

UNIVERSITY OF KWAZULU-NATAL

TITLE: A conceptual leadership model: challenges in the Eastern Cape's public sector

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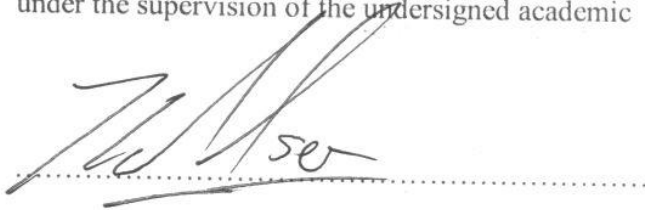
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2018

DECLARATION

DECLARATION

I declare that the thesis that is submitted to the University of KwaZulu-Natal, Westville Campus for the degree of Doctor of Business Administration (DBA) has not been previously submitted by me for a degree at any other University and that it is my own original research under the supervision of the undersigned academic



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ABSTRACT

Despite large studies conducted on public sector leadership challenges, there remains no standardised approaches applicable universally in addressing leadership challenges in public sectors. This study was conducted in the Eastern Cape Province of South Africa with the aim of addressing leadership challenges in the public sector. Existing leadership theories and models have developed and designed for different situations, cultures, political, economic, and social backgrounds not taking into consideration developing economies such as those of African and Asian countries. Developing economies transposed leadership theories and models from advanced economies and have used them wholesale without modifying them to suit the needs of their countries, hence arises challenges due to some of the gaps. This study proposes a conceptual leadership model to address those challenges. The study followed the quantitative research methods. The population was 5003 senior managers from the Eastern Cape and a sample of 370 respondents was randomly selected. Seven public departments and seven districts were used. Respondents were issued self-administered questionnaires that probed issues on leadership and management in public organisations. Data was analysed by use of descriptive, inferential, and factor analyses. Findings showed anomalies such as a lack of appropriate skills among senior managers, flawed recruitment and placement processes of employees, lack of accountability, tasks incomplete indicating under-performance was overwhelming. Managers disagreed to re-integration of the province to other provinces such as the Western Province. Some managers did not blame the challenges of leadership on the historical background of the country. The demarcation of the provinces was not viewed as the cause of the leadership challenges. Some managers felt that employees spent time at work discussing politics while other managers agreed that they do not implement their decisions. The study recommends leadership and managerial skills training by government and integration into curricula. Training institutions should focus on leadership and management in the public sector and compulsory training for aspirant employees and an extension of probation periods. The study is envisaged to benefit both the local and international discourse.

Keywords: *leadership, model, challenges, public sector, Eastern Cape*

TABLE OF CONTENTS

DECLARATION	ii
ACKNOWLEDGMENTS	iii
ABSTRACT	iv
LIST OF MODELS	xii
LIST OF FIGURES	xiii
LIST OF TABLES	xv
ABBREVIATIONS AND ACRONYMS	xvii
CHAPTER 1	1
BACKGROUND TO THE STUDY	1
1.1 INTRODUCTION.....	1
1.2 THE RESEARCH OBJECTIVES.....	8
1.3 RESEARCH QUESTIONS AND WHY STUDY WAS NECESSARY	9
1.3.1 Research questions	10
1.3.2 The rationale for a study in the Eastern Cape Province of South Africa	10
1.4 RESEARCH METHODOLOGY	12
1.4.1 Sampling process	12
1.4.2 Sample size	12
1.4.3 The instrument, data administration and collection	12
1.4.4 Limitations	12
1.5 SOURCES OF INFORMATION.....	14
1.6 SIGNIFICANCE OF THE STUDY	14
1.7 CONCEPTUAL CLARIFICATION AND DEFINITIONS	15
1.8 LAYOUT OF THE STUDY.....	18
1.8 CHAPTER SUMMARY	19
CHAPTER 2.....	20
LITERATURE REVIEW	20
2.1 INTRODUCTION.....	20
2.2 LEADERSHIP IN PUBLIC ORGANISATIONS.....	20
2.3 THEORETICAL PERSPECTIVES OF LEADERSHIP IN PUBLIC ORGANISATIONS.....	21
2.3.1 The Global perspective-International perspective	21
2.2.2 The Regional Perspective	24
2.3 TRANSFORMATION AND REFORMATION	28
2.4 PUBLIC LEADERSHIP IN THE EASTERN CAPE	30

2.5	LEADERSHIP MODELS	31
2.5.1	A contingency approach to leadership	31
2.5.2	The situational leadership theory	32
2.5.3	The transformational-transactional leadership theory	34
2.7	LEADERSHIP CHALLENGES IN THE PUBLIC SERVICE SECTOR IN SOUTH AFRICA	35
2.8	EFFECTS OF EXTERNAL FORCES ON A PUBLIC ORGANISATION	35
2.9	CURRENT VIEWS ABOUT THE PUBLIC SECTOR IN THE EASTERN CAPE	40
2.10	CHALLENGES FACING THE PUBLIC SECTOR IN THE EASTERN CAPE	41
2.10.1	Historical factors: Qualifications and experiences of personnel	41
2.10.2	Standard of effective, improved, efficient, accountable, and moral leadership.....	43
2.10.3	The over dependency syndrome in organisations.....	48
2.10.4	Public expenditure	52
2.10.5	Overt defiance of instructions	56
2.10.6	The qualities of leaders	57
2.10.7	Training and developing the skills of managers	59
2.10.8	Bureaucracy, Red-tape and Lumbering.....	61
2.10.9	Unfulfilled promises by government	61
2.10.10	Presenteeism/Burn out in the public sector	61
2.11	FUNDING THE PUBLIC SERVICE SECTOR	62
2.12	CHAPTER SUMMARY	63
CHAPTER 3		65
3.1	INTRODUCTION.....	65
3.2	THE STUDY AREA.....	65
3.3	THE RESEARCH DESIGN	66
3.3.1	Target Population.....	67
3.3.2	Sampling Frame	67
3.3.3	Sampling Techniques.....	67
3.3.4	Sample Size	67
3.3.5	Data collection	68
3.3.6	Pilot Study.....	68
3.3.7	Questionnaire: Administration and management	68
3.3.8	Study approach for data analysis.....	69
3.3.9	Questionnaire design	69
3.4	RESEARCH PROCEDURES	70

3.4.1	Phase 1: Questionnaire design	70
3.4.1.1	Development of the questionnaire	70
3.4.1.2	Format of the questionnaire	71
3.4.2	Phase 2: Administration of the questionnaire	72
3.4.3	Phase 3: Processing the data.....	75
3.4.3.1	Processing and statistical analysis.....	75
3.4.3.2	Ethical clearance	76
3.10	CHAPTER SUMMARY	77
	CHAPTER 4.....	79
	DATA ANALYSIS, INTERPRETATION, AND DISCUSSION OF RESULTS	79
4.1	INTRODUCTION.....	79
4.2	DATA ANALYSES	80
4.2.1	The Descriptive Analysis.....	80
4.2.2	Inferential analysis and interpretation.....	80
4.2.3	Analysis and interpretation	81
4.2.4	Conclusion	81
4.3	HISTORICAL OVER VIEW OF EASTERN CAPE	83
4.3.1	Statement 1: Sharing of resources	83
4.3.2	Statement 2: Historical factors impacting administrative challenges	85
4.3.3	Statement 3: Lack of flexibility	87
4.3.4	Statement 4: Amalgamation of the Eastern Cape and the Western Cape provinces. 88	
4.3.5	Statement 5: Assessment tools and organisational needs	89
4.3.6	Statement 6: To solve the public sector’s challenges in the Eastern Cape	90
4.3.7	Statement 7: Preparation for meetings	92
4.3.8	Statement 8: Analysis of information and suggestion boxes	93
4.3.9	Statement 9: Correct interpretation of information	95
4.3.10	Statement 10: Gathering of sufficient information	95
4.3.11	Statement 11: Colleagues need to work on concrete information	98
4.3.12	Statement 12: Clarity on the cause of problems	99
4.3.13	Statement 13: Seeking advice from seniors	100
4.3.14	Statement 14: A structured system	101
4.3.15	Statement 15: Problems in the community	104
4.3.16	Statement 16: Challenges of vision implementation.....	105
4.3.16.1	Education	106

4.3.12.2	The economy	108
4.3.12.3	Tertiary education	108
4.3.12.4	Society.....	110
4.3.13	Statement 17: The vision for SA is poorly implemented	110
4.3.14	Statement 18: Should the Eastern Cape be re-united with the Western Cape?.....	112
4.3.15	Statement 19: Insufficient resource allocation	114
4.3.16	Statement 20: Senior managers and politics	115
4.3.17	Statement 21: Personal vision.....	115
4.3.18	Statement 22: Exploration of diverse aspirations	116
4.3.19	Statement 23: The development of a departmental vision for employees.....	117
4.3.20	Statement 24: Communication of a departmental vision.....	119
4.3.21	Statement 25: A working environment that is conducive to effective service delivery.....	120
4.3.22	Statement 26: Facilitating teamwork	123
4.3.23	Statement 27: Conditions for brainstorming	125
4.3.23.1	Holding a brainstorming session	126
4.3.23.2	Assign a group leader for free-flowing, creative ideas	126
4.3.23.3	Free-flowing creative ideas	127
4.3.23.4	Two ways to stimulate creative thinking	127
4.3.24	Statement 28: Creating action plans with timeliness	128
4.3.24.1	Criteria for a good action plan	129
4.3.24.2	Why develop an action plan?	129
4.3.25	Statement 29: Follow-up on action plans	130
4.3.25.1	The importance of follow-up actions.....	130
4.3.25.2	Good practice tips.....	131
4.3.26	Statement 30: Innovative solutions for persistent problems	132
4.3.26	Statement 31: Establishing communication processes.....	133
4.3.27	Statement 32: Refusing to engage in 'rigged' processes	134
4.3.28	Statement 33: Protecting colleagues at work	135
4.3.29	Statement 34: Encouraging collaboration in the workplace.....	136
4.3.30	Statement 35: Ensure transparency	137
4.3.31	Statement 36: Entertaining questions concerning accountability	138
4.3.31.1	Accountability can ensure positive results.....	139
4.3.31.2	Positive results of accountability.....	139

4.3.31.3	Implementing accountability for positive results.....	140
4.3.32	Statement 37: Appointment of employees.....	141
4.3.33	Statement 38: Leadership style	143
4.3.34	Statement 39: Maintaining work ethics.....	144
4.3.35	Statement 40: Demonstrating trust.....	145
4.3.36	Statement 41: The use of personal power	147
4.4	FACTOR ANALYSIS (FA)	147
4.4.1	Exploratory Factor Analysis (EFA) and the Confirmatory Factor Analysis (CFA)	148
4.4.2	Reliability.....	149
4.4.3	Descriptive Statistics	149
4.4.3.1	Interpretation	149
4.5	MULTIVARIATE STATISTICS.....	154
4.5.1	Kaiser Meyer Olkin (KMO) and Bartlett's test	154
4.5.2	Communalities.....	155
4.5.3	Total variance explained	160
4.5.4	The Scree plot	161
4.5.5	Factor (component) identification.....	162
4.3.5.1	Factor 1	162
4.3.5.2	Factor 2.....	164
4.3.5.3	Factor 3.....	164
4.3.5.4	Factor 4.....	164
4.3.5.5	Factor 5.....	165
4.3.5.6	Factor 6.....	165
4.3.5.7	Factor 7.....	165
4.3.5.8	Factor 8.....	166
4.3.5.9	Factor 9.....	166
4.3.5.10	Factor 10.....	166
4.3.6	Summary of Exploratory Factor Analysis	171
4.3.7	Conclusion of factor analysis	172
4.4	PART B: THE CONFIRMATORY FACTOR ANALYSIS (CFA).....	172
4.4.1	Interpretation of CFA	175
4.4.2	Significance of the loadings.....	176
4.4.3	The R-Squared value	177
4.4.4	Comments on inner factor model	178

4.4.5	Observations and comments	180
4.4.6	Latent Variable Covariance	184
4.4.7	The Bootstrap Model with P-Values for The Outer Model	186
4.5	SUMMARY OF CHAPTER	187
CHAPTER 5		188
DISCUSSION OF FINDINGS		188
5.1	INTRODUCTION AND RECAP OF LITERATURE REVIEW	188
5.2	MAJOR FINDINGS.....	190
5.3	STRENGTHS OF THE STUDY.....	205
5.4	LIMITATIONS OF THE RESEARCH.....	207
5.5	RECOMMENDATIONS FOR FUTURE VENUES OF THE RESEARCH.....	208
5.6	SUMMARY OF CHAPTER	208
CHAPTER 6.....		210
A CONCEPTUAL MODEL OF LEADERSHIP		210
6.1	INTRODUCTION.....	210
6.2	THEORY FOR THE DESIGN AND DEVELOPMENT OF THE MODEL.....	210
6.3	THE COMPONENTS OF THE MODEL	213
6.3.1	The Government.....	213
6.3.2	Leadership Factors.....	214
6.3.3	The External Environment in the model	214
6.3.4	Labour Organisations	215
6.4	CONTRIBUTIONS OF THE LEADERSHIP MODEL.....	216
6.4.1	Public sector entry requirements	216
6.4.2	Training in management and leadership skills	217
6.4.2.1	Training facilities and qualifications	217
6.4.2.2	Age and training	218
6.4.2.3	Organisational culture and training.....	218
6.4.2.4	Use of suggestion systems	219
6.4.2.5	Remuneration.....	220
6.4.2.6	Appointments and promotions on merit.....	221
6.4.2.7	Sustained planning supported by statistical analyses and research	222
6.4.2.8	Technical expertise and authentic leadership.....	222
6.4.2.8	Increased probation period for new appointees.....	223
6.4.2.9	Addressing employees' and the public's expectations	224

6.4.3.0	Trustworthiness as a pivotal attribute of leadership.....	225
6.4.3.1	Filling up the 'leadership gap'	226
6.4.3.2	Visionary leadership that encourages hope.....	226
6.4.3.3	Curbing work-related stress	227
6.4.3.4	Rigorous selection procedures	227
6.4.3.5	Establishing a clear leadership agenda	229
6.4.3.6	Eradicating unethical behaviour	231
6.4.3.7	Teamwork as a pivotal element of leadership	231
6.4.3.8	Competent financial leadership	232
6.4.3.9	Emotional Intelligence (EI)	233
6.4.3.10	Benefits of the model outside the borders of the EC	234
6.4	LIMITATIONS OF THE STUDY.....	234
6.5	CHAPTER SUMMARY	237
CHAPTER SEVEN.....		239
CONCLUSION AND RECOMMENDATIONS		239
7.1	INTRODUCTION.....	239
7.2	CONCLUSION	239
7.3	RECOMMENDATIONS / SUGGESTIONS	241
7.4	RECOMMENDATIONS FOR FUTURE STUDIES	244
BIBLIOGRAPHY		245
ANNEXURE A: QUESTIONNAIRE		268
ANNEXURE B: INFERENSTIAL STATISTICS GRAPHS.....		281
ANNEXURE C: REQUEST LETTER TO CARRY OUT RESEARCH IN AN ORGANISATION.....		300
ANNEXURE D: CONSENT LETTER FOR PARTICIPATION INTO RESEARCH		307
ANNEXURE E: GATEKEEPER'S AUTHORISATION FROM UKZN TO CONDUCT RESEARCH IN PUBLIC ORGANISATIONS		308
ANNEXURE F: LANGUAGE EDITOR'S CERTIFICATE		309

LIST OF MODELS

Model 1	The Scree plot	162
Model 2	Component Plot in Rotated Space	171
Model 3	The general Partial Least Squares path diagram	173
Model 4	The Confirmatory Factor Partial Least Squares Path diagram	174
Model 5	Path analysis of inner model	178
Model 6	Variance inflation factors	179
Model 7	Bootstap model	186

LIST OF FIGURES

Figure 1	District Municipalities in the Eastern Cape	66
Figure 2.	Responses after the division of Eastern Cape and Western Cape Provinces	281
Figure 3.	Historical origins of leadership challenges in the Eastern Cape	281
Figure 4.	Reponses regarding the flexibility of leadership in the Eastern Cape	282
Figure 5.	Challenges public sector face as a result of poor management	282
Figure 6.	Use of assessment tools to learn the needs of departments of organisations	282
Figure 7.	Understanding the culture of people before solving challenges of the region	283
Figure 8.	Preparation for meetings to improve performance of operation	283
Figure 9.	Appropriate analyses of information collected through suggestion boxes	284
Figure 10.	Importance of correct interpretation of information collected	285
Figure 11.	Importance of gathering sufficient information before taking action	285
Figure 12.	Encouragement to act on concrete information rather than rumours	286
Figure 13.	Importance of clarification of causes of problem before planning solutions	286
Figure 14.	Importance of seeking advice from seniors in the department	287
Figure 15.	Sensitivity of current system's structure to support needs of colleagues	287
Figure 16.	Relating inter-departmental problems to the community that is served.	288
Figure 17.	Difficult to implement vision when operating from the influence of poverty	288
Figure 18.	Visons of the public sector are not well implemented	289
Figure 19.	Should the Eastern Cape be re-united with the Western Cape Province	289
Figure 20.	Insufficient resource allocation to public sectors in the Eastern Cape	290
Figure 21.	Perception: more time on politics and less on decision implementation	290
Figure 22.	Capacity to describe a personal vision that offers a future	291
Figure 23	Effective processes for the exploration of diverse worker aspirations	291
Figure 24	A vision for all employees does exist	292
Figure 25	Ability to communicate departmental vision to all employees	292
Figure 26.	Ability to create a conducive working situation in the working environment	293
Figure 27.	Facilitation teamwork at the workplace	293
Figure 28.	Creating opportunities for brainstorming in leadership problem situations	293
Figure 29.	Building action plans with timelines	294
Figure 30.	Importance of following up on actin plans to ensure task completion	294
Figure 31.	Seek innovative solutions for problems in view of departments' vision	294
Figure 32	Communication systems that make it safe for people to speak their minds	295
Figure 33.	Refusal to engage in "rigged" processes	295
Figure 34.	Protect colleagues from exploitation	296
Figure 35.	Encourage work resulting from collaboration	296
Figure 36.	Ensure that transparency/collaborative leadership is open to all	297
Figure 37.	Entertaining questions concerning accountability	297
Figure 38	Appointment of staff is on merit	298
Figure 39	My colleagues praise my leadership style	298

Figure 40.	Walk the talk	298
Figure 41.	Demonstration that trust is the foundation of leadership,	299
Figure 42.	Use of personal powers responsibly	299

LIST OF TABLES

Table 1	Expenditure on social assistance some of the advanced economies, other than SA	51
Table 2	Sample Selection from Public Departments in the Eastern Cape	69
Table 3	Example of Guidelines for Addressing the Questionnaire Items	73
Table 4	Chi-Square Tests for the association between the two variables	82
Table 5	Resources after re-demarcation following a new dispensation in South Africa	85
Table 6	Historical impact on leadership challenges	86
Table 7	Flexibility of leadership in the EC's public sector	88
Table 8	Management challenges in the public sector	89
Table 9	Leadership assessment tools	90
Table 10	Organisation Culture	91
Table 11	Preparation for performance meetings	93
Table 12	Appropriate feedback and analysis	94
Table 13	Correct interpretation of assessment information	95
Table 14	Gathering of sufficient information	98
Table 15	Acting on concrete information	99
Table 16	Clarify the causes of a problem before dealing with it	100
Table 17	Seeking advice from seniors	101
Table 18	Understanding the needs of colleagues	103
Table 19	Relationship between the department and the community	104
Table 20	Vision and the influence of poverty	105
Table 21	South African poverty gaps and corruption exposure	109
Table 22	Poor implementation of the vision for SA in the EC	111
Table 23	Should the Eastern Cape be re-united with the Western Cape?	113
Table 24	The impact of resource allocation by the national government on the EC	114
Table 25	Senior managers' time management	115
Table 26	Personal vision and the future of the EC public sector	116
Table 27	Employee's aspirations	117
Table 28	A vision for all departmental officials	119
Table 29	Communication of a departmental vision to employees	120
Table 30	A working environment that is conducive to effective service delivery	121
Table 31	The need to facilitate teamwork	125
Table 32	The value of brainstorming sessions	128
Table 33	Action plans	130
Table 34	Follow-up on action plans	132
Table 35	Innovative solutions and mobilisation to achieve departmental visions	133
Table 36	Open communication processes	134
Table 37	Attitudes towards 'rigged' managerial processes	135
Table 38	The protective role of managers	136

Table 39	Collaboration in the workplace	137
Table 40	Transparency and collaborative leadership for all	138
Table 41	Accountability	140
Table 42	Appointment of staff on merit	143
Table 43	Praise for leadership	144
Table 44	Adherence to ethical values	145
Table 45	Trust is the foundation of successful leadership	146
Table 46	The use of personal power	147
Table 47	Reliability	149
Table 48	Descriptive Statistics	150
Table 49	KMO and Bartlett's Test	155
Table 50	Communalities	156
Table 51	Total Variance Explained	161
Table 52	Rotated Component Matrix	167
Table 53	Significance	176
Table 54	R Squared	177
Table 55	Outer VIF values	180
Table 56	Inner Model Residual Correlations	182
Table 57	Latent Variable Covariances	183
Table 58	P-values	184
Table 59	Factors, research questions and literature	203
Table 60	The Conceptual leadership model	212

ABBREVIATIONS AND ACRONYMS

ANOVA	Analysis of variance
CEO	Chief Executive Officer
CIMA	Chartered Institute of Management Accountants
DD:	District Director (Top manager in the Department of Education)
EC	Eastern Cape
ECDoE	Eastern Cape Department of Education
ECDoH	Eastern Cape Department of Health
HoD(s)	Head/s of Division / Head/s of Department
HRM	Human Resources Management
HSD	Human Settlement Department
IRR	Institute of Race Relations
KZN	KwaZulu-Natal
MA	Mental Age (Ability to think, reason and understand or judge by comparison with a particular age)
MEC	Member of Executive Council
MGSLG	Mathew Goniwe School of Leadership and Governance
NC	Northern Cape
NCOP	National Council of Provinces
NMA	National Management Association
PERSAL	Personnel and Salaries (A human resources administration system)
PSAM	Public Service Accountability Monitor
RSPPACP	Republic of Singapore Public Administration Country Profile
SPSS	Statistical Package for Social Sciences
Stats SA	Statistics South Africa
UN	United Nations
WPSR	World Public Sector Report

CHAPTER 1

BACKGROUND TO THE STUDY

1.1 INTRODUCTION

The global public sector cannot be uniform in the 196 countries of the world. Countries have various variations in scope and shape thus makes it difficult to think of uniformity. In any country, the public sector is shaped by a number of different factors. Among the various factors, include the following variations. For instance, the economic performance of that particular country, region, province as even within the same country where there is same political leadership, management and distribution of resources there exist various differences in service delivery, economic development, growth and performance. The second reason for selecting South Africa and Eastern Cape in particular for the study, is its current and historical background.

Global public sector is totally different in the western world from the developing economies of which South Africa is one of. Therefore, this necessitated the researcher to conduct the study in this part of the continent and in the Eastern Cape in particular.

The third based on the population demands. The demands of the people and the political philosophy in the country are different from other countries. The researcher's view is that there can never be uniformity in public sectors whether within the same country, regional block, continent, and it is even more difficult from the global perspective. For these reasons, the research took the dimension of studies in the Eastern Cape Province in South Africa.

The Eastern Cape (EC) province comprises the former homelands of the Transkei and Ciskei, and it has adopted the administrative system of a pre-1994 South Africa. It is the country's second largest province after the Northern Cape (NC). Currently, the EC province is demarcated into two metropolitan municipalities, namely Buffalo City and the Nelson Mandela Bay municipality, and six district municipalities for local government purposes. The province is the second poorest in South Africa with predominantly poor communities and it has many densely populated urban settlements which sprang up all over as a result of urban migration and population growth. People from the Eastern Cape the Province flock to urban areas especially to Gauteng Province and in the Western Cape Province in search of employment and better lifestyles (Public Service Accountability Monitor, 2014:13).

The province is facing a huge leadership challenge in most of its public organisations and particularly in the Department of Education (ECDoE), the Department of Human Settlements (DoHS), the Department of Health (DoH), the Department of Safety and Security (SAS), the Department of Home Affairs (DoHA), the Department of Social Development and Welfare (DoSDW), and the Department of Correctional Services (DoCS). These departments are commonly accessed by the citizenry and have a huge impact on the lives of many people in the EC. The challenges in leadership are evidenced by the high turnover in terms of the number of heads of departments and other people who are employed as public servants in these departments. The EC's public organisations have experienced tremendous changes in terms of leadership and the profiles of other employees since 1994. These departments have been particularly impacted by the exit of an experienced labour force through severance agreements when the government offered the opportunity to employees who wished to exit their posts post-1994 when they were given certain departure benefits. According to Franks (2014:49), the government through the public sector allowed voluntary service packages (VSP) for people to exit the public sector. Franks argues that a vacuum was created when experienced personnel left and their positions were filled by inexperienced personnel who have been struggling to meet the demands of the EC society. Some people also wished to 'play it smart' by changing from one department to another or by relocating to another province in search of new employment opportunities after getting the benefits in the province they had served.

Many civil servants seemed to be bogged down by heavy debt and financial challenges at the time. This could be lensed through the levels of complaints of work-related issues and the prominent levels of corruption and fraud that were the scourge of public departments in the country, and specifically in the EC. To solve the immediate financial problems, quick fixes were attempted. Moreover, the public sector was sometimes used as a stepping stone to better and more lucrative work opportunities. Such opportunities are generally offered in the private sector where the payment and the provision of employee related benefits are perceived to be much better.

Public departments are usually seen as a source of problem related issues which people probably intended to escape when they accepted severance packages. The public often view public departments as the arm of the government and if they (the public) do not appreciate the

style of government of the ruling party, they will not acknowledge the efforts of the government or the departments that are its representatives.

Another factor that caused the exodus of public servants was that there was sufficient evidence of leadership challenges, which to this day is a phenomenon that is characterised by prolonged labour strikes by public servants and their sympathisers. Strikes also erupt in different regions of the country due to unsatisfactory service delivery. Gazetted records are available that indicate the numbers and impact levels of such service delivery protests. There are numerous examples, for instance the poor service delivery protest that erupted in the King Sabatha Dalindyebo local municipality as a result of the poor standard of houses and the flawed process of housing allocation as indicated by the National Council of Provinces (NCOP, 2015:10). The government has acknowledged that there are leadership challenges and that they greatly impact the quality of service delivery (NCOP).

The public departments mentioned above have always been the organisations in which a substantial proportion of the country's citizens have found employment. Two departments that have traditionally employed large numbers of public servants are the Department of Education and the Department of Health, and these departments have continued to be the major employers of many South Africans. Moreover, after the advent of a democratic South Africa, these two departments in particular have provided employment opportunities for many people of the black elite, whereas most of the black non-elite have continued to find employment in mines as migrant labourers since the discovery of diamonds and gold as far back as 1867 (Harington, McGlashan, and Chelkowska, 2004:4). Many Southern African males have found employment in these mines. According to Harington et al. (2004:68) almost a century after the discovery of diamonds and gold in South Africa, a similar pattern that existed those years is still prevailing. This means that men from within the boundaries of South Africa and also labourers from other African states like Botswana, Lesotho, Mozambique, Angola, Zambia, Swaziland, and as far as Tanzania have found employment in the mining industry. South Africa provides 254 000 (58 percent) of the mining labour force, whereas the former Transkei, currently the Eastern Cape, provides 133 000 (31 percent) of the total labour force in the mining sector. Harington et al. (2004:65) link the current shortage of skills in the EC to the effects of the many migrant labourers who flock to the country's mines. They are of the view that men from the former Homelands have been denied

the opportunity to progress up the ladder of skills development and that this has established the barrier of colour and thus the barrier to advancement.

The year 1990 is considered a baseline year in the history of South Africa. From the time of white European settlement in 1652 and throughout British rule of about 200 years, European or colonial styles have impacted the administration of the country. The apartheid system that formally existed from 1948 to the mid-1990s exacerbated the divide that existed among communities (Chipkin & Lipietzi, 2012). Currently, most of the changes in the social, economic and political spheres can be traced back to 1994, which was the year that South Africa attained true democracy and was opened to the rest of the world after years of sanctions for its apartheid policies. Prior to 1994, opportunities for education and skills development for the people of the Transkei and surrounding areas, now the Eastern Cape, were very slim, as the system only allowed them to find employment in the mining sector as labourers (Harington et al., 2004:4).

Many people in the Eastern Cape had high expectations that, after the first democratic elections in 1994, the public sector would provide better job opportunities for them, especially because the EC was a province where politics were deeply embedded in many people's lives. State politics were and have been at the centre of many activities within this province and to this day some people want state organisations to be led by politically inclined individuals. It has also been indoctrinated into citizens' minds to believe that public organisational leaders should not be politically neutral. Public servants must be politically inclined and/or belong to a certain political group rather than being able bodied, skilled and experienced organisational leaders in the positions they occupy. Conversely, others view the ineffectiveness, inefficiency, fraudulent and corrupt behaviour of politically attached public servants as a threat and danger to a democratic society, and they attribute these social evils to state (or party) politics.

The size of the task ahead of the government of the Republic of South Africa (RSA) to create sustainable development in and efficient service delivery by the public sector is generally believed to be a huge one. Political figures in the government normally promise much, but unfortunately so little is provided to the satisfaction of the ordinary citizens of the country in general and the Eastern Cape's residents in particular (Franks, 2014:48). One of the main reasons for people's disillusionment with the public service in the EC is corruption. A number of incidences of corruption have been reported and documented and quite a number

of reported fraud cases in the various public departments are reportedly on the increase (Van Vuuren, 2014:1). Van Vuuren further expatiates backlogs and the unexplainable levels of corruption in many public departments as well as in the country's private sector as being much higher than what it was in the last years of apartheid. Van Vuuren (2014:1) attributes the country's escalating corruption, which seems to be perpetuated by the leadership elite in various private and public departments, to the problems of the past that have been unresolved and which are now coming to bear in contemporary society. The incidences of corruption, poor filing systems, poor record keeping, and a lack of proper communication channels, coupled with a lack of support from top management and 'red tape', continue to set the province and the country at large further backwards (DPSA, 2007:5; DOE, 2011/2012).

Organisational leadership affects many people in a country in one way or the other. The dissatisfaction within the public service is often felt by the government when the citizens involve themselves in prolonged and often devastating labour strikes, service delivery strikes, and other strikes that involve not only directly affected individuals in relevant organisations and communities, but also their sympathisers who show their solidarity by joining the strikes of affected parties. In the South African context, leadership challenges in the public sector, particularly in the EC, took a long time to surface after the advent of democracy, and solutions to eradicate them require comprehensive and creative strategies to remedy the situation. Of course, acknowledging the fact that severe problems exist should be the point of departure; however, it seems much easier to destroy what has been built up over a lengthy period of time than to pluck up the political will to address these issues. One obvious approach is to change the mind-set of people, and in this regard more research is required in the quest to find a permanent solution to the existing problem of poor organisational leadership that results in ineffective service delivery.

The public sector leadership in South Africa is a sensitive matter to many interest groups and societies, including the government and the citizens of the country who are the recipients of public services (Mokgolo et al., 2012:1). The leadership challenges include aspects such as poor planning, which is reflected in either under spending or over spending, especially in the domain of capital expenditure (Public Service Accountability Monitor [PSAM], 2002/2003).

According to Levin (2013:64), public sector manager (PSM) corruption has escalated and, as is reflected in various studies, the figures cited indicate that the level of corruption escalates almost three-fold each year, thus growing exponentially. Financial misconduct in 2009

amounted to approximately R100 million, in 2010 it amounted to R346 million, and in 2011 it reached R932 million. The report also indicates that the EC was the worst performing province in the country for the period April to June 2012. Various terms are used to express concern regarding the levels of corruption in this country. Van Vuuren (2014:2) indicates that dealing with corruption usually leads to other related problems and hence it becomes difficult to tackle it without tackling associated problems. The worst scenario in South Africa is that corruption is also embedded in the private sector as well, and that the private has not engaged in serious debates on leadership and corruption.

An obvious question that is asked is: “What causes corruption in a public organisation?” Various answers have been provided by different people depending on the way they perceive corruption, and thus answers vary from individual to individual, or from one group of people to another group. Common causes through observation are cited as poverty and rurality, whilst others say that it is greed and selfishness that cause corruption. Others say it is part of human nature, whereas some argue that uncertainty in the positions of leaders in office causes them to desire the accumulation of as much wealth as possible through the positions they hold in the shortest possible time. Such officials then take shortcuts and resulting malpractices become endemic and almost impossible to curb or eradicate. Van Vuuren (2014:4) is of the view that financial misconduct in the public service is on the rise. In fact, it is argued that the country’s levels of corruption could be the highest since the end of apartheid and that they are even higher than in the last years of apartheid. In the same breadth, the author elucidates the magnitude of corruption in South Africa that has entrenched itself even in the political and elite circles of the country (2014:2). From the political angle, the scholar cites the numerous scandals such as the multi-billion Rand arms deal. The scholar is also of the view that some elites in the country have established systematic networks within the government and businesses which have deeply compromised the legal system of the country to the extent that even the machinery of the law cannot easily uproot this embedded corruption.

Some people have accepted the systematic erosion that corruption causes through for example illegal or borderline tendering practices of allocations, appointments and promotions. It is especially in the latter domains that maladministration has established itself. Its roots originate from the apartheid regime and now it is escalating to such levels that even ordinary citizens have accepted the fact that nothing in the public service is ‘mahala’, which

literally means that nothing is achieved or procured unless it is paid for. This implies that ‘underhand’ payment or pure bribery is expected in exchange for services or items. To some people it is a quick way of solving immediate problems and they pay in cash or in goods for public servants’ willingness to take a shortcut so that they may avoid long queues that delay them. In this manner they achieve what they want to achieve in a shorter time and also at a lower cost than people who wait patiently to be served at officials’ leisure.

The statistical information that was gathered from different articles indicates that the Eastern Cape government spent only 10% of its capital expenditure budget for the first quarter of the 2012–2013 financial year. For instance, the report shows that the province spent only R332.5 million, amounting to 10% of its R3.1 billion budget. The public departments that were involved in this study spent as follows: Education spent R74 million of the R960 million (7.7%) of its budget from April 2012 to June 2012, while the Department of Health’s expenditure was R104 million (11.24%) of the R925 million it had been allocated, and the Human and Settlements Department’s expenditure was R242 million (11%) of the R2.2 billion allocated to it. The number of reported fraud cases investigated had increased dramatically by 2012 (ECDOE, 2011/2012). The ECDOE is the only department in the Eastern Cape that was placed under section 100 (1)(b) up to 2014. Section 100 of the Constitution allows the national government to intervene and take control when provinces fail to deliver according to constitutional obligations.

Moreover, some public departments in the EC, for example the Department of Education, is experiencing inefficiencies that continue plaguing it despite the strides that have been taken to alleviate the situation (Annual Report, 2015/2016). The report further indicates that, although the management of vacancies has slightly improved, the department is still experiencing huge problems; for example, the overall staffing vacancy rate stands at 33 percent, whereas the senior management vacancy rate is at 38 percent. In the Education Department, 60 percent of schools had vacant posts in excess of 12 months. Moreover, the ECDOE budget has experienced challenges in terms of credibility and stability for over five years. The implications of constant under expenditure and sometimes over expenditure are that many activities are not completed on time, which is an indication of inadequate leadership. For example, in a report on the province’s state of affairs, the ECDOE still had uncompleted infra-structure and backlogs despite much progress being made since 1994 (Equal Education Report, 2016:2). However, the progress that was envisaged in 2003 for the

replacement of 9 835 mud classrooms with 14 970 well-constructed ones has not fully come to fruition as the province still has mud schools that are unworthy of human habitation (Equal Education Report, 2016:2). Despite the strides being made, appalling situations still exist in the public sector in many departments. The Equal Education Report (2016:2) furthermore reveals that the ECDOE and the DOE “may have forgotten some schools”, especially those in the former Transkei and in other rural areas of the EC. The report refers to these schools as the “country’s forgotten schools”, because there are no indications that they will be attended to. In the worst scenarios, some schools were found without water other than rain water, and not being on the list of schools to be upgraded. The report also indicates that, at one school in the EC, the ratio of learners to a working toilet was 294:1 (Equal Education Report: 3). One of the ECDOE’s big challenges was when it announced that it would close 1 902 of its schools within a three-year period (Equal Education Report, 2016:3), which was referred to as “a process of rationalisation”. The department is facing the problem of learner overcrowding in many of its schools and enormous amounts are being spent to put up temporary structures to accommodate the learners in the process of alleviating the situation. Yet the department has announced that it would rationalise by closing down some schools, which is a mind-boggling decision. It is noteworthy that, in 2002/3 and in 2011, the ECDOE was placed under national administration for failing to manage its resources appropriately (Equal Education Report, 2016:16).

1.2 THE RESEARCH OBJECTIVES

The primary research objective of the study was to design a conceptual leadership model that will provide public organisational leaders with useful skills in order to address the challenges in the public sector in the Eastern Cape Province in South Africa.

The objectives of the study were:

1. To provide public organisational leaders with useful recommendations on how to develop, improve, and sustain leadership in their organisations.
2. To outline the current leadership profile of the public sector in the Eastern Cape Province in South Africa.
3. To obtain information that relates to the leadership challenges in the Eastern Cape’s public sector in South Africa.

4. To compare the findings of the investigation with information obtained from the literature to ensure the validity and reliability of the designed model.

1.3 RESEARCH QUESTIONS AND WHY STUDY WAS NECESSARY

The following research questions developed to as guide the researcher arrive to the solutions of the leadership challenges that face the senior managers in the public sector. This section is comprised of two sub sections. The first sub-section is made up of the Research Questions and the second sub-section comprises why the study was necessary.

1.3.1 Research questions

The following research questions pertain to the study:

1. What needs to be acknowledged in the design of a conceptual leadership model to address the current leadership challenges in the public organisations?
2. What is the current view about the leadership status for the public departments in the Eastern Cape Province?
3. What constructs underpin the leadership challenges in the public sector in the Eastern Cape Province?
4. What are the fundamental leadership challenges that are experienced by senior managers in the public sector in the Eastern Cape in South Africa?

1.3.2 The rationale for a study in the Eastern Cape Province of South Africa

The study was necessary in the Eastern Cape Province in South Africa because the leadership issues in any part of the world are not uniform and that means that those leadership issues cannot be addressed in exactly the same way. Global public sector cannot be uniform in the 196 countries that are in the world (Louise Ross, 2011:6). Countries have many variations both in scope and shape and this makes it rather difficult to think of a uniformity approach. In any case the problems that may seem to be of significance in a public sector in one country may be seen to be trivial in another. Among the various factors that were considered for the Eastern Cape Province included the following:

- The economic performance of the Eastern Cape Province. The Eastern Cape is one of the most remote and economically behind all the other eight provinces. Even within the same province where there is same political leadership, management and distribution of resources there exists various differences in service delivery, economic development, growth, and performance. For example, when one considers areas, especially in the former Transkei and some parts of the former Ciskei, unbelievably some people still have no toilets for instance in 7 schools in the Eastern Cape had no water nor sanitation and 810 schools were using pit latrines while 30 did not have electricity (PSAM, 2017:5). School children walking very long distances of up to 10 Kilometres to schools is common, lack of decent meals and families

surviving on an individual's grants which is in some cases is just only R 441 (less than \$ 30) a month which is less than a dollar per day for a family (Stats SA,2017:3). Still many people migrating to search for better living conditions and better job prospects especially in urban areas. In the olden days, mostly able-bodied men went out to search for better wages and in return would support their families that they had left behind, but from the time the country became unified, young and old are freely moving out of the rural areas (exodus) to urbanised areas. The exodus has enormously been to the Gauteng Province and to the Western province which for over the past 15 years have remained the least poor provinces in the country and are considered to be the economic hubs of South Africa (2017:6).

- The second reason for selecting Eastern Cape Province for is its current and historical background. The researcher's interest in this Province emanated from the fact that, the province is a political hub of the country and yet lags behind other provinces other than Limpopo in terms of poverty, economic development and growth, service delivery, social misfits are extremely high. According to Stats SA (2017:6), these two provinces have remained the poorest provinces in the country since 2011.
- The third reason for the study in this region is concerned with what the public's expectations are and what is the government providing. Very many citizens expected a lot from the government as a payback for the struggle of the citizens against apartheid rule. Unfortunately, there is a mismatch between what the government can afford to provide and what the expectations of the citizens are. The gap between the expectations and what is provided by the government more often than not leads to mistrust between the provider and the recipients, protests that are at times violent, and disruptive behaviour. Therefore, considering all aforementioned facts and the available literature from the economical point of view to the historical and political philosophy of the Eastern Cape Province, the researcher developed the interest and felt the need to undertake this research study.

Considering the aforementioned reasons, Global public sector is totally not possible and this necessitated the researcher to conduct the study in the Eastern Cape in South Africa. However, the outcomes of the study may benefit also the rest of the country and countries with developing economies and those staggering with public organisational leadership.

1.4 RESEARCH METHODOLOGY

The study followed the quantitative research methods. These included an analysis of prescripts, Annual reports, and other secondary sources that are relevant to the challenges of leadership in the public sector.

To collect the primary data, a survey was conducted using a self-administered questionnaire and the target group was the senior managers /middle managers from the public service and various provincial and national departments were involved in this study. The methodology adopted in data collection and analysis is elaborated below:

1.4.1 Sampling process

The sampling process was specifically done in the public departments in the Eastern Cape Province in 7 departments and with a population of 5003 senior managers,

1.4.2 Sample size

The study made use of published statistical tables as a population of 5 000 required an estimated sample size of 370 respondents.

1.4.3 The instrument, data administration and collection

The tool that was used in the survey was the written questionnaire to which the respondents provided answers or gave their views through the questionnaire. The questionnaire was expected to be completed within 30 to 45 minutes. Instructions were clearly provided and a self-addressed envelope was sent out although some respondents preferred using the e-mail address system. The analysis of the data, interpretation, and the discussion of results were the researcher's final step in the methodology of this study.

1.4.4 Limitations

The following limitations affected the study:

- The first major problem was the poor responsiveness of some departmental officials that resulted to 37, 84 per cent (140/370). This is too low despite the numerous extensions that were granted. Those who provided partially completed questionnaires and spoiled questionnaires were 27, 03 per cent (100/370) and these could not be

included in the analysis. The 35, 14 per cent (130) respondents did respond to the researcher's request despite the numerous reminders and extensions granted.

- The second major problem was time management. Time frames in which the respondents had to respond were not adhered to in some cases and as a result some questionnaires that had not arrived the researcher's desk in the stipulated period were declared null and void.
- The third problem is that, only senior managers were selected for this study. The public sector comprises not only the senior managers for decision making. Other stakeholders of organisation should have been included.
- Other research methods could have been used together with the quantitative methods as obtain more authentic results.
- There were inconsistencies that resulted from the distributions and collections of the questionnaire within the departments and among the senior managers. Some respondents reported to have misplaced the questionnaires and needed to have them being replaced. This caused extra time being needed for the distribution and their next collections.
- Red tape was an inconvenience. Too many appointments had to be made from UKZN and to the departments to circulate the questionnaires.
- Some respondents declined to respond to request to participate for their own reasons. This could have been that, the questionnaires were either misplaced / got lost and it not would be easy to ask for the replacements as it would appear that either they were careless or had no interest to participate in the research.
- Finally, there were instances where the managers responded by sms's that the questionnaires were completed and ready for collection from their personal assistants (PA). The researcher had to organise the courier services to collect them. This was not the intention of the study because the covering letter to questionnaire explicitly indicated that all the respondents should send the completed questionnaires to researcher via the e-mail address or through the self-stamped envelopes.

Comment: The low and uneven responsiveness from the respondents might have comprised the results. However, despite the limitations experienced in the study, there were some managers who displayed some enthusiasm and looked forward to the findings and recommendations.

1.5 SOURCES OF INFORMATION

Two sources for data collection were used: The primary sources comprised people who were interviewed for the purposes of the study. The secondary sources comprised a documentary review of the literature using earlier studies, articles, journals, text books, published papers, departmental documents, the media, and reports provided by organisational heads and annual reports provided by provincial heads on issues concerning the administration and the management of their organisations. Relevant information was extracted and processed meaningfully for this study.

Primary sources were civil servants in the public sector. They were senior administrators in seven provincial government departments, namely Education, Health, Human Settlement, Home Affairs, Social Development and Welfare, Safety and Security (SS), and Correctional Services.

1.6 SIGNIFICANCE OF THE STUDY

The study addressed the current leadership challenges that were deemed to exist in the public sector in the Eastern Cape. The main objective of the study, thus equipping senior managers with useful skills of leadership will be achieved.

Secondly, other organisations other than the public sector will also benefit from this study as leadership challenges are not confined to the public sector only. The workforce is not static. Employees change work positions depending on very many circumstances. The free mobility of the workforce into and out of one sector will enable them (senior managers) to address the leadership challenges they find themselves in.

The model that was developed based on the findings will be of benefit to a wide workforce and future leaders in the public sector, and these guidelines will contribute significantly to the creation of a competent, credible, and skilled public administration system.

The study will also empower leaders with the necessary knowledge and skills to complete their tasks responsibly and to appreciate the challenges that are associated with leadership in the place of work.

1.7 CONCEPTUAL CLARIFICATION AND DEFINITIONS

This section clarifies certain concepts and terms used in the study so that the discussions in the text are put into context.

Accountability: This is when institutions and public officials are held responsible to account for their functions/duties (United Nations, 2015:51).

Charismatic leadership: Leaders who influence and motivate their subordinates to transcend the expected performance in the organisations beyond expectation (Daft, 2010:626).

Chi-square test: This is a statistical calculation that calculates the probability that the data in the table could happen (Saunders, Lewis, & Thornhill, 2012:514).

Cohesiveness: This is the ability of groups to stick together as a unit rather than as individuals in a group (Vrba, 2014:431).

Efficiency: This is the use of minimal resources to optimally produce outputs or outcomes of a desired volume (Daft, 2010:628).

Effectiveness: This term refers to the degree to which the organisation achieves its stated goal/s (Daft, 2010:628).

Emotional Intelligence (EI): This refers to the ability of a person to be aware of his or her 'selfness' and that of others. Individuals recognise their own emotions and the emotions of others they work with. EI leaders manage their emotions and those of others; they know themselves and believe in their potential (Robbins, Judge, Odendaal, & Roodt, 2011b:202; Bach & Edwards, 2013:403).

Ethics: It is a code of conduct exercised by the researcher to uphold the moral values that are required during the research study (Sekaran & Bougie, 2014:13).

Human Capital: This refers to the economic value of the knowledge, experience, skills, and capabilities of employees (Daft, 2010:630).

Labour market: The potential employees that are available for hire in an organisation. They have desired skills and abilities in the geographical areas in which facilities are located (Pearce & Robinson, 2000:163; Daft, 2010:631).

Leadership: It is a person's ability to influence people toward the attainment of organisational goals (Daft, 2010:631).

Management: The attainment of organisational goals in an effective and efficient manner through planning, organising, leading, and controlling of organisational resources (Daft, 2010:632).

Mentor: A high-ranking organisational member who is committed to providing upward mobility and support in a protégée's professional career (Daft, 2010:358).

Organisation: The term is used synonymously with the term institution, which is a social entity that is goal directed and deliberately structured (Daft, 2010:633).

Organisational culture: The term is used synonymously with institutional culture. This is a system of shared meaning which separates one organisation from others. It is a pattern of basic assumptions that a group has developed, discovered, or invented (Robbins, Judge, Odendaal, & Roodt, 2008a:380, Werner, 2012:31; Vrba, 2014:119).

Performance: The extent to which the organisation is able to achieve its goals by using its resources efficiently and effectively for delivery of outputs or outcomes (Daft, 2010:633).

Pilot test: The test that is conducted with selected respondents before the sample is involved in the research study. The aim is to establish areas of weaknesses and errors. Then, improvements are provided for a final refinement before the final test of the study instrument (Cooper & Schinder, 2014:85).

Probability sampling design or Random sampling: Is sometimes referred to as the representative sampling. In this sampling each element has an equal and independent

chance of being selected (Kumar, 2011:182, Saunders, Lewis, & Thornhill, 2012:261).

Public accountability: This term refers to the obligations of people or entities in authority entrusted with public resources to be answerable to those above in the chain of command (Daft, 2010:625).

Public sector (PS): All government institutions such as government departments. They function at central, provincial, and local levels and have no aim to attain profitability. Their main purpose is to provide services to and ensure the well-being of the communities they serve (Mullins & Du Toit, 2006:8).

Questionnaire: It is a set of pre-formulated written questions onto which the respondents record their answers (Sekaran & Bougie, 2014:147).

Red tape: It is an organisational pathology which is highly formalised with constraints involving unnecessary rules, procedures, and regulations that lead to inefficiency and unjustifiable delays, hence frustrating the recipients of services (Bozeman, 1993:274).

Research: It is an undertaking by people to find out things in a systematic (logical) way such that it increases the people's knowledge and not just beliefs (Saunders, Lewis, & Thornhill, 2012:5).

Situational factors: These are factors that are beyond the individuals' immediate control (Bach & Edwards, 2013:410).

Toxic leadership: Leaders who deliberately destroy, demean and mistreat subordinates over a period of time (Robbins, Judge, Odendaal, & Roodt, 2011b:292). Other examples of toxic leadership behaviour include: constant threats of dismissal, rude behaviour and use of abusive language, bad mouthing of colleagues, ridicule taunts, unjustifiable criticisms of colleagues, and withholding of crucial information from other members of the organisation and subordinates.

Transformational leadership: Leadership that is distinguished by special abilities to bring about innovations and changes in an organisation. Relationship between the leaders

and the followers based on a set of leadership behaviours perceived by subordinates as exhibiting idealised influence (Daft, 2010:636).

Transactional leadership: Leadership which clarifies subordinates' roles and task requirements (Daft, 2010:636).

Transparency: This refers to the extent to which openness prevails and the extent to which information is shared among the concerned parties (Oxford Advanced Learner's Dictionary).

Trust: In this study, it refers to the reciprocal faith in others' intentions and behaviour (Sinding & Waldstrom, 2014:13).

Wasteful utilisation of public resources: Also referred to as wasteful use of public resources. This is when there is unauthorised spending of public funds and other resources that are unaccounted for (WPSR: 2015:6).

1.8 LAYOUT OF THE STUDY

The study Thesis was organised in Six Chapters:

Chapter One: Presents the background by providing an introduction, the problem statement, and the hypotheses, the objectives of the research, information on the research methodology, sources of information, and the significance of the study. The scope of the study is provided, and concepts and terms are clarified at the outset.

Chapter Two: Examines the leadership theories and models that are often used in the leadership of public organisations. The chapter explains the purpose of reviewing the literature, and discusses a range of leadership theories.

Chapter Three: Methodology.

Chapters Four and Five: Data Analysis, Interpretation, and Discussion of Results.

Chapter Six: Design of the Conceptual leadership model. This chapter is concluded with a discussion of the challenges that were experienced as well as the limitations that may have impacted the study.

Chapter Six: Conclusions and Recommendations based on the findings of the study are offered in conclusion.

1.8 CHAPTER SUMMARY

The Chapter provided the background to the investigation into leadership issues in public organisations in the Eastern Cape Province in South Arica. The chapter commenced with a brief introduction and then the research objectives, hypotheses, research methodology, sources of information, and significance of the study were illuminated. The chapter also presented a brief layout of the chapters with a synopsis of the entire thesis. This chapter thus introduced the rest of the chapters and provided a bird's eye view of the processes that guided this scholarly investigation.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

In order to address the research questions indicated in section 1.3 of this study, the researcher gathered and carried out a desk review of the literature from various sources and publications. The literature gathered considered the current issues on public sector leadership from the global perspective, then the regional perspectives in public sectors and eventually zooms into the South African perspective and finally zooms in on the Eastern Cape's Province public sector. There are quite a number of issues in terms of challenges as well as successes that are found common globally or regionally as well as in South Africa, leave alone being found Eastern Cape's public sector. The researcher identified some challenges that affect the public sector in all spheres of the world and these amongst them are: The aging population, poverty ridden societies characterised by unemployment, lack of resources, poor allocation of those resources, and the mismanagement of those resources, poor management of human capacities, lack of necessary skills, poor accountability and transparency et cetera. As much as there are challenges in almost all public sectors in the world, the public's expectations are increasingly being fulfilled by governments providing more and better services and with same or less taxes (Barber, Levy, and Mendonca, 2007:7). This in way a measure of the similarity of what is happening globally, regionally, and locally. The section discusses leadership in public organisations.

2.2 LEADERSHIP IN PUBLIC ORGANISATIONS

Leadership in organisations and particularly in public domain is a topic that has been debated for a very long time and over many years various scholars have devised diverse theories to explain this phenomenon. Leadership has always taken different forms depending on the organisation and the situations that exist within it. Leadership in organisations the world over has received wide attention and a large body of literature exists concerning it (Wright & Pandey, 2010:75). Any organisation is driven by leadership, and the leadership style that is employed in turn impacts the objectives and functioning of the organisation. To illuminate current leadership realities in the public sector in the Eastern Cape, various earlier studies were perused. Moreover, relevant leadership theories and approaches that existed and have evolved over time were explored and their relevance to the current study will be highlighted.

2.3 THEORETICAL PERSPECTIVES OF LEADERSHIP IN PUBLIC ORGANISATIONS

2.3.1 The Global perspective-International perspective

The global regions are categorised into the “Advanced economies such as the USA, Euro Area, United Kingdom, Japan and emerging, while emerging economies / economies in transition include Brazil, Russia, India, and China, then these are followed by developing economies and reference will be made to countries in the Sub-Saharan countries such as South Africa.

Globalisations, not an easy aspect to define although the intentions are very clear. Globalisation was intended to benefit all the countries and the citizens in their respective countries economically by providing increased and intensified inflow and outflow of goods and services. Unfortunately, this dream has not been realised. The intentions of globalisation were and are still to have increased and intensified trade flows between countries for goods, services, technology, capital, ideas, and skills according to the World Sector Report (WPSR, 2001). The (WPSR, 2001) revealed that, although globalisation offers great opportunities to all countries in the world, few countries have enhanced from those opportunities so far. There a number of successes from the global perspective in the public sectors especially with the developed economies. According to Potter (2002:15) the successes of most of the developed countries are attributed from the openness and transparencies of their countries and in their public organisations.

Globalisation has not benefited most of the countries and their public sectors especially those in the third world category, and this is basically due to their weak power strengths politically and economically. Advanced economies can easily trade, invest, and set conditions and references that will benefit them, have skills attracted among to them, and develop technology unlike the developing countries. Developing countries and developing economies had and still have less impact on the policy making and decision undertaking in as far as influence and globalisation is concerned. However, the same report (WPSR, 2001) indicated the challenges the globalisation is facing the developed world are:

- **Budget Reforms**

Some of the western world countries are striving to address their budget reforms in their public sectors. The issues of budgeting are a global concern and as such different countries are affected differently. According to Potter (2002:17) some countries have

built a much better transparency and accountability system than others. Potter, went on to identify the countries that have the reputable transparency and accountability systems and are some of them: New Zealand, USA, Australia, United Kingdom, Switzerland, and Sweden. Developing countries and economies in transition are yet address the issues of budget reforms.

- **Building Management Capacity:**

Building the management capacity is a big problem throughout the world. The problem of lack of managerial skills hampering economic efficiency of nations is a dire one (Diamond, 2002, 72). Diamond's views on building management capacity are strongly supported by Scott (2002:95) who added that, skills, commitment, and values are critical for managers to execute their duties. Many countries are grappling with building management capacity but the problem seems to be more pronounced in developing countries and in economies that are in transit than in the first world countries such as the New Zealand, the USA, Australia, UK, Switzerland, and Sweden which have made huge strides into building their management skills, some western world countries such Bolivia's economic efficiency has been hampered partly by its management capacity (Diamond, 2002:72). Similar sentiments were expressed by Ross (2011; 3) who indicated that there is still an acute shortage of specific talents. Ross specifically identified financial profession that all over the world is in dire need of qualified skilled Accountants and cited some countries such as: China which is believed to have less than a half of the required 300 000 Accountants, India has a shortfall of over 500 000, and South Africa was estimated to be with a shortage of over 22 000 Accountants. These three countries are cited by the researcher since they are members of the "BRICSA" and have strong trade ties. These figures although were mainly reported in the government reports, there are similar trends as well as in private sectors. Furthermore, the same study indicated that, developing economies, of course including South Africa have to increase the number of skilled manpower especially in areas of business.

- **Labour migrants**

Many developed countries are battling with some systemic problems such as the influx of migrant labourers and an increased number of refugees from developing

countries to their countries for better wages and living conditions. The mobility of workers and refugees seeking better living conditions renders strenuous positions onto the recipient countries' public sectors in many aspects such in the health, education, social wellbeing, and sharing in all limited resources and in all other amenities. According to the Economic and Social Council (ESC, 2010:5), almost all countries have had an Economic downturn and that has aggravated the mobility of labour seekers in search of employment of employment is not readily available. Then the issues of unemployment and under employment have increased significantly all over the world.

- **Poverty and inequalities**

The issues of unemployment continue to ravage the world over. Unemployment and lack of sufficient skills continues to be a huge problem in the developing countries and less of a problem in the western world the wealthier developing countries of Asia (Graham, 2002:97). However, the main is the level of poverty and unemployment in South Africa in comparison to other middle-income countries. The report gathered from the Treasury Department – South Africa (2012/2013:5) indicated that South Africa' case and the Eastern Cape in particular is unique in such away that, the unemployment levels, poverty levels, and poverty gap rate are exceptionally high running over 70 per cent especially in the rural areas. The available official statistics show that the unemployment rate for the Eastern Cape Province was at 28, 4 percent by end of quarter four of 2016, which slightly higher than the national average of 26,5 per cent. Stats SA (2017:6) further indicated that the levels of social grants had enormously escalated in the country from around three million in 2000 to over 17 million by 2016. The greatest recipients being in the Eastern Cape Province whose share was 36 per cent, followed by Northern Cape and Limpopo whose share was 32 percent, and North West and Kwa-Zulu Natal whose share was 26 per cent and the least in that order were the Western Cape and Gauteng Province. What does this mean? This means that the economic gains achieved by the government are somehow being drained by some of these social evils.

On the hand, the countries that have less benefited from globalisation are the less economically powerful countries and this has made most of the developing countries continue to be on the receiving end hence do not have leverage of setting international

and economic agenda. WPSR (2001) showed the discrepancies that exist because the aforementioned problems. Whilst the countries considered to be developed shared in the international trade at the rate of 27 per cent to 39 per cent, between 1987 and 1997, the poor developing countries with developing economies share was less than 5 per cent.

Furthermore, the report indicated that 20 per cent of the world's resources are consumed by 86 percent of its population and 20 per cent of the poor economies of which South Africa consume only 1, 3 percent. These data indicate that, generally the less developed countries and the countries in transitional economies have not yet benefited substantially from globalisation. The next section dealt with the "Regional Perspective".

2.2.2 The Regional Perspective

The world's regions fall basically into two categories and these are the developed nations and the less developed nations of which include the developing economies or countries. What is important about the two regions is that, there have co-existed for time memorial. The developed world is characterised by the following attributes:

- **Public sector reforms**

Whilst many developed countries have strived for public sector reforms which include addressing the unemployment, financial management, their counter parts in many of the developing countries especially the African countries are following their footsteps and some who have not started or implemented the reforms, Global centre for public service excellence (GCPSE, 2015:4). The GCPSE further indicated that developing countries should take precaution when implementing the reforms being executed by the advanced countries because of the various factors that include different environments, financial backgrounds, economic backgrounds, different labour skills and many others.

- **Levels of development and standards of living**

The developed world's population is adequate and of quality education, better health services, clean domestic water, they have unemployment and social security benefits. The other end of the spectrum exists the under developed world that comprise most of the Sub-Saharan countries. The countries are subjected to abject unemployment and

poverty, less accessibility to quality education and health facilities, lack of basic infrastructure to deliver social services (WPSR, 2001).

- **Trends in public sector in the region**

The regional public service has tremendous phases of under development. The WPSR (2001) indicated that the following: That the period of 1950-1960 saw most African countries advance into a new era of political and economic changes and inheriting from their colonial rulers and this means public sectors being in different hands. The years from 1960 to 1970 were years of transition and in some cases, these were years of relative stagnation. The public sectors of course followed suit to the political climate in the various African countries. The 1980s were seen as years of massive decline and collapse of many countries that had gained a lot from their political struggle and had inherited sound leadership. The countries like the (DRC), Republic of Congo, Uganda, Angola, Ghana, Nigeria, Liberia, Mozambique, South Africa, Sierra Leone, and later Somalia, Rwanda, and South Sudan offset largely their gains in their public sectors through civil wars, human rights abuses, and to some the greed for political power by their own citizens. Whist the first world countries were striving to improve on their public sectors through globalisation through the inflows of goods, services, ideas, and capital investments, most Sub-Saharan countries were stifling for power either from colonial masters or among themselves.

- **Global change**

As much as one would pay attention to one end of the spectrum, thus identifying the challenges that have kept the African economies low, it is important to appreciate the fact, some progress has been achieved in terms growth (Subramoney, 2014:7). Employment has been created in the public sector, except that the rate of job creation is surpassed by rate of unemployment and this appears as if there is only unemployment in place. The global challenge is the demographical change. The world's workforce is aging. Younger people are in greater supply as workers but their demands and needs at times may not be met by the public sector. In this regard, the researcher is of the view that, the public sector is faced such as a workforce that is not willing to move to where its skills are needed. Subramoney (2014: 7) supports this view by saying that, "young workers in the public sector and elsewhere want modern facilities, technology, and flexibility". This trend is not only a global challenge but it is being experienced by many countries all over the world.

The paper on the Eastern Cape Province in South Africa, “Eastern Cape Provincial Treasury of 2017/18” indicated that EC had challenge of low human capital and inadequate skill levels that continue to be the major problems and affect the province’s market outcomes (Eastern Cape Provincial Treasury, 2017/2018). The paper further indicated that, the unskilled and those without the matric (senior school) certificate across the province continued to form the bulky of the unemployed or were those in the elementary jobs. Also, the paper highlighted some facts like that, insufficient levels of education and lack of necessary skills continue to be a factor accentuate poverty and unemployment and which have an to scrambling for the limited public resources that are provided by the government. The researcher’s observations are that, there are common challenges which are found all over world, but need to be address as there are caused by different factors.

2.2.3 The South African Perspective

South Africa is geographically located at the southern tip of the African continent. As a vibrant and active member of the economic drivers of this continent, South Africa can never be divorced from the historical events and realities of this vast continent. For instance, the administrative theories and approaches that apply to administrative practices in many African countries today were borrowed from Western countries during the colonial era. It is possible that these practices were significant then and that they addressed the challenges of leadership at that time. However, time and government structures have evolved, and it is possible that what worked more than a hundred years ago may no longer be relevant. There is therefore an urgent need to modify theories on and approaches towards public service leadership to suit the circumstances that prevail in Africa and, for that matter, the Eastern Cape Province in South Africa.

Out-dated theories and approaches need to be modified, or new models need to be developed to address evolved circumstances and realities that face organisations today. Managers have adapted their leadership styles and do not always rely on the theories and approaches that were developed for organisations that functioned under different circumstances and in different economic climates. It is unrealistic to expect that leadership styles that were effective a hundred years ago will still guide a modern workforce today. One important consideration that leaders in the public sector need to embrace is that they must shift from

what is not working for their organisations to what will improve their organisations to better serve the public.

2.3 TRANSFORMATION AND REFORMATION

Organisations need to undergo transformation and reformation. Transformation needs to bring about change in the way that organisations and their leaders execute their mandate. Reformation needs to occur to improve organisations through encouragement and the adoption of new ideas. Currently, there is sufficient empirical evidence that suggests that organisations in advanced economies are undergoing drastic transformation and reformation processes whilst developing countries, including a clear majority of African countries, continue lacking the necessary organisational and political will to bring about transformation (Robinson, 2015:15). Robinson further indicates that there is a massive body of literature that is available on organisational transformation and reforms for the advanced countries of the Western world, whereas comparatively limited literature has been generated from within developing nations, with African countries being no exception. However, there are quite many developing countries with less advanced economies that have succeeded in bringing about the necessary transformations in their public service sector. Among these countries is New Zealand (NZ), which is regarded as the world leader in public sector reform as indicated by the Chartered Institute of Management Accountants (CIMA, 2011:13). The CIMA paper also indicates that NZ's reforms date back to the late 1980s when the country started to focus on three pillars to transform its public sector:

1. It sold off some of its burdensome state assets that were considered for commercialisation.
2. It effectively adopted a deregulation policy.
3. It engaged in rigorous privatisation initiatives.

NZ clearly demonstrates that struggling countries have to identify what they need to change and how that change will come about. In this regard, transformation and reformation will differ from country to country. The determinants for such changes are many, and include the environment in which leaders who want to effect changes find themselves. Another determinant is the culture of the people who may readily accept the changes, or stubbornly refuse to adapt. NZ demonstrated that reforms may succeed by adopting a strict top-down approach in its performance management. The advantages of reform in the 1980s and 1990s were that it had a very small public-sector deficit of 4.5%, and its GDP expenditure was just above 41%. Moreover, life expectancy is very high in this country at over 80.6 years (OECD,

2011:79). The OECD has 35-member countries and their average life expectancy is 79.3 years. Among those countries are Japan (82,7 years), Switzerland (82,2 years), Australia (81,5 years), Italy (81,5 years), Sweden (81,4 years), Iceland (81,3 years), and France (81,2 years). South Africa (51,5 years) is not an OECD member. The aim of identifying some of these countries is to demonstrate that no African country is among these OECD countries. Secondly, South Africa associates with these countries in many ways, ranging from sports to the trade industry.

This pattern strongly indicates that countries that have strong economies equally have a much higher life expectancy. These views are supported by studies such as those by the Health Systems in Transition (HiT) of France (Chevreul, Berg Brigham, Durand-Zaleski, & Hernandez-Quevedo, 2015:1). Chevreul et al. (2015: 4) indicate that there is a strong positive correlation between people's income and their life expectancy. The view is that the higher the income, the higher is the life expectancy. Chevreul et al. (2015: 4) conclude that there is significant link between people's income and their life expectancy. For example, the countries that were listed above are performing well economically and their life expectancy is more than 80 years. For instance, France is the fifth largest economy in the world and the second largest in Europe, and has a GDP that is exceeding €2 trillion. France's per-capita income is estimated at € 27 643, which is about R 440 076 (Daily Dispatch, 2017). The country's budget deficit is very low (4, 8 percent) and their unemployment rate is just between 7, 9 and 9, 8 percent (Chevreul et al., 2015:4). Most European countries, and some Asian countries, have steadily improved in their incomes and hence improved their life expectancy. Improved per capita income will lead to improved conditions of living and a better quality of life, while lower levels of income are normally associated with poverty-stricken societies and in turn lead to impoverished means of living.

Other countries that have adopted reforms and benefited from them are Greece for accountability with 40%; the UK for better use of resources to improve quality, efficiency and effectiveness; and Vietnam, which has become one of the fastest growing economies in the world. Singapore spends 19% of its GDP on public services. Quality transformations and reforms in the public service are driven by two major forces, namely globalisation on the one hand and pluralism for the provision of services on the other.

There is a need for African countries to embrace organisational changes, but they need to do so selectively and not in the manner that was employed by most countries on the continent that adopted theories and models from the Western world without modifying them to suit the African context. Africa has a diversity of cultures and economic structures, and therefore leadership challenges cannot and will not be successfully achieved by just emulating the models and theories from advanced economies. However, the need to integrate what is best from other theories and models to fit the needs of African countries must be emphasised.

Clearly, transformation and reform are important if more jobs are to be created and if equality imbalances and levels of poverty are to be addressed.

2.4 PUBLIC LEADERSHIP IN THE EASTERN CAPE

Leadership in the public sector is one of the most important items on the agenda of many countries, including that of South Africa. In South Africa, leadership challenges in both political and public organisations have always been at the forefront in parliament for discussion. The government, through the Department of Public Services, discusses the way the public sector should be managed in order to achieve its main goal, which is to provide services to society. However, these objectives are not as easily achievable as expected. Indeed, many public organisations are trying to keep providing the services they are mandated to provide, but they continue to encounter little appreciation for their efforts and efficiency from the various communities they are serving (Draper, 2003:120). This is evidenced by the numerous and continuous public riots and media reports that keep on escalating and that are aimed at many government departments. It is an established fact that some of the challenges are embedded in the historical background of the country that had a unique political leadership up to April 1994. For instance, democratic South Africa inherited a public sector that was racially imbalanced with 95.5% of top managers being from the White racial group (Franks, 2014:48). Pressure was exerted onto the government by a politically volatile society and politicians and it introduced measures that would reduce these racial imbalances. For example, just prior to and immediately following the 1994 general elections, the Department of Public Service and Administration (DPSA) tried to address the imbalances of the past by applying such measures as voluntary severance packages and affirmative action. Both these measures saw the departure of experienced White administrators from the public services and being replaced by less experienced and therefore less capable managers. This has had an unintended adverse impact on public organisations, as the inexperienced leaders of these organisations have also recommended and hired less

capable employees. The entire situation has consequently become a cauldron of confusion. Current statistics indicate that African and White women represent just 42% and 40% respectively of managerial positions, while their male counterparts represent approximately 58% and 61% respectively as on 31 March 2016 (DPSA, 2015/2016:18). However, the gaps that existed prior to the 1994 general elections based on gender and racial positioning between White and Black males have been drastically reduced; but this does not address the needs among female workers and other race and minority groups.

2.5 LEADERSHIP MODELS

Various leadership models have been designed from time to time to meet different organisational situations and goals. Organisational situations and goals are ever changing due to different situations that prevail in those organisations at various times, and this calls for a change in leadership approaches that will be suitable to the circumstances in those organisations. A leader should be able to adjust his or her leadership style to meet the needs of the organisation in current circumstances and within given contexts. This does not mean that a leader who has led successfully in one situation and has shown a remarkable performance in his or her organisation will be equally successful in another organisation (Doyle & Smith, 2012:1). Different situations in different organisations will demand different leadership approaches at various times.

2.5.1 A contingency approach to leadership

Doyle and Smith's (2012:2) approach was initially based on the notion of traits and behaviour. Later this approach was modified and improved to become what is known as the contingency theory. This theory of leadership is based on the premise that draws attention to the suitability of the situation and/or environment in which leaders find themselves and that enables them to lead their organisations (Sajjadi, 2014:18; Vrba, 2014:453). Strong leaders may at times fail to perform to the expectations of the public due to prevailing situations in the organisation; yet, a weak leader may perform if the situation in the organisation or environment is conducive to his or her leadership style. Different organisations operate under different situations in such a way that some organisations may need more interventions for them to perform and others may need fewer interventions as they have strengths to propel them forward in order to perform. The contingency theory operates on the premise that the situation determines which style will be the best to use in a certain situation. Situational

variables include the nature of the tasks that are performed in the organisation, the influence of both internal and external environments, and the attitude and behaviour of those being led.

Each theory/model that drives organisational leadership today was built on a previous theory or model and addresses problems as they arise; therefore, leaders of organisations should have sufficient background of most theories and models and be able to gather suitable attributes from each and apply the necessary attributes at particular moments in their organisations. If all has failed, then there is a need to look beyond what is available and see what should be done for the organisation. In this context, the contingency theory is still highly relevant as it addresses the point that problems arise according to the situations leaders and organisations find themselves in. Different situations will therefore demand different leadership styles.

2.5.2 The situational leadership theory

The fundamental principle that underpins the situational model is that there is not a single best style of leadership for any organisation, and therefore there is always a need to have a situational leadership approach in place. The situational leadership theory suggests that effective leadership in organisations requires a rational understanding of the situation that exists in that organisation so that appropriate steps can be taken to address the situation (Kreitner & Kinicki, 2008:473; Yoong, 2010:1; McCleskey, 2014:118). In a nutshell, what the theory argues is that successful leaders display leadership styles in their organisations depending on the situations that are existing at a given time.

Despite various organisations having used the situational leadership theory and achieved successful results, the theory exhibits some flaws. This has led to more research and studies on leadership styles. The flaws that have been identified are that the theory is ambiguous and inconsistent, and that it lacks continuity and conformity. These flaws have compromised its application and this supports the findings of some scholars who suggest that there is no single theory of leadership that can be used universally and always and, in all situations, to achieve effective leadership (Amanchukwu, Stanely, Ololube, 2015). The implication is that effective leaders adapt their leadership styles to suit the context in which they find themselves. Amanchukwu et al. (2015) also state that the success of leaders in organisations is determined by various variables. Amongst them are the leadership styles of the leaders themselves, the qualities of the followers, and last but not least, the situational features in which leaders find

themselves. Therefore, even if the situational leadership theory may appear to have been successful, the need has arisen to augment it with other leadership theories. Another leadership theory that has been of great significance in recent leadership studies in both political and organisational contexts is the transformational-transactional leadership theory. This theory is discussed in the next section.

2.5.3 The transformational-transactional leadership theory

The transformational-transactional leadership theory is the most recent theory on leadership as far as scholars on leadership are concerned. It is also referred to as the ‘new leadership theory’ (Storey, 2005:13; Kretner & Kinicki, 2008:479). This theory grew out of concern of the flaws that were identified in the previous theories such as the flaws in the trait theory and the situational theory. The theory is viewed in some instances as a single combined theory using a compound adjective, and in other instances the theories are referred to separately. These terms are used interchangeably in this report.

Transformational leadership occurs when leaders work together with their subordinates to identify organisational problems. Leaders and followers craft the needed changes to solve the problems of the organisation. The leaders guide, inspire, motivate, and execute changes in tandem with their subordinates. The role of transformational leaders is supported by scholars such as Bass (1990:19), who indicates that transformational leaders are “transformative, charismatic, inspirational and visionary in nature”. Furthermore, Bass explains how leaders are expected to behave and manage their organisations. These leaders are characterised by convincing their followers to transcend their self-interests for the sake of their organisations on the one hand, while on the other hand motivating their followers (Bass, 1990:19; McCleskey, 2014:120). These scholars suggest that, in today’s leadership, managers do not have to depend on their legitimate powers and do not have to coerce their followers rather engage in transactions with their employees / followers. Coercive leadership can have a negative impact on performance. What needs to be done is that, managers should explain to their followers the requirements needed from the subordinates and what they will be compensated for, if good work is performed. On the hand, managers should also explain the consequences to their followers for not fulfilling the requirements. Transformational leaders can influence their subordinates as well as organisational performance. Moreover, followers can follow their leaders as these leaders have a positive influence on them.

Transformational leaders raise the consciousness levels of their followers about the importance and values of the designated outcomes and ways of achieving the outcomes of their organisations (Obiwuru et al., 2011:102). These leaders also support their followers emotionally, intellectually, and morally. In this context, leaders provide total engagement and develop their followers and, in that way, influence major changes in the organisational attitudes and are able to achieve organisational objectives and strategies. Transformational

leaders perform their duties beyond expectations and the resultant outcomes are that their followers are able to emulate their leaders (Bass, 1990:20).

Eastern Cape's public-sector leadership challenges emanate from the leaders' characteristics and personal traits because no individual can display the same characteristics and have the same traits as another person. Therefore, the last two components mentioned above could have a significant impact on the leadership effectiveness in the Eastern Cape's public sector.

2.7 LEADERSHIP CHALLENGES IN THE PUBLIC SERVICE SECTOR IN SOUTH AFRICA

The challenges that face the South African public sector are like those that face the entire world. The difference is that South Africa has some unique characteristics compared to the rest of Africa that are based upon its history. Below are some of the challenges.

Historically, South Africa is the country on the continent of Africa that experienced apartheid leadership, and this had remarkable effects on many aspects of the provisions of both public and private services. For example, the provision of its education system went hand in hand with its public service sector. Currently, 25 years after the abolishment of apartheid, the following questions may be posed: "Is there currently a sound leadership situation in the public sector?" and "Are there clear structures in place for the public service in terms of the recruitment, promotion, and retention of public servants to ensure a sustainable public service for the country's citizenry?" The answer to both these questions is no, which prompted the design of a model that will be presented in Chapter six of this study report.

2.8 EFFECTS OF EXTERNAL FORCES ON A PUBLIC ORGANISATION

The political atmosphere in South Africa has a significant effect on the leadership of the country and on public organisations. It is very difficult to draw a line between political leadership and public organisation leadership as the two are intertwined. Many politicians have found their way in top managerial positions of public organisations and, likewise, many top organisational leaders have equally found their governmental political positions.

The Eastern Cape has a long history of political influence on society and many top South African political leaders have originated from this province. The role and functionality of labour unions in the Eastern Cape cannot be separated from politics. The reality is that labour unions and politics are embedded within social structures and have a powerful foothold in

many institutions and organisations, the public sector not being an exception. The issue of social and institutional change is therefore highly political (Reinert, 2004:240). Moreover, the levels of political consensus, conflict or confusion strongly influence the speed and the ease or the difficulty with which a new mode of growth is established. But despite the continued intense endeavours directed at improving service delivery in the country, the lack of and the mediocrity of service delivery continue unabated to plague public service delivery (Luthuli, 2009; Bergrem, 2003:1). This calls for business leaders and organisational leaders to relentlessly focus on operational efficiency, cost effectiveness, productivity, innovations and customer service delivery. The World Economic Forum (Bergrem, 2003:2) also argues that leaders of organisations should work together with other leaders and governmental bodies as well as their subordinates to enhance adequate, quality service delivery.

The most affected geographical areas and economically affected areas that are plagued by poor service delivery are the former homelands of South Africa, commonly known as former disadvantaged regions where most black people resided rural conditions. To address the many challenges in the public sector, the Eastern Cape provincial government has hired leaders in the public sector from within and from outside the province with track records of leadership coupled with high academic and professional qualifications and with vast experience, but unfortunately this has met little success so far. The challenge starts from the top, where there has been challenged leadership, management, and governance. For example, since the democratically elected government 23 years ago, the Eastern Cape has a record of 15 Heads of Department (HODs) in the Department of Education, eight Members of the Executive Council (MEC), and several Chief Financial Officers (CFOs) as according to EE (2016:16). Most of these officials served in an acting capacity and many did not even complete their term of service. Between the period 2010 to 2013, the Eastern Cape Department of Education employed four Heads of Department of whom only one had been appointed on a permanent basis (ECDOE Annual Report, 2013/2014:49), and even this person did not complete the term of tenure.

The problem of high vacancy levels in public departments is still huge and there is every indication that this situation will persist. In 2007, the problem of unfilled vacancies in the public sector was a very hot debate, and now, ten years later, it is still an issue that is tabled now and again in parliament (DPSA, 2007:23). DPSA also indicated that, in a period of five years between 2002 and 2007, there was only a 1% increase the filling of vacant positions,

which is an extremely low figure. This means that impoverished areas like the Eastern Cape lack sufficient service provider managers, and the situation remains a gloomy one. The 1% vacancy increase between 2002 and 2007 means that, on average, there was a 0.2% increase per annum, which means that there were two vacancies for every 1 000 eligible posts per year. The same report highlights many other challenges in the province such as poor record keeping practices. For example, the report indicates that the reporting system was compromised to the extent that there were no records of employees' leave periods and that employees' files and their records were simply not available on request.

Another issue that came to light is the documented massive wasteful and fruitless expenditures that amounted to as much as R64.9 million. This came as no surprise, and yet the province proclaims that it is one of the poorest provinces in the country characterised by a lack of resources and ever deepening levels of inequality and poverty.

One clear cause of wasteful and misappropriated expenditure is the leadership model that is employed by public officials. The key role of followers is to collaborate with leaders to achieve organisational goals (DuBrin, 2010:27). The challenge for the Eastern Cape's public sector is the collaboration between the leadership and the followers which seems to be one of the major problems in the province that is highly politicised. Whatever the views are, leadership in the Eastern Cape's public sector, especially the ECDOE and ECDOH, remains a huge challenge. The annual report published by ECDOE in 2013/14 fiscal year acknowledges that the province's educational system is characterised by inefficiencies and poor management, with specific reference to the handling of available vacancies at all levels, which means from the lowest entry posts to the top senior based positions. A recent report indicated that many positions were still vacant or were occupied by 'acting' officials (ECDOE Annual Report, 2013/2014:49). To cite a few examples from the report, of the 23 districts in the ECDOE, only 12 had permanently appointed District Directors which comprised only 52%. Also, 17% (11) of the districts were operating with District Directors in an acting capacity, which accounted for 42.83%. In addition to those challenges, the report indicated that there was also lack of budgetary credibility and that it was associated with, among other things, abnormalities in expenditure that the department and other public departments experienced.

Effective leadership is central to all organisations' success. Currently, public organisations are operating in a highly competitive business environment. Therefore, it has become a primary target for organisations to have policies and competent human personnel in place to operate in the right kind of environment and culture to enable the leaders of these organisations to achieve high performance levels. The potential for organisational leaders to execute their duties as heads of organisations is at times affected by their ability to lead but, most importantly, this potential is also affected by social and environmental limitations that impact their operational capacity. Leaders' ability to implement goals thus reflects their distinctive qualities and how well they can satisfy public demands. Similarly, Kabacoff (2012b:1) found that public organisations in Western Europe were being challenged to increase their performance and efficiency, and to modify their attitudes regarding their management to provide better services to the public.

Most African countries were once under the rule of Western powers and it is obvious that the rulers established public organisations based on leadership models in their home countries. However, even after African countries achieved independence, leadership trends remained the same as those of their erstwhile colonial masters. This means that African leaders emulated the approaches of their former leaders. What needs to be understood is that the leadership styles and the types of challenges experienced in the West are not the same as those that are experienced in developing countries.

Top leaders in developing countries, and in the context of the Eastern Cape in particular, may lack sufficient knowledge to make highly effective decisions in a fast growing, dynamic and complex world, which may not be the case in first world countries (James, 2011:5). More often than not, organisations will replace their leaders in the hope that the next leader will be more effective than the previous one. When organisations are unable to function on the strength of having essential policies, do not have competent management personnel, and the kind of environment is not conducive for a strong work ethic, then public organisations cannot reach the high-performance levels expected of them. This plunges organisations into serious leadership challenges. The Eastern Cape's public service faces various challenges that do not permit organisations to realise elevated levels of performance. The challenges are officials that lack leadership qualities, limited policy directions, and a challenging social and economic environment. To address these problems, there should be strong interaction between leadership qualities and practices, policy directions, and the social environment.

There are several reasons that permit some organisations to succeed whilst others do not. The success of an organisation is measured by its capacity to survive. If an organisation dies or is struggling to survive, then that organisation cannot be regarded as being successful. Some of the reasons cited by scholars for successful leadership and the sustainability of organisations include that leaders should have wisdom, be analytical, and have practical ability as well as creativity (Wang et al., 2010:3924).

In the past, and even now, some organisations put emphasis on the financial performance of an organisation as a major factor that determines the success of the organisation. However, in modern times information technology has transformed their competitive basis into intangible assets of leadership performance (Potter, 2002:15). The issues of financial availability and management are still crucial in all organisations, just as is leadership itself. Potter further stated that, financial availability and its management and leadership all require transparency. The Eastern Cape's public sector is facing both financial and leadership challenges, as will be further elaborated below.

The importance of human capital in both private and public organisations is increasingly being recognised as having considerable value for the businesses both now and in the future and cannot be under estimated in both the private and public sectors. This new wave of understanding is acknowledged by the World Economic Forum (WEF), which recently heralded a new reality called the 'Human Age'. The most important tool in the 'Human Age' is leadership as a human resource, and not capital equipment, although capital equipment is equally important and cannot be in a lesser position than human resources.

The ECDOE and ECDOH are facing both human management and leadership challenges on the one hand, and financial constraints on the other. One problem cannot be solved in isolation from other problems. It requires lots of skill in terms of management, commitment, and proper accountability to address these problems. If an organisation wants to improve its performance, the leadership style of administrative supervisors will play a crucial role in its overall operational performance. High performing organisations have competent people who operate in the right kind of culture.

Competence, as defined in terms of Key Performance Indicators (KPIs), is a measure that places a huge focus on the achievement of tasks as opposed to personal behaviour (Burrow, 2012:14). Competence is viewed in terms of the capabilities, skills, results and track record of a leader, while personal character is viewed to be the integrity, motive and intent of the leader. At times, less recognition is paid to the importance of developing an organisational culture and the significant role this plays in achieving corporate success.

2.9 CURRENT VIEWS ABOUT THE PUBLIC SECTOR IN THE EASTERN CAPE

Schofield (2008:3) argues that if citizens are provided the facilities they require, it will help in the reduction of opacity and enhance transparency, which is one of the perquisites of governance. Organisations in highly turbulent environments need more strategic leadership to survive and prosper than organisations operating in more stable environments (Sandbakken, 2006:476). At times governments experience shortfalls in service delivery because of the inability to convert policy into practice and to utilise the available resources allocated to them adequately. Some questions have been put forward regarding the causes of the challenges in which most public sectors find themselves (Therkildsen, 2001:1).

African governments have increased the size of their public service structures to the extent that they have become very difficult to lead. Reasonably, no country is stagnant in terms of population growth and levels of education. Indeed, it is reasonable to expect that an increase in population will proportionally lead to an increase in the labour force both in the private and public sectors. This increase in labour force will be followed by the complexities inherent in the requirement for efficient leadership.

A question that is posed in terms of leadership challenges is whether government functions should be predominantly focused on 'core' activities such as health and education. With increased population figures, the demands for improved health services and education facilities have become major priorities in all countries.

Another question is whether the real wage levels have changed. Indeed, with improved standards of living and the prohibitive costs of living all over the world, wage levels and levels of education have improved drastically in the last 40 to 60 years to meet the improved standards and cost of living. The period of 40 to 60 years ago is of significance, because that is the period most African countries attained their independence and felt that they could

manage their own affairs. It was a period of freedom in which African countries could develop their own economies and infrastructure. However, this is only referred to peripherally as the successes/ failures of political independence did not fall within the context of this thesis.

The question of accountability is a serious one in all organisations. An increase in population will usually lead leaders to be accountable to the citizens or to their followers. With the issue of accountability in mind, attempts to reform the public sector are being advocated throughout Africa, and the Eastern Cape in particular (Therkildsen, 2001:1). This indicates that current public-sector reforms are focusing on efforts to reduce costs and refocus on the activities that promote market and service provisions. Leaders often encounter the need to transform organisations from turbulent situations and low performance levels to high and acceptable performance levels. Public sector leaders in the Eastern Cape, just like most public leaders in other regions and other countries, are facing a combination of challenges due to the current financial climate, the expectations of citizens for improved services at lower costs, and political commitments to reform public sector management.

However, there are many hurdles to overcome before a positive transformation can be realised. For example, managerial post vacancies and senior staff turnover rates are high; many recipients of public services are poor and lack the political clout to demand change; and many line employees face countervailing pressures and opportunities.

2.10 CHALLENGES FACING THE PUBLIC SECTOR IN THE EASTERN CAPE

2.10.1 Historical factors: Qualifications and experiences of personnel

The study by Chipkin (2011a:1) indicates that the former homeland administration grew substantially and at a very fast rate between 1965 and 1971. By 1971, the homeland of Transkei had on record 3 581 Black civil servants, plus an additional 2 000 chiefs who served in the capacity of administrators, while Bophuthatswana had 55 000 civil servants by 1980. By 1990, there were over 197 455 public servants in the self-governing territories. By 1992, the number of civil servants had grown to 638 599 people which was 16% of the regions' economic potential population. However, the fast rate of the working population was not the problem, but the issue of concern was that the homeland officials were the mostly under-qualified and inexperienced (Chipkin, 2011a:3). Furthermore, homeland administrators comprised of tens of thousands of Black, poorly trained personnel who performed basic

administrative tasks with minimum skills. When the apartheid period ended, these people occupied leadership positions at provincial levels and this could possibly be one of causes of the EC's challenges.

According to Chipkin (2011b:143), the lack of competent personnel in key positions is partially due to the legacy of apartheid education and partially to the failures of the current education system, which are well documented. It is therefore very difficult to find suitably qualified candidates. The apartheid education legacy that was based on racial grounds still has an impact on organisational leadership in South Africa. It is now more than 24 years after South Africa gained independence and transformation has been a primary objective. Based on this fact, one would expect a pool of qualified and experienced managers for a diverse country such as South Africa. However, this does not seem to be the case. One reason may be that the lack of high calibre managers is aggravated by the fact that qualified personnel leave for better salaried positions in the private sector, and another reason may be that state departments compete among themselves for managerial personnel (Chipkin, 2011b:144). The departure and recruitment process is very costly because of the loss of efficiency during notice periods; the costs of recruitment such as placement of advertisements; the long and costly process of shortlisting and selecting the right staff members; and induction costs. In many instances, experienced personnel stand the chance of being headhunted to avoid the cost of induction and in-service training. The views posited by Chipkin were also supported by the World Bank's Accountability report (2011:21) that indicated that, shortage of capacity in the government sector is unbelievably very high and the situation is aggravated by the massive emigration of skilled professionals that lure them with lucrative living benefits.

Moerin (2010:87) found that 70% of management in the Home Affairs Department of South Africa failed a competency test. It was argued that this explained why the department was experiencing elevated levels of corruption and why it was deemed the least effective in the country. Due to the powerful labour laws of the country, managers who failed the competency tests could not be dismissed nor replaced. These managers and other incompetent employees were supposed to be sent on regular training courses until they were deemed competent, but whether this happened is a matter of conjecture. This high percentage of failure management competency that was exposed among Home Affairs managers was indicative of what was happening in other public sectors as well, and it is unclear if this issue

has been addressed as the South African public sector has struggled over the years to deal with the challenge of competency among its employees (Moloi, 2012:3).

Most studies that investigated the socio-economic problems that face the country blame the historical apartheid factors that existed before 1994. In this era the public sector was highly skewed to favour the White racial group. It is generally argued that this racial divide in the country played a significant role in the public sector's opportunities to accumulate wealth which generally favoured employed White people (Franks, 2014:48). However, as the apartheid government progressively ceded power and self-government to the EC (formerly Transkei) and the other homeland regions, those who took over the political power and the organisational leadership had, and now still have, the opportunity for the accumulation of wealth. This has been observed to occur especially among the traditional elites in the domains of senior public administration management and among traditional leaders.

The former homeland self-governed territory officials were largely retained when they were merged into the new provincial governments of the democratic government. Traditional leaders are believed to play a significant role in leadership and governance even when it comes to the public sector as they occupy strategic positions for which they earn official salaries. According to Hendricks and Ntsebeza (1999:15) indicate that, traditional leaders are allocated funds to maintain their properties, pay their personnel and maintain their infra structures.

2.10.2 Standard of effective, improved, efficient, accountable, and moral leadership

The province is still battling with a vast leadership challenges in the public sector. Using published documents from the Provincial Treasury department of the Eastern Cape in the financial year of 2012/2013, the Treasury department highlighted some of the challenges in the Eastern Cape's public sector. The one challenges is the increased levels of poverty and inequality legacy in the country's provinces are based on the historical background of the country (Treasury Department SA, 2013:4). The document further indicated that, the poverty gap in the province is still widening to the extent that more than 74 percent of the population lives on less than R 800, 00 per month. The escalating levels of poverty, unemployment, and other societal issues, render people to feel that the government is not doing enough in meeting their welfare needs. With these challenges, the government finds itself in a big predicament with the citizens who feel that they are being betrayed since most of the citizens

have been expecting a lot since the general elections of 1994. The government has and is still trying to provide a living wage to its citizenry by providing social grants and other forms funding such scholar feeding schemes, scholar transport, free school education and all these in one way have become a burden on the government and those in the leadership of public organisations as some of expectations of societies are not met.

Other challenges that are facing the public sector are the following: The Provincial Treasury Department of 2012/2013 (2013:4) indicated that, back logs were found in most departments and more particularly in the departments of Water Affairs and Sanitation, Human settlement Education, and Home Affairs. Public departments were found to be under expending or over expending. Managers were poor and weak in decision making for their organisations and were faced with labour disputes and unrests that resulted in prolonged periods of unproductivity. Fraud, corruption, shortage of skills and poor education outcomes, and over expenditures on employees were other factors that were detrimental on the funds that would be available for service delivery (Provincial Treasury Department, 2013:5).

Other challenges are that, as far back as 2003, a survey revealed that 41% of the citizens believed that corrupt activities in government institutions were extremely high (DPSA, 2003:3). The lack of efficient and lack of proper monitoring and accountability of public funds through revenue mobilisation and expenditure to promote the public interest has dominated key issues in the public finance in many African countries (Ayee, 2005:30). Citizens expect state officials to use public finances to provide value-for-money goods and services, but unfortunately misappropriation of public funds results in fiscal and governance crises that weaken state apparatus and undermine its capability to promote economic development (Ayee, 2005). In support of Ayee's findings, Martini (2013:1) more recently exposed rampant and escalating corruption levels on the African continent, arguing that corruption is highly visible in many countries through a large body of literature. The leaders of many African countries have vowed to fight against the escalating pandemic of corruption, such as Uganda. Ayee (2013) found that the main causes were the low levels of transparency and accountability, poor monitoring systems, the lack of the political will to address the problem head-on, and instead making unrealistic promises to deal with the problem. For example, Martini's study on Uganda revealed that 49% of the Ugandan citizenry pays bribes to the police on demand and this trend of paying for services that are public is escalating on the African continent. This finding positively correlates with other countries such as South

Africa where 41% of the citizens perceive that corruption is a major problem in the country (Pring, 2015:13). Pring does across sectional view of the levels of corruption on the African continent. The findings of Pring's study and those of Ugaz (2016:1) correlate strongly as they both reveal that corruption and inequality feed each other and the result of this is that, there is unfair distribution of wealth and this hurts all civilians in those countries.

Studies by Ugaz (2016:4) on transparency and corruption and studies by Pring about people and corruption in Africa survey (2015:13) both reveal that the best performers are in Europe and the top scorers are Denmark, NZ both at 90 per cent, Finland at 89 per cent, Sweden at 88 per cent, Norway at 85 percent, Singapore at 84 per cent, Netherlands at 83 per cent, Canada and Germany at 82 percent and 81 per cent respectively. The best performers from Africa are Botswana and Rwanda that had a score of 60 percent and 54 per cent respectively. Worst on the scale were some of the African countries such as: Somalia, and South Sudan that scored at 10 per cent and 11 per cent respectively, Sudan with a score of 14 per cent, Burundi scored 20 per cent, while Uganda staggered with a lousy 25 per cent yet 10 years ago or so it was among the best in Africa. Next on deficient performance were then some Asian countries like: North Korea which had a score of 12 per cent, Syria and Yemen that had a score of 14 per cent each. Even countries that have had relatively stable political leadership have not been among the best on world scale (Ugaz, 2016:1).

The second category of countries that identified were: Cote d'Ivoire, Ghana, Guinea, Kenya, and Uganda. In the second category, levels of corruption were much higher than the regional average that is classed at 22 percent. In the third category were those countries where corruption is believed to be mild / very low. The countries that were identified in this category include: Botswana, Cape Verde, Lesotho, Mauritius, Namibia, Swaziland, South Africa, and Senegal. The rampant corruption is part of the leadership challenges that the model in Chapter six will address. The corruption levels in Botswana, Cape Verde, and Mauritius were found to be at par with some of the European countries and USA's corruption levels (Pring, 2015:13).

In the wake of public service delivery scandals and public concern over accountability failures associated with corruption, mismanagement, ineffective administration, and conflicts of interest, massive protests have led to massive pressure mounting on public sector leaders to restore public trust in this sector in South Africa. The growing demand for greater

accountability among a new array of consumers who know what they are supposed to receive and when, and the vast expectations they hold, is a huge challenge faced by many different countries all over the world (Reisberg, 2010:2). To address this demand, the public service sector in each province of South Africa has been compelled to set targets to meet a certain level of standards, and each province is expected to set lofty standards of probity (moral values) and accountability. It is recognised that lofty standards of probity and accountability in the public service are fundamental to the maintenance of public confidence in the operations of a government, not only in South Africa but in all other countries in the world. It should also be recognised that the present accountability and probity framework has evolved from time and over time by public departments to improve access to public services through increased transparency as presented by public services in South Africa (PSSA, 2011:1). The PSSA reviewed ways of improving service delivery in SA by adopting the Batho Pele principles, which were established way back in 2002. Batho Pele a Sesotho terminology means “putting people first”. The aims of Batho Pele were indeed very good. These aims were and are still that: public services can be increased through transparency, accountability, and citizenry involvement in public planning and operations (PSSA, 2011:1). The reality of situation is that, much of the objectives / goals of Batho Pele were immediately flawed as soon as it established. Most public offices still have on their walls the placards of the Batho Pele and the intentions of what those are supposed to provide to the public. Among the intents of Batho Pele are: Consultation and Choice, Precise and measurable services, Increased access as to rectify the imbalances of the apartheid, Ensured courtesy and empathy with citizens, the provision of information to the public by the government, Openness and transparency, and Value for money. The question is, are the public departments still following the Batho Pele principles? The answer is subjective to who it is being addressed and who is responding. The views of political leaders and those of the citizens could be the same or could differ in this regard. However, PSSA (2011:2) reports that, public participation often misses in service delivery. This is evidenced by numerous service delivery protests that occur in different public departments and in different regions of the country where the citizens are disgruntled. Therefore, if all the principles of Batho Pele were being adhered to, the challenges that are existing within the public departments would be minimal.

Lack of accountability and corruption has cost the public sector more than R385 billion rand since 1994, and the financial misconduct index of the period 2011 to 2012 was estimated to hit one billion Rand (Corruption Watch, 2013). Minnaar (1999:1) describes corruption as “a

symbiotic relationship that occurs between two or more parties. It is an act of wrong doing which involves unethical behaviour and illegality and the benefits usually accrue to those involved in the exercise of corruption”. Corruption and organised crime are usually treated as if they are different entities, but they feed each other in what is called a ‘symbiotic relationship’. Damiba and Deng (1988:5) categorise corruption into two groups. The first group is corruption that takes place among public office bearers and the second category of corruption occurs in the private sector. Those who benefit from the fruits of corruption will perpetuate and encourage it.

Statistics South Africa (Stats SA, 2012:4) indicates that corruption is rampant in the South African public sector. Furthermore, Statistics South Africa indicates that it is widely believed that citizens are often compelled to pay bribe to government officials for services they are legally entitled to. The malpractice of bribery is mostly paid in the form of money, favours, and presents. Stats SA also shows that approximately 5% of households in South Africa has reported being asked to pay a bribe in return for services rendered by government officials. The worst cases of corruption are reported in the Home Affairs department and in the Traffic Police department, especially as citizens wish to avoid paying high traffic fines.

The use of public funds through revenue mobilisation and expenditure to promote the public interest has dominated key issues in public finance in many African countries (citation). The proper use of public funds goes a long way to link the citizens to their state. Citizens expect state officials to use public funds appropriately and they expect services and goods that are provided by the government and its agencies to be available in righteous quantities and qualities. Improper use that constitutes abuse of public funds results in fiscal and governance crises, and this weakens the state apparatus and undermines the government’s capability to promote economic development.

Among the various challenges that face the public sector in current government is the lack of managerial capacity in most of the public organisations (Coovadia, Jewkes, Barron, Sanders, and McIntyre, 2009:830). Indeed, it has been just over two decades since the country obtained its democratically independent government to have sufficient, qualified, and experienced senior managers placed in all or most of the government departments. The challenges the public departments have include among them, still having incompetent senior managers in the high echelon have not been addressed fully as such. The available literature

shows that, seniority in positioning is not mainly due to one's academic and professional qualifications and experience in the public office but is at times due to his/her loyalty to political leaders or to the top labour union members or to top management of the public organisation (Coovadia, et al., 2009:830). Incompetence/lack of capacity have been cited as being widespread in South African public sector and these problems are very difficult for various reasons. Coovadia, et al (2009:831) further indicated some of the reasons why incompetence / lack of capacity among the senior managers and other employees is difficult included the historical legacy and these have been coupled with the disastrous educational system which is continuously producing both secondary and tertiary personnel who have limited capacity of numeracy, literacy and problem – solving skills hence leading incompetent senior staff members in certain public organisations. The report further indicated that, the lack of political will in leadership has accentuated the underperformance in certain public organisations leading to incompetency among some senior public officials in some provinces in the country.

The challenges facing the public inexperienced senior managers' struggle with leadership in their organisations, there is insufficient political will and leadership to hold senior managers for underperformance rather they are held responsible mainly for financial misconduct, which ensured through the Public Finance Management Act (PFMA) of 1999.

2.10.3 The over dependency syndrome in organisations

Many African countries are in a dilemma of over dependency on foreign donations to run their countries and for that matter their public sectors (Andrews, 2009, OECD, 2002:8, Therkildsen, 2001:1). The available literature shows that most African countries are too dependent on foreign donations to run their public service sector and their organisational demands to the extent that, if the donations are withheld by the providers, then the recipients are bound to suffer by not receiving what they expect or by bowing to the terms dictated by the donor (OECD, 2011:9).

Many scholars such as Ayee (2005:9), Andrews (2009:9) view the over dependence as detrimental to development as the recipients are made to believe that they will always have to receive from others. These scholars believe that, Africa's underdevelopment "is particularly because of the over dependency upon the advanced world countries" and that "this phenomenon is replicated by internal colonisation within dependent countries". This means

that countries in the said region of Africa have a dependency syndrome as they rely predominantly on foreign donors, specifically their former colonial masters and the International Monetary Fund (IMF). The implications of dependency are that, it creates an impression that the recipients will emerge out of poverty (Andrews, 2009:9). The reality is that, whether it is national level where governments solicit support from international organisations or it is at provincial level where support comes from the national government, dependency is detrimental to development to any organisation as the recipient is made incapacitated to work independently.

While South Africa does not depend on foreign donations as an additional resource, it has a big dependant body. The South African Social Security Agency (SASSA) caters for many of the SA citizens especially the elderly, the pensioners, the unemployed, the disabled, foster child grants, war veterans, and those categorised as being poor, the terminally ill and those who should get child grants depend on the government for support in the form of grants and for services that are delivered at no cost or at subsidised costs (SASSA, 2016 / 2017).

According to Armstrong and Burger (2009:1), SASSA is not new in the South African context. The Social security system has its origins from the apartheid era dating as far back as in 1882. The SASSA takes care of the welfare of the citizens in here. However, the number of the dependants is growing at a tremendous rate and with an increase in life expectancy. The life expectancy in South Africa is currently estimated at 62, 8 years and EC's life expectancy trails second last with an average of 60, 7 years which is second last from the bottom. At the bottom is NW with an average of 59, 7 years while at the top of the group is WC with an average of 67, 7 years (Stat SA, 1997). Despite the period, little has changed in that pattern. The life expectancy in the country correlates very positively with the levels of education. The lower the literacy rate the province has, the lower the life expectancy and likewise, the higher the literacy rate the province has, the higher the life expectancy. The observations are because of the available literature provided, whereby the adult literacy rate in the EC was estimated to be at 72,3 per cent, then the WC was at 94,6 per cent while the national literacy rate stood at 82,2 percent (Stat SA,1997). This pattern continues to be reflected even now, where the EC at matric performance has staggered at the bottom of all the provinces for many years.

Armstrong and Burger (2009:1) in their paper have indicated that over a period of 10 years, the number of the recipients who receive the social security benefits had expanded from 2,4

million in 1998 to more than 12,4 million in 2008. The available statistics and literature commend the excellent performance levels of SASSA. SASSA's performance is at par with and even much better than some the best world's public sectors (Armstrong & Burger, 2009:2). Ahead of SASSA which takes 3, 5 per cent of the GDP of SA is Denmark that spends 4, 92 per cent of its GDP on social assistance. All the other countries in line of social security services are behind SA as portrayed in table 1. From the table, SA, stands alone on the African continent to aid its citizens with social support and no other African country that matches with it. As can be seen in table 2.1, all the other countries are OECD countries other than SA. SA deserves credit on behalf of the continent to have a workable framework for its citizens that matches the OECD countries. The framework, SA has addressed the rights of the older persons who are 60 years and above, the disabled, the child grants, the foster care grants, and many others. In this framework, the country has tried to address the past imbalances. The unfortunate part with this framework is that, it has created a very high dependency ratio which is an indicative burden on the government (Stats SÁ, 2017:1). The aim of the government supporting its citizens is highly commendable and, but the issue is that, there is no time frame for it to end, especially with its ever-growing population. Rather, what the government should do is that, there should parallel plan in place. For how long will the government keep on the support system and for how many people? The plans could start by brain storming on the idea of, what will happen if the resources dwindle or get depleted with increasing population? Some scholars suggest that the country should seek alternative exit programs that capacitate the citizens rather than experiencing the enormous expenditures, providing handouts, and perpetuating welfare dependency (Potts, 2012:75). The whole argumentation is to reduce the extent of citizenry dependency on the government and make the citizens be more productive on their own. However, the South African government has a different view to some of the scholars' suggestions. Despite the challenges the SA government has, such as having the highest expenditures on social assistance in the world (Table 1), the government intends to provide to every citizen with the Basic Income Grant (BIG) (Potts, 2012:75). As much as the SA government has a constitutional obligation to ensure income security to its citizens, it should not overlook the impact of these provisions in the future. As years pass on into the future with an increase in population, the resources will dwindle and be depleted, and then the citizenry may not appreciate the fact that the government no longer has the means to provide. Therefore, being unbiased and putting aside cheap politics of popularity, it is important to look head for the next generation to come.

Table 1 Expenditure on social assistance some of the advanced economies, other than SA

Country	Den Mark	South Africa	Sweden	France	Finland	United Kingdom	Nether lands	Germany
% GDP	4.92	3.5	2.88	2.59	1.89	1.76	1.35	0.40

Source: Armstrong and Burger: 2009

Lastly, it should be noted that, not all social assistance will bog down the country. The social assistance to the elderly and child grant could alleviate some of the problems as some of the elderly have no form of income and the child grants assist the socially deprived children by at least having food on their plates. So, the government has a right or not to provide the “BIG.”

This leaves a big question of “Do social support alleviate poverty or do they promote poverty?”. The answers to this question are partly in the findings of this study where questions or statements were made regarding the factors that cause leadership challenges in the public sector of this country. In the questionnaire section, there are statements regarding historical factors and the current leadership challenges.

This dependency syndrome places a heavy burden on the fiscal spending of the state, as many citizens in South Africa, particularly in the Eastern Cape, are increasingly becoming over dependent on local government services (Stats SA, 2017:1). To some extent, blame can be laid on the government as some political members, when trying to solicit political support, use political ‘bread and butter language’ to lure followers and votes. This means that a lot is always promised if citizens cast their votes, but these promises are not kept at the same it is a constitutional commitment on the side of the government to provide public services and guarantee some form of income to its citizenry (Potts, 2012:75). Unfortunately, either directly or indirectly, the same bait is often used by public officials to place themselves in beneficial positions. This creates an immense difference between the operations of the public sector and those of the private sector.

Currently, the situation in the Eastern Cape also exposes the problem of an over-dependency syndrome among many of the citizens who have unrealistic expectations of what can be provided by the government, as there are limited resources and services. This creates a

stretched rift between the government and its citizens as the latter expect almost everything to be provided free of charge, ranging from free education, housing, water and sanitation, medical services, social grants, and pensions, to a free feeding scheme and transport for school going learners – the list is endless. It is a fact that resources are always scarce and in limited supply when population growth is on an upward trend while the availability of natural resources is on a downward trend. This imbalance leads to dissatisfaction among citizens who rely on the government for subsistence and support through its public services. Moreover, in providing these services to citizens, government organisations at all levels are expected to perform effectively (Muterera, 2012:20). However, over the years public entities have been the target of criticism for not living up to this very important expectation. This is especially common in countries where citizens feel that they deserve the services either due to their involvement in the political struggle, or for having voted a certain party into leadership.

The Fourth Quarter performance report for the period 1st April 2008 to 31st March 2009 of the ECDoE identified many challenges which were all related to leadership and governance (ECDoE, 2009:6) such as over and under expenditure. However, these issues were not exclusive to the ECDoE, as similar problems, that persist to this day, have been experienced across public-sector departments.

2.10.4 Public expenditure

Although the department (ECDoE, 2009:6) has made huge strides in terms of its expenditure in the 2009 fiscal year, it over spent its budget by R1 736 000 in this period. In the following fiscal year (2011), the ECDoE encountered an over expenditure of R414 000 000 (Stats SA, 2011:289). The departments over expenditure did not benefit the department. The report (Stats SA, 2011) also indicated that the system was unable to monitor the utilisation of budgets allocated to schools, hence either over or under expenditures were experienced in the organisation.

Whether the education budget is inadequate year after year is debatable, as under spending also occurs and money is returned to the national treasury. The dramatic under expenditure by the ECDoE arises because over the years it has failed to effectively comply with the norms, policies and standards related to post provisioning (Soobrayan, 2011). Therefore, the fundamental problem of post provisioning in the department of Education in the Eastern Cape

has placed an enormous strain on the overall budget for education and has adversely impacted the province's overall budget and spending trend.

The Eastern Cape Department of Health (ECDoH, 2009:44) also experienced over-spending despite planning and predictable costs. According to the ECDoH (2009:44), the problem is not over or under spending, but that the budget is inadequate for the demands placed on the organisation by a poverty-stricken and mostly rural citizenry.

The problem of over and under expenditures has plunged the department of Education and other public departments into an untenable situation. Most public departments and specifically the Department of Education and the Department of Health in this regard do not have enough capacity and the enabling conditions to surmount an effective turnaround on these serious challenges.

The Centre for Education and Public Development (CEPD, 2009) exposed some of challenges that face education in South Africa. The challenges are not far different from those that have been identified by the current and former senior managers in the departments of Education and Health in the EC. Comparing the state of education in South Africa to the rest of Africa, the CEDP (2009) argues that South Africa's education is very expensive, but of a much lower standard that does not compare favourably with the education systems of other African countries, or with countries with similar economies. Spaul (2012) provides statistical evidence that supports this sad state of affairs by comparing some of the African countries in the East and Central part of Africa with South Africa. For example, the South African government spends the equivalent of US\$1 225 (R12 250) per child per year on primary education, yet accomplishes lower educational standards than Kenyan that spends only an equivalent of US\$258 (R2 580) per child in the primary school per year. According to Kuye and Ajam (2012:51), data gathered by the Southern African Quality Monitoring and Evaluation consortium (SAQMEC) also exposed lower standards in South Africa compared with other African countries. For example, South African Grade 6 pupils who wrote common mathematics tests compared poorly with children in some of the Southern and Eastern African countries. South African learners performed much worse than their counterparts in Kenya, Mozambique, Tanzania, and Uganda. This confirms that investments made in the Education Department are not providing substantial returns. Therefore, the increased expenditure on health, education, and other social services has not translated into improved

outcomes and the long term improved productive capability for the public sector in South Africa and the Eastern Cape specifically.

Research studies have revealed that excellence in leadership results in high quality services being delivered; likewise, poor leadership in organisations results in low quality service delivery that is usually coupled with disruptive behaviour and dissatisfaction and mistrust. According to Soobrayan (2011), the Department of Basic Education has not only faced the problem of expenditure, but there has been a sad failure in providing learners and teachers with text books, stationery and other scholastic material (LTSM). Moreover, poor procurement processes, the sudden suspension of educational programmes due to over spending, and the termination of the nutrition programme before the end of the fiscal year of 2011, were due to the non-compliance with policies, poor management, and poor supply management. This situation arose due to the poor implementation of leadership initiatives in the province.

Furthermore, one other problem that faces the Eastern Cape's public sector is that departments are faced with diverse functions to fulfil. To differentiate between priority functions and to decide which one to start with and which one should follow is a huge problem. Typical examples occur in the ECDoE, which has had many functions such as free scholar transport, free feeding schemes, free textbooks and stationery, and no-fee schools. Coupled with the poor provision of social grants that is managed by another department, the learners who are at the receiving end do not benefit if poor leadership results in poor service delivery. In some instances, scholar transport has been suspended or even stopped, and in other cases, feeding schemes were halted. Severe mismanagement also occurs when suspended employees of the department are paid huge sums of money even if they are not working. The department's mandate to provide adequate education has been affected by too many learners in some schools and huge classes with limited facilities. Schools are then unable to cope with the pressures exerted on them.

Similar scenarios are experienced in the public health sector. The pressure exerted by communities are then pushed from one level of the school or health system to another and even onto other governmental departments, and the blame racket swirls among all levels of all departments. Eventually, each person blames another and the blame game rushes from bottom to top and from top to bottom. In this process, inefficiency abounds, resulting in budget cuts that force departments to operate with fewer resources.

Against this financial backdrop, service delivery challenges persist in the public sector (Deloitte, 2010:2). Another problem is job shedding and downsizing which seems to be a global challenge. In the USA, there is a growing increase in the number of the unemployed with more than 3 million people living on less than US\$2 a day (Provan & Lemaire, 2013:7). Deloitte's study (2010:2) that was conducted in the UK indicated that, by 2010, England and Wales, showed a 59% reduction in job opportunities. An analogous situation applies to the Eastern Cape's public sector and South Africa at large. Job losses are a common global trend as no country can say today that it has sufficient jobs for its citizens.

Whilst jobs are being lost, citizens still expect the quality of service delivery to improve. The Eastern Cape's public service is typically in that situation; for example, with a huge shortage of human resources and some learner support and teachers' materials (LSTMs) in schools, the citizens still expect a better education for their children. The situation is no better in the health sector neither in human settlement / housing. Serious shortage of clean tap water and poor sanitation continues to be major problems to the people of the Eastern Cape (Treasury Department, 2012/2013:4). Deloitte (2010:4) also states that the situation of fund reduction is aggravated by the fact that most leaders have no or limited experience of leading organisations when resources are declining. In the same venue, Deloitte is supported by the Treasury department 2012/2013 when the department indicated that, there were weak management processes and systems in some departments, hence leading to poor management-making abilities.

In terms of leadership, management and administration in public organisations, civil servants are usually highly capable and intelligent people, but if they work in a complex and inflexible organisation, then they are unable to exercise effective leadership (Deloitte, 2010:5). The fourth quarter performance report for the period of April 2008 to March 2009 of the ECDoE also indicated that leadership, management and administration were huge challenges faced by the ECDoE, as these challenges were, amongst others, due to the complacency of some managers in the department which led to the breakdown of work ethics and a work culture.

A culture of work in the public sector is when workers are available and ready to render services to clients when required to do so. Schein (2004:2) explains culture as the norms of the society / organisations. The scholar indicates that, there are shared values, assumptions,

belief systems, and behavioural patterns in a society or cultural group”. The culture of an organisation can be shaped by the economic and political environment as well as historical events. From the managers’ perspectives the culture of an organisation can be seen differently from the lay man’s perspectives. To the manager of an organisation, culture would mean doing “right” what is expected of that organisation, for example a culture of “speedy delivery of services” or the culture of putting the “customer” first. At the same, culture could be eroded by “not delivering on time” or managers “putting themselves first” and their clients thereafter. From these views, leaders should understand the dynamics of the cultures of the organisations they are leading to address the challenges found in those organisations. The leadership challenges of the public / organisations will still be addressed in chapter six of this study.

The Eastern Cape’s public sector is generally characterised by a poor financial background but rich political minds. Recently, the rate of unemployment among the Eastern Cape’s population was believed to be at 40% (Stats SA, 2012) and the poverty gap continues to widen as indicated by the Treasury department for the financial year 2012/2013 (Provincial Treasury, 2012/2013:4). In the same report (the fourth performance report for the period 1 April 2008 to 2009), it was argued that there was a direct relationship between poor performance among the workers and ineffectual leadership of the organisation where performance was poor.

Relying on myths rather than on the emerging realities of nepotism is a major factor in many organisations, especially among people from the same region, tribe, clan, or even ethnicity in many public offices. In the public sector, assets belong to the government, yet the common belief exists that the government should provide for its citizens (or employees) and what belongs to the government belongs to the citizens. According to Deloitte (2010:5), many talents in the public sector go to waste and motivation and productivity suffer as some applicants will not be appointed on merit. The consistent under performance and, in some cases, the failure of the public sector to deal with under performers can therefore be attributed, inter alia, to nepotism, and which in turn affects leadership in any organisation. The South African government is continuously fighting nepotism and corruption, but the ontological law that states that “What you resist, persists” seems to be a reality, especially in the public sector.

2.10.5 Overt defiance of instructions

According to Conger and Rabindra (1998:38), “leadership occurs when the situation demands that the individual influences and co-ordinates the activities of a group or members of an organisation toward the achievement of a common goal”. The report further cites cases of insubordination by those being led, such as some principals of schools who do not acknowledge the authority of district officials (DOs). These principals hide their inefficiencies in attitudes of arrogance and defiance (ECDoE, 2009:1). For example, such school principals allege that the lack meaningful support by district-based support teams (DBSTs) is the problem, and it was also alleged that district teams were not functioning as teams to support schools. The report also established the existence of a poor relationship between the labour unions and departmental leadership, and that the powerful position of the unions over the years has created fear among officials to take decisions.

2.10.6 The qualities of leaders

In terms of the qualities that good leaders possess, the question is posed: “What do public organisations look for in leaders and what leadership styles are required?” Organisations/institutions, whether private or public, need leaders who display most of the following characteristics: honesty and openness, transparency, loyalty, integrity, self-drive, and self-confidence.

Kouzes and Posner (2012) suggest that a strong leader should be honest, forward-looking, competent, and inspirational. According to Kouzes and Posner, ideal leaders are expected to have those attributes that make them credible and trustworthy. Personal qualities take time to build, and if positive qualities are marginalised, the likely outcomes are mistrust, lack of transparency, lack of self-drive, lack of self-motivation, and time malfunctions in leadership development. The latter are examples of the factors that have immense potential for affecting any organisational culture negatively. In the same breadth, scholars like Bligh (2017:23), Hartog, Shippers, and Koopman (2002), Morreale and Shockley-Zalabak (2014:69) assert that, trust is an important ingredient in the leader-follower relationship. These scholars are of the view that, organisational trust enhances improved economic performances and the achievements of organisational goals. Furthermore, these scholars indicate that if there is a certain degree of trust in the organisational environment, then things happen faster and costs are lower than when employees operate in an environment that has low levels of trust where things happen slowly. Likewise, if there is a certain degree level of mistrust, then employees’ desire to contribute soundly in organisational goals is lowered (Morreale & Shockley-

Zalabak, 2014:69). This means that costs will be higher due to delays or having to repeat the work (Burrows, 2011:15). These views are supported by other authors such as Sandbakken (2006:33), who outlines the personality traits that are responsible for effective leaders. Sandbakken indicates that effective leaders have traits such as honesty, transparency, trustworthiness and self-confidence, which are key in accomplishing a variety of tasks.

Another factor is humility. Effective leaders are expected to exercise humility in their work places. Enthusiasm, optimism and the warmth of the leader should not be overlooked. Sergio (2003:6) developed a performance model based on education which could be used in most organisations to achieve certain levels of production. In this model an organisation's performance is dependent on time management for both internal and external affairs. Unfortunately, there are strong indications that show that trust among political leaders, organisational leaders, and societies are experiencing a decline in the levels of their trust within themselves and outside themselves. According to the Institute of Politics Harvard University (IPHU, 2014:17) the trust levels today are continuing to slide below 50 per cent in the USA. Those sentiments are echoed by Pew Research Centre (PRC, 2015), that shows that in government and government sector as from 1958 to 2015 has been on a downward trend and this supports Edelman's (2009) "Trust Barometer" / "paper" reveals that, the USA has the greatest dismal mistrust in the world. As much as the data across the world indicates that, there is a decline trend in trust for political leaders and public institutions in many parts of the world, SA is not immune to the trend and that there is institutional decline of trust in SA (Fakir, 2009:6). The levels of mistrust are apparently very high in South Africa. The high degree of mistrust in South Africa is an indicator of what is happening in the nine provinces of the country. Granted, provinces will differ from one another as far as honesty and trust among public servants are concerned.

The significant changes in leadership post-1994 have, at times, resulted in signs of emergent tensions, unnecessary conflicts, lack of flexibility, or rigidity within and among departments. It is apparent that the team spirit of working together to enhance and gain increased levels of performance for the organisation has been destroyed in many public-sector offices. According to Hamlin and Sawyer (2007:2), some leaders, due to tensions, conflicts, and rigidity, will exhibit parochial attitudes and behaviour and this leads to employees working in what is referred to as a 'silo mentality'. Dishonesty and mistrust lead to tensions, conflicts,

and lack of flexibility among leaders (Hamlin & Sawyer, 2007:2). Hamlin and Sawyer suggest workable solutions such as the following:

- Develop new roles and functions specifically tailored to focus on talent management. In many organisations, management is not given full attention. Many people are, in several ways, attached to leadership. Leadership is not tailored on functions. Many organisations in South Africa still appoint managers without the necessary academic and professional qualifications to lead and manage organisations.
- Grow human capacity required to support the continuing organisation (business) expansion and diversification. This means that there is a need for organisations to identify the training needs of those aspiring to be managers as well as of practicing managers;
- Develop consistent and transparent management and leadership at all levels in the organisation. Consistent and transparent management should not apply only to a specific group within the organisation, but should be everyone's responsibility and concern if organisations are to perform to their fullest levels. Leaders should enhance employees' experiences to retain and attract the best and experienced workers and managers; and to
- Create and develop quality consistency in management and leadership and have best practices within the organisation.

2.10.7 Training and developing the skills of managers

Service delivery has been identified as a key issue for the current South African government as it is a continental as well as a global problem (Deloitte, 2010:1). The literature provided by Deloitte is based on experiences in South Africa and by governments the world over. The challenges are common and uniform in most developing countries and there is urgency in re-addressing them. The issue of lack of human capital development or insufficient skills in the public sector is one of the major factors that have been identified by many scholars.

According to Ndlovu (2004:14), human capital and life skills development is a major challenge for all governments, especially so in the developing world. The lack of human capital development and life skills that are necessary in the public sector has been chronic in

developing countries for several years and South Africa is not exonerated on this problem. The same views of lack of capacity as a major constraint on the quality of governance were cited by World Bank (2011:21) on “Accountability in Public Services in South Africa”. This problem cannot just be viewed from the perspective of one country or region, as it filters through to smaller organisations such as public departments in all regions. It would thus be an oversight if human capital is over looked in the instance of the Eastern Cape Province in South Africa. Therefore, it is a glaring fact that Eastern Cape Province’s public sector as one of the struggling provinces is also bogged down by the lack of capacity.

The other problem associated with human capital development and life skills is lack of training and capacity development. Ayee (2005:22) is of the view that lack of training is one of the major causes of inadequate service delivery in most countries in Africa. Governments are mainly confronted with novel challenges. Some of the challenges are that leaders of organisations can at times be reluctant to be trained, especially if they are holding key positions. The reasons could range from fear of being exposed as being less knowledgeable to lack of time to undergo the training programs. The term ‘training’ may also be an impediment to obtaining senior-level participation; rather the suggested term is ‘policy workshops’ (Bertuci, 2003:5). Bertuci (2003:6) further explains that challenges due to lack of training emanate from the fact that it is difficult to motivate people to participate in programs that are designed to ‘plug the gap’ between knowledge and skills. The lack of skills knowledge and skills development runs concurrently with the lack of interest in people for being trained. This unfortunate reality can simply be put as “urgency always pushes aside importance” (Bertuci, 2003:6).

As stated earlier, civil servants are usually highly capable and intelligent people who are well educated and are highly skilled for the jobs they do (Deloitte, 2010:5). The Deloitte’s research paper (2010:5) also indicates that civil servants work effectively in non-complex and inflexible organisations to realise their expected outcomes. The report established that inadequate training of those in responsible positions in the organisations, such as members of a school governing body (SGB), is a challenge that faces leadership in any department of education. Inadequate training results in ineffectiveness and the abuse of power by those in a position of leadership. The inadequate training of members of an organisation, for example an SGB, may also be aggravated by the fact that the materials used to train them are not accessible in their home language and that the material may not be user friendly.

2.10.8 Bureaucracy, Red-tape and Lumbering

According to Samaras (2010:6) the delayed processes that involve moving from one level to another level are commonly known as ‘red-tape’ or lumbering. A fundamental problem in schools is that many experiences a shortage of human manpower for very long periods of time. The red-tape issue has been cited also being responsible for disciplinary cases remaining unresolved for extended periods of time, especially those referred to head office. Numerous challenges were identified in the report that affected leadership in the department. These gaps prompted the development of a leadership model which will be presented in chapter six.

2.10.9 Unfulfilled promises by government

Public Service leaders are facing a combination of challenges, whether in developed countries or in developing countries. The major challenges for organisations and their leaders include the tough financial climate organisations find themselves, coupled with the fact that the citizens in those countries or regions expect improved services. When public organisations fail to provide the expected services efficiently, then the problem becomes a political challenge for governments and their organisations, because resources are never enough to meet the growing demands society.

The most common dilemma confronting most public organisations in South Africa, just like in many other countries on the African continent and the world at large, is what Scherr and Jensen (2007:28) refer to as: “Promised more, but provided less than expected”, and “Promised less, but provided more than expected”. In the Eastern Cape’s public sector, the situation is that of more promises but little provided, which reflects a shortage of commitment and vision.

2.10.10 Presenteeism/Burn out in the public sector

What has been common for many years has been absenteeism from duty either with an excuse and genuinely or without any excuse and without a valid reason. Until recently just about 3 to 5 years ago, research has tended to focus on challenging conditions at work places that are as a result of maximising the limited resources for a maximum output. This is putting tremendous pressure on employees and the management personnel of these public organisations and as a result employees and the managers find themselves going to work even

when they are not supposed to do so, resulting into presenteeism (George, Chiba, and Scheepers, 2017:2). Organisation workers do not just avail themselves to their places work when they are not well, but even when there are away from their work places have work-related illnesses that should prompt rest from work, but unfortunately continue to turn up at their work places. Scholars like George et al, (2017:2) are of the opinion that, organisations should manage absenteeism without creating presenteeism.

One of the major challenges in Eastern Cape is that public places are under staffed, employees working extra-long hours dealing with over-crowding and with less time of rest. Working like this is leading to two work challenges which are absenteeism and presenteeism and this compromises the productivity of the organisations.

Several studies that were conducted by scholars such as by Sinding and Waldstrom (2014:363) indicate that there is a strong relationship between life stresses on the one hand and stress related illnesses and job performance on the other. Common stress related illnesses in this country include chronic headaches, sudden deaths from heart attacks, tuberculosis, diabetes, anxiety and depression, complications in pregnancies and births, and physical ailments. Burnout may be due to the unfulfilled promises that are made by the government to the public, and this phenomenon is compounded by other issues such as job stressors and work demands. According to Scherr and Jensen (2007:30), organisations that handle “breakdown to produce break through, ultimately reach a point where extraordinary effort does not yield any break through and becomes ‘business as usual’, as it is commonly referred to”. The Eastern Cape has been handling numerous leadership challenges right from the time of independence in 1994 to the present day. The fear exists that some of the province’s public-sector departments, such as the ECDOE, will reach the burnout point where situations are being compromised. This happened in the ECDOE when the department was taken over by a national administration unit until the leadership situation might be normalised.

2.11 FUNDING THE PUBLIC SERVICE SECTOR

The public sector is funded by the government of any country as a way of providing services to its citizens, as is the case in South Africa. The country allocates a certain percentage of its budget to each department and the proportion that is allocated depends on the needs of the people in the region. The government thus prioritises according to the needs of the people it is serving. However, this does not happen in all cases, as there are instances where priorities will differ and, in some cases, resources will be allocated according to the needs of the state.

2.12 CHAPTER SUMMARY

Chapter two considered the theoretical aspects of leadership and different leadership theories were discussed. The Chapter started with the global perspective on public sector and this was followed by the regional perspective. From the global perspective the researcher looked at the public sector in advanced countries especially. The global perspective was followed by the regional perspective and the researcher explained what has transpired in many developing countries. The researcher zoomed into the South African perspective and in detail looked at the trends in the Eastern Cape' public sector in South Africa public sector. Various challenges that face the Eastern Cape's public sector were discussed. Among some of the challenges were the historical factors, the rush to transform public organisation leadership while lacking capacity coupled with an incompetent manager in seniority positions. The stubbornness tendency of retaining incompetent senior managers in positions for many years because of their loyalty rather than their ability to perform according to their constitutional mandate.

The leadership theories that were discussed included the trait theory, the situational theory, and the most recent theory which is the transformational-transactional theory. The shortcomings of these theories prompt the development of new theories through research. It is important to note that one theory cannot address all the leadership challenges that exist in any organisation, as different situations will call for different leadership styles. It was illuminated that the latest leadership theory, namely the transformational-transactional theory, is also inadequate as it does not comprehensively address leadership at the end of each of the two dimensions. Successful leadership will require a focal point where leaders need to display both components of transformational and transactional leadership, as it was indicated that managers who display a laissez-faire style of leadership are a total failure in their organisations and hence need to be trained and supported to apply both the transactional and transformational leadership styles. However, in using both the transformational and transactional leadership styles in organisations, especially as the public sector has recently experienced significant transformations in terms of staffing, an appropriate, sustainable leadership model needs to be employed that comprises all the components of the transformational-transactional leadership model.

Numerous studies have revealed that the South African public sector needs to undergo transformational leadership as the established theories have not provided this country with sufficient leadership solutions in its public sector (Smit & de J Cronje, 2005:293; Mokgolo M., Mokgolo P., & Modiba, 2012:2). It has also been argued that transformational leadership has emerged very strongly and effectively and that this style of leadership is ideal in situations of crisis and uncertainty, such as those that are prevailing in South Africa.

The next chapter the research methodology employed in this study.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 INTRODUCTION

The Methodology for the study was based on the quantitative research methods and surveys were conducted among senior public managers. The following steps were followed in the study: The study Area; Research Design; Target Population; Pilot study; Sample identification; Sampling Techniques; Measuring instruments, the questionnaire design; and finally, the Data collection.

3.2 THE STUDY AREA

The geographical study area was the Eastern Cape Province in the South Africa. The Province is the second largest in the country and borders Western Cape; Northern Cape; Free State; Lesotho; and Kwazulu-Natal. The region of study covered five districts that found in the Chris Hani Municipality, one district in OR Tambo; and one district in Amathole Municipality. The number of districts that were represented in the study were seven out of twenty-three which is 30, 43 per cent of the area that was covered. The map embedded here shows the geographical areas that the researcher covered.

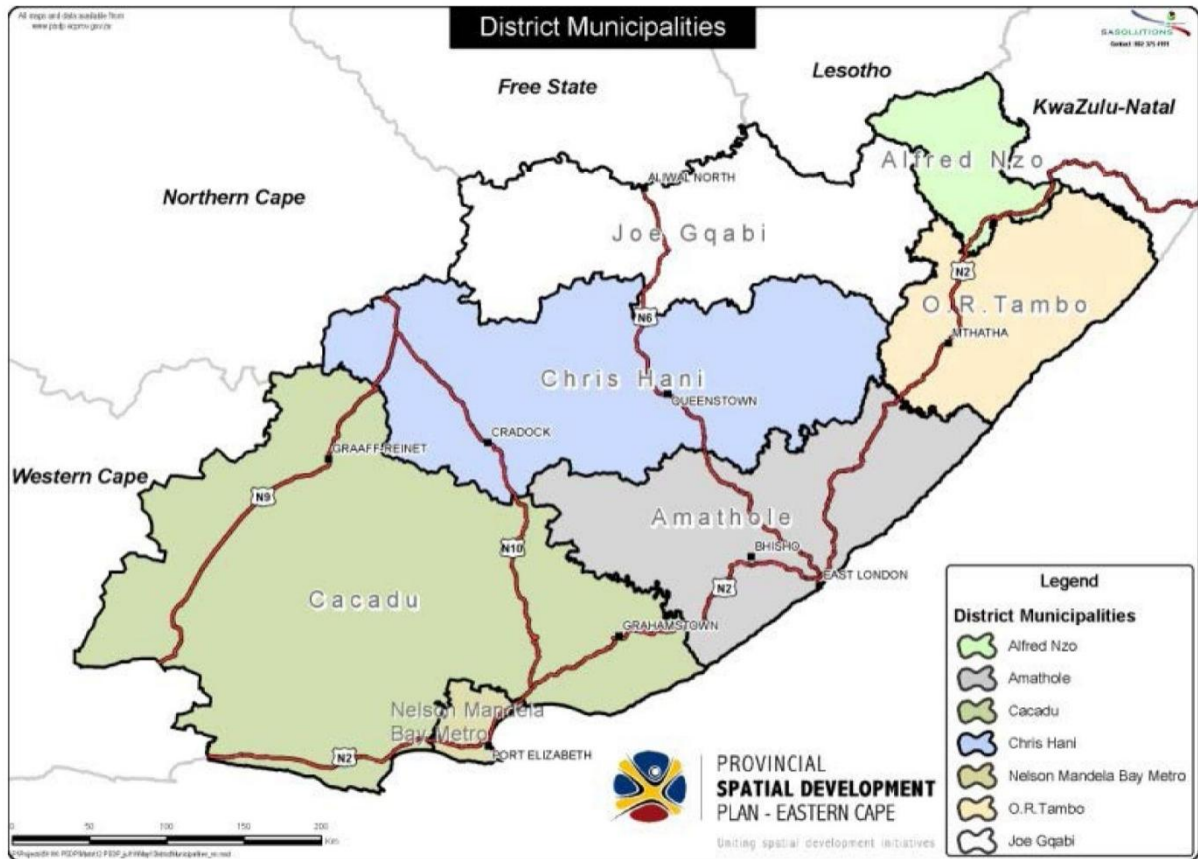


Figure 1 District Municipalities in the Eastern Cape (Source: Introducing the Eastern Cape, 2012:3).

The second category of study area was the area concerned with the leadership in the public sector in the Eastern Cape Province in South Africa. Through use of stratification, Senior Managers in the public sector were identified as key players in the service deliveries of public goods and services, hence their selection into the study.

3.3 THE RESEARCH DESIGN

This involved the plan to execute the processes of conducting the research, rather a blue print for how the research was conducted. The study followed the quantitative research methods, where surveys were conducted together with descriptive surveys were done. There were a number of reasons for the research involving surveys. Some of the reasons were that, the study was conducted based on questionnaires. The survey strategy allowed the researcher to collect quantitative data which was analysed quantitatively using descriptive, inferential, and factor analysis statistics.

Secondly, the survey strategy provided the researcher with possible reasons for particular relationships between variables to produce a model. Also, through surveying, when sampling, it was less costly, instead of collecting data from all the population of 5003 senior managers.

3.3 THE SAMPLING PROCESS

3.3.1 Target Population

The focus group was constituted of senior managers in the public sector from seven public departments. The total number of the senior managers were 5003. This number is almost twice the total number of Top managers who are 2 571, and the total number of professionally qualified public servants were 75 920 in the province of the Eastern Cape (Commission for Employment Equity Annual Report, 2015/2016).

3.3.2 Sampling Frame

The Sampling frame for this study constituted 7 public departments from where a sample 370 senior managers were drawn from. The 7 public departments were a representative of the all provincial and national public departments in SA.

3.3.3 Sampling Techniques

The Probability/Random Sampling Technique was used as because it has less bias and allows equal opportunities for the selection of the participants. The employees in public organisations were classified into three in three categories. First category was made of Top management managers were 2571, the senior managers/middle were 5003, while the last category of all the professionally qualified personnel in the sector were 75 921. The stratification random sampling method was used to select the band of interest which was the senior managers. Singh and Masuku (2014: 4) indicated that, the stratified random sampling is useful when data being collected is heterogeneous and the population is demarcated into groups / strata as was done in this research (Singh & Masuku, 2014: 4; Taherdoost, 2016:21).

3.3.4 Sample Size

Some 370 respondents were required as per statistical guidelines; this meant that a population size of 5 000 respondents were required 370 respondents (Taherdoost, 2016:25). This author also provided a sampling table that indicates that, for a population of 5000 people, a sample size of 357 is adequate. Therefore, with 5003 public managers, the difference of 3 respondents, 3 is too small not use the published data which is valid and reliable as from

department of labour. Using the published data from government documents, i.e. secondary sources has the advantage that, the data is correct and reliable.

3.3.5 Data collection

After the questionnaire was designed, pilot tested and amended, and sample selected, then the questionnaire was used to collect the data. The data was collected through pencil – and - paper questionnaires. The completed questionnaires were mainly sent back either through e-mailing or were sent back through by use of the courier services. The second option was visible only after the researcher agreed to the respondents to send the questionnaires through by courier services. In some instances, the research assistants had to collect the questionnaires from the respondents and this was the last option and it could have compromised the overall results because of the possibilities of biasness.

Finally, the process of sampling ended with assessing the responses from the surveyed respondents. Some respondents were keen in responding to the questionnaire whilst others did not respond to the questionnaire for personal reasons.

3.3.6 Pilot Study

The pilot study comprised 37 participants (10 per cent of 370). This number was established after the sample size had been obtained from the seven strata. The pilot study aimed at establishing the following:

- The clarity of the questions and if the questionnaire would be answered completely without leaving any questions in terms of language used and thus eliminating any ambiguity.
- The time that was allocated for the completion of the questionnaire was also tested and confirmed as being sufficient.

After finalizing with the pilot study, the next step was to administer and manage the tool that was used in the study and this is discussed in the section that follows.

3.3.7 Questionnaire: Administration and management

The questionnaires were distributed to and collected from the participants and they were not allowed to write their names nor that of their departments on the questionnaire itself.

Table 2 Sample Selection from Public Departments in the Eastern Cape

Public Departments	Education (N1)	Health (N2)	Security and Safety (N3)	Human Settlement	Home Affairs (N5)	Social Dev. (N6)	Correctional Services	Pilot study	Total
Administered Questionnaires	55	55	55	55	50	50	50	37	370
Returned Questionnaires	21	18	12	15	12	09	16	37	140

The names of the participants were not required because it was one way of assuring their confidentiality. Ethical considerations were adhered to. As stated above, a numerical code was allocated to each participant, for example code N7-24 means that the participant was from the Correctional Services department and was the 24th participant in that section.

3.3.8 Study approach for data analysis

The study approach that was used was the quantitative research method as proposed by various authors such as (Saunders et al. 2012:472, Dusan, Darko and Marija, 2012:78). Using statistical data analysis methods, the data that were obtained from the questionnaires were therefore quantified, interpreted, and presented visually in the form of graphs.

3.3.9 Questionnaire design

A self-administered 5-point Likert-scale questionnaire was designed, pilot tested, and administered. The preparation of the questionnaire needed considerable effort to ensure that the data obtained would be valid and reliable. During the formulation of the questionnaire, the following aspects were taken into consideration:

- **Type of questions/statements:** The questions/statements were structured. Ten questions were developed for each of the drivers (or themes) that needed to be explored. In addition to the structured statements, there were two additional open-ended questions that allowed the respondents to define and describe situations and/or events in their organisations.
- **Accuracy:** The questions/statements were designed in such a manner that they would evoke the participants' frank responses.

- **Brevity:** The number of questions was carefully determined to ensure that there were neither too many nor too few for the magnitude of the study, while covering all the areas of the research. The questions/statements were presented in English, which is the most commonly used official language in the public sector in the EC. Brevity was established by testing the questions on a pilot study group who answered the questionnaire within the stipulated period of 45 to 60 minutes. There were no comments or remarks regarding the length of or language complexities within the questions by the pilot group. Therefore, an obvious conclusion was that the questionnaire was of appropriate standard for the targeted group and a process of review was not necessary.

The questions/statements were related to the objectives of the study. Questions that would affect the sentiments of the participants were not included in the instrument.

3.4 RESEARCH PROCEDURES

3.4.1 Phase 1: Questionnaire design

3.4.1.1 Development of the questionnaire

A questionnaire comprising structured questions/statements was designed (Annexure A) to address the objectives of the study. A sound basis for the categories and nature of the questions/statements was obtained by a comprehensive and analytic literature review. The questionnaire was divided into six sections:

1. Assessment of the work environment
2. Vision and mobilisation
3. Building trust
4. Power sharing and influence
5. Developing capacity among employees
6. Self-reflections.

The instrument covered the areas that were deemed to challenge many senior leaders' insights and views on leadership issues in public organisations in the Eastern Cape. A 5-point Likert scale was used for all six the sections of the instrument (Table 6). The 5-point Likert scale is easy to administer and takes less time for the respondents to complete than a set of open-ended questions alone. It is the most commonly used scale and most researchers have used it for its convenience as it is easy to administer (Saunders et al. 2012:436). However,

two open-ended questions were included at the end of the questionnaire that allowed the respondents to offer additional comments in a frank and open manner.

The questionnaire presented the respondents with semi-structured statements. The Likert-style ratings could have been presented in even or odd numbers and a 4-, 5-, 6-, or 7-point scale could have been used. However, a 5-point Likert scale was used throughout to avoid confusion by the respondents when completing the questionnaire (Saunders et al, 2012:436). Each item had to be rated according to an odd number of points (5) that ranged from strongly agree to strongly disagree, with the middle item being ‘undecided’ rated at 3, the least preferred option rated at 1, and the most preferred option rated at 5. Selection of the ‘middle point’ suggested that the respondent ‘sat on the fence’ and was not sure which direction to go. The rating scale was ideal for research of this nature, as is recommended by Saunders et al. (2012). The latter authors are also of the view that there is no reason to use more than a 5-point scale if the given categories can be accommodated in the analyses of the data, which was the case in this study. The 5-point scale was also used because it would minimise the likelihood of measurement errors.

3.4.1.2 Format of the questionnaire

Below is a copy of the instructions to the respondents before they completed the questionnaire. The instructions given herein apply to the entire questionnaire that comprises 6 sections:

- For each item in this questionnaire, tick ✓ in one rating under the ‘Behaviour Frequency’ column that matches your view most correctly.
- Your choice indicates your view of how you exhibit that behaviour in the organisation you work for.
- Your responses in this questionnaire are meant ONLY for academic purposes and nothing else.
- Ethical considerations will be adhered to by the researcher and your confidentiality will be maintained throughout the entire research period and thereafter.
- Do not write your name on the questionnaire. A number will be allocated to the questionnaire by the researcher for his own use in the process of collecting the questionnaire and in the process of data analysis.
- Time to answer *this questionnaire is estimated to be 30 –45 minutes.*

3.4.2 Phase 2: Administration of the questionnaire

To select the sample that the questionnaire would be sent to, sector-type analysis was applied. Equal numbers of participants from each of the government departments were identified ($37 \times 10 = 370$). The questionnaires were sent out either by e-mail or delivered by hand, mainly through courier services, and appointments for collection were also arranged.

The questionnaires were sent to 370 eligible participants of whom 37 (i.e., 10% of $370 = 37$) were used in the pilot study. These responses were not considered for analysis. The response rate of the participating sample was good. Of the 370 persons who had been sampled, 37 participated in the pilot study, and a further 103 responses (completed questionnaires) were returned 37, 84%. Thus, a total of 140 managers ($37 + 103$) responded to the questionnaire correctly a wasteful of 100 incomplete questionnaires, which to Saunders et al. (2012:267) defined as a partial response as it is between 50 per cent and 80 per cent of all questions answered other than by refusal or no answer at all.

After a period of between two - three months, which was a reasonably long time, it was clear that there would no more returnees. It was then decided to commence the statistical analyses using the 103 completed questionnaires (i.e. $140 - 37 = 103$). The overall response rate was calculated as follows:

$$\text{Response Rate} = \frac{\text{Total number of responses}}{\text{Total number in response} - \text{Ineligible}}$$

$$\text{The Response Rate of} = \frac{140}{370} \times 100 = 37,84\%$$

Table 3 Example of Guidelines for Addressing the Questionnaire Items

BEHAVIOUR DISPLAYED	BEHAVIOUR FREQUENCY				
	Strongly agree	Agree	Undecided	Disagree	Strongly Disagree
The government's primary objective is to enhance the welfare of its people	5✓	4	3	2	1
Delegation is the transfer of the authority for doing something from a superior to a subordinate.	5	4	3✓	2	1
A lot of people want to be organisational managers, but many of them do not want to manage.	5	4✓	3	2	1
It people, not buildings that make an institution.	5	4	3	2✓	1

It was rather a challenging exercise as several phone calls had to be made at times to arrange hand-collection if the questionnaire had not been returned by e-mail.

The following points highlight the administrative processes that were followed in administering the questionnaire to the selected potential respondents.

1. After written authorisation had been received from the UKZN Ethical Committee and the Heads of Department (HoDs) both at provincial and district levels (i.e., the gatekeepers in the selected public organisations) to conduct the research within the public department(s) in the Eastern Cape, the questionnaire could be disseminated to the selected respondents whose contact details had been procured by legitimate and ethical means.
2. The researcher informed the participants of the objectives of the study and ensured then that ethical considerations would be adhered to. The identities of the respondents and all the other personnel who were involved in the study in one way or another will never be revealed to non-participants either directly or indirectly. The

identities of all the participants are thus kept anonymous and the data are stored with maximum confidentiality.

The questionnaires were sent to seven public departments as listed earlier: i.e., to 370 senior administrators/organisational leaders who had agreed to participate in the study and to 37 of the 370 potential respondents who were used for the control/pilot study. Of the 370 participants, 103 fully participated in the study. The responses were captured, analysed, and interpreted and used in developing a Conceptual leadership model which is presented in Chapter Six of this study report. The key departments that were identified for the study were deemed to have the most predominant impact on the social lives of the citizens in the EC. The Eastern Cape Provincial Treasury (ECPT, 2017/2018) indicated the following valuable statistics that:

- Department of Education took a huge share of the allocation of the budget. Education was allocated R32, 989 billion
- Health was allocated with R21, 707 billion
- Social Development R 2,632 billion
- Roads and Public works secured R 5,090 billion
- Rural Development and Agrarian Reform received an amount of R 2,206 billion (Eastern Cape Treasury, 2017/2018)
- Safety and Liaison Department which is largely responsible for the improvement and maintenance of safety
- Sport, Recreation, Arts, and Culture which is responsible for development programmes.
- Home Affairs were deemed important for inclusion in the study because all residents in South Africa are expected to be registered for identification purposes and helps various other departments when providing basic services such as social services that include marriages, divorces, deaths, mobility, banking facilities, school registrations.
- Social Development and Welfare department-provides social grants for the elderly, the disabled, and child grants for especially orphaned children.
- Human Settlement Department received R 2,631 billion, has become of significant concern to the citizens and the government of the EC, especially in terms of the allocation and distribution of Reconstruction, Development

Program (RDP) houses for people with no income or for people of low class as a form of uplifting their livelihood by providing them with descent residences. The Department of Correctional Services is responsible for dealing with perpetrators of crime in the community and it punishes, reprimands, disciplines, and reforms these people so that they may not repeat their illegal activities but return to society as law-abiding citizens. The Safety and Security department was considered for inclusion as it is important for keeping public order and for the provision of safety for all the people living in the EC region.

Time frames were set, negotiated and agreed upon between the researcher and the respondents to establish when the completed questionnaires would be collected or returned. The set time frames ranged from a week to three weeks, although finally the questionnaires were collected between one week and eight weeks after they had been sent. The period was extended due to the fact the questionnaire was administered at the end of April 2017, and the researcher expected the questionnaire back before the official closure of most departments for the winter recess that takes place on or before the end of June 2017. The collection of the questionnaires began in the middle of July 2017. The questionnaires that were not submitted by the end of July 2017, third month were deemed as a waste and were omitted as collection could not go on indefinitely.

3.4.3 Phase 3: Processing the data

3.4.3.1 Processing and statistical analysis

The returned questionnaires were counted, recorded and would be sorted as either completed questionnaires ready for processing or incomplete questionnaires not ready for processing. All the returned questionnaires had been completed and there were no blanks and the responses were consistent. No incomplete or partially completed questionnaires were processed. Any imputations in the returned questionnaires were disregarded.

The numerical codes were entered into the computer software using the SPSS version 23 to analyse the data. Data were then checked for errors and typos. The researcher performed the cross tabulations/contingency tables, regression equations and structural equation modelling that enabled the performance of the analysis of questions/statements. Then the applications of statistical tests followed. Various statistical processes followed that resulted in some of the

following: tables, charts, graphs, percentages, Chi-square, P-values, and cross-bar alpha for internal consistency analysis.

The total number of statements in the questionnaire was 70. The minimum score would be 70/350 or 20%, which would mean that the participants strongly disagreed with all 70 of the statements and each statement achieved a score of 1 point, while a score of 350/350 or 100% would mean that the participants strongly agreed with all 70 of the statements and ranked each with a maximum of five points. The score of 20% or 100% would either mean that the participants did not have interest in answering the questions, or did not understand the questions, because those extreme percentages were unlikely as they would carry no sense at all. It would be like saying no to all questions or yes to all questions.

3.9.3.2 Ethical clearance

Formal application was made to the Provincial Head to seek permission to conduct the research in the various departments. Forms specifically designed to authorise the application were sent to the researcher who completed them and sent them to the study Supervisor for completion of the section relevant to the university's Ethical Committee for ethical and authorisation purposes. Permission was granted in writing (Annexure D).

A letter was sent to each head of department (Annexure B) as the gatekeeper of the department in which the research was to be conducted. The letters confirmed that the researcher was a doctoral student at the UKZN and they were endorsed by the supervisor. The letters requested permission from the heads of the government departments to allow the researcher to conduct the research using respondents from within the departments. The letters introduced the researcher to the departments and requested access to the organisations for sending and distributing the questionnaires either by email or hand delivery. The letters carried the emblem of the UKZN and provided the details of the researcher. The letters also specified the objectives of and the rationale for the study and assured the heads of departments that the confidential nature of the proposed participants would be strictly adhered to. Authorization to conduct the study was received in writing from the various heads of departments (Annexure C).

To protect the respondents from being affected by the outcomes of the research, the following steps were taken in this regard:

1. The participants that were involved in the research were informed that their identities would remain anonymous and that confidentiality would prevail. Therefore, in the questionnaire instructions, it was indicated that the respondents should not write their names anywhere but that codes would be used for identification instead. The respondents were informed that they had the right to withdraw from participating in the research unconditionally at any time.
2. The respondents were informed that there would be no monetary benefits for their participation in this study and that their participation was for study purposes only. It was indicated that honesty and integrity would be expected from both the researcher and the respondents.
3. Validity and Reliability. To ensure the validity and reliability of the study, applicable statistical approaches and calculations were employed. For example, the study sample of 370 was obtained by using a published statistical table for sampling (Singh & Masuku, 2014:11).

3.10 CHAPTER SUMMARY

This chapter addressed the “Research design and methodological approaches” that were employed in the study. Probability random sampling was used in the selection of the public departments in the Eastern Cape that had been identified as desirable study sites, namely Education, Health, Safety and Security Human Settlements, Correctional Services, Social Development and Welfare, and Home Affairs. The seven districts that were selected were Chris Hani East (Cofimvaba and Ngcobo) and Chris Hani West (Lady Frere, Queenstown, and Cradock), O.R. Tambo in land (Umtata), and Amathole West (King Williams Town). The study considered only senior/middle managers in seven public departments and in seven districts of the Eastern Cape. The questionnaire comprised six key drivers which were:

1. Assessing the environment with 15 statements.
2. Creation of clarity about vision and mobilisation with 15 statements.
3. Building of trust with 10 statements.
4. Sharing of power and influence with 10 statements.
5. Development of people’s capacity with 10 statements.
6. Leaders’ personal reflections with 10 statements.

A sample of 370 managers was surveyed and 37 participants were used for the pilot study, leaving 333 for potential participation in the study. The pilot study was conducted with a view to improving the quality of the language that was used in the questionnaire, to establish if the time allocation for completion of the questionnaire was adequate, and to eliminate any form of ambiguity within the questionnaire.

Permission was sought from and granted by relevant gatekeepers and all ethical considerations were meticulously adhered to. Questionnaires were sent to and collected from the respondents following ethical procedures.

The data in the returned questionnaires that had been completed were captured, analysed and processed and reduced into graphs and charts for easy interpretation. The captured data were interpreted in relation to each question/statement. The analysis took three forms, namely descriptive, inferential, and factor analysis as discussed in chapter four.

CHAPTER 4

DATA ANALYSIS, INTERPRETATION, AND DISCUSSION OF RESULTS

4.1 INTRODUCTION

In the previous chapter, the research design and the methodology for the study were outlined and discussed. This chapter presents the data analyses, interpretations and discussion of results based on the data. To achieve the desired outcomes, the study followed a quantitative research design using statistical analyses that facilitated the presentation of the data in graphs such as the pie charts, bar graphs, contingency tables, and cross-tabulation. Closed-ended survey questions (statements) were administered in a questionnaire form to a selected sample of senior public managers in the Eastern Cape Province in South Africa. The responses to the questions/statements were reduced to numerical, quantifiable data that were analysed and interpreted in order to meet the objectives of the study. For these statistical analyses and calculations, the SPSS software package was used.

Three types of analyses were performed namely: The Descriptive Analysis, Inferential Analysis, and Factor Analysis.

The completed questionnaires were submitted electronically or collected by the researcher and research assistants. The processes of questionnaire administration and collection proved to be very effective because 37, 84 % of the distributed questionnaires was returned and could be analysed for the study. According to Nully (2008:306), and also according to Savitz and Konrad (2001:1347) a return rate of higher than 50% is acceptable for a study of this nature. The returned questionnaires were counted and recorded, a 'clean-up process' (Weiss & Townsend, 2005; Chapman, 2005:6; Hellerstein, 2008:3; De Jonge & Van der Loo, 2013:13) was conducted, and the data were prepared for capturing. The clean –up process is when all elements that are not needed in the data are removed. This laborious burden is reduced by the use of Excel.

As was stated earlier, the data were captured using the SPSS statistical package. The data were scrutinised and analyses were performed on all the appropriate variables. The first statistical analysis that was performed comprised descriptive statistics based on frequencies and percentages. In this approach, two outputs were produced for analyses, namely tables containing frequencies and percentages and three-dimensional charts that reflect the obtained percentages. Analyses were conducted for all the questions. In addition, inferential statistics

using the Chi-square test was applied on a few selected pairs of variables. The interpretation considered all the outputs resulting from the analyses. However, the interpretation was divided into three parts based on the level of analysis.

4.2 DATA ANALYSES

4.2.1 The Descriptive Analysis

The descriptive form of analysis enabled the researcher to summarize information about variables in dataset, describe, and compare the variables numerically (Saunders et al., 2012:502). The responses to all the statements in the questionnaire were analysed and interpreted.

4.2.2 Inferential analysis and interpretation

This section of data analysis and interpretation concerned itself with determination of the existence of an association between any two selected variables (statements). The section dealt with bivariate data analysis. One of the variables was a dependent variable while the other was the independent variable.

The main research objective of this section was to establish the degree of association between the dependent and the independent variables. The researcher constructed two hypotheses namely the null and the alternative hypotheses. The rejection of the null hypothesis depended on the results of the analysis for a given pair of variables. The basis of interpretation was the observed p-value. The observed p-value was compared to the level of significance (whose value was decided and fixed by the researcher) and the null hypothesis would be rejected if the observed p-value was smaller than the level of significance. Rejection of the null hypothesis was a demonstration of the existence of association between the two variables. The null hypothesis stated a negation of the existence of association.

The analysis was simple and to the point of the research objective as possible. The analysis proceeded in the following subsections. For every pair of variables, four items must be stated; the hypotheses, the level of significance, the observation, the interpretation and the conclusion from the research perspective.

4.2.3 Analysis and interpretation

I do what I say I will do, that is, I “*Walk the Talk*” versus I encourage work resulting from collaboration for high performance.

Null hypothesis H_0 : There is no association between the two statements

Alternative hypothesis H_1 : There exists at least some significant association between the two statements

Where:

The level of significance: 0.10

The observed p-value is: 0.518

Observation: The observed p-value is larger than the level of significance

Decision: Since the p-value is far larger than the level of significance, the null hypothesis cannot be rejected in favour of the alternative hypothesis.

4.2.4 Conclusion

Encouraging work resulting from collaboration for high performance does not depend on whether one practices what he claims he does, that is, “*Walking the Talking*”. The claims of fulfilment in office administration do not have any significant effect on the encouraging work resulting from collaboration for high performance.

Table 4 Chi-Square Tests for the association between the two variables

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact (1-sided)
Pearson Chi-Square	.417 ^a	1	.518		
Continuity Correction	.201	1	.654		
Likelihood Ratio	.417	1	.518		
Fisher's Exact Test				.557	
Linear-by-Linear Association	.413	1	.520		
N of Valid Cases	103				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 22.37.

b. Computed only for a 2x2 table

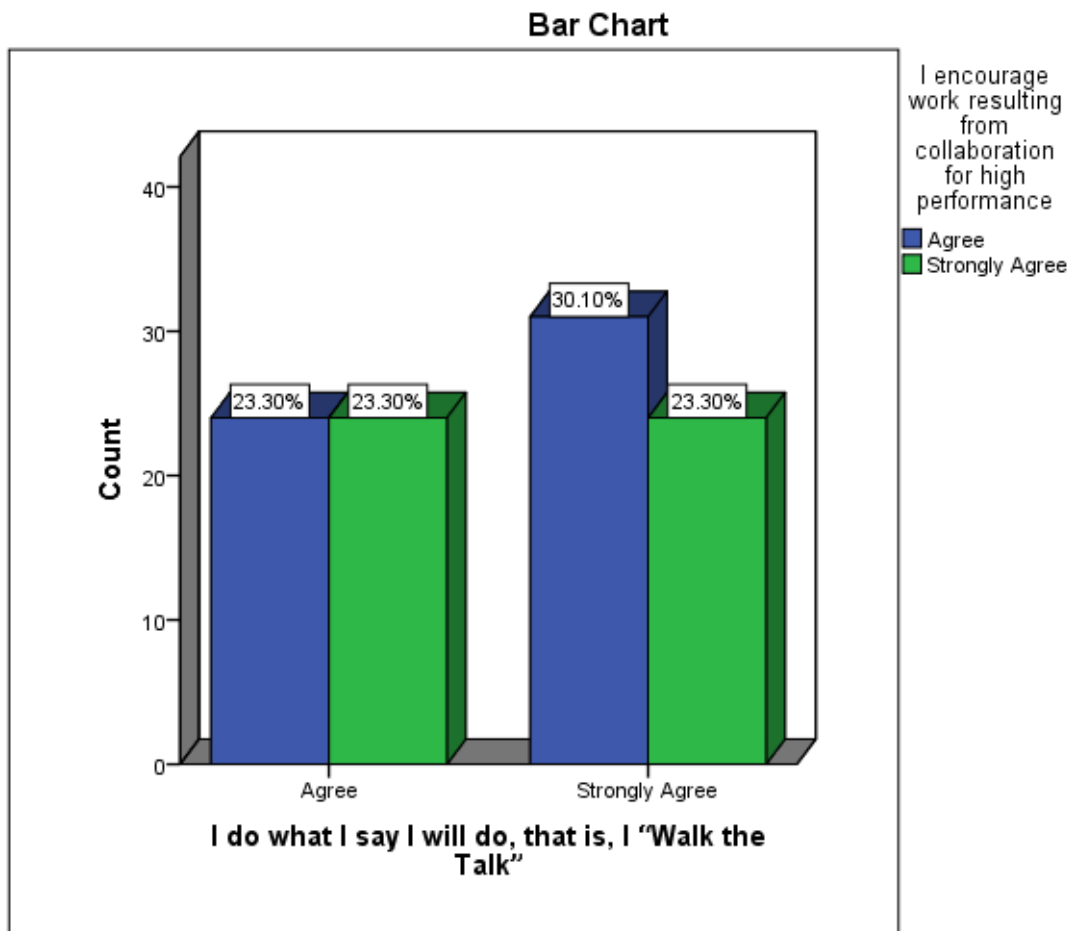


Figure 2 I use my personal powers responsibly

The responses to **I use my personal powers responsibly** “my colleagues praise my leadership style” is shown in the figure above.

Null hypothesis H_0 : There is no association between the two statements
Alternative hypothesis H_1 : There exists at least some significant association between the two statements

The level of significance: 0.10

The observed p-value is: 0.000

Observation: The observed p-value is far smaller than the level of significance

Decision: Since the p-value is smaller than the level of significance, the null hypothesis is rejected in favour of the alternative hypothesis.

Conclusion: According to results obtained by the analysis of the two statements, use of personal powers responsibly has a significant effect on the reaction of other colleagues who are motivated to praise the administrator for his good use of his powers.

4.3 HISTORICAL OVER VIEW OF EASTERN CAPE

Using a 5-point Likert scale, the responses ranged from ‘strongly agree’ to ‘strongly disagree’, with an option for uncertainty in the centre.

4.3.1 Statement 1: Sharing of resources

To put sharing of resources context, a brief historical overview must be provided as sourced from Hamann and Tuinder (2012): “One of the Apartheid government’s acts of segregation was the Bantu Authorities Act of 1951, which legalized the deportation of Blacks into designated homelands or ‘bantustans’. In the area of the Eastern Cape, two such homelands were created: the Transkei (in 1951) and the Ciskei (in 1961). In 1963, the Transkei became the first homeland to be granted the status of ‘self-governing territory within the Republic of South Africa’, with the Ciskei following suit in 1972. Kaizer Matanzima, who supported the apartheid concept of separate development became the first Chief Minister of the Transkei in 1963, and Prime Minister in 1976 when the Transkei was granted independence and Ciskei had gained independence in 1981 under the presidency of Lennox Sebe.

In essence, parts of the Eastern Cape Province and the Western Cape Province were formerly one province, known as the Cape Province. The re-demarcation of this area had a number of implications for the citizens residing in those regions. For example, the large migration of the

citizenry from the erstwhile 'homelands' of Transkei and Ciskei to the more affluent Western Cape that was associated with high standards of living held significant economic implications.

After the first general elections of 1994 many people streamed to the Western Cape in search of skilled and non-skilled jobs. This was due to the realistic belief that the Western Cape had better resources than the Eastern Cape and that employment opportunities and better facilities would be available to them in that province. It is very rare to observe people from other provinces of South Africa come to the Eastern Cape in search of employment and this due to the fact that the Eastern Cape is generally rural and poverty and unemployment is very high (Provincial Treasury EC, 2012/2013) . The Annual report further revealed that, the province has more than 74 per cent of its population living below the line of R800 per month and due to its excessive poverty, most of its population survives on social grants and this makes it be second in position as social grant recipients in the country. The Annual report also indicated the severity the backlogs. For example, less than 41, 2 per cent of the province's population uses flush toilets as compared to the over 60 national average who use flushing toilets.

This political and administrative legacy of the former Transkei and Ciskei regions infused the systems of the new Eastern Cape Province. 'Homeland' policies derived from the apart system, and economic failure and rife corruption meant that very little economic and infrastructural development took place in the homelands. This resulted in spatial dualities and inequalities within the Eastern Cape Province, such as urban industrial areas versus marginal rural areas (often locked into dependence on social grants and remittances from migrant labour), and the well-developed commercial farming sector contrasting with struggling subsistence farming (Hamann & Tuinder, 2012: 11). It was this background that prompted the first item in the questionnaire.

The results in Table 7 and Figure 2 revealed that as many as 50.5% of the respondents disagreed with the statement and 23.3% strongly disagreed. The smallest number of respondents (6.8%) agreed with the item. The researcher collapsed the percentages for the two negative responses and obtained a response rate of 73.8%, which represents a rating of the views of those participants who either disagreed or strongly disagreed with the statement. This was done to indicate that disagreement with statement 1 (whether strongly disagreeing or disagreeing) was in fact a choice by the majority of the participants. The finding suggests that the managers did not feel that the managerial and leadership challenges that currently

plague the EC public sector occur as a result of apartheid policies and practices only. However, the reasons for this perception were not explored in the closed-ended questionnaire and were therefore beyond the scope of this study. Future studies may explore and uncover these reasons.

Table 5 Resources after re-demarcation following a new dispensation in South Africa

Statement: The Eastern Cape did not share equitably in the resources when the Cape Province was demarcated into the Eastern Cape and Western Cape provinces					
		Frequency	%	Valid percentage (%)	Negative/ Undecided/ Positive Cumulative percentages (%)
Valid	Strongly Disagree	24	23.3	23.3	23.3
	Disagree	52	50.5	50.5	73.8
	Undecided	20	19.4	19.4	19.4
	Agree	7	6.8	6.8	6.8
	Total	103	100.0	100.0	100.00

4.2.2 Statement 2: Historical factors impacting administrative challenges

The impact of historical factors on administrative challenges is reported in Table 8 and Figure 3. According to Table 8 and Figure 3 the data pertaining to statement 2, the majority (57.3%) of the respondents disagreed with the statement. This response was followed by those who agreed (20.4%). The lowest response rate was 4.9%, reflecting the views of those who strongly agreed. The researcher collapsed the percentages of those who did not agree with the statement and obtained a response rate of 65.1%. This percentage represents the views of those respondents who either disagreed or strongly disagreed with the statement. Collapsing was done to demonstrate that the majority of the respondents disagreed with the statement.

This result implies that the public sector in the Eastern Cape Province cannot fully blame its leadership challenges on previous leadership practices. The historical factors also included resource allocation. The organisational leaders’ response rate to this statement was 43.7% in

disagreement, indicating that they disagreed that insufficient resources in the Eastern Cape were responsible for the leadership challenges experienced in the public sector of this province. The closed-ended nature of the investigation prevented further exploration of the reasons for the respondents' views, and this leaves the study field open for further investigation.

However, in the researcher's experience, the leadership challenges that persist in the EC are embedded in the historical imbalances that permeated this region, ranging from individual economic circumstances to inefficiency in public provincial, local and district offices. Other areas that persist in imposing challenges are the performances of various socio-economic indicators in the province; the provincial and the national GDP; the under-utilisation of the province's workforce; the unstable health sector; and the poorly organised educational sector which has more often than not produced the poorest results in national examinations.

However, it must be reiterated that the finding indicates that the leadership challenges in the Eastern Cape can no longer be blamed on historical factors alone, as administrative leaders in the province showed by a response rate of 65.1% that the leadership challenges they faced were not due to historical factors. Similarly, pertaining to the statement: "*In order for the Eastern Cape Province to solve its leadership challenges in the public sector it should be reunited with the Western Cape*", the response rate was 47.6 % in disagreement which is strongly related to the fact that historical factors alone cannot be blamed for the current leadership challenges in the public sector in the area under study.

Table 6 Historical impact on leadership challenges

<i>Statement: Eastern Cape's public sector leadership challenges are historically embedded in previous leadership practices</i>					
		Frequency	%	Valid percent (%)	Negative/ Undecided/ Positive Cumulative percentages (%)
Valid	Strongly Disagree	8	7.8	7.8	7.8
	Disagree	59	57.3	57.3	65.1
	Undecided	10	9.7	9.7	74.8

	Agree	21	20.4	20.4	95.2
	Strongly Agree	5	4.9	4.9	100.0
	Total	103	100.0	100.0	100.0

These findings agree with recent studies that showed that the current government relied too much on foreign leadership models and failed to develop its own truly contextual policies for its leadership (Franks, 2014:50). This implies that the government has failed to focus on institutional strengthening in the first decade of its existence, which has significant long-term consequences for administrative effectiveness.

4.3.2 Statement 3: Lack of flexibility

The analysis of the data on statement 3 resulted in (48.5%) agreement and (9.7%) who strongly agreed with the statement. A collapsed total of 58.2% represents the views of those who either agreed or strongly agreed with the statement (Table 9 and Figure 4). This analysis signalled that the public sector was devoid of general public satisfaction with the services rendered.

In order to improve the performance of the public service for a number of provinces in the country, the Batho Pele initiative was launched in 1997 by the then president of the Republic of South Africa, Thabo Mbeki. Two major reviews of the performance of the public service were conducted, namely the Provincial Review Report (PRR) of 1997 and the Presidential Review Commission (PRC) of 1998. The Presidential Review Report (PRR) claimed that the public service was not performing efficiently and effectively. A further dimension to the Batho Pele implementation was the DPSA's support of departments in developing Service Delivery Improvement Plans. More than 83% of the departments have now complied with regulations in this regard (Mokgoro, 2003:11). However, because there have been indications of some levels of satisfaction, the public sector still requires improvement.

Table 7 Flexibility of leadership in the EC’s public sector

<i>Statement: Leadership in the Eastern Cape’s public sector is not flexible</i>					
		Frequency	%	Valid percent (%)	Negative/ Undecided/ Positive Cumulative percentages (%)
Valid	Strongly Disagree	2	1.9	1.9	1.9
	Disagree	14	13.6	13.6	15.5
	Undecided	27	26.2	26.2	41.7
	Agree	50	48.5	48.5	90.2
	Strongly Agree	10	9.7	9.7	100.0
	Total	103	100.0	100.0	100.0

4.2.4 Statement 4: Amalgamation of the Eastern Cape and the Western Cape provinces

According to the data on the amalgamation of the Eastern and Western Cape provinces in statement 4, (43.7%) of the respondents disagreed with the statement (Table 10 and Figure 5). This response percentage was followed by 28.2% of the respondents who remained undecided. The lowest response rate was 3.9% who agreed, which corresponded with the strongly disagree response. The researcher collapsed the two types of responses which were classified as either positive or negative to the research question. The final result indicated that those against totalled 51.5% and those who were positive comprised 24.3%. Comparatively, those who were opposed to the statement were the majority.

Some of the challenges facing the Eastern Cape public sector could be summarised as follows:

1. There is a need to better manage its budget and to spend it efficiently and effectively on planning adequately and correctly for housing needs.
2. The Province should implement the Auditor General’s recommendations and deal decisively with corruption through disciplinary action and laying of criminal charges against offenders.

Table 8 Management challenges in the public sector

<i>Statement: The challenges that face the public sector in the Eastern Cape occur as a result of poor management in the EC</i>					
		Frequency	%	Valid percent (%)	Negative/ Undecided/ Positive Cumulative percentages (%)
Valid	Strongly Disagree	4	3.88	3.88	3.88
	Disagree	45	43.69	43.69	47.57
	Undecided	29	28.16	28.16	75.73
	Agree	17	16.50	16.50	92.23
	Strongly Agree	8	7.77	7.77	100.00
	Total	103	100.00	100.00	100.00

Regarding 2015, the following comments were made: A slow and sluggish economic growth decreased provincial revenue; reduced fiscal transfers from national treasury and Poor educational standards and health system (Estimates of Provincial Revenue and Expenditure – National Treasury, 2015/16). The sluggish economic growth is also observed in very low rates of employment increases. For example, the unemployment in the Eastern Cape just increased from 29.8 per cent in the 4Q2012 to 30.2 per cent in the 1Q2013 (Sluggish Growth Outlook for SA, 2013:15). These statistics places the EC province just ahead of the FS which rated first in sluggish economic growth in 2012 / 2013 financial year.

4.3.3 Statement 5: Assessment tools and organisational needs

The analysis of the data in Table 11 and Figure 6 on statement 5 showed that the majority (47.6%) agreed with the use of assessment tools in order to systematically learn the needs of the department/organisation they work for. This response percentage was followed by 24.3% who were undecided. The lowest response percentage was 8.7%, which was allocated to the disagreement response option. Two categories of responses were created by the researcher, namely those who were in support of the statement and those who were opposed to the

statement. The response percentages were collapsed with these categories in consideration. The collapsed pairs of response percentages were 67% in support and 8.7% in opposition of the statement. This suggests that that the majority of the respondents, positively agree with the statement, implying that the use of assessment tools such as suggestion boxes for leadership understanding of people’s needs will have a positive impact on working conditions. Suggestion boxes have improved many people’s leadership styles and have enhanced successful leadership strategies.

Table 9 Leadership assessment tools

<i>Statement: I use assessment tools in order to systematically learn the needs of the department / organisation I work for, e.g. suggestion boxes</i>					
		Frequency	%	Valid percent (%)	Negative/ Undecided/ Positive Cumulative percentages (%)
Valid	Disagree	9	8.7	8.7	8.7
	Undecided	25	24.3	24.3	33.0
	Agree	49	47.6	47.6	80.6
	Strongly Agree	20	19.4	19.4	100.0
	Total	103	100.0	100.0	100.0

4.3.4 Statement 6: To solve the public sector’s challenges in the Eastern Cape

Organisational culture develops over a long period of time, and as such it is very difficult to change. The cultural change interventions usually focus on the surface elements of culture such as the norms and artefacts rather than on the basic assumptions and values (Vrba, 2014:128). The analysis of the data on statement 6 as shown in Table 12 and Figure 7 indicated that the majority (53.4%) agreed with the statement. This response percentage was followed by 41.7% who strongly agreed. The lowest response percentage was 1.0% which was allocated to the undecided group of responses.

The researcher collapsed the response percentages of positive responses, obtaining a collapsed response total rating of 95.3% which represents the rating of the views of those

participants who either agreed or strongly agreed with the statement. This was done to indicate that the agreement with the statement (whether strongly agree or agree) was in fact a choice by the majority of the participants. The result suggested that the majority of the respondents agreed with the statement.

Table 10 Organisation Culture

<i>Statement: To solve the public sector’s challenges in the Eastern Cape, one needs to understand the culture of the people of the province</i>					
		Frequency	%	Valid percent (%)	Negative/ Undecided/ Positive Cumulative percentages (%)
100.0 Valid	Strongly Disagree	2	1.9	1.94	1.94
	Disagree	2	1.9	1.94	3.88
	Undecided	1	1.0	1.0	4.88
	Agree	55	53.4	53.4	58.28
	Strongly Agree	43	41.7	41.75	100.0
	Total	103	100.0	100.0	100.0

An interpretation of the results must consider the underlying principle that guides the concept of occupational culture (OECD, 2001:14; Mashal & Saima, 2014:21). According to the OECD (2001:20) occupational culture can either be constructive destructive, for example where organisations accept to take responsibility and accountability, that could be considered as being constructive occupational culture, while on the other hand occupational culture could be seen as being detrimental to an organisation, for example where there is lack accountability and can be associated with being dysfunctional. The culture of one organisation distinguishes it from the other organisations. The participants supported the idea of understanding the cultural and operational traditions of the people in the EC province. The researcher also supports the views expressed by the respondents in the sense that without understanding the culture of the people in the province, the required cooperation will not be achieved and successful leadership and operations will remain an unaccomplished dream.

4.2.7 Statement 7: Preparation for meetings

Preparation for meetings according to the data on statement 7, the majority respondents (52.4%) agreed, followed by 34.0% who strongly agreed. The lowest response rate was 5.8% which was allocated to the undecided response item (Table 13 and Figure 8).

The researcher collapsed the positive response percentages and obtained a response rate of 86.4%. This was done to demonstrate the fact that the agreement category (either agree or strongly agree) with the statement was in fact by the majority of the respondents.

On the basis of the strength of the positive responses, it is suggested that assisting management to prepare for regular meetings will improve the performance of the departments/organisations and that this is an idea that must be cherished in all respects. One of the most important things to ensure the success of employee performance appraisal is to actively prepare for it. Whether a company includes a self-evaluation step in this process or not, no leader should play a passive role in which he/she is merely the recipient of feedback and direction from a manager. By properly preparing for an appraisal meeting with a manager, the manager will gain a broader picture of his/her performance and career goals. The process will also foster dialogue and it will steer career progression. Some points to consider when preparing for performance appraisal are to:

1. gather foundational information; review performance journal notes;
2. prepare a list of areas for development;
3. draft goals for the coming period;
4. share preparations with a manager and have an open mind

Table 11 Preparation for performance meetings

<i>Statement: I assist management to prepare regular meetings that will improve the performance of the department/the organisation I work for</i>					
		Frequency	%	Valid percent (%)	Negative/ Undecided/ Positive Cumulative percentages (%)
Valid	Disagree	8	7.8	7.8	7.8
	Undecided	6	5.8	5.8	13.6
	Agree	54	52.4	52.4	66.0
	Strongly Agree	35	34.0	34.0	100.0
	Total	103	100.0	100.0	100.0

4.3.4 Statement 8: Analysis of information and suggestion boxes

The analysis of the data in Table 14 and Figure 9 showed that the majority (65.0%) of the participants agreed with the statement. This response percentage was followed by 26.2% who strongly agreed.

Table 12 Appropriate feedback and analysis

<i>Statement 8: I undertake an appropriate analysis of the information I gather through suggestion boxes</i>					
		Frequency	%	Valid percent (%)	Negative/ Undecided/ Positive Cumulative percentages (%)
Valid	Disagree	1	1.0	1.0	1.0
	Undecided	8	7.8	7.8	8.7
	Agree	67	65.0	65.0	
	Strongly Agree	27	26.2	26.2	91.20
	Total	103	100.0	100.0	100.0

The lowest response percentage was 1.0% which was allocated to the disagreement scale item. The researcher collapsed the positive response percentages and obtained a response rate of 91.2%. The collapsing was done to show that the positive agreement category (either agree or strongly agree) represented the majority of the respondents. Other response rates are presented in the Table 14 and Figure 9.

Overwhelming support for the statement was noted at 91.2%, which was significant. This implies that appropriate analyses of information received by management are of significant value. This procedure is referred to as ‘upward feedback’, which is a multi-rate system of assessment by staff for people in management positions. The overall instrument is the 360-degree feedback instrument (Kanaslan & Lyena; 2016:172; Basu; 2015:50; Das, 2015:1773).

The 360-degree feedback also referred to as full-circle appraisal is a well-established approach that has been in existence for many years for developmental purposes and for performance evaluation objectives (Kanaslan & Lyena, 2016: 173). The appraisal aims at collecting personal work- related information from the subordinates by their seniors. However, proper analysis and interpretation of the feedback rating should be conducted so as to avoid biasness.

4.3.5 Statement 9: Correct interpretation of information

Interpretation of the information gathered from colleagues in an organisation is an important component of the assessment task. Correct interpretation of the information received is crucial in achieving its ultimate goal which is for developmental purposes that are meant to help managers recognise their weaknesses.

According to the data in Table 15 and Figure 10, the majority (56.3%) agreed with statement 9, followed by 31.1% who strongly agreed. The lowest response percentage was 6.8%, which was allocated to the disagreement response item. The researcher collapsed the positive response percentages and obtained a collapsed positive rating of 87.4%. The collapsing was done to understand that the combined response for agree and strongly agree was positive. It was also noted that 87.4% was a significant positive rating. The results thus suggested overwhelming support for ensuring correct interpretation of any information gathered from colleagues and staff members.

Table 13 Correct interpretation of assessment information

<i>Statement: I ensure correct interpretation of the information I gather from my colleagues</i>					
		Frequency	%	Valid percent (%)	Negative/ Undecided/ Positive Cumulative percentages (%)
Valid	Disagree	7	6.8	6.8	6.8
	Undecided	6	5.8	5.8	12.6
	Agree	58	56.3	56.3	
	Strongly Agree	32	31.1	31.1	87.40
	Total	103	100.0	100.0	100.0

4.3.6 Statement 10: Gathering of sufficient information

The analysis of the data on statement 10 showed that the majority (60.2%) of the respondents strongly agreed, followed by 38.8% who agreed (Table 16 and Figure 11). The lowest rating

(1.0%) was allocated to the undecided response option. Collapsing the two positive responses, a positive response rate of 99.0% was obtained.

Management should only arrive at the point of making a strategic decision after gathering enough information from relevant staff members in order to arrive at a proper decision. There are always steps which involve decision-making by managers. When managing a decision in any business or organisation, one must take cognisance of various pressure points. Therefore, various strategies can be used to avoid common pitfalls and hone decision-making skills. Making better, faster decisions will help managers take advantage of business opportunities and avoid pitfalls. The following points summarise good decision-making processes (Eslake, 2006:1).

- **Reframe the problem**

Backing up is sometimes the best way to move forward. When you are presented with a problem, step back and think about its full context. Try to see the issue from as many perspectives as possible. That will help ensure you are not emphasizing one aspect and neglecting others. Begin by trying to think of at least three different ways of looking at the problem.

- **Make evidence-based decisions**

The aim of evidence-based management (EBM) is to use scientific evidence when making decisions, rather than simply trusting one's instincts. Like most people, there is probably a tendency to use personal judgement and to base decisions on what is familiar. However, experience that is gathered from other organisations or from different circumstances may also apply to the situation at hand.

There are simple steps one can take to incorporate evidence into one's decision making such as the following as indicated by the Chartered Institute of Management of Accounts CIMA, 2007:4):

1. Use performance data to support decisions.
2. Get the most current and complete data possible.
3. Challenge personal gut feelings.
4. Ask if there is any objective evidence to support a decision.
5. When a course of action is suggested, find out what it is based on and whether it is supported by data.

6. Determine whether commonly used business strategies have worked in a situation like yours, and then check that the business data/company information you have come across is current and useful.
- **Get an outside perspective, but trust yourself**
Make it a habit to ask others for information and opinions. Be open-minded and obtain a wide range of views so that you can see an issue from as many perspectives as possible.
 - **Employee opinions count**
Find ways to encourage information sharing in your company. Be open to plain talk and foster an atmosphere where people can be direct, even when the truth is unpleasant. Using performance evaluations is one way to encourage these values.
 - **Deal with problems**
If you want to consult others about a problem, be sure to consider it carefully from as many angles as possible before talking to them. That way, you will avoid being limited by their interpretations and ideas. Frame the problem in as many ways as you can, and then seek out others to see whether they can add to your understanding of the issue.
 - **Develop an eye for risk**
It is possible to train yourself to look for all types of risks. Whenever you make a decision, ask yourself: *If I make the wrong decision, how will I know it?* For example, if you are considering changing your transportation carrier to cut costs, think about how you would go about transport issues to achieve this.

Table 14 Gathering of sufficient information

<i>Statement: It is important to gather sufficient information before taking action</i>					
		Frequency	%	Valid percent (%)	Negative/ Undecided/ Positive Cumulative percentages (%)
Valid	Undecided	1	1.0	1.0	1.0
	Agree	40	38.8	38.8	39.8
	Strongly Agree	62	60.2	60.2	100.0
	Total	103	100.0	100.0	100.0

4.3.7 Statement 11: Colleagues need to work on concrete information

The analysis of the data in Table 17 and Figure 12 on statement 11 showed that the majority (49.5%) of the respondents either strongly agreed or agreed with the statement. Each of the positive responses had a percentage rating of 49.5%. The lowest response rate (1.0%) was achieved in the undecided category. The researcher collapsed the two response percentages and obtained a total positive response rate of 99.0%. This response distribution suggested that an overwhelming majority of the participants was significantly positive about encouraging colleagues to act on correct information rather than on rumours or mere assumptions.

A response on ‘rumours in the workplace’ stated:

“It's difficult not to become involved in gossip at work. After all, people like gossip and interesting bits of information: you only have to look at the number of celebrity-focused publications to realise that we have a huge appetite for discussing other people's lives. *At work, however, this type of interaction is harmful and costly.* It wastes time, damages reputations, promotes divisiveness, creates anxiety, and destroys morale. So why do people start and spread rumours? Much of it has to do with our need to make sense of what is happening around us. To understand what is going on, people talk to each other. And together, they fill in the gaps in the story with few facts and a lot of guesswork. This new story spreads, with bits and pieces added along the way, until you have an out-of-control

rumour spreading throughout your company” (Ferrari, 2015:1; Manaf, Ghani & Jais, 2013:52).

Table 15 Acting on concrete information

<i>Statement: I encourage my colleagues to act on concrete information rather than on rumours or assumptions</i>					
		Frequency	%	Valid percent (%)	Negative/ Undecided/ Positive Cumulative percentages (%)
Valid	Undecided	1	1.0	1.0	1.0
	Agree	51	49.5	49.5	
	Strongly Agree	51	49.5	49.5	99.0
	Total	103	100.0	100.0	100.00

Furthermore, Ferrari contends that 90 per cent of the workforces in workplaces engage in one form of gossip activity. As much as rumours can be harmful and costly in workplaces and relationships, they can equally portray positive outcomes. Ferrari (2015:3) indicates, people who get involved in rumours, achieve an outlet for their hostile-aggression, this allows a cathartic release from anger, guilt, anxiety and therefore returns them to a stable state of repose. Also, the other advantage is that, when rumours are spread, they eventually reach the person onto whom people have been rumouring / gossiping about. Then the co-workers concerned will learn of what is expected of them and hence improves the corporate culture.

4.3.8 Statement 12: Clarity on the cause of problems

The analysis of the data on statement 12 revealed that the majority (53.4%) agreed with the statement, followed by 46.6% who strongly agreed. The two response percentages were collapsed to produce a total positive response rate of 100% (Table 18 and Figure 13). This response rate revealed total support for the statement that clarifying the main causes of a given problem is vital before acting.

Table 16 Clarify the causes of a problem before dealing with it

<i>Statement: I clarify the main causes of the problem before planning solutions</i>					
		Frequency	%	Valid percent (%)	Cumulative percent (%)
Valid	Agree	55	53.4	53.4	
	Strongly Agree	48	46.6	46.6	100.0
	Total	103	100.0	100.0	100.0

4.3.9 Statement 13: Seeking advice from seniors

There is nothing better than having mentorship to help you along the way. Some organisations offer formal mentorship programs, especially with the view of minimising costs in terms efficiency and effectiveness. However, it is not always easy to find mentors. Who should one turn to? And how does one approach them and build relationships for mentorship? The ideal situation is that managers need to seek help and support for feedback, which is one of the tips for improving leadership in organisations, whether public or private (Kouzes & Posner, 2008).

When the data for the seeking advice from seniors were computerised, the analysis showed that the majority (64.1%) agreed with statement 13. This response rate was followed by 35% in the strongly agree option. The lowest rate was 1.0% which represented the undecided group (Table 19 and Figure 14).

Table 17 Seeking advice from seniors

<i>Statement: I seek for advice from my seniors in the department</i>					
		Frequency	%	Valid percent (%)	Cumulative percent (%)
Valid	Undecided	1	1.0	1.0	1.0
	Agree	66	64.1	64.1	65.1
	Strongly Agree	36	35.0	35.0	99.6
	Total	103	100.0	100.0	100.0

4.3.10 Statement 14: A structured system

In any departmental/organisational working system, the “development of productive working relationships between colleagues is a good working policy” (Pravamayee, 2014:58). A system which encourages a healthy workplace encourages everyone to achieve an agreed vision. The policy structure creates a successful working environment. The data on statement 14 revealed that the majority (57.3%) of the respondents agreed, followed by 25.2% who was undecided. The lowest among the response percentages was 1.0%, which was obtained for the strongly disagree option (Table 20 and Figure 15)

According to the professional principle of the development of a productive working relationship, an enabling working system structure should take cognisance of the following guidelines, as suggested by Pravamayee (2014:58).

“This unit is about developing working relationships with colleagues, within your own organisation and within other organisations that are productive in terms of supporting and delivering your work and that of the overall organisation. ‘Colleagues’ are any people you are expected to work with, whether they are at a similar position or in other positions, including your manager.”

In terms of the outcomes of effective performance the following are required:

1. Establish working relationships with all colleagues who are relevant to the work being carried out.

2. Recognise, agree and respect the roles and responsibilities of colleagues and, particularly in situations of matrix management, the managers' requirements.
3. Understand and take account of the priorities, expectations and authority of colleagues in decisions and actions.
4. Create an environment of trust and mutual respect where you have no authority, or shared authority, over those you are working with. Trust is considered to be the foundation of every good relationship. When your colleagues and team members, then help you form a strong bond that helps you work and communicate effectively. With trust there develop open and honest thoughts that see organisational leaders bring their best forward (Reina D & Reina M, 2017:2).
5. Understand difficult situations and issues from your colleagues' perspectives and provide support, where necessary, to move things forward.
6. Fulfil agreements made with colleagues and let them know of the outcomes.
7. Advise colleagues promptly of any difficulties or where it will be impossible to adhere to agreements.
8. Identify and sort out conflicts of interest and disagreements with colleagues in ways that minimise damage to work being carried out.
9. Exchange information and resources with colleagues to make sure that all parties can work effectively.
10. Provide feedback to colleagues on their performance and seek feedback from colleagues on your own performance in order to identify areas for improvement (Greve, 2003:7).

According to Tarricone and Luca (2002:641) behaviour that underpins effective performance constitute teamwork such as the following:

1. Presenting information clearly, concisely, accurately and in ways that promote understanding;
2. Seeking to understand people's needs and motivations;
3. Making time available to support others;
4. Clearly agreeing on what is expected of others and holding them to account;

5. Working to develop an atmosphere of professionalism and mutual support;
6. Modelling behaviour that shows respect, helpfulness and co-operation;
7. Keeping promises and honouring commitments;
8. Considering the impact of one's own actions on others;
9. Saying 'no' to unreasonable requests; and
10. Showing respect for the views and actions of others.
11. Communicate shared goals and encourage open and honest communication.

The manager also needs to know and understand what the benefits are of developing productive working relationships with colleagues. This includes understanding the importance of creating an environment of trust and mutual respect where one has no authority, or shared authority, over those one is working with and appreciating difficult situations and issues from colleagues' perspectives. This requires providing support, where necessary, to move things forward.

Table 18 Understanding the needs of colleagues

<i>Statement: The system in the department I work for is well structured to understand the needs of my colleagues</i>					
		Frequency	%	Valid percent (%)	Negative/ Undecided/ Positive Cumulative percentages (%)
Valid	Strongly Disagree	1	1.0	1.0	1,0
	Disagree	8	7.8	7,8	8,8
	Undecided	26	25.2	25,2	34,0
	Agree	59	57.3	57,3	91,3
	Strongly Agree	9	8.7	8,7	100.0
	Total	103	100.0	100.0	100.0

4.3.11 Statement 15: Problems in the community

Relating an identified problem in the department to the community that one serves, adds great value to the organisation. This is trust relationship with clients is the community that receives the services offered by the department.

According to the analysis of the data on statement 15, the majority (44.7%) agreed with the statement, followed by 34.0% who was undecided. The lowest response percentage was 9.7%, which was obtained for the strongly agree option. When the researcher collapsed the positive response percentages, a collapsed total of 54.4% was achieved, which reflected a positive response rate for strongly agree and agree (Table 21 and Figure 16).

Table 19 Relationship between the department and the community

<i>Statement: I relate the problems in the department I am working for to the community I serve</i>					
		Frequency	%	Valid percent (%)	Negative/ Undecided/ Positive Cumulative percentages (%)
Valid	Disagree	12	11,7	11,7	11,7
	Undecided	35	34,0	34,0	45,7
	Agree	46	44,7	44,7	90,4
	Strongly Agree	10	9,7	9,7	100,0
	Total	103	100.0	100,0	100.0

Relating the problems in the department that one works for to the community is based on the Integrated Service Delivery Model (ISDM), which is a model which integrates service delivery and the community's demands. One such integration is social assistance which continues to form an important part of government's strategy to fight the triple challenge of poverty, inequality and unemployment.

4.3.12 Statement 16: Challenges of vision implementation

Having collected the data and performed the required analyses on statement 16, it was revealed that the majority (46.6%) of the respondents agreed with the statement (Table 22 and Figure 17). This was followed by 22.3% who strongly agreed. The lowest percentage was 3.9% which represented the undecided option.

Table 20 Vision and the influence of poverty

<i>Statement: It is very difficult to implement one's vision when he/she operates from the influence of poverty</i>					
		Frequency	%	Valid percent (%)	Negative/ Undecided/ Positive Cumulative percentages (%)
Valid	Strongly Disagree	10	9,7	9,7	9,7
	Disagree	18	17,5	17,5	27,2
	Undecided	4	3,9	3,9	31,1
	Agree	48	46,6	46,6	77,7
	Strongly Agree	23	22,3	22,3	100
	Total	103	100,0	100,0	100,0

The researcher collapsed the response percentages of the positive responses, obtaining a positive response rate of 68.9%. This was done to demonstrate the fact that those who either agreed or strongly agreed with the statement totalling 68.9% formed the majority and thus represented a positive response. This high percentage of 68.9% agrees with research findings that indicate that vision is equivalent to the lifeblood within an organisation as it keeps it growing and developing (Kouzes & Posner, 2013). However, where high levels of poverty prevail, vision is often difficult to implement.

The results suggested that poverty had a significant negative effect on the lives of community members and service delivery organisations. According to Makiwane and Chimere-Dan (2010:10) the EC province has remained trapped in structural poverty. The effects of poverty

can be felt at every level of society, from the individual living in poverty to the political leader attempting to provide solutions. Whether it is health conditions or increased crime rates, poverty reaches just about every aspect of life. Let's look at the five biggest effects of poverty in order to understand the severity of the problem.

4.3.12.1 Education

Low educational levels are largely affected by poverty. An increase in the level of education leads to a decrease in the levels of poverty and a decrease in the levels of education leads to an increase in poverty, thus there is a strong linkage between the levels of education and the levels of poverty (Makiwane & Chimere-Dan, 2010:10) who refer to the Eastern Cape's poverty as a disaster where more than a quarter of the population live on a monthly income of R400 (Less than \$ 0.33). Many people living in poverty were unable to attend formal school education but with the introduction of the free Universal Education System in the country where there are facilities of some schools being categorised as "no fees' schools", then an opportunity has been provided to those families to educate their children. The government in providing free education, housing, medical care, school nutrition, and scholar transport is in away providing an income to the least poor population. The quality of education provided in this manner tends to be of poorer quality and is compromised as the recipients receive whatever is provided to them. It has become a trend among African states to provide free education, especially in the primary and secondary phases of schooling. This is a brilliant idea, but the quality of the education rendered is often of very low quality as the affordability of quality and qualified personnel is a serious issue, especially in deep rural and rural areas. Normally, people do not value things or services that are provided to them free of charge, and the large numbers of the recipients of education do not allow a sufficient supply of available human and other resources.

High levels of poverty are therefore associated with low levels of education, and there is a strong positive relationship between levels of education and levels poverty of individuals or groups of people (Stats SA, 2014:31). Likewise Huang, Laing, and Wang (2003:2) in their study, found a strong link between poverty / unemployment and crime. Similarly, Bharadwaj (2014) raises the concern about poverty the causes of crime. Bharadwaj (2014) is of the view that there is a positive relationship between poverty and propensity to crime. The crime that is due economic factors would be categorised as "economic related crime" such that it is different from non-economic crime. And also, to differentiate economic related crime from

other forms of crime, if crime is committed due poverty it means people have insufficient to put on their tables in terms of food. Does it mean only poor people commit crime? Definitely the answer is no. However, there are other forms of crime such as, murder, rape, violent crimes. These crimes are generally either driven by psychological factors or are social factors rather than being driven by economic factors (Bharadwaj, 2014). Bharadwaj (2014) furthermore supports the facts that not all crimes are poverty driven by providing the top 13 countries that are leading in crime statistics. These countries are the USA, UK, Germany, France, Russia, Japan, South Africa, Canada, Italy, India, South Korea, Mexico, and Netherlands. As much as developed countries (well to do economically) appear to be in the lead for crime related activities, Poverty cannot be distanced from crime.

According to Webster and Kingston (2014:5) they agree that poverty is probably responsible for crime. At the same time, there is general agreement that poverty is not the only factor as to why individuals engage in criminal activities. Living in poverty alone may not necessarily lead to criminality activities. The impact of poverty on criminal involves other complex interrelated variables (Webster & Kingston, 2014:8).

On international standards, South Africa ranks among top most crime – stricken countries in the world (Economic Analysis Directorate Gauteng Treasury, 2010:2). The crimes can be categorised as different from country to country, The EADGT (2010:4) further indicates that South Africa ranks 4th in the world's robbery and is 1st in world's assault related crimes while the 14th in fraudulent activities. The same poverty measures indicate that the lower the levels of education attained by people, the more they are likely to be poor, and they continue to live in a vicious cycle of poverty such as in Limpopo (74.4%), the Eastern Cape (69, 5%) and KwaZulu-Natal (69.1%). In provinces where education performances are much better, such as the ones achieved by the Western Cape (36.9%) and Gauteng (32.4%), the affluence of the citizens is generally higher (Stats SA, 2014:31). Where there are low levels of education many people, instead of accumulating wealth, tend to accumulate children and increased extended families. This increase in the number of children and extended families lead to a direct relationship between poverty and low levels of education. The impact of poverty on the population's income distribution is that it decreases the income per capita in the family. Stats SA (2014) further indicates that the poorest three provinces have more than 80.8% of their poor populations living in rural areas, while 40.7% live in urban areas. A high level of

education is therefore associated with better living standards. Educated people tend to sustain smaller families, which increases income distribution to each person in the family.

4.3.12.2 The economy

Among the effects of poverty is its impact on the economy of the country. The number of people living in poverty influences employment rates significantly. The labour force suffers when a large part of the citizens of a country cannot contribute to economic development. For example, the South African government spends about 60% of its expenditure on social wages (Stats SA, 2014:8) to up-lift the well-being of many citizens through the provision of facilities such as free primary health, no-fee paying schools, and social grants such old age pensions, child grants, RDP houses, and free water, electricity and sanitation. Furthermore, Stats SA (2014) indicates that social assistance has expanded greatly from 3 million Rand in 2000 to 15 million Rand in 2011. From an economic point of view, more than half of the population (57.2%) lives below the Upper-Bounded Poverty Line (UBPL) in South Africa (Stats SA, 2014:36). It was indicated that, in the period 2006 to 2011, the poverty level in South Africa decreased drastically to 45.5%. The RDP houses that were built in rural and township areas to cater for the previously disadvantaged communities, free food packs, free nutrition and scholar transport (especially in most rural and township areas), and the provision of basic services such as free water and electricity to households for poor communities have also increased. When all these facilities are quantified in terms of monetary value, it is revealed that a substantial amount of money is being spent in uplifting programs for the citizens of this country.

4.3.12.3 Tertiary education

A factor that has led to a decrease in poverty levels, especially in rural and township communities, is the increasing numbers of young people who enter tertiary education. As increasing numbers of individuals attain formal education, there is a decrease in poverty levels. Statistics South Africa (2014:30) indicates that individuals with little or no education at all display significantly higher levels of poverty. For instance, statistics show that the poverty gap between adults that had a post-matric qualification in 2011 was just 1.9%, while adults who had no formal education at all had a poverty gap of 29.9%. The poverty gap also differed significantly across provinces; for example, in 2014 it was as follows:

Table 23 arranges the poverty gaps per province from the highest to lowest, namely Limpopo, KZN, EC, NW, MP, FS, NC, GP, and WC respectively. Simply put, the poverty gap is the distance between the populations of regions from the poverty line (Stats SA, 2014:73). The poverty gap also measures the minimum cost of resources required to eliminate poverty. Stats SA further indicates that education is the main tool that has to be used to fight poverty. Table 23 also indicates the level of corruption exposure for each province in 2014. The poverty gap in each province of South Africa is positively related to the low rates of employment in each of the nine provinces. Stats SA (2017:9) further indicates that employment in the country grew by 3.4% in the first quarter of 2017, while unemployment grew by 8.6% in the first quarter of the same year, leading unemployment to stand at 27.7% in the first quarter of the year 2017.

Table 21 South African poverty gaps and corruption exposure

South African provinces	Limpopo	KZN	EC	NW	MP	FS	NC	GP	WC
Poverty gap (%)	31	30	29	28	21	17	14	11	10
Corruption exposure	11	23	30	06	08	04	01	12	05

Source: Stats SA (2014:34)

The increase in unemployment was recorded in all the provinces other than in the Northern Cape that recorded a decrease of 1.3 % (-1.3 %) and a zero change (0.0%) in North West. The unemployment rate was highest in the Eastern Cape at 3.8%, followed by Limpopo at 2.3% and KZN at 1.9%, with the poverty gaps following the same trend. Table 5.16.1 provides supportive data that unemployment and levels of corruption are highly linked; i.e., where there are high unemployment levels, there are poverty gaps that are also associated with high levels of corruption in government institutions. For example, EC and KZN scored highest on the corruption exposure index where they recorded 30% and 23% respectively, while

provinces with low poverty gaps and low unemployment rates such as the NC, FS and WC scored lowest on the corruption index.

4.3.12.4 Society

Poverty also has social effects as many people as they live in dire poverty. Makiwane and Chimere-Dan (2010:10) describe the Eastern Cape's poverty as a national disaster. The poverty levels are relative and they appear to be more prominent in the Eastern parts of the province. The levels decrease as one moves to the west of the province. The reasons for this could be that, the land is relatively more fertile, also there are more industrial and commercial activities such as those found in the Nelson Mandela Metropolitan region-the auto industries such as VW motor industry. When people are unemployed they tend to move areas where they hope to get employed. Migration in the Eastern Cape dates back to the colonial times throughout the apartheid era and it continues even to date. Close to 70 % of the black population in the Western Cape have their roots from the Eastern Cape. Other areas which have attracted greatly the population of EC include Gauteng and to a certain extent KwaZulu-Natal. According to Stat SA (2017:14) Gauteng and Western Cape have continued to receive high inflows of migrants especially from the Eastern Cape. When people have nothing and no money to buy necessities, they may be forced to turn to theft in order to survive. Homelessness and high crime rates impact on a country's people and can create many problems within a society (Makiwane & Chimere-Dan, 2010:40). Thus, Makiwane and Chimere-Dan further contend that, development indicators in the EC province show very low socioeconomic status in the province relative to other provinces.

It is clear that poverty has far-reaching negative effects on all people. By improving global poverty, economies could prosper, health could improve and countries could develop into strong global presences. All countries will benefit when decreasing global poverty becomes a priority in the world.

4.3.13 Statement 17: The vision for SA is poorly implemented

According to the data obtained for statement 17, the majority (83.5%) agreed. This was followed by 11.7% of the respondents who strongly agreed (Table 24 and Figure 18). The lowest response rate was for the undecided category.

The researcher collapsed the response percentages of the positive responses, obtaining a response rate of 95.2%. This was done to demonstrate the fact that those who either agreed or

strongly agreed with the statement totalling 95.2% formed the majority opinion in terms of this response.

A vision for South Africa that would unite it as a prosperous country with mixed economic classes of people was deemed very important. The National Development Plan (NDP, 2011) states that South Africa has the means, the goodwill, the people and the resources to eliminate the levels of poverty and to reduce the levels of inequality. The people of the Eastern Cape share this vision. A sustainable future for the Eastern Cape rests on people-centred development to achieve five related goals (Eastern Cape Planning Commission, 2014:15). These goals are:

1. An inclusive, equitable and growing economy for the province;
2. An educated, innovative and empowered citizenry;
3. A healthy population with vibrant, equitably enabled communities; and
4. Capable agents across government and other institutional partners who are committed to the development of the province.

Table 22 Poor implementation of the vision for SA in the EC

<i>Statement: Visions of the public sector in the Eastern Cape are not well implemented</i>					
		Frequency	%	Valid percent (%)	Negative/ Undecided/ Positive Cumulative percentages (%)
Valid	Disagree	3	2.9	2.9	2.9
	Undecided	2	1.9	1.9	4.9
	Agree	86	83.5	83.5	
	Strongly Agree	12	11.7	11.7	95.20
	Total	103	100.0	100.0	100.0

These goals should be pursued with a focus on rural development to address serious inherited structural deficiencies, as the legacy of apartheid through inefficient and corrupt leadership has left the rural regions of the Eastern Cape underdeveloped, with an urban economy that is unduly stressed and experiencing slow growth. Addressing this spatial unevenness in endowment and development will take time and hard work, but it can be done. The PDP's design and implementation will also endeavour to shift discriminatory attitudes towards women and other vulnerable sectors of society.

4.3.14 Statement 18: Should the Eastern Cape be re-united with the Western Cape?

According to the analysis of the data on statement 18, the majority (46.6%) strongly disagreed. This was followed by 23.3% who agreed. The lowest response rate (1.0%) was recorded for the undecided category of the item (Table 25 and Figure 19). The researcher collapsed the response percentages for those who were negative and obtained a response rate of 65%. The collapsed positive response rate was 34%. A clear comparison of the collapsed response percentages showed that the majority of the respondents were confidently opposed to the statement. The implication of the analysis and output was that the majority of the occupants of the Eastern Cape Province did not support the proposal/dream of the province re-uniting with the Western Cape Province. Reasons for this choice may be varied.

The capital of this province is Bhisho, but its two largest cities are Port Elizabeth and East London. The EC was formed in 1994 comprising the isiXhosa homelands of Transkei and Ciskei together with the eastern portion of the erstwhile Cape Province. Being the landing place and the home of the 1820 European settlers, the central and eastern parts of the province are also the traditional home of the isiXhosa-speaking people. This region is the birthplace of many prominent South African politicians, such as Nelson Mandela, Oliver Tambo, Walter Sisulu, Govan Mbeki, Raymond Mhlaba, Robert Mangaliso Sobukwe, and Chris Hani.

From an economic perspective, there is much fertile land in the Eastern Cape and agriculture remains important. The fertile Langkloof Valley in the southwest has enormous deciduous fruit orchards, while sheep farming predominates in the Karoo. The Alexandria-Grahams Town area produces pineapples, chicory and dairy products, while coffee and tea are cultivated at Magwa. People in the former Transkei region are dependent on cattle, maize and sorghum farming. An olive nursery was developed in collaboration with the University of

Fort Hare to form a nucleus of olive production in the Eastern Cape. Domestic stock farming is slowly giving way to game farming on a large scale, fuelled by the commercial benefits of eco-tourism and the lower risk needed to protect wild game against drought, the natural elements and poaching.

The basis of the province's fishing industry is squid, some recreational and commercial fishing for line fish, the collection of marine resources, and access to line-catches of hake. With three import/export harbours and three airports offering direct flights to the main centres, and an excellent road and rail infrastructure, the province has been earmarked as a key area for growth and economic development in modern South Africa. The two major industrial centres, Port Elizabeth and East London, have well-developed economies based on the automotive industry. General Motors and Volkswagen both have major assembly lines in the Port Elizabeth area, while East London is dominated by the large Daimler Chrysler plant, now known as Mercedes-Benz South Africa.

Environmentally-friendly projects include the Fish River Spatial Development Initiative, the Wild Coast SDI, and two industrial development zones, namely the East London Industrial Development Zone and the Coega IDZ near Port Elizabeth. Coega is the largest infrastructure development in post-apartheid South Africa. The construction of the deep water Port of Ngqura was completed and the first commercial ship anchored there in October 2009. It is expected that this development will give the province a major economic boost.

From the above information it is clear that, with time, the province, as poor as it appears, has high potential for either economic recovery and growth on its own or an economic growth based on projects to be initiated by the government and district and local municipalities.

Table 23 Should the Eastern Cape be re-united with the Western Cape?

<i>Statement: Should the Eastern Cape be united with the Western Cape?</i>					
		Frequency	%	Valid percent (%)	Negative/ Undecided/ Positive Cumulative percentages (%)
Valid	Strongly Disagree	48	46.6	46.6	

	Disagree	19	18.4	18.4	65.0
	Undecided	1	1	0.9	66.0
	Agree	24	23.3	23.3	89.3
	Strongly Agree	11	10.8	10.8	100.1
	Total	103	100.1		100

4.3.15 Statement 19: Insufficient resource allocation

The analysis of the data showed that the majority (41.7%) of the respondents disagreed with statement 19. This was followed by 30.1% who agreed. The lowest response rate was 1.0% which was obtained for the strongly disagree response category. Collapsed positive and negative response percentages were 43.7% and 38.8% respectively (Table 26 and Figure 20).

Table 24 The impact of resource allocation by the national government on the EC

<i>Statement: The national government does not allocate sufficient resources to the Eastern Cape's public sector</i>					
		Frequency	%	Valid percent (%)	Negative/ Undecided/ Positive Cumulative percentages (%)
Valid	Strongly Disagree	1	1.0	1.0	
	Disagree	43	41.7	41.7	42.7
	Undecided	19	18.4	18.4	18.4
	Agree	31	30.1	30.1	
	Strongly Agree	9	8.7	8.7	38.8
	Total	103	100.0	100.0	100.0

The collapsing was done to determine the comparative measure of the difference between the two categories. The analysis indicated that, on average, the managers did not feel that

national government invested sufficient resources in the province (Table 5.2.19 and Figure 5.19).

4.3.16 Statement 20: Senior managers and politics

The analysis of the data showed that the majority (62.1%) agreed with statement 20. This was followed by 32% who strongly agreed (Table 27 and Figure 21). The lowest response rate was 1.0% for those who strongly disagreed and those who disagreed with the statement. A collapsed total of those who responded positively to the statement formed was 94.1%. This was an overwhelming majority.

These findings may suggest that some senior management officials in the Eastern Cape Province might spend more time on politics and less time on implementing decisions taken at both national and provincial levels. This may not augur well for an unbiased and efficient public sector that should take the interests of all citizens, and not only those who may favour a specific political stance or allegiance, at heart.

Table 25 Senior managers' time management

<i>Statement: Senior managers in the Eastern Cape spend more time on politics and less time on decision implementation</i>					
		Frequency	%	Valid percent (%)	Negative/ Undecided/ Positive Cumulative percentages (%)
Valid	Strongly Disagree	1	1.0	1.0	1.0
	Disagree	1	1.0	1.0	1.0
	Undecided	4	3.9	3.9	3.9
	Agree	64	62.1	62.1	
	Strongly Agree	33	32.0	32.0	94.1
	Total	103	100.0	100.0	100.0

4.3.17 Statement 21: Personal vision

The majority (85.4%) of the respondents agreed with statement 21 (Table 28 and Figure 22). This category of respondents was followed by 10.7% who strongly agreed. The lowest response rate was 1.0% that was recorded for the disagree category.

The researcher collapsed the positive response percentages and obtained a response rate of 96.1%. This was done to demonstrate that the positive categories (either agree or strongly agree) were favoured by the majority.

This finding suggests that a great majority of the participants were people who were capable of describing a personal vision for their respective departments which, when appropriate resources were available, could guarantee a successful future for the administration of the province.

Table 26 Personal vision and the future of the EC public sector

<i>Statement: I can describe a personal vision for my department that offers a future with the available resources</i>					
		Frequency	%	Valid percent (%)	Negative/ Undecided/ Positive Cumulative percentages (%)
Valid	Strongly Disagree	1	1.0	1.0	1.0
	Disagree	1	1.0	1.0	2.0
	Undecided	2	1.94	1.94	3.94
	Agree	88	85.44	85.44	89.38
	Strongly Agree	11	10.68	10.68	100.06
	Total	103	100.0	100.0	100.0

4.3.18 Statement 22: Exploration of diverse aspirations

The majority (89.3%) of the participants agreed with statement 22. The undecided and strongly agree categories each obtained 4.9%. The lowest response rate (1.0%) was obtained

for the disagree option (Table 29 and Figure 23). The researcher collapsed the positive response percentages and obtained a total response percentage of 94.2%. This was done to show that the majority of the respondents either agreed or strongly agreed that diverse aspirations had to be explored. By collapsing the responses, the researcher was able to understand the level of agreement.

This finding means that the facilitation of effective processes for the exploration of diverse aspirations among departmental workers is a common practice among Eastern Cape managers in the public sector and it augurs well for the future administration of the EC if correctly applied. It is suggested that such processes occur in other provinces at district and local municipality levels.

Table 27 Employee’s aspirations

<i>Statement: I facilitate an effective process for exploring the diverse aspirations among the workers in my department</i>					
		Frequency	%	Valid percent (%)	Negative/ Undecided/ Positive Cumulative percentages (%)
Valid	Strongly Disagree	0	0.0	0.0	0.0
	Disagree	1	1.0	1.0	1.0
	Undecided	5	4.9	4.9	5.9
	Agree	92	89.3	89.3	95.2
	Strongly Agree	5	4.9	4.9	100.1
	Total	103	100.0	100.0	100.0

4.3.19 Statement 23: The development of a departmental vision for employees

The data showed that the majority of the respondents (90.3%) agreed with statement 23, followed by 8.7% of the respondents who strongly agreed. A 1.0% response rate was obtained for the undecided category, whereas none of the participants indicated the disagreement or strongly disagree categories (Table 30 and Figure 24).

This statement thus attracted responses to only three of the five categories (or options). When the researcher collapsed the two positive response percentages, a total response rate of 99% was obtained. The collapsing was done to demonstrate the fact that those who either agreed or strongly agreed was the majority group by far.

Table 28 A vision for all departmental officials

<i>Statement: I advise the development of a departmental vision for all employees in the department</i>					
		Frequency	%	Valid percent (%)	Negative/ Undecided/ Positive Cumulative percentages (%)
Valid	Undecided	1	1.0	1.0	1.0
	Agree	93	90.3	90.3	
	Strongly Agree	9	8.7	8.7	99.0
	Total	103	100.0	100.0	100.0

The output of the analysis suggests that the overwhelming majority of those who responded to the questionnaire supported the requirement for the development of a departmental vision for all employees in their respective departments. This means that the adoption of a departmental vision will result in development orientation.

4.3.20 Statement 24: Communication of a departmental vision

Communicating a departmental vision to all employees of an organisation is an ideal which has been cherished both employers and employees. Such a vision sets a working strategy which creates work performance guidelines for setting performance criteria. However, a lack of communication between two or more parties in the workplace results in discontent (NCOP, 2015:33). For example, the lack of communication that prevailed between the contractor monitoring performance of road infrastructure in Uganda (Byaruhanga & Basheka, 2017:37). These scholars contend that, most of the projects not achieved their intended goals as a result of not communicating their expectations the entities that deserved to be informed. Other projects like the steering committee and the Tswele contractors in awarding projects resulted in conflict between the community and the municipality a case of an example in South Africa. Sperling, Charles, Ryan, and Brown (2005:2) emphasise the significance of a culture of effective communication for all parties that are involved in implementing projects in their organisations.

The data revealed that an overwhelming majority (86.4%) of the respondents agreed with statement 24, followed by 11.7% who strongly agreed. According to the comparative analysis, disagree and undecided rated lowest at 1.0% each (Table 31 and Figure25). When the researcher collapsed the response percentages, a combined positive response total of 98% was obtained. The overwhelming 98% of the collapsed response demonstrated the fact that the majority either agreed or strongly agreed with the statement. The overall conclusion was that the majority of managers of government departments communicated an organisational vision to all the employees in the public services for which they were responsible.

Communication of a departmental vision by the department head to all employees in the service of a department is a show of good leadership which will result in good performance practices. Although it was not a focus of this study, the researcher must note that this practice should be augmented by the creation of appraisal reports to be produced at agreed time intervals.

Table 29 Communication of a departmental vision to employees

<i>Statement: I can communicate the departmental vision to all employees in my organisation</i>					
		Frequency	%	Valid percent (%)	Negative/ Undecided/ Positive Cumulative percentages (%)
Valid	Disagree	1	1.0	1.0	1.0
	Undecided	1	1.0	1.0	1.9
	Agree	89	86.4	86.4	
	Strongly Agree	12	11.7	11.7	98.1
	Total	103	100.0	100.0	100.0

4.3.21 Statement 25: A working environment that is conducive to effective service delivery

A working environment that encourages employee engagement should be created by all managers. Such a working environment is a powerful factor in the success of organisational leadership. Engagement with employees lends a more productive, customer-focused and profit-generating office where employees are most likely to be retained (Markwice, 2009:1). Furthermore, according to the Gallup organisation, employee engagement is a necessary strategy for companies that want to succeed in the marketplace (Markwice, 2009:13). Employee engagement is not a human resources initiative that managers are reminded to do once a year. It is a key strategic initiative that drives employee performance, accomplishment, and continuous improvement all year round. It's the outcome from how the organisation interacts with people to drive organisational results. It is undeniable that organisations can create employee empowerment, employee motivation, and employee satisfaction, and that engagement is up to adult employees who make decisions and choices about how involved they want to be at work.

In this context, the data showed that the majority (89.3%) of the respondents agreed with statement 25, followed by strongly agree at 10.7%. No other option was selected for this statement. A collapsed total (100%) showed that the respondents agreed without contradiction or uncertainty with this statement (Table 5.2.25 and Figure 5.25). This suggests that the creation of a conducive working environment in any organisation, particularly in government departments, is an idea that should be hailed by all managers in the public sector.

Table 30 A working environment that is conducive to effective service delivery

<i>Statement: I can create a conducive working environment in my organisation</i>					
		Frequency	%	Valid percent (%)	Negative/ Undecided/ Positive Cumulative percentages (%)
Valid	Agree	92	89.3	89.3	89.3
	Strongly Agree	11	10.7	10.7	100.0
	Total	103	100.0	100.0	100.0

4.3.22 Statement 26: Facilitating teamwork

The best team building principle is the ‘TIER’ principle which is a simple framework that any organisation can easily apply to stimulate effective teamwork (Association of Colleges, 2014:1). TIER comes into the picture after you have put together a team-mix that you believe has the right composition of expertise, experience, and personality traits to suit the project or business task at hand. Once a team has been formed, you basically keep adding layer upon layer of organisational input to facilitate a consistently high performance (Obakpolo, 2015:115) as may be demonstrated below:

- **Layer 1:** You invest in developing the team on a continuous basis;
- **Layer 2:** You pay attention to individual progress;
- **Layer 3:** You steer the team in the right direction by setting the framework for the team process;
- **Layer 4:** You monitor progress and develop methods to recognise and reward both the team and the individual in order to motivate, inspire and enthuse them to greater performance heights.

Putting TIER into action requires the following steps:

- **T:** Develop the Team. Design team building programs and experiential workshops that provide guidance on issues such as team behaviour, cohesion and teamwork.
- **I:** Develop the Individual. Facilitate ongoing job training, upgrade skills regularly, and offer scope for personal growth.
- **E:** Enable the Team Process. Steer a team in the right direction by clarifying roles, specifying business objectives and encouraging discussion and good productive conflict to optimise the team output.
- **R:** Recognise and Reward. Recognise and reward both the individual effort and team effort. Good teamwork deserves a pat on the back and so does outstanding individual contribution.

The principles of good team building design rest on four pillars, which are the following:

- Developing the team through team building activities is an ongoing undertaking because there are different stages in team building. Also, as new and ever-evolving

team building programs spring up all the time, they have to be introduced to the team to improve ongoing team effectiveness.

- Developing the individual through training and skills improvement programs has to be ongoing to bring every individual up to speed on the fast changing technological and process developments around the world.
- Enabling the team process also has to happen continually. With every new project that the team is assigned to, you have to clarify the task and the organisation's expectations. You have to spell out the roles and responsibilities of each team member on that task.
- Recognition and reward is part and parcel of team management to keep the team and high performing individuals motivated and driven.

TIER is thus meant to facilitate effective teamwork on a sustained basis. However, none of the four organisational inputs suggested in TIER are out of the ordinary, new or unknown in the corporate world. They are all issues that have been around for decades. The key lies in involvement of employees in organisational decisions. Bell and Phelps (2001:4) content that teams are like building blocks for the organisation. Missing a block would mean that the organisation would crumble. According to Bell and Phelps (2001:16), they also indicate that teams have a significant role to play in terms of planning. When planning, organisational goals are taken seriously, however small they may be. "All team members bring their heads together and think of how to resolve the problem".

In this context, the data pertaining to statement 25 revealed that the majority (75.7%) agreed with statement 26. This was followed by 24.3% who strongly agreed. This statement received responses for only two of the five options, and both were positive (Table 33 and Figure 27). When the response percentages were collapsed, a 100% response rate was obtained for those who either agreed or strongly agreed with the statement. In essence, this meant that all the participating managers supported the concept that teamwork should be facilitated by managers.

Table 31 The need to facilitate teamwork

<i>Statement: I facilitate teamwork in my work place</i>					
		Frequency	Percent	Valid Percent	Negative/ Undecided/ Positive Cumulative percentages (%)
Valid	Agree	78	75.7	75.7	
	Strongly Agree	25	24.3	24.3	100.0
	Total	103	100.0	100.0	100.0

4.3.23 Statement 27: Conditions for brainstorming

There are wonderful creative thinking techniques that can be applied to get everyone thinking better in any organisation. For example, a good brainstorming session allows managers and their subordinates to harness the best ideas of everyone to improve the organisation. The following ideas will contribute to this process (Likkanen, Kuikkaniemi, Lievonen, & Ojala, 2011:4; Brainstorming ToolKit, 2009:6; Sekhar & Lidiya, 2012). However, as much as groups are encouraged to generate ideas, the group sizes also matter. Smaller people groups have been recommended as the most effective as they remain focused (Likkanen et al, 2011:4). These scholars recommend group sizes of about 3 to 6 people. Sekhar and Lidiya (2012) also recommend that the group sizes must remain very small and they suggest group sizes of between 5 to 10 members. The brainstorming members should adhere to some of the principles and general rules such to focus on information quantity, members should not be allowed to criticise anybody’s ideas, members should welcome and embrace everyone’s ideas, and all the contributed should be improved upon and be used. The best brainstorming approach occurs when there is individual and group brainstorming (Brainstorming Toolkit, 2009:8).

4.3.23.1 Holding a brainstorming session

The key to holding a brainstorming session is simple.

- The problem or question should be stated clearly and simply so that it is understood by each participant.
- Take a little time to discuss the problem and questions, and then write them on a flip chart. This will dramatically increase the quality of answers generated and the number of creative ideas that come from a brainstorming session.

The aim of the brainstorming session should be to generate the most ideas possible within a specific period of time. An effective brainstorming session will last anywhere from 15 to 45 minutes.

The best number of participants for a brainstorming session is between four to seven people. With a number fewer than four you run the risk of not having enough stimulation for creative thinking. With fewer than seven, you may find that there is insufficient opportunity for everyone to contribute.

4.3.23.2 Assign a group leader for free-flowing, creative ideas

Each brainstorming session requires a group leader. The role of the leader is to keep the ideas as free-flowing as possible and to encourage creative thinking. The group leader is a stimulator of creative ideas, encouraging each person to speak up with anything he or she has to contribute.

The most important rule in a brainstorming session is to avoid evaluating the ideas during the process. The focus is on quantity, not quality. Evaluation and discussion of the ideas will take place at a separate session, away from the original brainstorming and creative thinking process.

There should also be a recorder at each session. This person will write down every idea as it is generated so that the list can be typed up and circulated at a later time.

The real key to a successful brainstorming session is positivity: positive emotions, laughter, ridiculous ideas, and absolutely no criticism of any kind. The group leader needs to ensure

that no one says anything that throws water on the ideas of anyone else. Again, creative ideas need to be as free-flowing as possible.

4.3.23.3 Free-flowing creative ideas

“When I conduct brainstorming sessions, I find that the best way to get going is to first agree on the question or problem and, secondly, to go around the table one by one”. Pretty soon, everyone will start to contribute and the brainstorming session is off and running with a massive amount of creative ideas.

When it comes to evaluating the ideas pulled together from the brainstorming session in a later session, it can be helpful to bring together an entirely different group of people. This group will consider the ideas without the ego involvement and emotional attachment of the original group. As a result, they will be able to assess the creative ideas far more objectively.

The amazing thing about brainstorming is that virtually any group can come up with an incredible number of creative ideas when stimulated by this method. You can never tell which ideas are going to provide the breakthrough solution that you need. So aim for quantity. The more creative ideas you generate, the greater the likelihood that you will have exactly the idea that you need at exactly the right time.

By practising mind storming and brainstorming on a regular basis, you can unleash a torrent of ideas that will enable you to accomplish your goals faster than you ever believed possible. According to Sutton and Hargadon (1996; 702) brainstorming develops effective outcomes. The information, ideas are the most valuable tools of production. One’s ability to generate innovative, effective, usable ideas is virtually unlimited and therefore it is important to always brainstorm for ideas as one’s ideas count.

4.3.23.4 Two ways to stimulate creative thinking

There are two things one can do immediately to put these ideas into action:

First, do not delay. Bring together three or more people immediately and conduct a brainstorming session. Put the question or problem on a whiteboard or flip chart and go for it!

Secondly, make it a game to see how many ideas the group can generate within a specific time period. Focus on quantity, not quality.

The data pertaining to statement 26 revealed that majority (72.8%) agreed, followed by 19.4% who strongly agreed. The lowest rating was 7.8% for the undecided scale (Table 34 and Figure 28).

Table 32 The value of brainstorming sessions

<i>Statement: I create conditions for brainstorming whenever there is a leadership problem</i>					
		Frequency	%	Valid percent (%)	Negative/ Undecided/ Positive Cumulative percentages (%)
Valid	Undecided	8	7.8	7.8	7.8
	Agree	75	72.8	72.8	80.6
	Strongly Agree	20	19.4	19.4	92.2
	Total	103	100.0	100.0	100.0

The researcher collapsed the positive response percentages and obtained a response total of 92.2%. This was done to establish the combined effect of responses of the same approach to the statement. The analysis outcome showed that the great majority of 92.2% either agreed or strongly agreed with the statement. This suggested that the greater majority of the respondents supported the creation of amicable conditions for brainstorming whenever there was departmental problem. In this researcher’s experience, it is both reasonable and valuable to conduct a brainstorming session whenever there is a problem that needs to be addressed by management.

4.3.24 Statement 28: Creating action plans with timeliness

Before attending to the analysis and interpretation of statement 28, it is important to understand what an action plan is. In some ways, an action plan is a ‘heroic’ act; it helps to turn our dreams into reality. An action plan is a way to make sure an organisation's vision is made concrete and it describes the way a working group will use its strategies to meet its objectives (Boston parks and recreation department, 2006:365). An action plan consists of a number of action steps or changes to be brought about in a community.

Each action step or change to be sought should include the following information:

- What actions or changes will occur?
- Who will be responsible for these changes?
- When will the changes take place?
- How long will it take for changes to take place?
- Which resources (i.e., money, staff) are needed to effect the changes?
- Who should know what? (i.e., communication).

4.3.24.1 Criteria for a good action plan

The action plan for organisational initiative should meet several criteria:

- Is the action plan complete? Does it list all the action steps or changes to be sought in all relevant parts of the community (e.g., schools, business, government, faith community)?
- Is the action plan clear? Is it apparent who will do what by when?
- Is the action plan current? Does the action plan reflect the current work? Does it anticipate newly emerging opportunities and barriers?

4.3.24.2 Why develop an action plan?

Ideally, no one plans to fail, but failure arises even after planning. There are therefore many good reasons to work out the details of an organisation's work in an action plan:

- An action plan should show members of the community that an organisation is well ordered and dedicated to getting things done.
- Leaders should not overlook any details to understand what is and is not possible for the organisation to do.

Action plans will increase efficiency and save money, time, energy and resources in the long run, while accountability will increase the chances that people will do what needs to be done and be responsible for what has been done.

The research data showed that the majority (82.5%) of the respondents agreed with statement 29, followed by 16.5% who strongly agreed (Table 35 and Figure 29). A collapsed total of the two response percentages yielded 100%. This meant that the entire sample supported the statement. The analysis output of the statement suggested that creating (or building) action

plans was a welcome idea and that the philosophy of building action plans was embraced. This implies a perception among public office managers that that such a strategy would add value to the leadership within and management of organisations.

Table 33 Action plans

<i>Statement: I build action plans that contain timeliness</i>					
		Frequency	%	Valid percent (%)	Negative/ Undecided/ Positive Cumulative percentages (%)
Valid	Agree	85	82.5	82.5	
	Strongly Agree	17	16.5	16.5	99.0
	Undecided	01	1.0	1.0	1.0
	Total	103	100.0	100.0	100.0

4.3.25 Statement 29: Follow-up on action plans

Evaluation is not the end of the planning process. Completing the SWD and disseminating findings should stimulate discussion of the evaluated findings. In turn, this should lead to the identification of appropriate follow-up actions to put into practice the lessons learned and to feed the evaluation findings into the next cycle of decision making. The evaluation results and recommendations must feed into annual activity reports and related follow-up actions must be identified in the annual management plans of the commissioned services (Strategy and annual action plan (2017-22). The annual action management plan aims at promoting good practices as well as encouraging innovations. Inclusive in the plan are ensuring over reporting, financial audit reports, and national performance audit.

4.3.25.1 The importance of follow-up actions

Identifying what follow-up actions will need to take place is an important part of better regulation strategies. This process often bridges the gap between retrospective evaluation and prospective actions, such as decisions to undertake an impact assessment, improve guidance, etc. Identifying and sharing planned follow-up actions are part of accepting responsibility and

accountability for EU actions and ensure transparency. It also means that evaluation findings are used and not simply filed on a shelf. This is often done by writing a follow-up action plan that identifies the actions that the Directorate General has decided to take as a result of the evaluation and resultant timetable. It is equally important to be clear where no action is foreseen and to explain why that is the case.

In many instances, the legal base of an intervention must be established before its implementation. The following summarises the evaluation findings.

4.3.25.2 Good practice tips

It is recommended that within six months of the completion of the SWD, the Directorate General(s) concerned should agree to any appropriate and more specific follow-up actions with senior management. The unit in charge of the evaluation should provide an annual progress update against the follow-up actions. To ensure better ownership of the follow-up actions, they should be drafted by the operational unit in charge of the policy. The evaluation function is likely to play a role in ensuring that it is implemented.

The implementation of such follow-up depends to a large extent on senior management support. This is one of the reasons why senior management should already have been involved in designing the original evaluation and drafting the evaluation questions, as this will raise their interest and prepare the ground for ownership of the results and effective follow-up action. The degree of commitment presented in the follow-up document will depend on several factors, including the timing of the publication of the organisation's strategic planning and programming cycle.

Often the follow-up actions cannot be completely decided at service level because major policy changes require endorsement by a higher authority. It may therefore be necessary to distinguish between policy follow-up and administrative-organisational follow-up, where the administrative part can be published more quickly. Each follow-up action should be assigned to a particular unit/individual and a target completion date should be indicated. There is no set format for such a plan; for example, it can be set up as a simple Excel table or word document.

In terms of this study, the analysis of the data showed that the majority (70.9%) of respondents agreed with statement 30, followed by 18.4% who strongly agreed. Two

comparisons of interest were in order. The collapsed percentages were 10.7% and 89.3% against and for respectively.

The majority (72.8%) of the respondents agreed with the statement 30. This choice was also exercised by 19.4% of the respondents who strongly agreed. The lowest response percentage was 1.0% for the undecided category. The researcher collapsed the positive response percentages and obtained a total positive rate of 92.2% (Table 5.2. 29 and Figure 5.29).

Table 34 Follow-up on action plans

<i>Statement: I always follow up on the action plans to ensure task completion</i>					
		Frequency	%	Valid percent (%)	Negative/ Undecided/ Positive Cumulative percentages (%)
Valid	Disagree	7	6.8	6.8	6.8
	Undecided	4	3.9	3.9	10.7
	Agree	73	70.9	70.9	81.6
	Strongly Agree	19	18.4	18.4	100
	Total	103	100.0	100.0	100.0

4.3.26 Statement 30: Innovative solutions for persistent problems

At stake is the vision of the organisation. The departmental vision takes priority. The results of the analysis suggested that the majority of those who responded to the study questionnaire sought innovative solutions for settling persistent problems while mobilising the staff to realise their respective departmental visions (Table 37 and Figure 31).

Table 35 Innovative solutions and mobilisation to achieve departmental visions

<i>Statement: I seek innovative solutions for persistent problems while mobilising the staff to achieve the department's vision</i>					
		Frequency	%	Valid percent (%)	Negative/ Undecided/ Positive Cumulative percentages (%)
Valid	Disagree	7	6.8	6.8	6.8
	Undecided	1	1.0	1.0	7.8
	Agree	75	72.8	72.8	80.6
	Strongly Agree	20	19.4	19.4	100
	Total	103	100.0	100.0	100.0

4.3.26 Statement 31: Establishing communication processes

Allowing an employee to speak his/her mind is a difficult but often important task that a manager must perform. Listening and responding wisely to an employee leads to dialogue which is a step forward in any work environment (Table 38 and Figure 32).

Table 36 Open communication processes

<i>Statement: I build communication processes that make it safe for people to speak about what is on their minds</i>					
		Frequency	%	Valid percent (%)	Negative/ Undecided/ Positive Cumulative percentages (%)
Valid	Agree	69	67.0	67.0	67.0
	Strongly Agree	33	32.0	32.0	99.0
	Undecided	01	1.0	1.0	100.0
	Total	103	100.0	100.0	100.0

According to the analysis of the data pertaining to statement 31, the majority (67%) of the respondents agreed, followed by 32% who strongly agreed. Only two response options were selected by the participants. The researcher collapsed the response percentages and obtained a response rate of 99% (Table 38 and Figure 32). Such a high response rate showed overwhelming support for the statement, implying that the establishment of communication processes was a management tool that the managers would encourage in their respective work environments. This result further suggested that these managers behaved appropriately by creating an atmosphere of freedom of expression. Such an atmosphere creates an environment in which managers and employees can support and understand one another which in turn benefits the company or organisation.

4.3.27 Statement 32: Refusing to engage in ‘rigged’ processes

‘Rigged’ processes are usually not good for office administration and for any work-related situations. From an office point of view, managers who act on rigged (i.e., manufactured) information can cause their organisations to become dysfunctional.

The data revealed that the majority (58.3%) agreed with statement 32, followed by 25.2% who strongly agreed. The lowest response rate occurred for the undecided scale option. Collapsing the positive response percentages resulted in a significantly high 83.5%, which implied that the majority of the respondents perceived that ‘rigged’ processes might jeopardise their respective organisations which might in turn lead to poor working relations with workers in a given organization (Table 39 and Figure 33). Such a high positive rate also suggested that the managers were aware of the negative consequences of managing by rigged processes as it will lead to inappropriate and ineffective operations.

Table 37 Attitudes towards ‘rigged’ managerial processes

<i>Statement: I refuse to engage in ‘rigged’ processes</i>					
		Frequency	%	Valid percent (%)	Negative/ Undecided/ Positive Cumulative percentages (%)
Valid	Undecided	17	16.5	16.5	16.5
	Agree	60	58.3	58.3	74.8
	Strongly Agree	26	25.2	25.2	100
	Total	103	100.0	100.0	100.0

4.3.28 Statement 33: Protecting colleagues at work

According to the analysis of the data on statement 33, the majority (72.8%) agreed. This was followed by 25.2% who strongly agreed. The lowest response rate (1.0%) was obtained for the undecided scale option (Table 40 and Figure 34).

Table 38 The protective role of managers

<i>Statement: I protect my colleagues at work from those who would use their personal powers to exploit them</i>					
		Frequency	%	Valid percent (%)	Negative/ Undecided/ Positive Cumulative percentages (%)
Valid	Disagree	1	1.0	1.0	1.0
	Agree	75	72.8	72.8	73.8
	Strongly Agree	26	25.2	25.2	99.0
	Total	103	100.0	100.0	100.0

The researcher collapsed the positive response percentages and obtained a response rate of 98%. The collapsing was meant to show that those who either agreed or strongly agreed constituted the majority of the responses. The finding suggests that the managers would protect their colleagues against exploitation by unscrupulous officials who might use their personal powers or position to walk over others for their own benefit.

4.3.29 Statement 34: Encouraging collaboration in the workplace

The responses to statement 34 ranged from agree to strongly agree as the majority (53.4%) of the respondents agreed with the statement, followed by 46.6% who strongly agreed. The researcher collapsed the percentages for the two positive responses and obtained a response rate of 100% (Table 41 and Figure 35). This was done to indicate that the agreement with the statement (whether strongly agree or agree) was in fact chosen by all the participants. This finding suggests that, in order for high work performance, management should encourage collaboration in the workplace.

Table 39 Collaboration in the workplace

Statement: <i>I encourage work resulting from collaboration for high performance</i>					
		Frequency	%	Valid percent (%)	Negative/ Undecided/ Positive Cumulative percentages (%)
Valid	Agree	55	53.4	53.4	53.4
	Strongly Agree	48	46.6	46.6	100.0
	Total	103	100.0	100.0	100.0

4.3.30 Statement 35: Ensure transparency

The responses to statement 35 ranged from agree to strongly agree. The majority (49.5%) of the respondents agreed with the statement, followed by 46.6% who strongly agreed. The lowest response rate (3.9%) was obtained for the undecided response option (Table 42 and Figure 36). The researcher collapsed the percentages for the two positive responses and obtained a response rate of 96.1%. This was done to indicate that positive agreement with the statement (whether strongly agree or just agree) was in fact chosen by the majority of the participants. The results suggested that, in order to realize high performance at work, management should ensure that transparency and collaborative leadership are open to all.

According to Gage and Smith (2016: 6) the comfort and the uncomfortable boundary must be as thin a line as possible for learning leaders, thus “if learning leaders want to propel their organisations toward greater results, including healthier profits, they must become comfortable with the uncomfortable: the complete, unabashed truth about themselves and their organisation at all levels of the business”. The uncomfortable includes certain issues that people do not wish to talk about and these would probably be issues which are work related /performance related, colleagues’ relationship, what we do and to a greater extent how we feel. In a Corporate Executive Board survey (2011) it was found that organisations that successfully broke down barriers and eliminated the fear of retaliation for honest feedback

substantially outperformed their peers, delivering 7.9% total shareholder return compared with 2.1% by other companies.

This suggests that, when an issue arises, to say nothing or to avoid the truth practically guarantees that it won't be resolved. Consider the supreme housing crisis of the late 2000s and the subsequent meltdown of major financial institutions as an example. When organisations do not encourage and empower their employees to surface issues or call out bad practices, the end result can be devastating (Shukurat, 2012:229). According to Shukurat, employees must be encouraged to call out bad practices and this can be done if they are morally responsible. Leaders are usually expected to set examples to their subordinates (Shukurat, 2012:230). The scholar contends that, leadership should be based on ethics and integrity and that is when trust will be achieved. When trust is achieved, then the organisation is bound to achieve its set goals and objectives. With trust, the truth works. Fung (2014:71) is of the opinion that, there is need for transparency and accountability with all stakeholders. The truth requires high levels of transparency, which could be scary to some managers and also be difficult for leaders who may be seen as swimming upstream against cultural norms steeped in closed-door mentality

Table 40 Transparency and collaborative leadership for all

<i>Statement: I ensure that transparency/collaborative leadership is open to all</i>					
		Frequency	%	Valid percent (%)	Negative/ Undecided/ Positive Cumulative percentages (%)
Valid	Undecided	4	3.9	3.9	3.9
	Agree	51	49.5	49.5	53.4
	Strongly Agree	48	46.6	46.6	100
	Total	103	100.0	100.0	100.0

4.3.31 Statement 36: Entertaining questions concerning accountability

The analysis of the data revealed that the majority (60.2%) of the respondents agreed with statement 36, followed by 34% of the respondents who strongly agreed. The lowest percentage (1.00%) was obtained for the disagreement scale option (Table 43 and Figure 37). The researcher collapsed the percentages for the two positive responses and obtained a response rate of 94.2% which represents the rating of the views of those participants who either agreed or strongly agreed. This was done to indicate that the agreement with the statement (whether strongly agree or just agree) was in fact chosen by the majority of the participants. The results suggested that accountability in any organisation is paramount and transparency with regard to organisational accountability is greatly valued.

4.3.31.1 Accountability can ensure positive results

Accountability means “being held answerable for accomplishing a goal or assignment” (Lerner & Tetlock, 1999:255). Unfortunately, the word ‘accountability’ often connotes punishment or negative consequences. This is because people tend to believe that, when an individual or a group of people is asked to account, it means asking for the satisfactory justifications for their actions for which they suffer negative consequences in most cases. The consequences range from minor verbal warnings and disdainful looks to heavy penalties such heavy penalty fines, dismissal, and imprisonment and or a combination of them. Certainly, management should not tolerate poor performance and should act when it occurs. However, when organisations use accountability only as a big stick for punishing employees, fear and anxiety permeate the work environment. Employees are afraid to try new methods thus innovations may not easily be developed or propose new ideas for fear of failure. On the other hand, if approached correctly, accountability can produce positive, valuable results as increases levels of commitment, improved accuracy and calibration, reduces biasness (Lerner & Tetlock, 1999:258). Obviously, the positive and proactive outcomes of accountability outweigh the negative and reactive outcomes of accountability, hence improve the goals and objectives of the organisations.

4.3.31.2 Positive results of accountability

The positive results of practicing a constructive approach to accountability include: improved performance; more employee participation and involvement; increased feelings of competency; increased employee commitment to the work; more creativity and innovation; and higher employee morale and satisfaction with the work (Lerner & Teclock, 1999:258).

These positive results occur when employees view accountability programs as helpful and progressive methods of assigning and completing work. For example, managers who involve employees in setting goals and expectations find that employees understand expectations better, are more confident that they can achieve those expectations, and perform at a higher level. Positive results also occur when employees don't associate accountability only with negative consequences. These scholars further contend that, if employees do not fear failure, if managers recognize employees for their accomplishments, and if managers support their employees when goals become difficult, employees are more likely to be creative, innovative, and committed to their work.

Arguments for constructive accountability are overwhelming. In his book, *The Accountability Revolution*, (Abu-Hussain, Essawi, & Tilchin, 2014:197) argues that accountability means that people can count on one another to keep performance commitments and communication agreements. Moreover, accountability can result in increased synergy, a safe climate for experimentation and change, and improved solutions because people feel supported and trusted. All of these positive results create higher employee morale and satisfaction.

Table 41 Accountability

<i>Statement: I entertain questions concerning accountability in the department</i>					
		Frequency	%	Valid percent (%)	Negative/ Undecided/ Positive Cumulative percentages (%)
Valid	Disagree	1	1.0	1.0	1.0
	Undecided	5	4.8	4.8	5.8
	Agree	62	60.2	60.2	66
	Strongly Agree	35	34.0	34.0	100
	Total	103	100.0	100.0	100.0

4.3.31.3 Implementing accountability for positive results

Managers can practise accountability for positive results by following good performance management principles. They can use their respective agencies' performance appraisal programs to establish expectations in employee performance plans and use formal awards programs to recognise the good work that employees do. However, merely following the minimum requirements of formal programs is not enough to create the positive environment necessary for constructive accountability. Managers thus need to involve employees in setting clear, challenging yet attainable goals and objectives, and give them the authority to accomplish those goals; coach employees when they request help, and support employees in all aspects of the job; monitor progress towards goals and provide feed-back that includes credible, useful performance measures; provide the training and resources employees need to do the work; and recognise employees for good performance, both formally and informally (McGregor, 2005:52). Furthermore, McGregor was of the view that, when the work climate is positive, this stimulates staff motivation to produce results and which leads to the attainment of organisational objectives.

Unfortunately, a recent study indicates that some agencies are not building the types of cultures in which constructive accountability thrives. The General Accounting Office (GAO, 2014) recently surveyed 3 816 full-time mid- and upper-level managers, and supervisors on their perceptions about performance and management issues. In their report *Managing for Results: Federal Managers' Views Show Need for Ensuring Top Leadership Skills* (September, 2000), GAO found that while 63% of managers said they were held accountable for the results of their programs, only 36% said that they had the authority they needed to accomplish strategic goals. GAO observes that "such an imbalance can inhibit the development of an environment conducive to achieving results" (GAO, 2000:3). GAO also reports that only 31% of the managers that were surveyed said that employees received positive recognition for helping to achieve their organisational goals. This implies that if managers are going to hold employees accountable for results, they also need to recognise employees for their efforts. Overall, shifting to constructive accountability may require a culture change, but managers will find the results well worth the effort.

4.3.32 Statement 37: Appointment of employees

The merit system is a process of promoting and hiring government employees based on their ability to perform a job rather than on their political connections. It is the opposite of the spoils system where hiring and promotions are based on corrupt deals (PSC, 2016:22). The

PSC further indicates that irregular appointments are as a result of non – compliance with and is the transgression of the minimum requirements of the applicable legislative and policy frameworks in the appointment procedures.

Table 42 Appointment of staff on merit

<i>Statement: Employees are appointed on merit in my organisation</i>					
		Frequency	%	Valid percent (%)	Negative/ Undecided/ Positive Cumulative percentages (%)
Valid	Strongly Disagree	1	1.0	1.0	1.0
	Disagree	43	41.7	41.75	42.75
	Undecided	23	22.3	22.33	65.08
	Agree	30	29.1	29.13	94.21
	Strongly Agree	6	5.8	5.83	100.04
	Total	103	100.0	100.0	100.0

According to the analysis of the data, the majority (41.7%) of the respondents disagreed with statement 37, followed by 29.1% of the respondents who agreed. The lowest percentage (1.0%) was obtained for the strongly disagree scale option (Table 44 and Figure 38). The researcher collapsed the percentages for the two positive responses and the two negative responses and obtained response rates of 42.7% and 34.9%, which respectively represented those participants who were negative and positive about the statement. This was done to indicate that the respondents both agreed and disagreed with the statement. The result leaned towards the negative response, which suggests that the appointment of employees does not always occur on merit.

4.3.33 Statement 38: Leadership style

The majority (59.2%) of the respondents was undecided about statement 38, followed by 29.1% who agreed. The researcher collapsed the percentages for the two positive responses (agree and strongly agree) and a response rate of 35.9% was obtained (Table 45 and Figure 39). This was done to indicate that the majority of the participants agreed with the statement when disregarding the undecided category. This result suggests that the management officials who participated in the survey occupied offices where they were not really praised by their

colleagues. The reasons for this low rate of collegial recognition could be varied and should be unpicked in a more detailed exploration to understand the root causes of the failure by colleagues to praise their leaders. However, such an investigation was not within the scope of this study.

Table 43 Praise for leadership

<i>Statement: My colleagues praise my leadership style</i>					
		Frequency	%	Valid percent (%)	Negative/ Undecided/ Positive Cumulative percentages (%)
Valid	Disagree	5	4.9	4.9	4.9
	Undecided	61	59.2	59.22	64.12
	Agree	30	29.1	29.1	93.22
	Strongly Agree	7	6.8	6.8	100.0
	Total	103	100.0	100.0	100.0

4.3.34 Statement 39: Maintaining work ethics

According to the data, the majority (53.4%) of the respondents strongly agreed with statement 39, followed by 46.6% who agreed (Table 46 and Figure 40). The researcher collapsed the percentages for the two positive responses and obtained a response rate of 100%, which represents the rating of the views of those participants who either agreed or strongly agreed. This was done to indicate that agreement with the statement (whether strongly agree or just agree) was in fact chosen by all the participants. This result suggests that the management officials who participated in the survey did for the company and for their fellow workers what they promised they would do. The researcher is of the view that common leadership ethics was a mandatory principle that these managers recognised as vital and that they adhered to regardless of difficult circumstances and the lack of recognition (see Statement 38).

Table 44 Adherence to ethical values

<i>Statement: "I do what I say I will do; that is, I 'Walk the Talk'"</i>					
		Frequency	%	Valid percent (%)	Negative/ Undecided/ Positive Cumulative percentages (%)
Valid	Agree	48	46.6	46.6	46.6
	Strongly Agree	55	53.4	53.4	100.0
	Total	103	100.0	100.0	100.0

4.3.35 Statement 40: Demonstrating trust

According to the analysis, the majority (52.9%) of the respondents agreed with statement 40, followed by 46.1% who strongly agreed. The lowest response rate (1.0%) was obtained for the disagreement scale option (Table 47 and Figure 41). The researcher collapsed the percentages for the two positive responses and obtained a response rate of 99%, which represents the rating of the views of those participants who either agreed or strongly agreed. This was done to indicate that agreement with the statement (whether strongly agree or just agree) was in fact chosen by the majority of the participants. This result suggests that the management officials who demonstrated to their colleagues that trust was the foundation of successful leadership might have been successful as leaders.

Table 45 Trust is the foundation of successful leadership

<i>Strategy: I demonstrate to my colleagues that trust is the foundation of successful leadership</i>					
		Frequency	%	Valid percent (%)	Negative/Undecided/Positive Cumulative percentages (%)
Valid	Disagree	1	0.970	0.970	0,97
	Agree	54	52.43	52.43	53.43
	Strongly Agree	47	45.63	45.63	99.03
	Undecided	1	0.970	0.97	100.0
Total		103	100.0	100.0	100.0

This argument is based on the premise of the First Law of Leadership as postulated by Kouzes and Posner (2003). This law states that “[if] you do not believe the messenger, then you will not believe the message”. Trust is a two-way street and leaders must recognise that it is impossible to influence those who follow if trust is continually being violated. Kouzes and Posner (2003) rate trust and honesty at the pinnacle (88%) of all the factors that customers (i.e., the recipients of services) require. Trust is followed by forward-looking (71%), competency (66%) and inspiration (65%). In a nutshell, a leader must be honest, forward-looking, competent, and an inspiration to others in order to be credit-worthy.

Kouzes and Posner (2008) also developed advice (or tips) on how leaders can become better leaders. Amongst their suggestions is the requirement that leaders should be honest to themselves and to their followers. Leaders need to humble themselves to others within and beyond their organisations. This means that leaders cannot be honest and humble in the presence of their followers and display dishonesty and rudeness when they are with other people outside their own organisation. If leaders display different characteristics in the parent organisation and in other situations, then the characteristics/behaviours that are displayed in the parent organisation will be temporary and, in the long run, the true character will surface. Honest and humble leaders will admit their mistakes and they will be able to rectify those mistakes, which will earn them credibility.

4.3.36 Statement 41: The use of personal power

According to the data, the majority (65%) of the respondents agreed with statement 41, followed by 24.3% who strongly agreed. The lowest response rate (3.9%) was obtained for the strongly agree scale option (Table 48 and Figure 42). The researcher collapsed the two positive response percentages and obtained a response rate of 89.3%. This represented the views of those respondents who either agreed or strongly agreed with the statement. The collapsing was done to indicate that the majority of the respondents agreed with the statement.

This result suggests that the responsible use of personal power at leadership level is an idea that was embraced by a large majority of the respondents. This ‘power’ is, in the researcher’s view, vested in leaders’ position of authority which, in the public sector, is guided and legitimised by a legal framework and various official regulations. The manner in which and the extent to which this ‘power’ was used by the respondents was not within the scope of this study.

Table 46 The use of personal power

<i>Statement: I use my personal powers responsibly</i>					
		Frequency	%	Valid percent (%)	Negative/Undecided/Positive Cumulative percentages (%)
Valid	Strongly Disagree	4	3.9	3.9	3.9
	Disagree	7	6.8	6.8	10.7
	Agree	67	65.0	65.0	75.7
	Strongly Agree	25	24.3	24.3	100
	Total	103	100.0	100.0	100.0

4.4 FACTOR ANALYSIS (FA)

Factor Analysis can be defined as a process by which the values of observed data are expressed as functions of a number of possible causes (fewer unobserved variables) in order to find which are the most important. One may also define factor analysis as a statistical

method in which observed data are expressed as values or measurements which are transformed into linear combinations in an attempt to discover the most important factors and establish expressions of the larger original variables in a smaller number of unobserved latent variables. Simply put, factor analysis is a data reduction technique that is used to identify small number factors which most of the observed variances in a much number of manifest variables. Two steps of factor analysis were performed for this study namely:

4.4.1 Exploratory Factor Analysis (EFA) and the Confirmatory Factor Analysis (CFA)

More often than not, Factor Analysis comprises of different forms of outcomes depending on the objective of the research study. This research intended to establish the form of components formed by the research tool. A number of analysis inputs were employed for this analysis with item-specific objectives.

The analysis comprised of the following topics with the stated objective:

- Kaiser-Meyer-Olkin measure of Sampling Adequacy: resulting in 0.604 which approved the inclusion of factor analysis
- Bartlett's test for Sphericity which produced a Chi-Square p-value of 0.0000. This was a significant result implying an approval of factor analysis

In addition, in the absence of the variable "Eastern C ape did not share equitably in the resources when the Cape Province was demarcated into the Eastern and Western Provinces", the data had a Cronbach's alpha of 0.734 which was a measure of the high degree of the internal consistency of the data.

The analysis comprised the following factor analysis topics:

- Descriptive Statistics
- Communalities
- Total Variance Explained
- The Scree Plot and
- The Rotated Component Matrix

The interpretation considers all the above analysis steps individually.

4.4.2 Reliability

The measure of reliability and validity is Cronbach's alpha. It has been stated by researchers that when Cronbach's alpha is 0.7 or greater.

Table 47 Reliability

Cronbach's Alpha	N of Items
.743	63

4.4.3 Descriptive Statistics

The following table consists of calculated mean, Standard Deviation and the sample size used to determine the mean. In this case, 100 observations from the data were used to determine the statistics determined. The stated calculates have been based on the standard formulae used in statistics. It can be noted that the different indicators have different means. Not forgetting that, the rating was from one (1) to five (5). Smaller means (between 1 and 2.5) imply low ratings while large means (4.0 – 5.0) imply strong and appreciable ratings for a given indicator (question).

4.4.3.1 Interpretation

From the questionnaire it is noted that the following indicators had very strong ratings. To solve the public sectors' challenges in the Eastern Cape, one needs to understand the culture of the people of the province (4.300); "It is important to gather sufficient information before taking action (4.59)"; "I encourage my colleagues to act on concrete information rather than rumours or assumptions (4.48)"; "I clarify the main causes of the problem before planning solutions (4.46)"; "I seek for advice from my seniors in the department (4.33);" "I can describe a personal vision for my department that offers a future with the available resources (4.47);" "I build action plans with timeliness (4.55);" "I build communication processes that make it safe for people to speak out what is in their mind (4.70);" "I protect my colleagues at work from those who would use their personal powers to exploit them (4.73);" "I encourage work resulting from collaboration for high performance (4.46);" "I do what I say I will do, that is, I Walk the Talk (4.52);" and "I create opportunities for people to assess their leadership skills (4.51)". Other indicators which had low ratings imply low popularity. They

can be easily read from the table of means below. High ratings imply high popularity and demonstrate the importance of the indicator.

Table 48 Descriptive Statistics

	Mean	Std. Deviation	Analysis N
Eastern cape did not share equitably in the resources when the Cape Province was demarcated into the Eastern and Western Provinces	2.1000	.84686	100
Eastern Cape's public sector leadership challenges are historically embedded in the previous leadership	2.6000	1.05409	100
Leadership in Eastern Cape's public sector is not flexible	3.5200	.91541	100
The challenges that face the public sector in the Eastern Cape will be solved when Eastern Cape is placed under the Western Cape management	2.8300	1.01559	100
I use assessment tools in order to systematically learn the needs of the department/organisation I work for example, suggestion boxes	3.7700	.86287	100
To solve the public sectors' challenges in the Eastern Cape, one needs to understand the culture of the people of the Eastern Cape province	4.3000	.77198	100
I assist management to prepare meetings regularly that will improve the performance of the department/the organisation I work for	4.1100	.83961	100
I ensure correct interpretation of the information I gather from my colleagues	4.1200	.80754	100
It is important to gather sufficient information before taking action	4.5900	.51434	100

I encourage my colleagues to act on concrete information rather than rumours or assumptions	4.4800	.52185	100
I clarify the main causes of the problem before planning solutions	4.4600	.50091	100
I seek for advice from my seniors in the department	4.3300	.49349	100
The system in the department I work for is well structured to understand the needs of my colleagues	3.6700	.77921	100
I relate the problems in the department I am working for to the community I serve	3.5200	.83461	100
Visions of the public sector in the Eastern Cape are not well implemented	4.0400	.51089	100
The national government does not invest sufficient resource allocations in the Eastern Cape's public sectors	3.0500	1.05768	100
Senior management in the Eastern Cape spends more time on politics and less time on decision implementation	4.2400	.66848	100
I can describe a personal vision for my department that offers a future with the available resources	4.4700	4.01375	100
I facilitate an effective process for exploring the diverse aspirations among departmental workers	3.9800	.37551	100
I advise the development of a departmental vision to all employees in the department	4.0800	.30748	100
I can communicate the departmental vision to all employees in my organisation	4.0900	.40440	100
I can create a conducive working environment in my organisation	4.1100	.31447	100

I facilitate team work in my work place	4.2400	.42923	100
I create conditions for brainstorming whenever there is a leadership problem	4.1100	.51040	100
I build action plans with timeliness	4.5500	4.00095	100
I always follow up on the action plans to ensure task completion	3.9900	.70345	100
I seek innovative solutions for persistent problems while mobilising to achieve the department's vision	4.0300	.68836	100
I build communication processes that make it safe for people to speak out what is in their mind	4.7000	3.99621	100
I encourage work resulting from collaboration for high performance	4.4600	.50091	100
I ensure transparency/collaborative leadership is open to all	4.4300	.57305	100
I entertain questions concerning accountability in the department	4.2700	.60059	100
Employees are appointed on merit in my organisation	2.9600	.99412	100
My colleagues praise my leadership style	3.3700	.67652	100
I do what I say I will do, that is, I "Walk the Talk"	4.5200	.50212	100
I demonstrate to my colleagues that, "Trust" is the foundation of successful leadership	4.4500	.55732	100
I use my personal powers responsibly	4.0200	.89871	100
I share powers with others to improve their work performance	4.1200	.72864	100
I will share power with my colleagues if am asked to do so	3.9600	.82780	100

I offer colleagues an opportunity to contribute in decision-making in matters that affect them	4.1100	.81520	100
Whenever exercising leadership, I rely mainly upon peer problem-solving	2.7600	1.13814	100
I promote self confidence in others	4.0000	.72474	100
I create processes that provide an equal say in decision-making	4.0100	.65897	100
I encourage others in the department to work together to change circumstances that affect the performance of the department	4.2200	.48367	100
I express confidence in capabilities in all my colleagues	3.8200	.85729	100
I use my position to influence procurement for the different sections in the department	2.8800	1.36537	100
I give serious attention to my responsibilities of training, supporting, and developing others	4.0800	.77434	100
I spend a lot of time on manpower development	3.8500	.70173	100
I define my role when serving as a trainer	3.8400	.80050	100
I create mutually agreed plans for training, including criteria for measuring success	4.0500	.75712	100
I create opportunities for people to assess their leadership skills	4.5100	4.06636	100
I help people take advantage of opportunities to learn new skills	4.1500	.70173	100
I look for ways to help others become successful at the work place	4.0200	.71038	100

I help people to take advantage of opportunities for new experiences	4.1900	.72048	100
I establish my expectations for the people I have trained	3.9700	.83430	100
I ask people I train, support, and develop to define their expectations	4.1700	.66750	100
I recognise the effects of my emotions on work performance	4.1800	.45793	100
I recognise the effects of my emotions on my relationships with my colleagues	4.1500	.43519	100
I recognise my personal impact on group dynamics	4.1800	.47948	100
I can describe my shortcomings realistically	3.7200	.88854	100
I seek feedback from all relevant constituents about my work performance	3.9200	.83702	100
I use self – assessment tools such as "suggestion boxes" to rate my performance	3.7500	.78335	100
I listen to others attentively; checking to ensure my correct understanding of what others observe	4.0800	.63054	100
I do not depend on others for decision-making; I make my own independent decisions	3.8500	1.13150	100

4.5 MULTIVARIATE STATISTICS

4.5.1 Kaiser Meyer Olkin (KMO) and Bartlett's test

The KMO measures the sampling adequacy (which determines if the responses given with the sample are adequate or not) which should be close than 0.5 for a satisfactory factor analysis to proceed. Kaiser (1974) recommended the 0.5 value for KMO as minimum (as being barely accepted), values between 0.7-0.8 acceptable, and values above 0.9 are superb. Looking at the table below, the KMO measure is 0.613, which is more than 0.5 and therefore it is accepted.

Bartlett's test is another indication of the strength of the relationship among variables. This tests the null hypothesis that the correlation matrix is an identity matrix. An identity matrix is matrix in which all of the diagonal elements are 1 (See Table 1) and all off diagonal elements

(term explained above) are close to 0. The researcher's objective is to reject this null hypothesis. From the same table, it can be seen that, the Bartlett's Test of Sphericity is significant (0.000...) that is, significance is less than 0.05. In reality it is actually 0.000..., that is the significance level is small enough to reject the null hypothesis. This means that correlation matrix is not an identity matrix. The tests showed that, Factor Analysis can be done without going against any rules.

Table 49 KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.613
Bartlett's Test of Sphericity	Approx. Chi-Square
	5,585.029
	Df
	1,953
	Sig.
	.000

4.5.2 Communalities

The following item from the output is a table of communalities which shows how much of the variance (i.e. the communality value which should be more than 0.5 to be considered for further analysis, or else these variables are to be removed from further steps of factor analysis) in the variables has been accounted for by the extracted factors. For instance over 59.0% of the variance in "Eastern cape did not share equitably in the resources when the Cape Province was demarcated into the Eastern and Western Provinces" is accounted for, while 65.4% of the variance in "Eastern Cape's public sector leadership challenges are historically embedded in the previous leadership" is accounted for, "Leadership in Eastern Cape's public sector is not flexible", 52.8% is accounted for in "Leadership in Eastern Cape's public sector is not flexible", 84.0% is accounted for in "I always follow up on the action plans to ensure task completion", 81.0% "I promote self confidence in others", 75.3% is accounted for in "I create mutually agreed plans for training, including criteria for measuring success"

Table 50 Communalities

	Initial	Extraction
Eastern cape did not share equitably in the resources when the Cape Province was demarcated into the Eastern and Western Provinces	1.000	.590
Eastern Cape’s public sector leadership challenges are historically embedded in the previous leadership	1.000	.654
Leadership in Eastern Cape’s public sector is not flexible	1.000	.528
The challenges that face the public sector in the Eastern Cape will be solved if Eastern Cape is placed under the Western Cape management	1.000	.644
I use assessment tools in order to systematically learn the needs of the department/organisation I work for example, suggestion boxes	1.000	.710
To solve the public sectors’ challenges in the Eastern Cape, one needs to understand the culture of the people of the Eastern Cape province	1.000	.331
I assist management to prepare meetings regularly that will improve the performance of the department/the organisation I work for	1.000	.660
I ensure correct interpretation of the information I gather from my colleagues	1.000	.648
It is important to gather sufficient information before taking action	1.000	.485
I encourage my colleagues to act on concrete information rather than rumours or assumptions	1.000	.669
I clarify the main causes of the problem before planning solutions	1.000	.729

I seek for advice from my seniors in the department	1.000	.609
The system in the department I work for is well structured to understand the needs of my colleagues	1.000	.619
I relate the problems in the department I am working for to the community I serve	1.000	.687
Visions of the public sector in the Eastern Cape are not well implemented	1.000	.530
The national government does not invest sufficient resources in the Eastern Cape's public sectors	1.000	.655
Senior management in the Eastern Cape spends more time on politics and less time on decision implementation	1.000	.661
I can describe a personal vision for my department that offers a future with the available resources	1.000	.211
I facilitate an effective process for exploring the diverse aspirations among departmental workers	1.000	.483
I advise the development of a departmental vision to all employees in the department	1.000	.646
I can communicate the departmental vision to all employees in my organisation	1.000	.327
I can create a conducive working environment in my organisation	1.000	.348
I facilitate team work in my place	1.000	.708
I create conditions for brainstorming whenever there is a leadership problem	1.000	.746
I build action plans with timeliness	1.000	.136
I always follow up on the action plans to ensure task completion	1.000	.840

I seek innovative solutions for persistent problems while mobilising to achieve the department's vision	1.000	.796
I build communication processes that make it safe for people to speak out what is in their mind	1.000	.933
encourage work resulting from collaboration for high performance	1.000	.552
I ensure transparency/collaborative leadership is open to all	1.000	.658
I entertain questions concerning accountability in the department	1.000	.660
Employees are appointed on merit in my organisation	1.000	.727
My colleagues praise my leadership style	1.000	.702
I do what I say I will do, that is, I "Walk the Talk"	1.000	.299
I demonstrate to my colleagues that, "trust" is the foundation of successful leadership	1.000	.358
I use my personal powers responsibly	1.000	.566
I share powers with others to improve their work performance	1.000	.680
I will share power with my colleagues if am asked to do so	1.000	.684
I offer colleagues an opportunity to contribute in decision-making in matters that affect them	1.000	.817
Whenever exercising leadership, I rely mainly upon peer problem-solving	1.000	.533
I promote self confidence in others	1.000	.810
I create processes that provide an equal say in decision-making	1.000	.727
I encourage others in the department to work together to change circumstances that affect the performance of the department	1.000	.685

I express confidence in capabilities in all my colleagues	1.000	.549
I use my position to influence procurement for the different sections in the department	1.000	.544
I give serious attention to my responsibility of training, supporting, and developing others	1.000	.689
I spend a lot of time on manpower development	1.000	.670
I define my role when serving as a trainer	1.000	.780
I create mutually agreed plans for training, including criteria for measuring success	1.000	.753
I create opportunities for people to assess their leadership skills	1.000	.914
I help people take advantage of opportunities to learn new skills	1.000	.813
I look for ways to help others become successful at the work place	1.000	.795
I help people to take advantage of opportunities for new experiences	1.000	.842
I establish my expectations for the people I have trained	1.000	.647
I ask people I train, support, and develop to define their expectations	1.000	.750
I recognise the effects of my emotions on work performance	1.000	.706
I recognise the effects of my emotions on my relationships with my colleagues	1.000	.645
I recognise my personal impact on group dynamics	1.000	.689
I can describe my shortcomings realistically	1.000	.839

I seek feedback from all relevant constituents about my work performance	1.000	.652
I use self – assessment tools such as "suggestion boxes" to rate my performance	1.000	.562
I listen to others attentively; checking to ensure my correct understanding of what others observe	1.000	.641
I do not depend on others for decision-making; I make my own independent decisions	1.000	.624

Extraction Method: Principal Component Analysis.

4.5.3 Total variance explained

The researcher decided to use eigenvalues of greater than 1.800. This means that the only components of values greater than or equal to 1.800 ended up being significant. There was a total of nine components. This was confirmed by the following table of “Total Variance Explained”. The researcher recognised and identified the components from the component matrix. The extraction explained 63.724% of the total variance.

The table shows the actual factors that were extracted. Considering the section labelled “Rotation Sums of Squared Loadings,” it shows only those factors that met the cut-off criterion (extraction method). In this case, there were eight factors with eigenvalues greater than 1.80. The analysis always extracts as many factors initially as there are variables in the dataset, but the rest of these did not meet the criterion. The “% of variance” column tells the reader how much of the total variability (in all of the variables together) can be accounted for by each of these summary scales or factors. Factor (component) 1 accounted for 23.126% of the variability in all the 63 variables, factor 2 accounted for 7.344%, factor 3 accounted for 6.417% and so on. The total variance accounted for is 63.724%.

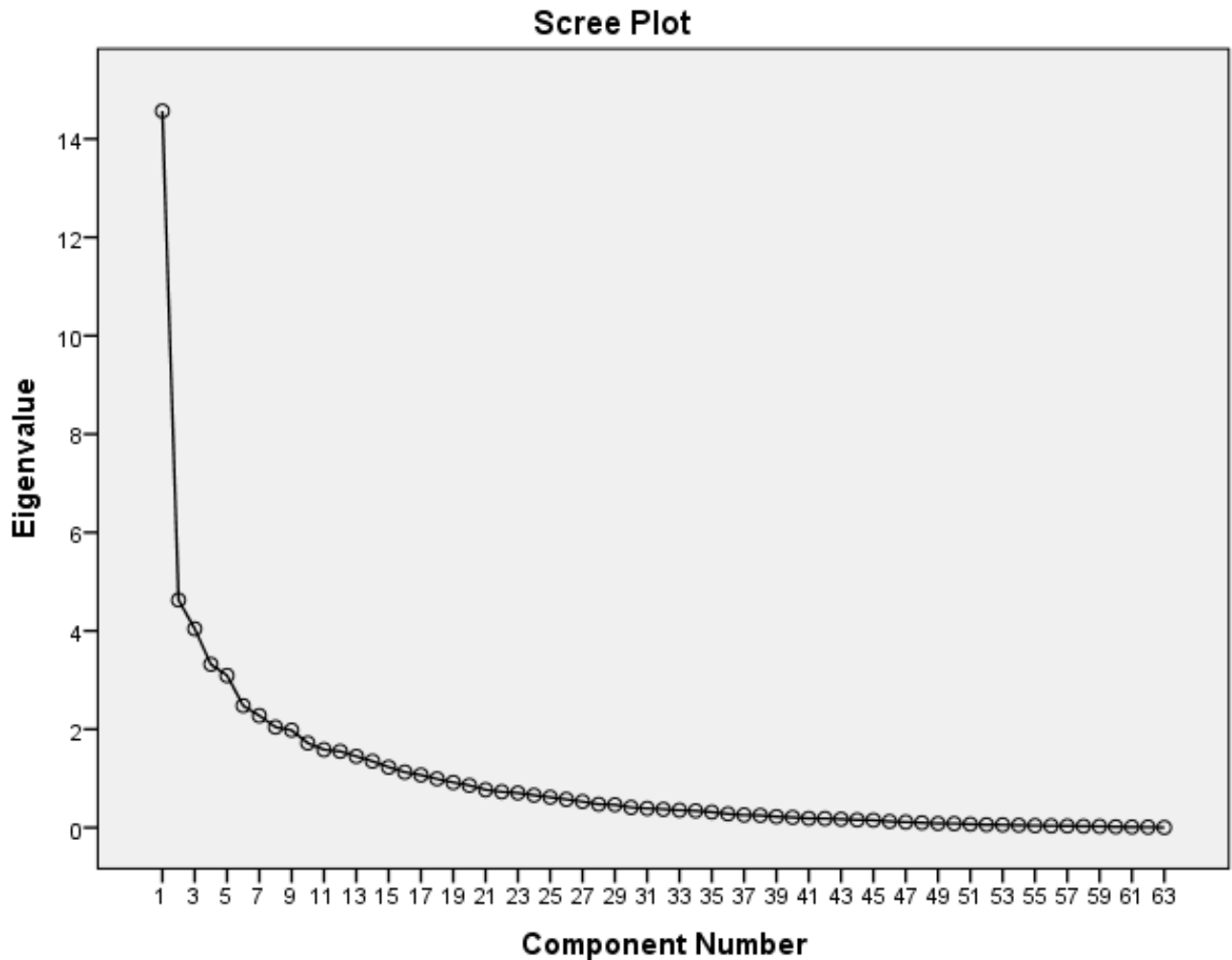
Table 51 Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	14.569	23.126	23.126	14.569	23.126	23.126	14.184	22.514	22.514
2	4.627	7.344	30.470	4.627	7.344	30.470	3.517	5.583	28.097
3	4.043	6.417	36.887	4.043	6.417	36.887	3.507	5.567	33.664
4	3.320	5.270	42.157	3.320	5.270	42.157	3.174	5.038	38.702
5	3.092	4.908	47.065	3.092	4.908	47.065	3.120	4.953	43.654
6	2.478	3.933	50.997	2.478	3.933	50.997	3.095	4.913	48.567
7	2.277	3.614	54.611	2.277	3.614	54.611	2.897	4.599	53.166
8	2.042	3.241	57.852	2.042	3.241	57.852	2.525	4.007	57.173
9	1.980	3.143	60.995	1.980	3.143	60.995	2.163	3.433	60.606
10	1.720	2.729	63.724	1.720	2.729	63.724	1.965	3.118	63.724

Extraction Method: Principal Component Analysis.

4.5.4 The Scree plot

The scree plot is a graph of the eigenvalues against all the factors. The graph is useful for determining how many factors to retain. The point of interest is *where the curve starts to flatten*. It can be seen that the curve begins to flatten between factors 9 and 10. Note also that factor 10 onwards have each an eigenvalue of less than 1.800, so only nine factors have been retained.



Model 1 The Scree plot

4.5.5 Factor (component) identification

4.3.5.1 Factor 1

Factor 1 consists of the following 27 indicators:

I help people to take advantage of opportunities for new experiences

1. I promote self confidence in others
2. I help people take advantage of opportunities to learn new skills
3. I ask people I train, support, and develop to define their expectations
4. I offer colleagues an opportunity to contribute in decision-making in matters that affect them
5. I create mutually agreed plans for training, including criteria for measuring success
6. I create processes that provide an equal say in decision-making

7. I seek innovative solutions for persistent problems while mobilising to achieve the department's vision
8. I share powers with others to improve their work performance
9. I assist management to prepare meetings regularly that will improve the performance of the department/the organisation I work for
10. I always follow up on the action plans to ensure task completion
11. I give serious attention to my responsibility of training, supporting, and developing others
12. I look for ways to help others become successful at the work place
13. I create conditions for brainstorming whenever there is a leadership problem
14. I use assessment tools in order to systematically learn the needs of the department/organisation I work for example, the suggestion boxes
15. I spend a lot of time on manpower development
16. I seek feedback from all relevant constituents about my work performance
17. I ensure correct interpretation of the information I gather from my colleagues
18. I use self – assessment tools such as "suggestion boxes" to rate my
19. I use my personal powers responsibly
20. I define my role when serving as a trainer
21. I establish my expectations for the people I have trained
22. I listen to others checking to ensure my correct understanding of what others observe
23. I express confidence in capabilities in all my colleagues
24. I relate the problems in the department I am working for to the community I serve
25. I encourage others in the department to work together to change circumstances that affect the performance of the department
26. I can describe my shortcomings realistically
27. Challenges are historically embedded in the previous leadership

Factor 1 has been identified as **“A results-oriented Practical leadership with support of staff promotion in general”**

4.3.5.2 Factor 2

This factor consists of the following six indicators:

1. I express confidence in capabilities in all my colleagues
2. I entertain questions concerning accountability in the department
3. I ensure transparency/collaborative leadership is open to all
4. I can describe my shortcomings realistically
5. Leadership in Eastern Cape's public sector is not flexible
6. I encourage work resulting from collaboration for high performance

The second factor is identified to be **“The principle of trust, transparency and team work”**

4.3.5.3 Factor 3

The factor consists of the following six indicators:

1. I encourage others in the department to work together to change circumstances that affect the performance of the department
2. Employees are appointed on merit in my organisation
3. My colleagues praise my leadership style
4. The system in the department I work for is well structured to understand the needs of my colleagues
5. I facilitate team work in my place
6. I will share power with my colleagues if am asked to do so

The third factor is identified to be **“A consultative leadership approach with employee hiring on merit”**

4.3.5.4 Factor 4

Factor 4 consists of the following four indicators:

1. I always follow up on the action plans to ensure task completion
2. Whenever exercising leadership, I rely mainly upon peer problem-solving
3. I use my position to influence procurement for the different sections in the department
4. The challenges that face the public sector in the Eastern Cape will be solved if Eastern Cape is placed under the Western Cape administration.

5. Eastern Cape's public sector leadership challenges are historically embedded in the previous leadership

The fourth factor is identified to be **“The principle of departmental focus for task completion”**

4.3.5.5 Factor 5

The factor consists of the following five indicators

1. I encourage others in the department to work together to change circumstances that affect the performance of the department
2. I clarify the main causes of the problem before planning solutions
3. I encourage my colleagues to act on concrete information rather than rumours or assumptions
4. I seek for advice from my seniors in the department
5. It is important to gather sufficient information before taking action

The fifth factor is identified to be **“An environment that believes in the principle of fair treatment of colleagues at work”**

4.3.5.6 Factor 6

This factor consists of the following three indicators:

1. I recognise my personal impact on group dynamics
2. I recognise the effects of my emotions on my relationships with my colleagues
3. I recognise the effects of my emotions on work performance

The sixth factor is identified to be **“A professional approach to office administrative leadership”**

4.3.5.7 Factor 7

Factor 7 consists of the following four indicators:

1. Senior management in the Eastern Cape spend more time on politics and less time on decision implementation
2. Visions of the public sector in the Eastern Cape are not well implemented

3. The national government does not invest sufficient resources allocations in the Eastern Cape’s public sectors
4. I advise the development of a departmental vision to all employees in the department

The seventh factor is identified to be **“The failure of top-level management leadership coupled with limited financial resources in the Eastern Cape public offices”**

4.3.5.8 Factor 8

The factor consists of the following five indicators

1. I establish my expectations for the people I have trained
2. I listen to others checking to ensure my correct understanding of what others observe
3. I advise the development of a departmental vision to all employees in the department
4. I facilitate an effective process for exploring the diverse aspirations among departmental workers
5. I can create a conducive working environment in my organisation

The eighth factor is identified to be **“The office practice of work ethics”**.

4.3.5.9 Factor 9

This factor consists of the following two indicators:

1. I build communication processes that make it safe for people to speak out what is in their mind
2. I create opportunities for people to assess their leadership skills

The ninth factor is identified to be **“Encouraging and rewarding honest and open dialogue with team communication”**.

4.3.5.10 Factor 10

This factor consists of the following indicator:

1. I can describe a personal vision for my department that offers a future with the available resources

Table 52 Rotated Component Matrix

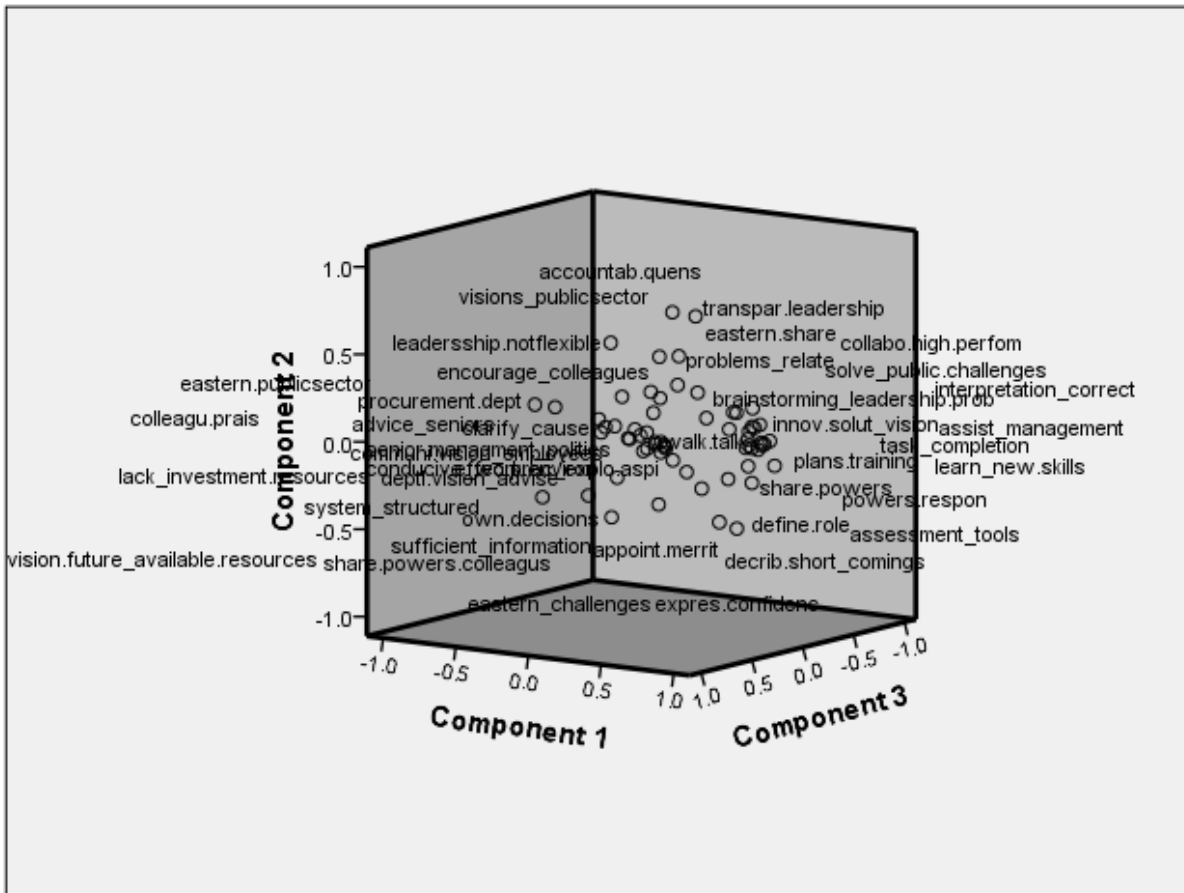
	Component									
	1	2	3	4	5	6	7	8	9	10
I help people to take advantage of opportunities for new experiences	.871									
I promote self confidence in others	.850									
I help people take advantage of opportunities to learn new skills	.821									
I ask people I train, support, and develop to define their expectations	.820									
I offer colleagues an opportunity to contribute in decision-making in matters that affect them	.805									
I create mutually agreed plans for training, including criteria for measuring success	.797									
I create processes that provide an equal say in decision-making	.793									
I seek innovative solutions for persistent problems while mobilising to achieve the department's vision	.786									
I share powers with others to improve their work performance	.778									
I assist management to prepare meetings regularly that will improve the performance of the department/the organisation I work for	.769									
I always follow up on the action plans to ensure task completion	.764			-.404						
I give serious attention to my responsibility of training, supporting, and developing others	.761									
I look for ways to help others become successful at the work place	.708									
I create conditions for brainstorming whenever there is a leadership problem	.674									

I use assessment tools in order to systematically learn the needs of the department/organisation I work for example, suggestion boxes	.662								
I spend a lot of time on manpower development	.638								
I seek feedback from all relevant constituents about my work performance	.617								
I ensure correct interpretation of the information I gather from my colleagues	.615								
I use self – assessment tools such as "suggestion boxes" to rate my Performance	.610								
I use my personal powers responsibly	.567								
I define my role when serving as a trainer	.566								
I establish my expectations for the people I have trained	.530								-.402
I listen to others checking to ensure my correct understanding of what others observe	.528								.400
I express confidence in capabilities in all my colleagues	.526	-.457							
I relate the problems in the Department I am working for to the community I serve	.525								
I encourage others in the department to work together to change circumstances that affect the performance of the department	.514		.425		.402				
I entertain questions concerning accountability in the department		.717							
I ensure transparency/collaborative leadership is open to all		.662							
I can describe my shortcomings realistically	.476	-.534							
Leadership in Eastern Cape's public sector is not flexible		.493							
I encourage work resulting from collaboration for high performance		.484							

Eastern cape did not share equitably in the resources when the Cape Province was demarcated into the Eastern and Western Provinces									
Employees are appointed on merit in my organisation				.717					
My colleagues praise my leadership style				.692					
The system in the department I work for is well structured to understand the needs of my colleagues				.634					
I facilitate team work in my place				.628					
I will share power with my colleagues if am asked to do so				.500					
Whenever exercising leadership, I rely mainly upon peer problem-solving					.672				
I use my position to influence procurement for the different sections in the department					.650				
The challenges that face the public sector in the Eastern Cape will be solved if Eastern Cape is under the Western Cape management					-.516				
Eastern Cape's public sector leadership challenges are historically embedded in the previous leadership					.459				
I clarify the main causes of the problem before planning solutions						.815			
I encourage my colleagues to act on concrete information rather than rumours or assumptions						.681			
I seek for advice from my seniors in the department						.633			
It is important to gather sufficient information before taking action						.484			
I do not depend on others for decision-making; I make my own independent decisions									
I recognise my personal impact on group dynamics							.793		
I recognise the effects of my emotions on my relationships with my colleagues							.757		

I recognise the effects of my emotions on work performance						.700				
To solve the public sectors' challenges in the Eastern Cape, one needs to understand the culture of the people of the Eastern Cape province										
Senior management in the Eastern Cape spend more time on politics and less time on decision implementation							.799			
Visions of the public sector in the Eastern Cape are not well implemented							.657			
The national government does not invest sufficient resources in the Eastern Cape's public sectors							.593			
I do what I say I will do, that is, I "Walk the Talk"										
I demonstrate to my colleagues that, "trust" is the foundation of successful leadership							.431			
I build action plans with timeliness										
I advise the development of a departmental vision to all employees in the department								.626		
I facilitate an effective process for exploring the diverse aspirations among departmental workers								.603		
I can create a conducive working environment in my organisation								.533		
I can communicate the departmental vision to all employees in my organisation										
I build communication processes that make it safe for people to speak out what is in their mind									.959	
I create opportunities for people to assess their leadership skills									.935	
I can describe a personal vision for my department that offers a future with the available Factor resources										-.418

Component Plot in Rotated Space



Model 2 Component Plot in Rotated Space

4.3.6 Summary of Exploratory Factor Analysis

The following nine factors were identified to be the components (Factors) or Concepts of the Eastern Cape’s public sector leadership model:

1. *The first factor has been identified as “A results-oriented Practical leadership with support of staff promotion in general”*
2. *The second factor was identified to be “The principle of trust, transparency and team work”*
3. *The third factor was identified to be “A consultative leadership approach with employee hiring on merit”*
4. *The fourth factor is identified to be “The principle of departmental focus for task completion”*
5. *The fifth factor is identified to be “An environment that believes in the principle of fair treatment of colleagues at work”*

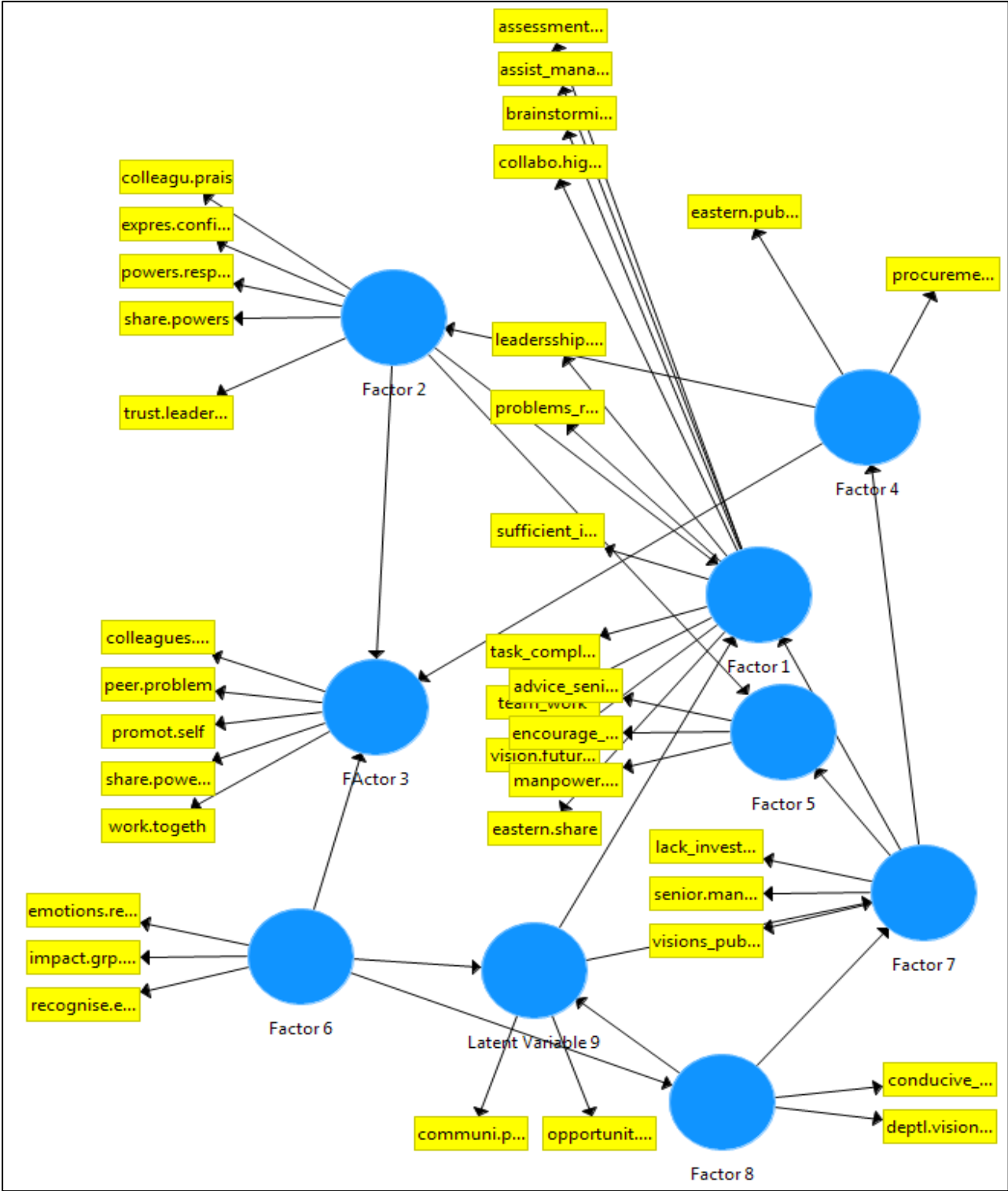
6. *The sixth factor is identified to be “A professional approach to office administrative leadership”*
7. *The seventh factor is identified to be “The failure of top-level management leadership coupled with limited financial resources in the Eastern Cape public offices”*
8. *The eighth factor is identified to be “The office practice of work ethics”.*
9. *The ninth factor is identified to be “Encouraging and rewarding honest and open dialogue with team communications”.*

4.3.7 Conclusion of factor analysis

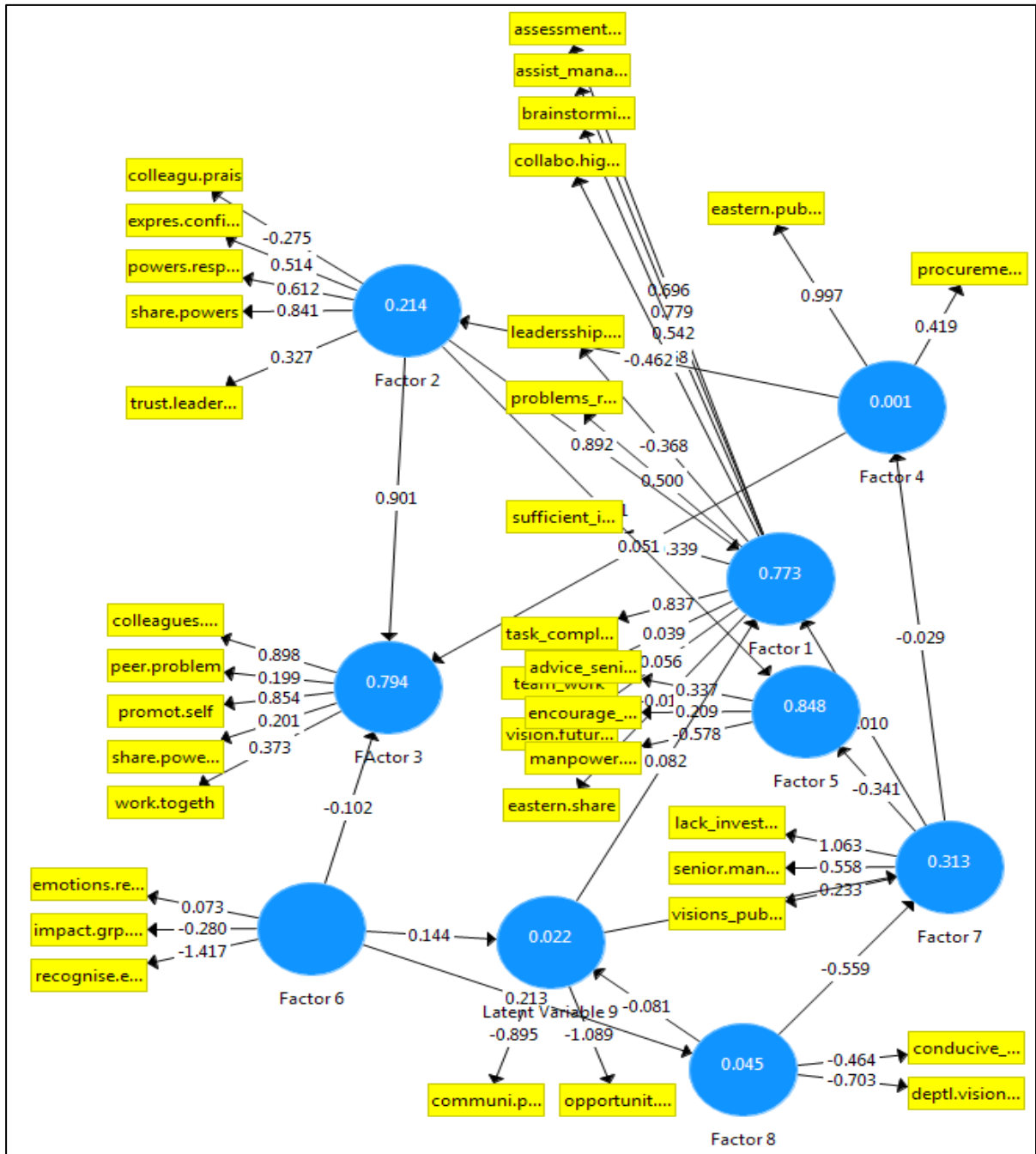
The Exploratory Factor Analysis has been intuitively and rigorously determined by the properly established and well prescribed analytical procedures. All the relevant steps have been stated and interpreted satisfactorily. Nine factors have been extracted. The nine factors have an Eigenvalue of at least 1.800. The researcher then proceeded to confirm the results obtained above.

4.4 PART B: THE CONFIRMATORY FACTOR ANALYSIS (CFA)

The following are the separate parts of the Confirmatory Factor Analysis for this study. This presentation starts with the path analysis for this research. The path analysis will lead to the Partial Least Squares path model to follow after and this was done again followed by the Boots trap analysis with its path diagram.



Model 3 The general Partial Least Squares path diagram



Model 4 The Confirmatory Factor Partial Least Squares Path diagram

4.4.1 Interpretation of CFA

The above is the path model resulting from the partial least squares analysis of the research data. The following nine constructs were identified:

1. *Factor 1 has been identified as “A results-oriented Practical leadership with support of staff promotion in general”*
2. *Factor 2 is identified to be “The principal of trust, transparency and team work”*
3. *Factor 3 is identified to be “A consultative leadership approach with employee hired on merit”*
4. *Factor 4 is identified to be “the principle of departmental focus for task completion”*
5. *Factor 5 is identified to be “an environment that believes in the principle of fair treatment of colleagues at work”*
6. *Factor 6 is identified to be “A professional approach to office administrative leadership”*
7. *Factor 7 is identified to be “The failure of top-level management leadership coupled with limited financial resources in the Eastern Cape public offices”*
8. *Factor 8 is identified to be “The office practice of work ethics”.*
9. *Factor 9 is identified to be “Encouraging and rewarding honest and open dialogue with team communication”.*

The above is the reflective confirmatory factor analysis. Shown in the figure are indicators in the yellow colour and constructs in blue colour.

The researcher interprets Factor 1 with its indicators and a similar understanding will be correctly assumed for the other latent variables and their indicators.

Considering Factor 3 as one notes the following indicators (original variables):

I encourage others in the department to work together to change circumstances that affect the performance of the department (Indicator 1).

Employees are appointed on merit in my organisation (Indicator 2).

My colleagues praise my leadership style (Indicator 3).

The system in the department I work for is well structured to understand the needs of my colleagues (Indicator 4).

I facilitate team work in my place (Indicator 5).

I will share power with my colleagues if am asked to do so (Indicator 6)

Finally, the researcher analysed the strengths of the causal model relationship between the variables and the extracted factor (construct). The following were observed as indicator 1, its loading was 0.898, while indicator 2 had a loading of 0.199, indicator 3 had a loading of 0.854, indicator 4 had a loading of 0.201 and indicator 5 had a loading of 0.373. Given the reflective path analysis, the sign (+ or -) has a meaning. A + sign means that the factor has a positive effect on the indicator. An increase of the value of the construct implies a similar positive increase of the indicator. Consider indicator 3 with a loading of 0.854. This has a strong positive effect of the construct on the indicator (indicator variable). A similar interpretation may be accorded to other factors and their respective indicators.

4.4.2 Significance of the loadings

In order to understand the significance of the factor loadings on the indicators (also referred to as measures), it is proper that we consider the following boots trap path analysis of t-statistics.

The straight forward interpretation is as follows:

The connection between the indicator variables and the factor (construct) is referred to as a path indicated by an arrow. Between the two, there is a weight which is a calculated t-statistic. If the t-statistic is 1.96 or greater, then the effect between the construct and the indicator variable is significant. This means that the indicators are rated as shown below in Table 53.

Table 53 Significance

Indicator	t-statistics	significance
1	8.068	significant
2	1.083	not significant
3	8.469	significant
4	1.153	not significant
5	3.410	significant

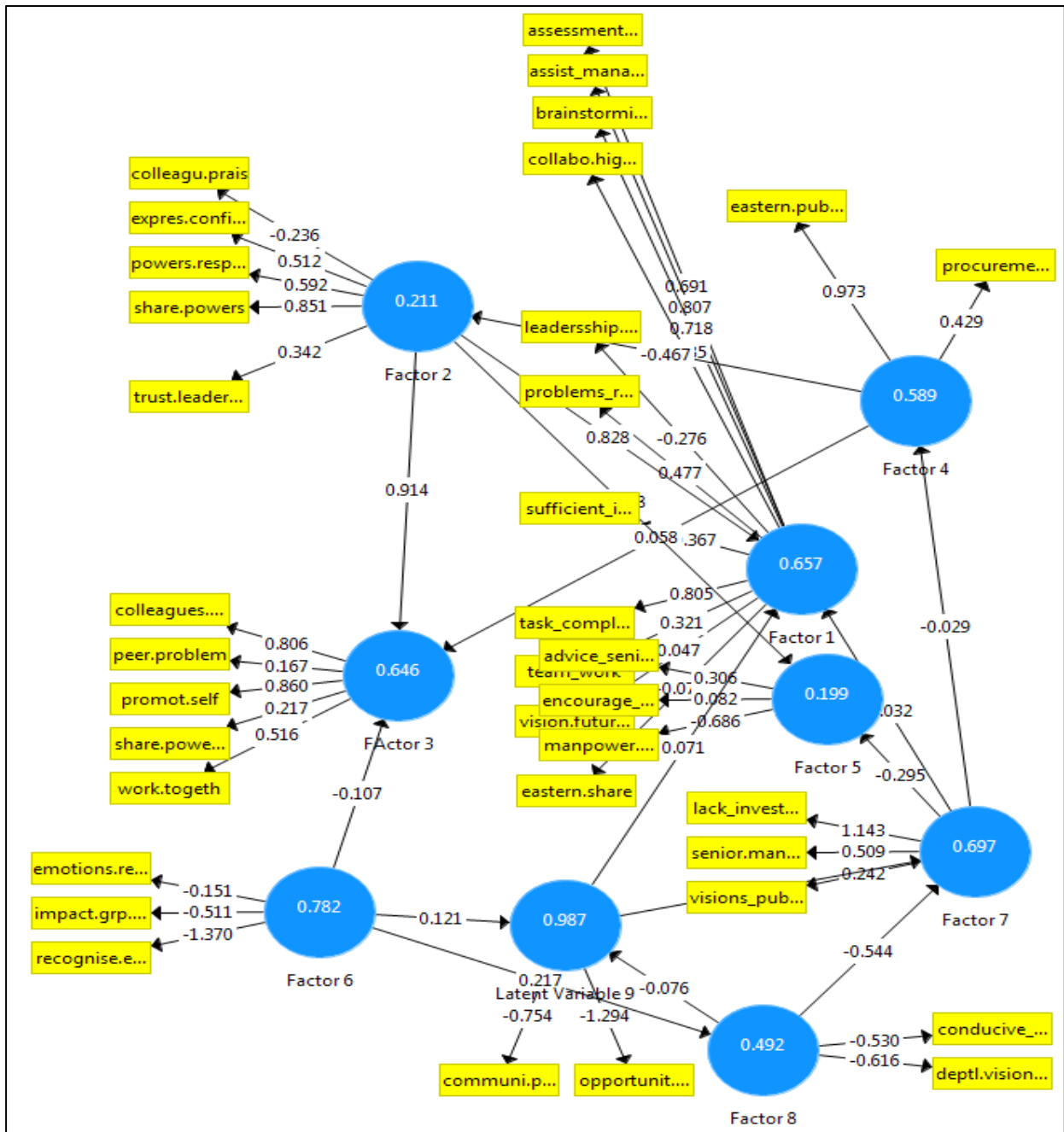
Thus, from the above table, three indicators were significantly loaded on by the extracted factor. Similar interpretations have to be provided to the other factors and their respective indicators.

4.4.3 The R-Squared value

The R^2 value for factor 2 is observed to be 0.214. this means that the factor accounted for 21.4% of the total variance within the extraction process. The table below presents other R-squared values for other factors (constructs). It has been observed that the factors 4, factor 8, and factor 9 accounted for negligible percentages of the variance. This is seen from the following table.

Table 54 R Squared

	R Square	R Square Adjusted
Factor 3	0.794	0.788
Factor 1	0.773	0.766
Factor 2	0.214	0.206
Factor 4	0.001	-0.009
Factor 5	0.848	0.845
Factor 7	0.313	0.299
Factor 8	0.045	0.036
Factor 9	0.022	0.002



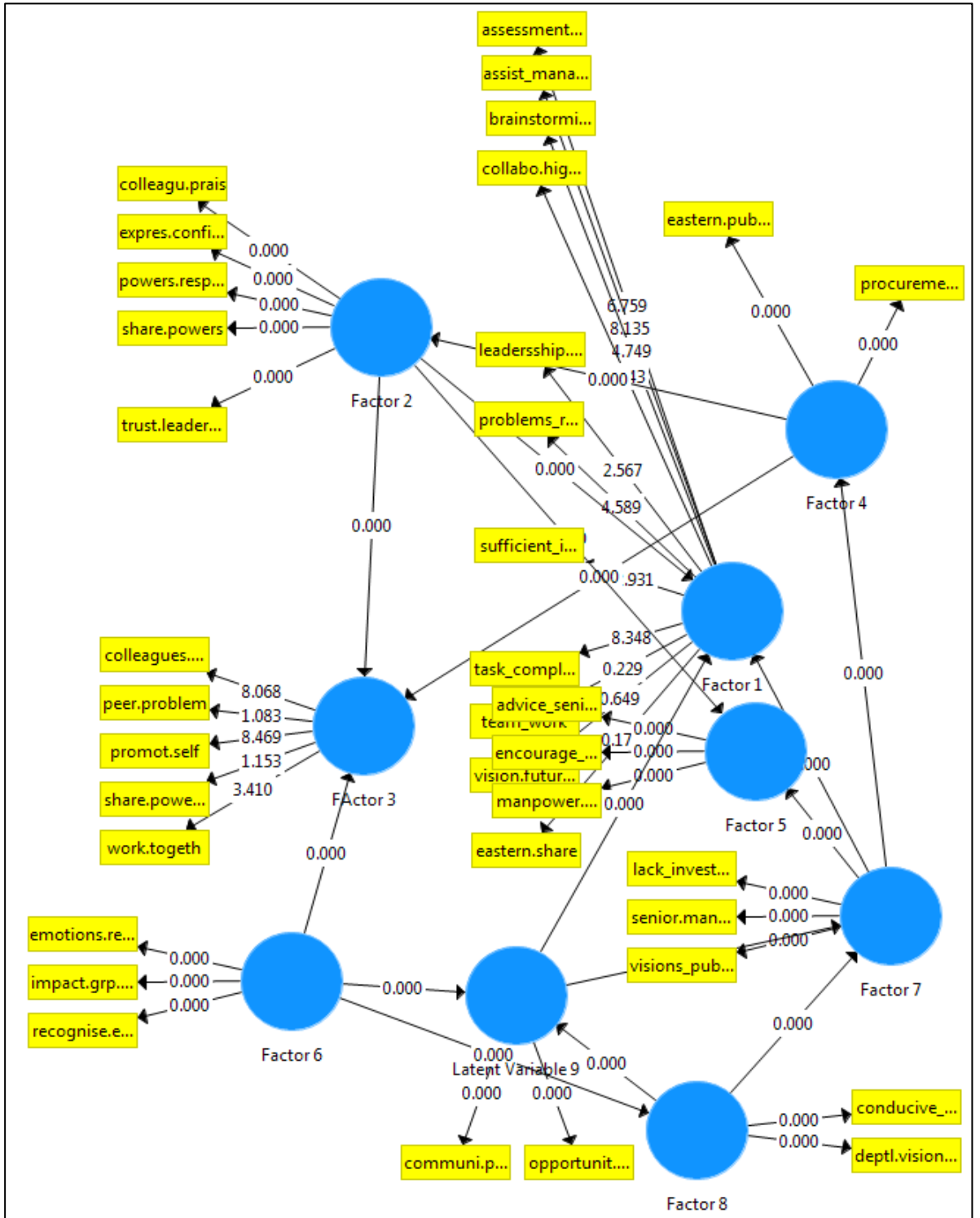
Model 5 Path analysis of inner model

Figure consisting of the path analysis for the inner model (between factors) and the outer model (between factors and indicators).

4.4.4 Comments on inner factor model

The above figure consists of two path analyses. The outer path model and the inner path model. The values stated in the factors in the model are Cronbach's alpha values. The interpretation is similar to the one in earlier topics where significance depends on the value of

the alpha value obtained. A value of 0.70 or greater is defined to be significant. Values less than 0.7 do not demonstrate good, acceptable reliability.



Model 6 Variance inflation factors

The following table presents the VIF (Variance Inflation Factor) for indicators and constructs, factor covariances and the SRMR.

4.4.5 Observations and comments

The VIF are all approximately less than or equal to 3.50 implying a good fit.

Table 55 Outer VIF values

Outer VIF Values	
advice_seniors	1.228
assessment_tools	2.339
assist_management	2.080
brainstorming_leadership.prob	3.072
collabo.high.perfom	1.417
colleagu.prais	1.244
colleagues.contri	2.143
conducive_work.environ	1.119
deptl.vision_advise	1.119
eastern.publicsector	1.211
emotions.relationships	1.667
encourage_colleagues	1.183
expres.confidenc	1.406
impact.grp.dynamics	1.993
lack_investment.resources	1.317
leadersship.notflexible	1.137
manpower.develop	1.066
peer.problem	1.247
powers.respon	1.557
problems_relate	1.524
procurement.dept	1.211
promot.self	2.215
recognise.emotions	1.509
senior.managment_politics	1.592
share.powers	1.867
share.powers.colleagus	1.345
sufficient_information	1.185
task_completion	2.198
team_work	1.689
trust.leadership	1.050
vision.future_available.resources	1.066
visions_publicsector	1.352
work.togeth	1.450
eastern.share	1.461

Fit Summary	
	Saturated Model
SRMR	0.021
d_ULS	9.769
d_G1	4.687
d_G2	3.483
Chi-Square	1 418.992
NFI	0.426

Table 56 Inner Model Residual Correlations

	Factor 3	Factor 1	Factor 2	Factor 4	Factor 5	Factor 6	Factor 7	Factor 8	Latent Variable 9
Factor 3	1.000	0.699	-0.292	-0.030	-0.211	***	-0.096	-0.168	0.219
Factor 1	0.699	1.000	-0.356	-0.174	-0.214	***	-0.142	-0.222	-0.015
Factor 2	-0.292	-0.356	1.000	0.094	0.419	***	0.192	0.074	-0.111
Factor 4	-0.030	-0.174	0.094	1.000	-0.028	***	0.052	0.036	0.086
Factor 5	-0.211	-0.214	0.419	-0.028	1.000	***	0.136	-0.101	-0.018
Factor 6	***	***	***	***	***	***	***	***	***
Factor 7	-0.096	-0.142	0.192	0.052	0.136	***	1.000	0.147	0.004
Factor 8	-0.168	-0.222	0.074	0.036	-0.101	***	0.147	1.000	0.004
Latent Variable 9	0.219	-0.015	-0.111	0.086	-0.018	***	0.004	0.004	1.000
	R Square	R Square Adjusted							
Factor 3	0.794	0.788							
Factor 1	0.773	0.766							

*** no residual values

Table 57 Latent Variable Covariances

	Factor 3	Factor 1	Factor 2	Factor 4	Factor 5	Factor 6	Factor 7	Factor 8	Factor 9
Factor 3	1.000	1.004	0.885	-0.383	-0.720	-0.158	0.145	-0.174	0.013
Factor 1	1.004	1.000	0.875	-0.529	-0.706	-0.159	0.139	-0.245	-0.077
Factor 2	0.885	0.875	1.000	-0.462	-0.857	-0.073	0.164	0.043	-0.178
Factor 4	-0.383	-0.529	-0.462	1.000	0.470	0.178	-0.029	0.136	0.115
Factor 5	-0.720	-0.706	-0.857	0.470	1.000	0.179	-0.472	0.085	0.179
Factor 6	-0.158	-0.159	-0.073	0.178	0.179	1.000	-0.008	0.213	0.126
Factor 7	0.145	0.139	0.164	-0.029	-0.472	-0.008	1.000	-0.559	0.033
Factor 8	-0.174	-0.245	0.043	0.136	0.085	0.213	-0.559	1.000	-0.051
Latent Variable 9	0.013	-0.077	-0.178	0.115	0.179	0.126	0.033	-0.051	1.000

Table 55 shows that factor to factor continuous relationships are quite varied. While there are strong relationships for some, there are very weak correlations for others.

4.4.6 Latent Variable Covariance

The researcher detected that there were variations of factor covariance between pairs of factors. This shows the variability of cause and effect relationships between any selected two factors.

Table 58 P-values

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
advice_seniors <- Factor 5	0.306	n/a	n/a		
assessment_tools <- Factor 1	0.691	0.667	0.092	7.515	0.000
assist_management <- Factor 1	0.807	0.780	0.064	12.658	0.000
brainstorming_leadership.prob <- Factor 1	0.718	0.727	0.061	11.740	0.000
collabo.high.perform <- Factor 1	0.285	0.312	0.093	3.073	0.002
colleagu.prais <- Factor 2	-0.236	n/a	n/a		
colleagues.contri <- Factor 3	0.806	0.787	0.077	10.424	0.000
communi.process <- Latent Variable 9	-0.754	n/a	n/a		
conducive_work.envIRON <- Factor 8	-0.530	n/a	n/a		
depl.vision_advise <- Factor 8	-0.616	n/a	n/a		
eastern.publicsector <- Factor 4	0.973	n/a	n/a		
emotions.relationships <- Factor 6	-0.151	n/a	n/a		
encourage_colleagues <- Factor 5	0.082	n/a	n/a		
expres.confidenc <- Factor 2	0.512	n/a	n/a		
impact.grp.dynamics <- Factor 6	-0.511	n/a	n/a		
lack_investment.resources <- Factor 7	1.143	n/a	n/a		
leadersship.notflexible <- Factor 1	-0.276	-0.244	0.111	2.482	0.013
manpower.develop <- Factor 5	-0.686	n/a	n/a		
opportunit.skills <- Latent Variable 9	-1.294	n/a	n/a		
peer.problem <- Factor 3	0.167	0.162	0.128	1.302	0.193
powers.respon <- Factor 2	0.592	n/a	n/a		
problems_relate <- Factor 1	0.477	0.468	0.116	4.121	0.000
procurement.dept <- Factor 4	0.429	n/a	n/a		
promot.self <- Factor 3	0.860	0.832	0.077	11.155	0.000
recognise.emotions <- Factor 6	-1.370	n/a	n/a		
senior.managment_politics <- Factor 7	0.509	n/a	n/a		
share.powers <- Factor 2	0.851	n/a	n/a		
share.powers.colleagus <- FActor 3	0.217	0.218	0.126	1.726	0.085
sufficient_information <- Factor 1	0.367	0.364	0.094	3.913	0.000
task_completion <- Factor 1	0.805	0.778	0.095	8.506	0.000

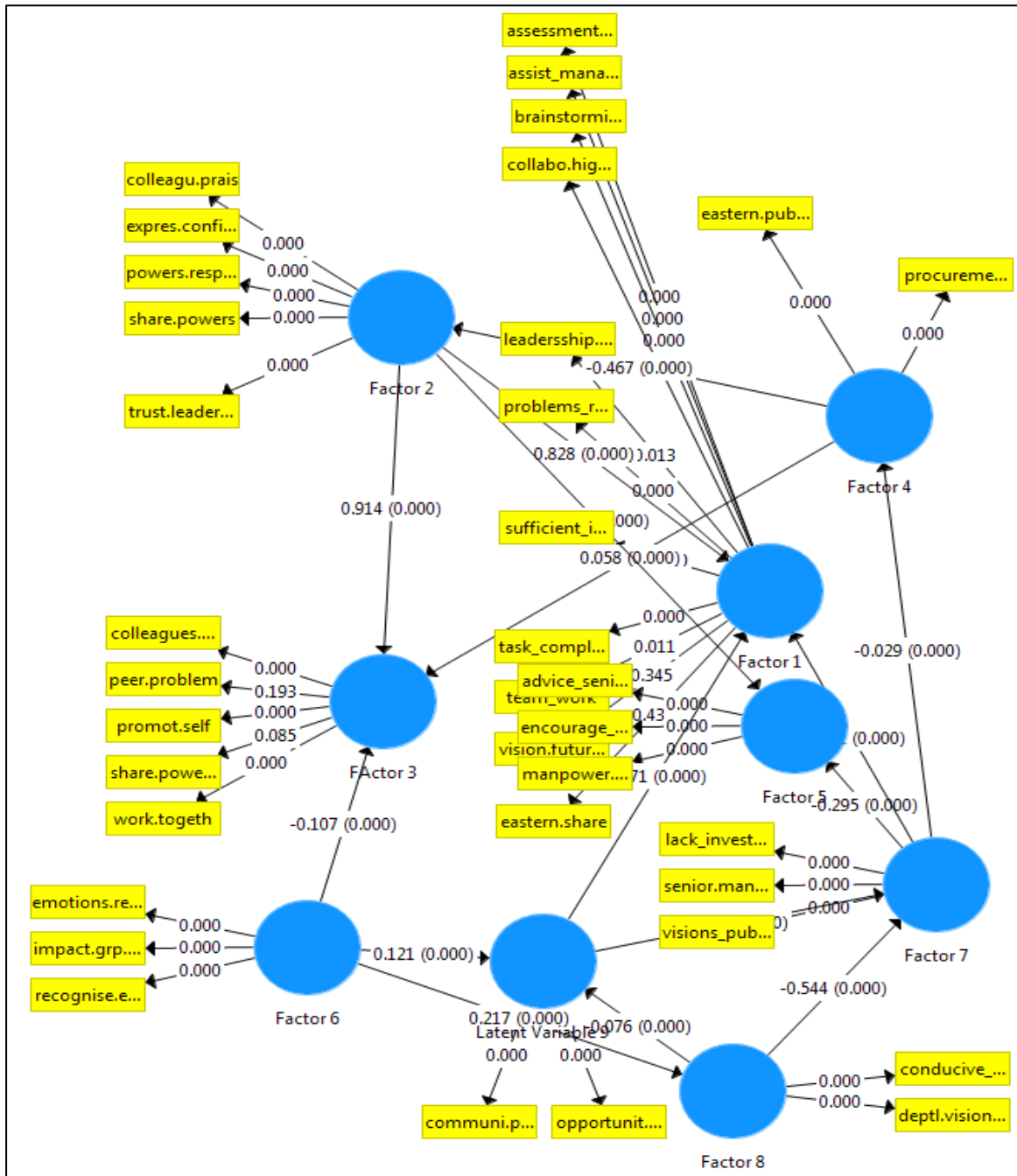
team_work <- Factor 1	0.321	0.376	0.126	2.544	0.011
trust.leadership <- Factor 2	0.342	n/a	n/a		
vision.future_available.resources <- Factor 1	0.047	0.050	0.050	0.945	0.345
visions_publicsector <- Factor 7	0.242	n/a	n/a		
work.together <- Factor 3	0.516	0.525	0.092	5.618	0.000
eastern.share <- Factor 1	-0.076	-0.064	0.098	0.774	0.439

From the table, it is quite seen that the p-values corresponding to the stated indicators and the attached factors have a strong effective relationship. The p-values are less than 0.05, which means that the associated factors have significant effective contributions to the indicators in the factor. Furthermore, it implies that the more the factor in question goes up, the more the indicator goes up. Some of the selected connected indicator-factor associations are shown here under.

A similar interpretation should be given to others in the table where:

- assessment tools <- Factor 1
- assist management <- Factor 1
- brain-storming_leadership.prob <- Factor 1
- collabo.high.perfom <- Factor 1
- colleagu.prais <- Factor 2
- colleagues.contri <- Factor 3

4.4.7 The Bootstrap Model with P-Values for The Outer Model



Model 7 Bootstrap model

The interpretation of the p-values in the above model is quite similar to the normal interpretation of p-values in other situations. As usual, if a p-value is less than 0.05, then the effect is significant. Here the factor analysis is basically reflective.

4.5 SUMMARY OF CHAPTER

This chapter presented the data analyses and the interpretations of the research that were based on the methodology chapter. The analyses took the form of Descriptive analysis, inferential analysis, and Factor Analysis. The Descriptive analyses was performed by summarizing the data and calculating the ‘Means, Standard Deviations, and Variances’ and then the dataset was compiled. Graphs and Tables were drawn on the basis of the summarised data.

The second form of analysis performed was the inferential statistics. The Chi-Square test was calculated. This was done to find if the observed patterns and the expected patterns were statistically different or not.

The third and last analysis performed was the Factor analysis (FA). In the FA the researcher used on the questions that were loaded on the same factor and then reduced them into common themes which are referred to as communalities. The variables that were found to measure the same were combined. The SPSS was used to accomplish the analysis. This technique entailed the researcher to use tables and graphs as well. As a rule of the thumb, “10 cases were used for each variable. The desired correlations were considered to be those that were greater than 0, 30”. This meant that, the higher the correlation, the better the relationship between the variables. Any value greater than 0, 60 or 60 per cent was considered to be suitable for FA.

The results obtained and presented and interpreted in this chapter are discussed in the next chapter.

CHAPTER 5

DISCUSSION OF FINDINGS

5.1 INTRODUCTION AND RECAP OF LITERATURE REVIEW

The chapter discusses the data analyses, interpretations, and the main findings from the research study. Where applicable there have been links with the literature to the research outcomes. The nature of the research required the use of the following: The Descriptive Statistics, Inferential Statistics, and the Factor Statistics. The three types of research techniques were used along each other as to emphasis the findings. Statistical presentations in form of Tables and Graphs from the previous chapter have been interpreted and also used in this discussion. The rationale of the study together with the objectives were provided in the first chapter.

The purpose of the study and the objectives were addressed outlined in chapter one section 1.2 as to:

Primary objective was to develop a “Conceptual Leadership Model that will provide organisational leaders with useful skills in order to address the challenges in the public sector in the Eastern Cape in South Africa”.

The secondary objectives were:

1. To provide public organisational leaders with recommendations on how to develop, improve, and sustain leadership in their organisations.
2. To outline the leadership profile of the public sector in the Eastern Cape Province of South Africa.
3. To obtain information that relates to the leadership challenges in the public sector in the Eastern Cape in South Africa.
4. To compare the findings of the investigation with information obtained from the literature to ensure the validity and reliability of the designed model.

In chapter two the literature was reviewed. The literature discussed the public organisational leadership challenges from the three perspectives and these were: The Global/Globalisation on the entire world, this was followed the regional perspective rather some it was concerned

with the developing economies especially those from Africa, and finally the researcher zoomed into the Local perspective, i.e. South Africa with emphasis on South Africa.

In chapter three the methodology used in the study was given and the statistical techniques used for analysing the data were also given. The study followed the quantitative methods approach and the tool used was a self-administered questionnaire that had six major drivers and each driver had 10 questions / statements. The questionnaires were administered

In chapter four the data were analysed, interpreted, and the findings were provided. The analyses were based on descriptive and inferential techniques, and on factor analyses. Tables and graphs were developed, in the factor analysis the factors were developed and nine factors were identified for the study. Each factor /component had indicators and of course indicators are arranged according to how they relate to each other. The first factor was comprised of 28 factors and these was considered the most important factor and the second factor had seven indicators and all the other factors and their indicators were provided in previous chapter.

The current chapter is devoted to the discussion of the findings. The discussion has considered all three the research technique that is the: Descriptive techniques, inferential techniques, and factor analyses. For the discussion, the following were considered: (1) In the descriptive statistics, all indicators that displayed a very high mean value and a very small standard deviation value of 4 to 5 and 0.2000 to 0.5000 respectively were considered as that meant that the variation from the mean is not widely spread out. This means that indicators with the mean values of less than 4.000 were left out of the discussion and equally indicators with a standard deviation greater the value of 0.8000 were also left out of the discussion as bigger standard deviation values were likely to give a wider variation.

The Kaiser-Meyer- Olkin (KMO) measure a value of 0.613 and any value greater than 0.600 was considered as indication that the data was suitable for factor analysis as well as the Barlett's test of sphericity test reported a chi-square of 5 585, 029 at 1.953 degrees of freedom and with a significance level of 0.000. The two tests were both positive and this gave the researcher more confidence that the final Factor Analysis results would yield useful information.

The first ten Factors provided a cumulative percentage of 63.724 value on the "Total Variance Explained" reference can be made to Tables 49 and 50 in the previous chapter. In table 50, the "Rotation sums of squared loadings total variance" considered variances above

1.8 and in this case the 10 components were 1.965 and when squared gave a value of 3,118 per cent.

Factor one accounted for 23.126 and this was followed by Factor two that accounted for 7.344, Factor three accounted for 6.417, while Factor four accounted for 5.270, and Factors five and six accounted for 4.908 and 3.933 respectively and so on up to Factor ten that accounted for 2.727 in the variance.

Factors are comprised of indicators for example, Factor one portrayed 28 indicators, the second Factor portrayed 6 indicators, and the third Factor had 6 indicators as can be seen from Table 50. The most important for the research as their Total Variance Explained is 63.724 per cent (Table 50).

5.2 MAJOR FINDINGS

The primary objective addressed in the study was “The design of a Conceptual Leadership Model that will provide organisational leaders with useful skills in order to address the challenges in the public sector in the Eastern Cape Province in South Africa”. In addition to the primary objective the secondary objectives were also addressed by the results of the study. To compare the findings of the investigation with information obtained from the literature to ensure the validity and reliability of the designed model.

The results presented in the previous chapter provides a number of conclusions that can be used to address the main objective and the sub-objectives of the study. Although the sample size that was used in the study was small, the researcher is of the opinion that the results will contribute meaningfully to many public organisation leaders in the Eastern Cape Province which has the leadership challenges in their organisations. Indeed, it is a fact that, most organisations nowadays are feeling the pressure all over the world of having a small workforce but expecting high responsibilities. A workforce of just over 5 003 public senior managers in the public sector serving close to 7 million people sound incredible. However, small workforce serving huge populations are also being experienced in advanced countries. Pont, Nusche, and Moorman (2008:28), indicated that countries such as France, England, Spain, Netherlands, Australia, Austria, Sweden, Belgium, Ireland, Norway, New Zealand, Denmark, Finland, et cetera are also grappling with a limited workforce for growing populations. This means a heavy workload exerted on a few individuals who are at times experiencing other problems that are naturally weakening their bodies, such as those

associated with age and life style related diseases. Pont, et al (200:29) further still indicated that, the average work age for the majority of the public organisational managers were that of over 50 years. Indeed this is a similar trend in most developing economies including South Africa where retirement is set at the age of 60 years and some employees if they so wish could extend up to 65 years. In countries like Korea (99%), Belgium (French community) (81%), and Denmark (76%) for example they have most of their senior managers over 50 years.

Using the Exploratory Factor Analysis (EFA) for leadership, the researcher obtained ten factors and these factors were arranged in the order of their significance to the study. The first factor was “*The results – oriented practical leadership with support of staff promotion in general*”.

The **first factor** had 28 indicators (23.123%) which were considered to be very important for leadership in public organisations (Table 50). The results from the study indicate that public organisational leaders in Eastern Cape provide support to their colleagues and those they lead hence addressing the primary objective in the study. Organisational managers have the responsibility to get improved performance from appraisal and coaching which have to be conducted continuously (Kirkpatrick, 2006:2). The author furthermore postulates that, training employees are an essential ingredient for organisational performance regardless of how well they match their job requirements.

The trainings could focus on knowledge, skills, and attitudes. Supervisors would be the most ideal personnel to do the trainings themselves if they are knowledgeable and skilled in doing the job. Also, if these supervisors have the desire to teach, are patient, have positive attitude to their employees and to their organisations, have the required knowledge of teaching methods and procedures. Unfortunately, as even stated by Kirkpatrick (2009:9), some organisational leaders do not fulfil these tasks as they are either too busy with organisational tasks and probably end up delegating to other personnel that may not meet all the aforementioned requirements. Similar findings to this study were also provided by the other authors such as Milner, Greyling, Goetzel, DA Silva, Kolbe-Alexander, Patel, Nossel, Beckowski (2013:514) who acknowledged that organisations and their leaders provide various support. Authors like Milner et al., (2013:514) agreed that many senior managers in order to increase the levels of productivity in terms of support to fellow employees is non-negotiable hence leading to increased levels of productivity in public organisations.

The study also revealed that public organisational managers gather sufficient information before acting. The Mean was 4.5900 and the Standard Deviation (SD) was 0.51434 (Table 47). The mean was sufficiently high enough as it was between 4 and 5, and the Standard deviation was not too large to give a big deviation. This means that the variation was not too far from the mean. The smaller the variation from the mean the better the indicator is in the study.

One of the 28 indicators in factor one was the one that was concerned with “the current leadership challenges in the Eastern Cape being attributable from the previous leadership”. It is believed that the current leadership challenges in the Eastern Cape’s Public sector is rooted in previous leadership (Table 47). These findings are further supported by the available literature provided by different publications and sources such as, the Province of the Eastern Cape provincial Treasury. Eastern Cape Estimates of Provincial Revenue and Expenditure Revenue (2012/2013). The report indicated that, the province (Eastern Cape) inherited a poverty and an inequality legacy from the apartheid era. The report further postulates that, the poverty gap has not been bridged and is escalating at more than 70 %.

One major finding in the study is organisational cultures have always been found to be very important variables that influence organisational performance (Mashal, & Saima, 2014:21). The Factor Analysis of this study did not indicate its significance in study as an indicator. This means that the available literature regards organisational cultures of as being the most important variables in all organisations. The current study does not how important this ingredient is to public organisation.

The **second factor** of EFA is concerned with “*The Principle of Trust, Transparency, and Teamwork (3Ts)*”. This factor comprises 6 indicators (7.344%). The six indicators are important for leadership in all public organisations and are undoubtedly being supported by the available literature such as the publications of Park and Blenkinsopp (2011:3) who indicated that trust, transparency, and teamwork are indicators of satisfactory relationship between the public and the government.

According the Park and Blenkinsopp, if trust, transparency, and teamwork are in place then they lead to accountability. This makes organisational leaders be accountable to their constituents and works where organisational leaders will adhere to the indicators in this factor. Some of the indicators such as “Entertaining questions concerning Accountability,

ensuring Transparency, and expressing confidence in the capabilities of colleagues and the others improves organisational performance”.

All the three components of the second factor which are: Trust, Transparency rather openness, and Teamwork/Collaboration. The 3Ts and collaboration are all viewed as being very important in the success of organisations and projects in general (Ghazinejad, Hussein and Zidane 2018:2). Employees’ perceptions of trust, transparency/fairness had a 96,1% response rate which is very high and management of change which leads to teamwork were noted to be the most important areas in organisational leadership even by other researchers (Marcos 2014:36). Among the roles of trust, transparency, teamwork thus management of change in organisations, the following aspects were found to be common in the available literature as well as in the results of this study:

- In high trust environments, employees show up and do their best work at their workplaces (Reina, Reina and Hudnut 2017:2). People become proud to be part of the team and are motivated to produce results when they are engaged rather than not being involved as stakeholders in whatever is being done or decided upon (Bush, 2007:397). When leaders and their followers and colleagues coalesce it usually results into a harmonious-genuine relationship which is leads to high organisational productivity. When leaders encourage their followers/colleagues to participate in the organisational activities it does not only lead to increased organisational productivity but build a strong leadership – the participative leadership. With participative style, the following are likely to result: leadership is in the hands of legitimate holders, there is justified democratic principles in the organisation(s), and there is increased effectiveness (Bush, 2007:397). The relevancy of trust, transparency, and teamwork in all organisational set ups is important to organisations to achieve their goals.
- Secondly, trust, transparency, and teamwork facilitate the exchange of information and this reduces control as the associated costs. These factors create better working relations that are more efficient to the organisations than anything else. People who create trust, who are fair to their colleagues, and who value teamwork among themselves create collaboration and productivity and likewise people who destroy trust, make collaboration and productivity suffer (Reina et al., 2017:2). Similarly, Ariana (2015:36) gave supportive views by postulating that, since supervisors in public organisations represent the organisations they lead, then they (the supervisors) need to establish an environment

that presents a healthy relationship between them (the supervisors) and us (the subordinates).

The healthy “climate” allows employees to be engaged to the work and to achieving organisational goals if there is trust. The world over is facing a growing concern of trust, more especially the recipients from the providers. By this the researcher is basically referring to both the political leaders and also the public organisational leaders. Various examples that are cited about the concerns of trust and mistrust at every level of leadership. For instance, Amyot (2007:24) postulated that in Canada the Canadians trust in the public sector is declining. This phenomenon is a common trend across the world and different countries are addressing this problem differently since the magnitudes of decline vary from country to country. *“The common denominator becomes the norm”* reduces harmful conflict and decreases transaction costs meanwhile promoting effective responses to crises in organisations. The solution is for Governments and their public organisations to listen to the concerns of their citizens, thus create an atmosphere of transparency and accountability between them the leaders and those being led.

Trust, transparency, and teamwork are important factors especially in times of uncertainties/crises as organisational members tend to resort to building trust to each other, being transparent to one another, and working as teams among themselves (Ghazinejad et al., 2018: 3). What this means is that when there are uncertainties organisational members work closely thus building trust, openness, fairness, and teamwork. Ghazinejad et al. (2018:3) viewed transparency/openness as a means that facilitates the alignment of organisational goals and their expectations so as to achieve mutual outcomes.

Transparency when coupled with adequate communication will result into improved relationships in the organisations that enhances improved organisational performance. Examples include when managers indicated that they “help their colleagues to take advantage of opportunities to learn new skills” (Table 49). This indicator amongst others, showed a very strong rating which was between 4 and 5, when reference is made to the “Descriptive statistics section of this thesis”. Other benefits from transparency include completion of tasks within the expected time frames thus deadlines are respected.

The OECD (2002:79) paper indicated the importance of transparency in both the public organisations as well as in the governments. Among the importance that were indicated

were: Transparency is key to good governance as well as being key in economic development and growth. Indeed, it would be ironical to have good governance and then have a staggering economy. The researcher views “good governance” as being built on democratic systems of leadership where the citizens have confidence into their governments.

The accountability reported about public services in South Africa that leaders of public organisations need to foster transparency by providing the public with timeously, accessible and accurate information. This means any information that is withheld, or is delayed to be delivered to the public, when delivered to the public will be received with suspicions and at times it may have been distorted by the time it reaches its recipient (World Bank, 2011:36). This study furthermore revealed interesting results that, as much as the government is holding public servants accountable for the management and usage of public resources, the senior managers in public sectors /public organisations do not shy away from committing themselves to be accountable.

The results of this study showed a very high average mean of 4.2700 with a small standard deviation of 0,60059 (table 47), which means the managers of public organisations are willing to be held accountable or entertain questions pertaining accountability in their organisations. These findings agree strongly with the findings of the World Bank (2011) that showed that, political accountability and effective communication must be improved and institutionalised especially among the poor and among people living in informal settlements. What is interesting is that, managers of public organisations entertain questions concerning accountability and yet they know what direction the law takes if they (organisational leaders) are found guilty in regard to their accountability.

According to the available current literature on transparency in the South African context is making a huge turn in the positive direction. The Institute of Risk Management South Africa (IRMSA: 2017:10). The Report further indicates that, there is a slight improvement in the level of transparency as per the International Corruption Perception Index (CPI) which ranks countries and or territories according to their degree of how corruption is perceived in that particular country or territory. The same report showed that South Africa has moved positively from bottom 72nd to 67th to 61st position out of the 168 countries that were surveyed in two years (IRSMA, 2017:10). With the steady progress being made by country to establish transparency as one of main factors to be observed in all public

organisations, then most of the social evils will be eliminated and therefore the challenges that are facing public organisations will be minimised.

- The third component of the second factor is “teamwork” together with Commitment. The Association of Colleges (2014:1) indicated that for team work to operate, there must be in place what was referred to as “effective group interaction” which means that there should be a harmonious relationship in an organisation. Pont, et al (2008:50) postulated that, collaborative work cultures increase recognition and responsibilities of employees. In the same study, these authors indicated countries that have a long history that foster teamwork. The countries that were cited included Denmark, Finland, Norway, and Sweden and these countries have been mentioned to be experiencing be with limited work force for big population. Therefore, it becomes clear that, even if there is a limited workforce in the organisation, teamwork plays an important role in ensuring that organisations do deliver accordingly to the citizens of that country. Similar views have been postulated by Ghazinejad et al., who have acknowledged that, commitment and teamwork strengthen employees’ identifications and their involvement in the organisations they serve. The aforementioned authors furthermore classified commitment into three categories which are:

The affective commitment, the continuance commitment, and the normative commitment. The study showed that senior public organisation managers encourage teamwork in their organisations which leads to change the circumstances that affect the performance of the public departments. Table 47, in the previous chapter revealed that working as a team resulted in degree of acceptance as showed a mean that is 4.2200 with a small standard deviation of 0.48367, N=100. The variability in results indicated the closeness of SD to the mean. The affective commitment is associated with workers who get attached to their organisations and see themselves as inseparable from their organisations.

The continuance commitment is when workers associate themselves with their organisations for financial benefits. This does not sound very health for the productivity of organisations. Finally, the last type of commitment is that which is referred to as normative.

The normative commitment is where workers have the feeling of being obliged to stay and serve the organisations regardless of what challenges they face. All in all, regardless of the

sort of commitment worker/employees undertake, the final goal should be to reduce the variance and slippage in organisational costs and schedules. This research strongly revealed that, trust is the foundation of successful leadership in an organisation 98, 06 % (Table 44). These results agree with the aforementioned literature results. Trust as an indicator in leadership is absolutely needed for organisations to thrive.

The **third factor** was concerned with “Consultative leadership approach with employee hiring on merit.” The Public Service Commission (PSC, 2015:7) indicated that the “Human Capital” (HC) is most important resource any organisation can have at any given time. The reason behind this statement is that both technology and physical resources cannot replace the HC because the effectiveness and the contributions of the latter depend on the human resources. In light of that, “Factor 3” is a very important factor. The factor combines 6 indicators on leadership. One of the indicators in this factor is that concerning “Employees’ are appointed and promoted in organisations on merit”.

This study revealed that 42,75% of the respondents did not agree with the statement that appointments and promotions in their organisations were performed on merit, 34.9 % of the respondents felt that appointments were performed on merit, while 22.30 % were undecided. The literature available does not fully indicate whether employees are appointed on merit and also the literature does not indicate whether promotions are fully conducted on merit or not. For instance, the PSC (2015: 9) stated that “Recruitment and Selection is susceptible to manipulation and exploitation where human resource management system has been decentralised”. Furthermore, the PSC indicated that, “applicants can also play a critical role in the manipulation of the system by falsifying qualifications, skills, and work experiences”.

What the literature indicated is that, there are loopholes in employees’ appointments and promotions. The findings in this study (Table 47) show that appointments and placements are not properly / are not fairly conducted in public departments. This is equally supported by the aforementioned literature and the hearsays about the malpractices involved in the appointments and placements in public departments go unabated.

The statistics’ mean from this study shows a dismal performance in regard to how senior managers views in response to processes of appointments and placements of prospective employees in public organisations. The arithmetic mean is only 2.9600 and the standard deviation is relatively high at 0.99412. This indicates “most employees in the public sector in

the Eastern Cape” do not meet the rightful processes and procedures of recruitment and selection. This could probably be justified on the following argumentation that, if the system is having managers who have less capacity as one of the challenges, it is most probable that, those managers will wish to recruit and select equally the same calibre of employees who will work around them.

The question of leadership in public organisations has been a burning issue for 30 years now. In 1988, A report on Economic, Political, and Social issues was held according to Damiba (1988). The period appears to be too far back since the concerns of leadership were tabled at the African Forum. Little progress has been achieved regarding the discussions from that Forum. The forum that time addressed issues of capacity building, food security, external debt burdens, international trade and payment relations, concern for the very poor and the vulnerable groups in the processes of structural adjustments amongst other issues that were raised at that time. Truly, the issues are still a concern even to-day. All those issues and others not mentioned in here concern here need rethinking of African governments and their public sectors.

The Forum further indicated that, capacity building are complex as they are multifaceted. The suggestions were that, governments must take a leaf from out of other countries (Damiba, 1988:2). In the researcher’s opinion, it should not be a simplistic adventure of governments taking “leaves” from other nations because circumstances such the backgrounds, the economic climate, the political leadership, the social and cultural backgrounds differ from country to country and that is why, partly many African countries need to be revamped of what their colonial masters left them and have continued to operate at that level when or before they attained their independences.

The issues concerning the processes and procedures seem to be susceptible to manipulation and exploitation as people try to eliminate their poverty and get rid of poverty for their well-being. Some people are of the opinion / believe that when people are poverty stricken then those people resort to committing crime. There could be a link between poverty and crime but it does not always follow that the impact of poverty on individuals results into crime. The inherent causes of crime are complicated as crime varies from one type to another type (Webster and Kingston, 2014:8).

Finally, the issue of unemployment, poverty, and crime are debatable. However, the researcher's opinion is that, unemployment leads to poverty and not the other way round and poverty may lead to crime and not necessarily that crime is due to poverty. The argumentation of the researcher is that, most African countries are bogged into a vicious cycle of poverty, but not many of their citizens earn a living from criminal activities. Other authors contend that there is a strong link between unemployment and crime rate (Chien-Chieh Huang, Derek Laing, Ping Wang, 2003:2). On the other hand, authors like Bharadwaj (2014) made in depth studies and argues that, there is a strong relationship between poverty and unemployment. The author categorises crime into two. The first category is the economic related category whereby people want to earn a living. The second category of crime is not based on economic aspects. For example, violent related crimes and these are based on psychological and social factors. Ranking top 13 countries, Bharadwaj (2014), indicated the US, UK, Germany, France, Russia, Japan, South Africa, Canada, Italy, India, South Korea, Mexico, and the Netherlands. The point being emphasised here is that the countries that were ranked top most with crime activities are the first world economy countries, other than India's high crime rate that is basically related to poverty. South Africa's crime rate is a "double sword type" as it is based strongly on both the economic as well as violent crimes as the statistics reveals (Bharadwaj, 2014).

Based on this information, the processes and procedures that are allegedly being flawed in recruiting of employees, it can then be argued that unemployment, poverty, and criminal activities are interlinked in such a way that unemployment may lead to poverty and poverty may lead to economic crime and therefore the question of poverty causing crime is relative taking into consideration that first world countries are taking the lead in criminal related activities. The researcher is of the view that, as much as there is some degree of truth from the aforementioned discussion, there are more interesting facts that could be thought of such as the societal moral fibres and levels of education to mention amongst others. Interestingly studies have shown country rankings in 2002. South Africa was rated as: 1st in assaults, 4th in robberies, 6th in theft, and 14th in fraudulent activities (Bharadwaj, 2002). With these statistics, it was concluded that South Africa is regarded as one of the most crime-stricken countries in the world.

The PSC (2015:23) indicates that, through their study among the findings were that: The respondents expressed their concerns about nepotism, and corruption as being very common

in the public departments, especially when it comes to filling of posts at the middle management service (MMS) and at senior management service (SMS). The PSC's recommendations is that a swift intervention to curb these social ills should be in place. However, as much as it may appear that the South African public service is seriously affected by the aforementioned social evils, the venality levels are still far lower than in most of the Sub-Saharan African countries (Lodge, 2001).

On the other hand, the second major loophole that was indicated in the case of employee appointments and placements is when the applicants falsify their academic and professional qualifications for the placement and for promotional purposes.

Also, the PSC (2015:23) indicated that in their survey, there were allegations of incompetent and unqualified personnel who were hired and even some personnel were promoted in the organisations a practice that disadvantages and demoralises the qualified and competent personnel. While in the same report, some respondents indicated that some of the senior managers “parachuted” some of their preferred employees to higher positions, yet those parachuted had neither the management skills nor the necessary experiences. Integrating this literature with the outcomes of the current study, it becomes very clear to the researcher as to why the 42, 75 % respondents disagreed with the statement that “employees’ in their organisations are appointed and selected on merit” and the big percentage of 22, 3 % who stood no side. That shows that those respondents did not know what to say but most likely they did not want to commit themselves as they would not know the implications of their decisions. The concerns established about employees being appointed and selected, and being promoted in public organisations on merit needs immediate attention as a matter of urgency.

Factor 4 dealt with “the principle of departmental focus for task completion”. Task completion goes with accountability and responsibilities accomplished. This factor addressed all the research questions. The report presented by the World Bank (2011:21) showed that there is lack of accountability to a large extent in South Africa’s public organisations. Among the reasons for the lack of accountability in the country’s public sector were that: There was and still there is an acute shortage of capacity due insufficiently qualified personnel as to the aforementioned report. Furthermore, the report attributed the shortages to capacity to what is referred to the “Skills constraints” that keeps hitting the country and in essence worse in developing economies.

The skills constraints are where a country experiences a huge impact emigration of its qualified and productive personnel to other countries. South Africa is still grappling with the scarcity of skilled manpower, there is unlimited number of qualified personnel that continue to immigrate to other countries for various reasons. Coovadia, Jewkes, Baron, Sanders, and McIntyre (2009:830) vied that South Africa's scarcity of skills has been aggravated by the "unfortunate policy decisions", by the unfortunate policy decisions, the government has allowed public servants to take severance packages. This has had a negative impact on the type of personnel that is skilled and experienced has quit the sector to other sectors such as the private sector, the international agencies, and early retirements.

Factor 5 focused on "the Principle of fair treatment at work". The usual common sentiments about unfairness at places of work in this study surprisingly seemed not to be at the forefront position of what is normally heard from many citizens who quite often express their dissatisfactions at work places when their expectations are not met. All the 5 indicators in Factor revealed very strong surprising findings which ranged between 99-100 % in agreement with responses. For example, Table 13 shows that 99 % of the leaders agreed that "before they take action, they gather sufficient information on what they are trying to find" action. Similarly, table 14 shows that leaders (99 %) "Encourage colleagues to work together". While in table 15, these leaders (100 %) revealed that, "they clarify the main causes of problems before planning an action". Indicated in table 16, leaders 99 % stated that they, "always take advises from their seniors" and finally in table 38, these senior managers (100 %) indicated that they (the senior managers) "Always encourage others to work together".

The findings were per individual indicator. These 5 indicators were combined to form Factor number 5. Factor 5 addresses research question number 2 which is "the current leadership status in the Eastern Cape". Factor 5 had a "Total Variance Extraction," of 4.908 of the Total variability of all the 63 variables. These indicators scored very highly as they were all 99% to 100%. Factor 5, deals with "The environment that believes in the principle of fair treatment of their colleagues at work".

This study found out that many managers believed that be providing a healthy environment to their colleagues in leadership. Craig (2010:31) defined an environment to be fair if there are no problems of unfair treatment, no discrimination, no bullying and harassment. However, at times it is very difficult to establish exactly if the very conducive thus perfect. The realty the ideal situation is very difficult to find in a natural setup. There could be some challenges that

lie latent in organisation for example rumours. Doorley and Garcia (2007:27) viewed organisations as facing a crisis of the circulation of rumours. If rumours are undressed could be catastrophic for the organisation. Transparency and trustworthiness can be key drivers in eliminating the crises of rumours.

The study contradicts the available literature in that, the literature indicates that, South Africa is historically permitted with discrimination on the basis of race and gender (Coovadia, 2009:817). But the study, indicates the fair treatment of colleague at work and hence nullifies the unfair treatments that are expressed by many authors.

In a study conducted in Great Britain, Craig reported that, there were 3 main problems at workplaces that faced most of the employees. The main problems were basically the unfair treatment among colleagues, discrimination, and bullying as well as harassment. Craig's report further showed that, these problems varied according to age groups for example the personnel aged 60 years and over were more were more unfairly treated, discriminated against, and bullied and harassed.

Factor 5 with five indicators provided answers to research question 2. The "*current view about the leadership status in the Eastern Cape*". Factor 5 of fairness addresses the unfair treatment at work places. Unfairness treatment takes is displayed in different forms. The issue of fairness and unfairness is global issue and is not restricted to a particular person or group of people as such. Bakotic and Babic (2013:207) in their article entitled the relationship between working conditions and job satisfaction" were of the view that, employees have expectations and display either a positive or negative attitude depending on how they (the employees) are treated.

If employees are treated in a fair and respective manner, then they will be satisfied and as a result they will satisfied with their work. By the way, this is a two-way traffic as much as employees want to be treated fairly and respectfully, also the managers want to see that their colleagues, that is the subordinates who are satisfied and who will display positive attitudes to their work and who will be committed both physically and emotionally with their jobs. From the South African perspective, Ebrahim (2018:4) acknowledges that in South Africa unfair treatment, discrimination, and harassment and bullying still exist but the law strongly does not condone it and where it can be proved that unfair treatment is exercised then, the law takes its course as per the Employment Equity Act of 1990 (EEA). The ACT apparently has

tried to change the situation of the past as far as treatment of workers and colleagues are concerned at workplaces where unfair treatment before 1970 was glaring factor (Coovadia et al., 2009:829). Examples where unfair treatment was practiced prior to independence in South Africa included professionals who faced racial discrimination in work places as well as in the wider society and until 1986 there were still salary disparities in the country based on racial groups and also based on gender yet the services that were rendered were the same.

The findings in this study are amazing in that, most managers of the public institutions 99%-100% agreed to the five indicators of Factor 5. Factor 5 views that, *“fairness is displayed in public organisations”*. This is possibly because of the country’s Employment Equity Act of 1990 as indicated by Ebrahim (2018:3) which protects the all workers is in place and the law encourages to report the perpetrators of those practicing all forms of unfair treatment especially at workplaces. The findings of the study as provided by the senior managers in this study show there is extremely low practice of unfairness treatment at work places as all the 5 indicators in factor 5 were above 99 %. The current literature is that it agrees with what the managers’ views are other than that based on the *“Historical Factors as far as fairness is concerned at places of work”*. Indeed, the then situation, which is prior to 1970s was totally different from the current situation in South Africa and the perceptions of managers and those of their colleagues seem to be in the opposite direction of the then and of now. The usual sentiments expressed by many employees and which is sometimes testable before law seems to be contradictory.

The study recommends that further studies be conducted on the magnitude of unfair treatment at work places in Eastern Cape of South Africa.

Table 59 Factors, research questions and literature

Factor name	Research question(s) addressed and objectives	Comparison of literature and findings
A results-oriented practical leadership with support of staff promotion in general	Questions 1 to 4 and primary objective in the study Question 2 and the primary	Association of colleges (2014) Bush (2007) Doorley & Garcia, (2007) Farah Bakhsh (2006) Coovadia, Jewkes, Baron, Sanders, McIntyre (2009:830) Irmsa 2017 Milner, Greyling, Goetzal, Da Silva, Kolbe-Alexander, Patel, Nossel, Beckowski

		(2013:514) Ebrahim (2018) Tarricone & Luca (2002) Accountability in public services in South Africa, world bank (2011)
The principle of trust, transparency, and teamwork	Questions 1 and 3 and the primary objective	Irmsa (2017) Pont, Nusche, Moorman (2008) Park and Blenkinsopp (2011:3); Ghazinejad, Hussein, And Zidane (2018:2) Marcos (2014:36) Mashal and Saima (2014) Reina, Reina and Hudnut (2017:2) OECD (2002:79)

A consultative approach with employee hiring on merit	Question 1 to 4 and the primary objective	Irmsa (2017) Public Service Commission (PSC, 2015:7-23) Accountability in public service in South Africa. World bank (2011)
The principle of departmental focus for task completion	Question 4 and the primary objective	Accountability in public services in South Africa. World bank (2011)
An environment that believes in the principle of fair treatment of colleagues at work	Question 1 and 2 and the primary objective	Coovadia, Jewkes, Barron, Sanders, McIntyre (2009) Bakotic & Babic (2013) Ebrahim s (2018)
A professional approach to office administrative leadership	Questions 1 to 4 and the primary objective	Farahbakhsh (2006)
The failure of top-management leadership coupled with limited financial resources in the eastern cape public offices	Question 1 to 4 and the primary objective	Accountability in public in South Africa. World bank, march 2011. Coovadia, Jewkes, BARON, SANDERS, McIntyre (2009)
The office practice of work ethics	Question 1 and the primary objective	Farahbakhsh (2006)
Encouraging and rewarding honest and open dialogue with team communication	Questions 1 to 4 and the primary objective	PSC (2015)

5.3 STRENGTHS OF THE STUDY

Referring to Table 50 in the previous chapter, the table displays “The Variance Explained”. This is where the nine factors were established from that were used in the analysis and in the discussions that followed thereafter. The table indicates the Extraction Values per each indicator. Although indicators were arranged to form Factors, and indicators vary in their values.

The indicators of low value in the “Table Variance Explained” have a low proportionality value while those indicators of high value in the same table have a high value. The public organisational leaders, therefore are able to use these Extraction values in the study to reinforce the strengths in the public organisational leadership in the areas categorised with low values despite the factor number these indicators find themselves. For example, “I build action plans with timeliness, had a value of just only 0.136 or 13.6%”. This is regarded as a very low value on the “Table of Variance Explained”. The managers are able to identify

areas that require immediate corrective measures and are able to sequence them according to extraction values. The lowest being given most priority and highest being given most priority.

The first strength of this study is that, public organisational managers will have a responsibility among themselves to improve on their leadership skills. At the same time, these leaders will sustain their strong areas of leadership excellence. Referring to table 50, the study interestingly reveals that, the managers who struggle with building action plans with timeliness/timeframes have been found to be excellent at following up the action plans ensuring that tasks are completed on time. This means that, they (the managers) struggle to build action plans but would gladly wish their subordinates completing tasks on time and efficiently. The interesting question is “Are the senior managers in position to complete the tasks in time that they expect their subordinates to accomplish in time?”.

The strength of the study is that, there is need for all senior managers and all workers in public organisations regardless of the hierarchy in which they are, to always do an intra-inspection of themselves of what they say and what they do, that is the ability to do intra-inspection.

Members of the public and leaders of public organisations will most likely stop blaming one another for what might have gone wrong at any other stages with the services being rendered. It is important to note that in any organisation not all the employees will be equally effective or ineffective. The strength of this study is that all employees must work as a team as much as possible. This will eliminate the blame game. All employees should support each other for the performance of the organisation. This will lead to other important findings in this study. These are that organisational culture that is team work, a culture of innovation, a culture of entertaining questions that concern accountability in public organisations. These findings showed very strong and appreciable ratings in this study. These indicators all had very high ratings with an arithmetic mean of greater than 4.000 and a low standard deviation of less 0.7700.

Another strength of the study is that, from the analyses and from the discussions both conducted in the previous chapter and this chapter respectively, it was established that there are loopholes in the public sector leadership and these loopholes were identified. The next chapter developed a model to address those loopholes.

5.4 LIMITATIONS OF THE RESEARCH

The following limitations are reflected in this research:

1. The study considered only one group of the organisational leaders that are senior managers. The views and concerns of the senior managers are not necessarily the views of the other members of the organisations.
2. Only a small sample group of 370 was sampled and only (37+103=140) respondents replied adequately to the tool. Many respondents did not either respond (130) or returned questionnaires that were partially completed (100).
3. The geographical area and the size of the population used in the study could not allow for the generalisation of the findings, hence the limitation.
4. The study used only the quantitative methods of research, which have their own short comings.
5. The methods of the questionnaire distribution and collection could have influenced the outcomes of the study. Many reminders were sent out to respondents who were not replying to the questionnaire. So it is possible that some respondents could have completed the questionnaire as a matter of compliance or their juniors or any other person could have completed the questionnaires. Worst is where respondents requested the research assistants to collect the questionnaires.
6. The nature of the study was that, some areas of the questionnaire were very sensitive for instance as far as appointments, selection procedures, and place placements are concerned. Or accountability, transparency, trust, and teamwork or any other areas that is not general. Some respondents might have not been comfortable with such aspects as they could be directly affecting these leaders. The views of the researcher are that, many employees or even senior managers get stuck in limbo for fear of being exposed to the members of the organisations, especially to their subordinates.
7. The red tape in the study was too much. It varied from applying and getting permission from the UKZN (Gate Keepers 1) to getting permission from the Heads of the different public departments' access to their institutions, and also getting permission from the respondents themselves.
8. Collecting the data was cumbersome and costly.

5.5 RECOMMENDATIONS FOR FUTURE VENUES OF THE RESEARCH

This is a very rich topic and a lot can still be researched building on what has been found and recommended in here. The following are areas that the researcher is suggesting that could be researched upon:

1. Consider more public organisations and a wider geographical area so that the results can be generalised.
2. Public departments, Policy developments and policy implementation.
3. Development of leadership skills, competencies, trainings required for South Africa.
4. How to develop a non-compromising recruitment and selection of public servants in South Africa.
5. The current public sector leadership in South Africa versus the impact of the historical factors' leadership.
6. Design and development of competency tests for public organisations in the country.

5.6 SUMMARY OF CHAPTER

The discussion of this chapter culminated from the previous chapter's data analysis, interpretations, and the findings of the study. The statistics from the previous chapter were considered in relation with the findings of the available literature. The literature supported the researcher's statistics.

The major findings in the study were based descriptive and inferential statistics and also on factor analysis. Factor one had 28 indicators and which had a percentage of variance value of 23.126 %. The 28 indicators in the first factor are very important in addressing the leadership challenges in the public sector in the Eastern Cape in South Africa.

Factor two had six indicators and had a percentage of variance value of 7.344 %, Factor three had six indicators and had a variance value of 6.417 %, and these factors were analysed up to factor nine the lowest with the minimum variance of 3.143 % of the total 60,606 % variance for sample.

The next chapter deals with the design of the “Conceptual Leadership Model” to address the leadership challenges in the public sector in the Eastern Cape Province in South Africa.

CHAPTER 6

A CONCEPTUAL MODEL OF LEADERSHIP

6.1 INTRODUCTION

This chapter presents a proposed conceptual model of leadership that will address the challenges of public leadership in the public sector of the Eastern Cape in South Africa. The conceptual model has been designed and developed to address the challenges that face public leadership in the Eastern Cape Province of South Africa. The primary objective of the study which was stated in chapter one as “To design a leadership model that would provide public organisational leaders with useful and practical guidelines on how to develop, improve, and sustain leadership skills in the public sector in the province of the Eastern Cape” will be addressed.

Chapter Two dealt with the theoretical perspectives of leadership in public organisations. Public organisation leadership was reviewed globally, regionally, and locally. In the same chapter the various types of organisational leadership were discussed. These were for example, the trait theories, contingency theories, situational theories, and the transformational and transactional theories.

6.2 THEORY FOR THE DESIGN AND DEVELOPMENT OF THE MODEL

On the basis of the South African historical background, its past and present political climate, the societal setup, and economic background of many its citizens, it is important to design and develop a conceptual leadership model that will address the leadership challenges in the Eastern Cape Province. This answers questions that would be posed herein as: “Why design and develop a conceptual leadership model for the Eastern Cape Province in South Africa in particular? What is wrong with the other models that already exist? Are there gaps in the existing models so that there is a need to develop another leadership model to address the leadership in public organisations in the Province of the Eastern Cape?” Empirical studies suggest that the current leadership theories and models, as much as they are important in addressing the leadership in public organisations, they cannot fully be applied in all the situations and in all circumstances, even for those countries that they were designed for. Sefa in OECD (2012:76) indicates that there is no uniformity in different OECD countries and that the outlook is a mixture of different proportions of centralised and decentralised approach

towards public leadership. In addition to these findings, the researcher is also of the view that, since the current leadership theories and leadership models were mainly designed and developed in Europe and the USA they were meant to meet the needs and conditions of those regions. The reality is that these leadership theories and leadership models cannot uniformly / universally be applied in different regions and different situations as indicated before. The current leadership theories and models, one could arguably say that they have worked for developing economies as much as they have worked for advanced economies because either:

- the developing economies just transposed them to their countries from their former colonial masters as a way of keeping loyal ties,
- Or that the developing economies had no choice and therefore they transplanted the models that were being used in the advanced economies to their own economies without modifying or adjusting them to meet their needs and demands. One cannot expect what is suitable for one region to always be suitable also for another region of different economies which are not the same. In addition, the historical and political backgrounds are also different, not forgetting the social and cultural backgrounds that are different. However, this does not mean that, there are no common challenges in both the developing economies and the advanced economies, hence the design and development of this conceptual leadership model.

EXTERNAL & INTERNAL FACTORS: Environment, Political and Historical Factors, Levels of Education, Economic, Social factors and Cultural Factors

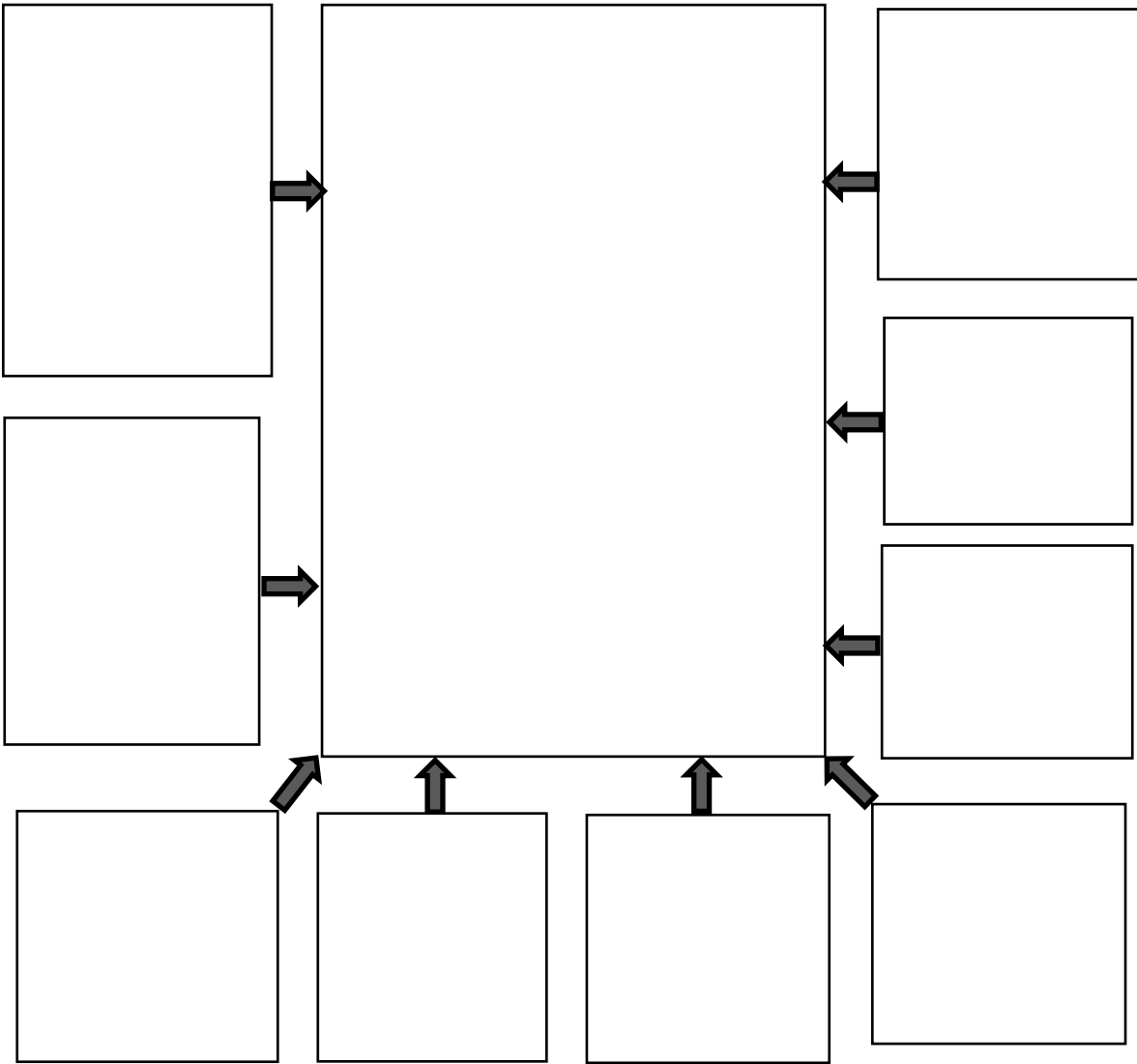
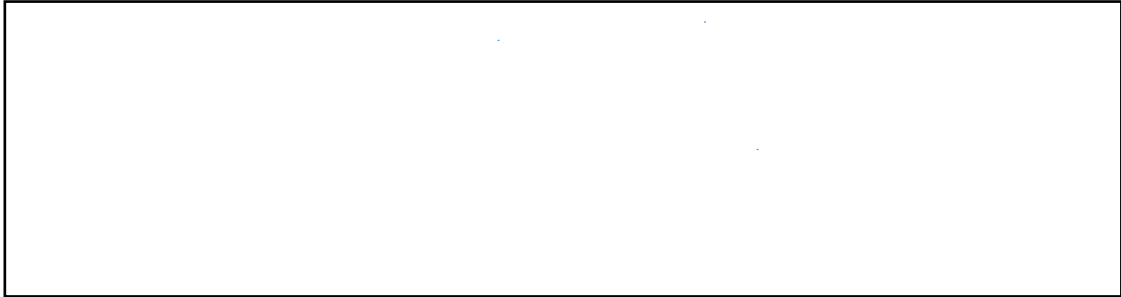


Table 60 The Conceptual leadership model

6.3 THE COMPONENTS OF THE MODEL

6.3.1 The Government

The organisational conceptual leadership model starts with the 'Government / Political leadership of the country in context. The government is responsible for setting laws, rules and regulations that govern the citizens and how public sector organisations should be managed. Thus why, when public organisations are mismanaged then the government intervenes in the administration of the concerned organisation, either by changing the leadership of the organisation or by placing the concerned organisation under the national leadership until such a time that, leadership is clearly directed and there are proper management and accountability. The Public Sector is the body that supports the government constitutional rights to the public and it reflects what the government intends to deliver to its citizens and what it is delivering to its citizens. A well-managed public sector is a true reflection of its government. The findings of this study were grouped into nine factors as indicated in the model. The nine factors are not to be executed by the public sector leaders only, but should also be executed by the government. Both the government and organisations should strive to the achievement and the implementation of the key indicators in each factor.

The government, in addition, has the obligation of restructuring and establishing the type of education/training and skills its citizens require to occupy the top, middle (senior), and operational positions in the SA public sector. At the moment a lot has been said about the capacity of public sectors' organisation leaders, that most of them lack the necessary leadership capacity. On the basis of this, the researcher suggests that managerial and leadership courses are introduced and be a pre-requisite for all public service aspirants and all those already in public organisations.

The significance of skills and training cannot be underestimated, and this view is echoed by Mathiba (2007:523) who quotes others such as Lenyai and Terry that skills and training are the cornerstones for the success of any organisation. Regular assessments in the form of examinations, performance evaluations, and competency tests, especially for those who are aspiring for higher leadership positions and should form an integral part of the staff development and sustenance processes.

6.3.2 Leadership Factors

The model displays nine “Factors”. These factors were identified in chapter four and were discussed in chapter five of this study. Factor 1, is indicated as being just directly below the public sector. Factor 1 had 28 indicators and was identified to be the core factor which is most essential to addressing the current leadership challenges in the Eastern Cape Province.

Factor 2, Trust, Transparency, and Teamwork: As is indicated in the model the 3Ts are very close to the public sector and the government. The closeness to the public sector and the government as indicated in the diagram essentially indicates that the government /political leadership, and its public sector leadership and the citizens must trust each other, there must be need transparency, and teamwork exercised by all the stakeholders. A thorough discussion about trust, transparency, and teamwork appeared in the previous chapter.

6.3.3 The External Environment in the model

Organisational leadership should not be affected by the influences of the executive politics of the country, but how far this will go remains a big question because it is among the major obstacles the government will have to address if the challenges of leadership are to be tackled head-on. The major challenge is placed in the hands of organisational leaders who must ensure that adequate services are rendered to society. Good service delivery is every citizen’s and taxpayer’s right under the Constitution. At the same time, the demands of political leaders who influence most appointments in public organisations should be drastically curbed, if not eradicated, as performance by the public sector is often adversely affected by political influences and drivers.

Political influences in many countries play a significant role in the public sector, and South Africa is no exception. For example, in the USA and France, the governments’ political influence on the public sector is quite significant. According to Bezes and Jeanot (2013:13), political influence on appointments for political leadership is the first layer in a country, whereas the second layer is where appointments into management positions occur, which is referred to as ‘strategic politicisation’ or ‘functionality politicisation’. Sandford (2002:468) echoes these views and indicates that, in the USA, a greater percentage of political senior executives is filled through and with political backing. Apparently, many first world countries do that, but the nature of their political and economic development and the levels of education and training are miles apart from those of African countries. Some of the African

countries if not most of them are grappling to attain political maturity which cannot be achieved if their endeavours are characterised by greed and corruption coupled with mismanagement of public funds, selfishness, nepotism and greed / uncaring hearts for the citizens of the country. It will be irrational for African countries to emulate the leadership styles that are being used in some first / advanced economies without these countries undergoing social reformation and the transformation of political and public sector leadership. By this argumentation, it is important that African states / countries with developing economies make a turnaround and that political figures distance themselves from political appointments in the public sector. It is vital that this sector achieves a clean slate in terms of public sector leadership.

6.3.4 Labour Organisations

The model includes labour unions as an important component. Labour unionism in South Africa is strong, and their role is significant and cannot be underestimated. Union leaders are the go-betweens between the government and member employees who have to be protected from any form of unjust and unfair treatment. Some people view the role of the labour unions like that of fighting the government, but the fight should be a justifiable one. Labour unions must balance the interests of their members and those of the public sector and not politicise all matters about work-related issues, mainly where race and gender are concerned. Conversely, citizens should not coerce the unions to perform malpractices such as influencing appointments and promotions in public organisations.

Some people resent certain leaders because they have a negative attitude towards those leaders, or those leaders come from opposing political organisations or from other provinces of the country or even from outside the country. It is common to hear some citizens referring to leaders as the 'sons of the area'. This call summons indigenous bonafide citizens who originally resided in that area to lead the political and public organisations in those areas regardless of their capabilities. There is a need for the people in the Eastern Cape Province to accept quality personnel even if they come from somewhere else, rather than allowing challenges to permeate public organisations because of racial and/or cultural prejudices and misplaced loyalties. The acceptance of leaders and their leadership by the citizenry is referred to as 'dispersed leadership' (Bolden, Gosling, Marturano & Dennison, 2003:17, Gordon, 2008:3). Dispersed leadership is when followers are empowered to lead themselves; they take control of themselves and are responsible for their own destiny.

Dispersed leadership is important in that leadership skills and responsibilities are shared among members of the organisation. In this way, the gaps that normally exist among leaders and their followers are blurred and often eradicated (Sharma & Jain, 2013:315). The dispersed leadership type is recommended because it is believed to eradicate levels of corruption and nepotism, address inefficiency and ineffectiveness, and increase levels of meritorious appointments, efficiency, effectiveness, and accountability in all organisations/departments because all the responsibilities and leadership skills are shared. It works particularly well in organisations where a democratic form of leadership exists. This type of leadership is not expected to work in autocratic situations where leaders see themselves as the custodians of knowledge and innovations, because with the former type of leadership followers accept leaders, in which case the followers and the leaders share leadership skills and responsibilities (Gordon, 2008:3).

Transformational leadership takes the central position in the model, and all the other variables are dependent on it. A similar model has worked successfully in Malaysia since the 1970s where the public sector is known for its remarkably successful public service. Malaysia as a country has a meager unemployment rate of about 2.1%, which is almost close to full employment. The Malaysian public sector provides the job security of tenure and there are no political interferences in the appointments and administration in public service commissions. Change of government or change of government leadership does not affect the people in the system.

6.4 CONTRIBUTIONS OF THE LEADERSHIP MODEL

6.4.1 Public sector entry requirements

The conceptual model is expected to address most of the leadership challenges that are being experienced in the Eastern Cape's public sector. The model indicates the minimum entry requirements regarding academic qualifications that are appropriate in the public sector. The inclusion of minimum entry requirements is a major contribution as it will thrash out the appointment of undesirable workforce, which in turn will lead to effective leadership in public organisations. At the moment, there are no clear guidelines regarding minimum qualifications to enter the public sector. The suggested minimum academic qualification entry requirement is a four-year degree (Honours) or its equivalent, together with at least a one to two years' leadership qualification and at least a one to two years' probation period. It is probable that the researcher suggests the government raises the bar slightly above what it is

now, with the suggestion of an Honours degree. The researcher is excited by the potential for a public service sector that is agile, transparent, competent and innovative instead of the clumsy, inefficient and cumbersome services people in the Eastern Cape are exposed to.

6.4.2 Training in management and leadership skills

6.4.2.1 Training facilities and qualifications

The model proposes sustainable aspects of training in management and leadership after formal schooling. This should occur either through private or public colleges to enhance leadership skills. When employees are trained in management and leadership, then the common dilemma of either underspending or overspending that faces most public organisations will be an issue of the past, as most managers will be able to manage procurement regulations and allocate resources effectively. When procurement is properly done, and resources are well allocated, then employees are likely to ensure that services are well delivered and that there is sustainability regarding those services. In light of the foregoing comments, the model thus emphasises the importance of training for personnel who enter the system (external examinations) and for those who are already employed in the public sector system. External examinations are important for selection and placement of suitable personnel in the organisation, and internal examinations are one way of promoting the rightful, competent personnel to the next level on merit. The results of the current study indicated that only 34.9% agreed that employees were appointed and promoted on merit in their organisations, whereas 42.7% did not agree with the statement. This result clearly supports the proposition that is contained in the model that training should ensure the appointment of suitable personnel on merit in the public sector. The situation is saddening also in municipal councils. For instance, according to the *“Finance MEC in the Eastern Cape, 25 Chief Finance Officers of the 39, that 64.1 % do not meet standards”* (Daily Dispatch, 26 October 2018).

The conceptual model requires that the government establishes systems and develop training institutions that will operate separately from open universities. Training programs that are tailored to further train the graduates before entering public organisations; this is important in the public servants in the system. The introduction of at least one national school of public administration per province to intensively train and empower all civil servants will reduce the numerous leadership challenges that currently exist in the country's public sector.

It is important that organisational leaders are well trained in, for example, management strategies and styles, supervisory skills, operational skills, basic finances/financial literacy, policy development programs, and all other basic leadership skills that a manager needs to manage an organisation. This, in turn, will result in knowledgeable and skilled leaders in the organisations that they head. The problems that are encountered when managers lead without the necessary training and skills will be something of the past. Leadership gaps such as confrontational leadership, lack of problem-solving skills, and indecisiveness will not continue.

6.4.2.2 Age and training

Another leadership factor that the model addresses is the entry age of employees into the public sector. In most instances, when people are of a more advanced age, they tend to possess high levels of a personal sense of responsibility and commitment which will also be applied in their work. However, the author acknowledges the fact that not all chronologically mature people are responsible in their lives and the workplace, as there are always exceptions to the rule. Therefore, the model proposes appropriate post-matric training for the public sector so that employees in this field will acquire the necessary skills and knowledge to perform their allotted tasks efficiently.

The benefits of proper training will include a reduction in production costs for repetitive tasks by less knowledgeable and the less skilled workers and leaders. These funds may now be re-channelled to increase pay packages and other work-related benefits and to procure the necessary equipment for the organisation. For example, Singapore, where the civil service is the most efficient and least corrupt in the world, has some of the most highly paid civil servants in the world (RSPACP, 2005:10).

6.4.2.3 Organisational culture and training

Organisational culture and training would sound incompatible. The two variables seem kilometres apart and yet there are close to each other. Various studies indicate that organisational managers have to learn and understand the organisational cultures and the cultures of the people they lead. Cultures incorporate core aspects such as the behavioural norms, artefacts, and behavioural patterns both of the leaders and the followers (Dalio, Gerson, & Kitchen, 2014:19). The findings of this study are that 95.1% of the organisational leaders have to learn and understand the cultures of the people and of the organisations they

lead and this is largely in agreement with the previous studies of Dalio et al. (2014:19), and they provide the following:

Managers cannot operate in a vacuum. They need to provide leadership, co-ordinate the activities of their organisations and in turn get the support of the people they lead, hence fulfilling “Factor 2 of the Model”.

Some available literature suggests that when organisational leaders learn and understand the cultural backgrounds of the organisations they are operating in, they can identify and share important information with their followers. Employees will do what their supervisors do, rather than what the policy manuals stipulate. This point is a two-way direction. Learning the culture of the organisation and its people will benefit the organisation. Employees do what employers do rather than what the policy documents require them. From this discussion, one would be tempted to ask “What comes first? As the metaphor goes, “The egg or the chicken”, likewise, “is it the leadership or organisational culture?” Indeed, leadership comes first and establishes the culture of the organisation. This view is supported by Dalio et al. (2014:19) when they state that, leadership is the determinant of organisational culture. Also, that the behaviour of leaders and organisational supervisors play significant roles in the employees’ ethical behaviour. Where organisations are faced with challenges then, the author suggests that organisational culture is re-visited so that leaders attain the required leadership skills.

6.4.2.4 Use of suggestion systems

The use of suggestion systems is not given the attention it deserves and yet it is supposed to be one of the most valuable management tools in any organisation (Du Plessis, Marx, & Wilson, 2008:1). This complements the report by Wattman, Wunker, and Mohanlal (2015:14) who found that generally many citizens in South Africa either have lost or have not developed the habit of providing feedback to those in authority. Similar findings of this study indicate that 67.0% of the managers use the suggestion system. The suggestion system if managed well, has lots of benefits that can lead to the success of many organisations. Employees and the public freely put forward their suggestions and ideas and express their views on how services should be rendered to them and how the organisation(s) can improve on their services. The frank and open suggestions and ideas achieved through suggestion boxes eliminate the culture of ‘Shoot the messenger’ mentality and enhance the culture of gathering actionable ideas. The suggestion system improves both the information generation

and how it is disseminated in the organisation (Moguluwa & Onyiagi, 2013:20). On the basis that this is a very valuable management tool and some managers have taken it seriously within their organisations. Therefore, the researcher strongly recommends that, all public organisations give it the utmost attention as it will address the leadership challenges that arise because there are no checks and balances for fear of being labelled as disloyal or bringing disrepute in the organisation.

6.4.2.5 Remuneration

In any model that deals with employment and leadership, the issue of remuneration needs to be addressed. Because this is a very sensitive and private issue, it was not explored in the questionnaire; however, no employment can occur without consideration of the wage package that employees will receive. Concerning the model, the author refers to the 'pay pegging' system. Ideally, any country should strive towards full employment or close to full employment levels, which is when a 0% unemployment level has been achieved. As was stated earlier, Malaysia is exemplary in this regard. The model, therefore, proposes that all public servants must meet the criteria of regular training and suitable qualifications to justify the remuneration packages they receive according to their levels of service. The researcher's view is that, pay inequalities in terms of qualifications, experiences, and tasks performed within the same public organisations will be eliminated, and pay inequalities between public and private organisations will be bridged through a 'pay pegging system'. This will stabilise the workforce in the province and in the country as employees will have no basis for comparison for pay differentials as payments in both the private sector and government sectors will be standardised and uniform.

Pegging of remuneration in the public sector will require the public sector to adopt the private sector's payment practices and, in so doing, the public sector will become more flexible, adaptive and innovative, which are attributes that are rare in the public sector (Parry & Proctor-Thomson, 2003:376).

However, there are various causes of pay disparities, which means that pay disparities will continue to exist in both public and private organisations. In fact, these disparities will continue to rise because of different levels of specialised skills. In some Western countries such as Denmark, France, Germany, the Netherlands, the UK and the USA, considerable pay disparities have been experienced since the 1970s as levels of specialisation have increased

(Bach & Edwards, 2013:256). The model, therefore, does not focus on bridging pay disparities due to the depth of skills or experiences, but it addresses the same pay for the level of skills and experiences for personnel who work in the public sector and those who work in the private sector.

The model thus suggests that the government should establish a remuneration system that shows parity between the public sector and the private sector for equal work done with equal qualifications, and similar work experiences. In the South African context, just like most if not all African countries, workers in the private sector are usually paid better than those in the public sector, and this could be a major driver of high levels of inefficiency, ineffectiveness, fraud and corruption in the public sector. As long as pay parity remains unaddressed, it is likely that many evils will continue to be a cancer in the public sector.

6.4.2.6 Appointments and promotions on merit

Meritorious appointments and promotions in the public sector will address other managerial evils such as mismanagement of public resources, lack of accountability, corruption, wrong placements, and more. Written external and internal entry and promotional examinations will also see the elimination of discretionary and subjective appointments. Discretionary and subjective interviews occur because some of those who conduct interviews have either been corrupted or lack the know-how to conduct interviews. Oral interviews are good, but their authenticity is relative. There could be a high degree of biases and discretion from the interviewer to the interviewee, and this could lead to wrong recruitment and placements being made. The costs of wrong recruitment and placements are so enormous such that they could become the organisation more than what the organisation is likely to gain from the aspirant candidate(s). The beneficiary will applaud them, and the one who does not benefit from them will condemn them. The model emphasises a merit-based bureaucracy in state-owned organisations so as to eliminate the social evils of corruption, discretionary and subjective appointments and placements that take place in public organisations. Written internal and external examinations should therefore be introduced in all public service sectors for both new entrants and those seeking promotion within. The system of written examinations for recruitment will have the advantage of transparency between all the parties concerned with recruitments and placements, such that anyone who may wish to view the allocation of the scores may freely do so. Subjectivity in recruitment processes will be minimised also.

A large percentage of the respondents felt that appointments and promotions were not conducted on merit. These views can in a way be justified, for example, when senior official members either intervene or influence appointments as a sign of patronage (Kota, Hendricks, Matambo, & Naidoo, 2017:6-7). In addition to this, Kota et al. (2017:7) are also of the view that because of lack of merit in public organisations, in their paper, they have associated the leadership challenges in the Province to be afflicted by factional and clientelistic practices. Merit appointments and promotions can be a debatable subject in the context of the history of South Africa. The researcher's argumentation for this lies in the history and laws of this country which still has remnants of the imbalances of the past and at the same is struggling to rectify those social and economic imbalances. Striking the balance of the past with the pressure of the majority citizens may not be achievable easily.

6.4.2.7 Sustained planning supported by statistical analyses and research

The government as the main employer should conduct statistical analyses on a regular basis and provide current employees with a certain level of education. Statistics should for instance determine staff members' qualifications in terms of certificates (1 year post-matric), diplomas (2 years post-matric), Bachelor degrees (3 years post matric), Honours degrees (4 years post matric), Masters degrees (5 years post matric), and Further qualifications (6 years or more post matric). The level of entry into the labour market will be determined by qualifications and the availability of vacant posts. At the same time, consideration should be given to people who exit the current labour market and whose posts need to be filled. In essence, the government and its public sector should emphasize the development of human capital, especially regarding those people who reside in rural areas from where people migrate to urban areas for better opportunities. This will also have the effect of controlling the exodus of migrants from the rural areas to urban areas, which is a phenomenon that is fraught with many challenges.

6.4.2.8 Technical expertise and authentic leadership

The development of leaders who will have sufficient technical know-how and who have sufficient leadership skills will be attended to. Authentic leadership occurs when leaders are genuine, know themselves and their 'true North', and truly understand their leadership role (Jooste, 2013:422).

If the recommendations of the model are implemented, employees and managers will be more motivated and will want to work together, as the managers will be role models. Such leaders will present themselves as “other-oriented, service driven leaders”, which literally mean that they will demonstrate the concept of ‘others first’ and ‘leaders next’ (Jooste, 2013:410), instead of the many current practices where managers are in an untouchable position of power and influence. The fact of the matter is that followers wish to work with people who care for them, acknowledge their efforts and who have strong work ethics. This fact is also supported by Jooste (ibid), who argues that followers want leaders to demonstrate meaningful and positive relations in the work environment. It is this characteristic that is so important in public organisations where employees’ morale is low at times due to either low pay and/or being stretched by the demands of the tasks that are work-related.

6.4.2.8 Increased probation period for new appointees

With an increased probation period for prospective employees, it would mean that public officials will be able to work for longer periods and with less supervision before the decision for a permanent appointment is taken. The benefits if employees work more independently include efficiency, effectiveness, and acquiring a sense of responsibility. At the same time, these newly appointed employees will acquire a sense of accountability and their efforts will result in cost-effectiveness as there will be less wastage regarding supervision, repetitive work, and hiring extra workforce to support the existing labour force. The worst scenario occurs when organisations employ a labour force that is incapable of doing the required work and that does not have sufficient knowledge and skills for the job. Such employees have to be trained ‘from scratch’ and they also have to be constantly supported and supervised while receiving a full salary. This type of expenditure can be eliminated if the suggestions in the model are implemented. It must be reiterated at this point that is on-going in-service training for employees and managers is a requirement of the model. However, this form of training is to enhance advanced skills, and not to train and re-train an incompetent workforce.

Job security can be achieved and the entire province – and ultimately the country – will stand to benefit from a knowledgeable workforce. As stated above, technical training and further training as suggested in the model will reduce all forms of wastage regarding more training during job performance, and work-related stresses will also be reduced. At times, work-related stresses occur because the employees are not conversant with and competent enough in work assigned to them, and they find themselves struggling to cope with the expectations

of the job. When a well-trained labour force enters the labour market, the advancement of organisational leaders is facilitated. Such employees will be able to cope with the work or tasks assigned to them.

6.4.2.9 Addressing employees' and the public's expectations

Admittedly, every public organisation in the EC province has someone who heads it in a managerial capacity. The question is whether these managers are also leaders. Storey (2005:6) provides a summarised dichotomy that distinguishes between managers and leaders, especially in public organisations. In this context, the implementation of the proposed model will facilitate the development of a pool of efficient leaders who will focus on satisfying their followers' and also the public's expectations. The researcher foresees a calibre of transformative leaders who will maintain professionalism among themselves and their followers and who will abide by sound organisational standards.

Moreover, citizens are likely to co-operate and comply with public decision matters (United Nations, 2015:32) when they are presented with a new breed of leaders who are not only competent but trustworthy. Some of the themes that were strongly supported by the respondents were the following:

1. That there was an equitable sharing of the resource after the re-demarcations following the democratic dispensation of South Africa.
2. Historical factors cannot be singled out as the major causes of the leadership challenges in the EC.
3. Most EC public managers do not seem to be anxious to be amalgamated to the WC Province.
4. Many public managers agree that the culture of an organisation and its people are crucial for the organisation.
5. As many as 91.2% of the respondents supported the idea that, managers and all other administrators should provide timely feedback to their colleagues and their followers. This is related to the theme of gathering sufficient information before acting. Indeed, the public would applaud managers who use sufficient information before they act. It would be unhealthy for organisations to have managers who react and respond just on hearsay.

6. This study has indicated that resource allocation is not an issue that can be debated upon. The EC province is allocated sufficient resources, but there the poor management and implementation of the available resources were found to be a major problem (95,2%).
7. The study shows that government employees (94,1%) spend more time on politics and less than 5% on decision implementation, this fact is supported by the researcher's experience as a public servant in the EC for over 25 years.
8. Finally, the public expects teamwork, collaboration, work ethics, and a trustworthy public sector. This last theme was highly supported by 99, 03 % -100, 0 % of the respondents.

6.4.3.0 Trustworthiness as a pivotal attribute of leadership

The model thus places a strong emphasis on trustworthiness as a component of efficiency. According to Pareek (2008), trust and openness between leaders and their followers are vital. Trust is when individuals or groups of people accept what others say and do without searching deeper into what they are really saying or doing. When individuals question their leaders' trustworthiness, it may lead to mistrust, and therefore trust can be achieved when what a leader says is taken at face value. Trust and openness are valuable ingredients that are required for organisational build-up. This study revealed that demonstration of trust by organisational leaders is the foundation of successful leadership as achieved (99.03%). The 0.97 that was lost to the other group could have been due to human error. Therefore, 'Trust' is one of the key variables in the model and which has to run throughout all the tiers of all organisations, to achieve success.

Trust is essential for the maintenance of legitimacy and stability in all organisations. There is an abundance of literature that strongly supports trust as a building block of strong leadership (Schofield, 2007:5). Schofield further explains what leaders should do to win the trust of their followers. Among the suggestions, trust can be achieved if leaders are visible internally within the organisations as well as externally in the outside world. It is important therefore that leaders use an 'open-door' policy so that they are always visible to their followers as well as the citizens that they serve. Leaders that use a 'closed-door' policy will hardly be visible nor will they communicate with their followers. For example, they will avoid participating in events such as holding open meetings. Schofield also suggests that leaders need to be

approachable. If leaders are visible, then they can be approached, and communication will occur openly, sincerely, and with mutual respect. This will lead to collaborative leadership which is a desirable type of leadership that outweighs the autocratic ‘iron-fist’ type of leadership that does more harm than good as it does not enhance collaboration. According to Pareek (2008:553), it is not only a lack of mutual development but autocratic leadership that results in discontent. Current leadership sees leaders as equals among followers. The implication of this is that followers need leaders to be visionary. They need to encourage collaboration and inclusivity which are democratic leadership principles. The respondents in this study supported these arguments for collaborative leadership by an overwhelming margin, as 100% agreed with a collaborative, open-door leadership approach.

6.4.3.1 Filling up the ‘leadership gap’

The ‘leadership gap’ is a problem that faces organisational leaders the world over (Refer to Chapter 3). Leadership gaps arise due to various factors such as the lack of a clear career path. Once a career path has been established, then the hiatus is likely to be resolved without any hiccups. Continuity will likely be established in organisations, and once there is continuity, then performance will be achieved. A leadership gap could also occur if a leader does not have the necessary skills and training. The problem of simply promoting ‘the next person in line’ into a leadership position in an organisation may be eliminated if the model is appreciated and applied. When career paths come into play, then it becomes easy for the government and its organisations to move personnel from one department to another. The mobility of personnel into and out of organisations will become more flexible.

6.4.3.2 Visionary leadership that encourages hope

The new calibre and breed of leaders that will be created by implementing the model should create new visions and establish a sense of hope in public organisations. These leaders should be able to empower their followers and inspire them and transcend their organisational goals. The public sector should move away from short-term fixes to long-term focused goals. By looking at the ‘bigger picture’, leaders will focus on long-term organisational goals which will include preparing for the next generation of leaders in the organisation. This vision was also supported by the respondents of the study, as they indicated by a large majority that they supported leadership that is visionary and inspirational.

6.4.3.3 Curbing work-related stress

According to established research findings, work-related stress is on the increase in the workplace (Robbins et al., 2011b:500). Stress is viewed from two perspectives: job demands and job resources. Unrealistic job demands occur when organisations' expectations are unrealistically high, and employees can therefore not cope with those demands. Job resources require organisational aspects that are necessary for individuals to achieve their work goals in support of the organisation.

Organisational leaders will be well-trained; for example, in all aspects of Management, supervisory skills, operational skills, basic finances or financial literacy, policy development programs, and all other basic leadership skills that a manager needs to manage an organisation. This in turn will result in the public sector leaders being knowledgeable and skilled for the organisations they lead. The leaders will lead with the confidence and will not gamble with the tasks and responsibilities of the positions they are in. The problems of having leaders leading without the necessary training and skills will be something of the past. Leadership gaps such as leaders confronting people they lead, or being unable to solve immediate problems, where leaders cannot make decisions immediately will not continue. Leaders will most likely be decisive in decision making when they are trained as per the recommendation of this study.

The benefits include the reduction in costs in terms of production that would have been experienced by repetitive task-doing from the less knowledgeable and the less skilled organisational leaders and eventually those funds that would have been spent on supporting the less knowledgeable and less skilled workforce would now be re-channelled and be used to increase the workers' pay in terms of salaries, allowances, and other work-related benefits and purchase the necessary equipment for the organisations. For example, Singapore, where the civil service is the most efficient and least corrupt in the world, has some of the most highly paid civil servants in the world as reported by UN (RSPACP, 2005:10).

6.4.3.4 Rigorous selection procedures

Related to the issue of training, all appointees should be subjected to rigorous selection procedures that will involve both oral and written tasks. Evidence should be kept off the administered tasks in the event of queries. This practice will result in a meritocratic career

civil service. From personal experience and in my personal observations, selection and placement are sometimes compromised as candidates are appointed and placed into positions through the use of different criteria and which in some cases cause friction and rebellious behaviour and hence the poor performance of some organisations.

In countries where written exercises are used to recruit employees such as in Singapore, Malaysia, Brazil and Russia, there are signs of major leadership stability and fewer challenges in public organisations. What the South African government has to encourage, is that entry into the civil service requires rigorous competitive examinations, as international studies have shown that countries in the BRIC sector such as Brazil and Russia moved from predatory and irresponsible bureaucracies towards efficient and merit-based civil services (Gaetani & Heredia, 2002:3).

Based on documentary evidence and experience, civil service reforms in countries that are considered to be at the same level as South Africa should attempt to reform their public service by, among other things, revising their personnel systems. This will entail shifting priorities significantly, which will be a political challenge as well because merit-based recruitment should not be compromised. In the researcher's experience, the PSC conducts oral interviews and no written ones. The questions that are posed are often routine or are irrelevant and may not be tailored towards what the aspirant candidate is expected to do in the organisation.

The danger that is envisaged with oral interviews only is that the outcomes are subjective and sometimes could be biased. However, if written responses were to be obtained as well, they would complement the oral interviews, and then subjectivity would be minimised. In a nutshell, oral interviews and an applicant's Curriculum Vitae (CV) may not provide enough information as certain aspects such technical training, human relations, conceptual skills, and emotional intelligence may not be covered adequately during the usual period of 15-30 minutes or even less for an oral interview. In this regard, the proposed model will ensure the recruitment of efficient and non-corruptible civil servants. The available literature from other studies indicates that some of the best performing economies, for example, Republic of France and which is the largest country in Western Europe is the world's fourth-largest economies (UN, 2006:2). The aforementioned country also has a very high life expectancy of an average of 74 years for men and 82 years for women. A country with a trade surplus of

€18,9 billion. The unemployment rate is running at about 8,8% while that of South Africa is estimated to be threefold that.

6.4.3.5 Establishing a clear leadership agenda

Another contribution of the model will be a clear leadership agenda. Currently, South Africa does not have a clear agenda regarding its public sector. When there is a clear leadership agenda, prospective candidates, as well as the citizenry of the country, will understand the career path that people will follow. This path will have markers from the time prospective applicants enter tertiary institutions up to the time they apply for a post in the public sector, and beyond.

Further training as part of the process, the tenure of service within the public service sector and retirement procedures will all be clear. Some citizens become bitter and disgruntled after graduating with certain qualifications, but they find themselves unemployed because the government has no career path in place for graduates regardless of numerous and costly under-graduate grants. There seems to be a huge chasm between pandering to rebellious and demanding students' whims for their votes and ensuring that they have sustainable employment after graduation. This builds anger against the government as citizens feel betrayed because the government does not meet its constitutional obligations to employ its citizens.

If a properly construed career path can be followed, unemployment will be reduced as each person's skills will be identified. In countries where career paths are established and functioning, the PSC knows very well how many are to enter its system, how many will be in the system, how many will leave the system, and how many have to be trained and for how long to serve the system efficiently. The model thus addresses government policies and reforms as it will compel the government to address the career paths of public servants. If the career path issue is attended to, many challenges such as the escalating anger among citizens against the government, continuous riots, a feeling of hopelessness among some citizens, unemployment, and job insecurities will be reduced.

A clear leadership path should take into consideration the fact that the civil servants are to stay in the system for a relatively longer period than what is currently happening. It should address the issues of all forms of corruption and fraud. The social evils committed by civil

servants must be reported, and strong punitive measures must be applied depending on the nature of the misconduct.

The study indicates that as many as 42,7% of the respondents disagreed that employees are selected on merit. This is much higher to the respondents, 34,9% who agreed that employees are appointed on merit. 22,3% were undecided. This is clear cut to what they know and what they would wish to reveal. This theme of employment is one of the most sensitive issues as it touches the livelihood of most people, those in the system of employment and those who intend to be employed.

The model will ensure a public service leadership that is knowledgeable and skilled. Currently, certain personnel are appointed to offices irrespective of whether they have well-grounded management knowledge and leadership skills. The study indicates that only 34,9% agreed that employees are appointed into public offices on merit. This impliedly means that certain employees find themselves in the offices either without meeting all the requirements of the job or otherwise. Mathiba (2007:529) is of the opinion that many leaders such as school principals are appointed in high positions, yet they are deficient in managerial and leadership skills and lack governance training. The practice to appoint leaders without proven managerial skills in top positions could defeat Taylor's vision of "getting the right man for the right job". According to the Western Cape Government Recruitment and Selection Gazette (WCGRSG, 2002), the Gazette stipulates that all persons who qualify for any appointment, or for promotion shall be considered, but there are certain conditions that come into play. The conditions include the following:

- Training and formal qualifications
- Skills and knowledge
- Competency test, this point is subjective as there are no competency tests conducted
- Relevant experiences and precocity
- To complete the job within a reasonable time
- Need to redress the historical imbalances about race, gender, and disability (this point allows a loophole of appointing less qualified servants by historical imbalances).

The model, therefore, positions organisational administration, management, leadership and governance skills into the hands of appropriately qualified and skilled leadership personnel.

6.4.3.6 Eradicating unethical behaviour

Unethical behaviour that impedes organisational performance will be eliminated. Unethical behaviour, in this case, entails economic crimes such as corruption, bribery, cybercrime, fraud and others that fall in this category. These views are supported by Rajeev (2014:43). According to Rajeev, the elimination of economic crimes will shift the organisations from a culture that compromises service delivery to one of the high-performance priorities.

In this context, the model requires that PSC should be mandated by the government to operate autonomously and to be able to identify the best approaches and practices for grooming, coaching, and mentoring both organisational leaders and employees. Where governments have given autonomy to the PSC to operate with minimum political interference such as in Singapore, their civil service has become the most efficient and least corrupt in the world with low unemployment levels (United Nations, 2005:3). For example, recruitment policies in Singapore are set and conducted by the PSC. However, this is a big challenge to address in the South African context and other African countries where organisational leadership and, to a certain extent, seniority positions in the public sector and government circles are politically positioned. If political agendas keep driving the public sector, I envisage that the minimum requirements that are suggested in this section of study may be a futile exercise. The model, therefore, requires that the government allows the PSC full autonomy to function independently and free of governmental and political interference.

6.4.3.7 Teamwork as a pivotal element of leadership

The results of the questionnaire indicated that an important variable of leadership is teamwork, as 100% of the respondents indicated that this was important in their leadership style. Teamwork is possible if each role player co-operates with the 'team' in the organisation and plays his/her part.

The model dispels the conventional perception that top and middle-level managers are the only people who 'know it all' and that it is their job to take responsibility for innovations in their organisation (Sandford, 2002:468). For example, although the respondents stated that they supported collaboration and teamwork, a certain percentage still disregarded this practice as not very important, as they chose the disagree option. This implies that some managers still insist that 'top management knows all the answers' to the leadership problems

that are encountered in their organisations. I argue that this perception may be one of the reasons that leadership challenges are persistently experienced in the public sector in the EC.

The model, therefore, debunks the myth that knowledge and answers to organisational leadership challenges are vested in the leadership alone, as it clearly vests the responsibility for problem-solving in the entire spectrum organisational membership where solutions should be found among all the layers of an organisation. This means that all stakeholders have to work together so that there is no single person or single group that is said to be the custodian of all the knowledge and the solutions. Therefore, teamwork is imperative if public organisations are to perform optimally. It was heartening to note that all 100% of the leadership that was included in this study supported this view.

6.4.3.8 Competent financial leadership

The model indicates that competent financial leadership is imperative. In the financial year before this study (2016/2017), the ECDoE failed to spend an amount of over R530 million that had been earmarked for improvements in the infrastructure of the department. The unspent money had to be returned to the National Treasury. This example highlights a travesty of the managerial mandate that is entrusted to educational leaders, particularly as a shocking lack of facilities and infrastructure still exists in many schools in the EC province where the annual Matric results have been the lowest in the country for a number of years (Kota, Hendricks, Matambo, & Naidoo, 2017:16). Still Kota et al. (2017:16) further indicate that, the total number of schools in the EC also fell from 5 809 to 5 754. Also the number of learners decreased from 2 076 400 to below 1 051 523, all in the period of four years that is between 2009 and 2012. The reasons for this oversight by the ECDoE are nebulous, but conjecture suggests that poor planning and atrocious financial management and know-how are glaring inadequacies that should no longer be tolerated. It is thus with anger and bitterness that I hear colleagues and officials in the public sector claiming that “the government does not provide us with sufficient resources in the public sector”. Competent and meticulous financial management, as addressed by the model, is an imperative that should no longer be ignored. This strong argument is supported/contradicted by the findings of the study; of the respondents claimed that the financial situation in their organisations was on a sound footing. The surprising aspect is that, although there is generally an outcry among the citizens that corruption and fraud in the public sector are rampant, the respondents (94,2%) to this study

indicated that, there were ready to entertain questions relating to accountability. This sounds weird for one to be accused of resource mismanagement and yet at the same the accused is ready to entertain questions on that matter. This means a lot to the researcher that financial misconduct could either be existing and because there are no serious punitive measures that are enforced, then the managers can entertain questions about accountability. On the other hand, this high percentage to entertain questions on accountability was so, because the managers did not wish to indicate that the outcry of the public is true and that, they the managers are responsible for the citizenry outcries on financial mismanagement and other public resources. Or the respondents are aware of what is happening in their organisations and would use the opportunity to air out any of the views, either positive or negative.

The respondents to the questionnaire that would entertain questions about accountability were 94.2%. The above high percentage could equally be justified by the fact that there is a great deal of literature and information regarding misconduct and misappropriation of public funds as indicated in public gazettes (Allan, Overy, Somhlaba, Tetyana, & Zepe, 2004).

6.4.3.9 Emotional Intelligence (EI)

Trust is a two-way path, and therefore the model presents four key drivers that need the attention of the PSC in the EC to secure the governments' and citizens' trust:

- Technical training (TT);
- Human resource skills (HRS);
- Conceptual skills; and
- Emotional intelligence (EI).

The first three components usually receive some attention from the government, organisations themselves and the recipients of the services they render. However, emotional intelligence is largely marginalised and is therefore explicitly addressed by the model.

Emotional intelligence (EI) is one of the major traits that can lead to effective leadership (Robbins et al., 2011b:291), but it is a trait that has not been deeply researched in terms of leadership in the public sector in the EC. The advocates of EI are of the view that leaders may be technically and professionally trained and may be able to evaluate and diagnose complex situations, but if they lack EI, they may not be successful in their leadership mandates. As organisations keep growing and expanding, organisational leaders need to grow closer to

people, especially by having empathy with all employees. Eventually, such leaders will earn the loyalty of their subordinates without coercing them to be loyal, and the cohesiveness between leaders and subordinates will be strong. Through EI, leaders are aware of their self-being; they exercise self-control and are thus self-motivated. They display empathy, which affects their performance and that of the people that they lead (Bach & Edwards, 2013:403). Also, people are emotional beings, and this is a fundamental aspect that binds us together in our places of work. As emotional beings, EI affects organisational leaders, and it should be positioned as a central attribute of leaders in public organisations.

The nature of EI is such that it was difficult to incorporate it in the questionnaire that was submitted to the respondents of this study. However, it may be surmised from a holistic overview of the data that the managers essentially supported and endorsed EI as a vital component of leadership, simply by evaluating the many positive responses that underpinned sound and desirable governance in the public sector. For example, teamwork, collaboration, and empathy, which were themes that strongly emerged from the data provided by the managers, can only be appreciated in the presence of EI.

6.4.3.10 Benefits of the model outside the borders of the EC

The researcher envisages that the proposed conceptual model and the recommendations that have been suggested will benefit not only the public sector of the EC but also provinces across South Africa and even countries outside the South African borders that are experiencing leadership challenges in their respective public sectors.

Secondly, although the recommendations are based on a study that was conducted in the Eastern Cape Province in South Africa, the data and themes that emerged could inform other African countries as well, particularly because examples that were evaluated were not confined to the South African perspective only. For example, issues such as corruption, inappropriate appointments and placements, abuse of state property and negligence are core issues that are common to some of the African states (Kilelo, 2015:21). This leadership model addresses these themes as well.

6.4 LIMITATIONS OF THE STUDY

The results obtained in the study have yielded interesting findings. However, there are some limitations in light of the possibility to generalise the findings.

First of all, the research considered samples only from one geographical area, which is the Eastern Cape, out of the nine South African provinces. Only a few districts and public departments were considered. Therefore, the generalisability of the findings is limited. The sample size and the geographical area size were small for various reasons, such as the costs involved and time limitations.

Secondly, the research involved only organisational managers and heads of public departments in the public sector. Leadership in any organisation does not depend on managers only. Other personnel who are part of those organisations such as employees, labour union members, political leaders, community leaders, and other members such as the recipients of the services being provided did not participate in this study. This means that a large portion of stakeholders was excluded from the study. If it were possible to include them, the findings could have been more comprehensive and illuminative as each stakeholder would have been represented in the investigation into issues of governance and leadership in the organisations concerned.

Associated with the calibre of participants, it was a mammoth task as it was not easy to meet the 'gatekeepers' of the public organisations. Appointments would be made and rescheduled from time to time. This meant a considerable burden on travelling costs as, from experience, telephonic or e-mails receive less attention compared to the physical presence of the concerned party.

More studies should be conducted on the role of citizens in the public service sector. The reason is that citizens always raise their concerns and dissatisfaction through riots. Sometimes their acts lead to deaths, destruction of property, and retarding task logs.

Furthermore, the research methods were limited. A study of this nature may rely on more than two research methods. The researcher used a literature review and a questionnaire. Other methods may complement the main research method so that there is a greater in-depth understanding of the complexities of the topic under study. Using more research methods will complement one another and will also enhance triangulation. In this study, the researcher complemented the secondary data collection tool with a qualitative research method, namely a structured questionnaire. This decision was based on the relative inaccessibility of the proposed study participants. The researcher acknowledges that face-to-face open-ended interviews with the public service personnel would have added invaluable data to the study.

Another challenge was that the questionnaire might have been too long, although it covered most of the key aspects of the research questions. In this regard, a pilot study may have assisted in identifying those items that could have been excluded.

6.5 CHAPTER SUMMARY

The chapter outlined the major findings that were obtained as a result of the analyses of the data that were presented in previous chapters. These chapters were linked as follows: The literature reviewed in chapter two, led to the methodology in chapter three. Then the methodology led to chapter four for the data analysis, interpretation, and the results. Followed was chapter six which the discussion of the results.

By these findings, a model was designed to address the current and future leadership challenges in the Eastern Cape Province. A depiction of this model is presented in Figure 6.1. The model was underpinned by findings related to government policies and administration, as well as political influences as elements of external factors that impact the public sector in the Eastern Cape. The operations of the public sector were also viewed from an internal factor perspective, and the findings illuminated insufficient leadership skills/lack of leadership capacity in many public institutions and a lack of leadership training. The model thus highlights nine factors that need to be developed and sustained to enhance the leadership capacity. The role of the public sector is to implement the nine-factor model. The role of the government is the establishment of management and leadership training institutions that will function independently of traditional universities and similar tertiary institutions. The government is an overall seer over its public sector and its citizens.

Also, the researcher acknowledges the significance of previous research and the role of the transformational / transactional theories in leadership that elucidate desirable organisational goals in many public organisations (Nicola, 2013:6, Andersen et al., 2015:5). Therefore, the model that has been presented does not entirely replace previous models and theories, as they positively contribute to leadership practices and theory. Instead, this model addresses the gaps that are not addressed by other models and theories regarding current leadership challenges that exist in the Eastern Cape Province.

A key feature of the model is the need to build trust among leaders (managers) and their followers. Further key features are the developmental needs of organisational leaders, sustainability regarding human resources and skills, and emotional intelligence.

It is envisaged that the adoption of the model will ensure improved services to all the citizens of the province and that its successes will be emulated by other provinces in South Africa and even other African countries. An important factor in this regard is the creation of a clear

career path for public servants. Moreover, labour stability will be achieved if the remuneration of the public sector is brought in line with that of the private sector.

To conclude the chapter, the limitations of the study were elucidated and coupled with suggestions for future research. The limitations referred to the scope of the study that could be extended and the relatively small sample size, which were barriers to generalising the findings. It is also suggested that the data collection methods could be extended to include, for example, focus group discussions and one-on-one interviews.

CHAPTER SEVEN

CONCLUSION AND RECOMMENDATIONS

7.1 INTRODUCTION

This chapter presents the concluding remarks in the thesis and the recommendations based on the findings. Chapter one provided the background and introduction to the study. Research objectives, research questions, and the rationale of the thesis was given. The research methodology was outlined. Chapters two and three dealt with the literature that gave impetus to the research and introduced the concept of the design of the model which was a core objective of the study. Chapter three elucidated the methodology that was used to carry out the survey and explained the primary data collection tool that was used to obtain comprehensive primary and secondary quantitative data. Chapter four presented the analyses, interpretations of the data, and provided the results. The results were evaluated concerning tables and bar graphs. Chapter five centred on the discussion of the results that were presented in chapter four and were discussed in chapter five. Chapters six was an extension of Chapters three throughout five.

Based on the results, a model to address the leadership challenges has been designed and has been presented in Chapter six. The researcher considered the design of the model from within the theoretical framework that underpinned the study. In this context, the model designed and developed does not replace existing theories and models regarding leadership. Certain aspects can apply to some of the theories and models, and public organisational leaders in public organisations can apply the conceptual leadership model. Also, Chapter six presented the limitations of the study and offered some recommendations for future research in the field that was under investigation.

7.2 CONCLUSION

The aim of the study was to explore leadership issues in public departments in the Eastern Cape Province in South Africa, and a primary objective was to design a leadership model that would address the leadership challenges that are faced by leaders of the public sector in the Eastern Cape, thereby supporting struggling managers to become efficient and effective. Concerning the themes that emerged from the data and the findings emanating from them, the author designed and developed a leadership model. The core concept on which the model was

constructed is transformational leadership. The model was comprehensively discussed in chapter six. The model comprises 19 core elements that are crucial in addressing leadership transformation and sustainability in public organisations and may be applied not only to the Eastern Cape but all public departments in South Africa and even beyond our borders. An important aspect is a need for career path directions that will sustain a commendable public sector. As was stated earlier, the model acknowledges the importance of existing theories and models and thus augments rather than replaces them. The importance of transformational leadership is given a pivotal position in this model.

Transformational leadership has worked successfully in private sectors where the bureaucratic red tape is contained, and competition is stiff to achieve results. However, transformational leadership has not yet taken centre stage in the public sector domain in the EC, as it is said to be less frequent and less effective (Wright & Pandey, 2010:76). There is a need for our public organisations to transform and implement what other organisations are doing to become effective world-class organisations; hence transformational leadership is pivotal in the proposed model. A unique characteristic of transformational leadership is flexibility in both leaders and followers, which is key to the success of any organisation.

The second objective of the study was to outline the current leadership profile of the public service in the Eastern Cape. Therefore, theoretical aspects that apply to the South African public sector context were dealt with in Chapter two and Chapter three, and global leadership approaches and models were discussed. The theoretical framework lay a foundation for the development of the model that was elucidated in Chapter six.

The third objective was to obtain information relating to leadership challenges in the public sector. This objective of designing and administering a questionnaire to gather relevant information on the leadership challenges that were experienced by heads of public organisations in the Eastern Cape Province realised well. The survey was conducted to 370 participants, of which 10% was used as an experimental control. The results of the remaining 90% were analysed and interpreted. Based on the findings, the researcher designed a model that was presented in Chapter six.

The conceptual leadership model will address the current leadership challenges in the public sector in the Eastern Cape and may be applied in the other Provinces in the country and even

in the rest of developing economies since many developing countries were found to be sharing common leadership challenges both in political leadership and in public leadership.

Finally, the researcher contends that the study addressed one of the major problems that face the Eastern Cape, the rest of South Africa and the entire Africa, which is poor public service delivery.

However, borrowing ideas and models from advanced countries and implementing them without modifying them to suit the African environment is a recipe for disaster. Any model or any form of ideas for use in public service organisations should consider cultural factors, economic background, the historical situation, the political factors or the extent of government influences in recruitment and selection, the education system, the level and influence of labour unions, and many more. Therefore, this study will enlighten both political leaders and organisational leaders about the need to develop our models, and where ideas or principles of good practices have been borrowed; they need to be modified to suit the South African social, political and economic climate. It means that South Africa and other African countries should think hard and adopt the principle of transformation and reform in their public sectors as a matter of urgency. The Eastern Cape alone may not be strong enough to take on the issues of transformation and reform, but the country can vigorously embrace the challenge. The resultant changes can easily reverberate across other African countries that still rely on the 'outside world' for change. It is a travesty that African countries persist in applying administrative models that were developed for use in the western world while politicians and administrators fold their hands and join the cry against colonialism and oppression. African countries, and South Africa in particular have numerous resources and expert peoplepower at their disposal. The challenge is that developing countries have to put their noses to the grindstone and tackle these challenges head-on to ensure the establishment of public organisations that are running smoothly and efficiently.

7.3 RECOMMENDATIONS / SUGGESTIONS

The primary recommendation in respect of dealing with leadership challenges in the public sector is the adoption of the model that addresses the major objective of this study. The Model was based on the literature – chapter two, the methodology – chapter three, the data analysis, interpretations and the results, which was followed by the discussion that was

presented in chapter five and all this culminated into chapter six which is the design of a conceptual leadership model for the public sector.

The following recommendations / suggestions predominantly about the literature review are offered below:

1. The public organisations and the government of South Africa may implement the model as the nine factors, and each factor has different indicators as they were vital in the study.
2. The government should adapt and transform the education system and tailor it to the needs of its citizens to curtail the imbalances that were created long ago but which still have negative impacts to this day. One challenge is to change the mind-set of ordinary citizens who still have to receive hand-outs for their survival. The latter will require improvement in productivity and service delivery. The historical legacy, especially in the Eastern Cape, of unskilled peoplepower must be transformed – not by issuing social grants, but by turning a vast potential labour force into a productive human resource through creative projects.
3. The government and its public departments should complete on-going projects and address all backlogs. Such backlogs cause anger among public citizens who protest violently and damage government property in the process, which in turn costs vast sums of tax payers' money. Incomplete projects and backlogs are found in almost all government departments. For example, dilapidated state-owned properties such as schools and classrooms, inadequate health facilities, housing backlogs in the Department of Human Settlement, and backlogs in issuing social grants by the Department of Social Development and Welfare should be attended to. Backlogs and over and under expenditures could be attributable to a lack of capacity where leaders fear to be held accountable. Hence the government needs to speedily capacitate the existing workforce while putting down plans to capacitate the aspirant public servants.
4. Human capital should be developed and strengthened to improve labour productivity. The need to improve and adopt strong work ethics cannot be underestimated. This is strongly seen within factors 1 and factor 2 in the model.

5. The establishment of specialised management and leadership institutions to capacitate the private sector requires urgent attention, and this is seen in the model where the government has a direct link with its public sector.

There is a need to intensify accountability, trust, and transparency in public institutions as they were found to be critical aspects in the leadership of public organisations. Citizens have the right to know what is happening in municipal departments and should demand corrective measures in institutions that are headed by obviously dysfunctional leaders. Accountability may be difficult to implement where politicians recruit the leadership without considering whether they are competent and proficient (Mc Court, 2007:34). The system of patronage can be eliminated if the public sector operates independently of political interferences. A case in point is Hong Kong and Singapore, where unethical behaviour and corruption were at their peak just after World War II. Now, these two countries are exemplary as they adapted and monitored legislation to eradicate corruption.

To ensure a workforce that is knowledgeable and well trained, the Eastern Cape needs to improve the quality of education in its schools. Projects and backlogs should be completed, and insufficient classrooms should be augmented through efficient and competent management and the useful application of financial resources.

There is an urgent need to establish public service colleges for government officials and for public servants who hold key positions. Training in these colleges of leadership should equip managers to deliver services efficiently, on time, and within the allocated budget.

To ensure that managers of departments and all the other arms of government deliver on time and within their budgets, the government should adapt existing monitoring and evaluation systems to render them more efficient. Managers of departments that underspend, overspend or misappropriate their allocations should be taken to task. National Treasury should subject managers who are guilty to severe punitive measures.

The recommendations that were offered above differed from those in Chapter six, as these were not based on the results of the questionnaire but on an extensive literature survey that explored the conditions in countries that have succeeded in obtaining effective public sector services such Malaysia, Singapore, Sweden, France and Botswana.

7.4 RECOMMENDATIONS FOR FUTURE STUDIES

Future research should expand the scope of the study by including other geographical regions and increasing the sample size. The sample should be more representative of the public sector so that the findings are more nuanced than those illuminated by this study. The current study was limited to seven public departments in the Eastern Cape and involved only organisational managers. Future studies could draw participants from all nine provinces and all the public departments in South Africa so that the findings may be generalised.

Research should determine the costs if the government were to establish a remuneration system that matches private sector salary packages. One particular area that should be explored is bonuses and performance-related financial incentives.

Studies should be conducted on strategies to bring about organisational transformation and reforms in the public sector. Transformation and reform processes are taking place in African countries, although huge hurdles impede the process. For developing countries to achieve their dream of transforming and enhancing service delivery, the leaders of developing countries have to ruthlessly deal with corruption and other maladministration activities in their countries (Kilelo, 2015:21).

Future studies should be conducted by using more than one research method. For example, focus group discussions, and one-on-one interviews could be employed to support or refute the findings of this study, which was limited to a structured questionnaire and document analysis approaches.

Finally, the researcher acknowledges the fact that the findings of this research are not conclusive. More related studies should be conducted in the same province or even outside its borders. However, the study certainly illuminated statistical and empirical evidence that will contribute significantly to the discourse on leadership challenges in public organisations in South Africa and, to a peripheral extent, other developing and African countries

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ANNEXURE A: QUESTIONNAIRE

INSTRUCTIONS:

Please take your time to read each question/statement carefully before you answer it.

Please complete ALL questions/statements by putting a tick on the number next to the statement as you think is appropriate. For example, if you strongly agree with the statement, then a 5 is the most appropriate response, and if you strongly disagree, then a 1 is the most appropriate answer for you.

There is no right or wrong answer. All that is required of you, is that you provide an honest opinion.

Do not provide more than one answer in each question/statement. More than one answer will compromise that response.

Answers must be definite. They should not straddle two opinions.

Please note that, at the end of each section, you are provided with two statements where you are free to make comments and provide your own views that will enable the researcher to understand why you provided the answers that you did in that particular section.

Section 1

ASSESSING THE WORK ENVIRONMENT

BEHAVIOUR FREQUENCY					
BEHAVIOUR DISPLAYED	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
EC and WC did not share equally in the resources of the Cape Province, when the Cape Province was split into the two current provinces.	5	4	3	2	1
Eastern Cape's public leadership challenges can be blamed on the apartheid regime.	5	4	3	2	1
Leadership in the Eastern Cape's public sector is not flexible.	5	4	3	2	1
The challenges that face the public sector in the Eastern Cape should be managed by managers from the Eastern Cape only.	5	4	3	2	1
I use assessment tools in order to systematically learn the needs of department /organisation, e.g., suggestion boxes.	5	4	3	2	1
To solve the public sector's challenges in the Eastern Cape one needs to understand the culture of the people of the Eastern Cape.	5	4	3	2	1
I assist management to prepare	5	4	3	2	1

meetings regularly that will improve the performance of the department / the organisation I work for.					
I undertake an appropriate analysis of information I gather through the suggestion boxes.	5	4	3	2	1
I ensure correct interpretation of the information I gather from my colleagues.	5	4	3	2	1
It is important to gather sufficient information before taking action.	5	4	3	2	1
I encourage my colleagues to act on concrete information rather than rumours or assumptions.	5	4	3	2	1
I clarify the main causes of the problem before planning solutions	5	4	3	2	1
I seek advice from my seniors in the department.	5	4	3	2	1
The system in the department I work for is well structured to understand the needs of my colleagues.	5	4	3	2	1
I relate the problems in the department I work for to be related to the community I serve.	5	4	3	2	1

Comment:

1. On your strengths as a leader in the department
2. On the most important areas that need improvement in assessing the department

Section 2

VISION AND MOBILISATION

BEHAVIOUR DISPLAYED	Strongly agree	Agree	Undecided	Disagree	Strongly Disagree
It is very difficult to implement one's vision when he / she is poor.	5	4	3	2	1
Visions of the public sector in the Eastern Cape are not well implemented.	5	4	3	2	1
To solve EC's public sector challenges, the province should be re-united to the Western province again.	5	4	3	2	1
The national government does not put sufficient resources in the E C's public sectors.	5	4	3	2	1

Senior management in Eastern Cape spend more time on politics and less time on decision implementation.	5	4	3	2	1
I can describe a personal vision for my department that offers a future with the available resources.	5	4	3	2	1
I can facilitate an effective process for exploring the diverse aspirations among departmental workers.	5	4	3	2	1
I can advise the development of a departmental vision to all employees in the department.	5	4	3	2	1
I can communicate the departmental vision to all employees in my organisation.	5	4	3	2	1
I can create conducive working environment in my organisation.	5	4	3	2	1

I facilitate team work in my work place.	5	4	3	2	1
I create conditions for brainstorming whenever there is a leadership problem.	5	4	3	2	1
I build action plans with timelines.	5	4	3	2	1
I always follow up on the action plans to ensure task completion	5	4	3	2	1
I seek innovative solutions for persistent problems while mobilising to achieve the department's vision.	5	4	3	2	1

Comment:

1. How would you strengthen the issues of clarity in your department?
2. What are the most important issues in the department that need clarity?

SECTION 3

BUILDING TRUST

BEHAVIOUR FREQUENCY					
BEHAVIOUR DISPLAYED	Strongly agree	Agree	Undecided	Disagree	Strongly Disagree
I build communication processes that make it safe for the people to speak out what is on their minds.	5	4	3	2	1
I refuse to engage in “rigged” processes.	5	4	3	2	1
I protect my colleagues at work from those who would use their personal powers to exploit them.	5	4	3	2	1
I encourage collaborative work for high performance.	5	4	3	2	1
I encourage transparency/ collaborative leadership that is open to all.	5	4	3	2	
I entertain questions concerning accountability in the department.	5	4	3	2	1
Employees are appointed on merit in my organisation.	5	4	3	2	1
My colleagues praise my leadership style.	5	4	3	2	1
I do what I say I will do (“I walk	5	4	3	2	1

the talk”).					
I demonstrate to my colleagues that trust is the foundation of successful leadership.	5	4	3	2	1

Comment:

1. How do build trust among the people you work with?
2. What are the key areas that need improvement in the leadership for you department?

SECTION 4

POWER SHARING AND INFLUENCE

BEHAVIOUR FREQUENCY					
BEHAVIOUR DISPLAYED	Strongly agree	Agree	Undecided	Disagree	Strongly Disagree
I use my personal power responsibly.	5	4	3	2	1
I share power with others to improve their work performance.	5	4	3	2	1
I will share power with my colleagues if I am asked to do so.	5	4	3	2	1
I offer colleagues an opportunity to contribute in decision making in matters that affect them.	5	4	3	2	1
Whenever exercising leadership, I rely mainly upon peer problem-solving	5	4	3	2	1
I promote self confidence in others.	5	4	3	2	1
I create processes that provide an equal say in decision making.	5	4	3	2	1
I encourage others in the department to work together to change circumstances that affect the performance of the department.	5	4	3	2	1

I express confidence in the capabilities of all my colleagues.	5	4	3	2	1
I use my position to influence procurement for the different sections in the department.	5	4	3	2	1

Comment:

1. List some of your strengths in power sharing and influence.
2. How would you improve power sharing and influence in this department?

SECTION 5

DEVELOPING CAPACITY OF EMPLOYEES OR CAPACITATION

BEHAVIOUR FREQUENCY					
BEHAVIOUR DISPLAYED	Strongly agree	Agree	Undecided	Disagree	Strongly Disagree
I take it seriously that it is my responsibility to train, support, and develop others.	5	4	3	2	1
I spend a lot of time in people development.	5	4	3	2	1
I define my role when serving as a trainer.	5	4	3	2	1
I create a mutually agreed plan for training, including the criteria for measuring success.	5	4	3	2	1
I create opportunities for people to assess their leadership skills.	5	4	3	2	1
I help people take advantage of opportunities to learn new skills.	5	4	3	2	1
I look for ways to help others become more successful in their work.	5	4	3	2	1
I help people to take advantage of opportunities for new experiences.	5	4	3	2	1

I establish my expectations for the people I have trained.	5	4	3	2	1
I ask people I train, support, and develop to define their expectations.	5	4	3	2	1

Comment:

1. What are your strengths in developing the capacity of people at your work place?
2. What do you think are the most important areas for improvement in developing people?

SECTION 6

SELF-REFLECTIONS

BEHAVIOUR FREQUENCY					
BEHAVIOUR DISPLAYED	Strongly agree	Agree	Undecided	Disagree	Strongly Disagree
I recognise the effects of my emotions on work performance.	5	4	3	2	1
I recognise the effects of my emotions on my relationships with my colleagues.	5	4	3	2	1
I recognise my personal impact on group dynamics.	5	4	3	2	1
A leader can describe his / her strengths realistically.	5	4	3	2	1

I can describe my weaknesses realistically.	5	4	3	2	1
I seek feedback from all relevant constituents about my behaviour	5	4	3	2	1
I use self-assessment tools such as a suggestion box to be informed about myself.	5	4	3	2	1
I read non-verbal communication accurately.	5	4	3	2	1
I listen to others actively, checking to ensure my understanding what others are saying.	5	4	3	2	1
I do not depend on others for decision making; I make my own independent decisions.	5	4	3	2	1

Comment:

1. What are your strengths in self-reflections?
2. What are your most important areas that you think should be improved on for self-reflection?

ANNEXURE B: INFERENSTIAL STATISTICS GRAPHS

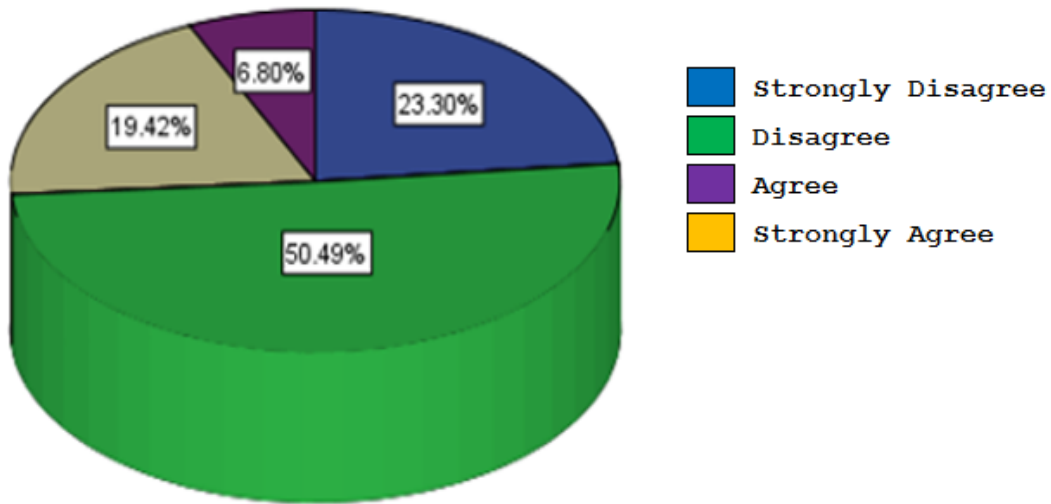


Figure 2. Responses after the division of Eastern Cape and Western Cape Provinces

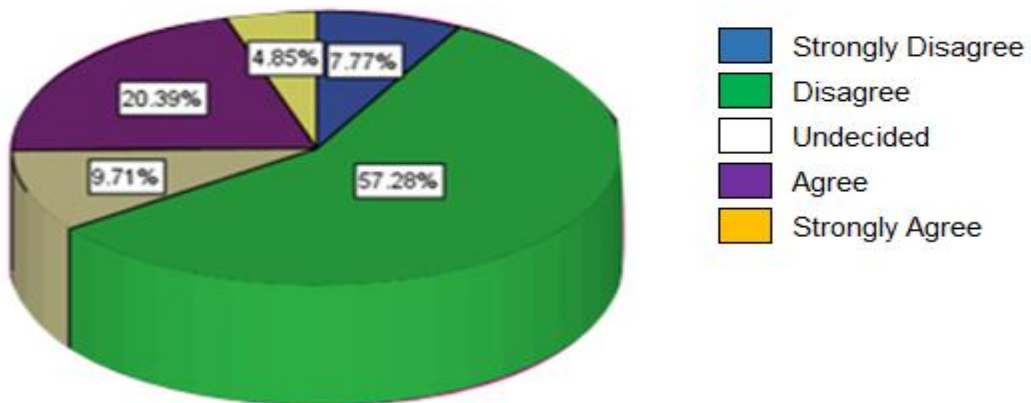


Figure 3. Historical origins of leadership challenges in the Eastern Cape

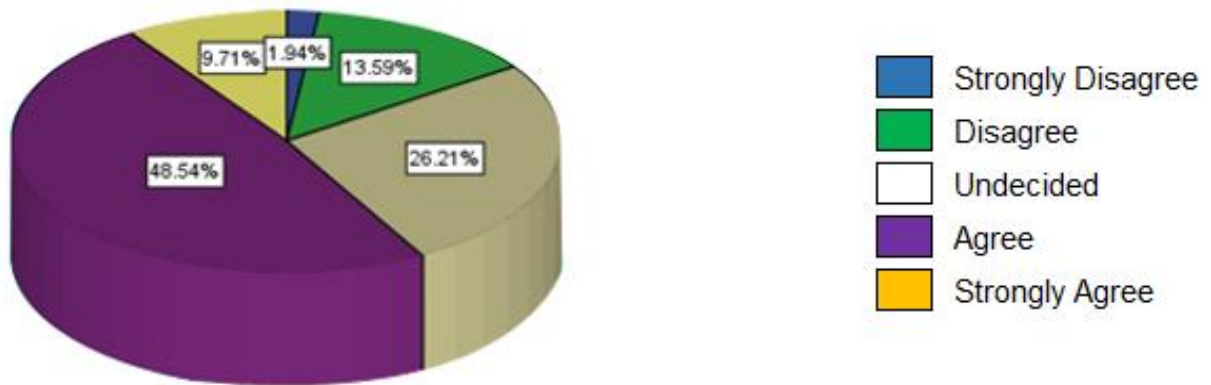


Figure 4. Responses regarding the flexibility of leadership in the Eastern Cape



Figure 5. Challenges public sector face as a result of poor management

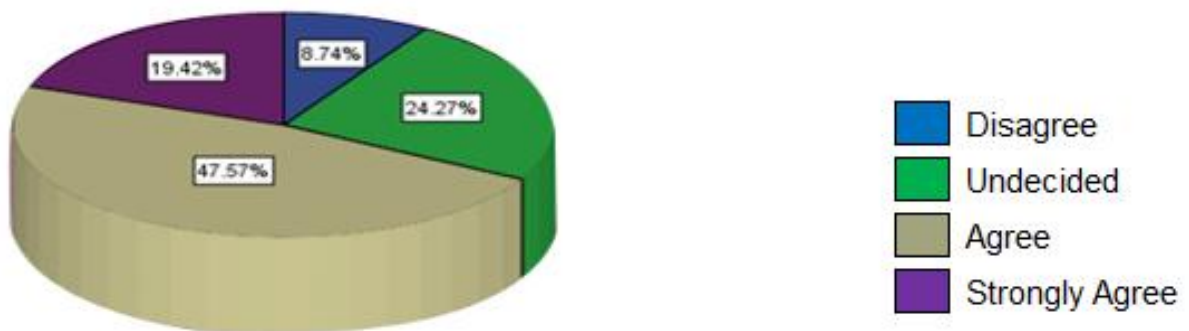


Figure 6. Use of assessment tools to learn the needs of departments of organisations

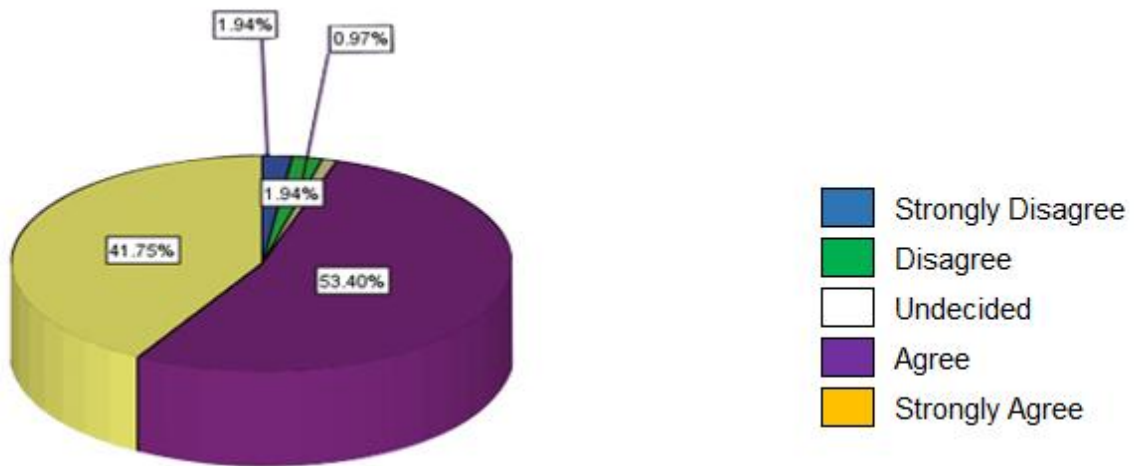


Figure 7. Understanding the culture of people before solving challenges of the region

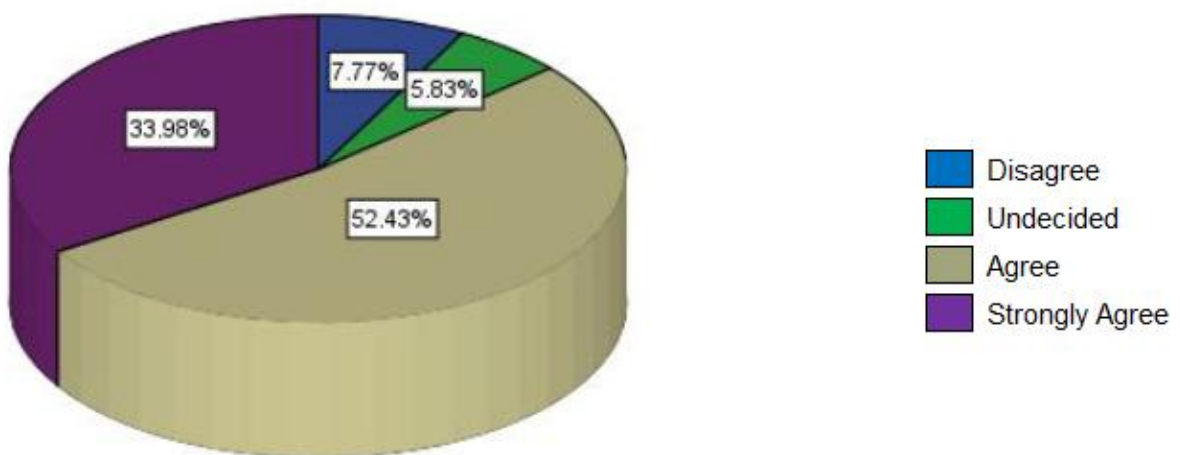


Figure 8. Preparation for meetings to improve performance of operation

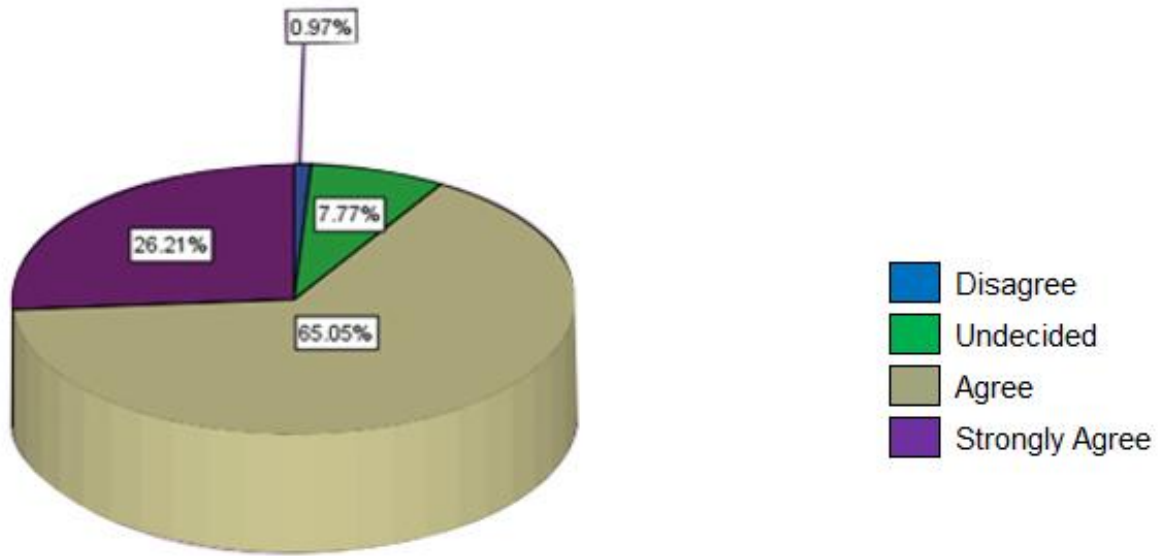


Figure 9. Appropriate analyses of information collected through suggestion boxes

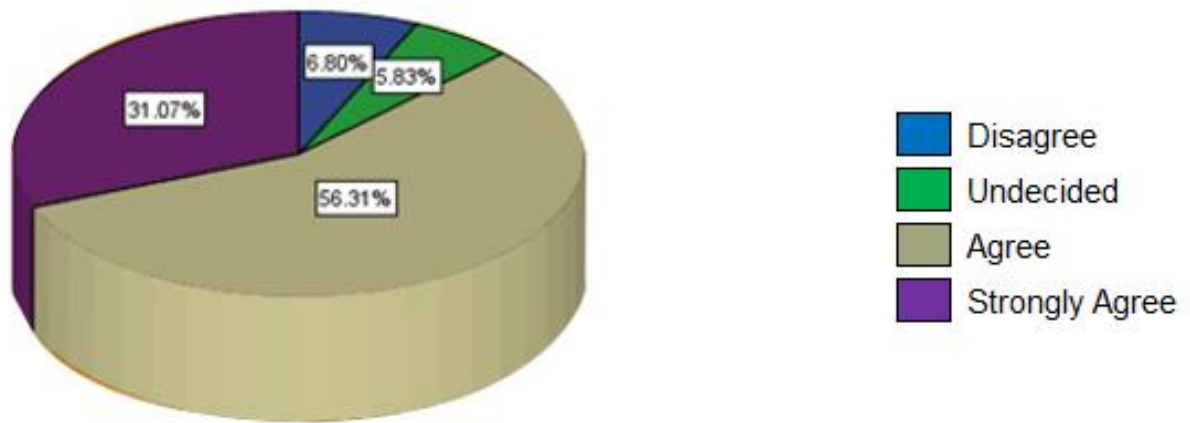


Figure 10. Importance of correct interpretation of information collected

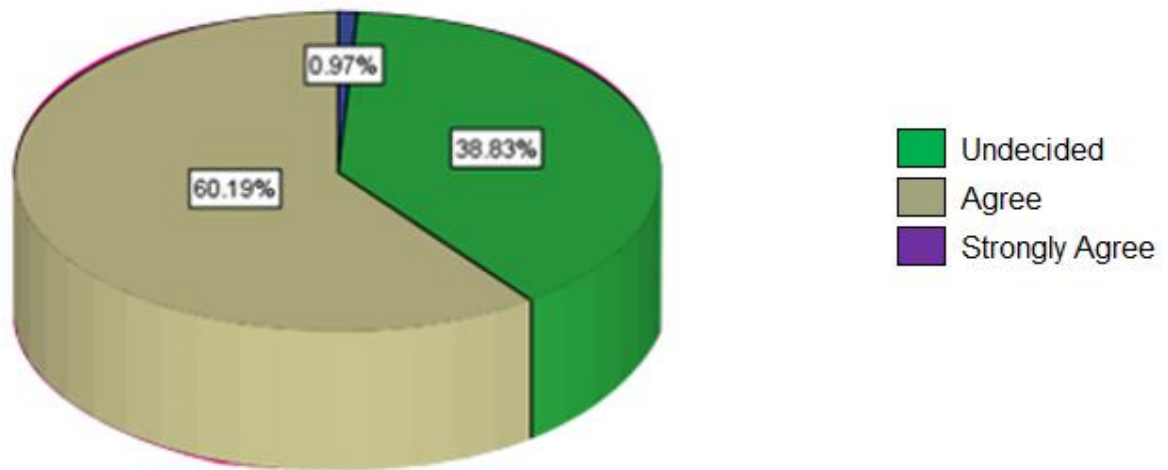


Figure 11. Importance of gathering sufficient information before taking action

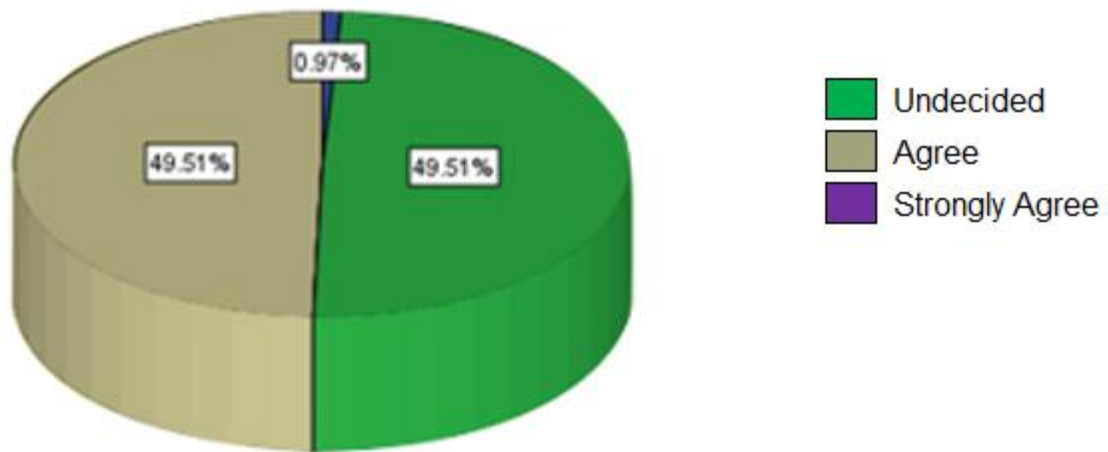


Figure 12. Encouragement to act on concrete information rather than rumours

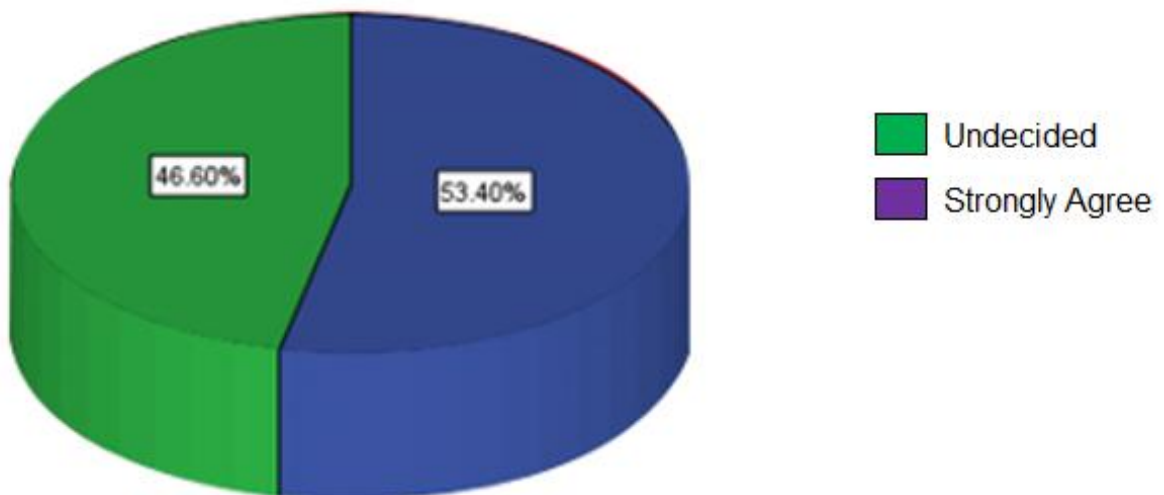


Figure 13. Importance of clarification of causes of problem before planning solutions

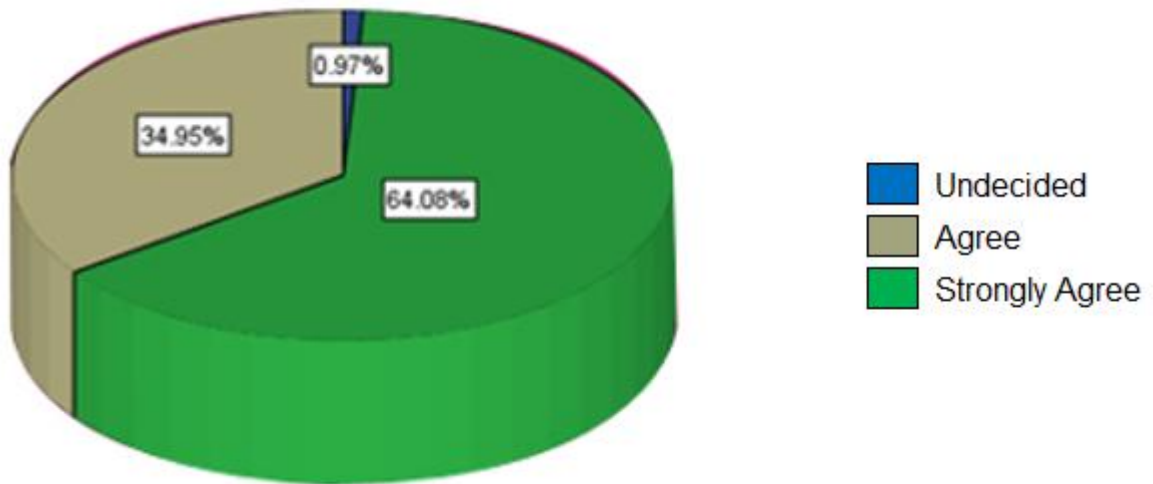


Figure 14. Importance of seeking advice from seniors in the department

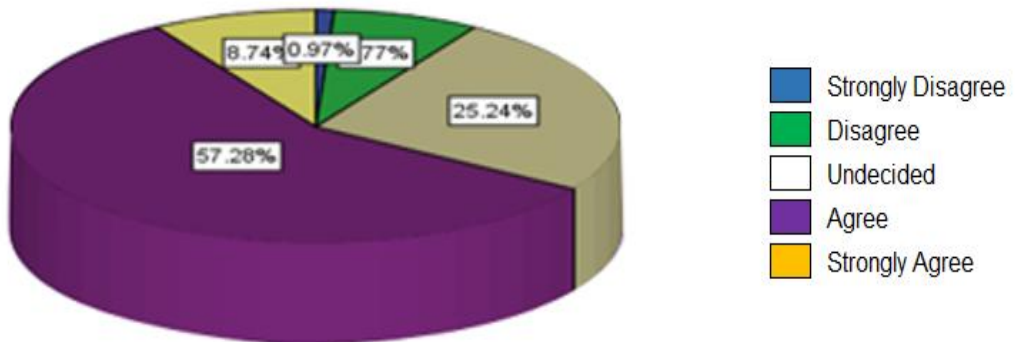


Figure 15. Sensitivity of current system's structure to support needs of colleagues

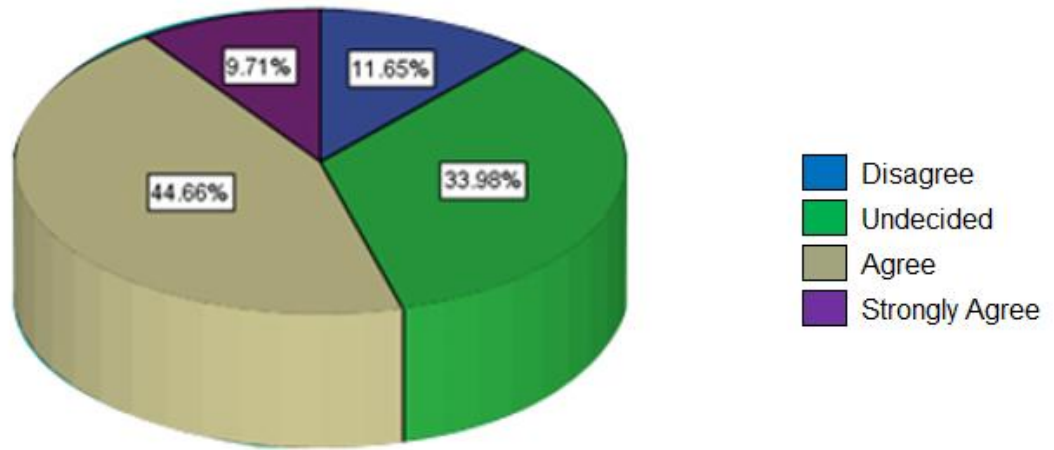


Figure 16. Relating inter-departmental problems to the community that is served.

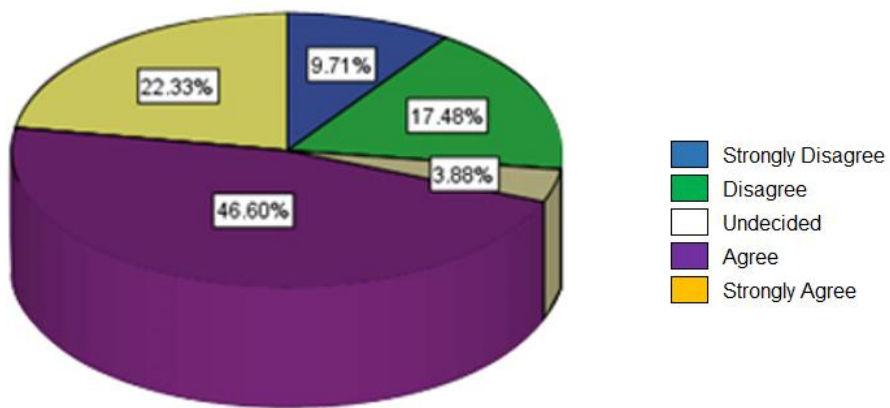


Figure 17. Difficult to implement vision when operating from the influence of poverty

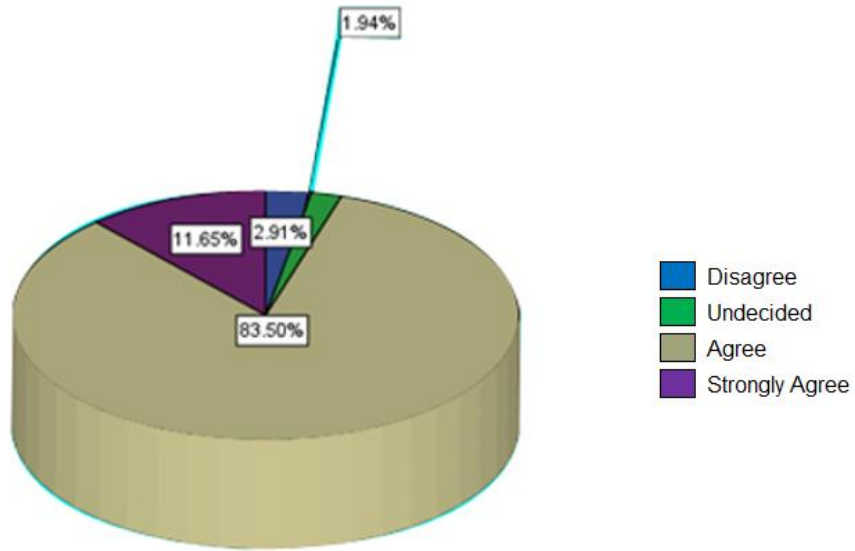


Figure 18. Visions of the public sector are not well implemented

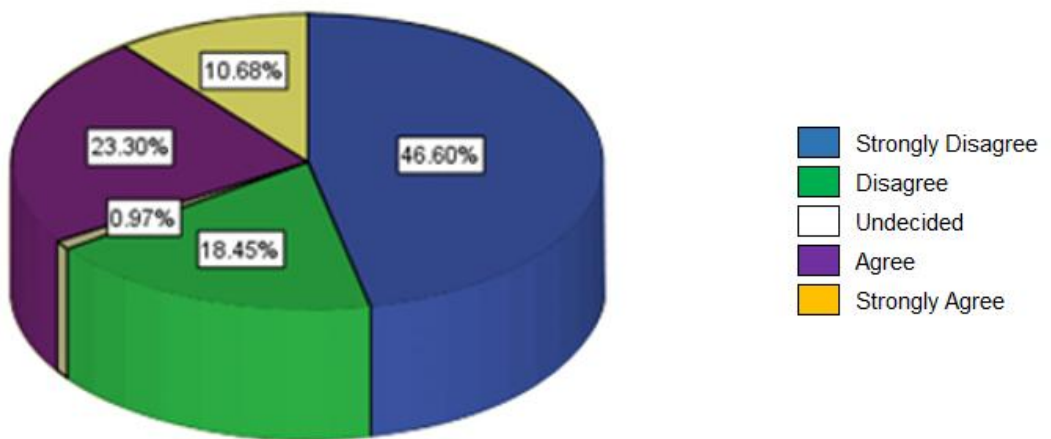


Figure 19. Should the Eastern Cape be re-united with the Western Cape Province

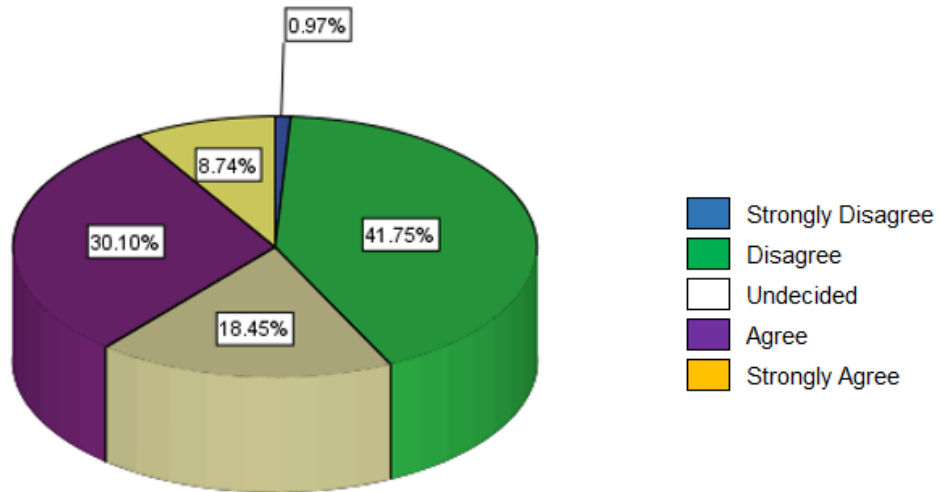


Figure 20. Insufficient resource allocation to public sectors in the Eastern Cape

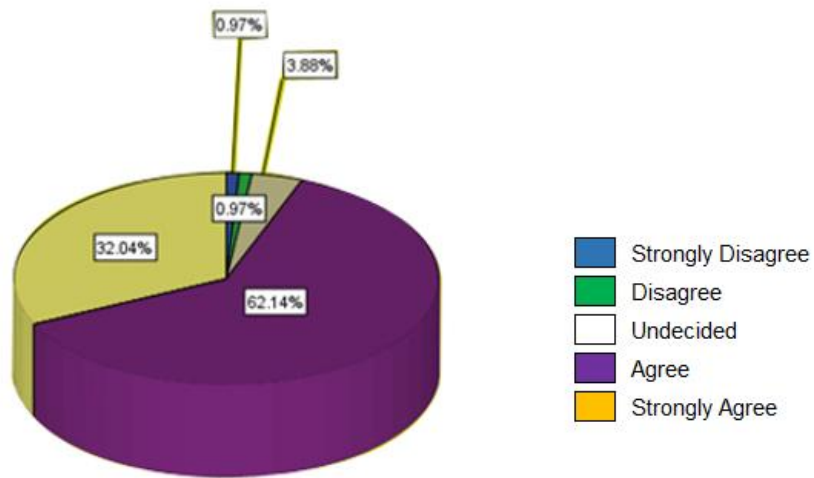


Figure 21. Perception: more time on politics and less on decision implementation

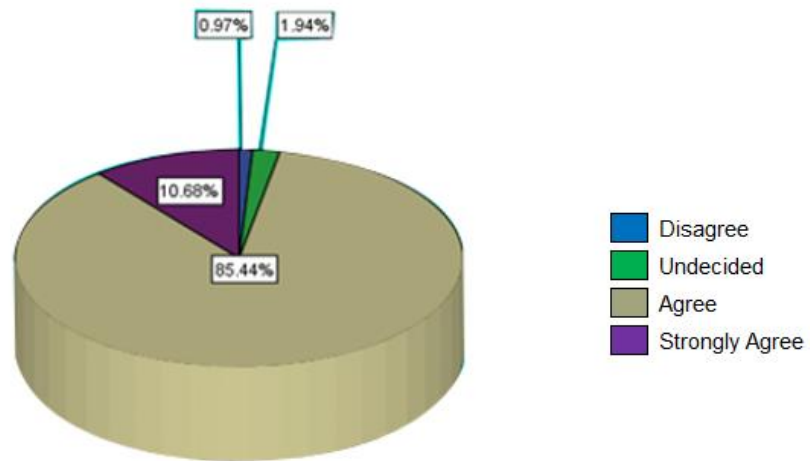


Figure 22. Capacity to describe a personal vision that offers a future

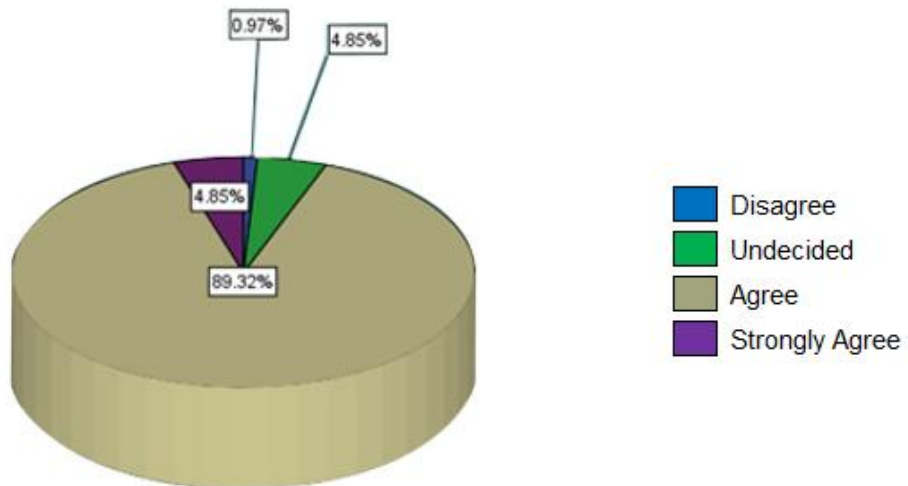


Figure 23 Effective processes for the exploration of diverse worker aspirations

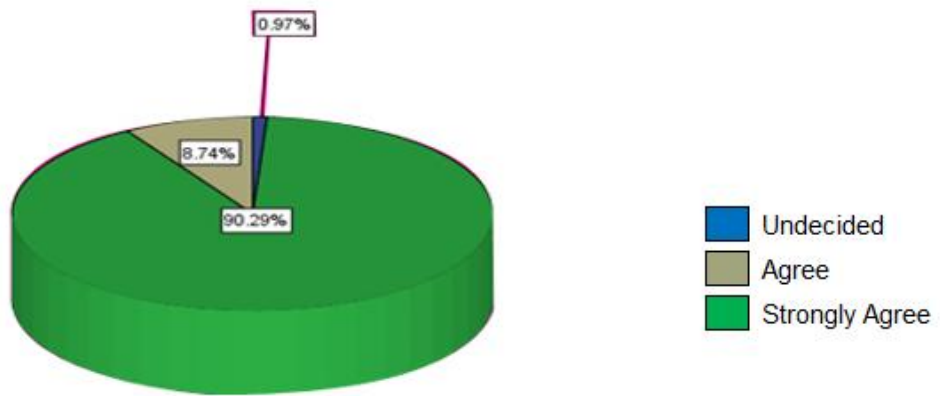


Figure 24 A vision for all employees does exist

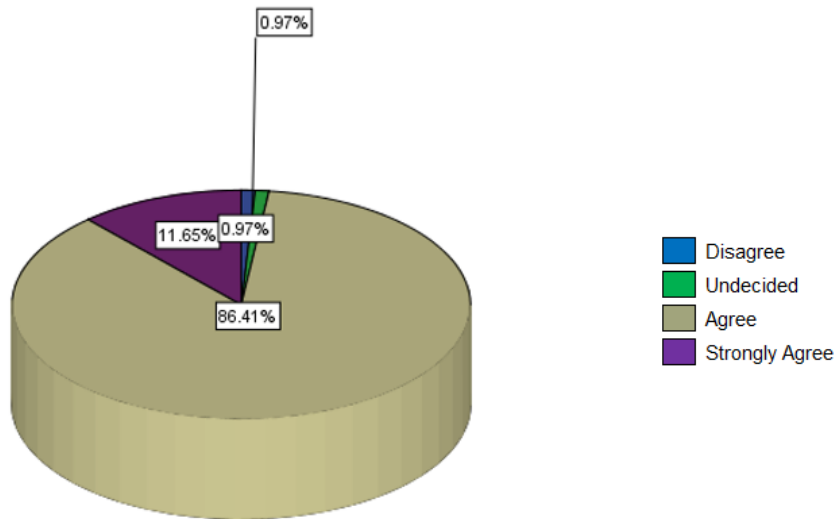


Figure 25. Ability to communicate departmental vision to all employees

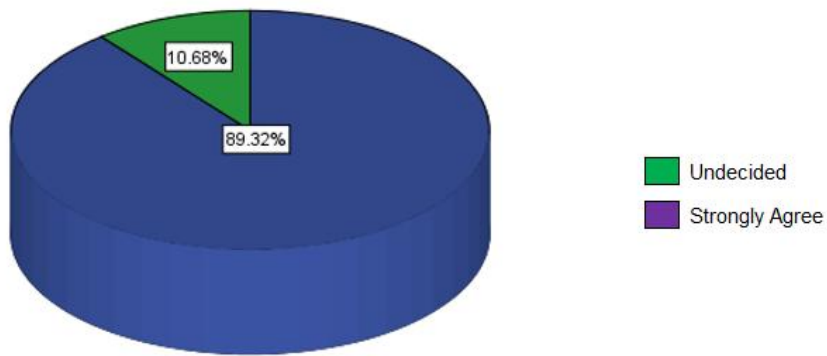


Figure 26. Ability to create a conducive working situation in the working environment

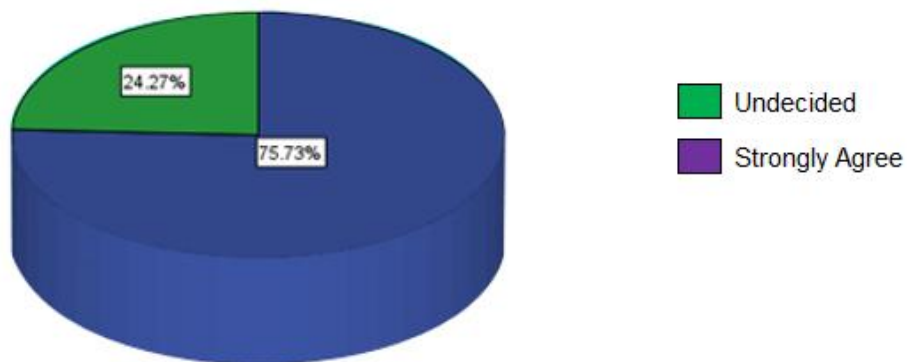


Figure 27. Facilitation teamwork at the workplace

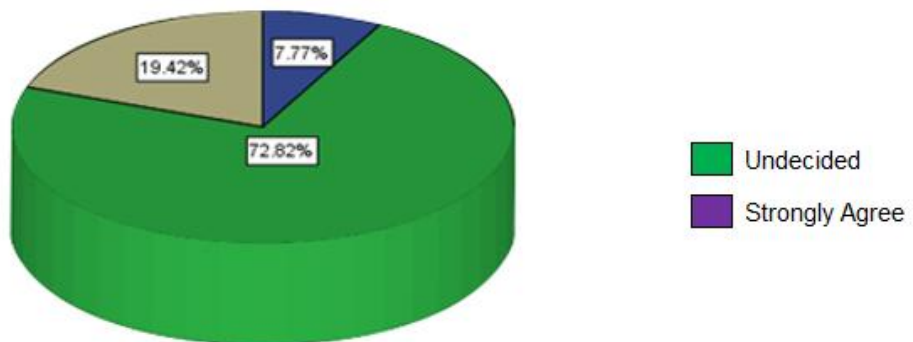


Figure 28. Creating opportunities for brainstorming in leadership problem situations

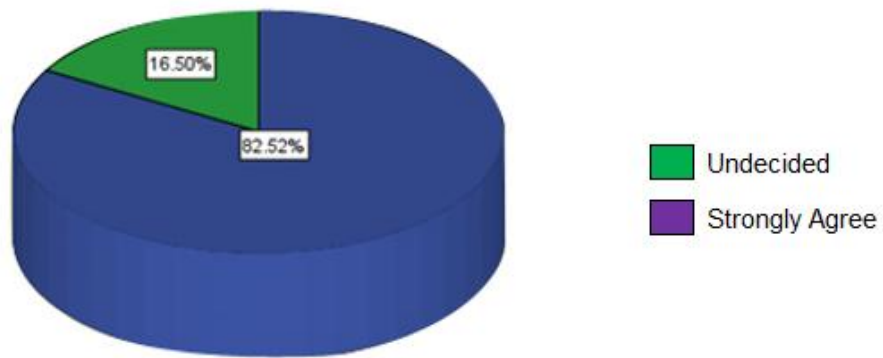


Figure 29. Building action plans with timelines

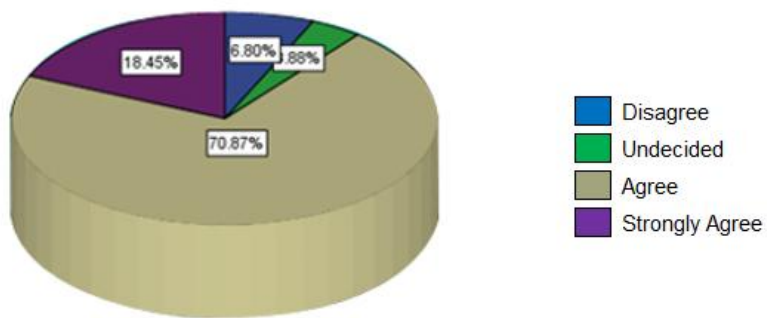


Figure 30. Importance of following up on actin plans to ensure task completion

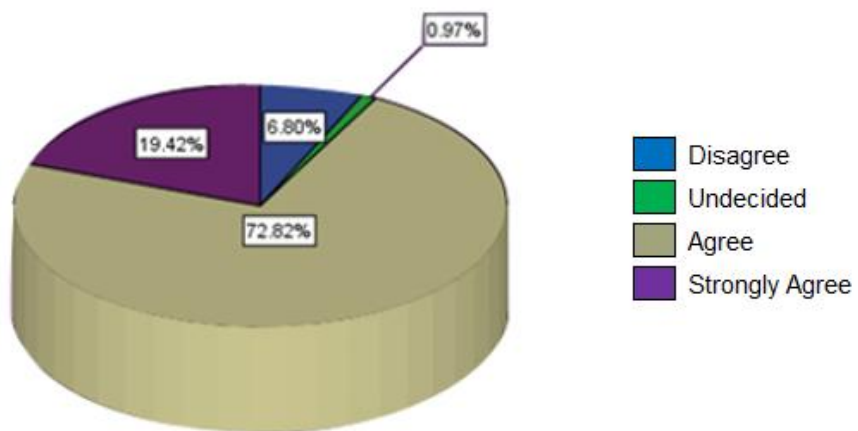


Figure 31. Seek innovative solutions for problems in view of departments' vision

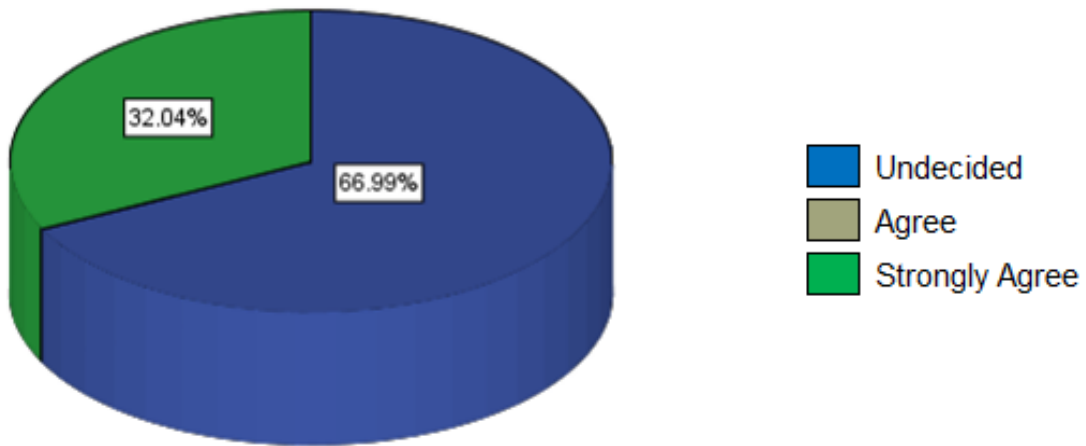


Figure 32 Communication systems that make it safe for people to speak their minds

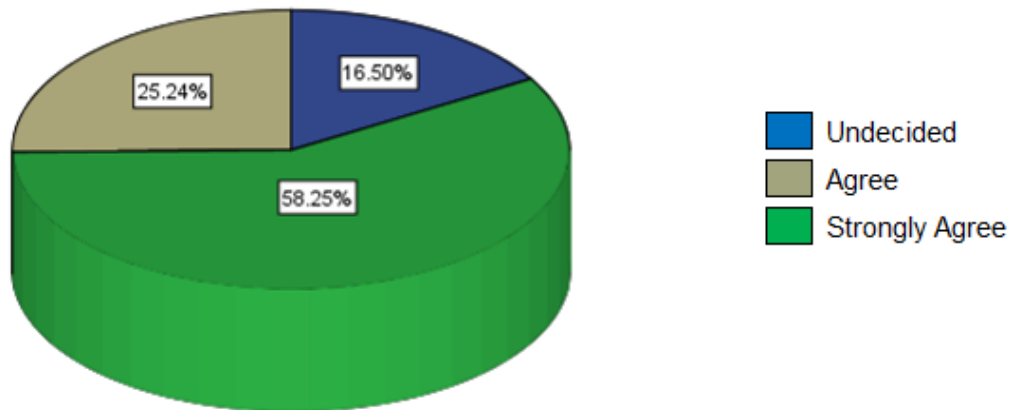


Figure 33. Refusal to engage in "rigged" processes

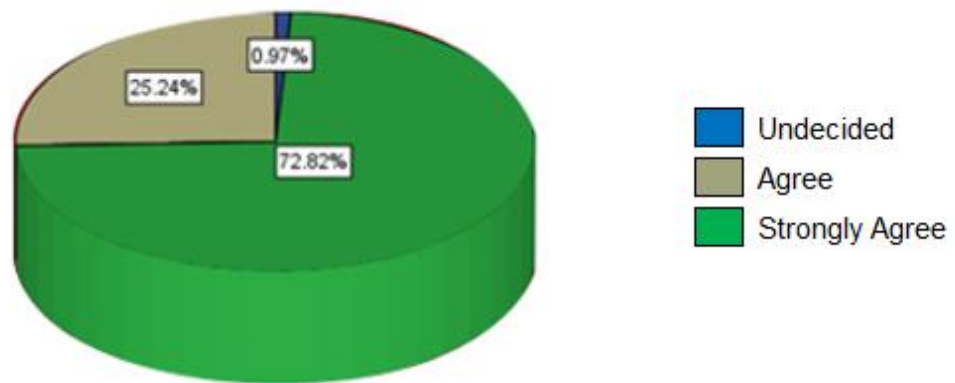


Figure 34. Protect colleagues from exploitation

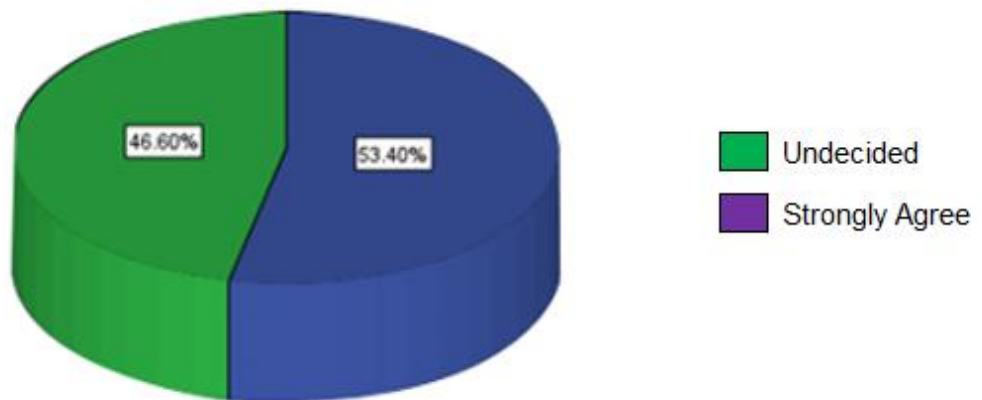


Figure 35. Encourage work resulting from collaboration

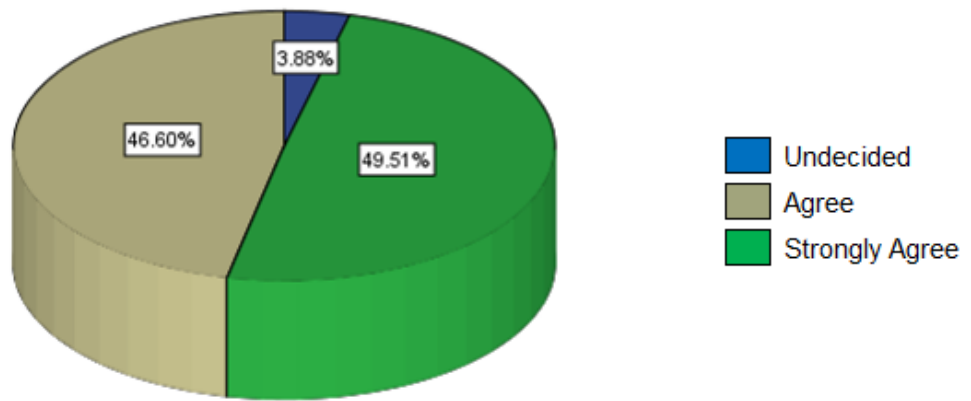


Figure 36. Ensure that transparency/collaborative leadership is open to all

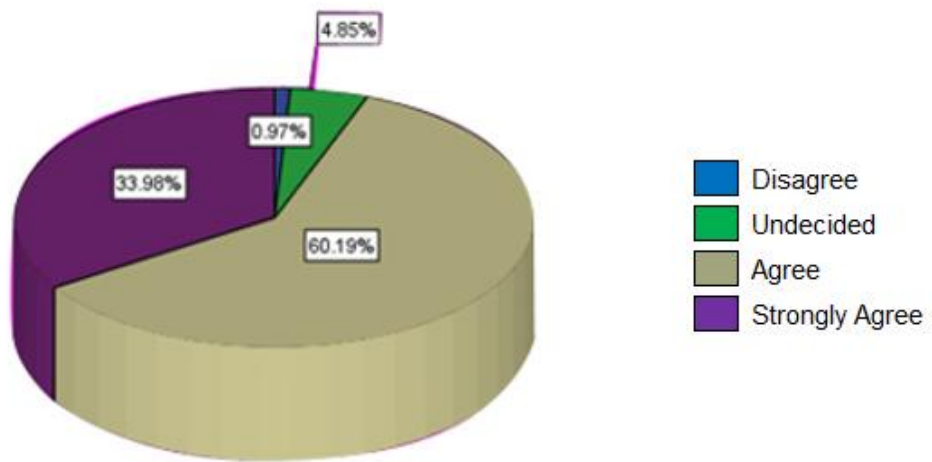


Figure 37. Entertaining questions concerning accountability

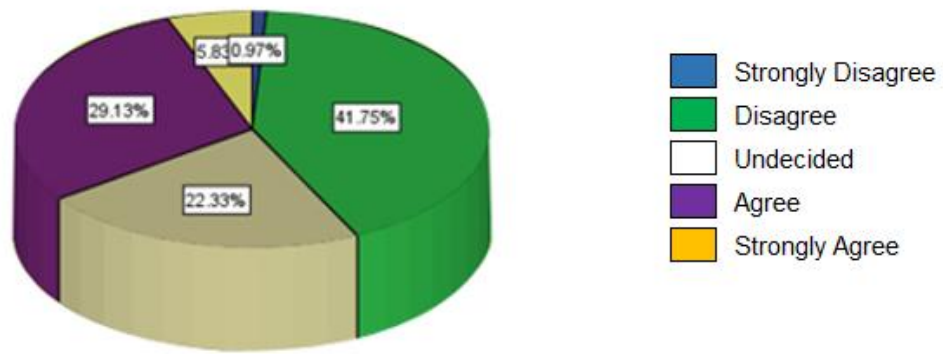


Figure 38 Appointment of staff is on merit

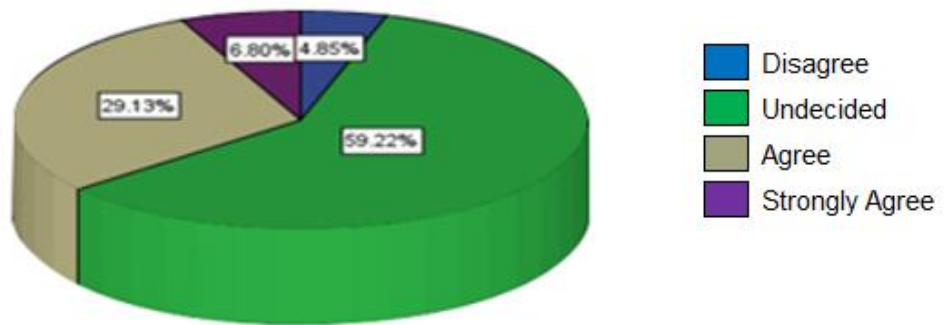


Figure 39 My colleagues praise my leadership style

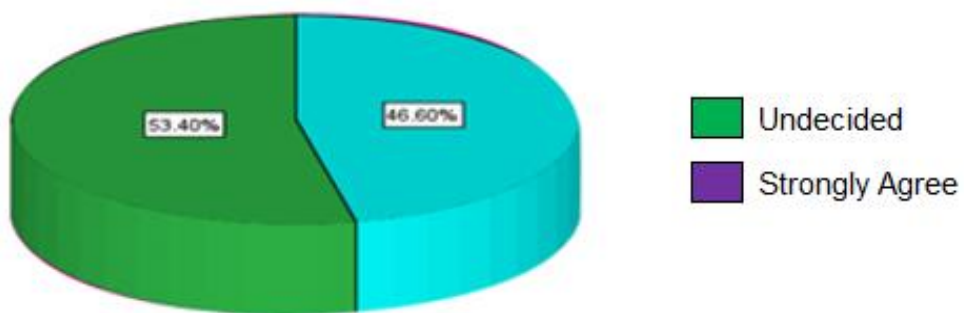


Figure 40. Walk the talk

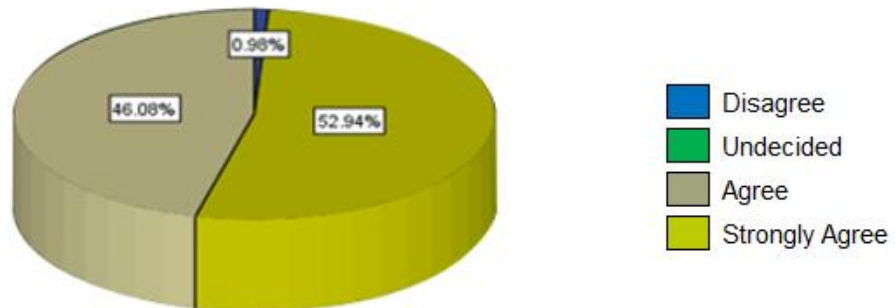


Figure 41. Demonstration that trust is the foundation of leadership,

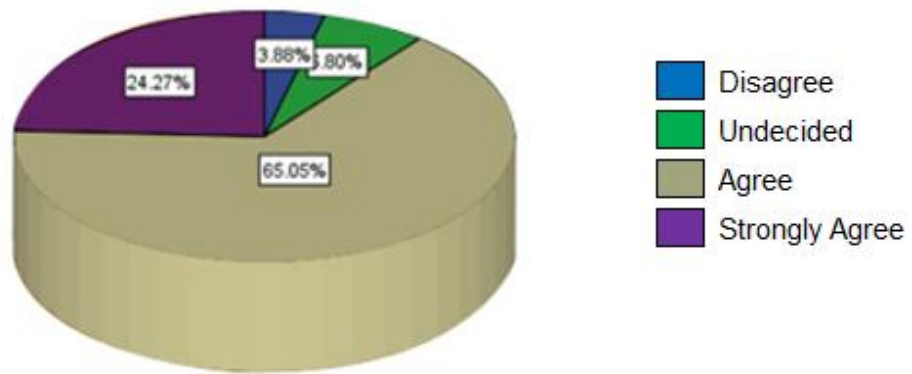


Figure 42. Use of personal powers responsibly

**ANNEXURE C: REQUEST LETTER TO CARRY OUT RESEARCH IN AN
ORGANISATION**



Province of the

*APPLICATION TO CONDUCT RESEARCH IN THE
EASTERN CAPE DEPARTMENT OF EDUCATION*

EASTERN CAPE

EDUCATION

THIS APPLICATION FORM MUST BE COMPLETED AND SUBMITTED IN HARD AND ELECTRONIC COPY TO:

The Director
Strategic Planning Policy Research & Secretariat Services
Eastern Cape Department of Education

Private Bag X0032
Bhisho
5605 (Postal address)

OR

Fax to: 040 608 4574/ 086 742 4942

OR

email: babalwa.pamla@ecdoe.gov.za
cc fundiswa.pakade@edu.ecprov.gov.za

OR

Deliver to
Steve Vukile Complex
Zone 6
Zwelitsha
5608 (Physical address)

ENQUIRIES: Babalwa Pamla
Tel: 040 608 4537/4035/4773

**EASTERN CAPE DEPARTMENT OF EDUCATION
RESEARCH APPLICATION FORM**

**SECTION A
TO BE COMPLETED BY RESEARCHER**

1. PARTICULARS OF THE RESEARCHER

1.1	Details of Researcher	
Surname:	Kalenzi	
First Name/s:	Davidson Akiiki	
Title (Prof / Dr / Mrs / Ms / Mr):	Mr	
Student Number (if applicable):	215082593	

1.2	Contact Details	
Home Address	Postal Address (if different)	
10 Ibis Close Westbourne Park	P.O. Box 421	
Queenstown	Queenstown	
Postal Code: 5319	Postal Code: 5320	
Contact No.: 0844 8532 46 /0833 675502	Fax No: 047 8740 422	
Email address: kalenzidavidakiiki@yahoo.com		

2. DETAILS OF THE PROPOSED RESEARCH

2.1	Level of Study (place an "X" in the appropriate column)		
Honours	Masters	Doctorate	
		X	
Other (specify):			

2.2	Full title of Thesis / Dissertation / Research Project (attach detailed research proposal) Application will not be considered if proposal is not attached
Full title of Thesis: Leadership model to address the challenges of the Eastern Cape's public sector.	

2.3	Student and Postgraduate Enrolment Particulars (if applicable)
Name of institution where enrolled:	UKZN
Faculty:	Law and Management Sciences
Department:	Business Sciences
Name of Supervisor:	Prof. Theuns Pelser

3. RESEARCH INFORMATION

3.1. Institutions where research will be undertaken

<i>Name of Institution</i>	<i>Type of Institution (primary school, secondary school, technical school, ECD Centre, LSEN, FET college, ABET)</i>
Department of Education, District offices(7)	District offices
<i>Cofimvaba, Lady Frere, Queenstown, Ncobo, Umtata, KWT, & Grahamstown</i>	

If Head Office/s (Please indicate Chief Directorate/s and Directorates)

3.2. Total number of staff to be involved:

	Learners	Educators	Principals	Support Staff	Administrative Staff	Lecturers	Other:
Number							35

3.3. Time of day that you propose to conduct your research. *Please mark with an "X".*

School Hours	During Break	After School Hours
	X	

3.4. Did you receive a bursary from the ECDOE? No

3.5. Expected date of commencement of study (DD/MM/YYYY): 01 July 2015 (In Progress)

3.6. Expected date of completion of study (DD/MM/YYYY): 30th December 2017

SECTION B
TO BE COMPLETED BY THE UNIVERSITY/INSTITUTION WHERE THE RESEARCHER IS REGISTERED FOR RESEARCH

University application to access Eastern Cape schools for research purposes		
This form is to be completed in any of the following three cases:		
<ul style="list-style-type: none"> A. Student undertaking an M.Ed or PhD within Eastern Cape school/s B. Academic undertaking research in Eastern Cape school/s / Districts C. Academic applying for group project undertaken by a number of students within a particular programme in Eastern Cape schools (for example for Honours level research project) 		
This form is not to be completed in the case of research undertaken outside of a University structure.		
1) Name of university	University of KwaZulu-Natal	
2) Type of application (See above and indicate one)	A. Student	X
	B. Academic	
	C. Group project	
3) Name of student/academic	Kalenzi Davidson Akiiki	
4) Student number	21 508 2593	
5) Qualification (where applicable, or indicate if not for qualification purposes)	Doctor of Business Administration (DBA)	
6) Title of research: Leadership model to address the challenges of the Eastern Cape's public sector		

7) Supervisor/s' names (where applicable)	Prof. Theuns Pelser
8) Contact email for (A) supervisor, or (B) academic researcher, or (C) programme coordinator (as applicable)	Supervisor: pels@ukzn.ac.za
<p>The completion of this form indicates that the university's processes for proposal approval by the Higher Degrees Committee and Ethical clearance have been followed.</p> <p>Reference number and documentary proof of Ethical Clearance: Ref number: (proof must be attached)</p> <p>Reference number and documentary proof of approval by Higher Degrees Committee: Ref no...(proof must be attached)</p> <p>This entailed ensuring that the proposed research meets the criteria of, inter alia:</p> <ul style="list-style-type: none"> • Sensitivity - towards participants and institutions, including issues of informed consent and ethical considerations around beneficence and non-maleficence; • Significance – that the study has merit and meaning and has a contribution to make; • Accountability – that the researcher understands the responsibilities associated with research in schools and takes issues of validity, reliability and trustworthiness into account; • Appropriateness – that the research design is aligned to its intentions and to the context of the study. 	
Date	08/March/2017
University Research Office stamp / signature	

5. COMMITMENT FORM FOR CONDUCTING RESEARCH IN THE EASTERN CAPE DEPARTMENT OF BASIC EDUCATION

I, (Title, surname and names in full) MR. KALENZI DAVIDSON AKIIKI

Residing at (Full address) 10 IBIS CLOSE WESTBOURNE PARK – QUEENSTOWN (EASTERN CAPE)

Commit myself to the following 9 items regarding my research:

1. To effect no changes with respect to my questionnaire/method of work after having my research application approved by the Department. Any changes I might make shall be submitted to the Department for approval.
2. That I am prepared on request of the department, at my own cost, do a presentation to one preferred audience, once off.
3. That, after having obtained permission to continue with my research project from the Department, I shall negotiate with the relevant areas and/or schools regarding final arrangements for visits.
4. That I will not to use the Department's written letter of consent as a means of making unreasonable demands on an office/institution.
5. To involve persons in my research project on an absolutely voluntary basis – these persons being all those concerned (including pupils) and all others associated with the Department as well as with all offices/institutions under the control of the Department. Parental/community approval shall be obtained should such a measure be prescribed by the Department.
6. Not to remove files/records/documents from the offices and institutions of the Department should information contained in these files/records/documents be needed; to obtain such information under the supervision of a Departmental official assigned by the Department; and to select only information applicable to my research project.
7. To present the Department with a copy of my final paper/report/dissertation/thesis free of charge in hard copy and electronic format.
8. Not to visit (conduct research or any field work) at institutions (schools) during the fourth school term unless permission has been granted.
9. To allow the research to be published on the Departmental website.

SIGNATURE OF APPLICANT:



PRINT NAME IN FULL: DAVIDSON AKIIKI KALENZI

DATE: 07 March 2017

PLACE: QUEENSTOWN – EASTERN CAPE

Tel no (h): 0833 675 502

Tel no (w): 0478740313

Cell no: 0844 853 246

. Fax no.: 0478740422

SIGNATURE (Department of Education):

NY KANJANA

DIRECTOR: STRATEGIC PLANNING POLICY RESEARCH AND SECRETARIAT SERVICES

DATE: 07 March 2017

END OF DOCUMENT

ANNEXURE D: CONSENT LETTER FOR PARTICIPATION INTO RESEARCH

UNIVERSITY OF KWAZULU – NATAL (DURBAN)

Graduate school of Business and Leadership

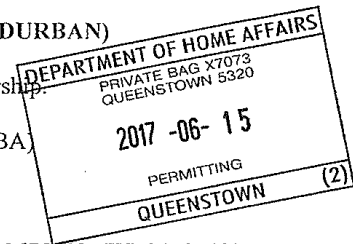
Doctor of Business Administration (DBA)

Research project.

Researcher: Davidson Akiiki Kalenzi: Cell: 0844 8532 46 / 0833675502. (W) 0478740313.
e-mail:kalenzidavidakiiki@yahoo.com

Supervisor: Prof. Pelsler Theuns: Cell: 0833 2404 02 / (W) 031-2607172).
e-mail:theuns.pelsler@gmail.com

Research office: M/s P. Ximba (031-2603587)



CONSENT

Dear Respondent,

I, Davidson Akiiki Kalenzi, am a Doctor of Business Administration and leadership student at the Graduate School of Business and Leadership at the University of UKZN.

I, LUPETE SAMUEL BAVUMA..... (Full names of participant), hereby confirm that I understand the contents of this document and nature of the research project, and I consent to participate in the research project.

Through your participation, the researcher hopes to understand the leadership challenges that face the public sector in the Eastern Cape. The results of the research are intended to contribute in designing a model that will address the challenges on a longer term basis. The model will constitute a career path of public servants as they graduate into the public sector up to the time they retire.

The research will address an equitable pay system that will match the private sector so that, there is no basis of comparison between the public servants and those in the private sector. Hence develop a system of pay that will see public servants stay longer in the public sector rather than seeing the private sector as being very lucrative and pulling the best manpower from the public sector and leaving the public sector sagging.

I (the participant) understand that am at liberty to withdraw from the project at any time should I so desire. Your participation (the participant) in this project is voluntary and maximum confidentiality and anonymity of records will be maintained by the Graduate School of Business and Leadership at UKZN.

I (participant) hereby consent / ~~do not consent~~ to the questionnaire. The completion of the questionnaire should take about 45 minutes to 1 hour.

Any questions / concerns regarding your participation in this study, you are kindly asked to contact me (the researcher) or my supervisor at the contact numbers or e-mail addresses provided above.

Thanks for your willingness to participate in this study.

Name and signature of participant: LUPETE SAMUEL BAVUMA..... Date: 15/06/2017

Name and signature of researcher: Davidson AKiiki Kalenzi..... Date: 13/06/2017

**ANNEXURE E: GATEKEEPER'S AUTHORISATION FROM UKZN TO CONDUCT
RESEARCH IN PUBLIC ORGANISATIONS**

P.O. Box 421
Queenstown, 5320
Cell No: 0844853246
Tel: 047 8740 313
e-mail: kalenzidavidakiiki@yahoo.com
Date: 7th February 2017

Dear Participant

RE: Participation in the research study

I kindly request that you answer the research questionnaire on: *Leadership challenges in the public departments in the Eastern Cape.*

Please note that:

- D.A. Kalenzi is a Curriculum Advisor in Chris Hani East (Cofimvaba) District in the Eastern Cape.
- The responses are for study purposes only.
- Your identity will remain anonymous throughout the study and thereafter.
- Please read and understand the information and instructions on the questionnaire provided to you.
- Take note that your response will be kept strictly confidential. Only the researcher and the UKZN research team will have access to the information you give.
- Your participation is voluntary and as such you are free to withdraw from participating at any time without giving any reason(s).
- By agreeing to take part in the study by answering the questionnaire, you agree to provide answers that are as accurate as possible so that the study can meet its objectives.
- The findings of the study will be published in academic journals and libraries and accessibility to interested readers will be free.

You agree to the use of anonymous quotes in publications. Each questionnaire is coded.

I thank you ever so much for your time and cooperation. I greatly appreciate the help you and your organisation offer in furthering this research.

D.A. Kalenzi (PhD Candidate) and Kalenzi Davidson Akiiki

ANNEXURE F: LANGUAGE EDITOR'S CERTIFICATE



Antoinette Bisschoff
71 Esselen Street,
Potchefstroom
Tel: 018 293 3046
Cell: 082 878 5183
Language@dlts.co.za
CC No: 1995/017794/23

Friday, 09 November 2018

To whom it may concern

Re: Confirmation of language edit, typography and technical precision

The PhD thesis **A conceptual leadership model: challenges in the Eastern Cape's public sector** by **Kalenzi Davidson Akiiki (Student Number: 215082593)** was edited for language, typography and technical precision. The referencing and sources were checked as per UKZN referencing guidelines (Harvard Style).

Final, last minute corrections remain the responsibility of the author.



Antoinette Bisschoff

BA Languages (UPE – now NMU); MBA (PU for CHE – now NWU); Translation and Linguistic Studies (NWU)

Officially approved language editor of the NWU since 1998
Member of SA Translators Institute (no. 100181)

Precision ... to the last letter