



**THE RELATIONSHIP BETWEEN LEADERSHIP, GROUP IDENTITY AND
INTENTION TO ATTEND: THE CASE OF BUFFALO CITY METROPOLITAN
MUNICIPALITY IN EASTERN CAPE PROVINCE OF SOUTH AFRICA**

BY

PUMLA MAZANTSANA

(214347796)

**Submitted in complete fulfilment of the requirements for the degree
MASTERS OF TECHNOLOGY (HUMAN RESOURCES MANAGEMENT)
in the Faculty of Business and Economic Sciences at the Nelson Mandela University**

December 2018

Supervisor: Dr A WERNER

Co-supervisor: Professor WT Chinyamurindi

ABSTRACT

This study investigated the relationship between leadership, group identity and ‘intention to attend’, amongst the sample of employees within the Buffalo City Metropolitan Municipality. Since it is a common occurrence that most public entities in South Africa are faced with high labour turnover and absenteeism as a result of failure to attend, strategies are required that will assist in reducing this challenging issue. The expectation is that by virtue of the leadership authorities and responsibilities, they play an important role in the effective functioning of such public entities. Therefore, a need exists to ascertain the possible linkage between the organisation capabilities such as leadership and group identity and the outcome variable such as intention to attend.

It is for that reason that the study was designed to investigate the relationship between the leadership, group identity and intention to attend. This study also collaborated with the previous studies on leadership style and established that followers of the leaders, in this case the employees, exhibit the inheritance of their leaders. This study revealed that the relationship between leadership and group identity influences employees to see attendance as a positive option rather than to resort to absenteeism. For this study, the researcher used intention to attend as interchangeable to absenteeism. It was also established that the influence of leadership on intention to attend assists in the service delivery as the municipality services the community.

To obtain such evidence a quantitative research approach was followed in carrying out this study. Data was collected from a sample of 185 respondents working in a selected local municipality in South Africa by using a self-administered questionnaire with reliable measures for leadership, group identity and intention to attend. The finding shows a significant relationship to exist between leadership and group identity and intention to attend. The findings of this study are relevant to researchers, leaders and employees whose efforts assist to reduce the high labour turnover and absenteeism and to encourage more commitment to the public sector.

Keywords: leadership, group identity, intention to attend.

ACKNOWLEDGEMENTS

I would like to start by humbly thanking God for empowering me to reach to the completion of this study, regardless of the demand and the support required to ensure the commitment in finalising this project.

I would like to honourably thank my supervisors, Prof W.T Chinyamurindi and Dr A. Werner, who worked diligently with me, supported me even when I was faced with all kinds of challenges but who continuously and consistently encouraged me throughout this project. The leadership expertise that they have exhibited during this project was really amazing to me and I salute them.

I would like to acknowledge the support that I have received from my family, Cebesha, Magwevana and Mazantsana family, especially from the following people: my husband Vuyo, my children Tando and Akonke, my brother Lindile and my sister Velisa. The love, support and encouragement they have demonstrated during the time of my studies is much appreciated and I thank them all including those that are not mentioned.

I would like to thank my employer, Buffalo City Metropolitan Municipality, for providing me with the study allowance to pay for my studies, and management and colleagues that supported me during this project.

Lastly I would like to thank my friends and family at large who encouraged me and provided moral support to ensure that I accomplished this academic journey.

DEDICATION

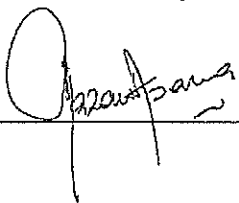
The dissertation is dedicated to all the family members who have achieved their graduation, those who have not achieved the graduation as I have learnt a lot from their experiences, and mostly to those who are still going to advance their studies and achieve their graduation in their respectable fields of study.

This is dedicated to them as an inspiration to know that hard work pays at the end of the day despite the challenges one might encounter during the studies or during the journey to the finishing line of their race. To those that have not achieved their graduation as yet, they must strive and know that it is never too late to embark on change in your life; however, it always depends on you as an individual. Furthermore, I would like to encourage the upcoming graduates by reminding them that change takes faith, courage, vision and dedication to do things differently in order to acquire different results.

Lastly, this dedication is all about the motto that articulates education as the key in one's career, life and future in particular.

DECLARATIONS

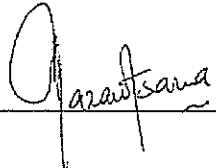
I, the undersigned, Pumla Mazantsana (214347796), hereby declare that this dissertation is my own original work and that it has not been submitted, and will not be presented at any other University for a similar or any other degree award.

Signature  _____

Date 09/11/2018

PLAGIARISM DECLARATION

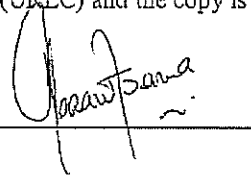
I, Pumla Mazantsana (214347796), hereby declare that I am fully aware of the University of Nelson Mandela's Plagiarism Policy and I have taken all precautions to comply with the regulations.

Signature  Date 09/11/2018

ETHICAL DECLARATION

I, Pumla Mazantsana ((214347796), hereby declare that I am fully aware of the University of Nelson Mandela University's Research Ethics Policy and I have taken all precautions to comply with the rules in the ethical requirements. Form E had to be completed, based on the use of a self-administered questionnaire which was to be completed anonymously. I have obtained an ethical clearance certificate from the Nelson Mandela University Research Ethics Committee (UREC) and the copy is attached.

Signature



Date

09/11/2018

LIST OF ACRONYMS

ANOVA	Analysis of variance
BCDA	Buffalo City Development Agent
BCMM	Buffalo City Metropolitan Municipality
ECDC	Eastern Cape Development Corporation
ELIDZ	East London Industrial Development Zone
HOD	Head of the Directorate
HRM	Human resources management
IDP	Integrated Development Plan
LMX	Leader-member exchange
LR	Linear regression
SEDA	Small Enterprise Development Agency
SOC	Security Operation Centre
SPSS	Statistical Package for the Social Sciences

LIST OF TABLES

Table 4.1: Descriptive statistics for the biographical variables	30
Table 4.2: Descriptive statistics of study variables	31
Table 4.3: Cronbach alpha coefficients for constructs	32
Table 4.4: Pearson product-moment correlations (r) and significance probabilities (P) for relations of intention to attend to leadership and group identity	32
Table 4.5: Linear regression analysis	34
Table 4.6: Summary of the hypotheses results	36

TABLE OF CONTENTS

ABSTRACT	ii
ACKNOWLEDGEMENTS	iii
DEDICATION	iv
DECLARATIONS	v
PLAGIARISM DECLARATION	vi
ETHICAL DECLARATION	vii
LIST OF ACRONYMS	viii
LIST OF TABLES	ix
CHAPTER 1 INTRODUCTION	1
1.1 INTRODUCTION AND BACKGROUND	1
1.2 PROBLEM STATEMENT	2
1.3 RESEARCH OBJECTIVES	3
1.3.1 Primary objective	3
1.3.2 Secondary objective	3
1.3.3 Hypotheses	3
1.4 SIGNIFICANCE OF THE STUDY	3
1.5 LITERATURE REVIEW	3
1.5.1 Theoretical framework	3
1.5.2 Leadership and group identity	4
1.5.3 Leadership and intention to attend	4
1.6 RESEARCH METHODOLOGY AND DESIGN	6
1.6.1 Research approach	6
1.6.2 Research paradigm	6
1.6.3 Research design	7
1.6.4 Research population and sampling	7
1.6.5 Research instrument	8
1.6.6 Reliability and validity	8
1.6.7 Method of data collection	9
1.6.8 Method of data analysis	9
1.7 ETHICAL CONSIDERATION	10

1.8	OUTLINE OF THE STUDY	10
1.9	CONCLUSION	11
	CHAPTER 2 LITERATURE REVIEW	12
2.1	INTRODUCTION	12
2.2	THEORETICAL BACKGROUND	13
2.2.1	Leadership	13
2.2.2	The impact of leadership style on the group identity	14
2.2.3	The impact of group identity on intention to attend	15
2.3	LEADERSHIP WITHIN THE CONTEXT OF LOCAL GOVERNMENT	16
2.4	EFFECTIVE MUNICIPAL GOVERNANCE	18
2.5	THE INFLUENCE OF LEADERSHIP STYLE ON ABSENTEEISM	19
2.6	THE INFLUENCE OF LEADERSHIP STYLE ON GROUP IDENTITY	20
2.7	CONCLUSION	21
	CHAPTER 3 RESEARCH DESIGN AND METHODOLOGY	23
3.1	RESEARCH APPROACH	23
3.1.1	Qualitative research	23
3.1.2	Quantitative research	23
3.2	RESEARCH DESIGN	24
3.2.1	Exploratory research design	24
3.2.2	Descriptive research design	25
3.2.3	Causal research design	25
3.3	RESEARCH POPULATION AND SAMPLING	25
3.3.1	Population	25
3.3.2	Sampling	26
3.3.2.1	<i>Probability sampling</i>	26
3.3.2.2	<i>Non-probability sampling</i>	26
3.4	RESEARCH INSTRUMENT	27
3.5	METHOD OF DATA COLLECTION	27
3.6	DATA ANALYSIS	27
3.7	RELIABILITY AND VALIDITY	28
3.8	ETHICAL CONSIDERATIONS	28
3.9	CONCLUSION	28

CHAPTER 4 RESULTS	29
4.1 INTRODCUTION	29
4.2 STATISTICAL ANALYSIS	29
4.3 BIOGRAPHICAL RESULTS	29
4.4 RELIABILITY ANALYSIS	31
4.5 CORRELATION ANALYSIS	32
4.6 LINEAR REGRESSION ANALYSIS	32
4.7 CONCLUSION	36
CHAPTER 5 DISCUSSION OF RESEARCH FINDINGS, CONCLUSION AND RECOMMENDATIONS	37
5.1 INTRODUCTION	37
5.2 MAIN RESEARCH FINDINGS	37
5.2.1 Hypothesis 1: There is a relationship between leadership and group identity	37
5.2.2 Hypothesis 2: There is a relationship between leadership and intention to attend	39
5.2.3 Hypothesis 3: There is a relationship between group identity and intention to attend	39
5.3 CONCLUSION OF THE WHOLE STUDY	40
5.4 PRACTICAL IMPLICATIONS OF THE STUDY	40
5.5 RECOMMENDATIONS TO MUNICIPALITY EMPLOYEES	41
5.6 LIMITATIONS OF THE RESEARCH	42
5.7 SUGGESTIONS FOR FUTURE RESEARCH	42
5.8 RESEARCH CONCLUSION	43
REFERENCES	44
Appendix A: Informed Consent Statement	61
Appendix B: Personal Details	62
Appendix C: Questionnaire	63
Appendix D : Form E	65

CHAPTER 1

INTRODUCTION

1.1 INTRODUCTION AND BACKGROUND

Leadership is considered as a key to success in today's organisations (Guillen, Mayo & Korotov, 2015) and leadership is considered more effective if followers identify with both the leader as well as the group. Further, leadership is more effective if it engenders identification with the leader as well as builds identification with the collective. Scholars such as Foldy and Ospina (2012) acknowledged leadership as a rational construct. According to Denis, Langley and Sergi (2012), this perspective de-emphasizes leadership as merely a formal, high-status role conferred by position, instead characterising leadership as a phenomenon that is socially constructed between work-group members.

Taking this view of leadership, required a shift in mindset regarding how to conceptualise and measure leadership (Chrobot- Mason, Gerbasi & Cullen- Lester, 2016). No longer is it sufficient to identify a select few individuals, who hold formal positions, as leaders; instead, plural forms of leadership can be thought of as a network of influence on relationships (Carter, DeChurch, Braun, & Contractor, 2015; Contractor, DeChurch, Carson, Carter, & Keegan, 2012) in which leadership is both claimed and granted (DeRue & Ashford, 2010). Leadership Identity Construction theory defines leadership as a process of mutual influence that unfolds across time and situations as individuals claim and grant leader and follower roles (Dutton, Roberts & Bednar, 2010).

Historically, organisations have used formal leadership roles to ensure certain individuals provide leadership for others, for instance, a leader was viewed as a hero, saviour, or white knight (Yukl, 1999). Formal leadership roles contribute to the credibility of an individual as a leader (Marchiondo, Myers & Kopelman, 2014). However, Chrobot-Mason et al. (2016) argued that leadership occurs through informal relationships that develop between individuals who are part of a collective team or organisation. They further argued that identification with the collective is important for predicting whether and how members of a collective participate in leadership relationships. According to Chrobot-Mason et al. (2016), individuals who identify with the collective engage in behaviours that help to ensure its success and embody the values and goals of the collective, such that others are likely to view them as a source of leadership.

These individuals who are invested in the collective's success will to others for leadership to ensure that their actions will help to achieve the collective's goals.

The current global climate requires leaders with unique attributes and qualities in view of the challenges before them (Van Dierendonck & Dijkstra, 2012; Youssef & Luthans, 2012), which rely on employees' positive attitudes towards their leaders and behaviour (Lavelle, 2010). A challenge that leaders experience is the issue of absenteeism. According to Vijayalatha and Brindha (2014), absenteeism is the failure of a worker to report for work when an employees are scheduled for work. It is believed that employees are likely to take action if they feel that treatment by the employer does not abide by the contract of employment especially in comparison to others in the workplace (Banks, Patel & Moola, 2012).

If employees feel that workers receive less recognition than an employee deserve in comparison to other employees, and feel treated unfairly, employees could utilise negative strategies to restore equity. Thus, employees may avoid unfriendly working conditions by resorting to absenteeism. Research suggests that if leaders encourage creative thinking to stimulate the manifestation of various positive individual and organisational outcomes (Fong & Snape, 2013), in return this cultivates a performance culture (Kontoghiorghes, 2014). Therefore, employees' perceptions of their leaders may influence organisational and individual outcomes (Bester, Stander & Van Zyl, 2015).

1.2 PROBLEM STATEMENT

According to Vijayalatha and Brindha (2014), absenteeism constitutes a big cost to the economy and has become a major challenge in all industrial sectors. Buffalo City Metropolitan (BCMM) Municipality is no different from those industrial sectors that face the challenge of absenteeism as it is apparent that various departments within Buffalo City Metropolitan Municipality experience absenteeism on a daily basis. Most workplaces now have absenteeism policies and procedures in place, and utilise a progressive disciplinary process to deal with nonconformity to these policies. According to the Absenteeism Policy of Buffalo City Metropolitan Municipality, the rate of absenteeism per month should not exceed 2.5% as it raises concern that requires the intervention of leadership. Despite these efforts, absenteeism continues to be an issue in most workplaces. It is in the light of the above that this study sought to determine the relationship between leadership, group identity and intention to attend.

1.3 RESEARCH OBJECTIVES

1.3.1 Primary objective

To determine the relationship between leadership, group identity and intention to attend.

1.3.2 Secondary objective

- To determine the relationship between leadership behaviour and group identity
- To determine the relationship between leadership and intention to attend.
- To determine the relationship between group identity and intention to attend.

1.3.3 Hypotheses

H₁: There is a relationship between leadership and group identity

H₂: There is a relationship between leadership and intention to attend.

H₃: There is a relationship between group identity and intention to attend.

1.4 SIGNIFICANCE OF THE STUDY

This study is significant to Buffalo City Metropolitan Municipality as the researcher is employed in the Human Resources Department, in the section called Labour Relations. The researcher observed a trend in the submissions of the disciplinary cases due to absenteeism, especially absence without leave. The findings of this study of the relationship between leadership, group identity and intention to attend will help not only Buffalo City Metropolitan Municipality but also other organisations as the study has identified factors that lead to absenteeism in an attempt to sustain individual and organisational performance.

1.5 LITERATURE REVIEW

1.5.1 Theoretical framework

This study was guided by the leadership identity construction theory (DeRue & Ashford, 2010) which emphasises that leadership is a process of mutual influence that unfolds across time and situations in which individuals claim and grant leader and follower roles. Based on this theory, a leader can be conceptualised as a positive identity that is socially constructed through a process of leadership claiming and granting. Individuals claim an identity as a leader (through their words or actions) and these claims are met either by others' corresponding grants of a leader identity to the individual or by others' counter-claims of a leader identity for themselves.

According to this view, leadership is less a matter of formal position, but rather emerges as individuals claim and grant leadership identities through a social interaction process that involves individuals' own internalisation of an identity, as well as broader recognition and endorsement of that identity from others in the organisation (DeRue & Ashford, 2010).

1.5.2 Leadership and group identity

The research viewed leadership not only in terms of individual characteristics or behaviours but as a social process for generating the direction, alignment, and commitment needed by a group to accomplish collective goals (Drath et al., 2008; McCauley, Van Velsor & Ruderman 2010). As such, leadership can happen anywhere and anytime and is not limited to a particular setting or persons. Identity plays a critical role in organisations (He & Brown, 2013). According to Chrobot-Mason et al. (2016), there is a link between identification with a collective (e.g. team, workgroup, or organisation) and leadership effectiveness as well as other related leadership behaviours. Notably, DeRue, Nahrgang, and Ashford (2015) suggested that when individuals perceive their group as warm, the group identify more strongly with their group and multiple individuals contribute to the leadership of the group.

It has been further suggested that individuals who identify strongly with their organisation and work team are highly motivated to engage in behaviours that contribute to its success (Chrobot-Mason et al., 2016). These individuals are motivated to internalise the values and norms of their group, successfully to fulfil social roles and obligations, and contribute to the group's welfare (Johnson, Venus, Lanaj, Mao & Chang, 2012). They ensure that their actions are aligned with the best interest of the organisation. Thus, they engage in actions to support the collective welfare of the organisation because their own self-concept is intertwined with the organisation and its success. For instance, Gibson, Carter and DeChurch (2016) were of the view that individuals who use group-focused language such as “we” instead of “I” and talk about the goals of the collective come to be seen by others as leaders. This input allowed the researcher to propose the following hypothesis:

Hypothesis 1: There is a relationship between leadership and group identity.

1.5.3 Leadership and intention to attend

Leadership is an important tool in managing human resources in every organisation (Bunchapattanasakda et al., 2012). According to Zhu, Chew, and Spangler (2005), specific human resources management (HRM) practices can have a positive effect on employee

performance, motivation, skills, abilities, and knowledge, thus increasing intention to attend. Some theories on leadership have suggested that the behaviour of the individual can have an impact on the behaviour of others (e.g. Spendlove, 2007; Northouse, 2013). For instance, various studies (Martin & Schmidt, 2010; Fisk & Friesen, 2012) found a significant relationship between the behaviours of employees and their supervisors. These authors found that an employee who has a positive relationship with their supervisor is more inclined to be engaged and take ownership of their position or role within the organisation. This leads the employee to work beyond their work position to achieve desired results. A study conducted by Walumbwa (2004) as cited in Elshout, Scherp and Van der Felts-Cornelis (2013) found that certain leaders demonstrate higher levels of job satisfaction and commitment, and thereby affect fewer withdrawal intentions in their employees.

One of the key factors in creating this effect is leadership style (Elshout et al., 2013). A study by Tharenou as cited in Elshout et al. (2013) showed that leadership style can reduce absenteeism. For instance, if an employee receives support from the leader or supervisor, this can provide an environment in which the employee is more likely to attend work. According to Banks et al. (2012), it is reasonable to expect that employees who have positive feelings about their jobs will be less likely to stay away than those with negative attitudes. Receiving support from a leader can be linked to both transactional and transformational leadership styles, depending on the nature of the support. In transactional leadership, the relationship between the leaders and followers is based on the exchange of requests and services, which can create independent objectives, whereas transformational leadership is a process that transforms and motivates the followers through emotions, values, ethics, standards, and long-term goals. This process allows employees to achieve goals beyond the scope of organisational expectations (Northouse, 2013). The transformational leadership style is recommended as it is suggested that giving employees responsibilities, thereby empowering them, reduces absenteeism (Elshout et al., 2013). Based on these discussions the researcher proposed the following hypotheses:

Hypothesis 2: There is a relationship between leadership and intention to attend.

Hypothesis 3: There is a relationship between group identity and intention to attend.

1.6 RESEARCH METHODOLOGY AND DESIGN

Research methodology is a selection process in which the researcher selects the circumstances to conduct research on, approaches to data collection, and forms of data analysis when performing an investigation (Elliot, 2013). The following sections regarding the research methodology briefly discuss the approach, the design, the population and sample, the measuring instruments, validity and reliability, data analysis and ethical aspects.

1.6.1 Research approach

The research approach is defined as a blueprint for directing a study with full control over elements that can improve with the strength of the findings (Denzin & Lincoln, 2011). According to Wiid and Diggines (2015:63), “research design is determined by the approach to the research, which is either qualitative, quantitative or multiple (mixed) method”. The qualitative method is referred to as an orderly subjective method used to define life experiences and circumstances to give them significance (Denzin & Lincoln, 2011). It uses interpretivist frameworks and at the same time, it reveals how social contexts contain rich information (Lapan, Quartaroli & Riemer, 2011). Whereas the quantitative research approach aims at establishing the relationships between variables in the populations or a representative of the population by means of statistical, mathematical or computational techniques (Wiid & Diggines, 2015). In this study, the researcher used the quantitative research approach as it allowed the researcher to determine the relationship between leadership, group identity and intention to attend.

1.6.2 Research paradigm

The research paradigm is a viewpoint that the researcher has which is based on shared conjectures, concepts, values and practice (Johnson & Christensen, 2010). There are two broad paradigms that exist which are the positivist and the interpretivist approach (Denzin & Lincoln, 2011). Interpretivism is when the results obtained cannot be generalised to a wider population as a result of its subjectivity, which leads to higher chances of the data being exposed to bias (Denzin & Lincoln, 2011). The objective of interpretivism is to capture and understand an individual's social conduct (Salkind, 2010). On the other hand, positivism is an approach whereby the investigation is grounded on information obtained from an affirmative substantiation of noticeable practice and not self-examination or perception (Denzin & Lincoln, 2011). The researcher of this study employed a positivist approach due to the fact that it focuses

on justifications and clarification, and thus the correlation between leadership, group identity and intention to attend could be clearly defined.

1.6.3 Research design

A research design is a plan that structures the process on how to obtain the answers to the research question (Kumar, 2010). It comprises pre-planned decisions that provide a master plan for executing a research project (Kotze & Higgs, 2011). The research design can be classified into three categories, namely: exploratory, descriptive and causal research. Exploratory research is well-defined as a technique which is normally used when little or nothing is known about a particular concept or field of study or when the research problem is vague and it is used to determine whether the known information is actually correct (Denzin & Lincoln, 2011). Whereas the main aim of a descriptive research design is to clarify the main aspects of a sample or field of study and to answer who, what, when and where questions (Creswell, 2014). With that being said, this study made use of causal research design which focuses on investigating the causal relationship between two or more variables in question or under study (Denzin & Lincoln, 2011). Through this design, the researcher achieved the goal of determining the causal relationship between leadership, group identity and intention – to - attend.

1.6.4 Research population and sampling

The population of a study consists of people from which the sample is selected (Bryman & Bell, 2015). The sample of this study consisted of all employees, full-time and contract employees, of Buffalo City Metropolitan Municipality covering the towns of East London, Bhisho and King Williams Town. The population size was estimated to be 1200 employees. According to Bless, *et al.* (2013, p. 395), sampling is a technique by which a sample is drawn from the population. Therefore, to determine the sample size of this study, the researcher used the Raosoft sample size calculator. The Raosoft sample size calculator is statistical software that allows researchers to define the sample size by means of the assumed margin of error, confidence level, and response distribution and population size (Cresswell, 2013). In calculating, the researcher used a 95% confidence level, a response distribution of 50% and a margin of error of 5% (Cresswell, 2013). From the population of 1200 employees (total population size), a sample size of 292 was regarded as sufficient. The researcher contacted the Human Resources Department regarding the initial research proposal prior to the construction of the questionnaire. Given that various departments exist, the researcher used probability sampling and specifically stratified random sampling. Stratified random sampling assisted to

ensure that all departments in Buffalo City Metropolitan Municipality formed part of the strata and within each stratum, the researcher also employed non-probability sampling.

1.6.5 Research instrument

The researcher made use of the questionnaire as a research instrument. The researcher chose to use self-administered questionnaires because they ensure anonymity and privacy of respondents, thereby encouraging honest responses. They also proved to have a higher response rate than other data gathering techniques like mail surveys, and they are less expensive than other methods where the researcher must be with respondents at all times, like personal interviews.

The questionnaire consisted of four sections:

- a) *Biographical section* – measuring questions such as gender, years of work experience and position.
- b) *Leadership section* – leadership behaviour was measured using a scale designed by Bass and Avolio (1990). This scale consisted of 28 items with questions referring to leadership behaviours e.g. *With reference to the leader in my organisation, he/she expresses satisfaction when I meet expectations*. This was measured on a five-point Likert scale from strongly agree to strongly disagree.
- c) *Group identity section* – this scale consisted of ten items and was taken from previous research (Mael, 1988) that measured psychological identification to a group. Items from the scale included: *When I talk about this organisation, I usually say "we" rather than "they"*. This was measured on a five-point Likert scale from strongly agree to strongly disagree.
- d) *Intention to attend section* – this scale measured an individual's intention to attend work and was adopted from previous studies (e.g. Hagger, Chatzisarantis & Biddle, 2002). This scale consisted of three items with questions referring to the intention to attend work, e.g. *I intend to attend work at Buffalo City Metropolitan Municipality*. This was measured on a five-point Likert scale from strongly agree to strongly disagree.

1.6.6 Reliability and validity

The researcher ensured reliability and validity of the instrument by conducting a pilot study. The researcher asked these respondents to give feedback on any difficulties and ambiguities

they experienced when answering the questionnaire for the pilot study. Reliability is described as the credibility, dependability, consistency, stability and representativeness of research findings (Bertram & Christiansen, 2014, p. 186). For a research instrument to be reliable, it has to produce valid results. Babbie and Mouton (2002) noted that validity is a test used to establish whether the research will manage to measure what it intends to measure and furthermore, how accurate the obtained results are. Since the researcher has limited research experience, the researcher consulted the research supervisors and the statistician at the Nelson Mandela University to ensure reliability and validity of the questionnaire.

The reliability was measured by using the Cronbach alpha coefficient to ensure the reliability of the instrument that was used to carry out this study whilst validity was measure by making use of a statistician and by pre-testing the research instrument in a pilot study. A score of 0.7 is the acceptable reliability coefficient although lower thresholds are sometimes used in the literature (Cooper & Schindler 2003, p. 417). The higher the alpha value the more reliable the scale or instrument. The pilot study helped in identifying any ambiguities and to correct them before the questionnaire was distributed to the designated sample. Based on previous research, all the scales used in this study had a threshold above 0.7 as used in previous research (e.g. Hagger et al., 2002; Mael, 1988; Bass & Avolio, 1990).

1.6.7 Method of data collection

Data was collected through a self-administered questionnaire. The researcher distributed the questionnaires door to door in all offices across various departments. However, the researcher left the questionnaire with an interested respondent and collected them later. Questionnaires were only distributed based on the availability and willingness of the respondents.

1.6.8 Method of data analysis

Data was validated, edited, coded, entered and cleaned before analysis was done. It was analysed through the use of the Statistical Package for the Social Sciences (SPSS). SPSS is a software program for manipulating, analysing and presenting data and is widely used in social and behavioural sciences (Landau & Everitt, 2003). SPSS is useful because it allows researchers to draw conclusions from data by analysing it through descriptive and inferential statistics (Garth, 2008).

1.7 ETHICAL CONSIDERATION

Ethics clearance was completed before the permission was obtained to conduct a study at Buffalo City Metropolitan Municipality. In addition, the researcher obtained ethical clearance from the Nelson Mandela University. Ethical procedures that comply with research and teaching at Nelson Mandela University were adopted. Respondents signed an informed consent form before they took part in the study as this was a requirement. Respondents were informed that at any stage they were free to withdraw or not participate in the study.

1.8 OUTLINE OF THE STUDY

This dissertation has been structured as outlined below:

Chapter 1

This chapter presents the introduction, problem statement, primary and secondary objectives and the hypotheses of the research.

Chapter 2

The chapter discusses the literature that the researcher reviewed for this study and focuses on the importance of leadership style and influence in the relationship. It further reveals an overview of the power of the leadership style that influences and motivates the relationship in leadership, group identity and the intention – to- attend or intention to follow the ideas of the leader.

Chapter 3

This chapter discusses the research methodology and reflects on the methodology used to collect data and editing the information collected. It also gave an overview of the research design and method followed in the study.

Chapter 4

The chapter presents the findings of the study, an analysis of the data collected and discusses the results.

Chapter 5

This chapter presents the summary, conclusion, recommendations and limitations of this study and proposes future research.

1.9 CONCLUSION

This chapter highlighted the introduction of the research and discussed the background of the study. It also provided a clear road map of how the research commenced by considering the problem statement, research objective and the significance of the study. The following chapter discussed the literature that the researcher reviewed for the study.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

Leadership is typically viewed as a method of social influence, in which one or more persons affect one or more followers by clarifying what needs to be done, providing the tools and motivation to accomplish set goals (Babcock-Roberson & Strickland, 2010). Tseng and Levy (2018) also echoed that leadership is an important role in driving performance management in the workplace and this view is relevant in relation to the intention to attend, based on the assumption that attendance is linked to performance. However, there is a rising perspective that leadership development processes need to consider the role of leader identity (Lane & Dawn, 2010; Day & Sin, 2011). Leadership development encompasses the increase in connection between requirements of the leader role and the perception of how the individual views themselves as a leader (Day & Sin, 2011). According to Avolio, Walumbwa and Weber (2009), leader identity and personal identity are essential in developing leadership competence and effectiveness. In order to develop competence in their leadership abilities they must first become confident in their ability to complete the leadership task. As a person thinks of themselves as a leader, leadership behaviour will become more prevalent in their action and they will seek opportunities to continue to develop their leadership abilities (Day & Sin, 2011). Many leadership theories have suggested that the behaviour of individuals can impact the behaviour of others (Spendlove, 2007; Northouse, 2013). Lane and Down (2010) suggested that although the role of a leader was perceived to be driving the company's performance, this has changed to create a process for sharing the wisdom of many different and contrasting perspectives. This new leadership role can help employees deal with uncertainty and a turbulent working environment. Thus, Leadership is an important tool in managing human resources in every organisation (Bunchapattanasakda, Wiriyakosol & Ya-anan, 2012).

A leadership model that presented the behaviour of leaders as either transactional or transformational was offered by Burns (1978). In transactional leadership, the relationship between the leaders and followers is based on the exchange of requests and services, which can create independent objectives (Bass, 1985). Transformational leadership is a process that transforms and motivates the followers through emotions, values, ethics, standards, and long-term goals; this can allow employers to achieve goals beyond the scope of organisational

expectations (Northouse, 2013). Some researchers concluded that plural forms of leadership, which bring people with different resources, capabilities, and sources of legitimacy to the table, are needed to address the challenges of a complex world (Denis et al., 2012 & Yammarino et al., 2012). Taking this view of leadership requires a shift in mindset regarding how to conceptualise and measure leadership. No longer is it sufficient to identify a select few individuals, who hold formal positions, as leaders. Instead, plural forms of leadership can be thought of as a network of influence relationships (Carter et al., 2015 & Contractor et al., 2012) in which leadership is both claimed and granted (DeRue & Ashford, 2010). In the current study, the researcher examined the connection between leadership, group identity and intention to attend, to better understand whether and how individuals participate in the social process of leadership. Examining the relationship between group identity and the existence of leadership relationships was perceived as important given the central role of identity in leadership (Munusamy, Ruderman, & Eckert, 2010). Furthermore, Schleicher, Baumann, Barros, Levy and Sullivan (2018) argued that leadership is vital to exert influence over individuals, teams, and the organisation.

2.2 THEORETICAL BACKGROUND

2.2.1 Leadership

Leadership is a process of interaction between leaders and followers where the leader attempts to influence followers to achieve a common goal (Northouse, 2010). Over time, a number of theories of leadership have been proposed. Most leadership theories focused on three perspectives: leadership as a process or relationship, leadership as a combination of traits or personality characteristics, or leadership as certain behaviours or as leadership skills (Gholamzadeh & Khazaneh, 2012). Nowadays, organisations require leaders “to lead and motivate not only individuals but also teams as a whole” (Chen et al., 2007, p. 331). According to Liu, Siu and Shi (2010), transformational leadership is the most researched leadership concept to date which is closely related to desired outcomes for individuals, and teams (Schaubroeck et al., 2011). According to Saleem (2015), since 1990, the transformational and transactional leadership approaches presented by Burns (1978) and Bass (1985) are the most important, and are widely used and tested in leadership studies. According to Burns (1978), transformational leadership is perceived when leaders encourage their subordinates to increase the level of their beliefs, morals, perceptions, motivations and coalitions with the organisation’s objectives. The transactional leadership is a style of leadership in which the leaders promote

and influence compliance to followers, meaning leaders and subordinates, through reward and punishment when required. The major point of distinction is that whereas management is largely task-driven and transactional, leadership is purpose-driven and based on interpersonal exchanges that go beyond basic transactions (Antonakis & Day, 2017). On the other hand, the major focus of transactional leaders is clarification of the follower role and leaders have to know about the needs of employees which required meeting the organisational goals. Therefore, this implies that there is interchange in the relationship between these leaders and their leadership style.

2.2.2 The impact of leadership style on the group identity

The leadership style is especially important to motivate employees' commitment to fulfil organisational objectives and increase job performance in the host nation (Riaz et al., 2011 & Chi et al., 2012). When members have identification and share a sense of belonging in an organisation, they will consider themselves affiliated to the organisation and work hard with other members to achieve organisational objectives (Chiang, 2008). Employees' commitment to the organisation reduces their intentions to leave the organisation and it remains the part of the organisation to work with more effectiveness and loyalty (Pascal et al., 2011). If the workforce is not committed in the organisation then job insecurity, low trust, high stress and uncertainty will increase in the organisation, which ultimately will have a negative effect on the performance of the organisation (Panayiotis et al., 2011).

Leadership style has an effect on the relationship between superior and subordinate and also has a significant relationship with workers' motivation, attitudes, and job performance (Dale & Fox, 2008). According to Sabir, Sohail and Khan (2011), most researchers have paid more attention to the transactional and transformational leadership style. Previous studies confirmed that there is a strong positive relationship between leadership and organisational commitment (Bateman & Strasser, 1984; Decotiis & Summers, 1987; Mathieu & Zajac, 1990). According to Steer (1977: 46), organisational commitment is "the relative strength of an individual's identification with and involvement in a particular organisation". For instance, individuals are committed to the organisation when they have identified themselves with it (He & Brown, 2013). If the management of the organisation tries to satisfy the needs of the employees, then commitment of the employee will increase and they will prefer to remain part of the organisation (Hamdia & Phadett, 2011).

According to Blau (1985), as cited on Sabir et al. (2011), leadership styles have a significant importance for the organisation in the context of increasing commitment. As Lee (2010) asserted, transformational leadership and transactional leadership both have a positive and significant effect on organisational commitment. According to Raiz and Haider (2010), transformational and transactional leadership positively correlate with the job success and satisfaction, with transformational leadership having a more significant and strong relationship with job success and career satisfaction than transactional leadership has. Regarding the strategy used to ensure organisation commitment, transformational leaders have a strong influence on employees compared to transactional leaders. Research conducted by Marmaya, Torsiman and Balakrishnan (2011) showed that transformational and transactional leadership have a positive relationship with employees' organisational commitment. The team puts leadership role in the centre (Crevani et al., 2010), as horizontal leadership enables substantial authority for moving the project forward and influencing the project manager and the rest of the team (Müller et al., 2018b).

2.2.3 The impact of group identity on intention to attend

In order to encourage employee engagement in organisations, it is necessary to focus on cultivating a work environment that is supportive of employees, keeping them motivated and positive, not just about their own jobs but also about the organisation as a whole (Strom, Sears, & Kristine, 2014). For instance, engagement has been empirically linked to desired outcomes such as commitment, health, job performance, lower absenteeism, and job satisfaction (Halbesleben, 2010). Organisations that offer high-quality leadership in a sensible and orderly work environment, may enhance the desired levels of employee engagement. The leader-member exchange (LMX) theory conceptualised leadership as a process that is centred in the interaction between leaders and followers (Lo et al., 2010). These interactions are defined by the roles that the subordinates have built or negotiated with their supervisors. The LMX has been found to be related to performance, organisational commitment, job climate, innovation, organisational citizenship behaviour, empowerment, procedural and distributive justice, career progress and many other important organisational variables (Lo et al., 2010). A study by Schyns and Wolfram (2008) also confirmed the importance of LMX with work outcomes, where the contribution dimension of LMX was found to be related to organisational commitment. For instance, if organisational commitment is intact, then there will be relatively

no turnover. Employees with a sense of organisational commitment are less likely to engage in withdrawal behaviour and be more willing to accept change (Iverson & Buttigieg, 1998).

According to Iverson and Buttigieg (1998), employees who have high levels of continuance commitment have negative reactions towards change but have positive results towards low absenteeism and low turnover. These employees have less intention to leave their respective organisations and are more willing to accept change (Iverson & Buttigieg, 1998). Researchers have indicated that employees will be more committed when their values are more aligned with the organisation's values (Abbott et al., 2005, Kristof-Brown et al., 2005) and that employees are more likely to remain in organisations that provide a positive match (Van Vianen, 2000). Employees who feel obliged to reward their organisation and therefore are less likely to leave, have low absenteeism and are more open to change (Hackett et al., 1994).

Other researchers also revealed that followers who are exposed to leadership self-admiration are persuaded to demonstrate the actions of the supervisor (Braun, Aydin, Frey, & Peus, 2016). These results also suggested that leaders' self-importance plays a significant role in influencing the quality of the relationships with the followers.

Based on what has been discussed, it can be expected that the following hypotheses are reliable:

Hypothesis ¹: There is a relationship between leadership behaviours and group identity.

Hypothesis ²: There is a relationship between group identity and intention to attend.

Hypothesis³: There is a relationship between leadership behaviours and intention to attend.

2.3 LEADERSHIP WITHIN THE CONTEXT OF LOCAL GOVERNMENT

The Municipal Systems Act (Act no 32 of 2000) defined the legal nature of municipalities as part of a system of a co-operative government. It also clarified the rights and duties of the municipal council, local communities and the municipal administration (i.e. municipal employees). Furthermore, it has clarified the rights and obligations of different parties which is an important step towards the democratic contract at the local level. The Municipal Structures Act defined the municipality as the structure, political office bearers and administration of the municipality; a geographic area; and the community of the municipality. In other words, a municipality consist of a municipal institution (political and administrative structures), and the people who live in the local area. The term can also be used to refer to the local area which falls within a municipal boundary (Municipal Systems Act, 32 of 2000).

The municipal institution is an organ of state, which exercises legislative and executive powers. Municipal powers are exercised in a system of co-operative government which allows the three spheres of government to work together effectively. In order to enable the co-operative government, municipalities are consulted on a range of national and provincial issues (Matlala, 1999). However, it is not always practical to consult hundreds of municipalities on an individual basis. Therefore, municipalities are presented in national processes through local government structures so that their views are presented in the national process. The participation in organised and local government allows municipalities to draw on each other's experiences and resolve common problems (Reid, 2008:49).

The Municipal Systems Act 32 of 2000 and Municipal Finance Management Act, 56 of 2003 prescribed the financial and non-financial responsibility of the Head of the Administration and Accounting officer. The mandate of the Buffalo City Metropolitan Municipality is that the Head of Administration and the Accounting Officer, the City Manager, is responsible for various functional areas and competencies devolved to local government by other national legislation such as the Constitution (1996), Electricity Act (1987), Water Act (1998), Housing Act (1997), National Environmental Management Act (1998) etc. The City Manager is supported by the Chief Financial Officer and other Heads of Departments, in the execution of his role. The organisational structure of Buffalo City Metropolitan Municipality consists of the eight (8) Directorates with eight (8) HOD's (Head of the Directorates) who are responsible for each Directorate. In addition to their mandate, Buffalo City Metropolitan Municipality is responsible to carry out the vision and the mission of the National Government.

The City Manager is guided by the National Development Plan which goes up to 2030, the Buffalo City Metropolitan Municipality Integrated Development Plan, Services Delivery Budget Implementation Plan, Municipal by-laws and policies as well as various spatial sectorial plans that are applicable to the municipality. The municipality has a constitutionally derived developmental mandate and as such the City Manager works in partnership with various development actors in the Metropolitan such as Buffalo City Development Agent (BCDA), East London Industrial Development Zone (ELIDZ), Transnet Security Operation Centre (SOC), Eskom SOC, Eastern Cape Development Corporation (ECDC), Small Enterprise Development Agency (SEDA) and other state-owned SOC's and organs of State. This then means that the City Manager is expected to have meaningful engagements with all the external and the internal stakeholders, which also include the staff at large. The implication

for that is for the City Manager to communicate the bigger picture of his strategy to ensure that stakeholders and employees at Buffalo City Metropolitan Municipality are fully aware of the organisational expectations. The engagements that are expected are face-to-face meetings, meaning the roadshows through the Integrated Development Plan (IDP) meeting with the community and employees.

According to Bermann et al. (2016), employee engagement has become an important topic which is the key to performance and is used to encourage employees to be more committed and engaged. Since municipalities are the local government bodies, they are expected to ensure that an efficient and excellent service delivery is accessible to the communities. This then means that one of the key dimensions is assumed to be attraction to policy making which will fulfil the commitment to furthering the public interest, commitment of the social justice, compassion about the welfare of others and commitment to self-sacrifices for public causes (Perry, 1996, 2000; Wright, Moynihan, & Pandey, 2012). The expectation is that these policies will focus on the strategies to motivate employees to be committed in ensuring that they deliver the services that meet and exceed the expectations of the community. This implies that the positive relationship between leadership and group identity will have a positive intention to attend and be able to provide effective service to the communities.

2.4 EFFECTIVE MUNICIPAL GOVERNANCE

The effectiveness of municipal governance depends on a wide range of factors, which include political, social and economic factors. It also depends upon the skills and motivations of the political leaders, officers, staff and stakeholders. However, structures processes and resources are factors contributing to effectiveness. The key factor affecting municipal effectiveness is performance (Bratton & Gold, 2007: 44). In terms of the Municipal Systems Act 32 of 2000, every municipality must establish a performance management system. The performance management system must be suited to the municipality's circumstances and be in line with the priorities, objectives, indicators and targets contained in the municipal integrated development plan.

With performance management, municipalities can monitor and measure performance of staff, the organisational culture, and the attitudes and practices of the municipal staff on a daily basis. Municipalities are promoting the culture of performance management in their structures in order to enhance organisational commitment and intention to attend. In other words,

municipalities are encouraging working practices which are economical, effective, efficient and accountable.

Performance management is an interactive process of setting targets, monitoring performance and taking steps to improve performance within the municipality. Bratton and Gold (2007: 56) mentioned that performance management is the key component to effectiveness at municipalities and which can ensure that municipalities work more effectively towards meeting development changes, as it allows them to assess the impact of the various strategies they are pursuing. It can also enhance accountability and a safer work environment because it allows municipal councillors and staff to monitor whether they are receiving value for money spent on various services.

2.5 THE INFLUENCE OF LEADERSHIP STYLE ON ABSENTEEISM

A previous study conducted by Sagie (1998) showed that organisational commitment and job satisfaction are strongly related to the aggregated duration of voluntary absence of employees. This means that employees who are strongly committed to the organisation or highly satisfied with their job show up more often at work than those with low commitment or low satisfaction. Given that there is a close relationship between employee satisfaction and absenteeism, it can be assumed that there might be a relationship between leadership and absenteeism as well (Elshout et al., 2013). This relationship was also confirmed by Walumbwa et al. (2004) who found that certain leaders demonstrate higher levels of job satisfaction and commitment, and thereby less withdrawal intentions of employees. Employees who are more satisfied with their jobs and supervisors will be more committed to the organisation and therefore attend more often (Elshout et al., 2013).

If employees receive support from the supervisor, it provides an environment in which the employees are more likely to attend work (Elshout et al., 2013). Depending on the nature of the support, transactional and transformational leadership styles are linked to the support that the leader provides to the employees (Van Dierendonck, Bianc & Van Breukelen, 2002). The transactional leadership style managers control the employees more and will tell them more specifically what to do. On the other hand, the transformational leadership style is more appropriate as these types of managers stimulate the employees in finding things themselves by still supporting them and guiding them towards the right track. The previous results by Van Dierendonck (2002) highly recommended the transformational leadership style. The study

further suggested that giving employees responsibilities reduces absenteeism. These results are supported by recent studies that found a significant relationship between the employees and their supervisors (Martin & Schmidt, 2010; Fisk & Friesen, 2012). These authors found that an employee who has a positive relationship with their supervisor is more inclined to be engaged and take ownership within their position or role within the organisation and thus increase their intention to attend. Similarly, the focus of other leadership styles (e.g. inclusive leadership) aligns more with approaches to HR related to a diversity climate (e.g. climate for inclusion) (Nishii et al., 2017).

2.6 THE INFLUENCE OF LEADERSHIP STYLE ON GROUP IDENTITY

Research has viewed leadership not only in terms of individual characteristics or behaviours but as a social process for generating the direction, alignment, and commitment needed by a group to accomplish collective goals (Drath et al., 2008 & McCauley et al., 2010). Leadership can happen anywhere, anytime and is not limited to a particular setting or persons. Identity plays a critical role in organisations (He & Brown, 2013). According to Chrobot-Mason et al. (2016), there is a link between identification with a collective (e.g. team, workgroup, or organisation) and leadership effectiveness as well as other related leadership behaviours. Notably, DeRue, Nahrgang, and Ashford (2015) suggested that when individuals perceive their group as warm, they identify more strongly with their group and multiple individuals contribute to leadership of the group.

In order to provide high quality of services, excellent leadership is essential for organisations to adapt, survive, and thrive in an increasingly competitive and changing world (Payne, 2015). Leadership is a two-way process in which the leader influences, and is influenced by, their followers (Stephenson, 1959 as cited on Payne, 2015). Leadership is not solely about the title a person holds, but is also about the degree of influence they have on others and the effect of that influence on individuals, organisations, and communities. “The true measure of leadership is influence nothing more, nothing less” (Maxwell, 1998, p. 11). Influence is developed by the quality of the relationship that a person has with another. If the followers perceive a positive relationship with their leader, those followers may begin to take ownership within their sphere of influence and go beyond their job classification role to achieve desired goals (Fisk & Friesen, 2012). Further, Lee (2008) echoed that the building of leadership capacity in followers is vital for organisational growth and commitment.

According to Pook (2011), developing an effective leadership style requires proper planning, as organisational effectiveness, leadership development and management of changes are crucial for organisations. For instance, if the leadership style exemplifies this behaviour, employees are more likely to adopt the behaviours in the organisation. The attitudes, values, approach, and thought patterns of management determine the sustainability of the organisation's success (Matzler & Abfalter, 2013). Fisk and Friesen (2012) agreed with the findings of Martin and Schmidt (2010) regarding the significance of the relationship between the employees and their supervisors. These authors found that an employee who has a positive relationship with their supervisor is more inclined to be engaged and take ownership within their position or role in the organisation (Fisk & Friesen). This can lead the employee to work beyond their work position to achieve desired results. Therefore, based on the above discussions, leadership style helps employees to identify with the organisation, or not.

2.7 CONCLUSION

Based on the discussion in the previous sections, it is evident that a positive organisational culture is created through effective leadership. These discussions highlight the need to incorporate and align the organisational philosophy. In the study conducted by Alatawi (2017) he acknowledged the significant contribution of the transformational leadership style in employee retention in an organisation. This acknowledgement suggests that leaders have the power to influence employees and such influence can be positively manipulated to achieve the mandate of the organisation. It has been further suggested that the relationship between leadership style and positive attitudes (Alavi & Gill, 2017), such as commitment and job satisfaction, is a key challenge (Lu, Xie, & Guo, 2018) in some other sectors, particularly in the banking sector (Belias et al., 2014). Conversely, although there are few current studies that have scrutinised the effects of leadership style on positive attitudes, it has been cited that management style is perceived as a critical component for employee well-being.

Kopperud, Martinsen, and Humborstad (2014) pointed out that there is much uncertainty over several issues in this relationship (Belias et al., 2014). Lu et al. (2018) argued that encouragement is a fundamental aspect of transformational leadership which, in turn, may be a shared characteristic of other leadership styles. They went on to explain how leadership nurtures followers' positive attitudes. They further suggested that a leader must devote time and effort in developing their intellect to generate inspiration (Mistry & Hule, 2015). According

to Mistry and Hule, (2015) inspirational leaders are individuals with a vision and high goals, and who gain respect from the followers and promote the participation of employees. Inspirational leadership provides meaning to needs and actions. Inspirational leaders are talented at seeing what followers require and what followers contemplate as challenging. These are the leaders that encourage dialogue, transparency and positive energy. Another type of leadership is ethical leadership and according to Walumbwa, Hartnell, and Misati (2017) and Riivari and Lämsä (2014), such leaders demonstrate respect and fair behaviour as well as providing energy, positivity and motivation for their followers.

In line with these discussions, the expectation is that the leadership at the Buffalo City Metropolitan Municipality adopt the transformational leadership style in order to build and maintain the relationship between leadership and group identity to influence the intention to attend. Alatawi (2017) further mentioned that every manager can be a transformational leader by practising the behaviour and the skills of this style. The following chapter deals with the research methodology and design used for the study.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 RESEARCH APPROACH

Research approaches are plans and the procedures for research that span the steps from broad assumptions to detailed methods of data collection, analysis, and interpretation (Creswell, 2014). This plan involves several decisions, and they need not be taken in the order in which they make sense to the current study and the order of their presentation here. The overall decision involves which approach should be used to study a topic (Bryman, 2015). There are two approaches that can be used when collecting data, being qualitative and quantitative.

3.1.1 Qualitative research

Qualitative research is when data that cannot be meaningfully quantified or summarised in numerical terms is collected, analysed and interpreted (Denzin & Lincoln, 2010). Westbrook, Creswell, Tabibnia, Julson, Kober and Tindle (2013) defined qualitative research as that which attempts to collect rich descriptive data in respect of a particular phenomenon or context with the intention of developing an understanding of what is being observed or studied. The qualitative research approach is used to understand human behaviour and motivation through use of non-statistical data collection and analysis methods. This is because the complexity of human behaviour cannot be quantified numerically (Kotze & Higgs, 2011). Qualitative research is about exploring issues, understanding underlying reasons and motivation (Bryman & Bell, 2015). The aim is to explain a current situation, and describe the situation for the particular group so that the findings can be generalised (Bryman & Bell, 2015).

Shortcomings of this approach are that it involves a small sample size, and the sample is not considered representative of larger populations. Another downside of this approach is that it is reliant on and subject to the researcher's interpretation (Wiid & Diggines, 2013). In addition, when using a group, a qualitative study can be inclined towards the opinions of a dominant participant whose views might not be the views of the all the other participants (Proctor, 2012).

3.1.2 Quantitative research

Quantitative research is a process that is systematic and objective in its ways of using numerical data from only a selected subgroup of the universe to generalise the findings to the universe that is being studied (Westbrook, et al., 2013). A quantitative approach was utilised by means

of a questionnaire in gathering data for this research. In quantitative research, data is collected numerically. A quantitative approach is considered a suitable way in confirming results and verifying or disproving a hypothesis after numerical analysis of the results (Jiang, Budarin, Shuttleworth, Ellis, Parlett, Wilson & Hunt, 2015). It is guided by the scientific approach to research as a framework. This approach is highly structured compared to the qualitative approach. The big size of the sample used in quantitative research allows findings and results from the study to be generalised to the targeted population (Krauss & Putra, 2005).

A quantitative approach requires fewer skills compared to qualitative research that requires special skills for interviews. It uses questionnaires, computers and printouts. This approach was also suitable for this study due to the findings that could be generalised to the targeted population (Bryman & Bell, 2011). Based on the above discussions, the researcher decided to adopt the quantitative research approach for this study.

3.2 RESEARCH DESIGN

According to Scott and Saaiman (2016), a research design is the plan for the research project. It is the statement of only the essential elements of the study, those that provide the basic guidelines for the details of the project. It comprises a series of prior decisions that, taken together, provide a master plan for executing a research project. Rubin and Babbie (2016) agreed that a research design is a plan or blueprint of how the researchers anticipated to conduct the research. It focuses on the end product: what kind of study is being planned and what kind of results are aimed at. A research design is an outline for the generation of evidence that is suitable for both to a certain set of criteria and to the research question in which the investigator is interested (Fitwi, 2016). Research designs are classified in the three categories which are: exploratory research, causal design and descriptive design (Cant et al., 2007).

3.2.1 Exploratory research design

According to Rubin and Babbie (2016), exploratory research design is large quantity of social research conducted to explore a topic, to provide basic familiarity with that topic. This approach is typical when a researcher examines a new interest or when the subject of the study itself is relatively new. According to Shields and Rangarajan (2013), exploratory research is conducted for a phenomenon that has not been clearly defined. Such research is usually carried out without strong preconceived expectations of what will be found (Bradley, 2013).

3.2.2 Descriptive research design

Descriptive research studies use statistical techniques to discover patterns. This research design is essential when information of a particular aspect is vague (Feinberg, Kinear & Tailor, 2013). It describes opportunities and threats since the main emphasis of this research design is on exhaustive description of specific situations, group, tribe, sub-culture and interaction (Sigmund, Babin, & Carr, 2010). A descriptive researcher can describe opportunities or threats, and answer the questions: who, when, what, where and why? (Fitwi, 2016). Descriptive research is the type of design that is used to describe characteristics of a population or phenomenon being studied (Shields & Rangarajan, 2013). The researcher does not generally embark on this with a hypothesis, but is likely to build up one after collecting information. Efficient collection of quality data or information needs careful collection of the items or units considered for efficient measurement of every variable (Creswell, 2014).

3.2.3 Causal research design

This is a design of which the main purpose is to show the patterns of relationships between two or more variables. Causal research is carried out to highlight causes and effects between independent and dependent variables (Malhotra & Birks, 2007). Causal designs either validate and explain the relationships between variables or confirm these to be true or false. This type of research design is useful when the researcher wishes not only to demonstrate that there is a relationship between variables but also wishes to indicate the direction which the relationship follows (Benrdt & Petzer, 2011). Causal research falls under the category of conclusive research, because of its attempt to reveal a cause and effect relationship between two variables. Descriptive research, attempts to prove an idea that is put forward by an individual or organization (Lofters, Slater, Angl & Leung, 2016). This study employed the casual research design.

3.3 RESEARCH POPULATION AND SAMPLING

3.3.1 Population

Population refers to the entire group of people from whom data is needed. Research population should be clearly defined in light of a sample unit, sample element, extent and time (Proctor, 2012). Bradley (2013) suggested that a population is concerned about the target of the research;

and who the research investigated. The population targeted by this research included all employees of Buffalo City Metropolitan Municipality.

3.3.2 Sampling

Sampling is a process whereby a group of individuals, households or companies are selected from the population to take part in a research and whose results may be generalised to the entire population (Creswell, 2014). The main purpose of sampling is to choose a subset of individuals from a population in order to estimate characteristics of the whole population (Esterhuizen & Martins, 2016). When choosing a quantitative research method such as questionnaires, using sampling generates findings that are representative of the whole population (Sa & Chai, 2016). There are two sampling methods or designs, namely probability and non-probability sampling (Cant, Strydom, & Jooste, 2007).

3.3.2.1 Probability sampling

Probability sampling is a sampling technique which allows each member of the targeted population to have a known chance of being selected as a unit of the sample (Wiid & Diggines, 2013). Kumary (2015) also agreed that probability sampling is defined as an approach in which each person in the population has a chance/likelihood of being selected. Probability sampling methods are: simple random sampling, cluster sampling, stratified sampling and systematic sampling. Probability sampling methods allow for statistical calculations for sampling error of a sample. However, this sampling method is expensive and takes a lot of time to carry out (Lacobucci & Churchill, 2010).

3.3.2.2 Non-probability sampling

The non-probability sampling technique is based on the personal judgement of the researcher and thus, the sample is not chosen by chance (Duffett, 2015). Non-probability sampling is dependent upon the judgement of the researcher. Advantages of this sampling method are that it takes less time to carry out and it is more convenient and affordable to implement compared to probability sampling methods. There are four different types of non-probability sampling methods, namely quota, snowball, judgement and convenience sampling methods (Krauss & Putra, 2005). For the purpose of this study, both convenience and stratified sampling were used. Duffett (2015) defined convenience sampling as the type of sampling that chooses the sample because of availability of participants and in judgemental sampling the sample is chosen based on the researcher's judgement of who represents the most relevant sample.

3.4 RESEARCH INSTRUMENT

The study used a questionnaire as a research instrument. A questionnaire refers to questions put together and created to generate data necessary to accomplish the research project's aims and objectives (Cant et al., 2007). As a result of the large size of the samples of quantitative research, the questionnaire allows a speedy process for collection of data and also enables the researcher to easily analyse and present the data (Creswell, 2014). Each respondent receives the same questionnaire with exactly the same questions, thus yielding data that is comparable (Burns & Bush, 2013). For this study, the researcher chose a questionnaire as an instrument for data collection because it is easy to design, and cheaper and easier to administer in limited time.

3.5 METHOD OF DATA COLLECTION

The research started off by obtaining an ethical clearance certificate. Review of available literature followed. Through the use of the convenience sampling technique, the researcher then selected the sample of employees at Buffalo City Metropolitan Municipality as the target population, which comprised all employees including contractual ones in 2016. A self-administered questionnaire was distributed to respondents for data collection.

The collected data was consequently analysed and interpreted using the Statistical Package for the Social Sciences (SPSS). The last steps were presentations of findings and recommendations.

3.6 DATA ANALYSIS

The data collected was analysed through the use of SPSS, which is a software program for manipulating, analysing and presenting data and is widely used in social and behavioural sciences (Landau & Everett, 2003). SPSS is useful because it allows researchers to draw conclusions from data by analysing the data through descriptive and inferential statistics (Garth, 2008). Correlation tests between the independent and dependent variables were obtained through the use of SPSS. Regression analysis was carried out to test the significance of results from correlations analysis. The differences between groups were tested and evaluated through a one-way analysis of variance (ANOVA) test and T-tests. As already mentioned, SPSS is software used for the execution of statistical processes in the social sciences field (Schmitt, Reimer, Kulzer, Haak, Gahr & Hermanns, 2015). This is done to obtain the quantitative nature of the results in the study.

3.7 RELIABILITY AND VALIDITY

The quality of quantitative research is determined by its reliability and validity. Reliability refers to the degree to which an instrument measures the same way each time it is used under the same condition with the same subjects. In brief, reliability is the repeatability of measurement (Kotze & Higgs, 2011). On the other hand, validity refers to the strength of conclusions, inferences or propositions made from a research study (Cooper & Schindler, 2006). A research is useful and credible when it meets the requirements of validity.

A study is considered reliable if the same results can repeatedly be reproduced using the same instrument of measurement, i.e. questionnaire (Wiid & Diggines, 2013). Reliability is tested using the Cronbach alpha coefficient. Watkins (2014) defined validation as an automatic computer check to ensure that the data entered is practical and reasonable. Correlation analysis between the variables was done. Validity determines whether the research measures what it is required to measure, and performs as it is designed to perform (Wiid & Diggines, 2013). Validity was tested using factor analysis and pilot testing.

3.8 ETHICAL CONSIDERATIONS

Ethics are defined as expected norms or principles that guide moral choices about the behaviour of a researcher during the research process (Cooper & Schindler, 2006). It is always significant to ensure that the research is in compliance with research ethics. The guidelines that guided the researcher in carrying out this research were that: no respondents were to be deceived by the researcher. This was achieved by providing the respondents with true information so they participated in the research willingly (Creswell, 2014). Data collected from respondents was kept in confidence. The findings, validity and reliability of the data collected as well as the limitations of the study need to be disclosed (Wiid & Diggines, 2013).

3.9 CONCLUSION

This chapter discussed the research design and methodology of the study. The study adopted a quantitative research design and a questionnaire was used to collect the data from the respondents. The extrapolation statistics such as Pearson correlations and regression analysis were used to determine the relationship between the variables in the study. This chapter also pointed out the ethical issues that were adhered to when conducting the research questionnaire. The next chapter presents the analysis, results and discussion on the findings of the study.

CHAPTER 4

RESULTS

4.1 INTRODUCTION

The theoretical model originated from a detailed study of the literature concerning the relationship between leadership, group identity and intention to attend. This review brought about the formulation and specification of the hypotheses that needed to be tested. These hypotheses were presented in Chapter 2 and Chapter 3.

The current chapter presents the results of the research study which were established through the statistical analyses of the data collected from the research respondents. The main aim of this chapter is to present the statistical analyses that were accomplished by testing the hypotheses, as pronounced in Chapter 3. The statistical program that was used for this analyses and presentation of the data in this research was SPSS.

This chapter also includes the discussion of the item and dimensional analyses and discussion of administration of missing values, concluding with the presentation of the overall measurement and structural model.

4.2 STATISTICAL ANALYSIS

SPSS version 23 was used for analysis and all tests were carried out at a 5% level of significance. Descriptive statistics were used to describe the sample main demographic features. A correlation analysis using the Pearson product-moment correlation coefficients (r) was used to identify correlations of the study's major variables. Linear regression models were then examined to see the effects of the hypothesised frameworks. Assumptions dealing with outliers, independent errors, random normal distribution of errors, homoscedasticity, and auto-correlation were met suggesting a robust sample.

4.3 BIOGRAPHICAL RESULTS

The target population for this research was 200 employees who were working for the Buffalo City Metropolitan Municipality. Both convenience and judgmental sampling were used in this study. Bryman (2015) argued that in convenience sampling the sample is chosen because of availability of respondents and in judgmental sampling the sample is chosen based on the

researcher's judgement on who represents the most relevant sample. As recommended by Raosoft calculator, a sample size of 132 Buffalo City Metropolitan Municipality employees with a 5% margin of error, and a 95% confidence level. A total of 185 employees took part in the study yielding a response rate of 92.5%

Table 4.1 reports on the descriptive results. The majority of the respondents (50.8%, n= 94) were female employees, while male employees comprised 49.2% of the respondents (n = 91). This indicates that more female employees took part in the survey than their male counterparts. In terms of race, about 76.0% of the respondents were Black (n = 140). The majority of the respondents (45%) were above the age of 40 years.

- Report on educational level
- Report on tenure
- Report on position

Table 4.1: Descriptive statistics for the biographical variables

Variable	Levels	df	f	Valid %
Gender	Male	1	91	49.2
	Female		94	50.8
Ethnicity	Black	1	140	76.0
	White		12	7
	Coloured		31	16
	Indian		2	1
Age	Below 21 years	4	7	4
	22 - 29 years		41	22
	30 - 39 years		54	29
	Above 40 years		83	45
Educational level	Matric/Cert	4	52	28
	National Diploma		75	40
	Degree		36	19.4
	Postgrad (Hons/Masters)		14	8
Tenure	PhD		5	5
	1-5 years	4	53	30.2
	6 – 11 years		69	37.3
	12 – 16 years		26	14.1
Position	17 – 20 years		11	5.9
	21 + years		26	14.1
	GM	4	6	3.2
	PM		19	10.3
	Superintendent		15	8.1
	Supervisor		25	13.5
	Other		120	64.9

Table 4.2 below shows the mean levels of the three theoretical variables (i.e. leadership (mean=2.93; SD=1.21); group identity (mean=2.50; SD=1.83) and intention to attend (mean=2.22; SD=1.78). For all variables, statements were rated on a 5-point scale from 1 (Strongly disagree) to 5 (Strongly agree).

Table 4.2: Descriptive statistics of study variables

Study Variable	N	Min	Max	Mean	SD
1. Leadership	185	1.00	5.00	2.93	1.21
2. Group identity	185	1.00	5.00	2.50	1.83
3. Intention to attend	185	1.00	5.00	2.22	1.78

4.4 RELIABILITY ANALYSIS

The quality of quantitative research is determined by its reliability and validity. A study is considered reliable if the same results can repeatedly be reproduced using the same instrument of measurement such as a questionnaire (Bryman et al., 2015). Reliability is tested using the Cronbach alpha coefficient. Noble and Smith (2015) defined validation as an automatic computer check to ensure that the data entered is practical and reasonable. Researchers concurred that Cronbach's alpha coefficient ought to be more noteworthy than 0.70 to be considered to have a satisfactory level of internal consistency (Bell & Njoli, 2016). Table 4.3 below reports on the outcome of the Cronbach tests.

Table 4.3: Cronbach alpha coefficients for constructs

Theoretical Constructs	Cronbach
1) Leadership	0.763*
2) Group identity	0.780*
3) Intention to attend	0.758*

* Construct has sufficient rating of reliability

4.5 CORRELATION ANALYSIS

Table 4.4 shows the Pearson product-moment correlations (r) and significance probabilities for relations of the main theoretical constructs of the study. These results suggest that intention to attend had a strong positive significant relationship with leadership and group identity.

Table 4.4: Pearson product-moment correlations (r) and significance probabilities (P) for relations of intention to attend to leadership & group identity

Theoretical constructs	R	p
Leadership	0.682	<0.0001**
Group identity	0.721	<0.0001**

** Correlation is remarkable when the significant level is 0.01 (One-tailed test); * Correlation is remarkable when the significant level is 0.05 (One-tailed test).

4.6 LINEAR REGRESSION ANALYSIS

Based on the results in Table 4.5 below, for hypotheses 1 to 3, a statistically significant positive linear relationship was found between the constituents of leadership, group identity with intention to attend.

Concerning hypothesis 1 and as reported in Table 4.5, leadership was modelled as an independent variable and this resulted in a significant model ($F=116.230$; $p<0.0001$). In this model, leadership explained a significant amount of the variance in group identity ($R^2 = 0.675$, $R^2 \text{ Adjusted}=0.612$). The Durbin-Watson $d = 3.190$ was between the two critical values of $1.5 < d < 2.5$ and therefore it can be assumed that there is no first order linear auto-correlation in the linear regression data. This supports the relationship between leadership and group identity.

Concerning hypothesis 2 and as reported in Table 4.5, leadership was modelled as an independent variable and this resulted in a significant model ($F=160.111$; $p<0.0001$). In this model, leadership explained a significant amount of the variance in intention to attend ($R^2 = 0.711$, $R^2 \text{ Adjusted}=0.615$). The Durbin-Watson $d = 2.110$ was between the two critical values of $1.5 < d < 2.5$ and therefore it can be assumed that there is no first order linear auto-correlation in the linear regression data. This supports the relationship between leadership and intention to attend.

Finally, concerning hypothesis 3 and as reported in Table 4.5, group identity was modelled as an independent variable and this resulted in a significant model ($F=2.01.181$; $p<0.0001$). In this model, leadership explained a significant amount of the variance in intention to attend ($R^2 = 0.765$, $R^2 \text{ Adjusted}=0.621$). The Durbin-Watson $d = 2.110$ was between the two critical values of $1.5 < d < 2.5$ and therefore it can be assumed that there is no first order linear auto-correlation in the linear regression data. This supports the relationship between group identity and intention to attend.

Table 4.5: Linear regression analysis

	Hypothesis 1	Hypothesis 2	Hypothesis 3
	L -> GI	L -> ITA	GI-> ITA
Sum	90.218	70.181	97.130
Mean square	90.218	80.213	62.218
F-Value	116.23	170.211	210.111
Pt>F	<0.000	<0.000	<0.000
Model summary			
Observations	185	185	185
R (Est. standard error)	0.623 (0,611)	0.711 (0.781)	0.765 (0.615)
R Squared (adjusted)	0.675 (0.612)	0.615 (0.621)	0.621 (0.611)
F Change (Sig. Change)	134.218 (<0.000)	160.111 (<0.001)	210.181 (<0.0001)
Durbin-Watson test	3.190	2.112	2.011
Parameter estimates			
β	0.613	0.761	0.781

(Independent variable)				
t	12.111	13.213	14.111	
p	<0.0001	0.0001	0.0001	
Sig	0.000*	0.000*	0.000*	

L- LEADERSHIP; GI- GROUP IDENTITY; ITA - INTENTION TO ATTEND; * Significant at 5% level

The summary of the hypotheses is presented next in Table 4.6.

Table 4.6: Summary of the hypotheses results

Description	Test statistic	P-value	Decision
H1 There is a relationship between leadership and group identity.	$\beta_1=0.613$	0.000	Accept
H2 There is a relationship between leadership and intention to attend.	$\beta_1=0.761$	0.000	Accept
H3 There is a relationship between group identity and intention to attend.	$\beta_1=0.781$	0.000	Accept

4.7 CONCLUSION

The results of the study were presented in this chapter. It emerged that there was a strong relationship between. The next chapter discusses the findings, limitations and recommendations.

CHAPTER 5

DISCUSSION OF RESEARCH FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

The preceding chapters highlighted and presented results and interpretation of the study, by clearly stating the problem statement and a comprehensive combination with the literature. The data collection instrument and methods, and the data analysis techniques employed were discussed as well as testing the hypotheses of the research. This final chapter discusses the main findings of the study as obtained in the previous chapter and further discusses the limitations to the study. To conclude, the researcher provides significant recommendations for practical use as well as makes suggestions for future research on the same study variables

Employees at Buffalo City Metropolitan Municipality participated in the research and confirmed the following hypotheses:

- *Hypothesis 1: There is a relationship between leadership and group identity*
- *Hypothesis 2: There is a relationship between leadership and intention to attend.*
- *Hypothesis 3: There is a relationship between group identity and intention to attend.*

5.2 MAIN RESEARCH FINDINGS

The research findings indicated that there is a positive relationship between leadership and group identity. It was also established that there is a positive relationship between group identity and intention to attend. The finding also illustrated some respondents have a sense they are placed in the team with a good spirit, which means that the employees have a sense of belonging at work. The positive correlation was observed in the findings from the respondents' replies and input in the questionnaire, which means that the research achieved its primary and secondary objectives quite adequately.

5.2.1 Hypothesis 1: There is a relationship between leadership and group identity

The results of the study confirm that there is a positive relationship between leadership and group identity. This could be due to the leader being an aspect of influence and how this relates to the follow aspect (Babcock-Robertson et al., 2009). Conversely, how a group perceives their leader also impacts

not just the way a leader behaves but also how the group behaves (Day & Sin, 2011). This then confirms that every employer needs to have good leaders that will positively influence the workforce and inspire them to be committed to their work. The expectation is that the commitment of the employees will influence them to have more reasons to attend work. This also means that leaders have the power to change what employees do. Further, as stated in Chapter 2, the role of the leadership in municipalities specifically is crucial to how municipalities perform, thereby affecting service delivery within the community.

According to Spendlove (2007) and Northhouse (2013), similar studies on leadership theories recommended that the behaviour of individuals can be influenced by the behaviour of the others. Therefore, leadership becomes a significant instrument that has an effect on the behaviour of others, hence, it is aligned with leading and managing of employees (Bunchapattanasakda et al., 2012). It is for that reason that the leadership role requires a positive mindset in order to be able to intellectualise the degree of leadership. Saleem (2015) echoed the same sentiments that transformational and transactional leadership approaches are the most tested and are used due to the significant return on investments that have been displayed by individuals with these characters in the organisations, since the studies conducted by Burns (1978).

It has been also suggested that effective leadership is most significant to the survival and growth of organisations. As such, the competencies of the transformational and transactional leaders have been described as popular ones that influence and empower the behaviour of others to attain desired goals (Louw et al., 2017). These leadership traits that are displayed by transactional and transformational to followers are good for organisations, including municipalities, in order to achieve the organisation's objectives by motivating and encouraging employees to demonstrate their intention to attend so as to meet and exceed the expectations of the service delivery. Leadership in municipalities comprises the government senators and the more service delivery is distributed to communities the better the appearance of the communities is. Therefore, in this case, more responsibility is expected from leadership to support change and confidence between leadership and group identity. The implications for influential leadership are also echoed by Watson et al. (2001) and Krumboltz (1994) that they not only influence events of the environment but may also develop skills in individuals that have a bearing on their career preferences. Furthermore, Chinyamurindi (2012, 2016a, 2016b) cited that this can also assist to direct their efforts towards making a career choice.

5.2.2 Hypothesis 2: There is a relationship between leadership and intention to attend

The results displayed that a positive relationship exists between leadership and intention to attend. The expectation is that more work is achieved when the whole team is at work (Riaz et al., 2011. & Chi et al., 2012) and this could be the reason why leadership motivates employees, encourages work attendance and commitment to fulfil organisational objectives. The lack of commitment by the workforce can hinder the operations of the organisation and in the case of a municipality it means the service delivery to the community will not take place as required. He and Brown (2013) stated that management should be encouraged to attempt to meet the needs of the workers as this will increase the commitment and retention of employees.

The relationship between leadership and intention to attend indicates that leadership perceives attendance as the fundamental component to achieve the organisational performance and production. This then requires the employees to be obliged to have an intention to attend work as they represent the workforce of the organisation. In this case, the leadership at the Buffalo City Metropolitan Municipality require its workforce to attend so that the municipality can meet the expectations of the communities.

The study proved that there is a relationship between the two variables, that is leadership and the intention to attend, and this means that this relationship must be preserved and stimulated by leadership to ensure that it increases for the advancement of the municipality.

With the description of transactional leadership this then was evident from the results under the hypothesis 2, namely that the intention to attend improves with the leaders that inculcate and stimulate employees positively. This was also confirmed by the study of Liao (2008) who stated that employees' perceptions of good leadership, knowledge, expertise and control will have a positive effect on their behaviour (i.e. intention to attend). Furthermore, this implies that the relationship between leadership and intention to attend is a process of synchronisation and that transactional leadership is the most effective leadership style – whereby, in the case of this study's population, the managers can work hand in hand with employees to establish the municipality goals.

5.2.3 Hypothesis 3: There is a relationship between group identity and intention to attend

The results showed that there is a relationship between group identity and intention to attend. This was also alluded to by Strom et al. (2014) who said that it is one of the active strategies that should be used by organisations to focus on encouraging and motivating employees. They further stated that this process normally produces employees who are optimistic. Further, the practicality of motivated employees was highlighted by Halbesleben (2010) who stated that employee engagement has an

effect on their commitment, health, performance and lower absenteeism. The indication of lower absenteeism is evident in the increase of the intention to attend. Conversely, this confirms that the intention to attend for group identity has a relationship with the leadership style which influences employees positively.

The Municipal Systems Act (Act no 32 of 2000) states that municipalities are the organs of the state, and since the government is not able to consult with the range of national and provisional issues, such duties are delegated to municipalities. The City Manager of the Buffalo City Metropolitan Municipality works on the National Development Plan which is the Integrated Development Plan that outlines who, how and when the service delivery should take place in the local communities. The implication of these relationships were discussed in Chapter 2 and now it is evident that the relationship that existed between group identity and intention to attend is actually significant to meet the needs of the local communities. Therefore, municipalities' local structures depend on the group identity to carry out service delivery effectively. It was echoed by Elshout et al. (2013) that the support received by employees from the supervisor provides an atmosphere that has the likelihood to encourage intention to attend work.

Previous research suggested that a group of employees prefer to be given an opportunity to express their creative thinking which makes them feel inspired and this cultivates a culture for positive performance (Kontoghiorghes, 2014). However, if employees feel that they receive less recognition than they deserve they could utilise negative strategies to bring back fairness (Fong & Snape, 2013). Therefore, group identity could include the leaders as having a lot to do with their intention to attend work (Bester, Stander & Van Zyl, 2015).

5.3 CONCLUSION OF THE WHOLE STUDY

The findings of the study revealed there are similarities with the previous findings in other studies that were similar to this research. Extensive research has been conducted on the topic regarding the relationship, the leadership and groups or teams. However, not much research has been done with regards to the intention to attend, so limited similar research on this was available.

5.4 PRACTICAL IMPLICATIONS OF THE STUDY

The recommendations to leadership is that more training is required and refresher training is also recommended to ensure that leadership are kept abreast of the leadership roles and the expectations.

The development of leadership is an investment in the organisation as they are the drivers of the policies, performance, service delivery, behaviour and attitude of management and employees.

5.5 RECOMMENDATIONS TO MUNICIPALITY EMPLOYEES

The recommendations to municipality are that it is significant to ensure that there is a good working relationship between leadership and group identity at all times. Leadership needs to ensure that the issues of mutual interest to employer and the employees are dealt with promptly and addressed in good faith. The implications are that the relationship between leadership and group will always have an influence of the intention to attend. The reason for this is that although the policies of the municipalities are made in collective, the challenge is with the interpretation and the implementation which can have an influence on the behaviour and conduct of the employees, as in the case of intention to attend.

The findings exhibited that a strong leadership role is one that enables groups to identify more with leadership that communicates, encourages and motivates the employees. This therefore means that, increasing a relationship between leadership and group identity will assist in the integration of the work culture that will attract employees with a high positive assertiveness to be more committed and that will result to in the unification of relationships extensively.

In pursuing this exercise, the Buffalo City Metropolitan Municipality will have to benchmark its ideas with other municipalities whether they are metropolitan municipalities or not, so as to share best practices. As it has been identified that the influence of the leadership in the organisation is vital; their innovation to create new ideas will be the strategic point in the execution of the transformation for the advancement of the Buffalo City Metropolitan Municipality. According to Cilliers et al. (2017), in keeping up with the technology, Buffalo City Metropolitan Municipality employees can make suggestions to leadership for their approval to show intention to use social media which can be useful for the positive work-related purposes, for example extra office communication which currently can be viewed by the rate payers with only limited information. The business strategy of having the ICT department in the workplace has been supported by other authors, amongst them Gerber (2016), who argued that the use of social media should be across the business functions. In the case of Buffalo City Metropolitan Municipality, this would mean that more service delivery and payments could be achieved.

5.6 LIMITATIONS OF THE RESEARCH

According to Wiid and Diggines (2013), there is no research without constraints and challenges. This section discusses challenges that were faced in this research study. The challenge was with the size of the sample, which was not wide enough to represent the whole population of BCMM. In addition, not all employees participated during the period for collection of data which limits the generalisation of the study. The collection of the data from a big group of employees at BCMM would allow the research to have findings that are more generalisable. Further, if more employees from BCMM participated, this would have contributed and revealed better articulation on the information about the organisation.

Another limitation of the study is that it followed a quantitative research approach only which means that conclusions were made solely based on the numerical data that was collected. If the qualitative method had also been used it would have assisted in making sure that the faintness of each component would have been protected by the strong point of the other. Based on the above discussions the expectation is that, the limitations and constraints experienced should be well-looked-after with thoughtfulness.

5.7 SUGGESTIONS FOR FUTURE RESEARCH

The relationship between leadership and groups in the workplace is crucial as both parties need each other to perform in specific ways. The employer needs employees to perform the duties and the employees need the employer for their remuneration. The component of the intention to attend becomes very significant and interesting in ensuring that these functions of the employer and employees are achieved. This suggests that similar studies could be conducted in the same context, in different organisations for bigger sample sizes. This may be done to validate the outcomes obtained in this study.

The literature review in this study indicated that the relationship in the workplace between leadership and group identity is positive. However, there is a need to conduct research that will pay attention to the qualitative approach rather than a quantitative approach as a considerable number of studies have already used the quantitative method (Garg & Phayane, 2014, Kalitanyi & Visser, 2010, and Radipere & Dhliwayo, 2014). There is also a need to conduct research which will focus on the relationship between the municipality councillors and the municipality employees as the intention to attend will improve the service delivery.

This research will assist in the process to improve and overcome shortcomings that were experienced during the research process.

5.8 RESEARCH CONCLUSION

The current chapter presented the final consideration, conclusions and implications of the research study based on the relationship between leadership, group identity and intention to attend as in the results of the study. The chapter summarised the research objectives (primary and secondary), research questions and their relevant results and findings. The chapter also provided some concluding remarks based on the literature review and the study's empirical finding.

Further, the chapter provided the practical implications of the study. Finally, the chapter presented recommendations for future research and a conclusion. The inclusive argument of the results of the study showed that the relationship between leadership and group identity has a positive effect on BCMM modernisation capabilities. Therefore, the research concluded by recommending options for further research which included using a different research methodology.

This research also revealed that if employees are treated fairly and as they deserve, they are more likely to display positive behaviour with regards to their attendance and positive performance with regards to service delivery. The implication for this is that the employer will save more money as pointed out by Vijayalatha and Brindha (2014) – that absenteeism constitutes a huge cost to the economy and it has become a main challenge in all industrial sectors. With this view, since Buffalo City Metropolitan Municipality is also facing the same challenge as other organisations, the positive strategy to attract employees to be at work rather than at home needs to be the key focus.

As the study gave attention to the relationship between leadership, group identity and intention to attend, the ongoing development of leadership will help to expand their capabilities even more (Schreuder & Coetzee 2012). The advantage of the results of this study is that it enables a continuous evaluation of the relationship between leadership and group identity in a broad-spectrum (Harte & Stewart 2012). This in turn can ensure that leadership influence will shape not only the career development within the municipality but also strengthen the group identity and intention to attend work

REFERENCES

Abbott, G.N., White, F.A., & Charles, M.A., 2005. Linking values and organizational commitment: a correlational and experimental investigation in two organizations. *Journal of occupational and organizational psychology*, 78, 531–551.

Alavi, S. B., & Gill, C. (2017). *Leading change authentically: How authentic leaders influence follower responses to complex change*. *Journal of Leadership and Organizational Studies*, 24(2), 157–171.

Antonakis, J., & Day, D. V. (Eds.). (2017). *The nature of leadership*. Thousand Oaks: SAGE Publications.

Avolio, B. J., Walumbwa, F. O., & Weber, T. J. (2009). Leadership: Current theories, research and future directions. *Annual Review of Psychology*, 60, 421–449.

Babcock-Roberson, M. E., & Strickland, O.J. 2010. The Relationship between charismatic leadership, work engagement, and organizational citizenship behaviors. *The Journal of Psychology*, 2010, 144(3), 313–326.

Banks, J. Patel, C. & Moola, A., (2012). Human resource management: Perceptions of inequity in the workplace. Exploring the link with unauthorised absenteeism, 10.

Bateman, T. S. & Strasser, S. (1984). A longitudinal analysis of the antecedents of organizational commitment. *Academy of Management Journal*, 27 (1), 95-112.

Bass, B. M. (1985). *Leadership and performance beyond expectations*. Free Press: New York.

Bass, B.M. & Avolio, B.J. (Eds.). (1994). *Improving organisational effectiveness through transformational leadership*. Thousand Oaks, CA: Sage Publications.

Belias, D., Koustelios, A., Koutiva, M., Thomos, A., Sdrolas, L., & Zournatzi, E. (2014). *Demographics of Greek bank employees' motivation characteristics*. 9th annual MIBES international conference, Perrotis college, Thessaloniki 30th May 1st June.

Berman, E.M., Bowman, J.S., West, J.P., Van Wart, M.R., (2016). *Human Resource Management in Public Services: Paradoxes, Process, and Problems* (5th ed.) *United States of America: Sage Publication*.

Berndt, A. D. & Petzer, D. J. (Eds). (2011). *Marketing research*. Cape Town: Academic Press.

Bester, J., Stander, M.W., & Van Zyl, L.E. (2015). Leadership empowering behaviour, psychological empowerment, organisational citizenship behaviours and turnover intention in a manufacturing division. *SA Journal of Industrial Psychology*, 41(1), 1-14.

Bless, C., Smith, H., & Sithole, S. (2013). *Fundamentals of Social Research Methods: An African Perspective*. Cape Town: Juta & Company Ltd.

Bradley, N. (2013). *Marketing research tools and techniques* (3rd ed.), London: Oxford University Press.

Bratton, J., & Gold, J. (2007). *Human Resource Management: Theory and Practice*. (4th ed.). New York: Palgrave Macmilan.

Braun, S., Aydin, N., Frey, D., & Peus, C. (2016). *Leader narcissism predicts malicious envy and supervisor-targeted counterproductive work behavior: Evidence from field and experimental research*. *Journal of Business Ethics*. <https://doi.org/10.1007/s10551-016-3224-5>.

Bryman, A., & Bell, E. (2015). *Business Research Methods*. (4th edn.). United Kingdom: Oxford University Press.

Bryman, A., & Bell, E. (2015). *Business research methods*. Oxford University Press, USA.

Bryman, A. (2015). *Social research methods*. Oxford university press, USA.

Bunchapattanasakda, C., Wiriyakosol, S., & Ya-anan, M. (2012). Leadership Roles on Employee Retaining Practice in Nongovernment Organizations (NGOs): The Case of Thailand. *International Journal of Business and Social Science*, 3(8), 199-203.

Burns, J. M. (1978). *Leadership*. New York: Harper & Row.

Burns, A.C. & Bush, R.F. (2013). *Marketing Research*. (7th ed). Hardcover: Pearson Education.

Cant, M., Strydom, J. & Jooste, C. (2007). *Marketing Management* (5th ed.). Cape Town: Juta & Co. Ltd.

Carter, D. R., DeChurch, L. A., Braun, M. T., & Contractor, N. S. (2015). Social network approaches to leadership: An integrative conceptual review. *Journal of Applied Psychology*, 100(3), 597–622.

Chen, G., Kirkman, B. L., Kanfer, R., Allen, D., & Rosen, B. (2007). A multilevel study of leadership, empowerment, and performance in teams. *Journal of Applied Psychology*, 92, 331–346.

Chiang, S. I. (2008). The relations among corporate social responsibility, organizational commitment and organizational citizenship behavior. *Unpublished master's these*, Southern Taiwan University of Science and Technology, Taiwan.

Chi, H. K. Lan, C. H., & Dorjgotov, B. (2012). The moderating effect of transformational leadership on knowledge management and organizational effectiveness. *Social Behavior and Personality*, 40(6), 1015-1024.

Chinyamurindi, W.T., 2016, 'A Narrative Investigation on the Motivation to Become an Entrepreneur among a Sample of Black Entrepreneurs in South Africa: *Implications for entrepreneurship career development education*', *Acta Commercii* 16(1), a310.

Chrobot-Mason, D., Gerbasi, A., & Cullen-Lester, K. L. (2016). Predicting leadership relationships: The importance of collective identity. *The Leadership Quarterly*, 27, 298–311.

Chrobot-Mason, D., Gerbasi, A., & Cullen-Lester, K. L. (2016). Predicting leadership relationships: The importance of collective identity. *The Leadership Quarterly*, 27, 298–311.

Cilliers, L., Chinyamurindi, W.T., & Viljoen, K. (2017). Factors Influencing the Intention to use Social Media for Work-related purposes at a South African Higher Education Institution. SA. *Human Resources Management. SA Tdyskrif vir Menslikehulpbronbestuur*.15 (0), 859

Contractor, N. S., DeChurch, L. A., Carson, J., Carter, D. R., & Keegan, B. (2012). The topology of collective leadership. *The Leadership Quarterly*, 23,994–1011.

Cooper, D.R., & Schindler, P.S, (2006). *Business Research Methods*. New York: McGraw-Hill.

Cooper, D.R. & Schindler, P.S. (2006). *Business Research Methods*. New York: McGraw Hill.

Creswell, W.J. (2014). *Research Design. United States of America*: Sage Publication.

Creswell, W. J. (2014). *Research Design*. Sage Publications, United States of America.

Crevani, L., Lindegren, M., Packendorff, J., (2010). *Leadership, not leaders: on the study of leadership as practices and interactions*. Scand. J. Management 26 (1), 77-86.

Dale, J., & Fox, M. (2008). Leadership style and organizational commitment: Mediating effect of role stress. *Journal of Managerial Issues*, 20(1), 109-130.

Day, D. V., & Sin, H. P. (2011). Longitudinal tests of an integrative model of leader development: Charting and understanding developmental trajectories. *The Leadership Quarterly*, 22(3), 545-560.

DeCotiis, T., & Summers, T. (1987). A path analysis of a model of the antecedents and consequences of organizational commitment. *Human Relations*, 40(7), 445-70.

Denzin, N.K. & Lincoln, Y.S. (Ed). (2010). *Handbook of Qualitative Research*. Thousand Oaks: Sage.

Denis, J. L., Langley, A., & Sergi, V. (2012). Leadership in the plural. *The Academy of Management Annals*, 6, 1-73.

Denzin, N.K., & Lincoln, S.Y. (2011). *The SAGE Handbook of Qualitative Research*. SAGE Publications, Inc

DeRue, D.S., & Ashford, S.J. (2010). Who will lead and who will follow? A social process of leadership identity construction in organizations. *Academy of Management Review*, 35(4), 627-647.

DeRue, D. S., Nahrgang, J. D., & Ashford, S. J. (2015). Interpersonal perceptions and the emergence of leadership structures in groups: A network perspective. *Organization Science*, 26, 1192-1209.

Drath, W. H., McCauley, C. D., Palus, C. J., Van Velsor, E., O'Connor, P. M. G., & McGuire, J. B. (2008). Direction, alignment, commitment: Toward a more integrative ontology of leadership. *Leadership Quarterly*, 19, 635–653.

Duffett, R. G. (2015). Effect of Instant Messaging Advertising on the Hierarchy-of-Effects Model amid Teenagers in South Africa. *The Electronic Journal of Information Systems in Developing Countries*, 72.

Elshout, R., Scherp, E., van der Feltz-Cornelis, C. M. (2013). Understanding the link between leadership style, employee satisfaction, and absenteeism: a mixed methods design study in a mental health care institution. *Neuropsychiatric Disease and Treatment*, 9, 823–837.

Esterhuizen, W., & Martins, N. (2016). The factor structure of a safety leadership assessment tool for the mining industry. *Journal of Contemporary Management*, 13, 1-26.

Feinberg, F.M., Kinear, T.C & Taylor, J.R. (2013). *Modern Marketing Research: Concepts, Methods and Cases* (3rd ed.), Cape Town: Cengage Learning.

Fisk, G. M., & Friesen, J. P. (2012). Perceptions of leader emotion regulation and LMX as predictors of followers' job satisfaction and organizational citizenship behaviors. *The Leadership Quarterly*, 23(1), 1-12.

Fitwi, G. A. (2016). The Impact of Internal Service Climate on Employees' Job Satisfaction: With Reference to Commercial Bank of Ethiopia, Gedeo Zone. *Global Journal of Management and Business Research*, 16(3), 156-255.

Foldy, E.G., & Ospina, S. (2012). *Relational leadership as collective leadership: Mapping the territory*. In J. Hoffer Gittel, & A. Douglass (Eds.), *Relational leadership: New developments in*

theory and practice. Symposium conducted at the annual meeting of the Academy of Management, Boston, MA.

Fong, K.H., & Snape, E. (2013). Empowering leadership, psychological empowerment and employee outcomes: Testing a multi-level mediating model. *British Journal of Management*.

Garg, A.K., & Phayane, N. (2014). Impact of small businesses owned by immigrants entrepreneurs on the local community of Brits. *Journal of Small Business and Entrepreneurs Development*, 2(2). 57-85.

Garth, A. (2008). *Analysing Data Using SPSS*. Sheffield: Hallam University.

Gibson, Z.M., Carter, D. R., & DeChurch, L. A. (2016). Little words and big goals: Semantic Predictors of the Leader Emergence in Computer-Mediated Multiteam Systems. *Proceedings of the 19th annual ACM conference on Computer-supported Cooperative Work and Social Computing (forthcoming)*.

Guillen, L., Mayo, M., & Korotov, K. (2015). Is leadership a part of me? A leader identity approach to understanding the motivation to lead. *The Leadership Quarterly*, 26, 802–820.

Gholamzadeh, D., & Khazaneh, A. T. (2012). Surveying the relationships between leadership styles, organizational health and workplace bullying. *Journal of Global Strategic Management*, 6 (2), 5-22.

Hagger, M.S., Chatzisarantis, N., & Biddle, S.J.H. (2002). A meta-analytic review of the theories of reasoned action and planned behavior in physical activity: predictive validity and the contributions of additional variables. *Journal of Sport and Exercise Psychology*, 24, 3-32.

Hackett, R.D., Bycio, P., & Hausdorf, P.A., (1994). Further assessments of Meyer and Allen's (1991) Three-Component Model of Organizational Commitment. *Journal of applied psychology*, 79(1), 15–23.

Halbesleben, J. R. B. (2010). A Meta-analysis of Work Engagement: *Relationships with Burnout, Demands, Resources and Consequences*. In A. B. Bakker & M. P. Leiter (Eds.), *Work*.

Hamdia, M., & Phadett, T. (2011). Conceptual Framework on the Relationship between Human Resource Management Practices, Job Satisfaction, and Turnover, *Journal of Economics and Behavioral Studies*, 2(2), 41-49.

He, H., & Brown, A. D. (2013). Organisational Identity and Organisational Identification: A Review of Literature and Suggestion of Future Research. *Group and Organisation Management*, 38, 3-35.

He, H., & Brown, A. D. (2013). Organisational Identity and Organisational Identification: A review of literature and suggestion of future research. *Group and Organisation Management*, 38, 3-35.

Jiang, T., Budarin, V. L., Shuttleworth, P. S., Ellis, G., Parlett, C. M., Wilson, K., & Hunt, A. J. (2015). Green preparation of tuneable carbon–silica composite materials from wastes. *Journal of Materials Chemistry A*, 3(27), 14148-14156.

Johnson, R. E., Venus, M., Lanaj, K., Mao, C., & Chang, C. (2012). Leader identity as an antecedent of the frequency and consistency of transformational, consideration, and abusive leadership behaviors. *Journal of Applied Psychology*, 97, 1262- 1272.

Johnson, B.R., & Christensen, L. (2012). Educational Research: Quantitative, Qualitative, and Mixed Approach. (5th edn.). California: SAGE Publications, Inc.

Kontoghiorghes, C. (2014). *Transfer of learning in organisations*. New York: Springer.

Kumar, R. (2010). *Research Methodology: A step-by-step guide for beginners*. (3rd edn.). London: SAGE Publications Ltd.

Iverson, R.D., & Buttigieg, D.N. (1998). Affective, normative and continuance commitment: can the right kind' of commitment be managed? Melbourne: University of Melbourne.

Lacobucci, D. & Churchill, A.G. (2010). *Marketing Research Methodological Foundations*. (10th ed.). Canada: Cengage Learning.

Lane, D, A., & Down, M. (2010). The art of managing for the future: leadership of turbulence. *Management Decis*, 48(4) 512–527.

Landau, S. & Everett, B.S. (2004). *Handbook of Statistical Analysis using SPSS*. London: Chapman and Hall.

Lavelle, J.J. (2010). What motivates OCB? Insights from the volunteerism literature. *Journal of Organizational Behavior*, 31, 918–923.

Lee, J. (2008). Effects of leadership and leader-member exchange on innovativeness. *Journal of Managerial Psychology*, 23(6), 670-687.

Lee, H. W. (2010). Relationship between leadership style and organizational commitment. *Operating Management Reviews*, 6(1), 87-95.

Levy, P.E., Tseng, S.T., Rosen, C.C., and Lueke, S.B.(2017) *Performance Management: A marriage between practice and science: "I do"*. In M.R. Buckley, A.R. Wheeler, and J.R.B. Halbesleben (vol.Eds.), *Research in personnel and Human Resources Management*. Vol. 35. Research in Personnel Human Resource Management (pp.155-213). Bingley, England: Emerald.

Liu, J., Siu, O. & Shi, K. (2010), "Transformational leadership and employee well-being: the mediating role of trust in the leader and self-efficacy", *Applied Psychology. An International Review*, Vol. 59 (3), 454-79.

Lo, M., Ramayah, T., Min, H. W., & Songan, P. (2010). The relationship between leadership styles and organizational commitment in Malaysia: role of leader-member exchange. *Asia Pacific Business Review*, 16, 79-103.

Lofters, A. K., Slater, M. B., Angl, E. N., & Leung, F. H. (2016). Facebook as a tool for communication, collaboration, and informal knowledge exchange among members of a multisite family health team. *Journal of multidisciplinary healthcare*, 9, 29.

Louw, L., Muriithi, S.M., & Radlo, S. (2017). The Relationship Between Transformational Leadership and Leadership Effectiveness in Kenyan Indigenous Banks. *South African Journal of Human Resource Management*

Lu, X., Xie, B., & Guo, Y. (2018). *The trickle-down of work engagement from leader to follower: The roles of optimism and self-efficacy*. *Journal of Business Research*, 84, 186–195.

Kopperud, K. H., Martinsen, Ø., & Humborstad, S. I. W. (2014). *Engaging leaders in the eyes of the beholder: On the relationship between transformational leadership, work engagement, service climate, and self-other agreement*. *Journal of Leadership and Organizational Studies*. 21(1), 29–42.

Krauss, S.E. & Putra, U. (2005). Research Paradigms and Meaning Making: A Primer. *The Qualitative Report*, 10(4), 758–770.

Kristof-Brown, A., Zimmerman, R.D., & Johnson, E.C. (2005). Consequences of individuals' fit atwork: a meta-analysis of person–job, person–organization, person–group, and person–supervision fit. *Personnel psychology*, 58, 281–342.

Kumary, V. S. (2015). The peer-reviewed journal of Baylor Scott & White Health. London, SAGE.

Mael, F. (1988). Organizational identification: Construct redefinition and a field application with organizational alumni. Wayne State University. Unpublished work.

Marchiondo, L. A., Myers, C. G., & Kopelman, S. (2015). The relational nature of leadership identity construction: How and when it influences perceived leadership and decision-making. *The Leadership Quarterly*, 26, 892–908.

Martin, J., & Schmidt, C. (2010, May). How to keep your talent. *Harvard Business Review*, 88(5), 54–61.

Malhotra, N.K., & Birks, D. (2007). *Marketing Research: An Applied Approach* (3 European). Financial Times - Pearson - Prentice Hall.

Martin, J., & Schmidt, C. (2010, May). How to keep your talent. *Harvard Business Review*, 88(5), 54–61.

Matlala, S. (1999). Prioritising health and employee wellness. *People dynamics*, 17(6), 22-25.

Mathieu, J. E. & Zajac, D. M. (1990). A review and meta-analysis of the antecedents, correlates and consequences of organizational commitment. *Psychological Bulletin*, 108(2), 171-194

Matzler, K., & Abfalter, D. (2013). Learning from the best: Implications from successful companies for higher education management. In Altmann, A. & Ebersberger, B. (Eds.), *Universities in change*, 137-154. New York, NY: Springer

Marmaya, N. H., Hitman, M., Torsiman, N. N. & Balakrishnan, B. (2011). Employee's perception of Malaysian managers' leadership styles and organizational commitment. *African Journal of Business Management*, 5(5), 1584-1588.

Maxwell, J. C. (1998). *The 21 irrefutable laws of leadership*. Nashville, TN: Thomas Nelson.

McCauley, C. D., Van Velsor, E., & Rudeman, M. N. (2010). *Introduction: Our view of leadership development*. In E. Van Velsor, C. McCauley & M. Ruderman (Eds), *Handbook of leadership development*. San Francisco: John Wiley & Sons Inc.

Munusamy, V. P., Ruderman, M. N., & Eckert, R. H. (2010). *Leader development and social identity*. The Center for Creative Leadership handbook of leadership development (3rd ed., pp. 147–175). San Francisco, CA: Jossey Bass

Municipal Systems Act 32 of 2000 (*Published Government Gazette*, (8677). Pretoria: Government Printer)

Mistry, J., & Hule, M. A. (2015). *Inspirational leadership*. 8. Prin. LN Welingkar Institute of Management Development & Research.

Nevecka, B., Van Vianen, A. E. M., De Hoogh, A. H. B., & Voorn, B. C. M. (2018). *Narcissistic leaders: An asset or a liability?* Leader visibility, follower responses, and group-level absenteeism. *Journal of Applied Psychology*.

Northouse, P. G. (2010). *Leadership, theory and practice* (5th ed.). Sage, Thousand Oaks, CA.

Northouse, P. G. (2013). *Leadership theory and practice*. (6th edn.). Thousand Oaks, CA: Sage.

Panayiotis, S., Pepper, A. & Phillips, M. J. (2011) *Transformational Change in a Time of Crisis*. *Strategic HR Review*, 10(5), 28–34.

Paul, G.W., & Berry, D.M., (2013). The importance of executive leadership in creating a post –merged organisational culture conducive to effective performance management. 11 (1), 11.

Payne, P. (2015). The leader- follower relationship and how it relates to employees' perception of their own leadership. *PhD Thesis*. Olivet Nazarene University.

Pascal, P., Pierre-Sébastien, F. & Lamontagne, S. (2011). Relationships between commitments to the organization, the superior and the colleagues, and the intention to leave among trucker. *International Journal of Organizational Analysis*, 19(2), 92–108.

Perry, J.L., (1996) Measuring public service motivation: An assessment of construct reliability and validity. *Journal of Public Administration Research and Theory*, 6(1), 5-22.

Perry, J.L., (2000). Bringing society in: Toward a theory of public-service motivation. *Journal of Public Administration Research and Theory*, 10(2) 471 – 489.

Pook, K. (2011). Getting people involved. *Journal of European Industrial Training*, 35(6), 558-572.

Proctor, T. (2012). *Marketing Research*. Berlin: Springer.

Salkind, J. N. (2010). *Encyclopaedia of Research Design* (Vol 3). Sage Publications, United States of America.

Spendlove, M. (2007). Competencies for effective leadership in higher education. *International Journal of Educational Management*, 21(5), 407-417.

Reid, C. (2008). Municipal law, delegated legislation and democracy. *Canadian Public Administration*.

Riaz, T., Akram, M. U., & Ijaz, H. (2011). Impact of transformational leadership style on affective employees' commitment: An empirical study of banking sector in Islamabad (Pakistan). *The Journal of Commerce*, 3(1), 43-51.

Riaz, A. & Haider, M. H. (2010). Role of Transformational and Transactional Leadership on Job Satisfaction and Career Satisfaction. *BEH-Business and Economic Horizons*, 1(1), 29-38.

Riivari, E., & Lämsä, A. M. (2014). *Does it pay to be ethical? Examining the relationship between organisations' ethical culture and innovativeness*. *Journal of Business Ethics*, 124(1), 1–17.

Rubin, A., & Babbie, E. R. (2016). *Empowerment Series: Research Methods for Social Work*. Cengage Learning.

Sa, M. L. L., & Chai, Y. K. (2016). A Pilot Study on the Success Factors for Small and Medium Accommodation Enterprises in Malaysia: An Exploratory Factor Analysis Approach. *The International Journal of Business & Management*, 4(2), 65.

Sabir, M.S., Sohail, A., & Khan, M.A. (2011). Impact of leadership style on organization commitment: In mediating role of employee values. *Journal of Economics and Behavioral Studies*, 3(20), 145-152.

Saleem, H. (2015). The impact of leadership styles on job satisfaction and mediating role of perceived organisational politics. *Procedia- social Science and Behavioral Science*, 172, 563- 569.

Sagie A., (1998). Employee absenteeism, organizational commitment, and job satisfaction: another look. *Journal Vocational Behavior*. 52:156–171.

Schaubroeck, J., Lam, S. S. K., & Peng, A.C. (2011). Cognition based and affect-based trust as mediators of leader behaviour influences on team performance. *Journal of Applied Psychology*, 23(3), 145-157.

Scott, L., & Saaiman, E. (2016). Promoting reading skills or wasting time? Students' perceived benefits of reading in an intermediary programme at the Vaal University of Technology. *Reading & Writing*, 7(1), 1-11.

Schmitt, A., Reimer, A., Kulzer, B., Haak, T., Gahr, A., & Hermanns, N. (2015). Negative association between depression and diabetes control only when accompanied by diabetes-specific distress. *Journal of behavioural medicine*, 38(3), 556-564.

Schyns, B., & Wolfram, H. J. (2008). The relationship between leader–member exchange and outcomes as rated by leaders and followers. *Leadership and organization development journal*, 29 (7), 631–646.

Shields, P. M., & Rangarajan, N. (2013). A playbook for research methods: Integrating conceptual frameworks and project management. New Forums Press.

Spendlove, M. (2007). Competencies for effective leadership in higher education. *International Journal of Educational Management*, 21(5), 407-417.

Steer, R. M. (1977). Antecedents and outcomes of organizational commitment. *Administrative Science Quarterly*, 22, 46-56.

Strom, D. L., Sears, K.L., & Kelly, K. M. (2014). Work Engagement: The Roles of Organizational Justice and Leadership Style in Predicting Engagement among Employees. *Journal of Leadership & Organizational Studies*, 21(1) 71 –82.

Walumbwa, F. O., Wang, P., Lawler, J. J., & Shi, K. (2004). The role of collective efficacy in the relations between transformational leadership and work outcomes. *Journal of Occupational and Organisational Psychology*, 77, 515-530.

Walumbwa, F. O., Hartnell, C. A., & Misati, E. (2017). *Does ethical leadership enhance group learning behavior? Examining the mediating influence of group ethical conduct, justice climate, and peer justice.* *Journal of Business Research*, 72, 14–23.

Watkins, D. (2014). What is discount pricing strategy?

Westbrook, C., Creswell, J. D., Tabibnia, G., Julson, E., Kober, H., & Tindle, H. A. (2013). Mindful attention reduces neural and self-reported cue-induced craving in smokers. *Social Cognitive and Affective Neuroscience*, 8 (1), 73-84.

Wiid, J. & Diggines, C. (2009). *Marketing research*. Cape Town: JUTA.

Wiid, J. & Diggines, C. (2013). *Marketing research* (2nd ed.). Cape Town: Juta and Company Ltd.

Wiid, J., & Diggines, C. (2015). *Marketing Research* (3rd ed.). Cape Town: Juta & Company Ltd.

Van Dierendonck, D., Le Blanc, P. M., & van Breukelen, W. (2002). Supervisory behaviour, reciprocity and subordinate absenteeism. *Leadership and organisational Development Journal*, 23 (2), 84-92.

Van Vianen, A.E.M. (2000). Person organization fit: the match between newcomers and recruiters preferences for organizational cultures. *Personnel psychology*, 53, 113–122.

Van Dierendonck, D., & Dijkstra, M. (2012). The role of follower in the relationship between empowering leadership and empowerment: A longitudinal investigation. *Journal of Applied Social Psychology*, 42, 1–22.

Vijayalatha, S., & Brindha, G. (2014). A study on employee absenteeism. *International Journal of Advance and Innovative Research*, 1 (1), 32-37.

Wright, B.E., Moynihan, D. P., & Pandey, S. K., (2012). Pulling the levers: Transformational leadership, public service motivation, and mission valence. *Public Administration Review*, 72(2) 206-215.

Yammarino, F.J., Salas, E., Serban, A., Shirrefs, K., & Shuffler, M. L. (2012). Collectivistic leadership approaches: Putting the “we” in leadership science and practice. *Industrial and Organisational Psychology*, 5(4), 382- 402.

Youssef, C.M., & Luthans, F. (2012). Positive global leadership. *Journal of World Business*, 47(4), 539–547.

Yukl, G. (1999). An evaluate essay on current conceptions of effective leadership. *European Journal of Work and Organisational Psychology*, 8, 33- 48.

Zhu, W., Chew, I.K.H., Spangler, W.D. (2005). CEO transformational leadership and organisational outcomes: The mediating role of human–capital-enhancing human resource management. *The Leadership Quarterly*, 16, 39–52.

APPENDIX A: INFORMED CONSENT STATEMENT

Dear Colleague,

The purpose of this questionnaire is to collect information on the factors that influencing the relationship between leadership, group identity and intention - to - attend for the entire employees at Buffalo City Metropolitan Municipality.

I kindly request you to answer the questions in this questionnaire as truthfully as possible based on your experience. There is no way to identify you and you should not add any information (outside answering the questions stated) on the questionnaire. It is your full right to refuse to answer any questions or take part in this research.

Please tick the relevant box below as a sign of consent or not being able to take part in this research.

☐☐

I Agree To Take Part

I Do Not Agree To Take Part

For any queries, please do not hesitate to contact me.

Mrs Pumla Mazantsana

The Researcher

Human Resources Department – Buffalo City Metropolitan Municipality

First Floor Room. 12 Buxton House – East London

Tel: 043 705 2723

Mobile: 073 142 9371

Email: pumlama@buffalocity.gov.za

APPENDIX B: PERSONAL DETAILS

Please indicate with an 'x' on the correct response.					
1. Gender.	Male	Female			
2. Nationality.	South African	Non-South African			
3. Ethnic group.	Black (African)	Coloured	White	Indian	Other
4. Age.	Below 21 years	22-29 years	30-39 years	Above 40	
5. Position/Job Title.	GM	PM	SUPERINTENDENT	SUPERVISOR	OTHER (SPECIFY)
6. Years of experience	1 - 5	6 - 11	12 - 16	17 - 20	21 and Above
7. What is your Directorate?	(e.g.) Municipal Services				
8. What is your Department?	(e.g.) Solid Waste				
9. What is your home language?	English	Xhosa	Afrikaans (other)		
10. What is your qualification?					

APPENDIX C: QUESTIONNAIRE

No	Please put a cross in the appropriate block indicating whether you strongly disagree, disagree, neither agree nor disagree, agree or strongly agree with each of the following statements:	Strongly Disagree	Disagree	Neutral	Agree	Strongly agree
LEADERSHIP BEHAVIOUR With reference to your most immediate supervisor, please answer the following.....						
1.	..he/she provides me with assistance in exchange for my efforts.	1	2	3	4	5
2.	..he/she re-examines critical assumptions to question whether they are appropriate...	1	2	3	4	5
3.	..he/she focuses attention on irregularities, mistakes, exceptions, and deviations from standards...	1	2	3	4	5
4.	..he/she talks about his/her most important values and beliefs...	1	2	3	4	5
5.	..he/she seeks differing perspectives when solving problems...	1	2	3	4	5
6.	..he/she talks optimistically about the future...	1	2	3	4	5
7.	..he/she instils pride in me for being associated with him/her...	1	2	3	4	5
8.	..he/she discusses in specific terms who is responsible for achieving performance targets...	1	2	3	4	5
9.	..he/she talks enthusiastically about what needs to be accomplished...	1	2	3	4	5
10.	..he/she specifies the importance of having a strong sense of purpose...	1	2	3	4	5
11.	..he/she spends time teaching and coaching...	1	2	3	4	5
12.	..he/she makes clear what one can expect to receive when performance goals are achieved...	1	2	3	4	5
13.	..he/she goes beyond self-interest for the good of the group...	1	2	3	4	5
14.	..he/she treats me as an individual rather than just as a member of a group...	1	2	3	4	5
15.	..he/she acts in ways that build my respect...	1	2	3	4	5
16.	..he/she concentrates his/her full attention on dealing with mistakes, complaints, and failures...	1	2	3	4	5
17.	..he/she considers the moral and ethical consequences of decisions...	1	2	3	4	5
18.	..he/she keeps track of all mistakes...	1	2	3	4	5
19.	..he/she displays a sense of power and confidence...	1	2	3	4	5
20.	..he/she articulates a compelling vision of the future...	1	2	3	4	5
		Strongly Disagree	Disagree	Neutral	Agree	Strongly agree
21.	..he/she directs my attention toward failures to meet standards...					
22.	..he/she considers me as having different needs, abilities, and aspirations from others...	1	2	3	4	5
23.	..he/she gets me to look at problems from many different angles...	1	2	3	4	5
24.	..he/she helps me to develop my strengths...	1	2	3	4	5
25.	..he/she suggests new ways of looking at how to complete assignments...	1	2	3	4	5

26.	..he/she emphasises the importance of having a collective sense of mission...	1	2	3	4	5
27.	..he/she expresses satisfaction when I meet expectations...	1	2	3	4	5
28.	..he/she expresses confidence that goals will be achieved...	1	2	3	4	5
	<u>GROUP IDENTITY</u> Please put a cross in the appropriate block indicating whether you strongly disagree, disagree, neither agree nor disagree, agree or strongly agree with each of the following statements:	Strongly Disagree	Disagree	Neutral	Agree	Strongly agree
29.	When someone criticises Buffalo City Municipality, it feels like a personal insult.	1	2	3	4	5
30.	I'm very interested in what others think about Buffalo City Municipality.	1	2	3	4	5
31.	When I talk about this organisation, I usually say "we" rather than "they".	1	2	3	4	5
32.	This organisation's successes are my successes.	1	2	3	4	5
33.	When someone praises this organisation, it feels like a personal compliment.	1	2	3	4	5
34.	I act like I like Buffalo City Municipality to a great extent.	1	2	3	4	5
35.	If a story in the media criticised the organisation, I would feel embarrassed.	1	2	3	4	5
36.	I don't act like a typical Buffalo City Municipality person. My behaviour is in line with what is expected of members of Buffalo City Municipality	1	2	3	4	5
37.	I have a number of qualities typical of Buffalo City Municipality people.	1	2	3	4	5
38.	The limitation associated with Buffalo City Municipality people applies to me also	1	2	3	4	5
	<u>INTENTION TO ATTEND</u> These questions relate to your intention to attend work.	Strongly Disagree	Disagree	Neutral	Agree	Strongly agree
39.	I am known for always attending work	1	2	3	4	5
40.	I feel responsible for being at work to meet my work demands	1	2	3	4	5
41.	I frown upon people who upon who are absent for no good reason	1	2	3	4	5
42.	My manager is satisfied with my attendance record at work	1	2	3	4	5
43.	I believe that people are only entitled to their sick leave if they are very ill	1	2	3	4	5
44.	I am attracted to my job and intent to perform well at all times	1	2	3	4	5
45.	I always intent to attend work	1	2	3	4	5



Nelson Mandela
Metropolitan
University

for tomorrow

FORM E

ETHICS CLEARANCE FOR TREATISES/DISSERTATIONS/THESES

FACULTY: BUSINESS & ECONOMIC SCIENCES

DEPARTMENT: HUMAN RESOURCES MANAGEMENT & INDUSTRIAL PSYCHOLOGY

I, CHINYAMURINDI, WT the supervisor for MAZANTSANA, P. (214347795) a candidate for the degree of MTech Human Resources Management with a dissertation entitled: THE RELATIONSHIP BETWEEN LEADERSHIP, GROUP IDENTITY AND INTENTION-TO-ATTEND considered the following ethics criteria:

	YES	NO
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?		X
2. Is the study based on a research population defined as 'vulnerable' in terms of age, physical characteristics and/or disease status?		X
2.1 Are subjects/participants/respondents of your study:		
(a) Children under the age of 18?		X
(b) NMMU staff?		X
(c) NMMU students?		X
(d) The elderly/persons over the age of 60?		X
(e) A sample from an Institution (e.g. hospital/school)?		X
(f) Handicapped (e.g. mentally or physically)?		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)		X
3.1 Are you intending to access participant data from an existing, stored repository (e.g. school, institutional or university records)?		X
4. Will the participant's privacy, anonymity or confidentiality be compromised?		X
4.1 Are you administering a questionnaire/survey that:		
(a) Collects sensitive/identifiable data from participants?		X
(b) Does not guarantee the anonymity of the participant?		X
(c) Does not guarantee the confidentiality of the participant and the data?		X
(d) Will offer an incentive to respondents to participate, i.e. a lucky draw or any other prize?		X
(e) Will create doubt whether sample control measures are in place?		X
(f) Will be distributed electronically via email (and requesting an email		

response)?

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 RECH (Ethics) representative.

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

Prof Willie Chanyamurindi

SUPERVISOR(S)

07/03/2017

DATE

Dr Amanda Nemo

HEAD OF DEPARTMENT

07/03/2017

DATE

Mrs Pumla Mozentsana

STUDENT(S)

07/03/2017

DATE

W. M. (Director School) 7/3/17

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

073 142 9371 - PumlaMa@buffalocity.gov.za

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