



**The Application of Ethical Leadership Styles on Employee Engagement at
Durban University of Technology (DUT) - A Case Study Approach**

By

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Thesis submitted in partial fulfilment of the requirement for

A PhD in Management Sciences (Bus. Admin)

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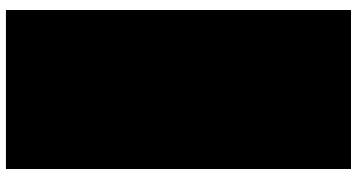
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November 2018

DECLARATION

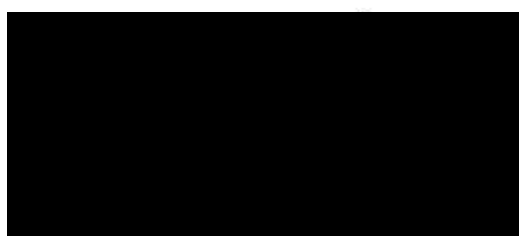
I, Anrusha Bhana, do hereby declare that this thesis is the result of my investigation and research and that this had not been submitted in part or full for any degree or for any other degree to any other University.



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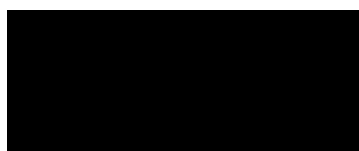
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ACKNOWLEDGEMENTS

Foremost, I need to thank God (Om Namah Shiva) for support, guidance, and wisdom throughout this enlightening yet challenging journey, especially when my dad suddenly passed away during the preliminary part of my study that required dedication, commitment, perseverance, and sacrifice. With faith in God, I found the inner strength and ability to move forward and focus, and was fortuitous to get the support of knowledgeable people that facilitated completion of my studies. Therefore, it is imperative to express my sincere gratitude, appreciation, and Godly blessings to the following people for their contribution, assistance, and support:

- Durban University of Technology participants: A very special thank you to all the participants and respondents that took time from their busy schedules to timeously complete questionnaires and interviews. This study would have not been possible without your support, kindness, patience and cooperation;
- Supervisor: Prof M.S. Bayat, whose proficient knowledge, skill, experiential guidance and insight to the research field, ensured proper direction, constructive and apt feedback. Moreover, his compassionate, understanding, and altruistic nature supported completion of the study. I owe my deepest gratitude to him for all his help, guidance, and encouragement;
- Union support: A very special thank you to Mrs L. Docrat and her team from NEHAWU, Dr K.S.V. Ngwane and Mr B. Shabalala from NTEU, and Mrs S. Govender and team from TENUSA, for taking the time from their busy schedule to assist, advise and support the study;
- National Research Fund (NRF) 2018 and DUT research development grant 2017: Thank you, NRF and DUT research grant for nominating me for these grants as it supported timeous completion of my study;
- Research assistant: A very special thank you to Mr. S.Z. Pangwa, my humble and respectful research assistant for your help, support, dedication, and motivation which facilitated apt data collection within the study timeframe;
- Statistician support: A very special thank you to both Dr. G. Hendry and Dr. S. Suknunan for your adept assistance, constructive advice and timeous feedback throughout the study;

- Faculty of Accounting and informatics: Thank you, Prof O.O. Olugbara (Dean) and Dr. K.S.V. Ngwane (Deputy Dean) and Mr B.T. Ngiba (HOD) for your unwavering support, motivation and encouragement during this inspirational journey. Moreover, I would like to thank the Department of Financial Accounting staff for your help during my sabbatical leave;
- Durban University of Technology technical and administrative support: I would like to extend my sincere appreciation and gratitude to the ITSS department staff, Mr. Yatish Naidoo from the ICT department, and Mrs. K. Singh, Mrs. F.C. Naidoo and Mr. S. Sabjee from the IT department for their technical laptop support. I would like to express my sincere thank you to Mrs S. B. Mitha from the Library research commons. Moreover, a very special thank you to staff from the Research and Postgraduate Support Office, staff from Research Faculty Office of Management Sciences and Accounting and Informatics, staff from Institutional Research Ethics Committee (IREC) office, Mrs G. Govindasamy and Mr C. Naidoo from Human resource department; and
- Family and friends: I would like to thank my family and friends for their patience, resolute support, encouragement and understanding during my study period.

DEDICATION

I dedicate this study to my parents and best friends, my mum, Mrs Pramilla Bhana Rudra Dutt and my late dad, Mr Rudra Dutt Ramlall.

Dad, even though you are no longer with us, we will always reminisce and admire the ethical manner in which you lived your life. Moreover, your understanding and moral nature will always be remembered as the greatest attribute to our family and friends. Although, you have left this earthly abode, you will always be deeply missed and never be forgotten by us.

Mum, you epitomize love, understanding, compassion, confidence and a tower of strength that has always been my pillar during times of sadness, laughter, worry and happiness. Our bond is special and I am so very blessed to have a mum like you that always inspires me to dream regardless of challenges that may come my way. During and after our bereavement phase, it was your strength and visionary nature, coupled with encouragement and support that steered the completion of my studies.

I love you mum and dad, thank you for all that you have done for me. Thank you God for blessing me with the parents who worked very hard to achieve their goals that inspired and motivated me to achieve my doctorate.

ABSTRACT

With the epochal changes at different levels of higher education institutions, it has become essential to take employees into account as an imperative part of higher education institutions transformation strategy. The study has investigated the application of ethical leadership style and its impact on employee engagement at Durban University of Technology (DUT) - a case study approach. The existing body of research knowledge on ethical leadership style revealed a great focus on the business sector in comparison to higher educational sector. The research objectives addressed the two gaps in higher education leadership research by exploring evidence of ethical leadership style of executive management leadership and line management leadership and its impact on employee engagement at the institution.

The research design adopted mixed methodology approach employing random sampling technique for data collection of employees and purposive sampling technique for semi-structured interviews of line management leadership and executive management leadership. The piloting of the research instrument was statistically tested to ensure validity and reliability prior to commencement of the main study. Moreover, the study involved a cross sectional design and a sample size of 312 respondents for probability sampling and 12 participants for non-probability sampling. The case study approach was based on academic and administrative staff of Durban and PMB campuses at the institution. Method triangulation of data findings ensured a pragmatic and deeper understanding of the phenomena being investigated. The descriptive statistics revealed that more than ninety percent of the respondents agreed that ethical leadership style would have a positive impact on employee engagement at the institution. Clearly, showing support for the need of ethical leadership at the institution. In addition, more than eighty percent of respondents agreed that leadership styles impact employee well-being. Hence, different leadership styles have a direct or indirect influence on employee engagement. Thus, it is essential to find ways to improve employee work and personal engagement at the institution.

Moreover, the linear regression analysis findings revealed a predictive relationship between line management leadership and employee engagement at the institution. Notably, the study discussion focused on the employee engagement conceptual model and aligning it to theory that presented a relationship between executive management leadership and line

management leadership to employee engagement at the institution. The conceptual model was developed to expedite relevance to the research. Therefore, the study has revealed greater support for the practical implications of ethical leadership practices at the institution.

In order for the organization to achieve greater levels of innovation, intrapreneurship, design thinking and financial management, it is imperative to have a fully engaged workforce. The application of ethical leadership style will advocate a value system that will inherently support departmental goals and objectives of the overall institution. Recommendations were made to support the need for proactive measures to promote ethical leadership, interventions to develop ethical leadership policies and techniques to improve employee engagement. In addition, the last recommendation included a proposed model that was taken from the conceptual model that can be further developed and utilized at the institution. Moreover, the study will contribute to the existing body of knowledge on employee disengagement concept of occupational stress, burnout and turnover, fulfilling duties beyond job description, multitasking between duties and job contentment. It will contribute to the importance of ethical leadership in relation to employee engagement at the institution. Lastly, the research information and findings will also contribute towards the ongoing development of ethical leadership research and development of academia leadership in Higher education institutions in South Africa.

KEYWORDS

Ethics, Ethical leadership, Leadership, Executive management leadership, Line management leadership, Unethical leadership, Employees, Employee engagement, Employee disengagement, South African Higher Education Institutions.

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1 CHAPTER 1: BACKGROUND AND OVERVIEW OF THE STUDY

1.1 Introduction

Higher Education Institutions (hereafter referred to as HEIs) in South Africa are diverse, highly debated and structured. In this regard, HEIs require leaders with strong personal, relational and knowledgeable proficiencies (Ngcamu and Teferra, 2015:207). Effective leadership is imperative at South African HEIs not only at the top level, but also at lower levels. Notably, effective leadership at HEIs seem to invariably be the buzzword. However, the demand for efficient leadership seems to be greater than the supply. According to Ngcamu and Teferra (2015:208; cited Jansen, 2004; Seale, 2004; Kotecha, 2003) it is well known by previous researchers that the shortcoming in South African Higher Education (hereafter referred to as SAHE) is ineffectual and inefficient leadership that stifles transformation.

The working force of SAHE comprises of two groups of employees, academic and administrative support staff. Evidently, MacGregor (2015:54; cited De La Rey, 2012) asserts that many institutions revealed that a good academic may not automatically be an effective leader. Academics can be defined as people that work in a university or higher learning institutions. They are mainly engaged in teaching, research, and public service in relation to the research purpose (Van Niekerk, De Klerk and Pires-Putter, 2017:3; cited University of California, 2014). Interestingly, the domain of education is being confronted by more difficulties in making its employees committed to HEIs (Jones, 2000). Moreover, university academics cannot function in isolation from the rest of the organisation. Hence, the importance of academic support staff to progressively help the process of achieving institutional goals. According to Van Niekerk *et al.* (2016:4; cited Thomas, 2004:276; Pitman, 2000) where support staff comprises clerical and secretarial employees and includes general staff, along with administrative personnel.

Over the years' different sectors of South African leadership have subjugated the media for positive and negative reasons. Despite a plethora of research on the tangible and intangible benefits of ethical leadership, most organizations have ignored the need for it. Moreover, Naidu-Hoffmeester (2014) claimed challenges facing South Africa's continued progress are

difficult and multi-faceted and the resolution will rely on sound, skilled and ethical leadership. Interestingly, many media and social media headlines have expressed the importance of ethical leadership. However, the emphasis goes unheard until adversities rear its ugly head and affects others. Importantly, Brown, Trevino and Harrison (2005:117) claims that now, like never before, continuous research on ethical leadership is needed. Moreover, an individual of character and ethics is revered, trusted and idolized far and wide (Sivananda, 2007:10). As asserted by Agbato and Davies (2016; cited McCann and Sweet, 2014) to be a successful leader they should behave ethically. Higher Education leadership constituents require emphasis on the external environment and internal operation of the institution (Taylor and Machado, 2006:143).

Holistically, a person is not a leader if they are working in isolation from others. Anyone that is acknowledged as a leader should have followers or employees to be revered as a leader. According to Van Niekerk (2005:38; cited McShane and Von Glinow, 1998:434) a leader can merely be defined as someone who has followers. Employees are also known as followers or rather organisational followers of a leader at all levels of the organization. Moreover, from a Higher education (hereafter referred to as HE) perspective, academic and administrative employees are imperative for sustainability, economic development and support of universities. Academics and support staff play a vital part in the economic growth and future of South Africa (Van Niekerk *et al.*, 2017; cited Ensor, 2004; Pitman, 2000). Conlow (2014) states that employees are important, however, are not seen as a vital resource of an organization. Hence, the conglomeration of new research on employee engagement is needed to impress upon the importance of employees. Cook (2008: 3, 10-20) believes employee engagement is all about employees' readiness and skill to give open effort to support organizational success. When employees feel trusted, respected, appreciated, engaged, dedicated and are personally involved; there are high levels of inspiration and passion.

1.2 Background of the Study

HE leadership is poles apart from corporations or other sectors, as corporate Chief Executive Officers give direction, leadership and navigate the organisation strongly in that direction (MacGregor, 2015:83; cited Price, 2012). However, HEIs are different to other organisations and in this regard require leadership to be a more collective phenomenon in comparison to other profit-centred organisations (Van Niekerk, 2005:55,71). The

consternation about HE institutional leadership has augmented in recent years (Van Niekerk, 2005:55). The importance of an academic department is defined by the value of the faculty and employees in the department, especially the leadership behaviour (Al-Omari, 2005:26; cited Croson, 1960, Ryan, 1972: 464-482). Moreover, the new legislative framework on HEIs positioned the role of the vice-chancellor at the center of transformation. The emphasis is on effectiveness, efficiency and openness (Kulati and Moja, 2001). According to Hornsby (2015:3) HE authority is centralized around vice-chancellors and deputies for effective transformation as it needs to be initiative owned and guided by all. The African continent's development agenda should be to turn leadership skills into strategic assets, and universities must be proactive in developing institutional leadership (Hanson and Leautier, 2011:391). Furthermore, Gumede (2014; cited Piper, 1999:1 and Markwell, 2008:2) views HE institution as a soul, that listens, grows leaders, changes the future through motivation that preserves, extends and spreads knowledge. To lead universities into the post-modern era, Africa needs leaders with a strong interpersonal skill, politically astute, economically savvy, corporate knowledge and emotional intelligence (Hanson and Leautier, 2011:410). According to Medley (2016:2) developing leadership skills of others requires time, commitment, resources, and dynamism, but it is worth the investment.

Notably, in new dispensation, South African academics faced major challenges from language transformation change of governance systems, too, adjusting to the political transformations (van Niekerk *et al.*, 2017:3; cited Corral, 1995; Du Plessis, 2005; Fourie, 1999). Additionally, great pressure is placed on these institutions to operate like corporate rather than independent academic entities (Grobler and Horne, 2017; cited Chapman and Chien 2014). Pienaar (2005) claims that if academic careers involving high levels of job dissatisfaction and work stress are not addressed, these academics will be a loss to HEIs. Interestingly, an epidemiological study on suicide proposed that university academic staff are at about 50 percent higher risk than the average worker (Barkhuizen and Rothmann, 2008:323; cited Kelly, Charlton, and Jenkins, 1995).

Over the past 40 years, emotional, physical, and mental stress in the workplace, known as burnout, have been primarily researched from health care to universities (Dembeck, 2014; cited Schaufeli, Leiter, and Maslach, 2009; Watts and Robertson, 2013). Moreover, Naicker (2008:95) claimed that employees stayed with the company out of necessity. Academic

stress owing to overload and work-life balance are key factors contributing to ill health (sickness, absenteeism and early retirements) of employees in HEIs (Barkhuizen and Rothmann, 2008:333). It is noteworthy as asserted by Parker and Wright (2002:29) that it is imperative to create an employee engaged environment. Moreover, Wiza and Hlanganipai (2014:141) study claims a link between leadership styles and employee commitment theories amongst university academics at some South African institutions.

1.2.1 Limitations of Previous Research on HE Leadership

There is a need for HE leaders to develop new skills and leadership practices with the aim of responding effectively to transformation challenges (Herbst and Conradie, 2011:12). In a world where corporate governance and ethical leadership has become unclear, it is important to revert to the fundamentals (Motlanthe, 2010). According to Barac, Marx and Moloi (2011:319) there has been very little research on corporate governance in South Africa HEIs. Al-Omari (2005:74) suggests that executive management leadership (hereafter referred to as EML) and line management leadership (hereafter referred to as LML) are accountable for managing multiple tasks and groups, hence leadership styles, style flexibility, and employee engagement become important.

Ethical leadership style has an influence that goes above and beyond other leadership styles, as the other styles lack the exclusive ethical focus (Heres and Lasthuizen, 2013:94; cited Brown, Treviño, and Harrison 2005; Lasthuizen 2008). Inherently, Sankar (2003) claims that besides HEIs hiring and developing leaders, there is a need to nurture and support ethical qualities and behaviours considered necessary in those leaders. In addition, leaders are not individuals in certain positions, but rather are defined by the followers these leaders serve (van Niekerk, 2005:38; cited McShane and Von Glinow, 1998:434). It is important to rethink the education model linked to leadership development, the goals given to managers involving culture, ethics and the message conveyed (Naidu-Hoffmeester, 2014).

According to Naidu-Hoffmeester (2014), a university formalized ethical leadership training for professionals, but these members called for greater emphasis on ethics at primary school level. According to Boyatzis (2007:164) work relationships are an essential part of any organization. Hence, a study of work stress and satisfaction in South African HEIs has called for further research into administrative staff while declaring abundant literature on

academic staff (Barkhuizen and Rothmann, 2008). Moreover, according to Van Niekerk *et al.* (2017:221) there has been limited research on the relationship of occupational well-being (for example, burnout and engagement) between academic and administrative staff in HE. Cheng, Chang, Kuo and Cheung (2014:827) claim that ethical leadership has a major influence on employee engagement from employees to work experience. While media asserts that leaders are responsible for employee engagement, only a few researchers have studied the relationship between leadership and employee engagement (Hansen, Byrne and Kiersch, 2014: 953; cited Aryee *et al.*, 2012; Tuckey *et al.*, 2012; Xu and Thomas, 2011).

1.2.2 Previous Research Challenges on HE Leadership

Notably, the leadership of HEIs is being triggered by new challenges, prospects and possibilities related to the global development of the past era (Hanson and Leautier, 2011:387). Hansen, Byrne and Kiersch (2014: 967) maintains that this topic is still new, researchers would need to propose clear reasons for how leadership is linked to employee engagement. Naidu-Hoffmeester (2014; cited Phakeng, 2014) found that leaders disregarded the constituency as leadership is about the way followers are led and not about the leader and leadership style. Although, previous researchers supported that ethical leadership has many positive outcomes from better employee performance, trust in leaders, organizational commitment, added effort, job fulfilment to emotional commitment (Cheng *et al.*, 2014: 817).

Discussions on ethical behaviour are rather difficult, as there is often no consensus what is ethically acceptable and what is not (Cheng *et al.*, 2014; cited Evening Gazette, 2010). It should be noted that Stumpf, King, Blendinger and Davis (2013:171) claims Aristotle pronounced doing right involves not only knowing what is right, but practicing what is right regularly to achieve excellence or benefit. Moreover, Brown and Trevino (2006:597) assert that ethical leaders' practice what is preached, and are sincere and truthful. However, Obiwuru, Okwu, Akpa, Nwankwere (2011:102) claims that previous studies are inadequate and challenging to understand, thus leading to missing relational links between leadership and organizational performance. Moreover, Mabelebele (2013:3) posits that there are very few management and leadership theories taught in prominent business schools that can be useful to HE institution. Interestingly, whilst volumes have been written on governance, leadership and management at the working level, these boundaries are often unclear

between different positions which have led to serious problems requiring intervention by the Minister (De La Rey, 2015).

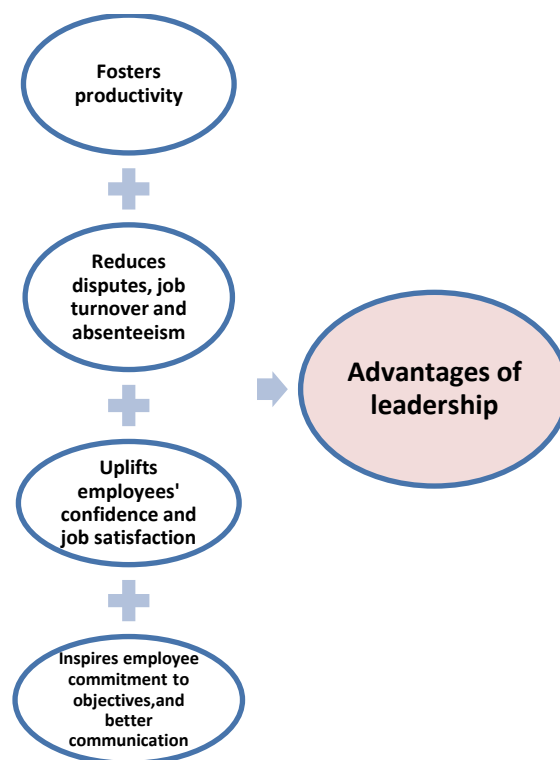
1.3 Rationale of the Research

People are always fascinated to know the fundamentals that contributed towards making a regular person, a great leader (Bateman and Snell, 2002). Leadership styles are fast becoming the foundation driver for many organizations as it has the power to influence employees and the organizational ethos. According to Kulati and Moja (2001) there have been no undertakings or tasks to evaluate the most appropriate leadership style or styles that positively influence South African HEIs. Evidently, one of the most momentous developments in post-war academic life has been the gradual breakdown of governance and leadership (Van Niekerk, 2005:55; cited Keller, 1983:27). Although, there are many examples of strong, upright, and moral leadership universally, the skills to support line managers to become leaders have been ignored. Apparently, universities in South Africa are thought to be led by leaders with managerial incompetence at all levels. Ngcamu and Teferra (2015:130) these individuals ascend to leadership ranks without being trained through management or leadership development programs. Today, the global economy requests for the development of management skills, innovative approaches and competitive advantages of HEIs (Taylor and Machado, 2006:154).

It is noteworthy that while it was assumed that universities were once a low-stress work environment, studies have surfaced in the past decade indicating high stress and burnout at faculty levels (Dembeck, 2014; cited Watts and Robertson, 2013:24-29). Moreover, there is vast evidence confirming the obvious by many academics over the years: academic world has become an extremely stressful occupation (Barkhuizen and Rothmann, 2008:321). If managers are not behaving ethically these managers cannot expect ethical behaviour from employees (Van Zyl and Lazenby, 1999:20). Thus, there are several reasons to research leadership styles and employee engagement at HEIs. Al-Omari (2005:18; cited Hersey and Blanchard, 1969) claims that studying leadership styles can enhance human resource utilization; help prevent resistance to change, work disputes; and lead to a more effective institution. Moreover, non-profit organizations must have leadership and management praxis that support the success of organization mission, responsible stakeholders, and eventually create organizational sustainability (Carver, 2011).

Previous researchers all over the world have positively emphasised the need for ethical leadership at government, corporate and other sectors. Therefore, there is a need for ethical leadership practices daily at different levels of management. In addition, Van Niekerk (2005:39) maintains that leadership must be visible at all ranks of the organisation. According to Al-Omari (2005; cited Bennett, 1983:52), line management leadership work daily on fields of research and the institution and unless these managers are successful on the field, winning elsewhere in the institution will not matter much. In addition, HE leaders seem to be more connected with forming, upholding and cultivating external relationships rather than internal organizational relationships (Ngcamu and Teferra, 2015:214). Interestingly, there are four South African HEIs that are poorly administered relating to governance (Van Schalkwyk, Willmers and Czerniewicz, 2014:17). The White Paper proposed that sound governance, robust management, astute and effective leadership is vital requisites for transformation of the HE and training area (De La Rey, 2015).

Figure 1-1: Depicts the Advantages of Effective Leadership in an Organization



Source: Shokane, Stanz and Slabbert (2004:1-2; cited Graetz, 2000: 550-551) adapted

Effective leadership (Figure 1-1) comprises a dynamic, mutual relationship (Gini 1998) that previous researchers have highlighted as necessary for high-quality leader-follower relationship being ethical leadership (Heres and Lasthuizen, 2013:86). Today's line

managers must go through paradigm shifts and be willing to learn new ones (Denton and Vloeberghs, 2003:88; cited Belasco and Strayer, 1993). Moreover, leaders must engage in frequent communication about ethics as written policies are compulsory but not sufficient to effectively impact followers' ethical conduct (Brown, 2007: 146). Ethical persona modelling is a side by side happening experience as ethical role models are well known by every day behaviour and communication (Weaver, Treviño, and Agle, 2005:12).

A colonel in United States of America (USA) claims that regardless of rank or position, one must be accountable for all that one does or fails to do in order to uphold the reputation and credibility of the institution. Interestingly, it comes intrinsically to those raised to uphold ethical and moral values where others could learn from it (SAIPA, 2017:10). Ethical leadership is not merely about exemplifying ethical behaviour however, it is about a dynamic type of leadership that will positively impact the relationship with employees. As asserted by Bayat and Naidoo (2017:43) in a speech at the 2016 Serious Social Investing Conference in Gauteng, Chief Justice Mogoeng Mogoeng conversed claiming that ethical leadership being a countrywide imperative. Thus, embracing a significant focus and attention to the leadership aspect (Heres and Lasthuizen, 2013:87; cited Treviño, Brown, and Hartman, 2003).

Comparatively, an ethical leadership style has therefore been proven to be related to more positive organizational outcomes than other leadership styles (Grobler and Horne, 2017:166, cited Brown and Mitchell 2010; Dane and Sonenshein 2015). Maseko (2014) emphasized the need for going beyond the scholarly literature to seeing and practicing leadership. Executive management leadership and line management leadership should treat employee's better and not as expendable commodities. Notably, one third of an employee's life is trying to ensure that HEIs are successful and sustainable. Hence, as Cordeiro (2010) claimed that all academic and administrative faculty members play an important role in the success of HEIs. As stated by MacLeod (2009) organizational leadership can have a major impact on an employee engagement.

The leadership context is changing and needs skilled leaders to build relationships to cooperate and to lead transformation well, as this will be critical for long-term success across different institutional domains (Herbst and Conradie, 2011:2). HE leadership is not entwined to one strong person, but in truth can be spread out. Hence, MacGregor (2015:30;

cited Jansen, 2012) stated that one can strengthen those nodal points of leadership and ease the pressure off the one person in the principal's office. Therefore, in reviewing the vast ambit of literature, there are two distinctive research gaps that were identified. Firstly, there has been marginal published literature on ethical leadership styles at a HEI in Kwa–Zulu Natal. On the contrary, most research is on different leadership styles and usually related to the corporate sector. Interestingly, there has been minimal focus of ethical leadership style at all South African HEIs. According to Al-Omari (2005:2) EML and line management leadership are expected to be university professionals, proxies of change, and advisors guiding the faculty through team building and professional development.

Moreover, MacGregor (2015:30; cited Jansen, 2012) maintains that leadership happens both normatively and practically through a set of people who are important across the institution and not just the person in the vice-chancellor's office. In addition, anyone in the organisation can be a leader and not those in specific positions as leadership can be anybody at a fitting time and place (Van Niekerk, 2005:39; cited McShane and Von Glinow, 1998:434). Secondly, the study would demonstrate a relationship between lower-level leadership and employee engagement at HEIs. Hence, the study rationale is to explore different evidence of ethical leadership style and its impact on employee engagement. The independent variable (IV) is executive management leadership and line management leadership, and the dependent variable (DV) is employee engagement.

1.4 Research Aim

There has been growing leadership research awareness towards South African HE sector. Despite various studies on the sector there has been limited research on the relationship between executive management leadership and line management leadership styles and its impact on employees at a HEI. This study aims to investigate the application of ethical leadership style and its impact on employee engagement at Durban university of Technology (hereafter called DUT): A case approach.

1.5 Research Objectives

To address the gap in HE leadership research by exploring ethical leadership style of executive management leadership and line management leadership and its impact on employee engagement.

Sub-objectives:

- To explore whether ethical leadership style is evident amongst executive management leadership;
- To explore whether ethical leadership style is evident amongst line management leadership;
- To explore whether line management leadership has an influence on employee engagement; and
- To examine if line management leadership is a positive predictor of employee engagement.

1.6 Research questions

- Is ethical leadership style evident amongst executive management leadership?
- Is ethical leadership style evident amongst line management leadership?
- Does lower level leadership significantly influence employee engagement?
- Is line management leadership a positive predictor of employee engagement?

1.7 Significance of the Study

South African HE and other universities worldwide are facing major transformational challenges that need remarkable leadership (Van Ameijde, Nelson, Billsberry and Van Meurs, 2009). The new era has resulted in leadership skills in being less spasmodic as transformation in HE is happening faster than ever before. There is some strong knowledge that historical leadership ingenuities are no longer as effective. Thus, Hemsall (2014:386) maintains that leaders are required to develop additional leadership proficiencies to confront challenges. Moreover, academia needs a certain leadership approach and panache, as a university is a place where different philosophies are encouraged in comparison to the corporate environment (Naidu-Hoffmeester, 2014; cited Phakeng, 2014). HEIs are traditionally a collegiate sector. However, these collegial systems need to be accountable and responsible and become more adept to face future challenges (Taylor and Machado, 2006:155). Interestingly, discussions on HE needs to be develop leadership skills that would be able to identify and handle the external environment changes and preserve the institutions goals (Kivipold and Vadi, 2008).

It is noteworthy that top management should not only inspire and motivate executive management and lower level management but be a good example or a role model at the top. This is supported by Van Zyl (1998:31) that at the top, management must set a model or standard for all employees to follow. According to MacGregor (2015:27; cited Jansen, 2012) one should not be confined by skin colour as a motif for leadership regrettably, much of South African society and university leaders are obsessed with it. The transformation has become so ideologized that the leadership concept no longer has any empirical connotation (Van Schalkwyk *et al.*, 2014:12). Moreover, Makgoba and Chetty (2010:168) maintain that purposeful and effective leadership are elements that support transformation in HEIs.

Brown, Treviño and Harrison (2005) claim that followers deem ethical leadership to be effective by and large. Also, Mayer, Kuenzi and Greenbaum (2010:7) posits that leadership research is essential as it offers knowledge into what ethical leaders basically do to influence employee performance. Furthermore, research on leadership at organizations will enable ways to improve leadership styles and develop a better relationship between leadership and employees. Moreover, Chipunza and Gwarinda (2010:13) states that new policies on HE mergers lack support regarding leadership style suitable during these mergers. Evidently, a vice-chancellor cannot lead from the top by interfering with whom academics may teach (amend admission policies) or what academics are permissible to teach (syllabus) or what academics might research (MacGregor, 2015:83; cited Price, 2012).

Line managers are the catalyst for success or failure at lower levels of the institution as line management leadership effect the way employees are treated. This is supported by Sakiru, Othman, Silong, DSilva and Kareem (2013:50-54) that the success or failure of apt institutions, countries and other social sectors can be attributable to the nature of leadership style. In the past, HODs could use an autocratic leadership style that adopted a carrot and stick style to ensure productivity and achievement of results. Cook (2008:7) asserts that today organizations have had to find new methods to motivate and inspire employees to do well.

The management of individuals also fluctuates with the environment and has evolved to keep up with new developments in practice (Denton and Vloeberghs, 2003:88). The organisational culture and top managers' actions determine the way lower level employees act. This also affects the way the organisation behaves when there is an ethical dilemma

(Van Zyl, 1998:27). In addition, Kulati and Moja (2001) suggest that the core values of institutional ethos should be developed as it is linked to the strength of management and employees. Additionally, employers need to ensure that all ethnic groups are engaged so that all employees give the best and experience a fulfilling workplace (Dromey, 2014:37). According to Sims (2000:65-78) leadership is important to establishing an ethically-oriented culture within any organization. Schein (2004:10) maintains that there is a link between leadership and organizational culture, like two sides of the same coin.

When line management leadership opt for the leadership or managerial calling, they should automatically acknowledge being good role models and good exemplars, thus leading the department with a moral compass to that positively influence all stakeholders. Interestingly, some researchers claim that educators are leaders or that leadership styles are similar to teaching styles (Al-Omari, 2005:33; cited Swanson, 1974:40-45), and that educator's behaviour is identical to leadership behaviour (Gibb, 1955:254-263). As Bandura (1986:344) noted that if role models do not stand by what they preach then why should others. Employees that are engaged are committed, loyal, dedicated, have the ability to identify, support and fulfil departmental goals and strategies. According to Shokane *et al.* (2004:2; cited Newstrom and Davis, 1997:208) the most successful managers are those that reflect on both the productivity and the employees' well-being for success. Moreover, in South Africa when academics and support staff collaborate this will have a positive significant impact on student education and also support possible future opportunities (Van Niekerk *et al.*, 2017:4; cited Ensor, 2004; Pitman, 2000).

Employees may be passionate towards achieving departmental and institutional goals and objectives. However, an unfair workload allocation can affect employees thus resulting in disengagement. According to Barkhizen and Rothman (2008:321; cited Kinman, 2001) around the world, academics are being dealt a career with considerable amount of on-going work-related stress. Gillespie, Walsh, Winefield, Dua, and Stough (2001) assert that high organizational stress in the university setting has emphasized that stress is also impacting the HE workplace. Academics remain inherently motivated by the job, but many are under increasing pressure and are detached from the universities (Van Niekerk, 2005:63).

Hence, there is a need for ways to improve and develop employee engagement at different levels of HE institution. This is supported by Cook (2008:3) stated that employee engagement can be defined by how employees: think and feel about the organization and are proactive in achieving organizational goals for all stakeholders. Moreover, MacLeod and

Clarke (2009) professes the key enablers for employee engagement are leaders that treat employees with equality and respect. It should be noted that employee engagement goes beyond human capital and job commitment. Easterby-Smith and Lyles (2011:23) states that human capital combines knowledge, talent, inventiveness, and the employees' ability to fulfil the work role.

Job commitment is the degree to which staff is determined to fulfil duties (Bashaw and Grant, 1994:41-56). Therefore, Frese (2008: 67-69) claims that job commitment is dissimilar in contrast to employee engagement. Employees may be committed, loyal and fulfil these work duties, but would fulfil duties without passion, vigour, pride, or even go above and beyond for the organization. Furthermore, Cook (2008:15 -18) claims that job commitment, satisfaction and loyalty are not equal to employee engagement. Hence, through engagement and dialogue there will be further understanding of the role that HE must play to building an inclusive culture, offering equal opportunities and abetting all South Africans to reach full potential (De La Rey, 2015).

In addition, it is vital for HEIs to care for, protect, and manage employees' well-being and performance, with an outlook to the intellectual health of South Africa (Van Niekerk *et al.*, 2017:9; cited Barkhuizen and Rothmann, 2008). Academia has a duty to create a lifelong legacy and contribution to South Africa's democratic system (Zeghers, 2016:1). The significance of the study is two-fold (a) to explore if there is evidence of ethical leadership style among both executive management leadership and line management leadership and its impact on employee engagement; (b) to examine the relationship between EML and LML and employee engagement.

1.8 Focus of the Study

As aforementioned, the focus of the study will be ethical leadership style of EML and LML and its impact on employee engagement at Durban University of Technology (DUT). Hence, the study will firstly focus on administrative and academic executive management leadership being executive deans, executive directors and deputy deans. Thereafter, the focus will be on line management leadership known as Head of Departments (HODs) of academic and administrative employees across Durban and PMB campuses.

Moreover, the study will explore if there is evidence of ethical leadership style across executive management leadership and line management leadership. Therefore, in order to further understand the relationship between leadership and employee engagement, it will be imperative to outline the job descriptions of executive management and line management at the institution. Below is a detailed abridged tabularization of the leadership job profiles in relation to the context of the study:

Table 1-1: Executive Management Leadership job profile

KEY AREAS		DESCRIPTION OF KEY PERFORMANCE AREAS	
Job description	Executive Dean and Directors	Deputy Dean	
Core customer	Faculty employees and students	Faculty employees and students.	
Job purpose	-Support the Deputy Vice-chancellor: Academic by providing Faculty academic leadership and management leadership in alignment with the institutional objectives.	-Supports the Executive dean by providing administrative and management assistance to the faculty in alignment with objectives of the institution.	
Strategic management	-Develop the faculties' strategic plans. -Offers leadership in formulation and monitoring of faculty policies and goals.	-Provides management and academic leadership. -Supports the Executive dean at faculty level. -Contributes to the faculty strategic planning in alignment to the institutional strategic plan.	
Implementation of policies	- Manages and examines the effective implementation of institutional and faculty policies, procedures, plans and systems. - Promotes a high level of academic integrity through the provision of academic and managerial leadership - Ensures that academic staff complies with academic standards, rules and regimes set by Senate and Council. -Supports plans to ensure the provision of high standard of appropriate resource academic facilities. - Recognizes potential concerns in relation to facilities/resources e.g. shortage of skilled staff. - Manager of growth and development in the faculty.	Faculty governance: -Has the ability to manage academic and administrative employee queries. -Able to identify, address and resolve problems in the faculty. -Liaise with faculty HR consultant to ensure that all legal and policy requirements are complied with. - Consent to staff recruitment taking place in terms of institutions policies and procedures. -Ensures that all supporting documentation being institutions controls and audit procedures are filed.	
Team management	- Able to handle staff appeals, complaints, grievances etc. and conduct appropriate disciplinary enquiries. - Upholds amiable working relationships between faculty staff and other department employees.	-Ensures appropriate training is offered for new and existing employees in DUT procedures and systems on a systematic basis. -From a personal perspective, professional and personal self-development.	

	<ul style="list-style-type: none"> - Fosters faculty equity and transformation e.g. Consent to succession plans for previously disadvantaged employees in alignment to equity. - Identifies suitable self-development. 	
Data and systems management	<ul style="list-style-type: none"> - Liaises with different administrative support sectors to supervise the provision of an acceptable standard of support service to the faculty. 	<ul style="list-style-type: none"> -Liaises with different administrative support sectors to supervise the provision of an acceptable standard of support service to the faculty.
Resource management	<ul style="list-style-type: none"> - Coordinates with line management leadership the preparation of the faculty budget. 	<ul style="list-style-type: none"> -Assistance in the selection and recruitment of faculty administrative employees. -Facilitate in the recruitment of academic employees as directed by Executive dean. -Support the Executive dean with line management leadership (HODs) in the preparation of the faculty internal and external resource budget needed to achieve objectives (such as physical services /resources, staffing level and expense, operational expenses etc.)
COMPETENCY PROFILE		
Interpersonal effectiveness	<ul style="list-style-type: none"> -Shows leadership by providing strategic direction. -Utilization of team leadership and delegating responsibility and accountability -Supports appropriate managers training and skills development. - Exhibits fluent communication skills. Also, has the ability to impact and influence the behaviour/opinions of others and to reach consensus. -Implements conflict management skills with the intention of resolve pressures (conflict avoidance and conflict management). - Sensitive to and adept at, handling cultural diversity. 	<ul style="list-style-type: none"> -Shows leadership by providing strategic direction. -Utilization of team leadership and delegating responsibility and accountability -Supports appropriate managers training and skills development. - Exhibits fluent communication skills. Also, has the ability to impact and influence the behaviour/opinions of others and to reach consensus. -Implements conflict management skills with the intention of resolve pressures (conflict avoidance and conflict management). - Sensitive to and adept at, handling cultural diversity.
Personal effectiveness	<ul style="list-style-type: none"> - Provides high ethical standards personally and professionally. -Able to cope with challenges and stress in a constructive and objective manner without impacting other employees. 	<ul style="list-style-type: none"> - Provides high ethical standards personally and professionally. -Able to cope with challenges and stress in a constructive and objective manner without impacting other employees.

Source: Technology (2007) adaptation

Table 1-1 is a detailed abridged description of the job profile for the executive management leadership of the institution. The above-mentioned table was discussed in cognizance of the context of the study being leadership and employee engagement. Hence, other key performance areas regarding the job profile have been omitted from the table above.

Moreover, the chosen key areas will aid in better understanding EML and their job description when accepting the leadership position at the institution. Interestingly, the abridged table demonstrates the specific responsibilities of executive management leadership (IV) in relation to leadership position and employees at faculty level. Notably, the job profile has shown that executive management leaders should provide high personal and professional ethical standards. The next section will discuss the second independent variable being line management leadership of the institution.

Table 1-2: Line Management Leadership Job Profile

KEY AREAS	DESCRIPTION OF KEY PERFORMANCE AREAS
Core customer	Department employees and students
Teaching and learning	<ul style="list-style-type: none"> -Ensures that department conforms to academic standards, rules and systems as set by higher authority (SAQA, Senate, Council) - Supports the Executive dean in running the academic ambit, thus supervising the operational implementation of academic policies and procedures within the department.
Resource management	<ul style="list-style-type: none"> -Manages all department employees. - Undertakes any potential worries /constraints in relation to services/resources, lack of skilled employees etc. -Encourages appropriate curative action plans. -Ensuring that employees are well trained and committed to delivering high quality education. -Providing advice, support and counsel as necessary. -Ensuring employees are appropriately trained regarding pertinent policies, procedures, systems etc. - Supporting appropriate development opportunities for employees in line with DUT occupation path and succession plans. -Supports hospitable working relationships among departmental employees, and with other academic and administrative departments.
COMPETENCY PROFILE	
Interpersonal effectiveness	<ul style="list-style-type: none"> -Demonstrates leadership by providing strategic direction. -Utilization of team leadership and delegating responsibility and accountability -Supports appropriate managers training and skills development. - Exhibits fluent communication skills. Also, has the ability to impact and influence the behaviour/opinions of others and to reach consensus. -Implements conflict management skills with the intention of resolve pressures (conflict avoidance and conflict management). - Sensitive to and adept at, handling cultural diversity.
Personal effectiveness	<ul style="list-style-type: none"> - Provides high ethical standards personally and professionally. -Able to cope with challenges and stress in a constructive and objective manner without impacting other employees.

Source: Technology (2007) adaptation

Table 1-2 is an abridged description for the job profile of the line management leadership (IV) at the Durban University of Technology being the focus of the study. Line management are lower level management also known as Head of Departments (HODs) in HE institutions. Moreover, these managers spend most of their work life with employees, but

report to their designated EML of the institution. Notably, the above-mentioned table was discussed in context with the study. Thus, the other generic key performance areas were omitted from the table. This will support a better understanding of the line management leadership in relation to leadership and employee context. Moreover, the table will assist in understanding line manager's responsibilities and accountability at departmental level of the institution. Moreover, Table 1-2 also presented a descriptive relationship of the leadership and employee engagement (DV) of the study. As aforementioned, the executive management leadership needs to provide personal and professional ethical standards which was reiterated in line management leadership job profile. Therefore, showing support for the focus area of the study relative to explore ethical leadership style of these two managerial job positions.

The next section will present the research problems relative to the focus of the study. The research problem will discuss leadership and employee engagement in relation to the research aim and objectives of the study. Moreover, the problem statement will discuss aspects at EML and LML that impact employees at the institution.

1.9 Research Problem

HE executive management leadership and line management leadership may be epitomized as the captain of a ship or pilot of an aircraft. These leaders as captains or pilots are responsible for cabin crew and passengers being employees and stakeholders to take them to the destination harbour or airport (institutional goals). Over the years' line management leadership have lead departments akin to their predecessors, without any foresight on the impact that leadership has on employee engagement. There are many examples of unethical leadership by LML that has been reported to the institution. As reported (Technology, 2017) there are four matters still under investigation by line management leadership which is still being probed by an outside investigator at DUT. Management styles influence both the output and well-being of employees (Van Niekerk *et al.*, 2017:221; cited Friedman, Tidd, Currall, and Tsai, 2000; Wright, 2011).

According to Detert, Trevino and Sweitzer (2008:386) some organization leaders may possibly influence existing employees that are susceptible to moral disengagement. Notably, Ngcamu and Teferra (2015:135) asserted that a study at Durban University of

Technology revealed no chances of some employees becoming leaders. Unethical long-term leaders often disapprove new succession as these leaders are not ready to yield power in the event of a probe. Thus, these leaders choose succession leaders to ensure surreptitious control (Van Zyl, 2014:181; cited Pietersen). Importantly, there is a need to create a rotary motion of roles that can aid employees to become worthier leaders (Medley, 2016:3).

It should be noted that HE employees are regularly under stress, from the internal environment (workloads, research outputs, student matters, administrative issues etc.), and external environment (public funding, autonomy issues, transformation etc.). Interestingly, administrative support staff functions in a similar environment as academic employees (Van Niekerk *et al.*, 2017:4; cited Gillespie *et al.*, 2001). Over the past three decades there have been concerns regarding academic stress, dating back to the early 1970s. Thus, no wonder HEIs are now frequently described as stress factories (Barkhuizen and Rothmann, 2008:321). Conflict happens when academic or administrative staff are not able to work as a team to achieve institutional goals and objectives. These disputes influence HEIs culture and work environment (Du Toit, 2000); clearly impacts academics and support staff engaged in the academic process (Van Niekerk *et al.*, 2017:3). The building of ethical leadership skills remains underdeveloped and split, despite skills development programs and other institutional programs at the institution. Ngcamu and Teferra (2015:136) claimed a study of DUT skills development programs have had no influence on the universities transformation in the post-merger era. There will be major tests ahead for DUT in the following five years to ensure that the senior management provides ethical and inspiring leadership (Technology, 2008: 20).

Table 1-3: Abridged Irregularities at Durban University of Technology

Human Resources	<ul style="list-style-type: none"> - Disciplinary hearing footages destroyed - Appointments made without following policies as adopted by council. - Irregularities in relation to conflict of interest. - No tracking of grievance procedures – hearings take longer than 2 years, despite institution policy directives. - Unilateral appointments - Management favouritism - grading of employees.
Poor governance	<ul style="list-style-type: none"> - University resource matters in 2014. - Labour brokering - Conflict of interest between student and staff members. - Tender probes into maintenance and procurement dept.

Source: NEHAWU (2015:4)

In an email communication on 30 October 2015, the Chair of NEHAWU DUT Branch, Mbatha claimed that there were many irregularities (Table 1-3) from human resources to corruption at Durban university of Technology. The prominence of an ethical leadership dimension seems clear, in view of the visible ethical scandals in virtually every type of organization (Brown and Trevino, 2006:596). According to Barac *et al.* (2011; cited Marx, 2007) South African HEIs corporate governance practices against corporate sectors can conclude that even though HEIs' councils seem to be well established, these institutions need to improve corporate governance disclosures. Furthermore, in South Africa employee outlooks have become more negative over the past few years (Denton and Vloeberghs, 2003:94).

The executive management leadership is pressed by the demands of top management and the anticipations of employees and students (Van Niekerk, 2005:71). Executive management and line management leaders are under unrealistic pressure imposed by top managers to compromise with personal standards to achieve organizations aims and goals (Van Zyl, 1998:26; cited Carrol, 1978). Essentially, eighty percent of academics in a research paper claimed that university workloads have increased considerably over the years (Barkhuizen and Rothmann, 2008:323; cited Boyd and Wylie's, 1994). Inherently, most HE leadership is top-down approach to leadership and sometimes without any communication at executive management and line management levels of the institution. According to MacGregor (2015:83; cited Price, 2012), a Vice-chancellor cannot really lead strongly from the top or from the front, as leadership should inspire people with ideas and a vision. Moreover, Townsend (1970) states that authentic leadership should be for the vantage of the followers not the enrichment of the leaders. While the old days of top-down HE leadership have disappeared, leadership style can be key to how successful a university is run (MacGregor, 2015:55; cited De La Rey, 2012).

HE transformation has a lot to do with leadership – not the leadership of the vice-chancellor, but the leadership of a collective of people, executive management leadership, line management leadership, academics and administration, and other stakeholders (MacGregor, 2015:28; cited Jansen, 2012). Some executive managers and/or LML have led departments in an authoritarian way, disregarding or ignoring all stakeholders. Importantly, ethical leaders place the well-being of subordinates above own and care about employees (Agbato and Davies, 2016; cited Kacmar *et al.*, 2013). Ngcamu and Teferra (2015:214)

claim that some leaders seem to lack the personal ability to learn from mistakes, thus replicating mistakes and not fostering transformation in the university.

HEIs have or have attempted to grow, solid relations with industry, but frequently lack in collegiate tradition (Kulati and Moja, 2001). An executive manager with an inappropriate leadership style will clash with the staff as it would not support the objectives or targets of the institution. Branson (2015) believes that there is no mystical recipe for incredible organization culture, the key is just to treat staff how one would like to be treated.

Additionally, Van Niekerk *et al.* (2017:4; cited Gillespie *et al.*, 2001) states that the stress academic and support staff encounter would place further tension on interpersonal relationships. According to Gmelch and Miskin (1995) executive managers and line managers have steadily been recognized as leaders and agents of change. Employees become leaders when these individuals are dedicated to a cause and are self-managed (Van Niekerk, 2005:48; cited Sergiovanni, 1990).

According to Van Zyl (2014:6) asserted that ethical conduct of leaders can have an influential effect on the ethical behaviour of employees. Interestingly, there are some employees are working in silos, incessant office politics, nepotism and cronyism (friends getting preferential treatment) usually related to managers. As stated by Van Zyl (2014:180; cited Pietersen) nepotism gravely impairs organizational ethics and growth potential. Ngcamu and Teferra, 2015:136 (cited Hemson and Singh, 2010:942) suggest that the responses by Black employees was a more prevalent sense of irritation that was connected to a lack of access to resources, social detachment from other staff favouritism or discrimination. According to Denton and Vloeberghs (2003:90; cited Joffe, 1995) employees need to be involved from the beginning; otherwise these employees will not buy into the process. Favouritism could happen at all levels from lower to higher to benefit a few employees over others. When Council members are known by sub-groups like LML and EML it can lead to suspicion and lack of trust. Moreover, De La Rey (2015) avers that these regular staff members, students, businesses and political groups try to lobby Council members on particular matters.

Conflict cannot be overlooked as it is unavoidable and occurs when people work together (Van Niekerk *et al.*, 2017:6; cited Jehn, 1995; Rahim, 2011; Vokic and Sontor, 2009). Conflict between staff members can lead to unhappiness and disengagement. Moreover,

some HEIs that overlook the imperativeness of conflict management policies to resolve employee disputes. Van Niekerk *et al.* (2017:3; cited Gillespie *et al.*, 2001) asserted that when there is no communication between academics and the support staff, it can lead to interpersonal relationship conflict. It should be understood that academic freedom at universities promotes engagement and allows for autonomy. Hence, this will promote better support for department and institutions goals. However, Van Niekerk (2005:67) maintains that although academic freedom remains an important cornerstone of HE, it seems to always be circumscribed. If employees oppose department managers, these employees are sometimes discriminated, disrespected and/or victimized. In an email communication NTEU (2015) indicated that some union members have forsaken the employee grievance route, for fear of being victimized or discriminated. Technology (2017) report claims that when an employee raises a complaint or a grievance they have been personally treated badly by another employee.

Table 1-4: Employee Grievances (LR1) Stats of Members

Members	2013	2014	Sept 2015
Administrative	19	21	19
Academic	12	8	15
	31	29	34

Source: NEHAWU (2015)

Interestingly, ineffective leadership linked to employees can be understood by the many employee grievances (Table 1-4) that unions are still trying to resolve at all levels of the institution. There is a decline in communication when nepotism or favouritism ensues between a manager and employee. According to Brown, Treviño, and Harrison (2005) ethical leaders communicate about ethics and ethical behaviour with followers. Unethical managers enable and permit nepotism and cronyism by gaining support from a few loyal employees. Bonner, Greenbaum and Mayer (2014) employees that are morally disengaged are unconcerned in seeing and/ or caring about the manager's disengaged behaviour. Hence, the ethical problem is one of loyalty to the manager versus the honesty dilemma. Honesty is related to ethical behaviour, but loyal unethical employees will breach ethics by choosing loyalty over honesty. As stated by Schoeman (2012) while the choice of being loyal to the unethical manager might be understandable, it nonetheless has still ignored the unethical behaviour. In addition, De La Rey (2015) factionalism and caucuses weaken good governance and sound management. Notably, the importance of internal and external audits of governance systems serves as another illustration of detailed information not

disclosed in annual reports by nearly all HEIs (Barac *et al.*, 2011:327). Organizational leaders, public servants and politicians should realise that a leader is in a position based on several noteworthy leadership qualities (Van Zyl and Lazenby, 1999:20).

Interestingly, some institutional EML and LML show a positive and inspired outlook with all employees but can become manipulative to achieve personal goals and desires. According to Van Niekerk (2005:52) some leaders may have the public persona of a saint but surreptitiously are dishonest devils. Moreover, some institutional executive management and line management have a phony/ fake character. Thus, permitting some employees follow suit and become like these these leaders at the detriment of the institution. In addition, Van Niekerk (2005:52; cited Martin and Sims, 1956; Bass, 1998b) claimed that these leaders will openly support but secretly contradict proposals.

DUT needed to address the unresolved issues that caused distance, uncertainty and an absence of shared purpose and path for the future (Technology, 2008:17). There are circumstances or conditions that may cause managers to bend organizations rules in a bid to survive as the burden to meet these challenging or impractical targets is something that needs to be reviewed at organizations (SAIPA, 2015:24). Furthermore, the study will investigate whether working beyond job scope and multitasking be a primary reason LML to overlook employee engagement. Lackritz (2004) believed that there are many university dilemmas that are related to high levels of burnout, namely being large student numbers, academic workloads, and dearth of resources. Likewise, Barkhuizen and Rothmann (2008:332) stated that a study on female academics attested higher levels of physical illness than male counterparts. Moreover, recruitment and selection of employees with ethical proficiencies will become the moral fibre of HEIs. It is evident by Zeghers (2016:1) that the education sector has undertaken to fill positions through print and online advertising, mainly to meet the requests of looking impartial and transparent. Over the years' academic staff have been requested to become line managers (Head of Departments), but these academics may not have leadership skills to manage departments (Ngcamu and Teferra, 2015:133; cited Filan, 1999; Raines and Alberg, 2003).

A skill can be defined as a capability which can be fostered not necessarily inborn and which is exhibited in execution of work not in the ability to work (Prudzienica and Mlodzinska-Granek, 2014:322; cited Katz, 1974). Quiet evidently South Africa needs better

trained and diverse managers (Denton and Vloeberghs, 2003:93). Moreover, Howell and Costley (2006:8) claim that managing and leadership are closely interconnected as the same persons usually perform both manager and leadership responsibilities.

Inherently, the impact of ineffective leadership and employee disengagement will not only affect staff, but will also have a ripple effect on stakeholders. Marquard (2010; cited Hamel, 2008; Perrin, 2008) a lack of employee engagement implies that a considerable majority of employees would give less, instead of giving more of themselves. Managers cannot afford to become self-satisfied as it will hamper department progress and development (Denton and Vloeberghs, 2003:89). When leaders lack credibility, talks regarding these leaders simply lose power (Heres and Lasthuizen, 2013:89; cited Simons, 1999). When HE management overlooks problems, the weak culture would infiltrate through the entire campus. Thus, Gumede (2014:5) claimed that will lead to lower academic standards, dispirited staff and students, downward spiral of everything that makes university what it is – a place of academic and skills excellence. The study approach will explore the phenomena by firstly understanding the relationship between executive management leadership and line management leadership and employees in relation to the research problem and review of literature. Moreover, from the research problem it is evident that there are ethical issues at the institution. Thus, the approach will vividly explore evidence of ethical leadership style at different levels of leadership in relation to employee engagement.

1.10 Research Methodology Overview

This section will provide a detailed discussion on the research process adopting Saunders *et al.* (2009) research onion layer framework to facilitate the achievement of the research objectives. Hence, the research onion layer will support better understanding for the utilization of the quantitative and qualitative methods. The mixed methodology process will use concurrent design for data administration and collection of the three research instruments (Annexure B, Annexure C and Annexure D) of the study. Thereafter, a detailed discourse on the identification of sample population and sampling methods. In addition, the sampling method adopted random sampling for the quantitative research instrument and purposive sampling technique for the qualitative research instruments. Moreover, the measuring instruments were Likert 5-point scale for quantitative instrument - employees and semi-structure interviews or open-ended questionnaires for qualitative instrument – executive management leadership and line management leadership.

The data collection processes will be discussed in detail to include sample size, data sources and the importance of ethical considerations for the study. Furthermore, Chapter 5 will present the ethical consideration being the ethical clearance (IREC) from the institution, participant informed consent, anonymity and confidentiality regarding the study. Lastly, the chapter will conclude with data analysis procedures inclusive of definitions etcetera for both quantitative and qualitative statistical analysis.

1.11 Delimitations

The study is delimited to a single organization being a single HE institution environment in Durban, Kwa-Zulu Natal. Hence, these findings should not be generalised to other HEIs. Moreover, the inclusion of other HEIs would have made the study too longitudinal in nature.

The study will exclude:

- Employee Development: The qualitative findings have supported a need for employee development from a work ethic perspective at the institution. Furthermore, it outlined in the recommendations for future research. As most common are employees that are poor team players who are disengaged, underproductive and less creative or successful, and under-developed employees that are always distracted (Rappo, 2014).

1.12 Terms of reference

- LEADERSHIP: Leadership can be defined as the skill of helping, managing and influencing individuals to act toward reaching a common objective (Oates, 2013:38);
- ETHICS: Ethics can be emphasised as right or wrong, good or bad, proper or improper and are critical on human behaviour (Lewis, 1991:3). Morality or ethics is the science of demeanour; hence, ethics is the study of right or respectable behavior (Sivananda, 2007:1);
- ETHICAL LEADER: An ethical leader is termed as individuals with right principles and strong character that serve as role models for others and resist temptations (Bello, 2012:230);
- ETHICAL LEADERSHIP: Ethical leadership style can be defined as leading in a manner that respects the rights and dignity of others (Zuma, 2000:6). An ethical

leadership is the epitome of sustainable leadership in one's personal and professional life (Quintal, 2012:2; cited Madonsela, 2012);

- **MANAGEMENT:** Management can be described as a sequence of activities (leading) that are executed for the betterment of an organization (McCartney and Campbell, 2006:191);
- **HIGHER EDUCATION INSTITUTIONS:** These institutions are referred to as post-secondary institutions such as universities, or colleges that offer qualifications such as national diplomas, different level of undergraduate and post-graduate degrees (Awang, Kutty and Ahmed, 2014:29);
- **EMPLOYEES:** It should be noted that employees are the heart, feet and hands of organizational development (Masemola, 2011:11). Employees are needed to support the achievement of organisational goals. Without employees an organisation will cease to exist; and
- **EMPLOYEE ENGAGEMENT:** Employee engagement is defined as connecting of employees to their occupation of the organization; as people work and express themselves physically, cognitively, and emotionally (Lewis, Thomas and Bradley, 2012:34; cited Kahn, 1990:694).

1.13 Structure of the Chapters

1.13.1 Chapter 1: Introduction

Chapter 1 presented and provided an overview of the study and addressed the demarcated research area which was confined to Durban University of Technology (DUT), Kwa-Zulu Natal. Thereafter, an outline on the rationale, significance of the study, research aim and objectives including the research questions. The research problem was comprehensively discussed to support the research aim and objectives and research questions of the study. An introduction, study background and an overview of the methodological approach to the study has been presented. Moreover, this chapter provided a context of the study showing the background, limitations and previous challenges on leadership and employee engagement research. In addition, an explanation of any delimitations have been explained.

1.13.2 Chapter 2: Leadership, Ethics Theories and Styles

Chapter 2 will provide a theoretical background on historical and contemporary leadership theories and styles. Moreover, it will provide a detailed discussion on ethics, Ubuntu, ethical leadership and unethical leadership style. Furthermore, the chapter will outline the importance of organisational leadership evaluations, leadership engagement, leadership training and development, and employee recruitment and selection criteria.

1.13.3 Chapter 3: South African (HEIs) environment

Chapter 3 will provide an overview on past and current South African HEIs and HEIs environment. Moreover, the chapter will discuss South African HE leadership and leadership styles. The chapter will outline HEIs corporate governance and ethics practices. In addition, an all-encompassing discussion on the focus institutions origination and leadership style and ethics practices.

1.13.4 Chapter 4: Employee Engagement and Disengagement

Chapter 4 will present an overview on leadership employee relationship, leadership role-modelling and employee well-being. Moreover, it will discuss leadership styles that positively impact employee engagement. The chapter will provide a definitions and theoretical background on past and current research on employee engagement. In addition, it will discuss the impact of ethical leadership on employee engagement, followed by employee engagement for HEIs. Lastly, a detailed discussion on employee disengagement and the characteristics thereof.

1.13.5 Chapter 5: Research Methodology

Chapter 5 will present a discussion on research process and choice of methodology. Furthermore, it will provide a detailed discussion on the target population and sample size of the study. The chapter will include the research techniques that would be utilised to administer and collect data that would be analysed in the following chapter.

1.13.6 Chapter 6: Quantitative Analysis and Interpretation of Results

Chapter 6 will provide a comprehensive discussion on the data collection from the quantitative research instrument. The raw data was captured on MsExcel spreadsheet and analysed using SPSS version 24.0 for Windows. Thereafter, the chapter will present descriptive analysis and findings on the variables of the study. In addition, a comprehensive inferential analysis and interpretation of the results will be presented in the study.

1.13.7 Chapter 7: Qualitative Analysis and Interpretation of Findings

Chapter 7 will discuss the qualitative data from the two research instruments that was administered to both the independent variables of the study. The qualitative data collection was structured interviews and open-ended interviews. Thereafter, the data was transcribed verbatim to MSWord and given to a qualified NVIVO statistician for thematic analysis. It should be noted that thematic analysis will support better understanding of the main and subthemes that will be presented and interpreted in the chapter.

1.13.8 Chapter 8: Method Triangulation Discussion of Findings

Chapter 8 will present and give a comprehensive discourse on the synthesis of previous quantitative and qualitative chapter analysis findings. The synthesis being triangulation of quantitative and qualitative findings will enhance and strengthen the quality and discussion chapter of the study. Moreover, triangulation will further enable new insights for the study. It will support better conclusion and recommendations in the next chapter.

1.13.9 Chapter 9: Conclusion and Recommendations

Chapter 9 will present a final summary with the relevant triangulation of findings of the study. The conclusions will deliberate whether research aims and objectives and research questions have been accepted. In addition, the chapter will discuss several tentative institutional recommendations arising from the mixed method findings and triangulation of the study. Furthermore, the chapter concludes with directions and recommendations for future research.

1.14 Summary

The study was undertaken to explore whether there is evidence of ethical leadership styles of executive management leadership and line management leadership, and the impact of leadership styles on employee engagement at Durban University of Technology in Kwa-Zulu Natal. Hence, the chapter discussed leadership and the workforce behind the HEI that support and fulfil duties despite the many challenges faced on a regular basis. Moreover, the background of the study was supported by literature to assert the importance of effective leadership and academic and administrative employee engagement at HEIs. The study focused on one HEIs environment and the study rationale and problem statement was able to validate the importance of ethical leadership style and employee engagement at the institution. The focus of the study discussed the EML and LML job descriptions in context to ethical leadership and ethical behaviour. Moreover, the study rationale included a brief overview on previous research limitations related to HEIs leadership and employee engagement. In addition, previous research challenges revealed limited information to link leadership to employee engagement and/or organisational performance.

Furthermore, the chapter provided an overview of the research methodologies that was employed to support the research aims and objectives of the study. Additionally, the study significance concentrated on executive management and line management leadership employee engagement and the relationship thereof. Interestingly, although there is a plethora of research on South African HE leadership, there has been limited documentation on ethical leadership of executive management and lower level management in relation to employee engagement at a HEIs. Moreover, the chapter provided a brief overview of the research activities that would be contextualized for the study. The next three chapters will present a detailed discussion on the conjectural philosophies being leadership, South Africa HEIs, and employee engagement that are the keystones of the research. The next chapter will commence with a detailed discussion on different leadership theories and styles, followed by the philosophy of ethics, Ubuntu ethics and the importance of King III and King IV code of conduct report on ethical leadership at institutions.

2 CHAPTER 2: LEADERSHIP AND ETHICS

2.1 Introduction

At the outset, it is important to understand the dissimilarity between leader and leadership (Dalakoura, 2010). According to Van Niekerk (2005; cited Ericson, Fairholm, 1998) affirms that wisdom to lead and understanding the leadership process is similar to learning to exist. According to Naino (2016:17) today we live in an epoch of such fast change and advancement, and leaders must continually work to advance their capabilities to ensure constant change and frequent adaptation, whilst safeguarding the leader's individuality and morals. Interestingly, it should be noted that various ethical problems now being experienced in the government, medicine, banking, business and labour sectors have aroused many comebacks (Kretzschmar and Bentley, 2013:1). There is a need for a distinction between the approach to higher educational leadership and the evolving concerns confronting higher educational leadership (Grandy and Holton, 2013:427-445; Vardiman, 2006:93-105). According to Council for Higher Education (2016; cited Gourley, 2016:49) leadership is a collective activity and needs to be encouraged at all levels of a HEI. MacGregor (2015:27; cited Jansen, 2012) in other words claimed that a leadership model that is inclusive, embracing or accepting is required for HEIs.

This chapter dealing with literature review will examine existing research and published scholarly work relevant to the research objectives on the importance of ethical leadership style at the institution. The literature review will entail a detailed discussion of several leadership theories and leadership styles relevant to the research study. Firstly, the chapter will focus on a discussion on the fundamentals of lead, leader, and leadership for any sector, including the focus of the study being HEI leadership. Thereafter, the focus will be on heterogeneous historical and contemporary leadership theories that will support ethical leadership style variables of the study. Secondly, further emphasis will be placed on Ubuntu ethics, ethical leadership style, and transactional and transformation leadership theories linked to ethical leadership style. Thereafter, the chapter will focus on ways to improve ethical leadership dimension along with the management leadership semantics. Lastly, the focus will be on unethical leadership styles known to most previous researchers.

2.2 Characteristics of Lead, Leader and Leadership

The Anglo-Saxon etymological origin of the word lead, leader or leadership is *laed* that correspondingly, represents the pathway lane; *eaden* means to travel, so a leader is one who shows connated travellers the road by walking in front (Gal, 2012: 3-4). According to Dictionary (2016) defined the word lead as to influence, to command or direct, or to go before and show the way; conduct or escort. Furthermore, Rashotte (2006) claimed that influence is defined as transformation in an individual's beliefs, outlooks, attitudes or behavior that results from collaboration with another individual or group. Influence in leadership, can be defined as the skill of a leader to communicate ideas and achieve approval of followers (Lussier and Achua, 2004).

Moreover, the definition of a leader is an individual who should try to inspire one or more followers and guide these followers to accomplish a specific objective (Sethuraman and Jayshree, 2014). According to Dictionary (2016) a leader is a person in control of a group, someone/ something first in a competition, the first or greatest. However, a first step for such a person is to be one's own leader, explicitly, feeling self-satisfied and self-aware (autonomous), having a noticeably distinct vision, morals or ethics, principles and goals (Hudea, 2014: 111). According to Van Zyl, Dalglish, du Plessis, Lues, Pietersen, Ngunjiri and Kablan (2016:35) a leader would be a visionary, an astute person, a problem solver, and a benefactor for the followers. Leaders are individuals who know what one would want and why one would want it (Mothilal, 2010). Thus, despite several potential role models, the chief executive officer, other executives, managers and supervisors are role models in any organisation (Reyes, 2013:1).

Leaders who are good role models pay attention to personal behaviour, reinforcement of teamwork and collaboration, support others in growth and development, and identify the personal positive behaviours and attitudes (Macaulay, 2010:1). Evidently, as it is known leaders have existed throughout the history of humankind (Van Zyl *et al.*, 2016:3; cited Dalglish, 2016). A leader is one who inspires and impacts an assembly of individuals on the way to the attainment of a goal (Wong, 2007:1). Interestingly, an excellent leader does more-than just motivate employees to accomplish organizational goals (Obiwuru *et al.*, 2011; cited Lee and Chuang, 2009). Moreover, these leaders are expected to carry out responsibilities with limited resources to the maximum level in an attempt to uphold the competitive advantage and sustain a successful organization (Raiz and Haider, 2010:29-

38). Leaders are participants of a group with the potential to influence that group of individuals (Crevani and Packendorff, 2010:77-86).

Importantly, it should be noted that strong leaders have a belief of making a fundamental difference to everything – and every person – in an organization (Peterson, 2014:1). A leader should respect people and what people do; to delegate with a degree of confidence; to be steady and clear about what the rules of engagement are and what the measures of success are (Council for Higher Education, 2016; cited Figaji, 2016:78). According to Denton and Vloeberghs (2003:93; cited Bennis, 1997) leaders have good character, asserted that leadership being really a matter of moral fibre. Many scholars have endeavoured to define leadership for several decades (Taylor and Machado, 2006:140). Leadership is as ancient as the mountains, but the real etymology of the word is new – the original known word leadership dates to 1821 when leader was joined with the suffix “ship” meaning position (i.e. position of a leader) (Kelly, 2014). Over the centuries, there have been many diverse definitions of leadership as the individuals who have endeavoured to define leadership (Stogdill, 1974). The word ‘leadership’ has been used in several aspects of human industry such as political affairs, corporate, academics, social works etcetera (Obiwuru *et al*, 2011:100).

2.3 Definition of Leadership

- According to Helmrich (2016) Webster dictionary terms leadership as having the competence to lead people;
- Leadership can be defined as the activity of influencing people towards the achievement of goals, and a leader is someone who has managerial authority and can influence others (Khalifa and Ayoubi, 2015:478; cited Robbins, Bergman, Stagg, and Coulter, 2009:534);
- Leadership can be defined as the skill of helping, managing and influencing individuals to act toward reaching a common objective (Oates, 2013:38);
- Another definition of leadership would be the means of influencing, encouraging, supporting, helping and inspiring employees to pursue organisational goals through the means constructed by all stakeholders (Shokane *et al.*, 2004:1; cited Drouillard and Grobler, Kleiner, 1996:31; Brewster, Dowling and Warnich, 2000:29; Smit, 2000:57);

- Some researchers define leadership in terms of character and physical features, while others believe leadership is embodied as set of commended behaviours (Van Niekerk, 2005:38); and
- Zuber-Skerrit (2007:987) claimed that leadership has been well-defined by several researchers over the decades from trait theories and behavioural theories, followed by contingency theories to transactional and transformational theories.

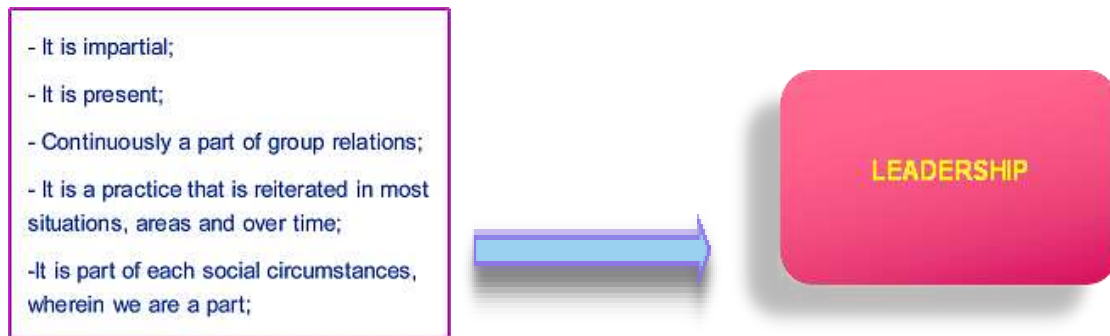
On the contrary, the following would be categorised as four definitions describing what leadership would not be (Kruse, 2013:1-2):

- Leadership has nothing to do with superiority or an individual's position in the hierarchy of an organization - leadership does not automatically happen when an individual reaches a senior pay grade;
- Leadership has nothing to do with titles – a title does not automatically make a person a leader. Any person can be a leader, even in the place of worship, neighbourhood, and family;
- Leadership has nothing to do with personal attributes – Leadership isn't an adjective, hence, leaders don't need extroverted charismatic traits, as charisma does not make one a leader; and
- Leadership is not synonymous with management – Managers need to plan, measure, monitor, coordinate and so much more in comparison to leaders who lead people.

In addition, to the different definitions of leaders, the generic thread is social influence (Van Niekerk, 2005; cited Kreitner and Kinicki, 1998). Interestingly, the notion of leadership became more significant during the 20th century as individuals began to have more influence over who leads them (Van Zyl *et al.* 2016:3; cited Dalglish). According to Burke (2006:91) leadership has been comprehensively explored subject for over 50 years. The origin and nature of leadership continue to be studied and written about in hundreds of texts, journal articles and business and financial magazines (Van Zyl *et al.* 2016:7; cited Dalglish). Surprisingly, leadership is the most researched and least understood subject of any in the social sciences (Van Niekerk, 2005:38; cited Bennis and Nanus, 1995:4). As asserted by Shokane *et al.* (2004:1; cited Horner, 1997: 270- 287) leadership can be viewed as the achievement of a group of people rather than an individual. Leadership is a

multifaceted process expended by the difficulties of timing, conditions and people (Taylor and Machado, 2006:140). Moreover, leadership is about people and not about oneself (Despain and Converse, 2003:148).

Figure 2-1: Depicts the Basic Elements of Effective Leadership



Source: Van Niekerk (2005:38) adapted

As stated by Omolayo (2007) leadership is a social influence practice, leaders endeavor to get voluntary participation of subordinates, to influence institutional goals. Furthermore, Kouzer and Posner (2003a) view leadership as a practice to bring out the best from oneself and others. Scott, Coates and Anderson (2008:3) claims that these are individuals that encourage innovative ways, and provide more concentration on the surrounding environment. The course of leadership involves leaders and followers in organizations (Aggarwal and Krishnan, 2013). Fundamentally, leadership is the skill of mobilizing individuals to want to compete for shared ambitions (Kouzes and Posner, 2003a:30). According to Daniel Goleman (2014:1) understanding and knowing yourself is a substantial characteristic of leadership. Leadership is a nested impact in any institution as it affects organizational ethos, communication environments, structures, and the attitudes and behaviors of employees (Men, 2014).

Notably, Van Zyl *et al.* (2016:7; Dalglish, 2016) states that it is important to keep in mind, that leadership does not only happen at the top of the organization, it can happen at all levels of an organization. Additionally, leadership should be regarded as having its core focus on setting and inspiring new techniques (Scott *et al.*, 2008:3). Leadership involves power (Yukl, 1994).

2.4 Leadership Power

From a leadership perspective, power implies a potential ability to influence others to support organizational or leader's objectives (Van Zyl *et al.*, 2016:271; cited Pietersen, 2016). Most importantly, Forsyth (2009) stated that while leadership is essentially power, leadership is not power above people, it is power beside people being a mutual relationship between leader and follower. As demonstrated below by Van Zyl *et al.* (2016; cited Pietersen; French and Raven, 1959;1992, Finkelstein, 1992, and Joseph Nye,2004) and previous researchers that over the years the following have been acknowledged as the eight sources of power, as tabulated below:

Table 2-1: Eight Sources of Leadership Power

Types of power	Description
Legitimate power	The leadership power comes from being employed by the organisation into a leadership position. The leadership position asserts the right to expect followers to obey with legitimate requirements.
Reward power	Leader has the ability and authority to provide things that employees desires for acceptable behaviour e.g. salary increases, promotions and other forms of acknowledgement.
Coercive power	Power to punish employees for non-compliance, and based on fear, thus threatening staff with demotion or disciplinary action and overrule employee decisions.
Information power	Leader has minimal control over employees' performance as it is collective power. According to Brennan <i>et al.</i> (2003), information power facilitates confidence, autonomy, trust and enthusiasm that employees work without help.
Reverent power	Leader with reverent power possess an attribute termed charisma. It is built on employee personal feelings of appeal or respect for a leader. If a leader is liked or respected it will allow for more influence over followers.
Expert power	This leader gets respect and motivates others through proficiency, knowledge and capability. The core of expert power requires employees to trust the leader's expertise and hope that it applies to the situation at hand.
Prestige power	The leader's power stems from character and prominence. The leader has reliable reputation, and or a winning profile (DuBrin <i>et al.</i> , 2003)
Soft power	It is the ability to influence others to support a goal, without any intimidation, reward or exchange proceedings.

Source: Van Zyl *et al.* (2016:272-274; cited Pietersen, 2016)

The next section will discuss the evolution of historical and contemporary leadership theories over the years. The historical leadership theories are the foundational theories that allow for a theoretical guideline to the contemporary theories. The section will discuss the link between two contemporary theories to ethical leadership style of the study. Moreover, a discussion on ethics and ethical leadership style taking into consideration corporate governance (King III and King IV Report) for all institutions in South Africa.

2.5 Evolution of Historical Leadership Theories

It is noteworthy that leadership models and theories have been well-defined in so many diverse ways that an outline would be vast (Kanji and e'Sa, 2001; cited Senge, 1999; Yukl, 2006). According to Van Zyl *et al.* (2016:4; Dalglish, 2016) there are many leadership theories and models that can be divided into historical view and new genre leadership views. Thus, the time continuum illustrates a theoretical advancement on the evolution of leadership theories from trait, to behavioural, then contingency to transformational and transactional theories (Taylor and Machado, 2006:140). As stated by Bass (1990:19-31) there are three elementary leadership theories the trait leadership theory, the great (man) event theory and the process (situational and contingency) leadership theory.

2.5.1 Great Man Theory for the Period 1840s

Notably, the great man theory developed around the mid - 19th century (Leadership-central.com, 2017). According to Bass (1990:19-31) the great man theory asserted that leaders were congenital and not made being people that were destined to be leaders. Existing research examined personality, physical and mental characteristics on the idea basis that leaders were born. Hence, the key to a successful leader were those individuals who were born to be great leaders (Horner, 1997:270). Interestingly, the great man theory was motivated by the study of powerful heroes (Leadership-central.com, 2017).

The great man theory was well known by historians as being a leadership role that was occupied by only males (Sethuraman and Jayshree, 2014:2). However, the theory was dismissed after a great deal of research was done on leadership (Maj, 2011). The problem with the great man theory was that it paid no attention to the circumstances and environmental characteristics that are important in a leader's level of efficacy (Horner, 1997:270). Wren (1995) stated that the theory produced substantial research, however, concluded that leaders and followers are not necessarily different. Like the great man

theory, trait theory approach states that leaders are born with these characteristics and these qualities remain consistent over a long period of time (Sethuraman and Jaysree, 2014:2; cited Fleenor, 2011).

2.5.2 Trait Theory during the Period 1930's to 1940's

The trait theory emphasized that leaders are either born or have physical or personal characteristics that allow them to excel in a leadership role (Bass, 1990). According to Horner (1997; cited Bernard, 1926) the theory claimed that leadership was portrayed by the inner traits with which an individual is born. The notion was that trait theory leadership was not a natural characteristic, but an effective leadership approach that could be shared with followers (Saal and Knight, 1988). Hence, the theory focused on examining and understanding mental, physical and social characteristics, or the combination of characteristics that are mutual amongst leaders (Leadership-central.com, 2017). Scouller (2011) claimed that although traits theory contributed to the fact that leaders are born not made, this concept goes well with selecting leaders rather than developing them. According to Hasting (2008:15) trait theory has dropped out of approval due to inconsistent reliability. As opposed to the trait leadership theory of mental, physical or social characteristics, the behavioural theories presented a new outlook that concentrated on the actions of the leaders (Leadership-central.com, 2017).

2.5.3 Behavioural Theories during the Period 1940's to 1950's

Traditional theorists have studied leadership founded on trying to describe who leaders are rather than what these leaders do (O'Toole, 1999). Behavioural models concentrated on the relationship between leader's behavior and the impact on employees' mind-set and performance (Prudzienica *et al.*, 2014:322). Behavioural theories investigate whether the leader is task oriented (introducing structure) or people oriented (thoughtfulness), or a combination of both orientations (Al-Omari, 2005:21). However, Scouller (2011) asserts that behavioural theories may not be apt for all situations; case in point, emergencies or turnarounds. According to Horner (1997:271) the contingency theory is heterogeneous and is developed from trait and behavioural theories thus, the best way to lead comes from the leader and the situation.

2.5.4 Contingency and Situational Theories for the Period 1960's

The contingency theory focuses on leadership style, followers and circumstances linked to the surroundings. Moreover, it will determine the appropriate leadership style for a particular situation (Sethuraman and Jayshree, 2014:165 -172). The contingency theory unlocked the door of possibilities that leadership could be diverse in each condition (Saal and Knight, 1988). Interestingly, the contingency theory is a comparative extension of the trait theory, as the traits are linked to the situation in which the leader fulfils duties (Leadership-central.com, 2017). Fiedler's claimed that leaders can focus on either task or relationship-oriented dimensions, but not on both concurrently (Al-Omari, 2005:22). Hence, leaders who described disengaged employees in a positive term were relationship - oriented; whereas those who described disengaged employees in negative terms were task - oriented (Al-Omari, 2005; cited Mazzaella, 1983). Evidently, Fiedler's contingency theory suggests that there is no single finest way to lead as situations require different leadership styles (Bolden, Gosling, Marturano, and Dennison, 2003:8).

The situational theory emphasizes that these leaders usually opt for the best leadership style while taking into consideration the situation and the individuals to win over (Sethuraman *et al.*, 2014:165-172). The situational theory considered two variables for leadership success: leadership style and the extent to which a leader is able and good to influence others (Fiedler, 1967). Additionally, the same leader could be influenced by different group decision-making ways and reliant on each situational aspect which is known as situational contingency theory (Lorsch, 1974). Bolden *et al* (2003:9) claim that Hersey-Blanchard model looks at the development level of followers to determine the appropriate leaders' behaviour and styles. Interestingly, Vroom (1983) asserts that if these theories were used to determine the kind of leader most apt for head academic departments, each department would need different situational leadership styles. Fiedler's concept of situational favourability was defined by a fusion of leader-member links, job structure, and place of power (Horner, 1997:271).

2.5.5 Leadership Member Exchange (LMX) Theory for the Period 1976

It is paramount that leadership member exchange theory also developed from earlier theories, comprising the vertical leader-follower (dyad/pair) linkage (Horner, 1997; cited Graen, 1976). Thus, the leadership member exchange (hereafter called LMX) theory

focuses on the linkage between leader and follower (Cogliser and Schriesheim, 2000). Inherently, Martin, Thomas, Charles, Epitropaki, and McNamara (2005:141-147) reported that LMX either wholly or partly facilitated the relationship between locus of control, on-the-job well-being, and organizational commitment. However, Schriesheim, Castro, and Cogliser (1999:63-113) claims that LMX seems to have been established on unplanned, evolutionary basis without the display of any clear logic or theory mitigating the changes that were made. Notably, LMX theory describes the dynamic age-old problem of cronyism, faithfulness to a leader, corruption and offers a structure for solutions to problems (Leadership-central.com, 2017). Horner (1997:272) asserts that LMX depicts the relational impact and conditions between leader and followers on the leadership process. Moreover, Howell (2012:16-17) states that LMX recognizes that leaders and followers will vary based on the type of dialogue that occurs between them. In addition, the value of the relationships between leaders and subordinates in LMX knowingly has an impact on various organizational outcomes (Graen and Uhl-Bien, 1995:219-247).

2.5.6 Theory X, Theory Y and Theory Z

McGregor's management theory X based on the postulation that people dislike work and through powerful ways one can presume satisfactory effort from average people (Marquard, 2010:16). Theory X had a tremendous impact on managers and influenced all the behavioural theories. The theory highlighted focusing on human relations along with productivity and performance of employees (Bolden *et al.*, 2003:7). Interestingly, Theory X indicated that employees are lethargic, disloyal, lack of determination, and are inadequate in giving supportive ideas (Kopelman, Prottas and Falk, 2010:120-135). Thus, Theory X concludes that employees are more effective under a pro-active approach to management (Sorenson and Yaeger, 2015). In addition, Theory X can also assist a work environment that is more appropriate towards an assembly line or manual labour type of profession (Sager, 2008:288-312). Essentially, theory Y embraces that the average individual is motivated, inspired and will pursue duties due to being goal determined and having a need to work (Cutcher-Gershenfeld and McGregor, 2006). It is noteworthy that theory Y managers have an expectation that employees are intrinsically driven, contentment in the job, and develop themselves without receiving a direct reward (Aydin, 2012).

According to Wallgren (2013:1-17) theory Y claims that same employees flourish when faced with challenges and are happy to improve self-performance. In addition, these

employees tend to take full responsibility for work role and do not need micro-management to develop a quality and higher standard product (Sager, 2008). However, despite a more personal and individualistic feel, the theory does leave room for blunders in terms of reliability and uniformity (Net MBA, 2016). Interestingly, theory Y acknowledges that employees are assets and views the work environment as relaxation or play (MacGregor, 1960, Maslow, Stephens, Heil and Bennis, 1998:69). Moreover, Theory Z can be recognized by three foundational characteristics being subtleness, understanding and trust; devoid of these, no person or organization can be prosperous (Ouchi, 1981:12)

2.5.7 Functional Theories

The functional theory is useful for dealing with certain leadership behaviours that are believed to contribute to organizational effectiveness (Hackman and Walton, 1986; Wikipedia.org, 2017c; cited McGrath, 1962; Adair 1988; Kouzes and Posner, 1995). Although, functional theory has frequently been relevant to team leadership style, it has also been related to other organizational leadership (Zaccaro, 2001; cited Rittman and Marks, 2001). The leader will give importance based on the functionally-oriented behaviours and what the situation encompasses (Bolden *et al.*, 2003:11).

2.6 Evolution of Contemporary Leadership Theories

It is noteworthy that new theories have developed from replicated older ones; basically, like pouring old wine into new bottles (Bass, 1990; Bass and Avolio, 1994). The new genre leadership theories emphasis is based on the relational changing aspects within the leadership process and discovering what motivates followers to go further than expected (Van Zyl *et al.*; cited Dalglish, 2016:4). Moreover, Shokane *et al.*, (2004:2; cited Maritz, 2000: 18) claims that a study of South African organisations against international equivalents highlighted that South African leaders lack a sense of earnestness to move away from the typical transactional leadership. Interestingly, as stated by Chipunza and Gwarinda (2010:9) research on mergers in educational environment has presented transformational leadership as an important feature in the success of a merger. According to Van Niekerk (2005:43) since leadership researchers have coupled transformational and transactional leadership, thus it is crucial to understand both.

2.6.1 Transformational (Authentic) Leadership Theories during 1978 to 1985

Transformational (relationship – oriented) leadership theory is defined by a work-based exchange connection (Cardona, 2000:203). A transformational leader's behaviour originates in the personal ideals and views of the leader and influences subordinates to do more than expected (Bass, 1985). According to Covey (1992) the theory builds on a man's need for meaning and immersed in purpose, values, morals and ethics. The principle of transformational theories is that leaders transform followers through encouraging nature and magnetic personalities (Leadership-central.com, 2017). Moreover, transformational leader is new type of leader that encourages followers to act, thereby transforming followers into leaders. Thus, making these leaders an agent of change (Gal, 2012:96; cited Bennis, Nanus, 2000).

As asserted by Van Niekerk (2005:51; cited Bass and Steidlmeier, 1998:1) the leadership must be built on moral substances for an individual to be really transformational. Moreover, transformational leadership theory comprises the prominent attribute of singular influence, religious reinforcement and knowledgeable motivation (Bass, 1998:2). The theory considers improving the employees' job by repositioning the individual employees' purpose and ideals (Nanjundeswaraswamy and Swamy, 2014:2). According to Al-Omari (2005:21) transformational theory proposes that effective leaders build and promote a desirable vision or image of the organization. Notably, transformational leadership means a high-order type of leadership that motivates employees to obtain both short-term and long-term goals (Shokane *et al.*, 2004:2). It should be noted that a transformational leader should inspire and offer opportunities for employees' personal development (Chipunza and Gwarinda, 2010:33).

Transformational leaders concentrate on the big picture within an organization and delegate smaller responsibilities to the team to complete the goals (Johnson, 2017:2). While transformational leadership theory adds to employee fulfilment, the theory alone is not connected to extra determination on the part of employees (Marquard, 2010:26). However, the theory is idealistic and may not be appropriate to those not wanting, or just able to live day to day, sustaining or continuing in the current situation (Leadership-central.com, 2017: 2). Hence, there is a need for authentic transformational leaders to ensure that ethical policies and procedures are promoted within the organizations (Howell and Avolio, 1992: 43-54). Transformational leaders are not dictators and have integrity. Hence, these leaders

are influential, understand others and work towards empowering people (Denton and Vloeberghs, 2003:92). Transformational leaders tend to embrace a democratic style to leadership (Giltinane, 2013:37). However, charismatic and transformational leadership have incompatible characteristics that may make it uncommon for both leadership types to take place at the same time (Yukl, 1999:301). Hoover and Hazler (1991) maintains that evidence revealed no difference in transformational leadership whether it is used within an educational or a corporate environment. Notably, transformational leadership can be successfully used to get the best from employees and form the most operative and effectual educational institutional climate (Fernandez, 2005:197-208). More importantly, Denton and Vloeberghs (2003:92) contend that these leaders can understand and cope with multifaceted problems in the constant changing world. According to Van Niekerk (2005:52) the presence or absence of moral foundation justifies the difference between authentic or pseudo-transformational leadership.

2.6.1.1 Pseudo-transformational Leaders (inauthentic)

Inherently, transformational leaders could be ethical or unethical depending on the incentive options (Bass, 1985). Although the theory suggests that an effective leader should have strong ethics, however when a leader is unethical the outcome could be calamitous (Leadership-central.com, 2017:4). Clearly, Bass and Steidlmeier (1999:181-218) argued that authentic transformational leaders have ethical character and values that are rooted in the vision, or can be quasi transformational who are self-centered, untrustworthy and manipulative. According to Howell and Avolio (1992:43-54) pseudo-transformational leaders are usually dishonest and devious which are similar to false leaders and tyrants of history. Remarkably, Hitler's leadership was transformational even though it might have been portrayed as having evil principles rather than ethically inspiring leadership (Van Niekerk, 2005:50; cited Bass, 1985).

In addition, if world class transformational leaders are inauthentic it will result in damaging consequences (O'Connor, Mumford, Clifton, Gessner and Connelly, 1995:529-555). Such leaders are perceived as being capable of being elusive with a forked tongue type of communication, by offering employees' encouragement and treating them like needy children (Sankowsky, 1995). Furthermore, Van Niekerk (2005:52) maintains that pseudo-transformational leaders are known to be deceitful and unscrupulous. Pseudo-transformational leaders fix and manipulate agendas to influence the beliefs or value to

followers at the expense or scathe of followers (Bass and Steidlmeier, 1999:189). Generally, such leaders use authority for self-glorification and conversely are disrespectful towards followers behind closed doors (Howell and Avolio, 1992:43-54).

2.6.2 Transactional Leadership Theories during the Period 1978 to 1985

Transactional or task-oriented leadership theory is defined as an ordinary exchange relationship (Cardona, 2000:203). Transactional leadership purports that the skill of a leader is to simply manage the employees' behaviours and resources of the organisation to attain short-term goals (Shokane *et al.*, 2004:2). According to Ali, Sidow and Guleid (2013:3) transactional leadership is an exchange-based connection where self-centeredness is a central characteristic. On the other hand, Bolden *et al.* (2003:15) asserts that transactional leadership has been the traditional model of leadership with its origins from an organization standpoint of the bottom line. Clearly, transactional leadership depends on more exchanges between leader and followers, where followers are remunerated for meeting specific goals or performance standards (Trottier, Van Wart and Wang, 2008: 319-333). Howell and Avolio (1993:891-902) asserts that there are three dimensions of transactional leadership namely: reward contingency, management by exception-energetic, and management by exception-submissive.

Moreover, offering employee rewards in return for compliance regarded as transactional leadership (Sims, Faraj, and Yun, 2009:149-158). Interestingly, Johnson (2017:1) maintains that employee rewards such as bonuses are obtained when goals are accomplished. Bello (2012: 229) believes that transactional leaders seek to expand the condition of the followers in order to successfully and skilfully accomplish the organizations goals. Furthermore, such an exchange theory attaches importance to a positive and mutually beneficial relationship (Leadership-central.com, 2017:4). In support with Burn (1978) the theory focuses on a more customary view of employees and institutions, whereby the leaders reward employees for task completion. Transactional leadership is aimed at employees elementary and outside the organization needs, thus the communication is similar to a deal between leaders and subordinates (Nanjundeswaraswamy *et al.*, 2014:2). Therefore, transactional leadership comprises an exchange process that results in followers' agreement with leader, but will not fulfil task objective with eagerness and commitment (Obiwuru *et al.*, 2011:104).

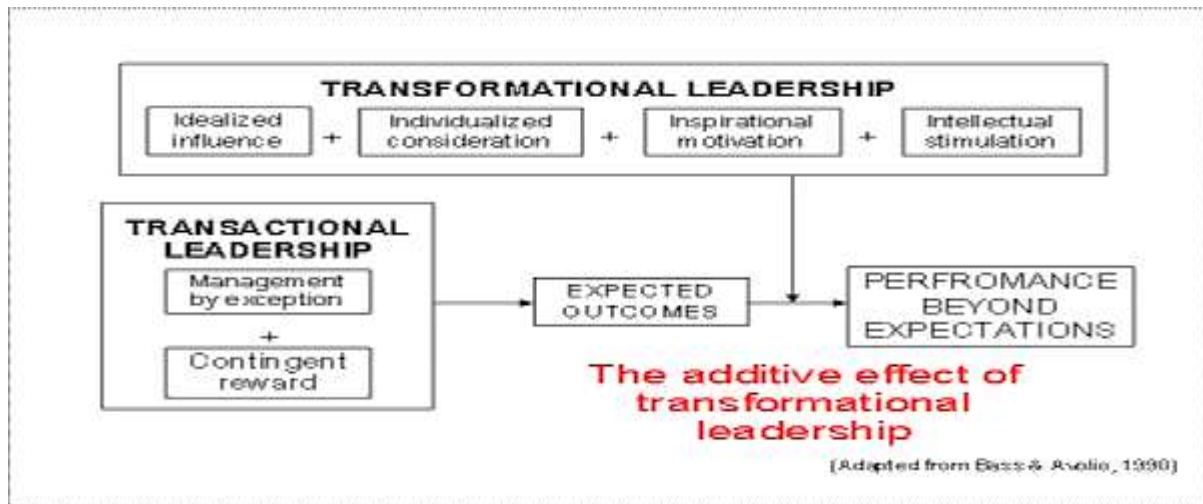
Transactional theory can be chiefly useful for understanding the collaborations between leaders and followers (Bensimon, Neumann and Birnbaum, 2000:231-241). Transactional theory clearly builds on an individual's need to get a job done and make a living, while being immersed in authority, position and incentives (Covey, 1992). Good transactional leaders are generally good negotiators, authoritarian or even hostile so as to achieve maximum benefit from the economic powerful relationship that is created (Cardona, 2000:204). In other words, transactional leadership places importance on administrative concerns and evaluates the needs of subordinates to satisfy those needs in exchange of work (Zembylas and Lasonos, 2010:163-183).

From an ethical perspective, transactional leadership is ethical if the leader speaks the truth, inhibits promises, allows for open-minded discussions and welcomes diversity (Bass and Steidlmeier, 1999; cited Hollander, 1995:54-65). Conversely, transactional leadership is unethical when hurtful information is intentionally hidden from followers, bribes are offered, favouritism is practiced, and in addition power is abused (Bass and Steidlmeier, 1999:192). According to Giltinane (2013:36) autocratic leadership style is one of the models of transactional leadership. In comparison to transformational leadership theory of change, transactional leadership model is not adequate for building the trust and fostering motivation to reach the maximum potential of one's employees (Van Niekerk, 2005:7; cited Bass, 1997b).

2.6.3 Transformational and Transactional Leadership Theory

In the past 20 years an extensive body of research has been conducted on transformational-transactional leadership theory (Khalifa and Ayoubi, 2015:478). Elkins, Keller (2003:597) claimed that transformational and transactional leadership was initially denoted by Burns in 1978 that from a political science context and later articulated as an organizations leadership concept by Bass (1985). Researchers have debated that transformational leadership builds on transactional leadership and not vice versa as both a comparable and related to the end (Gal, 2012:8).

Figure 2-2: Transformational and Transactional Leadership Theories



Source: Bass and Avolio (1990) adaptation

Bass and Riggio (2006) acknowledged that the utmost effective leaders (Figure 2-2) use both transformational and transactional leadership. Transformational and transactional leadership style can facilitate better monitoring of subordinates' performance and can be done in many ways (Yukl, 1998). According to Van Niekerk (2005:44; cited Waldman, Bass and Yammarino, 1990) transformational leadership enhances the efficacy of transactional leadership; but it does not replace transactional leadership. Consequently, Shokane *et al.* (2004:2; cited De Kock and Slabbert, 2001) maintained that both transactional and transformational leaders have a vital role to play in modern day organisation as one cannot exist without the other. However, transformational leadership is perceived as being more effective than transactional leadership to attain greater efficiency, higher job satisfaction and to reduce employee turnover rates (Van Niekerk, 2005; cited, Bass, 1985; Avolio and Bass, 1988).

It is noteworthy that Chipunza and Gwarinda (2008:8; cited Robbins, 2001) claimed transformational leadership produces levels of determination and performance in followers, which are ahead of what would be accomplished with transactional leader. Figure 2-2 clearly depicts generalized theories of leadership are usually more transformational than transactional leadership theory (Avolio and Bass, 1990). The most effective leadership style is mutually transformational and transactional (Van Niekerk, 2005:44). Amid the various leadership theories, the transformational and transactional theory would be linked to

effective organizational change management (Obiwuru *et al.*, 2011:102). Inherently, Wiza and Hlanganipai (2014:138; cited Walumbwa and Lawler, 2003) suggests that transformational leadership style is related to positive organizational conditions and ethos. According to Shokane *et al.* (2004:2; cited Bass and Avolio, 1997:13) maintained that the concept of transformational and transactional leadership is interchangeably corresponding to illustrate the relations between a leader and manager. The term leader can be assigned to transformational type and the term manager to transactional type (Van Niekerk, 2005; cited Zaleznik, 1977: 55, 67-78).

2.7 Different Types of Leadership Style

Leadership style is defined as the pattern of leadership behaviours shown during the leaders' work relationship with and through followers (Ali, Sidow and Guleid, 2013; cited Hersey and Blanchard, 1993). Taylor and Machado (2006:140) suggest that leaders and leadership styles can emerge from a continuum of forms. In contrast, Gardner (1993) leadership style is the process of influencing an individual or persuading a group to pursue objectives held or shared by the leader and followers. Leadership styles can positively affect institutional commitment and work fulfilment in return will impact institutional goals and performance (Nanjundeswaraswamy and Swamy, 2012; cited Chung-Hsiung Fang, Sue-Ting Chang and Guan-Li Chen, 2009). Therefore, a leadership style is a leader's/manager's approach to imparting direction, fulfilling plans, and inspiring individuals (nmlink.com).

According to Victor and Soutar (2005) leadership styles are ordinarily and knowingly influenced by the leaders close and/or extended family, clique and community. Diverse types of leadership styles exist in the labour environment as there are benefits and shortcoming within each leadership style (Jonhson, 2017:1). Leadership style in an institution exhibits an important role in improving or impeding the interest and commitment of the people (Obiwuru *et al.*, 2011:100). Theories on leadership style are of much value to leaders endeavoring to improve performance in different organizations for example, university deans and line management leadership (Al-Omari, 2005:25).

2.7.1 Charismatic Leadership Style of the 1920s

Charismatic leadership style was presented by Max Weber in 1920s, which was later expanded by researchers beginning in 1970s to date (Yukl, 2010). In contrast, charismatic leaders can be defined by the way these leader impacts followers' mind-set and enthusiasm, irrespective of whether the leader is considered extraordinary (Yukl, 1999:285-302; cited House, 1977: 189-207; Shamir, House and Authur, 1993:1-17). According to Gal (2012:95; cited Zlate, 2004) charisma seems to represent a simple duty and basically has no connection with the conduct and leaders' performance. House theory claimed that during stressful conditions, uncertainty and mainly emergency periods, there is an increasing need for charisma (Gal, 2012:7).

The leadership style endeavours to capture qualities and behaviour of extraordinary leaders in extraordinary conditions to understand the followers' response (Bass and Bass, 2009). Clearly, charisma is temporary, as it can be gained or lost depending on the way the situation shifts or transforms (Yukl, 1999: 297; cited Bryman, 1992; Robert and Bradley, 1988:253-275). Moreover, Gal (2012:6) asserts that charismatic models, transactional and transformational leadership theories, comprise many mutual points such as theories and models often depend on each other. Hence, charismatic leadership seems limited in relation to improving organizations, but it may be acceptable for special situations (Yukl, 1999:301).

2.7.2 Authentic Leadership Style of the 1960s

Authentic leadership style originated in the 1960s and defines how an organization reflects itself authentically through leadership (Gardner, Coglisier, Davis and Dickens, 2011:1120-1145). According to Wikipedia.org (2015; cited Seeman, 1966:67-73) authentic leadership is more about how the leaders define personal role within an organization. Blackaby and Blackaby (2011) maintain that authentic leaders do not pursue leadership positions to fulfil a need for self-image, prestige and influence, but to express and enact leaders' ethics and beliefs. Leaders must therefore be clear about personal values and beliefs to be perceived as authentic by followers to exhibit consistency among values, beliefs and actions (Peus, Weschem, Streicher, Braun, and Frey, 2012:331-348). Some researchers have proposed that authentic leadership is a characteristic of other forms of leadership (Van Dierendonck, 2011:1228-1261).

Authentic leadership is not a modern leadership style as it draws on transformational literature, but concentrates on leaders' commitment – enthusiasm and ability to be true to themselves. There has been much debate with regards to authentic leadership and transformational leadership about the ethical component of leadership (Van Zyl *et al*, 2016:6). Interestingly, Men (2014) suggests that authentic leadership encompasses a positive ethical perspective that guides decision-making like morality, philanthropy, compassion, fair treatment, responsibility, and optimism.

2.7.3 Democratic/Participative Leadership Style of the 1970s

The democratic leader builds consent through participation (Benincasa, 2012:3). Bass (2008) believes that democratic leaders expect employees to be inspired do well, seek autonomy and find ways to prove themselves. Democratic leadership can consist of either participative (shared) or consultative supervisory (Horner, 1997:270-287; cited Bass, 1990). Democratic leaders have less control than autocratic leaders because the style offers supervision rather than controlling followers (Giltinane, 2013:35; cited Whitehead, Weiss and Tappen, 2009).

Democratic leadership style motivates team members by considering and giving due importance to team members contributions (Somech, 2006:132-157). When group members face a mutual resource peril, these members prefer to resolve it through democratic solutions, such as consent or majority rules voting (Rutte and Wilke, 1985:367-370). Democratic leadership style meets challenges when organizations need to make short term decisions (Johnson, 2017:1). Furthermore, Vugt, Jepson, Hart and Cremer (2003:2) claimed that amongst a variety of diverse leadership styles an autocratic leader was desired the least, while a democratic (consultative) leader was the most preferred.

2.7.4 Team Leadership Style of 2007

As stated by Werner (2007) defined team leadership as a group prepared to work together to achieve a set of objectives that cannot be accomplished effectively by one person Furthermore, team leadership can be defined as a committed group of individuals with congruent skills that are dedicated to a shared purpose and also hold themselves equally accountable for these goals and work (Van Zyl and Dalglish, 2009; cited Kinicki and Kreitner, 2008:232). The awareness of unity involves interpersonal relationships and that all

members have an opportunity to contribute, and to acquire knowledge from each other (Van Zyl *et al.*, 2016 cited Lues, 2016:303). Teams are way of empowering employees and unrestricting the workplace (Chipunza and Gwarinda, 2010:32). A team leader has definite roles for its members with mandatory knowledge and skills to accomplish these roles (Hill, 2004:203-234; cited Levi).

Remarkably, Swindall (2007) asserts that middle management is likely to encourage the team to pursue the vision of the organisation, and front-line managers are expected to develop the team. Team members and leaders should take the onus to understand the essentials of conflict management and learn more about diverse styles and ways of thinking and working (Van Zyl and Dalglish, 2009; cited Kinicki and Kreitner, 2008). Team leadership is vital in providing direction, but the leader needs to inspire all team members to accomplish both teams and organisations goals (van Zyl *et al.*, 2016:313; cited Lues, 2016:313).

2.8 Fundamental Concepts of Ethics and Ethical Leadership

Ethical science guides how human beings ought to behave with respect to one another, in addition to other creatures (Sivananda, 2007:1). Despite the real-world importance of ethical or unethical leadership, systematic research across culture/sectors is rare (Eisenbeiss and Brodbeck, 2014:343-344; cited Brown and Mitchell, 2010:583-616; Eisenbeiss, 2012:791-808). A combination of ethical and unethical leadership studies is essential because the concepts are closely related (Unal, Warren and Chen, 2012:5-19). Although the positive side of ethics and leadership has received better attention, the negative side has not received adequate attention (Brown and Mitchell, 2010; Unal *et al.*, 2012).

According to Gini and Ciulla (1998) although numerous discussions on the significance of ethical leadership have taken place, the discipline have gathered inadequate, yet regular scholarly consideration. However, the recent emergence of ethical leadership as an acknowledged leadership theory especially amid persistent corporate scandals, mismanagement and societal disputes confirm the relevance and importance of it (Grobler and Horne, 2017:166 cited Yukl, 2013). As stated by Sims (2000:65-78) leadership is important to establishing an ethically-oriented culture within any organization. The crucial parts of ethical leadership are the moral management qualities that separate it from other

leadership styles, thus making it effective in cultivating ethical decision making and ethical behavior in followers (Brown and Treviño 2006). As claimed by Van Zyl *et al.* (2016:170; cited Pietersen, 2016) both the terminologies of morals and ethics are comparable in meaning.

2.9 Definition of Ethics

The *primeval* Intermediate Greek-English Lexicon (1889) *adjective ethikos* is itself derived from another Greek term, the noun *ethos*, denoting “character, nature” (Wikipedia.org, 2017a). The Indian ancient philosophical (Vedas) advocate how people should live and perceived as the first philosophical ethics (DictionaryMW, 2016:13). Ethics can be defined as the form of knowledge that deals with the study of universal philosophies that determine right from wrong (Oates, 2013:38). According to Dictionary, Oxford English (2015) ethics is defined as moral philosophies that direct an individual's behaviour or the leading of an activity. Ethics, similarly termed moral philosophy is a discipline concerned with what is morally good and bad, correct and incorrect (DictionaryMW, 2016:1).

The Young African Leaders initiative defines ethics as being a system of doctrines that influences action (Van Zyl *et al.*; cited Pietersen, 2016:171). Interestingly, Kidder (2003:63) typical definitions of ethics includes idioms like “the science of the model human character” or “the science of moral sense of duty”. As claimed by Green (2010:1) ethics is defined as the code of moral philosophies which directs the individual or group behaviour according to what is right. Lewis (1991:3) explains that most definitions of ethics place emphasis on right or wrong, good or bad, proper or improper and are critical on human behaviour.

2.10 Science of Ethics

Morality or ethics is the science of demeanour; hence ethics is the study of right or respectable behavior (Sivananda, 2007:1). Ethics is a core discipline and a vital skill for the next generation of managers (Krehmeyer, 2007:4). There are several explanations and synonyms of the word ethical, such as humane, honest, principled, moralistic, kosher, good, fair, and equitable (Thesaurus.com, 2016:1). Every religious conviction contains ethics; the Sermon on the Mount and the Ten commandments of Lord Jesus comprise ethical knowledge for the improvement of mankind, the Noble Eightfold path of Lord Buddha is the crux of ethics and the Gita of Hinduism is ethics in a deepened form (Sivananda, 2007:2).

Most people confuse ethics with acting in harmony with social bonds, religious principles and the law and don't treat ethics as a separate idea (Paul and Elder, 2006). Personal ethics is imperative when policy, procedures and codes of conduct are not specific always under different conditions (Clapper, 1999:139). As claimed by Bayat and Naidoo (2017:42; cited Ciulla, 2014) most notably ethics should be at the core of all human being relationships and thus at the heart of the relationship between leaders and followers. Bello (2012:229) postulates that ethics must undeniably start at the top of an organization.

The King standard of corporate governance is formed based on the principle that governance is not only an ethical necessity, but ethics needs to be governed (Van Zyl, 2014:5). According to Edward Job - the former chairman and chief executive of the American Reinsurance Corporation, the single major problem facing world civilization today is ethics, more correctly the lack of it (Van Zyl, 1999:15; cited The Star, 1997:5). Ethics and integrity are non-negotiable – it is vital that focusing on doing the right thing rather than selecting an easier or faster shortcut, particularly in the absence of supervision or rule (SAIPA, 2017:10; cited Small *et al.*, 2017). Sivananda (2007:2) maintains that every act that is free from any cause of harm to every living being is ethics. Ethical leadership has its source in ethical conduct or ethics (Van Zyl, 2014:8; cited Marx and Els, 2009).

As stated by Oates (2013:38) ethics concerns itself with the moral philosophies that rule leader's behaviour. Moreover, Paul and Elder (2006) asserts that it is a set of ideas and ethics that direct us in defining what behaviour help or damage individuals. The values and ethics of the society and government organizations must form a vital introductory element. Ethics and ethical conduct are moral and social standards that warrant doing more than just conforming with laws and regulations, but to do what is right with emphasis on goodness in behaviour (Sindane, 2011:766).

Ethics play a critical part in moral leadership (Green, 2010:1). Moral leadership refers to providing support to individuals in harmony with what is right and what is wrong (Van Zyl *et al.*, 2016:171 cited Pietersen, 2016). SAIPA (2017:11; cited Small *et al.*, 2017) maintains that conducting oneself ethically and with integrity may take up time, as it takes longer to do things the right way as integrity reveals one's reputation. The Young African Leaders Initiative suggested that while the law establishes what one can and cannot do under certain circumstances, ethics conveys what one should do based on personal, professional, social and moral values (Van Zyl *et al.*, 2016:17; cited Pietersen, 2016). In the African

context, it is wise to declare that the Ubuntu way of life as highlighting good governance because Ubuntu emphasizes values such as involvement, unity, compassion, shared personhood and collective ethics (Sindane, 2011:757).

2.11 Definition of Ubuntu

Ubuntu is defined as humanness: the value of being human is reflected in the way people are treated - with respect and human dignity (Bhengu, 1996:5). Dandala stated that Ubuntu is about how individuals communicate with each other and is a source from which action and approaches flow (Kamwangamalu, 1999:27). Essentially, Ubuntu refers to personhood and ethics. Ubuntu principles incorporate group solidarity, compassion, respect, human dignity and joint dignity (Mbigi and Maree, 1995:2). Moreover, the fundamental concepts of King IV code are Ubuntu or Botho that is an idea of interdependency between institutions and society (Africa I., 2016).

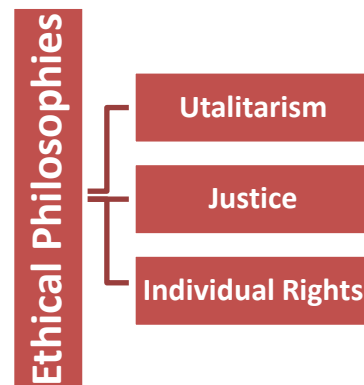
2.12 Features OF Ubuntu Ethics

As asserted by Sindane (2011:758) like a water feature - from which true actions and positive attitudes drift, the Ubuntu ethics of compassion, empathy, morality, impartiality, trust, respect and openness should be incorporated and expanded in public leadership and governance. Ubuntu is disparate to self-indulgence, stealing, inequitableness, prejudice, dishonesty, laziness, infighting, concealment, looking down on others and any form of insolence (Saule, 1998:4). In the case of a diverse and multi-ethnic society (different institutional members) the challenge might be on how to develop strength in diversity. It would involve the characteristics of rationality and fairness (ethical dimensions) in public leadership and governance (Sindane, 2011:763).

2.13 Ethical Philosophy

Most people allow one of these philosophies to govern organizational ethical decisions with the utilitarian philosophy being dominant among managers (Van Zyl, 1999:19; cited Stead, Worrel and Stead, 1994).

Figure 2-3: The Three Basic Ethical Philosophies



Source: Van Zyl (1999; cited Cavanagh, Moberg and Velasquez, 1981)

According to Van Zyl (1999:19) the following are a description (Figure 2-3) of each philosophy:

- Utilitarianism is a principle that ethics is best applied by considering the utmost good for the greatest number of individuals;
- Individual rights focus is on the protection of individual rights, such as the right to achieve, the right of inhibited consent, the right to due process, etc; and
- Justice in relation to social justice and the chance for all to engage in meaning and contentment in life.

2.14 The Ethical Leader

Ethical leaders are termed as individuals with right principles and strong character that serve as role models for others and resist temptations (Bello, 2012:230). Ethical leaders are always making efforts to include ethical principles in beliefs, morals and behaviour, since these leaders are committed to the higher purpose (Khuntia and Suar, 2004:13-26). The authenticity of ethical leaders should be presumed as having an important impact of trust between a leader and follower (Bellingham, 2003). Ethical leaders take into consideration employees and therefore engage in regular communication with employees (Brown and Trevino, 2006:595-616). An ethical leader's behaviour leads to followers' work fulfilment since followers are treated equally, the leader practices care and comfort, guiding towards positive behaviour (Engelbrecht, Heine and Mahembe, 2014:3; cited Kim and Brymer, 2011:1020-1026). According to Gini and Ciulla (1995:5-24) ethical leaders are known to

respect the rights and dignity of others, and Bass and Steidlmeier (1999; cited Kanungo and Mendoca, 1996) proposed that the cornerstone of philanthropy features ethical leaders.

Olojede (2007) describes Africa promulgates for leaders that are ethically grounded, self-disciplined and meticulously comprehend the concept of common good. Trevino and Brown (2006:609) asserts that many leaders believe employees are either ethical or unethical thus, there is not much leaders can do to influence followers' behaviour. Conversely, Bello (2012:105) claimed that ethical leaders are role models acquainted with setting the tone in the organization for employees to imitate. Leaders must make ethics the cornerstone for conducting professional work by practicing ethical behaviour in private life, at work and in relationships (Sims and Brinkmann, 2002:336). Yukl (2002) stated that ethical values such as equality, honesty, and thoughtfulness have long been considered important aspects when distinguishing a leader's effectiveness. A manager with ethical behaviour makes choices/decisions based on ethical awareness not just considering the conclusion, but the way outcomes are achieved (Bonner, Greenbaum and Mayer, 2014). Despite, facing momentous external stresses, adversity/ perils, ethical leaders possess the moral resolution to uphold moral values (Heres and Lasthuizen, 2013:84; cited Grundstein-Amado 1999, May *et al.*, 2003, Treviño, Brown, and Hartman 2003).

2.15 Ethical Leadership Definition and Style

By merging the two definitions of ethics and leadership, one can quickly develop simple definition for ethical leadership (Oates, 2013:38). Ethical leadership style can be defined exhibiting appropriate conduct, and showing followers proper behavior by way of suitable communication, support and decision-making (Brown, Trevino and Harrison, 2005:120). According to Zuma (2000:6) ethical leadership style can be defined as leading in a manner that respects the rights and dignity of others.

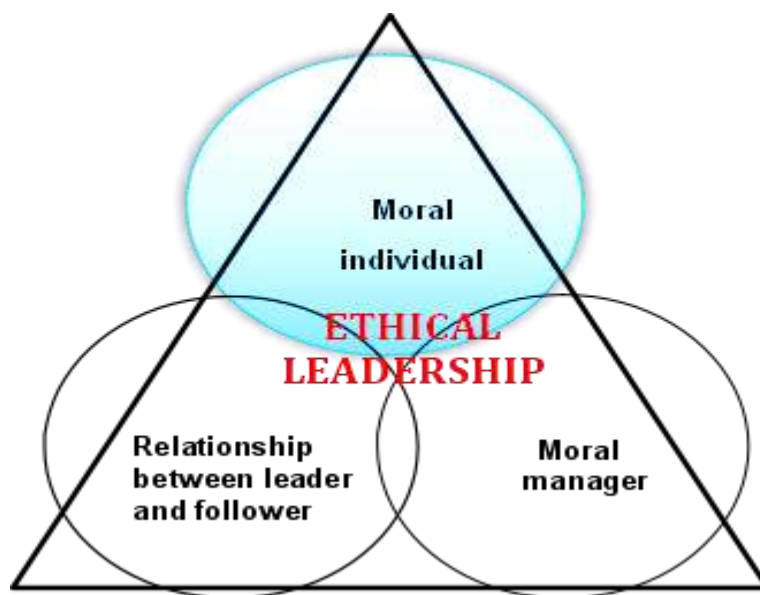
2.15.1 Ethical Leadership Style

The normative assessment of leadership and ethics dates back to Aristotle (Ciulla, 2004). According to Eisenbeiss and Brodbeck (2014:343) leadership ethics ought to be at the core of the corporate world. Gini and Ciulla (1998: 5-28) claims that a greater understanding of ethics in leadership will advance the study of leadership; and examine discussions on leadership definitions from 1920s to 1990s. It is the connection between leaders and

followers that places ethics fundamental to leadership (Van Zyl *et al.*, 2016:172; cited Pietersen, 2016). Several researchers denoted religious and/or spiritual scriptures (Bible, Bhagavad Gita, or the Sutras of Patanjali) from a traditional perspective when discussing moral values related to ethical leadership style (Eisenbeiss and Brodbeck, 2014:353).

The original predominant research was customarily denoted as a moral person element of ethical leadership (Treviño, Hartman, and Brown, 2000) that is connected to a leader's moral standards and behaviors along with respective decision-making and conduct (Heres and Lasthuizen, 2013:82). The moral person element of ethical leadership shows the way a leader is expected to act, while the moral manager element includes the operational efforts of leaders' that will powerfully communicate ethical beliefs and behaviour with subordinates (Bonner *et al.*, 2014; cited Trevino and Nelson 2011). The moral person characteristic of ethical leadership is categorized by traits, behaviours and choices (Hartman, 2013:22).

Figure 2-4: The Relationship between Ethical Leaders and Followers



Source: Heres and Lasthuizen (2013:83) adaptation

Heres and Lasthuizen (2013:82) describe the next part (Figure 2-4) of ethical leadership is in correlation to the value of the leader and followers' relationship, and lastly the moral manager in relation to ethical decision making. Ethical leadership style postulates that there is a simple basic difference between right and wrong, and an ethical leader is one who does what is correct (Oates, 2013:38). Good leadership effectively means responsible, ethical

leadership style (Asvat, 2013:3). According to Quintal (2012:2; cited Madonsela, 2012) ethical leadership is the epitome of sustainable leadership in one's personal and professional life. Clearly, Brown (2007:149) believes that over time ethical leadership and effective leadership has been seen as compatible leadership styles that has gained momentum. Ethical leadership impacts work relationships as well as other organizational outcomes, and expected to have a positive influence on work engagement (Engelbrecht, Heine and Mahembe, 2014:2). Jewe (2008) states that the Ethical Resource Centre claimed that managers who modelled ethical behaviour had a major decrease of misconduct then managers who did not model ethical behaviour. Engelbrecht *et al.* (2014:3) asserts that ethical leadership style embraces diverse qualities that are evident in the trusting relationship between a leader and follower.

Furthermore, Ofori (2009:533-547) states that ethical leadership may play a facilitating part as a link between organizational culture and employee outcomes. Interestingly, Brown, Trevino and Harrison (2005) claimed that ethical leadership is linked to better employee motivation, and more positive work performance. Employees who are observing leaders will be influenced by the ethical behaviour observed and the leader's skills, not a general view related to only human nature (Brown, Trevino and David, 2005: 121). It is noteworthy that Kalshoven and Den Hartog (2009:102) believe that ethical leadership style is supposed to improve the trust among employees and these leaders would then be regarded as effective leaders. On the contrary, Brown, Trevino and Harrison (2005:123) claim that ethical leadership style would be noticeably associated with employees' readiness to report any issue to the leader.

As asserted by Asvat (2013:3) accountable ethical leadership in any organization will guarantee the long-term sustainability and victory of the organization. According to Brown and Trevino (2006:612; cited Ambrose and Schminke, 1999:454-474) claim that gender differences have nil impact on ethical leadership style. Consequently, there is no link between gender and ethical leadership. Most organizations acknowledge the need to be ethical, to improve performance, build stakeholders trust, and achieve long – term success (SAIPA, 2015:24). From a tangible perspective, ethical leadership can reduce cases of exploitation, fraud, deceit, intimidation, or mismanagement of financial resources (Heres and Lasthuizen, 2013:94; cited Khuntia and Suar 2004; Lasthuizen 2008). Therefore, ethical leadership is visible – in the way leader works and treat others, and invisible – leaders character in decision making process, mind set and values and principles (Van Zyl,

2014:8; cited Fox, 2010). Moreover, ethical leadership of King IV is epitomized by honesty, competency, responsibility, accountability, impartiality and transparency (Africa, 2016).

2.15.2 Ethical Leadership in King III and King IV Code of Conduct

Corporate governance for King IV code is defined as the implementation of ethical and effective leadership by institutions with respect to the attainment of ethical culture, good performance, effective control, and legitimacy (Africa, 2016). Moreover, as asserted by Bayat and Naidoo (2017:40) that the King Report (King IV) has further re-emphasized the importance of conversant leadership in governance it pays particular attention to ethics in leadership. Good governance will be worthy if South African government achieves its goal of “a good life for all” through forming conditions that enable individuals and groups to have good quality of life through teamwork (Sindane, 2011:756; cited Policy Manifesto: African National Congress, 2009). Moreover, Van Zyl *et al.* (2014:180; cited Pietersen) states governance can be described as a combination of standards, rules and institutions and used by society to govern fiscal, political, plus social practices at various levels. Therefore, corporate governance refers to the internal procedures and processes through which leaders run an organization (Agbato and Davies, 2016). Currently, there are endless allegations about corruption or poor governance and these influences are the principal cause of the underdevelopment in Africa (Van Zyl and Dalglish, 2009:50 cited Ayittey, 2005; Sach, 2002).

As stated by Motlanthe (2010:1) when the lines between corporate governance and ethical leadership has become distorted, it is imperative to return to the basics. The lack of a collective vision, passion, direction and emphasis leads to public leadership and governance struggling, consequently, moral and ethical degeneration (Kwaku, 2007). Dicey (2016:10; cited Natesan, 2016) suggest that corporate governance is entirely about leadership. Dorasamy (2012:512; cited Sullivan, 2009) claimed that institutions ought to “eat, drink and sleep” ethical governance. Clearly, good governance is about effective leadership centered on an ethical foundation, categorized by responsibility, accountability, impartiality and transparency (Dicey, 2016:12). However, a significant code of ethics cannot depend on blind agreement (Van Zyl, 1999:21). Corporate governance should be presented not with merely structure and procedure but, also with an ethical cognizance and behaviour (Padoa, 2016).

King IV report illustrates the importance of ethical leadership, as the basis of good corporate governance, and the ethical characteristics of responsibility, accountability, equality and clearness (ErnestYoung.com, 2016:3). According to Africa (2016) King IV code of conduct practices (Table 2-2) principles and governance outcomes are suggested at the level of leading practice. Leaders ought to contribute and initiate the ethical procedure preparation, moreover, communicate the ethical code of conduct and lead by example (Lloyd and Mey, 2010:3; cited Gottlieb and Sanzgiri, 1996:1278). A relatively few South African organizations follow an ethical code/code of conduct, or have tried to build an ethical culture (Van Zyl, 1999:16).

Table 2-2: Abridged King IV code of conduct

Code	Recommended practices
LEADERSHIP: The institution should lead ethically and effectively	<ul style="list-style-type: none"> -Colleagues of the institution should avert conflict of interest. -Ought to act ethically beyond mere legal compliances. -Colleagues should continuously improve their competency to lead effectively.
ORGANISATIONAL ETHICS: Need to govern organizational ethics to support the establishment of an ethical culture	<ul style="list-style-type: none"> - Focus on the key perils of the institution. -Arrangements to ensure that employees and other stakeholders are acquainted with the code of conduct and ethics policies and standards. - Incorporating the code of conduct and ethics policies in employee induction and training programmes. -Application of institutional ethical standards for recruitment, performance evaluation and reward of employees, in addition to sourcing of suppliers. - Important to have resolutions and measures in the event institutional ethical standards are breached. - Utilisation of whistle-blowing mechanism to identify breach of ethical standards and dealing with such disclosure.
RESPONSIBLE CORPORATE CITIZENSHIP: Ensure that institution is and is viewed to be a responsible corporate citizen	<ul style="list-style-type: none"> -On a continuous basis, the institutions governing body should oversee and monitor, the outcome of activities and outputs that affect corporate citizenship in the following areas: -Workplace (employment equity; fair remuneration, safety, health, dignity and employee development) -Economy (economic transformation; prevention, detection and response to fraud and corruption etc.

Source: Africa (2016) adapted

2.15.3 Ethical Leadership Style of Other Theories

As claimed by Brown, Trevino and Harrison (2005:118) social learning or social cognitive theory of Bandura in 1978 and 1986 has been used as a robust theoretical foundation to

understand ethical leadership style. In contrast, Hartman (2013:15), Bandura (1978; 1986) developed the social learning theory and concentrated on three significant facets: learning by direct involvement, learning by role modelling, and supervisory processes. A social learning theory on ethical leadership style suggests that leaders impact the ethical behaviour of others through role modelling (Brown *et al.*, 2005:117-134). The social learning theory (SLT) comprises three variables, namely, behaviour, internal characteristics (cognition and feelings) and environmental factors (within or outside of the organization) (Bandura, 1986).

As claimed by Brown *et al.* (2005:117-134) social learning theory can be appropriate for conceptual development of ethical leadership; whilst Brown and Mitchell (2010) claim that social learning theory can also be used to advance the unethical leadership concept. In addition, Kalshoven and Den Hartog (2009:103) asserts that social exchange theory supports ethical leaders behaviours, that are expected to improve trust between employees, and sequentially ethical leaders would be more effective. From the social exchange theory perspective, trust develops as leaders and employees work together, as these are high-quality relationships (Blau, 1964). Kant's formulation of ethical theory is derived from the Golden Rule, do unto others as one would have another do unto oneself (Stumpf, King, Blendinger, Davis, 2013, cited Koterski, 2001:4). Evidently, Kalshoven *et al.* (2009:105) claimed that the proposed mediational model has shown that an ethical leader's influence can easily be understood by employees.

2.15.4 Ethical Leadership Style Link to Contemporary Theories

The concepts of leadership can be highly praised where the foundation of transactional leadership supports transformational leadership and is also enhanced and guided by an inner ethical core (Van Niekerk, 2005:48). Ethical leadership style uses transactional theory, for example standard setting, operation evaluation, incentives and punishments, to ensure ethical conduct by followers, along with transformational theory (Trevino *et al.*, 2003:5-37). Van Niekerk (2005:49; cited Bass and Steidlmeier, 1998) claimed that transformational leadership is related to the age-old works on virtue and moral fibre, as illustrated by Socratic and Confucian typologies. Yukl (2002) believes that ethical leadership can be related to unique leadership such as, Burns' concept of transformational leadership of 1978.

Interestingly, Brown *et al.* (2005:118) states that ethical leaders are possibly using both transformational and transactional leadership styles to influence employees' performance. Transformational leaders who integrate ethical leadership standards would form an interpersonal leadership style that would build meaning for employees; meaning that it is essential for engagement (Kahn, 1990). Moreover, Men (2014), asserts that transformational leadership is inspiring, encouraging, visionary, and empowerment that has an ethical leadership aspect. According to Brown, Treviño, Harrison (2005:117-118 cited Gini, 1998:27- 45) ethical leaders settle on distinct principles and hold employees responsible, which are the fundamental characteristics of transactional leadership.

Turner, Barling, Epitropaki, Butcher and Milner (2002: 304-311) suggested that intellectual moral development and transformational leadership was constructed on an evaluation of transformational leadership encompassing some of the transactional leadership behaviours. As stated by Lowe, Kroeck, and Sivasubramanian (1996:385-425) leadership effectiveness (morality and truth) can be connected to authentic transformational leadership. Brown and Trevino (2003:3-32) recent literature on ethical leadership concentrated on transactional rather than charismatic leadership aspects. Bass and Steidlmeier (1999:184) each element of transactional or transformational leadership encompasses an ethical component.

2.16 Improving Leadership Dimension

2.16.1 Leadership Evaluation Survey

Brown and Trevino (2006:610) employees' evaluation of managers will offer the best assessment of ethical leadership since employees work closely and have insight into the leader's behaviour and performance. Moreover, Marquard (2010:3-8) claims that a leadership assessment survey needs to be incorporated into the organizations policy to evaluate managers at various levels. As suggested by Grobler and Horne (2017:155) endeavors to standardize an assessment for higher education will permit accurate and guided ethical evaluation. Noticeably, Swarnalatha and Prasanna (2013:3874) states that the most reliable way to measure employee engagement concept would be by using a survey as these questions have more structures that are best recommended to measure employee engagement.

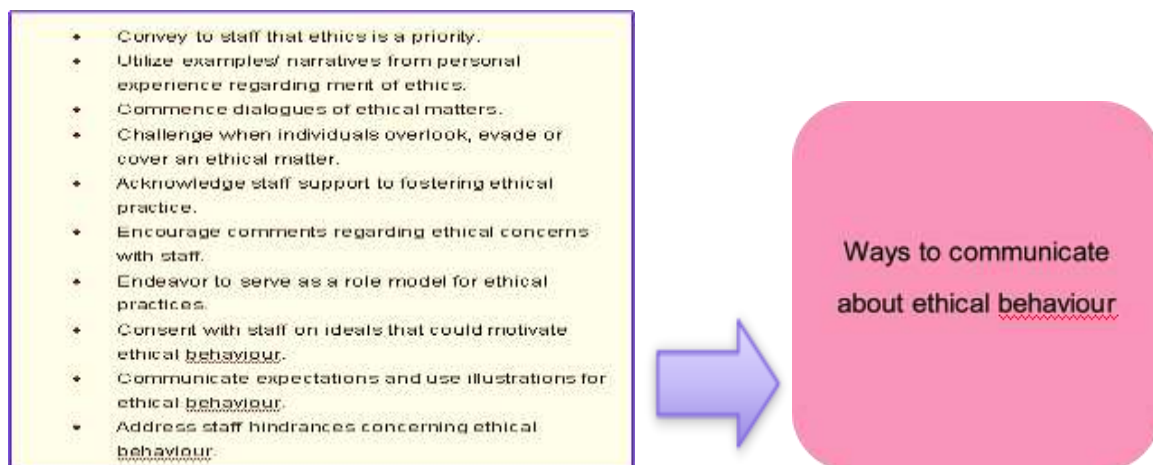
2.16.2 Leadership Engagement

According to Council for Higher Education (2016; cited Muller, 2016) most reflections hint on the seam of leadership, which is the face-to-face interactional dimension: dealing with employees, with students, with council members. A good leader should work hard; or will not be a good leader. Moreover, good leaders must be entirely involved in and be knowledgeable about different aspects of the institution (Council for Higher Education, 2016; cited Saunders, 2016:4). The findings in the United States of America and United Kingdom on HE leadership development suggest that leaders don't necessarily need to have a very clear sense of direction and what needs to be achieved. However, these leaders are obliged to engage all stakeholders on the HE vision (Hempsall, 2014:391). Medley (2016:3) claimed that the more contact employees get with exemplary leaders, the quicker the leadership skills will develop.

2.16.3 Communication

One cannot exaggerate the importance of communication as it is never enough as a university leader. There is a need to continually communicate with individuals everywhere and in a way that is understandable as it will affirm the essence of good leadership Council for Higher Education (2016; cited Gourley, 2016:53). As pointed out by MacGregor (2015:57; cited De La Ray, 2012) at the heart of what makes a good university, is the allowance for debate and having concepts challenged amid these debates. It is important that responsibilities ought to be conveyed to all employees in a way that is appropriate and commitment will be known within the organization (Mendes and Stander, 2011:12).

Figure 2-5: Ethical Behaviour Communication to Employees



Source: Van Zyl *et al.* (2016:199; cited Fox *et al.*, 2007) adaptation

According to Van Zyl *et al.* (2016:199; cited Pietersen, 2016) the following (Figure 2-5) would show that ethics is supreme and is vital to communicate distinct beliefs about ethical behaviour in work teams. As stated by MacGregor (2015:29; cited Jansen, 2012) around once a week, there is communication with six or seven employees around the table to peer review and discuss vice-chancellors good or bad performance. Moreover, open and regular communication regarding problems that are experienced by employees must be supported (Van Zyl, 1998:32). Grobler and Horne (2017:167) affirm that there is a need for regular and effective communication about ethical codes, policies and procedures through line managers, training and workshops. To ensure that ethical standards are observed, the university leaders should be visible which will support added commitment, responsibility and direction among the staff (Gumede, 2014:7).

2.16.4 Visibility

Interestingly, Council for Higher education (2016; cited Gourley, 2016:54) claims that university leaders should go to employees in offices rather than always meeting in leader's office and also build time to visit all areas of the university. As suggested by Rappo (2014) leaders can transform the current leadership by visiting the lower level managers, willingly interact and engage with employees and taking personal interest in employees. As employees will appreciate the effort made by leaders, also it allows the leader to get an opportunity to understand what is happening on the ground (Council for Higher Education, 2016; cited Gourley, 2016:54).

Moreover, Council for Higher Education (2016; cited Figaji, 2016:78) claims that chiefly in education leadership the leader needs to be noticeable for students and staff. Notably, there is an expression in leadership research known as management by walking around. The leader will never get conversant with an organization if the leader does not walk around (Council for Higher Education, 2016; cited Gourley, 2016:54). As stated by MacGregor (2015:55; cited De La Rey, 2012) most of the day is spent in dialogue with individuals, reasonable amount outside the office to become part of university campus life given that people feel free to casually chat.

2.16.5 Team Building

The responsibility for team effectiveness should not solely rest on the leader's shoulders but should be shared by the group and final decisions should not be exclusive to a leader, but would be best left to the team (Van Zyl *et al.* 2016 cited Lues:304). Council for Higher education (2016; cited Gourley, 2016:58) claims that a lot has been researched on management literature about the importance of teams and the team-building as a leader cannot attend to all the responsibilities that require attention. Furthermore, Van Zyl and Dalglish (2009:226; cited Werner, 2007) suggests that the leader sees the group not as a set of people, but as a cooperating and collaborative team. Team leaders in an organization have the obligation to provide directional, motivational and administrative leadership (Swindall, 2007). Importantly, any Vice chancellor will only be as good as the team around them (Council for Higher Education, 2016; cited Gourley, 2016:58).

2.16.6 HEI Leadership Development and Training

SAHE is at a defining moment of radical transformation and development (Zuber-Skerritt, 2007:984). Knowledge and talent, like other tangible assets, if neglected depreciate in value (Kouzes and Posner, 2003:334). Inherently, most of the HEIs have given little attention to leadership development which has caused ineffective and lack of leadership capabilities (Ngcamu and Teferra, 2015:208). Ngcamu and Teferra (2015:136) claimed a study of DUT skills development programs have had no influence on the universities transformation in the post-merger era. According to Hudea (2014:114) leaders develop over time within the organization, by observation, education, training, networking or skill, through leading oneself, individuals and groups of people.

Additionally, Cheng *et al.* (2014:827) suggests that organizations should design and provide training courses to cultivate ethical leadership behaviour. However, Taylor and Machado (2006:156) asserts that very often altruistic employees are thrust into leadership roles, devoid of the essential capabilities. As claimed by Zuber-Skerritt (2007:985) the need for transformation internationally from learning, teaching, employee development and leadership in higher education has long been documented. In addition, a study conducted in eight South African HEIs showed that resources for the availability of professional development funding was identified as necessary by all institutions (Leibowitz, Bozalek, Van Schalkwyk and Winberg, 2015:315-330). Ngcamu and Teferra (2015:130; cited Louw,

2009: 237) suggests that leadership development in higher education is of crucial importance to the South African future. MacGregor (2015:25; cited Jansen, 2012) asserts that as a university vice-chancellor vast investment is made in the development of other people both in terms of individual time and energy, but also in relation to institutional resources.

It is noteworthy that many researchers have documented that academics are ill-prepared to deal with HE transformational challenges and despite training and development opportunities being offered as proper support it is often overlooked (Ngcamu and Teferra, 2015:132; cited Hassan, 2011: 476). Moreover, another concern among the academic staff was that often, the well-intended development programs were unrelated to university leadership needs (Ngcamu and Teferra, 2015:132). Additionally, researchers claimed that academics believe that contents and elements of staff development programs recommended were low. Hence, there is a need to improve on programs that are appropriate (Mapasela and Hay 2005:111-128). According to Ngcamu and Teferra (2015:133) many universities offer little or no proper training for line management leadership and others in different levels of leadership and management.

2.16.6.1 Leadership Development

Jansen (2012; cited in MacGregor, 2015:30) asserts that the University of Free State (UFS) has allocated a lot of resources into the succeeding generation of leaders. Moreover, Martin (2007) claims that in the future essential skills for effective leadership fall in the category of relationships and teamwork. In order to build leadership capacity, it is obligatory for HE institutions to ensure that managers possess moral management, technical skills, astute social and emotional skills (Ngcamu and Teferra, 2015:209). Hence, Lewis, Thomas and Bradley (2012:82) acknowledged that the two components of leadership capabilities are, learning from personal errors or faults and being aware of personal strengths and limitations. Furthermore, Ngcamu and Teferra (2015:210; cited Souba, 2006:131, 159-167) asserted that leader must first need to understand themselves and be skilled in order to transform organizations to become more effective.

Figure 2-6: Building Leadership Skills



Source: Medley (2016:3-4)

Moreover, building leadership skills of employees (Figure 2-6) takes time, dedication, resources, and energy, but these skills are worth the investment (Medley, 2016:2). Interestingly, Ngcamu and Teferra (2015:210) point out that it is important to listen to resistors as these people will help address and detect the impediments on the path, also may offer positive viewpoints. Importantly, the aspect of leadership capabilities and leadership development interventions need to begin far earlier in the academia profession, to ensure that success is built from below rather than from above (Spendlove, 2007: 414). As a leader develops a combination of personal behaviours, skills and character, the leaders will flourish into a more successful leader (Denton and Vloeberghs, 2003:93; cited Bennis, 1997). It is vital to develop solid leaders that are adept to managing individuals, problems, goals and ideas that frame an organization (Medley, 2016:2).

2.16.6.2 Is Progressive Ethics Training and Development Vital?

Fast-changing technologies require heavy investment in staff development if employees are to improve skills and harness these technologies to the objectives of the university (Council for Higher Education, 2016; cited Gourley, 2016:67). However, the advancement of organizational ethics will not be valuable devoid of the implementation of ethics training (Lloyd and Mey, 2010:3; cited McDonald and Pak, 1996:974). Dorasamy (2012:512) suggests that management should embark on organizational ethics programs, that reflect clear support for whistle blowing and high ethical standards. As pointed out by Lloyd and

Mey (2010:14; cited Costa, 1998) organizations endeavouring to execute ethics must take into consideration, ethical learning and training. Lloyd and Mey (2010:3; cited Trevino and Nelson, 1995:208) and White, Sharar and Funk (2001:40) posit that persistent ethics education and training programs must be provided for all employees in the organization. Moreover, Medley (2016:4) maintains that when employees are in contact with commendable leaders, these employees' abilities and skills will develop faster.

An ethical survey as asserted by Lloyd and Mey (2010:3; cited Malan and Smit, 2001:4, and Nicolaides, 2009:490) claims that the ethics training that organizations offered was too short-term, and excluded new employees and managers. Hence, to respond to the needs of the university, leadership development programs (junior and middle, senior and management levels) should be established to enhance leaders' capabilities (Ngcamu and Teferra, 2015:214). Leadership development programs (LDPs) can reward HEIs and public as well as individual academics professionally and personally (Zuber-Skerritt, Louw, 2014). In addition, Lloyd and Mey (2010:3) suggest that ethics training should be launched with formal new employees' orientation programs and should be reinforced with continuous training interventions.

2.17 Conflict Management

Conflict can be described as a disagreement, differences or irreconcilability in or amongst groups and/or people (Van Niekerk, 2016:6; cited Rahim, 2011). Conflict has dual characteristics being functional and dysfunctional; functional can be defined as being industrious in nature, while dysfunctional conflict is counterproductive (Van Niekerk *et al.*, 2017: 221; cited Rahim, 2011 and Rahim, 2015). According to Doyle (2017) removing conflict totally would create problems, as there would be no diversity of viewpoint, and would not be able to spot and rectify illogical strategies and policies. Moreover, Van Niekerk (2016) maintains that employee conflicts impact interpersonal relationships and exerting a negative influence on work-related wellbeing. In addition, employee conflicts that worsen and grow will eventually reduce productivity and destroy staff morale. Hence, there is a need for employers to ensure that leaders have capabilities to manage and diffuse conflict (Doyle, 2017).

2.17.1 Conflict Management Skills

From a higher education perspective, conflict occurs due to certain perceptual obstacles in the interpersonal relationship between academics and support staff group (Van Niekerk, 2016). When academic personnel and support staff members face conflict that impacts the individuals work energy resources, most would use the avoidance conflict management style, as it is easier to under these circumstances (Van Niekerk *et al.*, 2017:223). Leaders will apply specific styles to handle conflict of the employee interpersonal relationship (Chung-Yan and Moeller, 2010). Hence, with successful conflict management, academic personnel and support staff too can achieve all workplace goals successfully (Van Niekerk *et al.*, 2017:225). However, Doyle (2017) asserts that when employing managers', it may or may not be vital to overtly search for conflict management skills, but these skills need to fall under other headings, such as teamwork or leadership. Moreover, Van Niekerk *et al.* (2017:225) maintains that HEIs can offer certain mediations (for example, motivation through conflict trainings, mindfulness and education) for beneficial conflict management.

2.18 Employee Recruitment and Selection Criteria

Inherently, employees are the frontline soldiers and the face of the organisation – employee interaction with stakeholders reflects ethical practices of employer (SAIPA, 2017:11). Hence, it is imperative for human resource practices, policies, and procedures to highlight the importance of being an ethical employee (Mayer *et al.*, 2010:13). Furthermore, organizations should appoint more ethical leaders by evaluating the applicant's level of integrity, moral standards and concern for others (Mayer *et al.*, 2009:1-13). Consequently, governing bodies should introduce induction and professional development programme to ensure that all new employees are mindfulness of tasks and other responsibilities (Australian Vice-Chancellors' Committee, 2003).

Notably, Zuber-Skerritt (2007:990) suggests that leadership needs to employ the finest and brightest minds possible, but also realize that no one person can be the absolute authority on every part of institutional operations. Thus, when hiring people, managers should look for three abilities; integrity, intelligence, vigour, if applicants have no integrity the other two might destroy the organization (Buffet, 2006).

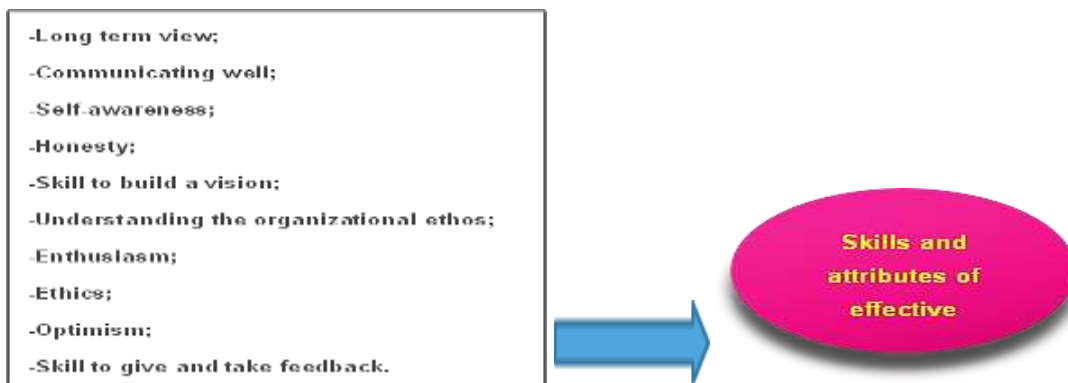
Leadership in university staff development entails an understanding of all characteristics of academic and administrative work and interrelationships, if developers want to support university employees' various roles, responsibilities and work activities (Zuber-Skerritt, 2007:993). It is vital that academic faculties should be led by strong deans that have the necessary capabilities, knowledge and skill to manage the faculty. Moreover, faculty deans nominated in popularity contest will pay no attention to what the job entails, will not effectively manage the extremely challenging position (Council for Higher education, 2016; cited Gourley, 2016:66). However, all individuals in university arena can be, or grow as leaders whether scholars, lower level academics, professors, researchers, or administrators (Zuber-Skerritt, 2007:992). South African HE employees must be familiar with the HE environment and also have detailed knowledge of globalization and internationalization (Zeghers, 2016:1). Moreover, Zuber-Skerritt (2007:992; cited Taylor and de Lourdes Machado, 2006:156) deduces that there is a global need for formal professional development to be created in order to prepare aspirant leaders for the challenges that will be faced.

2.19 Theoretical Framework of a Manager, Management and Leadership

2.19.1 Characteristics of a Manager

Notably, Leadershipchallengetypepad.com (2009:1; cited Kouzes,2009) asserts that the etymological dictionary for a manager has diverse root backgrounds, derivative from the root term 'Manus,' denoting the hand, also command and demand that come from the similar root name. The definition of manager is an individual who oversees a certain group of responsibilities, or a certain division of an organization, and also has followers who report to individual (Dictionary, 2017). Hence, Quinn (2004:16) states that managers are inclined to lead others into new, uncharted terrain as it would make a manager, a leader. Organizations need managers and managers are required to be the best at handling basic things (Leadershipchallengetypepad.com, 2009:1; cited Kouzes, 2009)

Figure 2-7: Shows the Attributes of Effective Managers



Source: Van Zyl *et al.* (2016; cited Dalglish:10) adaptation

2.20 Definition of Management

- According to Wikipedia.org (2016; cited Norman, 2013:18 and Barrett, 2003:51; cited Mary Parker Follett, 1868-1933) purportedly defined management as the skill of getting things done through individuals, also it is philosophy; and
- Philosophies of management texts commonly describe management as a sequence of activities (leading) that are executed for the betterment of an organization (McCartney and Campbell, 2006:191).

2.21 Description of Management

It is important as stated by Van Zyl *et al.* (2016:25) that managers must establish a vision/mission (Figure 2-7) for the organization, empower others to achieve the vision/mission, enthusiastically and constantly implement strategies to achieve objectives. Moreover, Burke (1986:63-77) claims that managers offer direction with clarity leading followers along the paths to the goals, the how or execution part of the process of attaining the goal. A manager is often depicted as a procedural administrator/supervisor – with known formal authority, who plans, coordinates and executing the existing directives of the organization (Prudzienica *et al.*, 2014:322; cited Koontz *et al.*, 1986). Denton and Vloeberghs (2003:88; cited Buckingham, 1997) affirms that empowering people is a valid concept and managers should spend less time managing and more time guiding. Management encompasses categorizing the mission, objective, processes, rules and

influence (Wikipedia.org, 2016; cited Prabbal, 2006:3-7). According to Glen (2017:1) the main physiognomies of management are:

- A planned focus on facets of the organizations strategy;
- Implementation of specific areas within manager's duties;
- Formulating and applying the policies of an organization to accomplish the goals; and
- Directing and observing the team to achieve specific objectives.

Management concentrates on accomplishing a defined strategy through the attainment of objectives (Van Zyl and Dalglish, 2009:26; cited Gaunt, 2006:12). However, although management skills comprise working with people to achieve objectives, the social interactions may now and then be detached (Zaleznik, 1977:67).

2.22 Top- Down or Bottom up Management

Top-down management is traditionally the familiar approach; direction and guidance is set by leader and disseminated to employees. Bottom-up management is the contrary, whereby direction is mainly informed and set by employee opinion and funnelled to leaders, or may use a mix of both approaches (Smith, 2017:1). Some training managers recognise leadership in their organization as bottom-up (Dudink and Berge, 2006; cited Berge and Kearsley, 2003). Moreover, Dudink and Berge (2006; cited Senge, 1996) contends top management should look to line management leadership and community makers to start, manage and expand transformation to facilitate "true commitment" to change.

Table 2-3: Difference between Two Approaches

Top-down approach	Bottom-up approach
Goals, projects and duties are controlled by senior leaders, autonomous of any teams. Subsequently, these tasks etc. are communicated to all teams and employees	Goals, tasks and objectives are greatly informed by employee opinions; invited to participate in goal setting, decision-making. Subsequently, communicated to top-management.
Most customary approach – familiar by all employees	Not a readily used approach – employees may not have help, knowledge and resources to steer the approach.
Top-managers ensure that goals and objectives are aligned to institutions mission and values.	Employees set goals aligned to surrounding environment, and not able to set goals aligned to organizations mission and vision.
Employees feel disconnected from institutions mission and goals.	Employees across all levels feel engaged and involved.

Source: Smith (2017:1-5) adapted

2.23 Semantics of Leadership and Management Style

Interestingly, Egypt was one of the first civilizations to practice leadership and management activities (Trewatha and Newport, 1982:8-10; cited Griffin, 2002). According to McCartney and Campbell (2006:190; cited Koontz, 1964) leadership is regularly made synonymous with management and can systematically be separated. Management is doing things right, leadership is doing the right things (Van Zyl *et al*, 2016:28; cited Bhamani, 2012:10). As stated by Yukl (2002) the debate whether leadership and management skills are dissimilar, or whether both can coexist socially has not been wholly decided. Leadership and management concepts of HEIs are frequently confused and misconstrued, thus a cause for onerous debate within the academic society (Taylor and Machado, 2006; cited Bergquist, 1992, Cohen and March, 1983).

Notably, the semantics problem comes about when searching for a word to define a person that has a combination of management and leadership skills, which is common at several levels of an organizational (McCartney and Campbell, 2006:199). According to Shelton and Darling (2001:265) claims that from an organizational operation perspective, nowadays individuals want to be led – not managed. Moreover, Bennis and Nanus (1985:21) proposed leadership as the all-inclusive concept of both, but, leadership has been presented as the preferred alternate to management. It is noteworthy as stated by Shokane *et al*. (2004:2; cited Smit, 2000:73) that organisations ought to understand the difference

between a manager and a leader, then synergistically harmonise the two qualities, to neutralize any weaknesses inborn in each.

2.24 Differences between Leadership and Management Skills

Managers tend to be more systematic, organized and controlled, work is quantitative science whereas leaders are experimental, visionary, flexible and imaginative (Ehlers and Lazenby (2007:220). As noted by McCartney and Campbell (2006:190; cited Koontz, 1964) leadership and management require different skill sets, that deviate from each other, thus it is improbable for both to coexist in a single individual. However, Taylor and Machado (2006:137) state that the field of leadership and management, from theory to practice in HEIs is dichotomous. According to Van Zyl *et al.* (2016:29; cited Bhamani, 2012) emphasizes on the chief differences between leadership and management skills, as tabularized below:

Table 2-4: Differences between Leadership and Management Skills.

Leadership skills	Management skills
Concerned with vision.	More concerned with carrying out duties than the vision.
Focused towards motivating transformation and anticipating environmental changes.	Oriented toward adjusting to change, not being resourceful.
Concerned with empowerment.	Concerned with being empowered.
Actions exhibit skill, but are intensely character grounded.	Actions inclined to be more strongly skill grounded.
More concerned with positive prospects	More concerned with negative consequences.
Concerned with building and/or restructuring the organization; using persuasion skills to develop vision and ideas, irrespective of position.	Concerned with parts of the set organization; embrace behaviour and attitudes according to level or position; may feel that circumstances are beyond control or influence.
Recognize personal strengths and weakness, and prepared to learn from mistakes and develop; able to assist and concern in helping others to develop.	Inclined to elude risks for self - protection, hence, development is more restricted; might recognize strengths and weaknesses, but ignorant of how to manage people to achieve goals.
Sees relationships as opportunities for development; individual goals are in alignment with organizational goals.	Sees a more restricted network of relationships in terms of closely contiguous areas; tends to focus typically on goals established by others, and independently within organizational boundaries.
Constructs systems to support goals, offer direction; encourage sharing and teamwork; concerned with removal of performance barriers and sustained growth of team members	Concerned with sectional areas of responsibility; become indispensable and part of the organization; excessively concerned with what team members do and how.

Source: Van Zyl *et al.* (2016; cited Bhamani, 2012)

As claimed by Taylor and Machado (2006:142) leadership and management are not the same thing, since not all leaders manage effectively, and not every manager has leadership skills. When leadership dominates management the organization goes into a zone of unpredictability (Burns, 2002:42-57) an unstable position of extreme change causing lawlessness and degeneration (Yukl, 2002) leading to an organization that is in turmoil (McCartney and Campbell, 2006:198; cited Hickman, 1990). Additionally, when management dominates leadership it can lead an organization into a zone of stability categorized by distant relationships, an absence of open communication and interdependence (Burns, 2002: 42-57; cited Zaleznik, 1977:67). According to Ehlers and Lazenby (2007:220; cited Kotter, 2001:85) management is about dealing with difficulty and leadership concerns handling transformation. However, the traditional differences between a manager and a leader are becoming extinct (Prudzienica *et al.*, 2014:322). Leaders manage whereas managers lead and these two behaviours are not synonymous. Although leadership and management overlap each entails a unique set of activities or functions (Van Niekerk, 2005:40; cited Bass, 1998).

2.25 Leadership and Management Relationship

Understanding the differences between leadership and management would allow an understanding of where improvements need to be made and ultimately can make an individual a better leader and a better manager (Glen, 2017: 3). Interestingly, Charan and Colvin (1999:145) examined the reason for thirty-eight largest company CEO's failure was due to the division between the absence of leadership and management skills. The knowledge and skill of both leaders and managers is significant for planning success (Taylor and Machado, 2006:138). Interestingly, good management and poor leadership allows for good execution of everything, however without a reliable direction and inclusive strategy. However, with good leadership and poor management an organization will have the goals and motivation to thrive, but no one to implement the plan on how to get there (Glen, 2017:2). In the real-world level and in any organization a manager is called to show the quality of leadership, and a leader illustrates the abilities of managing in demanding situations (Prudzienica *et al.*, 2014:322). Interestingly, it could be seen that one concept of management and leadership is a subsection of the other since one individual could possess both skills (McCartney and Campbell, 2006:191). Nevertheless, Leadershipchallengetypepad.com (2009:1) suggests a need for both exemplary managers and leaders. It is evident that most people regard leadership and management as

complimentary talent groups and both are essential for decision-making success (Kotter, 1990:103-111). According to Taylor and Machado (2006:138) each depend on the other for support, and offer HEIs versatile decision-making, policy and growth and administrative roles needed to operate efficiently. Moreover, for success in organizations a leadership and management skills combination is apt. However, that ideal combination may change as the individual gets promoted in an organization (McCartney and Campbell, 2006:190).

As stated by Daft (2003:520) an individual can be a leader, a manager, collectively or not at all. Hence, managers and leaders are symbiotic (Burke, 1986:63-77). Effective leaders should be good managers themselves, or be supported by effective managers (DuBrin and Dalglish, 2003). Although leaders and managers may be different in personal characteristics, roles, and conduct, the work performance results of either, can be alike as either skill can develop and progress with one or both characteristics (Burke, 1986:63-77). Notably, the role of a manager entails flexibility, dynamism, management competencies as well as leadership quality (Prudzienica *et al.*, 2014:323). Howell and Costley (2006:8) claim that managing and leadership are closely linked, as the same persons usually perform both activities. According to Ehlers and Lazenby (2007:220) leadership and management complement each other. Hence, proficiency in both is essential for successful strategy implementation and endurance in the modern environment. In addition, organizations need to understand the need for both managers and leaders, despite both handling different tasks, both are necessary for an institutions strategic planning, implementation and success. For institutional efficacy, both leaders and managers are needed (Burke, 1986). Council for Higher Education (2016:81; cited Figaji, 2016) claims that there are always two sides to a coin; one side the need for a manager; the other side an academic leader, someone that will lead the research and teaching – preferably both manager and leader.

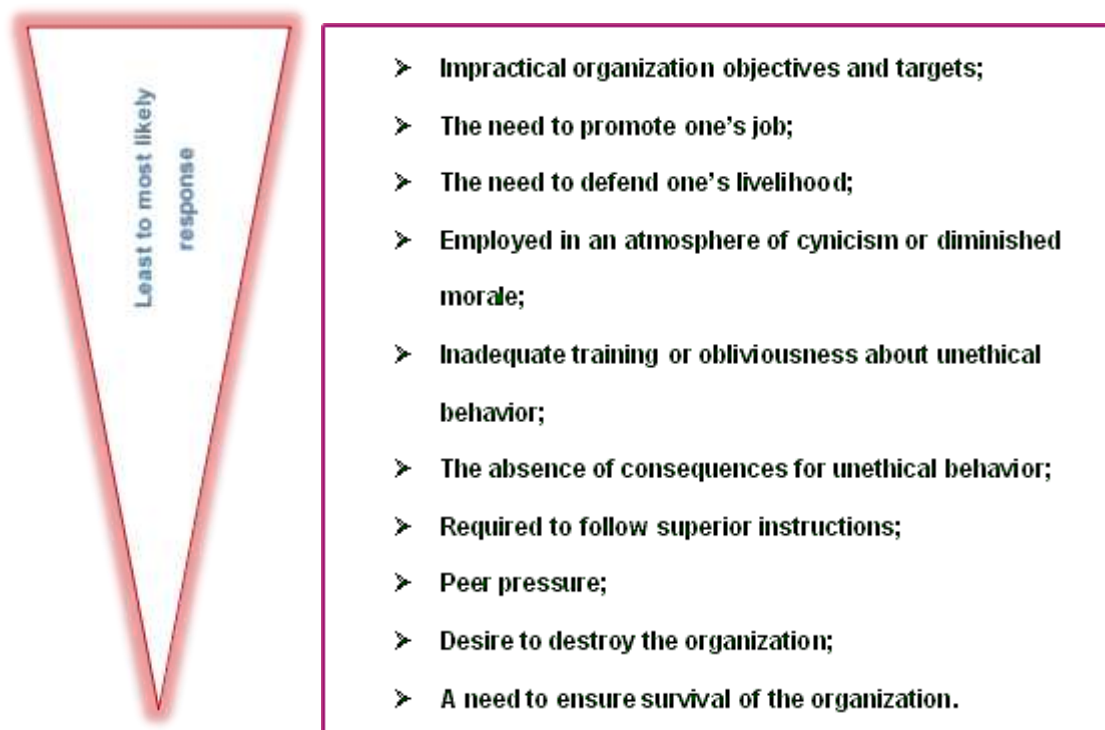
There are 3 critical managerial skills known: 1) technical skills (the ability to perform duties or activities); 2) human skills (the capability to work well with other people); 3) conceptual skills (the ability to see the big picture). Interestingly, the last two skills are the attributes of competent leadership (Prudzienica *et al.*, 2014:322, 327). Moreover, Van Niekerk (2005:42; cited Jaques and Clement, 1991) states that being a good manager includes leadership and effectual organisational leadership entails a good management foundation.

2.26 Unethical Ethical Leadership and Conduct

2.26.1 Unethical Behaviour

There are ethical catastrophes based on leaders has riddled the headlines of olden times and modern-day media (Hoyt, Price and Poatsy, 2013:712). According to Hogan and Hogan (2001:40-51) it has been projected that between 50 and 75 percent of leaders are not executing responsibilities well. Technology (2017) report claims that when an academic or administrative employee raises a complaint or a grievance they have been personally treated badly by another employee at the HEI. Distinctively, Reyes (2013:2) states that leaders in an organization are good or bad role models by default. It is unfortunate that every organization will have individuals who act unethically from period to period (SAIPA, 2015: 24). A leadership role can increase an individual's authority by an increased positive action-oriented behaviour. However, it can also be connected to malicious effects; including disregarding others' viewpoints, feelings and degradation (Galinsky, Magee, Inesi and Gruenfeld, 2006:1068-1074, 2008:111-127).

Figure 2-8: Depicts the Bases of Unethical Behaviour in Organisations



Source: Salma (2008:18) adapted

Grobler and Horne (2017:166 cited Ordonez and Douma, 2004) found that leaders chasing excessive high targets fuels unethical behaviour. Hence, a leader assumes that every task done is acceptable, but not realizing that the duty has not been done well (Daniel Goleman, 2014:1). Interestingly, Green (2010:1) suggests that followers will not respect a leader low in integrity, also, cannot trick followers with raises or bribes, hence character is imperative in an organisation. According to Bandura (1986) individuals are capable of participating in unethical behaviour and/or decision making without atonement. Unethical behaviour (Figure 2-8) would contribute to enhanced moral disengagement, thus initiating a downward spiral into ethical failure (Shu, Gino, and Bazerman, 2011:330-349). Unethical conduct amongst lower-level management could be a combination of stress issues as well as seeming unfavourable psychological (work) environmental factors (Van Zyl, 1998:26).

As stated by SAIPA (2015:25) ethics tends to be all or nothing game, organizations that endure unethical behaviour become unpleasant – poor employee confidence, high staff turnover, perpetual litigation constituting a brake in development. However, as asserted by Van Zyl (1998:27) researchers concur that stressful working environments can lead to unethical behaviour amongst managers. Evidently, leaders who promote unethical behaviour of followers display unethical leadership (Pinto, Leana and Pil, 2008:685-709).

2.27 Definition of Unethical Leadership

- Brown and Mitchell (2010:583-616) defined unethical leadership as conduct shown and decision-making by leaders that are unlawful and disrupt moral norms, consequently, supporting unethical followers; and
- Researchers define unethical leadership as behaviours of organizational leaders that encroach upon moral or lawful principles and the promotion of such actions by followers (Hartman, 2013:4).

2.28 Features of Unethical Leadership

As asserted by Quintal (2012:2; cited Madonsela, 2012) colossal maladministration in South Africa related to unethical leadership, as the exploitation of authority and unethical leadership are identical in the public and private sector. Unethical leadership appears to be

categorized by negative behaviours for example, selfishness, dishonesty/ corruption, vicious and biased management, manipulation and destructive conduct, therefore a short-term stance on success (Eisenbeiss and Brodbeck, 2014:355). Oddly, sometimes leaders fail unethically because they are ready to sacrifice principles for self-interest (Price, 2000:179). Regrettably, Green (2010:2) posits that without any boundaries or control an unethical leader can decay the organization. As reported (Technology, 2017) there are four unethical leadership matters still under investigation by line management leadership which is still being probed by an outside investigator at the Durban University of Technology.

Interestingly, the definition of unethical leadership definition has developed to include leaders' behaviour that promotes unethical followers' behaviour, unknowingly or knowingly, even if the leader does not openly engage in unethical behaviour (Brown and Mitchell, 2010:583-616). Moreover, these unethical leaders were termed as being deceitful, unfair, and self-centred individuals who tend to influence others (Eisenbeiss and Brodbeck, 2014:352). It should be noted that people sometimes are ignorant to notice important things going on in front of them called in-attentional blindness (Plazzo *et al.*, 2012:326). In addition, when leaders escalate expenses, utilize organization resources for personal use, and give preference to friends in procurement practices, employees will watch and follow the leader (Van Zyl *et al.*, 2016:198, cited Pietersen, 2016). According to Green (2010:1) it takes one immoral leader to destroy the fundamental values of an organization and the following are ways to recognize an unethical leader:

- Leads with an immoral attitude;
- Dishonest to his followers and peers;
- Takes advantage of individuals;
- Takes personal recognition for group achievement;
- Uses politics to gain influence in an unethical manner;
- Does not focus on the mutual good of the organization;
- Does not support followers;
- Exhibits a forked tongue behaviour;
- Sacrifices followers for own gain; and
- Fails to be a role model for followers, and showing followers the correct way.

2.29 Unethical Leadership Styles

The theories of abusive leadership, toxic leadership, tyrannical leadership and damaging leadership, connect to the unethical leadership concept is related to corrupt, malicious, and destructive leadership behaviour (Brown and Mitchell, 2010:583-616; cited Thornton, 2012:1, Teppe, 2000:178-190, Frost, 2004:111-127, Ashforth, 1994:755-779, Duffy, Ganster and Pagon, 2002:331-351). Moreover, Shokane *et al.* (2004:3) posits that non-leadership is a form of unethical leadership with absence of both the transactional and or transformational leadership element. The following are examples of unethical leadership style, as described below:

2.30 Authoritarian/Autocratic Leader

An *authoritarian leader* may create a climate of fear, where there is little or no room for discussion and where complaining may be considered pointless (Salin and Helge, 2010). Autocratic leaders have been termed as controlling, power-oriented and narrow-minded (Bass, 2008). In addition, Benincasa (2012:3; cited Goleman, 2014) maintains that the style will not be the best fit when the leader is working with a team of professionals who are more familiar with the organisation than the leader. As asserted by Johnson (2017:1) autocratic leaders make decisions without help, without feedback from others has total authority and imposes authority on employees. Moreover, the authoritarian leader has complete control of the team, leaving little independence within the group (Dictionary, 2017). Notably, Ngcamu and Teferra (2015:135) asserted that a study at Durban University of Technology revealed no chances of some employees becoming leaders.

Interestingly, this leadership style is used in modern day when there is little room for blunder, such as construction careers or manufacturing careers (Leadership-Toolbox.com, 2008). Correspondingly, Martha Stewart constructed an empire paying special attention to every aspect, being meticulous, demanding, methodical and conscientious using authoritarian leadership style to flourish the organisation (Money-zine.com, 2010). According to Hackman and Johnson (2013) the communication patterns of authoritarian leaders are:

- Descending, one-way communication (that is, leaders to follower, or supervisors to subordinates);

- Controls dialogue with followers;
- Dictates interaction;
- Autonomously/separately sets policy and procedures;
- Independently gives directions for achievement of tasks;
- Does not suggest continuous feedback;
- Rewards submissive obedient conduct and reprimands erroneous activities;
- Poor listener; and
- Uses conflict for personal advancement.

2.31 Narcissistic or Destructive Leader

Teppe (2000:178-190) claimed that there has been little philosophy advancement to address destructive leadership behaviours and its prospective damaging effects on the organization. Narcissistic or destructive leadership is motivated by rigid superiority, self – absorption and a selfish need for authority and reverence (Neider and Scheriesheim, 2010:29). Likewise, Einarsen, Aasland and Skogstad (2007:207-216) maintain that destructive leadership will weaken/ harm the welfare, motivation and satisfaction of employees and negatively impact the effectiveness of the organization. Hence, Brown and Mitchell (2010) claimed that the destructive leader behaviour is unethical and encompasses the conceptualization of unethical leadership. However, destructive leaders do not plan to cause harm, but do, because of carelessness, selfishness, incompetence, distressing employees and/or the organization (Einarsen *et al.*, 2007:207-216).

Generally, destructive leaders are absorbed in tangible short-term mission achievements (Reed, 2004:67). As stated by Einarsen *et al.* (2007:208) the need for awareness and prevention of destructive leadership will be more imperative, or vital, than only understanding and improving positive traits of leadership. It is noteworthy that many categories of leadership styles that have been deemed destructive today were at one stage viewed as being compliant in relation to the genuine concern for an organization. Moreover, the theory of derailed leadership style aptly captures the conduct of destructive leaders with respect to both employees and the organization (Einarsen *et al.*, 2007:213).

2.32 Derailed Leader

Notably, Burke (2006:92) suggests that derailment in a leadership role is defined as being unwillingly plateaued, lower the level of expected success, or capriciously, failing to attain the level of expected success. Derailed leadership can be described as anti-subordinate style (for example, intimidation, bullying subordinates) (Einarsen *et al.*, 2007:213; cited Lombardo and McCall, 1984). According to Burke (2006:92; cited Leslie and Van Velsor, 1995, 1996) leadership catastrophe has classically been considered in the context of professional derailment.

Clearly, derailed leadership is damaging to an organization; laziness, inefficient management skills, ineffective team building, lack of strategic thinking, using office hours for private matters (Einarsen *et al.*, 2007:213; cited Lombardo and McCall, 1984). Interestingly, these derailed leaders are to be expected to emerge under stress (Burke, 2006:92). In addition, leaders' failure to adapt can be a key contributor to derailment (Shackleton, 1995). As claimed by Einarsen *et al.* (2007:213) derailed leaders could have similar influential capabilities as good leaders however, these leaders ignore learning from mistakes.

2.33 Toxic Leader

A descriptive explanation of a toxic leader; is a manager who intimidates, threaten and shouts (Flynn, 1999). As stated by Reed (2004:67) the term toxic leader/ harmful manager, toxic ethos, and noxious organization, which tend to appear regularly in organizational leadership and management texts. Moreover, toxic leaders are devoid of integrity by misleading and engaging in unethical behaviours (Lipman-Blumen, 2005:18). Undoubtedly, for distressed employees, toxic leaders embody a regular challenge resulting in unnecessary organizational stress and damaging organizational principles (Reed, 2004:68).

2.34 Laissez-faire Leader

Laissez-faire leadership is at times termed as a detached leadership style as the leader give tasks, but provides little or no supervision to the followers (Money-zine.com, 2012). Moreover, laissez-faire leaders attempt to evade decision-making and the accountabilities related to the position (Bass, 1998:6). According to Hackman (2003:38) leaders that are

withdrawn from employees can cause a lack of productivity, stability, and fulfilment. Management by exception-passive style is related to the laissez-faire style, whereby these leaders have little control and offer marginal direction (Marquis and Huston, 2009). Evidently, laissez-faire leaders are likely to be ineffective and unproductive (Tomey, 2009).

Hence, it is predictable that a follower response would include dispute over responsibilities and need to take the reins of the role of leader (Van Niekerk, 2005:47). Gardner (1993; cited Lewin, Lippin and White, 1939:271-301) maintains that laissez-faire leadership symbolizes a style where the leader has renounced from responsibilities/tasks assigned to them. As claimed by Einarsen *et al.* (2007:215) laissez-faire leadership style regarded as a form of destructive leadership as it has the potential to demoralize organizational purposes and/or subordinate's well-being. A characteristic of laissez-faire's non-leadership comprises deferments in terms of decision-making and refrains from motivating followers (Shokane *et al.*, 2004:3).

2.35 Summary

Chapter 2 embarked on a detailed discussion on the etymology and definitions of a leader and leadership and the various leadership concepts. The literature provided a detailed discourse on historical and contemporary leadership theories by several previous researchers all over the world. Moreover, the chapter described diverse categories of leadership styles and the two contemporary leadership theories that is linked to ethical leadership styles. Thus, the chapter's focus discussed the theoretical framework of transformational and transactional theories in relation to ethical leadership style. Thereafter, the chapter provided an overview of the importance of Ubuntu, Ubuntu ethics, ethics, and ethical leadership. In addition, the chapter illustrated South African legislation – King III and King IV code of conduct on corporate governance that documented and appraised the importance of ethical leadership in all organizations.

After the comprehensive discussion on ethical leadership style a discourse on factors that improve ethical leadership dimension followed. Moreover, the study focus was based on executive management and lower level management which supported the need for a detailed discussion on the leadership management semantics. This discussion described the perplexing matter regarding HEIs executive management leadership and line management leadership being either leaders and/or managers. Lastly, the chapter provided

an overview on the concept of unethical conduct, unethical leadership and unethical leadership styles in an organization.

The following chapter will commence with a discourse on overall South African HEIs, followed by HEI leadership, leadership styles that positively impact HEIs, and women leadership in higher learning institutions. Thereafter, the next chapter will provide a discussion on HEI ethics and corporate governance and the importance thereof.

3 CHAPTER 3: South African Higher Education Institutions

3.1 Introduction

HEIs are among the oldest in the world, and is a backbone in the growth and support of economic, social and ethnic development globally (Taylor and Machado, 2006:153). When a university becomes more like a corporate institution, there is a transformation of relationships within the institution (Council for Higher Education, 2016:5; Saunders, 2016). However, South African HE operates in a more competitive world, where resources have become rarer, the influence of technology has become so great, or rather capricious (Van Niekerk, 2005:7). According to Council on Higher Education (2016:49; cited Gourley, 2016) universities are chasing the brightest and the finest, thus making a university business worldwide phenomenon. Notably, Wildavsky (2010) suggested that the academic marketplace is generating a new kind of world for HE. Moreover, HEIs have a universal impact by providing other universities with knowledge and research from a South African perspective (Van Niekerk, 2016:2; cited Waghind, 2002).

One can acknowledge that the South African HEIs are gradually becoming challenging places to rule, manage and lead (Mabelebele, 2013:2). It is noteworthy to express that leaders of universities are not equivalent to the leaders of other categories of creative organizations (Council on Higher Education, 2016:49; cited Gourley, 2016). These leaders have a dynamic function in designing a robust work atmosphere to ensure that talented employees stay in the organization (Snyder and Lopez, 2002). As suggested by De La Rey (2012; cited in MacGregor, 2015:56) the complexity of the university context entails leadership be thought about wisely, as there is a need for additional consultation, greater level of participation before decision-making and more openness within university administration. Hence, this chapter will focus on a detailed discourse on South African HE (SAHE) environment context. Thereafter, the focus will be on the different leadership doctrines and leadership styles within South African HEIs. In addition, an outline on feminism in South African HEIs will be covered.

3.2 South African HE Environment and Leadership

3.2.1 South African Higher Education Context

The Department of HE and Training (DHET) is the government department that administers the South African HE sector (Van Schalkwyk, Willmers and Czerniewicz, 2014:6). Hence, universities are mainly independent and government pilots the HE system by setting targets, performance monitoring of the institution and the levels, also examining individual institutions against the goals set (Van Schalkwyk *et al.*, 2014:11; cited Bunting *et al.*, 2010). Moreover, the customary function of HE institutions is serving society, through setting the foundation for viable employment, training for social responsibility, individual development, and growth of knowledge base (Gumede, 2015:157; cited Jareb, 2006:46). According to Gumede (2014:68) HE is well-defined as post-secondary education, progressive third stage learning at the diploma and degree levels in a traditional HE environment. Notably, HEIs should be at the forefront of formation of new knowledge, modernism, development of professionals and imparting democratic principles (Van Schalkwyk *et al.*, 2014:6; cited Castells, 2001). HE is going through a seismic transformation which is undoubtedly the greatest change in its long history (Council for Higher Education, 2016:68; cited Gourley, 2016).

Mabelebele (2013:2) claimed that HEIs operate in an unstable environment and is required to frequently embrace change, adjust to growing trends and dynamics. HEIs cannot exist in seclusion as the environment of these institutions appears to be volatile and tempestuous (Wiese, Jordaan, Van Heerden, 2010:150). Furthermore, Taylor and Machado (2006:154) states that HEIs are the object of big public and private investment, and there is great expectancy thrust upon them. In the global south, HEIs have a vital responsibility regarding the development of the nation states (Van Schalkwyk *et al.*, 2014:6). African leaders have an extensive range of challenges threatening them irrespective of the domain the individual leads (Van Zyl *et al.*, 2016:12). According to Van Niekerk (2005:8) HE institutions have joined the global education markets, whilst, also building local and regional relations. As asserted by Badat (2010:4) social, governmental and economic prejudice, disparities of class, race, sexual category, institutional and spatial environment that have formed also have the tenacity to influence South African HE.

Interestingly, Gultig (2000:40) maintains that South Africa has one of the leading HE systems on the African continent and undoubtedly the highest student input rate.

Moreover, South African HEIs has an important position in the continual transformation of the country (Field and Buitendach, 2011:2). However, in entirety, South African HE is being confronted by many challenges (Zeghers, 2016:2). Evidently, HE today is faced with the challenge to build a system which will be operational to meet the needs of people in the next century (Van Niekerk, 2006:2). HE refers to post-secondary institutions such as universities, or colleges that offer qualifications such as national diplomas, different level of undergraduate and post-graduate degrees (Awang, Kutty and Ahmed, 2014:29). In 1994, the HE segments included twenty-one public universities, fifteen technikons, one hundred and twenty colleges of education, twenty-four nursing and eleven agricultural colleges. Moreover, by 2001 most of the colleges were closed/ combined into universities and technikons (Badat, 2010:12). As claimed by Zeghers (2016:2) merging the technikons with universities may have been disadvantageous to both, as both institutions had separate primary focuses prior to the mergers. While a lot is written about South African traditional universities, South Africa has overall twenty-six universities, following the launch of three new institutions. As stated by Writer (2015:1) South African HEIs have been apportioned into the following:

- Nine universities of technology concentrate on employment oriented education;
- Six comprehensive universities offering a synthesis of both academic and vocational qualifications; and
- Eleven traditional universities focus is on theoretically oriented university degrees.

3.2.2 South African HEIs Macro Environment

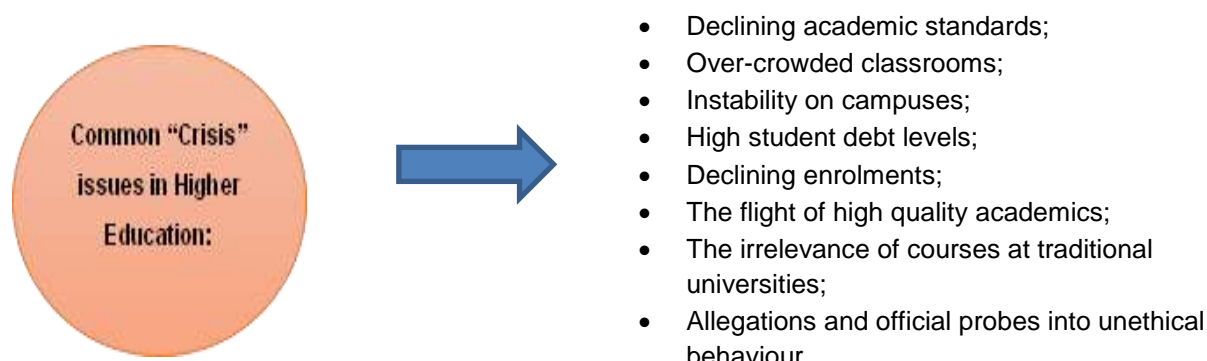
The year of 1994 had substantial change in HEIs. On the contrary, there were no complete, fast and comprehensive movement in structures, institutions, policies and practices (Badat, 2010; cited Wolpe, 1992:16). Moreover, the new amendments to the HE Act introduced in 2012, permits authorities of the Minister to interfere in the matters of HEIs, with greater power than the previous architects of the post-1994 HE system (Mabelebele, 2013:1). As stated by MacGregor (2015:55; cited De La Rey, 2012) South Africa is a society that is still dealing with transitional issues, as the historical heritage has not faded from the HE landscape. Furthermore, Horner (1997:278) maintains that there are continuous changes in institutional technology nowadays from environmental conditions, internal processes requiring flexibility, continual learning, to use of all available resources. However, HEIs

need to respond promptly to internationalisation and globalisation, the growing economic role of education, new communication and information technology and decreased government funding (Van Niekerk, 2006:2).

Interestingly, Eddy and Van DerLinden (2006:5) states that the present HE background is formed by the deterioration in institutional resources (cited Johnstone, 1999), erratic learner demographics (cited Hurtado and Dey, 1997) change to student-centered learning (cited Barr and Tagg, 1995) the impact of technology on faculties (cited Baldwin, 1998), and the paradigm shift from industrial to information age (cited Dolence and Norris, 1995). It is ever clearer that HE funding is insufficient, also being confronted with the legacy of former discrimination, new burdens, and expectations on South African universities (Badat, 2010:16). HE institutional transformation including technikons and universities also had a direct bearing on the nature of the operation itself (Bezuidenhout and Cilliers, 2010:2). It is noteworthy that decisions regarding curriculum and other academic affairs should rest with university senates. However, the real power is with council and management that control the purse strings (Hornsby, 2015:2).

Moreover, quality is further vulnerable by a colossal brain drain from top students and academics of these HEIs (Gultig, 2000:39). South African academics are required to increase research outputs, lecture larger group of scholars, and supervise more postgraduate students. Hence, these substantial employee workloads with a reduced amount of support and resources require more time and energy (Bezuidenhout and Cilliers, 2010:1). Conversely, HE is not equipped to traverse the pace and importance of change in the 21st century (Hornsby, Morrow-Jones and Ballam, 2011:96-112). According to Council for Higher education (2016; cited Muller, 2016) academic values are put under stress when universities are expected to operate like industries, and when universities are expected to expand in size significantly. Notably, Awang *et al.* (2014:29) despite the substantial investment on the part of government to resolve university matters – ethnic transformation of individuals, work-life balance, stereotypes and academic structures, it remains a tireless problem. While the environment becomes more competitive and service oriented and vaguer, ancient perceptions about organizational leadership is no more suitable (Horner, 1997:278).

Figure 3-1: Most Common South African HE Issues Discussed in Media



Source: Gultig (2000:43) adapted

As stated by Gultig (2000:43) high level of discouragement (Figure 3-1) is evident in media discussions. Many analytic cases have been written about governance blunders both locally and globally in the public and private sectors alike (De La Rey, 2015). According to Awung (2014:29; cited Subotzky, 2014) in terms of skills, development and research, HE plays a pivotal role in contribution to human resource and information society development in South Africa. The human resource function in HE is to create value and ensure that work policies and practices should be judged by the degree to which it improves organizational effectiveness (Awung, 2014:37; cited Sisson, 2010:4; Whitchurch, 2008:377-289; Marchinton and Wilkinson, 2010:314). One of the strong points of the South African HE structure is that there is huge independence, autonomy from government and external interference (Price, 2012; cited in MacGregor, 2015:88). Enrolment development, improving access, ascertaining tuition fees and staff salaries, engaging in research agendas and creating supporting conditions and are all connected to strategy and transformation matters (De La Rey, 2015).

The transformational process of South African HE envisages institutions to deliver graduates for social and economic advancement, whilst concomitantly addressing equity and diversity (Wiese *et al.*, 2010:150). Badat (2010:6) asserts that South African HE demonstrates substantial strengths creation and dissemination of education, contribution to social parity, economic and social development, democracy and development needs of the

Southern African region and the African continent. Interestingly, Writer (2015:2; cited Blade Nzimande) maintains that Africanized means universities must be able to contribute in all ways from research, core curriculum etcetera to the developmental goals of South Africa. The restructuring and new setting of HE was envisioned to set the foundation, for an equitable, sustainable and productive education system as well as, contributing successfully and proficiently to the human resource skills, knowledge, and research necessities in South Africa (MoE, 2001:16). As stated by De La Rey (2015) HE finances are complex comprising several funding streams and independent set of conditions. University funding is very limited, but the demands for HEIs to be world-class have never been greater (Zeghers, 2016:1).

3.2.2.1 Key Drivers of South African HE Institution Public Funding

HEI budgetary constraints resulted in deviating Councils' objective in attaining strategic initiatives (Hornsby, 2015:3). There is a need for higher remunerations, but then again, a need to keep tuition fees affordable thus, public funding makes a diminishing contribution to the operational budget (MacGregor, 2015:56; cited De La Rey, 2012). According to Badat (2010:18-19) there are nonetheless three areas of South African HEIs that need either extra/new funding:

- The current zone funding element to HE institutions;
- NSFAS need to offer impartial admission and opportunities for capable students from deprived and lower middle-class families;
- Earmark funding for high quality academic developmental creativities; and
- Curriculum innovation, regeneration, and transformation; building the next academic cohort, safeguarding the African language studies, and advancement of multilingualism.

The outcome of macro-environment changes in modern universities has developed a disconcerting imbalance – universities face huge demands, yet are ill-equipped (Van Niekerk, 2005:58). Moreover, HEIs have been placed under a lot of pressure by external forces of government milieus (Harman and Harman, 2003:31). Catastrophes for instance, financial mismanagement and lack of accountability (cited Prisacariu and Shah, 2016), vulnerability to nepotism, undue influence, conflict of interest, embezzlement of funds (cited Chapman and Lindner 2016) have a direct impact on priorities like student centeredness

and providing quality education (Grobler and Horne, 2017:154-155). The struggle for resources is heightened by demands for proactive and open action to deal with the congestion felt by governments (Goedegebuure, 1991:3). Our universities must be diverse and consistent with South African demographics, must nurture true vision, strength and relevance, thus leading the way in tolerance and debate, to contest social injustice (Zeghers, 2016:2). As proclaimed by De La Rey (2015; cited Pring, 2001:1) universities are part of a broader network of social and educational institutions, the network will continually be transforming in recognition of, or in response to changing economic and social issues.

3.2.3 Women Leadership in Higher Education Institutions

Following the year of 1994 South African HEIs needed to improve equity for black female South Africans, new constitutional and public rules, institutional goals; and policies (Badat, 2010:24). In the past, female academics encountered many challenges in pursuing careers in HE (Naicker, 2013:4). Interestingly, academia is chiefly a male led career hence female academics may experience more stressors and strains than male counterparts; absence of role models, less female groups in same ranks, gender stereotypes, greater work and home role conflict (Barkhuizen and Rothmann, 2008:324; cited Blix *et al.*, 1994; Richard and Krieshok, 1989). In South Africa and United States of America (USA) black women in HE have setbacks as these black women are considered to be outsiders within the academic environment (Johnson and Thomas, 2012). Even though, women represent over fifty percent of the HE workforce in South Africa, women are still under-represented in high-ranking positions (HERS-SA, 2007). Furthermore, South Africa has seen several woman vice-chancellors in the previous two decades, but female vice-chancellor is still an inconsequential minority (De La Rey, 2012; cited MacGregor, 2015:58).

Mazibuko (2006:111) advocated that there are government policies and commitment of South African HE to embrace and develop the gender and equity agendas. According to Machika (2014:3) the need for women in HE cannot be overlooked as women bring an irreplaceable role that would maximize a university's potential and its strategic position. It is noteworthy that gender inequalities are serious and fundamental challenges that need to be confronted by women if women want to be key partners in HE (Mazibuko, 2006:109). Notably, Badat (2010:29) claims that HE South Africa (HESA) developed a national program for constructing a new cohort of South African academics, particularly black and women academics. UNESCO (2009) asserted that universally more females are required in

HE institutions. However, burnout among female academics in South Africa specifically has not been researched (Bezuidenhout and Cilliers, 2010:2).

3.3 Higher education Institutional Leadership

Considerable research has been done with regards to the ever-growing strains on university leadership worldwide in the face of increasingly multifaceted changes and trials from within the institution and beyond (Council for Higher Education, 2016; cited Badsha, 2016). According to Eacott (2012:6) an author indicated that leadership is unquestionably the chief concept of interest in current scholarship on educational administration. Moreover, Council for Higher Education (2016; cited Saunders, 2016:1) asserts that academic leadership in HEIs has become progressively challenging in the fast-changing global realities and is even more complex in South Africa.

Hence, a lot of different approaches are needed to lead transformation, especially in a university where the vice-chancellor does not have sound authority from the top (Price, 2012; cited in MacGregor, 2015:86). Leadership is a key to the efficient administration of educational transformation and revolution (Van Niekerk, 2005; cited Keller, 1983; Senge, 1990). Moreover, the combination of expertise and abilities amongst Council members is vital for moral or corporate governance specifically financial proficiency and knowledge (De La Rey, 2015). As stated by van Schalkwyk *et al.*, (2014:6) leadership lacking informed decision-making will potentially promote weak and divided institutions susceptible to immorality and/or the inappropriate allocation of resources.

Figure 3-2: Depicts the Distinctive Leadership Roles within HEIs



Source: Van Niekerk (2005:72-73; cited Rowley, 1997:3) adapted

According to Van Niekerk (2005:72-73; cited Rowley, 1997:3) distinctive leadership roles (Figure 3-2) and the zones within HEIs can include the following:

- **Senior management (strategic leadership):** It includes the formation of an ethos, structures and principles that facilitate growth towards the vision. Thus taking forward visions concerning the future and reputation of the institution;
- **Head of department:** Related to the formation of a vision, excellence in relation to certain subject areas and the resource allocation to pursue these agendas. It also comprises facilitation and interfacing with institutional structures;
- **Operational management:** Ensures that phases in a research project are reasonably completed in agreement with a pre-approved schedule;
- **Module leadership:** It comprises planning, coordinating small teams, designing the module learning outcomes and ensuring that those learning outcomes are achieved by students. In addition, it includes designing teaching, learning and assessment plans;

- **Program leadership:** The team, leadership, inspiration and resource management necessary, to facilitate and are available to ensure that programs are delivered effectively daily; and

- **Academic leadership:** Comprises the recognition of projects and the setup of research questions, the selection of research methodologies and appropriate guidelines to contribute to knowledge.

In many countries HE top senior managers are called chancellors, presidents, rectors, principals, or vice-chancellors (Awang *et al.*, 2014:24). However, South African HEIs are led by people lacking leadership proficiencies and are directly impeding transformation initiatives and programs within institutions (Ngcamu and Teferra, 2015:209). Council for Higher Education (2016:90; cited Figaji, 2016) claims that the merger of HEIs thought process and the manner it was handled demonstrated an absence of understanding the essentials of institutional leadership and management. There are numerous examples of the consequences of weak leadership together with the number of universities that are maladministration, or are in profound and regular continuous crisis (Council on Higher education, 2016; cited Badat, 2010).

Evidently, university leadership needs to emphasise more empowerment than in most other types of organisations (Van Niekerk, 2005:72; cited Rowley, 1997:2). The leadership process as asserted by Awang *et al.* (2014:25) the vice-chancellor of South African HEIs develops policies and strategies then transfers it to the deputy vice chancellor, who will then transfer to the executive management, then to line management leadership and to the staff. Moon, Butcher and Bird (2000) acknowledged the importance of leadership for professional growth in educational institutions. Notably, current leadership should have capacity to lead within a turbulent environment (English and Ehrich, 2015:851-862; Dervitsiotis, 2005:925-943). In terms of HE Jansen (2012) stated that inspiration came from leaders in other zones - leaders in the religious domain (cited in MacGregor, 2015:27). One vice-chancellor leadership style was described as open, transparent and consultative – which would support many plans for the institution (Matiwane, 2016; cited Mthembu, 2016).

It should be noted that African universities must be proactive in developing institutional leadership to turn leadership skills into tactical assets for the development agenda (Hanson and Leautier, 2011:391). Evidently, there is interest in the subject of leadership in HE as it

has been increasing over the last decades (Alonderiene and Majauskaite, 2016). Within HEIs there are a diversity of leaders and leadership procedures interrelated by the vision as values (cited Wheatley, 1994) similarly reinforced by the social resources established within that multifaceted adaptive structure (Solow and Szmerekovsky, 2006:52-60). Moreover, macro-environment changes need universities to restructure management processes and revise traditional ideas about academic leadership (Van Niekerk, 2005:59).

3.3.1 Leadership Styles Impacting South African HEIs

As stated by Awung (2014:22-23; cited Kinicki and Williams, 2013:16) a university leader must motivate faculty, staff, students and citizens of the nearby community to support and understand the institutions goals. Leadership occurs only when people are influenced to do what is ethical and valuable for the organization and themselves (Yukl, 2006: 5). Moreover, there is a need to be increasingly transparent with academics, the importance of sustaining the difference between 'collegial' and 'executive' management (evading 'managerialism'), and the importance of winning and holding stakeholders trust (Council on Higher education, 2016; cited Muller, 2016). According to Council for Higher education (2016:4; cited Saunders, 2016) although there are unique styles of leadership, but the preference was collegial relations in universities in comparison to a manager style.

Noticeably, transformational leadership can be employed to extract the best from employees, also create the most effectual and knowledgeable environment (Chipunza and Gwarinda (2010:11). As claimed by Herbst and Conradie (2011; cited Astin and Astin, 2000) HEIs leaders should daily include the principles of transformational leadership. Moreover, in South African HEIs different leadership styles such as transformational and transactional leadership styles and its impact on employee commitment needs more discussion (Wiza and Hlanganipai, 2014:136). According to Bush (2007:395) transformational leadership skill proposes a vision that combines purpose and galvanizes different internal stakeholders into action and crucial for HEIs development.

Interestingly, being a leader however, does not necessitate reflecting upon an individual's academic role model. It is about persons of action, making swift decisions, seizing the moment and ensures that things happen (Council on Higher education, 2016; cited Muller, 2016). Price (2012; cited in Macgregor, 2015:85) claims leadership should motivate and inspire university individuals around a vision, encourage them to do something different,

and worthier and get them keen directly, or indirectly about a concept. According to Quintal (2012:2; Madonsela, 2012) ethical leadership would connect with the notion of the African renaissance.

3.4 Corporate Governance at HE Institutions

Universities were conventionally ruled by means of the collegial model, epitomizing the self-governance philosophy with little or no direct government interference (Barac *et al.*, 2011:318; cited Harman and Treadgold, 2007). Governing structures for HE are highly segregated internationally however, the different governance models share a mutual legacy (Wikipedia.org,2017b; cited Altbach 2005:16-18; Coaldrake, Stedman, and Little, 2003:5). The Constitution and the HE Act stipulate a comprehensive and clear framework for the governance and management of public HEIs (De La Rey, 2015). The core governance structures are the council, the senate and the institutional forum. Councils are top decision-making body, the highest governing bodies and are accountable for ensuring good governance, quality, honesty, financial soundness and the operation and reputation of HE institutions (Barac and Marx, 2012;356). A code of conduct, clear declarations of values, clear commitment to anti-discrimination, equality should be the navigational pointers as behaviour of the Council members and management (De La Rey, 2015). According to van Schalkwyk *et al.*, (2014:11) governance structures at HE level are chiefly homogenous throughout the twenty- three public universities in South Africa. Lapworth (2004:299-314) asserts that a model of HE governance should embrace positive aspects of business and collegial techniques.

Corporate governance for the HE context refers to all practices and bodies that govern the division and management of power (decision-making that affect others') within HEIs and national university systems (Barac, Marx and Moloi, 2011:317; cited Lazaretti & Tavoletti, 2006). A viewpoint of governance can be defined at the macro-level of policy decision making (Kezar and Eckel, 2004:371-398). Testament to corporate governance is the legislation based on King III code of conduct requiring South African HEIs to promote good governance through sound leadership, sustainability and corporate social responsibility (Republic of South Africa 2012) through effective ethical values of responsibility, accountability, equality and transparency (King III Report, 2009).

Furthermore, the concept is also described in the King IV report that was published in 2016 (Grobler and Horne, 2017:155). The requirements of King III applicable to HEIs expects an institutions secretary to operate as an essential corporate governance mechanism (Barac and Marx, 2012:357; cited IoD, 2009:43-44). In South Africa, the transformation of HE was designed at improving awareness to social needs, capacity building, encouraging the cooperation among these institutions and levelling the HE arena for equity and fairness for all (De La Rey, 2009:8).

HEIs new responsibilities require sound management, effective leadership and strong governance structures for effectual and proficient management (Barac *et al.*, 2011:317; cited Geuna & Muscio, 2009; Marx, 2007; Kezar & Eckel, 2004; Bargh, Scott & Smith, 1996). Thus, it is essential for HEIs to run efficiently and at no point should there be a void in governance and management (Chipunza and Gwarinda, 2010:12). Sound corporate governance practices at HEIs are as a result crucial to ensure effective operation (Barac and Marx, 2012:353). According to Grobler and Horne (2017:155) the concept of sustaining good corporate governance to assure HEIs credibility is of vital importance. Moreover, the importance of sound governance at HEIs as a means of achieving institutional goals by standardizing internal matters accordingly (Salter and Tapper, 2002) has grown over the years (Barac *et al.*, 2011:320; cited Kennedy 2003). Importantly, the internal governance systems of HEIs should emphasize key principles; commitment and promotion of democracy, the value systems of research and teaching, pledge to good corporate governance, responsibility and effective management (Gumede, 2015:171).

As stated by Chipunza and Gwarinda (2010:29) good governance should be assisted by vast kinship on the part of HE institutional leadership to incorporate and motivate all relevant stakeholders. According to Barac *et al.* (2011:320; cited Shattock, 2004) the improvement of sound HEI corporate governance will alleviate pressures and advance effectiveness –promoting better performance and relegating any possibilities of malpractice or poor governance. The responsibility of HEIs to sustain irrefutable ethical values and to nurture an ethical culture has never been more important than ever before (Grobler and Horne, 2017:154).

3.5 HE Institutional Ethics

The importance of ethics in HE cannot be effectively attained considering the high levels of expenditure by the government (Dorasamy, 2012:505). Moreover, HEIs are responsible to advocate principles of social justice and fairness, and in effect to treat all its stakeholders as equal and impartial (Grobler and Horne, 2017:167, cited Soudien, 2008). To successfully undertake a universities diverse educational and social principles, it must have a pledge to the spirit of honesty (cited Graham, 2005:163) and a need to possess academic and institutional freedom (Badat, 2010:17).

It is evident that when discussing university leadership, the need for steadfast uprightness and integrity is mentioned time and again (Council on Higher education, 2016; cited Muller, 2016). Integrity is a non-negotiable as it will give a leader authenticity and describe the leader and how they discharge office. Moreover, it will make life a lot more relaxed for the individuals within the working environment (Council for Higher education, 2016:45; cited Gourley, 2016). According to Price (2012; cited in MacGregor, 2015:86), Dr Mamphela Ramphele is admired as a moral leader, an activist, a vice-chancellor and someone who has brought these various components together.

The next section will discuss the HEIs of the study being Durban University of Technology in Kwa-Zulu Natal. There will be a detailed discussion regarding the origination of the institution, institutional leadership structure and the ethical practices at the institution. It is imperative to understand the foundational aspects of the institution that will inevitably highlight the importance of the study. Moreover, the next section will encapsulate the HE environment and doctrines that impact leadership and employee engagement at the institution.

3.6 Historical perspective of Durban University of Technology (DUT)

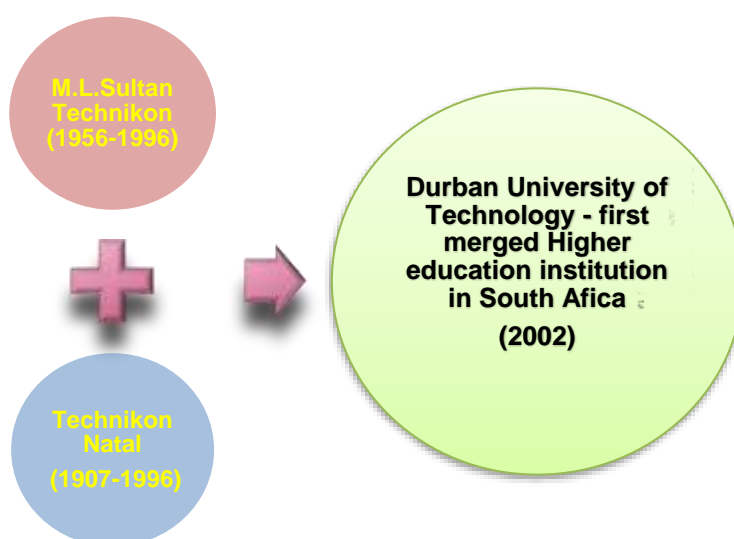
Many years ago two technical colleges were built across each other in Kwa-Zulu Natal, however, was separated by a road and institutional leadership. During 1956, the ML Sultan technical college opened its doors to scholars in Centenary Road as an approved tertiary education institution. Amid 1979 and 1984, the name of the technical college was changed to ML Sultan Technikon. The ML Sultan Technikon became a comprehensive tertiary institution consisting of nine schools. Thereafter, the Durban technical institute was established in 1907 that operated out of a location in Russell Street, and had catered to courses for 382 part-time students. Notably, from an operational perspective both these technical college structures functioned independently and successful. Moreover, in 1971, the Durban technical institute was replaced and became well-known as Technikon Natal in Kwa-Zulu Natal.

In 1977 the ML Sultan Technikon began the construction of the Berea campus. In 1987 the construction of the ML Sultan Technikon progressed, including a modern seven-floor academic block. By 1989 the ML Sultan Technikon - Hotel School was relocated to another location in Ritson Road (Technology, 2008:6). Moreover, due to need for both of the technikons' to function independently, they also had individual leadership and different goals and objectives. Hence, possibly both institutions' leadership strategies were related to the individual environment and culture. However, since 1996, ML Sultan Technikon had seen different types of leadership. Moreover, the year of 1994 was a revolutionary year for South Africa, more importantly for both these two technikons in Kwa-Zulu Natal.

Interestingly, during this period there were continuous discussions with the Minister of Education and the leadership of both technikons regarding the first merger in South African HE institutional history. It should be noted that a merger may be described as a synthesis of two or more different institutions into a single entity with one governing body whereby, all resources, liabilities and responsibilities of previous institution are moved to a new singular institution (Chipunza and Gwarinda, 2010:4). Moreover, in 1996 Prof Khoapa was appointed Vice-chancellor of Technikon Natal and dialogues about a merger began with ML Sultan Technikon (Technology, 2008:13). In April 2002 the Durban Institute of Technology (DIT) a non-profit institution emanated from the union of M. L. Sultan Technikon and Natal Technikon. The institution was known as Durban Institute of Technology (DIT) and

subsequently became the Durban University of Technology (DUT) in 2007 (Wikipedia.org,2018:1; cited Sarua.org,2012). Currently, as per the DUT internal staff directory the institution has a full time complement of 1 874 academic and administrative employees. All global HEIs consist of academic employees and academic support staff (Van Niekerk *et al.*, 2017:221; cited Ensor, 2004; Rothmann and Essenko, 2007). Noticeably, South African HEIs are not exclusive to only academic personnel, but include administrative support staff complement (Van Niekerk, 2017:3; cited Pitman, 2000; Thomas, 2004).

Figure 3-4: The First Merged South African HEIs



Source: Researchers own construction (2017)

The Durban University of Technology (DUT) initiated the first merged (Figure 3-4) HE institution in South Africa which was successfully accomplished by all concerned. According to Chipunza and Gwarinda (2010:4; cited Pritchard, 1993) successful mergers have emphasized an important common denominator that influences success: the way these leaders manage the merger process. Interestingly, future research could focus on the merged HEIs like DUT to understand whether the merger transformation process was beneficial from a leadership perspective. It would be important to review the matters relating to leadership among the transformed institutions in South Africa (Chipunza and Gwarinda, 2010:6). As claimed by Taylor and Machado (2006:138) most shifts in HE is incremental, not transformational. According to Chipunza and Gwarinda (2010:6) the state merger policy did not exclusively mention the type of leadership needed to direct the process, however

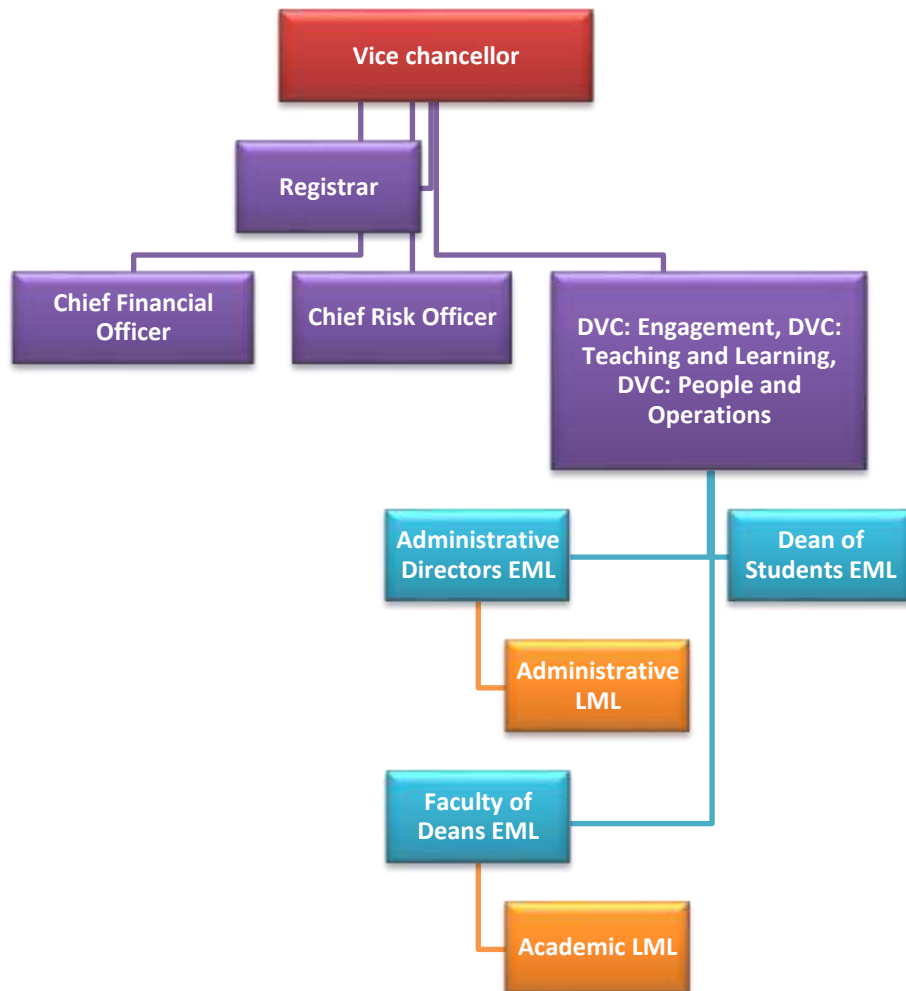
only provided a broad outline on the importance of good governance needed from these institutional leaders.

It is noteworthy that employees are an essential component of the university continual success and must be recognised as such, as claimed by executive management (Matiwane, 2016). Hence, the focus area of the study has been confined to the first merged University of technology in South Africa namely, the Durban University of Technology (DUT). Furthermore, DUT has six faculties in total, five campuses in Durban and two satellite campuses in Pietermaritzburg. In 2018, in the region of 30 400 students were enrolled at the institution. Moreover, in 2017 the institution had a workforce of 631 academic employees, 49 percent were female and 48 percent holding masters and 22 percent with doctoral degrees (Wikipedia.org, 2018:1; cited Sarua.org, 2012).

Interestingly, the institutional top management and leadership structure has changed over the past years since the merger in 2002. The last Vice-Chancellor, Professor AC Bawa from 2010 tendered his resignation in 2016 and left for a new position as CEO at Universities (Technology, 2016:7). The Vice-Chancellor position required experiential leadership to steer the institution due to the void of the previous leadership. Hence, Professor TZ Mtembu with about 21 years of institutional leadership became the new incumbent that commenced with his mandate as Vice-Chancellor and Principal of the institution on 1 October 2016 (Technology, 2016). Under his leadership there was gradual transformation regarding the different positions of top management and executive management at the institution. According to Technology (2016) the institution observed changes in leadership at both governance and executive ranks. This will be further conferred in the next section relating to institutional leadership structure.

3.7 DUT leadership structure

Figure 3-3: Institutional Leadership Structure



Source: Technology (2017)

Figure 3-3 presented an illustration of the Durban University of Technology's current leadership structure. The Durban University of Technology's Council has recently approved the new executive management structure at the University. The new executive management structure will comprise three Deputy Vice-Chancellors namely; Deputy Vice-Chancellor of Teaching and Learning; Deputy Vice-Chancellor of People and Operations and Deputy Vice-Chancellor of Engagement. The appointment of these DVCs gives strength to the team and collective direction on key issues. According to Wikipedia.org (2018:2) the academic domain of the institution resides under the Deputy Vice-Chancellor: Teaching and Learning. The institution consists of six faculties; Faculty of Accounting and

Informatics, Faculty of Applied Sciences, Faculty of Arts and Design, Faculty of Engineering and the Built Environment, Faculty of Health Sciences and Faculty of Management Sciences. Hence, each of these six faculties are led by an Executive Dean and Deputy Dean who are known as executive management leadership (EML).

Moreover, there are twelve administrative Directors in conformity with the Institutional rules as sanctioned by Senate and Council, specifically; Director: Research and Postgraduate support, Director: Technology Transfer and Innovation, Director: Library Services, Director: Centre for Equity, Change and Diversity Management, Director: Centre for Excellence in Learning and Teaching, Director: International Education and Partnerships, Director: Co-operative Education, Director: Enterprise Development Unit, Director: Centre for Quality Promotion and Assurance, Director: Centre for Continuing and Professional Education, Director: Midlands Campus, Senior Director: Policy, Planning and Projects. (Technology, 2016:29)

All faculty administrative and academic employees report to line management leadership identified as Head of Department (HODs). The line management leadership consecutively reports to the executive management leadership; Executive Dean and Deputy Dean. It should be noted that although there is a rank order for reporting purposes, the faculty employees customarily interact and liaise with both line management leadership and executive management leadership. Furthermore, all administrative support employees also report to their line management leadership and executive management leadership; Directors. For the purpose of the study and specially to preserve the anonymity and confidentiality clause regarding the type of study all employees were separated into two cohorts; Academic employees and Administrative employees.

The next section will be a discourse on the Institutions Ethical practices in relation to Code of Conduct, corporate governance, protected disclosure being whistle blowing culture, institutional audit plans for 2018 and an overview on DUT strategic plan 2015-2019

3.7.1 DUT Institutional Ethics Practices

3.7.1.1 Council Code of Ethics from Annual Report 2016

The structure, authorities and responsibilities of the Council are consistent with the Higher Education Act No 101 of 1997 (as revised), the Durban University of Technology's Statute, Code of Ethics and Code of Conduct for Council members. The institutions Council governance workshop or forum ensures close engagement and guidance for executive and senior management level. The different Council Committees assures good governance and continual improvement in the way the Institution implements its purposes. The Institutions Code of Ethics as endorsed by Council is a declaration of the ethical doctrines, values and behaviours expected of the employees and individuals connected to the University. The Code also pursues to uphold the highest standards of scientific and professional integrity and to give importance to the ethical issues developing from institutional activities (Technology, 2016:61-62; cited Meyiwa, 2016). Moreover, the Code should adopt a strong ethical environment and prudent selection, training and development of its people. (Technology, 2016:79; cited Sibiya and Kharwa,2016).

3.7.1.2 Protected Disclosure

Whistle blowing is the most treasured method of exposing unethical conduct in comparison to other procedures like external audit reviews and internal inspections (Miceli, Near and Dworkin, 2008:379-396). Nevertheless, many cases involving HEIs unethical conduct were reported, however, management were unable to respond to those statements due to poor whistle blowing culture (Vinten, 1999). However, Lewis, Ellis, Kyprianou and Homewood (2001) denoted three main reasons by HEI employees for the need of whistle blowing policies and procedures to be introduced: good practice, compliance with the law, and management initiative. Interestingly, research by Dorasamy (2012:509) demonstrates that 90.60% of DUT employees agreed that whistle blowing ought to be part of an institution's ethos, as employees are the first to recognize unethical conduct.

3.7.1.3 Whistle Blowing and Grievance Report 2017

As reported, whistle blowing is governed by paragraph 8 of DUT's Prevention of Fraud and Corruption Policy. The purpose of whistle blowing a confidential disclosure is to report inappropriate undertakings in a secure manner. The whistle blower may not be directly or

individually affected by the alleged unlawful activity, or may have a personal interest in the consequence of the investigation.

It is noteworthy that grievances are different from whistle blowing. A grievance is when an employee has a dispute about his/her own employment position. This is governed by DUT's Grievance Policy and Procedure. When employees raise a complaint or a grievance, they have been personally treated badly by another employee. Poor labour practice may include a breach of individual's occupation rights or victimization and the plaintiff is pursuing reparation or justice for themselves (Technology, 2017).

3.7.1.4 Internal Audit Plans for 2018

Council approved the internal audit plan to ensure that approved policies are being implemented, and that internal controls are properly implemented for good governance. Moreover, it would assist in advising management on remedial action to undertake where there are limitations in the university internal control structures. It should be noted that Council members should be prohibited from contributing in discussion in which they have a conflict of interest (Technology, 2018).

3.7.2 DUT Strategic Plan 2015 – 2019

Table 3-1: Abridged Strategic Plan for Leadership and Employee Context

FRAMEWORK FOR THE STRATEGIC PLAN	
Purpose	One of the purposes of a HEI can be to build ethical and engaged nations for a multifaceted democracy, and participating to visualize and shape a new nation (2014:3).
Values and principles	-Academic freedom, collegiality and ethical behaviour; -Good governance founded on accountability, co-operative governance and transparency; -Staff development is crucial as the commitment (2014:4)
Engagement	-Has many dimensions but is always based on the core functions of the institution – teaching, learning and research. - Develop strong bonds between university and social context (2014:5).
STRATEGIC OBJECTIVES (Annexure K)	
Strategic Focus Area	

SFA 1: Building sustainable student communities of living and learning	-Develop and reinforce ethical citizenship and leadership between students in view of key social, economic, environment and political groups, combined with being a global citizen. (2017:3)
Building a learning organisation	<ul style="list-style-type: none"> - Encourage amongst stakeholders shared values, collegiality, ethical behaviour, accountability, institutional/global social responsibility and awareness. - Foster a culture of monitoring and evaluation to develop the institutions efficiency. - Priority: Staff with a shared purpose for the mutual good in institutional internal and external collaborations and engagements. <p>Baseline July 2017: Staff satisfaction assessment is conducted.</p> <p>2018: Create fellowship through exploring opportunities for the development of staff collegial spaces e.g. eating places, sporting events (2017:3, 12).</p>

Source: Technology (2014:3-5, 2017:3, 12) adapted

3.8 Summary

Chapter 3 commenced with a doctrine on overall South African HEIs context, followed by HEI environment and leadership. Moreover, a detailed discussion on HEIs macro environment and the challenges regarding the leadership, public funding, employees and other constituents that impact these institutions. In addition, an overview on key drivers of South African HE funding and the importance of women leadership in HEIs. Interestingly, academia has chiefly been a male dominated sector hence the need for more women leadership at institutions.

The chapter further discussed HE institutional leadership focusing on distinctive executive management and lower level leadership roles. Furthermore, an overview on diverse leadership styles that positively impact SAHE institutions. The literature revealed that the commonly known contemporary leadership styles appeared as the prominent choice for these institutions. Thus, creating a research gap regarding the emergence and importance of ethical leadership styles which has not been previous researched at SAHE institutions. Moreover, the chapter provided a detailed discourse on HEI ethics and corporate governance and its importance thereof. Moreover, the chapter discussed ethical practices and doctrines related to the study focus. Hence, this was further supported by a discussion

on the focus institutions origination - being the first merged HEI in South Africa and its leadership structure thereof.

The next chapter will continue with the conceptualism that will address employee leadership relations. Thereafter, it will outline leadership role-modelling and employees, followed by a detailed discourse on employee well-being and leadership styles that positively influence employees. Interestingly, the literature will acknowledge the merit of ethical leadership style for employee well-being. Moreover, the chapter will conclude with a discussion on historical and contemporary employee engagement constructs and features of employee disengagement.

4 CHAPTER 4: EMPLOYEE ENGAGEMENT

4.1 Introduction

Gallup (2016:2) asserted that universities are amongst the least engaged workplaces in the world, as universities are not capitalizing on the potential of the biggest asset – faculty and employees. Moreover, Rothmann and Jordaan (2006:87-96) claims that existing research on employee engagement tends to concentrate on corporate organizations with little or less attention from researchers and practitioners on engagement in HE settings. Interestingly, leadership behaviours are known to have a powerful impact on employee engagement, turnover, and organizational consequences (Chen and Silverthorne, 2005:280-288).

Notably, Barkhuizen and Rothmann (2008:322) claims that HEIs need to manage and safeguard employees from high levels of stress with the aim of preserving staff well-being, organisational performance and the intellectual wellbeing of a country. Clearly, most employers have become cognizant of the importance of engagement for organizational success, the need to evaluate engagement and measures to improve it (Dromey, 2014:7 cited Macleod and Clarke, 2009). However, unawareness of employee engagement is puzzling given that HEIs are also facing forces of globalization which is parallel to corporate organizations (Sullivan, Bartlett and Rana, 2015:4).

The chapter will focus on a description of the relationship between leader and employee. Moreover, it will provide an overview on leadership role-modelling, followed by the impact of ethical leadership on employee well-being. Thereafter, the chapter emphasis will be on leadership role modelling and employees, job well-being, and an overview on the importance of employee engagement at South African HEIs. In addition, it will provide a theoretical conceptualization on historical and contemporary employee engagement and employee disengagement.

4.2 Leadership and Employee Relationship

Council for Higher education (2016:78; cited Figaji, 2016) proposed that a good university leader should have fundamental distinct leadership behaviors; willing to engage and convince individuals to follow and enable mutual respect. Interestingly, research has revealed that the leaders' behaviours will affect an employee's level of engagement (Breevaart, Bakker, Heetland, Demerouti, Olsen, and Espevik, 2014). An individual's behaviour style is learnt to a certain degree by observing the action of noteworthy person/s and emulating those behaviors if it shows desirable results (Heres and Lasthuizen, 2013:88; cited Bandura 1977, 1986).

Moreover, if leaders behave in a correct way and fulfil the expected leadership roles, odds are that the followers will be more pleased with the leader and respond positively (Van Zyl *et al.* 2016:9; cited Dalglish). Leaders with the passion, vision and courage to mentor teams should become catalysts and build environments that will inspire and release the vigor of employees (Denton and Vloeberghs, 2003:88). Shokane *et al.* (2004:1; cited Newstrom and Davis, 1997: 229 and Graetz, 2000: 559) asserts that leadership is the mental and emotional participation of employees in a group situation where organisation decisions are inferred. Konczak, Stelly and Trusty (2000:301-313) recognized six dimensions of leadership enabling behavior, specifically:

- Entrustment of power;
- A leaders' capability to highlight the importance of accountability;
- Reassurance of focused decision-making;
- Leader's ingenuity to impart information;
- Skills development; and
- Training to encourage transformation.

Interestingly, Greasley, Bryman, Dainty, Price, Naismith and Soetanto (2008:39-55) maintains that a leader that uses empowerment expands the economic performance, decreases role conflict and uncertainty between organizational employees. Regrettably, employees that are disempowered due to leader's behaviors undergo low role clarity (Klidas, Van den Berg and Wilderom, 2006:70-88). Empowered employees show low levels of role conflict and ambiguity as these employees were able to control the environment around them (Greasley *et al.*, 2008:39-55). Moreover, employees who are empowered

respond faster to changes in the environment and stakeholder demands in comparison to disempowered employees (Carson and King, 2005:1049-1053).

Hence, employee empowerment practices demonstrate high levels of engagement (Greco, Laschinger and Wong, 2006:41-56). Furthermore, Mendes and Stander (2011:3) states that it is necessary to examine the role of a leader as the leader has a significant impact on the success of employee empowerment. Reynders (2005) posits that high levels of employee empowerment include improved employee engagement levels in a government institution. Therefore, a leader that empowers, allows employees to make decisions, rewards innovation and risk taking, involve employees in change initiatives and access to important information and rewards staff for supporting key changes (Chipunza and Gwarinda, 2010:8).

4.3 Leadership Role Modelling

Leaders are the most important role models as these leaders have a major socializing influence on lower-level employees and ethical conduct from an organizational context (Van Zyl, 2014:6; cited Worrel and Stead, 1994). According to Sindane (2011:755; cited Rosenbloom, 1993:149; Bartol and Martin, 1991:480) most traditional definitions of leadership are immersed in the leader-follower model being the core of leadership to have the ability to influence followers. Clearly, when leaders are steadfast in duties and responsibilities these employees receive clear indications about what is imperative in the organization (Sims and Brinkmann, 2002:331). The philosophies of management and managerial conduct have a major influence on the ethical behaviour of employees (Van Zyl, 1999:19; cited Hegarty and Simms, 1978).

Figure 4-1: Three Leadership Domains within an Organization



Source: Graen and Uhl-Bien (1995)

Graen's theory of leadership suggested that leadership must be understood in three different (Figure 4-1) domains: follower, leader, and relationship aspects (Graen and Uhl-Bien, 1995). However, as claimed by Stern (1992) if the organization's leaders seem to care purely about the temporary bottom line, employees swiftly understand that message too. Hence, as mentioned by Sims and Brinkmann (2002) a leader communicates robust messages to employees about principles through individual actions and Schein (1985) calls it role modelling.

Importantly, ethical role models embrace and epitomize moral virtues. For example, honesty and trustworthiness, having a genuine affection and concern for others and behaving in an ethical manner (Weaver *et al.*, 2005). Leadership role modelling will make employees learn what behaviour is expected, remunerated and reprimanded (Brown *et al.*, 2006: 119). Leaders should be noticeable role models and empower followers to grow into leaders (Giltinan, 2013:36; cited Rolfe, 2011:54-57). Clearly, there is a positive relationship outcome when leaders suggest openness in relation to employee duties and responsibilities (Mukherjee and Malhotra, 2006). An employee's behaviour is known based on the trust relationship between the leader and employee (Mardanov, Heischmidt and Henson, 2008:159-175). Therefore, leadership categorized by role modelling and openness contribute towards reducing integrity violations by employees rather than leadership characterized by rigourousness (Ali *et al.*, 2013; cited Huberts, Kaptein and Lasthuizen, 2007:587-607).

4.4 Job Well – Being Defined

Essentially, there is a long history with regards to the hedonic or pleasure-seeking stance on well-being which is unique (Ryan and Deci, 2001). Self-gratification or hedonism attempts to maximize desire and minimize agony (Field and Buitendach, 2011:2). Well-being is a combination of encouragement and pleasure that demonstrates an emotional state (Kalshoven and Boon, 2012:60; cited Warr, 1987). According to Ryan and Deci (2001: 142) well-being can be defined as the best inner effectiveness and capability of a person. Job-related affective well-being is defined as the complete feature of an employee's experience and operation at work comprising components such as gratification, connection,

encouragement, tension and unhappiness (Kalshoven and Boon,2012:61; cited Grebner, Semmer, and Elfering, 2005:31-43; Warr, 1987).

4.5 Employee Well-Being

Notably, some of the main influences causal to academics' low levels of psychological well-being are for instance, endless irritability, avoiding contact and becoming easily annoyed with colleagues and unable to cope at work (Barkhuizen and Rothmann, 2008:332; cited Gillespie *et al* (2001). Apparently, Kalshoven and Boon (2012:60-66; cited Danna and Griffin, 1999) asserts that employees with poor well-being could be less productive, make lower-quality choices and be more absent from work. Hence, it seems imperative for organizations to concentrate on improving employee well-being (Kalshoven and Boon, 2012:66). Employee happiness comprises diverse characteristics like employee engagement and job satisfaction (Field and Buitendach, 2011:3). Moreover, Schulze (2006:320) claims that intrinsic satisfaction regarding the ingenious and challenging nature of the work had greater significance than working conditions (for example, promotion, advancement, workload and salary).

Evidently, Gavin and Mason (2004:379-392) asserts that contentment and positive states of employees contribute to improved organizational accomplishment and commitment. Autonomy, competence and relatedness are important elementary and universal psychological needs required to ensure that individuals experience psychological development, integrity and well-being (Field and Buitendach, 2011:4). Previous research as claimed by Schulze (2006:323; cited Holtshousen, 1992) showed that it was the duty of management to deal with problems that may have a negative effect on job contentment. According to Council for Higher education (2016; cited Gourley, 2016:55) university leaders cannot do the job properly unless the leaders have an exceptional well-being with a great deal of physical stamina. Interestingly, some organizations require all leaders to have regular medical checks, but might not be well received in a university ethos. Furthermore, workers well-being plays a dynamic function in an organizations success (Macky and Boxall, 2008:38-55).

4.6 Positive Leadership Styles and Employees

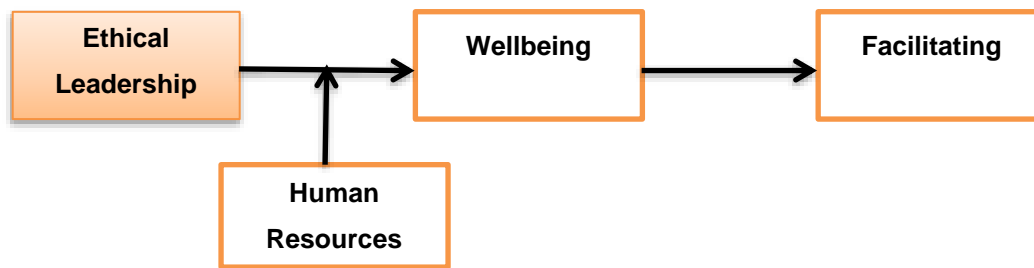
To ensure job satisfaction of employees an intensive determination should be given to the leadership and management styles, individuals in management positions, namely executive managers and departmental heads (Schulze, 2006:322 cited Venter 1998). Notably, ethical leaders are likely to use communiqué, rewards, punishment and role modelling to influence employees to act in an ethical and positive way (Brown and Trevino, 2006: 595–616). According to Avolio (1999:43) transformational leaders are role models that influence followers to imitate them. When both leader and employee are low in moral disengagement it signifies a rejection of disengagement. Hence, the employees will realize that the leader is vastly ethical (Bonner *et al*, 2014). Schulze (2006:322) claimed research has found that a manager may change his/her management behavior or style to ensure that employees experienced utmost satisfaction, thus prospered emotionally and workwise.

Interestingly, longitudinal research revealed that transformational leadership impacts employee well-being at work (Kalshoven and Boon, 2012:61; cited Epitropaki and Martin, 2005:659-676; Van Dierendonck, Haynes, Borrill and Stride, 2004:165-175). Ethical leadership is clearly related to employees' inclination to inform leaders of difficulties (Brown *et al*, 2006:123). Moreover, Butcher (1997:83-87) claims that to establish an ethical role model, leaders cannot ignore responsibilities and duties for those that are being lead.

4.7 Ethical Leadership Style

As claimed by Council for Higher education (2016; cited Badsha, 2016) recently the pressures and tensions of leadership takes a toll on people in diverse ways. Ethical leaders are known to establish an atmosphere that positively impacts employee goals and behavior (Mayer *et al.*, 2009:1-13). Furthermore, ethical leadership ensures that employees have a better work outlook, more committed and immersed in the job (Brown, Treviño, and Harrison 2005).

Figure 4-2: Illustration of the Importance of Ethical Leadership



Source: Kalshoven and Boon (2012:61) adaptation

Ethical leadership styles (Figure 4-2) might positively impact employee well-being. However, research on this subject is lacking (Kalshoven and Boon, 2012:61). According to Trevino, Brown, and Hartman (2000:128-142; 2003:5-37) leaders become attractive and credible ethical role models when observed by employees as both a moral being and a moral leader. Furthermore, Heres and Lasthuizen (2013:96) maintain that ethical leadership also influences employees' relationship with the leader, team and general organization. Ethical leadership fosters trust not only in the leader, but amongst colleagues (Den Hartog and De Hoogh, 2008).

It is therefore important that all managers accept responsibility and accountability for supervising or policing the ethical code of conduct (van Zyl and Lazenby, 1999:21). According to Kalshoven and Boon (2012:60) ethical leaders offer job resources such as role explanation or open support, therefore ethical leadership communicates positively to employee well-being. Ethical leadership makes employees feel like there is positive influence over an occupation and an individual's job becomes more meaningful (Heres and Lasthuizen, 2013:95; cited Piccolo *et al.* 2010)

4.8 Characteristics of Employee Engagement

Employees are the heart, feet and hands of organizational development (Masemola, 2011:11). As stated by Iqbal, Tufail and Lodhi (2015:1) employees are a crucial resource for practically every organization particularly as employees represent a noteworthy investment in terms of locating, hiring, training, strategies, bonuses etc. Clearly, organizational leaders need a slight persuasion on a theoretical level to realize that

employees who are more dedicated and engaged will work harder and smarter and will be better for the organization than those who turn up and do only what they are obliged to do (Cawe, 2006:2; cited Gallup Research Report, 2003). Working with an empathetic mind-set would be the foundation for individuals to lead an engaged, satisfying and meaningful working lives.

Sequentially, a leader with a caring mind-set would benefit the individual employee and entire organization (Money, Hillenbrand and Da Camara, 2008:21-36). Moreover, the longer an employee works for an organization, the more appreciated and respected these employees would become; loyalty is in a way genuineness and trueness. Loyalty can be described as an individual's dedication or sentiment of connection to a particular purpose which may be another person or group of persons, a belief, a responsibility, or a cause (Iqbal *et al.*, 2015:1). However, a long tenured employee does not essentially and suitably imply high loyalty regarding an institution (Wan, 2012; cited Buchko, 1993).

Notably, the initial step is that leaders need to ensure that as leaders themselves are engaged before being concerned with engagement of employees (De Mello E Souza Wildermuth and Pauken, 2008:122-128). The tough economic climate and restructuring and resizing has brought employee engagement to the forefront to preserve and develop it throughout difficult times (Nolan, 2011:3). Employers have now realized employee engagement will create more competent and dynamic labor force and any ingenuities of progress by management will not be successful without participation and employee engagement (Kompasso and Sridevi, 2010:89). It is vital from a management viewpoint to note that the intellectual capital of employees itself is the principal asset of the organization (Denton and Vloeberghs, 2003:88; cited Handy, 1997).

According to Field and Buitendach (2011:1) HEIs exhibits an attention-grabbing context to research matters of wellbeing and positive conditions at work. Job resources (such as organizational support and development opportunities) knowingly predicted employee engagement of academics in many South African HEIs (Rothmann and Jordaan, 2006:95). Employee engagement as an intervention put to work would contribute to the improvement of work-life and encourage employee well-being (Bakker and Demerouti, 2008:209-223). Hence, without university employees willing to go above and beyond, scholars are less likely to be engaged in education and be equipped for life (Gallup, 2016:2).

4.8.1 Definition of Engagement

There are a wide variety of methods to engagement and without a doubt definition of the term (Dromey, 2014:7). Engagement is a blend of attitude and behavior, attitude is dedication or allegiance and behavior is going the extra mile (Dromey, 2014:7; cited Purcell, 2010:3). Schaufeli, Salanova, Gonzalez-Roma, and Bakker (2002:74) defined engagement as an affirmative, achieving, job-related mind-set, characterized by vigour, perseverance, and interest. Moreover, Van Niekerk (2016:10; cited Schaufeli and Bakker, 2004) states that vigour can be seen as eagerness and commitment to put extra effort into a job even through difficult times. Engagement is described as an active condition in which the employee is committed to outstanding performance at work and is self-assured of efficacy (Schutte, Toppinen, Kalimo and Schaufeli, 2000:55-66). Schaufeli and Bakker (2001:229-253) define engagement as an encouraging, satisfying, job related outlook that is characterized by, vigour (energy), perseverance (commitment) and absorption (engagement). Engagement affects micro and macro stages from several different directions of an organization (Swarnalatha and Prasanna, 2013:3879).

4.8.2 Definition of Employee Engagement

The primary test revolves as to what employee engagement is and how it should be defined (Shuck and Wollard, 2010:90; cited Macey and Schneider, 2008:3-30).

- Employee engagement is defined as connecting of employees to their occupation of the organization; as people work and express themselves physically, cognitively, and emotionally (Lewis, Thomas and Bradley, 2012:34; cited Kahn, 1990:694);
- Dell Incorporated defined employee engagement by asserting that to compete organizations are required to win over employee minds (rational commitment) and hearts (emotional commitment) by behaviours that lead to extraordinary effort (Vance, 2006);
- Shaw and Bastock (2005) employee engagement is defined as a translation of employees' capability into better employee performance and organizational success, thus transforming the way employees work;
- Swarnalatha and Prasanna (2013:3873) defined employee engagement as a method by which an organization increases commitment and the continuance of employees to reach favourable results;

- The British Broadcasting Corporation (BBC) defined employee engagement as forming united value and understanding in a way that employees eagerly aspire to participate (Shaw, 2005);
- Corporate leadership council is defined as employee engagement by way of the extent employees are committed to something or somebody within the organization in relation to employee dedication and attachment to the organization Klein (2004); and
- Shuck and Wollard (2010:103) recommended an emergent employee engagement definition by means of an individual employee cognitive, emotional and behavioural condition focused on expected favourable organizational results.

4.8.3 Characteristics of Employee Engagement

In the last few years, there has been an outpouring of attention in employee engagement (Dromey, 2014:7). It should be noted that an organization that can unlock the enigma of employee engagement is assured returns beyond its wildest dreams (Swarnalatha and Prasanna, 2013:3872). According to Kahn (1990; cited Goffman 1962) engaged employees are attached to the workplace, while disengaged employees are detached from organization. Clearly, employee engagement literature has acknowledged managers as key engagement enablers (Lewis, Thomas and Bradley, 2012:46; cited Rama Devi, MacLeod and Clarke, 2009; Luthan and Peterson, 2002, Tomlinson, 2010). Employee engagement is about forming the right environment in which employees have the ability and potential to give ones best every day (Hirtle, 2016). Furthermore, Cook (2008: 3) engagement is about the way employees perform duties in a positive and proactive way. Harter, Schmidt, and Hayes (2002:269) claims that employee engagement refers to personal participation and fulfilment along with zest for work.

Notably, Men (2014) asserted that engaged employees make a vast difference in an organization. According to Companiesmybroadband.co.za (2014; cited Lingen, 2014) an engaged employee positively and proactively influences the operation of the organizations. Bakker, Schaufeli, Leiter, and Taris (2008:187) see work engagement as an encouraging, satisfying, affective motivational state of job-related well-being that is categorized by energy, commitment and interest. Swarnalatha and Prasanna (2013:3875) maintain that employee participation, work participation, behavioral commitment, stakeholder engagement and staff engagement are a few carefully related concepts. As stated by

Dromey (2014:33; cited Alfes *et al.*, 2010:2) having a meaningful job is the most significant factor that shapes engagement, which is true for all employees in all kinds of occupation.

Figure 4-3: Four Enablers of Employee Engagement



Source: Macleod and Clarke (2009)

There are four enablers (Figure 4-3) of engagement that have become highly influential as a method for framing much of the successive work on engagement (Dromey, 2014; cited MacLeod and Clarke, 2009).

- Strategic narrative – leadership;
- Engaging managers;
- Employee opinions; and
- Integrity

Employee engagement concerns an individual and not multitudes of employees, as it is an individual decision that cannot be instructed or enforced (Shuck and Wollard, 2010:102). Most employee engagement literature has often focused on the organizational level (Czarnowsky, 2008; Maslach, Schaufeli and Leiter, 2001:397-422). However, employee engagement is an individual-level construct that needs to be better understood from the perspective of each person, unit and team (Shuck and Wollard, 2010:105-106). Engaged employees are likely to be more committed and would have a lower inclination to leave an organization (Schaufeli and Bakker, 2004:293-315).

As stated by Takawira, Coetzee, and Schreuder (2014:3-4) engaged employees were positive towards the job, thus leading to efficiency. Moreover, Cropanzano and Wright (2001:182-199) claims that engaged employees were more open to work opportunities, more self-assured and positive. As asserted by Bledow, Schmitt, Frese, and Kuhnel (2011:1246 -1257) current evidence proposes that employee engagement may peak when individuals move from aversive to positive affect. Noticeably, as claimed by Halbesleben and Wheeler (2008:242-256); Mitchell, Holtom and Lee (2001:96-109) research shows that job embeddedness, and employee engagement constructs may have significant impact on employees' turnover intention. Moreover, according to Rama Devi (2009:3-4) engaged employees are cognizant of the organizations framework and work with others within that domain to improve performance for the benefit of the organization.

Table 4-1: Abridged Employee Engagement Strategies

Strategies	Description of strategies
Employee engagement should start at the top	Top-level management need to believe in it, own it, pass it to executive management and lower level management and employees. Moreover, improve own leadership, or else employee engagement will never be more than just a "corporate fad" or "another HR thing".
Enhance through two-way communication	It is essential for managers to promote two-way communication; transparent and coherent communication is expected to lead the way for engaged workforce.
Development and advancement	Encourage autonomous thinking and job autonomy in relation to employees being productive and obtaining expected results.
Effective feedback system	A performance management system (PMS) to hold managers and employees accountable for level of engagement that has been shown by both parties via employee engagement surveys.
Adequate resources	Managers need to ensure that employees have adequate resources to effectively fulfil work duties and obligations.

Source: Kompaso and Sridevi (2010:93-94) adapted

Dewettinck (2008), Dewettinck and Dijk (2013) described performance management system (Table 4-1) as the systems ability to improve individual employee outcomes as well as performance, motivation, teamwork, self-confidence, job effectiveness and job well-being. Performance management systems encourages performance, enables employee

development, supports administrative human resources decisions (for example promotion, terminations), and organisational strategy (Lawler, 2003). Kotze, Van der Westhuizen and Elzabe (2014) claimed that performance management features that cultivate an empowerment work environment and trust, thus signalling that managers are supportive and willing to improve employee engagement. However, research findings have suggested that purely running performance management does not contribute to employee engagement. It is the way in which performance management systems are conducted that impacts engagement (Ricci, 2016:20). Moreover, although Kotze *et al.*, (2014) examined performance management system categories, it was unsuccessful to identify features in each category that positively influenced employee engagement.

4.8.4 Leadership and Employee Engagement Relationship

Robust manager-employee relationship is an essential constituent in the employee engagement and retention formula (Kompaso and Sridevi, 2010:91). The connection of equality with administrative leadership is probable based on principle of collaborative equality (Hansen, Byrne and Kiersch, 2014:954; cited Bies and Moag, 1986:43-55) and the emphasis on treating employees with respect. Moreover, leaders have the chance to build an impartial work environment by way of making judgements that are perceived as non-discriminatory by employees (Brown *et al.*, 2005:119). According to Dromey (2014; cited MacLeod and Clarke, 2009:31) the role of leadership in setting out strategic narrative is to make sure that employees understand it and see how employees influence it. Distinctly, a moral leader in the university does not treat employees like petty criminals. When somebody does something erroneous the leader should deal with it, but also respect the other person's views (Council for Higher education, 2016:4; cited Saunders, 2016: 5).

Hirtle (2016:5) claimed that there is work pressure on managers to attain employee engagement as the relationship between employee and direct front-line managers is the number one reason to stay in or leave a job. However, Council for Higher education (2016:4; cited Saunders, 2016:5) claims that the rapport between deans and the academic employees may not be a collegial one as deans sometimes need to instruct faculty academic staff. Nevertheless, Masemola (2011:32) maintains that management should develop effective and efficient ways to understand what employees want or potential rewards and expand employees' job satisfaction within an organization. The more

transparent managers are in terms of the organization's processes and procedures, the more engaged employees will be (Konrad, 2006:1-6).

Figure 4-4: Five Essential Skills Leaders Positively Impacting Employee Engagement



Source: Cawe (2006:29) adapted

Cawe (2006:29; cited Gallup institute, 2003) five essential skills (Figure 4-4) that leaders need to have, to succeed at improving employee engagement. Interestingly, Vance (2006:1-45) claims that the former leader Jack Welch of General Electric claimed employee engagement as the first way to evaluate an organizations wellbeing. Importantly, SAIPA (2017:11; cited Small *et al.*,2017) asserts that when a leader is ethical and has integrity, employees will tell the leader what he/she needs to hear not wants to hear. According to Barkhuizen and Rothmann (2006:38-46) management might improve engagement by training employees to set goals, professional development plans, pointing out pitfalls, and support when required. It is recommended to ensure the professional development of employees on a continuous basis as this would improve the quality of education and lead to job satisfaction (Schulze, 2006; cited Williamson, 1990).

4.8.5 Impact of Ethical Leadership on Employee Engagement

As asserted by Engelbrecht *et al.* (2014:3; cited Zhu, May, and Avolio, 2004:16-26) ethical leadership includes employees in decision-making process as well as enables employee well-being and development. Treviño *et al.* (2000:5-37, 2003:128-142) claims that showing concern for individuals and unbiased treatment of employees contributes to ethical leadership behaviour. Ethical leadership is firmly connected to wellbeing (Kalshoven and Boon, 2012:60). According to Men (2014) ethical leadership communication inspires employee engagement in the following manner:

- Employees usually feel trusted, cared for and experience genuine concern when managed by ethical leaders;
- Employees are inclined to respond by concentrating on work, being satisfied and optimistic about the organization and prepared to go beyond duties;
- Employees who are managed by leaders that reward ethical conduct, explain ethical procedures, and display concern for sustainability matters, often feel positive towards the organization; and
- The halo effect of an ethical leader makes employees engaged.

4.8.6 Employee Engagement for South African HEIs

There have been many studies in South Africa on the stages of engagement. However, fewer studies at school and at HEIs have been conducted (Field and Buitendach, 2011:5; cited Coetzee and Rothmann, 2005; Jackson, Rothmann and Van de Vijver, 2006; Rothmann and Jordaan, 2006: 263-274). Interestingly, institutional changes that are essential for transformation at HEIs also have a direct influence on employee engagement (Bezuidenhout and Cilliers, 2010:2). According to Van Tonder and Williams (2009) the poor reading ability and numeracy levels of learners is an important contributor to burnout among higher education academics in South Africa. Vigour amongst South African academics is clearly connected to development opportunities in a career and relatively associated with organizational collaboration (Rothmann and Jordaan, 2006:87-96). Academic support staff frequently have tedious amount of work and perform several roles to ensure proper operation of HEIs (Field and Buitendach, 2011:2).

Table 4-2: Hypotheses Measured by the University Employee Engagement Study

Construct Measured	Definition
Engagement	Commitment, drive, and care for the work and the organization.
Effectiveness of the work environment	Settings that allow for employees' effectiveness and eliminate barriers to output.
Engagement drivers	<ul style="list-style-type: none">• Link to department strategy and goals• Support and help for high-quality education, research, and service• Open communications and trust in leaders• Support for staff professional and job growth• Acknowledgement and respect for staff and contributions• Autonomy and inspiration for innovation• Clear performance potentials and consistent feedback• Collaboration and sharing of ideas within and across departments• Skills, information, and resources required to do the job well• Impartial workload and support for improving job processes.

Source: Sullivan, Bartlett, and Rana (2015:14) adapted

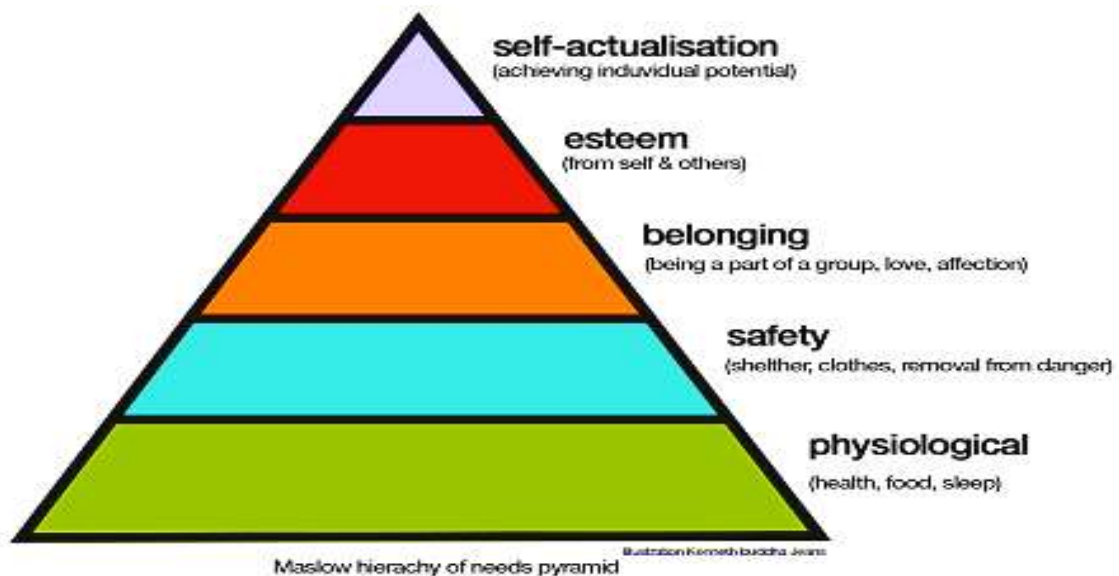
As claimed by Barkhuizen and Rothmann (2006:38-46); Jackson and Rothmann (2005:107-122) most research focusses primarily on academic staff and overlook academic support staff that also greatly contribute to the functioning of effective HEIs. South African academics are compelled to yield more research outputs, lecture larger classes and supervise more postgraduate students. Hence, the substantial workloads with inadequate support and fewer resources requires more time and vigour (Bezuidenhout and Cilliers, 2010:1). The management of HEIs should consider programs to improve job embeddedness and employee engagement as a result will decrease turnover intention (Takawira, Coetzee, and Schreuder, 2014:8). Furthermore, human resources development in HEIs remains of highest importance because of the need to sustain qualified academic and administrative employees in order to offer quality education (Deligero and Laguador, 2014:909-917).

4.9 Historical Employee Engagement Theories

4.9.1 Maslow Theory - Hierarchy of Needs for the Period 1943

This is a theory proposed in psychology review paper called “A Theory of Human Motivation” (Maslow, 1943:370). Employee engagement would be a dwelling of enthusiasm, dedication, accomplishment, and self-actualization (Maslow, Frager, Fadiman, McReynolds and Cox, 1970). According to Malatjie (2007:53) Maslow hierarchy of needs theory is regularly applied to address and meet employees’ needs. Kremer, Hammond and Claudia (2013) suggests that the theory remains a very popular framework in sociology study, management training, secondary and higher psychology teaching.

Figure 4-5: Depicts Maslow Hierarchy of Needs Theory



Source: Lyngaas, K (2017)

The theory is often depicted in a pyramid (Figure 4-5) commencing with the largest and most fundamental needs at the lowest level. The need for self-actualization and self-transcendence are located at higher levels (Maslow, 1970; Steere, 1988). Maslow hierarchy of needs theory recognizes the inner desires of an individual including people motivated towards self – realization (Maslow, 1943:394). According to Hoffman (1996:26-32) claims that over the years, Maslow discovered a further dimension of needs while personally criticizing own original theory vision on self-actualization.

4.9.2 Contemporary Employee Engagement Theories

Although employee engagement models are different from each other these models are clear and consistent signifying the importance of attaining more out of employees' potential deemed necessary for the growth of employee and effectiveness of the organization (Cawe, 2006:12; cited Melcrum, 2005).

4.9.3 Kahn Engagement Model for the Period 1990

Employee engagement model was developed using three stages depicted in Table 4-3 consisting of engagement, cognitive, emotional and behavioural components (Hansen, Byrne and Kiersch, 2014: 954; cited Kahn, 1990). The initial studies of Kahn, Wolfe, Quinn, Snoek, and Rosenthal (1964) have been dedicated to understanding the stress-response in job-related environments (Barkhuizen and Rothmann, 2008:322). According to Kahn (1990) the model claimed that engagement is promoted by the development of meaningful, safety, and availability.

Table 4-3: Overlap and Consensus amongst Employee Engagement Theorists

Phase 1	Phase 2	Phase 3
Kahn (1990)	Alfes <i>et al.</i> (2010)	Macey and Scheider (2008)
Cognitive	Intellectual	State
Emotional	Social	Trait
Behavioural	Affective	Behavioural

Sources: Kahn (1990; cited Alfes *et al.*, 2010; Macey and Scheider, 2008) adaptation

Furthermore, Shuck and Wollard (2010:99; cited Kahn, 1990) defined meaningfulness as the positive self-return on investments being work performance. Safety is defined as the capability to present one-self without fear of any negative consequences to self, position, or profession. Availability is defined as the possession of the physical, emotional, and inner resources vital for the accomplishment of a job (Kahn, 1990). Kahn (1990) suggests that engaged employees bond to other employees and to the work role, proposing that commitment follows from engagement. Additionally, social identity theory claims that employees organize themselves into groups whereby employees can identify themselves as part of the social surroundings (Tajfel, 1978:61-76).

4.9.4 Schaufeli Model for the Period 2001

The model comprised of three main features named as vigour, dedication, and absorption, vigour is physical engagement (Kahn, 1990: 692-724). According to Schaufeli and Bakker (2001), engagement comprises of the following components:

- Vigor can be characterized by doing a job with high levels of energy and mental flexibility, the inclination to invest personal energy in a job, not easily exhausted and tenacity despite problems;
- Dedication arises from a sense of meaning from an individual's job, feeling passionate and satisfied about the job, also feeling encouraged and challenged by the work; and
- Absorption is characterized by being completely and gladly absorbed in a job, hence finding it difficult to be detached from the job. Time passes fast and everything else around seems to be overlooked.

4.9.5 Conservation of Resource Theory (COR)

Conservation of resource theory (COR) occurs when employees experience a safe environment and a state of resource surplus is created similar to employee engagement (Innstrand *et al.*, 2012:1-10). According to Hansen, Byrne and Kiersch (2014: 959; cited Hobfoll, 1989) in COR theory individuals have an elementary motivation to acquire, preserve, and safeguard anything that has value (Kalshoven and Boon, 2012:61). The resource surplus builds positive role performance in contrast to negative performance such as job tension (Lusch and Serpkenci, 1990:85-101). Furthermore, according to Kalshoven and Boon (2012:60) the application of COR theory suggests that ethical leadership relates to employee well-being.

4.9.6 Job Demand-Resource Model (JD-R)

Job demand-resource model (JD-R) results in engagement, since job resources like organizational and social resources support the work environment (Bakker and Demerouti, 2008:209-223). Job pressure is considered a form of anxiety causing stress on the job (House and Rizzo, 1972:467-505) resulting in work withdrawal (Abelson, 1987:382-386). Interestingly, Innstrand *et al.* (2002:1-10) maintains that research has revealed that anxiety

is a consequence of employees being disengaged. Job-demands resources model claimed employee engagement as being autonomous to burnout, yet both are indicators associated with wellbeing impairment and organizational commitment (Schaufeli and Bakker, 2001; 2004:293-315). According to Bezuidenhout and Cilliers (2010:3) the JD - R model is denoted as the all-inclusive burnout and work engagement model. The model suggests that job stress is related to exhaustion, whilst a lack of job-demand resources is related to pessimism and disengagement (Demerouti, Bakker, Nachreiner and Schaufeli (2001:499-512).

4.9.7 The WIFI Model for 2008

The WIFI model was created to help organizations evaluate where improvements are needed to be made with regards to levels of engagement (Cook, 2008). According to Cook (2008:59) there are four key elements that drive modern era employee engagement, as tabularized below:

Table 4-4: Four Key Elements that Drive Strategic Employee Engagement

ELEMENTS:
Well – being (W)
Information (I)
Fairness (F)
Involvement (I)

Source: Cook (2008:59)

As stated by Cook (2008:3) employee engagement is more a mental than a physical connection to work. Goffman (1961) suggest that employees show different behaviour based on attachment or detachment within organizations. The WIFI model has elementary components when combined are very powerful (Cook, 2008: 59).

4.10 Fusion of Different Employee Engagement Concepts

Employees' work experience is formed through an exchange with the leaders and the organization (Kahn, 1990: 692-724). According to Kahn (1990) engaged employees are connected to others, the work role and form an attachment with the organization. The employee engagement concept of Kahn (1990) concentrates on engagement from the

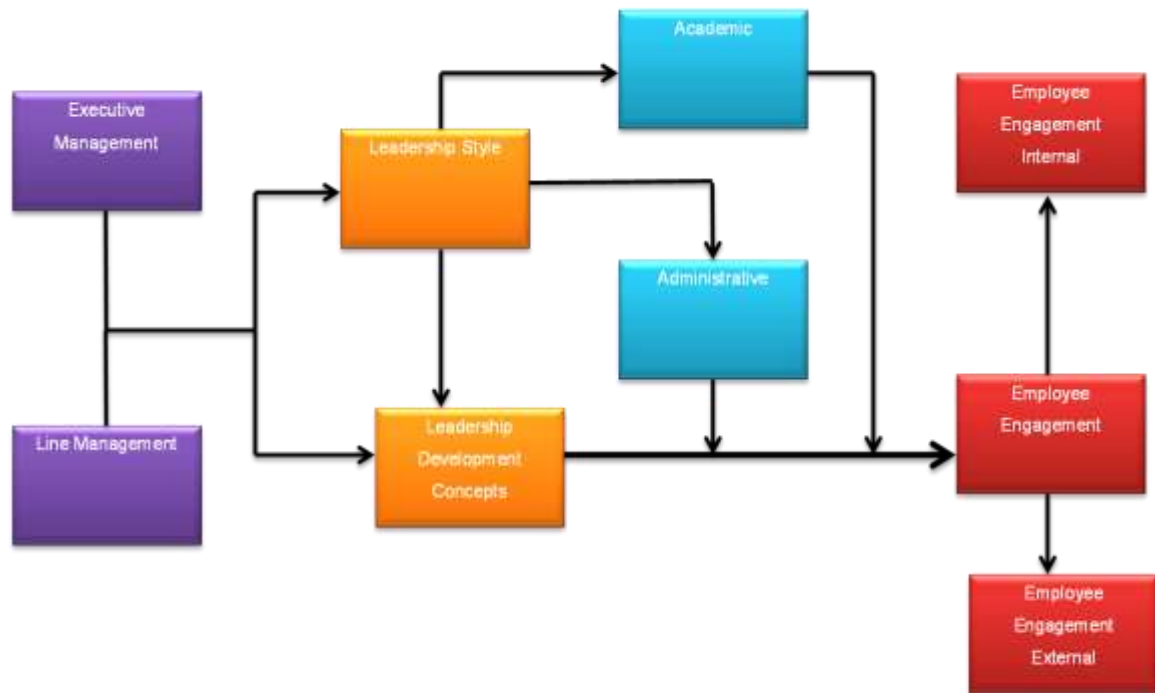
perspective of oneself, whereas work engagement model of Schaufeli and Bakker (2004) has claimed emphasis on job accomplishments (Bakker *et al.*, 2008:187-200). Interestingly, Rothmann and Rothmann (2010:35) suggests that it is possible to incorporate both engagement models - Kahn model and Schaufeli and Bakker model. Employee engagement literature and research has also linked employee engagement to work stress variables through the JD-R model (Schaufeli *et al.*, 2002:71-92; cited Andreassen *et al.*, 2007: 615-629).

The next section will discuss the conceptual model of employee engagement relevant to the study. There will be a discussion on the model utilising theory to substantiate the relationship between ethics, leadership and employee engagement at the institution. Moreover, the conceptual model presents a starting framework revealing leadership styles as a predictor of employee engagement at the institution.

4.11 Employee Disengagement Theories

4.11.1 Conceptual Model of Employee Engagement

Figure 4-6: Conceptual Model of Employee Engagement



Source: Conceptual model of the study

Research is required concerning the cause and effects of burnout and importance of employee engagement for all South Africa employee-related clusters (Rothmann, 2003:22). Academic stress has been associated as contributing factors to decreased work performance reduces faculty productivity, absenteeism, drive to leave and high-levels of employee turnover (Barkhuizen and Rothmann,2008:322; cited Kinman, 2001; Taris, Schreurs, & Van Iersel-Van Silfhout, 2001). Clearly, academics and support staff workloads differ, nevertheless the stress experienced by both groups is similar (van Niekerk, 2016:5; cited Gillespie *et al.*, 2001). Job satisfaction/dissatisfaction depends on salary, reimbursements, management, co-workers, career and the organization (Masemola, 2011:32). As indicated HEIs are diverse and challenges are dynamic. Academics experience high levels of job-related stress relating to salary and remunerations, overload and work-life balance (Barkhuizen and Rothmann, 2008:330).

Leaders have a strong influence on employees and stakeholders, communicating an essential understanding as to why some leaders engage in overt demeanour (Bonner *et al.*, 2014). The conceptual model is a contribution aligned to the theory of Bonner *et al.*, 2014 and highlights the leadership employee relationship at organisations. Moreover, the model demonstrated a link between positive or negative impact of executive management leadership and line management leadership on employees at the institution. In addition, the model showed the ripple effect of leadership behaviour or conduct on employee engagement or disengagement. It would further enhance the theory by illustrating the essence of ethical conduct or demeanour, proper communication without euphemistic undertone would have on all employees and stakeholders alike. Lastly, the model will support ethical leadership style and leadership development concepts to improve the relationship between leadership and employees at the institution.

This requires new approaches and innovative thinking. Ethical leadership is imperative not only at the top level, but also at executive management and lower level management of SAHE institutions. According to Council for Higher education (2016:90; cited Figaji, 2016) in some HEIs there is not enough personal commitment towards leadership as the Vice chancellor (VC) was disengaged from the important stakeholders – both staff and students. The HEI environment is at a critical juncture where transformation is imperative in bringing about the needed changes. However, to promote the agenda of transformation effective leadership will play a major role particularly in driving employee engagement. With limited empirical research conducted in this area, the conceptual model (Figure 4-6) attempts to build onto existing employee engagement theories in a HEI environment. The conceptual model of employee engagement presents a preliminary framework in the direction of incorporating leadership theory in explaining phenomena regarding ethics and leadership style as predictors of employee engagement. The model introduces two lower-level management levels (IV), different leadership styles, leadership development concepts, academic and administrative employees and employee engagement as the primary variables.

4.11.2 Characteristics of Employee Disengagement

Disengagement is a process by which individuals progressively discontinue being involved in a conflict, occupation, or organization, additionally disengagement synonyms are known as, disconnection, withdrawal or detachment (Collinsdictionary.com, 2017:1). Employee

disengagement can be identified by; low morale, high absenteeism, high stress levels, inefficient decision-making, office politics, ineffective communication, and bad company values communicate (Cook, 2008:19). Disengagement occurs when employees are in an insecure environment with unclear, unpredictable and intimidating conditions and would be very cautious to try new things (Rothmann and Rothmann, 2010:7). According to Cawé (2006:9; cited Hochschild, 1983) disengagement in the form of redundancy of the person in one's role is considered as robotic or dispirited behaviour. Individuals can behave unethically devoid of feeling guilty as these people knowingly remove themselves, hence typically linked to immoral behavior (Bonner *et al.*, 2014). According to Van Niekerk *et al.* (2017:223) compromising as a conflict management style projected reduces levels of engagement and greater levels of disengagement.

Employees who are engaged are psychologically and physically in better health than those who are disengaged (Hansen, Byrne and Kiersch, 2014:966; cited Attridge 2009, Schaufeli *et al.*, 2008). Renee Baptiste (2008: 284-209) claimed that a scarce well-being condition would possibly influence employees' functioning at work, thus triggering employee disengagement. Employees that feel disregarded and less appreciated, are less motivated to be engaged within the organization. It includes common goals not achieved, reduced performance, missed commitment, excuses and blames, workload complaints – no solution, 'corridor' talks resulting in no change (Hirtle, 2016:5).

As stated by Masemola (2011:28; cited Coetzee, 2005:5,15) employees believe that managers disregard loyalty as important, thus when met with organizational or departmental pressure it is perceived as replaceable. If the organizations culture overlooks employee engagement then there would be a vicious circle of employee disengagement (Lewis, Thomas and Bradley, 2012:33). According to Hirtle (2016:5) disengaged employees are inclined to foster a negative workplace philosophy. The avoiding conflict management style was statistically and pragmatically linked to exhaustion and disengagement (Van Niekerk, 2016). Harter, Schmidt, and Hayes (2002:268-279) claimed that there are several individuals going to work day after day and are actively disengaged at work. When employees view manager's efforts on engagement as a cosmetic exercise with no consequence it will lead to employee disengagement (Dromey, 2014:38)

4.11.3 Characteristics of Employee Disengagement

4.11.3.1 Occupational Stress

Occupational stress can be defined as the interpretation by an employee or person (mental interpretation) of certain selected environmental variables (stressors) as stress-inducing (Barkhizen and Rothmann, 2008:321). Occupational stress is believed to have a spill over effect whereby it becomes a major factor in the overall quality of life including the nuclear family life (Doyle and Hind, 1998: 67-82; Kinman and Jones, 2003: 21-38). According to Gillespie, Walsh, Winefield, Dua, and Stough (2001: 53-72) a study on academics' stress claimed the effect to be psychological, sense of anxiety, depression, burnout, annoyance, irritability and powerlessness. Academics working for prolonged hours have now been acknowledged as causing a severe risk to health and well-being (Barkhizen and Rothmann, 2008:321; cited Cooper, 1999; Sparks and Cooper, 1997).

4.11.3.2 Employee Burnout Defined

- Burnout can be defined by a pattern of emotional fatigue, depersonalization, and low individual achievement that occur among employees in a workplace (Maslach and Jackson, 1985);
- Schaufeli *et al.* (2004) also defined burnout as a recurrent, adverse, job-related mindset in normal employees, namely demonstrated by, exhaustion, distress, ineffectiveness, diminished motivation, and growth of dysfunctional behaviour;
- Burnout is defined by continued reaction to chronic emotional and interpersonal stress on the job (Maslach, Schaufeli, and Leiter, 2001: 397). According to Rothmann (2003:17 cited Herbert Freudenberger, 1974) Herbert Freudenberger was the originator of burnout in mid 1970s, as it emerged more as a social dilemma on the contrary, not an academic paradigm;
- Maslach and Leiter (1997) from a positive psychological perspective, burnout on the job can be redefined as a destruction of employee engagement; and
- Burnout comprises two components and can be defined as a person who feels exhaustion and disengagement from work (van Niekerk, 2016:9; cited Halbesleben & Demerouti, 2005).

4.11.4 Description of Employee Burnout

Research in the South African context established burnout being connected to work role demands (Rothmann, 2003:19; cited Levert, Lucas and Ortlepp, 2000:36-43; Pretorius, 1994:771-77; Storm and Rothmann, 2003). The most popular topics to research are burnout, tension, violations of contracts, career uncertainty and downsizing of organisations (Turner, Barling and Zacharatos 2002:715-728). The three dimensions related to burnout are fatigue, pessimism and reduced professional effectiveness (Maslach, Jackson and Leiter, 1996). According to Basson (2002) detachment is similar to depersonalization or pessimism, impairing the ability to grow personal relationships.

As claimed by Schaufeli and Bakker (2001:229-253); Turner *et al.* (2002:715-728) burnout at work could be chiefly responsible to illnesses as well as negative wellbeing. Emotional fatigue is central to undergoing burnout, resulting in a lack of energy and a feeling of emotional resource depletion (Cordes and Dougherty, 1993: 623). According to Barkhuizen and Rothmann (2008:333; cited Allen, Herst, Bruck, and Sutton, 2000) research has confirmed that academic stress related to work-life balance result in burnout and physical consequences for example, headache, back pain, stomach-ache, exhaustion and lack of sleep.

The aforementioned has been well-investigated, established and a documented fact that burnout is a certainty amongst academics (Barkhuizen, Rothmann and Tytherleigh, 2008; Burke and Greenglass, 1995:1357-1363; Tytherleigh, 2003:101-106). As claimed by Barkhuizen *et al.* (2008) the growing levels of exhaustion and disparagement have been related to research on burnout amongst South African academics. Viljoen and Rothmann (2009) maintains that within the South African HEIs background psychological ill health could be burnout, resulting from arduous relationships, time pressures, poor learner discipline, inappropriate promotion policy, overworking and lack of resources. A study showed that 29% of female educators showed elevated levels of emotional tiredness (Rothmann, 2003:16; cited Van der Linde, Van der Westhuizen and Wissing 1999:192-196).

Notably, Turner *et al.* (2002) asserted that some employees have reduced choice and control obligated to work extra hours, also these employees are not supportive of the allocated work schedules. As stated by Rothmann (2003:17) employees are required to

cope with many demands being recurrence of inadequate resources and lack of control. Chronic exhaustion would lead to employees being emotionally and cognitively separated from work hence, less involved or approachable to other employees' needs or the demands of the job (Rothmann, 2003:17-18). Evidently, Maslach (1998:68-85) states that ineffectiveness seems to result from a lack of appropriate resources, while exhaustion and cynicism arises out of work overload and social conflict. Leaders that are undergoing burnout could wound the organization because it spreads to subordinates (Rothmann, 2003:18; cited DuBrin, 1990).

4.11.5 Employee Turnover

Employee turnover is an intended incident/event that is defined by an individual moving across the relationship limit of an organization (Price, 2001:600). Masemola (2011:32) asserted that turnover is well-defined as the movement of workers out of the institution. Turnover has substantial consequences for an institution with impacting issues such as possible human capital loss and disrupting systematic institutional activities (Smyth, Zhai and Li, 2009:189-209). Morrell, Loan-Clarke and Wilkinson (2004: 335-349) claim that employee turnover could further increase organizational costs arising from recruitment, selection, training, or the employment of temporary staff.

As asserted by Masemola (2011:12) research has shown job unhappiness as being one of the key drivers of employee turnover. Turnover may influence organizational ethos or employee morale (Morrell *et al.*, 2004:335-349). Bothma and Roodt (2013:507-519) states that studies have revealed that an intention to leave an organization is an indicator of employee turnover. Mitchell, Holtom, Lee, Sablinski and Erez (2001:1102-1121) and Schaufeli and Bakker (2004:293-315) propose that turnover intention would usually be motivated by absence of job embeddedness and disengaged employees.

Younger employees are more inclined to turnover in comparison to older employees (Masemola, 2011:38; cited Martin, 2007:48). Employee conflict may have negative outcomes for the organisation and usually known as high turnover rates and truancy (van Niekerk, 2016:11; cited De Dreu and Beersma, 2005). Turnover is least supported by any institution as it has a potential to distress individuals (Masemola, 2011:1). Hence, when an employee is disengaged these employees are more prone to leave the organization (Baskin, 2007). Organisational commitment of academics in HEIs will deteriorate because

of stress; autonomy deprivation, lack of proper training, equipment and resources and if the vital parts of the occupation are stressful result in staff turnover (Barkhuizen, Rothmann, 2008:333).

4.11.6 Moral Disengagement

Moral disengagement happens by separating moral effects from callous or unethical behavior and restricting the process of self-blame (Susan, 2004). A leader's moral disengagement specifically might play a significant role in influencing followers (Bonner *et al.*, 2014). As claimed by Bonner *et al.* (2014; cited Bandura, 1986, 1991, 1999) moral disengagement theory claimed that individuals with set moral values, if breached by others it would lead to personal distress and self-condemnation. Moreover, Detert, Trevino and Sweitzer (2008:374; cited Bandura, 1986) asserted that moral disengagement demonstrates the reason normal individuals freely engage in unethical behaviour without any responsibility or self-censure.

According to Bonner *et al.* (2014) morally disengaged managers with immoral or weak standards - unethical behavior view their behavior or practices as not being immoral. Tenbrunsel and Messick (2004) classified euphemistic communication as a key self-deceptive manner consenting people to behave unethically in organizations. Euphemistic language is a way to make distressing and destructive behavior respectable and reduce responsibility for it from the individual (Bandura, 1999). When employees' behavior is a direct result of a leader's orders, the displaced responsibility for one's actions, refuting any personal accountability for the unethical act. Being more deeply cognizant of the needs and emotional state of others should prevent moral disengagement (Deter *et al.*, 2008:374-391)

4.12 Summary

The chapter addressed the relationship between leadership and employee concept, and the impact that leadership role-modelling has on employees' behaviour. Moreover, an outline on the importance of employee well-being to achieve institutional goals. In addition, a discourse on leadership styles that positively influence employee relations. The literature showed ethical leadership style as preferred for employee well-being and commitment and contentment at work. However, despite previous study assertions on the importance of ethical leadership style for employee engagement there has been limited research on the

subject matter. Thus, this created another gap in the study regarding the relationship between ethical leadership style and employee engagement at HEIs.

It is evident that employee engagement and disengagement can be viewed as a dynamic concept. Hence, the chapter further discussed historical and contemporaneous employee engagement constructs. Moreover, these employee engagement theories facilitated a knowledgeable understanding of the link between leadership and employee engagement concept that would inevitably support the study aim and objectives. The chapter also outlined the importance of employee engagement at HEIs. Lastly, a detailed discourse on employee disengagement in relation to employee burnout, turnover and moral disengagement. Importantly, the chapter unveiled the conceptual model of the study that advocated the relationship between leadership styles and employee engagement/disengagement at the institution.

The next chapter will commence with the crux of research process and methodology, and the utilisation of appropriate research methods that will ensure reliability and validity of research outcomes. The research process will employ literature that will support the choice of research methodology for the study and the achievement of results. Moreover, the literature will exhibit the use of mixed methods with concurrent design or triangulation that better supports leadership research and enables a comprehensive data analysis and findings.

5 CHAPTER 5: RESEARCH METHODOLOGY

5.1 Introduction

Organisational research has an impact on individuals, groups of individuals or impacts the culture. Research is a socially methodical search for novel and better insight (Madushani, 2016:27). It is important to understand the cornerstone of what is research is as it helps a researcher obtain knowledge about something or someone. This study explores the executive management leadership (EML) and line management leadership (LML) and its impact on employee engagement at the Durban University of Technology (DUT).

Understanding and conducting leadership research necessitates knowledge on leadership research methodology (Antonakis, Schriesheim, Donovan, Gopalakrishna-Pillai, Pellegrini and Rossomme, 2003:51).

The study research approach will facilitate a dynamic structure that is firmly rooted in mixed methodology epistemology. The use of both quantitative and qualitative approach (mixed methodology) utilizing triangulation will support the validity and reliability of the study. This chapter will outline the fundamentals of research, research design and research methodology. Moreover, it will outline the research methodology that will be used to support better data administration and collection. In addition, the study will discuss the pilot study, descriptive and inferential statistical definitions and procedures.

5.2 Definition of Research

Table 5-1: Definition of research

Authors	Definition
Saunders, Lewis and Thornhill (2012)	Research is defined as a process where people, make an effort to learn about a phenomenon, in a systemic way to improve the individuals' knowledge base.
Shuttleworth (2008; cited Godwin Colibao)	Research includes any data, information, and collection of facts, for knowledge development.
Creswell (2008).	It is development stages, used to gather and evaluate information, to foster understanding of a subject/ or problem. Research can be defined as a studious inquiry, or examination;

	particularly investigation, otherwise experimentation, intended for fact-finding and interpretation.
Merriam-Webster Online Dictionary (2011).	Research is by reviewing known theories, laws, new facts and practical application of new facts
Cresswell <i>et al</i> (2016:16 cited Jansen, 2016; Mertens, 2015:2)	Research as one of many diverse ways of knowing or understanding a process of systematic inquiry that is designed to collect, analysis, interpret, and use the data.

Source: Researchers own construction (2018)

5.3 What is Research Method and Methodology?

Cresswell, Ebersohn, Eloff, Ferreira, Ivankova, Jansen, Nieuwenhuis, Pietersen, Plano Clark, and Van der Westhuizen (2016:51; cited Hesse-Biber and Leavy, 2011) claim that research methods are the tools that researchers utilize for data collection. Moreover, Creswell *et al.* (2016:51; cited Nieuwenhuis, 2016:51) states that research method or methods for a specific project may consist of interviewing, observation, or the collection of written or visual data. Hence, a research method is fundamentally a measure or technique for the collection of data (Zefeiti and Mohamad, 2015:2; cited Bryan and Bell, 2007).

Table 5-2: Comparison of Method and Methodology

Basis of Comparison	Research Method	Research Methodology
Significance	Research Method indicates the technique employed by the researcher to conduct research.	Research methodology shows technique to efficiently solving research problems.
What is it?	Behavior and instrument utilized in the selection and building of the research technique.	Science of understanding, how research is performed systematically.
Incorporates	Carrying out experiment, test, surveys etc.	Study diverse techniques which can be used in the performance of experiment, test, surveys etc.
Includes	Different investigation techniques.	Entire strategy towards attainment of objective.
Objective	To discover solution to research problem.	To apply correct procedures to find solutions.

Source: Surbhi (2016) adaptation

Notably, a proper research methodology (Table 5-2) is required prior to implementation of any study as it is the navigational tool for the entire research process. Research methodology

is the principle and philosophy that guides research (Naidoo,2011:44). Research methodology gives the researcher a path on how to learn or solve problems or difficulties (Blanche, Durrheim and Painter, 2006:6). Furthermore, Naidoo (2011:44;cited Wisker, 2001:137) the topic prescribes which research methodology will be used to support the study and method of data collection.

5.4 Characteristics of Research Design

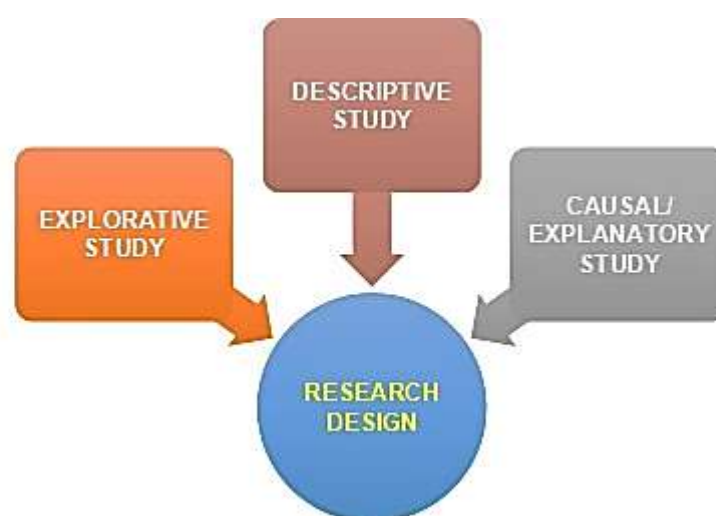
Research design creates the blueprint for the data collection, measurement, and analysis (Blumberg, Cooper and Schindler, 2014: 152; cited Phillips, 1971:93). Moreover, research design is an investigative plan and structure formulated to obtain responses from research questions posed to the thing being studied (Kerlinger, 1986:279). The aim of the research design is organizing and structuring the research project in a way that the validity of the research findings may be improved (Van Niekerk, 2005:84; cited Mouton and Marais, 1990:32).

As stated by Zefeiti and Mohamad (2015:2; cited Churchill, 1979:64-73) research design offers direction for data collecting and analysis in a specific enquiry. Furthermore, Ngibe (2016:33; cited Khan, 2008:69, and Malhotra, 2011) maintains that a research design offers a framework for directing the research project by stipulating the procedures necessary for gaining the required information needed to solve the research problem. According to Blumberg *et al.* (2014:155) there are three categories of research designs: explorative, descriptive, and casual studies.

5.5 Explorative Study, Descriptive Study and Causal Study

The explorative study is suitable when researchers do not have a clear idea of the problems that would be met during the study (Blumberg *et al.*, 2014:155). The explorative study is used to determine the nature of the problem, possibly understand the problem and confront any new problems during the study process. As stated by Surbhi (2016) exploratory research uses non-probability sampling namely, judgmental or purposive sampling design. Lourens (2016: 209-210; cited McNabb, 2002:84) confirms that exploratory research is utilized when problems are in an introductory stage and can address research questions of all forms.

Figure 5-1: Framework Showing Different Types of Research Designs



Source: Researchers own construction (2017)

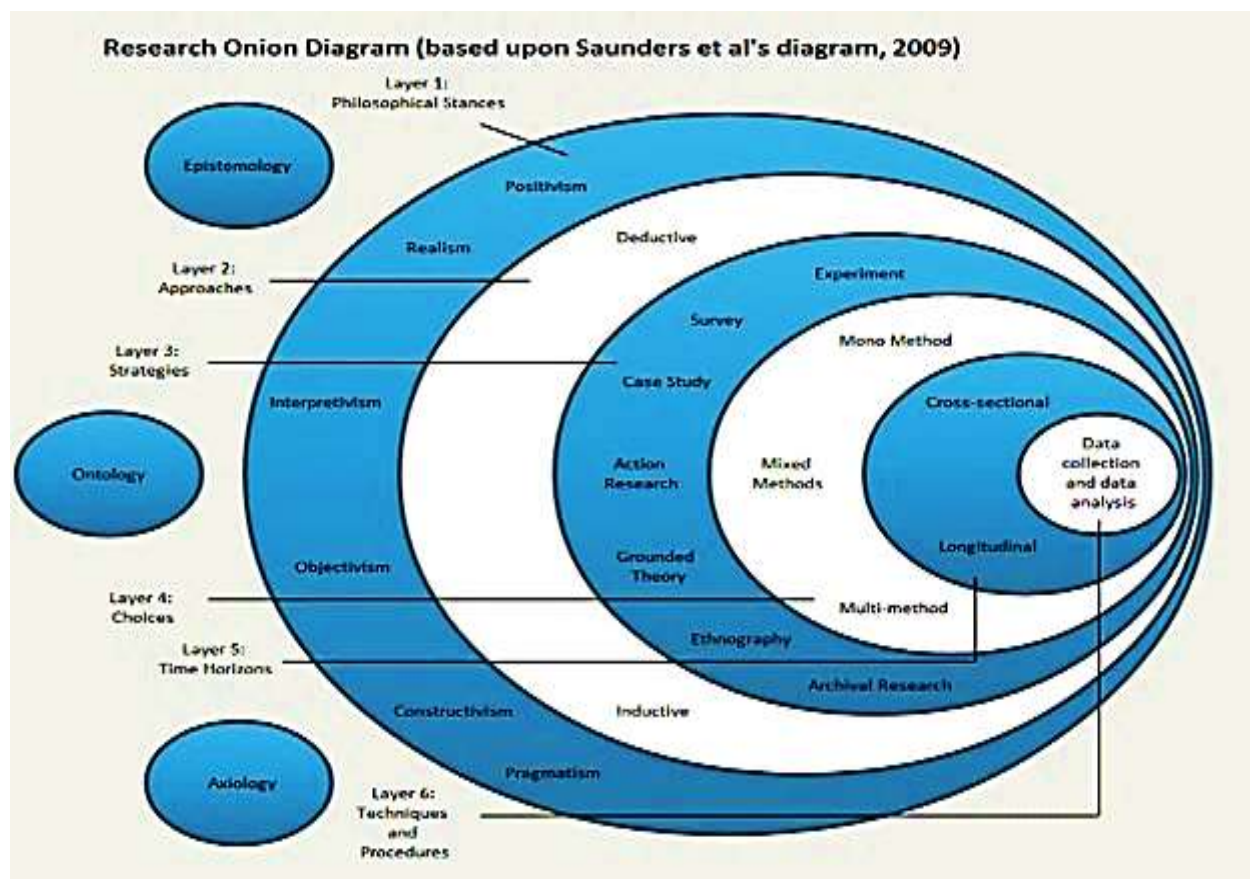
According to Surbhi (2016) research that explores and describes a person, group of people, or a situation, would be termed descriptive (Figure 5-1) research technique. Data from descriptive research might be qualitative or quantitative (Lourens, 2016: 210; cited McNabb, 2002:85). Descriptive research is aimed at casting light on current problems through a process of data collection that allows researcher to describe the situation totally than was possible without employing this method (Dudovskiy, 2016; cited Bayat and Fox, 2007:45). The research process is systematized in descriptive research; similarly, descriptive technique uses probability (random) sampling design (Surbhi, 2016).

Clearly, Blumberg *et al.* (2014:161) states that causal (explanatory) research design reveals how one variable effects, or is accountable for changes in another variable. The primary goal of explanatory research is to describe why phenomena happen and to forecast future occurrences (Lourens, 2016:201; cited Lowenthal and Leech, 2009:203). With causal design most research specialists look for asymmetrical relationships – assume changes in one variable (independent variable) would be responsible for shifts in another variable (dependent variable) (Blumberg *et al.*, 2014:162).

5.6 Research Process

The research process can be exemplified to a recipe being used for baking/cooking, viz. with ingredients and methods to achieve the desired culinary cuisine. The research process is an important part as it supports the direction of the study similar to a baking/cooking recipe. For this study, the HEI will be personified as the recipe, followed by the ingredients being the respondents and participants and the research methods would support the desired outcome. Understanding and interpretation are fundamentals for the research process (Madushani, 2016:27). Hence, Zefeiti and Mohamad (2015:2; cited Saunders *et al.*, 2007) one of the ways to understand the research process would preferably be by utilizing the research onion layer diagram.

Figure 5-2: Research Onion Layer Diagram



Source: Saunders, Lewis and Thornhill (2009:108) adapted

Kindy, Shah, and Jusoh (2016:892) claim that an appropriate way to explain the research process and the phases to be followed to respond to the research questions is presented by the research process as onion layer diagram (Saunders *et al.*, 2012) peeled off to reach the midpoint/center being data collection and data analysis of the onion. Each research onion layer (Figure 5-2) will enable selecting an appropriate level to attain the desired data collection and analysis. Hence, the utilization of the onion layer diagram will facilitate and appropriately guide the research process of this study.

The onion depicts several layers that include: Philosophy, Approaches, strategies, methodologies, time horizons, and techniques and procedures. Interestingly, the best way to utilize the research onion layer would be by starting from the outer layer to the inner core layer (Rafael, 2016; cited Saunders and Lewis, 2012). Consequently, the research process for this study will commence with research philosophy layer of the diagram. The research philosophy is a vital and preliminary part in understanding the broader knowledge of a research design and in selection of the proper research design and methodologies.

5.6.1 Philosophical Layer

Philosophy layer supports the development, knowledge and use of appropriate research designs. Research philosophy denotes the development of knowledge in a specific research field (Zefeiti and Mohamad, 2015:2). A research philosophy is an idea, or belief related to data collection, interpretation, and analysis (Levin, 1988). According to Simpson (2009:1329-1347) the researcher would adopt the philosophy layer to reflect important assumptions about researchers' opinion and views, and the way in which he/she understands the world. Figure 5-2 shows different types of research philosophies in the first layer. Although, there are various philosophies; the key viewpoint relates to epistemology, ontology, and axiology (Saunders *et al.*, 2012). Interestingly, the most noteworthy of all the different philosophies are being positivism, realism, interpretivism, and pragmatism (Zefeiti and Mohamad, 2015:3).

Table 5-3: Characteristics of Pragmatism and Interpretivism

	Pragmatism	Interpretivism
Ontology	Symbolic realism	Constructivism
Empirical emphasis	Actions and changes	Beliefs (socially constructed cognition)
Type of knowledge	Constructive knowledge	Understanding
Role of knowledge	Suitable for action	Interesting
Category of study	Examination	Field study
Data generation	Data through assessment and involvement.	Data through interpretation
Role of researcher	Transformation of reality	Involved in understanding

Source: Goldkuhl (2012:12) adapted

Goldkuhl (2012:10; cited Hirschheim, 1999) describe pragmatism philosophy (Table 5-3) as a selection of a middle, or dual position between positivist and interpretivist ontologies. Hence, there is a need to understand both underlying philosophies collectively (Table 5-3) or independently in order to select the appropriate philosophy. Pragmatism clearly hails the groundwork as a valid approach for mixed method and can surely be used for this method (Parvaiz, Mufti, and Wahab, 2016:76). The elements from both pragmatism and interpretivism can be combined (Goldkuhl, 2012:12). Pragmatics can combine positivist and interpretivism sides within the choice of a single study according to the nature of the research question (Dudovskiy, 2017:1). According to Rescher (2000) pragmatism is a broad paradigm that covers many different areas for instance, knowledge, language, ethics. In an ethics paradigm analysis, Wicks and Freeman (1998) included pragmatism as a third alternative in addition to interpretivism and positivism (Goldkuhl, 2012:2). Harter (2007) suggests that pragmatism is an appropriate framework to understand leadership.

The philosophy stance for the study will be interpretivism as the researcher is interested in a logical understanding of whether there is a relationship between variables through participants' knowledge and experience. Interpretivist researchers discover reality through participant's interpretation, participants own background and experiences (Thanh and Thanh, 2015:24; cited Schwartz-Shea, 2011). Interpretivists research social phenomena by trying to understand logically how people construe the social world (Blumberg *et al.*, 2014:17). However, interpretivism has its complexity because individuals' opinion of the identical or similar facts and events may differ (King and Horrocks 2010:11).

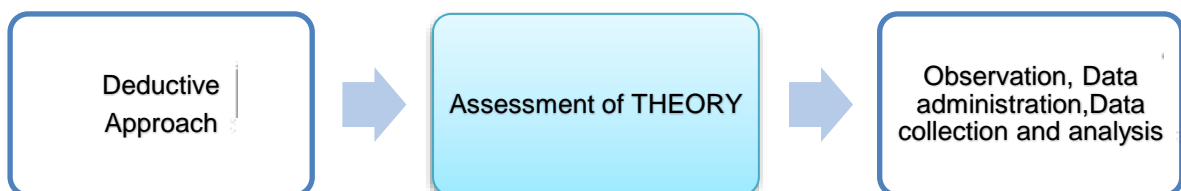
5.6.2 Research Approaches

The philosophy layer (Figure 5-2) has been peeled away to present research approaches. The second layer of research onion layer is known as the research approach (Saunders *et al.*, 2009:108). Blumberg *et al.* (2014:19) claimed that the role of theory in research study is directly linked to two different reasoning approaches: induction and deduction. However, there are three research approaches: deduction, abduction and induction (Saunders *et al.*, 2012).

5.6.2.1 Deductive Approach

The objective of using deductive approach by a researcher is to select and consent to a well-established theory utilizing primary data analysis (Parvaiz *et al.*, 2016:74). The conclusion must necessarily follow from the reasons given and must be both true and valid (Blumberg *et al.*, 2014:20). Deductive approach concentrates on theory testing by starting with an effective theory base (Antonakis *et al.*, 2003:52). Deductive approach begins with a theory and ends with either confirmation or modification of the existing theory (Saunders *et al.*, 2012).

Figure 5-3: An Illustration of the Deductive Research Approach



Source: Researchers own construction (2017)

5.6.2.2 Abductive Approach

With the pragmatism philosophy the researcher naturally employs an abductive approach process, interchanging back and forth between inductive and deductive reasoning theory (Morgan, 2007:48-76). Moreover, Saunders *et al.* (2012) stated that abductive approach is appropriate for large number of business and management researchers (Kindy *et al.*, 2016:894).

5.6.2.3 Inductive Approach

As asserted by Blumberg *et al.* (2014:21) to induce something is to draw a conclusion from one or more specific facts/realities or pieces of evidence, therefore the conclusion describes the facts or reality and the facts or reality support the conclusion. The interpretivism philosophy often draw on inductive approach where the aim and emphasis is on theory building (Parvaiz *et al.*, 2016:74). With inductive theory a researcher utilizes observations, data, otherwise use results from other studies to derive at testable theoretic suggestions (Antonakis *et al.*, 2003:52).

Figure 5-4: Inductive Research Approach



Source: Researchers own construction (2017)

The research approach (Figure 5-4) adopted for this study would be based on the inductive approach. This approach would be suitable as the predominant characteristic is an emphasis on building theory. Moreover, the conceptual model will enhance and build on theory relative to leadership employee relationship. The inductive orientation would utilize different theories related to ethical leadership style and employee engagement. Once the research approach has been selected, this layer is peeled away to introduce the third research onion layer called research strategy.

5.7 Research Strategy

Saunders *et al.* (2012) define research strategy as an idea of how a researcher will follow the processes with the aim of responding to the research question. Clearly, the research onion layer (Figure 5-2) guides the researcher towards the most suitable strategy that will ensure suitable data collection and analysis. Research strategy is the methodological linking between researcher philosophy and subsequent choice of technique to collect and analyses data (Kindy *et al.*, 2016: 895; cited Chase Denzin and Lincoln, 2005). According to

Saunders and Tosey (2013:59) research strategies layer emphasizes the utilization of one or more strategies as the researcher addresses the research question/s.

Although, there are many different types of strategies (Figure 5-2) that can be employed for a study, the strategy that will be used for this study is case study strategy. Case study strategy refers to an empirical investigation about a current phenomenon (for example, case) set within its real-world situation (Creswell *et al.*, 2016: 81). The word case study relates to a limited number of units of analysis (often only one) such as a person, group or organization that are researched intensively (van Niekerk, 2005:16; Huysamen, 1994:168). The case study strategy would be used to get a deeper and broader understanding of the phenomena.

Notably, case study is an ideal method when a complete or all-inclusive, in-depth investigation is needed (Tellis, 1997; cited Feagin, Orum, and Sjoberg, 1991). Thus, researchers use case studies to study the interrelationships among individuals, institutions, events, and views (Van Niekerk, 2005:84). Moreover, Mouton (2001:149) maintains that case studies can be described as qualitative in nature and is a description of a group less than 50 participants. Case study strategy is suitable for explanatory, descriptive and exploratory research design (Blumberg *et al.*, 2014:304). Tellis (1997; cited Stake, 1995) claimed case study also comprises the following:

- Intrinsic - when the researcher has a curiosity in the case;
- Instrumental - when the case is utilized to understand more than what is noticeable to the observer; and
- Collective - when examining a group of cases.

As aforementioned, the Durban University of Technology (DUT) was selected as the case study for investigation and exploration. According to Creswell *et al.* (2016:82; cited Cousin, 2005) case studies tends to be researcher focused customarily involving participant observation and endeavouring to offer a general depiction and understanding of the research domain. The case study will explore if there is an interrelationship between executive management and line management leadership and employee engagement at the institution. The research strategy layer (Figure 5-2) is peeled away to present the fourth layer that directs the research process called choice of methodology.

5.8 Choice of Research Methodology

As asserted by Saunders and Tosey (2013:59) the research onion layer (Figure 5-2) emphasizes an important choice during research design: whether to employ individually quantitative method, qualitative method, or else, a synthesis of both? Lately, the third research methodology known as, mixed approaches has started to gain momentum and confidence among researchers (Jogulu and Pansiri, 2011:688). Hence, to ensure reliability and deeper understanding of human experience the quantitative and qualitative methodology will be used for this study. The aim of qualitative methodology is typically exploration and description, while the objectives of quantitative methodology are commonly linked to categories and explanation (Zefeiti and Mohamad, 2015:4; cited Johnson and Christensen, 2010).

5.8.1 Quantitative and Qualitative Methodology

Leadership researchers have classically used quantitative method; however, to better understand multifaceted, deep-rooted phenomena, qualitative method is needed (Antonakis *et al.*, 2003:54; cited Alvesson, 1996; Bryman, Stephens, and Campo, 1996; Conger, 1998). As stated by Blumberg *et al.* (2014:148) quantitative studies depend on information namely, numbers and figures, whereas qualitative research is built on data specifically, words, sentences and narratives. To clarify the two research perspectives: investigation from the outside often implemented via quantitative studies and investigation from the inside executed via qualitative studies (Ospina, 2004; cited Everet and Louis, 1981).

Typically, quantitative design defining features are sample size, sampling and recruitment methods, data collection types and procedures, data management and analysis plans (Zefeiti and Mohamad, 2015:4). According to Robson (2002) quantitative method is particularly suitable once a relationship between variables is measured. Therefore, the quantitative research method will be used in the study to statistically test if there is a relationship between executive management leadership (EML), line management leadership (LML) and employee engagement at the institution. Furthermore, the approach will explore if EML and LML has an impact on employee engagement. Notably, Ncgamu and Teferra (2015:211; cited Cresswell, 2009) claim that quantitative method will be employed to a study relating to employees which include structured questionnaires to reach many juniors to middle staff, thus ensuring feasible quantification of the results.

Table 5-4: Difference between Quantitative and Qualitative Data

The differences between quantitative and qualitative data	
Quantitative data	Qualitative data
<ul style="list-style-type: none"> ▪ Numbers as data ▪ Ask: How many? How much? ▪ Data collected through surveys ▪ <u>Generalizability is a goal</u> ▪ Use probability sampling 	<ul style="list-style-type: none"> ▪ Words as data ▪ Ask: How? Why? ▪ Data collected through interviews and observation ▪ <u>Generalizability is not a goal.</u> ▪ Use judgemental, convenience, snowball, or quota sampling (non – probability)

Source: Hales, Peersman, Rugg, (2007:39) adaptation

Qualitative method relates to the quality otherwise the character of something and offering an understanding of social situations and relations, along with people's principles, viewpoints, insights, motivation, behaviours, and responses (Hales, Peersman, Rugg, 2007:38). According to Thanh and Thanh (2015:26; cited Creswell, 2009:4) qualitative research is a way of exploring and understanding the opinion individuals, or groups attribute to a social or else, human problem. As asserted by Olds, Moskal and Miller (2005:13-25) qualitative method is used to collect and test written data using interviews, focus groups, surveys, colloquial analysis and observation of participants.

Creswell (2009) affirms that qualitative research paradigm is employed to explore a problem related to the job of participants, by obtaining the participants views, feelings and observations. Therefore, the qualitative method will be used in order to obtain a better insight about executive management and line management leadership and employee engagement. The study will use semi-structured interviews or open-ended questionnaires for the qualitative aspect. The synthesis of qualitative and quantitative approach is commonly known as mixed methodology. It is essential to utilize mixed methodology for this study to ensure coherent methodology that will enable better reliability and validation and generate desired results. Hence, the combination of both methodologies will be discussed in detail in the next section.

5.9 Definition of Mixed Method

Mixed methods research can be defined by a process of collection, analysis and combination of quantitative and qualitative data during the research process phase of a study, or series of studies to understand the research problem completely (Creswell and Plano Clark, 2011). Zefeiti and Mohamad (2015:4; cited Sandelowski, 2003:321-350), claimed that mixed methodology can be defined as the combination of focused and probability sampling, open-ended and closed-ended data collection techniques, coupled with narrative and multivariable analysis that can be used collectively.

Mixed approach can be defined as the development of a research methodology that advances the orderly combination of quantitative and qualitative data in a single study (Wisdom and Creswell, 2013a:1). Subedi (2016:570-571; cited Tashakkori and Teddie, 2003) defined mixed method by means of a research design category wherein both methods are utilized in types of questions, methodologies, data collection, and analysis inferences.

5.9.1 Historical Developments of Mixed Method

Table 5-5: Historical Developments of Mixed Methods

Previous researchers	Development of mixed methods
Creswell <i>et al.</i> (2016:314)	The development of the mixed methods approach to research is often believed to have begun in psychology with Campbell and Fiske (1959).
Bowleg, Fielding, Maxwell, Molina-Azorin (2016:2)	Early debates about social science approaches can be dated back to the 17th century and the combined use of quantitative and qualitative methods to an even earlier date.
Creswell and Plano Clark (2011)	According to date the early development of mixed-methods research back to the mid to late 1980s.
Mertler (2015:1)	Between the late 1980s and to date, definitions and descriptions of mixed methods research have shifted and transformed which will continue.
Subedi (2016:570)	Mixed methods research practice is less well known than QUAN or QUAL traditions because it has developed as a separate orientation over the past 20 years.

Source: Researchers own reconstruction (2018)

5.9.2 Mixed Method Processes

Mixed methods research is comparatively new and develops on both quantitative and qualitative approaches (Creswell *et al.*, 2016:312). Mixed approach procedures were established in the former decade hence, was refined to conform to a wide variety of research questions (Creswell and Plano Clark, 2011). According to Jamshed (2014; cited Johnson *et al.*, 2007) mixed method is a class of research where the researcher blends or fuses quantitative and qualitative techniques, methods, approaches, models and or language into a single study. Mixed methodology would be utilized for the three research instruments (Annexure B, Annexure C, Annexure D) of the study.

A researcher can utilize the quantitative research paradigm for one segment of the study, and qualitative research paradigm for another segment of the study (Emery Sr, 2016:39; cited Small, 2011). According to Hanson, Creswell, Plano Clark, Petska (2005:224) the mixed method involves the gathering, investigating, and mixing of quantitative and qualitative data. The purpose of a mixed-method design would be to attain a comprehensive understanding of the model being studied, then complementing the weakness of the quantitative approach, with qualitative method (Tashakkori and Teddie, 2008:101-119). Interestingly, even though applying mixed methods requires learning about many methods, the process on mixing these methods properly and the skill to answer larger and comprehensive range of research questions makes it a commendable effort (Johnson and Onwuegbuzie, 2004). Clearly, to better understand a research problem using mixed methods would support an improved understanding of the problem (Invankova, Creswell and Clark, 2007: 263).

5.9.3 Mixed Methodology for Leadership Research

As stated by Jogulu and Pansiri (2011:688) in social and behavioural sciences, quantitative approach is prominently used in comparison to qualitative methods, whose primary focus is on interpretive and narrative analysis of information via communication and observation.

The mixed method similarly denoted by being a third path (Gorard and Taylor, 2004) third research paradigm (Johnson and Onwuegbuziem 2004) third methodological movement (Tashakkori and Teddie, 2003) and is commonly used and known by leadership researchers. There has been no account of existing review on mixed methods in relation to leadership studies domain. Hence, a need for mixed methods in existing leadership literature seems apt

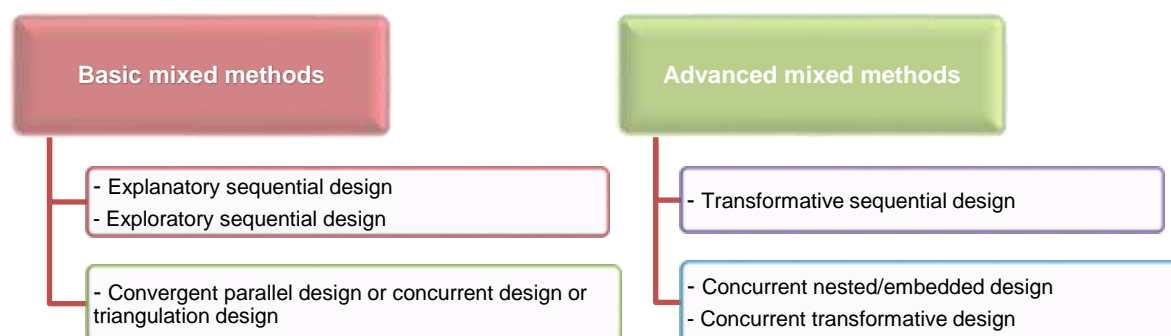
considering the mounting trends across several disciplines (Stentz, Plano Clark, Matkin, 2012:2).

This study will be employing mixed methods to explore ethical leadership style of executive management and line management leadership and its impact on employee engagement. Many researchers are utilizing mixed-method research to further examine leadership, thus decreasing use of either qualitative or quantitative studies by combining qualitative theory-building with quantitative-theory testing (Zefeiti and Mohamad, 2015:4; cited Freeborough, 2012; Dixon, 2013). Moreover, one way to research leadership would be by mixed methods application as it combines collection and analysis of quantitative numeric data and qualitative narrative data (Stentz *et al.*, 2012:2). The research strategy chosen was case study that required a deeper and broader understanding of the phenomena. Hence, two methods utilizing triangulation would provide a comprehensive analysis, all-inclusive and in-depth investigation of the relationship between leadership and employees at the institution. Moreover, the qualitative method will support a better understanding of leadership behaviour and styles in relation to external and internal environment and constraints. In addition, the impact that these constraints have on leadership and or employee engagement. According to Creswell and Plano Clark (2011) a combination of both methods will provide researchers with the comprehensive analysis. Research methods are used for understanding leadership function and influence across different aspects of the world. There appears to be a greater need to apply mixed method paradigm to advance our understanding of leadership (Mumford, 2011:1-7).

5.9.4 Categories of Mixed Methods Design

As claimed by Creswell, Plano Clark, Gutmann, and Hanson (2003) mixed methods designs are classified into two major types: sequential and concurrent research design. Mixed methodology in a study is a blend of both quantitative and qualitative data, and can be concurrently or sequentially conducted. Concurrent approach is when data analysis is done simultaneously, while the sequential approach has the qualitative phase done first, subsequently doing the quantitative phase, or vice versa (Jogulu, Pansiri, 2011: 690).

Figure 5-5: Parsimonious Set of Designs: Basic and Advanced



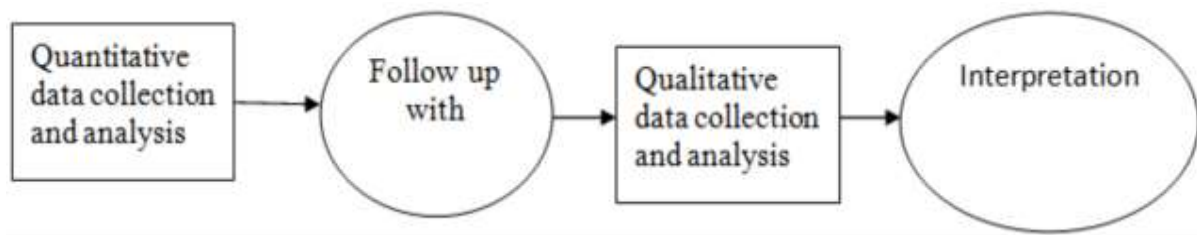
Source: Creswell (2013) adapted

There are three (Figure 5-5) categories of sequential mixed methods; explanatory sequential design, exploratory sequential design, and transformative sequential design. Castro, Kellison, Boyd, Kopak (2010:3; cited Creswell *et al.*, 2003) stated that the three concurrent mixed methods (Figure 5-5) designs known as: (a) concurrent triangulation, (b) concurrent embedded/nested, and (c) concurrent transformative designs. Moreover, researchers can typically implement one of four key mixed methods designs known as, explanatory sequential design, exploratory sequential design, convergent parallel design (triangulation) and embedded design (Creswell and Plano Clark, 2011). The most frequently used typology is the three basic mixed methods typologies that can be used in the research process of a study, as narrated below:

- **Explanatory sequential design**

The explanatory sequential methodology (Figure 5-6) is a two-phase process, whereby the researcher will firstly collect quantitative data for statistical methods to analyze answers and then use these findings to develop the interview phase (Stratford, 2015:28) to support further explanation of the quantitative findings (Sauro, 2015). Particularly, Stentz *et al.* (2012:4) maintains that the explanatory sequential design is useful when quantitative outcomes require additional in-depth rationalization, or clarification. The rationale is that the quantitative data and results provide an overall picture of the research problem; more investigation can be done through qualitative data collection that will improve, extend or describe the general picture (Subedi, 2016:572).

Figure 5-6: Explanatory Sequential Design Process

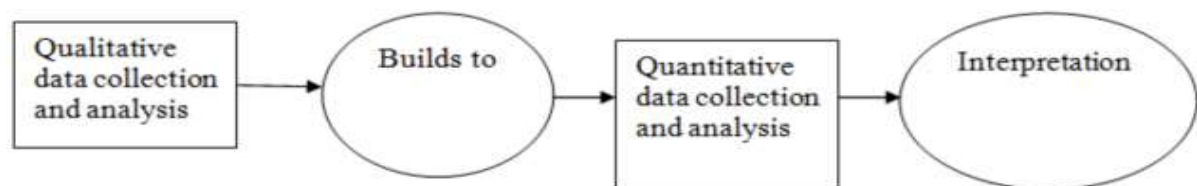


Source: Subedi (2016:573)

5.9.5 Exploratory Sequential Design

The exploratory sequential design commences with the qualitative research and utilizes the understandings from the qualitative method to design and analysis quantitative (Sauro, 2015). As stated by Creswell *et al.* (2016:317) this design is suitable when studying a topic where no theory exists or when a researcher does not know which theories are fitting or how to measure important variables.

Figure 5-7: Exploratory Sequential Design Process



Source: Subedi (2016:573)

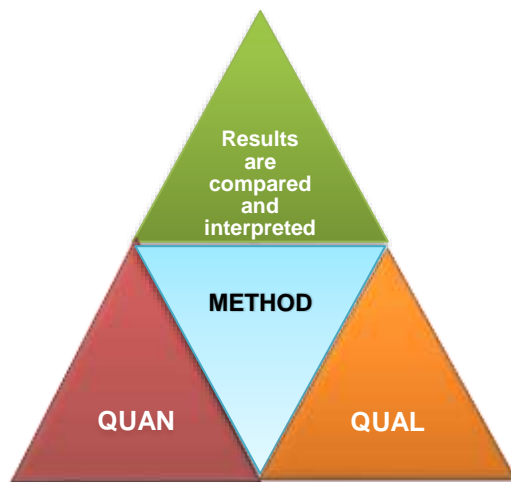
The purpose of the design (Figure 5-7) is the process of exploring a phenomenon by initially collecting qualitative data, thereafter the collection of quantitative data to justify relationships in qualitative data (Subedi, 2016:572). Furthermore, Wisdom and Creswell (2013b:2) asserts that collection of qualitative exploratory data first, thereafter examining the qualitative data and applying these findings to develop a good research instrument that can be used for the sample population in quantitative phase.

5.9.6 Triangulation Design

As stated by Creswell *et al.* (2016:319) the other common terms for the convergent parallel design in the mixed methods literature include triangulation design and concurrent design. The research typology known as the convergent parallel design or well-known as triangulation design was the chosen typology employed for the study. Thus, the goal will be to conduct qualitative and quantitative data collection and analysis together, thereafter a convergence of the findings. The execution of a convergent parallel design is when data collection for qualitative data and quantitative data is done concurrently (Sauro, 2015). The purpose of concurrent triangulation design is to utilize both qualitative and quantitative data to describe the relationships between study variables (Castro *et al.*, 2010:3). Thus, the concurrent triangulation design of two methods would be able to explain whether there is a positive or negative relationship between EML and LML (IV) and employees (DV) that impact employee engagement. Moreover, it would reveal the underlying reasons for either ethical or unethical leadership style relative to employees at the institution. Therefore, employing two methods can be viewed as getting a better understanding of two sides of a phenomena being leadership and employees.

According to Stentz *et al.* (2012:3-4) convergent parallel design is suitable for developing a versatile matching explanation of a phenomenon. Notably, Creswell *et al.* (2016:318) suggests that the convergent parallel design is a known and predominantly uses mixed methods design. In the data analysis stage equal importance or weight is given to quantitative and qualitative data, thereafter a comparison or contrast of the findings to look for patterns or inconsistencies (Sauro, 2015).

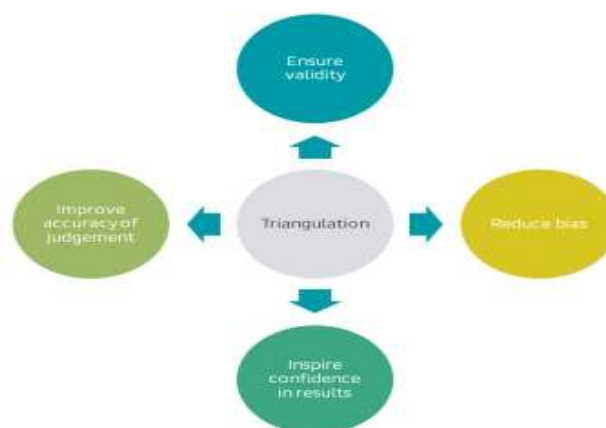
Figure 5-8: Triangulation Process



Source: Cresswell *et al.* (2016:319) adapted

Triangulation (Figure 5-8) is characteristically an approach that improves research validity and reliability and the assessment of results (Golafshani, 2003:603). Triangulation can be employed as soon as data becomes obtainable, thus it can come from diverse sources, different investigators, atypical theories or methods (Hales *et al.*, 2007:25). According to Krefting (1990:219) triangulation is an influential strategy for enhancing the quality of the research, specifically credibility.

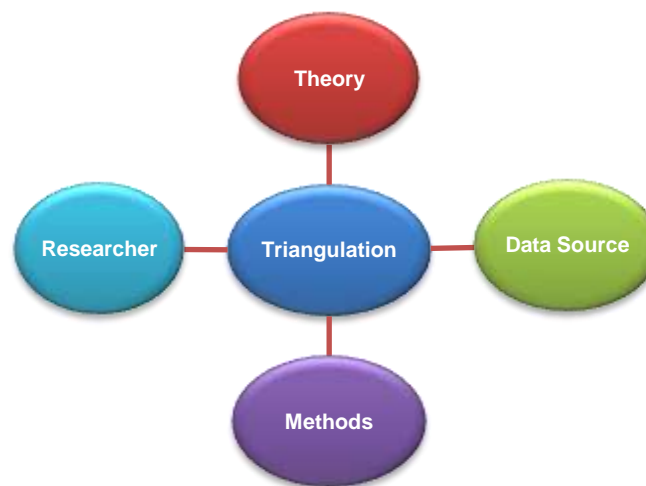
Figure 5-9: Benefits of Triangulation



Source: Stott (2016)

Triangulation is an efficient and effective way to get new insights into certain aspects of a study field (Hales *et al.*, 2007:46). Zefeiti and Mohamad (2015:7; cited Patton, 2002) further advocates that by utilizing triangulation, it would strengthen a study owing to qualitative and quantitative techniques (Golafshani, 2003:603). When relevant data from different sources, researchers and methods are obtainable, triangulation (Figure 5-9) would counterbalance any poor quality data, provided that validity and reliability of the other data has been completed (Hales *et al.*, 2007:25). There are four types of triangulation below (Figure 5-10) as identified by Tellis, 1997 (cited Denzin, 1984); theory triangulation, data triangulation, methodology triangulation and investigator triangulation.

Figure 5-10: Four Basic Types of Triangulation



Source: Tellis, 1997 (cited Denzin, 1978, 1984) adaptation

According to Tellis (1997; cited Denzin, 1978, 1984) and Hales *et al.* (2007:14-16) the characteristics of the four types of triangulation (Figure 5-10) as described below:

1. **Data triangulation:** The utilization of various data bases in a single study. When the researcher looks for the data to remain the same in different contexts. Hence, it is the use of a variety of data sources (including time, space, and individuals) in research.
2. **Investigator triangulation:** It is the application of multiple investigators/researchers to study a specific phenomenon. Moreover, known when many investigators examine the same phenomenon. Investigator triangulation uses several researchers, interviewers, observers, investigators, or research specialist in a study.

3. **Theory triangulation:** Employing multiple perspectives to understand the research outcomes. When researchers with different viewpoints understand the same results. Theory triangulation applies several theories during the examination of a phenomenon.
- **Methodological triangulation:** The practice of multiple methods when conducting research. One method is followed by another method to improve confidence in the interpretation. Method triangulation would strengthen validity and reliability of results thus making it easier to rationalize (Hales *et al.*, 2007:18).

This study will employ basic mixed methods typology and method triangulation design for data collection and analysis. In essence, the utilisation of both quantitative and qualitative would be a principal basis of triangulation (Hales *et al.*, 2007:38). The triangulation design will be done concurrently by administering and collecting quantitative and qualitative data, thereafter an individual chapter data analysis of results. This will be presented in Chapter 6 and Chapter 7 of the study. In Chapter 6, the researcher will analyze and interpret the quantitative data results to explore evidence of ethical leadership style, leadership and employee engagement relationships.

Thereafter, Chapter 7 will analysis and interpret qualitative data findings to illustrate different themes and sub-themes using thematic analysis. Subsequently, these findings from qualitative and quantitative analysis and interpretation will be combined in Chapter 8 for further discussion related to the research trends and to examine any consistencies or inconsistencies in the conclusion. The following section shows the research approach layer (Figure 5-2) being peeled away to present the fifth layer known as time horizon.

5.10 Time Horizon

The term time horizon (cross-sectional or longitudinal) is related to the word “limit” or possibility to complete the study. According to Saunders *et al.* (2012) the choice could be a snap shot in a particular period, identified as cross-sectional or a sequence of snap shots in an extended time period is known as longitudinal. This study will employ the cross-sectional study as it will be conducted within a particular period. Furthermore, most research undertakings for an academic course are essentially time constrained and most researchers study a specific prodigy at a particular time (Creswell, 2013; Saunders *et al.*, 2012).

This study will explore executive management leadership (EML), line management leadership (LML) and employee engagement at the DUT for a particular period (October 2017–January 2018) which was based on full Institutional Research Ethical Clearance (referred to as IREC) and institutional gatekeepers' permission to conduct the study. When embarking on research to answer a question, or discuss a dilemma at a specific period, cross-sectional is most likely to use survey or case study strategies (Saunders and Tosey, 2013:59). Moreover, cross sectional study is the research method that is frequently used in evolving psychology and other areas including the social science (Kindy *et al.*, 2016:895; cited Hezarvand, 2013).

5.11 Techniques and Procedures

The time horizon layer has been peeled away to present the last research onion layer called techniques and procedures (data collection and data analysis). The research onion layer (Figure 5-2) ensures that the data collection techniques and analysis procedures employed in a study are appropriate and intelligible (Saunders and Tosey, 2013:59). This concept of employing appropriate techniques and procedures will facilitate better understanding of the research objectives and findings. Thus, the utilization of the research onion layer for ensuring an appropriate research process has been accomplished. The following sections will discuss the sample population and techniques used, measuring instruments and the importance of validity and reliability in a study.

5.11.1 Sampling Techniques

There are a variety of sampling techniques (Table 5-6) needed when selecting a sample for a study. Moreover, there is a need to ensure that the sample is effective as it will have an impact on research questions. The decisive test of a sample technique is how well it epitomizes the characteristics of the population it purports to represent (Blumberg *et al.*, 2014:177). The sample design illustrates the method used to choose the sample from the target population (Willemse and Nyelisani, 2015:23).

Table 5-6: Comparison between Two Sampling Techniques

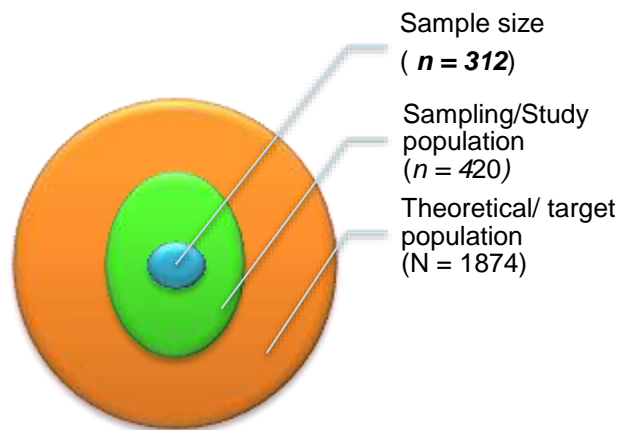
Basis for Comparison	Probability Sampling	Non-Probability Sampling
Denotation	A technique in which the elements of the population get an equal chance to be selected as a representative sample.	A method wherein it is not known which person from the population will be selected as a sample.
Alternately known as	Random sampling	Non-random sampling
Basis of selection	Randomly	Arbitrarily
Selection	Secure and identified	Not specified and unidentified
Research	Conclusive or final	Exploratory or empirical
Result	Unbiased	Biased
Method	Objective	Subjective
Inferences	Numerical	Analytical
Hypothesis	Tested	Generated

Source: Surbhi (2016) adapted

5.12 Population

Population can be defined as the total number of elements - individuals, organizations, events, objects, or items selected for measurement as the study sample (Kindy *et al.*, 2016:895; Cooper and Schindler, 2006; Parahoo, 2014). Saunders *et al.* (2012) defined population as the complete set of circumstances where a sample is selected. The population is an entire group of elements that a researcher wants information about (Willemse and Nyelisani, 2015:6). As claimed by Zefeiti and Mohamad (2015:4; cited Huberman and Miles, 1994) if the researcher seeks to study everybody, universally, doing all things, as researcher will then face unavoidable complications. It is usually impossible to take the whole population in a research study as the two key limitations are time and cost (Creswell *et al.*, 2016:192). Moreover, Blumberg *et al.* (2014:174) claim that population is the entire collection of parts, from which inferences are requested for a study.

Figure 5-11: Research Sampling Process for the Population of the University



Source: Researchers own construction (2017)

5.13 Target Population

The target population (Figure 5-11) consist of completed group of objects or elements to whom one wishes to apply research findings of the study. Denscombe (2003:11) claimed that social researchers will not be able gather information from the complete target population, thus sampling is required. According to Hair Jr, Wolfinbarger, Money, Samouel and Page (2015:165) the target population contains the data collection for where the study is aimed. The target population for this study comprises of academic and administrative employees at Durban University of Technology (DUT) based in Kwa-Zulu Natal.

The target population was obtained from the DUT internal staff telephone directory via the Financial Accounting Department. DUT internal telephone directory being secondary data source was also utilized by a previous researcher of the institution to facilitate a comparative sample selection for the target population. Moreover, due to the sensitivity of the topic there was restrictive support, thus the utilization of DUT internal staff directory for the target population. Therefore, the identified target population from DUT internal directory equated to $N=1874$ for employees of the study. The target population (Figure 5-11) is relatively large for the study case chosen. Researchers should make a choice concerning the sample of the target population to ensure achievement of the research goal (Saunders *et al.*, 2007).

5.14 Sampling Population

As stated by Kindy *et al.* (2016:896; cited Bordens and Abbott, 2002) defines a sample as a set of participants or respondents (individuals) nominated as representative individuals from a large population. According to Sekaran and Bougie (2010: 262) the method for choosing the right people for a study is known as sampling. Sampling population is the collection of a subgroup, of a total number of components to obtain overall inferences regarding the entire population of components (Zefeiti and Mohamad, 2015:5; cited Parasuraman and Krishnan, 2004; Singleton and Straits, 2005).

Essentially, the need to perform sampling process on study population are, as follows (Cooper, Schindler and Sun, 2006):

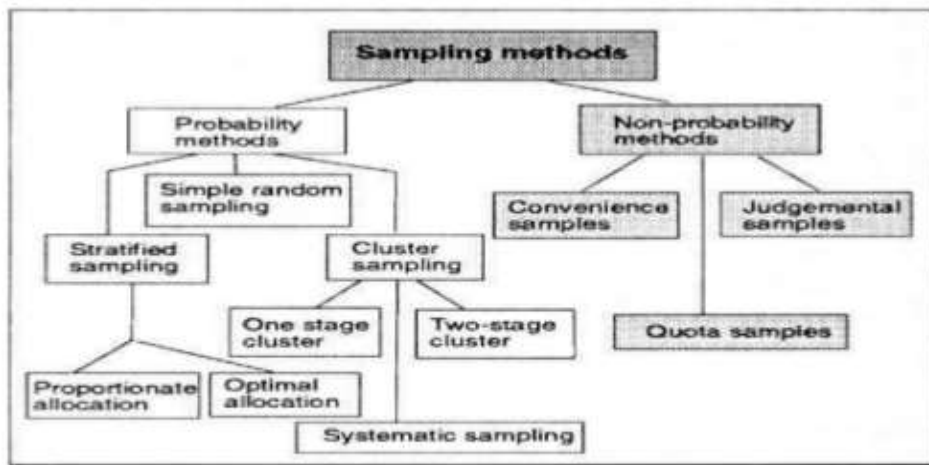
- To minimize the cost of the study;
- To get superior speed of data collection;
- To obtain greater precision of results in inference; and
- The accessibility of population elements from practical point of view.

Furthermore, sampling population endeavour to attain a fair segment of the target populace using two techniques: probability and non – probability (Diamantopoulos and Schlegelmilch, 2000; Gomez and Jones, 2010: 80-81).

5.14.1 Probability Sampling Method

In probability sampling method each section of the population has an acknowledged zero probability of being chosen (Creswell *et al.*, 2016:192). Briggs and Collman (2007:206) asserted that probability sampling makes it probable to evaluate the amount of sampling error that can be projected in any given sample. There are several sampling techniques, but the researcher needed to select the most appropriate technique to ensure reduced researcher biasness and subjectivity. There are many methods of probability sampling for example, simple random; systematic; stratified random; cluster; and multi-stage (Saunders *et al.*, 2012).

Figure 5-12: Different Types of Sampling Methods



Source: Willemse and Nyelisani (2015:23)

The explanations of each probability sampling technique (Figure 5-12) as narrated below: In cluster sampling the target population is divided into many sub-groups of elements with some sub-groups randomly being chosen for in-depth research (Blumberg *et al.*, 2014:188). Moreover, in stratified sampling most populations can be divided into many mixed, non-overlapping groups that share the same characteristics (Willemse and Nyelisani, 2015:27; Blumberg *et al.*, 2014:187). In systematic sampling the sample is obtained by sequentially and systematically proceeding through a sample frame, thus choosing every *k*th element. For simple random sampling each sample part must be numbered chronologically to ensure that each element can individually be distinguished (Creswell *et al.*, 2016:192-195). The simple random sampling will be utilized and will be discussed in detail below.

5.14.2 Simple Random Sampling for Quantitative Research Instrument

Zefeiti and Mohamad (2015:5; cited Singleton and Straits,2005) claim that probability sampling includes procedure of random sampling selection at the research phase of the study. Simple random sampling offers each component in the target population an equivalent chance of being nominated (Briggs and Collman, 2007: 204). For this study each department name for the two regional campuses was placed into a bowl and similar to a lottery the

researcher randomly chose two departments for per week (17 October 2017-15 December 2017) to ensure that all respective departmental respondents have an equal probability of being selected. A random sampling technique provides a guarantee that those chosen are a representative sample of the larger group (Bouma and Atkinson, 1995). Moreover, there are two types of simple random sampling, sampling with replacement and sampling without replacement (Lourens, 2016:214; cited Babbie, 2007:109). Welman and Kruger (2000: 64) suggest that regardless of how high the population numbers are; it is not obligatory to work with a sample more than 500.

Table 5-7: Durban University of Technology Staff and Regional Campus

No.	Job category	Total	Durban Campus			PMB campus		
			Count	%	N = 297	Count	%	N = 23
1	Academic	691	618	35.5	105	73	54.5	13
2	Administrative	1183	1122	64.5	192	61	45.5	10
	Total	1874	1740			134		

Source: DUT staff internal telephone directory (1-127) adapted

Table 5-7 presents a target population (N = 1874) of two regional campuses being Durban (MLST campus, City campus, Steve Biko campus, Ritson campus and Brickfield campus), and Pietermaritzburg (Indumiso and Midlands campus). Due to each campus having a different population the regional approach to sample selection needed to be utilised. Moreover, the DUT internal staff telephone directory was used as it is also presented on a regional basis. Therefore, the validity of the study population was sourced from the DUT internal staff telephone directory that was given to all faculty employees of the institution.

A sampling frame can be drawn from the use of an organisations telephone directory to draw a sample of employees from the larger population (Blumberg *et al.*, 2014:183). The target population to be investigated may comprise households, and/or institutions (Särndal, Swensson and Wretman, 2003). This study sample size was calculated using the statistically computed table (Annexure F) as suggested by Sekaran and Bougie (2014:268). Hence, for the study a target study population of N=1874, a sample size of n=320 would be recommended. Moreover, the sample size has been based on geographical region of the target population being Durban and PMB campus. This is supported by Lourens (2016:214;

cited Bajpai, 2011:98) suggesting that there is no need to target precise elements of the study population.

5.14.3 Non-Probability Sampling Method

It should be noted that non-probability sampling method is random and subjective (Blumberg *et al.*, 2014:180). According to Surbhi (2016) non-probability sampling is when the entire population of the world are not given an equivalent opportunity of becoming a part of the sample. Sample size can be an issue as non-probability sampling is ambiguous and requires a reflection of a wide range of research-specific aspects in each situation (Dudovskiy, 2017). Randomisation is not essential in choosing a sample from the population of interest (Etikan, Musa, Alkassim, 2016; cited Fink, 1995). There are four types of non-probability sampling such as judgement or purposive sampling; quota; convenience; snowball sampling; voluntary response sampling, as tabularized below.

Table 5-8: Non-Probability Sampling Techniques

Non-probability techniques	Description
Judgement sampling	These constituents have been purposely chosen based on the researcher's experience and judgement with regards to the research.
Voluntary response sampling	Sample consists of respondents who volunteer by answering newspaper questionnaires, or online polls.
Snowballing sampling	Sample elements have been picked based on recommendations from other respondents.
Convenience sampling	The selection is based on elements that are freely available, near, or eager to participate in the study.

Source: Willemse and Nyelisani (2015:24)

5.14.4 Purposive Sampling for Qualitative Research Instruments

The nonprobability method using purposive sampling method for semi- structured interviews and open-ended interviews. This method selects participants who are most well positioned to provide the data that is needed (Sekaran and Bougie 2010:277). For this study, semi-structured interviews and open-ended interviews would be conducted with executive management leadership and line management leadership at the institution. Semi-structured interviews are done once only with an individual or group and usually lasted between 30 minutes and one hour (Jamshed, 2014:2). For the sampling criteria, participants were

identified and selected based on experience and knowledge of the topic matter. Moreover, during quantitative data administration at the faculties the researcher queried and obtained email addresses of EML and LML leadership that might be willing to be interviewed, thereafter email requests were sent accordingly. In addition, the research ensured that communication regarding semi-structured interviews or open-ended questionnaires were communicated to participants in both Durban and PMB campus. Participants that did not request or respond via email or telephonic communication were automatically excluded from the study.

The interview contents and structure will be designed to explore leadership and employee engagement construct. The study will incorporate mixed methodology employing probability-sampling and non-probability sampling techniques. Probability technique using simple random sampling as this technique provides a guarantee that chosen representatives (employees) are a sample of the larger study population. In addition, the non-probability sampling techniques known as judgement or purposive sampling will be used for the sub – population. The use of non-probability-sampling technique will support information rich study as a result of executive management leadership and line management leadership attributes of knowledge and experience at the institution. Thus, the utilisation of purposive sampling for executive management leadership and line management leadership, and simple random sampling for employees will ensure better data selection measures for the study.

The next section will discuss the research measurement instrument and measurement scales that will be used to collect data from the sample population of the study. It is important that the proper measuring instrument scale be used for quantitative and qualitative research instrument that will support better data analysis and interpretation of findings.

5.15 Measuring Instrument

A specific type of measuring instrument would need to be used to ensure appropriate data collection (Mouton, 2001:100). The measuring instrument used for this study was a self-administered questionnaire consisting of close-ended questionnaires for employees (Appendix B), and open-ended questionnaires or audio-taping interviews for executive management leadership (Appendix C) and line management leadership (Appendix D). Annexure C and Annexure D was a qualitative research instrument with constructs for biographical information, leadership styles and employee engagement. Annexure C construct consisted of fourteen number of items for leadership style and eight number of items for employee engagement. Annexure D construct consisted of thirteen number of items for

leadership style and nine number of items for employee engagement number of items. According to Wimmer and Dominick (2011:198) the questionnaire should be prepared in a logical order, proceeding from general to specific as well as shifting between question sections ought to be clear and rational. Bless, Higson-Smith and Kagee (2006: 117) explain that respondents can complete self-administered questionnaires without help from the researcher.

Interestingly, a conventional and suitable way in survey research of measuring how respondents feel or think about something is by means of scales (Creswell *et al.*, 2016:186). A scale is an instrument or device by which people are differentiated from one another based on the research variables of the study (Awung, 2015; cited Sekaran and Bougie, 2013:211). Moreover, Blumberg *et al.* (2014:412) maintains that scaling is a technique for the transfer of numbers to property of items to communicate some of the features of numbers to the properties in question. There are four classification of measurement scaling such as; nominal scale, ordinal scale, interval scale and ratio scale. However, one measurement scale known as Likert scale that incorporates interval and ordinal scale will be utilized for the quantitative research instrument of the study, as narrated below:

5.15.1 Likert Scale

The Likert scale was originally introduced by Rensis Likert in 1932 and has become the most extensively utilized psychometric scale in survey research (Li, 2013:1609). Moreover, Likert scale is a variation rating scale that is most commonly used when an organization plans to conduct research or commence with a program of change or development (Blumberg *et al.*, 2014: 418). Likert scales have been widely used to measure visible characteristics in many social science measurement areas (Li, 2013:1609). Hence, Likert scales are commonly used to measure viewpoints by offering a range of responses to a given question (Jamieson, 2004:1217; cited Cohen, Manion, Morrison, 2000). The original Likert scale is a set of questions or statements that is recommended for a genuine or hypothetical situation under study (Joshi, Kale, Chandel and Pal, 2015: 397).

Likert scale can be two types of scale – ordinal scale or interval scale. Some researchers believe Likert scale to be ordinal, while the other regards Likert scale interval (Joshi *et al.*, 2015:399). Rensis Likert believed that the Likert has an interval scale attribute, however many deliberate Likert scaling as ordinal (Li, 2013: 1609; cited Hodge and Gillespie, 2003;

Pett, 1997). When using interval scale type, data can be statistically analysed using Pearson's correlation coefficient (r), Analysis of variance (ANOVA) and regression analysis (Joshi *et al.*, 2015:402).

Researchers publishing papers that use Likert scales were able to explain the findings using means and standard deviations and performed parametric analyses such as ANOVA (Jamieson, 2000:1217; cited Santina and Perez, 2003:509–513, Hren, Lukic, Marusic Vodopivec, Vujaklija, Hrabak, and Marusic, 2004:81–86). If one wants to combine the items to create a collective score (Likert scale) of a set of items for different participants then the allocated scale will be an interval scale (Joshi *et al.*, 2015:401). The study will utilize Likert 5-point scale for the quantitative research instrument (Annexure B) regarding ethical leadership style of executive management leadership and line management leadership, and employee engagement. The three, five or seven-pointed rating could be employed in a study but the most suitable response category was Likert five pointed scale (ILhan and Guler, 2017:335; cited Tezbaşaran, 1997). Typically, there are five response categories to each statement, and these are constructed as follows: the rating was from 1-5 such as: 1=strongly disagree, 2=disagree, 3= neutral, 4=agree, 5=strongly agree.

The research instrument (Annexure B) consist of different constructs relative to number of items. Hence, construct A consists of biographical information of all employees; Job category, Gender category, Age category, Ethnicity category, Employment category, Length of service, and Job level. Construct A will support a better understanding of type of employees that have responded to the questionnaire relative to academia or administrative and other categories. Construct B consists of four dimensions being Executive management leadership, Line management leadership, Employee engagement and additional information. Executive management leadership consists of 7 number of items, line management leadership consisted of 16 items, employee engagement consisted of 17 items and additional information relative to leadership dimensions consisted of 4 items. Each item of construct B was selected by reviewing leadership and employee engagement literature relative to research aims and objectives. Executive management leadership and line management leadership items was used to understand evidence of ethical leadership style. Employee engagement items was utilized to understand whether employees are internally and externally engaged at work. Leadership dimension (additional information) items gave a further understanding of leadership employee relationship at the institution. These constructs were primarily utilised in this study for the purpose of understanding whether ethical

leadership style exists at the institution and the importance of it in relation to employee engagement.

5.16 Interviews

Interviews happen on a regular basis be it a general interview, job interview, or research participant interviews. It is a form of interaction/communication with one or more person/s so as to obtain a better understanding of person/s, place, object or situation. Interviews are best termed as the exchange of opinions between two individuals (Kvale, 2007:5).

Qualitative data are frequently collected by researchers through interviews and questionnaires (Alshenqueeti, 2014:39; cited Dornyei, 2007:132). Diverse types of interviews can be used in the same study, singular interviews combined with focus groups, face-to-face with telephone or email interviews and a combination of different types of documentary and archival data (Edwards and Holland, 2013:40). However, Alshenqueeti (2014:44; cited Creswell, 2009:153) claims that interviewing reliability is vague and that there are no research reports showing definite reliability of data.

5.16.1 Types of Interviews

Unstructured interviews commence with a participants' narrative and may not have any specific question or subject list to be covered (Blumberg *et al.*, 2014:246). According to Klenke (2016:124); Myers (2013:122); Taylor, Sinha and Ghoshal (2006:76) structured interviews will encompass the use of pre-formulated questions, customarily asked in a specific order and sometimes within a specified time limit. Focus group interviews are cost and time effective as the researcher can gather the thoughts, opinions and knowledge of a group of individuals within hours (Blumberg *et al.*, 2014: 251). Due to the sensitivity of the study, anonymity and confidentiality was imperative for all participants. Moreover, participants will not be willing to discuss ethical matters amongst other participants. Hence, the focus group interviews were removed prior to commencement of the main study. The semi-structured interview has open-ended questions that are raised, and these questions are tracked by further probing and explanation (Creswell *et al.*, 2016:93). As aforementioned, the study required utmost privacy and anonymity, thus offered participants the opportunity of either opting for a semi-structured interviews (face to face) or open-ended questionnaires (interviews). The difference between the chosen interviews will be discussion in the following section.

5.16.1.1 Face to Face Interviews

Face to face interviews can be in the form of semi-structured interviews are the most common types of qualitative interviews that enable in-depth understanding of the research problem. Face to face interviews are categorized by synchronous interaction in time and place (Opdenakker, 2006:2). However, to ensure appropriate interviewing of participants, it is imperative to get a proper location or setting whereby the participant will be relaxed and able to give a rich interview. Edwards and Holland (2013:44-45; cited Elwood and Martin, 2000) noticed that different kinds of responses were given subject to where the interview was conducted, thus greater awareness is needed regarding interview locations. Face-to-face interviews site would need a space that is available for use, convenient and open to both participant and researcher, with no disruptions and adequate sound recording of the dialog (Edwards and Holland, 2013:40). Face to face interviews have many advantages and disadvantages but the basics have been tabularized below:

Table 5-9: Face to Face Interviews

Advantages	Disadvantages
High response rate	Time-consuming and expensive
Fewer unfinished answers	Small scale study
Can require reality	Never 100 % anonymity
Coordinated response order	Possibility of interviewer biasness
Fairly flexible	Potential conflicts – intrusive to participants
Spontaneous response	Spontaneous response can lead to weak interview.
Can capture the non-verbal communication (body language).	Intrusive to participant gets suddenly busy with other work duties.
	If participant is cancels interview due to illness etc. Difficult to reschedule.
	Reluctant to discuss sensitive issues.

Source: Alshenqueeti (2014:43; cited Brown, 2001) and Opdenakker (2006:5-6) adapted

5.17 Standardized Open-ended Questionnaires

Structured interviews (open-ended questionnaires) are treated in standardized or straightforward method which is often used in multiple-case studies or large sample groups to ensure reliability (Creswell *et al.*,2016:93). Open-ended questionnaires are written, producing text, avoiding transcription, saving time and resources. However, this might lead to a less impromptu interview in comparison to other interview methods (Edwards and Holland, 2013:49). Creswell *et al.* (2016:176), Opdenakker (2006:5-6), Edwards and Holland

(2013:49-50) presented the following as basic advantages and disadvantages of standardised open-ended questionnaires (written), as tabulated below:

Table 5-10: Standardized Open-Ended Questionnaires (Written)

Advantages	Disadvantages
Save cost and time	Low response rates
No disturbances – background noises	Completion of questionnaire cannot be controlled.
Participant is visible to staff.	No interviewer to assist with problems in questionnaire.
100 % anonymity	Participant might give questionnaire to others to complete.
Participant can complete questionnaire at own convenience.	Participant must be literate.
Interviewer's presence will not affect participants' response, less obtrusive.	Unable to probe for more information.
Can interview and access to more participants	Good questionnaire takes time to develop.
Participant has time to reflect on the response, resulting in richer interview.	Interviewer needs to send reminders about completion of questionnaire.
Participant will be relaxed while writing about experiences.	

Source: Creswell *et al.* (2016:176), Opdenakker (2006:5-6), Edwards and Holland (2013:49-50) adapted

5.18 Validity and Reliability of the Measuring Instrument

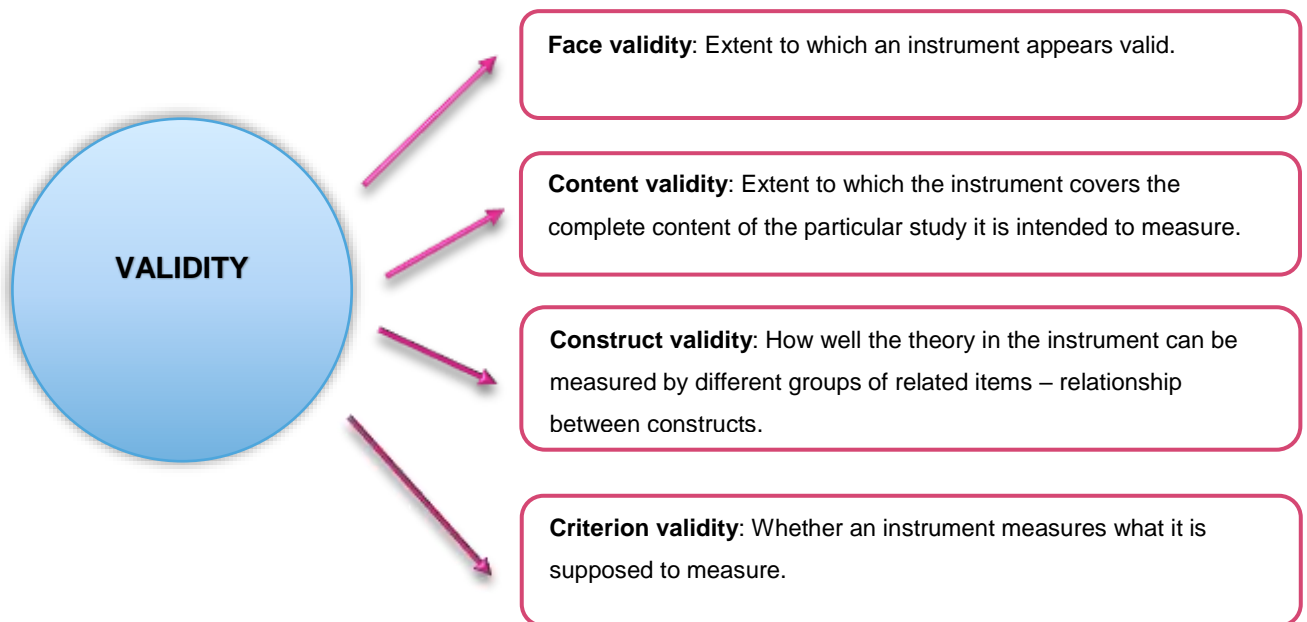
Validity and reliability of research instruments are of vast importance to the outcomes of any scientific research (Alshenqueeti, 2014:43). Reliability denotes how consistent a set of measurements within an instrument is, whilst validity describes how well an assessment measures what it is intended to measure (Wild and Diggines, 2013: 238; 241). The terms reliability and validity are essential criterion for quality in quantitative concepts, in qualitative concepts the terms credibility, neutrality or confirmability, dependability and transferability are the important criteria for quality (Golafshani, 2003:601; cited Lincoln and Guba, 1985).

5.19 Validity of the Questionnaire

As stated by Welman and Kruger (1999:142) validity measures (Figure 5-13) the extent to which a study succeeds in determining the proposed values and the degree to which variances found reflect the true measures and/or differences amongst the respondents.

According to Bloomberg and Volpe (2008:73) the use of mixed methods of data collection ensures validity.

Figure 5-13: Different Types of Validity



Source: Creswell *et al* (2016:238) adapted

External validity means that the experimental findings can be universal to events outside the experiment and that the findings should also be true in real life (Creswell *et al.*, 2016:169). Internal validity assists to rate the credibility or legitimacy of the research (Miles and Huberman, 1994). Qualitative methodology requires that the research instrument to be trustworthy. Trustworthiness is the ability to represent the experiences of participant correctly (Streubert and Carpenter 1999:333). Trustworthiness in qualitative research is also evaluated based on a number of principles developed from Gubas' model which includes the following; dependability, credibility, confirmability and suitability (transferability) (Lincoln and Guba 1985; Krefting 1991:215; Streubert and Carpenter 1999:28). The Babbie and Mouton (2001) technique (Table 5-11) was utilized to achieve credibility, transferability, dependability and conformability.

Table 5-11: Validity and Reliability Using Guba Model

Aspect	Naturalistic Term	Method
Truth value	Credibility	<ul style="list-style-type: none"> -The research questions were aligned to literature review and data collection instruments. - The Ethics clearance letter was presented to participants to ensure credibility. - Purposive sampling method was used. - Data collection process was clearly documented. - After every audio interview, the researcher emailed the key points of discussion to verify the information. - Audit trail was implemented. <p>Taking the final report back to participants to establish their agreement on the correctness of the results. Member checks as the single most critical method for creating credibility (Guba and Lincoln, 1989:239).</p>
		<ul style="list-style-type: none"> -Triangulation: It is an influential approach for enhancing the quality of the research, particularly credibility (Krefting, 1990:219). According to Shenton (2004:65) triangulation may involve the use of different methods – observation, individual interviews. -Check evidence from diverse sources and validate. This included the quantitative data.
		<ul style="list-style-type: none"> -Discussion of any negative or conflicting information improved credibility.
Applicability	Transferability	<ul style="list-style-type: none"> -At the outset of the interview, the researcher debriefed the interviewee. Thick description was used. Use description that is rich and dense and will take readers to the scene (Guba and Lincoln, 1989:239).
Consistency	Dependability	<ul style="list-style-type: none"> -The researcher kept a recording during the data collection period of six weeks from (13 November 2017-17 January 2018). Thereafter, the transcribed interviews was given to an accredited NVIVO statistician for further processing of data.
Neutrality	Confirmability	<ul style="list-style-type: none"> -To reduce researcher bias, the audio-interviews was transcribed by an accredited transcriber. Moreover, participants that requested open-ended interviews supported richer interview and transcription was be avoided. Thus, ensured impartiality, as these interviews were transcribed verbatim for qualitative data analysis. -According to Shenton (2004:72) triangulation is used to encourage confirmability, must yet again be highlighted to reduce the effect of investigator prejudice.

Source: Gubas Model (1989) adaptation

5.20 Reliability of the Questionnaire

Reliability can be defined as the extent to which a research instrument measures a concept the same way whenever it is used in the same environment with the same respondent (Awung, 201:83; cited Kawulich and Garner, 2013:80). Reliability is a concept used for analysing or assessing quantitative research (Golafshani, 2003:601). In conjunction with the term of reliability in qualitative research, Lincoln and Guba (1985: 300) use dependability in qualitative research, which closely corresponds to the concept of “reliability” in quantitative research (Golafshani, 2003:601).

The research pilot study of quantitative questionnaires was examined for reliability using the Cronbach Coefficient Alpha Test and factor analysis for validity component. Factor analysis determines which items belong together – answered in the same way and measured the same factors (Creswell *et al.*, 2016:242). The nearer Cronbach’s Alpha to 1 the higher would be internal reliability (Sekaran, 2016:307). According to Blumberg *et al.* (2014: 418) about between 20 and 25 suitable constructed questions will be necessary for a reliable Likert 5-point scale. Significantly, Creswell *et al.* (2016:239) suggests that the following guidelines have been accepted by researchers for the interpretation of Cronbach’s alpha coefficient, as tabulated below:

Table 5-12: Basic interpretation of Cronbach’s alpha coefficient

Cronbach’s alpha α	Reliability (estimates of 0.80 are acceptable)
0.90	High reliability
0.80	Moderate reliability
0.70	Low reliability

Source: Creswell *et al.* (2016:239)

5.21 Pre-Testing of Questionnaire

For the qualitative pre-testing, participants requested open-ended written interviews instead of face to face semi-structured interviews. The rationale was that participants believed to have more time to reflect on open-ended questionnaire prior to responding to questions. Moreover, these pre-test participants stated that a posted open-ended questionnaire (written interview) will provide for privacy, confidentiality and anonymity. Moreover, the researcher will not be intrusive on participants. Consecutively, the data administration and collection for

pre-testing was completed between the periods 18 August 2017– 8 September 2017 by two out of three participants.

5.22 Pilot Study

A pilot study is a reduced scale version of the core study intended to check that the intended project outcomes will be achieved (Arambewela and Hall, 2008: 79). A pilot study is undertaken to assess the questionnaire for face, content, construct validity and also reliability, to eliminate any items that are ambiguous, incoherent, and incomprehensible for the main study. According to Ngcamu and Teferra (2015:134) piloting a study is one broadly documented and consented method of dealing with reliability and validity. The Durban University of Technology IREC reviewed the proposal which was provisionally approved on 8 August 2017 to embark on the pilot study. The provisional IREC approval tested the reliability and validity of the research instrument.

The pilot study was undertaken to examine participants' understandability and the fastidiousness of the research instruments before conducting main research proper. Moreover, the pilot study was done to test whether the respondents would be reluctant to answer the questionnaire, ask for clarification, and general feedback. A sample size of 35 quantitative questionnaires was distributed to academic and administrative employees. The pilot study employed the purposive sampling technique as it was vital to obtain feedback from respondents that have experience and knowledge regarding the study. The purposive sampling technique ensured appropriate testing of the questionnaire and the necessary revisions were made prior to conducting the main study.

On 30 August 2017 33 out of the 35 homogenous respondents completed the quantitative questionnaire promptly and timeously. During data collection, most of the participants were helpful, supportive, courteous and cooperative, giving valuable feedback regarding the instrument. The pilot study allows the researcher the chance to amend problems and revise the final research instrument prior to distribution to the sample respondents (Lourens, 2016:222; cited Pannerselvam, 2004:102). There was one change to the quantitative research instrument regarding open-ended questionnaire (Annexure B). Primarily, most respondents claimed a need for further clarification regarding a few phraseologies and more precise questions. Moreover, a need for full closed end questionnaires for the main research instrument (Annexure B), as the pilot study for Question 5 (Section D) consisted of open-

ended questionnaires. Most pilot respondents asserted reluctance to answer the open-ended section for Question 5 (Section D) of the pilot instrument. This is in conflict with Copper and Schlinder (2008:340) open-ended questions were integrated into the questionnaire to allow participants to record ideas and views in the space provided.

Notably, the pilot respondents clearly affirmed that the study is of a very sensitive topic and a request for a research assistant especially during the data collection of the main study. Essentially, a research assistant would predominantly foster anonymity and confidentiality of respondents and warrant effective data collection in comparison to personal data collection method. Participants have a right to remain anonymous (Mouton, 2001:243). The 33 pilot study sample frame will not be selected to be part of the main study sample frame known as sampling without replacement. Hence, the utilization of purposive sampling for the pilot study ensured that the researcher will not use the same respondents for the main study, thus achieving sampling without replacement. As stated by Lourens (2016:214; cited Bajpai, 2011:97) sampling without replacement is when a constituent is chosen from the sampling frame it is eliminated from study target population, thus not utilized for a second time in main sampling frame.

Thereafter, the researcher coded the raw data from the research instrument onto MS Excel spread sheet. After this process was completed, the researcher contacted an accredited statistician on 6 September 2017 to input the quantitative data on SPSS for data analysis and findings. The data of the 33 pilot respondents was captured by the statistician using the latest version of SPSS V.24 (Statistical packages for the social science) that formed the dataset. The data analysis process was completed on 11 September 2017. Subsequently, the researcher analysed and interpreted the validity and reliability of the study. Data analysis of the pilot study showed positive findings which can be understood from the validity and reliability, as narrated and tabulated below:

5.22.1 Validity and Reliability of Pilot Study

The reliability of the pilot instrument was assessed using internal consistency. According to Ellis and Levy (2009: 333) internal consistence focuses on the level of agreement among the various parts of the instrument in assessing the characteristic being measured. Notably, internal consistency could be measured by statistical correlation using Cronbach alpha. The internal consistency of the pilot instrument was computed by taking several measurements

on the same subjects. In addition, the internal consistency was assessed through Cronbach's alpha.

As stated by George and Mallery (2003) Cronbach's alpha reliability coefficient normally ranges in value from 0 to 1 and may be used to describe the reliability of factors extracted from dichotomous and/or multi-point formatted questionnaires or scales. The closer Cronbach's alpha coefficient is to 1.0, the greater the internal consistency of the items in the scale. As demonstrated in Table 5-13 the Cronbach's alpha guideline proposed by George and Mallery (2003) was used to determine reliability of the pilot instrument.

Table 5-13: Cronbach's Alpha Coefficient

Cronbach's alpha	Internal consistency
$\alpha \geq .9$	Excellent
$\alpha \geq .8$	Good
$\alpha \geq .7$	Acceptable
$\alpha \geq .6$	Questionable
$\alpha \geq .5$	Poor
$\alpha \leq .5$	Unacceptable

Source: George and Mallery (2003)

Table 5-14 below demonstrated the Cronbach's alpha coefficient score for each factor that examined leadership and employee engagement. As indicated previously the questions which describe the ethical leadership style of the executive management leadership such as the Dean, Deputy dean and Director (α 0.974) in the survey were excellent. Similarly, the reliability of the scales which describes the ethical leadership style of line management leadership (α 0.992) as well as employee engagement (α 0.971) was also excellent. This indicates that there was a level of consistent scoring by the respondents. As such, the reliability test supports the strength of the items composing the survey instrument and thus the applicability of the survey to be used in the context of examining line management leadership and its impact on employee engagement.

Table 5-14: Survey scale in Quantitative Analysis

Survey scales/factors	Cronbach's alpha α	Number of items
My executive manager (dean, director) leadership	0.974	7 of 7
My line management (or HOD) leadership	0.992	17 of 17
Employee engagement	0.971	17 of 17

Source: Researchers own construction (2017)

5.23 Two Types of Data Sources

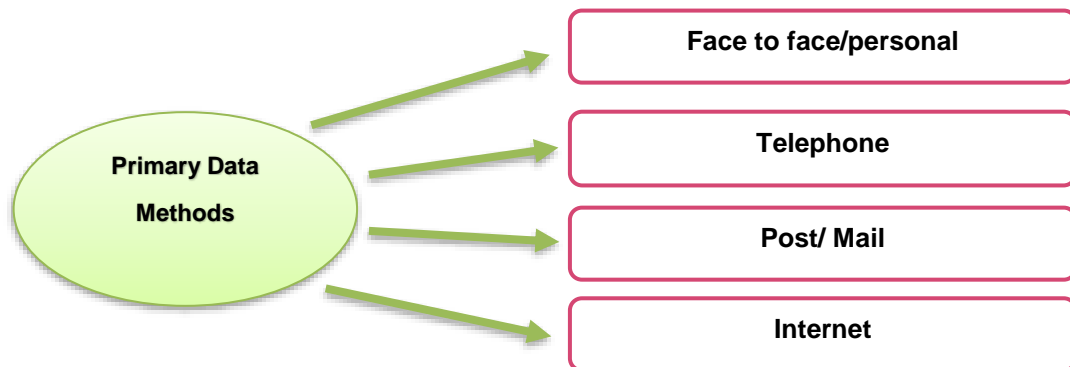
Data or information may be collected using several data collection methods (Mouton, 2001:104). According to Dlabay and Scott (2011: 442) data may be placed into two key classifications: primary and secondary data. Welman and Kruger (2001:82-99) asserts that primary data is attained by a direct observation of the phenomenon under research that can be collected personally. However, secondary data is distributed through some media like external or internal reports, newspapers, handbooks, magazines or websites, scholarly journal articles and books (Srivastava and Rego, 2011:5).

Therefore, the study will use primary and secondary data. Primary data sources will be the use of appropriate quantitative and qualitative research instruments to ensure validity and reliability of the study. Secondary data sources will guide and direct the theoretical construct and concept of the study. The choice of research methods should correspond to the data sources chosen (Mouton, 2001:104). The two types of data sources will be discussed in detail, below:

5.24 Primary Data Sources

Primary data source is the original data that a researcher uses for that specific study. In view of this study, the primary source data would be survey questionnaires and interviews that will be used to better understand the study phenomena. As claimed by Willemse and Nyelisani (2015:16) primary data allow people to collect their own data as this will assist the reliability and relevance of the research purpose.

Figure 5-14: Primary Data Collection Methods



Source: Willemse and Nyelisani (2015:16)

As stated by Willemse and Nyelisani (2015:16) there are four essential techniques (Figure 5-14) during data collection, hence the researcher must decide on the best method to answer the research questions. The approaches of collecting primary data are through interviews, personal or telephone conversation and self-administered questionnaires (Kruger, Welman and Mitchel, 2005:88). In addition, primary data sources can be obtained through investigation or experiment, observation, focus group or by conducting survey questions (Willemse and Nyelisani, 2015:16).

5.25 Secondary Data Sources

Secondary data is information or data (archival sources) that has already been collected, and documented by other people, usually for other purposes (Blumberg *et al.*, 2014:264). Creswell (2003:171) posits that although secondary data saves time and money, it necessitates the researcher to be selective when employing this data source. In addition, secondary data can be obtained internally from organization's records, or externally from outside information (libraries, newspapers etc.). To ensure proper secondary data exploration, researchers should start with the organization's data archives (Blumberg *et al.*, 2014:156). External archival data for this study was sourced from a wide-ranging of evaluation and analysis of journals articles, related textbooks, internet (online searches), mass media articles, government publications, internal telephone directory, periodicals and related dissertations and theses.

5.26 Data Collection Process

5.26.1 Quantitative Data Collection Process

Data collection instruments play a vital role in designing and developing research projects. It is therefore, critical to select appropriate instruments (Richey and Klein, 2007:106; Hall and Hall, 2008:146; Marwat, 2010:1). As aforesaid, target population for this study is a large sample size (N = 1874) of academic and administrative employees at the institution. Additionally, research that is quantitative in nature is aimed to provide a broad outline of a representative sample of a large populace (Mouton, 2001:152). According to Saunders and Tosey (2013: 59) a survey is needed to collect data in an organized form from a sizeable number of employees.

The use of survey for a sizeable population is recommended when utilizing quantitative measurement instruments to facilitate data collection. Kindy *et al.* (2016:895) suggest that quantitative methodology would involve examining the relationship between the two variables. Clearly, Antonakis *et al.* (2003:58) postulates that survey methods have been utilized for leadership studies to answer many types of research questions. According to Cresswell (2003:112-119) a questionnaire allows reliable collection of quantitative data that ensures internal reliability and rich analysis of data. Therefore, the research instrument was designed and disseminated to all the randomly selected sample population. The research instrument contained closed – ended questionnaires that selected responses from the Likert 5-point scale. Babbie (2015: 255) suggests that the closed-end questionnaires have a list of statements that require the respondents to choose an answer from the Likert scale provided. Data management was done by the researcher and the research assistant; however, data collection was undertaken by the research assistant. This was in agreement with requests from several respondents during the pilot study.

The research assistant facilitated anonymous collection of data which allowed respondents to feel comfortable about giving open and honest responses. Respondents are justified in remaining anonymous (Mouton, 2001:243). Individuals who were approached should be given the opportunity to refuse to partake in the research to ensure that the data collection sessions include those who are genuinely keen to take part and prepared to offer information freely (Shenton, 2004:66).

Table 5-15: Quantitative Data Collection Procedure

Planned sample size	420
Realised sample size (<i>n</i>)	312
Response rate	74 %
Time frame	17 October 2017 - 15 December 2017

Source: Researchers own construction (2018)

The planned sample population (Table 5-15) of 420 questionnaires was randomly administered by both researcher and research assistance across campuses that commenced between 17 October 2017 to 15 December 2017. Moreover, the researcher uploaded the full IREC and gatekeeper's permission to the staff portal on 26 October 2017 to ensure that all employees were aware of the study being undertaken at the institution. In addition, the largest union of the institution further assisted the researcher by emailing all shop stewards to communicate the importance of this study to union members. Thus, ensured a faster response rate of 74% and a realised sample size of $n=320$ questionnaires collected for the nine-week period. The population per region and category being academic and administrative employees is further tabularized, below:

Table 5-16: Population per category of staff

Region		Academic	Administration
Durban campus	279	151	128
PMB campus	33	14	19
Realised sample size (<i>n</i>)	312	165	147

Source: Primary data

5.26.2 Qualitative Data Collection process

This study will utilize case study strategy adopting exploratory research technique. According to Saunders and Tosey (2013:59) interpretivism is often associated with case study in relation to a single organization. Using qualitative methodology will provide researchers with tools such as interviews, observation, documents to study complex phenomena within the context. As suggested by Blumberg *et al.* (2014:307) semi-structured or focused interviews are usually utilized in case study strategies. Moreover, the qualitative research instrument of the study will incorporate the option of either open-ended questionnaires or written interviews for

both EML and LML. Qualitative data analysis is generally in the construct of written words or video tapes, audio tapes and photographs (Awung, 2015:79). The researcher had emailed and telephonically ask participants in November 2017 to participate in the study. Furthermore, both EML and LML work within tight schedules so extra time will be given to secure appointments without putting unnecessary pressure on them. Moreover, prior to the interview the nature of the study was clearly explained to participants. All participants will be provided with a letter of information, to sign and return informed consent (Appendix A).

Participants that requested for semi-structured interviews were aware as per email or telephonically that the interview would be audio – recorded for each session, transcribed and if required, will be emailed to the participants to verify that the recorded information was correct. Participants that requested open-ended questionnaire (written interview) received a hand delivered questionnaire in a white envelope from researcher that would be collected by the researcher. The drop off delivery gives more control over sample design, enables methodical identification of respondents' location and allows researcher to remove those outside sample frame (Blumberg *et al.*, 2014:225). Furthermore, the researcher will have an introductory discussion concerning any queries regarding the open-ended questionnaire. Furthermore, participants were aware that the study is confidential and anonymous and personal details were not required. Moreover, participants were allowed to contact the researcher regarding any issues that may impact their participation in the study.

Table 5-17: Qualitative Data Collection Procedure

	Executive management leadership (EML)	Line management leadership (LML)
Planned sample size	6	12
Realised sample size	3	9
Response rate	50 %	75 %
Region	Durban campus	Durban campus
Employee category	Academic - 3	Academic – 3 Administrative - 6
Time frame	13 November 2017 – 17 January 2018	13 November 2017 - 17 January 2018

Source: Researchers own construction (2018)

The sample size (Table 5-17) of six executive management leadership (EML) and twelve-line management leadership (LML) participants were emailed a pre-consent invitation on 7 November 2017 to participate in an audio interview or open-ended questionnaire. At the outset, the response rate was lagging due to participants being busy with internal and external responsibilities (exams, lectures and meetings); interestingly over time most participants were available to support the study. Thus, a favourable response of one audio and two open-ended interviews from executive management leadership (EML), and one audio interview and nine open-ended interviews from line management leadership (LML). The positive response rate within the short period was due to perseverance and ensuring personal data collection method for the qualitative data. Moreover, a total of 12 interviews were conducted between EML and LML indicating a total response rate of 67 %. The ethical aspect in relation to ethical clearance, informed consent (Annexure A) and the importance of anonymity and confidentiality will be further discussed in detail in the following section.

5.27 Ethical Consideration

Ethics is the study of the correct conduct and focuses on how to conduct research in a moral and responsible way (Blumberg *et al.*, 2014:121). When a researcher is allowed by research ethics committee to administer questionnaires or requests for (individual or group) interviews there is need to respect the ethical consideration of participants. Moreover, the researcher would be held responsible and accountable for any negative impact on participant/s by the study. There are five professional codes of ethics that needs to be considered when undertaking research with participants, as shown in the figure below:

Figure 5-15: Five Professional Code of Ethics Research for Participants



Source: Awung (2015, 84; cited De Vaus, 2014:56)

It is obligatory for a social researcher conducting research related to humans to apply for ethical clearance (Madushani, 2016:28). Ethical considerations (Figure 5-15) contain the following: avoiding harm, voluntary participation, informed consent and independence; also no breach of privacy, and confidentiality (Van Niekerk, 2016:20; cited Salkind, 2010; De Vos *et al.*, 2011).

5.28 Institutional Research Ethics Committee (IREC)

The Durban University of Technology IREC reviewed the provisional approval after the pilot study was completed. The pilot study showed that validity and reliability of the research instrument was achieved. Subsequently, the gatekeeper's letter was obtained on 19 September 2017 after completion and data analysis of pilot study. Moreover, after ethical clearance protocols were addressed, IREC granted full ethical clearance approval on 10 October 2017 to commence with main study fieldwork. Furthermore, the researcher ensured that all ethical components were adhered to in accordance with the set of research guidelines (Figure 5-15). Ethics requires that researchers are competent, demonstrate integrity and agree to take responsibility for their actions (Van Niekerk, 2016:20; cited Struwig and Stead, 2001).

5.29 Informed Consent

The participants were given the informed consent (Annexure A) and was debriefed on the process of participating in the study. The aim and objective of the study was outlined as well as a disclosure regarding the purpose or rationale for the study. According to Blumberg *et al.* (2014:123) assuring informed consent from participants is a matter of fully revealing the procedures of the research instrument before asking for permission to continue with the study. The participants were given sufficient time to read the informed consent and decide on whether to participate or withdraw from the study also the right to negate responding to any questions in the study. The privacy of the participants was guaranteed by anonymity and confidentiality on the cover letters (Annexure B, Annexure C, Annexure D) of all the questionnaires. A right to privacy implies that the participant/s has the right to refuse to be interviewed or to refuse to respond to any question in an interview (Blumberg *et al.*, 2014:125). The participants were aware that their participation was voluntary and that they could withdraw at any time from the study. This is further supported by Alshenqueeti (2014:44) that the researcher should state to the participants that their participation in the study is voluntary and that they are allowed to withdraw at any time.

5.30 Anonymity and Confidentiality

As claimed by Blumberg *et al.* (2014:123) obtaining the approval of respondent, the researcher is obligated to stick to the procedures outlined through attaining the right to confidentiality and anonymity, as shown below:

- Inform respondents of the right to decline to answer any questions or in the study;
- Acquire consent to interview respondents;
- Clarification of any deception with respondents, include the reasons for using deception in the context of the study objectives;
- Schedule field interviews;
- Limiting access to data instruments where the respondent is recognized;
- Revealing participant information only with written permission; and
- Restricting access to respondent identification.

A researcher's primary responsibility to all participants was to ensure informed consent, protect participants from any harm (discrimination or victimisation), maintain privacy and most important anonymity. Information or data that is collected anonymously cannot be trailed back to any particular participant (Letooane, 2013:100; cited O' Leary 2004: 54). The participants were assured of privacy, confidentiality and anonymity throughout the research process. Interestingly, Blumberg *et al.* (2014:125) privacy is greater than confidentiality.

All participants were assured that their responses to both quantitative and qualitative questionnaires were confidential. Once the assurance of confidentiality has been provided, it is vital to protect that confidentiality (Blumberg *et al.*, 2014:125). Moreover, the utilisation of research assistant was imperative to preserve confidentiality and anonymity of respondents for the quantitative data collection of the study. Hence, the cover letter (Annexure B) requested respondents to place the completed questionnaires inside the brown envelope provided and dropped into a sealed box that was taken to the randomly selected departments two working days after quantitative data administration. Furthermore, a count was done by numbering each quantitative questionnaire which supported the audit trail of the questionnaires. This is advocated by Henn, Weistein and Foard (2009: 94-95) that a researcher utilized numbers to avoid the research participants from being known. The researcher and the supervisors ensured restricted access to all research instruments; thus, confidentiality and anonymity was upheld throughout the research process of the study.

5.31 Data Analysis Procedure

This segment will explain the processes that go into quantitative and qualitative data capturing and analysis of the study. In addition, it will discuss the statistical terms and language used during both quantitative and qualitative data analyses. It is important to understand the definition of statistics and other statistical constituents as these are the fundamentals of any statistical analysis in a study. Willemse and Nyelisani (2015:5) affirm that the definition of statistics would be the scientific field that offers approaches to help researchers make sense of data by:

- Data collection in a methodical way;
- Analysing data using techniques to systematize and summarize information using tables, graphs and numbers; and
- Data interpretation to draw inferences, or to answer research questions.

As asserted by Creswell *et al.* (2016:204) once all the information has been collected and captured now called data, the analysis phase would usually commence with quantitative descriptive statistics. The primary data computation of results involved the use of quantitative descriptive statistics for biographical/demographical variables, executive management leadership (EML), line management leadership (LML), employee engagement (EE) and leadership dimension using Ms Excel spread sheet to code the raw data. The researcher has included important descriptive analysis in the form of frequencies, percentages, mean and standard deviation. Thereafter, the study was analysed using SPSS V.24 for descriptive and inferential statistics.

5.31.1 Descriptive Statistics

The term descriptive statistics is customary for several statistical methods that are applied to organize and delineate data in a meaningful way (Creswell *et al.*, 2016:204). Descriptive statistics consist of a collection and summarization of data that will contribute towards a summary of the information collected (Willemse and Nyelisani, 2015:5). The descriptive variables for the quantitative questionnaire would be represented by job category, gender, age, ethnicity, employment, length of service, and job level. Moreover, it will include a descriptive analysis of executive management leadership (EML), line management leadership (LML), and employee engagement (EE). When a target population is large, a sample size is drawn from the census of interest and summarized using descriptive method (Willemse and Nyelisani, 2015:5). As stated by Creswell *et al.* (2016:216) descriptive statistics is commonly provided first, thus fostering a better understanding of the data characteristics/features.

5.31.2 Frequency Distribution

To identify patterns and meaning with regards to data, it can be done by counting the amount of times a specific value occurs, known as frequency (Willemse and Nyelisani, 2015:46). A numerical method of summarizing variables is through a frequency distribution (Creswell *et al.*, 2015:204). A frequency distribution is a table (spread sheet) that records respective categories or particular values that a variable could have and the number of times (frequency) that each value appears in the data set (Willemse and Nyelisani, 2015:30).

5.31.3 Mean (*M*) and Standard Deviation (*SD*)

The mean is the most frequently used measure of central tendency and is computed as the arithmetic average of all the data values (Creswell *et al.*, 2015:208). In descriptive statistics, the mean is widely used, and commonly known as the average (Emery Sr, 2016:54; cited Smoot *et al.*, 2011). According to Willemse and Nyelisani (2015:66,79) the arithmetic mean can be viewed as the centre of gravity and would be used for only quantitative data sets.

Standard deviation is used in an essential strategy, wherein single values are standardized to facilitate comparison of individual values from various groups (Creswell *et al.*, 2016:210). The differences between negative and positive deviation are squared to prevent cancelation of each other (Willemse and Nyelisani, 2015:85). Moreover, Creswell *et al.* (2016:209) claimed that the variance is a measure to assess the spread of data values around the mean value.

5.31.4 Inferential Statistics

The rationale of a study will utilize the results from sample data collection, to generalise or obtain conclusions about the target population (Creswell *et al.*, 2016:220). Moreover, Willemse and Nyelisani (2015:5) claims that inferential statistics entails a process of making estimates, prediction or decision concerning a target population based on sample data collected from study population. The inferential statistical tests that were used in the quantitative statistical analysis process, as follows:

- **T-Test:** One-sample t-test and independent t-tests assesses whether a mean score is significantly different from a scalar value. According to Neideen and Brasel (2007:93) the t-test, also known as student t-test uses mean score, standard deviation and number of samples to calculate the test statistic, and is employed to ascertain whether the sample mean is different from a known average mean score. Independent samples t-test compares two independent groups of cases;
- **ANOVA:** A test for several independent samples that compares two or more groups of cases in one variable. This is in conformity with Creswell *et al.* (2016:255) analysis of variance is utilised when there are more than two independent cohorts that need to be assessed on a single quantitative measure;

- **Regression analysis:** Linear Regression estimates the coefficients of the linear equation involving one or more independent variables that best predict the value of the dependent variable. Regression analysis (analysis of predictive relationship) is applicable for situations regarding a mathematical expression that can be derived from examining relationships between independent and dependent variables and can be used for predictive analysis (Creswell *et al.*, 2016:269); and
- **Pearson correlation coefficient:** This correlation test is predominately used to measure relationships between a pair of variables in a study. The Pearson correlation coefficient is a strength assessment of the linear relationship between two quantitative variables (Cresswell *et al.*, 2016:264).

5.31.5 Qualitative Analysis Procedure

After the qualitative data collection (audio-interviews or open-ended questionnaire) was done, the researcher requested the services of a qualified statistician to code MSWord transcription to NVIVO version N10. It should be noted that the utilization of NVIVO supported better understanding of main themes and sub-themes of the qualitative data. According to Mouton (2001:108) analysis encompasses separating the data collected into manageable themes, patterns, trends and relationships. Moreover, all audio-interview transcriptions were executed by an experienced external transcriber to ensure neutrality without any input or prejudice from the researcher. Transcription entails at the least a demanding and comprehensive orthographic transcript of all verbal words (Braun and Clarke, 2008:88).

Notably, although these transcriptions were done by an external transcriber, the researcher reviewed each transcribed interview against the original audio recordings. This process ensured that appropriate data was transcribed and sent to an external accredited NVIVO statistician. Moreover, the written interviews were also transcribed verbatim to MSWord and given to the NVIVO statistician. From a qualitative perspective, coding is defined as marking the sections of data with codes, descriptive words or distinctive recognizing names (Creswell *et al.*, 2016:116). Thereafter, the NVIVO statistician used code re-code data technique and thematic analysis to excavate important themes from the qualitative data that will be discussed in detail in Chapter 7. As stated by Maguire and Delahunt (2017:3352) thematic analysis is the process of finding patterns or themes within qualitative data. The qualitative constructs for EML and LML comprise biographical information, leadership styles and employee engagement. The qualitative constructs were based on understanding the

important themes and subthemes relative to leadership, ethics, ethical leadership style, employee engagement and well-being from a leadership perspective. This would provide a better understanding of leadership style, internal and external constraints and leadership engagement.

5.32 Summary

The chapter embarked on a detail discussion on the research process and methodology needed to obtain the reliable and valid findings. The research process employed the research onion layer framework that supported a better understanding for the choice of data collection and analysis of the study. These layers commenced with philosophical layer, followed by research approaches and strategies to research methodologies, thereafter an overview on time horizon related to the context of the study. The use of the research onion layers will facilitate the attainment of desired data collection and analysis of findings. The literature further supported the need to employ both quantitative and qualitative methodology for leadership research. Thus, the study utilised mixed methods with concurrent design or triangulation that will facilitate a convergence of data findings in the discussion chapter. Moreover, method triangulation supported enhanced reliability and validity of data findings and known to strength a study.

In addition, the target population, sample size and sampling methods were identified to facilitate apt data administration and collection. The two sampling techniques adopted for the study was probability sampling and non-probability sampling. Probability sampling technique utilising simple random sampling method, and non-probability technique employing purposive sampling method. Hence, simple random sampling was used for the quantitative research instrument, and purposive sampling for qualitative research instrument.

The measuring instrument for the study was Likert 5-point scale for quantitative research instrument, and the option of either semi-structure interviews or open-ended questionnaires (written interview) for the qualitative instrument. Thus, Likert 5-point scale was utilised for employees and semi-structured interviews were used for executive management leadership (EML) and line management leadership (LML). Moreover, the data processes were widely discussed to include validity and reliability of the measuring instrument, pilot study, data sources and the importance of ethical considerations for the study. The ethical consideration consisted of the Institutional Research Ethical Clearance (IREC), informed

consent from participants, anonymity and confidentiality regarding the study. Lastly, the chapter concluded with data analysis procedures for both quantitative and qualitative statistical analysis. Moreover, the explanation of the data analysis procedures will enable better understanding of the following two chapters of the study.

The next chapter will present a detailed discourse on the quantitative data analysis and findings of the study. These results were obtained from the quantitative data collection and was captured using MsExcel spreadsheet, followed by transferring the raw data to SPSS V.24. Moreover, the chapter will further deliberate on descriptive and inferential statistical finding in relation to the research questions of the study.

6 CHAPTER 6: QUANTITATIVE DATA ANALYSIS AND FINDINGS

6.1 Introduction

This chapter commences with the presentation and analysis of data findings. The findings were derived from the empirical field research and analysis that were obtained from the quantitative data that was captured. Moreover, quantifiable data is evaluated using a numerical scale, analysis by applying statistical methods, and presented using tables, charts, histograms and graphs (Hales, Peersman, Rugg, 2007:38). For this chapter the employee quantitative research instrument (Annexure B) was the primary tools that were used to collect data from both academic and administrative employees. The aim of the study will investigate the application of ethical leadership styles and its impact on employee engagement at a University of Technology (DUT) in Kwa-Zulu Natal, South Africa.

Primarily, the quantitative raw data responses were captured using Microsoft Excel spreadsheet, followed by transferring the data to Statistical Package for Social Science (SPSS) Version 24. The data was transferred to SPSS V.24 by an external accredited quantitative statistician to ensure validity and reliability regarding the data results. The primary computation of the results came from Annexure B for both descriptive and inferential analysis. The use of descriptive statistical analysis was used for the biographical information (Section A) of all employees in the institution. Inferential statistical analysis was utilised for leadership and employee engagement (Section B) variables. The findings from the data collected would be demonstrated employing descriptive statistical tests, followed by inferential tests comprising the utilization of T-Tests (also known as student tests), Analysis of variance (ANOVA), Pearson's Chi Square test and regression analysis.

6.2 Data Capturing and Collection Process

This chapter data analysis examined employees' responses to the evidence of ethical leadership style in relation to executive management leadership, line management leadership (HODs) at the institution. The sample population of 420 out of 1874 respondents varied from homogeneously male and female of all ethnicities, different age groups and employment categories, too, employee length of service and job level. The use of random sampling without replacement was used to select respondents at the institution. Thus, 420

closed-ended questionnaires were administered across both academic and administrative employees at the institution.

As previously mentioned, the pilot test study clearly affirmed that the topic is of a sensitive nature and required privacy and anonymity at all costs. Moreover, most respondents in the pilot study indicated that the researcher should not be involved in the data collection and requested for a research assistant that will not be able to identify or be acquainted with the sample population answers thereof. A research assistant was employed to support the researcher during the data administration process and specifically needed for the data collection. The utilisation of a research assistant would predominantly foster anonymity and confidentiality, warrant effective data collection process in comparison to personal collection by researcher. Evidently, the request showed that employee anonymity was a known priority (in conformity with topic sensitivity) thus, data collection was randomly done between Durban and PMB campuses.

Random sampling technique was utilized for the main study to ensure that all participants were given an equal probability of being chosen. The process of random sampling was executed manually by tallying and numbering each questionnaire prior to administration across the two (Durban and PMB) campuses. Moreover, the researcher uploaded the gatekeepers' permission and ethical clearance (IREC) on the DUT staff portal (dated 26 October 2017) so that employees were cognizant of the study. Moreover, this enabled effective data administration and collection across the institution. Furthermore, the support by the institutions largest union in engagement with members via email to voluntarily participate ensured a fast response rate. In addition, the data collection process using a research assistant also supported the fast response rate for the study. The combination of support from the union and research assistant ensured privacy and anonymity for data collection phase which lead to a fast turnaround collection time of 312 realised sample size out of 420 planned sample population.

6.3 Data Analysis Process

The descriptive statistical analysis for biographical information (Section A) and leadership and engagement variables (Section B) was used for the primary calculation of the quantitative data analysis results in a succinct graphical format thereof. Similarly, the researcher applied descriptive statistics for Section B (Question 2 to Question 5), that

highlighted the significant data analyses in the form of frequency percentages (%) for each of the statements. The graphical format of Section A (Question 1) was reported accordingly in the chapter. The questionnaire structure of Section B was implemented using 5-point Likert scale statements for each of the main themes. A Likert scale is intended to examine how strongly respondents agree or disagree with a question or statement (Sekaran and Bougie, 2010:211).

The responses given by each sample respondent ($n = 312$) was captured on Microsoft spreadsheet by researcher, and captured on SPSS V.24.0 The descriptive statistics analysis of Section B proved a valuable exercise for each of these variables using this standard analysis (frequency percentages). Section B was pragmatically analysed and interpreted using the data framework of the study and inferential statistical analysis. Utilisation of descriptive and inferential statistical analysis would enable better comparative findings and also give emphasis to the important themes of the quantitative data study.

6.3.1 Structure of Quantitative Data Analysis Results

The preliminary presentation and data analysis and interpretation of results commenced with Section A utilizing descriptive statistics to analyze biographical information. For Section B both descriptive and inferential statistics were used to highlight the elements of the statistical results, important patterns or trends that emerged from each of the different questions. For the purpose of the study, the head of department (HOD) designation will be known as line management leadership (LML). As reiterated, the abbreviations comprise each of the four measures needed for understanding and identifying statistical analysis and findings regarding the two independent variables and one dependent variable, as tabularized below:

Table 6-1: Abbreviations for Each of the Four Measures of the Study

Acronyms of each measure	Description of each measure
EML	Executive management leadership
LML	Line management leadership
EE_EXT	Employee engagement _ External
EE_INT	Employee engagement _ Internal

In sequential order, the analysis of results is represented with two sections relating to biographical information, executive management leadership, line management leadership and employee engagement (Annexure B), as presented below:

Table 6-2: Description of research instrument for employees

Sections	DIMENSIONS
SECTION A	BIOGRAPHICAL INFORMATION - FOR ALL DUT EMPLOYEES
Question 1	Biographical information
SECTION B	ALL DUT EMPLOYEES
Question 2	Executive management leadership (EML)
Question 3	Line management leadership (LML)
Question 4	Employee engagement (EE)
Question 5	Leadership dimension

6.4 Multivariate Descriptive Analysis

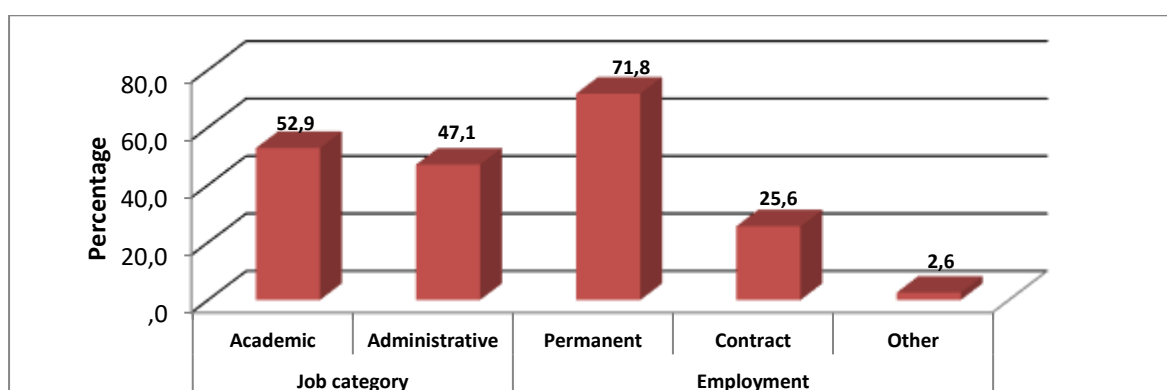
6.4.1 Section A: Biographical Information

This section emphasis was based on the principal analysis using descriptive measurements of respondents' biographical information that was obtained from academic and administrative employees at the institution. The purpose of the biographical information (Annexure B) segment is to ascertain the different cohorts and its relation to the leadership (Executive management and line management) and employee engagement at the institution. As a result of delayed ethical clearance (IREC) and gatekeepers' permission (September 2017 - October 2017), data administered and collection was implemented during the 17 October 2017 – 15 December 2017 (9 weeks). Therefore, during this period overall employees claimed to be fully occupied with academic and administrative work related to examinations and or in preparation for the following year. Therefore, a sample size saturation of 312 out of 420 questionnaires was collected by 15 December 2017.

As previously mentioned a favourable usability and response rate of 74 % was achieved. The raw data responses were captured on MS Excel spreadsheet by 24 January 2018 and given on 26 January 2018 to the accredited SPSS statistician for further inferential analysis. This chapter embarks on addressing the quantitative research instrument (Annexure B) that was used in the study. Respectively, the findings of the biographical information have been reported using Frequency percentage in the following categories: Job, Employment, Gender, Age, and Ethnicity, length of service and Job level.

6.4.1.1 Job and Employment category

Figure 6-1: Frequency Percentage of Employee Job Category (n = 312)



At the outset Figure 6-1 provided a profile of the respondents in terms of Job category (academic or administrative employees) since this category is the only two categories in a higher education institution. Figure 6-1 showed that the majority of respondents (52.9%) were academic employees, while 47.1% of the respondents were administrative employees. Thus, suggesting similar proportion in the frequency percentage distribution, with a small percentage difference of 5.8 % (52.9 % and 47.1 %) between both academics and administrative employees.

Moreover, Figure 6-1 presented the employment category (permanent, contract or other temporary) frequency percentage distribution of the study. Notably, more than three quarters (highest percentage) of the respondents were employed on a permanent basis (71.8 %), while a moderate percentage of respondents on a contract basis (25.6 %) and lastly, lowest percentage of respondents being Other (2.6 %). Hence, the results have indicated that these respondents are familiar with the institution and the environment thereof. Thus, the highest percentage being permanent category signifying respondents may be loyal and concerned about the leadership at executive and line management leadership levels of the institution.

6.4.1.2 Gender, Age and Ethnicity Category

Figure 6-2: Frequency Percentage for Gender, Age and Ethnicity

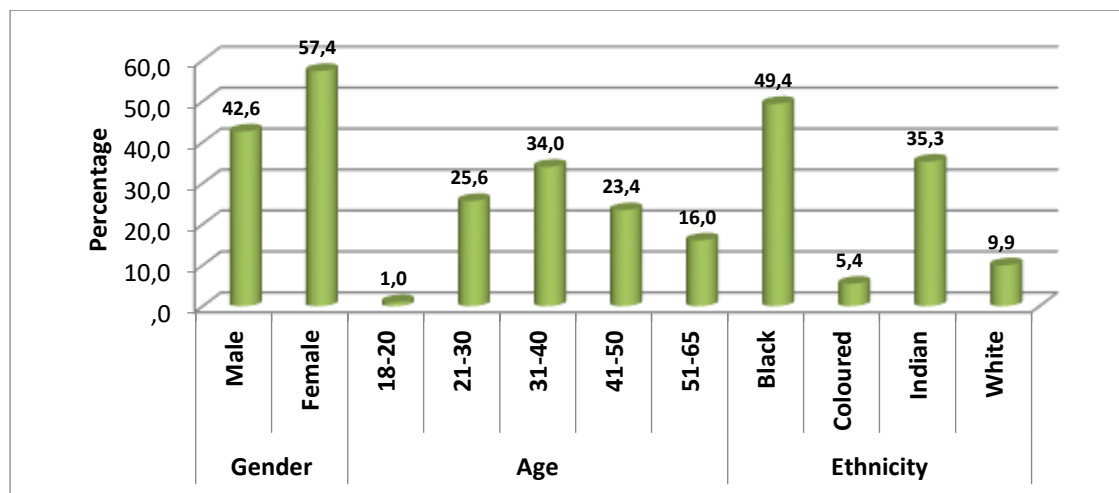


Figure 6-2 demonstrated the comparative analysis between male and female of overall sample respondents with Males (42.6%) and females (57.4%) respondents having a

corresponding frequency percentage distribution of 14.8 % difference (57.4% and 42.6%) in the gender category.

Figure 6-2 displayed the age category of the overall sample respondents. Most respondents were between 31-40 years (34%), followed by a smaller percentage of respondents between 21-30 years (25.6%) and respondents between 41-50 years (23.4%). However, the lowest percentage of respondents was between 51-65 years (16%) and 18-20 years (1%). Thus, the majority percentage of respondents are between the 21-50 years' category.

Figure 6-2 showed the diverse ethnicity category of overall respondents. Notably, the highest percentage of respondents for ethnicity were Black (49.4%), followed by Indian (35.3%), however, White (9.9%) and Coloured (5.4%) were the lowest percentage representative in the ethnicity category.

6.4.1.3 Length of Service of Employees

Figure 6-3: Histogram Showing Percentage Analysis of Length of Service

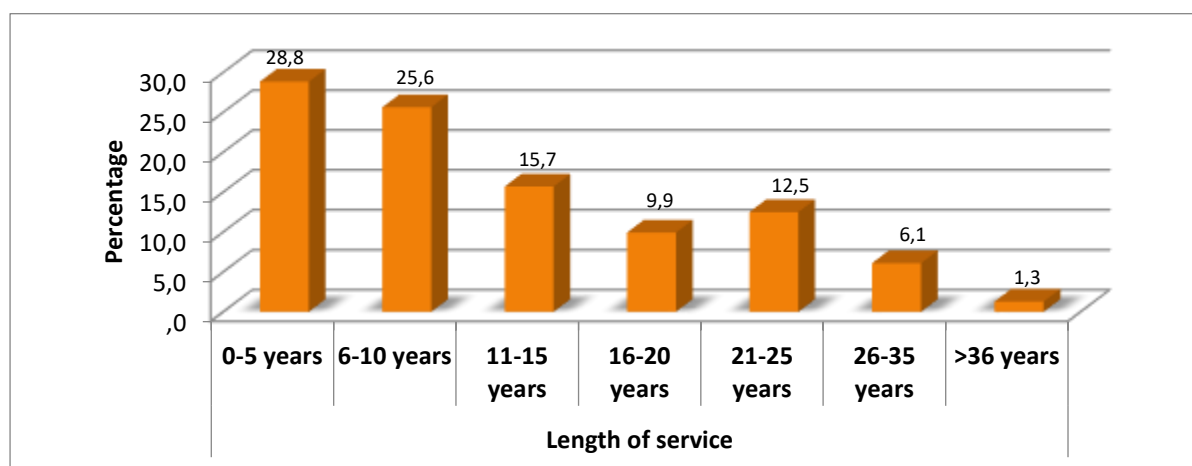


Figure 6-3 showed the frequency percentage of the respondents' period of employment. The highest percentage of respondents for length of service category was 0-5 years (28.8%), closely followed by 6-10 years (25.6%), and 11-15 years (15.7%). Thus, the majority of sample respondents overall were fledglings to the organisation between 0-15 years ($28.8\% + 25.6\% + 15.7\% = 71\%$). Whilst, the lower percentage were tenure respondents with 16-20 years (9.9%), 21-25 years (12.5%), 26-35 years (6.1%), greater (>) than 36 years (1.3%). The highest length of service category being 0-15 years has indicated that these younger employees are responsive and concerned about the leadership at the institution.

6.4.1.4 Employee Job Level Category (University Staff Salary Grading)

Figure 6-4: Histogram Depicting Percentage Analysis of Job Level

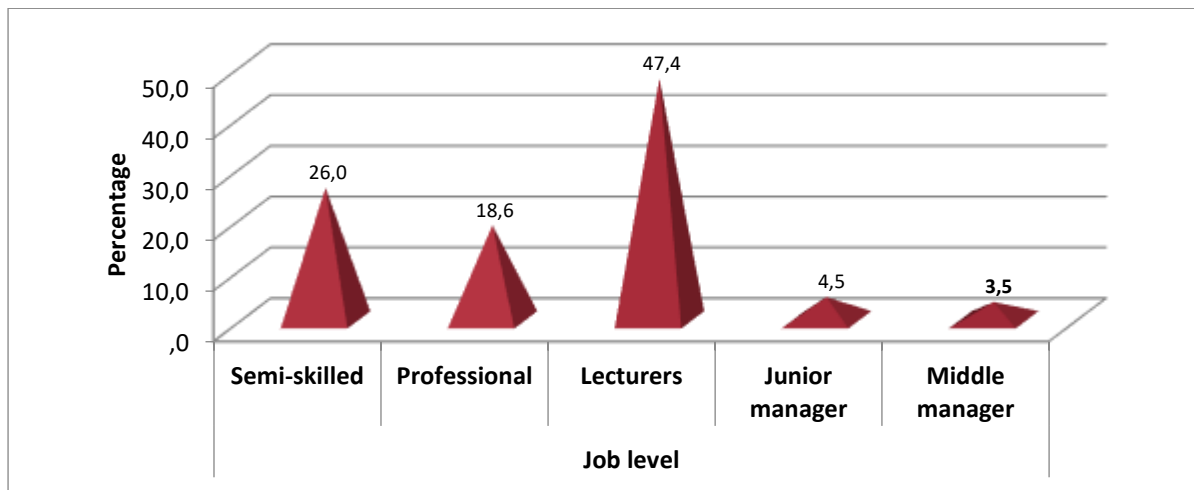


Figure 6-4 illustrated the different university job levels or employee salary grading level. The highest percentage of respondents was lecturer grade (47.4%) and semi-skilled grade (26%), while the lower percentages were professional grade (18.6%), followed by the smallest percentage being both junior manager grade (4.5%) and middle manager grade (3.5%). The lecturer salary grade level is the highest percentage which is consistent with the chosen target population being a higher educational sector.

6.4.2 Cross-Tabulation of Demographic Variables

Cross-tabulation (two-way frequency) was employed to explore different response patterns for Job category (Academic and Administrative) with other demographic variables (Gender, Age, Employment, Ethnicity, Length of service, and Job level). A graphical representation of summarizing the variables was drawn by utilizing various bar charts to view the distinctive property of the responses to the question, as shown below:

6.4.2.1 Academic and Administrative Category Distribution in Gender Cohort

Figure 6-5: Cross-Tabulation Percentage of Job to Gender Cohort

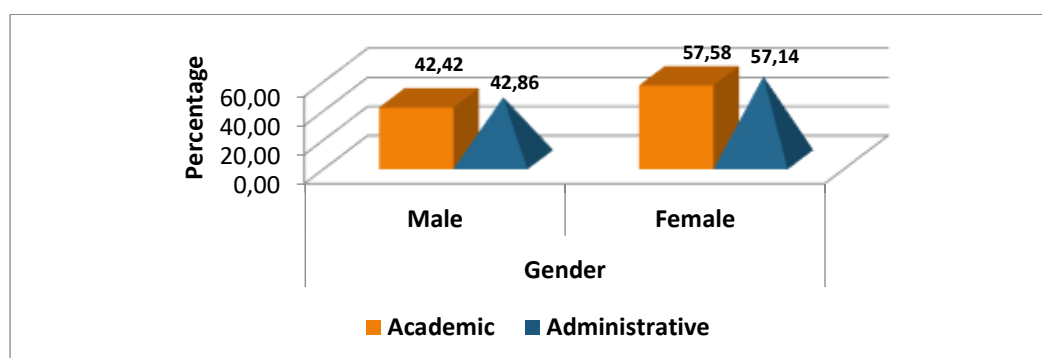


Figure 6-5 demonstrated the graphical two-way frequency distribution percentage of Job cohort (Academic and Administrative) with Gender cohort (Male and Female). Notably, there is an unvarying gender percentage for Male cohort with Academic (42.42 %) and Administrative (42.86 %), while Female cohort with Academic (57.58 %) and Administrative (57.14 %).

6.4.2.2 Academic and Administrative Category Allotment in Age Cohort

Figure 6-6: Cross-Tabulation Percentage of Job to Age Cohort

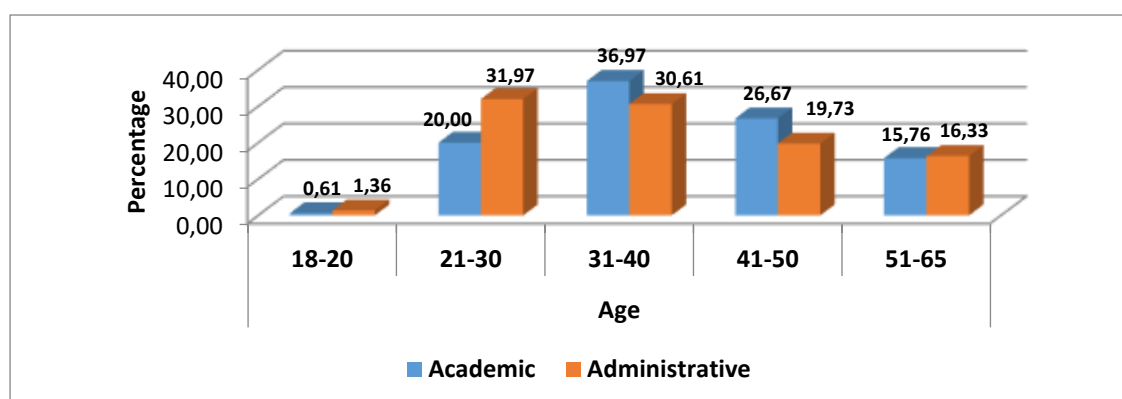


Figure 6-6 exhibited a graphical cross-tabulated cohort percentage of Job (Academic and Administrative) with Age. Remarkably, there is a disproportion percentage for age group of 31- 40 years with academic (36.97%) and administrative (30.61%), followed by age cohort of 21-30 years with academic (20.00%) and administrative (31.97%) and age cohort of 41- 50 years with academic (26.67 %) and administrative (19.73 %). Thus, the results indicated that the age cohort of 31-40 years and age cohort of 41-50 years as a significantly higher

percentage for academic cohort. Comparatively, the age cohort of 21-30 years exhibited a higher percentage by administrative cohort.

6.4.2.3 Academic and Administrative Category Distribution in Employment Cohort

Figure 6-7: Cross-Tabulation Percentage of Job Category to Employment Cohort

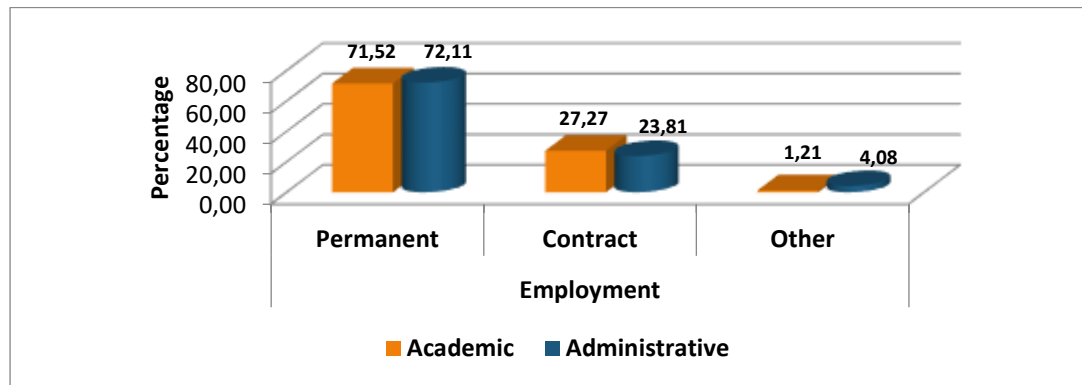


Figure 6-7 depicted the frequency distribution in terms of Job (Academic and Administrative) with Employment cohort. Distinctively, there is a major disproportion of respondents in the employment cohort of Permanent employees with Academic (71.52%) and Administrative (72.11%) in comparison to Contract employees with Academic (27.27%) and Administrative (23.81%) and for employment cohort of Other employees with Academic (1.21%) and Administrative (4.08%). However, these results have indicated a consistency in percentage across academic and administrative employees for each employment cohort.

6.4.2.4 Academic and Administrative Distribution in Employment Cohort

Figure 6-8: Cross-Tabulation Percentage of Job Category to Ethnicity Cohort

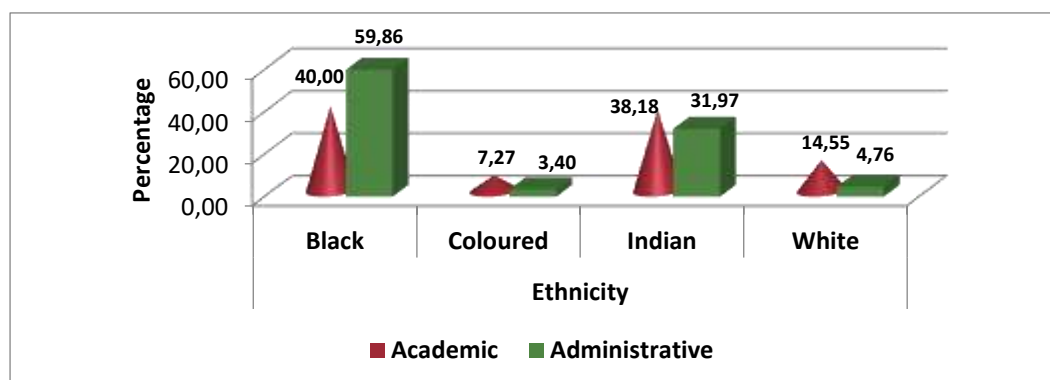


Figure 6-8 portrayed the cross-tabulation in terms of Job (Academic and Administrative) with Ethnicity cohort. Evidently, there is a disproportion of respondents in the ethnicity cohort for Black employees with Academic (40.00%) and Administrative (59.86%), followed by Indian employees with Academic (38.18%) and Administrative (31.97%). However, a smaller percentage of respondents were White employees with Academic (14.55%) and Administrative (4.76%) and Colored employees with Academic employees (7.27%) and Administrative (3.40%). The highest ethnicity cohort (Black) showed a higher percentage in Administrative sector as compared to Academic sector. Conversely, for the second highest ethnicity cohort (Indian) showed a rather uniform percentage in both academic and administrative categories.

6.4.2.5 Academic and Administrative Category Distribution in Employment Cohort

Figure 6-9: Cross-Tabulation Percentage of Job Category to Length of Service Cohort

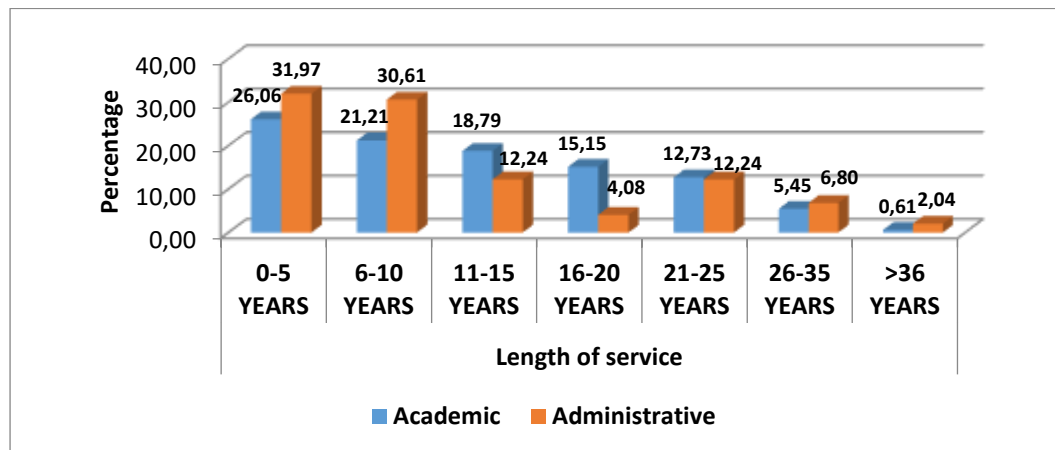


Figure 6-9 revealed the cross-tabulation in terms of Job (Academic and Administrative) with Length of service cohort. There is an imbalance regarding the Length of service cohort with the highest percentage being 0-5 years with Academic (26.06%) and Administrative (31.97%), followed by length of service cohort of 6-10 years with Academic (21.21%) and Administrative (30.61%), and length of service cohort of 11-15 years with Academic (18.79%) and Administrative (12.24%).

Notably, the lower percentage of respondents were 21-25 years' cohort with Academic (12.73%) and Administrative (12.24%), 16-20 years' cohort with Academic (15.15%) and Administrative (4.08%), 26-35 years' cohort with Academic (5.45%) and Administrative (6.80%), and greater than 36 years' cohort with Academic (0.61%) and Administrative (2.04%). Additionally, the 0-5 year's cohort and 6-10 years' cohort displayed a higher

percentage for Administrative staff compared to Academic staff. Conversely, the 11-15 years' cohort and 16-20 years' cohort revealed a higher percentage for Academic staff in contrast to Administrative staff.

6.4.2.6 Academic and Administrative Cohort Dissemination in Job Level (Salary Grade)

Figure 6-10: Cross-Tabulation Percentage of Job Cohort to Job Level (Salary Grade)

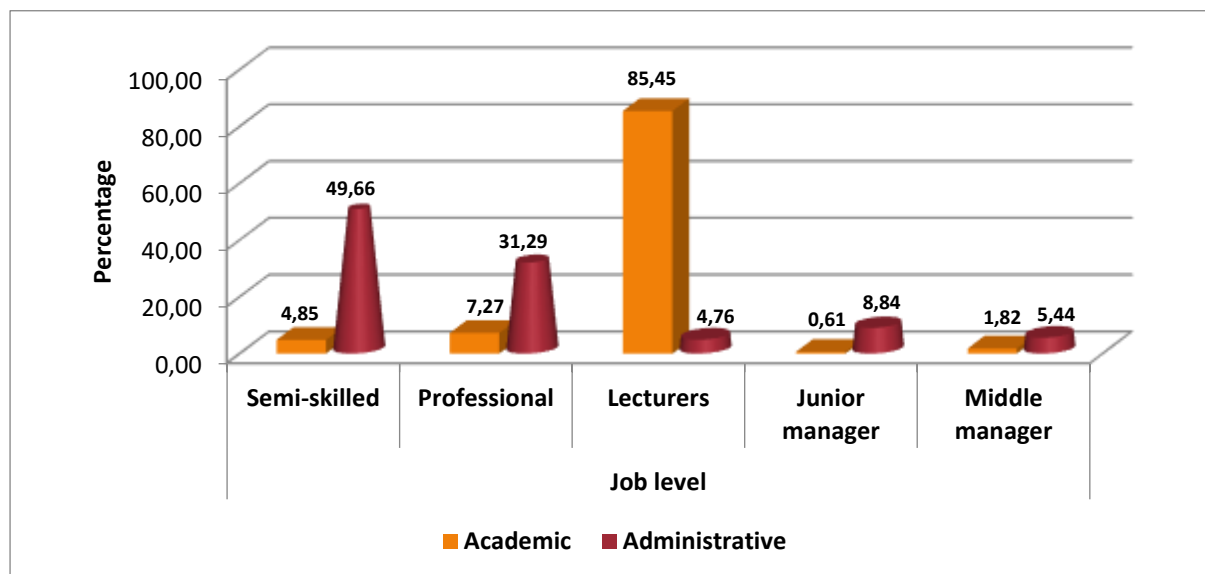


Figure 6-10 revealed the graphical frequency percentage distribution of Academic and Administrative with job level (salary grade) cohort. There is an imbalance with the highest percentage, being Lecturers cohort with Academic (84.45%) and Administrative (4.76%), followed by semi-skilled (salary grade) with Academic (4.85%) and Administrative (49.66%), and professional (salary grade) cohort with Academic (7.27%) and Administrative (31.29%). Satisfactorily, the smallest percentage being Junior manager (salary grade) with Academic (0.61%) and Administrative (8.84%), and Middle manager (salary grade) with Academic (1.82%) and Administrative (5.44%). Thus, the results indicate that the highest percentage of respondents relates to the category, Lecturer salary grade for Academic (84.45%).

6.5 Standardisation of a Quantitative Research Instrument

6.5.1 Validity

The validity of the study was undertaken using research instrument (Annexure B), to measure the independent and dependent variable. Validity ascertains whether the means of the research measuring instrument are truthful and essentially measures that which is projected or desired to measure (Golafshani, 2003:599, and Blumberg et al., 2014:398). As discussed in Chapter 5, a pilot study was done to test the validity and reliability of the research instrument and to make any changes prior to commencement of actual fieldwork. Moreover, the respondents that were chosen for the pilot run were representative and consistent with the target population in terms of scholarly capability, attitude and knowledge of the subject matter. Moreover, the pilot findings from the Cronbach Alpha test supported the validity and reliability of the main instrument. These results enabled the internal validity which is the credibility of the study.

For the main study, face, content and construct validity was adopted to test validity after evaluating the two independent leadership variables (executive management and line management) and dependent variable (employee engagement). Face and content validity of the instrument was reviewed by the supervisor who provided feedback on variables in relation to pilot respondents and subsequent measurement thereof. Factor analysis was employed to test construct validity of the research instrument that would be discussed in detail below:

6.5.2 Reliability

The reliability of the scales utilized in the research instrument was measured by the coefficient of reliability using Cronbach Alpha (α). Cronbach Alpha is a measure used to assess the internal consistency or internal reliability of a set of items (questions) from the research instrument. Internal consistency is the degree to which a set of items in a test measure the same concept or construct and linked to the inter-relatedness of the items (Tavakol and Dennick, 2011:53). Cronbach Alpha is not a statistical test, but is the one-way to measure the strength of internal reliability.

The reliability of the scale was used to measure both independent and dependent variables. The set of items in this study will be the quantitative (Annexure B) research

instrument. As reiterated from Chapter 5, the closer Cronbach's alpha coefficient is to 1.0, the greater the internal consistency of the items in the scale. As stated by George and Mallery (2003) Cronbach's alpha reliability coefficient normally ranges in value from 0 to 1 and may be used to describe the reliability of factors extracted from dichotomous and/or multi-point formatted questionnaires or scales.

According to Creswell *et al.* (2016:239) Cronbach alpha coefficients that are greater than 0.80 is regarded as acceptable (moderate reliability) in most applications, while lower than 0.60 is regarded as unacceptable (low reliability). For the purpose of this study, a reliability scale of greater than 0.75 would be considered as reliable or acceptable. The Cronbach alpha coefficients were analysed for the two independent variables. Tavakol and Dennick (2011:53; cited Nunnally *et al.*, 1994, Bland *et al.*, 1997, DeVellis, 2003) claimed that there are several descriptions about the acceptable values of Cronbach alpha ranging from 0.70 to 0.95. The independent variables will be comprehensively discussed below:

Table 6-3: Cronbach Alpha (A) Coefficient

Questions	Comments	No of items	Cronbach alpha (α) coefficient
Question 2	Executive management leadership style (EML)	7 of 7	0.950
Question 3	HOD leadership style (LML)	16 of 16	0.981

Table 6-3 used Cronbach Alpha coefficient to test for internal reliability of both independent variables (IV). When Cronbach's alpha is calculated a value of alpha (α) >0.700 suggests a reliable value or measure. Thus, the alpha coefficients for the 7 of 7 items for Question 2 (Executive management leadership) form a reliable measure for ethical leadership style of executive management. The higher the alpha (α), the more the items in Question 2 have shared covariance and most likely measure the same principal concept. A combination of these 7 items yields an extremely reliable measure ($\alpha = 0.950$). To get the single measure, response scores are averaged over all 7 items. Thus, the Cronbach alpha coefficient of executive management leadership is 0.950 and is considered acceptable or high reliability. If a set of items in a Cronbach alpha test are associated to each other the value of alpha is high (Tavakol and Dennick, 2011:53).

Thus, the results denoted that executive management leadership construct was reliable. Cronbach Alpha was calculated for Question 3 (LML) and all these 16 of 16 items form a single reliable measure for ethical leadership style of line management leadership. Thus, the combination of all 16 items also yields a relatively high reliability measure ($\alpha = 0.981$). Moreover, the Cronbach alpha coefficient of line management leadership (LML) is 0.981, and is considered to be acceptable, which is consistent with Tavakol and Dennick (2011:54; cited Streiner, 2003:80-99-103) that a maximum Cronbach alpha value of 0.90 has been advocated. Thus, indicated that line management leadership construct was reliable.

As a result, Table 6-3 demonstrated set of items from Question 2 and Question 3 are strongly correlated with each other due to a high internal reliability; also alpha coefficient is closer to one. Moreover, the test showed the extent to which each item measured the same thing. Additionally, the Cronbach alpha coefficient scales have affirmed that these items have exhibited strong face validity and content validity. However, if a test has more than one concept or construct, it is not suitable to report with Cronbach alpha only as the different scale of questions will certainly escalate the value of alpha (Tavakol and Dennick, 2011:54). Accordingly, factor analysis (FA) was employed instead of Cronbach alpha to test factors in employee engagement construct. Moreover, factor analysis (FA) was utilised to ensure construct validity evidence and to test for dimensionality of the 5-point Likert scale that was used in the study. Additionally, factor analysis was conducted utilising exploratory factor analysis (EFA) as the sample size was relatively large ($n = 312$). It is noteworthy that Kaiser-Meyer Olkin (KMO) and Bartlett's test of Sphericity is an antecedent to factor analysis statistical technique.

6.5.3 Kaiser-Meyer Olkin (KMO) and Bartlett's Test of Sphericity

As aforementioned Kaiser-Meyer Olkin (KMO) and Bartlett's test of Sphericity would be executed before factor analysis techniques. The rationale being that KMO and Bartlett's test is an important test to assess how appropriate the data is for factor analysis. Both KMO and Bartlett's test evaluate the acceptance of sample adequacy. For factor analysis to be permitted the prerequisite for KMO measure has a return value from 0 to 1, the acceptable sample adequacy index should be greater than ($>$) 0.500 and Bartlett's test of Sphericity measure index should be less than ($<$) 0.05. The resulting output for Kaiser-Meyer Olkin (KMO) and Bartlett's test of Sphericity are as follows:

Table 6-4: Kaiser-Meyer Olkin (KMO) and Bartlett's test of Sphericity

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.930
Bartlett's Test of Sphericity	Approx. Chi-Square	3704.805
	df	78
	Sig.	0.000

Table 6-4 presented the Kaiser-Meyer Olkin (KMO) and Bartlett's test of Sphericity indicating that data is adequate for factor analysis. The SPSS output shows a KMO = 0.930, greater than 0.500, suggesting that the data is adequate for factor extraction and produced reliable factors. Furthermore, based on a 95 % level of significance (α), Bartlett's p-value (Sig) of 0.000 less than 0.05 indicated that correlation of items is not too low for reliable results, therefore factor analysis is recommended appropriate. Moreover, the approximate of Chi-square is 3704.805 with 78 degrees of freedom, suggesting a 0.05 level of significance. Therefore, factor analysis for this study is considered as the suitable technique for further data analysis.

6.5.4 Factor Analysis

Factor analysis is a multivariate statistical technique and is frequently used for variable or data reduction. Factor analysis is an inter-dependency technique and determines if factors in the research instrument measure the same thing. Factor analytic method was used to determine which set of items in employee engagement construct (Question 4) of the questionnaire (Annexure B) needed to be grouped together in relation to respondents answering these questions similarly - measuring the same factor which will be discussed in detail below. Alternatively, the factor can be used later to drop a set of items in a dataset. Thereafter, the study will conduct an exploratory factor analysis (EFA) due to the study being a completely new population and entirely different factors became apparent.

6.5.4.1 Exploratory Factor Analysis (EFA)

Exploratory Factor analysis (herein called EFA) was utilized to identify multifaceted interrelationships between items or cohorts of items that are part of a combined theory, if the theories within the items were undecided. The EFA was performed using the extraction method of Principal axis factoring (PAF) or Principal factor analysis (PFA) with oblique rotation technique. Oblique rotation was a preferred technique to produce factors that are

correlated and has a pattern matrix and structure matrix. Therefore, factor analysis with Promax (oblique) rotation method was applied to a set of items for employee engagement construct (Annexure B). Moreover, Promax rotation method was used due to a large dataset being $n = 312$ respondents.

6.5.4.2 Extraction Method for Employee Engagement Construct

The eigenvalues of the total variances explained was examined to determine the number of significant factors in a dataset. The number one rule is to choose components with eigenvalues greater than one. Moreover, the cumulative percentage (%) for initial eigenvalues column should be greater than 50%. The factor column is the number of factors that will be used for factor analysis test.

Table 6-5: The Proportion of Variance Explained for Employee Engagement Factors

Factor	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings ^a
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total
1	8.145	62.653	62.653	7.847	60.364	60.364	7.665
2	1.219	9.376	72.029	.887	6.820	67.184	4.924
3	.871	6.698	78.726				
4	.655	5.037	83.764				
5	.447	3.435	87.199				
6	.354	2.721	89.919				
7	.273	2.099	92.018				
8	.246	1.892	93.910				
9	.208	1.603	95.513				
10	.190	1.460	96.973				
11	.148	1.136	98.109				
12	.131	1.011	99.120				
13	.114	.880	100.000				

Extraction Method: Principal Axis Factoring.

a. When factors are correlated, sums of squared loadings cannot be added to obtain a total variance.

Table 6-5 presented the proportion of variances explained for employee engagement construct (DV) using the extraction method called Principal axis factoring (PAF). As aforementioned, the basis for employing PAF extraction method as there was no established literature for these selected items. For the extraction part, 13 items from

employee engagement construct (Annexure B) were utilized. As demonstrated in Table 6-5, there are 13 factors (variables) that could be retained in the factor analysis, however; only two factors were extracted by joining the significant factors.

The first total column comprises the eigenvalue that are variances of the factors. Customarily, the first factor should account for the most variance, thus the highest eigenvalue (8.145), followed by the second factor with the surplus over variance (1.219). Thus, the eigenvalue for the first two factors are larger in comparison to the other eigenvalues from factor 3-13. Moreover, the 2 factors were extracted from the 13 variables of employee engagement construct of the research instrument (Annexure B). The second column represented the percentage of total variance by each factor - factor one (62.653 %) and factor two (9.376 %). The third column showed the cumulative percentage of variance account for first two factors, hence both these factors account for 72.029 % of the variance in the data. Table 6-5 showed that there is correlation amongst factors, and Extraction sums of squared loadings are not necessary for the total variance. Moreover, the Rotation Sums of Squared Loadings signifies the spread of the variance after the Promax rotation with Kaiser Normalization. In conjunction with Promax (Oblique) rotation with Kaiser Normalization, two factors were extracted for further factor analysis.

6.5.4.3 Rotation Method for Employee Engagement Construct

For this study the eigenvalues for employee engagement construct are rotated in an endeavor to achieve simple structure by attempting to link the calculated factors to theory of the study. Thus, to obtain correlation amongst these factors, Promax rotation with Kaiser Normalization does oblique rotation with a number of these factors. Therefore, pattern matrix (Table 6-6) and factor correlation matrix (Table 6-7) will be conducted employing Promax (oblique) rotation.

Table 6-6: Pattern Matrix for Employee Engagement Constructs

QUESTION 4: Employee engagement	Factor	
	1	2
4.4. My HOD is my confidant and genuinely cares for me.	.939	}
4.5. Staff are comfortable to raise issues and ask questions to the HOD.	.919	
4.3. I am able to discuss personal staff matters or report a problem to my HOD.	.897	
4.7. I have a good working relationship with my HOD.	.854	
4.16. My HOD inspires and encourages me to perform better.	.841	
4.2. My HOD is concerned about staff well-being.	.817	
4.15. I am happy and feel part of a family to work in my department.	.801	
4.8. My HOD supports my career development.	.686	
4.6. I am involved in final decision-making.	.651	
4.14. I am willing to go the extra mile to help staff in my department.	.586	
4.11. I am motivated and passionate about my job.		.913
4.9. I carry out tasks beyond my job description.		.812
4.10. Duties are allocated equitably to all staff.		.478

Extraction Method: Principal Axis Factoring.

Rotation Method: Promax with Kaiser Normalization.

a. Rotation converged in 3 iterations.

Table 6-6 exhibited the results of the pattern matrix or factor loading matrix pertaining to employee engagement constructs. Factor loading matrix should be greater than 0.40 to be considered significant and a desired coefficient. Table 6-7 showed the loading of the items onto the 2 factors. Notably, the factor loading is considered significant as all these 13 items exhibited greater than 0.40. Moreover, Table 6-6 revealed that employee engagement 10 out of 13 items belong to factor 1, whereas 3 out of 13 items conform to factor 2.

The two factors simple structures, specifically:

- **Factor 1 – Employee engagement external (EE_EXT) - Work engagement.**
(HOD genuinely cares, Staff are comfortable, Staff are able to discuss personal matters, good working relationship, HOD encourages, HOD is concerned about staff well-being, Happy to work in department, HOD supports career development, Staff involved in final decision-making, Staff willing to go the extra mile); and
- **Factor 2 – Employee engagement (EE_INT) Personal engagement (satisfaction) with the job.** (Staff are motivated and passionate, Staff carry out tasks, Duties are allocated equitably).

6.5.5 Internal Reliability for Each Factor

Evidently, Table 6-6 confirmed the factor structure with 2 factors being extracted for employee engagement construct. In view of the conclusion of factor structure, the internal reliability of each factor was determined, as below:

Table 6-7: Internal Reliability Test

Factors	Cronbach alpha (α) coefficient
Factor 1 - Employee engagement (EE_ EXT)	0.954
Factor 2 - Employee engagement (EE_INT)	0.796

Table 6-7 presented the internal reliability test scores for Factor 1 and Factor 2. Remarkably, the results showed that internal reliability for EE_ EXT ($\alpha = 0.954$) and EE_ INT ($\alpha = 0.796$) at an acceptable level. These results revealed a higher correlations and better reliability coefficient. Moreover, this showed that the construct validity of the instrument is acceptable.

6.5.6 Factor Correlation Matrix for Employee Engagement Construct

Table 6-8: Factor Correlation Matrix

Factor	1	2
1	1.000	0.647
2	0.647	1.000
Extraction Method: Principal Axis Factoring. Rotation Method: Promax with Kaiser Normalization.		

Table 6-8 showed a correlation for the two factors in the exploratory factor analysis employing Promax with Kaiser Normalisation for employee engagement construct. The resulting correlation matrix for the two factors that were produced and revealed that the two factors have a correlation of 0.647. Therefore, the correlation affirmed the use of oblique rotation because of the greater variance amongst factors.

6.6 Descriptive Analysis of Research Instrument

A detailed analysis and interpretation of the quantitative descriptive results revealed similar average mean value scores and standard deviation for the independent variables of the study. Descriptive statistics apply to mean, ranges, standard deviation, cases of variables and providing information with regards to chosen variables (Emery Sr, 2016:54; cited He and Sun, 2014). Moreover, the descriptive findings tested if there is evidence of ethical leadership styles amongst executive management and line management and its impact on employee engagement at the institution. The section commences with understanding the mean values and standard deviation utilizing 5-Likert scale statements of strongly disagree to strongly agree. The following Table 6-9 was used to assist with understanding the strength of frequency distribution and mean score values:

Table 6-9: Narrative Based on Strength of Mean Score Values

Mean score value	Strength of mean score values
5	Very strong (strong agreement)
4	Strong (agreement)
3	Moderate (neutral)
2	Weak (disagreement)
1	Very weak (strong disagreement)

6.6.1 Question 2: Executive Management Leadership

The executive management leadership being one of the independent variables (IV) was descriptively analysed in conjunction with evidence of ethical leadership style. Moreover, the study explored employee's stance on whether executive management leadership exhibits or mindful of ethical leadership style and its impact on employee engagement at the institution.

Table 6-10: Executive Management Leadership Items

		LIKERT SCALE					Mean	Std. Dev
2. Executive management leadership style		SD	D	N	A	SA		
2.1. Encourages employees to effectively contribute at meetings.	Count	48	57	85	82	40	3.03	1.256
	%	15.4	18.3	27.2	26.3	12.8		
2.2. Is my role model/ mentor?	Count	76	81	89	46	20	2.53	1.192
	%	24.4	26.0	28.5	14.7	6.4		
2.3. Suggests different ways of resolving problems within the faculty.	Count	56	66	97	69	24	2.80	1.194
	%	17.9	21.2	31.1	22.1	7.7		
2.4. Treats staff with respect and fairness.	Count	53	65	94	70	30	2.87	1.218
	%	17.0	20.8	30.1	22.4	9.6		
2.5. Goes the extra mile to resolve staff issues in departments.	Count	63	83	92	54	20	2.63	1.171
	%	20.2	26.6	29.5	17.3	6.4		
2.6. Able to resolve department problems promptly.	Count	69	75	100	51	17	2.59	1.159
	%	22.1	24.0	32.1	16.3	5.4		
2.7. Is transparent and his/her conduct is positive.	Count	66	60	100	62	24	2.74	1.217
	%	21.2	19.2	32.1	19.9	7.7		
AVERAGE MEAN							2.74	0.033

Table 6-10 depicted the pertinent aspect of the study being executive management leadership (EML) with respect to ethical leadership style. Furthermore, Table 6-10 revealed that the executive management leadership utilized the 7 Likert five-point rating scale statements (also known as items) from strongly disagree to strongly agree, in descending order:

- Encourages employees to effectively contribute at meetings being the highest mean value and standard deviation ($M = 3.03$, $SD = 1.256$), with most of the respondents agreeing (26.3% agree and 12.8 % strongly agree). However, a minor percentage disagreed (15.4% strongly disagree and 18.3% disagree) with the statement, and 27.2% were neutral;
- Treats staff with respect and fairness was the second highest mean value ($M = 2.87$, $SD = 1.218$), with most of the respondents disagreeing (17 % strongly

disagree and 20.8% disagree), followed by a moderate percentage agreeing (9.6% strongly agree and 22.4% agree), and 30.1% were neutral;

- Suggests different ways of resolving problems within the faculty was the third highest mean value ($M = 2.80$, $SD = 1.194$), with majority of respondents disagreeing (17.9% strongly disagree and 21.2 % disagree), while a minor percentage agreeing (7.7 % strongly agree and 22.1% agree), and 31.1 % being neutral;
- Is transparent and his/her conduct is positive was the fourth highest mean value ($M = 2.74$, $SD = 1.217$), with most respondent disagreeing (21.2% strongly disagree and 19.2 % disagree), followed by a minor percentage with neutral (32.1%), and the lowest percentage agreeing (7.7% strongly agree and 19.9 % agree);
- Goes the extra mile to resolve staff issues in departments being the fifth mean value ($M = 2.63$, $SD = 1.171$), with majority of respondents disagreeing (20.2 % strongly disagree and 26.6 % disagree), followed by neutral (29.5%), and lowest percentage agreeing (6.4% strongly agree and 17.3 % agree);
- Able to resolve department problems promptly being the sixth mean value ($M = 2.59$, $SD = 1.159$), with most respondents disagreeing (22.1% strongly disagree and 24.0% agree), followed by neutral (32.1%) respondents, and lowest percentage of respondents agreeing (5.4 % strongly agree and 16.3% agree); and
- Is my role model/ mentor being the seventh mean value and standard deviation ($M = 2.53$, $SD = 1.192$), and the lowest, with most respondents disagreeing (24.4% strongly disagree and 26.0% disagree), followed by respondents with neutral (28.5%), and the smallest percentage of respondents agreeing (14.7% agree and 6.4% strongly).

The average mean values ($M = 2.74$, $SD = 0.033$) has revealed from Table 6-10 that the strength of the mean value scores are weak across all statements. Hence, a weak mean score value for executive management leadership.

6.6.2 Question 3: Line Management Leadership

Table 6-11: Line Management Leadership (Head of Department Leadership) Item

		LIKERT SCALE					Mean	Std. Dev
3. LINE-MANAGEMENT LEADERSHIP STYLE		SD	D	N	A	SA		
3.1. Encourages two-way communication that promotes open, honest dialogue and understanding.	Count	63	93	54	69	33	2.73	1.297
	%	20.2	29.8	17.3	22.1	10.6		
3.2. Respects staff different needs, abilities, and aspirations.	Count	64	84	63	73	28	2.73	1.272
	%	20.5	26.9	20.2	23.4	9.0		
3.3. Focuses on building staff respect, trust and equality.	Count	77	82	74	57	22	2.57	1.238
	%	24.7	26.3	23.7	18.3	7.1		
3.4. Welcomes employee-input in final decision-making.	Count	79	79	68	61	25	2.60	1.274
	%	25.3	25.3	21.8	19.6	8.0		
3.5. Is passionate and dedicated.	Count	70	76	67	54	45	2.77	1.358
	%	22.4	24.4	21.5	17.3	14.4		
3.6. Considers the moral consequences of decisions.	Count	78	90	65	53	26	2.55	1.262
	%	25.0	28.8	20.8	17.0	8.3		
3.7. Values empathy (spirit of Ubuntu) towards staff.	Count	76	83	64	50	38	2.65	1.333
	%	24.4	26.6	20.5	16.0	12.2		
3.8. Supports staff personal and professional development.	Count	69	71	78	62	32	2.73	1.287
	%	22.1	22.8	25.0	19.9	10.3		
3.9. Appreciates and acknowledges staff efforts for tasks achieved.	Count	75	61	75	71	30	2.74	1.307
	%	24.0	19.6	24.0	22.8	9.6		
3.10. Strives to fulfil the goals and objectives of the university through the department.	Count	60	66	73	75	38	2.89	1.304
	%	19.2	21.2	23.4	24.0	12.2		
3.11. Is transparent and ethical.	Count	99	71	62	58	22	2.46	1.298
	%	31.7	22.8	19.9	18.6	7.1		
3.12. Has necessary skills to manage employee conflict, mistakes and complaints.	Count	97	82	63	50	20	2.40	1.254
	%	31.1	26.3	20.2	16.0	6.4		
3.13. Is a good role model?	Count	90	85	66	46	25	2.46	1.267
	%	28.8	27.2	21.2	14.7	8.0		
3.14. Can be trusted to keep work-related promises.	Count	97	81	56	52	26	2.45	1.307
	%	31.1	26.0	17.9	16.7	8.3		
3.15. Allows employees to influence critical decision-making.	Count	90	73	71	57	21	2.51	1.265
	%	28.8	23.4	22.8	18.3	6.7		
3.16. Encourages self-management.	Count	80	65	71	64	32	2.69	1.326
	%	25.6	20.8	22.8	20.5	10.3		
AVERAGE MEAN							2.62	0.032

Table 6-11 showed ethical leadership style of line management leadership or head of department (HOD) leadership at the institution. Furthermore, it measured the line management leadership (LML) using 16 statements on the Likert five-point scale (strongly disagree to strongly agree), mean value score and standard deviation. The mean value score and standard deviation ranged from the highest ($M = 2.89$, $SD = 1.304$) to the lowest ($M = 2.40$, $SD = 1.254$). Hence, the mean value scores and standard deviation were reported in descending order, as follows:

- Strives to fulfill the goals and objectives of the university through the department being the highest mean value ($M = 2.89$, $SD = 1.304$), with a majority of respondents disagreeing (19.2% strongly disagree and 21.2% disagree), while a moderate percentage agreeing (24.0% agree and 12.2 strongly agree), and 23.4% of the respondents were neutral;
- Is passionate and dedicated being the second mean value ($M = 2.77$, $SD = 1.358$), with majority of respondents disagreeing (22.4% strongly disagree and 24.4% disagree), whilst a moderate percentage agreeing (14.4% strongly agree and 17.3% agree), and 21.5% of respondents being neutral;
- Appreciates and acknowledges staff efforts for tasks achieved being the third mean value ($M = 2.74$, $SD = 1.307$), with majority of respondents disagreeing (24.0 % strongly disagree and 19.6 % disagree), while a smaller percentage agreeing (9.6% strongly agree and 22.8% agree), and 24.0% of respondents were neutral;
- Respects staff different needs, abilities, and aspirations was the fourth mean value ($M = 2.73$, $SD = 1.272$), with most respondents disagreeing (20.5% strongly disagree and 26.9% disagree), followed by a lower percentage agreeing (9.0% strongly agree and 23.4% agree), and 20.2 % of respondents were neutral;
- Supports staff personal and professional development was the fifth mean value ($M = 2.73$, $SD = 1.287$), with majority of respondents disagreeing (22.1% strongly disagree and 22.8 % disagree), followed by moderate percentage agreeing (10.3% strongly agree and 19.9% agree), and 25.0% of respondents were neutral;
- Encourages two-way communication that promotes open, honest dialogue and understanding being the sixth mean value ($M = 2.73$, $SD = 1.297$), with the highest percentage disagreeing (20.2 % strongly disagree and 29.8% disagree), followed moderately by agreeing (10.6% strongly agree and 22.1% agree), and 17.3% respondents were neutral;
- Encourages self-management was the seventh highest mean value ($M = 2.69$, $SD = 1.326$), with majority of respondents disagreeing (25.6 % strongly disagree and 20.8 % disagree), while a smaller percentage agreeing (10.3% strongly agree and 20.5% agree), and 22.8% of respondents were neutral;
- Values empathy (Spirit of Ubuntu) towards staff was the eighth highest mean value ($M = 2.65$, $SD = 1.333$), with majority of respondents disagreeing (24.4 % strongly disagree and 26.6 % disagree), while a smaller percentage agreeing (12.2% strongly agree and 16.0% agree), and 20.5% of respondents were neutral;

- Welcomes employee-input in final decision-making ($M = 2.60$, $SD = 1.274$), with most of respondents disagreeing (25.3% strongly disagree and 25.3% disagree), followed by agreeing (8% agree and 19.6% strongly agree), and 21.8% being neutral;
- Focuses on building staff respect, trust and equality ($M = 2.57$, $SD = 1.238$), with majority of respondents disagreeing (24.7% strongly disagree and 26.3% disagree), while a minor percentage agreeing (7.1% strongly agreeing and 18.3% agreeing), and 23.7% neutral;
- Considers the moral consequences of decisions ($M = 2.55$, $SD = 1.262$), with most respondents disagreeing (25.0% strongly disagreeing and 28.8 % disagreeing), followed by agreeing (8.3% strongly agree and 17.0% agree), and 20.8 % being neutral;
- Allows employees to influence critical decision-making ($M = 2.51$, $SD = 1.265$), with majority of respondents disagreeing (28.8% strongly disagreeing and 23.4% disagreeing), while a small percentage agreeing (6.7% strongly agreeing and 18.3% agreeing), and 22.8% neutral;
- Is transparent and ethical ($M = 2.46$, $SD = 1.298$), with most of the respondents disagreeing (31.7% strongly disagreeing and 22.8% disagreeing), while a small percentage agreeing (7.1% strongly agreeing and 18.6% agreeing), and 19.9% neutral;
- Is a good role model? ($M = 2.46$, $SD = 1.267$); with majority of respondents disagreeing (28.8% strongly disagreeing and 27.2% disagreeing), while a small percentage agreeing (8% strongly agreeing and 14.7% agreeing), and 21.2% neutral;
- Can be trusted to keep work-related promises ($M = 2.45$, $SD = 1.307$), with most of the respondents disagreeing (31.1% strongly disagreeing and 26.0% disagreeing), while a small percentage agreeing (8.3% strongly agreeing and 16.7% agreeing), and 17.9 % neutral; and
- Has necessary skills to manage employee conflict, mistakes and complaints, conversely, was the lowest mean value (2.40 , $SD = 1.254$), with the majority of respondents disagreeing (31.1% strongly disagree and 26.3% disagree), followed by a minor percentage of respondents agreeing (6.4% strongly agree and 16.0% agree), and 20.2% of the respondents were neutral.

Distinctively, the average mean value score ($M = 2.62$, $SD=0.032$) has exhibited a weak strength mean value score of less than 3.00. Hence, a weak mean score value for line management leadership.

6.6.3 Question 4: Employee Engagement

Table 6-12: Employee Engagement Items

4. EMPLOYEE ENGAGEMENT		LIKERT SCALE					Mean	Std. Dev
		SD	D	N	A	SA		
4.1. Annual leadership evaluation of HODs should be undertaken by respective staff.	Count	12	14	78	109	99	3.86	1.038
	%	3.8	4.5	25.0	34.9	31.7		
4.2. My HOD is concerned about staff well-being.	Count	62	85	84	57	24	2.67	1.205
	%	19.9	27.2	26.9	18.3	7.7		
4.3. I am able to discuss personal staff matters or report a problem to my HOD.	Count	73	77	74	63	25	2.65	1.259
	%	23.4	24.7	23.7	20.2	8.0		
4.4. My HOD is my confidant and genuinely cares for me.	Count	84	83	82	47	16	2.45	1.183
	%	26.9	26.6	26.3	15.1	5.1		
4.5. Staff are comfortable to raise issues and ask questions to the HOD.	Count	76	82	57	71	25	2.64	1.290
	%	24.4	26.4	18.3	22.8	8.0		
4.6. I am involved in final decision-making.	Count	89	95	77	38	13	2.33	1.136
	%	28.5	30.4	24.7	12.2	4.2		
4.7. I have a good working relationship with my HOD.	Count	55	73	78	74	32	2.86	1.253
	%	17.6	23.4	25.0	23.7	10.3		
4.8. My HOD supports my career development.	Count	48	73	97	63	31	2.86	1.197
	%	15.4	23.4	31.1	20.2	9.9		
4.9. I carry out tasks beyond my job description.	Count	33	32	37	98	112	3.72	1.329
	%	10.6	10.3	11.9	31.4	35.9		
4.10. Duties are allocated equitably to all staff.	Count	69	67	96	55	25	2.68	1.224
	%	22.1	21.5	30.8	17.6	8.0		
4.11. I am motivated and passionate about my job.	Count	39	42	59	83	89	3.45	1.358
	%	12.5	13.5	18.9	26.6	28.5		
4.12. My HOD encourages teamwork.	Count	48	74	84	67	39	2.92	1.251
	%	15.4	23.7	26.9	21.5	12.5		
4.13. I have the adequate resources to do my job well.	Count	88	72	83	47	22	2.50	1.242
	%	28.2	23.1	26.6	15.1	7.1		
4.14. I am willing to go the extra mile to help staff in my department.	Count	68	66	33	80	65	3.03	1.476
	%	21.8	21.2	10.6	25.6	20.8		
4.15. I am happy and feel part of a family to work in my department.	Count	89	77	59	56	31	2.56	1.333
	%	28.5	24.7	18.9	17.9	9.9		
4.16. My HOD inspires and encourages me to perform better.	Count	86	79	66	55	26	2.54	1.288
	%	27.6	25.3	21.2	17.6	8.3		
4.17. I will switch jobs should a better job offer arise.	Count	63	61	50	49	89	3.13	1.514
	%	20.2	19.6	16.0	15.7	28.5		
AVERAGE MEAN							2.87	0.115

Table 6-12 demonstrated the frequency distribution using 17 Likert five-point scale statements (strongly disagree to strongly agree), mean value scores and standard deviation ranging from highest mean of $M = 3.86$ ($SD = 1.038$) to lowest mean of $M = 2.33$ ($SD = 1.136$) for employee engagement (EE) construct. The mean value scores and standard deviation for respondents have been reported in descending order, as explained below:

- Annual leadership evaluation of HODs has the highest mean value ($M = 3.86$, $SD = 1.038$), showing a strong agreement (31.7 % strongly agreed and 34.9 % agreed) by most respondents. However, 25.0 % of respondents were neutral, and lowest percentage of respondents disagreeing (3.8 % strongly disagree and 4.5 % disagree);
- I do tasks beyond my job description is the second highest mean value ($M = 3.72$, $SD = 1.329$), with respondents largely agreeing (35.9 % strongly agree and 31.4 % agree), whereas a minor percentage of respondents disagreeing (10.6 % strongly disagree and 10.3 % disagree), and 11.9 % of respondents were neutral;
- I am motivated and passionate about my job being the third highest mean value ($M = 3.45$, $SD = 1.358$), with most of the respondents agreeing (28.5% strongly agree and 26.6 % agree), whilst a minor percentage disagreeing (12.5 % strongly disagree and 13.5% disagree), and 18.9 % were neutral;
- I will switch jobs should a better job offer arise being the fourth highest mean value ($M = 3.13$, $SD = 1.514$), with majority of the respondents agreeing (28.5 % strongly agree and 15.7 % agree). However, a minor percentage disagreeing (20.2 % strongly disagree and 19.6 % disagree), and 16.0% were neutral;
- I am willing to go the extra mile to help staff in department having the fifth highest mean value ($M = 3.03$, $SD = 1.476$), with a strong percentage agreeing (20.8 % strongly agree and 25.6 % agree), followed by disagreeing (21.8% strongly disagree and 21.2% disagree), and 10.6 % were neutral;
- My HOD encourages teamwork was the sixth highest mean value ($M = 2.92$, $SD = 1.251$), with majority of respondents disagreeing (15.4% strongly disagree and 23.7 % disagree), while a smaller percentage agreeing (12.5% strongly agree and 21.5% agreed), and 26.9 % being neutral;
- I have a good working relationship with HOD was the seventh highest mean value ($M = 2.86$, $SD = 1.253$), with most respondents disagreeing (17.6% strongly disagree and 23.4% disagree), while a lower percentage agreeing (10.3% strongly agree and 23.7% agree), and 25.0% being neutral;
- My HOD supports employees career development was the eight mean value ($M = 2.86$, $SD = 1.197$), with majority respondents disagreeing (15.4% strongly disagree and 23.4% agree), while a minor percentage agreeing (9.9% strongly agree and

20.2% agree), and 31.1% being neutral. Additionally, the eight mean value showed a lower standard deviation, in comparison to previous statement;

- Duties are allocated equitably to all staff ($M = 2.68$, $SD = 1.224$), with most respondents disagreeing (22.1% strongly disagree and 21.5% disagree), followed by neutral (30.8%), and smaller percentage agreeing (8% strongly agree and 17.6% agree);
- HOD is concerned about staff well-being ($M = 2.67$, $SD = 1.205$), with majority of respondents disagreeing (19.9% strongly disagree and 27.2% disagree), while a moderate percentage were neutral (26.9%), and smaller percentage agreeing (7.7% strongly agree and 18.3% agree);
- Able to discuss personal matters or report a problem to HOD ($M = 2.65$, $SD = 1.259$), with most of the respondents disagreeing (23.4% strongly disagree and 24.7% disagree), while a medium percentage agreeing (8.0% strongly agree and 20.2% agree), and 23.7% are neutral;
- Staff are able to raise issues and ask questions to the HOD ($M = 2.64$, $SD = 1.290$), with majority of the respondents disagreeing (24.4% strongly disagree and 26.4% disagree), while a minor percentage agreeing (8.0% strongly agree and 22.8% agree), and 18.3% are neutral;
- Employee are happy and part of a family in the department ($M = 2.56$, $SD = 1.333$), with a largest percentage of respondents disagreeing (28.5% strongly disagree and 24.7% disagree), while a small percentage agreeing (9.9% strongly agree and 17.9% agree), and 18.9% are neutral;
- HOD inspires and encourages me to perform better ($M = 2.54$, $SD = 1.288$) with high percentage of respondents disagreeing (27.6% strongly disagree and 25.3% disagree), while a small percentage agreeing (8.3% strongly agree and 17.6% agree), and 21.2% are neutral;
- Adequate resources to do my job well ($M = 2.50$, $SD = 1.242$) with most of the respondents disagreeing (28.2% strongly disagree and 23.1% disagree), followed by neutral 26.6%, and a smaller percentage agreeing (9.9% strongly agree and 17.9% agree);
- My HOD is my confidant and genuinely cares ($M = 2.45$, $SD = 1.183$) with majority of the respondents disagreeing (26.9% strongly disagree and 26.6% disagree), while a small percentage 26.3% are neutral, and the lowest percentage agreeing (9.9% strongly agree and 17.9% agree); and

- I am involved in final decision-making (M = 2.33, SD = 1.136) had the lowest mean value score (M = 2.33, SD = 1.136), with majority of respondents disagreeing (28.5% strongly disagree and 30.4 % disagree), while 24.7% of respondents were neutral, and the smallest percentage agreeing (12.2% agree and 4.2% strongly agree).

Noticeably, the average mean value (M = 2.87, SD=0.115) for overall statements have exhibited a weak mean value score of less than 3.00. Thus, the results indicated a weak relationship between lower level leadership and employee engagement. In addition, these results revealed a weak reverse mean score for five of the statements.

6.6.4 Question 5: Leadership Dimension Concepts

Table 6-13: Components of Leadership Concepts

5. Leadership dimension concepts		LIKERT SCALE					Mean	Std. Dev
		SD	D	N	A	SA		
5.1. Leader's style has an impact on staff well-being.	Count	9	7	34	113	149	4.24	0.939
	%	2.9	2.2	10.9	36.2	47.8		
5.2. Leaders to attend ongoing leadership development training courses during their term in office.	Count	7	5	45	116	139	4.20	0.904
	%	2.2	1.6	14.4	37.2	44.6		
5.3. An ethical leadership style can have a positive impact on employees.	Count	2	4	23	112	171	4.43	0.740
	%	0.6	1.3	7.4	35.9	54.8		
5.4. I am loyal to my organization.	Count	6	9	44	105	148	4.22	0.927
	%	1.9	2.9	14.1	33.7	47.4		
AVERAGE MEAN							4.27	0.093

Table 6-13 presented the leadership dimension concept that utilised 4 Likert five-point scale statements (strongly disagree to strongly agree). These four statements were random leadership concept items which did not measure any single construct in the study. The mean value scores and standard deviation varying between the highest (M = 4.43, SD = 0.740) to lowest (M = 4.20, SD = 0.904), against a maximum attainable score of five. The mean value scores and standard deviation for respondents were reported in descending order, as interpreted below:

- Ethical leadership style can have a positive impact on employees being the highest mean value score (M = 4.43, SD = 0.740). Notably, the majority of respondents agreeing (35.9 % agree and 54.8 % strongly agree), followed by a small percentage

(7.4 %) of neutral respondents, and a minor percentage of respondents disagreeing (1.9 % strongly disagree and 2.9 % disagree);

- Leader's style has an impact on staff well-being being second highest mean value score ($M = 4.24$, $SD = 0.939$), with most respondents agreeing (47.8 % strongly agree and 36.2 % agree), while a minor percentage were neutral (10.9%), and the smallest percentage disagreeing (2.9 % strongly disagree and 2.2 % disagree);
- I am loyal to my organization being the third highest mean value ($M = 4.22$, $SD = 0.927$), with majority of respondents agreeing (47.4 % strongly agree and 33.7 % agree), followed by a minor percentage being neutral (14.1%), and lowest percentage disagreeing (1.9% strongly disagree and 2.9 % disagree); and
- Leaders to attend leadership development training courses showed the lowest mean value ($M = 4.20$, $SD = 0.904$), with remarkably the majority of respondents agreeing (44.6 % strongly agree and 37.2 % agree), whilst a small percentage of respondents were neutral (14.1%), and a negligible percentage of respondents disagreeing (1.9 % strongly disagree and 2.9% disagree).

Evidently, the average mean ($M = 4.27$, $SD = 0.093$) has exhibited a reverse mean value score of greater than 4.00 for all the statements. These reverse score items can be included in the total scale score (Hartley, 2014:85). Thus, indicating a strong reverse mean score value for leadership dimension concept at the institution.

6.7 Inferential Statistics

For the purpose of the study, inferential statistical analysis was utilized to draw conclusions about the ($n = 312$) sample population. According to Willemse and Nyelisani (2015:5) inferential statistics entails a process of making estimates, prediction or decision concerning a target population based on sample data, collected from study population. The sample data was collected from 312 out of 420 sample size, subsequently analyzed to make inferences concerning the target population of the institution. For this study, the Likert scale-5-pointing rating was used for structuring the research instrument to obtain employee respondents attitude.

Moreover, this Likert scale is an easier ordinal data measurement to measure the independent variables and dependent variable in a ranking order. The development and application of Likert variety scales are easier than other measurement instrument (Ilhan and

Guler, 2017:322; cited Ahlawat, 1985; Tezbaşaran, 1997; Tavşancıl, 2010). According to Li (2013:1609) Likert scale can be easily constructed and modified, the numerical measurement results can be directly used for statistical inference, also measurements based on Likert scaling have a good reliability. For the purpose of this study, the ordinal measurement used parametric testing methods, as the data had normal distribution without skewed data above or below the mean score as well as equal variance and similar standard deviation across the variables.

As stated by Neideen and Brasel (2007:93) parametric tests are more robust and need a reduced amount of data to make a strong inference, than non-parametric tests. Furthermore, all parametric testing utilized a significance level of $\alpha = 0.05$ that conformed to a 95 % confidence interval, significant 2-tailed. Parametric tests consist of One Sample T-Test, Independent sample T-Test, Analysis of variance (ANOVA), Pearson correlation coefficient and regression analysis, which will be documented below:

6.8 Quantitative Discussion on Inferential Findings

For the study, the mean scores were extracted from the raw data responses that was captured on MS Excel spreadsheet, and given to an accredited statistician to capture on SPSS V 24.0. The statistical inferential analysis of the data showed the need for the following statistical tests, consisting of:

- One-sample T-test that was employed to test the analysis of mean and standard deviation for both independent variables and dependent variable. One-sample test whether a mean score is significantly different from a scalar value;
- Analysis of variance (ANOVA) tests compare groups of data (demographic variables, independent variables and dependent variables) in a single variable;
- Independent t-test was utilized for the analysis of dependence to compare the difference of two independent cohorts of cases; and
- Linear regression analysis estimates the coefficients of the linear equation utilizing one independent variable (line management leadership) that best predict the value of the dependent variable (employee engagement).

As previously reiterated, the understanding of the parametric tests results is based on the Table 6-14 below:

Table 6-14: Statistical significance of the probability value

P – Value	Explanation
$p > 0.05$	There is a NO statistical significant difference or relationship between variables.
$p < 0.05$	There is a statistical significant difference or relationship between two variables.

6.9 Results of One-Sample T-Test

The one-sample t-test is possibly the most frequently used parametric test to calculated test statistics. According to Neideen and Brasel (2007:93) the t-test also known as student t-test uses mean score, standard deviation and number of samples to calculate the test statistic, and is employed to ascertain whether the sample mean is different from a known average mean score. The outcome of the one-sample t-tests is one-sample test statistics and one-sample test. The one-sample test produces the t-value to obtain and assess statistical significant difference that results in the p-value of variables.

Both one-sample t-test and independent t-test was employed to test statistical significant difference in agreement or disagreement with variables. Furthermore, the study tested the probability that two sets of mean scores came from the same population. The analysis commenced with one-sample statistics and one sample test for each of the two independent variables (executive management leadership (EML) style and line management leadership (LML) style), and one dependent variable (employee engagement (EE)). Below, is the one-sample statistics and one-sample test that showed the statistical significant differences (agreement or disagreement):

6.9.1 One-Sample T-Test for Executive Management Leadership (EML)

Table 6-15: One-Sample Statistics and One-Sample Test

One-sample statistics						
QUESTION 2: Executive management leadership	N	Mean	Std. Deviation	Std. Error Mean		
2.1. Encourages employees to effectively contribute at meetings.	312	3.03	1.256	.071		
2.2. Is my role model/ mentor?	312	2.53*	1.192	.067		
2.3. Suggests different ways of resolving problems within the faculty.	312	2.80*	1.194	.068		
2.4. Treats staff with respect and fairness.	312	2.87	1.218	.069		
2.5. Goes the extra mile to resolve staff issues in departments.	312	2.63*	1.171	.066		
2.6. Able to resolve department problems promptly.	312	2.59*	1.159	.066		
2.7. Is transparent and his/her conduct is positive.	312	2.74*	1.217	.069		
One-sample test						
Question 2: Executive management leadership	Test Value = 3					
					95% Confidence Interval of the Difference	
	T	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
2.1. Encourages employees to effectively contribute at meetings.	.406	311	.685	.029	-.11	.17
2.2. Is my role model/ mentor?	-6.983	311	.000	-.471	-.60	-.34
2.3. Suggests different ways of resolving problems within the faculty.	-2.893	311	.004	-.196	-.33	-.06
2.4. Treats staff with respect and fairness.	-1.905	311	.058	-.131	-.27	.00
2.5. Goes the extra mile to resolve staff issues in departments.	-5.559	311	.000	-.369	-.50	-.24
2.6. Able to resolve department problems promptly.	-6.254	311	.000	-.410	-.54	-.28
2.7. Is transparent and his/her conduct is positive.	-3.815	311	.000	-.263	-.40	-.13

* (if significance and mean < 3.00 = significant disagreement for Table 6-15, Table 6-16, Table 6-17, Table 6-18)

6.9.1.1 Research Question: Is Ethical Leadership Style Evident amongst Executive Management Leadership at DUT?

H₁₀: Ethical leadership style is evident among executive management.

H₁₁: Ethical leadership style is not evident among executive management.

Table 6-15 presented the statistical analysis of mean value utilizing one-sample t-test for executive management leadership exhibiting p-value less than (< 0.05) for 5 out of 7. This has indicated a decreased support for the null hypothesis (H_0). Moreover, these results showed a lower standard deviation value (less variation of data). Therefore, these results using the Likert scale 5-point rating revealed a significant disagreement ($p < 0.05$) that ethical leadership style is present for executive management leadership, as reported below:

- Is a role model/mentor. ($M = 2.53$, $SD = 1.192$), $t(311) = -6.983$, $p = 0.000$;
- Suggests different ways of resolving problems within the faculty.
($M = 2.80$, $SD = 1.194$), $t(311) = -2.893$, $p = 0.004$;
- Goes the extra mile to resolve staff issues in departments. ($M = 2.63$, $SD = 1.171$),
 $t(311) = -5.559$, $p = 0.000$;
- Able to resolve department problems promptly. ($M = 2.59$, $SD = 1.159$),
 $t(311) = -6.254$, $p = 0.000$; and
- Is transparent and his/her conduct is positive. ($M = 2.74$, $SD = 1.159$), $t(311) = -3.815$,
 $p = 0.000$.

However, the following two statements for executive management leadership showed a significant agreement ($p > 0.05$), as reported below:

- Encourages employees to effectively contribute at meetings. ($M = 3.03$, $SD = 1.256$),
 $t(311) = 0.406$, $p = 0.685$; and
- Treats staff with respect and fairness. ($M = 2.74$, $SD = 1.217$), $t(311) = -1.905$,
 $p = 0.058$.

Thus, suggesting that the one-sample t-test results have revealed a highly statistically significant difference for the independent variable. Thus, the results indicate a high statistical significant difference in agreement that executive management leadership exhibits evidence of ethical leadership style. Hence, H_{10} is rejected. Therefore, H_{11} (alternative hypothesis) is partially accepted.

6.9.2 One-Sample Test for Line Manager Leadership (LML)

Table 6-16: One-Sample Statistics and One-Sample Test

One-sample statistics						
Question 3: Line management leadership (LML)	N	Mean	Std. Deviation	Std. Error Mean		
3.1. Encourages two-way communication that promotes open, honest dialogue and understanding.	312	2.73*	1.297	.073		
3.2. Respects staff different needs, abilities, and aspirations.	312	2.73*	1.272	.072		
3.3. Focuses on building staff respect, trust and equality.	312	2.57*	1.238	.070		
3.4. Welcomes employee-input in final decision-making.	312	2.60*	1.274	.072		
3.5. Is passionate and dedicated.	312	2.77*	1.358	.077		
3.6. Considers the moral consequences of decisions.	312	2.55*	1.262	.071		
3.7. Values empathy (spirit of Ubuntu) towards staff.	311	2.65*	1.333	.076		
3.8. Supports staff personal and professional development.	312	2.73*	1.287	.073		
3.9. Appreciates and acknowledges staff efforts for tasks achieved.	312	2.74*	1.307	.074		
3.10. Strives to fulfil the goals and objectives of the university through the department.	312	2.89	1.304	.074		
3.11. Is transparent and ethical.	312	2.46*	1.298	.073		
3.12. Has necessary skills to manage employee conflict, mistakes and complaints.	312	2.40*	1.254	.071		
3.13. Is a good role model?	312	2.46*	1.267	.072		
3.14. Can be trusted to keep work-related promises.	312	2.45*	1.307	.074		
3.15. Allows employees to influence critical decision-making.	312	2.51*	1.265	.072		
3.16. Encourages self-management.	312	2.69*	1.326	.075		
One-sample test						
Question 3: Line management leadership (LML)	Test Value = 3					
					95% Confidence Interval of the Difference	
	T	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
3.1. Encourages two-way communication that promotes open, honest dialogue and understanding.	-3.666	311	.000	-.269	-.41	-.12
3.2. Respects staff different needs, abilities, and aspirations.	-3.695	311	.000	-.266	-.41	-.12
3.3. Focuses on building staff respect, trust and equality.	-6.174	311	.000	-.433	-.57	-.29
3.4. Welcomes employee-input in final decision-making.	-5.597	311	.000	-.404	-.55	-.26
3.5. Is passionate and dedicated.	-3.002	311	.003	-.231	-.38	-.08
3.6. Considers the moral consequences of decisions.	-6.326	311	.000	-.452	-.59	-.31
3.7. Values empathy (spirit of Ubuntu) towards staff.	-4.637	310	.000	-.350	-.50	-.20
3.8. Supports staff personal and professional development.	-3.652	311	.000	-.266	-.41	-.12
3.9. Appreciates and acknowledges staff efforts for tasks achieved.	-3.465	311	.001	-.256	-.40	-.11
3.10. Strives to fulfil the goals and objectives of the university through the department.	-1.519	311	.130	-.112	-.26	.03
3.11. Is transparent and ethical.	-7.286	311	.000	-.535	-.68	-.39
3.12. Has necessary skills to manage employee conflict, mistakes and complaints.	-8.397	311	.000	-.596	-.74	-.46
3.13. Is a good role model?	-7.550	311	.000	-.542	-.68	-.40
3.14. Can be trusted to keep work-related promises.	-7.407	311	.000	-.548	-.69	-.40
3.15. Allows employees to influence critical decision-making.	-6.890	311	.000	-.494	-.63	-.35
3.16. Encourages self-management.	-4.141	311	.000	-.311	-.46	-.16

6.9.2.1 Research Question: Is Ethical Leadership Style Evident amongst Line Management Leadership at DUT?

H2₀: Ethical leadership style is evident among line management leadership.

H2₁: Ethical leadership style is not evident among line management leadership.

Table 6-16 demonstrated a p-value less than (< 0.05) for 15 out of 16 statements, except for one statement (Strives to fulfil the goals and objectives of the university through the department with $M = 2.89$, $SD = 1.304$), $t(311) = -1.519$, $p = 0.130$). This suggested reduced support for the null hypothesis (H_0), and a lower probability of obtaining a finding similar to null hypothesis. Similarly, these results showed a lower standard deviation value (less variation) and revealed a significant disagreement ($p < 0.05$) that ethical leadership style is present for line management leadership, as specified below:

- Encourages two-way communication that promotes open, honest dialogue and understanding. ($M = 2.73$, $SD = 1.297$), $t(311) = -3.666$, $p = 0.000$;
- Respects staff different needs, abilities, and aspirations. ($M = 2.73$, $SD = 1.272$), $t(311) = -3.695$, $p = 0.000$;
- Focuses on building staff respect, trust and equality. ($M = 2.57$, $SD = 1.238$), $t(311) = -6.174$, $p = 0.000$;
- Welcomes employee-input in final decision-making. ($M = 2.60$, $SD = 1.274$), $t(311) = -5.597$, $p = 0.000$;
- Is passionate and dedicated. ($M = 2.77$, $SD = 1.358$), $t(311) = -3.002$, $p = 0.003$;
- Considers the moral consequences of decisions. ($M = 2.55$, $SD = 1.262$), $t(311) = -6.326$, $p = 0.000$;
- Values empathy (spirit of Ubuntu) towards staff. ($M = 2.65$, $SD = 1.333$), $t(310) = -4.637$, $p = 0.000$;
- Supports staff personal and professional development. ($M = 2.73$, $SD = 1.287$), $t(311) = -3.652$, $p = 0.000$;
- Appreciates and acknowledges staff efforts for tasks achieved. ($M = 2.74$, $SD = 1.307$), $t(311) = -3.465$, $p = 0.001$;
- Is transparent and ethical. ($M = 2.46$, $SD = 1.298$), $t(311) = -7.286$, $p = 0.000$;
- Have necessary skills to manage employee conflict, mistakes and complaints. ($M = 2.40$, $SD = 1.254$), $t(311) = -8.397$, $p = 0.000$;

- Is a good role model? (M =2.46, SD =1.267), t (311) = -7.550, p = 0.000;
- Can be trusted to keep work-related promises. (M =2.45, SD =1.307), t (311) =-7.407, p = 0.000;
- Allows employees to influence critical decision-making. (M =2.51, SD =1.265), t (311) =-6.890, p = 0.000; and
- Encourages self-management. (M =2.69, SD =1.326), t (311) = -4.141, p = 0.000.

Respectively, the dimensions of the t-value for majority of the statements are higher compared to one statement (Question 3.10). Thus, indicating that there is a high statistical significant difference in agreement for line management leadership (LML) variable. There is a significant difference between line management leadership and evidence of ethical leadership style. Hence, H_{2o} is rejected. Therefore, H_{21} (alternative hypothesis) is partially accepted.

6.9.3 One Sample T-Test for Employee Engagement

Table 6-17: One-Sample Statistics and One-Sample Test

One-sample statistics				
Question 4: Employee engagement	N	Mean	Std. Deviation	Std. Error Mean
4.1. Annual leadership evaluation of HODs should be undertaken by respective staff.	312	3.86	1.038	.059
4.2. My HOD is concerned about staff well-being.	312	2.67*	1.205	.068
4.3. I am able to discuss personal staff matters or report a problem to my HOD.	312	2.65*	1.259	.071
4.4. My HOD is my confidant and genuinely cares for me.	312	2.45*	1.183	.067
4.5. Staff are comfortable to raise issues and ask questions to the HOD.	311	2.64*	1.290	.073
4.6. I am involved in final decision-making.	312	2.33*	1.136	.064
4.7. I have a good working relationship with my HOD.	312	2.86*	1.253	.071
4.8. My HOD supports my career development.	312	2.86*	1.197	.068
4.9. I carry out tasks beyond my job description.	312	3.72	1.329	.075
4.10. Duties are allocated equitably to all staff.	312	2.68*	1.224	.069
4.11. I am motivated and passionate about my job.	312	3.45	1.358	.077
4.12. My HOD encourages teamwork.	312	2.92	1.251	.071
4.13. I have the adequate resources to do my job well.	312	2.50*	1.242	.070
4.14. I am willing to go the extra mile to help staff in my department.	312	3.03	1.476	.084
4.15. I am happy and feel part of a family to work in my department.	312	2.56*	1.333	.075
4.16. My HOD inspires and encourages me to perform better.	312	2.54*	1.288	.073
4.17. I will switch jobs should a better job offer arise.	312	3.13	1.514	.086
One-sample test				
Test Value = 3				

One-sample statistics						
Question 4: Employee engagement	N	Mean	Std. Deviation	Std. Error Mean		
4.1. Annual leadership evaluation of HODs should be undertaken by respective staff.	312	3.86	1.038	.059		
4.2. My HOD is concerned about staff well-being.	312	2.67*	1.205	.068		
4.3. I am able to discuss personal staff matters or report a problem to my HOD.	312	2.65*	1.259	.071		
4.4. My HOD is my confidant and genuinely cares for me.	312	2.45*	1.183	.067		
4.5. Staff are comfortable to raise issues and ask questions to the HOD.	311	2.64*	1.290	.073		
4.6. I am involved in final decision-making.	312	2.33*	1.136	.064		
4.7. I have a good working relationship with my HOD.	312	2.86*	1.253	.071		
4.8. My HOD supports my career development.	312	2.86*	1.197	.068		
4.9. I carry out tasks beyond my job description.	312	3.72	1.329	.075		
4.10. Duties are allocated equitably to all staff.	312	2.68*	1.224	.069		
4.11. I am motivated and passionate about my job.	312	3.45	1.358	.077		
4.12. My HOD encourages teamwork.	312	2.92	1.251	.071		
4.13. I have the adequate resources to do my job well.	312	2.50*	1.242	.070		
4.14. I am willing to go the extra mile to help staff in my department.	312	3.03	1.476	.084		
4.15. I am happy and feel part of a family to work in my department.	312	2.56*	1.333	.075		
4.16. My HOD inspires and encourages me to perform better.	312	2.54*	1.288	.073		
Question 4: Employee engagement					95% Confidence Interval of the Difference	
	t	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
4.1. Annual leadership evaluation of HODs should be undertaken by respective staff.	14.672	311	.000	.862	.75	.98
4.2. My HOD is concerned about staff well-being.	-4.888	311	.000	-.333	-.47	-.20
4.3. I am able to discuss personal staff matters or report a problem to my HOD.	-4.945	311	.000	-.353	-.49	-.21
4.4. My HOD is my confidant and genuinely cares for me.	-8.232	311	.000	-.551	-.68	-.42
4.5. Staff are comfortable to raise issues and ask questions to the HOD.	-4.967	310	.000	-.363	-.51	-.22
4.6. I am involved in final decision-making.	-10.420	311	.000	-.670	-.80	-.54
4.7. I have a good working relationship with my HOD.	-2.033	311	.043	-.144	-.28	.00
4.8. My HOD supports my career development.	-2.081	311	.038	-.141	-.27	.00
4.9. I carry out tasks beyond my job description.	9.543	311	.000	.718	.57	.87
4.10. Duties are allocated equitably to all staff.	-4.625	311	.000	-.321	-.46	-.18
4.11. I am motivated and passionate about my job.	5.879	311	.000	.452	.30	.60
4.12. My HOD encourages teamwork.	-1.131	311	.259	-.080	-.22	.06
4.13. I have the adequate resources to do my job well.	-7.155	311	.000	-.503	-.64	-.36
4.14. I am willing to go the extra mile to help staff in my department.	.307	311	.759	.026	-.14	.19
4.15. I am happy and feel part of a family to work in my department.	-5.817	311	.000	-.439	-.59	-.29
4.16. My HOD inspires and encourages me to perform better.	-6.332	311	.000	-.462	-.60	-.32
4.17. I will switch jobs should a better job offer arise.	1.496	311	.136	.128	-.04	.30

6.9.3.1 Research Question: Does Line Management Leadership Significantly Influence Employee Engagement?

H3₀: Line management leadership has no significant influence on employee engagement.

H3₁: Line management leadership has significant influence on employee engagement.

Table 6-17 demonstrated a p-value less than ($<$) 0.05 for majority of the statements relating to employee engagement at the institution. There was missing data for only one statement (Question 4.5) in the dataset that had no impact on the overall statistical findings. Moreover, the results showed negative higher dimension of t-value for majority of the statements. The outcome of the statistical results from the p - value revealed that there was a significant disagreement for overall employee engagement construct, as reported below:

- My HOD is concerned about staff well-being. (M = 2.67, SD = 1.205),
t (311) = -4.888, p = 0.000;
- I am able to discuss personal staff matters or report a problem to my HOD.
(M = 2.65, SD = 1.259), t (311) = -4.945, p = 0.000;
- My HOD is my confidant and genuinely cares for me. (M = 2.45, SD = 1.183),
t (311) = -8.232, p = 0.000;
- Staff are comfortable to raise issues and ask questions to the HOD.
(M = 2.64, SD = 1.290), t (310) = -4.967, p = 0.000;
- I am involved in final decision-making. (M = 2.33, SD = 1.136), t (311) = -10.420,
p = 0.000;
- I have a good working relationship with my HOD. (M = 2.86, SD = 1.253),
t (311) = -2.033, p = 0.043;
- My HOD supports my career development. (M = 2.86, SD = 1.197), t (311) = -2.081,
p = 0.038;
- Duties are allocated equitably to all staff. (M = 2.68, SD = 1.224), t (311) = -4.625,
p = 0.000;
- My HOD encourages teamwork. (M = 2.92, SD = 1.251), t (311) = -1.131, p = 0.259;
- I have the adequate resources to do my job well. (M = 2.50, SD = 1.242),
t (311) = -7.155, p = 0.000;
- I am willing to go the extra mile to help staff in my department. (M = 3.03, SD = 1.476),
t (311) = 0.307, p = 0.759;

- I am happy and feel part of a family to work in my department. ($M = 2.56$, $SD = 1.333$), $t(311) = -5.817$, $p = 0.000$;
- My HOD inspires and encourages me to perform better. ($M = 2.54$, $SD = 1.288$), $t(311) = -6.332$, $p = 0.000$; and
- I will switch jobs should a better job offer arise. ($M = 3.13$, $SD = 1.514$), $t(311) = 1.496$, $p = 0.136$.

Understandably, the three of the aforesaid statements from Table 6-17 were integrated into significant agreement below, despite results showing a p-value greater than 0.05. These three statements may possibly fall under the category of being similar to reverse score items which is comparable to Ilhan and Guler (2017: 322; cited Bergstrom and Luriz, 1998) that found direct and reverse scored items measured the same structure and applying both of these items together was unobjectionable. These three statements showed a positive t-value dimension and revealed a statistical significant agreement, as described below:

- Annual leadership evaluation of HODs should be undertaken by respective staff ($M = 3.86$, $SD = 1.038$), $t(311) = 14.672$, $p = 0.000$;
- I carry out tasks beyond my job description ($M = 3.72$, $SD = 1.329$), $t(311) = 9.543$, $p = 0.000$; and
- I am motivated and passionate about my job ($M = 3.45$, $SD = 1.358$), $t(311) = 5.879$, $p = 0.000$.

The one-sample t-test results have shown a statistical significant disagreement for overall employee engagement construct. Thus, the results indicate a significant difference in agreement for employee engagement at the institution. Hence, $H3_0$ is rejected. Therefore, $H3_1$ (alternative hypothesis) is partially accepted.

6.9.4 One-Sample T-Test for Leadership Dimension

Table 6-18: One-Sample Test and One-Sample Statistics on Leadership Dimension

One-sample statistics						
Question 5: Leadership dimension	N	Mean	Std. Deviation	Std. Error Mean		
5.1. Leader's style has an impact on staff well-being.	312	4.24*	.939	.053		
5.2. Leaders to attend ongoing leadership development training courses during their term in office.	312	4.20*	.904	.051		
5.3. An ethical leadership style can have a positive impact on employees.	312	4.43*	.740	.042		
5.4. I am loyal to my organization.	312	4.22*	.927	.052		
One-sample test						
Question 5: Leadership dimension	Test Value = 3					
					95% Confidence Interval of the Difference	
	t	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
	5.1. Leader's style has an impact on staff well-being.	23.263	311	.000	1.237	1.13
5.2. Leaders to attend ongoing leadership development training courses during their term in office.	23.479	311	.000	1.202	1.10	1.30
5.3. An ethical leadership style can have a positive impact on employees.	34.107	311	.000	1.429	1.35	1.51
5.4. I am loyal to my organization.	23.211	311	.000	1.218	1.11	1.32

* (if significance and mean > 3.00 = significant agreement)

H4₀: Leadership dimensions is not considered necessary at the lower levels of the institution.

H4₁: Leadership dimensions is considered necessary at the lower levels of the institution.

Table 6-18 demonstrates the one-sample t-test for leadership dimensions (Annexure B - additional information) of four statements. These random statements did not measure any single construct in the study. However, these results revealed a statistical significant agreement ($p < 0.05$), as specified below:

- Leader's style has an impact on staff well-being. ($M = 4.24$, $SD = 0.939$), $t(311) = 23.263$, $p = 0.000$;
- Leaders to attend ongoing leadership training courses during their term in office. ($M = 4.20$, $SD = 0.904$), $t(311) = 23.479$, $p = 0.000$;
- An ethical leadership style can have a positive impact on employees. ($M = 4.43$, $SD = 0.740$), $t(311) = 34.107$, $p = 0.000$; and
- I am loyal to my organization. ($M = 4.22$, $SD = 0.927$), $t(311) = 23.211$, $p = 0.000$.

Table 6-18 revealed a p-value (< 0.05) for overall Likert scale 5-point rating statements. This showed a reduce probability of obtaining a result similar to null hypothesis (H_0). Furthermore, these statements displayed a very low standard deviation value, thus formed a cluster variance of data. Respectively, the results exhibited high t-value dimensions suggesting statistically significant results in the p-value. Thus, these results have shown a significant agreement for leadership dimension at the institution. Hence, H_{4_0} is rejected. Therefore, H_{4_1} (alternative hypothesis) is accepted.

6.9.5 Independent Sample T-Test for Biographical Cohort

The independent sample T-Test was conducted to test the assumption that a significant difference in the mean score of biographical cohort can be found as a result of the impact of the four measures or leadership items. Moreover, so as to perform the independent t-test, the assumption of homogeneity of variances for two groups needed to be examined for validity of the study. The Levene's Test for Equality of variances was used to assess homogeneity of variance spread between three leadership items and job cohort. The unpaired t-test was performed and tabularized below:

- Mean score of the four measures across each job cohort;
- Mean score of the four measures across each gender cohort; and
- Mean score of three leadership items across job cohort.

6.9.5.1 Independent Samples T-Test for Four Measures across Job Cohort

Table 6-19: Group Statistics for Four Measures across Job Cohort

Measures	Job category	N	Mean	Std. Deviation	Std. Error Mean
EML	Academic	165	2.8407	1.04054	.08101
	Administrative	147	2.6297	1.06206	.08760
LML	Academic	165	2.5383	1.13959	.08872
	Administrative	147	2.7141	1.13470	.09359
EE_EXT	Academic	165	2.5994	1.07144	.08341
	Administrative	147	2.7220	1.05613	.08711
EE_INT	Academic	165	3.1758	1.07166	.08343
	Administrative	147	3.4036	1.12210	.09255

H5₀: There is no significant difference of four measures across academic and administrative employee.

H5₁: There is a significant difference of four measures across academic and administrative employee.

Table 6-19 presented independent sample t-test to assess group significant differences for each of the four measures (LML, EML, EE_EXT and EE_INT) across job cohort (Academic and Administrative). The results showed samples numbers that was obtained from each independent cohort (that is four measures), being the sum of the two job cohorts (165 + 147) is 312. The comparison of the two mean scores from each cohort revealed statistical insignificant differences in agreement between the four measures and job cohort. Thus, the H5₀ is accepted.

6.9.5.2 Independent T-Test for Four Measures across Gender Cohort

Table 6-20: Group Statistics for Four Measures Across Gender Cohort

Group Statistics					
Measures	Gender	N	Mean	Std. Deviation	Std. Error Mean
EML	Male	133	2.8292	1.09582	.09502
	Female	179	2.6760	1.02060	.07628
LML	Male	133	2.5937	1.20234	.10426
	Female	179	2.6414	1.09229	.08164
EE_EXT	Male	133	2.6168	1.15152	.09985
	Female	179	2.6872	.99685	.07451
EE_INT	Male	133	3.2707	1.21727	.10555
	Female	179	3.2924	1.00724	.07529

H6₀: There is no significant difference in the four measures across gender cohort.

H6₁: There is a significant difference in the four measures across gender cohort.

Table 6-20 demonstrated group statistics for each of the four measures (LML, EML, EE_EXT and EE_INT) across male and female cohort. A comparison of the two means from each group has revealed no statistical significant differences in agreement were found between the four measures and gender cohort. Thus, the H6₀ is accepted.

6.9.5.3 Independent T-Test for Leadership Items across Job Cohort

Table 6-21: Leadership Items across Academic and Administrative Cohort

Leadership items		Job group	N	Mean	Std. Deviation
2.5. Goes the extra mile to resolve staff issues in departments.		Academic	165	2.78	1.169
		Administrative	147	2.46	1.154
2.6. Able to resolve department problems promptly.		Academic	165	2.73	1.164
		Administrative	147	2.43	1.135
3.13. Is a good role model?		Academic	165	2.29	1.245
		Administrative	147	2.65	1.270

Independent Samples Test										
Leadership items		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
2.5. Goes the extra mile to resolve staff issues in departments.	Equal variances assumed	.170	.681	2.422	310	.016	.319	.132	.060	.579
	Equal variances not assumed			2.424	306.728	.016	.319	.132	.060	.578
2.6. Able to resolve department problems promptly.	Equal variances assumed	.205	.651	2.336	310	.020	.305	.130	.048	.561
	Equal variances not assumed			2.339	307.489	.020	.305	.130	.048	.561
3.13. Is a good role model?	Equal variances assumed	.304	.582	-2.493	310	.013	-.355	.143	-.636	-.075
	Equal variances not assumed			-2.490	304.341	.013	-.355	.143	-.636	-.075

H7₀: There is no significant difference in mean for academic and administrative cohort across three leadership items.

H7₁: There is a significant difference in mean for academic and administrative cohort across three leadership items.

The first table from Table 6-21 (Annexure E) revealed descriptive statistics of leadership items for job cohort, whilst the second table showed the reliable results that there is a significant difference for academic and administrative cohort across three leadership items. Hence, the assumption of equal variance of data has been satisfied. The variances are not significantly different for job cohort across the leadership items. Therefore, the Levene's test for variance equality is assumed (Sig. Value > 0.05). However, the appropriate t-test

and p-value (Sig 2-tailed) revealed that academic and administrative cohort and three leadership items means are statistically different, as reported below:

- Goes the extra mile to resolve staff issues in departments, $t(310) = 2.422$, $p = 0.016$. The difference in average agreement for academic cohort ($M = 2.78$, $SD = 1.169$) is significantly greater than administrative cohort ($M = 2.46$, $SD = 1.164$) regarding executive management leadership;
- Able to resolve department problems promptly, $t(310) = 2.336$, $p = 0.020$. The average agreement for academic cohort ($M = 2.73$, $SD = 1.164$) is significantly higher than administrative cohort ($M = 2.43$, $SD = 1.135$) concerning line management leadership; and
- Is a good role model, $t(310) = -2.493$, $p = 0.013$. The average agreement for academic cohort ($M = 2.29$, $SD = 1.245$) is significantly greater than administrative cohort ($M = 2.65$, $SD = 1.270$) with respects to line management leadership.

This has indicated that there is a statistical significant (at 5% level) difference in average agreement between the two cohorts. Moreover, the results have indicated that the average agreement is reasonably different between academic and administrative cohort for each leadership item. Therefore, $H7_1$ is partially accepted.

6.9.6 Analysis of Variance (ANOVA) across Biographical Categories

Analysis of variance test was employed to test significant differences for sample population group of four measures (EML, LML, EE_EXT, EE_INT and leadership items) across biographical categories (age, gender, ethnicity, length of service etc.) to assess a difference in average scores (variances) between them. ANOVA tested independent variables and dependent variable for significant differences across biographical data. This is in conformity with Creswell *et al.* (2016:255) analysis of variance is utilised when there are more than two independent cohorts that need to be assessed on a single quantitative measure.

The ANOVA is classical statistical test that uses the F-Ratio to obtain a probability (p-value) to reveal statistical significance or insignificance. In other words, it is employed to assess whether cohort mean scores differ significantly (Mohlongo, 2014:57; cited Field, 2009:781). ANOVA commences with biographical data followed by ANOVA for leadership items, as documented below:

6.9.6.1 ANOVA for Four Measures across Age Category

Table 6-22: ANOVA results for Two Measures across Age Category

Measures				
Age		N	Mean	Std. Deviation
EE_EXT	18-20	3	1.1000	.17321
	21-30	80	2.8275	.96140
	31-40	106	2.5160	1.00826
	41-50	73	2.6689	1.05383
	51-65	50	2.7600	1.27983
	Total	312	2.6572	1.06431
EE_INT	18-20	3	1.3333	.57735
	21-30	80	3.4667	.99308
	31-40	106	3.2201	1.19336
	41-50	73	3.2694	1.01479
	51-65	50	3.2600	1.10100
	Total	312	3.2831	1.09986

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
EE_EXT	Between Groups	12.245	4	3.061	2.764	0.028*
	Within Groups	340.043	307	1.108		
	Total	352.288	311			
EE_INT	Between Groups	14.561	4	3.640	3.090	0.016*
	Within Groups	361.652	307	1.178		
	Total	376.213	311			

* (p<0.05 = significant difference)

H8₀: There is no significant difference for employee engagement factors across age category.

H8₁: There is a significant difference for employee engagement factors across age category.

Table 6-22 (Annexure E) presented the one-way analysis of variance (ANOVA) that compared the mean score of age category to employee engagement factors (EE _ External and EE _ Internal). The results revealed a statistical significant difference in agreement for both employee engagement factors across age category. The employee engagement (EE_EXT) measure across age categories with, $F(4, 307) = 2.764$, $p = .028$. In addition, the mean value score for employee engagement (EE_EXT) is insignificant for 18-20 age group ($M = 1.1000$, $SD = 0.17321$) than the older age groups. Thus, there is a significant

difference between employee engagement (EE_EXT) and older age groups. Additionally, the results revealed a significant difference for employee engagement (EE_INT) measure across age category with, $F(4, 307) = 3.640$, $p = 0.016$. Similarly, the difference in mean score for 21-30 age group ($M = 3.4667$, $SD = 0.99308$) is significantly higher than 18-20 age group. Thus, there is a significant difference between employee engagement (EXT) and older age groups. Even though the other measures (Annexure E) may give the impression of being different, but are not significantly different. Therefore, H_{8_1} is partially accepted.

6.9.6.2 ANOVA for Four Measures across Ethnicity Category

Table 6-23: ANOVA results for One Measure across Ethnicity Category

Ethnicity		N	Mean	Std. Deviation
LML	Black	154	2.7295	1.17518
	Coloured	17	2.1618	.63433
	Indian	110	2.5165	1.06210
	White	31	2.7056	1.36437
	Total	312	2.6211	1.13885

Robust Tests of Equality of Means					
		Statistic ^a	df1	df2	Sig.
EML	Welch	.225	3	57.545	0.879
LML	Welch	3.408	3	62.814	0.023
EE_EXT	Welch	1.387	3	59.327	0.256
EE_INT	Welch	.531	3	55.951	0.663
a. Asymptotically F distributed.					

* ($p < 0.05$ = significant difference)

H_{9_0} : Line management leadership is not different across ethnicity category.

H_{9_1} : Line management leadership is different across ethnicity category.

Table 6-23 (Annexure E) revealed that the mean score of line management leadership was different across the four ethnicity category. Notably, there is a significant difference in mean scores for line management leadership across four ethnicities with, Welch ($3, 62.814$) = 3.408 , $p = 0.023$. This has implied that the homogeneity of variance assumption was violated ($p < 0.05$) for line management leadership across four ethnicity category. Thus, denoted that the significant difference in mean score for Black category ($M = 2.7295$, $SD =$

1.17518) is greater than Coloured category ($M = 2.1618$, $SD = 0.63433$). Therefore, this has indicated that Black category has a significant difference with line management leadership (HODs) in relation to ethical leadership style. Therefore, H_{91} is partially accepted.

6.9.6.3 ANOVA for Four Measures across Employment Category

H_{10_0} : A significant difference in mean scores does not exist across employment category.

H_{10_1} : A significant difference in mean scores does exist across employment category.

Annexure E presented the analysis of variance that compared the mean scores of different measures (executive management leadership, line management leadership and employee engagement) across employment (permanent, contract, other) category. The findings showed that there are insignificant differences between the four measures (EML, LML, EE_EXT, EE_INT) and employment category. However, in spite of the overall measures giving the effect of being different, the inferential results have shown that they are statistical insignificant difference across employment category. Therefore, H_{10_0} is accepted.

6.9.6.4 ANOVA for Four Measures across Years of Service Category

H_{11_0} : There is no significant difference in mean scores across length of service category.

H_{11_1} : There is a significant different in mean scores across length of service category.

Annexure E depicted the analysis of variance that compared the mean score of length of service category to leadership and employee engagement measures (Executive management leadership, Line management leadership, and employee engagement). The results demonstrated that there is no significant difference in agreement across all the study measures and length of service category. Therefore, H_{11_0} is accepted.

6.9.6.5 ANOVA for Four Measures across Job Grade Level Category

Table 6-24: ANOVA results for two measures across Job grade level category

Job level		N	Mean	Std. Deviation
EE_EXT	Semi-skilled	81	2.6535	1.03601
	Professional	58	2.7466	1.05002
	Lecturers	148	2.5257	1.08359
	Junior manager	14	3.2000	.98528
	Middle manager	11	3.2909	.82396
	Total	312	2.6572	1.06431
EE_INT	Semi-skilled	81	3.3292	1.09607
	Professional	58	3.2184	.97643
	Lecturers	148	3.1532	1.12646
	Junior manager	14	3.8810	1.07502
	Middle manager	11	4.2727	.74264
	Total	312	3.2831	1.09986

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
EE_EXT	Between Groups	11.567	4	2.892	2.605	*0.036
	Within Groups	340.722	307	1.110		
	Total	352.288	311			
EE_INT	Between Groups	18.691	4	4.673	4.012	*0.003
	Within Groups	357.522	307	1.165		
	Total	376.213	311			

* (p < 0.05 = significant difference)

H12₀: Employee engagement measures are not significantly different across job grade level category.

H12₁: Employee engagement measures are significantly different across job grade level category.

Table 6-24 (Annexure E) depicted the analysis of variance comparing the means of job grade level group with reference to employee engagement (external and internal). There is a significant difference in the employee engagement (EE_EXT) measure across grade level categories, $F(4, 307) = 2.605$, $p = 0.036$. Moreover, the significant difference in agreement mean score is lower for lecturer grade level ($M = 2.5257$, $SD = 1.08359$) than middle manager grade level ($M = 3.2909$, $SD = 0.82396$). Thus, indicating more difference in employee engagement (EE_EXT) for middle manager grade level compared to lecturer grade level. In addition, indicated that lecturer grade level is more work engaged compared

to middle manager grade level. Respectively, employee engagement (EE_INT) demonstrated a significant difference across job level categories, $F(4, 307) = 4.012$, $p=0.003$. However, for employee engagement (EE_INT) the difference in mean scores for middle manager job level ($M = 4.2727$, $SD = 0.74264$) is higher than the overall job grades levels (semi-skilled, professionals and lecturers). Although, the other grade levels could imply a difference however, they have not shown statistical significant difference in results. In addition, the results indicate that middle manager grade level is not intrinsically engaged in comparison to the other job grade levels. Therefore, $H12_1$ is partially accepted.

6.9.6.6 ANOVA for Line Management Leadership Items on Five Age Groups

Table 6-25: ANOVA for Four Leadership Items on Age Groups

Line management Leadership items (Question 2)	Age	N	Mean	Std. Deviation
3.13. Is a good role model?	18-20	3	1.00	.000
	21-30	80	2.83	1.348
	31-40	106	2.34	1.202
	41-50	73	2.32	1.200
	51-65	50	2.42	1.279
	Total	312	2.46	1.267
3.14. Can be trusted to keep work-related promises.	18-20	3	1.00	.000
	21-30	80	2.76	1.380
	31-40	106	2.31	1.260
	41-50	73	2.30	1.244
	51-65	50	2.56	1.312
	Total	312	2.45	1.307
3.15. Allows employees to influence critical decision-making.	18-20	3	1.00	.000
	21-30	80	2.80	1.277
	31-40	106	2.39	1.200
	41-50	73	2.40	1.255
	51-65	50	2.54	1.343
	Total	312	2.51	1.265
3.16. Encourages self-management.	18-20	3	1.00	.000
	21-30	80	2.93	1.357
	31-40	106	2.71	1.287
	41-50	73	2.45	1.302
	51-65	50	2.72	1.341
	Total	312	2.69	1.326

ANOVA						
Line management leadership items		Sum of Squares	df	Mean Square	F	Sig.
3.13. Is a good role model?	Between Groups	20.201	4	5.050	3.235	.013 *
	Within Groups	479.257	307	1.561		
	Total	499.458	311			
3.14. Can be trusted to keep work-related promises.	Between Groups	18.375	4	4.594	2.750	.028 *
	Within Groups	512.904	307	1.671		
	Total	531.279	311			
3.15. Allows employees to influence critical decision-making.	Between Groups	16.146	4	4.037	2.572	.038 *
	Within Groups	481.841	307	1.570		
	Total	497.987	311			
3.16. Encourages self-management.	Between Groups	17.197	4	4.299	2.492	.043 *
	Within Groups	529.646	307	1.725		
	Total	546.843	311			

* (p < 0.05 = significant difference)

H13₀: Line management leadership has no significant impact on four age groups.

H13₁: Line management leadership has a significant impact on four age groups.

Table 6-25 presented (Annexure E) the analysis of variance showing comparative differences with the mean scores of age groups for line management leadership. Thus, indicating a statistical significant difference in average agreement for mean scores of 18-20 age groups being insignificant in comparison to the other four age groups, as reported below:

- Is a good role model with $F(4, 307) = 3.235$, $p = 0.013$. The average agreement for 18-20 age group ($M = 1.000$, $SD = 0.000$) is significantly lower compared to average agreement in all other age groups;
- Can be trusted to keep work-related promises with $F(4, 307) = 2.750$, $p = 0.028$. The difference for 18-20 age group ($M = 1.000$, $SD = 0.000$) is smaller compared to other five age groups;
- Allows employees to influence critical decision-making with $F(4, 307) = 2.572$, $p = 0.038$. The difference in agreement for 18-20 age group ($M = 1.000$, $SD = 0.000$) is insignificant compared to other age groups; and
- Encourages self-management with $F(4, 307) = 2.492$, $p = 0.043$. The average agreement for 18-20 age group ($M = 1.000$, $SD = 0.000$) is lower in comparison to the five age groups.

This indicated that there is a significant difference in agreement between older age groups (21-65) to line management leadership at the institution. The other leadership items may have been expected to be significant however, no significance was found. Moreover, these insignificant differences would only relate to the sample population. Therefore, H13₁ is partially accepted.

6.9.6.7 ANOVA for Line Management Leadership Items on Employee Length of Service Group

Table 6-26 : ANOVA LML Items influence on Length of Service Group

Line management Leadership items (Question 2)	Length of service	N	Mean	Std. Deviation
3.10. Strives to fulfil the goals and objectives of the university through the department.	0-5 YEARS	90	2.98	1.406
	6-10 YEARS	80	2.88	1.205
	11-15 YEARS	49	2.88	1.317
	16-20 YEARS	31	2.77	1.309
	21-25 YEARS	39	2.90	1.252
	26-35 YEARS	19	3.05	1.311
	>36 YEARS	4	1.25	.500
	TOTAL	312	2.89	1.304
3.12. Has necessary skills to manage employee conflict, mistakes and complaints.	0-5 YEARS	90	2.61	1.371
	6-10 YEARS	80	2.49	1.253
	11-15 YEARS	49	2.29	1.275
	16-20 YEARS	31	2.19	1.108
	21-25 YEARS	39	2.15	1.065
	26-35 YEARS	19	2.47	1.172
	>36 YEARS	4	1.25	.500
	TOTAL	312	2.40	1.254
3.13. Is a good role model?	0-5 YEARS	90	2.68	1.389
	6-10 YEARS	80	2.56	1.271
	11-15 YEARS	49	2.41	1.322
	16-20 YEARS	31	2.13	1.118
	21-25 YEARS	39	2.10	.995
	26-35 YEARS	19	2.58	1.121
	>36 YEARS	4	1.50	.577
	TOTAL	312	2.46	1.267
3.16. Encourages self-management.	0-5 YEARS	90	2.86	1.370
	6-10 YEARS	80	2.70	1.316
	11-15 YEARS	49	2.67	1.313
	16-20 YEARS	31	2.65	1.404
	21-25 YEARS	39	2.41	1.272
	26-35 YEARS	19	2.79	1.228
	>36 YEARS	4	1.50	.577
	TOTAL	312	2.69	1.326

Robust Tests of Equality of Means

		Statistic a	df1	df2	Sig.
3.10. Strives to fulfil the goals and objectives of the university through the department.	Welch	6.322	6	39.242	.000
3.12. Has necessary skills to manage employee conflict, mistakes and complaints.	Welch	3.915	6	39.066	.004 *
3.13. Is a good role model?	Welch	3.110	6	38.174	.014 *
3.16. Encourages self-management.	Welch	2.994	6	38.411	.017

a. Asymptotically F distributed.

* (p < 0.05 = significant difference)

H14₀: Line management leadership has no significant difference in agreement with 0-5 years of length of service.

H14₁: Line management leadership has a significant difference in agreement with 0-5 years' length of service.

Table 6-26 revealed (Annexure E) the utilization of Robust tests of equality of means as the homogeneity of variance assumption was violated (p<0.05). The result is a higher significant difference in agreement across mean scores of 0-5 years of length of service group for four of the line management leadership items, as specified below:

- Has necessary skills to manage employee conflict, mistakes and complaints, Welch (6, 39.066) = 3.915, p = .004. Employees with 0-5 years of service have a higher significant difference in agreement in comparison to those greater (>) than 36 years of service. This is supported by the significant difference in mean score of 0-5 years (M = 2.61, SD = 1.371) being greater than mean score of greater than 36 years (M = 1.25, SD = 0.500); and
- Is a good role model, Welch (6, 38.174) = 3.110, p = 0.014. Those with 0-5 years of service have a higher significant difference in agreement that line management leadership is a good role model compared to those greater (>) than 36 years of service. The significant difference in mean score of 0-5 years (M = 2.68, SD = 1.389) is higher than the agreement mean score of greater than (>) 36 years (M = 1.50, SD = 0.577).

As aforesaid, the homogeneity of variance assumption was violated for the four-line management leadership items across 0-5 years of service group. Thus, the results revealed that the variances for each of the seven groups are not the same for these line management leadership items. Hence, this implies that newer employees (0-5 years) have

a significant disagreement regarding line management leadership conforming to ethical leadership style. Therefore, H14₁ is partially accepted.

6.9.6.8 ANOVA on Line Management Leadership Items Influence on Employment Group

H15₀: Line management leadership items have no significant impact across employment cohort.

H15₁: Line management leadership items has a significant impact across employment cohort.

Annexure E revealed that there was no need for robust tests of equality of mean, as homogeneity of variance assumption for employment group has not been violated ($p > 0.05$). The results showed insignificant difference in agreement in mean scores for leadership items across employment group. Thus, there is no significant disagreement between leadership items and employment group. Therefore, H15₀ is accepted.

6.10 Linear regression Analysis

Linear regression analysis (analysis of predictive relationship) is applicable for situations regarding a mathematical expression that can be derived from examining of relationships between independent and dependent variables, and also can be used for predictive analysis (Creswell *et al.*, 2016:269). Linear regression assessed the coefficient of determination (r^2) to analysis which of the two independent variables best predict the value of the dependent variable (EE_EXT and EE_INT). Hence, the regression model was utilized to analysis if there was a predictive relationship between line management leadership (IV) and employee engagement (DV).

6.10.1 Research question: To what extent does line management leadership predict work engagement (EE_EXT)?

6.10.1.1 Line management leadership (LML) and Employee engagement _ External (EE_ EXT)

Table 6-27: Model summary of regression equation to predict EE _ EXT

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.864a	0.747	0.746	0.53599

a. Predictors: (Constant), LML

b. Dependent Variable: EE_EXT

ANOVA b						
Model		Sum of Squares	df	Mean Square	F	P
1	Regression	263.231	1	263.231	916.282	0.000 a
	Residual	89.057	310	0.287		
	Total	352.288	311			

a. Predictors: (Constant), LML

b. Dependent Variable: EE_EXT

(p < 0.05 = significant correlation)

H16₀: There is no significant positive linear relationship between line management leadership style and EE_ EXT.

H16₁: There is a significant positive linear relationship between line management leadership style and EE_ EXT.

Table 6-27 presented the linear regression model to predict if there is a relationship between line management leadership (IV) and employee engagement _EXT (DV). The line management leadership variable was used to predict the value of employee engagement _ EXT and this is illustrated by Table 6-27. The R is 0.864, thus (coefficient of determination) $r^2 = 0.864 \times 0.864 = 0.747$. As a result, the model summary revealed that the percentage of 74.7 % ($r^2 = 0.747$) variation in employee engagement _ EXT could be explained by line management leadership (LML). Moreover, the adjusted R^2 value (0.746) is a calculation of the R^2 (0.747) that was adjusted based on the one predictor (LML) in the model summary. In addition, it is clear that this model has a very strong positive correlation since the adjusted R^2 is high (Adjusted = 0.746).

Hence, 74.6% of the variation in employee engagement (EE_EXT) can be explained by line management leadership in the regression model. Moreover, the remaining fraction percentage of 25.3% (100 % – 74.4 %) is due to separate variation and might be explained by other factors (employee engagement - EE_INT) that were not taken into account in this analysis. Therefore, showed that line management leadership accounts for 74.7% ($R^2 = .747$) of the variance in employee engagement _EXT, $F(1, 310) = 916.282$, $p = 0.000$. In addition, the statistical significant value of the F-value is less than 0.05, and the model shows a significant amount of variance in employee engagement _EXT (DV).

Table 6-28: Regression Coefficients of Regression Equation to Predict EE _ Ext

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	0.540	.076		7.079	0.000		
	LML	0.808	.027	0.864	30.270	0.000*	1.000	1.000

a. Dependent Variable: EE_EXT

* ($p < 0.05$ = significant correlation)

Table 6-28 showed the regression coefficient of regression equation to predict employee engagement _EXT. Moreover, this showed that line management leadership was found to be a significant predictor of employee engagement _EXT, $\beta = 0.808$, $p = 0.000$. Additionally, Table 6-28 revealed that a statistical significant value of $t(30.270)$, $p = 0.000$, thus each item of ethical leadership of line management leadership has a positive correlation with employee engagement _EXT (DV).

The regression equation ($Y = a + bX$) will be as follows:

$$EE_EXT = 0.540 + 0.808 * LML$$

The regression equation shows **Y** is employee engagement _Ext (DV), **X** is the line management leadership (IV), **a** is the constant, and **b** is the beta coefficient. Since, the unstandardized beta coefficient is positive ($\beta = 0.808$), it implied that for every one-unit increase in LML value the EE_ EXT variable increases by 0.808 units, therefore a statistical significant regression model. Moreover, the model implied that line management leadership

has a strong significant influence on employee engagement (EE_EXT) scores. The null hypothesis has been rejected. It can be concluded that there is sufficient evidence at the 5% level of significance that there is a positive linear relationship between ethical leadership of line management leadership and employee engagement (EE_EXT). Therefore, H 16₁ has been accepted.

6.10.1.2 Line Management Leadership (LML) and Employee Engagement _ Internal (EE_ INT)

Table 6-29: Linear relationship between LML and EE _ INT

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.523 ^a	.274	.272	.93870

a. Predictors: (Constant), LML

b. Dependent Variable: EE_INT

ANOVA ^b						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	103.056	1	103.056	116.955	.000
	Residual	273.158	310	.881		
	Total	376.213	311			

a. Predictors: (Constant), LML

b. Dependent Variable: EE_INT

Coefficients a								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	1.958	.134		14.665	.000		
	LML	.505	.047	.523	10.815	.000 *	1.000	1.000

a. Dependent Variable: EE_INT

* (p < 0.05 = significant correlation)

H17₀: There is no significant positive linear relationship between line management leadership style and EE_ INT

H17₁: There is a significant positive linear relationship between line management leadership style and EE_ INT

Table 6-29 showed the linear regression model to predict relationship between line management leadership and employee engagement _ INT. Line management leadership (IV) accounts for 27.4% ($R^2 = 0.274$) of the variance in employee engagement _ INT, $F(1, 310) = 116.955$, $p = 0.000$. The R is 0.523, thus (coefficient of determination) $r^2 = 0.523 \times 0.523 = 0.274$. The adjusted R^2 value (0.272) is a calculation of the R^2 (0.274) that was adjusted based on the one predictor (LML) in the model summary. Hence, it is clear that this model has a low correlation as the adjusted R^2 is low (Adjusted = 0.272). As a result, showing a low percentage of 27.4 % ($r^2 = 0.274$) of the variation in employee engagement (EE_INT) that can be explained by line management leadership (LML) style in the regression model summary. Thus, line management leadership was found to be a low significant predictor of employee engagement (EE_INT), $\beta = 0.505$, $p = 0.000$. Additionally, the significant value of $t(10.815)$, ($p = 0.000$) has revealed that individual items are relatively weak, however have a significantly positive relationship with employee engagement (EE_INT).

The regression equation ($Y = a + bX$) will be as follows:

$$EE_INT = 1.958 + 0.505 * LML$$

The regression equation showed Y is employee engagement (EE_INT), X is the line management leadership, a is the constant, and b is the beta coefficient. Since, the unstandardized beta coefficient is positive ($\beta = 0.505$), it concluded that for every one-unit increase in LML value, the EE_INT variable increases by 0.505 units, thus a low statistical significant regression model. The null hypothesis is rejected and concluded that there is evidence at the 5% level of significance that there is a weak but positive linear relationship between line management leadership and employee engagement (EE_INT). Therefore, H_{17_1} is partially accepted.

6.11 Pearson Correlation Coefficient between Two Independent Variables

The Pearson correlation coefficient test is predominately used to measures relationships between a pair of variables in a study. Pearson correlation was employed to test significant relationship between 312 employees' responses to ethical leadership style of executive management leadership (EML) and line management leadership (LML). For this study, the null hypothesis should be rejected at the 1% level (2-tailed) of significance. The Pearson

correlation coefficient is a strength assessment of the linear relationship between two quantitative variables (Cresswell *et al.*, 2016:264).

H18₀: A significantly positive relationship does not exist between ethical leadership style of line management leadership and executive management leadership.

H18₁: A significantly positive relationship does exist between ethical leadership style of line management leadership and executive management leadership.

As demonstrated in Appendix E showed a significant positive relationship between executive management leadership and line management leadership with p-value less than 0.005 ($p = 0.002$ and $p = 0.000$) for overall executive management and line management leadership items. The r value expressed an overall moderate positive correlation for each item of ethical leadership of executive management leadership (EML) and line management leadership (LML). Moreover, the results have shown that there is a statistical significant linear relationship in these leadership items at the 0.01 level of significance. Therefore, H18₁ is accepted.

6.12 Summary of Hypotheses

Alternate Hypothesis	Statement	Result
H1 ₁	Ethical leadership style is not evident among executive management	Partially accepted
H2 ₁	Ethical leadership style is not evident among line management leadership	Partially accepted
H3 ₁	Line management leadership has significant influence on employee engagement	Partially accepted
H4 ₁	Leadership dimensions is considered necessary at the lower levels of the institution	Accepted
H5 ₁	There is a significant difference of four measures across academic and administrative employee	Rejected
H6 ₁	There is a significant difference in the four measures across gender cohort	Rejected
H7 ₁	There is a significant difference in mean for academic and administrative cohort across three leadership items	Partially accepted
H8 ₁	There is a significant difference for employee engagement factors across age category	Partially accepted
H9 ₁	Line management leadership is different across ethnicity category	Accepted
H10 ₁	A significant difference in mean scores does exist across employment category	Rejected

H11₁	There is a significant different in mean scores across length of service category	Rejected
H12₁	Employee engagement measures are significantly different across job grade level category	Partially accepted
H13₁	Line management leadership has a significant impact on four age groups	Accepted
H14₁	Line management leadership has a significant difference in agreement with 0-5 years' length of service	Partially accepted
H15₁	Line management leadership items has a significant impact across employment cohort	Rejected
H16₁	There is a significant positive linear relationship between line management leadership style and EE_ EXT	Accepted
H17₁	There is a significant positive linear relationship between line management leadership style and EE_ INT	Partially accepted
H18₁	A significantly positive relationship does exist between ethical leadership style of line management leadership and executive management leadership	Accepted

6.13 Summary

The chapter explored evidence of ethical leadership style by executive management and line management levels, and the relationship between leadership and employee engagement. Thus, quantitative results were presented, analysed and interpreted according to each section in the research instrument. The chapter commenced with descriptive statistical analysis that was conducted for the biographical information of the two independent variables and one dependent variable from the sample population of the study. The findings from the questionnaire standardization revealed face and content and construct validity and reliability of the measuring instrument.

Inferential statistical analysis was performed to determine significance difference and significant relationships between lower level management and employee engagement. Inferential statistics comprised One-sample t-test, Independent sample t-test, ANOVA, Linear regression analysis and Pearson correlation coefficient. One-sample t-test revealed a higher significant disagreement for independent variables and dependent variable, whilst Independent t-test showed significant difference in agreement for academic and administrative sector for three executive management and line management leadership items. ANOVA test exhibited significant difference for four measures (executive management leadership, line management leadership, employee engagement (EE_EXT

and EE_INT), across biographical cohorts of the study. Moreover, another ANOVA test revealed a significant difference between leadership items and biographical cohort. Interestingly, regression analysis indicated a significant predictive relationship between line management leadership and employee engagement. In addition, Pearson correlation analysis showed a significant positive relationship between both independent variables.

Therefore, the findings have shown that ethical leadership style of is not evident at lower levels of management, and lower level leadership styles are a significant predictor of employee engagement at the institution. Furthermore, these quantitative results have emphasized the need for ethical leadership at the institution. The next chapter will focus on qualitative data analysis and interpretations in relation to executive management leadership and line management leadership of the study. Moreover, the chapter will embark on a detailed discourse utilizing thematic analysis to better understand the qualitative data. Thematic analysis will support better excavation of the main and subthemes that will be presented in the next chapter of the study.

7 CHAPTER 7: QUALITATIVE DATA ANALYSIS AND FINDINGS

7.1 Introduction

The chapter discourse commences with the presentation and analysis of data findings. The sample size of the study was $n = 12$ participants out of 18 participants that were selected using purposive sampling technique. The aim of the study will be to investigate the application of ethical leadership styles and its impact on employee engagement at a Durban University of Technology (DUT) in Kwa-Zulu Natal, South Africa. Purposive sampling technique supported biographical information percentages of participants that were willing to constructively contribute to the study. The biographical information of age, gender, experience and expertise enabled a better understanding of leadership and employee engagement at the institution. The qualitative interviews were the primary tools that were used to collect data from executive management leadership and line management leadership (also known as head of department) at the institution. The qualitative data findings will facilitate triangulation in Chapter 8 of the study. Qualitative method can be reported as a sense of story that embraces attention to detail, explanatory language, direct quotes from participants observed or interviewed and thematic observation (Van Niekerk, 2005:85).

The findings were derived from the empirical field research and analysis that were obtained from the qualitative data. The qualitative data process for executive management leadership (Annexure C) and line management leadership (Annexure D) was conducted with the option of either open-ended interviews (written) or audio-taping interviews. Most of the participants informed the researcher regarding their tight work schedule towards year end, thus most opted for written interviews so that their viewpoints were taken into consideration in the study. Thus, the realised sample size was eleven participants that requested written interviews and one participant preferred an audio interview.

Moreover, the one audio interview was transcribed into MSWord by an external technical support. This was executed by an external transcriber to ensure neutrality, without any input or bias from the researcher. All interviews were transcribed verbatim into MSWord and given to an external accredited NVIVO statistician utilising NVIVO version N10. Thereafter, the NVIVO statistician used the code recode data technique and thematic analysis to

excavate important themes of the study. The employment of external technical support for audio-interview transcribing and NVIVO statistician ensured trustworthiness, objectivity, impartiality, and reduction in researcher biasness in the qualitative research.

Trustworthiness in qualitative research is also evaluated based on a number of principles developed from Gubas' model which includes the following; dependability, credibility, confirmability and suitability (transferability) (Lincoln and Guba 1985; Krefting 1991:215; Streubert and Carpenter 1999:28). After thematic analysis was completed the three main themes became apparent for further analysis and interpretation.

The NVIVO techniques employed word cloud, tree map, cluster analysis and nodes to analyse and interpret the main themes and subthemes of the study. The biographical information findings for both executive management leadership (Annexure C) and line management leadership (Annexure D) emanated from Section A of qualitative data. The qualitative findings of the study emanated from Section B of both executive management leadership and line management leadership that revealed important themes, as outlined below:

- Leadership;
- Ethics and leadership; and
- Employee engagement and well-being.

7.2 Biographical Information of Participants

The biographical information has been presented in relation to different cohorts of both executive management leadership and line management leadership at the institution. The purpose of the biographical information of participants was to ascertain if biographical variables impact leadership styles at executive management and line management levels. The sample size was a complement of 12 out of 18 participants during the period of 13 November 2017 – 17 January 2018. Therefore, a positive usability and response rate of 67%. This chapter embarks on a discourse on interviews (Annexure C and Annexure D) that will be used for qualitative findings. Correspondingly, the biographical of the participants are hereby presented below:

7.2.1 Job Category (n = 12)

Figure 7-1: Academic and Administrative Leadership

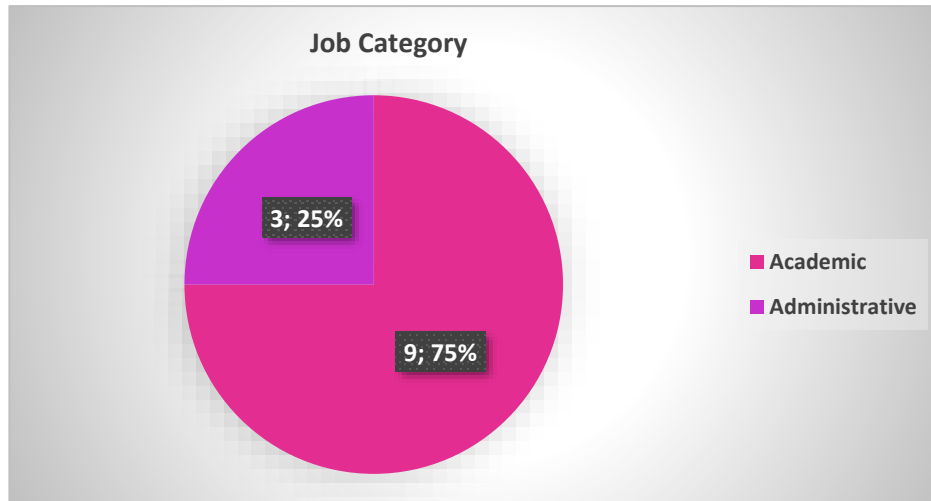


Figure 7-1 provided a profile of the participants in terms of Job category (academic or administrative), since job category was the most important variable for the research study. Majority of the participants were from the Academic ($9/12 = 75\%$) sector and a smaller percentage from the administrative ($3/12 = 25\%$) sector. Clearly, the analysis demonstrated greater participation from academic leadership which is consistent with the framework of higher education institution.

7.2.2 Gender Category

Figure 7-2: Male and Female Leadership

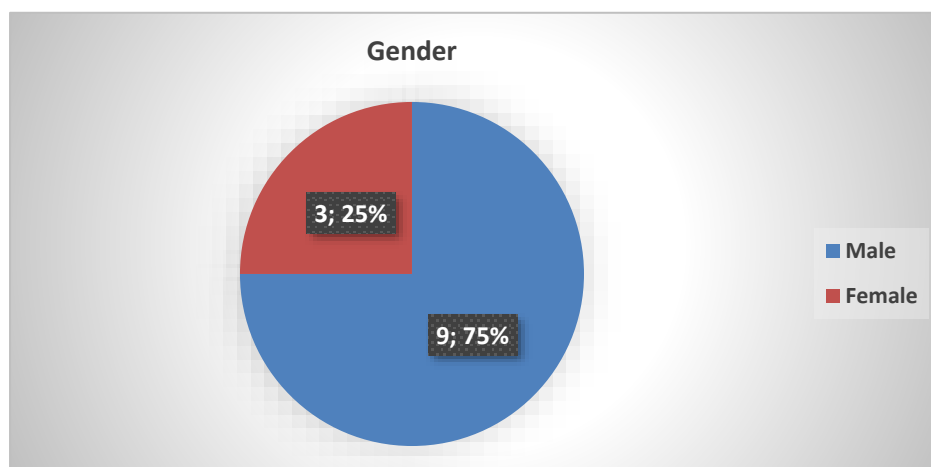


Figure 7-2 illustrated the frequency distribution of gender category for the overall sample for executive management leadership and line management leadership. Majority of the participants were male ($9/12 = 75\%$), while females were ($3/12$) 25%. The male participants seemed to be more willing to participate in the study in comparison to female participants of the same level of management. Nevertheless, there is a greater need for women leadership at higher education institution. Even though, women represent over fifty percent of the higher education workforce in South Africa, women are still under-represented in high-ranking positions (HERS-SA, 2007).

7.2.3 Length of service category (number of years)

Figure 7-3: Length of Service of Leadership at executive and line management levels

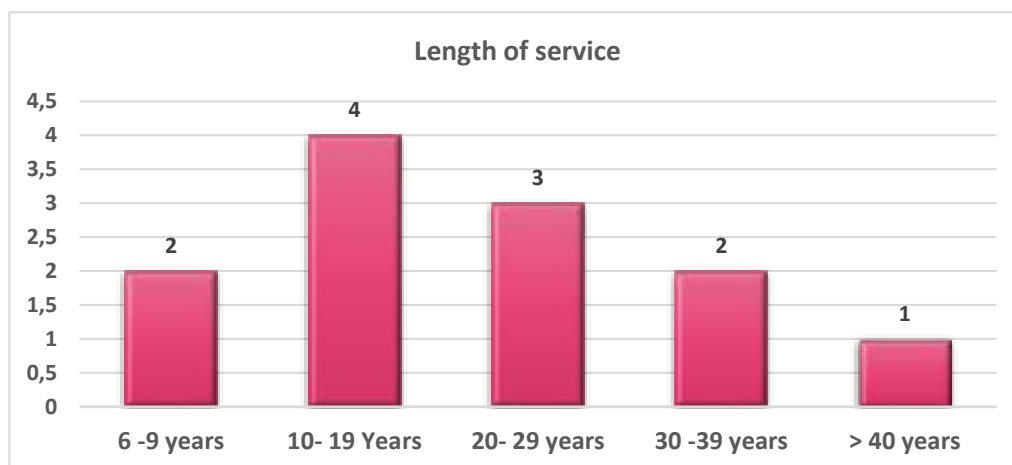


Figure 7-3 presented the frequency distribution of the participants' length of service (employment period). The highest frequency percentage for length of service category were 10-19 years (4 participants = 33 %), followed by, 20-29 years (3 participants = 25%), 30-39 years (2 participants = 17%) and 6-9 years (2 participants = 17%). The lowest percentage was greater than 40 years (1 participant). Hence, most of the participants were at the institution for more than 10 years, and 50% (3 participants + 2 participants + 1 participant = 6/12) had even more than 20 years of service. Thus, these participants were proficient in higher education environment, due to the substantial years of experiences. Moreover, this denoted that participants were familiar with higher education institutional practices.

7.2.4 Age Category

Figure 7-4: Age Category of Leadership

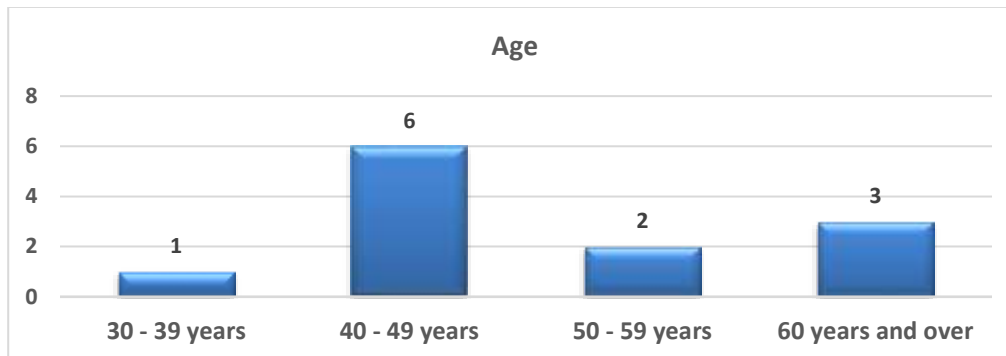


Figure 7-4 illustrated the frequency distribution of the participants' age category. Majority of participants were between 40-49 years (50%), followed by 60 years and over (25%), and 50-59 years (17 %). Thus, showed that the participants were mature in age (greater than 40 years), which supports their years of experience in the institution. However, the lowest percentage being 30-39 years (8%) showing a possible need to build leadership capacity from a younger age, which has been concurred by Spendlove (2007:414) that from the aspect of leadership capabilities, leadership development interventions need to begin far earlier in the academia profession to ensure that success is built from below rather than from above.

7.2.5 Employment (Permanent or Contract) Category

Figure 7-5: Employment Category of Leadership

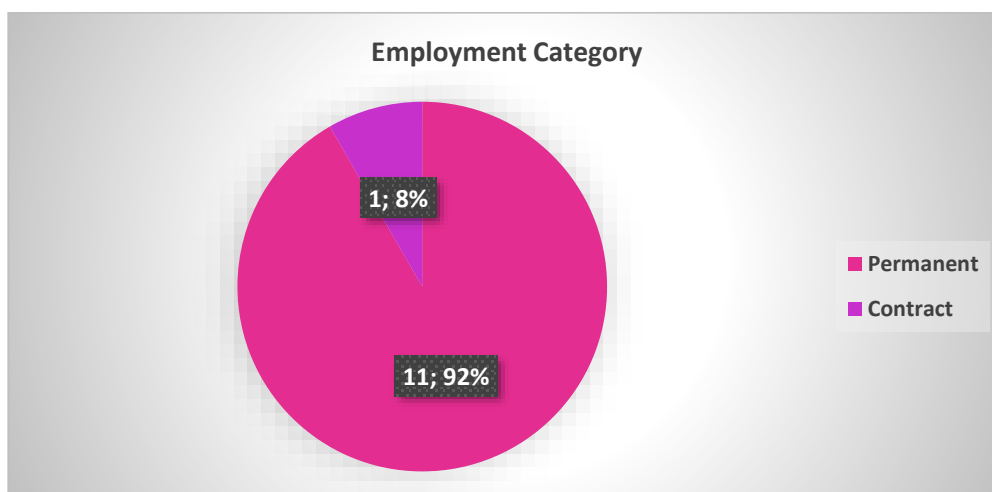


Figure 7-5 illustrated the frequency distribution of the participants' employment (permanent or contract) category. Notably, the highest percentage of participants were permanent (92%), with one participant (8%) being on contract basis. Hence, this showed that most participants were fully inclined to the conditions of permanent employment at the institution and their experiences thereof.

7.3.1 Word Cloud

Figure 7-6: Word Cloud of All Themes

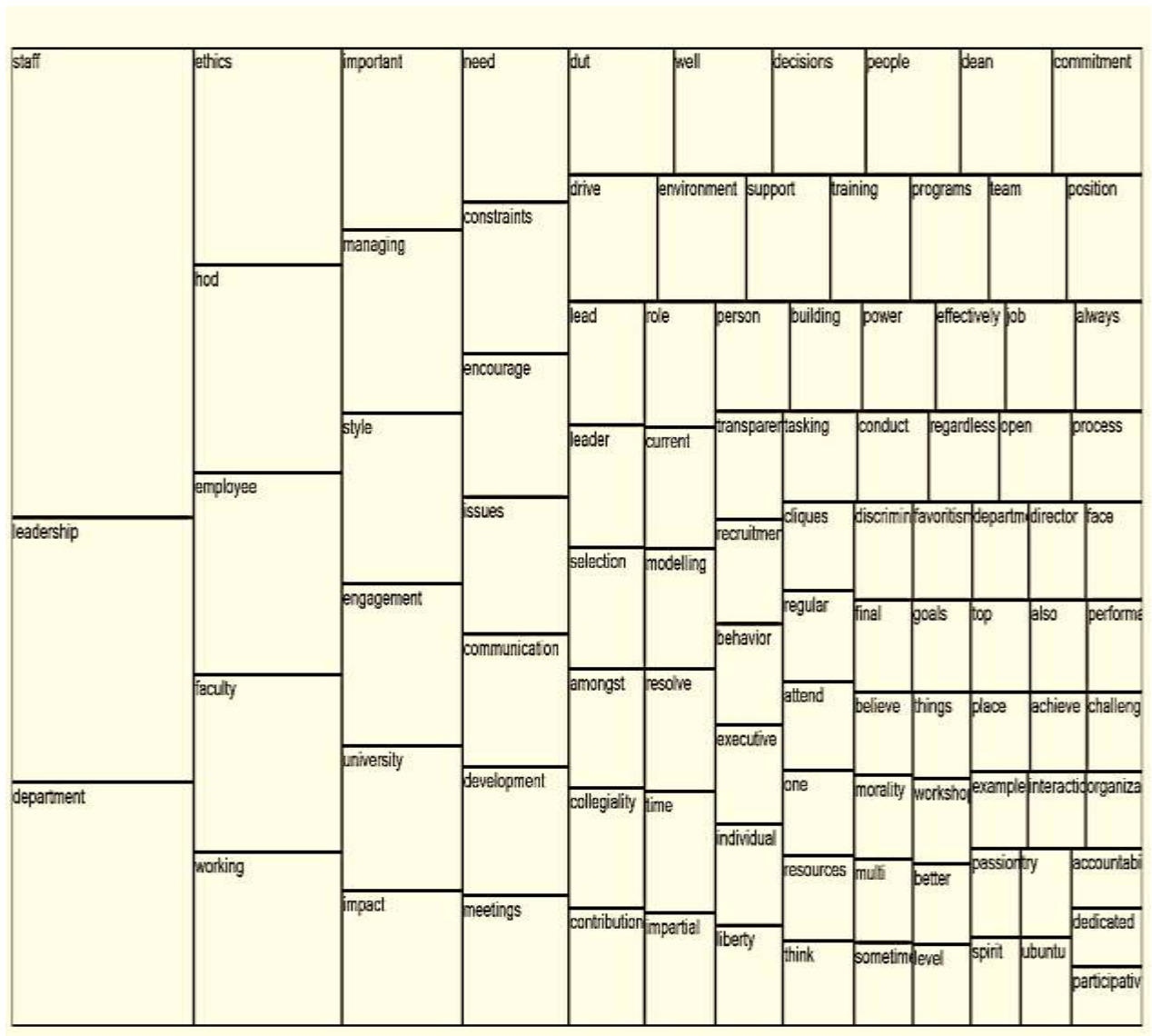


256

7.3.2 Tree Map

Tree maps are effective and compressed displays that show the dimensions of the final components in a structure. Moreover, these constituents are shown as nodes and relationships are presented as links from parent to child nodes (Wijk and Wetering, 1999).

Figure 7-7: Tree Maps of Main Themes



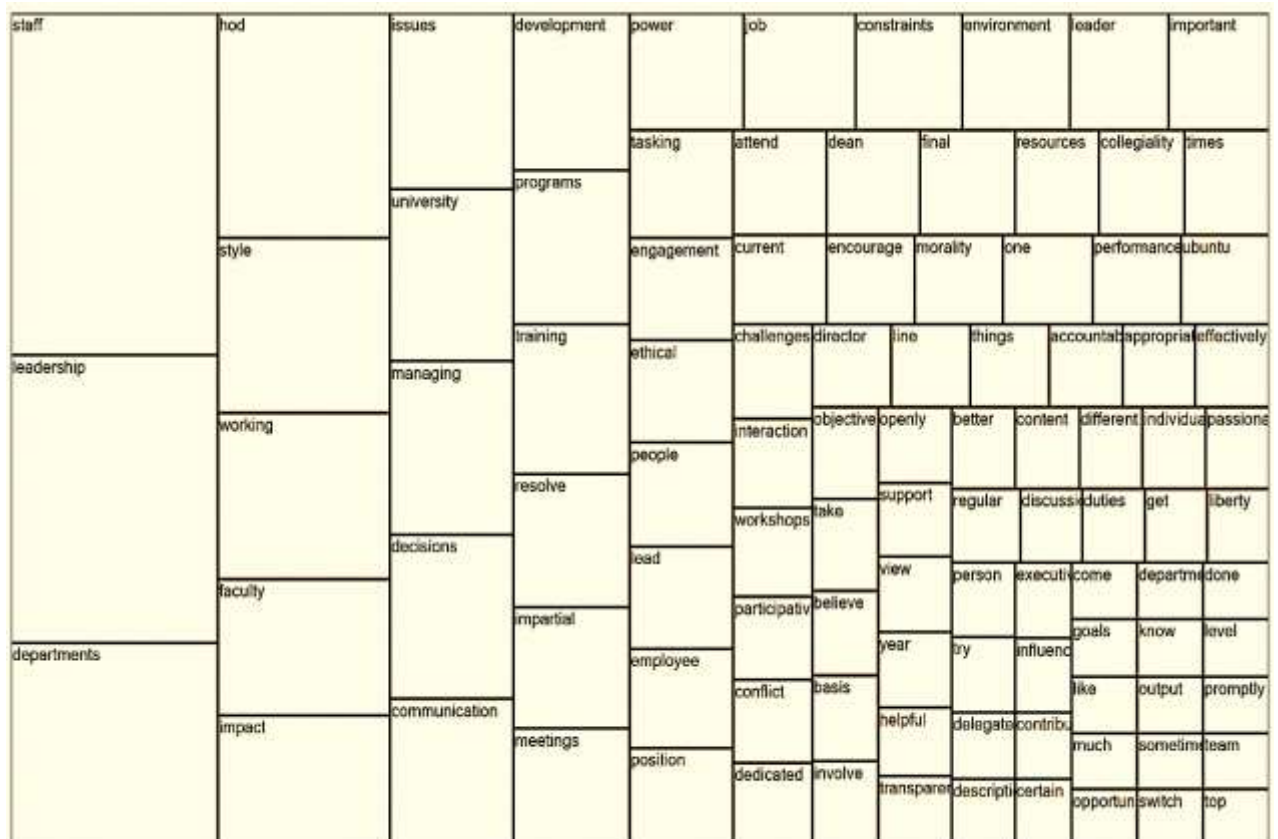
For example, the tree map (Figure 7-7) showed the relationship from the larger nodes (employee, leadership, department) to the smaller nodes (ethics, line management, employee, faculty working etc.) of the qualitative data. Thus, this demonstrated a

It should be noted that Figure 7-8 is related to the cluster analysis of themes and the different relationships of the qualitative aspect of the study. Thus, each bubble of the same colour that is in close proximity to other similar colour bubbles showed the various relationships between main themes and subthemes. Moreover, for example the red bubbles (Figure 7-8) that are close to other red bubbles are Cliques, Discrimination and Favouritism that will be discussed below in the subthemes like other bubbles in the main leadership theme of the study.

7.4 Leadership Theme

Evidently, after a detailed analysis of the interview content supported by the above word cloud and tree map it was revealed that leadership was a prominent theme. These prominent themes enabled a better understanding of the key aspect of executive management leadership and line management leadership styles at the institution. The following subthemes utilizing the leadership tree map (Figure 7-9) was fundamental to understand the important themes and subthemes of the study.

Figure 7-9: Tree Map of Leadership Theme



7.4.1 Leadership style and Impact

Leadership style and impact was a significant subtheme, thus provided a deep-dive into the current leadership style and its impact thereof as expressed by the participants. The following were explained within the subtheme that was generated by the analysis:

7.4.1.1 Executive Management Leadership Style

The executive management leadership style appeared to be wide-ranging. Participants gave some interesting observations, as narrated below:

-Various leadership styles

Some participant's conveyed that their executive management leadership style was dependent on situations. To perform within executive management timeframe can be stressful and pressuring, thus some participants are not given freedom by their executives to make decisions in their department and are often micro-managed. Hence, there leadership style varied sometimes it was a mix or authoritarian and participative, whilst another conveyed that their leadership style was democratic and at times, situational leadership style.

This is supported by the following participants who conveyed the same:

Participant 6: *My executive management leadership style is a mix or authoritarian and participative – depending on circumstances.*

Participant 9: *My executive manager's leadership style is a democratic leader and at times situational leader.*

-Ethical leadership style

Some participants felt that their executive manager was indeed ethical, cooperative and led by example and believed in accountability, as expressed by participant 7, *"My executive management is ethical.* However, it was conveyed that whilst ethics existed, leadership was problematic. As participant 11, conveyed *"I would like to talk about collegiality, not ethical leadership in faculty. I think people might be ethical, but still cold as dead fish."* Moreover, another participant felt that whilst his executive's leadership style was ethical, it was still

bullying and overbearing, which was conveyed by participant 5, *“My executive manager’s leadership style is ethical, but bullying and overbearing.”*

7.4.1.2 Line Management Leadership Style

There was a diversity of leaders styles currently present at the institution. The participants conveyed that they each had their own unique leadership styles. The leadership styles at executive management and line management levels of the institution included the following:

-Transformational and democratic/participative leadership style: Transformational style as a means to inspire employee, and some participants emphasised that their leadership style was highly participative and cooperative. Some participants claimed a fusion of participative and transformational style to harness value input from team, whilst also leading in accordance to requirements from upper level management. Some participant ensured democratic, inclusive and non – hierarchical approach to promote more cohesion amongst employee and even students.

This has been emphasized by the following participants:

Participant 8: *My leadership style/s with regards to my employee is participative and co-operative.*

Participant 6: *My leadership style with regards to my employee is a mix of participative and transformational e.g. values input from team and lead according to requirements from upper level.*

-Servant and situational leadership: The caring and nurturing leadership style showed prominence by some participants. Hence, this was more aligned to the Servant Leadership style. The inspiration behind situational leadership was factors such as limited resources and previous narcissistic behaviour of management, as expressed by Participant 10: *Limited resources and previous narcissistic behaviour of management has ensured that I provide a safe, caring and secure environment. Need for servant leadership style.* Hence, current line management leadership wished to change this and bring out more caring, compassion and good relationships. As highlighted by participant 3: *My leadership when managing employee is caring, compassion and believing in good relationships.*

-Ethical leadership style: The listening and supportive style was also shown to be a good leadership style, which was moderately aligned to ethical leadership style. Moreover, one participant practiced the style of humbleness as this served as a way to believe in people and earn their respect. This is supported by Participant 3: *My leadership style/s when managing the line management/s is listening to line managements. Need to convince them and provide support. My leadership style with regards to faculty employee at a meeting/s is humbleness. Believe in people and respect.*

-Transactional leadership style: One participant made it clear that they did not have a leadership style but instead expected employee to do their work/job. This is supported by Participant 7: *I don't have a task manager leadership style with regards to employee, expect employee to do job.*

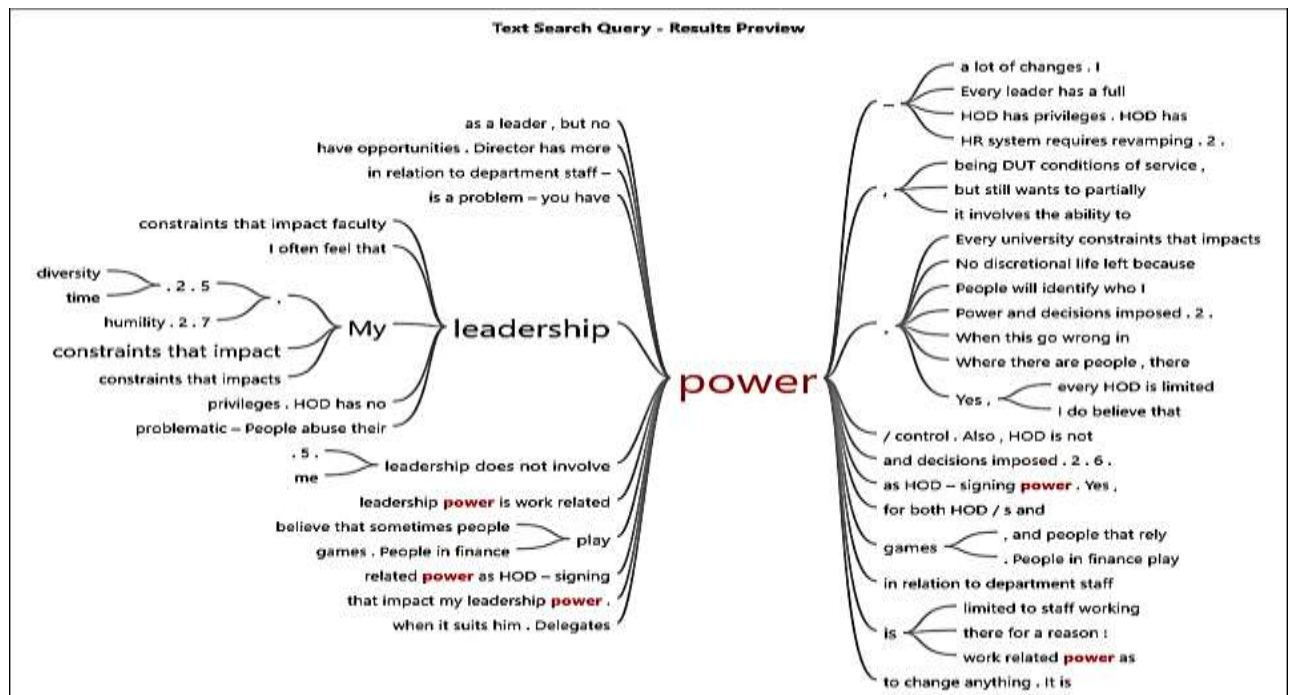
-Laissez-faire leadership style: It was interesting to note that one participant had an 'avoidance' type style, whereby it involved avoidance and/or unable to find time to engage with employee properly. This has been emphasized by Participant 5: *My leadership style is general avoidance or unable to find time to engage with employee properly.*

- No specific leadership style: As per one participant 5, *"I was unable to ever really develop any leadership style that I felt comfortable with."*

7.4.1.3 Leadership Power

With leadership comes the aspect of leadership power. Leadership power in relation to the department and its employee included the following:

Figure 7-10: Word Trees Depicting Leadership Power



Legitimate power (Signing power) and coercive power

Some used leadership power as revealed in Figure 7-10, primarily for work tasks as in signing and approving. As conveyed by one participant that sometimes people in leadership abuse their power on employee. This is supported by participant 11: *I often feel that leadership power in relation to department employee is very problematic – People abuse their leadership power.* Surprisingly, a not so positive finding was when one participant utilised insubordination as a tool to achieve results. As per one participant *“insubordination is a tool one can use to achieve results”*. Authority is exercised during decision-making when employees are unable to agree on something. As per participant 2 *“is the same, as at times I need to use my executive authority to make decisions.”* Line management can impose their power and decision on employee. As per participant 4, *“Leadership style impacts every department differently. Employees are afraid of some line management in other departments – they do exactly what is told.”*

-Information power and soft power

Power was also seen, not as a hold over people, but instead to promote more motivation and restoration, as communicated by Participant 10: *Power is there for a reason: not to hold it over people, but to bring about healing, restoration, self-motivation and personal belief.* Leadership power is sometimes used as a liaising component. Two participants asserted that leadership did not and should not involve power. Moreover, another participant made it clear that their leadership did not involve power but rather humbleness.

7.4.1.4 Leadership versus Management Continuum

The findings showed that there were 5 participants that felt they were both managers and leaders in parallel. Notably, the reasons were narrated, as follows:

Participants were able to lead their employee and have open communication and interaction and knowledge sharing. However, despite leadership qualities their employee was still able/willing to receive instruction from them (similar to a manager). Despite being a leader, there are various power dynamics which alternates the position between leadership and managerial. As per participant 4, *"I see myself as an administrative support leader and line management. When there is a problem – you have power – line management has privileges and opportunities, or else you have no leadership power/control. Also, line management is not protected when work ethic is not followed, thus learnt to accept. Executive manager and line management are in the same boat at different levels."* The job requires one to be both people and process oriented. Hence as a leader, you must be people-oriented but as the manager you have to be process oriented. As per participant 10, *"I am both a leader and line management in my department and faculty. As a leader – people-oriented, as a line management – process oriented."* The institution formally placed one as a 'manager', however one has to be able to 'lead' a department in order to progress and move forward.

There were 3 participants saw themselves as leaders. And some of the reasons were because they always lead by example and implemented faculty strategic plans and objectives. Participant 9, *"Yes, I am a department leader - leading from the front and leading by example. I am a faculty leader – I ensure that I implement faculty strategic plans and objectives. A strong faculty is made of strong departments."* However, one participant clearly felt confusion due to challenges as the current work challenges were killing their

leadership qualities and spirit. One participant saw themselves primarily as a manager and not a leader. As per participant 7, *“I see myself as a line management in my department and faculty.”*

Another participant asserted that they were neither a manager nor a leader. This was because the line management position was always questioned and not respected by senior or lower employee. In addition, there was no recognition for 95 % of the job. As per participant 5, *“I am not a leader or line management in my department and faculty, line management position is always questioned, not respected by senior or employee. No recognition for 95 % of the job.”*

7.4.1.5 Ubuntu, Collegiality, and Morality

It was found that the mandatory features of Ubuntu, collegiality and morality did exist at most of the departments. This was supported by participants in the following ways:

- By personal example and demonstration whereby the line managements demonstrated humility and lead by example, whilst incorporating the values of Ubuntu, collegiality and morality, as concurred by participant 3: *I encourage Ubuntu, collegiality and morality amongst faculty employee, by being the example which is the best way – demonstrate humility.*
- Maintaining collegiality amongst employee was seen as important for employee well-being and a good working environment. Fifty percent (50%) of participants asserted that there was collegiality amongst employee and this was encouraged, which was supported by participant 10, *“There is collegiality amongst employee.”* Moreover, having individual consultations with employee to identify and address problems.
- Some participants claimed incorporating Ubuntu, collegiality and morality into service delivery by ensuring that employee were courteous to others when attending to queries with efficient response times. Moreover, some participants stated that subject team teaching encouraged collegiality in the department.
- Notably, a key point was raised by one of the participant who asserted that the concept of Ubuntu, collegiality and morality was included in their faculty strategic plan, as it is seen as an important concept at a strategic level. As per participant 2: *I encourage Ubuntu, collegiality and morality amongst faculty employee via our*

faculty strategic plan. The values are fairness, accountability and integrity (FAI) and this is a standing item in our faculty board meetings.

In contrast, one participant asserted that the concept of Ubuntu, collegiality and morality was currently distorted as it was strong in the past, however it was not strong in the current year, but rather distorted and this could be for various reasons. As expressed by participant 11: *Think it is and certainly in the past it was very, very strong. This year it has been different.* Similarly, another participant conveyed that it was slightly difficult to practice the concept as there was too much diversity in the department in terms of cultural diversity. Furthermore, there were 4 out of 12 participants (33%) who felt that there was no spirit of Ubuntu, collegiality, and morality feasible in department, despite it being encouraged and discussed in employee meetings, it was clearly absent. As per participant 7, *“Ubuntu, collegiality, and morality are not feasible in my department. Concepts of Ubuntu, collegiality and morality are discussed in employee meetings.”* Another two participants made it clear that there was no collegiality, whilst one participant stated that there was collegiality occasionally (when necessary). Consequently, one participant relayed that Ubuntu, collegiality and morality is needed to be encouraged in the departments.

7.4.1.6 Passion and Dedication

Being passionate and dedicated towards work should be constituent to a line management leadership. More than 80% of the participants (10 out 12) felt that they were very passionate and dedicated to their work. As per Participant 11, *“I think I am passionate and certainly dedicated, but I feel that over the years I am getting tired.”* One participant indicated that they were not passionate about their work but dedicated nonetheless, as expressed by participant 7, *“Not passionate anymore, but dedicated in my work.”*

7.4.1.7 Departmental Decision-Making

The line management samples took final departmental decisions based on the following factors:

Most participants conveyed that contribution and input from employee was valued for final decision making. This was because decision impacted employee and hence they needed to be a part of it. It also promoted employee participation. Some participants made decisions intuitively based on impact on department and employee, while others looked at the holistic

picture in terms of the decision and its impact before making the actual decision. However, some department decisions have to be evidence-based.

This is supported by participants that expressed the following:

Participant 3: *Evidence based and participative to make important decisions that impact faculty employee.*

Participant 8: *I make final departmental decisions after full consultation and adoption of all employee members.*

One participant claimed that this would depend on what type of decision and at what level the decision needed to be made before deciding who to involve in that decision-making process. As per participant 7, *"It depends on the veracity of decisions. Decision are either unilateral or would involve department approval in a meeting."* Some line managements made the final decision due to lack of input from employee, no time to have discussions on the decision and tight deadlines. As per participant 5, *"I just go ahead and make final departmental decisions. In my department most employees have little interest in these final decisions."* Furthermore, Transparency and Accountability played a big role in decision-making, and thus promoted the importance of awareness and accountability, clear communication and implementation, ethos and culture, employee involvement, questions and input to get the job done. This is consistent with participant 4, *"Transparency and accountability important or things will not get done."*, and participant 3, *"Critical decisions impact life – team and transparency. Line managements at liberty to raise issues and ask questions, and are genuinely involved in faculty final decision-making."*

7.4.1.8 Communication and Interaction Style

The aspect of communication and interaction (Table 7-1) was a large subtheme and consisted of the following, as described below:

Table 7-1: Thematic Analysis of Communication and Interaction Style

Subthemes	Measures of data
Inclusivity and self-management	<ul style="list-style-type: none"> - All line managements concurred that inclusivity was important and was encouraged at their department, as conveyed by Participant 10: <i>I do encourage a spirit of inclusivity amongst employee.</i> -Eight out of twelve (67%) participants conveyed that employee's self-management was encouraged by most line managements. -Regular employee's engagement happened which played a role in enhancing employee performance. This is supported by participant 6: <i>I encourage employee's self-management. There is regular engagement with all employee.</i>
Communication and interaction style	<p>Interaction style did have an impact on employee output as in the following ways:</p> <ul style="list-style-type: none"> -A relaxed approach of HR and the lack of performance management, employee did underperform, and this type of interaction is mandatory, as per participant 7, <i>"Generally, due to the relaxed approach of HR and the lack of Performance management system, employee generally underperform."</i> Employee would become aware of expectations through proper interaction. -Important not have an aggressive interaction style, as so employee would not become fearful and then make mistakes out of fear. This has been concurred by participants 6, <i>"If employee is spoken to in an aggressive manner, they become fearful and sometimes make mistakes in the process of performing given tasks."</i>
Appreciation and acknowledgement	<ul style="list-style-type: none"> -Appreciation and motivation was key to proper interaction and productivity. It included acknowledgement, make employee feel better, and motivation. -Employee contribution was appreciated and this was done mainly through, awards, being compromised by challenges, as participant 11 conveyed, <i>"In the past I have appreciated and acknowledge employee contribution to the department. These last challenges have led me to kind of disengage a bit – step back."</i>, praising, time off from work, visual gestures, and a variety of ways.
Interaction-communication platforms	<p>The following reflected the main communication and interaction platforms with department employee:</p> <ul style="list-style-type: none"> -There are committees – and subcommittees within the faculty. -It involved a combination of aspects such a written, verbal and meetings etc. This was supported by participant 8: <i>I interact with department employee – formal, in meeting or one on one, and by writing.</i> -Verbal interaction was important when it came to employee contribution and asking for input. It included asking for employee

	<p>opinions, meetings, having an open door policy, open communication and regular interaction.</p> <p>-Employee were at liberty to openly communicate on a regular basis with them, which was concurred by participant 3: <i>Yes, often faculty employee at ease to engage with me. They are free to come to my office, anytime. Yes, I engage with my faculty employee on a regular basis.</i></p> <p>-After verbal communication, a written email whenever a task was not being completed.</p>
Communication restraints	<p>-One participant conveyed that they believed in communication and interaction but were not good at doing so. As per participant 5, <i>"Communication/ interaction style has an impact on employee output, but I am not good at communication."</i></p> <p>-Less time to worry about communication and rather focused more on getting the work done, as per participant 5, <i>"There is little time to interact/communicate with department employee, much of the work concerns sitting and doing it."</i></p>

Source: Primary data (2018)

7.4.1.9 Conflict Resolution between Employees

The findings illustrated that resolving issues and challenges regarding employees was an important subtheme. Moreover, resolving issues regarding employees is a vital constituent of any managerial role. Most participants stated that they resolved issues and challenges impartially.

-Line management leadership in resolving conflict

Line management to resolve conflict was rather diverse when it came to resolving issues regarding employees and thus included the following, as narrated below:

If employees don't wish to communicate then each employee member is addressed separately. Treating all employees with respect and dignity, as communicated by participant 1, *"Always, employees are treated with respect and dignity regardless of job level."* Gathering facts and information before proceeding to take decision on the matter/s is important. In addition, it is appropriate to ensure that things are always done the 'right way' when it comes to resolving issues. This is supported by participant 9, *"Employee issues are resolved impartially, one always listen to both sides of the story and take an objective decision regardless of the employee member involved."* A multitude of approaches can be applied such as communication and strategic talks. Communication and discussion remains one of the key measures line managements have to resolve employee issues. This is done

either face to face individually, or via designated meetings. Most participants agreed that they did aspire to resolve conflicts promptly. Conversely, one participant conveyed that they were never in a position to resolve issues, whilst another participant indicated that they had no private space to resolve issues and this was problematic. As per participant 7, *"Not always do I resolve individual employee conflict promptly."*

-Executive management leadership in resolving conflict

There was minimal response to this (6 responses) of which 4 participants (67%) indicated that they did not get support from executive management when it came to resolving issues and challenges regarding employees. This was conveyed by Participant 4: *No support from executive manager with employee issues. Executive manager does not play a part in support for line management. Also, executive manager does not have protection from top management.*

7.4.1.10 Leadership Training and Development Programs

-Line management leadership programs

When it came to line management leadership training and development, only 50% of the participants felt it was appropriate for the following reasons:

-Was helpful to new line management leadership that were just starting in their roles. In addition, these programmes are providing of good managerial skills and are taught how to manage processes and people differently, and it builds leadership capacity. This is supported by Participant 8, *"These university leadership and development programs are appropriate."*

Surprisingly, there were 6 out of 12 participants (50%) that agreed they did not attend ethical leadership programmes and 3 participants felt they were a waste of time, they were inappropriate and unhelpful to them. Some felt that these programmes were just for the sake of ticking boxes. As per participant 5: *"University leadership and development programs are inappropriate and a waste of time."* Another participant did not know of such programmes, which is consistent with participant 1, *"There are no university ethical leadership training and development programs."* On the other hand, this is in conflict with 4 out of 12 participants (33%) that asserted that there is sufficient ethical leadership training

and development workshops that they have attended. *As per participant 9, "I have attended ethical leadership training and development workshops."*

Additionally, the lack of HR performance management systems made these programmes ineffective. As per participant 7, *"Yes, generally these programs are helpful, however, Human resource processes and performance management systems is not in place rendering these programs ineffective."* There should be more training and development workshops to assist line managements in dealing with challenges that can/may affect them. Currently there are a limited number of such workshops, as per participant 9, *"there are other issues that hinder my leadership abilities, I think more of these workshops can be arranged for line management."* Moreover, whilst the workshops are seen as good it differs from the real-live working environment. The real-live working environment has real people, real processes and real issues.

-Executive management leadership and development programs

Some participants did feel that there was a need for executive management to attend programmes. These programmes could assist in promoting ethical behaviour at executive level. As per participant 12, *"Executive managers need to attend leadership training and development programs in order to practice ethical behaviour in their ambit."* It could reinforce executive managerial skills and be a nice refresher for those that may have forgotten such skills. The programmes could help executive management become more sensitive to employee. As per participant 6, *"Some leaders need to have training in practicing compassion towards employee. Employees with chronic illnesses are being treated badly."* Conversely, some participants felt that there was no need for executive leadership to attend training, since they should already have these skills being executive managers. As per participant 9, *"Executive managers don't need to attend leadership training and development programs. At their level of seniority, they should be able to demonstrate their leadership."*

7.4.2 Current Realities at the Institution

The following are current realities that affect both academic and administrative line management (head of departments) and executive management at the institution:

7.4.2.1 Internal and External University Environment Factors

The findings exhibited that internal and external department and faculty environmental challenges (Table 7-2) did in fact have an influence on leadership style and leadership power at lower levels. Some factors need to be taken into consideration, as expressed below:

Table 7-2: Thematic Coding of University Environment Constraints

Theoretical concepts	Measures of data
Internal factors	
Time constraints	<ul style="list-style-type: none">-A need to assert authority on employees during times of urgency, with regard to deadlines. Moreover, administrative work is deadline driven and deadline still stand irrespective of constraints, as expressed by participant 6, <i>"Our work is deadline oriented and irrespective of circumstances, we have to produce."</i>-Time constraints prevent participants from properly planning for next semester and/or year. This is asserted by participant 5, <i>"Line management has no break – no time for planning for next semester or year etc. It is a totally self-taught leadership style. Some people are not suited for line management position."</i>- Being pushed to the limit, thus affecting their leadership style, as conveyed by participant 12: <i>Being pushed to the limit without consideration of other factors.</i>
Collegiality constraints	<ul style="list-style-type: none">-Other leaders can negatively affect a person. Each individual is unique and needs to be treated/managed in relation to their uniqueness, however, this can be challenging. There is too much discussions taking place as opposed to actual implementation of processes. Some employees have a dominant nature which leads to problems within the department. As per participant 6: <i>Whilst I am constantly reminded by my executive manager to manage my department, I am not given the freedom to making certain decisions and micro-managing when there is no need.</i>-Some treat their departments like their empires, as supported by participant 5, <i>"People creating empires."</i>- People in other departments play power games which then require line management to step in and address, as per one participant <i>"I believe that sometimes people play power games. People in finance play power games,</i>

	<i>and people that rely on the money are not paid, and line management in the middle of all that, line management ends up lending money to people.”</i>
Diversity constraints	Diversity had its own influence in terms of Transformation Vs Dedication, as per participant, <i>“Transformational employee feel entitled. Dedicated employee have a strict work ethic – dedicated to the position.”</i> . Hence, there is a need to be a balance between the two types of employee.
Employee constraints	<p>-Employee can be resistant to change even if the change is positive, and a need for more change management initiative is required, as conveyed by participant 2, <i>“Some employee will always be hell-bent to change even if these changes are inevitable.”</i></p> <p>-Employee’ outlook needed to change to accommodate constraints, as per participant 7, <i>“Yes, 80% - I can lead effectively, but employee attitudes need to change.”</i></p>
External factors - These factors do interfere with the internal operations of departments and hence leadership style is cognisant of this, which is supported by participant 5: <i>Yes, the university environment and issues influenced my leadership style, since there are always outside factors that interfere with the internal running of depts.</i>	
Union influence	The strength of the unions seems to have an impact on leadership style to influence the importance of employee work ethic. This is supported by Participant 8, <i>“A line management is forced to be diplomatic and easy, as the strength of unions is overwhelming.”</i>
Administrative support	<p>-Administrative personnel exist but do not seem to assist/help line managements. Moreover, there is a need for more administrative support, as expressed by participant 4, <i>“Also, difficult to work with finance and HRM matters.”</i></p> <p>-The Institutional Human Resource systems requires a revision/revamping. As per participant 7, <i>“The university constraint that impact my leadership power – HR system requires revamping.”</i></p> <p>-Lack of performance management system makes it difficult to monitor and reward performance, which relates to mainly Finance/budget and Human Resources matters, and leads to other constraints such as <i>“e.g. closing of department orders (printing, stationery etc.), are done for the convenience of procurement and finance department.”</i></p> <p>-It can affect relationships whereby when things go wrong at institutional level, then the line management gets pointed at as someone who is powerless to change things. As per one participant <i>“It is university constraints that messing with relationship with colleagues e.g. If people don’t get paid, line management in trouble – as line management was told to write emails.”</i></p>
Limited resources	-Notably, limited resources have an impact on leadership styles at lower levels. Reductive influence relative to limited resources and other constraining factors has led to a decrease in initiative, spirit and drive, which was supported by participant 7, <i>“The university environment and issues influenced my leadership style – initiative, spirit and drive has been reduced due to environment.”</i>

Source: Researchers own construction (2018)

-Leadership versus internal and external university environment factors

Most of the line management leadership believed that they could still lead effectively despite the constraints posed by the university environment. In light of limited resources, one of the participants practices a style of transparency to involve employee in decisions based on what could be afforded or not, as per participant 2: *"I am transparent and I involve all faculty members to participate in decision. Hence, they are all aware why faculty can afford certain things or not."* On a positive note, limited resources and the negative effects of previous managements has led to current management adopting a safe, caring and secure environment approach. As per participant 9: *"As the line management, you should always be flexible to work with the resources available and the changing environment."*

One participant believed that they were intrinsically motivated to lead despite environment constraints. Moreover, another participant asserted that they had enough institutional knowledge to lead effectively in view of the current university resources and other constraints, which was concurred by participant 4, *"Yes, I have more than enough sufficient institutional knowledge to lead effectively."* One participant affirmed that it took innovation and proper balance to cope with changing environment and constraints. One specific participant always strived for excellence despite constraints. As conveyed by participant 10, *"I can lead effectively - I am a very intrinsically, motivated."* There were 3 out of 12 participants (25%) that indicated that organisation constraints had no impact on their leadership power, however one of them did convey that it impacted on their personal life. Interestingly, one participant conveyed that as long as there are people, then there will always be constraints. As per participant 3 *"Always, there are university constraints that impact faculty leadership power. Where there are people, there will be constraints."*

Unusually, two participants conveyed that they could not lead effectively due to policy constraints. The first reason was that there were too many policies and constraining rules that hindered processes. Institutional policies, producers and conditions of service does have an impact on leadership power. The other was more related to conflicting constraints whereby for example, DUT is supposed to be a holistic organisation yet they have become too research focused. As per participant 5, *"I cannot lead effectively – conflicting constraints always unsettled me. DUT is supposed to be a holistic organization. Too research focused."* One participant mentioned that they could partially lead effectively, but the constraints were too much to ignore, the lack of resources was putting departments under pressure. Due to

environmental constraints it leaves little room for leader discretion to be applied. An increase in constraints equates to a decrease in discretion. As per participant 5: *“Every university constraint that impacts my leadership power. No discretionary life left because of the environment.”*

7.4.2.2 Leadership Position versus Contentment

The findings showed that majority of the participants were content and inclined to their line management position for the following reasons, as narrated below:

One participant stated that they occupied an executive management position and was inclined to the position to help build capacity in the faculty and contribute to the development. This is supported by participants 3, *“I was inclined to take the executive management to help build capacity in the faculty and contribute to the development of the faculty. I am content in the current position.”* In addition, another participant claimed that the position was challenging but not monotonous, thus enjoyed their work. Moreover, the line management position made use of leadership, organisational and human relationship skills. Some participants were happy with position since it was stimulating and involved strategic thinking, direction and operations. Nevertheless, there were some participants that were discontent with the line management position for the following reasons being, too much administrative work, inclined due to no other option, promotion, role not aligned to remuneration. This is further supported by Participant 8: *Also, too much administrative duties. Not fully, content in the position. The responsibility and accountability of the position is not aligned to remuneration for the post.*

7.4.3 Beyond Job Description

The results showed that five participants (42%) have stated that going beyond job description has no impact on leadership styles, as conveyed by one out of the five participants, *“Over-working and multi-tasking will not have an impact on leadership styles.”* However, some participants believed that overworking and multitasking sometimes has an impact on leadership style. Moreover, two participants stated that stress can have an impact on work performance, as expressed by participant 11, *“If line management feeling stressed, you are not working at my best. You can multi-task and work hard, but must not be at the same pace all the time.”*, and participant 5, *“Yes, badly, over-worked and multi-*

tasking has an impact on leadership styles. More multitasking, less efficient, hence employee burnout."

-Overworked and multitasking

Line management enjoys the job despite overworking and multitasking, because it is important to make a difference to the stakeholders in the institution and as a leader you do more than other people, also have a balanced personal life. Line management is prepared to go the extra mile in their duties and multi-task. One participant mentioned that during certain periods of the year they are not over-worked and multi-tasking between duties especially towards the end of the year. Conversely, another participant claimed that they go beyond their job description by overworking and multitasking between duties. Moreover, being a leader there is more administrative work expected. As per participant 12, *"I go beyond my job description. I am over-worked and multi-tasking between duties. Being a leader more administrative stuff is expected from you."* The findings demonstrated that one participant did not know what their job description is. Moreover, one participant asserted that there is no end to the job description, sometimes multitasked with work outside allocated work functions. Similarly, job position was supposed to be re-evaluated to incorporate these tasks, but it never materialized. Moreover, there is generally a lack of support from employee and processes.

-Unrealistic goals by top management

Most respondents agreed that there were unrealistic goals being set by top management. As per participant 12, *"There are unrealistic goals delegated to departments by top management."* This was hence a reality. Another participant felt that there were also too many meetings to attend. As per participant 11, *"We are expected to attend meetings and tick boxes which don't necessarily equal performance or better teaching and research. The more time line management spends writing reports and attending meetings, the less time for actually doing teaching. In my view, a meeting is where you plan things collaboratively with colleagues so you can move forward, but if you spending all the time in meetings, then the balance is wrong."*

-Switch jobs

The findings showed that two participants will not consider switching jobs as they were long service employees at institution. Old employee will not leave the institution should a better

7.5.1 Leadership versus Employee Engagement Relationship

The findings utilised word cloud (Figure 7-11) for the main themes exhibited that employee relations were seen as important by the line managements. There are various components where necessary to promote good relations, as described below:

-Employee - Face of the organisation

All line managements viewed employee as the face of the organisation. However, one participant made an important point that *"I think employee are the face of the organization, but also think the face of the organization is also a lot about how people are treated by processes and procedures...."* This was a noteworthy point.

-Empowerment of employee

Over 80% of the line managements surveyed did empower employee to achieve department goals timeously. As per participant 2, *"I do empower line managements to achieve their department goals timeously."* One participant gave autonomy to employee to do such. However, two participants put forward that despite encouragement goals were still not accomplished timeously.

This is supported by the following participants that concurred:

Participant 4: *"However, nothing is done timeously."*

Participant 5: *"I wished employee took the initiative to achieve department goals timeously."*

-Contribution versus marginalisation

Most of participants (90%) agreed that employee and line managements were at ease and had the liberty to effectively contribute without being marginalised, as per participant 4 conveyed, *"Employees are at ease to effectively contribute without being marginalized."* In addition, expressed by participant 9, *"Line management is at liberty to effectively contribute without being marginalized in the faculty."* Furthermore, almost 9 out of 11 participants (81%) allowed employee the liberty to voice their opinions at meetings and platforms, which was supported by participant 8, *"Employee at liberty to voice their opinions at meetings etc."* Conversely, some employees are not at ease to contribute without being marginalized, as

conveyed by participant 6, *“employee are not at ease to effectively contribute without being marginalized.”* Moreover, it is noteworthy that two participant’s conveyed that too much liberty can be problematic and furthermore, there seems to be more talking done rather than commitment to tasks.

-Leadership style impact on employee engagement

All participants supported that leadership styles impacted on employee behaviour and state of mind. Moreover, the results showed that leadership styles do impact department employee in the following ways, as narrated below:

Leadership style played a key role hence employee could be either motivated or disruptive based on leadership style. Line management leadership however will always have the authority to lead, as per participant 7, *“I believe that leadership styles impact department employee.”* Therefore, line management leadership needs to lead by example. Most line management asserted that their department employee were work engaged. Teamwork and spirit was a key driver to work engagement and this was appreciated. The finding showed that reason for this was that administrative department is output or deadline driven, stakeholder oriented. Thus, allowed employee to feel valued and supported and reinforcement of such.

This is communicated by participants below:

Participant 5: *Employee engagement is noticeable in my department.*

Participant 8: *Employees are work engaged depending on the leadership style, employees are either motivated or disruptive, must lead by example.*

However, one participant mentioned that their department was not engaged, as employee had outside interests which were conveyed by participant 7, *“Employee engagement is not noticeable in my department. Department employee are not work engaged – too many outside interests.* Another participant felt that their department was partially engaged as some employee only saw their job for the salary, whilst some were dedicated and engaged in their work. However, every line management has their own modus operandi (system of operations) and this can affect employees, as per participant 5, *“the line management is judged by what one is not doing, not what line management does.”* Moreover, another participant made strong point that there were variations whereby some employees were

stuck in their jobs for many years without progress and this negatively impacted work engagement. Furthermore, there are times when people are work-engaged but also times when are not (act as if they are on a scholarship). This is supported by participants 2, *“There is need for further emphasis on employee engagement in my faculty.”*

-Employee engagement versus university environment constraints

Most participants felt that employee engagement was still feasible despite environment constraints and this was because of dedicated and loyal employee that worked well despite constraints. As conveyed by participant 9, *“Employee engagement feasible – Dedicated and loyal employee are always productive.”* Moreover, extra hours put in to meet deadlines caused by constraints, but this was rewarded with time-off for employee. Sometimes, constraints needed to be ignored and work needed to continue. In spite of this, two participants were not sure, whilst another two participants felt it was not feasible. As well, employees were not prepared to engage effectively due to time constraints and academic pressure.

This is supported by the following participants that communicated the same:

Participant 8: *“Employees are ill-prepared to engage effectively, because of time constraints and academic pressure.”*

Participant 5: *“Employee engagement is non-effective considering the current university environment constraints.”*

7.5.2 Employee Well-Being and Development

The results explained that line managements viewed employee well-being, drive and commitment as important in their departments. As conveyed by participant 7, *“The role is taken seriously, and I understand the importance of leadership, so employee well-being, drive and commitment is important.”* It is important to keep employee happy because unhappy employee would be hesitant to assist especially in times of crisis. One participant 6, expressed *“as unhappy employee would be reluctant to assist during times of crisis.”* Employees who are happy and taken care of will produce quality work. Employees are ‘people’ and not ‘machines’, hence they needed to be taken care of accordingly. As one

participant 10 conveyed, *“They are people and there is a need to be appreciated and taken care off.”* Furthermore, maintaining committed employee to enhance productivity.

-Line management leadership engagement versus executive management

The results showed that 50% of the participants that felt that their well-being, drive and commitment was important to executive manager. These participants were complimented, supported and kept happy by their executive management. As per participant 9, *“My well-being, drive and commitment important to my executive manager – A happy employee is always willing to go the extra mile.”* Nonetheless, two participants were not sure, and one participant made it clear that their welfare was not important to executive management. Another participant asserted that whilst their executive would ‘say’ it was important, they did not live up to it and had no respect for the line management.

This is supported by the following participants who conveyed the same:

Participant 5: *“Executive manager will say yes – line managements’ well-being, drive and commitment important to my executive manager. Executive manager has no respect for line managements.”*

Participant 1: *My well-being is seemingly not important to top management.*

-Employee well-being and development practices

The findings showed that there were some processes in place to support the professional and personal development of employee. These processes included programmes and HR institutional programmes to support wellbeing, however not at the department level. The purpose of the aforementioned programs is to produce encouragement of employees to reach their optimal levels. In addition, programs are intended to taking care of needs and requirements of employee. One participant afforded freedom to employee to have their own work-schedule. Relevant and respective meetings such as career path meetings/ workshops and one-on-one meetings were important to promote employee well-being, drive and commitment.

This is conveyed by participants below:

Participant 9: *"I do support and encourage the development (personally and professionally) of employee."*

Participant 7: *"EAP is available, but nothing at department level to support employee well-being, drive and commitment."*

However, there were 4 out of 12 participants (33%) affirmed that there were no processes to support employee well-being, drive and commitment. As per participant 8 conveyed, *"There is no practice or policy to support employee well-being, drive and commitment."*

-Team building

The findings showed that majority of the participants concurred that teambuilding was an important concept in the institution, as conveyed by participant 10, *"Departmental team building is important."* Some departments did have funding and resources for teambuilding, as expressed by participant 8: *"Budget is available to strengthen and motivate employee participation and support department team building."* However, there were budget and funding constraints that prevented the progress of teambuilding. As per participant 11, *"In my little space, I tried to do little things for departmental team building, but there is no budget for it."* Moreover, team building was limited to selected employee only due to large numbers of employee. There was no formalised process to support teambuilding at the departments. Some departments were subject to strong politics which hindered teambuilding.

This is supported by the following participants who conveyed the same:

Participant 6: *"Team building exercises are undertaken but limited to selected employee due to the large employee complement."*

Participant 5: *"Some departments have too many politics."*

Participant 11: *"No processes to support department team building".*

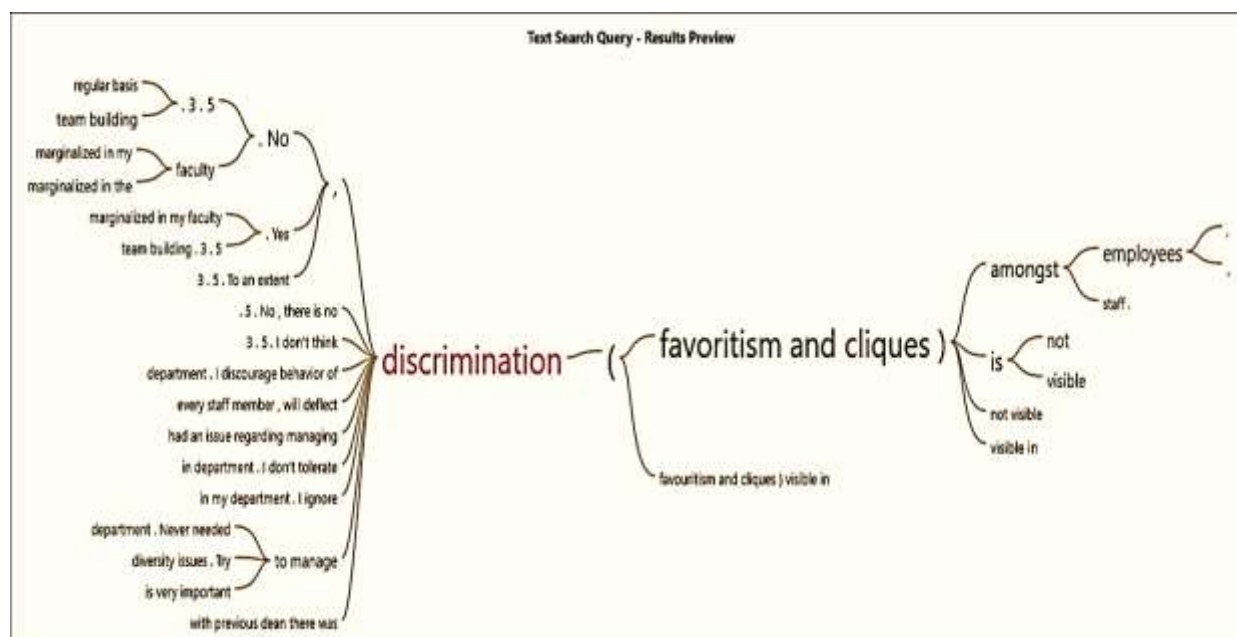
-Importance of employee engagement

Employee needed to be treated well and be valued so that they would do the same to the stakeholders they serve through their work. In addition, it promoted cooperation and support, created and respected boundaries. Moreover, engagement had a positive effect on work and productivity since it allows for employee to be kept informed of latest happenings and developments, and a platform to keep employee motivated and promote participation. As per participant 11, *“Department employee engagement is very important – if employees don’t care deeply about their work, and their job is working with people, then they are at risk of treating people like numbers.”* It was important to recognise individual employee contribution through employee engagement. Employee engagements also promoted an avenue to resolve issues and conflicts. A positive finding was that most participants agreed that they were very impartial to all employees. Whilst, two participants that mentioned that employee engagement only happened sometimes, one participant conveyed that it was very difficult to obtain employee engagement. As per participant 5, *“Line management needs time to engage with individuals and groups, very difficult to achieve employee engagement.”*

7.5.3 Discrimination

Majority of participants (8 participants) were clear that there was no visibility of discrimination in their department. As per participant 5, *“I don’t think discrimination (favouritism and cliques) is visible in the department.”* One more participant conveyed that historically there was discrimination at the department, but he/she is now changing that. However, two participants did convey that discrimination was currently visible in their department. Moreover, another participant conveyed that it was visible to an extent. One participant 6, *“To an extent, discrimination (favouritism and cliques) is visible in my department.”*

Figure 7-12: Word Tree for Discrimination Element



-Ways to manage discrimination or favouritism

The findings employed word tree (Figure 7-12) that exhibited various ways in which line management handled discrimination at the institution. This included treating all employee members with fairness, dignity, respect and equally. In addition, the purpose is to ensure that all decisions were fair and impartial as well as developing a zero-tolerance towards discrimination with no favouritism. Discourage discrimination and encourage participation, which was done by emphasising the negative effects of discriminatory behaviour and also encouraging employee participation in departmental activities. Furthermore, discrimination was managed through promoting collegiality, teamwork, trust and professionalism.

This is conveyed by participants below:

Participant 8: *"I discourage behaviour of discrimination (favouritism and cliques) amongst employee, by discussing negative effects of such behaviour. Encourage employee participation in departmental activities."*

Participant 9: *"Collegiality, teamwork and trust, professionalism is very important to manage discrimination (favouritism and cliques) amongst employee."*

One participant mentioned that their department was a **small department** and hence there were no cliques due to fewer employees. Another participant assert that **diversity issues** and cultural and gender issues existed, thus caused a challenge that required a 'change of mind-set' of employee in order to address these issues. Another worrying response came from a participant who asserted that they **ignored discrimination** known as, a defeated approach. Moreover, two participants were unsure how to manage discrimination as they never had such issues before which was disturbing, as line managements should have some knowledge of how to handle discrimination.

This is supported by the following participants that concurred:

Participant 4: *"There are diversity issues. Try to manage discrimination (favouritism and cliques) amongst employee."*

Participant 3: *"Don't know, because I never had an issue regarding managing discrimination (favouritism and cliques) amongst employee."*

7.5.4 Qualities of recruitment

The qualities of recruitment were examined as this was a part of ethics.

-Popularity contest

There was a mixed reaction to this, as 4 participants indicated that recruitment did involve popularity, whilst 5 participants conveyed that it was not a popularity contest, and 2 participants were unsure. The main qualities for recruitment consisted of people skills - attitude, dedication, commitment and productivity, drive, ethics, passion to learn and passionate about work. In addition, the intended purpose is to have university professional skills - qualification, knowledge and skill, student- centeredness. This is supported by the following participants that asserted the same:

Participant 12: *"Ethical, work commitment is qualities in the selection and recruitment process of a prospective DUT department employee (besides qualification)."*

Participant 2: *"Firstly, qualification, expertise and skill are qualities vital in the selection and recruitment of a prospective DUT employee."*

-Three features (intelligence, energy, ethical norms)

The three features of intelligence, energy and ethical norms were ranked by participants. The results indicated that ethical norms (7 participants) ranked highly amongst the line management for selection and recruitment, as conveyed by participant 7, *“Ethical norms, energy, and intelligence are features that describes my selection and recruitment choice given of a prospective DUT employee.”* However, one participant asserted that the three features in recruitment has been avoided, as currently the institution places more emphasis on having a PhD and research ability as teaching and work ability, which was concurred by participant 5, *“The three (intelligence, energy, ethical norms) features in selection and recruitment, has been avoided at all cost, DUT will worship the applicant who has a PhD and oodles of research – irrespective of teaching ability.”* The department places more emphasis on qualification such as PhDs as opposed to finding the right person for the job for example, placing a researcher in the position of an Administrative Manager. This will not work as every key job requires someone with respective skills.

7.6 Ethics and Ethical Leadership

This primary theme brought together the two key constructs being ethics and leadership. It was informed by two subthemes, that being ethical conduct and ethics and transparency.

7.6.1 Ethical Conduct

The subtheme was fairly large and made up the following critical elements.

-Ethical conduct and comfort zone

There were 5 participants that felt that ethical conduct did matter to any employee in the work comfort zone. One participant asserted ethical conduct mattered because ethics is a moral duty of all employees at all levels and regardless of circumstances. This was conveyed by participant 2, *“Ethical conduct matters to an employee in a work comfort zone – ethics is a moral duty of all employee at all levels, and regardless of circumstances.”*

A further 3 participants felt that ethical conduct did not matter, as expressed by participant 10, *“Ethical conduct will not matter to any employee in the work comfort zone.”* One participant put forward that when people become comfortable then there seems to be no

accountability. An example was provided whereby, as per participant 11, *"I don't think people even realize they are doing it, like I'm in a comfort zone – don't need to go for that meeting or send that report in. Well, they have been so long in DUT – they know nobody actually reads the reports, and it gets filed away."*

-Leading by example

The findings revealed that leading by example was seen as imperative to participants. The following was important when leading by example, as described below:

Being able to set a standard of ethics and abide by it and emulate ethical behaviour as so employee will be inspired to follow. In addition, there needs to be a mind-set changed geared towards ethical role-modelling. As self-explanatory, integrity must be at the heart of ethics, as conveyed by participant 2, *"Leading by example is doing the right things at all times and having integrity."* Moreover, abiding by ethical promises and striving for excellence. As per one participant 9: *"Leading by example – It means being a role-model, pursuit for excellence and promise keeping."* Additionally, employee will point it out if you don't practice what you preach, as a leader, he/she must be at the forefront of ethic and this will make others follow. As per participant 3, *"Leading by example is showing the way, do first as a leader. Role-modelling is important – do it yourself."*

As per one-line manager conveyed that leading by example is changing with time. This is primarily because of a leader fulfilling various roles at once. As per participant 11, *"Leading by example has changed over the years – usually teaching with employee, but I have been expected to fulfil other roles within my department and faculty. I can't cope with everything – writing the reports, going to the meetings."* Oppositely, two participants made interesting points whereby if you lead by example, you can/may end up end up doing everything, as expressed by participant 5, *"It was easy to lead by example, but end up doing everything."* Furthermore, people can be opportunists and see an opportunity to take advantage of the privileges provided by ethical leadership, as conveyed by participant 4, *"Have to lead by example, but when others take advantage of privileges – then so do all."*

-Executive management and ethical role modelling

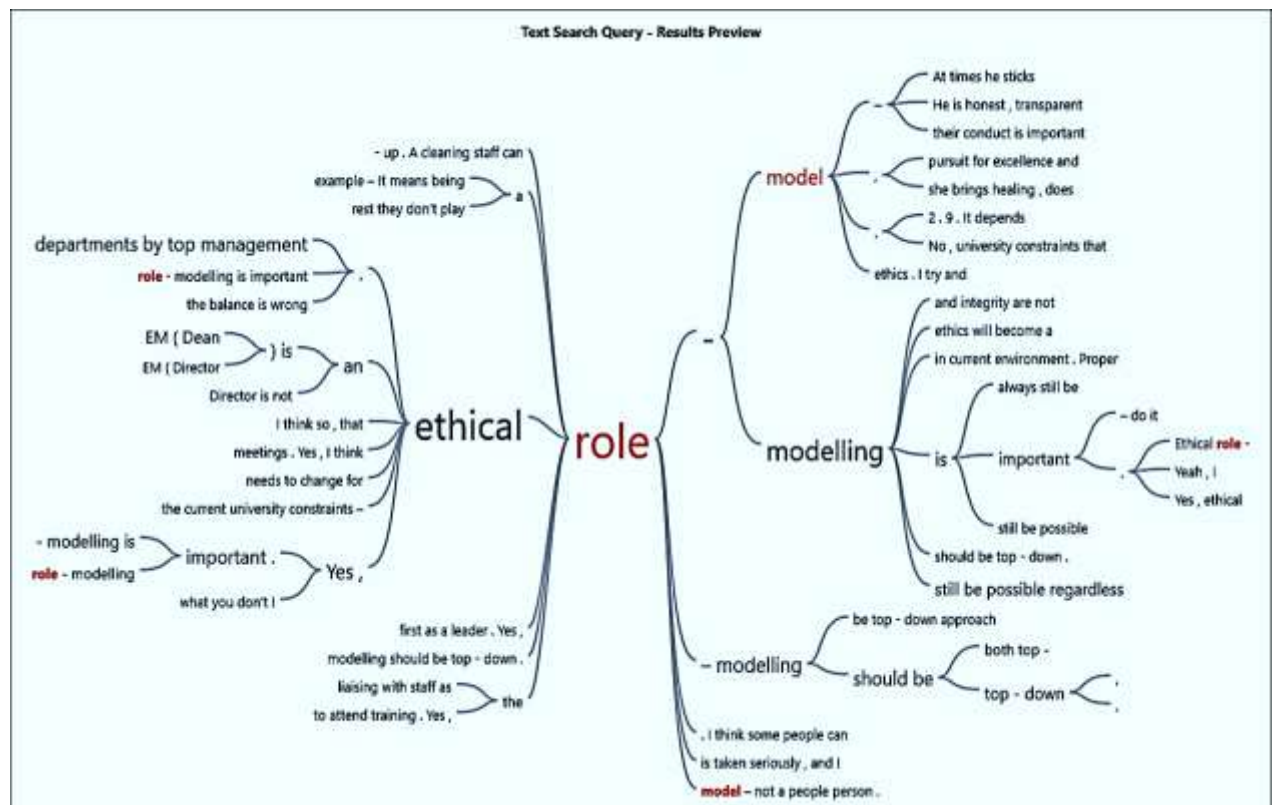
The findings showed that there were seven (7) responses to the executive management being an ethical role-model. Hence, 5 out of 7 participants (71%) believed that their executive management was an ethical role model. As per participant 10 conveyed, *"My*

executive manager is an ethical role-model, she brings healing, does not micro-manage, and assists us to function as we should.” Then again, two participants however felt that their executive management was not ethical. In addition, they were not a people’s person and were more bullying in nature. As per participant 4, “Executive manager is not an ethical role model – not a people person. His task-oriented – technical person and not focused.”

-Ethical role modelling approaches

The findings utilising word tree (Figure 7-13) revealed that most of the participant agreed that ethical role-modelling should be **top-down approach** for the reasons, as narrated below:

Figure 7-13: Word Tree of Ethical Role Modelling



Top – down approach will drive organisational culture, which can in turn drive ethics. Furthermore, top-down approach can promote ethics to become normal for all. If executive management conducts themselves ethically at all-time then this will filter down and rub off on all employee below them. Moreover, leaders at executive management and line

management levels will look up and respect the higher level management if they are ethical in practice. This is supported by the following participants that emphasized the same:

Participant 6: *“Ethical role – modelling should be top-down approach – If leaders higher up are corrupt, then employees lower down would not practice ethical behaviour.”*

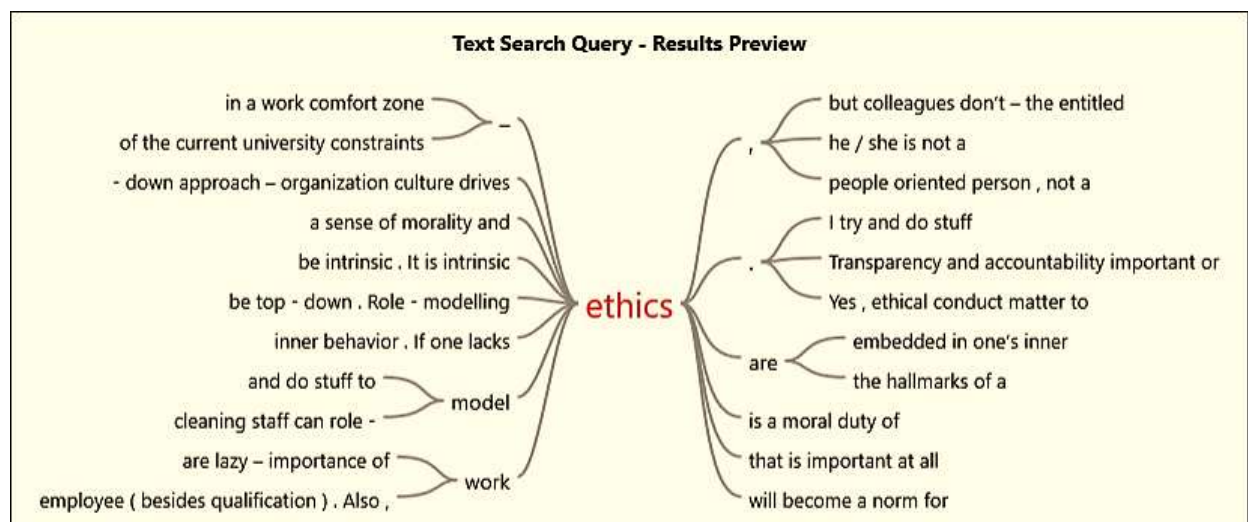
Participant 9: *“Executive management should conduct themselves ethically at all times and this will rub off on all employees.”*

However, some participants indicated that ethical role modelling should be **both top-down and bottom-up**. The reason was because it affected everyone whether at cleaner level or at executive level, as conveyed by participant 8, *“Ethical role – modelling should be both top-down or bottom up approach. Ethical conduct affects all persons within the organization.”*

7.6.2 Key Constructs of Ethical Leadership Style

The results utilising word tree (Figure 7-14) showed transparency, accountability, intrinsic ethical behaviour as a key construct of ethical leadership style. These subthemes examined these aspects and were informed, as reported below:

Figure 7-14: Word Tree for Ethics



-Transparency and accountability

All participants conveyed that their conduct was transparent with all of their employees, as expressed by participant 1, *“Transparency and accountability is important when managing faculty employee.”* Three of which asserted that they embrace open, honest communication and transparency with line management. In addition, being fair and equal to all with no favouritism complements the transparency and accountability aspect. As per participant 2, *“There is a collegial relationship between executive manager and line managers. I do embrace open, honest communication, and transparency with line management.”*

-Ethics and intrinsic behaviour

Ethics (Figure 7-14) should be embedded in **inner behaviour** of an individual. One participant made a key point whereby ethical leadership should not be based only on policy and procedure, but it should be **intrinsic**. This intrinsic ethics is what should be at all levels at the institution. Hence, constraints and challenges should not change this. Ethics should be intrinsic in nature and if it is intrinsic then it will not be compromised no matter the constraints. As per participant 3, *“Ethical leadership is necessary in view of the university/faculty constraints and environment. People should be ethical, it is intrinsic.”* People should be ethical, it is intrinsic. If someone lacks/compromises ethics, then they are not a true leader, as asserted by participant 12, *“Ethics are embedded in one’s inner behaviour. If one lacks ethics, he/she is not a true leader.”*

In addition, ethical role-modelling should always be practiced regardless of university constraints as it is meant to be a personal choice. If ethics is an individual’s choice, then institutional ethos and/or constraints will not deter ethical values. One participant also conveyed that it was a Godly choice. Still, one participant admitted that they were not a positive individual even regardless of constraints, as per participant 5, *“I am not a positive individual regardless of the department constraints.”* Another participant tried to remain positive in face of constraints but it varied whereby they had their good days and bad days.

-Ethics at all levels

It was asserted that ethical leadership is important at all levels of the institution. Furthermore, another participant felt that behavioural leadership should be promoted. As per participant 3, *“People don’t need ethical leadership policies and procedures, it should be intrinsic. It is intrinsic ethics that is important at all levels of DUT. It is necessary to not*

promote ethical leadership, but behavioural leadership at DUT.” Ultimately, everyone was a leader in their own right and hence everyone should be ethical in this regard- collective effort. As participant 3 conveyed, *“Everywhere, should be ethical leadership – Everyone is a leader, collective effort, and a reflection on each other.”* On the contrary, it should start at executive level and filter down to all levels below, as participant 2 conveyed, *“Ethical leadership is important and should commence at all levels of DUT, and it is necessary to promote ethical leadership at DUT. It should start from executive management and permeate through to lower level.”*

-Communication regarding ethical leadership

The findings showed that there were mixed responses by two participants to this, of which one participant asserted that there is adequate institutional communication about ethical leadership and conduct, whilst another participant felt that this was absent. This is supported by participants 1, *“there is adequate DUT communication about ethical leadership and conduct,”* as well as participant 2, *“there is no adequate DUT communication about ethical leadership and conduct, because every leader or manager is expected to conduct him or herself ethically.”*

-Ethical leadership versus institution constraints

Sometimes, the true test of ethics is being ethical despite constraints and challenges faced. Most of the participants felt that they remained ethical despite constraints. This was reflected and narrated, below:

Leaders must live by morals and principles irrespective of the circumstances and this must further be indoctrinated into employee of the department. Moreover, having a sense of morality and ethics irrespective of constraints defines and is the differentiating factor of a good leader. Irrespective of constraints or challenges, it does not cost anything not even in a monetary sense to treat people ethically. Ethics should not be compromised since it should be non-negotiable and always promoted by managers/leaders, as conveyed by participant 9, *“Yes, ethical role-modelling still be possible regardless of the current university constraints – Ethical role-modelling and integrity are not negotiable”*. Ethical leadership cannot be compromised regardless of constraints and environment.

Furthermore, **remaining positive despite constraints** were also a measure of ethical leadership. Thus, ten (10) out of the twelve (12) participants (83%) affirmed that they

remained positive regardless of the department constraints, as conveyed by one participants, *"My conduct is transparent and a positive individual regardless of department constraints."*

-Need for ethical leadership at institution

When it came to the need for ethical leadership toward betterment of the institution holistically, the following was implied:

Noticeably, five participants indicated that the need existed for more ethical leadership toward betterment of the institution. As claimed by one of the participants, *"Ethical leadership in DUT needed to make it a better place."* There were 6 participants that responded to this, of which 4 participants (67%) clearly conveyed that there was a need for ethical leadership in faculty. As communicated by participant 12, *"There is need for ethical leadership in faculty."*, and participant 6, *"need for ethical leadership in administrative sector."* As an alternative, one participant made an interesting point whereby they believed **in behavioural leadership** practices and not ethical leadership practices. This was because behavioural leadership could shape a person, promote humbleness and unify the departments. This would not be possible through ethical leadership style. As per participant 3, *"I advocate behavioural leadership practices and not ethical leadership practices in my faculty. I believe that behaviour leadership shapes a person, makes a person humble, like an anecdote for unity, not ethical leadership style."*

In opposition, one participant asserted that ethical leadership toward betterment has always been in place, whilst two participants were unsure, as indicated by participant 5, *"Not sure if ethical leadership in DUT needed to make it a better place."* Similarly, another participant felt that there was no need for ethical leadership in faculty, as expressed by participant 1, *"I do advocate ethical leadership practices in my faculty."*

-Institutional ethical leadership practices

The results revealed that only 7 participants responded to this question. There were 5 participants (71%) who felt that ethical leadership was just policy and not practice, as conveyed by participant 6, *"In my opinion - ethical leadership just policies and procedures at DUT."* Furthermore, the practice of ethical leadership was not visible at the institution, as per participant 11, *"It is just policies and procedures - it is really not happening, you know it is there, it's a policy somewhere, a procedure somewhere. It has not been implemented by*

people or filtered from above.” On the basis of the former it can be assumed that ethical leadership is not visibly practiced. Contrariwise, one participant felt there was ethical leadership practices, as expressed by participant 7, *“Ethical leadership is not just policies and procedures at DUT,”* whilst another participant was unsure about these practices, as per participant 10, *“Not sure, if ethical leadership just policies and procedures at DUT.”*

7.7 Summary

The aim of the chapter was to explore evidence of ethical leadership style by executive management and line management leadership and its impact on employee engagement at the institution. The chapter presented findings that were thematically analysed and interpreted according to the two qualitative research instrument of the study. Moreover, the chapter commenced with a multivariate descriptive statistical analysis that was conducted for the biographical information of both executive management leadership and line management leadership from the sample population. Thereafter, the semi-structured interviews and open-ended questionnaires were transcribed verbatim to MsWord, and given to an accredited statistician for data analysis of findings. The statistician used NVIVO to explore the main themes and subthemes of the qualitative data. The chapter presented a detailed discourse of the main themes and subthemes to enable a better understanding of the phenomena from the lower level leadership perspective. Moreover, these data findings will be used in the following chapter to further accentuate and support the convergence of data findings.

The next chapter will commence with method triangulation of discussion findings utilising previous Chapter 6 and Chapter 7 to support for the research objectives of the study. Moreover, the following chapter will be a detailed discourse on both qualitative and quantitative findings with previous literature that will support the amalgamation of discussion data findings.

8 CHAPTER 8: DISCUSSION OF MIXED METHOD FINDINGS

8.1 Introduction

The chapter is a detailed discussion that emanated from the empirical analysis and interpretation obtained from Chapter 6 and Chapter 7 of the study. Chapter 6 demonstrated statistical quantitative data analysis and interpretation, and Chapter 7 the qualitative data analysis and interpretation of findings. Methods triangulation could reveal exceptional differences, or profound information regarding a study which might have not been discovered while utilising one method or data collection (Hales *et al.*, 2007:22). This chapter will be based on a triangulation of discussion findings for previous chapters (Chapter 6 and Chapter 7) supported by previous researchers. Thus, this chapter will result in a convergence of quantitative and qualitative data findings that will support better of synthesis of the discussion of findings.

The aim of the study was to investigate the application of ethical leadership styles and its impact on employee engagement at the Durban University of Technology (DUT) in South Africa, Kwa-Zulu Natal, as a case study. One of the objectives was to explore if there was evidence of ethical leadership styles amongst executive management and line management at the institution. The next objective was to examine if there is a relationship between executive management leadership and line management leadership and employee engagement. The study set out to explore evidence of ethical leadership style in EML and LML in relation to the impact on employee engagement. In contrast to Kulati and Teboho (2001) there have been no undertakings or tasks to evaluate the most appropriate leadership style or styles that positively influence SAHE institutions.

Thus, there have been no previous studies that have shown the most suitable leadership style that positively impacts employee engagement at the institution. Therefore, this study on ethical leadership style will exhibit a preliminary gap in SAHE leadership research. The study will commence with a detailed discussion on biographical information, followed by triangulation or convergent parallel discussion of quantitative and qualitative findings related to the research questions of the study. The chapter will discussion independent variables (executive management leadership and line management leadership) and dependent variable (employee engagement) findings and the relationships thereof. Triangulation is

characteristically an approach that improves research validity and reliability and the assessment of results (Golafshani, 2003:603). Therefore, the discussion will support better understanding, validity and reliability regarding the research questions and objectives of the study.

8.2 Biographical Information

8.2.1 Academic and Administrative

Figure 6-1 revealed that 53% of respondents were academic employees, while 47% of the respondents were administrative employees. The higher education sector normative target population constitutes both academics and administrative employees. This is supported by CHE (2013; cited HEMIS, 2013) that depicted academic staff members account for the second highest number of employees. Moreover, cross-tabulation of academic and administrative employees to employment cohort in Figure 6-7 showed a major disproportion of respondents with Academic (71.52%) and Administrative (72.11%) for Permanent categories. Comparatively, a smaller percentage of respondents comprised of Academic (27.27%) and Administrative (23.81%) for Contract employee categories. Some universities use high numbers of contract staff and offer fairly poor employment conditions and with minimal access to developmental opportunities (SSAUF, 2015:23).

8.2.2 Gender

Figure 6-2 demonstrated the comparative analysis of overall sample respondents with Males (43%) and females (57%) having a similar proportion frequency percentage distribution of 14% difference (57% and 43%) in the gender category. This is consistent with CHE (2013; cited HEMIS, 2013) that women employed in the higher education sector comprised 53% of total staff members in 2013. Moreover, this percentage is in conformity with cross tabulation of Figure 6-5 demonstrating Job cohort (Academic and Administrative) with Gender cohort (Male and Female). Thus, the results indicate an unvarying gender percentage for Male cohort with Academic (42.42 %) and Administrative (42.86 %), while Female cohort with Academic (57.58 %) and Administrative (57.14 %).

8.2.3 Ethnicity

The results from Figure 6-2 showed the diverse ethnicity category of overall respondents. Notably, the highest percentage of respondents for ethnicity were Black (49%), followed by Indian (35%), however, White (10%) and Coloured (5%) were the lowest percentage representative in the ethnicity category. Moreover, the cross tabulation in Figure 6-8 of Job cohort (Academic and Administrative) with Ethnicity cohort showed that there is evidently a disproportion of respondents in the ethnicity cohort of Black employees with Academic (40.00%) and Administrative (59.86%), followed by ethnicity group of Indian employees with Academic (38.18%) and Administrative (31.97%). This is supported by CHE (2013; cited HEMIS, 2013) that Black employees represent 45% of the overall staff within the SAHE. However, there is a significant smaller percentage for ethnicity group of White employees with Academic (14.55%) and Administrative (4.76%), followed by Coloured cohort with Academic employees (7.27%) and Administrative (3.40%). This is in conflict with SSAUF (2013; cited HEMIS, 2013) that overall academic work force in 2012 remained predominantly white, but in support of Coloured cohort remain grossly underrepresent.

8.3 Convergent Discussion on Quantitative and Qualitative Findings

The study presents a triangulation of the relationship between independent variables (executive management, line management) and dependent variable (employee engagement) at the institution. Furthermore, previous chapters' analysis and interpretation established a positive relationship between independent variables and dependent variable of the study. As asserted by Jogulu and Pansiri (2011:689; cited Jack and Raturi, 2006), due to multiple methods being utilized within a single research problem, triangulation will reinforce the discoveries and interpretations made. The chapter provides a detailed triangulation of discussion findings in response to the research questions that was posed in Chapter 1 of the study. Furthermore, the discussion is contextualized and presented with reference to previous researchers from Chapter 2 to Chapter 4 of the study. Moreover, the chapter will demonstrate a detailed discussion using quantitative descriptive and inferential statistical analysis with qualitative thematic analysis. The purpose for the utilization of quantitative and qualitative findings was to facilitate coherent triangulation discussion findings relative to the independent variables and dependent variable of the study.

8.3.1 Research Question 1: Is Ethical Leadership Style Evident Amongst Executive Management?

Research question 1 explored if there was evidence of ethical leadership style amongst executive management leadership at the institution. Predominantly, the research question aimed to explore if ethical leadership style has been observed by employees in relation to executive management leadership (EML). The best way to discuss the triangulation of findings was through the utilisation of EML items and themes of the research instruments, as described below:

8.3.1.1 Contribution versus Marginalization

Notably, the descriptive findings from Table 6-10 indicated that majority of respondents agreeing 39.1%, while a minor percentage disagreed 33.7%, and 27.2% neutral regarding executive management leadership encouraging employees to effectively contribute at different platforms. Hence, this implies that employees are uncertain concerning the interpersonal relationship about employee being at liberty to contribute at meetings. The awareness of unity involves interpersonal relationships and that all members have an opportunity to contribute and to acquire knowledge from each other (van Zyl *et al.*, 2016:303; cited Lues, 2016).

Furthermore, an implication that employees may be afraid or feel marginalized to contribute at different platforms. Conversely, t-test showed a significant agreement but a weak mean score value, for contribution versus marginalization at different platforms. Hence, an indication that EML lack in finding techniques to improve employee contribution, respect and fairness at lower levels of the institution. The fundamentals of ethical leadership are to treat employees with respect, fairness and dignity. Interestingly, the qualitative analysis showed that majority of participants (90%) agreed that both line management leadership and employees were at ease to effectively contribute without being marginalised at lower levels of the institution.

8.3.1.2 Role Modelling

The results from Table 6-10 revealed that 50.4% respondents disagreed that their executive managers are their role models. Thus, the results indicated that almost half of the respondents do not perceive their executive managers as role-models. Leaders that are not

ethical role models may have followers that will sooner or later negatively impact all stakeholders of the institution. This is consistent with Green (2010:1) it takes one immoral leader to destroy the fundamental values of an organization and one of the following are ways to recognize an unethical leader; fails to be a good role model for followers and showing followers the correct way. Moreover, descriptive findings showed that 40.4% disagreed and 32.1% neutral that their executive manager is transparent and his/her conduct is positive. Remarkably, some respondents did not view their EML as transparent, thus, signifying a conflict with ethical leadership practices at the institution. In addition, the neutral responses to the question may suggest that these respondents were less inclined or uncomfortable. This was concurred by Visser, Krosnick, Marquette, and Curtin (2000:234) that claimed opting for neutral is a way to avoid the answer, otherwise may perhaps lack confidence to feel at ease to express opinion.

Furthermore, these managers are not held in high esteem by their employees which is in contradiction with ethical leadership role-modelling concept. In addition, there seems to be low morale with the present management's demands in both the administrative and academic sector. Hence, there is a need to find methods to improve morale. As per participant 6, *"From interacting with other staff, both administrative and academic, there seems to be low morale with the present management's demands. Some staff who reaches retirement is eager to go."* Leaders are the most important role models as leaders have a major socializing influence on lower-level employees and ethical conduct from an organizational context (van Zyl, 2014:6; cited Worrel and Stead, 1994).

Executive managers are responsible for high level strategic planning and achievement of goals and should have ethical knowledge and experience to lead in their designated positions. According to CHE (2013) senior management work at high levels and are required to have extensive experience and high-level of expertise to lead. However, this is in contradiction with qualitative findings of 5 participants that believed that their executive management were ethical role models. As per one of the five participants conveyed, *"Yes, my executive manager is an ethical role-model, she brings healing, does not micro-manage, and assists us to function as we should."* Conversely, two participants believed that their executive management were not ethical and were not people's person but more bullying in nature. This is in conflict with Bello (2012:105) claimed that ethical leaders are role models acquainted with setting the tone in the organization for employees to imitate.

These findings have revealed that role-modelling with is a constituent of ethical leadership style is imperative at all levels of the institution.

Ways to resolve departmental matters showed significant differences and showed an impact on study findings. Noticeably, the executive manager suggesting different ways of resolving problems presented in Table 6-10 revealed that 39.1% disagreeing and 31.1 % being neutral. Clearly, suggesting that executive managers are lacking in leadership skills and expertise to find techniques to resolve issues promptly. Moreover, 46.1% of respondents disagreed and 32.1% indicated neutral with regards to EML having the ability to resolve department problems promptly. Interestingly, the knowledge to handle conflict management should be normative for any executive manager undertaking a leadership position. Doyle (2017) maintained that when employing managers', it may or may not be vital to overtly search for conflict management skills, however these skills should fall under other headings, such as teamwork or leadership.

Moreover, 46.8% disagree that their leaders go the extra mile to resolve departmental staff issues, followed by neutral (29.5%) respondents. This was prominent in the Independent t-test (Table 6-21) that there was a significant difference regarding leaders going the extra mile to resolve staff matters. Open and regular communication regarding problems that are experienced by employees must be supported by leaders (van Zyl, 1998:32). This was noteworthy as a minimal response of 4 out of 6 participants indicated that they did not get support from executive management when it came to resolving issues and challenges between staff which was confirmed by, participant 4: *"No support from executive manager with staff issues – he is selfish. Executive manager does not play a part in support for HOD. Also, executive manager also does not have protection from top management"*. In addition, the Independent T-Test results (Table 6-21) illustrated a significant difference by academic category concerning executive management leadership resolving problem promptly and going the extra mile to resolve staff matters. Hence, these results indicated that executive managers lack conflict management skill to resolve departmental employee matters. Executive management leadership should be knowledgeable and have expertise or attend training programs to manage conflict between employees. This was emphasised by Van Niekerk *et al* (2017:225) that with successful conflict management, academic personnel and support staff too can achieve all workplace goals successfully.

Evidently, the above-mentioned discussion has revealed that there are leadership issues that need attention within the ambit of executive management leadership in relation to ethical leadership style; contribution at meetings, respect and fairness, resolves faculty matters, and transparency and role-modelling. In addition, the statistical analysis of results has indicated that there is a lack of ethical leadership style regarding executive management leadership. Moreover, it has been observed that executive management leadership style will have a major impact on employee engagement as well as other stakeholders of the institution.

It is imperative that all employees are treated with respect and dignity, but there seems to a lack in ways to improve work and personal engagement. Executive management leadership are seen as the first leaders that line managers and employees look up to as good role-models for guidance, support and followers of the institutions Code of conduct. As asserted by Technology (2016:61-62; cited Meyiwa, 2016) the Code of Ethics also pursues to uphold the highest standards of scientific and professional integrity and to give importance to the ethical issues developing from institutional activities. If these executive managers are not good role models, then some or most line managers and employees will unfortunately follow suit with the same behavior and conduct.

8.3.2 Research Question 2: Is Ethical Leadership Style Evident Amongst Line Management Leadership?

This research question tested if there is a significant agreement or disagreement in ethical leadership style of line management leadership. Principally, this research question aimed to explore whether statistical significant differences were present for line management leadership. The convergence of findings revealed that line management leadership lack ethical leadership style at the institution. This was affirmed by One-sample t-test results in Chapter 6 (Table 6-16) that demonstrated a statistical significant disagreement did exist for ethical leadership style of line management leadership for majority (15 out of 16) of the leadership items. Moreover, these findings revealed that there is a lack of ethical leadership style being exhibited by line management leadership which conform with the second research objective. According to Technology (2016:61-62; cited Meyiwa, 2016) the Code of Ethics also pursues to uphold the highest standards of scientific and professional integrity and to give importance to the ethical issues developing from institutional activities. Furthermore, these t-test results revealed a p-value (<0.05) for majority of the leadership

items. This was further supported by ANOVA test in Table 6-23 for line management leadership across ethnicity category with the highest mean value being Black group. In addition, Ngcamu and Teferra (2015:136; cited Hemson and Singh, 2010:942) suggests that the responses by Black employees was a more prevalent sense of irritation that was connected to a lack of access to resources, social detachment from other staff favoritism or discrimination. Thus, there is a significant disagreement that line management leadership exhibit ethical leadership style at the institution. Additionally, the descriptive results for line management leadership also indicated that there was no evidence of ethical leadership style amongst line management leadership. The following areas (subthemes) will support triangulation of discussion for the aforementioned research question 2:

8.3.2.1 Ubuntu, Morality and Collegiality

It should be noted that the descriptive findings (Table 6-11) showed that over 51% disagreed that their managers' values empathy (Spirit of Ubuntu) towards staff, while 20.5% were neutral. Ubuntu is important constituent for ethics, unity, humanness and compassion and an important element for employee engagement within institutions. Hence, this is a major concern regarding the line management leadership that needs to be addressed. Moreover, this is consistent with the qualitative analysis that six out of twelve participants (50%) that claimed that Ubuntu, collegiality and morality was absent. Thus, the results have indicated that leadership has difficulty in motivating and promoting Ubuntu, collegiality and morality. It is possible that these managers are heedless to the importance of Ubuntu, Ubuntu ethics, and collegiality in the work environment. This is in conflict with Sindane (2011:758) that claim that Ubuntu ethics is like a water feature - from which true actions and positive attitudes drift, comprising of compassion, empathy, morality, impartiality, trust, respect and openness should be incorporated and expanded in public leadership and governance.

Interestingly, the following (Table 6-11) statistical findings revealed that; managers respect staff different needs, abilities, and aspirations with 47.4% disagreeing and a further 51% disagreeing that managers focus on building staff respect, trust and equality. However, these findings are in negation with a notable key point raised by one of the participant who asserted that the concept of Ubuntu, collegiality and morality was included in their faculty strategic plan. Despite the importance of the Ubuntu concept being inclusive at a faculty strategic level, there is still a need for it to be employed by executive management and line

management levels of the institution. Participant 2: *I encourage Ubuntu, collegiality and morality amongst faculty staff via our faculty strategic plan. The values are fairness, accountability and integrity (FAI) and this is a standing item in our faculty board meetings.* Moreover, the qualitative findings have revealed that Ubuntu was an important element and apparently did exist within most departments.

Surprisingly, the results have revealed that managers still are micro-managing employees at the institution. The descriptive results (Table 6-11) have evidently indicated that nearly 46.4% of respondents disagree that their managers encourage self-management. Thus, has shown that some line management leadership may be autocratic which will inevitably have a negative effect on departmental employees. The authoritarian leader has complete control of the team leaving little independence within the group (Dictionary, 2017). It is important for lower level management to trust employees to fulfil their work responsibility without restraint. Leader minimises control over employees' performance since it is collective power (van Zyl *et al*, 2016; cited Pietersen, 2016:272-274).

8.3.2.2 Role-Modelling

Clearly, most leadership research supports the importance of role-modelling at all levels of an institution. Role-modelling or leading by example is an essential ingredient for ethical leadership construct. Despite several potential role models, the chief executive officer, other executives, managers and supervisors are role models in any organization (Reyes, 2013:1). Distinctively, the findings have shown from Table 6-11 that more than half of the respondents 56% believe that their line managers are not their role-models. Thus, this is an area that needs attention as these findings seem to be adjacent to executive management leadership findings. Moreover, this was further advocated by Pearson coefficient correlation test (Annexure E) that revealed a significant positive linear relationship across executive management leadership and line management leadership.

From an ethical viewpoint, executive management and line management levels have shown a lack of evidence of ethical leadership styles. Moreover, the qualitative findings revealed that ethical role-modelling should start at top management, as supported by Participant 6: *"Ethical role – modelling should be top-down approach – If leaders higher up are corrupt, then staff lower down would not practice ethical behaviour."* Moreover, as asserted by Bello (2012:229) ethics must undeniably start at the top of an organization. Most participants agreed that ethical role-modelling should be top-down approach, whereas a few

participants claimed that ethical role-modelling should be a combination of both top-down and bottom up approach. As well, most of the participants' presumption on a combination of approaches may signify that ethical conduct and ethical role-modelling should be at all levels of the institution.

In addition, the ANOVA test (Table 6-25) for over 20 years' age category showed a significant disagreement across four of the line management items (A good role model, trust to keep work-related promises, employees are allowed to influence critical decisions, supports self-management). Hence, this is similar to research by Masemola (2011:37) that revealed younger employees are often more prone to job discontentment than older employees, as a result of being hungry for power. However, Barkhuizen and Rothmann (2008:324; cited Osipow, Doty, and Spokane, 1985) states that younger academics have difficulty coping with occupational stress, consequently, experience greater psychological and relational pressure, than senior colleagues.

It was evident in another ANOVA test (Table 6-25) that there was a statistical significant difference in agreement across 0-5 length of service category for line management items. These results revealed that line management leadership lacks the necessary skills to manage employee conflict, mistakes and complaints and would not be considered as role models. Furthermore, the independent t-test results (Table 6-21) revealed a significant difference in administrative and academic category for line management leadership (LML). Thus, the administrative group have asserted that administrative LML are not good role-models in comparison to academic group. Interestingly, the importance of ethical role modelling seems to have been either ignored or underestimated at lower management levels. There is a summation of findings particular to over 20 years' age category with 0-5 years' length of service and administrative group have a strong disagreement regarding line management leadership being good role models. Therefore, these findings have shown a lack in good role-modelling across line management leadership which has been emphasised explicitly and needs to be further addressed.

Notably, the descriptive findings from Table 6-12 showed a high percentage of respondents disagreeing 52.9 % with their HOD inspiring and encouraging them to perform better, followed by 53.5% disagreeing that the HOD is their confidant and genuinely cares. Thus, this disagreement is in conflict with views by Chipunza and Gwarinda (2010:8), that a

leader who empowers, allows employees to make decisions, rewards innovation and risk taking, involve employees in change initiatives and access to important information and reward staff for supporting key changes. Conversely, the disagreement that line managers do inspire, encourage or genuinely care about employees may set a negative precedent for employee burnout or disengagement at the institution.

8.3.2.3 Passion and Dedication

Another important constituent of ethical leadership style is passion and dedication. The findings (Table 6-12) revealed 46.8% disagreed that their line managers are passionate and dedicated which is in juxtaposition with role-modelling. However, findings by 10 out of 12 (80%) participants indicated that they were very passionate and dedicated in their positions, as per Participant 6, *"Yes, I am passionate and dedicated."* However, the responses were that these line managers are not passionate and dedicated with a sense of purpose and motivation towards their leadership position. Thus, in conflict with Schaufeli and Bakker (2001) claim that dedication arises from a sense of meaning from an individual's job, feeling passionate and satisfied about the job, as well as feeling encouraged and challenged by the work.

8.3.2.4 Transparent and Ethical

There should be an official document that sets the trajectory of ethics and norms and defines a set of qualities for the institution, which was supported by participant 12, *"The university/ faculty/ departments have to look for a set of qualities which relate to work environment, as well as ethical norms."* and participant 9, *"Transparency, Integrity, Accountability, collegiality is important for any leader or line manager."* Transparency and ethics are fundamental features for ethical leadership as it is also a constituent of ethical corporate governance. The more transparent bosses are in terms of the organization's processes and procedures, the more engaged employees will be (Konrad, 2006:1-6). Noticeably, the findings from Table 6-12 have affirmed that 54.5% disagree that their line managers are transparent and ethical. Transparency and accountability are vital elements of ethical leadership style that seem to not be visible at these executive management and line management levels of the institution.

Interestingly, this is in conflict with participants that conveyed their conduct was transparent with all of their employees, as expressed by participant 1, *"Yes, transparency and*

accountability is important when managing faculty staff.” Moreover, an assertion by Dicey (2016:12) that eventually good governance is about effective leadership centred on an ethical foundation categorized by, responsibility, accountability, impartiality and transparency. Ethical leadership is important at all levels of an organisation and is the foundation for success and employee engagement, as suggested by participant 2, *“Ethical leadership is a key to any organization success.”*

8.3.2.5 Work related trust

Work related trust is another essential component of ethical leadership as trust can affect the relationship between LML and employees. Evidently, the results from Table 6-12 have depicted that 57% disagree with line management leadership being trusted to keep work-related promises. This is a contrary assertion by Mardanov, Heischmidt and Henson (2008:159-175) regarding an employees’ behaviour is known based on the trust relationship between the leader and employee. Furthermore, a commitment to teambuilding was needed from all staff, as expressed by participant 12, *“Team building will build relationship and trust. The commitment is to have team building on a regular basis.”* Therefore, work related trust relationships between leader and employees are imperative for teamwork. Work trust and building trust will reduce the many conflict issues that may exist between leader and employees.

8.3.2.6 Personal and Professional Development

The qualitative findings indicated that there were some processes in place to support the professional and personal staff development. The processes include; programmes and HR institutional programme to support employee wellbeing at the institution. However, only 50% of participants believe that their well-being, drive and commitment is important to executive management leadership. It was noteworthy that some participants believed that there were no departmental level practices or policies to support personal engagement. Hence, a recommendation for mandatory professional development of employees on a continuous basis, as this would improve the quality of education and lead to job satisfaction (Schulze, 2006; cited Williamson, 1990). Consequently, the descriptive findings (Table 6-12) indicated that 44.9% of respondents disagree that their line managers support staff personal and professional development, whilst 25.0% of neutral. However, this is in conflict with Technology (2016:79; cited Sibiya and Kharwa, 2016) that the Code should adopt a strong ethical environment and prudent selection, training and development of its people.

Thus, the results have implied a need to improve employee professional and personal development which is also a component in the institutions 2015-2019 strategic plan. The customary function of HE institutions is serving society through setting the foundation for viable employment, training for social responsibility, individual development and growth of knowledge base (Gumede, 2015:157; cited Jareb, 2006:46).

8.3.2.7 Leadership Development and Training

The descriptive findings (Table 6-13) revealed a remarkable majority of 81.8% respondents agree that leaders need to attend leadership development training courses. The findings have shown that there is a need for all level managers to attend leadership and development training programs. These results imply that employees believe managers lack the leadership skills to effectively manage departments. This is homogenous with Ngcamu and Teferra, (2015:208) assertion that most of the HEIs have given little attention to leadership development which caused ineffective and lack of leadership capabilities. Importantly, it is essential for managers to attend appropriate leadership program that is designed specifically for the university environment. Moreover, introduce training that imbibes ethics, ethical leadership into the program, as asserted by Lloyd and Mey (2010:14; cited Costa, 1998) that organizations endeavoring to execute ethics must take into consideration, ethical learning and training programs.

Importantly, more than 50 % (6 out of 12) of the participants revealed that there were no appropriate university leadership programs or ethical leadership programs. Interestingly, some participants believed that executive management leadership should attend leadership programs. However, this is opposite to Technology (2016:61-62; cited Meyiwa, 2016) that the institutions Council governance workshop or forum ensures close engagement and guidance for executive and senior management level. These findings have highlighted the need for executive management to attend appropriate ethical leadership programs which will facilitate and strengthen leadership. In addition, respondents have significantly agreed (Table 6-13) that leaders need to attend on-going leadership courses during their term in office.

8.3.2.8 Final Decision-Making

Notably, the descriptive findings from Table 6-11 has revealed that 50.6% of the respondents disagree that line managers' welcome employee-input in final decision making,

followed by a further 53.8% believing that line managers do not consider the moral consequences of decisions and 52.2% disagreeing that line managers allow employees to influence critical decision-making. These results have revealed that some line managers have ignored the importance of involving employees during critical or final decision-making. Thus, these managers' leadership style may be compared to autocratic leadership style which is linked to autonomous decision-making, or a laissez-faire leadership style whereby the line manager evades making any decisions and/or is withdrawn from employees.

Furthermore, a lack in informed decision-making within department is a constituent of unethical behaviour which will gradually impact all other aspects of a department, as maintained by van Schalkwyk, Willmers and Czerniewicz (2014:6) leadership lacking informed decision-making will potentially promote weak and divided institutions susceptible to immorality and/or the inappropriate allocation of resources. Moreover, the ANOVA tests from Table 6-25 further revealed ill-informed decision making processes by line management leadership. Thus, a relevant aspect of ethical leadership that needs to be addressed and requiring further attention. However, these results are in conflict with qualitative findings as most participants conveyed that contribution and input from staff was valued for final decision making. This was because decisions impact staff and employees needed to be a part of it as it promotes staff participation. As expressed by participant 8: *"Yes, I make final departmental decisions after full consultation and adoption of all staff members."*

Whilst, most of the participants involved all employees in final decision making as part of being a transparent and accountable leader, some were vague or independently made departmental decisions. Moreover, 58.9% of respondents disagreed (Table 6-12) that they are involved in final decision-making. Hence, these findings question the involvement of employees in 'final' decision-making and the leadership styles of some line management. As aforementioned, these leadership styles may resemble autocratic leadership whereby the line management leadership makes autonomous decisions that benefits the leaders and disregarding the employees of the institution.

8.3.2.9 Communication and Interaction

Line management leaders are positioned at ground level spending most of their work life with employees. Hence, a leader's communication and interaction style and platforms can

have an impact on employee output (performance). Ethical leaders take into consideration employees and join in regular communication with employees (Brown and Trevino, 2006:595-616). The qualitative findings have indicated that employee opinions, meetings, having an open door policy, open communication and regular interaction supported better communication and interaction style. Moreover, most participants have agreed that their staff were at liberty to openly communicate on a regular basis with them. As per one participant 12: *“Yes, my communication/ interaction style is such a style makes each staff member to see that he/she is important and is acknowledged.”* A positive finding regarding communication and interaction style by most participants, as most understand the need to involve the team in decision making, be impartial towards staff and better communication would be a solution to resolve employee problems. Conversely, the descriptive findings from Table 6-11 revealed that a high percentage (50%) disagreed that line managers encourage two-way communication that promote open, honest dialogue and understanding. These results may be seen as line managers possibly being cavalier regarding the importance of appropriate communication and interaction skills.

8.3.2.10 Conflict Resolution Skills

Conflict resolution and management is imperative skill for any individual that plans on taking a leadership position. The results from Table 6-11 have illustrated that 57.4% are in disagreement regarding line managers having the necessary skills to manage employee conflict, mistakes and complaints. Thus, this has revealed that managers are not able to resolve conflict promptly. The reason could possibly be due to a lack of skill or purely ignoring conflicting situations in the department. This is further supported by Table 6-12 that 48.1 % disagree that they are able to discuss personal matters or report a problem to HOD, and 50.8 % disagree that they are able to raise issues and ask questions to the HOD. This is complementary with van Niekerk (2016) employee conflicts impact interpersonal relationships thus, exerting a negative influence on work-related wellbeing. Therefore, showing another area that needs attention - leadership and development skills.

Moreover, the results from ANOVA test from Table 6-26 further supported that line management leadership do not have the necessary skills to manage employee conflict, mistakes and complaints. Moreover, the qualitative findings revealed that one participant who ignored departmental discrimination, while the other was unsure on how to manage discrimination and conflict. In spite of this, most participants claimed that communication

was the key to resolving conflict promptly, so as to not have a negative impact on teamwork. Moreover, communication is an essential constituent for resolving departmental conflict but it also depends on the circumstances and the skill of the leader to resolve the matter. In addition, one participant indicated that some employee matters could never be resolved between department employees as employees refuted help in this regard, whilst some departments had no private space to resolve matters. Moreover, 4 out of 6 participants (67%) emphasised that they had no support from executive management to resolve employee conflict. Interestingly, more than half of the participants indicated that discrimination was not visible in departments. Moreover, leaders welcomed participation and engagement. Nevertheless, some claimed that diversity issues sparked discrimination, but a “change of mind-set” would facilitate resolving conflict.

8.3.2.11 Leadership versus Management Dimension

In the corporate sector, line management leadership are known as managers or supervisors, but are called Head of Department (HODs) in SAHE institutions. However, for the purpose and uniformity of the study, Head of Departments will be known as line management leadership (LML). The qualitative findings showed that most participants agreed to be leaders, whilst some disagreed and believed that they are either pure managers or a balance between leader and manager. One finding revealed that 3 out of 12 participants (25%) claimed to be leaders in their positions. However, the majority of the participants saw themselves as both line manager and leader, as asserted by Taylor and Machado (2006:138) that each depend on the other for support and offer HEIs versatile decision-making, policy and growth and administrative roles needed to operate efficiently. It is noteworthy and a concern that some participants’ viewed themselves as neither a leader nor a manager. This may signify that these managers are unsure of their job description being a result of working beyond job description and/or multitasking or disengagement as a leader.

8.3.3 Research Question 3: Does Lower Level Leadership Significantly Influence Employee Engagement?

This research question examined if line management leadership significant impacts employee engagement corresponding to line management leadership. Essentially, the research questioned aimed to discover if a significant difference can be observed by respondents regarding employee engagement and line management leadership. The

convergence of findings will deliberate if line management leadership influences employee engagement. The One sample t-test indicated in Chapter 6 (Table 6-17) that a statistical significant disagreement existed for mean value of employee engagement variable for majority (14 out of 17) of the variables related to line management leadership. As previously mentioned, employee engagement (DV) was one of the principal themes that covered the pivotal areas of employee engagement concept (work engagement (EE_EXT) and personal engagement (EE_INT)). The following subthemes were applied to further support the convergence of discussion findings for employee engagement, as narrated below:

8.3.3.1 Evaluation of Line Management Leadership

One sample t-test conducted (Table 6-17) illustrated a vital need for the evaluation of line management and executive management. The rationale behind leadership evaluation would be to facilitate better work relationships between line management leadership and employees. In addition, it would examine any underlying issues between both these parties that may impact teamwork, achievement of departmental goals and objectives. This is further affirmed by Brown and Trevino (2006:610) assertion that employees' evaluation of managers will offer the best assessment of ethical leadership since employees work closely and have insight into the leader's behavior and performance. Significantly, the descriptive analysis revealed a strong agreement of 66.6% by most respondents for annual leadership evaluation of HODs by respective staff. Thus, the results have implied that more than half of these respondents believe that line management leadership needs to evaluate on a continuous basis.

8.3.3.2 Beyond Job Description

The findings showed (Table 6-12) that 67.3% agree employees are doing tasks beyond their job description. Thus, indicating that these respondents are doing more work which will over time lead to discontentment and/or burnout. Organisational commitment of academics in HEIs will deteriorate because of stress; autonomy deprivation, lack of proper training, equipment and resources, moreover if the vital parts of the occupation are stressful the resultant effect will be staff turnover (Barkhuizen, Rothmann, 2008:333). The ANOVA result revealed a specific significant difference (Table 6-22) for 21-30 age cohorts for both work engagement (EE_EXT) and personal engagement (EE_INT). Thus, these finding have suggested that the younger cohort seem to be more prone to employee disengagement which may lead to employee turnover in the institution. Some universities utilize more

contract employees and usually linked to unsatisfactory employment conditions; from workloads, barely any access to developmental or career advancement prospects (SSAUF, 2015:23). Moreover, there is a strong possibility that the young age cohort could have inequitable/inappropriate workloads and may be subjected to poor working conditions at the institution. This is supported by Technology (2016:11) that some institutional areas are severely under-resourced; a marginal staff number increase resulting in employee to student ratios being higher than conventional norms and causing heavy staff workloads.

Interestingly, one participant claimed to go beyond their job description, overworking and multitasking between duties. Moreover, being a lower level manager the job description requires more administrative work. As per participant 12, *“Yes, I go beyond my job description. Yes, I am over-worked and multi-tasking between duties. Being a leader more administrative stuff is expected from you.”* Surprisingly, some participants claimed to not know their job description. In addition, some asserted that there was no end to the job description. This is corresponding to employee burnout by Turner *et al.* (2002) that some employees have reduced choice and control and obligated to work extra hours. Nonetheless, there were 5 out of 12 participants (42%) that believed that overworking and multitasking does not have any impact on executive management leadership and line management leadership.

Previous research has shown that employees that work beyond job description will result in high employee turnover, as stated by Barkhuizen, Rothmann (2008:333) that commitment of academics in HEIs will deteriorate because of stress; autonomy deprivation, lack of proper training, equipment and resources as well as if the vital parts of the occupation are stressful, results in staff turnover. Evidently, the descriptive analysis findings showed that 44.2% of employees will switch jobs should a better job offer arise. These results have shown that occupational stress may lead to employee turnover and will result in a “brain drain” of employees. It was further concurred by the qualitative findings that 3 out of 12 participants (25%) will leave their jobs for better prospects. As per one of the three participants conveyed, *“Yes, I would switch jobs should a better opportunity arise.”* Moreover, the ANOVA test (Table 6-24) performed showed a significant difference for work engagement (EE_EXT) and personal engagement (EE_INT) with the highest mean value across middle manager grade level category. Thus, these findings have implied that the middle management grade level has a significant difference in agreement with work engagement in comparison to other job grading levels.

In addition, there was an indication from Table 6-13 that majority of respondents 81.1% agreed to be loyal to the organization. Employee loyalty is presumably related to job contentment and engagement. However, despite employees being loyal to the institution they may be discontent and disengaged and remaining in job positions for personal reasons. Interestingly, the qualitative findings revealed that most of the participants are staying in their leadership positions for personal reasons such as, being old employees, or willingness to reside in Durban, Kwa-Zulu Natal. A long tenured employee does not essentially and suitably imply high loyalty regarding an institution (Lai Wan, 2012; cited Buchko, 1993).

8.3.3.3 Job Contentment

Nevertheless, most participants showed that they were content in their positions, while others were inclined, and others discontent with line management position for various reasons. Notably, 55.1% of respondents (Table 6-12) claimed to motivated and passionate about their job. Unusually, there was an opposition of responses regarding employees' willingness to go the extra mile to help other staff in the department with 46.4% in agreement and 43 % disagreement. Without university employees willing to go above and beyond, it will impact scholars that will be less likely to be engaged in education and equipped for life (Gallup, 2016:2). Formidably, this uncertainty of employees not willing to go the extra mile may give rise to employee disengagement and eventually over time impact stakeholders. Leader employee cooperation, engagement and willingness to put the extra effort is essential especially during challenging times. Engagement is a blend of attitude and behavior, attitude is dedication or allegiance and behavior is going the extra mile (Dromey, 2014:7; cited Purcell, 2010:3). Thus, this is an area that requires further attention at executive management and line management levels of the institution.

8.3.3.4 University Environment and Constraints

Job resources (such as organizational support and development opportunities) knowingly predicted employee engagement of academics in many South African HEIs (Rothmann and Jordaan, 2006:95). It is imperative for employees to work in an environment with appropriate resources to do fulfil duties or else it could lead to occupational stress and burnout. Interestingly, the findings revealed that 3 out of 12 (25%) participants believe that university constraints have no impact on their leadership style, whilst majority of participants believed that their leadership style was affected by university constraints. However, the

qualitative findings revealed that executive management leadership had an impact on line management leadership behaviour and style.

It is noteworthy that limited assistance from some administrative support structures to fulfil their work-related goals can have an impact on lower level leadership. As well as, some participants believing that too much importance being placed on research instead of a proper administrative manager to run departments. However, some participants claimed that their work was deadline oriented so completion was irrespective of environment or constraints. In addition, some participants asserted that institutional knowledge and intrinsic motivation supported effective leadership despite university environment and constraints. More than half (83%) of the participants claimed to be ethical despite institutional constraints and challenges. On the contrary, majority of respondents disagreed 51.3% that employees have adequate resources to do their job well. Therefore, another area that needs attention but there are many external and internal factors that impact resource allocation from public funding, maladministration to inappropriate resource allocation.

8.3.4 Research Question 4: Is Line Management Leadership a Positive Predictor of Employee Engagement?

The question examines if line management leadership is a positive predictor of employee engagement. In essence, the research question aimed to determine whether line management leadership style impacts employee engagement. The convergence of discussion findings will support further understanding of the relationship between line management leadership and employee engagement, as described below:

In terms of line management leadership there was a significant empirical relationship with employee engagement (EE_EXT). The regression model (Table 6-27) results of 74.7% indicate that line management leadership is a positive predictor of employee engagement (EE_EXT) in the institution. Thus, the percentage dimension affirms a line management leadership and employee engagement relationship. Moreover, the results have indicated that line management leadership styles have an impact on employee engagement. As claimed by Hirtle (2016:5) a lot of pressure has been placed on managers to attain employee engagement as the relationship between employee and line management are the number one reason for employees to stay or leave a job. Notably, the descriptive findings

(Table 6-13) further demonstrated that 84% were in agreement with leadership styles have an impact on staff well-being.

Moreover, the qualitative findings showed that leadership styles have an impact on staff behaviour and state of mind. The different types of leadership style would significantly impact employees. This was conveyed by participant 4, *“Yes, leadership style impacts every department differently. Staff are afraid of some HODs in other departments – they do exactly what is told.”* Most participants claimed to have different leadership styles (transformation, transaction, laissez-faire, servant, democratic or participative, situational). Interestingly, one participant preferred behavioural leadership practice instead of ethical leadership style to managing the faculty. However, behavioural leadership style in accordance with Scouller (2011) behavioural theories may not be apt for all situations; case in point, emergencies or turnarounds.

Some participants claimed that internal and external factors (deadlines, union power, work culture, time constraints) impact their leadership style. Furthermore, some participants claimed to have no leadership power only administrative signing power, while another was forced to use coercive power to achieve results. Conversely, only one participant was moderately aligned to ethical leadership style in relation to respect and supportive style, and 4 out of 6 participants (67%) claimed a need for ethical leadership at faculty level, followed by some participants supporting further ethical leadership development. Additionally, majority of respondents (90.4 %) from Table 6-13 agreed that ethical leadership style can have a positive impact on employees.

In addition, the regression model findings proposed that there was a significant relationship between line management leadership and personal engagement (EE_INT), despite a low percent of 27.4%. This may imply that line manager's leadership style has an impact on personal engagement, which is supported by Schulze (2006:320) that affirmed that intrinsic satisfaction regarding the ingenious and challenging nature of the work had greater significance than working conditions (for example, promotion, advancement, workload and salary). This was consistent with the qualitative findings that participants did view employee well-being, drive and commitment as important in their departments. As conveyed by participant 7, *“Yes, the role is taken seriously, and I understand the importance of leadership, so staff well-being, drive and commitment important.”*

It should be reiterated that ethical leadership is important at all levels of the institution. As Technology (2016:61-62; cited Meyiwa, 2016) asserts that the Institutions Code of Ethics as endorsed by Council is a declaration of the ethical doctrines, values and behaviours expected of the employees and individuals connected to the University. Noticeably, some participants asserted that ethical behaviour is more an intrinsic behaviour and should not be based on policies and practices only, but a collective effort to be ethical. On the contrary, 5 out of 7 participants (71%) believed that ethical leadership was just policy and not practices. Interestingly, there were no visible practices or implementation of ethical leadership policies and procedures from university top management. Thus, suggesting that top management are not piloting communication about the importance of ethical leadership practice despite it being part of the institutions reports and framework. HEIs new responsibilities require sound management, effective leadership and strong governance structures for effectual and proficient management (Barac *et al*, 2011:317; cited Geuna & Muscio, 2009; Marx, 2007; Kezar & Eckel, 2004; Bargh, Scott & Smith, 1996). A committee should be formed to manage, implement and monitor ethics across the institution, as conveyed by participant 12, *"In fact the university should have an ethical committee."*

8.4 Summary

The chapter presented and discussed the quantitative and qualitative data gathered from the empirical study. The chapter commenced with a discussion on the biographical information of employees being academic and administrative at the HEI. Moreover, the discussion was further supported by previous researchers with similar findings and contexts to the study. This chapter involved the convergence of quantitative and qualitative findings from previous Chapter 6 and Chapter 7 of the study. As aforementioned, Chapter 6 was the analysis of quantitative data and detail interpretation of the descriptive and inferential findings, followed by Chapter 7 which was the qualitative data analysis and findings that used thematic analysis to excavate the important themes to facilitate a better understanding of the phenomena.

The chapter employed method triangulation process that ensured a proactive synthesis of both quantitative and qualitative discussion findings, thus supporting the research questions and objectives of the study. Furthermore, triangulation enabled a critical analysis and discussion of the themes that support the research aim of the study. Therefore, this chapter

convergent discussion facilitated support for the achievement of the research objectives, conclusions and recommendations that will be further discussed in the next chapter.

The following chapter will embark on a detailed discourse related to the conclusion, achievement of research objectives, several recommendations and future recommendations, followed by limitations and concluding annotations. Moreover, the chapter will discuss the findings and research questions utilising a theoretical perspective that will support the importance of the study.

9 CHAPTER 9: CONCLUSION AND RECOMMENDATIONS

9.1 Introduction

The chapter will portray the conclusion and recommendations regarding the quantitative and qualitative empirical findings of the study. The case study was an intramural investigation based on the Durban University of Technology (DUT) in Kwa-Zulu Natal. A mixed methodology was adopted for this study. This approach was executed concurrently, whereby pre-coded closed end questionnaires (5-point Likert scale) was administered to a sample size of 312 respondents out of 420 sample population. In addition, semi-structured interviews and open-ended questionnaires were conducted with nine line managers and three executive managers across DUT campuses. Triangulation of quantitative and qualitative findings in previous chapters (Chapter 6 and Chapter 7) will enable a synthesis for better understanding and discussion of the research question. Moreover, these findings revealed many recommendations and future recommendations that will also be discussed in this chapter. Furthermore, the chapter will demonstrate a causal link between previous chapters, research question and the objectives of the study. Inherently, this chapter would show a detailed discussion of how the research objectives of the study were achieved.

Research Aim: To investigate the application of ethical leadership style and its impact on employee engagement at DUT: A case study.

Research objectives:

To address the gap in higher education leadership research by examining ethical leadership style of executive management leadership and line management leadership and its impact on employee engagement.

Sub-objectives:

1. To explore if ethical leadership style is evident amongst executive management leadership.
2. To explore if ethical leadership style is evident amongst line management leadership.
3. To explore if line management leadership has an influence on employee engagement.

4. To examine if line management leadership is a positive predictor of employee engagement.

9.2 Achievement of Research Objectives

The quantitative and qualitative findings of the study have established that the research objectives have been achieved, as described below:

9.2.1 Objective 1: To explore if ethical leadership style is evident amongst executive management leadership.

The study proved to be successful regarding the exploration of executive management leadership and the application of ethical leadership style at the institution. The findings have supported the notion that majority of employees opposed that executive management leadership showed evidence of ethical leadership style. This has demonstrated that this leadership is heedless to the importance of ethical leadership style and its impact on employee engagement. However, the convergence of findings has revealed ways to improve ethical leadership style of executive management at the institution.

9.2.2 Objective 2: To explore if ethical leadership style is evident amongst line management leadership.

This objective was achieved regarding ethical leadership style of line management leadership at the institution. These findings showed a similarity with executive management leadership as most employees also disagreed regarding line management leadership exhibiting ethical leadership style. Moreover, the findings indicated that more than ninety percent (90.7%) of respondents agreed that ethical leadership style will have a positive impact on employee engagement. Clearly, these findings support the need for ethical leadership at line management level.

9.2.3 Objective 3: To explore if line management leadership has an influence on employee engagement.

Evidently, this objective of the study was also successful in determining whether leadership has an impact on employee engagement. The findings have demonstrated that more than

eighty percent (84%) of respondents agreed that leadership styles impact employee well-being. Moreover, this was further supported by participants with the view that executive management leadership style influences employee engagement. Based on these findings, leadership styles do directly influence employee engagement or disengagement. Thus, there is a need to facilitate ways to improve employee work and personal engagement at the institution.

9.2.4 Objective 4: To examine if line management leadership is a positive predictor of employee engagement.

It is noteworthy that this was a very important objective of the study. Interestingly, this objective was achieved in examining the relationship between lower level leadership and employee engagement. The study findings revealed that there is a positive significant relationship between line management leadership and employee engagement at the institution. Thus, the results have indicated that leadership styles have an effect on employee engagement or disengagement at the institution. Line management leadership need to understand that the application of ethical leadership will advocate moral values that will inherently support the goals and objectives of departments and overall institution.

9.3 Theoretical Perspective: Findings and Research Questions

9.3.1 Executive Management Leadership

The research question explored if there is evidence of ethical leadership style by executive management leadership and the impact on employee engagement thereof. Executive management leadership sets the tone for line management leadership and employees. Hence, executive management leadership style would either have a positive or negative impact on those that report to them. Moreover, their leadership style may filter to line management leadership and have a ripple effect on employee engagement.

The tests examined if there is a significant disagreement in ethical leadership style of executive management leadership. The convergence of discussion findings has revealed that executive management leadership lack the application of ethical leadership style in their daily work environment. These findings have shown a decrease in ethical leadership at executive management levels of the institution. Thus, the research question and alternative

hypothesis testing has been accepted regarding these findings on executive management leadership.

In a population where the leadership styles of university executive management do not conform or incorporate ethical leadership, it will sooner or later lead to employee disengagement. Employee disengagement can be identified by; low morale, high absenteeism, high stress levels, inefficient decision-making, office politics, ineffective communication and bad company values communicate (Cook, 2008:19). The factors that were used to examine the ethical leadership style of executive management leadership showed a significant disagreement, thus showing a resulting effect of employee disengagement. Interestingly, more than half of the participants affirmed that their executive management leadership were ethical, whilst some claimed they were not ethical in behaviour and style. Thus, the results have implied that some line management leadership have perceived executive management leadership style and conduct as unethical.

Moreover, it was important that executive management lead departments and faculties by example. Previous research continually benchmarks leadership styles in relation to leading by example and having followers. Leaders ought to contribute and initiate the ethical procedure preparation, moreover, communicate the ethical code of conduct and lead by example (Lloyd and Mey, 2010:3; cited Gottlieb and Sanzgiri, 1996:1278). Interestingly, most employees recognised top management as ethical role-models that lead by example. This is in conformity with qualitative findings that ethical role-modelling should commence by top-down approach and filter downwards to line management and employees. Top-down management is traditionally the familiar approach; direction and guidance is set by leader and disseminated to employees (Smith, 2017:1). It is apparent from the findings that ethical leadership style is a necessity at the institution. Similarly, this was further recognized by the findings of the next research question regarding ethical leadership style of line management leadership.

9.3.2 Line Management Leadership

This research question of the study was formulated to establish whether there is evidence of ethical leadership style by line management leadership at the institution. The alternative hypothesis testing was accepted and uniform with the findings that ethical leadership of line management leadership was not visible by employees. It is noteworthy that line

management leadership would positively or negatively affect employee interpersonal relationship. Hence, these diverse leadership styles will eventually have an impact on departmental employees and all other concerned stakeholders. Similarly, these different leadership styles will permeate through to employees and the resultant effect would either be employee engagement or disengagement. From the findings, there is already an employee perception that these managers' adverse leadership styles have resulted in lower employee engagement at the institution. In addition, under the circumstances the lack of ethical leadership style from these findings needs serious consideration.

Regrettably, the convergence of findings suggest that line management leadership may be partially associated with authoritarian, pseudo-transformational, destructive and other unethical leadership styles. Unethical leadership appears to be categorized by negative behaviors for example, selfishness, dishonesty/corruption, vicious and biased management, manipulation and destructive conduct, therefore a short-term stance on success (Eisenbeiss and Brodbeck, 2014:355). Equally, by taking a closer look at leadership, Hogan and Hogan (2001:40-51) claim that it has been projected that between 50 and 75 percent of leaders are not executing responsibilities well. This was further conveyed by the respondent findings that their line management leadership is devoid of the following, as narrated below:

Two-way communication to promote open and honest dialogue, respect for staff different needs, building staff respect and trust, employee – input in final decision-making, passion and dedication, moral consequences with decision-making, spirit of Ubuntu, supporting staff development, appreciation and acknowledgement of staff, transparency and ethics, being a good role, trusted to keep work-related promises and encouraging self-management. Ethical leadership is visible – in the way leader works and treat others and invisible – leaders character in decision making process, mind set and values and principles (van Zyl, 2014:8; cited Fox, 2010).

Accordingly, it should be noted that the relevance of ethical leadership is a vital constituent in King report III and has been given imperative recognition in King report IV corporate governance policies. Testament to corporate governance, is the legislation based on King III report requiring South African HEIs to promote good governance through sound leadership, sustainability and corporate social responsibility (Republic of South Africa 2012) through effective ethical values of responsibility, accountability, equality and transparency

as per the King III Report 2009 which is also described in the King IV report that was published in 2016 (Grobler and Horne, 2017:155). Clearly, these findings have indicated that the demand for ethical leadership style at lower levels of management seem to be greater than the supply of it. The findings from the study have suggested that DUT needs to formulate and implement institutional governance policies to enable ways to improve ethical leadership style at lower levels of the institution. King I, II, III report have incorporated ethical and effective leadership as the cornerstone for organizations, moreover the new King IV report has also included ethical leadership (Africa, 2016:6).

Interestingly, it is noteworthy that previous researchers have suggested that a stressful work environment – lack or limited resources, support from executive management, overworking and multi-tasking may initiate and/or impregnate unethical leadership behavior at lower levels of management. According to van Zyl (1998:26) unethical conduct amongst lower-level management could be a combination of stress issues as well as seeming unfavourable psychological (work) environmental factors. Notably, a high number of the participants agreed that their leadership style was affected by university environment and constraints. However, English and Ehrich (2015:851-862; cited Dervitsiotis, 2005:925-943) asserted that current leadership should have capacity to lead within a turbulent environment. Hence, line management leadership should not relay or attribute their unethical leadership style to environment and/or constraints. These managers should have the appropriate leadership proficiencies to tackle any university constraints. Moreover, the findings have suggested that appropriate university leadership training and development is lacking which may be a reason for not being able to lead better in the department. From an ethical perspective, ethical leaders live by morals and principle irrespective of the circumstances which should also be indoctrinated into departmental employees.

Nonetheless, some managers may be simply morally disengaged regardless of challenging environment and constraints, which is consistent with Bonner *et al.* (2014) morally disengaged supervisors with immoral or weak standards - unethical behavior, view their behavior or practices as not being immoral. In an institution where line management leadership styles have not conformed to ethical leadership in their daily practices, it will eventually spearhead employee disengagement. Disengagement may lead to employee burnout, misconduct, maladministration and employee turnover. This is notable in the next research question regarding employee engagement at the institution.

9.3.3 Employee Engagement

Both research questions hitherto were answered negatively regarding ethical leadership style of executive management and line management leadership at the institution. Moreover, the convergence of findings has shown that line management leadership and executive management leadership significantly influences employee engagement or disengagement at the institution. As aforementioned these findings have indicated a lack of employee engagement at the institution. Furthermore, the research question and alternative hypothesis testing was accepted for leadership having a significant influence on employee engagement. Employee occupational stress, burnout and turnover, carrying out duties beyond their job description, multitasking between duties, and job contentment are some of the characteristics related to employee disengagement. Clearly, academics and administrative staff workloads differ, nevertheless the stress experienced by both groups is similar (van Niekerk, 2016:5; cited Gillespie *et al.*, 2001).

The study findings have shown that a lack of ethical leadership style at executive management and line management levels had an adverse effect on the employee engagement findings. Thus, showing the relationship between ethical leadership style and employee engagement which can be concurred by Men (2014) assertion that ethical leadership communication inspires employee engagement. Moreover, the main features of ethical leadership style are to be moral, transparent and have integrity regardless of institutional constraints or challenges. When employees view leadership as ethical they will follow the leader and be inspired to become better employees or better future leaders. Despite, facing momentous external stresses, adversity/ perils, ethical leaders possess the moral resolution to uphold moral values (Heres and Lasthuizen, 2013:84; cited Grundstein-Amado 1999, May *et al.* 2003, Treviño, Brown, and Hartman 2003).

The findings related to annual leadership evaluation of LML by respective employees revealed that majority respondents agreed that there is a need for this type of at the institution. Thus, showing another area that needs reviewing at the institution. Furthermore, these findings have implied that employees are currently unsatisfied with lower level leadership. Hence, the utilisation of the annual feedback might facilitate a change in leadership or leadership styles and will improve employee engagement. Evidently, most of the findings have revealed that these managers have not conformed to, or exhibit ethical leadership style which has resulted in employee disengagement. The next research

question would be the crux of the study objective that collated all the study findings. Thus, a culmination showing that line management leadership is a positive predictor of employee engagement.

9.3.4 Line Management Leadership Predicts Employee Engagement

As above-mentioned, the findings have revealed that ethical leadership style is not present across executive management leadership and line management leadership. This was further supported by the findings of positive significant correlation between executive management leadership and line management leadership items. Therefore, the results concurred with line management leadership style being a positive predictor of employee engagement.

Noticeably, this has suggested that the application of ethical leadership style will have a positive impact on employee engagement at the institution, which is resolute with Kalshoven and Boon (2012:61) claim that ethical leadership styles might positively impact employee well-being. This is further supported by more than eighty percent of respondents that agreed ethical leadership style positively impacts employees' well-being, behaviour and development. Moreover, employees' well-being is imperative to sustain and accomplish lower level departmental goals and objectives. In contrast, if employees are discontent with line management leadership styles it will have a ripple effect on all other stakeholders of the institution. Employees have indicated an overall support for ethical leadership style in relation to the attributes and elements thereof which have already been discussed in the study. Ethical leadership style in relation to communication and relationships will encourage and promote employee engagement. Therefore, the triangulation finding have revealed that there is a need for ethical leadership style to improve employee engagement at the institution.

9.4 General Summation of the Findings

The study draws the following concise summary based on the findings demonstrated in the previous sections and chapters, as provided below:

-Noticeably, amongst several historical and contemporary leadership styles discussed in the literature chapters' review, the ethical leadership style was acknowledged as suitable to

encourage employee engagement at the institution. The study findings affirmed the need for the application of ethical leadership style at the executive management and line management leadership levels. There was need for Ubuntu ethics and collegiality was prominent in the research findings. Moreover, majority of employees agreed that ethical leadership style will have a positive impact on employees. Literature on ethical leadership indicates that it would facilitate ethical role-modelling, better decision-making, communication and work trust in an institution.

-The findings revealed a need for annual lower level leadership evaluation by respective departmental employees at the institution. Moreover, this is an indication that majority of the respondents support the need for annual leadership evaluations of their respective executive management leadership and line management leadership. Inherently, this would support better assessment of leadership and ways to improve employee engagement.

-Interestingly, the findings revealed a need for appropriate university leadership training and development programs at the institution. Most of the line managers believed that there should be ethical leadership training and development programs relevant to higher education environment. In addition, these programs should not be specific to line management leadership only, but be an all-inclusive program that could be utilised at different levels of management.

-Notably, line management leadership had the strongest predictive relationship to employee engagement. The statistical findings have demonstrated that line management leadership style has an impact on employees at the institution. Moreover, most participants believe that university internal and external constraints do affect their leadership style. In addition, emphasis should be placed on ways to ensure that line management leadership have the appropriate support and guidance to lead departments.

9.5 Recommendations

The two objectives of the study were achieved regarding the exploration of ethical leadership style by line management leadership and executive management leadership. In addition, the other two objectives on the relationship between line management leaders and its impact on employee engagement was also achieved. Thus, the chapter proposes to make the following recommendations from the rigorous analysis of empirical findings.

These key recommendations are based on both quantitative (Annexure B) and qualitative questionnaires (Annexure C and Annexure D) findings for DUT, as documented below:

9.5.1 Recommendation 1: Annual leadership evaluation

The research findings have indicated that employees have supported the need for annual leadership evaluation of line management and executive management leadership which was not visible at the institution. Most of DUT annual or semester evaluations are student evaluations based on academics teaching ability and program relevance. Hence, there have been no annual lower level leadership evaluations that have been executed on a confidential or anonymous basis. These leadership evaluations should be conducted by external parties to ensure appropriate outcomes. This will be a novel way for leadership to use the evaluation feedback to reflect on their personal leadership styles. Moreover, it will support change in leadership style or conduct and improve employee engagement at the institution. Evidently, current diverse leadership styles have not influenced employee engagement. Respectively, leadership style has an impact on employee well-being.

9.5.2 Recommendation 2: Processes to expedite teambuilding

The findings showed that currently there seems to be low morale by administrative and academic sector regarding the present management demands. Hence, there is a need for ways to improve morale and encourage department staff participation and commitment to achieve their goals. Possibly, one method would be to initiate processes to expedite teambuilding at departmental and faculty levels. Interestingly, some departments claimed to have funding and resources for teambuilding. However, the funding and resources should be consistent across all departments in the institution. Thus, a need to allocate funding in the department operating expenses for annual team building. Moreover, some participants have claimed that teambuilding should be incorporated into the faculty strategic plan. Correspondingly, some departments have taken their own initiatives to have departmental team building. Be that as it may, most participants have stated that there is currently no budget or processes to support department team building.

9.5.3 Recommendation 3: Emphasis on ethical leadership practices

Ethical leadership practices must be highlighted and emphasised at the leadership levels for organisational success. One of the prominent findings and concerns showed that employees believed that ethical leadership style is not evident at executive management and line management leadership levels. Furthermore, employees showed a positive support for ethical leadership as it does have a positive effect on employee engagement. The crucial parts of ethical leadership are the moral management qualities that separate it from other leadership styles, hence making it effective in cultivating ethical decision making and ethical behaviour in followers (Brown and Treviño 2006). Similarly, having a sense of morality and ethics, irrespective of constraints defines and differentiates ethical leadership from other leadership styles. Furthermore, ethical role-modelling should be top-down approach which will progressively filter and improve ethical leadership at all levels of the institution.

9.5.4 Recommendation 4: Institutional ethics committee

A need for institutions to set internal ethical leadership standards, policies and protocols and ensure that all employees abide by it. An ethics committee should be formed to manage, implement and monitor ethical leadership and ethical conduct across the institution. Moreover, there should be an official document that sets the trajectory of ethics and norms and defines a set of qualities for the institution. The document should include transparency, integrity, accountability and collegiality in the university environment. This is consistent with Durban university of Technology (2014:3-5, 2017:3,12) that DUT strategic plan 2015-2019 objectives encourage shared values, collegiality, ethical behaviour, accountability, institutional/global social responsibility and awareness. Notably, a number of participants agreed that ethical leadership was just policy and not practices at the institution. Hence, ethical leadership should not be based on policies only, but needs to be a collective effort and practiced on a daily basis.

9.5.5 Recommendation 5: Appropriate HEIs leadership development programs

There is a need for appropriate leadership training and development programs are a crucial factor that is absent at the institution. However, these leadership programs need to be tailor-made to SAHE institutions. Interestingly, most participants have claimed to not

attending any ethical leadership development courses. Thus, a need for university leadership programs that incorporate ethical leadership. Moreover, these programs will build leadership capacity and support leadership succession at the institution. Programs that comprise ethics, ethical conduct and ethical leadership will further develop and improve good governance at the institution.

9.5.6 Recommendation 6: Need for better internal support

It is inherent that leadership style is affected by external or internal university constraints. One of the internal constraints being that of executive management leadership having an impact line management behaviour and style followed by no support or assistance from some administrative support departments. In addition, there was too much emphasis on research, instead of recruitment of proper administrative manager to run departments. There is a need to ensure that lower level management have the necessary assistance from internal support systems to achieve department goals and objectives which will intrinsically benefit the overall institution.

9.5.7 Recommendation 7: Communicating the engagement strategy

Organizations often fail to adequately communicate their engagement strategy in ways that go beyond just informing employees and leadership of engagement survey results. Possibly the most valuable piece of the engagement strategy is a detailed plan on how the organization will communicate it to employees, leadership and other stakeholders. The importance of engagement strategy must include focus on outcomes such as profitability, turnover and related outcomes. HEIs in current times are required to find ways to derive revenue from new revenue streams. Traditional engagement strategies often focus on cost reduction and curtailing operational costs. These measures often occur at the expense of wider outcomes as new revenue streams mentioned.

9.5.8 Recommendation 8: Identifying employee subgroups

As indicated in this study drivers of engagement differ between employee groups. In other words, what may be regarded as important for some may not necessarily be the case for other employee groups. Engagement is not and should not be practiced as “one size fits all.” As pointed out in the study LML and EML have distinct different impact on employee

engagement. These differences do not necessarily follow demographics such as gender or age, so subgroups of employees should be identified with business and strategic objectives in mind. For example, an employer may benefit from understanding the specific drivers for high-potentials, or how drivers for a job with chronically high turnover or high productivity differ from the rest of the organization.

9.5.9 Recommendation 9: Understanding drivers of engagement

Analyzing and understanding the drivers of engagement can help identify where and how engagement initiatives should be targeted. One of the key objectives of this study was to explore drivers of employee engagement. As indicated communication is very important as well as understanding expectations of employees and the provision of required resources needed to perform their work. A sense of belonging is important, particularly as the organisation aims at reducing job turnover and optimising productivity. This can be achieved with leaders playing a role in taking interest in employees and creating a feeling of self-worth and opportunities for growth.

9.5.10 Recommendation 10: Goal setting and feedback

Part of establishing common vision and purpose in any modern day organisation is to set goals. Without a reference point and appropriate milestones, it is not possible to motivate employees to drive performance. Although the focus of this study was not on organisational performance, it is nonetheless an integral component of employee engagement. Employees continually seek feedback and support in the execution of their tasks. The leadership must encourage management to breed a culture of collectivism where goals are jointly set by management and the employees. The organisation must allow for job design to convey to employees the value and meaning of their work and provide opportunities for employees to use a variety of skills and accomplish a variety of work tasks.

9.5.11 Recommendation 11: Identifying measurable outcomes

An engaged workforce aspires to a culture of measurable outcomes. This means creating parameters of measuring performance, particularly stakeholder satisfaction. This is a concept that has been embraced in any modern day high performing organisation as a critical element to succeed. To establish the aforementioned parameters, it is critical to

involve all levels of employees and management. It is critical to align such parameters with organisational goals, mission and strategy.

9.5.12 Recommendation 12: Build a culture of intrapreneurship

It is noted in the literature review that employee engagement rate is relatively low. Equally, practitioners have noted that it is not practical to expect above average engagement rates but to rather work with engaged employees. This may be a smaller number of employees to work with but they could serve as ambassadors and role models to others. A culture of intrapreneurship is a concept that allows for greater flexibility in the workplace and flatter decision-making structures. While it is fairly well established in the private sector it may be perceived speculatively in a HEI environment. However, there are several success case studies suggesting that enhancing a culture of intrapreneurship may promote team building, coherence, commitment and dedication.

9.5.13 Recommendation 13: Foster a culture of design thinking

The range of problems in modern day organisations is complex and requires robust solutions. People are at the heart of design thinking which is a concept that is based on incorporating inputs from multiple levels within the organisation to produce robust solutions. Putting human beings at the center of the process helps to create platforms for innovation. In many instances the problems are not framed properly and starting with the wrong questions. Innovation is born from the class of ideas. By grafting on to ideas and transforming ideas from different sources to fit the context, one can get to the best solutions.

9.5.14 Recommendation 14: Recognise and reward behaviours

At the end of the day it is all about people. It is important to recognise appropriate behaviours that are in line with the culture of the organisation. It is widely acknowledged that to aspire to a strong code of ethics in any organisation appropriate behaviour in line with the predominant culture of the organisation must be acknowledged. The use of different tools to reward and recognize employees such as recognizing employees on a social network and give rewards based on employees' interest. Executive management and line management leadership level who recognize employees on social network sites may

see an increase in confidence, which may result in employees repeating the behaviors that caused the recognition. Moreover, these managers must realize that all employees are motivated differently, so rewarding based on an employee's interest may increase engagement throughout the organization instead within a certain group.

9.5.15 Recommendation 15: Aligning training interventions with employee needs

Lower level managers should consider several avenues of training to equip staff with the knowledge to be productive. However, these aspirations can only be achieved if the organisation understands employee needs. In the recent case involving the demise of Professor Mayosi at the University of Cape Town very little was actually done to align training support to his needs. It is recommended that these managers determine the needs of employees and base future training interventions on those needs. Employees can easily suffer from burnout when there is a job mismatch, so training employees on different jobs may increase production levels of employees. Training methods that could be considered include one on one training sessions, webinars, interactive training, and instructor led training.

9.5.16 Recommendation 16: Introduce a 'fun' environment

Modern corporations such as Nickelodean Films introduced comedy rooms as a mechanism to inspire employees to be fully engaged and to produce their best work. Employees are required to enter comedy rooms for at least two sessions every day in order to become more creative. If work isn't fun, employees will eventually burnout. Companies like Apple and Google have taken the lead into turning their organizations into work places that encourage freedom and fun. It is widely documented that workplace fun will influence employees' morale and energy and is the key to stimulating their creativity and innovation. This in turn will help decrease stress and turnover, as well as strengthen the relationships with other employees.

9.5.17 Recommendation 17: Social engagement

In order for management, executive management and line management leadership level to engage with employees the hierarchy must be mitigated. The recommendation is that there

must be a more open relationship between management and employees. In the Branson Group of Companies, it is evident that the prevailing culture is based on reducing barriers between management and employees. The organisation has achieved high levels of organisational performance through innovation and design thinking practices as a result. The introduction of social circle networks is designed to improve social engagement and a culture of Ubuntu. The social aspect needs improvement to create a common facility for employees and executives to meet during breaks, and to arrange get-together activities for the employees to know one another creating a good atmosphere in the organization.

9.5.18 Recommendation 18: Creating a culture of life-long learning

The literature indicated that the vast majority of employees want career growth and to feel as if their current work is preparing them for their next position but due to current leadership practices very few employees are considered to be highly engaged. HR and organisations in general are not putting sufficient resources into improving workplace learning or talent development. Greater attention must be given to workplace skills audits in a manner that advances workplace skills and ultimately, organisational skills. Often highly skilled employees remain stagnant in positions and are rarely cultivated to add value to the organisation. Workplace skills programs are merely used as parameters to measure adherence to compliance and not advancing skills holistically. In this regard a culture of life-long learning is critical to develop talent and to grow the organisation into one where skills are highly recognised and rewarded.

9.5.19 Recommendation 19: Building a highly skilled workforce

Employee engagement has also become a key element for companies that want to attract and retain a highly skilled workforce. It is evident from current studies that several gaps exist in HEIs in SA where skills are severely lacking. In addition, the aspiration of HEIs to integrate BBBEE targets has increased the complexity of retaining and building a highly skilled workforce. The benefits of an engaged workforce are wide-ranging. They not only have the capacity to increase productivity, but also can instil company loyalty and trust, which can trickle down to stakeholders as well. The strikes that took place over the past few years have seen destruction of infrastructure and systems. However, university management were almost helpless in finding sustainable solutions. The lack of highly skilled employees and leadership created additional problems to a highly complex situation.

9.5.20 Recommendation 20: Building a sustainable organisation

It is all about building sustainable organisations in the current era. Historically, many sustainable workforce engagement programs have focused on gaining employee participation in activities, events, and volunteerism initiatives that sometimes have only loose connection to organisational sustainability programs. While these “participation” programs produce a tally of employee hours expended, it is often difficult to extract quantitative and reportable impact metrics. This strategy has left companies to use primarily qualitative approaches to communicate their progress — making the return difficult to measure. With agenda that has been extended to aspects regarding sustainability it is imperative to be far more inclusive. For example, aspects involving climate change and renewable energy must involve all levels of the organisation to build collective solutions. No longer can organisations ignore the call for building sustainable models including HEIs. Organizations’ approach to climate change challenges is constantly evolving, shifting from risk management and bottom-line protection, to the advancement of top-line enhancements through high-impact collaborative strategies. Avant-garde leaders recognize that tackling change of this scale cannot be driven solely from the top. Rather, this quest must be propelled by strategic engagement with those closest to the core: the workforce.

9.5.21 Recommendation 21: A proposed model to be further developed

The proposed model (Annexure G) can be further developed since the primary focus was on executive management and line management leadership level and employee engagement at the institution. In addition, the model was extracted from the conceptual model on employee engagement which exhibited the importance of leadership style and leadership development in relation to employee work and personal engagement thereof. The proposed model integrated essential constituents from the study findings which are imperative to promote ethical leadership style and employee engagement at the institution. In terms of the model, it was based on the analysis findings of Chapter 6 and Chapter 7 and all the elements raised can constitute and inform the key ingredients of the proposed model.

The proposed model (Annexure G) utilised ovate shapes for both independent and dependent variables and rectangular figures for the key enablers which was obtained from the study findings. It should be noted that the model presented a relationship between ethical leadership and employee engagement concepts and findings from the study. Hence,

a regression value of 74.7% revealed a predictive relationship between lower level leadership style and employee engagement. Previous studies have claimed that there has been limited research to link leadership and employee engagement. While media asserts that leaders are responsible for employee engagement, only a few researchers have studied the relationship between leadership and employee engagement (Hansen, Byrne and Kiersch, 2014: 953; cited Aryee et al., 2012; Tuckey et al., 2012; Xu and Thomas, 2011). Conversely, this proposed model and findings supports the relationship thereof. Moreover, the model showed the need for improved ethical leadership practices at executive management and line management leadership levels of the institution.

The findings presented several internal and external barriers to ethical leadership style and practices that impact employee engagement at the institution. In addition, these constraints or barriers were obtained from the convergence of findings in Chapter 8 of the study. Thus, the proposed model was developed utilising Chapter 6 and Chapter 7 findings, and Chapter 8 convergence of findings to substantiate the importance of each key enabler to improve ethical leadership. Hence, the key enablers for each primary variable in the proposed model can be further developed to promote proactive ethical leadership at different management levels of the institution. Lastly, the leadership and employee engagement key enablers were also incorporated in some of the above-mentioned recommendations to facilitate ways to improve ethical leadership and employee motivation and commitment at the institution.

9.6 Contributions of the Study

The findings have revealed that the study will contributed towards the bank of leadership research relating to the importance of ethical leadership style at South African HEIs. Previous research has elaborated on different leadership theories and styles that exist at higher education institutions, but limited research on the importance of ethical leadership style at higher education institutions. According to Mabelebele (2013:3) there are very few management and leadership theories taught in prominent business schools that can be useful to higher education institution. Whilst volumes have been written on governance, leadership and management, at the working level these boundaries amongst different positions are often unclear that led to serious problems requiring intervention by the Minister (De La Rey, 2015).

The focus of this study was based on the lower operational level being executive management leadership, line management leadership and employees. The findings revealed that there is a need for ethical leadership at lower operational levels of the institution. However, there was limited evidence of ethical leadership style and ethical leadership development programs, which was concurred by Sankar (2003) that besides universities hiring and developing leaders, there is a need to nurture and support ethical qualities and behaviors considered necessary in those leaders. Moreover, previous research indicated no studies examined ethical leadership style at HEIs which created the first gap that was explored.

The study identified a gap in leadership and ethics research regarding the relevance of ethical leadership style at these institutions. Ethical leadership is a vital feature of HEIs corporate governance policies (King III report and King IV report) that presumable should already have been implemented at all levels of the institution. However, the findings have shown that EML and LML has not conformed or exhibited ethical leadership style being a vital featured regulation for HEIs corporate governance policies and procedures. Additionally, these findings correspond with Barac *et al.* (2011:319) that there has been very little research on corporate governance of HEIs in South Africa that exists.

Furthermore, it should be noted that there has been literature that discussed HEIs ethical leadership style and employee engagement, therefore creating a second gap that was also explored in the study. Hansen, Byrne and Kiersch (2013: 967) claimed that this topic is still new, researchers would need to propose clear reasons for how leadership is linked to employee engagement. Remarkably, the findings revealed a significantly positive predictive relationship between lower level leadership and employee engagement. While media asserts that leaders are responsible for employee engagement, only a few researchers have studied the relationship between leadership and employee engagement (Hansen, Byrne and Kiersch, 2014: 953; cited Aryee *et al.*, 2012; Tuckey *et al.*, 2012; Xu and Cooper Thomas, 2011). Therefore, a second gap was identified between ethical leadership and employee engagement relationship research. Moreover, the study will contribute towards leadership research specifically focussing on ethical leadership style and employee engagement relationship which has not been previously researched.

9.7 Recommendations for Future Research

- Employee development: The need for executive management and line management leadership development was narratively iterated in the study. Future research could focus on employee development by expanding the scope of the study to include work ethics. As most common are employees that are poor team players who are disengaged, underproductive and less creative or successful, as well as under-developed employees that are always distracted (Rappo, 2014). Moreover, the qualitative findings indicated a need for a system to measure employee performance.
- Sectorial study: The study was based on academics and administrative sector of the institution. The focus for future study could be on another category/sector instead of the same sectors in other South African HEIs;
- Ethical leadership research across multiple institutions: The study was intra-mural based and focussed on executive management and line management leadership levels at a University of Technology in Kwa Zulu-Natal. Future research could be conducted at different management levels and other HEIs in South Africa;
- Organizational culture: This warrants future pragmatic research regarding the application of ethical leadership and its impact on organization culture at the institution. The study could focus on the institutional ethos in relation to one or both leadership and employees. Schein (2010:10) maintains that there is a link between leadership and organizational culture, similar to two sides of the same coin;
- Further development of good governance regulations: The study findings showed the need for ethical leadership which has been acknowledged as an imperative constituent of HEIs good governance framework (King III report and King IV report). Hence, future research is warranted to find ways to improve HEIs corporate governance doctrines; and
- Leadership behaviour/conduct: The study discussed the various leadership theories and styles within the leadership research paradigm. Future research could be focused on different leadership behaviours or conduct that impact employee engagement at the institution.

9.8 Limitations

The aim of the study was to investigate the application of ethical leadership style of line management leadership and executive management leadership and its impact on employee engagement at DUT: A case study. However, despite endeavouring to make a contribution to the importance of ethical leadership at the institution, several limitations were recognized and needs to be addressed below:

- Utilization of one higher education institution: The inclusion of other universities would have made the study too longitudinal in nature. Hence, the emphasis of the study was based on one SAHE institution. Thus, the study findings were delimited to employees of the one higher education institution in Kwa-Zulu Natal. The utilization of one institution allowed the researcher to access employees more easily due to the proximity of sample population. Moreover, secondary sources from unions sensitized the study to one institution. Nevertheless, most of the employees were eager, cooperative and agreed to contribute to the study. Thus, these study findings are sensitive to the sample size of one HEI and asserts cautiousness as it is not possible to generalize these findings to other HEIs;
- Institutional environment: The study was based on a single higher education institution environment that supported the need for ethical leadership practices and employee engagement. These significant findings are limited to the biographical confines of the study sample population; and
- Researcher restriction: The topic sensitivity required one hundred percent confidentiality and anonymity which posed a limitation for personal data collection. The respondents request for a research assistant on the basis that the researcher is an employee at the institution and respondents would be identified if the researcher was part of the data collection. The research assistant was appointed and remunerated by the researcher to ensure confidentiality and anonymity of the study. Outstandingly, the request for the research assistant proved to be fruitful regarding the quantitative study findings.
- Limited information access: Due to the topic sensitivity it was testing to obtain access to specific institutional information. The researcher had endeavoured through various communication methods to obtain access to information within the allocated study time frame. However, the process became tedious and longitudinal.

Thus, the researcher reassessed the situation and managed with information from available secondary sources.

9.9 Concluding Annotations

The aim of the study was to investigate the application of ethical leadership style and its impact on employee engagement at DUT adopting a case approach. South African corporate governance practices (King III report and King IV report) embraces the importance of ethical leadership that which has been documented for different government, corporate and private sectors. Moreover, most HEIs are using King III report governance policy framework and regulations which provides support and understanding of the importance of ethical leadership. Remarkably, the statistical significant findings that emerged from the empirical analysis of both quantitative and qualitative revealed a lack of ethical leadership at executive management and line management leadership levels and a predictive relationship between leadership and employee engagement.

Chapter 8 triangulation of discussion findings with collaboration from previous literature work revealed comparable studies corresponding to the context of the study. Moreover, these empirical findings revealed a need to review ethical policies and practices particularly at executive management and line management leadership levels of the institution. Although, there are HEIs governance policies and procedures, there is a need for internal institutional processes to be in place to improve ethical leadership practices. Moreover, the findings have demonstrated a need for ethical leadership to improve employee engagement at executive management and line management leadership levels of the institution. Thus, the recommendations would be a preferable advisory method to ensure further development of ethical leadership relative to employee engagement especially concentrating on zones where it is lacking. Thereby, gradually building a workforce at lower levels that will support the institutions shared values and strategic plans.

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LIST OF ANNEXURES

ANNEXURE A – Letter of information and Consent



LETTER OF INFORMATION

Title of the Research Study: The application of ethical leadership styles on employee engagement at Durban University of Technology (DUT). A case approach.

Principal Investigator/s/researcher: Anrusha Bhana Ramlall; Lecturer: Department of Financial Accounting at DUT. Qualifications: Masters in Business Administration (UKZN), B tech: Financial Information Systems, N.D: Financial Information Systems

Co-Investigator/s/supervisor/s: Dr M. Maharaj. (D.com)

Brief Introduction and Purpose of the Study:

With the epochal changes in higher education institutions, it is pivotal to account for employees as an imperative part of institutional transformation. The research aim would investigate if there is a relationship between Line management leadership or head of department (hereafter called LML or HODs) leadership style and employee engagement within Durban University of Technology (hereafter called DUT). The existing body of knowledge on leadership styles has focused more on the corporate institutions than on higher educational institutions in Kwa-Zulu Natal. The research objective would explore evidence of ethical leadership style at executive management leadership and LML on employee engagement. To achieve the study aims and objectives, implementation of mixed methodology – nonprobability sampling technique, using purposive sampling for LML and executive management, and probability sampling technique using simple random sampling for employees at the institution.

Outline of the Procedures: Participants at both Durban and PMB campuses will be requested to independently, anonymously and honestly complete the questionnaires. By completing the questionnaire, it is assumed that the participants are aware of the purpose of the study and have given consent to participate. Semi – structured interviews for both executive management leadership and line management leadership (LML) will be done after participants sign the consent form.

Risks or Discomforts to the Participant: There are no risks or discomfort to the participants. If any of the questions are found to be offensive or sensitive in nature, the participant may choose not to answer the question. The questionnaires will be done anonymously, hence there would be no fear of retribution (See confidentiality section).

Benefits: The researcher will present this study at a conference and publish journal articles.

Reason/s why the Participant May Be Withdrawn from the Study: Participation in the study is completely voluntary and they are free to withdraw or terminate at any time.

Remuneration: Participants will not be subjected to any remuneration for taking part in the study.

Costs of the Study: Participants will not be expected to cover any costs relating to the study.

Confidentiality: The open-ended and closed-end questionnaires will be completed anonymously and participants will be requested to place completed questionnaires inside a brown envelope provided and sealed, thereafter given to the researcher or research assistant to be placed into a sealed box. The researcher will not have knowledge of which scores belongs to which participant as aggregate scores will be analysed and the data will be presented in the thesis. However, at no time will the departments, faculties, participant or any identifying information be reported in the presentation of the research unless a written consent is obtained.

Research-related Injury: There will be no injury that is research related.

Persons to Contact in the Event of Any Problems or Queries:

Please contact the researcher (Anrusha Bhana Ramlall – 031- 373 5628), my supervisor (Dr M. Maharaj - 031-373 5387) or the Institutional Research Ethics Administration on 031 373 2375. Complaints can be reported to the Director: Research and Postgraduate Support, Prof C Napier on 031 373 2577 or carinn@dut.ac.za

General:

Potential participants must be assured that participation is voluntary and the approximate number of participants to be included should be disclosed. A copy of the information letter should be issued to participants. The information letter and consent form must be translated and provided in the primary spoken language of the research population e.g. isiZulu.



CONSENT

Statement of Agreement to Participate in the Research Study:

- I hereby confirm that I have been informed by the researcher, **A. Ramlall** (name of researcher), about the nature, conduct, benefits and risks of this study - **Research Ethics Clearance Number: 22/17**.
- I have also received, read and understood the above written information (Participant Letter of Information) regarding the study.
- I am aware that the results of the study, including personal details regarding my sex, age, date of birth, initials and diagnosis will be anonymously processed into a study report.
- In view of the requirements of research, I agree that the data collected during this study can be processed in a computerised system by the researcher.
- I may, at any stage, without prejudice, withdraw my consent and participation in the study.
- I have had sufficient opportunity to ask questions and (of my own free will) declare myself prepared to participate in the study.
- I understand that significant new findings developed during the course of this research which may relate to my participation will be made available to me.

Full Name of Participant	Date	Time	Signature/Right Thumbprint
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I, Anrusha Ramlall (name of researcher) herewith confirm that the above participant has been fully informed about the nature, conduct and risks of the above study.

Full Name of Researcher	Date	Signature
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Full Name of Witness (If applicable)	Date	Signature
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Full Name of Legal Guardian (If applicable)	Date	Signature
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Please note the following:

Research details must be provided in a clear, simple and culturally appropriate manner and prospective participants should be helped to arrive at an informed decision by use of appropriate language (grade 10 level - use Flesch Reading Ease Scores on Microsoft Word), selecting of a non-threatening environment for interaction and the availability of peer counseling (Department of Health, 2004)

If the potential participant is unable to read/illiterate, then a right thumb print is required and an impartial witness, who is literate and knows the participant e.g. parent, sibling, friend, pastor, etc. should verify in writing, duly signed that informed verbal consent was obtained (Department of Health, 2004).

If anyone makes a mistake completing this document e.g. wrong date or spelling mistake a new document has to be completed. The incomplete original document has to be kept in the participant file and not thrown away and copies thereof must be issued to the participant.

References:

Department of Health: 2004. *Ethics in Health Research: Principles, Structures and Processes* <http://www.doh.gov.za/docs/factsheets/guidelines/ethnics/>

Department of Health. 2006. *South African Good Clinical Practice Guidelines*. 2nd Ed.

Available at: http://www.nhrec.org.za/?page_id=14

ANNEXURE B – Cover letter for Questionnaires



Department of Entrepreneurial and Management Science
Faculty of Management Sciences
PO Box 1334
DURBAN
4000
10 October 2017

Dear Participant

I am studying a PhD in Business Administration at the Durban University of Technology in the Faculty of Management Sciences. I am conducting research on the topic titled: *The application of ethical leadership styles on employee engagement at Durban University of Technology*.

The aim of the study is to examine **executive management and HODs leadership styles**, and its impact on employee engagement (that is, *positive, fulfilling, work-related state of mind - measured by energy, dedication, and absorption*).

It would be greatly appreciated if you would complete this anonymous questionnaire. To ensure anonymity, an envelope has been attached to the questionnaire, so that you can drop your envelope in a **sealed labelled box for A. Ramlall** that will be brought to your department **two working day after administration of the questionnaire**.

Your co-operation in assisting me with this important aspect of my study is highly appreciated and I look forward to a speedy return of the completed questionnaire. If you have any queries, please feel free to contact me at email address (ramlalla@dut.ac.za) or via my cell phone number (084 564 7507).

Thank you in anticipation.

Sincerely

Miss Anrusha Ramlall
Work.no: 031 – 373 5628

Supervisor: Dr M. Maharaj

SECTION A: BIOGRAPHICAL INFORMATION - FOR ALL DUT EMPLOYEES

Note: This study is **ANONYMOUS**, so please place questionnaire inside the envelope provided and drop in the **sealed labelled box** that will be brought to each department.

Thank you in advance for taking the time to answer this questionnaire!!!

INSTRUCTIONS TO RESPONDENTS:

1. Please select **ONLY ONE** response with a **cross (X)** for each question.
2. Answer **ALL** the pre-coded questions in section A and B.
3. Please do not hesitate emailing or calling me for a confidential follow up interview.

Question 1**1.1. Job category:**

1.1.1.	Academic	1
1.1.2.	Administrative	2

1.2. Gender category:

1.2.1.	Male	1
1.2.2.	Female	2

1.3. Age category:

1.3.1.	18 – 20 years	1
1.3.2.	21 – 30 years	2
1.3.3.	31 – 40 years	3
1.3.4.	41 – 50 years	4
1.3.5.	51 – 65 years	5

1.4. Ethnicity category:

1.4.1.	Black	1
1.4.2.	Coloured	2
1.4.3.	Indian	3
1.4.4.	White	4

1.5. Employment category:

1.5.1.	Permanent	1
1.5.2.	Contract	2
1.5.3.	Any other	3

1.6. Length of service:

1.6.1.	0 – 5 years	1
1.6.2.	6 – 10 years	2
1.6.3.	11 – 15 years	3
1.6.4.	16 – 20 years	4
1.6.5.	21 – 25 years	5
1.6.6.	26 – 35 years	6
1.6.7.	> 36 years	7

1.7. Job level:

1.7.1.	Semi-skilled (grade 11-17)	1
1.7.2.	Professional (grade 9 -10)	2
1.7.3.	Lecturers (grade 7- 9)	3
1.7.4.	Junior manager (grade 7- 8)	4
1.7.5.	Middle manager (grade 5 - 6)	5

SECTION B: ALL DUT EMPLOYEES

Please indicate how the following statements apply to your Department and Faculty situation under the Likert Scale statement below:

KEY	SD	D	N	A	SA
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

	EXECUTIVE MANAGEMENT LEADERSHIP STYLE	SD	D	N	A	SA
	My executive manager (dean, director)					
2.1	Encourages employees to effectively contribute at meetings.	1	2	3	4	5
2.2	Is my role model/ mentor?	1	2	3	4	5
2.3	Suggests different ways of resolving problems within the faculty.	1	2	3	4	5
2.4	Treats staff with respect and fairness.	1	2	3	4	5
2.5	Goes the extra mile to resolve staff issues in departments.	1	2	3	4	5
2.6	Able to resolve department problems promptly.	1	2	3	4	5
2.7	Is transparent and his/her conduct is positive.	1	2	3	4	5

	LINE MANAGERS LEADERSHIP STYLE	SD	D	N	A	SA
	My head of department (HOD)					
3.1	Encourages two-way communication that promotes open, honest dialogue and understanding.	1	2	3	4	5
3.2	Respects staff different needs, abilities, and aspirations.	1	2	3	4	5
3.3	Focuses on building staff respect, trust and equality.	1	2	3	4	5
3.4	Welcomes employee-input in final decision-making.	1	2	3	4	5
3.5	Is passionate and dedicated.	1	2	3	4	5
3.6	Considers the moral consequences of decisions.	1	2	3	4	5
3.7	Values empathy (spirit of ubuntu) towards staff.	1	2	3	4	5
3.8	Supports staff personal and professional development.	1	2	3	4	5
3.9	Appreciates and acknowledges staff efforts for tasks achieved.	1	2	3	4	5
3.10	Strives to fulfil the goals and objectives of the university through the department.	1	2	3	4	5
3.11	Is transparent and ethical.	1	2	3	4	5
3.12	Has necessary skills to manage employee conflict, mistakes and complaints.	1	2	3	4	5

3.13	Is a good role model?	1	2	3	4	5
3.14	Can be trusted to keep work-related promises.	1	2	3	4	5
3.15	Allows employees to influence critical decision-making.	1	2	3	4	5
3.16	Encourages self-management.	1	2	3	4	5

	Question 4: Employee engagement	SD	D	N	A	SA
	As an employee....					
4.1	Annual leadership evaluation of HODs should be undertaken by respective staff.	1	2	3	4	5
4.2	My HOD is concerned about staff well-being.	1	2	3	4	5
4.3	I am able to discuss personal staff matters or report a problem to my HOD.	1	2	3	4	5
4.4	My HOD is my confidant and genuinely cares for me.	1	2	3	4	5
4.5	Staff are comfortable to raise issues and ask questions to the HOD.	1	2	3	4	5
4.6	I am involved in final decision-making.	1	2	3	4	5
4.7	I have a good working relationship with my HOD.	1	2	3	4	5
4.8	My HOD supports my career development.	1	2	3	4	5
4.9	I carry out tasks beyond my job description.	1	2	3	4	5
4.10	Duties are allocated equitably to all staff.	1	2	3	4	5
4.11	I am motivated and passionate about my job.	1	2	3	4	5
4.12	My HOD encourages teamwork.	1	2	3	4	5
4.13	I have the adequate resources to do my job well.	1	2	3	4	5
4.14	I am willing to go the extra mile to help staff in my department.	1	2	3	4	5
4.15	I am happy and feel part of a family to work in my department.	1	2	3	4	5
4.16	My HOD inspires and encourages me to perform better.	1	2	3	4	5
4.17	I will switch jobs should a better job offer arise.	1	2	3	4	5

	Question 5: Additional information	SD	D	N	A	SA
5.1	Leader's style has an impact on staff well-being.	1	2	3	4	5
5.2	Leaders to attend ongoing leadership development training courses during their term in office.	1	2	3	4	5
5.3	An ethical leadership style can have a positive impact on employees.	1	2	3	4	5
5.4	I am loyal to my organization.	1	2	3	4	5

Thank you for your time and have a blessed day!!!

ANNEXURE C – Cover Letter for EM interviews



Department of Entrepreneurial and Management Science
Faculty of Management Sciences
PO Box 1334
DURBAN
4000
10 October 2017

Dear Participant

I am studying a PhD in Business Administration at the Durban University of Technology. I am conducting research to study *the application of ethical leadership styles on employee engagement at Durban University of Technology*. The aim of the study is to examine **executive management** leadership styles, and its impact on employee engagement (that is; *positive, fulfilling, work-related state of mind – characterized by energy, dedication, and absorption*).

It would be greatly appreciated if you would agree to participate in a semi- structured interview for this study. Your participation is voluntary, and you are free to withdraw from answering any questions at any time. Please rest assured that your responses will be treated with utmost confidentiality and anonymity. No person will be named or identified in any way. Participants can request for either a **verbal (audio taping) or a written interview**. The **audio taping interview** should take approximately **60 - 90 minutes** of your time.

Thank you for your co-operation. If you have any queries, please feel free to contact me at email address (ramlalla@dut.ac.za) or via my cell phone number ([084 564 7507](tel:0845647507)).

I take this opportunity to once again thank you for your kind assistance and look forward to interviewing you.

Sincerely

Miss Anrusha Ramlall
Work. no: 031 373 – 5628

Supervisor: Dr M. Maharaj
Work. no: 031 373 5387



SEMI-STRUCTURED INTERVIEWS FOR EXECUTIVE MANAGEMENT (EM)

INSTRUCTIONS:

1. Introduction of interviewer and outline of the study.
2. Letter of consent and consent form to be signed by participant.
3. The study can be done by written interview or likely to involve audio taping during the verbal interview.
4. If the participant requests a verbal interview then it is estimated to last for approximately 60 - 90 minutes.

SEMI - STRUCTURED INTERVIEW QUESTIONS

DRAFT OPEN – ENDED QUESTIONS ON

QUESTION 1: BIOGRAPHICAL INFORMATION

- 1.1. Job category (academic or administrative):
- 1.2. Gender (Male or female):
- 1.3. Age:
- 1.4. Length of service:
- 1.5. Employment category (permanent, contract, other):

QUESTION 2: LEADERSHIP STYLES

2. Why were you inclined to take the executive management position?
- 2.1. Are you content in the current position?
 - 2.1.2. What is your leadership style/s with regards to your staff?
- 2.2. Has the university environment and issues (resources etc.) influenced your leadership style? Explain.....
- 2.3. Are you passionate and dedicated in your work?

Can you lead your faculty effectively in view of the current university resource and other constraints? Explain
- 2.4. Describe your leadership style with regards to faculty staff at a **meeting/s**.
- 2.5. Describe your leadership style/s when managing the following:
 - 2.5.1. HOD/s.....
 - 2.5.2. Staff
- 2.6. Is a spirit of Ubuntu, collegiality, and morality visible in your faculty?
 - 2.6.1. How do you encourage Ubuntu, collegiality and morality amongst faculty staff? Explain.....
- 2.7. Leadership involves power. Explain your leadership power in relation to:
 - 2.7.1. HODs
 - 2.7.2. Staff
 - 2.7.3. Are there any university constraints that impact faculty leadership power?.....

Explain

2.8. Are faculty staff at ease to engage with you?

Explain.....

2.8.1. Do you have the time to engage with your faculty staff on a regular basis?

2.8.2. Do you regularly engage with your faculty HODs?

Explain.....

2.9. HODs are appointed on a continuous basis at DUT. What methods are used to further build their leadership skills?

Explain.....

2.9.1. Are there employee workshops to build/promote HOD leadership capacity?.....

2.9.2. Do you believe that the current university leadership orientation, training and development are appropriate for lower level managers'? Explain.....

2.9.3. Are there any university **ethical** leadership training and development programs?

If so, how many programs during the year?

2.10. Is ethical leadership feasible in view of the university/faculty constraints and environment?

Explain

2.10.1. Is there a collegial relationship between you and your faculty HODs?

2.10.2. Do you embrace open, honest communication, and transparency with HODs?.....

2.10.3. Is there blind obedience with regards to ethical leadership policies and procedures at DUT?.....

2.10.4. Is ethical leadership important at all levels of DUT?

2.10.5. Is it necessary to promote ethical leadership at DUT?

2.10.6. At what level of management should ethical leadership commence?

Explain.....

2.10.7. Do you advocate ethical leadership practices in your faculty?

2.10.8. Is transparency and accountability important when managing faculty staff?

2.10.9. Can ethical leadership style be developed?

Explain.....

2.10.10. Is there adequate DUT communication about ethical leadership and conduct? Explain.....

2.10.11. Will ethical conduct matter to an employee in a work comfort zone?

<p>Explain</p> <p>.....</p> <p>.....</p>
<p>2.11. What is your understanding of leading by example?.....</p> <p>Explain.....</p> <p>.....</p> <p>.....</p> <p>2.11.1. Is role-modelling important?</p> <p>2.11.2. Is ethical role-modelling important to you?</p> <p>2.11.2.1. Should ethical role-modelling be top-down or bottom-up?</p> <p>Explain.....</p> <p>.....</p> <p>.....</p> <p>2.11.3. Are you a positive individual regardless of the faculty constraints issues?.....</p>
<p>2.12. How do you make important decisions that impact your departments?.....</p> <p>Explain.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>2.12.1. Do you encourage effective contribution from faculty staff, especially HODs, in final decision-making?</p> <p>Explain.....</p> <p>.....</p> <p>.....</p> <p>2.12.2. Are HODs at liberty to raise issues and ask questions?</p> <p>2.12.3. Are HODs genuinely involved in faculty final decision-making?.....</p> <p>2.12.4. Do you embrace HOD-input in faculty final decisions?</p>
<p>2.13. How do you resolve staff issues and/or challenges in your faculty?.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>2.13.1. Are staff issues/ challenges resolved impartially?.....</p> <p>Explain.....</p> <p>.....</p> <p>.....</p> <p>2.13.2. Are staff treated with respect and dignity, regardless of job level?</p> <p>2.13.3. Is impartiality/ objectivity vital when making decisions that impact departments?</p> <p>Explain.....</p> <p>.....</p> <p>.....</p>
<p>2.14. Is departmental team building important?.....</p> <p>2.14.1. Are there resources to foster department team building?</p> <p>Explain</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>QUESTION 3: EMPLOYEE ENGAGEMENT <i>can be defined as combination of conduct and state of mind (MacLeod and Clarkes,2014:7) of employees to positively fulfil their work responsibilities.</i></p>
<p>3. Do you believe that employees are the face of the organisation?</p> <p>3.1. Do leadership styles impact staff behaviour and state of mind?.....</p>

<p>3.1.2. Do you feel that your faculty HODs are work engaged?.....</p> <p>Explain</p> <p>.....</p> <p>.....</p> <p>3.1.2.1. Is employee engagement noticeable in your faculty?.....</p> <p>3.1.3. Is there a need for further emphasis on employee engagement in your faculty?.....</p> <p>3.1.4. Do you empower HODs to achieve their department goals timeously?.....</p> <p>3.1.5. Do you appreciate and acknowledge HODs or employee contribution to the faculty?.....</p> <p>Explain.....</p> <p>.....</p> <p>.....</p>
<p>3.2. Do you support employees personal and professional development?.....</p> <p>Explain</p> <p>.....</p> <p>.....</p> <p>3.2.1. Are HODs and staff well-being, drive and commitment important?.....</p> <p>3.2.2. What processes are put in place to support HODs well-being, drive and commitment?.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>3.2.3. Is your well-being important to top management?</p>
<p>3.3. Do you feel a leader's communication /interaction style has an impact on employees output (performance)?.....</p> <p>.....</p> <p>.....</p> <p>3.3.1. Do you encourage a spirit of inclusivity amongst your faculty staff?</p>
<p>3.4. Should a top management staff <u>annually</u> participate in a faculty board meeting?</p> <p>3.4.1. Do you annually visit your departments?</p> <p>Explain.....</p> <p>.....</p>
<p>3.5. How do you manage discrimination (favouritism and cliques) amongst staff? Explain.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>3.5.1. Are staff at ease to effectively contribute without being marginalised?</p> <p>3.5.1.1. Are HODs at liberty to effectively contribute without being marginalised in your faculty?</p> <p>3.5.2. Is discrimination (favouritism and cliques) visible in DUT?</p>
<p>3.6. What qualities do you regard as vital in the selection and recruitment of a prospective DUT employee?</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>3.6.1. Place these three (<i>intelligence, energy, ethical norms</i>) features in the order that best describes your selection and recruitment of a prospective DUT employee?.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>3.6.2. Is there a popularity contests when selecting and recruiting employees?</p> <p>3.6.3. Is there a popularity contests when selecting and recruiting a HOD?</p>
<p>3.7. Are there any other issues that hinder your leadership abilities in the faculty and DUT? Explain</p> <p>.....</p>

.....
.....
.....
.....
3.8. Any other comments/recommendations:
.....
.....
.....
.....
.....
.....
.....
.....

Thank you for your time and have a blessed day!!!

ANNEXURE D – Cover letter for HOD interview



Department of Entrepreneurial and Management Science
Faculty of Management Sciences
PO Box 1334
DURBAN
4000
10 October 2017

Dear Participant

I am studying a PhD in Business Administration at the Durban University of Technology. I am conducting research to examine *the application of ethical leadership style on employee engagement at Durban University of Technology*. The aim of the study is to examine **head of departments (HODs)** leadership styles, and its impact on employee engagement (that is; *positive, fulfilling, work-related state of mind – characterized by energy, dedication, and absorption*).

It would be greatly appreciated if you would agree to participate in a semi-structured interview for this study. Your participation is voluntary, and you are free to withdraw from answering any questions at any time. Please rest assured that your responses will be treated with utmost confidentiality and anonymity. No person will be named or identified in any way. The participants can request for either a **verbal (audio taping) interview or a written interview**. The **audio taping interview** should take approximately **60-90 minutes** of your time.

Thank you for your co-operation. If you have any queries, please feel free to contact me at email address (ramlalla@dut.ac.za) or via my cell phone number ([084 564 7507](tel:0845647507)).

I take this opportunity to once again thank you for your kind assistance, and look forward to interviewing you.

Sincerely

Miss Anrusha Ramlall
Work.no: 031 373 – 5628

Supervisor: Dr M. Maharaj
Work.no:031 373 5387

ANNEXURE D – HOD interview



SEMI-STRUCTURED INTERVIEW GUIDELINES FOR HEAD OF DEPARTMENTS

INSTRUCTIONS:

1. Introduction of interviewer and outline of the study.
2. Letter of consent and consent form to be signed by participant.
3. The study can be done by written interview or likely to involve audio taping during the verbal interview.
4. If the participant requests a verbal interview then it is estimated to last for approximately 60 - 90 minutes.

DRAFT OPEN – ENDED QUESTIONS....

QUESTION 1: BIOGRAPHICAL INFORMATION

- 1.1. Job category (academic or administrative):
- 1.2. Gender (Male or female):
- 1.3. Age:
- 1.4. Length of service:
- 1.5. Employment category (permanent, contract, other):

QUESTION 2: HOD LEADERSHIP STYLE

2. Why were you inclined to take the HOD position?
.....
.....
- 2.1. Are you content in the current position?
 - 2.1.1. Explain
.....
.....
- 2.2. What is your leadership style/s with regards to your staff?
.....
 - 2.2.1. Has the university environment and issues (resources etc.) influenced your leadership style?.....
Explain.....
.....
.....
- 2.3. Are you passionate and dedicated in your work?
 - 2.3.1. Can you lead your department effectively in view of the current university resource and other constraints? Explain.....
.....
.....
 - 2.3.2. Describe your leadership style in relation to department staff.....
.....
.....
 - 2.3.3. Do you see yourself as a leader or line manager in your **department**?
Explain.....
.....
 - 2.3.3.1. Do you see yourself as a leader or line manager in your **faculty**?

<p>Explain</p> <p>.....</p> <p>.....</p> <p>2.4. Is a spirit of Ubuntu, collegiality, and morality visible in your department?</p> <p>2.4.1. How do you encourage Ubuntu, collegiality and morality in your department? Explain.....</p> <p>.....</p> <p>.....</p> <p>2.5. Leadership involves power. Explain your leadership power in relation to department staff?</p> <p>.....</p> <p>2.5.1. Are there any university constraints that impact your leadership power?.....</p> <p>.....</p> <p>2.6. Do you believe that leadership style/s impact staff?.....</p> <p>2.7. How do you interact/communicate with department staff?</p> <p>.....</p> <p>.....</p> <p>2.7.1. Do you believe that communication/ interaction style has an impact on employees output (performance)?Explain.....</p> <p>.....</p> <p>2.7.2. Are you impartial with regards to department staff?</p> <p>2.7.2.1. Are you impartial/objective at staff meetings?</p> <p>2.7.3. Is departmental staff engagement important?</p> <p>Explain</p> <p>.....</p> <p>2.7.4. Are staff at liberty to openly communicate with you on a regular basis?</p> <p>2.8. What is your understanding of leading by example? Explain.....</p> <p>.....</p> <p>2.8.1. Is ethical role-modelling important?</p> <p>2.8.2. Can ethical role-modelling still be possible regardless of the current university constraints?</p> <p>Explain.....</p> <p>.....</p> <p>2.8.3. Is your conduct transparent with regards to staff?</p> <p>2.8.4. Are you a positive individual regardless of the departmental constraints?.....</p> <p>2.8.5. Do you believe that your executive manager (dean, director etc.) is an <u>ethical role-model</u>?</p> <p>Explain</p> <p>.....</p> <p>2.9. How do you make final departmental decisions? Explain</p> <p>.....</p> <p>2.9.1. Is transparency and accountability important when making final departmental decisions?.....</p> <p>Explain.....</p> <p>.....</p> <p>2.10. How do you resolve issues and/or challenges between staff?.....</p>

<p>.....</p> <p>.....</p> <p>.....</p> <p>2.10.1. Are staff issues resolved impartially? Explain.....</p> <p>.....</p> <p>.....</p> <p>2.10.2. Is there support from executive managers (deans, directors etc.) to resolve employee conflict successively?</p> <p>2.10.3. Do you resolve individual employee conflict promptly?</p>
<p>2.11. Do you encourage open and honest communication with your staff?</p> <p>2.11.1. Is ethical leadership just policies and procedures at DUT?</p> <p>2.11.2. Is there need for ethical leadership in your faculty?</p> <p>2.11.3. Describe your executive manager's (dean, director etc.) leadership style?</p> <p>.....</p> <p>2.11.4. Are there unrealistic goals delegated to departments by top management?</p> <p>2.11.5. Should ethical role – modelling be top-down or bottom up?</p> <p>Explain</p> <p>.....</p> <p>2.11.6. Will ethical conduct matter to any employee in a work comfort zone?</p> <p>2.11.7. Is ethical leadership in DUT needed to make it a better place?</p>
<p>2.12. Are there university HOD leadership training and development programs?.....</p> <p>2.12.1. Are these programs helpful? Explain.....</p> <p>.....</p> <p>.....</p> <p>2.12.2. Are these university leadership and development programs appropriate?.....</p> <p>2.12.3. Have you attended ethical leadership training and development workshops?</p> <p>2.12.4. Do executive managers' (dean, director etc.) need to attend leadership training and development programs?</p> <p>Explain</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>2.13. Do you believe that you go beyond your job description?.....</p> <p>2.13.1. Are you overworked and multi-tasking between duties?</p> <p>Explain</p> <p>.....</p> <p>.....</p> <p>2.13.2. Will overworking, and multi-tasking have an impact leadership styles?</p> <p>2.13.3. Will you switch jobs should a better opportunity arise?</p>
<p>QUESTION 3: EMPLOYEE ENGAGEMENT <i>can be defined as combination of conduct and state of mind (MacLeod and Clarkes,2014:7) of employees to positively fulfil their work responsibilities.</i></p>
<p>3.1. Do you believe that employees are the face of the organisation?.....</p> <p>3.1.1. Do leadership styles impact staff behaviour and state of mind?.....</p> <p>3.1.2. Do you feel that your departmental staff are work engaged? Explain</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>3.1.2.1. Is employee engagement noticeable in your department?.....</p> <p>3.1.2.2. Is there need for employee engagement in your faculty?.....</p> <p>3.1.3. Is employee engagement feasible considering the current university environmental constraints?</p> <p>Explain</p>

<p>.....</p> <p>.....</p> <p>.....</p> <p>3.1.4. Do you empower your staff to achieve department goals timeously?.....</p> <p>3.1.5. Do you appreciate and acknowledge staff contribution to the department?.....</p> <p>How?.....</p> <p>.....</p>
<p>3.2. In your opinion, is there collegiality amongst your staff?</p> <p>3.2.1. Is there regular engagement with all staff?</p> <p>3.2.2. Do you encourage staff self-management?.....</p> <p>3.2.2. Are staff at liberty to voice their opinions at meetings etc.?</p> <p>3.2.3. Do you encourage a spirit of inclusivity amongst your staff?</p>
<p>3.3. Do you support and encourage the development (personally and professionally) of employees?.....</p> <p>Explain.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>3.3.1. Is your staff well-being, drive and commitment important to you? Explain.....</p> <p>.....</p> <p>.....</p> <p>3.3.2. What process are put in place to support staff well-being, drive and commitment?.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>3.3.3. Is your well-being, drive and commitment important to your executive manager (dean, director etc.)?</p> <p>Explain</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>3.4. Is departmental team building important?</p> <p>3.4.1. What faculty processes are in place to support department team building?</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>3.5. Is discrimination (favouritism and cliques) visible in your department?</p> <p>3.5.1. How do you manage discrimination (favouritism and cliques) amongst employees?.....</p> <p>Explain.....</p> <p>.....</p> <p>.....</p> <p>3.6. Are your staff at ease to effectively contribute without being marginalised?</p> <p>3.6.1. Are HODs at liberty to effectively contribute without being marginalised in the faculty?</p> <p>3.6.2. Is discrimination (favouritism and cliques) visible in your faculty?</p> <p>Explain</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>3.7. What qualities do you regard as vital in the selection and recruitment process, of a prospective DUT department employee (besides qualification)?.....</p> <p>.....</p> <p>.....</p>

.....
.....
3.7.1. Place these three (intelligence, energy, ethical norms) features in the order that best describes
your selection and recruitment of a prospective DUT employee?
.....
.....

.....
3.7.2. Is there a popularity contests when selecting and recruiting employees?

3.7.3. Is passion for the university environment important in the selection process?

4. Are there any other issues that hinder your leadership abilities in the department, faculty or DUT?
Explain.....
.....
.....
.....
.....
.....
.....

Thank you for your time and have a blessed day!!!

ANNEXURE E – T-TEST and ANOVA

Independent T-Test for Leadership items across job cohort				
Leadership items		N	Mean	Std. Deviation
2.1. Encourages employees to effectively contribute at meetings.	Permanent	224	3.05	1.282
	Contract	80	2.91	1.182
	Other	8	3.63	1.188
	Total	312	3.03	1.256
2.2. Is my role model/ mentor?	Permanent	224	2.55	1.215
	Contract	80	2.45	1.135
	Other	8	2.75	1.165
	Total	312	2.53	1.192
2.3. Suggests different ways of resolving problems within the faculty.	Permanent	224	2.83	1.221
	Contract	80	2.73	1.136
	Other	8	3.00	1.069
	Total	312	2.80	1.194
2.4. Treats staff with respect and fairness.	Permanent	224	2.87	1.237
	Contract	80	2.80	1.163
	Other	8	3.50	1.195
	Total	312	2.87	1.218
2.5. Goes the extra mile to resolve staff issues in departments.	Permanent	224	2.65	1.222
	Contract	80	2.56	1.041
	Other	8	2.75	1.035
	Total	312	2.63	1.171
2.6. Able to resolve department problems promptly.	Permanent	224	2.63	1.180
	Contract	80	2.45	1.101
	Other	8	2.88	1.126
	Total	312	2.59	1.159
2.7. Is transparent and his/her conduct is positive.	Permanent	224	2.74	1.237
	Contract	80	2.69	1.176
	Other	8	3.13	1.126
	Total	312	2.74	1.217
3.1. Encourages two-way communication that promotes open, honest dialogue and understanding.	Permanent	224	2.70	1.321
	Contract	80	2.78	1.222
	Other	8	3.25	1.389
	Total	312	2.73	1.297
3.2. Respects staff different needs, abilities, and aspirations.	Permanent	224	2.70	1.293
	Contract	80	2.78	1.211
	Other	8	3.25	1.282
	Total	312	2.73	1.272
3.3. Focuses on building staff respect, trust and equality.	Permanent	224	2.53	1.252
	Contract	80	2.63	1.195
	Other	8	3.00	1.309
	Total	312	2.57	1.238
3.4. Welcomes employee-input in final decision-making.	Permanent	224	2.62	1.324
	Contract	80	2.53	1.136
	Other	8	2.75	1.282
	Total	312	2.60	1.274
3.5. Is passionate and dedicated.	Permanent	224	2.73	1.359
	Contract	80	2.81	1.342
	Other	8	3.38	1.506
	Total	312	2.77	1.358
3.6. Considers the moral consequences of decisions.	Permanent	224	2.54	1.245

	Contract	80	2.51	1.322
	Other	8	3.13	1.126
	Total	312	2.55	1.262
3.7. Values empathy (spirit of Ubuntu) towards staff.	Permanent	223	2.68	1.312
	Contract	80	2.53	1.378
	Other	8	3.00	1.512
	Total	311	2.65	1.333
3.8. Supports staff personal and professional development.	Permanent	224	2.74	1.298
	Contract	80	2.66	1.272
	Other	8	3.38	1.061
	Total	312	2.73	1.287
3.9. Appreciates and acknowledges staff efforts for tasks achieved.	Permanent	224	2.75	1.305
	Contract	80	2.65	1.323
	Other	8	3.38	1.188
	Total	312	2.74	1.307
3.10. Strives to fulfil the goals and objectives of the university through the department.	Permanent	224	2.87	1.304
	Contract	80	2.86	1.310
	Other	8	3.63	1.188
	Total	312	2.89	1.304
3.11. Is transparent and ethical.	Permanent	224	2.44	1.301
	Contract	80	2.48	1.292
	Other	8	3.00	1.309
	Total	312	2.46	1.298
3.12. Has necessary skills to manage employee conflict, mistakes and complaints.	Permanent	224	2.35	1.233
	Contract	80	2.50	1.322
	Other	8	2.88	1.126
	Total	312	2.40	1.254
3.13. Is a good role model?	Permanent	224	2.43	1.247
	Contract	80	2.49	1.312
	Other	8	3.00	1.414
	Total	312	2.46	1.267
3.14. Can be trusted to keep work-related promises.	Permanent	224	2.44	1.262
	Contract	80	2.41	1.402
	Other	8	3.13	1.553
	Total	312	2.45	1.307
3.15. Allows employees to influence critical decision-making.	Permanent	224	2.46	1.248
	Contract	80	2.59	1.299
	Other	8	3.13	1.356
	Total	312	2.51	1.265
3.16. Encourages self-management.	Permanent	224	2.65	1.318
	Contract	80	2.76	1.352
	Other	8	3.13	1.356
	Total	312	2.69	1.326

Leadership items	Job category	N	Mean	Std. Deviation
2.1. Encourages employees to effectively contribute at meetings.	Academic	165	3.09	1.224
	Administrative	147	2.96	1.292
2.2. Is my role model/ mentor?	Academic	165	2.63	1.191
	Administrative	147	2.41	1.187
2.3. Suggests different ways of resolving problems within the faculty.	Academic	165	2.88	1.134
	Administrative	147	2.71	1.255
2.4. Treats staff with respect and fairness.	Academic	165	2.95	1.160
	Administrative	147	2.78	1.280
2.5. Goes the extra mile to resolve staff issues in departments.	Academic	165	2.78	1.169
	Administrative	147	2.46	1.154
2.6. Able to resolve department problems promptly.	Academic	165	2.73	1.164
	Administrative	147	2.43	1.135
2.7. Is transparent and his/her conduct is positive.	Academic	165	2.82	1.206
	Administrative	147	2.65	1.226
3.1. Encourages two-way communication that promotes open, honest dialogue and understanding.	Academic	165	2.64	1.260
	Administrative	147	2.84	1.335
3.2. Respects staff different needs, abilities, and aspirations.	Academic	165	2.62	1.237
	Administrative	147	2.86	1.301
3.3. Focuses on building staff respect, trust and equality.	Academic	165	2.46	1.212
	Administrative	147	2.69	1.259
3.4. Welcomes employee-input in final decision-making.	Academic	165	2.55	1.280
	Administrative	147	2.65	1.270
3.5. Is passionate and dedicated.	Academic	165	2.67	1.354
	Administrative	147	2.88	1.357
3.6. Considers the moral consequences of decisions.	Academic	165	2.48	1.272
	Administrative	147	2.62	1.251
3.7. Values empathy (spirit of ubuntu) towards staff.	Academic	165	2.59	1.297
	Administrative	146	2.71	1.374
3.8. Supports staff personal and professional development.	Academic	165	2.67	1.289
	Administrative	147	2.81	1.284
3.9. Appreciates and acknowledges staff efforts for tasks achieved.	Academic	165	2.72	1.319
	Administrative	147	2.77	1.298
3.10. Strives to fulfil the goals and objectives of the university through the department.	Academic	165	2.85	1.345
	Administrative	147	2.93	1.261
3.11. Is transparent and ethical.	Academic	165	2.34	1.300
	Administrative	147	2.61	1.285
3.12. Has necessary skills to manage employee conflict, mistakes and complaints.	Academic	165	2.31	1.252
	Administrative	147	2.51	1.252
3.13. Is a good role model?	Academic	165	2.29	1.245
	Administrative	147	2.65	1.270
3.14. Can be trusted to keep work-related promises.	Academic	165	2.35	1.292
	Administrative	147	2.56	1.319
3.15. Allows employees to influence critical decision-making.	Academic	165	2.44	1.299
	Administrative	147	2.58	1.227
3.16. Encourages self-management.	Academic	165	2.62	1.345
	Administrative	147	2.76	1.305

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
Leadership items		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
2.1. Encourages employees to effectively contribute at meetings.	Equal variances assumed	1.152	.284	.924	310	.356	.132	.143	-.149	.412
	Equal variances not assumed			.921	301.300	.358	.132	.143	-.150	.413
2.2. Is my role model/mentor?	Equal variances assumed	.021	.885	1.597	310	.111	.215	.135	-.050	.481
	Equal variances not assumed			1.597	306.096	.111	.215	.135	-.050	.481
2.3. Suggests different ways of resolving problems within the faculty.	Equal variances assumed	5.040	.025	1.261	310	.208	.171	.135	-.096	.437
	Equal variances not assumed			1.254	296.116	.211	.171	.136	-.097	.438
2.4. Treats staff with respect and fairness.	Equal variances assumed	3.834	.051	1.181	310	.238	.163	.138	-.109	.435
	Equal variances not assumed			1.175	296.499	.241	.163	.139	-.110	.436
2.5. Goes the extra mile to resolve staff issues in departments.	Equal variances assumed	.170	.681	2.422	310	.016	.319	.132	.060	.579
	Equal variances not assumed			2.424	306.728	.016	.319	.132	.060	.578
2.6. Able to resolve department problems promptly.	Equal variances assumed	.205	.651	2.336	310	.020	.305	.130	.048	.561
	Equal variances not assumed			2.339	307.489	.020	.305	.130	.048	.561
2.7. Is transparent and his/her conduct is positive.	Equal variances assumed	1.376	.242	1.247	310	.213	.172	.138	-.099	.443
	Equal variances not assumed			1.246	304.638	.214	.172	.138	-.100	.444
3.1. Encourages two-way communication that promotes open, honest dialogue and understanding.	Equal variances assumed	.410	.522	-1.364	310	.174	-.200	.147	-.489	.089
	Equal variances not assumed			-1.359	300.937	.175	-.200	.147	-.490	.090
3.2. Respects staff different needs, abilities, and aspirations.	Equal variances assumed	.335	.563	-1.709	310	.088	-.246	.144	-.529	.037
	Equal variances not assumed			-1.704	301.643	.089	-.246	.144	-.530	.038
3.3. Focuses on building staff respect, trust and equality.	Equal variances assumed	.237	.627	-1.617	310	.107	-.226	.140	-.502	.049
	Equal variances not assumed			-1.614	302.814	.108	-.226	.140	-.503	.050
3.4. Welcomes employee-input in final decision-making.	Equal variances assumed	.122	.727	-.655	310	.513	-.095	.145	-.379	.190
	Equal variances not assumed			-.655	306.415	.513	-.095	.145	-.379	.190
3.5. Is passionate and dedicated.	Equal variances assumed	.014	.905	-1.416	310	.158	-.218	.154	-.520	.085
	Equal variances not assumed			-1.416	305.707	.158	-.218	.154	-.520	.085

3.6. Considers the moral consequences of decisions.	Equal variances assumed	.001	.969	-.937	310	.349	-.134	.143	-.416	.147
	Equal variances not assumed			-.938	306.933	.349	-.134	.143	-.416	.147
3.7. Values empathy (spirit of ubuntu) towards staff.	Equal variances assumed	.801	.372	-.781	309	.435	-.118	.152	-.417	.180
	Equal variances not assumed			-.778	299.241	.437	-.118	.152	-.418	.181
3.8. Supports staff personal and professional development.	Equal variances assumed	.049	.825	-.979	310	.328	-.143	.146	-.430	.144
	Equal variances not assumed			-.979	306.182	.328	-.143	.146	-.430	.144
3.9. Appreciates and acknowledges staff efforts for tasks achieved.	Equal variances assumed	.070	.791	-.320	310	.749	-.047	.148	-.340	.245
	Equal variances not assumed			-.320	306.901	.749	-.047	.148	-.339	.244
3.10. Strives to fulfil the goals and objectives of the university through the department.	Equal variances assumed	2.365	.125	-.477	310	.634	-.071	.148	-.362	.221
	Equal variances not assumed			-.479	309.172	.633	-.071	.148	-.361	.220
3.11. Is transparent and ethical.	Equal variances assumed	.014	.905	- 1.814	310	.071	-.266	.147	-.555	.022
	Equal variances not assumed			- 1.816	306.636	.070	-.266	.147	-.554	.022
3.12. Has necessary skills to manage employee conflict, mistakes and complaints.	Equal variances assumed	.243	.622	- 1.416	310	.158	-.201	.142	-.481	.078
	Equal variances not assumed			- 1.416	305.928	.158	-.201	.142	-.481	.078
3.13. Is a good role model?	Equal variances assumed	.304	.582	- 2.493	310	.013	-.355	.143	-.636	-.075
	Equal variances not assumed			- 2.490	304.341	.013	-.355	.143	-.636	-.075
3.14. Can be trusted to keep work-related promises.	Equal variances assumed	.534	.465	- 1.440	310	.151	-.213	.148	-.504	.078
	Equal variances not assumed			- 1.438	304.281	.151	-.213	.148	-.505	.078
3.15. Allows employees to influence critical decision-making.	Equal variances assumed	.775	.379	-.946	310	.345	-.136	.144	-.418	.147
	Equal variances not assumed			-.949	308.923	.343	-.136	.143	-.417	.146
3.16. Encourages self-management.	Equal variances assumed	.242	.623	-.915	310	.361	-.138	.150	-.434	.158
	Equal variances not assumed			-.917	307.736	.360	-.138	.150	-.433	.158

ANOVA for Four Measures across Age category

	AGE	N	Mean	Std. Deviation
EML	18-20	3	2.6667	1.52753
	21-30	80	2.8732	.90949
	31-40	106	2.7332	1.12901
	41-50	73	2.7867	1.05654
	51-65	50	2.4857	1.07526
	Total	312	2.7413	1.05433
LML	18-20	3	1.5000	.43301
	21-30	80	2.8914	1.14744
	31-40	106	2.4788	1.10971
	41-50	73	2.5561	1.11396
	51-65	50	2.6525	1.17980
	Total	312	2.6211	1.13885
EE_EXT	18-20	3	1.1000	.17321
	21-30	80	2.8275	.96140
	31-40	106	2.5160	1.00826
	41-50	73	2.6689	1.05383
	51-65	50	2.7600	1.27983
	Total	312	2.6572	1.06431
EE_INT	18-20	3	1.3333	.57735
	21-30	80	3.4667	.99308
	31-40	106	3.2201	1.19336
	41-50	73	3.2694	1.01479
	51-65	50	3.2600	1.10100
	Total	312	3.2831	1.09986

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
EML	Between Groups	4.832	4	1.208	1.088	0.362
	Within Groups	340.879	307	1.110		
	Total	345.711	311			
LML	Between Groups	12.121	4	3.030	2.378	0.052
	Within Groups	391.243	307	1.274		
	Total	403.364	311			
EE_EXT	Between Groups	12.245	4	3.061	2.764	0.028*
	Within Groups	340.043	307	1.108		
	Total	352.288	311			
EE_INT	Between Groups	14.561	4	3.640	3.090	0.016*
	Within Groups	361.652	307	1.178		
	Total	376.213	311			

ANOVA for Four Measures across Ethnicity category

Ethnicity		N	Mean	Std. Deviation
EML	Black	154	2.7560	1.07798
	Coloured	17	2.8739	.95014
	Indian	110	2.6883	1.04892
	White	31	2.7834	1.04645
	Total	312	2.7413	1.05433
LML	Black	154	2.7295	1.17518
	Coloured	17	2.1618	.63433
	Indian	110	2.5165	1.06210
	White	31	2.7056	1.36437
	Total	312	2.6211	1.13885
EE_EXT	Black	154	2.6775	1.05463
	Coloured	17	2.3412	.73660
	Indian	110	2.6127	1.06039
	White	31	2.8871	1.25505
	Total	312	2.6572	1.06431
EE_INT	Black	154	3.2879	1.09734
	Coloured	17	3.1176	1.31202
	Indian	110	3.3515	1.09938
	White	31	3.1075	1.01247
	Total	312	3.2831	1.09986

Robust Tests of Equality of Means					
		Statistic ^a	df1	df2	Sig.
EML	Welch	.225	3	57.545	0.879
LML	Welch	3.408	3	62.814	0.023
EE_EXT	Welch	1.387	3	59.327	0.256
EE_INT	Welch	.531	3	55.951	0.663

a. Asymptotically F distributed.

ANOVA for Four Measures across Employment category

Employment category		N	Mean	Std. Deviation
EML	Permanent	224	2.7596	1.08470
	Contract	80	2.6554	.97705
	Other	8	3.0893	.94741
	Total	312	2.7413	1.05433
LML	Permanent	224	2.6020	1.13450
	Contract	80	2.6219	1.15180
	Other	8	3.1484	1.14853
	Total	312	2.6211	1.13885
EE_EXT	Permanent	224	2.6537	1.08380
	Contract	80	2.6350	1.01496
	Other	8	2.9750	1.07670
	Total	312	2.6572	1.06431
EE_INT	Permanent	224	3.1920	1.09915
	Contract	80	3.4917	1.05139
	Other	8	3.7500	1.33035
	Total	312	3.2831	1.09986

ANOVA for Four Measures across Years of service category

Length of service		N	Mean	Std. Deviation
EML	0-5 YEARS	90	2.8683	.90509
	6-10 YEARS	80	2.6214	1.01909
	11-15 YEARS	49	2.7813	1.15695
	16-20 YEARS	31	2.9355	1.23654
	21-25 YEARS	39	2.5311	1.10314
	26-35 YEARS	19	2.7895	1.10592
	>36 YEARS	4	2.1071	1.31125
	Total	312	2.7413	1.05433
LML	0-5 YEARS	90	2.7410	1.23369
	6-10 YEARS	80	2.6707	1.13069
	11-15 YEARS	49	2.5523	1.14275
	16-20 YEARS	31	2.5282	1.05090
	21-25 YEARS	39	2.3926	1.01964
	26-35 YEARS	19	2.8125	1.12075
	>36 YEARS	4	1.8125	.73951
	Total	312	2.6211	1.13885
EE_EXT	0-5 YEARS	90	2.7278	1.04139
	6-10 YEARS	80	2.6329	1.01720
	11-15 YEARS	49	2.7143	1.07141
	16-20 YEARS	31	2.6452	1.14246
	21-25 YEARS	39	2.4949	1.04326
	26-35 YEARS	19	2.7789	1.34229
	>36 YEARS	4	1.9500	.81854
	Total	312	2.6572	1.06431
EE_INT	0-5 YEARS	90	3.3370	1.16813
	6-10 YEARS	80	3.2583	1.07650
	11-15 YEARS	49	3.4898	1.01631
	16-20 YEARS	31	3.0645	1.13340
	21-25 YEARS	39	3.0855	1.03370
	26-35 YEARS	19	3.4912	1.07364
	>36 YEARS	4	2.6667	1.41421
	Total	312	3.2831	1.09986

ANOVA for Four Measures across Job Grade Level Category

Job grade level category		N	Mean	Std. Deviation
EML	Semi-skilled	81	2.6226	1.05736
	Professional	58	2.7291	1.02517
	Lecturers	148	2.8079	1.07303
	Junior manager	14	2.6939	1.00837
	Middle manager	11	2.8442	1.09256
	Total	312	2.7413	1.05433
LML	Semi-skilled	81	2.6794	1.20264
	Professional	58	2.7091	1.03777
	Lecturers	148	2.4827	1.16204
	Junior manager	14	2.9777	.80883
	Middle manager	11	3.1364	1.04911
	Total	312	2.6211	1.13885
EE_EXT	Semi-skilled	81	2.6535	1.03601
	Professional	58	2.7466	1.05002
	Lecturers	148	2.5257	1.08359
	Junior manager	14	3.2000	.98528
	Middle manager	11	3.2909	.82396
	Total	312	2.6572	1.06431
EE_INT	Semi-skilled	81	3.3292	1.09607
	Professional	58	3.2184	.97643
	Lecturers	148	3.1532	1.12646
	Junior manager	14	3.8810	1.07502
	Middle manager	11	4.2727	.74264
	Total	312	3.2831	1.09986

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
EML	Between Groups	1.955	4	.489	.437	.782
	Within Groups	343.756	307	1.120		
	Total	345.711	311			
LML	Between Groups	8.260	4	2.065	1.604	.173
	Within Groups	395.104	307	1.287		
	Total	403.364	311			
EE_EXT	Between Groups	11.567	4	2.892	2.605	.036
	Within Groups	340.722	307	1.110		
	Total	352.288	311			
EE_INT	Between Groups	18.691	4	4.673	4.012	.003
	Within Groups	357.522	307	1.165		
	Total	376.213	311			

Analysis of variance (ANOVA) for leadership items				
AGE CATEGORIES		N	Mean	Std. Deviation
2.1. Encourages employees to effectively contribute at meetings.	18-20	3	2.67	1.528
	21-30	80	3.31	1.086
	31-40	106	3.05	1.327
	41-50	73	2.92	1.244
	51-65	50	2.72	1.310
	Total	312	3.03	1.256
2.2. Is my role model/ mentor?	18-20	3	2.67	1.528
	21-30	80	2.60	1.143
	31-40	106	2.57	1.250
	41-50	73	2.56	1.118
	51-65	50	2.28	1.246
	Total	312	2.53	1.192
2.3. Suggests different ways of resolving problems within the faculty.	18-20	3	2.67	1.528
	21-30	80	2.85	1.080
	31-40	106	2.86	1.268
	41-50	73	2.85	1.198
	51-65	50	2.56	1.198
	Total	312	2.80	1.194
2.4. Treats staff with respect and fairness.	18-20	3	2.67	1.528
	21-30	80	3.03	1.169
	31-40	106	2.83	1.246
	41-50	73	2.93	1.217
	51-65	50	2.62	1.227
	Total	312	2.87	1.218
2.5. Goes the extra mile to resolve staff issues in departments.	18-20	3	2.67	1.528
	21-30	80	2.73	.981
	31-40	106	2.61	1.269
	41-50	73	2.70	1.198
	51-65	50	2.42	1.197
	Total	312	2.63	1.171
2.6. Able to resolve department problems promptly.	18-20	3	2.67	1.528
	21-30	80	2.73	1.055
	31-40	106	2.54	1.228
	41-50	73	2.68	1.165
	51-65	50	2.34	1.136
	Total	312	2.59	1.159
2.7. Is transparent and his/her conduct is positive.	18-20	3	2.67	1.528
	21-30	80	2.88	1.205
	31-40	106	2.68	1.246
	41-50	73	2.86	1.240
	51-65	50	2.46	1.110
	Total	312	2.74	1.217
3.1. Encourages two-way communication that promotes open, honest dialogue and understanding.	18-20	3	1.67	.577
	21-30	80	3.03	1.263
	31-40	106	2.57	1.331
	41-50	73	2.74	1.302
	51-65	50	2.66	1.239
	Total	312	2.73	1.297
3.2. Respects staff different needs, abilities, and aspirations.	18-20	3	1.67	.577

	21-30	80	3.04	1.237
	31-40	106	2.55	1.310
	41-50	73	2.74	1.225
	51-65	50	2.70	1.266
	Total	312	2.73	1.272
3.3. Focuses on building staff respect, trust and equality.	18-20	3	1.67	.577
	21-30	80	2.78	1.201
	31-40	106	2.41	1.286
	41-50	73	2.60	1.222
	51-65	50	2.58	1.214
	Total	312	2.57	1.238
3.4. Welcomes employee-input in final decision-making.	18-20	3	1.67	.577
	21-30	80	2.71	1.224
	31-40	106	2.39	1.269
	41-50	73	2.67	1.292
	51-65	50	2.80	1.325
	Total	312	2.60	1.274
3.5. Is passionate and dedicated.	18-20	3	1.67	.577
	21-30	80	3.08	1.412
	31-40	106	2.66	1.294
	41-50	73	2.66	1.325
	51-65	50	2.74	1.426
	Total	312	2.77	1.358
3.6. Considers the moral consequences of decisions.	18-20	3	1.67	.577
	21-30	80	2.83	1.376
	31-40	106	2.42	1.194
	41-50	73	2.40	1.187
	51-65	50	2.66	1.287
	Total	312	2.55	1.262
3.7. Values empathy (spirit of Ubuntu) towards staff.	18-20	3	1.67	.577
	21-30	80	2.88	1.426
	31-40	106	2.52	1.311
	41-50	72	2.63	1.305
	51-65	50	2.66	1.272
	Total	311	2.65	1.333
3.8. Supports staff personal and professional development.	18-20	3	1.67	.577
	21-30	80	2.94	1.236
	31-40	106	2.58	1.242
	41-50	73	2.70	1.309
	51-65	50	2.86	1.414
	Total	312	2.73	1.287
3.9. Appreciates and acknowledges staff efforts for tasks achieved.	18-20	3	1.67	.577
	21-30	80	3.05	1.282
	31-40	106	2.54	1.281
	41-50	73	2.75	1.310
	51-65	50	2.74	1.352
	Total	312	2.74	1.307
3.10. Strives to fulfil the goals and objectives of the university through the department.	18-20	3	1.67	.577
	21-30	80	3.14	1.290
	31-40	106	2.74	1.290
	41-50	73	2.89	1.286
	51-65	50	2.88	1.365

	Total	312	2.89	1.304
3.11. Is transparent and ethical.	18-20	3	1.67	.577
	21-30	80	2.79	1.338
	31-40	106	2.30	1.281
	41-50	73	2.33	1.281
	51-65	50	2.54	1.249
	Total	312	2.46	1.298
3.12. Has necessary skills to manage employee conflict, mistakes and complaints.	18-20	3	1.67	.577
	21-30	80	2.71	1.295
	31-40	106	2.26	1.252
	41-50	73	2.32	1.290
	51-65	50	2.38	1.105
	Total	312	2.40	1.254
3.13. Is a good role model?	18-20	3	1.00	.000
	21-30	80	2.83	1.348
	31-40	106	2.34	1.202
	41-50	73	2.32	1.200
	51-65	50	2.42	1.279
	Total	312	2.46	1.267
3.14. Can be trusted to keep work-related promises.	18-20	3	1.00	.000
	21-30	80	2.76	1.380
	31-40	106	2.31	1.260
	41-50	73	2.30	1.244
	51-65	50	2.56	1.312
	Total	312	2.45	1.307
3.15. Allows employees to influence critical decision-making.	18-20	3	1.00	.000
	21-30	80	2.80	1.277
	31-40	106	2.39	1.200
	41-50	73	2.40	1.255
	51-65	50	2.54	1.343
	Total	312	2.51	1.265
3.16. Encourages self-management.	18-20	3	1.00	.000
	21-30	80	2.93	1.357
	31-40	106	2.71	1.287
	41-50	73	2.45	1.302
	51-65	50	2.72	1.341
	Total	312	2.69	1.326

ANOVA						
Leadership items		Sum of Squares	df	Mean Square	F	Sig.
2.1. Encourages employees to effectively contribute at meetings.	Between Groups	12.535	4	3.134	2.012	.093
	Within Groups	478.205	307	1.558		
	Total	490.740	311			
2.2. Is my role model/ mentor?	Between Groups	3.783	4	.946	.663	.618
	Within Groups	437.957	307	1.427		
	Total	441.740	311			
2.3. Suggests different ways of resolving problems within the faculty.	Between Groups	3.667	4	.917	.641	.634
	Within Groups	439.406	307	1.431		
	Total	443.074	311			
2.4. Treats staff with respect and fairness.	Between Groups	5.615	4	1.404	.945	.438
	Within Groups	455.998	307	1.485		
	Total	461.612	311			
2.5. Goes the extra mile to resolve staff issues in departments.	Between Groups	3.304	4	.826	.599	.664
	Within Groups	423.308	307	1.379		
	Total	426.612	311			
2.6. Able to resolve department problems promptly.	Between Groups	5.548	4	1.387	1.034	.390
	Within Groups	411.939	307	1.342		
	Total	417.487	311			
2.7. Is transparent and his/her conduct is positive.	Between Groups	6.888	4	1.722	1.165	.326
	Within Groups	453.561	307	1.477		
	Total	460.449	311			
3.1. Encourages two-way communication that promotes open, honest dialogue and understanding.	Between Groups	13.455	4	3.364	2.025	.091
	Within Groups	509.929	307	1.661		
	Total	523.385	311			
3.2. Respects staff different needs, abilities, and aspirations.	Between Groups	14.547	4	3.637	2.286	.060
	Within Groups	488.373	307	1.591		
	Total	502.920	311			
3.3. Focuses on building staff respect, trust and equality.	Between Groups	8.754	4	2.188	1.436	.222
	Within Groups	467.833	307	1.524		
	Total	476.587	311			
3.4. Welcomes employee-input in final decision-making.	Between Groups	10.810	4	2.703	1.678	.155
	Within Groups	494.305	307	1.610		
	Total	505.115	311			
3.5. Is passionate and dedicated.	Between Groups	13.336	4	3.334	1.828	.123
	Within Groups	560.049	307	1.824		
	Total	573.385	311			
3.6. Considers the moral consequences of decisions.	Between Groups	12.627	4	3.157	2.008	.093
	Within Groups	482.652	307	1.572		
	Total	495.279	311			
3.7. Values empathy (spirit of Ubuntu) towards staff.	Between Groups	8.823	4	2.206	1.245	.292
	Within Groups	541.974	306	1.771		
	Total	550.797	310			
3.8. Supports staff personal and professional development.	Between Groups	10.280	4	2.570	1.563	.184
	Within Groups	504.640	307	1.644		
	Total	514.920	311			
3.9. Appreciates and acknowledges staff efforts for tasks achieved.	Between Groups	15.490	4	3.872	2.304	.058
	Within Groups	515.997	307	1.681		
	Total	531.487	311			
	Between Groups	11.912	4	2.978	1.768	.135

3.10. Strives to fulfil the goals and objectives of the university through the department.	Within Groups	517.161	307	1.685		
	Total	529.074	311			
3.11. Is transparent and ethical.	Between Groups	14.689	4	3.672	2.215	.067
	Within Groups	508.923	307	1.658		
	Total	523.612	311			
3.12. Has necessary skills to manage employee conflict, mistakes and complaints.	Between Groups	11.924	4	2.981	1.918	.107
	Within Groups	477.191	307	1.554		
	Total	489.115	311			
3.13. Is a good role model?	Between Groups	20.201	4	5.050	3.235	.013 *
	Within Groups	479.257	307	1.561		
	Total	499.458	311			
3.14. Can be trusted to keep work-related promises.	Between Groups	18.375	4	4.594	2.750	.028 *
	Within Groups	512.904	307	1.671		
	Total	531.279	311			
3.15. Allows employees to influence critical decision-making.	Between Groups	16.146	4	4.037	2.572	.038 *
	Within Groups	481.841	307	1.570		
	Total	497.987	311			
3.16. Encourages self-management.	Between Groups	17.197	4	4.299	2.492	.043 *
	Within Groups	529.646	307	1.725		
	Total	546.843	311			

* (p < 0.05 = significant difference)

ANOVA for Leadership items and Employee Length of service group				
LENGTH OF SERVICE		N	Mean	Std. Deviation
2.1. Encourages employees to effectively contribute at meetings.	0-5 YEARS	90	3.26	1.117
	6-10 YEARS	80	2.90	1.228
	11-15 YEARS	49	3.18	1.380
	16-20 YEARS	31	2.97	1.426
	21-25 YEARS	39	2.69	1.260
	26-35 YEARS	19	3.05	1.268
	>36 YEARS	4	2.25	1.258
	Total	312	3.03	1.256
2.2. Is my role model/ mentor?	0-5 YEARS	90	2.60	1.089
	6-10 YEARS	80	2.44	1.189
	11-15 YEARS	49	2.61	1.222
	16-20 YEARS	31	2.71	1.442
	21-25 YEARS	39	2.33	1.108
	26-35 YEARS	19	2.53	1.349
	>36 YEARS	4	2.25	1.500
	Total	312	2.53	1.192
2.3. Suggests different ways of resolving problems within the faculty.	0-5 YEARS	90	2.90	1.082
	6-10 YEARS	80	2.71	1.182
	11-15 YEARS	49	2.94	1.329
	16-20 YEARS	31	3.00	1.342
	21-25 YEARS	39	2.49	1.167
	26-35 YEARS	19	2.84	1.119
	>36 YEARS	4	2.25	1.500
	Total	312	2.80	1.194
2.4. Treats staff with respect and fairness.	0-5 YEARS	90	2.97	1.146
	6-10 YEARS	80	2.83	1.188
	11-15 YEARS	49	2.78	1.295
	16-20 YEARS	31	3.16	1.293
	21-25 YEARS	39	2.59	1.186
	26-35 YEARS	19	3.00	1.414
	>36 YEARS	4	2.50	1.291
	Total	312	2.87	1.218
2.5. Goes the extra mile to resolve staff issues in departments.	0-5 YEARS	90	2.81	.959
	6-10 YEARS	80	2.39	1.153
	11-15 YEARS	49	2.63	1.270
	16-20 YEARS	31	2.90	1.300
	21-25 YEARS	39	2.54	1.274
	26-35 YEARS	19	2.74	1.284
	>36 YEARS	4	1.75	1.500
	Total	312	2.63	1.171
2.6. Able to resolve department problems promptly.	0-5 YEARS	90	2.71	1.104
	6-10 YEARS	80	2.44	1.123
	11-15 YEARS	49	2.61	1.204
	16-20 YEARS	31	2.77	1.283
	21-25 YEARS	39	2.51	1.167
	26-35 YEARS	19	2.63	1.165
	>36 YEARS	4	1.75	1.500
	Total	312	2.59	1.159
2.7. Is transparent and his/her conduct is positive.	0-5 YEARS	90	2.83	1.144

	6-10 YEARS	80	2.65	1.192
	11-15 YEARS	49	2.71	1.291
	16-20 YEARS	31	3.03	1.354
	21-25 YEARS	39	2.56	1.252
	26-35 YEARS	19	2.74	1.147
	>36 YEARS	4	2.00	1.414
	Total	312	2.74	1.217
3.1. Encourages two-way communication that promotes open, honest dialogue and understanding.	0-5 YEARS	90	2.83	1.343
	6-10 YEARS	80	2.79	1.338
	11-15 YEARS	49	2.61	1.397
	16-20 YEARS	31	2.77	1.175
	21-25 YEARS	39	2.46	1.120
	26-35 YEARS	19	2.95	1.268
	>36 YEARS	4	2.00	.816
3.2. Respects staff different needs, abilities, and aspirations.	Total	312	2.73	1.297
	0-5 YEARS	90	2.87	1.342
	6-10 YEARS	80	2.81	1.254
	11-15 YEARS	49	2.63	1.424
	16-20 YEARS	31	2.74	1.094
	21-25 YEARS	39	2.41	1.117
	26-35 YEARS	19	2.84	1.214
3.3. Focuses on building staff respect, trust and equality.	>36 YEARS	4	2.00	.816
	Total	312	2.73	1.272
	0-5 YEARS	90	2.69	1.269
	6-10 YEARS	80	2.54	1.321
	11-15 YEARS	49	2.51	1.293
	16-20 YEARS	31	2.45	1.150
	21-25 YEARS	39	2.44	1.095
3.4. Welcomes employee-input in final decision-making.	26-35 YEARS	19	2.84	1.119
	>36 YEARS	4	2.00	.816
	Total	312	2.57	1.238
	0-5 YEARS	90	2.60	1.270
	6-10 YEARS	80	2.64	1.314
	11-15 YEARS	49	2.47	1.416
	16-20 YEARS	31	2.61	1.202
3.5. Is passionate and dedicated.	21-25 YEARS	39	2.54	1.189
	26-35 YEARS	19	2.89	1.197
	>36 YEARS	4	2.25	.957
	Total	312	2.60	1.274
	0-5 YEARS	90	2.89	1.441
	6-10 YEARS	80	2.84	1.382
	11-15 YEARS	49	2.69	1.294
3.6. Considers the moral consequences of decisions.	16-20 YEARS	31	2.81	1.327
	21-25 YEARS	39	2.49	1.211
	26-35 YEARS	19	2.74	1.485
	>36 YEARS	4	2.25	.957
	Total	312	2.77	1.358
	0-5 YEARS	90	2.61	1.396
	6-10 YEARS	80	2.61	1.258
	11-15 YEARS	49	2.35	1.182
	16-20 YEARS	31	2.61	1.256
	21-25 YEARS	39	2.44	1.095

	26-35 YEARS	19	2.68	1.293
	>36 YEARS	4	2.25	.957
	Total	312	2.55	1.262
3.7. Values empathy (spirit of Ubuntu) towards staff.	0-5 YEARS	90	2.77	1.484
	6-10 YEARS	79	2.63	1.341
	11-15 YEARS	49	2.53	1.276
	16-20 YEARS	31	2.68	1.137
	21-25 YEARS	39	2.44	1.209
	26-35 YEARS	19	3.00	1.291
	>36 YEARS	4	2.00	1.155
	Total	311	2.65	1.333
3.8. Supports staff personal and professional development.	0-5 YEARS	90	2.82	1.312
	6-10 YEARS	80	2.73	1.292
	11-15 YEARS	49	2.73	1.287
	16-20 YEARS	31	2.71	1.160
	21-25 YEARS	39	2.49	1.295
	26-35 YEARS	19	3.11	1.370
	>36 YEARS	4	1.75	.957
	Total	312	2.73	1.287
3.9. Appreciates and acknowledges staff efforts for tasks achieved.	0-5 YEARS	90	2.78	1.380
	6-10 YEARS	80	2.79	1.250
	11-15 YEARS	49	2.92	1.351
	16-20 YEARS	31	2.61	1.358
	21-25 YEARS	39	2.44	1.188
	26-35 YEARS	19	3.00	1.247
	>36 YEARS	4	1.75	.957
	Total	312	2.74	1.307
3.10. Strives to fulfil the goals and objectives of the university through the department.	0-5 YEARS	90	2.98	1.406
	6-10 YEARS	80	2.88	1.205
	11-15 YEARS	49	2.88	1.317
	16-20 YEARS	31	2.77	1.309
	21-25 YEARS	39	2.90	1.252
	26-35 YEARS	19	3.05	1.311
	>36 YEARS	4	1.25	.500
	Total	312	2.89	1.304
3.11. Is transparent and ethical.	0-5 YEARS	90	2.63	1.369
	6-10 YEARS	80	2.54	1.340
	11-15 YEARS	49	2.41	1.306
	16-20 YEARS	31	2.10	1.193
	21-25 YEARS	39	2.18	1.097
	26-35 YEARS	19	2.84	1.214
	>36 YEARS	4	1.75	.957
	Total	312	2.46	1.298
3.12. Has necessary skills to manage employee conflict, mistakes and complaints.	0-5 YEARS	90	2.61	1.371
	6-10 YEARS	80	2.49	1.253
	11-15 YEARS	49	2.29	1.275
	16-20 YEARS	31	2.19	1.108
	21-25 YEARS	39	2.15	1.065
	26-35 YEARS	19	2.47	1.172
	>36 YEARS	4	1.25	.500
	Total	312	2.40	1.254
3.13. Is a good role model?	0-5 YEARS	90	2.68	1.389

	6-10 YEARS	80	2.56	1.271
	11-15 YEARS	49	2.41	1.322
	16-20 YEARS	31	2.13	1.118
	21-25 YEARS	39	2.10	.995
	26-35 YEARS	19	2.58	1.121
	>36 YEARS	4	1.50	.577
	Total	312	2.46	1.267
3.14. Can be trusted to keep work-related promises.	0-5 YEARS	90	2.61	1.451
	6-10 YEARS	80	2.54	1.272
	11-15 YEARS	49	2.39	1.351
	16-20 YEARS	31	2.23	1.203
	21-25 YEARS	39	2.18	1.097
	26-35 YEARS	19	2.58	1.216
	>36 YEARS	4	1.75	.957
3.15. Allows employees to influence critical decision-making.	Total	312	2.45	1.307
	0-5 YEARS	90	2.63	1.319
	6-10 YEARS	80	2.65	1.244
	11-15 YEARS	49	2.35	1.284
	16-20 YEARS	31	2.39	1.230
	21-25 YEARS	39	2.23	1.202
	26-35 YEARS	19	2.63	1.257
3.16. Encourages self-management.	>36 YEARS	4	1.75	.957
	Total	312	2.51	1.265
	0-5 YEARS	90	2.86	1.370
	6-10 YEARS	80	2.70	1.316
	11-15 YEARS	49	2.67	1.313
	16-20 YEARS	31	2.65	1.404
	21-25 YEARS	39	2.41	1.272
	26-35 YEARS	19	2.79	1.228
	>36 YEARS	4	1.50	.577
	Total	312	2.69	1.326

Robust Tests of Equality of Means

		Statistic a	df1	df2	Sig.
2.1. Encourages employees to effectively contribute at meetings.	Welch	1.455	6	35.472	.222
2.2. Is my role model/ mentor?	Welch	.444	6	35.229	.844
2.3. Suggests different ways of resolving problems within the faculty.	Welch	.883	6	35.340	.518
2.4. Treats staff with respect and fairness.	Welch	.800	6	35.423	.576
2.5. Goes the extra mile to resolve staff issues in departments.	Welch	1.476	6	35.086	.215
2.6. Able to resolve department problems promptly.	Welch	.710	6	35.310	.644
2.7. Is transparent and his/her conduct is positive.	Welch	.668	6	35.431	.676
3.1. Encourages two-way communication that promotes open, honest dialogue and understanding.	Welch	1.065	6	36.755	.401
3.2. Respects staff different needs, abilities, and aspirations.	Welch	1.220	6	36.698	.318
3.3. Focuses on building staff respect, trust and equality.	Welch	.747	6	36.679	.616
3.4. Welcomes employee-input in final decision-making.	Welch	.347	6	36.264	.907
3.5. Is passionate and dedicated.	Welch	.646	6	36.347	.693
3.6. Considers the moral consequences of decisions.	Welch	.436	6	36.220	.850
3.7. Values empathy (spirit of Ubuntu) towards staff.	Welch	.742	6	36.064	.619
3.8. Supports staff personal and professional development.	Welch	1.133	6	36.201	.363
3.9. Appreciates and acknowledges staff efforts for tasks achieved.	Welch	1.363	6	36.259	.256
3.10. Strives to fulfil the goals and objectives of the university through the department.	Welch	6.322	6	39.242	.000
3.11. Is transparent and ethical.	Welch	1.705	6	36.354	.148
3.12. Has necessary skills to manage employee conflict, mistakes and complaints.	Welch	3.915	6	39.066	.004 *
3.13. Is a good role model?	Welch	3.110	6	38.174	.014 *
3.14. Can be trusted to keep work-related promises.	Welch	1.105	6	36.372	.378
3.15. Allows employees to influence critical decision-making.	Welch	1.168	6	36.192	.345
3.16. Encourages self-management.	Welch	2.994	6	38.411	.017

a. Asymptotically F distributed.

* ($p < 0.05$ = significant difference)

PEARSON CORRELATION COEFFICIENT FOR LINE MANAGEMENT LEADERSHIP AND EXECUTIVE MANAGEMENT LEADERSHIP

		2.1. Encourages employees to effectively contribute at meetings.	2.2. Is my role model/mentor?	2.3. Suggests different ways of resolving problems within the faculty.	2.4. Treats staff with respect and fairness.	2.5. Goes the extra mile to resolve staff issues in departments.	2.6. Able to resolve department problems promptly.	2.7. Is transparent and his/her conduct is positive.
3.1. Encourages two-way communication that promotes open, honest dialogue and understanding.	Pearson Correlation	.459**	.253**	.304**	.368**	.288**	.243**	.403**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000
	N	312	312	312	312	312	312	312
3.2. Respects staff different needs, abilities, and aspirations.	Pearson Correlation	.415**	.214**	.283**	.372**	.288**	.244**	.393**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000
	N	312	312	312	312	312	312	312
3.3. Focuses on building staff respect, trust and equality.	Pearson Correlation	.389**	.212**	.276**	.376**	.320**	.279**	.383**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000
	N	312	312	312	312	312	312	312
3.4. Welcomes employee-input in final decision-making.	Pearson Correlation	.377**	.198**	.301**	.341**	.255**	.238**	.348**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000
	N	312	312	312	312	312	312	312
3.5. Is passionate and dedicated.	Pearson Correlation	.347**	.191**	.250**	.347**	.286**	.279**	.358**
	Sig. (2-tailed)	.000	.001	.000	.000	.000	.000	.000
	N	312	312	312	312	312	312	312
3.6. Considers the moral consequences of decisions.	Pearson Correlation	.321**	.185**	.208**	.315**	.311**	.310**	.339**
	Sig. (2-tailed)	.000	.001	.000	.000	.000	.000	.000
	N	312	312	312	312	312	312	312
3.7. Values empathy (spirit of Ubuntu) towards staff.	Pearson Correlation	.398**	.232**	.266**	.382**	.352**	.336**	.400**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000
	N	311	311	311	311	311	311	311
3.8. Supports staff personal and professional development.	Pearson Correlation	.363**	.178**	.236**	.320**	.265**	.229**	.329**
	Sig. (2-tailed)	.000	.002	.000	.000	.000	.000	.000
	N	312	312	312	312	312	312	312
3.9. Appreciates and acknowledges staff efforts for tasks achieved.	Pearson Correlation	.398**	.265**	.308**	.391**	.306**	.283**	.380**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000

	N	312	312	312	312	312	312	312
3.10. Strives to fulfil the goals and objectives of the university through the department.	Pearson Correlation	.369**	.171**	.240**	.282**	.293**	.269**	.283**
	Sig. (2-tailed)	.000	.002	.000	.000	.000	.000	.000
	N	312	312	312	312	312	312	312
3.11. Is transparent and ethical.	Pearson Correlation	.400**	.213**	.269**	.319**	.282**	.230**	.375**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000
	N	312	312	312	312	312	312	312
3.12. Has necessary skills to manage employee conflict, mistakes and complaints.	Pearson Correlation	.395**	.287**	.289**	.376**	.378**	.347**	.386**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000
	N	312	312	312	312	312	312	312
3.13. Is a good role model?	Pearson Correlation	.335**	.195**	.221**	.310**	.251**	.229**	.343**
	Sig. (2-tailed)	.000	.001	.000	.000	.000	.000	.000
	N	312	312	312	312	312	312	312
3.14. Can be trusted to keep work-related promises.	Pearson Correlation	.372**	.211**	.251**	.340**	.307**	.291**	.360**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000
	N	312	312	312	312	312	312	312
3.15. Allows employees to influence critical decision-making.	Pearson Correlation	.397**	.216**	.315**	.362**	.328**	.269**	.390**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000
	N	312	312	312	312	312	312	312
3.16. Encourages self-management.	Pearson Correlation	.395**	.194**	.311**	.349**	.295**	.233**	.366**
	Sig. (2-tailed)	.000	.001	.000	.000	.000	.000	.000
	N	312	312	312	312	312	312	312

** Correlation is significant at the 0.01 level (2-tailed)

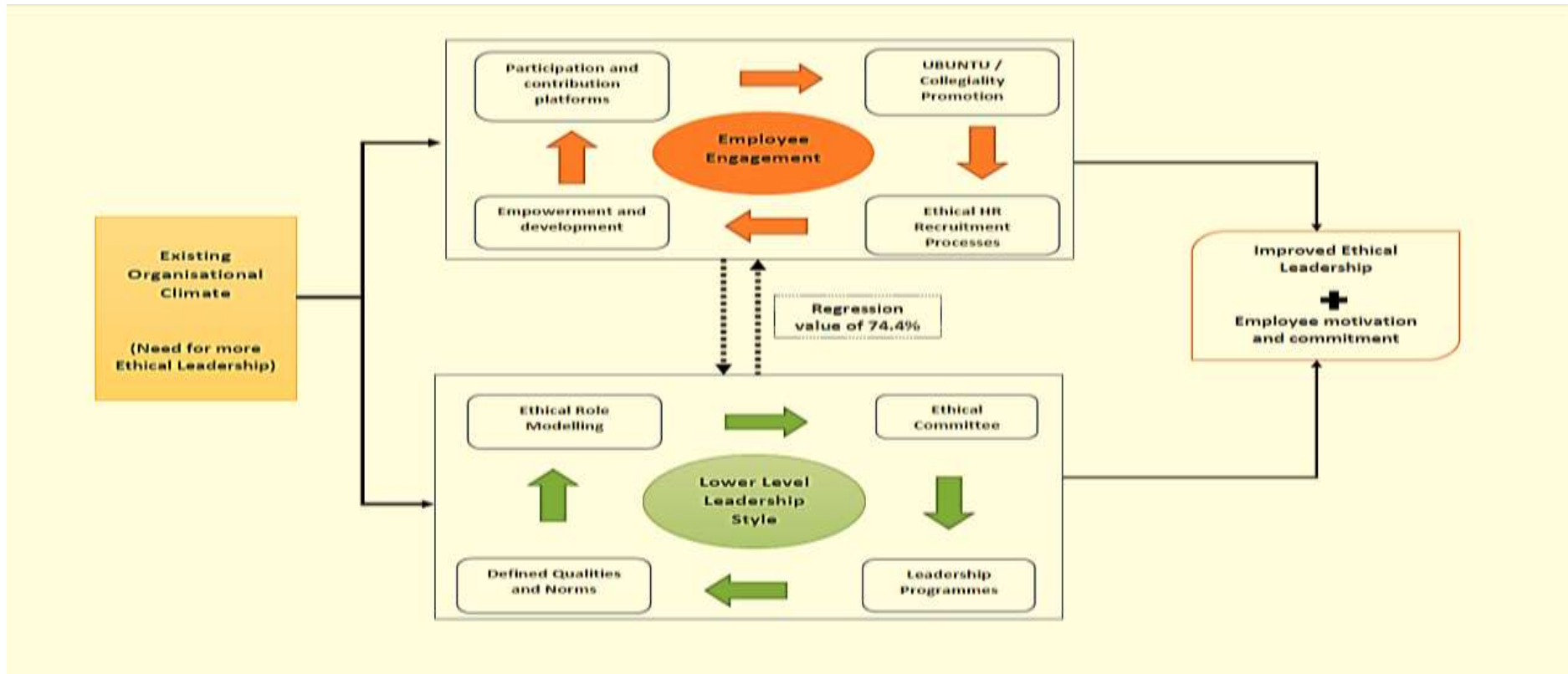
ANNEXURE F – SAMPLE SIZE

SEKARAN AND BOUGIE’S LIST FOR SELECTING A SAMPLE SIZE FROM A GIVEN POPULATION SIZE

N	S	N	S	N	S
10	10	220	140	1 200	291
15	14	230	144	1 300	297
20	19	240	148	1 400	302
25	24	250	152	1 500	306
30	28	260	155	1 600	310
35	32	270	159	1 700	313
40	36	280	162	1 800	317
45	40	290	165	1 900	320
50	44	300	169	2 000	322
55	48	320	175	2 200	327
60	52	340	181	2 400	331
65	56	360	186	2 600	335
70	59	380	191	2 800	338
75	63	400	196	3 000	341
80	66	420	201	3 500	346
85	70	440	205	4 000	351
90	73	460	210	4 500	354
95	76	480	214	5 000	357
100	80	500	217	6 000	361
110	86	550	226	7 000	364
120	92	600	234	8 000	367
130	97	630	242	9 000	368
140	103	700	248	10 000	370
150	108	750	254	15 000	375
160	113	800	260	20 000	377
170	118	850	265	30 000	379
180	123	900	269	40 000	380
190	127	950	274	50 000	381
200	132	1 000	278	75 000	382
210	136	1 100	285	1 000 000	384

Source: Sekaran and Bougie (2014:268)

ANNEXURE G – PROPOSED MODEL for further development



ANNEXURE H – INSTITUTIONAL RESEARCH ETHICS committee



ANNEXURE I – GATEKEEPERS PERMISSION



*Directorate for Research and Postgraduate Support
Durban University of Technology
Tromso Annexe, Steve Biko Campus
P.O. Box 1334, Durban 4000
Tel.: 031-3732576/7
Fax: 031-3732946*

15 September 2017

Ms Anrusha Ramlall
c/o Faculty of Management Sciences
Durban University of Technology

Dear Ms Ramlall

PERMISSION TO CONDUCT RESEARCH AT THE DUT

Your email correspondence in respect of the above refers. I am pleased to inform you that the Institutional Research Committee (IRC) has granted full permission for you to conduct your research "The application of ethical leadership styles on employee engagement at Durban University of Technology (DUT). A case approach" at the Durban University of Technology.

The DUT may impose any other condition it deems appropriate in the circumstances having regard to nature and extent of access to and use of information requested.

We would be grateful if a summary of your key research findings can be submitted to the IRC on completion of your studies.

Kindest regards.
Yours sincerely



PROF CARIN NAPIER
DIRECTOR (ACTING); RESEARCH AND POSTGRADUATE SUPPORT DIRECORATE

ANNEXURE J – TURNITIN summary and DIGITAL RECEIPT

The Application of Ethical Leadership Styles on Employee Engagement at Durban Institute of Technology (DUT) - A Case Study Approach - Anrusha Bhana

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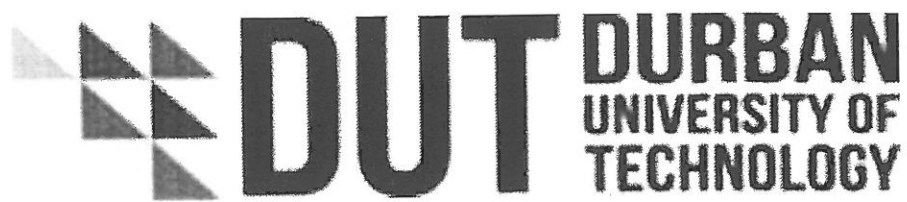
CHAPTER 1: BACKGROUND AND OVERVIEW OF THE STUDY

Introduction

Higher Education Institutions (HEIs) in South Africa are diverse, highly debated and structured. In this regard HEIs require leaders with strong personal, relational and knowledgeable performance (Ngwenya and Tshona, 2013:208). Effective leadership is imperative at South African HEIs not only at the top level, but also at lower levels. Notably, effective leadership at HEIs seems to inevitably be the best route. However, the demand for effective leadership seems to be greater than the supply. It is well known by previous researchers that the shortcoming in South African Higher Education (SAHE) is inefficient and inefficient leadership that often result in failure (Ngwenya and Tshona, 2013:208, cited Jansen, 2008, Seale 2004, Korocho, 2003).

The working focus of SAHE comprises of two groups of employees, academic and administrative support staff. Evidently, in many institutions revealed that a good academic may not automatically be an effective leader (Oduro-Ogutu, 2002:54, cited De La Rey, 2012). Academics can be defined as people that work in a university. They are mainly engaged in teaching, research, and public service in relation to the research purposes (Van Nieuwen, De Clerk and Pries-Potter, 2017:3, cited University of California, 2014). Interestingly, the domain of education is being confronted by more difficulties in making its employees committed to HEIs (Jansen, 2008). Moreover, university academics cannot function in isolation from the rest of the organisation. Hence, the importance of academic support staff to progressively help the process of achieving institutional goals. According to Van Nieuwen et al. (2014:4) cited Thomas, 2004:276, Thomas, 2003 where support staff comprises clerical and secretarial employees, and include general staff, along with administrative personnel.

Over the years South African leadership at different sectors has outperformed the media in its positive and negative aspects. Despite a plethora of research on the tangible and intangible benefits of ethical leadership, most organisations have ignored the need for it. Challenges facing South Africa's continued progress are ethical and moral-based, and the resolution will rely on moral, ethical and ethical leadership (Panda-Rathbone, 2016). Many media



Strategic Plan 2.0

July 2017-December 2019

Council approved June 2017

DUT STRATEGIC PLAN v2.0, JULY 2017-DECEMBER 2019 – A foreword

DUT's Strategic Plan 2015-2019 articulates the University's vision and mission through strategic focus areas and objectives that underpin our teaching-learning, research-innovation, engagement and management-administrative activities. As the implementation of this strategic plan reaches its half-way mark mid-2017, it is pertinent to reflect on, and look to, the remainder two and half years of this plan. Importantly, such reflection should consider the obstacles and difficulties that could negatively impact the implementation of this 5-year plan. Another equally important reason for this forward look is that our University leadership changed in October 2016. This allows the new Vice-Chancellor and the executives and senior managers who have joined us, with their caps of "newness", to make observations on how the core intentions of the plan are best accomplished and realised within the remainder of its life.

Without developing a new plan, what we seek, rather, is to provide nuances to an already sophisticated and aspirational Plan. Consequently, the refinement and nuancing of the Strategic Plan has been undertaken to clarify and ensure that the strategic priorities of the University can be subjected to measurement, monitoring and evaluation of not just the outputs but the ultimate outcomes.

The Changes

The Vision, Mission and Values of the University remain unchanged. These, together with the Framework (Towards relevance, responsiveness and resilience, 2015-2019), form the backdrop of the University's strategic direction.

The Strategic Plan 2015-2019 has a **2-4-6** element structure. The **2 DNA** strands of Student Centredness and Engagement remain the core. The People of the DUT community, that is staff, students, stakeholders, alumni, partners and the broader society we serve, especially the right ones, are the agents in whom reside the potential energy to interweave the two DNA strands into DUT's policies, systems, including everyday life and practices. While the double helix of the DNA strands remains in this revised version, People are a critical element of the University's continued success and must be recognised as such.

The **4 Strategic Focus Areas (SFAs)**, i.e. Building sustainable student communities of living and learning, Building research and innovation for development, Building a learning organisation and Building a sustainable university remain central to the strategic plan. The University's 13 strategic objectives fall within these SFAs. A few words and elements were added to these as part of nuancing them.

The **6 drivers** cross referenced the SFAs giving rise to a matrix containing 91 high level actionable statements. The various ambits and divisions within the University were required to draw up their own divisional performance plans/activities by drawing on these statements. The reality was that this was open for wide interpretation and hence it made measurement and monitoring of the plan very difficult. In refining this plan, we are silent on the 6 drivers as 'drivers'; rather, these have either been incorporated into the University's strategic objectives thus strengthening the objectives or have been reformulated as strategic priorities.

The strategic priorities crossed referenced with the SFAs and strategic objectives, and with the measurement and monitoring element, comprise the nuanced Strategic Plan, colloquially known as version 2.0.

Version 2.0 helps to align all University endeavours unambiguously to the strategic framework and direction outlined in the full Plan. Version 2.0 replaces pages 8-11 of the Strategic Plan booklet.

Professor Thandwa Z. Mthembu

Vice-Chancellor and Principal, May 2017

Strategic Objectives July 2017-December 2019

Each Strategic Focus Area is expanded by a set of Strategic Objectives that provide a framework for action.

<p>SFA 1 Building sustainable student communities of living and learning</p> <p>1.1 Provide enabling and accessible living and learning environments that promote student success and advance the intellectual, psychosocial and emotional growth and wellbeing of our students</p> <p>1.2 Develop and strengthen ethical citizenship and leadership among students and their sense of critical social, economic, environmental and political agency including that of being a global citizen</p> <p>1.3 Provide innovative teaching, learning and assessment that focuses on demand-driven and user-oriented programmes and that accommodate the diverse needs of our students and enhance the quality of our graduates</p> <p>1.4 Deepen the innovative use of technology to improve the quality of learning, teaching and assessment</p>	<p>SFA 2 Building research and innovation for development</p> <p>2.1 Contribute to meeting local, regional and national challenges by strengthening research, innovation and engagement</p> <p>2.2 Strengthen and expand a supportive research, innovation and engagement culture</p> <p>2.3 Deepen the University's engagement through dynamic dialogue and interfaces at local, regional, national and global levels and through sustainable innovation and entrepreneurial platforms for research and innovation</p>
<p>SFA 3 Building a learning organisation</p> <p>3.1 Foster among our people shared values, collegiality, ethical behaviour, accountability, institutional/global citizenship and responsiveness</p> <p>3.2 Strengthen a diversified and talented DUT community, retain and nurture talent, recognise excellence and develop the full potential of our people</p> <p>3.3 Foster a culture of monitoring and evaluation to advance the University's effectiveness</p>	<p>SFA 4 Building a sustainable University</p> <p>4.1 Develop a sustainable growth framework which ensures rigorous and aligned planning, resource allocation, risk assessment and quality assurance</p> <p>4.2 Build stewardship across the University to promote sustainability and the optimisation of all DUT resources and facilities and the diversification and maximisation of DUT's income streams, in particular, 3rd stream income</p> <p>4.3 Use technology more effectively and innovatively to enhance all aspects of the University's business</p>

DUT STRATEGIC PLAN v2.0, JULY 2017-DECEMBER 2019

SFA	Strategic objective	Strategic Priority	Indicators	Baseline July 2017	2018	2019	Responsibility
SFA1 Building sustainable student communities of living and learning	I.1 Provide enabling and accessible living and learning environments that promote student success and advance the intellectual, psychosocial and emotional growth and wellbeing of our students	Curriculum transformation and relevance	All new demand-driven and user-oriented programmes submitted to CHE for accreditation in accordance with the HEQSF	Undergrad 80% end 2017	Undergrad 100%	Pipeline teaching	DVC T&L
				Post grad 25% end 2017	Post grad 50%	Post grad 100%	DVC T&L
			A university-wide understanding of decolonisation and implications for engagement, teaching-learning, research-innovation	Newly articulated programmes factor the South African/African/global contexts, e.g. GenEd	Institutional position paper on common understanding of decolonisation for the University; I University-wide workshop	I University-wide workshop identifying areas to focus significant change	DVC T&L, DVC RIE, DVC P&O
		Our programmes are relevant for graduate employability including a focus on entrepreneurship education	Conduct research and monitor the efficacy of our programmes in the marketplace for graduate employment	Graduate surveys in place indicating graduate perceptions; Feedback from some industrial liaison committees; Reviews from professional bodies (e.g. ECSA, health sciences)	A review conducted every three years on graduate employability and entrepreneur development, starting 2018	-	DVC P&O, DVC T&L

		Annual report on planned capex, maintenance and restoration work undertaken linked to 20 year Maintenance and Infrastructure Plan	Guided by the 20 year maintenance and infrastructure plans	Guided by the maintenance and infrastructure plan for 2018	Guided by the maintenance and infrastructure plan for 2019	DVC P&O
University physical infrastructure conducive to student and staff centeredness & engagement		Modification/reorientation of teaching-learning and research-innovation spaces	Influenced by the curriculum renewal project/teaching-learning methodologies	Re-evaluate the Campus Master Plan against new teaching-learning demands and orientation	Develop plans for such changes either through maintenance work or infrastructure changes	DVC P&O, DVC T&L
		Equitable access for people with disabilities	All new and renovated buildings as far as practical, accommodate access in the form of lifts/ramps and toilet facilities	Develop and adopt a formal policy on the parameters of reasonable accommodation for people with disabilities in the DUT context; Develop a three-year implementation plan including budgets in critically identified areas	Implement as per plan	DVC P&O
		Sport as a means for social integration and cohesion	Insufficient sporting facilities and lacking as a priority in the University agenda	Develop a plan for sport improvement for both facilities and staff/student interaction	Begin implementation of funded Plan per year	Registrar
		A safe, secure and risk-controlled environment for all learning spaces and residences	A plan for rolling out (based on budgets) for fire evacuation system in high rise buildings; External out-sourced security services and partial camera coverage of the University property	Develop a strategic campus security plan including the use of technology approved by EM	Begin implementation of funded Plan per year	DVC P&O
		A safe, secure and risk-controlled student environment				

Strategic objective	Strategic Priority	Indicators	Baseline July 2017	2018	2019	Responsibility
1.2 Develop and strengthen ethical citizenship and leadership among students and their sense of critical social, economic, environmental and political agency including that of being a global citizen	The co-curriculum for student holistic development	An integrated first year student experience programme for transitioning from school to university and focusing on undergraduate success	Senate approved that FYSE is an institutional project	50% participation	75% participation	Registrar; DVC T&L
		Coordinated programme of co-curriculum activities leading to credentials promoting a culture of intellectual engagement and ethical leadership among our students	A range of co-curricular activities exist, e.g. leadership, time management, career planning etc.; however there is limited standardisation of programmes	Establish baseline of existing co-curriculum activities; Develop a plan for phased roll-out beginning 2018	Complete outstanding phases	Registrar
		A language policy which takes into account alternatives to the current usage of only English as the medium of teaching-learning and communication	Language policy is being drafted to be approved by Council Nov 2017	Develop a plan to implement the approved Language Policy	Implement plan	Registrar
	An inclusive institutional culture, embracing diversity plurality, shared values, and a principled approach	A focus on diversity, nonviolence and cultural sensitivity included in staff and student orientation and induction programmes	Minimal focus in staff and student orientation/ induction programmes; confined to department inductions	Strengthen the orientation and induction programmes for staff and students with a focus on diversity and cultural sensitivity	Develop additional programmes for staff and students	DVC P&O, Registrar
		Evidence-based approach inclusive of the use of analytics to monitor inclusivity and diversity	Student satisfaction/ experience surveys; Student surveys on engagement	Analyse data from these surveys to determine the extent of inclusivity and diversity	Review policies requiring revision to promote inclusive institutional culture embracing inclusivity and diversity	DVC T&L, DVC RIE, Registrar
	Student and staff activism	The University is a vibrant space that allows for debate, transparency, accountability and academic freedom	Student activism is evident around student issues;	Initiate an annual plan for public lectures across disciplines	Initiate an annual plan for public lectures across disciplines	DVC P&O, DVC T&L, DVC RIE, Registrar

				there are pockets of public lectures and discourse				

<p>I.4 Deepen the innovative use of technology to improve the quality of learning, teaching and assessment</p>	Digital literacy of our students to enhance learning	Our students use the online learning management system (LMS)	LMS in place; classrooms automatically generated on LMS with a 57% uptake	80% uptake of LMS usage	100% uptake	DVC T&L
	Educational technologies and tools are used to enable teaching and learning	Students and staff are exposed to learning through the latest educational tools and technologies	Podcasts, social media, WWW, blogs, mobile apps, etc.	Baseline study of what is used and by whom	Training programme for staff to be exposed to technologies	DVC T&L
	Use of technology for real-time student feedback and academic progress	Student progress and tracking system	Excel spreadsheets used by some departments; ITS reports are available; Currently planning for pilot system	System piloted in selected faculties	System is scaled up to at least one additional faculty	DVC T&L, DVC RIE, DVC P&O
	Staff and students work with latest research equipment and other technologies and tools	Academic standing of our offerings in the marketplace	Capex is restricted but research, special funds and grants enable a modicum of acquiring tools and technologies; There are arrangements for collaborative use of external research laboratories	Assessment of what equipment and other technologies necessary for staff and students to use; Identify areas for collaborate use either internal or external	Put in place practical measures/solutions to access necessary equipment	DVC RIE, DVC T&L

SFA	Strategic objective	Strategic Priority	Indicators	Baseline July 2017	2018	2019	Responsibility
SFA 2 Building research and innovation for development	2.1 Contribute to meeting local, regional and national challenges by strengthening research, innovation and engagement	New strategic research/innovation and technology areas that are largely applied in nature and relevant to the needs of our country	Existing research-innovation areas are reviewed and prioritised to strengthen and resourced appropriately	9 established RFAs 5 emerging RFAs	Up to 2 identified R&I areas, with a clear plan for resourcing, staffing and implementing in 2018	Up to 3 identified R&I areas, with a clear plan for resourcing, staffing and implementing in 2019	DVC RIE
		Build the postgraduate project at the University	Seed resourcing for newly identified research focus areas (RFA)	No baseline but could be uplifted from emerging RFAs	2 identified for support	Continue with resourcing	DVC RIE
	2.2 Strengthen and expand a supportive research, innovation and engagement culture	Build the University's research and innovation capability and capacity	Enrolment targets for postgraduate studies 2017-2019	853 M, 321 D (end 2016)	As per enrolment plan	As per enrolment plan	DVC RIE, DVC T&L
			Staff capacity - % of Ms and Ds	22% D 47% M	22.5% D 48% M	23% D 49% M	DVC RIE, DVC T&L
			The research profile - increasing research outputs	121 M graduates 39 D graduates 201 publication units (2016 figures)	150 M graduates 29 D graduates 215	165 M graduates 32 D graduates 230	DVC RIE
			External research funding and consultancies	R81 745 065 end 2016	1% annual increase	1% annual increase	DVC RIE
	2.3 Deepen the University's engagement through dynamic dialogue and	An engagement agenda that addresses pressing issues affecting primarily South African society	A new generation of researchers identified and developed	25 postdoc fellows (PDFs) 20 Research Associates/Fellows	20 staff identified from approved Plan developed in 2017	20 staff identified from approved Plan developed in 2017	DVC RIE
			Key strategic partnerships, MOUs and Regional research chairs between the University, the community, NGOs, industry and government	Various MOUs agreements in existence which cover NGOs, industry, government and international;	Develop a plan of the areas in which DUT wishes engage and review existing agreements and partnerships in those areas	Build/enhance the identified partnerships and projects	DVC RIE
			I research chair				

	interfaces at local, regional, national and global levels and through sustainable innovation and entrepreneurial platforms for research and innovation	International exposure for staff and students	International mobility of students and staff both inward and outward bound	The DUT engages in an array of mobility opportunities e.g. through Confucius Institute, Erasmus, Fulbright, bi-laterals and many more	Aim for a target of minimum 5 students and 2 staff per faculty per year - 30 students; 12 staff	Aim for a target of minimum 5 students and 2 staff per faculty per year - 30 students; 12 staff	DVC RIE, DVC T&L
		Contribute towards strengthening innovation and entrepreneurial platforms for research and innovation	Strategic partnerships entered that address entrepreneurship development and sustainable innovation	SATN and USAf strategic interest groups; Research-innovation engagements exist in a number of departments/ research centres	Develop a database of strategic partnerships; Identify, prioritise those partners for programme/project development	Resource and implement plan according to priorities	DVC RIE

SFA	Strategic objective	Strategic Priority	Indicators	Baseline July 2017	2018	2019	Responsibility
SFA 3 Building a learning organisation	3.1 Foster among our people shared values, collegiality, ethical behaviour, accountability, institutional/global citizenship and responsiveness	A service-oriented culture to promote student centredness	Integrated and aligned student systems and processes for optimal student experiences and services 1) Research and postgraduate administrative process improvement 2) Continuous improvement of other administrative systems and processes	There are a number of systems in the University some of which integrate fully with ITS; Co-operative relations exist between departments but require strengthening	Plan drawn up for improved service oriented culture across the University incorporating both technical and people systems	Implement plans	Executive management
			The DUT brand growth; Institutional citizenship – participation and volunteerism in university affairs; Our staff and students as ambassadors in attracting talent (staff and students)	Brand survey undertaken 2015; Staff satisfaction surveys are conducted Staff and students promote the University through school visits/sports events etc.	Build camaraderie through investigating opportunities for developing staff collegial spaces e.g. eating spaces, sporting events; Contribute to external events for mutual participation e.g. a DUT Mandela Day; Staff contributing towards helping solve University problems such as student financial aid, feeding schemes, etc.	Build on projects that have been identified and implemented	Executive management
	Systemic thinking, action and alignment across the university's functional areas		Student recruitment and enrolment management: coherences of all processes and services across the full student lifecycle from recruitment through to graduation and alumni	Strategic enrolment management task team in place to monitor enrolment targets approved by DHET	Task team identifies operational weaknesses of processes and services relating to enrolment management for improvement and implementation	Solidify the improvements	Registrar

	Investment in staff strategic capacity building to engender adaptive thinking, resilience, agility and responsiveness	Levels of creativity and innovation evidenced by changes to the modus operandi	Student protests have been an impetus for creative, innovative solutions to problems;	Design/develop programmes that expose staff to build and engender adaptive thinking and responsiveness with link to new initiatives, ideas and projects arising from these programmes	Continue the programme from 2018	DVC P&O
3.2 Strengthen a diversified and talented DUT community, retain and nurture talent, recognise excellence and develop the full potential of our people	A diversified workforce	A staff workforce that reflects the provincial and national demographics and that is sized and shaped appropriately to meet the needs of the University's students	Equity Plan with targets 2017-2019; A workforce task team to look at the academic sector was established in 2016	As per Equity Plan targets for 2018; Report with recommendations on academic workforce from the task team	As per Equity Plan targets for 2019; Implement recommendations of workforce task team	DVC P&O
	Recognise excellence, nurture and retain staff	Promotions policy for both academic and administrative staff; Staff awards, internal and external	Academic Promotion policy in place; Performance management grades 1-5; Retention practices exist; A range of annual staff awards	Identify different ways of recognising excellence including setting aside strategic DUT funds for staff training and development	Implement the training and development programmes to strengthen the workforce	DVC P&O
	A strengthened, diversified community that contributes to DUT being an engaged University	Performance and contribution to the University of our stakeholders, which includes Council, alumni, our partners, staff and students	Periodic Council self-evaluation; A functioning Convocation; Student advisory boards	Attract partnerships and stakeholders who will assist in bolstering the University's profile and accomplishments	Solidify these partnerships	Executive Management
	Use of data analytics approaches for monitoring and evaluation of the University's performance	A performance management system; UPRF quarterly monitoring progress of strategic and annual plans	Current APP indicators; Planning, resourcing framework is in place	Identify data and data sources needed for monitoring University performance	Implement appropriate training of DUT staff in the use of data analytics	DVC P&O
3.3 Foster a culture of monitoring and evaluation to advance the University's effectiveness						

SFA	Strategic objective	Strategic Priority	Indicators	Baseline July 2017	2018	2019	Responsibility
SFA 4 Building a sustainable university	4.1 Develop a sustainable growth framework which ensures rigorous and aligned planning, resource allocation, risk assessment and quality assurance	Budgeting and resource allocation processes are aligned with the strategic plan and the planning cycle	An integrated planning, resourcing and monitoring cycle is in place	Planning, resourcing and monitoring framework in place	Solidify the framework and improve the monitoring and evaluation	Prepare 2020-2025 Strategic Plan	DVC P&O
		A resources allocation model is developed and approved	A resources allocation model is developed and approved	Resources allocation model is to be approved in 2017	Test the resources allocation model and begin a process of alignment to strategic priorities	Align the divisional budgets to be more reflective of current challenges and expenditure	CFO
	4.2 Develop a sustainable growth framework which ensures rigorous and aligned planning, resource allocation, risk assessment and quality assurance	Promote institutional research through wider university participation	Planning is evidenced-based	Various reports are produced by MI largely pertaining to student success and university efficiencies; Siyaphumelela project developing data analytics capacity	Develop a data warehouse and appropriate dashboards; Develop data analytics capacity of staff across the university	DUT Institutional research conference	DVC P&O
		Donor and alumni relationships and commitments	Donor funding; Alumni participation	We have an Alumni and Development office; Kresge Foundation funding for advancement up to 2017; We are moving from a lower donor funding base	Develop an advancement agenda to build donor and alumni relationships and commitments to the University	Set targets and implement for 2019	DVC P&O
		An alumni body that engages and supports both staff and students in their endeavour to build an inclusive university	Alumni serve as brand ambassadors; Alumni providing network opportunities for the University and its community to engage	Alumni office is in place; Alumni has certain funding programmes in place; A database of alumni is in place	A plan of to be developed for alumni involvement as ambassadors of the University in student leadership matters, residence life programmes as well as being a conduit to the	Build on the plan and initial action steps	DVC P&O

		industry, government and NGOs	wider world of work for academics	
4.2 Build stewardship across the University to promote sustainability and the optimisation of all DUT resources and facilities and the diversification and maximisation of DUT's income streams, in particular, 3 rd stream income	Optimal use of University resources and facilities	A balanced operating budget; Teaching facilities are optimally employed	General practice and directive from Council; Centralised timetable in place	Consolidate under-utilised spaces or plan for new spaces to be developed in next five years
	A culture of considered reduction of consumption and wastage	Energy consumption levels; E-waste management; Employment of practical green technologies	New and renovated buildings factor in appropriate green and environmentally friendly technologies	DVC P&O; DVC T&L
	Strategies to promote sustainable growth and development of the University	A balanced annual budget; Identified areas for income growth	General practice and directive from Council;	DVC P&O
		Number of student applications and translation into enrolments; Attracting all types of funding; Attracting high quality staff; Invitations to participate in partnerships	Reprioritise resources to redirect CAPEX/ maintenance building on 2017 plans; Investigate areas for growing the university's business	CFO and DVCs
	Build the University brand	Brand survey undertaken every 5 years, last 2015; Rated researchers have joined the University;	Building internal stakeholders relationships (between staff and students)	Executive Management
	Diversify/maximise income streams including creating a third income stream culture	Policy document finalised and approved by Council end 2017; 2017 targets for each type of income stream approved by EM;	Targets identified for each type of income stream	DVC RIE, CFO

			An approved plan for implementation				
	Fair, transparent, equitable, competitive and cost effective supply chain management	Transformational targets set for micro, small and medium sized businesses; Opportunities developed to bring in new entrants as service providers	Supply Chain Management Policy approved by Council	Supply Chain procedures manual developed and approved by EM in 2017 is implemented; Implement targets set for micro, small and medium sized businesses	Implement targets set for micro, small and medium sized businesses	CFO	
	Fostering environmental consciousness	A campus that is responsive to the imperative of environmental sustainability; Realised savings resulting from employing applicable green technologies	New/renovated buildings are employing applicable green technologies; Student Green Campus Initiative is in place	e-Waste Policy to be developed; Annual report on energy savings and greening the campus initiatives	Annual report on energy savings and greening the campus initiatives	DVC P&O; Registrar	
4.3 Use technology more effectively and innovatively to enhance all aspects of the University's business	Better utilisation of technology and applications to improve service delivery across the University	A data warehouse rollout plan; Online dashboards for key performance indicators;	Student tracking is manipulated through ITS; Other management information is manipulated through ITS	Plan and budget for development of a data warehouse;	Develop online dashboards for student tracking and general university management practices	Executive management	
		Improved communication with students through identified technology tools	DUT Applications platform; Wifi rollout across campuses including student residences	A plan to improve the research, innovation and engagement administration and support including that of postgraduate studies; Pursue the wifi rollout across campuses	Pursue the wifi rollout across campuses	Executive management	
		Systems are resilient and to ensure business continuity; Integrity of the data and information	We are reliant on ITS and standalone division/departmental systems	Investigation into long term viability of ITS; Finalisation of future appropriate Learning Management System (LMS);	Decision concluded re long term viability of ITS; Implement appropriate LMS;	DVC RIE, DVC T&L	
	The IT Infrastructure comprises appropriate systems and emerging technologies and						

		equipment to enhance the University's business			Investigation of appropriate cloud services and storage solutions	Plan for appropriate future cloud services and storage solutions	
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