UNIVERSITY OF KWAZULU-NATAL

AN INVESTIGATION OF LEADERSHIP DEVELOPMENT OF STUDENT LEADERS OF RESIDENCES AT DURBAN UNIVERSITY OF TECHNOLOGY

By

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DISSERTATION

A dissertation submitted in fulfillment of the requirement for the degree:
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Researcher: _____

Ryan Nkosi

DEDICATION

I dedicate this dissertation to my late mother Dudu Angeline Nkosi, who gave me life and who lead my family from dark days to light. I also acknowledge my dedication to leadership for the past 10 years, dealing and leading residence student at DUT. I also dedicate this dissertation to all residence leaders; the past and the present, for their dedication in putting student's first.

ABSTRACT

Students in university residences experience a variety of personal, social, financial and academic challenges such that student leaders in residences are necessary. It is important for universities such as Durban University of Technology (DUT) in KwaZulu-Natal to cultivate leadership skills amongst students, especially those leaders in residences. If student residences are to be an ideal place for living and learning in the university, student leaders must be equipped with leadership skills. Therefore, the aim of the study was to explore how leadership behaviors developed amongst students who were leaders in residences at the Durban University of Technology (DUT) in KwaZulu-Natal. This quantitative research involved 29 DUT Durban residences. There are 100 student leaders who are based at DUT, and they are aged 19 years and older. These student leaders make up the study population. A probability sample of 80 student leaders was drawn from the population using stratified random sampling. A questionnaire, which comprised of 47 questions on student leadership development and practices, was used to elicit information from student leaders at DUT.

Data collected was analysed using descriptive statistics. This study has shown that the leadership behaviours which were most frequently shown by student leaders at DUT included encouraging contribution of others (e.g. praising people for a job well done); enabling others (e.g. treating others with dignity and respect) and Ubuntu behaviours (e.g. taking initiative mediate and get conflicting parties to agree to alternatives).

This study has also highlighted a variety of student leadership behaviours that were rare among the student leaders. These include student leadership behaviours of setting a personal example of what is expected from other students; following through on the promises and commitments made; inspiring of a shared vision by communicating about what was believed to affect students in the future and also, about how students interests can be met by working towards common goal were very rare. Predominantly, leadership behaviours were developed through peer interactions and exercise of social influence rather than formal leadership courses, mentorship or coaching.

Recommendations have been made regarding how leadership of students who are leaders in residence can be developed at DUT. Areas for future research are also highlighted in this study.

ABBREVIATIONS

DUT: Durban University of Technology

FR: Floor Representative

HC: House Committee

GCI: Green Campus Initiative

IEC: Independent Electronic Commission

IMN: Insika Men Network

PE: Peer Leadership

QWN: Qhakaza Women's Network

RA: Residence Advisor

RLO: Residence Advisor

SRC: Student Representative Council

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Introduction

1.1   Background to the study

Student leadership development is critically important for the future of society (Mozhgan 2012; Ngai, Cheung and Ngai 2012; Dunga, Owen, Slack and Wagner, 2011). Various authors, including Mozhgan, Parivash, Nadergholi and Bahram (2011), argue that universities have to train these student leaders in order for our society to be managed by great leaders in future. In this light, as student leadership development is seen as an investment. Future success demands a generation of good leaders that are able to assist in managing the necessary changes in future diverse populations (Tabb and Montesi, 2000). Arguably, a university is a platform for students in which they develop their leadership during their university experiences and life (Tabb and Montesi, 2000). There are numerous kinds of involvement ranging, from engaging in academic programs, to working on campus or participating in student organisations which may contribute to the development of student leadership on campus. Astin (1999) suggests that there be considerable energy devoted only to leadership activities on campus coupled with participating actively in leading student organisations, and interacting frequently with faculty, other students and administrators but also highlight the significance of student leadership. Drawing from previous research, many factors have contributed to the development of African students studying in the United States. It is notable, therefore, that campus community service expands student's skills and knowledge regarding leadership (Manyibe, 2007).

The Durban University of Technology (DUT), as one of the institutions of higher learning in South Africa is the result of a merger of two institutions that occurred in April 2002 (DUT, 2018), namely, ML Sultan Technikon and Technikon Natal. It is in this context, therefore, that this study explored how leadership of its students develops while they are on campus. The vision of DUT as a university is to be a favoured university for the development of leadership in technology and dynamic citizenship. According to DUT (2018), the university has 23 000 students registered to study different courses for undergraduate and postgraduate qualifications. Student residences and student leadership in these spaces are key parts of the academic mission of this blended establishment which was initially named the Durban Institute of Technology (DIT), and later in 2007 renamed the Durban University of Technology (DUT). Durban University of Technology comprises of seven campuses located in the metropolises of

Durban and Pietermaritzburg. Durban has five campuses: Brickfield, ML Sultan, Riston, City and Steve Biko campus whilst Pietermaritzburg has two campuses: Indumiso and Riverside campuses. The Durban campuses have the majority of residences and these include: Alpine, Baltimore, Berea, Campbell Hall, Corlo Court, Stratford, Student Village and Walsingham (DUT, 2018) and the Durban campuses have a total of 12 000 students living in residences of which 5000 are males and 7000 females. DUT also accommodates students from Southern African Development Community (SADEC) countries; such as Zimbabwe, Lesotho, Swaziland, Mozambique and Botswana (DUT, 2018). The researcher did not find information or records regarding disabled students residing in residences on the Durban University of Technology IT system.

Due to the growing number of students who require residential space during the academic year, Student Housing now uses outsourced residences including Persada, Sherwood, Sterling, Stratford House, Sedfin, Emerald Heights, MacArthur, Awami, Orat, TT Apartment Abdulla, Davenport, 128 Steve Biko, Urban View, Roseville, West Haven, River Sand Cluster, and Jimaca residences. One must note that student leaders in these residences are different from the Student Representative Council that represents the entire student body and not particular residences on campus. This brings to the fore the view that leadership is not a person or a position (Whitehead, 2009). Other scholars suggest that leadership is an influential relationship needed to achieve a shared objective (Wisner, 2011; Leshnower, 2008). This sensitizes researchers to the fact that there is need to understand the concept of student leadership. Thus, student leadership development is the process by which students are trained to be able to deal with complex challenges and develop their talents and skills (Mozhgan, 2012).

Having a leadership role in a student residence is not only a huge honour and wonderful opportunity for growth and personal development but is also a serious responsibility. Often, it is notable that after a few months of being in leadership some students falter, neglect their duties and abandon their responsibilities thus leaving a greater burden on their fellow student leaders. Corolissen and Firfirey (2010) points out how student leaders utilize various techniques to camouflage their destitution from others. If grants or loans don't take care of all expenses of studying, they discover it to a extremely hard to stay in the leadership position. bursaries or MacMaster (2014) states that residence leaders from the Stellenbosch University, have had to deal with students who hail from rural areas and thus need to be guided and mentored not only about the university and academic environment but also regarding their personal life which includes, among other things, the provision of food when they ask for

financial assistance. Residence leaders (RL's) also raised concern about their academic workload versus residence matters as they have to attend long meetings during academic hours and implement academic programs for students that need more time. This results in them not having enough time for their own studies. These issues made student leaders at Stellenbosch University falter their position before the end of the first term. However, they were placed in the paradoxical position where, on the one hand, had the mandate of the students but, on the other hand, were expected to co-operate with decisions from residence management despite having very little power to make or influence these decisions. Moosa (2010) concludes that students at the University of South Africa (UNISA) in leadership positions should have a voice and be included in the decision-making processes and take ownership of the leadership functions.

All student leaders have key roles and responsibilities. It is understood that they should also participate fully in residence activities to ensure not only clear communication but also provide leadership and commitment toward teamwork. It is the philosophy of residence life at DUT that any interested student should be encouraged to develop leadership skills. Astin (1999) reviewed research on residential living and found that students who live on campus have greater leadership opportunities than students who commute. Additionally, the Eurostudent Report (2011) indicates that students living in residence halls are likely to see studying as their main occupation and this, in turn, is construed as having a positive effect on their period of study and grades. This study indicates that residing on-campus at a college or university impacts positively on student retention, performance and adjustment (Eurostudent Report, 2011; Pascarella and Terenzini, 2005). Arguably, living on campus correlates positively with improved academic performance, student persistence and higher levels of student involvement in on-campus and additional activities (Lowther and Langley, 2005). Students who reside on campus may assume roles such as being students residence leaders in group such as:

- House Committees
- Floor Representatives
- Insika Men's Network,
- Green Campus Initiative
- Qhakaza Women's Network at DUT.

As students have unique interests, they pursue different opportunities on campus that are aligned to these interests. The potential for leadership exists in every student and, therefore,

universities should develop this potential by providing activities and programmes that have the potential of allowing such leadership development (Eich, 2008). For some students on campus, leadership skills begin in the residences. Most universities have one-to-two years on campus housing requirement. This is because housing and residence life departments have a mission to enhance the student's experience on campus. Mozhgan (2012) suggests that leadership development programmes and initiatives at the university level provide student with opportunities to develop their motivation, awareness and regulation of their self, increased social awareness and skills, multicultural skills, enhancement of social values and higher self-confidence.

Previous studies on student leadership in South Africa have focused on the following topics; Support (enthusiastic, material and scholarly); learning background (formal, informal) acknowledgment of social capital, improvement (leadership, individual, shared qualities), health (mental and otherworldly, physical) and social duty (volunteerism, citizenship, cooperation, academic administration learning). In a study conducted by Mkhize (2014), it is reported that usage of a result based instruction framework has tested advanced education to build up an explicit methodology and all around detailed view on the most proficient method to approach the improvement of students as individuals. Universities must never be seen as buildings or a gatherings and theatres for students but rather be seen as living and learning spaces for student's residences. Furthermore, individuals who are educated in diverse settings are far more likely to work and live in racially and ethnically diverse environments after they graduate as they are better prepared for life in an increasingly complex and diverse society (Madiba, 2014). Hurtado et al., (2003) found that diversity results in both individual development for the student and collective benefits for their institutions and society at large. As student leaders come from different backgrounds and diverse communities, there is a need for corresponding support structures that promote diversity in the universities.

It needs to be highlighted that residence with effective student leadership philosophies provide safe and constructive spaces for high quality living and a learning environment wherein students can develop their full potential in a diverse setting and in a culture and ethos that promote core values that are espoused by a particular university community. In the case of the DUT community, these values include, among other things: respect, recognition, opportunity and access, loyalty, dignity and trust, transparency, openness, honesty, shared governance, responsibility, accountability, collegiality and professionalism. The key challenges facing university student development department, particularly in the creating scene, are to earnestly

address the aftereffects of harmful social and political practices inside and past the advanced education speckle that can affect student's cognitive, social and emotional development and functioning. Buroway (2010) refers to South African universities as being troubled by politically sanctioned racial segregation imbalances and to those that need to contend in a worldwide reality as being under-resourced at the one end and subject to worldwide rivalry then again and are in this manner gotten between the handicapping heritages of the past and the basic weights of the present. A portion of the crucial difficulties confronting advanced education in South Africa are the issues of access, maintenance and accomplishment of numerous many students from disadvantaged economic background. These historical imbalances have their roots in the politically-sanctioned racial segregation arrangement all in all and its training strategies specifically. These strategies accommodated discrete, isolated and second rate instruction at both the pre-college and university levels for Africans, Colored and Indian South Africans who at the time were by and large called black (Badat, 2009).

Research findings indicate that student's perceptions of the institution commitment to diversity influence the extent to which they benefit from diversity interactions (Milem et al., 2005). Notably, the potential benefits of diversity are diminished in the face of problematic racial climates on campuses (Hurtado et al, 1999). It is also worth noting that student residences, innovative accommodation provision, orientation programmes and faculty-based initiatives are all recommended as catalysts for the development of intergroup friendships (Milem, 2005). As argued by Chang (2002), diversity course attendance plays a meaningful role in diminishing divisive racial prejudices and subsequently improves race relations.

Durban University of Technology perceives student development as an opportunity of developing students by implementing strategies that meet a range of needs in lecture halls as well as in the residences. Student leadership development is one of the central goals of undergraduate education at Durban University Technology. Previous research established that collegiate involvement indeed influences leadership development of students (Dugan, 2006). Those students engaged in even one time programmes report greater leadership capacity than those students who do not engage in leadership training of any kind (Dugan and Komives, 2010; Haber and Komives, 2009). Additionally, academic stress and hardships associated with student life, it is notable that residences have become political playgrounds for politicians to play mind games with student leaders in order to fulfil their political agendas. Students living in university residences wherever encounter traded off living conditions as they avoid their

homes and families. Consequently, push coming about because of their examinations and the nonappearance of promptly accessible direction and social help for academic and non-academic issues present difficulties to them.

Foreign students live in a substantially more difficult circumstance and face the difficulty of adjusting into another culture, new dialect and financial difficulties. Seclusion, exhaustion, stress, dejection, and difficulties in adapting to everyday issues are visit issues related with understudy populaces. An absence of access to a fair eating routine is frequently identified with difficulty in overseeing time and finances while living in college habitations (Ouedraogo, 1996). Along these lines, the students in university residences represent the most powerless group. The staggering weight of studies leaves insignificant chance to unwind and reproduce and now and again prompts genuine lack of sleep (Cozens-Firth, 2001; Graham and Lee, 2001). Different stressors may cause weakened judgment, decreased focus, loss of confidence, expanded tension and sorrow (Gisele, 2002). These students confront social, enthusiastic, and physical and family issues which may influence their learning capacity and academic performance (Chew-Graham, and Lee, 2003; Fish and Nies, 1996). Different examinations report that forlornness, particularly in female students is was another normal inclining factor for melancholy, bitterness and wistfulness. Other exacerbating issues are accounts, troubles in academic performances, dread of disappointment in school and vulnerability of things to come (Blackman, 1995).

In the light of this, exploring the development of student leaders in the residences is interesting especially when it focuses on self-reporting based on the understanding and experiences of student leaders themselves. Kouzes and Posner (2007) suggest that leadership is a "socially-constructed phenomena" which is actually "understood by how it is seen and felt". Residences at DUT are categorised into three tiers, with the tiers ranging from first time entrants to senior postgraduate students. Structure in terms of residence at DUT refers to the various sections and departments as well as the relationships between these structures (DUT, 2018). At DUT, the executive Director is the Head of the Student Services department. The Student Service Department oversees student health, sport, and counselling services and the student housing and residence life departments. The Director of Student Housing and Residence Life reports to the Executive Director of Student Services. The Student Housing Department comprises of support staff only. These incorporate the Director of Student Housing, Administrators, Residence Co-Ordinators, Residence Life Officer and Residence Advisors.

(a) The House Committee (HC) and House Committee Forum (HCF).

(b) Green Campus Initiative (GCI) and Green Campus Initiative Forum (GCIF).

(c) Floor Representative (FR).

(d) Qhakaza Executive (QE) and Qhakaza Forum (QF).

(e) Insika Executive (IE) and Insika Forum (IF).

(f) Peer Leader (PL).

Source (DUT, 2018)

Following is a detailed discussion of the various residence leadership structures at DUT to understand the role that each plays in the holistic management of students living in residences.

1.1.1 House Committee

A key leadership structure regarding student residence at DUT is the house committee. The House Committee (CH) is the structure that is guided by the constitution and each year the Independent Electronic Commission (IEC) runs the election for new leadership of the residences. At DUT, the House Committee is a student-elected structure comprising of five members who hold various portfolios relating to the functions and duties of the House Committee (DUT, 2018). These includes academic, entertainment, culture and sport portfolios. The Residence Advisor (RA), by virtue of their designation, is an ex-officio member of the House Committee. The Resident Advisor and the House Committee are jointly responsible for promoting student wellbeing. Thus, the sharing of power with the House Committee has been one of the fruits of the co-operative governance model. However, Residents Advisors have full power with regards to the implementation of residence and university rules and by virtue of this role assumes the chair of the residences tribunal which is a structure that enforces discipline in the residences. The House Committee reports to the Residence Life Office. The House Committee has a very specific functional role in the residence governance system. The following are some of the responsibilities of the House Committee relating to student development namely, to ensure, together with Resident Advisor; that the academic and social needs and interests of students are served in the best possible way (DUT, 2018). The House Committee has its own funds to organize social, academic and sporting events. Thus, the House Committees provide the opportunity for other students to debate and discuss issues. Structurally, therefore, the House Committee has many sub-committees and task groups which reflect areas of responsibilities and these include portfolios such as health and safety, entertainment, internet, webpage, orientation and sport, to mention but a few. Thus, it is

noteworthy that the duties of all the house committee members of DUT as authorised in the DUT stats report 2018 include:

- "Supporting or participating in at least 75% of inter-residence sporting and community engagement activities".
- "Spending at least one hour a week in the common room interacting with students".
- "Being seated at different meal tables frequented by house residents at least once a week".
- "Attending all house meeting and house committee meetings".
- "Checking and updating portfolio concerns, which have been placed on the House Committee agenda, or discussing the matter with individual House Committee members including RA's".
- "Identifying students who are isolated, and actively encouraging them to participate in residence activities".
- "Identifying problems related to the House Committee and using appropriate mechanism to address concerns in a proactive and supportive way" (DUT, 2018).

Notably, the Green Campus Initiative (DUT, 2018) provides students at DUT the opportunity to develop and practice leadership exists is through the Green Campus Initiative (DUT, 2018). This campus initiative comprises of campus and residence students' representative bodies elected annually from the Durban and Midlands campuses and in all the Durban and Midlands residences. This initiative by DUT advances the education of the students of DUT by:

- "Striving to become the model of sustainable environment consciousness and practice in South Africa."
- "Encouraging healthy dialogue, forward thinking and behaviours that have a collective awareness and concern of how student actions affects the future generation, through development of ideas and programs".
- "Conducting research and designing context specific intervention strategies that address climate change and challenges".
- "Creating, supporting and advancing environment sustainable practice".
- "Building capacity on the environment sustainable practice" (DUT, 2018).

In terms of policy, a member may not serve more than two terms regardless of whether this is consecutive or separate. To ascertain whether a candidate is a registered student with a traceable record of accomplishment a motivational letter is submitted subsequent to which an

interview is conducted (DUT, 2018). An applicant should not lead in any political structure and must have achieved a good academic record with a 60% aggregate. It is notable that leadership in this initiative helps with the provision of waste management solutions through recycling and promoting a clean environment (DUT, 2018). This type of sustainable leadership is also key to reducing not only the carbon footprint in DUT and its surrounding, but also water and energy consumption. On campus, sustainable leadership fosters strategic partnership of students with key stakeholders towards the promotion of environmental sustainability. Student leadership with a strong focus on the environment is key to the promotion and influencing of the mind-set communities within the campuses and beyond towards environment sustainability (DUT, 2018).

1.1.2 Peer Leadership (PL)

Peer leadership is a strategy that involves learning about practicing leadership among peer groups (Boud et al., 2014). Peer interaction plays a significant role in residence student's leadership development (Dugan and Komives, 2010; Dugan and Komives, 2007; Komives et al, 2006; Pascarella and Terenzini, 2005). Utilizing students in the delivery of leadership programmes is a benefit at many levels as participants learn about leadership from their peers and the peer leaders gain valuable leadership experience in the delivery of programmes and these are coupled with human resource benefits. Ample training and ongoing support and development of the peer leaders should be included in the program. Other ways of learning leadership include attendance of leadership courses (curricular, interdisciplinary), participation in fellows' forum, out-of-class experiences, for example, group projects, retreats experience learning; engaging with peers in small-group work), and engagement in reflection activities after workshops and taking on peer leadership roles (DUT, 2018).

1.1.3 Leadership Resources

There are various resources that are available to DUT students that can be useful to the development of their leadership skills and these include (DUT, 2018):

Insika Mens Network (IMN)

The vision of Insika Mens Network is outlined below and states that:

- "Insika are residence leaders who are promoting and creating an environment where males are free to share their personal issues, a deal with their sexual problems".

The Mission of the IMN is to:

- "Address sexual personal issues with males whom are known to be shameful to talk about these topics";

- "Encourage men to use health-care facilities rather than undertaking self-diagnosis and treatment, and to be able to overcome their fears"; (DUT, 2018).

1.1.4 Qhakaza Ladies Network

The aim of the Qhakaza Ladies Network (QLN) is to create a special recognized platform for women leaders at DUT not only to network but also to gain exposure, assistance, mentorship, sponsorship and association to and with the corporate world through its office's initiative (DUT, 2018).

The Department of Residential Life utilizes a social change leadership improvement demonstrate which is the purposeful development of students to end up more proactive individuals within their communities. Residence leadership training programme is offered to all elected residence leaders at the university and induction training normally takes place during the September vacation. The majority of the facilitators and the presenters are members of staff working in residences; student leaders in residence, staff in the student development and services departments as well as external experts sourced from leadership domains (DUT, 2018).

The total contact time of the programme which is conducted over weekends, including meals and socialising time is about 17 hours. Notably, the training team assumes that residence-based handover and shadowing would have occurred prior to the training. Furthermore, it is assumed that these activities have a preparatory role for the training which in principle focuses more on broader systemic issues. Thus, according to the 2018 DUT stats report, the training seeks to:

- *"Help students become self-aware and better understand their personal talents, values, interests, and how they relate to the student's capacity to provide effective leadership".*

- *"Develop tools and opportunities for students to further understand and develop leadership foundation";*

- *"Help students understand how their motivation aligns with personal values and how it can benefit teamwork";*

- *"Give "voice" to all involved and effort to build a shared vision or common purpose for the public";*

- *"Help students understand the communication process and its benefits and inherent challenges";*

- *"Allow for healthy disagreement among participants and encourage problem solving and conflict management";*

- *"Promote and provide an inclusive and engaging environment in a safe space for distinct and diverse communities";*

- *"Help students understand their connection to not only the residence life community, but the greater community; and provide opportunities for collaboration and leasing";*

While the above-mentioned aims and objectives reflect a range of possible avenues and structures at DUT to develop student leadership, it is not clear how this type of leadership actually develops overtime (DUT, 2018). The presence of these structures, or serving on any of these structures, whilst necessary, is insufficient on its own to develop student leadership. Therefore, scholarly attention needs to focus much on the process of preparing individuals and collectives to "effectively engage in influencing, directing and gaining the commitment of others" with a view to fostering leadership skills (DeRue and Myers, 2014). In other words, there are gaps in our understanding of how capacities and practices of individuals, groups and organisations are "expanded, stretched or enhanced to participate effectively in leadership roles and capacities, engage in leading interactions and build skills around leader-follower outcomes" (Day et al., 2004). There is a need to be mindful of the argument advanced by Liu and Nadel (2006) that there is insufficient development of leaders in formal education systems such that people who could have shown leadership skills are neglected when they enter the world of work. Thus, the question of how student leadership develops at DUT remains at the fore and is worth pursuing.

1.2   The Problem Statement

Many universities such as DUT indicate that development of student leadership is one of their key goals. Saunders (2016) states that leadership in higher education institutions has become increasingly challenging in a rapidly diversifying global economy and this challenge is even more complex in South Africa. Students' experience in their residences include positive and negative experience, for example, conflicts; and social problems such as psychological stress, suicide by fellow students, eating disorders, harassment, substance abuse and the challenges of transitioning from home to university life (Firth-Cozens, 2001; Lee and Graham, 2001). These

reveal a need for leadership if student residence are to be an ideal place for living and learning in the university. Studies in Africa on leadership development have focused on those in student governance such as Student Representative Councils (SRC) and leadership development of athletic team's captains but not leadership in residences (Grandzol, Perlis., and Draina, 2010). These studies conclude that team captains have a rich chance of learning and honing leadership abilities. Residences at DUT are expected to offer students a learning environment wherein they can develop on many levels, such as the personal level, the intellectual level and the physical level, for example, in sports but also on the social levels, which are irreplaceable for individual development and the cultivating of self-improvement (Azariah and Reichenback, 2001).

However, this can only occur if the environment is genuinely conducive to study with academic achievement being prized and recognized and where there are times of silence and respect for the rights of others to study (Grandzol et al., 2010). The commotion in university residences is extremely irritating. This is, apparently, the reason representing why students wish to remain alone since amid this desolate stage, they create genuine nostalgic sentiments and yearning to go home and this has been all the more normally saw among female students (Ronald, 1993). It is also important that the people living together are living in harmony, free from stress and division.

There are opportunities for students to undertake leadership positions and to be nurtured and mentored when they do so. For example, there are successful role models such as senior students, postgraduates and staff). However, there is a recognizable gap into students' comprehension of how they see, involvement and interpret leadership in various circumstances on campus.

The education setting is a focal place for the development of people and it gives a social situation to people to develop and grow candidly and socially (Haas et al., 2008). Students who stay in residences on campus come from different backgrounds and as a result experience different challenges, power struggles and conflicts of interest amongst themselves. Thus, there is a need for some students to model the way, inspire a shared vison and enable other students not only to act but also deal with conflicts that may arise among different groups of students in the residences on campus. While those students who assume leadership roles may have their own challenges as individuals and as students themselves, they also face the need to separate

their individual behaviours and party-political agendas in leadership roles especially when leading others in their respective residences.

Financial difficulty and under-preparedness for higher education are key elements adding to student dropout in South Africa (Letseka and Cosser, 2010). Student leaders need to recognize and respect all the stakeholders they engage with in the course of exercising leadership in the residences. This raises the question of how student leadership and not SRC leaders particularly in residences are actually developed, guided and monitored during their term of office. In pursuit of this research gap, this study focused on DUT as a case study to explore the leadership development of residence leaders.

1.3   The Aim of the study

This study aims to explore how the leadership of student leaders in the student residences is manifested and developed, or fails to develop, at the Durban University of Technology in Kwazulu-Natal.

1.4   Research objectives

To achieve the aim of this study, the following were the objectives developed to gain understanding of how leadership of student leaders occurs at DUT:

1. To explore the leadership behaviours manifested by the student leaders of residences at DUT based on their own leadership experience.

2. To investigate how student leaders of the residences at DUT think they actually developed or failed to develop their student leadership.

3. To provide recommendations on how leadership of students can be developed to enhance capability of student leaders in residences at DUT.

1.5   Research questions

The following were identified as the research questions of this study:

1. What leadership behaviours did student leaders in residences manifested at DUT during their term of office?

2. How did they actually develop, or fail to develop, leadership behaviours as student leaders of residences at DUT?

3. What are the key recommendations on how to develop leadership of students who lead other students in residences at DUT?

1.6   Significance of the study

It is envisaged that the overall study on residence leaders at DUT and other universities in South Africa may find the results of this study useful and influential in shaping their own development of leadership skills whilst at university. More specifically, the results will in all likelihood assist residence leaders in identifying specific development goals to focus on for their own personal development.

Secondly, the results could, arguably, be of interest to students who are considering applying for residence leadership positions. These prospective residence leaders could use the results to proactively identify ways of how they can use this position to attain certain developmental outcomes. In a way, the results might also assist prospective residence leaders to formulate goals which they may wish to achieve, if selected for a leadership position. Thirdly, the results of this study may also be helpful to university officials and practitioners of student leadership by providing insight into how to design and reinforce leadership pathways that are more effective and enhance leadership experiences, which actually develop specific leadership practices according to student leaders.

1.7   Delimitations of the study

A delimitation of this study is that it is limited only to student leaders in residences at the DUT campuses in Durban. As such, the study excludes student leaders from DUT Pietermaritzburg campuses. It is also apparent that the study also excludes student leaders serving in the Students Representative Council which is representative of all students at DUT.

1.8   Chapter Outline

The study is presented in six chapter, as outlined below.

Chapter 1: Introduction

This chapter provides an introduction of the study. It also presents an overview of the study problem and the background of the study. The objectives, research questions and delimitation of the study are also provided. The limitations of the study are also be outlined in chapter, and suggestions for future research are provided.

Chapter 2: Literature Review

Chapter two presents the literature review relevant to the study. International and local literature on leadership development is presented. The literature emphasizes leadership theories such as the theoretical framework supporting the study.

Chapter 3: Research Methodology

This chapter identifies, explains and justifies the research design and methodology that was used. The Research paradigm is acknowledged and its suitability for the study is explained. The study population and sampling methods are outlined and justified. Data analysis and data generation techniques were also explained. The importance of ethical issues, reasons for trustworthiness, and limitations of the study are also presented.

Chapter 4: Results

This section presents the results of the study using a variety of written and visual methods, diagrams, graphs and other data presentation tools are used.

Chapter 5: Discussion

This chapter discusses the findings of the study in relation to existing studies and relevant leadership theories. There is also a review of the literature to display alignment/no-alignment to the findings of this study.

Chapter 6: Recommendations and Conclusion

The final chapter of the study presents the recommendations drawn from the findings. The researcher also provides a conclusion about student leadership practices that can enhance the ability to use leadership development for decision-making.

Chapter summary

This chapter introduced the study by focusing on its context. The chapter highlights the problem statement; the objectives and research questions in this study and significance of the study. Chapter two presents the literature review and its theoretical framework of the study.

Chapter Two

Literature Review

2.1　Introduction

The aim of this chapter is to discuss a variety of leadership models and leadership theories and also understand leadership particularly among university students. Firstly, the chapter begins with a critical discussion of the concept of leadership and what student leadership is and why student leadership is important before reviewing a variety of relevant theories on leadership and also the concept of student leadership. Secondly, the chapter focuses on understanding the notion of leadership development. Lastly, the chapter discusses student leadership and how it is generally developed.

2.2　Definition and significance of leadership

While leadership has been widely studied, there is little agreement on what constitutes it, or what it exactly means. However, it is clear that, leadership models of the late 1990s and the new millennium characterize it proportional, social, natural method that centers around cooperation, strengthening and importance making. More specifically, "leadership is a social role – not a mere personality trait" (Matusak, 1997, p. 5). In this respect, leadership is both positional and non-positional and is accessible to all dimensions of a hierarchical structure.

Thus, it can be argued that leadership is everyone's option and everyone's responsibility. In practice, this notion of relational leadership has translated into a powerful motivational concept that has opened doors to unconventional leaders, such as public servants, citizens, community advocates, and non-positional members of organisations/groups and even among students in universities. Furthermore, in the context of student leadership, this new paradigm has empowered students to engage in community service, campus activities and public governance as they identify these positions as "leadership." Furthermore, leadership, in the new millennium, is also seen as concerning itself with learning. As argued by Komives, Lucas and McMahon (2007), leadership today shows that there is great wisdom and energy in the group. In other words, everyone in the group has a great deal to learn from others.

Learning also means focusing on the new opportunities and thus pull together resources, skills, and ideas, and motivating one another to innovate, to learn and to bring about positive change (Watkins and Marsick, 1993).

This sense of teamwork, collaboration and leader-follower engagement towards a common goal is important in the context of student leadership. In a slightly different vein, Kouzes and Posner (2007, p. 6) point out that leadership is a "socially-constructed phenomena" as it is "understood by how it is seen, thought and felt". Focusing on the influence to others, Hillard (2010) defines leadership as moving and inspiring a group of people in the direction of a shared goal. Notably, Komives, Lucas and McMahon (2007), are of the view that leadership should actually be "purposeful and intentional as the leader works towards achieving the set goal. Another notable strand in the definitions of leadership suggest that leadership is a very personal thing. In this instance, Marcketti and Kadolph (2010) are clear on how leadership is a self-reflective process and developmental for individuals. In the words of Kouzes and Posner (2007, p. 6), "the mastery of the art of leadership comes from mastery of the self". Thus, the greatest tool in leadership is the self. Given the plethora of different definitions, or situations of leadership that can work for every individual, it is very difficult for a researcher to choose a definition of leadership for a study. As such, leadership in this study has been regarded as the process of influencing others so that they understand and agree on what actions can be taken, how the actions can be executed effectively, and how to inspire individual and team efforts to accomplish shared objectives (Kouzes and Postner, 2002). This researcher considers this definition to be appropriate in this particular study because student leadership at times involves not only leading the self but also influencing others socially such as peers or the administration.

As this study focuses on student leadership, it is vital to also note that research highlights the benefits of leadership development through "involvement" while in college (Roberts, 2007; Astin, 1999; and Kuh, 1995). In this regard, there are many kinds of involvement, such as engaging in academic programs, working on campus or participating in student organisations. According to Astin (1999), student involvement refers to the amount of physical and psychological energy that the student devotes to the academic or leadership experience. Devoting considerable energy to leadership activities on campus, participating actively in leading student organisations, and interacting frequently with faculty, other students and administrators are all examples of involvement and are significant in student leadership.

Mindful of this, it is arguable that students at DUT have a variety of opportunities to learn and practice leadership skills on campus, for example, as house committee, floor committee, peer educators, Insika Men's Network, Green Campus Initiative and Qhakaza Women's Network). However, not every student is involved in student leadership as it is not compulsory to do so (DUT, 2018).

2.3   What is student leadership?

To understand the concept of student leadership, it is firstly important to ask, what is leadership? Leadership is a coterminous concept that changes its meaning according to the time and the environment in which it is applied (Bass and Bass, 2009). As argued by Whitehead (2009, p. 847), "leadership is not a person or a position". On the contrary, it is an influential relationship which often achieves a shared objective (Wisner, 2011; Leshnower, 2008). Sethi (2009) defines leadership as the process of influencing a group to achieve a goal. A leader is, therefore, someone who represents a group to people outside the group (Bass and Bass, 2009). Leadership is also often seen, as a skill that a person has and this skill can be taught (Mozhgan et al., 2011). Therefore, a leader can be seen as someone who demonstrates the competencies of leadership (Tabb and Montesi, 2000). These competencies are displayed in the person's confidence, knowledge, social skills and a need to fulfil power positions (Whitehead, 2009).

To understand the concept of student leadership, it is important to clarify the definition of a student. The determination of this research, a student is defined as a person who is studying at a place of higher education such as a university. It is also important to note that students fall within the adolescence or youth stage of their lives. Shek and Sun (2012) define adolescence as a time of transition between childhood and adulthood where the person undergoes changes in physical, personal, social and cognitive dimensions and these changes are strengthened when the person enters university. Although leadership is a common topic studied by numerous researchers, there is little consensus regarding the topic when it is applied to the youth or adolescence stage of life (Turkay and Tirthali, 2010). Thus, student leadership development is the process by which students are trained to be able to deal with complex challenges and develop their talents and skills (Mozhgan, 2012).

2.4   Why is student leadership important?

The fast-changing world of today requires leaders in political, cultural, scientific, technological and social spheres of society and, therefore, student leadership development is a vital topic of

the current era (Mozhgan, 2012; Tabb and Montesi, 2000; Yip, 2006). Leadership skills and competent leaders have become critically important to organisations in this age and time (Murphy and Johnson, 2011). A developed and advanced society will only be attainable if leaders are trained (Mozhgan et al., 2012). Turkay and Tirhali (2010) go so far as to make the statement that leadership development is regarded as an investment in the future of our society. This demands a generation of good leaders that are able to assist in managing the changes in the contemporary diverse population (Tabb and Montesi, 2000). Leadership is often viewed as the solution to mismanagement faced by organisations (Whitehead, 2009). The rapidly changing workplace and practice also calls for enhanced leadership skills and universities and faculties are called upon to develop these skills in students prior to them entering the workplace (Middleton, 2013). Employers are not satisfied with the level of personal development of the graduates that they employ (Shek and Sun, 2012). Because of insufficient development of leaders in formal education systems, people who could have shown leadership skills are neglected when they enter the world of work (Liu and Nadel, 2006).

Student leadership seems to attract more interest lately due to the perceived shortage of people that are skilled to fulfil leadership roles in their adult lives (Dempster and Lizzio, 2007). Whitehead (2009) argues that a multi-faceted approach to leadership development is needed. These approaches should look at leadership development as part of the formal academic processes, developing leadership in the work context and providing humanity with experiential leadership development (Whitehead, 2009). Wielkiewicz, Fischer, Stelzner, Overland and Sinner (2012) argue that higher education institutions are perfectly positioned to encourage interest in leadership and promote leadership development. Universities function within the formal academic process and, therefore, leadership development is seen as the primary duty of these educational institutions (Mozhgan, 2011; Connaughton, Lawrence, and Ruben, 2003). Arguably, the higher education system is responsible for training of future leaders (Mozhgan, 2012). The question, however, is why this is so important.

All adolescents have leadership potential that can be developed either at the school level or in their journey to adulthood (Fretman and van Linden, 1999). Leadership development is crucial at the adolescent stage of life (Whitehead, 2009). According to Tabb and Montesi (2000), emerging and promising leaders are persons between the age of 25 and 50 years. The study by Mozhgan (2012) provides evidence that leadership development programmes or initiatives at the university level provide the student with opportunities to develop in various respects. These include development, motivation, awareness and regulation of the self, increased social

awareness and skills, multicultural skills, enhancement of social values and higher self-confidence. All these aspects enable the student to deal more effectively with life challenges and contribute to the development of humanity to a higher level.

Shek and Sun (2012) add that a student's university years can be a stressful time where the person undergoes several changes and is exposed to financial responsibility, examination pressure and early adulthood demands. Leadership development of students will enable them to develop their skills and to better cope with these demands. The main aim of leadership development is to foster leadership (Wisner, 2011). The development of leadership at the student level is, therefore, important as it results in more effective communication skills with different cultures and individuals and enhances competency development (Mozhgan, 2012). Leadership competence is critically important for today's organisations. Thoughtful and visionary leaders are needed to solve critical business issues (Tabb and Montesi, 2000). Although current student leadership programmes at different institutions vary in terms of the desired outcome, length and type, all of these programmes share specific objectives, which is to develop the student's leadership knowledge and capacity (Dugan et al., 2011). Leadership development programmes amongst young university or college women provide evidence that the self-esteem, organisational and communication skills of participants are enhanced, especially in the participants who become involved in leadership activities after the leadership programme (Taylor, 2012). Whitehead (2009) emphasises that student leadership development is essential as it affects the social affiliation and academic experience of a student and leads to optimal performance in students.

2.5   Leadership Theories

This section discusses the major theories of leadership, which may inform student leadership and its development.

2.5.1   Mid-1800s – Trait Model

The trait theory believes that there is a set of innate, natural characteristics that build an individual's leadership skills (Komives et al., 1998). Like the military theory, which focuses on the leader and not the people with whom he or she interacts (Faris and Outcalt in Faris, Outcalt, and McMahon, 2001), the trait theory states that there are particular characteristics that effective leaders exhibit – intelligence, appearance and eloquence (Bass, 1981). For leaders to successfully administer an association and every one of its subordinates, the trait theory contends that they should ooze vitality, certainty, advancement and inception (Bass,

1981). The trait theory attempts to categorize the characteristics that distinguish leaders from followers. The trait theory asserts that some people are born with certain traits that make them good leaders and this translates into leadership being perceived as innate. Traits such as energy, intelligence, honesty, self-confidence, appearance, knowledge, optimism, tolerance of stress, when facing problems and result-orientation, are considered the characteristics of effective leaders (Northouse, 2015; Kaulio & Yukl, 2011; Yukl, 1989). The Trait theory is a leader-oriented model, focused on specific characteristics that distinguish one leader from a non-leader. Due to the leader centric approach, the trait theory fails to address the relationship leaders have with the followers, the situations that influence the leader's effectiveness and follower motivation (Komives et al., 1998). Furthermore, the trait theory provides very broad characteristics of effective leaders, but fails to explain how such leadership should be evaluated, measured and compared (Komives et al., 1998). Finally, its assumption that only certain individuals have these particular, predisposed traits negates the notion that leadership qualities can be developed and learned.

2.5.2   1950s/1960s – Behavioral/style Approach

Following the era of great men and trait theory speculations, a conduct/style approach developed, concentrating on the leaders character as well as on his/her activities (Northouse, 2001). As (Northouse, 2001, p. 44) point out in his assessment of leadership theories, "the style approach expanded the extent of leadership research to incorporate the practices of leaders and what they do in different circumstances". The study conducted by Ohio State was of key importance in understanding leadership practicing. Utilizing the broad leader conduct depiction survey structured by Ohio State and concentrated by Blake and Mouton, leaders practices were watched for examining what makes one a viable leader (Northouse, 2001). As (Northouse, 2001, p. 44) asserts, "Leaders can learn a lot about themselves and how they come across to others by trying to see their behaviours in light of task and relationship dimensions".

The broad research by Ohio State presumed that there are two elements of successful practices thought and starting structure (Komives et al., 1998). The research further demonstrated that most leaders are compelling in one measurement, yet not in both. The individuals who are equipped for driving the two individuals and generation are seen as powerful social leaders, driving the "most ideal way" conceivable (Phillips, 1995; Greenwood, 1993). Nonetheless, the conduct way to deal with leadership neglects to demonstrate the general style of

leadership. Additionally, it doesn't demonstrate the connection of specific practices and the successive circumstances in which leaders get themselves (Northouse, 2001). Therefore, similar to the extraordinary man and trait theories, the social/style approach leaves a hole for the situational and contingency theories.

2.5.3 1950s/1980s –Contingency and Situational Theories

The contingency theory led towards situational factors since studies on traits and the behavioural approach were unable to obtain consistency and sufficient results. Fielder (1967) developed the contingency theory in 1967 which suggests that the effectiveness of a team within the organisation is dependent on whether an individual's leadership style is an open interaction with employees and the degree to which the leader maintains control and influence. Diskul (2001) argues that the contingency theory still falls short of a general leadership theory, which leads to the perception that the trait, behavioural and contingency theories are not sufficient to explain leadership. It is important that leaders within the organisation not only focus on their main task which is to formulate plans, button implement those plans in such a way that encourages communication and gets employees to understand exactly what their individual roles are (Mumford, Zaccaro, Harding, Jacobs and Fleishman, 2000). Leaders have the obligation of possessing the requisite skills to be able to diligently define and understand the strategy of the department they are leading with so that they can coordinate tasks that are expected from employees but also motivate them to accomplish those desired tasks.

Effective leaders are expected to understand that they will be working with others, which poses a serious challenge to the personality of the individual who is given the responsibility to lead others, that is, the individual must have social skills. However, it is argued that little emphasis has been placed on making leadership practical for the normal individual who is faced with leading others to achieve the organisation's objectives and those of their own. It has taken more than a century of leadership literature to answer the question 'Is a leader different from his followers? The most influential theory, as quoted by Yukul, (2006), is that of Carsyle (1841), whose great man theory argues that great leaders' attributes and views are vastly different from those of the general population. This theory has received criticism over the years because it gave rise to the thinking that leadership was more of an expression of historical processes (Yukul, 2006).

2.5.4 Leader –Member Exchange Theory

Leader-Member Exchange (LMX) theory first developed during the 1970s. It thinks about leadership as a procedure of collaboration between the leader and the supporter and on the dyadic trade connections between both of them. An astounding relationship is portrayed by trust, enjoying proficient regard, dedication and the idea of the relationship quality that has suggestions for occupation related prosperity and adequacy of representatives (Liden and Maslyn, 1998). The leader adherent relationship inside work bunches are part up into an arrangement of working connection between a leader and different individuals from the work group (Van Breukelen et al., 2006). This depends on the presumption that diverse connections between the leader and each follower create. In such manner, a leader may have distinctive sorts of exchanges and various types of relations with various adherents (Van Seters and Field 1990). For instance, every predominant may offer one subordinate a generous measure of relational help and consideration, while in the meantime he or she offers a second subordinate less help (Dansereau, 1982). Following Blau's (1964) composing on social and financial trade, LMX theory assumes that leaders and adherents are engaged with a trade relationship. Devotees pursue since they get something from the pioneer. Thus, leaders lead as they get something from the adherents (Messick, 2004). In this specific situation, the nature of the trade relationship is the fundamental unit of examination (Van Breukelen et al., 2006).

The theoretical approach is fundamentally grounded in the composition of Graen (1976), Dansereu et al. (1975), and in addition Graen and Cashman (1975). To date, the theory has experienced a few phases of advancement. The first stage focused on the impacts of linkages with respect to various trade characteristics.

The second stage, focused on defining the nature of the leader-member relationship. Although either party may initiate this stage it typically involves the leader providing an opportunity for the member to attempt an unstructured task. The third stage managed the improvement of dyadic leader member trade connections (the existence cycle of leadership making), while the fourth thus far the last stage concentrated on growing the thoughts of the idea to groups and networks (Graen and Uhl-Bien 1995). The relationship between a supervisor and supervisee can be classified as an in-group or out-group relationship. Jones and George, (2011), reinforce this by stating that "leaders who have high-quality relationships with their own supervisors are more likely to develop high-quality relationships with their subordinates". According to Graen and Uhl-Bien (1995), leaders need to be able to make an exchange quality offer to all followers. This puts the onus of creating positive LMX consensus on the leader. Although this might be

an overly narrow approach to achieving positive LMX consensus, it serves as a good starting point to explore this phenomenon. Gerstner and Day (1997) argue that transactional and transformational leadership can be one way of establishing positive LMX relationships with followers.

One limitation of this theory is that it makes it difficult to determine causality between a variable potential antecedent and LMX. A second limitation is the failure to capture aspects of the LMX development process which might have begun during the initial leader-member interaction and became established within a few weeks (Stil Well, 1993 and Dansereau et al., 1975; Graen and Cashman 1975; Linden and Wayne). Despite these limitations, it is significant to note that leaders play an important role in influencing the self-concept of the follower. For example, Lord and Brown (2004) claim that leaders can influence follower motivation by shaping their self-identity in different ways at different times to best suit the needs of the group in terms of maximizing goal achievement. According to Brewer and Gardner (1996), situational factors are important in rendering different levels of self-identity. Leaders can create situations in which relational self-identity is more salient as a way of potentially enhancing the LMX agreement.

2.5.5   1920s/1977 - Social Exchange and Transactional Theories

The second arrangement of industrial theories of the mid twentieth century has been the social trade/transactional theories (Komives et al., 1998) whose essential spotlight is on the esteem trade between the leader and the follower. Regarding exchange, Hollander (1978) contends that the social trade theory focuses on the leader and his/her capacities to give prizes/rewards to the subordinates, to perceive, empower and rouse them. Despite the fact that the connection between the leader and the adherent accept a various leveled nature, the leader is required to provide guidance, set objectives for the follower and offer adequate data that would prompt objective achievement (Hollander, 1978). The leader is further expected or anticipated that would assign powers (Bass and Avolio, 1994), to value others' needs and to settle on choices dependent on common intrigue. This model stipulates that certain workplace antecedents lead to interpersonal connections referred to as social exchange relationships (Cropanzano., Byrne., Bobocel., and Rupp, 2001, p. 34). Social exchange relationships evolve when employers "take care of employees," thereby engendering beneficial consequences. In other words, the social exchange relationship is a mediator or intervening variable: Advantageous and fair transactions between strong relationships and these relationships produce effective work behaviour and positive employee attitudes. The

transactional approach, much like the social exchange theory, focuses on the exchange between the leader and the followers (Hollander, 1978, p. 67). As Hollander asserts, "a transactional refers to two-way influence, and the presence of social exchange in the relationship, both of which have a dynamic quality".

Under this theory, "the term transaction is intended to indicate a more active role by followers in an exchange relationship with the leader, including mutual influence"(Hollander, 1978, p. 67). Transactional leadership addresses the degree of commitment s/he can make to the group achievement in accomplishing objectives (Jacobs, 1971) and to the leaders capacity to enhance and change stale objectives (Chemers, 1995; Bass and Avolio, 1994). Despite the fact that a leader frequently appoints errands as a methods for control (Bass and Avolio), s/he is considered responsible by the followers to complete company vision and objectives (Hollander, 1978) and to be both a leader and a supervisor. Since all individuals are required to profit by the trade, all offer the consequences of the endeavors as long as the leader is esteemed an important asset to the group (Jacobs, 1971).

The customary viewpoints on leadership have changed throughout the twentieth century from progressive, leader driven methodologies, for example, great man, attribute, situational, and transactional, towards post-modern corresponding theories, for such as, transformational, citizen, steward, worker and shared leadership where leaders and adherents are seen as colleagues and not top-down hierarchical individuals. These theories, in contrast to their forerunners, center around strengthening, change and adherents and also on non-traditional types of leadership. Under the post-modern worldview, leadership is viewed as community oriented (Bornstein and Smith, 1996) and as a "relationship among leaders and their teammates who expect genuine changes that mirror their common purposes" (Rots, 1993). Generally speaking, the post-modern models of leadership characterized it as a "proportional connection among leaders and associates" (Faris et al., 2001, p. 12).

2.5.6 1970s – Transformational Theory

Servant-leadership is most often compared with transformational leadership which is a theory introduced in 1978 by Burns and later extended by Bass (1985). Like servant-leadership, transformational leadership has turned into a well known leadership demonstrate as of late due to its accentuation on exceptional leaders qualities and its humanistic valuation of followers. Some social researchers battle that transformational and worker leadership theories are both

established in the alluring leadership structure created by Max Weber in the late nineteenth and mid twentieth hundreds of years (Smith, Montagno, and Kuzmenko, 2004). The two theories share the charming leadership model's attention on leadership characteristics and conduct.

Transformational and servant leadership, notwithstanding, are not the reciprocals of one another nor is one an example of the other (Stone, Russell and Patterson, 2003). In actuality, they are integral systems that an attention on the individual both as far as valuation for the followers and accentuation on the leadership attributes however vary altogether in leader inspiration, authoritative targets, proportion of accomplishment, coming about societies and logical propriety. Transformational leadership, as presented by Burns (1978), is characterized as "a procedure where leaders and adherents raise each other to more elevated amounts of profound quality and inspiration". In that capacity, it is fixated on shared qualities and yearnings (Fincham and Rhodes, 1999) in which a leader puts time and feelings into his/her adherents or colleagues (Owens, 1991).

As Northouse (2001, p. 131) argues, transformational leadership is "concerned with values, ethics, standards and long-term goals". Thus, it involves assessing and understanding the followers' motives, satisfying their needs and ensuring that they are treated humanely. Notably, transformational leadership is a process that subsumes charismatic and visionary leadership". According to Bass (1985), it allows followers to feel encouraged, motivated and goal- oriented to look outside themselves and toward the organisation of which they are a part. Thus, to be a transformational leader, one must practice the four pillars of a successful leader: charismatic communication style, vision, successful implementation of a vision and individualized consideration (Fincham and Rhodes, 1999). Charisma, vision and individual attention are all attributes of what Bass and Avolio (1994) refer to as "four I's": idealized influence, inspirational motivation, intellectual stimulation and individualized consideration. To be a successful transformational leader, one must be able to apply the "I's" by setting direction for an organisation, leading by example, effectively communicating with all subgroups of an organisation, motivating and encouraging others to embrace organisational goals, be proactive, and empowering in times of crisis (Hooper and Potter, 2001). A transformational leader is expected to be engaged in the tasks and goals of the followers and to continuously motivate and encourage others to do their best as well as to be himself/herself a role model for an organisation (Fincham & Rhodes, 1999). As Couto (1995, p. 104) points out, "transforming leadership assists a group of people to move from one stage of development to a higher one

and in doing so addresses and fulfils better a higher human need". By being actively engaged in an organisation s/he leads, the leader becomes not only a head of a group but a moral change agent (Couto, 1995). As Northouse (2001) concludes, "Transformational leaders are change agents who initiate and implement new directions within organisations".

2.5.7   1980s – Servant Leadership

Servant leadership, developed by Robert Greenleaf in 1977, focuses on leaders as servants of their organisations. Servant leadership views leaders as a significant element of an organisation that holds "their institutions in trust for the greater good of society" (Spears, 1995). A servant-leader is not born but created through social and behavioural leadership actions (Klopf, 1960). Thus, a servant-leader is one that upholds the group's goals and is a visionary that works alongside his/her team members in order to empower them towards greater personal and organisational achievements (Greenleaf, 1977). So, a servant-leader is one who exhibits strong communication and listening skills, encourages other members to achieve organisational goals and thus "makes a difference" (Bass and Stogdills, 1990; and Greenleaf, 1995).

As Fairholm (1998) and Beck and Young (2005) argue, a servant-leader is one who encourages, sustains high-quality service, works alongside his/her stakeholders and empowers team members to innovate. The servant-leader is always searching, listening and expecting better from the world (Greenleaf, 1977). As such, the servant-leader is authentic, honest, competent, and forward-looking (Evans, 2000).

As Sergiovanni (2000) points out, the servant-leader focuses on relationships, shared goals, authenticity and community building. Above all, the servant-leader rests on the strong commitment to values and vision (Evans). Servant leadership is an important theoretical influence to the reciprocal models of leadership practiced in the new millennium. Its emphasis on mutual needs, values and aspirations encourages moral leadership (Greenleaf, 1978). Furthermore, it holds a leader accountable to the followers and organisational goals, visions and the accomplishment of tasks. Because it is in the best interest of both parties to succeed, the new, modern leader serves to increase mutual benefits and promote moral, ethical and good leadership (Greenleaf, 1978). Servant- leadership, in this way, accentuates center individual attributes and convictions over some other explicit leadership procedures. This is seen all through the compositions of Greenleaf, from his first, fundamental exposition on

servant-leadership to his after death distributed works. Behavioral theorists recognize significant leadership qualities, or 'attributes' in Greenleaf's works (Russell and Stone, 2002). Servant leadership has gone under some terminate for residual grounded in philosophical theory and for lacking observational substantiation. Stone, Russell and Patterson (2003, p. 36) call the theory "methodically indistinct and ailing in observational help", while Sendjaya and Sarros (2002, p. 63) take note of that the "current and flow writing is loaded up with narrative proof" and that "experimental research is basically required".

2.5.8 Ubuntu in Leadership in Africa

Ubuntu has a role to play in education (Department of Education, 2000) through ensuring that educator leadership has values that lead to school performance improvement. After the attainment of democracy in South Africa in 1994, Ubuntu was introduced in the policies of the Department of Education through the policy of Batho Pele (people first) to promote accountability and a customer-friendly environment. Furthermore, Ubuntu principles such as Batho Pele principles of accountability were introduced to improve service delivery. Batho Pele principles require that customers be consulted; to receive acceptable service standards; access to services; courtesy, treatment; information access; cost transparency; timeous address of their customers` problems, receive apology where it is due and receive value for money (Ngidi and Dorasamy, 2014). Ubuntu means that a person is a person through other people (Churwa, 2014). Teacher leaders should be the first to learn Ubuntu so that they can inspire their followers. Otherwise, they cannot teach other educators what they do not know (Mwambazambi and Banza, 2014). Ubuntu leadership is people-centred and emphasises the needs of the followers (Burton and Peachy, 2013) and is holistic, altruistic and spiritual focusing on serving other people (Perketi and Sendjaya, 2010). Although Ubuntu leadership positively influences the teacher commitment, teacher needs and job satisfaction. Ubuntu leadership is practiced universally, the manner and purpose of cultural perception of Ubuntu leadership is informed b7y socialisation and the national context (Taylor, Martin, Hutchinson and Lesch, 2017; Mayer, Bardes and Piccolo, 2008).

Ubuntu inspire servant leadership was shown by Albert Luthuli who viewed his teacher leadership as the leadership to the general public and was set up to listen to each individual from the general public (Msila, 2014). leaders who practice and actualize with Ubuntu stress and model the imperative and vital significance of regarding singular, group, networks and place an incentive on functioning as groups and in supporting each other to accomplish their

destinations. Regine (2009, p. 17) suggests that leaders who pursue the standards of Ubuntu perceive their interconnectedness, and see how their humanity as people is inseparably bound to that of others, and that in the event that others are decreased so are they, and that in the event that others fail so that failure is theirs. In this manner, they take joy from other individuals' prosperity realizing that their prosperity is everybody's prosperity. At the point when Ubuntu guides leaders, they understand that we are more similar than we are unique.

The spirit and nature of Ubuntu is with the end goal that it prompts helpful and community oriented workplaces, since individuals are urged to take an interest, to share, to help one another, and be an aggregate exertion and to be a cooperative person. Despite Ubuntu-inspired leaders holding high positions in their associations and using enormous power, as they unavoidably do, despite everything they make connections that depend on common intrigue, shared need, and shared regard. From an leadership perspective, Ubuntu necessitates that leaders display the route for others to pursue. Ncube (2010) states that as good example leaders legitimise their leadership by displaying commitment to such African values of Ubuntu. Ubuntu is very important in a study of not only student leadership, but South Africa but also leadership in general. Networks should be set up to be open to Ubuntu. Ubuntu can be depicted similar to a logic that can't be viewed as a "one size fits all" answer for the difficulties that the African culture faces today. The following is table 2.1: which features the fundamental topic found in the Ubuntu leadership philosophy framework.

Table 1: Ubuntu Leadership Philosophy Framework

Theme	Description
Modelling the way	By committing to African values and ethical behaviour, the leader would model ethical values and characteristics for others.
Communal Enterprise and Shared Vision	Leaders inspire a shared vision for the future. Enterprise is seen as communal with benefits derived from it being shared rather than attributed to an individual. Group outcomes would out-weigh individual goals.
Change and Transformation	Leaders through an open and transparent process initiate change. Decisions making would be through reaching consensus, and the

	process would be iterative. Transformation would be a gradual process.
Interconnectedness Interdependency and Empowerment	Building relationships would be central to effective leadership. Through building relationships with others, leaders would build trust and foster collaboration and reciprocity. Leaders would be cognisant of interconnectedness as a principle of Ubuntu and thereby empower others by allowing them to act on their own initiate and belief in themselves.
Collectivism and Solidarity	Collectivism as an African social culture would translate into the needs of the individual being less important that the needs of the community. The collectivist mentality would encourage teamwork and non-competitive environment. Solidarity and the spirit of working together towards achieving common goals for the benefit of the organisation.
Continuous Integrated Development	Leaders practicing Ubuntu would work towards cultivating innovation and developing human potential. Through building relationships and mentoring, leaders would empower others by nurturing their growth.

Source: Ncube (2010) modified from SAFE International (2009)

Ncube (2010) argues that developmental leadership philosophies focus on leaders, behaviours, values and traits and that ubuntu is rather about the nature of the individual in a leadership role. The model, therefore, does not place significant emphasis on the values and behaviour of ubuntu leadership and thus falls short in highlighting how the model can be practically applied in organisations as a means of contributing towards effectiveness. Shrivastava, Selvarajah, Meyer and Dorasamy (2014) suggest that further research is needed to test whether managers who subscribe more strongly to Ubuntu values also display different workplace behaviours in terms of greater inclusivity and impartiality. Muchiri (2011) asserts that more work is required to establish the key characteristics, behaviours and leadership models to build a logical taxonomy of leadership behaviours and approaches for organisations in sub-Saharan Africa. The Ubuntu leadership philosophy framework highlights the importance of building

relationships, but fails to promote it in as far as it can contribute towards the quality of the relationship between leaders and their followers and effectiveness within an organisation.

2.6   Meaning of student leadership

Having discussed the concept of leadership and leadership theories, it is reasonable to explicitly concentrate on student leadership. Thus, it is salient to reiterate that the University is the main factor in student leadership development, for example, cooperating in university activities, students` relationship with each other, membership in university councils, attending classes and class leadership. For example, student leadership in sport is evident on a playing field where students would have knowledge, good motivational skills, being able to motivate everybody else. Similarly, academic leadership is shown by a student who knows the subject material and demonstrates leadership in that way. This brings into light that one does not have to be in a specific position to demonstrate leadership as one can be influential in any position.

In this respect, student leadership is exercised by a student who exceeds expectations academically as well as the student who has that drive to really accomplish shared objectives and the capacity to voice the worries of others in an assembly of fellow students, administrators and academics or working with the congregation to redress issues. Clearly, a student leader is different from student leadership, which is more about social or interpersonal influence. However, any student can take a leadership role especially when academic excellence is not a pre-condition to assume a student leadership role. Thus, student leadership involves a fundamental attempt to ensure that student`s essential needs are satisfied. Characteristically, therefore, a student leader as an individual is characterized as one, who is devoted, roused, motivating, urging others to put forth a valiant effort as students, individuals with positional power and community servants working to turn a dream into reality.

2.6.1   Student leadership behaviour

Leadership behaviour is made by acquiring attitude, knowledge and skills. Kouzes and Posner (2002) classify leadership behaviour into five groups which are potentially vital for student leaders to develop their leadership. Firstly, student leadership is expected to model the way for other students in various ways, for example, set a personal example of what is expected from other students; follow through on the promises and commitment made; support the values agreed by students and the university, just to mention but a few. Secondly, it is expected that student leadership also envisions the future by imagining an exciting and inspiring a shared

vision, possibilities and thus enlists others in such a common vision which appeals to shared aspirations. Thirdly, challenging the process which affects students and university life is a key aspect of student leadership. In a nutshell, this entails a search for opportunities, strengths and innovations by seizing the initiative and looking outward for innovative ways of improving and experimenting by taking risks resulting into constantly generating small wins and gains and learning from experience. Fourthly, it is also important that student leadership also enables others by fostering corroboration, building trust and strengthening others by boosting self-determination and competence. Fifthly, how student leadership encourage contribution by others is critical as it reflects their leadership role. Lastly, as conflicts are inevitable among students, it is key that student leadership resolves a variety of conflicts by exploring ways of arriving at a mutually acceptable understanding on a matter and getting two parties to propose and agree to one of the alternatives identified. These five leadership behaviours are relevant to students' leadership growth.

Notably, van Velsor and Wright (2012) acknowledge that the most imperative capabilities for student leaders to demonstrate in leadership include flexibility, compelling correspondence, learning readiness, multicultural mindfulness, self-inspiration, and coordinated effort. As these capabilities are not clearly defined, it is very difficult to ascertain their relevance to the context of this study. In light of the above views, student leadership does not need to be confined to specific students (Bowman, 2014; Ingleton, 2013) especially that youngsters are important in our societies and are key to the country's future (Rosch and Caza, 2012; Van Velsor and Wright, 2012). The youth see the world in various ways and if teachers empower the youth they can lead their communities and empower development (Welsh, 2007).

A good leader is a role model to his or her group members, followers as well as his or her colleagues. This has the potential of developing valuable behaviour in the students by affording them strong leadership skills. Leadership, as posited by Welsh (2007), involves a "versatile process that requires working with others in personal and professional relationships to accomplish a goal or to promote positive change" Although leadership competencies and behaviours can be developed in many different ways, there has is consensus that leadership is transferred from one situation to another where one person emerges as leader from a group. Therefore, a good leader in the university environment would be a good team player in getting better results. Taking on leadership roles in the class, association and club settings prepares students to confront many challenges that they might encounter after their university life, be it a collection of individual, group and social factors essential in making development possible.

2.7   Different definitions of leadership development

First and foremost, it is key to highlight that development takes time as it is a process and thus seeks to stretch current abilities. While there is consensus that leadership development is a continuum of formal and informal learning opportunities, there are differences in how leadership development is defined. Leadership development has been defined in various ways with emphasis on different aspects. For example, leadership development is "the stretch of one`s capacity to become aware of and build skills around the dynamics of positive leader-follower outcomes" (Davis, 2001). In a slightly different vein, McCauley and Van Velsor (2005, p. 34) focus not on the stretching but rather on the expansion of personal capacity and asserts that "leader development is the expansion of a person`s capacity to be effective in leadership roles and processes". The act of expanding the capacities of individuals, groups and organisations to participate effectively in leadership roles and capacities is key to leadership development (Day, 2004).

Astin (1984) uses the same logic to propound how student leadership development is "the process in which a person is exposed to changes that proceed to more complicated behaviour which is caused by overcoming increasing challenges of life." In this regard, student leadership development may empower him or her to mature and develop toward greater levels of leadership complexity, integration and proficiency over a period. While also acknowledging the centrality of the expansion of capacity, Day (2004) includes three levels where leadership development is evident in individual, group and organisation. Briefly, "leadership development is the act of expanding the capacities of individuals, groups and organisations to participate effectively in leadership roles and capacities" (Day, 2004, p. 152). DeRue and Myers (2014) agree that leadership development is 'the process of preparing individuals and collectives to effectively engage in leading–following interactions.'

In the domain of the non-profit sector, leadership development has been defined "as an integrated development process across all employee levels within a non-profit setting for the purpose of employee empowerment through the development of interpersonal skills, for example, social awareness and social skills that ultimately contribute to individual and organisational success" (Bozer, Kuna and Santora, 2015, p. 495). The relational aspect is also evident in the definition of leadership development as the expansion of the collective capacity of organisational members to engage effectively in leadership roles and processes (McCauley,

1998). It is vital to underscore the fact that this view of leadership development is upheld in this study.

In other words, leadership development in this study focuses on social, that is, relational systems that are used to help build and strengthen commitment among the members of a society or community of practice. In this way, the development of leadership is seen as a complex interaction between the designated leader and the social and organisational environment, although it is clear that developing a set of skills for the individual who is a leader is also important. This brings to the fore the fact that leadership development is democratized, and suggests that if workers gain a better understanding of what development is, and why it matters for them, and how they can take ownership of their own development (McCauley, 1998). It is proposed that the relational model, social capital and interpersonal competences are key to what has informed the meaning of student leadership but also the kind of leadership development adopted in this study. Table 2 below reflects these dimensions clearly.

Table: 2 Summary of differences between leader development and leadership development

Development Target		
Comparison Dimension	Leader	Leadership
Capital Type	Human	Social
Leadership Model	Individual	Relational
	Personal power	Commitments
	Knowledge	Mutual respect
	Trustworthiness	Trust
Competence Base	Intrapersonal	Interpersonal
Skills	Self-awareness	Social awareness
	Emotional awareness	Empathy
	Self-confidence	Service orientation
	Accurate self-image	Political awareness
	Self-regulation	Social skills

	Self-control	Building bonds
	Trustworthiness	Team orientation
	Personal responsibility	Change catalyst
	Adaptability	Change catalyst
	Self-motivation	Conflict management
	Initiative	
	Commitment	
	Optimism	

Source: Day et al., (2004, p. 584).

2.8 Key elements of leadership development

Notably, development of leadership has a variety of key elements. Thus, this section focuses only on three elements of leadership development, namely (1) a shift towards the development of more complex competences necessary for vertical development; (2) transfer of greater developmental ownership to the individual; and (3) greater focus on the collective rather than on individual leadership as they are more relevant to development of student leadership.

2.8.1 Competence Models: more complex thinking ability is needed

Petrie (2011) reveals that developmental efforts are now focusing more on complex "thinking" abilities such as learning agility, self-awareness, comfort with ambiguity, and strategic thinking. With such changes in the mental demands on future leaders, the question is: how do organisations develop these capacities of thinking? While competence models may reveal what to develop in the leadership of leaders, it is key that development may also mean movement from one stage to the next, which is usually driven by limitations in the current stage (Petrie, 2011). This view of development, which occurs in stages, reflects that leadership needs to vary according to levels. This is vertical development which occurs as leaders progress in stages of how they makes sense of the world. This is different from what is called horizontal development and occurs when leaders are confronted with increased complexity and challenge that can't be met with what they know and can do at their current level.

2.8.2 Transfer of greater developmental ownership to the individual

The question of who takes greater ownership of leadership development is a key aspect of leadership development. The current model of leadership development urges individuals to trust that another person, for example, their director, coach or human resource personnel staff is responsible for their development (Petrie, 2011). To this end, numerous workers unwittingly re-appropriate their very own improvement to good-natured outsiders who don't just know them, yet in addition don't comprehend their particular needs and couldn't care less as much about their advancement as they themselves should. Outstandingly, individuals grow quickest when they feel in charge of their own advancement. Besides, the inspiration to develop is most astounding when individuals feel a feeling of independence over their own advancement as the imagined future pattern is that individuals would take more possession for their very own improvement. However, this invokes the question of whether people are inherently motivated to grow or not (Petrie, 2011).

2.8.3 Greater focus on collective rather than individual leadership

Arguably, "Leadership development has come to a point of being too individually focused and elitist" (Petrie, 2011, p. 26). This is another key element of leadership development in light of the transition occurring from the old paradigm in which leadership resided in a person or role to a new paradigm in which leadership is a collective process that is spread throughout networks of people. leaders are any individuals in the association effectively engaged with the way toward delivering bearing, arrangement, and duty" (McCauley and Van Velsor, 2005, p. 23). The inquiry is evolving from, "Who are the leaders?" to "What conditions do we requirement for leadership to prosper in the system?" How would we spread leadership capacity through the association and democratize leadership? (Petrie, 2011).

Stiftung et al., (2010), recommend that in the future, associations/organisation could contribute their leadership improvement endeavors to enhance limit at one of the accompanying five unique dimensions: individual capacity; group capacity; organisational capacity; network capacity; and system capacity (Petrie, 2011). Contingent upon the region in which expanded limit is wanted, associations may target distinctive gathering sizes and utilize diverse advancement rehearses. Moreover, any organisation which utilizes its leadership advancement projects/programs to enable individuals to grasp that leadership isn't contained in employment jobs however in the process that occur over a system of individuals to constantly clear up course, arrangement and guarantee responsibility (DAC) of partners (Petrie, 2011). The shift

from leadership development based on the "one-shot workshop" or conference event to more systematic, sustained and contextually relevant processes, including formal and informal programs is also well supported. Table 3 below summarizes the key elements of developing leadership according to Petrie (2011).

Table 3: Four Transitions for Leadership Development

Current Focus	Future Focus
The "what" of leadership	The "what" and "how" of development
Horizontal development	Horizontal and vertical development
HR/training companies own development	Each person owns development
Leadership resides in individual managers	Collective leadership is spread throughout the network

Source: Petrie (2011, p. 6)

2.9   Methods of leadership development

The notion of method used for leadership development shows what organisations do to build up their leaders and what sorts of technique they use. While the types of challenges which student leaders and other leaders are facing continue to change the methods that are used to develop them seem to be staying the same. Five common methods of leadership development are training, job assignments, action learning, and coaching, mentoring and 360-degree feedback.

2.9.1   Training

According to Bramley (2003, p. 26), "training is a process which is planned to facilitate learning so that people can become more effective in carrying out aspects of their work." Similarly, "Training is an instructor-led and content-based intervention leading to desired changes in behaviour and which, unless it is on-the job training, involves time away from the workplace in a classroom or equivalent". As argued by Sloman (2005), training involves learning. In other words training is part of learning and development. Again, "Training has an important complementary role to play in accelerating individual and organisational learning alongside other activities like coaching, mentoring and peer group learning". In a nutshell, training refers to a planned intervention which aims at enhancing elements of individual job performance and thus improve skills that are necessary for the achievement of organisational

goals (Chiaburu and Tekleab, 2005). Training programs may also help the workforce to decrease their work-related anxiety and frustration (Chenet, 2004).

Training programs not only develop employees but also help an organisation to make the best use of their human resources in favour of gaining competitive advantage. Therefore, it is mandatory for the firm to plan for such training programs for its employees to enhance their abilities and competencies that are needed at the workplace. Additionally, training does not only develop the capabilities of the employees but also sharpen their thinking ability and creativity in taking better decisions in time and productively so (David, 2006). Moreover, training also enables employees to deal with the customer effectively by manner responding to their complaints timeously (Hollenbeck, 1989). It is also notable that training develops self-efficacy and results in superior performance on job by replacing the traditional weak practices with efficient and effective work related practices (Kathiravan, Devadason and Zakkeer, 2006).

The greater the gap between the skills necessary and those possessed by the workforce, the higher the job dissatisfaction of the workers. Edwards et al., (2002), suggest that training could be an efficient and effective tool for improving employee job satisfaction as the improved worker performance leads to appreciation of workers efforts by top management. According to Rowden and Conine (2005), trained employees are more able to satisfy the customers (Tsai, 2007). Thus, employees who learn as a result of a training program show a greater level of job satisfaction along with superior performance.

2.9.2 Coaching

According to Lambert (2004), coaching is tied in with utilizing everyday work involvement as learning opportunity through the assistance of an accomplished and experienced mentor. Lambert (2004) further argues that it includes urging self-reflection to open a man's capability to expand his or her very own performance by helping them learn from experience. Coaching has a useful center gone for tending to genuine working environment challenges and can either be treated as a transient mediation or long haul improvement process. Coaching involves practical, goal-focused forms of one-on-one learning and, ideally, behavioural change (Hall, Otazo, and Hollenbeck, 1999). As already indicated, it can be a short-term intervention intended to develop specific leadership skills or can be a more extensive process involving a series of meetings over time. The most effective coaching allows collaboration that allows for one to be able to assess, and indirectly gain a greater understanding of the developmental tasks,

and to challenge current constraints and challenges whilst exploring new possibilities "in order to ensure that there is accountability and to provide support for reaching goals and sustaining development" (Ting and Hart, 2004, p. 123).

Managers enjoy giving their direct reports positive feedback although not all of them do it well. Simply pointing out that someone has done a "good job" is a reward, not a learning tool. By making the link between good performance and its contribution to the team or organisation's goals, there is an increase in the chances that this type of performance will recur in the future.

Discussion of performance weaknesses is often the most dreaded part of a performance review and this is with sufficient reason as managers who stumble in this part of a review can negatively impact their direct reports' future performance. However, managers who can effectively deliver this type of feedback can positively impact employee performance.

2.9.3 Action learning in leadership

Action Learning is a procedure that includes a little gathering taking a shot at genuine issues by making a move and learning as people and as a group as well as an organisation. It enables organisation to create innovative, adaptable and effective procedures to squeezing issues. Naturally, it is a procedure "that makes dynamic open opportunity for people, groups, leaders and organisation to effectively adjust, learn and develop" (Marquardt, 2011). Cowan (2014) follows the sources of activity figuring out how to Reg Revans. Pedler (1997) declares that activity learning is portrayed as a way to deal with the improvement of individuals in an organisation which utilizes errands as the vehicle for learning. Along these lines, it depends on the commence that there is no learning without activity and no calm and intentional activity without learning. The technique, along these lines, has three fundamental segments to be specific, people, problems, and an arrangement of six or so partners. Activity learning infers both self-improvement and organisational development. In this way, activity on an issue changes both the issue and the individual following up on it. All things considered, it continues especially by addressing underestimated learning. Thus, organisation should have the capacity to build up their leadership while in the meantime get "genuine" work done (Carson, 2015). As argued by Edmonstone (2003), action learning is tied in with handling genuine issues or issues, completing things, reflecting and learning as advancement unfurls. According to Pedler, Burgoyne and Brook (2005), action learning makes a culture of learning and underscores making inquiries to make an answer for genuine issues that are both critical and imperative.

This is finished with the assention from senior leaders in the organisation such that the arrangements would be executed assuming great and practical. The enquiry-based way to deal with leadership issues in real life learning stresses the situational angle and experimentation. In this way, one leader may respond contrastingly to a comparative circumstance than another and each activity will be viewed as similarly right. Associates who are themselves liable to confront comparative circumstances can typically offer extraordinary inquiries and proposals to mentor one another.

There is also encouragement in a peer set which meets regularly to be able to report on intended actions. The relational aspects of leadership are thoroughly susceptible to both the process of the action learning set and the cycle of experimentation and reflection. Effective action learning may range from tacit, un-facilitated learning at work to focused and high-impact learning projects to the transformations of people and organisations (Marsick, 2002).

2.9.4   Mentoring

Mentoring is typically defined as a committed relationship in which a senior person supports the personal and professional development of the junior. It may be a formal program or a much more informal process. Recognizing the value of mentoring, organisations are increasingly looking at ways of formalising these types of relationships as part of their leadership development efforts. Today, mentoring is a process in which an experienced individual helps another person develop his or her goals and skills through a series of time-limited, confidential, one-on-one conversations and other learning activities. Mentors also draw benefits from the mentoring relationship. As a mentor, one has the opportunity to share his or her wisdom and experiences, evolve his or her own thinking, develop a new relationship, and deepen your skills as a mentor.

Mentoring relationships can occur at all professional levels. The mentor may help the protégé (the person being mentored) develop specific job skills or leadership capacities. The mentor may work in the same organisation, have experience in the protégé's organisational context, or have experience in the same field. Correia and McHenry (2002) describe a mentor as an experienced teacher, a successful and knowledgeable professional facilitating growth and support through a mutually beneficial relationship. A positive attitude, wide experience, willingness to assist and support are needed. The process should be handled sensitively, discreetly, with wisdom and care. The mentor should listen patiently, build a relationship,

nurture self-sufficiency, establish protected time; share knowledge and be constructive. Good mentors are both friends and teachers to their mentees and are expected to somehow manage highly intimate, mutual relationships without compromising their objective evaluation of the mentee's performance (Gormley, 2008).

According to Rolfe (2004), the mentor's role includes that of a counsellor by helping the mentees take stock of where they are and where they want to be through personal goal setting especially in relation to their career, professional and skills development. Secondly, to act as a consultant providing guidance of how mentees may get to where they want to go and to select strategies to achieve goals. A third role is that of a coach who assists and motivates mentees implement, plans and achieve goals. The mentor's job is to listen, provide constructive feedback and help their mentees consider various options and refer them to available resources and facilitate their decisions regarding work or career matters. The mentor may choose to share their own experiences and, if asked, give advice. The mentor may help mentees identify skills that could be developed, coach mentees and give them the opportunity to practice and receive feedback. In this regard, mentors may act as a sounding board for the mentee's problems, ideas or career plans, ask questions that make mentees explore issues, or challenge the mentee's thinking. It is in these ways that mentors provide guidance to their mentees. The mentor does not solve the mentee's problems as they only assist in the problem solving process. Mentors who are effective and caring spend large amounts of extra time with their mentees. Thus, they provide the mentees with a range of emotional support mechanisms, and they also nurture and guide mentees by showing caring and personal interest and involvement in the struggles and challenges faced by their mentees (Gionfriddo et al., 2008). Clearly, therefore, the role of the mentor is complex and laden with responsibility.

2.9.5 360 Degree Feedback

Rokendro (2010) defines 360-degree as a multiple impact approach to performance assessment that uses a variety of rating resources which include superiors, peers on the same level, subordinates, customers and self. It is an upward, downward and lateral assessment approach that brings about a full circle view from 360-degree. Feedback is defined as information provided on how well an employee (or an individual) is performing his or her work (DeNisi, and Kluger, 2000). It is intended to improve performance by providing better awareness of the individual's strengths and weaknesses (Parker, 1998). The 360-degree feedback is otherwise called full-circle examination, multi-rater input, multi-source input, upwards input, group

performance survey, 360-degree evaluation, 540-degree input, all-round input and companion evaluation. As per Ward (2004), every one of these terms pass on a similar importance. Similarly, Lepsinger and Lucia (1997) conceive of the 360 degree feedback method as 'the feedback process which involves collecting perceptions on a person's behaviour and the impact of that behaviour from the person's boss, direct reports, colleagues, fellow members of project teams, internal and external customers and suppliers'. Neville and Carter (2005) propose that the reasons of 360-degree feedback implementation are self-development, featuring preparing needs, group building, performance evaluation, vital improvement and compensation. The grounds of multi-source input approach incorporates accomplishing business system, supporting social change, cultivating individual improvement, upgrading group viability and distinguishing preparing and choice prerequisites. Lee and Lewicki (2002), be that as it may, advocate a few goals of multi-rater criticism as group building and the executives, progression arranging, right putting and advancing distinguished estimations of the organisation, basic leadership, upgrading correspondences all through the association, frameworks introduction and considering, to remunerate and as an enhancement to the yearly performance assessment framework.

The power of 360-degree appraisal is that it offers individuals a reality check whereby they can receive honest feedback on their behaviour and performance. Ideally, the process should be anonymous to enable the sharing of feedback (both positive and negative) that would be unlikely to be provided during the normal events. The centre of creative leadership, one of the main proponents of 360-degree appraisal, offers the following guidelines on how to use this technique most effectively (Chappelow, 2004):

- 360-degree appraisal should not be used as a stand-alone event, but rather integrated within a developmental model of assessment, challenge and support.
- Support from the participants' boss is critical, as is buy-in from the recipient and a commitment to addressing development goals arising from the appraisal.
- The 360-degree feedback process works best when it starts with executives at the top of an organisations and cascades downwards to other levels.
- Poor administration and management of a 360-degree appraisal process can be fatal and result in a worse situation than before.
- The timing of a 360-degree appraisal process should be chosen carefully to minimize the potential impact of other factors within and outside the organisation.

One recommendation is that the multi-rater feedback approach fortifies the contact between the raters and the ratees (Gallagher, 2008). Another positive part of the multi-source input is that by assessing their manager, raters may feel engaged (Alimo-Metcalfe, 2003). The chance of rating their supervisor may give workers the experience of intensity and the privilege to talk. Multi-rater input frameworks give amazing criticism and are utilized for performance coaching (Atwater, 2007). Feedback from different sources gives more solid data with the end goal to illuminate the collectors about the dimension of their performance. Gallagher (2008) argues that multi-rater input framework drives supervisors to draw an unmistakable edge of representative qualities and shortcomings; it uncovers the 'vulnerable sides' of beneficiary performance (Gallagher, 2008).

One of the disadvantages of the 360-degree is that the implementation of the multi-rater input requires a generous measure of capital (Rohan-Jones, 2004; Ward, 2004 and Nickols, 2007). This reality might be viewed as an impediment of feedback implementation. Levy and Albright (1995) show that various inputs may cause disparities because of different raters. There has been a feedback of the free decision of the respondents which guarantees that collectors are probably going to pick the raters who are near them and who like them (Ward, 2004). Another negative viewpoint about the 3060-degree input is the risk of negative accentuation of the recipient performance (Ward, 2004). The facilitators or the directors, who apply the multi rater input instrument, may concentrate on the shortcoming of the appraiser's performance. Ward (2004) suggests that there might be a few troubles for assessing supervisors with their new duties and the points of interest that they need to oversee. As was set out in the past areas, the 360-degree criticism approach itself is as vital as the accumulated input. In this manner, directors need to pursue the procedure precisely and that adds more work to their occupations.

2.9.6 Job Assignment

Ohlott (2004) argues that the use of job assignments as a tool for developmental purposes provides benefits are not limited to, but go beyond getting the job done, and further argues that this may even result in gaining competitive and beneficial advantages and rewards for the organisation Challenging job assignments have been found to be strong tools and are a potent form of leadership development, and provide many of the developmental opportunities in organisations today. Ohlott (2004, p. 158), proposes "the level of organisational involvement in making job assignments part of their leadership development process runs the gamut from simply providing people with information about developmental opportunities in their current

job to a systematic program of job rotation." The next sections discuss previous studies on student leadership development.

2.10   Previous studies on leadership initiatives outside South Africa

The Hong Kong Polytechnic University developed a credit-bearing course name "Tomorrow's Leaders" which was piloted in 2010 and 2011. As part of the evaluation of the course, students had to give feedback on the programme's effectiveness in terms of the holistic development and leadership. The majority of the students reported that this course showed positive change and helped them to develop self-reflection and psychosocial competencies (Shek and Sun, 2012). The Northern University in Boston uses assessments to evaluate the applicant's leadership potential as part of their admission criteria.   In this example, the University, even in spite of low high school grades (Thomsho, 2009), accepts students who show high leadership potential. Dhuey and Lipscomb (2006), who argue that universities are increasingly looking at soft skills such as leadership in their admission criteria, confirm this statement. This provides evidence that universities see the value of the leadership skills that students bring to the institution.

Manyibe and Mairuru (2007) studied factors that contribute to leadership development in African students studying in the United States. The results showed that campus community service expanded the student's skills and knowledge regarding leadership. Manyibe and Mairuru (2007) also found that gender had an influence on a person's leadership skills, as many African cultures tend to train males rather than females in leadership. In this study, gender was also a significant predictor of leadership effectiveness in a study conducted by Wisner (2011) where gender was also strongly related to the student's beliefs about leadership. The male students indicated a very strong conviction in hierarchical leadership whereas female students related more to systematic leadership styles.

Kouzer and Posner's (2002) developed the Student Leadership Practices Inventory (Student LPI) as a self-assessment instrument to gain perspectives into how a student see him or herself behaving as a leader and what actions he or she can take to improve on the five practices. Kouzer and Posner's (2002) classified the five-student leadership behaviour on student leadership, which have been discussed earlier on and reiterated here as follows:

- Inspire a shared vision - others are attracted to share the vision to change the way things are and to create something new.

- Challenge the process - gain support for new ideas that foster progress, innovation and improvement.

- Enable others to act - provide the platform for collective effort to take risks create change.

- Encourage the heart - show care and appreciation through one's actions.

- Model the way - demonstrate self-awareness, clarity about one's values honesty, forward thinking, competence and aspiration.

It is notable that the Student Leadership Practices Inventory by Kouzes and Posner (2002) focused on measuring the frequency of 30 specific leadership behaviours arising from six behavioural statements for each of the identified five practices. Although these were conceived in a study outside South Africa, the leadership behaviours are relevant to students in South African universities. This study focused on these five leadership behaviours to investigate how these are manifested but also developed or not among student leaders at DUT in Durban. There are two reasons for adopting these leadership behaviours. Firstly, leadership practices are not only measurable and learnable, but are also a teachable set of behaviours which reflect how one has developed or not his or her student leadership. Secondly, they are comprehensive enough to give a better picture of various dimensions of student leadership.

2.10.1 Previous studies on student leadership in South Africa

Grandzol et al., (2010) conducted a study assessing the leadership development of team captain in collage varsity athletics. The investigation analysed the administrative advancement of team captain and student competitors who participated in intercollegiate games at a private establishment of an advanced education institution. The study focused on student athlete in the sport of men's and women's soccer, ladies' field hockey, men's and ladies' cross-country, and ladies' tennis. The study concluded that just partaking in one playing season, while filling in as a team captain gave an invaluable chance to students to learn and hone leadership abilities. Specifically, team captain showed greater opportunities of leadership practices than colleagues. Leadership development of team captain requires that leaders inspire a shared vision and envision the future by imagining exciting and enabling possibilities and enlist others in a common vision by appealing to shared aspirations. A study of Ubuntu in South Africa by Broodryk (2006) imagined Ubuntu as a rationality that gives importance to life supported by shrewd exercises overflowing into valuable adapting abilities, and empowered the advancement of individual and collective dreams and missions. Ubuntu is the establishment

for the fundamental qualities that show themselves in the manners in which African individuals think and carry on toward one another and every other person they experience.

Thus, it is judicious that any study of student leadership development incorporates parts of Ubuntu (Sulamoyo 2010). American schools are additionally taking a gander at the likelihood of Ubuntu leadership style as an elective leadership approach (Bertsch, 2012). Findings from a study by Berstch (2012) indicate that American school principals have familiarity with different indigenous leadership methods of insight over the world. These principals perceive Ubuntu leadership as a methodology that can bolster leadership styles despite the fact that social effect is a factor that is as yet being researched (Bertsch, 2012). Ubuntu leadership standards of consultation, joint effort with all school partners are the principle factors for the examination of this initiative style. Along these lines, Ubuntu leadership is as of now utilized by American schools to refresh their own leadership styles (Bertsch, 2012).

The spirit of Ubuntu prompts helpful and communitarian workplace since individuals are urged to take an interest, to share and bolster each other in the aggregate exertion to be cooperative individuals. Generally, Ubuntu which is a Nguni word from South Africa, addresses interconnectedness, basic humanity, and the duty to one another that streams from connection. Ubuntu from an leadership point of view has angles which have additionally been incorporated into past investigations of student leadership. Kouzer and Posner (2002) focus on how leaders demonstrate the route for other people, which is a part of Ubuntu. Ncube (2010) states that as a good example, the leaders legitimises his or her leadership by a promise to African qualities, for example, genuineness, truthfulness, honesty, sympathy, compassion, poise, and regard for other people.

Siyakwazi and Siyakwazi (2015) in Zimbabwe concentrated on the ancient programs under Ubuntu leadership. The findings demonstrate that albeit the majority of the themes concentrated on human sciences like sexual issues, marriage, religion and family duty and great human relations other town significant subjects were angling, chasing, cooking, creature butchering and other down to earth abilities. The substance of the educational programs included family trees, self-protection, music and dance, well-being, mending aptitudes, self - dependence inside the earth, inborn chorales, narrating, sports, mystery and classified information. Utilizing this educational programs, Ubuntu leadership can handle all the down to earth difficulties in current society. It is likewise striking that a few parts of Ubuntu are like hireling leadership. In this way, worker authority maintains numerous estimations of Ubuntu

administration, for example, care, people– centeredness, lowliness and regard. It is the leadership style that is nearest to Ubuntu leadership (Pillay, 2012).

While the five student leadership behaviours specified by Kouzer and Posner (2002) in the Student Leadership Practices Inventory (Student LPI) are generally comprehensive, they were not developed with Ubuntu as a core to the leadership context. As such, Ubuntu is included so that six leadership behaviours are examined in this study of student leadership development. Since there are overlaps between Ubuntu and some specific dimensions of behaviours on the Student Leadership Practices Inventory and also servant leadership, it is important to avoid duplication and dilution of the essence of Ubuntu which is important in South Africa as the leadership context in this particular study.

2.11   Summary

This chapter focused on the review of literature review encompassing conceptual and theoretical issues that underpin the constructs of leadership and what student leadership is. Furthermore, the chapter also discussed the method of leadership development and a variety of student leadership behaviours which include Ubuntu. The next chapter focuses on the research methodology of the study.

<center>**Chapter Three**</center>

<center>**Research Methodology**</center>

3.1 Introduction

In this chapter, the researcher presents and discusses the research design and methodology that were used in this study. The research paradigm and design that were used are identified, explained and their uses are justified. The research methodology is not only presented but its advantage is also explained. Then, the sampling method is identified and its study suitability is explained subsequent to which the sampling method is presented. The data generation methods and data analysis are then identified and explained. Additionally, ethical issues, trustworthiness and limitations of the study are also presented. A summary concludes the chapter.

3.2 Research Design

Research design is defined as a plan to undertake research and gather the data appropriate to a study to be performed (Babbie and Mouton 2009). In quantitative research, conclusions are drawn from many participants and relations can then be investigated within the data. With regards to the quantitative method approach used in this study, a questionnaire was utilised. Self-administered questionnaires were distributed to student residence leaders and centre users with the aim of obtaining their perspectives.

3.2.1 The nature of quantitative research

According to Chapman (2015), quantitative research, on the one hand, involves significant issues where a study seeks to create an objective understanding of reality. Thus, quantitative research involves a cycle of successive phases of hypothesis formulation, imagination and patience at the planning and design stages. Furthermore, quantitative research requires a measurable data collection, analysis and interpretation. Additionally, quantitative research involves statistical tests which are used to infer from the assumptions that have been developed in the study. Thus, it aims at solving the underlying issues in a more generalised form since the assumptions that are developed are from a more general perspective (Chapman, 2015). Scientific and mathematical research must include data analysis where the hypothesis is developed and analysed using statistical approaches.

<center>48</center>

On the other hand, qualitative research is slightly different as it aims to explore and to discover issues about the problem at hand because very little is known about the problem(Chapman, 2015). Qualitative research is used to gain an understanding of fundamental details, opinions and motivations. It gives the researcher insight into the problem or assists in the development of ideas or hypotheses for potential quantitative research (Chapman, 2015). According to Chapman (2015), qualitative research is designed to help researchers understand people, and the social and cultural contexts within which they live. Thus, qualitative research is described by Chapman (2015, p. 49), as "allowing a detailed exploration of a topic of interest in which information is collected by a researcher through case studies, ethnographic work, interviews, and participant observation." This fact notwithstanding, this study adopted a quantitative approach to understand objective reality.

3.3   DUT Residences in the study

The Durban University of Technology has twenty-nine Durban Residences (DUT, 2018). Fifteen are in-source residence owned by the university and fourteen are out-sourced residence (privately owned). The residences are indicated in table 4, reflecting the "insource" and "outsource" residences and the number of residence student leaders.

Table 4: DUT Durban campus residences only

Name of Insource Residence	Representative	Name of Outsource Residence	Representative
Berea	5 house Committee	Medina Heights	1 peer leader + 2 floor reps
Hertine Court	5 house Committee	Awami	1 peer leader + 2 floor reps
Corlo Court	5 house Committee	Orat	1 peer leader + 1 floor reps
Winterton	5 house Committee	TT Apartment	1 peer leader + 1 floor reps
Steve Biko	5 house Committee	Mabika	1 peer leader + 1 floor reps
Alpine	5 house Committee	Abdulla	1 peer leader + 1 floor reps
Baltimore	5 house Committee	128 Steve Biko	1 peer leader + 2 GCI
Campbell	5 house Committee	Sedfin	1 peer leader + 2 Insika
Walsingham	2 GCI + 2 Qhakaza		
Urban View	2 Insika + 2 Qhakaza		
Persada	2 Insika + 2 Qhakaza		
Sherwood	2 Insika + 2 Qhakaza		

Stratford House	2 Insika + 2 Qhakaza		
Student Village	3 GCI + 1 floor reps		
Sterling House	3 GCI + 1 floor reps		

Dut Department of student housing and residence life (2018).

3.4   Target population

A target population is described as the set of elements (people or things) in relation to which the researcher is willing to make interventions (Blattman et al., 2014). In this research study, the targeted population consisted of respondents at the Student Housing Department in the residences at Durban University of Technology (excluding Pietermaritzburg campus), (23 residences with a total of 100 student leaders of residences). The respondents consisted of House Committee Members, Central Housing Committees Members, Insika Men's Forum, Green Campus Initiatives Committees, Peer Leaders and Floor Representative Members, mentioned in Table 3. Additionally, the house committee and floor representatives were viewed as suitable as the number of inhabitants in the examination area. As expressed in chapter one, they comprise the performers in charge of the normal performance and obeying residence rules. Most of the student leaders know residence better than any other leadership structures since they were in the best position to furnish the analyst with the information expected to answer the research question of this study.

3.5   Sample of the population

For some studies, the population may be sufficiently minimal to warrant the joining of all of them in the study. In any case, an examination may involve a substantial population which can't all be considered. That bit of the population that is thought about is known as an sample of the population (Nworgu 1991). A sample in this study is, along these lines, a small group of parts drawn through a positive methodology from an accessible population. The segments making up this model are those that are truly considered. The sample in this study was 80 student leaders from the residences of DUT.

3.6   Sampling techniques

A stratified random sampling technique was used for selecting the participants in this study. Saunders et al., (2000, p. 28) state that "stratified random sampling is a modification of random sampling in which the researcher divides the population into two or more relevant and

significant strata based on one or a number of attributes." This system was utilized to guarantee a genuinely equivalent portrayal of the factors for the study.

The stratification depended on insource resident leaders and outsourced residences leaders in private owned at the Durban University of Technology. Inside each area, the determination of living arrangement leaders was by simple random sampling. This was accomplished by writing out the names of the residence leaders in a piece of paper which was folded and put in a basket. After exhaustive reshuffling, the analyst chose a component, recorded it and set it back in the bushel until the point that the required number was obtained. That is, the specialist connected testing with substitution. A proportionate stratified random sampling system was utilized to select 80 leadership research participants from all the Durban residence of the campus (see table 4). The proportionate stratification depend on the way that there were more House Committee members than other residence leadership structures.

Table 5: DUT Leadership structures participants

Leadership Structure Name	Number of Leadership Research Participants
House Committee	40
Qhakaza Women's Network	10
Insika Men's Forum	10
Floor Representative	10
Peer Leaders	10
Total	80

DUT Department of student housing and residence life (DUT, 2018).

3.7   Structured questionnaires

A variety of measuring instruments provides researchers with several options to choose the one that best suits the characteristics and needs of the study (Astrauskaite, Vaitkevicius and Perminas, 2011). Due to a large number of questions, which were 47, the survey material in the form of structured questionnaire was designed. A structured questionnaire is a type of a questionnaire in which there are definite, concrete and pre-determined questions (Sekaran and Bougie, 2013). The questions are presented with exactly the same wording and in the same order to all the participants. This sort of standardization is meant to ensure that all the

participants answer the same set of questions (Kothari, 2004). In this study, the questionnaire consisted mainly of close-ended questions and was divided into 3 sections (refer to Appendix H). Section A consists of questions on the demographic information such as Name of residence one is staying in, gender, single or married, age, level of study, how long one has been a student leader in the residence and the highest education level attained. Section B contains questions on Student Leadership Behaviour; section C contains questions on Leadership Development. The questionnaire also had some open-ended questions to explore not only how leadership had developed or failed to be developed, but also how student leaders of the residences at DUT actually think student leadership for residences should be developed.

Notably, the usage of a questionnaire enables the researcher to survey a large number of participants with little expense and effort (Spector, 1997). Thus, the questionnaire was structured in the modified Likert fashion, on a 5 – point scale, ranging from "Rarely, Once in a While, "Sometimes , Often and Very Frequently". Subjects were then instructed to respond to their degree of agreement with the statements contained in the instrument.

3.8   Data collection

Data was collected using a structured questionnaire given to the residence student leaders.

3.9   Pre-testing and Validation

A pilot study about was attempted to measure the comprehension of questions, time to finish the questionnaire and some other relevant components. A sample of five participants who were not going to take an interest in the genuine review were taken through the procedure and finished the questionnaire. The respondents' feedback affirmed that the survey was straightforward and that the time dispensed was adequate to enable mindful and significant reactions to the questions to occur.

Gomm (2008, p. 30) argues that that "Reliability refers to consistency and applies particularly to research instruments with questions such as 'would this instrument give the same result if measuring the same thing a second time, assuming it hadn't changed in the interim." The questionnaire designed is solid and reliable. When piloting a Cronbach alpha test, a dependability coefficient of 0.70 or higher is considered as adequate, (SPSS ver.17). The Cronbach Alpha score for the survey was .991 in general. A similar questionnaire was utilised for every one of the respondents to build up whether similar outcomes would be delivered whenever directed and duplicated in another study.

3.10   Data Analysis

The traditional way of analysing numerical data is to use statistical analysis (Plowright, 2011). In this study, the SPSS was used to analyse the quantitative data collected from the sampled participants. The data were analysed using descriptive statistics and presented in three forms: table, percentage, charts and graphs (Sekaran and Bougie 2013).

3.11   Frequency counts

Frequency counts were calculated to identify the extent of agreement or disagreement with leadership behaviours. These frequency accounts were undertaken on a Likert scale ranging from "Rarely, Once in a While, "Sometimes, Often and Very frequently".

Reliability is one of the most desirable merits for any academic research to exhibit though its meaning differs, depending on whether quantitative or qualitative research is being used. Quantitative research ensures the possibility of the replication of results. That is, results should fall within certain limits of experimental or random error. Therefore, when the same methods are used with the same sample, then the results should also be the same (Cohen, 2008). The reliability of this study was determined by conducting a pilot testing at the Durban University of Technology. The study's questionnaires were distributed to six participants within the department of student housing to the senior student leaders at residence. The data gathered from the questionnaires and documentation for this test also formed the basis of making changes to ensure that the questionnaire was reliable.

3.12   Validity

Validity is considered to be the most critical attribute of research studies because their objectives must be representative of what researchers are investigating (Welman et al., 2005). Hesse-Biber (2010) asserts that establishing validity for studies implies that individuals assessing the research feel that its results possess a high degree of credibility. In this study, content validity was performed by using pre-testing questionnaires. In this study, a review of the responses from the pilot test of students' leaders assisted in deciding on those items to be included in the final data collection instrument for the study to be valid. Creswell (2015) asserts that validity is found in three traditional forms, which are: (1) content validity (the content is correctly determined); (2) predictive validity (criteria measurements and the correlation of results); and (3) structural validity (measurements of hypothetical concepts). The validity of the results obtained assisted in determining whether the data collection instrument was appropriate for use in this study. Thus, Greener (2008) asserts that surveys and questionnaires

must address exactly those things being measured in the studies in question. It may also happen that the participants provide unexpected answers to questions and this needs to be accounted for. So, in this study the Cronbach alpha was used in this study to ensure validity.

3.13   Ethical Issues

Ethical issues refer to the behaviour where a researcher takes into account the effects of the research on the participants and acts in such a way as to preserve their dignity as human beings (Cohen et al., 2007). Ethics are necessary so that participants feel respected, appreciated and recognised as respectable human beings. Thus, the researcher obtained ethical clearance from the University of KwaZulu-Natal and then permission from the Director of Student Housing Department at the Durban University of Technology (appendix B). Care was taken to address the participants` of the privacy with sensitivity and their right to confidentiality and voluntary participation through the use of informed consent and careful adherence to the research protocols (appendix C). No participant was forced to participate.

By obtaining informed consent from the participants for their data to be used in the study, the researcher put in place measures to ensure that adequate protection of the participant's rights has been provided. The information given by the respondents was treated in the strictest of confidence, and their privacy was closely guarded. The research took place after official university hours to avoid interference with the lecturing time. The participants were also assured of anonymity and confidentiality through the use of pseudonyms (Creswell, 2009). So, they were told that they could withdraw from the study at any stage if they so wished. Any reasonable request by the participant was accommodated. However, there were limits on issues of participants` request. The residence leaders were told that there is no way that their director would find out what was said.

3.14   Limitations of the study

Limitation refer to the imperatives that were forced on the study and the setting in which the research claims are set (Vithal and Jansen, 2006). The limitations in this study were:

(a) Difficulty of accessing the residence leaders as some of them were not welcoming.
(b) The study was limited to the Durban Residence only.
(c) This was because of distance and travel costs to the Pietermaritzburg campus to access the student residence leaders.

3.15 Chapter Summary

This chapter identified, explained and justified the research methodology and research that were used for purposes of this study. Research paradigm was distinguished and its reasonableness for the study was clarified. Both sampling and sampling strategies were clarified and supported. Data analysis and information methods strategies were likewise clarified. The chapter also elucidated on the steps taken to accomplish these methodologies, and confirmed the reliability and validity of the instruments of data collection used in the study. Ethical issues of this study and limitations of these scholars were explained. The next chapter presents and discusses data generated from the field.

Chapter 4

Results

4.1 Introduction

This chapter presents, firstly, the demographic results obtained from the questionnaires in this study.

4.2 Section A: Biographical Data

This section summarises the biographical characteristics of the respondents. Table 6 describes the overall gender distribution by age.

Table 6: Cross-tabulation

			What is your gender?		Total
			Male	Female	
What is your age? (years)	< 20	Count	8	8	16
		% within What is your age?	50.0%	50.0%	100.0%
		% within What is your gender?	21.6%	18.6%	20.0%
		% of Total	10.0%	10.0%	20.0%
	20 – 29	Count	29	33	62
		% within What is your age?	46.8%	53.2%	100.0%
		% within What is your gender?	78.4%	76.7%	77.5%
		% of Total	36.3%	41.3%	77.5%
	50 – 59	Count	0	2	2
		% within What is your age?	0.0%	100.0%	100.0%
		% within What is your gender?	0.0%	4.7%	2.5%

			0.0%	2.5%	2.5%
	% of Total				
Total	Count		37	43	80
	% within What is your age?		46.3%	53.8%	100.0%
	% within What is your gender?		100.0%	100.0%	100.0%
	% of Total		46.3%	53.8%	100.0%

Overall, the ratio of the males to the females is approximately 1:1 (46.3%: 53.8%). Within the age category of 20 to 29 years, 46.8% of the respondents were male. Within the category of the males (only), 78.4% were between the ages of 20 to 29 years of age. This category of the males between the ages of 20 to 29 years constituted 36.3% of the total sample of the respondents. The majority (77.5%) of respondents were within 20 – 29 of age, with nearly two-thirds constituting 20.0% of them being below the age of 20. Less than 2.5% of the respondents were found to be above 50 years of age.

The age group of the respondents (in years) presented in figure 1.
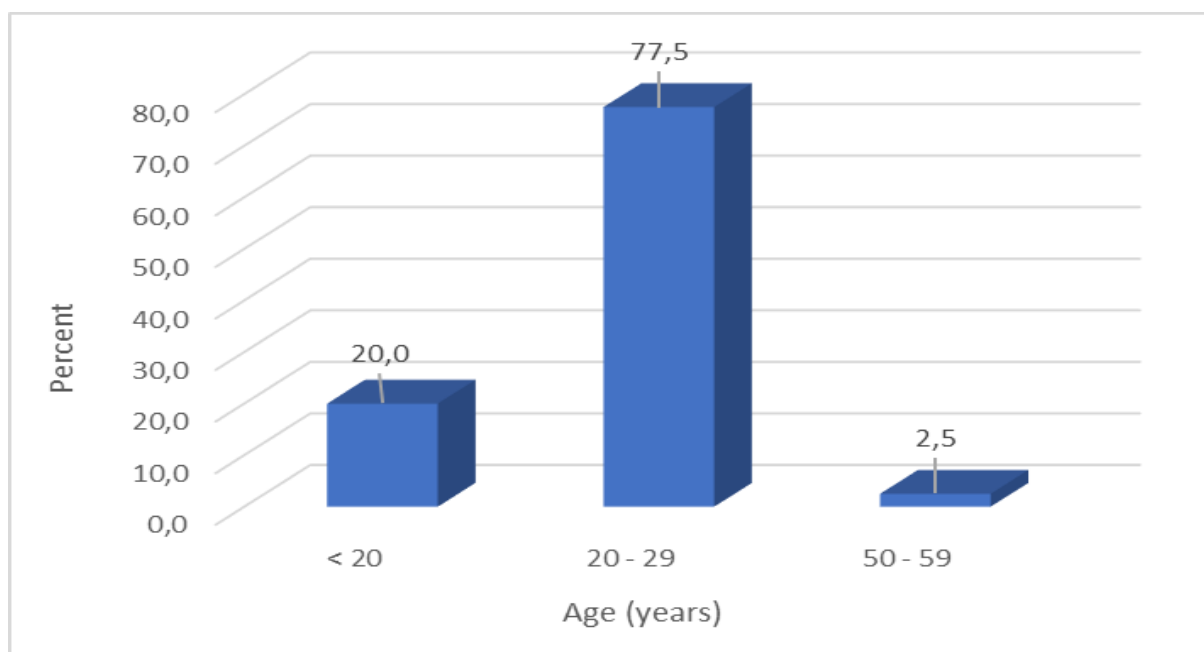
Figure 1: Percentage of respondents by age group

Approximately two-thirds (77.5%) of the respondents were between 20 – 29 years of age, and 20.0% of them being below the age of 20. Less than 2.5% of the respondents were above 50 years of age.
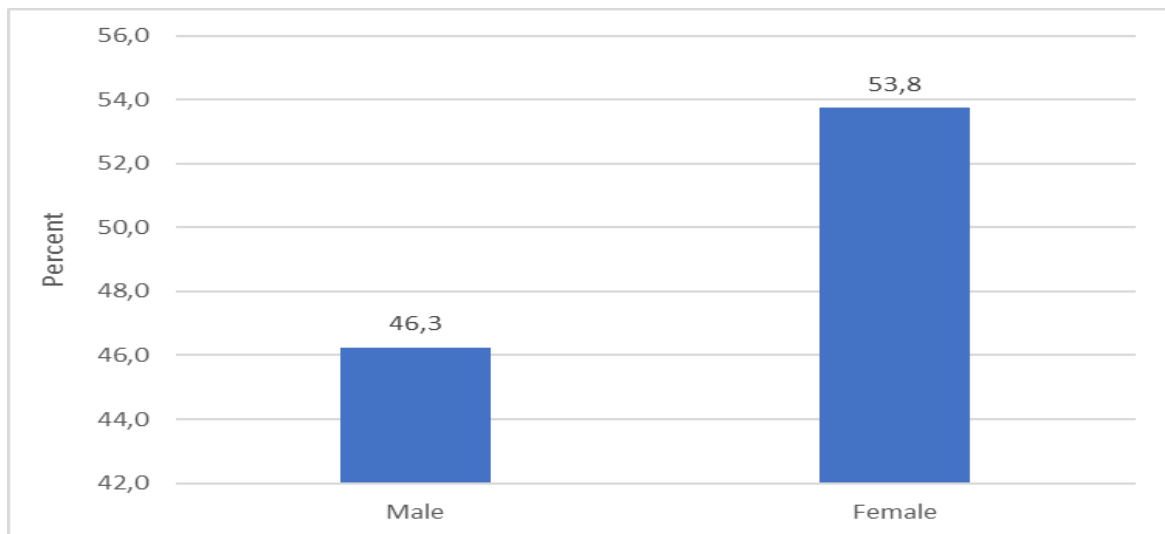
Figure 2: Percentage of the respondents by Gender

Approximately two-thirds (46.3%) of the respondents were male and 53.8% were female.

- There were no graphs for race because all the participants were 100% African.
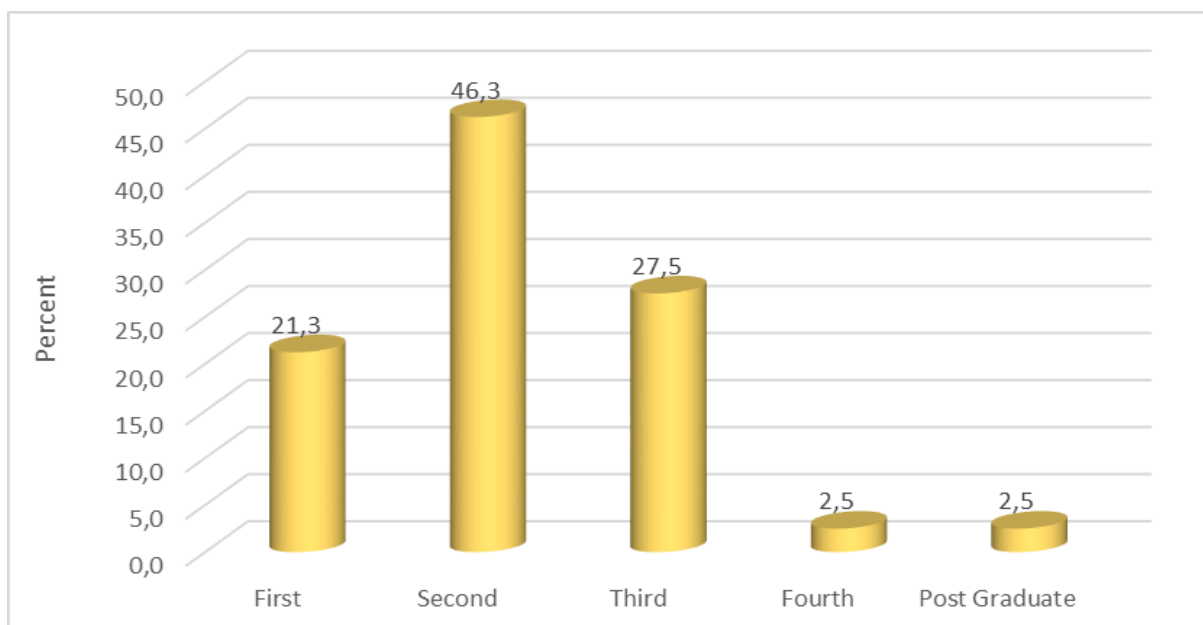
Figure 3: Percentage of the respondents by year of study and level of education.

The majority of the respondents were undergraduate students (97.5%), with nearly two-thirds of them 67.6%) being either first or second year students. Less than 3% of the respondents have

a postgraduate degree (p < 0.001). Overall, the ratio of first to postgraduate is approximately 1.1 (46.3%: 27.5% and 21.3%).

4.3 Reliability: Research Instrument

This section focuses on a few issues of reliability. The two most important aspects of precision are **reliability** and **validity**. Reliability is computed by taking several measurements on the same subjects. Of interest is that a reliability coefficient of 0.70 or higher is deemed "acceptable".

Table 7 below reflects the Cronbach's alpha score for all the items that constituted the questionnaire.

Table 7: Cronbach's alpha values for the various sections of the study.

	Section	No. of Items	Cronbach's Alpha
B	Model the way for other students	5	0.742
C	Inspire a shared vision	6	0.755
D	Challenge the Process	6	0.782
E	Enable Others	6	0.777
F	Encourage Contribution by Others	6	0.854
G	Resolving Conflicts	5	0.834
H	Ubunthu Behaviours	6	0.878

It can be gleaned from the above that all the items that constitute the questionnaire have a Cronbach's alpha score above the recommended value. This indicates a high degree of acceptability and consistent scoring for the different categories of the study. All of the categories have (high), acceptable reliability values.

4.4.   Manifestation and development of student leadership behaviours

In reporting the results of this study, the focus is on three aspects, namely, (1) the manifestation of specific leadership behaviours; (2) the extent of actual development or failure to develop student leadership behaviours; and (3) how student leadership think DUT should actually develop their leadership. The above three aspects are reported under each o the following students leadership behaviours: modelling the way for other strudents; inspiring a shared vision; challenging the process; enabling others to foster collaboration; encouraging contribution by others and resolving conflicts.

4.4.1   Modelling the way for othe students

Model the way for other students had two key dimensions:

- Set an example for others by behaving in ways that are consistent with one's stated values.
- Plan small wins that promote consistent progress and building.

4.4.1.1 Manifestation of specific aspects of modelling the way

The results of this study reveal that student leaders of the residences at DUT manifest the behaviours of (1) following through on their promises and commitments, (2) setting of a personal example of what to expect from other students but also (3) understanding how their actions affect other people's performance.

Table 8 depicts how student leaders repetitively manifest the different behaviours as part of modelling the way for others.

Table 8: The views of the respondents regarding modelling the way for other students in the residences.

Statements on modelling the way for other students	Rarely	Once in a while	Sometimes	Often	Very Frequently	*Pearson Chi-Square test (P-Value)*
I set a personal example of what I expect from other students	0.0%	3.8%	21.3%	41.3%	33.8%	0.000

I follow through on the promises and commitments I make	0.0%	2.5%	17.5%	42.5%	37.5%	0.000
I seek to understand how my actions affect other people's performance	1.3%	0.0%	23.8%	43.8%	31.3%	0.000
I make sure that people support the values we have agree upon	0.0%	3.8%	18.8%	38.8%	38.8%	0.000
I talk about my values and principles that guide my actions	1.3%	7.5%	18.8%	25.0%	47.5%	0.000

The results also reveal that not more than half of the student leaders at DUT manifest any of the specific behaviours of modelling the way for others. In fact, the behaviour of talking about values and guiding principles which was highly manifested very often by student leaders (47.5 %) was also exhibited often by 25 % of the respondents while over 25 % of them exhibited this sometimes and once in a while or rarely. In comparison to the other behaviours which constitute modelling the way for others, it is clear that talking about one's values and guiding principles occur very frequently among student leaders at DUT. Nonetheless, it is noteworthy that some student leaders talk about their values and guiding principles not always but rather sometimes (18.8) while others do so once in a while (7.5 %) and others rarely manifest this behaviour (1.3%).

Furthermore, the results also indicate that when it comes to setting personal examples of what to expect from others, 33.8 % of the student leaders did this very often while 41.3% showed that they did so often. Notably, 25% of the respondents indicated that they were not in the

habit of setting personal examples for others. Thus, while there is evidence that student leaders at DUT manifest behaviour of setting personal examples, the results reveal that this was not very often and habitual for everyone .

Similarly, the student leader`s behaviour of following through on promises and commitments was manifested very frequently by 37.5% of the respondents while 42.5 % of them did so often. Although the majority of the student leaders at DUT followed their promises and manifested commitment, it is clear that this was manifested by only few people who did so very frequently.

At DUT, the student leaders of the residences often see understanding how their actions affect other people's performance (43.8%). However, only 31.8 % of the student leaders agreed that they manifested this behaviour very frequently. It is worrisome that 23.8% of the respondents indicated that they sometimes seek to understand how their actions affect other people's performance while only 1.3% of them rarely do the same.

Overall, the highest (75.1%) levels of student leaders behaviour regarding modelling the way was seeking to understand how their actions affect people`s performance despite the fact that 23.8 % of them exhibited this behaviour not often but on rare occasions. Furthermore, there was no specific behaviour which was "very frequently" manifested by the majority or all of the student leaders of the residences at DUT.
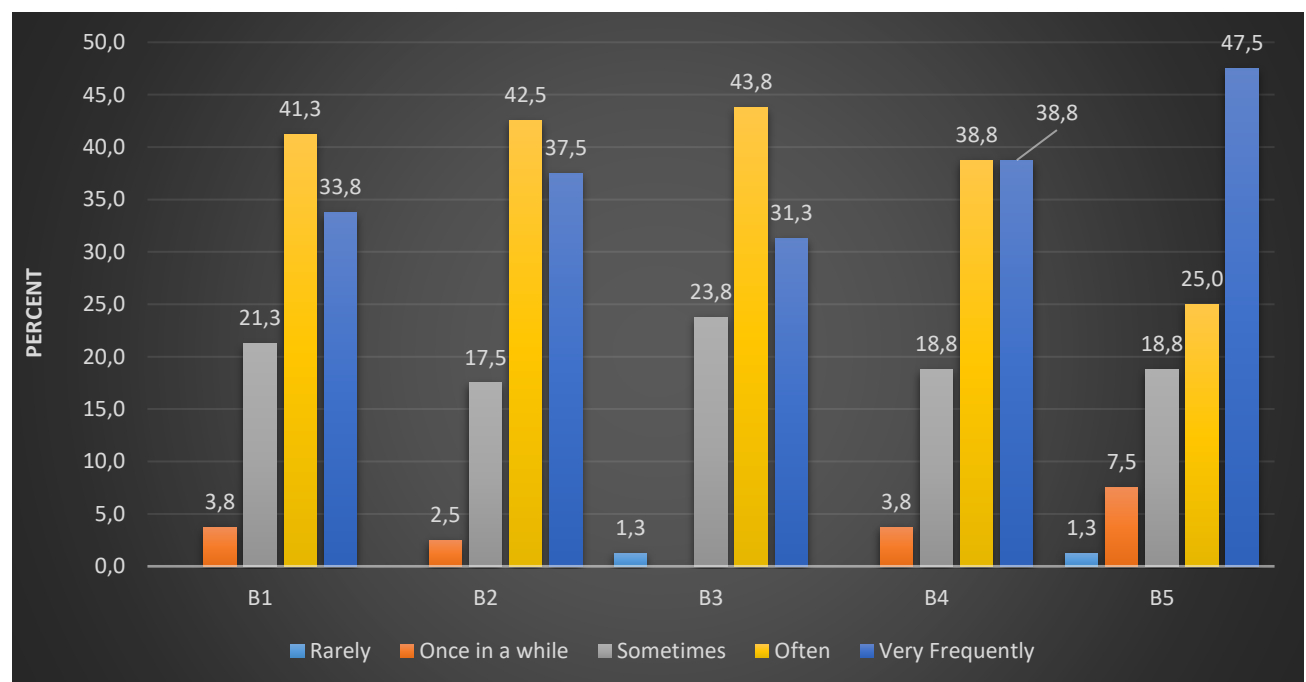
Figure 4: Respondent rating regarding modelling the way for other students.

4.4.1.2 Leadership Development

Student leaders were also requested to reflect on how they actually developed or failed to develop their leadership at DUT. In this study, student leaders of the residences at DUT believe that they *actually developed their behavior* of modelling the way for others in the following ways:

"*Listening the ideas and opinions for others, by being positive in most students and listening to them, by respected and listening their voices. P1*

"*Good communication skills from the lower structure to the upper structure.*" P2

"*Engaging with activities like talk show and open communication, by interacting with rest of the students over challenges that they have encounter.*" P3

"*By putting students on the center and improving their communication skills.*" P4

"*Giving the right direction and follow the line of protocol and make that they understand what leadership mean and how it can help someone in future.*" P5

"*By giving, the right mind set in believing themselves.*" P6

"*By setting good example, including good ethical behaviour and setting good example within the residence.*" P9

"*Developed by good communication and reaching the consensus agreement, by being influential leader on which it lead to influence other students in a good manner*". P10

However, the student leaders also thought that they actually failed to develop their leadership behavior in the following ways:

"*By not providing good leadership and also by not encouraging them to excel in their academics.*" P7

4.4.1.3 How should student leadership be developed?

Furthermore, the student leaders believe that their leadership of modelling the way should be developed at DUT through different ways.

"*DUT should implement leadership classes for students to learn about leadership*". P1

"*DUT should engage student to attend workshop seminars so that they can learn about leadership*". P2

"DUT should uphold proper induction and team building to all student leaders". P3

"DUT should use former student leaders for inspiration and motivation about leadership". P4

"DUT should add course/module on leadership to raise awareness campaign". P5

"DUT should introduce student Indaba for future leaders at DUT". P6

"DUT should implement code of conduct and ethics moral to student leaders". P7

"DUT should give more platform to program like Insika Men's Network and Iqhakaza Women Network to be more active and influential to students leaders". P8

"DUT should make sure that all student leadership are trained and perform their duties". P9

"DUT should implement more programs that involves student's leadership to participate". P10

"DUT should strategic implement university policies, rules and regulation to student leaders." P11

4.4.2   Leadership behaviour of inspiring a shared vision

Inspiring a shared vision for other students had four key dimensions:

- Empowering students to accomplish their dreams
- Developing of students
- Find a best way to accomplish one goal
- Providing opportunities for everyone

4.4.2.1 Manifestation of spedific aspects to Inspire a shared vision

Table 9 reveals that the student leaders of the residences at DUT are upbeat and positive when they talk about what students can accomplish manifesting the leadership behavior of inspiring a shared vision as shown in Figure 6.

Table 9: Respondents' views on leadership behaviours regarding inspiring a shared vision of student leaders in residences.

Statements on inspiring a shared vision	Rarely	Once in a while	Sometimes	Often	Very Frequently	*Pearson Chi-Square test (P-Value)*
I look ahead and communicate about what I believe will affect us as student in the future	0.0%	6.3%	23.8%	41.3%	30.0%	0.000
I describe to others residence what we should be capable of accomplishing	2.5%	1.3%	21.3%	47.5%	27.5%	0.000
I talk with others in our residence what be capable of accomplishing	2.5%	7.5%	22.5%	36.3%	31.3%	0.000
I talk with other student about how their own interests can be met by working towards common goal	1.3%	2.5%	25.0%	37.5%	38.8%	0.000
I am upbeat and positive when talking about what we as students can accomplish	1.3%	1.3%	21.3%	28.8%	47.5%	0.000
I speak with passion about the higher purpose and meaning of what we as students are doing	0.0	1.3	21.3	41.3	36.3	0.000

In this study, 47.5 % of the respondents shared the view that they are very frequently upbeat and positive when they talk about what students can accomplish. This fact notwithstanding, 28.8 % of them did manifest this often while 21.3 % of them did so sometimes as shown in

figure 4.7. Another behaviour which was relatively very frequent was that of the student leaders talking with other students about how their own interests could be met by working towards common goals. This behaviour was exhibited very frequently by 38.8 % of the student leaders at DUT. As such, it is clear that 37.5 % of the respondents manifested the behaviour often while over 25 % of the student leaders exhibited this sometimes or rarely. Like in the dimension of modelling behaviour for others, it is apparent that there was also no specific behaviour regarding inspiring a shared vision which was manifested very frequently by the majority or all the student leaders of the residences at DUT.
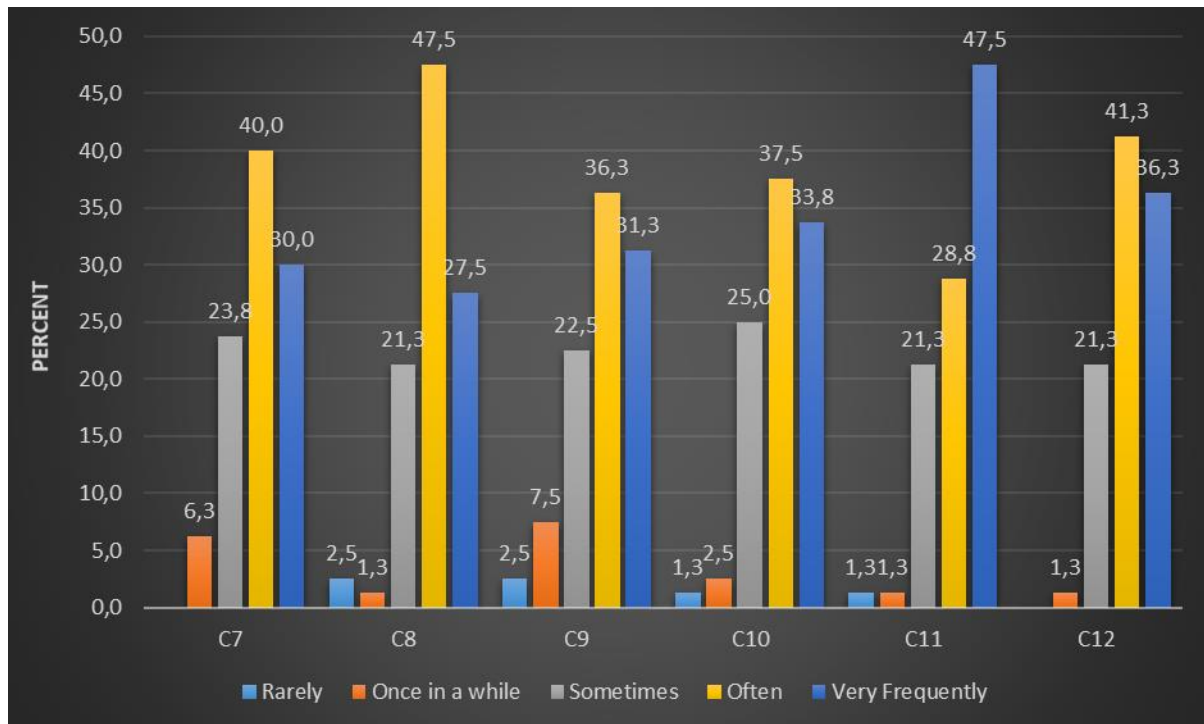
Figure 5: The respondents scoring pattern on inspiring a shared vision of students leadership in residences.

4.4.2.2 Leadership Development

In terms of leadership development, the student leaders at DUT believe that they *developed* the leadership behaviour of inspiring a shared vision through opportunities to share ideas but also allowing student`s participation in decision making at the residences. Notably, the study reveals that the student leaders complained that their development of this leadership behaviour was constrained by limited resources and support from the management.

When asked to articulate how the leadership behavior inspire a shared vision for aspiration for others to develop, the following hereunder transpired:

"*By motivating students and make programme that share ideas about their behavior.* P1

By allowing students to participate in decision-making and have, a voice in residence matters. P2.

Talking to students and sharing some ideas that are inspiring. P3

Making students to feel free and involve them in club and society that inspire youth." P4

Notably, the respondents thought that they actually failed to develop their leadership behavior in the following ways:

"*I have failed to provide communication to all the students due to limitation of the resources provided by DUT".* P2

4.4.2.3 How should student leadership be developed?

When asked to articulate how the leadership behavior to inspire a shared vision *should be developed*, the student leaders had this to say:

"*DUT show more respect to student leaders by supporting them with full resources and benefits".* P1

"*DUT management should always be truthfully to their words, DUT should offer more talk show so that students can interact more often".* P2

 "*DUT should encourage and inspire young leaders to take a stand on changing the quality of life".* P3

"*DUT implement residence new letter and all kind of communication resources e.g. DUT 4 life should include comment and suggestion."* P4

4.4.3 Leadership behaviour of challenging the process

This leadership behaviour focused on two aspects:

- Seek challenging opportunities to change, grow, innovate, and improve.
- Experiment, take risks and learn from the accompanying mistakes.

4.4.3.1 Manifestation of specific aspect of challenging the process

Table 10 reveals that the student leaders of the residences at DUT did not only look for ways of developing and challenging their skills and abilities but also for ways that allow other students to try out new ideas and methods.

Table 10: The views of the respodents regarding challenging the process for students

Statements on challenging the process	Rarely	Once in a while	Sometimes	Often	Very Frequently	*P-value Chi-Square test (P-value)*
I look for ways to develop and challenge my skills and abilities	1.3	2.5	23.8	32.5	40.0	0.000
I look for ways that other students can try out new ideas and methods	1.3	5.0	30.0	45.0	18.8	0.000
I search for innovative ways to improve what we are doing as students	1.3	10.0	30.0	41.3	17.5	0.000
When things do not go as we expected I ask, "what can we learn from this experience"	0.0	8.8	26.3	31.3	33.8	0.007
I make sure that big projects we undertake are broken down into smaller and doable parts	0.0	7.5	28.8	31.3	32.5	0.004
I take initiative in experimenting with the things can be done	0.0	6.3	25.0	40.0	28.8	0.000

When asked to articulate how the leadership behavior of challenging the process *should be developed*, the student leaders identified three ways. The results have been captured in Figure 6, Team work (3), open communication (2) and (3) the questioning of strategic plans for the residences were noted as a way of developing the leadership behavior of challenging processes. In achieving these, the participants opined that leaders need to take responsibility and create a conducive environment that will promote group discussion on relevant topics.

The statement "I look for ways to develop and challenges my skills and abilities'' was agreed to by most of the student leaders (72.5%). In other words, student leaders develop the behaviour of looking for ways of developing and challenging their skills and abilities (often =32.5%; very frequently= 40.0%). Similarly, more of the student leaders (63.8%) acknowledge that they look for ways through which other students can try out new ideas and methods (often =45.0%; very frequently=18.8%).

In terms of the statement "I search for innovative ways to improve what we are doing as students", more than half (58.8%) of the student leaders claimed to search for innovative ways to improve what they are doing as students (often= 41.3%; very frequently= 17.5%). In response to the statement "When things do not go as we expected I ask, what can we learn from this experience". In this study, 65.1% of the respondents indicated that student leaders often (31.3%) and very frequently (33.8%) learn from the experience when things do not go as expected.

In terms of the statement "I make sure that big projects were broken down into smaller and doable parts", it can be gleaned that 63.8% reported that they (31.3%=often; 32.5 % very frequently) make sure that big projects they undertake are broken down into smaller and doable parts.

Furthermore, it emerged that more (68.8%) of the student leaders (often=40.0%; 28.8 % very frequently) take initiative in experimenting with the things that can be done. Overall, the lowest level of student leaders respondent was (63.8.%) four out of five areas, which include "I make sure that big projects we undertake are broken down into smaller and do-able parts". The highest levels of student leaders respondent was (75.1%) refering to "I look for ways that other students can try out new ideas and methods". This suggests that the looking for ways through which other students can try out new ideas and methods presents the way student leaders challenge the process as part of their leadership development.
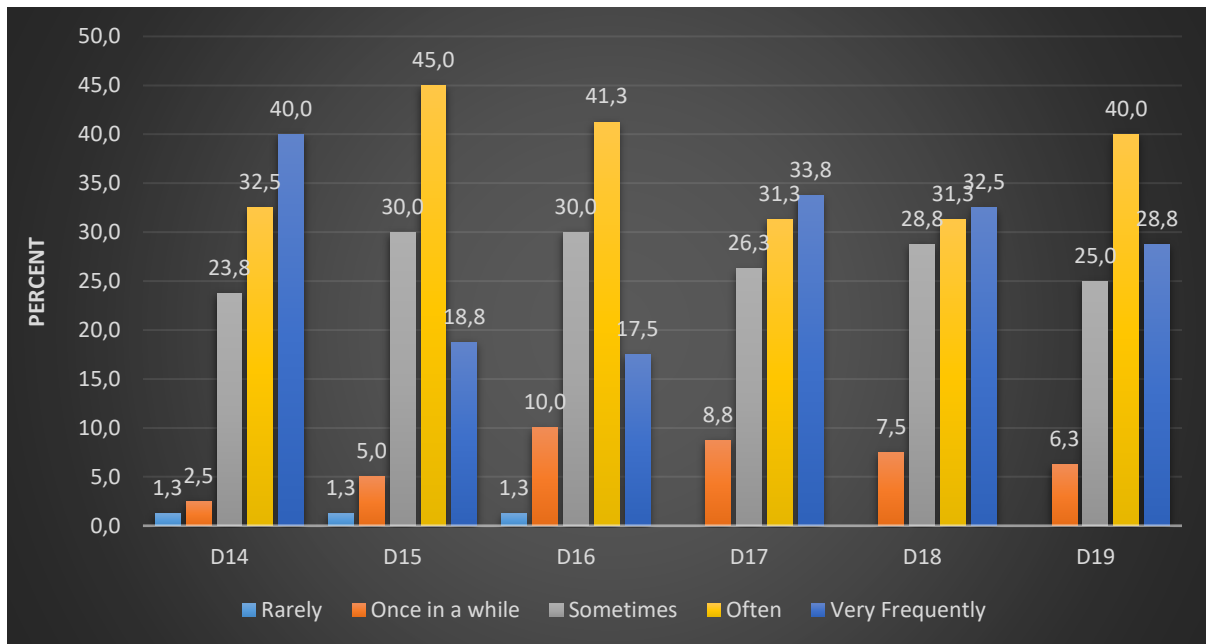
Figure 6: Respondents scoring on the behaviour of challenging the process.

4.4.3.2 Leadership Development

Student leaders were also requested to reflect on how they actually developed or failed to develop in their leadership at DUT. In this study, the student leaders of the residences at DUT believe that they *actually developed their behavior* of challenging the process in the following ways:

" *By organizing team work and team spirit that makes work easier".* P1

"I have a system and a strategy to develop the behaviour of challenging the process, by providing different ideas and strategic plan". P2

"I have developed through open communication, I have developed through skills and knowledge for the student need." P3

However, they also thought that they actually failed to develop their leadership behavior in the following ways:

"*I have failed because, I was not a team player and I was not consulting".* P3

I have failed because I was not consistently communicating with the students." P2

4.4.3.3 How should student leadership be developed?

How do you think this leadership behaviour should be developed in student leaders at DUT?

"*Student leaders should take full responsibility of every challenges they come across.*" P1
leaders should be taught how to take right decision regarding of how good a leader is." P2

"*Student leaders should be aware of their challenges that they are going to encounter.* P3
"*Student leaders should be rewarded, if they have perform well in their duties.*" P4

"*By creating good environment that will promote group discussion on relevant topics.*" P5

"*By creating strategic plan with goals and objectives.*" P6

4.4.4 Leadership behaviour of enabling others

The results on the leadership behaviour of enabling others in leadership position focus on the following statements:

- Foster collaboration by building trust and facilitating relationships.
- Strengthen others by increasing self-determination and developing competence.

4.4.4.1 Manifestation of specific aspect of Enabling Others

The results of the study in table 11 reveal that student leaders of the residences at DUT do not only look for ways of developing and enabling others, but also look for ways that allow other students to try out new ideas and methods. Building relationships is thus central to effective leadership as leaders would build trust and foster collaboration and reciprocity. As a result, leaders become cognisant of interconnectedness as a principle of Ubuntu which then allows them to empower others by allowing them to act on their own initiative deriving from their belief in themselves. Notably, leaders provide opportunities for others to take on leadership responsibilities and give others a great deal of freedom and choice.

Table 11: The views respondents regarding enabling others

Statements on enabling others	Rarely	Once in a while	Sometimes	Often	Very Frequently	*Pearson Chi-Square test(P-value)*
I foster cooperative rather than competitive	1,3	2,5	16,3	38,8	41,3	0.000

relationship among students I work with.						
I actively listen to diverse points of views.	0,0	1,3	8,8	40,0	50,0	0.000
I treat others with dignity and respect.	0,0	1,3	3,8	22,5	72,5	0.000
I support the decisions that other students leaders make on their own.	0,0	2,5	13,8	41,3	42,5	0.000
I give others a great deal of freedom and choice in deciding how to do their work.	0,0	2,5	7,5	40,0	50,0	0.000
I provide opportunities for others to take on leadership responsibilities	0,0	3,8	16,3	33,8	46,3	0.000

In response to the statement: "I foster cooperative rather than competitive relationship among students I work with", 80.1% of the respondents indicated that they often (38.8%) to very frequently (41.3%) foster cooperative rather than competitive relationship among students they worked with. Similar responses were given for the rest of the statements that measured the behaviour of enabling others. Overall, the lowest level of student leaders respondent was (80.1.%) six out of six areas, which include "I provide opportunities for others to take on leadership responsibilities". The highest levels of student leaders respondent was 95.% in reference to "I treat others with dignity and respect". Drawing from the above, it suffices to say that student leaders at DUT have developed the capacity to enable others to act.
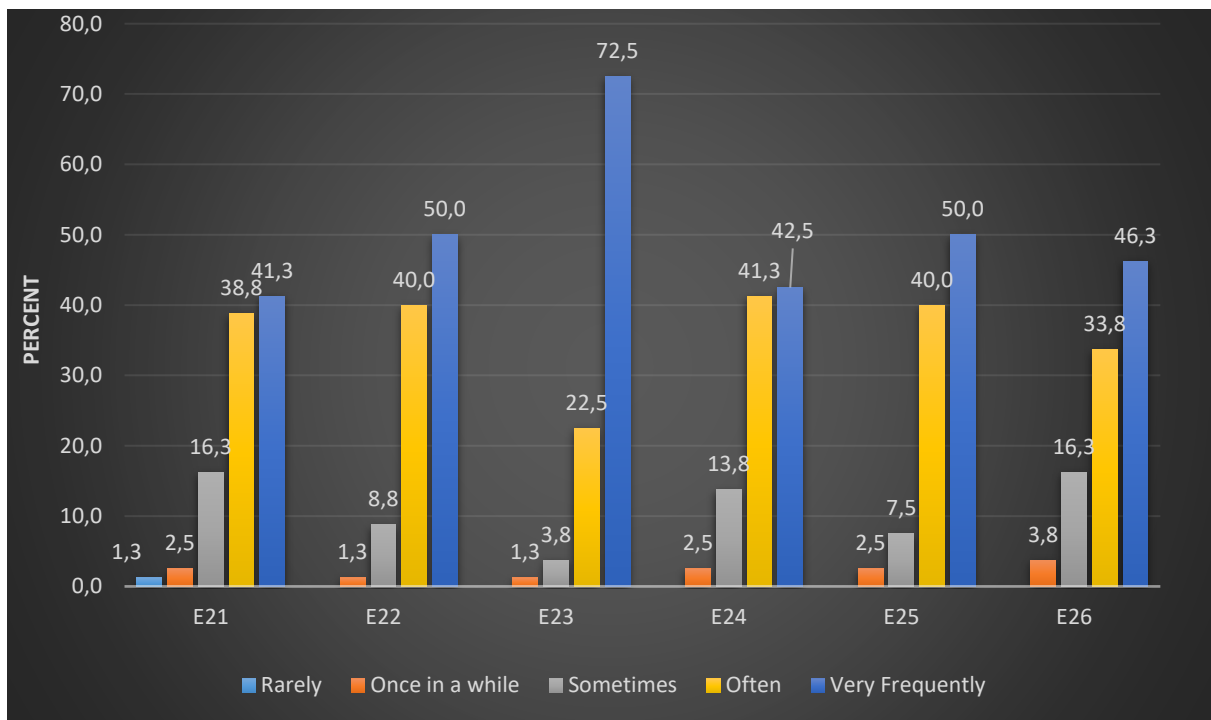
Figure 7: Respondents scoring on enabling others.

4.4.4.2 Leadership Development

When asked about how they *developed or failed* to develop the behaviour of enabling others, the student leaders had the following to say:

"I have developed by looking at everyone as an asset and have a trust on them for their talent, skills and experience". P1

"By helping the new leadership with the plan of action and leadership hand over." P2

"I have developed by engaging with students to become more social and open." P3

"By allowing them to express their own opinions and able to solve problems." P4

"By giving the platform to apply any position that is available for leadership position". P5

4.4.4.3 How should student leadership be developed?

Furthermore, the student leaders think that the leadership behaviour of enabling others *should be developed* in various ways. To this end, they are of the conviction that:

"Every leader must have a mentor or guidance who know better and has experience in the field of student leadership. e.g., new leaders need guidance or coach". P1

"DUT should offer more social events between leaders and students for unity". P2

"DUT should allow them to think out of the box and take their own decision when it needed". P3

"DUT providing equal treatment for all leadership structures." P4

"DUT should have a strategic plan for joint meeting between student's leadership and management". P5

4.4.5 Leadership behaviour of encouraging contribution of others

This leadership behaviour of encouraging contribution of othes focused on two aspects:

  (a) Recognize contribution by showing appreciation for individual excellence.
  (b) Celebrate the values and victories by creating a spirit of community.

4.4.5.1 Manifestation of specific aspects of encouraging the contribution of others

Table 12 is explicit that the leadership behaviour of student leaders at DUT entailed not only learning and offering praise to people for a job well done but also finding ways of celebrating accomplishments and publicly recognizing people who show commitment to shared values.

Table 12: Respondents' views on encouraging the contribution of others

Statements on encouraging contribution of others	Rarely	Once in a while	Sometimes	Often	Very Frequently	*Pearson Chi-Square test(P-value*
I praise people for a job well done	0,0	2,5	7,5	20,0	70,0	0.000
I encourage others as they work on activities and programs.	0,0	0,0	10,0	33,8	56,3	0.000
I express appreciation for the contributions that people make.	0,0	3,8	13,8	35,0	47,5	0.000
I make it a point to publicly recognize people who show commitment to shared values.	0,0	2,5	10,0	30,0	57,5	0.000
I find ways for us to celebrate accomplishments.	2,5	2,5	23,8	42,5	28,8	0.000

I make sure that students are creatively recognized for their contributions.	0,0	2,5	12,5	40,0	45,0	0.000

In response to the statement, the views expressed by the respondents were not the same. All the statements show higher levels of high occurrence (combination of often and very frequently). "I find ways for us to celebrate accomplishments." Overall, the lowest level of student leaders respondent was 71.3.8%. " I find ways for us to celebrate accomplishments." The highest levels of student leaders respondent was (75.1%) refer "I prasie for a job well done." Drawing from the above, it is sufficient to say that student leaders at DUT developed the capacity of encouraging contribution by others.

Figure 8: Respondents scoring on encouraging contribution of others in leadership position at the residence.

4.4.5.2 Leadership Development

Student leaders were also requested to reflect on how they actually *developed or failed* to develop the behaviour of encouraging others to make contributions. Some of the participants have expressed the following as ways of how the leadership behaviour of encouraging other students *developed*:

"I have developed by complimenting and giving thanks to students who have done a job well to show appreciation towards the students." P1

"I have developed by encouraging a small contribution any student who are doing well to be recognize in their contribution." P2

"I have developed by having a team spirit that was share amongst students." P3

"I have developed by providing emotional support and recognition to show appreciation." P4

However, they also thought that they actually failed to develop their leadership behavior in the following ways:

"I have failed to recognize and inform the residence student by not sharing a good idea that a fellow student introduce." P1

"I have failed to be honest to them about the program that I was coordinating, it ended up be a failure. By doing nothing." P2

4.4.5.3 How should student leadership be developed?

How do you think this leadership behaviour should be developed in student leaders at DUT?

"DUT should recognize and acknowledge student leaders about their performance. P1

"DUT should offer prize given as the symbol of appreciation." P2

"DUT should offer training on time management, DUT should award them at the end of the year." P3

4.4.6 Leadersip behaviour of resolving conflicts

This leadership behaviour of resolving conflicts of others focused on two aspects:

- Exploring ways to arrive at a mutually acceptable understanding on a matter.
- Getting two parties to propose and agree to one of the alternatives identified.

4.4.6.1 Manifestation of specific aspects of resolving conflicts

Table 13 is explicit that the leadership behaviour of student leaders at DUT entailed learning to identify the source conflict that will affect the common goal; see the real cause without being biased; getting each party view points on the conflict and to identify how the situation could be changed and take initiative in mediator needs to get two parties to agree to one of the alternatives identified.

Table 13: Respondents' views on resolving conflicts in leadership position at the residences.

Statements on resolving of conflicts	Rarely	Once in a while	Sometimes	Often	Very Frequently	*Pearson Chi-Square test(P-value*
I look ahead of identity the source conflict that I believe will affect the common goal.	3,8	3,8	23,8	36,3	32,5	0.000
I look beyond the triggering incident to see real cause without being biased.	1,3	5,0	11,3	36,3	46,3	0.000
I am getting each party's viewpoint on the conflict how the situation could be change.	0,0	1,3	12,5	36,3	50,0	0.000
I identify solution both disputants can support.	0,0	0,0	21,5	39,2	39,2	0.084
I take initiative in mediator needs to get the two parties to agree to one of the alternatives identified.	0,0	7,5	22,5	41,3	28,8	0.000

In this study, 71.3.8% of the respondents shared the view that they were very frequently positive about identifying the source of conflict that they believe will affect common goal. Another behaviour which was relatively very frequent was that student leaders were talking with other students about how their own interest could be met by working toward common

goals. The highest levels of student leaders respondent was (75%) refer "I am getting each party's view point on the conflict and to identify how the situation could be change." Drawing from the above, it is sufficient to say that student leaders at DUT developed the capacity to resolve conflict.
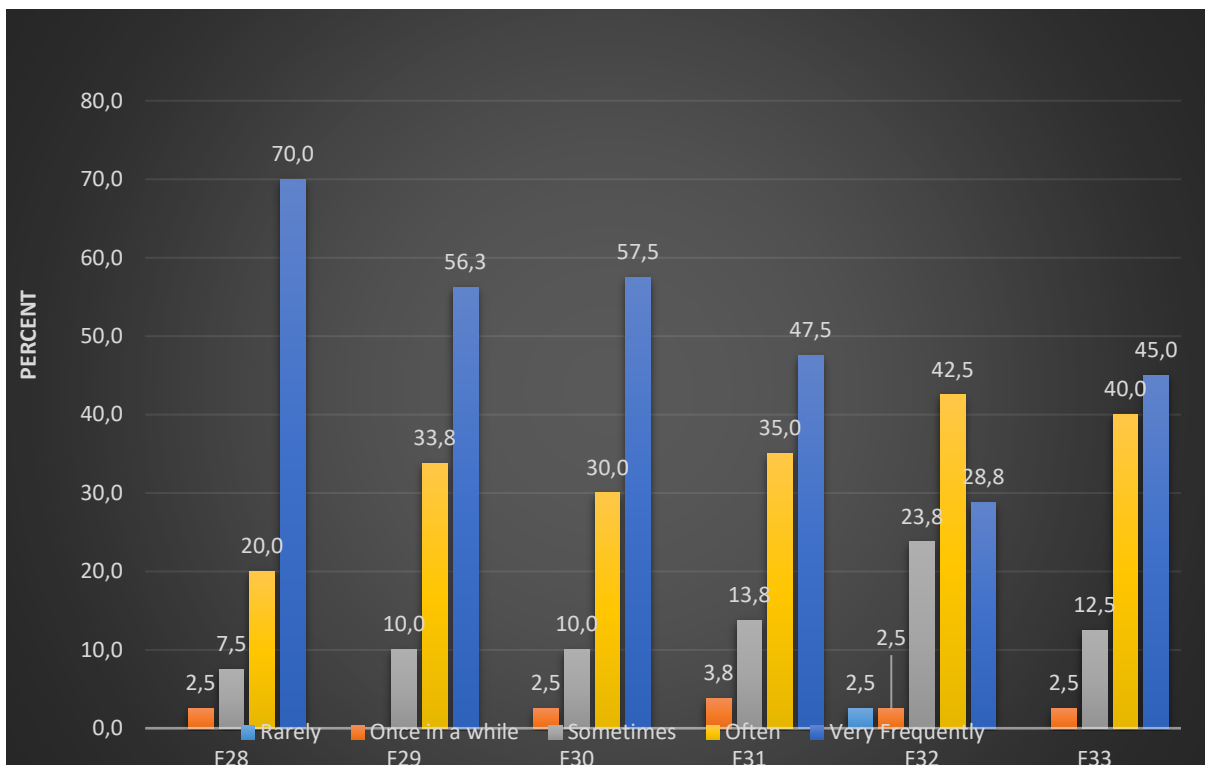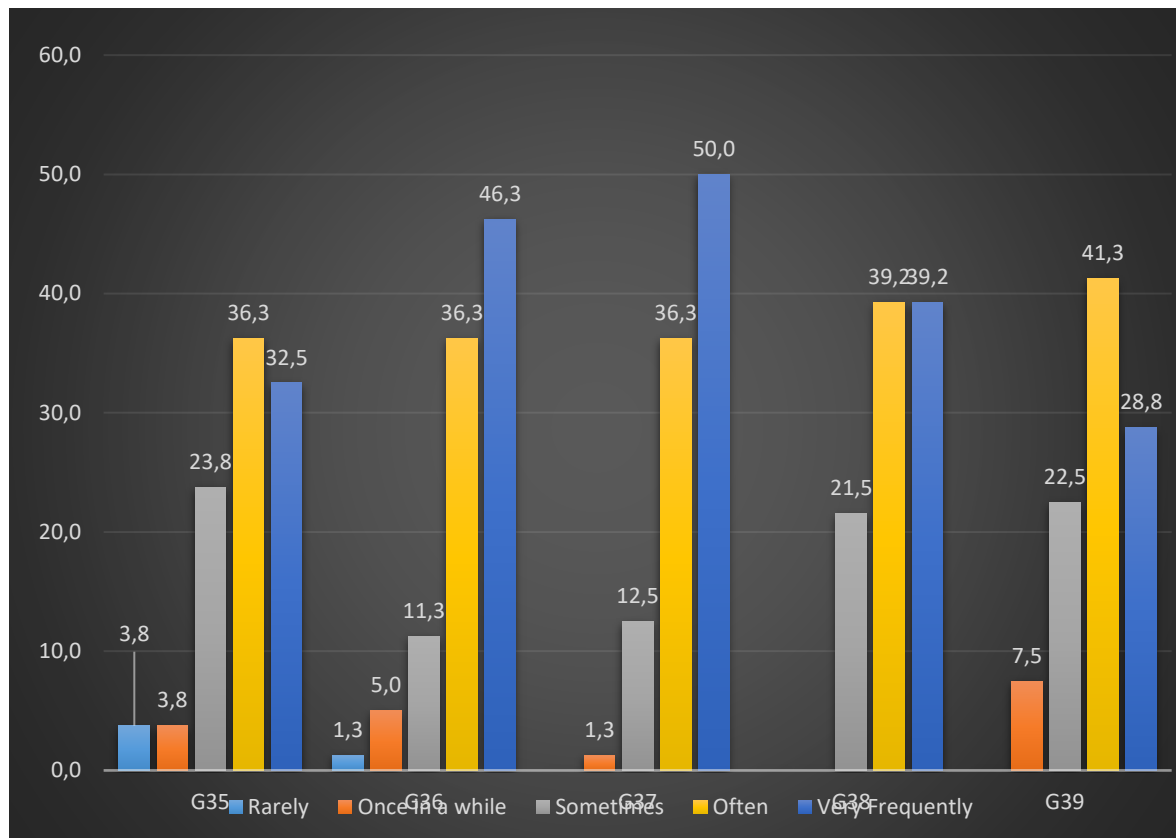

Figure 9: Respondents scoring on resolving conflicts in leadership position at the residence.

4.4.6.2 Leadership Development

Student leaders were also requested to reflect on how they actually developed or failed to develop in their leadership at DUT. In this study, student leaders of residence at DUT believe that they actually developed their behaviour of resolving conflict in the following ways:

"I have developed as a chairlady to be fair to all decision for resolving conflicts." P1

"I have developed by making sure that conflicts are solved in peace." P2

"I have developed by making sure that I don't let emotion to take any side between two parties, I have developed by having open communication amongst students." P3

Equally, one of the participants acknowledged absence of the student leaders in the residences could stall the development of the capacity to resolve conflicts. In the participants' own words:

"I have failed resolved conflicts during my term of office because most time I was not there." P1

4.4.6.3 How should student leadership be developed?

When asked to articulate how the leadership behavior to inspire a shared vision *should be developed*, student leaders had this to say:

"*DUT should offer conflicts management classes and workshop to student leaders about conflicts.*" P1

"*DUT should be involve as peacemaker as the recognize structure to support and discipline students so that it can be a fair procedure, if one student is guilty.* "P2

"*DUT should offer proper training on problem solving or come up with solution to student conflicts.*"P2

"*By educating and providing training on how to solve such conflicts.*" P3

4.4.7 Leadership behaviour of Ubuntu

The leadership behaviour of Ubuntu had two dimensions:

- Recognise individual contributions to the success of every project
- Celebrate team accomplishments regularly.

4.4.7.1 Manifestation specific aspects of Ubuntu Behaviours

The results of the study in table 14 reveal that student leaders of the residences at DUT did not only look for ways of Ubuntu behaviour but also for ways of allowing other students try out new ideas and methods. By encouraging everyone to show Ubuntu-humanity in dealing with others; model african values and ethical behaviours for others; mentor and empower others by nurturing their growth; show solidarity and spirit of working together towards common goals and survival; Initiate change and transform through open, transparent process and consensus; but also showing solidarity and spirit of working together towards common goals and survival. These are depicted in the leadership behaviour of Ubuntu in table 14.

Table 14: Respondents perceptions on Ubuntu behaviours in leadership position

Statement on Ubuntu related behaviours	Rarely	Once in a while	Sometimes	Often	Very Frequently	*Pearson Chi-Square test(P-value*
I take initiative in mediator needs to get the two parties to agree to one of alternatives identified	0,0	1,3	10,0	25,0	63,8	0.000
I encourage everyone to show Ubuntu-humanity in dealing with others	0,0	3,8	13,8	33,8	48,8	0.000
I model African values and ethical behaviours for others	1,3	2,5	16,3	42,5	37,5	0.000
Initiate change and transformation through open, transparent process and consensus	1,3	1,3	13,8	37,5	46,3	0.000
I show solidarity and spirit of working together towards common goals and survival.	1,3	1,3	6,3	41,3	50,0	0.000
I mentor and empower others by nurturing their growth	1,3	3,8	15,0	40,0	40,0	0.000
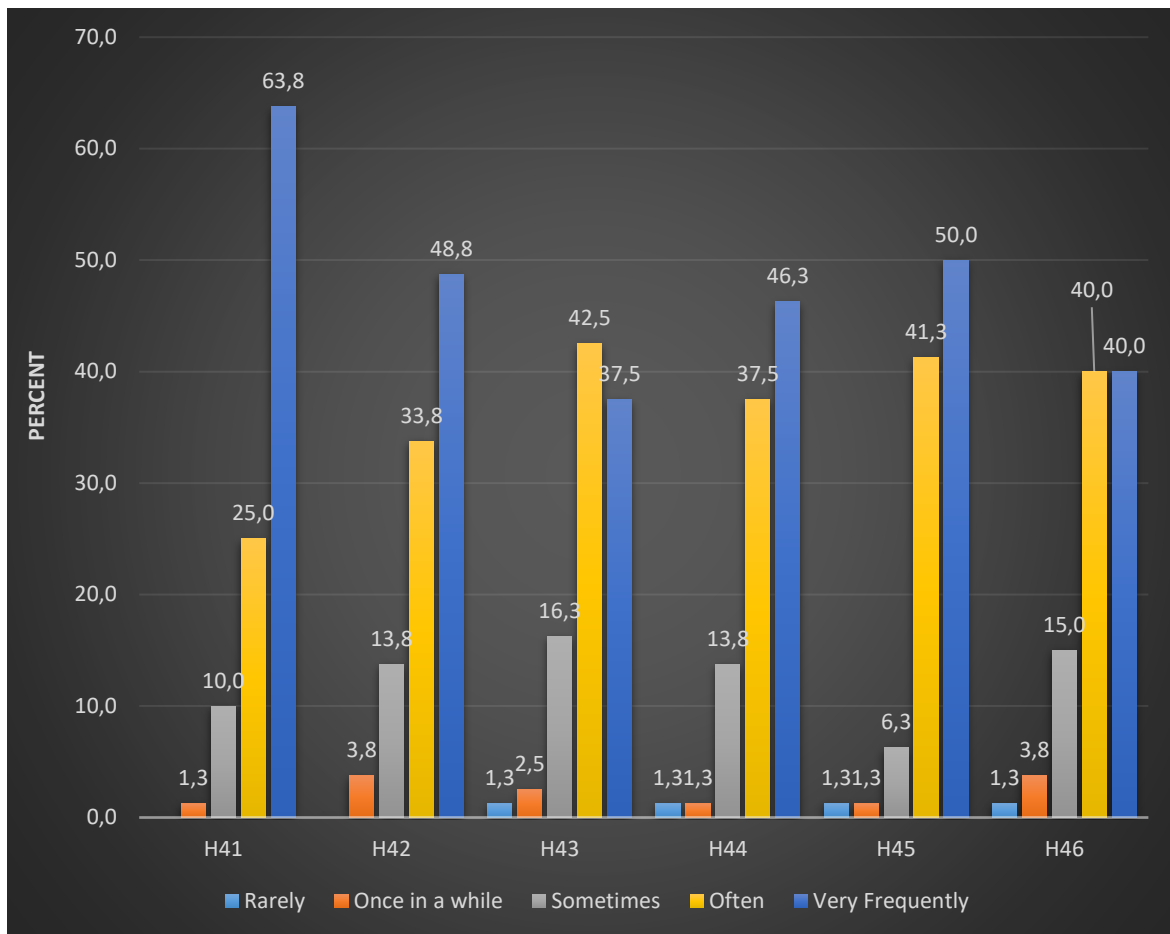
Figure 10: Respondents scoring on Ubuntu behaviours in leadership position at the residences. In response to the statement, the views of the student leaders on Ubuntu behaviour were significanlty different. It emerged that all the statements show higher frequency (combination of often and very frequently). The student leaders at DUT manifested (80%). "I mentor and empower others by nurturing their growth." The highest levels of student leaders respondent was (91.3%) refer "I show solidarity and spirit of working together towards common goals and survival". Drawing from the above it is sufficient to say that student leaders at DUT developed the capacity of Ubuntu Behaviours.

4.4.7.2 Leadership Development

Student leaders were of the view that they *have developed* leadership behaviours of Ubuntu in various ways such as being able to;

"I have developed by promoting *and respect all culture within the university,*

"I developed respecting one another." P1

"I have developed through respect and show the spirit of ubuntu among fellow students." P2

"I have developed during cultural day where students chose different cultural group to find out about history and their dress code." P3

"I have managed to develop the ubuntu by encouraging and promoting respect and teamwork." P4

"Serve with integrity and respect, encourage and promote respect among each other as people and a team." P5

4.4.7.3 How should student leadership be developed?

Furthermore, when asked to explain clearly how they think DUT *should develop* the Ubuntu behaviours of student leaders, some of the participants advised in the following ways:

"*DUT should develop DUT Student Cultural Day."*P1

"DUT should use media platform to consistently promote ubuntu behavior." P2

*"DUT should use teaching lesson for different culture in respect of other cultures within DUT community."*P4

"DUT should providing workshop that focus on Ubuntu. "P4

"DUT should implementing the Batho Pele, preaching respect." P5

Below is a table 15; The Summary of Leadership behaviour, which were mostly frequent but also rare among the residence student leaders in this study.

	Leadership Most Frequent Behaviour		Rarely	
Model the way	I make sure that people support the values we have agree upon	38.8%	I set a personal example of what I expect from other students	0.0%
	I talk about my values and principles that guide my actions	47.5%	I follow through on the promises and commitments I make	0.0%
Inspired shared vision	I talk with other student about how their own interests can be met by working towards common goal	38.8%	I look ahead and communicate about what I believe will affect us as student in the future	0.0%
	I am upbeat and positive when talking about what we as students can accomplish	47.5%	I talk with other student about how their own interests can be met by working towards common goal	1.3%
Challenging the process	When things do not go as we expected I ask, "what can we learn from this experience"	33.8%	I look ahead and communicate about what I believe will affect us as student in the future	0.0%
	I look for ways to develop and challenge my skills and abilities	40%	I talk with other student about how their own interests can be met by working towards common goal	0.0%
Enable others	I treat others with dignity and respect	72.5%	I actively listen to diverse points of views	0.0%
	I give others a great deal of freedom and choice in deciding how to do their work	50.0%	I treat others with dignity and respect	0.0%
Encourage contribution others	I make it a point to publicly recognize people who show commitment to shared values	57.5%	I express appreciation for the contributions that people make.	0.0%
	I praise people for a job well done	70.0%	I make sure that students are creatively recognized for their contributions	0.0%

	Leadership Most Frequent Behaviour		**Rarely**	
Resolving Conflict	I look beyond the triggering incident to see real cause without being biased	46.3%	I am getting each party's viewpoint on the conflict how the situation could be change	0.0%
	I am getting each party's viewpoint on the conflict how the situation could be change	50.0%	I identify solution both disputants can support	0.0%
Ubuntu Behaviour	I show solidarity and spirit of working together towards common goals and survival	50.0%	I take initiative in mediator needs to get the two parties to agree to one of alternatives identified	0.0%
	I take initiative in mediating needs to get the two parties to agree to one of alternatives identified	63.3%	I encourage everyone to show Ubuntu-humanity in dealing with others	0.0%

4.5   Summary of the chapter

This study has shown that the leadership behaviours which were most frequently shown by student leaders at DUT included encouraging the contribution of others, for example, praising people for a job well done); enabling others, for example, treating others with dignity and respect) and Ubuntu behaviours, for example, taking initiative mediate and get conflicting parties to agree to alternatives.

This study has also highlighted a variety of student leadership behaviours that were rare among the student leaders. Among others, these include student leadership behaviours setting a personal example of what is expected from other students; following through on the promises and commitments made; inspiring of a shared vision by communicating about what was believed to affect students in the future and also how students interests can be met by working towards common goal were very rare.

The next chapter looks at the discussion of the results research taking into consideration the literature review.

Chapter 5

Discussion

5.1   Introduction

This chapter discusses the results of the study. The aim of this study was to explore how leadership of students who are leaders in student residences developed or failed to develop at Durban University of Technology in Kwazulu-Natal. The results in the previous chapter have shown not only the leadership behaviours manifested frequently by the student leaders but also those exhibited rarely or not exhibited at all.

The discussion of the results is in line with the key research questions in this study. Preference is also made to literature and previous studies on leadership development and leadership theories to create a better understanding of student leadership development.

5.2   What leadership behaviours did student leaders in residences manifested at DUT during their term of office?

The study shows that a variety of leadership behaviors was frequent in the practice of leadership by the student leaders. Notably, student leaders in DUT residences manifested the behaviour of encouraging contributions of others by praising people for a job well done and making it a point to publicly recognize people who showed commitment to shared values. Peer interaction plays a significant role in residence student's leadership development (Dugan and Komives, 2007; Dugan and Komives, 2010; Komives, Longerbeam, Owen, Mainella and Osteen, 2006; Pascarella and Terenzini, 2005).

This finding illuminates two aspects of student leadership practice and development. Firstly, the act of expanding the capacities of individuals, groups and organisations to participate effectively in leadership roles and capacities is key to leadership and leadership development (Day, 2004). This illustrates that student leadership involve the development of relational dimensions and expanding the collective capacity of organisational members (McCauley, 1998). Thus, student leaders at DUT developed not only through experiences and activities that stretched and expanded their personal capacity but also by expanding the capacity of others as leaders.

Secondly, a relational dimension to the leadership behaviours frequently manifested by student leaders at DUT reflected a transactional nature. Praises and public recognition of people by student leaders does not only reflect transaction but also social exchange.

Hollander (1978) argues that the social exchange theory centres on the leader and his/her abilities to provide rewards to the subordinates, to recognize, encourage and inspire them. Although the relationship between the student leader and peers may not assume an easily respectable hierarchical nature, the student leaders are expected to give direction, set goals for the followers and share sufficient information that would lead to the accomplishment of goals (Hollander, 1978). In developing student leaders, it is key to bear in mind that "a transactional refers to two-way influence and the presence of social exchange in the relationship, both of which have a dynamic quality". DeRue and Myers (2014) agree that Student leadership development at DUT seems to focus more on preparing individuals rather than collectives to effectively engage in leading–following interactions.

Another behavior manifested by student leaders related to modelling the way for others by making sure that people support the values they agree upon and talk about values and principles that guide actions. Furthermore, the study revealed that student leaders were developing behaviours of inspiring a shared vision among students in residence. To be specific, this leadership behaviour by student leaders at DUT was practically accomplished by talking with other students about how their own interests can be met by working towards a common goal and being positive when talking about what the students can accomplish. These leadership behaviours, which students were developing as student leaders at DUT, resonates with two theories of leadership.

Firstly, inspiring a shared vision reflects that aspects of transformational leadership are salient in developing student leadership. It is noteworthy that transformational leadership centres on not only on shared values and aspirations but also on the leader`s investment of time and emotions into his/her followers or team members (Northouse, 2001). To put it differently, transformational leadership is concerned with values, ethics, standards, and long-term goals. As such, transformational leadership involves and assessment of the followers' motives, satisfying their needs, and treating them as full human begins. It is a process that subsumes charismatic and visionary leadership. According to Bass (1985), transformational leadership

allows followers to feel encouraged, motivated, and goal- oriented, to look outside themselves and toward the organisation of which they are a part. Another leadership behavior manifested by tudent leaders in DUT residences relate to challenging the process. In this regard, student leaders were looking for ways of developing and challenging their skills and abilities when things did not go as they expected. Notably, this prompted student leaders to learn from expereince. This resonates with intellectual stimulation which is part of transformational leader behaviours. However, it is clear that while the leadership behaviours of inspiration motivation were evident frequently among student leaders, other two pillars of transformational leaderships were missing. These are idealized influences and individualized consideration. This has implication on what needs to be done if student leaders are to truly develop the whole range of leadership behaviours of a transformational leader. Student transformational leaders as change agents who initiate and implement new directions may be useful in student residences as they may change unhelpful and unproductive behaviours of peers.

Secondly, the behaviour of inspiring a shared vision, talking with other students about how their own interests can be met by working towards a common goal and being positive when talking about what the students can accomplish reflects some aspects of servant leadership. In this regard, servant-leader is a visionary who works alongside his/her team members in order to empower them towards greater personal and organisational achievements and upholds the group's goals (Greenleaf, 1977). Strong communication and listening skills, encouraging other members to achieve their goals and making a difference is key for a servant leaders (Bass and Stogdills, 1990; and Greenleaf, 1995). Without fundamental change of values, servant leadership is not easy to manifest as a student leader in a residence. It may be helpful if student leaders develop some of the servant-leader behaviours of always searching, listening, and expecting better from the world (Greenleaf, 1977).

It is noticeable that three leadership behaviours demonstrated by student leaders in DUT residences resonates with the philosophy of Ubuntu. The first of these leadership behaviours was enabling people to treat others with dignity and respect and to give others a great deal of freedom and choice in deciding how to do their work. The second leadership behaviour involved resolving conflicts by looking beyond the triggering incident to identify the real cause without being biased and getting each party's viewpoint on the conflict and how the situation could be changed. Lastly, the student leaders also manifested behaviours of showing solidarity

and spirit of working together towards common goals and survival. It is important to highlight that leaders with Ubuntu stress and model the importance of respecting the individual, place value on working as a team and supporting each other. Regine (2009, p. 17) suggests that leaders with Ubuntu recognize their interconnectedness and how their humanity is inextricably bound to others, if others are diminished so are they, if others fail, so do they. They take pleasure from other people's success knowing that their success is everyone's success. The spirit of Ubuntu leads to cooperative and collaborative work environments because people are encouraged to participate, to share, to support each other and the collective effort, to be a team player. Ncube (2010) states that as a role model, the leader legitimises his or her leadership by a commitment to African values of Ubunthu.

Notably, there are some leadership behaviours that were rarely exhibited or not exhibited at all by the student leaders. These include:

- Setting a personal example of what to expect from other students,
- Actively listen to diverse points of views and treating others with dignity and respect,
- Ensuring that students are creatively recognized for their contributions in getting each party's viewpoint on the conflict and how the situation could be changed by identifying solutions that both disputants can support, and
- By taking the initiative in mediating needs to get the two parties to agree to one of alternatives identified and encourage everyone to show Ubuntu-humanity in dealing with others.

It is arguable that student leaders who fail to set personal example of what to expect from others are likely not to socially influence others (Ngidi and Dorasamy, 2014). Furthermore, poor interpersonal skills arising from failure to listen actively and treat others with dignity; but also recognize diverse views are all not a reflection of good leadership of peers. It is important that DUT explores ways of how student leaders may manifest these leadership behaviours as they are necessary for the social influence of a leader (Ngidi and Dorasamy, 2014).

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5.3   How did they actually develop or fail to develop leadership behaviours as student leaders of residences at DUT?

In this study, student leaders in DUT residences believe that they actually developed a variety of leadership behaviors in different ways, predominantly through learning about practicing leadership in peer groups. At DUT, peer interaction plays a significant role in residence student's leadership development (Dugan and Komives, 2007; Dugan and Komives, 2010).

In the domain of Ubuntu behaviours, student leaders are of the view that they have developed leadership behaviours of being able to respect all cultures within the university, developed respect of others, serving with integrity, teamwork, and provision of emotional support to others. Students who stay in DUT residences on campus come from different backgrounds but also experience different challenges, power struggle, difficulties in academics, fear of failure in university, uncertainty of the future and conflicts of interest amongst themselves. While these incidents may also overwhelm student leaders, they, however, provide an opportunity to develop by being stretched or have one`s capacity expanded.

Furthermore, student leaders of residences at DUT also believed that they actually developed their behaviour of resolving conflict through the opportunity to resolve conflicts as a chairlady; ensuring peaceful resolutions of conflicts; being dispassionate and not taking sides between two conflicting parties; and open communication among students. Other student leaders who were absent in residences lost the opportunity to put their skills into practice.

Conflict in the residences raises unique challenges as students confront widely diverse individual and cultural styles (Lee, 2008). Research that has been conducted conflict amongst roommates suggests that typical junior (first and second-year students) are often not prepared (developmentally and emotionally) to effectively negotiate interpersonal conflicts on their own (Rationales, 2007). One important relationship, perhaps especially for new entrants and inexperienced students is that of relationships with roommates. If a compatible roommate relationship does not exist, students may experience loneliness and may try to alleviate that loneliness, frustration and anxiety and could lead to the student leaving university (Rationales, 2007).

Student leaders of the residences at DUT believed that they actually developed their behavior of modelling the way for others such as listening positively to ideas and opinion of others;

interacting with the rest of the students over challenges that they have encountered; giving the right direction and following the line of protocol. However, some of the student leaders thought that they actually failed to develop their leadership behavior by not providing good leadership and also not encouraging others to excel in their academics. Residence leaders at DUT experience a variety of incidents where role models may be helpful. There are conflicts, social problems, psychological stress, high level of noise, suicide by fellow students, eating disorders, abuse of alcohol, substance abuse and challenges of transition from home to university which are not easy for students to deal with in the absence of peer leadership (Lee and Graham, 2001; Firth-Cozens, 2001).

In a slightly different vein, other student leaders failed to develop by not recognizing and sharing with other members of the residence some good ideas that fellow students wanted to introduce and also not being honest to other students about the program that ended up being a failure.

In terms of the leadership behaviour of enabling others, student leaders developed not only by looking at everyone as an asset, developing trust in the talent, skills and experience of others; but also by helping others to be more open and express their own opinion. In this study, student leaders of the residences at DUT believe that they actually developed their behavior of challenging the process by organizing team work and team spirit in pursuing new ideas and different ideas. Student leaders failed by not being a team player, consultative and consistently communicating with the students.

The leadership behavior of inspiring a shared vision was developed through students' participation in decision-making within the residence and variety of activities. As alluded to earlier on, consistent communication between the student leaders and all the peers was on an area of great deficit.

Lastly, the student leadership acknowledged absenteeism as one contributory factor to some of the encountered failures and it led to failure in conflict resolution during their term of office because they were not available.

It is noteworthy that the student leaders did not indicate that they developed student leadership through a tailored credit-bearing, leadership course. This contrasts with the assertion from students of The Hong Kong Polytechnic University who attended a course named "Tomorrow`s

Leaders" reported positive change which helped them with self-reflection and psychosocial competencies (Shek and Sun, 2012).

It is also clear that DUT did not use mentoring to develop leadership behaviours of student leaders. In short, mentoring is a process in which an experienced individual helps another person develop his or her goals and skills through a series of time-limited, confidential, one-on-one conversations and other learning activities. The mentor may help the protégé to develop specific skills or leadership capacities. In the context of a university, it is helpful if good mentors are both friends and coaches to their mentees. Mentors to student leaders may be expected to manage highly intimate, mutual relationships without compromising their objective evaluation of mentee performance (Gormley, 2008). According to Rolfe (2004) the mentor's role includes that of counsellor, helping mentees take stock of where they are and where they want to be through personal goal setting especially in relation to their career, professional and skills development. Secondly, they can act as a consultant providing guidance of how mentees may get to where they want to go and to select strategies to achieve goals. A third role is that of a coach who assists and motivates mentees implement plans and achieve goals. It is clear that the role of the mentor is complex and laden with responsibility.

While those students who assume leadership roles may have their own challenges as individuals and as students themselves, they also face the need to find ways to separate their personal behaviour and political agenda in leadership roles especially when leading others in their respective residences.

5.4 Recommendations on how student leadership development can be developed at DUT residences?

Having discussed the leadership behaviours manifested by student leaders, the way these leaders developed or failed in developing certain behaviours, it is logical to highlight four recommendation.

5.4.1 Revise content of leadership development

There is a need to revisit the content and ways regarding how residence leadership develops at DUT. First, training for all residence leaders needs to embrace at least four key leadership behavior. Ubuntu leadership by residence student leaders is key, as these leaders are the ambassadors or the face of the residence. Delegation of duties by the house committee to residence student leaders and further to individual residents requires trust and respect, which

may be enhanced by aspects of Ubuntu leadership. The spirit of Ubuntu leads to cooperative and collaborative work environments because people are encouraged to participate, to share, to support each other and in the collective effort, to be a team player. The participants indicated that the residence environment should be based on good values and trust as a premium. Additionally, it is also important that the training of residence leaders creates behavior of modelling the ways for others. Residence leaders are key when they are exemplars to others. Enabling others to contribute and realise their dreams is also significant as a leadership behaviour for residence leaders. The leadership skills of managing conflicts is also key to ensure harmony and procedural fairness. DUT should offer conflict management classes and workshop presentations that talk about resolving conflicts in the residences including conflict behaviour and time management. While the leadership behaviour of inspiring a shared vision is equally cardinal, great care and support for residence leaders are important as the leaders themselves may be in need of inspiration. It is very difficult for a student who is not aware of how to accomplish his or her goals to inspire others.

Secondly, it is recommended that DUT continuously explores the appropriate mode of leadership development mindful of the variety of ways through which residence leaders claimed to have developed or suggest they should be developed, for example, training, use of mentors, coaching, group social activity, workshops and the actual practice.

5.4.2 Residence leaders to promote a sense of pride and belonging

It is recommended that residence leaders promote togetherness activities like Insika, Peer Leadership, and Qhakaza, which reinforce unity of residents. In this regard, the leadership behavior of encouraging contribution by others is critical. Notably, it is also key that the contribution of residence leaders is recognized in different ways, for example, such as the granting of certificate of recognition and trophies). In this way, it is critical to recognize leaders who have performed very well during their term of office. This is key for residence leaders to be mindful that successful leadership needs contribution from others and recognition of the contribution so made.

5.4.3 Support leaders to lead themselves first

It is recommended that DUT pays special attention to the problem of student leaders so that they can first and foremost lead themselves. Student leaders of residences are seen primarily as leaders of others, which pays less attention to their personal needs. Consequently, student leaders at DUT complained about stress arising from their own workload, challenges of leading

students who do understand residence rules and management of time. The fact that these leaders were frequently absent during their term of office reflects that they were not coping with the challenges of being student leaders. Resident leaders can lead others properly provided they can lead themselves first. Residence leaders need to understand how to empower themselves to accomplish their dreams but also the best way is to accomplish the twin goals of studying and leading. It may also be helpful if each residence leader has a mentor with hands on experience in student leadership.

5.5 Summary

This chapter discussed the key findings of this study in relation to the research questions and existing literature. The next chapter focuses on the conclusion and recommendation of the entire study.

Chapter 6

Conclusion and Recommendations

6.1   Introduction

This chapter provides an indication as to whether the study has been able to achieve its aim and whether it answered the research questions. Thus, it covers the conclusion(s) and recommendations for future studies.

6.2   Study Summary

This was a quantitative investigation of leadership development of residence leaders at DUT. Stratified, random sampling was used to get 80 respondents from the 29 residences from the Durban campuses at DUT. A structured questionnaire was distributed to the residence leaders of the selected residences of DUT to collect data which was analyzed using descriptive statistics.

Firstly, this study has shown that the leadership behaviours which were most frequently shown by student leaders at DUT included encouraging the contribution of others, for example, praising people for a job well done; enabling others, for example, treating others with dignity and respect and Ubuntu behaviours, for example, taking initiative mediate and get conflicting parties to agree to alternatives.

This study has also highlighted a variety of student leadership behaviours that are rare among the student leaders. These include not only student leadership behaviours of setting a personal example of what is expected from other students but also following through on the promises and commitments made and inspiring of a shared vision by communicating about what was believed to affect student in the future. This is also extended to how students' interests can be met by working towards common goals which are a rarity. Thus, the study has revealed the leadership behaviours that were manifested by student leaders at DUT.

Secondly, this study has revealed that student leaders in the DUT residences are of the conviction that they actually developed or actually failed to develop their leadership. In the domain of Ubuntu behaviours, student leaders are of the view that they have developed by being able to respect all existing culture within the university, serving with integrity, teamwork and the provision of emotional support to others. In terms of resolving conflicts, the student leaders of the residences at DUT have numerous opportunities to put their skills into practice.

However, these opportunities are not available to student leaders who do not avail themselves for such. Student leaders of the residences at DUT also believe that they have actually developed their behavior of modelling the way for others by, for example, listening positively to the ideas and opinions of others; interacting with the rest of the students over challenges that they have encountered; giving the right direction and following the line of protocol. However, some of the student leaders thought that they actually failed to develop their leadership behavior by not providing good leadership and also by not encouraging others to excel in their academic studies.

In terms of the leadership behaviour of enabling others, student leaders developed by looking at everyone as an asset, developing trust in the talent, skills and experience of others and also by helping others to be more open and express their own opinion. In this study, the student leaders of the residences at DUT believe that they actually developed their behavior of challenging the process by organizing team work and team spirit in pursuing new ideas and different ideas. The student leaders failed by not being team players, consultative and consistently communicating with the students.

Lastly, the student leadership acknowledged that absenteeism is one contributory factor to some of their failures and it led to failure in conflict resolution during their term of office because they were not avialable. In this study, the student leaders developed primarily through peer interactions. At DUT, peer interaction plays a significant role in residence student's leadership development. Mentorship and leadership workshops are other ways of developing student leadership at DUT. As those students who assume leadership may have their own challenges as individuals and as students themselves, it is important that they have enough support for them to lead others.

It is noteworthy that the study has come with recommendations related to student leadership behaviors in the residences at DUT. The next section focuses on the recommendations of the study.

6.3   Recommendation

The recommendations in this section relates to future research.

6.4   Areas for further research

The following are the areas for future research:

First, future research needs to be longitudinal to understand the development of leadership during the term of office of the residence student leaders. Leadership develops overtime. This study was cross-sectional and did not competently capture the process of leadership development. Students may not have exhaustively recollected how the leadership behaviors actually developed over the years. However, this study was specific on the leadership behavior which was the focus of the study as it investigated the frequency of practicing these during the term of office as student leaders at DUT. Second, this study did not measure the leadership behaviors of the students before they became student leaders. This creates difficulties in attributing a particular change in the leadership behavior to development efforts or opportunities offered by Durban University of Technology.

 Future research needs to focus on measuring the pre-post residence leadership behavior to understand how leadership developed. This enables the researcher to attribute the changes before and after being a student leader to experiences and activities between these periods. This study has exclusively relied on self-reports by the residence leaders which might be compromised by distortions or failure to recollect or recollection errors. It will be helpful if future researchers also include the views of others on the leadership behavior of those in student leadership position in the residences at Durban University of Technology.

6.5   Conclusion of the study

This quantitative study has revealed not only how residence student leaders develop but also the ways in which they actually fail to develop their leadership at DUT and why. The study was based on the views of residence student leaders collected through a questionnaire. The descriptive analysis of data reflected leadership behaviour which was mostly and least used or manifested by student leaders of the residences. In this way, the quantitative study has achieved the aim of investigating how leadership of student leaders of residences actually develop or fail to develop at DUT. The study has reported and discussed leadership behaviour which student leaders in the residences at DUT manifested during their term of office. Also reported and discussed is the leadership behaviour which was frequent or rare in the leadership practice of these leaders at Durban University of Technology.

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APPENDIX A: PARTICIPANT CONSENT FORM

Researcher: Mr Ryan Nkosi (0312603775)
Email: nkosir@ukzn.ac.za
Supervisor: Dr Macdonald Kanyangale (0312607934)
Email: Kanyangalem@ukzn.ac.za
Research Office: Ms P Ximba (0312603587)

Participant Consent form (Student Leader of Residence)

I, (full name) …………………………………………………………… have been informed about the study. "An investigation of leadership development of student leaders of residences at DUT". I hereby confirm that I understand the contents of this document and the nature of the research study, and I consent to participating in the research study.

I understand that I am at liberty to withdraw from the study at any time, should I so desire.

Signature of participant   Date

………………………………………………   ……………………………………

APPENDIX B: LETTER FROM THE DIRECTOR OF STUDENT HOUSING

Department of Student Housing
& Residence Life

Durban University of Technology
Gate 5, Steve Biko Campus

P·O Box 1334,
Durban, 4000, South Africa

Tel: 031 373 2217/6492/2185.
Fax: 031 373 1627 / 031 201 9730

01 June 2017

TO WHOM IT MAY CONCERN

This is to certify that Mr. Ryan Nkosi has been given the permission to conduct a study within the Dut owned residences.

Should you have any queries on this matter, please do not hesitate to contact Student Housing and Residence Life Department.

Thank you for your cooperation.

Yours sincerely

Director of Student Housing & Res. Life
Tel no: 031 373 2495/2185
E-mail: docn@dut.ac.za

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APPENDIX C: PERMISSION LETTER CONDUCT A STUDY AT DUT RESIDENCE

The Director of Student Housing

Research office at DUT and knowledge Management Secretariat

Steve Biko Campus, Durban

Date:

Dear Sir

Request for Permission to conduct An Investigation of Leadership Development of Student Leaders of Residences at Durban University of Technology.

I am Ryan Nkosi currently pursuing a Masters of Commerce in Leadership degree in the Business Graduate School at the University of KwaZulu-Natal. My research topic is: "An Investigation of Leadership Development of Student Leaders of Residences at Durban University of Technology". I intend to carry out research amongst student's leaders of the residences who resides and lead these residences from Durban campus residence only at the following residences.

Berea Residence	Stratford House	Abdulla
Hertine Court	Sedfin	Davenport
Corlo Court	Sterling House	128 Steve Biko
Winterton	Emerald Heights	Strafford
Steve Biko	Triton	Student Village
Alpine	Lorance	
Baltimore	MacArthur	
Campbell	Medina Heights	

Walsingham	Awami	
Urban View	Orat	
Persada	TT Apartment	
Sherwood	Mabika	

This study is important to understand how student leaders develop their leadership when offered the opportunity to lead others in their residences at DUT. The study is important to student leaders and DUT as it may help in designing or enhancing the development of this type of leadership in the residences.

I intend to recruit 108 student leaders to complete a 20 minute questionnaire which will be helpful to understanding the nature of the student leadership residences and how this develops in student leaders. I will meet with the Res Life Officer and Student Leaders to explain to them the nature of the study before distributing questionnaires to the student leaders of residences. I will then collect the completed questionnaires at the end to the individual participants. A letter of support from the Director of Student Housing is required, for all the residences that are being studied. This is in keeping with the DUT Research office requirements.

Upon gaining support from the Director of Student Housing a full proposal will be forwarded to the following Research Ethics Committee so that full and final ethical approval may be obtained:

1. UKZN Social Sciences and Humanities Research Ethics Committee
2. DUT Research Office

Only once full ethical approval has been obtained, and after copies of such approval has been forwarded to your office, then I shall commence with the study. I look forward to your letter of permission to carry out this important study

Yours sincerely

PR Nkosi

Supervisor: Dr Macdonald Kanyangale

Telephone: 031- 260 3775

Cell: 073 4489 753

E – Mail: nkosir@ukzn.ac.za/ kanyangalem@ukzn.ac.za

APPENDIX D: PARTICIPANTS QUESTIONNAIRE

STUDENT LEADERSHIP PRACTICES AND DEVELOPMENT QUESTIONNAIRE

SECTION A – DEMOGRAPHICS

This questionnaire covers certain aspects of your personal details. The answers to these questions will be kept strictly confidential and the information will not be identifiable on any reports or publications.

Please answer all questions by marking the correct answer with **X,** except where otherwise indicated.

1.   Which residence you are staying (Name)

2.   What is your gender?

Male	
Female	

3.   Are you married or single?

Married	
Single	

4.   What is your race?

African	

White	
Indian	
Coloured	
Other	

5.   What is your age?

Less than 20 years	
20-29 years	
30-39 years	
40-49 years	
50-59 years	
Over 60 years	

6.   For how long have you been a student leader in your residence?

1-3 years	
4-6 years	
6 + years	

7.   Level of study: undergraduate or postgraduate

1st year		2nd year		3rd year		4th Year		Post grad	

8.   What is your highest education level?

Grade 12	1st Year	2nd Year	3rd Year	4th Year	Post graduate

SECTION B: STUDENT LEADERSHIP BEHAVIOUR

1. Model the way for other students.

- Clarify values by finding your voice and affirming shared values
- Set the example by aligning actions with shared values.

Indicate how often you typically engage in this behavior as a student leader in residence at DUT. Responses can range from 1 rarely to 5 very frequently.

1. I set a personal example of what I expect from other students.

Rating		1	2	3	4	5

2. I follow through on the promises and commitments I make.

Rating		1	2	3	4	5

3. I seek to understand how my actions affect other people's performance.

Rating		1	2	3	4	5

4. I make sure that people support the values we have agree upon.

Rating		1	2	3	4	5

5. I talk about my values and the principles that guide my actions.

Rating		1	2	3	4	5

Response scale: 1. Rarely   2. Once in a While   3. Sometimes   4.Often   5. Very Frequently

According to you, how did you develop or failed to develop the behavior of modelling the way for others as a student leader at DUT?

……………………………………………………………………………………………

……………………………………………………………………………………………

………………...

....

Clearly describe how you think DUT should develop this leadership behavior in student leaders.

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

2. Inspire a shared vision

- Envision the future by imagining exciting and enabling possibilities.

- Enlist others in a common vision by appealing to shared aspirations.

Indicate how often you typically engage in this behavior as a student leader in residence at DUT. Responses can range from 1 rarely to 5 very frequently.

1. I look ahead and communicate about what I believe will affect us as students in the future.

Rating		1	2	3	4	5

2. I describe to others in our residence what we should be capable of accomplishing.

Rating		1	2	3	4	5

3. I talk with others in our residence about a vision of how we could be even better in the future.

Rating		1	2	3	4	5

4. I talk with others students about how their own interests can be met by working toward a common goal.

Rating		1	2	3	4	5

5. I am upbeat and positive when talking about what we as students can accomplish.

Rating		1	2	3	4	5

6. I speak with passion about the higher purpose and meaning of what we as students are doing.

Rating		1	2	3	4	5

Response scale: 1. Rarely   2. Once in a While   3. Sometimes   4.Often   5. Very Frequently

According to you, how did you develop or failed to develop the behavior of inspiring a shared vision as a student leader at DUT?

…………………………………………………………………………………………
…………………………………………………………………………………………
……………………………………………………………....................................
....

Clearly describe how you think DUT should develop this leadership behavior in student leaders.

…………………………………………………………………………………………..
…………………………………………………………………………………………..
…………………………………………………………………………………………..
…………………………………………………………………………………………..

3. **Challenge the Process**

- Search for opportunities by seizing the initiative and looking outward for innovative ways to improve.
- Experiment and take risks by constantly generating small wins and learning from experience.

Indicate how often you typically engage in this behavior as a student leader in residence at DUT. Responses can range from 1 rarely to 5 very frequently.

1. I look for ways to develop and challenge my skills and abilities.

Rating		1	2	3	4	5

2. I look for ways that other students can try out new ideas and methods.

Rating		1	2	3	4	5

3. I search for innovative ways to improve what we are doing as students.

Rating		1	2	3	4	5

4. When things do not go as we expected, I ask, "What can we learn from this experience?"

Rating		1	2	3	4	5

5. I make sure that big projects we undertake are broken down into smaller and do-able parts.

Rating		1	2	3	4	5

6. I take initiative in experimenting with the way things can be done.

Rating		1	2	3	4	5

Response scale: 1. Rarely   2. Once in a While   3. Sometimes   4.Often   5. Very Frequently

According to you, how did you develop or failed to develop the behavior of challenging process as a student leader at DUT?

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Explain clearly how you think this leadership behavior should be developed in student leaders at DUT?

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4. Enable Others

- Foster collaboration by building trust and facilitating relationship.
- Strengthen others by increasing self-determination and developing competence.

Indicate how often you typically engage in this behavior as a student leader in residence at DUT. Responses can range from 1 rarely to 5 very frequently.

1. I foster cooperative rather than competitive relationships among students I work with.

Rating		1	2	3	4	5

2. I actively listen to diverse points of view.

Rating		1	2	3	4	5

3. I treat others with dignity and respect.

Rating		1	2	3	4	5

4. I support the decisions that other students leaders make on their own.

Rating		1	2	3	4	5

5. I give others a great deal of freedom and choice in deciding how to do their work.

Rating		1	2	3	4	5

6. I provide opportunities for others to take on leadership responsibilities.

Rating		1	2	3	4	5

Response scale: 1. Rarely   2. Once in a While   3. Sometimes   4.Often   5. Very Frequently

According to you, how did you develop or failed to develop the behavior of enabling others as a student leader at DUT? Give clear examples

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Explain clearly how you think this leadership behavior should be developed in student leaders at DUT? Give clear examples

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5. Encourage Contribution by Others

- Recognize contributions by showing appreciation for individual excellence
- Celebrate the values and victories by creating a spirit of community

Indicate how often you typically engage in this behavior as a student leader in residence at DUT. Responses can range from 1 rarely to 5 very frequently.

1. I praise people for a job well done.

Rating		1	2	3	4	5

2. I encourage others as they work on activities and programs.

Rating		1	2	3	4	5

3. I express appreciation for the contributions that people make.

Rating		1	2	3	4	5

4. I make it a point to publicly recognize people who show commitment to shared values.

Rating		1	2	3	4	5

5. I find ways for us to celebrate accomplishments.

Rating		1	2	3	4	5

6. I make sure that students are creatively recognized for their contributions.

Rating		1	2	3	4	5

Response scale: 1. Rarely   2. Once in a While   3. Sometimes   4.Often   5. Very Frequently

According to you, how did you develop or fail to develop the behavior of "encouraging contribution from other at DUT as a student leader?. Give examples

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Explain clearly how you think DUT should develop the student leadership behavior?
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6 Resolving Conflicts

- Exploring ways to arrive at a mutually acceptable understanding on a matter
- Getting two parties to propose and agree to one of the alternatives identified.

Indicate how often you typically engage in resolving conflicts as a student leader in residence at DUT. Responses can range from 1 rarely to 5 very frequently.

1. I look ahead of identify the source conflict that I believe will affect the common goal

Rating		1	2	3	4	5

2. I look beyond the triggering incident to see the real cause without being biased.

Rating		1	2	3	4	5

3. I am getting each party's view point on the conflict and to identify how the situation could be changed.

Rating		1	2	3	4	5

4. I identify solution both disputants can support.

Rating		1	2	3	4	5

5. I take initiative in mediator needs to get the two parties to agree to one of the alternatives identified.

Rating		1	2	3	4	5

Response scale: 1. Rarely   2. Once in a While   3. Sometimes   4.Often   5. Very Frequently

According to you, how did you develop or fail to develop the behavior of "resolving conflicts at DUT as a student leader?. Give examples

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Explain clearly how you think DUT should develop the student leadership behavior?

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SECTION C
LEADERSHIP DEVELOPMENT

According to you, what problems did you face in developing leadership behaviors as a student leader for residence at DUT during your term of office? Give examples

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As a student leader, what are your suggestion regarding the best way to overcome these problems.

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How can you make things better between you and students in your residence?

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END OF QUESTIONAIRE

APPENDIX E: ETHICAL CLEARANCE

UNIVERSITY OF ™
KWAZULU-NATAL
INYUVESI
YAKWAZULU-NATALI

08 June 2017

Mr Pascalis Ryan Nkosi (215074168)
Graduate School of Business & Leadership
Westville Campus

Dear Mr Nkosi,

Protocol reference number: HSS/0714/017M
Project title: An investigation of Leadership Development of Student Leaders of Residences at Durban University of Technology

Full Approval – Expedited Application

In response to your application received on 07 June 2017, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and FULL APPROVAL for the protocol has been granted.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number.

PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

Dr Shamila Naidoo (Deputy Chair)

/ms

Cc Supervisor: Dr Macdonald Kanyangale
Cc Academic Leader Research: Dr Muhammad Hoque
Cc School Administrator: Ms Zarina Bullyraj

APPENDIX F: TURNITIN REPORT