



THE ANALYSIS OF THE LEADERSHIP GOVERNANCE

**IN
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DECLARATION

I declare that ANALYSIS OF THE LEADERSHIP GOVERNANCE IN THE SOUTH AFRICAN UNIVERSITIES is my own work and that the sources that I have used or quoted have been indicated and acknowledged by means of references.

.....

Signature

Date

DEDICATION

This research is dedicated to my late parents, Nomaswidi and Mandlakayise (Qwebeda) Khuboni, who were not educated but sacrificed so much in life to arm us with education. To my late brothers and sisters, from whom I would have received encouragement to complete this degree.

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ABSTRACT

The concepts of good leadership and governance have been topics of great interest to scholars, where most of the studies in this respect were confined to large corporations and businesses, and not focused on the education landscape. Due to changes in government funding criteria for higher education institutions, they are now operating using business-like practices to cope with and to survive competition in the global market place. A literature review reveals that poor leadership governance is a major problem facing South African institutions today. The literature indicates that poor leadership governance leads to high levels of dropouts and low levels of throughput in universities. Some researchers point out that there is a lack of leadership with the vision to push the agenda for open access to publishing to accredited journals. Those universities with resource problems can assist those which are lacking. The literature reviewed further indicates that leadership involves good relationships with others in order to ensure unity and cohesion in decision-making. Transformation has been discussed as an important aspect of leadership governance for universities to enable them to tap into the micro-environmental behaviours of their stakeholders. This study therefore aimed to investigate the problem of leadership and governance and suggest solutions.

The aim of this study was to assess and examine critical leadership governance styles, and identify contributing factors that might influence the leadership governance of all universities in South Africa. In addition, it proposes procedures to be adopted for leadership governance within these universities. The study answered questions on the role of leadership governance at universities, and to what extent leadership governance influences policies implemented within universities. The targeted population were members of senates from the traditional universities and universities of technology in South Africa. Questionnaires and interviews were used to collect primary data. Questionnaires were delivered to prospective respondents from all universities in South Africa. Research officers and registrars for institutions were approached to obtain permission to conduct research at their universities. With the assistance of the research officers and registrars, the link to a Survey Monkey questionnaire was e-mailed for distribution to the participants. Statistical

analysis was employed, and quantitative data was descriptively analyzed, with results presented using various types of graphs. The data was analyzed using the SPSS Version 24.0 statistical software programme. The qualitative data was analyzed through inductive approach using research themes. The empirical findings indicate that there is a strong relationship between the type of universities and the process of reviewing policies and procedures. The main conclusion drawn from this study is the need for inclusion of diverse stakeholders in leadership governance and the consideration of their contributions. This study recommends further research to be conducted with other targeted populations from universities.

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LIST OF ACRONYMS AND ABBREVIATIONS

CEOs	Chief Executive Officers
CHE	Council for Higher Education
CPUT	Cape Peninsula University of Technology
CUT	Central University of Technology
DUT	Durban University of Technology
MUT	Mangosuthu University of Technology
NMMU	Nelson Mandela Metropolitan University
POPI	Protection of Personal Information
SA	South Africa
TUT	Tshwane University of Technology
UCT	University of Cape Town
UFS	University of Free State
UJ	University of Johannesburg
UK	United Kingdom
UKZN	University of KwaZulu-Natal
UNIZULU	University of Zululand
UNISA	University of South Africa
UoT	University of Technology
UP	University of Pretoria
USA	United States of America
USAF	Universities South Africa

UWC	University of Western Cape
VUT	Vaal University of Technology
SATN	South African Technology Network
SPSS	Statistical Package for Social Sciences
SRCs	Students' Representative Council

CHAPTER 1: INTRODUCTION

1.1 Overview of leadership

The concept of leadership at universities can be recognized as a tool for bringing innovation and change to institutional direction. For the purposes of this study, leadership is perceived as being the ability to cope with change and establish a new direction in which institutions and individuals can move. Thus, leadership is inextricably linked to change which does not simply occur but needs to be directed (Scott, 2011). The notion of institutional autonomy signifies the capacity of universities to organize their own affairs without obstruction from the State (Mora, 2001). For this reason, the levels of university autonomy are directly related to the models of governance.

The concept of leadership has been widely researched in both education and industry. It was initially applied in industry, but due to global changes it has also been found to be useful when applied to the educational landscape. Various definitions for leadership exist revealing that it means different things to different people. It is thus imperative for this study to establish a definition that can be used throughout the study. Leadership is about enhancing human potential and involves the creation of an environment in which people can develop as leaders. Clear and effective communication is a basic requirement. Leadership is defined as the ability to motivate, inspire and influence others for the purposes of achieving organizational goals and bringing about changes within environments (Brown, 2001; Christie, 2010; Northouse, 2013; Druguş and Landoy, 2014; Eddy and Van DerLinden (2006). Leadership can be described as capacity building.

Leadership needs good relationships with those being led and should result in unity and cohesion for decisions made at all institutional levels. Sart (2014) defined leadership slightly differently by stating that it is the process of accepting the support received from others who then assist in the achievement of goals. In order to change the role of education in society, the influence of leadership approaches must be understood in order to enhance efficiency and effectiveness. Sayed (2013) suggested that leadership in educational institutions is a process that needs to be collaborative in order to achieve set goals.

1.1.1 The definition of related concepts

Universities are known as places of knowledge generation where the minds of human beings are developed. The term collegiality comes from the sharing of ideas and responsibilities by colleagues in a university context. There has been a shift from collegialism to managerialism in universities worldwide because of the increase in enrollment and the reduction of state funding (Smith, 2012). The same situation applies in South Africa, where the number of students who enter universities outweigh the government subsidy that is declining in proportional terms over time. The real cost of providing education exceeds the subsidy provided by the government. Blaschke, Frost and Hattke (2014) argue that traditionally universities are governed with institutional autonomy and have practiced academic freedom. In most countries, policies for higher education have been affected by global economic changes. Pressure has been exerted on institutions to adopt a more entrepreneurial approach in order to survive without losing the traditional focus of teaching, learning and research. Business leadership styles come into conflict with collegial leadership practices due to the differences that exist between academic leadership and private organizations.

Academic institutions are concerned with staff, students, communities and funding agencies while private organizations are concerned with maximizing shareholder value (Sathye, 2004). Stakeholders in academic institutions are more diverse than in the corporate world. Leadership is a complex issue in any organization. Literature on leadership in universities indicates that shared leadership increases collegiality by promoting trust, unity and productivity. Teamwork should not be overlooked when defining leadership since the majority of tasks at these institutions are performed by those receiving instructions.

Thomas (2009:25) observes that in a world of increasing concern regarding matters of corporate governance, universities should be modelling sound governance and promoting the development of moral standards in society in order to produce future leaders. However, Dibetle (2008 cited by Thomas, 2009) asserts that leaders at some South African universities have been investigated for a lack of honesty. This is largely due to the poor management of internal governance challenges, which should be handled in a manner that supports the priorities within universities.

Due to changes in the educational landscape, universities have shifted the manner in which they have been led. The criteria for government funding worldwide has prompted universities manage themselves as businesses with vice-chancellors acting as chief executive officers. Sart (2014) identifies that there is a connection between entrepreneurship and leadership, particularly relating to changes and innovations that need to be introduced, since entrepreneurship is fundamentally concerned with innovation. Leadership at any university is expected to be receptive to innovation in response to global changes or suffer the consequences of discontent. Eddy and Van DerLinden (2006) observe that the challenges that have emerged in higher education are caused by a lack of funding, changes to more student-centric methods, and the introduction to new technology. All these challenges need to be resolved by institutional leadership.

1.2 Governance in university

Governance is not a new concept but it was brought anew with structural changes and changes in the environment. Governance refers to policy implementation, institutionalized rules and norms. Naidoo (2005) explains governance as the result of the interaction of a multiplicity of influencing actors; namely: businesses, communities and individuals. Swyngedouw (2005:1992) argues that governance is the socially innovative practices and inclusive development processes that draw heavily on a greater involvement of individuals or actors from both the economy and civil society. Naidoo (2005:29) further states that governance comprises of complex mechanisms, processes and institutions, through which citizens and groups articulate their interests, mediate their differences and exercise their legal rights and obligations. This system tries to produce good management of institutions and societies. Governance should promote transformation within the structures of an organization. Therefore, good governance and effective leadership will produce the best results for any organization. Universities in general, are facing stiff competition for funding opportunities and less means to invest on educational technologies. It is imperative for universities to implement governance that follows the rule of law, that is participatory, transparent, responsive and effective (Asiimwe, 2012). Although there is no generally accepted rules and norms to which the decisions makers could use, but such rules and norms should be acceptable to the society and stakeholders of an organization. Governance is considered as a set of arrangements that directs the institutions. This is confirmed by Jackson and Stent (2016) that it is the system that maintains or directs an organization. Therefore, in case of the university, the university community should understand the

rules and norms in order to become effective participants of such rules. Members of the university should know how the authority is distributed amongst those in governance. The decision-making bodies should be made up of all stakeholders. The different models of university governance structures will be explored in later chapter. The South African universities underwent structural changes, as well as the manner in which they are governed.

1.3 Background of the research

A core reason for the existence of universities is to develop thoughtful and moral leadership in society through teaching, research and community service (Thomas, 2009). MacIntyre (2009) has his own view of the ideal university as being the place which changes minds and brings new knowledge. Universities are regarded as a place of knowledge transfer. Bitzer (2009) asserts that universities are known as knowledge producing organizations that differ per institution. Bitzer suggests that universities are non-profit organizations that have been forced to become entrepreneurial in order to fulfil their goals. He further states that universities can change their structures but not their core activities – these can only be modified (Bitzer, 2009). All the above activities in universities need efficient leadership that will ensure that the vision of the institution is taken forward.

The current structure of American academic governance was established during the colonial era with a board of trustees who consisted of the governor, deputy governor, treasurer, three magistrates and six church ministers. This board was under the control of the General Court and they had no freedom and no autonomy (Ricci, 2008). Ricci further clarifies that the governing board of trustees only controlled the property of the college.

In South Africa the National Party government established higher education institutions as legal entities that were to be controlled and owned by the state. This meant that should any institution want to be dissolved, it had to be dissolved by the state. The foundation on which the public higher education institutions were established was fragmented because they were established for different groups and for different purposes (Cloete and Bunting, 2000). According to Hall and Symes (2005) the role of universities in South Africa was to: transform society, perform as corporate enterprises in order to produce graduates who would assist South Africa to compete in the global economy, and serve the public by producing citizens who would be able to participate in a democratic society. Hall and Symes (2005) further contend that universities had to contribute to

the long journey of transformation, of which not much is in evidence even now. The new government in South Africa commissioned (not imposed) the universities as institutions to utilize their existing resources to respond to social and political goals in order to bring about the desired change in society. With the advent of democracy in South Africa universities are experiencing challenges of transformation and restructuring. These concepts were introduced in the early years of democracy but even though policies are planned and strategized, implementation is not visible. Government proposed to have one system of higher education that was going to be coordinated and regulated without removing institutional freedom or autonomy. Bitzer (2009) states that universities have different systems but are linked by virtue of certain common goals. Within the South African context, leadership and governance of universities has been under the control of University Councils. The Minister of Higher Education approves the appointment of these Councils.

The establishment of both traditional universities and technikons was in order to streamline education and training for a variety of careers. The essential difference between the two types of institutions was that the universities were intended for scholarly activities while technikons were designed to teach practical or applied knowledge (Bunting, Sheppard, Cloete and Belding, 2010). These institutions were transformed to address the new socio-economic and cultural challenges that were experienced in South Africa. Transformation challenges have included: large numbers of students (massification), responsiveness of universities to engage with broader society to address their needs and demands, and, lastly, the co-operative governance of institutions which should incorporate government, higher education and stakeholders. Bitzer (2009) emphasizes that governance in the universities should include a broader range of stakeholders in decision-making in order to ensure that the goals are achieved. The most important factor about leadership governance in universities is the degree of power sharing within an organization. This is seen in most South African universities where the Council is composed of a wide variety of stakeholders, including a representative from the Department of Higher Education. It is imperative that the leadership of universities should design an interlinked system which will improve performance in all aspects of their institutions. The 2001 National Plan for Higher Education introduced a new funding formula and the leadership was directed to produce the kind of graduates that would increase the economy and become more globally competitive. South Africa began the process of restructuring the universities and technikons by merging some technikons together, or

transforming technikons into universities of technology or comprehensive universities. A number of researchers have investigated different aspects of mergers, including: Chetty, 2010; Daweti, 2015; Fourie, 1999; Hay and Fourie, 2002; Hall, Symes and Luescher, 2004; Jansen, 2002; Jansen, 2003; Perumal, 2010). The strategy of institutional mergers was adopted to address the differences of the past (Herbst and Conradie, 2011). Herbst and Conradie (2011) suggest that the failure of transformation in institutions of higher education is the result of ineffective and incapable leadership. Government action in merging these institutions was taken to address equity and the poor availability of resources which needed to be accessible to a wider community. The appropriation of these institutions was accompanied by the good intention of sharing resources equitably, regardless of how limited the funds were. The reduction and reorganization of universities, colleges and technikons brought into being three new categories of educational institutions: traditional universities, comprehensive universities and universities of technology.

South Africa has some very old universities. The first university in South Africa, the University of Cape Town (UCT), was established in 1829. Others include: Rhodes University, the University of the Free State (1904), the University of Natal (now University of KwaZulu-Natal [UKZN]), the University of Stellenbosch, the University of Western Cape (UWC) (1959), University of South Africa (UNISA) (1900), and a 'new' version of UNISA (2004). In 200 technikons were converted into Universities of Technology, such as Central University of Technology (CUT), Durban University of Technology (DUT), Mangosuthu University of Technology (MUT), Cape Peninsula University of Technology (CPUT), Vaal University of Technology (VUT) and Tshwane University of Technology TUT). Some of these universities were born of mergers that took place during the post-apartheid period. The theory behind the mergers is not clear but some researchers have suggested that they could have been due to their geographical proximity.

Perumal (2010) echoes the concerns of Jansen (2002) regarding the mergers that took place in the institutions of higher learning in South Africa. The mergers were mandated by government. Institutional responses differed due to poor guidelines supplied by government (Sehoole, 2005; Jansen, 2002), which becomes evident when applying theories such as Resource Dependence Theory. As already indicated, some of the universities and technikons targeted for mergers faced the problem of scarce resources, and they resisted such mergers, which went ahead even though it

was evident that they were struggling to maintain the resources required for their efficient operation.

According to Jansen (2002:10) the motivations for mergers were as follows:

- To ensure the maintenance of the cost per student at some institutions;
- To resolve the differences in perceptions of the quality of services provided between institutions of higher learning;
- To prevent the closure of institutions that were not financially viable; and
- To address the dilemma of low management capacities at some institutions.

The changes to South African higher learning institutions brought fresh approaches to leadership, as new governance policies were being adopted and the roles played by their leaders changed (Cloete, Maassen, Fehnel, Moja, Gibbon and Perold, 2007). Governance frameworks and structures for these institutions were decided upon and provided by government. The different approaches adopted are indicative of the fact that no single leadership style would have been appropriate for all institutions.

1.4 Statement of research problem

Professor Jansen has highlighted the importance of transformation in leadership governance of each university in order to be able to tap into the micro-environmental behaviours of the university's stakeholders (Daily News, 2010). Professor Habib (2012) has stated that South Africa faces a major problem of poor leadership governance at the universities. He further criticized the lack of effective leadership governance at universities regarding open access to available resources at those institutions that have to assist those that do not. This problem affected the performance of South African universities, including the throughput rate. The Ministerial Summit held in April 2010 reported higher dropout levels and lower levels of throughput at institutions of higher learning in South Africa (Department of Higher Education, 2010). Thus, the intention of this study is to investigate this problem and provide solutions.

1.5 Primary objective

The purpose of this study was to assess and examine the leadership governance styles and identify contributing factors that could impact on the leadership governance of all universities in South Africa.

1.6 Secondary objectives

- To assess and evaluate the role of leadership governance in both the traditional universities and universities of technology.
- To identify factors that influence the leadership governance of both traditional universities and universities of technology.
- To examine the leadership governance styles within the traditional universities and universities of technology.
- To suggest and recommend steps to be taken to improve leadership governance suitable for both traditional universities and universities of technology in South Africa.

1.7 Motivation for the study

It is hoped that the human factor has power to change and adapt to new strategies that will assist in the achievement of the vision.

Firstly, the study hopes to propose a leadership governance model for institutions of higher learning that can then be followed to implement proper leadership with vision, humanity and dignity. Such leadership should consider the importance of collective decision-making.

Secondly, the findings of the study may be used as a guiding tool for leadership governance of governance at institutions of higher learning in helping them to identify areas that require attention.

Thirdly, the study can be used by those in authority as a point of reference when taking decisions pertaining to leadership governance at such institutions. It is hoped that the study will influence the leadership governance bodies at these institutions to reassess those policies that are competitive and that affect communities negatively. The study plans to question the current rules of student mobility regarding transfer from one institution to another and the associated cost in terms time and money, and assist those academics who wish to develop their research capacities. Policymakers may also consider the study's findings when reviewing policies.

Fourthly, it is hoped that future researchers can be motivated by the findings of this study to contribute more literature related to the discipline of leadership governance. Existing literature focuses on other leadership factors at academic institutions, but this study's findings are derived from an investigation of the highest academic decision-making body, the Senate.

Fifthly, it is hoped that the contribution made by this study promotes a transformational model of leadership within universities (Bass, 1990; Department of Higher Education, 2010) which will motivate, inspire and influence all stakeholders to participate in leadership governance in order to achieve the vision of their institutions.

Sixth, the study's findings hope to consider society and students as an integral part of leadership governance, not only as the recipients of an end product, but as being involved in the changes which can assist in sustaining academic institutions. The study also hopes to benefit those communities in South Africa that are demographically scattered and dominated by different environmental cultures and beliefs.

The literature review emphasizes the importance of change in the educational environment, which requires new ways of thinking in order to improve the transfer of knowledge, the effectiveness of research, the productivity of institutions, and the retention of students. These practices are only possible where leadership governance is effective, and able to be transparent, accountable and responsible.

1.8 Research questions

- What are the roles of leadership governance at universities?
- To what extent do leadership governance styles influence management policies adopted within universities?
- What factors influence the leadership governance at universities?
- What steps could be recommended for the improvement of leadership governance at universities?

1.9 Scope of the study

1.9.1 Delimitations

The present study focused on the nine universities of South Africa that participated in the study. The participating institutions were traditional universities and universities of technology; however, the results would have been different if all universities in South Africa had participated. Therefore, the finding of this study cannot be generalized.

1.9.2 Limitation of the study

The present study contained certain unavoidable limitations because the information and consent letters clearly specified that participants had the right to choose whether to participate or not. The study depended on the contributions obtained from the participation of the targeted study sample. It is important to recognize the limitations for this study for future research, especially if such research is to be conducted using the same study framework.

1.9.3 Approval for conducting the research

The UKZN as the hosting university required that all participating institutions provide the researcher with letters of permission in order to issue an Ethical Clearance Certificate for the study. The researcher sent study proposals and letters of request from UKZN to obtain permission from universities to participate in the study by providing gatekeeper permissions.

All 23 universities targeted for the study were sent invitations to participate. Some universities required the use of their own ethical clearance forms, which allowed gatekeeper permission to be granted once completed and returned, and some universities declined the request, as the study proposal did not meet with their requirements. Some universities declined to participate, stating that they did not involve themselves in external research.

The process of completing the ethical clearance forms from certain universities was time-consuming. The responses indicated that senate members at universities had never been questioned with regard to research, and this challenged them, since they had no idea how to handle this situation, and documents were sent from one person to another, with no gatekeeper permissions ultimately being obtained in certain instances.

Due to the nature of the population targeted, the researcher could not directly access them. Registrars at each university were therefore used as liaisons to disseminate questionnaires. It was decided to use the Survey Monkey application for the collection of data, since participants were not willing to email their responses for reasons of anonymity. Registrars could also not issue contact details for university senate members due to the requirements of the Protection of Personal Information Act of 2013. Those gatekeeper permissions received were given to the UKZN Ethical Committee, which then issued an Ethical Clearance Certificate. UKZN could not issue a full Ethical Clearance Certificate because some universities did not issue gatekeeper permissions.

The study is geographically well distributed. The major role-players from universities followed the appropriate procedures to complete the expected forms in order to allow the investigation to continue.

Only 12 universities provided the researcher with gatekeeper permissions, with only nine of these effectively taking part in the study. Some participants did not complete their questionnaires, which caused response rates to be low after cleaning of the data. It took 14 months to collect data from the participants, regardless of the timeframes stipulated on the questionnaires.

1.10 Research methodology and data collection

This study utilized both quantitative and qualitative research methodologies. Bergman (2008) explains that the quantitative methods work well when dealing with large representative samples, as compared to the qualitative method, which is more appropriate in handling smaller sample groups. The Qualitative methodology assumes there are multiple realities, while the quantitative method assumes there is a single reality. In order to bring richness to this study, both methods were used.

Welman, Kruger and Mitchell (2011) define research design as a plan used to approach research participants and collect information from them. It defines the participant groups to be used, and states the specific methods used in selecting those groups (statistical technique). It also decides what actions will be performed with the groups once selected. Data was collected from the targeted population using a cross-sectional research design, which meant that the targeted population was examined only once, as opposed to a longitudinal design, in which data is examined at different intervals over a longer period.

1.11 Theoretical frameworks

Many scholars have presented different definitions of leadership. Leadership and governance are independent concepts, but are also interlinked. Both concepts focus on increased efficiency and the achievement of group goals. Landis, Hill and Harvey (2014) emphasize the importance of leadership in the success of organizations. Governance sets the strategic direction for companies (Adams, 2013:3). Adams further recommends that governance must recognize the importance of stakeholders in the efficient running of institutions, and identify those risks associated with limitations on the resources required by them to be productive.

The introduction of governance management at institutions of higher learning follows its original adoption in the corporate world. As explained by Jackson and Stent (2016), each organization must be directed and controlled in a systematic manner. The inclusion of corporate governance styles in the educational landscape is because universities have shifted to a new managerial style calling for transparency, independence, accountability, fairness, and social and institutional responsibility.

It appears from the study undertaken that many universities have now chosen managerial or entrepreneurial models over the collegial models for which they were previously known (Blaschke *et al.*, 2014; Kogan and Bleikie, 2007; Birnbaum, 2004; Shattock, 2002; Shattock, 2013). Canadian universities have also adopted the use of managerial tools to improve daily operations, and, as with all corporate businesses, now focus on increasing marketability and revenue (Chan and Mak, 2014). Thomas (2009) however, emphasizes the importance of the collegial model in fulfilling university objectives and modelling governance standards to students who will become future leaders.

Higher educational sectors in all developing countries are experiencing changes and challenges brought about by economic and political initiatives. New funding criteria for universities have encouraged the adoption of corporatization or entrepreneurship as funding methods. Fresh strategies are implemented in the hope of satisfying all stakeholders, but new demands emerge annually, and leadership governance bodies at institutions of higher learning need to find ways of meeting such challenges. South African universities are not different from the universities worldwide. Universities are supplementing their funds by offering short courses to the community for a fee.

Sart (2014) states that universities employing traditional leadership styles rarely implemented innovations and entrepreneurship. Scott (2011) identifies the greatest challenge for leadership at universities to be that of student fees, since their largely government funders have cut contributions, while student demands have increased as they claim to be paying customers. This challenge has caused the leadership at some universities to struggle in maintaining an entrepreneurial spirit within their institutions. Alonderiene and Majauskaite (2016) state that universities do everything possible to attract students, who have a tendency to choose universities because of their reputations, and for the status this affords them, while ignoring other factors.

South African universities are experiencing the same transformation in leadership governance as those in the rest of the world. Leadership governance bodies need to create environments conducive to the tolerance of diverse cultures, and fully understand the shared decision-making processes in which they participate (Department of Education 2010). Daily News (2010), In a discussion forum with former Minister of Education Kader Asmal, both Jansen (then Vice-Chancellor of the University of Free State) and Price (Vice-Chancellor of the University of Cape Town) stressed the recognition of diversity regarding culture and race, and highlighted the importance of the transformation of leaders first, in order to set a credible example as leaders (Daily News, 2010). Transformed leadership transforms the environments in which they lead.

This study recommends the collective (or shared) leadership governance model which, according to Ringer (2007:131), possesses the following characteristics:

- The role of leadership is to focus on a shared understanding with their teams when working towards agreed purposes;
- Each member of these teams has to be able to control their own emotional and psychological world in order to be able to communicate and use their thinking ability effectively when dealing with others;
- “Togetherness” allows for an exchange of thoughts with others, and that the quality of these relationships changes moods, tones and expectations, especially when thinking collectively; and
- The development and maintenance of a high quality of throughput within teams automatically factors in those unvoiced and unconscious elements present within working environments.

A concern of the South African government has been the participation of students in learning without discrimination. This led to mergers, and the transformation of some universities. This responsiveness by universities means that the needs and demands of the societies they serve had to be given the priority. Co-operative governance requires that decisions be transparent, and that all stakeholders participate in the decision-making process (Cloete *et al.*, 2007). This points to the fact that broadening participation in leadership governance at these institutions assists in reducing those risks associated with setting unachievable, inappropriate and unmeasurable goals.

1.12 Ethical considerations

Collecting data from people raises ethical issues, and the researcher needed to ensure that risks of all kinds to people are avoided, that procedures that may be harmful to people are avoided, and that their privacy is respected. The researcher acted responsibly regarding the right of participants regarding their choice to participate or not, bearing in mind that they are human beings with freedom of choice which was respected.

Reliability and validity were ensured by testing the comprehensiveness of the questionnaire.

Validity has to do with the extent to which a test measures what it is designed to; that is, how well it does the job for which it is being used (Welman *et al.*, 2011). Welman *et al.* (2011) explain that reliability has to do with the dependability of tests, the accuracy of their results, and the consistency with which they can be used to obtain measurements when used more than once.

The Research and Registrars' Offices at universities steered the ethical clearance process for studies being conducted. Once ethical clearance was obtained, the participants were selected and a consent form was issued which emphasized the anonymity and confidentiality of participants. Consent forms clarified the aims and objectives of the study, and explained its significance for society and the economy. Consent forms also included a proviso that participants may withdraw at any stage of the research if they so decided. All data collected from different universities was aggregately analyzed and displayed in diagrams, without indicating at which institution the data was collected.

1.13 Structure of the study

CHAPTER 1 gives an overview of the research, which includes its motivation and background, problem statement, aims and objectives, research questions, research hypothesis, theoretical assumptions on leadership governance, research methodology, delimitations, limitations and the type of study programme used.

CHAPTER 2 is a review of the literature that includes previous research, opinions and theoretical models.

CHAPTER 3 is a review of the literature regarding corporate governance and governance in universities.

CHAPTER 4 covers research methodology, research design, target population and sampling, data collection, ethical issues and data analysis.

CHAPTER 5 focuses on results, and presentation of data analysis by means of graphs and tables, as well as the interpretation of the collected data.

CHAPTER 6 discusses the study's recommendations and conclusions.

1.14 Conclusion

Leadership governance covers a variety of complex concepts. The introduction of these concepts came with the changes in governance at universities that required that they incorporate entrepreneurship into their operational models in order to raise funding to survive as institutions. The introduction of massification and managerialism in the educational landscape saw the appointment of vice-chancellors at universities as chief executive officers, with other stakeholders being made directors to steer institutions toward the achievement of their visions.

The government's approach of merging universities and technikons in South Africa was seen as a means of reducing the cost of education but was not well-received by all stakeholders.

The following chapter presents a review of the literature studied, and describes the theoretical models investigated.

CHAPTER 2: LITERATURE REVIEW – LEADERSHIP

2.1 Introduction

As identified in Chapter 1, there are many challenges facing educational institutions because of global changes. The focus of this chapter is primarily to present the various views of leadership as it pertains to the topic of this study.

Choi (2007:244) noted that leadership plays an integral role in shaping the behaviour of people, societies, communities and nations and that this has been true for a substantial length of time. The concept of leadership has been more of a focus in the corporate world than in educational institutions. Due to global changes and the internationalization of education, the concept is now frequently applied. Leadership governance bodies at universities have to be equipped with the skills required to meet the demands of students, staff and society. Leadership and change are conjoined and inseparable twins (Spence, 2009). Khoza (2012) concurs with Spence that those who lead should meet the expectations of all stakeholders by being representative. This view is supported by Hirsch and Weber (2000), who suggest that university leadership should learn and understand from the changing needs of society. Leadership of universities implement different leadership styles in order to sustain the affairs of universities.

Afegbua and Adejwon (2012:144) define leadership under four themes:

1. Leadership is about what you are;
2. Leadership is about how you act;
3. Leadership is about what you do; and
4. Leadership is about how you work with others.

Leadership and management represent different responsibilities in organisations. Druguş and Landoy (2014) define management as the act of administration while leadership is the act of influencing the behaviour of the people in order to achieve certain goals. On the other hand, governance is defined as the internal control and direction of procedures and processes (Jackson and Stent, 2016).

Most countries are experiencing transformation in their governance and such transformation impacts on education in various ways. Mallon (2004) observes that university governance became disjointed or fragmented as more decision-making structures were added without being connected to the primary structures that were already in place. Mignot-Gérard (2003) noticed that the government at modernized universities had become fragmented. South African universities experience fragmented systems of governance operate which indicates that there is inefficiency and ineffectiveness in the co-ordination of control systems for staff and students to participate democratically at institutions of higher learning (Department of Higher Education, 1997).

According to Murphy (2000), political leadership overshadows intellectual leadership as these global changes take place. This has been confirmed by Chikerema, Sithole, Chakunda and Matsika (2013) who state that leadership in African countries is generally dominated by issues associated with the wielding of power, which prevents growth and the achievement of goals. Afegbua and Adejuwon (2012:141) in their study, observe that the more leadership changes, the more inexperienced leadership take office, which brings a lack of ideology and thoughtfulness to policies that should raise organizations to their next levels of achievement. According to a study conducted by Sirat, Ahmad and Azman (2012), Malaysian university leadership experienced crises by failing to design proper systems for recruiting talented and respected scholars to hold high office.

At universities, global changes relate to the attraction and retention of students and staff, increases in student fees, the introduction of technology in teaching and learning, and the securing of funds. These changes have brought about changes in the structures of leadership and governance at these institutions (Brown, 2001; Middlehurst, 1999). Such challenges need effective leadership to work through strategies that would sustain universities. Academic staff had to be taught different ways of using technology to improve teaching and learning. During this digital revolution era, all members of the university should be equipped with technological knowledge. Leadership and governance of universities had to learn new ways of increasing funds in order to have sufficient funds for staff resources.

Universities need to fulfil the needs of communities as represented by their students since universities are situated within societies. Leadership governance bodies at universities should therefore ensure that their three primary functions are not overlooked. These functions are:

partnerships with communities; the dissemination of academic knowledge, and the conducting of community-based research and service learning. Universities have to maintain a good standing within their communities and continue to portray images that will be perceived as remaining competitive within global markets. As part of learning, the experiences of students at universities should reflect the moral standards learnt while studying there (Ong, 2012 :1) and plough back such lessons to their societies.

Baird (2007, cited by Asiimwe (2012) contends that the adoption of corporate governance at European universities was seen as an effective manner of dealing with challenges, since university boards had to appoint vice-chancellors as their CEOs. They were then responsible as council for the leadership of universities as a whole, while also being required to set out the strategic goals for their institutions, and ensure their implementation.

Adams (2013:6) argues that universities and governments have been slow to create opportunities and implement rewards for inter-disciplinary research, without which no solutions can be found to the problem of sustainability. This statement is supported by Habib who feels that universities that are worthy in terms of research they conduct, should assist those still struggling to publish in accredited journals (Habib, 2012). Adams (2013:7) further states that there is a lack in research on mechanisms for processing academics' work and communicating their problems. All these concerns require a leadership governance that would seek means of resolving such problems. Habib (2012) asserts that the open access model will promote the previously disadvantaged universities that are struggling to have access to accredited journals for their research. Leading universities with abundant resources are regarded as excellent, which are what Habib refers to when indicating universities with resources. In South Africa, the above situation prevailed but is now slowly changing due to transformational leadership. The concept of leadership governance can play an important role in reassessing the policies that promote unification within the traditional universities and universities of technology without changing their programmes.

Transformation and collective decision-making by those responsible for university leadership governance could find higher education prospering in the future. The involvement of government in university affairs should be limited although funding is expected from the government. The Japanese government has been influential in allocating public funds to universities, and in setting the standards for the physical conditions under which learning takes place, regardless of the fact

that universities continue to enjoy full academic freedom (Yonezawa and Shimmi, 2015). This could be adopted by other governments in order to equip universities with sufficient funds to fund their required resources.

South African professors such as Saunders, Figaji, Brink, Stumpf, Nongxa and others have had difficulties in their tenures as Vice-Chancellors of various universities and technikons at which they acted, but remain supportive of the goals of education. These leaders faced the stresses and strains of leadership, but their main goal was to shape and transform the universities to be accessible for all (Muller and Ramoupi, 2016). The suggestion forwarded is that vice-chancellors today cannot win their battles as individuals, and need not only look after the interests of their own institutions, but should also build unified frameworks that can be used as foundations for the running of other institutions (Dlamini, 2016).

2.2 Background of leadership in university and managerialism leadership

Universities are in dire need of strong leadership but collegiality is drifting away due to the introduction of managerialism which has been adopted from the corporate world (Yielder* and Codling, 2004). In most countries, universities are experiencing a decline in government funding (Dobi, 2012) and leadership has to find alternative means of increasing the cash inflow. In this study, the word organization is used interchangeably with university.

2.2.1 Leadership in university

Leadership, management and governance are usually confused as having the same meaning (Leih and Teece, 2016) and being intertwined. Jackson and Stent (2016:4/5) define leadership as ethical values, responsibility, accountability, fairness and transparency based on the concept of Ubuntu (humaneness), mutual support, independence, unity and collective work. Middlehurst (2013:277) states that leadership is co-ordination and setting of strategies according to the capabilities people possess in order to achieve set goals, while management concerns the achievement of established tasks using given resources, and the monitoring of activities for the best performance.

According to Aslam, Suleman, Zulfiqar, Shafaat and Sadiq (2014:148), academic leaders exercise their leadership styles according to different institutional purposes, cultures and expectations. Sart (2014:75) concurs with others that the roles played by institutions are affected either positively or negatively by the leadership models adopted by institutional management. According to these

researchers, effective academic leadership is diverse and is able to renew the visions that will lead a university to success.

Daft (2011:15) argues that leadership at institutions calls for the creation of compelling visions for the future development of farsighted strategies to produce the changes necessary for their achievement. Effective leaders plan and create friendly atmospheres for all organizational members (Aslam *et al.*, 2014). Proactive leadership predicts change and acts upon it.

Goodall (2009:2) concurs with others that leadership is appointed to direct, make decisions and take responsibility when things go wrong. Scott (2011:23) notes the problem of how effective leadership can be recognized. Effective leadership must be a collective notion that touches on many aspects in the life of an institution (Maak, 2007). Chemers (2000, cited in Sart (2014:76) defines a leader as being a person who organizes and holds responsibility over a predefined group of people. A leader has many responsibilities within an organization. Verwey, van der Merwe and du Plessis (2012) concur with Saxena and Awasthi (2010) that the role that leadership plays is measured by its successes, as defined by organizations. In a university, research output and students' throughput are the indicators of effective leadership.

2.2.2 Adoption of managerialism/entrepreneurialism in leadership

Smith (2012) notes that universities have shifted to corporate ways of thinking and adopted managerial approaches or entrepreneurial approaches. Due to these changes, universities are more needs driven and they treat students as customers (Blass, 2005). These approaches seemed to be preferred over collegiality practices (Blaschke *et al.*, 2014; Shattock, 2002; Kogan and Bleikie, 2007; Birnbaum, 2004; Shattock, 2013). Cipriano (2013) is concerned that the introduction of entrepreneurialism may eliminate those experts who are able to safeguard the knowledge of the past, and who promote and preserve scholarly work for future generations. Van Ameijde, Nelson, Billsberry and Van Meurs (2009) describe clashes between the principles of corporate and those of collegiality leadership as universities advance toward adopting managerialism.

Jowi (2016) affirms that university leaders are the chief drivers of internationalization at universities, with the top leadership particularly considering this as important. Notably, Scott (2011) mentions the confusion caused at institutions of higher learning by cuts in public expenditure while the number of students simultaneously increased. This is a global challenge

facing all universities and it is main reason for introduction of entrepreneurship in universities in order to increase funds. Universities are much more than a business because they have many different features compared to commercial business. They have products that are sold to societies according to society's demands. More universities study their market needs and provide short courses accordingly. They shape their environment, as it needs to be shaped.

Hoyle and Wallace (2005) explain the introduction of managerialism as being a policy adopted merely to increase finances in support of teaching and learning and can be seen as a tool for innovation. The main purpose of the introduction of entrepreneurialism or managerialism was to increase funding in higher education. This is witnessed by the kinds of research that is now conducted at universities, which is mostly in collaboration with industry, and for which, in return, more funds flow into the coffers of such institutions. Bozeman, Fay and Slade (2013) concur with others that entrepreneurialism at universities was introduced to increase economic value and wealth.

The argument against this approach is that the staff are prevented from performing according to their abilities, since they have to follow the instructions from those in authority. With the introduction of entrepreneurialism, collegiality, therefore declined, with the process of decision-making becoming centralized. Kwiek (2015:84) conducted a study in a Polish university and found that the university relied less on the contribution from academic principles and values and more on contributions from research and education as a source of funds. The introduction of entrepreneurialism at universities was to support economic needs and to increase partnership with industry (Guerrero, Urbano, Cunningham and Organ, 2014; Åstebro, Bazzazian and Braguinsky, 2012). This partnership between industry and universities is blossoming in many countries, including South Africa.

Japanese and United Kingdom (UK) universities are located in resourced countries, but they have encouraged an increase in external funding through entrepreneurial activities, such as research collaboration with industry and other academic activities, which will generate income for universities (Yokoyama, 2006). Middlehurst (2013) adds that universities need to integrate and collaborate with industry for the purposes of improving teaching and learning, as well as to obtain support for research. This collaboration should benefit both industry and universities.

Leadership at universities need to ensure that these partnerships are maintained. Industry is the main employer of university graduates.

In as much as universities have to engage in these activities, their core business should not be lost. The pressure of becoming competitive and rank with world-class institutions and perform maximum outputs with limited resources are challenges. The scarcity of resources is a barrier in the performance at a highest level. The resources for funding universities remains an unconquered challenge, as does the means of safeguarding them such a proper controls which will eliminate risk of theft (Bush, 2007; Snyman, 2013).

Canadian universities have adopted entrepreneurialism, and now use managerial tools to improve their daily operations with maximum input and maximum output by marketability and revenue as they move away from the collegial model (Chan and Richardson, 2012). South African universities have similarly, adopted this approach because they have also experienced the change of funding criteria from government.

Furthermore, Mora and Vieira (2007) assert that universities need to respond to the macro environments which bring technological, economic and demographic challenges. Qu (2007) asserts that universities have to fulfil their social responsibilities and not be concerned only with the profits that accrue to them as corporates do (Trong Taun, 2012); Wei and Geng, 2008). The availability of funding in the form of student grants and loans also plays an important role, regardless of reduced budgets by government, with institutions being forced to seek other sources of funding. Those faculties with large numbers of students are the most affected (Simala, 2014). On the other hand, the self-seeking of funding by faculties or department, teaches the staff and students to be independent and be able to attain the required resources for their learning.

In 2015, students at South African universities demanded that tuition fees should fall, and this caused universities to lose money, since there was no fee increase for the following year. This matter is still being debated, as the democratic government affirmed that education is a right for all, and that the state should make this available and accessible by using any reasonable measures. The students' protest had a major impact on the hegemony of universities. The high echelons had to come up with an amicable solution so that students could go on with their studies and not lose too much time. Leadership of universities had to unite and use collective strategies to calm down the agitated loud voices of students for free education. As much as the constitution was on the

students' side, the government had no plan to put in place for implementation of this demand. The university authorities were left in the lurch regarding the implementation of financial arrangements. The perceived solution for leadership in universities is that government should be transparent and be willing to discuss all the relevant plans with the leadership before any action is taken in order for leadership to adjust their plans for how to increase their financial sources in order to fulfil their goals. As it is, universities have had to review their budget allocations. Leadership of the universities have had to seek external sources for funding their budgeted needs in order to maintain standards. In addition, funding has had to be re-directed from other allocations that were not considered as significant.

The post-1994 government is responsible for addressing the racially discriminatory laws and practices of the past. The Constitution of the Republic of South Africa of 1996 enshrines the framework for a new, undiscriminatory, society. Contrary to the constitution is the South African White Paper on Education (Department of Higher Education, 2013) in which the Minister of Education states that only poor students are to be granted free university education. This matter will progressively be introduced as the resources become available and be well monitored.

One of the objectives of this study is to reach an understanding of leadership – its nature and essence, its style and meaning, its exercise and practice. Naidoo (2005) states that leadership involves various players who assume the different roles necessitated by the accomplishment of the tasks (Mignot-Gérard, 2003). Therefore, for institutions to be successful, all leaders and collegial decision-makers should work cooperatively. When universities adopt managerialism, they will need to practice the principles of good governance, which are transparency, accountability, responsibility and integrity.

2.3 Theoretical framework on leadership

This study builds on leadership theories that the university leaders should use. It is assumed that leadership cannot use one leadership style only because universities are diverse and complex institutions facing many different challenges, calling for various styles to be incorporated into leadership. Different leadership styles will be discussed and assessed for their effectiveness.

Leadership must mobilize employee commitment, organize the coaching of complex work, and ensure that all the activities are blended within the DNA of their organizations (Verwey *et al.*,

2012:15). Leaders must therefore have the ability to delegate decision-making tasks to their teams in order for more members to contribute to this process. Leadership responsibilities start when environments are changing and new threats or opportunities arise (Aslam *et al.*, 2014). Leaders must mobilize all team collaborations, teachings, visions, principles and instil trust and belonging. Such decision-making is unitary in nature, which compares to individualized decision-making processes. Therefore, according to Astin and Astin (2000:19) a leader:

- Fosters change;
- Is inherently value-based;
- Considers all people to be potential leaders; and
- Views leadership as a group process.

The above points indicate that the leader is a team player and not all the achievements gained are about him alone but are as a result of teamwork. Astin and Astin (2000) emphasize that leaders are not the ones performing the work, but are instead agents of change, with followers accomplishing the expected changes, which leaders inspire them to accept at emotional, mental, and spiritual levels. Astin and Astin (2000:21) view leadership as a group process that fosters change and transformation.

Middlehurst (2013) contends that leadership is about acting on opportunities for promoting and directing the capabilities of people in order to achieve organizational values and goals. Van Niekerk (2005) names the important elements of leadership as being: that it is objective; that it exists; that it has always been a part of group relationships; that it is a process repeated in most circumstances and places over time; and that it is found in every social situation in which participation takes place. On the same note, Srivastava and Vyas (2015) assert that the more empowered the employees are, the more productive they become. In addition, the more conducive is the environment created by the leadership, the greater is the performance by employees.

Northouse (2013:3) agrees with others in defining leadership as the process whereby individuals influence groups to achieve common goals. That is why leadership is seen as reciprocal, because leaders are influenced by their followers, and vice versa. In his 2005 thesis, Botha (2004) asserts that leadership is able to perform its expected tasks more effectively in structured environments with active people, well-constructed policies, sufficient resources, and clearly defined roles and competencies. Leadership therefore takes place as a role-relationship within social structures.

Oyetunji (2006:34) asserts that leadership is a responsibility characterized by commitment. That is a general expectation from any organization that their leadership be committed to the achievement of agreed upon goals. On the same note, leaders should be supportive to employees and build a relationship of trust to create unity within the staff as a whole. Positive relationship and communication strengthens trust between the leader and the team.

Organizational cultures and climates are determined by leaders' styles, their values and the competence of their leadership (Verwey *et al.*, 2012:13). It is therefore imperative that the leadership of organizations effectively communicate their visions and desired outcomes to employees (Saxena and Awasthi, 2010:16). Kim and Brymer (2011) believe that leaders of any organization should be influential models for ethical behaviour, where subordinates learn from their leaders about acceptable standards of behaviour.

Middlehurst (1999:311) points out that understanding of leadership is threefold: Firstly, leadership needs to be understood as a role that is carried out formally by particular position holders (e.g. rectors, vice rectors, deans or heads of departments). Secondly, leadership is a function that ought to be performed at different levels within institutions, in both formal and informal contexts. Finally, leadership needs to be comprehended as a process of social influence that guides individuals and groups towards specific goals (organisational, professional, social, and so forth).

Oshagbemi and Ocholi (2005:749) argue that leaders demonstrate a variety of leadership styles in the workplace, and that grouping or clustering them could produce better results. The leadership of any organization is perceived to shape the organization's structure to be suitable for the achievement of specified goals. This calls for leadership that adapts easily and is flexible. Leadership styles are defined as the methods of directing, implementing plans and motivating subordinates, or may be defined in terms of the behaviour of leaders. Figure 2.1 illustrates various leadership styles.

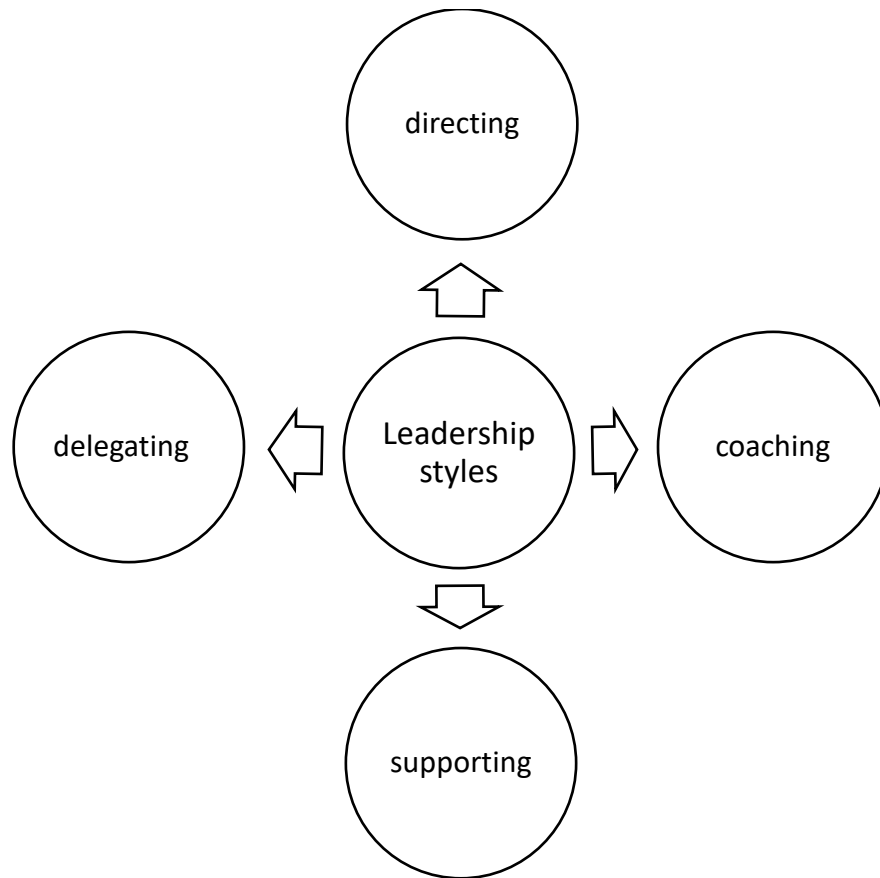


Figure 2.1: Leadership styles

Source: Adapted from Saxena and Awasthi (2010:21)

Northouse (2013:101) explains the above leadership styles as follows:

- A directing approach assists members of the team to accomplish goals by being given directions, establishing goals and methods of evaluation, setting time lines, defining roles and showing the team how the goals can be achieved.
- A supporting approach helps members of the team to feel comfortable about themselves, their co-team members and the whole situation. Supportive behaviour encourages communication and responses that show social and emotional support to others.
- A coaching approach requires the leader to involve him/herself with subordinates by encouraging and soliciting subordinate input. The leader will integrate the subordinates' input and then make a final decision.
- A delegating approach offers less task input and social support, facilitating members' confidence and motivation in reference to the task. Leaders should rely on delegating when

the followers can do the job and are motivated to do it. There is a high amount of trust that the follower will do well, and the subordinate requires little supervision or support. Delegating still keeps the leader involved in the decisions and problem solving, but execution is mostly in the hands of the subordinates.

Lok and Crawford (2004) believe that leadership styles exert a great influence on the success or failure of organizations. Breckenridge (2000) feels that leaders never use the same leadership styles, since they are faced with different situations in different organizations. This is confirmed by Oyetunji (2006:30) who states that the manner in which leaders perform their tasks within organizations indicates their leadership style. Openness should be a component of leadership styles because this puts the team or subordinates at ease.

Lindsay (n.d:2) proposes that:

- The genesis of success for leaders lies in the personal qualities they bring to their professional roles, with an emphasis on the understanding and development of others in the educational environment;
- Effective leaders value and practice intentional questioning, pondering, planning, implementing, and assessing with others;
- Collegial relationships and teamwork are important in most organizations, but especially in public education; and
- Creating and sustaining effective learning environments is a process, not a product.

Muriisa (2014:77) avers that leadership should be able to withstand any challenges, and be courageous in pursuing institutional policies that will assist in the achievement of goals. Marshall (2007:46) asserts that for the leadership at universities to involve stakeholders in the achievement of institutional visions, they should:

- Develop an embedded understanding of the priorities for strategies adopted in order to effectively direct, influence and lead;
- Provide effective leadership frameworks and make them meaningful;
- Use a variety of communication approaches to engage staff members at all levels, and encourage them to think about how they make a difference in their roles as members of communities at universities; and

- Ensure that information in support of strategic reviews is in a form that is useful, accurate and easily digestible, and which helps to reinforce focus.

Leadership at universities have to plan, organize, direct and present the institution to the public in a favourable light (Klitgaard, 2008).

A crucial fact concerning leaders is that they must engage in their given tasks through actions rather than words, since this demonstrates their commitment and affirms their personal involvement in organizations. Similarly, Delener (2013:22) sees leaders as those who engage in work through both words and actions.

Historically, organizations and institutions of higher learning employed systems that directed organizational capabilities to achieve set goals. Different leaders employ different styles to motivate and inspire individuals. The various leadership styles are generally conceptualized using adjectives such as “authoritarian” or “autocratic”, “participative” or “democratic”, “delegative” or “free-reign”, and, more particularly, “transformational” versus “transactional” styles (Delener, 2013:24). Transformational, transactional, participatory, situational and ethical leadership will be discussed. The terms ‘subordinates’ and ‘followers’ are used interchangeably in the content of theories and they mean the same thing.

2.3.1 Transformational leadership in the university

Cuckovic (2006) states that if people are not motivated to become actively involved in the process of change, they will not change. Universities are complex institutions that are affected by micro and macro factors. Such factors influence the capacity of a university to change its structural leadership. Change in leadership usually comes along with a change in policies and procedures in order to make an impact.

Shokane, Stanz and Slabbert (2004:2) note that transformational leadership is a high order form that is characterized by the leader’s ability to display and communicate the right values, beliefs and shared purpose with the subordinates.

Bamford-Wade and Moss (2010) describe transformational leadership as the personal values that are within a leader that makes him change. Such a leader opens his/her inner self to the situation and so the situation can influence his/her perception and inspiration to change.

Transformational leadership clarifies the consciousness of members of organizations and assists in the achievement of goals (García-Morales, Jiménez-Barrionuevo and Gutiérrez-Gutiérrez, 2012). Under transformational leadership, shared values, commitment and motivational attitude are promoted in order to achieve a common goal.

Transformational leadership is perceived as focusing on the process of change from the past to the future by bringing into being new visions based on previous experiences (Sayed, 2013; Habib, 2001). Transformation is hence not achieved by an individual leader, but by all the leadership at an organization who must partake in the process. Each member of the team makes a commitment to add value to the process to be achieved for the benefit of the organization. Randall and Coakley (2007) suggest that transformational leadership is the ability to motivate employees to excel beyond those exchanges that employees might expect. This view is shared by Leithwood and Jantzi (2000) and Moors (2012). Similarly, Badshah (2012) explains this leadership style as having an impact on motivating and inspiring employees towards the achievement of goals. Figure 2.2 illustrates the dimensions of transformational leadership.

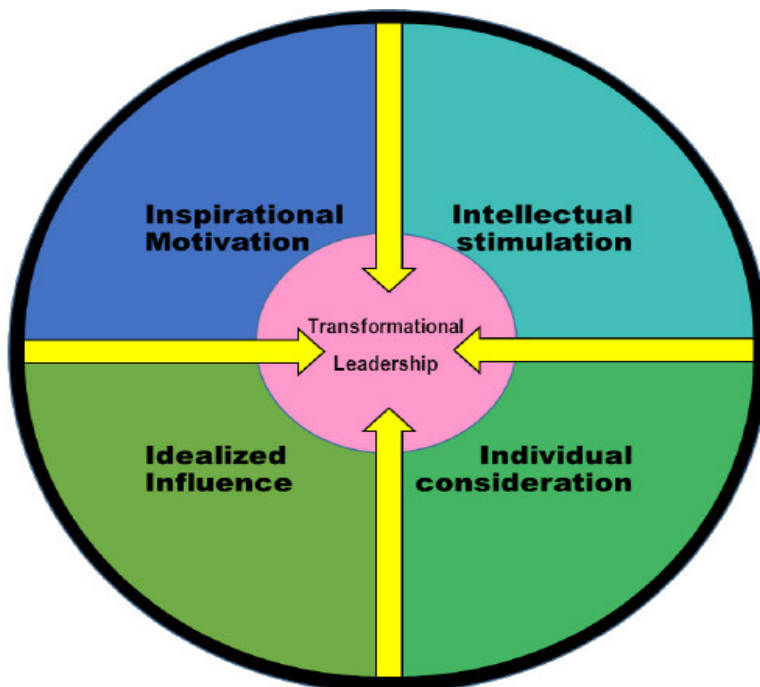


Figure 2.2: Dimensions of Transformational leadership:
Source: Adapted from Renjith, Renu and George (2015:114)

The four dimensions of transformational leadership as displayed in the Figure 2.2 are described by Khalifa and Ayoubi (2015) and Furtner, Baldegger and Rauthmann (2013). These are:

- Idealized influence – acting as a role model and with it, instilling subordinates’ trust;
- Inspirational motivation – articulating attractive and appealing visions;
- Intellectual stimulation – encouraging independent and innovative thinking; and
- Individualized consideration – acting as a mentor and responding to followers’ needs and concerns in a supportive way.

Bass (1990:22) explains the transformational leader as one who has the following characteristics that are used in the process of dealing with the group:

- Charisma: Provides vision and sense of mission, instils pride, gains respect and trust.
- Inspiration: Communicates high expectations, uses symbols to focus efforts, and expresses important purposes in simple ways.
- Intellectual Stimulation: Promotes intelligence, rationality, and careful problem solving.
- Individualized Consideration: Gives personal attention, treats each employee individually, coaches, and advises.

Transformational leadership is relevant to the university environment. Such leadership appreciates the creativity and the ideas of the members of the university that would assist in the achievement of goals. The leadership communicates clearly the vision of the university, appreciates the different talents of the members and demonstrates respect and trust of them. In such an environment, the members perform beyond expectations because of their recognition by the leadership

In each dimension, leadership needs to work cooperatively with others in order to succeed, which is the reason why the incorporation of stakeholders in leadership is significant. In the academic environment particularly, the leadership needs to be aware of the multiple intelligence available and create a space for them to explore their innovative ideas for sustainability, and for progressive change at universities to take place.

Arnold and Loughlin (2013) concur with other researchers that transformational leadership influences people and organizational outcomes, in terms of attitudes and worker performance, because of the commitment it inspires. Peachey, Burton and Wells (2014) conducted a study on transformational leadership, organizational commitment, job embeddedness and job-search behaviours on turnover expectations. Their findings indicated that managers should enhance the

work-life balance, allow employees to contribute to job design, and encourage employee-embeddedness in their communities by assisting in the provision of community services, and allowing employees time off in order to make their contributions to communities (Peachey et al. 2014). With such an inspiring attitude from the leadership, members get stimulated to think out of the box regarding the tasks that they can do for the community.

This leadership model also promotes individual responsibility and the development of institutional members by eliciting individualized emotions and aspirations (Badshah, 2012). Furthermore, Badshah (2012:53) suggests that achievement-oriented leadership causes subordinates to strive for higher standards of performance, and to have more confidence in their abilities to meet challenging goals.

Roche (2016) describes transformation leadership as implementation of changes, which addresses the structural distribution of power and resources. Muenjohn and Armstrong (2007:268) accept that transformational leadership has to encourage and motive subordinates, and make them aware of what is correct in working towards the achievement of goals. Accordingly, such leaders engage their subordinates in the process of setting the strategy to achieve set goals. Transformational leadership inculcates trust, admiration, loyalty and respect from leaders while also motivating employees to perform well. Gichuki (2014) defines transformational leadership as an ongoing process by which leaders and employees raise each other to higher levels of morality and motivation. These definitions are suitable for university leadership who are aware that the vision of a university cannot be achieved without the effort of others. It is imperative for leadership to acknowledge each individual's contribution towards the achievement of goals such as research outputs and student throughput.

Bayram and Dinç (2015) assert the notion that transformational leadership brings about a high level of motivation in followers. Reciprocation is observed in transformational leadership, since followers become leaders and vice versa, which means that they learn from each another. Leaders need to make subordinates aware of their values and worth in the process of performing given tasks, which raises consciousness of their inner strengths in the achievement of the visions of such leaders. Transformational leadership styles should include the component of intellectual stimulation, whereby leaders encourage their employees to challenge the status quo and direct them

towards innovation by the creation of visions that are appealing and inspiring to followers in achieving their common goals.

Bass (1995:145) illustrates the positions that the transformational leader could possibly take:

- Directive, participative, authoritative or democratic;
- Matured moral developer;
- Transactional leader; and
- Intuitively be a teacher and learner of rules in order to become a constructive and corrective leader.

Therefore, according to Furtner *et al.* (2013:437), transformational leaders set goals, direct their followers towards the achievement of those goals and lead with enthusiasm, inspiration, charisma, and motivation.

Bass (1990) also proposes that the leader should assume the role of mentor by assigning responsibilities to subordinates as opportunities for growth and development through the process of self-actualization. According to Basham (2012:145) transformational leaders encourage development and change in an organization.

Bush (2007) concurs with others that transformational leadership assumes that its central focus ought to be on employee commitment and other capacities in accomplishing those goals assumed for greater productivity. Basham (2012) and other researchers declare that transformational leaders are value-driven and wish to see the best from the people with whom they work.

In South Africa, 'transformation' has a special meaning that is linked to the need to convert the previous stratified system into a new framework stressing equity and redress. The democratic government had to redefine certain concepts in order to bring about change, particularly the values of equity, access, transparency and democracy (Department of Higher Education, 2007). Ngcamu and Teferra (2015:209) regard transformation as having an influence on the social, economic and political imperatives and aspirations that followed the collapse of apartheid and the onset of democracy in the South African universities. According to the Education White Paper 3 (Department of Higher Education, 1997:30), governance at universities should reflect those values which accompany their responsibility and accountability as pillars of transformation in society.

The White Paper further states that the Minister must ratify systems and policies that will steer transformation within universities (Department of Higher Education, 1997).

It is evident that in the South African context, transformation requires more engagement at all levels of authority in order to be made it a reality. This can be achieved by providing the tools necessary, such as human and financial resources. Özaralli (2003) asserts that no vision will be achieved without the necessary resources.

In South African universities, transformational leadership remains a major issue due to uncertainty embedded in unstable legislation. Due to the history of this country, there is still resistance in some universities to completely transform their manner of leading and considering other peoples' talents as well as their ideas. Therefore, such leadership fails to implement the four 'I's which are inspirational motivation; intellectual stimulation; individual consideration and idealized influence. Then their performance is just a job without a commitment.

2.3.2 Transactional leadership in the university

Cross (2012:2) defines a transactional leadership model as being one in which all affected stakeholders have a clear and precise knowledge of what to do. Randall and Coakley (2007); (Moors, 2012; Khalifa and Ayoubi, 2015; Sayed, 2013; Tyssen, Wald and Spieth, 2014) define transactional leadership as a model for motivating people to perform in exchange for specific rewards. Other researchers define transactional leadership as a process of exchanges. Shokane *et al.* (2004) explain transactional leadership as being a day-to-day exchange between employer and employee. Bush (2007) points out that an exchange is an established political strategy for members of organizations to exercise their power. Those in charge have authority due to their given positions. Most of the power in this model emanates from the positioned leaders.

Many authors consider the transactional leadership as being based on rewards and recognition (Muenjohn and Armstrong, 2007; Bucic, Robinson and Ramburuth, 2010). This leadership model is good for short-term objectives where the task is performed now or in the near future. Problems arise if the leaders have no resources for the exchange promised to people. Rules, policies and procedures are clearly defined, and the consequences of failing to comply with the given instructions are embedded.

Figure 2.3 shows the three dimensions of transactional leadership.

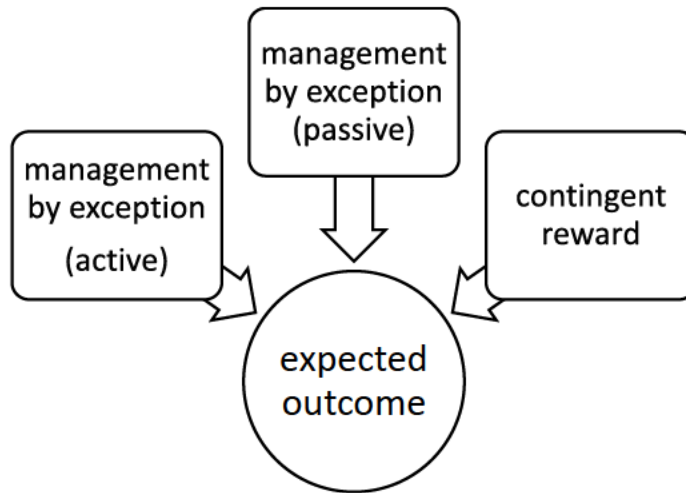


Figure 2.3: Dimensions of transactional leadership

Khalifa and Ayoubi (2015); (Bucic *et al.*, 2010:231, and Furtner *et al.* (2013:437) explain the three dimension of transactional leadership which are contingent reward, management by exception (active) and management by exception (passive). According to Khalifa and Ayoubi (2015:479):

- Contingent reward is when the management has established the reward for the expected work to be performed.
- Management by exception (active), is when a manager monitors subordinates' behaviour, anticipates problems, and takes corrective actions before the behaviour creates serious difficulties.
- Management by exception (passive) is when a manager waits until the behaviour has created problems before taking action.

Basham (2012:146) declares that the exchange between leader and follower motivates the followers to perform better.

Negussie and Demissie (2013:52) concur with Khalifa and Ayoubi (2015) in explaining that such leadership does not develop or cultivate individuals or become interested in their personal capabilities. The relationship is about achieving the outcome – the other things are less important. Leadership needs to have sufficient and relevant resources for the achievement of goals and be

able to intervene in subordinates' work (Badshah, 2012). Transactional leadership is concerned with supervision and the group performance. Actions of transactional leadership are based on timing as when to act.

Transactional leadership is characterized particularly by contingent rewards, which are exchanges between leaders and their subordinates where effort by subordinates is exchanged for specific rewards (i.e., salaries, bonuses or other incentives), and management by exception involves the use of corrective criticism, negative feedback and/or negative reinforcement to achieve its ends (Delener, 2013). The most common form of management by exception is job performance evaluation, followed by proposals for corrective measures, the prevention of unwanted occurrences, or a desire for different actions in the performance of jobs (Basham, 2012; Connor, 2004). This leadership is complicated to be implemented in a set-up like a university because the line management would not have sufficient time at their disposal to monitor the team's performance and be able to take the correction action in time. Even the Executive Deans, who are responsible for the faculty, would not be able to supervise the heads of departments in this fashion. What is possibly does happen is management by exception (passive), where problems arise and action is considered.

Transactional leadership behaviour emphasizes exploitation (Bucic *et al.*, 2010:232). On the same note, Redeker, de Vries, Rouckhout, Vermeren and de Fruyt (2014) state that transactional leaders are controlled by self-interest and the need for output and places a major focus on current employee performances, not on long-term commitment that will promote the values and visions of the organization.

Other researchers criticize transactional leadership as being a model that promotes competition between employees and does not promote new changes in the organizational culture. In terms of any institution, whether industry or learning institution, competition may be good or bad. Healthy competition in an institution that increases output would be considered as good. If the competition becomes ugly and create anomalies, it would be considered bad competition.

2.3.3 Situational leadership in the university

Breckenridge (2000:2) states that the situational leadership model includes directing, coaching, supporting and delegating. Landis, Hill and Harvey (2014) and McCleskey (2014) relate

situational leadership practices to places, circumstances and times. This indicates that such leaders should be flexible, and be able to adapt easily to any situation that they are faced with.

Landis, Hill and Harvey (2014:98) suggest that situational leadership calls for certain actions in certain situations. Leadership should be the solution rather than being the problem. The effectiveness of leadership is acknowledged when success is met. This model of leadership relates leadership performance to the situation and adopts contingency theories that analyze the relationships between leaders and their followers, and the structure of the tasks being performed at the given time. The positions of leaders are able to manipulate and control situations so that they become favourable to themselves (Badshah, 2012). This could possibly happen if the group that is expected to perform a task do not have knowledge and competence to perform. Once the group has mastered the task, the leader withdraws and they can perform using the acquired knowledge and skills.

At a university level, this model could work in a situation where new staff members are coached and directed towards the given tasks. The leader would be working hand-in-hand with them until the required knowledge and competencies have been acquired, which is when the leader may delegate. It must be born in mind that there is no one style that can be perfectly employed and produce best results.

2.3.4 Ethical leadership in the university

Ethical leadership is based on moral principles, which include: trust, integrity, honesty, justice, fairness, non-coercion, virtue and transparency. According to Brown and Treviño (2006:595-596), ethical leadership demonstrates normal conduct acceptable for interacting with others through communication and decision-making processes. According to Lakshmi (2014), effective leadership is not necessarily the same as leadership based on moral principles. Likewise, Levine and Boaks (2014) argue that simply holding certain values is not sufficient to make for good leadership but ethical leadership is about being able to differentiate between right and wrong.

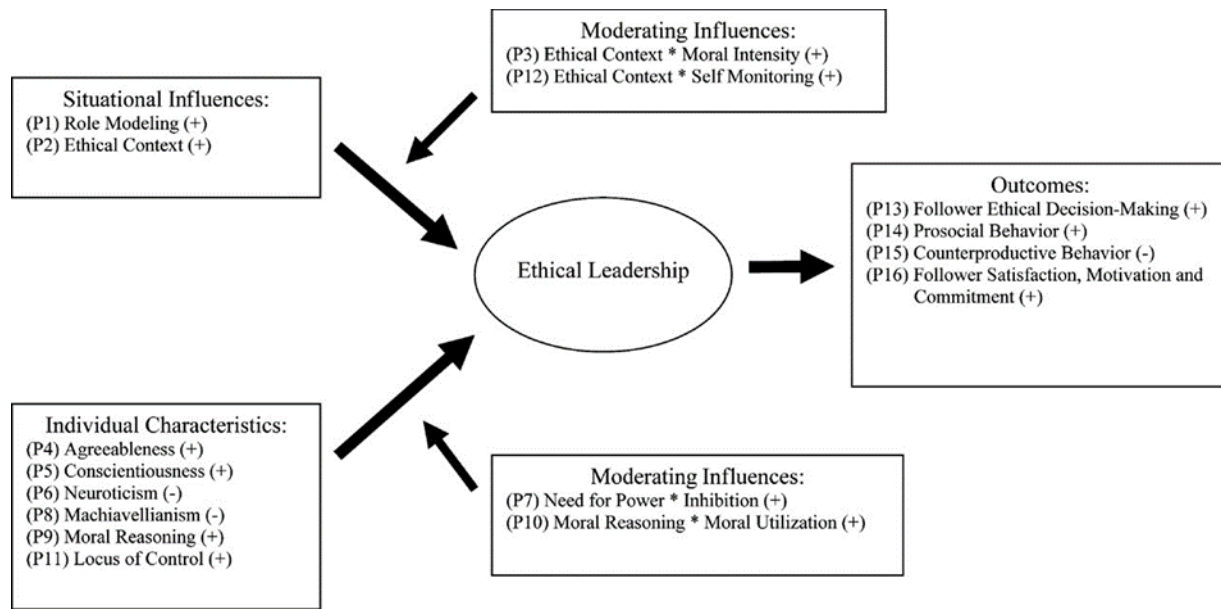


Figure 2.4: Ethical leadership

Source: Adapted from Brown and Treviño (2006:596)

Brown and Treviño (2006) proposed the integration of ethical leadership with other leadership theories, as laid out in Figure 2.4. This proposition indicates how an individual should behave within a specific situation; the influence of the context to behave in a specific manner; values that an individual should demonstrate when acting ethically; and, the effect of ethical behaviour on other people and on the task performed.

Every organization should possess an ethical framework to be followed by all its members, both leaders and followers. All issues, whether small or large, should then be resolved in an ethical manner in order to bring harmony to working environments. Ethical leadership is claimed as the interaction that takes place between leaders and collaborators (followers) through communication, reinforcement and decision-making for the purposes of achieving organizational goals (Rost, 1995; Lawton and Páez, 2015).

Lakshmi (2014) emphasizes the importance of ethical and moral influences that can be brought to bear by leaders in successfully changing organizations. Singh (2011) concurs with others that effective leadership requires leaders to follow techniques that reflect ethical and moral considerations for the benefit of all stakeholders within organizations. Lakshmi (2014) further states that putting ethical principles into practice must be a prime requirement of all organizations,

since the world is full of unethical actions that cause the roles of leadership in organizations to be questioned. Ethical frameworks should therefore be implemented for leadership in order for subordinates to follow suit.

Most universities have an ethical framework to be adhered to by staff as well as students. The leadership of each university ensures that ethics are embedded in each aspect of the university to reduce reputation risk. Should any of its constituencies undermine those sets of rules and core values, certain corrective measures would be considered.

Bryman (2007) asserts that leaders need to be seen as trustworthy in order to make an impact on those whom they lead. Vidovich and Currie (2011) opine that trust is social and relational. Migliore (2012) states that for governing boards to be effective, perceptions of trust should be used as foundations for accountability and transparency. Board members should be comfortable to hold open discussions amongst themselves in order to build collaborative cultures that will influence their personalities, motivations, values, competencies and trust (Migliore, 2012). The same must apply to leaders of universities, in order to bring harmony within their environments.

2.3.5 Participative leadership in the university

Participative leadership involves efforts by leaders to encourage and facilitate participation by others in making important decisions (Sayed, 2013) (Figure 2.5). Gichuki (2014) asserts that this type of leadership focuses on consultation, consensus building through public forums and even referendums. The leader seeks input from participants in order to use information obtained in decision-making processes (Gonos and Gallo, 2013). The participants are free to bring their ideas as a contribution in the decision-making process. This model is a democratic process in which every participant is allowed to voice his or her opinion.

Gonos and Gallo (2013:164) propose that leadership styles are measured by the following three characteristics:

- High participation in decision-making;
- Two-way communication; and
- Participative management.

Using this model, members are given the opportunity to bond and share responsibilities with leadership in order to lessen their burden. Chen and Tjosvold (2006) say that participative leaders have to consult with their subordinates and consider their views when making decisions.

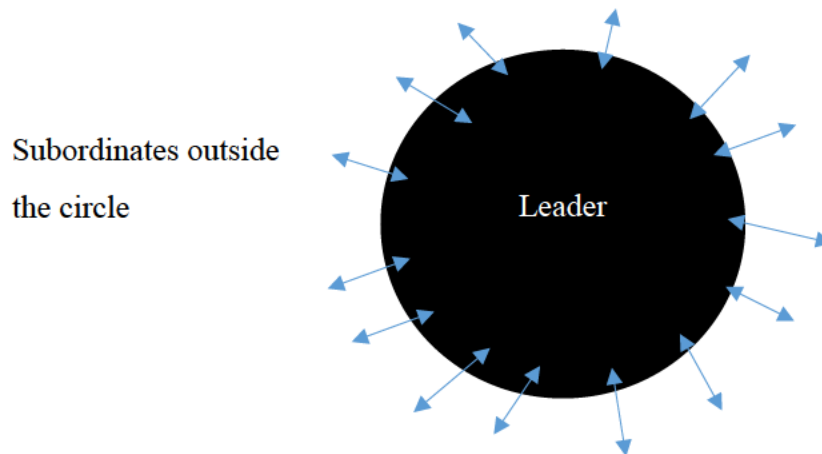


Figure 2.5: Participatory model

The participatory model is consistent with the values of a democratic South Africa. Singh (2005:13) notes that decision-making in organizations is no longer a sole responsibility. Participative or shared decision-making process allows all to be involved and accountable. This arrangement seeks to eliminate situations where heads of organizations dominate and make irrational decisions. The introduction of School Governing Bodies according to the Schools Act No 84 of 1996 suggests a national commitment to group decision-making that opens doors for more discussions than an authoritative decision from the leader (Department of Basic Education, 1996). The Council of Higher Education is the highest body in higher education in South Africa. Its authority is to make informed decisions for the smooth running of universities. It is made up of a diverse group of individuals, which allows for more participation and diversity of opinions. With the introduction of democracy in South Africa, universities are in the process of transformation. That is evident from students protesting for their demands which was not happening so frequently before. University's staff express their dissatisfaction by marching or putting tools down. All these activities happen because of democracy that goes hand in hand in transformation.

2.4 Role of leadership in the university

Universities are a complex institutions and the leadership of such institutions should be change driven. Leadership should be able to manage change successfully. According to Bell and Harrison (1995), leadership of universities are driven by societal change which in turn demands changes in university strategies. The main responsibility of the leadership is to align institutional structures to support the day-to-day operations of the university such as policies, systems across the university, manner of conducting meetings, feedback to the university community and other means of communications that are easily accessible to all. Leadership of the university seeks ways of responding positively to the needs of students as well as stakeholders. It ensures that there is mutual understanding at all times.

Bryman (2007) considers leadership as the greatest contributor to the culture of the university and the overall performance of the university. If stakeholders' needs are satisfied and the needs of staff and students are met, and objectives and targets are fulfilled, then the university would be successful and the leadership would have done its share. The successful establishment of partnership with the external world is credited to the leadership. Bryman (2007:697) provides the following list as the responsibilities of the leadership in a university:

- Clear sense of direction/strategic vision – leadership should provide guidance to the university community so that they can be encouraged to work towards the achievement of the vision.
- Be part of the direction set – leadership should not only give direction but also be part of the whole process from the planning stage to implementation of the strategy that was set.
- Be considerate – leadership should build strong relationships based on trust and respect with the university community and consider all members important.
- Treat staff fairly with integrity – leadership should be aware that without administrative staff and academic staff, the university would not exist, therefore all staff members should be treated fairly, consistently and be encouraged to produce the expected results.
- Be trustworthy and have personal integrity – leadership should be role models that lead by example. Trust and integrity are the most important values and therefore, in all misunderstanding and conflicts that arise in the university, leadership should maintain

integrity and trust. Leadership should be seen as being ethical in all the deals that are discussed and concluded.

- Allowing open participation and communication – Leadership should allow autonomy within the university and promote equality and fairness. With the inclusion of students in leadership, they should be given the same platform as other stakeholders.
- Act as a role model and having credibility – leadership should have a positive influence and respect all actions taken in order to earn respect from the university community. Credibility of leadership is associated with good work that has been done before and is transferred to the current situation.
- Promote external engagements – the university is not situated in isolation but is within the society which has needs. Leadership should be aware of environmental changes that could affect society and how the university could intervene in such situations. Students could plough back into society the skills that have been acquired.
- Provide feedback on performances – working cooperatively with the members, provide timeous feedback on what has been done.
- Provide resources – leadership should ensure that resources are available for staff to maximize their performance. It is also the responsibility of the leadership to ensure that internal control systems are in place to safeguard such resources.
- Improve quality – leadership should ensure that all processes in the university meet the required standards, and that the programmes that are offered are in accordance with requirement of the accrediting bodies.
- Minimize risk – the university as an organization working with human beings, so is exposed to risk. Therefore, the leadership should ensure that the risk management framework is communicated to all involved in order minimize all types of risk.
- Monitoring – leadership of each university is at the centre of all operations. All the systems that are used in the university should be monitored for efficiency.
- Enhance the culture of the university and its reputation – research and teaching are the core business of the university. Therefore, the leadership should ensure that reputable researchers are recruited to promote research. Qualified staff must also be hired to increase throughput.

In addition, Odhiambo (2014:185) warns leaders at institutions of higher learning to focus on key issues, such as the development of individual staff members, and the building of teams for effective future leadership. Leaders should motivate the teams they work with to be co-operative and cohesive, and discourage hostile environments where staff morale is low, since this has a negative effect on the achievement of goals. Oyetunji (2006:25) contends that leaders add clarity and direction to life and therefore make it more meaningful.

Saxena and Awasthi (2010:14-16) propose the following to be the roles of leaders in any type of organization:

- Challenge the existing system and take a risk to increase productivity – transformational leadership is proactive and seeks to develop the environment for the best.
- Align people with the mission and vision of the organization by inspiring them to achieve the set objectives. Transformational leadership inspires and motivates people within to work beyond their expectation in order to achieve the institutional goals.
- Develop informal and trustful relationships, encourage commitment, energize their psychological energy in order to produce excellent performances – transformational and transactional leadership encourages the people to trust their abilities and produce the expected outcome.
- Provide direction for the organization– situational leadership guides the people for the best performance
- Create an organizational DNA that focuses on culture and climate – transformational leadership promotes the culture of the institution and ensures that all people buy-in to maintain the best practices within the culture of the institution.

The roles of leadership in the university can be briefly explained as in Figure 2.6



Figure 2.6: An example of the roles of the leadership

The above points emphasize the importance of knowing and understanding the history, diversity and background of the university that is being led. This assists the transformational leadership to bring changes that would bring growth to the university. The points above incorporate transformational, transactional, participatory, ethical and situational leadership. This confirms that leadership in any organization cannot survive with one leadership style only. Leadership promotes good practice that, in turn, gives a good reputation to the university.

University leadership can therefore be viewed as means to an end, and not an end in itself, in the achievement of institutional goals. Nothing can be achieved if the leadership is not effectively involved with the processes of the university. Each individual within the institution should learn new strategies that are designed by leadership to improve their institution.

Astin and Astin (2000:21) affirm that effective leadership adds value to organizations by:

- Creating a supportive environment where people can grow, thrive, and live in peace with one another;
- Promoting harmony with nature, and thereby providing sustainability for future generations; and
- Creating communities based on reciprocal care and shared responsibility, where all individuals matter, and the welfare and dignity of each person is respected and upheld.

Furthermore, in higher education the crucial challenges are communication with colleagues, promoting an open and constructive exchange of viewpoints, and encouraging accountability (Delener, 2013:22). An effective leadership would be able to share ideas with colleagues and create an environment that is progressive for the future generation.

2.5 Leadership in the universities around the world

Coates, Dobson, Goedegebuure and Meek (2010:385) state that higher education has an important role to play in producing the next generation of experts that can engage with confidence in industry. Estermann and Pruvot (2014:3) note that leadership at universities promotes transparency in decision-making, and communicates its vision and objectives to all affected stakeholders clearly. Research conducted for Australian universities indicates that leadership at some of these universities have experienced pressures due to a decline in government funding, with greater workloads having to be assigned to available staff (Coates et al., 2010).

Pavlenko and Bojan (2014) agree with the view of other researchers that when universities face crisis, this leads to transformation, with such crises then being used to reassess the governance systems used by these institutions. Druguş and Landoy (2014) state that universities within the European Union experienced changes due to external pressures applied to meet social and economic requirements. These changes have no link with the history of particular institutions, and affect the quality of academic work produced. In these situations, resources decline and the ideas of universities are replaced by the ideas of markets, and by the notion of entrepreneurial universities.

Muriisa (2014) suggests that leadership has to explain organizational goals to subordinates and provide guidance in their achievement. Leaders at Malaysian universities strove to improve their quality frameworks, since they felt that there was a dire need to contribute to the development of human capital with high standards of qualification (Bajunid, 2011). Leaders who are able to communicate with their subordinates are considered to have good leadership qualities, and are seen as effective by those with whom they come into contact. The leadership of any university who has an understanding of what is going in the surrounding environment are seen as good leaders.

European and Asian universities are engaged in the process of restricting and transforming their systems in order to be competitive globally (Deem, Mok and Lucas, 2008). Competitiveness comes in various ways, as Delener (2013) states that universities have to prepare students for occupational and other roles in society. These changes and challenges are forcing the leadership of universities to be innovative, encouraging trust and the ability to see the good leaders within the universities (Brown, 2001).

High-quality leadership produces better worker performance. Samad, Reaburn, Davis and Ahmed (2015) recommend a leadership approach that has a positive impact on the well-being of employees. These researchers conducted an empirical study in Australian universities which did not use the best approach for the improvement of employee well-being, and recommended that the full range of leadership theories be used (Samad *et al.*, 2015).

A crisis in the quality of the services they provide is still experienced at institutions of higher education globally, and this presents major challenges to their leadership, including high dropout rates and lower academic standards (Martin, 2016). Conversely, Lo, Ramayah, De Run and Ling

(2009:579) found that leadership styles that show commitment to change and decision-making are therefore more effective.

Traditionally, the core functions of universities are teaching, learning, research and community engagement (Muriisa, 2014). Delener (2013) suggests that institutions of higher education hold the responsibility for being the engines of knowledge-based societies, and are therefore rightly regarded as drivers of development. Through their mandates for performing research and providing teaching and community services, university staff and students uncover the emerging challenges facing society worldwide. The meeting of these challenges can be accomplished by effective leadership governance which provides best practice and policies to change the lives of all stakeholders.

Delener (2013) asserts that colleges and universities are considered to be places which prepare individuals for future occupations and to become the providers of expertise in various fields within society (Mastuti, Masse and Tasruddin, 2014). Blackmore (2010) and Blaschke *et al.* (2014) suggest that governance at universities needs to be understood at all levels for its effectiveness. This would assist in shaping the leadership structure accordingly. Spendlove (2007) concurs with the view that effective leadership behaviour and attitudes have the potential to influence the behaviours of others within the institutions. Regardless of the type of institution, leadership has to be effective.

Middlehurst (2013:279) notes that institutional differentiation is part of the global discourse on education, due to competitiveness for resources within institutions. The same sentiments are echoed by Odhiambo (2014:187), that financial pressures are increasing, resources are constrained, and student numbers are on the rise while effective teaching remains a crucial aspect of university functioning. The leadership or governance of institutions influences the accessibility of its resources when shared with others. The leadership of universities ensures humans are empowered to be active agents of social transformation and are able to utilize existing resources to make response to economic and political pressure.

2.5.1 Structure of leadership within university

Previously, universities were controlled by boards of trustees. There have been changes in higher educational structures of governance and the boards have to be aware of such changes and understand the values that were brought by the other governing practices.

Due to the unique characteristics of individual universities, scholars have developed a variety of multi-dimensional models for organizational behaviour that shed considerable light on college and university structures and processes. Each model serves a different purpose, in different contexts at different times (Trakman 2008). Brown (2001) concurs with Trakman (2008) that it is impossible to have a uniform organizational model for all universities. Trakman (2008) further emphasizes that the history, present and future, of universities determine the governing frameworks they adopt. This is witnessed in the manner in which universities are being run today, as leadership adapt to the history of the university.

According to Ricci (2008), the modern governance structures at American universities are comprised of Boards of Trustees, Presidents, Administrative Officers and Faculty Representatives. In his study, Ricci observes the historical trends that have shaped how American higher education is currently governed, emphasizing key social, political, legal and cultural elements affecting the development of their institutional governance. Additionally, Ricci (2008) states that political forces became a part of university and academic life when unionism emerged, with curricula being undermined and becoming less relevant to student desires and aspirations.

Shattock (2013) suggests that supreme authority at universities must be given to academics, since they have a better understanding of scholarly issues. Shattock (2013) further highlights that governance in universities needs to be more versatile as they deal with different issues. It is imperative to include academics in such bodies, since they have an understanding of the kinds of students they need to admit, renovations to buildings, academic infrastructure, and any other activities. Academics are ultimately the consumers of the results of leadership activities. It can be argued that the inclusion of academics within leadership governance bodies provides the greatest benefit of minimizing the possible risk that could negatively affect teaching processes. This corresponds with Carnegie and Tuck (2010), who stress the importance of academic governance, since it promotes the scholarly activities of teaching and learning, which are core activities at universities

Universities size contributes to the size of the board that manages the affairs of the university. Figure 2.7 represents the structure of the University of Southern Philippines, and shows a different structure to the usual structure of leadership at a university, in which the president is the leader together with assistants.



Figure 2.7: Example of a university structure
 Source: University of Southeastern Philippines, 2015

Figure 2.8 shows the structure usually found in African universities including South African universities.

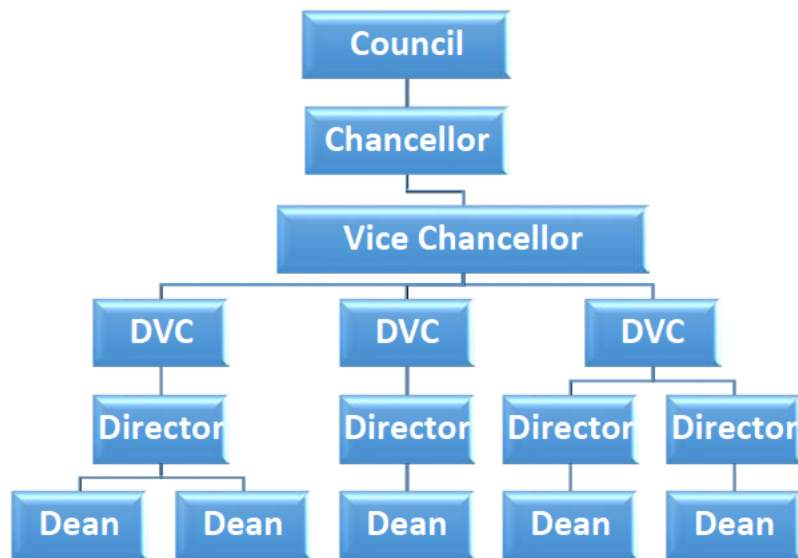


Figure 2.8: An example of university structure on the Africa continent

Figure 2.8 shows that the general structure of universities consists of the Council, Chancellor, Vice-Chancellor, Senate, Deputy Vice-Chancellors, Senior Executives, Academic Boards, and Deans and Heads of Schools or Departments. Kretek, Dragšić and Kehm (2013) researched the structures of European university governance and concluded that their effectiveness relies on leaders, such as the chief executives (vice-chancellors/principals), being reliable. Other contributions are made by university boards members that are selected by their Ministers for Education. Vice-chancellors are appointed by councils upon advice from senates and institutional forums after a lengthy and competitive selection processes. These individuals behave as chief executives for universities, and manage its daily affairs, supported by deputy vice-chancellors and a senior leadership team made up of executive directors and deans (Luescher-Mamashela, 2010).

Most African universities use the same structure as in Figure 2.8. The size of the university determines the composition of the university leadership and the level of power and authority given to the position. In contrast, the structure of University of Southeastern Philippines starts with the president who can be equated to the Vice-Chancellors of African universities. The structure in South African universities (similar to Figure 2.8), indicates the power and authority given to the Council, which in other countries is equivalent to a Board of Trustees. According to the South African structure of leadership in universities, the Vice-Chancellor has a mandate to take certain

decisions but some of the decisions cannot be initiated without the consent of the Council, as they are the highest body in the structure.

Hlengwa (2016:524) echoes the sentiment that leadership structures at universities should strive for the achievement of set goals. Additionally, Marshall (2007) asserts with others that the role of top leadership is to direct universities towards the future while keeping their visions in mind, opening dialogue and communication between all staff members, and spearheading new strategies.

Mthembu (2009:11) asserts that university councils are the highest governing bodies. Their responsibility is to ensure that there is good institutional governance, while the senate remains the highest decision-making body in academic matters, which includes examinations, research, curricula, the awarding of degrees, and so forth. The senate is accountable to the council, with institutional forums acting in an advisory capacity to the council as pertains to all institutional matters. The senate is made up of diverse representatives and deals with academic matters that are discussed within faculties and concluded by this body.

Simala (2014:3) asserts that for universities to fulfil their mandates, they must depend on their councils and the senates, which are the executive bodies in university governance systems, with council responsible for the management of resources. He further elaborates on the members of councils; members are drawn both from within and outside of universities, and some are appointed by government mandate. Carnegie and Tuck (2010) believe that university governance systems need to be integrated in order to fulfil their missions, as decisions regarding stipulated objectives are made jointly by the council, executive management, the senate and faculties/schools. Dearlove (2002:9) observes that many universities reassign their vice-chancellors as chief executive officers with little planning, and resource committees need to reassess the requirements of universities before they are presented to the senate and the council. Similarly, Muriisa (2014:77) adds that, as chief executive officers, vice-chancellor need to ensure that the existing resources of universities are maintained, and make plans for obtaining new resources according to their needs. Additionally, Shattock (2013:220) asserts that within the governing bodies of universities, better-informed members are likely to be more effective in running the institutions.

Kotter (2012:1) warns that the hierarchical structures and organizational processes that were used by universities previously are no longer effective in a day and age where most activities are technologically adapted, and more innovations are increasingly being adopted in the business

world. Shattock (2013:219) adds that universities should be governed like companies with effective boards. This ideology applies to university structures of today, which require more competent and qualified personnel in positions of leadership governance. Previously, the authority to govern universities was vested with trustees, founders or funders.

The structure of leadership in South African universities has given the overall power and authority to Council. The vice-chancellor is the engineer who drives all the spheres in the university who has the responsibility to lead the university towards the achievement of its goals. The other task of the vice-chancellor is to account for the decision taken by his/her management team.

2.5.2 Leadership in African universities

Universities have changed their structures due to change in the world and what is being offered by the university. When a university is established all its functions are controlled by a structured leadership. This leadership converts their competencies into an asset that should be appreciated by universities.

Hanson and Le`Autier (2011) see leadership as having the capacity to recognize the behaviour of interconnected systems to make effective decisions. African countries are known for poverty and failure to meet the Millennium Develop goals. This directly affects universities that need to change their modern system of education into a postmodern perspective which combines knowledge with skills (Hanson and Le`Autier, 2011). Therefore, the leadership should critically think of ways of improving the microenvironments and new strategies to sustain their countries. Universities are financially supported by the wealth of the country. Should a country be poor, it directly affects the standard of education of that country.

The leadership of universities will further need to encourage and actively pursue institutional policies that foster conditions that develop and support quality teaching and research vital for developing the next generation of leaders. Such leaders will need to possess the capacity to deal effectively with complex sets of constituencies.

Nur-Awaleh and Mtegha (2005) studied universities in the Anglophone African countries like Malawi and Somaliland. The leadership in these universities were created by an Act of Parliament. University council's responsibility was to make policy decisions. These were the members appointed by the Head of State. The senate was responsible for academic issues. The Head of State

was also the chancellor (President) of the university (Nur-Awaleh and Mtegha, 2005). The involvement of the state brought tensions that could demotivate the performance of staff. Due to such control by the state, the leadership practiced transactional leadership theory. This leaves university leadership with the obligation to confront too many problems with too few resources. Presumably, full control by the state is not promoting an effective leadership in universities. The leadership of universities need to have more control as they are the ones who deal with the day-to-day operations of universities. The top-down system does not bring much academic freedom to staff and the leadership does not have much power to change policies without sufficient resources.

Increased participation is certainly a good thing yet when the increase in the number of students outpaces the expansion and improvement of facilities, the stage is set for growing frustration, protests and conflict. This could possibly have changed currently as democracy is prevailing in most countries and the holding of two positions is being discouraged as it was the case in those countries in which the state was in control of university positions.

Research has been conducted on African universities with a view to understanding the effect of student associations' participation in the governance of universities. Luescher, Klemenčič and Jowi (2016) concluded that students' participation in the higher education space would harmonize the policy and practices. This could develop the regional universities and improve the continent as a whole. Further, this could also eliminate the competition that was created by former colonial administrators. This unity of students' association would collaboratively tap into national policies. In South African students' associations stood together to fight the national battle of fees.

2.5.3 Leadership in the South African universities

Higher education in South Africa, like in many countries, such as those in Europe and elsewhere, is facing major transformational challenges that require extraordinary leadership. With the transition from the apartheid state to post-apartheid society, the higher education system in South African is in the process of being reformed and restructured (Herbst and Conradie 2011). South African universities are controlled, supervised and directed by the state, although institutional freedom is given, but only to a certain level. South African universities have needed to transform their leadership styles to be more effective in order for them to meet the criteria for globalization and gain regional and international rankings and ratings.

Herbst and Conradie (2011) noted that it is generally accepted that effective leadership is an essential element in the achievement of positive social changes at institutions of higher learning. The aims of South Africa's democratic government in changing educational structures focus specifically on two key issues, namely, equity and redress achieved through a single coordinated policy (Department of Higher Education, 2013). Promising policy-making Acts to be passed by government raised expectations that equitable systems would offer better opportunities for those who have been previously disadvantaged (Dominguez-Whitehead, 2011).

Cloete *et al.* (2007:21) warn that universities are governed using authoritarian policies, where participants are not consulted by leadership and there is less dialogue between stakeholders. This was evidenced by student grievances when protesting the 2016 fee issue, because they felt that government and those in authority had not adequately consulted with them.

Cuckovic (2006) states that most universities need to adopt global trends, and are under pressure to implement entrepreneurial styles of leadership to replace traditional academic leadership approaches. Much restructuring has therefore taken place in systems for higher education in the country post-1994, and the replacement of collegiality with managerialism, where executives are made accountable for their actions, has been observed. Economic policies at South African universities are designed according to funding requirements, and allocated to the performance, not according to needs. This creates serious problems and divides institutions internally (Dominguez-Whitehead 2011).

Today, institutions of higher learning continue to play significant roles as agencies of the state in helping to move social transformation processes towards democracy. The status of universities in South Africa allows them to design their own internal strategies and operational policies, which are agreed with their councils according to their individual mission statements. Following this, government intervenes to provide finance (Cuckovic, 2006).

Cuckovic goes on to state that universities decide how to allocate operational funds within their own structures accordingly. Simala (2014), for instance, notes that the mandates of universities come from their two executive bodies that govern these institutions and are responsible for the allocation of their resources. Vice-chancellors for institutions are now part of their executive bodies. The current cadre of vice-chancellors continues to play the critical roles previously filled by those such as Professor Saunders, Professor Gevers, Professor Figaji, Professor Brink and

Professor Ndebele (Muller and Ramoupi, 2016), who brought about democratic transformation and social transparency during their administrations.

Ineffective and inefficient leadership has, however, been identified by various authors as one of the major weaknesses of the South African higher education system, a fact which impedes upon their transformation agendas (Jansen, 2004; Kotecha, 2003). The reason for this lack of leadership capability may be due to little attention being paid to leadership development by most South African institutions of higher learning. Herbst and Conradie (2011) argue that the context in which leadership takes place is changing, and that leadership with the capacity to build relationships, to collaborate, and to lead change effectively will be critical for long-term success across all domains of expertise and in different organizational contexts.

Democracy brought with it new concepts, such as transformation, equity, diversity, access and so forth, but few of these concepts have, in reality, been achieved. These concepts are found in the White Paper on Education of 1997 (Department of Education, 1997), which was prepared soon after democratic government was assumed. Due to the inequalities of the past, Tsheola and Nembambula (2015) note that the government of the democratic South Africa embarked on a series of restructuring policies, variously interpreted as attempts to wrestle power from universities by eroding both their scope for institutional autonomy and their academic freedoms, which was necessitated by political transformation (Tsheola and Nembambula, 2015).

The restructuring of South African universities increased anxieties for many academics, and with such uncertainty, some even left the profession. Such losses created a gap in the creation of knowledge, as most of the people who departed from leadership at their institutions possessed vast knowledge and expertise.

Mthembu (2009:5) notes that changes taking place globally heavily influence the administrative ideas of universities. The introduction of managerialism was criticized, as it was assumed to damage intellectual stimulation and innovation at institutions. Mthembu (2009:5) found that managerialism was more common than transformational leadership in the study of governance at South African universities. Tsheola and Nembambula (2015) contend that the adoption of a business-like style of leadership influences the structures at universities, as their principals are then regarded as chief executive officers, and deans are regarded as executive managers, which has had a tendency to undermine academic freedom and threaten the survival of university cultures.

Most South African universities, especially those that were historically disadvantaged, have seen student behaviour characterized by protests over dissatisfaction with the manner in which universities are run (Dominguez-Whitehead 2011). Recently, all universities in South Africa were involved in protest due to increase in tuition fees. What has been observed is that students are using a radical approach to transform the environment that has been accepted for too long as being of acceptable quality and suitable for the task of education and preparation for employment. The students observe with a critical eye the processes within universities and wish to decolonize the environment and curriculum. Although the leadership cannot dismantle all the previously acceptable processes within a short space of time, they are now aware of where transformation should start and mainly, it has to start within the individual leader.

Turmoil and uncertainty within universities impairs the democratic transformation process recommended in government documentation, such as the Green Paper on Higher Education Transformation of 1996 and the White Paper 3: A Programme for the Transformation of Higher Education of 1997. Cassim (2005:655) contends that political and social transformation in the democratic South Africa have accelerated the adoption of the principles of equity and diversity at institutions of higher education. Ngcamu and Teferra (2015) add that transformation in higher education has been dealt with in isolation from university structures, and is not included in their strategic plans. Fourie (1999) contends that the context for transformation in higher education is radical, and, this is a slow process but eventually it will take place. South African universities have not escaped this characterization, because political transformation has entailed complex governance changes that also involve free-market competition for resources with virtual, private and corporate universities, whereby good quality public education is reinvented as a commodity and students are regarded as customers. Chipunza and Gwarinda (2010) agree with Tsheola and Nembambula (2015) that the adoption of transformational leadership would ensure the survival of South African universities. Dominguez-Whitehead (2011) suggests that the South African National Plan for Higher Education of 2001 which contains many of the aspects of the South African White Paper 3 of 1997 can be achievable if the leadership governance bodies at universities communicate more openly.

The leadership of South African universities is mandated by the Department of Higher Education to prepare a report on how to decolonize their institutions. This is a huge task for the leadership. Leadership will have to apply a distributive leadership approach.

2.5.4 Ranking systems within South African universities

Various ranking systems for universities have been established and have gained global acceptance, regarding the quality of education provided by universities. According to researchers, these ranking systems are considered significant by students, university leadership and graduate employers. Rankings offer levels of transparency, and therefore accountability, through standardized measures that facilitate comparisons between both individual institutions and national sectors. The main reason for these rankings is to benchmark universities in order to attract more students (O'Malley, 2015).

The European Commission introduced the U-Multirank approach as an alternative to ranking universities according to their research outputs. Although most of the universities that participate are concerned about the heavy utilization of resources to provide the research data they require, the approach did assist by improving non-research aspects of universities, such as internal procedures, teaching and learning (O'Malley 2015). The U-Multirank system is designed to cater for a user-driven approach to ranking. That is, groups do not rank universities based on weighted scores, but instead users are required to define the terms in which universities are matched. The U-Multirank methodology, therefore, considers the scores of universities against individual indicators and places them into five different performance groups.

The U-Multirank system has been used to rank South African universities (BusinessTech, 2015). The ranking was not for all South African universities. This process chose 16 indicators, and each indicator was assigned by a symbol and a number, such as (A = 1, B = 2, C=3, D=4). The group is ranking by means of a symbol system from A to E, where A is “very good” and E is “weak”. The performance ranking together with related indicator for South African universities are presented in Table 2.1 and Table 2.2 (some indicators were not included in the document and only the available ones are used).

Table 2.1: Summary of performance by universities

University	Average Symbol	Non-weighted score
University of Cape Town	B	2
University of the Witwatersrand	C	2.75
University of Stellenbosch	C	3.07
University of KwaZulu-Natal	C	3.25
Durban University of Technology	C	3.33
University of Pretoria	C	3.43
University of the North-West	D	3.50
University of the Free State	D	3.80

Source: BusinessTech (2015)

Table 2.2: Indicators as extracted from BusinessTech (2015)

Teaching and learning

Indicator	Top-ranked University
Bachelor Graduation rate	University of KwaZulu-Natal
Masters Graduation rate	Stellenbosch University
Graduating on time (bachelors)	Wits University
Graduating on time (masters)	University of the Free State

Research

Indicator	Top-ranked University
Citation rate	University of Cape Town
Research publications	University of Cape Town

External research income	Durban University of Technology
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Knowledge transfer

Indicator	Top-ranked University
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Co-publications with industrial partners	Wits University
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Income from private sources	Durban University of Technology
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Patents awarded	University of Cape Town
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Publications cited in patents	University of Cape Town
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International Orientations

Indicator	Top-ranked University
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Student mobility	University of Cape Town
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International joint publications	University of Cape Town
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Regional engagement

Indicator	Top-ranked University
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Bachelor graduates working in the region	N/A
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Regional joint publications	Durban University of Technology
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Income from regional sources	Durban University of Technology
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Across eight indicators, the University of Cape Town maintains a B average, making it the top-rated university in the country. Durban University of Technology, with 15 data points featured across most indicators, ranks fifth, with a C average. These rankings have a positive effect for the leadership of those universities that were ranked. Somehow, it indicates good practices that are implemented by the leadership.

This summary of performance by universities indicates the tasks that can be undertaken by university leaders in improving their indicators through collaboration, and the sharing of opinions and ideas. Dlamini (2016) warns those universities that rank top, not to react in a bourgeois manner, but to consider instead the differences that exist between South African universities in order to seek strategies for improvement. The results of ranking is a lesson to some leadership at other universities that they have to shape their institutional missions. They need to seek ways of adjusting systems and standardizing the manner in which tasks are undertaken by those designated to perform them, thereby making their mission statements known to the outside world.

2.6 Factors influencing leadership governance in South African universities

2.6.1 General challenges to leadership in the university

Delener (2013) believes that amongst the challenges facing leaders in higher education are arguably that universities are based within unique societies, and that the personalities of their leaders have a direct effect on how they are running them. Amongst the challenges to the structure of universities is that their leaders need to understand the complex environments that universities are, and find innovative and creative ways of dealing with the factors contributing to this complexity without disrupting university processes.

The term “leadership” is borrowed from business, and remains ambiguous (Smith and Hughey, 2006:157). Leadership in higher education is challenging as it is a dynamic environment. Delener (2013) states that the critical issue of students with particular political affinities becoming active participants in leadership roles, may also become a challenge.

There are many factors that shape and reshape higher education around the world, which include, amongst other things, globalization, internationalization, a reduction in public funding and social investments, and a heightened focus on accountability for spending and knowledge-management approaches (Tsheola and Nembambula, 2015). Theoretically, responses to the restructuring of

universities would be expected to assume various trajectories, because of the historical, cultural and ideological uniqueness of each institution (Tsheola and Nembambula, 2015). According to Smith and Hughey (2006:159), leadership in academic environment is worsened by economic, social and policy contexts which are faced.

Leadership governance bodies at universities are faced with rapid changes that need to be examined carefully before decisions are made on how to deal with them. According to Scott (2011) and the Department of Higher Education (2010), leadership governance bodies are faced with the issues of power and responsibilities amongst stakeholders. Universities remain places of mass education and training, with high budgets and costs. Kwiek (2009) confirms that globalization brings competition between business and non-business interests within organizations, even between different universities.

Research shows that underfunding by government has brought competition for resources. The effect of this dilemma has caused a division or classification between universities. Some universities are called elite while other are regarded as a lower class. This becomes a challenge to leadership governance at under-resourced universities, because it means that they will always be classified as inferior.

Litz (2011) warns leaders in education of the global forces and pressures that they need to adapt to in order to cope with the changes brought about by globalization. Furthermore, Cuckovic (2006) asserts that amongst old challenges faced by universities are: unequal access to universities, inadequate resources for competitive research, archaic teaching materials and methods, and strict governmental controls.

Today's educational leaders need to have clear visions of where they wish to take their institutions, and should adopt new models of leadership which clearly identify the roles and responsibilities of all arms of leadership. They should also be able to boldly remove those leaders who fail to perform. Muriisa (2014) notes that today's university programmes are defined by the market, and leaders will be swayed in different directions for as long as the markets exist for these programmes and they remain economically sustaining for institutions.

University World News (2013), reporting on the outcome of the Higher Education Policy, Leadership and Governance Grantee Convening Conference held during 2013 in Nairobi, highlights the challenges faced by universities in Africa. Some of these are listed below:

- Leadership and governance agents have no knowledge of the history of universities and their traditional characteristics;
- No continuous dialogue concerning university performance exists between leadership and other stakeholders; and
- No programmes exist for developing scholars, including women, who remain marginalized, but who, as a group, have a strong voice and clear ideas.

2.6.2 External factors

2.6.2.1 Globalization in universities

Globalization and internationalization are two concepts that are confused as if they mean the same thing and in some instances, they are used interchangeably. Interestingly, the two concepts are connected and it is hard to draw a clear line between their characteristics. In this thesis, the two concepts will be discussed separately. Globalization is related to bad practices when compared to internationalization. According to Altbach (2007:5), globalization is associated with economics, politics, technological, cultural environments and scientific trends that affect higher education. These trends affect the academic systems and they need to be entertained. The realities of globalization are witnessed in the increase of young people entering higher education (massification), the use of information technology for communication and the cultural environmental changes such as global warming.

South African universities have been affected by globalization. Some modern trends that have been mentioned above are adopted as part of the universities today. Universities are training and providing skills and knowledge to young people in order to have a better understanding of the global markets that affect their societies and cultural environments. In some instances, globalization has been given priority and power over national trends. The assumption is that more emphasis is on what others do rather than the question of what can the South African universities do to make the country grow its economy and social settings.

2.6.2.2 Internalization in universities

Internalization is not a new concept in the educational landscape. While globalization has been associated with bad practices, internationalization has been associated with good practices. In Europe, the introduction of the concept came up during the medieval era when professionals and students from other countries moved to obtain jobs. The movement was enlarged by students moving from their national countries to international countries to further their studies. Stromquist (2007:82) defines internationalizations as the common sense notional of international community, international cooperation, and international community of interests and international dimensions of the common good. This view is supported by De Wit (2002), cited in Sehoole (2006), that internationalization has three interrelated pillars which are international dimension, international education and internationalizations of higher education. These developments were seen as good since students were learning about other cultures, language, gaining knowledge and skills. Although the trend may decline due to the newly elected President of United States, Donald Trump, who has been less welcoming to those who wish to come study or work in the United States.

South African universities opened their doors to the world immediately after the apartheid era as well as to its own students. Most of foreign students came to study in any university of their choice. A large number of foreign students are from the Southern African Development Community region and other African countries. In most cases, the students come for disciplines that are not offered in their countries while the professionals come for better jobs. Internationalization influenced the manner in which universities provide their programmes. Altbach (2007) asserts that the degree structure and the course credit systems are the influences of internationalization. He further states that the use of English as the main academic language is promoted (Altbach, 2007). South African universities mirrored the education system of the British system. Today, the leadership of South African universities has a challenge to encourage students to be patriotic and aware of their own cultures and languages before they move to learn other languages and cultures. Currently, student movements are on the verge of decolonizing the universities' curriculum so that it can be inclusive for all students from different walks of life.

2.6.2.3 External financial supports in universities

According to Teferra and Altbach (2004), in many countries resources have actually declined due to inflation, the devaluation of currencies, and financial instability at institutions. Hazelkorn (2013) observes that European universities still maintain a high quality of teaching and learning, regardless of reductions in government funding and increases in inflation, which impact negatively on the finances of universities. Approaches to the funding of universities differ by country, and the resources of countries play an important role in the allocation of funds to institutions of learning (Muscio, Quaglione and Vallanti, 2013).

Zusman (2005) echoes the sentiment of others who state that funding varies from country to country. Simala (2014) contends that amongst the reasons for changes at universities is the need to respond to a social need for increased educational opportunities for large populations (massification), and to the needs of employment agencies seeking out well-rounded graduates. These needs place pressure on universities to expand their intakes (massification), and also to provide for the advanced technological needs of students, in spite of reductions in funding from government (Ogbogu, 2011). The same sentiment is shared by Van Ameijde, Nelson, Billsberry and Van Meurs (2009:764) who state that universities are under pressure to increase student numbers, despite diminishing financial support. Wangenge-Ouma and Cloete (2008) note that government supported the universities' operational and capital expenses until the formula changed and the universities had to increase tuition fees, which was also a problem.

The financial reality faced by African universities are expressed by Teferra and Altbach (2004:26) as follows:

- The pressures of expansion and “massification” that have added large numbers of students to most African academic institutions and systems;
- The economic problems facing many African countries that make it difficult, if not impossible, to provide increased funding for higher education;
- A changed fiscal climate induced by multilateral lending agencies such as the World Bank and the International Monetary Fund;

- The inability of students to afford the tuition rates necessary for fiscal stability and in some cases an inability to impose tuition fees due to political or other pressure;
- Misallocation and poor prioritization of available financial resources, such as the tradition of providing free or highly subsidized accommodations and food to students and maintaining a large and cumbersome non-academic personnel and infrastructure, among others.

Muscio, Quaglione and Vallanti (2013) raise the question of funding from research; if this were adequate to fund universities, government could reduce its contribution according to institutional performance in this regard.

The announcement by Nzimande, the South African Minister of Education, on 19 September 2016 brought much unrest to universities, as students would not accept any increase in tuition fees (Nzimande, 2016). Nzimande mandated that individual universities should not exceed an eight percent fee increase for 2017. This announcement angered students, and they became so violent that they destroyed university property. Nzimande (2016) expressed the opinion that universities are facing financial challenges, but that government is committed to assisting students from the poor and working class families, while those families who can afford to pay should continue to pay tuition for their children.

2.6.2.4 Political environments at universities

Van Wart (2013) analyses the effects of globalization on organizations as a major problem for leadership. Carli and Eagly (2001:631) take the absence of women in leadership of universities as discrimination that interferes with women's ability to lead and make constructive decisions. This could be politically motivated, as they were previously disadvantaged.

Leadership at universities is under pressure to respond to student demands, and to the demands of all associations established internal to themselves. These associations have political influence, which impacts greatly on how leadership responds. Van Wart (2013) further observes that for institutions to be able to deal with operational issues, they need competent leadership, since such leadership will be able to find ways to enter into agreements with stakeholders for the promotion of goodwill and sustainability. In his study, Mbembe (2016) states that South African society is fractured and this has caused the students at universities to be grouped according to races. The

students of colour feel marginalized. Discrimination particular with regard to racism and sexism is still pervasive in the universities, leadership has to work hand in hand with governance to resolve these issues. Universities should develop students intellectually in regard to a culture of human rights and be able to serve their societies with the knowledge acquired.

2.6.2.5 Economic issues at universities

Since governments globally have reduced their funding to universities, the introduction of managerialism at these institutions is seen as a way of increasing the funds that could assist in operational issues. Watjatrakul (2014) feels that globalization and market pressures have compelled institutions of higher learning to review their economic strategies, which should in turn improve their financial performances. Drew (2010) comments on how university staff collaborate with industry to conduct research, which is industry-related in order to increase the inflow of funds. Scott (2011), however, claims that reductions in government funding place the leadership of most universities under strain, since, without reliable sources of funding, they are unable to make decisions appropriate to their institutions.

Van Wart (2013) emphasizes the importance of transformational leadership in order to increase productivity by encouraging stakeholders to be more productive. Today, universities are expected to increase their throughput, which in turn increases their funding from government. This can be achieved through the commitment of all stakeholders. For other organizations, the introduction of performance management is recommended as a way of compensating those who are required to perform at optimal levels. In these instances, transactional leadership is promoted, with employees being aware that for the efficient achievement of any given task, there is a reward. For those who lack the skills to be productive, they should be better developed and transformed for improved performances.

The inability to pay fees has prevented some students from gaining access to education. Thus, students are still excluded as a result of socio-economic factors (Taylor, 2012). Leadership should not be seen to be neglecting this group of students but should work hand-in-hand with government to help them gain access. Universities have the power to reduce poverty and enable societies to perform better in the labour market.

2.6.2.6 Structural diversity in the university

There has been a call from the wider society to university leadership to prepare students to be able to function in a diverse environment. Universities are a public space that should open its doors to anyone.

According to Department of Higher Education (2013), universities are socially diverse due to the historical legacies of the past regime. The White Paper on Higher Education further explains that this diversity within universities provides a wide variety of programmes able to satisfy a broad range of societal needs (Department of Higher Education, 2013). This diversity is also seen as enhancing the structures of student bodies. This interaction between students encourages democratic participation (Hurtado, 2006).

Gurin, Dey, Hurtado and Gurin (2002) support a positive view of structural diversity, because students may be exposed to the backgrounds and cultures of others. The nature of human beings is to associate with familiar environments, so, perhaps, structural diversity may therefore not be feasible. Structural diversity in higher education can be encouraged through the introduction of general education that addresses the need for students to learn about the heritage of their environment, values and ethical behaviours of their peers.

Hurtado (2006) encourages interaction amongst students, since this promotes cognitive disequilibrium for their growth. Hurtado further states that it is the responsibility of leadership to ensure that the social well-being of students through diversity is encouraged.

The progress of transformation and social cohesion programmes remains slow, while discrimination and sexism are still found to exist at universities in South Africa (Department of Higher Education, 2012).

2.6.3 Internal factors

2.6.3.1 Cultural behaviours at universities

Cultural diversity is a challenge to leadership because of the different ethnic backgrounds, histories, languages and values involved. Khalifa and Ayoubi (2015) define culture as sets of parameters adopted by collectives that are different, but accepted as parts of societies, organizations or communities. These parameters are endorsed and embedded in the everyday

practical activities of organizations by those who are actively involved. Institutional procedures, prescriptions, proscriptions and policies that are practiced should be based on the culture of institutions.

Blackmore (2010:648) further states that sociocultural theories argue that leaders, teachers and students come to any learning situation informed by their own cultural and environmental backgrounds. Such knowledge defines how they perceive the world of learning. These cultural practices should be known to all affected in order to bring understanding and harmony to environments. Such diversity becomes a challenge for leadership, as they have to embrace it.

Leadership practices and behavioural patterns are closely observed to ensure that they correspond with organizational cultures. Leadership has to adopt what is acceptable as the culture of organization, and be receptive to changes. Should resistance to the endorsed culture be met due to external forces, then when leadership feels that change is required, internal conflict may arise (Khalifa and Ayoubi 2015).

Dvorak and Sinnott (2015) argue that for universities to be able to survive and sustain themselves, they have to maintain their cultures, which differentiate them from others, and which are their brand. These cultures are embedded in the mission statements of universities. Maintaining the visions and missions of universities is therefore a leadership task.

2.6.3.2 Ethical behaviour of leadership at universities

Ethics are ideals that promote good behaviour. Within organizations, leaders are expected to behave ethically in order to demonstrate good behaviour to subordinates. Singh (2011:37) concurs with Lakshmi (2014) that ethics is fairness in deciding on what is right and wrong about the practices and rules which underpin responsible conduct between individuals and groups. These practices are expected to remain consistent in daily business situations (Singh, 2011).

Leadership is assumed to have an effect on shaping the behaviour of followers (Graham, Ziegert and Capitano, 2015). Rost (1995:131) notes the importance of ethical frameworks that help people to communicate about such issues. In addition, Rost (1995) states that leadership is a relationship, and a process of ethical behaviour which has to adhere of respect, integrity, truthfulness and so on. These authors emphasize that subordinates are able to identify when behaviour by leadership

becomes unethical in dealing with problems. This reaction warns leadership to be vigilant in their actions.

Effelsberg, Solga and Gurt (2014:82) observe that transformational leaders claim to be ethical in approach, and display high levels of moral conduct. Indeed, Levine and Boaks (2014:226) find a centrality of values underlying ethical behaviour as being necessary for leadership, although these values are not necessarily adequate for good leadership to occur. Lawton and Páez (2015:640) agree that leaders need to demonstrate certain ethical standards over and above the behaviours normally expected of their professions. Lawton and Páez (2015:641) further elaborate that honesty and integrity are moral standards that leaders should demonstrate.

Universities employ a variety of people from different backgrounds who occupy an array of positions (Simala 2014). Like most universities in the world, those in Kenya are multi-formed and based on three co-existing forms of legitimate corporation: organizational, institutional, and community-oriented. Universities are primarily organizations. They are legal, rational entities that employ labour and capital in formal processes and structures to generate the outputs of teaching and research. Therefore, according to Singh (2011) ethical responsibilities and organizational effectiveness are linked, and must be communicated to stakeholders through the ethical frameworks adopted. South African universities have shown ethical responsibilities towards communities in which they are situated. This is done by means of research in which they try to solve the communities' problems. Some problems are identified by alumni and the universities provide the assistance.

According to Frost (2016), universities must provide students with the "student experience" they require equipping them for the business world that lacks integrity. Frost goes on to state that participants at universities should convey a message of accepted truth, and not claim that truth exists when it is absent (Frost, 2016). Universities should emphasize the importance of ethical behaviour. Programmes offered should have clauses of ethics. Both staff and students should be aware of the ethical framework within the university and the consequences of deviating from such framework.

Singh (2011:38) states that transformational leadership is more important today because of its inherent focus on morality. Frost (2016) adds that universities need courageous leaders who uphold the importance of ethics, and include them in university culture. Universities have an ethical

obligation to train students to be ethical professionals who are willing to assist the community. This is demonstrated by ethical practices by leadership and subordinates. Therefore, it should be a prime consideration for transformational leader to be ethical in order to bring change (Lakshmi, 2014:68).

2.6.3.3 Training and development

Research indicates that some leaders are born, while others are made (Mostovicz, 2009, Hurtado, 2006). Turnbull and Edwards (2005) emphasize the importance of skilled leaders in order to bring growth and change to institutions. This view of leadership development is prompted by corporate scandals, such as Enron, which caused a failure in confidence of leadership (Oracle, 2012). Biemann, Kearney and Marggraf (2015:776) note that empowerment of leadership increases job performance and strengthens relationships within an organization. Santos, Caetano and Tavares (2015) assert that leadership development enhances effective performance. This is achieved by identifying leaders who assist in solving problems and generating solutions for effective performance. Leadership development, in return, produces independent subordinates who become future leaders. Since universities have adopted corporate models, they have to ensure that those who assume the leadership offices possess sufficient competencies to bring change to institutions.

Brown (2001) notices that leadership development is under-utilized at universities, which is problematic since this can be used to identify individuals with the capabilities to implement changes and practice effective leadership. Universities are very complex organs, with multiple goals to be achieved, and for such tasks independent, thoughtful, creative and autonomous individuals are required (Spendlove, 2007). Spendlove (2007) further states that leadership is a process that influences the behaviour of others, and therefore has to be nurtured in order to produce the expected outcomes. Leadership development therefore assists individual leaders to become more than they are by giving themselves completely to their tasks in order to ensure superior performance.

Internationalization brought many dynamics as it was introduced to institutions (Bolden and Gosling, 2006; Mostovicz, 2009; Jowi, 2016). One of the effects is that leadership development has become imperative for African universities. The quest to develop a new generation of African leaders may be one of the ways of promoting internalization (Acharya, Gottschalg, Hahn and Kehoe, 2013). Previously, scholars saw discrimination preventing women being developed as

leaders as they were perceived to be weak and to lack competence (Carli and Eagly, 2001). White, Bagilhole and Riordan (2012:294) conducted an investigation on gendered leadership in three countries' universities, namely, Australia, South Africa and United Kingdom. South Africa was found to have less women in university leadership. With the new political dispensation, the status quo is slowly changing, with more women taking leadership positions in universities.

It is important for leaders to know their own qualities (weaknesses and strengths) in order to be developed accordingly (Mostovicz, 2009; Bolden, Gosling, Marturano and Dennison, 2003; Guthrie and Thompson, 2010). In addition, leaders' behaviour must be suitable to the situations that they face and to act responsibly as they are expected to by those with whom they work (Mostovicz, 2009; Bolden *et al.*, 2003).

Leaders should exercise their qualities, and certain leadership styles, in different situations in order to achieve the expected goals, but growth or maturity within the leadership process is also important for change to occur within organizations. Different situations call for different qualities to be utilized. During student protests in South African universities, leadership had to implement acquired and inherent qualities to deal with the situation.

2.6.3.4 Internal financial resources

Most universities have finance committees that deal with the allocation of funds, and redirect them wherever there is a dire need. Teferra and Altbach (2004) observe that universities in Africa tend to misallocate or fail to prioritise the distribution of funds, and that this may lead to financial distress in university funds. This is generally possible in all universities. The leadership of universities often spend more time focusing on funding issues instead of international recruitment of scholars and students (Jansen, 2016).

Many studies were conducted before the merger of technikons and universities in South Africa, and the historically Black universities (HBUs) were underfunded compared to the historically White universities (HWUs) which were over-resourced and that resulted in HBUs having fewer students, because they were under-resourced (Mubangizi, 2005). This situation remained at South African universities even after the assumption of democracy and transformation processes had been implemented. Indeed, it is confirmed by Habib that universities with few budgetary constraints that should be required to assist those with less resources (Habib, 2012).

The current financial dilemma in South African universities is caused by country's low economic performance which affects all citizens of South Africa. Parents face fiscal challenges of their own, while tuition fees are increasing and this directly affects universities.

Nzimande (2016), the Minister of Higher Education, contends that universities are still in a financial crisis due to the effect of the 2015 fee protests, as they had to adjust their budgets to accommodate the non-increase in fees. The crisis in funds from student fees is not yet over, since students remain adamant that they should not be required to pay any university tuition fees.

Nzimande (2016) acknowledges that the systems used at universities are not uniform across institutions, although a common framework is required to make universities sustainable.

2.6.3.5 Technological issues

Technology, in one form or another, has been present in education since its inception (Kearsley and Lynch, 1992). Most of the tasks in higher education are processed using technology, be they related to administration, teaching or assessment. Hawkins and Marcum (2002:127) concur with others that the new technologies are profoundly affecting teaching and learning as well as creating new opportunities, and that new competitors in the world of distributed learning have emerged. Kearsley and Lynch (1992) explain technology leadership as being linked to innovation. Leadership is involved with change, while technology leadership focuses on new policies and procedures.

Technology has transformed administrative computing. It helps institutions to streamline processes, improves the way they collect and analyze data, allows access to better information for decision-making, and saves money. This view is supported by Bandyopadhyay and Sen (2011) that technology brings innovation that increases efficiency and productivity which are also expected outcomes from effective leadership. Recently, technology has begun to show promise in its academic applications. Technology gives professors and students better access to more information that can improve teaching and learning. Research conducted by Gikas and Grant (2013) indicates that students wish to adopt technology in their learning as it allows them to learn anywhere and not be confined in a class set-up. Hybrid courses, which blend classroom time and online learning, open up new options for pedagogy. Middlehurst (2013) argues that technology promotes competition amongst universities, as it has a tendency to transform the manner in which

teaching, learning and assessment is conducted. Leadership governance has to budget thoroughly for this new dimension of teaching and learning which is embraced worldwide.

Online learning is also now being embraced widely by a larger number of universities. Saunders and Gale (2012:849) note that the emerging use of technology assists in the achievement of constructive pedagogical principles. It has expanded experimentation and the adoption of new modes of educational delivery, and helped many institutions better serve diverse student populations, and connect with new students. Garrison and Kanuka (2004) contend that leaders of higher education are challenged to improve the environments at their institutions in order to meet the demands of prospective students, as well as address those changes taking place in the world.

Middlehurst (2013) asserts that university leadership needs to upgrade its technological systems in order to service students and staff more effectively. This view supports those introduced in South Africa's Higher Education Transformational Paper of 1997, which proposes one integrated education system that will serve all students more efficiently (Department of Higher Education, 2010). This can reduce stress in students' mobility if the system is coordinated as stated.

Griffin, McGaw and Care (2012) agree that leadership is faced with the challenge of attending to the advancements in technology within education and society, which sometimes challenges those who have to measure the competencies of users, especially when students are more technologically informed.

Conversely, Salter (2001) presents some of the challenges of technology which transpired in a discussion with students:

- Leaders provide order in chaos, but technology is always changing;
- Leaders set effective goals, but the future of technology is unclear;
- Leaders utilize the competencies of others, but technology challenges with new competencies, and requires the re-evaluation of old ones; and
- Leaders should be moral compasses for groups, but technology blurs some of the distinctions between right and wrong.

Kluz and Firlej (2016) point out that political leadership tends to see technology as a threat, and does not promote its growth, regardless of the fact that most communication now occurs by its use.

In contrast, university leadership see technology as an advancement and growth in the life the university. Therefore, the leadership should provide buy-in and support structures in the university.

2.6.3.6 University quality management procedures

Universities compete with one another in attracting and retaining students, therefore the quality of service offered by universities is expected to be high (Watjatrakul, 2014). The recent growth in demand for higher education, and the proliferation of universities across developing nations has raised questions about the quality of tertiary education. In South Africa, this has become a major problem, as all post-matriculated students are rewarded funds and called upon to attend higher education. The quality of students entering higher education is also questionable, since this can lower its standards. This has resulted in a situation where higher education output is generally not meeting expectations, or the requirements of society as a whole (Alabi and Alabi, 2010).

Universities are very complex when it comes to quality management. The product-mix offered by universities is not static but diverse. Leadership must to be proactive in improving quality, specifically to satisfy both funders and students. Anyamele (2005) argues that universities need to be efficient and effective in order to improve the quality of their students and programmes. Similarly, Jain, Sinha and Sahney (2011) suggest that universities should continue to be innovative in designing structures that will satisfy the needs of their customers.

To be able to satisfy the needs of their customers, universities first have to understand what these needs are. Once again, the leadership must set strategies in a manner that encompasses the needs of their students. Hence, the leadership at universities have to create good reputations and competitive environments that will attract both the best students and the best academics. This view is supported by Green (2014), who asserts that universities have to remain competitive in order to remain in demand with students. Similarly, Sultan and Wong (2013:448) state that quality is a critical determinant for competitiveness between institutions as it enhances the images of universities, to enable communications internally and externally, and to reinforce trust between students and academics. Most universities have established Quality Assurance departments that deal with the quality issues within the university. In South Africa, the Council on Higher Education sets standards that are to be followed. Related to the Quality Assurance bodies, is the establishment of audit committees that approve and oversee the maintenance of standards within the entire university.

Sultan and Wong (2013) argue that using the concept of improving quality without defining its context for higher education is often problematic. Most leadership at universities wish to enhance the quality of services offered to students, but the challenge remains in determining exactly what it is that students expect when the term “quality” is applied. When South African students were protesting in 2015-2016, one of the issues they raised was the decolonisation of curriculum so that it included black perspectives.

Jain, Sinha and Sahney (2011) are of the view that academic institutions are behaving as corporates need to change their strategies. This may be because public universities worldwide depend on outside funding to sustain their competitive advantages, since governments have adopted new formulas for funding them. Furthermore, quality management for higher education is subjective when compared to that of industry, which produces products that are objectively measured. This becomes a challenge for higher education to find a model that can be adopted by such institutions, due to the uniqueness of their systems and performances. Debates and arguments have taken place in different forums when seeking to secure a suitable model for total quality management that would be suitable for all stakeholders.

2.6.3.7 University risk management procedures

Any organisation is subject to risk. Risk is any negative occurrence that could minimise the opportunity of achieving the objectives of an organisation. It is important for any management of an organisation to be able to identify risk, assess its potential impact and be able to respond to it. Jackson and Stent (2016 5/9) point out the different types of risks that could threaten an organisation, namely:

- Operational risk – threatens the effectiveness and efficiency of operations.
- Financial risk – threatens the accounting systems that deal with the preparation of financial information required to prepare financial reports.
- Compliance risk – threatens compliance with laws and regulations.

Universities have designed internal control systems in order to reduce risk. The university will have to identify the risk that is applicable to it. For example, the risk of theft. This kind of risk could be motivated by internal or external factors. To minimise the risk of books being stolen, access to the library is limited only to those who have a student card or any acceptable form of authorisation. The structure of a library is safely secured by alarms and other controls. Potential

risks have an effect of disrupting the strategies and operational procedures in a university. It is important for leadership to set up a risk committee that will design the risk framework, implement it and for it to be adhered to by all members of the university. The risk committee should be composed of suitable individuals with expertise in risk management. Figure 2.9 shows how risk should be managed within a university.

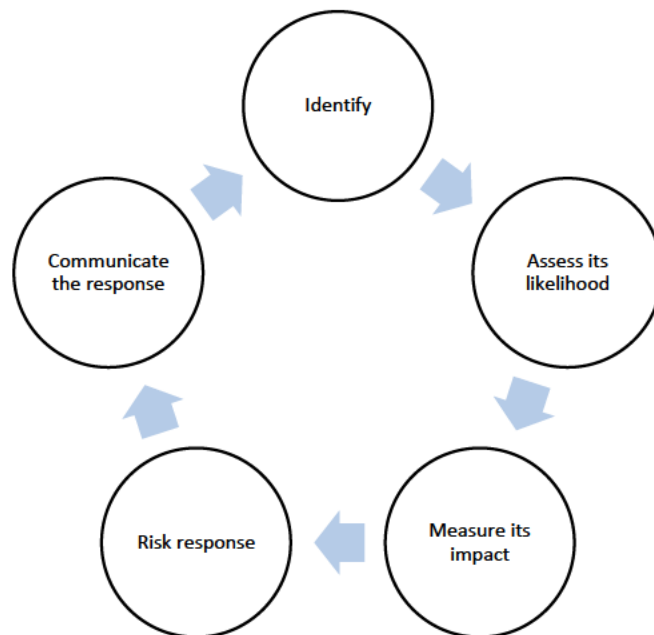


Figure 2.9: Risk identification

According to Barzak, Bawazir, Salah and Ibrahim (2014), university management should concentrate on prevention and minimising risks. All members of the university should perform this task and ensure that the safety of the assets are the priority for all. Therefore, it is important that risk be managed in order to ensure that universities achieved their strategic and operational goals within the expected time.

2.6.3.8 University policies

Policies and procedures are integral parts of effective internal systems that produce good quality management and limit unforeseen risks. Leadership governance has to be transparent and accountable when making decisions pertaining to policies and procedures. In other words, policy-making should not be the task of an individual, but should incorporate other members who have an interest in university's affairs.

According to Harvey and Kosman (2014), policy changes are a challenge in most organisations. Universities face similar challenges, which come mostly from external stakeholders who insist on changing policies to suit their own interests. Morris (2016:2) warns that there should be no change in policies without consultation of legitimate stakeholders. Policy implementation is what develops between the establishment of an apparent intention on the part of government to either do or stop doing something, and the ultimate impact of policies in the world of action. Some scholars include here both the assembling of policy actors and their actions, on the one hand, and the cause-effect relationships between their efforts and ultimate outcomes, on the other.

The design of policies is a process which is not necessarily performed only once, although policymakers do also need to consider those affected by ongoing policy changes (O'Toole, 2000). Pierce, Siddiki, Jones, Schumacher, Pattison and Peterson (2014) assert the idea that policy design should incorporate those social values relevant to the targeted groups. This will yield benefit for all effected people. In policy design and implementation, multiple actors must be taken into account, such as clients, political support and other external influences. Boulle (2011) asserts that actors in policy-making processes are likely to use the tools provided, and rely on experts in responding to issues. Policy practitioners must consider multiple institutional actors that may include government agencies, or sectors whose cooperation and co-ordination is needed for implementation to succeed (O'Toole 2000). This enables diversity where, clearly, a multi-actor approach to understanding policy implementation offers a shift from the standard approach presented in conventional organisation theory. Policy planners are presented with the pressing issue of how to consider action in the absence of operational authority across institutional lines.

National government, when designing policies for universities, should take the same consideration. This will reduce tension between stakeholders who are leaders, students and academics. Again, this will assist in avoiding the situation where groups or stakeholders become passive recipients of the policies designed, but are able to be active in their implementation. Leadership of each university would be able to manoeuvre changes within the framework designed by the national government.

Du Toit (2014) comments that institutions of higher learning are treated like any government department in which the Minister of Education has to manage, mentor, control and direct all policies and procedures. Policy and regulatory change directly affects institutional autonomy. Du

Toit (2014) decries the erosion of historical institutional standards when institutional autonomy is disregarded.

Mallon (2004) claims that disjointed governance is caused by the differences between policy analysts and policy makers, since analysts only look for problems, without fully understanding the strategies that may cause them. Hence, Harvey and Kosman (2014) suggest that for policy review processes to be effective, a distributed leadership, having access to a diverse group of expertise, which participates collaboratively, and involves students, tutors, lecturers, heads of departments, and associate deans, is required.

Government, however, changes funding policies without much consideration for stakeholders, which affects students directly, and this has proven to cause unrest amongst them. Kwiek (2012) points out that new governance at universities tend to introduce new funding policies, and redefine rules and norms, which affects teaching and research. These two elements – teaching and research – are considered the core businesses of universities. This trend of new leadership governance has been observed in all public spheres, where those who take office bring new rules without considering their consequences.

Making changes to policies is a complex task, which requires those involved to be transparent and open about their entire development. Boulle (2011) emphasises that policy-making involves gathering sufficient information about potential outcomes. This is why the process of policy-making should include more participants. Environments in which policies are developed and the steps involved in policy-making processes are the responsibilities of governance structures within institutions (Harvey and Kosman, 2014; Boulle, 2011).

2.6.3.9 University internal control systems

Internal control is defined as the process designed, implemented and maintained by those charged with governance and management to provide reasonable assurances that the objectives of organisations are being met (Jackson and Stent, 2016). The task of leadership governance bodies at universities is to ensure that universities operate efficiently and effectively. The implementation of internal controls are designed to assist in the achievement of the purposes and visions of institutions. Despite the fact that little has been mentioned of internal controls at universities, these remain important for efficient performance, and for the attainment of returns for stakeholders.

Duh, Chen, Lin and Kuo (2014) conducted a study based on operating internal controls at universities in Taiwan. The results indicated that most universities do have activities, which are procedural and repeatable, and monitored regularly. Habib and Jalloh (2016) confirm the importance of the adequacy of internal controls at universities because they ensure good quality, which will in turn attract the best students and, reciprocally, improve the reputations of institutions. These authors indicate further that the stronger the control cultures that management has designed are, the stronger will be their ethical environment, quality management, policies and procedural implementation (Habib and Jalloh, 2016). Heinicke, Guenther and Widener (2016) encourage the use of routines in an organisation as they bring stability (Turner, 2014). The use of internal controls are repetitive and need monitoring because the human ability to manipulate the situation may increase, and hinder good production results.

South African universities have different systems of internal controls according to the design of each university. The internal control environment includes delegating authority, procedural policies and planning, budgetary processes and management reporting. The leadership of each university receives performance reports from subordinates and analyses them accordingly. This analysis assesses whether the standards set are met. Some universities have a risk committee that is a mechanism used to reduce deviation from the expected performance.

Leadership governance holds a responsibility to role model the use of internal controls in order for university communities to follow suit. This can be ensured by creating a control environment that is adaptable for the reduction of risks, both visible and invisible.

2.7 Leadership in an ideal university

Universities have pressure to model good practices like any other organisation. Its core business is embedded within society. Ramirez and Christensen (2013) state that universities' rules are increasing and the activities of seeking resources are more like those of an organisation. Every day the university has to comply with external pressure and has to maintain the relationships with students and stakeholders. The leadership has the responsibility of shaping and developing the university for the best regardless of the economic, political and social influences.

Cuckovic (2006:34) proposes that universities wishing to implement change need to develop the following:

- 1) A strengthened steering core: this means that universities can no longer depend on weak central management, as they need to become more responsive and quick acting in reaction to their environments.
- 2) A development periphery: establishing mechanisms that relate to the outside world by reaching across traditional boundaries. In order to accomplish this, universities need to establish special units.
- 3) A diversified funding base: this emphasises the need to find alternative sources of funding (i.e. self-earned income), in order to become less dependent on the state.
- 4) A strong academic heartland: strengthen academic units that are able to accept entrepreneurial culture; and
- 5) An integrated entrepreneurial culture: embrace change, good work ethics, and a set of beliefs that is common to all facets of the university and which will become essential to its identity.

Leadership that wishes to implement change should bring creativity and innovation. Change will affect the areas of teaching, learning and research, which are the core business of universities. Cuckovic (2006) contends that change does not simply happen, but is led by skilled and knowledgeable high-level leadership. It is important for leadership of universities to face the economic realities and be able to be part of the society, such as conducting research for society and with society (Leih and Teece, 2016).

In South Africa, historically there was a gap between traditional and universities of technology (former technikons). Traditional universities were known for offering degrees with more theoretical training in specialized subjects as well as research. Technikons were focussed on technical study fields with an enhancement of practical experience. The situation has changed. In this new dispensation, both categories of universities are engaged in research. Hage (2011) explores six necessary functions that must exist within institutions for successful innovation to occur:

- Fundamental research.
- Applied research.
- Product development.
- The manufacturing process.
- Quality improvement and

- Extension services.

Institutions that have no access to necessary resources are unable to achieve the said functions. Universities are increasingly called upon to provide these functions, and must adapt to the beliefs, priorities, habits and loyalties of the members they serve (Cross, 2012). The beliefs, priorities, habits and loyalties of institutions are not the same, because their histories and backgrounds are not the same, but leadership can make changes possible for the benefit of others.

Cross (2012) highlights that research universities, which are known as knowledge-intensive organisations, have independent knowledge creators who would be willing to assist in institutional change programmes as long as there is obvious personal benefit for themselves. Leadership governance is assumed not to work towards personal benefit, but towards the good of university communities at large.

Birnbaum (2004, cited in Blaschke *et al.* (2014:713) summarises the above argument by stating that if institutions become less academic, governance is less likely to be shared, and as governance is less shared, institutions are likely to become less academic. Academics are experts in the core business of the university, therefore, they should always be part of governance. In the following section, models of university leadership are discussed while in the next chapter (chapter 3) the models of governance will be explored.

2.8 Models of university leadership

Dearlove (1995) feels that the universities' own members who possess a clearer understanding of systems operating in their universities should manage ideal universities. Dearlove (1995:3) expresses the following points:

- Universities should be autonomous institutions, and be free to run their own affairs;
- Participatory democracy, not representative government, should be the order of the governance of the day;
- There is the presumption that after debate a consensus can emerge on matters of community concern, because the collegial ideal of shared values and aspirations does not entertain the possibility of fundamental conflicts;
- In a community of scholars, where knowledge is king, every academic is of equal worth, so there is no room for hierarchy and

- Laypersons, staff, administrators and students should all be included in university governance because they bring new discourses.

Dearlove (1995) further warns that opinions are all very well, but that the reality of how universities practice strategies for the achievement of their goals is another matter entirely. The leadership has to take the final decision after hearing the opinions of others. Dearlove further narrates that to give more power to academics, professional group associations should be encouraged because they have an understanding of the internal systems. Within South African universities, academics are involved in leadership structures such as senate and institutional forums.

The visible and invisible weaknesses, and the very strengths of university systems, lies in their independent thought, their innovative abilities, their creativity and in the autonomy of the people who work for them (Spendlove, 2007). It is common practice in the business world that those in leadership governance hold their positions because of their credibility. The same practice is possible in universities (Spendlove, 2007). However, an opposite situation has occurred in some South African universities where leadership has failed to perform and lost their credibility. There are instances when such leadership has been removed and an administrator appointed to take control of the affairs of the university.

Integrative leadership brings diverse group of people together in order to achieve the common goal. They share key elements of an organization to bridge differences and create a common purpose. The willingness and togetherness of the team assist in the accomplishment of task quicker and efficiently. Working together also save the resources that are being utilised. Figure 2.10 illustrates a model of integrative leadership that is relevant for business and university. This model allows the participants to engage with the leader as they lay down the purpose of the vision. This model is connected to shared governance model which will be discussed in the next chapter. The whole team assesses and evaluates the effectiveness of all the contributions made. The elements of integrative leadership as seen in Fig 2.10, the intention and purpose of the discussion or task should be clearly explained to all members so that they will be able to contribute constructively. This model relates to transformational leadership which works with others in the achievement of tasks.

The leadership of the university practices this model by designing and creating the purpose of the policy. The stakeholders together with relevant bodies, discuss, assess and formulate the structure of the policy and how it will be implemented, monitored and evaluated. This process moves from one stage to another until the whole leadership is satisfied with its usefulness.

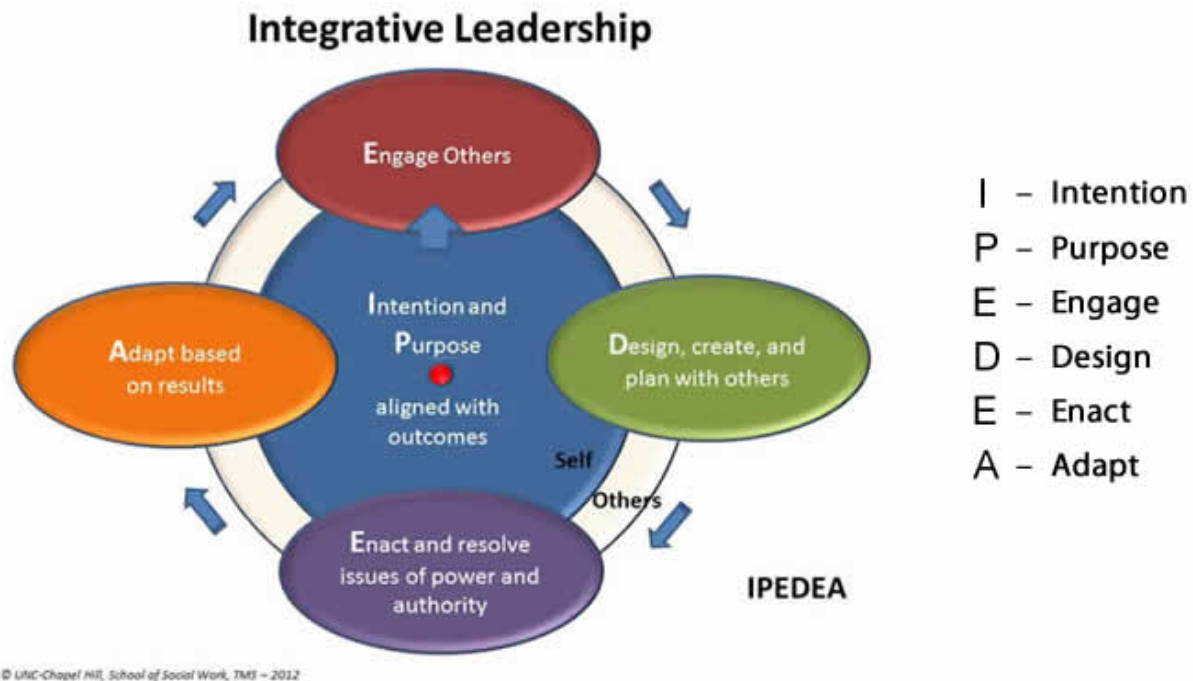


Figure 2.10: Integrative/Distributed Leadership
 Source: The Middle Space TMS, 2014

Jones, Lefoe, Harvey and Ryland (2012:68) believe that distributed leadership (integrative leadership) embraces all institutional employees and provides support to students in their endeavours. This kind of leadership incorporates other people, not only the appointed senior people at institutions. This model refers to shared leadership or distributive leadership.

Vandewaerde, Voordeckers, Lambrechts and Bammens (2011) recommend shared leadership, as it promotes shared decision-making, which promises the protection of the interests of all stakeholders. This is particularly important in organisations where employees not only comply with rules and regulations, but are committed to the improvement of institution and the achievement of their goals by being creative and innovative. Leadership is viewed as not a heroic endeavour for one individual but a collective task requiring a balance of shared voices (Klitgaard, 2008; Watson, 2012; Odhiambo, 2014). Van Ameijde *et al.* (2009:766) concur with others that

leadership is a shared process in which individuals contribute for better quality. In other words, this is a joint effort in the internal operations of the institution. Figure 2.10, illustrates the importance of others in the achievement of common goals.

Leadership has traditionally been conceptualised as an individual-level skill. It is also observed that executives often change their positions to better suit their own knowledge, skills and attitudes. Spendlove (2007) suggests that although there are strong similarities between strategic management in business and at universities, the differences between them make the strategic management of universities far more difficult. For example, the profit motives for business are not present at universities, where faculty tenure restricts the freedom to reallocate resources, and governance limits the authority of university administrators (Spendlove, 2007). Tenure is practised differently according to the educational setting. The member of a faculty would be dismissed if he/she has been incompetent or for mismanagement of funds. The US universities are moving away from this system. In South African universities, academics are employed according to the rules of labour market in conjunction with the requirements of the university. The labour law protects even the contract staff.

Alonderiene and Majauskaite (2016) assert that universities have to meet public needs, and comply with government policies while still maintaining collegiality. The discussion document by Du Toit states that the Minister of Higher Education and Training will intervene if universities fail to resolve crises, with universities having to report their mechanisms of resolution to the ministry (Du Toit, 2014). Those who have lived and worked in academia see similarities between business leadership and academic leadership, although their competencies and experiences are different.

Leadership governance bodies at universities have to set specific leadership practices in place that will positively influence the direct experiences of their members, such as: offering intellectual stimulation, providing individualised support to academics, providing appropriate models for best practices, and for beliefs considered fundamental to the organisation (Leithwood and Jantzi, 2008). Leadership governance bodies have to influence stakeholders to adopt the concept of Ubuntu, which is interpreted as considering others and as you would have them consider you. Such leadership promotes unity, which is directly connected to democracy. Jones *et al.* (2012) encourage leadership which has a less hierarchical approach, and that is more distributed amongst its members.

Silva (2015:8) summarises that integrated leadership theory incorporates leaders who bring changes to institutions (context) that cannot be achieved by leaders alone, and where the contribution of followers is significant. The move to “transformational leadership”, as has been introduced by such researchers as Bass (1990) amongst others, reinforces the acknowledgement of others in achieving the expected changes. Universities are experiencing a transformational era that is acknowledging the importance of other people’s contributions. South African students shouted loud to raise issues that need university leadership’s attention as well as government leadership’s attention.

2.9 Incorporation of the academic community into leadership governance

Universities are regarded as places of teaching and research, and scholars are dedicated to these two fundamental core businesses. Leaders who have previously been academics, have an understanding of these core businesses and an interest in their functions. The use of the collegial model, which encourages academics to share ideas and maximize their academic freedom, has, however, diminished (De Wet, 2013).

Academics have from time to time been involved in social and political movements and that make them to be well vested with wide knowledge in other matters. Academics have experienced many challenges, such as overstretching of faculties, lowering of quality, success or dropout rates and the security in campuses. These have been some of their responsibilities. In the last decades, more has been added, and universities are now treated as corporates due to a lack – of funding. At the same time, there has been the massification of students and an increase in the number of programmes offered has increased. Competition between universities – regionally, nationally and internationally – has increased. Universities have to reposition themselves by strategically including academics in their leadership. Academics are well vested with the carrying capacity of lecture venues as well as the resources required in order to improve their performance and increase throughput.

Institutions of higher learning compete for the best lecturers and students. This has led to the adoption of the managerial model over the collegial model. This represents the introduction of entrepreneurial universities. More students are joining universities, and more resources are required to meet their needs. Without sufficient funds, this is impossible to achieve, and entrepreneurial universities have therefore been seen as solutions to this problem. According to

Amey (2006), academic leaders create learning environments with cultural awareness, develop knowledge, and actively practice what is learnt to promote citizenship.

In European countries birth rates have reduced, while in South Africa they have increased, which means that in future years more and more students will have to join universities without subsidies from the state. South African universities are not isolated in facing these challenges, since they also experience the impacts of global changes. De Wet (2013) observes that there is conflict between the council and executive management at universities, especially where union leadership is involved. This can be remedied by the employment of more democratic leadership.

The inclusion of students in leadership governance has been seen as the right thing to do, since they contribute to decisions pertaining to academic matters. Shattock (2013) advises that for universities to be effective, management needs to become more inclusive in their practice of governance in order to openly attract ideas from others. Furthermore, Simala (2014:4) emphasizes that universities are communities that develop relationships between various categories of members and provide social infrastructures and cohesion.

Bolden and Petrov (2014) define leadership as “a social-influence process through which emergent co-ordination and the changes of new ideas, values, behaviours and attitudes is constructed”. The variety of individuals within leadership will bring about these attributes. According to Klitgaard (2008), there is a high turnover rate in higher education among top administrators; this means that faculty and staff are often more knowledgeable about the institutional history that is so valuable to institutional planning. Without this institutional history, institutions are apt to repeat past failures.

White, Bagilhole and Riordan (2012) express the concern that universities are experiencing pressures for change but “operate most effectively if they have a high degree of academic and managerial autonomy”; nevertheless, the management of universities in most countries remains vested with national governments (Shattock, 2008:1-2). Despite the high aspirations for enhanced leadership to improve inclusion, participation and engagement across organizations, many of the principles on which initiatives are founded tend to take somewhat individualistic and managerialist approaches that exacerbate a number of tensions, including individual versus collective performance, centralized versus decentralized control, and economic versus social objectives. Bolden, Petrov and Gosling (2008) contend that it is imperative to share responsibilities, become

accountable for actions performed, and maintain resources, in order to achieve the objectives of universities.

In Australia, and increasingly in the United Kingdom (UK), the inclusion of academics in the leadership has been subjected to government policy intervention. Rapid change in the sector has also led to vice-chancellors (VCs) in Australia and the UK adopting more strategic management and fund-raising roles. Same move has taken place in South African universities, as the vice-chancellors have more influential role in institutional change. This change includes the shaping the culture and mission of their institutions (Kulati, 2003). The vice-chancellors could not achieve these changes on their own, but need academics on their sides. The changing nature of leadership in higher education has led to more complexity in the roles of VCs. Bolden *et al.* (2008) emphasize the inclusion of academics as the way of reducing institutional fragmentation and developing the more structured unity. Like all other people who breathe life into organizations through commitment and positive energy, the academics, given the right environment to perform will strive for success in leadership roles.

In most models of leadership governance, the structure is male dominated. Further, Vice-Chancellors in South Africa and the United Kingdom are nearly all male, in contrast to Australia, where top jobs were not regarded as gendered (White *et al.*, 2012). However, there has been a move to incorporate females into the leadership of South African universities. This is supported by the government with policy that at least 50% of leadership should be females. This is a sign of transformation that is slowly being introduced within the universities.

Some researchers assert that gaps in communication exist between governing bodies and the average academic, and that chairpersons must bridge such gaps, since this will benefit institutions by creating more sources of advice and information to assist their boards in decision-making (Shattock, 2013). Brown (2011) suggests that academic judgements be protected by leadership governance because, if not, this means that academics are not trusted as professionals and leaders when making constructive decisions. At universities, all members of their communities are leaders who are led by those in higher authority.

2.9.1 The incorporation of stakeholders into the leadership of universities

Participation by stakeholders in public organizations has been recommended by many researchers as this improves decision-making (French and Bayley, 2011). Using this approach helps to supply the professionalism experienced in corporates (Scott, 2011). Therefore, today's leadership should attract the good people in the creation of better future.

Leadership today cannot escape public accountability, whether in business organizations or universities. Some members of society are directly linked to organizations, or institutions of learning, and such institutions should design frameworks that satisfy the needs of their societies. Overall, leadership in academia today should take into account the needs and demands of various stakeholders. Carnegie and Tuck (2010) view the idea of adopting entrepreneurial universities as being due to ongoing pressures from government to reduce expenditures and increase incomes. This can only be achieved by seeking sources of funds from outside of the educational landscape. Stakeholders are therefore incorporated for the cultures of performance for which they are known. Local communities do need social responsibilities such as protection of the environment, development of the area, training of the youth to be skilled and donations from corporates. Corporates need to fill these roles in order to become good citizens.

Neave and Van Vught (1991) cited by Yielder* and Codling (2004:318) that higher education is characterized by:

- the increase influence of external stakeholders, particularly those that exercise influence over institutional income;
- a strong emphasis on strategic planning at an institutional level; and
- the adoption and adaption of attitudes and techniques characteristic of corporations.

Carnegie and Tuck (2010) go on to state that corporate and academic sides are blended together to realize their effective contributions in the achievement of the objectives of universities, which include meeting the needs of societies, since universities are also expected to be accountable for social and environmental development. Kretek et al. (2013) concur with Jackson and Stent (2016) that, with an increase in the autonomy of universities, they are now expected to fulfil environmental expectations over those of their own, since they contribute financially to their

survival and expect returns in the form of value for money. This calls for restructuring of internal governance structures at universities, and increased collaboration with their external members.

Kretek et al. (2013) further state that organizational archetypes adopted from large corporations are perceived to be efficient, which they need to be in order for such corporates to function effectively. Powerful chief executives (university presidents/rectors) are also required, as well as the introduction of boards of directors (university boards). Ackermann and Eden (2011) agree that the uniqueness of stakeholders can add value in formulating organizational plans. Amongst the bodies that incorporate stakeholders are university boards, which consist mainly of external members, who are involved in decision-making processes at central university levels, and who add value through contributing to the achievement of organizational goals (Kretek et al., 2013). The background of stakeholders is assumed to bring new dimensions to a university's culture. They dilute the academic sphere with real-world knowledge

The effective leadership governance of all organization needs to draw on stakeholder theory. Doh and Quigley (2014) states that the ongoing viability and survival of organizations is influenced by diverse stakeholders who contribute experiences from different cultural backgrounds and share information regarding critical economic and societal problems and trends, which can be included in the strategic plans of organizations. Ackermann and Eden (2011) state that it is important to identify who the stakeholders are in the specific situation. This allows the leadership to be clear on how to deal with significant matters of the organization with stakeholders. The stakeholders have a responsibility to play in an organization. As well as the leadership of an organization is responsible to stakeholders in terms of people (social), plant (environment) and profit (profit). The perception that an organization is operating for profit alone has changed. The leadership of any existing organization has to solve the social problems of stakeholders and this is done by contributing to society. The positive practices of an organization promote the welfare of societies and any harmful and negative actions should be avoided.

Most of universities have adopted a business-like model, therefore, they are eligible to the same responsibilities that are shouldered by any organization. Then, the concept of corporate governance is introduced as it brings good results to universities. They are also citizens in their environment. It is imperative for leadership at universities to consider the approaches brought to the table by all stakeholders in order to build open, inclusive, and diverse internal cultures that allow for the

sharing and dissemination of knowledge, and to forge strong relationships with those external stakeholders who bring growth, innovation and better performance to the institution (Doh and Quigley, 2014). Similarly, Menon (2005) admits that leadership extends beyond the authority of those given power, and that the contributions of members and stakeholders should count equally.

With more autonomy, university boards are expected to assume tasks previously performed by ministries; e.g. the appointment and close supervision of university leadership. Despite differences in the details, university boards in Europe are also increasingly expected to be key role-players in reconfigured university governance structures, ideally on a par with university leadership, with subordinate roles assigned to collegial decision-making bodies (senates) (Kretek et al., 2013).

In order to understand transformation at universities in Europe, it is important to know the structures of the governments controlling them, and understand their patterns of behaviour in order to draw maps of their institutional contexts and the barriers they encounter (Kretek et al., 2013). Rowlands (2013) conducted a study on factors that affect the effectiveness of academic boards at three Australian universities, judged in terms of the achievement of their stipulated responsibilities (terms of reference). The results indicate that academic boards failed to address all terms of reference, but that one of the academic boards was able to add value to their university by unifying its education and vocational education units. This made a significant change to the university.

Jackson and Stent (2016:4/34) emphasize the role played by stakeholders which is aimed at maintaining relationships with corporate governance in order to enhance the reputation of an organization. The same notion applies to universities' leadership governance bodies when they incorporate stakeholders.

The directors of companies are responsible and accountable only to their shareholders, and such legal accountabilities exist only in the strictest and narrowest senses (Jackson and Stent, 2016). Today, with mounting public pressure for greater accountability from companies – arising from corporate governance scandals and environmental concerns – the concept of the responsibilities of companies is changing, and broader corporate governance guidelines are gradually emerging. Consequently, this earlier view, based on a narrow legal interpretation, which held that the directors of organizations were answerable solely to their shareholders, is now rapidly giving way to broader interpretations of their roles and responsibilities (Pande and Ansari, 2014).

The increase of non-academic members in governance is due to the fact that universities now need to meet broader societal and governmental expectations (Sugden, Valania and Wilson, 2013). Sugden *et al.* (2013) state that students with poor socio-economic and educational backgrounds who progress to institutions of higher learning place pressure on welfare and academic support. This is a critical area in which the leadership has to utilize their skills and knowledge to support societies' needs, and can make use of qualified non-academic members to address such issues.

Ngcamu and Teferra (2015a) in their study conclude that the leaders of universities should ensure that transformation initiatives and activities, and their problems and solutions, are known by all key university stakeholders. The involvement of South African universities in communities is observed through research initiatives with municipalities and other industries. Initiatives by the leadership of universities to open their doors and resources for the development of society are to be applauded.

2.9.2 Student participation in the leadership of the university

During the mid-twentieth century, students at Latin American universities were co-opted to those bodies making decisions for the affairs of their modern universities. The democratization of universities began in the late 1960s and early 1970s, when student activists were seen to protest their grievances (Luescher-Mamashela, 2011). Luescher-Mamashela (2013) notes that allowing representation for students in university committees is one of the main means by which universities engage with students, listen to them, and involve them in their internal decision-making processes. According to Cohen, Cook-Sather, Lesnick, Alter, Awkward, Decius, Hummer, Guerrier, Larson and Mengesha (2013), students have to believe in their values and strengths to be able to construct relationship with others in order to express their dissatisfaction and be able to contribute to leadership discussions.

University democratization can be defined as the reconstitution of internal decision-making at universities with reference to democratic principles by inter alia making decision-making processes at institutions more representative of internal constituencies, such as students. Menon (2005) adds that most universities have recognized the need for shared governance and the incorporation of students into leadership that allows them to express their concerns in relation to the decision-making process. British universities had to extend their governance bodies to include

students, and students participating in decision-making bodies at such institutions has now become the norm.

Menon (2005) notes the move found in democratic and participatory models to include students in leadership is associated with distributed leadership. The inclusion of students in university governance is not only due to democratization, but also to the rise of managerialism in universities. This is defined as the beliefs and ideologies that give power to university executives in order to direct and control universities in the roles of business executives (Luescher-Mamashela, 2010). Marwa (2014) argues that students have the right to participate in university governance, since they are the primary recipients of services provided by universities.

Some propose that students and academics should have rights in university decision-making by virtue of their membership in university communities, although they will not to be involved in other areas, such as examinations, assessments and the appointment of lectures, but only in those areas that affect their welfare, both scholastically and managerially (Marwa, 2014). Students are consumers of education, and should therefore have the right to participate in those processes and practices that involve their “ownership” of the institutions they attend (Menon, 2005).

Kouzes and Posner (2008) assert that students feel a sense of power and ownership if they are co-opted to university leadership bodies. Others argue that students are directly affected by the decisions made in various university domains, and possess “expertise” that could contribute favourably to the making of better decisions, especially with regard to extra-curricular student activities. Moreover, formal student participation in university decision-making would not only provide educational benefits for students, but is also likely to improve the quality of decisions being made, along with their willingness and informed acceptance by students.

Shek (2013:47-48) states that the inclusion of students in leadership governance could assist in the solution of many developmental issues, since research indicates that students have become more self-focused and financially-oriented, and concentrate less on their social responsibilities. Furthermore, Astin and Astin (2000) assert that students are the largest constituencies within universities, and are able make their voices heard if they require changes of culture in leadership. This can be done by modelling leadership skills in classrooms, or in teams, where students work as groups. In this way, the inclusion of students in university governance would contribute to the pursuits of the purposes of universities.

Lastly, it is argued that the benefits of student participation would accrue to wider society with a deepening of democracy, both internal and external, at universities. Kouzes and Posner (2008) believe that student leaders' hopes and dream for others, forge unity and kindle the fires of passion to achieve common goals. They also search for opportunities to innovate, grow and improve situations in order to better them (Kouzes and Posner, 2008:16). Simmons, Graham and Thomas (2015) note that the Australian government and non-government education systems continue to struggle with issues of student well-being such as student retention and students from low socio-economic status backgrounds. Student bodies can identify with the behaviours of students and give appropriate advice to leadership as they are clients in universities.

Gärdebo and Wiggberg (2013) states that student participation in leadership of a university widens and strengthens relationships within the university. Varnham, Evers, Booth and Avgoustinos (2014) assert that students' participation in decision-making processes increases citizenship and democracy. It has been argued that students' participation in governance has an effect on social issues, including student affairs and pedagogical issues (Luescher-Mamashela, 2010; Luescher-Mamashela, 2013; Simmons *et al.*, 2015), which deepens democracies inside and outside of universities, although the influence of students is weak as far as university finances, curricula and the employment of teaching staff are concern.

Luescher-Mamashela (2011) further states that student participation in decision-making contributes to openness in environments, which brings trust, and leads to an understanding of organizational climates. Although the inclusion of students in university governance does not always add value, some studies have indicated that, due to the slow process of democratization, students can become impatient in their demands, and become violent or protest any query or demand that is not immediately dealt with. Luescher-Mamashela (2011) feels that a lack of formal channels of communication and poor consultation may be the causes of such conflicts between leadership at universities and their students. As stated earlier, students, as recipients of university services, have a right to voice their concerns within the appropriate structures of university of which they are part.

Graham, Fitzgerald, Powell, Thomas, Anderson, White and Simmons (2014) postulate that supportive environments offer students a powerful and continuous means for self-assessment, building relationships inside and outside the learning environment and is good for their well-being.

It is imperative for leadership governance to ensure that students' holistic well-being is considered as they are mentored by the adults who are part of leadership, and group activities promote learning for each student.

Nwankwo (2014:362) observes that involving students in decision-making improves the quality of the decisions, as they are the ones most directly affected by policies. This can be achieved as students are assisted to have knowledge and skills that are aligned to leadership. Shek and Sun (2012) suggest that the social-emotional competencies of university students, such as self-awareness, social awareness, self-management, relationship skills and responsible actions, be better promoted in order to develop holistically responsible individuals who will also then be accountable citizens. It is not only important to nurture such socio-emotional competencies, but also the psycho-social skills of students, such as communication, critical thinking, moral reasoning, living with diversity in global societies, and preparation for work and leadership (Shek and Sun, 2012). According to Lizzio and Wilson (2009:70), the value of students participating in leadership benefits both the leadership in terms of being transparent and the individual student as they become accountable for decisions made.

The South African constitution, finalized in 1996, is hailed as state-of-the-art, and establishes a system of checks and balances between the executive, legislative and judicial branches of government. It includes an extensive Bill of Rights that provides for classical political, as well as a range of socio-economic rights, and supports a number of independent watchdog agencies and commissions which are guarded by external memberships. As part of the government mandate, higher education has a predominantly professorial senate, which is responsible for academic affairs in universities, and from which joint-committees and working groups cascade downwards. Therefore, students have a right to express their concerns and be part of a designated and structured body such as leadership governance. South African universities have incorporated student bodies in their leadership governance. This is a symbol of transformation that is dawning in universities. Yet, there are still issues that are discussed by leadership governance without these student bodies being included such as budgets.

Students are formally involved at all levels, and in almost all domains, of university governance as full members. The National Higher Education Act 101 of 1997 (Department of Higher Education, 1997) S35 highlights the institutional rules to provide for the establishment of Student

Representative Councils (SRC), and for student representation in university councils and senates, senate executives, institutional forums, student affairs committees, strategy and planning committees, finance committees, and various other high-level institutional decision-making bodies.

Students are represented on faculty boards, and a system of class-representation ensures a degree of student consultation at departmental and course levels. Finally, student involvement in higher education governance in South Africa also involves representation on certain national bodies, such as the National Student Financial Aid Scheme Board, the Council for Higher Education, and the Higher Education Quality Committee because the main discussions in all these bodies is about them and the institutions which provide their learning.

Student representation at the University of Cape Town (UCT) has changed considerably with the emergence of managerialism in South African higher education (Luescher-Mamashela, 2010). Developing an engaged and empowered student leadership is among the professed goals of the university's Department of Student Affairs, and this goal is pursued inter alia with the annual competitive selection and training of emerging student leaders, along with ongoing student development activities (Luescher-Mamashela, 2010). Leadership of universities should make it a priority to engage with students before the escalation of any conflict.

2.10 Leadership sustainability at universities

Patwell (2014) notes the changes in the world that are brought by globalization and other contributing factors. Leadership sustainability requires an open mind that is able to enhance the reputation of an organization. The environment (including the infrastructure) should show liveliness to those who interact with the organization and the leadership should be innovative to bring such changes.

Universities are developed and more and more programmes are introduced to cater for diverse societies. Leadership of each university wants to enhance the skills and knowledge that they possess in order to sustain the culture of the university that they lead. This could be achieved by learning from those who came before and who succeeded in their endeavours. Leadership sustainability may be defined as leading and maintaining successful culture shifts. Culture shifts

are caused by different factors, amongst them being the politics, environment, human beings and the financial pressures.

The leadership at universities invest in finances and human capital. Finances are utilized to acquire resources that are relevant and improve performance. These resources are used by human beings to increase output. An improvement in performance of the university affects the rating of leadership. Leadership sustainability encourages change leaders to be dynamic and innovative, and to sustain change in other individuals and the university as a whole.

2.11 Student challenges facing university leadership

According to O'Shea and Devlin (2012), students from low socio-economic backgrounds always face challenges, particularly if they are the first from their families to attend universities, since there is no advice they can receive from their parents. Leadership governance holds the responsibility for ensuring that all students are provided with effective learning by individual teachers. Devlin and Samarawickrema (2010) emphasize that effective teaching must be oriented to student learning and therefore be student-centric.

Wadesango and Machingambi (2011) conducted research on the causes and effects of student absenteeism, which revealed the following factors as its causes: lecturer strategies, unfavourable environments, and poor socio-economic backgrounds. This study recommends that universities should intervene by implementing strategies that assist and support all students.

Astin and Astin (2000) point out that students may be studying full time as well as working part-time, and that by doing so they engage directly and indirectly with others in the leadership process, and thereby experience the practical applications of leadership skills. Watjatrakul (2014) contends that students, as the recipients of learning services at universities, should be treated with respect in order to avoid negative attitudes towards institutions that could ruin their reputations.

O'Shea and Devlin (2012) suggest that universities be cautious in providing access to higher education for students from poor socio-economic backgrounds, as this increases dropout rates. Powdthavee and Vignoles (2009) assert that students from poor economic backgrounds are more likely to drop out from university compared to students from wealthier families. In South Africa's case, government promotes wider participation but this is not always equitable in providing access to available funds for those students coming from poorer socio-economic backgrounds.

Bokana and Tewari (2014) point out that indicators show that the success of students from poor socio-economic backgrounds is low. This fact is supported by the number of students who annually apply for financial aid, which far exceeds the funds available. This situation can be improved by the leadership governance bodies of universities by introducing strategies that consider all students, regardless of their socio-economic backgrounds, for financial aid.

Letseka and Maile (2008) conducted a study on student dropout rates, and one of the factors discovered to be influential in determining these is the socio-economic status of students' parents or guardians, who are unable to support their offspring attending universities. Amongst other factors. This situation of parents is not known to leadership and nothing is done about it. This assumption is further commented on by Taylor and Yu (2009), when they question the extent of transformation brought by education systems to unequal societies.

2.12 The influence of mergers on university leadership

Chipunza and Gwarinda (2010) note that institutional leaders that initiated the merging of institutions of higher education did not have the experience and knowledge to do so effectively, because no frameworks for this process existed. This is affirmed by Perumal (2010) in his study that the mergers were not thought of properly but they were acted upon instantly. It was further stated that leadership from historically disadvantaged universities were not prepared for, or guided in, these mergers, and the suitability of leadership styles for the newly established institutions was not properly assessed (Chipunza and Gwarinda, 2010). It is in these circumstances where leadership development becomes essential.

Goldman (2012:4866) affirms that these mergers were politically motivated. It is clear that government used unilateral powers to merge institutions, since there was little consultation with the institutions affected, and government's approach in implementing the mergers was seen as more instructive than suggestive. This is confirmed by (Chetty, 2010), when he states that the restructuring and mergers seem to have left unanswered questions, such as those related to planning, negotiation, implementation and outcomes, in their wake.

- According to Baloyi (2015:115), the real purpose of the mergers at institutions of higher learning was to benefit the whole of society in terms of the governmental policies of access, redress, and growth. Baloyi further suggests that the real benefits accruing from mergers

were strategic and academic, rather than economic in the sense of financial returns (Baloyi, 2015:118). Jansen (2007:96-97) observes the commitment to transformation of some leaders having strong senses of social justice, who allowed others access their resources, while other leaders were seen to cling to their upbringings and existing patterns of socialization. A study conducted by Ngcamu and Teferra (2015a), on how universities have responded to transformation through mergers, reveals that internal factors defined transformation within these institutions. Such factors include: student access and retention, and the achieving of the set goals of universities. Different views were raised during the merger period, particularly where the leadership at universities was criticized for being unfocused and lacking in vision, direction and firmness (Goldman, 2012:4873). Ngcamu and Teferra (2015:235) assert that the leadership at merged institutions governed by fear, which paralyzed the cultures of performance at these institutions, and were unable to motivate employees with confidence to effectively bring about the required transformation.

2.13 Conclusion

This chapter described leadership roles at universities, and how can they influence employees to improve their performances. A theoretical framework was provided to explain the different perspectives of leadership theories. For instance, transformational leadership seeks to influence subordinates, while transitional leadership involves exchanges or incentives as a means of motivating subordinates to perform better and be committed to their given tasks. Situational leadership explains how leaders manipulate situations to favour themselves. Ethical leadership focuses on moral principles such as trust, integrity, honesty, justice and fairness; and participative leadership, which invites all stakeholders to participate in leadership in order to increase the effectiveness and democratic standards of institutions. Leaders are required to demonstrate the principles they adopt in order for their subordinates to practice them. It is therefore vital in leadership governance to design ethical frameworks from which the subordinates can draw in everyday work practice. The participative leadership model is the one that is most consistent with the values of the new democratic South African dispensation.

Leadership governance is regularly challenged in its daily practices. External factors stem from higher powers, such as government with its legislation. Politics has brought unions and student associations into universities, and these bodies are vocal in their demands. The global financial

crisis has forced universities to adopt business-like styles of governance, or managerialism, in order to increase funds for their sustainability, since governments in all countries have reduced their funding to universities. There are also internal factors that arise at institutions according to the fundamental issues of each. With the increase in technological development, most universities face crises in providing staff and students with the technology required to accelerate the teaching and learning processes.

From the foregoing it can be deduced that it is crucial for leadership at South African universities to carefully consider those governance models that best accommodate their needs, in order to speak with one voice in dealing with the pre-eminent challenges that they face. The current “fees must fall” campaign by students places all universities in a crisis, but the real problem is that each university is trying to meet the challenges individually, which can bring them into unhealthy competition, while students are collectively fighting this battle. The next chapter will discuss governance in universities and the different models of governance that are used in universities.

CHAPTER 3: LITERATURE REVIEW – GOVERNANCE IN UNIVERSITY

3.1 Introduction

All organizations, regardless of size and capacity, need to clarify their purpose for operating and for having diverse stakeholders. Most organizations operate under a set of legal rules that could be formal rules or informal rules and are governed by diverse people with different expertise. This makes organizations similar to but also different from one another. The world talks of good governance and bad governance of businesses. The two kinds of governance as perceived by the world is that bad governance is not productive and lacks performance while the good governance is seen to be showing direction and performing according to its main objectives. Governance has to be able to meet the changing environment from within and from outside the organization. The major global shifts have affected the performance of organizations and challenges those who are charged with governance.

After the experiences of financial bankruptcy by some large corporates in the United States of America such as Enron, WorldCom, Kmart and others, stakeholders looked for a measurable tool to indicate the performance of businesses. These investigations led to various reports such as the Cadbury, Sarbanes- Oxley Act of 2002, the Greenbury, Hampel, Turnbull, Smith & Higgs Report and the King Report (Lees, 2006). These interventions were meant to restore the public's confidence in corporate governance. The King Committee still exists. These reports were intended to identify the areas where the irregularities occurred so as to be able to mitigate the risk that could cause such issues in the future. One of the main issues raised by the reports was the lack of good corporate governance. During that era, codes of good governance were drawn up in many countries to harmonize the corporate world and the expectation of how organizations should carry out their daily business.

The introduction of King Report I, II and III in South Africa was intended to strengthen the principle of openness, integrity and accountability in companies (Jackson and Stent, 2016). Some companies have the choice of whether to apply a code of corporate governance or principles that

are legislated, while others are compelled to apply such codes. This non-prescriptive format was introduced in King Report IV that extensively explains how companies have to comply with the legislated principles or what is commonly known as the “King Code”(Institute of Directors, 2016).

The definition of corporate governance differs according to different sources. Jackson and Stent (2016) define corporate governance as the system or process whereby companies are directed or controlled. This definition sounds more associated with big companies, but the fact is that all businesses need to be directed and controlled. Broni and Velentzas (2012) define corporate governance as the relationship between stakeholders and the goals of the organization, the focus of the relationship being the adherence to formal laws and best practice that benefit all parties involved. These stakeholders include the directors, investors, auditors, suppliers, employees, customers and the community at large that have interest in an organization. Governance is referred to as the creation, initiation, execution and implementation of activities that are intended to promote the environment, society or business (Bingham, Nabatchi and O'Leary, 2005). In other words, for each business to be able to achieve its goals, it needs to have a set of rules that governs its processes and procedures. These rules are from the business itself, from statutes, and from society. These rules have a great influence on the manner in which a business is run. For example, in South Africa, the Companies Act directs companies on how they should deal with their affairs (The Presidency, 2009). An effective leadership needs to be able to identify the set of rules, whether formally or informally, that can be incorporated within the business set-up in order to satisfy the stakeholders. The inclusion of stakeholders in the governance of an organization indicates the commitment of such an organization to becoming a corporate citizen. The stakeholders bring their convictions into the business and build up the culture of an organization. These convictions add to the uniqueness of each business. The definition provided by Jackson and Stent (2016) is more focused on the business systems that are used for operations. Doornbos (2001) suggests that governance is about changing the environment. Carnegie and Tuck (2010) concur with others that governance is the manner in which power and authority is exercised and how the resources are allocated and managed, and it involves the procedures and policies for decision-making. In as much as governance is associated with industry, it is perceived that the most suitable change is that which is in the best interest of stakeholders. Universities also need to be directed and controlled by leadership that have adopted a vision of promoting change. This calls for governance that shares power and authority in order to prevent any irregularities in an

organization. Mallon (2004) highlights that university governance looks disjointed because it is an aggregate of different processes, structures and functions that incorporate different people. Mallon (2004) further states that changes in the structures of university governance might also have a negative impact by creating disjointed decision-making processes.

3.2 Good governance vs bad governance

The concept of governance was introduced a long time ago to curb greediness amongst the people who were connected with the business. Internal controls were put into place. Even then, some people were able to override the controls for their personal benefit. According to Coetzee, De Bruyn, Fourie and Plant (2016) this concept of internal controls is a global phenomenon and is very complex including legal, cultural, ownership and other structural dimensions. Governance is not “one size fits all”, as each country and business has different legal systems, cultural backgrounds and so on. Mastuti, Masse and Tasruddin (2014) suggest that good governance is the ability to design, plan and implement, promote participation, transparency, responsiveness and accountability, which are all crucial factors in achieving sustainability in an organization. Similarly, others see good governance as characterized by efficiency and effectiveness, the rule of law, commitment and integrity (Mohamad, Daud and Yahya, 2014). Actually, good governance is about ensuring that management structures are in place and that continuous monitoring takes place for effective and efficient performance of processes.

When organizations fail this is most often associated with a lack of governance which is regarded as bad governance. This raises concerns for investors and donors as what can be done in order to prevent such situations. Mismanagement of funds and lack of accountability by those who are charged with governance are the highlights of failure to comply with policies and procedures. When the executives of organizations accumulate wealth for personal gain this is seen as bad governance. The fall of Enron and others is an example of the lack of integrity and accountability. The introduction of good governance came as a measure to reduce the checklists and tick boxes by those who were in governance. Good governance can assist in eradicating the irregularities that influence negatively the performance of an organization. Sonnenfeld (2004) suggests that all practices that are advocated in an organization have to be scrutinized before they are accepted as standards to be followed. Leadership of an organization has to follow a set of values in order to be regarded as good governance. Policies and procedures that do not meet the social responsibility

needs are not to be implemented by governance, as they would not fulfil the needs of those who expect a benefit from an organization. Jørgensen and Sørensen (2012:71) see good governance as the use of values that include public interests such as transparency, neutrality, impartiality, effectiveness, accountability and legality. These values could be regarded as social norms to be adhered to. Boytsun, Deloof and Matthyssens (2011) note that it is possible for corporate behaviour to be shaped by social norms more than legal rules. The call to implement these values means to consider the organization as part of society and to adhere to the values that promote good citizenship. Boytsun *et al.* (2011) further state that good governance is the one develops a relationship between management and shareholders and which can be regarded as an open corporate governance. Closed corporate governance does not care for shareholders and is regarded as bad governance. Broni and Velentzas (2012) state that leadership has to construct a social context in which knowledge is generated and distributed. This encompasses the stakeholders who need to have an understanding of the organization of which they are part. Corporate governance needs to develop principles that are a cornerstone of good governance. Failing to comply with these principles that are regarded as codes of good governance, means that the organization is disassociating itself from society and causing bad governance. Therefore, good governance should portray public values that are inherited by the institution.

3.2.1 The benefits of good governance in universities

Mosia and Veldsman (2004) suggest that the allocation of resources at universities is the responsibility of their leadership bodies. The expectation of performing work effectively without resources that are equally distributed is impossible. This was a weakness in South African universities during the apartheid era, as some universities were relatively poor, while others were rich in resources. This is why Habib calls upon the leadership of those universities that have resources to allow open access to such resources by those universities that have less resources, so that they can improve their performances (Habib, 2012). In looking at the ranking of universities in South Africa (section 2.5.2 of the previous chapter, Table 2.1), it can be observed that those universities that previously had resources still lead the academic race.

With regard to the corporate world, the separation of the positions of chief executive officer and chairperson of the board remains under debate. It is believed that positions of chairpersonship should be given to independent executives who have no existing links with the organization

(Jackson and Stent, 2016; Goyal and Park, 2002). Academics are similarly of the opinion that these positions be separated for reasons of independence. According to Melville-Ross (2010) the separation of these two positions is appropriate, since chair people are in charge of boards, while chief executive officers are accountable for organizations. The same approach is recommended for higher education since its adoption of managerial styles and approaches.

As highlighted earlier, the delegation of responsibility is important for tasks to be accomplished. Mosia and Veldsman (2004) also assert that it is the responsibility of leadership to assign accountability for specific strategies to designated individuals. This accountability should be attached to offers of rewards in order to inspire their performances and behaviour.

3.3 Corporate governance and university governance

3.3.1 Corporate governance

Corporate governance enhances the effectiveness of organizations by ensuring that the system that is used is productive. Corporate governance is a strong pillar in an organization that is expected to revolutionize the misconceptions about those who have power and authority within an organization. This is achieved by the collective performance of directors and those who are charged with governance. Directors and other stakeholders should implement strategies that are specifically related to the achievement of its objectives. Strategies should be designed and administered for the benefit of all stakeholders. For an organization to be perceived as having good governance, it has to base its practices on the principles of transparency, accountability, independence, responsibility and social responsibility. Organizations are encouraged to have ethical leadership which is able to eradicate all irregularities. This is supported by Naidoo (2012) who states that ethical leadership is needed in order to be able to resist abuse and corruption and be exemplary within the governance of an organization. Corporate governance enables effectiveness and helps institutions to cope with pressures imposed on them by a globalized world. This is mostly promoted by standards that are harmonized. Corporate governance is costly because external directors and external auditors need to be hired to strengthen the internal governance. The role played by external stakeholders is preeminent since they bring an objective perspective to the organization. Chhaochharia and Laeven (2009) supports the view that the adoption of external stakeholders within corporate governance promotes trust between the investors and an organization. This enhances corporate transparency and provides investors with an assurance of

their financial standing with the organization. Corporate governance enhances the effective use of policies and procedures that increase the productivity of an organization. Trakman (2008) states that universities were assumed to be inefficient in financial management and had to adopt corporate governance models in order to redress those deficiencies. Trakman (2008) further states that if universities want to reduce any irregularities, should be governed by professionals who are trained and experienced in corporate policy and planning. Universities had already adopted business-like strategies and it would not be strange to model corporate governance. Some African universities have non-academic professional vice-chancellors.

3.3.2 University governance

Today, universities are facing many challenges that they are not well equipped to deal with. Challenges from inside and outside the university become unbearable and an appropriate response to these challenges is to design a structure of management and governance that will deal with these issues.

Universities have a similar structure to businesses in that a higher body ensures that the achievement of goals takes place and that there is a smooth running of operations within the university. Such a body becomes accountable. Van Ameijde *et al.* (2009) note that universities have introduced performance management, quality management control and auditing of processes and performances like businesses in order to ensure that goals are achieved. These additional measures have been criticized as they put pressure on academics to perform according to the given standards. Universities have been compelled to adopt business-like practices in order to be able to compete globally. Even though universities are knowledge-based institutions, the output is measureable as it is in businesses. If a university is not productive in terms of increased throughput, the blame is shifted to poor governance. University governance is a collective exercise by the internal university community and external stakeholders for the achievement of common goals. It is a structure and process of authoritative decision-making across issues that are important for all those who are directly and indirectly involved (Mora and Vieira, 2007). A university is a diverse institution operating within the social or public space. Such a space is governed by informal and formal rules. The decision to strengthen university governance by means of the inclusion of internal and external members widens the trust and relationship between the parties. The external parties come with unbiased views on issues that need to be resolved especially matters pertaining

to finances. Such views promote shared governance. A university is a public space for nurturing the minds and skills required. One person's view dominating is not appropriate in such a context, therefore the structure should be made up of diverse members as an indication of transformation and shared governance. This sentiment is shared by Migliore (2012), that individuals' interaction builds trust. Those charged with governance should draw from the society those values which are recommended by a code of good governance, such as transparency, accountability, effective use of resources, and citizen participation. Therefore, university governance is about power and authority relations between structures of the university and society. Doornbos (2001) notes that government has power over the governance of university although it is not clear whose power is greater – the government's power or society's power. Standards that are set for the enhancement of university governance should be according to sociocultural contexts. Universities need to be at the forefront of role modelling how to promote sound governance within their communities or societies by complying with moral and ethical standards, as they mould young adults to become responsible citizens with intellect and morals (Thomas, 2009).

Middlehurst defines the role of governance in his 2013 paper as being the balancing of power between parts of a system and acting as an intermediary, or negotiating as an arbiter, between individuals having different interests within an institution. Middlehurst (2013:276) emphasizes that internal governance structures must be appropriate to the purpose of institutions. Shattock (2012) argues that the true seat of university governance is the senate because it includes academic staff. Trakman (2008:67) points out that there are criticisms directed at reliance on governance model that include academic staff who often lack governance skill or interest. This may cripple the operations of governance at universities.

Governance is defined as the process by which elements in a society exercise power and authority in the creation of policies and decisions that affect some aspects of societal life (Ehler, 2003:335; Mastuti *et al.*, 2014). Emerson, Nabatchi and Balogh (2012) refer to governance as the distribution of the functions of authority between the units or departments of organizations. Emerson *et al.* (2012) consider governance as a dimension of jointly set norms and rules designed to regulate a group or individuals. In the case of universities, authority and power are distributed between stakeholders consisting of external and internal members. Watson (2012) defines governance as setting the conditions for, and holding to account, the leaders of organizations.

Afegbua and Adejuwon (2012) argue that the concept of governance is new and has been used mostly in political and academic discourse to indicate the way in which institutions are run. When universities are operated as corporates, the structures of university leadership governance needs to change; vice-chancellors become chief executive officers and collegial practice is reduced. These authors further define governance as the capacity to establish and sustain workable relations between individual actors within organizations in order to promote the achievement of collective goals (Asiimwe, 2012).

The White Paper on Higher Education and Transformation of 1997 (Department of Higher Education, 1997), institutions of higher learning are identified as vital participants in dealing with the massive changes which have been undergone by society, and in the intellectual, economic and cultural challenges of the new world order. For the first time in their history, South Africa's institutions of higher learning have the opportunity to achieve their full potential, but they will not do so until their systems of governance reflect and strengthen the values and practices of the country's new democracy (Department of Higher Education, 1997a). Furthermore, wholly transformed governance procedures are required to chart and steer the development of a single, integrated national system of governance for higher education (Department of Higher Education, 1997a). The transformation of governance at institutions using a national system should therefore be a fundamental policy commitment made by the Ministry of Education.

Thomas (2009) emphasizes collegiality as being essential for the fulfilment of university objectives, and the importance of role modelling of governance standards for students who will later become leaders and have to make their own governance-related decisions. The task of leadership governance is achievable only by designing policies that are more student-centric, since they are the core business of universities. Leadership governance is praised for the success of institutions, but is likewise blamed for their failures and weaknesses.

It can be concluded that universities in different countries are influenced by their own political and economic factors, which in turn influence the adoption of business-like enterprises. Middlehurst (1999:308) observes the shifts made by universities from collegial to corporate institutions due to underfunding by government, thus becoming entrepreneurial in nature. This has forced the leadership at universities to operate their institutions in a managerialist fashion in order to generate income.

3.4 Models of university governance

Birnbaum (2004) views governance of universities as being structures and processes that are established to gain effective balance between the systems that are used. According to Trakman (2008), governance enables an institution to set its policies, strategies and objectives, and ensure that they are implemented as they are laid out, and to monitor progress towards their achievement.

Universities have been compelled to change their governance model for various reasons. Osipian (2008, cited by Asimwe, 2012:71) identified the following as key factors that have influenced the nature and type of governance models adopted by countries or universities:

- Locus of control whether direct control by central government or free and independent self-governance;
- History of either the state and or the institution;
- Participants (stakeholders); organizational culture and structure; and
- Staff and alumni, and educational content and processes.

These are not the only factors that influence the governance of a university, it could be the pressure originating from inside of university or outside of it.

According to Trakman (2008), governance of public universities is significantly influenced by government policy, with particular emphasis on efficiency.

Different types of university governance such as shared, collegial, bureaucratic, and political governance are explored hereunder.

3.4.1 Shared governance model

Shared governance is based on the core values of informal and inclusive decision-making. This means all discussions are transparent, and there are open lines of communication between all members of a university. Kurland (2013) describes shared governance as enabling the integration of views which requires an open and participative process. Such a structure promotes accountability from each member, and trust. Shared governance incorporates four representative bodies as shown in Figure 3.1: the university council, the university senate, committees and executives of a university. The Executive is seen as a mediator between the other bodies and acts to harness any differences.

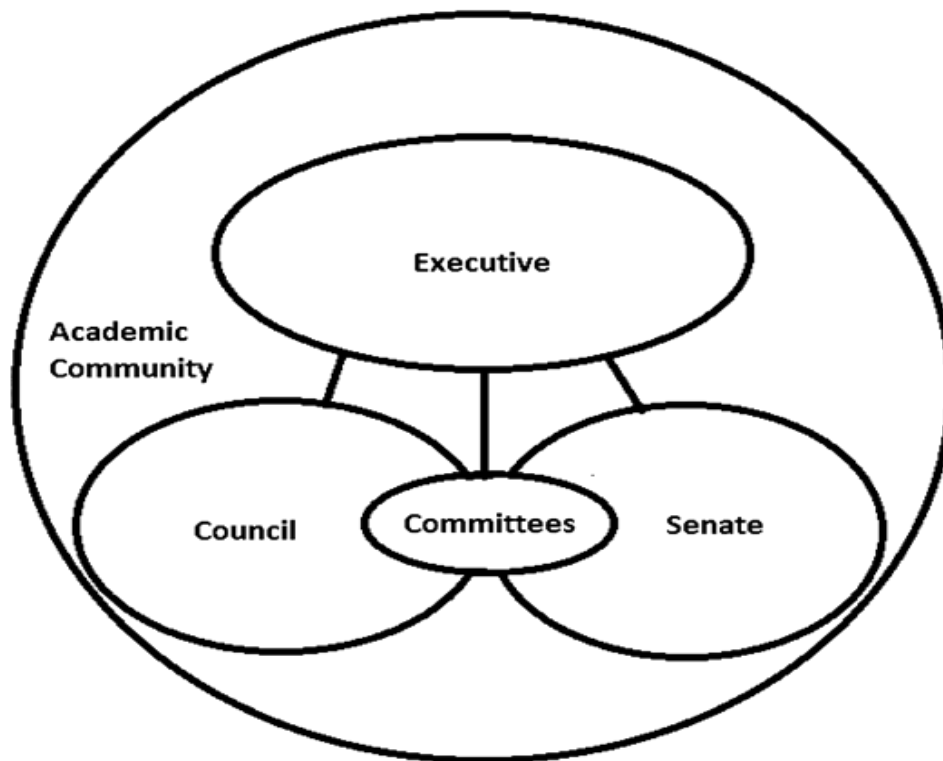


Figure 3.1: Shared governance model

Source: Adapted from Taylor (2013:88)

The Council and the Senate work jointly through committees that are coordinated by the Executive (Vice-Chancellor). These committees include institutional forums (with staff unions included) and student representatives. The academic community plays an important role, as the core business of a university is knowledge transfer through teaching and research. This model brings harmony and mutual respect between the academic and governing bodies of a university as each body has to contribute towards the achievement of shared goals. Taylor (2013) asserts that shared governance brings creativity and flexibility within a university.

The inclusion of and shared participation by members of each body is believed to address issues that affect them all. This brings good communication and respect between institutional members. Birnbaum (2004) is of the view that shared governance is a smooth and effective process through which goals can be achieved collectively as a committed governance. It is described as a system whereby people rule. According to De Boer and Goedegebuure (2001) this model needs to have highly qualified rulers who can guide the ordinary subjects in their decision-making process. In other words, this body of admirable leaders, through the power vested in them, coordinate and

network with ordinary subjects at large. The internal stakeholders include students and all staff members, while external stakeholders include financial donors and the community. Under this model, government is no longer in control but just a partner in the process of decision-making. It is assumed that through shared governance, changes in a university can be effected more quickly than in a fragmented governance. Therefore, shared governance is seen as relevant to harmonize the differences in personal status and university culture and enhances the system in order to balance the equality of control and influence in the university. Members of the different bodies feel recognized, valued and treated fairly when participating in the decision-making process of a university. Such governance also promotes social capital which leads to trust and cooperation. Likewise, challenges for shared governance in university can be identified such as efficiency, effectiveness, participation, leadership, and environmental responsiveness (Kurland, 2013). Every organization, to be effective and efficient, needs people who have vision and expertise, who are able to take the organization from one level to another with the available resources and share its vision with the community at large.

External pressures from the central government and the market require changes in university governance. The introduction of this model is seen as promoting networking and building of relationships between government, society, and university community under the influence of the university executive management. Lastly, it provides interaction and socialization within an organization. This is good practice by most universities as it is a combination of bureaucratic, shared and political governance.

3.4.2 Collegial governance model

Collegiality is defined as being those relationships that emerge from faculties and departments where staff members work collaboratively toward the achievement of goals. Collegiality is reflected in the relationships that emerge within and across departments. It also assumes that responsibilities are shared equally and in good faith. Collegiality is particularly important for professors, since they perform their given tasks together (Cipriano, 2013).

Collegiality is often evidenced by the manner in which members of departments interact with and show respect to each another, work collaboratively in order to achieve common purposes, and assume equitable responsibilities for the good of the discipline as a whole (Cipriano, 2013). Singh (2005:12) adds that stakeholders must be empowered in order for them to demonstrate

commitment in completing their given tasks, which in turn increases their sense of self-confidence and determination. This model has shown positive results in building relationships with other constituencies such as student representatives and staff unions.

Trakman (2008:67) suggests that the traditional model of university governance assumes that universities should principally be governed by their academic staff, which is sometimes identified with collegial governance. This assumption is supported by the fact that academic staff are the people who have a better understanding of an environment and the needs of a university. Crucial decisions pertaining to the achievement of goals should be taken by those who are directly involved with the daily operations. However, there is a concern that academic staff lack governing skills because they are not trained to govern.

Trakman (2008:66-70) considers collegiality as the most reasonable model for the university. This model looks at consensus, decision-making, professional authority of academics and human education. The model rests on the assumption that the university is a collegium or a community of scholars and is to be governed according to the collegiality principles and freedoms given to university members. The success of this model lies in the relationship between members of a university. Trakman (2008:64) recognizes three guiding principles: institutional autonomy, academic freedom and openness:

- Institutional autonomy should be respected;
- Academic freedom within the law should be protected; and
- Governance arrangements should be open and responsive.

Thus, the collegium community governs according to the principles of freedom for all the members. Yokoyama (2006) believes that collegiality benefits academic communities who work together for the best interests of their universities.

Simala (2014:4) is supported by Su and Baird (2015) in stating that universities are institutions that maintain the permanent and intrinsic values of scholarship and service vested in collegiality.

Singh (2005:11) contends that collegial leadership should be nurtured by those who have the power to lead transformation, in order to extract the best from people and create healthy learning environments. In addition, Singh (2005:14) emphasizes that in collegial leadership, policies and decisions are made through a process of discussion that leads to agreement. De Boer and

Goedegebuure (2001) note that academics hold essential information that is necessary for decision-making. As part of an institution, they have the power to question the legitimacy of policies that have been implemented without their concern.

3.4.3 Bureaucratic governance model

This model focuses on hierarchy, tied together by formal chains of command and communication, organizational goals, predetermined rules and regulations, and a commitment to maximizing efficiency. Birnbaum (2004:10) describes the bureaucratic model as being “hard governance” because it defines authority relationships within its structures, prescribes certain organizational processes and encourages compliance with enacted policies and procedures. Rules are to be obeyed by those who are under authority. This model is based on desirable future outcomes calculating according to cost and benefit. This model exercises formal and constitutional power over its constituencies. Asiimwe (2012) points out that everything is delegated downwards through the institution and each level controls the actions of a lower level. People are hired to fill certain positions as required by the structure and it becomes easy to fill the positions, as the role and the person are not identical. Garrison (2010:29-30) identified the following as characteristics of a bureaucratic model:

- Competence is the criterion used for appointment.
- Officials are appointed, not elected.
- Rank is recognized and respected.
- The career is exclusive; no other work is done.
- The style of life is centred around the organization.
- Security is present in a tenure system.
- Personal and organizational property are separated.

Osipian (2014) notes that efficient and effective functioning of the university depends on compliance with rules and regulations within the administrative hierarchy. In any organization, including university, rules and regulations are created based on certain standards that need to be achieved. It is assumed that rules and regulations may become good or bad. They maintain the status quo but can become rigid or limit the performance, can improve stability as well as retard change in an organization. Osipian (2014:73) further asserts that when behaviour is standardized, the activities and processes of organizations are made more predictable, so that the organization

can become more efficient and effective. Asiimwe (2012:81 - 82) acknowledges the shortcomings of the bureaucratic model:

- It ties bureaucracy to power in decision-making processes in university governance.
- Power is formal and legitimate and is vested through formal structures of the organization, but other types of power are based on non-legitimate structures and the force of mass movements are not clearly defined in the model.
- This model does not address human needs like social, psychological and self-actualization needs.
- The model ignores the struggle for power between various interest groups in the university.
- Types of power based on non-legitimate structures, and elements of emotion, sentiment and the force of mass movements, are not clearly defined in the model.

The bureaucratic model does not distribute power to all constituencies and generates no formal interaction with the outside community. As much as a bureaucratic model has weaknesses, its strength is in the formal structure and authority, division of labour and standard operating procedures which are intended to produce optimum efficiency through rational choice.

3.4.4 Political governance model

The models of governance described above have presented ideas as to how a university could be governed but none covered all the bases. The introduction of the political model comes as a bridge between the other models. According to Baldrige (1971) universities became politicized students rioted, university professors formed unions, students formed their own student organizations, external bodies wanted their voices to be heard, and strikes were seen on campus. These activities were related to, and motivated by, politics. Pressure was exerted on the highest bodies of universities to make decisions that were satisfactory to all the groups. The biggest challenge was to accommodate all the stakeholders' demands and make sure that their goals were satisfied. The classical university then considered the other options of balancing the processes and political governance emerged as it is shown in the Figure 3.2.

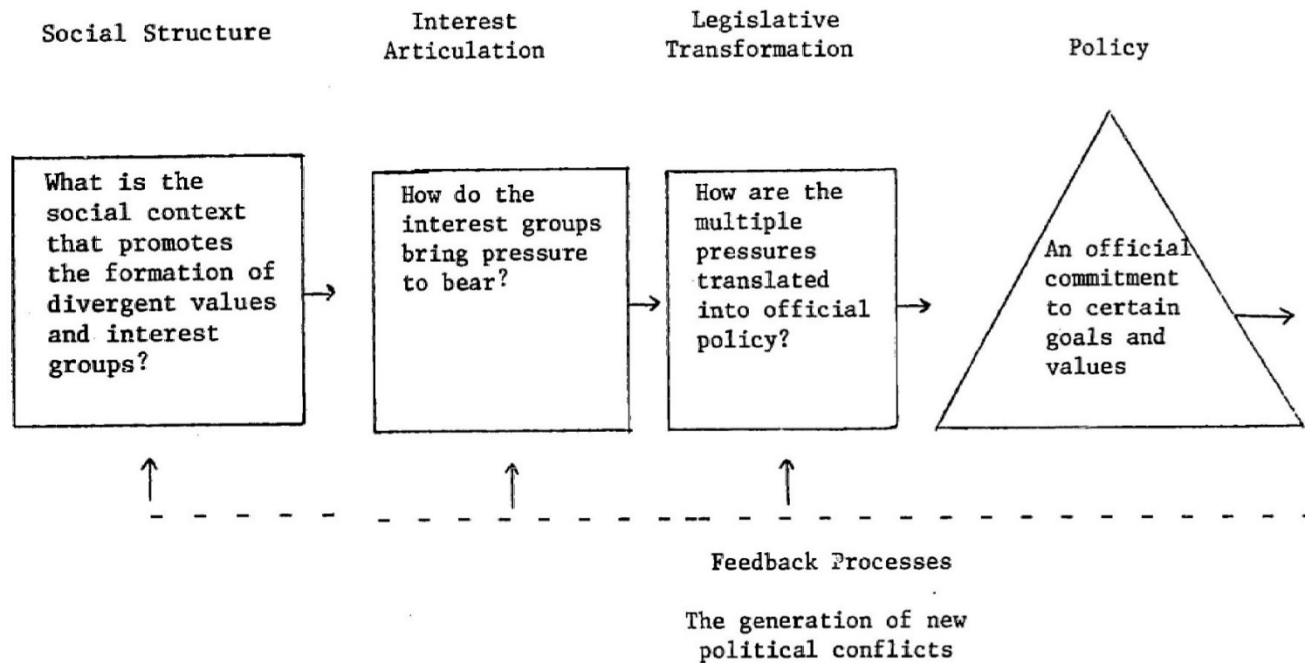


Figure 3.2: Political governance model
 Source: Adapted from Baldrige (1971:14)

In political governance, decision-making is one of the most interesting and complicated issues and it is suggested that in a university the system should be able to coordinate diverse interests, preferences and goals (Osipian, 2014). Figure 3.2 is an example of how policy-making decision can be formulated by different groups with different political interests. These groups could be external stakeholders (donors, alumni, society), internal stakeholders (students and all staff members). The first step would be to harmonize conflict between different groups and promote a single thought within them. This would direct their focus on one goal to be achieved. The second step is to allow each group to express its views about impact or value to be added by the decision taken. The third stage is the involvement of all the decisions from the interested groups and the paring down of unnecessary information in order to formulate a policy that would assist in the achievement of goals. This is a crucial step where compromises and negotiations from groups take place until they reach a consensus. The last step is the execution of policy with the binding instructions as how it should be implemented and monitored in order to produce the expected results. New conflict may emerge after the implementation of a policy as some groups may not be satisfied, and a new process starts afresh with new perspectives from all the groups. The structure of this model demonstrates the collaboration of power, removal of conflict, compromise and

negotiations towards the improvement of a university. The model shows voices of various groups within a university which are not seen with the bureaucratic model and collegium model. It takes the characteristics of a democratic governance model and shared governance model because the stakeholders' views are considered. The political model is more flexible, adaptable to changes, more responsive to external demands and pressures compared to the collegium and the bureaucratic governance.

Like all other governance model, the political model has its own shortcomings such as not considering standardized routines as bureaucratic model does, and not giving the leadership of a university the space to exercise its power.

3.5 Conclusion

Universities are different in size and capacity. Different models of governance have been discussed, each with its own characteristics and criticisms. Mostly, universities are influenced by an array of stakeholders to change the governance model. The academic community is seen to have more knowledge on academic aspects of the university, but may lack governing skills. Each university has to assess its goals and adapt a model that is suitable to all stakeholders. All stakeholders have a role to play and each group should be able to express its demand with a hope of getting what it wants. Therefore, the final decision of how universities would like to function, and how to exercise power and be governed, rest with the university community. The next chapter will present the research methodology.

CHAPTER 4: RESEARCH METHODOLOGY

4.1 Introduction

Research methodology explains the logic behind research methods that are followed by researchers when investigating a phenomenon. Research assists in understanding the world better and obtaining new knowledge. Research is about embarking on the development of knowledge in a specific field. According to Smeyers and Smith (2014), research assists in thoughtfulness of something that is going to assist the researcher in discovering the unknown evidence about a particular phenomenon. This chapter presents the research design, questionnaire development, different types of analysis conducted on the data, the issue of validity and reliability of the data methods. Furthermore, the tools, tests and techniques adopted for analyses and data presentation are discussed.

The literature review, and quantitative and qualitative methodologies were used to address the following primary and secondary research objectives, with each objective supported by the questions from the questionnaire and interviews. Questionnaire and structured interviews were utilized to understand the phenomena of the study.

4.1.1 Primary objective

The purpose of this study was to assess and examine the critical leadership governance style and identify contributing factors that might have an impact on the leadership governance of all universities in South Africa so as to propose a new model for leadership governance within the universities.

4.1.2 Secondary objectives

Sub-Objective 1: To assess and evaluate the role of leadership governance in both the traditional universities and universities of technology.

Sub-Objective 2: To identify factors that influence the leadership governance of both traditional universities and universities of technology.

Sub-Objective 3: To examine the leadership governance styles within the traditional universities and universities of technology.

Sub-Objective 4: To suggest and recommend steps to be taken to improve leadership governance suitable for both traditional universities and universities of technology in South Africa.

4.2 Research design

Blumberg, Cooper and Schindler (2014) explain that research design is the blueprint for fulfilling objectives of the study and answering questions. Kumar (2005:84) explains that research design is a plan, structure and strategy of investigation so conceived as to obtain answers to research questions or problems. Welman *et al.* (2011) asserts with Kumar that research design is a plan which is used to obtain research participants and collect information from them, stating the number of groups that will be used, the specific method of selecting the groups (statistical technique), and what will be done with the groups once selected.

Creswell (2014) asserts with the other researchers that research designs are types of enquiry using qualitative, quantitative and mixed methods approaches that provide the desired direction. This study used quantitative and qualitative methods. Creswell (2014) explains that quantitative methods works well with large representative samples as opposed to qualitative methods which deal with small samples (Bergman, 2008; Blaikie, 2000).

Qualitative research aims to understand the phenomenon which is under study from the inside (Flick, 2006). This approach believes that there are multiple realities while the quantitative approach believes that there is a single reality. The quantitative approach follows the post-positivist worldview which believes that knowledge is obtainable by investigating the social reality through collecting facts, not just observing (Creswell, 2014; Blumberg *et al.* (2014).

According to Bryman and Bell (2014:31) the quantitative approach tends to:

- Emphasize quantification in the collection and analysis of data;
- Adopt the deductive approach to the relationship between theory and research;
- Incorporate the practice and norms of the model of the natural sciences and positivism in particular; and
- Embody a view of social reality as an external and objective reality.

Punch (2008) states that in the quantitative approach questions include factors that affect the situation under review. Cohen, Manion and Morrison (2007:81) list the questions to be considered when deciding on research design:

- What are the specific purposes of the research?
- How are the general research purposes and aims operationalized into specific research questions?
- What are the specific research questions?
- What is the main methodology of the research (quantitative, qualitative, ethnographic study, an experiment, etcetera)?
- How will validity and reliability be addressed (sampling)?
- How will the data be gathered (instrumentation)?
- Who will undertake the research?
- What kinds of data are required?
- From whom will data be acquired?
- Where else will data be available (documentary sources)?

For this study, the research design used quantitative and qualitative methods that aimed to achieve the objectives as stated in section 4.1. Quantitative data was collected from the targeted population using a descriptive method in a cross-sectional design which means the targeted population was examined once, as opposed to a longitudinal design which examines the same group at different time intervals (Neuman, 2014). Data was analyzed using SPSS (Version 24.0) for frequencies, averages, Kaiser-Meyer Olkin (KMO), Bartlett's tests and other statistical calculations that were deemed relevant for the study. Structured interviews were conducted with the targeted population after the quantitative data as a means of substantiating the data.

4.2.1 Questionnaire development

The development of a survey instrument is a practical step in doing research and deciding on how to collect data (Kumar, 2005:22). A questionnaire is designed for the purpose of achieving research goals using the available resources (Blair, Czaja and Blaire, 2014). Punch (2007) asserts that a questionnaire operationalizes the research problem that has been identified through research. A questionnaire is appropriate for large-scale surveys because they are quick and easy to complete (Newman, 2006).

The researcher developed the instrument in two stages in order to assess and examine the leadership styles and the factors that affect their leadership styles in South African universities.

The two stages were:

- Review the relevant literature in order to construct the appropriate questions (the use of theories and models); and
- Design a questionnaire with specific questions purposefully designed for the requirements of this investigation. Similarities, differences and relationships of the information on the questionnaire were pre-tested for validity.

Blair *et al.* (2014) further state that a questionnaire design process seeks to answer the following questions:

- Are respondents able to provide the information required?
- How can the respondents be assisted to provide accurate information?
- What can be done by respondents in order to provide the required information?
- Do the items selected measure the dimensions of interests?

The questionnaire consisted of mainly closed-ended questions. In addition to the closed-ended questions of the descriptive questionnaire, open-ended questions were also used. The purpose of the open-ended questions are to find in-depth and critical information that might be left out in the closed-ended questions, and to encourage further description of the leadership styles used by university of the respondent.

Jackson (2012:92) advises that questions must be presented in subsets with a general concept that is investigated in order to put the mind of a respondent at ease and save time by dealing with the same issue once. Fowler (2014) suggested that the question content must not contain sensitive questions that the respondents will have an option of not answering. This questionnaire was gathering information about leadership governance in universities. The instructions were given in a clear manner so that they were easy for respondents to understand, and in such a way that the respondents could understand the purpose and overall aim of the study.

4.2.2 Content of the questionnaire

A variety of categories was included in the questionnaire in order to obtain a wide and in-depth understanding of the subject that was being investigated. “Position held” was important as it

indicates the authority that the individual has within the institution. The experience of each leader contributes to what is needed for university growth. University management includes the involvement of students and community in the leadership of a university. The other question was on the challenges that are faced by leadership; these challenges were made up of internal factors such as financial resources, cultural aspects, technological aspects and external factors, namely political environment, economic environment, external financial support and social environment.

After the pilot testing, the final questionnaire was distributed to universities that had provided gatekeeper permission which were Rhodes University, Stellenbosch University, University of KwaZulu-Natal (UKZN), University of Cape Town (UCT), University of South Africa (UNISA), Central University of Technology (CUT), Durban University of Technology (DUT), Mangosuthu University of Technology (MUT) and Limpopo University.

Some difficulties were experienced in getting the questionnaire back as the respondents were not directly accessible to the researcher and no reminder could be sent to individual participants except to request the Registrar of each university to do the follow up on behalf of the researcher.

4.2.3 Pilot test

Blair *et al.* (2014:181) regard pilot testing as part of instrument development in which a small number of respondents are used. Kumar (2005:10) states that the researcher uses pre-testing to explore areas about which she/he has no knowledge. Piloting checks the interpretation and understanding of respondents (Punch, 2007, Gray, 2014).

Davis (2007:47) concurs with others that piloting gives confidence that the prepared questionnaire is accurate. It is a small scale of research that is undertaken to decide whether the instrument is accurately prepared and to determine if the research is worth pursuing (Blair *et al.*, 2014:52). Bryman and Bell (2014) encourage researchers to conduct pilot testing as it ensures the functionality of a research instrument.

It is recommended that the questionnaire be verified for omissions, sequential ordering of questions, misunderstanding of questions, and time taken to complete. Newman (2006:235) concurs with the general statement that pilot testing assists in checking if the questions are not emotionally sensitive, not associated with a certain level of people (people of certain class) and that they are every human being is capable of answering such questions.

The questionnaire was piloted at a single university. The questionnaires were given to the five members of the university who hold comparable positions to those who are in the targeted population, but as recommended by Bryman and Bell (2014:209), these did not include people who might be members of the targeted sample.

After pre-testing, the questionnaire was modified and checked by experts and thereafter, the final questionnaire was drafted and ready for distribution. The quantitative instrument, using a five-point Likert scale (strongly agree, agree, not sure, disagree and strongly disagree) was used to measure the effectiveness of leadership governance in the sampled members of senate of the respondents' universities (Appendix B).

4.2.4 Scope and unit of analysis

The unit of analysis was senate members of all universities in South Africa. Senate consists of various bodies of the university including the Executive Management, Institutional Forum and Students Representatives Councils. The respondents were members of Executive Management, Director of Human Resources, Registrar, Student Representative, and Dean (Head of School).

4.2.5 Targeted population for the study

Population is defined as the total collection of elements about which one wishes to make some inferences (Blaikie, 2000; Blumberg *et al.*, 2014). For this study, the targeted population was the members of senate from the traditional universities and universities of technologies in South Africa such as: UKZN, UNISA, DUT, MUT, UCT, CUT, Rhodes University, Stellenbosch University and Limpopo University.

4.2.6 Sampling frame for the study

Blumberg *et al.* (2014) define sampling frame as the list of elements in the population from which the sample is actually drawn. This is about choosing from those who have a chance to be chosen (Fowler, 2014). Like all organizations, universities have different structures and the sample was drawn from the senate members of each university.

4.2.7 Sample size

Davis (2007) defines population as any category that the researcher intends to collect data from and write a report about his/her findings.

Blumberg *et al.* (2011) define a sample as the small group of cases, respondents or records that are part of the targeted population, selected to represent the population.

Blaikie (2000:208) emphasizes the following factors as being important for the sample size:

- Degree of accuracy that is required in estimating the population parameters;
- How much variation there is in the population on the key characteristics being investigated;
- The levels of measurement being used; and
- The extent to which subgroups in the sample will be analyzed.

Cohen *et al.* (2007) concur with Blaikie that sample size depends on the purpose and the nature of the population that is under investigation for the study. Cohen *et al.* (2007), further clarify that a sample size of 30 is considered a minimum for statistical analysis but again some factors need to be considered such as the number of variables that need to be analyzed (Cohen *et al.*, 2007).

The number of participants for this study was 39 respondents from nine universities. These participants were all the members of senate in their respective universities.

4.2.8 Sampling method

Sampling is defined as a small number of cases that are selected and examined in detail in order to represent features of interests in a larger collection of cases (Fowler, 2014; Cohen *et al.*, 2007; Neuman, 2014). The results from the sample can be generalized to the whole population. The most important reason for sampling is time and cost. Neuman (2014) suggests that for the researcher to obtain an accurate representation of the population, probability sampling should be chosen as it has the features of being highly accurate for representation of large population.

Probability sampling assumes that all the elements have an equal chance of being selected for testing or included in the sample and is referred to as random sampling (Blaikie, 2000).

This study used stratified sampling because of the nature of the targeted population. Newman (2012) highlights the usefulness of stratifying the population if they have diverse groups of elements. This method allows different categories of the population to be selected and increases the data that is collected from different categories of the population (Blaikie, 2000:200). The targeted population for this study was Senate members of different universities and consisted of individuals who hold different position in a university. In order to avoid selecting members more

than once from the same group, stratified sampling was used to assist in this regard because elements were grouped according to their positions.

4.2.9 Sampling technique used

The sample design refers to how well the characteristics of the population are represented. The value of the characteristics should be equal to the value of the population (Blaikie 2000). Blumberg *et al.* (2011) agree that the representability of a sample depends on accuracy and precision.

According to Kumar (2005:23), sample theory is guided by two principles:

- Avoidance of bias in the selection of a sample; and
- The attainment of maximum precision for a given outlay of resources.

Accuracy is referred to as the degree to which bias is absent from the sample or the degree to which sample parameters are able to estimate the true population parameter (Blumberg *et al.*, 2014:172). In this study, the sample chosen was representatives of specific members of the Senate who hold the same positions in all universities, and were systematically chosen. Therefore, the sample was accurate.

Precision is referred to as the sampling bias since such a sample would not fully represent the population as the descriptors that explains the sample might differ from those that explain the population. Blaikie (2000:206) describes precision as the basis of calculating the estimation of the population parameters. To avoid sampling error, it is imperative to have sample parameters that are almost the same as the population parameters.

As indicated in the previous section, the probability-sampling technique was preferred and used in the form of stratified sampling because of its diversity.

For this study, the Senate members of nine South African universities were selected as the population. The sample population was 10 members from each university. The following assumptions were made when selecting these members:

- Influence on the matters that pertain to teaching, learning and research of the academic sector;
- Decisions taken by them are actually practiced;
- Collective decisions; and

- Lead by example.

The assumed benefit of selecting this sample was that since they are members of highly respected body within universities with understanding of the purpose of research and its significant impact on knowledge contribution, they would be persuaded easily to volunteer to participate and confirm/contradict what has been discovered earlier by other researchers and the secondary findings. The other assumption was that as an influential body within the universities' structures which practices openness, accountability and transparency, members would wish to contribute their views to the matter in order to achieve the set objectives and gain trust from the stakeholders.

Survey research is an approach that collects data through sampling from the population using statistical analysis to make inferences about the population (Curtis and Curtis, 2011:122, Creswell, 2014:155). Newman (2006:231) adds that the researcher uses controlled variables to collect data.

4.3 Data collection

The primary data for this study is explained in this section.

4.3.1 Data collection method

The data collection instrument suitable for such objective and type of data is the questionnaire. The data was collected using a cross-sectional research technique which examines the respondents once in gathering required information (Neuman, 2014). The advantages of using a questionnaire type of approach are stated by Blaikie (2000:242-243) as being:

- Data collected in words and is transformed into numerical form;
- Very limited or no direct contact with the participants;
- It has to be conducted according to predetermined stages;
- Data is collected through pre-tested instruments; and
- Analysis only takes place after data has been collected.

For this study, the same procedures were followed, data was collected from participants through a questionnaire which had been pre-tested and was analyzed by SPSS (Version 24.0). This study used a survey to collect data. Neuman (2014:49) describes survey research as a written questionnaire which seeks to gather information from a large number of people. Gray (2014) states

that surveys are significant for collecting data from a sizeable population and enables systematic collection of data.

Creswell (2014:155) regards a survey as being one of the methods which can provide a numeric description of trends, opinions and attitudes and the researcher is able to draw inferences related to the population. It is a general assumption that a survey enhances generalizability of the research findings.

The other instrument used to collect data was structured interviews. They were conducted as means to substantiate the quantitative data.

4.3.2 Types of surveys

May (2011:94) provides the following types of surveys:

- Factual survey – used to gain information from individuals;
- Attitudinal survey – used to find out about the attitudes, perceptions and opinions of individuals in regard to the subject;
- Social psychological survey – used when seeking to find out about the behaviours of people;
- Explanatory survey – used to test relationships of the variables in a population. Test of relationships is done from theoretically grounded expectations about why and how such relationships exist. Researchers adopting this survey clearly specify a priori the independent and dependent variables and the model explaining their relationships; and
- Descriptive survey – used in studies intending to describe situations, events, attitudes or opinion about a particular population, but theory testing is not involved (Gray, 2014:562).

This study has chosen this type of survey.

A survey questionnaire was the only means of collecting data from the universities. The researcher used an online survey method called Survey Monkey due to the nature of the population that was targeted. The research offices/Registrars of the universities that participated distributed the link to those members according to the sampling frame using the stratified sampling. The number of universities participated were nine which were Rhodes University, Stellenbosch University, UKZN, UCT, UNISA, CUT, DUT, and MUT.

The questions that were included in the questionnaire contained the variables with sub-variables which were related to the objectives of the study. The following were all variables:

- Name of the university.
- Position held.
- Number of years in the position.
- Management structure.
- University committees.
- Policies of the university.
- Review process of policies.
- Contribution by stakeholders.
- Development initiatives.
- Mentorship of university members.
- Allocation and monitoring of financial resources.
- Familiarity with operations.
- Participation of stakeholders to reviewing operational issues.
- Resolving of issues.
- Inclusion of students.
- Student performance.
- Ethical and cultural issues.
- Stakeholder contributions to the vision of the university.
- Trust within the university.
- Socio-economic issues.
- Financial issues.
- Technology issues.
- Conflict of interest.
- Diversity within university.

4.3.3 The questionnaire

A sample of the questionnaire that was distributed through Survey Monkey is shown in Table 4.1. The full questionnaire is available in Appendix B.

Table 4.1: Sample of the questionnaire that was distributed through Survey Monkey

Please indicate your response to the following statement with regard to the role of leadership governance in your university:					
Statement	Strongly agree 1	Agree 2	Neutral 3	Disagree 4	Strongly disagree 5
4. University Management					
4.1. University management structure includes all relevant stakeholders					
4.2. All university committees are made up of each representative from all stakeholders					
4.3. Communities/parents are represented in management level of university.					
4.4. Students are included in the university management					
4.5. Students are involved in the university decision-making bodies.					
5. University Policies					
5.1. University management reviews and improves all policies and procedures very seldom					
5.2. All reviews and improvements on policies and procedures are transparent					
5.3. All stakeholders are offered an opportunity to comment on the improvement of policies and procedures					

4.3.4 Response rate

Response rate is defined as the proportion of the selected sample who completed the questionnaire (Punch, 2007:42; Fowler, 2014). Gray (2014:246) argues that the response rate could be high or low, it all depends on the willingness of the respondents to complete the questionnaire. Curtis and Curtis (2011:131) further elaborate on how to calculate the response rate, which is the number of people who completed the questionnaire divided by the expected number of people who were selected but did not respond, although it is not proven that higher response rates indicate better surveys or less response rate means bias.

According to Punch (2007), the response rate should be at least 60%. Curtis and Curtis (2011:131(Davis, 2007)) emphasize that a poor measure of response does not take into consideration any of the difficulties that may have been experienced in accessing respondents. The researcher of this study experienced difficulty in accessing the senate members as their contact details could not be publicly given due to the Protection of Personal Information Act of 2013 (Department of Justice, 2013). Same problem was experience when requesting to conduct interviews with this senior body of the universities. All communication the researcher had was through two offices on each campus, namely, the Research office and the Registrar. The completed responses were 39 from 9 universities and 9 interviews.

4.3.5 Respondent sample

Nine universities provided gatekeeper permission, namely: Rhodes University, Stellenbosch University, UKZN, UCT, UNISA, CUT, DUT, and MUT.

The list participating universities and the categories of participants is included in Appendix C.

As has been explained earlier, an online survey (Survey Monkey) was used by sending the link that was distributed to the selected individual members of senate. The instrument and the method was appropriate due to the geographical distribution of universities. The instrument and method of data collection saved time and cost since there was no posting or travelling cost involved. The collection of data through quantitative method took almost 14 months due to differential processes per university.

4.3.6 Data presentation

Quantitative data collection is in the form of numbers which represent the value of variables that are being investigated (Neuman, 2014). Descriptive analysis of the data is graphically represented. Qualitative data collection is textual data which is organized and compressed into patterns and themes (Bertram and Christiansen, 2014). The results for this study are presented using frequency tables, cross-tabulations, bar graphs and themes.

4.4 Analysis of data

The purpose of analyzing the data is to make statistical estimates and to come to conclusions (Fowler, 2014). Punch (2007:45) states that for analysis of a quantitative survey, the following steps should be undertaken:

- Summarizing and reducing data by creating variables;
- Descriptive level analysis by distributing variables across the sample; and
- Relationships analysis that is the relationship between variables.

All steps have been followed in this study and the quantitative software was used to analyze the data collected. Data was pre-coded which assisted in the analysis of variables. The coded data collected was cleaned by discarding the incomplete questionnaires before the categorization according to objectives/hypothesis. Different types of analysis were performed such as response rate and data cleaning before descriptive analysis was undertaken (Creswell, 2014). The data was captured according by typing codes into the Statistical Package for the Social Sciences (SPSS) version 24.0, statistical programme.

Coding is considered as the starting point for qualitative data. Coding is the process of categorizing and combining data for themes and ideas that are similar (Blumberg *et al.*, 2014). Bryman and Bell (2014:336) state the following as certain considerations in developing codes:

- What do people say they are doing?
- What kind of event is going on?
- Of what general category is this item of data an instance?
- What does this item of data represent?
- Of what topic is this item of data an instance?
- What is this item of data about?
- What question about a topic does this item of data suggest?

In this study, the data was openly analyzed without an idea of turning the textual data into numerical information. The induction approach was used which starts with specifics to broad generalizations. Bertram and Christiansen (2014) explain the process of induction data analysis that one starts by reducing the data and organize it according to themes or patterns. In this study, the interview questions assisted the researcher to categorize the ideas into themes since they were

formulated according to objectives of the study. In other words, the framework analysis was used. Framework analysis is a qualitative method that is adapted for specific questions, a limited timeframe and priori issues (Srivastava and Thomson, 2009). The study followed the pattern of this analysis by sifting, charting and sorting the data according to key issues and themes.

The numerical data of one variable was explained by frequency distribution, which is the number of cases in one variable (Neuman, 2014). Various graphs were used to present the relationship between variables as well as inferential statistics, which show the relationship between the sample and the population from which it is derived. The specific tests that were done for this study were: Cronbach's coefficient alpha, descriptive statistical analysis, frequency analysis, Fisher's Exact test, correlations, inferential analysis, Kaiser-Meyer-Olkin Measure, Bartlett's Approximate Chi-square test and also the reliability and validity. Although some of the above tests were not specifically used in the analysis of data due to the small sample, the measure of respondents' answers met the degree of consistency. Each kind of test is briefly explained below.

4.4.1 Tests used

4.4.1.1 Inferential statistics

Welman *et al.* (2011:236) suggest that inferential statistics are conclusions that are made about the population and these conclusions are based on the data collected and analyzed. Hardy and Bryman (2009:74) explain statistical inferences as being the relationship of a sample to the population from which it is derived and it has to be treated as a whole. For this study inferences were made to understand the responses that were received and to draw conclusions.

4.4.1.2 Fisher's exact test

McDonald (2009:70) describes Fisher's exact test as a test that is used when there are two nominal variables and it is rated as more accurate than the chi-squared test when the expected numbers are small. This study used this test since because of the small sample. The Chi-squared test of independence may be used on the same kind of data as Fisher's exact test but if the sample is small, Fisher's exact test is more accurate. Therefore, for this study Fisher's exact test was used to analyze the data collected.

4.4.1.3 Descriptive statistical analysis

Gray (2014:562) define descriptive statistical analysis as analysis which shows what the data is and such data is presented graphically. Gaur and Gaur (2009:37) concur with others who say that descriptive analysis summarizes and presents data in a meaningful way and is presented per variable.

This study used bar graphs and tables to explain the data collected.

4.4.1.4 Cronbach's Coefficient Alpha Test

Punch (2007) describes internal consistency as the extent to which the items are consistent with each other or working in the same direction. Bryman and Bell (2014:150) state that internal consistency applies to multiple indicator measures where there is a possibility of not relying on one indicator. In addition, Tredoux and Durrheim (2002:213) view Cronbach's Alpha as the estimate of consistency of responses to different scale items. This test was used to measure the specific people and the degree of consistency achieved although it was not used in the analysis of data for this study as the sample size was too small.

4.4.1.5 Correlations

According to Gray (2014:584) correlation is concerned with the association between variables. If the relationship is measured numerically, the correlation coefficient gives the strength and direction of the relationship between two variables (Gray, 2014). Correlations also estimates the changes that are brought by one variable to another.

In this study, bivariate correlation was performed on the ordinal data.

4.4.1.6 Frequency analysis

Gray (2014) explains frequency analysis as being the most commonly utilized method of analysis in surveys. Frequency analysis includes measures of central tendency such as mode, mean and median, depending on the level of measurement (Gaur and Gaur, 2009). Frequencies in this study were used to determine how respondents made a certain response to a particular question.

4.4.1.7 Kaiser-Meyer Olkin Measure and Bartlett's Approximate Chi-square tests

The Kaiser-Meyer Olkin (KMO) test is used to determine the adequacy of sampling which is an index between 0 and 1. The Bartlett test therefore forms something of a bottom line test for large samples, but is less reliable for small samples. Very small values of significance (below 0.05) indicate a high probability that there are significant relationships between the variables, whereas higher values (0.1 or above) indicate the data is inappropriate for factor analysis (Peri, 2012).

Cohen *et al.* (2007:560) explain factor analysis as the grouping together of variables that have something in common. The researcher will have to reduce the variables into a smaller number. Blaikie (2000:235) asserts that answers from the respondents could be combined into a composite measure if there is suspicion of repetition. For this study, this measure was analyzed but no further analysis of data was conducted due to the small sample.

4.5 Validity and reliability

Neuman (2014:212) states that reliability and validity are concepts that relate to the construction of truthfulness, credibility or believability of the findings of the study.

In other words, scores must be reliable before they can be valid. Important to note is that tests themselves are not reliable, yet the resulting scores are. A given test may yield highly reliable scores in some circumstances but not in others. Responsible reporting of test results should always include the reliability estimate, in order to reflect the impact of sample-specific characteristics on score reliability.

Fowler (2014) says reliability is the extent to which tests performed in comparable situations produce the same results. Neuman (2014) and Punch (2007) summarize the term reliability as the measurement of consistency. Punch (2007) further states that reliability is when the same question is given to the same people at different times and circumstances and it produces the same results. The two most important aspects of precision are reliability and validity.

Cronbach's alpha is an internal consistency test that is applied to measure multiple indicators where there is a possibility of not relying on one indicator. For this study, a Cronbach's alpha level of 0.7 was obtained although it is acknowledged that the sample was small to use this test.

For this study, pre-test of the questionnaire was conducted so as to check the questionnaire for understandability, reduce any errors and also for its length so that it would not take too long for respondents to complete, especially considering that participants of this study were very reluctant to participate and it could have been worse with a longer questionnaire.

Validity

Welman *et al.* (2011:9) explain validity as being the extent to which the research findings are accurately representing what is really happening in the situation. Punch (2007:42) explains validity as the technical term explaining that a particular instrument actually measures what it claims to measure. Neuman (2014) summarizes validity as the measure of truthfulness. The absence of validity in the results means that there is no reality as it is assumed that there is a single reality in the social world.

For this study, content validity was tested by conducting a pre-test with five members of one institution. This was done to reduce the questionnaire bias and to ensure that the objectives of the study were addressed appropriately.

4.6 Limitations of the study

According to the proposal of this study, all universities in South Africa were invited to participate. The procedure for the hosting university is to obtain gatekeeper permission from each participant first, then, it issues an ethical clearance. Limitations associated with this included the following:

- All universities were sent letters invited them to participate but due to unique internal structures and procedures, some universities could not respond to the request. Some universities did not know what to do with the request and it was discarded.
- Due to uniqueness of universities' protocols, in certain instances, such as Vaal University of Technology, Unisa, Cape Peninsula University of Technology and University of Johannesburg, the researcher was given an ethical clearance form to be completed before that university would consider giving permission, which then depended on the Ethical Research Committee to accept or reject.
- In some universities, the lines of communications were not clear as whether it should be the Research Office or Registrar. The researcher gave the request to the Research office and when doing a follow up, she would be told to send it to Registrar, or the other way

around. The researcher did not know with whom to do a follow up for the permission, so sometimes the application got stranded.

- Some universities declined the request immediately stating that they do not involve their staff and students in any external research.
- Three universities read the questionnaire and felt that the researcher was invading the internal affairs of the institution, therefore rejected the application on those grounds.
- Most universities felt that the information requested could be found on the webpage of the university rather than requesting members to complete the questionnaire.
- In cases where there were satellite campuses, the problem was the power struggle between the Deputy and the Registrar as to who should issue the permission; at the end, no permission was obtained.
- Some universities gave gatekeeper permissions, but did not want to participate in the investigations as they stated that their members were saturated with research.
- The researcher could not directly contact nor solicit the respondents as she had no direct access to them due to Protection of Personal Information's Act of 2013 (Department of Justice, 2013).
- The researcher communicated with the Registrar who also did not know whether the members had responded or not, and could not directly motivate the ones that had not responded.
- Time was consumed by indirect communication to respondents as the researcher had to remind the Registrar or Research office to directly communicate with respondents.

4.7 Delimitation of the study

The study's targeted population was the senate members of the universities. The findings would have been different if all South African universities had participated in the study because they are all unique. The findings of the study would have been different if the Council members of universities were included.

4.8 Conclusion

In this chapter, the research design, data collection procedures and analysis techniques were discussed. It also explained the development of an instrument using the literature reviewed for the identification of variables. The research instrument searched for the role of leadership in

universities, the leadership styles and the factors that influence such leadership styles. The validity and truthfulness of the quantitative approach was explained and the statistical tests that were used to descriptively and inferentially analyze the collected data. The following chapter will present the of empirical findings and analyses.

CHAPTER 5: PRESENTATION OF RESULTS

5.1 Introduction

This chapter presents the results of the study, and discusses the findings obtained from the questionnaires distributed and the interviews conducted. The questionnaire was the primary tool used to collect data, and was distributed to members of senates at different universities. After this, structured interviews were conducted to strengthen an understanding of the phenomenon. The data collected from the responses were analyzed with SPSS Version 24.0 software. The results present descriptive statistics in the form of graphs, cross-tabulations and tables, where the data was collected through the quantitative method. Inferential techniques included the use of correlations and Fisher's exact test value that are interpreted using their p-values. The interviews were analyzed by themes according to the objectives of the study.

5.2 The respondent sample

The targeted sample was senate members at nine universities. The link to the questionnaire was sent to the registrars of these nine universities, and 39 responses were returned fully completed, and were then analyzed. The structured interviews were conducted with nine senate members.

5.3 The research instrument of quantitative section

The research instrument designed consisted of various variables, with a level of measurement at a nominal or an ordinal level. The research instrument had pre-selected closed-ended questions where respondents had to tick choices appropriate to their answers, without further explanation. These questions were measuring various variables as follows:

- Biographical data;
- University Management;
- University Policies;
- University Community;
- Operational issues of the University;
- Students of the University;

- Ethical culture in the University; and
- Challenges in the University.

5.4 Reliability statistics

Bryman and Bell (2014:38) explain Cronbach’s alpha as a test of internal reliability. It is used mostly for a multi-item scales at the internal levels. The calculation of correlation coefficient varies between 0 and 1, where 0 indicates no correlation and 1 indicates perfect correlation, and is considered reliable (Bryman and Bell, 2014). Blumberg *et al.* (2011:355) elaborate that if the instrument used to collect data shares similar statements, then the items being tested can be split in half to check their correlation. If the results indicate a high correlation, then the instrument is considered to be of high reliability. Bryman and Bell (2014:38) recommend the reliability coefficient of 0.70 as being acceptable, but 0.60 is also considered as ‘acceptable’ for newly developed constructs.

Table 5.1 reflects the Cronbach’s alpha scores for all the variables measured by the questionnaire.

Table 5.1: Reliability

	Number of Items	Cronbach's Alpha
University Management	5 of 5	0.772
University Policies	5 of 5	0.684
University Community	4 of 4	0.809
Operational issues of the University	4 of 4	0.781
Students of the university	4 of 4	0.781
Ethical culture in the university	5 of 5	0.747
Challenges in the university	5 of 5	0.628

The reliability scores for most areas exceed the recommended Cronbach’s alpha test value except for scores of 0.684 and 0. 628. Tavakol and Dennick (2011:53-54) explain a similar situation as caused by the lack of interrelated or correlation between the items within a score, therefore, the researcher has to identify such poor interrelatedness in concepts and discard the item that caused the alpha to be low. The concept that is not related to others could be easily identified by computing each item within the total scores test.

If a reliability coefficient of 0.70 and 0.60 for a new construct was accepted, consistent scoring in these areas of the research indicate their degrees of acceptability. The Cronbach’ alpha test result

for the question on university communities had the highest value of 0.809, which is an indication of the internal consistency of this area.

5.5 Background of respondents

Demographic variables of respondents were investigated, such as years of staff membership and positions held in the leadership of universities. The study involved the respondents who held various positions in their respective universities, but who were all part of their academic decision-making bodies (senates) at their institutions. Some had been in their positions for long periods, which gave them more experience in attending to university matters with care and integrity, while others have been in the Senate for short periods. The study involved universities with different characters, locations and sizes. The traditional universities are known for high research outputs and the standard of qualifications they produce, while universities of technology are known for technical aspects in their qualifications and with less research outputs.

The graphs and descriptions provided below pertain to the biographical variables of the participants.

5.5.1 Biographical data

This section summarizes the biographical characteristics of the respondents. Table 5.2 indicates the number of universities by category.

Table 5.2: Number of universities

	Frequency	Percent
Traditional university	26	66.7
University of technology	13	33.3
Total	39	100.0

There were twice as many respondents from traditional universities as from universities of technologies. University of South Africa (which was the only comprehensive university) was categorized as traditional.

Table 5.3: Participation per university

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rhodes	4	10.3	10.3	10.3
	UKZN	1	2.6	2.6	12.8
	CUT	4	10.3	10.3	23.1
	MUT	1	2.6	2.6	25.6
	Stellenbosch	17	43.6	43.6	69.2
	DUT	8	20.5	20.5	89.7
	UCT	1	2.6	2.6	92.3
	UNISA	1	2.6	2.6	94.9
	Limpopo	2	5.1	5.1	100.0
	Total	39	100.0	100.0	

Table 5.3 indicates that 4 (10,3%) participants were from Rhodes University, 1 (2,6%) from UKZN, 4 (10,3%) from CUT, 1 (2,6%) from MUT, 17 (43,6%) from Stellenbosch University, 8 (20,5%) from DUT, 1 (2,6%) from UCT, 1 (2,6%) from UNISA and 2 (5,1%) from Limpopo University.

The Fisher's exact test was $p = 000$, which is considered statistically significant. (Appendix D).

5.6 Analysis of findings as per sub-objectives 1 - 3

The discussion below is based on the answers to questions posed to respondents grouped according to the sub-objectives of the study.^[RS1]

5.6.1 Sub-objective 1

To assess and evaluate the role of leadership governance in both the traditional universities and universities of technology.

5.6.1.1 Position held in the leadership of the university

Table 5.4 indicates the positions held by participants at their respective universities.

Table 5.4: Position held in the university

Position	Traditional university		University of technology		Total	
	Frequency	and Percentage	Frequency	and Percentage	Frequency	and Percentage
Executive Dean	1	3.8	3	23.1	4	10.3
Head of School	5	19.2	3	23.1	8	20.5
Director: HR	4	15.4	0	0.0	4	10.3
Registrar	1	3.8	2	15.4	3	7.7
Students' representative	2	7.7	2	15.4	4	10.3
Head of Department / Programme Leader	1	3.8	1	7.7	2	5.1
Other	12	46.2	2	15.4	14	35.9

Table 5.4 shows that 4 (10,3%) of the respondents hold executive dean positions; 8 (20,5%) hold heads of the school positions; 4 (10,3%) hold the Director: Human Relations position; 3 (7,7%) hold the Registrar position; 4 (10,3%) were students; 2 (5,1%) were Head of Department or Programme Leader, and 14 (35,9%) respondents held various other positions in the leadership of the universities.

The different positions held by respondents at traditional universities and universities of technology were found to influence academic matters discussed at leadership level.

5.6.1.2 University management

Table 5.5 and Figure 5.1 show responses to the statements in Question 4.1 to Question 4.5 of the questionnaire, regarding the involvement in university management of various stakeholders in the respondents' university.

Table 5.5: University management

	University Type					
	Traditional			University of Technology		
	Agree	Neutral	Disagree	Agree	Neutral	Disagree
Q4.1	53.85	19.23	26.92	84.62	7.69	7.69
Q4.2	46.15	19.23	34.62	76.92	15.38	7.69
Q4.3	11.54	23.08	65.38	23.08	30.77	46.15

Q4.4	69.23	11.54	19.23	76.92	15.38	7.69
Q4.5	65.38	23.08	11.54	76.92	23.08	0.00

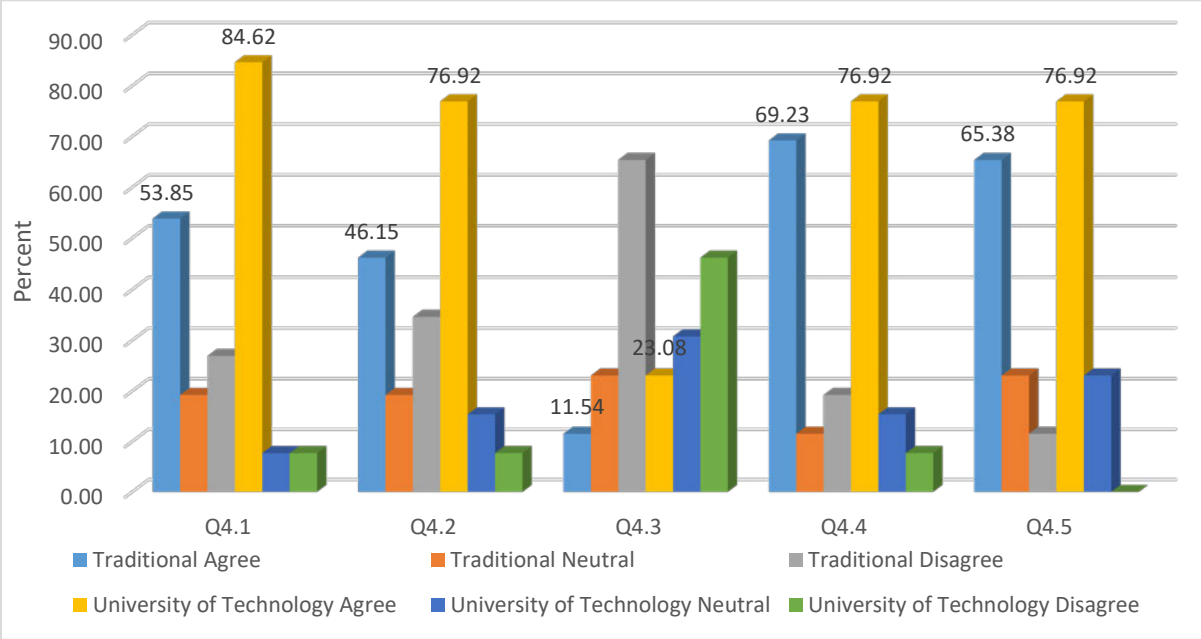


Figure 5.1: University Management

As seen in Table 5.5 and Figure 5.1, responses to Q4.1 show that 14 (53.85%) respondents from traditional universities and 11 (84.62%) from universities of technology agreed that university leadership included relevant stakeholders, while 1 (26.92%) respondent from traditional universities and 1 (7.69%) from universities of technology disagreed. Five (19.23%) and 1 (7.69%) respondents from the traditional universities and universities of technology respectively were neutral about the statement.

The Fisher’s exact test value for this variable was 3.179 and $p = 0.252$ which is not significant (Appendix G).

With regard to the statement in Q4.2, 12 (46.15%) respondents from traditional universities and 10 (76.82%) from universities of technology agreed that university committees were made up of representatives from all stakeholders, while 9 (34.62%) respondents from traditional universities and 1 (7.69%) from universities of technology disagreed. Five (19.23%) and 2 (15.38%) of the

respondents from traditional universities and universities of technology respectively were neutral about the statement.

The Fisher's exact test value for this variable was 3.839 and $p = 0.167$ which indicates no significant relationship between scores (Appendix G).

With regard to the statement in Q4.3, 3 (11.54%) respondents from traditional universities and 3 (23.08%) from universities of technology agreed that communities were represented in the management level of university, while 17 (65.38%) respondents from traditional universities and 6 (46.15%) from universities of technology disagreed with the statement. Six (23.08%) and 4 (30.77%) of the respondents from traditional universities and universities of technology respectively were neutral about the statement.

The Fisher's exact test value for this variable was 1.672 and the $p = 0.453$ which indicates no significance (Appendix G).

With regard to the statement in Q4.4, 18 (69.23%) respondents from traditional universities and 10 (76.92%) from universities of technology agreed with the statement that students were included in the university management, while 5 (19.23%) respondents from traditional universities and 1 (7.69%) from universities of technology disagreed with the statement. Three (11.54%) and 2 (15.38%) respondents from traditional universities and universities of technology respectively were neutral about the statement.

The Fisher's exact test value for this variable was 0.930 and $p = 0.751$ which indicates no significant relationship between scores (Appendix G).

With regard to the statement in Q4.5, 17 (65.38%) respondents from traditional universities and 10 (76.92%) from universities of technology agreed with the statement that students were involved in university decision-making bodies, while 3 (11.54%) respondents from traditional universities and 0 (0.0%) from universities of technology disagreed with the statement. Six (23.08%) and 3 (23.08%) respondents from traditional universities and universities of technology respectively were neutral about the statement.

The Fisher's exact test value for this variable was 1.282 and $p = 0.639$ which shows no significant relationship between scores (Appendix G).

The empirical findings of the above variables are supported by Luescher-Mamashela (2013); (Menon, 2005; Marwa, 2014; Kouzes and Posner, 2008; Astin and Astin, 2000; Kretek, Dragšić and Kehm, 2013; Doh and Quigley, 2014). These researchers emphasize the inclusion of students in leadership governance, since students are able to discuss their social issues and pedagogical issues, which deepens democracy within universities.

5.6.1.3 University policies

Table 5.6 and Figure 5.2 show responses to the statements in Question 5.1 to Question 5.5 of the questionnaire, regarding the involvement in university management of development of university policies.

Table 5.6: University policies

	University Type					
	Traditional			University of Technology		
	Agree	Neutral	Disagree	Agree	Neutral	Disagree
Q5.1	19.23	19.23	61.54	61.54	23.08	15.38
Q5.2	53.85	15.38	30.77	69.23	30.77	0.00
Q5.3	69.23	11.54	19.23	76.92	23.08	0.00
Q5.4	42.31	30.77	26.92	53.85	46.15	0.00
Q5.5	46.15	26.92	26.92	69.23	30.77	0.00

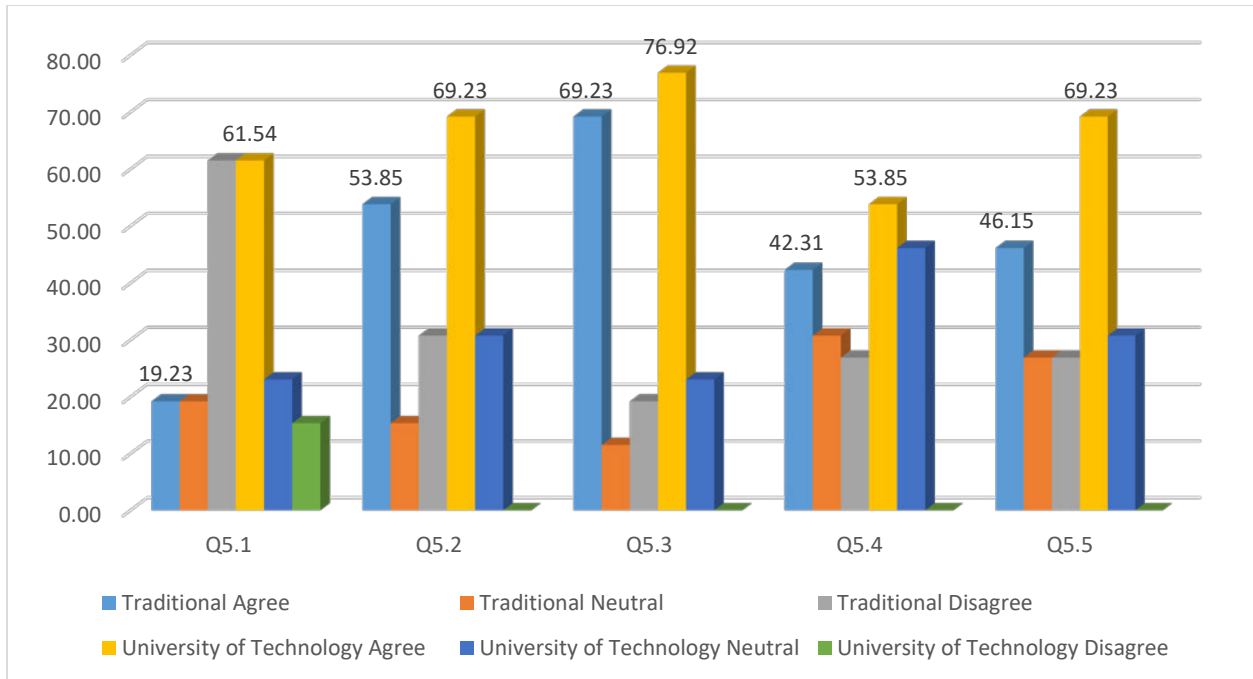


Figure 5.2: University policies

As seen in Table 5.6 and Figure 5.2, responses to the statement in Q5.1 show that 5 (19.23%) respondents from traditional universities and 8 (61.54%) from universities of technology agreed that university management seldom reviews and improves all policies and procedures, while 16 (61.54%) respondents from traditional universities and 2 (15.38%) from universities of technology disagreed with the statement. Five (19.23%) and 3 (23.08%) respondents from traditional universities and universities of technology respectively were neutral about the statement.

The Fisher's exact test value for this variable was 8.665 and the $p = 0.009$ which indicates a significant relationship between scores (Appendix G).

With regard to the statement in Q5.2, 14 (53.85%) respondents from traditional universities and 9 (69.23%) from universities of technology agreed that all reviews and improvements on policies and procedures were transparent, while 8 (30.77%) respondents from traditional universities and none (0%) from universities of technology disagreed with the statement. Four (15.23%) and 4 (30.77%) respondents from traditional universities and universities of technology respectively were neutral about the statement.

The Fisher's exact test value for this variable was 5.613 and $p = 0.062$ which indicates no significant relationship between scores (Appendix G).

With regard to the statement in Q5.3, 18 (69.23%) respondents from traditional universities and 10 (76.92%) from universities of technology agreed that all stakeholders are offered an opportunity to comment on the improvement of policies and procedures, while 5 (19.23%) respondents of traditional universities and none 0 (0%) of respondents from universities of technology disagreed with the statement. Three (11.54%) and 3 (23.08%) respondents from traditional universities and universities of technology respectively were neutral about the statement.

The Fisher's exact test value for this variable was 3.127 and $p = 0.265$ which indicates no significant relationship (Appendix G).

With regard to the statement for Q5.4, 11 (42.31%) respondents from traditional universities and 7 (53.85%) from universities of technology agreed that contributions from stakeholders are considered seriously, while 7 (26.92%) respondents from traditional universities and none 0 (0%) from universities of technology disagreed with the statement. Eight (30.77%) and 6 (46.15%) respondents from traditional universities and universities of technology respectively were neutral about the statement.

The Fisher's exact test value for this variable was 4.406 and $p = 0.128$ which indicates a lack of significance (Appendix G).

With regard to the statement for Q5.5, 12 (46.15%) respondents from traditional universities and 9 (69.23%) from universities of technology agreed that all administration policies and procedures are included in the policy review process, while 7 (26.92%) respondents from traditional universities and none (0%) from universities of technology disagreed with the statement. Seven (26.92%) and 4 (30.77%) respondents from traditional universities and universities of technology respectively were neutral about the statement.

The Fisher's exact test value for this variable was 4.463 and $p = 0.141$ which indicates a lack of significance (Appendix G).

Only the variable in Q5.1 is there a significant relationship between scores and for others, there is none.

The highest results were obtained from respondents who agreed that all administrative policies and the procedures should be included in policy review processes. These results are supported by Marshall (2007) who asserts that the role of leaderships is to direct universities towards the achievement of their vision, and that open communication between all members of staff spearheads institutional strategies. Additionally, Muriisa (2014) emphasizes that leadership should be able to withstand challenges and be courageous in pursuing the achievement of institutional policies, which also assists in the achievement of goals. In addition, Pierce *et al.* (2014) emphasize that design for policies should incorporate social values relevant to the targeted groups, from which they benefit.

5.6.1.4 Ethical culture in the university

Table 5.7 and Figure 5.3 show responses to the statements in Question 9.1 to Question 9.5 of the questionnaire, regarding the ethical culture in the university.

Table 5.7: Ethical culture in the university

	University Type					
	Traditional			University of Technology		
	Agree	Neutral	Disagree	Agree	Neutral	Disagree
Q9.1	76.92	15.38	7.69	84.62	7.69	7.69
Q9.2	46.15	34.62	19.23	53.85	30.77	15.38
Q9.3	61.54	7.69	30.77	61.54	38.46	0.00
Q9.4	61.54	19.23	19.23	69.23	15.38	15.38
Q9.5	50.00	23.08	26.92	46.15	46.15	7.69

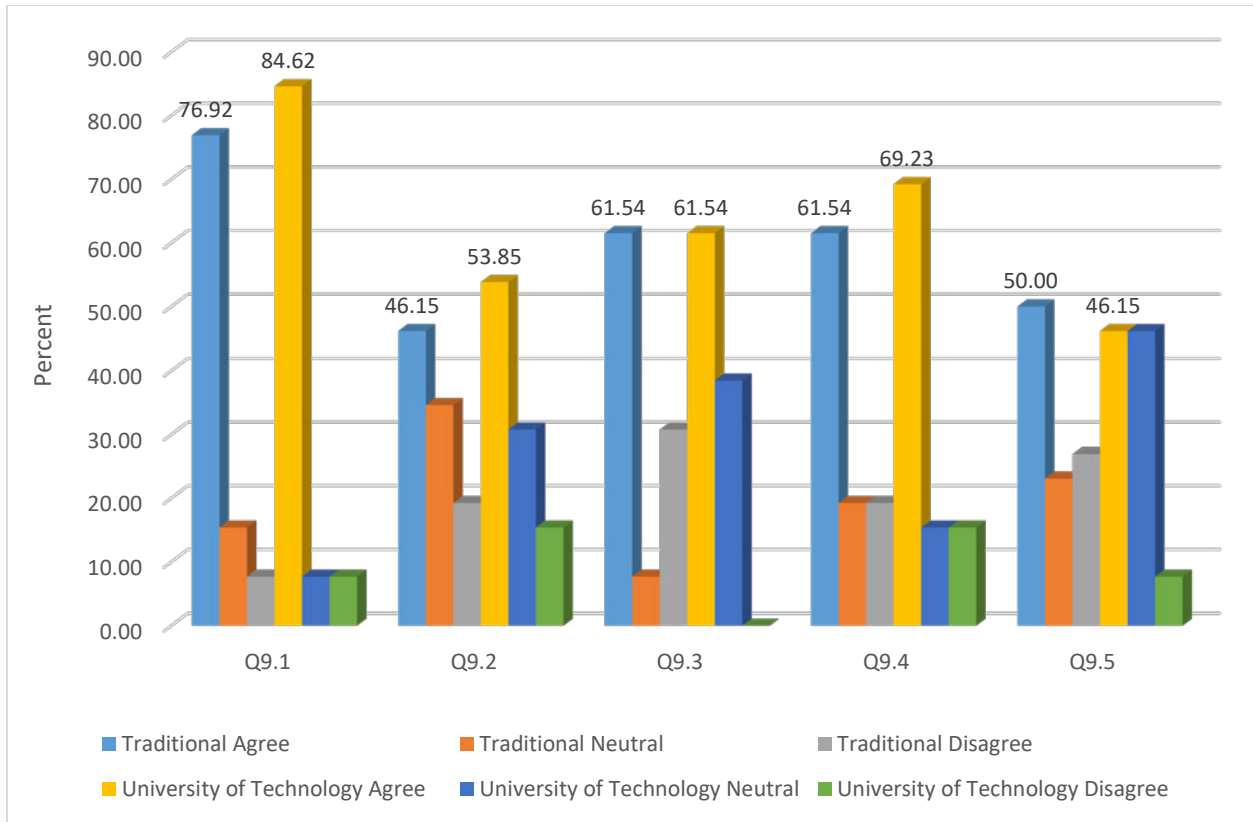


Figure 5.3: Ethical culture in the university

As seen in Table 5.7 and Figure 5.3, responses to the statement in Q9.1 show that 20 (76.92%) respondents from traditional universities and 11 (84.62%) from universities of technology agreed that university leadership promoted ethical cultures and good values within a university, while 2 (7.69%) respondents from traditional universities and 1 (7.69%) from universities of technology disagreed with the statement. Four (15.38%) and 1 (7.69%) respondents from traditional universities and universities of technology respectively were neutral about the statement.

The Fisher's exact test value for this variable was 0.565 and $p = 0.836$, which indicates no significant relationship between scores (Appendix G).

With regard to the statement in Q9.2, 12 (46.15%) respondents from traditional universities and 7 (53.85%) from universities of technology agreed that humanistic values such as integrity, fairness, humanity and respect became challenges to university leadership, while 5 (19.23%) respondents from traditional universities and 2 (15.38%) from universities of technology disagreed with the

statement. Nine (34.62%) and 4 (30.77%) respondents from traditional universities and universities of technology respectively were neutral about the statement.

The Fisher's exact test value for this variable was 0.288 and $p = 1.000$ which indicates no significant relationship between scores (Appendix G).

With regard to the statement in Q9.3, 16 (61.54%) respondents from traditional universities and 8 (61.54%) from universities of technology agreed that university leadership considered each stakeholder's contribution towards the achievement of the vision of the university, while 8 (30.77%) respondents from traditional universities and 0 (0%) from universities of technology disagreed with the statement. Two (7.69%) and 5 (38.46%) respondents from traditional universities and universities of technology respectively were neutral about the statement.

The Fisher's exact test value was 8.323 and $p = 0.009$ which indicates that there is a significant relationship between scores (Appendix G).

With regard to the statement in Q9.4, 16 (61.54%) respondents from traditional universities and 9 (69.23%) from universities of technology agreed that each of the university's leadership members was encouraged to utilize his/her knowledge and skills for the improvement and growth of the university, while 5 (19.23%) respondents from traditional universities and 2 (15.23%) respondents from universities of technology disagreed with the statement. Five (19.23%) and 2 (15.38%) respondents from traditional universities and universities of technology respectively were neutral about the statement.

The Fisher's exact test value was 0.283 and $p = 1.000$ which indicates no significant relationship between scores (Appendix G).

With regard to the statement in Q9.5, 13 (50.00%) respondents from traditional universities and 6 (46.15%) from universities of technology agreed that trust within the university community was promoted, while 7 (26.92%) respondents from traditional universities and 1 (7.69%) respondent from universities of technology disagreed with the statement. Six (23.08%) and 6 (46.15%) respondents from traditional universities and universities of technology respectively were neutral about the statement

The Fisher's exact test value for this variable was 2.890 and $p = 0.246$ which indicates no significant relationship between scores (Appendix G).

The scores for the variables above, show no significant relationship except for the variable in Q9.3 which was significant.

Yokoyama (2006) believes that collegiality is about the sense of academic community of those who work together for the better of universities by trusting each other. Saxena and Awasthi (2010) are of the view that leadership needs to develop informal and trusting relationships and encourage internal cooperation. Rost (1995) emphasizes the importance of ethical frameworks in guiding leaders and followers to implement changes arising from mutual commitment, and in energizing staff psychologically to produce excellent performances.

5.6.1.5 Discussion of empirical findings of sub-objective 1

The first sub-objective was to assess and evaluate the role of leadership governance in the traditional universities and universities of technology. The above analysis is based on the empirical findings of respondents for Questions 2, 4, 5 and 9. The respondents indicated that the leadership governance of their universities is facilitative, and directs and incorporates others for the achievement of a common goal at universities. The respondents agreed on the questions relating to the leadership governance taking responsibility for the reviewing and improvement of policies and procedures, as they are the internal system used for the achievement of goals or vision and which ensures that ethics are complied with.

5.6.2 Sub-objective 2

To identify factors that influence the leadership governance of both traditional universities and universities of technology.

5.6.2.1 Years of experience

Table 5.8 and Figure 5.4 show the years that respondents had been in their leadership position.

Table 5.8: Years of membership in leadership position

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than a 1 year	5	12.8	12.8	12.8
	Between 1 – 3	11	28.2	28.2	41.0
	Between 4 - 6	8	20.5	20.5	61.5
	Between 7 – 9	8	20.5	20.5	82.1
	10 years and more	7	17.9	17.9	100.0
	Total	39	100.0	100.0	

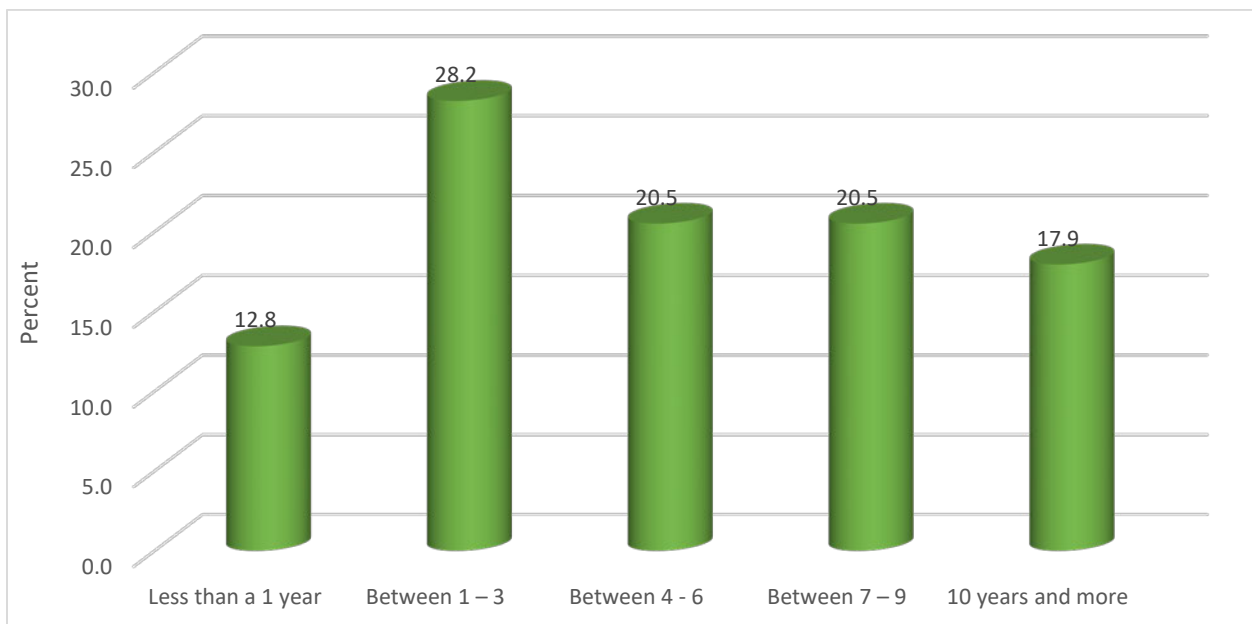


Figure 5.4: Years of membership in leadership position

Table 5.8 and Figure 5.4 shows that 5 (12.8%) of the respondents had served in their leadership position for less than a year, 11 (28.0%) between 1 - 3 years, 8 (20.5%) between 4 - 6 years, 8 (20.5%) between 7 - 9 years and 7 (17.9%) for 10 or more years. This distribution was important, as a range of experience contributes positively to the conducting of academic matters of

universities. A broad range of experiential expertise in leadership leads to growth at universities, because new leaderships also need to be developed.

The Fisher’s exact test p-value of 0.712 indicates that the differences were not significant (Appendix E).

The more experienced is the leadership governance, the more understanding of environment and capability to solve problems. The highest percentage of respondents agreed with Nzimande (2016) who states that South African universities experienced a financial crisis in 2015 due to the ‘fees must fall’ campaign engaged in by students. Garrison and Kanuka (2004) and Middlehurst (2013) add that university leadership has to improve and upgrade technological environments in order to service students and staff more efficiently, but require more finances to do so. In addition, Aldaweesh, Al-Karaghoul and Gallear (2013) assert that effective leadership is the key in improving the quality of higher education. Improvement will only be effective and visible after a certain time.

5.6.2.2 Operational issues of the university

Table 5.9 and Figure 5.5 show the responses of respondents to statements in Question 7.1 to Question 8.1 regarding operational issues of the university.

Table 5.9: Operational issues of the university

	University Type					
	Traditional			University of Technology		
	Agree	Neutral	Disagree	Agree	Neutral	Disagree
Q7.1	30.77	11.54	57.69	15.38	46.15	38.46
Q7.2	30.77	30.77	38.46	46.15	38.46	15.38
Q7.3	38.46	15.38	46.15	38.46	46.15	15.38
Q7.4	19.23	15.38	65.38	23.08	38.46	38.46
Q8.1	61.54	19.23	19.23	69.23	15.38	15.38

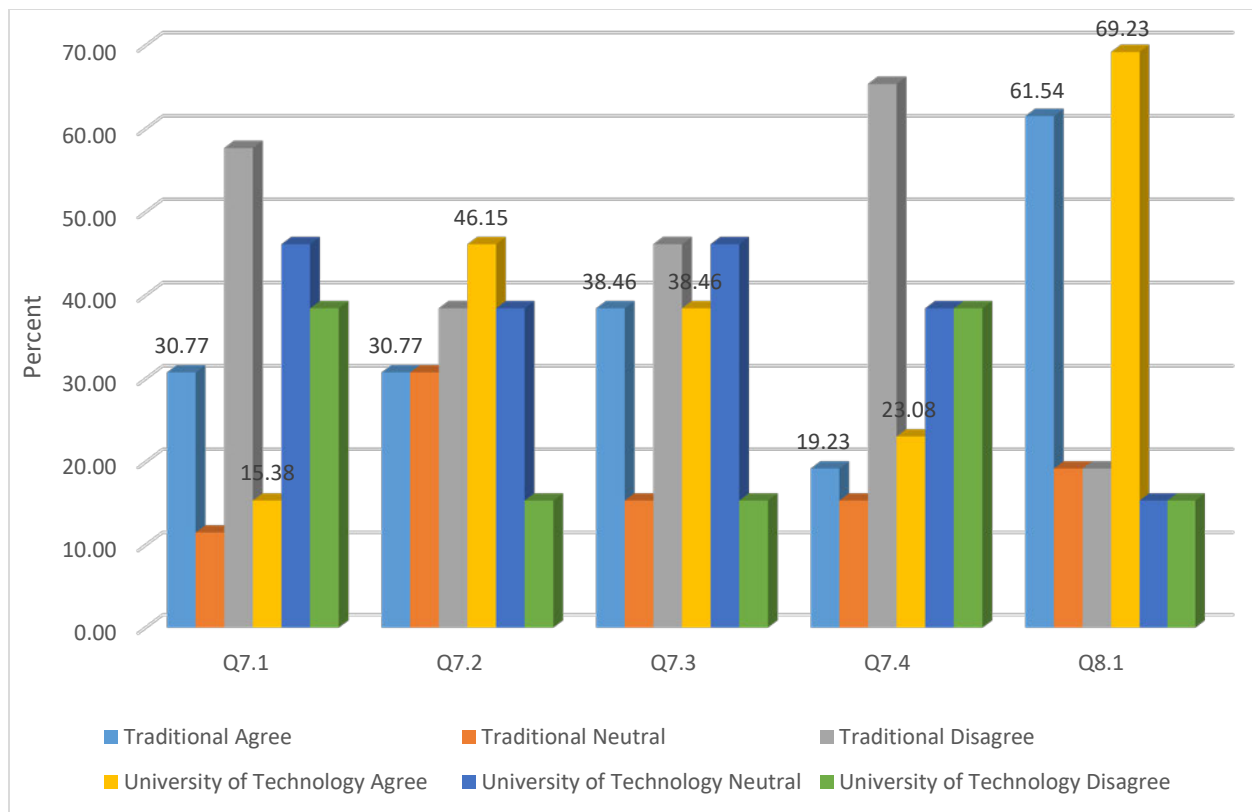


Figure 5.5: Operational issues of the university

As can be seen in Table 5.9 and Figure 5.5, responses to the statement in Q7.1 show that 8 (30.77%) respondents from traditional universities and 2 (15.38%) from universities of technology agreed that senate members of the universities were involved in allocating and monitoring financial resources, while 15 (57.69%) respondents from traditional universities and 5 (38.46%) from universities of technology disagreed with the statement. Three (11.54%) and 6 (46.15%) respondents from traditional universities and universities of technology respectively were neutral about the statement.

The Fisher’s exact test value for this variable was 5.364 and $p = 0.064$ which indicates no significant relationship between scores (Appendix G).

With regard to the statement in Q7.2, 8 (30.77%) respondents from traditional universities and 6 (46.15%) from universities of technology agreed that all management/board members were familiar with university day-to-day operations, while 10 (38.46%) respondents from traditional universities and 2 (15.38%) from universities of technology disagreed with the statement. Eight

(30.77%) and 5 (38.46%) respondents from traditional universities and universities of technology respectively were neutral about the statement.

The Fisher's exact test value for this variable was 2.229 and the $p = 0.366$ which indicates no significant relationship between scores (Appendix G).

With regard to the statement in Q7.3, 10 (38.46%) respondents from the traditional universities and 5 (38.46%) from universities of technology agreed that all stakeholders participated in the revision of operational issues, while 12 (46.15%) respondents from traditional universities and 2 (15.38%) from universities of technology disagreed with the statement. Four (15.38%) and 6 (46.15%) respondents from traditional universities and universities of technology respectively were neutral about the statement.

The Fisher's exact test value for this variable was 5.251 and $p = 0.059$ which indicates no significant relationship between scores (Appendix G).

With regard to the statement in Q7.4, 5 (19.23%) respondents from traditional universities and 3 (23.08%) from universities of technology agreed that challenges facing universities were resolved within a short space of time, while 17 (65.38%) respondents from traditional universities and 5 (38.46%) of respondents from universities of technology disagreed with the statement. Four (15.38%) and 5 (38.46%) of respondents from traditional universities and universities of technology respectively were neutral about the statement.

The Fisher's exact test value for this variable was 3.184 and $p = 0.201$ which indicates no significant relationship between scores (Appendix G).

With regard to the statement in Q8.1, 16 (61.54%) respondents from traditional universities and 9 (69.23%) from universities of technology agreed that leadership governance gave priority to students' demands, while 5 (19.23%) respondents from traditional universities and 2 (15.38%) from universities of technology disagreed with the statement. Five (19.23%) and 2 (15.38%) respondents from traditional universities and universities of technology respectively were neutral about the statement.

The Fisher's exact test value for this variable was 0.283 and $p = 1.000$ which indicates no significant relationship between scores (Appendix G).

Delener (2013) observes that the challenges facing higher education leaders are based on the uniqueness of society and the personalities of their leaders. Tsheola and Nembambula (2015) state that the historical, cultural and ideological uniqueness of each institution has an impact on their management approaches. Teferra and Altbach (2004) note that a decline in resources due to inflation has caused financial instability at institutions.

5.6.2.3 Challenges in the university

Table 5.10 and Figure 5.6 show the responses for the responses of respondents to statements in Question 10.1 to Question 10.1 regarding the challenges facing the university.

Table 5.10: Challenges facing the university

	University Type					
	Traditional			University of Technology		
	Agree	Neutral	Disagree	Agree	Neutral	Disagree
Q10.1	84.62	7.69	7.69	84.62	15.38	0.00
Q10.2	92.31	3.85	3.85	76.92	23.08	0.00
Q10.3	73.08	15.38	11.54	61.54	38.46	0.00
Q10.4	65.38	23.08	11.54	53.85	30.77	15.38
Q10.5	65.38	19.23	15.38	69.23	23.08	7.69

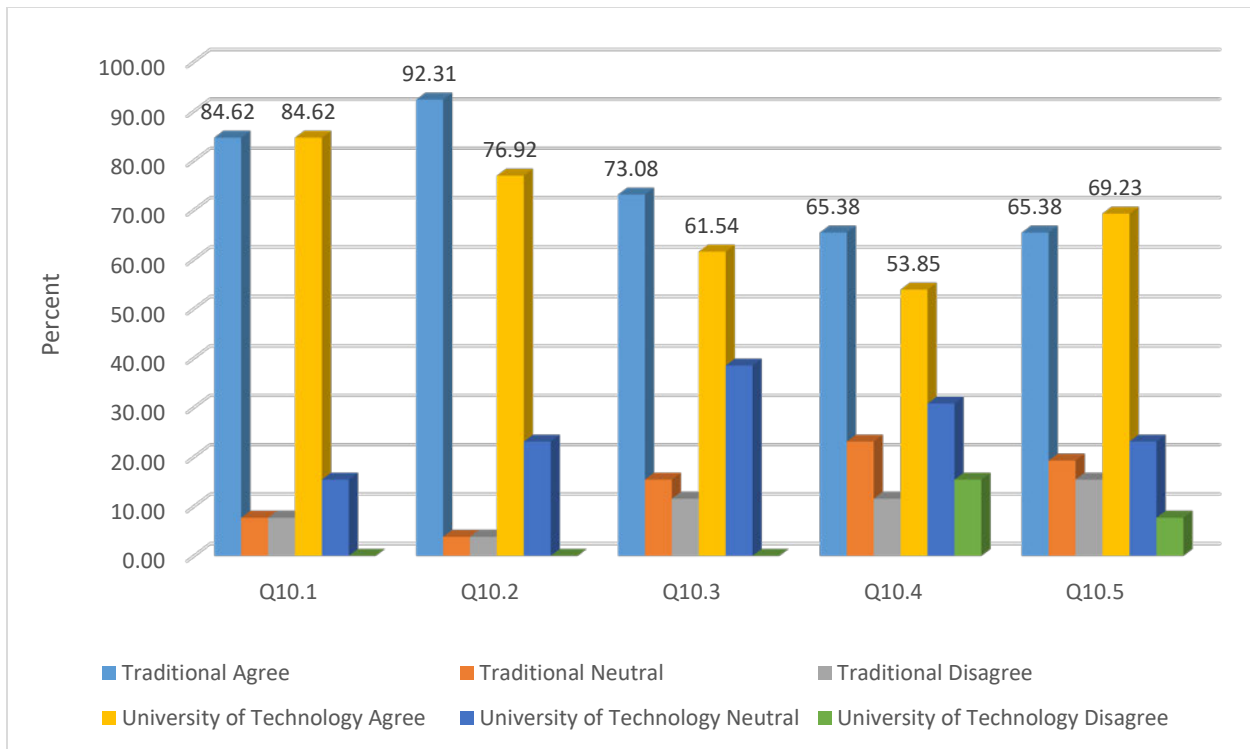


Figure 5.6: Challenges facing the university

As can be seen in Table 5.9 and Figure 5.8, responses to the statement in Q10.1 show that 22 (84.62%) respondents from traditional universities and 11 (84.62%) from universities of technology agreed that socio-economic issues effect the vision of a university, while 2 (7.69%) respondents from traditional universities and 0 (0%) respondents from universities of technology disagreed with the statement. Two (7.69%) and 2 (15.38%) respondents from traditional universities and universities of technology respectively were neutral about the statement.

The Fisher’s exact test value for this variable was 1.310 and $p = 0.635$ which indicates no significant relationship between scores (Appendix G).

With regard to the statement in Q10.2, 24 (92.31%) respondents from traditional universities and 10 (76.92%) from universities of technology agreed that financial issues affect leadership governance, while 1 (3.85%) respondent from traditional universities and 0 (0%) from universities of technology disagreed with the statement. One (3.85%) and 3 (23.08%) of respondents from traditional universities and universities of technology respectively were neutral about the statement.

The Fisher's exact test value for this variable was 3.563 and $p = 0.099$ which indicates no significant relationship between scores (Appendix G).

With regard to the statement in Q10.3, 19 (73.08%) respondents from traditional universities and 8 (61.54%) from universities of technology agreed that changes in technology affect the running of the university, while 3 (11.54%) respondents from traditional universities and 0 (0%) from universities of technology disagreed with the statement. Four (15.38%) and 5 (38.46%) respondents from traditional universities and universities of technology respectively were neutral about the statement.

The Fisher's exact test value for this variable was 3.141 and $p = 0.164$ which indicates no significant relationship between scores (Appendix G).

With regard to the statement in Q10.4, 17 (65.38%) respondents from traditional universities and 9 (69.23%) from traditional universities and universities of technology agreed that conflict of interest amongst members of the university community challenged leadership governance, while 3 (11.54%) respondents from traditional universities and 2 (15.38%) from universities of technology disagreed with the statement. Six (23.08%) and 4 (30.77%) respondents from traditional universities and universities of technology respectively were neutral about the statement.

The Fisher's exact test value for this variable was 0.733 and $p = 0.700$ which indicates no significant relationship between scores (Appendix G).

With regard to the statement in Q10.5, 17 (65.38%) respondents from traditional universities and 9 (69.23%) from universities of technology agreed that different values, ethics, beliefs and culture had an effect on the achievement of certain university goals, while 4 (15.38%) respondents from traditional universities and 1 (7.69%) from universities of technology disagreed with the statement. Five (19.23%) and 3 (23.08%) respondents from traditional universities and universities of technology respectively were neutral about the statement.

The Fisher's exact test value for this variable was 0.506 and $p = 1.000$ which indicates no significant relationship between scores (Appendix G).

5.6.2.4 Discussion of empirical findings from sub-objective 2

The second sub-objective was the identification of factors that affect the leadership governance of traditional universities and universities of technology. The empirical findings provided above, associated with Questions 3, 7 and 10, indicated that respondents did not positively agree with the statements on operational issues, but indicated a high positive response on the challenges that universities faced. The respondents observed that years in the leadership governance at universities could positively or negatively influence the leadership governance.

5.6.3 Sub-objective 3

To examine the leadership governance styles within the traditional universities and universities of technology.

5.6.3.1 University community

Table 5.11 and Figure 5.7 show the responses of respondents to statements in Question 6.1 to Question 6.4 regarding the university community.

Tabl5.11: University community

	University Type					
	Traditional			University of Technology		
	Agree	Neutral	Disagree	Agree	Neutral	Disagree
Q6.1	42.31	23.08	34.62	69.23	30.77	0.00
Q6.2	50.00	11.54	38.46	38.46	61.54	0.00
Q6.3	3.85	42.31	53.85	23.08	69.23	7.69
Q6.4	38.46	30.77	30.77	38.46	53.85	7.69

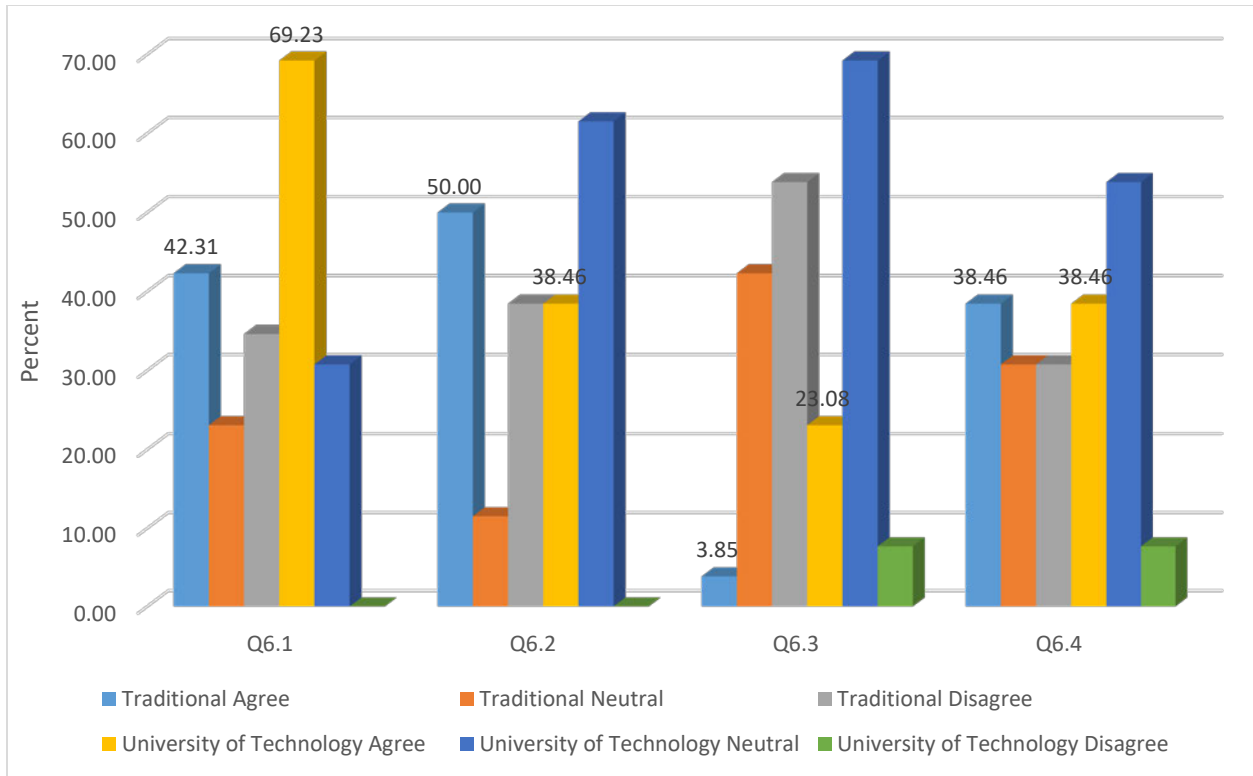


Figure 5.7: University Community

As can be seen in Table 5.11 and Figure 5.7, responses to the statement in Q6.1 show that 11 (42.31%) respondents from traditional universities and 9 (69.23%) from universities of technology agreed that all university community members were supported in development initiatives, while 9 (34.62%) respondents from traditional universities and 0 (0%) from universities of technology disagreed with the statement. Six (23.08%) of respondents from traditional universities and 4 (30.77%) of respondents from universities of technology were neutral about the statement.

The Fisher's exact test value for this variable was 6.379 and $p = 0.046$ which indicates a significant relationship between scores (Appendix G).

With regard to the statement in Q6.2, 13 (50.00%) respondents from traditional universities and 5 (38.46%) from universities of technology agreed that all university community members were directed to achieve the set goals, while 10 (38.46%) respondents from traditional universities and 0 (0%) from universities of technology disagreed with the statement. Three (11.54%) and 8 (61.54%) respondents from traditional universities and universities of technology respectively were neutral about the statement.

The Fisher's exact test value for this variable was 12.717 and $p = 0.001$ which indicates a significant relationship between scores (Appendix G).

With regard to the statement in Q6.3, 1 (3.85%) respondent from traditional universities and 3 (23.08%) from universities of technology agreed that all university community members were mentored, while 14 (53.85%) respondents from traditional universities and 1 (7.69%) from universities of technology disagreed with the statement. Eleven (42.31%) and 9 (69.23%) respondents from traditional universities and universities of technology respectively were neutral about the statement.

The Fisher's exact test value for this variable was 9.290 and $p = 0.007$ which indicates a significant relationship between scores (Appendix G).

With regard to the statement in Q6.4, 10 (38.46%) respondents from traditional universities and 5 (38.46%) from universities of technology agreed that needs of the university community were given priority, while 8 (30.77%) respondents from traditional universities and 1 (7.69%) from universities of technology disagreed with the statement. Eight (30.77%) and 7 (53.85%) respondents from traditional universities respectively were neutral about the statement.

The Fisher's exact test value for this variable was 3.070 and $p = 0.239$ which indicates no significant relationship between scores (Appendix G).

Most of respondents were not certain of whether the university community is given priority which is in contrast with Lindsay (n.d) and Astin and Astin (2000) who assert that collegial relationships and teamwork are important and will foster change and transformation. Shattock (2013) suggests that supreme authority be given to academics as they have an understanding of scholarly issues. Yokoyama (2006) asserts that collegiality is about the academic community and works for the betterment of universities.

5.6.3.2 Students of the university

Table 5.12 and Figure 5.8 show the responses of respondents to statements in Question 8.2 to Question 8.4 regarding students of the university.

Table 5.12: Students of the university

	University Type					
	Traditional			University of Technology		
	Agree	Neutral	Disagree	Agree	Neutral	Disagree
Q8.2	61.54	23.08	15.38	61.54	23.08	15.38
Q8.3	84.62	7.69	7.69	84.62	7.69	7.69
Q8.4	73.08	15.38	11.54	76.92	15.38	7.69

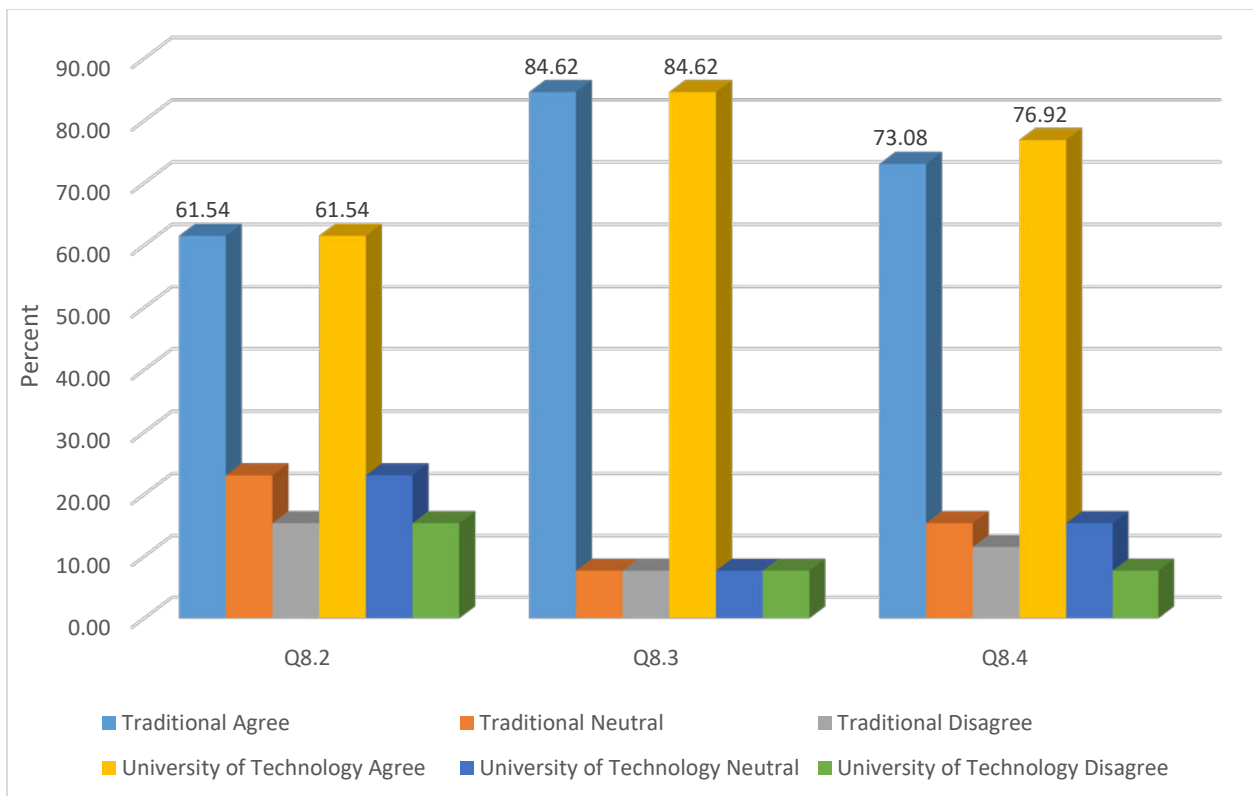


Figure 5.8: Students of the university

As can be seen in Table 5.12 and Figure 5.8 responses to the statement in Q8.2 show that 16 (61.54%) respondents from traditional universities and 8 (61.54%) from universities of technology agreed that leadership governance considered students' appeals within a short time frame, while 4 (15.38%) respondents from traditional universities and 2 (15.38%) from universities of technology disagreed with the statement. Six (23.08%) respondents from traditional universities and 3 (23.08%) from traditional universities and universities of technology respectively were neutral about the statement.

The Fisher's exact test value for this variable was 0.170 and $p = 1.000$ which indicates no significant relationship between scores (Appendix G).

With regard to the statement in Q8.3, 22 (84.62%) respondents from traditional universities and 11 (84.62%) from universities of technology agreed that leadership governance encouraged students to perform academically while 2 (7.69%) respondents from traditional universities and 1 (7.69%) from universities of technology disagreed with the statement. Two (7.69%) and 1 (7.69%) respondents from traditional and universities of technology respectively were neutral about the statement.

The Fisher's exact test value for this variable was 0.382 and $p = 1.000$ which indicates no significant relationship between scores (Appendix G).

With regard to the statement in Q8.4, 19 (73.08%) respondents from traditional universities and 10 (76.92%) from universities of technology agreed that leadership governance encouraged students to be involved in activities which bring holistic growth, while 3 (11.54%) respondents from traditional universities and 1 (7.69%) from universities of technology disagreed with the statement. Four (15.38%) and 2 (15.38%) respondents from traditional universities and universities of technology respectively were neutral about the statement.

The Fisher's exact test value for this variable was 0.272 and $p = 1.000$ which indicates no significant relationship between scores (Appendix G).

The study findings are supported by Amey (2006) who suggests that academic leaders need to create learning environments that have cultural awareness, develop knowledge and implement practices that promote citizenship. In addition, Shek (2013) asserts that university students face

many developmental issues in which leadership governance could assist, especially since students have become more financially-oriented and less socially responsible. Powdthavee and Vignoles (2009) and Bokana and Tewari (2014) note that students from poor economic backgrounds are more likely to drop out of universities compared to wealthier students.

5.6.3.3 Discussion of empirical findings from sub-objective 3

The third sub-objective was to examine the leadership governance styles within the leadership and governance of traditional universities and universities of technology. Questions 6 and 8 were identified as linked to the third sub-objective. The observation of respondents concerning leadership governance at universities is that they were not led independently, but in collaboration with university communities, including students, as part of leadership governance processes.

5.6.4 Cross-Tabulation: University management structure includes all relevant stakeholders * type of university

Table 5.13: University management structure includes all relevant stakeholders * university type

		University Type		Total
		Traditional	University of Technology	
University management structure includes all relevant stakeholders	Agree	14	11	25
		53.8%	84.6%	64.1%
	Neutral	5	1	6
		19.2%	7.7%	15.4%
	Disagree	7	1	8
		26.9%	7.7%	20.5%
Total		26	13	39
		100.0%	100.0%	100.0%

Table 5.13 shows a cross-tabulation performed on university management structure that includes relevant stakeholders with university type. Most responses received were positive, with 14 (53.8%) respondents from traditional universities and 11 (84.6%) from universities of technology indicating that relevant stakeholders were included in the management structures, while a smaller number of 5 (19.2%) respondents from traditional universities and 1 (7.7 %) from universities of technology were neutral. Seven (26.9%) from traditional universities and 1 (7.7%) from universities of technology were negative. With respect to university types, no distinct pattern is

shown in this cross-tabulation, although the ratio in favour of positive responses was 1:1.57, which may be due to unequal numbers of respondents between traditional universities and universities of technology.

The Fisher's exact test value was 3.179 and $p = 0.252$ which indicates no significant relationship between scores (Appendix G).

5.6.5 Cross-Tabulation: Students are included in university management * type of university

Table 5.14: Students are included in university management * university type

		University Type		Total
		Traditional	University of Technology	
Students are included in university management	Agree	18	10	28
		69.2%	76.9%	71.8%
	Neutral	3	2	5
		11.5%	15.4%	12.8%
	Disagree	5	1	6
		19.2%	7.7%	15.4%
Total		26	13	39
		100.0%	100.0%	100.0%

Table 5.14 indicates the cross-tabulation conducted between whether students were included in university management and the type of universities. Positive responses held the highest number of 18 (69.2%) respondents from traditional universities and 10 (76.9%) from universities of technology, while at least 5 (19.2%) respondents from traditional universities and 1 (7.7%) from universities of technology did not agree. Three (11.5%) from traditional universities and 2 (15.4%) from universities of technology were neutral. The observed pattern is that most respondents agreed positively as shown in the cross-tabulation in Figure 5.14. The ratio for positive responses between the universities is 1:1.11, which may be due to unequal numbers of respondents between the university types.

The Fisher's exact test value was 0.930 and $p = 0.751$ which indicates no significant relationship between scores (Appendix G).

5.6.6 Cross-Tabulation: University management reviews and improves all policies and procedures very seldom * type of university

Table 5.15: University reviews and improves policies and procedures very seldom * university type

		University Type		Total
		Traditional	University of Technology	
University management reviews and improves all policies and procedures very seldom	Agree	5	8	13
		19.2%	61.5%	33.3%
	Neutral	5	3	8
		19.2%	23.1%	20.5%
	Disagree	16	2	18
		61.5%	15.4%	46.2%
Total		26	13	39
		100.0%	100.0%	100.0%

Table 5.15 indicates the cross-tabulation conducted on the statement that university management reviewed and improved on policies and procedures very seldom and the type of university types. Positive responses indicated a very low number at 5 (19.2%) respondents from traditional universities and 8 (61.5%) from universities of technology, while the negative responses were 16 (61.5%) respondents from traditional universities and 2 (15.4%) from universities of technology. Five (19.2%) respondents from traditional universities and 3 (23.1%) from universities of technology were neutral. The positive responses indicated that respondents may not have been familiar with the aspect of the leadership queried, or there existed that possibility that policies and procedures were seldom reviewed, which is proved by the 46.2% of responses combined that were negative. The ratio for the negative results was 1:0.25.

The Fisher's exact test value was 8.665 and $p = 0.009$ which indicates that there is a significant relationship between variables (Appendix G).

5.6.7 Cross-Tabulation: Humanistic values, such as integrity, fairness, humanity and respect do become a challenge to university leadership * type of university

Table 5.16: Humanistic values * university type

		University Type		Total
		Traditional	University of Technology	
Humanistic values, such as integrity, fairness, humanity and respect do become a challenge to university leadership	Agree	12	7	19
		46.2%	53.8%	48.7%
	Neutral	9	4	13
		34.6%	30.8%	33.3%
	Disagree	5	2	7
		19.2%	15.4%	17.9%
Total		26	13	39
		100.0%	100.0%	100.0%

Table 5.16 indicates the cross-tabulation conducted on responses to the statement that humanistic values, such as integrity, fairness, humanity and respect do become a challenge to university leadership and the type of university. Slightly less than a majority of respondents with 12 (46.2%) from traditional universities and 7 (53.8%) from universities of technology were positive in agreeing with the statement. A small number of respondents disagreed with the statement, at 5 (19.2%) and 2 (15.4%) from traditional universities and universities of technology respectively. Nine (34.6%) respondents from traditional universities and 4 (30.8%) from universities of technology were neutral. With regard to this statement, there is a probability that respondents did not wish to commit to responses, since the query involved expressing opinions about human behaviour. The ratio between the university types is 1:1.16 in favour of positive responses, which may possibly be due to the unequal numbers of respondents between the university types.

The Fisher's exact test value was 0.288 and $p = 1.000$ which indicates no significant relationship between scores (Appendix G).

5.6.8 Cross-Tabulation: Challenges facing a university are resolved within a short space of time * type of university

Table 5.17: Challenges facing university * university type

		University Type		Total
		Traditional	University of Technology	
Challenges facing a university are resolved within a short space of time	Agree	5	3	8
		19.2%	23.1%	20.5%
	Neutral	4	5	9
		15.4%	38.5%	23.1%
	Disagree	17	5	22
		65.4%	38.5%	56.4%
Total		26	13	39
		100.0%	100.0%	100.0%

Table 5.17 shows the cross-tabulation conducted on the statement that challenges facing a university are resolved within a short space of time across the university types. A very small number of respondents agreed with the statement, at 5 (19.2%) from traditional universities and 3 (23.1%) from universities of technology, while 17 (65.4%) respondents from traditional universities and 5 (38.5%) from universities of technology disagreed with the statement. Four (15.4%) and 5 (38.5%) respondents from traditional universities and universities of technology respectively were neutral. The higher percentage of negative responses may be a reflection of how challenges facing both traditional universities and universities of technology are handled at a ratio of 1:0.59.

The Fisher's exact test value was 3.184 and $p = 0.201$ which indicates no significant relationship between scores (Appendix G).

5.6.9 Cross-Tabulation: All university community members are directed to achieve the set goals * type of university

Table: 5.18: All university community members are directed* university type

		University Type		Total
		Traditional	University of Technology	
All university community members are directed to achieve the set goals	Agree	13	5	18
		50.0%	38.5%	46.2%
	Neutral	3	8	11
		11.5%	61.5%	28.2%
	Disagree	10	0	10
		38.5%	0.0%	25.6%
Total		26	13	39
		100.0%	100.0%	100.0%

Table 5.18 shows the cross-tabulation conducted on the statement that all university community members are directed to achieve the set goals and the type of university. An average number of respondents agreed with the statement, at 13 (50.0%) from traditional universities and 5 (38.5%) from universities of technology, while 10 (38.5%) respondents from traditional universities and 0 (0.0%) from universities of technology, disagreed with the statement. Three (11.5%) respondents from traditional universities, while 8 (61.5%) from universities of technology were neutral. The higher percentage of positive responses may be a reflection of how both traditional universities and universities of technology direct their community members in achieving their goals at a ratio of 1: 77

The Fisher’s exact test value was 12.717 and $p = 0.001$ which indicates significant relationship between variables (Appendix G).

5.7 QUALITATIVE SECTION

5.7.1 Presentation of data from Qualitative interviews

Structured interviews were conducted as per the interview schedule in (Appendix C). The analysis of responses is outlined in Table 5.19.

Table 5.19: Qualitative themes as per sub-objectives

Sub-objective 1	Sub-objective 2	Sub-objective 3	Sub-objective 4
RES ^1: Innovation and creativity, accountability, integrity and courage.	RES 1: A mixed approach is influenced by various circumstances. Some instances require one to be autocratic, while others call for a little bit of a laissez-faire approach. However, in the main I prefer the transformational approach because it motivates others to do more than they originally intended and often more than they thought possible. The support is positive and the results are forthcoming. Therefore, the approach is working seemingly.	RES 1: A Combination of various styles even though I mostly lean towards transformational leadership style. It is critical that there be collaborative leadership	RES 1: Transparency is pivotal. It builds confidence and demonstrates accountability.
RES 2: Being a listener. Accountability, motivator, rationality.	RES 2: Listening to other people's views and using the collective ideas to conclude. If constituencies seem to be comfortable they open up, because I believe in open door policy. The leadership is exclusive, is not engaging itself in all the aspects of the university. The environment tells the story.	RES 2: Participatory, then if no consensus, then democratic as I need to see how many agree with the decision. It is a good thing to have other people who will assist in directing the vision so that it could not be a one-person show.	RES 2: Lack of transparency, particularly in finance. Budgets are not seen by everyone, allocations are not known.
RES 3: Integrity, honesty, accountability, and respect.	RES 3. Make them buy-in to the idea although my decision will be final. Comfortable, involving themselves in all aspects. Good approach. The decision from DHET as it brings robust discussion. The hierarchy adopted	RES 3: Democratic and transformational leadership. Participation as the team contribute to the decision-making.	RES 3: Succession plan which will empower the ones in lower levels. Different approach can be used in Human Resource and Finance.

<p>RES 4: Transparent, fair, members consideration, motivating, grateful and listen.</p>	<p>from higher levels of the university is adopted in departments.</p> <p>RES 4: Mutual respect and fair. Think communication with all the role players. Everyone has a value to add. Get buy-in from them, leads to support, thanks and listening. Make the members feel appreciated.</p>	<p>RES 4: Team player, most items discussed and collectively the outcome is concluded. Sometimes I make a call. Supportive, open door policy and fair. Leadership style of becoming more people oriented.</p>	<p>RES 4: Negativity and lack of trust must be removed. Members will support if transparent.</p>
<p>RES 5: Integrity, openness, commitment, equality and diversity.</p>	<p>RES 5: The participation of the team in goal setting, problem solving, as they are part of the community. Perceived well as it gives them a chance to own the decisions taken. Leadership is unstable because of the changes but more transparency is needed.</p>	<p>RES 5: Participative leadership. They are part of the university as external stakeholders.</p>	<p>RES 5: It is important because it will enable members to know and understand the processes.</p>
<p>RES 6: Transparency, inclusivity and honesty.</p>	<p>RES 6: Having a vision for the future, being fair minded, broad minded, inspiring, good moral principles. One cannot please everyone and as a leader you need to be aware of this.</p>	<p>RES 6: Providing direction, implementing plans and motivating people. Participative decision-making. I believe that when people participate in decision-making, they own the decision taken and this avoids and prevents discontent among the stakeholders.</p>	<p>RES 6: It is of crucial importance for leaders to be transparent.</p>
<p>RES 7: Integrity, honesty and flexibility.</p>	<p>RES 7: Allowing others to voice their opinions. Opportunity to evaluate all opinions. Making an informed decision. It is turbulent because all members at executive management level have temporary position.</p>	<p>RES 7: participative. It is appropriate in order to allow others to contribute.</p>	<p>RES 7: Of course, transparency is important and it must be practiced and implemented.</p>
<p>RES 8: Accountability, transparency, and sound management based on applicable Higher</p>	<p>RES 8: Teamwork, esprit de corps, collegiality, etc. Positive. No comment.</p>	<p>RES 8: Leading through example; and counting on any contribution by a subordinate.</p>	<p>RES 8: Yes, accountability and sound management are also</p>

<p>Education legislation, regulations and frameworks, institutional policies and good practice.</p> <p>RES 9: Openness, evidence based decisions, fairness, firmness and ability to take hard decisions, paying attention to HR and governance matters.</p>	<p>Yes, accountability and sound management are also crucial to good governance.</p> <p>RES 9: The value of education and empowering our communities and those we serve. I also want to treat others the way I would like to be treated. Gender representative.</p>	<p>RES 9: Servant leadership. It is participatory, democratic, but at the same time decisive in cases where tough decisions have to be made. This is fine but we need to ensure students have time to build leadership skills and focus on excelling in their studies and do not become replacements for doing work that staff in the full employ of the university must do.</p>	<p>crucial to good governance.</p> <p>RES 9: Yes. It is key to build trust, honesty, truth and understanding. Also minimizes conflict, strikes etc.</p>
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^ Response

5.7.2 Key findings

5.7.2.1 Sub-objective 1

Assess and evaluate the role of leadership governance in both traditional universities and universities of technology.

According to most respondents the leadership roles involve being innovative, creative, accountable, motivating, rational, honest, respectful and courageous. Some respondents further considered their role as being committed, grateful to others and being a good listener. Some respondents mentioned equality, inclusivity, flexibility and integrity being equally important as other qualities in the leadership role. These qualities make one an effective leader that can transform the environment. Other respondents pointed out the importance of adherence to the policies from the Department of Higher Education as well as the university’s rules because a servant has to obey the rules and regulations given to them. This compliance with policies can improve harmony between the university and the Department of Higher Education and within the university itself. In addition to the above responses, the respondents mentioned openness, evidence based decision making, firmness and having an ability to take hard decisions within the human

resource framework. Once again, leadership should be seen to be standing firm when decisions have to be taken in order to circumvent conflict between members.

5.7.2.2 Sub-objective 2

Identify the factors that influence the leadership governance in both traditional universities and universities of technology

Some respondents pointed out that the support from others influences leadership governance positively. This has an effect of all members being able to work together towards the achievement of goals of a university. What was most acknowledged by respondents is the skill of listening to the views of others and using the collective ideas to reach conclusions. Some respondents mentioned the participation of all team members with esprit de corps (pride in the group one belongs to), collegiality, and their buy-in on the idea as being good governance. A few respondents highlighted that the exclusion of some things from being openly discussed is not good for good governance. Respondents believed that every member adds value to the leadership and each member should be appreciated for his/her contribution and be inspired to be broad minded and fair minded with good morals. Some respondents mentioned that the inclusion of balanced gender representation in the leadership strengthens good leadership. Some respondents emphasized the importance of fair treatment of others as a factor promoting good governance.

5.7.2.3 Sub-objective 3

To examine the leadership governance styles within the traditional universities and universities of technology

A large number of respondents believed that transformational leadership is commonly practiced in universities and this increases openness within the environment. Some respondents highlighted a combination of various leadership styles such as autocratic when there are split decisions between constituencies. Respondents mentioned that in most circumstances, leadership practices more than one leadership style as they complement each other. Amongst the leadership styles that respondents highlighted were participatory, servant and democracy leadership that they regarded as equally important as transformational leadership. A large number of respondents believed that whatever the leadership styles used, external members should be incorporated because they can strengthen the leadership with their ideas. The latter leadership style promotes distributive or

shared leadership which involves others' ideas in the decision-making process. The empowering of others and building their leadership skills can assist in planning for the future.

5.7.2.4 Sub-objective 4

Most of the respondents pointed out that effective leadership should demonstrate confidence and accountability. Openness should be part of the university culture. Some respondents believed that leadership governance should have a succession plan that will empower those on lower levels. Some respondents highlighted that trust should be encouraged in the leadership in order to minimize conflict within the universities' members. Other respondents mentioned that leadership should be open with the allocation of budgets and other processes in order to reduce negative attitudes and thoughts towards those in leadership.

5.8 Conclusion

This chapter analyzed the empirical findings from data obtained using questionnaires that were distributed to respondents from traditional universities and universities of technology in South Africa that granted gatekeeper permission. Descriptive analysis by means of graphs and tables was presented. Inferential analysis was included, which explained the relationship between the literature and the empirical findings. The chapter also analyzed the thematic findings that were collected through the structured interviews. The next chapter will discuss the conclusions and recommendations.

CHAPTER 6: CONCLUSIONS AND RECOMMENDATIONS OF THE STUDY

6.1 Introduction

This chapter summarizes the empirical findings, draws conclusions from these findings, answers the research questions presented in Chapter 1, discusses the limitations of the study, and makes recommendation for further research. The major findings were discussed in the previous chapter, relating to both the quantitative and qualitative investigations.

6.2 Summary of the key findings

The aim of this study was to assess and examine the leadership governance styles and identify contributing factors that could have an impact on the leadership governance of all institutions of higher learning in South Africa. The conclusions that can be drawn from the findings are:

- The aggregate positive scores for the reviewing and improving of policies and procedures regularly was low, which indicated that the leadership governance was not proactive when it came to promoting the policies and procedures they used for effective and efficient management of universities. This view was represented by 5 (19.23%) respondents from the traditional universities and 8 (61.54%) from the universities of technology. Morris (2016) warns that no change in policies without consultation of legitimate stakeholders should take place. Pierce *et al.* (2014) suggest that the policy design should incorporate the social values relevant to the targeted groups.
- The results of the study indicated that a high number of respondents from both traditional universities (18, 69.23%) and universities of technology (10, 76.92%) responded that leadership governance did offer others the opportunity to contribute to the reviewing and improving of policies. A moderate number of respondents from traditional universities (11, 42.31%) and from universities of technology (7, 53.85%) indicated that opinions or contributions for the reviewing and improving of policies and procedures that were made by stakeholders were not considered. Harvey and Kosman (2014) suggest that for policy review processes to be effective, a distributed leadership, having access to a diverse group

of expertise, which participates collaboratively, and involves students, tutors, lecturers, heads of departments, and associate deans, is required. Pierce *et al.* (2014) add that policy design should incorporate those social values relevant to the targeted groups.

- The results showed that a moderate number of respondents (13, 50%) from traditional universities and from universities of technology (5, 38.54%) indicated positively that all university community members were directed to achieve the set goals. Similarly, a very low number of 3 (11.54%) respondents from traditional universities and 8 (61.54%) from universities of technology, were neutral regarding whether members were directed in this fashion or not. Shattock (2013) suggests that supreme authority at universities must be given to academics, since they have a better understanding of scholarly issues. Samad *et al.* (2015) notes that universities should use the best approach for the improvement of employee wellbeing.
- The conclusions drawn from the study results indicate that there was as much consensus for the statement that leaderships support developmental initiatives, but have no mentoring systems in place, as there was against it. This was evidenced by 11 (42.31%) respondents from traditional universities, and 9 (69.23%) from universities of technology being neutral. Santos, Caetano and Tavares (2015) state that leadership development do affect the work performance. Singh (2011) states that effective leadership requires leaders to follow techniques that reflect ethical and moral considerations for the benefit of all stakeholders within organizations. Lakshmi (2014) emphasizes the importance of ethical and moral influences that can be brought by leaders to bear in successfully changing organizations.
- Furthermore, the results of the study show low positive responses for the statement that challenges facing universities were resolved within a short space of time. This was indicated by 5 (19.23%) respondents from traditional universities and 3 (23.08%) from universities of technology. Cuckovic (2006) asserts that amongst old challenges faced by universities are: unequal access to universities, inadequate resources for competitive research, archaic teaching materials and methods, and strict governmental controls.
- The study revealed a general decrease in support for the needs of university communities, except where student demands were concerned. This was shown by 10 (38.46%) respondents from traditional universities, and 5 (38.46%) from universities of technology who did not support the statement about the needs of universities, and 16 (61.54%) of

respondents from traditional universities, and 9 (69.23) from universities of technology, who did support the statement regarding student demands. Scott (2011), however, claims that reductions in government funding place the leadership of most universities under strain, since, without reliable sources of funding, they are unable to make decisions appropriate to their institutions.

- The study revealed the positive responses for the statement concerning support being provided to students in their academic endeavours, as well as in those activities that bring about holistic growth. This was evidenced by 22 (84.62%) respondents from traditional universities, and 11 (84.62%) from universities of technology positively supporting this statement. Hurtado (2006) encourages interaction amongst students, since this promotes cognitive disequilibrium for their growth.
- The results of the study revealed that trust within university communities was promoted with positive responses of 13 (50%) respondents from traditional universities and 6 (46.15%) from universities of technology, with 6 (23.08%) and 6 (46.15%) of respondents from traditional universities and universities of technology respectively being neutral. Lawton and Páez (2015) elaborate that honesty and integrity are moral standards that leaders should demonstrate. Singh (2011) adds that ethical responsibilities and organizational effectiveness are linked, and must be communicated to stakeholders through the ethical frameworks adopted.
- The study concluded that social issues, financial issues, advances in technology and conflicts of interest amongst members of university communities present challenges to leadership governance bodies at universities. This is shown by overall high positive responses of above 60% for both traditional universities and universities of technology, except with regard to the statement dealing with conflicts of interest amongst members of university communities that challenge their leadership governance, where university of technology responses measured below 60% with 7 (53.85%) respondents. Bandyopadhyay and Sen (2011) agree that technology brings innovation that increases efficiency and productivity which are also expected outcomes from effective leadership. Middlehurst (2013) argues that technology promotes competition amongst universities, as it has a tendency to transform the manner in which teaching, learning and assessment is conducted. Garrison and Kanuka (2004) contend that leaders of higher education are challenged to

improve the environments at their institutions in order to meet the demands of prospective students, as well as address those changes taking place in the world.

- The results of the study revealed that different values, ethics, beliefs and cultures did have an effect on the achievement of certain university goals. This is shown by the positive responses of 17 (65.38%) respondents from traditional universities and 9 (69.23%) from universities of technology. Blackmore (2010) states that socio-cultural theories argue that leaders, teachers and students come to any learning situation informed by their own cultural and environmental backgrounds. Furthermore, leaders need to demonstrate certain ethical standards over and above the behaviours normally expected of their professions (Lawton and Páez, 2015).

6.2.1 Summary of key findings from qualitative interviews

The results of the study indicated that the leadership of a university has different roles to play such as being a motivator, creator, listener, acting with integrity, and being open minded and flexible in dealing with the affairs of the university. These roles correspond with transformational, authentic and ethical leadership.

Furthermore, the results revealed that leadership of universities should incorporate others into leadership because they bring diverse opinions and they add value in the decision-making process. The inclusion of other people promotes wide participation or sharing of ideas.

The findings indicated that each university uses different leadership styles because of its uniqueness. Moreover, no university employs a single leadership style but a combination of several styles as they complement each other.

6.3 Conclusions on secondary objectives

The objectives of this study were briefly discussed in the previous chapter and linked to the literature reviewed, and to the empirical findings for the study. The discussion below explains the conclusions according to the distribution of questions per objective, as was shown in Chapter 4.

6.3.1 Sub-objective 1

The first sub-objective of this study was to assess and evaluate the roles played by leadership governance bodies at both traditional universities and universities of technology. The experience

accumulated by individual leadership governance members was positively indicated to be of paramount assistance to leadership governance bodies in providing direction and support to its members. University structures influenced leadership governance bodies at universities, since this governance needs to be entrenched at all levels of such institutions for reasons of sustainability. The empirical findings indicated that leadership governance bodies at universities guided the processes for reviewing policies and procedures, although contributions made by stakeholders in these bodies were not considered in these processes. The empirical findings also indicated that ethical issues are found to be amongst the responsibilities of the leadership governance bodies at these institutions. Bearing in mind the discussion above, the conclusion is that this objective was partially achieved.

6.3.2 Sub-objective 2

The second sub-objective of this study was to identify those factors that influenced leadership at traditional universities and universities of technology. Positions held might influence the behaviour of some leaders but the empirical findings of this study indicated that neither the positions held at traditional universities or universities of technology had positive influence on their leadership governance. The respondents indicated that the members of leadership governance structures were familiar with the day-to-day operations at institutions, although operational issues were found not to be resolved within a short space of time. Challenges, such as issues of internal (from research and other initiatives) and external (primarily from government) finances, advancements in technology, and socio-economic issues, were identified as factors which affected leadership governance bodies in their endeavours to achieve the visions and missions of universities. This was indicated by the empirical findings of this study.

6.3.3 Sub-objective 3

The third sub-objective of this study was to examine leadership governance styles within traditional universities and universities of technology. The empirical findings indicated that support from leadership governance bodies in the developmental of initiatives undertaken by members of university community did exist, which indicated that these bodies wished to positively transform the members of universities, although respondents did not show any confidence in the mentoring of these members in how to achieve their set goals. The respondents were positive

concerning the inclusion of students in leadership governance practices at universities, and regarding the support students received in their academic and other activities.

6.4 Conclusions of the study

The main aim of the study was to assess and examine the leadership governance styles at traditional universities and universities of technology. Research has previously been conducted with regard to the attributes of leadership, and this study contributed to the existing body of knowledge through analyzing leadership styles at universities that face continuous crisis. The study investigated the highest (senatorial) bodies at universities that make academic decisions for these institutions, since these bodies had not been investigated before.

Policies and procedures are used mainly to give direction to daily operations of an organization. The study indicated that leadership governance reviewed and improved policies and procedures very seldom. Leadership provides direction in order to prevent discontent among stakeholders. According to empirical findings, the leadership governance of both type of universities has to improve this aspect for the achievement of universities' goals.

The leadership governance offered stakeholders an opportunity to comment on the improvement on policies and procedures. The inclusion of stakeholders in leadership governance matters indicate that leadership governance is aware of the importance of others' views in leading and transforming the institutions since they can bring up a wide variety of views for consideration for the purpose of sustainability of the university. This is confirmed by the empirical findings that indicated the importance of this aspect. The empirical findings also confirmed that the views or opinions of others are important in order to make informed decisions.

The study revealed that the majority of respondents agreed that reviews and improvements on policies and procedures were transparent. The empirical findings are supported by the literature that state that no changes in policies should be implemented without consultation with stakeholders. This process of reviewing and improving policies and procedures can eliminate any errors. The findings of the study indicate that leadership governance at universities can improve its relationship with the university community if policies and procedures are reviewed openly. Accountability, transparency and sound management are principles that should be promoted.

The study revealed that leadership governance did request contributions from stakeholders regarding policies and procedures. The findings indicated that leaders are to demonstrate certain ethical standards over and above the behaviours normally expected of their professions. Little has been done to consider the contributions made by stakeholders. The leadership governance has to improve this aspect by including the contributions of stakeholders and analyzing them for relevancy for the achievement of the goals and vision of the university. This will encourage participative leadership as each stakeholder has a value to add into the university.

Humanistic values such as integrity, fairness, humanity and respect do become a challenge for university leadership. Morals and ethics are a building block for any institution and ethical leadership is able to bring good morals into the university context. Mutual respect, fairness, and communication play a role in building a solid university community. The findings indicated this aspect is to be well developed by leadership governance of both type of universities.

The inclusion of students in the university leadership governance is supported by respondents as it promotes unity. The leadership theories indicated that leadership drives change in organizations, including universities. The inclusion of students in leadership governance is applauded as they have information on the issues that affect them directly and their inclusion deepens democracy. This promotes democratic and transformational leadership.

The study indicated that leadership governance is affected by socio-economic and financial issues that hinder the achievement of goals. The decline in financial resources has caused competition between universities and financial instability in universities. This aspect is supported by findings that indicated high responses of financial issues being a challenge to universities. The Higher Education legislation, regulations, frameworks, and institutional policies contribute to the financial instability.

6.4.1 Conclusions regarding the qualitative findings

The study concludes that the leadership in South African universities faces challenges regarding effective and strategic leadership. Respondents confirmed that the leadership style selected by most leadership is not fully practiced due to many flaws. The respondents indicated that transformational leadership is practiced in some instances but the leadership has to ensure that their constituencies buy into the idea. This indicates that leadership has no confidence in embracing

transformational leadership and its characteristics. The study concludes that leadership in universities has not fully implemented the sharing of opinions within the university although there are external stakeholders who are integrated into the leadership. According to respondents, leadership depends on the reaction of the constituencies to assert that the leadership style is acceptable to them. This confirms that the leadership needs the support of others as the cornerstone of their approach in order to avoid conflict. There is no evidence that this is implemented in most universities.

The respondents indicated that universities have to adhere to the policies designed within the universities and the Department of Higher Education. The study concludes that the Department of Higher Education policies are to be used as a framework in the design of policies in the universities. The study concludes that the use of a structured system with embedded policies is important for university leadership. Respondents mentioned the use of laissez-faire leadership. This style is known for not having a structured way of operating because it does not have a policy and the decision is up to the individual. The respondents mentioned openness and an open-door policy as being important for leadership of universities, therefore the study concludes that leadership needs to practice openness and an open-door policy to better understand facts for strategic decision-making process. This has been proved to be verbal communicated but not practiced by leadership.

The inclusion of other people into leadership is seen as promoting good leadership practices. Therefore, the study concludes that the participation of others brings robust discussion and strengthens leadership. This is confirmed by respondents who indicated that people are comfortable to discuss their ideas with leadership if no one will be excluded. However, there seem to be some aspects that are excluded from open discussions. The respondents highlighted the allocation of budgets as something that is not openly discussed. The study concludes that when the leadership does not disclose to members certain aspects that are critical for a university's survival, such an act may cause a lack of trust. Furthermore, the study concludes that fairness and equal treatment of university members will make them feel appreciated and adding value to the university. This is further confirmed that leadership has to have all gender represented as the sign of equality. Most of the respondents pointed out that an effective leadership should demonstrate confidence and accountability. Openness should be an integral part of university governance.

Some respondents believed that the leadership governance should have a succession plan that will empower the staff at lower levels.

6.5 Recommendation based on the results of the study

This section contains recommendations that are based on the findings of this study.

6.5.1 University policies

Policies and procedures are important for the running of all organizations. Most respondents in this study indicated that policies and procedures were not regularly reviewed and improved. These views are confirmed by the literature, which indicates that poor internal control systems, which include policies and procedures, do not produce quality management, and unforeseen risks are therefore possible (Duh *et al.*, 2014). The literature further emphasized that leadership needs to challenge existing systems and take risks to increase productivity within their institutions (Habib and Jalloh, 2016). For example, some policies were available for review, but not all members were aware of them. These policies are used only as window-dressing, and are not accessible to those they make most affect. Therefore, this study recommends that policies and procedures be transparent and be regularly reviewed, especially where external forces place pressure on institutions to satisfy their needs.

The contributions of stakeholders to the improvement of policies and procedures is vital if they are directly affected by them. This statement is confirmed by the respondents who indicated that there is a lack of commitment from leadership governance bodies in considering the contributions made by all stakeholders. The respondents further indicated that the leadership do not offer opportunities to stakeholders to contribute to policy decisions. The participants indicated that constituencies do open up when offered an opportunity to view their decisions. This is supported by the literature that emphasizes that for transformational leaders to be effective, they need to engage with their followers in bringing about changes that are best for all (Furtner *et al.*, 2013). This study recommends that the leadership governance bodies should ensure that all stakeholders participate in the review and improvement of policies and procedures in order to achieve the best design.

6.5.2 University community

The developmental initiatives that strengthen the vision and mission of university should be supported by leadership governance and policies and procedures should be aligned with these. This statement is confirmed by the respondents of this study who indicated that members of universities are supported in this aspect. Furthermore, the respondents indicated a lack of knowledge as to whether the university community was directed towards the achievement of their set goals or not. These findings were supported by the literature that confirmed that leadership governance policies needed to assist followers to remain focused in order to achieve their set goals (Boulle, 2011). The literature further emphasized that leadership had to align people with the missions and visions of university according to their capabilities, by inspiring them to achieve their set objectives (Furtner *et al.*, 2013). The respondents indicated that participation as the team contribute to the sound decisions which is accompanied by accountability and motivation. Therefore, this study recommends that appropriate opportunities should be provided for the university community to develop themselves, and that existing developmental initiatives and policies should be made accessible to all in order to promote equality.

Once members of the university community have identified the developmental initiatives required for their interests and growth, mentoring processes should be implemented. The respondents indicated the lack of succession plan that could empower the ones in lower levels. The respondents further indicated a very low commitment from leadership governance bodies in putting processes in place to guide those who needed to be assisted in their endeavours. The literature suggests that leadership needs to develop informal and trusting relationships, encourage commitment, and energize subordinates psychologically in order to produce good performances (Peachey *et al.*, 2014). This study suggests that formal cost-effective structures should exist within universities for personal development, and for sustainability within universities. This will save money for the university. For example, the utilization of skilled people to develop those who need special skills in a specific area such as the use of E-learning, Moodle, Computer Literacy, conflict management, time management, mentoring and so on.

6.5.3 Operational issues

The empirical findings of this study indicated a high percentage of negative responses for the statement that challenges facing university were resolved within a short space of time. Negativity

and lack of trust was expressed by other respondents. Generally, operational issues occur daily to support the existence of, and performance at, universities. The literature supports the view that the cultural practices that are endorsed and embedded in everyday practical activities are important (Khalifa and Ayoubi, 2015). Furthermore, the literature also indicated that external forces influence the cultural practices of universities, and such influences could have an impact on the visions and missions of universities, and affect performances by the university community (Dvorak and Sinnott, 2015). This study suggests that leadership governance bodies, as agents of change, should design cultural frameworks for dealing with operational issues that all community members are aware of. This culture of dealing with operational issues may be embedded in the mission statements of institutions, but it still may be fragmented and have no practicality or impact in resolving operational issues. The effective development and use of operational frameworks should therefore eliminate such problems. This will speed up what is requested by the university community. For example, the mapping of the procedures for the authorization of a request, the name of the personnel involved and the office details should be provided clearly to the whole community.

Stakeholders are considered as being people who have diverse experience in various fields. The empirical findings of this study indicated that very few stakeholders participate in the review of operational issues at their universities. The empirical findings further indicated that participation by stakeholders enables them to understand the processes clearly. The literature indicates that stakeholders should be incorporated to share both their accumulated knowledge and the performance cultures for which they are known for (Blackmore, 2010). The study recommends that innovative and knowledgeable stakeholders who deal with these issues on a day-to-day basis should be invited to become part of collective decision-making at institutions. This may eliminate any move to vest power and authority in people who have less information and knowledge of the issues required for daily operations, and promotes openness and accountability. For example, the employment of a person with practical experience is recommended.

6.5.4 Students of the university

Students are the clients of universities; their needs must be considered, since management depends on their financial contributions. The empirical findings of this study indicated that student appeals are considered within a short space of time, and that their academic performances were

encouraged. For as much as the empirical findings indicate that support and encouragement is given to students, the literature review indicates that students with poor socio-economic backgrounds drop out of universities, which impacts on universities' student throughput (Simmons *et al.*, 2015). The literature elaborated further on the recent outcry from students in the "fees must fall" campaign that has caused financial setbacks at universities, with the future now being uncertain for such institutions (Nzimande, 2016). The study recommends that leadership governance bodies should implement a coherent system that can be used to identify students who perform academically, but who are struggling financially, before it is too late. This will assist in the increase of throughput rates and increasing the Full-time-Equivalents (FTEs) of the university.

6.5.5 Ethical culture in the university

Ethics promotes good behaviour within organizations. The empirical findings of this study indicated a split decision as some indicated that humanistic values such as integrity, fairness and humanity are considered as important while trust within university communities is not considered as important. The respondents indicated that the support and the appreciation of their contributions make them feel worthy, valuable and being trusted. The literature confirms this view that ethical standards are tested during an economic crisis, because leadership has to show morality and integrity in order to act above any conflicts of interest that may arise (Levine and Boaks, 2014). Furthermore, the literature states that ethical principles are a requirement for effective leadership, who therefore have to perform as role models for these principles in order to promote good practices (Lakshmi, 2014). The study recommends that leadership governance bodies should design and implement ethical cultures to include all members, especially leaders, since they are the true agents of change at universities. This can be effective if committees that work on institutional ethics frameworks exist. Ethical committees should contain members from across the entire spectrum of universities, since ethical practice is expected in all of their operations. This will reduce fraudulent acts such as mismanagement of funds. These practices have been observed in some universities resulting in the Minister of Higher Education putting those universities under administration because there was a lack of moral principles.

6.5.6 Challenges in the university

Universities are very complex institutions with diverse work populations. Challenges for universities are constant, again due to global changes. The respondents of this study indicated a

high positive percentage in support of the statement that financial issues and rapid technological advances do affect the leadership at these organizations. The respondents indicated that sometimes the leadership is not engaging itself in all the aspects of the university, such as the learning environment do not become the priority.

With regard to financial issues, the literature indicates that there was a call for universities to expand their intakes, regardless of the fact that the government had reduced its funding (Scott, 2011). Universities faced the reality that some students were unable to pay their tuition fees, while these fees remained a major source of income for these institutions. Furthermore, Middlehurst (2013) suggests that universities should collaborate with industry to increase their inflows of funds. Although universities are engaged in research, this is not an adequate source to fund all of their requirements. The practical observation is that while education must be made accessible to all, financial assistance to those who qualify has not been generally accessible to all. To reduce some of the financial burdens, the study therefore recommends that more fund-generating activities should be implemented in order to increase their influx. For example, the crisis experienced by all South African universities is the lack of financial assistance for students who are eligible for assistance. The outcry of Habib (2012) that some universities are over-resourced, while others are under-resourced, and that this create competitiveness between them. The study further recommends a common financial framework to relieve South African universities from financial constraints. This could be done by sharing resources amongst universities, especially those that are geographically closely situated, in order to improve performance in all universities.

With regard to rapid developments in technology, the literature noted that most activities performed in education were processed using technological means, whether as administrative work, teaching or assessment (Bandyopadhyay and Sen, 2011). The current situation in all universities is that large amounts of information is accessible through technology. The literature highlighted the importance of improving environments in order to meet the technological demands of prospective students, since this has become the new model for educational delivery (Middlehurst, 2013). Currently, prospective students at universities are technological natives, meaning that they know many aspects of the technological gadgets they interact with on a daily basis. This study recommends that university leadership governance should increase their budgets for the technological advancement of both students and staff. For example, when students register,

they should be given a gadget that will be used in teaching and learning in order to promote a learning environment. This will assist in closing the gap between those who have and those who have not. The use of technology also decreases the circulation of the quantities of paper used for administrative purposes, which contributes towards saving the environment.

6.5.7 General issues

The leadership governance at universities may have implemented the ideas suggested by this study to a certain extent as part of transformation, but the problem might be monitoring the proper use of such programmes, policies and procedures. The evaluation of these processes is currently performed annually, which allows any risks to emerge in the interim. This study recommends the use of independent internal bodies to review university processes in order to ensure that they are still being performed as intended. The study further recommends that transparency over finances be practiced as it demonstrates accountability.

The respondents of the study indicated that there is a conflict of interest between members. This becomes a challenge to leadership governance. The study recommends that the leadership should have a structure in place to deal with conflict of interest in order to promote harmony amongst the members. The study further recommends honesty and understanding as ethical principles which minimize conflict.

6.6 Suggested steps to be taken by leadership governance

The empirical findings and the literature reviewed in this study indicated that common challenges exist within universities. Theoretically, the universities are given semi-autonomy to act on their own. Currently democracy prevails in South African Higher Education. The newly appointed Minister of Higher Education brings his own rules that affect the manner in which universities are lead and run.

Universities may be architecturally different, exist within different societies, vary in size, and have different numbers of specialists, but their core business remains the same. The study's empirical findings that have been analyzed and discussed indicate that the challenges that are experienced by traditional universities and universities of technology are the same, and that changes and improvements that are needed should be implemented at traditional universities and at universities of technology.

This study looked at members of leadership governance at universities as being those that are most affected by the daily crises arising within their institutions. The university community should work hand-in-hand with the leadership in order to bring sustainability. Therefore, to be able to accomplish the transformation enshrined in the Department of Higher Education documents, leadership governance bodies have to be courageous in leading. This will empower them to govern positively and respond to problems faced by institutions. The ethical principles should be used by leadership of universities daily in order to survive the challenges. Currently, the Vice-Chancellors of Universities of Technology have a consortium called the South African Technology Network (SATN). Universities South Africa (USAF) incorporates all member universities regardless of traditional or university of technology. Its aim is to promote an inclusive, responsive and equitable system within the universities of South Africa.

The suggested steps to be taken by leadership governance of universities emanates from the initiatives of members of SATN and USAF to extend the association in order to accommodate the vice-chancellors of all universities so as to strengthen their ability to discuss their common challenges and pave the way forward for their institutions. The two associations could be able to implement the same guidelines and practices and in common aspects, instead of being in competition, bring unity with one voice to government. For example, this type of unity was experienced when students were campaigning for ‘#feesmust fall’; vice-chancellors stood together as one because they were all experiencing the same problem. This practice should be for all pertinent issues that could affect the leadership governance of universities. Figure 6.1 shows how such an association could work on their common issues.

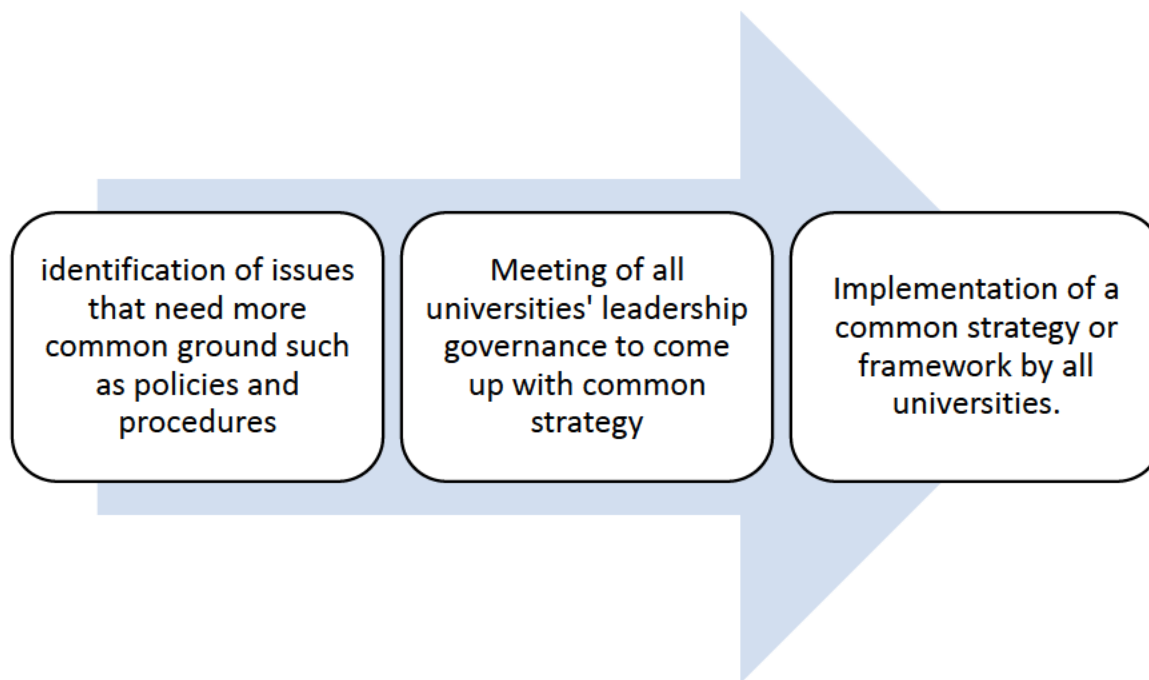


Figure 6.1: Suggested steps
Source: researcher

According to the above model, policies and procedures are critical in the leadership structure of universities. However, the findings of this study reveal that South African universities do not have the same standard policies and procedures because each university has its own controls. If policies are not clear, constituencies will blame the leadership for anything that is not done properly.

Based on this model and the empirical findings of this study, the study recommends that South African universities must have common leadership policies and procedures that meet the required DHET ISO (quality standard) requirements. This will bring sustainable and consistent leadership structure to universities and a friendly, controlled, environment for all university stakeholders.

The findings indicate that the leadership of universities use different leadership styles such as transformational, autocratic, servant and participative leadership styles in making a decision. These styles are important for individual leadership governance of universities. However, this is not the case in South African universities. The model of this study recommends that all the universities must have a common leadership style so that when they attend forums such as SATN and USAF, they speak in one voice. This will stop the implementation of different processes and have consistent service delivery approaches for customer satisfaction across all universities,

including the provision of transport, residences, resources, infrastructure, and so on. Shared governance is recommended because all the stakeholders will know what is proposed and decided.

The findings indicate that participation and sharing of opinions is good for leadership governance of universities. Wider participation adds value to the leadership governance of universities. This is not evidenced in South African universities. The model of this study recommends that all leadership of universities incorporate the same strategy when making decision for university affairs in order to reduce inconsistency amongst the universities. This will help the universities to have a coherent decision on the same issue, for example, in the case of the issue of ‘#feesmust fall’. The implementation of the same strategy could also assist in the issue of decolonizing of those aspects that were brought by Westerners into South African universities.

In summary, the model of this study suggests the principles of transformational leadership style to be implemented as they influence all the team players to be involved in the decisions making process. The model also promote trust, openness and transparency between the leadership of universities which normally brings sound management.

6.7 Limitations of the study

The first and major limitation of the study was its sampling. The researcher had no direct access to Senate members. The researcher had to communicate with the Registrar or Research Office in order to send the questionnaire to those universities that had given the gatekeeper permission to conduct an investigation. The researcher had to do a follow up through one of the two offices because she could not directly contact the members of the sample.

The second limitation on the study was the lack of interest from universities regarding participation. After the permission had been obtained, the researcher sent the link of the questionnaire to the office of Registrar or Research Office (whichever office had given the permission). Responses were not received the researcher had to do a follow up with these relevant offices and do this several times. For some universities, their responses indicated no interest in research because they were stating that their staff were already saturated with external research.

The third limitation was the difference in protocols of the universities. The researcher had to undergo the process of completing the ethical clearance forms for some universities in order to

obtain a permission, of which was either given or not given. This process took few months before it was finalized.

The fourth limitation for the study was the use of a questionnaire link. The researcher was advised by the participating universities to use a questionnaire link rather than a hard copy questionnaire because it would be easy to forward the link to potential participants. The researcher's only contact person was the Registrar or Research Office, which sometimes delayed or neglected to send reminders to the relevant members because these offices had their own daily tasks. These offices ended up not responding to communication from the researcher.

Finally, the slow pace for the return of responses. The researcher would receive only one response from a university and after a while, the researcher would send a reminder but nothing would happen. The number of participants for interviews was small because the leadership members were always attending a series of meetings. This extended waiting the time for responses which delayed the whole process of completing the research for the study.

6.8 Recommendations for further research

Transformation is a process that takes place daily, and it was observed that there were many external factors that influenced and hindered the fast tracking of changes at the universities. The inclusion of stakeholders, as well as consideration of their contributions, was seen as being unimportant to leadership governance at institutions, and it is recommended that the following research be undertaken in the future to address the other matters that have arisen from this study:

- A study employing the qualitative approach to analyse leadership governance at universities, using this study as a test;
- A mixed methods study to analyse the leadership governance at universities, which targets a different population within leadership;
- A qualitative study to address the roles played by various stakeholders in leadership governance at universities;
- A quantitative study to address the roles played by various stakeholders in leadership governance at universities; and
- A mixed methods study to address the roles played by various stakeholders in leadership governance at universities.

6.9 Conclusion

This chapter discussed the conclusions for the study, along with its limitations and recommendations, and suggested areas in which future research could be conducted. The empirical findings and the literature reviewed for this study, which were discussed in the preceding chapters, painted a clear picture that leadership governance at the universities should be a collective effort in order to sustain the core businesses of these establishments.

Amongst the responsibilities of leadership governance bodies are those that bring about changes through working with others, and to consider equity within university communities. Adoption of integrated or distributed leadership models assists in distributing the risks associated with centralizing power in one point which can limit growth within universities.

The literature reviewed encouraged leadership to share views and ideas with subordinates in order to build trust and worthiness within university communities. This participation by the wider community gives a sense of belonging and ownership, which in turn makes its members more committed to accomplishing their given tasks and contributing to the stability of their universities.

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LIST OF APPENDICES

APPENDIX A: Conditional approval



21 October 2015

Mrs Lulu Fortunate Jali (925330922)
Graduate School of Business & Leadership
Westville Campus

Dear Ms Phasha,

Protocol reference number: HSS/1174/015D
Project title: Analysis of the Leadership Governance in the South African Universities

I wish to inform you that your application in connection with the above has been granted conditional approval, subject to, the supervisor overseeing the following.

1. Gatekeeper Permission letter required.

Kindly submit your response to Dr Shenuka Singh (Chair), % Research Office, HSSREC Office, Westville Campus as soon as possible.

This approval is granted Conditional and the final approval for this project will be given once the above condition has been met.

Data collection may commence on approved submitted sites.

Yo

.....
Dr [Redacted] (Chair)

/m

cc Supervisor: Dr Lawrence M Lekhanya
cc Academic Leader Research: Dr Muhammad Hoque
cc School Administrator: Ms Zarina Bullyraj

Humanities & Social Sciences Research Ethics Committee
Dr Shenuka Singh (Chair)

Westville Campus, Govan Mbeki Building
Postal Address: Private Bag X54001, Durban 4000

Telephone: +27 (0) 31 260 3587/6350/4557 Facsimile: +27 (0) 31 260 4609 Email: ximbap@ukzn.ac.za / snymann@ukzn.ac.za / mohung@ukzn.ac.za
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APPENDIX B: Letter of information and questionnaire

PROJECT TITLE: ANALYSIS OF THE LEADERSHIP GOVERNANCE IN THE SOUTH AFRICAN UNIVERSITIES.

Primary investigator: Mrs L. F. Jali, DBA (Leadership & Business)

Study Leader: Dr L. M. Lekhanya, PHD, Department of Entrepreneurship and Management, Durban University of Durban, Durban.

Dear Potential research participant

You are invited to complete a survey questionnaire that forms part of my formal DBA studies.

Leadership governance is the concept that is popular in big corporates and businesses. With the introduction of entrepreneurship within the academic sector, the concept became a reality as the academic institutions had to implement innovative methods, based solutions and responses to economic or societal problems. Leadership governance has to create a vision, direct and influence the group of individuals towards the achievement of such a vision. Therefore, the leadership governance is a structure that is responsible for internal co-ordination and control within an institution. Documentation from the Department of Higher Education emphasizes the unified and coordinated system of higher education in which all institutions are guided by the same policies and legislation. This seems impossible due to the autonomy given to each institution. Competitiveness within the institutions has influenced the enrollment figures, dropout rates remain high while throughput is not escalating as it is projected and a number of students take longer than the expected duration to complete the programme. These concerns raise questions of whether there is proper guidance and counselling of new entrance requirements for universities. Indirectly, these concerns affect the economy of the country. All the above-mentioned concerns point back to the Leadership Governance of each institution. The objectives of the study are to assess and evaluate the role of leadership governance in traditional universities and universities of technology. The other is to identify factors that influence the leadership governance of both traditional universities and universities of technology; to examine the leadership governance styles within the traditional universities and universities of technology and to propose the leadership governance model for

South African universities that will be suitable for both traditional universities and universities of technology.

If you decide to participate in this study, you will be required to complete the paper-based questionnaire that will be sent to you via the assistant or e-mailed to your personal email address or online survey. You will be expected to be a member of leadership governance in order to respond to the questionnaire. It should not take more than 45 minutes to complete the questionnaire.

Only the members of Senate are required to complete the questionnaire.

In the questionnaire, you will be requested to share leadership governance information about your institution. The information will be treated with strict confidentiality to avoid loss of trust between researcher and an institution.

The results of the questionnaire will have no direct personal benefit to you, but will contribute towards better understanding the leadership governance role in both traditional universities and universities of technology.

Your participation to this study is voluntary and anonymous. You can be assured that your response will receive utmost confidentiality and will not be divulged to any other person. You have the right to withdraw at any stage without penalty or future disadvantage whatsoever. Your withdrawal will in no way influence the continued relationship with the research team. Please be aware that there are no financial rewards that will accrue to you for participating in this study.

The questionnaire data and demographic information will be coded so that they will not be linked to you personally. Your identity will not be revealed when the study is reported. All hardcopies of the questionnaires that have been completed will be stored in a secure place for a period of three years. Those, which have been received online, will be saved and stored on a portable device and kept in a safe place for three years.

The School of Business & Leadership at UKZN has approved the proposal, but they are waiting for your response (institutional response) to indicate whether you are willing to participate in this study in order to issue an ethical clearance.

The primary investigator, Lulu Jali can be contacted during office hours at Tel. (031-3736712) or on her mobile number: 083 340 7263, email: jalil@dut.ac.za. The study leader, Dr Lawrence Lekhanya, can be contacted during office hours at Tel. (031-3735835) on his mobile number: 072 335 3411, email: lawrencel@dut.ac.za.

No financial benefits will be received by both the study leader and a primary investigator after completion of this study.

Your participation in the study will be greatly appreciated.

DECLARATION BY RESPONDENT

I hereby agree to participate in the completion of this questionnaire.

Signature of respondent:

1. Please indicate the name of your University.

2. Indicate your position in a University (optional)

Vice-Chancellor (Academic; Administration)	1
Executive Dean	2
Head of the School	3
Director: Human Resources	4
Director: Registrar	5
Community representative	6
Students' representative	7
Head of Department/ Programme Leader	8

Other -specify	9
----------------	---

3. Years of membership in leadership position in your university

Less than a 1 year	1
Between 1 – 3	2
Between 4 - 6	3
Between 7 – 9	4
10 years and more	5

Please indicate your response to the following statement with regard to the role of leadership governance in your university

Statement	Strongly agree 1	Agree 2	Neutral 3	Disagree 4	Strongly disagree 5
4. University Management					
4.1 University management structure includes all relevant stakeholders					

4.2 All university committees are made up of each representative from all stakeholders.					
4.3 Communities/parents are represented in management level of university.					
4.4 Students are included in university management.					
4.5 Students are involved in the university decision-making bodies.					
5. University Policies					
5.1 University management reviews and improves all policies and procedures very seldom.					
5.2 All reviews and improvements on policies and procedures are transparent.					
5.3 All stakeholders are offered an opportunity to comment on the improvement of policies and procedures.					

5.4 Contributions from stakeholders are considered seriously.					
5.5 All administration policies and procedures are included in the policy review process.					
6. University Community					
6.1 All university community members are supported in developmental initiatives.					
6.2 All university community members are directed to achieve the set goals.					
6.3 All university community members are mentored.					
6.4 Needs of the university community are given priority.					
7. Operational issues of the University					
7.1 Senate members of the university are involved in					

allocating and monitoring financial resources.					
7.2 All management/board members are familiar with university day-to-day operations.					
7.3 All stakeholders participate in the revision of operational issues.					
7.4 Challenges facing a university are resolved within a short space of time.					
8. Students of the university					
8.1 Leadership governance gives priority to students' demands.					
8.2 Leadership governance considers students' appeals within a short time frame.					
8.3 Leadership governance encourages students to perform academically.					
8.4 Leadership governance encourages students to be					

involved in activities which bring holistic growth.					
9. Ethical culture in the university					
9.1 University leadership promotes ethical culture and good values within a university.					
9.2 Humanistic values, such as integrity, fairness, humanity and respect do become a challenge to university leadership.					
9.3 University leadership considers each stakeholder's contribution towards the achievement of the vision of the university.					
9.4 Each of the university's leadership member is encouraged to utilise his/her knowledge and skills for the improvement and growth in the university.					
9.5 Trust within university community is promoted.					

10. Challenges in the university					
10.1 Socio-economic issues do affect the vision of a university.					
10.2 Financial issues affect leadership governance.					
10.3 Fast changes in technology affect the running of university.					
10.4 Conflict of interest amongst members of the university community challenges leadership governance.					
10.5 Different values, ethics, beliefs and culture have an effect on the achievement of certain university goals.					

Thank you.

APPENDIX C: Interview Schedule

INTERVIEWS BASED ON ANALYSIS OF LEADERSHIP GOVERNANCE IN UNIVERSITIES

My name is **Lulu Jali**, currently I am pursuing **Doctorate degree in the University of KwaZulu-Natal under the Graduate School of Leadership and Business**.

Dear Potential research participant

You are cordially invited to answer the questions attached.

Leadership governance is the concept that is popular in big corporates and businesses. With the introduction of entrepreneurship within the academic sector, the concept became a reality as the academic institutions had to implement innovative methods, based solutions and responses to economic or societal problems. Leadership governance has to create a vision, direct and influence the group of individuals towards the achievement of such a vision. Therefore the leadership governance is a structure that is responsible for internal co-ordination and control within an institution. Documentation from the Department of Higher Education emphasizes the unified and coordinated system of higher education in which all institutions are guided by the same policies and legislation. This seems impossible due to the autonomy given to each institution. Competitiveness within the institutions has influenced the enrollment figures, dropout rates remain high while throughput is not escalating as it is projected and a number of students take longer than the expected duration to complete the programme. These concerns raises questions of whether there is proper guidance and counselling of new entrance requirements for universities. Indirectly, these concerns affect the economy of the country. All the above-mentioned concerns point back to the Leadership Governance of each institution. The objectives of the study are to assess and evaluate the role of leadership governance in traditional universities and universities of technology; to identify factors that influence the leadership governance of both traditional universities and universities of technology; to examine the leadership governance styles within the traditional universities and universities of technology and to propose the leadership governance model for South African universities that will be suitable for both traditional universities and universities of technology.

Declaration by respondent

I hereby agree to participate in the research.

Signature of respondent:

1. The name of the university.

.....
.....

2. What is your position in the university?

.....

3. How long have you been holding this position?

.....

4. As a leader, what type of leadership style you prefer?

.....
.....

5. What factors influence the preferred the leadership style?

.....
.....
.....

6. How does your leadership style perceive by your colleagues?

.....
.....
.....

7. What is your view in incorporating the other stakeholders such as students, community members in the leadership governance of the university?

.....
.....

8. What do you think of entire leadership governance in your university?

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.....

9. In your opinion, is it important for the leadership governance of a university to be transparent in their processes?

.....
.....
.....

10. What do you think are the important roles of leadership governance in a university?

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.....
.....

APPENDIX D: Frequencies

Name of university and participants per university

Please indicate the name of your University					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rhodes	4	10.3	10.3	10.3
	UKZN	1	2.6	2.6	12.8
	CUT	4	10.3	10.3	23.1
	MUT	1	2.6	2.6	25.6
	Stellenbosch	17	43.6	43.6	69.2
	DUT	8	20.5	20.5	89.7
	UCT	1	2.6	2.6	92.3
	UNISA	1	2.6	2.6	94.9
	Limpopo	2	5.1	5.1	100.0
	Total	39	100.0	100.0	

Chi-Square Tests						
	Value	df	Significant	2-sided Sig.	1-sided Sig.	Exact Probabil
Pearson Chi-Square	39.000 ^a	8	0.000	0.000		
Likelihood Ratio	49.648	8	0.000	0.000		
Fisher's Exact Test	38.251			0.000		
Linear-by-Linear	.055 ^b	1	0.815	0.863	0.445	0.067
N of Valid Cases	39					

Position held in a university

Indicate your position in a University					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Executive Director	4	10.3	10.3	10.3
	Head of the Department	8	20.5	20.5	30.8
	Director: Human Resources	4	10.3	10.3	41.0
	Director: Research	3	7.7	7.7	48.7
	Students' Representative	4	10.3	10.3	59.0
	Head of Department	2	5.1	5.1	64.1
	Other	14	35.9	35.9	100.0
	Total	39	100.0	100.0	

Chi-Square Tests						
	Value	df	Significant	ct Sig. (2-s	ct Sig. (1-s	int Probability
Pearson C	9.723 ^a	6	0.137	0.131		
Likelihood	10.944	6	0.090	0.176		
Fisher's Ex	9.615			0.091		
Linear-by-l	2.401 ^b	1	0.121	0.127	0.069	0.015
N of Valid	39					
a. 12 cells (85.7%) have expected count less than 5. The minimum expected						
b. The standardized statistic is -1.550.						

Years in leadership of university

		University Type		Total		
		Traditional	ity of Tech			
Years of m	Less than	Count	3	2	5	
		% within U	11.5%	15.4%	12.8%	
	Between 1	Count	9	2	11	
		% within U	34.6%	15.4%	28.2%	
	Between 4	Count	4	4	8	
		% within U	15.4%	30.8%	20.5%	
	Between 7	Count	5	3	8	
		% within U	19.2%	23.1%	20.5%	
	10 years a	Count	5	2	7	
		% within U	19.2%	15.4%	17.9%	
Total		Count	26	13	39	
		% within U	100.0%	100.0%	100.0%	
Chi-Square Tests						
	Value	df	Significant	ct Sig. (2-s	ct Sig. (1-s	int Probabil
Pearson C	2.370 ^a	4	0.668	0.718		
Likelihood	2.436	4	0.656	0.730		
Fisher's Ex	2.595			0.712		

APPENDIX E: Kaiser-Meyer-Olkin Measure of Sampling Adequacy

KAISER-MEYER-OLKIN OF SAMPLING ADEQUACY (FACTOR ANALYSIS)

		Kaiser-Meyer-Olkin Measure of Sampling Adequacy	Bartlett's Test of Sphericity		
			Approx. Chi-Square	df	Sig.
4	University Management	0.661	71.908	10	0.000
5	University Policies	0.788	91.253	10	0.000
6	University Community	0.719	60.111	6	0.000
7	Operational issues of the University	0.767	42.802	6	0.000
8	Students of the university	0.695	46.684	6	0.000
9	Ethical culture in the university	0.798	68.826	10	0.000
10	Challenges in the university	0.574	44.320	10	0.000

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.661
Bartlett's Test of Sphericity	Approx. Chi-Square	71.908
	df	10
	Sig.	0.000
Component Matrixa		
University Management	Component	
	1	
University management structure includes all relevant stakeholders	0.842	
All university committees are made up of each representative from all stakeholders	0.812	
Communities/parents are represented in management level of university	0.447	
Students are included in university management	0.688	
Students are involved in the university decision-making bodies	0.807	
Extraction Method: Principal Component Analysis.		
a. 1 components extracted.		

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.788
Bartlett's Test of Sphericity	Approx. Chi-Square	91.253
	df	10
	Sig.	0.000
Component Matrixa		
University Policies	Component	
	1	
All reviews and improvements on policies and procedures are transparent	0.919	
All stakeholders are offered an opportunity to comment on the improvement of policies and procedures	0.892	
Contributions from stakeholders are considered seriously	0.922	
All administration policies and procedures are included in the policy review process	0.609	
Extraction Method: Principal Component Analysis.		
a. 1 components extracted.		
KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.719
Bartlett's Test of Sphericity	Approx. Chi-Square	60.111
	df	6
	Sig.	0.000
Component Matrixa		
University Community	Component	
	1	
All university community members are supported in developmental initiatives	0.673	
All university community members are directed to achieve the set goals	0.882	
All university community members are mentored	0.726	
Needs of the university community are given priority	0.899	
Extraction Method: Principal Component Analysis.		
a. 1 components extracted.		
KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.767
Bartlett's Test of Sphericity	Approx. Chi-Square	42.802
	df	6

	Sig.	0.000
Component Matrixa		
Operational issues of the University	Component	
	1	
Senate members of the university are involved in allocating and monitoring financial resources	0.713	
All management/board members are familiar with university day-to-day operations	0.854	
All stakeholders participate in the revision of operational issues	0.841	
Challenges facing a university are resolved within a short space of time	0.709	
Extraction Method: Principal Component Analysis.		
a. 1 components extracted.		
KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.695
Bartlett's Test of Sphericity	Approx. Chi-Square	46.684
	df	6
	Sig.	0.000
Component Matrixa		
Students of the university	Component	
	1	
Leadership governance gives priority to students' demands	0.815	
Leadership governance considers students' appeals within a short time frame	0.725	
Leadership governance encourages students to perform academically	0.682	
Leadership governance encourages students to be involved in activities which bring holistic growth	0.880	
Extraction Method: Principal Component Analysis.		
a. 1 components extracted.		
KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.798
Bartlett's Test of Sphericity	Approx. Chi-Square	68.826
	df	10
	Sig.	0.000
Rotated Component Matrixa		
Ethical culture in the university	Component	
	1	2

University leadership promotes ethical culture and good values within a university	0.816	0.074
Humanistic values, such as integrity, fairness, humanity and respect do become a challenge to university leadership	0.008	0.993
University leadership considers each stakeholder's contribution towards the achievement of the vision of the university	0.813	0.093
Each of the university's leadership member is encouraged to utilize his/her knowledge and skills for the improvement and growth in the university	0.844	-0.145
Trust within university community is promoted	0.896	-0.016
Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.		
a. Rotation converged in 3 iterations.		
KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.574
Bartlett's Test of Sphericity	Approx. Chi-Square	44.320
	df	10
	Sig.	0.000
Rotated Component Matrixa		
Challenges in the university	Component	
	1	2
Socio-economic issues do affect the vision of a university	0.882	0.026
Financial issues affect leadership governance	0.907	0.090
Fast changes in technology affect the running of university	0.474	0.104
Conflict of interest amongst members of the university community challenges leadership governance	-0.079	0.905
Different values, ethics, beliefs and culture have an effect on the achievement of certain university goals	0.346	0.782
Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.		
a. Rotation converged in 3 iterations.		

Number of Items		Cronbach's Alpha	
University M	5 of 5	0.772	
University F	5 of 5	0.684	
University C	4 of 4	0.809	
Operational	4 of 4	0.781	
Students of	4 of 4	0.781	
Ethical cult	5 of 5	0.747	
Challenges	5 of 5	0.628	

APPENDIX F: Reliabilities

Reliability Statistics		
Cronbach's Alpha	N of Items	
0.772	5	
Reliability Statistics		
Cronbach's Alpha	N of Items	
0.684	5	
Reliability Statistics		
Cronbach's Alpha	N of Items	
0.809	4	
Reliability Statistics		
Cronbach's Alpha	N of Items	
0.781	4	
Reliability Statistics		
Cronbach's Alpha	N of Items	
0.781	4	

Reliability Statistics		
Cronbach's Alpha	N of Items	
0.747	5	
Reliability Statistics		
Cronbach's Alpha	N of Items	
0.628	5	

APPENDIX G: Cross-tabulations

University management structures includes all relevant stakeholders*university type

			University Type		Total	
			Traditional	University of Tech		
University management structure	Agree	Count	14	11	25	
		% within University	53.8%	84.6%	64.1%	
	Neutral	Count	5	1	6	
		% within University	19.2%	7.7%	15.4%	
	Disagree	Count	7	1	8	
		% within University	26.9%	7.7%	20.5%	
Total		Count	26	13	39	
		% within University	100.0%	100.0%	100.0%	
Chi-Square Tests						
	Value	df	Significance	Exact Sig. (2-sided)	Exact Sig. (1-sided)	Contingency Coefficient Probabilities
Pearson Chi-Square	3.593 ^a	2	0.166	0.205		
Likelihood Ratio	3.917	2	0.141	0.191		
Fisher's Exact Test	3.179			0.252		
Linear-by-Linear Association	3.217 ^b	1	0.073	0.097	0.052	0.034
N of Valid Cases	39					
a. 3 cells (50.0%) have expected count less than 5. The minimum expected count is 2.00.						

All university committees are made up of each representative from all stakeholders
 *university type

Communities/parents are represented in management level of university * university type

			University Type		Total	
			Traditional	University of Tech		
Communities/parents are represented	Agree	Count	3	3	6	
		% within University	11.5%	23.1%	15.4%	
	Neutral	Count	6	4	10	
		% within University	23.1%	30.8%	25.6%	
	Disagree	Count	17	6	23	
		% within University	65.4%	46.2%	59.0%	
Total		Count	26	13	39	
		% within University	100.0%	100.0%	100.0%	
Chi-Square Tests						
	Value	df	Significance	Exact Sig. (2-sided)	Exact Sig. (1-sided)	Asymptotic Probabilities
Pearson Chi-Square	1.493 ^a	2	0.474	0.507		
Likelihood Ratio	1.468	2	0.480	0.507		
Fisher's Exact Test	1.672			0.453		
Linear-by-Linear Association	1.444 ^b	1	0.229	0.264	0.165	0.086
N of Valid Cases	39					
a. 3 cells (50.0%) have expected count less than 5. The minimum expected count is 2.00.						

Students are included in the university management *university type

			University Type		Total	
			Traditional	University of Tech		
Students are included in university management	Agree	Count	18	10	28	
		% within University	69.2%	76.9%	71.8%	
	Neutral	Count	3	2	5	
		% within University	11.5%	15.4%	12.8%	
	Disagree	Count	5	1	6	
		% within University	19.2%	7.7%	15.4%	
Total		Count	26	13	39	
		% within University	100.0%	100.0%	100.0%	
Chi-Square Tests						
	Value	df	Significance	Exact Sig. (2-sided)	Exact Sig. (1-sided)	Asymptotic Probabilities
Pearson Chi-Square	.921 ^a	2	0.631	0.751		
Likelihood Ratio	1.013	2	0.603	0.751		
Fisher's Exact Test	0.930			0.751		
Linear-by-Linear Association	.564 ^b	1	0.453	0.513	0.309	0.141
N of Valid Cases	39					
a. 4 cells (66.7%) have expected count less than 5. The minimum expected count is 1.67.						
b. The standardized statistic is -.751.						

Students are involved in the university decision-making bodies * university type

University management reviews and improves all policies and procedures very seldom*university type

			University Type		Total	
			Traditional	University of Tech		
University management reviews	Agree	Count	5	8	13	
		% within University	19.2%	61.5%	33.3%	
	Neutral	Count	5	3	8	
		% within University	19.2%	23.1%	20.5%	
	Disagree	Count	16	2	18	
		% within University	61.5%	15.4%	46.2%	
Total		Count	26	13	39	
		% within University	100.0%	100.0%	100.0%	
Chi-Square Tests						
	Value	df	Significance	Exact Sig. (2-sided)	Exact Sig. (1-sided)	Asymptotic Probabilities
Pearson Chi-Square	8.716 ^a	2	0.013	0.009		
Likelihood Ratio	9.182	2	0.010	0.010		
Fisher's Exact Test	8.665			0.009		
Linear-by-Linear Association	8.489 ^b	1	0.004	0.004	0.003	0.002
N of Valid Cases	39					
a. 2 cells (33.3%) have expected count less than 5. The minimum expected count is 2.67.						
b. The standardized statistic is -2.914.						

All reviews and improvements on policies are transparent * university type

			University Type		Total	
			Traditional	University of Tech		
All reviews and improvements on	Agree	Count	14	9	23	
		% within University	53.8%	69.2%	59.0%	
	Neutral	Count	4	4	8	
		% within University	15.4%	30.8%	20.5%	
	Disagree	Count	8	0	8	
		% within University	30.8%	0.0%	20.5%	
Total		Count	26	13	39	
		% within University	100.0%	100.0%	100.0%	
Chi-Square Tests						
	Value	df	Significance	Exact Sig. (2-sided)	Exact Sig. (1-sided)	Contingency Coefficient Probabilities
Pearson Chi-Square	5.348 ^a	2	0.069	0.062		
Likelihood Ratio	7.769	2	0.021	0.047		
Fisher's Exact Test	5.613			0.062		
Linear-by-Linear Association	2.780 ^b	1	0.095	0.143	0.069	0.043
N of Valid Cases	39					
a. 2 cells (33.3%) have expected count less than 5. The minimum expected count is 2.67.						
b. The standardized statistic is -1.667.						

All stakeholders are offered an opportunity to comment on the improvement of policies and procedures *university type

			University Type		Total	
			Traditional	University of Tech		
All stakeholders are offered an opportunity to comment on the improvement of policies and procedures	Agree	Count	18	10	28	
		% within University	69.2%	76.9%	71.8%	
	Neutral	Count	3	3	6	
		% within University	11.5%	23.1%	15.4%	
	Disagree	Count	5	0	5	
		% within University	19.2%	0.0%	12.8%	
Total		Count	26	13	39	
		% within University	100.0%	100.0%	100.0%	
Chi-Square Tests						
	Value	df	Significance	Exact Sig. (2-sided)	Exact Sig. (1-sided)	Asymptotic Probabilities
Pearson Chi-Square	3.321 ^a	2	0.190	0.236		
Likelihood Ratio	4.832	2	0.089	0.186		
Fisher's Exact Test	3.127			0.265		
Linear-by-Linear Association	1.228 ^b	1	0.268	0.351	0.197	0.112
N of Valid Cases	39					
a. 4 cells (66.7%) have expected count less than 5. The minimum expected count is 1.67.						
b. The standardized statistic is -1.108.						

Contributions from stakeholders are considered seriously * university type

			University Type		Total	
			Traditional	University of Tech		
Contributions from stakeholders	Agree	Count	11	7	18	
		% within University	42.3%	53.8%	46.2%	
	Neutral	Count	8	6	14	
		% within University	30.8%	46.2%	35.9%	
	Disagree	Count	7	0	7	
		% within University	26.9%	0.0%	17.9%	
Total		Count	26	13	39	
		% within University	100.0%	100.0%	100.0%	
Chi-Square Tests						
	Value	df	Significance	Exact Sig. (2-sided)	Exact Sig. (1-sided)	Asymptotic Probabilities
Pearson Chi-Square	4.321 ^a	2	0.115	0.140		
Likelihood Ratio	6.470	2	0.039	0.075		
Fisher's Exact Test	4.406			0.128		
Linear-by-Linear Association	2.225 ^b	1	0.136	0.180	0.101	0.061
N of Valid Cases	39					
a. 3 cells (50.0%) have expected count less than 5. The minimum expected count is 2.33.						
b. The standardized statistic is -1.492.						

**All administration policies and procedures are included in the policy review process *
university type**

			University Type		Total	
			Traditional	University of Tech		
All administration policies and procedures	Agree	Count	12	9	21	
		% within University	46.2%	69.2%	53.8%	
	Neutral	Count	7	4	11	
		% within University	26.9%	30.8%	28.2%	
	Disagree	Count	7	0	7	
		% within University	26.9%	0.0%	17.9%	
Total		Count	26	13	39	
		% within University	100.0%	100.0%	100.0%	
Chi-Square Tests						
	Value	df	Significance	Exact Sig. (2-sided)	Exact Sig. (1-sided)	Asymptotic Probabilities
Pearson Chi-Square	4.403 ^a	2	0.111	0.141		
Likelihood Ratio	6.545	2	0.038	0.065		
Fisher's Exact Test	4.463			0.141		
Linear-by-Linear Association	3.584 ^b	1	0.058	0.079	0.043	0.030
N of Valid Cases	39					
a. 3 cells (50.0%) have expected count less than 5. The minimum expected count is 2.33.						

All university community members are supported in developmental initiatives*university type

			University Type		Total	
			Traditional	sity of Tech		
All university community members	Agree	Count	11	9	20	
		% within Ur	42.3%	69.2%	51.3%	
	Neutral	Count	6	4	10	
		% within Ur	23.1%	30.8%	25.6%	
	Disagree	Count	9	0	9	
		% within Ur	34.6%	0.0%	23.1%	
Total		Count	26	13	39	
		% within Ur	100.0%	100.0%	100.0%	
Chi-Square Tests						
	Value	df	Significanc	ct Sig. (2-si	ct Sig. (1-si	oint Probabil
Pearson Chi-Square	5.925 ^a	2	0.052	0.064		
Likelihood Ratio	8.662	2	0.013	0.031		
Fisher's Exact Test	6.379			0.046		
Linear-by-Linear Association	4.816 ^b	1	0.028	0.037	0.020	0.014
N of Valid Cases	39					
a. 2 cells (33.3%) have expected count less than 5. The minimum expected count is 3.00.						

All university community members are directed to achieve the set goals* university type

			University Type		Total	
			Traditional	sity of Tech		
All university community members	Agree	Count	13	5	18	
		% within Ur	50.0%	38.5%	46.2%	
	Neutral	Count	3	8	11	
		% within Ur	11.5%	61.5%	28.2%	
	Disagree	Count	10	0	10	
		% within Ur	38.5%	0.0%	25.6%	
Total		Count	26	13	39	
		% within Ur	100.0%	100.0%	100.0%	

Chi-Square Tests						
	Value	df	Significant	ct Sig. (2-si	ct Sig. (1-si	oint Probabil
Pearson Chi-Square	12.932 ^a	2	0.002	0.001		
Likelihood Ratio	15.487	2	0.000	0.001		
Fisher's Exact Test	12.717			0.001		
Linear-by-Linear Association	.906 ^b	1	0.341	0.418	0.229	0.106
N of Valid Cases	39					

All university community members are mentored*university type

All university community members are mentored * University Type					
		University Type			Total
		Traditional	University of Tech		
All university community members	Agree	Count	1	3	4
		% within Ur	3.8%	23.1%	10.3%
	Neutral	Count	11	9	20
		% within Ur	42.3%	69.2%	51.3%
	Disagree	Count	14	1	15
		% within Ur	53.8%	7.7%	38.5%
Total		Count	26	13	39
		% within Ur	100.0%	100.0%	100.0%

Chi-Square Tests						
	Value	df	Significant	ct Sig. (2-si	ct Sig. (1-si	oint Probabil
Pearson Chi-Square	9.150 ^a	2	0.010	0.011		
Likelihood Ratio	10.276	2	0.006	0.011		
Fisher's Exact Test	9.290			0.007		
Linear-by-Linear Association	8.856 ^b	1	0.003	0.003	0.003	0.002
N of Valid Cases	39					

Needs of the university community are given priority * university type

Needs of the university community are given priority * University Type					
			University Type		Total
			Traditional	University of Tech	
Needs of the university community	Agree	Count	10	5	15
		% within University	38.5%	38.5%	38.5%
	Neutral	Count	8	7	15
		% within University	30.8%	53.8%	38.5%
	Disagree	Count	8	1	9
		% within University	30.8%	7.7%	23.1%
Total		Count	26	13	39
		% within University	100.0%	100.0%	100.0%

Chi-Square Tests						
	Value	df	Significance	Exact Sig. (2-sided)	Exact Sig. (1-sided)	Contingency Coefficient
Pearson Chi-Square	3.200 ^a	2	0.202	0.239		
Likelihood Ratio	3.546	2	0.170	0.197		
Fisher's Exact Test	3.070			0.239		
Linear-by-Linear Association	.760 ^b	1	0.383	0.515	0.258	0.121
N of Valid Cases	39					

Senate members of the university are involved in allocating and monitoring financial resources * university type

Senate members of the university are involved in allocating and monitoring financial resources					
			University Type		Total
			Traditional	University of Tech	
Senate members of the university	Agree	Count	8	2	10
		% within University	30.8%	15.4%	25.6%
	Neutral	Count	3	6	9
		% within University	11.5%	46.2%	23.1%
	Disagree	Count	15	5	20
		% within University	57.7%	38.5%	51.3%
Total		Count	26	13	39
		% within University	100.0%	100.0%	100.0%

Chi-Square Tests						
	Value	df	Significance	Exact Sig. (2-sided)	Exact Sig. (1-sided)	Contingency Coefficient
Pearson Chi-Square	5.925 ^a	2	0.052	0.064		
Likelihood Ratio	5.689	2	0.058	0.072		
Fisher's Exact Test	5.364			0.064		
Linear-by-Linear Association	.018 ^b	1	0.894	1.000	0.522	

**All management /board members are familiar with day-to-day operations
*university type**

			University Type		Total
			Traditional	sity of Tech	
All management/board membe	Agree	Count	8	6	14
		% within Ur	30.8%	46.2%	35.9%
	Neutral	Count	8	5	13
		% within Ur	30.8%	38.5%	33.3%
	Disagree	Count	10	2	12
		% within Ur	38.5%	15.4%	30.8%
Total		Count	26	13	39
		% within Ur	100.0%	100.0%	100.0%

Chi-Square Tests					
	Value	df	Significanc	ct Sig. (2-sic	ct Sig. (1-sic
Pearson Chi-Square	2.225 ^a	2	0.329	0.398	
Likelihood Ratio	2.390	2	0.303	0.366	
Fisher's Exact Test	2.229			0.366	
Linear-by-Linear Association	1.881 ^b	1	0.170	0.218	0.122
N of Valid Cases	39				

All stakeholders participate in the revision of operational issues * university type

			University Type		Total
			Traditional	sity of Tech	
All stakeholders participate in th	Agree	Count	10	5	15
		% within Ur	38.5%	38.5%	38.5%
	Neutral	Count	4	6	10
		% within Ur	15.4%	46.2%	25.6%
	Disagree	Count	12	2	14
		% within Ur	46.2%	15.4%	35.9%
Total		Count	26	13	39
		% within Ur	100.0%	100.0%	100.0%

Chi-Square Tests					
	Value	df	Significant	ct Sig. (2-sic	ct Sig. (1-sic
Pearson Chi-Square	5.486 ^a	2	0.064	0.067	
Likelihood Ratio	5.609	2	0.061	0.067	
Fisher's Exact Test	5.251			0.059	
Linear-by-Linear Association	1.076 ^b	1	0.300	0.336	0.200
N of Valid Cases	39				

**Challenges facing a university are resolved within a short space of time
* university type**

Challenges facing a university are resolved within a short space of time * University Typ					
			University Type		Total
			Traditional	sity of Tech	
Challenges facing a university a	Agree	Count	5	3	8
		% within Ur	19.2%	23.1%	20.5%
	Neutral	Count	4	5	9
		% within Ur	15.4%	38.5%	23.1%
	Disagree	Count	17	5	22
		% within Ur	65.4%	38.5%	56.4%
Total	Count	26	13	39	
	% within Ur	100.0%	100.0%	100.0%	

Chi-Square Tests					
	Value	df	Significant	ct Sig. (2-sic	ct Sig. (1-sic
Pearson Chi-Square	3.176 ^a	2	0.204	0.224	
Likelihood Ratio	3.116	2	0.211	0.249	
Fisher's Exact Test	3.184			0.201	
Linear-by-Linear Association	1.248 ^b	1	0.264	0.299	0.182

Leadership governance gives priority to students' demands* university type

Leadership governance gives priority to students' demands * University Type					
			University Type		Total
			Traditional	sity of Tech	
Leadership governance gives p	Agree	Count	16	9	25
		% within Ur	61.5%	69.2%	64.1%
	Neutral	Count	5	2	7
		% within Ur	19.2%	15.4%	17.9%
	Disagree	Count	5	2	7
		% within Ur	19.2%	15.4%	17.9%
Total	Count	26	13	39	
	% within Ur	100.0%	100.0%	100.0%	

Chi-Square Tests					
	Value	df	Significant	ct Sig. (2-si	ct Sig. (1-si
Pearson Chi-Square	.223 ^a	2	0.895	1.000	
Likelihood Ratio	0.226	2	0.893	1.000	
Fisher's Exact Test	0.283			1.000	
Linear-by-Linear Association	.185 ^b	1	0.667	0.832	0.423
N of Valid Cases	39				

**Leadership governance considers students' appeals within a short time frame
* university type**

Leadership governance considers students' appeals within a short time frame * University Type					
		University Type			Total
		Traditional	University of Tech		
Leadership governance considers students' appeals within a short time frame	Agree	Count	16	8	24
		% within University	61.5%	61.5%	61.5%
	Neutral	Count	6	3	9
		% within University	23.1%	23.1%	23.1%
	Disagree	Count	4	2	6
		% within University	15.4%	15.4%	15.4%
Total		Count	26	13	39
		% within University	100.0%	100.0%	100.0%

Chi-Square Tests					
	Value	df	Significant	ct Sig. (2-si	ct Sig. (1-si
Pearson Chi-Square	.000 ^a	2	1.000	1.000	
Likelihood Ratio	0.000	2	1.000	1.000	
Fisher's Exact Test	0.170			1.000	
Linear-by-Linear Association	.000 ^b	1	1.000	1.000	0.595
N of Valid Cases	39				

**Leadership governance encourages students to perform academically
* university type**

			University Type		Total
			Traditional	sity of Tech	
Leadership governance encour	Agree	Count	22	11	33
		% within Ur	84.6%	84.6%	84.6%
	Neutral	Count	2	1	3
		% within Ur	7.7%	7.7%	7.7%
	Disagree	Count	2	1	3
		% within Ur	7.7%	7.7%	7.7%
Total		Count	26	13	39
		% within Ur	100.0%	100.0%	100.0%

Chi-Square Tests					
	Value	df	Significanc	ct Sig. (2-sic	ct Sig. (1-sic
Pearson Chi-Square	.000 ^a	2	1.000	1.000	
Likelihood Ratio	0.000	2	1.000	1.000	
Fisher's Exact Test	0.382			1.000	
Linear-by-Linear Association	.000 ^b	1	1.000	1.000	0.630
N of Valid Cases	39				

**Leadership governance encourages students to be involved in activities which bring holistic
* university type**

			University Type		Total
			Traditional	sity of Tech	
Leadership governance encour	Agree	Count	19	10	29
		% within Ur	73.1%	76.9%	74.4%
	Neutral	Count	4	2	6
		% within Ur	15.4%	15.4%	15.4%
	Disagree	Count	3	1	4
		% within Ur	11.5%	7.7%	10.3%
Total		Count	26	13	39
		% within Ur	100.0%	100.0%	100.0%

Chi-Square Tests					
	Value	df	Significant	ct Sig. (2-sic	ct Sig. (1-sic
Pearson Chi-Square	.142 ^a	2	0.931	1.000	
Likelihood Ratio	0.148	2	0.928	1.000	
Fisher's Exact Test	0.272			1.000	
Linear-by-Linear Association	.115 ^b	1	0.735	0.809	0.480
N of Valid Cases	39				

University leadership promotes ethical culture and good values * university type

University leadership promotes ethical culture and good values within a university * Uni					
			University Type		Total
			Traditional	sity of Tech	
University leadership promotes	Agree	Count	20	11	31
		% within Ur	76.9%	84.6%	79.5%
	Neutral	Count	4	1	5
		% within Ur	15.4%	7.7%	12.8%
	Disagree	Count	2	1	3
		% within Ur	7.7%	7.7%	7.7%
Total		Count	26	13	39
		% within Ur	100.0%	100.0%	100.0%

Chi-Square Tests					
	Value	df	Significant	ct Sig. (2-sic	ct Sig. (1-sic
Pearson Chi-Square	.465 ^a	2	0.793	0.836	
Likelihood Ratio	0.501	2	0.778	0.836	
Fisher's Exact Test	0.565			0.836	
Linear-by-Linear Association	.140 ^b	1	0.708	0.793	0.480

Humanistic values, such as integrity, fairness, humanity and respect do become a challenge to university leadership * university type

			University Type		Total
			Traditional	sity of Tech	
Humanistic values, such as inte	Agree	Count	12	7	19
		% within Ur	46.2%	53.8%	48.7%
	Neutral	Count	9	4	13
		% within Ur	34.6%	30.8%	33.3%
	Disagree	Count	5	2	7
		% within Ur	19.2%	15.4%	17.9%
Total		Count	26	13	39
		% within Ur	100.0%	100.0%	100.0%

Chi-Square Tests					
	Value	df	Significanc	ct Sig. (2-sic	ct Sig. (1-sic
Pearson Chi-Square	.215 ^a	2	0.898	1.000	
Likelihood Ratio	0.216	2	0.898	1.000	
Fisher's Exact Test	0.288			1.000	
Linear-by-Linear Association	.197 ^b	1	0.658	0.826	0.417
N of Valid Cases	39				

University leadership considers each stakeholder's contribution towards the achievement of the vision of the university * university type

			University Type		Total
			Traditional	sity of Tech	
University leadership considers	Agree	Count	16	8	24
		% within Ur	61.5%	61.5%	61.5%
	Neutral	Count	2	5	7
		% within Ur	7.7%	38.5%	17.9%
	Disagree	Count	8	0	8
		% within Ur	30.8%	0.0%	20.5%
Total		Count	26	13	39
		% within Ur	100.0%	100.0%	100.0%

Chi-Square Tests					
	Value	df	Significant	ct Sig. (2-si	ct Sig. (1-si
Pearson Chi-Square	8.571 ^a	2	0.014	0.011	
Likelihood Ratio	10.720	2	0.005	0.007	
Fisher's Exact Test	8.323			0.009	
Linear-by-Linear Association	1.226 ^b	1	0.268	0.308	0.187
N of Valid Cases	39				

Each of the university's leadership member is encouraged to utilise his/her knowledge and skills for the improvement and growth in the university * university type

		University Type		Total	
		Traditional	sity of Tech		
Each of the university's leaders	Agree	Count	16	9	25
		% within Ur	61.5%	69.2%	64.1%
	Neutral	Count	5	2	7
		% within Ur	19.2%	15.4%	17.9%
	Disagree	Count	5	2	7
		% within Ur	19.2%	15.4%	17.9%
Total		Count	26	13	39
		% within Ur	100.0%	100.0%	100.0%

Chi-Square Tests					
	Value	df	Significant	ct Sig. (2-si	ct Sig. (1-si
Pearson Chi-Square	.223 ^a	2	0.895	1.000	
Likelihood Ratio	0.226	2	0.893	1.000	
Fisher's Exact Test	0.283			1.000	
Linear-by-Linear Association	.185 ^b	1	0.667	0.832	0.423
N of Valid Cases	39				

Trust within university community is promoted * university type

			University Type		Total
			Traditional	University of Tech	
Trust within university community	Agree	Count	13	6	19
		% within University	50.0%	46.2%	48.7%
	Neutral	Count	6	6	12
		% within University	23.1%	46.2%	30.8%
	Disagree	Count	7	1	8
		% within University	26.9%	7.7%	20.5%
Total		Count	26	13	39
		% within University	100.0%	100.0%	100.0%

Chi-Square Tests					
	Value	df	Significance	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	3.089 ^a	2	0.213	0.222	
Likelihood Ratio	3.285	2	0.193	0.222	
Fisher's Exact Test	2.890			0.246	
Linear-by-Linear Association	.326 ^b	1	0.568	0.672	0.365
N of Valid Cases	39				

Socio-economic issues do affect the vision of a university * university type

			University Type		Total
			Traditional	University of Tech	
Socio-economic issues do affect	Agree	Count	22	11	33
		% within University	84.6%	84.6%	84.6%
	Neutral	Count	2	2	4
		% within University	7.7%	15.4%	10.3%
	Disagree	Count	2	0	2
		% within University	7.7%	0.0%	5.1%
Total		Count	26	13	39
		% within University	100.0%	100.0%	100.0%

Chi-Square Tests					
	Value	df	Significance	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	1.500 ^a	2	0.472	0.498	
Likelihood Ratio	2.093	2	0.351	0.498	
Fisher's Exact Test	1.310			0.635	
Linear-by-Linear Association	.188 ^b	1	0.664	0.764	0.476
N of Valid Cases	39				

Financial issues affect leadership governance * university type

		University Type			Total
		Traditional	University of Tech		
Financial issues affect leadership	Agree	Count	24	10	34
		% within University	92.3%	76.9%	87.2%
	Neutral	Count	1	3	4
		% within University	3.8%	23.1%	10.3%
	Disagree	Count	1	0	1
		% within University	3.8%	0.0%	2.6%

Chi-Square Tests					
	Value	df	Significance	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	3.860 ^a	2	0.145	0.167	
Likelihood Ratio	3.955	2	0.138	0.281	
Fisher's Exact Test	3.563			0.099	
Linear-by-Linear Association	.620 ^b	1	0.431	0.721	0.337
N of Valid Cases	39				

Fast changes in technology affect the running of university * university type

		University Type			Total
		Traditional	University of Tech		
Fast changes in technology affect the running of university	Agree	Count	19	8	27
		% within University	73.1%	61.5%	69.2%
	Neutral	Count	4	5	9
		% within University	15.4%	38.5%	23.1%
	Disagree	Count	3	0	3
		% within University	11.5%	0.0%	7.7%
Total		Count	26	13	39
		% within University	100.0%	100.0%	100.0%

Chi-Square Tests					
	Value	df	Significance	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	3.667 ^a	2	0.160	0.164	
Likelihood Ratio	4.467	2	0.107	0.136	
Fisher's Exact Test	3.141			0.164	
Linear-by-Linear Association	.000 ^b	1	1.000	1.000	0.614
N of Valid Cases	39				

Conflict of interest amongst members of the university community challenges leadership governance * university type

			University Type		Total
			Traditional	University of Tech	
Conflict of interest amongst members of the university community	Agree	Count	17	7	24
		% within University	65.4%	53.8%	61.5%
	Neutral	Count	6	4	10
		% within University	23.1%	30.8%	25.6%
	Disagree	Count	3	2	5
		% within University	11.5%	15.4%	12.8%
Total		Count	26	13	39
		% within University	100.0%	100.0%	100.0%

Chi-Square Tests					
	Value	df	Significance	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.488 ^a	2	0.784	0.891	
Likelihood Ratio	0.483	2	0.785	0.891	
Fisher's Exact Test	0.733			0.700	
Linear-by-Linear Association	.395 ^b	1	0.530	0.641	0.342
N of Valid Cases	39				

Different values, ethics, beliefs and culture have an effect on the achievement of certain university goals * university type

			University Type		Total
			Traditional	University of Tech	
Different values, ethics, beliefs and culture	Agree	Count	17	9	26
		% within University	65.4%	69.2%	66.7%
	Neutral	Count	5	3	8
		% within University	19.2%	23.1%	20.5%
	Disagree	Count	4	1	5
		% within University	15.4%	7.7%	12.8%
Total		Count	26	13	39
		% within University	100.0%	100.0%	100.0%

Chi-Square Tests					
	Value	df	Significance	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.482 ^a	2	0.786	0.785	
Likelihood Ratio	0.517	2	0.772	0.785	
Fisher's Exact Test	0.506			1.000	
Linear-by-Linear Association	.223 ^b	1	0.637	0.816	0.417
N of Valid Cases	39				

APPENDIX H: Editing Certificate

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EDITING CERTIFICATE

Re: Lulu F Jali

**Doctoral thesis: THE ANALYSIS OF THE LEADERSHIP GOVERNANCE IN THE
SOUTH AFRICAN UNIVERSITIES**

I confirm that I have edited this thesis and the references for clarity, language and layout. I am a freelance editor specialising in proofreading and editing academic documents. My original tertiary degree which I obtained at the University of Cape Town was a B.A. with English as a major and I went on to complete an H.D.E. (P.G.) Sec. with English as my teaching subject. I obtained a distinction for my M.Tech. dissertation in the Department of Homeopathy at Technikon Natal in 1999 (now the Durban University of Technology). During my 13 years as a part-time lecturer in the Department of Homoeopathy at the Durban University of Technology I supervised numerous Master's degree dissertations.

Dr Richard Steele
04 September 2017
electronic

