### TABLE OF CONTENTS

**CHAPTER 1**

**SCIENTIFIC ORIENTATION TO THE RESEARCH**

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>1.2 BACKGROUND TO THE PROBLEM</td>
<td>2</td>
</tr>
<tr>
<td>1.3 MOTIVATION FOR AND CONTRIBUTION OF THE RESEARCH</td>
<td>6</td>
</tr>
<tr>
<td>1.4 AIMS AND OBJECTIVES</td>
<td>7</td>
</tr>
<tr>
<td>1.4.1 General aim</td>
<td>7</td>
</tr>
<tr>
<td>1.4.2 Objectives</td>
<td>8</td>
</tr>
<tr>
<td>1.4.3 Questions investigated</td>
<td>8</td>
</tr>
<tr>
<td>1.5 PARADIGM PERSPECTIVE</td>
<td>10</td>
</tr>
<tr>
<td>1.6 RESEARCH DESIGN</td>
<td>11</td>
</tr>
<tr>
<td>1.6.1 Literature survey</td>
<td>11</td>
</tr>
<tr>
<td>1.6.2 Empirical study</td>
<td>12</td>
</tr>
<tr>
<td>1.7 RESEARCH METHOD</td>
<td>13</td>
</tr>
</tbody>
</table>
1.7.1 Population and sample

1.7.1.1 Sample for phase 1 – quantitative study
1.7.1.2 Sample for phase 2 – qualitative study

1.7.2 Measurement instruments

1.7.2.1 Phase 1 – quantitative study
1.7.2.2 Phase 2 – qualitative study

1.7.3 Data gathering

1.7.3.1 Phase 1 – quantitative study
1.7.3.2 Phase 2 – qualitative study

1.7.4 Data processing

1.7.4.1 Phase 1 – quantitative study
1.7.4.2 Phase 2 – qualitative study

1.8 DEMARCATION OF THE STUDY

1.9 CHAPTER OUTLINE

1.10 SUMMARY

CHAPTER 2

ORGANISATIONAL CHANGE

2.1 INTRODUCTION
2.2 WHAT IS ORGANISATIONAL CHANGE? 23

2.3 A FRAMEWORK FOR ORGANISATIONAL CHANGE 26

2.4 MODELS OF ORGANISATIONAL CHANGE 26

2.4.1 The first textbook model: Lewin’s change model 28

2.4.1.1 Assumptions 29
2.4.1.2 The unfreezing stage 29
2.4.1.3 The moving stage 29
2.4.1.4 The refreezing stage 30
2.4.1.5 Application 30
2.4.1.6 Criticism 30

2.4.2 The second textbook model: Action Research Model 31

2.4.2.1 Aim 31
2.4.2.2 Application 31
2.4.2.3 Criticism 32

2.4.3 The third textbook model: Contemporary Adaptations to Action Research 32

2.4.3.1 The first adaptation 32
2.4.3.2 The second adaptation 33
2.4.3.3 Criticism 34

2.4.4 Comparisons of the textbook models 34

2.4.5 Contingency models 34
2.4.5.1 Environment as a contingent factor 35
2.4.5.2 Technology as a contingent factor 36
2.4.5.3 Organisational size as a contingent factor 36
2.4.5.4 Strategic choice as a contingent factor 37
2.4.5.5 Criticism 37

2.4.6 Contextualist model 37

2.4.6.1 The context of change 39
2.4.6.2 The content of change 39
2.4.6.3 The process of change 39
2.4.6.4 Application 40

2.4.7 Textbook models, contingency models, and higher education transformation 41

2.4.8 Contextualist model and higher education transformation 42

2.4.8.1 The history of higher education 42
2.4.8.2 The context of higher education transformation 43
2.4.8.3 The process of higher education transformation 43

2.5 SUMMARY 44

CHAPTER 3

TRANSFORMATIONAL LEADERSHIP

3.1 INTRODUCTION 45
### 3.2 WHAT IS TRANSFORMATIONAL LEADERSHIP?  

### 3.3 A FRAMEWORK FOR TRANSFORMATIONAL LEADERSHIP  

### 3.4 THEORIES OF TRANSFORMATIONAL LEADERSHIP  

#### 3.4.1 Burns' theory of transformational and transactional leadership  

- **3.4.1.1** Power versus leadership  
- **3.4.1.2** Transformational leadership  
- **3.4.1.3** Transactional leadership  

#### 3.4.2 Bass' theory of transformational and transactional leadership  

- **3.4.2.1** The transformational/transactional continuum  
- **3.4.2.2** Transformational leadership  
- **3.4.2.3** Transformational leadership behaviours  
- **3.4.2.4** Dealing with mergers and incorporations  
- **3.4.2.5** Transactional leadership  
- **3.4.2.6** Transactional leadership behaviours  
- **3.4.2.7** Laissez-faire leadership  

### 3.5 DESCRIPTIVE RESEARCH ON TRANSFORMATIONAL LEADERSHIP  

#### 3.5.1 Research by Bennis and Nanus  

- **3.5.1.1** Developing a vision  
- **3.5.1.2** Developing commitment and trust  
- **3.5.1.3** Facilitating organisational learning  

#### 3.5.2 Research by Tichy and Devanna  

- **3.5.2.1** Act 1: Recognising the need for change
3.5.2.2 Act 2: Creating a new vision 66
3.5.2.3 Act 3: Institutionalising changes 66

3.6 SUMMARY 67

CHAPTER 4

EMPIRICAL STUDY

4.1 INTRODUCTION 68

4.2 POPULATION AND SAMPLE 68

4.2.1 Population 68

4.2.2 Sample for phase 1 – quantitative study 69

4.2.2.1 Purposive sampling 69
4.2.2.2 Primary sampling units 70
4.2.2.3 Secondary sampling units 71

4.2.3 Sample for phase 2 – qualitative study 72

4.2.3.1 Purposive sampling 73
4.2.3.2 Primary sampling units 73
4.2.3.3 Secondary sampling units 73

4.3 MEASUREMENT INSTRUMENTS 73

4.3.1 Phase 1 – quantitative study 74

4.3.1.1 Development 74
4.3.1.2 Rationale 77
4.3.1.3 Aim 77
4.3.1.4 Factors 78
4.3.1.5 Administration 80
4.3.1.6 Interpretation 81
4.3.1.7 Reliability 81
4.3.1.8 Validity 82
4.3.1.9 Justification for inclusion in the research 83

4.3.2 Phase 2 – qualitative study 85

4.3.2.1 Development 85
4.3.2.2 Rationale 86
4.3.2.3 Aim 86
4.3.2.4 Factors 87
4.3.2.5 Administration 88
4.3.2.6 Interpretation 88
4.3.2.7 Reliability 89
4.3.2.8 Validity 90
4.3.2.9 Justification for inclusion in the research 91

4.4 DATA COLLECTION 92

4.4.1 Phase 1 – quantitative study 92

4.4.1.1 Electronic data collection 94
4.4.1.2 Mail data collection 95

4.4.2 Phase 2 - qualitative study 96

4.5 DATA PROCESSING 97
### CHAPTER 5

#### RESULTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1 INTRODUCTION</td>
<td>104</td>
<td></td>
</tr>
<tr>
<td>5.2 BIOGRAPHICAL CHARACTERISTICS OF THE SAMPLE</td>
<td>104</td>
<td></td>
</tr>
<tr>
<td>5.3 PHASE 1 – QUANTITATIVE STUDY</td>
<td>106</td>
<td></td>
</tr>
<tr>
<td>5.3.1 The leaders' scores on the questionnaire</td>
<td>106</td>
<td></td>
</tr>
<tr>
<td>5.3.2 Frequency distributions</td>
<td>109</td>
<td></td>
</tr>
<tr>
<td>5.3.2.1 Transformational leadership behaviours</td>
<td>110</td>
<td></td>
</tr>
<tr>
<td>5.3.2.2 Transactional leadership behaviours</td>
<td>113</td>
<td></td>
</tr>
<tr>
<td>5.3.2.3 Laissez-faire leadership</td>
<td>114</td>
<td></td>
</tr>
<tr>
<td>5.3.2.4 Findings on frequency distributions</td>
<td>114</td>
<td></td>
</tr>
</tbody>
</table>
5.3.3 Measures of central tendency and dispersion

5.3.3.1 The mean and standard deviation of transformational leadership
5.3.3.2 The mean and standard deviation of transactional leadership
5.3.3.3 The mean and standard deviation of laissez-faire leadership
5.3.3.4 Findings on the mean and standard deviation

5.4 PHASE 2 – QUALITATIVE STUDY

5.4.1 Interview question 1

5.4.1.1 People orientation
5.4.1.2 Sensitivity to the macro-environment
5.4.1.3 The ability to manage diversity
5.4.1.4 The ability to engage in two-way communication
5.4.1.5 Exposure to transformational leadership
5.4.1.6 Religious beliefs
5.4.1.7 Having a vision

5.4.2 Interview question 2

5.4.2.1 Impatience
5.4.2.2 Inability to reverse decisions
5.4.2.3 Poor communication due to language barrier
5.4.2.4 Avoidance of conflict
5.4.2.5 Being forthright
5.4.2.6 Perfectionist attitude

5.4.3 Interview question 3
5.4.3.1 Family influences 140
5.4.3.2 Mentor influences 142
5.4.3.3 Assumption of leadership roles 146

5.4.4 Interview question 4 147
5.4.4.1 Appointment to a position 148
5.4.4.2 Making unpopular decisions 150
5.4.4.3 Receiving awards 151
5.4.4.4 Completing important projects 152

5.4.5 Interview question 5 153

5.5 FINDINGS VIS-À-VIS LEADERS’ ABILITY TO MANAGE CHANGE 157

5.6 SUMMARY 158

CHAPTER 6

CONCLUSION, LIMITATIONS AND RECOMMENDATIONS

6.1 INTRODUCTION 160

6.2 LITERATURE SURVEY 160

6.2.1 Review of change models 160

6.2.2 Review of transformational and transactional leadership theories 161

6.2.3 Review of descriptive research on transformational leadership 162

6.3 CONCLUSION 162
6.3.1 Phase 1 – quantitative study

6.3.1.1 Transformational leadership
6.3.1.2 Transactional leadership
6.3.1.3 Laissez-faire leadership

6.3.2 Phase 2 – qualitative research

6.3.2.1 Interview question 1
6.3.2.2 Interview question 2
6.3.2.3 Interview question 3
6.3.2.4 Interview question 4
6.3.2.5 Interview question 5
6.3.2.6 Qualitative hypothesis generation

6.4 LIMITATIONS OF THE STUDY

6.4.1 The questionnaire
6.4.2 The self-administration mode of the questionnaire
6.4.3 The primary sampling units
6.4.4 Statistics used in processing qualitative data
6.4.5 The interval between questionnaire administration and interviews

6.5 THE VALUE OF THE RESEARCH

6.6 RECOMMENDATIONS

6.6.1 Coaching as a type of intervention
LIST OF TABLES

Table 3.1 Characteristics of transformational, transactional and laissez-faire leaders 59
Table 5.1 Biographical characteristics of the sample (N=190) 105
Table 5.2 Leaders’ scores on transformational leadership behaviours 106
Table 5.3 Leaders’ scores on transactional leadership behaviours 107
Table 5.4 Leaders’ scores on the laissez-faire leadership behaviour 108
Table 5.5 Leaders’ perception of their leadership behaviours 109
Table 5.6 Measures of central tendency and dispersion 115
Table 5.7 The mean and standard deviation indicating the leaders’ perception of their transformational leadership style 116
Table 5.8 The mean and standard deviation indicating the leaders’ perception of their transactional leadership style 117
Table 5.9 The mean and standard deviation indicating the leaders’ perception of their laissez-faire leadership style 118

LIST OF FIGURES

xiii
LIST OF APPENDICES

xiv
<table>
<thead>
<tr>
<th>Appendix</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appendix 1</td>
<td>A letter written to the human resources directors of the higher education institutions requesting the particulars of senior leaders</td>
<td>196</td>
</tr>
<tr>
<td>Appendix 2</td>
<td>The Multifactor Leadership Questionnaire: Form 6-S</td>
<td>199</td>
</tr>
<tr>
<td>Appendix 3</td>
<td>The Multifactor Leadership Questionnaire: Form 6-S (MLQ-6S) score sheet</td>
<td>201</td>
</tr>
<tr>
<td>Appendix 4</td>
<td>A cover letter accompanying the questionnaire</td>
<td>203</td>
</tr>
<tr>
<td>Appendix 5</td>
<td>A document on biographical and background information accompanying the questionnaire</td>
<td>206</td>
</tr>
<tr>
<td>Appendix 6</td>
<td>A letter written to the leaders requesting them to participate in the interview</td>
<td>208</td>
</tr>
</tbody>
</table>