THE INFLUENCE OF LEADERSHIP STYLES/BEHAVIOR AND COMPETENCIES TOWARDS THE JOB SATISFACTION OF EMPLOYEES IN THE ROYAL MALAYSIA POLICE

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ABSTRACT

This study is to identify the influence of leadership styles/behavior and competencies towards the job satisfaction of the police officers and men in the Royal Malaysia Police. This study is based on samples collected from Officers and Men of various units in the police force, particularly in the Management Departments of the Royal Malaysia Police Headquarters in Kuala Lumpur. This research also analyses the problems of motivation in the police force which has relative relationship between leadership styles or behaviour and their competencies.

In this paper, the leadership style/behaviour was measured by the 20-item Leadership Style Questionnaire developed by Northouse (2001). This instrument has 10 items to measure task oriented leadership style and 10 items relational/people-oriented leadership style. Leaders' competencies were measured by the Eight Universal Management and Leadership Competencies in 18 Skill Sets developed by the Profile Service Centre. This instrument contains three items to measure communication, three items for leadership, two items for adaptability, two items for relationships, two items for task management, two items for production, two items for development of others, and two items to measure personal development. Job satisfaction was measured by using the 5-item questionnaire developed by Brayfield and Rothe (1951).The findings revealed that leadership style and leaders' competencies were significantly related to the overall job satisfaction.

Moreover, it is found that competencies like communication skills, solving problems, listening effectively, processing information, motivating successfully, delegating responsibilities, building personal relationships, focusing on working efficiently, taking action, and achieving results have a significant effect on leaders.

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INTRODUCTION

1.1   BACKGROUND OF STUDY

In the globalized world and in an ever changing environment in today's situation, the Royal Malaysia Police (RMP) has a never ending challenge, be it direct or indirect to the current security state, political, economical and the social situation of the country. These changes have pressurised the Royal Malaysia Police into a state of complexity in the pursuit to strive to undertake its core abilities in providing its services by upholding law and order in the country. The officers and men in the force has been tasked to these challenges to the next level in which their performance is being seen as vital to the image and towards realising the vision and mission of the police force.

As an organization in upholding the Rule of Law, the RMP has two vital conjunctions to its wide range of responsibilities. The first is to be responsible in ensuring in the implementation of rules and regulations provided by the Rule of Law in this country, and secondly, its obligation towards the expectation of the nation. The guidelines for this purpose in outlined in Section 3 (3) of the Police Act, 1967 (Act 344), which states;

"The Force shall subject to this Act be employed in and throughout Malaysia (including the territorial waters thereof) for the maintenance of law and order, the preservation of the peace and security of Malaysia, the prevention and detection of crime, the apprehension and prosecution of offenders and the collection of security intelligence."

In addition to this Act, the duties and responsibilities of the officers and men are further outlined in Section 20 (3) which states;

"Without prejudice to the generality of the foregoing provisions or any other law, it shall be the duty of a police officer to carry out the purposes mentioned in subsection

3(3); and he may take such lawful measures and do such lawful acts as may be necessary in connection therewith, including—

(a) apprehending all persons whom he is by law authorized to apprehend;

(b) processing security intelligence;

(c) conducting prosecutions;

(d) giving assistance in the carrying out of any law relating to revenue, excise, sanitation, quarantine, immigration and registration;

(e) giving assistance in the preservation of order in the ports, harbours and airports of Malaysia, and in enforcing maritime and port regulations;

(f) executing summonses, subpoenas, warrants, commitments and other process lawfully issued by any competent authority;

(g) exhibiting information;

(h) protecting unclaimed and lost property and finding the owners thereof; *(i)* seizing stray animals and placing them in a public pound;

(j) giving assistance in the protection of life and property;

(k) protecting public property from loss or injury;

(l) attending the criminal courts and, if specially ordered, the civil courts, and keeping order therein; and

(m) escorting and guarding prisoners and other persons in the custody of the police."

The above mentioned duties and responsibilities to a policeman is clearly seen as a challenge and every police officer, for the purposes of this Act, will be deemed to be always on duty when required to act as such and shall perform the duties and exercise the powers granted to him under this Act or any other law at any place in Malaysia where he may be doing duty in accordance to Section 19 of the said Act.

Thus the Police force is a unique public service entity that demands on high levels of employee dedication and commitment. (Metcalfe and Dick, 2001). Understanding of the factors that influence the leadership styles or behavior and competencies of police personnel will be of an advantage in providing pragmatic information on the strategic human resource planning in organization effectiveness for the complex police work.

The importance of leadership styles and competencies in carrying out duty and responsibility are unquestionable. The duty of police officers in maintaining the nation security requires serious attention and does not depend on the mood of the officers in carrying out the duties. There should not be any compromising factor in dealing on matter related to security, as it will bring enormous negative impact to the development of the country. The implication of low level of leadership skills will not only tarnish the image of the force, it also has serious impact to the country as well. Officers with low competencies, reject the organization's goals and values. They are reluctant to exert effort on behalf of the organization, lack concern on impact of one's performance on the small work group or organizational effectiveness, expressed discontent with and lack of loyalty to the organization, and has little or no desire to maintain membership in the organization.

Acryl (2001) has done a study on job satisfaction among officers in the Kuala Lumpur Police Headquarters. He found that workload has inverse relationship with organizational motivation among police officers. This can be interpreted if an officer is working under stress and heavy workload, his motivation to the organization might decrease.

In most circumstances, police officers are required to work independently. At any time and different situations, they need to make decisions or judgement based on their own discretion while carrying out duty. In this aspect, committed officers will make decisions, which is to the organization and public interest as a whole instead of to their personal benefit. Haarr (1997), in his study on patrol police officers in Australia found that officers with high

level of organizational motivation expressed a strong acceptance of the organization's goals and values, a willingness to exert considerable effort on behalf of the organization and have strong desire to maintain membership in the organization.

1.2   PROBLEM STATEMENT

The success or failure of an organization hinges on the styles and skills of a leader. A leader can be defined as the one who prompts life in the organization and the one who insures the stability and the persistence of the organization in the goals it was established for; in short, a leader who is capable is one who is able to move the organization to the direction he envisions and sets. In having certain leadership competencies and skills, a leader should be able to adapt his leadership styles or behaviours to achieve organizational goals and objectives. Basically at the individual level, leaders who are able to influence, motivate and direct employees will often be rewarded by loyalty and performance of their employee (Mosadegh & Yarmohammadian, 2006). Good and effective leaders matter to the overall performance and well-being of the organization and its members; they also matter to other stakeholders of the organization, such as the customers and the society at large. In other words, effective leadership is a corner stone in life, in general, and in achieving organizations' success.

Studies on leadership have received increasing attention by many academicians, scholars and researchers over the last decade. Leaders are often referred to and seen as someone who is capable of manoeuvring the ship amidst strong tides and currents, and hence it is not surprising that academic attention has been focused on this important concept. Research on leadership can be traced in the studies of management, psychology, and sociology. Many of these studies seem to centre on a specific these: what makes an effective leader? To address this important question, a number of leadership theories and models have

been developed to enhance our understanding of this seemingly simple yet very complex topic especially in the modern world and organizations. But in general many scholars, despite the variety of models and theories put forth, seem to agree that an effective leader is one who is able to achieve organizational performance (Mastrangelo, Eddy, & Lorenzet 2004), and in this context performance of the organization can be measured in various methods.

It has been said that, one of the most consistent ways to measure whether the organization is performing and hence effective is job satisfaction of employees (Robbins, 2009). Mosadeghrad (2003) defines employees' job satisfaction as their attitudes towards the job and the organization they perform these jobs in. In this context, job satisfaction can be considered as a multifaceted term including employees' perceptions and feelings in relation to rewards, the nature and conditions of job, motivation, the relationship with co-workers, promotion, and supervision. When employees are said to be satisfied with their job that the organization is said to be effective and under this situation, the success and effectiveness of the organization and hence its members is attributed partly to the role played by the leader. Not only does job satisfaction need to matter, Mosadeghrad also argues that Employees' commitment and their productivity are mainly affected by managers' leadership styles which are seen as a combination of managerial attitudes, behaviours, and competencies. Indeed, Kaltreider (1997) assert that subordinates are highly affected by their leaders' abilities and skills and such an influence increases or decreases the extent to which leaders lead with honesty, encourage efficiency, and channels of communication with subordinates.

It has often been said that employees' knowledge, abilities and skills will enable them to be good performers when they are hired (Peters, 2005). Indeed, according Pfeffer and Salancik (1975), organizations should consider a skilled and satisfied workforces an essential priority to achieve the desirable goals and to survive in highly competitive environment. This is because the competencies and skills they possess will enable them to exhibit work

behaviours appropriate and relevant to the performance of the job. It is further theorised that employees are likely to more productive if their performance is rewarded assuming that the reward received has value to them, as argued by the expectancy theory (Victor Vroom, 1964). Whilst such theory of work performance has been empirically validated by research (e.g. Bagozzi et al., 2003;D'Andrade, 1992; George & Brief, 1996; Hyland, 1988;Kanfer, 1990, 1992; Locke, 1991; Locke & Henne, 1986), it is interesting to see whether such theory can be extended to explain leadership effectiveness.

Organizations have faced so many challenges that influence them to adopt new strategies and reshape their managerial styles not only to deal with challenges in terms of logistics, technology, and managing supply chain, but also in terms of managing the human assets. This is important since it has been argued that there is a significant and positive relationship between leadership styles and job performance, stress, and employees' job satisfaction (Chiok Foong Loke, 2001; Goleman, 2000; Mosadeghrad, 2003; Morrison et al., 1997; Stordeur et al.,2000; Vance & Larson, 2002). Goleman (2000) further stresses that an effective leader should not only depend on a single leadership style but on the contrary he should be able to use a number of different styles (whether transformational, transactional, task-oriented, personnel-oriented, laissez fair, democratic, autocratic, or other styles) that suit the environment or situation he works in and people he deals with. Indeed, Skansi (2000), in identifying the determinants of job satisfaction, considers leadership to play a central role in convincing and influencing people.

Theories on leadership argued that when leaders are able to exhibit appropriate leadership style to the situation or context they are in, they will make employees satisfied in their job. But these theories seem to assume that leadership behaviours or styles are something that is already in born or automatic or given. Whilst some people are born to be leaders, but many have to be trained and nurtured to be leaders (Robbins, 2009). And to

become good and effective leaders, they need to have in them certain skills and competencies. Yukl (1999) and Gibson et al. (2000) argued that there one of the important factors that a leader needs to have to be effective is ability, which is defined as cognitive skills, interpersonal skills, and technical skills. By having the proper competencies that leaders are able to know, what behaviours they need to show and demonstrate in order to command good performance from their subordinates, and hence make them happy and satisfied in their job. Whilst studies relating to leadership styles and job satisfaction are many (e.g. Al-Hussami, 2008; Bartram & Casimir, 2007;Jabnoun & Al-Rasasi, 2005; Lok & Crawford, 2004; Mosadegh &Yarmohammadian, 2006; Naidoo, 2008; Ramey, 2002), an attempt to empirically validate the theoretical assertion made above is unsurprisingly still lacking.

1.3   RESEARCH OBJECTIVES

Based on the discussions and in aspiring to answer the problems highlighted, this research attempts to achieve the specific research objectives as follows;

a) To find out the effects of leadership styles/behaviours applied by managers within the Management Department of the Royal Malaysia Police.

b) To explore the relationship between leadership styles/behaviours, leadership competencies and employees job satisfaction.

1.4   RESEARCH QUESTIONS

Based on the objectives of this research, and on the factors aspiring to answer the problems highlighted, this research attempts to raise these research questions as follows;

a)   What is the effects of leadership styles/behaviours applied by managers within the Management Department of the Royal Malaysia Police.

b)   What is the relationship between leadership styles/behaviours, leadership competencies and employees job satisfaction.

1.5   SIGNIFICANCE OF THE RESEARCH

Governmental organizations nowadays are struggling and trying their best to find new strategies and set plans to develop their human assets (including managers and employees) in order to adapt themselves with the new challenges they face. Depending on such a notion, it is with a high necessity for governmental organizations such as the Royal Malaysia Police to update their strategies and to get a full understanding of what skills, abilities, and proper style should a leader show in managing and satisfying employees.

This study will allow theories as well as practitioners, who are concerned with organizational developments, leadership development, and human resources development, to design a new model or framework for leadership styles, leaders' competencies, and employees' job satisfaction.

1.6   THE SCOPE OF THE RESEARCH

The scope of the research is to achieve the research objectives as set above, a survey will be carried out involving distribution of questionnaires amongst employees in various units in the Management Department of The Police Headquarters. Self-report measures will

be used to gather data on the variables under study. The use of survey in the present study is appropriate because the research is concerned about knowing how employees' perceptions are on the issue of leadership, and their attitudes are with respect to their jobs they are doing now. In other words, since the main concern of the present study is to provide some backdrop understanding of the issue at hand, the data collection period is estimated to take place within the months of March 2011 to April 2011.It is also important to stress that this study is limited by its sample size and focus to a service orientated organization in particular. Thus the results cannot be generalized to other sectors of the economy. The findings of this study may be applied to the culture in which the sample was derived from and may not be applied to other Governmental departments.

1.7   THE THESIS OUTLINE

This study is divided into five chapters. Chapter One has argued the need to study leadership and its effect on employees' job satisfaction. It also stresses that leadership behaviour/style is not given; in fact, whether or not a leader exhibits certain type of leadership style may hinge on the competencies and skills the leader has. By demonstrating certain style, the leader may shape his/her employees' attitudes toward their job. Accordingly, the chapter has identified how the present study will be significant to both theory and practice. In addition, it also briefly sets a framework on how the study will be conducted.

An examination of leadership theories, leadership competency theories, job satisfaction theories, and relevant studies will be presented in the second chapter. Chapter Two in particular will also present and analyze empirical evidence on previous studies conducted on leadership effectiveness in general. The next chapter i.e. Chapter Three will

provide in detail the parameters and methods used in conducting the study and hence testing the hypotheses. It will elucidate sample selection, data collection procedures and techniques, and statistical tests to be used to analyze the data collected. These detailed descriptions of the research design will follow closely the hypotheses formulated for the study, which will be presented earlier in the chapter. Chapter Four will present the results of the study. The last chapter, Chapter Five, will discuss the findings of the study in depth by comparing the study's findings with previous works, and by relating them to the relevant theory cited in the second chapter. In addition, the final chapter will describe the limitations of the present study and recommendations for practice and future research.

CHAPTER TWO

LITERATURE REVIEW

2.1   INTRODUCTION

Chapter one has discussed on why the study on leadership effectiveness is needed and was highlighted. This chapter will expose the current state-of-the-art on leadership and its effect on employee attitudes at work is presented so as to facilitate with the development of research hypotheses. The flow toward the end, this chapter is organized as follows: firstly, it will conceptualize the term leadership, leadership competencies and skills, and present some theories relevant to leadership. Next, it will talk about job satisfaction and theories relevant in explaining job satisfaction and finally, an account of empirical evidence relating leadership and job satisfaction will be described.

2.2   LEADERSHIP

Leadership has been defined as "working with and through individuals and groups to accomplish organizational goals" (Hersey and Blanchard, 1977). Reintzell (2003) says, "Leadership is inspiration, backed by perspiration and intellect. It is potent force that overcomes inertia and begets actions". Leardership generates an emotional connection between the leader and the led.

Centuries ago, Lao Tzu observed: "The good leader is he who the people revere. The great leader is he whose people say, 'We did it ourselves". President and World War II Commanding General Dwight Eisenhower defined leardership like this: "Leadership: The art of getting someone else to do something you want done, because he wants to do it".

Collins, author of the bestselling Good to great (2001), contends: "Good is the enemy of great". To make the transition to great, good leaders recognize that complacency can set in

when things are going well. Great leaders have what Collins calls BHAGs, Big Hairy Audacious Goals. He gives as examples Abraham Lincoln's goal of ending slavery and John F. Kennedy's goal of putting a man on the moon (Edelson, 2004, p.3).

The concept of leadership has seized the attention and concern of many researchers in the fields of management, psychology, sociology, anthropology, and others in the last century. Such a concern is due to the important roles leaders play in facilitating organizational effectiveness and performance through their behaviors or styles they exhibit and competencies they possess. Indeed, in this context, one measure of organizational effectiveness is employees' job satisfaction(Robbins, 2009). It is this contention that the present study is conducted specifically to determine how leadership competencies and behaviors affect job satisfaction amongst employees at work.

2.3   CHARACTERISTICS OF LEADERS

A leader in the purest sense influences others by example. This characteristic of leadership was recognized in the sixth century B.C. by Chinese philosopher Lao Tzu when he wrote:

The superior leader gets things done

With very little motion

He imparts instruction not through many words

But through a few deeds

He keeps informed about everything

But interferes hardly at all

He is a catalyst

And although things wouldn't get done as well

If he weren't there

When they succeed he takes no credit.

And because he takes no credit

Credit never leaves him.

Right Management Consultants asked 570 white-collar workers what they considered to be the most important trait or attribute for a leader to possess. The top five traits were honesty, integrity/morals/ethics, caring/compassion, fairness and good relationships with employees (including approachability and listening skills) ("In Search of an Honest Manager," 2003).

Vernon (2004) defines leaders with five statements: (1) the ability to clearly understand and articulate the goal, (2) the confidence to be out in front and show the way to the goal, (3) the ability to convince people to follow as an act of their free choice, (4) the desire and ability to help people develop and pursue excellence and (5) the capability to inspire people to achieve their full potential. Research conducted over the past 10 years has identified four highly valued traits in leaders: (1) being a good listener, (2) admitting when they're wrong, (3) giving recognition and (4) keeping commitments (Vernon, 2005).

Other desire attributes of leaders are (1) a lively, intellectual curiosity – an interest in everything; (2) a genuine interest in what other people think and why they think the way they do; (3) a feeling of responsibility for envisioning a future that's different from a straight-line projection of the present; (4) the attitude that risks are not to be avoided, but to be taken; (5) the feeling that crisis is normal, tensions can be promising, and complexity is fun; (6) the realization that paranoia and self-pity are reserved for people who don't wants to take the lead; (7) the quality of unwarranted optimism; and (7) a sense of personal responsibility for the general outcome of his or her efforts (Zemke, 2003).

One of the most important qualities a leader possesses is being visionary: "A leader sees more than others see (quantity); farther than others see (distance); before others see (timing); and helps others see what the leader sees" (Sokolove and Field, 2003). The only way leaders can ever make their vision clear and concise is by spending a great deal of time with the vision. Lack of vision results in poor focus, little coordination and haphazard planning (Sokolove and Field).

Leadership creates a special bond that has to be earned. To build and maintain credibility, it is necessary to clarify values, identify the wishes of the community and employees, build a can consensus, communicate shared values, stand up for beliefs and lead by example.

A good leader knows being the boss does not mean bossing. Rather it means giving employees the resources, training and coaching they need and providing them with information so they can see their organization's mission.

It is apparent that authorities on leadership vary in what they perceive to be the most important characteristics of leaders. George (2003) offers the following for consideration: "[Leadership is]" not about your style, your persona, your characteristics or your skills. Authentic leadership is about being yourself, developing your character and becoming the kind of person who people want to follow". Parachin (2003) likewise stresses the importance of character and integrity, quoting Ralph Waldo Emerson's statement: "What lies behind us and what lies before us are tiny matters compared to what lies within us". He advises that leaders pay attention to the "small stuff", despite many experts' advice to the contrary, citing the wisdom of Lao Tzu: "Deal with the difficult while it is still easy. Solve large problems when they are still small".

2.4 RESEARCH ON THEORIES RELATED TO LEADERSHIP

Leadership has been studied over the past several decades from many different perspectives.

2.4.1 Trait Theorists

The first group of leadership researchers, the trait theorists, examined the individual. They looked at leaders in industry and government to determine what special characteristics or traits these people possessed. According to Haberfeld (2006), early theory, also called the "Great Man" theory, leadership characteristics were "innate, fixed and relative to all situations". He notes that in the nineteenth century leadership traits included physical characteristics such as height.

Bennis and Nanus (1985) identified four leadership traits that can be learned:

1. Attention thought vision: Leaders have an agenda and are result oriented.

2. Meaning through communication: Leaders have the capacity to project/articulate meaning.

3. Trust through positioning: Leaders operate with integrity and buy into their own ideals.

4. Deployment of self through positive self-regard: Leaders project acceptance, respect and trust.

Kirkpatrick and Locke (1991) modernized trait theory by stating that certain leadership traits—drive, the desire to lead, honesty and integrity, self-confidence, cognitive ability and knowledge of the business—are simply preconditions and do not guarantee success, but without then, a person is unlikely to become an effective

leader. With these traits, however, all that is needed is skills, vision and implementation.

Although many leadership traits have been identified, none dominate. Leadership traits theory was highly popular because it simplified the process of selecting leaders. Guaranteed leadership through possession of specific traits, however, was never fully realized because of the number of traits identified and the fact that no single person possessed them all. No criteria determined which traits were more desirable than others. Even possession of all the traits did not guarantee leadership success.

After many studies and experiments, trait theorists could not empirically document leadership characteristics. Researchers in the 1940s and 1950s turned their attention to the situations in which leaders actually functioned.

2.4.2 The Michigan State and Ohio State Universities Studies

Research conducted at Michigan State Universiti and Ohio State Universiti also provides insights into effective leadership. These   studies determined that leaders must provide an environment that motivates employees to accomplish organizational goals.

The Michigan State study looked at how leaders motivated individuals or groups to achieve organizational goals. It determined that leaders must have a sense of the task to be accomplished and the most favourable work environment. Three principles of leadership behavior emerged from the Michigan State study:

- Leaders must give task direction to their followers.
- Closeness of supervision directly affects employee production. High-producing units had less direct supervision; highly supervised units had lower production.

Conclusion: Employees need some freedom to make choices. Given this, they produce at a higher rate.

- Leaders must be employee oriented. It is the leader's responsibility to facilitate employees' accomplishment of goals.

The Ohio State study on leadership behavior used similar methods. This research focused on two dimensions: initiating structure and consideration structure.

Initiating structure looked at the leader's behavior in assigning *tasks*. It focused on leaders who assigned employees to specific tasks and asked them to follow standard rule and regulations. Consideration structure looked at establishing the *relationship* between the group and the leader. It focused on leaders who found time to listen to employees, were willing to make changes and were friendly and approachable.

The Ohio study used these two variables—focus on task and focus on relationships—to develop a management quadrant describing leadership behavior.

2.5   THE MANAGERIAL GRID FROM A LEADERSHIP PERSPECTIVE

Blake and Mouton developed their Managerial grid from the studies done at Ohio State Universiti and the Group Dynamics leadership studies. Their classic Managerial Grid has been further developed into the Management/Leadership Grid. Hersey and Blanchard summarized the attitudinal preferences of each management style in several areas, including their basic production/people beliefs, guiding slogans, decision making, conflict with superiors and peers, conflict with subordinates, creativity and promotion of creative effort.

2.5.1 Situational Leadership

Hersey and Blanchard took existing leadership theory a step further. They viewed leadership as an interplay between the amount of direction (task behavior) a leader gives, combined with the amount of relationship behavior a leader provides (the managerial/Leader Grid) *and* the readiness level that followers exhibit on a specific task the leader is attempting to accomplish through the individual or group.

Situational Leadership specifies that initially workers need support and direction. As they become more task-ready, they need less direction and more support, up to the point where even support can be reduced. The basic premise of situational leadership theory is the as the follower's readiness level in relation to task increases, leaders should begin to lessen their direction or task behavior and simultaneously increase their relationship behavior. This would be the leaders' strategy until individuals or groups reach a moderate level of task-readiness.

As followers or groups move into an above-average level of readiness, leaders would decrease both their task behavior and their relationship behavior. At these points followers would be ready not only from the task point view but also from the amount of relationship behavior they need. Once a follower or group reaches this level of readiness, close supervision is reduced and delegation is increased, indicating the leader's trust and confidence.

2.5.2 Transformational Leadership

The most recent form of leadership to be recognized is transformational leadership, which treats employees as the organization's most valuable asset. It is employee-cantered and focused on empowerment.

An important aspect of transformational leadership is its employee orientation. Transformational leadership seeks to empower people to make the fullest possible contribution to the organization. What is often lacking, however, is a model for effective *followership*. A leader cannot simply tell people they are empowered and expect them to instantly know how to perform. Employees need training, resources and authority if they are to be empowered.

According to the Center for Leadership Studies (CLS): "Transformational leaders set high standards of conduct and become role models, gaining trust, respect and confidence from others; articulate the future desired state and a plan to achieve it; question the status quo and [are] continuously innovative, even at the peak of success; and energize people to achieve their full potential and performance" (Morreale and Ortmeier, 2004).

The focus on leadership rather than management complements the move toward community-oriented, problem-solving policing because it stresses resolving problems and not simply reacting to incidents. It encourages experimenting with new ways and allows honest mistakes to encourage creativity.

2.6   LEADERSHIP STYLES

Management literature has identified many leadership styles, several of which can be found in police organizations.

Autocratic leadership is most frequently mentioned in connection with the past. Many early leaders inherited their positions. They were members of the aristocracy and through the centuries positions of leadership were passed down to family members.

In early industrial production efforts, the boss was often a domineering figure. He (bosses were invariably men) was specifically chosen because he displayed traits associated

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with autocratic leadership. His authority was uncontested and employees did what they were told out of fear. This style of management emerged in response to the demands of the Industrial Revolution, when masses of illiterate workers used expensive machinery and needed to follow explicit orders.

Managers who used autocratic leadership made decisions without participant input. They were completely authoritative and showed little or no concern for subordinates. Rules were rules, without exception. This mechanistic model of management derived from the theories of Frederick Taylor, introduced in Chapter 1, divides jobs into highly specialized tasks employees can become experts in their task. Certain circumstances may call for autocratic leadership.

2.6.1   Consultative, Democratic or Participative Leadership

Consultative, democratic or participative leadership has been evolving since the 1930s and 1940s. Democratic leadership does not mean that every decision is made only after discussion and a vote. It means rather that management wel-comes employees' ideas and input.   Employees are encouraged to be innovative. Management development of a strong sense of individual achievement and responsibility is a necessary ingredient of participative or consultative leadership.

Democratic or participative managers are interested in their subordinates and their problems and welfare. Management still makes the final decisions but takes into account the input from employees. This leadership style is a good fit with the organic model of management: The model is flexible, participatory, democratic and science-based, and accommodates change.   In contrast to the mechanistic model which focuses on efficiency and productivity, the organic model focuses on worker satisfaction, flexibility and personal growth.

2.6.2 Laissez-Faire Leadership

Laissez-Faire Leadership implies non-intervention and is almost a contradiction in terms. The idea is to let everything run itself without direction from the leader, who exerts little or no control. This style arises from the concept that employees are adults, should know as well as the manager what is right and wrong and will automatically do what is right for themselves and the organization.

Laissez-faire leaders want employees to be happy and believe that if employees are happy, they will be more productive. Employees *should* feel comfortable and good about their work, but this should be because they participate. Even when they participate, employees must still do the job and meet the organization's goals and objectives. Leaderless management, sometimes called free-rein leadership, may result in low morale, inefficiency, lack of discipline and low pro ductility.

2.6.3 Common Sense Leadership

Another style that has been advocated, though not as frequently discussed, is common sense leadership. Cottringer (2005), author of You Can Have Your Cheese and Eat It Too, says that leaders need to return to "sweating the small stuff" that they have been "prematurely" advised to dismiss and to refocus on using common sense as the best way to handle the current information overload. Common sense always represents the action that gets the best results, with the least cost or side-effects, (Sottringer, 2004).

2.7   GENERAL IMPLICATIONS

Research on leaders and leadership is abundant. Each theory offers something to the law enforcement manager. However, no one type of leader or leadership style will suffice in all situations.

Leaders must often be autocratic in one situation and democratic or participatory in another. They must know when to make an immediate decision and when to make a decision only after input, discussion and consideration.

Emergency situations rarely permit the opportunity for democratic or participatory decision making. Employees in nonemergency situations rarely respond well to autocratic leadership for routine task performance over the long term.

Leaders know what to do, how to do it, when to do it and with what type of employee, according to the demands of the individual situation. Internationally, leaders have been recognized because of the leadership abilities they displayed for a particular time, place and need. Put into another situation and time, they might not have become leaders.

2.8   LEADERSHIP COMPETENCIES AND SKILLS

Many researchers like Cooper (2000), Lucia and Lepsinger (1999), and Thorn (2002) define a leader's competency as the skill, knowledge, and characteristics needed to lead and encourage subordinates to perform their roles effectively and to help achieve organizational strategic objectives. Cooper (2002) particularly claims that competency models (descriptions of desired competencies) are essential to qualify and improve leadership effectiveness in terms of future challenges. On the other hand, Thorn (2002) focuses on a combination of transactional (contingent rewards) and transformational (inspirational and charismatic) characteristics of leadership in identifying the primary categories of competency including

leadership, analytical thinking, communication, decision making, building relationships, strategic planning, and emotional intelligence.

Depending on these competencies, several researchers have classified an effective leader's competencies into four main categories: knowledge management, leadership, social, and interpersonal competencies. Knowledge management competencies include searching for information, formation of concepts, conceptual flexibility, solving complex problems, skills of constructing solutions, development and improvement skills, and facilitating learning (Cockerhill et al., 1995; Ekvall & Arvonen, 1991; Ellinger & Bostrom,1999; Katz, 1974; Mumford, Zaccaro, Connelly, & Marks, 2000; Pavett & Lau,1983; Viitala, 2002).

Basic Leadership competencies include the leader's capability to support, direct, participate, facilitate, and empower people. They also include the competencies leaders need to manage diversity, support creativity, create community, and establishing a common purpose with followers (Ellinger & Bostrom, 1999; Hogan& Warrenfeltz, 2003; Stogdill, House, & Mitchell, 1974).Social competencies include the leader's ability to build strong relationships with his subordinates. In other words, it means the ability to understand subordinates' behaviors, communicate and interact effectively, motivate and handle conflicts, and influence individuals and groups to achieve the desired goals (Hogan & Warrenfeltz, 2003; Morse & Wagner, 1978; Stogdill, 1974).

The Interpersonal competencies refer to the leader's personality. They include self-confidence, proactive and achievement orientations, skills of social judgment, conflict resolution, and mastering uncertainty. In sum, they are classified into three main components: core self-esteem, attitudes toward authority, and self-control (Cockerhill et al., 1995; Hogan & Warrenfeltz, 2003; Zaccaro et al., 2000).

Ladwig and Rohs (2000) in their report described the results of a survey conducted by Southern Extension on more than 900 participants to identify the core competencies any

effective leader should possess. The results showed that the participated leaders scored only average or slightly above average for the following competencies: setting goals and standards getting unbiased information, time management and prioritization, appraising people and performance, and counseling and discipline. They also scored below the average in the traits of thinking clearly and analytically, listening, and organizing. The researchers suggested that many of leaders' competencies should be improved and addressed with continued education and training.

Generally, it is envisaged in this paper is that, effective leader is the one who is able to make employees develop favorable attitudes toward their jobs. In other words, a good leader will behave in such a way to facilitate employees so that they love and be committed to their jobs. With this in mind, the next section deals with job satisfaction first before presenting selected empirical evidence to establish the connection between leadership behavior and job satisfaction.

Law enforcement historically depended on a strong, authoritarian chief. However, this style of leadership neglects everything known about people and their behaviour. Coercion discourages creativity and risk taking and often causes people to rebel. President Eisenhower used to demonstrate this aspect of leadership with a simple piece of string. He would put the string on a table and say, "Pull it and it'll follow wherever you wish. Push it and it'll go nowhere at all." It is the same with people.

Managers must shift from telling and controlling the people they work with to developing and enhancing them. They must ask for their input before making critical decisions that affect them. They must also listen to their customers-the citizens-in new and more open ways. Managers must stop reacting to incidents and begin solving problems.

They must permit risk taking and tolerate honest mistake to encourage creativity and achieve innovation.

Changing from autocratic management to any other style is a slow, evolutionary process. Developing a new corporate culture for an organization ca take years. Part of the challenge is the bureaucracy within most law enforcement agencies, as discussed previously.

2.9 LEADERSHIP TRAINING AND DEVELOPMENT

An appointment to fill a position on an organization chart does not automatically make one a leader. By the same token, relatively few leaders are able to simply step into the role without needing to develop and refine their leadership skills and abilities. Covey (2003) observers: "The challenge before today's police administrators is not how to manage and control their people more effectively, but how to develop all their people as principle-centered who embody the character that the profession demands."

The trend in the twenty-first century is to not tie leadership to rank, but rather to instil leadership qualities through the department, referred to as dispersed leadership. The International Association of Chiefs of Police (IACP), through a grant from the Office of Community Oriented Policing Service (COPS), has developed two leadership bulletins. "The bottom line is that today's police leaders cannot do their jobs alone. They must develop leaders at all levels of their department by practicing dispersed leadership". "Leadership in Police Organization Training Bulletin 2" (2005) describes the essentials of dispersed leadership:

- Shared understanding of what leadership means
- Commitment to shared goals and values
- Leaders at all levels of the organization
- Leaders leading differently at different organizational levels

- A way to develop leadership knowledge and skills throughout the organization

- A way to determine where you are as an organization and as individual leaders

According to the a training bulletin which says, "It is paramount to understand that there is no silver bullet or vaccination for leadership." All leaders are developed; training, and job experience over time. This leadership development perpetuates the mission, values and goals of the agency. The bulletin cites as a quick answer to leader development the simplicity of the U.S. Army's "Be, Know, Do" In Other words, leadership training must develop character, technical skills and leadership knowledge and provide the chance to express this knowledge in ethically sound leadership behaviors. It is rooted in community oriented policing teory and addresses leadership as an agency-wide concept reaching all ranks and positions".

Vernon (2005) observe: "When you become a police officer, you must accept the mantle that comes with the job, regardless of rank". In other words, all officers at all ranks are leaders at one time or another and need to have the appropriated skills. As the most visible form of government, people look to police for leadership. Every time a police officer puts on a uniform and goes into the field, people look to him or her for leadership skills (Stainbrook, 2004). Moreover, line-level officers they face (Morreale and Ortmeier).

Also of importance is developing new sergeants into leaders: "Guiding that neophyte supervisor through the transition to the rank of sergeant is a crucial responsibility" (Johnson). They must be guided through the conversion from a law enforcement function to the role of supervisor and must learn to command as well as to delegate.

Leaders who have adopted a specific leadership style can change that style through training. They can turn their weaknesses into strengths through studying, working with

mentors or observing other leaders in action. Leaders are not born; they are developed. Task-oriented leaders can become people-oriented leaders.

2.10   HOLISTIC MANAGEMENT / LEADERSHIP

The holistic management/leadership approach recognizes that both management and leadership skills are required for an agency to accomplish its mission. It recognizes the importance of teamwork, but it also recognizes that all those within the organization are individuals who have answered a special calling. Police officers feel a high sense of peer identification – no call has higher priority than a fellow officer in danger. Police officers also receive an ego boost by the fact that they are readily identified by their uniforms and have certain powers above and beyond those of the average citizen.

The police manager/leader is responsible for ensuring that the officer does not lose this feeling of ego satisfaction (e.g., after a citizen has flashed an obscene gesture to the officer) and continues to develop this sense of belonging to a unique profession geared toward helping one's fellow human beings. The holistic management/leadership approach views law enforcement officers and support personnel as total individuals who make up a team.

2.11   JOB SATISFACTION

A job satisfaction is defined as the psychological state of how an individual feels towards work. In other words, it is people's feelings and attitudes they have about a variety of both intrinsic and extrinsic elements of jobs and the organizations they perform their jobs in. These elements are aspects related to pay, promotion, benefits, work nature, supervision, and relationship with colleagues (Mosadeghard, 2003). There are various theories that attempt to

explain why employees are satisfied or dissatisfied with their jobs, and these theories are briefly described below.

2.11.1 Fulfillment Theory

The two main researchers i.e. Schaffer (1953) and Vroom (1964) have defined fulfillment theory in terms of needs and valences. Schaffer stated that job satisfaction varies depending on the extent of actually satisfying the needs (which can be satisfied) of an individual. Vroom stated that if we consider an individual as satisfied with an object, it means that the object is with a positive valence for him.

2.11.2 Discrepancy Theory

The main notion of discrepancy theory is that people have different desires. Lawler (1994) argued that there should be a comparison made between what an individual receives and the level of the outcome. Katzell (1964) claimed that the more an individual desires of an outcome, he/she will be less satisfied with a discrepancy. Locke (1969) argued that job satisfaction and dissatisfaction can be measured and determined by the difference between what an individual wants from his/her job and what he/she perceived it is offering.

2.11.3 Equity Theory

In relation to equity theory, Lawler (1994) considered it as a motivation theory that gives information about the causes of satisfaction and dissatisfaction. Adams (1963, 1965) argued that satisfaction is determined and measured by an individual's perception of the input-outcome balance. An individual's input-outcome balance determines his/her reward and the reward determines the satisfaction. According to

Lawler (1994), an employee will judge his/her input-outcome balance in a comparison with other employees' balances.

2.11.4 Herzberg's Two-Factor Theory

It has been argued that one of the main theories of job satisfaction is Herzberg's two factor theory which essentially asserts that job satisfaction is determined by factors intrinsic and extrinsic to the job. In a study conducted way back in 1950, Frederick Herzberg interviewed a group of workers in order to measure their degrees of satisfaction and to find out what factors made them satisfied or dissatisfied on the job. Depending on those interviews, Herzberg developed his theory which argues that there are two factors that determine one's job satisfaction: motivator and hygiene factors. Motivation factors are factors that deal with fulfilling employees' needs and personal growth such as achievement, recognition, responsibility and advancement, while hygiene factors are factors related to aspects of the job such as supervision, salary, interpersonal relations and working conditions. He argued that, in defining the relationship between motivation and hygiene, once the hygiene facets have been achieved, the motivators will promote satisfaction and enhance performance.

Besides the variety of job satisfaction theories (or essentially motivation theories), this thesis decides to apply Herzberg's theory mainly because it is considered as one of the most known, used, and widespread theories for explaining motivation and job satisfaction (Bassett-Jones & Lloyd, 2005).Furthermore, in this study it is assumed that job satisfaction is a cognitive process in which people evaluate cues surrounding their job context and content to form some kind of attitude toward their job at work. In this context, as rational beings, people are able to make

judgments without being influenced by cues from others within the social environment. The attitudes formed toward the job are thus free from social pressures and influence within.

2.12   PREVIOUS EMPIRICAL RESEARCHES

2.12.1 Leadership Competencies and Leadership Behavior/Style

The empirical studies that examine the influence of leadership competencies and leader style are not in abundance. In fact, it is a rather challenging task to locate appropriate and relevant studies. One main reason for the dearth of studies that examined these two concepts is many authors seem to conflate these two concepts together. In other words, there seems to be some overlapping conceptualization of leadership competencies and behavior/style.

Indeed, as one can see from the above discussion, one is able to notice that leadership competencies and styles seem to be somewhat interchangeable. Even if there are studies that investigated the influence of leadership competencies and leadership style, many of them only considered emotional intelligence as an important leadership competency that a leader needs to possess, as can be seen below. Whilst emotional intelligence, defined as a set of abilities that refer in part to how effectively one deals with emotions both within oneself and others (Salovey & Mayer, 1990), it is by no means the only competence a leader should have. As indicated previously, an effective leader is one who possesses a variety of skills and competencies to help him/her with the job of leading and motivating others. It is argued in this paper that leadership competencies and leadership behavior/style are two different and separate constructs. In other words, they are related to each other but they are not of the same kind.

Theoretically speaking, in case of job or work performance, it is often theorized that one's performance in the job is dependent on the knowledge, skills and abilities (i.e. competencies) one brings in to the job (Lucia & Lepsinger 1999; Viitala 2005). The more competent the person is, the more likely he/she will be able to exhibit proper job behaviors. If we apply this theoretical argument to leadership, it can be hypothesized that in order for a leader to behave in certain manner, whether he/she exhibits behavior consistent with people- or task- centeredness, he/she should know the skills and competencies to do that. In other words, leaders who have interpersonal skills will be more likely to be people-centered rather than task-centered and vice-versa. The assumption here is that an effective leader should know when to apply certain leadership style based on the competencies he/she has. In other words, leadership competencies become a precursor to effective leadership style/behavior of a leader.

Palmer, Walls, Burgess, and Stough (2001) explored the relationship between emotional intelligence, a leader competency, and effective leadership i.e. leadership style. Emotional intelligence was assessed by a modified version of the Trait Meta Mood Scale in 43 participants employed in management roles. Effective leaders were identified as those who displayed a transformational rather than transactional leadership style as measured by the multifactor leadership questionnaire. They found that emotional intelligence correlated with several components of transformational leadership, suggesting that it may be an important component of effective leadership. In particular emotional intelligence may account for how effective leaders monitor and respond to subordinates and make them feel at work. A similar finding to the above is also reported by Gardner and Stough (2002). They used the Multifactor Questionnaire to measure the correlation between emotional intelligence and

leadership styles among 110 senior level managers in the Universiti of Swinburne. The results revealed that the effective leader is identified by the one who showed transformational behaviors.

2.13   LEADERSHIP BEHAVIOR/STYLE AND JOB SATISFACTION

Certain studies have been conducted to examine the influence of leadership behavior/style on job satisfaction both in the West and in the Middle East. For example, Jabnoun and Al Rasasi (2005) conducted a study to measure the effect of transformational and transactional leadership styles on employees' job satisfaction in UAE hospitals. Employees were selected randomly from six hospitals in UAE. The researchers adopted a Multifactor Leadership Questionnaire developed by Avolio and Bass (1991) to measure leadership styles. The researchers found that employees who rated their leaders in terms of the three dimensions of transformational leadership (i.e. charisma, intellectual stimulation, and individualized consideration) and contingent reward of transactional leadership were satisfied with their job.

Ramey (2002) conducted a study to examine the impact of leadership styles on employees' job satisfaction amongst 7,190 nurses selected from several hospitals in Appalachian state. The results showed a significant positive relationship between transformational leadership style and employees' job satisfaction in one hand and a negative significant relationship between transactional leadership style and employees' job satisfaction on the other hand. In other words, the majority of nurses significantly preferred to be led by transformational leaders rather than transactional ones. Naidoo (2008) conducted a study to find out the impact of leadership styles on job satisfaction of 140 sport administrators at tertiary institutions in South Africa and whether transformational leadership style makes them satisfied in their job. The results showed that the majority of sport administrators adopted the

transformational leadership style. Further, in terms of job satisfaction, the findings showed that the employees were dissatisfied with salary, promotion, status and recognition but were satisfied with their boss's leadership style and nature of work.

In another study by Bartram and Casimir (2007) who investigated the mediating effects of subordinates' empowerment and trust in the leader and the relationship between the transformational leadership style and followers' in-role performance and satisfaction with the leader. The results showed that the influence of transformational leadership behavior on subordinates' in-role performance was mediated by their psychological empowerment and trust in the leader. On the other hand, the effect of transformational leadership behavior on followers' satisfaction was partially mediated by the extent of trust in the leader. Mosadegh and Yarmohammadian (2006) conducted a study to identify the main factors affecting employees' job satisfaction in Asfahan Universiti Hospitals. Questionnaires were distributed among 814 employees and managers from different positions selected randomly. The results showed that employees were less satisfied with satisfier factors like salaries, benefits, recognition, work conditions, and communication, but they demonstrated more satisfaction with job nature, relationships with colleagues, and leadership behaviors (seen as people oriented)as satisfier factors.

Bartolo and Furlonger (2000) investigated in the impact of leadership styles/behaviors (task-oriented and people-oriented) on job satisfaction among aviation fire fighters in Australia. The sample consisted of 56 fire fighters selected randomly from two fire stations located in Victoria and New South Wales, Australia. The results revealed that there was a positive correlation between both task-oriented and people-oriented leadership styles, and job satisfaction (coworker and supervision satisfaction) but with the exception of people-oriented with co-worker satisfaction. Lok and Crawford (2004) conducted a study to find out the effect of leadership styles (task-oriented and people-oriented) on job satisfaction in samples

of Hong Kong and Australian managers. The final sample consisted of 337managers, 219 managers from Hong Kong and 118 from Australia. The results showed that, for the combined sample, the task-oriented leadership style had a positive effect on job satisfaction while the people-oriented leadership style had a negative effect on job satisfaction. The results revealed no significant difference between the two samples in the effects of demographic variables age, sex, tenure and education levels organizational commitment. However, differences were found in the effects of sex and age on job satisfaction. Age was found to have a more positive effect on job satisfaction in the Hong Kong sample than in the Australian sample.

Leary, Sullivan, and McCartney (2002) conducted a study to find out the relationship between leadership styles and employees' job satisfaction. The sample consisted of 329 employees selected randomly from 11 public higher educational institutions in the state of West Virginia. The researchers used three questionnaires: The Leadership Behavior Description Questionnaire (LBDQ) to measure task-oriented and relationship-oriented leadership styles, the Mohrman-Cooke-Mohrman Job Satisfaction Scale (MCMJSS) to measure eight facets of employees' perceptions of intrinsic job satisfaction factors (self-esteem, self respect, personal growth and development achievement, and expectations) and extrinsic job satisfaction factors (respect and fair treatment, being informed the amount of supervision, and the opportunity to participate in the methods procedures and goals of the organization) and a demographic survey (gender of the leader, gender of the respondent, the number of years of service in current position, age of respondent, years of service under the current leader, number of years in higher education, higher degree granted by the institution, higher degree granted by the respondent, and major instructional responsibilities). The results revealed that there is a significant correlation between both of task-oriented and relationship-oriented leadership styles and the overall employees' job satisfaction.

The strongest relationship was seen between relationship-oriented and the extrinsic job satisfaction factors. On the other hand, the correlation between leadership styles and the intrinsic job satisfaction factors was statistically significant but not as strong as the correlation with the extrinsic ones. The results also showed that four of the demographic variables were statistically significant in their correlation with intrinsic satisfaction factors. Those variables are: the number of years the respondent had served under the current position; the number of years the respondent had served under the current dean or dependent chaired; the degree granted by the institution; and the degree held by the respondent.

2.14   LEADERSHIP COMPETENCIES ON JOB SATISFACTION

A number of researchers have focused mainly on the impact of leaders' styles/behaviors on employees' job satisfaction and they argue that leaders' competencies have no direct influence in job satisfaction. Based on the view of literature, there are few studies conducted that have attempted to find a direct relationship between leaders' competencies and employees' job satisfaction. For example, Upenieks (2003) investigated the factors and competencies that compromise successful leadership among nurse leaders. The results showed that leaders who had the abilities to establish relationships, solve employees' problems, and communicate were more effective in leading and enhancing satisfaction among their employees.

Carmeli (2003) conducted a study to investigate the role senior managers with emotional intelligence may play in developing positive work attitudes, altruistic behaviors, and work outcomes among their subordinates in public sector organizations in Israel. The results revealed that the leaders' emotional intelligence increases positive work attitudes, positive behaviors, and work outcomes. Furthermore the results showed that emotional

intelligence moderates the influence of work-family conflict on job commitment but does not influence job satisfaction.

2.15 LEADERSHIP COMPETENCIES, LEADERSHIP BEHAVIOR AND JOB SATISFACTION

It should be noted that to date no attempts have been made to examine the interrelationships between leaders' competencies, leadership behavior and job satisfaction. However, based on the review of the literatures above, an argument can be made that proposes the effects of competencies and behavior on job satisfaction of employees. Putting the so-called fragmented evidence together, it is possible to hypothesize that a competent leader is the one who is able to decide and choose the appropriate style under certain circumstances, and by applying the appropriate style or behavior he/she is able to motivate and hence make his/her employees satisfied with their jobs. It is indeed this lacuna that this present research attempts to fill and hence if the hypothesis is supported a case can be made to suggest to future researchers that leadership effectiveness does not start with identification of leadership style but one needs to understand how and why the style emanates from. As such, traits theory nor behavioral theory nor situational theory is complete without actually acknowledging the antecedent of leadership style/behavior.

Alimo-Metcalfe, Alban-Metcalfe, Bradley, Mariathasan and Samele(2008) conducted a study to investigate the effect of leaders' quality and attitudes(engaging with others, sharing vision, and leadership competencies) on the sense of wellbeing at work and organizational performance. The results revealed that only one leadership quality (engaging with others) had a positive influence in organizational performance. But leadership quality, in terms of competencies, showed no effect on performance. Madlock (2008) conducted a study to

measure the link between leadership style, communicator competence, and employees' job satisfaction. The sample consisted of 220 employees' working in a variety of organizations. The results showed that there is a positive relationship between the relational leadership style, leaders' communication competency, and employees' job satisfaction.

Several empirical studies have revealed a strong relationship between leadership styles and employees' job satisfaction, although the interrelationships between leadership behaviors and competencies in affecting employees' job satisfaction seemed to have been neglected. It is the main thesis of this paper that appropriate competencies will enable a leader to become effective as these competencies will inform him/her on the suitable styles/ behaviors that need to be applied to make employees feel satisfied with their jobs.

Based on the literature above, the interrelationships between leadership styles, competencies, and employees' job satisfaction are shown in Figure 2.1, below;

Theoretical Framework
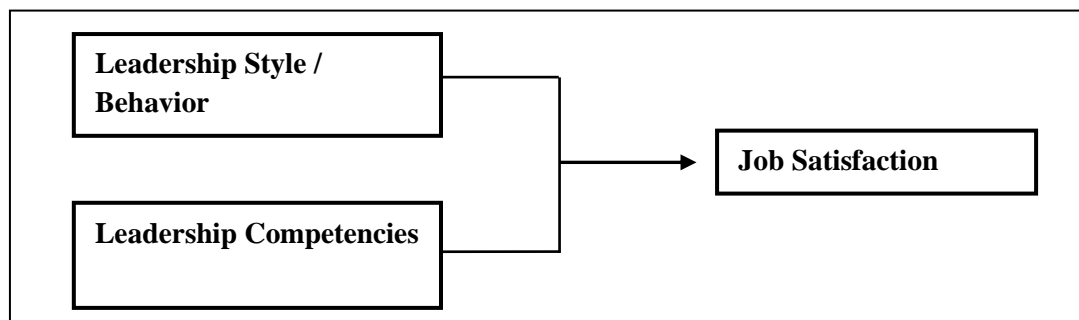
Figure 2.1:   The interrelationships between leaders' competencies, styles, and employee job satisfaction.

CHAPTER THREE

METHODOLOGY

3.1   INTRODUCTION

The main focus of this chapter is the research design for this study. It describes the methods used and how the data was collected to address the aims and questions of the research. It begins by discussing the hypotheses to be tested, developed based on the research objectives and from relevant previous studies. Then, the chapter will presents the instrumentation in doing the research of the study by providing more detail about data collection, initial modifications of items, administration of the survey questionnaires, analysis of the data, and use of data from other sources and details of the research schedule. In the process of conducting the study, the researcher used and organized the best methodology available in order to ensure that the information gathered would meet the objectives of the study. Therefore, the researcher came out with appropriate variables for the study.

3.2   RESEARCH HYPOTHESES

Many researchers have found a direct effect of leadership styles/behaviors on employees' job satisfaction. They argued that the leader's choice of the effective style will enable him/her to enhance the extent of satisfaction among employees. For example, Jabnoun and Al-Rasasi (2005), Al-Hussami (2008), Ramey (2002), and Mosadegh and Yarmohammadian (2006) conducted studies to measure the effect of leadership styles on employees' job satisfaction. The researchers found a positive relationship between leadership styles (especially the transformational, task oriented, and people-oriented styles) and employees' job satisfaction. These findings correlate strongly with the previous arguments saying that an effective leader is the one who leads, motivates, communicates effectively,

provides vision, and enhances employees' satisfaction. For example, the researchers of Ohio State Universiti concentrated on two sets of behaviors in determining leadership effectiveness: initiating structure (task-oriented) and consideration (people oriented).

A leader with initiating structure makes sure that the job is done according to the job descriptions and organizational charts that inform employees what tasks they are expected to do, how they should do them and where they fit into the whole picture of the organization. On the other hand, a leader with consideration interacts with his employees in a way that enhances trust, friendship, and warmth between them. Thus, a leader with a combination of these two behaviors can be more effective in enhancing employees' feeling of satisfaction and helping them to reach high standards of performance.

Fiedler (1976) found that leadership effectiveness is identified by choosing the right leadership styles for certain situations. In other words, Fielder considers the effectiveness of performance of any group depends on the interaction of leaders' styles and the nature of situations whether the situation is suitable or unsuitable for the leader. House (1971) tries to bind between leaders' behaviors and employees, actuality and satisfaction. In other words, he emphasizes that leader's effectiveness depends on the effect of his/her behavior on the actuality of his/her employees' performance in one hand and their satisfaction on the other hand. House argues that the influence of leader's behavior on employees' motivation, performance, and satisfaction depends on the ability of such behavior to clear the paths causing the achievement of employees' goals. Such an argument means that leadership effectiveness is defined as the ability to influence employees' perceptions of both performance benefits and external ones. Bass(1990) argued that the effective leader is the one who sets high standards of behavior and considers himself as a role model by achieving his subordinates' trust and confidence. He sees himself as the one who has a special vision and

his main role is to encourage and motivate employees, promote intelligence and solve problems, instill pride, and gain trust and respect of employees.

In reference to the explanation above, the following hypothesis is proposed:

H1:   There is a positive relationship between leadership styles/behaviors and employees' job satisfaction.

When discussing the link between leaders' competencies and leadership behaviors, many researchers focused only at emotional intelligence as an important leadership competency an effective leader needs to possess. It has been proposed that a good and effective leader needs to possess a set of leadership competencies and skills to help him/her with the job of leading and motivating others. For example, Gravan and McGuire (2001), Lucia and Lepsinger (1999), and Viitala (2005) argued that the more competent the leader is in terms of knowledge, skills, and abilities, the more likely he/she will be able to exhibit proper behaviors when he/she leads and influences the others. It is argued that a leader who listens, processes information, motivates successfully, delegates responsibilities, communicates effectively, and builds personal relationships with his/her subordinates is considered as a people-oriented leader. On the other hand it is seen that the task-oriented leader is the one who focuses on working efficiently, takes action, achieves results, motivates successfully by rewards, solves problems when necessary, displays commitment, and seeks development in leading his/her subordinates.

H2:   There is a positive relationship between leaders' competencies and employees' job satisfaction.

Recapturing previous studies, it has been noted that they have not focused on the interrelationships between leadership styles, leaders' competencies, and employees' job

satisfaction. Depending on the definition of the effective leader, the researcher hypothesizes that an effective and competent leader is that the one who knows how to choose the proper style (consists of a variety of competencies) in order to motivate and make his/her employees satisfied with their jobs. For example, Madlock (2008) found a positive relationship between the relational leadership style, communication competency, and employees' job satisfaction. Alimo-Metcalfe, Alban-Metcalfe, Bradley, Mariathasan, and Samele (2008) found that the leader's competency of engaging with others had a positive influence in enhancing leadership quality and employees' satisfaction and performance. Even though the studies discussing the interrelation between leaders' competencies, leadership behavior and job satisfaction are limited, it still can be argued that a competent leader is the one who is able to decide and choose the appropriate style under certain circumstances, and by applying the appropriate style or behavior he/she is able to motivate and hence make his/her employees satisfied with their jobs. Based on the above argument, it is possible to hypothesize an interrelationship between leadership competencies, leadership styles, and employees' job satisfaction.

3.3   RESEARCH DESIGN

3.3.1   Research Sample

There are many research methods available for a study of job satisfaction. In any social science research, there is no single method that should be regarded as the most suitable or applicable without first scrutinizing the various approaches available. As Punch (1998) asserts "each approach has its strengths and weaknesses". A researcher's task, according to Punch (1998), is to understand the strengths and weaknesses, analyze any particular research situation in the light of those strengths and weaknesses and select the approach, or combination of approaches, on the basis of that analysis. This notion further justifies the method selected for this study. A

predominantly quantitative approach is appropriate for this kind of study, therefore it is the sole approach conducted for the study.

This study used quantitative methods involving survey questionnaires to collect the quantitative data. Such methods have been widely used by past researchers in the area of job satisfaction on the grounds that data collection can be more far reaching than is possible with a predominantly qualitative approach. Vroom (1964) asserted that job satisfaction, job attitudes and morale are typically measured by means of interviews or questionnaires in which workers are asked to state the degree to which they like or dislike various aspects of their work roles. In this particular study, the use of the anonymous survey questionnaire is seen as one of the ways to gather this category of information. Such information may not be provided by respondents by way of interviews where their identities are known to the researcher.

The questionnaires were sent to 487 employees selected randomly from different positions in the Management Department of the Royal Malaysia Police Headquarters. All in all, only 125 questionnaires were returned out of 487 questionnaires to the researcher on the third week of April 2011 and this constitutes a 25.67 % response rate.

The researcher depended on managers' prerogatives to encourage employees to participate effectively and complete all the items seriously in order to get accurate readings and results.

3.3.2 Source of Data

Data collection remains an integral part of research design. There exists many ways in collecting data such as primary and secondary data. For the purpose of this

study, primary and secondary data were chosen. Data were collected by using questionnaires that consisted of five sections asking the respondents about their supervisors' behaviors and competencies, employees' satisfaction of work and supervision, and personal information related to themselves and their supervisors. The purpose of the study and the mechanisms were explained briefly in the cover letter in order to maintain confidentiality. The demographic section was intended to get some information about biography, education, and period of service. The questionnaires were received and answered at the workplace and the respondents were informed that their participation was voluntary. Data were collected approximately within three weeks.

3.3.3   Primary Data

Primary data refers to the information obtained firsthand by the researcher on the variables of interest for the specific purpose of the study (Sekaran, 2003). Primary data can also be defined as data originated by the researcher for addressing the research problem. For the purpose of this study, questionnaires will be used as the research instrument. Questionnaires are a set of questions developed to gain necessary data to answer the problem of the study. The advantage of using questionnaires is the fact that the researcher can collect all the completed responses within a short period of time. In addition to that, administering the questionnaires to a large number of respondents is time efficient as well as less expensive.

3.3.4   Secondary Data

Secondary data is the data that has been previously collected for some project other than the one at hand (Zikmund, 2003). The secondary data was obtained from

secondary sources such as monthly publications, magazines, books, textbooks, articles, reports, as well as the Internet. In this study the data were mainly taken from various publications related to education, textbooks, journal articles as well as from websites, such as the official site of the Ministry of Home Affairs and, the official site of the Royal Malaysia Police. The advantage of using this type of data is the fact that the data is accurate and ready to be used. It is also not time-consuming and less or no cost at all in acquiring them.

3.4   VARIABLES MEASUREMENT

It is said that the dependent variable in this study is employees' job satisfaction, while leadership style and leaders' competencies are the independent variables. The following will now describe how each variable was measured. Table 3.1 describes the development of the instrument.

3.4.1   Leadership Styles

Leadership style/behaviour was measured by the 20-item Leadership Style Questionnaire developed by Northouse (2001). This instrument has 10 items to measure task-oriented leadership style and 10 items to determine the relational/people-oriented leadership style. A 5-point Likert-type scale (1 =strongly disagree to 5 = strongly agree) was used in this section. The reliability coefficient (Cronbach's alpha) of measures was reported at 0.970.

3.4.2   Leaders' Competencies

Leaders' competencies were measured by the Eight Universal Management and Leadership Competencies in 18 Skill Sets developed by the Profile Service

Centrehttp://www.markwagnon.com/checkpoint_specs.pdf. This instrument contains three items to measure communication, three items for leadership, two items for adaptability, two items for relationships, two items for task management, two items for production, two items for development of others, and two items to measure personal development. A 5-point Likert-type scale (1= strongly disagree to 5 = strongly agree) was used in this section. The reliability coefficient (Cronbach's alpha) of measures was reported at 0.966.

3.4.3   Job Satisfaction

Job satisfaction was measured by using the 5-item questionnaire developed by Brayfield and Rothe (1951). Participants were asked to indicate how they feel about their job at work every day according to the following statements: "At this very moment, I am very enthusiastic about my work, right now", "I feel fairly satisfied with my present job", "At present, each moment at work seems like it will never end" (reverse-scored), " At this moment I am finding real enjoyment in my work", "I consider my job rather unpleasant" (reverse-scored). A 5-point Likert-type scale (1 = strongly disagree to 5 = strongly agree) was used in this section.

Furthermore, in relation to job satisfaction, specific questions were also asked about the respondents' satisfaction with their supervisor. Satisfaction of supervision was measured by using the 3-item of Job Diagnostic Survey developed by Hackman and Oldham (1975). Participants were asked to express their opinions upon their immediate supervisors according to the following statements: "The degree of respect and fair treatment I receive from my supervisor", "The amount of support and guidance I receive from my supervisor", and "The overall quality of the supervision I

receive in my work". A 5-point Likert-type scale (1 = strongly dissatisfied to 5 = strongly satisfied) was used in this section.

In order to ensure employee job satisfaction, a total score of job satisfaction and supervision satisfaction is calculated. The higher the score, the more satisfied the employees are with their job. The reliability coefficient (Cronbach's alpha) of these aggregated measures is reported at 0.808.

3.4.4   Demographic Information

Two sections were used in order to get some useful demographic information. The first section contained four items related to employees' immediate supervisor. The respondents were asked to check whether their immediate supervisors were males or females. Also, the respondents were asked to state the period they have been working with their current immediate supervisors. Each respondent was asked to choose an alternative that best modifies to what extent they know their immediate supervisor. Moreover, each respondent was asked to choose an alternative that best modifies to what extent their immediate supervisor knows about them.

The second section contained six items aimed to gather personal information about the respondents. For example, the respondents were asked to check whether they were males or females and whether they were singles or married. Each respondent was asked to state his/her age, job title and the period they have been working in the company. They were also asked to indicate their education level either being Primary school, Secondary school, Diploma, Bachelor's degree, Master's degree, or others. Table 3 summarizes the instruments used to measure each variable of the present study.

Table 3.1

Summary of Main Instruments Used

Variables	Source of instruments	No. of items
Leadership style	Leadership Style Questionnaire (Northouse,2001)	20
Leader competencies	Eight Universal Management and Leadership Competencies (Profile Service Centre, 2009)	18
Job satisfaction	Brayfield and Rothe (1951) and Job Diagnostic Survey (Hackman & Oldham (1975)	8

3.5   DATA ANALYSIS

In this research the data obtained was analyzed by using the Statistical Packages (SPSS) version 16. Several data analysis techniques was utilized in order to study the relationships among variables in this study.

3.5.1   Reliability Testing

Reliability of measure is an indication of the stability and consistency with which the instrument measures the concept and helps to assess the "goodness" of a measure (Sekaran, 2005). Furthermore, the reliability of measure will indicate the extent to which it is without bias (error free) and hence ensures consistent measurement across time and across the various items in the instrument. To measure the reliability of the instruments used, Cronbach's alpha is employed. According to Sekaran (2005), if the Cronbach's alpha is less than .6, this means that the instrument used has a low reliability (and thus opens for some errors). If the alpha value is within 0.7, the instrument has acceptable reliability, and the instrument is said to be reliable when the alpha value exceeds 0.8.

3.5.2 Frequency Analysis

Frequency analysis will be used for the demographic factors or any items that are being measured on nominal scale such as age, experience, and title of job holders. Such an analysis is useful to determine whether the some demographic factors may affect employees' perceptions of leaders' competencies, leadership styles, and job satisfaction.

3.5.3 Descriptive Statistics

Descriptive statistics will be used to examine the means and standard deviations of the main variables of the present study, i.e. leadership styles, leaders' competencies and employees' job satisfaction. It will be done on variables that being measured on interval or ratio scale. Toward this end, it is used to identify whether leadership styles, leaders' competencies, and employees' job satisfaction are related between each others.

3.5.4 Inferential Statistics

To test the hypotheses developed in this study, inferential statistics are employed. In particular, correlation analyses were used accordingly to determine bivariate relationships between two variables measured on at least an interval scale. Toward this end, Pearson correlation test will be used to identify whether leadership styles, leaders' competencies, and employees' job satisfaction are related between each other.

3.6 SUMMARY

In this chapter, the development of hypothesis which needs to be verified in the current study is vital as to understand the influence of leadership style/behaviour and leadership competencies as to the job satisfaction. The research methodology which includes research sampling, data collections and measurement of variables has been highlighted for the purpose of the hypotheses and to answer the research questions mentioned prior to this chapter. By using appropriate statistical techniques, the acceptance or rejection of the hypotheses will be determined.

CHAPTER FOUR

FINDINGS

4.1 INTRODUCTION

The results of the survey that looks at the influence of leadership styles and leaders competencies on employees' job satisfaction will be elaborated in this chapter. This includes reports of the background of the respondents before presenting the descriptive and inferential result of the study.

4.2 THE BACKGROUND OF RESPONDENTS

The background information of the respondents who had participated in the survey is described in Table 4.1. To recall, the respondents is the Police Officer and were working in various department in the Police Force, particularly in the Management Department of the Royal Malaysia Police Headquarters in Kuala Lumpur. There were 125 questionnaires returned out of 150 questionnaires circulated. As shown in Table 4.1, the majority of the respondents were made up of male employees (65.9%), were single (65.9%) and were highly educated is secondary school (55%). The respondents in general were made up of job title, in which highly reported that they were working as civilian (16.7%) and were second highly working as SPO (15.1%).

Table 4.1

Respondents' Background (n= 125)

	Frequency	Percentages (%)
Sex		
Male	83	65.9
Female	42	33.3
Marital Status		
Single	83	65.9
Married	40	31.7
Highest Level of Education		
Primary	13	10.3
Secondary	55	43.7
Diploma	31	24.6
Bachelor degree	17	13.5
Master of degree	8	6.3
Other	1	8
Job title		
ASP	12	9.5
CIVILIAN	21	16.7
DSP	2	1.6
KONST	14	11.1
KPL	13	10.3

L/KPL	14	11.1
LKPL	6	4.8
ADMIN staff	6	4.8
SI	2	1.6
SJN	11	8.7
SM	4	3.2
SPO	19	15.1
SUPT	1	8

In order to proceed with the data analysis, it is essential to examine to what extent the instruments used to measure the main variable are reliable. Checking the reliability coefficients is important to make sure that the instruments used are indeed reliable so that the findings are not distorted in any way.

4.3 RELIABILITIES OF MEASURES

It has been assured that reliability of measure is an indication of the stability and consistency with which the instrument measures the concept and helps to assess the 'goodness' of a measure (Sekaran , 2005). In addition, the reliability of measure will indicate the extent to which it is without bias and hence ensures consistent measurement across time and across the various items in the instrument. To measure the reliability of the instruments used, Cronbach's alpha is employed. According to Sekaran (2005), if the Cronbach's alpha is less than 0.6, this means that the instrument used has a low reliability (Opens for some errors). If the alpha value is within 0 .7, the instrument has acceptable reliability. The instrument is said to be reliability when the alpha value exceeds 0.8.

Reliability analysis was run on three main measures, such as the influence of leadership style/ behaviour and competencies towards the job satisfaction. Table 4.2 highlights the reliability coefficients of all the measure by 20 item, and the reliability coefficient of measure was 0.970. The reliability coefficient for employees job satisfaction measured by five items was reported at 0.808. The reliability coefficient for leaders competencies measured by 18 items was reported at 0.966. What do the reliability coefficient of the measured means? As what is shown, the measures were somewhat reliable and the findings as a result are less questionable.

Table 4.2

Reliability of Measures

	Leadership Styles	Job satisfaction	Leaders' Competencies
Reliability coefficients	0.970	0.808	0.966
(Cronbach's alpha)	(20 item)	(8 item)	(18 item)

4.4   THE MAIN VARIABLES (Descriptive Statistics)

In Table 4.3, it highlights the descriptive statistics of the main variables of the study such as leaderships styles, leaders competencies and job satisfaction. The respondent generally perceived that the leadership competencies (mean = 4.02, SD = 0.653) of their leaders exhibit a high level of leadership competencies which include the leaders capabilities to support, direct, participate, facilitate and empower people. They also agree that competencies leaders need to manage diversity, support creativity, create community, and establishing a common purpose with followers.

Table 4.3

Descriptive Statistics of Main Variable (n = 125)

Variables	Mean	SD
Leadership styles/Behavior	3.56	1.075
Leaders competencies	4.02	0.653
Job Satisfaction	3.84	1.110

As to the following section, each variable will be examined in detail as to what it means in relation to the mean value found previously.

4.4.1 Leadership Style.

In the above mentioned explanation, 20 items were used to measure leadership styles, and as indicated earlier the respondents generally perceived that their leaders show moderate tasking. In Table 4.4, one can assume that effective leaders as the one who has cognitive, interpersonal, and technical skills which are important and helpful for leadership qualities.

Table 4.4

Descriptive Statistics of Leadership Style Items (n=125)

Item	Mean	SD
Tell group members what they are supposed to do	3.84	0.964
Acts friendly of performance for group members	3.78	1.109
Sets standards of performance for group members	3.73	1.048
Helps others feel comfortable in the group	3.66	1.005

Makes suggestion on how to solve problems	3.63	1.031
Respond favourably to suggestions made by other	3.55	0.989
Make his or her perspective clear to others	3.55	1.121
Treats others fairly	3.48	1.126
Develops a plan of action for the group	3.46	1.134
Behaves in a predictable manner towards group Members	3.35	0.947
Defines role responsibilities for each group member	3.85	1.000
Communication actively with group members	3.68	1.062
Clarifies his or her own role within the group	3.68	1.136
Shows concern for the personal well-being of others	3.62	1.163
Provides a plan for how the work is to be done	3.55	1.097
Shows flexibility in making decisions	3.49	1.110
Provides criteria for what is expected of the group	3.44	1.097
Discloses thoughts and feeling to group members	3.38	1.124
Encourages group members to do quality work	3.37	1.127
Helps group members get along	3.06	1.103
Overall =	**3.56**	**1.075**

4.4.2   Leaders' Competencies

As mentioned previously, 10 item were used to measure leaders' competencies and that on average the respondents perceived that their leaders are moderately competent. That results showed that the participated leaders scored only average or slightly above average for the following competencies ,setting goals and standards getting unbiased information , time management and prioritization, appraising people

and performance and counselling and discipline. They also scored below the average
in the traits of thinking clearly and analytically, listening and organizing.

Table 4.5

Descriptive Statistics of Leaders Competencies (n=125)

Item	Mean	SD
Listens to others	3.90	0.645
Processes information	3.98	0.647
Communication effectively	4.02	0.701
Instils trust	4.02	0.653
Provides direction	3.96	0.601
Delegates responsibility	3.90	0.677
Adjusts to circumstances	3.57	1.010
Thinks creatively	3.48	1.134
Builds personal relationships	3.55	1.130
Facilitates team success	3.68	1.010
Works efficiently	3.74	1.029
Works competently	3.81	1.063
Take action	3.54	1.081
Achieve results	3.78	1.024
Cultivates individual talents	3.41	1.103
Motivates successfully	3.46	1.064
Displays Commitment	3.71	1.091
Seeks improvements	3.98	1.031
Overall =	**3.75**	**0.927**

4.4.3   Job Satisfaction

As mentioned previously, job satisfaction is reflected in the way how respondents feel satisfied with their work. As reported earlier, the respondent in general felt that they were moderately satisfied with their jobs. The results showed that employees were less satisfied with satisfier factor like benefits, recognition, work condition and communication but they demonstrated more satisfaction with job nature, relationships with colleagues and leadership behaviours as satisfier factor.

Table 4.6

Descriptive Statistics of Employees Job Satisfaction (n=125)

Item	Mean	SD
The degree of respect and fair treatment I receive from my supervisor is excellent	4.09	1.070
The amount of support and guidance I receive from my supervisor is good	3.82	1.027
The overall quality of the supervision I receive in my work is good	3.84	1.110
At this very moment, I am very enthusiastic about my work.	3.52	1.177
Right now, I feel fairly satisfied with my present job.	3.33	1.250
At present, each moment at work seems like it will never end.	2.97	1.226

At this moment, I am finding enjoyment in my work.	3.43	1.179
Right now, I consider my job rather unpleasant	2.59	1.355
Overall =	**3.44**	**1.174**

4.5   INFERENTIAL STATISTICS

Inferential results will be offered and results from correlation analysis will be presented as follows;

4.5.1   Correlation Matrix

Correlation analysis is used to determine bivariate relationships between two variables measured on at least an interval scale. Towards this and Pearson correlation test was used to identify whether leadership styles, leaders competencies and employees job satisfaction are related to each other.

As shown in the Table 4.7 of the correlation matrix, there is a significant relationship between leadership style and job satisfaction (r = .520 p = .000) as what was hypothesized earlier. Similarly, leadership competencies is also related to job satisfaction (r = .330 p = .000). As such a finding means that leader's competencies play a significant role in forming leadership style. Therefore, hypothesis 1 and 2 are supported.

Table 4.7

Correlation Matrix amongst Main Variables (n= 125)

	1	2	3
Leadership style (1)	1	-	-
Leaders competencies (2)	.832**	1	-
Job Satisfaction (3)	.520**	.330**	1

*** Correlation is significant at the 0.01 level (2-tailed)

a. Independent variable: Leadership style, leader's competencies

b. Dependent variable: Job satisfaction

CHAPTER FIVE

DISCUSSION AND CONCLUSION

5.1   INTRODUCTION

Please note that this chapter aims to discuss the results presented in the previous chapter by comparing them with those research theories and previous studies in the same field. Furthermore, the study's limitations and recommendations for future research and practice are also presented.

5.2   DISCUSSION

By analyzing and discussing the results, the researcher prefers to elaborate each hypothesis separately in order to get an accurate and comprehensive understanding of the relationships between the variables mentioned here.

H1:   There is a positive relationship between leadership styles/behaviours and employees' job satisfaction

The results revealed that the respondents perceived their leaders to moderately exhibits task of leadership style (mean = 3.56, SD = 1.075). Furthermore, the results revealed that there is a significant relationship between leadership styles and employees' job satisfaction(r = .520, p = 0.000). Such a result shows that leadership styles can enhance employees' feelings and attitudes towards their jobs in general.

What is remarkable here is that this finding correlates strongly with the arguments that say that a leader depends on their choice of the style that suits the situation. For example, the researchers of Ohio State Universiti claimed that a leader with task-oriented behaviours is

effective on leading subordinates to accomplish their jobs according to the job description and the organizational chart that informs employees what, when, and how tasks should be done. On the other hand, a people-oriented leader is effective in enhancing trust, friendship, and warmth between employees.

Depending on this result of the current study and those found by several researchers (e.g. Bass, 1990; Fielder, 1976; Leary et al., 2002; Mosadegh & Yarmohammadian, 2006; Ramey, 2002), it is seen that a leader with a combination of these two styles is more effective in enhancing employees' satisfaction and helping them to achieve personal and organizational objectives.

H2:   There is a positive relationship between leaders' competencies and employees' job satisfaction

There is a significant relationship between leaders' competencies and employees' job satisfaction that was also found (mean = 4.02, SD = 0.653). This finding means that when the respondents are satisfied with their leaders' competencies ($r = .330$, $p = .000$), they will tend to be satisfied with their jobs.

Previous studies that discussed the influence of leadership competencies in job satisfaction are limited, this finding can be considered remarkable in enhancing the notion saying that leaders' competencies have a direct effect on employees' job satisfaction. It is seen, depending on the findings, that a leader who listens, processes information, adjusts to circumstances, builds personal relationships, takes action, delegates responsibility, instills trust, communicates effectively, thinks creatively, motivates successfully, and cultivates individual talents is more effective in enhancing employees' job satisfaction and helping them achieve high standards of performance. This finding correlates with those found by some researchers (e.g. Carmeli, 2003; Frank, 2001; Upeniek, 2003) who consider

communication effectiveness, building relationships, and solving problems as core and essential competencies any leader should possess in order to increase employees' extent of satisfaction and efficiency. Thus, it is recommended that leaders should be aware of the strong relationship between their competencies and their subordinates' attitudes towards jobs in general and supervision in particular. Such awareness implies that leaders should continue to improve and acquire leadership competencies that suit different characteristics of individuals and different situations.

5.3   IMPLICATIONS

These finding has important implications to leaders with respect to the implementation of any type of leadership styles and competencies within the Royal Malaysia Police force. The finding has also revealed that a competent leader is the one who is able to decide and choose the appropriate style when faced with certain situation. By applying these qualities adequately, the appropriate style or behavior, they will be able to motivate employees and in return have a better job satisfaction amongst them.

5.3.1   Theoretical Implications

Basically, this study is able to contribute to leaders in the Royal Malaysia Police and hence improve job satisfaction amongst employees by;

a)   Improving their professionalism in handling situation where the leaders style/behavior is always monitored and is result oriented, since the finding strongly correlates that a leader depends on their choice of the style that suits the situation. Leaders who are competent also can effectively lead subordinates to accomplish their jobs according to the job description as mentioned in the Ohio State University research.

b)   It is an inevitable fact that many researchers, (e.g. Carmeli, 2003; Frank, 2001; Upeniek, 2003) have found that communication effectiveness, building relationships, and solving problems are core essentials in being a competent leader and that will promote the public confidence when dealing with matters pertaining to public interest by a leader or a senior police officer. These, in other words, cultivates individual talents more effectively in addressing the public at large.

5.3.2   Practical Implications

On the other hand, practical implications may be more significant in applying the findings of this study. Having close correlation between the leaders' style/behavior and competencies and the job satisfaction of employees, the Royal Malaysia Police could look into several sectors in improving the behavior and competency of police officers based on these findings in dealing with the following;

a)   In the training of staffs to develop the capabilities of subordinates in which they are capable of improving core competencies. Much to the enhancing of more methods and practice, leaders or senior police officers could be molded to carry out tasking for the necessity of handling the men and to gain respect and accountability altogether.

b)   Building leadership styles and competencies are also qualities a police officer should have so as to further their career development or being promoted. Well organized subordinates need to cope with the ever changing

challenges by improving competencies and satisfying their workers in which ever situation, be it under normal circumstances or during a crisis situation.

c)   As found in this study that there is remarkable influence of leadership competencies towards job satisfaction. Therefore, during the recruitment process, there would be a need to look for suitable candidates in which the selection process will have to apply proper standards for choosing the right candidate in the police service. This would implicate the choosing of a right person with the right attitude towards the job in general and supervision in particular.

5.4   LIMITATIONS TO THE STUDY

In undertaking this study, it is essential to take a number of consideration into account when interpreting any empirical study. First and foremost, the findings of the study are limited to the sample selected only from the Management Department of the Royal Malaysia Police in which the findings may not be generalized and used to predict the extent of satisfaction for all employees in other governmental sectors. The results might be different with employees from other departments with different demographics and nature.

The second limitation is that, the study was conducted within the limitations of time, which was within one semester (less than four months) and the findings might be different when similar studies are conducted if there were ample time and space.

Last but not least, the data were gathered using only one type of instrument which was the questionnaire. A series of interviews to the employee and managers themselves may provide other information not explored in this study in order to provide more essential data's and findings.

5.5   RECOMMENDATIONS FOR FUTURE RESEARCH

From this study, the researcher recommends a few approaches that could be taken to improve employees' job satisfaction by focusing on leadership style and competencies. It has been shown empirically by this research that leadership style and competencies play a significant role in influencing employees' job satisfaction, with the latter has a more significant influence.

Hence it is recommended that leadership training should focus on developing appropriate competencies in a leader so that they will be able to employ the best style when managing employees at work. A leader who receives comprehensive and intensive training programmes aiming at improving his/her abilities to communicate effectively with subordinates, understand motivating factors, solve different types of personal and job-based problems, listen effectively, give brilliant and creative solutions, and share knowledge and experience accordingly and contingently with followers, will learn and acquire new skills enable him/her to lead effectively and efficiently. In other words, such an improvement in acquiring and learning these competencies will affect positively how leaders behave and act in enhancing their subordinates' motivation, satisfaction, and performance.

With respect to future research, it is recommended that further research needs to be done to verify the findings among other groups of employees such as management and non-management staff, and explore comparative studies involving employees from different industries.

Future research should also develop measures of additional dimensions within the job satisfaction approaches underlying the Job Satisfaction Questionnaire such as rewards,

relationship with colleagues, and training. Moreover it is recommended that future researchers should measure other leadership styles (i.e. transactional and transformational) to determine the dominant style leaders adopt and display in the Middle East and to find out the most effective style in enhancing employees' job satisfaction.

5.6   CONCLUSION

As mentioned in the previous chapters, this study was done to identify the significance of leadership styles/behaviors and competencies in relation to the job satisfaction of employees and the following findings revealed that the employees' job satisfaction is affected by both leadership styles and leaders' competencies. It further reveals that all respondents had a moderate level of job satisfaction. In lieu of this, there was a significant correlation between employees' job satisfaction and the overall leadership style in its sub-dimensions. Moreover, there was also a significant correlation between employees' job satisfaction and leaders' competencies. In most commonly known environment, leaders' competencies were the best predictors of employee job satisfaction, and leaders' competencies normally influences leadership styles.

As a whole, the study has managed to add to the existing body of knowledge in furthering our understanding to the factors that influence employees' job satisfaction. Leadership style and leaders' competencies have been empirically shown to have significant bearings to how employees form their attitudes toward their work, with the latter contributing more to that perception.

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**COLLEGE OF BUSINESS
UNIVERSITI UTARA MALAYSIA**

Dear Respondent,

I, Venugopal Navaretnam (Matrix No. 806617), am currently undergoing a Master's degree in Management at Kuala Lumpur City Campus, Universiti Utara Malaysia. In partial fulfillment of the degree, I am required to conduct a research.

Please be informed that, I intend to conduct a study on leadership style and behavior as perceived by employees in the Department of Management in the Royal Malaysia Police, and its implications to the workplace.

It is also my pleasure to inform you that you have been selected to participate in my study. I hope that you could complete the questionnaire attached and answer all the questions as honestly and objectively as possible. Rest assured that all your responses will be treated as confidential and you will remain anonymous. I need to stress here that your participation is voluntary. Should you feel uneasy to participate, you could always withdraw at any point of time. But I really hope that you could help me in my study, and for that I thank you. Once you have completed the questionnaire, please return it to the person in charge, and for this I again thank you.

In any case, if you are interested in knowing the results of the study or about the study itself, please be free to contact me at the following address, or email me at: vaenu230@yahoo.com, or call me via mobile at: 012 – 6076020.
Once again I wish to thank you for your cooperation and participation.

Yours Sincerely,

VENUGOPAL NAVARETNAM
Universiti Utara Malaysia
06010 Sintok, Kedah Malaysia

Date;   1 April 2011

Appendix A

Actual Questionnaire Used

LEADERSHIP AND WORKPLACE QUESTIONNAIRE
SOALAN-SOALAN BERHUBUNG TEMPAT KERJA DAN KEPIMPINAN

SECTION A
This section asks about your personal information. Please tick [√] *in the appropriate box, or fill in the space provided.*

Seksyen ini menanyakan tentang maklumat peribadi anda. Sila tandakan [√] pada kotak yang disediakan, atau isikan dengan perkataan pada tempat yang disediakan.

1. *What is your sex?*   [ ] *Male*   [ ] *Female*
   Jantina anda?   Lelaki   Wanita

2. *What is your marital status?*   [ ] *Single*   [ ] *Married*
   Taraf perkahwinan?   Bujang   Berkahwin

3. *How old are you?*   _____   *years old*
   Berapa umur anda?   _____   tahun.

4. *What is the highest level of your education?*
   Apakah tahap pendidikan yang tertinggi yang anda perolehi?

   [ ]   *Primary school*
         Sekolah Rendah

   [ ]   *Secondary school*
         Sekolah Menengah

   [ ]   *Diploma*
         Diploma

   [ ]   *Bachelor's degree*
         Ijazah Sarjana Muda

   [ ]   *Master's degree*
         Ijazah Sarjana

   [ ]   *Others, please indicate,* _____
         Lain-lain, sila nyatakan, _____

5. *What is your job title?* _____
   Apakah jawatan anda? _____

6. *How long have you been working in this organization?*
   Approximately _____ *years.*
   Berapa lamakah anda bertugas dalam organisasi ini?
   Lebih kurang _____ tahun.

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SECTION B

This section asks about your current immediate supervisor. Please tick $\boxed{\sqrt{}}$ *in the appropriate box, or fill in the space provided.*

Seksyen ini bertanyakan berhubung ketua terdekat anda. Sila tandakan $\boxed{\sqrt{}}$ di kotak yang disediakan, atau isikan dengan perkataan pada tempat yang disediakan.

1. *My supervisor's sex:* $\boxed{}$ *Male* $\boxed{}$ *Female*
   Jantina Ketua terdekat: Lelaki Wanita

2. *How long have been working with your current immediate supervisor?*
   Berapa lamakah anda bertugas dibawah ketua terdekat anda sekarang?

   Approximately _____ *years.*
   Lebih kurang _____ tahun.

3. *To what extent do you know your immediate supervisor?*
   Setakat mana anda mengenali ketua terdekat anda?

   $\boxed{}$ *I don't know anything about my supervisor*
   Saya tak tahu langsung tentang ketua terdekat saya.

   $\boxed{}$ *I know my supervisor professionally only*
   Saya mengenali ketua terdekat saya secara profesional sahaja.

   $\boxed{}$ *I know my supervisor both professionally and personally*
   Saya mengenali ketua terdekat saya secara profesional dan juga secara peribadi.

4. *To what extent does your immediate supervisor know about you?*
   Setakat mana ketua terdekat anda mengenali anda?

   $\boxed{}$ *My immediate supervisor doesn't know anything about me*
   Ketua terdekat saya langsung tidak mengenali saya.

   $\boxed{}$ *My immediate supervisor knows me professionally only*
   Ketua terdekat saya mengenali saya secara profesional sahaja.

   $\boxed{}$ *My immediate supervisor knows me both professionally and personally*
   Ketua terdekat saya mengenali diri saya secara profesional dan juga secara peribadi.

SECTION C

The following questions ask you about the extent of your satisfaction or dissatisfaction of your
immediate supervisor. Please indicate your feeling on the following statements by indicating your appropriate response based on the following scale.

Soalan seterusnya menanyakan setakat mana tahap kepuasan atau ketidakpuasan anda terhadap ketua terdekat anda. Sila nyatakan perasaan anda berdasarkan kepada kenyataan berikut dengan mengambil kira keberkesanan terhadap skala yang dinyatakan.

	Strongly Disagree Amat Tidak Setuju	*Disagree* Tidak Setuju	*Neutral* Sederhana	*Agree* Setuju	*Strongly Agree* Amat Setuju
1. *The degree of respect and fair treatment I receive from my supervisor is excellent.* Tahap penghormatan dan perlakuan adil yang saya terima daripada ketua saya adalah amat memuaskan.	1	2	3	4	5
2. *The amount of support and guidance I receivefrom my supervisor is good.* Sokongan dan bimbingan yang saya terima daripada ketua saya adalah baik.	1	2	3	4	5
3. *The overall quality of the supervision I receive inmy work is good.* Kualiti penyeliaan secara menyeluruh yang saya terimadalam penugasan saya adalah baik.	1	2	3	4	5

SECTION D

Directions: Think about how often your immediate supervisor engages in the described behavior. For each item, select and circle the number that best represents the behavior that your immediate supervisor is most likely to exhibit.

Petunjuk: Sila fikirkan betapa kerap ketua anda melibatkan dirinya dalam perlakuan yang diterangkan. Bagi setiap soalan, pilih nombor dan bulatkan yang paling sesuai yang mewakili perlakuan yang ditunjukkan oleh ketua terdekat anda.

My immediate supervisor...
Ketua terdekat saya …

	Strongly Disagree Amat Tidak Setuju	Disagree Tidak Setuju	Neutral Sederhana	Agree Setuju	Strongly Agree Amat Setuju
1. *Tells group members what they are supposed to do.* Memberitahu ketua kumpulan apa yang hendak di laksanakan.	1	2	3	4	5
2. *Acts friendly with members of the group.* Bersikap mesra dengan ahli-ahli kumpulan.	1	2	3	4	5
3. *Sets standards of performance for group members.* Menetapkan tahap perlaksanaan bagi ahli-ahli kumpulan.	1	2	3	4	5
4. *Helps others feel comfortable in the group.* Membantu anggota lain supaya rasa lebih selesa berada dalam kumpulan.	1	2	3	4	5
5. *Makes suggestions on how to solve problems.* Memgesyorkan cadangan bagi mengatasi sesuatu masalah.	1	2	3	4	5
6. *Responds favorably to suggestions made by others.* Bertindakbalas dengan baik kepada cadangan yang dibuat oleh anggota lain.	1	2	3	4	5
7. *Makes his or her perspective clear to others.* Menerangkan dengan berkesan perspektifnya kepada anggota lain.	1	2	3	4	5
8. *Treats others fairly.* Mengamalkan sikap adil terhadap semua.	1	2	3	4	5

	Strongly Disagree Amat Tidak Setuju	Disagree Tidak Setuju	Neutral Sederhana	Agree Setuju	Strongly Agree Amat Setuju
9. *Develops a plan of action for the group.* Merangka pelan bertindak untuk kumpulan berkenaan.	1	2	3	4	5
10. *Behaves in a predictable manner towards group members.* Berkelakuan baik terhadap kumpulan berkenaan.	1	2	3	4	5
11. *Defines role responsibilities for each group member.* Mengenal pasti tugas dan tanggungjawab setiap anggota dalam kumpulan.	1	2	3	4	5
12. *Communicates actively with group members.* Berkomunikasi secara aktif terhadap ahli-ahli kumpulan.	1	2	3	4	5
13. *Clarifies his or her own role within the group.* Menerangkan tugas dan tanggungjawabnya sendiri kepada kumpulan berkenaan.	1	2	3	4	5
14. *Shows concern for the personal well-being of others.* Menunjukkan keprihatinan terhadap kebajikan semua.	1	2	3	4	5
15. *Provides a plan for how the work is to be done.* Menyediakan pelan menerangkan bagaimana sesuatu kerja dilaksanakan.	1	2	3	4	5
16. *Shows flexibility in making decisions.* Mempamirkan sikap bertolak ansur dalam membuat keputusan.	1	2	3	4	5
17. *Provides criteria for what is expected of the group.* Menyediakan criteria bagi perkara yang dikehendaki oleh kumpulan tersebut.	1	2	3	4	5
18. *Discloses thoughts and feelings to group members.* Menunjukkan perasaan serta pendapatnya terhadap ahli-ahli kumpulan.	1	2	3	4	5
19. *Encourages group members to do quality work.* Memberikan dorongan kepada ahli-ahli kumpulan bagi melaksanakan kerja berkualiti.	1	2	3	4	5
20. *Helps group members get along.* Membantu ahli-ahli kumpulan dalam menanam sikap bekerjasama.	1	2	3	4	5

SECTION E

Think about how often your immediate supervisor displays the following competencies while at work. For each item, select and circle the number that best represents the competencies that your immediate supervisor is most likely to exhibit.

Sila fikirkan kekerapan ketua terdekat anda mempamirkan tahap kompetensinya seperti yang dinyatakan semasa di tempat kerja. Bagi setiap perkara, sila pilih nombor yang sesuai dan bulatkan bagi menerangkan tahap kompetensi yang mungkin dipamirkan oleh ketua terdekat anda.

My immediate supervisor...
Ketua terdekat saya ...

	Strongly Disagree Amat Tidak Setuju	*Disagree* Tidak Setuju	*Neutral* Sederhana	*Agree* Setuju	*Strongly Agree* Amat Setuju
1. *Listens to others.* Suka mendengar dari orang lain.	1	2	3	4	5
2. *Processes information.* Memproses maklumat.	1	2	3	4	5
3. *Communicates effectively.* Berkomunikasi secara berkesan.	1	2	3	4	5
4. *Instills trust.* Menanam sifat kepercayaan.	1	2	3	4	5
5. *Provides direction.* Memberikan pedoman.	1	2	3	4	5
6. *Delegates responsibility.* Mengagihkan tanggungjawab.	1	2	3	4	5
7. *Adjusts to circumstances.* Menyesuaikan mengikut keadaan.	1	2	3	4	5
8. *Thinks creatively.* Berfikir secara kreatif.	1	2	3	4	5
9. *Builds personal relationships.* Membina perhubungan peribadi.	1	2	3	4	5
10. *Facilitates team success.* Memberi peluang kepada kejayaan berpasukan.	1	2	3	4	5

	Strongly Disagree Amat Tidak Setuju	Disagree Tidak Setuju	Neutral Sederhana	Agree Setuju	Strongly Agree Amat Setuju
11. *Works efficiently.* Bekerja secara berkesan.	1	2	3	4	5
12. *Works competently.* Bekerja secara kompeten.	1	2	3	4	5
13. *Take action.* Sentiasa mengambil tindakan.	1	2	3	4	5
14. *Achieves results.* Memperolehi keputusan yang diingini.	1	2	3	4	5
15. *Cultivates individual talents.* Mencungkil dan membina bakat individu.	1	2	3	4	5
16. *Motivates successfully.* Motivasi dengan berjaya.	1	2	3	4	5
17. *Displays commitment.* Mempamirkan kebertanggungjawaban.	1	2	3	4	5
18. *Seeks improvement.* Sentiasa mencari kemajuan.	1	2	3	4	5

SECTION F

The following questions ask you about how you feel about your job at work everyday. Please indicate your agreement or disagreement on the following statements by indicating your appropriate response based on the following scale. (Please Circle)

Soalan seterusnya ingin menanyakan perasaan terhadap kerja harian anda. Sila nyatakan persetujuan atau ketidaksetujuan anda berhubung kenyataan berikut dengan mengambil kira keberkesanan terhadap skala yang dinyatakan. (Sila bulatkan)

	Strongly Disagree Amat Tidak Setuju	*Disagree* Tidak Setuju	*Neutral* Sederhana	*Agree* Setuju	*Strongly Agree* Amat Setuju
1. *At this very moment, I am very enthusiastic about my work.* Buat masa sekarang, saya amat bersemangat terhadap kerja saya.	1	2	3	4	5
2. *Right now, I feel fairly satisfied with my present job.* Masa kini, saya berpuas hati terhadap pekerjaan saya.	1	2	3	4	5
3. *At present, each moment at work seems like it will neverend.* Buat masa sekarang, setiap saat semasa bertugas seakan-akan tidak akan berakhir.	1	2	3	4	5
4. *At this moment, I am finding enjoyment in my work.* Pada ketika ini, saya dapat merasakan keseronokan dalam kerja saya.	1	2	3	4	5
5. *Right now, I consider my job rather unpleasant.* Kini, saya beranggapan kerja saya sebagai tidak memberikan kepuasan.	1	2	3	4	5

THANK YOU FOR COMPLETING THIS QUESTIONNAIRE
AND HAVE A GOOD DAY

TERIMA KASIH KERANA MENYEMPURNAKAN SOALAN-SOALAN YANG DITUJUKAN KEPADA ANDA DAN SALAM SEJAHTERA