et al.*, 2009). Both the inductive and deductive research approaches were used in this study.

### 1.7.3 Research design

This study followed both a qualitative and quantitative research approach. Quantitative research is defined as a category of research in which findings are presented numerically, characteristically as descriptive and inferential statistics (Goodwin and
Horowitz, 2002). Quantitative research also guides the researcher when collecting and analysing and interpreting data and giving meaning to it. The research instrument was a questionnaire consisting of closed-ended questions. This study was descriptive in nature, the aim was to determine the relationship between different constructs, one construct (an independent variable) and another (a dependent or outcome variable) in a population.

1.7.4 Population and target population

Collis and Hussey (2003) define a population or universe as a body of people or a whole group or any collection of items under consideration for the research purpose. The population for this study consisted of all administrative employees of the selected Municipality. The population consists of 267 employees. This includes the managers directly accountable to the municipal manager (including municipal manager), senior manager, managers reporting to them, secretaries and all administrative employees at a select municipality.

1.7.5 Sampling design

A sample is a subset of a population (Collis and Hussey, 2009). In a positivist study a random sample is chosen to provide an unbiased subset that represents the population. Researchers normally use a sample, which is a small part of the population with the same attributes as those in the entire population. According to Welman and Kruger (2001), a representative sample is a miniature image of the population. The primary idea of sampling is that, by selecting some elements of a population, the researcher can draw conclusions about the entire and defined group of elements of the target population (Creswell, 1994).

In order to allow results from a random sample to be generalised, the minimum sample size is higher for a small population than it is for a large population (Collis and Hussey, 2009)

In a systematic sampling method the population is divided by the required sample size (n), and the sample is chosen by taking every ‘nth’ subject. A number is randomly
chosen between 1 and the nth. Thereafter, choose every nth number until the number of subjects equal to the sample size, are chosen. Stratified sampling takes into account each identifiable strata of the population. This is done to avoid the problem that a simple random sample might result in some members of the population being significantly under or over represented (Collis and Hussey, 2009, p.212).

In Convenience sampling, units are selected to suit the convenience of the researcher. Respondents are included in the sample if they happen to be in the right place at the right time (Wegner, 2008). Wegner (2008) further asserts that this sampling method is generally not representative of the target population and therefore findings cannot be validly generalised to the broader target population.

In Simple random sampling, every member in the target group has an equal chance of being selected. The population is relatively homogenous. This means that different sub groups within the population are likely to provide similar responses (Wegner, 2008).

Simple random sampling was used to select the sample from the population in this study. The selected municipality has a total of 367 employees, and of this number, only 221 can respond to a questionnaire based on their level of education. A sample of 103 was selected. The total population at the selected municipality means this requirement is sufficiently covered. The sample size of 103 equals 47 percent of the population.

1.7.6 Data collection (primary and secondary data)

Collis and Hussey (2009) identify two main sources of data: primary and secondary. Primary data is data collected at the source in an uncontrolled situation by asking questions or making observations. Secondary data is data that already exists. Data for this study was collected using primary and secondary data collection methods. Primary data collection was done by means of a self administered questionnaire distributed to a sample of the selected municipality’s employees. The secondary data collection was done through a desktop literature overview, using journal articles, books and the internet.
Data was collected using a questionnaire with a Likert-type scale, using a 5 point rating (1) strongly disagree to (5) strongly agree, distributed to employees of the selected municipality. Literature was also reviewed to investigate what previous researchers say about the variables under study.

1.7.7 Questionnaire design

A questionnaire was designed to test the variables under study. A Likert scale was used in the questionnaire with a 5 point rating, from (1) strongly disagree to (5) strongly agree. The questionnaire was distributed to the selected sample, which was considered to be a fair representation of the population.

1.7.8 Pilot study

A pilot study was conducted by sending the questionnaire to two subject-specific experts. The questionnaire was improved, and then sent to the respondents.

1.7.9 Validity and reliability

Leedy (1997:35) defines reliability as the consistency with which a measuring instrument performs. Joppe (2000, in Golafshani, 2003)), defines reliability as the extent to which results are consistent over time, an accurate representation of the total population under study is referred to as reliable, and if the results of a study can be reproduced under a similar methodology, then the research instrument is considered to be reliable.

Joppe (2000, in Golafshani, 2003), explains validity to say it determines whether the research truly measures that which it was intended to measure or how truthful the research results are. In other words, does the research instrument allow you to hit “the bull’s eye” of your research object? Collis and Hussey (2003:58) state that validity is the extent to which the research findings accurately represent what is really happening in the situation. The questionnaire was given to two subject experts, the supervisors
as well as a statistician and, by so doing, the questionnaire was subjected to a pilot study in an effort to assess validity.

1.8 SIGNIFICANCE OF THE STUDY

Municipal institutions are facing distinctive challenges as well as frequent environmental changes as they endeavour to meet the human resource demands (Knutsson, Mattison, Ramberg and Tagesson, 2008; Mpofu and Hlatywayo, 2014). It is therefore envisioned that the results of the present study will encourage the selected municipality to adopt appropriate leadership styles that can influence organisational performance.

Furthermore, the present study contributes to the body of knowledge by augmenting the available literature on the relationship between leadership styles, theories and organisational performance in the local municipal context.

1.9 CHAPTER OUTLINE

The study comprises the following chapters:
Chapter 1: Introduction
This chapter contextualises the research study. It introduces the background of the study, the research problem and research questions. It also outlines the research methodology that was applied.

Chapter 2: Literature review
The literature review chapter provides an overview of leadership by looking at the theoretical perspectives of leadership as well leadership styles. It includes an overview of leadership, Ubuntu as an African perspective and the collective finger’s theory. The chapter further look at organisational performance, legislative framework relevant to the local sphere of government as well as performance management.

Chapter 3: Research design and methodology
In order to facilitate the accurate reproduction of this study in future, this chapter will outline and develop the research methodology employed in this study. This includes research philosophy, approach and strategy. Data analyses of the empirical results will also be reported in this chapter.

Chapter 4: Descriptive statistics of empirical results
This chapter will present and discuss the empirical results received from the questionnaires.

Chapter 5: Research findings, recommendations and conclusion
The findings of the study were discussed and conclusions drawn therefrom. Recommendations emanating from the study were detailed including recommendation for future research.

1.10 CHAPTER SUMMARY
In this chapter, the author provided an overview of the composition of the research paper. This included the background to the study, as well as a contextualisation thereof. The main and secondary research questions and objectives were outlined, and the significance of the research explained. An overview of the research
methodology was provided, as well as the significance of the study. Key concepts have been defined and the overall structure of the treatise was presented.

Chapter two, reviews literature on the relevant leadership theories, leadership styles, *Ubuntu* as an African perspective in leadership and organisational performance.
CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

The preceding chapter highlighted the fundamental issues addressed in the study. This chapter reviews the body of literature relevant to the investigation of leadership styles and their effect on achievement of organisational goals. This will include a review of *Ubuntu* and *Batho Pele* principles and how they affect organisational performance. Furthermore, this chapter will predominantly focus on the significance of leadership, the adoption of leadership styles that aptly suit the workforce and thus enhance performance and organisational efficiency. The chapter will define key terms used in the study, focus on the theoretical framework, unveil an assessment of a body of research that addresses the research question and also review literature regarding the constructs under investigation.

The literature review commences with a discussion of the value of understanding leadership, exploration of prominent leadership theories, and leadership styles. It further explores the relationship between leadership styles and job performance. Leadership theories and leadership styles are important in understanding the leadership within the context of the municipality. It further looks at Ubuntu as a style of leadership as well as contrasting it to the western way of leadership. This is important to understand, as it exposes the reader to the various traits that can be employed by leaders. Flowing from this evaluation of leadership, a discussion of organisational performance, performance management and its legislative imperatives will follow.

2.2 THE VALUE OF UNDERSTANDING LEADERSHIP STYLES

Getting individuals to work on a common objective is not easy. The leader must know when and how to orchestrate the other intellectual capabilities. People tend to have
deficiency skills in problem-solving and different thinking, as well as the capability to produce innovative solutions to complex problems (Jones and Rudd, 2007).

It is critical to note the above notion that leaders need to possess a good understanding of leadership styles as well as good organising skills, so that different capabilities possessed by team members can be put to better use in an effort to achieve the best results, which is of utmost importance.

Rafiq Awan and Mahmood (2010) explored leadership style, organisational culture and organisational performance in university libraries of Pakistan. Using a t-test, Chi-square and ANOVA to test hypotheses, they found that library professionals were familiar with any association amongst leadership style, organisational culture and job commitment at their workplace. Most perceived that their chief librarians had an autocratic style of leadership and libraries tend to adopt an achievement and bureaucratic culture. Most of the library professionals seemed to be highly committed to their organisations. They concluded that most library professionals were in favour of the prevailing leadership style, as it created a result-oriented culture. The study's findings are useful to understand leadership style and organisational performance in the workplace.

In the light of the above it can be inferred that there is a strong link between leadership style and organisational performance. When employees understand and accept the leadership style employed by their leaders, they are able to perform, and when they perform, organisations also perform.

2.3 LEADERSHIP VERSUS MANAGEMENT

Bagrain, Cunningham, Pieterse-Landman, Potgieter and Viedge. (2011) assert that leaders add an inspirational and emotional dimensions to the organisation by creating a shared vision and inspiring people to become passionate about achieving that vision. Managers, on the other hand, are responsible for developing and implementing plans and budgets to effectively achieve the strategic objectives of the organisation. The table below depicts some of the differences (Bagrain et al., 2011; Ruta and Ruta, 2011).
2.3.1 Leadership and Management

The following table shows that it is not enough for one to have management traits only, a combination of both leader and manager characteristics are necessary for the attainment of organisational objectives. More emphasis is put on the leader’s traits where they initiate change, inspire followers, to mention but a few.

Table 2.1: Leader and management traits

<table>
<thead>
<tr>
<th>Leaders</th>
<th>Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiate change</td>
<td>Implement change</td>
</tr>
<tr>
<td>Develop</td>
<td>Maintain</td>
</tr>
<tr>
<td>Inspire people</td>
<td>Monitor people</td>
</tr>
<tr>
<td>Do the right things</td>
<td>Do things right</td>
</tr>
<tr>
<td>Assume a long term perspective</td>
<td>Act reactively</td>
</tr>
</tbody>
</table>

Source: (Bagraim et al., 2011)

2.4 LEADERSHIP DEFINED

Leadership is the ability to inspire confidence and give support to the people who are needed to achieve organisational goals (DuBrin, 2010). Lam and O'Higgins (2012) emphasise the importance of leadership style to managers. Leadership is not found only among people in high level positions. It is needed in all levels in an organisation and can be practiced to some extent even by a person not assigned to a formal leadership position. DuBrin (2010) further supports this notion and argues that a junior accountant may take the initiative to suggest to management that they need to be more careful about what they classify as a true sale. Change needs to come about from leaders at lower levels, rather than relying exclusively on leadership from the top. Top management needs to invite suggestions and initiatives from lower lever employees to make them feel part of the decisions.
Kinicki and Kreitner (2009) define leadership as a social influence process in which the leader seeks the voluntary participation of subordinates in an effort to reach organisational goals. This means that leadership involves more than wielding power and exercising authority and is put on display at different levels of an organisation.

Kinicki and Kreitner (2009), in qualifying the above statement argue that leadership is demonstrated at an individual as well as group level or organisational level. At an individual level leadership involves mentoring, coaching, inspiring, and motivating individuals. At the organisational level leaders build teams, create cohesion, and resolve conflict; consequently building organisational culture and creating change. Lock et al. define leadership as getting the right things done with and through other people (2005).

Costanzo (2005) defines leadership as an art and science, which involves the process of enabling followers to reach set targets. Kinicki and Kreitner’s (2009) definition of leadership is commensurate with how Ubuntu perceives leadership and the positive effect it has on the achievement of organisational goals. The definition looks at individual and group efforts in an endeavour to achieve organisational goals.

2.5 THEORETICAL PERSPECTIVES ON LEADERSHIP STYLES

Creating a high-performance workforce has become increasingly important and to do so, business leaders must be able to motivate organisational members to go beyond their task requirements. The extent to which members of an organisation contribute to harnessing the resources of the organisation equally depends on how well the managers (leaders) of the organisation understand and adopt an appropriate leadership style in performing their roles as managers and leaders. Thus, efficiency in resource mobilisation, allocation, utilisation and enhancement of organisational performance depends, to a large extent, on leadership style, among other factors. Different theories of leadership will be examined as well as leadership styles in trying to identify a suitable style relevant to the study.
2.5.1 House and Mitchell Path-Goal Theory

This model was principally developed by House in 1996; the major premise of this model is that the path-goal theory reflects the history of organisational behaviour. Polston-Murdoch (2013) suggested that motivation at a workplace plays an essential role in the overseeing of subordinate interaction, which is reinforced by the path-goal theory. This theory was developed from the background that irregularities, as a method of integration, are subordinate to satisfaction and performance. The theory is concerned with the relations between leader and subordinates in their daily activities (House, 1996; Malik, 2012).

Knight, Shteynberg and Hanges (2004) posit that:

“Followers consciously consider alternative courses of action and assess the likelihood that each course of action will yield desirable as well as undesirable outcomes. After consciously considering these alternative actions, proponents of the theory propose that followers act in a manner they believe will maximize the attainment of positive outcomes while minimizing the attainment of negative outcomes.”

The theory assumes that subordinates are balanced and operate in a self-serving manner: when placed in unaccustomed conditions individuals become uncomfortable which leads to tension or confusion on how to execute a task and how the roles will be assessed; and when role ambiguity is reduced, the performance of subordinates is enhanced and in turn leads to subordinate satisfaction (Knight, Shteynberg, and Hanges, 2004).

Polston-Murdoch (2013) acknowledged that: (a) assistants’ satisfaction, (b) subordinates’ prospects of their leaders, and (c) subordinates’ potential for effective performance are conducts that increase subordinates’ motivation.

The above theory is a good theory if applied wisely as it stresses the subordinate’s satisfaction and the prospect of them being leaders, which can easily lead to their performance improving, consequently organisational performance improving.
2.5.2 Fiedler's Contingency Model

Fielder's contingency theory is one which dovetails with Hersey and Blanchard's theory. However, both are derived from behavioural theory, and both argue that leadership styles must vary to fit the situation (Stone and Patterson, 2005). Therefore this theory promotes the employment of different leadership styles, which vary from situation to situation. These theories match the type of leadership style to the situation. Effective leadership style depends on situational contingencies, which determine the nature of the task. Expectations from team members must be aligned to the goals set by the leader, there must be strong communication within the group, the leader must use an approach which suits the position and must be able to influence participants (Rosenfeld, Lorsh and Khurana, 2011; Stone and Patterson, 2005). Krumm, Lievens, Hüffmeier, Lipnevich, Bendels and Hertel (2015) remark that effective leaders know how to adapt their own characteristics to a certain context.

Michaelsen (1973, p.227) noted that:

“The theory postulates that groups whose leaders describe their least preferred co-worker in a negative manner (low LPC) perform better in very favourable and very unfavourable situations, and that groups whose leaders describe their least preferred co-worker in relatively positive terms (high LPC) perform better in favourable conditions.”

Susan, Gupta and Leeth, (2009) note that contingency theories are weak, since they do not provide reasons for leadership in most situations. They further contend that it is difficult to understand how measuring co-workers can reflect on a leadership style, and this usually leads to ineffectiveness of organisations, if managers are placed in positions due to a one-time performance. The contingency approach is premised on the fact that a leadership style is most effective depending upon the situation (Rosenfeld, Lorsh and Khurana, 2011).

Stone and Patterson (2005) highlight the fact that certain leadership styles work better in specific situations than others, and that this explains the success of identified leaders. This theory was adopted for this study, since capable leaders must
understand situations and really lead in the specific context or else remove themselves. In the light of the above argument it is therefore proper not to adopt one style of leadership but a combination, which will be employed in varying situations. Leaders try to understand themselves and the situation and employ the best suited leadership style to ensure achievement of organisational objectives.

2.5.3 Situational leadership

Paul Hersey and Kenneth Blanchard in 1977 developed this leadership theory. In its introductory phase it was known as the “Life cycle theory of leadership” and it was grounded on the principle that no single leadership style takes precedence over the other. A number of scholars purport the view that for leadership to be effective, it must be task relevant so that leaders must adapt their leadership style to the situation (Hattfield, 2000; Peretomode 2012; Bolden, Gosling, Marturano and Dennison, 2003; Yoshioka, 2007). The manager must be flexible enough to avoid clinging to old ideas that no longer fit the current circumstances. These scholars maintain that situational leadership affects both workers and their leaders in appropriate given situations. This can be further explained by the fact that quality of the work force and the competitiveness of the environment can influence which behaviours the leader emphasises.
Bolden et al. (2003) stress the dimension of maturity, telling selling, coaching, supporting and delegating as the separations of situational leadership. Hatfield (2000) and Peretomode (2012) view subordinates as the most valuable aspect of the theory which highlights readiness of the supporters and further asserts that effective leadership depends on the actions of those whom they lead.

Given these dichotomies, an appropriate leadership style is adopted according to the specific situations in which the maturity levels of the followers have been identified according to the task at hand (Peretomode, 2012; Bolden et al., 2003).
Stone and Patterson (2005:5) point out that:

“An employee who occupies a high level of job and psychological maturity requires little supervision; while an employee who occupies a low level of job and psychological maturity requires hands-on attention.” Employees operating at senior levels are expected to have some kind of independence and understanding of the task to be performed, compared to those at lower levels.

This theory acknowledges that leadership style is dependent on context. It not only tells the leader what to do, it also tells the leader when to do it. Leaders depend on their subordinates and must adapt to the readiness level of the subordinates. The term ‘contingency’ suggests that 'something is dependent on another uncertain event.' This means some behaviour cannot be influenced or modified (Susan, Gupta and Leeth, 2009).

The Hersey and Blanchard Situational Leadership Theory focuses on the extent to which followers are task ready to perform tasks. Supporters are the direct factor in leadership events (Fernandez and Vecchio, 1997; Mwai, 2011). Thompson and Vecchio (2009: 837) state that the relationship between supervisor behaviour and subordinate attributes can be specified as:

“For subordinates of low-level maturity, superiors should show relatively lower consideration and higher task structuring; but as subordinates gain in maturity, task structuring should decrease, while considerateness should rise for mid-level subordinate maturity and then subsequently subside as subordinates achieve high-level maturity.” It stands to reason therefore that leaders spend less time with high level or mature employees and spend more time with low-level employees.

Blank, Green and Wetzel (1990) contend that the theory has mixed empirical support. Their study results suggest that the basic assumptions underlying situational leadership are in doubt. The theory is criticised as it does not address factors affecting motivation, which scholars consider to be essential (Costanzo, 2005). Costanzo (2005) argues that the theory, in dealing with larger groups, fails because all the members’ personal attributes cannot be really known. Yoshioka (2007) tested whether
the situational leadership theory (models developed in America) was relevant to the Japanese context given the cultural differences between the respective countries (Japan and USA). His findings revealed that Japanese firms preferred stronger relationships between leaders and members than American ones. Before ‘foreign’ models are applied, the ‘home’ situation should be correctly understood.

**Figure 2.2: Relationship amongst leadership Variables:**

![Figure 2.2: Relationship amongst leadership Variables](image)

Source: Author’s own construction

The above construct expands on the life cycle theory and the aim is to show that leader traits and skills inform leader behaviour, which influences follower attitudes and behaviour, and consequently outcomes. If the leader possesses the right qualities for the environment and is able to influence the behaviour of followers the right outcomes will be realised.

### 2.5.4 Leader-Participation Model

This theory requires leaders to examine a condition before deciding how far to allow subordinates in making specific decisions (Andrews and Field, 1998). This model makes use of five leadership styles which depend on following dependent factors:

- decision making by the leader;
- consultation and receiving input from individual members;
- the group is then consulted and a decision is made; problem or solution is facilitated to the recipient and then the task is delegated, and
- a final decision is reached within reasonable set limits.
Field (1979) noted that this is also known as the Vroom-Yetton contingency model of leadership behaviour. This model deals with a mixture of collection and individual problems. The model was established to help leaders choose the extent to which they must involve others when making decisions (Lunenburg, 2010). Andrews and Field (1998) provided evidence of the validity of the Vroom-Jago model in their study.

Knoop (1995) looked into the concept of participation taking into cognisance that conclusions are shared among subordinates, peers and supervisors. This approach is said to be adopted by organisations as it makes for quality decision making, greater understanding, interesting work, improved decision making skills, increased facilitation of conflict resolution and better promotion of team work.

This model involves team members in decision making and promotes team work; consequently better organisational performance can be achieved. In a municipal environment, workers’ representatives (union representatives) are involved in the decision making process at the Bargaining council level and at individual municipal level through Local Labour Forums (LLF).

2.5.5 Blake and Mouton’s Managerial Grid

The managerial grid was developed by Blake and Mouton. The Managerial Grid comprised two dimensions, concern for people and concern for production (Blake and Mouton, 1962). Page and Miller (2002) view the managerial grid as having competing concerns for production and task. The grid is labelled under the following dichotomies: “Country Club” where the leader is concerned for his people, not the task, and “Team” where the leader is concerned with the task and the people he leads. “Impoverished” lacks concern for both tasks and people. “Task” style is concerned more with the task and less with the people (Blake and Mouton, 1981).

The managerial grid as a two-dimensional grid: highlighting its concern for production on the horizontal axis and concern for people on the vertical axis. They use nine points on each section to categorise managers using numbers.
Concern for people: this is the degree to which a leader considers team members’ needs, interests and areas of personal development when deciding how best to accomplish a task. Concern for Production: this is the degree to which a leader emphasises concrete objectives, organisational efficiency and high productivity when deciding how best to accomplish a task.

Therefore it is important for managers to understand the theory and strive to strike a balance on both the concern for people and for production (Team) in an effort to produce better results.

Figure 2.3: Blake and Mouton managerial grid

The Managerial Grid (Blake and Mouton, 1981, p.12)
Team management is the most effective leadership style. It reflects a leader who is passionate about his work and who does the best he can for the people he works with. Team managers commit to their organisation’s goals and mission, motivate the people who report to them, and work hard to get people to stretch themselves to deliver great results. Proponents of this approach argue strongly that, leaders who meet the value of 9,9 will result in improved performance, low absenteeism and turnover and high morale.

2.6 LEADERSHIP STYLES

The next sections will discuss various leadership styles, rather than leadership theory.

2.6.1 Transformational leadership

Gregoire and Arendt (2014) argue that transformational leadership causes those led to feel a sense of admiration, trust, loyalty and gratitude towards a leader and that drives them to work beyond expectation. Burns in 1978 initiated the theory and Bass and Avolio (1985) made the concept more popular. It has become a very popular concept in recent years. The process occurs when influential individuals (leaders) raise the welfare of their personnel; this is achieved by generating alertness and recognition of the purposes and mission of the group, and by stimulating the employees to go beyond themselves and focus on the group (Stone and Patterson, 2004; Lin and Wang, 2012).

Stone et al. (2004) differentiated between transformational leadership and transactional leadership. Transformational leaders focus on the organisation; they seek follower commitment to organisational aims, whereas servant leaders emphasise the followers, while attainment of organisational objectives is a subsidiary result. Transactional leadership, on the other hand, sets conditions such as rewards, incentives and punishment as employee motivators.

Transformational leadership encompasses the capability to encourage and persuade followers. This approach postulates that a person is influenced by triggering internal
motivators. A process-based view of leadership includes the aptitude to motivate followers to act. It recognises that the ability to effectively influence others is the core of leadership (Jones and Rudd, 2007).

Transformational leadership promotes performance information use by increasing organisational clarity and encouraging a supportive organisational culture, asks followers to look beyond self-interest and ponder the needs of the organisation. Transformational leaders stimulate employees about the relevance of their work and connect employees’ work with organisational targets and employee values (Peters, 2014).

2.6.1.1 Components of Transformational Leadership

Figure 2.4 below depicts the relevant components:

**Figure 2.4: Behaviours or Components of Transformational Leadership**

Source: Author’s own construction

The above construct is explained as follows: Charisma, or idealised influence attributes, is categorised by vision and a sense of mission, instilling pride in and among
the group, and gaining respect and trust. Charismatic behaviour also inspires followers to go beyond self-interest for the good of the group, providing reassurance that obstacles will be overcome, and promoting confidence in the achievement and execution influence, and followers place an excessive amount of confidence and trust in charismatic leaders (Obiwuru, Okwu, Akpa and Nwankwere, 2011).

Obiwuru *et al.* (2011) argue that *Inspirational motivation* is usually a companion of charisma and is concerned with a leader setting higher standards. They further point out that followers look up to their inspirational leader as one providing emotional appeal to increased awareness and understanding of mutually desirable goals. It is against this background that the leader encourages followers to envision attractive future states, for the organisation and themselves.

*Intellectual stimulation* provides followers with challenging new ideas and encourages them to break away from the old ways of thinking. The leader encourages the followers to be innovative and creative by questioning assumptions, reframing problems, and approaching old situations in new ways.

*Individual consideration* is concerned with developing followers through coaching and mentoring. The leader pays close attention to the inter-individual differences among the followers and acts as mentor to the followers. Followers are treated individually in order to raise their levels of maturity and to enhance effective ways of addressing their goals and challenges (Obiwuru *et al.*, 2011).

The current business environment is very much characterised by economic uncertainty, global turbulence, organisational instability and political instability. Transformational leadership influences behaviours associated with leadership effectiveness in driving change and can thus transform the organisation to achieve success. It is the fundamental attitude that leaders in organisations create, which is a common mentality to achieve organisational goals and satisfy stakeholders.

Muterera, (2012) in his study, carried out in the United States of America, revealed that both transactional and transformational leadership behaviours are positively related to organisational performance but that transformational leadership behaviour
positively contributed to organisational performance over and above the contribution made by transactional leadership. It is pertinent therefore to support Muterera’s view that transformational leadership contributed more to organisational performance than transactional leadership. Since the municipal environment is one that is complex and dynamic, transformational leaders are often seen as agents of change who could lead follower in times of uncertainties; moreover, they are high risk-takers.

2.6.1.2. Transformational Leadership in the workplace

Gregoire and Arendt (2014) view leadership as an ability to guide followers towards a common shared vision. Polston-Murdoch (2013) postulates that the complexity of leadership is affected by relationships, circumstances, personalities, and factors within the area of the workplace. Transformational leadership is the preferred management style over the transactional style (Lam and O’Higgins, 2012).

Haider and Riaz (2010) state that effective leadership always plays an important role in the growth and improved performance of the organisation.

2.6.2 Servant leadership

Servant leadership is more a way of life than a testable theory. The term servant leadership was coined by Robert Greenleaf in 1970. Greenleaf believes that great leaders act as servants, putting the needs of others including employees, customers and the community as their first priority. Servant leadership, as first pronounced by Greenleaf is defined as a leadership style that emphasises the leader's responsibility towards the success of the organisation as well as his or her moral responsibility to subordinates, customers, and other organisationally relevant stakeholders. Liden, Wayne, Zhao and Henderson (2008) identified seven dimensions composing servant leadership: acting ethically, showing sensitivity to others’ personal concerns, putting subordinates first, helping subordinates grow and succeed, empowering others, creating value for the community, and having the conceptual skills and knowledge of the organisation and tasks at hand necessary to effectively support and assist followers.
Despite some conceptual commonalities with other forms of leadership, particularly transformational leadership, Graham (1991) argued that it is distinct in two primary ways. Firstly, servant leaders acknowledge their responsibility not just to the organisation’s goals and to the personal development of followers but also to a wider range of organisational stakeholders, including the larger society. Secondly, servant leadership adds a moral dimension to the idea of transformational leadership, in that servant leaders encourage followers to engage in moral reasoning. Bass and Riggio (2006) offered a similar distinction between the two leadership styles, suggesting that servant leaders focus on assessing the needs of others and serving them, whereas transformational leaders aim to align others’ interests with the good of the group, organisation, or society. In short, servant leaders distinguish themselves from other types of leaders by focusing on the needs and interests of others as ends in and of themselves (Mayer, Barden and Piccolo, 2008; Walumbwa Hartnell and Oke, 2010). Kinicki and Kreitner, (2009) assert that the servant leadership focuses on increased service to others rather than to oneself. Bagraim et al. 2011 further posit that at the heart of African leadership is servavnt leadership. Servant leadership perceives everybody as equal, allows participation through open deliberations and emphatetic listening and works towards consensus.

2.6.3 Authoritarian leadership

Authoritarian leaders exercise control over their subordinates by issuing rules, promising rewards for compliance and threatening punishment for disobedience (Kiazad, Restubog, Zagenczyk and Kiewitz, 2010; Aryee, Chen, Sun and Deborah. 2007). Proponents of authoritarian leadership argue that supervisor readiness to control subordinates via threat and intimidation, is the way to effectively manage an organisation and their dominance on employees. Aryee et al. (2007), in their study found authoritarian leadership as a moderator between supervisor perceptions of interactional justice and abusive supervision such that the relationship between supervisors and subordinates was stronger for supervisors, rather than low in authoritarian leadership style.

Tepper, Carr, Breaux, Geider, Hu and Hua (2009) examined the relationship between abusive supervision and subordinates’ workplace deviance. Findings pointed to
abusive supervision as strongly associated with subordinates’ organisational deviance and supervisor-directed deviance, while subordinates’ intention to quit was higher. Shaw (1955) notes that leadership, whether authoritarian or non-authoritarian, affects the morale of a group. Authoritarian leadership was seen to produce better performance and lower morale than with non-authoritarian leadership. Many researchers of abusive supervision have taken a transitional position arguing that victims may take vengeance by performing tit-for-tat acts that are likely to go unnoticed (Aryee et al., 2007; Tepper et al., 2009).

2.6.4 Democratic leadership

Gastil (1994) defines democratic leadership as leadership that distributes responsibility among the membership, empowers group members and aids the group’s decision making process. Kaluarachchi (2012) notes that leadership plays a pivotal role in democratic organisations. The nature of democratic leadership must be understood. He also noted that there is little empirical literature that has defined democratic leadership within the context of democratic movements in organisations.

2.6.5 Laissez- faire leadership

This leadership behaviour is out of touch with subordinates and it has a negative effect on affective commitment (Limsila and Ogunlana, 2008; Bučiūnienė and Škudienė, 2008). Such leading is not liked by subordinates who will then project negative experiences from interactions with the leader to a negative perception of the organisation. It prevents high levels of emotional attachment to the organisation. This leadership behaviour negatively correlates with work attitude (Hamidifar, 2009).

Chaudhry and Javed (2012) argue that the laissez-faire style is unconcerned about the work of the unit. They further noted that the style avoids making decisions, so the group members make all decisions since their leaders do not make any; however, there is a need for the subordinates to be expert and well-motivated if this style is to be workable (Chaudhry and Javed, 2012).
Jones and Rudd, (2007) take the laissez-faire style to be a sluggish system of leadership characterised by unwillingness to become actively involved and the idea that the best management is to let things go. Jones and Rudd (2007) argue that this leadership style is Management-by-Exception, only intervening when serious threats arise. Intervention only occurs when a problem has become serious. The leader only acts when the mistakes have been brought to his attention. Laissez-faire behaviours are ones that delay decisions and avoid responsibility. Laissez-faire leaders offer no feedback or support to the follower (Jones and Rudd, 2007).

2.7 MANAGERIAL EFFECTIVENESS AND LEADERSHIP

Organisational effectiveness is contingent upon the division of functional responsibilities among employees by assigning roles within the organisational hierarchy and employee’s acceptance of the assigned roles. Employees, as members of social positions, set their anticipations on the manager’s assumed role and exhibit behaviours consistent with the role and expectations. Organisational goals can be obtained when leaders expect employees to perform these assigned roles and activities (Mulki, Caymerer and Heggde, 2015). Biddle, Bank, Anderson, Hague, Keats, Keats, Marlin and Valantin (1985) argue that while individual roles and leadership style define expectations and drive employee behaviour, social identities and the cultural environment of organisations shape this employee behaviour. They further argue that management realises that their effectiveness is dependent on making resources available to employees depending upon their meeting performance goals and organisational objectives (Biddle, et al., 1985).

As was discussed under section 2.5.1 on transformational leadership above, this section further alludes to the fact that both transformational and transactional leadership contribute to organisational performance.

2.8. THE RELATIONSHIP BETWEEN LEADERSHIP STYLE AND JOB PERFORMANCE

Leadership style is influential in an increase or decrease in performance within an organisation (Obiwuru, Okwu, Akpa and Nwankere, 2011). Scholars have conducted
different studies on leadership styles and have analysed the differential impact on organisational outcomes and on subordinates’ attitudes in organisations. This reveals its persistent importance as a perceived contribution to the success of an organisation. A leadership style is perceived as an antecedent of organisational performance (Sabir, Sohail, and Khan, 2011). These scholars argue that certain leadership styles specifically influence the development of separate dimensions of organisational performance. There are definite relationships between different leadership styles and organisational performance as discussed in the preceding sections.

Scholars argue that organisational performance increases only if leaders realise the values and goals of the organisation and behave in a democratic manner (Suar, Tewari and Chaturbedi, 2006). Accordingly, subordinates' commitment to the organisation may increase under a democratic leader and decrease under an authoritarian leader.

Bureaucratic environments are associated with the values of power and control, clear division of responsibility and authority and high degrees of systematisation and formality (Loki, Westwood and Crawford, 2005). In a supportive environment, the focus is on human values and harmonious relationships. The common values are being trusting, equitable, sociable, encouraging, and being relationship-oriented and supporting collaboration (Loki et al., 2005). A bureaucratic environment favours authoritarian leadership behaviour, while a supportive environment favours democratic leadership behaviour.

A supportive environment, by creating collaborative, harmonious and trusting environments promotes positive employee attitudes (Loki et al., 2005). A trusting working environment was found to be positively associated with organisational performance. On the other hand, bureaucratic behaviours often result in low performance while a supportive work environment results in greater performance (Loki et al., 2005). Based on these arguments, a supportive environment has a stronger relationship with organisational performance than a bureaucratic environment. Therefore, democratic leadership is strongly associated with superior organisational performance, while authoritarian leadership (supported by bureaucratic environment) is not strongly associated with good organisational performance.
Scholars also argue that employees are committed and express a decision to continue in the organisation when their leaders are perceived to be democratic (Suar et al., 2006). Employees develop interpersonal relationships with their subordinates and take care of them and create a friendly climate in which subordinates work with clarity (Suar et al., 2006). Thus, subordinates’ intention to quit is likely to decrease under democratic leaders. The transformation from an authoritarian, hierarchical organisational environment to a democratic leadership style allows for open communication, team work, and upward feedback, which in turn increases motivation and organisational commitment (Sinangil, 2004). This suggests that democratic leadership may foster organisational performance.

However, some studies have found authoritarian leadership also to be supportive of organisational performance (Somech, 2005). It enhances employee performance through the motivational mechanism of organisational commitment. Authoritarian leaders perceive the achievement of the desired future by presenting value-laden goals that add greater meaning to actions oriented to their accomplishment. Authoritarian leaders increase commitment to these goals by showing subordinates how they are consistent with organisational goals. This will create a sense of change which is important for organisational performance (Somech, 2005).

Organisations operate in different environments that necessitate leaders to understand and employ the most suitable leadership style for the environment or a combination of styles. It stands to reason therefore that there is no single style of leadership promoted to achieve the best results, but a variety of them based on the environment or situation, can lead to the attainment of best results. The foregoing paragraph shows that both democratic and autocratic styles have a direct relationship with organisational performance, but what is important is to analyse the environment so as to adopt the most relevant style to the environment.

2.9 UBUNTU

Ubuntu can be defined as humaneness a pervasive spirit of caring and community, harmony and hospitality, respect and responsiveness that individuals and groups
display for one another (Tutu, 1999; Mangaliso, 2001; Theletsane, 2012; Taylor, 2014). The term *Ubuntu* articulates a world view, or vision of humanity, it regards humanity as an integral part of eco-systems that lead to a communal responsibility to sustain life. Alfred and Porter, as quoted by Theletsane, defined *Ubuntu* as a strategy for collective survival using group care in contrast to individual self-reliance (Theletsane, 2012). The term ‘*Ubuntu*’ defines how people and communities should interact based on the maxim that ‘a person is a person through other people’ (Taylor, 2014) – as affectionately referred to and [also] commonly known in one of South Africa’s official languages, Sesotho that “*motho ke motho ka batho.*”

The South African Government White Paper on Welfare officially recognises *Ubuntu* as: “The principle of caring for each other’s well-being...and a spirit of mutual support. Each individual's humanity is ideally expressed through his or her relationship with others and theirs in turn through recognition of the individual's humanity. Ubuntu means that people are people through other people. It also acknowledges both the rights and the responsibilities of every citizen in promoting individual and societal well-being” (Department of Social Welfare, Republic of South Africa, Government Gazette, 1996, No.16943, p.18, par 18).

Therefore *Ubuntu* promotes the coordination of efforts by people through people. The South African government adopted *Batho Pele* principles as value drivers in the effective discharge of services in the whole of the public sector.

The following section will compare *Ubuntu* and leadership in an African context. In addition, *Ubuntu* leadership and Western leadership, values of *Ubuntu*, the collective fingers theory and how team effectiveness and service delivery are affected by social values of *Ubuntu*, will also be covered. This is to further emphasise that there is a strong relationship between *Ubuntu* and the collective fingers theory, consequently team effectiveness.
2.9.1 Ubuntu versus Leadership as an African Perspective

Within the context of the above, Matolino and Kwindigwi (2013) assert that the present government of South Africa has chosen its service delivery and public slogan as ‘Batho Pele’ meaning ‘People first’ to pay respect to Ubuntu.

Theletsane (2012) argues that throughout the continent, all African languages have words that define Ubuntu. He further asserts that the Basotho call this collective unity botho, the Shona unhu, the Afrikaners broederskap, English brotherhood, Xhosa and Zulu ubuntu, Tsonga bunhu, Venda vhuthu. Even in other African countries, similar themes prevail: in the Democratic Republic of Congo Bobangio bomoto, and also gikwese in Angola mean the same as Ubuntu. The adoption of the concept Ubuntu throughout the African languages reveals that Africans embrace Ubuntu as a part of their cultural practices. The idea of Ubuntu is about the essence of being human, it is part of the gift of Africa to the world. “It embraces hospitality, caring about others, being willing to go that extra mile for one another” (Letseka, 2013).

In the African traditional context, the concept Ubuntu is used to promote interdependency relationships among community members and neighbours. For instance, this includes the sharing of resources, helping one another in times of need, and working together as a team among other things. Hence Ubuntu as a translation of the Zulu expression, “Umuntu ngumuntu ngabantu” means ‘a person is a person through other persons’ (Tutu, 1999:3).

Ubuntu therefore assists leaders and employees generally to understanding that in order to perform people should work as teams and that they share the same values that the rest of the group has. This further helps leaders to understand that they belong to a certain group; hence the slogan, ‘I am because we are.’ The performance of leaders cannot be divorced from the performance of the group. Transformational leadership also promotes performance information use by increasing organisational clarity and encouraging a supportive organisational culture, asking followers to look beyond self-interest and ponder the needs of the organisation and those of the community. This is how the leadership style is linked to Ubuntu.
2.9.2 Difference between *Ubuntu* and Western leadership

In terms of leadership, leadership style may be categorised into *Ubuntu* leadership style and Western leadership. Theletsane argues that a fundamental difference exists between the *Ubuntu* style of leadership and the Western leadership style (Eurocentric corporate culture), which is where the leadership dynamics are centred (Theletsane, 2012). Western leaders are often seen as ‘demi-gods’ who turn things around in a struggling business (Rosa, 2005). They are headhunted for their perceived ability to take a company forward.

Western leadership styles, which focus on the individual, are obviously in contrast to the African leadership philosophy of ‘I am because you are.’ *Ubuntu*’s departure point of leadership practice is centred on the leader as a cohesive force within the group (Theletsane, 2012). The *Ubuntu* style of business leadership focuses on the business community in an organisation rather than directing its attention to the leader. Scholars agree that, even though the *Ubuntu* management approach differs from the Western management approach, somewhere they overlap (Matolino and Kwindingwi, 2013; Mbigi, 2004; Rosa, 2005; Theletsane, 2012).

It is imperative therefore from the foregoing discussion that Ubuntu and Western leadership styles can both be adopted and the positives be drawn in an effort to develop employees’ subsequently performance within organisations.

2.9.3 *Ubuntu* and the ‘Collective Fingers Theory’

Mkhize (2003) argues that social equilibrium is enhanced when a person maintains social justice, when a person is empathetic to others, is respectful to self and others and the cosmos and having a good conscience. Mthembu (2008) argues to the contrary and asserts that *Ubuntu*-focused values make justice supreme. He further discusses values like fairness, equitable access to resources, respect and accountability, asserting that these are parts of the social justice that *Ubuntu* promotes and therefore should be promoted in the workplace and at management level. Based on the collective African way of life, Mbigi has extracted five social/shared values of
*Ubuntu* to create a conceptual framework called the ‘Collective Fingers theory’, as seen in Figure 2.5.

**Figure 2.5: Collective Fingers**

![Collective Fingers Diagram](image)

Source: Adapted from Theletsane (2012)

Figure 2.6 below gives a graphic depiction of the connection between *Ubuntu* and *Batho Pele*.

**Figure 2.6 Shared values of Ubuntu**

![Ubuntu Values Diagram](image)

Source: Author’s own construction – adapted from Mbigi and Maree (1995)
The principle behind this theory can best be explained by the African proverb, which states that a thumb, although it is strong, it cannot kill on its own. It requires the collective co-operation of the other fingers to do this (Mbigi and Maree, 1995). Two lessons can be learnt from this theory. Firstly the fingers can be seen as individual persons who act together in a collective manner in order to achieve a certain goal. Secondly, the fingers represent key values that are necessary to form and maintain a collective culture. Figure 2.6 depicts the linkage between Ubuntu and Batho Pele principles.

Mbigi and Maree (1995) argue that the five key values are survival, compassion, solidarity, dignity and respect. These values have always been part and parcel of the African culture (Edwards, Makunga, Ngcobo and Dhlomo 2004, in Poovan, Du Toit and Engelbrecht, 2006).

(a) Survival

Survival can be described as the ability to live in spite of difficulties and this is at the heart of Ubuntu. Mbigi and Maree (1995) posit that service delivery can only be improved if public managers can regard themselves as part of the community they serve. This is linked with one of the Batho Pele slogans, ‘we belong’; we are part of the public service and should work together to survive and respect our fellows.

(b) Spirit of solidarity

It is with reference to the community that a person is defined. Personal interests become less important than community needs. The idea of the ‘self’ becomes entrenched in the community and the individual identity of an African almost does not exist. Feelings of pride and responsibility are contextualised within the community (Broodryk, 2002; Nussbaum, 2003; Poovan et al., 2006). This represent the Batho Pele slogan ‘we care’.
(c) Compassion

Compassion is a human quality through which one understands the dilemmas of others and wants to help them (Poovan et al., 2006). Being compassionate allows one to understand better the challenges facing fellow employees and wanting to help them, thereby improving their performance.

(d) Respect and dignity

‘Ukuhlonipha’, meaning ‘respect’ in Xhosa, is one of the most central values of the Ubuntu world view as it stipules the African position of an African in society, as well as bringing forth and highlighting a whole set of authoritarian and hierarchical relationships (Theletsane, 2012). African values and worldviews differ from those in the West. It is true generally that Africans are less individualistic, more communal than Westerners. A firm’s corporate governance framework should be informed by Ubuntu. Ndiweni also identified a number of Corporate Social Responsibility practices by certain businesses in Zimbambwe as examples (Ndiweni, 2008; Ntibangagirwa, 2009; Lutz, 2009).

Closely related to respect is dignity (Bekker, 2008). Poovan et al. (2006) support the view that from children, Africans learn that behaviour towards those in authority, such as the king, elders and other members of the community. They learn they should always be respectful and these members of society become dignified through respect. The discussion of Batho Pele principles, as well the values of Ubuntu show that there is a correlation between the two concepts. This is further illustrated in the two diagrams explained above viz Figure 2.5 and 2.6 respectively and the discussions that followed.

2.9.4 Ubuntu and Values-Based Leadership

According to Copeland (2014:105), values-based leadership advanced as a product of the changing times and culture. She further stated that the 21st century has been plagued with many unethical leadership practices and organisational failures. This is corroborated by the fact that many leaders have been exposed to corruption, greed and immoral behaviour and practices. Value-based leadership was therefore bourne
out of a new breed of leaders with strong ethics, a set of core values and morals (Copeland, 2014, p.106).

Value-based leadership is defined as the ability to lead, whilst always staying true and committed to one’s values. Leaders may change strategy, tactics or approach, but must never change their fundamental values, principles or beliefs (Saylor Foundation, 2013). Public sector values-based leadership is further defined as leadership that is values-driven, where the values are a reflection of both the employees and stakeholders they serve (Copeland, 2014).

According to Copeland (2014), researchers have also expanded on value-based leadership to include value congruence of the leader’s values with the organisational values. The leader’s values and ethical beliefs are therefore aligned to the organisational strategy, vision, mission and policies and procedures. This leadership approach adopts the principle that the leader’s values and employees’ values are congruent, resulting in very little conflict within the organisation (Saylor Foundation, 2013). The assumption therefore is that employees and leaders act in a manner that is conducive to the integrity and sustainability of the business.

Waruszynski (2011), further explained that values-based leadership amongst team leaders has also greatly enhanced collaboration among leaders, as values are shared and applied consistently across the organisation. Furthermore, the achievement of congruency between team leaders will allow a leader to work more effectively within a team context and allow for greater trust, cohesion and communication amongst all members. Therefore the alignment of vision and values will ensure greater decision making within the organisation and the avoidance of unproductive conflict (Waruszynski, 2011, p.11).

The figure below aims to expand on values-based leadership and **Ubuntu**.
Poovan *et al.* (2006) are in support of Theletsane (2012), and they introduced what they termed values-based leadership as one possible approach as to how values in general and the *Ubuntu* social values in particular can be instilled in a team. Values-based leadership is closely associated with transformational, servant and authentic leadership, since these behaviours are all primarily driven by ethical values (Poovan *et al.*, 2006). Overbeek, (2001, cited by Poovan *et al.*) also argue that value-based leadership is a value driven, change-orientated and developmental style of leadership, the purpose of which is to help team members to change and grow in order to become proactive contributors to team effectiveness. South Africa is a culturally diverse country, and creating a value system that all team members agree upon could be a difficult task (Schlechter and Maritz, 2001, cited in Poovan *et al.*, 2006).

Kraemer (2011:2) concluded that given the widespread lack of confidence in leadership in both the private and public sectors, leaders need to regain the trust and confidence of their followers. He further stated that, although value based leadership will not be a cure for everything, it is a good place for leaders and organisations to start.

2.9.5 Service delivery, team effectiveness and social values of *Ubuntu*

It is important to consider team effectiveness because service delivery is not the responsibility of top management alone but of everyone in government, including the
community. Theletsane (2012) posits that it can be assumed that relationships exist between certain values of *Ubuntu* and certain characteristics of service delivery. Theletsane further argues that in South Africa, poor communities in the townships and squatter camps, where people are obliged to share limited space, food, water and other resources, still demonstrate this kind of collective and unified tradition today. This goes with one of the *Batho Pele* slogans ‘we belong.’ We are part of the public service and we should work together to survive and respect our fellows.

Service delivery can only be improved if public managers can regard themselves as part of the community they serve. It can further be deduced that the *Ubuntu* values have the ability to create a bond between team members because emphasis is placed on the collective rather than the individual achievement of tasks. Recognising the principles of *Ubuntu* merely for the sake of recognition is not enough, we also have to internalise these principles and then act upon them. This is also a call to rebuild our societies on the foundations of tolerance and equal access to resources for the improvement of our collective well-being.

### 2.10 ORGANISATIONAL PERFORMANCE

The objective of this section is to introduce organisational performance and the performance management system (PMS) used in the local sphere of governance. It further discusses the legislative imperatives relevant to local government in South Africa as a basis within which PMS is undertaken. For the purpose of the study the variables that affect service delivery at a select municipality, using the relevant system of measuring performance, renders it critical to discuss the basis of PMS briefly.

Organisational performance refers to an organisation’s ability to attain its goals by using resources in an efficient and effective manner. According to Katou (2015), organisational performance is a multifaceted concept, which is usually indicated by respondent’s perceptions measured with the help of the following three subscales: productivity, growth and creativity. Productivity also includes the items of effectiveness and efficiency. Efficiency is when the organisation uses the fewest possible resources to meet its objectives and growth includes items of development, which means when
the organisation is developing in its capacity to meet future opportunities and challenges.

It is evident therefore from the above that efficiency is crucial in the attainment of organisational goals. Performance management will try to ensure that objectives are achieved in the context of the above definition of organisational performance.

Van der Waldt (2012, p.217) states that performance management focuses on individual employees. Van der Waldt (2012) also says the focus is on systems, processes, programmes and the organisation in its entirety. It can therefore be argued that organisational performance takes a wider institutional perspective as far as the input (resources), processing (systems, procedures, methods, policies, administration, etcetera), output (services and products) and outcomes (results of output) of public institutions are concerned (Van der Waldt, 2012, p.217).

Performance management is a set of practices that are widely used in several countries around the world. Curtis (1999, p.260) further argues that particular circumstances in South Africa require the elements of performance management to be modified in order to render performance management to be a useful approach.

Figure 2.8: Performance Management Process

Source: Author’s own construction
The above diagram depicts that, for a performance management system to be effective and efficient, Key Performance Areas and/or objectives should be aimed at addressing the vision, mission, strategy, and value drivers (Batho Pele principles). The organisation measures performance in an effort to move its employees from the actual to desired performance. This is done through constant measurement and developmental interventions using the adopted performance management system. In South Africa, legislation applicable to the local sphere of governance requires that municipalities develop a Performance Management System, as will be discussed in the following section.

2.10.1 Principles of Performance Management

The term performance management will be discussed using the pieces of legislation relevant to the municipal environment in South Africa. It is of critical importance to understand the principles embedded in effective management in an organisation. When a municipality develops its PMS, it should be guided by principles in the Municipal Systems Act, Act No 32 of 2000. A Handbook for Municipal councillors (DPLG, 2011:154) states that senior managers need to familiarise themselves with the following:

- The municipality must promote a culture of performance management among its politicians, and within its administration. According to Ehtesham, Muhammad and Muhammad (2011, p.179), the key to good performance is a strong organisational culture of performance. They go further to argue that a positive and strong culture of performance can make an average individual perform and achieve brilliantly, whereas a negative and weak culture may demotivate an outstanding employee to underperform and end up with no achievement. Its stands to reason therefore that performance management and organisational culture are counterproductive and can lead to increased organisational performance (Ahmad, 2012).
• The municipality must administer its affairs in an economical, effective, efficient and accountable manner. Municipalities must perform their functions in the best possible manner (meaning they must be responsive to the needs of the community) with the least waste of time and effort and must also be accountable for the use of resources and achieve the desired results.

• The PMS must be able to serve as an early warning indicator for under-performance and provide for corrective measures when under-performance is identified (Manyaka and Sebola, 2012). Early warning is not directed at under-performance only, but also it serves as a mechanism to identify where both performances have occurred. This also assists where municipalities are experiencing difficulties by enabling other spheres of government to provide appropriate support before a crisis develops. Under-performance allows for remedial action such as coaching, counselling and training and over-performance allows for employee rewards such as promotion and compensation.

• The PMS should be tailored for that particular municipality’s circumstances; it must be commensurate with its resources, it must be in line with the priorities, objectives, indicators and targets contained in the IDP. A ‘one size fits all’ approach of PMS does not work for all municipalities, as community needs differ according to geographic areas (Managa, 2012). Municipalities therefore must develop and implement PMSs and IDPs that are in line with the needs of their communities.

2.11 LEGISLATIVE AND POLICY FRAMEWORK REGULATING PERFORMANCE MANAGEMENT IN LOCAL GOVERNMENT

Local government is the sphere of government that is closest to its constituents. In terms of the White Paper of Local Government (1998), performance management in municipalities is critical to ensure that plans are being implemented, that they are having the desired development impact, and that resources are being used efficiently. Notshikila and Govender (2014) argue that determining municipal performance is vital
because resources can be wasted if the people have no way of determining how their actions impact on the organisation’s goals. Municipalities strive for high quality service as performance management has emerged as an important tool to measure performance (Nkuna, 2013).

The White Paper on Local Government (1998) proposed the introduction and adoption of PMS by all municipalities as a system of monitoring performance. The following legislative framework regulates PMS at South African Local Government level.

2.11.1 The Constitution of the Republic of South Africa

The Constitution of South Africa is the supreme law of the country. The prime purpose is to provide the norm to which all government actions should conform. The contents of other legislation must always be consistent with the norms and principles of the Constitution, so as to avoid being declared invalid (Van Heerden, 2007:37).

The Constitution stipulates in Section 195(b), that “efficient, economic and effective use of resources must be promoted.” It further states in Section 195 (h) that “good human resource management and career development practices to maximise human potential, must be cultivated.” Municipalities, therefore, need to put systems in place such as PMS to ensure maximum utilisation of resources, improvement of service delivery and provide opportunities for officials to develop their knowledge, skill and abilities.

2.11.2 The White Paper on Transformation of the Public Service (WPTPS)

This White Paper advocated for the introduction of (8) Batho Pele principles, which were developed to serve as the acceptable policy and legislative framework for service delivery in the public sector. This further stresses that an important perspective in the management of the performance of a municipality is its relationship with its customers.
2.11.3 The White Paper on Local Government 1998

The White Paper on Local Government (1998) promoted the introduction of a Performance Management System in municipalities, as a tool to ensure that the mandate of Developmental Local Government is achieved. It further asserts that integrated development planning, budgeting and performance management are powerful tools which can assist municipalities to achieve their mandate.

2.11.4 The Local Government: Municipal systems Act, Act No 32 of 2000 (MSA)

The Local Government: Municipal Systems Act, Act no 32 of 2000, places specific emphasis on performance management. Section 38 forces municipalities to establish and implement a Performance Management System that is commensurate with its resources, best suited to its circumstances, in line with the priorities, objectives, indicators and targets contained in its integrated development plan. Section 67 regards the monitoring, measuring and evaluating of performance of employees as a platform to develop human resources and to municipal staff accountable to serve the public efficiently and effectively.

2.11.5 Performance Management Guidelines for Municipalities, 2001

This presents guidelines for the development and implementation off an organisational performance management system. It also highlights some of the linkages to the personnel performance management systems, which should form part of the broader performance management system in municipalities. Therefore the development and implementation phase of a performance management system need to be strengthened in order to promote the culture of good performance.

2.11.6 The Local Government: Municipal planning and performance management regulations. 2001

The Local Government: Municipal Planning and Performance Regulations (2001) issued in terms of Municipal Systems Act, 2000, stipulates in more detail what is
expected from municipalities in implementing PMS. It outlines how the cycle and processes of performance planning, monitoring, measurement, evaluation, reporting and improvement will be conducted and managed without leaving out the different role-players and the local community in the functioning of the system. It also regulates the establishment of a Performance Audit Committee and embeds in it the role of providing assurance on the adequacy, reliability and accuracy of financial reporting for purposes of oversight, decision making and accountability.

2.11.7 Municipal performance regulations for municipal managers and managers directly accountable to municipal managers

The regulations include the terms of conditions of employment of municipal managers and managers directly accountable to them and set out how their performance has to be planned, reviewed and improved. This regulation also provides for the conclusion of performance agreements and personal development plans.

Amahlathi municipality has developed policies to customise the performance management of their institutions in line with the pieces of legislation as well as the guidelines as discussed above. The policies get reviewed to be in line with the unique circumstances of each municipality.

2.12 LITERATURE SYNTHESIS

This literature review has found relationships between *Ubuntu* and various leadership styles and how they affect organisational performance. There is not one universally accepted leadership style for the selected municipal area or other organisation, which can be said to be influencing organisational performance more than the environment and employee characteristics influence any needed leadership style. Popescu (2014) argues that there is a substantial relationship between values-based leadership, good management practices and employee performance. The study will recommend management/leaders to leadership styles that are effective and that enhance productivity within their sphere of operation.
However, the literature does not provide insight into the influence of leadership style on organisational performance of a selected municipality. Hence the aim of this study is to fill in this gap.

2.13 CHAPTER SUMMARY

The chapter provided a brief review of the existing literature that represents theoretical perspectives of leadership, leadership styles as well as the relationship between leadership style and job performance. The chapter defined key terms used in the study and discussed organisational performance. From what has been elaborated above, organisational performance cannot be ignored if service delivery is provided in the public sector. The chapter discussed *Ubuntu* as an African perspective. Literature revealed that *Ubuntu* is a collective value system and its core values include survival, a spirit of solidarity, compassion and respect or dignity. Collectivism is a backbone of the *Ubuntu* way of life, because without a collective mind-set, Africans would not have been able to practice the social values of *Ubuntu*. The chapter also discussed leadership and showed how important it is for leaders to adopt styles that suit the teams they lead. Public managers must understand that they are not representing themselves but the community. They are where they are because of the community. It is against this backdrop that *Ubuntu* provides a strong philosophical base for the community concept of management.

The ‘collective fingers theory’ has been used to clearly depict the linkage between the *Ubuntu* philosophy and *Batho Pele* principles. The section further discussed value-based leadership in an effort to further enhance the understanding of the reader, that indeed there is a linkage between *Batho Pele* principles, *Ubuntu*, other leadership styles and the influence that they have in job performance and consequently organisational performance. Therefore employees should relate to the communities they are serving and it is in the public interest to ensure that this sphere of government which is closer to the people performs its assigned roles efficiently and effectively. The chapter also provided a snap shot of the legislative imperatives of performance within this sphere of governance to demonstrate to the reader the extent to which performance is regulated.
The forthcoming chapter will focus on the research design and methodology to be used in conducting this study; this will include a description of the study area; research population; sampling size and procedure; data collection analysis and methods.
CHAPTER 3

METHODOLOGY OF THE STUDY AND EMPIRICAL RESULTS

3.1 INTRODUCTION

The purpose of this chapter is to discuss the research process that was adopted in the study in order to address the research problem: to investigate the influence of leadership style on the organisational performance of a selected municipality. This chapter also provides an overview of the study’s research methodology, which includes the research design, the data collection design, content analysis, sampling design, data processing and analysis, reliability and validity as well as the ethical clearance consideration of the project. Furthermore, demographic results of the respondents are analysed in this chapter. These results are presented in the tables and in a graphical format, for which interpretations are also provided.

3.2 RESEARCH PROCESS

The diagram below (Figure 3.1) depicts a diagrammatic representation of the research process. The general research “onion” is shown below and illustrates the link between components of the research process (Saunders et al., 2009). The research methods and research design (the research methodology) of this study are explained by using the research process diagram, through the eyes of Saunders et al. (2009). According to this process diagram, the next components to be discussed include the research philosophy, research approach, research strategies, data collection methods, and data analysis.

Figure 3.1 below depicts the research ‘onion.’
3.2.1 Research philosophy

Saunders et al. (2009) view philosophy as the creation of knowledge and the ancillary nature of the said knowledge. Research philosophy provides the researcher with a roadmap as to the manner in which research may be carried out. This can be done by outlining how the world is perceived by the researcher, what constitutes reality, the understanding of the reality, as well as the methods that may be used to gather more knowledge on the reality (Saunders et al., 2009). A research paradigm is defined as “a framework that guides how research should be conducted, based on people’s philosophies and their assumptions about the world and the nature of knowledge” (Collis and Hussey, 2009).

Collis and Hussey (2009) suggest that there are two main research paradigms; namely, positivism and interpretivism. Positivism is premised on the belief that the natural world may be viewed in the same manner as the social world (Collis and Hussey, 2009). A positivist researcher believes in one reality and wants to discover
that reality (Saunders et al., 2009). Positivists normally make use of quantitative methods of analysis and believe that research is reliable if the results can be produced (Collis and Hussey, 2009).

Interpretivism is premised on the belief that human beings cannot be separated from the social environment in which they live (Collis and Hussey, 2009). Collis and Hussey (2009) explain that interpretivistic research “involves an inductive process with a view to providing interpretive understanding of social phenomena within a particular context.” It can be concluded that where research findings do not emanate from the statistical analysis of data, such research is interpretivistic in nature (Collis and Hussey, 2009).

Interpretivism and positivism, as the two main paradigms, represent two extremities in the continuum of research paradigms (Collis and Hussey, 2009, p.73). Notwithstanding this, Collis and Hussey (2009) argue that a researcher’s paradigm, methodology and methods may represent a composite of the philosophical assumptions of the two paradigms, but a quality research strategy will always reflect the core assumptions of either the positivistic or interpretivistic paradigms. An interpretivist research often adopts an approach which is qualitative in nature (Collis and Hussey, 2009).

A quantitative research paradigm was deemed most appropriate for the current study because it is able to generate data that are objective and quantitative. It is descriptive in nature and the results are also descriptive. A correlation co-efficient was helpful in explaining the relationship between variables.

3.2.2 Research approach

Saunders et al. (2009) indicate that the choice of research approach is important as it assists the researcher to make well-informed decisions regarding the research design, as well as which research strategy will best work for the purpose of a particular study. A research approach may be either inductive, deductive, or a hybrid of these approaches (Saunders et al., 2009).
A deductive research approach entails developing theories or hypotheses (Crowther and Lancaster, 2008) and then rigorously testing these (theories), using an empirical study (Saunders et al., 2009). According to Crowther and Lancaster (2008), the most widely used approach in the natural sciences is that of deductive research. A key characteristic of deductive research is “generalisation” (Saunders et al., 2009, p.125), which is the ability to draw statistical, general inferences to a broader population. Saunders et al., (2009) indicate that sample sizes must be sufficiently large for the above mentioned statistical inferences to be drawn.

An inductive research approach entails the development of a theory to explain data and information which is observed (Crowther and Lancaster, 2008). Crowther and Lancaster (2008) further indicate that an inductive approach is more flexible than deductive research and is better suited to studying the behaviour of people. In contrast to a deductive approach, an inductive research approach is less concerned with generalisation and more concerned with context within which phenomena occur and with obtaining insights into the meanings which people attribute to events (Saunders et al., 2009, pp.126-127).

An inductive approach has been adopted for the purpose of this study. An inductive approach has been adopted in terms of the empirical study as these perceptions are subjected to the attitudes and biases of the people who are evaluating the selected leadership styles and their effect on the improvement of performance.

An inductive reasoning approach, where theory is developed from observation of empirical reality and general inferences are induced from particular instances for the purposes of providing meaningful data in support of theory formulation, was adopted for this study.
3.2.3 Research strategy

The plan employed to answer research questions and achieve research objectives is a research strategy. A research strategy represents the decisions made and the course of action adopted by the researcher in formulating the most suitable method to address research questions (Marshall and Rossman, 2011). Various scholars (Collis and Hussey, 2009; Petty, Thomson and Stew, 2012) assert that there are several existing research strategies for qualitative research namely:

3.2.3.1 Grounded theory

A grounded theory is a methodology in which a systematic set of procedures is used to develop an inductively derived theory about a phenomenon (Collis and Hussey, 2009). The methodology does not depend on a priori theories, but uses the data generated by the phenomena being studied to generate a theory. Through this strategy a general theory is verified from empirical data which represents the views of participants in a study (Creswell, 2009).

3.2.3.2 Case study

A case study is a methodology that is used to explore a single phenomenon in a natural setting using a variety of methods to obtain in depth knowledge (Collis and Hussey, 2009). A case study emanates from human and social sciences (Creswell, 2009). The research aims not only to explore certain phenomena. Petty et al. (2012) assert that there is no singular method of data analysis that is associated with a case study strategy. Instead, the focus and the research question guide the researcher regarding which data analysis method to employ.

3.2.3.3 Phenomenology

This research strategy focuses on exploring the meaning of a phenomenon, with a aim of gaining insight into the unique life experiences of individuals (Petty et al., 2012).
3.2.3.4 Ethnography

This type of research strategy is rooted in (social) anthropology (Collis and Hussey, 2009). Collis and Hussey explain that ethnography involves an understanding of observed patterns of human behaviour which is obtained by the researcher through using (shared) knowledge which is socially acquired. Data is collected by using participative observation (including unstructured interviews), whereby the researcher, over a long period of time, assumes a full membership role of the group being observed (Petty et al., 2012).

3.2.3.5 Narrative research

Creswell (2009) indicates that this strategy is used for a small number of individuals while focusing on their expounded stories or life experiences, that are linked to an event or a number of events.

3.2.3.6 Survey strategy

A survey strategy may be used for either a positivist or an interpretivist study, and the objective of adopting it is to generalise the results to a broader population (Collis and Hussey, 2009, pp.76-77). Collis and Hussey indicate that there are two types of surveys; namely, the descriptive survey and an analytical survey.

**Descriptive survey:** A descriptive survey provides an accurate account of phenomena at one point in time or at various times.

**Analytical survey:** An analytical survey or explanatory research is used to ascertain the existence of possible relationships between variables. It focuses on analysing and explaining why or how the phenomenon being studied is happening. This is aimed at understanding the phenomena by discovering and measuring causal relationships among them. An analytical survey is about identifying and possibly controlling the variables in research activities as this allows critical variables or the causal links between the characteristics to be explained much better (Collis and Hussey, 2009).
The purpose of an analytical survey methodology in an positivistic study is to draw statistical inferences to a broader population based on the respondents sampled. Relationships between the variables in the study will be tested to ascertain whether there are causal links between the variables being tested. The above justifies the choice of the analytical survey methodology. Employees within the municipality were approached to complete the survey questionnaire.

3.3 METHODOLOGY OF THE STUDY

Research design is employed to formulate a plan in order to answer research questions and meet research objectives of a study (Saunders, Lewis and Thornhill, 2009). Saunders et al. 2009 indicate that this plan includes the reasons and the techniques to be used by the researcher when conducting a study. The main question of this study is: What is the influence leadership style has on organisational performance (service delivery) of a selected municipality?

Collis and Hussey (2009) explain that the purpose of research is to synthesise and review existing knowledge. The existing knowledge on leadership styles was explored under the literature review of this study. The literature review identified the current thinking on the topic as well as the variables that impact leadership styles and the expected outcomes. The study was designed to test whether these variables are applicable at a selected municipality.

Research can follow any paradigm based on the following extremities: positivism, interprevistic or triangulation paradigm. Emphasis is put on the two main paradigms which can be employed for research data collection purposes, which are positivism and interprevism (Collis and Hussey, 2009). Based on this emphasis, this chapter will only give brief definitions and difference between the two paradigms.

3.3.1 Population

The population of this study is all the employees of a selected municipality. The population size is 221, consisting of managers directly accountable to the municipal
manager (including municipal manager), senior manager, managers reporting to them, secretaries and all administrative employees.

3.3.2 Sampling design

Sampling design is part of the research planning process whereby the target population is identified and a sample is selected where a census is not desired. A sample is a small representation of the target population and is carefully selected so that it has got the same attributes (Collis and Hussey, 2009).

The reasons for sampling include lower cost, greater accuracy of results, greater speed of data collection and availability of population elements (Wegner, 2008). Due to the relatively small size of the population, a sample size of 103 was used which is equal to 47 percent of the population. Administering the questionnaire was more manageable in terms of time and the departmental secretaries assisted in distributing and collecting the questionnaires. Costs were reduced by printing fewer questionnaires and the use of an email facility also came in handy. All this was made possible by selecting a reasonable sample of 103.

Collis and Hussey (2009) define a good sample as a sample that is chosen at random, is large enough to satisfy the needs of the investigation and is unbiased. The population of the study is relatively small and consists of employees at different levels. For this reason simple random sampling was used to select the sample from the population in this study giving all the employees in the population an equal chance of being selected.

3.3.3 Data collection process

Collis and Hussey (2009) identify two main sources of data: primary and secondary. Primary data is data collected at the source in an uncontrolled situation by asking questions or making observations. Secondary data is data that already exists. Data for this study was collected by primary and secondary data collection methods. Primary data collection was done by means of a self administered questionnaire distributed to employees at different levels of the selected municipality. The secondary data
collection was done through a desktop literature overview using journal articles, books and internet.

The data collection tool that was used in the study was the questionnaire. A questionnaire is a list of carefully structured questions, which have been chosen after considerable testing, with a view to eliciting reliable responses from a particular group of people (Collis and Hussey, 2009). The aim was to find out what the respondents think about the topic being researched. A questionnaire was used in the study to gather opinions of the selected group of employees at a selected municipality.

The questionnaire was structured using a Likert scale of between 1 and 5, whereby (1) implies Strongly Disagree to (5) Strongly Agree. A Likert Scale format is more conducive to evaluating a continuum of behaviours, attitudes and or perceptions (Leedy and Ormrod, 2013). The literature that was reviewed in the previous chapter as well as the research questions were used to develop the questionnaire, as an effort to ensure the questionnaire's alignment. Using the structured questionnaire allowed for all the respondents to be asked the same questions in the same order (Collis and Hussey, 2009).

Permission to conduct the study was sought from the institution. The researcher personally distributed questionnaires and was also assisted by secretaries from various departments. The cell number was made available where participants called in areas where clarity was required. English and Xhosa were both used in interacting with participants so as to enhance the understanding of the statements in the questionnaire. Since the participants are people with Matric (Grade 12), a diploma, a bachelor’s degree as well as postgraduate qualifications, they completed the questionnaire on their own.

3.3.4 Questionnaire design

A cover letter was constructed and attached to each questionnaire. The purpose of the letter was to encourage employees to understand the purpose of the study, to kindly ask for their assistance and to motivate them to complete the questionnaire.
The cover letter assured the respondent that the information would be kept confidential.

The questionnaire was designed as follows: Section A: questions were constructed from subject knowledge gained from the literature review and phrased in such a manner that is easy to understand by all employees. In this section only closed ended questions were used, since the objective was to find factual data that will be easy to analyse. A Likert rating scale was attached to each statement to enable respondents to indicate their level of agreement with the statement, ranging from “strongly disagree”, “disagree”, “not sure”, “agree”, “strongly agree.” Each response was coded for later analysis. Section B consists of five questions gathering biographical data of the respondents.

The questionnaire in Section A consisted of 67 items measuring the following:
- Selflessness (7 items)
- Individualism (5 items)
- Collectivism (8 items)
- Communalism (7 items)
- Cooperativeness (9 items)
- Competitiveness (10 items)
- Materialism (9 items)
- Service delivery (12 items)

The questionnaire was structured using a Likert scale of between 1 and 5, whereby (1) implies Strongly Disagree to (5) Strongly Agree. A Likert Scale format is more conducive to evaluating a continuum of behaviours, attitudes and or perceptions (Leedy and Ormrod, 2013). Altogether the questionnaire consisted of 72 measuring items. The data analysis included the calculation of Cronbach alpha coefficients, descriptive statistics (percentages, means and standard deviations) and Pearson correlations.
3.3.5 Ethical considerations of the research project

This sub-section is concerned with the ethical considerations of this study. Saunders et al. (2009) refer to ethics as being “the appropriateness of your behaviour in relation to the rights of those who become the subject of your work, or are affected by it.” Clear steps were taken to address the study’s ethical concerns.

Firstly, participants were informed in detail about the contents and scope of the study. Secondly, participation in the study was strictly voluntary. Thirdly, the introduction section of the questionnaire used for this study assured the participants of the anonymity and confidentiality of their responses. Finally, the requisite ethical clearance and approval were obtained from the NMMU Ethics Committee (refer to Annexure 2).

3.4 DATA COLLECTION PROCESS

The study, and its purpose, was introduced in a management meeting and Heads of Departments bought into the objective of conducting the study. Further communication was conducted in various departments, sensitising the sampled employees about the importance of returning the questionnaire within the set time frames. The questionnaire was distributed to groups based on the random sample determined, in various departments, with the assistance of departmental secretaries.

To ensure a good response rate, measures were put in place by designing questions that:

- are easy to read
- offer clear response directions
- include personalised information
- provide information about the survey in a cover letter
- are followed by researched contacts to encourage responses.
The above guidelines were followed to maximise the response rate. After distribution contact was made with Heads of Departments (HoDs) and secretaries reminding them about the due date.

In order to ensure that a sample of 103 was achieved, 110 questionnaires were distributed. Therefore the response rate was 93.64 percent.

3.5 DEMOGRAPHIC COMPOSITION OF SAMPLE

The biographical information of respondents was analysed according to gender, age, level of education, length of service and experience. All this information was solicited and results are presented as follows:

TABLE 3.1: DEMOGRAPHIC DATA COLLECTED

<table>
<thead>
<tr>
<th>Demographic Data</th>
<th>Table</th>
<th>Figure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Gender response rate</td>
<td>Table 3.2</td>
<td>Figure 3.2</td>
</tr>
<tr>
<td>2. Age distribution of respondents</td>
<td>Table 3.3</td>
<td>Figure 3.3</td>
</tr>
<tr>
<td>3. Education levels of respondents</td>
<td>Table 3.4</td>
<td>Figure 3.4</td>
</tr>
<tr>
<td>4. Length of service (tenure)</td>
<td>Table 3.5</td>
<td>Figure 3.5</td>
</tr>
<tr>
<td>5. Experience of respondents</td>
<td>Table 3.6</td>
<td>Figure 3.6</td>
</tr>
</tbody>
</table>

Source: Survey Questionnaire

3.5.1 Gender

Table 3.2 and Figure 3.2 indicate that out of 103 respondents that were surveyed thirty six (34%) were males and 67(64%) were females. That shows that there were almost
twice as many females as males participating in the survey. This high percentage of females suggests that in the staff complement of Amahlathi municipality there are twice as many female employees.

**TABLE 3.2: GENDER RESPONSE RATE**

<table>
<thead>
<tr>
<th>Gender</th>
<th>Number of respondents</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Males</td>
<td>36</td>
<td>35.0%</td>
</tr>
<tr>
<td>Females</td>
<td>67</td>
<td>65.0%</td>
</tr>
<tr>
<td>Total</td>
<td>103</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Source: Survey Questionnaire

**FIGURE 3.2: GENDER OF RESPONDENTS**

Source: Survey Questionnaire

3.5.2 Age

The age of respondents in this survey is very important. Table 3.3 and Figure 3.3 show that the respondents fall within the younger generation age groups 20 – 29 (32%), 30 – 39 (35%) and 40 – 49 (25%). These are believed to be the most educated generations that have grown up in an era characterised by technological advancement and increasing diversity. This is supported by the results of materialism, which depict that by satisfying the respondent’s materialistic needs, public sector managers would increase service delivery (SD) in the selected municipality.
TABLE 3.3: AGE GROUP RESPONSE RATE

<table>
<thead>
<tr>
<th>Age</th>
<th>Number of respondents</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 –29</td>
<td>33</td>
<td>32.0%</td>
</tr>
<tr>
<td>30–39</td>
<td>36</td>
<td>35.0%</td>
</tr>
<tr>
<td>40–49</td>
<td>26</td>
<td>25.2%</td>
</tr>
<tr>
<td>50–59</td>
<td>6</td>
<td>5.8%</td>
</tr>
<tr>
<td>60 upwards</td>
<td>2</td>
<td>1.9%</td>
</tr>
<tr>
<td>Not stated</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>103</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Survey Questionnaire

FIGURE 3.3 AGE DISTRIBUTION OF RESPONDENTS

Source: Survey Questionnaire

3.5.3. Education

Table 3.4 and Figure 3.4 show the educational level of respondents. Only five (4.9%) respondents have matric as the highest standard passed the rest either have a diploma, degree or post-graduate degree. The overall results indicate that the respondents are relatively well educated. The advantage of this is that higher
education provides a platform for one to understand and learn new things. The institution can take this further through Personnel Development Programmes and on-the-job training.

**TABLE 3.4: EDUCATIONAL LEVELS**

<table>
<thead>
<tr>
<th>Level of Education</th>
<th>Number of respondents</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Matric</td>
<td>5</td>
<td>4.9%</td>
</tr>
<tr>
<td>Diploma</td>
<td>41</td>
<td>39.8%</td>
</tr>
<tr>
<td>Bachelor Degree</td>
<td>46</td>
<td>44.7%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>11</td>
<td>10.7%</td>
</tr>
<tr>
<td>Not stated</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>103</td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: Survey Questionnaire

**FIGURE 3.4: EDUCATIONAL LEVELS OF RESPONDENTS**

Source: Survey Questionnaire

### 3.5.4 Length of service (tenure)

Table 3.5 and Figure 3.5 show the length of service of respondents. A quarter, 25% of respondents have been with the current employer for more than 5 years. Noticeably 43 Respondents (41.8%) have been with current employer for 15 years or more.
Based on the average length of service shown above, it can be surmised that the responses to the questionnaires are informed by a group of individuals who possess an understanding of their organisation and are therefore well placed to respond to questions within the context of their organisation.

### TABLE 3.5: LENGTH OF SERVICE OF RESPONDENTS (TENURE)

<table>
<thead>
<tr>
<th>Tenure</th>
<th>Number of respondents</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 – 9</td>
<td>26</td>
<td>25.2%</td>
</tr>
<tr>
<td>10 – 14</td>
<td>34</td>
<td>33.0%</td>
</tr>
<tr>
<td>15 – 19</td>
<td>29</td>
<td>28.2%</td>
</tr>
<tr>
<td>20 upwards</td>
<td>14</td>
<td>13.6%</td>
</tr>
<tr>
<td>Not stated</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>103</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: Survey Questionnaire

### FIGURE 3.5 LENGTH OF SERVICE OF RESPONDENTS (TENURE)

Source: Survey Questionnaire
3.5.5. Work experience

Table 3.6 and Figure 3.6 show the experience of respondents within the current job. More than 80.58% of respondents have more than 10 years of experience in the current job which indicates that they have a considerable number of years and knowledge of the employer.

### TABLE 3.6: EXPERIENCE OF RESPONDENTS (YEARS)

<table>
<thead>
<tr>
<th>Tenure</th>
<th>Number of respondents</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 – 9</td>
<td>20</td>
<td>19.4%</td>
</tr>
<tr>
<td>10 – 14</td>
<td>31</td>
<td>30.1%</td>
</tr>
<tr>
<td>15 – 19</td>
<td>27</td>
<td>26.2%</td>
</tr>
<tr>
<td>20 upwards</td>
<td>25</td>
<td>24.3%</td>
</tr>
<tr>
<td>Not stated</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>103</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: Survey Questionnaire

### FIGURE 3.6 EXPERIENCE OF RESPONDENTS (YEARS)

Source: Survey Questionnaire

In summary: The biographical information of respondents was analysed according to gender, age and level of education, length of service and experience. In terms of the gender split, 65% of respondents were female and 35% were male.
In terms of age distribution 32% of respondents are between the ages 20 – 29, whilst about 60% are between 30 and 49 years of age and only 7% are older than 50. With regard to educational level of respondents, 87 (85%) either have a diploma or a bachelor’s degree, which indicates that the respondents were relatively well-educated. Length of service showed 43 Respondents (41.75%) have been with the current employer for 15 years or more. Based on the average length of service shown above, it can be surmised that the responses to the questionnaires are informed by a group of individuals who possess an understanding of their organisation and are therefore well placed to respond to questions within the context of their organisation.

3.6 THE EMPIRICAL RESULTS

This section reports on the empirical results that emanated from the various data analyses conducted in this study. The assessment of the validity of the data is discussed. This is followed by the results of the assessment of the internal reliability of the as measured by Cronbach’s alpha coefficients. Furthermore, the results with regard to the Pearson correlations are reported, while the results of the descriptive statistics are reported in Chapter Four.

3.6.1 Validity of the measuring instruments

Leedy and Ormrod (2013), define reliability as the consistency with which a measuring instrument performs. According to Collis and Hussey (2009) validity is the degree to which the research findings accurately represent what really happened in the situation. Ensuring validity in research then becomes very important particularly because using the wrong measuring instrument or an instrument that does not effectively measure the underlying concept would effectively jeopardise the integrity of the research (Leedy and Ormrod, 2013).

Leedy and Ormrod (2013) further assert that validity takes different forms, each of which is important in different situations. The following are the forms of validity:

- Face validity: This relies on the subjective judgement of the researcher
and simply involves ensuring that the tests or measures used do represent and measure what they are supposed to represent and measure,

- **Content validity**: The extent to which each measurement instrument accurately measures the factors in research,

- **Criterion validity**: Validity is determined by correlation, that is, between the test and a criterion variable (or variables) taken as representative of the construct.

- **Constructive validity**: The extent to which the researcher measures the characteristic that cannot be directly observed but must be inferred from patterns of people's behaviour.

Collis and Hussey (2009) posit that the most commonly used validity method is face validity due to its unique characteristic described above and content validity as it is regarded to be the most important in research.

Due to the relatively small sample and size of the hypothesised model, an exploratory factor analysis could not be conducted in order to ascertain the construct validity of the data. This study therefore relied on content and face validity. In other words, validity was assessed based on whether the measuring items on face value sufficiently measured the scope and depth of the variables under investigation. By asking public sector practitioners their views on the questionnaire, content and face validity were ascertained.

### 3.6.2 Reliability of the measuring instrument

Golafshani (2003) defines reliability as the extent to which results are consistent over time, also an accurate representation of the total population under study is referred to as reliable and if the results of a study can be reproduced under a similar methodology, then the research instrument is considered to be reliable. Joppe (2000) further explains validity and states that it determines whether the research truly measures that which it was intended to measure or how truthful the research results are. In other
words, does the research instrument allow you to hit “the bull’s eye” of your research objective? Collis and Hussey (2003:58) state that validity is the extent to which the research findings accurately represent what is really happening in the situation.

Collis and Hussey (2009) further explain validity by means of the following three common approaches:

- Test re-test method: This is the extent to which the same instrument achieves the same result on different occasions,

- Split-halves reliability method: Two different versions of the same instrument are presented to the survey participants and they yield same result,

- Internal-consistency reliability: Questions are used as the basis of data collection. Every item used in the study is then correlated with other items used for the study. This method computes the reliability of the results by making use of a statistical formula known as Cronbach’s alpha, which measures inter- correlation between the variables used in a study.

The Cronbach’s alpha was calculated to assess the reliability of the instrument used in the study. According to Zikmund, Babin, Carr and Griffin (2013) a Cronbach’s alpha of above 0.80 is considered as very good reliability, below 0.60 as poor and 0.69 as fair and between 0.70 and 0.79 as good reliability. The results are shown in the table below
3.7 DATA ANALYSIS

TABLE 3.7: RELIABILITY OF MEASURING INSTRUMENT – CRONBACH’S ALPHA

<table>
<thead>
<tr>
<th>VARIABLE</th>
<th>INITIAL ALPHA</th>
<th>ITEMS DELETED</th>
<th>FINAL ALPHA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selflessness</td>
<td>0.34</td>
<td>SELF 2, 3 and 7</td>
<td>0.54</td>
</tr>
<tr>
<td>Individualism</td>
<td>0.69</td>
<td>none</td>
<td>0.69</td>
</tr>
<tr>
<td>Collectivism</td>
<td>0.54</td>
<td>COLL 3</td>
<td>0.61</td>
</tr>
<tr>
<td>Communalism</td>
<td>0.79</td>
<td>none</td>
<td>0.79</td>
</tr>
<tr>
<td>Cooperativeness</td>
<td>0.79</td>
<td>none</td>
<td>0.79</td>
</tr>
<tr>
<td>Competitiveness</td>
<td>0.86</td>
<td>none</td>
<td>0.86</td>
</tr>
<tr>
<td>Materialism</td>
<td>0.91</td>
<td>none</td>
<td>0.91</td>
</tr>
<tr>
<td>Service delivery</td>
<td>0.48</td>
<td>SD 10 and 11</td>
<td>0.61</td>
</tr>
</tbody>
</table>

Final Cronbach’s alpha scores are all above 0.60, which Zikmund et al. (2010) regard as fair reliability, except Selflessness, which shows an alpha value of 0.54. Alpha values of less than 0.60 indicate poor reliability according to Zikmund et al. (2013), but acceptable reliability (a = 0.50 – 0.59) for basic, explorative research according to Nunnally (1978). On the basis of Nunnally’s standard, it was decided to retain Selflessness for subsequent analyses.
**TABLE 3.8: RELATIONSHIP BETWEEN ORGANISATIONAL PERFORMANCE, SELFLESSNESS, INDIVIDUALISM, COLLECTIVISM, COMMUNALISM, COOPERATIVENESS, COMPETITIVENESS AND MATERIALISM – EMPIRICAL RESULTS**

<table>
<thead>
<tr>
<th>Statistic</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>R</td>
<td>0.3901803</td>
</tr>
<tr>
<td>R²</td>
<td>0.1522406</td>
</tr>
<tr>
<td>Adjusted R²</td>
<td>0.8977415</td>
</tr>
<tr>
<td>F(7.95)</td>
<td>2.4372</td>
</tr>
<tr>
<td>P</td>
<td>0.000</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>N=103</th>
<th>b*</th>
<th>Std.Err. of b*</th>
<th>B</th>
<th>Std.Err. of b</th>
<th>t(95)</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intercept</td>
<td>2,627470</td>
<td>0,749680</td>
<td>3,50479</td>
<td>0,000699</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SSELF</td>
<td>-0,010287</td>
<td>0,096194</td>
<td>-0,005810</td>
<td>0,054331</td>
<td>-0,10694</td>
<td>0,915060</td>
</tr>
<tr>
<td>IINDV</td>
<td>-0,023249</td>
<td>0,102563</td>
<td>-0,011688</td>
<td>0,051560</td>
<td>-0,22668</td>
<td>0,821158</td>
</tr>
<tr>
<td>CCOLL</td>
<td>-0,104811</td>
<td>0,096276</td>
<td>-0,137247</td>
<td>0,126071</td>
<td>-1,08865</td>
<td>0,279062</td>
</tr>
<tr>
<td>CCOMM</td>
<td>0,136996</td>
<td>0,101795</td>
<td>0,120131</td>
<td>0,089263</td>
<td>1,34580</td>
<td>0,181569</td>
</tr>
<tr>
<td>CCORP</td>
<td>-0,152760</td>
<td>0,101209</td>
<td>-0,087403</td>
<td>0,057908</td>
<td>-1,50935</td>
<td>0,134529</td>
</tr>
<tr>
<td>CCOMP</td>
<td>-0,124181</td>
<td>0,119556</td>
<td>-0,059640</td>
<td>0,057419</td>
<td>-1,03868</td>
<td>0,301588</td>
</tr>
<tr>
<td>MMATE</td>
<td>0,343873</td>
<td>0,119007</td>
<td>0,134543</td>
<td>0,046562</td>
<td>2,88951</td>
<td>0,004780</td>
</tr>
</tbody>
</table>

The empirical results show that only Materialism is significantly and positively ($r = 0.34$, $p < 0.01$) related to service delivery (SD). It means by satisfying the respondents’ materialistic needs, public sector managers would increase SD in the selected municipality.

The other variables are not significantly related to SD in this sample. This means that selflessness, individualism, collectivism, communalism, cooperativeness and competitiveness do not influence SD in this sample.
It does not matter how selfless, individualistic, collectivistic, communalistic, cooperative and competitive these leaders are, these characteristics do not influence the successful achievement of SD in this municipality, and only materialistic things, as measured in this study, motivate them to achieve SD in this municipality.

The above-mentioned results also indicate that the seven independent variables (selflessness, individualism, collectivism, communalism, cooperativeness, materialism and competitiveness) collectively explain only 15% ($r^2 = 0.152$) of the variance in SD. This means that the seven independent variables are not very important determinants of SD.

The above-mentioned results are supported by the Pearson correlation results in Table 3.9 below. The Pearson correlations show that only materialism is correlated to SD.

TABLE 3.9: PEARSON CORRELATION RESULTS

<table>
<thead>
<tr>
<th>Variable</th>
<th>Service delivery</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selflessness</td>
<td>-0.03</td>
</tr>
<tr>
<td>Individualism</td>
<td>-0.12</td>
</tr>
<tr>
<td>Collectivism</td>
<td>-0.13</td>
</tr>
<tr>
<td>Communalism</td>
<td>0.15</td>
</tr>
<tr>
<td>Cooperativeness</td>
<td>-0.19</td>
</tr>
<tr>
<td>Competitiveness</td>
<td>0.11</td>
</tr>
<tr>
<td>Materialism</td>
<td><strong>0.29</strong></td>
</tr>
</tbody>
</table>

3.8 CHAPTER SUMMARY

This chapter outlined the research methodology used and the methods and procedures that were followed to collect the data for research study were discussed. The chapter expanded on the research type, research process, research design, data collection procedure, validity and reliability as well as the ethical considerations that were followed in the study. Quantitative statistical analyses were also conducted on the data. The results with regard to the following analyses were reported and
interpreted: correlations between variables, Pearson’s correlation results were also reported.

In the next chapter, Chapter four, the results of the descriptive statistics on the collected data will be reported and discussed.
CHAPTER 4

DESCRIPTIVE STATISTICS - EMPIRICAL RESULTS

4.1 INTRODUCTION

The previous chapter outlined the research methodology used and the methods and procedures that were followed to collect the data for this research study were discussed. Furthermore the relationship between leadership style and the influence that will have on organisational performance at a selected municipality was also tested. In this chapter; in addition the empirical results with regard to the descriptive statistics are reported. The descriptive statistics revealed to what extent the respondents agreed or disagree with the questionnaire statements.

The data analysed consisted of the calculation of the means, standard deviations and percentage responses to the questionnaire statements. In this study all strongly disagree and disagree were collapsed into one group, labelled as disagree while all the strongly agree and agree responses were combined into another group, labelled agree. The results obtained from this research will be presented in tables and in graphical formats for which interpretations are provided.

4.2 DESCRIPTIVE STATISTICS ON SELFLESSNESS

**Selflessness:** having little or no concern for oneself especially with regard to fame, position, money etcetera. (think less about yourself and more about others).

The respondents were asked to rate their perceptions on selflessness. Table 4.1 shows the mean and standard deviation of the individual questions. The table also depicts an overall mean score of 3.8 and an overall standard deviation of 1.3 which can be deemed as falling on the agree side of the 5 point scale. This means that the respondents agree to having some form of concern for others with regard to fame, position, money etcetera. The mean scores achieved on the four elements which contribute to selflessness covered a range of 3.5 to 4.1, indicating that the respondents believed that they are more selfless, which means that they think less about themselves and more about others. The above results support the view that it is
important for managers to strive to strike a balance on both the concern for people and for production in an effort to produce better results (Gregoire and Arendt, 2014).

About eighty-four percent (83.5%) of the respondents reported that they are willing to sacrifice a lot for the benefit of their friends. The respondents also indicate that they are more bothered about other people’s problems than their own. This is worrying as more time will be spent in other people’s problems.

**TABLE 4.1: DESCRIPTIVE STATISTICS: SELFLESSNESS**

<table>
<thead>
<tr>
<th>Code</th>
<th>Statement</th>
<th>Disagree %</th>
<th>Neutral %</th>
<th>Agree %</th>
<th>Mean</th>
<th>Std. Dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>SELF1</td>
<td>I am willing to sacrifice a lot for the benefit of my friends</td>
<td>11.6%</td>
<td>4.9%</td>
<td>83.5%</td>
<td>4.1</td>
<td>1.0</td>
</tr>
<tr>
<td>SELF4</td>
<td>I am more bothered about others’ problems than my own</td>
<td>16.5%</td>
<td>0.0%</td>
<td>83.5%</td>
<td>4.0</td>
<td>1.2</td>
</tr>
<tr>
<td>SELF5</td>
<td>If I am in the midst of doing something and it seems to me that someone from my family needs that instrument or place. I will usually give it up.</td>
<td>35.9%</td>
<td>3.9%</td>
<td>60.2%</td>
<td>3.5</td>
<td>1.4</td>
</tr>
<tr>
<td>SELF6</td>
<td>My enjoyment is the last thing that is important to me</td>
<td>29.1%</td>
<td>6.8%</td>
<td>64.1%</td>
<td>3.6</td>
<td>1.5</td>
</tr>
<tr>
<td>Average Score</td>
<td></td>
<td>23.3%</td>
<td>3.9%</td>
<td>72.8%</td>
<td>3.8</td>
<td>1.3</td>
</tr>
</tbody>
</table>
4.3 DESCRIPTIVE STATISTICS ON INDIVIDUALISM

Individualism: a social theory favouring freedom of action for individuals over collective or state control.

The respondents were asked to rate their perceptions on the statements of individualism. Table 4.2 below shows an overall mean score of 3.0 and a standard deviation of 1.4. The means achieved on the elements which contribute to individualism covered a range between 2.0 and 4.0 and can be deemed as falling on the agree side of the 5-point scale.

About fifty-four percent (53.4%) of respondents reported that they would rather depend on themselves than others, while forty-seven percent (46.6%) of the respondents reported that they believe in team work, which is supported by the literature reviewed where in it was reported that this occurs when influential individuals (leaders) raise the welfare of their personnel; this is achieved by generating alertness and recognition of the purposes and mission of the group, and by stimulating the employees to go beyond themselves and focus on the group (Stone et al., 2004).
About seventeen percent (16.5%) of the respondents indicated that they get tense and aggravated when others do better, while eighty-four percent (83.5%) disagreed.

### TABLE 4.2: INDIVIDUALISM

<table>
<thead>
<tr>
<th>Code</th>
<th>Statement</th>
<th>Disagree %</th>
<th>Neutral %</th>
<th>Agree %</th>
<th>Mean</th>
<th>Std. Dev.</th>
</tr>
</thead>
<tbody>
<tr>
<td>INDV1</td>
<td>I would rather depend on myself than others</td>
<td>46.6</td>
<td>-</td>
<td>53.4</td>
<td>3.1</td>
<td>1.5</td>
</tr>
<tr>
<td>INDV2</td>
<td>I rely on myself most of the time; I rarely rely on others</td>
<td>45.6</td>
<td>1.9</td>
<td>52.4</td>
<td>3.1</td>
<td>1.6</td>
</tr>
<tr>
<td>INDV3</td>
<td>I often do my own thing</td>
<td>51.5</td>
<td>2.9</td>
<td>45.6</td>
<td>2.9</td>
<td>1.5</td>
</tr>
<tr>
<td>INDV4</td>
<td>My personal identity, independent of others, is very important to me</td>
<td>16.5</td>
<td>-</td>
<td>83.5</td>
<td>4.0</td>
<td>1.2</td>
</tr>
<tr>
<td>INDV5</td>
<td>When another person does better than I do, I get tense and aggravated</td>
<td>83.5</td>
<td>-</td>
<td>16.5</td>
<td>2.0</td>
<td>1.2</td>
</tr>
<tr>
<td>Average Score</td>
<td></td>
<td>48.7</td>
<td>1.0</td>
<td>50.3</td>
<td>3.0</td>
<td>1.4</td>
</tr>
</tbody>
</table>
Figure 4.2: INDIVIDUALISM

NB: Average disagree = 48.7%; average neutral = 1.0%; and average agree = 50.3%

The results support the view that the leader should pay close attention to the inter-individual differences among the followers and act as mentor to the followers, whilst followers are treated individually in order to raise their level of maturity and to enhance effective ways of addressing their goals and challenges (Obiwuru, Okwu, Akpa and Nwankwere, 2011).

4.4 DESCRIPTIVE STATISTICS: COLLECTIVISM

Collectivism: personal or social orientation that emphasises the good of the group, community or society over and above individual gain.

The respondents were asked to rate their perceptions on collectivism. Table 4.3 below depicts an overall mean score of 4.4, which can be deemed as a general perception of “agree” to the statements of collectivism.

Over ninety-three percent (93.2%) of the respondents indicated that they feel proud when a co-worker gets a prize, while only five percent (5%) of the respondents indicated that they do not feel proud when a co-worker gets a prize. About ninety-
seven percent (97.1%) of the respondents indicated that the well-being of their co-workers is important to them as opposed to only two percent (1.9%) who disagreed. Ninety-nine percent (99%) of the respondents indicated that they feel good when cooperating with others. This means that the respondents generally agree to have an understanding of collectivism, which emphasise the good of the group, community or society over and above individual gain.

**TABLE 4.3: DESCRIPTIVE STATISTICS: COLLECTIVISM**

<table>
<thead>
<tr>
<th>Code</th>
<th>Statement</th>
<th>Disagree %</th>
<th>Neutral %</th>
<th>Agree %</th>
<th>Mean</th>
<th>Std.D ev.</th>
</tr>
</thead>
<tbody>
<tr>
<td>COLL1</td>
<td>If a co-worker gets a prize, I would feel proud</td>
<td>4.9</td>
<td>1.9</td>
<td>93.2</td>
<td>4.4</td>
<td>0.8</td>
</tr>
<tr>
<td>COLL2</td>
<td>The well-being of my co-workers is important to me</td>
<td>1.9</td>
<td>1</td>
<td>97.1</td>
<td>4.5</td>
<td>0.6</td>
</tr>
<tr>
<td>COLL4</td>
<td>I feel good when I cooperate with others</td>
<td>0</td>
<td>1</td>
<td>99</td>
<td>4.6</td>
<td>0.5</td>
</tr>
<tr>
<td>COLL5</td>
<td>Parents and children must stay together as much as possible</td>
<td>2.9</td>
<td>0</td>
<td>97.1</td>
<td>4.4</td>
<td>0.7</td>
</tr>
<tr>
<td>COLL6</td>
<td>It is my duty to take care of my family, even when I have to sacrifice what I want</td>
<td>1.9</td>
<td>0</td>
<td>98.1</td>
<td>4.5</td>
<td>0.6</td>
</tr>
<tr>
<td>COLL7</td>
<td>Family member should stick together, no matter what sacrifices are required</td>
<td>1.9</td>
<td>3.9</td>
<td>94.2</td>
<td>4.3</td>
<td>0.8</td>
</tr>
<tr>
<td>Average Score</td>
<td></td>
<td>2.2</td>
<td>1.3</td>
<td>96.5</td>
<td>4.4</td>
<td>0.7</td>
</tr>
</tbody>
</table>
The results support the view that *Ubuntu* can best be explained by the African proverb, a thumb, although it is strong, cannot kill on its own. It requires the collective cooperation of the other fingers to do this (Mbigi and Maree, 1995).

**4.5 DESCRIPTIVE STATISTICS: COMMUNALISM**

**Communalism**: a principle of political organisation based on federal communes. It is allegiance to one’s ethnic group rather than to the wider society.

The respondents were asked to rate their perceptions about communalism. Table 4.3 and figure 4.3 below depict an overall mean score of 4.3 and can be deemed as falling on the agree side of the 5-point scale, which is an indication that the consensus opinions of the respondents agree to communalism. The means achieved on the seven elements of communalism covered a range between 3.9 and 4.3, indicating that the respondents feel that they are obligated to one another. This means that the respondents generally pay allegiance to the group rather than to the wider society.
This is evident as ninety-three percent (93.2%) of the respondents indicated that their obligation towards a team or group instils dedication to everything they do.

About eighty-nine percent (89.3%) of respondents indicated that interdependence with other people makes them want to provide the best in their roles. Graham (1991) argues that servant leaders acknowledge their responsibility not just to the organisation's goals and to the personal development of followers but also to a wider range of organisational stakeholder (Graham, 1991).

**TABLE 4.4: DESCRIPTIVE STATISTICS: COMMUNALISM**

<table>
<thead>
<tr>
<th>Code</th>
<th>Statement</th>
<th>Disagree %</th>
<th>Neutral %</th>
<th>Agree %</th>
<th>Mean</th>
<th>Std. Dev.</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM1</td>
<td>I usually encourage obligation towards one another</td>
<td>15.5</td>
<td>8.8</td>
<td>75.7</td>
<td>3.9</td>
<td>1.1</td>
</tr>
<tr>
<td>COMM2</td>
<td>Obligation towards a team or group instils dedication to everything I do.</td>
<td>3.9</td>
<td>2.9</td>
<td>93.2</td>
<td>4.3</td>
<td>0.8</td>
</tr>
<tr>
<td>COMM3</td>
<td>I prefer a team that is interdependent on one another</td>
<td>1.9</td>
<td>4.9</td>
<td>93.2</td>
<td>4.4</td>
<td>0.7</td>
</tr>
<tr>
<td>COMM4</td>
<td>The interdependence of people in teams makes those teams achieve more</td>
<td>0</td>
<td>0</td>
<td>100.0</td>
<td>4.5</td>
<td>0.5</td>
</tr>
<tr>
<td>COMM5</td>
<td>Interdependence with other people makes me</td>
<td>10.7</td>
<td>0</td>
<td>89.3</td>
<td>4.2</td>
<td>1.0</td>
</tr>
</tbody>
</table>
want to provide the best in my role

<table>
<thead>
<tr>
<th>COMM6</th>
<th>I encourage that one volunteers to assist team members</th>
<th>10.7</th>
<th>0.9</th>
<th>88.4</th>
<th>4.2</th>
<th>0.9</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM7</td>
<td>I encourage participation in one's country</td>
<td>0</td>
<td>0</td>
<td>100.0</td>
<td>4.5</td>
<td>0.5</td>
</tr>
<tr>
<td><strong>Average Score</strong></td>
<td></td>
<td>6.1</td>
<td>2.5</td>
<td>91.4</td>
<td>4.3</td>
<td>0.8</td>
</tr>
</tbody>
</table>

**FIGURE 4.4: COMMUNALISM**

![Bar chart showing communalism scores](chart.png)

**NB:** Average disagree = 6.1%; average neutral = 2.5%; and average agree = 91.4%

### 4.6 DESCRIPTIVE STATISTICS: COOPERATIVENESS

**Cooperativeness:** is a personality trait concerning the degree to which a person is generally agreeable in their relations with other people.

The table depicts the perceptions of respondents about Cooperativeness in working with other employees in the municipality. Table 4.5 below depicts an average mean
score of 3.3, which can be deemed as a perception of “agree” although some disagreed with the statements.

About seventy-eight percent (79.6%) of respondents agree that in order to succeed in life a person must cooperate with others, while only twenty percent disagree (20.4%). More than eighty-two percent (82.5%) of the respondents indicated that cooperation is more beneficial than competition. More than half of the respondents (52.4%) indicated that when handling tasks they listen to multiple viewpoints. More than fifty percent of the respondents indicated that they are willing to listen to opinions of others. The below results are in harmony with the literature reviewed wherein “Collective finger’s theory” was discussed and subsequently linked to an “Ubuntu” way of life.

**TABLE 4.5: DESCRIPTIVE STATISTICS: COOPERATIVENESS**

<table>
<thead>
<tr>
<th>Code</th>
<th>Statement</th>
<th>Disagree %</th>
<th>Neutral %</th>
<th>Agree %</th>
<th>Mean</th>
<th>Std. Dev.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CORP1</td>
<td>In order to succeed in life, a person must cooperate with others</td>
<td>20.4</td>
<td>0</td>
<td>79.6</td>
<td>3.9</td>
<td>1.3</td>
</tr>
<tr>
<td>CORP2</td>
<td>I believe everybody could benefit more from cooperation than competition</td>
<td>16.5</td>
<td>4.9</td>
<td>78.6</td>
<td>4.0</td>
<td>1.3</td>
</tr>
<tr>
<td>CORP3</td>
<td>I believe having good friendships enables you to triumph over all your opponents</td>
<td>16.5</td>
<td>1.0</td>
<td>82.5</td>
<td>4.0</td>
<td>1.2</td>
</tr>
<tr>
<td>CORP4</td>
<td>A person must rely on the help of others in order to achieve good results</td>
<td>83.5</td>
<td>0</td>
<td>16.5</td>
<td>2.0</td>
<td>1.2</td>
</tr>
<tr>
<td>CORP5</td>
<td>Initiation and completion of any task is inseparable from the help and cooperation of others</td>
<td>53.4</td>
<td>0</td>
<td>46.6</td>
<td>2.9</td>
<td>1.7</td>
</tr>
<tr>
<td>-------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>------</td>
<td>---</td>
<td>------</td>
<td>-----</td>
<td>-----</td>
</tr>
<tr>
<td>CORP6</td>
<td>I can usually consider multiple viewpoints when I handle tasks</td>
<td>52.4</td>
<td>0</td>
<td>47.6</td>
<td>2.9</td>
<td>1.5</td>
</tr>
<tr>
<td>CORP7</td>
<td>I can usually stand in other's shoes to consider their interests</td>
<td>53.4</td>
<td>0</td>
<td>46.6</td>
<td>2.9</td>
<td>1.4</td>
</tr>
<tr>
<td>CORP8</td>
<td>I am willing to listen to other's opinion often, even though I might not agree with them</td>
<td>49.5</td>
<td>0</td>
<td>50.5</td>
<td>3.3</td>
<td>1.5</td>
</tr>
<tr>
<td>CORP9</td>
<td>When working with others on a communal task. I am able to integrate the views of others</td>
<td>11.7</td>
<td>1.9</td>
<td>86.4</td>
<td>4.2</td>
<td>1.0</td>
</tr>
</tbody>
</table>

**Average Score** | 39.7 | 0.9 | 59.4 | 3.3 | 1.3 |
NB: Average disagree = 39.7%; average neutral = 0.9%; and average agree = 59.4%

4.7 DESCRIPTIVE STATISTICS: COMPETITIVENESS

Competitiveness: the quality of being as good as or better than others of a comparable nature.

Table 4.6 below shows the perceptions of respondents on their competitiveness. The survey results show that the respondents have rated themselves as having average competitiveness traits. However, many tend to rate themselves above average in some of the statements, as can be seen in figure 4.6 below.

About forty-one percent (40.8%) of respondents agree that they consider appraisal as an opportunity to prove that they are smarter than others, while fifty-nine percent (59.2%) disagree. Only thirty-four percent (34%) of respondents agree that their self-
worth is validated only if they outperform others and sixty one percent (61.2%) of the respondents additionally agree that being outperformed by others annoys them.

Seventy-one percent (70.9%) of respondents indicated that they like competition because it gives them an opportunity to discover their own potential; additionally eighty percent (79.6%) like challenges that are brought about by competition. Public sector managers should create an environment which allows for healthy competition.

### TABLE 4.6: DESCRIPTIVE STATISTICS: COMPETITIVENESS

<table>
<thead>
<tr>
<th>Code</th>
<th>Statement</th>
<th>Disagree %</th>
<th>Neutral %</th>
<th>Agree %</th>
<th>Mean</th>
<th>Std. Dev.</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMP1</td>
<td>Even in a group working towards a common goal, I still want to outperform others</td>
<td>83.5</td>
<td>0.0</td>
<td>16.5</td>
<td>2.0</td>
<td>1.2</td>
</tr>
<tr>
<td>COMP2</td>
<td>My self-worth is validated only if I outperform others.</td>
<td>66.0</td>
<td>0.0</td>
<td>34.0</td>
<td>2.5</td>
<td>1.4</td>
</tr>
<tr>
<td>COMP3</td>
<td>Sometimes I consider appraisal as an opportunity to prove that I am smarter than others.</td>
<td>59.2</td>
<td>0.0</td>
<td>40.8</td>
<td>2.7</td>
<td>1.5</td>
</tr>
<tr>
<td>COMP4</td>
<td>I like competition because that gives me a chance to discover my own potential</td>
<td>29.1</td>
<td>0.0</td>
<td>70.9</td>
<td>3.8</td>
<td>1.4</td>
</tr>
<tr>
<td>COMP</td>
<td>Description</td>
<td>Score</td>
<td>Mean</td>
<td>SD</td>
<td>SE</td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>-----------------------------------------------------------------------------</td>
<td>-------</td>
<td>------</td>
<td>-----</td>
<td>-----</td>
<td></td>
</tr>
<tr>
<td>COMP5</td>
<td>I like challenges that are brought about by competing with others.</td>
<td>19.4</td>
<td>1.0</td>
<td>79.6</td>
<td>4.0</td>
<td></td>
</tr>
<tr>
<td>COMP6</td>
<td>I like competition because it allows me to perform at my best</td>
<td>22.3</td>
<td>0.0</td>
<td>77.7</td>
<td>3.9</td>
<td></td>
</tr>
<tr>
<td>COMP7</td>
<td>Being outperformed by others annoys me</td>
<td>38.8</td>
<td>0.0</td>
<td>61.2</td>
<td>3.4</td>
<td></td>
</tr>
<tr>
<td>COMP8</td>
<td>I am very sad when I loose in sport contests.</td>
<td>49.5</td>
<td>0.0</td>
<td>50.5</td>
<td>3.0</td>
<td></td>
</tr>
<tr>
<td>COMP9</td>
<td>I am jealous when others get rewarded for their achievements</td>
<td>49.5</td>
<td>0.0</td>
<td>50.5</td>
<td>3.0</td>
<td></td>
</tr>
<tr>
<td>COMP10</td>
<td>I cannot stand being beaten in an argument by others</td>
<td>38.8</td>
<td>0.0</td>
<td>61.2</td>
<td>3.3</td>
<td></td>
</tr>
<tr>
<td>Average</td>
<td></td>
<td>45.6</td>
<td>0.1</td>
<td>54.3</td>
<td>3.2</td>
<td></td>
</tr>
</tbody>
</table>
FIGURE 4.6: COMPETITIVENESS

In summary the results show that more than half of the respondents believe competition with fellow employees is a recipe for success. As long as it is fair and can be measured fairly and be rewarded accordingly, it remains healthy. This is also consistent with transformational leadership which occurs when influential individuals (leaders) raise the welfare of their personnel; this is achieved by generating alertness and recognition.

4.8 DESCRIPTIVE STATISTICS: MATERIALISM

**Materialism:** is the love for material things; people then use people and love things when in fact, they should love people and use things.

The respondents were asked to rate their perceptions on Materialism. Table 4.7 below shows the survey results and that the respondents rated themselves as having an
average love for materialistic things. This means that the respondents achieved an average ‘agree’ score of fifty percent (50.2%), which means that employees of the municipality have an equal love for material things and for people.

Fifty-five percent (55.3%) of respondents like to own more expensive things as this is a sign of success; additionally forty-nine percent (48.5%) agree that material possessions are more important to them because they believe that they contribute a lot to their happiness. The perceptions of respondents in this regard indicates that public sector manager should develop strategies to reward good performance so that this love for materialistic things can be linked to good performance.

**TABLE 4.7: DESCRIPTIVE STATISTICS: MATERIALISM**

<table>
<thead>
<tr>
<th>Code</th>
<th>Statement</th>
<th>Disagree %</th>
<th>Neutral %</th>
<th>Agree %</th>
<th>Mean</th>
<th>Std. Dev.</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATE1</td>
<td>I like to own things that make people think highly of me</td>
<td>43.7</td>
<td>1.9</td>
<td>54.4</td>
<td>3.2</td>
<td>1.7</td>
</tr>
<tr>
<td>MATE2</td>
<td>I like to own more expensive things than most people because this is a sign of success</td>
<td>44.7</td>
<td>0.0</td>
<td>55.3</td>
<td>3.2</td>
<td>1.4</td>
</tr>
<tr>
<td>MATE3</td>
<td>Material possessions are important to me because they contribute a lot to my happiness</td>
<td>51.5</td>
<td>0.0</td>
<td>48.5</td>
<td>3.1</td>
<td>1.7</td>
</tr>
<tr>
<td>MATE4</td>
<td>When friends have things I cannot afford, it bothers me</td>
<td>47.6</td>
<td>0.0</td>
<td>52.4</td>
<td>3.1</td>
<td>1.6</td>
</tr>
<tr>
<td>MATE5</td>
<td>To me, it is important to have expensive</td>
<td>47.6</td>
<td>0.0</td>
<td>52.4</td>
<td>3.1</td>
<td>1.6</td>
</tr>
</tbody>
</table>
homes, cars, clothes and other things. These expensive items make me happy.

<table>
<thead>
<tr>
<th>MATE6</th>
<th>Material growth has an irresistible attraction to me.</th>
<th>47.6</th>
<th>0.0</th>
<th>52.4</th>
<th>3.1</th>
<th>1.6</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATE7</td>
<td>Material accumulation helps raise the level of civilisation</td>
<td>54.4</td>
<td>45.6</td>
<td>2.9</td>
<td>1.6</td>
<td></td>
</tr>
<tr>
<td>MATE8</td>
<td>Growth in material consumption helps raise the level of civilisation</td>
<td>54.4</td>
<td>0.0</td>
<td>45.6</td>
<td>2.9</td>
<td>1.6</td>
</tr>
<tr>
<td>MATE9</td>
<td>To buy and possess expensive things is important to me.</td>
<td>54.4</td>
<td>0.0</td>
<td>45.6</td>
<td>2.8</td>
<td>1.6</td>
</tr>
<tr>
<td>Average Score</td>
<td></td>
<td>49.6</td>
<td>0.2</td>
<td>50.2</td>
<td>3.0</td>
<td>1.6</td>
</tr>
</tbody>
</table>
The respondents were asked to rate their perceptions about the Service Delivery orientation of their municipality. The respondents generally disagreed with the statements on their perception of Service Delivery, resulting in an average ‘disagree’ score of fifty-seventy percent (56.9%). Eighty-one percent (80.6%) of the respondents indicated that the municipality is outsourcing the non-core operations; additionally eighty-four percent (83.5%) indicated that the municipality is implementing “Batho Pele” principles.

Regarding the rest of the statements the respondents disagreed, hence the overall ‘disagree’ average of seventy percent (69.5%) is reflected. About eighty percent (79.6%) of the respondents indicated that they disagree that the municipality has stringent quality control systems or a Total Quality Management System (TQM) in delivering services to the people; additionally, seventy-nine percent (78.6%) of the respondents indicated that the municipality does not evaluate delivery of services in terms of speed; furthermore fifty-nine percent (59.2%) of the responded indicated that
they have never experienced evaluations of services in terms of convenience. This brings clarity to why the municipality’s delivery of service need to be evaluated.

**TABLE 4.8: DESCRIPTIVE STATISTICS: SERVICE DELIVERY**

<table>
<thead>
<tr>
<th>Code</th>
<th>Statement</th>
<th>Disagree %</th>
<th>Neutral %</th>
<th>Agree %</th>
<th>Mean</th>
<th>Std. Dev.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SD56</td>
<td>One stop service counters</td>
<td>62.1</td>
<td>9.7</td>
<td>28.2</td>
<td>2.5</td>
<td>1.3</td>
</tr>
<tr>
<td>SD57</td>
<td>Alternative service delivery systems, such as Electronic service provision</td>
<td>59.2</td>
<td>9.7</td>
<td>31.1</td>
<td>2.5</td>
<td>1.4</td>
</tr>
<tr>
<td>SD58</td>
<td>Outsourcing of non-core operations</td>
<td>9.7</td>
<td>9.7</td>
<td>80.6</td>
<td>4.1</td>
<td>0.9</td>
</tr>
<tr>
<td>SD59</td>
<td>Public Private Partnerships</td>
<td>61.2</td>
<td>9.7</td>
<td>29.1</td>
<td>2.5</td>
<td>1.4</td>
</tr>
<tr>
<td>SD60</td>
<td>Stringent quality control systems</td>
<td>79.6</td>
<td>4.9</td>
<td>15.5</td>
<td>2.0</td>
<td>1.1</td>
</tr>
<tr>
<td>SD61</td>
<td>A Total Quality management (TQM) Systems</td>
<td>78.7</td>
<td>5.8</td>
<td>15.5</td>
<td>2.1</td>
<td>1.1</td>
</tr>
<tr>
<td>SD62</td>
<td>On-line service provision (e-government)</td>
<td>78.7</td>
<td>5.8</td>
<td>15.5</td>
<td>2.1</td>
<td>1.1</td>
</tr>
<tr>
<td>SD63</td>
<td>Regular evaluations of how we are doing in terms of speed</td>
<td>78.6</td>
<td>5.8</td>
<td>15.6</td>
<td>2.0</td>
<td>1.1</td>
</tr>
<tr>
<td>SD64</td>
<td>Regular evaluations of how we are doing in terms of convenience</td>
<td>59.2</td>
<td>9.7</td>
<td>31.1</td>
<td>2.5</td>
<td>1.4</td>
</tr>
<tr>
<td>SD67</td>
<td>Implementation of “Batho Pele”</td>
<td>1.9</td>
<td>14.6</td>
<td>83.5</td>
<td>4.3</td>
<td>0.8</td>
</tr>
<tr>
<td>Average Score</td>
<td></td>
<td>56.9</td>
<td>8.5</td>
<td>34.6</td>
<td>2.6</td>
<td>1.2</td>
</tr>
</tbody>
</table>
FIGURE 4.8: SERVICE DELIVERY

NB: Average disagree = 56.9%; average neutral = 8.5%; and average agree = 34.6%

4.10 SUMMARY

The empirical results were analysed and reported in this chapter. The responses to questionnaire statements were analysed to assess the respondent’s perceptions about Selflessness, Individualism, Collectivism, Communalism, Cooperativeness, Competitiveness Materialism and Service Delivery. According to the results of the descriptive statistical data, the respondents appear to believe that their municipality is not effectively delivering services; hence the average ‘agree’ score of thirty-five percent (35%). However the overall average percentages of Selflessness, Collectivism and Communalism from the empirical results indicate that the participants appear to be reasonably happy with their sense of selflessness, collectivism and communalism, as all these achieved an overall average percentage ‘agree’ score between fifty percent (50%) to fifty-nine percent (59%).

In the next chapter, Chapter Five, recommendations to address the findings as well as conclusions, recommendations and opportunities for future research are discussed.
CHAPTER 5

FINDINGS, RECOMMENDATIONS AND CONCLUSION

5.1 INTRODUCTION

Chapter 5 presents the findings, conclusions and recommendations of the entire research project. In this final chapter, empirical results are reviewed with a view to drawing managerial inferences. The chapter is initiated with an overview of the study in its entirety. Finally the shortcomings of the research project as well as recommendations for future research are examined.

5.2 OVERVIEW OF THE STUDY

Chapter 2 presented the literature that underpins the study. The literature considers the proposed factors deemed to have an influence on service delivery (organisational performance). These factors include the leadership theories, leadership styles and Ubuntu linked to those are the leadership traits such as Selflessness, Individualism, Collectivism, Communalism Cooperativeness, Competitiveness and Materialism.

In Chapter 3, the methodology to be used in conducting the empirical research was discussed. The research design was proposed as well as the research approach to be followed. The questionnaire was introduced as the preferred research instrument and the demographic analysis of the sample was conducted, as well as multiple regression analysis on the leadership traits that have a bearing on organisational performance.

Chapter 4 presented the descriptive statistics, which is means that the mean scores, standard deviations as well as the extent to which the respondents agreed or disagree with each statement in the questionnaire.

This study was based on research conducted at a selected municipality in the Eastern Cape. This municipality is one of the seven local municipalities falling under the district.

This analysis provided the researcher with the conclusions as discussed below.
5.3 LIMITATIONS OF THE STUDY

The following limitations need to be considered relative to the study:

Due to the relatively small sample and size of the hypothesised model an exploratory factor analysis could not be conducted in order to ascertain construct validity of data. The research study was only limited to employees based at a selected municipality and did not include employees based at other municipalities within the district or even the province. This resulted in limited respondent perceptions which would have been better enhanced if all municipalities were included.

The study did not capture the entire local sphere of government, but was limited to a local municipality within the selected district in the Eastern Cape Province. A broader industry analysis will add value and enable municipalities to benchmark best practices, and to adopt these for themselves.

5.4 SUMMARY OF FINDINGS

From the data analysis in Chapter Three and four the following conclusions can be drawn:

The empirical results show that only materialism is significantly and positively \( (r = 0.34, p < 0.01) \) related to service delivery (SD). It means by satisfying the respondents’ materialistic needs, public sector managers would increase SD in the selected municipality.

The other variables are not significantly related to SD in this sample. This means that selflessness, individualism, collectivism, communalism, cooperativeness and competitiveness do not influence SD in this study.

It does not matter how selfless, individualistic, collectivistic, communalistic, cooperative and competitive these leaders are, these characteristics do not influence the successful achievement of SD in this municipality, only materialistic things, as measured in this study, motivate them to achieve SD in this municipality.
The above-mentioned also indicates that the seven independent variables (selflessness, individualism, collectivism, communalism, cooperativeness, materialism and competitiveness) collectively explain only 15% ($r^2 = 0.152$) of the variance in SD. This means that the seven independent variables are not very important determinants of SD.

### 5.4.1 Selflessness

In Chapter 4, Table 4.1 illustrate an average mean score of 3.8 for selflessness for the sample as a whole. The average agree score for this variable is 72.8% of all respondents. This suggests a very pleasing state of affairs with regard to the selflessness. The responses to the selflessness statement, “I am willing to sacrifice a lot for the benefit of my friends” shows that 84% of the responded agreed to the statement.

Based on the regression analysis results in Table 3.8 selflessness is not significantly related to service delivery. The managerial implications of this finding therefore suggest that managers should not go out of their way to try and selfless as this in not likely to result to improved service delivery.

### 5.4.2 Individualism

About fifty-four percent (53.4%) of respondents reported that they would rather depend on themselves than others, while forty-seven percent (46.6%) of the respondents reported that they believe in teamwork. This is supported by the literature reviewed where in it was reported that this occurs when influential individuals (leaders) raise the welfare of their personnel. Generating alertness and recognition of the purposes and mission of the group by stimulating the employees to go beyond themselves and focus on the group (Stone et al., 2004).

Based on the regression analysis results in Table 3.8 individualism is not significantly related to service delivery. The managerial implications of this finding therefore
suggest that managers should promote freedom of action for a collective rather than individuals as this is not likely to result to improved service delivery.

5.4.2 Collectivism

Based on the regression analysis results in Table 3.8 collectivism is not significantly related to service delivery. Ninety nine percent (99%) of the respondents indicated that they feel good when cooperating with others. Kinicki and Kreitner, (2009) assert that the servant leadership focuses on increased service to others rather than to oneself.

The managerial implications of this finding therefore suggest that managers should promote the good of the group, community or society rather than an individual, although according to the results that is not likely to result to improved service delivery.

5.4.3 Communalism

Table 4.4 illustrate an average mean score of 4.3 for communalism for the study as a whole and an average agree score of 91.4%, which means that generally the respondents agree to the statements in this variable. According to the regression analysis results in Table 3.8 communalism is not significantly related to service delivery.

The managerial implications of this finding therefore suggest that managers should not go out of their way to try and satisfy a certain ethnic group but should satisfy the wider society.

5.4.4 Cooperativeness

In Chapter 4, Table 4.5 illustrate an average mean score of 3.3 for cooperativeness for the sample as a whole. The average agree score for this variable is 59% of all respondents. This suggests a pleasing state of affairs with regard to the cooperativeness. The responses to the cooperativeness statement, “I believe everybody could benefit more from cooperation than competition” shows that 79% of the respondents agreed to the statement.
Based on the regression analysis results in Table 3.8 cooperativeness is not significantly related to service delivery. The managerial implications of this finding therefore suggest that managers should not go out of their way to try and implement cooperativeness blindly without considering other factors is not likely to result to improved service delivery.

5.4.5 Competitiveness

Table 4.6 illustrate an average mean score of 3.2 for competitiveness for the study as a whole and an average agree score of 54.3%, which means that the respondents agree to the statements in this variable. Seventy-one percent (70.9%) of respondents indicated that they like competition because it gives them an opportunity to discover their own potential; additionally eighty percent (79.6%) like challenges that are brought about by competition. According to the regression analysis results in Table 3.8 competitiveness is not significantly related to service delivery.

The managerial implications of this finding therefore suggest that public sector managers should create an environment that allows for healthy competition.

5.4.6 Materialism

In Chapter 4, Table 4.6 illustrate an average mean score of 3.0 for materialism for the sample as a whole. The average agree score for this variable is 50% of all respondents. This suggests a good state of affairs with regard to the materialism as a variable. Fifty-five percent (55.3%) of respondents like to own more expensive things as this is a sign of success; additionally forty-nine percent (48.5%) agree that material possessions are more important to them because they believe that they contribute a lot to their happiness. Based on the regression analysis results in Table 3.8 materialism is significantly related to service delivery.

The perceptions of respondents in this regard indicates that public sector managers should develop strategies to reward good performance so that this love for materialistic things can be linked to good performance.
5.5 RECOMMENDATIONS

The study supports what the literature says, so taking this as a case study for other municipalities will not only improve organisational performance within the district but employees’ perceptions and attitude towards leadership. The variables tested are aligned with some leadership styles and values. The municipality therefore can improve and incorporate these into their value system and policies as the public sector has done regarding the Batho Pele principles.

The municipality can take the research forward to see how it can benefit in creating a performing organisation.

5.6 OPPORTUNITIES FOR FURTHER RESEARCH

The researcher recommends the following for further research

A more extensive study could be done on the influence of leadership style and organisational performance on the whole province at least.

Leadership styles and their link to organisational performance is a vast field on its own. In order to understand what type of leadership style and which traits can effectively contribute to performance of municipal employees, would require careful study and experimentation.

5.7 CONCLUSION
LIST OF SOURCES


Costanzo, T., 2005. My Situational leadership style, s.l.: s.n.


Petitions Report, 2016. Amahlathi Municipality, pp. 2-4


115


Please insert spaces between the following references above:

Tutu …
Van der Waldt …

Kraemer …
Knoop …
Krumm …

Your annexures should have numbers and headings
Dear Respondent

I am studying towards my MBA (Master in Business Administration) degree at the Nelson Mandela Metropolitan University Business School. I am conducting research on **the influence leadership style has on organisational performance at a selected municipality.** I believe that my study will make an important contribution to the understanding of leadership in local government institutions in South Africa.

You are part of our selected sample of respondents whose views we seek on the above-mentioned matter. We would therefore appreciate it if you could answer a few questions. It should not take more than thirty minutes of your time and we want to thank you in advance for your co-operation.

There are no correct or incorrect answers. Please answer the questions as accurately as possible. For each statement, tick the number which best describes your experience or perception. For example, if you strongly agree with the statement, tick the number 5. If you strongly disagree with the statement, tick the number 1 and if not sure tick tick the number 3. **Tick only one answer for each statement and answer all questions please.** Please note also that your participation in this study is entirely voluntary and that you have the right to withdraw from the study at any stage. We also guarantee your anonymity and the confidentiality of information acquired by this questionnaire. Neither your name nor the name of your firm will be mentioned in the study.

Thank you very much.

Contact details: 083 746 7076 and or ntabethemba.nokwe@gmail.com

To verify the authenticity of the study, please contact Prof CA Arnolds at 041-5043825 and cecil.arnolds@nmmu.ac.za.
## SECTION A

<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
<th>Strongly disagree</th>
<th>Strongly disagree</th>
<th>Strongly agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I am willing to sacrifice a lot for the benefit of my friends</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>If someone hurts me, I usually forgive them</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>I usually give in to the will of others</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>I am more bothered about other’s problems than my own</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>If I am in the midst of doing something and it seems to me that someone from my family needs that instrument or place, I will usually give it up</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6</td>
<td>My enjoyment is the last thing that is important to me</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>7</td>
<td>I am an expert in guessing what my friends need</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>8</td>
<td>I would rather depend on myself than others</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>9</td>
<td>I rely on myself most of the time; I rarely rely on others</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>10</td>
<td>I often do “my own thing”</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>11</td>
<td>My personal identity, independent of others, is very important to me</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>12</td>
<td>When another person does better than I do, I get tense and aggravated</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>13</td>
<td>If a co-worker gets a prize, I would feel proud</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>14</td>
<td>The well-being of my co-workers is important to me</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>15</td>
<td>To me, pleasure is spending time with others</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>16</td>
<td>I feel good when I cooperate with others</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>17</td>
<td>Parents and children must stay together as much as possible</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>18</td>
<td>It is my duty to take care of my family, even when I have to sacrifice what I want</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>19</td>
<td>Family members should stick together, no matter what sacrifices are required</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>20</td>
<td>It is important to me that I respect the decisions made by the group I belong to</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>21</td>
<td>I usually encourage obligation towards one another</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>22</td>
<td>Obligation towards a team or group instils dedication to everything I do</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>23</td>
<td>I prefer a team that is interdependent on one another</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>24</td>
<td>The interdependence of people in teams makes those teams achieve more</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>25</td>
<td>Interdependence with other people makes me want to provide the best in my role</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>26</td>
<td>I encourage that one volunteers to assist team members</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>27</td>
<td>I encourage participation in one’s community</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>28</td>
<td>In order to succeed in life, a person must cooperate with others</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>29</td>
<td>I believe everybody could benefit more from cooperation than competition</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>30</td>
<td>I believe having good friendships enables you to triumph over all your opponents</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>31</td>
<td>A person must rely on the help of others in order to achieve good results</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>32</td>
<td>Initiation and completion of any task is inseparable from the help and cooperation of others</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>33</td>
<td>I can usually consider multiple viewpoints when I handle tasks</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>34</td>
<td>I can usually stand in others’ shoes to consider their interests</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>35</td>
<td>I am willing to listen to others’ opinions often, even though I might not agree with them</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>36</td>
<td>When working with others on a communal task, I am able to integrate the views of others</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

### COMPETITIVENESS

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>37</td>
<td>Even in a group working towards a common goal, I still want to outperform others</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>38</td>
<td>My self-worth is validated only if I outperform others</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>39</td>
<td>Sometimes I consider appraisals as an opportunity to prove that I am smarter than others</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>40</td>
<td>I like competition because that gives me a chance to discover my own potential</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>41</td>
<td>I like challenges that are brought by competing with others</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>42</td>
<td>I like competition because it allows me to perform at my best</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>43</td>
<td>Being outperformed by others annoys me</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>44</td>
<td>I am very sad when I lose in sport contests</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>45</td>
<td>I am jealous when others get rewarded for their achievements</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>46</td>
<td>I cannot stand being beaten in an argument by others</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

### MATERIALISM

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>47</td>
<td>I like to own things that make people think highly of me</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>48</td>
<td>I like to own more expensive things than most people because this is a sign of success</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>49</td>
<td>Material possessions are important to me because they contribute a lot to my happiness</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>50</td>
<td>When friends have things I cannot afford, it bothers me</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>51</td>
<td>To me, it is important to have expensive homes, cars, clothes and other things. These expensive items make me happy</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>52</td>
<td>Material growth has an irresistible attraction to me</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>53</td>
<td>Material accumulation helps raise the level of civilization</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>54</td>
<td>Growth in material consumption helps raise the level of civilization</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>55</td>
<td>To buy and possess expensive things is important to me</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

**SERVICE DELIVERY IN PUBLIC SECTOR**

My municipality is successful in achieving service delivery through the effective implementation of the following:
56 One-stop service counters
57 Alternative service delivery systems, such as Electronic Service provision
58 Outsourcing of non-core operations
59 Public-private partnerships
60 Stringent quality control systems
61 A Total Quality Management (TQM) System
62 On-line service provision (e-government)
63 Adhering to service standards of local government (e.g. benchmarking)
64 Regular evaluations of how we are doing in terms of speed (promptness and solving problems first-time-around)
65 Regular evaluations of how we are doing in terms of convenience
66 Regular evaluations of how we are doing in terms of accessibility
67 Implementation of the Batho Pele principles

SECTION B

CLASSIFICATION DATA:

Please make a cross (X) or enter the relevant information in the blocks provided.

GENDER: Male ✔ Female

AGE GROUP: 20 – 29 30 – 39 40 – 49 50 – 59 60+

Please indicate your highest educational qualification (Indicate actual degree/diploma rather than NQF level)

For HOW LONG have you been working for your current employer (in years?)

LESS THAN 5 YEARS 5 – 9 10 – 14 15 – 19 20 +

How many years of EXPERIENCE have you got in your current job?

LESS THAN 5 YEARS 5 – 9 10 – 14 15 – 19 20 +

THANK YOU VERY MUCH FOR YOUR KIND CO-OPERATION!
ETHICS CLEARANCE FOR TREATISES/DISSERTATIONS/THESSES

Please type or complete in black ink

FACULTY:  Business and Economic Sciences

SCHOOL/DEPARTMENT:  Business School

I, (surname and initials of supervisor)  Prof Cecil Arnold

the supervisor for (surname and initials of candidate)  Nene N.

(student number)  010 206 241

a candidate for the degree of  Masters in Business Administration


Influence of Leadership Style on the Organisational Performance of a Selected Municipality

considered the following ethics criteria (please tick the appropriate block):

<table>
<thead>
<tr>
<th>1. Is there any risk of harm, embarrassment of offence, however slight or temporary, to the participant, third parties or to the communities at large?</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Is the study based on a research population defined as 'vulnerable' in terms of age, physical characteristics and/or disease status?</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

| 2.1 Are subjects/participants/respondents of your study: |
|---|---|
| (a) Children under the age of 18? | YES | NO |
| | X |
| (b) NMMU staff? | YES | NO |
| | X |
| (c) NMMU students? | YES | NO |
| | X |
| (d) The elderly/persons over the age of 60? | YES | NO |
| | X |
| (e) A sample from an institution (e.g. hospital/school)? | YES | NO |
| | X |
| (f) Handicapped (e.g. mentally or physically)? | YES | NO |
| | X |
3. Does the data that will be collected require consent of an institutional authority for this study? (An institutional authority refers to an organisation that is established by government to protect vulnerable people).

<table>
<thead>
<tr>
<th>3.1 Are you intending to access participant data from an existing, stored repository (e.g. school, institutional or university records)?</th>
</tr>
</thead>
</table>

4. Will the participant's privacy, anonymity or confidentiality be compromised?

<table>
<thead>
<tr>
<th>4.1 Are you administering a questionnaire/survey that:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Collects sensitive/identifiable data from participants?</td>
</tr>
<tr>
<td>(b) Does not guarantee the anonymity of the participant?</td>
</tr>
<tr>
<td>(c) Does not guarantee the confidentiality of the participant and the data?</td>
</tr>
<tr>
<td>(d) Will offer an incentive to respondents to participate, i.e. a lucky draw or any other prize?</td>
</tr>
<tr>
<td>(e) Will create doubt whether sample control measures are in place?</td>
</tr>
<tr>
<td>(f) Will be distributed electronically via email (and requesting an email response)?</td>
</tr>
</tbody>
</table>

Note:
- If your questionnaire **DOES NOT** request respondents' identification, is distributed electronically and you request respondents to return it manually (print out and deliver/mail); AND respondent anonymity can be guaranteed, your answer will be NO.
- If your questionnaire **DOES NOT** request respondents' identification, is distributed via an email link and works through a web response system (e.g. the university survey system); AND respondent anonymity can be guaranteed, your answer will be NO.

Please note that if ANY of the questions above have been answered in the affirmative (YES) the student will need to complete the full ethics clearance form (REC-H application) and submit it with the relevant documentation to the Faculty REC-H (Ethics) representative.

and hereby certify that the student has given his/her research ethical consideration and full ethics approval is not required.

**SUPERVISOR(S)**

**HEAD OF DEPARTMENT**

**STUDENT(S)**

Student(s) contact details (e.g. telephone number and email address):

**Please ensure that the research methodology section from the proposal is attached to this form.**

124