

**The Effect of Leadership on Transformation of Historically Disadvantaged  
Universities: The University of Limpopo Experiences**

by

**Khotso Keletso Moikanyane**

DISSERTATION

Submitted in fulfilment of the Requirements for the Degree

**Master of Development**

in

**Planning and Management**

in the

**Faculty of Management and Law**

**(School of Economics and Management)**

at the

**UNIVERSITY OF LIMPOPO**

**Supervisor: Dr. MN Khwela**

**2021**

## DECLARATION

I declare that the dissertation on “**The Effect of Leadership on Transformation of Historically Disadvantaged Universities: The University of Limpopo Experiences**” hereby submitted to the University of Limpopo, for the degree of Master of Development in Planning and Management has not previously been submitted by me for a degree in this or any other university. This is my own work in design and execution and all materials contained herein have been duly acknowledged.

Mr. MOIKANYANE KK

Surname & Initials (Title)



. 21/10/2021

Signature and Date

## ACKNOWLEDGEMENT

I would like to take this opportunity to express my gratitude to the people and sources who contributed to the successful completion of the dissertation.

First and foremost, I would like to thank the Man above all, God Almighty, for waking me up every day and providing me with strength, guidance, and wisdom throughout the course of the study.

Second, I would want to express my appreciation to the University of Limpopo, particularly the **Department of Development Planning and Management**, and to everyone who helped me complete my dissertation.

Third, I would like to thank my supervisor, **Dr. Michael Nkosinathi Khwela**, as well as my first and ex-supervisor, **Professor J.P Tsheola**, who also contributed significantly to the study's structure. I am grateful for their assistance, motivation, and inspiration throughout this study.

Fourth, I would like to convey my sincere thanks to friends and colleagues (**Mpho Makgamatha, Dineo Malebana** and **Chungu Mashabela**) who were there for me when I needed assistance during the course of my studies.

Finally, but certainly not least, I want to thank my two sisters, **Keneilwe Moikanyane** and **Christine Moikanyane**, as well as my mother, **Mrs. Ntsau Dorcas Moikanyane**, for giving me the strength and opportunity to continue with my studies and for providing me with support in all forms throughout my studies.

## **DEDICATION**

This dissertation is dedicated first and foremost to my late father, Mr William Moikanyane, who always encouraged me to go to school and would have loved to see me complete my tertiary education. The study, on the other hand, is dedicated to my family, including my nephew, who looks up to me, and my sisters. Mrs. Ntsau Dorcas Moikanyane, my loving mother, who worked tirelessly to ensure that I had everything I needed to complete my studies successfully. I would not have pushed so hard to get to where I am now if it had not been for her. My family inspired and motivated me to continue my studies and get the knowledge and skills that I now have.

## **ABSTRACT**

Institutional transformation is a complex process that necessitates meticulous planning and management. As a result, it is imperative that an institution establishes effective leadership that will best steer the institution toward the desired objectives. Higher education and training is one sector that identified the need for transformation of its public tertiary institutions because of historical inequalities and imbalances, particularly with historically disadvantaged institutions. This magnitude prompted research on the effect of leadership on the transformation of historically disadvantaged institutions. The study used an exploratory sequential mixed-method approach that relied equally on primary and secondary data collection. Questionnaires, interviews, document analysis, and past publications were used to collect data that contributed to the study's conclusions. The findings of the study clearly show that effective leadership is a key factor in attaining the institution's transformational goals. The recommendations revealed that the institution's leadership should adopt a full transformational style of leadership qualities to ensure effective institutional transformation. This will provide the institution with greater opportunities and broaden its impact on society.

## ACRONYMS

<b>BRICS</b>	Brazil, Russia, India, China and South Africa
<b>CFO</b>	Chief Financial Officer
<b>CHRO</b>	Chief Human Resources Officer
<b>CHE</b>	Council on Higher Education
<b>CHET</b>	Center for Higher Education Transformation
<b>DHET</b>	Department of Higher Education and Training
<b>DVC</b>	Deputy Vice-Chancellor
<b>DoE</b>	Department of Education
<b>HAU</b>	Historically Advantaged University
<b>HAI</b>	Historically Advantaged Institution
<b>HDU</b>	Historically Disadvantaged University
<b>HDI</b>	Historically Disadvantaged Institution
<b>HE</b>	Higher Education
<b>HESA</b>	Higher Education South Africa
<b>MEDUNSA</b>	Medical University of Southern Africa
<b>MLQ</b>	Multifactor Leadership Questionnaire
<b>NCHE</b>	National Commission on Higher Education
<b>NPHE</b>	National Plan for Higher Education
<b>NQF</b>	National Qualifications Framework
<b>SAQA</b>	South African Qualifications Authority
<b>SRC</b>	Student Representative Council
<b>TGSL</b>	Turfloop Graduate School of Leadership

<b>UCT</b>	University of Cape Town
<b>UL</b>	University of Limpopo
<b>UNIN</b>	University of the North
<b>UNDP</b>	United Nations Development Programme
<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organisation
<b>VC</b>	Vice-Chancellor

## **LIST OF TABLES**

**Table 5.1: Leadership Behaviour**

**Table 5.2: Staff's perception of their leadership**



## **LIST OF FIGURES**

**Figure 5.1: Age Group**

**Figure 5.2: Gender**

**Figure 5.3: Racial Group**

**Figure 5.4: Level of qualification**

**Figure 6.5: Employment position**

**Figure 5.6: Work breakdown structure of the executive management**

**Figure 5.7: Level of experience**

**Figure 5.8: Scoring factors for leadership measurement**

## **LIST OF ANNEXURES**

**Annexure A: Consent Form**

**Annexure B: Interview Questions**

**Annexure C: Key Informants Questionnaire**

**Annexure D: Staff Members Questionnaire**

**Annexure E: Ethical Clearance Letter**

# Table of Contents

<b>Contents</b>	<b>Page</b>
<b>DECLARATION</b>	<b>I</b>
<b>ACKNOWLEDGEMENT</b>	<b>II</b>
<b>DEDICATION</b>	<b>III</b>
<b>ABSTRACT</b>	<b>IV</b>
<b>ACRONYMS</b>	<b>V</b>
<b>LIST OF TABLES</b>	<b>VII</b>
<b>LIST OF FIGURES</b>	<b>VIII</b>
<b>LIST OF ANNEXURES</b>	<b>IX</b>

## **CHAPTER 1: INTRODUCTION OF THE STUDY**

<b>1.1. Introduction and Background</b>	<b>1</b>
<b>1.2. Statement of the Research Problem</b>	<b>2</b>
<b>1.3. Research Questions</b>	<b>4</b>
<b>1.4. Aim and Objectives</b>	<b>4</b>
<b>1.5. Definition of Terms</b>	<b>4</b>
1.5.1 Leadership	5
1.5.2. Transformation	5
1.5.3. Historically Disadvantaged Universities	5
<b>1.6. Research Design and Methodology</b>	<b>6</b>
<b>1.7. Significance of the Study</b>	<b>7</b>
<b>1.8. Ethical Considerations</b>	<b>7</b>
<b>1.9. Limitations of the study</b>	<b>8</b>

<b>1.10. Structure of Dissertation</b>	8
<b>1.11. Conclusion</b>	11

## **CHAPTER 2: THEORETICAL FRAMEWORK**

<b>2.1. Introduction</b>	11
<b>2.2. Leadership Theory</b>	11
<b>2.3. Leadership and Management</b>	13
2.3.1. Leadership	14
2.3.2. Management	16
<b>2.4. Academic Leadership</b>	17
<b>2.5. Conclusion</b>	18

## **CHAPTER 3: THE TYPES, VALUES AND QUALITIES OF LEADERSHIP ON TRANSFORMATION OF HISTORICALLY DISADVANTAGED UNIVERSITIES**

<b>3.1. Introduction</b>	19
<b>3.2. The types and values of leadership</b>	19
3.2.1. Transformational Leadership	21
3.2.1.1. Idealised Influence	22
3.2.1.2. Inspirational Motivation	23
3.2.1.3. Individual Consideration	24
3.2.1.4. Intellectual Stimulation	24
3.2.2. Transactional Leadership	25
3.2.2.1. Contingent Reward	26
3.2.2.2. Management-by-exception	26
3.2.3. Laissez-faire Leadership	27

3.2.4. Autocratic Leadership	28
3.2.5. Participative Leadership	28
<b>3.3. The qualities of leadership in academia</b>	29
<b>3.4. Historical overview of the University of Limpopo</b>	33
<b>3.5. The pros and cons of institutional transformation</b>	35
<b>3.6. The evolution of Historically Disadvantaged Institutions</b>	37
3.6.1. Transformation of the Higher Education	38
3.6.2. Major themes of the South African Higher Education	41
3.6.2.1. The Modernisation of State	41
3.6.2.2. Social justice and democratic imperative	42
3.6.2.3. Globalising a knowledge society	42
3.6.3. Higher Education policy in the post-apartheid era	42
3.6.3.1. National Commission on Higher Education (1996) a Framework for Transformation	43
3.6.3.2. Green Paper on Higher Education Transformation (1996)	44
3.6.3.3. Education White Paper: a programme for transformation of Higher Education (1997)	45
<b>3.7. Historically Disadvantaged Institutions in South Africa</b>	46
<b>3.8. Leadership on transformation of historically disadvantaged universities</b>	48
<b>3.9. Conclusion</b>	50

## **CHAPTER 4: RESEARCH METHODOLOGY**

<b>4.1. Introduction</b>	51
<b>4.2. Research Design and Methodology</b>	51
<b>4.3. Description of Study Area</b>	52

<b>4.4. Kinds of Data Needed</b>	53
<b>4.5. Target Population</b>	54
4.5.1. Leadership of the University	54
4.5.2. Staff Members	54
<b>4.6. Sampling Procedures</b>	54
<b>4.7. Data Collection Methods</b>	56
<b>4.8. Data Analysis Techniques</b>	57
<b>4.9. Validity and Reliability</b>	57
<b>4.10. Conclusion</b>	58

## **CHAPTER 5: ANALYSIS AND INTERPRETATION**

<b>5.1. Introduction</b>	59
<b>5.2. Demographical profile of the key informants (executive management)</b>	59
5.2.1. Age category of key participants	59
5.2.2. Gender representation in the executive	60
5.2.3. Racial groups of executive participants	61
5.2.4. Academic qualification of executives	62
5.2.5. The executive leadership employment positions	64
5.2.6. Hierarchical structure of the top executive management	65
5.2.7. Level of experience of executives	66
<b>5.3. Types, values and qualities of the University of Limpopo leadership</b>	67
5.3.1. Leaders' perception of their leadership	68
5.3.1.1. Factors for measuring the leadership style	71
5.3.2. Staff's perception of their leaders	73

<b>5.4. The evolution of the University of Limpopo</b>	76
5.4.1. Past events that influenced the leaderships approach	78
<b>5.5. The type of leadership for the transformation of University of Limpopo</b>	79
<b>5.6. Conclusion</b>	81

## **CHAPTER 6: SUMMARY OF FINDINGS, RECOMMENDATIONS AND CONCLUSION**

<b>6.1. Introduction</b>	82
<b>6.2. Summary of Findings</b>	82
6.2.1. Types, values and qualities of leadership at University of Limpopo	82
6.2.2. The pros and cons of the institutional transformation	83
6.2.3. The evolution of the institution	84
6.2.4. The effect of leadership on the transformation of the institution	84
<b>6.3. Recommendations and Conclusion</b>	85
<b>6.4. Concluding Remarks</b>	87
<b>List of References</b>	88

## CHAPTER 1: INTRODUCTION OF THE STUDY

### 1.1. Introduction and Background

Global and national societal transformation is a contentious and protracted process in and of itself (The World Bank, 2014; Antonelli & Fassio, 2016). Institutions of society are expected, if not mandated, to adapt themselves within such constraints (Tsheola & Nembambula, 2016). The need to build and restructure institutions to improve society has been deemed necessary. Institutions of higher learning across the globe have been targeted to be the main drivers of change and development in society (Hancock & Nuttman, 2014). Therefore, there is a need to establish a leadership that can assist in steering these institutions toward their desired change.

Leadership is critical in institutional restructuring. There is a widely held belief that an effective leadership approach is critical to solving the issues of previously disadvantaged institutions (Chipunza & Gwarinda, 2010; Mouton, Louw & Strydom, 2013). To that degree, modifications in institutional structures were observed, as well as improvements in university quality (Govinder, Zondo & Makgoba, 2013). These shifts occurred as a result of political and economic variations fueled by global trends. The universal acceptance of leadership transformation as a driver of mergers of historically disadvantaged universities has resulted in the majority of developing-country states attempting to address the imbalance within social systems (Tsheola & Nembambula, 2015).

Pressure on governments to evolve to handle socioeconomic and political change influenced state institutions to consider reforming several sectors, including higher education (Shackleton, Riordan & Simonis, 2006). Following the demise of the colonial administration, a significant number of African states invested in education in the hope of addressing socioeconomic challenges, emphasising the importance of formal education in the socio-economic liberation of societies (Otieno, 2013; United Nations Development Programme (UNDP), 2015). The World Bank and the International Monetary Fund (IMF), which frequently shape the national strategies of most developing countries, backed the approach completely (Chipunza & Gwarinda, 2010; World Bank, 2014). However, the emphasis on basic education became contentious over time, as certain countries were unwilling to be only consumers of knowledge generated elsewhere (Organisation for Economic Cooperation and Development



(OECD), 2010). As a result, there was a drive to establish universities in the hope that such institutions would develop national human capacity for productive involvement in the global knowledge economy (Otieno, 2013). In the past, universities played a significant role in South Africa, and this has put pressure on these institutions to provide a high chance of success.

The study emphasises the importance of leadership in South African institutional transformation. The focus is on the transition of these institutions from apartheid to the current democratic regime. Because of the old government's leadership style, South African institutions were characterised by a variety of inequalities and imbalances (Govinder, et al., 2013; Mouton, et al., 2013). As a result, the new democratic government formulated measures to transform the higher education landscape, which led to the establishment of the National Commission on Higher Education (NCHE) (Mouton, et al., 2013). The aim was to address issues of race, gender, and cultural disparities that emerged as a result of apartheid driven institutions (Cloete & Moja, 2005; Shackleton, Riordan & Simonis, 2006).

South Africa has been undergoing institutional transformation since the end of apartheid, fueled by policies that promote sustainability, equality, and equity (Govinder, et al., 2013; Hancock & Nuttman, 2014). This orientation is especially important for formerly disadvantaged universities because democratisation was accompanied by a steady loss of academic leadership caused by a changing national context in which lucrative opportunities were abundant elsewhere (Karodia, Shaikh & Soni, 2015). Indeed, a society that has agitated for societal transformation has returned full circle, relying on the transformative capabilities of its institutions to achieve the end goal (Tsheola & Nembambula, 2015). Hence, questions about leadership's role in the transformation of historically disadvantaged universities have become pertinent and critical.

## **1.2. Statement of Research Problem**

Separation and marginalisation of education among people of different races, genders, and ethnicities resulted in discrepancies in educational quality (knowledge and skills), which contributed to social and economic constraints (Shackleton, et al., 2006; Arnolds, Stofile & Lillah, 2013). Universities are viewed as a driving force for social, political, and economic transformation.

The state government's transition to a democratic regime shaped policies and took into account components of global trends that displayed two opposed inclinations (Chipunza & Gwarinda 2010; Arnolds, et al., 2013). To begin, South African universities' innovative idea strives to achieve a competitive position in the global economy through the production of competent graduates. Second, universities are expected to put the public at the forefront to develop a thriving democratic society (Govinder et al, 2013). Under this context, the South African higher education system in the new democracy is under constant pressure to restructure its institutions to offer access and quality education for everyone, as stated in The Education White Paper 3 on Higher Education 1997 (DoE, 1997; Govinder, et al., 2013). To avoid the inherent contradiction of these two trends, especially in a country marked by various types of inequality, there is still the possibility of them moving in opposite directions (Arnolds, et al., 2013).

The transformation of the higher education sector was headed by institutional leaders who had limited expertise with the transformation process due to the rarity of such initiatives (Karodia, Shaikh & Soni, 2015). This enabled a leadership approach that depended only on research and theory for support and advice in restructuring the higher education system (Chipunza & Gwarinda, 2010; Tsheola & Nembambula, 2015). The expectation is that for a good leadership approach, leaders must exert skills and knowledge emanating from both experience and theory on institutional transformation. Before the restructuring of the institutions, research revealed that the transformational leadership principles were inadequately misinterpreted and implemented, resulting in major shortcomings (Arnolds, et al., 2013). The historically disadvantaged institutions experienced poor academic leadership during the transformation process due to inadequate information and guidelines addressing the appropriate and should-have-been-adopted leadership styles (Chipunza & Gwarinda, 2010). Even though some leadership styles have contributed to some of the effective implementations of mergers and changes in the higher education system, leaders' incorporation of transformed institutions has not been firmly demonstrated (Goldman & Van Tonder, 2006; Chipunza & Gwarinda, 2010). According to the literature, the rate of failure in mergers is between 40% and 80%, and the success rates are relatively low when compared to the intended vision of these institutions (Goldman & Van Tonder, 2006). It is significant to find a leadership style that can be institutionalised to

support the most successful transformation of these historically disadvantaged universities.

### **1.3. Research Questions**

The general research question for the proposed study is: How does leadership affect the transformation of historically disadvantaged universities in South Africa? From this general research question, the following specific research questions are formulated:

- What are the types, values and qualities of leadership in academia?
- What are the pros and cons of institutional transformation?
- How have the historically disadvantaged universities evolved?
- What is the effect of leadership on the transformation of historically disadvantaged universities?

### **1.4. Aim and Objectives**

The purpose of the research is to investigate the effect of leadership on the transformation of historically disadvantaged universities in order to demonstrate measures for an effective leadership approach. The following are the objectives derived from specific research questions:

- To describe the types, values and qualities of leadership in academia;
- To analyse the pros and cons of institutional transformation;
- To examine the evolution of historically disadvantaged universities;
- To study the effect of leadership on the transformation of historically disadvantaged universities; and
- To recommend measures that demonstrate an effective leadership for the transformation of historically disadvantaged universities

### **1.5. Definition of Terms**

This section focuses on defining the concepts relevant to this study, providing a brief definition of the concept, and discussing why these definitions were adopted and considered to be relevant for the study.

### 1.5.1. Leadership

The ability to inspire, motivate, shape, guide, and lead followers towards change through a common vision of a certain institution is referred to as leadership. As a result, leadership can be defined as an act that can assist bring about change in a group, organisation, or institution by leveraging the power relationship between followers and leaders (Northouse, 2013). The definition highlights the idea that leadership is a process of transformation. A charismatic leader possesses idealised influence, inspirational motivation, intellectual stimulation, and individual consideration (Chipunza & Gwarinda, 2010). These are the primary aspects or roles essential for a leader to effect change in a social system.

### 1.5.2. Transformation

Transformation is defined as a change process that entails modifying certain elements and characteristics that define something from what it now is to what it is deemed to be. Institutional transformation can be both positive and negative, depending on the underlying social, political, and economic circumstances (Aithal, 2015; Karodia, Shaikh & Soni, 2015). In this regard, transformation strives to reshape and define an institution's current nature, condition, structure, system, and appearance to address a problem or improve a situation (Govinder, et al., 2013; Karodia, et al., 2015). The term is pertinent to the study since it focuses on change that addresses imbalances in a situation, which is directly tied to the situation in South African HDUs.

### 1.5.3. Historically Disadvantaged Universities (HDU)

These institutions are also known as historically black universities and formally disadvantaged universities, as they were historically underserved in terms of resources (Govinder, et al., 2013). According to Cloete, HDUs are transformational institutions that were previously based on undemocratic systems in which staff, students had unequal opportunities based on race, and gender, irrelevant sets of curricula, lacked the capacity to produce competent graduates for societal transformation, and lacked financial resources from the government (cited in Odhav, 2009: 34).

## **1.6. Research Design and Methodology**

This section introduces and summarises the research methodology used to collect data and information to investigate the effect of leadership on the transformation of historically disadvantaged universities. Chapter 5 has a full overview of the methodology.

To acquire the most relevant data to answer the research questions, the study used a mixed-method approach that included both qualitative and quantitative methodology. A normative research design was employed to collect data, which took the form of a simple survey-based study and field research. Participants' information was gathered using questionnaires and interviews. In terms of the study's aim and objectives, the researcher used both primary and secondary data to interpret theoretical and practical data through background information and current information.

The University of Limpopo (UL), which is one of South Africa's historically disadvantaged institutions, has been chosen as the study area. As key informants, the research study identified the target population as the University of Limpopo's top leadership (executive management) and the Student Representative Council (SRC). Staff members also formed part of the target population.

A non-probability sampling procedure was applied, with a purposive sampling procedure used to select key informants and a convenience sampling procedure used to select staff members. Questionnaires were distributed to all participants. For the key informants, a Multifactor Leadership Questionnaire (MLQ) was employed, as well as a pre-arranged interview. For staff members only a questionnaire was employed. Secondary data was also employed by the researcher, which included document analysis and a review of literature written by other scholars, disciplines, and institutions.

Since the study collected descriptive information in the form of discussions and questionnaires dominated by open-ended questions, the qualitative data analysis technique was used. The quantitative data analysis technique used descriptive statistics and graphical displays from the Statistical Package for the Social Sciences (SPSS) version 2015. Graphs and charts were created in Microsoft Excel utilising data from the SPSS software analysis' frequency tables. The researcher transcribed data entry and coding of the survey and interviews as they were conducted.

The validity of the study was confirmed by replicating the survey and interview structure with each interview. Before the surveys and interviews, the accuracy of the research instrument (MLQ) was tested on a trial respondent.

### **1.7. Significance of the Study**

In the case of the University of Limpopo, the research study examines the extent to which a relationship exists between institutional leadership and the transformation of historically disadvantaged universities. The study area of interest has undergone transformations and changes, as a result of which there is now little significant research focusing on university institutional leadership (Mohuba & Govender, 2016). The study also provides a full description and understanding of leaders' roles and effects in the transformation of a formerly disadvantaged institution.

Analysing the relationship between the two concepts of leadership and institutional transformation provides the necessary information for developing and implementing appropriate and relevant programmes and policies to resolve the problem. The study also fills a knowledge gap in the relationship between leadership and the transformation of historically disadvantaged universities.

### **1.8. Ethical Consideration**

Plagiarism is considered a crime; so, this research ensured the validity and universality of the information presented, as well as that the authors and publishers were acknowledged for their work.

When interviewing respondents, the process of approaching the survey and interviews were respectful of their working environment. An ethical clearance certificate was granted to conduct the study. The study has considered and was sensitive to the different cultures, languages, beliefs, perspectives, and customs of those who participated in or are affected by the study. The study also ensured that relevant and appropriate information about the research question was provided and that the information was not prejudiced.

Honesty, trustworthiness, anonymity, and confidentiality were used as ethical considerations to ensure that the data provided would not be used against participants but would only be used for the research study. The researcher made certain that

participants (staff members) were not required to disclose their names (identity) when completing the questionnaires so that their identification was not divulged and those specific participants were not traced back. Most of the individual responses from key informants were mainly integrated during analysis and interpretation to provide a concise explanation of the data obtained, rather than assigning a specific name to each interpretation, which could jeopardise an individual's reputation. Before the interview, participants were given a consent form that explained the confidentiality and protection of their participation and requested to confirm and agree to participate in the study.

### **1.9. Limitations of the study**

The study did not primarily collect data of the transformation process of the institution from when it started to date. The primary data collected relied on the current leadership's contributions and also how they can facilitate transformation on the basis of the status quo of the university. However, the study used a document analysis for acquiring data of the transformation process of the institution that the participants could not provide.

The other major limitation is that the researcher was unable to conduct interviews with some of the participants, because they were unavailable due to their busy schedules and COVID-19 lockdown restrictions. Nonetheless, the researcher was able to send the questions of the interview to some of the participants via email so that they can answer them during their free time and send them back. However, not all targeted participants managed to participate in the study. Consequently, some of the conclusions on the primary data collected from the leadership were drawn from just 10 of the 15 key informants who managed to participate.

### **1.10. Structure of Dissertation**

The dissertation is divided into six chapters based on the topic "The Effect of Leadership on Transformation of Historically Disadvantaged Universities: The University of Limpopo Experiences". The dissertation comprises the following chapters.

**Chapter 1:**

The first chapter focuses on the study's introduction, highlighting the research purpose, problem, aim and objectives, research questions, and a summary of the methodology used to collect the relevant data for the project. The chapter also discusses the study's significance as well as its ethical considerations.

**Chapter 2:**

The second chapter serves as the study's theoretical basis. A framework for leadership and transformation is explored to guide the project's content. The chapter provides an understanding of the theory applied to address leadership in transforming institutions.

**Chapter 3:**

The chapter provides a literature perspective, with a summary heading comprised of the study's objectives titled "the types, values, and qualities of leadership on the transformation of historically disadvantaged universities." The chapter builds on the study's objectives, which include describing the types, values, and qualities of leadership in academia and studying the effects of leadership on the transformation of historically disadvantaged universities. It also involves the objectives of analysing the evolution of historically disadvantaged universities and analysing the benefits and drawbacks of institutional transformation.

The chapter also discusses the evolution of historically disadvantaged universities, including a discussion of the university's historical overview, institutional transformation, and higher education transformation, as well as a discussion of historically disadvantaged universities. The content describes how HDUs, especially UL, have transformed and evolved.

**Chapter 4:**

The fourth chapter of the study focuses on the data collection methodology used. It gives a comprehensive description of the procedures employed by the researcher to collect data.



## **Chapter 5:**

This section comprises the analysis and interpretation of data obtained from University of Limpopo participants, as well as literature including historical data, policy documents and reports about the institution. A mixed-method approach was used to analyse and interpret the data, which included both qualitative and quantitative data.

## **Chapter 6:**

The dissertation's last chapter discusses the findings and conclusions obtained on the practical reality of the problem in the study area, comparing them to the literature reviewed. Based on the findings, the chapter concludes with recommendations for promoting effective leadership in the transformation of historically disadvantaged universities.

### **1.11. Conclusion**

The above information provided the introduction and background that shapes the structure of the dissertation. Research questions on the effect of leadership on the transformation of HDU's that need to be addressed by the study was also highlighted. The research problem, purpose and objectives of the study was summarised in this chapter to guide the literature, data collection methods, and findings that is discussed in the next chapters. This also contributed in answering and drawing conclusions of the study.

## CHAPTER 2: THEORETICAL FRAMEWORK

### 2.1. Introduction

The role of leadership in the transformation of institutions and organisations has evolved and been revised to the extent where new theories and approaches are being proposed all the time (Nawaz & Khan, 2016). Since the need for leaders to transform institutions arose, there has been a debate and discussion on the appropriate leadership theory for transformation.

Theories exist to define and explain natural phenomena. They are designed to provide an understanding of a natural phenomenon based on observation and approximated empirical data (Nawaz & Khan, 2016; Male & Palaiologou, 2019). They also serve as a framework for researchers to organise existing knowledge in order to provide comprehensive explanations and evidence for how constructs are related in order to draw inferences from the findings (Meuser, Gardner, Dinh, Hu, Liden & Lord, 2016).

Based on the topic of the study, the leadership theory was adopted to serve as the basis of the research study. Transformational leadership, autocratic leadership, participative leadership, laissez-faire leadership, and transactional leadership are some of the approaches highlighted by the focal leadership theory (Meuser, et al., 2016). Therefore, that is why this study deemed it necessary to adopt the leadership theory with a particular focus on the transformational leadership approach to serve as the theoretical framework of the research. Hence, this chapter will be extensively discussing the framework to provide a coherent understanding.

### 2.2. Leadership theory

Leadership theory focuses on the qualities of an effective leader (Nawaz & Khan, 2016). Researchers can discover the common qualities and behavioural patterns that create effective leadership by analysing leadership theory. The leadership style outlines how a leader leads team members based on their leadership and managerial qualities (Ford & Harding, 2018). The rationale is that while both leadership and management principles are required for leading an institution, the concept of a leadership approach is much more important for an institution dealing with change and going through a transformational process (Azad, Anderson, Brooks, Garza, O'Neil, Stutz & Sobotka, 2017; Willis, Clarke & O'Connor, 2017).

The premise is that transformation can only be successful if appropriate leadership qualities are used rather than simply depending on a managerial approach (Hiller & Beauchesne, 2014). It should also be noted that there are several types of leadership; hence, it is essential to know the type of leadership approach that will be most effective in dealing with the transformation (Amirul & Daud, 2012; Willis, et al., 2017). According to the literature, different leadership styles have been evaluated and investigated in terms of which approach is best suited to managing change, and data demonstrates that many authors emphasise the transformational leadership theory (Dinh, et al., 2014).

Transformational leadership theory is considered one of the most effective approaches that leaders need to adopt for addressing change and transformation in an institution (Aithal, 2015; Cho, Shin, Billing & Bhagat, 2019). The significance of the theory is that it focuses entirely on dealing with transformation, which is the basis of this study. According to Burns (1978), the introduction of the theory of transformational leadership came as an approach for political leaders and has been broadened for use in organisational psychology. Transformational leadership is regarded as an approach for leadership that aims at bringing change to an individual, group, organisation as well as social system (Burns, 1978; Bass, 2005; Burkus, 2010). The theory aims at trying to bring positive change in the system and structure of something (Bass & Avolio, 1994; Chipunza & Gwarinda, 2010).

An author named James MacGregor Burns in the 1970s introduced the complete conceptual phase of transformational leadership and was further extended by Bernard Bass in the 1980s, since then the theory has been used as an approach for institutional transformation (Bass & Avolio, 1994, Burkus, 2010). The conceptualisation of the theory demonstrated that a transformational leader emphasises the following factors, which include idealised influence, inspirational motivation, intellectual stimulation and individual consideration (Burns, 1978; Chipunza & Gwarinda, 2010; Govinder, et al., 2013). The theory on leadership demonstrates the idea that leadership is beyond what we do when placed in a position of power to steer an institution, but rather what everyone follows when we express sincerely the deepest thoughts, ideas and feelings when performing our duties (Ndebele, 2007). The inclusivity of passion and integrity in what we do; understanding that whatever it is that is done is not of the thought of a

promised reward afterwards but the overwhelming thought and sense of appropriateness that it needs to be done.

Studies on leadership have identified that the most vital leadership requirements lean towards transformational factors that assist towards institutional restructuring (Berg & Jarbur, 2014; Dinh, Lord, Gardner, Meuser, Liden, & Hu, 2014). This is with the assumption that institutions will at some point in their lifespan, have to go through a process of restructuring and changing. Society and its methods of doing things will forever change, therefore it is important to have leadership in the changing environment that can adapt and manage a process of change. Some of the most significant requirements for such leadership are as follows:

- Leadership with the ability to set a compelling institutional vision and mission aligned with the strategic goal of the reconfigured institution with consideration of the support of the majority of the institutions' subordinates.
- The ability to lead an institution that has a moral and ethical framework for desired change in institutional and individual behaviour in respect to work responsibilities, internal and external institutional relations. The head of the university has to exemplify the framework through their life and behaviour to ensure that it is effectively adhered to.
- Ensuring that leadership remains on track with the goals of the restructuring process and not allowed to deviate from the agreed-upon goals and objectives. This is in cases where 'scope creep' arises, which may influence the deviation of focus of the main goal. It is, therefore, important that those situations should be dealt with accordingly without having affecting the institutional leaders focus.
- There is a need to always try to deal with the matter separate from the people involved and the issue at hand, as this is one of the crucial aspects associated with university leadership in cases of institutional restructuring. Institutions like universities are devoted to an environment that allows for the expression of views and opinions concerning the way academic and non-academic activities are pursued.

### **2.3. Leadership and Management**

Leadership and management are two distinct concepts but are often used interchangeably due to a few factors that relate them together (Azad et al., 2017; Harris

& Jones, 2018). To a certain extent, a leader and a manager have similar characteristics despite being different. It should be noted that despite the distinction between the concept of leadership and management they are to a certain extent complementary (Azad et al., 2017). The emphasis is that to have effective leadership there has to be a sense of management principles and for effective management, there also needs to be a sense of leadership qualities (Hiller, & Beauchesne, 2014). This emphasises the idea that leadership and management should not be separated. Strong leadership should not replace the management process but rather should be integrated (Oshagbemi, 2017; Harris & Jones, 2018).

It is significant to understand the difference between the two concepts and not to confuse them. The qualities of leadership and management portray a distinction between the two, providing the clear functions and conceptualisation of what they are (Azad et al., 2017; McCaffery, 2018). Leadership emphasises having subordinates that follow them, whereas Management emphasises having subordinates that work for them (Hiller & Beauchesne, 2014; Oshagbemi, 2017). The major quality that separates a leadership approach from a management approach is that a leader does not and is not limited to strictly following the principles and processes set by the institution (Dinh, et al., 2014). A leader is someone who can adapt and become flexible depending upon a situation. A manager always follows the principles and processes that have been set out under any circumstances; they lack the ability to be considerate and flexible in any given situation (Hiller & Beauchesne, 2014). Managers are trained to comply with the organisation set principles of action. The changes in time have seen a shift in focus from management that deals with administration and decisions, structures and processes towards a leadership approach that emphasises the importance of people and relationships and putting them at the forefront. Notably, capacitating employees, giving feedback and building effective teams (Willis, Clarke & O'Connor, 2017; Gravett, Kinchin & Winstone, 2020).

### 2.3.1. Leadership

Good leadership is described around the notion of the ability to positively influence the performance of others (Adserias, Charleston & Jackson, 2017). The ability is dependent upon the actions and behaviours of the leadership (Anthony, 2017). This emphasises that during the process the leadership encourages optimal performance

and participation in their activities. This will involve elements of motivating people and attending to the people's needs (Ogutu Ogola, Sikalieh & Linge, 2017). Leadership behaviour determines the style or approach of leadership that is adopted and practised, while at the same time it influences the behaviour of others who follow. This in turn affects the job performance and the overall outcome.

Leadership qualities play a vital role in the management of an institution, hence it is for that reason that the executive management of an institution has to portray and engage in leadership practices (Hiller & Beauchesne, 2014; Harris & Jones, 2018). There is a universal assumption that 'leaders are born and not made. This means that people who are classified as leaders are considered to be born to lead people. Although to some degree anyone has the potential to become a leader given the extent to how leadership is defined (Underdal, 1994; Muff, Liechti & Dyllick, 2020). The fact that there exist multiple styles and approaches of leadership provides the opportunity for people to fall under one of those styles based on their characters and practices (Amirul & Daud, 2012; Adserias, et al., 2017). Leadership theories have created a platform for anyone to be classified as a leader.

The main factor identified in leadership is that it focuses on establishing direction as to where it wants to go (Azad et al., 2017). This is done by coming up with a vision that describes the future of their organisation or institution, which will lead to the establishment of strategies that focus on achieving the vision (Aithal, 2015; Antonakis & Day, 2018). Any organisation or institution needs to know what it wants to achieve in the future, the sole purpose of the organisation. This will help in providing direction on how to perform. Another factor is to align people within the organisation whereby a team is identified and the strategy towards the vision is communicated amongst the team (McPhail, 2019). This helps the team members in understanding their responsibilities, how they are going to work together and what is expected of them so that they can work with the vision in mind.

Motivating and inspiring is one the most significant part of leadership to encourage performance and helping people to understand their significance in the organisation (Cho, et al., 2019). When motivating and inspiring people helps boost their confidence and to be able to overcome barriers, whether it is political, bureaucratic, resource and personal issues (Willis, et al., 2017). This helps in having a sense of purpose and

institute a drive to perform effectively in the organisation. That way it allows room for change, which is the other critical factor of leadership. Leaders must be willing to accept and adapt to change (Adserias, et al., 2017; Connell, 2019).

Leadership often focuses on producing change (Azad et al., 2017). The world is forever changing meaning that systems and procedures change with the introduction of new things constantly, especially now that the world is in the fourth industrial revolution, where technology has become a dominant factor in life (Pokusaenko, & Volchik, 2019; Mpungose, 2020). Leadership must be willing to change and encourage change to keep up with the trends and to meet the demands of society and the economy. It is important to understand that in most cases remaining to the traditional way of doing things and not wanting to change can affect an organisation negatively in terms of development and progress (Clarke, 2018; Muff, et al., 2020). For an organisation to remain relevant new measures that are in line with the trends need to be established and the leadership is the one that will emphasise that process.

### 2.3.2. Management

Institutions require effective management processes that are established based on the nature of the organisation so that they can achieve their desired objectives (McCaffery, 2018). The management of an institution is the most critical part of any organisation and plays a vital role in sustaining and managing the resources (Hancock & Nuttman, 2014; Aithal, 2015; Muff, et al., 2020). A management division is needed to control an organisation, and it is important to establish divisions from the lower management level until the top management level. The management of an organisation is usually divided into three levels, which include the lower, middle, and top management (Hiller & Beauchesne, 2014). The lower management deals with the operational part of the organisation, while the middle management deals with the tactical part of the organisation, and lastly the top management usually focus on the strategic part of the organisation (Arnolds, et al., 2013; Hiller & Beauchesne, 2014; Sadik, Marouf & Khaleel, 2020). This allows proper management of the organisation and proper division of responsibility among the team.

The main factors that management focuses on include planning and budgeting whereby certain steps and schedules for achieving the desired goals are established and resources necessary to complete the tasks towards achieving the goals are

identified (Harris & Jones, 2018; Sadik, et al., 2020). Organising and staffing also form part of the factors that management deal with where the establishment of structures for coming up with plan requirements, the structure of staffing and their responsibilities, and develop plans, policies and procedures to help guide the subordinates in implementing their allocated tasks (Gravett, et al., 2020). Management also help in creating methods of monitoring and controlling the implementation process. Checking the changes and deviations in the scope during the operation process as well as coordinating changes across the organisation or institution. The last critical factor is establishing order within an organisation whereby rules, regulations, and ethical procedures are put in place to ensure that stakeholders understand what is expected (Harris & Jones, 2018).

#### **2.4. Academic leadership**

The definition of leadership in academia is defined similarly to the leadership in the business environs (Berg & Jarbur, 2014). It involves qualities of being a visionary, having the ability to plan by being proactive to situations but at the same time also having the ability to be reactive to situations and come up with responsive measures (Berg & Jarbur, 2014; Braun, Peus, Frey, & Knipfer, 2016). Leadership emphasises being a role model, inspiring others, being self-aware and self-reflective (Antonakis & Day, 2018). In summary, leadership is referred to the ability to ensure the success of other people who follow (Ford & Harding, 2018). Additionally, some universities state the need to lead others in the different departments and sections within the institution such as teaching and learning, research, community engagement, innovating and dissemination of ideas within a tight framework and competitive setting (Berg & Jarbur, 2014; CHE, 2016b). The notion of academic leadership is discussed at the universities, with an expressed need to define it clearly.

There is a need for the adoption of different leadership approaches, especially in institutions that are going through a transformational change. This includes institutions such as the higher education sector (Strielkowski & Chigisheva, 2018). The leadership approach should encourage academic professionals to actively participate in effective reframing and rebuilding the changing social covenant of the academy (Wergin, 2007; Mohamad Karkouti, 2016). A collegial model should be adopted if institutions need to effectively succeed with the changing environment of the social structures. A neo-



collegial model that emphasises the addition of a modern twist that allows the academic leadership and other academic professionals to engage in the life of the institutions while forswearing the cordial and insularity of the past (Wergin, 2007; Antonakis & Day, 2018; Rehbock, 2020). This model is rather not new but a redefined model that emphasises “a shift in attitude about leaders and leadership – from a hierarchical view that academic leadership flows from a leadership position to a much more lateral view those leadership roles are available to everyone” (Wergin, 2007: 12). During the mid-1970s, the post-hierarchical notions of leadership first appeared in the general management literature, which is much more recent (Antonakis & Day, 2018). James Burns was one of the few authors in leadership that introduced the idea of ‘transformative leadership’ where he emphasised a shift in leadership approaches from a centralised command and control to a more decentralised style of leadership that is more inclusive and participatory (Burns, 1978). Burns argue that if people focus on shared goals and values, it would lead to capacitating both the leaders and followers towards higher levels of motivation and perseverance of a conscious transformation process (Wergin, 2007). The idea of leaders having the position of formal authority emphasised by Burns has created problems for the leadership that have adopted the approach, to which it has a bit of some cultural imperialism. According to Wergin (2007: 13) “Many campus leaders have hijacked Burn’s term and used it in ways he never intended, namely to transform a campus in a mostly unilateral fashion”.

#### **2.4. Conclusion**

The theoretical framework will help guide and structure the approach of the study. Multiple theories exist for different fields of study that are adopted by many scholars. The above-discussed theory sets as the basis of the study. It will play a significant role in understanding the topic. Leadership is a broad concept to an extent that a fine clear definition is yet to be established considering the forever-evolving nature of our surrounding environments. However, the description of the theoretical framework in this chapter has provided a solid base to understand the literature review that is discussed in the following chapter.

## **CHAPTER 3: THE TYPES, VALUES AND QUALITIES OF LEADERSHIP ON TRANSFORMATION OF HISTORICALLY DISADVANTAGED UNIVERSITIES**

### **3.1. Introduction**

The role of leadership in the transformation of institutions has been widely researched and has been diversified to include multiple approaches and styles (Vinger & Cilliers, 2006; Northouse, 2013). This section builds on the key themes of relevance to the proposed study. The focus is to understand the literature that already exists within the research topic. The information provided is derived from other scholars and disciplines who have a theory regarding the effect of leadership on the transformation of historically disadvantaged universities. Investigating the skills, traits and characteristics that enable the leadership to lead and capacitate the people, and to understand the relationship amongst them. It is said that change plays a significant role in the study of the concept of leadership (Vinger & Cilliers, 2006).

The lack of adequate transformational leadership to manage change within the public Higher Education sector institutions has created problems for society (Vinger & Cilliers, 2006; Conference of European Schools for Advanced Engineering Education and Research (CESAER), 2014; CHE, 2016). This problem was observed through the changing environment of HEI's more especially focusing on the previously disadvantaged institutions where transformation is taking place through mergers and other initiatives set by the Higher Education Acts and policies (Department of Education (DoE), 2001). The first area of focus will be on the types and values of leadership; the second theme emphasises on the qualities of leadership in academia; and, lastly, on the leadership required for transformation of historically disadvantaged universities.

### **3.2. The types and values of leadership**

Multiple styles of leadership are adopted to create change in a group, organisation or institution (Northouse, 2013; Mohuba & Govender, 2016). These forms of leadership may include autocratic, participative, laissez-faire, transactional and transformational leadership among others; hence, leadership can constitute more than one style of leadership at the same time such as transactional leadership and transformational leadership (Nawaz, & Khan, 2016; Adserias, et al., 2017). According to the path-goal

theory, which emphasises the idea that if a leader can analyse a situation based on what is required by the subordinates or the industry, they can be able to change their style of leadership and adapt to the most suitable one for the situation (House, 1996; Phillips & Phillips, 2016; Farhan, 2018). For example, if the situation requires a leader to be autocratic at some point and supportive at another point, the leadership should be flexible and change their style as required. The type of leadership approach should correspond with the objectives of an institution.

The purpose of transformation is to create positive change to the conditions of individuals and organisations either to enhance performance or to overcome challenges (Myatt, 2013; Mohuba & Govender, 2016). The transformation of the historically disadvantaged universities requires a leadership approach that is effective and capable of meeting the goals and objectives of the predetermined vision of the institution (Vinger & Cilliers, 2006; Aithal, 2015; Mohuba & Govender, 2016). The logic is that leadership comes in many different forms and each form is created for a specific situation, meaning that one form of leadership might not work in some situations and some might (Randall & Coakley, 2007; Myatt, 2013; Karodia, et al., 2015). There is a need to first understand the ideas and vision of followers to establish the most effective leadership approach.

Western leadership theory is often described as having progressed through six distinct periods. These are the traits, behavioural, situational, transformational, visionary and charismatic theories (Northouse, 2013). Authoritarianism and dominance seem to be more acceptable in some developing countries. In New Zealand, effective Polynesian leaders tend to emphasise discipline and conformity, while Anglo-European leader relies less on formal authority (Marsh, 1978). However, for Americans, traits of intelligence, honesty, understanding, verbal skills and determination are strongly affirmed as facilitating leader effectiveness (Yukl, 2006). The western form of leadership in many institutions follow a highly authoritarian approach, where some of the leaders are dictators and pay little attention to their subordinates' views (Bennis & Nanus, 1985; Ly, 2020). This was seen in the characters of historical leaders of developed states and parties that ruled through dictatorship with little or no concern for their subordinates. This resulted in situations of colonization by the western to the less developed countries and marginalisation of certain ethnicities (Ly, 2020).

Africa characterizes its leadership especially in the Sub-saharan African regions as leaders that are compassionate, modest and sensitive to their followers or subordinates (Talik, 2011; Newman, 2020). The emphasis is on the idea that a great leader portrays charismatic, self-protective, participative and team-oriented. Autocratic leaders are considered ineffective in the management of their countries (Amah, 2019). In addition, effective leaders are based on caring leadership. Therefore, these particular African countries believe that effective leadership should exercise powers, which are inspirational, motivational and democratic (Enemu, 2019). The development of an African Leadership Model has been motivated by a widely shared belief among contemporary black leaders that it is time for Africa to produce leaders with the requisite capacity for high performance and morale impact to ensure that the people of the continent secure their fair share of opportunities in the twenty-first century (Amah, 2019). For decades, black leaders have watched leaders of rival communities transform their people and record achievements that relieved their communities of underdog status and all the complexes that undermine the capacity for high performance (Newman, 2020).

### 3.2.1. Transformational Leadership

Transformational leadership has been one of the most studied and researched leadership style of transformation and change (Vinger & Cillers, 2006). Thus, it is considered the most effective leadership style (Yukl, 1999; Vinger & Cillers, 2006). The popularity of this leadership style came as a result of an emphasis on follower development and intrinsic motivation, which best suits the social and economic systems of today (Northouse, 2013). The main aim is to encourage empowerment and inspiration among the followers, to achieve effectiveness and sufficiency in performance and outcomes (Braun, et al., 2013; Shabdin, Abu, Mohamad, Selamat, Abdullah, Sulaiman, Hashim, Alwi, Ezanee & Shabdin, 2020). All this is done through appropriate communication methods from the leadership to its followers within a particular organisation or institution (Ogotu Ogola, 2017).

The style of leadership requires the executive management to operate and make decisions that correlate with the vision of an institution to meet the predetermined goals and objectives. In that sense, the team plays a major role in the input, process and output of change. Transformational leadership can be related to a supportive form

of leadership approach whereby the leadership is easily accessible, approachable and friendly towards their subordinates (Braun, et al., 2013; Cho, et al., 2019). This form of leadership style focuses on the well-being and needs of the followers within the institution or organisation. These types of leaders tend to prioritise the needs of their subordinates. In addition, equality and respect are encouraged among subordinates. Transformational leadership in its authentic form strives to enhance the followers' capacity, performance, morale and abilities through multiple approaches and strategies (Cho, et al., 2019).

According to Bass (1985), transformational leadership is structured solely on four key elements that are necessary for ensuring the enhancement of followers. These elements include Idealised influence, Inspirational motivation, Individual consideration and Intellectual stimulation (Bass, 1985; Bass & Avolio, 1993). The elements can be remembered as the four "I's" of transformational leadership. A leader can be able to analyse whether they are transformational leaders if they possess those key elements. A lack in one of those elements compromises the idea of transformational leadership, therefore creating another style of leadership (Bass & Bass, 2009).

#### 3.2.1.1. Idealised Influence

An effective leader has to be a role model to their followers in the sense that the followers look up to the leader in terms of his actions (Braun, et al., 2013; Anthony, 2017). This means that the leader preaches what he does, and at the same time does not mislead those who look up to them. Through idealised influence, leadership play a significant role in influencing people on how they carry themselves and their performance, whether it is in a group or team and even at work (Anthony, 2017). The idea is to portray a good image to those who follow and those who watch from a distance.

The emphasis on idealised influence is not only limited to the people who are directly impacted by the leadership but also those who are indirectly affected (Farhan, 2018; Dinh, Caliskan & Zhu, 2020). An example in this regard may involve a situation where an organisation has leadership that misuses its power by not listening to its subordinates, not supporting and ill-treats them to a certain extent. That approach might limit innovation and advancement in the organisation, affect the performance of subordinates, they might be demotivated to perform their duties, and the organisation

might end up losing those subordinates. This at the end leading to a cripple down of the organisation. Hence, other people outside the organisation as well as other organisations who are not directly affected by the poor leadership of that organisation can pick up faults in the organisation and learn from that to ensure that they use a different approach for the betterment of their organisation and subordinates. Through the same example, a leadership that used a completely opposite approach of being a positive role model rather than a more negative approach can influence others positively those who are directly and indirectly involved (Farhan, 2018).

### 3.2.1.2. Inspirational Motivation

The success of an individual, group, organisation or institution is driven by something. To achieve something means that there has to be an inspiration and a motivation to achieve greatness (Bass & Riggio, 2006). Transformational leadership build also on the idea of inspirational motivation which involves leadership that aims at inspiring and motivating those who follow towards performing and exercising their duties (Braun, et al., 2013; Cho, et al., 2019). The value of inspirational motivation lies in the leader's ability to understand the value of oneself, the follower and the task that needs to be complete to achieve the objectives. This builds a relationship that can motivate one another to strive towards achieving the goal.

Communication in this regard is very essential to address this element. Lack of communication makes it difficult for motivating others. The greatest inspirational motivators are the ones who have been and experienced being in the follower's position (Ford & Harding, 2018; Newman, 2020). This makes it significant for the leader to understand and motivate others. A person who skips all the stages below a leadership position to become a leader of a group is most likely to be a poor inspirational motivator due to a lack of knowledge of what it is like to be a follower, their leadership approach to inspiring people is solely reliant on theory. The emphasis highlights the idea that a leader should be built from the ground up. According to Bass & Riggio (2006), they say that for one to be a charismatic leader one has to understand, learn and go through different stages. This supports the argument that 'leaders are not born but they are made. An integration of both idealised influence and inspirational motivation creates a charismatic transformational leader (Bass & Riggio, 2010).

### 3.2.1.3. Individual Consideration

The key to ensuring commitment from individuals in an organisation or institution is through the consideration of their specific needs and ideas of everyone (Ogutu Ogola, Sikalieh & Linge, 2017). This allows the leadership to understand their people and come up with adequate measures that facilitate the needs of individuals and the organisation. The lack of understanding between people who share the same vision creates miscommunication, conflict and mediocre performance (Newfield, 2018; Newman, 2020). The needs and feelings of the people are essential for success in any group or organisation. This implies that if they are compromised to some extent, nothing will go well, and the success of the group or organisation will be tempered. An effective leader considers the needs and feelings of the follower's while maintaining the mission towards achieving the vision (Ogutu Ogola, et al., 2017). This creates an environment that allows followers to effectively carry out their duties and at the same time, work towards the leader's vision. In this regard, followers can respect one another, their work and their leadership.

Leadership that recognises the value of their followers creates an environment filled with positivity, unity, advancement, high performance and in the end success (Tasopoulou & Tsiotras, 2017; Northouse, 2018). This emphasises what most leaders strive for, the enrichment of others and themselves. The followers always want to feel a sense of value and want recognition of their needs and ideas to keep working hard and growing (Tasopoulou & Tsiotras, 2017). Therefore, as a leader, one must give the necessary attention and consideration required by their followers for enhancing their potential. In addition, it should be noted that one of the roles of a leader is to create leaders out of followers and for that to happen it means that they have to lead by example and help build them to become good leaders (Bass & Riggio, 2006).

### 3.2.1.4. Intellectual Stimulation

Enhancing the intellectual capacity of individuals is the sole purpose of a transformational leader to improve their intellectuality so that they can be future leaders (Bisbee, 2007; Anthony, 2017). An individual can never be a leader if they only have limited knowledge in their work. There is a necessity to expose followers to knowledge and skills beyond what they already possess. This requires followers to stretch their capabilities to learn new things and adapt to situations. The leadership

should create opportunities for the followers to engage beyond what they already know, to ensure creativity and innovativeness. This opens opportunities for growth and intellectual stimulation. The emphasis is that if followers are not challenged to some extent, they will never grow and acquire the necessary skills and qualities of becoming effective future leaders (Bass & Riggio, 2006; Ford & Harding, 2018).

Transformational leadership should, for example, give the tasks of their subordinates that challenge them, which allows them to apply their abilities and knowledge beyond what they already know. It is important to understand that the idea is not to punish the subordinates but to test their innovative and creative abilities to perform, which in the end will improve their knowledge and skills and at the same time making them become potential leaders (Bisbee, 2007; Anthony, 2017; Montgomery, 2018). A team of intellects is better than a team that only relies on their leadership to do everything. The leadership has to delegate responsibility to build their subordinates and to create an effective environment where the goals can easily be achieved, and everyone can have a sense of value. This involves efficient participation where everyone is given a platform to share ideas and engage in problem-solving using their knowledge.

### 3.2.2. Transactional Leadership

Transactional leadership adopts a managerial approach, to which the leadership forms part of the decision making in terms of identifying the goals and objectives that need to be attained and the followers need to adhere to and respect that decision set out by the leadership (McCleskey, 2014). A transactional leader does not focus on the individual needs for their personal development as compared to transformational leadership, which prioritizes the individual needs of their subordinates (Khan, 2017). The leadership demonstrates things that are of value to the followers for the sole purpose of advancing their organisation or institution. Emphasis is put on the idea that it is in the best interest that subordinates follow the instructions given by the leadership to achieve the organisational goal (Lia, 2011). Two main factors define a transactional leadership style. They are considered as the key elements that the leadership approach focuses on, which include 'contingent reward' and 'management-by-exception' (Lia, 2011; Jensen, Andersen, Bro, Bøllingtoft, Eriksen, Holten, Jacobsen, Ladenburg, Nielsen, Salomonsen & Westergård-Nielsen, 2019).



### 3.2.2.1. Contingent Reward

The exchange process of effort and rewards undertaken between both the leaders and followers is referred to as the contingent reward (Avolio, 1999). The emphasis put forward is that the subordinates perform duties and in return, their superiors reward them for their effort of executing their duties effectively. This process creates a relationship that is based on the idea that a subordinate must perform to benefit from the leader. Thus, the leader creates an agreement with the subordinate on what their duties are and what they need to do to gain a reward (Cho, et al., 2019). The idea behind the element of contingent reward is a management technique that can help motivate and encourage subordinates based on their performance. The key is to ensure that the reward is beneficial to the subordinates; if the reward is not appealing to them, it will not provide effective encouragement and motivation (Lia, 2011). This mechanism assists in ensuring that the subordinates achieve their set out goals. In an institution of higher learning such as a university, the goal is to ensure high research outputs and throughput rates.

### 3.2.2.2. Management-by-exception

The transactional style of leadership allows for corrective criticism, negative feedback and negative reinforcement through the 'management-by-exception' approach (Lia, 2011). In essence, the management-by-exception is an approach that emphasises proactive and reactive measures to situations (Booi, Vincent & Liccardo, 2017). The 'active' form involves being proactive and 'passive' being reactive. An active form of approach allows the leader to look at situations where subordinates are monitored from a close range as they undertake their endeavours (Jensen, et al., 2019). This provides the leader with the opportunity to spot mistakes or rule violations first-hand to ensure that they take corrective measures before the results are achieved. Whilst, on the other hand, a passive approach deals with situations at the end when leaders realise that standards or objectives have not been met and that issues have rouse from the activities that were performed (Lia, 2011).

The transactional leadership of an institution emphasises a relationship whereby for instance a dean negotiates with a college professor about the number and quality of publications he or she needs to have written to receive tenure and promotion. In the active form under the management-by-exception factor, the leadership in a university

institution monitors the staff members or lecturers on how they assist students and conduct lectures (Avolio, 1999; Booi, et al., 2017). In this instance, the leadership should guide and help the lecturers that are struggling on how to assist students by organising teaching and learning workshops and training. A typical example of the passive form in terms of management-by-exception is illustrated in the leadership of a university institution where measures to assist academic as well as non-academic staff were not considered by the university's leadership, this includes workshops and training (Connell, 2019). Then the institution tends to give the staff member a poor performance evaluation without even monitoring and engaging with the employee about their prior deficient performance.

### 3.2.3. Laissez-faire Leadership

The general qualities of leadership in the laissez-faire style are limited. However, some leaders still practice this type of leadership approach in their institutions (Yang, 2015). The style of leadership is considered far-fetched from the common styles of transactional-transformational leadership continuum (Eagly, Johannesen-Schmidt & Van Engen, 2003; Lia, 2011; Chaudhry, & Javed, 2012). Most styles of leadership have a few common qualities that describe leadership, but the laissez-faire approach lacks those common traits and qualities of leadership (Sharma & Singh, 2013; Eagly, et al., 2003). The key qualities that are neglected by the 'leader' include lack of responsibility, quick decision making, feedback and reports and consideration of the needs of the subordinates. The followers under laissez-faire leadership are not provided with opportunities to engage, learn and grow. There is little effort exercised by the leadership to build its followers and to create an environment that capacitates individuals (Deluga, 1990).

This leadership style puts little effort in effectively managing an institution (Skogstad, Einarsen, Torsheim, Aasland, & Hetland, 2007). A laissez-faire leader in an academic institution is the chancellor or vice-chancellor and principal who does not call for regular meetings with deans, directors or heads of departments, does not have a long-range plan for the institution, and hardly has contact with his or her subordinates to discuss matters of the institution.

#### 3.2.4. Autocratic Leadership

A directive leadership approach describes an autocratic kind of leadership, which emphasises a leader that commands and gives instructions to their subordinates in terms of what is expected from them (Bhatti, Maitlo, Shaikh, Hashmi, & Shaikh, 2012). The leader delegates responsibility with full instructions about their duties on what, when, where, why and how to complete it (Gastil, 1994). This leadership approach gives the leader full control in terms of decision-making, where followers have little or no contribution in terms of the decisions made. Autocratic leadership just like the other styles of leadership has its advantages and disadvantages. The most effective leadership style will depend upon the situation at hand.

An autocratic approach can be effective in a situation where centralized control is required and standards of performance are constant, clear rules and regulations have been set, and they need to be strictly followed with no exception (Van Vugt, Jepson, Hart & De Cremer, 2004; De Cremer, 2006). This allows the leader to give directive orders to their followers for the sake of completing their tasks effectively. Some of the benefits of this leadership approach may include the ability to make quick decisions without a delay from having to analyse and scrutinize different ideas from different individuals. Autocratic leadership is usually found in managers who are appointed to manage certain institutions and departments where focused targets are set.

#### 3.2.5. Participative Leadership

This form of leadership allows followers to engage in the decision-making processes (Bhatti, 2012). It provides the subordinates with the opportunity to contribute and integrate their ideas and opinions on how the organisation or institution will be run (Huang, Iun, Liu, & Gong, 2010). This form of leadership follows a democratic approach, which allows everybody to be involved in the decision-making processes (Gastil, 1994; Somech, 2005). Subordinates can contribute information and resources in this regard. Participative leadership encourages subordinates or followers to engage with the leadership and work together towards meeting the goals and objectives of the institution (Huang, et al., 2010; Bhatti, 2012).

The participative leadership approach is the direct opposite of the autocratic approach which is also referred to as a directive style of leadership (Bhatti, 2012). The leadership encourages subordinates to be active in pursuit of the institutions' objectives (Somech,

2005). Participative leadership encourages participation of all members, but the final decision is taken by the leader. Once the decision is taken, the leader has to communicate it back to the group and resolve possible objections if any (Li, Liu & Luo, 2018).

### **3.3. The qualities of leadership in academia**

The study of leadership is quite complex and challenging when trying to distinguish between leaders and non-leaders (Vinger & Cillers, 2006; Muff, et al., 2020). The probable reason is that many characteristics and qualities are associated with leadership (James, Crawford & Oplatka, 2018). Leadership constitute certain qualities and depending on how one defines it, either as a trait or a process may affect the conceptual definition of leadership in different institutions (Northouse, 2013). Despite the different contexts of institutions and organisations, leadership in a business environment is very similar to the leadership found in academia (Randall & Coakley, 2007; Jarbur, 2014). The most significant qualities found in all leaders is the ability to inspire, be self-aware, self-reflective, a role model and most importantly to be a visionary (James, et al., 2018; Amah, 2019).

Universities in particular are institutions of higher learning constituting mostly academics in multiple fields to acquire knowledge to improve their well-being and society (Cloete & Moja, 2005; Hancock & Nuttman, 2014). The discussion on academic leadership needs to be clarified, hence universities argue on that notion to clarify the definition of leadership in academia (Braun, et al., 2016; Johnston, 2019). The difficulty in clearly defining leadership in academia lies in the lack of strategies that describe where they want the universities to be in the future from a general perspective (Vinger & Cilliers, 2006). If that issue is addressed, then we can define the kind of leadership that will be able to help achieve the vision of the institution.

The general assumption of leadership is that the university must have the qualities of comprehending and incorporating the multiple dimensions, fields and activities within the institution to better assist in achieving the goals and objectives (Newfield, 2018; Sadik, et al., 2020). The leadership within an academic institution needs to build a close relationship with its followers to better understand them and work together towards the institution's vision (Aithal, 2015; Golant, Sillince, Harvey & Maclean, 2015). This emphasises the idea that the qualities of leadership in academia are

regarded as the skills and knowledge that individuals learn and obtain through their interaction with followers and by acquiring education and training that promotes leadership skills (Northouse, 2013).

The ability of a leader to influence their followers measures the extent of the transformational process (McPhail, 2019). The students within a university together with the public are classified as the followers and the state together with the executive management of the university are regarded as the leadership. The role of idealised influence, inspirational motivation, intellectual stimulation and individual consideration contributes to the leader's ability to transform and motivate followers (Chipunza & Gwarinda, 2010; Govinder, et al., 2013). These elements can constitute effective leadership in the transformation of institutions. The role of the leaders is to incorporate methods and strategies that build institutions per the plan. Specific qualities such as the ability to motivate, inspire, be innovative and flexible are considered as a prerequisite for influencing change (Chipunza & Gwarinda, 2010). Weak leadership arise because of the lack of those certain qualities, which might contribute to the misfortune and instability of an institution (Talik, 2011; Mouton, et al., 2013).

A diverse range of skills is required for a position of leadership and management for any industry. According to Katz (1974), there exist three basic personal skills necessary for effective leadership to have. These skills include human, technical and conceptual skills. Incorporating these three basic skills requires both common and taught knowledge. The emphasis is put on the idea that a leader is made from these three particular traits to understand the management of their institution as well as their subordinates (Mukarromah, Mudjito & Purbaningrum, 2019). Although, despite their significance, it should be understood that the level of importance of these three skills varies based on the type of organisation or institution, the industry or field, and the organisation level of leaders. This emphasises the idea that in an organisation as leaders move from the lower level to the upper level the skills move from technical to human and to conceptual. A university can be used as an example where we have leadership at the lower level that is the Heads of Departments and Directors where technical skills are mostly used and then moving to the middle level where the leadership is the Deans that have to apply Human skills in most cases. Lastly, the upper-level leadership involves the Vice-chancellor and registrars that are required to apply their conceptual skills to effectively run the university (Rasaki & Abiyoe, 2018).

**Technical Skills:**

A leader needs to have a certain level of technical skills to perform certain tasks (Azad et al., 2017). The lack thereof might limit the leadership from executing activities or strategies that are necessary to manage their institution (Kirkpatrick & Locke, 1991; Rasaki & Abiyoe, 2018). This skill plays a significant role in understanding the practicality of the systems and some operations within an institution. Leadership that manages an institution such as a university needs to have knowledge on how higher institutions work and a good higher educational background (Lowman, 2010). The emphasise put forward is on understanding the practicality of operations and the execution of tasks. Effective Leaders and managers of organisations need to understand the industry-specific methods, processes and problem-solving techniques that they are going to execute (Northouse, 2012). Some of the most common technical skills include project management, information technology, marketing, business analysts.

**Human Skills:**

Human skills are one of the most important skills that an effective leadership can possess (Braun et al., 2016). This skills facilitate effective communication between stakeholders involved in any organisation and also helps in managing interactions between people in an organisation (Northouse, 2012). This allows for a better understanding of how people act in certain situations, how people work, what people want and what they can do. It builds a strong relationship between the leadership and the subordinates (Mukarromah, et al., 2019).

The ability to understand human behaviour and adapt to an environment where people act and do things differently is an essential skill (Kirkpatrick & Locke, 1991). Many development initiatives are people-centred, whereby people or the community's needs are at the forefront of the initiative. Any institution that aims at improving the quality of life of people to a certain extent needs to be able to work with the people that are affected (Lowman, 2010). A prime example of such an institution can be a university. Universities are considered as social systems that aim at capacitating the community by providing knowledge, skills and facilities for survival and growth. In this regard, these institutions need to collaborate with the people to efficiently and effectively achieve their goals and objectives as an institution (Rasaki & Abiyoe, 2018).

## **Conceptual Skills**

Conceptual skills are important when coming to problem-solving (Braun et al., 2016). These skills put emphasise on the ability to be innovative and putting ideas together (Northouse, 2012). Creativity is also an essential element of conceptual skills. The ability to understand concepts related to a specific field and integrating them to come up with an effective strategy for the organisation can help to achieve the organisational goals (Kalargyrou, Pescosolido, & Kalargiros, 2012). These skills help the leadership and management to understand what they are dealing with and what they need to do. The assumption is that if the leadership of an institution does not understand what they are involved in, it will create problems for the institution because it will lead to inadequate planning and implementation of processes and procedures within that institution (Rasaki & Abiyoe, 2018).

The growing changes in the South African systems more especially in higher education and the global realities have created consistent pressure towards academic leadership (Strielkowski & Chigisheva, 2018; Dinh, Caliskan & Zhu, 2020). Challenges are predominantly arising for the leadership to manage the institutions (Rehbock, 2020). Given the context of the South African system and processes, it is of utmost significance to have a leadership that understands the social, political and economic background of the country (Anthony & Antony, 2017). The leadership of academic institutions are challenged with an environment that is very much complex especially taking into consideration the background of academic institutions of South Africa how they are structured, where they come from and where they are currently going (Govinder et al., 2013; Rehbock, 2020). The leadership need to understand the process of change and have the capacity to manipulate the system so that it best meets the requirements.

The executive leadership in academia merely consists of academics, whereby within the universities, academics strive towards obtaining an executive leadership position, while some have little or no interest in the positions, and others are just propelled with the role (Braun et al., 2016; CHE, 2016; Anthony & Antony, 2017). Nevertheless, that does not mean that those who do not have an academic background are not allowed to be a leader or Vice-chancellor in a case of a university. The assumption is that a VC with a well-structured academic background can better understand and lead the environment of a university. A university is an environment that is solely based on the

establishment of education, research and scholarship (Cawood, Roche, Ong, Sharma, Mulder & Jones, 2018; Breetzke & Hedding, 2020). Thus, full professors, heads of departments, directors and deans will enjoy the position of a VC based on the respect of academic staff and students.

The South African higher education institutions have in the past years suffered annually on an average 25% of students dropping out due to academic and financial constraints (CHE, 2016a). Financial constraints are seen as the primary contributor to student dropout rates. In that regard, financial solutions were given priority to an extent that free higher education was at the forefront of the debates for the past 5 years (CHE, 2016a; Francis, Lewis, Fredericks & Johnson, 2020). This has been a major issue for South African higher education more especially when looking at the historically disadvantaged institutions, as most of the students that go to these institutions are from disadvantaged backgrounds with little resources to sustain them at university.

### **3.4. Historical overview of the University of Limpopo**

The institution that is now formally known as the University of Limpopo has a great history behind it, considering the effects of the South African colonization and apartheid regimes (Malabela, 2016; Mohuba & Govender, 2016). Those practices have contributed a great deal to the structure and systems of how the institution used to operate and how now the institution is being reshaped and transformed (Oxlund, 2010; Laursen & De Welde, 2019). The institution was previously established as a university college during the 1960s. It was named University College of the North under the Act of the Extension of University Education Act 45 of 1959 that emphasised the separation and exclusion of the black students from the 'historically white universities' with the idea of having different ethnic and racial colleges (Nkomo, Swartz & Maja, 2006; Ndimande, 2013). The university formed part of "the aegis of the University of South Africa that was led by a rector who is a leading broederbond (a secret society of Afrikaner Nationalists) member" (Maja, Gwabeni & Mokwele, 2006:25). At that, time students were fighting against the administration, which formed part of the wider struggles of apartheid and other social imbalances (Malabela, 2016). The administration marginalized and only favoured the minority of society.

The university was later recognised as the University of the North in the 1970s where the Minister of Bantu Education was the one who made the final decisions on matters



relating to important aspects of the university (Ndimande, 2013). The university then established its first leader (rector) as a university who was also a member of the Broederbond, although the academic and administrative structures did not change and remained, as they were (Maja, et al., 2006). It was evident that the institution was still under the conception of a 'white university' that only accommodates the black group (students, staff and the public) due to its administrative systems. Racial segregation and inequality persisted at the university and it still did not sit well with the black community, therefore many protests emanated in that regard (Malabela, 2016). According to Maja et al., (2006) Black Consciousness was a key driving force on campus to fight against apartheid. This saw great leaders such as Sibusiso Ndebele, Abraham Tiro, Justice Mailula and Cyril Ramaphosa among others, emerge and played a significant role in the transformation of the institution. Currently, the university accounts for some of the greatest and successful leaders in the country.

The 1980s saw the institution going through a great transformation and changes were made through faculty expansions, where more faculties were added such as Agriculture, Law and Health sciences (Nkomo et al., 2006). The institution even resorted to expanding into several branches including Venda, Qwaqwa and Giyani. The governing structures of the institution also went through a significant transformation where even a Broad Transformation Committee (BTC) was established (Nkomo et al., 2006). The focus was to democratise the structures of the university governance, creating an effective environment for teaching and learning practices, as well as a mandate that discouraged any form of discrimination in the institution (Oxlund, 2010).

The post-apartheid era saw Professor Ndebele issue a report on substantive developments in top management and governance, strategic planning, and outreach programmes (Nkomo et al., 2006; Masemola, 2011). The release of the NPHE contributed to the idea of restructuring the institution by reducing the number of faculties to three which included Humanities; Sciences, Health and Agriculture; and Management Sciences and Law (Nkomo et al., 2006; Mohuba & Govendor, 2016). The university had issues aligning staffing to the number of students in the different faculties or fields of study (Masemola, 2011). In some faculties there was an overload of resources (understaffed), other faculties there was an underload of resources (overstaffed), and in some other faculties, it was a bit balanced (Masemola, 2011).

The university has been attempting to address the alignment issues. Despite, the university leadership setting a path for the future, there is still a long way to go in terms of establishing effective and solid systems, processes, an organisational culture that will help meet and provide a clear direction towards the vision.

In 2005, the institution became formally known as the University of Limpopo after the merger between the former University of the North and the Medical University of South Africa (MEDUNSA) (Mohuba & Govender, 2016). The merger saw the integration of the different structures of the institutions, which include academic; governance and management establish four faculties, namely: Humanities, Management and Law, Health Sciences, and Science and agriculture (Mohuba & Govender, 2016). 'The institution accommodates an average of 22 000 students (UL Annual Report, 2017). These faculties were located at two campuses, some 300km apart, one in Mankweng, outside Polokwane and the other in Ga-Rankuwa, north of Pretoria' (UL Annual Report, 2016:8). After nine years, the institution took a compelling decision to separate the two institutions in 2015, where UL established its faculty of Health Sciences offering its qualifications. According to the UL Annual Report (2017:8), 'the decision was underscored by the government's plans to increase the number of higher education institutions in the country and to expand the country's capacity to train sufficient doctors. To this end, the new Sefako Makgatho Health Sciences University, which incorporated the MEDUNSA campus, was formed'.

### **3.5. The pros and cons of institutional transformation**

Societal and institutional transformation is not an automatic process that is free of intervention (Laursen, & De Welde, 2019). There could be a variety of complex factors that precipitate and agitate for transformation. Institutions across the world are structured based on various characteristics and systems. They exist to help improve the quality of life of people. Certain factors shape the operation and outcomes of these institutions. According to Tsheola and Nembambula (2015:22), they are considered as "social systems that consist of different personalities and characters, including those that may seek to halt and disrupt progress, be destructive without knowing it, complaining about self-created problems, cause division and conflict, deluding themselves of roles and the perfectly honest, genuine and committed stakeholders". The struggling and marginalized institutions were required to undergo reshaping their

systems, due to political controversies, ineffective strategies and structural inefficiencies (Karodia, et al., 2015; Mohuba & Govender, 2016). Institutions are the mirrors of societal change, whereby when excessive racism, sexism or any form of discrimination and imbalances seem to exist. It does not only affect the universities leadership but the whole of society in general (Cloete & Moja, 2005; Govinder, et al., 2013; Karodia, et al., 2015).

There are varieties of factors that may constitute failures in the transformational process of institutions (Laursen & De Welde, 2019). This may include the lack of sufficient resources, be it time, finance, skills and knowledge that will act as a constraint to the accomplishment of the goals and objectives of institutional transformation (Liu, 2016). The reasons for institutional transformation in South Africa have a resemblance with the history of the country. Societal institutions are recognised as a strategic approach to societal change through their principles, practices and processes (Sadik, et al., 2020). Institutional transformation requires a process of effective management by the leadership. There is a distinction between leadership and management, which the heads of institutions need to understand and integrate. A major challenge in institutional restructuring is when leaders have difficulties incorporating and merging leadership with management (CHE, 2016a).

Societal institutions remain behind in terms of adoption of the nuance values and principles, causing serious problems of change because societal transformation is paradoxically driven by its institutions (Tsheola & Nembambula, 2015). The United Nations Security Council is a perfect example of an institution that has lagged behind the change in societal values and vision; hence, it has continued to be an exclusive club of a few countries amidst a democratised Assembly (Meric, Er & Gorun, 2015). This example demonstrates the value of leadership in instigating societal and institutional change because the leading nations such as the United States of America, Germany, Russia and China have remained indifferent to the calls for the transformation of the United Nations institutions (Agasisti & Longobardi, 2014; UNDP, 2015). The same predicament has continued to bedevil institutions at the national scale, such as universities in South Africa.

Institutional transformation is understood differently based on the type of institution, area, developmental setting, background and objectives (Liu, 2016). In the context of

South Africa research on institutional transformation has been found to focus on transformation through redressing equity, access, curriculum, standards, structures and the kind of graduates being produced, especially, in the previously disadvantaged institutions (Afolabi & Omal, 2020). These are the major areas of concern within the higher education system for South African society.

In some of the South African public institutions whether it is in government or universities, the people at the top position tend just sitting around, not executing their responsibilities but rather they delegate the work to their subordinates (Metzger, 2020). They believe that their appointment in the position is just it and now they can sit in their office behind the desk while the rest work. If one is in the top position it means they have to work harder than the rest and engage in everything that is happening under them. A person who sits and does not work cannot be considered a good leader (Dinh, et al., 2014). That kind of attitude creates a problem within those institutions.

### **3.6. The evolution of Historically Disadvantaged Institutions**

Institutions are continuously going through a process of change to a certain extent, the reason being that change in itself is dynamic and a continuous process (Van Rooyen, 2000 cited in Vinger & Cilliers, 2006). The transformation process emphasises the evolution of distinctive characteristics of something (Francis, Lewis, Fredericks & Johnson, 2020). This also involves adaptation and improvement of the environment suitable for the institution. Throughout history it has been set out, to understand how great leaders came to be (Amah, 2019). This emphasises leaders from all sorts of organisations and institutions including how great military leaders were victorious and managed their commands, how religious leaders will the power to influence many followers. In addition, how the growing business empire can contribute and increase economic growth for society and lastly how academic leaders have steered their institutions towards societal change to address socio-economic issues such as illiteracy and unemployment.

In the past, inadequate leadership has been a major problem within the South African Higher Education sector (Nkomo et al., 2006). Key issues emerged as a result of institutional instability because of the leadership approaches adopted by the institutions, which were driven by the state government (Vinger & Cilliers, 2006; CHE,

2016a). Ever since the dawn of democracy in the country, higher education institutions have been going through a transformational phase, which has seen mergers between HE institutions to bring balance in the system (CHE, 2016a; Mzangwa, 2019). During this particular period, the higher education sector was in a state of institutional system and policy development (Odhav, 2009; Mzangwa, 2019). The leadership of these institutions have been mandated with the responsibility to drive the transformation of the institutions to meet public demands (Tsheola & Nembambula, 2015). The other objectives of the changes were also to meet both national and international standards (OECD, 2010). This led to the establishment of the National Commission on Higher Education (NCHE) report in 1996, followed by the White Paper on Higher Education Transformation in 1997, then the introduction of the Higher Education Act 101 of 1997 and later the Council on Higher Education (CHE) in 1998 (CHE, 2016a). Today these policies serve as a guide for institutional leaders to incorporate in the management of their institutions.

### 3.6.1. Transformation of the Higher Education

The debate on the Higher Education sector in South Africa has been immense (Cloete & Moja, 2005). The role of higher education institutions created a platform for intense and emotive arguments to be put forward (CHE, 2016a). The main topic that stood out was the issue of transformation. The transformation took many forms with the influence of economic, environmental, social and political aspects (Nkomo, et al., 2006; Van Straaten Theron & Dodd, 2011; Tsheola & Nembambula, 2015). Initiatives that aim at effectively carrying out institutional change. Universities have since existed to be one of the key driving forces of societal change, even at a time when nations were facing a mist of challenges. More especially, the unity of historically disadvantaged universities coming forth with arguments of transformation and change in the social structures and systems.

Higher education restructuring is an undertaking that is merely politically driven with the effort of addressing equity (Karodia, et al., 2015). The restructuring of higher education is motivated by the determined efforts of empirically understanding the transitions from the apartheid, the frameworks that are set out by the democratic government of the macroeconomics and social cohesion amongst state-civil society (Odhav, 2009; Mzangwa, 2019). Institutions of higher learning are embedded in the

sphere of civil society to restructure the social relations and were in the past used as platforms to help transform the system of oppression and inequality towards a stable democratic society that is odd to be (Agasisti & Longobardi, 2014; Suransky & Van der Merwe, 2016; Kromydas, 2017).

The South African government's neoliberal agenda has however contributed to initiating a price tag on university education (Malabela, 2016). The emphasis of the neoliberal agenda demonstrates how economic growth is associated with education where it is no longer seen as a service that accommodates the public but rather people use it for their advancement. According to Badat (2016:7), "the notion of higher education as a tradable service and a private good that primarily benefits students has influenced public financing, which in turn has impacted on the structure and nature of higher education". This created a prevailing global perspective that economic trade can be associated with higher education (Jansen, 2004; Antonelli & Fassio, 2016).

There has been a significant drop in government subsidies to public universities due to this neoliberal agenda (Cloete & Moja, 2005). This introduced the idea that universities need to start looking for other sources of funding to make up for the shortfall in state funding. Universities had to look for funding from third-stream income such as increasing their research contracts, contributions from donors and alumni, expanding their services and introducing short courses and hire out their facilities (Badat, 2016). One other significant mechanism introduced was the increase in tuition fees, which has sparked an increase in protests from students such as the famously known '#FeesMustFall' student movement that prevailed between 2015 and 2016 (Malabela, 2016). The state has been put under immense pressure to facilitate participation and contribution in higher education in terms of subsidies and transforming the universities.

Transformation is a process that addresses change, which can either be positive or negative depending upon the execution (Cloete & Moja, 2005). The idea behind the institutional transformation is to evolve and improve the system that exists to address a certain demand or need (Quan, Corbo, Finkelstein, Pawlak, Falkenberg, Geanius, Ngai, Smith, Wise, Pilgrim & Reinholz, 2019; Afolabi & Omal, 2020). The world is forever evolving meaning that it is not 'standing' in one place but rather it moves continuously and something new, better or worse is always introduced. Teaching and

learning in higher education have transformed to integrate multiple platforms and instruments to improve the educational system (Ntshoe, 2004). This includes expanding access to education to be able to accommodate different situations such as long-distance learning, educational systems for the disabled, language barriers and other situations where the past educational system was not able to address (Meric, et al., 2015; Rahman, Hussein & Aluwi, 2015).

Technological advancement has also played a major role in this transformation to shift from the traditional systems to the modernized systems that allow for online educational programs and an improved and better quality of learning for the students (Meric, et al., 2015; Rahman, et al., 2015). Technology was introduced to improve the lives of the people in terms of the daily activities they engage in and other operations. In the past, people did not have access to the internet, which is a platform that allows one to access and exchange information (Rahman, et al., 2015). The lack of such resources or access to information has led to people and institutions being disadvantaged in terms of development in multiple factors including social and economic conditions (Antonelli & Fassio, 2016).

Globalisation has created trends that increased competition and introduced new managerialism in public institutions, which has contributed to the changes in the policies and practices that encourage the use of business and private sector practice within publicly funded institutions (Ntshoe, 2004; Amah, 2019). The focus of this shift was based on ensuring effectiveness and efficiency in administration and accountability in public institutions. The ideas of global privatisation, quasi-marketisation and new managerialism have been a major topic of discussion in the higher education sector policy (Ntshoe, 2004). The higher education institutions require effective transformation if they are to play a significant role in development, in both developed and developing countries.

The establishment of public higher institutions as social systems came with the idea that teaching, research and community engagement exercised by these particular institutions will help improve socio-economic development (Antonelli & Fassio, 2016). Their roles were not only limited to the above-mentioned aspects but to also assist in helping to develop other educational institutions. For instance, some of the leading and IV league state universities in America were required to also focus more on

community engagement for trying to meet societal needs. This is because they have the capacity and resources to solve and address some of the societal needs.

The 21st century has seen a transformation where the higher education system to some extent created a form of the implication that a university degree is the measure of success instead of exception as compared to the past (Wergin, 2007; Dinh, et al., 2014). This is due to the shift into an era of a knowledge-based economy from an industrial and goods-based society (Gleason, 2018). The emphasis implies that the best and professional jobs require a higher education certificate. This idea has contributed to students and the communities at large; regarding a university degree as essential for a professional and successful career or life (Barker, 2000; Robinson, 2004). Despite this idea, critics have been made that higher education (universities) is formed in such a way that it is classroom-based teaching and learning to graduation standards according to the faculties and universities interests, and neglects some of the student's needs (Smith, 2004; Chan, Fong, Luk, & Ho, 2017).

### 3.6.2. Major themes of the South African Higher Education

The South African Higher Education has multiple roles that they are responsible for in society. Their role is not limited to only producing skilled graduates but to also add value to other aspects of society that need assistance. It is considered to be one of the most critical sectors in the country. Despite the many roles that it possess, it focuses on three major themes.

#### 3.6.2.1. The modernisation of state

The first concern of the South African higher education over the past few decades since democracy needed the sector and its institutions to be reimagined and reorganised from its unstable and inequitable apartheid legacy to meet the national goals of modernising the economy of South Africa (CHE, 2016a). The modernising of the state emphasised policy reform, intending to employ policies, processes and mechanisms that lean more towards a new integrated approach from a sector that was first characterised by division. The idea was to encourage "A more rational institutional landscape and the achievement of national goals such as greater equity of access and success for students from all population groups of South Africa to further the economic and social development of the country" (CHE, 2016a: 18). This allowed for some of



the previously disadvantaged institutions to be provided with resources and improve their existing facilities for better output and success rates for all students. This created a platform where all students and society at large have the opportunity to have equal access to the opportunities and facilities that they deserve. The emphasis on technological advancement has become one of the key aspects of modernisation, considering the fact the world is now in an era of the fourth industrial revolution which has become a dominant feature for the new world (Gleason, 2018).

#### 3.6.2.2. Social justice and democratic imperative

The focus is on the need to fundamentally transform the system and institutions to create an environment that is equitable for all races and classes in terms of opportunities and access to have a sense of inclusiveness in the democratisation project of the government and new era of the country where past inequities are addressed (Kromydas, 2017). Much as changes in higher education have been brought about through policy efforts as part of the concerns from the national department of education. “Individual institutions as agents and other national departments focused on science and technology or health or agriculture. Particularly individual leaders, national bodies such as the South African Qualifications Authority (SAQA), professional bodies, the Council on Higher Education (CHE), staff and student unions and their activities have each had some level of impact on the development trajectory of the system” (CHE, 2016a:19). The focus of the activities that are exercised is to help in the achievement of the social justice agenda.

#### 3.6.2.3. Globalising a knowledge society

The theme focuses on the competitiveness of the higher education in the global context. It looks at the extent to which the sector has positively managed to position itself securely in globalising a knowledge society (Bejinaru, 2017). Relatively for the past few decades, most parts of the system have entailed reinsertion into a global environment guided by the modernisation agenda to influence the worldwide shift in higher education (CHE, 2016a). This is inclusive of aspects such as “changes in organisational culture, pedagogy, research and funding. It is brought about by massification; the rise and influence of neo-liberal orthodoxy that has arguably led to a phenomenon of increasing managerialism; the extensive use of external quality

assurance, international benchmarking processes and rankings tables; the ICT revolution; as well as an increase in staff and student mobility” (CHE, 2016a; 19).

### 3.6.3. Higher Education policy in the post-apartheid era

The policy on higher education emanating from The Higher Education Act 101 of 1997, which is an act of parliament, led to the establishment of public institutions (Act No. 101 of 1997). Over the past years, there have been changes in the objectives and vision of certain institutions to ensure sustainability and development (Cloete & Moja, 2005; Hancock & Nuttman, 2014; Ismail, Mustafa & Mustafa, 2016). This was seen in the post-1994 government of South Africa, which aimed at addressing the distortions and inequalities that took place within the institutions during the apartheid era (Mohuba & Govender, 2016).

The National Plan for Higher Education (NPHE) that was developed by the 1994 democratic state was at the core of the universities challenges (DoE, 2001; Nkomo, et al., 2006). The universities had to adopt the objectives of the NPHE that emphasised improvement on participation and graduate output; expansion of the social base; steering more focus on fields of study that are of priority; increasing cognitive skills; promoting equity in access, success and staff; mission and programme alignment; research concentration and fundings; outputs at postgraduate level (masters and doctoral; programme and infrastructural collaboration; promoting new institutional and organisational forms (DoE, 2001; Nkomo, et al., 2006; Mzangwa, 2019). If public universities are to play a contributory role in the economy, the government has to interfere in the transformational process of these institutions. This includes initiating effective mechanisms that can help capacitate the transformational skills, knowledge and strategies of leadership that are running transformational projects in higher education institutions (Mzangwa, 2019).

#### 3.6.3.1. National Commission on Higher Education (1996) a Framework for Transformation

The former late president of the Republic of South Africa Nelson Mandela established the National Commission on Higher Education (NCHE) that aimed at redressing the imbalances in the Higher Education system and preserve what is valuable (CHET, 2004). The commission was mandated with a task that was supposed to focus on two

things that would steer transformation in the system. The first task emphasised removing the barriers that were set by the apartheid government on the education system and the second task was to focus on modernization where international experiences and practices had to be infused into the system (Mzangwa, 2019). Proposals for reform of the higher education sector were set out and a report called 'A framework for Transformation' was then submitted (Lange, 2020).

### 3.6.3.2. Green Paper on Higher Education Transformation (1996)

The green paper replicates the policy intentions with regards to the transformation of South African Higher education through reconstruction and development (DoE, 1996). The NCHE emphasised the idea that despite higher education having the potential, capacity and international recognition it still falls short based on inequality, imbalances and distortions due to the historical background of the country. The paper argues that higher education is a vital thing in modern society; hence, it is significant for transformation to take place to improve the higher education system to ensure that it keeps up with the modernization era. The Green paper was set out to establish comprehensive proposals for transformation with the focus on addressing the needs and challenges, structure and growth, governance, funding and implementation strategy of higher education (DoE, 1996).

There are several purposes for higher education, which are identified by the green paper. It states that higher education aims to capacitate individuals to have the ability to establish their talents and take advantage of opportunities offered to them by society, which is a key allocator to life opportunities (DoE, 1996). One of the most essential purposes of higher education is to provide the labour market with a labour force that is equipped with high-level competencies and expertise and to engage in specialised social functions in different fields such as arts, trade and industry. Higher education also plays a vital role in creating well-enlightened, responsible and active individuals, which can contribute constructive ideas, attitudes and decisions towards policies and practices.

The most important aspect of higher education is the evaluation of academic knowledge and pursue academic scholarship and intellectual inquiry in all fields of human understanding, through research and teaching. The analysis of higher education in South Africa based on the discussed purposes led to the identification of

reasons of concern and an imperative for transformation in the system. The ability for the new South Africa to meet the moral, social and economic demands still falls short despite some of its highly positive attributes and acknowledged achievements and strengths. The green paper identified a few deficiencies that existed in the system:

- The present system perpetuates an inequitable distribution of access and opportunity for students and staff along lines of race, gender, class and geographical discrimination. There are gross discrepancies in the participation rates of students from different population groups and indefensible imbalances in the ratios of black and female staff compared to whites and males. There are equally untenable disparities between historically black and historically white institutions in terms of facilities and capacities.
- There is a chronic mismatch between higher education's output and the needs of a modernising economy. In particular, there is a shortage of highly trained graduates in fields such as science, engineering, technology and commerce (largely as a result of discriminatory practices that have limited the access of black and women students) and this has been detrimental to economic and social development.
- Higher education has not succeeded in laying the foundations of a critical civil society with a culture of tolerance, public debate and accommodation of differences and competing interests. Nor has it contributed significantly to a democratic ethos and a sense of citizenship perceived as a commitment to a common good.
- While South Africa's higher education can claim the academic achievement of international renown, it is still characterised by teaching and research policies, which favour academic insularity and closed-system disciplinary programmes. There is inadequate consideration of and response to the needs of our society and insufficient attention to the problems and challenges of the broader African context.

#### 3.6.3.3. Education White Paper: a programme for transformation of Higher Education (1997)

The leadership of higher education institutions during the times of apartheid were faced with many challenges and hardships, working under pressure from the

government's demands (CHE, 2016a). This was a time when leaders had to work around immediate state of emergencies, rights of freedom (academic, speech as well as an association) and other dramatic issues directed to the institutions (Nkomo, et al., 2006; Suransky & Van der Merwe, 2016). Many of the institutions were required to pull their resources and capabilities beyond what they could normally handle, just so they can meet the reconfiguration demands of the higher education set by the government (CHE, 2016a). The leadership that was involved in the most critical stages of transformation at the beginning has now retired and are involved in other activities and left the new leadership to take over the legacy (Mzangwa, 2019). A foundation was built for the current leadership of institutions to build a solid structure that will meet the demands of what it ought to be. There is still a lot for the leadership to do to get these institutions to their visions, but at the same time the institutions have come a long way and much has been completed as compared to the past.

### **3.7. Historically Disadvantaged Institutions in South Africa**

The classification of historically disadvantaged universities came as a result of some institutions being disadvantaged in the past due to their lack of certain resources that could have helped them advance (Nkomo, et al., 2006; Mohuba & Govender, 2016). The reason being that at that particular time of apartheid, the leadership and government could not provide those institutions with the necessary full resources required as the other institutions, which are now classified as the historically advantaged universities (Mzangwa, 2019). It is now empirical that the democratic government has appointed new leadership among public institutions with the hope that they will steer these institutions towards balance. Ever since the post-apartheid, changes have been occurring in multiple disciplines and areas within the institutions. The changes are seen in the infrastructure, operations, legislation, management, staff, students, curriculums and the overall system of the universities (Meric, et al., 2015; Rahman, et al., 2015).

South African higher education is considered one of the most diverse and differentiated systems in the continent of Africa (Govinder, et al., 2013; Cloete, 2016; Enemu, 2019). According to the Times Higher Education (2016), three of the so-called former white universities (Historically Advantaged Universities) are at the top of the list (University of Cape Town (UCT), University of Witwatersrand (Wits) and

University of Stellenbosch) as the best in the world under the classification of emerging countries and BRICS nations (Brazil, Russia, India, China and South Africa). Whilst, none of the former black universities (Historically Disadvantage Universities) are part of the rankings. The assumption is that these white institutions have the necessary resources and attributes to steer the universities to greater heights, producing effective and efficient outcomes to development and the economy (Cloete, 2016). South Africa being among the leading countries in Africa in terms of its higher education growth has been consistent and experiencing an efficient increase in its graduate produce, research outputs and staffing (Talik, 2011). Even though some universities are still transforming and trying to get back on their feet to be able to effectively participate in the economy (Cloete, 2016). The lack of balance among South African universities creates a problematic development system for both the communities and the country in general.

According to Richard Fehnel (2001) in an interview conducted with the former Vice-Chancellor Professor Njabulo Ndebele of the University of the North and now the 'University of Limpopo'. They discussed ideas and reflections of the university as a historically disadvantaged institution under his leadership. Professor Ndebele firstly provided an example of the university that expressed the idea that it is located in an area of great social, in the Northern Province. He emphasised the idea that the institution will serve as a key driving force for societal change in the region. Professor Ndebele believed that considering the settings and conditions of the institution, many great leaders of the national statue would emerge to hold leadership roles in the historic political transformation of South Africa. This is because the institution played a significant role in the fight against the apartheid regime. This predominantly created room for both opportunities and threats (Ndebele, 2004; Ndebele, 2007). The opportunities from working hard to disengage the university constrictions of racialized expectations would occur. The threat that could arise is that the institution might be impacted by politics of race and be constrained in perpetuity by a popular view that the university deserved, not respect, but sympathy (Fehnel, 2001). The university in turn would consider that the world owed it everything.

### **3.8. Leadership on transformation of historically disadvantaged universities**

Transformational leadership is regarded as one of the most effective leadership approaches for change, as it is closely linked to good satisfaction and performance by followers (Yukl, 1999; Chipunza & Gwarinda, 2010). This providing a positive impact on the transformation and changes of the institutions. The role of leadership within the transformed and changing universities has to influence the operational solidity, and outcomes (Mohuba & Govender, 2016). The significant approach that leaders of institutions seek to undertake in the transformation of their institutions requires the consideration of multifaceted aspects to better understand and accommodate the disparities that exist (Mouton, et al., 2013; Karodia, et al., 2015; Tsheola & Nembambula, 2015).

The apparent challenge in the transformation of the newly formed institutions lies in the leadership, whether there exist appropriate leadership that can manage the transformational process (Vinger & Cilliers, 2006). The environment to which students and staff members are exposed can, for instance, entrench social justice or at the same time, provide liberation (Govinder, et al., 2013). Therefore, effective leadership is required, since leadership transformation of the historically disadvantaged universities involves careful inspection and consideration of the integration of multiple individual leadership capabilities and qualities (Karodia, et al., 2015). Effective leadership is believed to constitute qualities of having an MBA and or higher qualification in management. Although, as much as heuristic learning is a relevant and necessary feature of leadership, there is more to the qualities of effective leadership than just education (Jones, 2014).

Transformation of institutions should be a process that takes into account community engagement, meaning that students, staff and the community form part of the initial change (Tsheola & Nembambula, 2015; Mohuba & Govender, 2016). It is difficult to implement change if the people who will be affected by the change are not included in the process (Adserias, et al., 2017; Enemu, 2019). Therefore, community engagement should be one of the main pillars of institutions to facilitate the transformation that is needed. Transformation should start with the people so that they can understand the changes taking place and the vision should be shared so that in the future the people can carry out the mission of the institution.

Since the 1990s up until the 2000s, South African university leaders have been changing with time, all of them served for different timespans within their respective institutions (CHE, 2016b). The demand for transformation in the universities saw the introduction and replacement of new leaders to steer change. Different qualities and methods of leadership were seen among these institutional leaders even though most of these institutions were mandated with the same vision. The transition of universities from what it was in the times of apartheid to what it is today has not been an all-good process (Odhav, 2009; Suransky & Van der Merwe, 2016; Cini, 2019; Mzangwa, 2019). It required leadership who were visionaries and were powerful to understand, withstand and lead the transformation towards the desired change. It can be said that fortunately, South African academic institutions have been privileged to have acquired those types of leaders that constitute those necessary qualities to lead the transition (CHE, 2016a).

A former Vice-Chancellor of the University of Cape Town (from 1981 to 1996) emphasised the idea that universities in South Africa should adopt collegial relations rather than a managerial style (CHE, 2016b). The point that he was trying to make with this idea was that “It is better to have Deans who are elected by faculties, and are responsible to faculties, rather than executive deans appointed by councils” (CHE, 2016b:4). One of the most essential aspects of good leadership is the ability to manage the finances of the institution, knowing how to allocate and control the cash flow of the institutions (Taluk, 2011). The goal is to ensure academic freedom for both staff and students and independence of the institution and that can be done if the leadership can fundraise for effective institutional management. The leadership should be ready to stand for anything that is directed to their institution and defend it with full effort. A leadership that hides or goes for cover when their institution is under attack does not deserve the role that they have been appointed for. Good leadership is tested and judged on either how they handle a crisis proactively or reactively (McCleskey, 2014; Meier, 2016). Anticipating change is one of the most essential proactive measures that a leader needs to be able to come up with a vision for the particular institution (Cini, 2019). This comes with effective planning based on the vision that is set out.



### **3.9. Conclusion**

There exist different types of leadership with different values and qualities. These types, values and qualities describe how leaders can facilitate the transformation processes of institutions. The discussion has also highlighted how the effect of leadership has contributed and will contribute towards institutional transformation with particular reference to HDU's. Historically disadvantaged universities have gone through a great deal of change. The evolution of the institutions is seen in the changes of the systems and policy frameworks of these institutions over time. The above discussion managed to cover the historical background, the advantages and disadvantages that come with the transformation processes of these institutions. A clear understanding of HDU's in South Africa was provided concerning the University of Limpopo to a certain extent as part of the institution that the study is focused on.

## **CHAPTER 4: RESEARCH METHODOLOGY**

### **4.1. Introduction**

This section of the study focuses on the research methods and techniques that were used to collect data and information for investigating the effects of leadership on the transformation of historically disadvantaged universities. The methodology includes publication research, interviews, surveys and reports that include both present and historical information.

### **4.2. Research Design and Methodology**

The purpose of the study was to accurately describe the effect of leadership on transformation of the historically disadvantaged universities, focusing specifically on the experiences of the University of Limpopo. The study used an exploratory sequential mixed-method approach which comprises of both qualitative and quantitative methodology to gather the most relevant data to answer the research questions. This has allowed for the integration of both strands of data. The qualitative methodology has been defined as a methodology, which allows the researcher to get close to the data, thereby developing the analytical, conceptual and categorical components of explanation from the data itself (Filstead, 1971; Neuman, 2014). Quantitative methodology on the other hand includes information on the data collected in a form of numerical values and counts, which may include rates, percentages, calculations and ratios (Neuman, 2014). The discussion on the leadership of the transformation of historically disadvantaged universities requires a methodological approach, which allows respondents to describe their feelings, conditions as well as activities. Therefore, both qualitative and quantitative approaches are best suited to this endeavour. The aim was to get a better understanding through firsthand experience, truthful reporting, and quotations of actual conversations from respondents.

The study conducted an investigation using a normative research design of collecting data; this is in a form of a simple survey-based study and field research. Meaning that the researcher visited the area of study to collect data on a cross-sectional time dimension, approaching relevant individuals with questions through questionnaires and pre-arranged semi-structured interview guides relating to the study. This format is

one of the most efficient means of collecting emotional as well as factual information relevant to the study (Creswell, 2003). The study also incorporated a case study observational method, that allowed the researcher to see the changes that occurred in the institution in reference with literature and some of the data collected from respondents. This is based on the infrastructural changes and day-to-day operations.

The key informants were given a questionnaire and were also interviewed. The rest of the respondents were provided with a questionnaire consisting of questions relating to the effect of leadership on the transformation of the university. The questions of the interview enabled the informants to integrate past and present conditions to the researcher according to their own experiences, providing accurate data on the institution's conditions. Therefore, the research design is considered relevant to the study, since it aims at giving the researcher first-hand information from the respondents; within their comfortable environments. This limited the influence of certain elements affecting the respondent's answers. The ability to provide respondents with questionnaires directly and at the same time give them time to fill in the questionnaires at their most convenient time within a week contributed to the respondents providing appropriate information without certain elements such as pressure affecting their responses. The respondents had enough time to go through the questions and answer them to the best of their ability, this in turn contributed to the clarity and reliability of the data acquired. Once data was collected the triangulation of the different strands of data from the interview questions, questionnaire and UL reports was consolidated and converged to draw interpretation and conclusions. For the key informant their open ended response from the interview questions were compared to check the correspondence as well as from the staff members. To add further on the data, document reports on the institution were used to support the information.

#### **4.3. Description of Study Area**

University of Limpopo (UL) Turfloop campus is an academic institution of higher learning. It is located within the township of Mankweng (Turfloop) and forms part of the Limpopo province, South Africa. It was formed on 1 January 2005, by the merger of the University of the North (UNIN) and the Medical University of Southern Africa (MEDUNSA) (Karodia, et al., 2015; UL Annual Report, 2017). These previous

institutions both formed the Turfloop and MEDUNSA campuses of the university, respectively. In 2015, the MEDUNSA campus split and became the Sefako Makgatho Health Sciences University (UL Annual Report, 2016; Mohuba & Govender, 2016).

The university's leadership and governance are led by Dr Nkosazana Dlamini Zuma who recently succeeded Doctor Reuel Jethro Khoza as chancellor of the university, who was an advocate of a new management and leadership culture based on inclusivity, Afrocentricity and Ubuntu also including 14 executive management staff and 28 council members (Mohuba & Govendor, 2016). The UL established the ninth medical school in the country. The University of the North was established in 1959 under the apartheid regime's policy of separate ethnically-based institutions of higher learning policy (UL Annual Report, 2017). Under later apartheid, the University of the North served as a "model" university where dignitaries were brought to show the "viability" of the separate facilities. As such, it received heavy government subsidies, but the real problem was that the students that the university supposedly served were so under-resourced in their standard education that the quality of instruction was placed under incredible demands (Kromydas, 2017).

After the end of apartheid, the university struggled through various re-organisation and rationalization schemes, yet always managed to survive. The University has established a strategic plan called the UL 2020 that governs the university. According to the 'UL Annual Report 2015', key performance indicators set for the previous years since 2013 have been achieved (including student success rate and research output). The university is continuing to approach transformation from three perspectives: institutional culture; transformation of knowledge through curricula renewal; and staff equity. The university boasts a diverse academic workforce in terms of race, gender and rank indices.

#### **4.4. Kinds of Data Required**

The study made use of both primary and secondary data. To define the prevailing leadership style of the institution and assess transformational leadership. Primary data was based on qualitative and quantitative information. The type of data includes the institution's transformational vision and strategies, as well as the processes and changes that should happen. This type of data supplied accurate information, allowing

the researcher to verify the information's validity by observation, experience, and comparison of the information presented with reality.

Secondary data included information gathered on current trends and referencing prior experiences, constitutional documents, university reports, and how other scholars and disciplines perceive the leadership approach to changing historically disadvantaged universities. Secondary data took less time to collect than primary data. Secondary data supplied more as well as easier access to managed and updated information databases that the researcher would not have been able to obtain on their own (Neuman, 2014). The researcher used both primary and secondary data to interpret the theoretical and practical data through background information and current information in terms of the aim and objectives of the study.

#### **4.5. Target Population**

The research study has identified the target population as the University of Limpopo's top leadership (executive management and the Student Representative Council (SRC)) and the staff members. The study identified and acquired data from all the different individuals.

##### **4.5.1. Leadership of the University**

The executive management employed by the university as well as the student structure (SRC) was regarded as the leadership. These people are in charge of the university's top leadership (executive) positions. The university's leadership (executive) is considered as the key informants of the study.

##### **4.5.2. Staff Members**

The study also included staff members in all the different faculties and departments to form part of the study. Their role was to contribute to the triangulation of data provided by the key informants.

#### **4.6. Sampling Procedures**

Non-probability sampling was utilised for the study, which means that each element in the population does not have an equal, independent chance of being chosen to participate in the survey (Neuman, 2014). Given the limited time available for the

study, it is often impossible to study a whole population. The key informants (leadership) who were given questionnaires and interviewed were chosen using a purposive sampling procedure. A convenience sampling procedure was also employed to select the employees (staff members) who completed questionnaires.

The procedures aim to select participants who have the necessary information for the study. These individuals are representative of the general population. The sample size consists of the institution's top 14 influential executives, 1 SRC and 40 staff members. The 14 key participants were drawn from the top executive leadership structure of the institution, which includes individuals with substantial executive powers inside the institution. The other participant was the university's SRC. The remaining 40 participants were included in the study to help corroborate the study's findings. The 40 participants provided information from a different point of view, as one of the people being affected by the problem. Due to time constraints and a low level of significance to the study, only 40 participants were selected to represent the population whereby each faculty would be represented by 25% (10 participants) of the participants considering that there are four faculties in the university. This was to ensure that there is an equal number of representation in each faculty. Staff members from the different faculties and departments were conveniently selected. This helped in getting different views from different disciplines and departments within the institution. The key informants were purposively selected, whereby the researcher used a list of the university's top 14 influential leadership (executive management). However, not all participants were interviewed or questioned. Some of the participants were unavailable due to their busy schedules and this led to only just 9 key participants.

Permission to collect data was requested from the participants whereby a consent form was attached to agree to participate. An ethical clearance certificate was also attached to assure the participants of the ethicality of the study.

Appointments were set with key informants for the interview and questioning and key participants were sent emails for the interview and questioning. The researcher set a schedule for when the survey will take place with the other participants (staff members). The participants were conveniently approached in their offices on the day of the survey and asked consent to participate in the study. Some of the participants were able to provide data immediately and some took a week to provide the data. The researcher went to the offices of different departments and did a door-to-door knock

and requested participants who were available to participate. However, only questionnaires where participants had at least one year of employment in the institution were considered. The researcher scrutinized the documents and once the target was reached, the researcher concluded the survey.

#### **4.7. Data Collection Methods**

The identified respondents of the University of Limpopo were provided with questionnaires, which included a list of in-depth questions in a form of both open-ended and closed-ended to extract information from the respondents as well as verbal interaction and discussions. The researcher approached the executive, SRC and staff members at their respective offices and provided them with questionnaires to complete. Although some of the key informants were emailed the questionnaires since they were not reachable in their offices. For the key informants a Multifactor Leadership Questionnaire (MLQ), which is considered the most effective leadership instrument to measure distinctive styles of leadership was used.

Another method of collecting data that was used is through personal interviews. The interviews with the respondents were pre-arranged and took place at their respective offices at the University of Limpopo. The location of the interviews presented an opportunity to observe the condition of their working environment. The interviews with the respondents included handwritten notes from what has been discussed, as extra relevant information to be able to determine the relation of the information provided and their reality. This process was flexible, in the sense that it included high response rates and spontaneous responses. The interviews with the respondents took approximately 15-20 minutes with each of the selected participants. This whole procedure is a method of gathering self-report information from respondents through the self-administration of questions in a paper. Questionnaires and interviews were the key data collection methods of the study (Aspers, 2014).

The researcher used secondary data, which included document analysis and reviewing of literature written by other scholars, disciplines and institutions such as the Department of Higher Education South Africa (HESA) and the Centre for Higher Education Transformation (CHET). This kind of data was extracted from sources including books, articles, journals, dissertation abstracts, online databases, policy documents, conference proceedings, reports, bibliographies in recently published

works and government documents through a desktop study relevant to the investigation on the leadership and transformation of historically disadvantaged universities with specific reference to UL.

#### **4.8. Data Analysis Techniques**

The qualitative data analysis technique was applied since the study collected descriptive information in a form of discussions and questionnaires dominated by open-ended questions. The data analysis began with careful inspection of the data through thematical analysis using statements and points obtained from participants for constructing a comprehensive interpretation. This technique involves thorough content analysis whereby the researcher interprets the data collected from literature as well as discussions and responses of participants.

Quantitative data analysis technique involved descriptive statistics and graphical displays using tables extracted from the Statistical Package for the Social Sciences (SPSS) version 2015. Graphs and charts were created using Microsoft Excel using data from the frequency tables created by the SPSS software analysis. This initial phase of analysis was designed to check for potential violations of assumptions regarding normality, constant variance, and linearity (Neuman, 2014). The aim of the project required preliminary analysis of the demographic data to begin early during the research, as results from each step of the normative survey, interviewing and observation shaped the questions posed in each subsequent step. The researcher transcribed data entry and coding of survey and interviews as they were conducted.

#### **4.9. Validity and Reliability**

Validity can be defined as “the extent to which an empirical measure adequately reflects what humans agree on as the real meaning of a concept” (Neuendorf, 2012). Reliability is the extent to which results are consistent and yield the same results on repeated trials (Neuendorf, 2012). The study aimed at gathering factual information from respondents which contributed to the validity of the data collected. Triangulation with annual reports, press articles additional sources further supported the internal validity of the study (Golafshani, 2013). This study ensured validity by replicating the survey and interview structure with each interview. The interviews were supported by the surveys for comparison towards the validity of the information provided.



Reliability was assured through an accurate research instrument test on a trial respondent before the surveys and interviews. A research instrument (MLQ) that is widely approved to measure leadership style and behaviour was used to provide accurate information. The researcher increased the validity of responses by making sure that respondents are very clear on the nature of the research. For example, why the researcher is there, what the researcher is studying, how the researcher will collect data and what they will do with it.

The study applied a mixed-method approach, which is considered as one of the most adequate forms of advocating credibility to check if there are discrepant findings (Terre Blanche and Durrheim, 1999). Therefore, the use of both qualitative and quantitative methods contributed to the credibility of the study. Triangulation with questionnaires, interview schedules and reports was used as credible tools. The researcher also compared the findings with other evidence obtained from previous studies with a similar context. The instrument used for the surveys can be applicable for other studies relating to leadership, making it an effective tool for this study and other related studies.

According to Terre Blanche and Durrheim (1999), rich and detailed descriptions form the basis of dependability meaning that articulation in the fine detail of the storylines of a person's experiences provides rich descriptions. Hence that is the reason why the study conducted interviews for open and flexible responses that describe their experiences freely without limitations. To ensure confirmability and objectivity the researcher drafted a report, for the participants to review and add comments on the report for finalisation of the draft. The researcher checked all used data transcripts to make sure that they do not contain overt mistakes and inaccuracies during the transcription activity.

#### **4.10. Conclusion**

The research design and methodology adopted, helped the researcher to get relevant data on the topic. A description of the study area, population and methods were fully described to provide a clear understanding of where and how data was collected. The methods chosen were considered to be the most applicable for this particular endeavour. The described methodology in this chapter was used to acquire data that is analysed and interpreted in the next chapter.

## **CHAPTER 5: ANALYSIS AND INTERPRETATION**

### **5.1. Introduction**

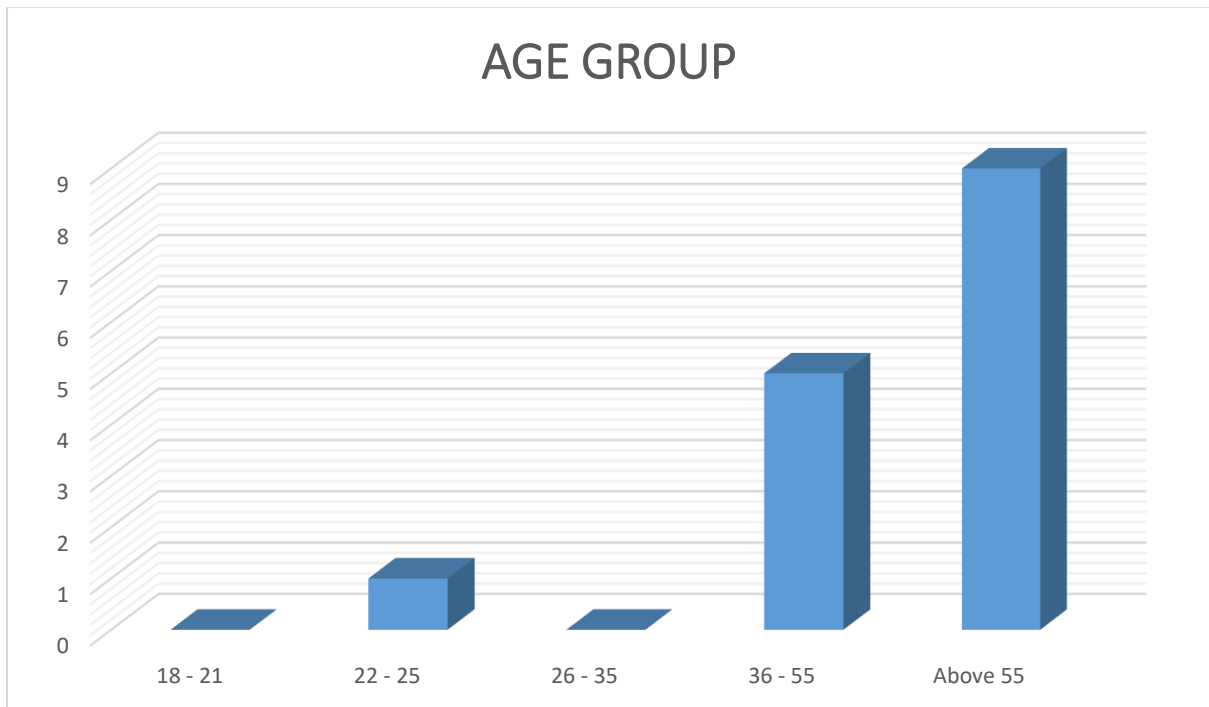
This chapter presents the practical analysis and interpretation of the data acquired from the survey conducted on the effect of leadership on the transformation of a historically disadvantaged institution with particular reference to the University of Limpopo experience. This chapter builds on the demographic profile of the participants involved in the study. The section analyses the data acquired with correspondence to the objectives of the study. Both qualitative and quantitative analysis are interpreted to give meaning to the data presented.

### **5.2. Demographical profile of the key informants (executive management)**

The significance of this section provides evidence of the profile of the key informants (executive members) to show that the key informants that participated in the study formed part of the leadership of the university. The other participants (staff members) who are subordinates of the university only formed part of the study just to support the data provided by the key informants. Therefore, their demographical information is excluded from the analysis since they are not the main participants of the study. The section will help in providing a background analysis of the main participants.

#### **5.2.1. Age category of key participants**

This topic focuses on the age range in which the university's executive management falls. The study established an age range beginning at 18 years of age and going up from there. When it comes to the age of learning and working, academia is one sector that has minimal restrictions. This is why very young professors are found in universities, and most people who are beyond 60 years old working, being productive and holding top executive positions. The age groups of the participants are shown in the figure below.

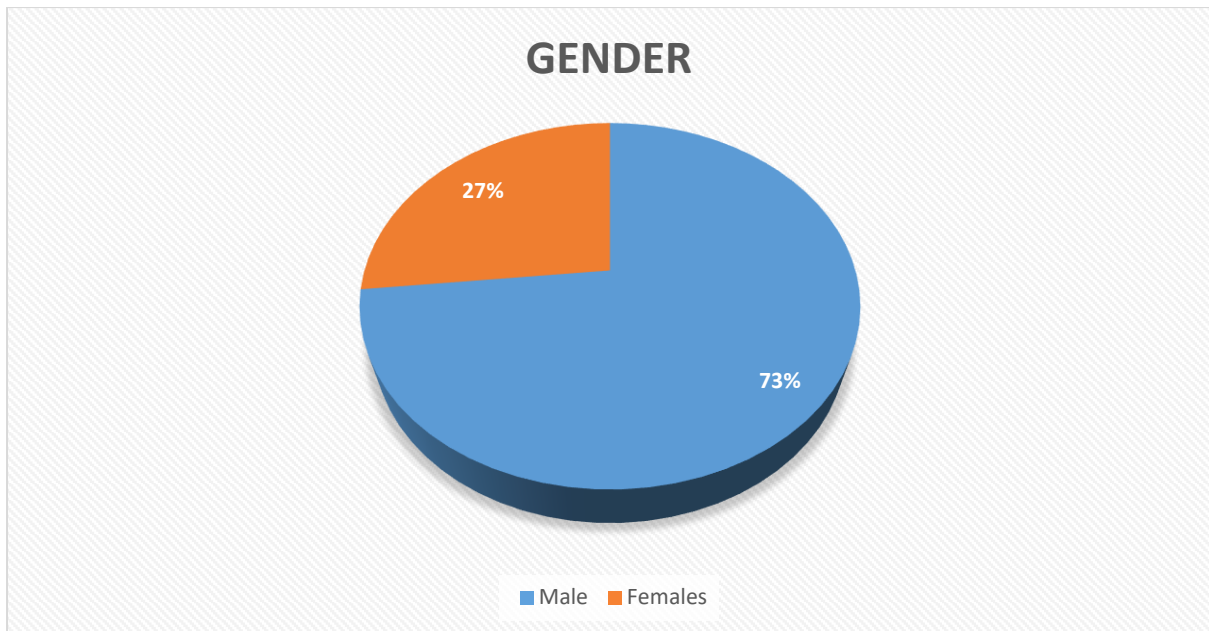


**Figure 5.1: Age group**

The table reveals that the people in the university's executive roles are all over the age of 36, with the majority of the executives (9 out of the total 15 executives) being over the age of 55. The 9 executives over the age of 55 account for 60% of the executive, with 5 (33%) executives falling between the ages of 36 - 55 and 1 (7%) under the age category 22-25. Given the age range of the executive leadership, this could imply that the university chooses executives who are older and have greater leadership experience. The figure also demonstrates that there is no young executive management member because no one is under the age of 35, except for the student representative who is between 22 and 15 since he is still a young student. The downsides of having an executive who is above the age of retirement are that they will not be around long enough to carry out the institution's transformational goals.

#### 5.2.2. Gender representation in the executive

Gender equality has been encouraged in leadership positions. The study looked at how many males and females were represented in the university's executive leadership.

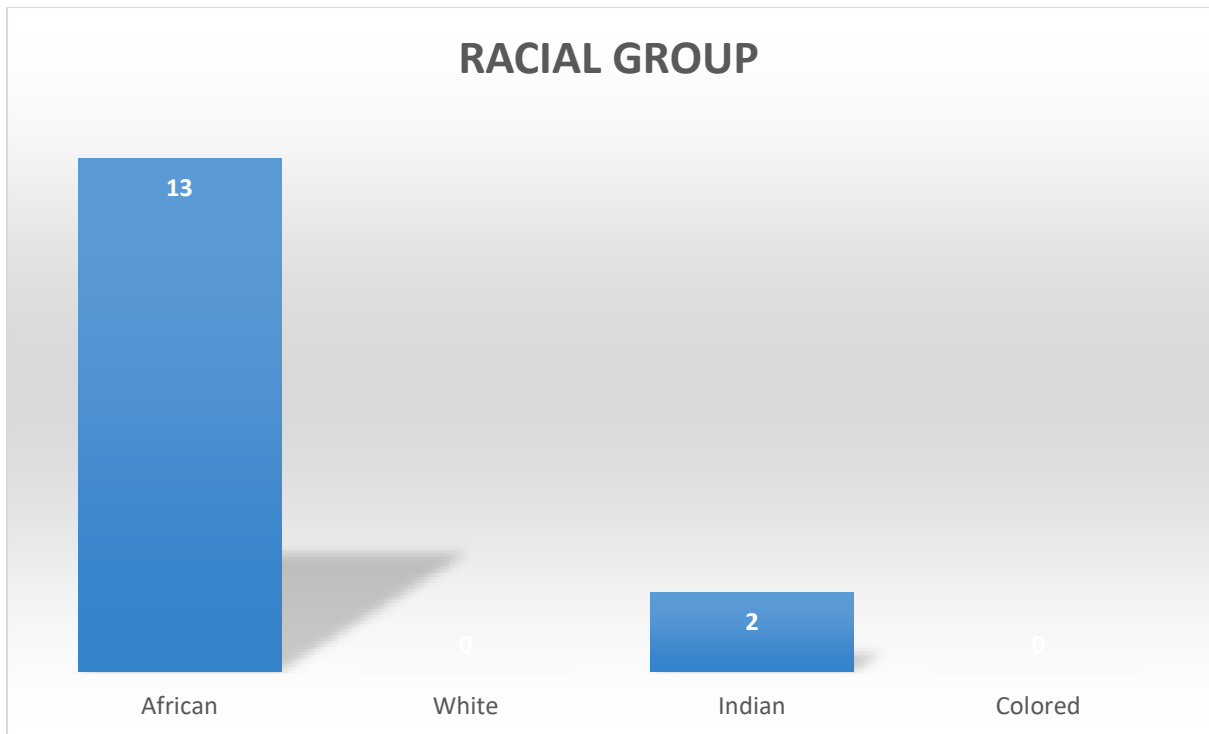


**Figure 5.2: Gender**

The figure above shows that male leadership continues to predominate in an institution. According to the chart, males dominate the executive leadership of the University of Limpopo. Males make up 73% (11 executive members) of the 15 executive members, while females make up the remaining 27% (4 executive members). The gender ratio of university leadership is around 1:4. (females against males). Women empowerment is one of the factor that require more attention, particularly in leadership. Despite their small number, the university's executive has attempted to incorporate women in the executive structure.

### 5.2.3. Racial groups of executive participants

Since the South African government emphasises a democratic society of equality, every race in the institution must be given an equal opportunity to form part of the executive leadership. This section shows the various races that comprise the university's executive leadership.

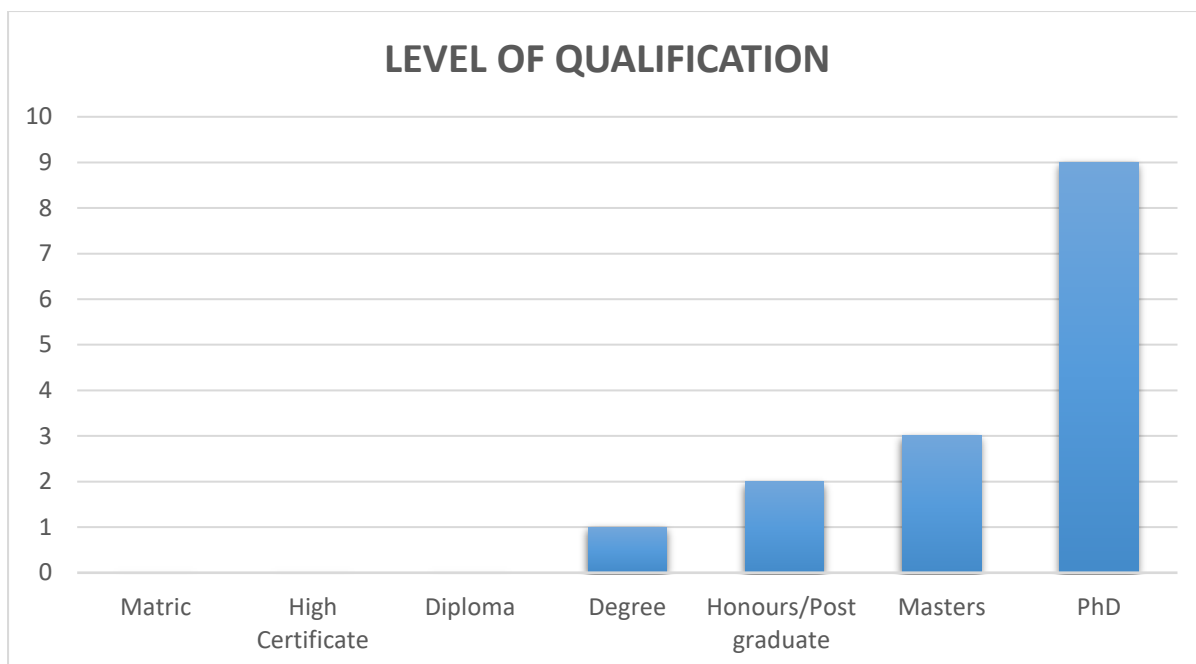


**Figure 5.3: Racial group**

The university is a historically black institution, therefore the domination of the black racial group in leadership should come as no surprise; nonetheless, during apartheid, institutions of this size were led and controlled by white leaders. Figure 5.3 significantly supports the argument of current black racial group domination in leadership, since the chart plainly shows that the executive is largely made up of African (black) racial group. The African racial group has thirteen (13) members, whereas the Indian racial group has two (2) positions in the top executive management. The other racial categories are not represented in the institution's top executive positions because no one in the executive is classified as 'white,' 'coloured,' or 'other.' Despite some executive diversity, several areas remain underserved.

#### 5.2.4: Academic qualification of executives

Higher education institutions place a great value on education, and the premise is that the more an individual advances in their education, the more important they become to the institution. This study looked into the participants' qualifications because some executive positions require an individual to have a specific qualification in order to occupy that position and perform particular technical duties.



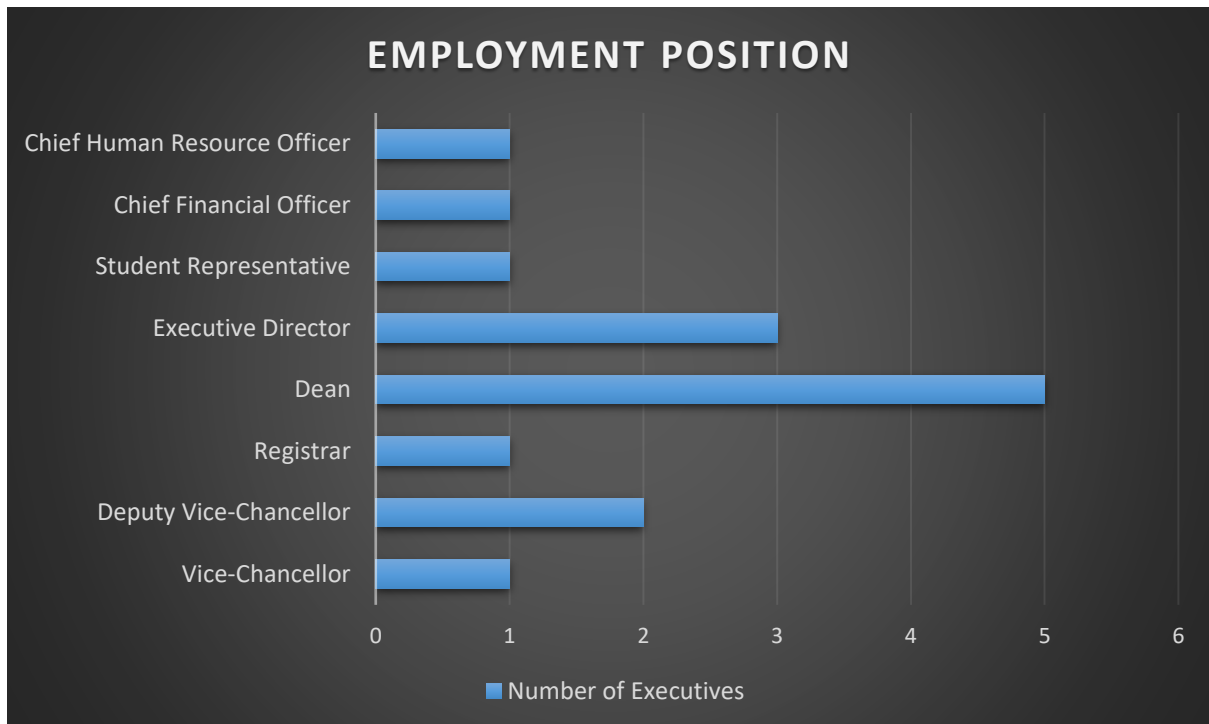
**Figure 5.4: Level of qualification**

The chart above illustrates the qualifications of the university's executive leadership. The qualifications ranged from a matriculation to a doctorate. According to the chart, the majority of the executives possessed a doctorate. There are nine (60%) executive members with a PhD, three (20%) with a master's degree, two (13%) with an honours degree or any other post-graduate qualification equivalent to honours. One (7%) of the leaders has a qualification that is below postgraduate, which is a degree.

Some executive roles require a PhD, which is why the majority of executives and those in higher positions, such as Vice Chancellors, Deputy Vice Chancellors and Deans, have obtained that qualification. To become an effective leader, an individual must acquire technical skills in specific fields; thus, gaining a qualification is viewed as one fundamental need, particularly in a higher learning institution such as a university. According to certain studies, having a high academic qualification does not inevitably make a person an effective leader. Despite the common misconception that a qualification in a specific field is required for a person to perform their duties effectively, this is not the case.

### 5.2.5. The executive leadership employment positions

The figure below is an illustration of a bar chart analysis that shows the employment positions of university executives. The aim of this chart is to highlight the various positions of top executive management that are considered to be the institution's leadership.

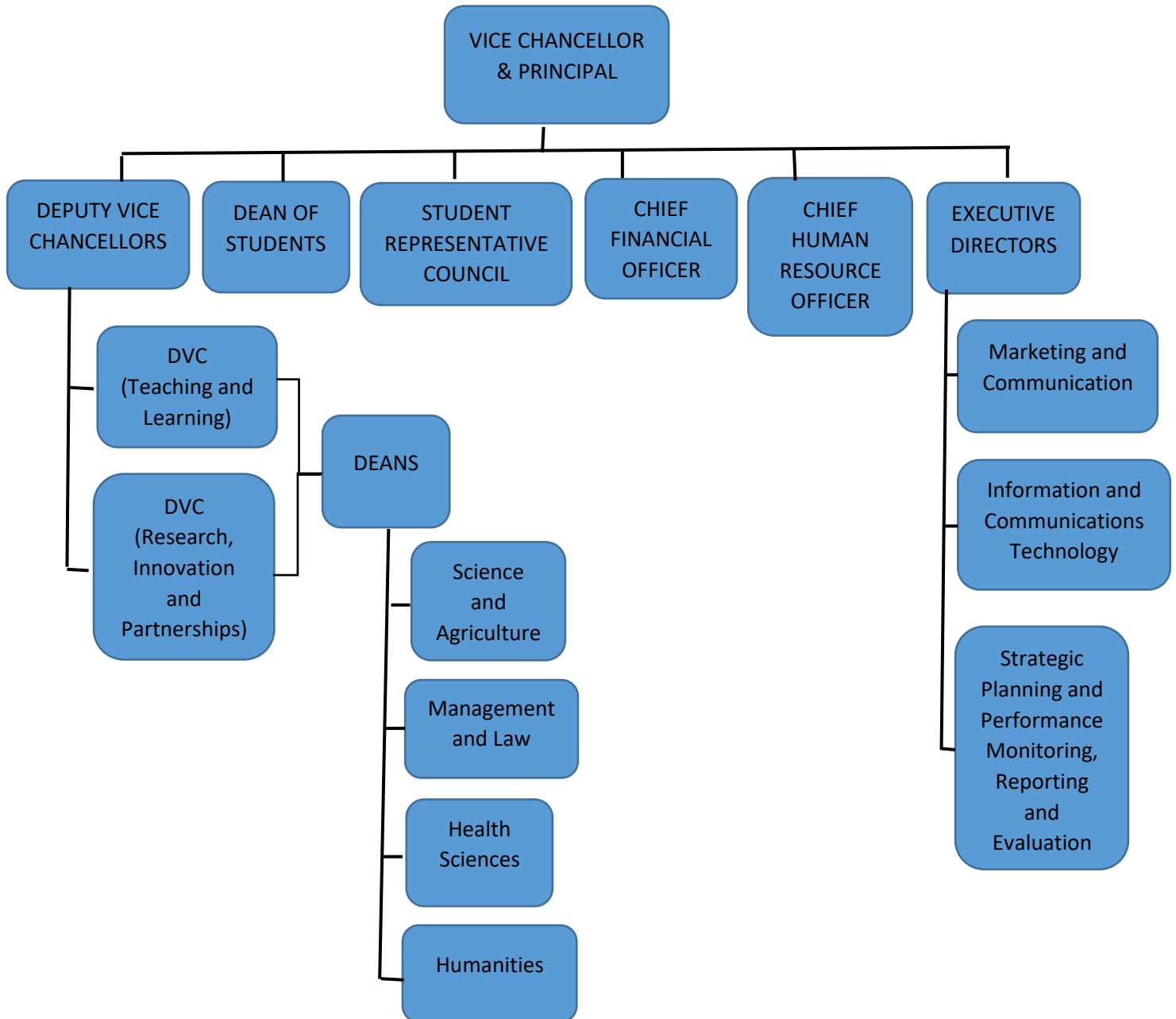


**Figure 5.5: Employment position**

According to the figure, the university's executive management consists of one (1) Vice Chancellor, two (2) Deputy Vice Chancellors, one (1) Registrar, five (5) Deans (4 faculty Deans and 1 Dean of Students), three (3) Executive Directors, one (1) SRC, one (1) Chief Financial Officer, and one (1) Chief Human Resource Officer. The top executive team is made up of 15 people in total. Directors and deans make up the majority of the top leadership cluster. The four faculty deans are members of the academic leadership cluster, while the remaining eleven executives are part of the non-academic leadership cluster, functioning as the institution's administrative and supporting executives. The executive management is in charge of both the strategic and tactical components of the institution. These people have an important role in the decision-making processes of institutional transformation initiatives. Their function is to oversee and manage changes within the institution's different departments.

### 5.2.6. Hierarchical structure of the top executive management

A hierarchical breakdown structure of the top leadership positions is presented below to identify and demonstrate the various positions and levels that comprise the university's top executive management.



**Figure 5.6: Work breakdown structure of the executive**

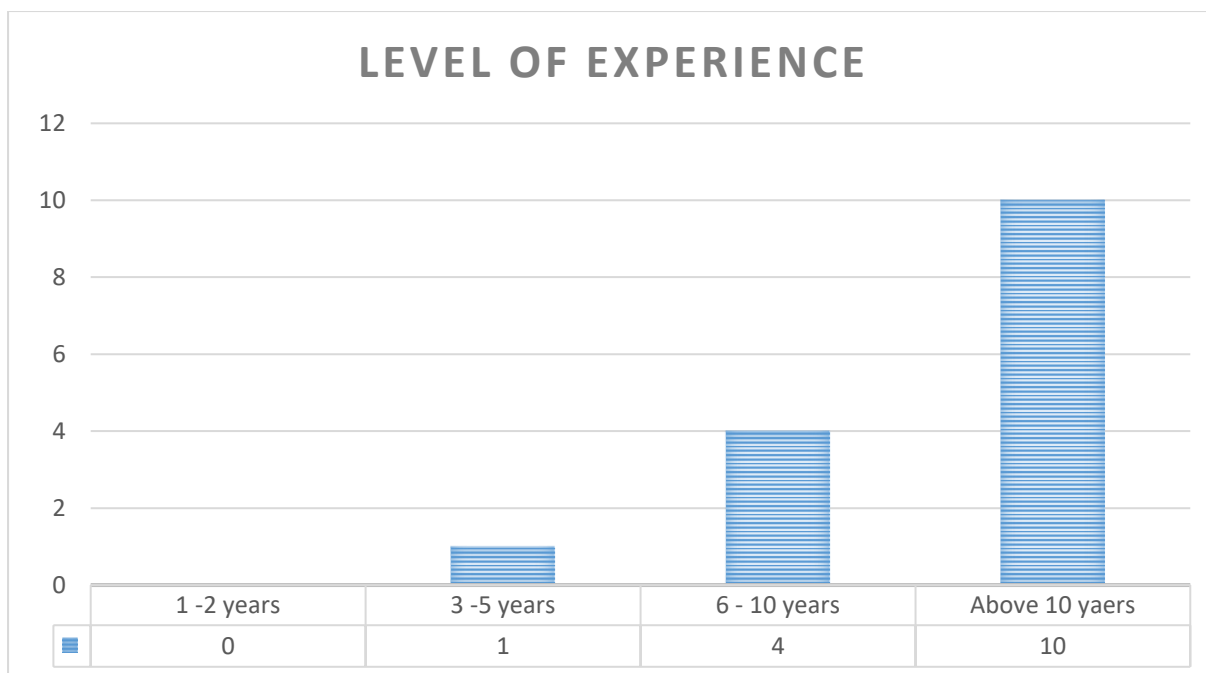


Despite their participation in the executive structure, the university's top executive consists of individuals who have various functions and duties in the institution. The above figure depicts a breakdown of the top executive management, with each descending level of the organisation containing an increasingly extensive description and breakdown of the executive management functions. The structure also depicts the many levels of command and authority, with the Vice Chancellor and Principal of the university holding the highest position of command in the institution. While the remaining executive members from other departments of the organisation follow, they still have executive power. The Vice-Chancellor, SRC and Dean of Students is in charge of both academic and non-academic activities within the university. The Deputy Vice Chancellors and the other four Deans, on the other hand, focus on the academic side of the institution, while the remaining executive members (Registrar, CFO, CHRO, and Executive Directors) focus on non-academic activities.

Since they consist of more than one position in that category, Deputy Vice Chancellors, Deans, and Executive Directors are considered terminal elements in this structure. The Dean of Students, Registrar, Chief Financial Officer, and Chief Human Resource Officer, on the other hand, are considered non-terminal elements in the structure because they only occupy one position. This means that the position cannot be split into more positions just like the DVCs and Deans.

#### 5.2.7. Level of experience of executives

The figure below is intended to identify and measure the effects of experience of the participants in their executive leadership positions. To establish the amount of experience of the participants, a four-level scale ranging from '1 and 2 years' to '3 and 5 years', '6 and 9 years', and '10 years and above' was employed.



**Figure 5.7: Level of experience**

An individual must have experience and expertise to lead in order to hold an executive role. The executive committee is made up of eleven (10) professionals with more than ten years of executive experience. The other three (3) executives have experience ranging from 6 to 10 years, with only one executive having less than 6 years of experience, which is the student representative. This shows that the university's executive has the necessary experience to lead the institution, and the majority of them have been around for more than a decade to observe some of the changes that the institution has undergone, such as the demerger of the institution between UL and MEDUNSA, which is now formally known as "Sefako Makgatho Health Sciences University." Experience provides opportunities to learn what has worked well in the institution and what needs to be improved to guarantee effective transformation.

### **5.3. Type, values and qualities of the University of Limpopo leadership**

During the interviews, a few of the executive members emphasised the importance of leadership in respecting their colleagues, which included both staff and students at the university, and what they do. This can apply to both the work they are assigned to accomplish for the institution and their personal roles. There is a need to maintain proper delegation of responsibilities with full confidence. It is also critical that the

leadership be clear and concise with the rules of engagement and ensuring that success measures are defined and shared within the institution.

The university's vice chancellor has an "open door policy," allowing members of the university community (students and staff) to visit the VC in his office to address issues affecting them. This process can be done either with or without an appointment. If he is not in a meeting or is not too preoccupied with something critical, he will give you the opportunity to sit down with him and discuss your concerns. Allowing the 'open door policy' has the advantage of promoting open and faster communication, as well as quick feedback and discussion. A leader who takes this approach is better equipped to comprehend their subordinates and gain first-hand knowledge of the institution's personnel concerns. Through this approach, the Vice-Chancellor has developed a closer relationship with both students and staff members.

### 5.3.1 Leaders' perception of their leadership

A close-ended questionnaire was distributed to respondents to determine how frequently each of the following assertions best suits them in order to understand the type and style of leadership approach that university leaders have adopted. The table and statements below determine the university's leadership behaviour and style.

<b>Statements</b>		<b>Not at all</b>	<b>Once in a while</b>	<b>Someti mes</b>	<b>Fairly often</b>	<b>Frequently, if not always</b>	<b>Total</b>
<i>I make others feel good to be around</i>	Count (%)	0	0	0	3 (30%)	7 (70%)	10 (100%)
<i>I express with a few simple words what we could and should do</i>	Count (%)	0	1 (10%)	2 (20%)	6 (60%)	1 (10%)	10 (100%)
<i>I enable others to think about old problems in new ways</i>	Count (%)	0	0	3 (30%)	6 (60%)	1 (10%)	10 (100%)
<i>I help others develop themselves</i>	Count (%)	0	0	1 (10%)	7 (70%)	2 (20%)	10 (100%)

<i>I tell others what to do if they want to be rewarded for their work.</i>	Count	0	0	1 (10%)	7 (70%)	2 (20%)	10
	(%)						(100%)
<i>I am satisfied when others meet agreed-upon standards</i>	Count	0	0	0	0	10 (100%)	10
	(%)						(100%)
<i>I am content to let others continue working in the same ways always</i>	Count	1 (10%)	7 (70%)	1 (10%)	0	1 (10%)	10
	(%)						(100%)
<i>Others have complete faith in me</i>	Count	0	0	1 (10%)	8 (80%)	1 (10%)	10
	(%)						(100%)
<i>I provide appealing images about what we can do</i>	Count	0	0	2 (20%)	6 (60%)	2 (20%)	10
	(%)						(100%)
<i>I provide others with new ways of looking at puzzling things.</i>	Count	0	0	3 (30%)	5 (50%)	2 (20%)	10
	(%)						(100%)
<i>I let others know how I think they are doing.</i>	Count	0	0	0	7 (70%)	3 (30%)	10
	(%)						(100%)
<i>I provide recognition/rewards when others reach their goals</i>	Count	0	0	3 (30%)	6 (60%)	1 (10%)	10
	(%)						(100%)
<i>As long as things are working, I do not try to change anything.</i>	Count	2 (20%)	5 (50%)	1 (10%)	2 (20%)	0	10
	(%)						(100%)
<i>Whatever others want to do is OK with me</i>	Count	3 (30%)	5 (50%)	2 (20%)	0	0	10
	(%)						(100%)
<i>Others are proud to be associated with me.</i>	Count	0	0	1 (10%)	8 (80%)	1 (10%)	10
	(%)						(100%)
<i>I help others find meaning in their work.</i>	Count	0	0	1 (10%)	7 (70%)	2 (20%)	10
	(%)						(100%)
<i>I get others to rethink ideas that they had</i>	Count	0	0	3 (30%)	6 (60%)	1 (10%)	10
	(%)						(100%)

<i>never questioned before.</i>							
<i>I give personal attention to others who seem rejected</i>	Count (%)	0	0	1 (10%)	8 (80%)	1 (10%)	10 (100%)
<i>I call attention to what others can get for what they accomplish</i>	Count (%)	0	0	1 (10%)	6 (60%)	3 (30%)	10 (100%)
<i>I tell others the standards they have to know to carry out their work.</i>	Count (%)	0	0	0	3 (30%)	7 (70%)	10 (100%)
<i>I ask no more of others than what is absolutely essential</i>	Count (%)	1 (10%)	2 (20%)	5 (50%)	1 (10%)	1 (10%)	10 (100%)

**Table 1: Leadership's behaviour**

The assertions are based on constructs that define various leadership behaviours and approaches. The study included 14 top executive leadership personnel from the university and the SRC (1) but only 10 of the 15 participants were able to participate in the survey. The questionnaire prompted participants to indicate how frequently they related to and/or practise each of the above statements. One hundred percent (100%) of the 10 respondents successfully answered all of the statements. Twenty-one statements were written, and each participant had to choose how frequently each statement defined their leadership from a five-point scale. The scale options included "not at all," "once in a while," "sometimes," "fairly often," and "frequently, if not always."

In relation to the above statements, the participants barely chose the option of 'not at all,' while the average answers were on the option of 'fairly often.' However, the data show that all participants are "satisfied when others meet agreed upon standards" "frequently, if not always." This emphasises the idea that most of the university's executives (leadership) have a mutual understanding that subordinates must satisfy the agreed-upon standards. This is consistent with the second last statement, in which all of the executives "fairly often" (3 participants) and "frequently, if not always" (7 participants), "tell others the standards they have to know to carry out their work". This

helps subordinates to better understand how to carry out their duties and meet the objectives of their departments and institution.

Most of the leadership exerted an expression that they often allow their subordinates to adapt to change and continuously improve in their activities. This is in conjunction with the fact that only 'once in a while' if 'not at all' do they exercise the following statements: "I am content to let others continue working in the same ways always", "I ask no more of others than what is absolutely essential" and "as long as things are working, I do not try to change anything". However, this is in contradiction with the statement of, "whatever others want to do is OK with me", where most of the leadership expressed that they rarely allow their subordinates to do whatever they want to do. This is because most of the leadership (80%) chose 'once in a while' or 'not at all' based on the above statement. The assumption in relation to the contradiction could be that the leadership require their subordinates to ask for permission before they can do whatever they want. This is to avoid a situation where subordinates perform activities that are irrelevant and not beneficial to the objectives of the institution.

#### 5.3.1.1. Factors for measuring the leadership style

The MLQ measures participants' leadership based on specific factors related to the university's transformational leadership. The table below shows the scores for each individual factor that describes the leadership style. The measurement was derived from the table under "Leadership Behaviour." The questionnaire table was created considering leadership constructs.

Scoring Interpretation:

Factor 1 – **Idealised Influence** indicates whether you hold subordinates' trust, maintain their faith and respect, show dedication to them, appeal to their hopes and dreams, and act as their role model.

Factor 2 – **Inspirational Motivation** measures the degree to which you provide a vision, use appropriate symbols and images to help others focus on their work, and try to make others feel their work is significant.

Factor 3 – **Intellectual Stimulation** shows the degree to which you encourage others to be creative in looking at old problems in new ways, create an environment that is

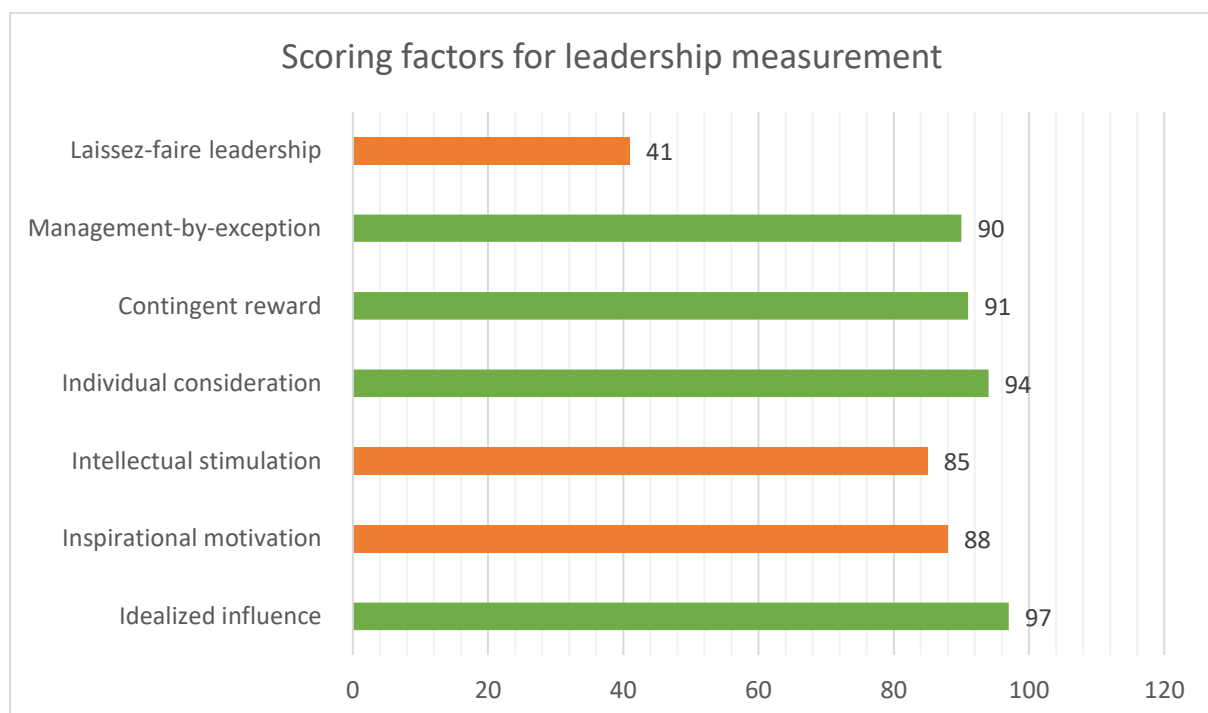
tolerant of seemingly extreme positions, and nurture people to question their own values and beliefs of those of the organisation.

Factor 4 – **Individualised Consideration** indicates the degree to which you show interest in others’ well-being, assign projects individually, and pay attention to those who seem less involved in the group.

Factor 5 – **Contingent Reward** shows the degree to which you tell others what to do to be rewarded, emphasise what you expect from them, and recognise their accomplishments.

Factor 6 – **Management-By-Exception** assesses whether you tell others the job requirements, are content with the standard performance, and believe in the idea that if something is not broken then there is no need to fix anything.

Factor 7 – **Laissez-Faire** measures whether you require little of others are content to let things ride, and let others do their own thing.



**Figure 5.8: Scoring factors for leadership measurement**

Two types of leadership behaviours stood out: transformational and transactional. The graph shows that all of the factors that constitute transactional leadership have a score of 90 or higher, including the aspects of 'management-by-exception' and 'contingent

reward.' Two of the four transformational leadership elements, namely 'individual consideration' and 'idealised influence,' have also received a score of 90 or higher. A score of 90 or higher indicates that the leadership is exceptional in those areas and that the majority of the institution's leadership exercises those leadership aspects.

The responses were exhibited 'fairly often' on average for the following behaviours: inspirational motivation, intellectual stimulation, idealised influence, individual consideration, contingent reward and management by exception. However, the construct of idealised influence had the highest score of 97. This emphasises the idea that the leadership are highly respected and trusted by their followers for what they do. The 'idealised influence' is an aspect of a transformational style of leadership. The construct of laissez-faire achieved the lowest score of 41 amongst all factors. The idea emphasises a leadership who cares less about what others do and does not encourage working together. Hence, that is the reason why both factors of 'Inspirational motivation' and 'Intellectual stimulation' received a score of between 80 and 90, which is considered the average score. This means that the majority, if not all of the executives epitomise those two factors 'fairly often' towards their subordinates.

### 5.3.2. Staff's perception of their leaders

Leaders often have subordinates who follow them and adhere to their ideologies; in the case of a university, the staff members are among those subordinates. A closed-ended questionnaire was distributed to staff members from the university's four faculties. The respondents were asked to choose the frequency with which their leaders behaved or reacted to specific remarks related to their leadership (director and/or dean).

<b>Statements</b>		<b>Rarely</b>	<b>Sometimes</b>	<b>Often</b>	<b>Very Often</b>	<b>Total</b>
<i>Has visions and dreams of what can be.</i>	Count (%)	4 (10%)	10 (25%)	12 (30%)	14 (35%)	40 (100%)
<i>Has a desire to make something happen.</i>	Count (%)	8 (20%)	6 (15%)	14 (35%)	12 (30%)	40 (100%)
<i>Has a clear image of the future.</i>	Count (%)	4 (10%)	16 (40%)	14 (35%)	6 (15%)	40 (100%)



<i>Expresses enthusiasm for his/her future.</i>	Count (%)	10 (25%)	10 (25%)	6 (15%)	14 (35%)	40 (100%)
<i>Experiments, innovates, and takes risks to find new or better ways.</i>	Count (%)	8 (20%)	18 (45%)	6 (15%)	8 (20%)	40 (100%)
<i>Is willing to challenge the system.</i>	Count (%)	12 (30%)	12 (30%)	12 (30%)	4 (10%)	40 (100%)
<i>Lets people (empowers them to) do what they believe is right.</i>	Count (%)	12 (30%)	18 (45%)	8 (20%)	2 (5%)	40 (100%)
<i>Gets people involved in decisions that affect.</i>	Count (%)	10 (25%)	18 (45%)	6 (15%)	6 (15%)	40 (100%)
<i>Creates in others a sense of ownership in the organisation.</i>	Count (%)	12 (30%)	12 (30%)	10 (25%)	6 (15%)	40 (100%)
<i>Uses the word "we" constantly instead of "I".</i>	Count (%)	10 (25%)	14 (35%)	8 (20%)	8 (20%)	40 (100%)
<i>Enlists the support and assistance of others who have a stake in the vision.</i>	Count (%)	12 (30%)	10 (25%)	14 (35%)	4 (10%)	40 (100%)
<i>Involves others who must live with the results.</i>	Count (%)	12 (30%)	8 (20%)	14 (35%)	6 (15%)	40 (100%)
<i>Appeals to others' values, interests, hopes, and dreams</i>	Count (%)	14 (35%)	12 (30%)	8 (20%)	6 (15%)	40 (100%)
<i>Strengthens people by giving power away, developing their competence, and assigning critical tasks to them</i>	Count (%)	12 (30%)	8 (20%)	14 (35%)	6 (15%)	40 (100%)
<i>Explains why she/he is doing what she/he is doing</i>	Count (%)	10 (25%)	12 (30%)	10 (25%)	8 (20%)	40 (100%)
<i>Knows his/her audience when speaking to them</i>	Count (%)	10 (25%)	8 (20%)	10 (25%)	12 (30%)	40 (100%)

<i>Talks about the principles or values behind decisions that are made.</i>	Count (%)	14 (35%)	8 (20%)	8 (20%)	10 (25%)	40 (100%)
<i>Communicates in ways that inspire and motivate others.</i>	Count (%)	14 (35%)	12 (30%)	8 (20%)	6 (15%)	40 (100%)
<i>Takes the time needed to explain fully what he/she is thinking.</i>	Count (%)	6 (15%)	12 (30%)	16 (40%)	6 (15%)	40 (100%)
<i>Sets the example by behaving in ways that are consistent with his/her stated values.</i>	Count (%)	12 (30%)	8 (20%)	10 (25%)	10 (25%)	40 (100%)
<i>Has a sense of self-determination and self-confidence.</i>	Count (%)	6 (15%)	8 (20%)	16 (40%)	10 (25%)	40 (100%)
<i>Keeps his/her own level of energy up high.</i>	Count (%)	4 (10%)	12 (30%)	14 (35%)	10 (25%)	40 (100%)
<i>Believes anything can be done; has a "can do" attitude.</i>	Count (%)	8 (20%)	14 (35%)	6 (15%)	12 (30%)	40 (100%)
<i>Is a model of persistence and perseverance.</i>	Count (%)	6 (15%)	14 (35%)	12 (30%)	8 (20%)	40 (100%)
<i>Maintains focus and constancy of purpose.</i>	Count (%)	6 (15%)	10 (25%)	14 (35%)	10 (25%)	40 (100%)
<i>Publicizes peoples' successes to all employees.</i>	Count (%)	4 (10%)	10 (25%)	20 (50%)	6 (15%)	40 (100%)
<i>Celebrates team accomplishments regularly.</i>	Count (%)	4 (10%)	10 (25%)	14 (35%)	12 (30%)	40 (100%)
<i>Genuinely cares about others.</i>	Count (%)	12 (30%)	8 (20%)	16 (40%)	4 (10%)	40 (100%)
<i>Celebrates victories.</i>	Count (%)	10 (25%)	8 (20%)	12 (30%)	10 (25%)	40 (100%)

**Table 2: Staff's perception of their leadership**

The above table shows the number of staff members (employees) who took part in the study, which included 40 people from the university's four faculties, namely "Management and Law," "Humanities," "Health Sciences," and "Science and Agriculture." All of the participants (100%) completed the questionnaires and answered all of the questions successfully. The table demonstrates how often the leadership practise the mentioned statements, from a subordinate's point of view. The options ranged from 'Rarely', 'Sometimes', 'Often', 'Very Often'.

The above table depicts that employees expressed different views based on how their leaders behave towards them and their department. The answers from all the participants are average. This shows that the leadership in different departments adopt different leadership approaches. However, one thing that stood out is that most of the employees expressed that their leadership 'sometimes' if not 'rarely' empowers them by allowing them to be flexible and do what they want or to participate in the decision making process. More than 70% of the employees agree on that statement. This goes in reference with what was discussed regarding the matter in 'Table 1'.

#### **5.4. The evolution of the University of Limpopo**

The current Vice-Chancellor of the University of Limpopo stated that one of the most significant aspects of managing an institution in a transformational phase, such as a previously disadvantaged university, is to have a VC who serves the institution for at least a 5-year period. This is owing to the fact that changing leadership has a negative impact on the university's system. This is simply because, in order to comprehend the institutional transformation process, you must be present from the start and monitor the process throughout to ensure that what was planned is carried out. The leadership who has been there long enough to see the changes and has experience understands the process better. Unlike the new leadership, which has little knowledge of the institution and has to take over from where the previous leadership left off without having sufficient knowledge of the route set by the previous leadership. The more time a VC spends leading an institution, the more knowledge and skills they acquire about how to manage the institution. Democratisation since 1994 has not been entirely a smooth process because many institutions have had to trot a variety of challenges of both internal and external origin (Mouton, et al., 2013). The dawn of 1994 democratisation has meant that all institutions of society had the imperative to adopt

and practice democratic principles, and it has now appeared that even those institutions that were formerly disadvantaged had struggled through a litany of obstacles and impediments. It resulted in transformations of integrating different institutions with unique backgrounds and cultures through mergers. The University of Limpopo is a perfect example of one of the historically disadvantaged universities in South Africa that went through a transformation that saw a merger between two institutions namely the University of the North (UNIN) and the Medical University of South Africa (MEDUNSA). The university later saw the split between the institutions again to form the Sefako Mokgatho University (SMU) and the University of Limpopo (UL). The demerger was encouraged by the idea to increase the capacity to train sufficient qualified doctors. Since the SMU was previously an independent medical school. The split meant that the MEDUNSA campus remains independent and the UL establishes a medical school programme to expand the capacity and opportunities of medical doctors.

“Today, the University is a hive of activity providing access to higher education in a rural context to young, vibrant, aspirant future leaders. The University has four faculties: Health Sciences; Humanities; Science and Agriculture; and Management and Law. The University offers approximately 268 fully accredited programmes. The University prides itself on the diversity of its programme and qualification mix (PQM) and the fact that it offers only programmes that have been accredited by the Council on Higher Education (CHE) and/or other relevant professional accreditation bodies” (UL Annual Report, 2018).

Professor Ndebele made a statement in 1998 that was in line with the management functions referred to earlier. According to him, there was a culture of “overstay” by the students in their academic endeavours and this to him, had become a concern and is quoted as follows:

“It was considered that the current situation where we allow students to stay for six years or seven years should be done away with.” He goes on to indicate that such students not only prevent other students from coming to the university, but they become a drain on the resources of the university because they do not even draw a

subsidy for the university. Professor Ndebele indicated emphatically that in a situation where faculties become full-cost centres, as they should, faculties would have to live with the financial consequences of keeping non-performing students in the system forever. Having said that, we cannot change the past. This cliché reminds us of 'water under the bridge'. Yet, we know that we are active determiners of our future by what we do today" (Ndebele, 1998:5).

Many postgraduate students, including both master's and PhD students, are having difficulty completing their degrees in record time, and this scenario prevails at the university, where students regularly exceed their duration by more than 2 to 4 years on average. According to the University of Limpopo's General Academic Rule (G10), both master's and PhD qualifications are expected to take a minimum of two years and a maximum of four years. This excludes the majority of postgraduate degrees in Health Sciences, which take longer to complete. This suggests that a student will complete a 2-year degree in 6 years or less. As a result, both the university and the students experience a setback. This makes meaningful development at the university challenging.

#### 5.4.1. Past events that influenced leadership approaches

"The university's leaders emphasised how past events and experiences at the university have shaped how they approach current leadership. Most executive members stated that their leadership approach in the institution has evolved over time."

In the past, a lack of transparency and consistency in the institution's governance and operations spurred and drove some of its leaders to adopt and bring some of these values to the fore. This is based on the notion that the institution's tactical and operational strategies will improve and transform the institution into a more effective achiever of its objectives. The leadership contended that some of the institution's setbacks are the consequence of undermining, and a lack of, such values.

"One of the leaders noted that their experience dealing with huge groups of very diverse people had prompted them to adopt an enabling rather than restricting approach".

Given the setting of UL as a diverse institution, this is an effective approach. As these leaders have mentored many people in the past, they believe that their approach is centred on assisting others to attain their full potential in the institutional setting. This will help to capacitate and empower individuals to carry the institution forward when the current leaders have departed.

Some of the leaders base their leadership approach on their experiences in the departments that they lead. Their experiences, however, are not limited to the time when they were in positions of leadership, but also to the time when they were still subordinates, observing and analysing their superiors' leadership. This demonstrates that subordinates have been enlightened and empowered by their leaders' experiences to comprehend the complexities of being in a leadership position and learning how to best lead the institution.

“During the interview, one of the participants discussed how the loss of accreditation in one of their departments had influenced their leadership approach.”

They indicated that this element has contributed to them becoming more tolerant and patient in procedures and with their subordinates. This also taught them to be good listeners when there were suggestions or situations that necessitated a thorough understanding of the system.

### **5.5. The type of leadership for the transformation of the University of Limpopo (UL)**

The interviews emphasised the importance of how effective leaders should treat their subordinates. One of the university's executive members remarked:

“Academic freedom for the staff of the university is very important to create a good relationship between the leadership and the staff members, whereby staff should be treated with respect even in a situation where someone has done something wrong, it should be dealt with accordingly”.

This includes respecting an individual's rights and opportunity to express themselves, even if they disagree with them. It is sickening to experience instances in which some people are mistreated based on disciplinary hearings at times within the university.

The institution is more likely to undergo a positive transformation if the leadership shifts from an autocratic style of leadership to a more transformative style of leadership that emphasises aspects of individual consideration. This allows staff members to have a say on matters that affect them, allowing everyone to collaborate and make better, more logical decisions. When employees are treated with respect and dignity, it is simpler to keep them and they are more productive. Respect is one of the most crucial aspects of any working environment; one must respect themselves first, then their colleagues, at all times, regardless of the circumstances, in order for professionalism to persist in the organisation. Ill-treatment discourages team members from performing to their full potential, especially when it comes from the leadership. However, university leadership will invariably be chastised and aggressively opposed to the decisions and approaches chosen on a specific issue. As a result, institutional leaders should listen to what others have to say in order to make an objective evaluation of what is the best course of action in the institution's best interests.

One of the executive leadership remarked that one of his greatest strengths is his interpersonal skills.

“The ability to connect with people, specifically with the students and staff”.

Demonstrating a human side is a key component of academic leadership. The need to engage the people in the institution's intentions and activities will ensure that transformational programmes are effective. Regular meetings between the executive management and the Student Representative Council are recognised as one of the practises that demonstrate the institution's connection between the concerned parties. This includes strategic meetings about the institution's future as well as understanding how students conduct themselves.

Some of the leaders stated that their aim is to help produce future leaders from their followers so that they can carry on the legacy that they have established. This is to ensure that the institution's vision is realised. This can be achieved by paying close attention to "the voices of the followers and their advice accordingly." Therefore, it is one of the most important factors in achieving effective institutional transformation.

One of the university's leaders stated, "One thing that has struck them is that our institution, which has been in existence for over a half-century, has produced some of the most outstanding leaders in politics, business, culture, and other fields." Many of

the leaders were South Africans, with others hailing from other African countries. However, if you look at the university's immediate surroundings, you would rarely perceive its impact, except in a limited sense. While we can and should take pride in its remarkable achievements, despite all odds placed before it by apartheid, it seems shameful, indeed unacceptable, that we have made a limited impact on our immediate surroundings. Something must be done about this.” Despite the challenging hurdles, the emphasis is on driving the institution to implement solutions that would assist generate a larger influence on society. The presumption is that the institution has the potential to have a greater impact on society.

## **5.6. Conclusion**

The data collected was used to generate the analysis and interpretation. A detailed discussion of the data was made in order to draw conclusions from the study. The information presented above offered a clear knowledge and interpretation of how the effect of leadership on HDUs transformation is perceived in the context of the UL.



## **CHAPTER 6: SUMMARY OF FINDINGS, RECOMMENDATIONS AND CONCLUSION**

### **6.1. Introduction**

The study explored the effect of leadership within historically disadvantaged institutions, notably higher education institutions. The emphasis was on these institutions' transformative leadership. The study's conclusions were drawn using a case study of the University of Limpopo. An analysis and interpretation of data was extracted from existing literature as well as key informants, which are the University of Limpopo's leadership, including the university's executive and SRC. Data from staff members who report to the institution's leadership was also collected to support the arguments made by the information obtained from the institution's leadership.

### **6.2. Summary of Findings**

The top leadership is responsible for serving on the executive management committee and influencing executive decisions in order to guide the institution through the transformation process toward the predetermined vision. The university, over the past years has been going through a transformational phase. Different leadership approaches prevailed and the institutional transformation process has had its pros and cons. The leadership has had a great deal of an effect in the transformation of the university. The summary of these findings below is based on the objectives of the study.

#### **6.2.1. Types, values and qualities of leadership at University of Limpopo**

In the executive leadership of the institution, a blend of three types of leadership approaches prevailed, including transactional, transformational, and autocratic leadership, though the qualities of a transformational approach dominated. However, literature on previous studies conducted on the topic in the past emphasised on the leaders of the institution exerting a more directive approach as compared to the current state. Nonetheless, despite the current domination of a transformative form of leadership by the leaders, data from some of the staff members revealed that some of their leaders exercised an authoritarian or directive leadership approach. According to the study, a good leader is somebody who knows the ins and outs of their institution,

which includes departments, staff, students, and everything else that is a part of the university.

The current leaders are focused on providing direction, support, and launching initiatives that provide a clear vision for their respective departments as well as the institution as a whole. However, in previous studies authors argued that there was lack of sufficient support from the leaders. Therefore, this is a complete turnaround of focus from the current leadership. Their goal is to provide strategic direction and guidance on various university goals, as well as to boost morale.

The study also found that leaders from different subdivisions use different leadership approaches to manage their departments. The employees expressed different views and opinions on their leaders. The data revealed that both positive and negative critiques on the leadership approaches adopted by the executive prevailed. This remain consistent over the years since it has also been highlighted by previous researchers on leadership approaches in different subdivisions of the institution.

The Vice-Chancellor of the University of Limpopo is one of the few in the country who can make an exception to the 'open door policy,' allowing students and staff members to visit and have a meeting or discussion with the VC about any concerns that impact them and the university. This leadership style has fostered openness, transparency, faster communication, and room for more innovative ideas.

The study also discovered that female executives have a more transformational leadership style; nevertheless, the executive management structure only has a few women who are represented on it, and there are more males than females who hold leadership roles. This highlights how male executives continue to dominate institutions, and how little has changed in this regard.

### **6.2.2. The pros and cons of the institutional transformation**

Some of the institution's transformational goals have been achieved; nevertheless, the challenge is that the transformation is a lengthy process. HDUs, in particular, have been in a transformational phase for over two decades, and they have yet to complete their overall transformation agenda.

The study found that the transformation of the University of Limpopo was not an easy process that it required multiple factors to be considered, including the fact that it is a

'HDU' that mostly accommodates underprivileged communities. It aims to initiate community engagement programmes that will benefit the people, but the institution is currently struggling to acquire adequate resources to have an even greater impact on society.

### **6.2.3. The evolution of the institution**

According to the findings of the study, the institution has gone through a number of transformational processes in past years. This includes renaming the institution (from the University of the North to the University of Limpopo); integrating the university with other institutions (such as the merger and demerger of the UL Turfloop Campus and the MEDUNSA Campus); infrastructure developments (new labs, lecture halls, student accommodation, communication networks, and sport facilities); and establishing and expanding new campuses (TGSL). In addition, the institution saw a growth in research outputs and community engagement activities; new programme offerings; curriculum redevelopment; student intake and graduate output; the production of top leaders in the country; and participation in movements (such as the Black Consciousness Movement).

The university's leadership has charted a course for the institution's and society's future, albeit there is still much work to be done in terms of developing effective and robust systems, processes, and organisational culture. Then and only then can it be completely stated that the institution's vision is providing a clear direction to the entire organisation and its staff members.

The SRC has played a significant role in the transformation of the institution. The movements and initiatives over the past years has seen changes take place in the structure of the university and how they conduct their affairs. The SRC together with a few other leaders have fought for both the institution and student rights. The preceding councils influenced the current SRC's leadership approach. Their aim is to carry the legacy of trying to transform the institution moving forward.

### **6.2.4. The effect of leadership on the transformation of the institution**

The vision established by the leadership guides the transformation of an institution or organisation. Leadership creates a vision for a specific institution, and at the University of Limpopo, a vision was created for the sole purpose of guiding the transformation.

The aim is to have a direction and a roadmap for where the institution intends to be in the future. Today, some of the executive committees' decisions have resulted in the expansion of the university's facilities (such as the construction of new labs and accommodation), new programme offerings (such as the introduction of a medical programme following the university's demerger strategy), new research contracts, and more community engagement programmes.

According to the findings of the study, the dominance of transformative leadership qualities adds greatly to the executives' innovative abilities to transform and improve their departments and the university as a whole. Despite the dominance of a transformational leadership approach, certain members of the leadership continue to take an authoritarian outlook, preventing subordinates from participating and contributing ideas that may be required to help address the transformative objectives.

Another significant finding of the study is that allowing staff members academic freedom would help in the development of a positive relationship between the leadership, subordinates, and the institution. This will prevent staff members from being mistreated and also allow staff members to have a say in things that concern them as well as those that contribute to the institution's objectives. The study also found that several of the institution's successful major projects and programmes resulted from the leadership's ability to allow contributions from staff and students. This took the form of proposals presented to the leadership, as well as listening to the university community's advice and opinions.

### **6.3. Recommendations and Conclusion**

The position of leading a large institution comes with a lot of authority, and the leadership has the power to exploit that influence, such as misusing the university's money and resources. It is essential that the university's leadership be not swayed by the prospect of acquiring and displaying valuables. These kinds of events and practices tend to weaken leadership. The leadership should be transparent, share resources with its subordinates, and empower them. This can be done by ensuring that the general university community is part of meetings and allowing them in the decision making processes, sharing of ideas in matters concerning the institution. The leadership should prioritize and implement projects that benefit majority rather than

just focusing on projects that are only directed on specific departments or small sections of the institution and neglecting others.

Equality is a key pillar of transformation in the new democratic regime. It is critical to establish a balance in the leadership structure, with a particular focus on gender equality. Women's empowerment should be promoted to increase the number of women in executive positions beyond the few at present. This is to ensure a more effective leadership structure with no single cluster dominating. This can be done by ensuring that the institutions policy on executive management positions state that there should be an equal number of male and female representative in the structure.

The institution's leadership should be able to take measures to monitor and visit the various departments inside the university to gather more information from the ground up. This entails listening to the needs of students and staff, understanding the processes and methods utilised within the different departments, identifying areas for development, recognising good performance, inspiring and guiding everyone.

The leadership should guarantee that the people affected by the transformation are included in the decision-making process so that they may better comprehend the institution's objectives and vision. This will make the transformation process easier and faster since the subordinates will have a clear grasp of what is required and where to go in terms of their operations, allowing them to fulfil their duties in a way that is aligned with the vision.

If the university is to be transformed into an institution that satisfies the needs of society and the economy of the country, the university leadership must adopt a full transformational leadership style. To strengthen the institutional structure, strategy, and values, the leadership must engage in excessive transformational activities and decision-making. This can be done by mentioning that the requirements for the leadership position to be occupied, one must have and practice the aspects of idealized influence, inspirational motivation, intellectual stimulation, and individual consideration amongst their subordinates.

To establish where the institution wants to be in terms of leadership in academia in the future, the institution must first clearly articulate a strategy for where the university want the institution to be in a broader context, such as the role of the university in

society. Only then can the university be able to define the leadership required to get there. The current university leadership and community must conduct a workshop and develop a strategic plan and policy that justifies how the structure of the leadership should be and define their roles.

The institution's leadership should be able to motivate its subordinates to strive towards realising the vision. A lack of vision in leadership cannot be considered leadership, but rather a management. Effective leadership is required to restructure and redress the inequities of the past in an institution like the University of Limpopo, which has a history of underdevelopment and privilege. As a result, the vision must be revised to align with the goals of transforming and changing the institution.

#### **6.4. Concluding Remarks**

In conclusion, the study has managed to answer the research questions through the findings. The study's findings clearly show that effective leadership is a key factor in attaining the institution's transformational goals. According to literature, an autocratic leadership approach prevailed in the past, but the study results now show that there has been a shift toward a transformational leadership style. The institution's leadership is on the verge of pursuing the vision through the transformational programmes and activities that are being undertaken. However, despite the institution's progress and a large number of ideas and work done by the leadership, the institution still has a long way to go in realising its vision. The leadership needs to be somewhat redefined to facilitate optimal transformation. The systems and programmes must also be reviewed and implemented efficiently.

## List of References:

- Adserias, R.P., Charleston, L.J. & Jackson, J.F. (2017). What style of leadership is best suited to direct organizational change to fuel institutional diversity in higher education? *Race Ethnicity and Education*, 20(3): 315-331.
- Afolabi, O.S. & Omal, F. (2020). Institutional transformation and stakeholders engagement for quality Management model in African higher education. In N. Baporikar, O.S. Afolabi, R. Bhatti, D. Brijlall, E. Burdenko, S.B. Clavijo-Olmos, M. Deshpande, T. Dieguez, E. Dumbu, M. Dzingirai & H.A. Idowu. *Quality Management Implementation in Higher Education: Practices, Models, and Case Studies*. United States of America: IGI Global. pp. 217-239.
- Agasisti, T. & Longobardi, S. (2014). Inequality in education: Can Italian disadvantaged students close the gap? *Journal of Behavioral and Experimental Economics*, 52(1): 8-20.
- Aithal, P.S. (2015). How an effective leadership and governance supports to achieve institutional vision, mission and objectives. *International Journal of Multidisciplinary Research and Development*, 2(5): 154-161.
- Amah, O.E. (2019). African leadership process in the development of globalisation. In *Globalisation and Leadership in Africa* (pp. 55-74). Palgrave Pivot, Cham.
- Amirul, S. H. & Daud, H. N. (2012). A study on the relationship between leadership styles and leadership effectiveness in Malaysian GLCs. *European Journal of Business and Management*, 4(8): 193-201.
- Anthony, E.L. (2017). The impact of leadership coaching on leadership behaviors. *Journal of Management Development*, 36(7): 930-939.
- Anthony, S.G. & Antony, J. (2017). Academic leadership – special or simple. *International Journal Productivity and Performance Management*, 66(5): 630-637.
- Antonakis, J. & Day, D. V. (2018). Leadership: Past, present, and future. In J. Antonakis & D. V. Day (Eds.). *The Nature of Leadership*. Washington DC: Sage Publications, Inc. pp. 3–26.
- Antonelli, C. & Fassio, C. (2016). Academic knowledge and economic growth: are scientific fields all alike? *Socio-economic Review*, 14(3): 537-565.

- Arnolds, C.A., Stofile, R.N. & Lillah, R. (2013). Assessing the outcomes of the higher education mergers in South Africa: implications for strategic management. *Acta Commercii*, 13(1): 175-185.
- Avolio, B.J. (1999). Re-examining the components of transformational and transactional leadership using the Multifactor Leadership Questionnaire. *Journal of Occupational & Organisational Psychology*, 72(4): 441-462.
- Azad, N., Anderson, H.G., Brooks, A., Garza, O., O'Neil, C., Stutz, M.M. & Sobotka, J.L. (2017). Leadership and management are one and the same. *American Journal of Pharmaceutical Education*, 81(6): 1-5.
- Barker, C.M. (2000). *Liberal Arts Education for a Global Society*. New York: Carnegie Corporation of New York.
- Basgier, C. & Simpson, A. (2020). Trouble and transformation in higher education: identifying threshold concepts through faculty narratives about teaching writing. *Studies in Higher Education*, 45(9): 1906-1918.
- Bass, B.M. (1985). *Leadership and Performance*. New York. Free Press.
- Bass, B.M. & Avolio, B. J. (1993). *Transformational leadership: A response to critiques*. In M. M. Chemers & R. Ayman (Eds.). *Leadership Theory and Research: Perspectives and Directions*. Washington DC: Academic Press. pp. 49–80.
- Bass, B.M. & Bass, R. (2009). *The Bass Handbook of Leadership: Theory, Research, and Managerial Applications*. New York: Simon and Schuster.
- Bass, B.M. & Riggio, R.E. (2010). The transformational model of leadership. In G.R. Hickman. *Leading Organizations: Perspectives for A New Era*. Washington DC: Sage Publications, Inc. 2 pp.76-86.
- Bass, B.M. & Riggio, R.E. (2006). *Transformational Leadership*. London: Psychology Press.
- Bayanova, A.R., Vodenko, K.V., Sizova, Z.M., Chistyakov, A.A., Prokopyev, A.I. & Vasbieva, D.G. (2019). A Philosophical view of organizational culture policy in contemporary universities. *European Journal of Science and Theology*, 15(3): 121-131.



- Bejinaru, R. (2017). Universities in the knowledge economy. *Management Dynamics in the Knowledge Economy*, 5(2): 251-271.
- Berg, C.H. & Jarbur, C. (2014). *Leadership and Leadership Development in Academia*. Belgium: CESAER HR Conference.
- Bhatti, N., Maitlo, G.M., Shaikh, N., Hashmi, M.A. & Shaikh, F.M. (2012). The impact of autocratic and democratic leadership style on job satisfaction. *International Business Research*, 5(2):192-201.
- Bisbee, D.C. (2007). Looking for leaders: Current practices in leadership identification in higher education. *Planning and Changing*, 38(1): 77-88.
- Booi, M., Vincent, L. & Liccardo, S. (2017). 'If it ain't broke, don't fix it': Challenges facing institutional transformation of historically white South African universities. *African Sociological Review/Revue Africaine de Sociologie*, 21(1): 2-19.
- Braun, S., Peus, C., Frey, D. & Knipfer, K. (2016). Leadership in academia: Individual and collective approaches to the quest for creativity and innovation. In C. Peus, S. Braun & B. Schyns (Eds.). *Leadership lessons from compelling contexts*. United Kingdom: Emerald Group Publishing Limited. pp. 349-365.
- Braun, S., Peus, C., Weisweiler, S. & Frey, D. (2013). Transformational leadership, job satisfaction, and team performance: A multilevel mediation model of trust. *The Leadership Quarterly*, 24(1): 270-283.
- Breetzke, G.D. & Hedding, D.W. (2020). The changing and challenging research landscape in South Africa. *Studies in Higher Education*, 45(11): 2245-2259.
- Brown, J. & Kurzweil, M. (2016). *Institutional Transformation for Student Success: Lessons Learned from Ithaca S+ R's Case Studies*. New York: Ithaca S+R.
- Burns, J.M. (1978). *Leadership*. New York: Harper & Row.
- Byrd, W.C., Luney, L.T., Marie, J. & Sanders, K.N. (2019). Demanding attention: An exploration of institutional characteristics of recent student demands. *Journal of Diversity in Higher Education*. 14(1): 25–36.
- Cawood, R., Roche, J., Ong, A., Sharma, D., Mulder, A. & Jones, L. (2018). Can the universities of today lead learning for tomorrow? The University of the Future. *Ernst &*

Young Australia. <http://www.ey.com/au/en/industries/government---public-sector/ey-university-of-the-future-2030> [Date Accessed: 10 July 2020].

Chan, C.K., Fong, E.T., Luk, L.Y. & Ho, R. (2017). A review of literature on challenges in the development and implementation of generic competencies in higher education curriculum. *International Journal of Educational Development*, 57: 1-10.

Chaudhry, A.Q. & Javed, H. (2012). Impact of transactional and laissez faire leadership style on motivation. *International Journal of Business and Social Science*, 3(7): 258-264.

Chipunza, C. & Gwarinda, S.A. (2010). Transformational leadership in merging higher education institutions: a case study. *SA Journal of Human Resource Management*, 8(1): 1-10.

Cho, Y., Shin, M., Billing, T.K. & Bhagat, R.S. (2019). Transformational leadership, transactional leadership, and affective organizational commitment: a closer look at their relationships in two distinct national contexts. *Asian Business & Management*, 18(3): 187-210.

Cini, L. (2019). The 2015 Student Mobilizations in South Africa. Contesting Post-Apartheid Higher Education. *Partecipazione e conflitto*, 12(1): 43-70.

Clarke, N. (2018). *Relational Leadership: Theory, Practice and Development*. London: Routledge.

Cloete, N. (2016). *Free higher education: Another self-destructive South African policy*. Cape Town: Centre for Higher Education Trust.

Cloete, N. & Moja, T. (2005). Transformation tensions in higher education: equity, efficiency, and development. *Journal of Social Research*, 72(3): 693-722.

Cloete, N., Bunting, I. & Bailey, T. (2018). Fort Hare at its centenary: University functions in post-apartheid South Africa. *Development Southern Africa*, 35(5): 611-625.

Connell, R. (2019). *The good university: What universities actually do and why it's time for radical change*. United Kingdom: Zed Books Ltd.

Cote, R. (2017). A comparison of leadership theories in an organizational environment. *International Journal of Business Administration*, 8(5): 28-35.

Council on Higher Education (CHE). (2016a). *South African Higher Education Reviewed: Two Decades of Democracy*. Pretoria: Council on Higher Education.

Council on Higher Education (CHE). (2016b). *Reflections of South African University Leaders, 1981 to 2014*. Cape Town: African Minds & Council on Higher Education.

Covelli, B.J. & Mason, I. (2017). Linking theory to practice: Authentic leadership. *Academy of Strategic Management Journal*, 16(3): 1-10.

De Cremer, D., (2006). Affective and motivational consequences of leader self-sacrifice: The moderating effect of autocratic leadership. *The Leadership Quarterly*, 17(1): 79-93.

Deluga, R.J. (1990). The effects of transformational, transactional, and laissez faire leadership characteristics on subordinate influencing behavior. *Basic and Applied Social Psychology*, 11(2): 191-203.

Department of Education (1996). Green Paper on Higher Education. Pretoria: Government Printer.

Department of Education. (1997). Higher Education Act, No 101 of 1997. Pretoria: Government Printers.

Department of Education. (2001). National Plan for Higher Education. Pretoria: Government Printers.

Dinh, J.E., Lord, R.G., Gardner, W., Meuser, J.D., Liden, R.C., & Hu, J. (2014). Leadership theory and research in the new millennium: Current theoretical trends and changing perspectives. *The Leadership Quarterly*, 25: 36-62.

Dinh, N.B.K., Caliskan, A. & Zhu, C. (2020). Academic leadership: Perceptions of academic leaders and staff in diverse contexts. *Educational Management Administration & Leadership*, 1-21.

Eagly, A.H., Johannesen-Schmidt, M.C. & Van Engen, M.L. (2003). Transformational, transactional, and laissez-faire leadership styles: a meta-analysis comparing women and men. *Psychological Bulletin*, 129(4): 569-591.

- Enemuo, J.C. (2019). Africa and Leadership in the World of Change. *Journal of African Studies and Sustainable Development*, 1(4): 69-75.
- Farhan, B.Y. (2018). Application of path-goal leadership theory and learning theory in a learning organization. *Journal of Applied Business Research (JABR)*, 34(1): 13-22.
- Ford, J. & Harding, N. (2018). Followers in leadership theory: Fiction, fantasy and illusion. *Leadership*, 14(1): 3-24.
- Francis, S., Lewis, J., Fredericks, B. & Johnson, B. (2020). Humanity, expectations, access and transformation (HEAT): revisiting South African higher education entrance assessment in a postcolonial context. *Studies in Higher Education*, 45(9): 1786-1796.
- Gastil, J. (1994). A meta-analytic review of the productivity and satisfaction of democratic and autocratic leadership. *Small Group Research*, 25(3): 384-410.
- Germain, J. (2017). Reflections on Leadership: Theory, Experience, and Practice: National Association for Kinesiology in Higher Education 36th Dudley Allen Sargent Commemorative Lecture 2017. *Quest*, 69(2): 169-176.
- Gleason, N.W. (2018). *Higher Education in the Era of the Fourth Industrial Revolution*. Singapore: Springer Nature.
- Golant, B. D., Sillince, J. A. A., Harvey, C. & Maclean, M. (2015). Rhetoric of stability and change: the organizational identity work of institutional leadership. *Human Relation*, 68(4): 607-631
- Goldman, G.A. & Van Tonder, C. (2006). The University of Johannesburg merger: academics experience of the pre-merger phase. *Acta Commercii*. 6(1): 147-161.
- Govinder, K.S., Zondo, N.P. & Makgoba, M.W. (2013). A new look at demographic transformation for universities in South Africa. *South African Journal of Science*, 109(11/12): 1-11.
- Gravett, K., Kinchin, I.M. & Winstone, N.E. (2020). 'More than customers': conceptions of students as partners held by students, staff, and institutional leaders. *Studies in Higher Education*, 45(12): 2574-2587.
- Harris, A. & Jones, M. (2018). The dark side of leadership and management. *School Leadership & Management*, 38(5): 475-477.

Hancock, L. & Nuttman, S. (2014). Engaging higher education institutions in the challenge of sustainability: sustainable transport as catalyst for action. *Journal of Cleaner Production*, 62: 62-71.

Hazelkorn, E. ed. (2016). *Global Rankings and the Geopolitics of Higher Education: Understanding the Influence and Impact of Rankings on Higher Education, Policy and Society*. London and New York: Routledge.

Hiller, N.J. & Beaubesne, M.M. (2014). Executive leadership: CEOs, top management teams, organisational-level outcomes. In D.V. Day (Ed.), *The Oxford Handbook of Leadership and Organizations*. New York: Oxford University Press. pp. 556-588.

House, R.J., (1996). Path-goal theory of leadership: Lessons, legacy, and a reformulated theory. *The Leadership Quarterly*, 7(3):323-352.

Huang, X., Iun, J., Liu, A. & Gong, Y., (2010). Does participative leadership enhance work performance by inducing empowerment or trust? The differential effects on managerial and non-managerial subordinates. *Journal of Organizational Behavior*, 31(1): 122-143.

Ismail, M., Mustafa, E. & Mustafa, G. (2015) Managing diversity in higher education: USAFA case. *Social and Behavioral Sciences*, 195: 72-81.

James, C., Crawford, M. & Oplatka, I. (2018). An affective paradigm for educational leadership theory and practice: connecting affect, actions, power and influence. *International Journal of Leadership in Education*, 22(5): 617-628.

Jensen, U.T., Andersen, L.B., Bro, L.L., Bøllingtoft, A., Eriksen, T.L.M., Holten, A.L., Jacobsen, C.B., Ladenburg, J., Nielsen, P.A., Salomonsen, H.H. & Westergård-Nielsen, N., (2019). Conceptualizing and measuring transformational and transactional leadership. *Administration & Society*, 51(1): 3-33.

Johnson, G., Dempster, N. & Wheelley, E. (2016). Distributed leadership: Theory and practice dimensions in systems, schools, and communities. In G. Johnson & N. Dempster (Eds.). *Leadership in Diverse Learning Contexts*. Switzerland: Springer, Cham. pp. 3-31.

Johnston, K.V. (2019). A dynamical systems description of privilege, power and leadership in academia. *Nature Astronomy*, 3(12): 1060-1066.

Kalargyrou, V., Pescosolido, A.T. & Kalargiros, E.A. (2012). Leadership skills in management education. *Academy of Educational Leadership Journal*, 16(4): 39-63.

Karodia, A. M., Shaikh, A. & Soni, D. (2015). The South African universities post-merger mess: problems and challenges of transformation. *Mediterranean Journal of Social Sciences*, 13(3): 326-343.

Khan, N. (2017). Adaptive or transactional leadership in current higher education: A brief comparison. *International Review of Research in Open and Distributed Learning*, 18(3): 178-183.

Kirkpatrick, S.A. & Locke, E.A. (1991). "Leadership: do traits matter?", *Academy of Management Executive*, 5(2): 48-60.

Koma, S.B. & Modumo, O.S. (2016). Whither Public Administration in South Africa? The Quest for Repositioning in the 21st Century. *Africa's Public Service Delivery & Performance Review*, 4(3): 482-487.

Kromydas, T. (2017). Rethinking higher education and its relationship with social inequalities: past knowledge, present state and future potential. *Palgrave Communications*, 3(1):1-12.

Lai, A. (2011). Transformational-transactional leadership theory. *AHS Capstone Projects*, Paper 17. [http://digitalcommons.olin.edu/ahs\\_capstone\\_2011/17](http://digitalcommons.olin.edu/ahs_capstone_2011/17) [Date Accessed: 25 March 2018].

Lange, L. (2020). Transformation Revisited: Twenty Years of Higher Education Policy in South Africa. In I. Rensburg, S. Motala & M. Cross (Eds.). *Transforming Universities in South Africa*. Brill Sense. pp. 39-59. [https://doi.org/10.1163/9789004437043\\_003](https://doi.org/10.1163/9789004437043_003) [Date Accessed: 25 January 2021].

Laursen, S.L. & De Welde, K. (2019). The changer and the changed: Evolving theories and practices of change in ADVANCE calls for institutional transformation. *Equality, Diversity and Inclusion: An International Journal*, 38(2): 140-159.

Leal Filho, W., Raath, S., Lazzarini, B., Vargas, V.R., De Souza, L., Anholon, R., Quelhas, O.L.G., Haddad, R., Klavins, M. & Orlovic, V.L. (2018). The role of

transformation in learning and education for sustainability. *Journal of cleaner production*, 199: 286-295.

Li, G., Liu, H. & Luo, Y. (2018). Directive versus participative leadership: Dispositional antecedents and team consequences. *Journal of Occupational and Organizational Psychology*, 91(3): 645-664.

Liu, S. (2016). Quality assurance and institutional transformation. *Higher Education in Asia: Quality excellence and governance*. Singapore: Springer.

Lowman, R.L. (2010). Leading the 21st-century college and university: Managing multiple missions and conflicts of interest in higher education. *The Psychologist-Manager Journal*, 13(4): 237-243.

Luvalo, L.M. (2019). Relationship between transformation and institutional culture. *South African Journal of Higher Education*, 33(1): 184-199.

Ly, N.B. (2020). Cultural Influences on Leadership: Western-Dominated Leadership and Non-Western Conceptualizations of Leadership. *Sociology and Anthropology*, 8(1): 1-12.

Mahlangu, M.T. (2019). *The role of student leadership in institutional transformation at the University of Pretoria* (Doctoral dissertation, University of Pretoria). <https://repository.up.ac.za/handle/2263/76891> [Date Accessed: 06 September 2020].

Maja, B., Gwabeni, A. & Mokwele, P.A., (2006). The repositioning of two South African universities. *Nkomo, Swartz, and Maja*, 15-46.

Malabela, M. (2016). *We are Already Enjoying Free Education: Protests at the University of Limpopo (Turfloop). An analysis of the# FeesMustFall Movement at South African University*. Johannesburg: Centre for the Study of Violence and Reconciliation.

Male, T. & Palaiologou, I. (2019). Leadership: theory and practice. In T. Male & I Palaiologou. *Sustaining the Comprehensive Ideal*. London: Palgrave Pivot, Cham. pp. 53-70.

Maloş, R. (2012). THE MOST IMPORTANT LEADERSHIP THEORIES. *Annals of Eftimie Murgu University Resita, Fascicle II, Economic Studies*.

Mango, E. (2018). Rethinking leadership theories. *Open Journal of Leadership*, 7(1): 57-88.

Marsh, N.R. (1978). *Constructs of Power and Authority and their Attitudinal and Behavioral Outcomes: A Comparative Study of European and Polynesian First-line Supervisors*. United Kingdom: University of Bath.

Masemola, S.E. (2011). *Employee Turnover Intentions, Organisational Commitment and Job Satisfaction in a Post-merger Tertiary Institution: The Case of the University of Limpopo* (Doctoral dissertation, University of Limpopo (Turfloop Campus)). <http://hdl.handle.net/10386/484> [Date Accessed: 20 April 2018].

McCaffery, P. (2018). *The Higher Education Manager's Handbook: Effective Leadership and Management in Universities and Colleges*. London: Routledge.

McCleskey, J.A., 2014. Situational, transformational, and transactional leadership and leadership development. *Journal of Business Studies Quarterly*, 5(4): 117-130.

McPhail, C.J., (2019). Leadership teams and institutional transformation. In G.R. Boggs & C.J. McPhail (Eds.). *Team Leadership in Community Colleges*. California: Stylus Publishing. pp. 1-37.

Meier, D. (2016). Situational Leadership Theory as a Foundation for a Blended Learning Framework. *Journal of Education and Practice*, 7(10): 25-30.

Meric, I., Er, M. & Gorun, M. (2015). Managing diversity in higher education: USAFA case. *Procedia-Social and Behavioral Sciences*, 195: 72-81.

Metzger, M.C. (2020). *Convergence of Senior Administrators and Professional Employees: Case Studies of Institutional Transformation Via Convergent Hybrid Planned and Emergent Change* (Doctoral dissertation, University of Massachusetts Boston). <https://www.proquest.com/openview/922f6631d19c087accd6c6d0706a26c7/1?pq-origsite=gscholar&cbl=51922&diss=y> [Date Accessed: 10 January 2021].

Meuser, J.D., Gardner, W.L., Dinh, J.E., Hu, J., Liden, R.C. & Lord, R.G. (2016). A network analysis of leadership theory: The infancy of integration. *Journal of Management*, 42(2): 1374-1403.

Mohamad Karkouti, I. (2016). Professional leadership practices and diversity issues in the US higher education system: A research synthesis. *Education*, 136(4): 405-412.



- Mohuba, D.K. & Govender, K. (2016). The merger of historically disadvantaged tertiary institutions in South Africa: A case of the University of Limpopo. *Cogent Business & Management*, 3(1): 1-12.
- Montgomery, B.L. (2018). Pathways to transformation: institutional innovation for promoting progressive mentoring and advancement in higher education. *Susan Bulkeley Butler Center for Leadership Excellence and ADVANCE Working Paper Series*, 1: 10-18.
- Mouton, N., Louw, G.P. & Strydom, G.L. (2013). Present dilemmas and challenges of the South African tertiary system. *International Business and Economics Research Journal*, 12(3): 285-300.
- Mpungose, C.B. (2020). Beyond limits: Lecturers' reflections on Moodle uptake in South African universities. *Education and Information Technologies*, 25: 5033-5052.
- Muff, K., Liechti, A. & Dyllick, T. (2020). How to apply responsible leadership theory in practice: A competency tool to collaborate on the sustainable development goals. *Corporate Social Responsibility and Environmental Management*, 27(5): 2254-2274.
- Mukarromah, I., Mudjito, M. & Purbaningrum, E. (2019). The Effect of managerial skills (conceptual, human, and technical) of headmasters to the effectiveness of islamic senior high schools in jombang district. *International Journal for Educational and Vocational Studies*, 1(6): 539-544.
- Myatt, M. (2013). *A Crisis of Leadership-What's Next?* Forbes Media. <https://www.forbes.com/sites/mikemyatt/2013/10/10/a-crisis-of-leadership-whats-next/?sh=509a5f235000> [Date Accessed: 15 June 2019].
- Mzangwa, S.T. (2019). The effects of higher education policy on transformation in post-apartheid South Africa. *Cogent Education*, 6(1): 1-15.
- Nawaz, A & Khan, Z.A. (2016). Leadership theories and styles: A literature review. *Leadership*, 16(1): 1-7.
- Ndebele, N. (2007). Perspectives on leadership challenges in South Africa: educational perspective. *Perspectives in Education*, 25(1): 1-8.
- Ndebele, N. (2004). Higher education and political transition. *Izwi Voice of HE Leadership*, 2(2): 1-3.

- Ndebele, N.S. (1995). University research in South Africa amidst the uncertainties of transition. *South African Journal of Science*, 91(9): 419-420.
- Ndimande, B.S. (2013). From Bantu education to the fight for socially just education. *Equity & Excellence in Education*, 46(1): 20-35.
- Nkomo, M.O., Swartz, D. & Maja, B. eds. (2006). *Within the Realm of Possibility: From Disadvantage to Development at the University of Fort Hare and the University of the North*. South Africa: HSRC Press.
- Nkondo, G.M. (1976). *Turfloop Testimony: The Dilemma of a Black University in South Africa*. Ravan Press Ltd., PO Box 31134, Braamfontein, Transvaal, 2017, South Africa. <https://eric.ed.gov/?id=ED225415> [Date Accessed: 5 July 2018]
- Newfield, C. (2018). *The Great Mistake: How We Wrecked Public Universities and How We Can Fix Them*. California: Johns Hopkins University Press.
- Newman, L.S. (2020). Storytelling: An African Leadership Journey of Performance Improvement Innovation. In D.M. Van Tiem & N.C. Burns. *Cases on Performance Improvement Innovation*. New York: IGI Global. pp. 126-155.
- Northouse, P.G. (2013). *Leadership: Theory and Practice*. Washington DC: Sage Publications.
- Northouse, P.G. (2018). *Leadership: Theory and practice*. Washington DC: Sage publications.
- Noyoo, N. (2018). *The Political Economy of Student Protests in Post-Apartheid South Africa (Public lecture)*. Munich: Catholic University of Applied Sciences.
- Ntshoe, I.M. (2004). Higher education and training policy and practice in South Africa: impacts of global privatisation, quasi-marketisation and new managerialism. *International Journal of Education Development*, 24: 137-154.
- Odhav, K. (2009). South African post-apartheid higher education policy and its marginalisations: 1994-2002. *SA-Educ Journal*, 6(10): 33-57.
- Ogotu Ogola, M.G., Sikalieh, D. & Linge, T.K. (2017). The influence of individualized consideration leadership behaviour on employee performance in small and medium

enterprises in Kenya. *International Journal of Business and Social Science*, 8(2): 163-173.

Organisation for Economic Cooperation and Development (OECD). (2010). *Education at a Glance 2010*. Paris: OECD.

Oshagbemi, T. (2017). *Leadership and Management in Universities*. Berlin, Boston: De Gruyter.

Otieno, D. (2013). The role of universities in attaining vision 2030. *Elixir International Journal*, 64: 19156-19158.

Oxlund, B. (2010). Responding to university reform in South Africa: Student activism at the University of Limpopo. *Social Anthropology*, 18(1): 30-42.

Phillips, A.S. & Phillips, C.R. (2016). Behavioral styles of path-goal theory: An exercise for developing leadership skills. *Management Teaching Review*, 1(3): 148-154.

Pillay, N. & Bhorat, H. (2017). The National Student Financial Aid Schem (NSFAS) and the development of the higher education system in South Africa. *Labour Market Intelligence Partnership (LMIP) Report 29*. <http://hdl.voced.edu.au/10707/459463>. [Date Accessed: 27 June 2018].

Pokusaenko, M.A. & Volchik, V.V. (2019). Quality of higher education in the context of institutional change. *Journal of Economic Regulation*, 10(2): 121-131.

Quan, G.M., Corbo, J.C., Finkelstein, N.D., Pawlak, A., Falkenberg, K., Geanious, C., Ngai, C., Smith, C., Wise, S., Pilgrim, M.E. & Reinholz, D.L. (2019). Designing for institutional transformation: Six principles for department-level interventions. *Physical Review Physics Education Research*, 15(1): 1-22.

Rahman, N.A.A., Hussein, N. & Aluwi, A.H. (2015). Satisfaction on blended learning in a public higher education institution: What factors matter?. *Procedia-social and Behavioral Sciences*, 211: 768-775.

Randall, L.M. & Coakley, L.A. (2007). Applying adaptive leadership to successful change initiatives in academia. *Leadership & Organization Development Journal*, 8(4): 325-335.

- Rasaki, E.O. & Abioye, A. (2018). "Human, conceptual and technical skills as determinants of preservation management in university libraries in Southern Nigeria", *Global Knowledge, Memory and Communication*, 67(1/2): 34-51.
- Rathmell, W.K., Brown, N.J. & Kilburg, R.R. (2019). Transformation to academic leadership: The role of mentorship and executive coaching. *Consulting Psychology Journal: Practice and Research*, 71(3): 141.
- Rehbock, S.K. (2020). Academic leadership: Challenges and opportunities for leaders and leadership development in higher education. In M. Antoniadou & M. Crowder. *Modern Day Challenges in Academia*. United Kingdom: Edward Elgar Publishing. pp. 252-264.
- Rensburg, I. (2020). Transformation of higher education in South Africa, 1995–2016: Current limitations and future possibilities. In I. Rensburg, S. Motala & M. Cross (Eds.). *Transforming Universities in South Africa*. Brill Sense. pp. 20-38. [https://doi.org/10.1163/9789004437043\\_003](https://doi.org/10.1163/9789004437043_003) [Date Accessed: 25 January 2021].
- Robinson, R. (2004). Pathways to completion: Patterns of progression through a university degree. *Higher Education*, 47(1): 1-20.
- Sadik, M., Marouf, H. & Khaleel, A.F. (2020). The Role of Strategic Planning in the Transformation of University's Education. *Qalaai Zanist Journal*, 5(2): 1214-1249.
- Samad, S. (2012). The influence of Innovation and Transformational Leadership on Organizational Performance. *Procedia Social and Behavioural Sciences*, 57: 486-493.
- Sarrico, C., Teixeira, P., Magalhães, A., Veiga, A., Rosa, M.J. & Carvalho, T. eds. (2016). *Global Challenges, National Initiatives, and Institutional Responses: The Transformation of Higher Education*. Netherlands: Sense Publishers.
- Shabdin, N.H., Abu, A., Mohamad, R.S., Selamat, A., Abdullah, M.S., Sulaiman, N.H.M., Hashim, N.F.M., Alwi, M.F.M., Ezanee, N.A.M. & Shabdin, M.K., (2020), 22 September. Leading Higher Institutional Transformation: Empowering Community Educational Engagement (CEE) through Internet of Things (IoT). In *International Conference on Student and Disable Student Development 2019 (ICoSD 2019)*. Atlantis Press. pp. 191-194.

Shackleton, L., Riordan, S. & Simonis, D. (2006). Gender and the transformation agenda in South African higher education. *Elsevier*, 29: 572-580.

Sharma, L. & SINGH, S.K., (2013). Characteristics of laissez-faire leadership style: a case study. *CLEAR International Journal of Research in Commerce & Management*, 4(3): 29-31.

Sibiya, H. (2017). Governance of the institutional leadership and student organisation interfaces in South Africa's Higher Education Institutions. *African Journal of Public Affairs*, 9(5): 190-199.

Skogstad, A., Einarsen, S., Torsheim, T., Aasland, M.S. & Hetland, H. (2007). The destructiveness of laissez-faire leadership behavior. *Journal of occupational health psychology*, 12(1): 80.

Smith, P. (2004). Curricular transformation: Why we need it. How to support it. *Change*, 36(1): 28-35.

Somech, A., (2005). Directive versus participative leadership: Two complementary approaches to managing school effectiveness. *Educational administration quarterly*, 41(5): 777-800.

Strayhorn, T.L. (2019). Sense of belonging and student success at historically black colleges and universities: A key to strategic enrolment management and institutional transformation. In S.L. Hinton & A.D. Woods. *Examining Student Retention and Engagement Strategies at Historically Black Colleges and Universities* United States of America: IGI Global. pp. 32-52.

Strielkowski, W. & Chigisheva, O. (2018). Social, economic, and academic leadership for sustainable development of business and education in the future: an introduction. In W. Strielkowski & O. Chigisheva. *Leadership for the Future Sustainable Development of Business and Education*. Switzerland: Springer, Cham. pp. 3-8.

Suransky, C. & Van der Merwe, J.C. (2016). Transcending apartheid in higher education: Transforming an institutional culture. *Race Ethnicity and Education*, 19(3): 577-597.

Talik, J. B. G. (2011). Financing higher education in Sub-Saharan Africa. *Africanus*, 41: 4-31.

Tasopoulou, K. & Tsiotras, G. (2017). Benchmarking towards excellence in higher education. *Benchmarking: An International Journal*, 24(3): 617-634.

The World Bank. (2014). *The World Bank Annual Report 2014*. Washington, DC: World Bank

Tsheola, J.P. & Nembambula, P. (2015). Governance and transformational leadership dilemmas for merged universities in democratic South Africa. *Bangladesh e-Journal of Sociology*, 12(1): 20-40.

Tyson, M., Orphan, C.M., Kiyama, J.M. & Nelson, C.A. (2020). Leveraging higher education departments to promote institutional change for equity and the public good. *Journal for the Study of Postsecondary and Tertiary Education*, 5: 39-55.

Underdal, A. (1994). Leadership theory. In I.W. Zartman (Eds.) *International Multilateral Negotiation—Approaches to the Management of Complexity*. San Francisco: Jossey-Bass. pp. 178-197.

United Nations Development Programme (UNDP). (2015). Overview of South Africa 2015. <http://www.worldbank.org.za> [Date Accessed: 29 June 2017].

University of Limpopo (UL) Annual Report. (2015). University of Limpopo: Annual Report - 2015. <https://www.ul.ac.za/index.php?Entity=UL%20Annual%20Reports> [Date Accessed: 30 march 2017].

University of Limpopo (UL) Annual Report. (2016). University of Limpopo: Annual Report - 2016. <https://www.ul.ac.za/index.php?Entity=UL%20Annual%20Reports> [Date Accessed: 1 April 2018].

University of Limpopo (UL) Annual Report. (2017). University of Limpopo: Annual Report - 2017. <https://www.ul.ac.za/index.php?Entity=UL%20Annual%20Reports> [Date Accessed: 30 June 2019]

University of Limpopo (UL) Annual Report. (2018). University of Limpopo: Annual Report – 2018. <https://www.ul.ac.za/index.php?Entity=UL%20Annual%20Reports> [Date Accessed: 8 November 2019].

Van der Merwe, J.C. & Van Reenen, D. (2016). Transformation and Legitimation in Post-apartheid Universities: Reading Discourses from 'Reitz'. Bloemfontein: Sun Press. *Journal of Student Affairs in Africa*, 4(2): 75-80.

- Walker, M. (2018). Dimensions of higher education and the public good in South Africa. *Higher Education, 76*(3): 555-569.
- Wergin, J.F. (2007). *Leadership in Place*. San Francisco: Jossey-Bass.
- Willis, S., Clarke, S. & O'Connor, E. (2017). Contextualizing leadership: Transformational leadership and Management-By-Exception-Active in safety-critical contexts. *Journal of Occupational and Organizational Psychology, 90*(3): 281-305.
- Valero, A. & Van Reenen, J. (2019). The economic impact of universities: Evidence from across the globe. *Economics of Education Review, 68*: 53-67.
- Van Straaten Theron, A. & Dodd, N.M. (2011). Organisational commitment in a post-merger situation. *SAJEMS, 14*(3): 333-345.
- Van Vugt, M., Jepson, S.F., Hart, C.M. & De Cremer, D., (2004). Autocratic leadership in social dilemmas: A threat to group stability. *Journal of Experimental Social Psychology, 40*(1): 1-13.
- Vinger, G. & Cilliers, F. (2006). Effective transformational leadership behaviours for managing change. *SA Journal of Human Resource Management, 4*(2): 1-9.
- Yang, I., (2015). Positive effects of laissez-faire leadership: conceptual exploration. *Journal of Management Development, 34*(10); 1246-1261.
- Yukl, G. (1999). An evaluation of conceptual weakness in transformational and charismatic leadership theories. *Elsevier Science Inc., 10*(2): 285-305.
- Yukl, G., (2006). *Leadership in Organization* (8th Ed.). Prentice Hall: Pearson Education, Inc.

**ANNEXURE A:**  
**CONSENT FORM**

**The Effect of Leadership on Transformation of Historically Disadvantaged  
Universities: The University of Limpopo Experiences**

Consent to take part in research

- ❖ I understand that even if I agree to participate now, I can withdraw at any time or refuse to answer any question without any consequences of any kind.
- ❖ I understand that I can withdraw permission to use data from my interview within two weeks after the interview, in which case the material will be deleted.
- ❖ I have had the purpose and nature of the study explained to me in writing and I have had the opportunity to ask questions about the study.
- ❖ I understand that I will not benefit directly from participating in this research.
- ❖ I agree to my interview being audio-recorded.
- ❖ I understand that all information I provide for this study will be treated confidentially.
- ❖ I understand that disguised extracts from my interview may be quoted in [dissertation, conference presentation and published papers].
- ❖ I understand that if I inform the researcher that myself or someone else is at risk of harm they may have to report this to the relevant authorities - they will discuss this with me first but may be required to report with or without my permission.
- ❖ I understand that I am free to contact any of the people involved in the research to seek further clarification and information.

Researcher's details:

Khotso Keletso Moikanyane

Master of Development (Planning and Management)

Email: [kdmoikanyane@gmail.com](mailto:kdmoikanyane@gmail.com) / [201315279@keyaka.ul.ac.za](mailto:201315279@keyaka.ul.ac.za)



Cell: 083 227 6210

Signature of research participant

I voluntarily agree to participate in this research study.

-----

**Signature of participant**

**Date**

Signature of researcher

I believe the participant is giving informed consent to participate in this study

-----

**Signature of researcher**

**Date**

**ANNEXURE B:**  
**PRE-ARRANGED INTERVIEW QUESTIONS FOR KEY INFORMANTS**  
**(EXECUTIVE MANAGEMENT AND SRC)**

**RESEARCH INTERVIEW QUESTIONS**

Master of Development Planning and Management Research Project

School of Economics and Management

Faculty of Management and Law

Research Project Title: The Effect of Leadership on Transformation of Historically  
Disadvantaged Universities: The University of Limpopo Experience

The leader's position at the institution \_\_\_\_\_

**Questions:**

- 1. What is your role as a leader?**
- 2. What are your leadership strengths?**
- 3. What are your leadership weaknesses?**
- 4. What past events most influenced your leadership approach?**
- 5. What were the critical points in your career?**
- 6. How has the institution changed throughout your career?**
- 7. What contributions do you want to make for the future of this institution?**
- 8. What are the characteristic behaviors and influences of a good leader?**

**ANNEXURE C:**

**RESEARCH QUESTIONNAIRE SURVEY FOR EXECUTIVE MEMBERS**

**RESEARCH QUESTIONNAIRE**

Master of Development Planning and Management Research Project

School of Economics and Management

Faculty of Management and Law

Research Project Title: The Effect of Leadership on Transformation of Historically Disadvantaged Universities: The University of Limpopo Experience

This questionnaire is meant to collect information from respondents that form part of the leadership of the University of Limpopo community. This research project is registered with the Department of Development Planning and Management in the School of Economics and Management at the University of Limpopo. The survey results will be used solely for academic purpose. No information will be used against any individual member and the community at large. Therefore, it is of outmost significance that you respond to the best of your knowledge.

Thank you!

## Section A: Demographic Profile

1. Age group. (Mark with an X)

<b>Under 18</b>	
<b>18 – 21</b>	
<b>22 – 25</b>	
<b>26 – 35</b>	
<b>36 - 55</b>	
<b>Above 55</b>	

2. Gender

<b>Male</b>	
<b>Female</b>	

3. Racial group

<b>African</b>	
<b>White</b>	
<b>Colored</b>	
<b>Indian</b>	

4. Highest Level of Qualification

<b>Matric Certificate</b>	
<b>Higher Certificate</b>	
<b>Diploma</b>	
<b>Degree</b>	
<b>Honors degree</b>	
<b>Masters</b>	
<b>PhD</b>	

5. Choose the position you hold in your organisation

<b>Vice-Chancellor</b>	
<b>Deputy Vice-Chancellor</b>	
<b>Registrar</b>	
<b>Dean (Executive Dean etc.)</b>	
<b>Director (Executive, Chief, Senior etc.)</b>	
<b>Head/Chairperson of Department</b>	

<b>Campus Head</b>	
<b>Other (Specify below this table)</b>	

6. Briefly provide your job description

---



---



---



---

7. Level of Experience in an executive position

<b>Less than 1 year</b>	
<b>1 – 2 years</b>	
<b>3 – 5 years</b>	
<b>6 – 10 years</b>	
<b>Above 10 years</b>	

## SECTION B: Leadership style

**INSTRUCTIONS:** This section provides a description of your leadership style. Twenty-one descriptive statements are listed below. Judge how frequently each statement fits you. The word ‘others’ may mean your followers, subordinates, clients, or group members.

**KEY:** Mark with a cross [X] to select the best option for each statement

**0** = Not at all **1** = Once in a while **2** = Sometimes **3** = Fairly often **4** = Frequently, if not always

<b>No.</b>	<b>Statements</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>1</b>	I make others feel good to be around					
<b>2</b>	I express with a few simple words what we could and should do					
<b>3</b>	I enable others to think about old problems in new ways					
<b>4</b>	I help others develop themselves					
<b>5</b>	I tell others what to do if they want to be rewarded for their work.					

<b>6</b>	I am satisfied when others meet agreed-upon standards					
<b>7</b>	I am content to let others continue working in the same ways always					
<b>8</b>	Others have complete faith in me					
<b>9</b>	I provide appealing images about what we can do					
<b>10</b>	I provide others with new ways of looking at puzzling things.					
<b>11</b>	I let others know how I think they are doing.					
<b>12</b>	I provide recognition/rewards when others reach their goals					
<b>13</b>	As long as things are working, I do not try to change anything.					
<b>14</b>	Whatever others want to do is OK with me					
<b>15</b>	Others are proud to be associated with me.					
<b>16</b>	I help others find meaning in their work.					
<b>17</b>	I get others to rethink ideas that they had never questioned before.					
<b>18</b>	I give personal attention to others who seem rejected					
<b>19</b>	I call attention to what others can get for what they accomplish					
<b>20</b>	I tell others the standards they have to know to carry out their work.					
<b>21</b>	I ask no more of others than what is absolutely essential					

Thank you for your participation and cooperation!

**ANNEXURE D:**  
**RESEARCH QUESTIONNAIRE SURVEY FOR STAFF MEMBERS**

**RESEARCH QUESTIONNAIRE**

Master of Development Planning and Management Research Project  
School of Economics and Management  
Faculty of Management and Law

Research Project Title: The Effect of Leadership on Transformation of Historically  
Disadvantaged Universities: The University of Limpopo Experience

This questionnaire is meant to collect information on the effect of leadership on transformation of historically disadvantaged universities: The University of Limpopo experience. This research project is registered with the Department of Development Planning and Management in the School of Economics and Management at the University of Limpopo. The survey results will be used solely for academic purpose. No information will be used against any individual member and the community at large. The responses will be kept strictly confidential; hence anonymity of the respondents is guaranteed, and you do not need to write your name on this questionnaire.

Thank you!

## Section A: Demographic Profile

**INSTRUCTIONS:** For questions where you must choose an option that best represent you, use a cross [X] to choose the correct box.

1. Age group.

<b>Under 18</b>	
<b>18 – 21</b>	
<b>22 – 25</b>	
<b>26 – 35</b>	
<b>36 - 55</b>	
<b>Above 55</b>	

2. Gender

<b>Male</b>	
<b>Female</b>	

3. Racial group

<b>African</b>	
<b>White</b>	
<b>Colored</b>	
<b>Indian</b>	

4. Highest Level of Qualification

<b>Matric Certificate</b>	
<b>Higher Certificate</b>	
<b>Diploma</b>	
<b>Degree</b>	
<b>Honours degree</b>	
<b>Masters</b>	
<b>PhD</b>	

5. Are you an academic or non-academic staff member?

<b>Academic</b>	
<b>Non-academic</b>	

6. Which faculty do you work for?

<b>Humanities</b>	
<b>Management and Law</b>	
<b>Science and Agriculture</b>	
<b>Health Sciences</b>	



7. Under which school are you employed

---



---

8. The position you hold in your department

<b>Tutor</b>	
<b>Junior Lecturer</b>	
<b>Lecturer</b>	
<b>Senior Lecturer</b>	
<b>Professorship</b>	

9. Employment category

<b>Permanent</b>	
<b>Part-Time</b>	
<b>Contract</b>	

10. Level of Experience

<b>Less than 1 year</b>	
<b>1 – 2 years</b>	
<b>3 – 5 years</b>	
<b>6 – 10 years</b>	
<b>Above 10 years</b>	

### Section B: The Leadership

**INSTRUCTIONS:** To complete the questionnaire, think of your Leader (Dean/Director) and his/her behaviour in his/her role as a leader. Then, using each of the items below, describe the behaviour by putting a cross [X] on the choice that, in your experience, most nearly describes how often your Leader successfully displays that particular behaviour.

I would describe my Leader as one who: **1 = Rarely, 2 = Sometimes, 3 = Often, 4 = Very Often**

<b>No.</b>	<b>I WOULD DESCRIBE MY LEADER AS ONE WHO</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>1</b>	Has visions and dreams of what can be.				
<b>2</b>	Has a desire to make something happen.				
<b>3</b>	Has a clear image of the future.				
<b>4</b>	Expresses enthusiasm for his/her future.				
<b>5</b>	Experiments, innovates, and takes risks to find new or better ways.				

<b>6</b>	Is willing to challenge the system.				
<b>7</b>	Lets people (empowers them to) do what they believe is right.				
<b>8</b>	Gets people involved in decisions that affect.				
<b>9</b>	Creates in others a sense of ownership in the organisation.				
<b>10</b>	Uses the word "we" constantly instead of "I".				
<b>11</b>	Enlists the support and assistance of others who have a stake in the vision.				
<b>12</b>	Involves others who must live with the results.				
<b>13</b>	Appeals to others' values, interests, hopes, and dreams.				
<b>14</b>	Strengthens people by giving power away, developing their competence, and assigning critical tasks to them				
<b>15</b>	Explains why she/he is doing what she/he is doing				
<b>16</b>	Knows his/her audience when speaking to them				
<b>17</b>	Talks about the principles or values behind decisions that are made.				
<b>18</b>	Communicates in ways that inspire and motivate others.				
<b>19</b>	Takes the time needed to explain fully what he/she is thinking.				
<b>20</b>	Sets the example by behaving in ways that are consistent with his/her stated values.				
<b>21</b>	Has a sense of self-determination and self-confidence.				
<b>22</b>	Keeps his/her own level of energy up high.				
<b>23</b>	Believes anything can be done; has a "can do" attitude.				
<b>24</b>	Is a model of persistence and perseverance.				
<b>25</b>	Maintains focus and constancy of purpose.				
<b>26</b>	Publicizes peoples' successes to all employees.				
<b>27</b>	Celebrates team accomplishments regularly.				
<b>28</b>	Genuinely cares about others.				
<b>29</b>	Celebrates victories.				

Thank you for your participation and cooperation!

**ANNEXURE E:**  
**ETHICAL CLEARANCE LETTER**



**University of Limpopo**  
**Department of Research Administration and Development**  
Private Bag X1106, Sovenga, 0727, South Africa  
Tel: (015) 268 3935, Fax: (015) 268 2306, Email: anastasia.ngobe@ul.ac.za

**TURFLOOP RESEARCH ETHICS COMMITTEE**  
**ETHICS CLEARANCE CERTIFICATE**

**MEETING:** 05 November 2019

**PROJECT NUMBER:** TREC/481/2019: PG

**PROJECT:**

**Title:** The Effect of Leadership on Transformation of Historically Disadvantaged Universities: The University of Limpopo Experiences.

**Researcher:** KK Moikanyane

**Supervisor:** Prof MP Sebola

**Co-Supervisor/s:** N/A

**School:** Economics and Management

**Degree:** Master of Development in Planning and Management

  
PROF P MASOKO  
**CHAIRPERSON: TURFLOOP RESEARCH ETHICS COMMITTEE**

The Turfloop Research Ethics Committee (TREC) is registered with the National Health Research Ethics Council, Registration Number: REC-0310111-031

- Note:**
- i) This Ethics Clearance Certificate will be valid for one (1) year, as from the abovementioned date. Application for annual renewal (or annual review) need to be received by TREC one month before lapse of this period.
  - ii) Should any departure be contemplated from the research procedure as approved, the researcher(s) must re-submit the protocol to the committee, together with the Application for Amendment form.
  - iii) PLEASE QUOTE THE PROTOCOL NUMBER IN ALL ENQUIRIES.