

**THE CHALLENGES OF WORKING AND STUDYING AT A SATELLITE
CAMPUS: A CASE STUDY OF THE RIVERSIDE CAMPUS OF THE
DURBAN UNIVERSITY OF TECHNOLOGY.**

Thesis presented for the degree of

DOCTOR OF TECHNOLOGY IN BUSINESS ADMINISTRATION

At the

DURBAN UNIVERSITY OF TECHNOLOGY

2014

DUMSILE CYNTHIA GUMEDE (HLENGWA)
MRT (UNIZULU); BA (HONS) (UNIZULU); PGDTE (UNISA); BPAED (UNIZULU)

APPROVAL

PROMOTER:

DR I. B. DLAMINI
PhD (Psychology); M. Admin (Industrial Psych); B.
Admin Hons (Industrial Psych); B. Admin UZ

DATE:

CO-PROMOTER:

DR R. W. D. ZONDO
D.Com (UZ); MBA (DUT); ABP (DUT)

DATE:

DECLARATION

I declare that this study:
THE CHALLENGES OF WORKING AND STUDYING AT A SATELLITE CAMPUS:
A CASE STUDY OF THE RIVERSIDE CAMPUS OF THE DURBAN UNIVERSITY
OF TECHNOLOGY,
unless specifically indicated to the contrary in the text, is my own work in both
conception and execution. All the sources of information that have been used or
quoted have been duly acknowledged by means of complete references.

Dumsile Cynthia Gumede

DATE

ACKNOWLEDGEMENTS

I am greatly indebted to the following people for inspiring me to conduct this study, promoting my work, providing valuable information and urging me to work hard to complete this project.

Tourism Advanced Strategic Management (ADVM401) class of 2009 for suggesting that I conduct a study of this nature with the aim of improving the working and learning conditions at the campus in question as well as other satellite campuses experiencing similar challenges;

The academic and administrative staff at the Riverside Campus for providing invaluable information during data collection;

Management of DUT for providing invaluable information that helped me develop the structure that could possibly improve the situation at the campus, other campuses of the university and other satellite campuses experiencing similar challenges;

Dr I.B. Dlamini and Dr R.W.D. Zondo for promoting this study and for standing at a distance to allow me to produce my own work;

The first and third year students of 2012 across all the programmes offered at the Riverside Campus for providing me with the much needed data without which the completion of this study would have been impossible.

DEDICATION

This study is dedicated to the following people who have inspired my life in different and indelible ways:

My late nephew Sanele Bonginkosi Mkhize for his love for life, dedication to his work, belief in me and constant motivation. He will always have a highway in my heart.

My late grandfather LIFA and grandmother NDOYI, I am just what they modeled and molded.

My mother for being the beacon of hope, for giving her life to all of us, for giving up her own joy to enable us to build our own lives. I love you mother!

My whole family for always being there for me, for understanding me even though I fail to understand myself most of the time, for not judging me even when I deserve it and for loving me unconditionally.

Ntokozo, my baby girl. I love you with all my heart for giving me an opportunity to be a mother.

Zibusiso (Zee) Hlongwane, I love you boy! You are a great gift and inspiration! God bless you always!

ABSTRACT

Universities are seen to be facing a turbulent storm of challenges, demands, environmental changes, and facilitated thrust in the midst of economic meltdown. The environments in which these institutions are operating are becoming increasingly tempestuous, and competitive which makes leadership crucial as they continuously interface with the local and wider environments. At its best leadership is proximate, contextual and distributed especially in the case of complex organisations like universities. Changes and institutional mergers that took place worldwide two decades ago diffused to the south of Africa as well. These mergers resulted in the formation of mega universities and universities with satellite or branch campuses. If the trend continues with branch campuses spreading even into foreign countries, it will lead to growth and even more leadership complexity.

This study was conducted in order to establish the challenges that are faced by staff and students at satellite campuses of universities using the Riverside Campus of the Durban University of Technology as a case study. Literature on leadership and management theories, leadership in higher education and organisational structures was reviewed in order to contextualise the study. A sample of the executive leadership of the university used as a case study was interviewed in order to determine their attitudes towards the current organisational structure. Data was also gathered from the academic and administrative staff at the satellite campus used for the study as well as first and third year students at the same campus using questionnaires.

This study is significant because it feeds into the year-long study that was initiated by the Leadership Foundation on Higher Education and conducted from 2010 and finished in July 2011 by the Hull University's Scarborough Campus that was aimed at determining the most effective relationship between the centre (mother campus)

and its satellite campuses, identifying tensions between the strategic and operational levels and making students' experience consistent. The whole project was undertaken to arrive at a better understanding of the challenges of managing two or more campuses with particular emphasis on strategic matters, organisation, leadership and management structures.

The study discovered that there were leadership challenges which were not unique to the university and campus used as a case study, but similar to those identified during literature review. Issues such as lack of leadership and strategic direction, diverse cultures, incomplete merger, isolation, inequitable distribution of resources and lack of development were identified as challenges that needed to be addressed. The study advances as original contribution the 'Radial Structure', which was greatly inspired by the natural movement, flow and distribution of energy and information in fractals. This structure ensures equity across all campuses irrespective of size and location. In the radial structure as suggested and implied by the name the corporate division is the source of energy in the form of vision, mission, goals, strategy, and resources which it disburses or radiates equitably across all the campuses. The corporate division is not attached to any campus, but it is a pole that provides an anchor for all the campuses. The energy or feedback is also radiated back to the corporate office from the campuses in the form of student fees, research output from staff and students, pass rates, information to aid decision-making and so on.

The relationship that was established between the radial structure and the regression model developed from the responses of the students and theory, was that each campus should be fully-equipped with all the services that the users require for the campus to be fit for purpose. The radial structure would also allow for student services to grow and develop as the campus grows. Like any organisational structure, the radial structure could be adjusted to suit the needs of any university with satellite campuses. The organisational structure would also have to be revisited and adjusted as the needs of the university change. In essence the structure is aimed at ensuring that there is no leadership vacuum at any of the satellite campuses of a university.

KEY CONCEPTS

RADIAL STRUCTURE
SATELLITE CAMPUS
PROTOTYPE
MANAGEMENT
LEADERSHIP
ORGANISATIONAL STRUCTURE

TABLE OF CONTENTS

CHAPTER	PAGE
TITLE PAGE	i
APPROVAL	ii
DECLARATION	iii
ACKNOWLEDGEMENTS	iv
DEDICATION	v
ABSTRACT	vi
KEY CONCEPTS	viii
CHAPTERS	ix
BIBLIOGRAPHY	xvi
LIST OF TABLES	xvii
LIST OF FIGURES	xx
APPENDICES	xxv

CHAPTER 1 INTRODUCTION AND ORIENTATION TO THE STUDY

1.1	Introduction	1
1.2	Background to the study	4
1.3	Rationale for the study	6
1.4	Contribution of the study	8
1.5	Research problem statement	8
1.6	Critical research questions	10
1.7	Research objectives	11
1.8	Research methodology	12
1.8.1	Research design	12
1.8.2	Case study	13
1.8.3	Target population	14
1.8.4	Sample selection	15

1.8.5	Data collection methods	15
1.8.5.1	Questionnaire	16
1.8.5.2	Interviews	17
1.8.6	Pilot study	18
1.8.7	Data analysis and interpretation	18
1.9	Scope and delimitation of study	19
1.10	The setting of the study	20
1.10.1	Historical background of the Durban University of Technology	21
1.10.2	Executive leadership team of DUT	21
1.10.3	Strategic goals and objectives of DUT 2009 – 2018	22
1.10.3.1	Vision, mission and core values of DUT	23
1.10.3.2	The goals and objectives of DUT	24
1.10.3.3	Student centredness at DUT	26
1.10.4	The campuses of DUT	27
1.10.5	The Riverside Campus of DUT	28
1.11	Limitations of the study	30
1.12	Definition of relevant terminology	31
1.12.1	University	31
1.12.2	Satellite campus	32
1.12.3	Management	32
1.12.4	Leadership	32
1.12.5	Prototype	33
1.12.6	Organisational structure	33
1.12.7	Model	34
1.13	Structure of the study	34
1.14	Discussion	37
1.15	Conclusion	37

CHAPTER 2 LITERATURE REVIEW – THE THEORIES UNDERPINNING THE STUDY

2.1	Introduction	39
2.2	Theoretical framework	40
2.2.1	Management and leadership theories	41
2.2.1.1	Systems and complexity theories	42
2.2.1.2	Chaos theory and leadership across a dispersed university	45
2.2.1.3	Proximity theory and leadership across a dispersed university	46
2.2.1.4	Adaptive leadership theory	47
2.2.1.5	Leadership within context	48
2.2.1.6	Rare total leadership	50
2.2.2	Managerial grid model	50
2.2.3	Principles of management and organisation	51
2.2.4	Organisational excellence	53
2.2.5	Organisational growth theories	54
2.2.5.1	Crisis and organisational growth model	55
2.2.5.2	The process of organisational growth model	56
2.3	What efficient management & effective leadership entail	58
2.3.1	Clarity of purpose and direction	59
2.3.2	Shaping the place and being shaped by the place	61
2.3.3	Giving a knowing and understanding ear	62
2.3.4	The E-V-R congruence	63
2.4	Discussion	64
2.5	Conclusion	65

CHAPTER 3 LITERATURE REVIEW – CHANGES IN THE HIGHER EDUCATION LANDSCAPE

3.1	Introduction	67
3.2	Higher education	68
3.2.1	Changes in higher education worldwide	68
3.2.2	Mergers and formation of mega universities	69
3.2.3	The rationale for the establishment of satellite campuses	69
3.2.4	Challenges associated with multi-campus and universities with satellite campuses worldwide	71
3.2.4.1	Leadership challenges	72
3.2.4.2	Service delivery challenges	75
3.2.4.3	Infrastructural challenges	77
3.3	Higher education in South Africa	78
3.3.1	Higher Education Act 101 of 1997 of South Africa	81
3.3.2	Notice 1196 of 1997 - Education White Paper 3: A Programme for the Transformation of Higher Education	82
3.3.3	The Green Paper for Post-school Education and Training 2012	84
3.3.4	Council on Higher Education	84
3.3.5	Audit report on the Durban University of Technology 2008	86
3.4	Discussion	88
3.5	Conclusion	89

4 CHAPTER 4 LITERATURE REVIEW – ORGANISATIONAL STRUCTURES FOR EFFECTIVE LEADERSHIP

4.1	Introduction	90
4.2	What are organisational structures?	91

4.2.1	Structure and strategy	93
4.2.2	Structure and size	94
4.2.3	Structure and the environment	94
4.2.4	Structure and technology	95
4.2.5	Structure and culture	95
4.2.6	Dynamic organisational structures	97
4.3	Developing an organisational structure that works	98
4.3.1	Dimensions of organisational structure	98
4.4	Organisational structures as drivers for strategy implementation	100
4.5	Towards a model for efficient management and effective leadership at satellite campuses	100
4.5.1	Model 1 – Satellite Model	102
4.5.2	Model 2 – Memorial University	103
4.5.3	Model 3 – University of KwaZulu-Natal	105
4.5.4	Model 4 – Amorphous design	106
4.6	Discussion	107
4.7	Conclusion	109

CHAPTER 5 RESEARCH DESIGN AND METHODOLOGY

5.1	Introduction	111
5.2	Research type	113
5.2.1	Research design	114
5.2.1.1	Qualitative and quantitative approaches	116
5.2.1.2	Case study design	117
5.3	Study population	119
5.3.1	Sampling frame	120
5.3.2	Sample size	122

5.4	Research variables	123
5.5	Data collection methods	124
5.5.1	Literature review	125
5.5.2	Questionnaires	126
5.5.2.1	Administration of questionnaires	127
5.5.3	Interviews	128
5.5.3.1	Procedure for the interviews	129
5.5.4	Pilot study	129
5.6	Data analysis and interpretation	131
5.6.1	Descriptive statistics	131
5.6.2	Inferential statistics	133
5.6.3	Interpretation and presentation of results	134
5.7	Ethical considerations	134
5.8	Discussion	135
5.9	Conclusion	136

6 CHAPTER 6 DATA PRESENTATION, ANALYSIS AND INTERPRETATION

6.1	Introduction	138
6.2	Data presentation and analysis	138
6.3	Executive leadership of the university – interviews	139
6.3.1	Theme 1 – The structure of the university	139
6.3.2	Theme 2 – Strategic direction	144
6.3.3	Theme 3 – Miscellaneous	146
6.4	Academic staff – questionnaire	152
6.4.1	The sample	152
6.4.2	The research instrument	152
6.4.2.1	Theme 1 – Biographical information	152
6.4.2.2	Theme 2 – Understanding and knowledge of the university	155

6.4.2.3	Theme 3 – Experience of the faculty and department	159
6.4.2.4	Theme 4 – Experience of the campus	170
6.5	Administrative staff – questionnaires	176
6.5.1	The sample	176
6.5.2	The research instrument	176
6.5.2.1	Theme 1 – Biographical information	176
6.5.2.2	Theme 2 – Understanding and knowledge of the university	179
6.5.2.3	Theme 3 – Experience of the directorate/department	182
6.5.2.4	Theme 4 – Physical resources on campus	190
6.6	Students – questionnaire	193
6.6.1	The sample	193
6.6.2	The research instrument	193
6.6.3	Reliability statistics	193
6.6.4	Factor analysis	194
6.6.5	Themes	195
6.6.5.1	Theme 1 – Biographical information	195
6.6.5.2	Theme 2 – Knowledge of the university	199
6.6.5.3	Theme 3 – Campus experience	207
6.7	Discussion	222
6.7.1	Original contribution	225
6.7.2	Emerging university structure: The radial structure – original	225
6.8	Conclusion	228

7 CHAPTER 7 CONCLUSION AND RECOMMENDATIONS

7.1	Introduction	230
7.2	Discussion of findings	230
7.3	Recommendations	234
7.4	Contribution of the study and future research	235

7.5	Limitations of the study	235
7.6	Conclusion	235
8	BIBLIOGRAPHY	237

LIST OF TABLES

TABLE	DESCRIPTION	PAGE
CHAPTER 1		
Table 1.1	The sub populations of study	14
CHAPTER 2		
Table 2.1	Fourteen principles of management	52
Table 2.2	Attributes of organisational excellence	53
CHAPTER 5		
Table 5.1	Research strategy framework	112
Table 5.2	Research paradigms used in the study	115
Table 5.3	The subpopulations of study	120
CHAPTER 6		
Table 6.1	Common sense of purpose across the university	141
Table 6.2	Ideas on the current university structure	142
Table 6.3	Feelings regarding the new model and structure to be advanced by the study	143
Table 6.4	Challenges of leading across a complex organisation	143
Table 6.5	The roles of the respondents within the university	144

Table 6.6	Direction of growth for the university	145
Table 6.7	Thoughts regarding physical visibility of executive leadership across the campuses	146
Table 6.8	Decentralisation of executive leadership to the midlands	147
Table 6.9	Questions and comments about the study	148
Table 6.10	Summary of responses in relation to research questions	150

ACADEMIC STAFF QUESTIONNAIRES

Table 6.11	Race and gender of the academic staff	153
Table 6.12	Years of service at DUT and at Riverside	155
Table 6.13	Frequency of interaction with the Dean of the faculty	161
Table 6.14	Frequency of faculty and departmental meetings at Riverside	164
Table 6.15	Regular venues for faculty meetings	164
Table 6.16	Preferences of respondents regarding venues for faculty meetings	165
Table 6.17	Effects of the name of the university on the campus	172
Table 6.18	Summary of academic staff responses in relation to research questions	175

ADMINISTRATIVE STAFF QUESTIONNAIRES

Table 6.19	Years of service at DUT and Riverside	178
Table 6.20	Effects of the level of interaction on performance	184

Table 6.21	The level at which the campus manager should be appointed	189
Table 6.22	Summary of administrative staff responses in relation to research questions	192

STUDENT QUESTIONNAIRES

Table 6.23	Case summary	194
Table 6.24	Reliability statistics	194
Table 6.25	Component matrix	195
Table 6.26	Race of the respondents	196
Table 6.27	Visits to the main campus	201
Table 6.28	Knowledge of the name of the current VC	206
Table 6.29	Summary of students' responses in relation to research questions	219
Table 6.30	Variables used in the model	220
Table 6.31	Model summary	220
Table 6.32	Summary of coefficients	221
Table 6.33	Anova predictors	222
Table 6.34	Summary of all responses in relation to research questions	224

CHAPTER 7

Table 7.1	Types of relationships for domain analysis and conclusion	232
-----------	---	-----

LIST OF FIGURES

FIGURE	DESCRIPTION	PAGE
CHAPTER 1		
Figure 1.1	Distribution of executive leadership across the of the campuses university	22
Figure 1.2	The Riverside Campus of DUT	29
CHAPTER 2		
Figure 2.1	Systems approach to university leadership	44
Figure 2.2	Managerial grid model	50
Figure 2.3	Crisis and organisational growth model	56
Figure 2.4	Dynamics of institutional growth	57
CHAPTER 4		
Figure 4.1	Structure-culture continuum at a dispersed university	96
Figure 4.2	Memorial University structure	104
Figure 4.3	Amorphous architecture	107
CHAPTER 6		
Figure 6.1	The process of research	149

ACADEMIC STAFF QUESTIONNAIRES

Figure 6.2	The vision of the university	156
Figure 6.3	The role of the campus in furthering the vision	157
Figure 6.4	Understanding of the strategic direction of the university	158
Figure 6.5	The role of the programme in the strategic of the direction university	159
Figure 6.6	Knowledge of the location of the Dean of the faculty	160
Figure 6.7	Regularity of the campus visit by the executive leadership	161
Figure 6.8	Effects of the visiting trends on the campus culture	162
Figure 6.9	Interaction with colleagues on other campuses	163
Figure 6.10	Knowledge of the variations between the of the campuses university	166
Figure 6.11	Nature of variations	166
Figure 6.12	Nature of relationship with staff offering same programme on another campus	167
Figure 6.13	Importance of having a campus manager	168
Figure 6.14	Level at which the campus manager should be appointed	169
Figure 6.15	Effect of the absence of the campus manager	170
Figure 6.16	Discrepancies in the facilities against the main campus	171
Figure 6.17	Representation of the campus during marketing campaigns	173
Figure 6.18	Visibility of the campus	173

Figure 6.19	Effects of visibility/non-visibility on various departments	174
-------------	---	-----

ADMINISTRATIVE STAFF QUESTIONNAIRES

Figure 6.20	Departments represented on campus	177
Figure 6.21	Vision of the university	180
Figure 6.22	Strategic direction of the university	180
Figure 6.23	Role of campus in strategic direction of the university	181
Figure 6.24	Role of the department in the strategic direction of the university	182
Figure 6.25	Location of the director/head of section	183
Figure 6.26	Frequency of interaction with director/head of section	183
Figure 6.27	Feelings about the level of interaction	184
Figure 6.28	Frequency of visits by the executive leadership	185
Figure 6.29	Nature of interaction with staff on other campuses	186
Figure 6.30	Preferred venues for departmental/section meetings	187
Figure 6.31	Perceived variations of services between campuses	187
Figure 6.32	Areas of variations	188
Figure 6.33	Importance of the campus manager	190
Figure 6.34	Perceived variations between the main campus and Riverside	190
Figure 6.35	Desired improvements	191

STUDENT QUESTIONNAIRES

Figure 6.36	Gender of the respondents	196
Figure 6.37	Age distribution (in years)	197
Figure 6.38	Desire to study further on campus	198
Figure 6.39	Knowledge of the main campus	199
Figure 6.40	Knowledge of the name of the main campus	200
Figure 6.41	Why it is important to know and visit the main campus	202
Figure 6.42	Perceived differences between the main and campus Riverside Campus	203
Figure 6.43	Understanding of the vision of the university	204
Figure 6.44	University's performance against its vision	204
Figure 6.45	Importance of knowing the VC	207
Figure 6.46	Reasons for wanting to know the VC	207
Figure 6.47	Do you like studying on this campus?	208
Figure 6.48	What are the facilities that you need which are not provided on your campus?	209
Figure 6.49	Rate the administrative services that you get on campus	210
Figure 6.50	Access to academic assistance	210
Figure 6.51	Rate the academic assistance that you get	211
Figure 6.52	Rate your library facilities	212
Figure 6.53	Knowledge of the variations between main campus library and Riverside library	212
Figure 6.54	Rate the condition of your classrooms	213

Figure 6.55	Explanation for the level of satisfaction with the condition of the classrooms	214
Figure 6.56	Rate your health services on campus	215
Figure 6.57	Reasons for the ratings of health services	215
Figure 6.58	Rate your student representative council	216
Figure 6.59	Explain your rating for the SRC	216
Figure 6.60	Rate the quality of other student services that you get	217
Figure 6.61	The radial structure	227

APPENDICES

Appendix – A:	Letter of approval from Higher Degrees Committee	266
Appendix – B:	Letter of introduction executive leadership of the university	268
Appendix – C:	Letter of introduction to staff	269
Appendix – D:	Letter of introduction to students	270
Appendix – E:	Table of random numbers used to select student samples	271
Appendix – F:	Chi-Square values	273
Appendix – G:	Map of Itheke showing DUT and its five campuses	276
Appendix – H:	Diagrammatic representation of the Durban campuses of DUT	277
Appendix – I:	Map of Umgungundlovu showing the Riverside and Indumiso Campuses of DUT	278
Appendix – J:	Diagrammatic representation of the Midlands campuses of DUT	279

CHAPTER ONE

INTRODUCTION AND ORIENTATION TO THE STUDY

1.1 INTRODUCTION

The higher education environment just like any business environment is characterised by change. Change is often driven by macro environmental factors which universities have no control over such as politics, economy, technology, ecological factors, and so on. Universities interface with regional, national and global environments, so they are susceptible to all the forces of change. Change currents in one of the elements of the macro environment reverberate across all the elements and positively or negatively impact on all organisations. The volatility that is characteristic of any business environment is resultant from organisations being systems that are open to all the elements of the macro environment. To capture the essence of how the organisation interfaces with its environment Close & Raynor (2010:217) postulate that organisations and all their players are living within shifting sands of interdependence where they experience themselves paradoxically as free and constrained at the same time. Free, because they are individual institutions, and constrained as they are not independent of the environment in which they operate.

According to Serfontein (2010:3) change is the order of the day that is not only desirable, but also inevitable, and leaders therefore have to create the culture of change (Cloud, 2010:74). Institutional changes as seen by Viljoen & Rothmann (2002:1) are aimed at the development of a better fit between the institutions and the unique needs

of their dynamic environments. Close & Raynor (2010:217); Skodvin (1999:66) attest to this fact by stating that universities are not in a position to control these facilitated changes as even those mergers that were seen as voluntary were actually forced by circumstances. Middlehurst (2010:75) vouches that universities worldwide have entered a time of disquieting turmoil that has no end in sight. Scott, Bell, Coates & Grebennikov (2010:401) agree when they observe that there is a lot of evidence that universities are at a turnaround point in their history. Stringer & Hudson (2008:1); Skodvin (1999:65) consider the changes in the higher education sector to have been fuelled by government reform as well as socio-economic and technological advancements aimed at efficiency. Kezar, Gallant & Lester (2011:129) on the other hand are concerned about the capacity of the institutions to cope and adapt as change initiatives mount, throwing institutions which are already complex into further turmoil. Change currents in the higher education sector worldwide were bound to diffuse into the south of Africa as well. Cloete, Fehnel, Maassen, Moja, Perold & Gibbon (2002:13) concur with this fact when they point out that social transformation in South Africa was part of a political and economic transition process on a planetary scale that a large number of analysts have rationalised as globalisation.

The higher education sector of any country, is in actual fact, one of the drivers of change through discovery of new knowledge, and experimentation of how the new knowledge has to be used for the benefit of society. More than other organisations, universities should find it easy to adapt to change because by their very nature they always anticipate change. On this note Billing (1998:12) indicates that organisations find it easier to adapt to gradual incremental environmental changes, but quiver and get destabilised by dramatic changes which we have seen gripping higher education in the past two decades. The kind of changes that have taken place in higher education (mergers, formation of multi-campus universities and universities with satellite campuses) necessitate new management and leadership styles, models and architectures that are going to bring leadership to the people where it is most needed. These styles, models and architectures should ensure the hands-on type of leadership by instituting leaders who (Ngambi, 2011) lead with heads, hearts and hands allowing

energy to radiate forth and back on continuous basis as the radial structure (chapter 6) illustrates.

Marshall (2007:1) advocates for dispersed forms of management and leadership that will bring guidance to where the people are, and help improve competitiveness through the tireless communication of institutional mission, goals and strategy. Power and decision-making in these new managerial leadership styles, models and architectures should be centralised, decentralised and re-centralised, and management should always be seen as change management in response to the ever changing surrounding environment. Marshall (2007:1); Coates, Dobson, Goedegebuure & Meek (2010:379) reason that the institutions of higher learning are facing a lot of external environmental pressures such as globalisation, more demand for higher education, multi-campus institutions, institutions with satellite campuses, rapid increase in student numbers, all this during the time when government funding has dwindled. All these necessitate proactive internal changes if the individual institutions are to do more than just survive, but remain viable and vibrant training grounds for future leaders, community builders and creators of knowledge. These external pressures require adaptation strategies of a higher degree such as renewed visions, missions, goals, leadership, and organisational structures and cultures to mention a few, which will help the institution maintain consistency of its purpose environmental, value and resource congruence.

This means that institutions with satellite campuses have to study their distributed nature and continuously attempt to arrive at a leadership structure that will ensure managerial efficiency, leadership effectiveness and consistency of purpose across the dispersed university. Marshall (2007:1) also agrees with Viljoen & Rothmann (2002:3) in linking structural, cultural and process changes to better fit with the environment, improved organisational performance, and the enhanced brand image.

1.2 BACKGROUND TO THE STUDY

A large number of universities worldwide have established satellite campuses within and outside of the university state or country. The experiences of the staff and students at a satellite campus of a university are not necessarily similar to the experiences of the staff and students at the main campus. Satellite campuses are in some cases far removed from the main campus and the students studying there often finish their qualifications and leave the university having not even seen the main campus of their university. Even though the qualification may be the same, issued by the same university, the quality of the experiences will not be the same.

Hilary, Winchester & Sterk (2006:1) claim that issues such as strategic planning, leadership, quality systems, communication and support still need the attention of the top leadership of such universities. In his views on the branch campus bubble, Altbach (2011:1) is concerned about the equivalence of experience, the standards of offerings and semblance of facilities with those of the main campus. Altbach (2011) further tables that if the qualification is to be the same there should be semblance with the main campus regarding the quality of experience and academic culture. Billing (1998:1) validates this requirement by advocating for the reduction of variations in quality and standards among all campuses of a university. There should be no dilution of the university culture and brand in any way at the satellite campus, otherwise the qualification is not worthy of the name of the university.

Every organisation has a corporate culture within which it lives and conducts all business transactions. Middlehurst (2010:85) posits that institutions have to build and then protect a culture which the main campus of a university is the custodian of. If the university wants to extend itself and its services beyond the boundaries of the main campus, then it has an obligation to ensure that such a culture is not diluted at its satellite campuses. If the executive leadership of a university turns a blind eye to this issue, the diluted culture or lack of it would permeate through the very fabric of the

campus leading to lower academic standards, demotivated staff and students, more concern about passing than learning, and the general downward spiral of everything that makes a university what it is – a place of academic and skills excellence. Piper (1999:1); Markwell (2008:2) see a university as an institution that has a soul, that listens, develops leaders, that changes the future through inspiration, that conserves, extends and disseminates knowledge, while Bawa (2011) defines universities as key social institutions where the production and maintenance of nations take place.

If universities are to live up to their mission purposeful and deliberate leadership strategies that should extend beyond the main campus of the university to all its satellite campuses are needed. Liston (1999:126) reasons that the executive leadership of a university signifies the meaning of the institution as it embodies the vision, mission and objectives thereof. It represents a focus that all the stakeholders of the organisation relate to and rally round as the ultimate that all their efforts are driven to. This means that the presence of the executive leadership should always be felt even when they are not around, because they have been there to develop this sense of direction and pride, even at the most remote of the campuses of the university.

Phillips & Pugh (2005:43) posit that a thesis is crucial for any piece of writing to earn a PhD. The Kean University sees a thesis as a contestable statement that could give rise to an argument. A strong thesis is provocative as it takes a stand and justifies the discussion that will be presented throughout the document of the project. The thesis around which this study is conducted and built, is that no institution or branch thereof, no matter how small, can run effectively and achieve its goals without the direction and leadership of a managerial leader tasked with the responsibility to ensure that it lives up to its mission. This notion is endorsed by Kleijnen, Dolmans, Muijtjens, Willems, van Hout (2009:237) when they propose that universities adopt flexible and control-oriented culture in order to remain competitive and relevant in the eyes of the communities they serve. This has contextualised leadership implications as will be discussed in chapter 2.

The executive leaders of the university (Vice Chancellor (VC), Deputy Vice Chancellors (DVCs), deans and directors) embody the purpose, vision, mission as well as the strategic direction of the university. What becomes of the mandate that they carry if they are not represented on a campus? How can they ensure that everybody within the university in all its campuses lives up to its mission? How do they ascertain that the finite resources of the university are employed towards the achievement of its goals? How can they say for sure what the whole university stands for?

1.3 RATIONALE FOR THE STUDY

This study is significant because it feeds into the year-long study that was conducted from 2010 and finished in July 2011 by the Hull University's Scarborough Campus. The study was aimed at determining the most effective relationship between the centre (mother campus) and the satellite campuses, determining tensions between the strategic and operational levels, and making student experience consistent. The whole project was undertaken to arrive at a better understanding of the challenges of leading two or more campuses with particular emphasis on academic strategy, organisation, leadership and management structures (Reisz, 2010:1). The project suggested that there are still leadership and consistency challenges in the management of satellite campuses. If these challenges are identified, mechanisms can be put in place to address them to allow the satellite campuses not only to survive, but to thrive and become academically vibrant and economically viable thus fulfilling their mission to provide growth points, generate income, and help strengthen the university brand as Redmond (2008) points out.

Redmond (2008:1) believes that satellite campuses of universities are important as they aid universities develop the market as well as the product through physical extension, enhance undergraduate studies, generate income, and increase research output. He is also of the view that the conditions and standards set by the main campus can and should be duplicated with some autonomy to cater for the unique needs of the particular

campuses. Redmond (2008) further argues that the management of the satellite campuses should be compatible with that of the main campus, in enhancing the quality and standards, by building on the strengths of the main campus. Management and leadership at these campuses should be based on a sound business plan that is in line with the master strategic plan of the university. Choudaha (2011:1) endorses this fact when he states that the main issues of sustainability regarding branch campuses (on the Gulf) are student numbers, and quality of the offerings and the campus community experience.

In his 2010 welcome address Malete, principal of the Qwaqwa Campus of the University of the Free State emphasises that as a satellite campus they have to operate within the broader framework of the university, align the campus with the institutional plans and add value to the university. Malete (2010:2) further attests that as a satellite campus they are guided by the vision, mission and values of the university, which he obviously represented and embodied as the principal of the university's satellite campus.

There would be more commitment and a sense of duty and direction among the staff at the main campus where the executive leadership of the university is always visible, in order to ensure that the set standards are observed. The staff would also be driven to carry the name of the university properly than at the satellite campuses where the leaders of the university are rarely seen. This is not to suggest that the quality of the lecturers and lectures at the main campus is always better than that of those in the satellite campuses. On the contrary it suggests that the absence of the executive leadership and the respective dignity and the mandate that they carry, deprives satellite campuses, lecturers, lectures, students and all academic and support activities of the sense of direction and purpose.

Riera (2008:170,171) suggests further studies on how local contexts shape leadership, untold experiences of different campuses, how passion shapes leadership, how the complexity and chaos theory applies to higher education institutions, and others. The

implication is that there are a number of areas of higher education leadership especially with regards to satellite campuses that still need to be researched. This study is particularly significant for the following reasons:

- In the light of the fact that the establishment of satellite or branch campuses is still expected to grow even into foreign countries (Altbach, 2011:2; Morgan, 2011:1).
- The university is a whole and not a sum of parts. Inconsistencies at the campuses of the university can weaken the university brand and render it not fit for purpose. Approach to management and leadership should therefore be holistic.
- It may generate a debate stemming from the proposed radial management and leadership structure (original contribution) thus expanding existing research and knowledge.

1.4 CONTRIBUTION OF THE STUDY

This study sought to look into the leadership and management challenges that the staff and students at satellite campuses of universities face. It aimed at listening to them, making their voices and concerns heard, and advancing a structure that would ensure that they are represented at the strategic decision-making level of the university. Only then can representativity and equitability be ensured. The radial structure (chapter 6) is developed from literature reviewed as well as the responses of the participants of the study.

1.5 RESEARCH PROBLEM STATEMENT

The University of Hull accepted in 2010 the project initiated by the Leadership Foundation for Higher Education to lead a study into satellite campus management aimed at developing the most effective organisational arrangement between main campuses and their satellites, in order to improve efficiency, especially at satellite campuses. The implication of the project is that there are still concerns regarding

governance, management and leadership at such campuses. Satellite campuses are important for institutional growth, academic accessibility, community development, enhancement of the image of the university, income generation and other strategic goals of the university (Altbach, 2011:1; Choudaha, 2011:1). Satellite campuses, however, have to be properly managed, directed and led if their mission is to be accomplished. The standards at these campuses can drop, dragging the name of the university down, if efforts are not made to ensure standardisation with the main campus by providing leadership and residential faculty (Altbach, 2011:3).

The main campus of the university has to serve as a prototype whose most important characteristics and qualities get replicated at satellite campuses while allowing for local community needs and flavour. It serves as a benchmark for standards for the satellite campuses. The question that arises then is whether or not the council of the university perceives the main campus as the prototype for satellite campuses. If it does, to what extent do they monitor the characters of satellite campuses to check if they reflect those of the prototype? Marshall (2007:67) regards the executive leadership of the university as stewards of standards and direction of the institution as a whole, and it would be difficult to monitor these standards remotely.

The researcher believes that even though the management structure alone cannot ensure efficiency and effectiveness at satellite campuses, it can facilitate the attainment of organisational goals as the visibility of the executive leadership can create a sense of purpose, direction, pride and ownership of their institution, in the whole campus community, and help promote a culture against which performance is planned and measured. If there is a resident senior managerial leader at the level of the DVC/director, and if the VC has scheduled meaningful quarterly visits, the vision, mission and goals of the university can easily be threaded through all its campuses thus creating a sense of belonging for all. This study is aimed at determining the challenges that the staff and students face at satellite campuses. It also seeks to determine and develop an organisational design that would ensure representation of satellite

campuses at the highest leadership level of the university in order to bring about semblance of standards. The Riverside Campus of the Durban University of Technology is used as a case study.

1.6 CRITICAL RESEARCH QUESTIONS

The following research questions helped to give focus by narrowing the study down to essential details, which consequently helps to determine the data to be collected. They are important as they help organise the study into clearly defined parts, facilitate the development of the research methodology, direct the researcher to relevant literary sources and help to orient the collection, analysis, interpretation and utilisation of data. Lipowski (2008:1667) clearly states that good and properly formulated research questions are those that arise from both intellectual and intuitive responses to context, yield findings to inform decisions that enhance practice, transfer to other settings, and lead to generation of new knowledge or rather lead practitioners to look at the issue from a renewed angle. Coldwell & Herbst (2004:28) agree that research questions provide research themes that give a specific project to the study. This study was driven by the following visceral research questions and objectives which together helped the researcher satisfy the main objectives of the study:

- What are the management, leadership, academic and administrative challenges faced by the staff and the students at satellite campuses of universities?
- To what extent does the absence of the executive leadership of the university on campus affect the academic culture?
- What mechanisms can be put in place to effectively represent satellite campuses at the executive level of the university?
- To what extent are the vision, mission, goals, and the overall direction of the university understood by the staff and students at satellite campuses?
- What is the management/leadership structure that can be used (with some modifications) by universities with satellite campuses to improve leadership effectiveness and alignment with the main campus?

In the section that follows these research questions are converted into research objectives that provide a purpose and project to the study.

1.7 RESEARCH OBJECTIVES

Research objectives are important because they state clearly what the researcher hopes to achieve through the study as they address the important aspects of the research problem. Just like the research questions, research objectives give direction and coherence to the study, as they delimit it and provide the framework for the written project (Bischoff & Rädler, 2011:3).

The following research objectives helped give focus to the study by narrowing it down to essential details, which consequently abetted to determine the data to be collected and organise the study into clearly defined parts (Varkevisser, Pathmanathan & Brownlee, 2003). Like research questions they also facilitated the development of the research methodology and assist in informing the readers about what the study hoped to achieve.

Objective 1

To investigate the management, leadership, academic and administrative challenges faced by the staff and the students at the satellite campuses of universities using the Riverside Campus as a case study.

Objective 2

To identify the full range of academic and administrative effects on the staff and the students of working and studying at a satellite campus.

Objective 3

To evaluate the extent to which the absence of the executive leadership of the university on the campus can affect the tone and culture at the satellite campuses.

Objective 4

To determine the level of understanding of the vision, mission, goals, and the overall direction of the organisation by the staff and students at the Riverside Campus.

Objective 5

To develop and suggest as original contribution an organisational structure that could be used in order to successfully extend the university standards to its satellite campuses.

1.8 RESEARCH METHODOLOGY

This study was conducted in order to explain the nature of the management, leadership academic and administrative challenges faced by the staff and students at satellite campuses of universities using the Riverside Campus of DUT as a case study. This sub-section presents research methods and techniques that were employed, as well as the design logic of how they fit into each other to answer the research questions and satisfy the requirements of the study (Henning, 2007:34). They were determined by the nature and purpose of the study.

1.8.1 Research design

The approach used in this study is that reality is created by the people that experience the situation. Consequently the study takes seriously the meaning that the people attribute to their situation in naturally occurring settings (Bell, 2010:14), which in this case is working and studying at a satellite campus of a university. The researcher used both quantitative and qualitative designs. The quantitative approach provides a full picture of the situation in words, pictures, maps, graphs, tables and other data representation tools. The qualitative data provides contextual details, culture,

experiences, perceptions and expectations of the whole population under investigation regarding the problem being addressed by the study.

The research techniques and tools are mixed (Phillimore & Goodson, 2009:9) in order to employ the most appropriate ones without sticking to any single approach, in an attempt to increase the credibility of the findings (Wagner, Kawulich & Garner, 2012:163). It is for this reason that even though Cousin (2009:9) suggests that an interpretivist report be written in active voice, with the researcher acknowledging her presence and role in creating reality, the writing style for this research report remains positivist, and particularly so because of the mixture of the research perspectives. This allows the researcher to step out of the investigation and listen to the voices of the participants. The researcher does not claim that there was no interference with the findings and that the findings were purely objective, as she obviously was observing the actions and interpreting the responses of the respondents from a certain epistemology, and they were also acting and responding from their conception and understanding of what was going on around them (Walliman, 2005:76).

1.8.2 Case study

The Riverside Campus of DUT is used as a case for investigation and description to enable the researcher to compare experiences at this campus with the experiences at other satellite campuses worldwide, as the literature review lays bare. This phenomenological approach allows for an intensive investigation of the complexities of the phenomenon of concern using a single bounded system or campus of an institution (Maree, 2010:75; Glesne, 2006:13; Maree & van der Westhuizen, 2009:21). This approach is appropriate since the study was designed to develop theory and not to generalise it (Marschan-Piekkari & Welch, 2004:105, 109). In support of the case study as a research design, Finn, Elliot-White & Walton (2000:81); Cooper & Schindler, (2011:142) argue that it provides context through which the issue of concern can be investigated to better understand its particular and unique features using multiple

approaches to allow for the verification of evidence. The study was cross-sectional conducted between March 2012 and May 2013 and so it provides snapshot data of the conditions as they prevailed at the time of study.

1.8.3 Target population

Table 1.1 The sub-populations of study

Executive Leadership	Deans of Faculties	Academic staff	Administrative staff	Students across all 8 programmes		TOTAL
				3 rd year	1 st year	
19	2	30	26	385	668	1133
SAMPLE SIZES						
Interviews		Questionnaires				
25%	100%	100%	100%	25%	25%	
4	2	40%	69%	96	167	
2 were interviewed (the other 2 were not available)	Both interviewed	12	20		220 Sampling error (more respondents than sampled as more first year students wanted to complete the questionnaire)	362

This study is an empirical enquiry aimed at investigating a (Soy, 2006:1; Glesne, 2006:13) contemporary phenomenon within its real-life context thus leading to a more holistic report. Soy (2006); Cooper & Schindler (2011) further elucidate that the key strength of this design is the ability of the researcher to use multiple data collection tools and techniques. The groups of individuals that share the most common characteristics and attributes to which the research questions refer, and who were potentially available as respondents in this study, were the executive leadership of DUT (all stationed in Durban), the deans of the Faculties of Management Sciences and Accounting and

Informatics (stationed in Durban), heads of departments and sections, academic and administrative staff, and the first and third-year students across all programmes offered at the Riverside Campus of DUT. The study had a target population of 1133 people. Table 1.1 shows the numbers of the sub-populations that were used for the study to illustrate how the sub-populations came about.

1.8.4 Sample Selection

The population is composed of various clearly recognisable sub-populations (Welman & Kruger, 1999:55) made up of the executive leadership, academic and administrative staff, and the first and third-year students across all the eight programmes offered at this campus. The researcher obviously used both probability and non-probability sampling techniques (Maree, 2012:77) because of the various sub-populations from which the samples had to be drawn. The executive leadership and staff form relatively small sub-populations. The researcher therefore used purposeful and census approaches (Blumberg, Cooper & Schindler, 2008:171) to data collection in these cases because it was feasible and not very costly to do so.

The first-year students were used for the study in order to find out how they experience the university, if they even know that there is a main campus, and also to determine whether they have been exposed to the executive leadership of the university. The third-year students were also used for the study because they had been at the campus for longer than the second years had been. Their experiences of the campus were compared to those of the first year students.

1.8.5 Data collection methods

The researcher interviewed the executive leadership of the university (VC and one DVC) including the two deans whose faculties are represented at the Riverside Campus

(Faculty of Management Sciences and the Faculty of Accounting and Informatics). The lecturers, support staff, and the student populations were given questionnaires as explained in chapter 5. One questionnaire was used to gather both qualitative and quantitative data. Some quantitative techniques such as graphs and tables were also used to represent qualitative data and findings. The researcher therefore triangulated data collection and analysis in order to answer research questions and address the research objectives (Maree & van der Westhuizen, 2009:35; Pieterse and Sonnekus, 2003; Maree, 2012:76). It was important for this study to select sizable samples especially from the student population and quantify their responses for the validity of the research findings. The data collection techniques chosen provide the study with the scientific and statistical information regarding the sufficiency of data collected. It also provides plausibility and rich descriptive and analytical accounts of the situation under investigation (Cousin, 2009:8).

1.8.5.1 Questionnaires

Semi-structured questionnaires were distributed to collect data from the academic and administrative staff and the students at the Riverside Campus. The researcher developed different questionnaires for the academic and administrative staff and students. This was done because the challenges that they may be facing could differ. The questionnaires included both quantitative and qualitative items because of the nature of the study and the responses that the researcher was soliciting, in order to provide answers to research questions. The census approach to data collection was used in the case of the staff sub-population and the response rate is recorded in table 1.1. Data was collected anonymously so that the participants could feel comfortable about giving honest responses. This also ensured that 'data remains outside of the legislation' (Cousin, 2009:23).

There were eight programmes from which an equitably-representative sample was drawn. As this sub-population was bigger, a representative sample had to be drawn, using a table of random numbers. The researcher obtained the first and third-year registration lists for all academic programmes, and then using a table of random

numbers developed through Stat Trek (2012) drew sizable samples for study from all the class lists. Due to the nature of the student numbers, the table was developed with numbers ranging from 0001 to 1000 (appendix E). The researcher then selected a 25.0% sample from each register using the last three digits of the student numbers. Data was collected from the staff and students over a period of twelve weeks between August and October 2012 (spilling over to 2013 for the academic staff). Academic programmes were well underway and drawing to a close, which gave the first year students enough time within their first year to form some opinions about their experiences of the university.

1.8.5.2 Interviews

The executive leadership of the university were interviewed on a one-on-one basis with the view to determining the shape of the current organisational structure, its link with the vision of the university as well as the management and leadership models used, especially with regard to effective management of the university's satellite campuses. The interviews (ethnographic in nature and semi-structured (Maree, 2012:89; Wagner *et al*, 2012:134)) were used to determine the meanings attached to, and attitudes to the problem of research by the executive leadership (Finn *et al*, 2000:75). For this purpose an interview guide or schedule was used (composed of topics and aspects around the research problem). The interview guide was used because it allows for more flexibility and versatility as the interview develops than a questionnaire (Welman & Kruger, 1999:167; Walliman, 2011:192; Glesne, 2006:81). The executive leadership of the university was allowed latitude to express their views, attitudes and opinions about the effectiveness of DUT's management of its satellite campuses. The interviews were conducted between June and November 2012 (spilling over to 2013). The researcher was aware that the executive leadership of the university works within tight schedules, so more time was given to allow the researcher to secure appointments without giving undue pressure on the interviewees. Data gathered from these interviews was mainly qualitative and semi-structured, because the researcher had a list of questions related to the research questions, and the respondents were free to discuss the questions in the way that suited them and follow-up questions and responses were accommodated.

The respondents were also allowed freedom to ask questions of their own regarding the purpose of the study, (Coldwell & Herbst, 2004:54; Fox & Bayat, 2007:100) which were incorporated in data analysis (chapter 6).

1.8.6 Pilot study

A pilot study was conducted to test the validity of the data collection tools in order to identify and rectify errors such as ambiguity, confusing layout, bias, negativity in the questions, and so on, as identified by Mouton (2009:103). The students, administrative staff and lecturers within the Ecotourism Programme were used for this purpose. One head of department was used to respond to the interview schedule for the executive leadership. Ten percent randomly selected samples were used from both the first and third year groups. The responses and discussions that followed indicated some flaws and ambiguities in the research instruments, and provided the opportunity to rectify them before the full-scale study was conducted. The pilot study was also used to identify non-verbal cues so that the researcher could have an opportunity to edit the research instruments to remove elements that could cause discomfort and anxiety during the interviews and when the respondents completed the questionnaires. Once the pilot study was completed and the responses read and analysed, the researcher consulted the respondents and discussed, in particular, the items that seemed problematic the aim being to improve the reliability and validity of the instrument, and consequently, the results of whole project.

1.8.7 Data analysis and interpretation

The questionnaires were developed to include qualitative as well as quantitative items. Data analysis and interpretation techniques, therefore, followed data collection techniques. Various techniques and tools were used to validate the findings of the study. A statistician was used to capture data and develop statistical tools such as tables, graphs and other data representation tools, as discussed with the researcher. The researcher then interpreted the information and linked it with the research

objectives. Since this study is both quantitative and qualitative in approach, data was analysed using both quantitative (tables, graphs, calculation of central tendencies, etc.) and qualitative approaches (coding, matching of the patterns of responses, explanation building and collection of physical evidence such as pictures, diagrams and maps). In some cases quantitative tools such as graphs and tables were used to represent and compare qualitative data.

Once data had been grouped and represented statistically, the researcher interpreted it to arrive at the meanings that were used to make inferences and draw conclusions. Inferential statistics such as chi-square and t-tests were used to run tests on arrays of frequencies (Tredoux & Durrheim, 2010:427).

Due to the fact that the qualitative and quantitative approaches were triangulated, it was important to capture and document the meanings attached to the situation and experiences by the participants. Their thoughts and feelings were also documented in order to crystallise the evidence and answer the research questions asked by the study. The results were then linked to the research problem, research objectives and the structure that the researcher proposed in order to improve the situation at the campus in question and other satellite campuses experiencing similar challenges.

1.9 SCOPE AND DELIMITATION OF THE STUDY

This study was aimed at an investigation of the management, leadership, academic and administrative challenges experienced by lecturers and students at satellite campuses of universities in general. The case study approach was used after a wide review of literature regarding the problem under investigation. The case study approach allowed the researcher to capture holistic and meaningful contextual characteristics of the real phenomenon within an intrinsically bounded system (Casey & Houghton, 2010:341,342; Qi, S. 2009:22). This is an empirical, in-depth descriptive study that looks closely at a

particular group of participants within the Durban University of Technology. The researcher collected data (through interviews, questionnaire survey and examination of university records) about the participating campus. DUT has its main campus in Durban and it is called Steve Biko Campus. The following campuses form a cluster and are located in the vicinity of the main campus:

- ML Sultan,
- City Campus,
- Ritson Campus, and
- Brickfield Campus.

The Midlands campuses are found in Pietermaritzburg, which is about ninety kilometres from the main campus cluster.

- Riverside, and
- Indumiso

The focus of the study is the Riverside Campus of DUT which is located at Scottsville in Pietermaritzburg. The study investigates the management, leadership and academic challenges faced by the staff working and the students studying at satellite campuses using this campus as a case study. The sub-populations of the university that form part of the study are the executive leadership of the university (main campus), lecturers, administrative staff, and students at the Riverside Campus.

1.10 SETTING OF THE STUDY

The reader has to know the place of study and the reasons culminating in the study being conducted. The context of the study is as important as the content because it aids the understanding of the metamorphosis of the organisation to its current position and how the outside environmental factors have influenced, and continue to influence its current shape. Crowe, Cresswell, Robertson, Hubby, Avery & Sheikh (2011:1) emphasise the importance of the researcher defining the uniqueness of the

phenomenon or object of study in order to distinguish it from others. For these reasons the researcher thought it important to introduce the reader to the place and organisation of study.

1.10.1 Historical background to the Durban University of Technology (DUT)

The Durban University of Technology was formed as a result of a merger of ML Sultan Technikon (predominantly Indian) and Technikon Natal (predominantly white) on the 1st of April 2002. The merger followed a trend that was taking place in higher education worldwide, (South Africa included) as discussed in chapter 2. In the case of South Africa, institutional mergers were designed to respond to political changes that took place in 1994. In 2002 the then Minister of Education, Professor Kader Asmal issued the following statement, which flung the higher education system in the country into a swirling turbulence that was going to lead to the growth in institutional sizes, while reducing their numbers.

‘to create a system that is equitable in its distribution of resources and opportunities, academically and financially sustainable and productive so that it can more actively meet the teaching, skills development and research needs of our country’ (DUT Website, 2006:16).

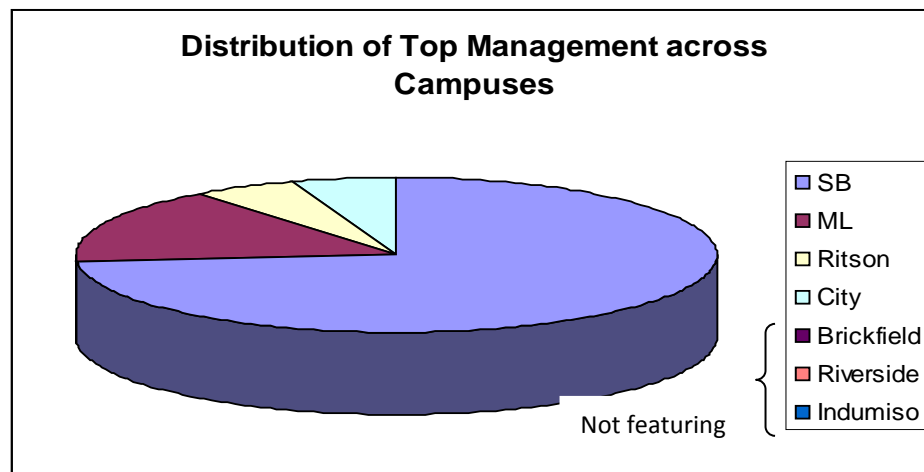
After the merger, the institution took on the name Durban Institute of Technology (DIT) made up of all the campuses of the former Technikon Natal and ML Sultan. This brief history of the university shows that DUT has undergone a metamorphosis in response to the changing macro environmental needs.

1.10.2 Executive leadership team of DUT

The Durban University of Technology is managed and driven by the executive management team of nineteen people as shown below. The executive leadership of the

university is concentrated at the university cluster as explained earlier. The chart that follows shows the distribution of the executive leadership of the university across the seven campuses. The chart shows very inequitable distribution with three of the campuses not even featuring.

Figure 1.1 Distribution of executive leadership across the campuses of the university



The Deans represent their respective faculties at the executive leadership level of the university, while the various directors represent various functions of the university management. Some of the campuses of the university are not represented in the management structure as can be seen. The leadership of the university may not have identified the need to represent these campuses at the executive level.

1.10.3 Strategic goals and objectives of DUT 2009 – 2018

In 2008 DUT repositioned itself as a University of Technology (UoT), developed a vision, mission, and core values that were going to transform it from being an institute of technology into its new status of being a UoT. The Council (2009) of the university also developed seven strategic goals and twenty-four objectives to be realised by 2018. Some of these objectives were deemed important to this study and consequently they are discussed below.

1.10.3.1 Vision, mission and core values of DUT

DUT is a learning organisation. It is driven by the vision to be a preferred student-centred university for developing leadership in technology and productive citizenship.

DUT is also driven to excel through:

- A teaching and learning environment that values and supports the university community,
- Promoting excellence in learning and teaching, technology transfer and applied research; and
- External engagement that promotes innovation and entrepreneurship through collaboration and partnership.

The university observes the following core values: 'respect, recognition, opportunity, access, loyalty, dignity, trust, transparency, openness, honesty, shared governance, responsibility, accountability, collegiality and professionalism' (3).

The core values of the university are expressed in the form of words that have not been explained. It would however help to unpack all these concepts to enable the stakeholders to truly understand the core values of the university. The researcher suggests that the university revisit these core values and attach meaning to these words, that as they stand currently, could mean different things to different people. It is important to know who is supposed to be respected, recognised and how, what opportunities are being referred to, whose access to what and who has to be loyal to what. Words like dignity, trust, transparency, honesty, responsibility and accountability can only assume meaning in a particular context. They, including shared governance, are important especially to this study, but readers and the wider university community can only know the intentions of the institution if these words are explained. According to Kleijnen *et al* (2009:234) organisational values are core elements of organisational culture, and organisational culture is crucial to the establishment of quality in all the facets of the university as it endeavours to improve continuously.

1.10.3.2 The goals and objectives of DUT

The university is driven towards 'making knowledge useful' through the attainment of, among others, the following goals which proved to be relevant to this study:

(a) Goal 1: The preferred University of Technology (UoT) in South Africa (5)

Objective 1.1 talks to DUT positioning itself strategically as a reputable UoT country-wide through the establishment of policies, structures and processes that will enhance quality service delivery across the university. Objective 1.4 is aimed at improving the quality of student life in the university as a whole.

(b) Goal 3: Quality teaching and learning across all disciplines, campuses and delivery sites (7)

Objective 3.3 is geared towards establishing a conducive learning environment through optimising the utilisation of all resources of the university including the human resources. The standards would be clearly defined and supported by the creation of a student and staff charter (9). DUT also committed itself to developing and sustaining robust structures, processes, procedures and practices that will assure the quality of academic provision.

It is true that the organisational structures alone no matter how elaborate will not enhance the quality of service delivery. They will however, with the right calibre of leaders, staff and students provide the framework for enhanced service delivery quality.

(c) Goal 4: Quality enhancement and planning (10)

The university committed itself to quality enhancement, equitable resource distribution, and an enhanced total learning experience of the students across all the campuses. The university also plans to enhance quality through the identification of growth potentials and capabilities across all campuses. The staff across all campuses would be encouraged to conduct institutional research that would contribute to quality enhancement. This study has a place in the strategic

goals of the university because it is aimed at improving leadership and enhancing the quality of service delivery across the whole university. Equitable resource distribution is one of the concerns of this study.

(d) Goal 5: Effective and efficient management at all levels within the university (11)

With this objective the Council of the university wants to ensure that across the institution all management structures, principles and practices enable the internal and external needs to be continuously met and to ensure equity of provision at all sites of learning across the university. This goal was also geared at ensuring a unified institutional culture, improved intra-institutional collaboration, ethos and tradition that will be embraced with pride by students and staff, consistency across all campuses, a common sense of purpose, service excellence and the furthering of the university vision and mission across the whole university.

These goals and their objectives are in line with the goals of this study as well as the literature as reviewed in both chapters 2 and 3 and they are supported by the statement issued by Professor Bawa, who was Vice-chancellor and Principal of the Durban University of Technology at the time of study (2011) that:

‘Our challenge is simple. We must create a learning environment that will allow our young people to grow intellectually, become responsible, critical participants in our democracy and contribute actively to our growing economy’.

It is clear from the forgoing discussion of the vision, mission, and goals that the university is driven to be both efficient in dispensing all its resources and effective in executing its duties at all the levels (quadrant D) as suggested by Burton, Obel & DeSanctis (2011:16). The university should therefore monitor its organisational design on a continuous basis to ensure that its structure gears it for performance and that there is no misfit between strategy and structure.

The new structure that this study advances (original contribution) could be used by the university to achieve especially the objectives that were identified as important to this study. It would be difficult if not impossible to achieve these goals without contextualised leadership at a campus level.

1.10.3.3 Student centredness at DUT

DUT was steering its strategic direction to student-centredness (CIL, 2007). This means that the students and the students' needs were going to be at the centre of all the university's activities. The university, its faculties, directorates and departments are going to be directed by what was in the interest of the students, learning outcomes and moulding the DUT desired graduates. The objective view by the students of the university, faculty, directorate and department was becoming more important.

Questions such as: 'How do the students view the university as opposed to how the university thinks it is? How should the leadership of the university reposition itself to drive this new strategy?' should be at the centre of this move. The university had to make it easy for the students to register, access learning, and pass. The university had to have mechanisms to deliver learning and assessment in the best interest of the students. The university also had to offer programmes that are useful and developmental to the students and the environment in which it is embedded, and it had to improve student retention and the throughput rates, encourage debate and engagement between staff and students, create environments that are enabling and facilitative to knowledge discovery (Melander, 2002). The university has an obligation also to the students to continuously improve its image so that the prospective employees prefer its graduates to graduates coming from other institutions (Bawa, 2011).

The university has a task to understand its student catchment areas and profile its students. If the university is educating the whole student, it has to know the challenges that they face and do its best to help them learn in spite of these challenges. If learning is at the core of all the activities of the university, the student-centred university will also teach its students how to learn before they are expected to even try. It will teach its students about their roles in the learning process so that they understand that learning is not simply presenting their bodies for lessons without any prior preparations. The students in a student-centred university have to know that learning is their responsibility and the university has a responsibility to make it easy and accessible. This calls for the university, faculty and departments to inform the students of the outcomes of learning and the role that each of the two (lecturer and student) will have to play to make learning easy, accessible and pleasurable prior to the beginning of the learning process.

1.10.4 The campuses of DUT

DUT is made of seven campuses which stem from (Bawa, 2011) the ‘multiple technikon roots’ of the university. The information on the university website conflicts with the information provided by the Council on Higher Education (2008:4) that the university is made of six campuses as Ritson is regarded as a delivery site. The university had grown from this time when it had only four faculties to the current six faculties spread across all the seven campuses.

The university was deemed medium-sized by CHE (2008) providing tuition and research guidance to approximately 26 400 students across all campuses (DUT Website, 2011). Three of these campuses (Steve Biko, ML Sultan and Ritson) are located in the same vicinity. Walls could easily be broken down to form one campus. The city campus is about one kilometre from the cluster of campuses and the Brickfield campus is within 3 km of the cluster. The Riverside and Indumiso Campuses are about 90 kilometres from the cluster and about 8km away from each other. It is clear then that as the university aspires to create similar quality teaching and learning environment that will enhance

the ability of the students to grow intellectually and become critical and responsible citizens, much planning and organising has to be done to develop this thread through all the campuses of the university.

These campuses, especially the midlands campuses are surrounded by a different business environment and will have characteristics that are a bit different to those of the university cluster. To be able to realise its vision and live up to its mission, the university has to make sure that there is consistency of purpose in all its campuses through concerted management efforts to articulate the vision and strategic direction of the university using various leadership levels. (Appendix K shows all the seven campuses of the university).

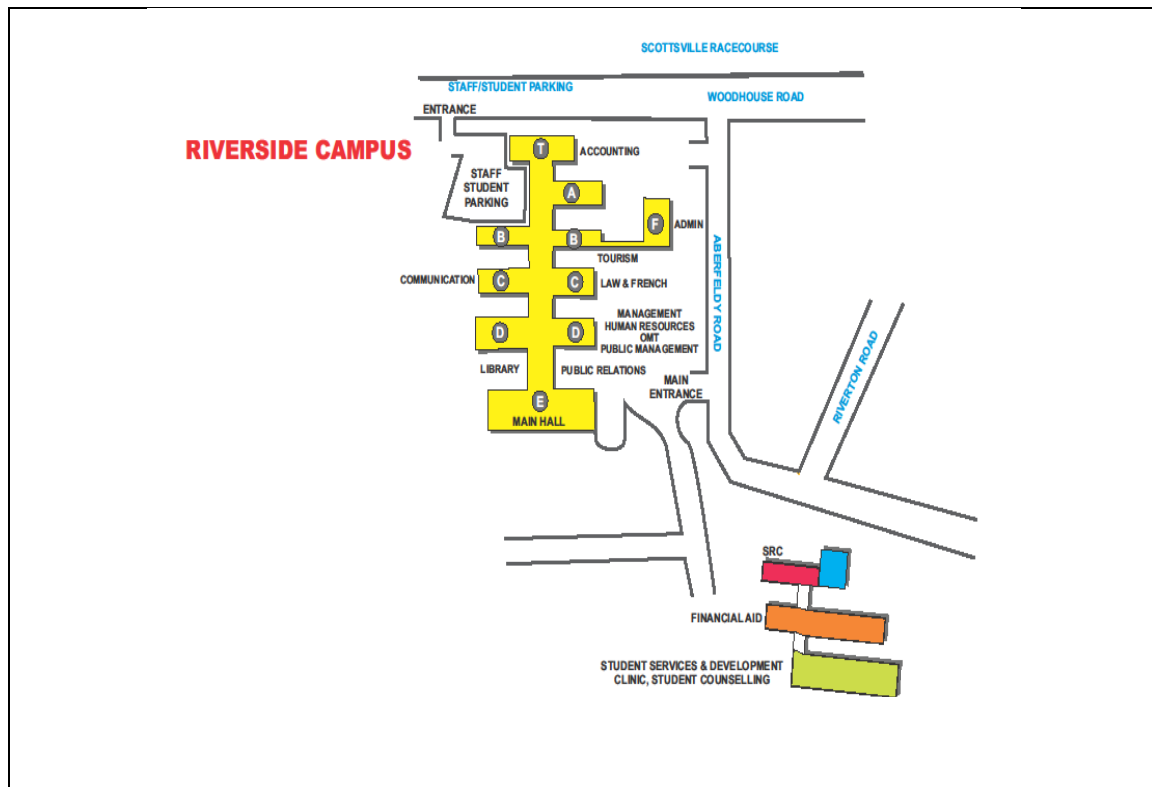
1.10.5 The Riverside Campus of DUT

The Riverside campus of DUT is situated within the suburb of Scottsville in Pietermaritzburg. The university occupies the premises that originally belonged to Gert Maritz School (figure 1.2). The university has been occupying the premises since 1996. The Riverside Campus is predominantly a commerce campus with most programmes belonging to the Faculty of Management Sciences. When the merger of ML Sultan Technikon and Technikon Natal was finalized on the 1st April 2002, the Riverside Campus was fully operational as a campus of Technikon Natal. The campus started as an extension of part-time lectures to the students that could not make it for the lectures to Technikon Natal in Durban. As the demand for the kind of higher education that the Technikon was offering grew, it became clear that permanent staff had to be employed and a proper campus be established. The Riverside Campus is home to the following eight academic programmes:

- Accounting,
- Ecotourism Management,
- Human Resources Management,

- Institute of Marketing Management,
- Management,
- Office Management Technologies,
- Public Management,
- Public Relations Management.

Figure 1.2 The Riverside Campus of DUT



Source: DUT Website (2011)

The following support services are also found on this campus:

- Administrative services,
- Health services,
- Library services,
- Financial aid services,
- Student counseling services, and
- Student housing services.

The campus carried a load of 30 full-time academic staff and 26 full-time support staff. There was a total of about 2386 (2013) registered students across all programmes.

1.11 LIMITATIONS OF THE STUDY

This study like all research studies had some limitations due to the methodological design used in conducting it (Blumberg et al, 2008:14). However, the researcher does not feel that mentioning these limitations will detract from the impact that the study is meant to have (Cooper & Schindler, 2011:569). In this sub-section the limitations are acknowledged and ways in which they were mitigated are also explained. This is a case study of one the satellite campuses of a university and it is generally known that such a design is incapable of (Maree, 2011:76) providing a generalising conclusion. Case studies are by design aimed at the development of theory through gaining better understanding of an issue in a particular context. To mitigate this limitation, the researcher read widely on the subject of study to provide the reader with a fair amount of knowledge and understanding of the nature of management and leadership, especially of universities with satellite campuses.

This study was also limited by the fact that it was a snap survey of the situation as it stood at a particular point in time, it was not longitudinal. However, if the situation continued as at the time of study, the responses of the participants would not vary greatly even in the future. The fact that the participants may not be as passionate about the issue under investigation may act as a limitation to the study. This limitation could be addressed and minimised by a well-written letter of introduction explaining the possible benefits of the study to the campus and the university as a whole (appendices B, C and D). The data collection tools were tested on people other than the sampled participants. The level of understanding of the questions and the reactions may have differed. The researcher requested the heads of departments (HODs), lecturers and students that helped with the pilot study to give creative criticism of the research instruments. The pilot study helped the researcher identify some short comings in the

research instruments and these were rectified before the actual study was undertaken. It was also a limitation that the researcher was not in a position to influence the Council of the university to rethink and develop the university structure in accordance with the university's distributed nature. So the new structure could only be discussed by the researcher at conferences and in academic journals. The researcher however believed that after further deliberations and modifications the radial structure would find its way into the minds of academics especially, those in managerial leadership positions.

1.12 DEFINITION OF RELEVANT TERMINOLOGY

The following concepts are defined because they form the conceptual framework and are used throughout the study. The researcher consulted some sources to define the terms and then indicated the working definitions for this study.

1.12.1 University

The University of British-Columbia defines itself according to the role it plays in the community and the qualities that it stands for. It is an institution that has a soul, that listens to the voices of the communities that it serves, that develops community leaders, that changes the future, and that inspires the communities to achieve, innovate and be creative (Piper,1999:1). Bawa (2012:2) is of the same opinion as he defines a university by the way that it prosecutes its core activities, which are the intellectual and social development of its students and the quality and quantity of its research activities. Markwell (2008:2) sees a university as an institution whose purpose is to conserve, extend and disseminate knowledge. For the South African government, a university means any higher education institution that has been established and declared as a university under the Higher Education Act 101 of 1997 (SA Parliament, 1997:10) that educates and trains prospective entrepreneurs, leaders and employees on how to do the best and be the best in the real working world. Universities model behaviour and shape the citizenry according to the needs and aspirations of the community, country and the world and they are (Bawa, 2011) locally and globally connected.

1.12.2 Satellite campus

A satellite campus is a campus of a college or university that is physically detached and isolated from the main university or college area, and is often smaller than the main campus of an institution. They are off-campus facilities of a university that serve communities which are far from the main campus. If a satellite is any facility surrounding and dominated by a central authority or power, then a satellite campus of a university is linked to the university itself and its activities radiate from it and are controlled by it. According to Scott, Grebennkov & Johnston (2007) DUT is not a multi-campus university because it is composed of a number of campuses which are smaller than the main campus. Satellite campuses are also termed branch campuses (Altbach, 2011:2; Morgan, 2011:1).

1.12.3 Management

Management is according to Osseo-Asare, Longbottom & Chourides (2007:542) a function as well as the social position and authority of people who discharge it. Management is defined as a common thread that holds the whole organisational team and its activities, to the objectives of the business, by keeping everyone and every activity moving in the same direction (Cook, Yale & Marqua 1999). In this study management is also seen as a process whereby additional tools and techniques (such as planning, organising, leading and controlling) are furnished to serve the needs and wants of the clients (students and communities) successfully. It is clear from the above definitions that this important function cannot be performed remotely. The manager has to get constantly flowing feedback from the subordinates and purposively influence their behaviour towards the attainment of organisational goals, if the vision and mission of the organisation are to be realised.

1.12.4 Leadership

Leadership is about knowing where the organisation is headed in the long-term, being able to articulate it to others and demonstrating behavioural patterns that are desirable

to realise the shared vision. It is therefore the most important driver for strategy implementation. Leadership, according to Muijs, (2011:45) is a key factor in organisational effectiveness. Randall & Coakley (2007:326) define leadership as an activity of mobilising people to tackle the toughest problems and do an adaptive work necessary to achieve progress.

1.12.5 Prototype

A prototype is work or design original in character or similar to the original one, which is afterwards imitated in form and spirit somewhere else. A prototype is an original type, form or instance of something serving as a typical example or standard for other things of the same category. Prototypes combine the most representative attributes of an object (main campus of the university). Prototypes are typical instances of a category that serve as benchmarks to which the surrounding, less representative instances are categorised (satellite campuses). It is therefore important to spell out the most characteristic qualities of the prototype unequivocally so that those involved know what to replicate at satellite campuses in terms of features, standards and quality. Maner (1997) uses terms such as representation, simulation and demonstration to define a prototype.

1.12.6 Organisational structure

The researcher considers organisational designs as one of the drivers for strategy implementation for organisational competitiveness and sustainability (Ehlers & Lazenby, 2010:320). An organisational structure is a formal framework and backbone of policies and rules, within which an organisation arranges its lines of authority and communications, and allocates rights and duties, within which the strategic process must operate in order to achieve the goals of the organisation. Organisational structures determine the manner and extent to which roles, power, and responsibilities are delegated, controlled, and coordinated, and how information flows between levels of management throughout the whole organisation.

The choice of an organisational structure depends entirely on the objectives, size and the strategy that the organisation has decided on and why.

1.12.7 Model

This study regards a model as any linguistic, diagrammatical, or artistic representation of observed or planned behaviour that has been simplified by leaving out some details. Walliman (2011:204) defines a model as a selective mimicking of reality in any form that can be manipulated and adjusted in order to solve problems that those concerned are faced with. Models as shown in chapter 3 allow complex situations, systems, structures and plans to be studied and understood and their behaviour predicted, manipulated and improved within the scope of the model which is much smaller than the reality it represents. When the leadership sits and studies their institutional structure they should be able to see the gaps in the flow of energy throughout the system and then act to close them if they are serious about the consistency of quality in discharging their duties.

1.13 STRUCTURE OF THE STUDY

This study is structured and conducted following the procedure for scientific research as suggested by Fox and Bayat (2007:7); Goddard & Melville (2006:12); Maree (2012:49) in order to become aware of the topic, state and demarcate the research problem and pose research questions, carry out the research by gathering relevant information from secondary sources, collect required data from primary sources, process data into meaningful information, analyse information, draw conclusions about the research problem and make some recommendations regarding the solutions to the problem.

This study is presented in the following way to make it user-friendly and easy to understand.

Chapter one Introduction and orientation to the study

The reader is introduced to the study in chapter 1 which is an orientation to the study. Chapter 1 introduces the research problem by providing the background, rationale for the study, research problem, research questions, thesis of the study, objectives and the setting of the study.

Literature review

Henning, van Rensburg, & Smit (2007:12) maintain that research cannot be conducted in a theoretic vacuum. Without an enlightened and critical review of literary sources, there is no thesis. Literature review helps to create an image of the context within which the study is conducted. Literature review helps give this study a perspective and model which is its foundation (Aleskerov, 2009:1931). Literature review lays the theoretical foundation for the study and it is aimed at helping the reader understand the concepts and theories that form the basis for the study as a whole. The theoretical framework is important as it enables the researcher to explain how things connect and also locate the study within the existing field of knowledge. This section of the study is very important as it allows the authorities of the subject to participate and enrich the study. Fox & Bayat (2007:36); Walliman (2005:37) concur that literature review shows the reader that the researcher is familiar with the facts and theories of the field in which research is conducted and that she is aware of the latest developments in the field of study. The theoretical framework is developed through the review of books, government policies, periodicals, subject journal articles, websites, and so on, and it is all aimed at the contextualisation of the study. Relevant literature is explored and documented in three chapters (2, 3 and 4).

Chapter two Literature Review – The theories underpinning the study

Chapter 2 deals with the management and leadership theories that give framework to the study. It locates the study within these theories and it also helps the researcher make sense of the research problem and research questions.

Chapter three Literature Review – Changes in the higher education landscape

Chapter 3 introduces the reader to the changes and debates that have been taking place in higher education worldwide in the last two decades. It explores university mergers and the formation of multi-campus universities and universities with satellite campuses. The researcher uses this chapter to look into the views of different researchers on the management and leadership at multi-site universities. This chapter is important because it contextualises the study within the field of higher education and relevant theories.

Chapter four Literature Review – Organisational structures for effective leadership

The researcher uses chapter 4 to explore the designs that have been successfully used to manage and lead multi-national organisations, multi-campus and universities with satellite campuses. This section is crucial in this study because the researcher uses it to determine the most appropriate organisational structure that could be used with some modifications by universities with satellite campuses. Chapter 4 is used by the researcher to suggest and advance a management and leadership design that could be inclusive of all the campuses of a university without a major restructuring.

Chapter five Research design and methodology

In chapter 5 the methodology for data collection and analysis is expounded. This chapter is crucial as it introduces the research genre, character and tone, and it is also used to justify the choices made by the researcher (Henning *et al*, 2007:35).

Chapter six Data presentation, analysis and interpretation

In chapter 6 quantitative and qualitative data gathered from the research process is presented, analysed and interpreted. This chapter lays the foundation for the conclusion and all the recommendations in chapter 6 basing them on the results of literature review and data analysis.

Conclusions are drawn from the discussion, recommendations are forwarded and the study is concluded in chapter 7 which is the final chapter. This chapter is also used to identify areas for further research.

1.14 DISCUSSION

The main issues that emerge in this chapter pertain to the number of campuses that the university has. Different documents say different things. One document regards Ritson as a campus while another regards it as a delivery site. It is important for the university to explain this clearly as it may reduce the number of campuses to five even instead of seven. With fewer campuses, it may not be very expensive to institute leadership across the whole university.

Another important issue is the strategic direction of the university towards student-centredness. Student-centredness has implications for the semblance of standards across the whole university. The student experiences must be similar, the facilities and access to learning aids must be seen to be similar across the university. There should also be a leader in each of the campuses to drive this new strategy otherwise the university will only be student-centred in the university cluster as identified earlier in this chapter.

1.15 CONCLUSION

Chapter 1 is used by the researcher to introduce and orientate the reader to the study. In this chapter the rationale for the study, purpose, thesis, research questions, objectives and the methodology employed to collect and analyse data are expounded. This study is aimed at determining the challenges of working and studying a satellite campus of a university. The researcher also plans to develop and advance an

organisational structure that will facilitate representation of all the campuses at the top level of the university.

Some concepts were identified and explained because they were seen as important for the understanding of the study. This chapter was also used by the researcher to briefly explain the historical background to DUT as an institution and that of the Riverside campus as the focus of the study. This section was deemed particularly important for the reader to understand how the university got to have so many campuses and how it is dealing with the complexities of managing and leading a dispersed university.

Chapter 2 provides the theoretical framework for the study. It helps locate the study within the management and leadership fields. Chapter 2 analyses the theories and models that have been identified by the researcher to inform and support the thesis of the study.

CHAPTER TWO

LITERATURE REVIEW: THEORIES UNDERPINNING THE STUDY

2.1 INTRODUCTION

A theory is a supposition or a system of ideas that is used to explain a phenomenon or an activity under investigation. Like a model it is a set of ideas that have been organised into a coherent system that can be used to explain abstract phenomena. The theories and models that are explored in the sections that follow have been identified as principles that are relevant to the research problem and the questions that the study is attempting to answer. These theories and models are explored because they give perspective to the study. They locate it and explain how the researcher views and understands the universities and the relationship between them, their satellite campuses and their wider environments. They also address the major concern of this study, which is leadership within complex and distributed organisations.

This study is carried out within the theory that universities are complex organisations with many component parts functioning interdependently regardless of location and leadership. Academic activities are virtually impossible without support services, and there is no need for support services without academic activities. Dispersed universities or universities with satellite campuses are complex institutions that are unified through the interdependence of vision, strategy, structure and culture. In Lomas's view (2004:160) full and constant attention of senior managers and other institutional agents

of change has to be given to this uniformity and coherence if the main campus and its satellite campuses are to function as one university.

Universities are susceptible to change due to their interconnectedness to everything on the planet. Trails of ideas, information and practices expand and spread, and while universities are still trying to understand them, new and more innovative ones start making waves forcing the older ones out. According to Joyce (2010:290) change that is inherently part and parcel of any institution is traceable in time and space. In response institutions are always evolving in search of equilibrium, efficient and effective practices all along the value chain in the wake of these changes. Universities as institutions of higher learning cannot stand aside while the whole world is racing forward. They identify needs to change, adapt, change, grow and as they do so, they get more and more complex. As these institutions evolve and try to adapt themselves so as to function at their optimal, they come upon a lot of challenges. Addressing these challenges brings about growth of varying dimensions and degrees (see the crisis and growth model figure 2.3).

2.2 THEORETICAL FRAMEWORK

This study is located within the management and leadership fields. It also takes cognizance of the fact that universities as organisations are open to wider environmental influences. This section explores the theories that have been identified as modeling behaviour for the problem being tackled by the study, and indicating where the study comes from. Such theories are the systems theory, complexity and chaos theory, proximity theory, leadership within context, adaptive leadership and crisis and growth organisational model within the higher education sector. These theories were selected because they provide a powerful framework for this particular study and help the researcher make sense of the research problem.

2.2.1 Management and leadership theories

Management was defined in chapter 1 as a common thread that holds the whole university team and its activities to the objectives of the institution by keeping everyone and every activity moving in the same direction. Hellriegel; Jackson; Slocum; Staude; Amos; Klopper; Louw & Oosthuizen (2001:7) point out that management refers to all the tasks and activities performed by managers including the allocation and control of human, physical, financial and other resources in pursuit of the organisation's goals.

Leadership has to do with the ability of the person in the management position to influence the behaviour of others towards the attainment of the set goals. Leadership implies that this person is at the forefront, especially if there are organisational developments taking place, or if there is a crisis that needs to be resolved. Leadership also connotes articulation of clear ideas, regarding strategic direction, and institutional coherence and cohesion (Doyle & Smith, 2001; Northouse, 2007:3).

Management and leadership reside in the same position, which is why Stringer & Hudson (2008:3) suggest that they be synthesised rather than be considered as separate competencies. People get appointed into management positions because they have demonstrated their ability or capability to lead. Management is the position, and leadership amounts to the actions of the manager. Osseo-Asare *et al* (2007:542) support managerial leadership which proposes the integration of the two and even see them as synonymous, while Close & Raynor (2010:209) see the concept of leadership as having more moral, professional and democratic appeals, which makes it more appealing than the concept of management. Management and leadership duties are in any case performed by the same person, and the separation of the two tends to be artificial and unrealistic. Managerial leaders are therefore expected to be both efficient and effective respectively. Osseo-Asare *et al* (543) further posit that effective leadership behaviour is demonstrated when intended behaviour brings about intended functional behaviour, which is the attainment of the set goals and living up to the institutional mission.

This study argues that leadership at its best is contextual, situational, distributed and participative, with the manager delegating but not abdicating the responsibilities of the position. Osseo-Asare *et al* (2007:542) understand leadership as a combination of persuasion and compulsion that make people do things they might not otherwise have done. Leadership is therefore a dimension of management which allows managers to influence others to do things that have been identified as important, in order to achieve the goals of the organisation, and do them in a manner that is in line with the organisational code of ethics and culture. The researcher found the following management and leadership theories relevant and important because they address the main concerns that drive this study.

2.2.1.1 Systems and complexity theory

Close & Raynor (2010:220); Basiso (2010:345) refer to organisations as systems within systems. Each organisation is also made of various smaller systems that function together for it to be an institution of higher learning. The systems approach to management strives for synergy where there is management cooperation among the satellite campuses and between them and the model university.

McMillan (2002:9) reminds us that systems have patterns, flows and rhythms. The centre of a university as a complex system, continuously receives flows of positive and negative feedback from its other component parts, as well as the outside environment. So the university's patterns keep shifting in response to these flows as the university learns from its environment. McMillan further expresses that pattern needs to be used to recognise, learn and understand things that happen in the local and wider environments and that these patterns keep flowing within dynamic systems. Flow is universal and it moves in different patterns. Flow may be laminar, turbulent, oscillating or chaotic (which implies patterns and rhythms of some kind) but the system will eventually attain equilibrium.

Universities, like other organisations are complex, dynamic and characterised by uncertainty (Drew, 2010:57; Johnson, 2011:23) which Serfontein (2010:4) attributes to global mega trends. A university as a system is an aggregation of many component parts and overlapping functions where disparate stakeholders and competing agendas jostle for space regardless of location and leadership. This study argues that the synergy of patterns can only be achieved if the executive leadership is replicated in all the campuses of the university.

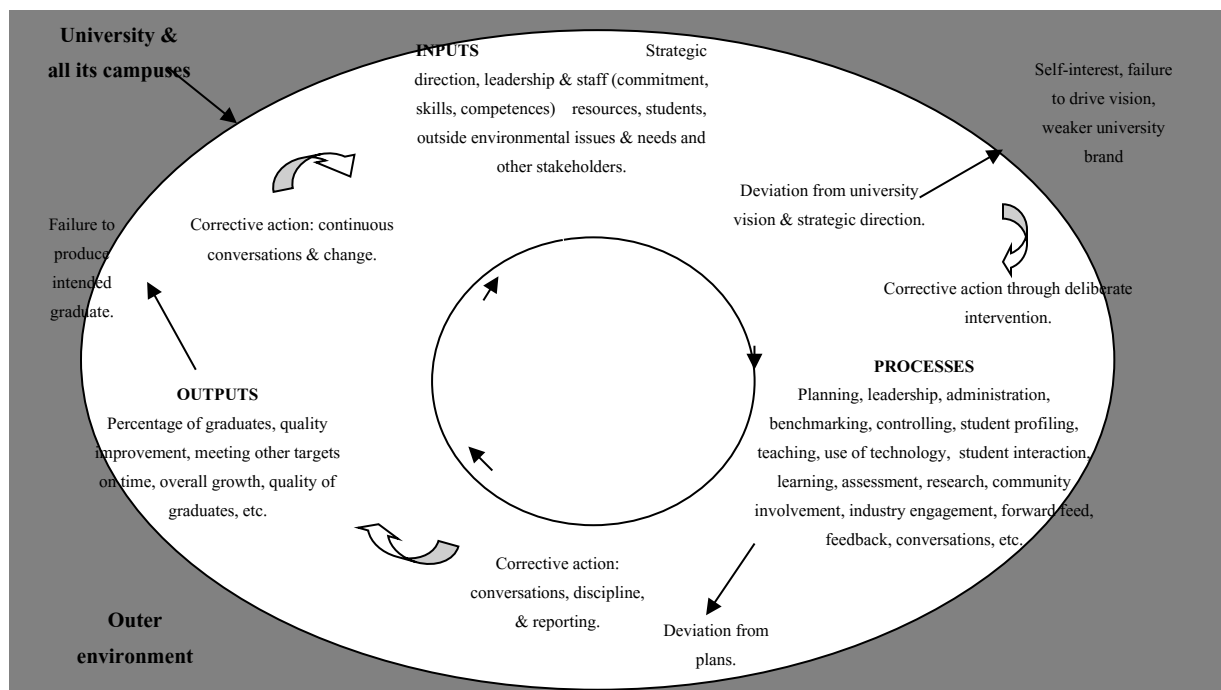
Baran & Scott (2010:44) claim that the complexity of a system stems from the fact that all of the parts within the system are intrinsically intertwined, dynamic and led by one vision. Leaders in complex adaptive systems are faced with the challenge to make sense of the events as they evolve if they are to successfully lead universities as complex organisations. The system in the case of universities is further complicated by increased demand for access and the consequent growth that led to the development of satellite campuses.

In search of equilibrium all the micro systems within the complex system will continuously reshuffle, self-organise and evolve until the organisational chart that promotes effectiveness and efficiency has been developed. Rosenhead (1998:2, 6); Billing (1998:14) caution that in some cases as organisations and their branches reinvent themselves, regularity and predictability may be lost, and with time the evolving subsystems may become so divergent that they display behaviour and characteristics that are quite different from the prototype, especially if there is (Lebedev, 2006:1) no proximity to the model university. Variations in standards and loss of predictability could be attributed to (Billing, 1998:2) poor product design, variable and inappropriate input, ineffective technologies and inadequate and ineffective supervision and leadership. If some campuses of the university are not represented at the highest management level it is impossible to identify patterns, rhythms and type of flows that take place in such campuses and how they are going to affect the centre of the system. It is hard to know what is happening and not happening at those campuses because there is nobody who

has been given the responsibility to further the interests of the university and embody the vision, mission and strategy at such campuses. This condition will militate against the very mission of the university.

Schilling (2000:317) argues in favour of modularity, that the different components of the organisation, acting freely and contextually, can assist the organisation to achieve greater things such as organisational growth, stronger brand, and so on. Even then, leadership as seen by Osse-Asare, Longbottom & Murphy (2005:149) is central to total quality management in higher education institutions, and it is required at input and processing levels if the output is to be the intended deliberate one. This discussion can be captured and better understood in the diagram labeled figure 2.1.

Figure 2.1 Systems approach to university leadership



If the university and all its functions are seen in terms of fractals which promote the natural flow of energy between the various cells of the organism to promote the health, longevity and sustainability of the organism, semblance of standards and equitable

distribution of executive leadership would be seen as crucial and key to the proper functioning of the system.

2.2.1.2 Chaos theory and leadership across a dispersed university

Chaos, with reference to the chaos theory, refers to an apparent lack of order in a system that is supposed to obey particular laws or rules. This understanding of chaos is synonymous with dynamic instability of the systems that are expected to be stable. Chaos, is often thought to refer to randomness and lack of order that results from complex systems and interaction among systems. The chaos theory is a revolution of ideas. This revolution began with a set of ideas having to do with disorder as observed in nature, such as turbulence in fluids, erratic flows of epidemics, unpredictable behaviour of staff and students, and so on. Systems get replicated as a result of change and growth. They however rarely repeat the previous pattern in the exact same fashion. Patterns change a little bit and over time, they may depict something totally different to the original pattern.

The chaos theory is related to the systems theory. It recognises that while an institution is an aggregation of a number of smaller systems, it is a sub-system of even bigger systems. Consequently managers cannot control the events that manifest outside of their organisations, but they can strategise to take advantage of opportunities and mitigate negative impacts. Systems outside and inside of the institution are prone to complexity and volatility. Institutions then find themselves having to dispense more energy to maintain the complexity and restore equilibrium. As they expend more energy new structural requirements develop, throwing the institution into further chaos. This leads to growth as discussed in the crisis and organisational growth theory.

Mason (2011:1) on the complexity and chaos theory claims that complex systems like universities, will, after chaos resulting from change such as mergers, find a way to spontaneous self-organisation in a way that benefits those involved (Geyer, 2003:3) following 'order, reductionism, predictability and determinism'. Geyer further states that

the system will then function proficiently assuming that all the actors are enthusiastic, intelligent, can effectively work in teams and require less management and supervision.

Contrary beliefs have it that this is not always the case. Without leadership in a constantly changing environment, anarchy may set in, especially as self-interest takes over from organisational interest. Individuals within the micro systems do need to be shown direction, motivated, rewarded, disciplined, and so on. Geyer further alerts that strong control of any complex system by one individual may be impossible, which ushers in the distributed form of leadership that allows leadership to be shared and brought closer to where it is needed most, where leadership is decentralised and recentralised to ensure consistency of purpose.

2.2.1.3 Proximity theory and leadership across a dispersed university

The four factors of leadership namely situation, communication, leader and followers suggest proximity. These four factors imply showing direction through all forms of communication, (verbal and non-verbal) under different circumstances within a given situation. Leaders display desirable qualities that others want to emulate, they know where they want to lead the organisation or division thereof and they act in the interest of the organisation and its wider community. The Gestalt approach to leadership explains that there are innate mental laws which determine the way in which people perceive objects. The fundamental principle of Gestalt perception is the law that says we tend to order our experiences in a manner that is regular, orderly, symmetric, and simple. Spatial and temporal proximity of elements may induce the mind to perceive a collective or totality. Objects lying close to one another are perceived in a coherent way (university cluster). So it is not easy to perceive coherence and unity of direction if the campuses of the university are lying far apart. Consequently, such campuses may eventually drift apart, especially if there is no concerted effort to drive the unity of direction through leadership.

2.2.1.4 Adaptive leadership theory

According to the adaptive leadership theory (Randall & Coakley, 2007:328; Valle, 2000:4) it is important to identify a problem or opportunity, focus attention to it, provide the framework to deal with the issue, secure ownership from all the stakeholders, manage and lead, and finally set stage for productivity. This will help restore order in complex organisations. People will organise themselves even in the absence of leadership, but it may not be in line with the overall direction of the organisation especially in cases where the required behaviour has not been modeled and control parameters are not clearly understood. Rosenhead (1998: 5); Mabey & Freeman (2010:507) posit that for leadership to be relevant it has to be appropriated and contextualized to place, time, unfolding events, corporate culture, corporate direction, strategy, and so on.

Leadership also has the ability to shape and mould the place where it is practiced, so that the behaviour and activities of the organisation or branch of the organisation are geared towards recognising local realities and use them as inputs towards meeting local needs. So even though the main campus has to model the standards and corporate culture for the satellite campuses, Mathebula & de Beer (2010:1) caution that the aim is not to duplicate the activities and specifications of the main campus as they are, especially because in some cases the needs and local contexts may differ entirely from those of the main campus. Middlehurst (2010:75) proposes that organisations not only adapt to environmental changes, but also continuously strive to develop generative responses, which are aimed at changing the rules of engagement and enable them to strengthen their positions, competitive advantage and aspirations.

The university and its satellite campuses are separated or modularised for flexibility and contextual relevance as already discussed, but bound together by some degree of loose coupling or congruence facilitated by (Billing, 1998:4) commonality of purpose and processes, (Schilling, 2000:312) common vision, mission, institutional culture, leadership, faculties and departments located in more than one campus. Schilling

(314) further clarifies that systems shift and modularise in response to environmental conditions. In most cases the organisation cannot stop the processes, but finds itself having to adapt its structure and processes in order for the system and context to be mutually acceptable.

An institution may, deliberately or unconsciously retain certain structures in spite of the pressure to unbundle, which may hinder its progress towards optimal configuration and performance. Modularised systems do not only adapt to their contexts, they also affect the context in which they find themselves (new inputs, new processes, by-products, new products) as they strive to thrive. This kind of complexity requires, according to Rosenhead, (1998:6) extraordinary management and leadership that encourages open-endedness and the questioning of the givens in search of equilibrium. Flummerfelt & Banachowski (2011:227) agree with Kandampully (2007:63) that improvement in leadership paradigm will in turn lead to a chain reaction of improvements in other components and processes of the university, since all the components of the university are interrelated and move in unison. All the component parts of the university have the ability to (Schilling, 2000:315) separate and recombine, which Hatton (2002:5) calls 'decentralised integration'.

2.2.1.5 Leadership within context

Close & Raynor (2010:213), Baran & Scott (2010:44); Mabey & Freeman (2010:514) maintain that leading and leadership can be understood through the experience that is gathered within the contexts in which they take place and by the theorising of the relationship between agency and structure (that is appreciating the stage and actors). Rayner, Fuller, McEwen & Roberts (2010:622) maintain that a better understanding of leadership is often related to contextualized activities of both middle and top management of the university as leadership is (Mabey & Freeman, 2010:514) constructed within the confines of particular social institutions and contexts and meanings as attributed by others.

The organisation, purpose and leadership are interdependent (Close & Raynor, 2010: 210,220). Leadership has to be done in relationship with others on personal and organisational levels. Contextualised leadership enhances the design and development of institutional culture which the leaders have to model and protect. If the place or region is important for any university campus to generate a unique value and create a competitive advantage, then leadership has to be localised and contextual (Allison & Eversole, 2008:101,102). Contextualised leadership facilitates attachment of meaning to routines, reduces transactional costs, promotes local linkages, builds trust and shared norms and allows for collective decision-making and action.

The most appropriate organisational structure is the one that would create loose coupling or decentralised integration between the main campus and the satellite campuses, and among all the university campuses. Distributed-collective leadership promotes cross-functional and self-managing work-teams that are hands-on, interactive and proximate. Such teams are better positioned to deal with the local and contextual complexities of leadership thus freeing the top leadership of the university to attend to their legitimate functions (policy, strategy, benchmarking, growth, etc.). However, this does not mean that the executive leadership should abdicate their duty of promoting loose coupling between the main campus and its satellite campuses. Their presence should be felt even when they are not there, because of their regular meaningful visits on all the campuses of the university. This approach leads to dispersed synergy and unified divergence, aimed at, and better positioned to deal with the complexities of managing and leading especially a dispersed university. According to Billing (1998:10) campuses that are striving for effectiveness have to start by identifying the meanings that the organisational community (staff, students, local community, and so on) attach to what goes on around them, develop commitment towards the attainment of goals in the whole campus community and discover the stresses and discords that thwart the attainment of the goals and put mechanism to mitigate their impacts.

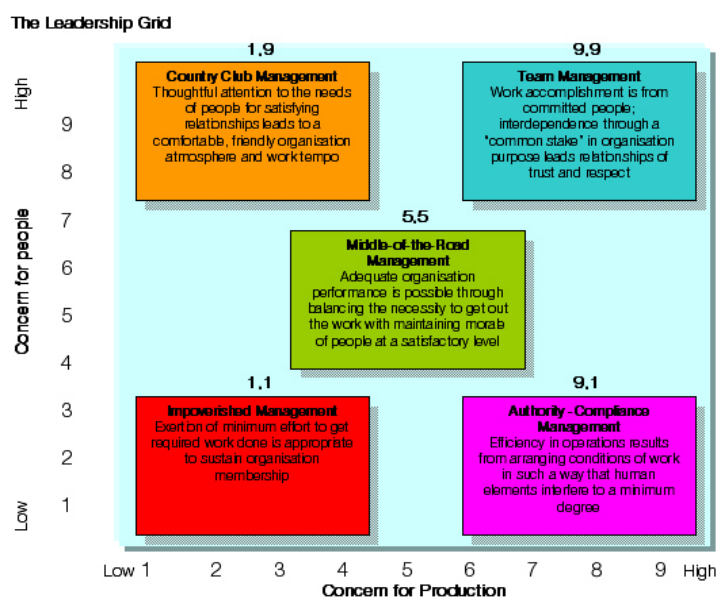
2.2.1.6 Rare total leadership

Ngambi (2011) advocates for rare total leadership as the kind of leadership that is required to heal African states from all the evils they are sick from. Total rare leadership is leadership with the head, (cognitive and strategic), leadership with the heart (feeling and emotions) and leadership with the hands (where leaders lead by doing). If this kind of leadership is good for politicians, it will also be good for institutions of higher learning. She describes leaders as good as the troops that they command or even vice versa where the troops are as good as the leaders. These leaders may not always be where productivity takes place, but if they have demonstrated the style to the commanders and if they have made their presence felt even when they are not there, the troops will always know and demonstrate the best practices. The executive leadership of the university needs to be visible at all campuses as has already been stated.

2.2.2 **Managerial grid model**

The managerial grid implies some form of management, whether impoverished, middle of the road, authoritative, country club or team.

Figure 2.2 Managerial grid model



Source: Smit *et al* (2011:319)

The starting point of this thesis is that no organisation or branch thereof can function effectively and efficiently without a leader tasked with the responsibilities, as discussed under the fourteen principles of management (table 2.1). The managerial grid model promotes team management giving it 9.9 which is the highest score on the grid. Team management entails involving others in leadership, sharing responsibilities and capacity development. There is commonality of purpose and direction, communication flows easily vertically and horizontally and people are committed to the goals of the organisations that are clearly articulated whenever an opportunity presents itself.

It is important for a manager to know the style of management that is required at the particular time as events dictate. Satellite campuses which may be located in regions outside that of the main campus could be situated within environments requiring the institution to pay attention to issues different to those that the main campus pays attention to. Even in this case, the main campus still has to model the most characteristic elements of the university, and the satellite campuses still have to be represented at the strategic level of the university.

2.2.3 Principles of management and organisation

Fayol in Linstead, Fulop & Lilley (2004:125) (table 4.1) believes that following the fourteen principles of management make the work of a manager better structured and improve efficiency and effectiveness especially at implementation level. Division of labour facilitates specialisation and improves efficiency. Division of labour leads to the allocation of responsibilities and authority to various position holders.

Once positions have been filled and responsibilities allocated, discipline can be enacted and all the people will know who to report to and what their responsibilities are. There is unity of direction as all the employees of the organisation are working towards the same vision and goals. If direction is clear and if it coincides with individual goals and interests people are able to subordinate their own interests for the good of the

organisation. Organisations that encourage employee initiative and innovativeness are better placed to achieve stability of tenure, and job satisfaction. Without clear strategic direction and command, even good and loyal employees may be tempted to subordinate organisational goals to their own.

Table 2.1 Fourteen principles of management

1. Division of work – to allow for specialisation and improved productivity
2. Authority – the right to issue commands and expect obedience
3. Discipline – Importance of enforcing and obeying the rules
4. Unity of command – One superior to report to in order to avoid confusion
5. Unity of direction – one vision and one direction
6. Remuneration – payment is a motivator, equity between skills, effort & salary to be perceived
7. Subordination of individual interest – goals of the organisation or division come first
8. Centralisation or decentralisation – as the organisation grows, decentralisation and recentralisation may become inevitable
9. Scalar chain – communication to flow horizontally and vertically
10. Order – Both material and social order are important to avoid loss and waste of time and resources
11. Equity – combination of drive to be productive with justice and kindness
12. Stability of tenure – important for the organisation to retain skills as it is costly to train.
13. Initiative – encourage innovation and creativity
14. Esprit de corps – Building of staff moral through good conditions of service

Table 2.1 shows Fayol's fourteen principles of management according to Linstead, Fulop & Lilley (2004:125) which argue that the employees get job satisfaction if they perceive a certain level of equity in all their work-related activities.

2.2.4 Organisational excellence

Organisational excellence is the ability of an organisation to work efficiently and effectively towards the realisation of its vision, through creating a fit between its corporate image, strategy, structure, resource allocation and its environment (E-V-R congruence). Linstead *et al* (2004:144) suggest the following as attributes of organisational excellence:

Table 2.2 Attributes of organisational excellence

<ul style="list-style-type: none">• Bias for action and service delivery. The staff has to understand their purpose and be willing and keen to be of service to their customers.• Staying close to the customers, knowing them and their needs and wants and delivering accordingly.• Autonomy and entrepreneurship promoted through simple forms and lean staff.• Productivity through people who understand the vision, mission, goals and the strategic direction of the organisation and their department.• Hands-on, value-driven following the context of the organisation and department.• Stick to the knitting and making the goals of the organisation central to all the activities of various departments.• Simple form, lean staff, which is important for quick decision-making and implementation at lower levels.• Simultaneous loose-tight properties, which refers to the ability of the various component parts of the organisation to separate to perform their specific function, and couple with each other for the achievement of the goals of the organisation.
--

The attributes of organisational excellence as stated in table 2.2 are in line with and support the fourteen principles of management and other theories of management and leadership that have already been discussed. It pays attention to the vision, mission and strategy being central to all the activities of even dispersed organisations. It promotes loose coupling to allow for local variations, while staying close to the

customers. If the staff is to be biased towards service delivery, there has got to be some form of top leadership to ensure that it is in line with the set goals and standards of the university.

2.2.5 Organisational growth theories

Growth is something which most organisations strive for. With the passage of time, salaries increase and the costs of production rise as well. It is not always possible to pass along these increased costs to customers and clients in the form of higher prices. Consequently, growth must occur if the business wishes to keep up. Hodge, Anthony & Gales (2003:173) conclude that organisational growth is either inevitable or intentional. Organisational growth can actually be both inevitable and deliberate. As more people learn about the benefits of using the services that the organisation offers, demand grows and the organisation follows. The top managers of the organisation may spot opportunities for growth and take advantage of them leading to financial, organisational, strategic and structural growth (figure 2.4).

Growth has the potential to provide the organisation with a myriad of benefits, including factors like greater efficiencies from economies of scale, competitive advantage, increased power, a greater ability to withstand market fluctuations, experience curve, an increased survival rate, greater profits, and increased prestige for organisational members due to a stronger brand and good image. Growth is generally regarded as a sign of success and sustainability. Organisational growth is, in fact, used as one indicator of effectiveness which is the concern for many leaders. Organisational growth, however, means different things to different organisations. Universities are educational institutions, so growth may mean the number and sizes of campuses, the number of students, output rates, the amount of government subsidy, research output, better qualified staff, increased rate of community engagement and so on. The crisis and growth model discussed below indicates various phenomena that lead to organisational growth.

2.2.5.1 Crisis and organisational growth model

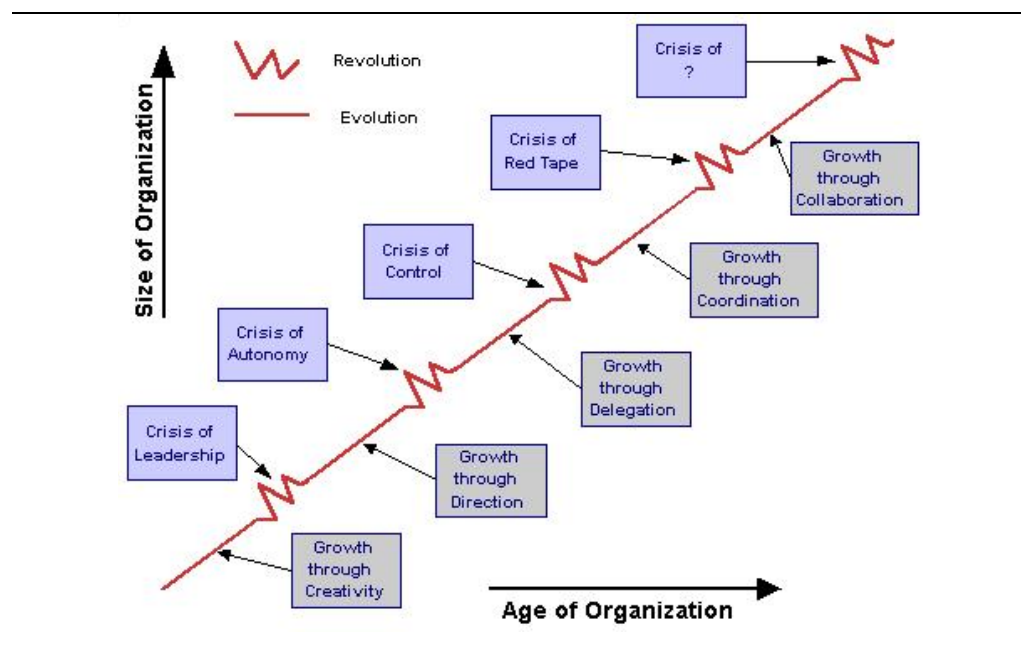
Figure 2.3 displays the crisis and growth model and how it could still be developed to include other dimensions as the institutions grow. Satellite campuses play an important role in institutional growth as will be discussed later in chapter 3. As the institution grows, new challenges are born that necessitate a different leadership style as discussed by Jones (2010:337); Senior & Fleming (2006:55) in the model of organisational growth. An institution goes through four stages of growth and then according to the model, decline is inevitable.

According to crisis and growth model, every crisis is an opportunity for the organisation to grow. The leadership of the organisation will try and find ways of dealing with the crisis, and as they do so the organisation will grow in one or more ways as the model shows. Greiner's model is incomplete allowing for other dimensions of growth. There could be a crisis of accessibility (question mark), which as will be discussed in chapter 3 may lead to growth through establishment of satellite campuses where there is demand for higher education. Locating a branch of the university in another region, may lead to even further demand that will force the university to expand the physical facilities. The dynamics of institutional growth model (figure 2.4) will demonstrate how physical growth will automatically lead to growth in other dimensions. The crisis of red-tape in multi-campus universities can be overcome by growth through distributed-collective leadership, where university leadership is replicated in each campus to ensure (Drew, 2010:68) alignment of people around strategic vision. Institutional growth is then prolonged even further as the new campuses seek to grow in many dimensions to help sustain themselves and to strengthen the university brand. Growth brings management, leadership, resource and other change implications.

There could be political crisis (such as equity, redress and access were cases in South Africa), which could lead to growth through institutional mergers. This crisis could lead to structural institutional growth, which, as already discussed, automatically leads to

other forms of institutional growth. Institutions that allow structural growth but hope to contain the other forms of growth as discussed in 2.2.6.2 actually plan to fail.

Figure 2.3 Crisis and organisational growth model



Source: Hottinga, 2012

The Green Paper for Post-school Education and Training 2012 alludes to other forms of institutional growth that the higher education sector of South Africa should be anticipating and gearing itself up for (such as articulation from FET to universities).

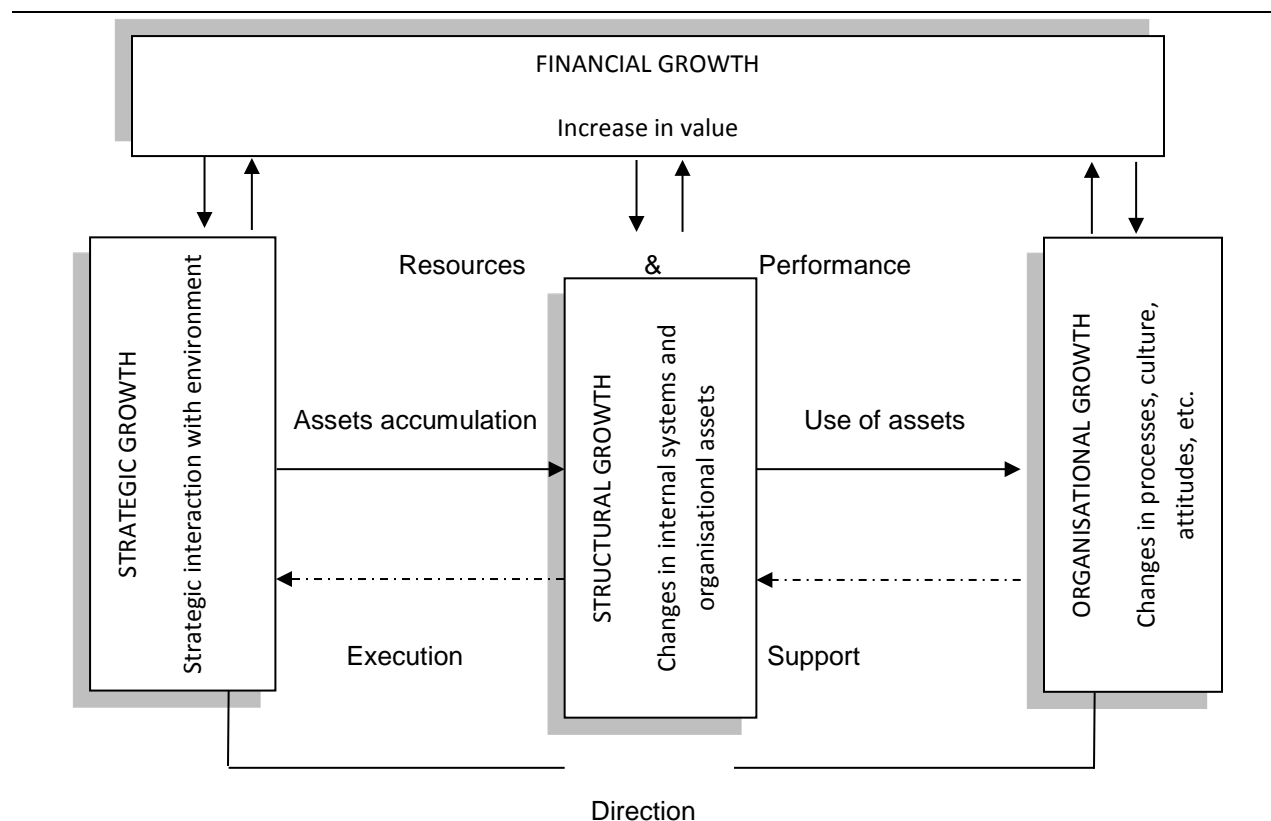
2.2.5.2 The process of organisational growth model

Nieman & Nieuwenhuizen (2010:275) also regard growth as the hallmark of the success of any institution. Growth brings about the promise of sustainability, expansion, more personnel, greater influence, more resources and assets, pulling power to attract experts in the field, and so on. Institutional growth can take place in four dimensions. As the institution grows structurally, financial growth, strategic growth and organisational

growth automatically follow. Figure 2.4 shows the multi-faceted nature of organisational growth as captured by Nieman & Nieuwenhuizen (2010:280).

- Structural growth includes changes in internal systems and organisational assets as the boundaries of the institution expand. Some functions may need to be duplicated in order to facilitate service delivery and reduce red tape.
- Financial growth means increase in the value of organisational assets as it acquires more facilities, land, other sites and so on. As the number of users grows, financial growth follows in the form of fees and government subsidy. Strategic growth means development in the approaches that the organisation uses to interact with its local, national and international environment.

Figure 2.4 Dynamics of institutional growth



Source: Nieman & Nieuwenhuizen (2010:280)

- Strategic growth may also entail autonomy for campuses to enhance effectiveness and efficiency. This will also cater for the needs of the local contexts as the institution grows beyond its original boundaries. Strategic growth forces the institution to also revisit its organisational structure to verify if it will be able to drive the new strategy. Ehlers & Lazenby (2010:320) argue that structure is another driver for strategy implementation and that it follows strategy. Structure has the power to pull the strategy back to the old one as old structures may not have influence over new strategies.
- Organisational growth focuses on the changes in processes, culture, attitudes, staff growth and development, and so on. Even though the various campuses of the university have to reflect the culture and needs of the communities that they serve, the main campus should still remain the custodian of standards and corporate culture especially if the qualification still has to be issued by the same university.

Satellite campuses help universities grow structurally into regions and towns outside of the main campus as discussed in chapter 3. It enables universities to tap into markets that are otherwise outside of their pull areas. As universities grow into new regions and towns their physical assets expand, they are forced to grow strategically and organisationally to accommodate the new campuses. Strategic growth will entail representation at the strategic level of the university, and organisational growth leads to the changes in the processes as the leadership ensures that the desired culture is extended to all its campuses, so as to create uniform standards, even if the environments may be slightly different.

2.3 WHAT EFFICIENT MANAGEMENT AND EFFECTIVE LEADERSHIP ENTAIL

Management entails all the duties, responsibilities and competences of managers aimed at steering an institution towards the realisation of its vision through the

attainment of its goals. Management of an institution of higher learning includes planning (in line with the government policies) by managers at all the three levels of management (strategic, tactical and operational), organising to clarify duties, roles and responsibilities, leading teams of people to drive the strategy that is chosen for the institution to live up to its mission, and controlling to ensure that everybody within the institution is moving in the same direction and taking corrective action if there are deviations (figure 2.1).

2.3.1 Clarity of purpose and direction

Managers and leaders are the compasses of any institutions. They show the way and through their different powers draw the subordinates to follow. Leaders have to create and radiate positive energy, and such leaders are, according to Malan & Smit (2001) always there to create personal security for their subordinates, they live by and enforce the values of the institution, they instill pride and meaningfulness in their subordinates, they build relationships, create the culture of learning (Malan & Smit 2001:224) and bring their subordinates to life by modelling the expected behaviour and performance standards.

Serfontein (2010:2) speaks about the top management of any organisation being able to constitute a high performing leadership team marked by systemic concern for the whole organisation, its evolution and development into a competitive and sustainable future. He also advocates for the development of thinking managers all along the value chain and moulding of staff passionately committed to achieving the goals of the organisation. Serfontein (2010:11) further posits that people are motivated, inspired and held accountable by good leadership. People want to look up to the mentorship and guidance of their strong leaders. He also believed that people with strong leaders tend to be more satisfied with their jobs, better engaged and more loyal than people with weak or no leaders. In agreement Shattock (2003:29) states that the function of top management is not so much to spot and solve problems, than to create an institution

that is able to spot and solve problems. He further argues that even though a university may be dispersed it has to be managed holistically with all the interlocking components working in unison to reinforce each other, failure to do this will impact negatively on the functions of different campuses, faculties, departments and student experiences. The VC requires eyes and ears at all the campuses of the university to be able to take initiatives, and utilise opportunistic approach to contextualised leadership. This implies institution of leadership and capacity building at all the levels of management and at all the campuses of the university.

Efficient managers are aware of and are able to deliver on a number of competencies. They are able to manage themselves and are emotionally intelligent. They are aware of their strengths and are able to capitalise on them. They are also aware of their weaknesses and are able to make up for them through surrounding themselves with people who can complement them by being strong in the areas of their weaknesses. They understand and have mastered the art of delegation and succession planning.

Effective leaders have strong conceptual abilities. They are able to think strategically and lead institutions of higher learning that set trends to be followed. They are good administrators and planners who are able to drive strategies for growth and give the institution a competitive edge. They are aware of global trends and lead institutions that keep abreast of developments through research, creativity, innovation and community engagement.

Effective leaders are team players who delegate but not abdicate responsibility. Management is therefore a process, or a series of processes, that tie the activities of everybody within the institution to the vision and goals of the institution through effective communication, delegation, leadership and control.

2.3.2 Shaping the place and being shaped by the place

Middlehurst (2010:85) refers to a study conducted in 2009 of executives representing a wide range of regions, industries and functional areas in which leadership and direction capabilities were rated highest. To the executives involved in the study leadership meant the ability to 'shape and inspire the actions of others to drive better performance...presenting an inspiring vision', and by directing others they understood the importance of the ability to articulate where the company is heading and how to get there, with the ability to align people appropriately, ...defining expectations and rewarding achievement'. The process of leadership will vary according to the need at the specific time from collegiate, transformational, collective, managerial, remote and hybrid leadership styles. According to Kezar, Carducci & Contreras-McGavin (2006:170); Mabey & Freeman (2010:507) leadership is 'place-shaping' and leadership also gets shaped by the micro contextual conditions where it is practiced.

Scott *et al*, (2010:411) on the other hand advocate for leaders who lead through influence, who ensure that every stakeholder understands the key institutional direction, who maintain strategic direction in the midst of multiple distractions, who work for the creation of the same quality of experiences across all the campuses of the university, who are accessible within clear limits and who work through all the levels of leadership such as DVC, Dean, associate deans, heads of schools, heads of departments, etc. Close & Raynor (2010:218) prefer leaders who stay present in the situation, paying attention, and drawing attention to, emerging situations that may influence leadership and the processes within the institution.

Cloud (1999) promotes change leadership, the kind of leadership that exists to create the tension between the status quo and the desired situation. Change leaders listen more and realise that they lead with the consent of the followers. These are resonant servant leaders who realise that they have to serve before they aspire to lead. These are the kind of leaders who lead with (Ngambi, 2011) the head, heart and hands.

Universities, campuses, faculties, departments and individuals that make them, are all in the process of becoming, and leadership is therefore not a static process, but a dynamic multi-actor process of place-making, which makes a place an event, an encounter, and a series of moments in networks of relations (Mabey & Freeman, 2010:509,515). This, according to Drew (2010:68) requires the development of university, campuses, faculties, departments and individuals that are resilient enough to deal with fluctuating contextual conditions. This is particularly true in the light of the observation by Close & Raynor (2010:217) that the organisations can be seen paradoxically as stable, and unstable because of the environment in which they operate, and the leaders in control and not in control, because they first of all lead with the blessing of the led, and secondly they can control the micro environment and only adapt to the wider environment.

2.3.3 Giving a knowing and understanding ear

Van Ameijde, Nelson, Billsberry & van Meurs (2009:764) see distributed leadership as a mechanism for dealing with campus, faculty and departmental issues and problems before they impact on the whole university, and Mabey & Freeman (2010:516) regard it as a way of harnessing 'diverse voices to create a cultural environment consistent with the principles of social justice'. Simplicio (2011:110) states that university and campus leaders set the tone that serves as a benchmark for the daily campus activities. The tone of the voice, personal touch, way they carry themselves, way they deal with conflict and stressful situations, and so on, inform the rest of the campus how to conduct itself. Campus leaders have to be available to motivate, boost the self-esteem of their staff, and 'rally the troops when the wolf is at the door', and this study argues that it would be hard to do this from a distance.

Contextualised and proximate leadership is about face to face meetings, talking in corridors, gentle steering, keeping your ear to the ground, having your finger on the pulse of the situation, proximate controlling, speaking to key people, knowing who the

key people are (Allison & Eversole, 2008:219) and knowing, living and influencing the organisational dynamics. Contextual leadership promotes bringing yourself, your passion and intensity into daily leadership activities and letting your personal style shape leadership at the particular campus as it gets shaped by the campus. It equates to situational leadership which Timberlake (2004:93) sees as a prerequisite for effective leadership as it allows leaders to adapt what they do to the situation at hand.

Kezar *et al* (2006:171) advance that the 'untold stories' (how do the players feel, what do they think about their campus and university, and so on) are crucial to understanding campus leadership and its practices, and how they contribute to the success of the university as a whole. There is a belief that there would be more passion brought to leadership if the leader is campus-based to drive the university strategy. Contextualised campus leadership is important because it would mobilize expertise locally, develop new contextual solutions to problems, create powerful networks, decentralise problem solving and develop a balance between semi-autonomy and accountability (172).

2.3.4 The E-V-R congruence

A dispersed university has to obviously strategise to develop and maintain synergetic service delivery across all its campuses if it wants to avoid a strategic drift. There has to be semblance of culture, standards, resources, infrastructure, experience, etc. across the whole university. This will not happen accidentally, but the executive leadership of the university will plan for it and tirelessly drive towards its attainment and maintenance. The executive leadership of the university will develop a need to be visible across the whole university and they will live to this end. It will be hard, if not impossible, for the new staff at the satellite campuses to know and understand the values of the university if there is no embodiment of such values. If there is nobody representing the satellite campuses at the executive level the university may find itself facing strategic drift as the distribution of resources may be skewed in favour of the main campus.

Thompson & Martin (2005:126) distinguish between consciously incompetent (where the values of the organisation are aligned with its environment, but it fails to leverage its resources to achieve a competitive advantage) and unconsciously competent organisations (where the values of the organisation are not aligned with the resources and its environment). These phenomena may be especially facilitated by the distributed nature of an already complex organisation. Hatton (2002:24) advises that the leadership of the university focuses on the whole institution rather than the parts by developing identical corporate culture, equitable disbursement of all forms of resources, instituting governance that reinforces oneness of the university, leadership that provides vital and effective service to the whole organisation across campuses. Managerial leaders are expected to be able to (Scott *et al*, 2010:402) weave and maintain a complex web which enables the institution to function as a whole through (Billing, 1998:9) an intense awareness of all the component parts of the university if quality is to be enhanced.

2.4 DISCUSSION

In this chapter the researcher explores management and leadership theories that are seen as having bearing to the study. Universities are explained as complex systems with many functions that support the main functions of the university. Consequently there are many leaders and varied agendas within the same institution. There are various faculties and departments which are all working towards their own sustainability and sometimes prominence. Universities, just like other organisations have to grow in response to the needs and demands of the environments in which they operate. As they grow, so does the level of complexity.

Theories such as distributed leadership, contextual leadership, adaptive leadership, systems and complexity theory, proximity theory, and so on are discussed with the view to explaining the difficulty of leading from a distance. Distributed leadership and contextual leadership theories promote taking leadership to where the people are and

where it is needed the most. Adaptive leadership and proximity theories address the issues of modelling required behaviour, getting the staff to move in the same direction, putting your ear to the ground and adapting your leadership style to the situation at hand, and so on. Total rare leadership promotes service delivery through conceptual, emotional and practical leadership.

The distributed university is seen as a complex system with a number of campuses distributed across a province, country, and world even. The main campus of the university still has to serve as the prototype that models the characteristics of what the university stands for. The executive leadership of the university has to ensure that the university brand is not weakened as the university grows in response to the dictates of the environment. This chapter argues that for the effectiveness of all the forms of leadership that have been discussed, a managerial leader is required. This person will have the interest of the particular branch at heart, and will be charged with the responsibility to work towards its advancement within the master strategic plan of the university. These leaders will represent the branches at the executive leadership level of the university with the view to ensuring that the mission of the university is furthered.

2.5 CONCLUSION

Is it possible then for any organisation or branch thereof to be remotely managed and lead if effectiveness and efficiency are important? Who models the expected standards? Who creates the positive working and learning environment? Who as Scott *et al* (2010:407) explain, gets the butterflies to fly in formation? The foregoing discussion implies management and leadership presence at the site in question. It implies contextualisation of leadership. It suggests that the manager knows the direction the organisation is going, and is mandated to steer it in that direction, which makes him a driver for strategy implementation. All organisational structures (functional, geographic, SBU, matrix, product/team, and so on) are headed by top or

middle management because no division, branch or campus can function effectively and efficiently without a leader.

Chapter 3 is an overview of what has been obtaining in the higher education sector worldwide in the past two decades. This chapter enlightens the readers about the debates that are pertinent to the higher education sector. It is also used to explain the changes that have taken place in the same sector in South Africa, and how they led to the formation of multi-campus universities as well as universities with satellite campuses.

CHAPTER THREE

LITERATURE REVIEW – CHANGES IN THE HIGHER EDUCATION LANDSCAPE

3.1 INTRODUCTION

Universities play a very important role in the lives, health, prosperity and economic competitiveness of their countries. This role has become particularly important in this age of information and knowledge economy. Universities do not only develop and deploy knowledge and skills, they also have a function of creating the tensions between the status quo and the world as it should be. Governments worldwide have looked to their universities to develop the workforce, leaders, scientists, researchers, and so on to help them understand the world better, adapt to the environmental changes and even reverse the accelerated thrust so as to allow the world to rejuvenate and heal itself. This means that universities just like other organisations are built on grounds that are continuously shifting in order to arrive at a better fit with the environments in which they operate. This fit is, according to Hough, Thompson, Strickland & Gamble (2011:56) a prerequisite for success in crafting and aligning the corporate strategy to performance, creation of competitive advantage and corporate sustainability.

In his speech 'Our destiny remains our choice' (2011:5), the president of the United States of America, Barack Obama advocates for classrooms where expectations are raised and the future generation of citizens are developed for high performance, to help America in reinventing itself. He further pledges funding for individuals and institutions that come up with plans to improve teacher quality and student achievement because

education is the lifeblood of any country's prosperity. He encourages education leaders to race to the top in the drive to reinvent America.

Universities are according to Faust (2010:1) paramount players in the global system that is driven by knowledge, information and ideas. Faust further states that knowledge is actively replacing other sectors as the engine of economic growth. In agreement Dong (2009:3) declares that the Chinese government attaches significant strategic economic and national development importance to higher education. While the universities are so important regionally, nationally and worldwide many academics (Simplicio, 2011:110; Ursin, Aittola, Henderson & Valimaa, 2010:2; Bisaso, 2010:343; Taylor, 2006:252) agree that governmental funding and other resources have dwindled. The implication then is that the university leaders have to ensure that the finite resources are optimally utilized towards the attainment of the goals of the university, which should be the prerogative of the heads of the campuses.

3.2 HIGHER EDUCATION

Higher education refers to post-secondary education, advanced third level learning at diploma and degree level and above as offered by universities and universities of technology. This definition of higher education excludes further education as offered at further education and training colleges referred to as type B higher education. Higher education in this regard refers to type A institutions of learning that offer national and higher national diplomas, university degrees and post graduate programmes.

3.2.1 Changes in higher education worldwide

Change currents in the higher education sector are according to Viljoen & Rothmann (2002:2); Ursin *et al.* (2010:2) facilitated by the growing demand for access, increased employment requirements, government and private sector demands on the universities to solve societal problems and accelerated pace of change fuelled by globalisation and

knowledge explosion. Production and diffusion of knowledge has been identified by many countries as crucial to their effectiveness as well as competitiveness. The governments of various countries have to provide the legal and institutional framework for change to position the universities to provide strategies to deal with world economic, social, ecological, political, and other macro environmental pressures. Mergers have become a common phenomenon in higher education in the last two decades. One of the stated goals of university mergers was (Ursin *et al*, 2010:2) the improvement of the quality of higher education through the generation of a country's competitive network of higher education institutions. Mergers would also enable bigger and more powerful universities to better deal with community issues and enhance the quantity and quality of research output.

3.2.2 Mergers and formation of mega universities

In China, like in other parts of the world, South Africa included the mergers were government initiatives aimed at increased efficiency and effectiveness, improved quality within the higher education sector, and also at ensuring that these institutions were more responsive to the ever changing societal needs in terms of access and provision of skills needed by the economy of the country. Another motive was competitiveness of the national universities on a global scale, as Dong points to the formation of some first class world universities in China (Dong, 2009:5). These motives are not different to those that drove the mergers in the case of South Africa as stated in sections 1.10.1 and 3.3.

3.2.3 The rationale for the establishment of satellite campuses

Gaskell (2011,5:20) defines a satellite campus as a university campus belonging to a mother campus where 60 percent of the full time equivalent (FTE) is housed and taught. For a campus to be regarded as a satellite it should be more than 30 minutes' drive from the mother campus, and should have a critical FTE mass of between 7.0% and 25.0% percent. He further suggests that there should be a minimum of 500 FTEs

located at the campus. In the case of mergers, all merged institutional settings are regarded as campuses irrespective of the distance between them.

Multi-campus, minor university seats or a new university pole came about as better alternatives to mega campuses too big for meaningful relationships between lecturers and students. They help to reduce the bureaucracies associated with mega universities (Bianchi, 2000:261). Satellite campuses as discussed by OCUFA (2009:5,12); Redmond (2008); Middlehurst (2010:75); Teferra & Altbach (2004:21); Reisz (2010) came into being in order to cater for the growing demand for higher education in areas removed from the mother university to deal with the issues of accessibility, demand overload, address decline in enrolment at the main campus, convenience and extension of reach, for universities to markets that were previously out of reach as well as at the request of the region in question. They were meant to increase the enrolment and revenue for the university pole and help identify new growth points. Reisz also emphasises the importance of increasing confidence and maintaining such campuses to provide sustainable quality higher education in remote areas. Satellite campuses also help to develop markets and resources for the university in new geographic areas thus strengthening the university brand.

Hacker & Dreifus (2010:2) talk about universities establishing branches abroad in order to be distinctive, have prestige, make imprints, and because they are tired of operating in the same place. Redmond (2008) postulates that the development of satellite campuses would help the University of Waterloo grow its undergraduate, graduate and research output while also helping towards the diversification of income, even though it would add a complication of managing a dispersed or 'distributed' (Bambrick, 2002:2) university. In Michigan the development of satellite campuses was also aimed at providing access opportunities, especially to rural part, as the government had realised that it was becoming increasingly viable to invest in the workforce for sustainable economic prosperity (Cunningham, Erisman & Looney, 2008:5). Satellite campuses of higher education should in accordance with the Nigerian National Universities

Commission not be more than 200 kilometres from the main university campus. They should be located in the same state as the main campus, especially if they share the same name. The staff should be directly or indirectly appointed by the main campus in line with the laid down academic standards (Chiejina, 2009).

In the case of South Africa the formation of multi-campus universities and universities with satellite campuses was not an isolated case, it was in alignment with what Cloete, *et al* (2002:13) call the 'new world order' of globalization, political and socio-economic changes of the 1990s. To keep abreast of the global developments the South African government advocated for the changes in the higher education sector aimed at restructuring and transformation of this sector to address the inequalities that existed prior to the new social order or democratic dispensation. Were the questions of access, strengthening of the brand, market development, product development, and others as highlighted above even issues in the case of these particular institutional mergers in South Africa? How was the rationale for these mergers going to impact the organisational structures and leadership especially at the campuses removed from the main campus? What was policy regarding leadership at satellite campuses especially in cases where faculties were spread across campuses?

3.2.4 Challenges associated with multi-campus universities and universities with satellite campuses worldwide

Multi-campus universities and universities with satellite campuses are still faced with a number of complexity challenges that are pedagogical, managerial, economic, and logistical in nature (Ebden, 2010:267), demanding an unprecedented kind of leadership and administration. Stringer and Hudson (2008) suggest that the best form of leadership in managing these challenges is distributive, cooperative, and deliberate, aimed at achieving a high level of semblance of standards and equivalence of experience while supporting differing cultural and geographical needs across campuses especially those located in other cities or provinces.

3.2.4.1 Leadership challenges

When Laurier Brantford Campus of Wilfrid Laurier University started to operate in 1999, it had only 40 full-time students and 3 full-time staff. Despite these alarmingly small figures a dean and a campus manager were appointed to represent the campus at senate and other governing bodies of the university as well as with local outside stakeholders (OCUFA, 2009:7, 8). To emphasise the importance of campus leadership, Allison & Eversole (2008:100) confirm that most regional campus models in Australia involved the adoption of a campus manager or pro-vice chancellor whose mandate is seeing to all the campus activities, driving the implementation of the university strategy, ensuring that the campus meets the regional needs and responds to local pressures. In all the management structures they suggested for Grenfell College of Memorial University, Davis & Kelly (2006:7) emphasise the importance of the presence of a senior person (vice president or deputy vice chancellor) in each of the two campuses, both reporting directly to the president or vice chancellor. The issue was the title to be used for the senior manager at each of the campuses, as it was clear that such a person was needed.

Ajadi (2009:579) states that all the study centres of the National Open University of Nigeria (Noun) were headed by centre managers tasked with the responsibility to perform some functions of the headquarters even though there was no face-to-face teaching and learning taking place at these centres. A study conducted on the academic standards of extension and satellite programmes of Nigerian universities discovered that there was limited monitoring of the satellite campuses and programmes that they offered, and the researcher expressed an urgent need to apply stringent monitoring procedures and standards in order to ensure alignment with the standards at the main campus (Ali, 1996:1). In an attempt to strengthen the university brand and ensure commonality of purpose, the Southern Cross University (Australia) responded to the audit report by appointing a Pro Vice Chancellor and Head of Campus at its Coffs Harbour Campus and also relocating some staff members to strengthen the academic profile at this campus (Hilary *et al*, 2006:5). This argument clearly shows that it is

imperative to have top level leadership presence in all the campuses no matter how small.

Hatton (2002:5) observes that the decentralised integrated model had led to such interwovenness that disamalgamation would be unthinkable at Charles Stuart University. CSU was further commended by Hilary *et al* (2006:4) for one university culture across all its campuses, strong support for staff, visibility of VC and other senior executives who maintained a high profile across all locations. CSU also uses a lot of telecommunication networks (video conferencing, emails, telephone, fax etc.) to keep contact across all three campuses. In cases where the dean is not resident on campus, the heads of schools are available to give direction to staff. According to Hatton (2002:14) communication is both vertical and horizontal as one dean explained that his was a faculty of three campuses. So there is a need to for regular cross-campus communication and integration. Leadership at all the levels of a university (top level, middle level, faculty level, campus level and departmental level) allows the institution to maintain the current standards of service delivery while keeping the eyes on the horizon, anticipating change and gearing itself up to meet the challenges and even lead and drive sectorial change (Joyce, 2010:292).

Allison & Eversole (2008:99) further state that satellite campuses tend to be second choice for both staff and students and that the staff at satellite campuses tend to feel dislocated and operate 'without the underlying rubric' which the top and middle management of the university is supposed to provide. They also speak of difficult governance arrangements that tend to impede development and performance, while Timberlake (2004:94) worries about loss of identity and disconnection from the rest of the university. Mathebula & de Beer (2010:1) further suggest that even though there could be characteristic differences between the main campus and its satellite campuses, their management infra-structure should maintain common features with those of the main campus.

In a leadership study conducted by the Griffith University on managing multi-campus challenges, Krause, Lizzio, Bath, Clark, Scott, Campbell, Spencer & Fyffe (2010:1) uncovered challenges such as: managing consistency and equivalence across campuses, policy issues that reflect multi-campus specific needs, cross-campus communication that enhances a sense of belonging to the bigger university and not just a small campus, curriculum quality and standards and semblance of support services and facilities. Grassroots leadership is identified by Kezar, *et al* (2011:129) as one of the models that a university with satellite campuses can use to position themselves to effectively respond to daily leadership challenges at these campuses. This model is not similar to distributed leadership, which is recognised by top management. The model suggests the use of staff members who lack formal authority, delegated and institutionalized power to challenge the state of things and bring changes for better performance and service delivery from the bottom. Grassroots leadership can be used as a technique to promote adaptive and contextualised leadership.

Commissioned by the Leadership Foundation for Higher Education, Gaskell (2011:7) used eleven universities with satellite campuses across London to try and develop the most effective and efficient leadership and operational relationship between the main campus and its satellite campuses, regarding especially organisational structure and leadership effectiveness and efficiency. According to Reisz (2011:1) this study conducted across London universities was also aimed at reducing tensions between strategic and operational levels, determining the most workable leadership arrangements between the university and its satellite campuses, and making students' experiences consistent. The participants were all in agreement that the key indicators of leadership model effectiveness, included among others the presence of the Deputy Vice Chancellor (DVC) at the satellite campus, the presence of a relevant proportion of resident professors, seniority and academic leadership, regular travel and communication arrangement trends for teaching and research purposes, and others. Singh & Khanna (2011:2) on branch campus development, raise concerns that it would not be easy or practical to maintain similar quality and standards with the main campus

at such campuses. The university would need to send the faculty to the branch while it was also needed at home. Without the faculty, they cautioned it would be difficult to ensure its reputation.

Werner (2011:13) states that leadership and structure are crucial to the success of an organisation. Any educational institution has a responsibility to take into account its multi-campus or distributed nature and reflect that in its organisational architecture. It has to develop a structure that will drive a similar culture, same vision, mission, objectives and standards across all its campuses. Hilary *et al* (2006) argue that leadership is crucial and further suggest that the top leadership of the university should make their presence felt across all the university campuses. In some universities of South Africa the formation of new management structures, location and distribution of resources, leading bigger and dispersed universities, and location of faculties across campuses, were still thorny issues (de la Rey, 2009:8).

3.2.4.2 Service delivery challenges

One Dean admitted that it was really difficult to ensure equivalence and consistency of programmes and standards especially in cases where programmes were offered across campuses. A suggestion to deal with this challenge would be to have a deputy dean to oversee the programme at such campuses. The same study also pointed to the absence of policies on cross-campus consistency. Even though emails are used a lot to communicate across campuses, they are not adequate. Video conferencing and skype technology would improvise for face-to-face meetings and facilitate discussions better than emails. Monitoring of curriculum consistency of standards is a crucial function of the heads of departments working in consultation with one another, and with the dean. Hilary *et al* (2006:3, 4) comment on the lack of inclusive and consistent culture across all the satellite campuses of La Trobe University, low staff profile and limited professorial presence at the University of Newcastle's satellite campus Ourimbah. Such conditions render the campuses not fit for purpose, especially because there is no embodiment of such purpose on campus. According to Hilary *et al* such campuses

range from being 'lost in space' and being 'planets in alignment' to be explored further in chapter 4.

One of the challenges of multi-campus universities developed through a merger, as identified by Hall, Synmes & Luescher (2004:126) is that it is difficult for the merged universities to forgo their different cultures, while in the case of a university that grew from the centre to develop satellite campuses the story is different, because the centre like in the fractals, will develop a culture, and with proper monitoring and leadership that culture will diffuse to the satellite campuses while allowing for local adaptations. If the cultures remain distinctively different the university becomes hard to manage and lead especially as culture is one of the drivers of strategy implementation. For any strategy to be implemented successfully, culture has to be adjusted, otherwise it militates against the strategy instead of supporting it. Mabokela in de la Rey (2010:9) points out that even though similar identities have been developed for some merged institutions such as one councils, one executive leadership, one logo, one vision and mission, there were still underlying cultural, racial, infrastructural, and other disparities.

There are a number research articles that have been published on the outcomes of the transformation of HE in South Africa. These articles seem to concentrate on, among other things, the increase in the number of enrolments, increase in output rates and increase in research output. For example de la Rey (2009:1) comments on the increase in the number of students enrolled at Rhodes University and Tshwane University of Technology which boasts of eight campuses, and throughout the report numbers are the issue. Badat (2010:21) gives an analysis of the increase in the number of doctoral students. Cronje (2010) goes a little further than numbers and addresses the issue of exclusion through the point system. Not much attention is given to management and leadership at these campuses and how it impacts on the quality of academic activities.

The focus of research should now move from statistics regarding enrolment numbers and throughput rates, because obviously there has been a lot of improvement in that regard. The focus should now be on governance, leadership and management for efficiency and effectiveness across the whole university, as the Leadership Foundation for Higher Education suggested in 2010. Kamsteeg (2008) identified a need to conduct a study across all the campuses of the merged North-West University because of the lingering feeling that even though the merger had been completed on paper and logistically, there were still numerous issues that remained unresolved such as a sense of one university and cohesion.

3.2.4.3 Infrastructural challenges

Multi-campus universities need to address the challenges of maintaining consistency across the whole university otherwise the satellite campuses remain (Ezarik, 2009) less attractive to the staff and students as they do not offer as wide a range of facilities, courses and opportunities as the main campus. Liu & Lv (2007) are in support of this statement when they caution that universities with satellite campuses may find it difficult to allocate the resources equitably across the dispersed campuses.

Hilary *et al* (2006:1,5) observe that satellite campuses are apt to be remote, marginalised, forgotten, exploited, characterised by fragmentation, duplication, inconsistency and inequity. They hold that such issues can be addressed through robust and effective planning, leadership, quality management systems, efficient communication and equitable resource distribution across all the campuses of a university. Mathebula & de Beer (2003:3) discovered that the main campus faculties tend to downrate and disrespect the staff and academic activities at satellite campuses, while Gaskell (2011:1) and Allison & Eversole (2008:98) observed that the satellite campuses are usually vulnerable in times of university turbulence and cost cutting strategies, and display a lower 'poor cousins' status to that of the metropolitan or main campus.

3.3 HIGHER EDUCATION IN SOUTH AFRICA

In South Africa higher education means all learning programmes leading to qualifications higher than grade 12 or its equivalent in terms of the National Qualifications Framework, as contemplated in the South African Qualifications Authority Act, 1995 (Act No. 58 of 1995), and includes tertiary education as contemplated in Schedule 4 of the Constitution as a qualification that meets the requirements of the Higher Education Qualifications Framework (HEQF) (SA Gov., 2008:2). A higher education institution refers to any provider of higher education on a full-time, part-time or distance learning basis which has been established under the Act 101 of 1997, declared a higher education institution under this act and registered under the same act (SA Gov., 1997:9).

As already discussed earlier in this chapter, changes in one sector of society ripple out to other sectors forcing them to adapt or become obsolete. In South Africa the higher education sector, just like all the other sectors has undergone major changes and turnaround in the past two decades to rid it of the past inequalities along the lines of class, race, gender, institutional and geographical location (Badat, 2010:2; Luescher & Symes, 2003:5). Jansen (2002:2); Viljoen & Rothmann (2002:2) state that in the case of South Africa transformation in the higher education sector was politically, economically, socially and technologically driven to find a healthy fit between the institutions of higher learning and the unique needs of a changing wider environment. In agreement Pityana (2009:1) says that in South Africa the transformation of the Higher Education sector was driven to reposition HE institutions for the advancement of value and principles enshrined in the Constitution and to create environments that would enable pursuance of academic excellence. This initiative was to reduce the number of HE institutions from 36 to 22, conflicting with 23 according to de la Rey (2009:7) through mergers and incorporations (Pityana, 2009:1; Luescher & Symes, 2003:9). Pityana further remarks that even though mergers took place more than a decade ago, HE in South Africa still remains untransformed in areas of importance such as their cultures, academic structures and modes of academic pursuit. In support of this statement Badat

(2010:14) argues that in many cases there is still a need for extensive restructuring of the qualifications and programmes, to develop those that will address the changed and continuously changing needs of society.

Multi-campus universities and universities with satellite campuses came into being due to government legislation aimed at restructuring and transforming higher education to address the inequalities that existed prior to the new social order or democratic dispensation. They were formed through institutional mergers that would enable the higher education sector to be more accessible and equitable. One might view institutional mergers through the eyes of Johnstone (2005:1) who saw them as forced upon universities in order to align them with the new social order. Resultant institutions would be more responsive to the needs of the newly-formed democratic society, more viable and able to provide economies of scale. It goes without saying that the management and leadership of such universities (Redmond, 2008:2) would be more complicated than the management of a single university pole.

Higher education like all the sectors of the South African society has been greatly affected by the democratic changes in the country. The education system primary, secondary through to higher education is the backbone of democracy, socio-economic growth and the improvement of the quality of life for all. This is the reason why South Africa is using its higher education system as one of the drivers for the implementation of the policies of democracy as stated in The Constitution of the Republic of South Africa, aimed at among other things, (Act 108 of 1996):

- Healing the divisions of the past and establishing a society based on democratic values, social justice and fundamental human rights ... ;
- Improving the quality of life of all the citizens and freeing the potential of each person ... ;
- Human dignity and achievement of equality and the advancement of human rights and freedoms ... ;

- Regarding education the state ... taking into account: equality, practicability and the need to redress the results of past racially discriminatory laws and practices.

Education White Paper 3 is also aligned with, and is one of, the drivers of the Reconstruction and Development Programme (RDP). Like Act 108 of 1996, the RDP was aimed at mobilizing all the skills, competencies, and knowledge of the people of SA, and the country's resources, towards the final eradication of the traces of apartheid, and to build a nation that all can be proud of where no form of discrimination exists (ANC, 1994). It was geared towards addressing among other things on the higher education landscape the development of institutional governance structures that reflect and include all the stakeholders and the community served by the institution.

This thesis is based on this statement and presents an argument that no institution or division thereof, no matter how small, can be fit for purpose if it is not represented in the governance and management structure of the institution. Failure to represent a division, branch or satellite campus in the case of this study leads to vulnerability, inferiority, isolation, disenfranchisement, overloading, lower standards and inefficiencies at the satellite campuses. The satellite campuses of universities are also by law of the country (SA) 'no less deserving of a high quality educational experience than ... where economies of scale are possible, facilities well established and staff are more experienced' (Bambrick, 2002). The researcher believes that there would be gross violation of the rights of all the community of any satellite campus of a university if there is no representation of the top management of the university at such a campus. Scott, *et al* (2007:5) observe that multi-campus universities seemed to be less well-resourced than similarly large, but predominantly single-campus providers. They tend to be disadvantaged by reputation, historical resource base, and long-term investment in teaching, research and facilities than older single-campus universities'.

3.3.1 Higher Education Act 101 of 1997 of South Africa

The Higher Education Act 101 of 1997 is one of the most important policies governing the establishment of higher education institutions, their regulation, provisions for quality promotion, transitional arrangements and other matters relating to higher education in South Africa. This act was established after the political and social transformation which followed the first democratic elections in South Africa. It is in line with the Constitution of South Africa and is therefore geared towards the transformation of the higher education sector so as to align it with the socio-political changes that had obtained. The act makes provisions for such changes and developments in some areas that are part of this study such as:

- The establishment of a single coordinated higher education system which promotes co-operative governance and provides for programme-based higher education,
- Restructuring and transformation of institutions and programmes that they offer to enable the South African workforce to respond to the new challenges brought about by globalisation,
- Redressing past discrimination and ensuring equity of access to higher education,
- Provide optimal opportunities for learning and skills development,
- Pursue excellence, promote the full realisation of the potential of every student and employee, tolerance of ideas and appreciation of diversity,
- Respond to the needs of the country and the communities that the institutions of higher learning serve,
- Contribute to the advancement of all forms of knowledge and scholarship, in keeping with international standards of academic quality, and
- Ensure that higher education institutions enjoy fair measure of freedom and autonomy within their relationship with government,

The act also makes provision for the formation of the Council on Higher Education (CHE). This act also made provision for the development and enactment of Education White Paper 3, which is a Programme for the Transformation of Higher Education in response to all the socio-political changes that had taken place in South Africa.

All these can only be achieved if all the members of the university community are aware of what the institution is driven to achieve, and there is leadership to drive it and its campuses towards the desired goals. It is true that the availability of government funding National Student Financial Aid Scheme (NSFAS) has fuelled undergraduate enrolment as even students without parents are now able to access higher education. It is also true that those remote campuses of universities are mostly populated by the same students. So it is the same students who come from previously disadvantaged backgrounds who are subjected to conditions that have been discussed in this chapter as characteristic of satellite campuses. This sounds like discrimination continued under the banner of equality and social justice. The leadership of such universities have to commit to addressing the issues of equity within the institution. Pronouncements have to be made and strategies be put in place to attend to these remaining issues.

3.3.2 Notice 1196 of 1997 - Education White Paper 3: A Programme for the Transformation of Higher Education

The programme for the transformation of higher education in SA found its basis from The Constitution of the Republic of South Africa (Act 108 of 1996). If SA was to democratize all the engines of the state, education in general and higher education in particular had a pertinent role to play in the transformation of the country, redressing the imbalances of the past, bringing about equality for all, meeting the socio-economic and environmental needs of the country, freeing the potential of every citizen, improving the quality of life for all, and so forth.

The higher education system as was known in the country prior to 1994, was incapable of achieving these goals due to fragmentation driven by apartheid. The Programme for the Transformation of Higher Education (Education White Paper 3, Notice 1196 of 1997) was released on the 24th July 1997 to help lead and push the higher education system in the envisaged direction. The new higher education system in SA is now driven by the vision to be coordinated, free from all forms of discrimination, contribute to the advancement of knowledge and skills, uphold rigorous standards of academic quality, share a democratic culture, participate in the growing economy, and so on.

This programme was based on a number of principles aimed at advancing the needs and demands of the new social order, such as: equity and redress, democratisation, quality, effectiveness and efficiency, institutional autonomy, public accountability, and others. Equity and redress talk to accessibility for all with no traces of discrimination to the institutions of higher learning, and it is closely linked to democratization which deals with the consultation of all stakeholders in the governance and management of the institution. Quality addresses the institutional fitness of purpose (as declared in the vision, mission, goals and strategy) and fitness for purpose (reflected by all the resources of the institution: physical, governance, management, skills and knowledge, financial, information, technological, etc.).

Effectiveness and efficiency are related to quality. The institution and its satellite campuses should address the desired goals and achieve the set outcomes and it should be able to do this using minimal resources. Efficiency does not imply lowering of standards which would militate against the institution's reasons for existence, on the contrary, it means institutional ability to disburse all forms of resources and then monitor their utilisation to ensure that they are optimally used to help achieve the goals of the institution. Institutional autonomy and public accountability are two sides of the same coin. Freedom always goes together with responsibility for, and accountability to the stakeholders. The top management of a university is accountable and responsible to all stakeholders including the communities of all its campuses. To this end and as

provided for by the Higher Education Act 101 of 1997, the Council on Higher Education was established to manage quality assurance and quality promotion in the higher education sector.

3.3.3 The Green Paper for Post-school Education and Training 2012

The Green Paper for Post-school Education and Training acknowledges the progress that has taken place in the higher education landscape since 2004. Its major concern is the removal of remaining traces of the legacy of apartheid such as high unemployment rates especially among the previously marginalised sectors of the population of South Africa. The main argument of the Green Paper is that unemployment and poverty can only be curbed through a robust higher education system that is designed for this particular purpose. If in 2012 the Ministry of Higher Education still felt that there were still traces of inequality within the HE institutions, then the issue of numbers should no longer be the central debate. The debate should rather focus on how the resources (financial, physical, intellectual, and so on) will be redistributed to the areas that need them most.

The Ministry of Higher Education and Training aimed to increase university enrolment to 1 500 000 students by 2030 as opposed to 899 120 in 2011 (SA Gov., 2012:9). It is clear from this Green Paper that the higher education system in South Africa is gearing itself for yet another upheaval after the mergers. The quality and quantity of study offerings, well-functioning institutions, quality of provision, human resource capacity are very important to the realisation of the envisaged higher education system. Distributed leadership is the key to the institutions and their various campuses functioning well.

3.3.4 Council on Higher Education

The Council on Higher Education was instituted according to the Higher Education Act 101 of 1997 as a juristic person. It is mandated to provide independent strategic advice to the Minister of Higher Education on such issues as mission of higher education,

needs and priorities, the scale and shape of higher education, quality, accreditation of programmes, university audits, promotion of access to higher education, structure of higher education in the country, performance of the system, way of new learning, research, allocation of funding, financial aid, and other matters that are pertinent to higher education (SA Gov., 1997:11).

Section 3.42 of Education White Paper 3 advises about the development of set standards of expected behaviour for the entire university/campus community from administrators, faculties, staff to students. CHE Task team instituted in 2000 recommended a new unprecedented higher education system that would be coherent, responsive to the needs of the new democratic society that would enable quality and equity improvements within the higher education scenario. The task team named equity as their defining imperative. Equity was seen to go further than just access and accessibility of institutions of higher education. It also implied environments conducive to quality learning, teaching, and mentoring that will enhance chances of academic success. The overall objective of the restructuring of the higher education landscape was the development of a higher education scenario that is characterised by quality, excellence, equity and responsiveness through an effective and efficient governance, and improved institutional planning and management. All institutions of higher learning have to strive for quality learning, teaching, research, community service, and so forth which all stem from good governance and quality management (CHE, 2000).

In its Proposed Criteria for the HEQC's First Cycle of Audits document, CHE (2003) talks about quality management throughout the document. CHE wants to ensure that the quality management systems are in place at the institutional level and it also aims to evaluate the effectiveness of such systems. Among other criteria and objectives this study found the following interesting and relevant.

The first cycle of audits was aimed at checking the fitness of the missions of various institutions for purpose through its alignment to transformation and how the institution is living up to its mission. CHE also wanted to provide for consistency in quality management across the higher education sector through the stipulation of minimum standards aimed at providing institutions with the tools to check their quality standards, and be in a position to assure its stakeholders that all its activities are in alignment with HEQC standards.

It was important also to ascertain that quality is ingrained in the vision, mission, objectives and strategy of the university from the top level management down to learning, teaching and assessment. All institutions of higher learning have to be committed to the principles of continuous improvement through benchmarking, kaizen, Deming's PDCA cycle, identification of good practices, and continuously attempting to apply such practices at all the levels of management.

3.3.5 Audit Report on the Durban University of Technology 2008

The Council on Higher Education (higher education quality committee) conducted an audit on DUT as a university of technology for the audit cycle 2004 – 2009 and produced an audit report in 2008. The report notes the following issues that are of interest to this study:

- That DUT was formed following a voluntary merger between ML Sultan and Technikon Natal in 2002 which was prior to the establishment and enactment of Education White Paper 3.
- That DUT was made up of six campuses namely Steve Biko, ML Sultan, Brickfield Road, City, Riverside and Indumiso and two delivery sites namely Ritson Road and Mansfield (de la Rey, 2009: 7). This does not precisely coincide with the information provided on the university website that there are seven campuses with no mention of Mansfield.

- The new VC and newly constituted Council still had a task of organising and developing an appropriate and consistent culture, uniformity of purpose and a sense of belonging across the university irrespective of race, history and geographic location.

CHE (2008:7) did acknowledge the absence of substantive leadership and governance structures and the distance between the main campus and the Midlands campuses resulting in disparity in the provision of services and probably the worsening of the institutional culture already described as weak. It is concerning that even though the audit report noted a number of issues of inequity between the cluster and the midlands campuses, it did not even mention leadership vacuum especially at the Riverside Campus.

The researcher believes that the institution of leadership at this campus would be the first step in dealing with all the issues identified during the audit. Such issues included the concern that the experience of the students across campuses was not consistent, 'uneven quality', due to disproportionate disbursement of resources, when the qualifications they get awarded at the end are the same. The institution was urged to sort out the matter. DUT is one university across all the campuses, so, the resources (expertise, infrastructure, leadership, etc.) have to be equitably distributed across the whole university.

It will be hard for any institution to realise its strategic goals and live up to its mission if there are limited efforts to communicate such goals and resultant strategy to all the stakeholders across the institution, and if there is no embodiment of the highest ideals of the institution at all its campuses. Even though the report does not give a suggestion as to what the university should do to rectify this issue, it remains the prerogative of the executive leadership to give special attention to areas of concern regarding service delivery across the university.

3.4 DISCUSSION

The higher education sector worldwide has undergone transformation over the past two decades. There have been mergers that were politically or economically motivated, consequently multi-campus universities and universities with branch campuses were formed. In some cases universities have established branch campuses across continents in order to strengthen their brands. Managing and leading across campuses is complicated especially because leadership has to be adapted to fit the particular campus and its environment. Some campuses are more than two hundred kilometres away from the main campus and there are concerns regarding semblance of standards across the university. The top management of the universities with satellite campuses tends to be concentrated at the main campus of the university leaving the smaller campuses in the hands of junior staff members.

The transformation of HE in South Africa was aimed among other things at the rationalisation of programmes, encouragement of collaboration between institutions, enhancing responsiveness to social needs, capacity building, and leveling the HE field for equity and equality of all (de la Rey, 2009:8). In the context of the merger, quality management across the whole university involves high consistency of standards regarding all the activities of the university.

The foundation for this should be laid by commonality of purpose as expressed in the vision and mission of one university (Hall, *et al*, 2004:133). This study argues that for standardisation and semblance of facilities and academic standards to take place across all the campuses, all campuses should be represented at the top level management of the university and the faculties spread across campuses should make means possible to have strong representation and presence at satellite campuses. The radial structure suggested in chapter 6 is an illustration of how equity regarding the problem of this study can be achieved.

3.5 CONCLUSION

In this chapter the researcher discusses the rationale for the transformation of the HE sector worldwide and in South Africa in particular and the formation of satellite campuses as given by various experts in the field of higher education management. This information was deemed important because it alludes to the formation of multi-campus universities and universities with satellite campuses and it also raises areas that are still causing concern. This chapter is concluded by looking into the formation and the role of CHE and their findings and recommendations following the university audit in 2008.

As stated in chapter 1, literature review is approached through three chapters. Chapter 4 presents an analysis of various organisational structures that have been used by multi-site organisations, multi-campus universities and universities with satellite campuses.

CHAPTER FOUR

LITERATURE REVIEW – ORGANISATIONAL STRUCTURES FOR EFFECTIVE LEADERSHIP

4.1 INTRODUCTION

This section is important because it is the main concern for this study. The year-long study that was conducted by the Hull University's Scarborough Campus aimed to determine the most effective relationship between the centre, (mother campus) and the satellite, getting to understand the tensions between the strategic and operational levels and making student experience consistent was used as a point of departure. The study also aimed at discovering and sharing the most effective organisational arrangements between the main campus and its satellite campuses with the view to enhancing leadership effectiveness and management efficiency at the satellite campuses. The study's main focus was on academic strategy, organisation, leadership and management structures (Mulley, 2010). Mulley further points to the importance of understanding the complexities particularly from organisational structure and leadership perspectives, so as to come up with strategies to address them.

Reisz (2010:1) confirms that the challenges facing universities with satellite campuses could be addressed through the interrogation of governance, strategic, structural, management and leadership issues. Even though Harman & Harman (2002:29) believe that governance, structural, leadership, management, financial resources, human resources and other merger issues have received enough attention, there was still a gap regarding leadership at satellite campuses as identified by the Leadership

Foundation for Higher Education in 2010. University campuses require visible and resident leadership because leadership evokes images of direction (Marshall, 2007:67) without which the whole campus community can easily drift away and lose sight of their very purpose. Leadership in all the campuses of a university is crucial to institute consistency of purpose, institutional pride and a sense of belonging, while boosting individual morale and driving productivity in these remote campuses.

4.2 WHAT ARE ORGANISATIONAL STRUCTURES?

The organisational structure is more than just a chart. It reflects and represents people, positions, procedures, processes, culture, technology and all other elements that make the organisation complete. It defines how all these component parts across the whole organisation work together in unity of purpose within a particular context. Organisational structures are university governance and communication patterns that take place within an organisation, which McMillan (2002:1) sees as hands that bring the organisation to life. They show how power and decision-making are shared throughout the organisation. Hodge *et al* (2003: 30,197) argue that the design that the organisation opts for should be determined by how the staff needs to be grouped, strategies that the organisation wants to use, environmental demands, and (Burton, Obel & DeSanctis, 2011:11) the major goals of the organisation regarding efficiency (input) and/or effectiveness (output). Organisational size, location and the primary functions of the organisation are also considerations when designing structure.

Most strategic management and organisational behaviour books (Ehlers & Lazenby (2010); Pearce & Robinson (2000); Rossouw, le Roux & Groenewald, (2007); Hellriegel, Slocum & Associates (2001); Werner (2011); Jones & Hill (2010); etc.) devote a section to the management structures. This is so because such structures or architectures (Thompson & Martin 2006:215) form the foundation for effective leadership and efficient management, accountability and communication within the institution as a whole and expedite its ability to respond more speedily and efficiently to environmental changes.

Taylor (2006:255) advises that twenty-first century universities can only be successfully led using adaptive and free-flowing structures that promote both horizontal and vertical communications. Consequently the sub-unit structures with diverse products and devolved leadership, coupled with consistency of purpose, become more appropriate especially for complex organisations like universities. Change is now geared towards fragmentation and loose coupling to allow for more flexibility in responding to environmental demands.

Architectural designs are termed governance structures by Bitzer (2009:352) and they refer to power and authority relations and processes as employed by different actors (internal and external) showing who reports to who, on what, and who does what, where, when, how and probably why. They, according to Jones & Hill (2010:6) reflect the business model of how the various entities (campuses, faculties, departments, etc. fit together to create and live up to the corporate strategy that will give direction and drive university-wide productivity, and create value for the whole community of the university. These structures do not always have to be taken as they are. They can always be adjusted and pruned to suit the specific needs of the institution in question. Organisational structure is at the centre of the internal process model as discussed by Kleijnen *et al* (2009:237). Structure creates stability of tasks and functions, consistency of quality and continuity of approaches to working.

As already stated, structure is crucial to the functioning of the organisation as a whole. As structure drives strategic implementation, it should be resilient enough to allow the organisation to adapt to its ever changing environment, and be resonant with the complexity of the organisation ensuring leadership at all the levels. Hartlieb, Leber, Tupping, & Willfort (2007:174) enumerate the following as factors that have to be taken into consideration when the institutional culture is being developed: its environment where it draws students and sent them as outputs, the realities of the institution such as its history and how it continues to affect its processes, its competencies and staff skills as well as inside and outside relationships. The

subsections that follow address the issues to consider when developing institutional structures.

4.2.1 Structure and strategy

Changing strategy implies changing the way people do things and sometimes even what people do. It is therefore difficult, if not impossible, to drive a strategy when there is no structural-strategic fit, because structure is a powerful driver of the strategy. Close & Raynor (2010:221) suggest that leaders not only design structure for current leadership, but design them for emergent leadership in the desirable direction considering the university context in a holistic way.

Organisational designs are termed blueprints by Hellriegel *et al* (2001:236) and are therefore strategic because they enable the institution to pursue its goals and live up to its mission. They are regarded by Ehlers & Lazenby (2010:320) as one of the drivers for strategy implementation and are used by the institutions to proactively interact with their wider environment and react to environmental changes and demands. Structure follows strategy (Burton *et al* 2011:23; Shapiro, 2012; Wheeler, 2002) because the structural design ties all the institutional activities to its corporate strategy. Organisational architecture should change in response to strategic changes because old structure can frustrate attempts to implement new strategy. If the organisation changes its strategy but does not adjust its structure to drive the new strategy, the old structure has the power to pull the organisation back to the old strategy. Organisational structure should not be changed for the sake of change, before it is done the organisation should conduct a cause and effect analysis which will show how the new relationships within the organisation are expected to affect the way people act towards the attainment of the goals. Burton *et al* (2011:23) further link organisational performance to establishing and maintaining the fit between strategy, structure and context, while McMillan (2002:1) argues that the organisation is unlikely to survive if its

structure and the underlying design principles are not in tune with the purpose of the organisation and the demands of the environment which it serves.

4.2.2 Structure and size

The size of the organisation affects its structure. The size of the organisation refers to the physical assets, staff size, number of customers, capacity, and so on. As the organisation grows there is more need for formal rules, and guidelines that determine procedures. Managing bigger organisations is more complicated and authority needs to be delegated. Bigger organisations have more complex structures. Tasks are highly specialised, which leads to departmentalisation. They tend to have more mechanistic systems aimed at improving efficiency and increasing productivity. Organisations sometimes decentralise to places where there is demand for their business, adding further to the complication of the organisational structure. Coordination leads to the formation of a number of management layers. Many management levels delay decision-making that negatively affect productivity and flexibility at delivery. This may call for devolved leadership and decentralisation to facilitate service delivery and fit between the institution and its environment.

4.2.3 Structure and the environment

The structure that the organisation chooses and develops represents the way the organisation wants to serve the needs of the customers as well as those of its local environments. The structure should therefore be resilient enough to allow the organisation to adjust to the rate of environmental changes with ease so that it always enables the organisation to negotiate the corners at the right time and at appropriate speed (McMillan, 2002:1). As people make the structure that brings the organisation to life and help it grow as it adjusts to environmental changes, people should be willing to move to where the structure demands them to go in order to serve the needs of the organisation better. Cameron in Kwan & Walker (2003:707) suggests the following nine measures for institutional effectiveness that will ensure that it stays in tune with its

environment: student satisfaction with the programmes and the campuses where they study, student overall academic development, career development, student personal development, employee satisfaction, employee development, institutional responsiveness to environmental stimuli, institutional ability to acquire and equitably distribute resources and institutional health. The most appropriate institutional structure will be instrumental in determining these measures, but an obsolete structure will fail to support the university in its attempt to live up to its mandate.

4.2.4 Structure and technology

Modern technology such as email, skype, video conferencing, and so on is used by hi-tech universities to facilitate communication between staff at different campuses. The transfer of information is easier and faster, which means that organisational complexity does not become a big hindrance to communication and service delivery across a complex and dispersed institution. Groth (1999:349) considers IT as very instrumental in reducing work that would have been done by people, such as databases doing the work that would have been performed by many people. Technology aids structure as a double edged blessing that supports decentralised centralisation of decision making by making information readily available to middle and lower level managers across different geographical locations within a short space of time (Fidock, 2006:12).

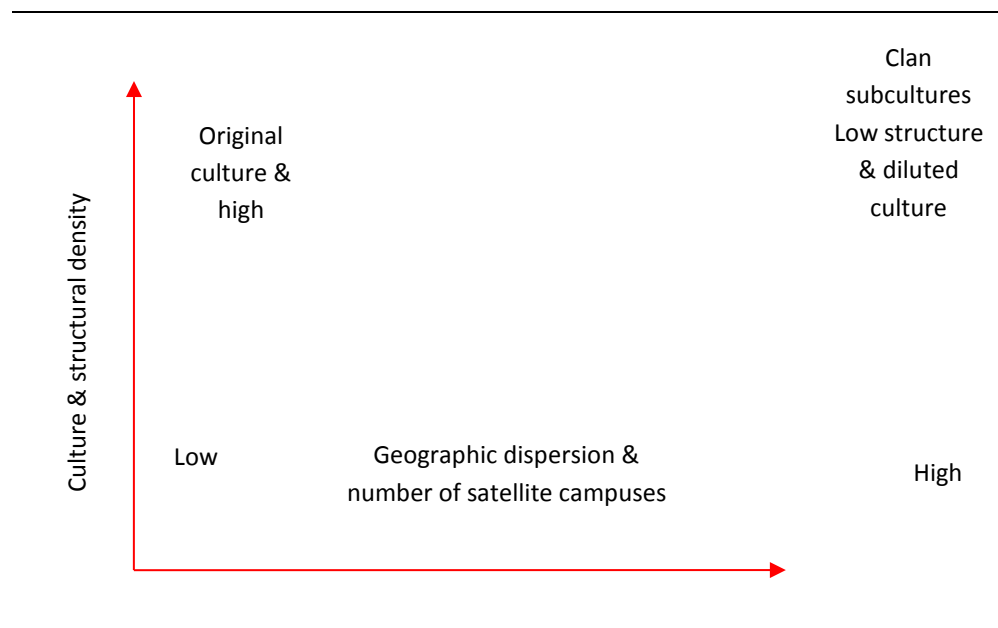
.

4.2.5 Structure and culture

The culture of the institution is one of the drivers of strategy implementation. Together with structure and leadership they ensure that the organisation is able to attain its goals and fulfill its mission. Organisational culture refers to a shared system of meanings, belief patterns, rituals, symbols, myths, and others that evolve over time aimed at reducing variability in terms of staff behaviour and their patterns of response to service delivery, problem solving and control. Institutional culture serves as social glue that connects many people with different personal agendas to the personality of the institution. If the executive leadership of the institution does not make concerted efforts to develop and maintain a particular culture, O'Neill, Beauvais & Scholl (2001:136) warn

that a culture will still develop irrespective of their effort, but it will not necessarily be the kind that they will like and accept and it may not be geared towards the attainment of the institutional goals. In support of this warning Marvin Bower in Schwierien (2012) pronounces the importance of having guiding principles, clear policies, high calibre people and getting them to agree to the way the institution is to be run. The researcher feels that the geographic dispersion continuum suggested by O'Neill, *et al* (2001:139) needs to be revised and look something like figure 4.1 that follows.

Figure 4.1 Structure-culture continuum at a dispersed university



If the geographic dispersion is low, structure and culture would be high and concentrated at the centre of the university, that is not as complex as a university that is dispersed over wider geographical areas. In the case of a dispersed university structure would be low at satellite campuses as it will be the case with culture, unless the suggestion to move part of the faculty and professorate to the satellite campuses is implemented.

4.2.6 Dynamic organisational structures

Werner (2011:7) rightly argues in favour of flatter organisational designs stating that they facilitate response to customer and staff needs and thus environmental changes and demands. Marshall (2007) & Muijs (2011:51) go further than just flatter organisational structures and back the ideals of dispersed or distributed leadership, visible, close and present at all the levels of the institution. If change management requires such visibility, presence and proximity, so does continuous improvement for learning organisations. According to Muijs distributed leadership is particularly important to stretch leadership across the whole university, build capacity, liberate talent, provide a bigger pool of expertise, enact leadership where people are, lead to organisational growth, etc. Distributed leadership provides a better chance of fit between leadership, organisational structure and culture (50). According to Rayner *et al* (2010:622) the university structure should display support for collective leadership in cases where the institution is multi-sited with all the campuses aligned by the same vision, strategy and commonality of purpose.

As the organisation evolves and grows and as the environment become more competitive and unstable, the bureaucratic structures become less efficient in positioning the organisation and giving it the required competitive advantage (Billing, 1998:7). It is unrealistic to expect governance structures to remain static when the organisation grows and there are changes all around it, and Robbins, Judge, Odendaal & Roodt (2009:410) concur when they caution that inflexible structures are unresponsive and make management and leadership difficult in turbulent environments. According to Bisaso (2010:344) the organisational learning theory illustrates the relationship that exists between organisational intentions, culture, values and norms, the strategy that is adopted and the outcomes that emerge at the end. In support of this statement, Joyce (2010:290) argues that organisational structures need to be designed for fluidity and flexibility and that they should emerge, re-emerge and re-form in response to the dynamic environment and the changing needs and demand of various stakeholders.

4.3 DEVELOPING AN ORGANISATIONAL STRUCTURE THAT WORKS

The discussion above shows the importance of organisational structures for management effectiveness and leadership efficiency. It also elaborates on the role played by these structures as drivers for strategy implementation. They facilitate communication, resource distribution, duty allocation and so on. They should therefore follow strategy and be able to aid attainment of organisational goals. It is therefore imperative that the top leadership of the organisation makes a concerted effort to adjust structure as regularly as it is required, to ensure that it does not frustrate the strategy. Fidock (2006:7) identifies four categories of structural design parameters as the design of positions (job specialisation), design of superstructures (departmentalisation), design of lateral linkages (chain of command) and design of decision-making system (centralisation or decentralisation). They can be associated with the dimensions of organisational designs as discussed below.

4.3.1 Dimensions of organisational structure

Organisations are configured following a number of dimensions which differ across organisations. These dimensions are discussed below:

- Job specialisation refers to all the activities that are necessary for the organisation to function, achieve its goals and live up to its mission. It is important to identify the skills and competences that are essential within the organisation. Functional specialisation leads to departmentalisation. DUT is a university, so jobs are specialised according to courses offered and various support activities. This leads to the formation of faculties headed by the deans and deputy deans. This study suggests that in cases where the faculty is spread across two campuses, the deputy dean should be located at the other campus as there is no point in having both on the same campus.
- Departmentalisation is when all the activities required for the organisation to function both efficiently and effectively are being grouped together, and partitioned from, other organisational activities for easier identification, control

and organisational coordination. Fidock (2006:8) describes departmentalisation as the design of superstructures according to knowledge, skills, work processes, output requirements, client, place and so on. Various departments are headed by heads of departments who are subject specialists.

- Span of control talks to the number of people that each department is made of. The bigger the span of control, the harder it is for the head of department. For efficient delivery and control it is important to institute recognised and paid programme leaders especially in cases where the department is composed of more than one programme. These should report to the head of department so that each programme is given the attention that it deserves. The programme leaders will also liaise with other programme leaders across the campuses where the same programme is offered as the offerings should be the same.
- Chain of command concerns itself with reporting and communication structures. Reporting and communication structures form the network that depicts the organisational structure. In big and complex organisations like universities, reporting and communication lines are simplified through the formation of departments which form communication clusters that are open to information from other clusters.
- Centralisation, decentralisation and recentralisation allow the organisation to centralise certain functions that need to be common because even though the university has many campuses, it is still one university. Other functions can be decentralised because it is more practical to do so. Even though these functions may be decentralised, they are still driven by the same vision, mission, goals and strategy. Consequently there will always be alignment and convergence to these.

4.4 ORGANISATIONAL STRUCTURES AS DRIVERS FOR STRATEGY IMPLEMENTATION

It takes the right structure for a strategy to succeed. Organisational structures should be designed to direct the daily activities of all the individuals towards the attainment of organisational goals. To this end Hough, *et al* (2007:267) posit that all organisational activities crucial to the implementation of strategy should be centrepieces of the structure. In other words the structure should be designed in such a way that there are key people in all the strategic positions. These key people should understand the strategy and be dedicated to driving it in such a way that it yields envisaged results. According to Burton *et al* (2011:23) strategy is the end and structure is the means. Better put the vision should be seen as the end, and strategy as the means, that operates within the fitting structure.

Structure has been described as the hands that help the institution move at the required speed to keep abreast of developments, as well as facilitate turning to port as required. It therefore needs to be visited regularly to check how it helps add value all along the chain. If some people are missing customer value will be lost and the institution will fail to provide the kind of service that it has been mandated to.

4.5 TOWARDS A MODEL FOR EFFICIENT MANAGEMENT AND EFFECTIVE LEADERSHIP AT SATELLITE CAMPUSES

Thompson & Martin (2006:215,695) refer to organisational structures as a strategic architecture that elucidate relationships and effective links crucial for the development of a lasting competitive advantage. Organisational architecture is used to determine and coordinate tasks and activities into a meaningful whole used to create synergy throughout the organisation. These structures are the means by which organisations institute corporate governance and pursue their goals. The University of Hull believes that the institutions of higher learning should scout for and implement practices that have proved effective in other industries so as to deal with the vulnerability, inferiority,

isolation, disenfranchisement, overloading, and inefficiencies at the satellite campuses (Redmond, 2008; Hillary *et al*, 2006; Mulley, 2010; Bambrick, 2002). The staff and students at satellite campuses even though smaller in size, and removed from the mother campus, are no less deserving of a high quality educational experience than the main campus students, facilities are well established and staff are more experienced.

Davies & Kelly (2006:2) reason that almost any governance structure can work if the whole community of the organisation rallies around it and offer support to all levels of management. It is true also that a management structure that works very well for one organisation may fail to work for another, especially if it has not been carefully studied and adjusted to meet the needs of the institution that is adopting it. Organisational structures no matter how elaborate and synergetic on paper will not work if the leader is not resonant (Hillary *et al*, 2006:1), if the leadership of the institution is not robust in planning, organising, leading, and communicating. Serfontein (2010:1) proposes that the leaders pay particular attention to the design elements all around them and re-design organisational structures to facilitate strategy implementation and efficient service delivery. The infrastructure required for these functions has to be provided across the whole university, including all its campuses. Ehlers & Lazenby (2010:281) believe that the management structure and leadership are other drivers for strategy implementation. They should therefore be adjusted accordingly each time a new strategy is developed.

Thompson & Martin (2006:696) suggest the following (the size of the organisation, geographic locations, nature of products or services, importance of organisational stability, interdependencies, workload of top management, costs, competencies/skills, impact of decisions and changes, and the status of planning and information systems) as the ten main determinants for the type of structure the organisation may choose or develop. The chosen strategy for competitive advantage, importance of effectiveness and efficiency, control mechanisms and measures, and distance between the main campus and the satellite campus could be added as other determinants for suitability of

the organisational architecture. Organisational structures are according to Miller (2007:50) designed to optimise performance through directing the activities of everyone towards the attainment of the set goals. In the subsections that follow various management models and organisational designs are interrogated to check suitability for the purposes of the study.

4.5.1 Model 1 – satellite model

Hilary *et al* (2006:2) deliberate on the following four models of managing multi campus universities: Lost in space model, Planets in alignment model, Satellite model and Birth of a new star model. Of these models the satellite model is more appropriate for DUT seeing that the other campuses that are removed from the cluster tend to be much smaller and not characteristic of the main campus in terms of physical facilities as well as management structure. Much more than 80 percent of DUT total student population is found in the main campus cluster, which according to Scott *et al* (2007:1) means that DUT is a university with a main campus and two satellite campuses. Their study discovered that there is often no equity or parity of esteem with the main campus, there tends to be serious campus planning and management problems as these campuses are marginalised and more often than not exploited as the university tries to strengthen its brand, develop its market and enlarge its revenue sources.

OCUFU (2009:11) concurs with this finding by stating that the management structures at satellite campuses do not reflect what is going on at the main campus leading to compromised standards of service delivery and governance. The mother university is supposed to serve as a prototype and model behaviour for the satellite campuses regarding management, staffing (typical of a university), facilities, programme quality and other areas where quality, effectiveness and efficiency can be measured. It was also noted with interest that OCUFU even thought about franchising as a model that would ensure high standards at satellite campuses.

The Riverside Campus of DUT already boasts of eight programmes but it still does not have a resident top level manager. Laurier Branford Campus in Ontario had only 40 full-time students at inception, but a dean and campus manager were appointed to attend to the governance matters at the campus and represent it at senate and other university governing bodies, to ensure the continuity of the university vision, mission and strategy, even outside of the main campus. This was based on the university belief that if not well-planned and prepared for, the disparities at the satellite campus could compromise the image of the university and deprive the community of the quality of the experience at the main campus. The report (9) suggests a number of minimal requirements that should be met even before the initial enrolment could take place. The campus leadership was not mentioned among the minimum requirement because it was understood that there could be no campus without leadership, and they had already been instituted.

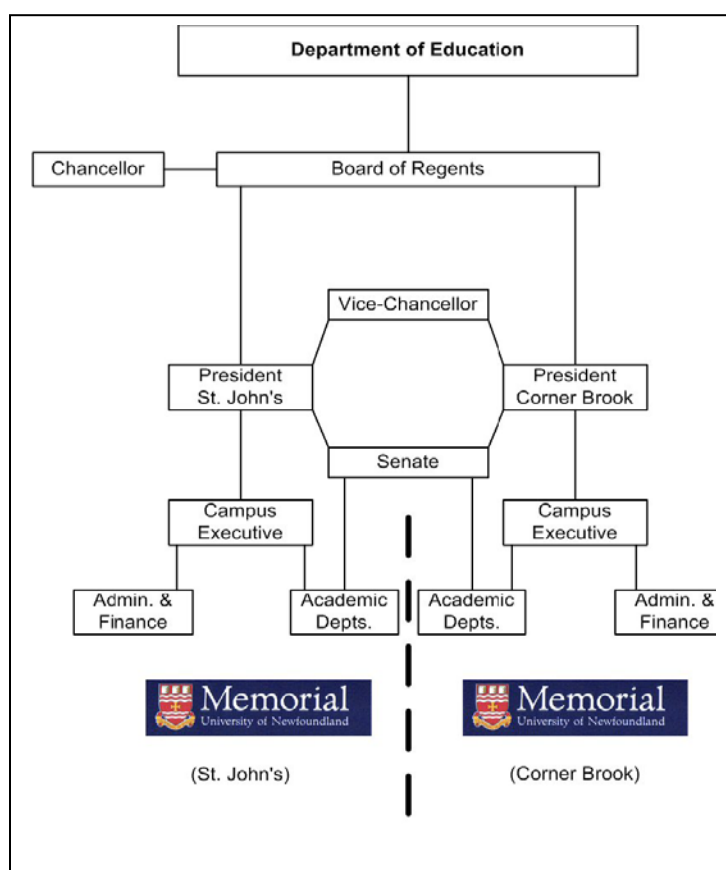
The most important considerations for universities with satellite campuses are the awareness of the context in which each campus operates, ensuring consistency of purpose and making sure that the standards are not compromised in any way. The university should develop systems that drive central processes in a consistent way across the whole ... At UNISA, campuses are largely faculty/division specific, each with a Pro Vice Chancellor (PVC) who ... has nominated responsibility for the campus. There are members of the senior management groups that meet weekly and central administrative support services ... have a local presence on all campuses. There may be one main campus but it is essential that all campuses work well together with appropriate structures that allow for local variation or flexibility (UFH 2009, 44).

4.5.2 Model 2 – Memorial University

Davies and Kelly (2006) suggested a model with five variations leading to effective and efficient management at the two campuses of the Memorial University of Newfoundland. This situation is almost similar to DUT because Memorial University (main campus) had

an overall enrolment of 17 803 (more than 90% of total student population) students in 2006, while Sir Wilfred College had an overall student population of 1 385 in the same year. The college only had 7.7% of the total student population when the review was done which actually qualified it to be a satellite campus of Memorial University, but the consultants even considered giving it a university status (44).

Figure 4.2 Memorial University structure



The midlands campuses of DUT were already more than three times bigger than Sir Wilfred College at the time of the study and appropriate leadership structure has still not been instituted. The following model suggested by Davies & Kelly (2006:42) for the Memorial University could with minor modifications be adapted to suite DUT and its midlands campuses. The models emphasise the importance of including the satellite campuses in the organisational architecture of the university, not just as an after-thought, but as a component part of the success of the university. Of the suggested

architectural structures the following with minor adjustments would be able to serve the needs of satellite campuses. This architecture would ensure representation of both the midlands campuses at all the different governance and management levels of the university. The DVCs at the satellite campuses would embody presence of the university's top management and there would be continuity of vision, mission, strategy, consistency of purpose and management parity with the main campus.

4.5.3 Model 3 – University of KwaZulu-Natal

The University of KwaZulu-Natal (UKZN) resulted from the merger of the universities of Natal and Durban-Westville, which gave rise to the formation of five campuses and two urban teaching and learning delivery centres. This obviously posed major management and leadership challenges for the university that wanted an optimal organisational design that would facilitate the attainment of organisational goals, and assist the university live up to its mission and realise its vision. UKZN wanted an organisational architecture that would ensure efficiency and integrated management and administration of an academic operation of this magnitude and complexity.

UKZN opted for the college model as an appropriate structure for the mega-university. This structure would facilitate the devolution of corporate, academic and student support functions to ensure fitness for purpose (CHE, 2003:9), management effectiveness and efficiency. According to the vice-chancellor at the time, this structure was chosen to ensure that there would be no leadership vacuum at any of the five schools and that the vision, mission, goals and organisational culture are carried through across the university. According to Makgoba (2008) each of the four colleges is headed by a deputy vice-chancellor and each faculty (two in each college) is headed by a dean. The faculties are made of schools each with a head. This model provides the dispersed university with appropriate management structures that are both manageable and accessible to delivery sites for homogeneity, integrated management, administration and improved decision-making across the university (Makgoba, 2008).

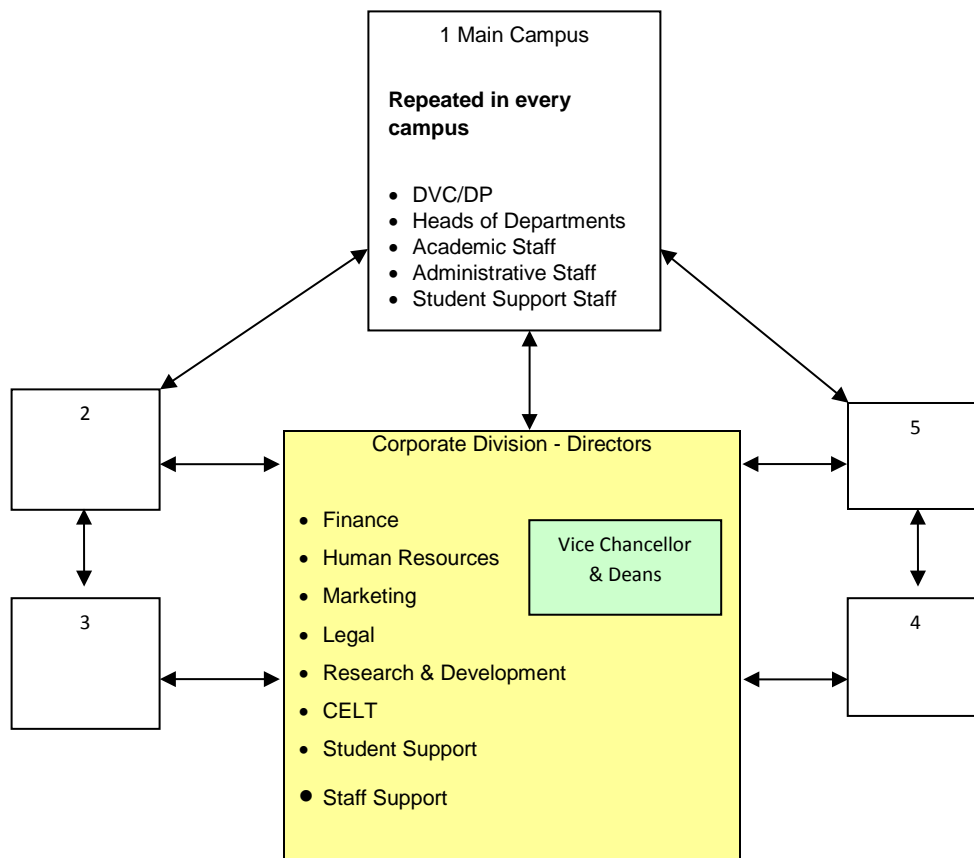
It is also common (even though time wasting and costly) for organisations to change the management structure as they grow and choose new strategies. DUT also tends to refer to the two campuses in Pietermaritzburg as the midlands campus, as though there is only one when there are actually two campuses. Consequently there was only one director representing the midlands campuses at the management structures of DUT. Even though this director has an office at the Riverside Campus, he was hardly ever there and even when he was there, no presence was felt.

Redmond (2008) and Makgoba (2008) both argue in favour of a common thread (vision, mission, objectives, strategy, culture, and practices) tying the activities across all the campuses or colleges to enhance compatibility, quality and equitable direction. Irrespective of the model chosen after the merger or development of satellite campuses, devolution of management and administrative functions staff commitment remain critical to the success of the model. No institution no matter how small can be fit for purpose and function effectively and efficiently when there is management and leadership vacuum. The model below was modified from Davies & Kelly and Silbiger using titles familiar to the South African situation, and bearing in mind that DUT already has a management structure that is somewhat functional. It just needs to be adjusted to include the midlands as two campuses and not one.

4.5.4 Model 4 - amorphous design

The amorphous architecture could also be considered by the management any university with satellite campuses. A more complete structure would have to be given to it by adding the campuses of the university around the centre, made of the Vice Chancellor, deans and corporate services as shown in figure 4.3. This structure would also make it easy to accommodate growth to other regions of the province. Before a campus is officially opened the university would have to ensure that the entire infrastructure is in place. Corporate activities would be centralised (but represented at all the campuses).

Figure 4.3 Amorphous architecture



Developed from Silbiger (2006: 146)

In the amorphous structure there would be communication with the main campus and across all campuses as needs arise. This structure is linked to the radial structure which is proposed as original contribution and is explored in chapter 6.

4.6 DISCUSSION

Billing (1998:8) thinks that learning organisation are those that allow the staff and students to detect systemic errors, defects, shortfalls, anomalies, etc., bring them to the fore, create dialogue around, restructure organisational theory and embed 'the results of their enquiry in organisational maps and images' which form the reference system for the organisation. The purpose of this study was to question the status quo and start a

conversation for the university community around its current organisational design, get it shifted until the most appropriate one is developed.

In her discussion of the competencies for effective leadership in higher education, Spendlove (2007:411) saw transformational leaders as among others coaches, mentors, and negotiators who are visible, flexible and outgoing. Visibility and accessibility are among the most important competencies of leadership. It follows then that satellite campuses cannot be effectively managed when there is no representative of the top leadership of the university on campus. Transformational leaders are able to drive all the members of the organisation to share mental models and implicit theories about how the organisation functions, otherwise effective leadership will not be possible. Cloud (2010:76) echoes similar ideals when stating that university leaders at all levels should see themselves as first among equals, and servant leaders, who articulate the institutional direction and quality goals at every given moment, ensure that the resources of the university are used towards the attainment of the university goals, and so forth. In agreement Serfontein (2010:1) emphasizes the importance of leaders being able to 'articulate a lucid sense of purpose, create effective leadership teams...' as they have their fingers on the pulse of things.

This chapter also highlighted the important role that a leader plays in any organisation no matter how small. Close & Raynor (2010:217) reasons in favour of looking at organisations as 'widespread narrative patterns emerging in local interactions' to influence leadership through thinking and feeling. Top leaders at satellite campuses are needed to act as (Jones & Hill, 2010: 9) 'linchpins' that ensure that all the activities of the departments and individuals at such campuses are locked together and rally around the corporate strategy of the university, which should be spelt out at every opportunity that arises.

Hatton (2002:24) puts forward a number of factors that are likely to lead to building a successful merged institution. These factors include focusing on the institution as a whole and not just as sum of parts by developing a sound corporate culture; equitable distribution of all forms of resources; formation of a structure that reinforces the oneness of the university; institution of leadership; establishment of the pole or centre that provides vital, efficient and effective service to the whole university. The radial structure (chapter 6) informed by literature reviewed as well as data collected for the study is aimed at putting mechanisms in place that would facilitate equitable resource disbursement, efficient management and effective leadership across a dispersed university. The radial structure has as its point of origin that, total quality improvement demands leadership and control at every level of the organisation.

4.7 CONCLUSION

This chapter was used by the researcher to explore various management and leadership models that are employed by multi-campus and dispersed universities to adapt to change and manage and lead for effectiveness and efficiency across all the sites or campuses of an organisation. This chapter discovered that there are a number of management and leadership models or organisational designs that have been developed to suit the management, leadership, and communication needs of various organisations and institutions with unique operational requirements. Most of these models were developed for the management, leadership and communication for profit making organisations. Some of them could be adapted and modified to suit institutions of higher learning after careful scrutiny by the institution in question.

Institutions of higher learning are also at liberty to develop organisational designs that are precise to their particular needs. Institutions like DUT encourage research and contribution to knowledge, which led to the researcher developing a new organisational design that could, after careful study and modification be used by this university and other universities experiencing similar challenges to address the problem stated earlier in this study. Even though the core products at the institutions of higher learning are

knowledge output, high academic standards, research, community development and other related functions, these cannot be properly achieved and delivered if such institutions are not well managed and the academics well-led. This chapter also discovered that there is no single generic organisational structure that can adequately address the leadership and communication needs of especially, universities with satellite campuses with all their competing agendas and multiple goals. This study is in agreement with McMillan (2002) when she advises that the leadership of universities should break away from adopting designs that have shown to be dysfunctional and hindering quality service delivery in the merged institutions of higher learning.

Chapter 5 introduces the reader to the methodology that was followed when the study was conducted. It informs the reader of the research tradition that is adopted by the researcher and why. The research techniques and tools that were used are explored to facilitate the acceptance of the study and its findings as scientific.

CHAPTER FIVE

RESEARCH DESIGN AND METHODOLOGY

5.1 INTRODUCTION

In this chapter the research methods and processes are explained along with the justification for their selection. Research methodology represents the philosophy of the process that was followed when this study was conducted, and research methods are the research procedures and techniques that were used to gather and analyse data. It follows then that the research methodology chosen by the researcher dictated the particular research tools that were selected and used. Chapter 5 is dedicated to the discussion of the research approach, strategy and tactics. It describes the population of study, techniques that were used get a sample of the population from which data was gathered, methods that were used to collect data, and tools and techniques used to analyse data and arrive at the conclusion.

Fox & Bayat (2007:2) posit that for any research results and findings to be accepted, the researcher should employ tried and tested research methods that can withstand scientific scrutiny. They further state that research findings should be based on empirical data and observable experience, make use of procedures that support accurate data analysis, that are free of bias, logical and correspond to existing knowledge. This study was conducted scientifically as it was based on extensive theorizing, and data was gathered from scientifically selected sizable samples using scientifically designed data collection tools and techniques. Research methodology sources were consulted to give the study and report a scientific inclination. The

research design that is explained below shows how the whole research project is glued together, gives the study structure and also illustrates how the population was chosen, what the different variables were, how sampling was done, what techniques and tools were used to gather data, how data was analysed and how all these worked together to answer the research questions (Coldwell & Herbst, 2004:35). Table 5.1 captures the strategy that was followed in conducting the study.

Table 5.1 Research strategy framework (adapted from Maree, 2011:35)

Research focus area	Research discussion point
Research type	Non-experimental, deductive, interpretive and descriptive
Research approach	Case study approach Cross-sectional
Data collection plan	<ul style="list-style-type: none"> Multi-method data collection plan Data collection tools pre-tested and piloted prior to full-scale investigation
Data collection techniques	<ul style="list-style-type: none"> Extensive literature review Quantitative technique – questionnaires Qualitative technique – interviews Debriefing sessions with staff and students
Data analysis	Mixture of quantitative and qualitative data analysis tools
Value, integrity and authenticity of data	<p>Published books, articles from reputable academic journals.</p> <p>Triangulation of techniques, census technique for top management and staff and 43.0% (by default) sample for the student population.</p>

The research strategy framework illustrated in table 5.1 is further elucidated in the following discussion. The sections that follow give a detailed explanation of the methodological choices made and why they were regarded as appropriate instead of others.

5.2 RESEARCH TYPE

This is a non-experimental descriptive study that was conducted in order to (Walliman, 2011:7; Maree, 2012:82) explain, create a sense of understanding, and evaluate the nature of the management, leadership and academic challenges faced by the staff and students at satellite campuses of universities, using the Riverside Campus of DUT as a case study. Descriptive research was also used to see if theories are borne in the situation under investigation as well as to improve practice (Goddard & Melville, 2006:9). The fact that the case study design was used to collect data makes the study interactive.

The researcher believes that even though knowledge may be objective, it is subjected to interpretation by those who experience the situation. The approach used in this study is that reality is created by the people that experience the conditions, it is not out there. The understanding and application of theory and knowledge depend on how individuals perceive the world and how they choose to respond to the environmental influences, which means that knowledge is socially constructed. Furthermore the understanding of various phenomena depends on the level of cognitive development and academic and social exposure of individuals, which leads to the meanings developed not being necessarily similar. This is social constructivism which holds that as individuals seek understanding of the world in which they live and work, they develop subjective meanings and their experiences, and meanings are directed towards certain objects or things. These meanings are varied and multiple, leading the researcher to look for the complexity of views rather than narrowing meanings into a few categories or ideas.

The goal of research then, is to determine as much as possible the participants' views of the situation being studied (Creswell, 2003:8). Olsen (2004:4) states that social objects and experiences are transitive, and the meaning assigned depends on the lenses that people in the situation wear as was discovered during the interviews. Consequently the study took seriously the meaning that the people (sample) attribute to their situation, which in this case is working and studying at a satellite campus (de Vos,

Strydom, Fouche, & Delport, 2011:320). Meaning was therefore negotiated as what was true for the lecturers was not necessarily true for the students. What could be viewed as adequate by the executive leadership of the university could not necessarily be so for the staff and not even noticeable for the students.

The Riverside Campus of DUT was used as a case study for investigation and description to enable the researcher to compare experiences at this campus with the experiences at other satellite campuses worldwide, as the literature review especially chapter 2, laid bare. The case study approach allowed for an intensive interactive investigation into the complexities of the phenomenon of concern using a single bounded system or institution. This approach was seen as appropriate since the study was designed to develop theory and not generalise it (Marschan-Piekkari & Welch, 2004:109, 105). Finn *et al* (2000:81) argue that the case study approach to research provides context through which the issue of concern can be investigated to understand its particular and unique features. The study was cross-sectional conducted between 2012 and 2013. Consequently it provides snapshot information of the conditions as they prevailed at the time of study.

5.2.1 Research design

Research design is a plan, approach or strategy that was used in this study to identify the population and sampling frame, select the sample to collect data from, and finally, analyse data and present the information for public consumption and scrutiny. Serfontein (2010:139) actually refers to a research design as a framework or a detailed blueprint to guide a research project towards its objectives, while Page & Meyer (2005:84); Sachdeva (2009:15) maintain that research design follows and is in line with the research idea, problem and purpose.

The research design used in this study has its starting point on the research problem and questions, and the type of answers that the study was seeking to find. The

description of the research design creates the foundation for the entire project as it elaborates on all the systems that were used to conduct the study and helps hold the whole project together (Coldwell & Herbst, 2004:35). The design of this research is deductive in the sense that the researcher started by theorising, identifying and explaining key concepts and models in order to locate the study within its field. Research questions were then developed to operationalise the theory and identify variables. This was then followed by data collection, analysis, interpretation and generalisation of research findings (Finn *et al*, 2000: 17).

Table 5.2 Research paradigms used in the study (Bell, 2010; Castellan, 2010:7 Chilisa, 2011; Lee, 1992:88-94)

	Positivist/ post-positivist paradigm	Constructivist/ interpretative paradigm
Ontology	Objective, one reality	<i>Subjective, multiple socially constructed realities</i>
Philosophical assumptions	Social distance to preserve objectivity and detachment of researcher	<i>Social interaction to promote understanding and empathy, perceptions</i>
Methodological procedure	<i>Scientific, precise, and systemic</i>	<i>Understanding of frame of reference</i>
Place of values	Science is free of values	<i>Life and research are value-laden</i>
Goal of research	<i>To show relationships between variables, highly statistical, factual, hypothetical</i>	<i>To develop understanding, multiple realities, grounded theory, contextual, generation of insight, considers feelings attached to situations</i>
Nature of knowledge / truth	<i>What can be observed, verified and measured</i>	<i>Knowledge and truth are contextual</i>
Methodology	<i>Quantitative, experimental, survey, quasi-experimental, correlational</i>	<i>Qualitative, phenomenological, ethnographic, naturalistic</i>
Sampling	<i>Representative samples, randomly selected,</i>	<i>Use of small number, non-representative cases</i>
Data collection techniques	<i>Questionnaires, surveys, censuses, tests, experiments</i>	<i>Interviews, observations, objects, documents, pictures</i>
Data analysis	<i>Statistical analysis, deductive process</i>	<i>Inductive process, descriptions and comparisons of responses, emphasis on phenomena</i>

The approach of this study is interpretative aimed at understanding the nature of the challenges that are faced by staff and students at satellite campuses as well as the meanings that they attach to their situation. The case study design was chosen for this study as it was going to provide for an intensive and in-depth enquiry into the problem at hand, focusing on a real-life setting, which in turn would improve practice at the institution being studied, as well as other institutions under similar circumstances.

Table 5.2 indicates the research paradigm that was chosen for the study. The researcher purposefully mixed the qualitative and quantitative approaches due to the nature of the research questions and objectives. In support of this argument Cousin (2009:5) states that some research questions or even research problems require an 'epistemologically aware mix' of the quantitative and qualitative orientations. Table 5.2 is used to capture the essence of the quantitative and qualitative research approaches used in this study from the perspectives of Bell, Castellan, Chilisa and Lee. The approaches that are used in the study have been *italicised* and are further explained. The table clearly indicates to the reader why the research is marrying the positivist and interpretative paradigms.

5.2.1.1 Qualitative and quantitative approaches

The researcher used both quantitative and qualitative data collection and analysis tools and techniques. The quantitative approach answered the what and who (Maree, 2012: 76) questions and then provided a full picture of the situation in words, pictures, maps, graphs, tables and other data representation tools. On the other hand the qualitative data answered the why and how (Maree, 2012:76) questions and also provided contextual details, experiences, perceptions and expectations of the whole population under investigation regarding the problem being addressed by this study. Quantitative data also provided the study with the scientific and statistical information regarding the sufficiency of data collected and, as Cousin (2009:8) puts it, provided the plausibility and rich descriptive and analytical accounts of the situation under investigation to (Abeyasekera, 2003) give greater credibility to the research findings.

One questionnaire was used to gather both qualitative and quantitative data. Some quantitative techniques were also used to represent and analyse qualitative data and findings. The researcher also triangulated data collection and analysis in order to answer research questions and address the research objectives (Maree & van der Westhuizen, 2009:35; Pieterse & Sonnekus, 2003). Furthermore, the researcher used questionnaires and interview schedules to collect data from identified sub-populations.

According to Maree & van der Westhuizen (2009:35); Maree (2012:128) and Olsen (2004:1) triangulation or crystallisation (used synonymously in this study) is crucial for the validation of data. The researcher however, did not triangulate data collection and analysis merely to validate the findings of the study (Olsen, 2004:1) but also to deepen and widen the understanding of the problem under investigation. These approaches were also triangulated in order to expand, complement and cross-validate the results of each other. The research techniques and tools were mixed (Phillimore & Goodson, 2009:9) in order to employ the most appropriate ones without sticking to any single approach. Even though Cousin (2009:9) suggests that an interpretivist report be written in active voice with the researcher acknowledging his or her presence and role in creating reality, the writing style for this research report remains positivist and particularly so because of the mixture of the research perspectives.

5.2.1.2 Case study design

The case study approach was used after a wide review of literature regarding the problem under investigation. Tight (2009:330) and Maree (2012:76) concur that a case study as used by the researcher provides a setting where multiple sources of information, techniques and the qualitative and quantitative approaches to research can be used to create a more comprehensive picture of the phenomenon under investigation. De Vos, *et al* (2011:320) on the other hand regard the case study as a choice that the researcher makes of what to study, which in this case was the management, leadership and other challenges of working and studying at a satellite campus of a university. According to Tight (2010:331) and Bell (2010:8) case studies

by their design, concentrate on experiential knowledge of the case, causal factors as well as providing a better understanding and possibly solution to the problem identified. This study was conducted using all the sub-populations of the Riverside Campus and the executive leadership of the university.

The case study approach allowed the researcher to capture holistic and meaningful contextual characteristics of the real phenomenon within an intrinsically bounded system (McMillan & Schumacher, 2012: 24; Casey & Houghton, 2010:341; Qi, S. 2009:22) while providing a setting where qualitative and quantitative approaches could be triangulated. This is an empirical, in-depth descriptive study that looked closely at a particular group of participants within the Durban University of Technology. The researcher collected data (through interviews, questionnaire and examination of university records) about the participating campus, the executive leadership of the university, staff and students at the Riverside Campus.

The envisaged outcome was (McGloin, 2008:47) theory building in order to bring about change and improvement in the current practice and not generalisation. The case study design enabled the researcher to explore, explain, and describe the phenomenon of study in greater detail within the limitation of scale (Mouton, 2009:149). This case provided a setting or an instance for the researcher to focus on all the complications which are involved in the process of leadership or absence thereof (Bassey, 1981: 73, 93). The case study design allowed for explanation of causal links and pathways resulting from the relationship between variables and helped add to and refine theory (Crowe, Cresswell, Robertson, Huby, Avery, & Sheich, 2011:4; Tight, 2010:331).

This case study design was cross-sectional in nature. A subset of the whole university population was selected as a research sample from which data were collected to help answer research questions of interest. The study was cross-sectional because the information about challenges faced by staff and students and Riverside Campus that was gathered represented snapshot information about what is going on at only one

point in time. Even though the situation had been going on for years and could still continue after the completion of the study, the study itself was conducted at a particular point in time and the findings, conclusions and recommendations were based on the situation as it prevailed and were applicable to the study population. They cannot be generalised to the target population because of the limitations of the case study design (Bell, 2010: 9). The results of the study can however be relatable to other situations especially following literature review that has indicated similar sentiments and concerns (Bassey, 1981: 73, 93; Denscombe, 2007:43).

The following techniques were employed to collect data from the various groups forming the sample in order to determine the management and leadership challenges faced by the Riverside community of DUT, investigate the strategies employed by other multi-campus institutions in dealing with such challenges, and finally suggest a leadership structure that could be used to deal with identified challenges and provide possible solutions for the universities with satellite campuses.

5.3 STUDY POPULATION

A research population is a collection of items of interest in research from which data is collected in order to answer research questions. The population represents a group that the researcher wishes to generalise the research problem to. Populations are often defined in terms of demography, geography, occupation, time, care requirements, diagnosis, or some combination of the above.

Kazerooni (2001) and Castillo (2009) distinguish between the target and study populations stating that the target is the population of ultimate interest worldwide, while the study population is a subset of target population that can feasibly be studied. The target population is consequently all the universities with satellite campuses world-wide.

The group of individuals that share the most common attributes as binding characteristics or traits to which the research questions refer (Castillo, 2009) and who are potentially available as participants in this study are the executive leadership of DUT, academic and administrative staff, third second and first year students across all programmes offered at the Riverside Campus of DUT. However the executive leadership of DUT is not found on this campus as it is concentrated in Durban. This is the only sub population of study that was not found at the Riverside Campus. The executive leadership of DUT, lecturers, administrative staff, third and first year students across the programmes as represented in table 5.3 that follows.

Table 5.3 The sub-populations of study

Top Management	Deans of Faculties	Academic staff	Administrative & support staff	Students across all 9 programmes		TOTAL
	Already counted			3 rd year	1 st year	
19		30	26	391	714	1180

Table 5.3 provides an analysis of the various sub-populations from which the sample was drawn. Its purpose is specifically to show the reader the number of staff members and students found on the campus at the time of study. The sample from which data was collected was drawn from the population groups that have been described in table 5.3.

5.3.1 Sampling frame

Welman & Kruger (1999: 49) define a sampling frame as a list in which every unit of study in the population is entered once. It is this list that helped the researcher to determine the representativeness of the sample. A fully representative sample contains an equal distribution of all the units of the population.

The population that was used to draw data in order to answer the research questions has been described as all the population groups at the Riverside Campus employed by and studying at the university. The study population was composed of the executive leadership of the university, the lecturing and administrative staff, third and first year students across the programmes offered at this campus as depicted in table 5.3. A stratified random sampling technique was used to draw the sample from the student population. This technique was used because the population was composed of various clearly recognizable, non-overlapping sub-populations first and third year students across all the programmes offered on campus (Welman & Kruger, 1999: 55; Wagner *et al*, 2012: 91). The total number of the student population was 1180 which proved to be quite big, so a sample to study had to be drawn. The researcher had to reach an equitable representation of all the groups in this sub-population of the study, and the stratified random sampling technique proved to be the most appropriate.

The third year students were used for the study because they have been at the campus longer than the first year students. This non-probability judgment or purposive sampling technique was used by the researcher because these groups are typical and most representative of the student sub-population with longer experience of the campus and better understanding of the university environment. The researcher believed that they would be in a better position to give reliable and authentic responses than the first year students who had been on the campus for about only four months at the time of study. The researcher then used stratified random sampling technique to select a sample from this population set.

There were eight programmes from which the sample was drawn and the sample had to be equitably representative. The researcher had to get hold of the first and third year registration lists for all the programmes, use the last three digits of the students numbers to select respondents from the table of random numbers developed from Stat Trek (appendix E).

5.3.2 Sample size

It is clear from the table that the staff population is small, so the researcher made an effort to collect data from all the staff sub-populations using the census sample because it was practical and not very costly to do so, and it would eliminate sampling error and achieve a desirable level of precision. The executive leadership of DUT was made up of 19 people as table 5.3 indicates. The VC was interviewed as the head of the institution, only one DVC was available for interview, and the two deans whose faculties extended beyond the campuses where they were stationed were interviewed.

It was important for this study to select sizable samples from the population sectors and quantify their responses for the validity of the research findings. A census approach (Copper & Schindler, 2011:88; Blumberg *et al*, 2008:171) was used in the case of the academic and administrative staff because this population group was small even though the respondents were not very different from each other. These sub-populations were smaller in number so it was cost effective to use the census sample. The student population was bigger so the researcher drew a sample of 25.0% using the stratified random sampling technique from the third and first year students across all the programmes offered at the Riverside Campus.

As suggested by Israel (2009) the researcher added 3.0% to the sample in order to accommodate unavailable respondents, those that do not respond as well as spoilt questionnaires. Twenty-five percent is according to Boyd (2006) big enough a sample capable of creating a 99.0% confidence with an error margin of 5.0%. This sample size was regarded as adequate following Blumberg *et al* (2008:171) who consider such a sample size to be representative enough to yield required accuracy and precision, especially because this sub-population was fairly homogeneous, and data collection methods were standard and consistent. According to Wagner *et al* (2012: 87); Tredoux & Durrheim, (2010:235) a 25.0% sample size is capable of reducing the variance of sampling distribution, especially as resulting from the use of small samples that fail to adequately represent the population of study.

The 25.0% plus 3.0% sample from third year students across the Riverside Campus translated to 115 instead of 110 students, 25.0% plus 3.0% sample from first year students across the Riverside Campus translated to 220 instead of 200 students. There were sampling errors as more students got hold of the questionnaires and completed them. The total sample from the student sub-population was 335 students across all programmes and the two study levels that were selected for study.

5.4 RESEARCH VARIABLES

The research problem stated in chapter 1 implies that there are some attributes or characteristics common among the research individuals that can change value, characteristics and behaviour if the conditions under which they work and study could be manipulated and changed. Tredoux & Durrheim (2010:13) point out that the researcher is often interested in the relationship between variables especially if there are reasons to suspect a causal relationship. Goddard & Melville (2006:15) argue that qualitative variables may vary between settings, practicability or non-practicability, presence or absence, good, mediocre or bad. The researcher believes that the lack of, or invisibility of the executive leadership of the university impacts negatively on the culture of teaching and learning at satellite campuses. By implication, if the executive leadership of the university becomes more visible or permanently represented on campus, the campus culture could change for better.

The visibility or invisibility of the executive leadership of the university at the satellite campuses is an independent variable whose introduction could have a significant impact of the academic culture at such campuses. The culture at satellite campuses then becomes a dependent variable whose value and character can be influenced by the presence of the executive leadership of the university (McMillan & Schumacher, 2010:54; Tredoux & Durrheim, 2010: 13). This study was however limited by the fact that it was not experimental. The researcher did not have the capacity to manipulate the visibility and availability of the executive leadership of the university on satellite

campuses in general and the Riverside Campus in particular. The possible effects of the independent variable could only be established through questioning the respondents and analysing their responses. Deductions were drawn only from the responses of the respondents, observations by the researcher and reading of documents in the form of books and journal articles.

5.5 DATA COLLECTION METHODS

Human beings are constantly facing challenges, issues, problems, and so on created by interactions with other human beings and interactions with their immediate and even global environments. Consequently they keep on looking for answers and solutions or ways to interface better with each other and the environment in which they live. Coming up with solutions requires that they conduct some investigations through reading, interviews, surveys, experiments, and so on in order to collect data to analyse and come to some conclusions. Such investigations should start with the researcher thoroughly understanding the challenge, problem or opportunity that is at hand, deciding what to do and how in order to find the needed information and realise the objectives of the investigation. For this study data was gathered through an intensive review of literature, interviews and questionnaires.

The study was driven and directed by the research problem, which was broken down into research questions to be answered and objectives that the study aimed to achieve. In order to achieve its objectives, literature had to be studied and data had to be gathered. A number of techniques were employed in the collection of data to satisfy the objectives of the study. And these techniques were in alignment with the research genre as has already been discussed in section 5.2.

5.5.1 Literature review

Literature review provided the theoretical background which forms the guiding framework for the study and helps put this research project into perspective. The review of literature also aided the researcher to determine the significance of the study. Aleskerov (2009:1931) cautions that without a good review of literary sources on the subject, there is no thesis. The review of literature helped create a clearer understanding of the research problem as it helped locate it within a large pool of knowledge which in turn helped the researcher benefit from the work of more seasoned researchers and writers. Aleskerov further elucidates that literature review is used to create an angle or view of the thesis in comparison to other available sources to avoid unnecessary duplication. This was a crucial step in the life of the project because it culminated in the formation of a perspective defined by the model that the study develops.

The study of literature also allowed for the explanation and understanding of research findings, as it indicated the conditions under which the research took place. This stage in the research process provided the researcher with the opportunity to appraise the work of experienced writers as she tried to carve her own approach and find original contribution. Theories that help locate the study within its field were explored in order to make sense of the research findings and also determine the context of the research, or form the broad framework to influence the questions the researcher wanted to ask and answer (Finn *et al*, 2000).

For this study an extensive review of literature was done in order to lay a foundation on which the study was built and give other researchers and writers an opportunity to participate in the argument. Literature study also helped the researcher to find out the angles that have been used to approach the topic so as to provide the historical background to the research problem (de Vos *et al*, 2011:134; Brink, 2011:67). Relevant government policies regarding the management of institutions of higher learning were studied, and management and leadership theories were explored in order to identify and

understand the opportunities and theories available to effectively manage satellite campuses. This section of the study was crucial as it allowed room for the authorities in the field (general management and higher education management) to present their debates which helped enrich the study and develop the researcher academically. For this purpose the researcher conducted an intensive study of general management books, books on management of higher education institutions, research papers published in reputable academic journals, government policies on higher education, university review documents, and others.

Literature was reviewed and documented in chapters 2, 3 and 4. In chapter 2 the management and leadership theories relevant to the study were explored. In chapter 3 the researcher documented the major developments and debates that were currently taking place in higher education regarding leadership at universities with more than one campus. Chapter 4 specifically explored the management and leadership models that are used for multi-site or chain businesses, multi-national universities, multi-campus universities, and universities with satellite campuses. These models were studied with the view to selecting, modifying and developing a model that would best suit the management and leadership needs of DUT with its seven campuses. It is in chapter 6 that the researcher developed a new structural design meant to be the original contribution to knowledge.

5.5.2 Questionnaire

Self-administered (recommended by Saunders, Lewis & Thornhill, 2007:359), structured questionnaires were distributed to collect data from the academic and administrative staff and the students at the Riverside Campus. The researcher developed different questionnaires for the lecturers, administrative staff and students. This was done because the challenges that they may be facing could differ. The questionnaires included both quantitative and qualitative items because of the nature of the study and the responses that the researcher was soliciting in order to provide answers to research questions (Cousin 2009:8). For the validity of the study the researcher drew good

sample sizes from all the sub-populations and the data was collected anonymously so that the participants could feel comfortable about giving honest responses. This also ensured that data remained outside of the legislation (Cousin, 2009:23).

Data was collected from the staff and students over a period of six weeks between April and June 2012 spilling over to 2013 for staff. Academic programmes had started and the staff and students were settled and available. The questionnaire technique allowed the researcher to collect data from many people within the sub populations of study in a short space of time.

These data collection tools were more structured and the questionnaire items ranged from quantitative to qualitative data questions. The researcher needed to determine the quality of management and leadership as perceived by these population groups as well as an understanding of how the absence of executive leadership could be affecting campus culture at the Riverside Campus, which landed themselves to qualitative data. The study also sought to find out from the sub-samples what their opinions were regarding the improvement of the situation.

5.5.2.1 Administration of the questionnaires

- Questionnaires were distributed to collect data from the academic and administrative staff and the students at the Riverside Campus.
- The questionnaires for both the staff and students were self-administered allowing the respondents to complete them anonymously and without any pressure.
- The questionnaires were collected on the dates agreed upon and the researcher went back to collect outstanding ones later.

5.5.3 Interviews

Williams & Vogt (2011) see talking to people and interviewing them as an invaluable tool to discover the latest debates on the topic in question. Following such advices, the executive leadership of the university was interviewed on a one-on-one basis with the view to determine the current organisational structure and its link with the vision of the university and the management model used, especially with regard to effective management of the university's satellite campuses. The study also set out to discover what the future plans were regarding the management and leadership of the satellite campuses. The interviews (narrative in nature) were used to determine the meanings attached and attitudes to the problem of research by the executive leadership (Finn *et al*, 2000: 75). For this purpose a semi-structured interview guide was used (composed of topics and aspects thereof and some questions).

The interview guide as suggested by Welman & Kruger (1999: 167); Brink (2011:152); Walliman (2011: 192) made of open-ended questions and themes, was used because it allowed for more flexibility and versatility as the interview developed than a questionnaire. Fox & Bayat (2007:73) advise that a fewer number of questions be set to allow for more exploration, analysis and leeway as the interview develops. The top managers were also allowed latitude to express their views, attitudes and opinions about the effectiveness of DUT management of its satellite campuses. Data gathered from these interviews was mainly qualitative and semi-structured (the researcher had a list of questions related to the research questions and the respondents were free to discuss the questions in the way that suited them and follow-up questions and responses were accommodated. The respondents were also allowed freedom to ask questions of their own regarding the purpose of the study (Coldwell & Herbst, 2004: 54; Fox & Bayat, 2007: 100) and these questions were incorporated in data analysis).

5.5.3.1 Procedure for the interviews

The interviews were conducted over a period of eleven months starting from June 2012 to May 2013. The researcher was aware that the executive leadership of the university works within tight schedules, so more time was given to allow the researcher to secure appointments without undue pressure on the interviewees.

Emails requesting for appointments and explaining the purpose of the study were sent to all identified members of the top management of the university. The researcher actually attached the interview schedule to the email, which Leech & Onwuegbuzie (2007:561) call pre-briefing to give them enough opportunity to prepare themselves for the interview.

Possible dates for the interviews were also indicated to allow them to select the dates that could suit them individually. Follow-up emails were sent for confirmation and telephone calls were made to secretaries on the day prior to the interview to confirm the time of the appointment.

The researcher took Maree's (2011:89) advice to request permission to record the interviews so as to free herself to participate without the burden of having to take written notes in the process. Even though some notes were taken during the process, the researcher relied mainly on the voice recorded responses using Olympus Note Corder DP-20.

5.5.4 Pilot study

A pilot study was conducted to test the validity and adequacy of the data collection tools as well as the reliability and effectiveness of the research design and methodology as it helps the researcher to check if the data that the tool will collect is actually the data that is required (Bell, 2010:180). Finn *et al* (2000:102) believe that the reliability of the

project rests to some degree on the quality of the research instrument. It was for this reason that the researcher pre-tested all the research instruments for completeness and clarity of instructions.

The pretesting type of pilot as described by Copper & Schindler (2011: 89) was applied using ten third year students, one administrative staff, five lecturers within the Ecotourism Programme and two heads of departments. Their responses indicated a few flaws and ambiguities in the research instruments and provided the opportunity to rectify them before the full-scale study was conducted (de Vos *et al*, 2011:394; Welman & Kruger, 1999:146).

The pilot study was also used to identify non-verbal cues so that the researcher can have an opportunity to edit the research instrument to remove elements that could have caused discomfort and anxiety during the interviews and when the respondents completed the questionnaires. The aim was to improve the reliability and validity of the instrument and, consequently, the whole project. Some questionnaire items with obvious answers were removed, Some of the questions were rephrased for more clarity after the responses indicated some ambiguities, some new follow-up questions were added as some gaps were identified.

Once the pilot study was completed and the responses read and analysed, the researcher discussed the responses with the respondents (HODs for the executive management interview schedule), in particular, the items that seemed problematic. The pilot study helped to assess the feasibility of the whole project by reducing errors that could have proved costly if not detected and rectified prior to full-scale research. As de Vos *et al* (2011:236) advise, only after this process was the researcher sure that the necessary precautions had been taken to reduce errors and improve reliability.

5.6 DATA ANALYSIS AND INTERPRETATION

Raw scores are hard to read as they often do not give a complete picture. It was therefore important to analyse data using various data representation tools and techniques. Data analysis and interpretation is the process of bringing order, structure and meaning to collected data through the grouping of responses and identification of patterns and trends. These techniques enable the researcher to develop data displays that give an impression of the overall trends in the distribution of scores (Tredoux & Durrheim, 2010:19). The data collection and analysis methods used in this study were both qualitative and quantitative. The questionnaires were developed to include qualitative as well as quantitative items. Even the interview tools were designed to gather both qualitative and quantitative data. Data analysis and interpretation techniques therefore followed data collection techniques as various techniques and tools were used to validate the findings of the study as elaborated on next. Through data analysis implications were drawn, some lessons were learnt and the researcher was able to come to some conclusions.

5.6.1 Descriptive statistics

The purpose of descriptive statistics in the study was to summarize, condense and convert long lists of data to create visual data representation tools that would create a comprehensive picture of the story at a glance (Huysamen, 1998:15; Brink, 2011:171). Nominal measurement was used to represent data where no numerical value was attached to the number. It was used only to show that there was difference between categories in the sample. The level of measurement in this case described the relationship among the values being dealt with and the number was only used as a place holder for a lengthy explanation (Trochim, 2006; Tredoux & Durrheim, 2010:11). The number was merely used for classification purposes like differentiating for example between the gender of the respondents and classifying them according to programmes in this case.

Ordinal measurement was used by the researcher to rank the responses according to the frequency of appearance. This helped to sort data in terms of various attributes and give the researcher and reader alike a clear picture of how the participants tended to respond. So this technique was used not only to show difference, but also to indicate the direction of difference (de Vos *et al*, 2011: 179). This technique also helped facilitate the drawing of conclusions regarding research objectives and hypotheses. The means of scores of data were calculated to determine central tendencies of the responses of the participants. This measurement allowed the researcher to show the reader the most common responses and also helped to enable the researcher to generate conclusions regarding the research questions and objectives.

Bar graphs and linear graphs were also used to determine the distribution of the participants' responses and draw conclusions regarding such questionnaire items. This would make it easy for the reader to understand at a glance where most of the responses were located, and draw conclusions about the thoughts and feelings of the participants regarding management and leadership at the Riverside Campus.

Tabular (frequency tables, cross tables) and graphical representation (distribution curves, central tendency graphs, etc.) were used to display the distribution of grouped nominal data (responses) in a way that made it easy to read and understand otherwise cumbersome data. Cross tables were developed to compare data with two or more qualitative variables (Tredoux & Durrheim, 2010: 365). In this case it was used to represent and compare the responses of the participants regarding various items on the questionnaire. The researcher used them to represent grouped data and show it in diagrammatic form (Huysamen, 1998: 66) to help the reader notice at a glance what the pattern of the responses, was and to be able to make own conclusions about the research objectives.

Qualitative data was analysed using the four lenses proposed by McCormack namely: language, narrative process, context, content and moment (Jirwe, 2011:5; Grbich, 2009:111) across the stories told especially by the executive leadership during the interviews. This approach to data analysis deepened the understanding of the challenges experienced by the staff and students while also providing the perceptions of the executive leadership of the university and the situation under investigation. This process involved, as suggested by Brink (2011:55) the integration and synthesis of narrative data that were represented in the form of themes and categories to help with the coding and interpretation to arrive at meaningful communication of the research findings

5.6.2 Inferential statistics

Inferential statistics were used to make some conclusions regarding the properties of the population under investigation on the basis of the results obtained from the selected samples as described in 5.3. This process allowed the researcher to generalise data collected from the sample to the whole population. Once data was grouped and represented statistically, the researcher interpreted it to arrive at the meanings that could be used to make inferences and conclusions. Inferential statistics such as chi-squares were used to examine the association between two categorical variables on arrays of frequencies and to determine relationships (Tredoux & Durrheim, 2010:427; Waller, 2012). A qualified statistician was sourced for this purpose to improve the quality of the study.

Since the study follows both qualitative and quantitative approaches, it was important to capture and document the meanings attached to the situation and experiences by the participants. Their thoughts and feelings were also documented in order to crystallise the evidence, widen and deepen the understanding and answer the research questions asked by the study. The results were then linked to the research objectives, and a

model was proposed in order to improve the situation at the satellite campus in question and other satellite campuses experiencing similar challenges.

5.6.3 Interpretation and presentation of results

Once data was grouped and represented statistically, the researcher interpreted it to arrive at the meanings. Since the study followed both qualitative and quantitative approaches, it was important to capture and document the meanings attached to the situation and experiences by the participants. Their thoughts and feelings also had to be documented in order to crystallise the evidence.

As suggested by Brink (2011:55) the researcher paid attention to the implications of responses, lessons learnt by the respondents, the meaning of the findings and the recommendations of the respondents. For this purpose a table suggested by Taylor-Powell & Renner (2003:7) was used. There were no research hypothesis as the study was driven by the research questions and research objectives, so the researcher explained the findings on the basis of developed theory, research questions and objectives.

Concurrent procedures were used to analyse data as the researcher converged quantitative and qualitative data in order to provide a comprehensive analysis of the research problem. The researcher collected both forms of data at the same time during the study and then integrated the information in the interpretation of the overall results (Creswell, 2003:16).

5.7 ETHICAL CONSIDERATIONS

This study was conducted using internationally accepted methods, techniques and tools. The researcher made sure that these methods and tools were applied and employed using above board tactics in the following ways as advised by Cousin (2009:

18) and Wagner, *et al* (2012:63). All writers of sources of information (books, journal articles, online documents, etc.) were duly acknowledged and such sources entered in the list of references.

In the letter that was written to the executive leadership of the university the researcher explained the intentions of the study. The researcher had no intentions to try and 'shoehorn data' Cousin (2009: 18) to fit in with story which means that there would be no narrative fraud or distortion of the research findings). The findings would be presented in as representative, constructive and confidential (Cousin) a manner as possible as the researcher is mature enough to understand that reckless reporting would yield undesirable results. The intentions of the researcher and the aims of the study were explained in the letters that were written to all the participants representing the sub-populations (Wagner *et al* 2012:69). The participants were assured that their responses would in no way be used against them and were also informed of their right to withdraw from the survey at any time. They were also assured that the data would not be manipulated or distorted in any way.

They were requested to be as honest as possible when answering the questions as their responses would shape the findings of the study. The participants were assured of the protection of their identities and right to privacy as the research results would be published in an aggregate form so that individual responses cannot be identified (Finn *et al*, 200: 37; Goddard & Melville, 2006: 49; Coldwell & Herbst, 2004: 21; Wagner *et al*, 2012: 70).

5.8 DISCUSSION

This chapter explores the methodology that was followed to conduct the study. It is in this chapter that the researcher explains the ontological and epistemological inclination, research design, and data collection and interpretation techniques and tools so as to justify the design chosen. In this chapter the researcher does not only address

research methods but also elucidates on the logic behind the choices of the methods used. It also looks into how data was gathered and analysed in order to answer research questions. The case study design helped to provide a bounded setting which the researcher used to collect data to answer the research questions, which allowed the researcher to triangulate data collection. The approach to data collection and analysis was both qualitative and quantitative because the researcher did not want to merely enumerate the responses without extracting the meaning, feelings, attitudes and wishes of the target population. Even though the case study design was used, the researcher read extensively on the current issues affecting leadership and management of multi-campus universities and universities with satellite campuses in order to give context to the research problem and the study as a whole.

This chapter was also used to help the reader understand the depths and lengths to which the researcher went in order for the study to be scientifically acceptable. The methodological choices made by the researcher were based on the nature of the research problem and the experience and position of the respondents. The researcher also sourced the services of a specialist to analyse data and then compared the findings with hers to arrive at the conclusions of the study. This was all aimed at authenticating the results to aid theory development and the conclusions of the study.

5.9 CONCLUSION

The works of Marshall & Green (2007) and van Aswegen (2007) were useful in preparing the researcher for road that laid ahead. It provided a better understanding of what a thesis is and how to go about formulating it and conducting research. They shed light into the difficulties of thesis formulation, hints on what to avoid in order to complete the research, and so on. The researcher also found a lot of useful tips on how to use references, how and when to inform the reader of the researcher's original contribution, as well as how much to read for a PhD from an article by Brabazon (2010). Aleskerov (2008) provided invaluable insight on the preparation and writing of this thesis. The

researcher also used the thesis by Naidoo (2012) for layout and aesthetic appeal. The research found inspiration in the study because it was recent and well presented.

Chapter 6 provides the analysis and interpretation of data using all the techniques listed in section 5.6 and it lays foundations for the conclusion and recommendations that are forwarded in chapter 7.

CHAPTER SIX

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

6.1 INTRODUCTION

In this study, meanings are context-dependent, and a result of negotiation between the observer and the respondents. The respondents are not merely reduced to numbers, but they are able to explain themselves and their actions. Dey (1993:40) argues that material and social factors determine the feelings, and therefore responses of the participants. What makes qualitative data stand out from quantitative data is that it should be a product of unstructured or semi-structured methods of social research, where the points of view and feelings of the respondents are taken seriously, documented and analysed to influence the outcome of the study, instead of just reducing them into numbers. Qualitative data is about determining the respondents' points of view, how and why they came to that point of view and how their view affects their relationships with others (Lewins, Taylor & Gibbs, 2010:1). In some cases quantitative data tools are used to represent qualitative data without reducing the responses to numbers.

6.2 DATA PRESENTATION AND ANALYSIS

As explained in chapter 5, data for this study was gathered through interviews as well as questionnaires. Data was collected from the executive leadership of the university, academic and administrative staff, as well as the students at the campus used as a case for study. Data from all these sub-populations is analysed in sections that follow starting with the executive leadership in section 6.3, academic staff in section 6.4,

administrative staff in section 6.5 and ending with the responses from the students in section 6.6. Some chi-square tests were conducted for staff and student responses (sections 6.4, 6.5 and 6.6) in order to show the (Waller, 2012) relationships, differences and associations in the scoring patterns of the responses.

6.3 EXECUTIVE LEADERSHIP OF THE UNIVERSITY – INTERVIEWS

[138 - 150]

The researcher thought that it was not necessary to use the coding system in the following subsection because the number of respondents was small and it was easy and convenient to deal with the responses as they were. Consequently the researcher relied on the patterns, structures and language used in speech and the written word (Lewins *et al*, 2010:4); Jirwe (2011:5); Grbich (2009:111). Some questions were clustered together because the respondents brought them together during the interview. The interview schedule was consequently not included in the appendices section because it would be a repetition of the section below. The researcher aimed to interview the VC, three DVCs and two deans whose faculties were represented on the Riverside Campus. Two DVCs were not available at the time of study and consequently only one DVC was interviewed. The researcher could not wait longer as there were deadlines to meet. Consequently the executive leadership sample was made of four instead of the targeted six respondents.

6.3.1 Theme 1 The Structure of the university

A. How many campuses does the university have?

All four respondents agreed that DUT has seven campuses even though there was still a need to define a delivery site. This means that Ritson is a campus and not a delivery site as CHE declared.

- B. *The Riverside Campus and Indumiso Campus are about 95 km from the main campus and 8 kilometres from each other. In your understanding who represents them at the executive level management of the university?*

There was a common understanding that the DVC institutional support was responsible for the administrative functions at these campuses in the absence of the campus director and that this DVC reported directly to the VC. One respondent however felt that it was not right to give the VC such a responsibility because he should focus on the overall strategic matters of the whole university. The deans of faculties were responsible for the integrity of the programmes through the HODs who reported directly to the deans of their faculties. The two deans interviewed were in agreement that there were adequate structures for this purpose such as EXCO, faculty board, FRC, and so on.

- C. *Goal 5 of the university's strategic direction is geared at ensuring a unified institutional culture, improved intra-institutional collaboration, ethos and tradition that will be embraced with pride by students and staff, consistency across all campuses, a common sense of purpose, service excellence and the furthering of the university vision and mission across the whole university. How do you ensure that the vision, mission, goals and the strategy of your portfolio are communicated to all the campuses of the university?*

What emerged clearly in this instance, as table 6.1 illustrated, is that there was no formal properly instituted representation of the midlands campuses at the executive level of the university. Also, only two respondents seemed to think that such representation was an important issue. Visits to these campuses of the university tended to happen on an *ad hoc* basis and they were not even properly structured. Consequently they did not add much value to the staff and students. It was also a concern that even in cases where there was a dean and deputy dean, they were both located in Durban.

Table 6.1 Common sense of purpose across the university

Inductive categories	Responses
Executive Leadership	Prerogative of DVC institutional support who spends one day a week in the midlands. Other issues are brought to executive level by DVC institutional support
Leadership vacuum	Academic issues are brought to the attention of VC by DVC academic. There is leadership vacuum in the absence of the executive director, position to be filled soon.
Faculties	Responsibility of the deans through heads of departments. We do exactly the same thing across the campuses. All staff are members of the faculty board which meets once a quarter. Meetings are held in Durban because of the cost factor.
Departments	There is one programme leader across campuses. Heads of departments report directly to the dean. All heads are members of EXCO, which meets once a month, sometimes even more. There is never a meeting just for Durban. No us and them.
Feelings	I feel that I am not spending as much time as I should in the midlands. I visit these campuses whenever I get a chance (<i>laughter</i>)
Office space	When I visit, I stand on the corridor. There is no executive office.
Other means of communication	Skype, university newsletter (especially for students).

D. Objective 1.1 talks to DUT positioning itself strategically as a reputable UoT country-wide through the establishment of policies, structures and processes that will enhance quality service delivery across the university. Do you think the current organisational structure is the most appropriate for the university with so

many campuses? If not, what would you like to change about the current organisational structure of the university?

Table 6.2 Ideas on the current university structure

Ideas	Comments
Once the student numbers grow to 8000 at the midlands, the university structure would be changed to one with the VC at the top and two principals one for Durban and another for the midlands.	<i>One respondent criticised the current <u>structure as inherited from the past</u> and expressed that if given an opportunity, he would definitely rework it. Two</i>
Given an opportunity I would definitely review the current structure because it does not work well. The current structure was inherited from the past. The best structure in my opinion is the one organised into schools and headed by a DVC, deans and HODs.	<i>thought that the <u>structure was working</u>, while one was more concerned about the <u>financial implications</u> of changing it. Two of the</i>
The current structure is working.	<i>respondents were <u>satisfied</u> with the current organisational structure.</i>

E. This study will advance a model that will attempt to bring about the representation of all the campuses at the executive level of the university. Would you welcome such a model?

The researcher got confirmation from the respondents that the executive leadership of the university would like to look at the proposed model as well as organisational structure. One respondent even went to the extent of stating that it would not be enough to just look at it, but changes would have to be effected especially as there was confirmation that the structure was not working as well as it should. The theory presented in chapter 4 argues that structure follows strategy, and that it has the power to pull strategy backward if it has not been adjusted in accordance with the changes that have taken place as the institution grew.

Table 6.3 Feelings regarding the new structure to be advanced by the study

Inductive categories	Responses
Would welcome suggested structure	All four participants expressed their willingness to look at new model and suggested structure.
Concerns	Executive of the university are open-minded. Whether the study leads to change, is another matter.

F. *What are the major challenges of leading such a complex organisation? How does the case of leadership in a university that planned to have satellite campuses differ from the case where the university simply became complex because of a merger?*

Table 6.4 Challenges of leading across a complex organisation

Respondent 1

The merger is complete only on paper.

University still displays two cultures.

People still talk about the past and you wonder if they are referring to ML Sultan and natal Technikon or Indian and White.

University still displays two distinct cultures.

Merger is complete only on paper.

Still us and them, people still complain about the things of the past.

Respondent 2

There is a need to appoint a strategic planner to bring university together and rid it of traces of the past.

There are forums where such things can be addressed, but they tend to focus on other things.

Important things are not being documented (*reached out for the university Blue Book*). If things are not documented, they never get done.

Duty of VC as CEO is to bring the university together.

The issue of divergent culture came out strongly as a challenge resulting from the merger. One respondent even spoke about some people who have left the university due to this problem. The university had not been able to resolve this issue. This could mean that they have not been successful in concluding the merger in one of the areas that matter most. It does not help much that they point it out, when it is their duty to address it. Executive office space was another important challenge. At faculty level, office space seemed to be the cause for not spending enough time at the midlands. The faculty leaders seemed to think that there were no major problems as communication between campuses was regular and easy.

6.3.2 Theme 2 Strategic direction

- G. *What is your role as the VC, DVC or dean at this university? What are the major envisaged outcomes for your portfolio? How are these outcomes measured across the institution?*

Table 6.5 The roles of respondents within the university

Roles	Comments
Strategic and cultural To change the university culture when it comes to student treatment. Improve service to the students. Develop leadership so that issues that have to be dealt with at middle management do not go beyond that level.	
Research To increase research output to enable the university to make 70 million out of it so as to solve the current problems it faces. To improve technology so that problems are resolved within an hour across the whole university. To ensure that research is seen as part and parcel of teaching and learning by faculties and not as an add on as it is currently perceived. The university still seems to be preoccupied with teaching even though it is at the stage of acceptable pass rates.	<i>The idea of threading the culture across the university did not seem to emerge as strongly as the researcher had anticipated.</i>
Coordination of departments The faculty works through the HODs of all departments. I visit Riverside whenever the opportunity arises. I would support any initiative by the staff if they feel they want to network more across the two campuses. I just feel that there is	

not much networking because people are not willing, not because of distance, as in some cases they fail to attend meetings that are just ten steps away from their offices. Integrity of the programmes within the faculty. There is no us and them in our faculty as that was dealt with sometime ago. Whatever the Durban staff gets, the Riverside staff also gets. There is consistency and commonality of purpose because the programme leaders function across the campuses. The students write exactly the same test at the same time. The HOD from Riverside attends all the meetings, so there are no discrepancies. I know all the staff on first name basis. We hold all PMB interviews in PMB and the whole faculty attends PMB graduation to ensure that our presence is felt. Knowledge that there was a study of this nature being conducted actually made me want to put more effort into it.

- H. *What is the university's vision regarding the growth of its campuses, especially the midlands campuses? What role do the satellite campuses play in this strategic direction of the university in general and your portfolio in particular?*

Table 6.6 Direction of growth for the university

Direction	Comments
Strategic growth There is no space for growth and development in Durban, so growth is going to be at the midlands. Indumiso would focus on education and health, while the Riverside would be a stronghold for engineering. Some funds received from DoE for this purpose. The catchment for PMB has not been tapped into. So there is a huge potential for growth for the midlands campuses. Importance of documenting plans if they are going to be acted on.	<i>All the respondents were in agreement that there was no space for further growth in Durban and that the potential for growth for the midlands</i>
Institutional growth There is a vision to double the numbers for the midlands campuses, growing the research output and growing business management.	<i>campuses was big.</i>

As Nieman & Nieuwenhuizen (2010:280) argue in chapter 2, growth in one area (strategic) should automatically lead to growth in other areas of the institution.

6.3.3 Theme 3 Miscellaneous

1. Do you think that the physical visibility of the executive leadership at the other campuses of the university is important at all?

Two respondents seemed to think that the physical presence of the executive leadership of the university at satellite campuses was not important. But as the interviews unfolded, there were comments about their attempts to make their presence felt especially during graduation, holding midlands shortlisting and interviews at the midlands and so on. Two other respondents did not mince their words regarding the importance of visibility and presence at all the campuses of the university.

Table 6.7 Thoughts regarding physical visibility of executive leadership at various campuses

Responses	No of responses	Percentage
It would be good to have an executive office at each of the satellite campuses as this would allow the executive leadership to plan meaningful visits.	2	
Presence is important as the executive leadership embody the strategic direction of the university.	2	
The physical presence is not important as even in cases where there is a high concentration of the leadership, they are hardly seen by students and staff.	2	
TOTAL	6	100

The cost seemed to be the biggest factor hindering institution of leadership and travelling between the two regions. The leadership of the university seems to think that the 16.0% of the FTE of the university is a small number to warrant their presence. This is in direct contrast to the approach used by the Memorial University (discussed in 4.4.1.2), as well as the case of Branford Campus of Wilfrid Laurier University which had only 40 full-time students at inception, but where a dean and campus manager were appointed to attend to the governance matters at the campus and represent it at senate and other university governing bodies. This was done in order to ensure the continuity

of the university vision, mission and strategy even outside of the main campus as discussed in 4.4.1.1.

J. *About 75% of the executive leadership of the university is concentrated at the Steve Biko Campus. Goal 4 of DUT talks to quality enhancement and planning and the university being committed to equitable resource distribution and an enhanced total learning experience of the students across all the campuses. Are there plans to decentralize the executive leadership to achieve equitable distribution across the university? What would the worst criticism (if any) against dispersal to other campuses be?*

Table 6.8 Decentralisation of executive leadership to the midlands

Number	Ideas
2	Redistribution is not the issue. All functions are taken care of through HODs
2	The midlands campuses have to grow to about 8000 students, then people will be appointed including a principal. There are more students in Durban, it makes sense to have the executive leadership here.
1	It is the prerogative of the VC. If he says that people should move to the midlands, they will do it.

Most respondents agreed that there was no need to send some members of the executive leadership to the satellite campuses. One respondent spoke of growing the midlands campuses to 8000 students and then changing the university structure and appointing new people into positions. Only one respondent felt strongly about representation at the midlands campuses. The idea of staff redistribution did not find favour with three respondents. It was only one respondent who thought that there would be no problems as long as the directive came from the VC. The respondent even pointed to an opportunity to do that as one of the DCVs was about to retire.

K. *How do you define your success as a co-leader of a complex organisation?*

One respondent would be successful once the university is more student-centred. When the students found it easy to register and access information and lectures. Two respondents would like to see the university become a powerful research institution, and two respondents define their success in terms of the success of their subordinates as they worked through the HODs and the staff. They would be as effective and efficient as the staff was.

L. *Are there any other questions or comments that you have regarding this study?*

Table 6.9 Questions and comments about the study

Number	Responses	Number
1	Would like to see the lessons learnt from the study and how other universities with satellite campuses would benefit from it.	
	Would like to see the university go beyond just reading the results of the study, to implementing the changes that need to be implemented.	1
2	It is a good study, would enjoy reading the final document. Inspired by the research topic.	
	Not too many difficulties or serious challenges experienced by the university in leading across campuses because they are not too far from each other	1

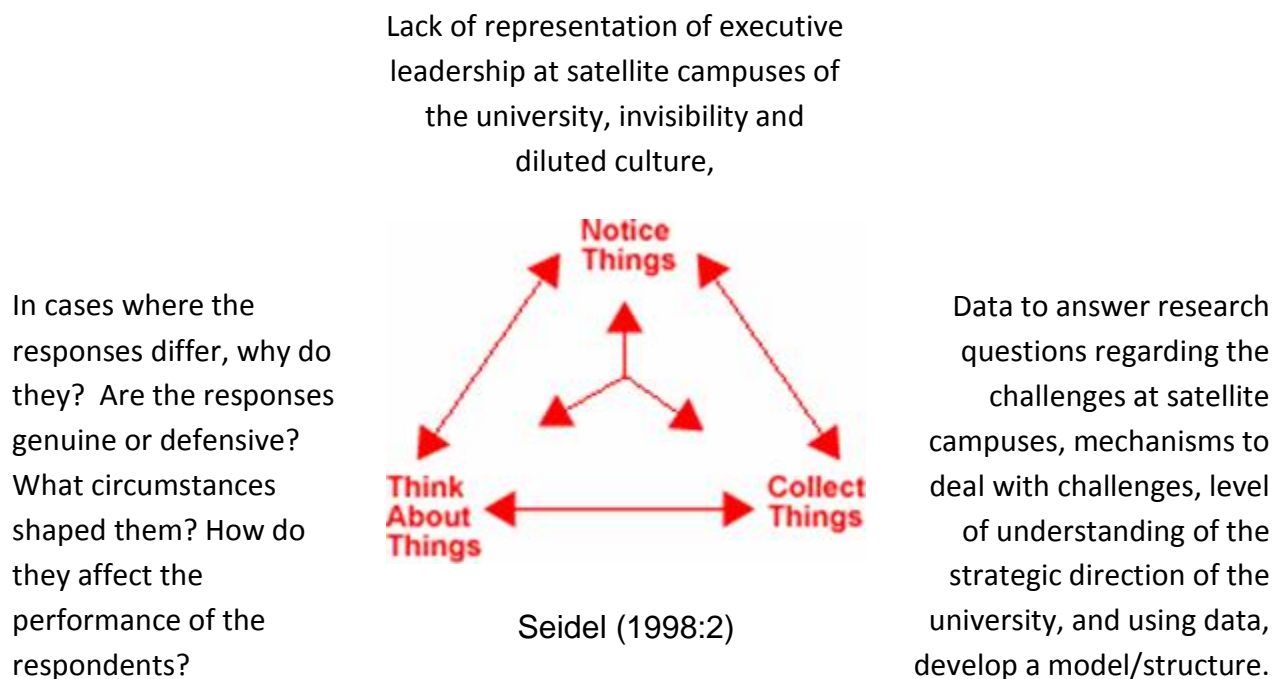
One respondent even mentioned that since he heard that there was a study of this nature being conducted, he is making more effort to be visible at the midlands. The study obviously affected his behaviour positively. Another respondent pointed to the importance of having someone confirm your concerns for action to be taken, as he had even gone on record for stating that the structure was not working well and that the merger had not been properly finalised.

As Dey (1993:30) points out, qualitative data analysis focuses on the meanings and interpretation as assigned by both the respondents and the researcher. Some respondents were free and willing to share information without reservation, while others were quite protective of their territories and not very willing to expose themselves. The

respondents were also based at the university cluster and had no real understanding of the needs at satellite campuses.

Qualitative data analysis as it is done in this chapter, goes beyond the description and comparison of the responses of the participants, to involve interpretation of the feelings, and explanation of why things are the way they are, and why people feel the way they do, as shown in the diagram that follows.

Figure 6.1 The process of research



It was interesting to note that while one respondent felt that the structure was inherited from the past and not really function for the new university, others felt the opposite way as they saw nothing wrong with it. Lewins, *et al* (2005) argue that qualitative responses are influenced by a respondent's view of the current situation, how they came to have that view, where they come from and what they have been doing, as well as how they classify themselves and others regarding the problem being addressed. One respondent went to the extent of comparing the current university structure to other universities, while others seem not even to have given it any thought prior to the

interview. This is understandable to the researcher in view of the statement by Dey (1993:40) that meanings are context-based and they depend on material and social factors. By implication this means that one may not really understand the situation that they have not experienced. In the table that follows the researcher compares the responses from the interviews to the critical research questions with the aim of finding answers to them thus satisfying the objectives of the project.

Table 6.10 Summary of responses in relation to research questions

Comments	Research questions	Comments
<i>There were no serious challenges according to two respondents. Strangely one respondent felt that they were sitting on a time bomb as there were complaints all around the university. One respondent was mainly concerned about diverse cultures which confirmed the second respondent's claim regarding an incomplete merger. Technology (internet, skype, etc.) can be used. The leaders can visit satellite campuses regularly but office space is a problem.</i>	<p>What are the management, leadership, academic and administrative challenges faced by the staff and the students at satellite campuses of universities?</p> <p>To what extent does the absence of the executive leadership of the university on campus affect the academic culture?</p> <p>What mechanisms can be put in place to effectively represent satellite campuses at the executive level of the university?</p> <p>To what extent are the vision, mission, goals, and the overall direction of the university understood by the staff and students at satellite campuses?</p> <p>What is the management/leadership model that can be used (with some modifications) by universities with satellite campuses to improve leadership effectiveness and alignment with the main campus (contribution of the study)?</p>	<p><i>The presence of the executive leadership is important but it will not necessarily affect the culture. The collegial model headed by a DVC where the deans are with their staff. This is done through regular meetings held in Durban due to the cost factor. Students can share culture through the CONDUIT. Once numbers reach 8000 in PMB, there would be a VC and two principals for Durban and midlands.</i></p>

Adapted from Taylor-Powell & Renner (2003:7)

There were a number of issues that emerged from the interpretation of data in section 6.3. The history of the university, one university formed from the merger of two institutions with distinctive cultures, was still affecting the university. The absence of a strategic planner was mentioned as a cause for incomplete merger. The sequencing of events (Spradley, 1979:111) was leading to failure to institute leadership in the midlands, as that was dependent on the growth in student numbers.

The sections that follow focus on staff and students responses. The questionnaires were used as tools to collect data from these sub-populations. As stated in chapter 5, questionnaires were used to gather both quantitative and qualitative data. The analysis therefore took that into consideration.

6.4 ACADEMIC STAFF – QUESTIONNAIRES [152 – 175]

6.4.1 The sample

The sample consisted of DUT academic staff based at the Riverside campus. In total 30 questionnaires were despatched and 12 were returned which gave 40% response rate. The researcher struggled to get the remaining questionnaires back. As quite a bit of time had lapsed between despatch and return, the researcher felt that the sample may have been corrupted and decided to work with the collected questionnaires.

6.4.2 The research instrument

The research instrument consisted of 70 items, which were divided into four themes measuring:

- Theme 1 – biographical information,
- Theme 2 – knowledge of the university,
- Theme 3 – experience of the faculty and department
- Theme 4 – experience of the campus.

The responses of the participants were analysed according to these themes in the sections that follow. The analysis was aimed at finding out the views of the respondents regarding the research questions and objectives in order to conclude the study in chapter 7.

6.4.2.1 Theme 1 Biographical information

A. This section describes the composition of the sample according to race and gender. The sample constituted as many male respondents as there were female (50.0% each). About 40.0% of the sample was Black, with a further quarter being Coloured. There were as many Indian respondents as there were White (16.7% each). Waller (2012) states that if the alpha level is 0.05 and less, then we would conclude that there is a statistically significant difference or relationship between the categorical variables. The chi-square p-value on categorical relationships was (0.912) implying that there was no significant

difference between the ratio of the races and gender. The sample reflected the demographics of the campus.

Table 6.11 Race and gender of the respondents

		Gender		Total
		Male	Female	
Race	Count	3	2	5
	Black			
	% of Total	25.0%	16.7%	41.7%
	Count	1	2	3
	Coloured			
	% of Total	8.3%	16.7%	25.0%
	Count	1	1	2
	Indian			
	% of Total	8.3%	8.3%	16.7%
	Count	1	1	2
	White			
	% of Total	8.3%	8.3%	16.7%
Total	Count	6	6	12
	% of Total	50.0%	50.0%	100.0%

B. *Programmes offered on the campus*

There were eight programmes that were offered on the campus at the time of the study. It was important to include this section as it shows clearly the number of programmes that were being offered on the campus at the time of study. The researcher argues that the number of programmes, staff and students on the campus were big enough to justify the presence of some members of the executive leadership of the university, especially when considering the case of Laurier Brantford Campus of Wilfrid Laurier University, (chapter 3) which had only 40 full time students and 3 staff members when it started but a dean and a

campus manager were appointed to represent the campus at the executive level of the university. There was a fairly even distribution of respondents by departments. The highest number of respondents was from the Applied Management (33.3%) which had the most programmes and therefore the most academic staff members.

C. The number of years of service at DUT and time spent at Riverside is given in table 6.12.

All the sampled staff between 1 and 18 years of service at the university had served the same number of years at the Riverside Campus, meaning that they had never worked at any of the other campuses of the university. Of the participants that had served the university for more than 18 years, only 9.1% (which translated to one person) had worked at another campus other than Riverside. The chi-square p-value of 0.001 indicates that there was a significant relationship between the two variables. The correlation value of 0.988 suggests a strong positive relationship between the variables. The longer respondents worked at DUT, the longer they were based at Riverside.

The implication is that most of the staff on the campus did not have main campus experience and they had never worked in close proximity with the executive leadership of the university. In the study conducted across London in 2011 (cited in chapter 3) all the participants were in agreement that the key indicators of leadership model effectiveness, included among others, the presence of the Deputy Vice Chancellor (DVC) at the satellite campus, presence of a relevant proportion of resident professors, seniority and academic leadership, regular travel and communication arrangement trends for teaching and research purposes, in an attempt to make the experiences consistent across the whole university.

Table 6.12 Years of service at DUT and at Riverside Campus

		Years of service at DUT					Total
		1 – 3	4 – 6	7 – 9	13 – 15	> 18	
Years of service at Riverside	Count	1	0	0	0	0	1
	< 1						
	% of Total	9.1%	0.0%	0.0%	0.0%	0.0%	9.1%
	Count	3	0	0	0	0	3
	1 – 3						
	% of Total	27.3%	0.0%	0.0%	0.0%	0.0%	27.3%
	Count	0	1	0	0	0	1
	4 – 6						
	% of Total	0.0%	9.1%	0.0%	0.0%	0.0%	9.1%
	Count	0	0	2	0	0	2
	7 – 9						
	% of Total	0.0%	0.0%	18.2%	0.0%	0.0%	18.2%
	Count	0	0	0	1	0	1
	13 – 15						
	% of Total	0.0%	0.0%	0.0%	9.1%	0.0%	9.1%
	Count	0	0	0	0	1	1
	16 – 18						
	% of Total	0.0%	0.0%	0.0%	0.0%	9.1%	9.1%
	Count	0	0	0	0	2	2
	> 18						
	% of Total	0.0%	0.0%	0.0%	0.0%	18.2%	18.2%
Total	Count	4	1	2	1	3	11
	% of Total	36.4%	9.1%	18.2%	9.1%	27.3%	100.0%

6.4.2.2 Theme 2 Understanding and knowledge of the university

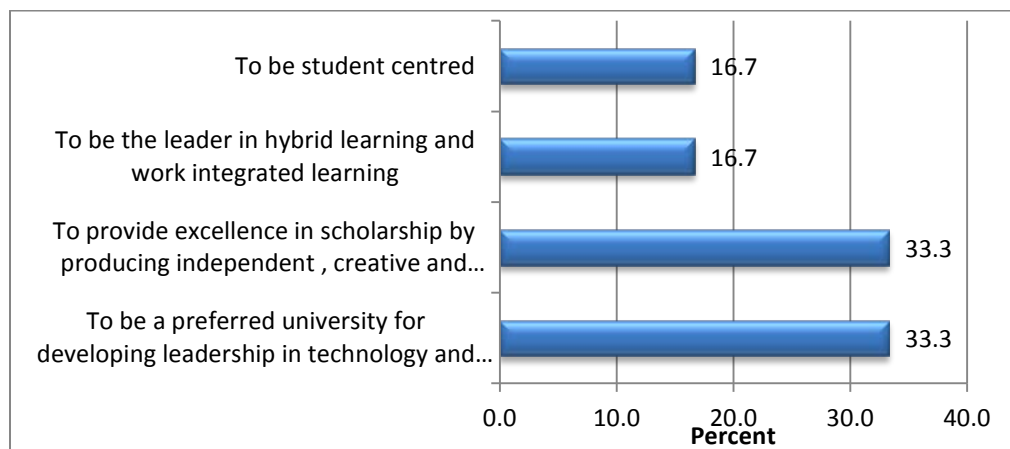
This section deals with the understanding of the university and its strategic direction. It was aimed at finding out how much the staff at the satellite campus understood their university. This understanding is crucial to the way they perform their duties as staff belonging to a university that is bigger than their satellite campus. The staff would have

this understanding if they were in constant contact with the staff at other campuses of the university and if the executive leadership of the university made a concerted effort to be visible on these campuses as the custodians of the vision, and the standards and if they reiterated the vision and strategic direction of the university any chance they got.

D. What is the vision of DUT?

Of the respondents who answered, four major ideas of the vision were identified which are: student centredness, integrated learning, development of leadership in technology and excellent scholarship. The responses showed understanding of the vision of the university as they reflected the various vision statements that are found in the university documents. The current vision statement of the university was to be “A preferred university for developing leadership in technology and productive citizenship”, and only a third (33.3%) of the respondents knew it. The chi-square p-value of 0.881 implies that there was no significant relationship in the scoring patterns for the stated options.

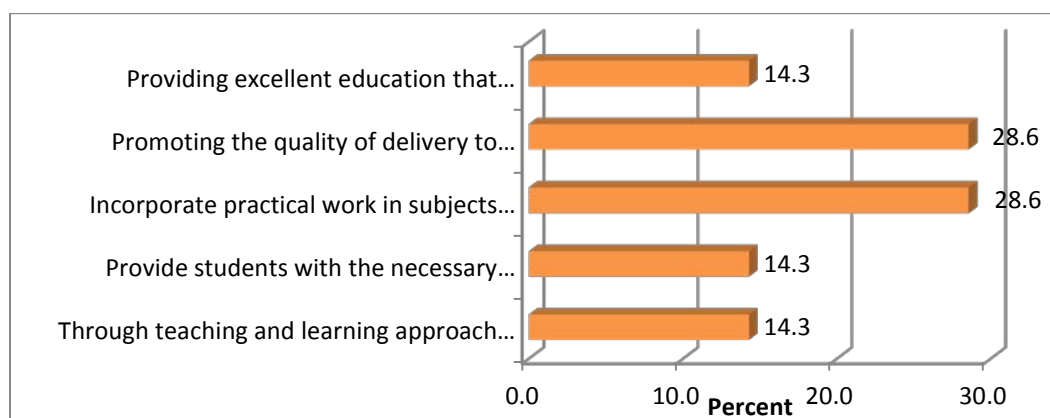
Figure 6.2 The vision of the university



E. What role does the Riverside Campus play in promoting this vision?

Of the five roles of the campus in furthering the vision of the university given, the promotion of quality service delivery and incorporation of practical work had the same response levels (28.6%), and the remaining three at the levels of 14.3%. There does not seem to be a clear understanding of the role that the campus plays in furthering the vision and mission of the university. None of the respondents mentioned the issues of access to higher education, growth of the university, and strengthening the university brand, which are identified in literature as reasons for the development of satellite campuses.

Figure 6.3 The role of the campus manager in furthering the vision

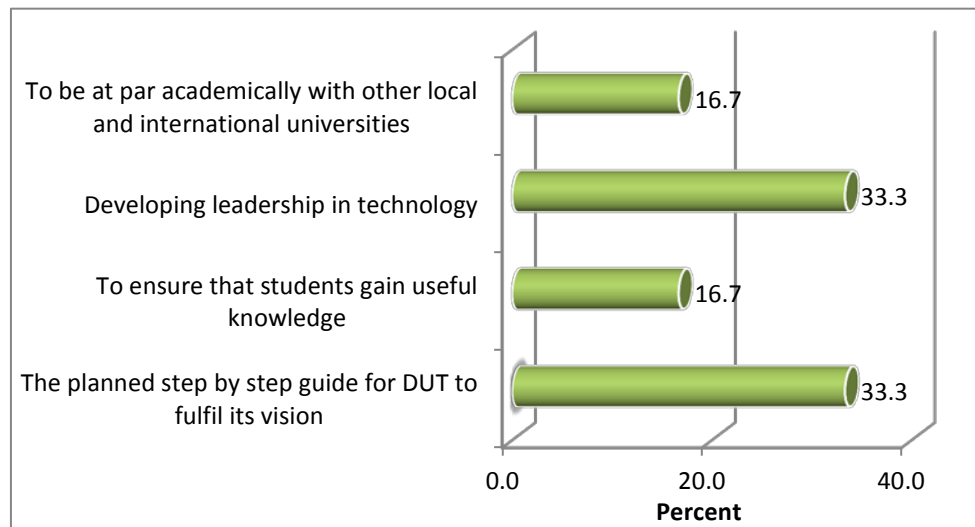


F. Briefly explain your understanding of the strategic direction of DUT?

Various responses were given regarding the strategic direction of the university as displayed in figure 6.4. This is understandable since the university itself seems to have many vision statements and there is no regular articulation of the vision on the campus, and there is no embodiment of it. The chi-square p-value was 0.881, indicating that there was no significant difference in the scoring patterns per statement. The literature that was studied and documented in chapters 2 to 4 argue in favour of regular articulation of the strategic direction of the organisation to the employees so that they know the role that they have to

play in aiding the organisation realise its goals. The proximity theory discussed in chapter 2 argues that if there is no embodiment of such direction on campus, it becomes hard for the staff to emulate distant leadership.

Figure 6.4 Understanding of the strategic direction of the university

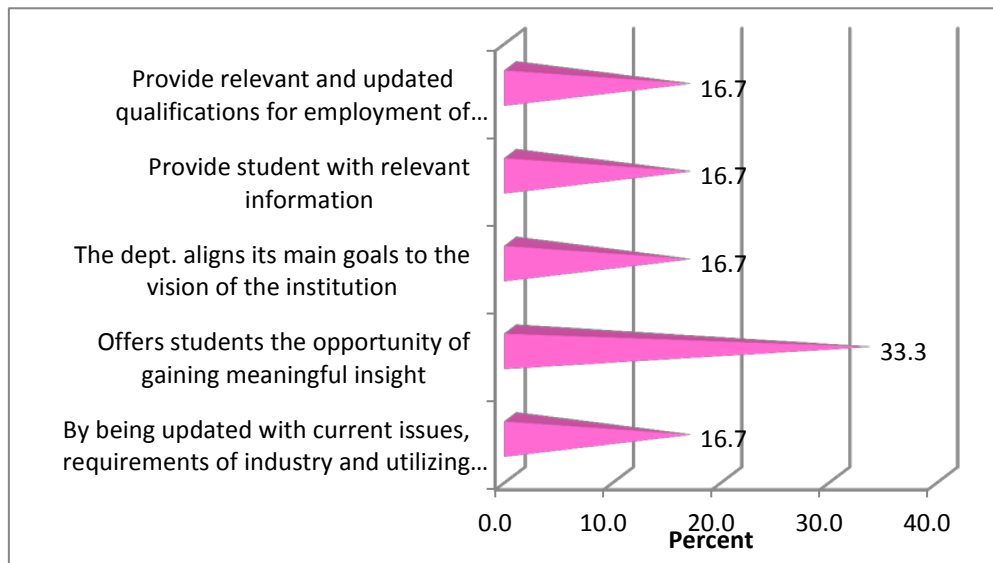


G. *How does your programme and subject feed into the vision and strategic direction of the university?*

A third of the respondents (33.3%) indicated that their departments offered the students the opportunity to gain meaningful insight into the careers that they had chosen. Even though the responses did not directly link to the identified strategic direction of the university as discussed in F, most indicated the importance of relevance and alignment to the vision of the university.

It is also very important to align the programme offerings with the local and industry needs, as the university has to be embedded in the community that it serves (Bawa, 2011).

Figure 6.5 Role of programme in the strategic direction of the university



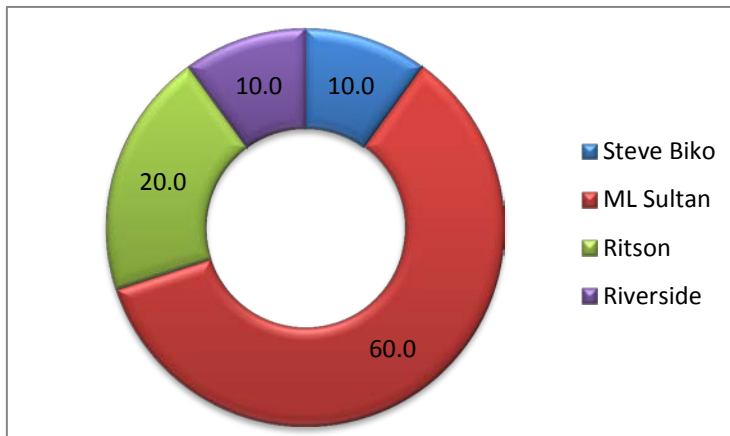
6.4.2.3 Theme 3 Experience of the faculty and department

This section deals with the understanding of the faculty, as well as the department, especially in cases where the faculty and the department was spread across more than one campus. The theme stems from the fact that for an individual to function properly, and to fulfil the role that they are meant to fulfil, they must have a thorough understanding of their department and the role that it plays in the strategic direction of the whole organisation.

H. In which campus is the office of the dean of your faculty?

Ninety percent of the respondents stated that their deans were based in Durban (either at the Steve Biko, ML Sultan or Ritson campuses). Some of these responses actually showed that some staff members did not even know where the dean of their faculty was based.

Figure 6.6 Knowledge of the location of the dean of faculty



This might be regarded as insignificant, but it actually shows that there was little interaction with the custodian of the standards in the faculty. The deans whose faculties were represented on the campus were located at ML Sultan and Ritson indicating that there were no significant differences in the scoring patterns of the respondents at chi-square p-value of 0.079. Most of the respondents seemed to know where the deans of their faculties were located. Only 20.0% gave wrong campuses (figure 6.6).

I. How often do you interact with the dean of your faculty?

A quarter (25.0%) of the respondents indicated that they had frequent contact with their dean. Most of the respondents (58.3%) stated that they rarely interacted with the dean of their faculty as shown in table 6.13. It is true that the academic staff interacted regularly with the heads of departments, but the study holds that for semblance of standards across the faculty, it is important that the dean visits departments and interacts with the staff on schedule. About a third of the respondents were not satisfied with the level of interaction, but most (42.0%) felt that it was acceptable. About 17.0% of the respondents thought that it was important to interact regularly with the dean as it would help them keep up to date with the developments in the faculty and the university as a whole.

Table 6.13 Frequency of interaction with the dean of the faculty

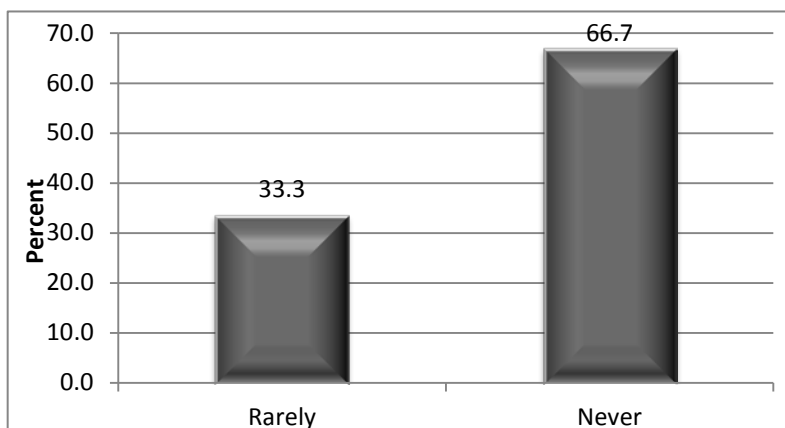
	Frequency	Percent
Regularly	3	25.0
Rarely	7	58.3
Never	2	16.7
Total	12	100.0

Some respondents (25.0%) would like the dean to have quarterly meetings with their departments as they felt that it would be beneficial.

J. How often have you seen the Vice-Chancellor or any of the Deputy Vice - Chancellors on this campus?

As shown in figure 6.7 two-thirds (66.7%) of the respondents indicated that they had never seen the executive leadership of the university at the Riverside Campus. This may not mean that they never visited the campus.

Figure 6.7 Regularity of the campus visit by the executive leadership

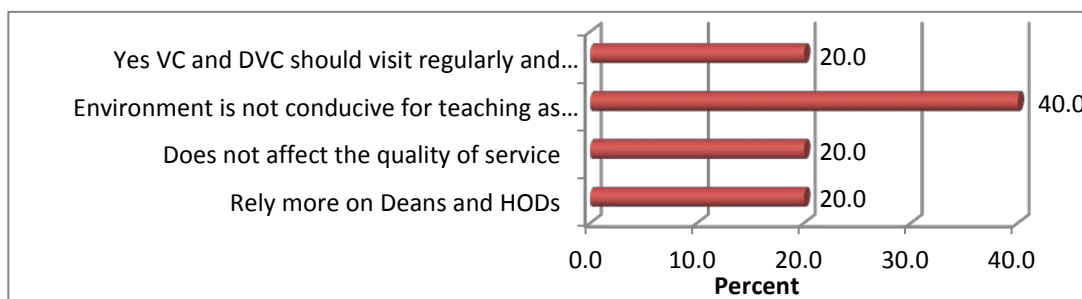


It may be indicative of the fact that the visits were not structured and scheduled as to have meaningful impact on the staff at the satellite campus. The study argues that the visits have to be regular and purposeful so that they can have the desired influence on the whole campus. The chi-square p -value of 0.248 means that there was a degree of difference in the scoring patterns across the options even though it was not significant.

K. Explain how you feel about the current situation and how you think it is affecting the culture and the quality of service delivery on this campus

Figure 6.8 indicates that 60.0% of the respondents thought that the absence or invisibility of the executive leadership of the university on campus led to the campus environment not being conducive for academic excellence, and they felt that it was important for the executive leadership of the university to be visible. Other respondents (20.0%) felt that the absence of the executive leadership did not affect the quality of work that was being done on the campus.

Figure 6.8 Effect of the visiting trends on the campus culture



Another 20.0% thought that it was important for the executive leadership of the university to be more visible on campus even though they could also rely on the deans and the HODs. Most of the respondents expressed the need to see the executive leadership of the university on campus on a regular basis.

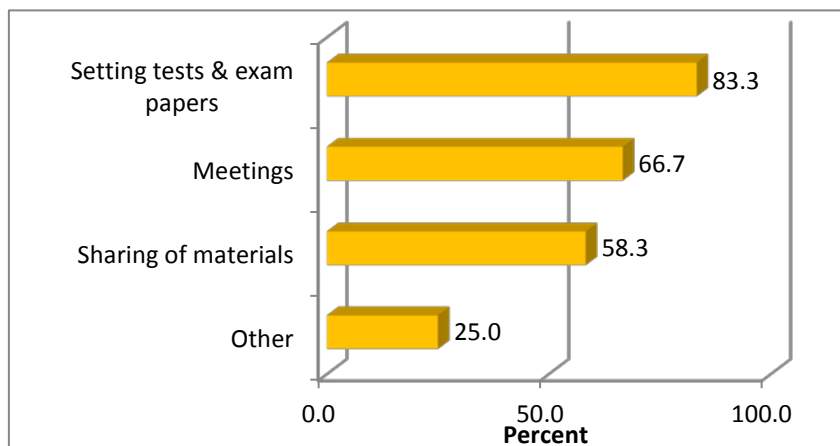
- L. *Is the programme/subject you are offering also offered at any other campus of the university?*

All the respondents (chi square p-value = 0.021) indicated that the programmes they were offering were also offered on other campuses of the university (mainly ML Sultan). Other programmes were offered at Ritson and Steve Biko. These campuses form the main campus cluster of the university.

- M. *If yes, explain the frequency and nature of interaction with the colleagues on other campuses.*

More than 80.0% of the respondents indicated they interacted regularly with their colleagues at the other campus as they set the same tests and examination papers (figure 6.9). The majority (66.8%) also indicated that they had regular meetings and shared teaching and learning materials (58.3%). This is good practice as it indicates attempts to provide similar standards, which was another important issue of concern during the review of literature.

Figure 6.9 Interaction with colleagues on other campuses



N. Do you ever hold faculty and departmental meetings on the Riverside Campus?

Nearly 60.0% indicated that some meetings, especially departmental ones, were held at the Riverside Campus. According to 75.0% of the respondents, most of the faculty meetings were held in Durban. The differences in opinions of the respondents were not very significant (chi-square p-value = 0.564).

Table 6.14 Frequency of faculty and departmental meetings at Riverside

	Frequency	Percent
Yes	7	58.3
No	5	41.7
Total	12	100.0

O. Where do you usually hold these meetings?

Most respondents (74.9%) indicated that these meetings were held in Durban because the majority of the staff was found there.

Table 6.15 Regular venue for faculty meetings

	Frequency	Percent
Steve Biko	1	8.3
ML Sultan	4	33.3
Ritson	4	33.3
Total	9	75.0
Missing System	3	25.0
Grand Total	12	100.0

It made economic sense to have the meetings where there the majority of the staff was, instead of many people travelling to join a few.

P. What would you like to see happening regarding the venue for these meetings?

However the majority of the respondents (50.0%) indicated that they would like to see the rotation of the meetings, so that their campus also had an opportunity to host meetings as indicated in table 6.16. The chi-square p-value of 0.763 indicates poor relationship in the scoring patterns for the two options. This implies that there were as many staff who preferred rotation as there were those who were satisfied with the existing scenarios as the other 41.7% felt that the current venue for the faculty meetings was fine.

Table 6.16 Preferences of respondents regarding venues for faculty meetings

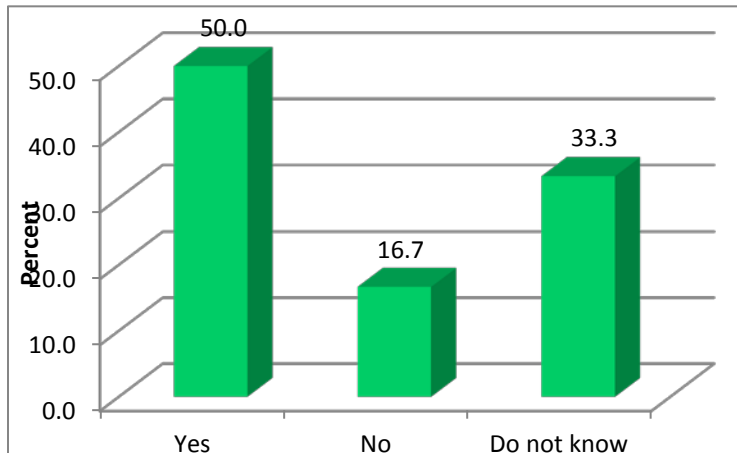
	Frequency	Percent
Rotation	6	50.0
Current venue is fine	5	41.7
Total	11	91.7
Missing System	1	8.3
Grand Total	12	100.0

Q. Are there any variations/differences that you know of between what happens at the other campuses and what you do on this campus?

Half of the respondents indicated that they were aware of the variations that existed between other campuses of the university and their campus. Just above a third (33.3%) were not sure if there were variations and about seventeen percent (16.7%) thought that there were no variations.

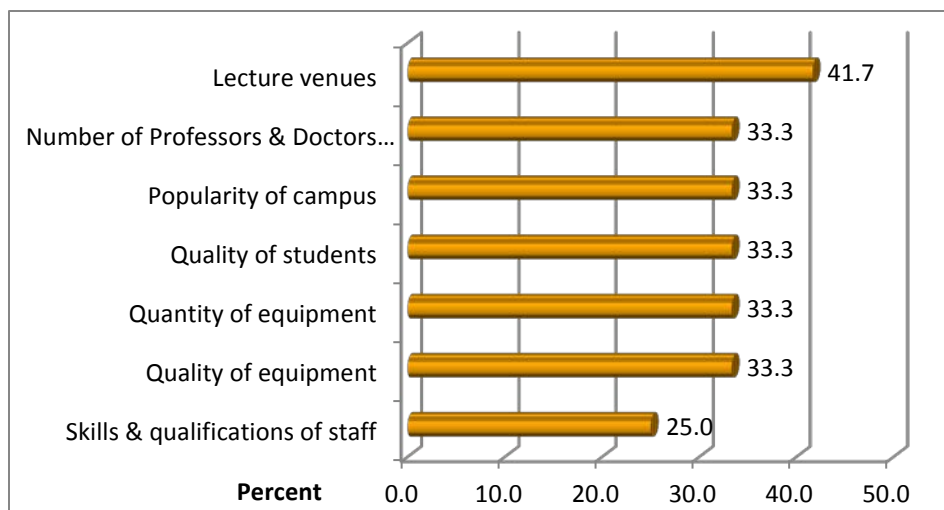
As figure 6.11 displays, 41.7% of the respondents thought that there were discrepancies regarding lecture venues across the university, about a third of the respondents (33.3%) indicated there were more doctors and professors in

Figure 6.10 Knowledge of variations between the campuses of university



Durban. Another third (33.3%) said that the Durban campuses had access to better quality students, there were also better quality and quantity of resources in Durban as opposed to Riverside, as indicated by more than a third of the participants (33.3%).

FIGURE 6.11 Nature of variations



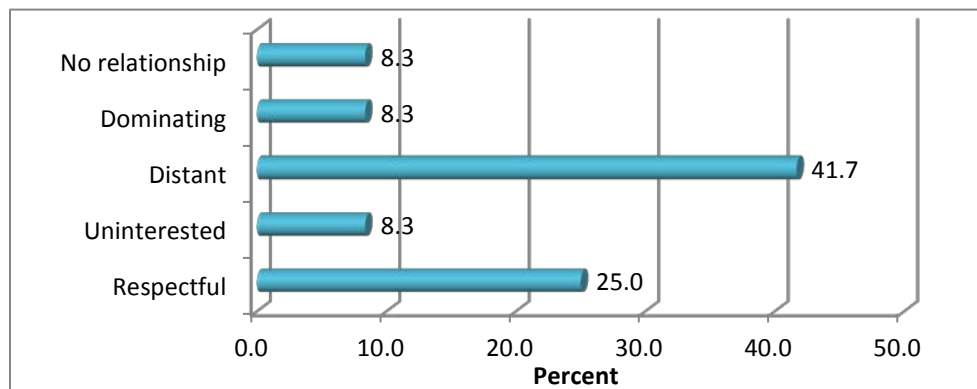
These responses given in figure 6.11 are in agreement with the literature reviewed that there are often discrepancies between the standard of facilities and that the main campus tends to be stronger in terms of the number of professors and doctors, meaning that the more experienced staff is often located on the main campus. The figure reflects that the scoring patterns for the responses were not significantly different (chi-square p-value= 0.368).

R. *What do you think could be done to address these differences and thus improve the situation at either of the campuses?*

The majority (77.0%) of the respondents that answered this question indicated that the variations that were identified could be addressed through the provision of proper university standard venues and resources. The other 7.0% of the respondents alluded to more interaction and coordination to create one university image. The table was not included due to low response rate.

S. *Give an analysis of the working relationship between staff on this campus and the staff at the other campuses where this programme/subject is offered.*

Figure 6.12 Nature of relationship with staff offering same programme on another campus

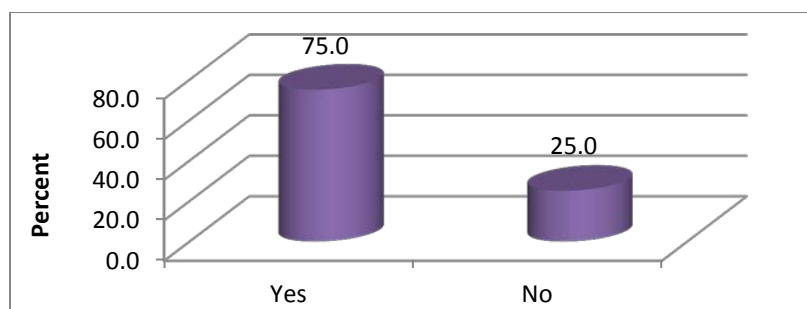


Nearly forty-two percent (41.7%) of the respondents suggested that the relationship seemed distant between the staff on the different campuses. Also on the negative side an aggregate of 24.9% felt that they had no relationship, there was no interest and that they felt dominated by the staff in Durban. Another 25.0% indicated that the relationship between them and the staff in Durban was respectful. The chi-square p-value of 0.801 infers that there was not much difference in the scoring pattern of the respondents regarding the options provided. This does not differ a lot from issues raised regarding relationships between main and satellite campuses during literature review in chapter 3, section 3.2.4.

T. Do you think it is important for this campus to have a campus manager?

Three-quarters (75.0%) of the respondents believed a campus manager was important, with about 45.0% thinking that this person should be at the level of the director as indicated in figure 6.14. It was interesting to notice that most of the respondents (42.0%) thought that the campus manager was going to be important and influential in providing strategic direction on campus. A quarter (25.0%) of the respondents wanted the campus manager to represent them at the executive level of the university.

Figure 6.13 Importance of having a campus manager

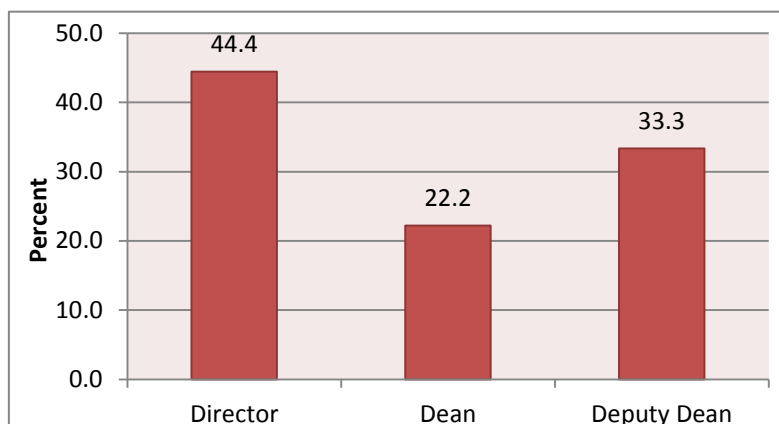


There were other responses, such as the fostering of coordination of the departments on campus (8.0%), and creation of the campus culture (8.0%). The thesis of this study is that no organisation or branch thereof can be fit for purpose and function effectively without leadership. It is therefore worth noting that three quarters of the respondents also thought that it was important for the campus to have a manager. In chapter 2 the researcher presented a number of theories all arguing from various angles in favour of proximate and contextual leadership.

U. At what level do you think that this person should be?

Figure 6.14 indicates that the majority of the academic staff felt that the campus manager should be at the level of the director. This may be so because as stated earlier the responses of the participants depend on what they had been exposed to prior to the study. If a faculty has a dean and a deputy dean, why should they both be located on the same campus when the faculty is spread across two campuses? One of the participants that were interviewed thought that as the numbers grew there would be a principal for midlands and a principal for Durban. This study actually argues that all the positions mentioned by various respondents are required on the campus.

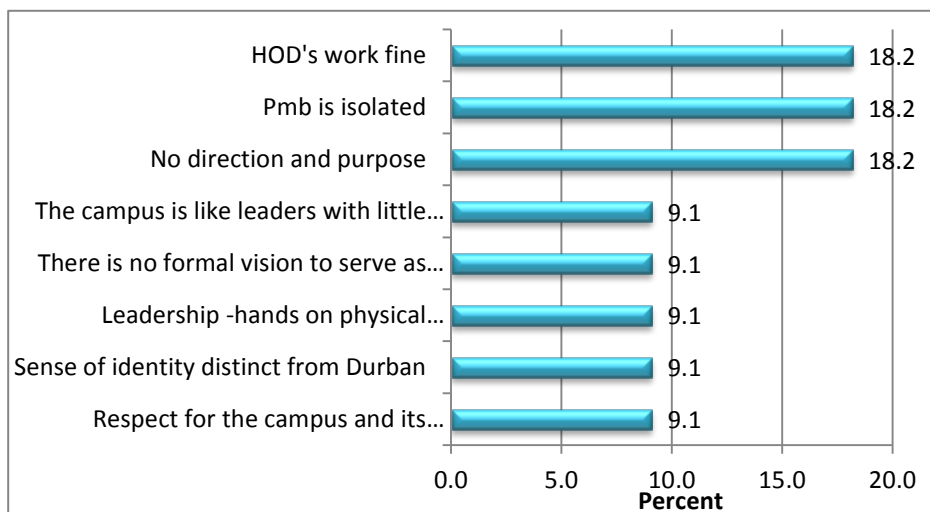
Figure 6.14 The level at which the campus manager should be appointed



V. *Explain how the absence of a campus manager currently affecting the campus culture?*

About 18.0% of the respondents felt that the HODs were doing a great job and so there was no need for the campus manager as figure 6.15 shows. The other 18.2% thought that the campus manager would be able to link the campus to the rest of the university and deal with the issue of isolation. Others (18.2%) were concerned about the strategic direction of the campus.

Figure 6.15 Effects of the absence of the campus manager



About 9.0% of the respondents felt that there was a strategic drift from the overall direction of the university. The presence of the campus leader would help address this problem as discussed in chapter 2.

6.4.2.4 Theme 4 Experience of the campus

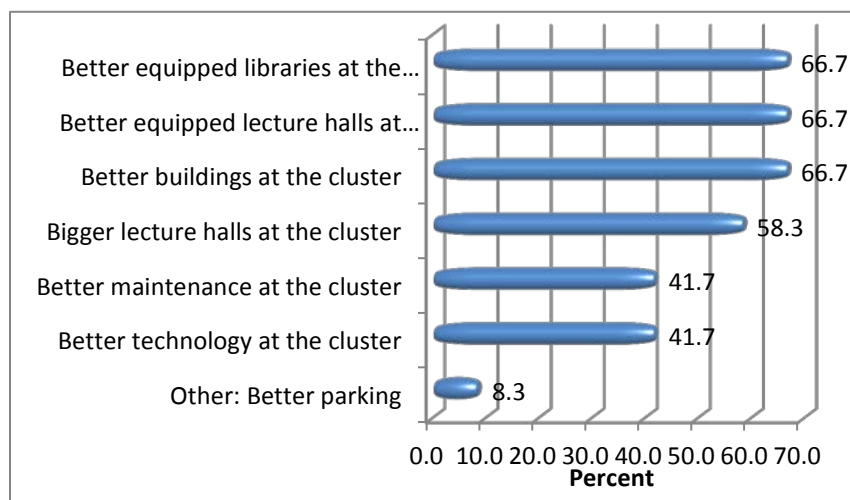
This theme deals with issues pertaining to the experiences of the academic staff of the campus in which they work. Some questions were aimed at determining the feelings

and attitudes of the staff regarding their campus and facilities that have been provided for them and the students.

W. *In your knowledge, what differences exist between the physical facilities at the main campus cluster (Steve Biko, ML Sultan & Ritson) and the Riverside Campus?*

The sampled staff thought that there were various discrepancies regarding the physical facilities between the main campus cluster and their campus. The main causes of concern were the buildings, lecture hall and libraries (66.7%). There was also concern regarding technology as the respondents felt that the main campus cluster was better equipped technologically.

Figure 6.16 Discrepancies in facilities against the main campus



There was a significant level of correlation in scoring patterns of the respondents as the chi-square p-value for buildings is 0.021. These observations were not peculiar to the study, as the researcher documented a number of sources in chapter 3 enumerating similar differences between the main campus and satellite campuses of many universities worldwide (see 3.2.4.3).

X. *How does the name Durban University of Technology affect your campus in Pietermaritzburg?*

Approximately 42.0% stated that the name led to confusion because a lot of prospective candidates did not know that there was a campus in Pietermaritzburg as well. The name is disadvantageous to the midlands campuses. Maybe the university should revisit the name especially if it still envisages growing into other regions of the province.

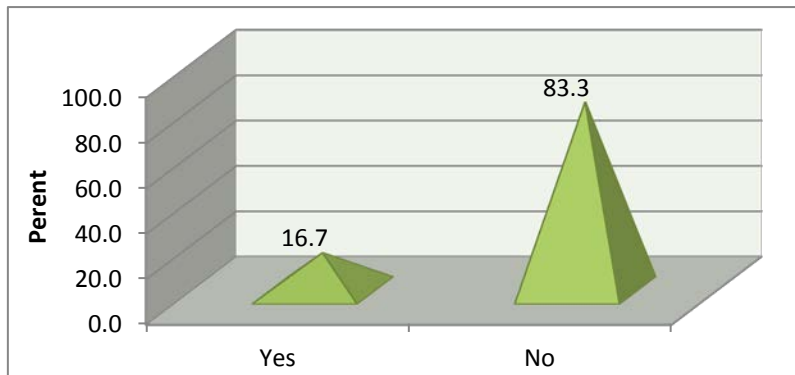
Table 6.17 Effects of the name of the university on campus

	Frequency	Percent
It leads to confusion	5	41.7
We in Pmb and yet called Durban	1	8.3
Pmb is seen as a satellite campus	1	8.3
Total	7	58.3
Missing System	5	41.7
Grand Total	12	100.0

Y. *Do you feel that your campus is fairly represented when it comes to the marketing of the university?*

The majority of the respondents (83.3%) believed that the Pietermaritzburg campus does not get a fair representation when it came to the marketing of the institution. The chi-square p-value of 0.021 was indicative of high positive relationship in the responses with this regard as most of the respondents were in agreement that the campus was not fairly represented during the marketing campaigns of the university.

Figure 6.17 Representation of campus during marketing campaigns



This could be especially true because the name of the university suggests Durban. This may imply that the midlands campuses have to drive their own marketing campaigns as suggested by about 48.0% of the respondents. This will however militate against one university image.

Z. *Comment on the visibility of your campus in relation to its target market.*

Figure 6.18 Visibility of the campus

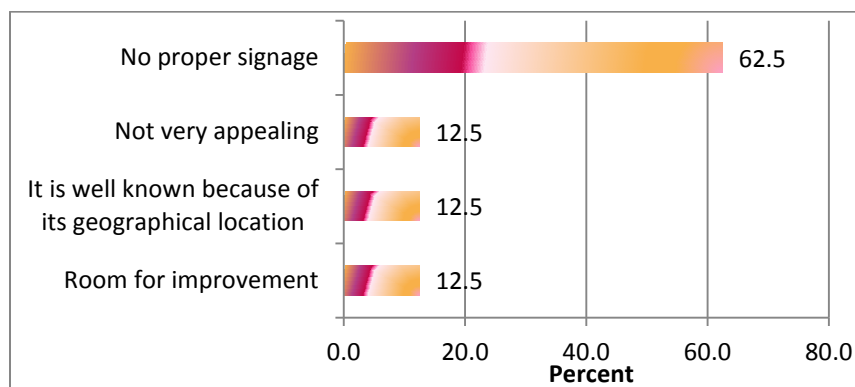


Figure 6.18 indicates that most of the respondents (62.5%) were concerned that there was no proper signage which led to the campus not being as visible as it

should be to its target market. The other 25.0% felt that the campus itself was not very appealing to prospective candidates, and that there was room for improvement. Only 12.5% of the respondents were confident that the campus was known because of its location.

Aa. How does this affect your department?

As illustrated in figure 6.19 that follows 28.6% of the respondents felt that they were not able to attract the right calibre of students due to the fact that the campus was not as visible and attractive as it should be. The remaining participants felt that their departments were negatively affected by invisibility and poor campus appeal, they could not attract the kind of students that they wanted, and others thought that their departments were not negatively affected. The scoring patterns were consistent across the options (chi-square p-value = 0.982). The majority of the participants would like the university to improve its marketing strategies to include the midlands campuses, so that they become more visible to enable it to attract the desirable quality of students.

Figure 6.19 Effects of visibility/non-visibility on various departments

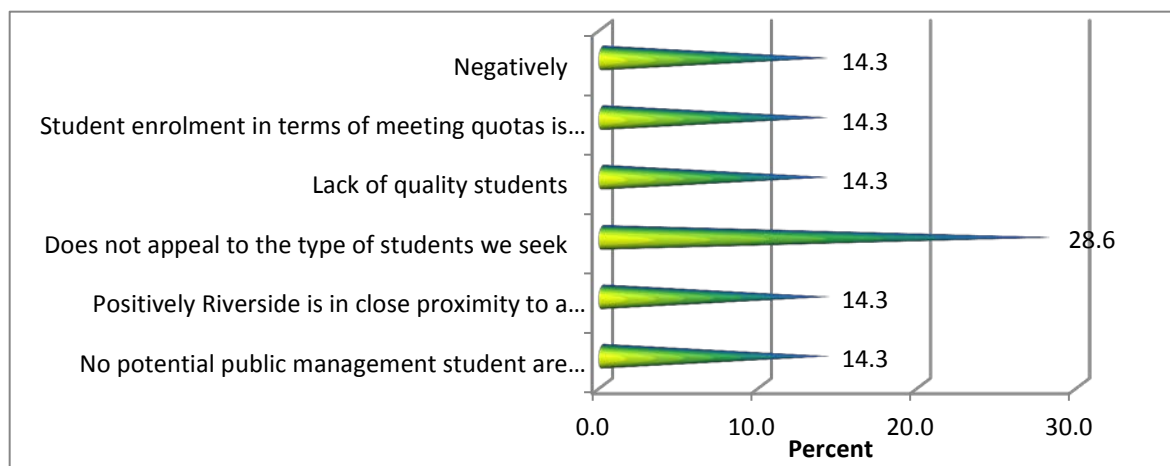


Table 6.18 Summary of academic staff responses in relation to research questions

Academic staff comments	Research questions	Academic staff comments
<i>Poor culture, poor quality of facilities, less number of professors and doctors</i>	What are the management, leadership, academic and administrative challenges faced by the staff and the students at satellite campuses of universities?	<i>No clear strategic direction and vision, strategic drift from Durban, isolation, appointment of the campus director</i>
<i>Presence of campus director to provide strategic direction</i>	To what extent does the absence of the executive leadership of the university on campus affect the academic culture?	
	What mechanisms can be put in place to effectively represent satellite campuses at the executive level of the university?	<i>The vision is understood and also diluted by the presence of many vision statements available.</i>
	To what extent are the vision, mission, goals, and the overall direction of the university understood by the staff and students at satellite campuses?	
	What is the management/leadership model that can be used (with some modifications) by universities with satellite campuses to improve leadership effectiveness and alignment with the main campus (contribution of the study)?	

6.5 ADMINISTRATIVE STAFF – QUESTIONNAIRES [176 – 192]

The administrative staff like the academic staff, were given questionnaires consisting of a number of items that have been divided into the themes that are analysed in the sections that follow. As it was the case with the analysis of the responses of the academic staff, chi-square tests were conducted for the responses of the administrative staff in order to show the relationships as well as the scoring patterns of the responses.

6.5.1 The sample

As stated in the chapter 5 the researcher attempted the census approach to data collection because it was feasible and not too costly to do so. However, some of the respondents did not return the questionnaires in time and the researcher felt that there could be contamination and interference with the responses and then decided to use the questionnaires that were returned on time to capture data. As stated in chapter 5, 26 questionnaires were given out and 18 were returned translating to a response rate of 69.2%.

6.5.2 The research instrument

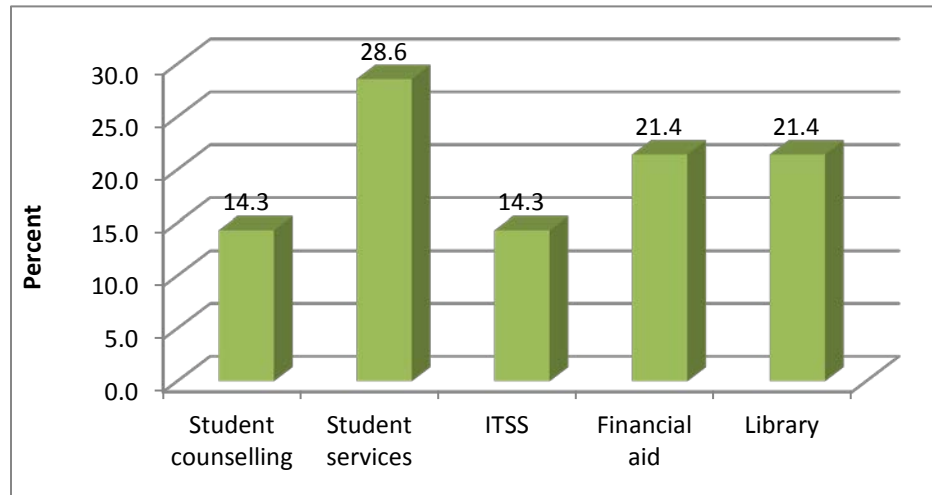
The research instrument contained both qualitative and quantitative questions due to the nature of the research questions and objectives. These questions were grouped into themes that are analysed in the sub-sections that follow.

6.5.2.1 Theme 1 Biographical information

This section summarises the personal information of the respondents. It was important to source this information from the sampled staff because their responses would be determined by their understanding of the campus and the university, which would be influenced by the number of years that they had spent in the service of the university.

A *The figure 6.20 below indicates the departments to which the respondents belonged.*

Figure 6.20 Departments represented on campus



There was a similar number of respondents from each of two groupings of respondents: student counseling and ITSS (14.3%) and, financial aid and library services (21.4%). Respondents from student services formed 28.6% of the sample. These were not the only support services found on campus. Those that are not represented form part of the questionnaires that were not returned.

B Table 6.19 is a cross tabulation of the years of service at both Riverside campus and DUT. Most of the support staff had spent the same number of years in the service of DUT as at the Riverside Campus. Eleven percent of the respondents had been at DUT for one to three years but had been at Riverside for less than a year, and one respondent (5.6%) had been with DUT for seven to nine years and only between one to three years at the Riverside. This means that most of the respondents (83.3%) had never worked at any of the campuses of the university except Riverside. One respondent (5.6%) had been in the service of DUT at the Riverside Campus for more than 18 years.

Table 6.19

Years of service at DUT and Riverside

		Years of service at Riverside						Total
		Less than 1	1 – 3	4 – 6	10 – 12	13 – 15	16 – 18	
Years of service at DUT	Count	5	0	0	0	0	0	5
	Less than 1							
	% of Total	27.8%	0.0%	0.0%	0.0%	0.0%	0.0%	27.8%
	Count	2	0	0	0	0	0	2
	1 – 3							
	% of Total	11.1%	0.0%	0.0%	0.0%	0.0%	0.0%	11.1%
	Count	0	0	3	0	0	0	3
	4 – 6							
	% of Total	0.0%	0.0%	16.7%	0.0%	0.0%	0.0%	16.7%
	Count	0	1	0	0	0	0	1
	7 – 9							
	% of Total	0.0%	5.6%	0.0%	0.0%	0.0%	0.0%	5.6%
	Count	0	0	0	3	0	0	3
	10 – 12							
	% of Total	0.0%	0.0%	0.0%	16.7%	0.0%	0.0%	16.7%
	Count	0	0	0	0	2	0	2
	13 – 15							
	% of Total	0.0%	0.0%	0.0%	0.0%	11.1%	0.0%	11.1%
	Count	0	0	0	0	0	1	1
	16 – 18							
	% of Total	0.0%	0.0%	0.0%	0.0%	0.0%	5.6%	5.6%
	Count	0	0	0	0	1	0	1
	More than 18							
	% of Total	0.0%	0.0%	0.0%	0.0%	5.6%	0.0%	5.6%
Total	Count	7	1	3	3	3	1	18
	% of Total	38.9%	5.6%	16.7%	16.7%	16.7%	5.6%	100.0%

The researcher wanted to establish if the staff at the Riverside Campus had worked at any of the other campuses of the university. This was important because if they had, it would mean that they had experienced working at the main campus of the university and so they would know what it was like to work at the model university.

The correlation value between years of service at DUT and years of service at Riverside is 0.954. This is a strong positive correlation. That is, the longer respondents worked at DUT, the longer they were based at Riverside, which means that most of the respondents had spent almost all their years working for DUT at the Riverside Campus.

6.5.2.2 Theme 2 Understanding and knowledge of the university

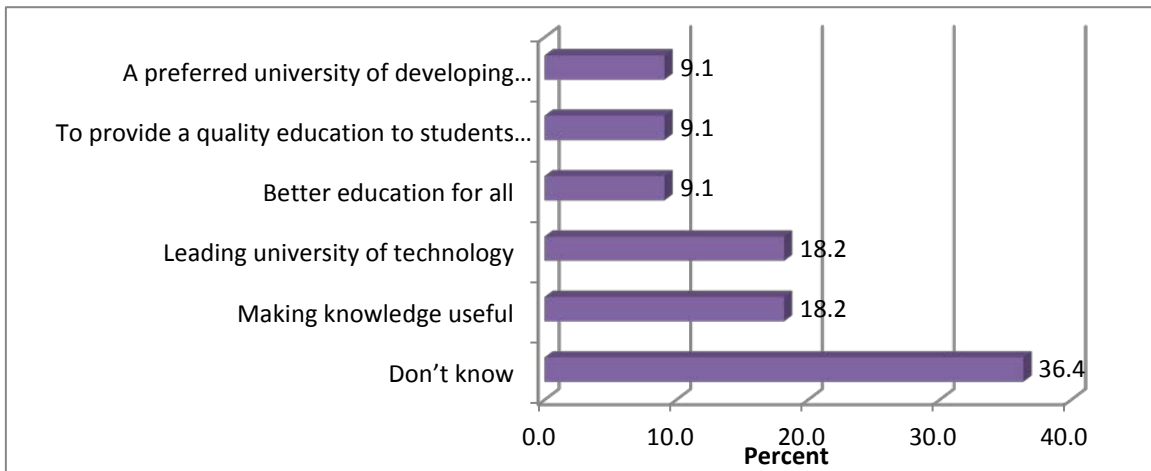
This section deals with general understanding of the strategic direction of the university. This section was important because the researcher believes that for the staff to perform optimally, they have to know where the organisation is going, and also know what role that they and their departments are supposed to play towards the realisation of the organisational goals.

C. What is the vision of the university?

The figure below indicates the responses to what the respondents believed the vision of DUT was. More than a third of the respondents (36.4%) were not familiar with the university vision statement. A significant number of the respondents showed an understanding of the vision of the university (45.5%). As stated in chapter two the understanding of the strategic direction of the organisation plays a crucial role in the performance of the employees. If there is no resident leader who constantly reminds the staff of the direction that the

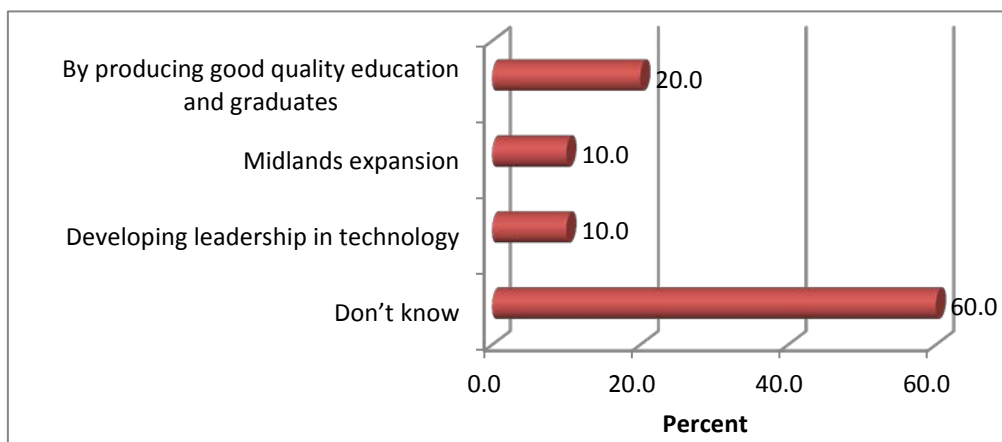
organisation is going, it is easy for the staff to lose focus and then a satellite campus may fail to help the university achieve its goals.

Figure 6.21 Vision of the university



It is evident from figure 6.22 that there is no clear understanding of the strategic direction of the university as articulated in chapter 1 of this study. Sixty percent of the respondents did not have any idea of the strategic direction of the university.

Figure 6.22 Strategic direction of the university

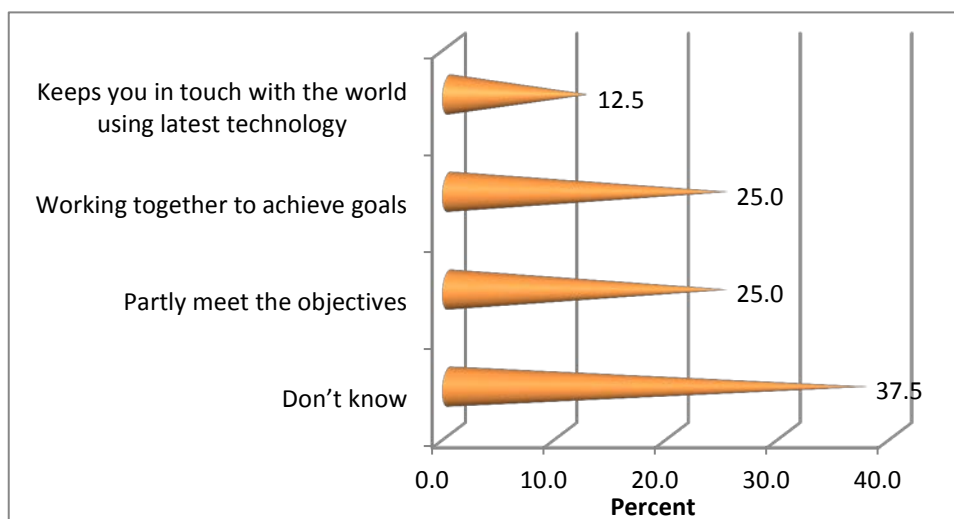


It is hard to expect staff that do not have a clear idea of where the organisation is heading to perform optimally. The thesis of this study is that if there was leadership on campus, and if the strategic direction of the university was stated whenever the opportunity arose, the staff would be more motivated to work as the goals would be clearly articulated.

D. In response to their understanding of the role that Riverside campus played towards the DUT vision, respondents answered as follows.

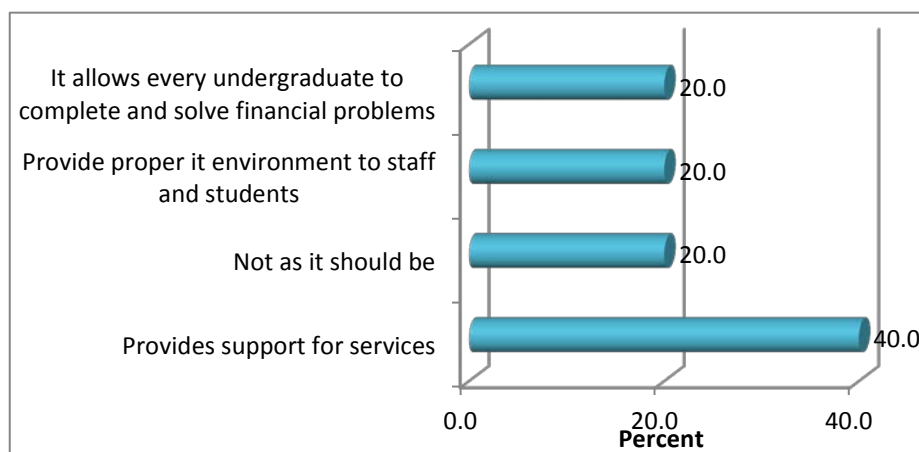
Most satellite campuses are indications of institutional growth and development. As theory suggests in chapter 3 they are also meant to increase access to the university, especially in regions that are far from the mother campus. Satellite campuses are also used to strengthen the university brand as they make it more visible. More than a third of the respondents (37.5%) stated that they did not know the role that the campus played in helping the university achieve its vision (see figure 6.23). This question revealed to the researcher that most of the support staff did not know much about the strategic direction of the university.

Figure 6.23 Role of campus in strategic direction of university



E. *How does your support service feed into the vision and strategic direction of the university?*

Figure 6.24 Role of department in strategic direction of the university



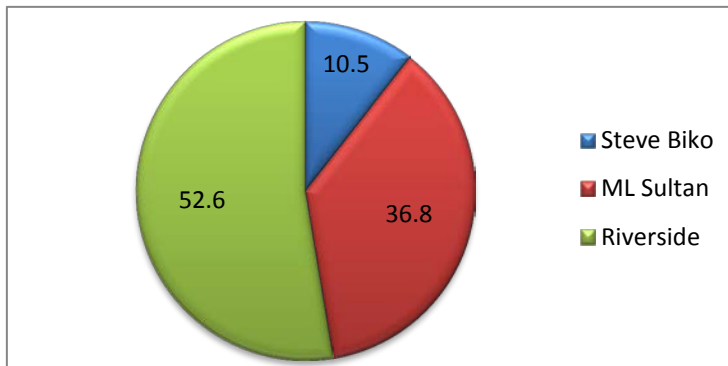
The majority of respondents (60.0%) indicated that they provided support services which allow the students and staff to function properly. One of the strategic directions of the university is student-centredness, so the support services as listed earlier in this chapter are geared towards making the lives of the students easier, and making the campus environment user friendly and more conducive to student life.

6.5.2.3 Theme 3 Experience of the directorate/department

This section was aimed at finding out how the staff at the satellite campus were experiencing their directorates, and to establish if they thought that they were getting enough support from the mother campus, where as indicated in chapter 1, more than 90.0% of the executive leadership is concentrated. Their responses are analysed in the subsections that follow.

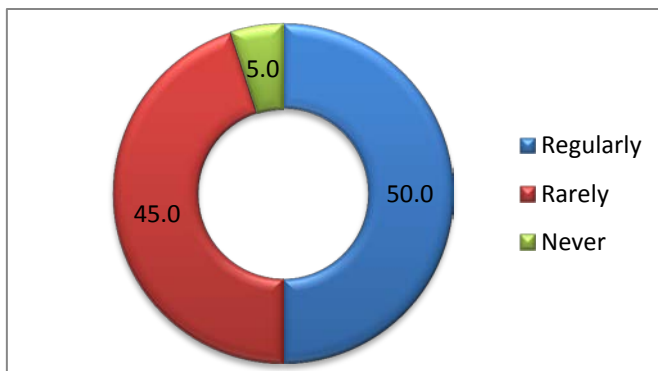
F. The figure below indicates the campus at which the Director of the administrative division is based.

Figure 6.25 Location of the director/head of section



More than half (52.6%) of the respondents indicated that their director(s) was found at the Riverside Campus. The other directors were found at the university cluster as shown in figure 6.25. In the case where the director is found on the campus it is clear that this position is duplicated for better service delivery. The respondents were also asked to indicate the level of interaction that was taking place between them and their director or head of section.

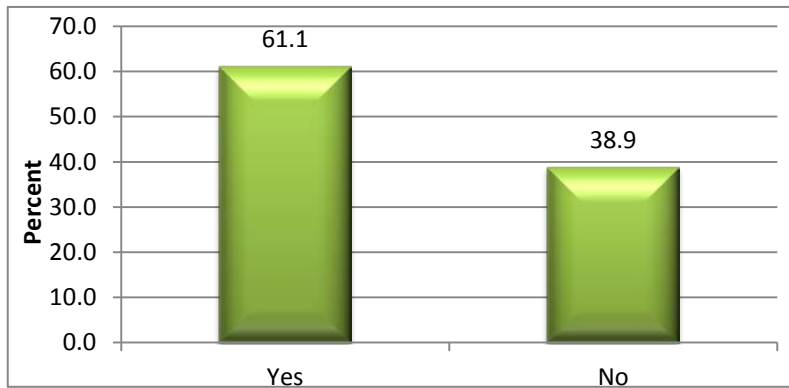
Figure 6.26 Frequency of interaction with the director/head of section



Half of the respondents (50.0%) indicated that they had regular contact with their immediate HODs, whilst the other half indicated that their interaction was not as

often. They tended to interact regularly because they worked on the same campus (which would be true for 50.0% of the respondents). Only 5.0% of the respondents never interacted with the heads of their sections.

Figure 6.27 Feelings about the level of interaction



Most of the respondents (61.1%) were satisfied with the level of interaction with the head of their section as shown in figure 6.27, and only 38.9% were not happy with the level of interaction. The respondents felt that regular interaction with the head of sections would help improve their performance, as the challenges could be brought to the fore and get dealt with in time (20.0%) as stated in table 6.20. Regular interaction with the head of section would have positive influence on their work (40.0%) as they would be able to assess the service scape and find ways to improve it (20.0%).

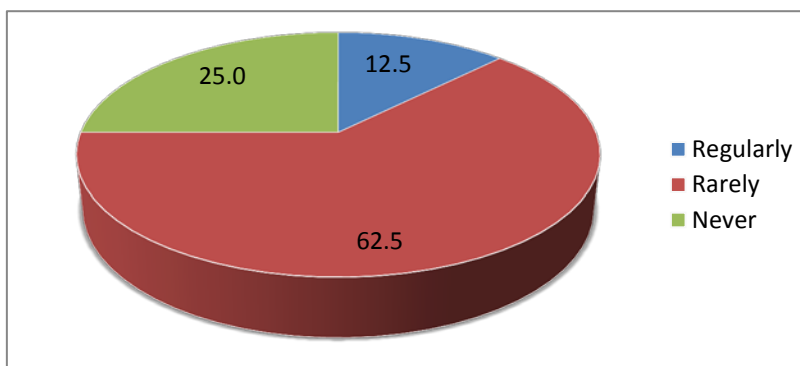
Table 6.20 Effects of the level of interaction on performance

	Percent
Can inspect working environment and find ways which can help	20.0
Will have a positive influence	40.0
Visiting yearly	20.0
Challenges and problems arising will be tackled before they become unmanageable	20.0

G. *The figure below indicates the frequency in which the respondents have seen the Vice-Chancellor or any of the Deputy Vice-Chancellors on the Riverside campus.*

A quarter of the respondents indicated that they had never seen the senior management of DUT at Riverside. Two thirds (62.5%) of the respondents had rarely seen the executive leadership of the university at the Riverside Campus, and only 12.5% had seen them regularly. The chi-square p-value of 0.039 was indicative of a significant difference in the scoring pattern, as illustrated in figure 6.28.

Figure 6.28 Frequency of visits by executive leadership

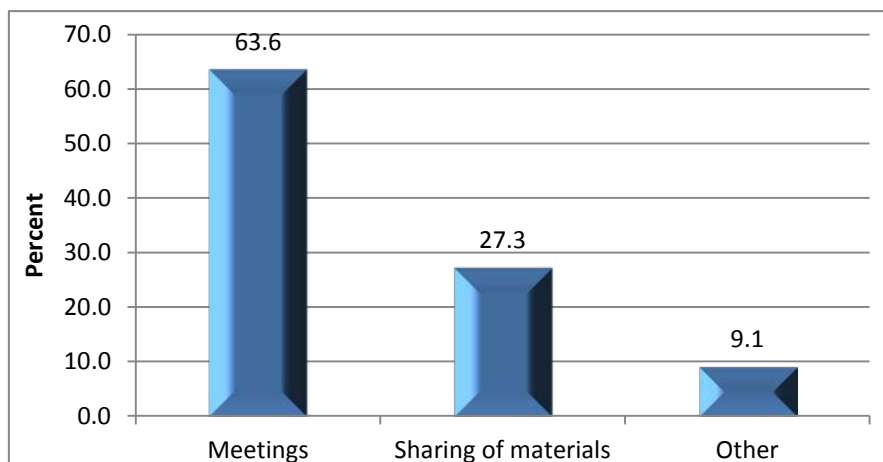


Most of the respondents (90.0%) did not answer the question on the desirable frequency of the visit, and the few that responded thought that it would be good to know them and that it was important to have them spend time on their campus once in a while. Regarding the feelings about this situation and how they thought it was affecting the campus culture and the quality of service delivery, 65.0% of the respondents were silent, 15.0% pointed out that it led to staff demotivation and affected service delivery negatively. Other respondents complained about delays because of red tape and poor communication.

H. *All the services were being offered on other campuses of the university and the staff on the campus had to interact with staff on other campuses on various levels.*

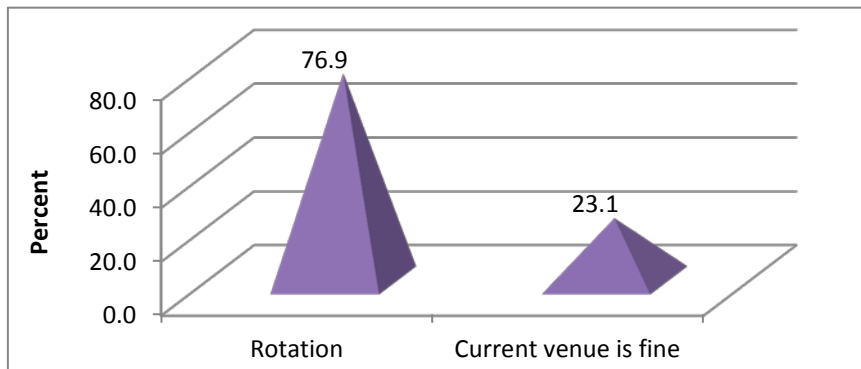
The nature of interaction was in the form of meetings (63.6%), sharing of materials (27.3%) and others (9.1%) as figure 6.29 illustrates. The correlation value between "Are you satisfied with the level of interaction (with your HOD)?" and "In which campus is the office of the Head of your section?" was -0.469. This is an inverse relationship. It means that, as one variable increases, the other decreases which means that the further away the head of section is (different campus), the lower the level of interaction. According to the respondents most of the meetings took place in Durban because the main office of the department was located there (35.0%). Ten percent of the respondents stated that Riverside was not important so the meetings could not be held there, and others pointed out that Durban was the designated venue.

Figure 6.29 Nature of interaction with staff on other campuses



About three quarters (76.9%) of the respondents would like to see the rotation of the venues for the meetings and the remaining 23.1% felt that the current venue was fine.

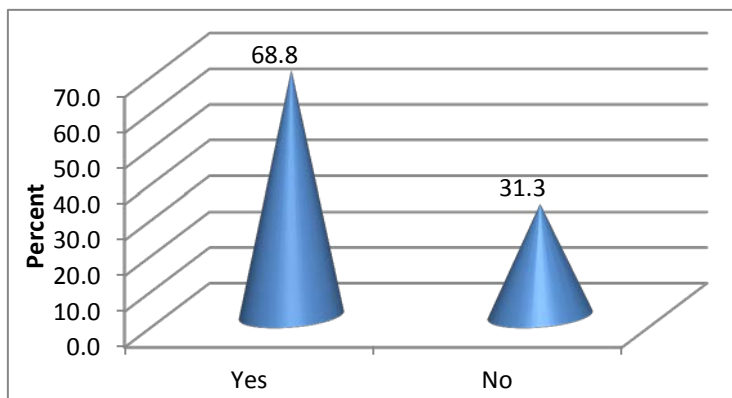
Figure 6.30 Preferred venues for departmental/section meetings



- I. *The figure 6.31 indicates whether respondents perceived any differences in terms of the services provided between Riverside and the other campuses.*

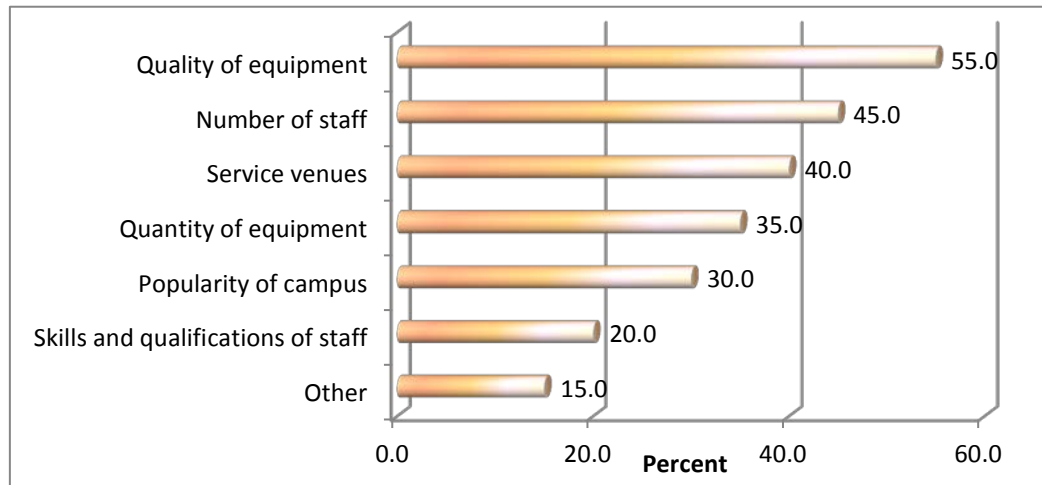
Approximately two-thirds (68.8%) believed that there were differences, with about a third (31.3%) believing that there were no variations.

Figure 6.31 Perceived variations of services between campuses



Most of the differences were in the quality and quantity of equipment, 55.0% and 35.0%, totaling to 90.0%. The number of staff at the Riverside was less as stated by 45.0% of the sample, the quality of the service venues were also regarded to be inferior according to 40.0%, and the campus was not as popular, (30.0%) as shown in figure 6.32.

Figure 6.32 Areas of variations



Some of the variations (such as the number of staff) were to be expected because the campus is smaller compared to the main campus cluster. The chi-square p-values are all greater than the level of significance of 0.05 (appendix F), implying consistent levels of scoring across these options.

J. The participants were asked to suggest ways in which the variations could be reduced.

The respondents suggested equitable distribution of all the resources (16.7%), Riverside to be given some autonomy (11.1%) because it took time to get feedback from the main campus, facilitation of communication between departments (11.1%), more exposure for the campus, and the campus manager would help in this regard (11.1%) and others.

- K. Table 6.21 indicates the level at which respondents believe a Riverside manager should be appointed.

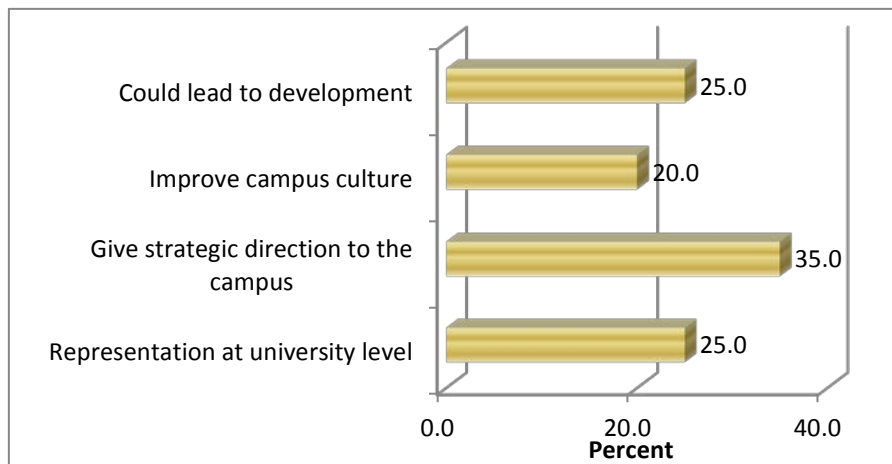
Table 6.21 The level at which the campus manager should be appointed

			Do you think it is important for this campus to have a top manager?	Total
			Yes	
If yes, at what level do you think this person should be?	DVC	Count	9	9
		% of Total	60.0%	60.0%
	Director	Count	5	5
		% of Total	33.3%	33.3%
	Dean	Count	1	1
		% of Total	6.7%	6.7%
Total	Count		15	15
	% of Total		100.0%	100.0%

Most of the respondents (60%) thought that the campus manager should be appointed at the DVC level and the other third thought it should be at the level of the director, with a significant level of difference at chi-square p-value of 0.001.

More than a third of the respondents agreed that such a person was required and they expected him/her to give strategic direction at 35.0%, lead the development of the campus (25.0%), represent the campus at the executive level of the university (25.0%), and improve the campus culture (20.0%) as illustrated in figure 6.33.

Figure 6.33 Importance of the campus manager

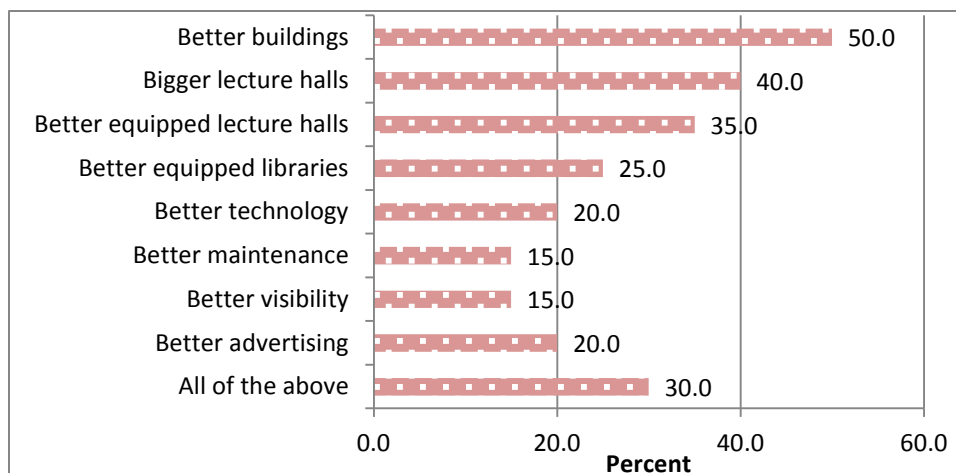


6.5.2.4 Theme 4 Physical resources on campus

L. *This section looks mainly at the perceptions of the staff regarding the provision of physical resources on campus as opposed to the main campus cluster.*

As shown in figure 6.34 that follows half of the respondents (50.0%) pointed to the buildings as the major variation between the main campus cluster and the Riverside Campus.

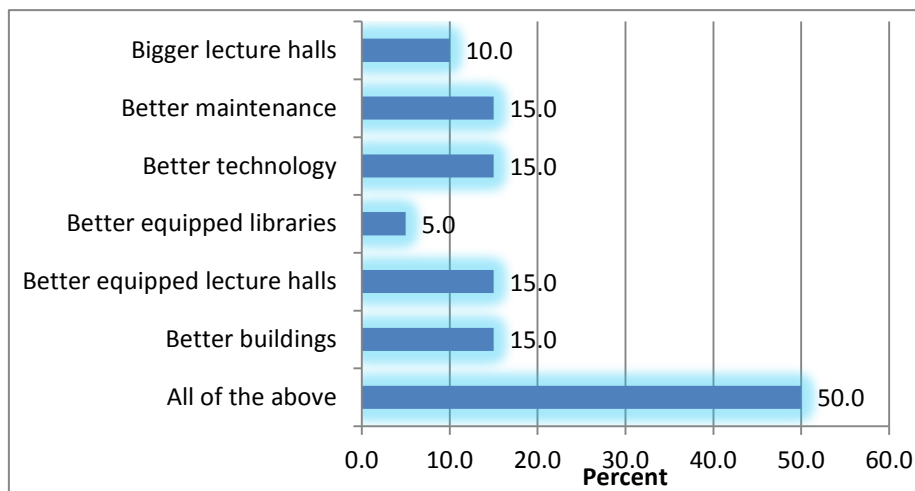
Figure 6.34 Perceived variations between the main campus and Riverside Campus



Three quarters of the respondents observed that there were variations regarding lecture halls, another 30.0% (with overlaps) indicated that the variations were mainly in all areas of technology, maintenance, visibility, advertising, libraries, lecture halls and buildings.

These observations are in line with the theory that is explored in chapter 2 of the thesis that satellite campuses tend to be down rated, poorly-equipped and exploited by the university as a means of increasing the pool of fees, but they are the last ones to be considered for improvement. The respondents were asked to enumerate the improvements that they would like to see in order for the campus environment to be conducive for them to work. Their responses are shown in figure 6.35.

Figure 6.35 Desired improvements



Multiple responses were allowed and half of the respondents (50.0%) would have been happy to see improvements regarding bigger lecture halls, technology including air-conditioning in the classrooms, library, and better equipped buildings. The respondents were asked to state what they thought would help

facilitate improvements in the areas that they had cited as needing improvement, and 20.0% of them thought that autonomy, strategic planning, and having a campus manager who is committed and dedicated to the campus would help facilitate these improvements. Five percent of the respondents pointed to the importance of regarding all the sites of the university as equal.

Table 6.22 Summary of administrative staff responses in relation to research questions

Administrative staff comments	Research questions	Administrative staff comments
<i>Takes time to get feedback from the main campus, staff demotivation, poor understanding of the strategic direction</i>	What are the management, leadership, academic and administrative challenges faced by the staff and the students at satellite campuses of universities?	<i>Leads to discrepancies in terms of infrastructural provision</i>
<i>Appointment of campus manager to represent campus at executive level.</i>	To what extent does the absence of the executive leadership of the university on campus affect the academic culture?	<i>A fair understanding of the vision</i>
<i>Give strategic direction, lead development, improve campus culture</i>	What mechanisms can be put in place to effectively represent satellite campuses at the executive level of the university?	
	To what extent are the vision, mission, goals, and the overall direction of the university understood by the staff and students at satellite campuses?	
	What is the management/leadership model that can be used (with some modifications) by universities with satellite campuses to improve leadership effectiveness and alignment with the main campus (contribution of the study)?	

6.6 STUDENTS – QUESTIONNAIRES [193 – 222]

6.6.1 The sample

As explained in chapter 5 the sample consisted of first and third year students across all the programmes found at the Riverside Campus. The total sample from the student sub-population was 335 students across all programmes and the two study levels that were selected for study. Two were eliminated due to non-completion. Kritzer (1996:4) argues that some data can be represented in such a form that there is no need for further explanation. He calls such data 'brute data' such as represented in certain sections of the analysis that is to follow. Even though the student questionnaire consisted of both quantitative and qualitative items, a great part of it could be reduced to statistical data. As stated earlier, chi-square tests were conducted for student responses in order to show the relationships as well as the scoring patterns of the responses.

6.6.2 The research instrument

The research instrument consisted of 52 items of measurement at nominal and ordinal levels. The questionnaire was divided into three sections which measured various themes as illustrated below:

- Theme 1 – Biographical information
- Theme 2 – Knowledge of the university
- Theme 3 – Campus experience

These themes are analysed in more detail in the sections that follow.

6.6.3 Reliability statistics

The two most important aspects of precision are reliability and validity. Reliability is computed by taking several measurements on the same subjects. A reliability coefficient of 0.70 or higher is considered as acceptable. The tables below reflect the

Cronbach's alpha score for all the ordinal items that constituted the questionnaire. The reliability score equals the suggested value of 0.7 (.699) as indicated on table 6.24. This indicates a high degree of acceptable, consistent scoring for the different factors (statements) of this research.

Table 6.23

Case summary

	N	%
Valid	200	67.1
Cases Excluded	98	32.9
Total	298	100.0

Table 6.24 Reliability statistics

Cronbach's Alpha	N of Items
.699	6

6.6.4 Factor analysis

Certain components were further sub divided and they are explained below in the rotated component matrix. Factor analysis was used for data reduction. A typical use of factor analysis is in survey research, where a researcher wishes to represent a number of questions with a small number of hypothetical factors. With reference to tables 6.23, 6.24 and 6.25: The principle component analysis was used as the extraction method, and the rotation method was Varimax with Kaiser Normalization. This is an orthogonal rotation method that minimises the number of variables that have high loadings on each factor.

It simplifies the interpretation of the factors. Factor analysis/loading shows inter-correlations between variables. Items of questions that loaded similarly imply measurement along a similar factor. An examination of the content of items loading at or above 0.5 (and using the higher or highest loading in instances where items cross-loaded at greater than this value) effectively measured along the various components.

It is noted that the ordinal data that measured ratings in section 3 on campus experience all loaded under 1 component. This implies that the questions (statements / variables) that constituted this section measured what they set out to measure.

Table 6.25 Component matrix^a

	Component
	1
Rate the kind of administrative service that you often get.	.610
Rate your library facilities.	.528
Rate the condition of your classrooms/lecture theatres.	.684
Rate your health services on the campus.	.645
Rate the services of the Student Representative Council on your campus.	.603
Rate the quality of other student services that you often get.	.568

Extraction method: principal component analysis.

a. 1 components extracted.

6.6.5 Themes

6.6.5.1 Theme 1 Biographical information

A. *The race of the student participants*

The figures and tables below indicate a summary of the biographical details of the respondents. The sample was predominantly Black (97.3%) (chi-square p-value = 0.001). This variable can effectively be treated as a constant as it reflects the population of the campus. This is another factor of concern on the campus. Pietermaritzburg as a city is racially mixed, but the campus fails to reflect the

demographics of the city as more than 97.0% of the respondents were Black, 7.0% Coloured, 1% Indian, and none were White.

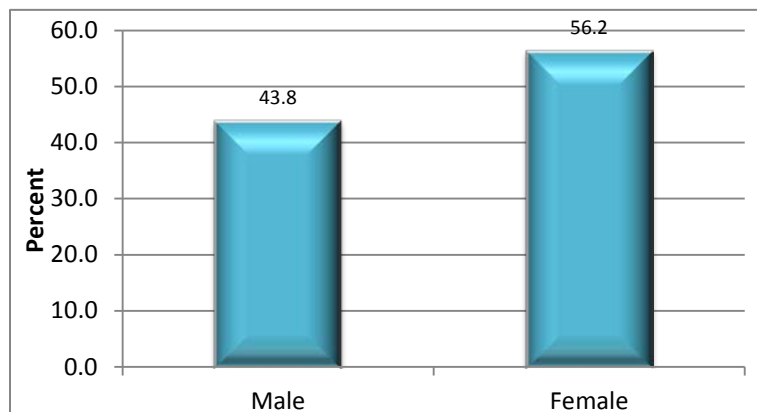
Table 6.26 Race of the respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Black	287	96.3	97.3	97.3
	Coloured	7	2.3	2.4	99.7
	Indian	1	.3	.3	100.0
	Total	295	99.0	100.0	
Missing	System	3	1.0		
Total		298	100.0		

B. Gender of the student participants

Figure 6.36 that follows shows the gender distribution of the sample which is representative of the population, due to the sampling techniques that were used to select this sample. Figure 6.37 shows equitable gender distribution of the sample with 56.2% being female and 43.8% being male. The correlation in the number of males to females was significant with chi-square p-value of 0.032.

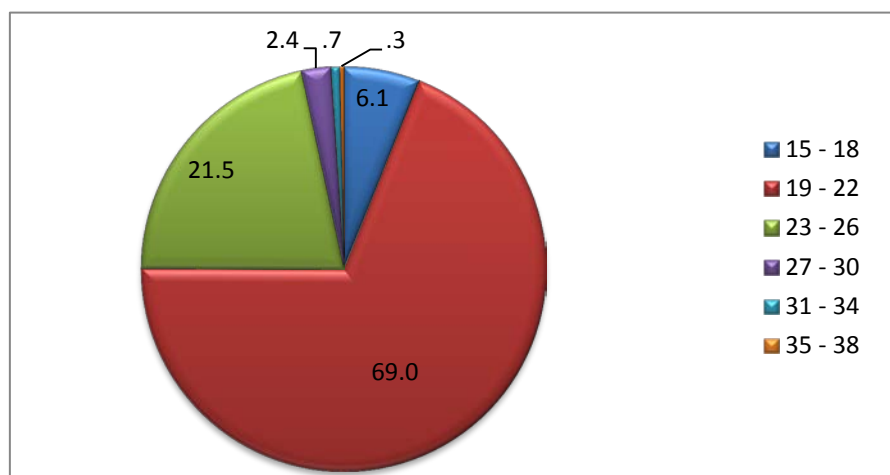
Figure 6.36 Gender of the respondents



C. *Age of the participants*

The sample was selected from the full-time students excluding the part-time, more mature students that study on this campus in the evenings. A little more than two-thirds (69.0%) of the respondents were between the ages of 19 to 22 years which is an indication that most of the students on the campus are straight from high school. Those that are between 23 and 26 years of age are probably doing their third year (chi-square p-value = 0.001). This campus does however, carry a big load of more mature students who attend their lectures in the evenings as most of them are in full time employment. Almost all of the students were either first year or third year as it was the intention of the study. One questionnaire submitted by a Bachelor of Technology student was eliminated.

Figure 6.37 Age distribution (in years)



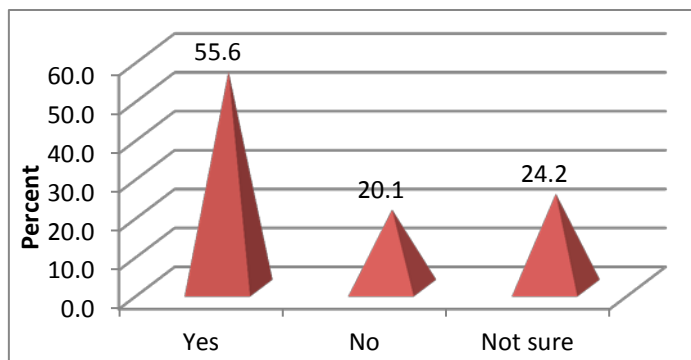
Amongst the students who were in their second year of study at the Riverside campus, some of the respondents were still first year students. Of the total sample, this grouping of students formed 7.7% of the total. This means that even though they were on campus for two years, they were still carrying many first year subjects. The chi-square p-value of 0.004 indicates that there was a significant relationship between the year of study and the number of years spent

at Riverside. This is also verified by the Pearson correlation coefficient (0.664). Since the value is positive, it implies a directly proportional relationship. That is, the higher the level of study, the greater the number of years spent at Riverside.

D. The respondents were asked to indicate if they would study further on the campus

Figure 6.38 indicates the responses to whether the respondents were going to study further at DUT Riverside. One fifth of the respondents stated that they would not be returning to study at the campus. A little more than half (55.6%) indicated that they would return to study. Students who indicated that they would not return preferred routes in B. Com (34.6%). This could be an indication that they either liked the campus or they knew of nothing better than it (chi-square p-value = 0.001).

Figure 6.38 Desire to study further on campus



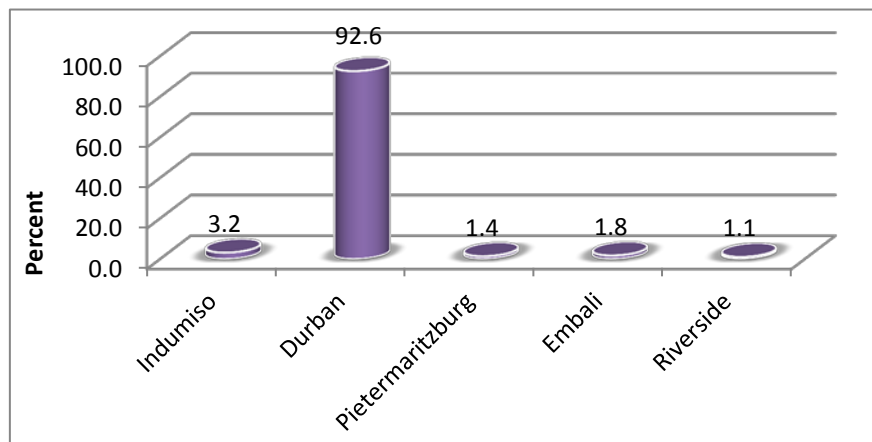
About twenty percent (20.1%) of the sampled students indicated that they would not like to further their studies on the campus, mainly because they were either unhappy, disliked the curricula, lacked funds or what they wanted to study was not being offered on the campus.

6.6.5.2 Theme 2 Knowledge of the university

E. *Where is the main campus of the university?*

The responses below summarise the respondents' knowledge regarding the DUT brand. Almost all of the students understood that DUT stood for the Durban University of Technology. The graph that follows indicates the spread of responses regarding whether respondents knew where the main campus of DUT was.

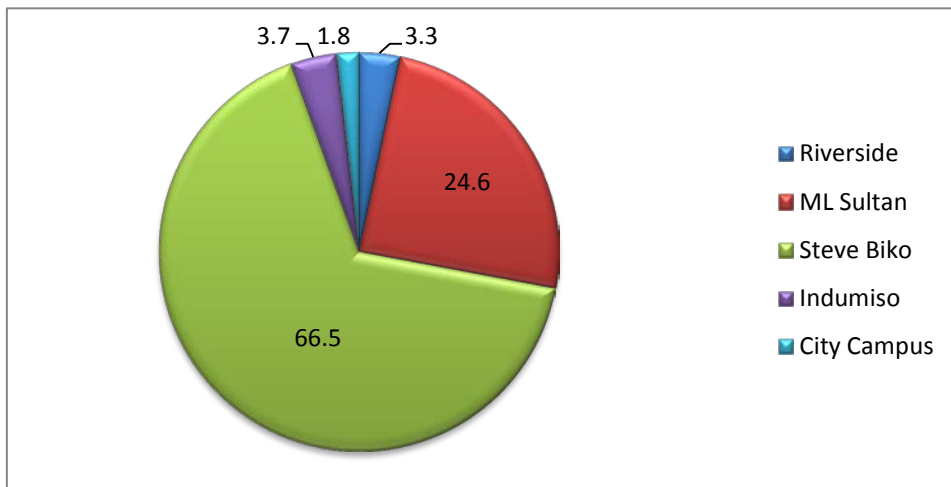
Figure 6.39 Knowledge of the main campus



The majority of the students (92.6%) were able to correctly identify the main DUT campus as located in Durban. However quite a significant number (24.6%) thought that ML Sultan was the main campus of the university. This suggests the importance of properly orientating the students irrespective of the campus at which they study. The researcher would go as far as suggesting a proper tour of the university at the beginning of each academic year. Only two-thirds (66.5%) of the respondents were correctly able to identify the main campus by name as illustrated in figure 6.40.

The p-value between "Where is the main campus of DUT?" and "Programme" is 0.000. This value is less than the level of significance of 0.05. This implies that there was a significant relationship between the variables.

Figure 6.40 Knowledge of the name of the main campus



That is, the programme that the student was on played a significant role when determining where the main campus was. In other words, the students from different programmes did not all score similarly regarding this variable. Regarding visits to the main campus of the university, 91.6% of the sample had been to the main campus of the university, which meant that the other 8.4% of the students had never seen the main campus of their university.

Consequently the Riverside Campus represented the whole university and other universities in their minds. Cross-table 6.27 indicates the relationship between knowing the main campus and visiting it as well. Even though these students had never been to the main campus of their university, they felt that it was important for them to know it for the reasons that are given in figure 6.41.

Table 6.27

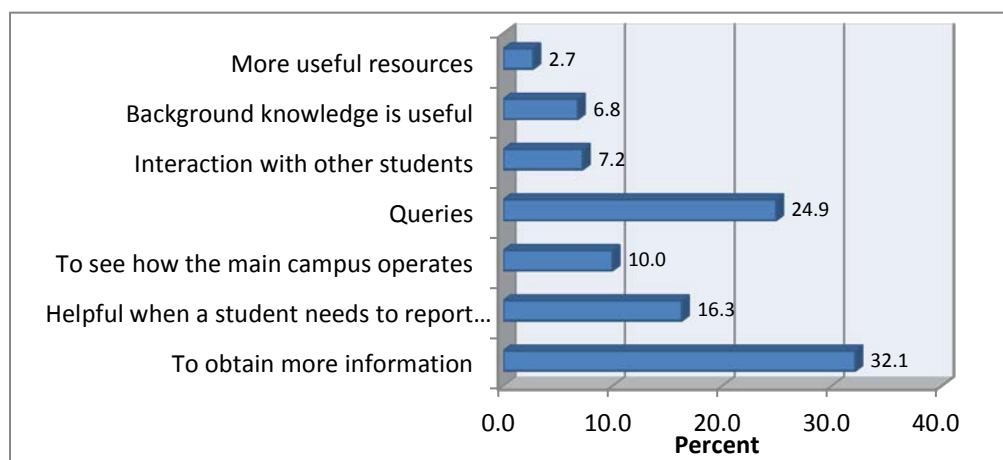
Visits to the main campus

		Do you think it is important for you to know the main campus of your university?		Total
		Yes	No	
Have you ever been to the main campus of DUT?	Count	153	14	167
	% within Have you ever been to the main campus of DUT?	91.6%	8.4%	100.0%
	Yes			
	% within Do you think it is important for you to know the main campus of your university?	58.2%	51.9%	57.6%
	% of Total	52.8%	4.8%	57.6%
	Count	110	13	123
	% within Have you ever been to the main campus of DUT?	89.4%	10.6%	100.0%
	No			
Total	% within Do you think it is important for you to know the main campus of your university?	41.8%	48.1%	42.4%
	% of Total	37.9%	4.5%	42.4%
	Count	263	27	290
	% within Have you ever been to the main campus of DUT?	90.7%	9.3%	100.0%
	% within Do you think it is important for you to know the main campus of your university?	100.0%	100.0%	100.0%
	% of Total	90.7%	9.3%	100.0%

F. *Why is it important to know the main campus of your university?*

The most important of the reasons relates to obtaining more information (32.1%). A quarter of the respondents (24.9%) needed to know where the main campus was to sort out queries. Some students (5.0%) felt that it was not so important for them to know the main campus of the university as there was just no need.

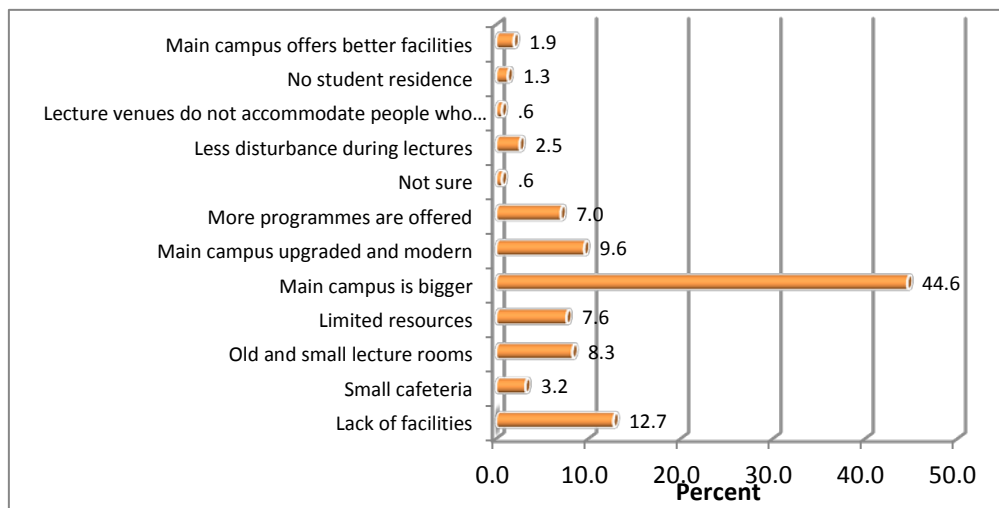
Figure 6.41 Why it is important to know and visit the main campus



G. *Perceived differences between the main campus and Riverside*

The students that had visited the main campus identified the items listed in figure 6.42 as being the main differences between the main campus and Riverside. There were three tiers of responses in this regard, the one predominant one being the size of the main campus, (44.6%) as compared to the Riverside Campus. The second tier refers to better and modern facilities (better equipped lecture rooms and technology) and more programmes being offered which have been aggregated to 45.2%. The third less significant tier centred around student residences, disturbances, cafeteria and a few others with an aggregate of 10.1%.

Figure 6.42 Perceived differences between the main campus and Riverside Campus

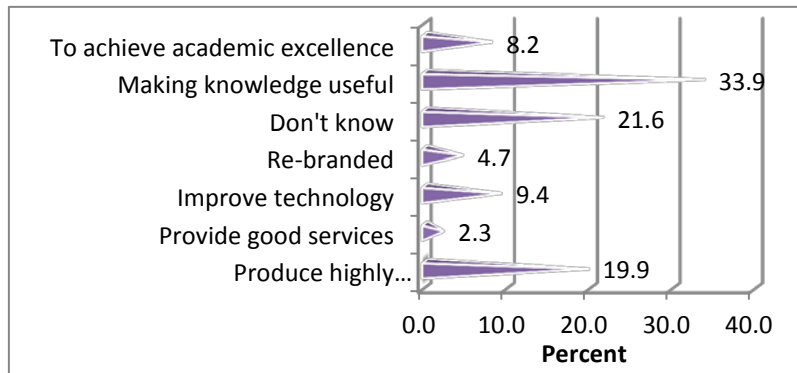


H. *What is the vision of the university?*

The students were also required to indicate their understanding of the vision of their institution. A third of the students had an understanding of the university's vision as they stated that it was striving to make knowledge useful (which is one of the university's many slogans).

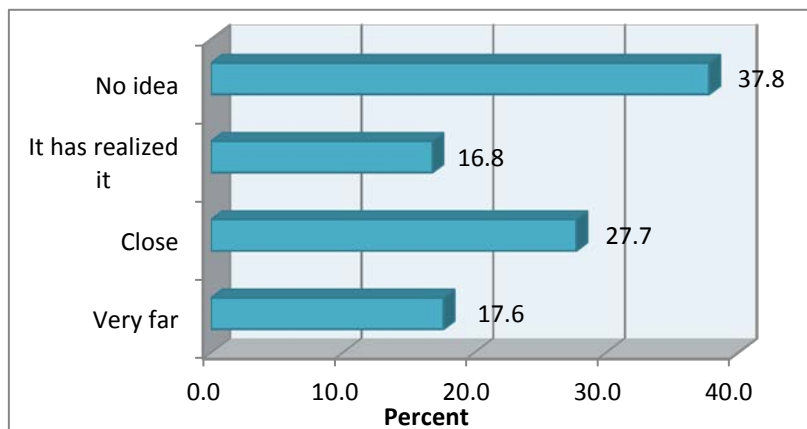
It should be pointed out that they probably knew this because it is printed on their student cards. A significant number (21.6%) had no idea as to what the vision of their institution was. This means that as the vision statement of the university is published on billboards and other digital media on and off campus the students would know it and take pride in what their university stands for. Where the students were required to indicate their understanding of the vision statement of the university 62.0% did not respond, 9.0% did not know, and 3.1% felt that it was difficult to keep up because the vision statement changed all the time.

Figure 6.43 Understanding of the vision of the university



The respondents were also asked to rate the performance of the university against its vision. It was not very easy for them to do this especially because most of them were not even sure of the vision of the university. Their responses in this regard are shown in figure 6.44.

Figure 6.44 University's performance against its vision



As expected the respondents performed poorly in this question. About 38.0% indicated that they had no idea of how the university was performing against its vision. Just below a third (27.7%) felt that the university was close to realising its vision, with 17.6% thinking that the university was very far from realising its vision

(probably because they were basing their assessment on the campus that they knew). The remaining 16.8% believing that it had realised it. The students that responded to the question of assessing the university's performance with regards to its vision gave such reasons as, it is not the best but it is recognised (2.7%), 5.0% argued that the students graduated and were able to find employment, which implied that the university was doing well. Most of the respondents (61.7%) did not know the role that the Riverside Campus played towards the realisation of the vision of the university. It is important for the students to know the vision statement of their university and take pride in knowing the vision of their university because the institution is actually about them.

I. Knowledge of the Vice Chancellor

Overall, 42.2% of the respondents correctly identified the VC. Of the respondents who understood what VC stood for, 43.4% correctly identified the name of the current VC. Of this number, 18.2% indicated that they had seen him. Among the reasons given for the importance of seeing the VC in person are at 43.2% that it would be interesting to know the person in charge, 24.0% of the respondents felt that it would improve the situation, as the VC would be able to listen to them and know about their problems.

As indicated in figure 6.45 the majority of the participants (78.8%) thought that it was important for them to know the VC of their university, while only about 21.2% regarded it as unimportant. As indicated in figure 6.46, some students thought that it would be important for future reference (12.6%). About twenty percent (21.2%) of the respondents felt that it was not important to see the VC in person because they managed to pass without seeing him.

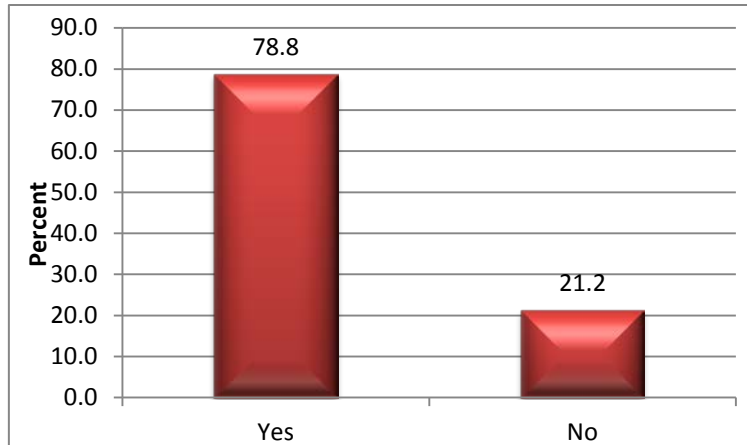
Table 6.28

Knowledge of the name of the current VC

What does VC mean?			Who is the VC of DUT?				Total
			Don't know	Prof Bawa	Mr Shabalala	Mr McCough	
Vice Chancellor	No	Count	102	50	2	1	155
		% of Total	51.5%	25.3%	1.0%	0.5%	78.3%
	Yes	Count	5	36	1	1	43
		% of Total	2.5%	18.2%	0.5%	0.5%	21.7%
	Total	Count	107	86	3	2	198
		% of Total	54.0%	43.4%	1.5%	1.0%	100.0%
Don't know	No	Count	6				6
		% of Total	100.0%				100.0%
	Total	Count	6				6
		% of Total	100.0%				100.0%
Total	No	Count	108	50	2	1	161
		% of Total	52.9%	24.5%	1.0%	0.5%	78.9%
	Yes	Count	5	36	1	1	43
		% of Total	2.5%	17.6%	0.5%	0.5%	21.1%
	Total	Count	113	86	3	2	204
		% of Total	55.4%	42.2%	1.5%	1.0%	100.0%

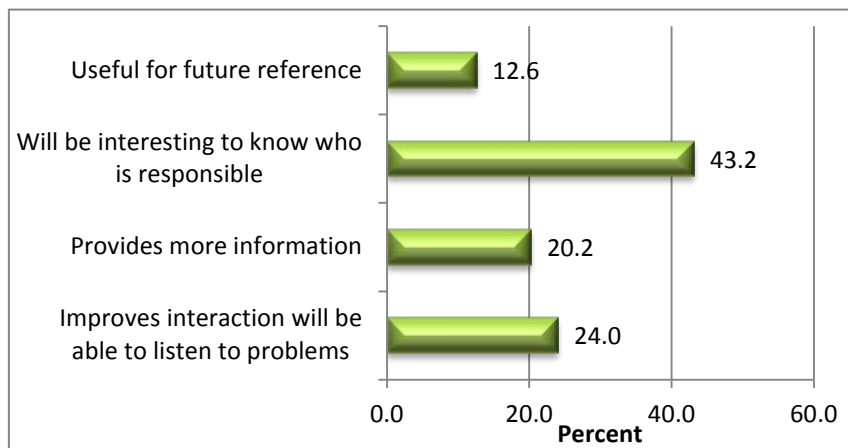
The responses of the students tended to vary per programme as the p. value stood at 0.002, which was quite significant. Approximately three-quarters of the respondents agreed that it was important to see the VC in person.

Figure 6.45 Importance of knowing the VC



The importance of knowing the VC of the university proved significant across programmes, with p.value of 0.000, and 0.002 per year of study.

Figure 6.46 Reasons for wanting to know the VC



6.6.5.3 Theme 3 Campus experience

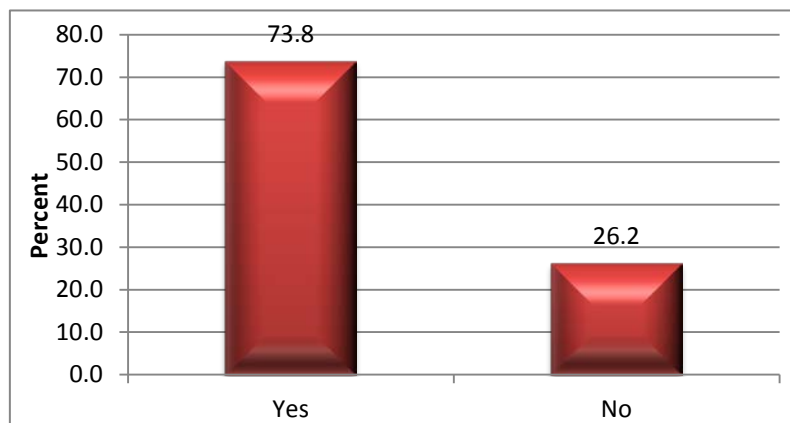
This section investigates the experience and feelings of the participants regarding their campus atmosphere, facilities and quality of the service that they get. This section is an important component of the study especially in the light of the theory documented in chapter 3, arguing that the experiences of the students on the main campus differ from

the experiences of the students studying at satellite campuses, because such campuses tend to be remote and not well-resourced compared to the main campus of the university.

J. Do you like studying at this campus?

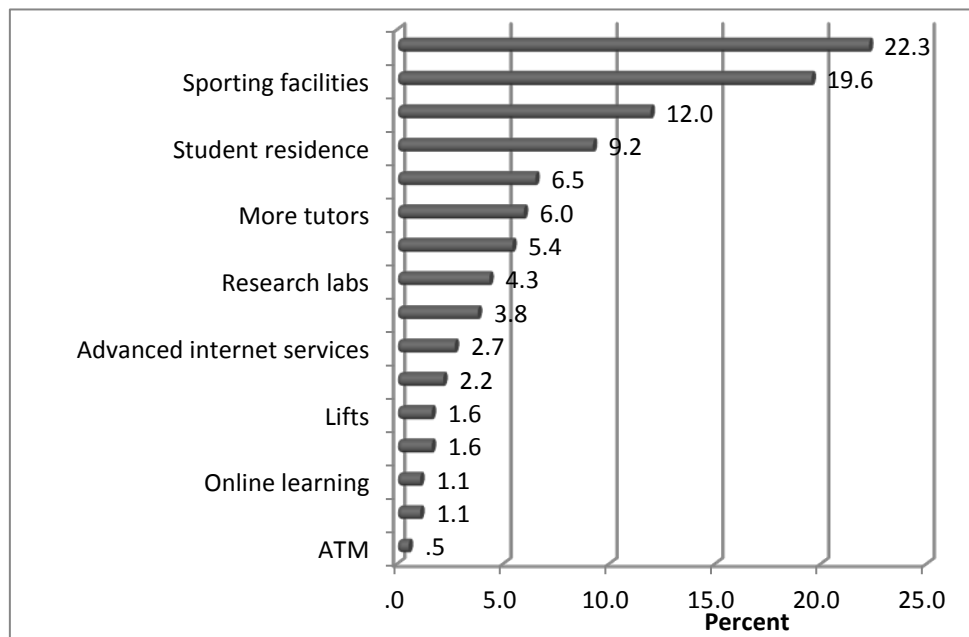
Approximately three-quarters (73.8%) of the respondents indicated that they enjoyed studying at the Riverside Campus. The most significant reasons given were that it was convenient (9.4%), the service was good (9.4%) and that the environment was quiet (9.7%). Of the 62.0% that responded to the question, 26.2% indicated that they did not like studying at the campus, about 17.0% felt that the service and conditions were poor and that the resources were insufficient.

Figure 6.47 Do you like studying on this campus?



The respondents were asked to explain further regarding this question, and they provided an array of needs that they would like met in order to improve the campus environment. These are recorded in the graph that follows (figure 6.48).

Figure 6.48 What are the facilities that you need which are not provided on your campus?



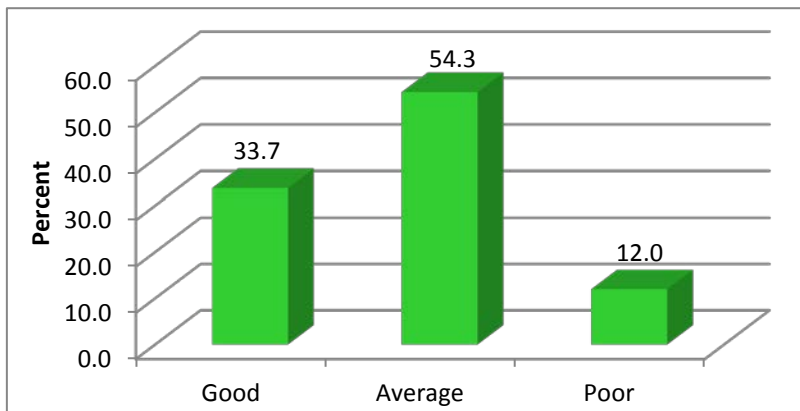
Among the things that the students would like to see improvement on are bigger and better facilities, sporting facilities, with a total of 41.9% for both first and third year levels, bigger and better student residences (21.2%), more tutors (12.5%), a research laboratory (9.7%), all the way down to the ATMs as evidenced by figure 6.48. As the graph shows the order was prioritised according to information given by the respondents on the questionnaires. It is important also to mention that all the items listed are important for overall development of the student and they are not luxuries. The respondents felt that improvement in these areas would help improve the pass rates through the improvement of the concentration span, keeping them fit and healthy and making it easier to study (27.5%).

K. Rate your administrative services

The respondents were asked to rate the administrative services that they get on campus. The majority of the respondents (54.3%) thought that the service that they got was average, with 33.7% feeling that the service was good, as figure

6.49 below indicates. Twelve percent of the respondents were not satisfied as they thought that the service they got was poor.

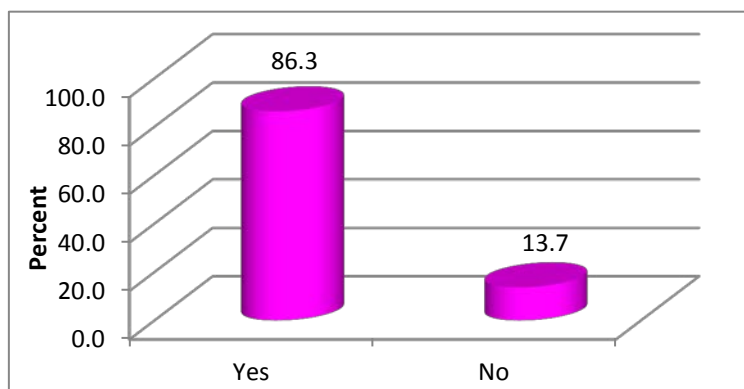
Figure 6.49 Rate the administrative services that you get on campus



Those that were not satisfied argued that the staff were not very helpful (22.6%), the service centres closed early (10.4%), and that there was not enough consultation time (7.5%). The majority of the respondents (68.3) were satisfied with the service that they received, as they felt that the staff were always available to provide required service.

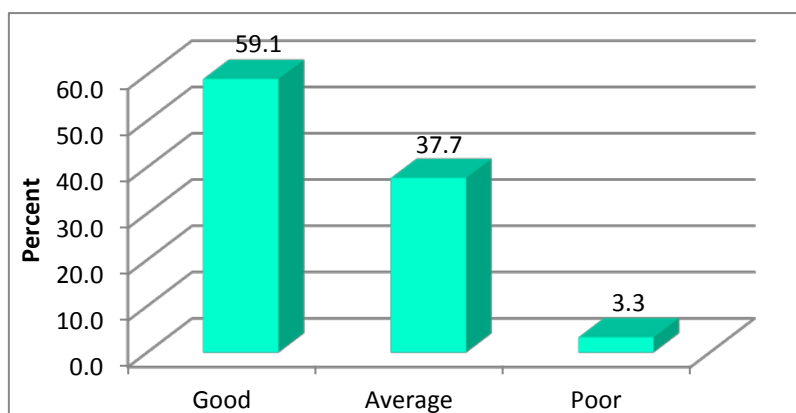
L. Rate your access to academic assistance

Figure 6.50 Access to academic assistance



The respondents were given an opportunity to express themselves regarding access to academic assistance afforded them. Most of the respondents (86.3%) indicated that the lecturers were available to assist when needed. Fifty-nine percent of the respondents rated the service that they got from the academic staff as good, just above a third thought it was average, and only about 3.3% felt that the service was poor as shown in figure 6.51.

Figure 6.51 Rate the academic assistance that you get



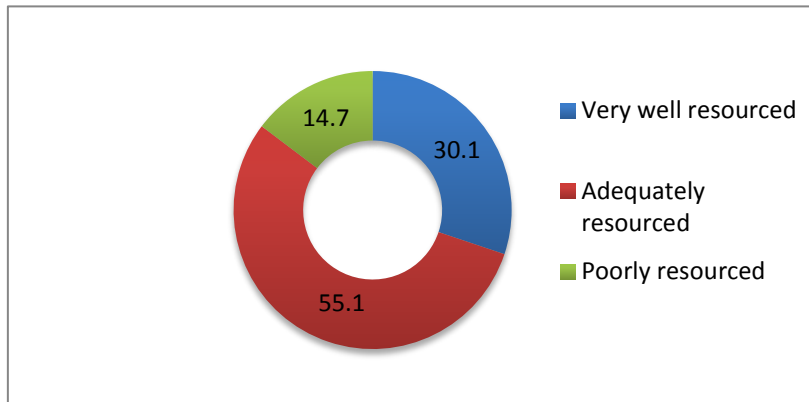
As stated earlier in this chapter the responses of the participants depend on their view of the situation, where they come from, what they have been exposed to in the past, and how they see themselves in respect of the problem being discussed.

M. The library forms an important part of the life of a student on campus. The participants were asked to rate the library facilities

The majority at 55.1% thought that their library was adequately-resourced, with 30.1% thinking that it was well-resourced as shown in figure 6.52. Approximately 15.0% of the respondents were not happy with the way the library was resourced. The remainder of the respondents were satisfied. More than half (55.1%) of the respondents thought that the library at the main campus of the

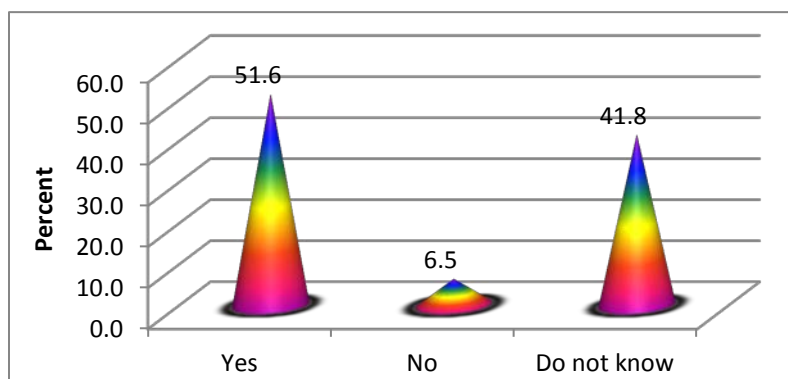
university was better equipped. The other 41.8% did not know, which made sense because they had never been to the main campus.

Figure 6.52 Rate your library facilities



Less than 7.0% of the respondents believed that the Riverside library was better resourced (figure 6.53). The correlation value between "Rate your library facilities" and "Where is the main campus of DUT?" is -0.157. This implies that as one variable increases, the other decreases. That is, the more that respondents can identify (with) the main campus, the lower the rating of the library service at their own campus.

Figure 6.53 Knowledge of variations between the man campus library and Riverside library



They probably thought their library services were good because they had not been exposed to the library services at the main campus. Those that had been on the main campus of the university would have given a lower rating to their own library.

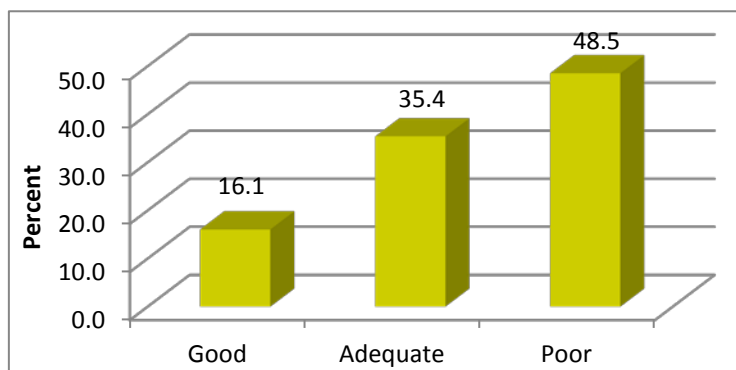
N. What improvements would you like to see taking place in your library?

Regarding the improvements that they would like to see taking place, the primary concerns were technology related (more books, more computers, more photocopiers) at 44.0%. Some respondents (12.0%) felt that the study area was not big enough. The table was not included because most of the respondents did not answer this question.

O. The respondents were also asked to rate the condition of their classrooms as this was a very important element of the campus environment.

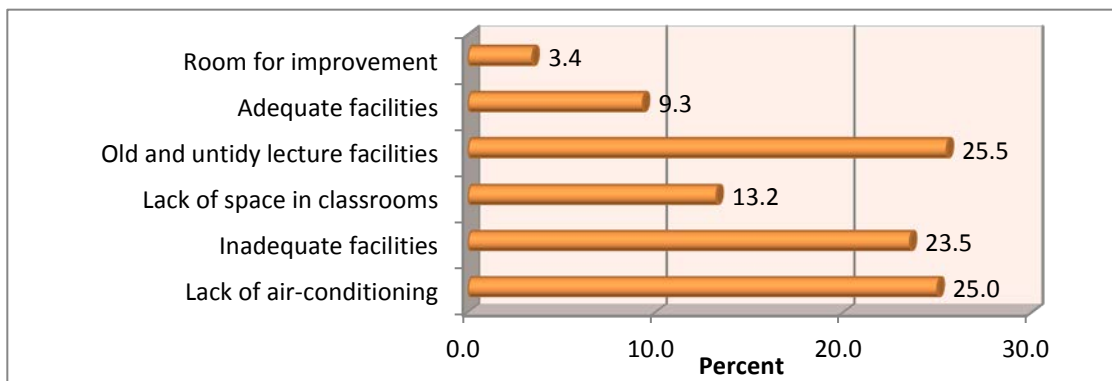
There were higher levels of dissatisfaction with the condition of the classrooms with about half (48.5%) of the students arguing that the conditions were poor. About a third (35.4%) of the respondents thought that the classrooms conditions were adequate and only 16.1% were happy with the condition of the classrooms.

Figure 6.54 Rate the condition of your classrooms



The biggest reasons for their dissatisfaction were that the classrooms were old and untidy and that there was no air conditioning (figure 6.55). About a third of the students (35.4%) felt that the facilities were just adequate. There was significant relationship between responses regarding the condition of the classrooms with the age (p. value of 0.015), programme with a p. value of 0.006, and year of study (p. value = 0.000). This means that irrespective of the age, programme and year of study, most of the respondents felt that the classroom facilities were inadequate.

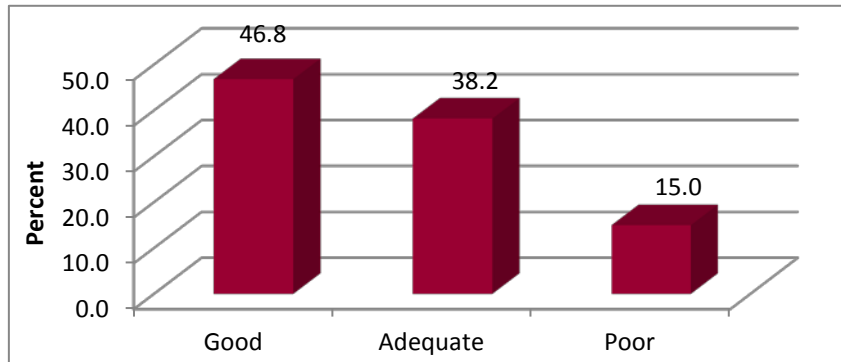
Figure 6.55 Explanation for the level of satisfaction with the condition of the classrooms



P. Rate the quality of health services on campus

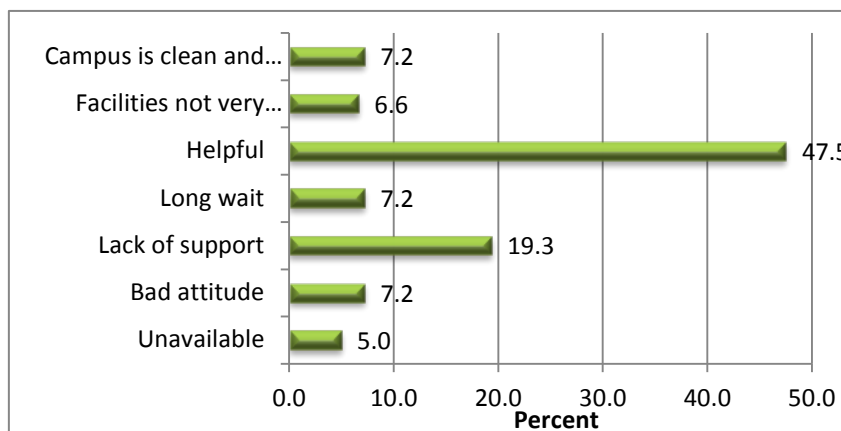
The students were asked to rate the health service that they get on campus because if they are healthy they will learn better. Their responses indicated a fair level of satisfaction as shown in figure 6.56. Most of the respondents (46.8%) regarded the health services provided on campus as good, with only a few (15%) thinking that it was poor.

Figure 6.56 Rate your health service on campus



As shown in figure 6.57 that follows, the majority (47.5%) of those that were satisfied with the service they received felt that the staff were helpful, while 19.3% thought that they did not get the support that they needed, and just above 70.0% thinking that they had to wait long for the service, which could point to the shortage of staff.

Figure 6.57 Reasons for the ratings of the health service

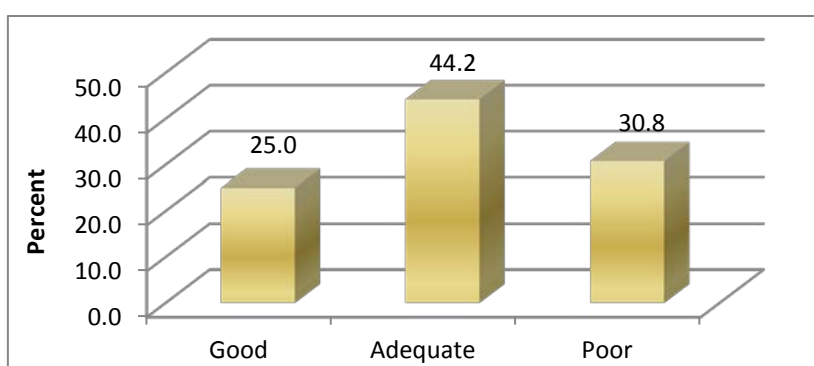


It is encouraging to note that some students (7.2%) regarded their campus as clean which was observable at a glance.

Q. *Rate the performance of your Student Representative Council*

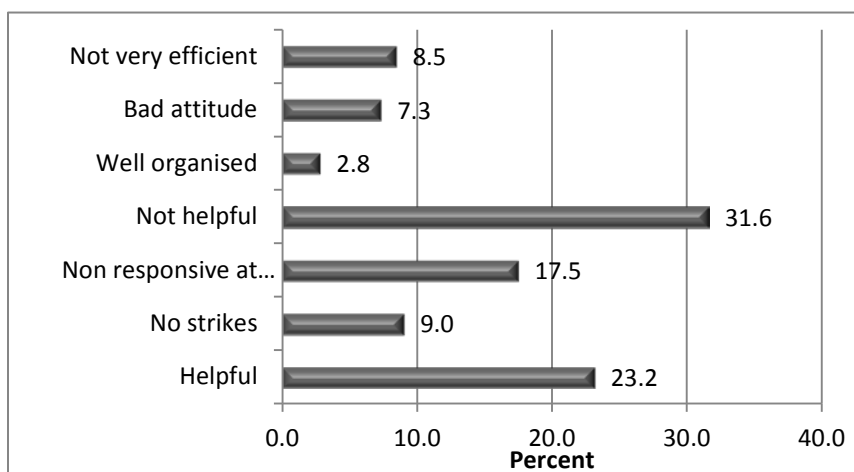
About a third of the respondents (30.8%) were not happy with the manner in which the SRC operated, with 44.2% rating their service as adequate. Only a quarter (25.0%) of the respondents thought that the SRC services were good, arguing that they were helpful. Most of the reasons given were negative (not very efficient, bad attitude, not responsive not helpful).

Figure 6.58 Rate your student representative council



They were however commended by 9.0% of the respondents for their ability to avert strike actions. A very small number of the student respondents (2.8%) felt that they were well-organised.

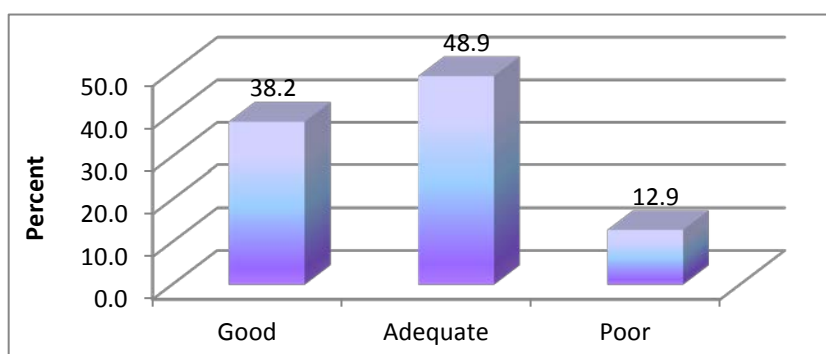
Figure 6.59 Explain your rating for SRC



R. *Rate the quality of other services that you get on campus*

Other student services available on campus included the psychological services, cafeteria, sports, computer laboratories, and others. These are all important for the well-being of the students while they are on campus and so they were included in the study, as together with other services already dealt with, they determine the viability of the campus for students' success.

Figure 6.60 Rate the quality of other student services that you get



About half (48.9%) of the sampled students felt that the other services offered to them were adequate, while 38.2% felt that they were good. Only about thirteen percent (12.9%) saw the services as poor. A university that aspires to be a student-centred university, as outlined in the strategic goals and objectives document of DUT 2009 – 2018, should do better than provide adequate facilities and services. It should see to it that no matter where the students are located, main or satellite campus, the facilities are good and readily available for student use. When explaining their responses most of the students that responded (13.0%) felt that they were given good support by the staff. It was however, disappointing that most of the students (64.0%) did not give responses to this question.

S. *What is your idea of a good satellite campus?*

The researcher asked the respondents to give their own ideas about what an ideal satellite campus of a university should be like and it was disappointing that 66.0% of the respondents did not answer the question. More than 10.0% of those that responded thought that it should be well equipped with a lot of information and resources that would aid learning and 6.0% wanted it to be fully developed which is in line with literature review as discussed in 3.2.4.

More than 65.0% of the respondents did not answer this question. It was however interesting to notice that there was a significant relationship with the p. value of 008 between the idea of an ideal satellite campus and the years spent on the Riverside Campus. This could mean that those students that had been on campus longer had a better understanding of what a satellite campus should be like. Most of the respondents that attempted this question felt that a satellite campus should be well-equipped to provide the students with the educational information that is needed.

Regarding the importance of the presence of the campus manager, most of the respondents were silent. This could be attributed to the fact that they had not seen such a person on campus and as a result they did not know the role he/she would play. The study used both qualitative and quantitative approaches to data collection and analysis. Consequently it did not present any hypotheses, but instead the researcher presented a number of research questions and objectives that were used as a blueprint through literature review, data collection, as well as data analysis. Even though the research methods and tools were used in triangulation, some tests were still conducted to determine the validity of data and generate conclusions, especially from the responses of the student sub-population.

Table 6.29 Summary of students' responses in relation to research questions

Students' Comments	Research questions	Percentage
<i>No knowledge of the leadership, poor understanding of strategic direction</i>	What are the management, leadership, academic and administrative challenges faced by the staff and the students at satellite campuses of universities?	<i>Most of the respondents were silent</i>
<i>Well-equipped facilities</i>	To what extent does the absence of the executive leadership of the university on campus affect the academic culture?	
<i>The satellite campus should be fully-developed (as literature reviewed suggested)</i>	What mechanisms can be put in place to effectively represent satellite campuses at the executive level of the university?	<i>Poorly understood as 62.4% did not respond to the question</i>
	To what extent are the vision, mission, goals, and the overall direction of the university understood by the staff and students at satellite campuses?	
	What is the management/leadership model that can be used (with some modifications) by universities with satellite campuses to improve leadership effectiveness and alignment with the main campus (contribution of the study)?	

T. Model construction

The nature of the statements that comprised the questionnaires for academic and administrative staff respondents were nominal in nature and did not lend themselves to regression analysis. The responses of all staff sub-populations were summarised at the end of each section and linked to the research objectives in order to make sense of them. However, there were items in the student questionnaire that allowed for the construction of a service related model which is given below.

Table 6.30 Variables used in the model

Variables Entered/Removed ^a			
Model	Variables Entered	Variables Removed	Method
1	Rate the services of the Student Representative Council on your campus., Rate the kind of administrative service that you often get., Rate your library facilities., Rate your health services on the campus., Rate the condition of your classrooms/lecture theatres. ^b		Enter

a. Dependent Variable: Rate the quality of student services that you often get.

b. All requested variables entered.

The fact that there are no values in column three of table 3.30, indicates that all the variables requested (column 2, table 6.30) to develop the regression model were entered and none were removed.

Table 6.31 Model summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.376 ^a	.141	.119	.617

The model is summarised in its linear form as follows:

Quality of Service = 0.758 + (0.163 x Administrative Service) + (0.05 x Library Facilities) + (0.022 x Condition of Classrooms) + (0.185 x Health Services) + (0.103 x SRC). The two significant (non-zero) predictors are Administrative Services and Health Services.

There seems to be causal relationship between the quality of the student experiences and administrative services as well as health services. If the quality of administrative and health services is improved, the students seemed to think that the overall quality of their experience of the campus would improve. Table 6.32 is a summary of the coefficients. It means that there were correlations between the responses of the students regarding the administrative services, library services, conditions of the classrooms, health services and the services that they get from the SRC. These responses were used to develop the model as the summary shows.

Table 6.32 Summary of coefficients

Coefficients^a Dependent Variable: Rate the quality of student services that you often get.

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.758	.199		3.804	.000
Rate the kind of administrative service that you often get.	.163	.071	.165	2.289	.023
Rate your library facilities.	.054	.073	.052	.738	.462
Rate the condition of your classrooms/lecture theatres.	.022	.068	.025	.330	.741
Rate your health services on the campus.	.185	.064	.208	2.876	.004
Rate the services of the Student Representative Council on your campus.	.103	.065	.114	1.589	.114

This does not mean that the students sampled were completely satisfied with all other services provided to them on the campus as the graphs and tables in the sections above indicate. It however does mean that there was a significant level of relationship between the quality of their experience and the variables that have been identified. If more and better administrative and health services were provided, the quality of their experience on the campus would improve. These services were already provided on campus, however there were still a number of challenges that the respondents felt needed to be addressed, in order to improve their experience of the campus.

Table 6.33 Anova predictors

ANOVA ^a					
Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	12.112	5	2.422	6.371	.000 ^b
Residual	73.763	194	.380		
Total	85.875	199			

The significant ANOVA value (0.000)

indicates that the predictors in the model do (collectively) influence (predict) the dependent variable. The issues identified by the student sub-population are given further attention in the summary that is provided for all the responses in relation to the research objectives (table 6.34).

6.7 DISCUSSION

The responses of the participants reflected their experiences. The responses of the executive leadership of the university were the most intense, and those of the students also reflected the extent of their exposure and level of understanding, regarding the

questions that were being asked. Table 6.34 displays the summary of the responses of all the participants measured against the research objectives. As the study was not purely quantitative, the study did not present hypotheses in chapter 1 to test in this chapter. The presentation in the table is used to compare the research findings to the objectives of the study, in order to draw the patterns and conclude the study.

There were a number of important issues and suggestions that emerged from the analysis of data. There was an issue of growing student numbers on the midlands campuses, and then adjusting the organisational structure to include two principals for the two regions, which would be strategic if the university wanted to grow into other regions of the province. There was also a need raised for a university strategic planner whose main function would be to strategise for the creation of one university culture, interrogation of current structures and adjustments for better service delivery across the whole university. Some members of the executive leadership felt that there were no major challenges because the campuses were not too far from the main campus, while others expressed the need for urgent strategic planning to address issues of the incomplete merger.

The participants expressed the need to see the executive leadership of the university on campus on a regular basis. They, in agreement with literature reviewed, also felt that a satellite campus should be fully-developed and well resourced. In terms of this study a fully-developed satellite campus is the one where all resources reflect those of the main campus. It is the one that has a voice at the highest level of the university through properly instituted representation. It functions as part of a bigger system taking regional needs into account, and it is allowed to grow in response to regional demands (see systems approach to leadership, radial structure that follows and crisis and growth model chapter 2).

Table 6.34

Summary of all the responses in relation to research questions

Executive Leadership	RESEARCH OBJECTIVES	Administrative Staff
<p><i>No major challenges because the campuses are not too far.</i></p> <p><i>Incomplete merger, two diverse cultures.</i></p> <p><i>Appointment of the campus manager, appointment of the strategic planner for the university, increase numbers at the midlands then appoint two regional principals.</i></p> <p><i>The collegial model headed by a DVC and deans devolved to campuses.</i></p>	<ul style="list-style-type: none"> • What are the management, leadership, academic and administrative challenges faced by the staff and the students at satellite campuses of universities? • To what extent does the absence of the executive leadership of the university on campus affect the academic culture? • What mechanisms can be put in place to effectively represent satellite campuses at the executive level of the university? • To what extent are the vision, mission, goals, and the overall direction of the university understood by the staff and students at satellite campuses? • What is the management and leadership model that can be used (with some modifications) by universities with satellite campuses to improve leadership effectiveness and alignment with the main campus (contribution of the study)? 	<p><i>Takes time to get feedback from main campus, demotivated staff, poor understanding of the strategic direction, discrepancies in infrastructural provision.</i></p> <p><i>A fair understanding of the vision of university.</i></p> <p><i>Appointment of the campus manager to represent satellite campus at executive level and improve campus culture. More visibility for the campus.</i></p>
Academic Staff		Students
<p><i>Poor culture, no strategic direction, strategic drift, isolation, less number of professors and doctors.</i></p> <p><i>Failure to attract the right calibre of students due to marketing campaigns directed at Durban. The name of the university is disadvantageous to midlands</i></p> <p><i>Appointment of the campus manager to drive development.</i></p>		<p><i>Students satisfied with level of service delivery even though resources are minimal.</i></p> <p><i>Poorly understood, complaints that it changes all the time.</i></p> <p><i>Important to know the leadership of the university for reference and to have issues attended to.</i></p> <p><i>Satellite campus to be fully developed and well-equipped.</i></p> <p><i>The student sub-population seemed to think that if administrative and health services are increased and improved, the overall quality of their experience on campus would improve as indicated in the regression model.</i></p>

6.7.1 Original contribution

Hosen (2004) talks about originality as borrowing ideas from neighbours, taking them home, making them your own, and communicating them to others from your own angle, while Shaparenko & Joachims (2009) suggest novelty and impact that the contribution has to the particular community or field of study. Brabazon (2010:3) emphasises the importance of highlighting and honing home the original contribution in the study. In the light of these arguments, the radial structure is put forward by the researcher as original contribution. This contribution could be discussed, critiqued and further developed and refined in documents to follow.

The radial structure advanced by the study as new knowledge is future-oriented and looks beyond the current staffing cohorts of the university into what could be. The current situation was explained in chapter 1 as inadequate and the university is challenged to re-visit the institutional arrangement of power in the light of the new and more suitable models. The researcher believes that the suggested structure could also be applied by other universities that have grown beyond city boundaries to deal with the challenges of access to all (most of) the qualifications offered by the university, and still maintain the same standards of quality and efficiency.

6.7.2 Emerging university structure: The radial structure – original contribution

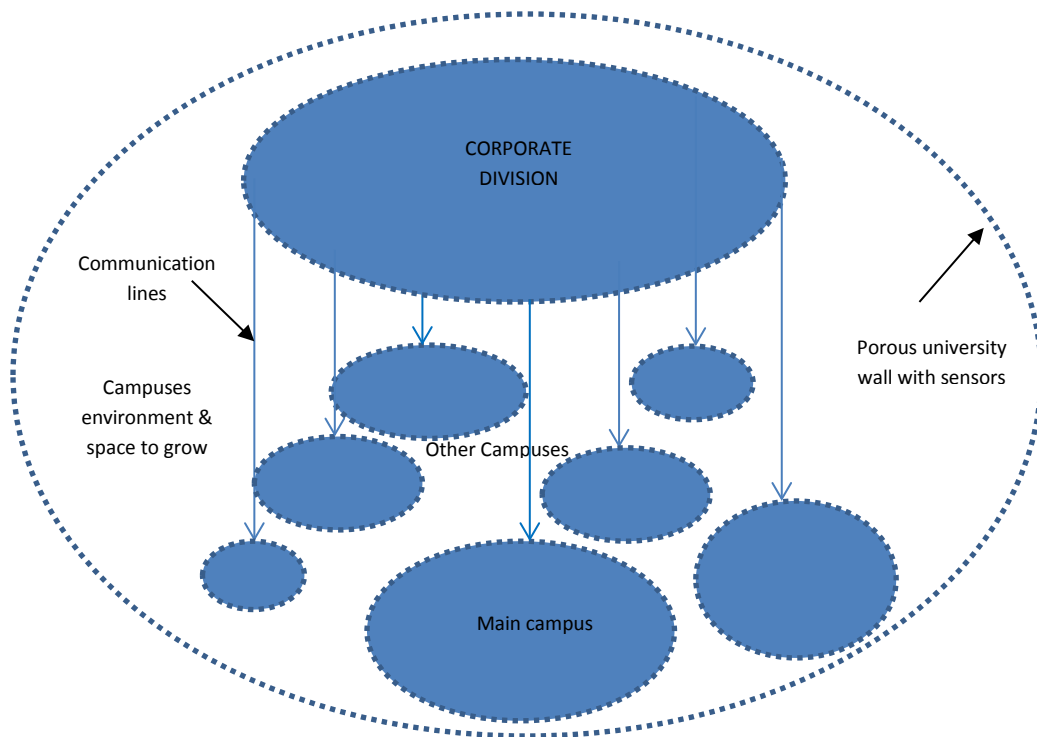
The term 'Radial' means radiate from, and converge to, a common centre (corporate division) directed along a radius. It originates from the word radiate, which means to send out waves, in this case of vision, mission, strategy, resources, etc. and receiving feedback from all the campuses of the university. The structure was developed from both theory and the responses of the respondents regarding their needs on the campus. The researcher was inspired by the fractal webs and the way energy is sent to all the chambers equitably according to need and desire to grow in response to environmental demands as discussed by McMillan (2002), as well as other theories of leadership as

explored in chapter 2 and 4. The centre is there to ensure a one university culture, and that resources are equitably disbursed across all the campuses.

In the radial structure, (closely linked to the amorphous architecture) as suggested and implied by the name, the corporate division is the source of energy in the form of vision, mission, goals, strategy, and resources which it disburses or radiates equitably across all the campuses. The corporate division is not attached to any campus, but it is a pole that provides an anchor for all the campuses. The energy, in the form of student fees, leadership challenges and possible solutions, research output from staff and students, pass rates, information to aid decision-making, etc. is also radiated back to the corporate office from all the campuses. There would be a chancellery office at each campus and the VC and deans would visit the campuses on schedule. The deputy dean will be located at the other campus where the faculty is represented. Each campus has direct access to the highest university office through the DVC/Deputy Principal, as each department has direct access to the dean through the head of department. The radial structure promotes, as Close & Raynor (2010:217) put it, 'detached involvement' which leads to the recognition of all university campuses.

Each campus is connected to the centre as well as the wall of one university. The wall (communication between DVCs/DPs) receives waves from each campus and distributes them to other campuses, which will respond by sending feedback to the wall which unites them all and to the centre. The centre will process the information and send feedback to all campuses. The formal structure takes the amorphous pattern. The structure is also advantageous in cases where the organisation still envisages further growth into other regions of the province as it makes it easy to adapt to growth and change.

Figure 6.61 The radial structure



Researcher's own

This governance structure differs from the collegial approach to address the issue of accessibility. Consequently the position of executive deanship (ED) exists and does not cause any leadership conflict. There is devolution of power and decision-making to the DVCs/DPs, deputy deans (DDs) at all satellite campuses (to facilitate service delivery and problem-solving on site), in consultation with the VC and the EDs at the university corporate office. This approach promotes adaptive leadership and increased autonomy in the light of rapid environmental changes. There is no executive leadership vacuum as each campus is headed by a DVC/DP just like the provinces of SA are headed by the Premiers. This would not reduce the DVCs/DPs to a status below the dean, but they would represent the VC in all the campuses, and then report directly to him/her as the HODs would be reporting to the DDs, who are accountable to the EDs.

This structure would not force the university to restructure into schools, which would be cumbersome and, according to Broadbent (1), distabilising considering the fact that some faculties are spread across campuses for access purposes, but there would be easy and equal access to the custodian of standards for each faculty and department, through the DD. As the bracket shows, all the campuses form one unified university and there are synergies across as the campuses develop effective relationships. This structure (with some modifications) would help solve the problem that prompted this research enquiry, as it would institute top level management at all the campuses. If there are delivery sites then they will have to fall under the most appropriate and closest campuses. This structure suggests that DUT does not need the DVC institutional support as the function is already taken care of at corporate and campus levels. Each campus would be strategically linked to the university but it would be given enough autonomy to grow and shape itself according to the needs of the region in which it is embedded. Obviously the name of the university would have to be revisited as it is causing confusion for other campuses which are outside of Durban.

The relationship that can be established between the radial structure and the regression model developed from the responses of the students and theory, is that each campus is fully-equipped with all the student services that are required for the campus to be fit for purpose. The radial structure would also allow for student services to grow and develop as the campus grows.

6.8 CONCLUSION

The main purpose of this chapter was the presentation, analysis and interpretation of data gathered from the executive leadership of the university, academic and administrative staff as well as the students at the Riverside Campus of the university. Since the researcher triangulated data collection, data analysis had to be triangulated as well. Consequently, both qualitative and quantitative data analysis tools were

employed to extract information in the form of words and inferential statistics as explained in chapter 5. Kawulich (2004:108) feels that data interpretation is not complete if it is not linked to theory, which is the reason why the researcher tried to link data analysis to literature reviewed in the preceding chapters. The researcher focused on the patterns that emerged from their responses, deviations from the patterns and expectations of the study, significant relationships between variables, surprises and their implications, as the researcher listened to what the participants were saying in the data collected (Wilder Research, 2009:5; Kritzer, 2004:4). From their responses the researcher with the assistance of the statistician, developed a regression model (table 6.31). The model was developed from the responses of the students as the responses of staff did not lend themselves to this kind of statistical analysis. This was followed by the radial structure forwarded by the study as original contribution, which would enable the inclusion of satellite campuses into the mainstream of the university ensuring that there would be no leadership vacuum at any of the campuses of the university. This study is concluded in chapter 7.

CHAPTER SEVEN

CONCLUSION AND RECOMMENDATIONS

7.1 INTRODUCTION

Chapter 7 is used by the researcher to conclude the study through the comparison of the research objectives with the findings, as analysed in chapter 6. As suggested by Thomson (2012) this chapter provides the meaning of the main aspects of the study, such as the thesis, objectives, literature reviewed, methodology, limitations, research findings, original contribution, recommendations and finally pointing out areas for future research.

7.2 DISCUSSION OF FINDINGS

The study did not state any hypothesis at the beginning because of the methodology used following the nature of the study and the answers that it was seeking to find. The researcher used research objectives instead to drive the study and determine data to be gathered and how.

Objective 1

To investigate the management, leadership, academic and administrative challenges faced by the staff and the students at the satellite campuses of universities using the Riverside Campus as a case study. The study established that there were still challenges emanating from the merger history. Some respondents felt that there were still two distinct cultures which could be

addressed through the appointment of a strategic planner, whose mission would be to work towards the development of one university culture, as well as structures that would facilitate efficiency and effectiveness.

Objective 2

To identify the full range of academic effects on the staff and the students, of working and studying at a satellite campus.

There were limited programmes offered on the campus, which led to some students feeling that they would not want to study further on the same campus. The facilities and resources were limited leading to the students feeling that the campus was not fully-developed. These sentiments were similar to those identified during literature review and they were not unique to the case being studied.

Objective 3

To determine the extent to which the absence of the executive leadership of the university on the campus can affect the tone and culture at the satellite campuses.

Even though some respondents felt that it did not affect the campus culture, others thought there was a need for a campus manager with the major role of developing a campus culture and strategic direction.

Objective 4

To investigate the level of understanding of the vision, mission, goals, and the overall direction of the organisation of the staff and students at the Riverside Campus.

There was a fair level of understanding of the vision of the university especially among the staff. Most of the student participants copied the slogan that was printed on the student cards. The literature reviewed suggests that the vision of

the organisation be shared with the staff and reiterated whenever the opportunity presents itself, because if the staff knows where the organisation is going, and the role that they have to play in helping it get there, they perform better.

Objective 5

To determine and suggest as original contribution an organisational structure that could be used in order to successfully extend the university standards to its satellite campuses.

The radial structure is advanced as original contribution and explored in chapter 6 as a possible way to deal with the challenges identified by other studies as discussed in the literature review and this study in particular as discussed in chapter 6.

Table 7.1 is used to synthesise the responses of the respondents with theory across the relationship domains suggested by Leech & Onwuegbuzie (2007:571). This comparison was done in order to conclude the study by showing relationships between theory expounded in literature review and the findings of the study.

Table 7.1 Types of relationships for domain analysis and conclusion

Relationship domain	Theory	Synthesis of responses
Attributive	<i>The main campus of the university is seen in this study as a prototype whose most characteristic personalities should be used to model behaviour at satellite campuses.</i>	<i>The satellite campuses should be fully-developed and well-equipped</i>
Contingency	<i>This study argues also that while the most characteristic elements of the main campus should reflect at satellite campuses, these campuses and their leadership should be adaptive enough to reflect local flavour within the master strategic plan of the university.</i>	<i>Strategic drift, isolation, diverse cultures</i>

Leadership is defined as a means of affecting the behaviour of the whole university:

Function	<i>The proximity theory, systems theory, contextual leadership theory and others were discussed in chapter two with the view of explaining how leadership shapes the place and get shaped by the place.</i>	<i>With right numbers two principals could be appointed for the two regions</i>
Spatial	<i>Satellite campuses are oriented spatially with respect to the main campus of the university:</i> <i>The researcher argues that the distributed nature of the university has to be reflected on the organisational structure.</i>	
Operational	<i>Contextual leadership is defined with respect to making satellite campuses fit for purpose:</i>	
Comparison	<i>Leadership is aimed at effectiveness so that the university and all the campuses thereof are fit for purpose and management is aimed at efficiency and semblance of standards across the university.</i>	<i>The collegial and radial models could be used to distribute leadership to all the campuses</i>
Grading	<i>The leadership model at the university in question is compared to other universities with satellite campuses (chapter 4) and the researcher proposes that fitness for purpose should override other considerations such as availability of funds and sticking with structures that fail to serve the purpose.</i> <i>Satellite campuses are defined with respect to their placement in comparison with the main campus. Some studies argue that these campuses, staff and students at these campuses do not receive the attention that they deserve. In other cases where structure was given paramount attention and seriousness there is no leadership vacuum at all the campuses of universities.</i>	<i>Identified strategic drift, isolation and delayed feedback from the main campus</i> <i>Need for strategic planner identified</i> <i>There is regular communication through meetings, email and via HODs</i> <i>It is important to know the leadership of the university, have them visit regularly to attend to issues, collegial</i>
Circularity	<i>The university is a totality and not sum of parts. The study suggests that the leadership of the university be equitably distributed</i>	

throughout with no over concentration at some campuses at the expense of others. The radial structure would help deal with the challenges identified in literature reviewed and from the study conducted.

model suggested.

7.3 RECOMMENDATIONS

The study forwards the following recommendations based on the literature that was reviewed in chapters 2, 3 and 4, as well as the information developed from data analysed in chapter 6 collected from the participants as described in chapter 5.

- That institutions stop relying on old organisational structures that do not facilitate efficient service delivery as theory suggests in chapter 4. Leadership should be instituted at campus level if the campus is to be connected to other campuses and be fit for purpose. Organisational structures are drivers for strategy implementation and they should follow strategy instead of shoehorning strategy into old ineffective structures.
- If the university wants to be embedded in the community that it serves, the needs of the community should be taken into consideration, and satellite campuses should be allowed some autonomy within the master strategic plan of the university .
- If satellite campuses are to be fit for purpose, proper leadership should be instituted through interrogation of existing structures and equitable distribution of human resources (chapters 2, 3 and 4).
- The provision of student services should grow proportionately to the growth and development of the campus as suggested by the regression model (table 6.31). if the institution grows in any one of the four dimensions, growth in the remaining dimensions should follow.
- A university and its satellite campuses are one organisation. Therefore there should be an executive office in each one of them to allow the executive

leadership to visit on schedule and make their presence felt as the custodians of the standards and strategic direction.

- Efforts should be made to make the name of the university broader than the location of the main campus, especially in cases where the university has satellite campuses outside of that city/region, to avoid confusion.

7.4 CONTRIBUTION OF THE STUDY AND FUTURE RESEARCH

Marshall & Green (2007:50) and Carino & Collins (2004) indicate that originality may mean hitting the wall that has been hit by other people so many times before, so long as the researcher is doing it from a different angle, or hitting the same wall using a 'different type of hammer', and creating a new picture by showing how the ideas can work together. The radial structure suggested in chapter 6 as original contribution captures the essence of distributed proximate leadership, which will allow leadership to shape the place, as it gets shaped by the place. The radial structure may generate debate as academics question, analyse and adapt it to suit various situations which will lead to further research.

7.5 LIMITATIONS OF THE STUDY

The limitations of the study were discussed in chapter 5. It is important to reiterate the fact that this was a case study, consequently the findings are not generalisable, but can be used to add to theory and generate further debate. The study was further limited by the low response rate especially in the case of the academic staff.

7.6 CONCLUSION

It would be interesting to see how the leadership of the university and other universities facing the same predicament respond to the suggestions offered by the study, and how the findings will shape the attitudes of the staff and students at satellite campuses of

universities. The theories such as proximity, leadership within context, distributed leadership, systems, and so on as interrogated in chapter 2, build a strong case for leadership institution at all the campuses of the university. The study aimed at showing that the rationale for having many leaders within an institution should be that there is no leadership vacuum at any level or branch. The gaps identified by the study can be dealt with through the interrogation of the current governance and leadership structures, and commitment to ensuring the semblance and maintenance of set standards across a distributed university.

8. BIBLIOGRAPHY

Abeyasekera, S. 2003. Quantitative analysis approaches to qualitative data: why, when and how [Online]. Available: www.reading.ac.uk/...Quantitativepdf [Accessed: 3 April 2013].

African National Congress. 1994. The Reconstruction and Development Programme: A Policy Framework. Cape Town: Umanyano Publications.

Ajadi, T.O. 2009. Organisation and management of open and distance education in Nigeria: a case of National Open University of Nigeria (Noun) [Online]. European Journal of Scientific Research, Vol.38, No.4, 2009, 577-582. Available: <http://www.eurojournals.com/ejsr.htm> [Accessed: 24 October 2011].

Aleskerov, 2009. How to prepare and write PhD and MS thesis [Online]. Automation and Remote Control, Vol.70, No.11, 2009 1928 – 1038. Available: www.ebscohost.com [Accessed: 15 November 2011].

Allison, J. & Eversole, R. 2008. A new direction for regional university campuses: catalyzing innovation in place [Online]. Innovation: The European Journal of Science Social Research, Vol.21, No.2, June 2008. Available: <http://www.informaworld.com> [Accessed: 10 November 2011].

Ali, A. 1996. Academic standards of extension and satellite programmes of Nigerian universities: Management and control [Online] Available: www.col.org/forum/PCFpapers/ali2.pdf [Accessed: 16 August 2011].

Altbach, P.G. 2011. The branch campus bubble [Online]. Inside Higher Ed Available: www.insidehighered.com [Accessed: 11 August 2011].

Badat, S. 2012. The challenges of transformation in higher education and training institutions in South Africa [Online]. Available: www.ru.ac.za/.../The%20Challenges%20of%20Transformation%20in%20...pdf [Accessed: 8 may 2013]

Badat, S. 2007. Higher Education Transformation in South Africa Post 1994 - Towards a Critical Assessment. Solomon Mahlangu Education Lecture 2007 Constitution Hill, 12 June 2007 [Online]. Available: www.cepd.org.za/.../CEPD_SolomonMahlanguLecture1_Badat_2007.pd... [Accessed: 8 May 2013].

Bambrick, S. 2002. The Satellite/Remote Campus: A Quality Experience for Australian First Year Students? USQ [Online]. Available: www.aucea.org.au/wp-content/uploads/biblio.pdf [Accessed: 23 March 2011].

Baran, B.E. & Scott, C.W. 2010. Organizing ambiguity: a grounded theory of leadership and sense-making within dangerous contexts [Online]. Military Psychology 22, S42-S69 2010. Available: www.mendeley.com/research/organ [Accessed: 11 October 2011].

Bassey, M. 1981. Pedagogic research: on the relative merits of the search for generalization and study of single events [Online]. Available: www.picken.biz/.../Chapter%204.html [Accessed: 1 April 2013].

Bawa, A.C. 2011. Unearthing knowledge: Defining the role of Durban University of Technology [Online]. Available: www.dut.ac.za [Accessed: 15 March 2012].

Bell, J. 2010. Doing Your Research Project: A guide for first-time researchers in education, health and social science. Berkshire: McGraw-Hill.

Bianchi, M. 2000. Multi-campus model and quality approach in the organisation of big universities. The case of university seats in Romagna [Online]. Sinergie Rapporti di Ricerca No.9 2000 Available: www2.sa.unibo.it [Accessed: 12 January 2011].

Billing, D. 1998. Quality management and organisational structure in Higher Education [Online]. Journal of Higher Education Policy & Management, 1360080X, Nov 1998, Vol. 20, Issue 2. Available: <http://www.ebscohost.com> [Accessed: 10 November 2011].

Bisaso, R. 2010. Organisational responses to public sector reforms in higher education in Uganda: a case study of Makerere University [Online]. Journal of Higher Education Policy and Management. Vol. 32, No.4, August 2010, 343 – 351. Available: <http://www.informaworld.com> [Accessed: 10 November 2011].

Bischoff, S. & Rädler, T. 2011. What is the significance of the research question?
Doctoral Seminar: Research Methodology I November 3rd, 2011

Bitzer, E. 2009. Higher Education: A Scholarly Look Behind the Scenes. Stellenbosch: Sun Press.

Blumberg, B.; Cooper, D.R. & Schindler, P.S. 2008. Business Research Methods. London: McGraw-Hill.

Boyd, P.C. 2006. By the numbers: a sample size table [Online]. Available: www.quirks.com/articles/2006/20061209.aspx?searchID=682289882 [Accessed: 1 May 2013].

Brabazon, T. 2010. How not to write a PhD thesis [Online]. Times Higher Education Available: www.timehighereducation.co.uk/stor [Accessed: 29 March 2011].

Brink, H.; van der Walt, C. & van Rensburg, G. 2006. Fundamentals of Research Methodology for Health Care Professionals. Cape Town: Juta.

Broadbent, C. [Online]. Responding to change in an Australian university: a multi-campus study. Available:

<http://www.aair.org.au/app/webroot/media/pdf/JIR/Journal%20of%20Institutional%20Research%20...> [Accessed: 25 June 2012].

Burns, T. & Stalker, G.M. 2009. Mechanistic vs organic organisational structure (contingency theory) [Online]. Available: www.businessmate.org/article-php [Accessed: 18 February 2012].

Burton, R.M.; Obel, B. & DeSanctis, G. 2001. Organizational Design: a step-by-step approach. Cambridge: Cambridge University Press.

Carino, P. & Collins, H. 2004. Strategies for Writing a Conclusion [Online]. Available: <http://leo.stcloudstate.edu/acadwrite/conclude.html> [Accessed: 12 July 2013].

Casey, D. & Houghton, C. 2010. Clarifying case study research: examples from practice [Online]. Nurseresearcher 17 2010. Available: www.ncbi.nlm.nih.gov [Accessed: 13 October 2011].

Castellan, C.M. 2010. Quantitative and qualitative research: A view for clarity. International Journal of Education [Online]. Available: <http://search.proquest.com.dutlib.dut.ac.za::2048/docview/846781818/fulltextPDF/132FEE6B5033B04E7CA/7?accountid=10612> [Accessed: 29 March 2013].

Castillo, J.J. 2009. Relationship between sample and population in research [Online]. Available: [explorable.com › Research › Methods](http://explorable.com/Research/Methods) [Accessed: 30 March 2013].

CHE. 2000. Towards a New Higher Education Landscape: Meeting the equity, quality and social development imperatives of South Africa in the 21st century. Cape Town: Creda Communications.

CHE. 2003. Proposed Criteria for the HEQC's First Cycle of Audits 2004 – 2009 [Online]. Pretoria. Available: www.che.ac.za/documents/d000026/ [Accessed: 20 January 2011].

CHE. 2008. Audit Report on the Durban University of Technology: Report of the HEQC to the Durban University of Technology, Executive Summary, October 2008 [Online]. Pretoria. Available: <http://www.che.ac.za> [Accessed 20 January 2011].

Chiejina, A. 2009. Reassessing the value of satellite campuses [Online]. Available: www.businessdayonline.com [Accessed 12 October 2009].

Chilisa, B. 2011. Indigenous Research Methodologies. Thousand Oaks: Sage.

Choudaha, R. 2011. The new wave of branch campuses [Online]. Dr Education insights on international education. Available: <http://www.dreducation.com> [Accessed: 08 September 2010].

C.I.L. 2007. Centre for Innovative Leadership Ltd [Online]. Available: www.cil.net

Cloete, N.; Fehnel, R.; Maassen, P.; Moja, T.; Perold, H. & Gibbon, T. 2002. Transformation in Higher Education: Global Pressures and Local Realities in South Africa. Lansdowne: Juta & Company (Pty) Ltd.

Close, P. & Raynor, A. 2010. Five literatures of organisation: putting the context back into educational leadership [Online]. School Leadership and Management, Vol.30, No.3, July 2010, 209 – 224. Available: <http://www.informaworld.com> [Accessed: 28 October 2011].

Cloud, R.C. 2010. Epilogue: Change leadership and leadership development [Online]. New Directions for Community Colleges, No.149, Spring 2010. Available: www.interscience.wiley.com [Accessed: 11 November 2011].

Coates, H.; Dobson, I.R.; Goedegebuure, L. & Meek, L. 2010. Across the great divide: what do Australian academics think of university leadership? Advice from CAP survey [Online]. Journal of Higher Education Policy and Management. Vol. 32, No. 4, August 2010, p379 – 387. Available: <http://www.informaworld.com> [Accessed: 03 October 2011].

Coldwell, D. & Herbst, F. 2004. Business Research. Cape Town: Juta.

Cook, R.A.; Yale, L.T. & Marqua, J.J. 1990. Tourism the Business of Travel. Prentice-Hall: New Jersey.

Cooper, D.R. & Schindler, P.S. 2011. Business Research Methods. Singapore: MrGraw-Hill.

Council. 2009. DUT Strategic goals and objectives for 2009 to 2018 and strategic directions 2008 – 2012. Division of Corporate Affairs [Online] Available: www.dut.ac.za [Accessed: 15 November 2011].

Cousin, G. 2009. Researching Learning in Higher Education: An Introduction to Contemporary Methods and Approaches. New York: Routledge Taylor & Francis Group.

Creswell, J.W. 2003. Research design: qualitative, quantitative and mixed methods approaches [Online]. Thousand Oaks: Sage Publications. Available: <http://digilib.bc.edu/reserves/ed829/kenn/ed82908.pdf> [Accessed: 16 January 2012].

Cronje, F. 2010. Much progress in the 'transformation' of higher education - 20th September 2010 [Online]. Available: www.sairr.org.za/.../much-progress-in-the-transformation-of-higher-edu... [Accessed: 8 May 2013].

Crowe, S; Cresswell, K.; Robertson, A.; Huby, G.; Avery, V. & Sheich, A. 2011. The case study approach [Online]. BMC Medical Research Methodology, 2011, 11:100. Available: <http://www.biomedcentral.com> [Accessed: 15 November 2011].

Cunningham, A.F.; Erisman, W. & Looney, S.M. 2008. Higher education in Michigan: Overcoming challenges to expand access [Online]. Institute for Higher Education Policy, March 2008. Available: www.ihep.org [Accessed: 24 April 2011].

Davis, J.L. & Kelly, J. 2006. Report on Sir Wilfred Grenfell College Review. DoE Gov: Newfoundland and Labrador.

de la Rey, C. 2009. Council on Higher Education; Higher Education Monitor No. 8. The state of Higher Education in South Africa [Online]. Available: [Accessed: 8 May 2013].

Denscombe, M. 2007. The Good Research Guide for Small-scale Social Research Projects. Maidenhead: Open University Press.

de Vos, A.S.; Strydom, H.; Fouche, C.B. & Delport, C.S.L. 2011. Research at Grass Roots : For the social sciences and human services professions. Pretoria: Van Schaik.

Dey, I. 1993. Qualitative data analysis: A user-friendly guide for social scientists. New York: Routledge.

Dong, L.I. 2009. Exploring the integration of merged Chinese higher education institutions in management and leadership dimension [Online]. Available: www.eair.nl/forum/vilnius/pdf/567.pdf [Accessed: 3 April 2013].

Doyle, M.E & Smith, M.K. 2001. Classical leadership [Online]. Available: <http://www.infed.org/leadership/traditional...leadership.htm> [Accessed: 22 January 2012].

Drew, G. 2010. Issues and challenges in higher education leadership. Engaging for change [Online]. The Australian Educational Researcher, Vol. 37 No. 3, December 2010. Available: <http://www.eprints.qut.edu.au> [Accessed: 03 October 2011].

DUT. 2011. The student centred university of technology [Online]. Available: www.dut.ac.za [Accessed: 4 April 2013].

Ebden, M. 2010. We're on a steep learning curve: The benefits and challenges of multi-campus university course delivery. *Research and Development in Higher Education: Reshaping Higher Education*, 33 (pp. 267–277). Melbourne, 6–9 July, 2010 [Online]. Available: www.herdsa.org.au/wp-content/.../2010/.../HERDSA2010_Ebden_M.pdf [Accessed: 4 May 2013].

Ehlers, T. & Lazenby, K. 2010. Strategic Management: Southern African Concepts and Cases. Pretoria: Van Schaik.

Ezarik, M. 2009. Multi-campus planning: Behind the scenes. How four institutions solved their branch campus scheduling and transportation challenges. *University Business*. Norwalk, Connecticut: Professional Media Group LLC [Online]. Available: <http://universitybusiness.com/viewarticle.aspx?articleid=1381> [Accessed: 4 May 2013].

Faust, D.G. 2010. No borders, only frontiers [Online]. The Times Higher Education, September 2010. Available: <http://www.timeshighereducation.co.uk> [Accessed: 27 January 2012].

Fidock, J. 2006. Organisational structure and information technology (IT): Exploring the implications of IT for future military structures [Online]. Available: www.dtic.mil/cgi-bin/GetTRDoc?AD=ADA458912 [Accessed: 15 May 2013].

Finn, M.; Elliot-White, M. & Walton, M. 2000. Tourism & Leisure Research Methods: Data Collection, Analysis and Interpretation. London: Pearson Longman.

Flumerfelt, S. & Banachowski, M. 2011. Understanding leadership paradigms for improvement in higher education. Quality Assurance in Education. Vol.19 No.3. Emerald Group Publishing Limited. [Online]. Available: www.emeraldinsight.com/0968-4883.htm [Accessed: 22 September 2011].

Fox, W. & Bayat, M.S. 2007. A Guide to Managing Research. Cape Town: Juta.
Goddard, W. & Melville, S. (2006): Research Methodology: An Introduction. Cape Town: Juta.

Gaskell, C. 2011. Understanding satellite campuses [Online]. Available: www.lfhe.ac.uk/research/smallproject [Accessed: 03 September 2011].

Geyer, R. 2004. Europeanisation, Complexity and the British Welfare State [Online]. Policy Press. Available: ael.pitt.edu/1719/1/Geyer.pdf [Accessed: 28 September 2011].

Glesne, C. 2006. Becoming Qualitative Researchers: An Introduction. Boston: Pearson Education Inc.

Goddard, W. & Melville, S. 2006. Research Methodology: An Introduction. Landsdowne: Juta.

Grbich, C. 2009. Qualitative Data Analysis: an introduction. Los Angeles: Sage.

Groth, L. 1999. Future organizational design: the scope for the IT-based enterprise. John Wiley & Sons.

Hacker, A. & Dreifus, C. 2010. The trouble with going global [Online]. Newsweek, 00289604, Vol.156, Issue 12, 20/9/2010. Available: <http://web.ebscohost.com> [Accessed: 24 October 2011].

Hall, M.; Symes, A. & Luescher, T. 2004. The governance of merger in South African Higher Education: Research report prepared for the Council on Higher Education [Online]. Available: <http://www.che.ac.za> [Accessed: 8 May 2013].

Harman, G. & Harman, K.M. 2002. Institutional mergers in higher education: lessons from international experience, *Tertiary Education and Management*, vol. 29, pp. 29-44 [Online]. Available: <http://www.une.edu.au/chemp/pubs/ghpubs.php> [Accessed: 15 May 2012].

Hartlieb, E.; Leber, M.; Tuppinger, J. & Willfort, R. 2007. The Analysis of Organizational Culture and Structure as a Basis for the Implementation of Knowledge Management[Online]. Available: www.fm-kp.si/zalozba/ISBN/961-6486-71-3/171-179.pdf [Accessed: 15 May 2013].

Hatton, E.J. 2002. Charles Sturt University: A case of institutional amalgamation [online]. Higher Education 44. Kluwer Academic Publishing. Available: www.jstor.org/stable/3447550 [Accessed: 27 June 2011].

Hellriegel, J.; Jackson, S.E; Slocum, J.; Staude, G.; Amos, T.; Klopper, H.B.; Louw, L. & Oosthuizen, T. 2009. Management: South African Edition. Cape Town: Oxford University Press.

Henning, E.; van Rensburg, W.; & Smit, B. 2007. Finding your way in Qualitative Research. Pretoria: Van Schaik Publishers.

Hilary, P.M. ; Winchester, W. & Sterk, B.F. 2006. Multi-Campus University Management. Lessons from AUQA Audit Reports [Online]. Available: www.auqa.edu.au/./paper_a5.pdf [Accessed: 25 April 2011].

Hodge, J.B.; Anthony, W.P & Gales, L.M. 2003. Organisational Theory: A Strategic Approach. New Jersey: Prentice Hall.

Hosen, N. 2004. A better world for all: maintain that which is old and good, and embrace that which is new and better. [Online]. Available: <http://www.uow.edu.au/research/files/guidelines.rtf> [Accessed 19 June 2011].

Hottinga, W. 2008. Greiner evolution-revolution growth model for organisations [Online]. Available: www.walterhottinga.com [Accessed: 27 January 2012].

Hough, J.; Thompson, A.A.; Strickland, A.J.; & Gamble, J.E. 2011. Crafting and Executing Strategy: Creating sustainable high performance in South Africa: Text, readings and cases. Berkshire: McGraw-Hill.

Huysamen, G.K. 1990. Descriptive Statistics for the Social and Behavioural Sciences. Pretoria: van Schaik.

Israel, G.D. 2009. Determining sample size [Online]. Available: <http://edis.ifas.ufl.edu> [Accessed: 14 January 2012]

Jansen, D.J. 2002. Mergers in Higher Education: Lessons learned in transitional contexts. Pretoria; Unisa Press.

Jirwe, M. 2011. Analysing qualitative data [Online]. Nurse Researcher, Vol.18, No.3, April 2011. Available: www.ebscohost.com [Accessed: 15 November 2011].

Johnson, G. 2011. Concerns overcome as leadership flourishes [Online]. Strategic Direction, Vol.27, No.2, 2011 p 22 – 24. Available: www.emeraldinsight.com [Accessed: 22 September 2011].

Johnsone, D.B. 2005. Role, scope, mission and purpose of multi-campus systems [Online]. Available: <http://www.nabca.net/files/NABCABranchCampusResearchSources.pdf> [Accessed: 13 March 2012].

Jones, G.R. & Hill, C.W.L. 2010. Theory of Strategic Management with Cases, 9th edition. Australia: South-Western Cengage Learning.

Joyce, P. 2010. Get your mojo working: complexity's call for magnetic and magical leaders [Online]. International Journal of Leadership in Education. Vol.13, No. 3, July – September 2010, 283 – 299. Available: <http://www.tandf.co.uk/journals> [Accessed: 10 November 2011].

Kamsteeg, F. 2008. In search of a merged identity: the case of multi-campus North-West University, South Africa. TD: 2008 Vol. 4 No.2 [Online]. Available: <http://hdl.handle.net/10394/3939> [Accessed: 8 May 2013].

Kandampully, J.A. 2007. Services Management: The New Paradigm in Hospitality. New Jersey: Pearson-Prentice Hall.

Kawulich, B.B. 2004. Data analysis techniques in qualitative research [Online]. Available: www.ceraonline.org/journal/files/2004/JRE_2004_08_kawulich.pdf [Accessed: 10 October 2013].

Kazerooni, E.A. 2001. Population and sample [Online]. Fundamentals of Clinical Research for Radiologists Vol.177, No.5, November 2001. Available: <http://www.ajronline.org/doi/full/10.2214/ajr.177.51770975> [Accessed: 30 March 2013].

Kezar, A.J.; Carducci, R. & Contreras-McGavin, M. 2006. Rethinking the “L” Word in higher education: The revolution of research on Leadership [Online]. ASHE Higher Education Report, Vol. 31, No. 6, p169 – 176. Available: <http://www.ebscohost.com> [Accessed: 21 September 2011].

Kezar, J.; Gallant, T.B. & Lester, J. 2011. Everyday people making a difference on college campuses: the tempered grassroots leadership tactics on faculty and staff [Online]. Studies in Higher Education. Vol. 36, No. 2, March 2011, p129 – 151. Available: <http://www.informaworld.com> [Accessed: 15 November 2011].

Kleijnen, J.; Dolmans, D.; Muijtjens, A.; Willems, J. & van Hout, H. 2009. Organisational values in higher education: perceptions and preferences of staff [Online]. Quality in Higher Education, Vol.15, No.3, November 2009. Available: www.informaworld.com [Accessed: 15 November 2011].

Krause, K.; Lizzio, A.; Bath, D.; Clark, J.; Scott, G.; Campbell, S.; Spencer, D. & Fyffe, J. 2010. Effective program leadership: managing multi-campus challenges. [Online]. ALTC. Program Leader Project: Good Practice Guide. Available: www.griffith.edu.au/-data/assets/pdf [Accessed: 08 September 2011].

Kritzer, H.M. 2004. The data puzzle: The nature of interpretation in quantitative research [Online]. Available: <http://www.jstor.org> [Accessed: 18 June 2013].

Kwan, P. & Walker, A. 2003. Positing organisational effectiveness as a second-order construct in Hong Kong Higher Education Institutions [Online]. Research in Higher Education, Vol. 44, No. 6, December 2003. [Availablewww.jstor.org/stable/40197337pdf](http://www.jstor.org/stable/40197337pdf) [Accessed: 19 April 2013].

Lane, J. 2009. Organisation: Structure and culture [Online]. Available: https://www.icsaglobal.com/.../g_SOM_5thEd_StudyText_Chapter4.pdf [Accessed: 15 May 2013]

Lebedev, A. 2006. The Proximity Theory [Online]. Available: www.artlebedev.com/mandership/136 [Accessed: 04 October 2011].

Lee, S.K.J. 1992. Quantitative versus qualitative research methods – Two approaches to organisation studies: APJM. Asia Pacific Journal of Management [Online],1(9):87–94.Available: <http://search.proquest.com.dutlib.dut.ac.za::2048/docview/228433051/fulltextPDF/132FEB80FF61F0D46D8/9?accountid=10612> [Accessed: 29 March 2013].

Leech, N. L. & Onwuegbuzie, A. J. 2007. An Array of Qualitative Data Analysis Tools: A Call for Data Analysis Triangulation. School Psychology Quarterly Copyright 2007 by the American Psychological Association 2007, Vol. 22, No. 4, 557–584 1045-3830/07/\$12.00 DOI: 10.1037/1045-3830.22.4.557 [Online]. Available: [http://class.classmatandread.net/qual/-qualanalysis\(2\).pdf](http://class.classmatandread.net/qual/-qualanalysis(2).pdf) [Accessed: 07 June 2013].

Leong, R. 2011. Fractals on Friday. Leadership lessons from triathlons: Leading with unconventional wisdom [Online]. Available: lead2tri.blogspot.com/2011/07/f [Accessed: 25 February 2012].

[Lewins](#), A.; Taylor, C. & [Gibbs](#), G.R. 2010. What is Qualitative Data Analysis (QDA)? [Online]. Available: onlineqda.hud.ac.uk/Intro_QDA/what_is_qda.php [Accessed: 04 June 2013].

Linstead, S.; Fulop, L. & Lilley, S. 2004. Management and Organisation: A Critical Text. New York: Palgrave Macmillan.

Lipowski, E.E. 2008. Developing great research questions [Online]. Available:

www.ashpfoundation.org/.../ResearchResourceCenter/.../AJHPResearchF [Accessed: 5 May 2013].

Liston, C. 1999. *Managing Quality and Standards*. Buckingham: Open University Press.

Liu, X. & Lv, X. 2007. *Research on science and technology innovation of multi-campus universities in China* [Online].

Available: <http://snidely.dlib.vt.edu:8081/dspace/bitstream/2340/277/1/068Liu.pdf> [Accessed: 4 May 2013].

Lomas, L. 2004. Embedding quality: the challenge for higher education [Online]. *Quality Assurance in Education*. Vol. 12, No. 4, 2004, p 157 – 165. Available: www.emerldinsight.com [Accessed: 24 August 2011].

Luescher, T.M. & Symes, A. 2003. *The Transformation of Higher Education in South Africa: How Much Have We Achieved? Perceptions of Policy Developments 1997-2003 and Outlook for the Next Five Years*. Research report prepared for the Council on Higher Education 5th CHE consultative conference 12 November 2003 [Online]. Available: <http://www.che.ac.za> [Accessed: 8 May 2013].

Mabey, C. & Freeman, T. 2010. Reflections on leadership and place [Online]. *Policy Studies* Vol.31, No.4 July 2010 Available: www.informaworld.com [Accessed: 04 October 2011].

Makgoba, M.W. 2008. Reflections on the University of KwaZulu-Natal merger [Online]. *Leadership Foundation for Higher Education in Practice: Issue Sixteen*. Available: <http://www.lfhe.ac.uk> [Accessed 23 march 2011].

Malan, F. & Smit, B. 2001. *Ethics and Leadership in Business and Politics*. Lansdowne: Juta.

Malete, E.N. 2010. Qwaqwa Campus Welcome address. [Online] Available: www.uovs.ac.za/faculties/content.php [Accessed:19 January 2010].

Maner, W. 1997. Prototyping [Online]. Available: csweb.cs.bysu.edu/./Proto.htm [Accessed: 07 November 2011].

Marschan-Piekkari, R. & Welch, C. 2004. Handbook of Qualitative Research Methods for International Business. Cheltenham: Edward Elgar.

Maree, J.G.K. 2012. Complete your thesis or dissertation successfully: Practical guidelines. Cape Town: Juta.

Maree, K. 2010. First Steps in Research. Pretoria: Van Schaik.

Maree, K. & van der Westhuizen, C. 2009. Head start in Designing Research Proposals in Social Sciences. Cape Town: Juta.

Markwell, D. 2008. Working together to become 'world class' universities [Online]. Available: www.uwa.edu.au/university/governance/executive/education-archive [Accessed: 28 January 2010].

Marshall, S. 2007. Strategic Leadership of Change in Higher Education: What is new? London: Routledge Taylor & Francis Group.

Marshall, S. & Green, N. 2007. Your PhD Companion: a handy mix of practical tips, sound advice and helpful commentary to see you through your PhD. Oxford: How To Books.

Mason, W.H. 2011. Complexity Theory. Reference for Business [Online]. Encyclopedia of Business, 2nd edition. Available: <http://www.referenceforbusiness.com> [Accessed: 28 September 2011].

Mathebula, M.R. & de Beer, K.J. 2003. In search of universal guidelines for the management of a satellite campus for higher education [Online]. Available: www.oerafrica.org/pdf [Accessed: 10 August 2011].

Mathebula, M.R. & de Beer, K.J. 2010. In search of universal guidelines for the management of a satellite campus for higher education [Online]. OER Africa: Saide. Available: <http://preview4.bluematrix.co.za> [Accessed: 13 October 2011].

McGloin, S. 2008. The trustworthiness of case study methodology [Online]. Nurse-researcher 2008, 16,1 Available: www.ncbi.nlm.nih.gov/pubmed/19025105 [Accessed: 15 November 2011].

McMillan, E. 2002. Considering organisation structure and design from a complexity paradigm perspective [Online]. Available: www.ifm.eng.cam.ac.uk/mcn/pdf [Accessed: 11 February 2012].

McMillan, J.H. & Schumacher, S. 2010. Research in Education: A conceptual introduction. New York: Addison-Wesley Longman.

McMillan, J.H. & Schumacher, S. 2012. Research in Education: Evidence-based Inquiry. Boston: Pearson Education.

Melander, E.R. 2002. The Meaning of “Student-Centered” Advising: Challenges to the Advising Learning Community [Online]. The Mentor November 27 2002. Available: dus.psu.edu/mentor [Accessed: 17 March 2013].

Middlehurst, R. 2010. Sustaining leadership in challenging times [Online]. Higher Education Management and Policy, Vol.22/3. Available: www.oecd.org/documents [Accessed: 03 October 2011].

Miller, B.A. 2007. Assessing Organisational Performance in Higher Education. San Francisco: John Wiley & Sons Inc.

Milton, J.S.; McTeer, P.M. & Corbet, J.J. 1997. Introduction to Statistics. Boston: WCB McGraw-Hill.

Morgan, J. 2011. Branching out [Online]. The Times Higher Education, August 2011. Available: www.timeshighereducation.co.uk/story.asp?storycode=415018 [Accessed: 11 August 2011].

Mouton, J. 2009. How to succeed in your Master's and Doctoral Studies. Pretoria: Van Schaik.

Muijs, D. 2011. Leadership and organisational performance: from research to prescription? International Journal of Education Management, Vol,25 No 1. Emerald Group Publishing Limited [Online] Available: www.emeraldinsight.com/0951-354X.htm [Accessed: 22 September 2011].

Mulley, C. 2011. University to Lead a Study into Satellite Campuses [Online]. University of Hull. Available: http://www2.hull.ac.uk/news_and_events-1/news_archive/2010 [Accessed: 10 January 2011].

Naidoo, K. M. 2012. Tourist Service Quality Management in the Ecotourism Accommodation Sector of KwaZulu-Natal. Doctor of Technology (D.Tech) Thesis [Online]. Abstract available: <http://ir.dut.ac.za/handle/10321/768> [Accessed: 30 March 2013].

Ngambi, H.C. 2011. Rare Total Leadership. Claremont: Juta.

Nieman, G. & Bennett, A. (editors). 2002. Business Management: A Value Chain Approach. Pretoria: Van Schaik.

Northouse, P. 2007. Leadership – What is it? [Online]. Available: [www.corwin.com/upm-data/15104 Rowe Chapter 01.pdf](http://www.corwin.com/upm-data/15104_Rowe_Chapter_01.pdf) [Accessed: 1 May 2013].

Obama, B. 2011. Our destiny remains our choice [Online]. Vital Speeches of the Day. Vol. 77, Issue 3, p100 – 107. Available: <http://www.ebscohost.com> [Accessed: 10 November 2011].

OCUFA. 2009. Policy Position on Satellite Campus. Ontario Confederation of University Faculty Associations [Online] Available: www.ocufa.on.ca/OCUFA/docs/policies 3 October 2009. [Accessed: 23 March 2011].

Olsen, W. 2004. Triangulation in social research: qualitative and quantitative methods can really be mixed [Online]. Available: www.ccsr.ac.uk [Accessed: 18 November 2011].

O'Neill, J.W.; Beauvais, L.L. & Scholl, R.W. 2001. The use of organizational culture and structure to guide strategic behaviour: An information processing Perspective [Online]. The Journal of Behavioral and Applied Management – Winter/Spring 2001 – Vol. 2(2) Page 131. Available: http://www.jbam.org/pubs/jbam/articles/vol2/article2_10.htm [Accessed: 1 April 2013].

Osseo-Asare, A.E.; Longbottom, D. & Chourides, P. 2007. Managerial leadership for total quality improvement in UK higher education [Online]. The TQM Magazine: Vol.19 No.6, 2007. Emerald Group Publishing Limited. Available: www.erdemaldinsight.com/0954-478X.htm [Accessed: 22 September 2011].

Osseo-Asare, A.E.; Longbottom, D. & Murphy, W.D. 2005. Leadership best practices for sustaining quality in UK higher education from the perspective of EFQM Excellence Model [Online]. Quality Assurance in Education: Vol.13 No.2, 2005. Emerald Group Publishing Limited. Available: www.erdemaldinsight.com/0968-4883.htm [Accessed: 22 September 2011].

Page, C. & Meyer, D. 2005. Applied Research Design for Business and Management. Australia: Irwin/McGraw-Hill.

Pearce, J.A. & Robinson, R.B. 2000. Strategic Management: Formulation, Implementation and Control. Boston: McGraw-Hill.

Phillimore, J. & Goodson, L. 2009. Qualitative Research in Tourism: Ontologies, Epistemologies and Methodologies. London: Routledge Taylor & Francis Group.

Phillips, E.M. & Pugh, D.S. 2005. How to get a PhD: A handbook for students and their supervisors. Berkshire: Open University Press.

Pieterse, V. & Sonnekus, I.P. 2003. Rising to challenges of combining qualitative and quantitative research [Online] Available: http://www.education.up.ac.za/alarpm/PRP_pdf/Pieterse&Sonnekus [Accessed: 25 April 2011].

Piper, M. 1999. Define a University: Annual Report. University of British Columbia [Online] Available: www.library.ubc.ca/1999.pdf [Accessed: 15 November 2010].

Pityana, N.B. 2009. Higher Education, Transformation and Africanisation- a Paradigm Shift? [Online]. Available: [www.ieasa.studysa.org/resources/Study.../trasformation Africanisation.pdf](http://www.ieasa.studysa.org/resources/Study.../trasformation_Africanisation.pdf) [Accessed: 8 May 2013].

Qi, S. 2009. Case study in contemporary educational research: Conceptualization and critique [Online]. Cross-cultural Communication Vol.5 No.4 2009. Available: <http://www.cscanada.org> [Accessed: 13 October 2011].

Randall, L.M. & Coakley, L.A. 2007. Applying adaptive leadership to successful change initiatives in academia [Online]. Leadership & Organization Development Journal Vol.

28 No. 4, Emerald Group Publishing Limited. Available: www.emeraldinsight.com/0143-7739.htm [Accessed: 22 September 2011].

Rayner, S.; Fuller, M. McEwen, L. & Roberts, H. 2010. Managing leadership in the UK university: a case for researching the missing professoriate? [Online]. Studies in Higher Education Vol.35 No. 6 September 2010, 617-631. Available: www.informaworld.com [Accessed: 21 September 2011].

Redmond, C. 2008. Lessons Learned from Satellite Campuses [Online]. University of Waterloo Daily Bulletin. Available <http://www.bulletin.uwaterloo.ca/2008/oct/29we.html> [Accessed 28 January 2010].

Reisz, M. 2010. Maintaining Orbit in Hostile Skies [Online]. The Times Higher Education, 13 May 2010. Available <http://www.timeshighereducation.co.uk/story.asp?sectioncode=26&storycode=411551> [Accessed 28 March 2011].

Riera, J. 2008. Rethinking the “L” word in higher education: The revolution in research on leadership (review) [Online]. Journal of College Student Development Vol. 49, No.2 March/April 2008. Available: <http://web.ebscohost.com/ehost/detail> [Accessed: 28 September 2011].

Robbins, S.P.; Judge, T.A.; Odendaal, A. & Roodt, G. 2009. Organisational Behaviour: Global and Southern African Perspectives. Cape Town: Pearson Education.

Rosenhead, J. 1998. Complexity Theory and management practice [Online]. Human Nature Daily Reviews. Available: <http://human-nature.com/science-as-culture/rosehead.html> [Accessed: 04 October 2011].

Rossouw, D.; le Roux, S.J. & Groenewald, D. 2007. Strategic Management: An Applied South African Perspective. Claremont; New Africa Books.

Sachdeva, J.K. 2009. Business Research Methodology. Mumbai: Global Media.

Saunders, M.; Lewis, P. & Thornhill, A. 2007. Research Methods for Business Students. Harlow: Prentice Hall.

Schilling, M.A. 2000. Towards a general modular systems theory and its application to interfirm product modularity [Online]. Academy of Management Review, Vol.25 No.2. 2000. Available: www.google.com [Accessed: 27 September 2011].

Schwieren, C. 2012. *Organizational Structure & Culture* [Online]. Available: www.christiane-schwieren.de/orgbe/StructureandCulture.pdf [Accessed: 15 May 2013].

Scott, G.; Bell, S.; Coates, H. & Grebennikov, L. 2010. Australian higher education leaders in times of change: the role of Pro Vice-Chancellor and Deputy Vice-Chancellor [Online]. Journal of Higher Education Policy and Management, Vol.32, No.4 August 2010, 401-418. Available: <http://www.informaworld.com> [Accessed: 24 October 2011].

Scott, G.; Grebennkov, L. & Johnston, K. 2007. Study of Australian Multi-Campus Universities [Online]. Journal of Institutional Research 13 n.1 p. 1-23 November 2007. Available: Cunningham.acer.edu.au/./dbtwpub.dll [accessed 25 April 2011].

Seidel, J.V. 1998. Qualitative Data Analysis [Online]. Available: www.qualisresearch.com [Accessed: 9 April 2013].

Senior, B. & Fleming, J. 2006. Organizational Change. Harlow: Prentice Hall.

Serfontein, J.J. 2010. The impact of strategic leadership on the operational strategy and performance on business organisations in South Africa. Doctor of Philosophy (PhD) Thesis [Online]. Available: scholar.sun.ac.za/.../serfontein_impact_2010.pdf [Accessed: 30 March 2013].

Shaparenko, B. & Joachims, T. 2009. Identifying the original contribution of a document via language modeling. [Online]. Available: www.cs.cornell.edu/People/tj/public.pdf [Accessed 19 June 2011].

Shapiro, D. 2012. Strategy follows structure, structure supports strategy [Online]. First Concepts Consultants: Revenue detectives helping find more ways to increase sales, margins and market share. Available: www.firstconcepts.com [Accessed: 25 February 2012].

Shattock, M. 2003. Managing Successful Universities [Online]. Berkshire: McGraw-Hill Education. Available: <http://site.ebrary.com/lib/durbanut/Doc?id=10175236> [Accessed: 19 September 2011].

Silbiger, S. 2006. The 10-Day MBA: A Step-by-Step Guide to Mastering the Skills Taught in Top Business Schools. London: Piatkus.

Simplicio, J. 2011. It all starts at the top: divergent leadership styles and their impact upon a university [Online]. Education, Fall 2011, Vol. 132, Issue 1 p 110 – 114. Available: <http://www.ebscohost.com> [Accessed: 10 November 2011].

Singh, A. & Khanna, V.S. 2010. Thinking beyond foreign university branch campuses: the Fore (Regulation of Entry and Operations) Bill 2010 [Online]. Available: <http://www.criticaltwenties.in/lawthejudiciary/thinking-beyond-foreign-university-branch> [Accessed: 8 September 2011].

Sisney, L. 2012. The 5 classic mistakes in organizational structure: Or, how to design your organization the right way [Online]. Available: <http://www.OrganizationalPhysics.com/> [Accessed: 28 May 2013].

Skodvin, O. 1999. Mergers in higher education – success or failure? Tertiary Education and Management, 5:1, 65-80 [Online]. Available: <http://dx.doi.org/10.1080/13583883.1999.9966981> [Accessed: 23 January 2012].

Smit, P.J.: de J Cronje, G.J.; Brevis, T. & Vrba, M.J. 2010. Management Principles: A Contemporary Edition for Africa. Cape Town: Juta.

South African Parliament. 1995. South African Qualifications Authority Act No. 58 of 1995 [Online]. Available: <http://www.saga.org.za/list.asp?key=Legislation> [accessed: 18 March 2011].

South African Parliament. 1996. The Constitution of the Republic of South Africa: Act 108 of 1996. Pretoria: Constitutional Assembly.

South African Parliament. 1997. Higher Education Act 101 of 1997. Act of Parliament. Pretoria: Government Printers.

South African Parliament. 1997. Notice 1196 of 1997 Education White Paper 3: A Programme for the Transformation of Higher Education. Pretoria: Government Printers.

South African Parliament. 2001. Higher Education Amendment Act 23 of 2001. Act of Parliament. Pretoria: Government Printers.

South African Parliament. 2008. Higher Education Qualifications Framework (HEQF) – Government Gazette. 5 October 2007; National Qualifications Bill (NQF Bill – November 2008 [Online]. Available: http://sun025.sun.ac.za/portal/page/portal/Administrative_Divisions/INB/Home/HEQF_Alignmen... [Accessed: 12 April 2011].

South African Parliament. 2012. The Green Paper for Post-school Education and Training: Department of Higher Education and Training [Online]. Available: www.dhet.gov.za/portals/...GreenPaper.pdf [Accessed: 1 April 2013].

Soy, S.K. 1997. The case study as a research method [Online] Available: <http://www.ischool.utexas.edu/~ssoy/usesusers/1391dlb.htm> [Accessed: 11 September 2011].

Spendlove, M. 2007. Competencies for effective leadership in higher education. International Journal of Education Management, Vol. 21 No. 5 Emerald Group Publishing Limited [Online]. Available: www.emeraldinsight.com/0951-354X.htm [Accessed 3 August 2011].

Spradley, J.P. 1979. The ethnographic interview [online]. Available: www.jstor.org/stable/2392270 [Accessed: 10 October 2013].

Stat Trek. Teach yourself statistics [Online]. Available: <http://stattrek.com/statistics/random-number-generator.aspx> [Accessed: 15 May 2012].

Stensaker, B. 2007. The relationship between branding and organisational change, Higher Education Management and Policy, Vol.19, No.1- ISSN 1682-3451 [Online]. Available: www.getcited.org/pub/103444869 [Accessed: 4 April 2013].

Stringer, B., & Hudson, P. 2008. Sustaining educational futures for multi-campus TAFE environments: Change requirements for leadership roles and practices. *Proceedings of the Association for Active Educational Researchers (AARE) International Educational Research Conference*. Brisbane: AARE [Online]. Available: www.hersa.org.au/wp-content/uploads/.../HERDSA2010_Ebden_M.pdf [Accessed: 4 May 2013].

Taylor, J. 2006. Big is beautiful. Organisational change in universities in the United Kingdom: New models of institutional management and changing role of academic staff

[online]. Higher Education in Europe, Vol.31 No.3 October 2006. Available: www.education.soton.ac.uk [Accessed: 10 November 2011].

Taylor-Powell, E. & Renner, M. 2003. Analyzing qualitative data [Online]. Available: learningstore.uwex.edu/pdf/g3658-12.pdf [Accessed: 1 May 2013].

Teferra, D. & Altbach, P.G. 2004. African higher education: challenges for the 21st century [Online]. Higher Education Vol. 47, No. 1 January 2004 pp 21-50. Available: <http://www.jstor.org/stable/4151555pdf> [Accessed: 19 June 2011].

Thomson, P. 2012. What not to do in a thesis conclusion [Online]. Available: <http://patthomson.wordpress.com/2012/12/17/what-not-to-do-in-a-thesis-conclusion-part-one-...> [Accessed: 26 July 2013].

Thompson, J. & Martin, F. 2006. Strategic Management: Awareness and Change. London: Thomson.

Timberlake, G.R. 2004. Decision-making in multi-campus higher education institutions, The Community College Enterprise, Fall 2004, 91-99 [Online]. Available: classnotes-org-gov.mwmwikis.net/pdf [Accessed: 4 April 2013].

Tight, M. 2010. The curious case of the case study: a viewpoint [Online]. International Journal of Social Research Methodology. Vol.13, No. 4, October 2010, 329-339. Available: www.informaworld.com [Accessed: 15 November 2011].

Tredoux, C. & Durrheim, K. 2010. Numbers, Hypotheses & Conclusions: A Course in Statistics for the Social Sciences. Lansdowne: UCT Press.

Trochim, W.M.K. 2006. Research Methods Knowledge Base [Online]. Available: <http://www.socialresearchmethods.net> [Accessed 26 April 2011].

UFH. 2009. Strategic Plan 2009 – 2016: Towards our Centenary [Online]. Available: ufh.ac.za/support-services/qma/Strategic%20Plan%202009.pdf [Accessed: 09 March 2013].

Ursin, J.; Aittola, H.; Henderson, C. & Valimaa, J. 2010. Is education getting lost in university mergers? [Online]. Tertiary Education and Management. Vol. 16, Issue 4, 2010. Available: <http://www.tandfonline.com> [Accessed: 8 September 2011].

Valle, V. 2000. Chaos, complexity and deterrence [Online]. Available: www.au.af.mil/..valle.pdf [Accessed: 05 October 2011].

Van Ameijde, J.D.J.; Nelson, P.C.; Billsberry, J. & van Meurs, N. 2009. Improving leadership in Higher Education Institutions: a distributed perspective [Online]. Higher Education 58. Springer Science & Business Media B.V. Available: www.jonbillsberry.co.uk/9.html [Accessed: 03 October 2011].

Van Aswegen, E.S. 2007. Postgraduate supervision: the role of the (language) editor: Sed quis custodiet ipsos custodes? [Online]. Higher education 21 (8) 2007. Available: www.postgraduate2011.co.za/programme [Accessed 20 June 2011].

Varkevisser, C.M.; Pathmanathan, I. & Brownlee, A. 2003. Designing and conducting health system research projects, Vol. 1, Proposal development and fieldwork [Online]. Available: www.ctu.edu.vn/guidelines/.../1.6%20design%20and%20analysis.htm [Accessed: 5 may 2013].

Viljoen, J.P. & Rothmann, S. 2002. Transformation in a tertiary-education institution: A case study [Online]. Management Dynamics Vol. 11, No.2 2002. Available: www.cept.org.za/files [Accessed: 10 January 2011].

Wagner, C.; Kawulich, B. & Garner, M. 2012. Doing Social Research: A global context. Berkshire: McGraw-Hill.

Waller, J.L. 2012. How to Perform and Interpret Chi-Square and T-Tests Paper 155-2012 [Online]. Available: <http://support.sas.com/resources/papers/proceedings12/155-2012.pdf> [Accessed: 16 October 2013].

Walliman, N. 2011. Your Research Project: Designing and Planning your Work. Los Angeles: Sage.

Welman, J.C. & Kruger, S.J. 1999. Research Methodology for the Business and Administrative Sciences. New York: Oxford.

Werner, A. 2011. Organisational Behaviour: A contemporary South African perspective. Pretoria: Van Schaik.

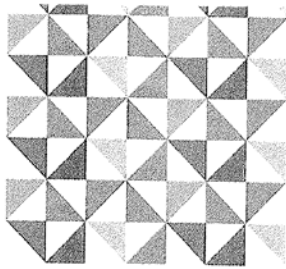
Wheeler, K. 2002. Why strategy and structure go hand-in-hand [Online]. Global Learning Resources Inc. Architects of talent strategies and solutions. Available: <http://glresources.com/81.html> [Accessed: 10 February 2012].

Wilder Research. 2009. Analyzing and interpreting data: Evaluation resources from Wilder Research [Online]. Available: www.wilderresearch.org [Accessed: 19 June 2013].

William, M. & Vogt, W.P. 2011. The Sage Handbook of Innovation in Social Research Methods. Thousand Oaks: Sage.

APPENDICES

Appendix – A:	Letter of approval from Higher Degrees Committee	266
Appendix – B:	Letter of introduction executive leadership of the university	268
Appendix – C:	Letter of introduction to staff	269
Appendix – D:	Letter of introduction to students	270
Appendix – E:	Table of random numbers used to select student samples	271
Appendix – F:	Chi-Square values	273
Appendix – G:	Map of Itheku showing DUT and its five campuses	276
Appendix – H:	Diagrammatic representation of the Durban campuses of DUT	277
Appendix – I:	Map of Umgungundlovu showing the Riverside and Indumiso Campuses of DUT	278
Appendix – J:	Diagrammatic representation of the Midlands campuses of DUT	279



23 October 2013

APPENDIX A

Reference: Proposal Ratification: DC GUMEDE (HLENGWA), Student number 21144032

Dear Ms Gumede (Hlengwa)

DOCTORATE DEGREE OF TECHNOLOGY: BUSINESS ADMINISTRATION

This serves to confirm the ratification of your research proposal by the Higher Degrees Committee, at its meeting held on 2013, as follows:

1. Research proposal and provisional dissertation title:

THE CHALLENGES OF WORKING AND STUDYING AT A SATELLITE CAMPUS: A CASE STUDY OF THE RIVERSIDE CAMPUS OF THE DURBAN UNIVERSITY OF TECHNOLOGY

Supervisor: Dr BI Dlamini

Co-supervisor: Dr RWD Zondo

Please note that any proposed changes in the dissertation title require the approval of your supervisor/s, the Faculty Research Committee, as well as ratification thereof by the Higher Degrees Committee.

2. Research budget to the amount of **R15 000.00**

Please note that this funding is not a scholarship or bursary and is therefore not paid directly to you, but is controlled by your supervisor. Any proposed changes to use of this funding allocation require the approval of your supervisor and the Faculty Research Committee.

The Institutional Research Committee has stipulated that:

- (a) The funding for the Research budget allocated to you is subject to compliance with the Intellectual Property Rights from Publicly Financed Research and Development Act No. 51, 2008 (including the Regulations) in force from time to time;
- (b) This University retains the ownership of any Intellectual Property (patent, design, etc.) registered in respect of the results of your Masters/Doctoral Degree in Technology studies as a result of the award and the provisions of the above Act;
- (c) Should any amounts accrue to you in respect of the disposal of any tangible assets developed or created during the course and scope of your Masters/Doctoral Degree in Technology, such amount will first be directed towards repaying the University the funding

investment which the University has made in approving your request for funding, with the balance being retained by you;

- (d) If the University provided the equipment/materials for the creation of artefacts, this cost must be refunded to the University if such artefacts are sold;
- (e) Should you find any of the terms above not acceptable then you are given the option to decline the Research budget award to your project in writing.

May we remind you that in terms of Rule G25(2)(b), if you fail to obtain the Masters/Doctoral degree within the maximum time period allowed after first registering for the qualification, Senate may refuse to renew your registration or may impose any conditions it deems fit. You may apply to the Faculty Research Committee for an extension.


Please note that you are required to re-register each year.

Should you experience any problems relating to your research, your supervisor must be informed of the matter as soon as possible. If the difficulties persist, you should then approach your Head of Department and thereafter the Executive Dean of the Faculty.

Please refer to the 2012 General Rule Book concerning the rules relating to postgraduate studies, which include *inter alia* acceptable minimum and maximum timeframes, submission of thesis/dissertations, etc. You are also advised to read the Postgraduate Students' Guide which is available on the DUT website <http://research.dut.ac.za>.

Please do not hesitate to contact Research and Postgraduate Support office for any assistance. We wish you success in your studies.

Kind regards,


Prof S Moyo

Director: Research and Postgraduate Support Directorate

Cc Faculty officer: Ms R Pankhurst

TIP Research Finance: Ms R Govender

Head of Department: Mr L Kaplan

Supervisor: Dr BI Dlamini

**THE CHALLENGES OF WORKING AND STUDYING AT A SATELLITE CAMPUS OF
A UNIVERSITY: A CASE STUDY OF THE RIVERSIDE CAMPUS OF THE DURBAN
UNIVERSITY OF TECHNOLOGY**

APPENDIX B

LETTER TO EXECUTIVE LEADERSHIP

Durban University of Technology
19 Aberfeldy Road
Scottsville
3200

Dear madam/sir

My name is Dumsile Hlengwa, lecturer for Ecotourism Management and Head of the Department of Ecotourism at the Riverside Campus of DUT. I am currently conducting a study into the management and leadership at satellite campuses of universities using the Riverside Campus as a case study as the heading indicates.

I write to request for some time for me to be able to discuss the issues that are pertinent to this study with you sir/mam as one of the leaders the of the institution.

I am planning to conduct my interviews in April/May 2013. I hope that you will be able to give me about one hour of your time any day within this period. I attach a copy of the interview schedule to give you time to look through it so that I do not take too much time on the day of the interview.

I also request for permission to record the interview so that I can be free to concentrate in the discussion.

Yours truly

DC Hlengwa

**THE CHALLENGES OF WORKING AND STUDYING AT A SATELLITE CAMPUS OF
A UNIVERSITY: A CASE STUDY OF THE RIVERSIDE CAMPUS OF THE DURBAN
UNIVERSITY OF TECHNOLOGY**

APPENDIX C

STAFF TRANSMITTAL LETTER

Dear staff member

I am conducting a study on this campus as the title indicates. You are requested to complete the attached questionnaire as anonymously as possible. Please do not ask for assistance when completing the questionnaire as that will affect the results of the study.

You do not have to provide your name or staff number anywhere, so your identity remains unknown. This should allow you freedom to say what you want to without any fear of intimidation. Please complete this questionnaire as honestly as possible to enable the researcher to know how you feel and what you think.

The questionnaires will be collected from on the day agreed upon. The aggregate results of the study will be communicated to you prior to the completion of the thesis.

Thank you for your participation in this study.

Yours truly

DC Hlengwa

033 8458858

dumisileh@dut.ac.za

**THE CHALLENGES OF WORKING AND STUDYING AT A SATELLITE CAMPUS OF
A UNIVERSITY: A CASE STUDY OF THE RIVERSIDE CAMPUS OF THE DURBAN
UNIVERSITY OF TECHNOLOGY**

APPENDIX D

STUDENT TRANSMITTAL LETTER

Dear student

I am conducting a study on this campus as the title indicates. You are requested to complete the attached questionnaire as anonymously as possible. Please do not ask for assistance when completing the questionnaire as that will affect the results of the study. You were randomly selected to participate in this study, so do not be surprised if your friend was not given any questionnaire to complete.

You do not have to provide your name or student number anywhere, so your identity remains unknown. This should allow you freedom to say what you want to without any fear of intimidation. Please complete this questionnaire as honestly as possible to enable the researcher to know how you feel and what you think. Remember that you represent other students that were not chosen, so do this to the best of your ability.

The questionnaires will be collected from all of you in your next lecture at the same venue. The aggregate results of the study will be communicated to you prior to the completion of the thesis.

Thank you for your participation in this study.

Yours truly

DC Hlengwa

033 8458858

dumisileh@dut.ac.za

Random Number Table

APPENDIX E

1000 Random Numbers

0532	0312	0707	0522	0344	0611	0810	0479	0472	0226	0964	0487	0917	0158	0433	0077	0412
0141	0220	0718	0489	0440	0322	0675	0618	0055	0476	0949	0062	0988	0212	0273	0558	0971
0999	0179	0369	0269	0836	0137	0498	0885	0254	0145	0943	0551	0725	0735	0703	0800	0511
0376	0515	0098	0348	0333	0643	0714	0767	0607	0087	0380	0237	0932	0583	0628	0023	0572
0661	0928	0126	0530	0789	0543	0280	0804	0233	0209	0750	0393	0729	0457	0536	0034	0540
0757	0639	0992	0935	0372	0793	0265	0113	0038	0262	0590	0874	0286	0049	0230	0686	0586
0151	0188	0814	0201	0305	0461	0258	0868	0040	0051	0019	0115	0562	0693	0832	0415	0665
0650	0960	0030	0083	0924	0404	0697	0554	0248	0900	0945	0340	0889	0977	0244	0177	0846
0105	0594	0596	0119	0284	0526	0066	0444	0044	0508	0853	0351	0857	0073	0956	0308	0985
0423	0109	0316	0429	0355	0579	0906	0190	0337	0365	0547	0002	0902	0468	0504	0130	0252
0622	0778	0575	0183	0091	0102	0070	0166	0878	0008	0147	0466	0981	0967	0276	0081	0134
0975	0455	0012	0605	0564	0216	0996	0391	0205	0027	0294	0494	0162	0155	0911	0913	0436
0600	0842	0383	0761	0361	0825	0169	0401	0173	0123	0006	0359	0301	0739	0425	0633	0746
0671	0896	0222	0241	0654	0682	0864	0318	0953	0519	0821	0447	0568	0939	0094	0892	0500
0408	0419	0387	0483	0194	0059	0198	0782	0297	0016	0327	0397	0451	0290	0772	0329	0921
0615	0787	0986	0389	0648	0402	0139	0663	0092	0068	0609	0588	0395	0894	0399	0616	0851
0231	0652	0124	0973	0898	0121	0449	0733	0908	0089	0545	0445	0010	0046	0673	0060	0164
0320	0117	0727	0879	0421	0552	0691	0274	0524	0509	0819	0890	0783	0263	0556	0413	0107
0759	0199	0748	0036	0705	0453	0979	0143	0385	0926	0303	0904	0367	0712	0716	0815	0167
0844	0282	0969	0175	0288	0213	0438	0765	0196	0224	0406	0862	0363	0990	0111	0481	0637
0434	0042	0951	0962	0930	0025	0737	0324	0840	0826	0135	0941	0994	0834	0314	0872	0463
0074	0855	0250	0064	0887	0153	0352	0021	0014	0769	0295	0459	0701	0620	0684	0028	0260
0032	0983	0866	0218	0160	0598	0491	0755	0100	0513	0541	0723	0812	0378	0680	0306	0427
0797	0954	0751	0267	0278	0246	0342	0053	0919	0057	0641	0156	0876	0185	0256	0310	0149
0630	0780	0474	0171	0566	0203	0470	0669	0338	0331	0085	0823	0346	0776	0017	0292	0936
0271	0000	0079	0577	0299	0181	0534	0477	0915	0335	0808	0922	0847	0132	0417	0830	0858
0228	0128	0695	0997	0357	0744	0004	0802	0410	0584	0658	0370	0235	0374	0958	0207	0192
0502	0573	0626	0947	0239	0096	0791	0442	0883	0431	0660	0037	0101	0446	0450	0667	0549
0578	0910	0022	0172	0784	0931	0959	0140	0496	0061	0097	0724	0215	0371	0168	0685	0696

0664 0760 0602 0741 0574 0560 0870 0728 0048 0606 0157 0589 0799 0621 0756 0506 0029
0435 0354 0955 0418 0763 0995 0717 0895 0018 0339 0264 0816 0835 0247 0275 0912 0546
0112 0414 0161 0688 0485 0093 0001 0076 0788 0653 0792 0375 0891 0991 0884 0923 0514
0208 0125 0300 0938 0204 0403 0072 0065 0820 0557 0080 0510 0752 0005 0311 0033 0268
0211 0649 0069 0542 0656 0581 0806 0867 0592 0773 0963 0863 0731 0478 0848 0144 0328
0296 0104 0970 0108 0692 0942 0927 0236 0307 0200 0681 0974 0831 0525 0176 0617 0521
0720 0382 0136 0827 0803 0343 0987 0050 0129 0133 0350 0232 0585 0528 0966 0386 0859
0632 0856 0467 0880 0824 0279 0745 0407 0795 0899 0852 0635 0645 0613 0709 0243 0553
0624 0677 0517 0998 0493 0538 0934 0482 0570 0838 0771 0439 0699 0187 0189 0713 0548
0045 0818 0768 0651 0003 0946 0390 0315 0601 0886 0298 0326 0698 0597 0163 0465 0582
0473 0270 0052 0063 0031 0127 0839 0704 0843 0426 0676 0041 0095 0708 0565 0259 0957
0901 0989 0255 0454 0116 0871 0608 0131 0561 0537 0721 0056 0786 0865 0362 0869 0084
0319 0700 0120 0593 0441 0366 0591 0918 0202 0377 0559 0013 0914 0480 0516 0142 0529
0790 0587 0195 0379 0347 0020 0159 0743 0993 0978 0287 0358 0411 0251 0732 0024 0882
0576 0227 0272 0668 0505 0174 0925 0448 0612 0854 0394 0373 0837 0180 0679 0184 0283
0636 0313 0437 0644 0758 0683 0907 0234 0518 0875 0330 0796 0458 0580 0950 0903 0512
0420 0430 0398 0206 0794 0309 0604 0409 0462 0302 0341 0933 0893 0544 0323 0719 0533
0623 0822 0490 0484 0238 0240 0764 0929 0170 0711 0088 0689 0152 0497 0730 0501 0452
0334 0687 0629 0067 0754 0961 0223 0550 0569 0982 0009 0191 0647 0281 0148 0775 0897
0266 0422 0219 0828 0736 0747 0715 0811 0625 0345 0655 0726 0779 0619 0099 0657 0860
0770 0674 0873 0535 0289 0980 0738 0118 0539 0011 0242 0432 0317 0798 0766 0396 0706
0150 0646 0813 0456 0520 0599 0603 0702 0325 0937 0349 0293 0214 0877 0368 0321 0103
0114 0178 0146 0007 0952 0039 0909 0659 0182 0507 0571 0047 0492 0253 0400 0428 0965
0567 0841 0154 0229 0071 0210 0043 0075 0627 0090 0976 0905 0424 0464 0186 0488 0734
0285 0381 0015 0631 0563 0257 0122 0261 0845 0460 0353 0984 0678 0595 0777 0197 0781
0026 0638 0948 0753 0807 0888 0165 0054 0304 0610 0058 0443 0193 0749 0642 0670 0809
0614 0471 0332 0475 0785 0486 0364 0503 0086 0336 0225 0920 0916 0850 0469 0405 0291
0740 0640 0672 0742 0881 0774 0245 0416 0138 0106 0690 0722 0384 0861 0968 0277 1000
0829 0221 0110 0249 0833 0082 0972 0666 0662 0523 0944 0527 0694 0634 0801 0356 0805
0940 0762 0495 0035 0388 0555 0217 0078 0531 0817 0849 0499 0392 0710

APPENDIX F

CHI SQUARE TESTS

The table summarises the results of the chi square tests.

	Gender	Race	Age	Programme	Year of study	Years spent at Riverside	Do you plan to do further studies at this campus?	If yes, what do you want to study on campus?	If no, why not?
Where is the main campus of DUT?	0.569	.000*	0.136	.000*	0.162	0.581	0.781	0.723	0.744
What is the main campus of DUT called?	0.324	0.95	0.351	.000*	.030*	0.831	0.611	0.962	0.615
Have you ever been to the main campus of DUT?	.323	0.506	0.435	.038*	0.539	0.52	.979	0.656	0.139
Do you think it is important for you to know the main campus of your university?	.620	0.857	0.234	.002*	0.074	0.8	.001*	0.541	0.844
If yes, explain why	.494	0.081	0.803	0.36	0.636	.015*	0.321	0.917	0.269
If not, explain why not.	0.453	0.633	0.784	0.074	0.29	0.509	0.529		
If you have been at the main campus, how does your campus (Riverside) differ from the main campus?	0.756	0.247	0.197	.040*	0.495	0.736	0.467	0.312	0.511
What is the vision of DUT?	0.185	0.89	0.862	.020*	0.789	0.276	0.053	0.353	0.674
What is your understanding of this vision?	0.585	0.786	0.844	0.731	.043*	.007*	0.064	0.201	0.33
How far do you think DUT is from realizing this vision?	.699	0.667	0.816	0.058	.000*	0.075	.322	0.281	0.729
Explain your response.	0.226	0.966	0.951	0.374	0.474	0.231	0.648	0.153	0.22
How does the Riverside Campus contribute towards the realization of this vision?	0.304	0.976	0.691	0.524	0.124	0.531	0.328	0.432	0.599

What does VC mean?	0.786	0.908	0.945	0.575	0.521	0.877	0.549	0.655	
Who is the VC of DUT?	0.131	0.957	0.894	0.221	.003*	0.115	0.84	0.986	0.31
Have you ever seen him/her?	.298	0.393	0.719	0.077	0.104	0.282	.140	0.345	0.156
Do you think it is important to know and see the Vice Chancellor of your university?	.161	0.335	0.328	.000*	.002*	.039*	.001*	0.383	0.85
If yes, why is it important?	.221	0.716	0.129	0.329	0.507	0.643	.625	0.301	0.451
If not, why is it not important?	.367		.047*	0.06	.039*	.006*	0.356		0.287
Do you like studying at the campus?	.251	0.094	0.684	.004*	0.247	0.379	.000*	0.991	0.878
If yes, explain why.	0.377	0.073	.019*	0.086	0.062	.043*	0.574	0.781	0.242
If not, why not.	0.406	.020*	0.797	0.83	0.617	0.801	0.478	0.421	0.353
What are the facilities that you need which are not provided on this campus?	0.322	0.939	0.988	.000*	0.783	0.07	0.423	0.874	0.208
How would the provision of these facilities improve your student life?	0.819	0.972	0.288	0.629	0.753	0.245	0.584	0.651	0.213
If you need administrative assistance, do you always get it?	.634	0.756	0.596	.109	0.056	0.62	.017*	0.416	0.333
Rate the kind of administrative service that you often get.	.346	0.53	0.256	0.606	.025*	0.429	.033*	.040*	0.065
Explain your response.	.767	0.76	0.679	0.183	0.069	0.53	0.063	0.646	0.394
Are your lecturers readily available to give assistance when you need it?	.964	0.478	0.833	.000*	0.23	0.206	.725	0.378	0.158
Rate the quality of academic service that you usually get.	.439	0.567	0.763	.000*	0.082	0.699	0.204	0.527	0.245
Explain your response.	0.59	0.918	0.479	0.386	0.424	0.367	0.061	0.671	0.092
Rate your library facilities.	.961	0.651	.018*	0.186	.014*	0.11	.644	0.54	0.679
Do you think that the library at the main campus is better resourced than the library at your campus?	.462	0.534	.000*	.016*	0.57	0.971	0.107	.003*	0.667

What other resources would you like to see in your library?	0.287	0.852	0.687	0.217	0.506	0.819	0.089	0.902	.026*
Rate the condition of your classrooms/lecture theatres.	.111	0.587	.015*	0.193	.002*	0.732	.256	0.26	0.446
Explain your response.	.470	0.486	.020*	.006*	.000*	.001*	0.258	0.63	0.395
Rate your health services on the campus.	.075	0.422	0.471	0.735	0.174	0.591	.210	0.934	0.551
Explain your response.	0.646	0.672	0.924	.000*	0.589	0.129	0.097	0.281	0.612
Rate the services of the Student Representative Council on your campus.	.023*	0.487	0.258	0.385	.002*	.012*	.362	0.924	0.741
Explain your response.	.010*	0.748	0.161	0.263	0.121	0.34	0.896	0.936	0.291
Rate the quality of other student services that you often get.	.860	0.591	0.252	.032*	0.557	0.11	.277	0.904	0.17
Explain your response.	0.63	0.328	0.905	.042*	.003*	0.925	0.426	0.766	0.226
What should an ideal or best satellite/branch campus of a university be like?	0.73	0.225	0.507	0.385	0.232	.008*	0.579	0.767	0.304
How would the presence of a campus manager improve the situation on this campus and other satellite campuses?	0.242	0.55	0.305	0.126	0.34	0.298	0.171	0.668	0.399



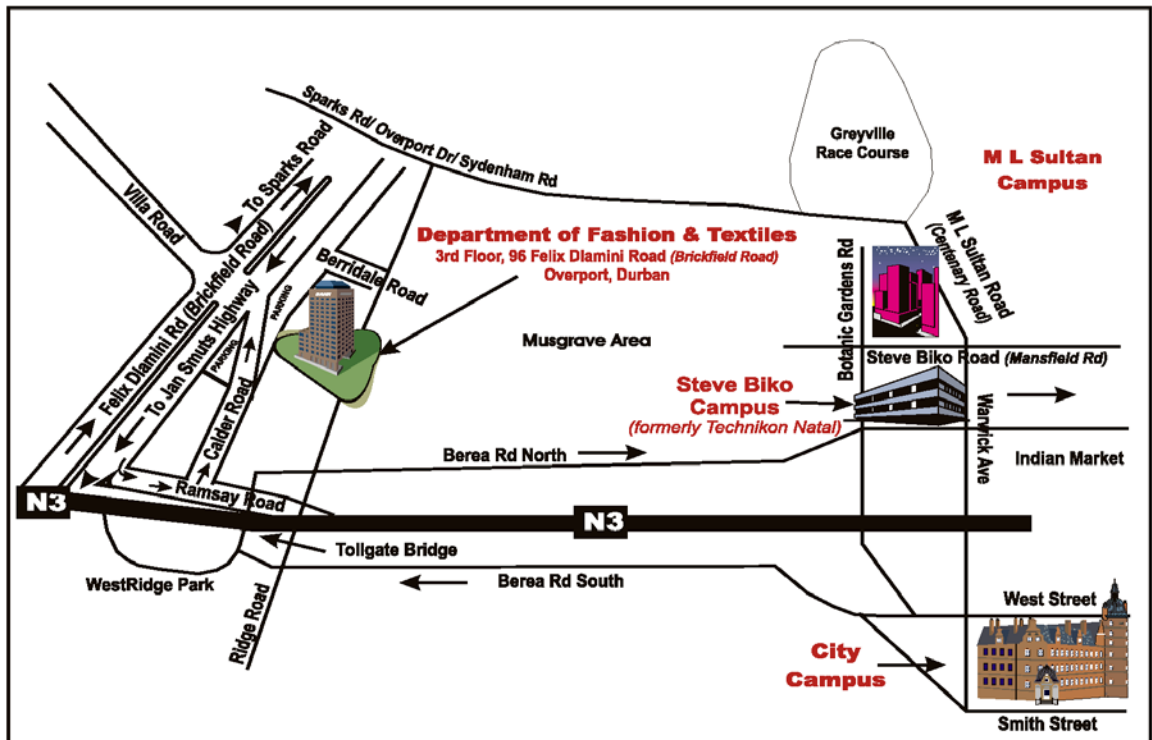
Date Compiled: 09/09/2013
 Ref: 877028
 Tel: (033) 390 8068
 Fax: (033) 200 8173
 www.k2h00074.gov.za
 Development Information Services (DIS)
 KwaZulu-Natal
 Disclaimer:
 The Department Co-operative Governance and Traditional Affairs (COGTA) is in no way responsible for the accuracy or completeness of data here presented. Therefore, in no event will COGTA be liable for damages, including lost of profits or consequential damages arising out of the use of information.
 State Publishing

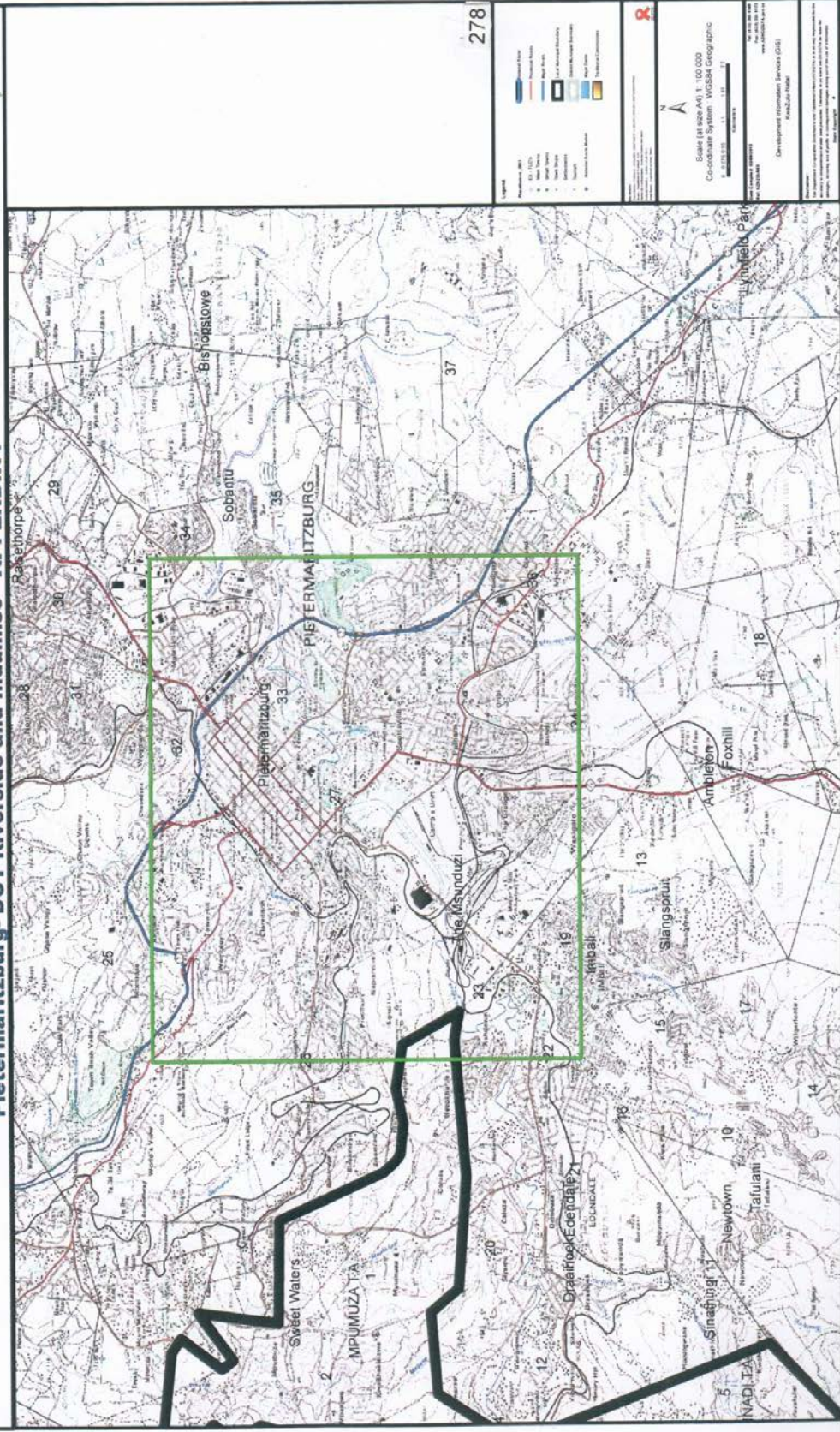
Scale (at size A4) 1: 31 000
Co-ordinate System : WGS84 Geographic

0 0.15 0.3 0.6 0.9 1
Kilometers

APPENDIX H

DURBAN CAMPUSES OF DUT





APPENDIX J

MIDLANDS CAMPUSES OF DUT



0000000000000000