DEMOGRAPHIC DIFFERENCES BETWEEN A LEADER AND FOLLOWERS TEND TO INHIBIT LEADER-FOLLOWER EXCHANGE LEVELS AND JOB SATISFACTION

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ABSTRACT

This quantitative study explores whether demographic differences between a leader and follower are negatively related to the leader-follower exchange (LMX) levels and job satisfaction. The demographic character differences primarily focused on differences in age, gender, tenure, and educational qualification. Results of the research support the notion that dissimilarity leads to: (a) poor quality of exchange which in turn affects job satisfaction of the employees due to repulsion because people tend to be drawn to those who are comparable to them; (b) low communication between the members of a dyad; (c) high role ambiguity; (d) differences in attitudes, values, and beliefs; and (e) high role conflict because the dyad members may have different conceptions of what the subordinate's role necessities. Overall, job satisfaction reflects an individual's general attitude towards his or her job based on satisfaction of the needs or wants. The LMX-7 survey, satisfaction with my supervisor survey, overall job satisfaction, and demographic characteristics questionnaire were the instruments used for data collection administered to 123 participants from a convenient sample. Data was analyzed by regression analysis using the SPSS 17.0 statistical computer program.

Keywords: age, education, follower, gender, Leader-member exchange (LMX), Job satisfaction.

INTRODUCTION

This quantitative research explored whether demographic differences between a leader and follower inhibit the leader-follower exchange (LMX) levels and job satisfaction. Bellou (2010) points out that organizational researchers have studied demographic characteristics as proxies of employees' background and experience. On the other hand, job satisfaction is important because it "promotes positive behaviours among employees, helping thus organizations develop core competencies and offering a major source of competitive advantage" (Bellou, 2010, p. 12). This research will add on to the knowledge of whether demographic differences between a leader and follower inhibit the LMX levels and job satisfaction.

Job satisfaction is defined as the collection of feelings and beliefs that people have about their contemporary jobs (Ghazzawi, 2011). It "has probably been the most often researched work attitude in the organizational behavior literature" (Blau, 1999, p. 1099). The degree and levels of job satisfaction can range from extreme satisfaction to extreme dissatisfaction depending on what the people are experiencing in their jobs. Therefore, different factors must be considered if one is to measure job satisfaction of employees in organizations. For example, age, tenure, gender, and educational qualification may play a vital role in employee's job satisfaction.

On the other hand, leader-member exchange theory (LMX) stresses the role making progression relating leaders and work group members who report to them and the extent to which their association displays exchange and reciprocal influence (Davis & Bryant, 2009). It is under the premise that leaders develop a separate relationship with each subordinate as the two parties mutually describe the subordinate's role (Grean & Uhl-Bien, 1995; Yukl, 2010). Therefore, leader-member dyad with high levels of trust, liking, and respect will establish a high exchange relationship and contribute to each other beyond the requirements of the contracts (Wu, 2009, p. 1). If there are low levels, the dyadic relationship tends only to comply with the formal requirements of the work contract (Liden & Maslyn, 1998). Hence, depending on whether there are high levels or low levels of trust, job satisfaction is affected.

Differences in demographic characteristics of individuals such as age, tenure, gender, and educational qualification may play an important role in the dyadic relationship between a leader and follower (Tsui & O'Reilly, 1989). Similarly, a study by Bhal, Mahfooz, and Aafaqi (2007) indicated that gender dissimilarity leads to poor quality of exchange which in turn affects job satisfaction of the employees. Further, Kavanaugh, Duffy, and Lilly (2006) indicated that tenure differences have been integrated into career stages by a number of researches. The disengagement is predicted by years in the specific job, and negatively by job commitment. Tsui and O'Reilly (1989) point out that "knowing the comparative similarity or dissimilarity in given demographic attributes of a supervisor and a subordinate or of the members of an interacting work team may provide additional information about members' characteristic attitudes…processes through which demography affects job outcomes" (p. 403). Therefore, it is important that demographic differences between a leader and followers be explored because if there are differences the dyadic relationship is affected as there will likely be poor communication in most cases. Tsui and O'Reilly (1989) argue that the demographic effects may be a combination of a high level attraction based on similarities, attitudes, values, experience, and strong communication among interacting members of a dyad. In addition, demographic characteristic "dissimilarity can lead to repulsion" (Tsui & O'Reilly, 1989, p. 404) because people tend to be drawn to those who are comparable to themselves. Tsui & O'Reilly (1989) further pointed out that:

> If dissimilarity in demographic characteristics leads to low communication between the members of a dyad, role ambiguity should also be high. If

dissimilarity in demographic background leads to differences in attitudes, values, and beliefs, role conflict should also be high because the dyad members may have different conceptions of the subordinate's role requirements (p. 405).

The results of the research for Tsui and O'Reilley (1989) reported that the subordinates in mixed-gender dyads were rated as performing more poorly and were liked less than the subordinates in same-gender dyads. In addition, the subordinates in mixed-gender dyads reported higher levels of role ambiguity and role conflict. On the other hand, Tsui and O'Reilly (1989) found out that women subordinates with woman superiors reported the lowest level of role ambiguity, were rated to be most effective, and were liked most by their superiors. However, men with women as their superiors reported the highest level of role ambiguity. In addition, subordinates in dyads with larger differences in age reported higher levels of role ambiguity; subordinates with less educational qualifications than their supervisor reported lower role ambiguity than subordinates who had the same or more educational differences than their supervisor. Finally, Tsui and O'Reillly (1989) found out that "subordinates with shorter job tenure reported the highest level of role ambiguity" (p. 416). Therefore, it is clear that if there are differences in demographic characteristics, there may be communication problems and role conflict which will in turn affect job satisfaction of employees in organizations. Mainly, this is caused by having different expectations because of the differences that exist.

By considering the expectation theory, different expectations are likely to be associated with different affective and behavioral responses at work (Brush, Moch, & Pooyan, 1987). That is the reason why sometimes differences in job satisfaction due to education qualification could be attributed to differences in expectations. In addition, based on the cohort membership theory, differences in employee satisfaction by age could be attributed to consequences of cohort membership (Brush et al., 1987). This is also true when one looks at value and belief in which demographic differences, according to Brush et al., (1987), often distinguished among individuals on the basis of cultural values, beliefs, and conceptual framework they use to interpret their experiences. Based on the brief description and concepts from the two theories--expectation and cohort membership--it is imperative that demographic differences between a leader and followers be examined.

Variables

For this research, differences in education qualification, differences in age, differences in tenure, differences in gender, LMX, and job satisfaction are the variables used because "analyses of demographic effects must consider the full impact of an individual's demographic profile rather than only one or two demographic characteristics" (Tsui & O'Reilly, 1989, p. 404-405). The LMX is the primary mediating (intervening) variable because if there are dissimilarity in demographic background leading to differences in attitudes, values, and beliefs, role conflict will

be high because the dyad members may have different conceptions of the subordinate's role requirements. On the other hand, dyads with low quality exchange relationship tend only to comply with the formal requirements of the work contract (Wu, 2009) which will result in lower job satisfaction level. However, if the LMX dyad has high levels of trust, liking, and respect, there is likely going to be a high exchange relationship which will in contribute positively towards job satisfaction. Therefore, the LMX is central to the employee's job satisfaction depending on the relationship that exists between a leader and the subordinates. Creswell (2009) points out that "mediating variables stand between the independent and dependent variable, and they mediate the effects of the independent variable on the dependent variable" (p. 50). The independent variables include differences in demographic characteristics in terms of differences in education, differences in age, differences in tenure, and differences in gender because these are the ones manipulated by the research, and they will control the research analysis. A study by Kavanaugh et al., (2006) indicates that "demographic differences in terms of age, education, tenure…significantly influence job satisfaction" (p. 307). Therefore, it is important to include various demographic characteristics because individuals vary on multiple demographic characteristics. Hence "analyses of demographic effects must consider the full impact of an individual's demographic profile" (Tsui & O'Reilly, 1989, p. 404).

Job satisfaction is the dependent variable because it is the measured behavior that is expected to be caused by the independent variable (Cabanda, Fields, & Winston, 2011). It is dependent on the demographic differences between a leader and followers in terms of age, gender, tenure, and educational qualification. The general picture is illustrated in figure 1. LMX is the mediating variable because it is believed to mediate the relationship between follower-leader demographic difference characteristics (age, gender, tenure, and educational qualification) and job satisfaction which will be mentioned in hypothesis 5.

The demographic differences tend to reduce the extent to which employees can communicate well with the supervisor. The communication affects job satisfaction in the end because if it is poor, there is an increased chance of role ambiguity between the two sides. For example, Tsui and O'Reilly (1989) point out that when members of a dyad differ on educational level, they also tend to vary on beliefs and values and may communicate relatively infrequent, since they do not have the language compatibility that is associated with similar levels of education. Therefore, LMX is central and bridges the gap between demographic differences in the dyadic relationship between a leader and follower to job satisfaction. To the best of the author's knowledge, no study to date has explicitly explored the mediation role of LMX between demographic differences and job satisfaction. Therefore, this research will add to the growing literature on the subject.

Figure 1: Relationships among variables
Demographic differences in terms of age, gender, tenure, and educational qualification between a leader and follower; LMX is a mediating variable, and job satisfaction is a dependent variable.

| Independent Variables | Mediating Variable | Dependent Variable |
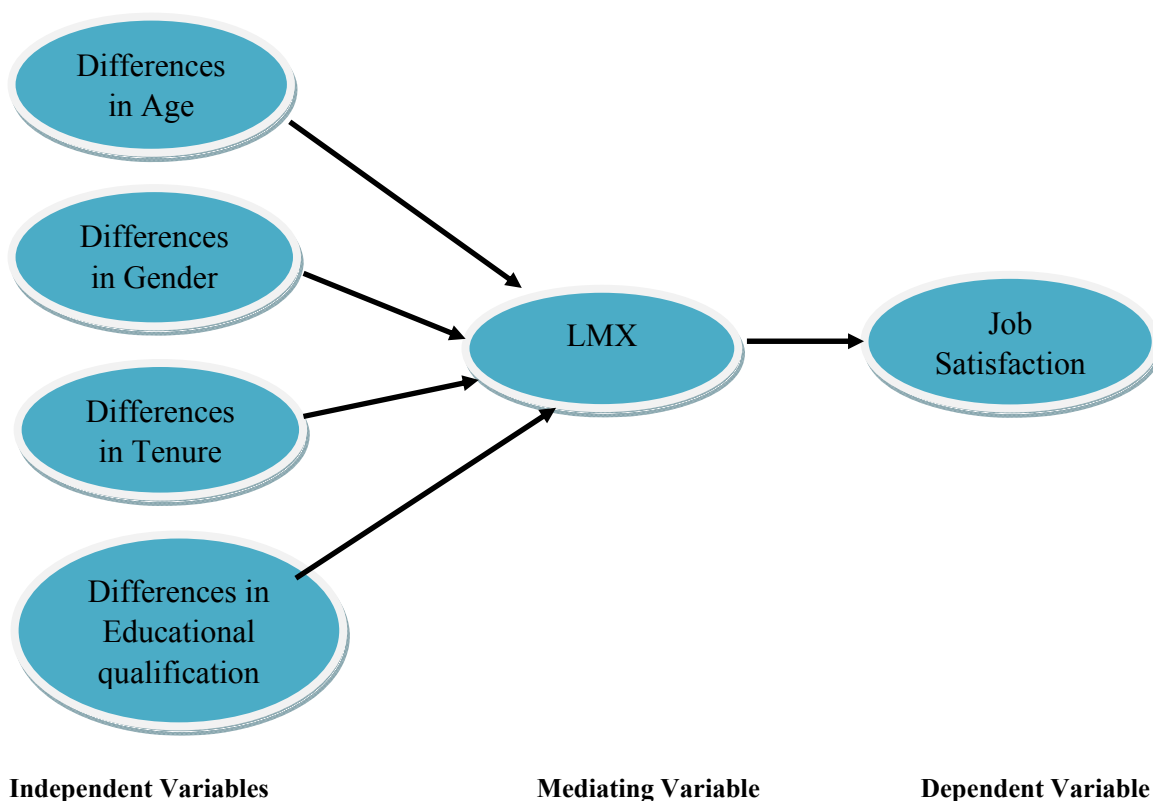
RESEARCH QUESTION

The completion of the study helped to answer the following research question: Does demographic differences between a leader and followers in terms of age, tenure, gender, and educational qualification inhibit LMX levels and job satisfaction?

HYPOTHESES

There are five research hypotheses for this study. The first part of the hypothesis examines the dyadic relationship and the differences between the leader and follower in terms of demographic differences of age on LMX and job satisfaction; the second of part of the hypothesis examines the dyadic relationship and the differences between the leader and the follower in terms demographic characteristics of gender on LMX and job satisfaction; the third

part of the hypothesis examines the dyadic relationship and the differences between the leader and the follower in terms demographic characteristics of tenure on LMX and job satisfaction; the fourth of part of the hypothesis examines the dyadic relationship and the differences between the leader and the follower in terms demographic characteristics of education qualification on LMX and job satisfaction. Finally, the fifth part examines whether the quality of LMX will mediate the relationship between demographic differences between a leader, follower, and job satisfaction. The hypotheses are as follows:

Hypothesis 1   *Differences in age between the leader and followers are negatively related to LMX and job satisfaction levels.*

Hypothesis 2   *Differences in gender between the leader and followers are negatively related to LMX and job satisfaction levels.*

Hypothesis3   *Followers who have more tenure than their supervisors have lower levels of LMX and job satisfaction compared to followers who have the same or lower tenure than their supervisor.*

Hypothesis 4   *Followers who have a higher educational qualifications than their leader have lower levels of LMX and job satisfaction compared to followers who have the same or lower educational qualifications than their leader.*

Hypothesis5   *The quality of LMX will mediate the relationship between demographic differences between a leader, follower and job satisfaction.*

LITERATURE REVIEW

The primary purpose of this quantitative research is to explore whether demographic differences between a leader and follower inhibit the leader-follower exchange (LMX) levels and job satisfaction. Demographic characteristics of individuals like age, gender, tenure, and educational qualification have long been considered important variables in psychological research (Tsui & O'Reilly, 1989). These variables are closely associated with characteristic perceptions, attitudes, or work outcome which has a strong indication of how individuals are satisfied or dissatisfied with their job.

A review of past and current literature served to highlight areas of convergence and divergence among various applicable theoretical constructs and brought into focus empirical findings pertaining to the specific area of study. This study will present the opportunity for new research in this field by providing additional information that will be useful to literature. The LMX theory will be the primary supporting leadership model "due to its specific focus on dyadic relationships, in particular, those within which exist a leader and a subordinate" (Topjian, 2009, p. 28).

LEADERSHIP FOUNDATIONAL REVIEW

Leader-member exchange

Formally known as the vertical dyad linkage theory because of its emphasis on reciprocal influence process within vertical dyads composed of one person who has direct authority over another person (Yukl, 2010), Graen (1976) adopted a model to describe the defining process that occurs at the level of the organization's participants. The model suggests that role definition occurs through a series of interactions with relevant members of the organizations, where one individual has a vested interest in the performance of another (Topjian, 2009, p. 37). The role process in LMX supports the concept that organizational members accomplish their work through roles that are developed or negotiated and that clarity of such roles is achieved through high-LMX relationship. In addition, the LMX model is an accumulation of attributions theory, role theory, social exchange, and upward influences. It has been expanded from its original vertical dyad model to include several steps within the leader-member exchange process. The emphasis of the theory is the role making process involving leaders and work group members who report to them and the extent to which their relationship exhibit exchange and reciprocal influence (Davis & Bryant, 2009; Yukl, 2010). The emphasis on the dyadic relationship between a leader and followers makes the LMX theory unique in leadership studies (Shirley, 2003). The theory has repeatedly been reinforced in literature with studies reporting correlations between leaders and subordinates when the latter perceive a higher level of interaction with leaders (Topjian, 2009).

Yukl (2010) points out that "most leaders develop a high-exchange relationship within a small number of trusted subordinates who function as assistants, lieutenants, or advisors" (p. 122). This is because of their possible high degree of reciprocal dependence, mutual support, loyalty, greater contribution and responsibility. In addition, the high exchange relationships are developed between a leader and subordinates according to the compatibility, capacity, and reliability of the members of the dyad and only a few trusted subordinates are selected to form a more close working relationship (Wu, 2009). On the other hand, a low-exchange relationship is characterized by a relatively low level of mutual influence. The leader will develop a unique relationship with each subordinate. The basic premise of this theory is that the leaders do not form a single universal relationship with each subordinate; instead, leaders develop separate relationships with each subordinate as the two parties engage in a mutual role-making process (Grean & Uhl-Bien, 1995).

The quality of the leader-member relationship, generally indexed by the LMX-7 scale, has shown significant associations with many work outcomes such as subordinate's satisfaction with supervision, role clarity, overall satisfaction, and organizational commitment, which suggest that LMX is positively related to organizational citizenship behavior (Wu, 2009). However, it

should be noted that the existing LMX measures do not capture the concept of exchange as the theory implicitly proposed and have not gone through adequate psychometric testing (Wu, 2009).

Job satisfaction

Studies of job satisfaction in the United States emerged in the early 1900s (Wignall, 2004). Although there were some mentions of job satisfaction prior to 1900s, the studies were not fully documented. However, job satisfaction has probably been the most often researched work attitude in the organizational behavior literature (Blau, 1999; Wignall, 2004; Ghazzawi, 2011). It is a central construct in organizational psychology, and "it is associated with the important work-related and general outcomes (e.g., higher levels of job performance, organizational commitment, discretionary activities such as organizational citizenship behavior, and life satisfaction) as well as with lower levels of absenteeism, lateness, and turnover (Cohrs, Abele, & Dette, 2006, p. 363). Therefore, depending on the satisfaction of the employees, an organization may or may not see high turn overs depending on the five core characteristics of task identity, task significance, skill variety, autonomy, and feedback (Cohrs et al., 2006).

Fields (2002), points out that "for decades, organizational researchers have been intrigued by employee satisfaction with work" (p. 1). It is a pleasurable or positive emotional state that results from the evaluation of one's job (Locke, 1976 cited by Bellou, 2010). In other words, job satisfaction reflects an individual's general attitude towards his or her job, stemming from the satisfaction of the needs or wants. The relationship between a supervisor and subordinate also plays a big role in job satisfaction of the employees. If the relationship between the two sides is poor, it may lead to low job satisfaction on either side. The Job Demand-Control-Support Model identifies low levels of job demands and high levels of job control and social support by supervisors as relevant situational predictors of job satisfaction (Cohrs et al., 2006). Despite this, many causal relationships concerning antecedents to and significances from job satisfaction are still open to exploration. In addition, job satisfaction is a central construct in organizational psychology because it is associated with important work-related and general outcomes such as higher levels of job performance on one hand, and lower levels of absenteeism and turn over on the other hand (Cohrs et al., 2006). Therefore, it is important to understand how satisfied employees are in order to move ahead with the organization. Hence, research into the antecedents of job satisfaction is vital. Furthermore, the "correlation between constructs and results, for example, job satisfaction and turnovers, offer fertile grounds to research in their quest to discover precisely what job satisfaction is and its impact on the workforce" (Wignall, 2004, p. 40). It still remains a complex issue, and the determinants of job satisfaction differ widely from study to study (Ward, 2002). The key to job satisfaction is an understanding of the inputs which can greatly affect employees' job satisfaction level. These inputs include satisfaction with characteristics of a job such as intrinsic job characteristics. It can in turn demonstrates itself in

terms of job inclusion in job commitment while the "opposite of job inclusion is either absenteeism or turnover" (Lovett, Herdebeck, Coyle, & Solis, 2006, p. 37).

Although some experts suggests that it is acceptable to use a single-item measure in the research about job satisfaction (Ward, 2002), demographic characteristics such as gender, age, tenure, and educational qualification are important variables to consider when evaluating job satisfaction. This is because many have questioned the correlation between job satisfaction and these variables (Wignall, 2004). In general job satisfaction is U-shaped in age and for the less educated (Donohue & Heywood, 2004). However, among the most uniform findings in the USA and Britain job satisfaction is greater in women than is it for men (Donohue & Heywood, 2004). This research aims at contributing towards literature on the job satisfaction based on demographic characteristic differences of gender, age, tenure, and educational qualification between a leader and followers based on the LMX level among workers.

Demographic differences

Demographic characteristics such as age, gender, tenure, and educational qualifications of individuals have been considered an important variable in psychological research (Tsui & O'Reilly, 1989). The differences in demographic characteristics between a leader and follower have a significant impact on job satisfaction. For example, "dissimilarity can lead to repulsion…with differences between people increasing the distance between them and lowering interpersonal attraction and liking (Tsui & O'Reilly, 1989, p. 404). As a result, people that have demographic differences may resort to quitting the job if there are no compromises to resolve the differences. Furthermore, if dissimilarity in demographic characteristics leads to low communication between the members of a dyad, role ambiguity should also be high. In addition, Tsui and O'Reilly (1989) argue that if dissimilarity in demographic background leads to differences in attitudes, values, and beliefs, role conflict should also be high because the dyad members may have different conceptions of the subordinate's role requirements (p. 405).

Gender differences and job satisfaction

Literature review on gender and job satisfaction revealed that job satisfaction represents a worker's subjective evaluation of his or her job (Donohue & Heywood, 2004). A study by Tsui and O'Reilly (1989) concluded that dissimilarity can lead to repulsion, with differences between people increasing the distance between them and lowering interpersonal attractions and liking. In their research, the subordinates in a mixed-gender dyads were rated as performing more poorly and were less liked than the subordinates in the same-gender dyads. In addition, Tsui and O'Reilly (1989) found out that subordinates in mixed-gender dyads reported higher levels of ambiguity and role conflict. However, when the same gender worked together, results indicated the lowest level of role ambiguity, and they were to be the most effective. This clearly indicates

that when there are gender differences between a leader and subordinates, there may be obvious role ambiguity and lower levels of job satisfaction. The study by Tsui and O'Reilly (1989) indicated that "…women subordinates with woman superiors reported the lowest level of role ambiguity, were rated to be most effective, and were liked most by their superiors. Men with women as superiors reported the highest level of role ambiguity" (p. 414). This is also supported by Bellou (2010) who reported that there is enough evidence that gender has separate effects on job satisfaction. Other literature has indicated that the gender differences might greatly affect job satisfaction especially when the two sides do not have higher levels of LMX. In most cases, both men and women are intimidated because of their gender when their superiors are of different gender (Ward, 2002). This becomes controversial when men have a woman as their superior because most people in the work place think that "…women possess less personal influence and power than men" (Ward, 2002, p. 25) hence the reason why it appears that "women are sometimes intimidated because of their gender" (Ward, 2002, p. 59). The final element on gender issues is dependent on the organizational culture because "different socialization of men and women during the early stages makes them develop different cognitive schemas, increasing therefore the chances that employees of the same gender have more homogenous values and display similar attitude" (Bellou, 2010, p. 7). Therefore, organizational cultures shape and reinforce socially appropriate roles for men and women.

Age differences and job satisfaction

Ghazzawi (2011) posit that very few researchers have studied the role of age in job satisfaction in specific industries such as information technology and manufacturing companies. In general, literature reviews indicated that older workers tend to be more satisfied with their jobs than younger workers, and a positive linear relationship exists between age and job satisfaction (Ward, 2002; Ghazzawi, 2011). The reason provided is that older workers are more experienced with work in general. They are less stressed, and they have fewer expectations. Tsui and O'Reilly (1989) point out that in their study, subordinates in dyads with larger differences in age reported higher levels of role ambiguity. In addition, "subordinates who were younger or older than their superiors reported a more role ambiguity than subordinates of the same age" (Tsui & O'Reilly, 1989, p. 416). Although most researchers have concluded that job satisfaction increases with age (Ghazzawi, 2011), there has been little confirmation in literature because for example, in the United Sates, "it fails to go above 49% regardless of the age group" (Ghazzawi, 2011, p. 28). Bellou (2010) posits that a possible explanation for this may be the fact that "male and female individuals belonging to the same age group are likely to have experienced similar societal and organizational events, such as technological changes, social and organizational trends, mitigating thus possible differences" (p. 7).

Tenure differences and job satisfaction

Tenure is another variable that affects job satisfaction of employees in different organizations as it deals with the duration of the dyad working together. The relationship between a leader and followers is supposed to grow with time through the process of role definition (Bhal et al., 2007). In addition, the leader and member might get through repeated episodes over a period of time a more accurate idea about the quality and quantity of each other's contribution which could either be low or high. However, previous research on length of association and affective response reveals that "duration might result in affected-related relationships, as feelings of likings are likely to grow over a period of time" (Bhal et al., 2007, p. 67). According to Kavanaugh et al., (2006) Kats presented a three-stage model of job tenure based upon the evolving needs of the employee. These include: socializations, innovation, and adaptation. Other scholars (McNees-Smith, 2000) cited by Kavanaugh et al, (2006) proposes a "three-stage job model: entry, mastery, and disengagement" (p. 305). The disengagement was particularly predicted by years in the specific job, and negatively by job commitment. As pointed out in literature, "managers often think about and treat employees differently depending on their time within the organization" (Lovett et al., 2006, p. 36). This agrees with the findings of Tsui and O'Reilly (1989) who found out that superiors saw subordinates with either more or less time in their current job than the superiors had as less effective performers than subordinates with job tenure equivalent to their superiors'. However supervisors liked better subordinates with short job tenure than they liked subordinates with the same or longer job tenure.

Education differences and job satisfaction

A study on age by Lahoud (2006) cited by (Ghazzawi, 2011) "concluded that job satisfaction is correlated positively with person's education and experience" (p. 28). However, "results of studies regarding the connection between education and job satisfaction are contradictory and incomplete" (Ward, 2002, p. 24). Overall, most studies have concluded that lack of education is a strong source of job dissatisfaction in the work place. Hence, education has been recognized as a key variable to job expectations and job satisfaction. Martin and Shehan (1989) point out that "since higher education is associated with higher pay and better benefits, better educated workers should be more satisfied than those less educated" (Ward, 2002, p. 54). Finally, Tsui and O'Reilly (1989) argue that "when members of a dyad differ on educational level, they also tend to vary on beliefs and values and may communicate relatively infrequently, since they do not have the 'language compatibility'" (p. 406). In addition, the study by Tsui and O'Reilly (1989) indicated that subordinates with less education than their supervisors are liked better, and those subordinates also reported less role ambiguity than subordinates who had same or more education than their superiors.

Summary of literature review

The evidence from literature review indicates possible relation between differences in demographic characteristics of the leader and subordinates. Of course, researchers do not fully agree on all evidence that has been discussed. The LMX is vital in employees' job satisfaction because of its emphasis on reciprocal influence process within vertical dyads composed of one person who has direct authority over another person. The emphasis of the theory is the role making process involving leaders and work group members who report to them and the extent to which their relationship exhibit exchange and reciprocal influence . Most leaders develop a high-exchange relationship within a small number of trusted subordinates who function as assistants, lieutenants, or advisors. High exchange relationships are developed between a leader and subordinates according to the compatibility, capacity, and reliability of the members of the dyad and only a few trusted subordinates are selected to form a more close working relationship (Wu, 2009). On the other hand, a low-exchange relationship is characterized by a relatively low level of mutual influence. Leaders do not form a single universal relationship with each subordinate; instead, leaders develop separate relationships with each subordinate as the two parties engage in a mutual role-making process.

As pointed out earlier, the higher levels of LMX in the dyadic relationship will yield higher levels of job satisfaction which is associated with the important work-related and general outcomes, such as higher levels of job performance, organizational commitment, discretionary activities such as organizational citizenship behavior, and life satisfaction, as well as with lower levels of absenteeism, lateness, and turnover.

Job satisfaction is dependent on the relationship that exists between a supervisor and the subordinates. Therefore, demographic characteristic differences between a supervisor and subordinates will have an impact on overall job satisfaction because dissimilarity can lead to repulsion with differences between people increasing the distance between them and lowering interpersonal attraction and liking (Tsui & O'Reilly, 1989). As a result, people that have demographic differences may resort to quitting the job if there are no compromises to resolve the differences. In addition, dissimilarity in demographic characteristics may lead to low communication between the members of a dyad, role ambiguity should also be high. Tsui and O'Reilly (1989) point out that if dissimilarity in demographic background leads to differences in attitudes, values, and beliefs, role conflict should also be high because the dyad members may have different conceptions of the subordinate's role requirements. This quantitative research study explores whether demographic differences between a leader and followers inhibit the leader-follower exchange (LMX) levels and job satisfaction. The variables for the research include differences in age, differences in gender, differences in tenure, differences in education qualification, LMX, and job satisfaction.

METHOD

Participants and sample

The survey was sent out on June 4th, 2012 to a total of 851 convenient participants with a hope of getting at least 100 responses. The target was population was workers in manufacturing industries across the USA and the other parts of the world where social media is utilized. However, the dominant sample population for the research was primarily drawn from different companies in USA. Other parts of the world, such as Canada and Malawi were also considered as potential source of participants because of the researcher's connection through Facebook, Surveygizmo, and LinkedIn. There were a total of 123 convenient participants whose data was used for this research. This sample size is good because a practical guideline for samples in discriminant analysis is at least 20 observations per each predictor variable (Hair, Black, Babin, & Anderson, 2010). On the other hand, Johnson (2003) argues that the in the case that the study falls short of 100 participants, a sample of 60 participants is acceptable because the intent of the population size is to gather "a sample size of 10 subjects for each variable" (p. 39). In addition, the use of a convenient sample is utilized because "the investigator can obtain research participants without spending a great deal of money or time on selecting sample" (Cabanda et al., 2011, p. 125). They are efficient and inexpensive. However, they are likely to introduce bias into the sample, and results may not generalize to intended population. In addition, there is no particular method of choosing participants in subgroups (Cabanda et al., 2011).

Gender of participants

Out of 123 participants, 51 were male and 72 were female. The participants were from three countries that were identified. The fourth category of participants (left bank) did not identify their country of residence: two males and two females (a total of four). However, from Canada, there were 6 participants: 3 males and 3 females; from Malawi there were 2 participants: 1 male and 1 female; from United States there were 111 participants: 45 males and 66 females. Table 1 presents a cross-tabulation of participant's gender by country of residence.

Table 1: Participant's gender by country of residence		Male	Female	Total
		2	2	4
Country	Canada	3	3	6
	Malawi	1	1	2
	United States	45	66	111
Total		51	72	123

Age of participants

Participant's age were grouped into 6 age categories: 18-24, 25-34, 35-44, 45-54, 55-64, and 65 or older. Out of the 123 participants, 2 did not disclose their age group. However, the majority of participants were in the age range between 25 and 34 with 37.4% participants. The age group between 35 and 44 had 22.8% participants; the age group between 55 and 64 had 17.9% participants; the age group between 45 and 54 had 14.6% participants; the age group between 18 and 24 had 4.9% participants; the group of 65 or order had 0.8% participants. Table 2 presents the frequency table of participants based on the age group.

Table 2: Frequency table of participants based on the age group					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18 - 24	6	4.9	5.0	5.0
	25 - 34	46	37.4	38.0	43.0
	35 - 44	28	22.8	23.1	66.1
	45 - 54	18	14.6	14.9	81.0
	55 - 64	22	17.9	18.2	99.2
	65 or older	1	.8	.8	100.0
	Total	121	98.4	100.0	
Missing	System	2	1.6		
Total		123	100.0		

Education qualification of participants

Participants were also asked to describe their highest educational levels: 49.61% of the participants have a bachelor's degree, 13.8% have a master's degree, 12.2% have some college with no degree, 9.8% have 2-year college degree, 7.3% have graduated from high school, 4.9% have less than high school education, 0.8% have doctoral degrees, and 1.6% have professional degree (JD, MD). Table 3 presents the frequency based on highest level of education.

Tenure of participants

Based on tenure, the majority of participants (71.9%) indicated to have worked for their company for less than 10 year as follows: 22.8% have worked between 3-5 years, 18.7% have worked between 1-2 years, 16.3% have worked between 6-10 years, and 13.0% have worked for less than 1 year. The remaining 28.1% comprised of participants that have worked for the company for more than 10 year as follows: 8.1% indicated to have worked for the company between 16-20 years; 7.3% indicated to have worked for the company between 11-15 years;

6.5% indicated to have worked for their companies for more than 25 years; finally, 5.7% indicated to have worked for the company between 20-24 years. Out of the 123 participants, two did not report the number of years worked for their current company. Table 4 presents the frequency of responses based on tenure.

Table 3: Frequency table of highest level of education completed by participants.		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	12th grade or less	6	4.9	4.9	4.9
	Graduated high school	9	7.3	7.3	12.2
	Some college, no degree	15	12.2	12.2	24.4
	2-year college degree	12	9.8	9.8	34.1
	Bachelor's degree	61	49.6	49.6	83.7
	Master's degree	17	13.8	13.8	97.6
	Doctoral degree	1	.8	.8	98.4
	Professional degree	2	1.6	1.6	100.0
	Total	123	100.0	100.0	

Table 4: Frequency table of tenure completed by participants.		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 1 year	16	13.0	13.2	13.2
	1-2 years	23	18.7	19.0	32.2
	3-5 years	28	22.8	23.1	55.4
	6-10 years	20	16.3	16.5	71.9
	11-15 years	9	7.3	7.4	79.3
	16-20 years	10	8.1	8.3	87.6
	20-24 years	7	5.7	5.8	93.4
	More than 25 years	8	6.5	6.6	100.0
	Total	121	98.4	100.0	
Missing	System	2	1.6		
Total		123	100.0		

RESEARCH DESIGN AND DATA COLLECTION

The research is quantitative in nature. This is appropriate for this study because of the need to generalize the results of the study, make predictions, and look for causal explanations (Lange, 2008). As such, survey questionnaires were used because "a survey design provides a quantitative or numeric description of trends, attitudes, or opinions of a population by studying a

sample of that population" (Creswell, 2009, p. 145). All survey questions were administered electronically through suveygizmo (website http://www.surveygizmo.com/), facebook (website http://www.facebook.com/), and linkedin (website http://www.linkedin.com/). There were a total of 51 questions which took about 10 – 15 minutes to complete; the survey questionnaires were accompanied by an implied consent cover letter. Results are kept confidential. Only the researcher has access to the survey data and forms. At the end of the archival period, which is 3 years from the time the survey closes, all data will be destroyed by deleting all survey materials from the secure website.

Measurement

The purpose of the quantitative multiple regression study is to determine if demographic differences between a leader and follower inhibit LMX levels and job satisfaction. Four instruments were used for data collection. First is the LMX-7 which is still "one of the most frequently used measure in the literature" (Wu, 2009, p. 27). In addition, LMX-7 is the soundest measure of LMX and is recommended and used most widely to assess the quality of leader-member exchange (Grean & Uhl-Bien, 1995; Davis & Bryant, 2009; Wu, 2009). This will provide the information needed to describe the degree of exchange relationship that exists within each dyad. The survey tool consists of seven questions specific to working within a dyadic relationship (Topjian, 2009). The questions are rated on a 5-point Likert-type scale with question-specific anchors. According to Grean and Uhl-Bien (1995), LMX-7 has a Cronbach alpha in the range of .80 to .90 on a single measure. Within the sample for this research the Cronbach alpha was .86 as illustrated in Table 5. Appendix A shows the actual questions for the LMX-7 measure.

Table 5: Reliability Statistics: Cronbach alpha for LMX	
Cronbach's Alpha	N of Items
.855	7

Second instrument is the satisfaction with my supervisor survey (SWMS). This instrument is used to measure how satisfied the subordinates are with their superiors. It is an important instrument as it will provide vital data that is needed to evaluate the relationship that exist between the superiors and their subordinates. If there are similarities or dissimilarities in demographic characteristics between the two sides, the SWMS will help pinpoint and confirm if the results are due to the differences in supervisor and subordinate or if they are as a result of something different. According to Fields (2002) the coefficient alpha values ranges from .95 to .96. The instrument involves 18 items making up the scale with the items loading on two factors.

It uses the 5-point Likert-type scale to obtain responses where 1 = very dissatisfied, 2 = dissatisfied, 3 = neutral, neither satisfied nor dissatisfied, 4 = satisfied, 5 = very satisfied—see appendix B. According to Fields (2002), the "measure was developed by Scarpello and Vandenberg (1987), describing an employee's satisfaction with his or her immediate supervisor" (p. 41). It relates to the degree of subordinate satisfaction with supervisor as an organizational role whose effective performing entails the ability to resolve and coordinates the needs and goals of a work group's members with organizational requirements (Ward, 2002). The coefficient alpha for the sample in this research was .96. See Table 6.

Table 6: Reliability Statistics: satisfaction with my supervisor survey	
Cronbach's Alpha	N of Items
.957	18

The third instrument is overall job satisfaction. According to Fields (2002) the measure was developed by Brayfield and Rothe (1951). It uses 18 items to describe overall job satisfaction in a one-dimensional measure of overall job satisfaction. The reliability on this instrument indicates that the "Coefficient alpha values for the entire measure ranged from .88 to .91" (Fields, 2002, p. 18). For the sample of this research the Coefficient alpha was .85. Table 7 illustrates this and Appendix C shows the instrument.

Table 7: Reliability Statistics	
Cronbach's Alpha	N of Items
.853	18

The last instrument is the demographic characteristic survey that was put together by the researcher. It aims at collecting such information as age, educational qualification, gender, tenure, and income of the survey participants. In addition, the instrument has additional question regarding the gender of the participant's immediate supervisor and whether the supervisor is more highly educated than the participant. Age was measured in years, and gender was coded such that 1 represented men (male) and 2 represented women (female). Appendix D illustrates the instrument. The data for the supervisor helped the researcher to see the relationships that exist between the survey participants and their leaders based on age and educational qualification differences.

Procedure

The procedure of the study is divided into several sections to illustrate the actual steps that were taken during the research. These procedures range from having an informed consent, demographic characteristics, pilot study, and data analysis. All of these are described in the subsequent paragraphs.

Informed consent

Participation in the survey was voluntary for all participants. They were asked to sign a consent form acknowledging their understanding of the purpose of the study; indicating their awareness that their participation is voluntary; acknowledging that they have the right to withdraw at any time without consequences of any kind Appendix E details the information.

Demographic characteristics

Participants were asked to indicate their demographic characteristics such age, tenure, gender, and educational qualification. In addition, they will be asked to report the gender of their immediate supervisor. When both members of the dyad are of the same gender (male-male or female-female), they will be considered a matched dyad. On the other hand, dyads of opposite gender (male-female or female-male) they will be treated as a mismatch. Financial information was also requested. This is detailed in Appendix D.

Pilot test

Before the survey was officially launched to the desired population, a pilot study was done with 7 participants. Two questions had to be modified because they were a bit confusing to the participants. In addition, the nature of the survey had to be entirely changed. Initially, all questions required a response before advancing to the next. The pilot test revealed that the set up could have deterred participants because they may not want to answer some questions. This was softened after the pilot study. The only mandatory item was the consent form. A second pilot test also involved 7 participants which were different from the original group of 7 participants in the first pilot study. This time no changes were suggested. Therefore, the survey was ready to be launched at that time.

DATA ANALYSIS

Correlation analysis using multiple regressions determined if a relationship between job satisfaction and the independent variables within the population. Multiple regression is the appropriate method for this research because it is a method "used to analyze the relationship between a single dependent variable and several independent variables" (Hair et al., 2010, p. 155). The analysis focused on the relationship between job satisfaction as a dependent variable, and independent variables: differences in education, differences in age, differences in tenure, and differences in gender.

The research also provides descriptive analysis of data for all independent and dependent variables in the study. All data was analyzed using the SPSS 17.0 statistical computer program. Finally, all results are presented in a table or figure format. These are interpreted by the researcher—meaning that the researcher will draw conclusions from the research question, hypotheses, and the large meanings of the results (Creswell, 2009).

Number of participants who did or did not return the survey is reported in the results section. In addition, response bias determination will be discussed. Response bias is the effect of nonresponses on survey estimates. The term bias "means that if nonrespondents had responded, their responses would have substantially changed the overall results" (Creswell, 2009, p. 151).

RESULTS

The purpose of the quantitative multiple regression study was to determine if demographic differences between a leader and follower inhibit LMX levels and job satisfaction as measured by the LMX-7, satisfaction with my supervisor, overall job satisfaction, and demographic characteristics surveys. The demographic differences between a leader and followers included differences in education qualification, differences in age, differences in tenure, and differences in gender. The target population was manufacturing industry employees across the USA and the rest of the world where social media, such as Facebook, LinkedIn, and Surveygizmo are utilized. The multiple regression analysis tested the hypotheses that guided the study.

Hypothesis 1:   *Differences in age between the leader and followers are negatively related to LMX and job satisfaction levels.*

Hypothesis 2:   *Differences in gender between the leader and followers are negatively related to LMX and job satisfaction levels.*

Hypothesis 3:   *Followers who have more tenure than their supervisors have lower levels of LMX and job satisfaction compared to followers who have the same or lower tenure than their supervisor.*

Hypothesis 4:   *Followers who have a higher educational qualifications than their leader have lower levels of LMX and job satisfaction compared to followers who have the same or lower educational qualifications than their leader.*

Hypothesis 5:   *The quality of LMX will mediate the relationship between demographic differences between a leader, follower and job satisfaction.*

In addition, person correlation analyses and descriptive statistics were analyzed for relationships between demographic data, independent variables, and dependent variables.

FINDINGS

Correlation analysis

Correlation analysis is used to describe the strength and direction of the linear relationship between two variables (Pallant, 2010). However, it is often used to explore the relationship among a group of variables, rather than just two. Since there were five hypotheses for this research, every attempt was made to assure that items were correlated based on the category they belonged to. Pearson correlation coefficients were used extensively. This is an index of effect size. "The index ranges in value from -1 to +1…a correlation of +1 indicates that as scores on strength increases across cases, the score on clumsiness increases precisely at a constant rate" (Green & Salkind, 2011, p. 258-259). On the other hand, negative (-) correlations indicates that as scores on strength increase across cases, the scores on clumsiness decrease precisely at a constant rate (Green & Salkind, 2011). The subsequent sections discuss the correlation findings as they relate to the five hypotheses of this research.

Differences in age

The first hypothesis evaluated differences in age between a leader and followers if they are negatively related to LMX and job satisfaction levels. Results revealed mostly negative correlations except when the question dealt with the education qualification. For example, age and how followers are satisfied with their leaders yielded -.047; leader's understanding of followers job problems = -.016; Leaders' recognition of followers potential = -.038; leaders' chances of bailing a follower = -.004; confidence of follower in a leader = -.046, and working relationships between followers and a leader = -.058. Other correlations involve the working relationship which was not significant at -.058. Overall, the entire correlations are significant and negative for age and LMX. Table 8 summarizes the correlation findings for this category.

Other relationships that affect job satisfaction involve the age differences between the follower and supervisor. The correlation between these two variables (age and supervisor satisfaction) indicate that out of the 18 items from satisfaction with supervisor, 7 relationships show correlations that were significant: the way supervisors listen, = -.019; the way supervisor help to get the job done, = .037; the way supervisor gives clear instruction, = .038; the way supervisor shows concern for subordinates career progress, = -.037; technical competence of supervisor, = .025; time to do the job right, = -.026; the way responsibilities are clearly defined, = -.010. Overall, out of the 18 correlations between age and satisfaction with the supervisor, 12 relationships had negative correlations. The remaining 6 positive correlation relationships were split into half where three of the correlations were significant and the remaining three had significant relationships. Table 9 illustrates the results in more details.

Table 8: Correlation of age and LMX									
Age	Pearson	1							
	Sig.								
Do you know where you stand with your leader; do you usually know how satisfied your leader is with what you do?	Pearson	-.047	1						
	Sig.	.626							
How well does your leader understand your job problems and needs?	Pearson	-.016	.723**	1					
	Sig.	.872	.000						
How well does your leader recognize your potential?	Pearson	-.038	.631**	.574**	1				
	Sig.	.694	.000	.000					
Regardless of how much formal education he or she has built into his or her position, what are the chances that your leader would use his or her power to help you solve problems in your work?	Pearson	.013	.633**	.625**	.574**	1			
	Sig.	.894	.000	.000	.000				
Again, regardless of the amount of formal authority your leader has, what are the chances that he or she would bail you out at his or her expense?	Pearson	-.004	.533**	.498**	.467**	.645**	1		
	Sig.	.967	.000	.000	.000	.000			
I have enough confidence in my leader that I would defend and justify his or her decision if he or she were not present to do so	Pearson	-.046	.127	.182	.267**	.180	.116	1	
	Sig.	.635	.187	.058	.005	.060	.229		
How would you characterize your working relationship with your leader?	Pearson	-.058	.711**	.665**	.632**	.660**	.630**	.202*	1
	Sig.	.545	.000	.000	.000	.000	.000	.034	
**. Correlation is significant at the 0.01 level (2-tailed).									
*. Correlation is significant at the 0.05 level (2-tailed).									
a. Listwise N=110									

Differences in gender

The second hypothesis looked at whether differences in gender between the leader and followers are negatively related to LMX and job satisfaction levels. There is a positive .248 Pearson Correlation between the gender of the leader and follower. This is significant at 0.01 levels. A positive correlation designates that as one variable increases, so does the other (Pallant, 2010). Therefore, as the gender differences increases, the levels of LMX and job satisfaction are affected as well. However, the overall picture shows positive correlation between gender and LMX with an exception of confidence following responses to the question, "I have enough confidence in my leader that I will defend and justify his or her decision if he or she were not present to do so". This has a negative correlation of -.217. Negative correlation indicates that as one variable increases, the other decreases (Pallant, 2010). Table 10 summarizes these results.

Table 9: Pearson Correlation of age and Supervisor Satisfaction (2 tailed test)

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Age	Pearson	1																		
	Sig.																			
My supervisor listens when I have something to say	Pearson	-.019	1																	
	Sig.	.850																		
My supervisor sets clear work goals	Pearson	.066	.600**	1																
	Sig.	.519	.000																	
The way my supervisor reacts to a mistake	Pearson	-.076	.599**	.524**	1															
	Sig.	.457	.000	.000																
My supervisor's fairness in appraising my performance	Pearson	-.083	.723**	.558**	.614**	1														
	Sig.	.417	.000	.000	.000															
My supervisor is consistent in his/her behavior towards subordinates	Pearson	-.068	.603**	.560**	.606**	.668**	1													
	Sig.	.505	.000	.000	.000	.000														
My supervisor helps me get the job done	Pearson	.037	.631**	.715**	.529**	.638**	.612**	1												
	Sig.	.719	.000	.000	.000	.000	.000													
My supervisor gives me credit for ideas	Pearson	-.117	.599**	.474**	.443**	.614**	.500**	.625**	1											
	Sig.	.250	.000	.000	.000	.000	.000	.000												
My supervisor gives me clear instructions	Pearson	.038	.667**	.741**	.561**	.576**	.605**	.750**	.493**	1										
	Sig.	.714	.000	.000	.000	.000	.000	.000	.000											
My supervisor informs me about work changes ahead of time	Pearson	.052	.642**	.722**	.554**	.598**	.604**	.644**	.477**	.687**	1									
	Sig.	.609	.000	.000	.000	.000	.000	.000	.000	.000										
My supervisor follows through to get problems solved	Pearson	-.081	.540**	.632**	.471**	.584**	.590**	.719**	.541**	.712**	.539**	1								
	Sig.	.427	.000	.000	.000	.000	.000	.000	.000	.000	.000									
My supervisor understands the problems I might run into doing the job	Pearson	-.088	.595**	.540**	.511**	.555**	.542**	.673**	.543**	.730**	.608**	.657**	1							
	Sig.	.390	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000								
My supervisor shows concern for my career progress	Pearson	-.037	.505**	.388**	.457**	.527**	.464**	.496**	.478**	.420**	.558**	.341**	.425**	1						
	Sig.	.720	.000	.000	.000	.000	.000	.000	.000	.000	.000	.001	.000							
My supervisor backs me up with other management	Pearson	-.066	.654**	.628**	.628**	.648**	.654**	.596**	.628**	.630**	.693**	.593**	.513**	.599**	1					
	Sig.	.519	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000						
The frequency of recognition for doing a good job	Pearson	-.070	.721**	.530**	.529**	.713**	.617**	.580**	.714**	.527**	.676**	.524**	.554**	.670**	.745**	1				
	Sig.	.492	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000					
My supervisor's technical competence	Pearson	.025	.461**	.584**	.587**	.470**	.479**	.506**	.376**	.531**	.527**	.547**	.439**	.269**	.604**	.387**	1			
	Sig.	.810	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.007	.000	.000				
The time to learn a task before moved to another task	Pearson	.083	.568**	.527**	.442**	.393**	.460**	.441**	.291**	.599**	.632**	.387**	.620**	.372**	.503**	.429**	.430**	1		
	Sig.	.417	.000	.000	.000	.000	.000	.000	.004	.000	.000	.000	.000	.000	.000	.000	.000			
The time I have to do the job right	Pearson	-.026	.351**	.334**	.307**	.361**	.292**	.441**	.376**	.506**	.375**	.365**	.634**	.235*	.341**	.346**	.222*	.628**	1	
	Sig.	.803	.000	.001	.002	.000	.004	.000	.000	.000	.000	.000	.000	.020	.001	.000	.028	.000		
Job responsibilities are clearly defined	Pearson	-.010	.556**	.645**	.457**	.502**	.558**	.675**	.546**	.675**	.648**	.603**	.638**	.470**	.565**	.583**	.471**	.540**		
	Sig.	.919	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000		

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).
a. Listwise N=98

Table 10: Correlations – Gender and LMX									
Gender	Pearson	1							
	Sig.								
Do you know where you stand with your leader? Do you usually know how satisfied your leader is with what you do?	Pearson	.095							
	Sig.	.322							
How well does your leader (follower) understand your job problems and needs?	Pearson	.088	.726**						
	Sig.	.362	.000						
How well does your leader (follower) recognize your potential?	Pearson	.069	.638**	.597**					
	Sig.	.474	.000	.000					
Regardless of how much formal education he or she has built into his or her position, what are the chances that your leader would use his or her power to help you solve problems in your work?	Pearson	.121	.689**	.691**	.593**				
	Sig.	.207	.000	.000	.000				
Again, regardless of the amount of formal authority your leader has, what are the chances that he or she would bail you out at his or her expense?	Pearson	.060	.555**	.522**	.464**	.631**			
	Sig.	.532	.000	.000	.000	.000			
I have enough confidence in my leader that I would defend and justify his or her decision if he or she were not present to do so	Pearson	-.217*	.106	.163	.246**	.154	.072		
	Sig.	.023	.272	.089	.010	.109	.455		
How would you characterize your working relationship with your leader?	Pearson	.133	.717**	.667**	.620**	.670**	.633**	.164	
	Sig.	.166	.000	.000	.000	.000	.000	.088	
Gender of your leader	Pearson	.248**	.178	.193*	.116	.087	.025	.071	
	Sig.	.009	.063	.044	.228	.364	.793	.459	
*. Correlation is significant at the 0.05 level (2-tailed).									
**. Correlation is significant at the 0.01 level (2-tailed).									
a. Listwise N=110									

There were a number of significance correlations between gender and job satisfaction. For example, "I consider my job rather unpleasant" = 0.02; "I am often bored with my job" = 0.04; "I feel fairly well satisfied with my present job" = 0.02; "I am satisfied with my job for the time being" = -0.02; "Most days I am enthusiastic about my work" = 0.01; "I like my job better than the average worker does" = -0.04; "I am disappointed that I ever took this job" = -.03. Table 11 provides a summary of correlations between gender and job satisfaction.

From the overall job satisfaction, 84.4% of the responders indicated that they do not enjoy their work than their leisure. However, 73.6% indicated a fair satisfaction with their present job. Additional 68.3% indicated being happier at work than most other people. Finally 95.9% reported being very satisfied that they took their job. Table 12 (a), Table 12 (b), and Table 12 (c) illustrate these findings.

Table 11: Correlations – Gender and job satisfaction

		Gender	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Gender	Pearson	1																		
	Sig.																			
My job is like a hobby to me	Pearson	-.103	1																	
	Sig.	.300																		
My job is usually interesting enough to keep me from getting bored	Pearson	-.095	.103	1																
	Sig.	.338	.299																	
It seem that my friends are more interested in the their jobs	Pearson	-.074	-.055	-.270**	1															
	Sig.	.453	.580	.006																
I consider my job rather unpleasant	Pearson	.024	-.136	-.203*	.275**	1														
	Sig.	.808	.168	.038	.005															
I enjoy my work more than my leisure time	Pearson	-.056	.422**	.092	-.186	-.133	1													
	Sig.	.575	.000	.355	.058	.180														
I am often bored with my job	Pearson Correlation	.040	-.245*	-.620**	.362**	.223*	-.332**	1												
	Sig.	.684	.012	.000	.000	.023	.001													
I feel fairly well satisfied with my present job	Pearson	.022	.152	.268**	-.206*	-.387**	.246*	-.366**	1											
	Sig.	.822	.123	.006	.036	.000	.012	.000												
Most of the time I have to force myself to go to work	Pearson	.081	-.135	-.414**	.398**	.467**	-.028	.354**	-.393**	1										
	Sig.	.411	.171	.000	.000	.000	.775	.000	.000											
I am satisfied with my job for the time being	Pearson	-.020	.153	.144	-.160	-.290**	.111	-.165	.405**	-.202*	1									
	Sig.	.836	.120	.145	.105	.003	.260	.095	.000	.040										
I feel that my job is no more interesting than others I could get	Pearson	.117	-.127	-.032	-.122	-.066	-.087	-.033	.124	-.069	.092	1								
	Sig.	.238	.200	.747	.218	.503	.378	.741	.209	.488	.354									
I definitely dislike my work	Pearson	.132	-.229*	-.425**	.307**	.573**	-.265**	.485**	-.462**	.537**	-.405**	-.050	1							
	Sig.	.181	.019	.000	.002	.000	.007	.000	.000	.000	.000	.616								
I feel that I am happier in my work than most other people	Pearson	.092	.269**	.240*	-.249*	-.446**	.168	-.206*	.329**	-.410**	.134	.001	-.414**	1						
	Sig.	.351	.006	.014	.011	.000	.089	.036	.001	.000	.176	.993	.000							
Most days I am enthusiastic about my work	Pearson	.011	.222*	.515**	-.348**	-.371**	.123	-.441**	.222*	-.583**	.240*	-.066	-.568**	.448**	1					
	Sig.	.908	.023	.000	.000	.000	.214	.000	.024	.000	.014	.504	.000	.000						
Each day of work seems like it will never end	Pearson	-.079	.108	-.484**	.277**	.310**	.065	.336**	-.326**	.535**	-.182	-.063	.427**	-.287**	-.465**	1				
	Sig.	.423	.277	.000	.004	.001	.510	.000	.001	.000	.064	.522	.000	.003	.000					
I like my job better than the average worker does	Pearson	-.044	.293**	.310**	-.312**	-.441**	.283**	-.258**	.375**	-.363**	.233*	.040	-.500**	.738**	.393**	-.287**	1			
	Sig.	.659	.003	.001	.001	.000	.004	.008	.000	.000	.018	.683	.000	.000	.000	.003				
My job is pretty uninteresting	Pearson	.127	-.228*	-.262**	.073	.225*	-.086	.299**	-.232*	.270**	-.093	.100	.273**	-.312**	-.294**	.289**	-.178	1		
	Sig.	.200	.020	.007	.459	.021	.383	.002	.018	.006	.348	.311	.005	.001	.002	.003	.070			
I find real enjoyment in my work	Pearson	-.096	.211*	.392**	-.245*	-.449**	.392**	-.469**	.511**	-.442**	.146	-.002	-.457**	.486**	.464**	-.365**	.499**	-.284**	1	
	Sig.	.331	.032	.000	.012	.000	.000	.000	.000	.000	.139	.983	.000	.000	.000	.000	.000	.003		
I am disappointed that I ever took this job	Pearson	-.027	-.112	-.255**	.200*	.390**	-.054	.278**	-.378**	.447**	-.394**	-.090	.503**	-.242*	-.405**	.321**	-.278**	.157	-.214*	
	Sig.	.785	.258	.009	.042	.000	.584	.004	.000	.000	.000	.364	.000	.013	.000	.001	.004	.111	.029	

Table 12 (a): Frequency indicating overall job satisfaction: I enjoy my work more than my leisure time.		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	30	24.4	24.6	24.6
	Disagree	73	59.3	59.8	84.4
	Undecided	13	10.6	10.7	95.1
	Agree	4	3.3	3.3	98.4
	Strongly agree	2	1.6	1.6	100.0
	Total	122	99.2	100.0	
Missing	System	1	.8		
Total		123	100.0		
Table 12 (b): Frequency indicating overall job satisfaction: I feel that I am happier in my work than most other people					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	.8	.8	.8
	Disagree	14	11.4	11.5	12.3
	Undecided	23	18.7	18.9	31.1
	Agree	77	62.6	63.1	94.3
	Strongly agree	7	5.7	5.7	100.0
	Total	122	99.2	100.0	
Missing	System	1	.8		
Total		123	100.0		
Table 12 (c) : Frequency indicating overall job satisfaction: I am disappointed that I ever took this job					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	68	55.3	55.3	55.3
	Disagree	50	40.7	40.7	95.9
	Undecided	5	4.1	4.1	100.0
	Total	123	100.0	100.0	

Differences in tenure

Hypothesis 3 evaluated whether followers who have more tenure than their supervisors have lower levels of LMX and job satisfaction compared to followers who have the same or lower tenure than their supervisor. The analysis shows positive correlations between tenure and all aspects of LMX on one hand, and between tenure of respondents and that of their supervisors on the other. There were two correlations sets that were significant, $p < .05$. These include responses to the questions, "How well does your leader understand your job problem needs?" The correlation with tenure was reported at 0.04; "I have enough confidence in my leader that I would defend and justify his or her decision if he or she were not present to do so". The correlation of this question with tenure was reported at 0.02. The rest of the questions on LMX were not significant. Finally, tenure differences between respondents and their leaders were reported at 0.51. Table 13 illustrates the correlation results from the SPSS output.

Table 13: Pearson Correlations – Tenure and LMX (2 tailed)										
Tenure	Pearson	1								
	Sig.									
Do you know where you stand with your leader: do you usually know how satisfied your leader is with what you do?	Pearson	.122	1							
	Sig.	.204								
How well does your leader understand your job problems and needs?	Pearson	.043	.722**	1						
	Sig.	.654	.000							
How well does your leader recognize your potential?	Pearson	.099	.629**	.584**	1					
	Sig.	.304	.000	.000						
Regardless of how much formal education he or she has built into his or her position, what are the chances that your leader would use his or her power to help you solve problems in your work?	Pearson	.072	.635**	.629**	.578**	1				
	Sig.	.453	.000	.000	.000					
Again, regardless of the amount of formal authority your leader has, what are the chances that he or she would bail you out at his or her expense?	Pearson	.104	.547**	.512**	.478**	.658**	1			
	Sig.	.281	.000	.000	.000	.000				
I have enough confidence in my leader that I would defend and justify his or her decision if he or she were not present to do so	Pearson	.024	.102	.159	.246**	.154	.079	1		
	Sig.	.807	.288	.097	.010	.108	.409			
How would you characterize your working relationship with your leader?	Pearson	.121	.715**	.664**	.627**	.663**	.639**	.167	1	
	Sig.	.208	.000	.000	.000	.000	.000	.080		
Have you been at your job longer than your current supervisor?	Pearson	.511**	.120	.009	.099	.035	-.016	.056	.037	
	Sig.	.000	.213	.924	.302	.720	.870	.561	.701	
**. Correlation is significant at the 0.01 level (2-tailed).										
a. Listwise N=110										

The analysis of tenure and job satisfaction showed a number of positive and negative correlations. Four Pearson correlations were reported to be significant. These included answers to the questions that asked, "My job is like a hobby to me", = .00; "I feel that my job is no more interesting than others I could get" = 0.03; "I definitely dislike my work" -.037. Table 14 illustrates the correlations discussed in this section.

Differences in education qualification

The fourth hypotheses explored whether followers who have a higher education than their leader have lower levels of LMX and job satisfaction compared to followers who have the same or lower educational qualifications than their leader. Research results indicate three significant negative correlations between LMX items and education qualification. The question on "how well does your leader understand your job problems needs?" had correlation of -.027; "How well does your leader recognize your potential?" reported correlation of -.015; "Regardless of how much formal education he or she has built into his or her position, what are the chances that your leader would use his or her power to help you solve problems at work?" had -.041. The rest of

the items on LMX and education qualification had positive correlation. Two of the significant positive correlation involved the questions, "Regardless of the amount of formal authority your leader has, what are the chances that he or she would bail you out at his or her expense?" had correlation of .012, and "I have enough confidence in my leader that I would defend and justify his or her decision if he or she were not present to do so" = .030. The correlation between education qualification of the followers and whether their leaders had completed more years of education degrees has a negative correlation, = -.425. This is only significant at the 0.01 level (2-tailed). Table 15 illustrates the findings of correlation between education qualification and LMX.

Table 14: Pearson Correlations of Tenure and Job satisfaction (2 tailed)

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Tenure	Pearson	1																		
	Sig.																			
My job is like a hobby to me	Pearson	.000	1																	
	Sig.	.998																		
My job is usually interesting enough to keep me from getting bored	Pearson	.118	.119	1																
	Sig.	.239	.232																	
It seem that my friends are more interested in the their jobs	Pearson	-.310**	-.071	-.261**	1															
	Sig.	.001	.480	.008																
I consider my job rather unpleasant	Pearson	-.083	-.147	-.194	.235*	1														
	Sig.	.409	.139	.050	.018															
I enjoy my work more than my leisure time	Pearson	.187	.448**	.078	-.173	-.122	1													
	Sig.	.060	.000	.433	.081	.222														
I am often bored with my job	Pearson	-.060	-.265**	-.631**	.306**	.183	-.331**	1												
	Sig.	.551	.007	.000	.002	.066	.001													
I feel fairly well satisfied with my present job	Pearson	.195*	.168	.260**	-.147	-.359**	.237*	-.322**	1											
	Sig.	.049	.092	.008	.141	.000	.016	.001												
Most of the time I have to force myself to go to work	Pearson	-.066	-.144	-.416**	.352**	.444**	-.016	.307**	-.356**	1										
	Sig.	.507	.150	.000	.000	.000	.870	.002	.000											
I am satisfied with my job for the time being	Pearson	-.088	.178	.129	-.144	-.283**	.094	-.155	.403**	-.197*	1									
	Sig.	.378	.073	.196	.149	.004	.348	.120	.000	.047										
I feel that my job is no more interesting than others I could get	Pearson	.026	-.107	-.058	-.071	-.033	-.117	.016	.084	-.031	.064	1								
	Sig.	.795	.284	.564	.479	.740	.242	.875	.399	.759	.523									
I definitely dislike my work	Pearson	-.037	-.242*	-.419**	.291**	.567**	-.257**	.479**	-.453**	.533**	-.400**	-.027	1							
	Sig.	.710	.014	.000	.003	.000	.009	.000	.000	.000	.000	.786								
I feel that I am happier in my work than most other people	Pearson	.215*	.303**	.225*	-.244*	-.449**	.149	-.204*	.328**	-.422**	.109	-.033	-.411**	1						
	Sig.	.030	.002	.023	.014	.000	.136	.039	.001	.000	.273	.742	.000							
Most days I am enthusiastic about my work	Pearson	.152	.241*	.518**	-.295**	-.341**	.110	-.398**	.171	-.554**	.232*	-.120	-.564**	.456**	1					
	Sig.	.127	.015	.000	.003	.000	.271	.000	.086	.000	.019	.230	.000	.000						
Each day of work seems like it will never end	Pearson	-.138	.092	-.476**	.267**	.303**	.084	.333**	-.319**	.543**	-.165	-.037	.421**	-.270*	-.47**	1				
	Sig.	.165	.360	.000	.007	.002	.403	.001	.001	.000	.097	.712	.000	.006	.000					
I like my job better than the average worker does	Pearson	.217*	.328**	.297**	-.307**	-.442**	.266*	-.256**	.373**	-.371**	.210*	.006	-.498**	.729**	.395**	-.27**	1			
	Sig.	.028	.001	.002	.002	.000	.007	.009	.000	.000	.034	.954	.000	.000	.000	.006				
My job is pretty uninteresting	Pearson	-.055	-.199*	-.315**	.146	.280**	-.133	.378**	-.302**	.333**	-.148	.038	.319**	-.391**	-.37**	.351**	-.251*	1		
	Sig.	.580	.045	.001	.142	.004	.183	.000	.002	.001	.136	.705	.001	.000	.000	.000	.011			
I find real enjoyment in my work	Pearson	.134	.236*	.382**	-.201*	-.430**	.381**	-.445**	.489**	-.421**	.125	-.050	-.447**	.479**	.439**	-.35**	.491**	-.37**	1	
	Sig.	.178	.017	.000	.043	.000	.000	.000	.000	.000	.210	.620	.000	.000	.000	.000	.000	.000		
I am disappointed that I ever took this job	Pearson	.072	-.120	-.249*	.173	.377**	-.045	.257**	-.362**	.435**	-.390**	-.068	.497**	-.238*	-.39**	.316**	-.274**	.194	-.20*	
	Sig.	.475	.229	.012	.081	.000	.652	.009	.000	.000	.000	.495	.000	.016	.000	.001	.005	.050	.049	

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).
a. Listwise N=102

Table 15: Pearson Correlations – Education qualification and LMX (2 tailed)											
Education qualification	Pearson	1									
	Sig.										
Has your supervisor completed more years of education of higher degrees than you?	Pearson	-.425**	1								
	Sig.	.000									
Do you know where you stand with your leader; do you usually know how satisfied your leader is with what you do?	Pearson	.052	-.011	1							
	Sig.	.586	.912								
How well does your leader understand your job problems and needs?	Pearson	-.027	-.045	.727**	1						
	Sig.	.779	.641	.000							
How well does your leader recognize your potential?	Pearson	-.015	-.072	.636**	.592**	1					
	Sig.	.879	.450	.000	.000						
Regardless of how much formal education he or she has built into his or her position, what are the chances that your leader would use his or her power to help you solve problems in your work?	Pearson	-.041	-.048	.640**	.636**	.586**	1				
	Sig.	.671	.616	.000	.000	.000					
Again, regardless of the amount of formal authority your leader has, what are the chances that he or she would bail you out at his or her expense?	Pearson	.012	-.119	.541**	.505**	.472**	.651**	1			
	Sig.	.903	.212	.000	.000	.000	.000				
I have enough confidence in my leader that I would defend and justify his or her decision if he or she were not present to do so	Pearson	.030	-.089	.106	.163	.249**	.158	.079	1		
	Sig.	.751	.351	.265	.086	.008	.095	.407			
How would you characterize your working relationship with your leader?	Pearson	.071	-.006	.713**	.661**	.624**	.661**	.638**	.168	1	
	Sig.	.455	.953	.000	.000	.000	.000	.000	.077		
**. Correlation is significant at the 0.01 level (2-tailed). a. Listwise N=112											

The second part explored the correlations of education qualification and job satisfaction. Eight (8) of the 18 questions on job satisfaction had significant correlation with education qualification as follows: My job is like a hobby to me, = .027; My job is usually interesting enough to keep me from getting bored, = .002; It seem that my friends are more interested in their jobs, = -.032; I am often bored with my job, = -.021; Most of the time I have to force myself to go to work, = -.028; Most of the days I am enthusiastic about my work, = -.016; I find real enjoyment in my work, = .049. Table 16 demonstrates the findings.

LMX mediation

The final hypotheses explored whether the quality of LMX mediates the relationship between demographic differences between a leader, follower, and job satisfaction. The analysis used dependent variable (job satisfaction) by focusing on the question, "I am satisfied with my job for the time being", mean = 3.86. The independent variables of age (mean = 4.05), tenure (mean = 3.54), education qualification (mean = 4.44), and gender (mean = 1.57) were used. Two

questions, "I have enough confidence in my leader that I would defend and justify his or her decision if he or she were not present to do so" (mean 3.38), and "How well does your leader recognize your potential?" (Mean = 3.73) were the questions that were used from the LMX standpoint. The valid *N* was 109. See Table 17.

Table 16: Correlations of education qualification and Job Satisfaction																					
education qualification	Pearson	1																			
	Sig.																				
Has your supervisor completed more years of education than you?	Pearson	-.470**	1																		
	Sig.	.000																			
My job is like a hobby to me	Pearson	.027	-.001	1																	
	Sig.	.787	.995																		
My job is interesting enough to keep me from getting bored	Pearson	.002	.002	.109	1																
	Sig.	.983	.983	.271																	
It seem that my friends are more interested in the their jobs	Pearson	.037	-.137	-.057	-.267**	1															
	Sig.	.709	.169	.565	.006																
I consider my job rather unpleasant	Pearson	-.032	.046	-.136	-.207*	.276**	1														
	Sig.	.749	.647	.172	.036	.005															
I enjoy my work more than my leisure time	Pearson	.063	-.114	.450**	.066	-.181	-.141	1													
	Sig.	.528	.252	.000	.509	.067	.154														
I am often bored with my job	Pearson	-.021	.005	-.256**	-.614**	.360**	.228*	-.309**	1												
	Sig.	.835	.959	.009	.000	.000	.021	.001													
I feel fairly well satisfied with my present job	Pearson	.074	-.010	.154	.266**	-.205*	-.387**	.246*	-.37**	1											
	Sig.	.460	.924	.120	.007	.038	.000	.012	.000												
Most of the time I have to force myself to go to work	Pearson	-.028	.010	-.135	-.417**	.399**	.467**	-.030	.358**	-.393**	1										
	Sig.	.782	.920	.173	.000	.000	.000	.763	.000	.000											
I am satisfied with my job for the time being	Pearson	.121	-.018	.154	.143	-.160	-.290**	.111	-.164	.405**	-.202*	1									
	Sig.	.222	.859	.119	.149	.107	.003	.263	.097	.000	.041										
I feel that my job is no more interesting than others I could get	Pearson	-.138	.099	-.131	-.023	-.126	-.065	-.070	-.045	.127	-.069	.093	1								
	Sig.	.163	.322	.186	.815	.206	.513	.482	.655	.200	.490	.349									
I definitely dislike my work	Pearson	-.108	.116	-.227*	-.435**	.311**	.573**	-.290**	.500**	-.47**	.538**	-.41**	-.045	1							
	Sig.	.276	.242	.021	.000	.001	.000	.003	.000	.000	.000	.000	.652								
I feel that I am happier in my work than most other people	Pearson	-.089	.148	.266**	.251*	-.254**	-.446**	.194*	-.220*	.332**	-.41**	.135	-.005	-.411**	1						
	Sig.	.374	.135	.007	.011	.010	.000	.050	.025	.001	.000	.173	.958	.000							
Most days I am enthusiastic about my work	Pearson	-.016	.016	.224*	.515**	-.348**	-.372**	.120	-.44**	.221*	-.58**	.240*	-.064	-.571**	.452**	1					
	Sig.	.872	.872	.023	.000	.000	.000	.226	.000	.025	.000	.015	.518	.000	.000						
Each day of work seems like it will never end	Pearson	.060	-.039	.102	-.476**	.273**	.315**	.103	.323**	-.33**	.540**	-.182	-.075	.440**	-.301**	-.466**	1				
	Sig.	.545	.692	.306	.000	.005	.001	.301	.001	.001	.000	.066	.452	.000	.002	.000					
I like my job better than the average worker does	Pearson	-.071	.130	.289**	.326**	-.318**	-.441**	.320**	-.28**	.380**	-.37**	.235*	.033	-.497**	.736**	.398**	-.31**	1			
	Sig.	.476	.190	.003	.001	.001	.000	.001	.005	.000	.000	.017	.744	.000	.000	.000	.002				
My job is pretty uninteresting	Pearson	-.110	.016	-.236*	-.252*	.069	.229*	-.057	.286**	-.230*	.273**	-.092	.091	.284**	-.326**	-.293**	.277**	-.194*	1		
	Sig.	.268	.872	.016	.010	.492	.020	.564	.003	.019	.005	.356	.358	.004	.001	.003	.005	.050			
I find real enjoyment in my work	Pearson	.049	-.152	.213*	.391**	-.244*	-.450**	.396**	-.47**	.510**	-.44**	.146	.001	-.460**	.490**	.464**	-.36**	.506**	-.28**	1	
	Sig.	.625	.126	.031	.000	.013	.000	.000	.000	.000	.000	.142	.996	.000	.000	.000	.000	.000	.004		
I am disappointed that I ever took this job	Pearson	-.146	.109	-.117	-.248*	.198*	.392**	-.035	.270**	-.38**	.449**	-.39**	-.097	.511**	-.250*	-.404**	.314**	-.289**	.149	-.21*	1
	Sig.	.142	.272	.240	.011	.046	.000	.724	.006	.000	.000	.000	.329	.000	.011	.000	.001	.003	.134	.031	

Table 17: Descriptive Statistics: LMX as a mediating variable between job satisfaction and demographic difference variables of age, tenure, education qualification, gender.			
	Mean	Std. Deviation	N
I am satisfied with my job for the time being	3.86	.700	109
Age	4.05	1.250	109
Tenure	3.54	1.913	109
Education qualification	4.44	1.391	109
Gender	1.57	.498	109
I have enough confidence in my leader that I would defend and justify his or her decision if he or she were not present to do so	3.38	1.216	109
How well does your leader recognize your potential?	3.73	.919	109

Regression analysis

Three models were used for this regression analysis. The aim of regression analysis is to predict a single dependent variable from the knowledge of one or more independent variables (Hair et al., 2010, p. 162). Model 1 used gender, age, education qualification, and tenure to predict job satisfaction using only one concept, "I am satisfied with my job for the time being." Results show R Square .029 indicating that after the variables were used; the overall model explains 2.9 percent of the variance (.029 * 100). The relationship was not significant between job satisfaction and the variables entered in model 1, $F = (4, 104) = .766$, $p > .05$. The second model had variables age, gender, educational qualification, tenure, and confidence in the leader. Results show R Square .054 indicating that after the variables were entered; the overall model explains 5.4 percent of the variance (0.54 * 100). The relationship was not significant between the variables and job satisfaction in the second model as well, $F = (1, 103) = 2.713$, $p > .05$. Finally the third model all the variables in the second model plus an additional variable, leader's recognition of the follower's potential. Results show R Square .122 indicating that after the variables were entered; the overall model explains 12.2 percent of the variance (.122 * 100). The relationship was significant between the variables and job satisfaction in this model, $F = (1, 102) = 7.906$, $p < .05$. Table 18 illustrates the model summary of the three models.

Table 18: Model Summary								
					Change Statistics			
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.169[a]	.029	-.009	.703	.029	.766	4	104	.550
2	.231[b]	.054	.008	.697	.025	2.713	1	103	.103
3	.349[c]	.122	.070	.675	.068	7.906	1	102	.006

a. Predictors: (Constant), Gender, Age, Education qualification, Tenure
b. Predictors: (Constant), Gender, Age, Education qualification, Tenure, I have enough confidence in my leader that I would defend and justify his or her decision if he or she were not present to do so.
c. Predictors: (Constant), Gender, Age, Education qualification, Tenure, I have enough confidence in my leader that I would defend and justify his or her decision if he or she were not present to do so, How well does your leader recognize your potential?

Table 19: Correlations: Job satisfaction and independent variables of age, tenure, education qualification, and Gender.								
Pearson	I am satisfied with my job for the time being	1.000						
	Age	.028	1.000					
	Tenure	-.034	.501	1.000				
	Education qualification	.158	-.118	-.177	1.000			
	Gender	-.039	.077	.121	-.138	1.000		
	I have enough confidence in my leader that I would defend and justify his or her decision if he or she were not present	-.156	-.060	.039	.000	-.189	1.000	
	How well does your leader recognize your potential?	.216	-.062	.135	.042	.051	.198	1.000
Sig. (1-tailed)	I am satisfied with my job for the time being	.						
	Age	.385	.					
	Tenure	.364	.000	.				
	Education qualification	.050	.110	.032	.			
	Gender	.344	.214	.105	.076	.		
	I have enough confidence in my leader that I would defend and justify his or her decision if he or she were not present	.052	.267	.343	.499	.025	.	
	How well does your leader recognize your potential?	.012	.262	.080	.333	.301	.019	.
N	I am satisfied with my job for the time being	109	109	109	109	109	109	109
	Age	109	109	109	109	109	109	109
	Tenure	109	109	109	109	109	109	109
	Education qualification	109	109	109	109	109	109	109
	Gender	109	109	109	109	109	109	109
	I have enough confidence in my leader that I would defend and justify his or her decision if he or she were not present	109	109	109	109	109	109	109
	How well does your leader recognize your potential?	109	109	109	109	109	109	109

All of these three models are confirmed by the ANOVA output that shows model three as the only one being significant. The ANOVA output indicate the following: Model 1 = F (4, 104) = .77, sig .550, p > .05; Model 2 = F (5, 103) 1.17), sig .33, P > .05; Model 3 = F (6, 102) 2.35, sig .05, p > .05. See Table 20.

Results of Pearson correlation between job satisfaction (I am satisfied with my job for the time being) and the independent variables of age, tenure, and gender were all significant at .028, -.034, and -.039, respectively. There was a positive correlation between job satisfaction and education qualification, but the relationship was not significant at .158. In addition there were both negative and positive correlation between job satisfaction and LMX, but these relationships were not significant, see Table 19.

	Model	Sum of Squares	df	Mean Square	F	Sig.
	Table 20: ANOVA[d]					
1	Regression	1.515	4	.379	.766	.550[a]
	Residual	51.421	104	.494		
	Total	52.936	108			
2	Regression	2.835	5	.567	1.166	.331[b]
	Residual	50.101	103	.486		
	Total	52.936	108			
3	Regression	6.439	6	1.073	2.354	.036[c]
	Residual	46.497	102	.456		
	Total	52.936	108			
a. Predictors: (Constant), Gender, Age, Education qualification, Tenure						
b. Predictors: (Constant), Gender, Age, Education qualification, Tenure, I have enough confidence in my leader (follower) that I would defend and justify his or her decision if he or she were not present to do so						
c. Predictors: (Constant), Gender, Age, Education qualification, Tenure, I have enough confidence in my leader that I would defend and justify his or her decision if he or she were not present to do so, How well does your leader recognize your potential?						
d. Dependent Variable: I am satisfied with my job for the time being						

In addition to the above analysis, the author did a regression analysis to see if the independent variables of age, gender, education qualification, gender of the leader, tenure, and individual income would predict job satisfaction. The second model under this category added supervisor's education to the variables outlined in model 1 to verify if the added variable would have an impact in predicting job satisfaction. Results of the two models indicate no significance which meant that the variables could not predict job satisfaction: Model 1, $F = (6, 101) = .551 = $ sig (.768), $P > .05$. Model 2, $F = (1, 100) = 1.831 = $ sig (.179), $p > .05$. Therefore, based on the model, the variables could not predict job satisfaction due to the model not being significant. Table 21a and Table 21b summarize the findings.

Table 21a: Regression analysis: Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.178[a]	.032	-.026	.717	.032	.551	6	101	.768
2	.222[b]	.049	-.017	.714	.017	1.831	1	100	.179
a. Predictors: (Constant), Age, Gender, Education qualification, Gender_leader, Tenure, Individual annual income range									
b. Predictors: (Constant), Age, Gender, Education qualification, Gender_leader, Tenure, Individual annual income range, Has your supervisor completed more years of education of higher degrees than you?									

Table 21b : Regression Analysis- ANOVA Table						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.702	6	.284	.551	.768[a]
	Residual	51.956	101	.514		
	Total	53.657	107			
2	Regression	2.636	7	.377	.738	.640[b]
	Residual	51.022	100	.510		
	Total	53.657	107			
a. Predictors: (Constant), Age, Gender, Education qualification, Gender_leader, Tenure, Individual annual income range						
b. Predictors: (Constant), Age, Gender, Education qualification, Gender_leader, Tenure, Individual annual income range, Has your supervisor completed more years of education of higher degrees than you?						
c. Dependent Variable: I am satisfied with my job for the time being						

DISCUSSION

This quantitative research explored whether demographic differences between a leader and follower inhibit the leader-follower exchange (LMX) levels and job satisfaction. There were four independent variables: differences in age, differences in gender, differences in tenure, and differences in education qualification. The LMX was the mediating variable, while job satisfaction was the dependent variable. The research question that drove the research was: Does demographic differences between a leader and follower in terms of age, tenure, gender, and educational qualification inhibit LMX and job satisfaction? The sample population was 123 participants who completed the online surveys.

Results of the differences in age between a leader and a follower appear to have negatively affected the LMX and job satisfaction. There were negative correlations that were reported, which indicate that as the age differences increased, the level of LMX decreased. This

affected job satisfaction in the end. These results are consistent with earlier findings by Tsui & O'Reilly (1989) who pointed out that the differences in demographic characteristics between a leader and follower have a significant impact on job satisfaction because dissimilarity can lead to repulsion which will ultimately lead to increasing distance between the two sides. The end result is the lowering of interpersonal attraction, which affects the level of LMX.

Results on the gender differences between a leader and follower were similar to those recognized in other research. There was a positive correlation between gender differences and job satisfaction on one hand, and between gender and LMX on the other. This proves that as the gender difference decrease, job satisfaction and levels of LMX increase. Therefore, when a leader is female, the relationship with followers who are females is great. This in turn increases the level of the LMX between the dyad. Tsui & O'Reilly (1989) argue that subordinates in mixed-gender (male-female) have higher levels of ambiguity and role conflict. On the other hand, when the same gender work together, there is the lowest level of role ambiguity. Therefore, gender differences between a leader and subordinates have a negative effect on LMX and job satisfaction.

Results on whether followers who have more tenure than their supervisors have lower levels of LMX and job satisfaction compared to the same or lower level than supervisor had a positive correlation indicating that the more number of years an employee is employed, the more the level of job satisfaction. At the same time, the more a leader and follower work together, the higher the levels of LMX. This affects the overall job satisfaction of the flowers because the relationship is supposed to grow over a period of time. As Lovett et al., (2006) pointed out, "managers often think about and treat employees differently depending on their time within the organization" (p. 36).

There was a positive correlation between LMX and job satisfaction based on education similarities between a leader and followers which indicate that as the level of LMX increase between a leader and followers who have similarities in education qualification, job satisfaction increases as well. Most respondent indicated to be satisfied with their job. In addition, the relationship between the variables in this category was significant. The level of job satisfaction in this case is affected by the differences in education qualification because if the two sides: a leader and followers differ in education qualification, they are likely going to vary in beliefs and values and may communicate less frequently. Therefore, differences in education qualification between a leader and follower have negative effects on job satisfaction and LMX levels.

Finally, results on LMX prove that it mediates the relationship between demographic differences between a leader, followers, and job satisfaction. The regression analysis models indicate that it was significant (.006), $p < .05$. This was primarily focusing on the elements of the LMX as a mediating variable between demographic differences between a leader and followers on one hand, and job satisfaction on the other. Therefore, hypothesis 5 is accepted.

The overall results of the research did not support that money is a predictor of job satisfaction. However, all the hypotheses were accepted after the analysis. This will lead us to the implication of the study.

IMPLICATIONS

The study was important because it added to the knowledge of understanding as to why a demographic difference between a leader and followers is important in leadership study. The study also provided the baseline for further exploration of the subject in other parts of the world because differences in demographic characteristics of individuals such as age, tenure, gender, and education qualification play an important role in the dyadic relationship between a leader and followers (Tsui & O'Reilly, 1989). Identifying the main causes of the differences and resolving issues between a leader and follower will help increase the LMX level which will in turn mediate the relationship between demographic differences and job satisfaction. If demographic differences in characteristics between a leader and followers are not well understood, there may be an increased level of role ambiguity which will results in the dyad communicate less frequently. If the relationship between the two sides is poor, job satisfaction will be affected. As pointed out earlier, the LMX is vital in employees' job satisfaction because of its emphasis on reciprocal influence process within vertical dyads composed of one person who has direct authority over another person. The emphasis of the theory is the role making process involving leaders and work group members who report to them and the extent to which their relationship exhibit exchange and reciprocal influence . Most leaders develop a high-exchange relationship within a small number of trusted subordinates who function as assistants, lieutenants, or advisors. High exchange relationships are developed between a leader and subordinates according to the compatibility, capacity, and reliability of the members of the dyad and only a few trusted subordinates are selected to form a more close working relationship (Wu, 2009). On the other hand, a low-exchange relationship is characterized by a relatively low level of mutual influence.

The sample used in the research was important because it was drawn from the entire USA, Canada, and Malawi. Although the majority was from the USA, other parts of the world contributed to the study. In addition, different age group, different work experiences due to tenure and variation in education levels was important because data represented all age groups, as well as all levels of experiences. Results supported earlier findings by Tsui & O'Reilly (1989) who indicated that "dissimilarity can lead to repulsion" (p. 404) because people tend to be drawn to those who are comparable to themselves. In addition, demographic differences tend to reduce the extent to which employees communicate well with their supervisors. Poor communication will affect job satisfaction because there is an increased chance or role ambiguity between a leader and followers.

LIMITATIONS OF THE RESEARCH

The study had a number of limitations that affected the outcome. First, there were missing data on a number of responses. These were not utilized in the research. The data was not included in the response because of language barriers in different countries. The survey was submitted via social media which uses English. In Malawi, respondents were restricted on what they could respond to because some of the responders did not fully understand English. Therefore, there was a need to translate the questions into the local language.

The second limitation is that the surveys were completed electronically. This was a limitation because some people did not have readily available computers to respond to the survey questions. Most of the Facebook users acknowledge having received the surveys, but they were limited because they only use their mobile phones on social media such as Facebook. Therefore they needed paper copies to complete the surveys. This also was an issue because it restricted participants to only those who have access to computers with internet connections. People in poor countries could not afford to pay for internet connection in order to respond to the surveys.

The last limitation is that it was difficult to know if the responders were different of if they were the same responders completing the survey more than one time. This was because it was a convenient sample and was open to anybody who could get a hand on it.

Delimitations

The use of standard scale prohibited being able to infer more deeply into relationships, as might be possible through the use of personal interviews—qualitative research.

CONCLUSION

After data was collected from 123 convenient participants, all proposed research hypotheses were supported as evidenced by the data analysis. First it was evident that differences in age between the leader and followers are negatively related to LMX and job satisfaction levels. If there was a clear age gap between the supervisor and the followers job satisfaction was affected and there were lower levels of LMX reported. However, when the two dyad members were within the same age bracket, there were high levels of LMX and job satisfaction reported. This was the same with all the hypotheses that were tested against.

Differences in demographic characteristics of individual such as age, tenure, gender, and education qualification play an important role in the dyadic relationship that exist between a leader and followers. Dissimilarity leads to poor quality of exchange, which in turn affects job satisfaction of the employees due to repulsion because people tend to be drawn to those who are

comparable to them. If dissimilarity in demographic characteristics leads to low communication between the members of a dyad, role ambiguity should also be high; If dissimilarity in demographic background leads to differences in attitudes, values, and beliefs, role conflict should also be high because the dyad members may have different conceptions of the subordinate's role necessities.

RECOMMENDATIONS

Based on the findings of the study, further exploration on the effects of demographic differences between a leader and followers will need to be conducted. This study used a quantitative approach. I would recommend using the qualitative approach in order to have a chance to ask clarifying questions on some of the concepts because there may be a slight disconnect by using the quantitative methods because of the stringent approach since the surveys are set and do not provide a chance to modify the questions when responding to them.

A second recommendation is to have the survey questions translated from English to a local language if it is administered in a non-English speaking country, such as Malawi. That will alleviate all the misunderstandings and barriers that are caused by the language differences.

A third recommendation would be to use both electronic surveys as well as the traditional paper survey method. This will give a chance and flexibility to those individuals that either do not have access to the internet or are technologically challenged. It will also ensure that everyone is accommodated regardless of their status.

The final recommendation is to conduct this research over a long period of time. This is because based on the nature of the class, the data was collected with such speed and it did not allow the researcher to adequately focus on the study, and the time frame did not allow for participants to seek for clarification on the items that were not very clear to them.

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APPENDIX A

Leader-member exchange 7 (LMX-7) Survey

Instructions: This questionnaire contains items that ask you to describe your relationship with either your leader or one of your subordinates. For each of the items, indicate the degree to which you think the item is true for you by cycling one of the responses that appear below item.

1. Do you know where you stand with your leader (follower)…do you usually know how satisfied your leader (follower is with what you do?

Rarely	Occasionally	Sometimes	Fairly often	Very often
1	2	3	4	5

2. How well does your leader (follower) understand your job problems and needs?

Not a bit	A little	A fair amount	Quite a bit	A great deal
1	2	3	4	5

3. How well does your leader (follower) recognize your potential?

Not at all	A little	Moderately	Mostly	Fully
1	2	3	4	5

4. Regardless of how much formal authority he or she has built into his or her position, what are the chances that your leader (follower) would use his or her power to help you solve problems in your work?

None	Small	Moderate	High	Very high
1	2	3	4	5

5. Again, regardless of the amount of formal authority you leader (follower) has, what are the chances that he or she would "bail you out" at his or her expense?

None	Small	Moderate	High	Very high
1	2	3	4	5

6. I have enough confidence in my leader (follower) that I would defend and justify his or her decision if he or she were not present to do so.

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	2	3	4	5

7. How would you characterize your working relationship with your leader (follower)?

Extremely ineffective	Worse than average	average	Better than average	Extremely effective
1	2	3	4	5

APPENDIX B

Satisfaction with my supervisor survey

Instructions: This questionnaire contains items that ask you to describe your satisfaction with your supervisor. For each of the items, indicate the degree to which you think the item is true for you by cycling one of the responses that appear below item.

1 = very dissatisfied, 2 = dissatisfied, 3 = neutral, neither satisfied nor dissatisfied, 4 = satisfied, 5 = very satisfied

Please, circle the appropriate number to the right indicating your satisfaction with your supervisor

	very dissatisfied	dissatisfied	neutral	satisfied	very satisfied
1.The way my supervisor listen when I have something important to say	1	2	3	4	5
2. The way my supervisor sets clear work goals.	1	2	3	4	5
3. The way my supervisor treats me when I make a mistake.	1	2	3	4	5
4. My supervisor's fairness in appraising my performance.	1	2	3	4	5
5. The way my supervisor is consistent in his/her behavior towards subordinates.	1	2	3	4	5
6. The way my supervisor helps me get the job done.	1	2	3	4	5
7. The way my supervisor gives me credit for my ideas.	1	2	3	4	5
8. The way my supervisor gives me clear instructions.	1	2	3	4	5
9. The way my supervisor informs me about work changes ahead of time.	1	2	3	4	5
10. The way my supervisor follows through to get problems solved.	1	2	3	4	5
11. The way my supervisor understands the problems I might run into doing the job.	1	2	3	4	5
12. The way my supervisor shows concern for my career progress.	1	2	3	4	5
13. my supervisor's backing me up with other management.	1	2	3	4	5
14. The frequency with which I get a pat on the back for doing a good job.	1	2	3	4	5
15. The technical competence of my supervisor.	1	2	3	4	5
16. The amount of time I get to learn a task before I'm moved to another task.	1	2	3	4	5
17. The time I have to do the job right.	1	2	3	4	5
18. The way my job responsibilities are clearly defined.	1	2	3	4	5

APPENDIX C

Overall Job Satisfaction survey

Instructions: This questionnaire contains items that ask you about your satisfaction with your current job. For each of the items, indicate the degree to which you think the item is true for you by putting a check mark or an "x" on the responses that appear below item.

1 = strongly disagree, 2 = disagree, 3 = undecided, 4 = agree, 5 = strongly agree

Please, circle the appropriate number to the right indicating your satisfaction with the job	Strongly diasgree	disagree	undecided	agree	strongly agree
1. My job is like a hobby to me	1	2	3	4	5
2. My job is usually interesting enough to keep me from getting bored	1	2	3	4	5
3. It seem that my friends are more interested in the their jobs	1	2	3	4	5
4. I consider my job rather unpleasant	1	2	3	4	5
5. I enjoy my work more than my leisure time.	1	2	3	4	5
6. I am often bored with my job	1	2	3	4	5
7. I feel fairly well satisfied with my present job	1	2	3	4	5
8. Most of the time I have to force myself to go to work.	1	2	3	4	5
9. I am satisfied with my job for the time being.	1	2	3	4	5
10. I feel that my job is no more interesting than others I could get.	1	2	3	4	5
11. I definitely dislike my work.	1	2	3	4	5
12. I feel that I am happier in my work than most other people.	1	2	3	4	5
12. Most days I am enthusiastic about my work.	1	2	3	4	5
14. Each day of work seems like it will never end.	1	2	3	4	5
15. I like my job better than the average worker does.	1	2	3	4	5
16. My job is pretty uninteresting.	1	2	3	4	5
17. I find real enjoyment in my work.	1	2	3	4	5
18. I am disappointed that I ever took this job.	1	2	3	4	5

APPENDIX D

Demographic characteristics questionnaire.

1) What is your gender?

☐Male ☐Female

2) What is the gender of your leader (subordinate)?

☐Male ☐Female

3) What is the highest level of education you have completed?

☐ 12th grade or less
☐ Graduated high school or equivalent (GED)
☐ Some college, no degree
☐ 2-year college degree
☐ Bachelor's degree
☐ Master's degree
☐ Doctoral degree
☐ Professional degree (JD, MD)

4) Has your supervisor completed more years of education of higher degrees than you?

☐ Yes ☐ No

5) What is your individual annual income range?

☐ Below $20,000 ☐ $20,000 - $29,000
☐ $30,000 - $39,000 ☐ $40,000 - $49,000
☐ $50,000 - $59,000 ☐ $60,000 - $69,000
☐ $70,000 - $79,000 ☐ $80,000 - $89,000
☐ $90,000 - $99,000 ☐ $100,000 or more

6) How old are you?

☐ Under 18 ☐ 18-24
☐ 25-34 ☐ 35-44
☐ 45-54 ☐ 55-64
☐ 65 or older

7) Number of years you have been on your current job

☐ Less than 1 year ☐ 1-2 years
☐ 3-5 years ☐ 6-10 years
☐ 11-15 years ☐ 16-20 years
☐ 20-24 years ☐ More than 25 years

8) You have been at your job longer than your current supervisor?

☐ Yes ☐ No

APPENDIX E

Introduction, procedure of the survey detailing number of questions, confidential information, voluntary participation, benefits of participation, and contact information for the researcher for questions or inquiries about the research.

Introduction:
This study aims at collecting data regarding the demographic differences between a leader and followers, and how their relationships affect job satisfaction.

Procedure:
The questionnaire consists of approximately 51 questions and should take no more than 15 minutes to complete. Questions are designed to determine your level of satisfaction with your supervisor on one hand, and your level of job satisfaction on the other.

Benefits
There are no direct benefits for participation. However, it is hoped that though your participation, the researcher will learn more about the real life situation involving job satisfaction and employees level of satisfaction with their leaders. This is part of the PhD study that the researcher is engaged in.

Confidentiality
All data obtained from participants will be kept confidential. All questions and responses will only be used for research purposes by the primary researcher, and will not be shared with anyone else.

Participation
Your participation in this research study is voluntary. You have the right to withdraw at any time or refuse to participate at any time throughout the survey.

Questions about the research and your rights
Should you have questions or concerns about the research, you may contact Teddie Malangwasira via email address teddmal@regent.edu

I have read and understood the above consent form. I am participating in this study under my own free will.*
☐ Yes   ☐ No

* The use of an asterisk denotes that this part must be acknowledged before proceeding to the next section