

**The relationship between personality factors and ethical leader
behaviour: A case study of Vhembe District.**

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DECLARATION

I, Tshilidzi Nevhutanda (Student no: 9413488) declare that this research dissertation for Masters' of Commerce has not been previously submitted at this University or any other institution of higher learning. I therefore declare that the content carried on this project is my own work and any other information derived from previous authors was acknowledged accordingly and a list of references has given.

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ABSTRACT

The objective of this study was to investigate the relationship between ethical leader behaviour and the five factors of personality in Vhembe District, South Africa. This research used a quantitative method. A self-administered questionnaire was used to collect data from a stratified random sample of n=202 participants. All categories from selected government departments of the Vhembe District were included in the strata meaning that junior and senior employees both participated. The Statistical Package for the Social Sciences (SPSS) version 25 was used for descriptive and inferential statistics (Correlation and ANOVA) to determine relationships between ethical leadership and personality factors of agreeableness, conscientiousness, neuroticism, extroversion and openness to experience. The Personality Factor Scale was used to collect data on the five factors of personality, and the ethical Leaders Scale was used to collect data on the dependent variable of ethical leader behaviour. The findings of this study confirmed that out of the five factors of personality, conscientiousness had the most a positive significant relationship with ethical leader behaviour. Therefore, this study concludes that selected government departments of the Vhembe District should exhibit ethical leadership to their employees. The study also discovers that fairness, role clarifications and power sharing were the aspect of ethical leadership which is required in every leader to become ethical.

Keywords: Ethical leadership behaviour, agreeableness, conscientiousness, neuroticism, extroversion and openness to experience.

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CHAPTER ONE: INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 Introduction

This Chapter introduces the ethical leadership and personality factors as obtaining in Vhembe District. It presents the background of the study, outlines the research problem, the research objectives and hypotheses. A layout of the whole study was also outlined in this Chapter.

1.2 Background of the Study

One of the most important roles in an organisation which determines the success and failure of the organisation is leadership. Leadership involves the process of influence in an organisation. It is an important element in most public organisation (Brown, Trevino & Harrison, 2005). What a leader does in an organisation determines employees' development and goals as well as the objectives of the organisations (Bhutani, Gill, Fitzgerald, & Mand, 2010). It was expected that positive side of leadership showed subordinates how to work efficiently and be profitable in their working environment, as well as inspiring them to walk the extra mile than expected of them (Bhutani et al., 2010). However, most research on leadership behaviour has been relatively one-sided, focusing on the impact of leaders on the behaviour of followers/subordinates and the role of leadership competence in an organisation setup (Battlina, et al, 2010; Seo, Taylor, Hill, Xang, Tesluk, & Lorinkova, 2012). Lately scholars were researching on the styles of leadership to meet ethical targets, stimulate ethical work climates, and for an organisation to meet its responsibilities (Mayer, Kosalka, Moore, & Folger, 2010; Palmer, 2013).

Ethical leadership is concerned with the leadership that is directed with respect for ethical beliefs and values as well as respect for the dignity and rights of others (Michael, Linda, Trevino, David, & Harrison, 2005). Ethical leadership was then related to trust, honesty, consideration, charisma and fairness. It has a style of developing and promoting management at all levels of the organisation (Brown, et al., 2005). Studies show that it was not only the style of leadership which identifies a good leader, but personalities too (Handbury, 2001). Leaders have different personality of which some are consciousness, agreeableness and neuroticism (Giberson, Resick, Dickson, 2005). What is important is the

personality characteristics of every leader, which usually differ depending on the circumstances (Handbury, 2001).

According to Brown and Trevino (2006), personality factors play a significant role on why some leaders choose to be less ethical, while others choose to be ethical. Personality was one of the most important aspects to make essential leaders. The personality of a leader became an effective key to influencing the subordinates so that they reached the expected goals because of the high position a leader holds in an organisation. The personality of followers can make a huge difference to the nature of relationship with their leaders if leaders themselves have got a strong personality which can either influence them positively or negatively.

The study explored five personality factors. These were conscious, agreeableness, neuroticism, openness to experience and extroversion. It was only when the personality traits of a leader were known that organisations can influence training, selection and development of an ethical leader (Anderson, Spataro & Flynn, 2008). Personality is defined as a set of individual differences in terms of styles, feeling, thinking and acting (Winke, 2007). In other words, personality is defined as a person's set of enduring dispositions or long-term tendencies to think and feel in a particular way (Winke, 2007). Every leader was expected to behave in a well-mannered way that should be inspirational and enable one-win followers (Bass, 1990). Leaders ought to behave ethically, and ethics were norms to determine how leaders ought to behave (Bass, 1990). Fairness and trustworthiness were examples of traits for leaders who behaved ethically in an organisation, such as fairness, faithfulness and trustworthy were important for ethical leadership behaviour (Bass, 1990).

1.3 Problem Statement

Government departments in South Africa strive to improve service delivery in their communities. However, most of them continue to render poor service delivery instead (Bryson & Smith 1998). The slow improvement in service delivery in Vhembe District government departments, may be attributed to poor performance of employees, which may in turn be influenced by the lack of ethical leadership (Bryson & Smith, 1998). Thus, this study is aimed at investigating how ethical leadership behaviour is influenced by individual/leaders personality.

From a global perspective, several studies have focused on leadership in general (Judge & Bono, 2000; Judge, Bono, Ilies & Gerhardt, 2002). On the other hand, there are few studies

which have focused solely on ethical leader behaviour and personality factors (Brown 2006; Kalshoven, Den Hartog & De Hoogh, 2011; Visser, 2008). Furthermore, these studies were conducted in different social and cultural environments that differ from the South African context. Hence the researcher endeavours to bridge the gap in literature by examining how ethical leader behaviour relates to personality factors, in a South African context.

1.4 Aims of the Study

The aim of the study is to investigate the relationship between ethical leadership behaviour and personality factors among the employees of the Vhembe District, Limpopo Province.

1.5 Specific Objectives

The specific objectives of this study are as follows:

- To examine the relationship between ethical leader behaviour and personality factors (agreeableness, consciousness, neuroticism, extroversion and openness to experience) among employees of Vhembe District.
- To investigate the relationship between demographic factors (of age, gender and work experience) and ethical leader behaviour.
- To examine the difference between gender and position on ethical leader behaviour.

1.6 Research Hypothesis

The study hypothesises that:

H1: There will be a significant relationship between ethical leader behaviour and personality factors (agreeableness, consciousness, neuroticism, openness to experience and extroversion).

H2: There is a significant relationship between demographic factors (gender and age and work experience) and ethical leadership.

H3: Male employees will score significantly higher than female employees on ethical leadership behaviour.

H4: Senior employees will score higher on ethical leadership behaviour than junior employees.

1.7 Significance of the Study

This study provides an understanding of the concepts five personality factors and their relationship with ethical leadership behaviour. From the literature regarding ethical leader behaviour, there was not much information on the relationship between ethical leadership behaviour and personality factors. Therefore, this study explores the relationship between ethical leader behaviour and personality factors in selected government departments of Vhembe District.

This study would contribute towards helping the selected government departments to realise the importance of ethical leadership and the benefits that come with it. In addition, the knowledge gained from this research would help the selected departments to encourage ethical leadership behaviour to be a central influence in their departments (Dickson, Smith, Grojean & Ehrhart, 2001).

This study focuses on personality as a potential antecedent of ethical leader behaviour and has addressed in detail the relationship between ethical leader behaviour and personality factors, thus contributing to research in this field.

1.8 Delimitations of the Study

The study was conducted in a few selected government departments within the Vhembe District.

1.9 Definition of important concepts

1.9.1 Ethical leadership behaviour

Can be defined as the process of influencing people through principles, values and beliefs that embrace what is defined as the right behaviour. It is the leadership that is directed by respect for ethical beliefs and values for the dignity and rights of others. It is related to concepts such as trust, honesty, consideration, charisma and fairness (Mwanzas, Moyo, & Maphosa, 2017).

1.9.2 Personality

The set of emotional qualities, ways of behaving, among others, that make a person different from other people (unique), for example, attractive qualities such as energy, friendliness, and humour that make a person interesting or pleasant to be with (Nettle, 2009).

1.9.3 Conscientiousness

Is commonly associated with self- control, behaviour, thoughtfulness and goal-orientedness. In this study, it is measured by 9 items from the Big Five Inventory (BFI) scale and it can be exemplified by: 'I see myself as someone who is talkative' (Tamkins, 2007).

1.9.4 Agreeableness

Reflects the tendency to be kind, gentle, trusting, honest, altruistic, and warm (Goldberg, 1990). In this study, it is measured using items from the BFI scale. One of the related statement is: 'I see myself as someone who is helpful' (Davies, 2012).

1.9.5 Neuroticism

Is a fundamental personality factor in the study of psychology, characterised by aspects such as, fear, anxiety, envy, worry, jealousy, frustration and loneliness (Goldberg, 1992). Neuroticism is measured using 8 items in this study, based on the BFI scale. One of its statement of measure is: 'I see myself as someone who is depressed' (Goldberg, 1992).

1.9.6 Openness to experience

Refers to characteristics such as insightfulness, curiosity, imagination, emotion, unusual ideas and different experience. Openness is a trait which differentiates between creative people and those who are more realistic. People who score high in change tend to be more creative and they are aware of their feelings. It is measured using 8 items on the BFI scale. One example of such statements of measure is: 'I see myself as someone who is original, who comes up with new ideas' (Burch, 2006).

1.9.7 Extraversion

Is a social character which includes assertiveness, sociability and emotional expressiveness? Social people are energetic, like the company of others, and are very talkative. It is measured using 8 items based on the BFI scale. An example of the statement is: 'I see myself as' someone who is talkative' (Sait, 2014).

1.10 Chapter Layout

This study is composed of five Chapters. These are outlined as follows;

Chapter One is the introduction of the study and its background. Also presented here are the statement of the problem, the key objectives and the hypotheses. The Chapter also offers the definitions of the key concepts.

The second Chapter is that of an overview of the whole research. Here literature related to the study is reviewed. The theories that inform the study make up the Chapter as well.

In Chapter Three, the methodology and research design as adopted by the study are discussed. Included here are the methods used to collect data, and those use to analyse it.

The following Chapter analysed and interpreted data as collected from the study area. Here, statistical results of the study were presented.

This chapter of the study provided the discussion, conclusion, and Recommendations. This Chapter provides a discussion of the outcomes of the study from the literature, conclusion and future recommendations to the departments and the study.

1.11 Chapter Summary

The background of the study was discussed in this Chapter, followed by the research problem. The research objectives, the hypotheses, significant of the study, the scope, the definitions of key terms and the plan of the study were also presented in here.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This section gives a detailed background of the personality factors and ethical leader behaviour from past research. The literature review considers studies, which link ethical leader behaviour and personality factors to find out how they relate to each other.

2.2 Theoretical framework

This study was guided by the theory of ethical leadership, personality theory and social learning theory. The theories were discussed below.

2.2.1 Theory of ethical leadership.

According to Brown, et al. (2005) and Trevino, et al. (2003), three related but different ethical leader behaviours have been identified and measured separately. These ethical leader behaviour components are the following, power sharing, fairness and role clarification. The most important element of ethical leader behaviour was fairness. (Brown, et al., (2005); Trevino, et al., (2003).

Fairness: No favouritism practiced under the behaviour of fairness. People with behaviour of fairness take responsibility for each other's actions. They are selfless, honest and faithful to each other. Finally, they think before they took decisions and the decisions they took always cover up the majority (De Hoogh & Den Hartog, (2008).

Power sharing: Ethical leaders give their subordinates a chance to be heard, in which they would be able to give input on the matter in question, and they can contribute to the decision, which affects their tasks. Authors such as Resick, et al., (2006) argue that ethical leaders have an empowering element, while De Hoogh and Den Hartog, 2008) show power sharing as a behavioural component of ethical leadership.

Role clarification: Leaders under role clarification clarified subordinates on their roles, their responsibilities and their expected performance goals. These leaders communicate openly in a respectable or acceptable way with their subordinates (De Hoogh & Den Hartog, 2008), this helped the subordinates to be able to know what was expected of them. Subordinates' performance has been usually high because they perform their tasks aware of the fact that they contribute to some decisions and they are granted an opportunity to offer their views.

Instead of focusing only on the ethical component within a leadership style, recent researches had started to consider ethical leadership as a set of behaviours or as a separate leadership style (Brown, et al., 2005; De Hoogh & Den Hartog, 2009; Kalshoven, et al., 2011). Ethical leadership was first studied as a separate leadership style by Brown, et al. (2005). They defined it as the demonstration of normatively appropriate conduct through personal actions and interpersonal relationships and the promotion of such conduct to followers through two-way communications, reinforcement and decision-making.

Ethical leaders put their efforts on rewarding their followers, communicating with them and stimulating the desired behaviour into their followers (Brown, et al., 2005; Trevino, et al., 2003). According to Kanungo and Mendonca (2001), an ethical leader must be driven by systems of accepted beliefs and ignore their self-interest, which was beneficial to followers, organisations and society. Thus, ethical leaders are selfless leaders. According to Yukl (2006), an ethical leader can be summarised as someone who has the ability to translate beliefs and values into actions. As for that, those beliefs, values and principles, an ethical leader must embrace them for what is classified as the right behaviour through the process of influence.

Someone needed to be first a moral person or a moral leader in order to be identified as an ethical leader. Honesty, trustworthiness, respect, integrity, caring for others and principled decisions are qualities of a moral leader (Trevino, et al, 2000, 2003). An ethical leader sets standards and ensure that all employees are accountable to those standards, and discipline, rewards and communication of relevance ethics are set according to those standards (Brown and Trevino, 2013). It was believed that social cultures and change in working environments caused conflicts in values and ethical leader were able to help followers to cope and dealt with such conflicts (Northhouse, 2013).

2.2.2 Personality theory

McCrae and John, (1992) developed a five-factor model which was supported by Keyes, Kendler, Myers, & Martin (2015). It proposed five factors which were conscientiousness, agreeableness, neuroticism, openness to experience and extraversion. These factors played a key role on research findings in personality (Poropat, 2009). According to Brown and Trevino (2014), and Groves (2005) the personality traits were more or less the same and they differed according to the perception. For example, the personality traits of a woman could be different from those of a man due to how they considered things. In other words, it was determined by their perception not gender. Other researchers have found that personalities of individuals were mostly determined by about six factors (Soto & John, 2017). Some of these traits were responsible for showing how people of different sex were distinguished from each other. Independence, trustfulness, and a sense of humour, were some of the characteristics of an ethical leader, according to the findings from past research (Brown & Trevino, 2014). Good leaders were mostly determined by gender and more often happened to be women than men (Brown & Trevino, (2014). There are five personality factors. Those were openness, consciousness, extraversion, agreeableness, and neuroticism (Judge, Simon, Hurst, & Kelley, 2014). This research focused on those five factors (Walumbwa & Schaubroeck, 2009). The researcher desired to test how these factors of personality were related to ethical leadership.

2.2.3 Social learning theory

There is a theory called social learning developed by Bandura (1986), which stated the antecedents of ethical leadership behaviour which was a positive side of ethical leadership. Recent researches also applied this theory, researchers (such as Akers, 2011; Brown, et al., 2005; Brown & Trevino, 2014) applied the theory to their studies. The theory ascertains that leaders should act as role models of their followers and must be a good example of what is expected of their followers. It was also emphasised that followers acquired knowledge by paying attention to what their leaders does and following their behaviours which were attractive and most credible models (Trevino & Hartman, 2003).

Ethical leaders were attractive and were also credible models to their followers (Akers, 2011). Followers under ethical leadership directed their attention to their leaders and were likely to follow their behaviour due to power and status which they hold. Ethical leaders demonstrated care and concern to their followers and that made them become more attractive and received more attention and favour from those followers. Brown and Trevino (2014), stated that "If models do not abide by what they preach, why should others do so".

Having considered all those aspects highlighted on the theory, it appeared to be of much relevance in this study because its focus was on ethical leaders and followers' personalities. The model below in figure 2.1 showed the qualities of a good leader. Employees must learn all those qualities through modelling from their leaders.



Figure 2.1 Ethical Leadership

According to Brown and Trevino (2014), a moral leader was one who behaved ethically, and a moral leader should be someone who performed the following qualities which were: to respect others, builds community, manifests honesty, shows justice and serves others. All these five qualities must be exhibited by a leader. This was because an ethical leader could not be ethical without any of those mentioned five qualities. Together they made a good ethical leader. Ethical leaders should be at the centre of all those qualities and they should all be there, for an ethical leader completeness.

2.3 Relationship between Personality Factors and Ethical Leadership

There was a significant relationship between leadership behaviour and personality traits. However, there was little relationship between personality and leadership (Bono & Judge, 2004; De Hoogh, et al., 2008; Lim & Ployhart, 2004). On the other hand, personality traits and ethical leadership were likely to link with more key factors, such as consciousness and agreeableness (Den Hartog, 2009). There was little research on the ethical leader behaviour and personality factors (Walumbwa & Schaubroek, 2009).

2. 4 The concept Personality

Different experts and theorists has defined personality in different aspects, which contains various concepts that would be able to be given explanations of personality role and its importance in leadership. The most important element of personality is a trait. When defined on the aspect of traits, personality is those areas of individual characteristics and psychological features which are specific traits that can influence others and help them display thoughts and ideas of people, distinctions and actions (Johnsons & Hills, 2009). Human nature and individual differences are two important aspects of personality which help in understanding the nature of personality since they contribute to the overall concept.

According to Hogan & Kaiser the difference between human nature and individual differences was that human nature is about the likeness of people or how identical they might be, whereas individual differences is that every individual is different from each other. The essential factor that might determine the individual specific personality is culture, since culture and personality are interactive influence. People could differ in personality by some social aspects such as friends, families, politics, level of education, race and ethnic identification they could have an impact on someone's future. Since personality traits are difficult to change, it is not easy for someone to change theirs, and if they do try, it will take almost someone entire life to be able to change the personality or modify them (Martin, et al., 2012).

From the definition and concept of personality mentioned above, leaders would be required to possess positive personality traits in order to lead the organisation and subordinates to the destined goal established. The concept, personality has recently become an important element of leadership in public organisations. Many theorists and experts defined personality. The role of personality and its meaning in leadership could also be explained by the various definitions and concepts. One of the definitions of personality was that it was the individual's characteristic dimensions, the psychological differences that could influence others and enabled thoughts and ideas to have been displayed (Johnsons & Hill, 2009). Since personality could be defined in many more ways, every individual personality could be influenced by different factors, such as cultures and life experiences, human genetics and cognitive processes. The individual's character could be determined by those individual's culture as culture and personality were interactive influenced and sometimes culture and social aspects determined individual differences in personality.

Elements of cultures usually had a serious impact on the personality of an individual either in a positive or negative way, especially during the early ages, those were friends, parents, politics, ethnicity, country of origin, religion, educational qualifications and race, someone's personality could be influenced by these elements. Human nature was one of the two aspects of personality which stated how individuals were the same. Individual differences were another aspect of personality which differentiated how individual differed from each other. According to Martin et al. (2012) if personality traits were inappropriate or negative in some situations, they could be easily modified. So, it could take someone long time enough to change own personality because personality traits were difficult to change. So, it was placed in the hands of the leaders themselves, with appropriate personalities to determine if whether they could run organisations and lead subordinates because it was appropriate for leaders to possess traits of personality.

According to Fumham (2005), there were four types of personality which can help to evaluate personality, those types are, first, thinking and feeling (TF): leaders can make a judgement using their thoughts and feeling, they make judgement only looking at their own thoughts. The second one, Judgement Perception (JP): leaders collect information using assessments and those leaders who possess judging skills they focus on structures and planning before making any judgement. Sensing-intuing (SI): leaders receive information through their senses (Fumham, 2005). Extraversion-Introversion (EI): Those leaders whose mental processes are derived from abroad, whereas extroversion is a way of processing information inside the organisation or internally.

2.4.1 The five factors of personality

2.4.1.1 Agreeableness

Leaders who focus mostly and maintain social relations showed the attitude of being kind, gentle, warm, and altruistic and trust, which are the characteristics of agreeableness. They are selfless, caring, and emphatic they are pleasing and attend to the needs of others (Jensen-Campbell & Graziano, 2001). Leaders who do not offend their followers and try to treat their followers with respect are expected to be agreeableness leaders. The straightforwardness element is said to be the additional support for the link between agreeableness and fairness (Costa & McCrae, 2017).

Pleasing people or agreeableness has an optimistic view of human nature and has a tendency of believing that people are basically good.

The characteristics of agreeableness are honesty and sincerity to others, as well as act truthfully with others (Costa et al, 1991). It is easier for a leader who is straightforward to his or her subordinates to trust them and delegate them to attend even important meetings on their behalf and share sensitive information with them. The sympathetic character of agreeable leaders makes them share their power and allows subordinates to contribute to decision-making. They even adjust their behaviour in order to accommodate others (Habashi, Graziano, & Hoover, 2016). The relationship is expected between agreeableness and ethical dimension called role clarification which is related to task leader behaviour (Costa et al., 1991).

2.4.1.2 Consciousness

According to Saxena (2014), another personality factor is consciousness, which is divided into two facets. The factor consciousness is believed to be the most important factor in leader personality. It is also considered that consciousness is the most effective way for a leader to become successful. The two facets are achievement and dependability. Achievement represents the capacity of working hard even when facing challenges. Research shows that leaders high in consciousness create good and fair environment for their followers and they are known to demonstrate ethical behaviours.

It is not easy for leaders high in consciousness to be perceived as being abusive (Kalshoven, et al., 2011). Another element of consciousness is meant to be hardworking, organised, well organised, persistent neat, they are highly committed to follow rules and procedure, they are fully controlled, goal oriented and trustworthy (Northhouse, 2013). These elements of consciousness can make followers to see their leaders as hard and difficult to please because when they focused on goal achieving they did it with all effort. So, followers can feel like they are being punished for increasing effort. Individuals make sure that the organisation goals and objectives are efficiently achieved and on time (Hurtz & Donovan, 2000). The other facets to which dependability evolves include responsibility, organisation and devotion or dutifulness. Costa and McCrae (2017) observed that people with high consciousness think before they take action, they abide by their moral obligations and perceived responsibility.

Clarification of conscious leaders is quite relevant in order to be an ethical leader. Ethical leaders are commonly associated with self-control, thoughtfulness and goal-orientedness. These people set clear guidelines for appropriate behaviour and always clarify for employees what they are supposed to do (Brown, et al., 2005; De Hoogh & Den Hartog, 2008). Conscious leaders act dutiful and are seen as appropriate behaviour role-models (Brown, et al., 2005). The elements of consciousness make people to always do the right thing, whether for themselves or others. Doing the right thing is always in them. Those elements are dependable, responsible and deliberate (Moon, 2001). For this reason, Moon (2001) shows that this is an indication of a positive relationship with the dimensions of ethical leadership fairness. As consciousness helps leaders to follow the right way and lead transparently with nothing to hide, it makes it easy for the followers behave the same way as leaders and to know what it is expected of them (Klotz, & Neubaum, 2016).

According to Shapoval & Pizam (2015) leaders with high consciousness find it easy to communicate the most important information with their followers, which makes it important to be positively related to dimensions of ethical leadership called role clarification. High consciousness leaders are known to be fully responsible for their personal issues. In other words, they do not shift blame others for failures (Witt, et al., 2002). A dimension which is expected not relate to ethical leader behaviour is power-sharing. Leaders who are highly consciousness are known to put their effort when wanting to accomplish something, they don't rely on delegating others (House, 1996).

2.4.1.3 Openness to experience

Openness is referred to as change. Those people who are not eager to accept change fall under this factor. These are people who imaginative, emotional and creative. They appreciate beauty, they are aware of their feelings and consider them. They are willing to learn, and they need to know new ideas and they are creative (Northouse, 2013). According to Johnsons & Hill (2009) very limited studies confirming the relationship between openness to experience and ethical leadership. Openness to experience is necessary in leadership to make a leader good, but on the other hand, openness to experience cannot be acquired by a leader, neither can it make him or her a bad one. It is good for a leader to have this trait and a leader can also be good without it (Johnson & Hill, 2009).

2.4.1.4 Extroversion

The characteristics of extroversion are assertiveness, sociability, adventurous, talkative, outgoing and emotional expressiveness. Sociable people seek the company of others and are talkative and need attention wherever they are. They are determined to find out where there are events which can enable them to enjoy the presence of others. According to Judge and Bono (2004), extroverts are likely to generate confidence on subordinates and are likely to be positive and ambitious. Scholars researched that leaders high in extroverts make effective leaders and are believed to be focused on valuable behaviours. They engage in behaviours such as being in control and monitoring meetings, and they managed their work in a sociable and positive manner (Johnson & Hill, 2009). The present research develops a model which shows the relationship between an ethical leader behaviour and those five personality factors.

2.4.1.5 Neuroticism

People who fall under neurotic are insecure, emotional, anxious, lack of self-confidence, and are defensive (Judge & Bono, 2000; Judge & Bono, 2004). Extroverts see things in a negative sense, they feel guilty and live in fear and anger (Judge & Bono, 2004). Anger and lack of self-confidence in a neurotic individual make it harder to work and complete tasks successfully because without a good relationship between leader and subordinates it will not reach the set goals of the organisation.

2.4.2 Effects of personality on ethical leadership

The effects of personality on leaders can be towards their relationship with followers and teams and it affects the whole organisation. This effect may cause a positive change in the organisation, team or departments which these leaders lead (Sears & Hackett, 2011). According to Sears and Hackett, (2011) some of the factors of personality, affects leaders' nature of relationship with their followers like agreeableness since leaders high in agreeableness likely impact their followers' behaviour by achieving their emotional needs.

It is not only agreeableness which affects the followers' relationships, some of them also does. Conscientiousness trait tasks behaviour in subordinates such as delegation, work performance, achievement and task feedback, leaders in conscientiousness help their followers to achieve their expected tasks required (Bono & Judge, 2004).

2.5 Ethical Leadership

2.5.1 Defining ethical leadership

The fall of many organisations due to lack of quality leadership, reminds organisations to re-examine their strategic way and starts to bear it in mind that ethical leadership is the only way to the success of the organisation, for example, after the fall of the Lehman Brothers and some crashes in the housing industry (Moss, 2002). Due to the problem of lack of ethical leadership in organisations, it comes out clearly that only charismatic ethical leadership is needed to solve such problem (Mackie, Taylor, Finegold, Darr, & Singer, 2006).

Plinio, Young, and Lavery, (2010) found out that one of the most important problems faced by many organisations today is due to the unimproved ethical behaviour and the absence of ethical leadership. According to Frank, (2002) transformational leadership is the outer part of ethical leadership, in other words, transformational leadership displays the character of ethical leadership. From all these definitions, the aim of them all is to show or direct their followers to do well and behave the right way.

Three commonly correlated leadership theories were reviewed by Plinio (2009) which are associated with ethical leadership which are transforming leadership and servant leadership. Transforming leadership has some unique effects on it, it reflects the way of being a leader and a follower on it. Servant leadership has the style of serving and making followers to become ethical. Another one is a classical leadership theory which is the authentic leadership which states that the essential of being ethical is starting by being true to yourself.

Ethics is about those rules society and individuals follow, which help them distinguish between rights and wrong (Northhouse, 2007). On various leadership styles, the ethical aspects of a leader are taken into consideration. According to Trevino & Brown (2006), ethical leaders are known as leaders who are characterised as honest, principled and caring individuals who makes fair and balanced decisions. An example of a leadership style which incorporates ethical components is transformational and transactional leadership (Northhouse, 2007). Ethical leader's sets ethical standards which are clear and always communicated to followers since they treat their followers with respect, and they allow their followers to have a say on decisions making and they always keep their promise (Kalshoven, et al, 2011).

2.5.2 Integrity of a Leader

Frank, (2002), ethical character of a leader is his integrity. For a leader to be ethical he needs to be able to deal with his inner character which is normally comes out of failures or mistakes made in someone's life, trauma, and some setbacks like careers and for a leader can be able to tolerate all these, his inner character grows strong which leads to be ethical character. Someone needs to endure all kinds of sufferings in order to be ethical. A leader must be always transforming since it involves change, an ethical leader leads his subordinates with his deepest willingness and commitment and full of love (Souba, 2011). The best way to define ethical leader is that it is a calling. An ethical leader can be described as an honest leader, being honest is not a matter of just telling the truth and not lying at all, an honest leader must open up with others and represent reality as highly as possible. An ethical leader must be sensitive and authentic to the attitudes of others (Dallas Costa, 1998).

According to Ward (2007), being ethical is not something scientific, but it comes from knowing oneself and spiritual influences. Someone needs to be born and taught proper values, since being corrupt is not a behaviour which just comes out of nowhere, but a person is born like that and to change and values ethics become difficult for that person (Lewis, 1994). Being ethical, everyone can learn to become ethical and from the heart and willingness to learn values first.

Values are more important to ethical leader's life and it needs to be practiced. A leader 's behaviour is more important to followers since followers learn more by watching rather than by being told, what they always see is what influence them more than what they are being told (Malphurs, 2004). If a leader's behaviour is not good how can followers be good, which means that particular leader's integrity is lost somehow. Only practice means perfect if a leader needs to practice good morals and values and then an ethical leader is then developed. Humility, patience, honesty, dedication to set goals or principles of ethical leadership and they need to be taught (King, 2008).

2.5.3 Principles of ethical leadership

2.5.3.1 Honesty

Honesty is clear and understandable more when applied together with its opposite, which is dishonesty.

The word dishonesty means absolutely being wrong and acting out of reality, in other words, it is a way of representing unreality, lies, and is a misrepresentation of reality and the results of dishonesty mostly is distrust and destruction (Jaksa & Pritchard, 1988). It is not easy for followers to follow leaders who are dishonest, dishonest cause followers to see their leaders as unreliable and untrustworthy and it causes them to lose trust and respect of their followers.

Dishonesty and lies manipulates the relationship between a leader and a follower and to any other relationship, it leaves some sort of strains and manipulation to a relationship. It proves that there is no trust, a leader can hold on some important information to himself as a result of not trusting the followers, and for whatever reason a leader might have, acting dishonestly at the end causes destruction and weakens the relationship. On the other hand, honesty is not just the absence lies. Honesty is a way of acting in a respectable way, representing and follows reality, telling the truth and being open up to others and ready and able to share the information a leader has to his or her followers.

An ethical leader is subject of honesty and honesty is not always leading the organisation to full production, sometimes to be successful in an organisation, it might cause a leader to act and shows various behaviours in order to fit in various situations (Dalla Costa, 1998). According to Dalla Costa, (1998) stressed the point that leaders who are honest fully in organisations must be rewarded in one way or the other in order to encourage them to continue up with the good work and applying ethics standards. There are some aspects which a leader is obliged not to do as an honest leader: they are supposed not to break their promises (empty promises are not allowed to an honest leader), they must abide and fulfil their promises in whatever way, honestly, they must be open up in order to be trusted, they are supposed to be held accountable for their actions, they are obliged to humanity (Dalla Costa, 1988). Ethical leaders have internal consistency which makes followers to trust them even more since internal consistency causes them to become openness to their followers.

2.4.3.2 Respect

Dignity and respect for others is what ethical leaders do better since they don't treat people as the objects or machines to produce for them their products, they regard people as people and by working together with full respect ethical leaders know that people can good ends to themselves than being used and treated as a means to making things happen. This respect makes followers to have all their trust to their leaders and contribute more.

Leaders here regard followers as an important part of the organisation and its goals, so they allow them to contribute to decision making. When people being treated as for more importance, they turn out to be industrious than never expected. Everyone needs, respect and dignity in life, so followers under the ethical leadership have been granted such privilege since it is one of the principles of ethical leadership. Respect causes or leads ethical leaders to good listening skills, feeling for others and being able to tolerate different views from their followers if they differ in thoughts. Respect causes ethical leadership to trust and respect others decision and let people be or remain who they are (Kitchener, 1984). They listen to others' view with no sense of opposing, listening and expecting a favourable view from someone, unlike listening already having a mind of crushing someone's thought. Unlike destroying follower's ideas, leaders must rather build them by putting more trust to them in taking ethical decision.

2.4.3.3 Serving others

Serving others is also the most important principles of ethical leadership. They are regarded as altruistic and altruistic are serving leaders, they like to serve others. Ethical leaders put others first, they believe in grooming their followers to become knowledgeable and productive, so that they would be able to take responsibility and keeping the business going in times of their absence, they are able and willing to transfer knowledge to the subordinates. Ethical leaders show altruistic by coaching, mentoring, building teams and empowerment behaviours to their subordinates as a way of trying all their best to transfer knowledge to them (Kanungo & Mendonca, 1996).

Serving others is the primary building block of moral leadership (Kouzens & Posner, 1995). According to Senge (1990), in learning organisation, one of the most important tasks of a leader is to be a servant of the vision and mission of the particular organisation. By allowing to be a steward, a leader tries to clarify and maturing a vision which is more important than his or her vision. This also means that taking into considerations others vision inside an organisation. Serving leaders regard their own vision as just a part or portion of something very big (e.g. Community) which its presence in that big project could add value and make something happen and it can't do on its own.

2.5.3.4 Justice

Ethical leaders are just. It is of outmost importance to ethical leaders that justice and fairness be done. Ethical leaders are fair to their subordinates and they treat them equally, no follower is more important than the other, they avoid biased situation where one follower can get rewarded because of any kind of favour from a leader. One subordinate can get special treated only when there is a need to do so like, health related problem such as someone who uses crutches cannot work in a standing position, the reason is clear and obvious, and everybody can understand that there is no need to explain. A teacher in a class, in order to maintain good relationship with his or her school children, must treat all learners equally, it gives courage to learners knowing that the teacher is not practicing favours to other kids. Every learner who comes to school late must get equal punishment if they provide poor reason for their late coming. This behaviour can lead the kids to perform their best and with ease, and who ever experiences problem can easily run to the teacher for help and this could lead the whole performance to be outstanding. All learners need a fair and just teacher for all of them. Fairness is a necessity to all subordinates which they expect from their leaders.

2.5.3.5 Community builders

Since a leader has influence on a group, that a leader is also able to influence community have influence on the community. In order to achieve community goals, being a community builder to an ethical leader is crucial. An ethical leader considers every member of an organisation, and takes responsibility of valuing their goals, this is the only way for a leader to be able to achieve the set goals of their organisations, so does the same to the community where they reside.

2.5.3.6 Influence on followers

A leader needs to be ethically matured in order to influence followers to become ethical. In most organisations, many dilemmas are caused when leaders teach and not act, they teach different characters to followers whereas they behave absolutely irrelevant to what they preach these situations causes irregularities within the organisations (Marcy, Gentry & McKinnon, 2008). For this reason, followers tend to lose trust from their leaders and since they need them to be ethical whereas they are not behaving ethically, and this also causes dilemmas and crises of the organisational climate.

Ethical leaders win their followers by doing what is right before their followers, they influence them by consistently behaving properly, doing what they say and being moral (Moreno, 2010).

So, a leader need to be wise and develops his or own strategy which will ethically influence followers in a way to trust him or her (Marcy, Gentry, & McKinnon, 2008). The strategy a leader must come up with must have a way of assessing the situation and its demands, considering followers or everyone's perspective, being able to recognise deep someone circumstances they are in, being able to look within and able to assess one's emotions and they are able leaders to avoid being biased. A leader who displays a sense of commitment causes followers to be more likely to commit to ethically as it has already committed to by the leader (Mackie, et al., 2006). One of the most important roles of a leader act according to values and also to build a strong relationship with followers (Nekoranec, 2009).

2.5.4 Challenges faced by ethical leadership

Following the right way is not always leading to the organisations profit and goals, it becomes a serious challenge to ethical leaders since their focus would be promoting the well-being of employees and following the right way to produce good quality products and services to the people (Enderle, 1987). There are three categories found within the ethical leadership which are: personality, which is the one originates from within a leader, primary category which is from an external source and lastly defensive (Walton, 2008). These categories are also known as the traps to ethical leadership and if a leader can be able to identify the source of those traps it becomes easier for a leader to avoid ethical issues and problems. According to Ward (2006), ethical failures in leaders usually is caused by ignorance and taking things for granted. It is of outmost importance for leaders to always know their roles that followers are expecting a lot more of a good character from them so that it won't be a challenge to lead their followers anyway if they are leaving right.

2.5.5 Transactional leadership

Transactional leadership was first introduced in (1978) by Burns. Through performance, and rewards, transactional leaders do their best to motivate their followers. They give rewards to followers who did their work accurately and they possess the leading style which helps their followers to have appropriate behaviour which lead them through accompanied the required and set goals (Arnold et al. 2004). The transactional leader's aspects of rewards can be divided into management by exception and contingency rewards (Arnold et al. 2004).

Under management by exception a leader only interferes and change the method of work if the followers are not able to meet the desired goals, if everything is going well with the workers and performance is being reached the leaders relax and leave the followers do their work without them interfering. When leaders start to interfere and try to identify where there is a problem, it is called management by exception, but is only when leaders are settled and relax and wait for a problem to rise when it is being called passive management by exception (Arnold et al. 2004). According to Den Hartog, Van Muijen and Koopman (1997), when a leader sits back and waits for problem to rise is also regarded as a non-leadership style or laissez-fair.

2.5.6 Transformational leadership

Transformational leadership was also first introduced by Burns (1978). During 1990's, half of the published research papers and journals were focusing on transformational leadership (Judge & Bono, 2000). According to Den Hartog et al. (1997) transformational and transactional leadership was regarded as the same thing on a note that a leader cannot possess both of them at the same time, but recently, in later studies Bass (1985) found out that these two styles of leadership can be separated, a leader can be both transactional and transformational.

There are certain terms to describe transformational and transactional leadership which are charismatic, transforming and inspirational, although the transactional and transformational leadership are the ones mostly used, in leadership theory (Den Hartog & Koopman, 2001). Transformational is the style of leadership where a leader motivates and inspires followers. They also try to make sure that followers get committed through their work and get motivated, get respect and dedication and trust to their leaders. Followers remain loyal and competent (Den Hartog & Koopman, 2001).

2.4.6.1 Transformational leadership has four components:

According to Bass (1999), these are:

- **Intellectual stimulation** – intellectual stimulation is when a leader lets the followers to reason freely before a leader give input.
- **Inspirational motivation** - a leader encourages followers to give their own views concerning the future.

- **Individualised consideration** – leaders under individualised consideration prefers coaching and monitoring their followers.
- **Individualised influence or charisma** – a leader is committed in a way that he or she sacrifices own personal for the sake of the organisation and followers and takes responsibility for own mistakes.

Through these components, transformational leaders believe that follower's level of maturity could be reached, and they can develop a sense of concerns about their achievement and well-being of everyone including the organisation itself. Research shows that a transformational leader could behave in two different ways, either ethically or unethically (Barling, Christie, Tuner, 2008; Bass & Steidlmeier, 1999). Examples of leaders who are ethical are servant leadership, spiritual leadership and authentic leadership.

Authentic leadership

They all possess the characteristics of ethical leadership. According to Yukl (2013) authentic leadership promotes consistency in a leader's actions, words and value. Authentic leadership is another style of leadership which contains an ethical component (Avolio & Gardner, 2005; May, et al., 2003). This is the reason why ethical leadership is related to transformational and authentic leadership (Avolio & Gardener, 2005).

Servant leadership

The meaning of servant leader is servant first, a leader who has a feeling to serve others first. After a feeling of putting others first conscious follows. Leaders focus on the wellbeing of followers and the community at large and they share their power with others. A servant leadership focuses on assisting others reach their set goals in the way of empowering and developing individuals in a consistent way that maintains the safety of those individuals (Northhouse, 2015).

Spiritual leadership

Spiritual leadership encourages the sense of spiritual meaning at work and motivate followers (Afsar, Badir & Kiani, 2016). A leader who is ethical, possesses one of the significant features of leadership styles. This is because one of the important features of leadership. Since virtue is the foundation of a leader's conduct, according to the virtue theory, an ethical behaviour demonstrates generosity, self-control, honesty, sociability,

fairness, justice, courage and temperance (Velasquez, 1992). Handbury (2001) shows that there is evidence which suggests that highly educated people are more likely to engage in ethical leadership than those who are less educated, whereas on the other hand, Weber and Arnaud (2014) believe that tenure has a positive effect on ethical behaviour.

2.7 Chapter Summary

The literature clearly addresses in detail all related information concerning personality factors and ethical leadership. The theories related to this study were outlined in this chapter, the theory of ethical leadership, personality theory and social learning theory which explained the relationship between personality factors and ethical leadership.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This section provides the methods utilised in this research. This chapter contains the basics which were the research design, population, sampling size and techniques, data collection methods, research instruments and data analysis.

3.2 Research Design

In this study a cross sectional research design was used. In a cross-sectional research design study, either the entire population or a subset is selected, and in this research, a cross-sectional research design was used. According to Creswell (2013)'s definition, a cross-sectional research design was used to obtain a representative sample by taking a cross section of the population of employees from selected governmental departments of Vhembe District. This study was investigating the relationship between demographic factors (age, gender, qualification, marital status) and the effect of the descriptive variables which were (gender and age) of the employee under study, a cross-sectional research design was more suitable. Cohen & Morrison (2013), also indicated that a cross sectional research was related to correlational research and suitable for the descriptive functions.

3.2.1 Research Approach

When conducting a correlational research, one can use a quantitative research method (Creswell 2013). This study used a quantitative research method due to demographic factors of age, gender, qualification, marital status and ethical leadership which requires numerical data for statistical treatment which enables the researcher to approve or disapprove the research hypothesis. Since the quantitative research method is suitable for generating statistics from a large-scale research, this makes it suitable for the quantitative research method to be used in this study due to the large population size of government department's employees of the Vhembe District in South Africa (Yin, 2013).

3.3 Population of the Study

The population of this study was around 700 which comprised of employees from selected government departments of the Vhembe District. A population can be described as a

collection of individuals or objects usually with similar or common characteristics, e.g. government officials are a well-defined group of individuals which can be taken as a population and all the members of this population are regarded as government officials (Neuman, 2006). This population is comprised of both male and female employees of the selected departments.

3.4 Sampling Technique

Probability sampling was used in this study. A stratified random sampling technique was used by dividing employees into homogeneous strata of all employees. In this stratum, the simple random sampling technique was applied to ensure that every employee in each stratum has an equal chance of being selected.

3.5 Sampling Size

A sample was defined as a group of elements drawn from the population, which is studied to obtain the knowledge about the whole population and taken as the representative of the whole population by Bryman, (2012). According to Bless, et. al. (2013), a sample refers to a subset of the entire population whose characteristics, can be generalised to the whole population. This study used a purposive sampling method was used to select the government departments and to select the respondents from the selected departments, simple random sampling was used. Shaughnessy (2012) defines simple random sampling as the probability sampling method whereby each unit has the same probability of being randomly selected for the sample.

A total of 300 questionnaires was initially distributed to the participants in different selected departments of Vhembe District and only 240 were returned which means a response rate was 80%. However out of 240 which I receive back, 38 were spoiled which made the researcher to have been left with 202 usable questionnaires, therefore 202 became the sample size.

3.6 Data Collection Methods

The use of questionnaires was made to gather primary data from the targeted population within the selected departments. 250 questionnaires were distributed among selected

departments of Vhembe District. It was through the use of questionnaires which enabled the information obtained from employees to be consistent and completed (Saunders, 2011). Due to the large population size of this study, it was worth enough for the researcher to use questionnaires in order to get a bigger number of participants (Zikmund, Babin, Carr, Griffin, 2013). The researcher also obtained secondary data from findings of past researches, from journals, articles and books and literature reviews of related researches (Whittaker, 2012).

3.6.1 Measuring instruments

Data collection involves using instruments to collect the same information on the sample (Mouton, 2009). Questionnaires were used in this study to collect data. According to Babbie, (2008) a questionnaire refers to a document which contains questions and other types of items designed to solicit information appropriate for analysis. The questionnaires were comprised of three sections. In the first section, the biographical questions which included educational level, age, gender, marital status and working experience of participants. The second section was an ethical leader behaviour questionnaire and lastly the personality factors questionnaire.

Ethical Leadership Questionnaire (ELQ): This scale was developed by Yukl, Mahsud, Hassan and Prussia (2010). The scale used 15-items to measure ethical leadership. The researcher scored it into a 5-point Likert –type item scale which ranges from (1 = strongly disagree, with 5= strongly agree). The items in this scale describe different aspects of ethical leadership, including honesty, fairness and altruism. The reliability of this scale was considered acceptable, with a Cronbach alpha coefficient of 0, 71, in a study conducted at a private University in the United States (Yukl, Mahsud, Hassan & Prussia, 2013).

Personality Factors Questionnaire (PFQ): This scale was developed by Srivastava and John (1999) and it was used to measure personality factors. The scale is a 44-item measure and has long consisted of five subscales which are extroversion, agreeableness, consciousness, neuroticism and openness and it is scored on a five-point Likert-scale ranging from 1 (strongly disagree) to 5 (Strongly Agree).

The reliability of this scale was considered satisfactory, as indicated by Cronbach alpha coefficient of 0. 80 in a study conducted by a pharmaceutical company in South Africa (Rothmann & Coetzer, 2003).

3.7 Pilot study

The researcher, distributed 25 sets of questionnaires to the respondents and they were asked to make recommendations after their comments. Recommendations made from the pilot study were mostly on the long questionnaires which makes the respondents feel laziness even before starting completion for the researcher considers and replace the scales by the short and revised ones. It was worth it to conduct a pilot study of this research because many mistakes were noticed before conducting the final ones.

3.8 Data Analysis

The data were analysed using the latest version of IBM-SPSS (Statistical Package for the Social Science, version 25). The software help enabled the researcher to present data or information in a graphical form, for example, bar graphs and pie charts. To measure the relationship between ethical leadership and personality factors, the Pearson Correlation Analysis was used. In order to test whether a significant relationship exists between the demographic factor variables of age, gender, educational background and marital status and the dependant variable of ethical leadership, correlation analysis was used.

3.9 Procedure:

The researcher first asks for permission to undertake the research from the University Research and Ethics Committee offices. After being granted permission, the researcher went to the Human Resource offices of the selected government departments of the Vhembe District, to conduct the study using their employees as participants. In a period of approximately two months, the researcher administers the questionnaires and collected the completed ones and makes use of them to analyse data for the study.

3.10 Ethical considerations

According to Mariana (2011), ethics are defined as the branch of philosophy dealing with the dynamics of decision making concerning what is right or wrong.

The participant's confidentiality was considered for the reason of ethics in research is to ensure privacy to participants. The participants were given the assurance that the information given is not going to be discussed with anyone else not involved in the study. The participants remain anonymous throughout the study.

3.10.1 Consent to conduct the study:

All participants participated voluntarily and out of their own will and they were treated with dignity. No one faced any penalty or be intimidated if they decided to leave or withdraw from the study. Participants were having the right to reveal any information required from them and have the same rights not to reveal what they were not willing to reveal (Brink, 2012). It was the duty of the researcher to make it clear to the participants to understand everything about the study.

3.11 Chapter Summary

This chapter provides an outline of the methods used when collecting data, information obtained was arranged and analysed and the tools used. The chapter exposed all the process adopted in order to arrive at a scientific conclusion about the relationship between factors of personality and ethical leadership.

CHAPTER FOUR: DATA ANALYSIS AND INTERPRETATION OF RESULTS

4.1 Introduction

The aim of this study was to investigate the relationship between personality factors and ethical leadership in selected government departments of the Vhembe District. Given the data collected in Chapter Three, this Chapter presents the patterns and analysis of the findings related to the research objectives and also the hypothesis established in chapter one. This chapter presents the reliability analysis, the response rate of the study, descriptive analysis and inferential analysis. Then the descriptive analysis describes the demographic characteristics of the participants. The inferential analysis will present the correlation analysis and regression analysis.

4.2 Reliability Analysis

The internal consistency and the stability of the constructs namely age and ethical leadership, gender, educational, and personality factors were measured using the Cronbach's Alpha coefficient. The rule of thumb of labelling Cronbach's Alpha coefficient by Hair, Money, Samuel and Babin (2003) was shown below:

Table 4.1 *Rule of thumb for labelling Cronbach Alpha coefficient (Source: Hair, Money, Samuel and Babin 2003)*

Alpha coefficient	Levels of reliability
0,8 – 0.95	Very good
0,7 - 0.8	Good
0.6 – 0.7	Fair
Less than 0.6	Poor

The **Table 4.1** explains the Cronbach Alpha Coefficient. Levels range from 0.8 – 0.95 represent reliability, which is very good, and the one ranges from 0.7 – 0.8 represent a good reliability. In addition, Cronbach Alpha coefficient that ranges from 0.6 – 0.7 represent a fair

reliability. Last, poor reliability is represented by Cronbach Alpha Coefficient that ranges from 0.6 downwards.

Table 4.2 Cronbach alpha of Personality factors and Ethical Leadership Behaviour

Scale	Number of items	Cronbach	Reliability Alpha
Agreeableness	9	0.54	Fair
Conscientiousness	9	0.79	Good
Neuroticism	8	0.54	Fair
Openness	10	0.65	Fair
Extroversion	8	0.34	Poor
Ethical Leadership	15	0.90	Very good

The reliability of all constructs was measured by the Cronbach's Alpha. The table above 4.2 shows the levels of reliability, the Cronbach Alpha's coefficient of Agreeableness, was (0.54) which is regarded as a fair reliability, for Conscientiousness it was 0.79 which is regarded as a good reliability, the Cronbach Alpha coefficient for Neuroticism was 0.54 which is regarded as fair reliability, Extroversion was 0.34 which represent poor and openness which was 0.65 which is a good reliability. Furthermore, the Cronbach Alpha for ethical leader was 0.90 which represent very good reliability.

4.3 Descriptive Statistics

An overview of the demographic profile of the sample was outlined by the descriptive statistics the results revealed was for the following demographic variables of gender, age, marital status, single, qualifications, work experience, position and employment status.

Table 4.3. Frequencies and percentages of participants Gender

	Frequency	%
Male	88	43.6
Female	114	56.4
Total	202	100.0

Table 4.3 above shows the demographic factor of gender, which shows that most of the participants were female which 114 were (56.4%), followed by male which were 88 participants (43%). This shows that the government departmental employees, most of them or the majority were female.

Table 4.4 Frequencies and percentages of participants Marital Status

	Frequency	%
Single	90	44.6
Married	95	47.0
Widow	8	4.0
Divorced\Separated	9	4.5
Total	202	100.0

Table 4.4 above shows the marital status of the participants. The table above shows most of the participants in this study were married people represented by 95 (47%), followed by single 90 (44.6%), then divorced were 9 (4.5%) and lastly widowed were 8 (4.0%).

Table 4.5 Frequencies and percentages of participants Highest Educational Qualification

	Frequency	%
Matric	18	8.9
Certificate	19	9.4
Diploma	72	35.6
Degree	67	33.2
Honours	19	9.4
Masters	7	3.5
Total	202	100.0

Table 4.5 shows participants qualifications, the highest number of participants was those who has a diploma, they were 72 which constituted (35.6%) of the total participants, those were followed by the ones with a degree, which were 67 constituted (33.2%), those with honours were 19 (9.4%), the certificate were 19 (9.4%), matric 18 (8.9%) and last, Master's were only 7 (3.5%).

Table 4.6 Frequencies and percentages of participants Job Position

	Frequency	%
Junior	107	53.0
Senior	72	35.6
Management	22	10.9

Total	201	99.5
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The above table, table 4.6 shows the positions of the participants, junior, senior and management. Participants who were in junior positions were more than those in senior and management, junior positions were 107 which constitute (53%) of the total population, followed by senior positions 72 (35.6%) and management were 22 (10.9%).

Table 4.7 Frequencies and percentages of participants Employment Status

	Frequency	%
Permanent	158	78.2
Temporary	11	5.4
Intern	32	15.8
Total	201	100

Table 4.7 shows the employment status of the participants, those who holds permanent positions were 158 which constitute (78%) of the total participants, those in temporary positions were 11 (5.4%) and interns were 32 (15%).

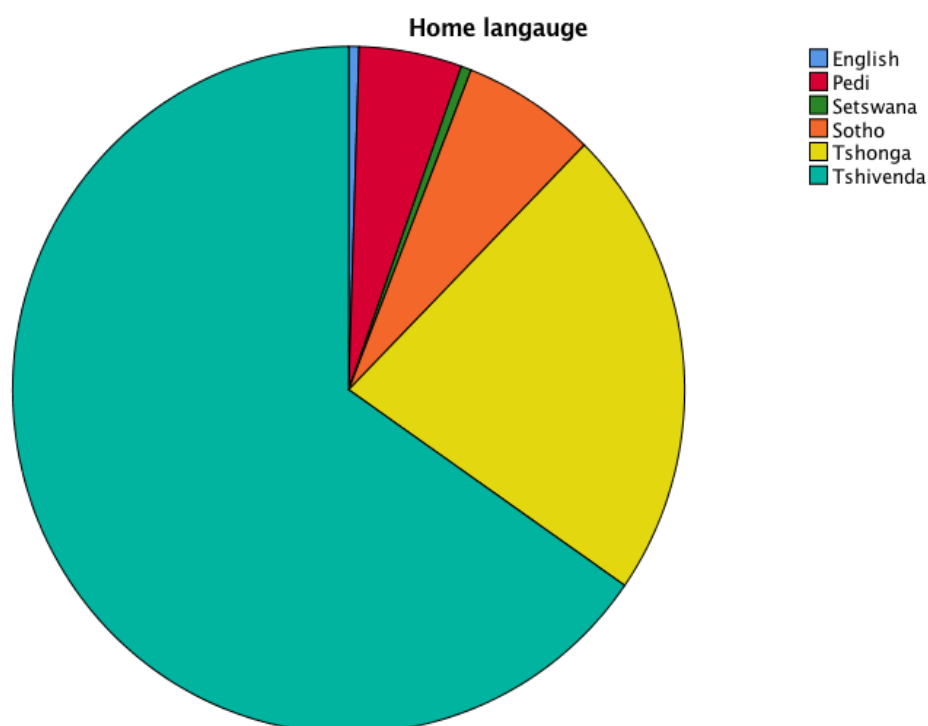


Figure 4.1 shows the demographic statistics of home language.

The participants were composed of English speaking, Pedi, Setswana, Sotho, Tsonga and Tshivenda. The majority of the participants spoke Tshivenda and they are represented by the green portion and the least of the participants were represented by the blue colour which specify white people.

Table 4.8 Showing inter-correlational analysis among variables

	\bar{x}	1	2	3	4	5	6	7	8	9
1Gender	1.56	1								
2Age	38.62		1							
3WE	9.78			1						
4ELB	58.90				1					
5Extra	26.09					1				
6Agree	30.73						1			
7Cons	31.93							1		
8Neuro	21.85								1	
9Open	33.43									1

Note: ** = $p < 01$; * $p = < 05$; WE = work experience; ELB = Ethical leader behaviour; Extra = Extroversion; Agree = Agreeableness; Cons = Consciousness; Neuro= Neuroticism; Open = Openness to experience.

The relationship between ethical leadership and the five factors of personality were shown on the correlation analysis above. Table 4.8 shows the results of possible relationship between the dependent variable ethical leadership and the independent variable personality factors. The results above reveal that there is no significant relationship between ethical leadership and extroversion ($r = 0.08$; $p > 0.05$) they also show that there is no relationship between ethical leadership and agreeableness ($r = 0.02$; $p > 0.05$). The results states that there is no relationship between ethical leadership and neuroticism ($r = -0.07$), and the same results in the table above reveal that ethical leadership is not related to openness ($r = 0.12$; $p > 0.05$). However, the results indicated a positive significant relationship between ethical leadership and consciousness ($r = 0.15$; $p < 0.05$). This means that the higher the consciousness, the higher the ethical behaviour. Therefore, people who have a high level of consciousness are likely to behave ethically.

Furthermore, the results in table 4.8 also revealed that there was a significant positive relationship between the demographic factors of age and the independent and the

dependant variable, ethical leadership and some of the personality factors. The results showed that there was a positive significant relationship between age and work experience ($r = 0.78$; $p < 01$). This means that the higher the age, the higher the work experience. Therefore, older people are more likely to have more experience than younger people. In addition, a negative relationship was found between age and agreeableness ($r = -0.21$; $p < 01$).

This means that the lower the age, the higher the chance of agreeableness. Therefore, people of lower age, mostly, they don't comply with the rules and they are not trustworthy. On the other hand, according to the results above, there was a negative relationship between age and openness ($r = 0.21$; $p < 01$). The higher the age, the lower the openness to experience, which means that older people cannot act immediately like younger people, they think before they took action.

Table 4.9 Showing means and standard deviations among demographic variable on ethical leadership

Gender	Job Position	\bar{x}	SD
Male	Junior	58.58	7.446
	Senior	60.62	5.797
Female	Junior	58.94	9.625
	Senior	57.78	8.295
Total	Junior	58.79	8.770
	Senior	59.14	7.311

Table 4.10 ANOVA table showing differences between gender and position on ethical leadership

Source	SS	df	MS	F	Sig.
Gender	75.93	1	75.93	1.16	>.05
Posi2	9.47	1	9.47	.14	>.05
Gender *Posi	125.39	1	125.39	1.91	>.05
Error	12853.32	196	65.58		
Total	708191.00	200			

To check whether male employees would score higher than female employees, a two-way analysis of variance was performed. As indicated in the table above, there was no significant difference between gender on the variable ethical leadership ($F (1,158)$; 1.56 , $p > 0.05$). This

means that male score on ethical leadership ($\bar{x} = 59.71$) while female employees score ($\bar{x} = 58.36$) on ethical leadership. To check whether senior employees would score higher on ethical leadership than junior employees, the analysis of variance results showed that there was no significant difference between senior and junior employees when it comes to ethical leadership ($F(1, 158); 0.14, p > 0.05$). The senior scored ($\bar{x} = 59.14$) while junior scored ($\bar{x} = 58.79$) on ethical leadership respectively. This means that regardless of positions senior employees behave in a similar way with junior employees when it comes to ethical leadership. No interaction effects were observed.

CHAPTER FIVE: DISCUSSION, CONCLUSIONS AND RECOMMENDATION

5.1 Introduction

The primary aim of this research was to investigate the relationship between personality factors and ethical leadership. There were four hypotheses, which were put to test in order to achieve the aim of the study through the descriptive and inferential analysis. The results of the hypothesis were supported by the evidence and explanations from past reviews. Recommendations, limitations, and general conclusions of the entire research were provided in this chapter.

5.2 Discussion

The results of the study of demographic, inter correlations, and ANOVA were discussed in relation to the literature review below.

5.2.1 Demographic information

The results of this study show that the most participants in number, were female at 56% (114) and participants who were married were 98 constituted 47.0%. The age group which participated in this study was from 19 to 63 years of age. Participants who were the majority, according to qualification were those with diploma who were 72 (35%) and followed by those who were in a possession of a degree were 67 which constituted 33% of the total population and the least of the participants were those with masters which was only 7(3.5%). Furthermore, black employees who participated in the study constituted the majority. In addition, majority of the participants were in junior positions, constituted 107 (53%) and employees who were in permanent positions were the majority of the sample 158 (78.2%).

5.2.2 Results of reliability

The Cronbach's Alpha coefficients for the variables showed the reliability results that were very good (Pallant, 2010). The Cronbach Alpha coefficient for ethical leadership was 0, 90% and 0.79 for personality factors. Furthermore, the Cronbach Alpha Coefficient for the dimensions of personality were, (0.54%) for agreeableness, (0.79%) for conscientiousness, neuroticism it was 0.54 also, for openness was 0.65. The Cronbach Alpha Coefficient for extroversion was poor and it was (0.34%). These coefficients are based on the coefficients

by (Yukl, Mahsud, Hassan & Prussia, 2003) which was (0.71%) and the Cronbach Alpha Coefficient by Rothman & Coetzer, (2003) which was (0.80%) in a study conducted by a pharmaceutical company in South Africa.

5.2.3 Correlation Results

To explain the hypothesis which stated that there will be a significant relationship between ethical leader behaviour and personality factors - agreeableness, conscientiousness, neuroticism, openness to experience and extroversion, correlation analysis was used. The results from analysis revealed that there was no significant relationship between agreeableness and ethical leadership. This means that agreeableness does not have an influence on ethical leadership in any way, the implication is that, leaders can be ethical even if they do not have agreeableness as one of their traits. These findings conform with the findings by (Graziano and Eisenberg, 1997) who stated that lack of relations between ethical leadership and agreeableness could be because of the reason that, agreeable leaders are believed to be people who conform with strict rules. However, in their quest to please people or their followers, they might be overly compliant with the rules and make exceptions to the set rules.

There was no relationship between ethical leadership and neuroticism. This might be due to the fact that neurotic people are more attached to stress and insecurity and this has nothing to do with ethical behaviour. One of the important elements of ethical leaders is role modelling and neurotic people are less likely to be role models since they are usually prone to stress, insecure and anxious (Brown and Trevino (2006). Role modelling plays an important part in any organisations for seniors or leaders to transfer knowledge to new staff. This supports the findings by Kalshoven and Den Hartog, (2009) who affirmed that neuroticism had no relationship with ethical leadership. This means that a leader can still be ethical even if he or she does not possess the neuroticism characteristic.

There was also no relationship found from the analysis results, between extroversion and ethical leadership. This means that even though extroverts are social, active individuals and energetic, it does not qualify them to be ethical leaders. This supports the findings by Walumbwa and Schaubroek, (2009) who could not find any relationship between ethical leadership and extroversion. The same results from the analysis also could not find any relationship between ethical leadership and openness. This means that even though openness to experience is a characteristic that is associated with people who generate innovative ideas and act proactively, yet they can possess that characteristic, but fail to

implement those ideas into action. This lack of relationship between ethical leadership and openness is consistent with the findings by Bono and Judge (2004).

However, the results also revealed that there was a positive significant relationship between a factor of personality consciousness and ethical leadership. This means that the higher the consciousness a leader has, the higher the chance of being ethical. The null hypothesis is therefore rejected and concluded that there is a relationship between personality factor consciousness and ethical leadership. Since conscientious people are dependable, dutiful and responsible this is one of the traits which seem to be critical for an ethical leader. These results are consistent with the findings by Kalshoven et al., (2011). Who revealed that though consciousness correlates with ethical leadership it also related to aspect of ethical leadership role clarifications.

On the hypothesis that looked for a relationship between demographic factors of gender, age and work experience and ethical leadership. The results revealed that there is a significant relationship between the demographic factor of work experience and ethical leadership. This means that the higher the work experience the higher the chance of a leader to become ethical. People who worked for a long period of time, their long service may be the reason for them to behave ethically because they are now attached to the organisation, whatever they do would probably be to the interest of the organisation since the organisation is now part of their lives. We, therefore, reject the null hypotheses and conclude that there is a relationship between ethical leadership and work experience.

Furthermore, the analysis results revealed that there was no relationship found between demographic factors of age and gender and ethical leadership. This means that elderly people behave in the same manner as younger people when it comes to ethical leadership. But this finding contradicts with Brown & Trevino (2014) who stated that gender can determine good leaders and, usually, women become more ethical than men. Therefore, being ethical is not influenced by age and gender. We therefore accept the null hypothesis and conclude that there is no relationship between age, gender and ethical leadership.

5.2.4 Analysis of Variance Results

The analysis of hypothesis three which stated that male employees would score higher on ethical leadership than female employees. The analysis of variance results showed that there was no significant difference between male and female employees when considering ethical leadership. This means that male and female employees behave in a similar manner

when it comes to ethical leadership. This implies that both males and females have the same ability to be ethical, regardless of their gender.

Hypothesis four stating that senior employees would score higher on ethical leadership than junior employees. The results showed that there was no significant difference found between senior employees and ethical leadership. This implies that regardless of position, senior employees behave in a similar way with junior employees when it comes to ethical leadership. This is consistent with the study done by Weaver, et al (2005) who stated that senior employees sometimes behave in a way which suits themselves, and thus portray unethical behaviour. This means that being a senior employee does not qualify or guarantee someone to be ethical. Brown, et al. (2013) also revealed the same results. We, therefore, accept the null hypothesis and conclude that there is a significant difference between male and female employees. Furthermore, these findings, contradicted by Michael et al's, (2013) findings, which showed that junior employees are more ethical than high level employees. Implying that, those who are still new in their positions are likely to behave more ethically than those who are used to their working environment. Given the study findings, we therefore accept the null hypothesis and conclude that there is no significant difference between senior and junior employees on ethical leadership.

5.3 Conclusions

The purpose of this study was aimed at investigating the relationship between ethical leadership and personality factors. This study used the quantitative method and tested four hypotheses which were formulated. Data was collected using the questionnaire. Employees from different departments, including senior, junior and management staff of Vhembe District participate in the study by completing the questionnaire. The results of this study revealed that some of the personality factors have relation with the dependent variable ethical leadership. The findings show the positive significant relationship between conscientiousness and ethical leadership. The results from this study shows that conscientiousness is only one factor with significant relationship through ethical leadership. Those other factors show none or negative relationship with ethical leadership, agreeableness shows, neuroticism shows, extroversion shows and lastly openness which reveals that. Furthermore, one of the demographic factors work experience shows a positive significant relationship with ethical leadership. Work experience also shows a strong negative relationship with agreeableness and reveals a relationship with openness.

5.4 Limitations of the study

One of the limitations is that the study was conducted at selected government departments of Vhembe District. Implying that it can be difficult to generalise the findings to other districts than the Vhembe District. The majority of the participants were black people, it is a limitation in the sense that if the sample was composed of both black and white, it is furthermore possible that white people's views would have been useful for the study.

Time was also a limitation in this study, this results in obtaining a smaller sample than expected. The departments were far from each other, so it became difficult for the researcher to move from one department to another during the process of distributing of questionnaires. There are employees who ignored the questionnaire and claimed that completing of the questionnaire is a waste of time and its disturbing their daily routine, it became a limitation since those employees would have given information which could change the study completely.

5.5 Recommendations

The government departments of the Vhembe District should start considering the importance of ethical leadership. From the results, consciousness is regarded as the critical aspect which was related to ethical leadership. This implies that people higher in consciousness, they value the interest of others, which is one of the important thing required in the government departments because they deal directly with people. Considering that service delivery is one of the government responsibilities and it requires people who are ethical.

Based on that, the researcher recommends that employees should be encouraged to take into account the importance of ethical behaviour. When delivering service to the masses, it is of paramount importance for the responsible leaders to create a good and fair environment where people would be served in a satisfactory manner. Since Vhembe District is dominated by Venda speaking people and their own culture, this might have contributed to the obtained results and if similar study is conducted with other people with different culture, the results may differ. Therefore, the researcher recommends that similar study be conducted in other districts or provinces so as to compare the findings. The researcher also recommends that other variable such as emotional intelligence can be added to this kind of study.

5.6 Chapter Summary

The study was aimed at examining the relationship between ethical leadership and personality factors (agreeableness, consciousness, neuroticism, extroversion and openness to experience). Demographic statistics of age, gender, marital status, language, position qualifications and work experience were all outline here. Furthermore, this chapter also discussed the correlation as well as the analysis of variance.

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ANNEXURE A: INFORMED CONSENT



SCHOOL OF MANAGEMENT SCIENCES

DEPARTMENT OF HUMAN RESOURCE MANAGEMENT AND LABOUR RELATIONS INFORMATION SHEET AND INFORMED CONSENT FORM

My name is **Nevhutanda Tshilidzi**, a student at the University of Venda registered for Master's Degree in Human Resource Management (MCOM). I am carrying out research on: Relationship between personality factors and ethical leadership behaviour. I kindly request for your participation in this research by expressing your views on the topic. The purpose of this study is to understand the relationship between personality factors and ethical leader behaviour on employees of selected government departments of Vhembe District. This will help the human resources management of different organisations to consider ethical leadership behaviour on their leaders.

Your participation is voluntary, and you will be asked to respond to questions related to the research topic. You are also reminded that should you feel that questions are not proper, you can choose not to answer, and you have the right to withdraw from the study even after you have started completing the questionnaire. The questionnaire will take about 10-15 minutes to complete. The questions do not require you to provide your details such as your name and contact details. Thus, your confidentiality will be protected, and the information provided will not be shared with third parties without your consent. Therefore, you are kindly asked to give your honest opinion so as to assist your organisations to identify those personality factors which works hand in hand with ethical leader behaviour.

INFORMED CONSENT FORM

In terms of the ethical requirements of the University of Venda, you are invited to complete this form as an indication of your permission to voluntarily participate in this study

I _____ hereby confirm that I have been fully informed about the purpose, procedures, and activities of the study. The rights and risks of learners' participation have also been fully explained to me. I was given full opportunity to ask any

questions and I understand that participants can withdraw from the study at any stage and time, without giving any reasons.

I therefore hereby freely **Give/Do not give** my consent to voluntarily take part in the study as outlined (**Delete the inapplicable**).

Signature: _____ **Date:** _____

Researcher signature: _____ **Date:** _____

ANNECXTURE B: LETTER TO CONDUCT STUDY

P. O Box 274

Tshidimbini

0972

21 June 2017

Vhembe District Municipality

Private Bag X5006

Thohoyandou

0972

Dear Sir/ Madam

Request to conduct a study in Vhembe District Municipality

I, Tshilidzi Nevhutanda, a student at the University of Venda studying Master's degree under the school of management sciences under the topic titled "The Relationship between Personality Factors and Ethical Leadership Behaviour in selected Government Departments of Vhembe District.

The researcher plead to conduct this study in some of the organisations in Vhembe District. All the participants are assured for confidentiality in their information and no other project except this research which the information is going to be used for, the information required is for educational purposes and this study only.

The consideration of my request will be highly appreciated.

Ms Nevhutanda TI



26 February, 2018

To whom it may concern,

This is to confirm that I did proofread and edit TSHILIDZI IDAH NEVHUTANDA's dissertation for a Master's research study whose title is: ***THE RELATIONSHIP BETWEEN PERSONALITY FACTORS AND ETHICAL BEHAVIOUR: A CASE STUDY OF VHEMBE DISTRICT.***

Her work was a bit complicated English-wise, particularly the main document. However, errors attended to included but were not limited to concordance, sentence construction, several repetitions, as well as discourse markers. Now, her work reads fairly well.

Should you require any clarification, my contact details follow below:

Cell: 0784803023 or 0607589535

Ngwenya Christopher (PhD).

RESEARCH AND INNOVATION
OFFICE OF THE DIRECTOR

NAME OF RESEARCHER/INVESTIGATOR:
Ms T Nevhutanda

Student No:
9413488

PROJECT TITLE: **The relationship between
personality factors and ethical leader
behaviour: A case study of Vhembe District.**

PROJECT NO: SMS/17/HRM/04/0411

SUPERVISORS/ CO-RESEARCHERS/ CO-INVESTIGATORS

NAME	INSTITUTION & DEPARTMENT	ROLE
Prof SS Babalola	University of Venda	Supervisor
Dr TS Setati	University of Venda	Co- Supervisor
Ms T Nevhutanda	University of Venda	Investigator – Student

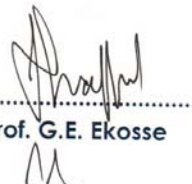
ISSUED BY:
UNIVERSITY OF VENDA, RESEARCH ETHICS COMMITTEE

Date Considered: November 2017

Decision by Ethical Clearance Committee Granted

Signature of Chairperson of the Committee:

Name of the Chairperson of the Committee: Senior Prof. G.E. Ekosse



University of Venda

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ANNEXURE F: QUESTIONNAIRE

Questionnaires

Section A: Demographic profile

1. How old are you? _____
2. How many years have you worked in this department _____
3. Are you a permanent worker or in an internship? Permanent worker____; Contract_____; Internship _____
4. What is your marital status? _____
5. What is the name of the department you worked for? _____
6. What is your home language? _____
7. What is the highest educational level you have attained _____

Section B:

Personality factors questionnaire

Strongly disagree (1); Disagree a little (2), Neither agree or disagree (3); Agree a little (4); Strongly agree (5).

	Statements: I see myself as someone who.....	1	2	3	4	5
1	Is talkative					
2	Tends to find fault with others					
3	Does a thorough job					
4	Is depressed					
5	Is original, comes up with new ideas					
6	Is reserved					
7	Is helpful and unselfish with others					
8	Can be somewhat careless					
9	Is relaxed, handles stress well					
10	Is curious about many different things					
11	Is full of energy					
12	Starts quarrels with others					
13	Is a reliable worker					
14	Can be tense					
15	Is ingenious, deep thinker					
16	Generate a lot of enthusiasm					
17	Has a forgiving nature					
18	Tends to be disorganised					

19	Worries a lot					
20	Has an active imagination					
21	Tends to be quite					
22	Is generally trusting					
23	Tends to be lazy					
24	Is emotionally stable not easily upset					
25	Is inventive					
26	Has an assertive personality					
27	Can be cold and aloof					
28	Perseveres until the task is finished					
29	Can be moody					
30	Values artistic, aesthetic experiences					
31	Is sometimes shy, inhibited					
32	Is considerate and kind to almost everyone					
33	Does things efficiently					
34	Remains calm in tense situation					
35	Prefers work that is routine					
36	Is outgoing, sociable					
37	Is sometimes rude to answer					
38	Makes plans and follows through with them					
39	Gets nervous easily					
40	Likes to reflect, play with others					
41	Has few artistic interest					
42	Likes to cooperate with others					
43	Is easily distracted					
44	Is sophisticated in art, music, or literature					

Section C

Ethical leadership questionnaire

	Statements: My supervisor:	1	2	3	4	5
1	Shows a strong concern for ethical and moral values					
2	Communicates clear ethical standards for members					
3	Sets an example of ethical behaviour in his/her decisions and actions					
4	Is honest and can be trusted to tell the truth					

5	Keeps his/her actions consistent with his/her stated values (“walks the talk”).					
6	Is fair and unbiased when assigning tasks to members					
7	Can be trusted to carry out promises and commitments					
8	Insists on doing what is fair and ethical even when it is not easy					
9	Acknowledges mistakes and takes responsibility for them					
10	Regards honesty and integrity as important personal values					
11	Sets an example of dedication and self-sacrifice for the organization					
12	Opposes the use of unethical practices to increase performance					
13	Is fair and objective when evaluating member performance and providing rewards					
14	Puts the needs of others above his/her own self-interest					
15	Holds members accountable for using ethical practices in their work					