

LEADERSHIP BEHAVIORS AND
THEIR RELATIONSHIPS WITH ORGANIZATIONAL SITUATIONS
AT UNIVERSITAS TERBUKA
(THE INDONESIAN OPEN LEARNING UNIVERSITY)

by

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ABSTRACT

An effective leader is an enormously important factor in an organization. This is true because, when a leader exercises appropriate behaviors in a given organizational situation, the consequences will usually be an increase in staff satisfaction (Hoy & Miskel, 1991; Fleishman, 1973). Such feelings of satisfaction will contribute to staff productivity and commitment to the organization and will influence organizational goals (White & Bednar, 1991).

Universitas Terbuka (UT), a distance education institution in Indonesia, is a relatively new, large, and bureaucratic organization. It has been suggested that role ambiguity and role conflict may exist in an organization with such characteristics (Naylor, Pritchard, and Ilgen, 1980). According to Naylor et al. (1980), high levels of role ambiguity and role conflict are indicators of an organizational situation which is associated with low levels of staff satisfaction. Effective leadership behaviors at UT, therefore, must include those behaviors of leaders which allow subordinates to respond effectively to the levels of role ambiguity and role conflict at UT. The consequences of the leaders' effective responses may lead to increases in staff satisfaction.

Universitas Terbuka is charged with the formidable mission of overcoming the current educational problems in Indonesia. Given this considerable task, UT leadership must make every effort to increase staff satisfaction. They must be cognizant of those behaviors which have been found to be most likely to contribute to staff satisfaction. Staff satisfaction is necessary for UT to accomplish its mission for educating the Indonesian population.

The purpose of this study, therefore, was to investigate the most appropriate leadership behaviors at UT. Several research questions guided this investigation. In addressing these questions, a number of standardized English language questionnaires were employed. Several steps were taken in the process of translating the questionnaires into the Indonesian language. The results of the translation process indicated that the Indonesian language instruments were comparable to the English language instruments. There were 294 staff who responded to the questionnaires which were distributed to 400 UT staff at central and regional offices. Statistical analyses included descriptive, chi-squares, one-way analysis of variance, correlations, analysis of covariance, and t-tests.

The results indicated that 37.3 % of the staff perceived that their leaders show low initiation and low consideration, 12.9 % of the staff perceived that their leaders show low initiation and high consideration, 15.6 %

of the staff perceived that their leaders show high initiation and low consideration, and 34.2 % of the staff perceived that their leaders show high initiation and high consideration. According to the respondents, it seemed that the majority of leaders at UT show either low initiation and low consideration behaviors, or high initiation and high consideration behaviors. However, there is no dominant type of leadership behavior at UT.

The main results suggested that high initiation and high consideration leadership behaviors were the most appropriate leadership behavior for UT as this type of leadership behavior was related to high levels of work satisfaction and leadership satisfaction. In addition, high initiation and high consideration behaviors were associated with high levels of work satisfaction and leadership satisfaction which were effected by role ambiguity. High initiation and high consideration behaviors were associated with high levels of work satisfaction and leadership satisfaction which were effected by role conflict.

Additional results indicated that administrative staff and academic staff had similar levels of role ambiguity, role conflict, work satisfaction, and leadership satisfaction. In addition, regional office staff had similar levels of role ambiguity, role conflict, and leadership satisfaction to central office staff.

Interestingly, regional office staff had higher levels of work satisfaction than did central office staff.

The results found in this study are discussed in terms of the implications of appropriate leadership behaviors in certain situations in an organization such as UT. Recommendations included leadership training both for present leaders and for those who aspire to leadership positions. Such training might assist UT in accomplishing its goals of providing better education to the Indonesian population. A replication study and a longitudinal study are recommended for further research.

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CHAPTER I
INTRODUCTION

Background

An effective leader is an enormously important factor in an organization. This is true because, when a leader exercises appropriate behaviors in a given organizational situation, the consequences will often be an increase in staff satisfaction (Hoy & Miskel, 1991; Fleishman, 1973). Such feelings of satisfaction will typically contribute to staff productivity and commitment to the organization and, therefore, will influence organizational goals (White & Bednar, 1991).

Success and failure in reaching organizational goals are dependent upon the behaviors of the leaders. Leaders are responsible for activities in the organization, such as developing a coalition among the people, organizing the process and deciding on the techniques used in the process, and providing directions for accomplishing the organizational purposes. Thus, leaders both influence people to accomplish certain tasks to realize organizational goals and synchronize both organizational and individual demands.

Each organization has its own purposes in addition to the individual purpose of each person who works in the organization. Hodgkinson (1983) suggests that leaders deal with an essential dilemma, in that the leader must resolve

the continuous tension between the human concerns of individual organization members and the overriding organizational purposes. Leaders have to be able to provide necessary direction so that both kinds of purposes can be achieved. If personal purposes or concerns are achieved, this will influence organizational goals, and the chance success will be enhanced.

Argyris (1964) states that conflict might appear in any organization since organizational characteristics are different from individual characteristics. On the one hand, the individual is seeking freedom and appropriateness; on the other hand, the organization is seeking to maintain its bureaucratic structure. The organization creates the dependence of the individual on the organization both by defining individual task limitations and by monitoring the individuals in the organization (Arief, 1986). These differences may create frustration in the individuals, a frustration which results from the fact that organizational purpose is not always in accordance with individual purpose.

Given the ever present possibility of conflicts of interest between the purposes and goals of the individuals and those of the organization, such as the university, the role of the leader can be seen to be vital to the resolution of these differences by presenting appropriate behavior in such situations. An organization's leaders are a major determinant of its success or failure (Katz & Kahn, 1978).

**Universitas Terbuka
(The Indonesian Open Learning University)**

Universitas Terbuka (UT) was established in 1984 to address the problems caused by the increasing number of high school graduates and the inadequate number of conventional universities. Although it is a new organization, several characteristics have caused UT to become a big organization. These characteristics include the large numbers of students, staff, departments, and other related institutions. The characteristics of UT are different from those of conventional universities in that UT is a state university which deals with nearly 300,000 students who are learning at a distance in all parts of Indonesia (Universitas Terbuka, 1994). There are about 1500 UT staff, fifty percent of whom are located in the regional offices and fifty percent who are located in the central office (Universitas Terbuka, 1994).

As a distance education university, UT has several unique characteristics as suggested by Holmberg (1989). First, it includes both academic and administrative staff. Academic staff have, as their main responsibilities, educational administration and teaching, research, public service, and student guidance (Indonesian Ministry of Education and Culture, 1984). Administrative staff have, as their main responsibilities, the administration of UT, technical service and students' administration. Second, UT seeks cooperation with conventional universities and other

institutions. These universities or institutions provide experts who serve as administrators at UT, and, on arrangement, provide experts who assist with course development, distribution of course materials to students, and other services. In addition, as UT must provide distance education for all of Indonesia, there is one central office and thirty-two regional offices located throughout the archipelago. Regional office staff have the main responsibility of providing service directly to the students.

During the early phase of its establishment, UT paid the greatest attention to: dealing with the new distance education system; training and motivating new and junior staff for their new tasks; and dealing with government regulations which were initially inappropriate for distance education staff. Given that UT has an important commitment to educating the Indonesian population, leaders and staff at UT must have congruency of purpose and must be able to work together in accomplishing its main goal.

Faced with the different characteristics of staff members and with new tasks, leaders at UT had, and continue to have, the important job of providing extra guidance and support to their staff. The leaders at UT must be able to reduce staff anxiety about their work. Leaders should be able to motivate staff to carry out their work in order to achieve their individual goals, and at the same time, the

organizational goals. Bolman and Deal (1991) state that a good fit between staff and organization benefits both; staff find meaningful and satisfying work, and organizations get the human talent and energy that they need.

As each person has his or her personal goals, in addition to the organizational goals, leaders, in providing guidance, activating and motivating people in the organization to do activities, must have certain behaviors that will be accepted by the people who work for the organization (Bolman & Deal, 1991). Acceptable leadership behaviors will influence people in the organization, willingly or unwillingly, in conducting their activities to achieve organizational goals (Blake & Mouton, 1985; Yukl, 1981). Hence, appropriate leadership behaviors are required by the organization in order to attain organizational success.

A number of scholars have stated that leaders must perform important functions such as encouraging and maintaining a high level of staff task motivation and willingness to implement decisions (Wexley & Yukl, 1975); creating high levels of involvement and shared commitment that stimulate staff to overcome obstacles in achieving maximum results, both for the individual and for the organization (Blake & Mouton, 1985); and insuring that staff receive essential information and instruction both to manage conflict among staff and to maintain group cohesiveness.

It can be suggested that leaders have important functions in organizations in that they should be able to reduce the gap between organizational and individual goals. If this is done, the result will be an effective organization and a satisfied staff. Leadership behavior is a significant factor in organizational success or failure since it contributes to staff satisfaction (Bass, 1981).

Several organizational factors, such as role ambiguity, role conflict, staff satisfaction with work, and staff satisfaction with their leaders, have received attention from researchers attempting to investigate effective leadership behaviors (Donnelly, Dubinsky, & Skinner, 1985; House, 1971). Role ambiguity is the degree of uncertainty associated with the particular worker's task (Hellriegel & Slocum, 1974); role conflict arises both when staff hold role expectations from more than one source and when they cannot mutually satisfy all expectations. Both role conflict and role ambiguity are associated with staff dissatisfaction (Kahn & Katz, 1978). Staff satisfaction is one of the organizational outcomes which might have an effect on the future behavior and performance of staff in accomplishing organizational goals. Thus, it can be said that leaders' behaviors have an effect on staff satisfaction since leaders are able to lessen staff ambiguity and conflict about their tasks. In other words, an effective leadership behavior is a leadership behavior in a particular

situation which is associated with low levels of role ambiguity and role conflict and with high levels of staff satisfaction.

As UT is considered to be a new educational organization with new tasks for staff, involving several institutions and departments throughout Indonesia, it might be expected that role ambiguity and role conflict would occur. The role of leaders at UT is important, especially regarding their flexibility in dealing with UT situations. Leaders at UT must have appropriate behaviors which fit with both the situation and the characteristics of Universitas Terbuka, which is a young and dynamic organization.

Statement of The Problems

Because of its distance education delivery system, UT is considered to be an organization with characteristics different from those of conventional universities. In addition, UT can be considered to be a large bureaucratic organization, involving several other institutions. These characteristics might continue to be unfamiliar to UT staff, and they might also influence the staff in conducting their duties. Thus, role ambiguity and role conflict might also continue to exist at UT. Role ambiguity and role conflict are most closely related to staff satisfaction (Katz & Kahn, 1978). However, Sapriati's study (1992) indicated that junior academic staff at UT were satisfied with their

supervision (referred to as "leaders" in the present study) and work. This satisfaction might indicate that the leadership behavior at UT is appropriate for its situation and characteristics. It is not clear, however, which specific factors may have contributed to this satisfaction.

Many factors may contribute to leadership satisfaction and work satisfaction, such as organizational characteristics and leadership behaviors (Hoy & Miskel, 1991; Fleishman, 1973). Investigating the relationships among these complex variables, however, has not been undertaken at UT. Therefore, it was considered worthwhile to conduct a study to determine the appropriate leadership behavior for UT by investigating the relationship between several factors which might exist at UT, such as role ambiguity, role conflict, work satisfaction, and leadership satisfaction.

Based on two basic leadership behaviors, initiation and consideration behaviors (Bass, 1981), four types of leadership behaviors have been determined. These are low initiation-low consideration, high initiation-low consideration, low initiation-high consideration, and high initiation-high consideration leadership behaviors (Blake & Mouton, 1985; Fleishman, 1973). A number of studies were conducted to determine the most effective leadership behaviors in different organizations (Larson, Hunt, and Osborn, 1976; Donnelly et al. 1985; Nystrom, 1978; House,

1971) with different results. Interestingly, there has never been any study conducted in a different organizational setting, such as a distance education organization. Certain leadership behaviors might influence staff and might be appropriate in certain organizations (Hoy & Miskel, 1991). Therefore, it might be valuable to determine the effective leadership behavior for the characteristics of UT such as, role ambiguity, role conflict, work satisfaction, and leadership satisfaction.

In summary, in order to investigate appropriate leadership behavior at UT, it might be useful to investigate the relationship between leadership behavior and staff satisfaction with both their work and their leaders. In other words, the focus was to examine whether or not staff under different types of leadership behaviors experience different levels of satisfaction. Furthermore, the characteristics of UT may encourage role ambiguity and role conflict, and, thus, an investigation of relationships between role ambiguity and staff satisfaction may be beneficial as well. Finally, since role ambiguity and role conflict may be associated with staff satisfaction (House, 1971), investigating the effect of role ambiguity and role conflict on the staff satisfaction across the four types of leadership behavior was also considered be worthwhile. Thus, determining the most effective type of leadership behavior at UT might be beneficial since leadership plays an

important role in supporting staff satisfaction which, in turn, influences organizational success.

Purposes of The Study

The primary purpose of this study was to examine the leadership behavior at UT. This study may provide potentially useful information for present leaders and, as well, for both staff for understanding and preparing to become appropriate leaders themselves.

In detail, this study has the following purposes :

1. To identify the distribution of staff perception on the four types of leadership behaviors (low initiation-low consideration, high initiation-low consideration, low initiation-high consideration, and high initiation-high consideration);
2. To investigate whether or not there are any differences in staff satisfaction with their work and their leaders across the four types of leadership behaviors;
3. To investigate whether or not there are relationships between role ambiguity, role conflict, work satisfaction and leadership satisfaction;
4. To investigate whether or not differences in work satisfaction and leadership satisfaction of staff across the four types of leadership behaviors are affected by differences in role ambiguity;

5. To investigate whether or not differences in work satisfaction and leadership satisfaction of staff across the four types of leadership behaviors are affected by differences in role conflict;
6. To explore what types of leadership behavior are effective at UT;
7. To determine the relationships between the main variables of role ambiguity, role conflict, work satisfaction, and leadership satisfaction and contextual variables of age education, experience, and level of promotion;
8. To determine whether or not there are any differences in role ambiguity, role conflict, work satisfaction, and leadership satisfaction between administrative staff and academic staff; and between regional office staff and central office staff.

CHAPTER II

LITERATURE REVIEW

Overview

This section contains the literature review of this study including such issues as leadership, leadership behavior, role in an organization, and job satisfaction; it also describes several findings from previous studies which are related to the present study.

Leadership

There are almost as many definitions of leadership as there are persons who have attempted to define the concept (Bass, 1981). Yukl (1981) adds that the term 'leadership' means different things to different people. Researchers usually define leadership according to their individual perspective and typically focus on the aspect of the phenomenon of most interest to them. Leadership has been defined (Bass, 1981; Yukl, 1981) in terms of individual traits, behavior, influence over other people, interaction patterns, role relationships, occupation of an administrative position, and perception of others regarding legitimacy of influence. In addition, Arief (1986) suggests that leadership is an ability to influence persons to focus on a certain activity in order to reach the goals that have been decided on together.

Effective leaders are those who are able and successful in fulfilling their roles as leaders. Arief (1986) states that leaders' effectiveness can be measured from their input, such as the increase in organizational productivity, in working productivity of staff, in service, and in staff satisfaction. Both external and internal factors influence successful leadership. External factors include: political, economic, social, and cultural factors. Internal factors involve the staff, kinds of duties, leadership characteristics and leadership behavior (Arief, 1986).

Yukl (1981) proposes that, as with conceptions of leadership, conceptions of leadership effectiveness differ from writer to writer. One major distinction between definitions of leadership effectiveness is the type of consequence or outcome selected to be the effectiveness criterion. These outcomes include such diverse things as group performance, attainment of group goals, group survival, group growth, group preparedness, group capacity to deal with crises, subordinate satisfaction with the leader, subordinate commitment to group goals, the psychological well-being and development of group members, and the leader's retention of his position in the group.

It can be seen that the most commonly used measure of leader effectiveness is the extent to which the leader's group or organization performs its tasks successfully and attains its goals. Different organizations might reflect

different effective leadership behaviors, depending on the main purpose and interest of each organization. Several factors can be used as measurements of effective leadership behavior, depending on the characteristics possessed by an organization. Bolman and Deal (1991) suggested that, in the case where an organization does not have an appropriate fit with staff, staff might stay on the job but withdraw psychologically, becoming indifferent, passive, and apathetic. However, if staff encounter effective leaders who are able to recognize the situation of the staff, the negative effect will be reduced, and staff will experience increased satisfaction.

Presently, the contingency theory of leadership receives greater attention from scholars than do other theories of leadership (Hoy & Miskel, 1991). Different organizations have different characteristics or situations which required certain leadership behavior. This theory posits that the best leaders are the ones who are adaptive, who can change their style depending upon the situation, the group, and their personal values (Hellriegel & Slocum, 1974). Yukl (1981) proposes that this approach attempts to predict which types of leaders will be effective in different types of situations.

It can be summarized that contingency theory (or the situational model) posits that it is not a matter of which

'style' is the best, but what is the most effective style in a **given** situation in a **specific** organization.

Leadership Behaviors

According to Reber (1985), behavior is a generic term covering acts, activities, responses, reactions, movements, processes, and operations; in short, any measurable responses of an organism are behaviors. Thus, leadership behavior can be defined as the behavior of those in the position of leader. Moreover, leadership behavior can be defined as the specific acts or behaviors displayed by the leader which influence the group in such a way as to lead to effective group functioning.

Naylor et al. (1980) propose that leaders as individuals receive inputs from their environment which may influence their behaviors. These inputs are affected by individual differences, are subject to extensive cognitive processing, and lead to the choice of some set of acts. These acts form perceived products, which in turn are measured both by the leaders themselves and by others to form products, which, with the evaluations of the products, function as inputs to the leaders' decision process.

Leaders vary in how they deal, act, or behave with their staff. A great many different concepts of behavior have been used to describe the ways in which the leaders vary. However, there are two basic types of leadership

behaviors, work-related behavior and person-related behavior (Bass, 1981). These dimensions of leadership behavior are labeled '**initiation structure**' and '**consideration**'.

Initiation and consideration are used to represent two completely separate and distinct dimensions. Thus, for example, leaders do not have to be considered either employee oriented or task oriented (White & Bednar, 1991). Depending on how they are measured, initiation and consideration refer to how decisions are made and to the structuring of tasks and goals and role relationship (Bass, 1981).

Theorists fall into three groups according to their views on leadership behavior; the first group are adherents of the leader- or task-focused approach; the second group are theorists who support a follower focus; and the third group are those who are likely to argue that it all depends on the environment, the organization, the task, and both the particular leader and particular followers involved (Bass, 1981). The last group represents the theoretical basis of this study.

Initiation Leadership Behavior

Bass (1981) explains that the initiation factor of leadership refers to the extent to which a leader initiates activity in the group, organizes it, and defines the way work is to be done. The initiation of structure includes such behavior as insisting or maintaining standards and

meeting deadlines, deciding in detail what will be done, and how it should be done. Particularly relevant activities are the defining and structuring the leader's own role and the roles of the subordinates who are working toward goal attainment.

Stated differently, initiating structure refers to the extent to which a leader is likely to define and structure a subordinates' job. A person high in initiating structure is oriented to scheduling work, assigning people to tasks, and determining performance scales (White & Bednar, 1991).

Consideration Leadership Behavior

Bass (1981) suggests that the consideration factor is the extent to which a leader exhibits concern for the welfare of the other members of the group. The leader expresses appreciation for good work, stresses the importance of job satisfaction, maintains and strengthens the self-esteem of subordinates by treating them as equals, makes special efforts to make subordinates feel at ease, is easy to approach, puts subordinates' suggestions into operation, and obtains approval of subordinates on important matters before going ahead.

In addition, Bass (1981) suggests that considerate leaders seem to be associated with subordinate satisfaction with supervisors. Subordinates are also likely to have fewer absences, and they are also less likely to quit. The considerate person deals primarily with psychological

supportiveness and demonstrates concern for group-member needs. A leader high in consideration is likely to place importance on such things as friendship, mutual trust, respect for employee ideas, and concern for the feelings of others.

Combination of Initiation and Consideration Leadership Behaviors

The two dimensions of leadership behavior, initiation and consideration, are independent (Fleishman & Harris, 1962; Fleishman, 1973). Milkovich, Glueck, Barth, and McShane (1988) strongly support the view --- and most researchers agree --- that no single leadership behavior is universally associated with effectiveness. Leaders, therefore, might possess a combination of both behaviors, initiation and consideration at various levels. These combinations of initiation and consideration lead to four types of leadership behavior: High initiation and High consideration (HI-HC); High initiation and Low consideration (HI-LC); Low initiation and High consideration (LI-HC); and Low initiation and Low consideration (LI-LC).

Low initiation-low consideration, or passive leadership (Blake & Mouton, 1985), is characterized by a lack of both structure and consideration. An incompatibility exists between organizational demands and worker needs. Because concern is low for both task and people, this style is conspicuous for its lack of leadership initiatives. The

leader's approach is to assign individuals jobs and then to leave them alone. Leaders with this style are likely to encourage subordinates to act on their own initiative and satisfy their own needs. This style is patently passive.

Low initiation-high consideration, or considerate leadership, is characterized by low concern for structure and a high emphasis on consideration (Blake & Mouton, 1985). Interpersonal relationships are the main emphasis. The needs and feelings of individuals are of overriding importance to the leader. Task requirements are clearly subordinate to the need dispositions of individuals. The leader is friendly and supportive in interactions with subordinates. Communications tend to be informal and focus on social and personal topics rather than on task-related matters. Conflict is avoided, but when it does erupt, it is smoothed over. The leaders are primarily concerned with winning friends and with being supportive.

High initiation-low consideration, or structured leadership, is starkly task-oriented: high concern for structure and control is linked with limited individual consideration. Performance is the main concern, and performance is planned and carefully monitored. Quotas and deadlines are commonly used to motivate subordinates. Communication is usually formal, one-way, and downward. Rules and regulations are enforced in the pursuit of assigned tasks. Leaders engage in a program of close

supervision and tight control, focusing on high standards of performance and uniform procedures; production emphasis is dominant (Blake & Mouton, 1985).

High initiation-high consideration, or dynamic leadership, is characterized by a high emphasis on both structure and consideration. This leader assumes no inherent compatibility between organizational requirements and individual needs. Blake and Mouton (1985) indicated that this type of leader promotes conditions that integrate tasks with individual needs. Communication tends to be open and two-way. The leaders successfully use both structure and consideration in developing an atmosphere of mutual trust and teamwork. Participation, involvement, and group decision making are basic ingredients in the development of climate. In summary, this style is one of high activity and participation.

As Universitas Terbuka (UT) is a different kind of organization with particular characteristics, and as contingency theory states that a particular leadership behavior will fit into certain situations with specific characteristics (Hoy & Miskel, 1991), a unique combination between initiation and consideration leadership behaviors may exist at UT.

Roles in Organization

Organizations require stable patterns of interdependent behavior from the individuals who populate them. These patterns of behavior often are described by a set of concepts called 'roles' (Naylor et al., 1980). Kahn, Wolfe, Quinn, Snoek (1964) stated that a role is a set of behaviors normally associated with a particular organizational or other societal position. In order to determine the roles in an organization, there are two terms used: role behavior and relevance. Role behavior involves the individual committing the basic resources of time and effort to the 'doing' of something in an organization. Relevance is defined in terms of the evaluation process of products. Evaluation process itself is defined as a judgement of some products on a goodness-badness continuum.

To fulfil their roles in the organization, individuals must possess the necessary skills to perform the acts needed to produce the products of the role, and they must want to perform in line with the role demands. Dissimilarity and similarity in fitting their role to the role demands results in role ambiguity and role conflict.

Role Ambiguity

Role ambiguity is the degree of uncertainty associated with the particular worker's task. It has two dimensions: (a) the predictability of goals related to task achievement; and (b) the existence of rules and regulations to serve as a

guide and criterion that behavior is appropriate (Hellriegel & Slocum, 1974). Role ambiguity simply means uncertainty about what the occupant of a particular office is supposed to do and how he or she is to perform (Katz & Kahn, 1978). This includes uncertainty about other aspects of a role, including the membership of the role-set, the ends to be served by role enactment, and the evaluation of present role behavior.

Similarly, role ambiguity refers to the fact that the persons holding a given role are uncertain about the products to produce in that role (Naylor et al., 1980). This uncertainty leads to two undesirable states. First, it decreases the probability that individuals will fulfill the role by acting appropriately. Second, individuals often experience tension or stress to the extent that they are acutely aware of their uncertainty about what is to be done.

White and Bednar (1991) propose two sources of ambiguity based on the focus of the individual's feelings of uncertainty. Firstly, the ambiguity results from a lack of information concerning the proper definition of the job, its goals and the permissible means for implementing them. Secondly, there is ambiguity about the socio-emotional aspects of one's role performance; this manifest itself in a person's concern about his or her standing in the eyes of others and about the consequences of his or her actions for the attainment of personal goals. Both kinds of ambiguity

are associated with increased tension and reduced trust in associates. Task ambiguity tends to create dissatisfaction with the job and feelings of futility, and, ambiguity about one's evaluation by others appears to undermine both the individual's relations with them and his or her self-confidence.

Role ambiguity becomes particularly distressing when it takes place over a prolonged period of time (White & Bednar, 1991). In general, role ambiguity is highest among new organizational members who have had little or no experience in the role or in similar roles in other organizations (Hall, 1976). With experience, the ambiguity decreases. The new organizational members have more opportunities to learn product-to-evaluation contingencies. Katz and Kahn (1978) state that role ambiguity also leads to some side effects such as low job satisfaction, high tension, low self-confidence and a sense of futility which reduce the effectiveness of performance. Katz and Kahn (1978) report both that ambiguity of role expectations is related to turnover in a variety of jobs and that the accomplishment of new or novel tasks is reduced when instructions are unclear.

It can be summarized that role ambiguity has been found to be closely associated with stress, tension, low job satisfaction, and low performance. Most findings indicate that ambiguity makes it difficult for the individual to identify personal production goals, and furthermore, to

formulate probabilities concerning expectations that personal behavior will result in achieving goals.

To reduce role ambiguity, the organization must communicate the product-to-evaluation contingencies to focal persons (staff) by telling the role incumbents the way the organization values certain products they have or have not produced (Naylor et al., 1980). In this sense, leaders in an organization play an important role.

Role Conflict

Naylor et al. (1980) state that role conflict arises both when individuals hold role expectations from more than one source and when they cannot mutually satisfy all expectations. The role conflict phenomenon has generated a considerable degree of interest because of its pervasiveness and the importance of its consequences both to individuals and to organizations. Clearly stated, a potential for role conflict exists when individuals perceive that they have incompatible product-to-evaluation contingencies. The incompatible product-to-evaluation contingencies are due to conflicting demands from two or more role senders who send different role expectations to the focal persons or staff.

In addition, Katz and Kahn (1978) define role conflict as the simultaneous occurrence of two or more role expectations such that compliance with one would make compliance with the other more difficult. Conflict is highest when the competing products are both highly valued

and about equal in value. It is lowest when the chosen product clearly is perceived as superior to the other or when none of the competing products is valued by the focal person or staff.

Moreover, Katz and Kahn (1978) propose that role conflict is typically visualized as a disagreement between two or more role-senders, but two or more expectations on the part of the same role-sender may be in conflict. Role conflict, therefore, can occur between expectations of the role-set and those of the focal persons themselves.

McGrath (1976) states that role conflict exists because of the time constraints or limitations faced by the focal persons. This form of conflict often is called role overload. Usually, focal persons must produce given products within a limited time frame, and all products demanded by role senders cannot be accomplished within that time frame.

Important, affective, emotional, behavioral, as well as physiological responses have been found to result from role conflict. Without exception, role conflict has been found to be dissatisfying. This negative affective state often leads to or is a part of the experience of stress. Further undesirable behaviors which result from role conflict are turnover, poor performance, and lack of ability to cope with demands (Naylor et al., 1980).

Role conflict is generally found to be associated with dissatisfaction with one or more job facets (Naylor et al., 1980; Katz & Kahn, 1978). In addition Katz and Kahn (1978) report that, in their nationwide study of male wage and salary workers, 39 percent of the sample were bothered by their inability to satisfy the conflicting demands of their various role senders (their supervisors). The hierarchical and depersonalized nature of a large scale organization is a reflection of this conflict.

Role Ambiguity and Role Conflict in Organization

Local instances of conflict or ambiguity often reflect the failure to solve problems inherent in the functioning of any large scale organization (Naylor et al., 1980). A large-scale organization manages its complexity by creating specialization, or differentiation into a number of subsystems, thus multiplying problems of liaison and coordination. Each system tends to take on unique characteristics which create special problems for the individual who is required, whether by assignment or force of circumstance, to interact across the boundaries that separate these subsystems from each other and from agencies outside the organization.

Changing conditions in the environment introduce problems of conflict and ambiguity at many level of organization (Naylor et al., 1980). Each change in the environment creates a demand on the organization to change

appropriately in response. The problems of innovation appear large in organizations because of the magnitude and rapidity of technological changes in the organizational environment.

Role conflict and role ambiguity also may exist when there is dysfunction between staff and organization (Rizzo, House, & Lirtzman, 1970). These conditions might appear in a situation when instructions from leaders are unclear or there is a lack of information necessary for employees to do their tasks, causing staff stress or anxiety. Staff become dissatisfied with their roles, thus performing less effectively and, thereby, decreasing organizational effectiveness.

It can be summarized that, based on the results of the study by Rizzo et al. (1970), role ambiguity and role conflict have a negative relationship with staff satisfaction; given the robust data, high role ambiguity and role conflict will typically lead to lower staff satisfaction. As staff satisfaction is one of factors in achieving organizational purposes, leaders have to be able to reduce staff ambiguity and conflict. This, in turn, will consistently result in increased staff satisfaction.

Job Satisfaction

Job satisfaction is one of the goals of any organization. This is a pleasurable or positive emotional

state resulting from the appraisal of one's job or experience (White & Bednar, 1991; Hoy & Miskel, 1991; Locke, 1976). In other words, job satisfaction basically refers to how much employees like their jobs; put simply, it is the attitude of a single individual towards her or his job situation.

From an individual's perspective, job satisfaction is an important outcome of job behavior. It is a significant component of the overall quality of work life that an employee experiences, and it influences individual motivation, behavior, and other attitudes and beliefs. From an organizational perspective, job satisfaction is of interest because it affects work outcomes such as absenteeism, turnover, grievances, accident rates, physical and mental health, training readiness, and performance (White & Bednar, 1991). These work outcomes determine organizational failure or success.

There are five dimensions of job satisfaction (Smith, Kendall, & Hullin, 1969), including work itself, pay, promotional opportunity, supervision, and co-workers. In the present study, the focus is on work satisfaction and supervision satisfaction (referred to as 'leadership'). Work satisfaction itself is the extent to which tasks performed by employees are interesting and provide opportunities for learning and for accepting responsibility. Supervision satisfaction is satisfaction with the technical

and managerial abilities of supervisors, and the extent to which supervisors demonstrate consideration for and interest in employees.

Job satisfaction, therefore, can lead to a variety of positive and negative consequences, from both individual and organizational perspectives. It influences how employees feel about themselves, their work, and their organizations, and it can significantly affect their contributions to goal attainment in the work environment.

White and Bednar (1991) suggest that several factors influence staff to have high satisfaction with their work, such as : skill variety, task identity, task significance, autonomy, and feedback. Skill variety is the degree to which a job requires a variety of activities involving the use of a number of different skills and talents. Task identity is the degree to which the job requires completing a whole and identifiable piece of work; that is, doing a job from beginning to end with a visible outcome. Task significance is the degree to which the job has a substantial impact on the lives or work of other people, whether in the immediate organization or in the external environment. Autonomy is the degree to which the job substantially provides freedom, independence, and discretion to the individual in scheduling the work and determining the procedures to be used in carrying it out. Feedback is the degree to which carrying out the job's required work

activities results in the individual's obtaining direct and clear information about the effectiveness of his or her performance.

Regarding the UT work environment, Sapriati's study (1992) indicated that UT staff are satisfied with their leaders and with their work. It can be summarized, therefore, that, based on the above literature, one of the causes of this satisfaction might include effective leadership at UT. Effective leadership could reduce staff role ambiguity and role conflict which, in turn, could result in clear guidance and support for the staff in completing their tasks. Leaders at UT might affect staff satisfaction with both their leaders and their work, in that leaders are able to reduce staff role ambiguity and role conflict.

A review of specific, relevant articles

Several studies have been conducted in order to determine the relationship among organizational characteristics, leadership behaviors, and staff satisfaction.

Studies on the relationships between role ambiguity and staff satisfaction, and between role conflict and staff satisfaction

Michaels, Day, and Joachimsthaler (1987) conducted a causal model study of the antecedents and consequences of role stress in the industrial buying environment. Results

showed that both role ambiguity and role conflict were associated with lower work satisfaction. A similar result was obtained by Glisson and Durick (1988), who found that role ambiguity was the best predictor of satisfaction in human service organizations. The canonical weights for the predictors indicated that the best predictor of the criterion set was role ambiguity; for example, the more ambiguity, the less the respondent is satisfied. A supporting study conducted by Billingsley and Cross (1992) of general and special educators in a school organization found that role conflict and role ambiguity were the best predictors of job satisfaction. In addition, they determined that leadership was also a robust predictor of satisfaction.

A study was conducted in Indonesia in 1992 to determine the relationship between stress and job satisfaction and the differences in correlations among role conflict, role ambiguity, and job satisfaction of people who have a restricted range of roles (Widjajanto, 1992). Widjajanto found that role conflict was significantly correlated with job satisfaction ($r = .302$). Surprisingly, he also found that role ambiguity was not significantly correlated with job satisfaction ($r = .240$).

It can be summarized that role ambiguity and role conflict were the best predictors of job satisfaction in almost every organization. Thus, there is the possibility

of the existence of role ambiguity and role conflict at UT, both of which may relate to the staff satisfaction at UT.

Studies in the relationships
between four types of leadership behaviors and
staff characteristics and organizational characteristics

Larson et al. (1976) examined the relationship between four combinations of initiation and consideration leadership behavior, and staff satisfaction and performance. The study was conducted in seven different organizations (construction and design bureaus, professional business fraternity, health institutions, manufacturing, and public utility) using the Leadership Behavior Description Questionnaire (LBDQ) form-XII measurement. They focused their study on the existence of the HI-HC type of leadership behavior. The findings showed that HI-HC had a significant relationship with satisfaction in six samples; interestingly, in only two of the samples was the interaction in the opposite direction.

Different results regarding the relationship between leadership behaviors and staff characteristics were obtained in a study conducted by Nystrom (1978). This study focused on 100 managers at middle and upper levels of a large business firm. Both the managers' own leadership opinions and their perceptions of their bosses' leader behaviors were examined. Nystrom (1978) found that the LI-HC combination was the superior one in the relationship with staff characteristics such as need fulfillment, salary level, and career progress.

In contrast to the above research is a study examining effective leadership behavior and its impact on employee responses conducted by Donnelly et al. (1985). Analysis of Variance (ANOVA) was used to assess the differences between leadership groups. They found that leadership behavior with high consideration and initiation was superior, in that it had a significant relationship with situational characteristics such as role ambiguity, role clarity, and other affective and behavioral responses of staff including general satisfaction, superior satisfaction, work motivation, organizational commitment, and performance.

The mixed results of the studies examining the relationship between leadership behavior and organization characteristics might be due to the different organizational settings. As contingency model theory implies, under one set of circumstances, one type of leadership behavior is effective; under another set of circumstances, a different leadership behavior is effective (Hoy & Miskel, 1991). Thus, certain leadership behaviors will be appropriate in certain situations. This can be summarized concisely --- certain organizational settings with different staff characteristics will require contextually - appropriate leadership behaviors.

Since there is no **single** type of initiation or consideration behavior possessed by a single leader (there is typically a combination of both), certain levels of

initiation combined with certain levels of consideration will be appropriate depending on certain situational factors of an organization. This may seem like a complex explanation, but it is simplified when one considers the possibility of the existence of more than one combination of initiation and consideration in an organization, both of which are dependent on the organization's qualities and the workers' characteristics.

CHAPTER III

RESEARCH OVERVIEW

(Rationale, Operational Definitions, and Research Questions)

Overview

This section presents the rationale of the study, definitions of terms used in the study, and research questions to be addressed.

Rationale

Leadership behaviors or the behaviors of leaders are a significant factor in organizational success. Effective leadership behavior can encourage high involvement and shared commitment which can stimulate staff to overcome obstacles in order to achieve maximum results for both individual staff and for the organization. Effective leadership behaviors include guiding, motivating, and integrating the efforts of staff in order both to accomplish organizational goals and to satisfy individual needs. The leaders' behaviors may increase feelings of satisfaction on the part of staff about both their needs and the organizational demands. Leadership behavior, therefore, is closely related to staff satisfaction. When staff feel greater satisfaction, positive contributions to the organization will result, and organizational success will be accomplished. It is, thus, important to attempt to increase staff satisfaction through the leadership's demonstration of effective and appropriate behaviors.

The contingency theory of leadership suggests that leaders are considered to be effective when their behavior fits with the situation in the organization (Hoy & Miskel, 1991; Fleishman, 1973). Leaders struggle to accommodate the situations they encounter in the organization with appropriate behaviors. In turn, their behavior in certain situations will lead to greater staff satisfaction.

According to Katz and Kahn (1978), a new and large organization with a large number of staff and departments may experience certain levels of role ambiguity and role conflict. These levels relate to the degree of uncertainty about tasks and organizational demands. House (1971) suggests that role ambiguity and role conflict are mostly associated with staff dissatisfaction --- a situation in which a high degree of role ambiguity and role conflict is associated with a low degree of staff satisfaction. According to the contingency theory of leadership, in an organization with these characteristics, the leaders are considered to be effective when their behaviors are adequate to decrease the levels of role ambiguity and role conflict, because such a decrease would usually increase staff satisfaction.

The management of UT as a new, large distance education institution is an understandably complex undertaking. It is, therefore, highly probable that a certain level of role ambiguity and role conflict exist. Therefore, it is

important to support leaders with appropriate behaviors for the situation at UT including the levels of role ambiguity and role conflict among the staff. Leadership behaviors which contribute to greater satisfaction on the part of staff will undoubtedly facilitate the achievement of UT's main goals.

According to Bass (1981), there are two basic types of leadership behavior: initiation and consideration. Since initiation and consideration types of leadership behavior are independent of each other, a leader may have a combination of these two types, such as high initiation and high consideration, high initiation and low consideration, low initiation and high consideration, low initiation and low consideration (Fleishman & Harris, 1962; Fleishman, 1973). However, a number of studies have shown different results in determining the most effective combination of leadership behaviors (Donnelly et al., 1985; Nystrom, 1978) as there are different situations or characteristics in the organizations which have been investigated. It may be worthwhile, therefore, to investigate these four types of leadership behaviors at UT in order to determine the most appropriate leadership behavior for UT. As a new educational organization, UT may have unique characteristics which might influence leaders to behave in certain ways.

This study may provide information about whether or not different types of leadership behaviors are associated with

different levels of staff satisfaction which are affected by role ambiguity and role conflict. This study will also help to determine the most appropriate leadership behaviors for the situation at UT and will offer information for leaders and substitute leaders at UT about effective behaviors. Information about the most effective leadership behavior can be used to achieve a better goodness of fit between the situation or characteristics at UT and the behavior of the leaders which will lead to greater staff satisfaction. With greater satisfaction, staff will be likely to perform better in accomplishing both the organizational goals of providing better education to the Indonesian population through distance education, and the individual staff goals.

Operational Definitions

The terms used throughout this study are defined as follows :

Leadership behavior

The term **leadership behavior** used in this study refers to the actions displayed by the leaders which influence the group in such a way as to lead to effective group functioning (Bass, 1981; Yukl, 1981). There are two basic types of leadership behaviors : **initiation** behavior or work-related behavior; and **consideration** behavior or person-related behavior. **Initiation leadership behavior** refers to behaviors of leaders who tend to be initiating or

maintaining standards and meeting deadlines, deciding in detail what will be done, and how it should be done.

Consideration leadership behavior refers to the behaviors of leaders who tend to have concern for the welfare of the other members of the group, such as providing two-way communication and expressing appreciation for good work.

In this study, these two basic types of behaviors are measured by using two sub-scales of Leadership Behavior Description Questionnaires (LBDQ) form-XII developed by Stogdill (1963). Because these two basic types of leadership behaviors are independent, a leader may possess a combination of both behaviors at various levels. Median split of initiation and consideration scores are employed as a basis to determine the combination of these types. These combinations are **low initiation and low consideration behavior, low initiation and high consideration behavior, high initiation and low consideration behavior, and high initiation and high consideration behavior.**

This study assesses staff perceptions of the initiation and consideration behaviors of their immediate leaders. The classification of the four types of leadership behaviors are split based on the median of their initiation and consideration scores. Therefore, these four classifications are Group 1 (those staff who perceive that their leaders show low initiation and low consideration behavior); Group 2 (those staff who perceive that their leaders show low

initiation and high consideration behavior); Group 3 (those staff who perceive that their leaders show high initiation and low consideration behavior); and Group 4 (those staff who perceive that their leaders show high initiation and high consideration behavior).

Role Ambiguity and Role Conflict

The term **role ambiguity** refers to the extent of staff ambiguity about the organizational expectations. This type of situation occurs when the staff usually have more than one perception or interpretation about their tasks, which leads to staff uncertainty about the products being produced.

The term **role conflict** refers to the staff perceptions of their tasks or the degree to which expectations of the role are incongruent with the reality of the role (Rizzo et al., 1970). This is a situation in which staff are expected to perform in two or more roles that conflict in fundamental ways with each other. In this study, role ambiguity and role conflict was measured by the use of scales developed by Rizzo et al. (1970).

Staff Satisfaction

The term **staff satisfaction** refers to the emotional state of the staff produced by achieving some goals. In an organization, satisfaction is usually measured in five areas such as work, pay, opportunities for promotion, supervision and co-workers (Smith et al., 1969). However, given the

initiation and high consideration behavior); Group 3 (those staff who perceive that their leaders show high initiation and low consideration behavior); and Group 4 (those staff who perceive that their leaders show high initiation and high consideration behavior).

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purpose of this study (which is an investigation of leadership behaviors associated with staff satisfaction with their work and leaders), only two areas will be employed: staff satisfaction with their work and with their leaders.

The term **work satisfaction** refers to staff satisfaction with the situations and conditions of work which are faced by staff. The term **leadership satisfaction** refers to staff satisfaction with the leaders' characteristics and policies. Work satisfaction and leadership satisfaction were measured by using Job Description Index Scales developed by Smith et al. (1969).

Contextual Variables

There are certain characteristics which are particular to UT, such as staff with different **age, education, experiences, and level of promotion**. In addition, there are two types of staff such as **administrative staff** and **academic staff**, and there are both **regional office staff** and **central office staff**. These characteristics (referred to as contextual variables) are relevant to the investigation in this study.

The term **administrative staff** refers to those individuals, based on the Indonesian Government Regulations, working at UT who deal with administrative activities, such as arranging students' registration and distributing course materials. The term **academic staff** refers to those individuals, based on the Indonesian Government Regulations,

working at UT who deal with academic activities, such as arranging and offering tutorials, providing course materials, and developing test items.

The term **regional office staff** refers to those individuals, based on the Indonesian Government Regulations and the UT Regulation, working at regional offices of UT. They provide more service and have more direct contact with the students than do the central office staff. These staff consist of both academic and administrative staff. The term **central office staff** refers to those individuals, based on the Indonesian Government Regulations and the UT Regulation, working at the central office of UT in Jakarta. These staff, as well, consist of both academic and administrative staff.

Research Questions

Effective leadership behaviors are associated with certain levels of role ambiguity and role conflict which in turn influence staff satisfaction. In determining the effective leadership behavior most appropriate for UT, several steps were employed. First, the four types of leadership behaviors were investigated in order to determine the distribution of the four types of behaviors of leaders at UT. Second, these four types of leadership behaviors were investigated in association with staff satisfaction. This was an attempt to determine whether or not different

leadership behaviors were associated with different levels of staff satisfaction. Third, associations between staff satisfaction and role ambiguity and role conflict were investigated in order to determine whether the extent of role ambiguity and role conflict at UT was associated with certain levels of staff satisfaction. Fourth, associations between leadership behaviors and staff satisfaction, which is affected by the extent of role ambiguity and role conflict, were investigated. This was an attempt to determine whether different types of leadership behaviors were associated with different levels of staff satisfaction which is, in turn, affected by role ambiguity and role conflict. Based on the aforementioned investigations, the most effective leadership behavior at UT (that is, that which is associated with the greatest staff satisfaction) was determined.

Therefore, this study addresses the following research questions :

Research Question #1

What is the distribution of UT staff across the four types of leadership behaviors?

Research Question #2

Are there any differences in staff satisfaction across the four types of leadership behaviors?

This research question consists of :

1. Are there any differences in work satisfaction across the four types of leadership behaviors?
2. Are there any differences in leadership satisfaction across the four types of leadership behaviors?

Research Question #3

What are the relationships between role ambiguity, role conflict, work satisfaction, and leadership satisfaction?

This research question consists of

1. What are the relationships between role ambiguity and both work satisfaction and leadership satisfaction?
2. What are the relationships between role conflict and both work satisfaction and leadership satisfaction?

Research Question #4

Are differences in staff satisfaction across the four types of leadership behaviors affected by the differences in role ambiguity and role conflict?

This research question consists of :

1. Are differences in work satisfaction and leadership satisfaction across the four types of leadership behaviors affected by the differences in role ambiguity?
2. Are differences in work satisfaction and leadership satisfaction across the four types of leadership behaviors affected by the differences in role conflict?

Research Question #5

What is the most effective leadership behavior at UT?

Research Question #6

What are the relationships between the contextual variables of age, education, experience, and level of promotion, and the main variables of role ambiguity, role conflict, work satisfaction, and leadership satisfaction?

Research Question #7

Are there any differences in the main variables of role ambiguity, role conflict, work satisfaction, and leadership satisfaction between administrative staff and academic staff, and between regional office staff and central office staff?

CHAPTER IV

METHODOLOGY

Overview

This section addresses the instruments of the study, the translation process of the instruments, the reliability of the instruments, the sample, the data collection, and the data analysis employed in this study.

The study was conducted at Universitas Terbuka (UT), Indonesia, from early May to the end of July, 1994. A quantitative research approach was employed in order to collect data through distribution of questionnaires to UT staff. Statistical analyses used in the study were descriptive, correlational, one-way analysis of variance, analysis of covariance, t-tests and chi-squares.

Instruments

The data were gathered through the use of standardized instruments which included the Role Ambiguity and Role Conflict Scales (Rizzo et al., 1970), the Leadership Behavior Description Questionnaire Form-XII (Stogdill, 1963), and the Job Description Index (Smith et al., 1969).

Role Ambiguity and Role Conflict Scales

Role ambiguity and role conflict scales were developed by Rizzo et al. (1970). These scales measure the role perceptions of staff about their tasks. Role conflict is the degree to which expectations of the role are incongruent

with the reality of the role. Role ambiguity has been variously defined as the extent to which an individual is unclear about the role expectations of others, and as the degree of uncertainty associated with one's role performance in relation to task characteristics (Kahn et al., 1964; Rizzo et al., 1970).

There are eight items on the role conflict scale and six items on the role ambiguity scale. Each item is measured on a 5-point scale, scale 1 (strongly disagree) to 5 (strongly agree). The respondent is asked to indicate his or her perception of each item by circling one number of the scale (1, 2, 3, 4, 5) following the item. The data were scored by adding together all the numbers that were circled by the respondents.

Role ambiguity items were formed into positive questions; role conflict items were formed into negative questions. Therefore, for analysis of the raw data, the score on each item on role ambiguity was recoded into a negative response (a response on score 1 (strongly disagree) was recoded into score 5 (strongly agree), a response on score 4 was recoded into score 2, score 3 was not recoded, score 2 was recoded into score 4, and response on score 1 was recoded into score 5).

The maximum score for role ambiguity is 30, which means the respondent possesses high ambiguity towards his or her work. The lower the score on ambiguity, the less the

ambiguity of the respondent towards his or her work. As for role conflict, the higher the score on role conflict, the more conflict the individual experiences in his or her work. The maximum score on role conflict is 40.

Leadership Behavior Description Questionnaire-Form XII
(LBDQ-XII)

The Leadership Behavior Description Questionnaire-Form XII (LBDQ-XII) was developed by researchers at the Ohio State University in order to identify leadership behavior. The LBDQ-XII was used in this study to measure staff perceptions on the leadership behavior of their immediate leaders at Universitas Terbuka. The questionnaire contains 12 distinct sub-scales of leadership behavior. As the purpose of this study was to identify two basic dimensions of leadership behavior, the Initiation leadership behavior and the Consideration leadership behavior sub-scales were used. Each sub-scale contains ten questions. Bass (1981) stated that the LBDQ-XII was an appropriate instrument for determining leadership behavior in studies of the relationship between leadership behavior and staff satisfaction.

According to the manual for LBDQ-form XII (Stogdill, 1963), the respondent was asked to indicate his or her response by drawing a circle around one of the five numbers (5, 4, 3, 2, 1) following the item. Number 5 means always, number 4 means often, number 3 means occasionally, number 2

means seldom, and number 1 means never. The data are then scored by adding together the numbers that the respondents circled. The maximum score for both the initiation scale and the consideration scale is 50.

Job Description Index Scale

The Job Description Index Scale (JDI) was developed by Smith et al. (1969) to measure employee satisfaction in five areas. These five areas are type of work, pay, opportunities for promotion, supervision and co-workers. Given the purposes of this study, only two scales were employed, the work and supervision scales. Each scale contains 18 questions with positive items and negative items. The work scale refers to the situations and conditions of work faced by the employees. The supervision scale refers to the descriptions of the supervisors' characteristics and policies. JDI is an instrument that can be used with widely varying groups of individuals working under quite different kinds of employment situations.

Respondents were asked to indicate their perceptions of their immediate leader and their work by putting the letters (Y, N, ?) following the item: the letter "Y" if the item describes a particular aspect of the respondent's leader or work; the letter "N" if the item does not describe a particular aspect of the respondent's leader or work; or symbol "?" if the respondent can not decide. According to Smith, et.al. (1969), items are to be scored by using the

system weights: response Yes (Y) to positive items = 3, to negative items = 0; response No (N) to negative items = 3, to positive items = 0; response ? to any items = 1. The maximum score for both the work scale and the supervision scale is 54.

Translation

The preliminary process in this study was the translation of the instruments into the Indonesian language prior to use in the study. Since the respondents of this study consisted of people with different characteristics such as age, education, experience, and culture, the aim of the translation was to ensure similar understanding among the respondents (Prieto, 1992). Several procedures were employed in order to avoid ambiguities and to ensure accurate translations.

First, the researcher translated the original instruments from English into Indonesian. In order to ensure clarification and correct translation, the committee approach suggested by Brislin (1980) was employed. Both the Indonesian language instruments and the original English language instruments were distributed to the ten bilingual Indonesian students at University of Victoria who functioned as a committee. According to Brislin (1980), the committee approach involves a group of bilinguals who translate the text from the source to the target language. The mistakes

of one member will be caught by others on the committee. Revisions were made according to feedback from the committee. This revision constituted the first draft of the translation. Generally, the translation met with a similar understanding between the researcher and the committee.

A second step was the bilingual technique (Prieto, 1992). In this study, two individuals served as bilinguals, one native in English (a CIDA staff member in Jakarta who was fluent in both English and Indonesian languages) and the other one native in Indonesian (an academic staff member of Universitas Terbuka at the English Programs, who was fluent in Indonesian and English languages). This second step consisted of several sub-steps. Both bilinguals were given both the Indonesian and the original instruments. They were asked to evaluate the appropriateness and the clarity of the translation, as well as to give their comments. In the next step, the researcher discussed the instruments in depth with each of the bilinguals in order to obtain appropriate and clear translation and understanding. Following this step, the researcher combined feedback on both the instruments to determine whether or not there were any differences which might change the meaning of the questions. Based on this sub-step, further revisions were made. This process constituted the second draft of the translation.

Several revisions were made, in accordance with the bilingual technique. The first revision concerned item 12

on the leadership behavior questions, " keeps to himself/herself". The researcher translated this phrase into "menutup diri". Since the Indonesian meaning is that the leaders are unwilling to accept or provide information, a meaning different from the original sentence, further explanation was made. This sentence was translated into "tidak mendelegasikan wewenang" which means that the leader did not want to provide information to the subordinate or staff. The second revision concerned item 8 of the work satisfaction questions "... Hot", which the researcher translated into "... panas". Since this word had an unclear meaning for the respondents, further explanation was included in parentheses "... panas (lingkungan)". This additional word clarifies that the word "... hot" was describing the work environment, "lingkungan". Similar explanation was needed for the word "... healthy" on item 12 of the work satisfaction questions. This term was translated into "... sehat (lingkungan)". The explanation in the parentheses clarified that the meaning of healthy was in describing the work environment.

The third step consisted of a pre-test of the second draft of the translation with fifteen UT staff members. These staff were chosen to represent the various levels of UT staff which were to be used in this study. These staff members were asked to evaluate the clarity and understandability of each item in the instruments. Based on

the results of discussions between the researcher and the UT staff, further revisions were made. This preliminary check constituted the third draft.

The last step consisted of showing the third draft to two UT staff members to ensure that UT staff would have no difficulty in responding to the revised instruments. Neither staff member found any difficulty with the third draft of the instruments; thus, this version constituted the instruments used in this study. Based on the procedure of translation outlined above, the final drafts of the Indonesian versions of the instruments were considered to be sufficiently reliable and accurate translations of the instruments appropriate for distribution to the respondents, 400 UT staff members.

Reliability of the Instruments

Based on their studies, Rizzo et al. (1970) reported that the reliability of the role ambiguity scale was between .78 and .81, and the reliability of the role conflict scale was .82. These scales have been used in a great number of studies (Harris, 1991), since the scales have higher reliability than other scales and are appropriate for general settings. The LBDQ-XII has been used by many researchers in their studies of leadership and has been shown to have high reliability. Based on several studies, the reliability of the initiation sub-scale has been shown

to be from .70 to .81, and the consideration sub-scale from .76 to .87 (Stogdill, 1963; Greene & Schriesheim, 1980). Smith et al. (1969) and Johnson (1982) reported that the reliabilities for JDI sub-scales of work were between .84 and .88; and supervision sub-scale were between .71 and .87.

In order to estimate the internal consistency of the instruments used in this study, Cronbach's Coefficient Alpha was employed. Cronbach's Coefficient Alpha is the most general process for determining of internal consistency reliability. The data for determining the reliability were collected at the same time and from the same sample as the data for this study.

Sample

The study was conducted at Universitas Terbuka (UT), the Indonesian Open Learning University. The sample consisted of 400 UT staff, 200 staff from central office and 200 from regional offices (see Appendix A). The list of the respondents was provided by the computer data base of UT. A purposive random sampling technique was employed to select the sample, so that all staff had an equal and independent chance of being selected as a member of the sample (Borg & Gall, 1989). The sample represented academic staff, administrative staff, regional office staff, and central office staff.

Nine regional offices were chosen as representative of the 32 regional offices. Three of the chosen regional offices represented the group of regional offices with the largest number of staff; three of the chosen regional offices represented the group of regional offices with an average number of staff; and the final three of the chosen regional offices represented the group of regional offices with the lowest number of staff. Other reasons for using these regional offices were the limitations of time and budget.

Data Collection

Obtaining Permission

After obtaining permission from the president of UT, the department heads, and regional office heads, permission was obtained from a coordinator in each unit. The coordinator functioned as the distributor and collector of questionnaires in each unit. Each coordinator then sent the returned questionnaires to the researcher. This step was carried out in order to ensure the return of the questionnaires. At the time that the study was conducted, UT staff were preparing student examinations. This situation might have had an impact on the number of returned questionnaires as it is an extremely busy time for staff.

The questionnaires were given directly to the coordinators at the central office and were sent by mail to

the coordinators at the regional offices in early June, 1994. The last returned questionnaires were received at the end of July, 1994.

Contents of the Questionnaires

Each questionnaire consisted of a letter explaining the purpose of the study, the choice to be a respondent, and the confidentiality of responses. The respondents were asked to complete two sections of the questionnaire (see Appendix K): demographic questions and the main questions. The main questions included the Role Ambiguity Scale and the Role Conflict Scale (to determine organizational characteristics), the Leadership Behavior Description Questionnaire-form XII scale (to determine the leadership behaviors), and the Job Description Index (to determine staff satisfaction with work and supervision or leadership - the term used in this study). They were asked to return the questionnaires as quickly as possible to the coordinator in their own units.

According to the manual of the instruments, the presentation of the questions should be a mixture of role ambiguity and role conflict questions, and a mixture of initiation and consideration leadership behavior questions. For example, on the organization characteristic questions, item 1 measured the role ambiguity and item 2 measured the role conflict, and so forth. Similarly, on the leadership questions, item 1 measured initiation leadership behavior

and item 2 measured consideration leadership behavior, and so forth.

Data Analysis

In determining the staff perception on leadership behavior, staff role ambiguity, staff role conflict, staff satisfaction on their work and leadership, the handbooks for each of these instruments were used as guidelines.

The data were analyzed by using SPSS/PC+TM 4.0 (Norusis, 1991). Data analyses employed in this study were described in terms of the specific research questions which were addressed. Descriptive statistics such as means, standard deviations, and frequency distribution were used to do preliminary analysis (Howell, 1989).

In order to answer the first research question, **What is the distribution of UT staff on the four types of leadership behaviors?**, median splits of scores on initiation and consideration were performed to produce four combinations of leadership behavior: High initiation-High consideration (HI-HC) served as group 4; High initiation-Low consideration (HI-LC) served as group 3; Low initiation-High consideration (LI-HC) served as group 2; and Low initiation-Low consideration (LI-LC) as group 1.

To answer the second two-part research question, **Are there any differences in work satisfaction across the four types of leadership behaviors?; and, Are there any**

differences in leadership satisfaction across the four types of leadership behaviors?, both descriptive statistics and one-way analysis of variance (ANOVA) were employed. ANOVA was used to compare results of differences across four groups (types) of leadership behavior (HI-HC, HI-LC, LI-HC, and LI-LC) for work satisfaction, and for leadership satisfaction. Whenever the one-way ANOVA showed significant differences, the Scheffe test was employed (Howell, 1989). Whenever the results of these questions were found to be significant, the data related to the fourth research question were analyzed.

In order to answer the third question, **What are the relationships between role ambiguity, role conflict, work satisfaction and leadership satisfaction?**, Pearson-product moment correlation was employed to examine the relationships between the main variables of role ambiguity, role conflict, and work satisfaction, and leadership satisfaction.

To answer the fourth two-part research question, **Are differences in work satisfaction and leadership satisfaction across the four types of leadership behaviors affected by the differences in role ambiguity?; Are differences in work satisfaction and leadership satisfaction across the four types of leadership behaviors affected by the differences in role conflict?**, both descriptive statistics and analysis of covariance (ANCOVA) were employed. Role ambiguity and role conflict served as covariances. ANCOVA was used to

determine the main effect of the covariances on the differences of work and leadership satisfaction across the four types of leadership behavior (HI-HC, HI-LC, LI-HC, and LI-LC).

The fifth research question, **What is the most effective leadership behavior at UT?**, was answered based on the results of the second and fourth research questions. The results of the second question indicate the most effective type of leadership behavior which has the highest score on staff satisfaction with work and with leadership. The results of the fourth research question indicate that the most effective type of leadership behavior can be identified as having the highest score on work satisfaction and on leadership satisfaction which were moderated by the differences on role ambiguity and role conflict.

To answer the sixth research question, **What are the relationships between contextual variables of age, education, experiences, and level of promotion, and, the main variables of role ambiguity, role conflict, work satisfaction, and leadership satisfaction?**, Pearson-product moment correlation was employed to examine the relationships between the main variables of role ambiguity, role conflict, work satisfaction and leadership satisfaction, and the contextual variables of age, education, experiences, and level of promotion.

To answer the seventh research question, Are there any differences in the main variables of role ambiguity, role conflict, work satisfaction, and leadership satisfaction between administrative staff and academic staff, and, between regional office staff and central office staff?, both descriptive statistics and t-tests were employed. T-tests were employed to investigate mean differences both between administrative staff and academic staff and between regional office staff and central office staff.

CHAPTER V

RESULTS

Overview

This section, which addresses the results of the study, consists of two parts. The first part includes preliminary results from the returned questionnaires, the reliability of the instruments and the preliminary analysis. The second part includes the main results which consist of the following:

- staff distribution on the four types of leadership behaviors;
- differences in staff satisfaction across the four types of leadership behaviors;
- relationships between staff satisfaction and both role ambiguity and role conflict; and,
- the descriptions of different levels of staff satisfaction across the four types of leadership behaviors associated with role ambiguity and role conflict.

Finally, the main purpose of this study, which is an investigation of the most effective leadership behaviors at UT, will be presented.

Since there were several contextual variables at UT, additional analysis will be presented, such as relationships between age, education, experience, and level of promotion and the main variables of role ambiguity, role conflict, work satisfaction, and leadership satisfaction. Differences

in role ambiguity, role conflict, work satisfaction, and leadership satisfaction both between administrative staff and academic staff and between regional office staff and central office staff will be presented as well.

Preliminary Result

Returned Questionnaires

The response rates from a total of 400 questionnaires are presented in Table 1 and Appendix A. There were 302 returned questionnaires, and 295 of these were appropriate for further analysis (seven cases were deleted since the respondents did not respond completely to the instruments).

Table 1

Response rates to the questionnaires

Number of Questionnaires	Locations		Total
	Central Off.	Regional Off.	
- sent	200	200	400
- returned	177	125	302
- valid responses	175	120	295
- response rate in % (net)	87.5	60.0	73.75

The return rate for the central office was 87.5 %, and the return rate for the regional offices was 60.0 %. Possible explanations for the differences in return rates of questionnaires between central office and regional offices are that, first, the researcher works in the central office which might have facilitated easy monitoring of the returned

questionnaires; and, second, the returned questionnaires from Jogjakarta regional office were lost in the mail.

Reliability of the instruments

In order to investigate whether there were any differences between the Indonesian version of the instruments and the original instruments, a number of pre-tests to determine the reliability of the instruments were employed (see Appendix A). Comparisons of reliabilities between these two kinds of instruments were then conducted (Table 2). Cronbach's Coefficient Alpha was used in order to estimate the internal consistency of the instruments.

Table 2

Cronbach's Coefficient Alpha of the instruments

Instruments	Number of items	English Version	Indonesian Version, n=294
Role Ambiguity (RA)	6	0.78 - 0.81	0.70
Role Conflict (RC)	8	0.82	0.58
Initiation Leadership Behavior (ILB)	10	0.70 - 0.86	0.85
Consideration Leadership Behavior (CLB)	10	0.76 - 0.87	0.50
Work Satisfaction (WS)	18	0.84	0.76
Leadership Satisfaction (LS)	18	0.87	0.72

The results indicated that, although generally the reliabilities of the Indonesian version instruments were lower than the reliabilities found in previous studies, these instruments may still be considered to have reliabilities similar to the previous or original

instruments (English version). Two instruments showed reliabilities which were extremely low compared to the reliabilities of the original instruments. The Role Conflict Scale reliability was 0.58, compared to the original, which was 0.82; and the Consideration Leadership Behavior Scale reliability was 0.50, compared to the English language version instrument which was in the 0.76 - 0.87 range.

The differences in the results may be related to the differences between the Indonesian version and the original instruments. Firstly, different languages were used in different versions of the instruments. The original instruments were developed for the English language in the American culture. As this study was conducted in Indonesia, the instruments were translated into the Indonesian language. The different cultures and the languages themselves might influence the respondents' answers to the questions. Further consultations with a bilingual Indonesian experts in the areas of the present study may be necessary in order to ensure appropriate translation for each item. This is recommended for further study.

Secondly, the differences in reliability may be related to the translation process itself. According to Prieto (1992), back translation of the instrument into the original language is important in order to acknowledge the differences which might occur during the translation process

into another language. Given time limitations on the present study, back translation was not conducted. However, several steps suggested by Prieto (1992) and Brislin (1980) were conducted, including using bilinguals to determine whether the translation maintains the meanings of the original language.

Kaplan and Saccuzzo (1989), however, stated that reliabilities which are estimated to be in the range of .70 to .80 are sufficient for most purposes in basic research. The findings indicated that the reliabilities of the Indonesian version instruments of role ambiguity, role conflict, initiation, consideration, work satisfaction, and leadership satisfaction instruments were .70, .58, .85, .50, .76, and .72, respectively. These findings indicated that the Indonesian language versions of the instruments may be considered to be reliable instruments. In addition, these results suggested that, generally, there were similar values between the Indonesian versions of the instruments and the original instruments, indicating that the instruments were translated successfully.

The overall summary of the reliabilities of the Indonesian versions of the instruments suggests that they are comparable to the original English instruments. It can be said that the Indonesian versions of the instruments may be used in different cultural settings, such as Indonesia.

Preliminary Analysis

Some general procedures for processing and analyzing the data were conducted prior to the statistical analysis. Based on the standardized instruments, the total scores for each instrument were counted resulting in a role ambiguity total score (RATOTAL), a role conflict total score (RCTOTAL), an initiation leadership behavior total score (ILBTOTAL), a consideration leadership behavior total score (CLBTOTAL), a work satisfaction total score (WSTOTAL), and a leadership satisfaction total score (LSTOTAL).

The next step was conducted to determine the normality, linearity assumption and outliers of the data. The univariate analysis through descriptive statistics, histograms, box plot diagrams and the bivariate analysis through plots between variables indicated that the data of this study met the assumptions of normality and linearity (see Appendices C, D, and E). There were several outliers; however, only one that was an extreme outlier. Hence, case number 43 was deleted from the data since this influenced the relationships between variables. There were 294 cases in this study ready for further analysis.

Determining four types (groups) of leadership behaviors

Each group of leadership behavior consisted of a combination between ILBTOTAL and CLBTOTAL, either higher or lower. Thus, based on the median of ILBTOTAL and CLBTOTAL, four groups were split. The results indicated that the

median of the ILBTOTAL was 36, and the median of the CLBTOTAL was 32. There were 16 cases with ILBTOTAL medians equal to 36, and there were 27 cases with CLBTOTAL medians equal to 32. Therefore, for the purpose of this study, these cases split into two groups. The first eight cases with ILBTOTAL of 36 were combined with a group which had ILBTOTAL of less than 36 and the other eight cases were combined with a group which had ILBTOTAL greater than 36. Similarly, the 27 cases of CLBTOTAL medians equal to 32 were divided into two groups. The first 14 cases were combined with a group which had CLBTOTAL of less than 32 and the other 13 cases were combined with a group which had CLBTOTAL greater than 32.

Thus, Group 1 consisted of those who had ILBTOTAL less than or equal to 36 and CLBTOTAL less than or equal to 32; Group 2 included those who had ILBTOTAL less than or equal to 36 and CLBTOTAL greater than or equal to 32; Group 3 included those who had an ILBTOTAL greater than or equal to 36 and a CLBTOTAL less than or equal to 32; Group 4 consisted of those who had an ILBTOTAL greater than or equal to 36 and a CLBTOTAL greater than or equal to 32. The frequencies for each group are presented in Table 3.

Main Results

Distribution of staff across the four types of leadership behaviors

This section addresses the first research question: **What is the distribution of UT staff across the four types of leadership behaviors?** This research question is the preliminary investigation of the existence of the four types of leadership behaviors.

There are four types of leadership behaviors. Descriptive statistics of frequency distribution were employed in order to determine the distribution of staff on each type of leadership behavior. Chi-square statistical analysis was employed to determine significant distribution of the staff on the four types of leadership behaviors.

The results (Table 3) indicated that 37.3 % of UT staff perceived that their leaders show low initiation and low consideration; 34.2 % of the staff perceived that their leaders show high initiation and high consideration, 12.9 % of the staff perceived that their leaders show low initiation and high consideration, and 15.6 % of the staff perceived that their leaders show high initiation and low consideration. Therefore, these findings show that the staff perceive that leaders at UT tend to show behaviors which are either low initiation and low consideration, or high initiation and high consideration.

Chi-square analysis was employed to investigate whether the observed distribution was significantly different from

the expected distribution of staff on each group. The results of chi-square analysis show $\chi^2 (3) = 54.87, p = .01$; This indicates that there are significant differences in distribution of UT staff on the four types of leadership behaviors.

Table 3

Frequency of each groups

Group	Frequency	Percentage
1 (low initiation-low consideration)	109	37.3
2 (low initiation-high consideration)	38	12.9
3 (high initiation-low consideration)	46	15.6
4 (high initiation-high consideration)	101	34.2
Total	294	100.0

As the four types of leadership behaviors show different sample sizes, the assumption of homogeneity of variances of groups was examined in order to determine that samples came from the same population with the same variability. This assumption is important in determining mean differences among groups which have different size samples (Tabachnick and Fidell, 1990; Norusis, 1991). The tests for homogeneity of variances indicate that all groups met the assumption of homogeneity (see Appendix F).

**Descriptions of staff satisfaction
across the four types of leadership behaviors**

This section addresses the second research question : **Are there any differences in staff satisfaction across the four types of leadership behaviors?** This question is

another way of investigating the relationship of staff satisfaction to the four types of leadership behaviors. The second research question consists of two sub-questions which are presented below.

In order to answer this question, the four groups of respondents (Group 1, Group 2, Group 3, and Group 4) function as grouping variables. Both work satisfaction and leadership satisfaction function as dependent variables. One-way analysis of variance (ANOVA) was conducted to determine mean differences in both work satisfaction and leadership satisfaction among the four types of leadership behaviors. Scheffe tests of multiple comparison were employed whenever significant mean differences were found.

**Differences in work satisfaction
across the four types of leadership behaviors**

This section addresses the first sub-question: **Are there any differences in work satisfaction across the four types of leadership behaviors?** This question is another way of investigating the relationship of work satisfaction with the four types of leadership behaviors.

Table 4 shows the means and standard deviations on work satisfaction of the four groups. The results indicate that there are mean differences on work satisfaction among the four groups. The significant mean differences in work satisfaction among the four groups are presented in Table 5. The results of Scheffe tests to determine pairs in the

different groups (Table 6) confirm that Group 1 is significantly different (0.05 level) from Group 2 and Group 4, and Group 3 is significantly different (0.05 level) from Group 4.

Table 4

Means and standard deviations of work satisfaction for different groups

Group **	Count	Mean	Stand.Deviation
Group 1	109	27.899	9.738
Group 2	38	33.500	8.865
Group 3	46	32.109	8.920
Group 4	101	37.158	7.287
Total	294	32.463	9.525

Note : ** abbreviation of group refers to page 68.

Table 5

One-way ANOVA for work satisfaction by groups

Source	D.F.	Sum of Squares	Mean Squares	F Ratio	F Prob.
Between Groups	3	4543.777	1514.592	19.930	.0000
Within Groups	290	22039.312	75.998		
Total	293	26583.088			

Table 6

Multiple comparisons

Mean	Group **	1	3	2	4
27.899	Group 1	-	-	-	-
32.109	Group 3	-	-	-	-
33.500	Group 2	*	-	-	-
37.158	Group 4	*	*	-	-

* $p = .050$; ** abbreviation of group refers to page 68.

It can be summarized that there are significant mean differences in work satisfaction across different types of leadership behavior. UT staff who perceive that their leaders' behaviors show high initiation and high consideration also perceive higher levels of satisfaction with their work. This is significantly different from those who perceive that their leaders' behavior show either low initiation and low consideration or high initiation and low consideration. The higher that staff perceive that their leaders show initiation and consideration behavior, the higher is the level of their satisfaction with their work.

**Differences in leadership satisfaction
across the four types of leadership behaviors**

This section addresses the second sub-question : **Are there any differences in leadership satisfaction in the four types of leadership behaviors?** This question is another way of investigating the relationship of leadership satisfaction on the four types of leadership behaviors.

Table 7

**Means and standard deviations of leadership satisfaction
in different groups**

Group	Count	Mean	Stand.Deviation
Group 1	109	34.184	7.121
Group 2	38	37.684	5.458
Group 3	46	40.913	8.205
Group 4	101	45.050	5.935
Total	294	39.422	8.166

Note : ** abbreviation of group refers to page 68.

Tables 7 and 8 indicate that there are significant mean differences in leadership satisfaction among the four groups. This is confirmed by the results of the Scheffe tests (Table 9) which indicate that Group 4 showed significant mean differences (0.05 level) on leadership satisfaction from Group 1, Group 2, and Group 3; and Group 3 showed significant mean differences from Group 1.

Table 8

One-way ANOVA for leadership satisfaction by groups

Source	D.F.	Sum of Squares	Mean Squares	F Ratio	F Prob.
Between Groups	3	6406.755	2135.585	47.165	.0000
Within Groups	290	13130.946	45.279		
Total	293	19537.701			

Table 9

Multiple comparatons

Mean	Group **	1	2	3	4
34.184	Group 1				
37.684	Group 2				
40.913	Group 3	*			
45.050	Group 4	*	*	*	

* p = .05 ; ** abbreviation of group refers to page 68.

It can be summarized that there are significant mean differences in leadership satisfaction among the four types of leadership behaviors. UT staff who perceive that their leaders' behaviors show high initiation and high consideration perceive higher levels of satisfaction with

their leaders. This was significantly different from those who perceive that their leaders' behavior is either low initiation and high consideration, high initiation and low consideration, or low initiation and low consideration. The higher staff perceive that their leaders show initiation and consideration behaviors, the higher the level of their satisfaction with their leaders.

In overall summary of the differences in the staff satisfaction across groups, there were differences in work satisfaction and leadership satisfaction across the four types of leadership behaviors. The higher the initiation and consideration behaviors of leaders, the higher the work satisfaction and leadership satisfaction of the staff. Thus, work satisfaction and leadership satisfaction differ across the four types of leadership behaviors.

Relationships between role ambiguity, role conflict, work satisfaction and leadership satisfaction

This section addresses the third research question:

What are the relationships among role ambiguity, role conflict, work satisfaction and leadership satisfaction?

This research question is another way of investigating the existence of relationships between both role ambiguity and role conflict and staff satisfaction with their work and their leaders. Pearson product-moment correlations were employed to determine the relationships between variables.

Table 10

Correlations between the main variables

Main Variables	Role Ambiguity	Role Conflict
Work Satisfaction	-.30 **	-.23 **
Leadership Satisfaction	-.26 **	-.25 **

** = $p < .001$

The results presented in Table 10 show that role ambiguity correlated negatively ($p < .001$) with work satisfaction ($r = -.30$) and with leadership satisfaction ($r = -.26$). It shows that role ambiguity shared variability with work satisfaction (9.0 %), and with leadership satisfaction (6.76 %). Role ambiguity, therefore, is related negatively both to work satisfaction and to leadership satisfaction. The more ambiguous the staff are about their roles the less satisfied they are with their work and their leaders.

Role conflict correlated negatively ($p < 0.001$) with work satisfaction ($r = -.23$) and with leadership satisfaction ($r = -.25$). This result indicates that role conflict is negatively related with staff satisfaction with work and leaders. The shared variability between role conflict and work satisfaction was 5.29 %, and with leadership satisfaction it was 6.25 %. The more the staff perceive their roles to be conflicting, the less they perceive their work and leaders to be satisfactory.

In overall summary, the more ambiguous and conflicting the staff perceive their roles to be, the less satisfactory

they perceive their work and their leaders to be.

Increasing levels of role ambiguity and role conflict is associated with decreasing staff satisfaction with their work and leadership.

Hellriegel and Slocum (1974) and Yukl (1981) state that effective leaders are those who are adaptive and who change their behavior depending upon the given situation in an organization; the consequence is satisfaction on the part of their staff. Considering the situation at UT, levels of staff satisfaction with their work and leaders differ according to the four types of leadership behaviors. Increasing role ambiguity and role conflict is associated with decreasing staff satisfaction, either with work or with leaders. The differences in levels of staff satisfaction with their work and their leaders among the four types of leadership behavior which are associated with the extent of role ambiguity and role conflict are presented in the next section.

**Descriptions of different staff satisfaction
in the four types of leadership behaviors associated with
role ambiguity and role conflict**

This section addresses the fourth research question :
Are differences in staff satisfaction in the four types of leadership behaviors affected by role ambiguity and role conflict? This question is another way of investigating the main effect of role ambiguity and role conflict on the

differences in staff satisfaction (either with work or with leaders) across the four types of leadership behavior. This research question can be divided into the four sub-questions presented below.

ANCOVA was employed to answer these four sub-questions. Work satisfaction and leadership satisfaction functioned as dependent variables; role ambiguity and role conflict served as covariates, and the four types (groups) of leadership behaviors (Group 1, Group 2, Group 3, and Group 4) functioned as grouping variables. ANCOVA was employed to determine whether mean differences on each type of satisfaction (work and leaders) were affected by differences in both role ambiguity and role conflict. In other words, ANCOVA was employed to determine the significant main effect of the covariates (role ambiguity and role conflict) on differences staff satisfaction (with work and with leaders) among the four groups.

Use of the ANCOVA required further assumptions about the data analyzed, such as homogeneity of regression. The results indicated that the assumptions of homogeneity of regression were met in all the four groups (see Appendix G). Having met the assumption of homogeneity of regression, determination of the significant main effects of role ambiguity and role conflict on the mean differences in staff satisfaction on the four groups were then conducted.

Differences in work satisfaction
across the four types of leadership behaviors
affected by differences in role ambiguity

This section addresses the first sub-question: **Are differences in staff satisfaction with their work across the four types of leadership behaviors affected by differences in role ambiguity?** This question is another way of investigating whether differences in work satisfaction among the four groups are affected by role ambiguity.

The results of ANCOVA (Appendix H) indicated that there were significant main effects of role ambiguity on the interaction between work satisfaction and groups with $F(3, 289) = 13.38, p < .05$. This suggested that, after adjustment by the covariate of role ambiguity, staff satisfaction with work varied significantly among the four groups. Thus, differences in work satisfaction among the four types of leadership behaviors were affected by the differences in the role ambiguity.

Table 11 presents the adjusted means of work satisfaction for the four groups. These results indicated that, after adjustment by the covariate of role ambiguity, there were mean differences in work satisfaction among the four groups of leadership behavior. Group 4 showed the highest level of work satisfaction, followed by Group 2, Group 3, and Group 1, respectively. Thus, after adjustment by role ambiguity, Group 4 (those staff who perceive that their leaders show high initiation and high consideration

behaviors) is likely to show the highest satisfaction with their work.

Table 11

The adjusted means of work satisfaction as results of the main effects of role ambiguity (RA) and role conflict (RC)

Group**	N	Mean of WS	Adj.Mean by RA	Adj.Mean by RC
Group 1	109	27.899	-3.89	-4.20
Group 2	38	33.500	1.22	1.39
Group 3	46	32.109	- .50	- .60
Group 4	101	37.158	3.97	4.29

Note : ** : abbreviation of group refers to page 68.
 WS=work satisfaction, RA=role ambiguity,
 RC=role conflict

Differences in work satisfaction
 across the four types of leadership behaviors
 affected by differences in role conflict

This section addresses the second sub-question : **Are differences in staff satisfaction with their work across the four types of leadership behaviors affected by differences in role conflict?** This question is another way of investigating whether differences in work satisfaction among the four groups are affected by role conflict.

The results of ANCOVA (Appendix H) indicated that there were significant main effects with $F(3, 289) = 16.26, p < .05$. This indicated that, after adjustment by the covariate of role conflict, staff satisfaction with work varied significantly among the four groups. Thus, differences in staff satisfaction with work among the four types of

leadership behavior were affected by differences in role conflict.

Table 11 presents the adjusted means of work satisfaction among the four types of leadership behaviors. These results indicated that, after adjustment by the covariate of role conflict, there were mean differences in work satisfaction for the four types of leadership behaviors: Group 4 showed the highest level of work satisfaction, followed by Group 2, Group 3, and Group 1. Thus, after adjustment by role conflict, Group 4 (those staff who perceive that their leaders' behaviors are high initiation and high consideration) is likely to show the highest level of satisfaction with their work.

**Differences in leadership satisfaction
across the four types of leadership behaviors
affected by differences in role ambiguity**

This section addresses the third sub-question : **Are differences in staff satisfaction with leadership across the four types of leadership behaviors affected by differences in role ambiguity?** This question is another way of investigating whether differences in leadership satisfaction are affected by role ambiguity.

The results of ANCOVA (Appendix H) indicated that there were significant main effects of role ambiguity on the differences in leadership satisfaction among groups with $F(3, 289) = 38.31, p < .05$. These results suggested that, after adjustment by the covariate of role ambiguity, staff

satisfaction with their leaders varied significantly among the four groups. Thus, differences in staff satisfaction with their leaders among the four types of leadership behaviors were influenced by differences in role ambiguity.

The adjusted means of leadership satisfaction among the four groups of leadership behaviors are presented in Table 19. These results indicated that, after adjustment by the covariate of role ambiguity, there were mean differences of leadership satisfaction for the four types of leadership behaviors: Group 4 showed the highest levels of satisfaction with leaders, followed by Group 3, Group 2, and Group 1. Thus, after adjustment by role ambiguity, Group 4 (those staff who perceive that their leaders' behaviors are high initiation and high consideration) is likely to show the highest levels of satisfaction with leaders.

Table 12

The adjusted means of leadership satisfaction as results of main effects of role ambiguity (RA) and role conflict (RC)

Group **	N	Mean of LS	Adj.Mean by RA	by RC
Group 1	109	34.184	-5.02	-5.00
Group 2	38	37.684	-1.68	-1.51
Group 3	46	40.913	1.44	1.33
Group 4	101	45.050	5.39	5.36

Note : ** abbreviation of group refers to page 68;
 LS=leadership satisfaction, RA=role ambiguity,
 RC=role conflict

Differences in leadership satisfaction
across the four types of leadership behaviors
affected by differences in role conflict

This section addresses the fourth sub-question: **Are differences in staff satisfaction with their leaders across the four types of leadership behaviors affected by differences in role conflict?** This question is another way of investigating whether differences in leadership satisfaction are affected by role conflict.

The results of ANCOVA (Appendix H) indicated that there were significant main effects on the groups with $F(3, 289) = 39.81, p < .05$. This indicates that, after adjustment by the covariate of role conflict, staff satisfaction with leaders varied significantly among the four groups. Thus, differences in staff satisfaction with their leaders among the four types of leadership behaviors were influenced by differences in role conflict.

The adjusted means of leadership satisfaction across the four types of leadership behaviors are presented in Table 12. These results indicated that, after adjustment by the covariate of role conflict, there were mean differences in leadership satisfaction for the four types of leadership behaviors. Group 4 seems to have the highest level of satisfaction with leaders, followed by Group 3, Group 2, and Group 1. Group 4 (those staff who perceive that their leaders' behaviors are high initiation and high

consideration) is likely to show highest level of satisfaction with leaders.

Overall, it can be concluded that differences in staff satisfaction with their work and with their leaders on the four types of leadership behaviors were significantly affected by differences in role ambiguity. Differences in the staff satisfaction with their work and with their leaders on the four types of leadership behavior were affected by differences in role conflict. Thus, there were indications that different types of leadership behaviors were associated with different levels of role ambiguity which influence staff satisfaction with work and with leaders. In addition, different types of leadership behaviors were associated with different levels of role conflict which influence staff satisfaction with their work and with their leaders.

The most effective leadership behavior at UT

This section addresses the fifth research question or the main purpose of the present study, **What is the most effective leadership behavior at UT?** In order to answer this question, the results of the previous questions (using one-way ANOVA and ANCOVA) were employed.

It can be seen (from Tables 4 and 7) that Group 4 (high initiation and high consideration) contains the highest mean

scores on work satisfaction and leadership satisfaction. The results of one-way ANOVA (Table 6 and 9) indicated that Group 4 showed both the highest work satisfaction and the highest leadership satisfaction; both were significantly different ($p = .05$) from other groups. In addition, the results of ANCOVA (Tables 11 and 12 and Appendix H) support the conclusion that Group 4 has the highest levels of satisfaction with work and with leaders, both of which were affected by role ambiguity and by role conflict.

It can be summarized that the most effective type of leadership behavior at UT may be considered to be high initiation and high consideration since this type of leadership behavior is associated with greater staff satisfaction which is, in turn, influenced by organizational factors at UT, such as the degrees of role ambiguity and of role conflict.

As there are unique characteristics of UT (considered as contextual variables), additional analyses are presented below, including the relationships between the contextual variables and the main variables, and the differences in the main variables between each of the contextual variables.

**Relationships between contextual variables
of age, education, experiences, and level of promotion and
the main variables of role ambiguity, role conflict,
work satisfaction, and leadership satisfaction**

This section addresses the sixth research question:

What are relationships between contextual variables and the

main variables? This question is another way of investigating the relationships between contextual variables of age, education, experiences, and level of promotion and the main variables of role ambiguity, role conflict, work satisfaction and leadership satisfaction. Pearson product-moment correlation was employed to determine the relationships between variables.

The results indicated that contextual variables have very little correlation with the main variables. This means that no significant relationships were found between the contextual variables and the main variables. The contextual variables of age, education, experience, and level of promotion, therefore, did not relate to the main variables of role ambiguity, role conflict, work satisfaction and leadership satisfaction. Staff with different ages, education, experience, and level of promotion have similar perceptions of role ambiguity, role conflict, work satisfaction, and leadership satisfaction.

Table 13

The correlation between the contextual and main variables

Main variables	Contextual variables			
	Age	Education	Experience	Level
Role ambiguity	-.11	.04	.01	-.01
Role conflict	-.01	.09	.003	.05
Work satisfaction	-.03	-.05	-.02	-.05
Leadership satisf.	-.10	-.07	.02	-.10

Differences in role ambiguity, role conflict, work satisfaction and leadership satisfaction between administrative staff and academic staff, and between regional office staff and central office staff

This section addresses the seventh research question: Are there any differences in role ambiguity, role conflict, work satisfaction and leadership satisfaction between administrative staff and academic staff, and between regional office staff and central office staff? This question is another way of investigating the relationships between the main variables and the contextual variables.

Contextual variables of occupation and work location were investigated in relation to the main variables of role ambiguity, role conflict, work satisfaction and leadership satisfaction. Each contextual variable functioned as a grouping variable, and the main variables functioned as independent variables. There were two categories for each contextual variable of occupation and location (academic and administrative, and regional offices and central office); therefore, the t-test was employed to determine the mean differences between the two different groups.

Table 14 and Appendix I present the results of t-tests of the mean differences in role ambiguity, role conflict, work satisfaction and leadership satisfaction between the two groups. The results of t-tests indicated that there were no significant mean differences in the main variables of role ambiguity, role conflict, work satisfaction, and leadership satisfaction between administrative staff and

academic staff; there were also no significant differences in role ambiguity, role conflict, and leadership satisfaction between regional office staff and central office staff. Interestingly, there were significant differences in work satisfaction between regional office staff and central office staff.

Table 14

t-test of contextual variables and main variables

Main Variables	Contextual Variables	
	Occupation	Location
Role Ambiguity	-	-
Role Conflict	-	-
Work Satisfaction	-	*
Leadership Satisfaction	-	-

* = $p < .05$

An overall summary of the mean differences of the main variables for contextual variables indicates that staff in different occupations (administrative and academic staff) have similar levels of role ambiguity, role conflict, work satisfaction and leadership satisfaction. Staff in different locations (regional office and central office staff) have similar levels of role ambiguity, role conflict, and leadership satisfaction. However, staff in different locations (regional office and central office staff) have different levels of work satisfaction; the regional office staff have higher levels of work satisfaction than those of central office staff.

CHAPTER VI**DISCUSSION****Overview**

This section will present discussions of the main purpose of the study which is investigating leadership behaviors at UT. The discussions will be presented in several steps:

- staff distribution on the four types of leadership behaviors;
- differences in staff satisfaction among the four types of leadership behavior;
- relationships between staff satisfaction and role ambiguity and role conflict;
- descriptions of the levels of staff satisfaction on the four types of leadership behaviors which are associated with role ambiguity and role conflict;
- summary of the most effective leadership behavior; and,
- additional discussion on the contextual variables.

**Distributions of UT staff
across the four types of leadership behaviors**

Milkovich et al. (1988) suggest that no single leadership behavior is universally associated with leadership effectiveness. Therefore, in order to determine the most effective leadership behavior at UT, the four types of leadership behavior were examined: high initiation-high consideration, high initiation-low consideration, low

initiation-high consideration, and, low initiation-low consideration.

The results suggest that UT staff distributed differently on the four types of leadership behaviors. Staff perceived that their leaders' behaviors were either low initiation and low consideration (37.3 %) or high initiation and high consideration (34.2 %). Only 12.9 % of the staff perceived that their leaders' behaviors exhibited high initiation and low consideration, and only 15.6 % of the staff perceived that their leaders show low initiation and high consideration. It would seem that the majority of the leaders at UT are perceived by staff to show either low initiation and low consideration behaviors or high initiation and high consideration behaviors. However, there is no dominant type of leadership behavior at UT.

It should be noted that this study was not intended to determine the behavior of one particular leader, but rather, it was intended to determine the leadership behaviors of the majority of the leaders at UT. The respondents were asked for their perceptions of the behaviors of their immediate leaders so that there were a number of different levels of leadership represented. It is possible, therefore, that this aspect of the methodology influenced the result that there appeared to be no **dominant** pattern of leadership behavior at UT.

The various leadership behaviors at UT may be based on individual differences (Hunt, 1991; Blake & Mouton, 1985), such as the individual leaders' background, predispositions or preferences, and cognitive styles. According to Hunt (1991), individual background factors include family and childhood history, educational experiences, previous and current career experiences, and cohort history. Leaders' predisposition or preference factors may include an individual's predisposition to be the leader, need for socially oriented power, self-efficacy, opportunity to lead, cognitive style in terms of processing information, and values. On the other hand, cognitive style aspects may include differences between extroverted and introverted leaders, thinking and feeling leaders, sensing and intuitive-perception leaders, and also differences between judgment and perception-style leaders. In addition, Yukl (1981), Blake and Mouton (1985), and Hoy and Miskel (1991) suggest that the various leadership behaviors perceived by staff may originate from various factors including the conditions of an organization where the leaders are currently posited, such as tasks, staff, and organizational size.

There may also be a number of specific characteristics of leaders at UT which may contribute to various types of leadership behaviors. As different ranks of leaders were examined, there were, as expected, differences in individual

experiences including family and childhood, educational background, previous career, leadership experiences, age, and predisposition or preferences. Several UT leaders have been hired from other different institutions, and several leaders have been promoted from within UT staff itself. All of these differences may mean that leaders at UT have a variety of experiences with leadership, current distance education tasks, and backgrounds. This, of course, might explain the differences in their behaviors.

Universitas Terbuka has several unique organizational factors which may influence leaders to exercise certain types of leadership behaviors. Holmberg (1989) suggested that different kinds of both routine and innovative tasks are required by distance education organizations, such as UT, which may encourage leaders to behave differently (House, 1971). In addition, UT is still considered to be a relatively new educational organization which uses a distance education system, and consists of large numbers of staff who work in dispersed locations throughout the archipelago. Moreover, as a state university, UT must collaborate with other institutions in carrying out its activities. These factors may also contribute to the particular characteristics of leadership behavior at UT.

It can be summarized that various types of leadership behaviors perceived by respondents may originate from the various different factors of individual leaders and

organizational factors of UT such as its particular tasks, the large numbers of staff, and its size. There is, however, no indication that one type of leadership behavior is more effective than the others. Further discussions are provided in order to differentiate the effectiveness of the four types of leadership behaviors found at UT.

**Description of differences in staff satisfaction
across the four types of leadership behaviors**

According to Bass (1981) and Arief (1986), leadership behavior is a significant factor in organizational success or failure, since it contributes both to staff satisfaction and to work outcomes. In order to investigate the most appropriate leadership behavior at UT, four types of leadership behaviors were examined through their relationships with staff satisfaction; staff satisfaction focussed on satisfaction with their work and their leaders.

This section present discussions of the different types of leaders' behaviors associated with different work satisfaction and leadership satisfaction. This section is divided into the two related discussions presented below.

**Differences in work satisfaction
across the four types of leadership behaviors**

The results suggest that different types of leadership behaviors are associated with differences in work satisfaction; the higher the leaders show initiation and

consideration behaviors, the greater the staff are likely to perceive that their **work** is satisfactory.

These results are consistent with those of Smith et al. (1969) and White and Bednar (1991), in that the more satisfactory the work, the more staff perceive that their work is interesting and gives them opportunities for learning and for accepting responsibility. According to Blake and Mouton (1985), leaders with high initiation and high consideration behaviors consult staff and seek the staff's ideas for determining the strategies of work and task achievement; they also assist by discussing the problems that the staff face with their tasks.

This may contribute to greater staff satisfaction with their work, because leaders with high initiation and high consideration behaviors both provide staff with chances to discuss problems they face and give feedback about the effectiveness of their performance in completing their tasks. Leaders with high initiation and consideration behaviors seem to be associated with high levels of staff satisfaction with their work.

Differences in leadership satisfaction
across the four types of leadership behaviors

The results suggest that staff satisfaction with their leaders differs according to the type of leadership behavior. Differences in leadership behaviors are associated with differences in staff satisfaction with their

leaders. The higher the staff perceive that their leaders show initiation and consideration behaviors, the more likely they are to be satisfied with their leaders.

The results of the present study are also consistent with those of Smith et al. (1969), House (1971), and Yukl (1981) in that the more the leaders demonstrate consideration for and interest in employees, the more satisfied staff are with their leaders. Blake and Mouton (1985) suggest that leaders with high initiation and high consideration behaviors place themselves equally with their staff and inspire positive attitude in staff both by defining the work which has to be done and by involving staff in presenting ideas for accomplishing the work. In this situation, staff would feel a sense of personal fulfillment, and this may influence, in a positive way, staff contributions to the institution. Staff may, thus, perceive that their leaders are satisfactory since their leaders show high initiation and consideration behavior through their recognition of both personal need fulfillment and organizational accomplishment.

**Relationships between role ambiguity, role conflict,
work satisfaction, and leadership satisfaction**

Fleishman (1973) suggests that appropriate leadership behavior in an organization is associated with the particular situation in the organization. UT is considered to be a new organization which has a large number of staff,

students, and work divisions or units. Katz and Kahn (1978) suggest that staff within an organization with such characteristics may experience certain levels of role ambiguity and role conflict.

According to House (1971), certain levels of role ambiguity and role conflict can create staff dissatisfaction. It is possible that the level of role ambiguity and role conflict at UT may influence staff satisfaction. Therefore, further discussion will focus on the relationships both between staff satisfaction with their work and leaders, and between staff role ambiguity and role conflict.

Relationships between role ambiguity and work satisfaction and leadership satisfaction

The results of the present study suggest that role ambiguity is correlated negatively with work satisfaction and leadership satisfaction. These results suggest that the higher the staff perceive ambiguous tasks, the lower their satisfaction with their work and leaders.

These findings are consistent with those of House (1971), in that role ambiguity refers to the uncertainty about how to carry out their tasks; this is closely related to the unpredictability of goals related to task achievement, and the lack of rules and regulations which serve as guides and criteria for appropriate behaviors of the staff. White and Bednar (1991) and Naylor et al. (1980)

also suggest that, when staff are uncertain about conducting their work, often resulting in a certain level of stress, they will be unsatisfied with their work. It is clear that the higher the level of role ambiguity, the lower the satisfaction with the work.

Hellriegel and Slocum (1976), Stogdill (1978), and Bass (1981) have suggested that unpredictability of goals and lack of direction and guidelines (which contribute to varying degrees of role ambiguity) may be related to how the leaders behave towards their staff in providing clear goals, guidelines and directions. High levels of staff role ambiguity are related to the lack of guidelines and directions from the leaders, the lack of technical and managerial abilities of leaders, and the limited extent to which leaders demonstrate consideration for and interest in employees. It is clear, therefore, that the higher the level of role ambiguity of the staff, the lower the levels of staff satisfaction with their leaders.

Relationships between role conflict and work satisfaction and leadership satisfaction

The results suggest that role conflict is correlated significantly with work satisfaction and leadership satisfaction on the part of staff. This suggests that the higher the level of role conflict that staff perceive, the lower the level of satisfaction they feel with their work and their leaders.

These findings are consistent with those of Naylor et al. (1980), Katz and Kahn (1978), and House (1971) in that they found that role conflict is the result of incompatible role demands. This may also be influenced by staff perceptions of product-to-evaluation incompatibility, and of the conflict between more than one source or role-sender. House (1971) suggests that staff with high levels of role conflict may be encountering conflicting roles in their organization; this may lead to negative experiences in that there is a dysfunction between the staff and the organization.

According to Smith et al. (1969), staff find their work satisfying because their tasks are interesting and provide opportunities both for learning and for accepting responsibility. This suggests that the higher the level of staff satisfaction with their work, the higher their feelings of product-evaluation compatibility in their work or, in other words, the less conflict they face in accomplishing their tasks. It seems, therefore, that the higher the levels of role conflict in the staff, the lower the levels of satisfaction with their work.

According to Katz and Kahn (1978), a high level of role conflict means that staff are receiving conflicting instructions from their leaders. This may be related both to the technical and managerial abilities of leaders and to the ways in which leaders demonstrate consideration for and

interest in employees (Smith et al., 1969). This relationship may influence staff perceptions of the behaviors of their leaders. Blake and Mouton (1985) suggest that the more the leaders provide appropriate guidance, motivation, and integration to the staff, the less conflict the staff will feel about the role demands from the organization. Therefore, the higher the levels of staff role conflict, the lower the levels of satisfaction with their leaders.

**Descriptions of different staff satisfaction
in the four types of leadership behaviors associated with
role ambiguity and role conflict**

The four types of leadership behaviors are associated with different staff satisfaction with their work and their leaders. Moreover, increasing the level of role ambiguity and role conflict is associated with decreasing staff satisfaction with their work and leaders. There is, then, the possibility that differences in work satisfaction and leadership satisfaction for the four types of leadership behaviors maybe associated with differences in role ambiguity and role conflict.

Further discussions will be presented regarding the differences in work satisfaction and leadership satisfaction for the different types of leadership behaviors which are associated with role ambiguity and role conflict. This

section will be divided into the two related discussions presented below.

Differences in work satisfaction and leadership satisfaction across the four types of leadership behaviors related to differences in role ambiguity

The findings indicate that, after adjustment by role ambiguity, staff satisfaction with their work and their leaders varied significantly across the four types of leadership behaviors. This suggests that there were significant differences in the work satisfaction and leadership satisfaction of UT staff under different types of leadership behaviors --- which, in turn, are moderated by differences in the level of role ambiguity.

These findings are consistent with those of House (1971) and Naylor et al. (1980) in that role ambiguity is the degree of the staffs' uncertainty about the way to approach their tasks. This is also closely related to tension which can create staff dissatisfaction with their work. The lower the degree of role ambiguity, the lower the degree of staff tension about their work. By combining these factors, the situation may influence staff satisfaction with their work (Hoy & Miskel, 1991; White & Bednar, 1991).

Blake and Mouton (1985) and House (1971) suggest that leaders with high levels of initiation and consideration behaviors are able to reduce the levels of task ambiguity on the part of the staff, since this type of leadership

behavior includes clear directions, guidelines, and two-way communication. It seems that the existence of leaders with high initiation and high consideration decreases staff levels of role ambiguity since this type of leadership behavior provides chances for staff to discuss the problems they face. This results in staff certainty about what must be done and the way to do it, and this situation, therefore, may increase staff satisfaction with their work.

Naylor et al. (1980) also suggest that role ambiguity may be one result of an unpredictability in the organizational goals related to task achievement. Blake and Mouton (1985) suggest that, since leaders with high initiation and high consideration behaviors are able to assist staff to become clear about what to do and how to do their tasks, their actions may prove more satisfactory to their staff (Bolman & Deal, 1991). It seems that leaders with high initiation and high consideration behaviors decrease staff role ambiguity which, in turn, enhances staff satisfaction with their leaders. In other words, different leadership behaviors and different levels of role ambiguity combine to occasion different levels of staff satisfaction.

Differences in work satisfaction and leadership satisfaction across the four types of leadership behaviors related to differences in role conflict

The findings suggest that, after adjustment by role conflict, work satisfaction and leadership satisfaction varied significantly across the four types of leadership

behaviors. This suggests that there were significant differences in the work satisfaction and leadership satisfaction of UT staff under different types of leadership behaviors, all of which are moderated by the extent of role conflict.

Naylor et al. (1980) proposed that role conflict arises when staff experience role expectations from more than one source and when staff are unable to fulfill several expectations. In addition, role conflict has been found to be a dissatisfying factor to staff, resulting in increased levels of stress, poor performance, and a lack of the ability to cope with organizational demands (Naylor et al. 1980). These undesirable behaviors may be related to staff dissatisfaction with their tasks.

According to Blake and Mouton (1985), the presence of an appropriate leadership behavior, such as high initiation and high consideration, may help to reduce staff role conflict with their tasks. Leaders with high initiation and high consideration may promote and sustain efficient performance, foster and utilize creativity, and facilitate learning from problem-solving situations. When leaders behave with high initiation and consideration towards staff, staff will be clear about the directions, product evaluations, and organizational demands faced. Staff performance may then be directed towards reaching the organizational goals (Blake & Mouton, 1985). These

situations may reduce staff levels of stress and may increase staff satisfaction with their work (White & Bednar, 1991). It seems that leaders with high initiation and high consideration behaviors reduce staff levels of role conflict and, in turn, increase staff satisfaction with their work.

Leaders with high initiation and high consideration tend to take advantage of problem-solving situations, to provide appropriate guidance and information, and to explain clearly the purposes of organizational activities. This means that, on the one hand, staff will understand clearly the demands of the organization and, on the other hand, staff will experience the rewards of personal fulfillment. Staff may also be more satisfied with the actions of their leaders (Bolman & Deal, 1991).

The presence of leaders with certain types of behaviors seems to be associated with the levels of role conflict perceived by the staff. In turn, this association influences their satisfaction with their work and their leaders. It is clear that staff satisfaction with both their work and their leaders is moderated by both leadership behaviors and role conflict.

**An overall summary of
the most effective leadership behavior at UT**

This discussion addresses the major purpose of the present study which was to investigate the leadership behaviors at UT which are associated with organizational

factors. Four types of leadership behaviors were investigated, and the findings of the present study suggest that the majority of UT staff perceive that their leaders show either low initiation and low consideration behaviors (37.3 %) or high initiation and high consideration behaviors (34.2 %). Several factors may influence the various types of leadership behaviors at UT, including the leaders' personality, personal history, current tasks, and the organizational structure. Parenthetically, as the purpose of the present study was to investigate the leadership behavior of the **majority** of the leaders at UT (rather than one single leader), the percentage in each of the types may have been influenced.

However, these findings do not indicate that one type of leadership behavior is better than the others. According to contingency leadership theory (Fleishman, 1973; Hoy & Miskel, 1991), there is no one best leadership behavior. The best leadership behavior is that behavior which independently fits in a particular situation in an organization. Bass (1981) and Arief (1986) suggest that one of the factors which may indicate the effective behavior of the leaders is the level of staff satisfaction with their work and their leaders. When work and leaders are satisfactory, this may influence staff contributions to the organization in the accomplishment of organizational goals; for instance, a main (but very broad) organizational goal of

UT is to provide better education for the Indonesian population.

Universitas Terbuka, as a new organization, has certain characteristics such as a new distance education system, large number of staff, students, units, and reliance on other institutions. Katz and Kahn (1978) suggest that there is a chance for role ambiguity and role conflict in an organization with those characteristics since staff may be uncertain about how to approach the particular tasks and since staff may be receiving more than one role expectation. As well, Naylor et al. (1980) and House (1971) suggest that role ambiguity and role conflict are associated with staff dissatisfaction. When staff are faced with ambiguous and conflicting roles, they may perform their role inappropriately and poorly. In addition, staff may experience tension or stress when the organizational demands are vague. This may lower staff performance and satisfaction which, in turn, may lead to a decrease in UT productivity.

In order to determine the most appropriate leadership behavior at UT, therefore, the four types of leadership behaviors (which were related to work satisfaction, leadership satisfaction, role ambiguity and role conflict) were investigated. There were several findings. The first finding is that leaders with high initiation and high consideration behaviors are associated with high levels of

staff satisfaction with their work and their leaders. The second finding is that increasing levels of staff role ambiguity and role conflict are associated with decreasing levels of staff satisfaction with both their work and their leaders.

The main results of this study suggest that leaders with high initiation and high consideration behaviors are associated with high levels of staff work satisfaction and leadership satisfaction, both of which are affected by the extent of role ambiguity. In addition, leaders with high initiation and high consideration behaviors are associated with high levels of staff work satisfaction and leadership satisfaction, both of which are affected by the extent of role conflict. It can be concluded that high initiation and high consideration leadership behavior is the most appropriate leadership behavior for UT. This seems to be a reasonable conclusion, because, given the systemic existence of role ambiguity and role conflict at UT, this type of leadership behavior consistently increases the level of staff satisfaction with their work and their leaders.

The main findings of the study are consistent with those of Blake and Mouton (1985) in that high initiation and high consideration leadership behavior is the most effective leadership behavior since these behaviors emphasize both the structure (initiation) of their job and the consideration for their staff. In addition, this type of leadership

behavior shows concern both for organizational requirements and for individual needs. This type of leader promotes conditions that integrate tasks with individual needs and provides open and two-way communication by consulting with staff and by seeking their ideas for determining the strategies of work and task achievement. Leaders with high initiation and high consideration behaviors both motivate staff to make positive contributions to the organization, and reward personal staff needs. This often produces a high-spirited sense of gratification, enjoyment in work, and excitement in the staff about contributions. It seems that leaders with high initiation and high consideration reduce staff feelings of ambiguity towards their tasks and the conflicting demands of the organization, which in turn, may increase staff satisfaction with their work and their leaders.

Given the situation at UT, where the majority of the tasks may be considered new, leaders with high levels of initiation and consideration behaviors may be necessary. This type of leadership behavior may decrease levels of role ambiguity and role conflict on the part of the staff (Katz & Kahn, 1976; Naylor et al., 1981). For example, by providing two-way and open communication, both leaders and staff are able to reduce the ambiguity and conflict they face (Blake & Mouton, 1985). In addition, this kind of communication may be able to eliminate the transmission of incorrect

information (Yukl, 1981), reduce staff ambiguity and conflict to the tasks, and enhance staff satisfaction with work and leaders (House, 1971).

Relationships between the main variables of role ambiguity, role conflict, work satisfaction, and leadership satisfaction and contextual variables of age, level of education, experiences, and level of promotion

The differing characteristics of age, level of education, experience, and level of promotion among UT staff may have relationships with the main variables of role ambiguity, role conflict, work satisfaction, and leadership satisfaction. The results indicate that most contextual variables were not significantly correlated with the main variables of role ambiguity, role conflict, work satisfaction, and leadership satisfaction. It seemed that staff differences in age, level of education, experience, and level of promotion were not associated with differences in the levels of role ambiguity, role conflict, work satisfaction, and leadership satisfaction. All UT staff, regardless of age, level of education, experience, and level of promotion, perceived similar levels of role ambiguity, role conflict, work satisfaction, and leadership satisfaction.

One possible explanation for these results may be the fact that UT is a new distance education institution with new and, possibly, unique tasks. Therefore, staff with differing characteristics may face similar experiences in

conducting their tasks. This situation may explain the similarity of perceptions of levels of role ambiguity, role conflict, work satisfaction, and leadership satisfaction.

Another possible explanation of these results may be the unequal distribution of samples or homogeneous patterns of response (see Appendix J). There were 254 (84.0 %) respondents who were clustered between the ages 27 to 39 years old; in fact, the total age range of the respondents was between 23 to 56 years of age. As for the respondents' educational backgrounds, 48.6 % of the respondents had a Sarjana degree (equal to Bachelor's degree). In fact, the respondents' education level ranged from high school diploma to doctoral degree. As UT is a relatively new organization (barely 10 years old), 53.0 % of the respondents have between 8 to 10 years of work experience at UT. Approximately, 47.4 % of the respondents were at the promotion levels of III/a and III/b. The range of promotion levels of respondents was from II/a to IV/e. This unequal distribution may influence the results of the Pearson product-moment correlations.

**Differences in the levels of role ambiguity, role conflict,
work satisfaction, and leadership satisfaction
between administrative staff and academic staff;
and between regional office staff and central office staff**

There are two distinct work locations - regional offices and central office --- and two occupation areas ---

-administrative and academic. It might be interesting to think about these two distinct differences in relationship to the main variables of role ambiguity, role conflict, work satisfaction, and leadership satisfaction.

The results suggest that both administrative staff and academic staff perceive similar levels of role ambiguity, role conflict, work satisfaction, and leadership satisfaction; and both regional office staff and central office staff perceive similar levels of role ambiguity, role conflict, and leadership satisfaction. An exception is that regional office staff perceive higher levels of work satisfaction than do central office staff.

Although the distance education system has become more widely recognized through the world (Holmberg, 1989), for Indonesia it is still relatively new (Setijadi, 1992). It is possible, therefore, that the knowledge base of those who work at UT is still somewhat limited. This may influence staff levels of role ambiguity and role conflict both of which tend to be similar for all the staff. Generally, role ambiguity and role conflict on the part of the staff are associated with uncertainty about the tasks to be done and the goals to be accomplished (Kahn et al., 1964). Therefore, similar levels of role ambiguity and role conflict may lead to similar staff perceptions of their work satisfaction and leadership satisfaction.

One of the possible reasons that staff who work in the regional offices are more satisfied with their work than are central office staff is the differences in task characteristics between regional office staff and central office staff. According to White and Bednar (1991), one of the factors which may influence work satisfaction is feedback or visible outcomes from completing the tasks. There is a possibility that regional office staff receive more direct feedback and visible outcomes of their tasks than do central office staff; for example, the regional office staff provide services directly to students. It is possible that regional office staff may be more satisfied with their work than central office staff in terms of the direct feedback or outcomes of their performance.

CHAPTER VII

CONCLUSIONS, LIMITATIONS, IMPLICATIONS, AND RECOMMENDATIONS

Overview

This section will present the conclusions of this study based on the research questions addressed and the sequence of steps employed in this investigation. This section also addresses both the limitations and the implications of the study, including the institutional recommendations for UT. Recommendations for further research are also provided.

Conclusions

1. The reliability measures of the Indonesian language instruments were generally lower than those of the original English language instruments; however, these Indonesian language instruments were sufficiently reliable for the purposes of basic research since three out of the five instruments have Cronbach alpha coefficients which were greater than or equal to .70 (Kaplan and Saccuzzo, 1989). This suggests both that the instruments were successfully translated into the Indonesian language and that they are comparable to the original English language instruments. Moreover, these instruments can be used in different cultural settings with a different language and a different organization.

2. Staff at UT distributed differently on the four types of leadership behaviors. There were 37.3 % of the

staff who perceived that their leaders' behaviors were low initiation and low consideration; 12.9 % of the staff who perceived that their leaders' behaviors were low initiation and high consideration; 15.6 % of the staff who perceived that their leaders' behaviors were high initiation and low consideration leaders; and finally, there were 34.2 % of the staff who perceived that their leaders' behaviors were high initiation and high consideration. The majority of leaders at UT, therefore, are perceived to have either low initiation and low consideration behaviors or high initiation and high consideration behaviors. The variety of leadership behaviors perceived by staff may be influenced by the various origins of the types of leadership behaviors such as personality, experiences, staff, tasks, and current positions (Hunt, 1991; Blake & Mouton, 1985; Yukl, 1981).

3. Further findings indicated that different types of leadership behaviors were related with different levels of work satisfaction and leadership satisfaction. The high initiation and high consideration leadership behavior was related to high levels of work satisfaction and leadership satisfaction. Thus, the higher the initiation and consideration behavior of leaders, the greater the work satisfaction and the leadership satisfaction of the staff.

4. A relationship among role ambiguity, role conflict, work satisfaction and leadership satisfaction was found. The greater the level of role ambiguity, the lower the level

of staff satisfaction with their work and with their leaders. In addition, the greater the level of role conflict, the lower the level of staff satisfaction with their work and with their leaders. The particular characteristics of UT (a new distance education system and a new organization with a large number of departments, staff and students) might contribute to these relationships at UT.

5. The main finding suggested that different types of leadership behaviors were associated with different levels of work satisfaction and with different levels of leadership satisfaction, both of which were mediated by the extent of role ambiguity. In addition, different types of leadership behaviors were associated with different levels of work satisfaction and leadership satisfaction, all of which were mediated by role conflict. The higher the initiation and consideration behaviors of the leaders, the higher the staff work satisfaction and leadership satisfaction which, in turn, were affected by the levels of role ambiguity and the levels of role conflict. The clear implication is that leaders can enhance staff satisfaction by reducing role ambiguity and role conflict.

It is important to remember that the present study did not investigate the cause-effect relationship among variables, but, rather it simply explored the relationships. It is suggested, therefore, that further research focus on

cause-effect relationships. This is suggested in order to ascertain whether or not leadership behavior itself causes certain levels of role ambiguity and of role conflict, and, in turn, affects staff satisfaction with their work and with their leaders.

6. According to the aforementioned results, it can be concluded that high initiation and high consideration leadership behavior is the most appropriate type of leadership behavior for UT, since this type of leadership behavior was associated both with a high level of work satisfaction and a high level of leadership satisfaction, both of which were mediated by the extent of role ambiguity and role conflict.

One possible reason for these findings might be the organizational characteristics of UT. The contingency theory of effective leadership behavior suggests that leaders are considered to be effective and appropriate when these leaders act in accordance with a given situation in the organization [for example, the characteristics of tasks in the organization (Hoy & Miskel, 1991; Fleishman, 1973; House, 1971)]. UT can be considered to be an organization with characteristics different from other universities. One such characteristic would be the tasks in a distance education institution; these tasks might create certain levels of ambiguity and conflict, especially given the large size of the UT organization (Kahn & Katz, 1976). Therefore,

leaders who are able to provide open and two-way communication and to provide clear guidelines might be a necessity at UT; in other words, leaders with high initiation and high consideration behaviors may be the most effective.

7. Universitas Terbuka staff, regardless of age, education, experience and level of promotion, have similar levels of role ambiguity, role conflict, work satisfaction, and leadership satisfaction.

8. It was also found that administrative staff have levels of role ambiguity, role conflict, work satisfaction, and leadership satisfaction similar to those of the academic staff. Moreover, regional office staff have levels of role ambiguity, role conflict, and leadership satisfaction similar to those of the central office staff. However, regional office staff perceived higher levels of work satisfaction than did central office staff. These differences in perception might be a result of different feedback received in accomplishing their tasks.

Limitations

The present study has several limitations which should be considered.

- First, this study is an exploratory research which should lead to further investigations;
- Second, it may not be possible to generalize the results and discussions of the present study to all staff at Universitas Terbuka, since the sample was limited to 294 UT staff out of a total 1600 staff. In addition, due to time and budget constraints, 9 regional offices were chosen out of a total of 32 regional offices;
- Third, the present study presents staff perceptions gathered during a particular, limited time frame, whereas role ambiguity, role conflict, work satisfaction and leadership satisfaction are influenced by the situation over a period of time (Kahn et al., 1964; Hunt, 1991).

Implications and Recommendations

The results of this study provide information about the various perceptions of the staff towards their leaders' behaviors, the existence of role ambiguity and role conflict at UT in association with both work satisfaction and leadership satisfaction, and the most effective leadership behavior at UT. Based on the results and discussions of this study, therefore, several implications and institutional recommendations are offered.

**Implications of the high initiation
and high consideration leadership behavior**

There were indications that the majority of leaders' behaviors perceived by staff at UT were either low initiation and low consideration (37.3 %) or high initiation and high consideration (34.4). Universitas Terbuka staff distributed equally both on the low initiation and low consideration type of leadership behavior and on the high initiation and high consideration type of leadership behavior. Based on the percentages of the distribution of staff perceptions, there seems to be no consistent pattern of leadership behavior at UT.

Further findings showed, however, that low initiation and low consideration behaviors of the leaders were associated with the lowest levels of staff satisfaction, both with their work and with their leaders. On the other hand, high initiation and high consideration behaviors of the leaders were associated with the highest levels of staff satisfaction both with their work and with their leaders. Given these findings, the results of this study, therefore, provide the information that leaders with high initiation and high consideration behaviors may be determining factors in increasing staff satisfaction. It would, therefore, seem to be necessary for leaders at UT to encourage and support high initiation and high consideration behaviors in order to ensure the successful achievement of UT's goals.

**Implications of the levels of role ambiguity
and role conflict**

The main findings of this study indicated that, at UT, high initiation and high consideration was considered the most appropriate type of leadership behavior, since this type of leadership behavior was related to high levels of work satisfaction and leadership satisfaction, both of which were mediated both by role ambiguity and by role conflict. This suggests that staff satisfaction was influenced by the levels of role ambiguity and role conflict at UT. There is a possibility that high initiation and high consideration behaviors of the leaders was associated with high satisfaction on the part of the staff since this type of leadership behavior was able to decrease the levels of role ambiguity and role conflict of the staff. These results suggest that, currently, the levels of role ambiguity and role conflict also function as determinants of the levels of staff satisfaction. Therefore, in order to improve staff satisfaction, leaders at UT should be concerned with the current levels of role ambiguity and role conflict on the part of the staff.

**Recommendations for provision of orientations about the
nature of distance education system**

Role ambiguity and role conflict continue to exist at UT (and are related to staff satisfaction), despite the fact that UT has been in operation for more than 10 years. Naylor et al. (1981) suggest several factors which may

support the existence of role ambiguity and role conflict at UT, such as a lack of clarity about organizational goals or purposes. Two factors which influence the lack of clarity of organizational goals may originate both from the organization itself and from the staff themselves. This may be a result of limited information and limited understanding on the part of the staff about the content and the nature of the organization as a distance education institution.

In addition, the levels of role ambiguity and role conflict may be associated with the lack of guidelines provided by leaders who manifest certain types of leadership behaviors. Blake and Mouton (1985) suggest the possible origins of the type of leadership behavior which is characterized by a lack of guidelines and information. They suggest that, due to the organizational situation, leaders may face completely new tasks and may "get in over their heads". In such a situation, the leaders are unable to perform productively, since the risk of being incompetent is overwhelming. This kind of leader can often be found in situations where leaders are posted in new positions which require a visible quality of supervision. It may also be possible that the leaders may encounter situations in which they feel incompetent. Their feelings of incompetence may be manifested in the poor provision of information and guidelines to the staff for accomplishing their tasks.

Given the aforementioned possibility of a lack of guidelines and information at UT, it may be necessary to raise the knowledge level of all UT employee about the characteristics of a distance education system. Therefore, an orientation about the characteristics, contents, and the main purpose of UT as a distance education institution may be necessary for both UT staff and leaders. This proposed orientation would attempt to enhance their understanding of the nature and characteristics of distance education, its activities and its ways of dealing with such characteristics. Jenkins (1993) suggests that training programs or orientations in the distance education concept ought to be a priority for a new institution, especially for new comers. Such an orientation may be helpful and may assist those working at UT in both understanding and accomplishing their tasks. Staff might then better understand their responsibilities in a distance education institution, and leaders might then be able to better provide the necessary guidelines and information.

Recommendations for establishing job descriptions

The existence of role ambiguity and role conflict may also be associated with a lack of guidelines from the leaders or a lack of job descriptions (White & Bednar, 1991). For staff, job descriptions provide descriptions and guidelines of what to do and how to do it; in other words, they describe the staff's responsibilities (White & Bednar,

1991). For leaders, job descriptions provide information about staff responsibilities in accomplishing their tasks, so that leaders know exactly what staff should do. This is especially important for those staff who must work under two leaders. UT administrators should, therefore, be concerned about job descriptions at UT, and they should provide them as soon as possible.

Recommendations for providing leadership training

The findings indicated that there were only 34.2 % of staff who perceived that their leaders exercised high initiation and high consideration leadership behavior. This suggests that the majority of leadership behaviors at UT are not high initiation and high consideration. UT should, thus, attempt to encourage high initiation and high consideration behavior in leaders in order to produce high levels of satisfaction on the part of staff. Blake and Mouton (1985) and Kotter (1988) suggest that, to be a leader with high initiation and high consideration behaviors, one must comprehend the four basic factors in an organization; these include the organizational purpose, the people (staff) who work in organization, the power or hierarchy in order to exercise the responsibility for the activities, and the culture of the organization. It seems that high initiation and high consideration leadership behavior can be learned through a process within the organization.

There are, however, several other characteristics in leaders which should be noted, including education, personality, previous experience, "chance", and cognition. Lord and Hall (1992), Hunt (1991), Blake and Mouton (1985), and Yukl (1981) suggest that leadership training should be conducted in the organization in order to reduce the impact of the characteristics of the leaders which may foster individual behaviors. An understanding of the importance of appropriate leadership behaviors should be provided by leadership training at UT. Thus, UT should provide leadership studies or training for the leaders, as well as for the staff who might aspire to leadership positions in the future.

According to Lord and Hall (1992), a leadership training program plays an important role, since it is not simply a matter of teaching overt behaviors; rather, it is an attempt to assist leaders and aspiring leaders at UT to recognize problems, correctly interpret contexts, and learn to anticipate the likely symbolic messages their behaviors convey to the staff. Lord and Hall (1992) propose several components of leadership training through organizational training and development strategies including general knowledge about social situations, specific knowledge about organizational context, and knowledge specific to task or social domain. Moreover, Lord and Maher (1990) propose that leadership theories should be provided in any leadership

training program. Information about leadership theories would assist leaders or aspiring leaders to modify their behavior when and if they move to different positions within the organization.

Recommendations for planning leadership successions

In order to provide an effective leadership training program, there are several steps which can be used by current administrators at UT. First of all, UT should have specific criteria for the selection of those individuals or staff who is aspire to be leaders. For example, the criteria may include characteristics such as personal feelings of competence to be the leaders and knowledge of the four basic factors in any organization (Blake & Mouton, 1985; Kotter, 1988). The four basic factors may include staff levels of understanding of the purpose of the organization, of the people who work at UT, of the power or hierarchy in exercising the responsibility, and of the culture of UT. Second, UT should nurture aspiring leaders and prepare them by involving staff in the decision making process. This step may be necessary in order to provide appropriate experiences for staff before they are promoted into certain leadership positions. Finally, UT should provide leadership training to those staff who have satisfied the promotion criteria and who will be assigned to become leaders. It seems clear that leadership training should be provided as a part of UT's long term planning.

Recommendations for further research

Based on the results of this study, several recommendations might be suggested for further research. Both a replication study and a longitudinal study might provide worthwhile information about the most appropriate leadership behavior for UT.

A replication of the present study should attempt to gather information from both staff and leaders. The present study investigated the leadership behaviors based on staff perceptions of their immediate leaders. It might prove worthwhile to investigate leadership behavior based on the leaders' perceptions of their own behaviors. According to Bass (1987), this would allow for a comparison of staff's perceptions and leaders' perceptions which could then lead to an examination of discrepancies between these perceptions. A replication study employing both quantitative and qualitative methodologies, and increasing the number of regional offices as respondent sites, would be necessary to obtain a more complete body of information.

In terms of the reliability, as the results of the present study showed that two out of five of the Indonesian version instruments showed low reliability, it is recommended that a replication study be conducted involving a bilingual Indonesian expert during the translation process. There could then be an assurance that the

appropriate terms were employed and, thus, that appropriate information was gathered.

A longitudinal study is recommended as a further step to the present study. The effects of leadership behaviors on role ambiguity and role conflict are revealed only over time (Kahn et al., 1964; Hunt, 1991). It would, thus, be worthwhile to extend the investigation of these effects over a number of years. Yammarino and Bass (1991) suggest that levels of analysis in conjunction with longitudinal studies would give a full accounting of the levels at which changes or stability are occurring. For example, strong variances and covariances in the leaders-outcomes relationship might appear among new recruits (staff) at a group level of analysis which could disappear when the staff had gained experience and if they worked as part of a larger functional unit such as a department.

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APPENDIX A

Distributions of samples

Units	Questionnaires			Percentages
	send	returned	valid	
Computer Centre	8	7	7	73.9
Inter Univ. Center	5	5	5	100.0
Vice Rector 3	4	2	2	50.0
Research Center	5	5	5	100.0
Examination Center	20	18	18	90.0
Faculties	74	70	68	91.9
General Adm. Bureau	30	25	25	83.3
Modul	9	8	8	88.9
Studio	14	12	12	85.7
Student Adm.	16	11	11	68.8
Vice Rector 1	1	1	1	100.0
Distribution	7	6	6	85.7
Library	6	5	5	83.3
Rector	2	2	2	100.0
Jakarta-R.O.	40	10	10	25.0
Solo-R.O.	25	22	21	95.5
Pontianak-R.O.	15	15	15	100.0
Bengkulu-R.O.	10	10	10	100.0
Palembang-R.O.	10	10	10	100.0
Banjarmasin-R.O.	20	17	17	85.0
Bandung-R.O.	35	20	18	51.4
Bogor-R.O.	25	21	19	76.0
Jogjakarta-R.O.	20	-	-	0.0
Total	400	302	295	73.75

Note : R.O. = Regional Office

APPENDIX B

Cronbach Alpha for the instruments

Instrument	Items	Alpha if Item Deleted	Reliability Coefficient
Role Ambiguity	RA1	.6828	.704
	RA2	.6474	
	RA3	.6583	
	RA4	.6512	
	RA5	.6695	
	RA6	.6759	
Role Conflict	RC1	.5181	.577
	RC2	.5387	
	RC3	.5556	
	RC4	.5792	
	RC5	.5364	
	RC6	.5288	
	RC7	.5387	
	RC8	.5532	
Initiation Leadership Behavior	ILB1	.8307	.846
	ILB2	.8262	
	ILB3	.8246	
	ILB4	.8203	
	ILB5	.8293	
	ILB6	.8402	
	ILB7	.8308	
	ILB8	.8321	
	ILB9	.8282	
	ILB10	.8497	
Consideration Leadership Behavior	CLB1	.4262	.496
	CLB2	.3751	
	CLB3	.3927	
	CLB4	.3938	
	CLB5	.4181	
	CLB6	.5525	
	CLB7	.3780	
	CLB8	.4174	
	CLB9	.6002	
	CLB10	.6148	

Instrument	Items	Alpha if Item Deleted	Reliability Coefficient
Work Satisfaction	WS1	.7397	.763
	WS2	.7676	
	WS3	.7393	
	WS4	.7327	
	WS5	.7462	
	WS6	.7369	
	WS7	.7456	
	WS8	.7481	
	WS9	.7347	
	WS10	.7509	
	WS11	.7589	
	WS12	.7493	
	WS13	.7522	
	WS14	.7699	
	WS15	.7439	
	WS16	.7807	
	WS17	.7733	
	WS18	.7670	
Leadership Satisfaction	LS1	.7339	.723
	LS2	.7145	
	LS3	.7168	
	LS4	.7052	
	LS5	.6941	
	LS6	.7092	
	LS7	.7067	
	LS8	.7179	
	LS9	.7126	
	LS10	.7205	
	LS11	.6945	
	LS12	.7009	
	LS13	.7028	
	LS14	.7143	
	LS15	.7062	
	LS16	.7214	
	LS17	.7155	
	LS18	.7191	

APPENDIX C

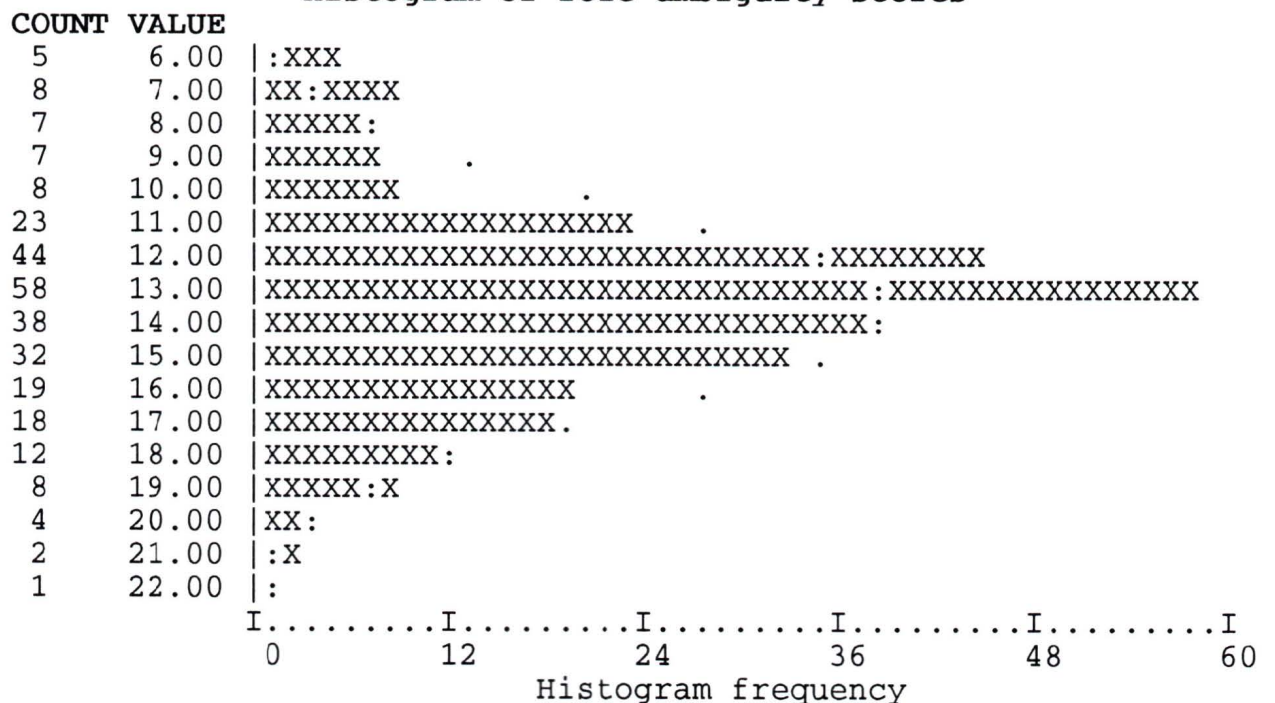
Descriptive statistics of the main variables

Descriptives Statistics	Variables					
	RA	RC	ILB	CLB	WS	LS
Mean	13.449	21.330	35.697	31.548	32.463	39.422
Median	13.000	21.000	36.000	32.000	33.000	40.000
Mode	13.000	20.000	37.000	34.000	32.000	33.000
Std Err	.173	.218	.402	.277	.556	.476
Variance	8.828	13.969	47.584	22.583	90.727	66.682
Std Dev	2.971	3.738	6.898	4.752	9.525	8.166
Minimum	6.000	11.000	16.000	16.000	6.000	21.000
Maximum	22.000	32.000	50.000	50.000	54.000	54.000
Range	16.000	21.000	34.000	34.000	48.000	33.000
Skewness	-.054	-.138	-.194	-.045	-.340	-.018
SE Skew	.142	.142	.142	.142	.142	.142
Kurtosis	.371	.270	-.265	.947	-.154	-.016
SE Kurt	.283	.283	.283	.283	.283	.283

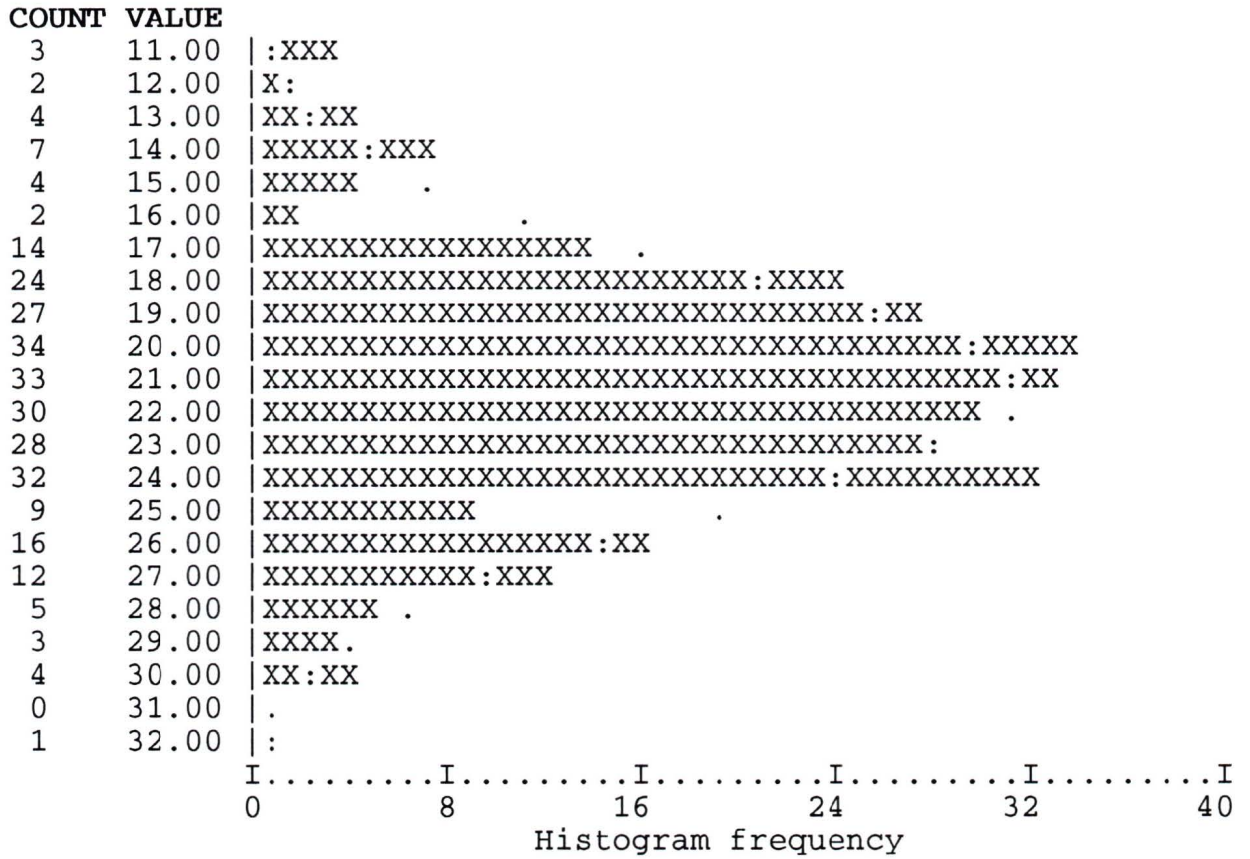
Note : n = 294 cases,
 RA = role ambiguity, RC = role conflict,
 ILB = Initiation leadership behavior,
 CLB = consideration leadership behavior,
 WS = work satisfaction, LS = leadership satisfaction.

APPENDIX D

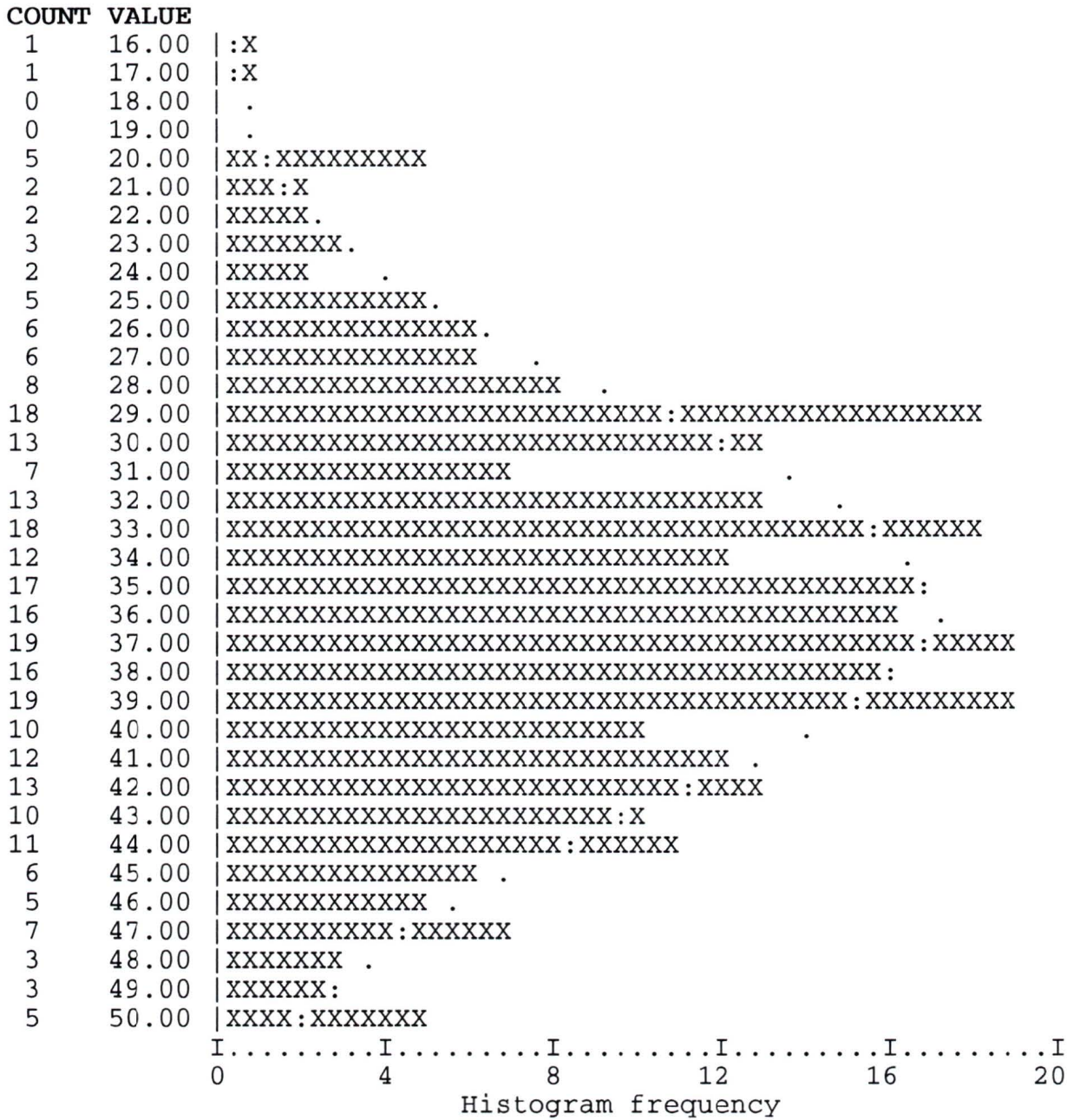
Histogram of role ambiguity scores



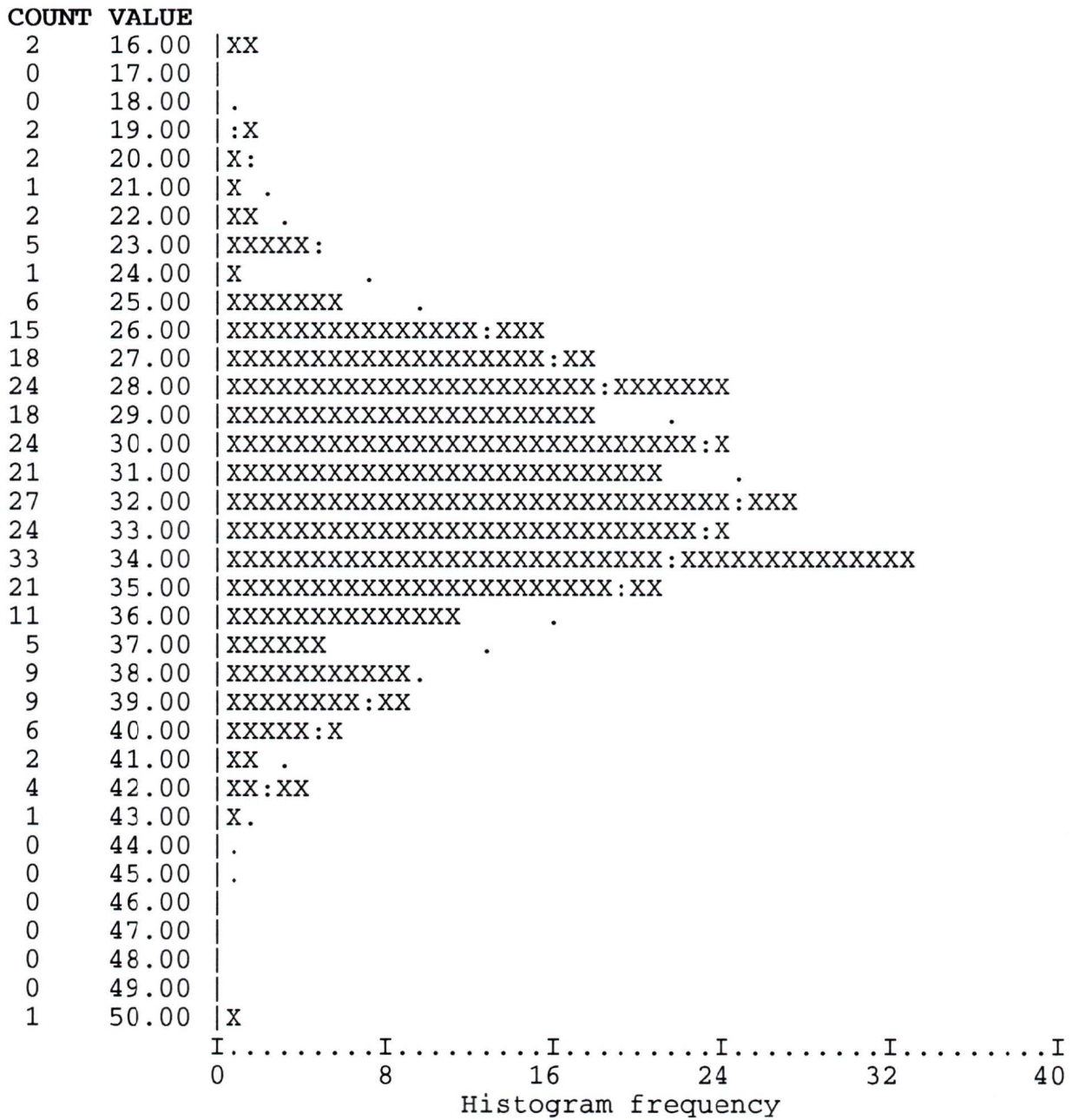
Histogram of role conflict scores



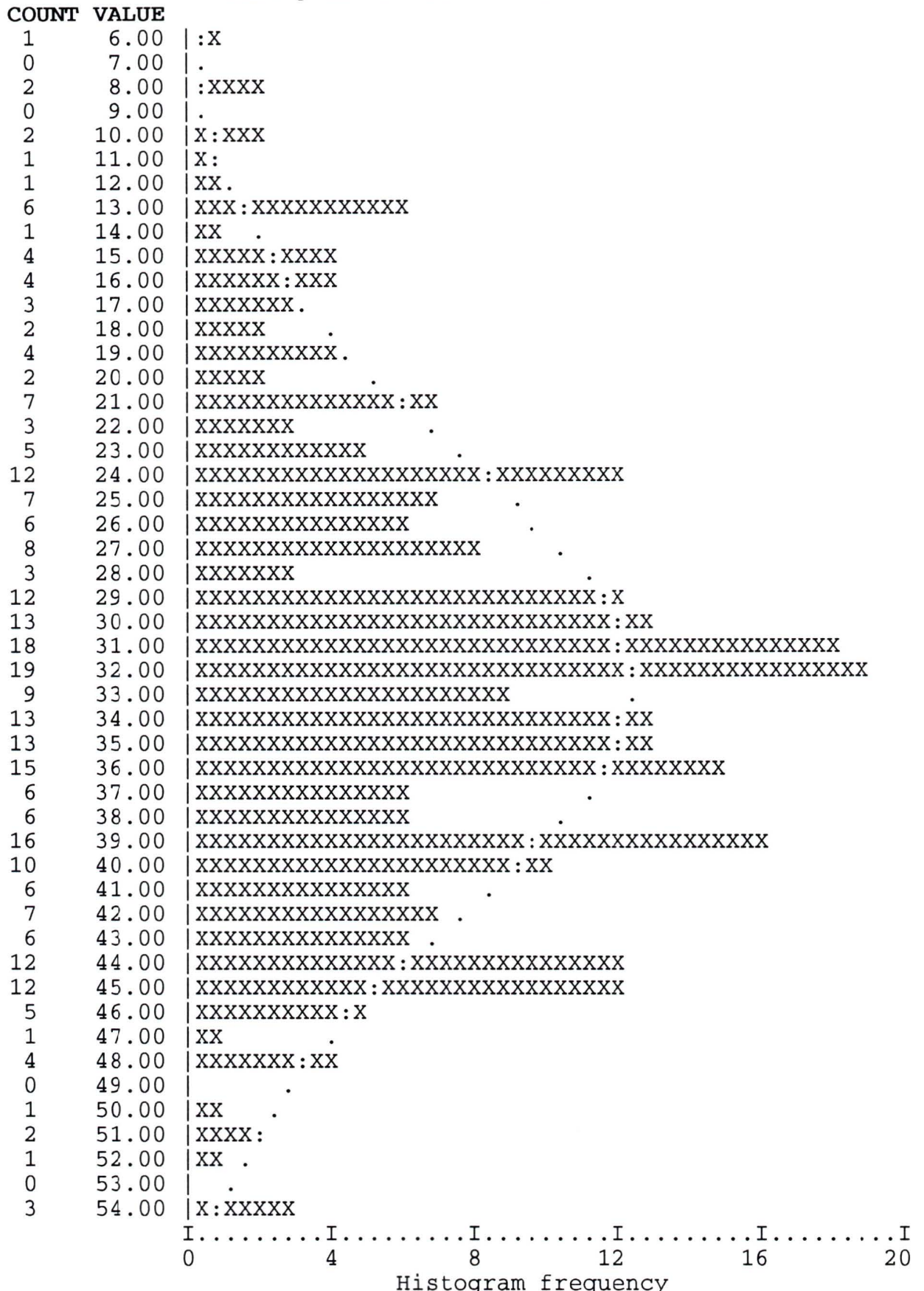
Histogram of initiation leadership behavior scores



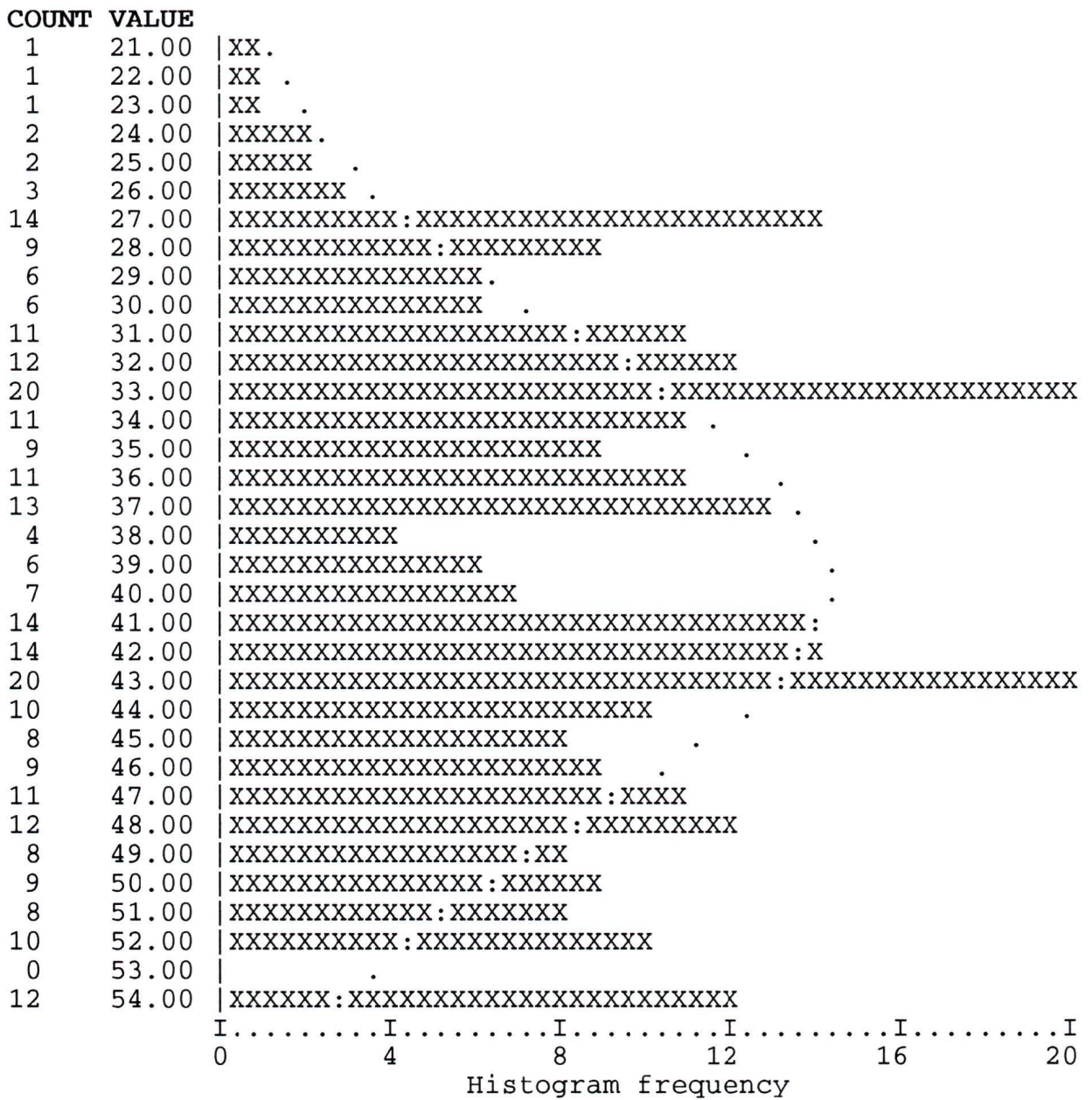
Histogram of consideration leadership behavior scores



Histogram of work satisfaction scores

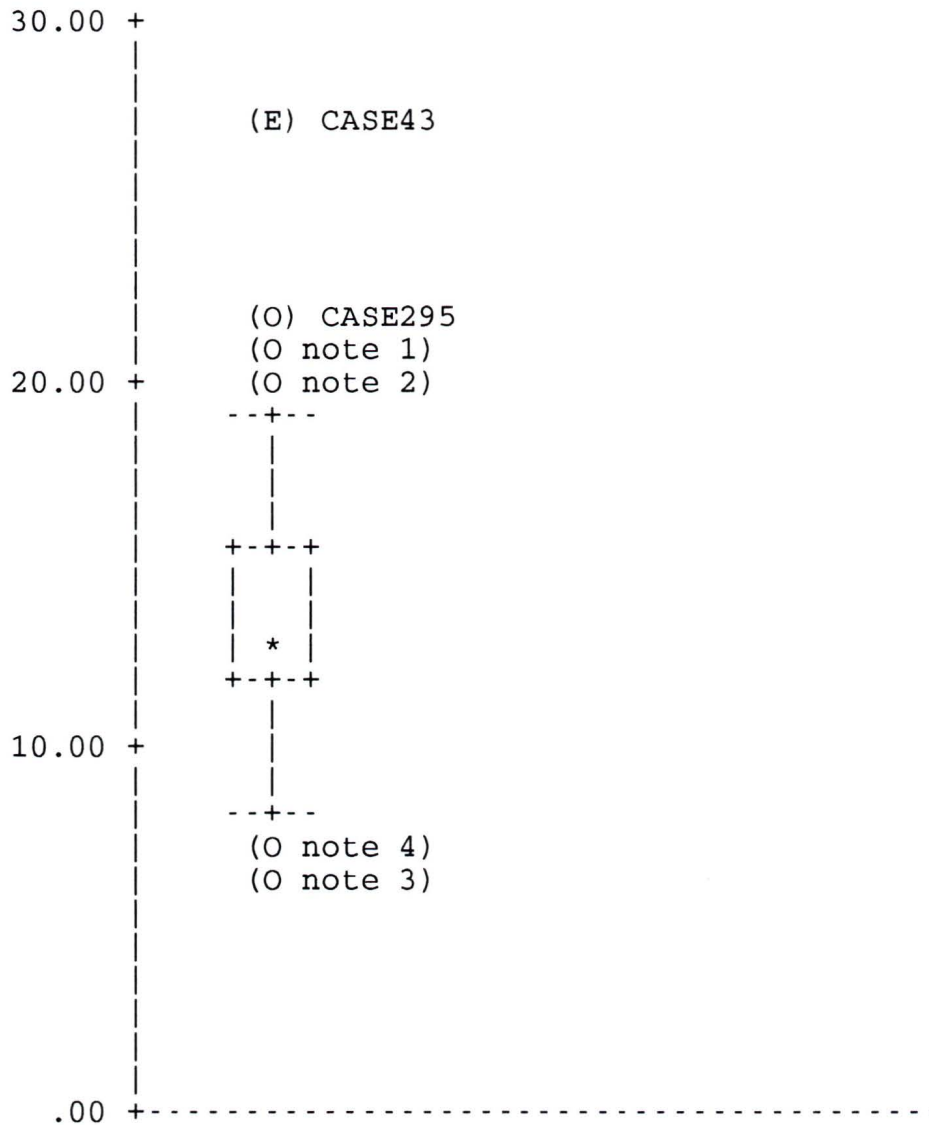


Histogram of leadership satisfaction scores



APPENDIX E

Boxplot of role ambiguity scores



Symbol Key: * = Median, (O) = Outlier, (E) = Extreme

Boxplot footnotes denote the following:

- 1) CASE38, CASE49
- 2) CASE275, CASE288, CASE47, CASE88
- 3) CASE105, CASE114, CASE16, CASE163, CASE52
- 4) CASE116, CASE117, CASE153, CASE168, CASE17, CASE182, CASE212, CASE46

APPENDIX F

**Tests for homogeneity of variances of the main variables
among the four groups of leadership behaviors**

Variable	value	significant
Role ambiguity	.538	.657
Role conflict	1.057	.366
Work satisfaction	2.862	.036
Leadership satisfaction	3.480	.015

Note : p = .005

APPENDIX G

Preliminary tests for analysis of covariance:

**Test homogeneity of regression of work satisfaction
across the four groups and covariate role ambiguity**

Source of Variation	SS	DF	MS	F	Sig of F
WITHIN+RESIDUAL	21114.66	286	73.83		
CONSTANT	14634.51	1	14634.51	198.23	.000
RATOTAL	555.42	1	555.42	7.52	.006
GROUP	2.31	3	.77	.01	.999
RATOTAL BY GROUP	145.36	3	48.45	.66	.580

**Test homogeneity of regression of work satisfaction
across the four groups and covariate role conflict**

Source of Variation	SS	DF	MS	F	Sig of F
WITHIN+RESIDUAL	21352.40	286	74.66		
CONSTANT	7432.14	1	7432.14	99.55	.000
RCTOTAL	143.18	1	143.18	1.92	.167
GROUP	328.20	3	109.40	1.47	.224
RCTOTAL BY GROUP	264.60	3	88.20	1.18	.317

**Test homogeneity of regression of leadership satisfaction
across the four groups and covariate role ambiguity**

Source of Variation	SS	DF	MS	F	Sig of F
WITHIN+RESIDUAL	12968.39	286	45.34		
CONSTANT	15605.58	1	15605.58	344.16	.000
RATOTAL	62.11	1	62.11	1.37	.243
GROUP	594.40	3	198.13	4.37	.005
RATOTAL BY GROUP	79.21	3	26.40	.58	.627

Test homogeneity of regression of leadership satisfaction across the four groups and covariate role conflict

Source of Variation	SS	DF	MS	F	Sig of F
WITHIN+RESIDUAL	12939.01	286	45.24		
CONSTANT	10307.00	1	10307.00	227.82	.000
RCTOTAL	123.66	1	123.66	2.73	.099
GROUP	165.62	3	55.21	1.22	.303
RCTOTAL BY GROUP	16.88	3	5.63	.12	.946

Note : * = significant on level .05.

APPENDIX H

Analysis of Covariance between work satisfaction (WS) and covariate role ambiguity (RATOTAL) across the four types of leadership behaviors

Source of Variation	Sum of Squares	DF	Mean Square	F	Signif of F
Covariates	2370.123	1	2370.123	32.218	.000
RATOTAL	2370.123	1	2370.123	32.218	.000
Main Effects	2952.943	3	984.314	13.380	.000
GROUP	2952.943	3	984.314	13.380	.000
Explained	5323.066	4	1330.766	18.090	.000
Residual	21260.022	289	73.564		
Total	26583.088	293	90.727		

Adjusted and unadjusted means of work satisfaction by role ambiguity across the four types of leadership behaviors

Group	N	Mean WS	Unadjusted mean	Adjusted mean
Group-1	109	27.899	-4.56	-3.89
Group-2	38	33.500	1.04	1.22
Group-3	46	32.109	-.35	-.50
Group-4	101	37.158	4.70	3.97

Multiple R Squared= .200; Multiple R= .447; Grand Mean= 32.463

Analysis of Covariance between work satisfaction (WS) and covariate role conflict (RCTOTAL) across the four types of leadership behaviors

Source of Variation	Sum of Squares	DF	Mean Square	F	Signif of F
Covariates	1318.283	1	1318.283	17.624	.000
RCTOTAL	1318.283	1	1318.283	17.624	.000
Main Effects	3647.803	3	1215.934	16.256	.000
GROUP	3647.803	3	1215.934	16.256	.000
Explained	4966.086	4	1241.521	16.598	.000
Residual	21617.003	289	74.799		
Total	26583.088	293	90.727		

Adjusted and unadjusted means of work satisfaction by role conflict across the four types of leadership behaviors

Group	N	Mean WS	Unadjusted mean	Adjusted mean
Group-1	109	27.899	-4.56	-4.20
Group-2	38	33.500	1.04	1.39
Group-3	46	32.109	-.35	-.60
Group-4	101	37.158	4.70	4.29

Multiple R Squared= .187; Multiple R= .432; Grand Mean= 32.463

Analysis of Covariance between leadership satisfaction (LS) and covariate role ambiguity (RATOTAL) across the four types of leadership behaviors

Source of Variation	Sum of Squares	DF	Mean Square	F	Signif of F
Covariates	1301.265	1	1301.265	28.823	.000
RATOTAL	1301.265	1	1301.265	28.823	.000
Main Effects	5188.840	3	1729.613	38.310	.000
GROUP	5188.840	3	1729.613	38.310	.000
Explained	6490.105	4	1622.526	35.938	.000
Residual	13047.596	289	45.147		
Total	19537.701	293	66.682		

Adjusted and unadjusted means of leadership satisfaction by role ambiguity across the four types of leadership behaviors

Group	N	Mean LS	Unadjusted mean	Adjusted mean
Group-1	109	34.184	-5.24	-5.02
Group-2	38	37.684	-1.74	-1.68
Group-3	46	40.913	1.49	1.44
Group-4	101	45.050	5.63	5.39

Multiple R Squared= .332; Multiple R= .576; Grand Mean= 39.422

Analysis of Covariance between leadership satisfaction (LS) and covariate role conflict (RCTOTAL) across the four types of leadership behaviors

Source of Variation	Sum of Squares	DF	Mean Square	F	Signif of F
Covariates	1227.992	1	1227.992	27.392	.000
RCTOTAL	1227.992	1	1227.992	27.392	.000
Main Effects	5353.820	3	1784.607	39.808	.000
GROUP	5353.820	3	1784.607	39.808	.000
Explained	6581.812	4	1645.453	36.704	.000
Residual	12955.888	289	44.830		
Total	19537.701	293	66.682		

Adjusted and unadjusted means of leadership satisfaction by role conflict across the four types of leadership behaviors

Group	N	Mean LS	Unadjusted mean	Adjusted mean
Group-1	109	34.184	-5.24	-5.00
Group-2	38	37.684	-1.74	-1.51
Group-3	46	40.913	1.49	1.33
Group-4	101	45.050	5.63	5.36

Multiple R Squared= .337; Multiple R= .580; Grand Mean= 39.422

APPENDIX I

Differences in the main variables between groups
in each contextual variables

1. Role Ambiguity (RA)

Contextual variable	Group	n	Mean of RA	SD	t	p 2-tails
Occupation	Admin.	147	13.211	2.805	-1.38	.170
	Academ.	147	13.687	3.120		
Location	Regional	120	13.042	2.757	-1.96	.051
	Central	174	13.730	3.087		

2. Role Conflict (RC)

Contextual variable	Group	n	Mean of RC	SD	t	p 2-tails
Occupation	Admin.	147	21.027	3.783	-1.39	.165
	Academ.	147	21.633	3.679		
Location	Regional	120	21.408	3.969	.30	.766
	Central	174	21.276	3.580		

3. Work Satisfaction (WS)

Contextual variable	Group	n	Mean of WS	SD	t	p 2-tails
Occupation	Admin.	147	33.177	9.407	1.29	.199
	Academ.	147	31.748	9.621		
Location	Regional	120	33.817	9.873	2.04	.043
	Central	174	31.529	9.190		

4. Leadership Satisfaction (LS)

Contextual variable	Group	n	Mean of LS	SD	t	p 2-tails
Occupation	Admin.	147	40.082	8.176	1.39	.166
	Academ.	147	38.762	8.130		
Location	Regional	120	38.967	8.405	- .79	.428
	Central	174	39.736	8.006		

APPENDIX J

Frequency distribution of staff based on
each contextual variable

1. Age

Age (year)	Frequency	Percent	Valid Percent	Cum Percent
23.00	1	.3	.3	.3
25.00	5	1.7	1.7	2.0
27.00	10	3.4	3.4	5.5
28.00	11	3.7	3.8	9.2
29.00	13	4.4	4.4	13.7
30.00	28	9.5	9.6	23.2
31.00	15	5.1	5.1	28.3
32.00	28	9.5	9.6	37.9
33.00	21	7.1	7.2	45.1
34.00	41	13.9	14.0	59.0
35.00	26	8.8	8.9	67.9
36.00	18	6.1	6.1	74.1
37.00	14	4.8	4.8	78.8
38.00	14	4.8	4.8	83.6
39.00	8	2.7	2.7	86.3
40.00	6	2.0	2.0	88.4
41.00	1	.3	.3	88.7
42.00	4	1.4	1.4	90.1
43.00	6	2.0	2.0	92.2
44.00	3	1.0	1.0	93.2
45.00	5	1.7	1.7	94.9
46.00	1	.3	.3	95.2
47.00	3	1.0	1.0	96.2
48.00	2	.7	.7	96.9
49.00	1	.3	.3	97.3
50.00	2	.7	.7	98.0
51.00	1	.3	.3	98.3
52.00	1	.3	.3	98.6
53.00	1	.3	.3	99.0
54.00	1	.3	.3	99.3
55.00	1	.3	.3	99.7
56.00	1	.3	.3	100.0
.	1	.3	Missing	
Total	294	100.0	100.0	

2. Gender

Gender	Frequency	Percent	Valid Percent	Cum Percent
Male	160	54.4	54.4	54.4
Female	134	45.6	45.6	100.0
Total	294	100.0	100.0	

3. Education

Level of Education	Frequency	Percent	Valid Percent	Cum Percent
High School	99	33.7	33.7	33.7
Diploma 2	1	.3	.3	34.0
Diploma 3	20	6.8	6.8	40.8
Sarjana (Bachelor)	143	48.6	48.6	89.5
Master	28	9.5	9.5	99.0
Doctor	3	1.0	1.0	100.0
Total	294	100.0	100.0	

4. Experience

Experience (year)	Frequency	Percent	Valid Percent	Cum Percent
1.00	2	.7	.7	.7
2.00	12	4.1	4.1	4.8
3.00	53	18.0	18.0	22.8
4.00	13	4.4	4.4	27.2
5.00	12	4.1	4.1	31.3
6.00	17	5.8	5.8	37.1
7.00	27	9.2	9.2	46.3
8.00	45	15.3	15.3	61.6
9.00	60	20.4	20.4	82.0
10.00	51	17.3	17.3	99.3
.	2	.6	Missing	
Total	294	100.0	100.0	

5. Level of promotion

Level of Promotion	Frequency	Percent	Valid Percent	Cum Percent
II/a	9	3.1	3.1	3.1
II/b	59	20.1	20.1	23.2
II/c	34	11.6	11.6	34.8
II/d	11	3.7	3.8	38.6
III/a	66	22.4	22.5	61.1
III/b	73	24.8	24.9	86.0
III/c	28	9.5	9.6	95.6
III/d	7	2.4	2.4	98.0
IV/a	4	1.4	1.4	99.3
IV/b	1	.3	.3	99.7
IV/e	1	.3	.3	100.0
	1	.3	Missing	
Total	294	100.0	100.0	

6. Occupation

Occupation	Frequency	Percent	Valid Percent	Cum Percent
Administrative	147	50.0	50.0	50.0
Academic	147	50.0	50.0	100.0
Total	294	100.0	100.0	

7. Location of work

Location	Frequency	Percent	Valid Percent	Cum Percent
Regional offices	120	40.8	40.8	40.8
Central office	174	59.2	59.2	100.0
Total	294	100.0	100.0	

APPENDIX K

The Indonesian language versions of the instruments

A. DATA PRIBADI (Personal information)

Berikut ini adalah pertanyaan-pertanyaan yang berkaitan dengan data pribadi Anda. Anda diminta untuk menjawab pertanyaan-pertanyaan tersebut sesuai dengan keadaan Anda yang sebenarnya, dengan cara memberikan **tanda silang (X)** atau mengisinya.

1. Jenis Kelamin
 - a. Laki-laki
 - b. Perempuan
2. Umur :..... tahun
3. Pendidikan terakhir :
 - a. SMTA
 - b. Diploma : I, II, III (lingkari salah satu)
 - c. Sarjana (S1)
 - d. Master (S2)
 - e. Doktor (S3)
 - f. lain-lain:.....
4. Mulai bekerja di UT pada bulan..... tahun.....
5. Golongan/pangkat saat ini :.....
6. Status kepegawaian :
 - a. Staf administratif
 - b. Staf akademik
7. Lokasi bekerja :
 - a. UPBJJ-UT
 - b. Kantor Pusat UT

B. KARAKTERISTIK PEKERJAAN (Task characteristics)

Berikut ini adalah pernyataan-pernyataan yang berkaitan dengan karakteristik khusus pekerjaan di UT. Pada setiap pernyataan, Anda diminta untuk memilih nomor skala yang paling menggambarkan pendapat Anda terhadap karakteristik pekerjaan Anda di UT. Berikan **tanda silang (X)** pada jawaban yang sesuai.

Petunjuk:

- 1 = jika pernyataan tersebut **sangat tidak benar** terjadi pada pekerjaan Anda;
- 2 = jika pernyataan tersebut **tidak benar** terjadi pada pekerjaan Anda;
- 3 = jika pernyataan tersebut **kadang-kadang tidak benar dan kadang-kadang benar** terjadi pada pekerjaan Anda;
- 4 = jika pernyataan tersebut **benar** terjadi pada pekerjaan Anda;
- 5 = jika pernyataan tersebut **sangat benar** terjadi pada pekerjaan Anda;

1. Saya merasa yakin dengan wewenang yang saya miliki	1	2	3	4	5
2. Saya harus melakukan hal-hal yang seharusnya dapat dilakukan dengan cara yang berbeda	1	2	3	4	5
3. Pekerjaan saya mempunyai maksud dan tujuan yang jelas dan terprogram	1	2	3	4	5
4. Saya menerima tugas tanpa cukup bantuan tenagakerja untuk menyelesaikan tugas tersebut	1	2	3	4	5
5. Saya yakin bahwa saya telah membagi waktu dengan sebaik-baiknya	1	2	3	4	5
6. Saya terpaksa melanggar peraturan dan prosedur agar dapat mengerjakan tugas-tugas saya	1	2	3	4	5

Petunjuk:

1 = sangat tidak benar;

2 = tidak benar;

3 = kadang-kadang;

4 = benar;

5 = sangat benar;

- | | | | | | |
|---|---|---|---|---|---|
| 7. Saya mengetahui tanggung jawab saya | 1 | 2 | 3 | 4 | 5 |
| 8. Saya bekerja dengan dua kelompok atau lebih yang masing-masing berfungsi secara berbeda | 1 | 2 | 3 | 4 | 5 |
| 9. Saya tahu pasti apa yang diharapkan dari saya | 1 | 2 | 3 | 4 | 5 |
| 10. Saya menerima tugas-tugas yang tidak saling berkaitan dari dua orang atasan atau lebih | 1 | 2 | 3 | 4 | 5 |
| 11. Keterangan tentang apa yang harus saya kerjakan sudah jelas | 1 | 2 | 3 | 4 | 5 |
| 12. Saya melakukan tugas yang dapat diterima oleh salah seorang atasan, tetapi tidak dapat diterima oleh atasan yang lain | 1 | 2 | 3 | 4 | 5 |
| 13. Saya menerima tugas, tanpa didukung oleh sumber dan peralatan yang cukup untuk melaksanakannya. | 1 | 2 | 3 | 4 | 5 |
| 14. Saya mengerjakan hal-hal yang tidak begitu perlu dilakukan | 1 | 2 | 3 | 4 | 5 |

C. TIPE-TIPE KEPEMIMPINAN (Leadership behaviors)

Berikut ini adalah pernyataan-pernyataan yang berkaitan dengan tipe kepemimpinan tertentu. Yang dimaksud pimpinan adalah atasan langsung dimana Anda mempertanggungjawabkan pekerjaan Anda, atau atasan yang memberikan pengawasan dan petunjuk langsung kepada Anda dalam menyelesaikan pekerjaan di UT. Perlu diketahui bahwa, tidak ada jawaban yang benar atau salah, Anda diminta menentukan seberapa sering pimpinan langsung Anda melakukan hal-hal yang sesuai dengan pernyataan-pernyataan tersebut. Berikan **tanda silang (X)** pada jawaban yang sesuai.

Petunjuk:

- SL = jika pimpinan langsung Anda **selalu** melakukan hal-hal pada pernyataan tersebut;
- SR = jika pimpinan langsung Anda **sering** melakukan hal-hal pada pernyataan tersebut;
- KD = jika pimpinan langsung Anda **kadang-kadang** melakukan hal-hal pada pernyataan tersebut;
- JR = jika pimpinan langsung Anda **jarang** melakukan hal-hal pada pernyataan tersebut;
- TP = jika pimpinan langsung Anda **tidak pernah** melakukan hal-hal pada pernyataan tersebut.

Pimpinan langsung Anda,

- | | | | | | |
|--|----|----|----|----|----|
| 1. Memberitahu stafnya apa-apa yang ia inginkan dari mereka | SL | SR | KD | JR | TP |
| 2. Ramah dan mudah diajak kerjasama | SL | SR | KD | JR | TP |
| 3. Mendorong penggunaan prosedur yang seragam | SL | SR | KD | JR | TP |
| 4. Melakukan hal-hal kecil yang dapat menyenangkan staf | SL | SR | KD | JR | TP |
| 5. Menguji coba pendapat-pendapatnya dalam kelompok (staf) | SL | SR | KD | JR | TP |
| 6. Menerapkan saran-saran yang datang dari kelompok (staf) kedalam pelaksanaan | SL | SR | KD | JR | TP |
| 7. Bersikap jelas kepada anggota kelompok (staf) | SL | SR | KD | JR | TP |

Petunjuk:

SL = selalu;

SR = sering;

KD = kadang-kadang;

JR = jarang;

TP = tidak pernah.

8. Menganggap staf sebagai partner kerja bukan sebagai bawahan	SL	SR	KD	JR	TP
9. Memutuskan apa yang seharusnya dilakukan dan bagaimana cara melakukannya	SL	SR	KD	JR	TP
10. Memberitahukan sebelumnya perubahan-perubahan yang akan dilakukan	SL	SR	KD	JR	TP
11. Memberikan tugas-tugas khusus kepada staf	SL	SR	KD	JR	TP
12. Tidak mendelegasikan wewenang	SL	SR	KD	JR	TP
13. Membuat staf mengerti posisi/peranan pimpinan dalam kelompok	SL	SR	KD	JR	TP
14. Memperhatikan kesejahteraan pribadi staf	SL	SR	KD	JR	TP
15. Membuat jadwal pekerjaan-pekerjaan yang harus diselesaikan	SL	SR	KD	JR	TP
16. Bersedia membuat pembaharuan	SL	SR	KD	JR	TP
17. Mempertahankan standar kinerja yang jelas	SL	SR	KD	JR	TP
18. Keberatan menjelaskan segala tindakan yang diambil	SL	SR	KD	JR	TP
19. Meminta staf untuk mengikuti kaidah dan peraturan yang baku (standar)	SL	SR	KD	JR	TP
20. Mengambil tindakan tanpa konsultasi dengan kelompok (staf)	SL	SR	KD	JR	TP

D. KEPUASAN KERJA (Satisfaction)

Berikut ini adalah pernyataan-pernyataan yang berkaitan dengan kepuasan kerja Anda, yang ditunjukkan melalui kepuasan terhadap pekerjaan dan pimpinan langsung. Jawablah setiap pernyataan dengan memberikan tanda **Y**, **T**, atau "?" disamping pernyataan-pernyataan tersebut.

Petunjuk:

Y = ya, jika pernyataan sesuai dengan keadaan sebenarnya.

T = tidak, jika pernyataan tidak sesuai dengan keadaan sebenarnya.

? = Jika Anda tidak dapat menentukan apakah pernyataan tersebut menjelaskan keadaan sebenarnya atau tidak.

Pekerjaan (Work satisfaction),

- | | |
|--------------------------------|--|
| 1. ____ Sangat menarik | 10. ____ Berguna |
| 2. ____ Rutin | 11. ____ Meletihkan |
| 3. ____ Memuaskan | 12. ____ Sehat (lingkungan) |
| 4. ____ Membosankan | 13. ____ Menantang |
| 5. ____ Baik | 14. ____ Saya harus menyelesaikan segala pekerjaan sendiri |
| 6. ____ Merangsang kreativitas | 15. ____ Mengecewakan |
| 7. ____ Dihargai | 16. ____ Mudah/sederhana |
| 8. ____ Panas (lingkungan) | 17. ____ Tidak ada hentinya |
| 9. ____ Menyenangkan | 18. ____ Menuntut penyelesaian yang memuaskan |

Petunjuk:

- Y = ya**, jika pernyataan **sesuai** dengan keadaan sebenarnya.
- T = tidak**, jika pernyataan **tidak sesuai** dengan keadaan sebenarnya.
- ? =** Jika Anda **tidak dapat menentukan** apakah pernyataan tersebut menjelaskan keadaan sebenarnya atau tidak.

Pimpinan langsung (Leadership satisfaction),

- | | | | |
|---------|-------------------------------------|----------|---|
| 1. ____ | Meminta saran
-saran saya | 10. ____ | Mengatakan kekurangan
dan kelebihan saya |
| 2. ____ | Susah untuk puas | 11. ____ | Menjengkelkan |
| 3. ____ | Tidak sopan | 12. ____ | Keras kepala |
| 4. ____ | Memuji pekerjaan
yang baik | 13. ____ | Mengetahui pekerjaan
dengan baik |
| 5. ____ | Bijaksana | 14. ____ | Buruk |
| 6. ____ | Berpengaruh | 15. ____ | Cerdas |
| 7. ____ | Modern | 16. ____ | Memberikan kebebasan
kepada saya untuk
mengambil inisiatif
sendiri |
| 8. ____ | Tidak memberikan
cukup bimbingan | 17. ____ | Malas |
| 9. ____ | Cepat marah | 18. ____ | Ada pada saat
diperlukan |

Saran dan komentar :

.....

.....

.....

.....

APPENDIX L

(The English language versions of the instruments)

A. STAFF CHARACTERISTICS

Directions: Draw a cross (X) on one of the letters beside the answer to show the answer you have selected.

1. Gender
 - a. male
 - b. female
2. Age: years
3. Level of education:
 - a. High school;
 - b. Diploma: I, II, III (circle one);
 - c. Sarjana (strata 1);
 - d. Master (strata 2);
 - e. Doctor (strata 3);
 - f. Miscellaneous:.....
4. Start working at UT: (in what month and
in what year)
5. Level of current promotion:
6. Occupation:
 - a. Administrative staff
 - b. Academic staff
7. Work location:
 - a. Regional office
 - c. Central office

B. TASK CHARACTERISTICS

Directions: Cross on one of the five answers to show the answer you have selected.

	Strongly Disagree				Strongly Agree
1. I feel certain about how much authority I have	1	2	3	4	5
2. I have to do things that should be done differently	1	2	3	4	5
3. Clear, planned goals and objectives for my job	1	2	3	4	5
4. I receive an assignment without the manpower to complete it	1	2	3	4	5
5. I know that I have divided my time properly	1	2	3	4	5
6. I have to buck a rule or policy in order to carry out an assignment	1	2	3	4	5
7. I know what my responsibilities are	1	2	3	4	5
8. I work with two or more groups who operate quite differently	1	2	3	4	5
9. I know exactly what is expected of me	1	2	3	4	5
10. I receive incompatible requests from two or more people	1	2	3	4	5
11. Explanation is clear of what has to be done	1	2	3	4	5
12. I do things that are apt to be accepted by one person and not accepted by others	1	2	3	4	5
13. I receive an assignment without adequate resources and materials to execute it	1	2	3	4	5
14. I work on unnecessary things	1	2	3	4	5

C. LEADERSHIP BEHAVIORS

Directions: Cross (X) one of the five answers to show the answer you have selected.

AL: Always

OF: Often

OC: Occasionally

SL: Seldom

NV: Never

- | | | | | | |
|--|----|----|----|----|----|
| 1. Lets group members know what is expected of them | AL | OF | OC | SL | NV |
| 2. Is friendly and approachable | AL | OF | OC | SL | NV |
| 3. Encourages the use of uniform procedures | AL | OF | OC | SL | NV |
| 4. Does little things to make it pleasant to be a member of the group | AL | OF | OC | SL | NV |
| 5. Tries out his/her ideas in the group | AL | OF | OC | SL | NV |
| 6. Puts suggestions made by the group into operation | AL | OF | OC | SL | NV |
| 7. Makes his/her attitudes clear to the group | AL | OF | OC | SL | NV |
| 8. Treats all group members as his/her equals | AL | OF | OC | SL | NV |
| 9. Decides what shall be done and how it shall be done | AL | OF | OC | SL | NV |
| 10. Gives advance notice of changes | AL | OF | OC | SL | NV |
| 11. Assigns group members to particular tasks | AL | OF | OC | SL | NV |
| 12. Keeps to himself/herself | AL | OF | OC | SL | NV |
| 13. Makes sure that his/her part in the group is understood by the group members | AL | OF | OC | SL | NV |
| 14. Looks out for the personal welfare of group members | AL | OF | OC | SL | NV |
| 15. Schedules the work to be done | AL | OF | OC | SL | NV |
| 16. Is willing to make changes | AL | OF | OC | SL | NV |
| 17. Maintains definite standards of performance | AL | OF | OC | SL | NV |
| 18. Refuses to explain his/her actions | AL | OF | OC | SL | NV |
| 19. Asks that group members follow standard rules and regulations | AL | OF | OC | SL | NV |
| 20. Acts without consulting the group | AL | OF | OC | SL | NV |

D. STAFF SATISFACTION

Directions: Draw Y, N, or ? beside the item to show your answer.

Y, if the item describes a particular aspect of the the leaders or work.

N, if the item does not describe a particular aspect of the leaders or work.

?, if the respondent can not decided.

Work satisfaction

- | | |
|--------------------|--------------------------------------|
| 1. ___ Fascinating | 10. ___ Useful |
| 2. ___ Routine | 11. ___ Tiresome |
| 3. ___ Satisfying | 12. ___ Healthful |
| 4. ___ Boring | 13. ___ Challenging |
| 5. ___ Good | 14. ___ On your feet |
| 6. ___ Creative | 15. ___ Frustrating |
| 7. ___ Respected | 16. ___ Simple |
| 8. ___ Hot | 17. ___ Endless |
| 9. ___ Pleasant | 18. ___ Give sense of accomplishment |

Supervision satisfaction

- | | |
|---------------------------------|--------------------------------|
| 1. ___ Ask my advice | 10. ___ Tells me where I stand |
| 2. ___ Hard to please | 11. ___ Annoying |
| 3. ___ Impolite | 12. ___ Stubborn |
| 4. ___ Praised good work | 13. ___ Knows job well |
| 5. ___ Tactful | 14. ___ Bad |
| 6. ___ Influential | 15. ___ Intelligent |
| 7. ___ Up-to-date | 16. ___ Leaves me on my own |
| 8. ___ Doesn't supervise enough | 17. ___ Lazy |
| 9. ___ Quick tempered | 18. ___ Around when needed |

VITA

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MAREH 28th 1995

(Date)