

**IMPEDIMENTS TO EFFECTIVE TRANSFORMATION AT A SELECTED
INSTITUTION OF HIGHER LEARNING IN THE WESTERN CAPE – SOUTH
AFRICA**

by

CHUMANI MASHWANYELA

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Supervisor: Dr J Skinner

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ABSTRACT

Transformation within institutions of higher learning in South Africa remains a critical and ongoing challenge, particularly in the Western Cape, where historical, social, and political contexts significantly influence the dynamics of change. This study investigates the primary impediments to effective transformation at a selected institution of higher learning in this region. Through a mixed-methods approach, combining quantitative surveys and qualitative interviews with students, faculty, and administrative staff, the research identifies key barriers to transformation.

Despite ongoing efforts to promote transformation within higher education institutions in South Africa, many universities continue to struggle with achieving meaningful progress, particularly in regions like the Western Cape. Historical legacies of apartheid, socio-economic disparities, and deeply entrenched institutional cultures contribute to a complex landscape that impedes effective transformation. This study seeks to identify and analyse the specific barriers that prevent successful transformation at a selected institution of higher learning in the Western Cape. By understanding these impediments, the research aims to provide insights and recommendations that can facilitate the development of more effective strategies to promote inclusivity, equity, and diversity within the academic environment.

Findings highlight several critical impediments, including entrenched institutional cultures resistant to change, lack of diversity in faculty and leadership positions, inadequate policy implementation, and insufficient support for marginalized groups. The study also reveals that financial constraints, bureaucratic inertia, and a lack of clear strategic direction further hinder transformation efforts. Additionally, the pervasive impact of historical inequalities and socio-economic disparities continues to challenge the institution's ability to create an inclusive and equitable academic environment.

Recommendations for addressing these impediments emphasize the need for comprehensive policy reforms, increased investment in diversity and inclusion initiatives, enhanced stakeholder engagement, and the development of a robust monitoring and evaluation framework to assess progress. This study underscores the

importance of a concerted and sustained effort to overcome these barriers and achieve meaningful transformation in higher education institutions in the Western Cape.

KEY WORDS; educational impediments, transformation, institution of higher learning transformation

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IMPEDIMENTS TO EFFECTIVE TRANSFORMATION AT A SELECTED INSTITUTION OF HIGHER LEARNING IN THE WESTERN CAPE – SOUTH AFRICA.

1.1 INTRODUCTION

After winning the majority in the 1948 general elections, the Nationalist party (NP) immediately set about separating the country's ethnic divisions and assuming control of the government. The aim of the apartheid law, or "the system of separate development" (Mbaku, 2017:771), was to protect the Afrikaner white and maintain economic power for the advantage of the white minority settler. It was important to divide and classify the population into native Africans, coloureds (of mixed races), and Indians as part of this process. These were distinguished from White people, who were thereafter viewed as First-Class Citizens (Glaser, 2001:9–12). The native Africans, coloureds (of mixed races), and Indians had to be separated from the general population and given separate racial classifications during the process. Indigenous natives held the third and lowest citizenship status, with people of colour and Asian descent receiving second-class treatment. This was evident in public by the division of restrooms, where there were restrooms designated as Europeans only and solely for white people (Bickford-Smith, 1995:190-192). The second-class citizens were referred to as Asians and Coloureds alone, with blacks utilising Africans-only bathrooms and occasionally being called Natives only (Lodge, 2011:234-235). The design of the restrooms outdoors served as a visible representation of what occurred in the workplace, where what was taught in the classroom quickly reflected the inequalities between different races. Africans were forced to attend Bantu Education, the lowest level of instruction (Dyzenhaus, 1991:35–36). There was a specific minister in charge of Bantu education, which was designed to be inferior and provide black people access to a certain degree of literacy without letting them compete with the other two races. Black people were restricted to the homelands, known as Bantustans, and proclaimed "personae non grata" throughout the rest of South Africa. In essence, they were viewed as inferior, stupid, and lazy.

1.2. BACKGROUND

The total amount of land that an indigenous African could own was restricted by the Glen Grey Act of 1894, which Cecil John Rhodes, the country's then-prime minister, initiated. The General Pass Regulations Act, which was passed in 1905, barred blacks

from voting and began the practice of allocating fixed places for habitation. The Asiatic Registration Act (1906) and the infamous Pass System (Huhn, 2009:1051) made it mandatory for all Indians to be registered and to carry passes as proof of identity. The South Africa Act (1910), which enfranchised whites and gave them political power over all other racial groupings while abolishing blacks' right to sit in parliament, was created as a result of the Union of South Africa (1910), which gave whites in South Africa a self-governing dominion. According to Richardson (2009:214-215), the Native Land Act (1913) prohibited blacks from purchasing land outside of what were known as "reserves" at the time. The Natives in Urban Areas Bill (1918), another law, relocates black people to the townships formerly known as the "locations." The Urban Areas Act (1923), which segregated races into groups and started residential segregation, came after this.

Due to legal restrictions, Black people who were previously unable to purchase land were now compelled to live in impoverished "locations" in which they would serve as cheap labor for White people. To make matters worse, the Color Bar Act (1926) forbade black mine workers from obtaining technical skills through apprenticeship or any other form of qualification (Cleophas & Van der Merwe, 2011:124–140). After additional legislation, the Native Administration Urban Areas Act (1923) Act (1927) was passed by parliament, which gave the British Crown (instead of the paramount chiefs) complete control over all affairs relating to Africa (Wily, 2013:145–170). During World War 2, the then-ruling party, the United Party, tried to move away from segregationist laws, but the Nationalist Party established the Sauer Commission. The commission recommended that segregationist laws be kept in place. The Native Land and Trust Act of 1936, which was followed by the Representation of Natives Act, reinforced the removal of previous black voters from the Cape voters' roll.

The NP eventually came to power in 1948. Prior to this, segregation had been used in important situations, and it was seen necessary to protect white jobs from the predominately black workforce in mines and other industries. The establishment of apartheid structures to prevent the black from competing with the white was justified by the belief that a new policy was required to maintain white domination over other racial groups. In order to preserve the Afrikaner and secure their continued domination over all other races, apartheid (apartness) became the fundamental conceptual and practical underpinning (wa Muiu, 2008:47–61).

1.2.1. Formalised apartheid

There was an abrupt turnabout once the National Party (the 'Nats') gained control in 1948 as they worked to defend settler gains and solidify their hold on power (Cyryca, 2012:120–140). They decided to follow the distinct development route, however no specific justification has ever been provided for why they wanted to do so. In order to establish baaskap (white supremacy), apartheid (Afrikaans for separate development), a form of institutionalised racial segregation, was characterised by authoritarian rule that encouraged prejudice against the native black Africans, coloured people, and Asian people (Glaser, 2018:231).

This was done primarily to help the minority white population, which was made up of white settlers, most of whom were Dutch, English, and a small number of Portuguese and French. The majority of these arrived during "the gold rush" in the 19th century and later during World War II. This led to the division of public spaces, social gatherings, jobs, and occupations in favour of the white minority, which was primarily made up of Afrikaners. Although this manifestation seemed more rigorous, the country had always been segregated under white rule, beginning with the British settlers who had taken over earlier (Gellner, 2008:64–68). Pass regulations were introduced to regulate natives' movements; many of them were exiled to the Bantustans after being forcibly removed from other regions of the nation. Many racial laws and policies were first implemented in the British Cape Colony during its economic expansion and industrialization. These laws and policies, which has started in the nineteenth century, would eventually become increasingly strict (Bickford-Smith, 2008:47). The Transvaal constitution, which prohibited Blacks and Coloureds from entering the state and the church, is responsible for some of the early manifestations of this distinct development.

The Immorality Act of 1950 came after the early phases of independent development, which prohibited mixed marriages (Prohibition of Mixed Marriages Act, 1949). This led to racial stratification of the population in South Africa by forbidding people from marrying except within their own racial groupings (Sherman & Steyn, 2009:55-79). All interracial partnerships were outlawed and made unlawful, subject to legal repercussions. Shortly after, the people Registration Act, 1950 was passed, dividing the people into four racial groupings based on cultural norms and phenotypic architectural characteristics.

There were four separate classes: "Black," "White," "Coloured," and "Indian." As a result of this population stratification, people were forcibly relocated into places where they lived in the racial classes that the Populations Act had established. According to Lees (2008:2449–2470), the shift into segregated areas is the largest mass eviction in contemporary history. Residence was determined by race classification, and nearly 4 million people were forcibly relocated between 1960 and 1983 to make room for the minority white population. The relocations were made in order to limit the natives' freedom of movement; they were relocated to Bantustans, which were labelled as "tribal homelands" (Stull, Bell, & Ncwadi, 2016:369–380). Ten of these homelands were identified, with the remaining four being considered notional. Since the black people who were moved would no longer be South African citizens, they would require passports, visas, and authorization to travel outside of their Bantustans. Thousands of Black people died as a result of this, which fueled marginalized resistance.

1.2.2 Structural discrimination

Apartheid established institutionalised discrimination against certain racial groups in both the workplace and society at large. As a result, white people's prospects were limited but white people's development (social and/or economic) was encouraged (Mählck & Thaver, 2010:23-37). All management and technical opportunities were only available to white people, making the regulations disproportionately discriminatory against other races. According to Pager & Shepherd (2008:181-209), the education given to the aboriginal people was designed to instill a "baaskap mentality"—a permanent state of servitude—and was significantly inferior.

1.2.3. The population of South Africa by race and gender in 2011, according to Statistic South Africa, stood as follows.

Table 1.1 : National demographics by gender and race

Race	Males		Females		Total	
	<i>Number</i>	<i>%of popu</i>	<i>Number</i>	<i>% of pop</i>	<i>Number</i>	<i>%of popu</i>
Colored	2.06	8.8%	2.128	8.9%	4.198	8.9%
Indian/ Asian	0.570	2.4%	0.593	2.5%	1.163	2.5%
Whites	2.138	9.2%	2.226	9.3%	4.365	9.2%
African	18.558	79.4%	19.104	79.6%	37.662	79.5%

Source: Statistics South African 2011

Despite not appearing to be as prevalent in the workforce as they once were, the percentages make it abundantly evident that Black people are still by far the majority. Many years after apartheid ended, its impacts are still felt, which gave rise to the theory that white employers are unwilling to integrate Blacks into the workforce. Women are

more prevalent across all categories, notwithstanding the fact that they are underrepresented at the highest echelons of employer companies. No matter what hue complexion they had, all women were subject to discrimination. To be sure, white women were in a better position than women of other races.

1.2.4. Industry status today

Despite various modifications, a Stats SA poll conducted after many years of democracy indicates that there hasn't been much of a shift from the apartheid-era systems. If we take into account that the government is made up primarily of the formerly underprivileged people, then these changes are essentially cosmetic. This provides us with thought-provoking data, but first, let us examine the employment representation.

Table 1.2 : National distribution of workers in the country

OCCUPATIONAL LEVEL	BLACK	WHITE	MALE	FEMALE
Top management	13	87	87	13
Senior management	19	81	80	20
Professionally qualified specialists in middle management	44	56	62	38
Skilled technical junior Management	2	18	60	40
Semi-skilled	82	18	61	39
Unskilled	98	2	71	29
Non-permanent employee profile	83	17	50	50

Source: Statistics South Africa 2011

The term "black" in the constitution refers to any non-white person, hence Africans, Coloureds, and Asians collectively are included in the black column. The disparities are obvious, particularly in a nation where white people make up the majority of the population.

1.2.5 Legacies of apartheid

The centuries of both official and informal apartheid against black South Africans by various regimes have had an effect on the black community. Black people in this country are treated like second-class citizens and there are clear social, economic, and academic disparities (Dermott, 2012:223-241). South Africa is one of the world's most unequal societies, where poverty is primarily viewed in terms of racial categories. About 47% of people in the "working age" population are unemployed and have no prospects, while 60% of black people who are employed make less than R42 000

annually. Eighty percent of the country's population is black (Tollman, Kahn, Sartorius, Collinson, Clark & Garenne, 2008:893-901). Seventy-one percent of this population lives in rural areas and is regarded as chronically impoverished. There are still few prospects for those in various workplaces to advance to middle or senior management. One way to summarise the legacy of apartheid is as seen in table 1.3 below.

Table 1.3: Legacies of apartheid linger on

Poverty	The majority of Black people are still impoverished, and it seems that both population growth and insufficient efforts to eradicate poverty are making it worse for them.
Education	According to estimates, 47% of South Africans lack a matriculation certificate, indicating a large percentage of semiliterate individuals. Many provinces still send their children to overcrowded schools without enough restrooms.
Technical skills	Due to their long history of exclusion from the technical skills market, Black people have less opportunities for growth and entrepreneurship, which is essential for assisting in the native population's effort to end poverty.
Economics	Since the economic and social welfare of indigenous citizens has not changed significantly, the inequality gap between Whites and Blacks continues to stand at an all-time high.
Property ownership	A significant portion of the black community lacks property ownership, and as they migrate to urban areas in quest of improved living conditions, the majority of them end up living in unofficial constructions. The modest Reconstruction and Development Programme (RDP) homes that the few who have received housing reside in without official ownership.
Black tax	Due to the high levels of poverty, a black child working in a town must provide for their parents and other family members (extended family) with the meagre wages they receive from mostly menial jobs. They may not own any property and are seen as permanently unbankable, which is a major issue due to the poor pay.
Government grant	Because the rate of poverty is so high, the government gives the indigenous people a monthly allowance to help eradicate or significantly lower poverty. The elderly are the target audience here, as they may have been able to support themselves on their Retirement Annuities had they been given the opportunity to grow during the apartheid era.
Life expectancy	Life expectancy is extremely low because most people do not have access to special care and because public facilities run by the government are overburdened. An extension of the black tax, the incapacity of the elderly to construct homes for their offspring has now become a burden for the latter.

Food security	Very few rural Black farmers cultivate subsistence crops; white farmers own 80% of the arable land. Grower. Since the time of Cecil John Rhodes, successive European governments have grabbed territory from the Indians without ever giving it back.
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Source: own construction

Regarding the impact (legacy) of apartheid on the nation's black populace, much more may be discussed. As created by the apartheid architects, race and standard of living continue to constitute a dividing line between the various racial groupings. Not enough has been done to end the local population's persistent poverty, despite the current government's best efforts to correct and reverse the situation. The history taught in schools today is one of the many colonial-era systems still in place in the nation.

1.2.5.1 Employment discrimination

Employers may discriminate against people by denying them opportunities based on factors such as race, gender, religion, national origin, age, sexual orientation, physical or mental disability, and gender identity (Nadal, Issa, Leon, Meterko, & Wideman & Wong, 2011:234–259). Regardless of the cause, some other types of discrimination may involve pay disparities for those with the same qualifications performing the same work but receiving different compensation (Benn, 2017:61–78). Black people were discriminated against in schools (Bantu Education) before the apartheid system was established, thus by the time these people reached the job, they were already vulnerable.

1.2.5.2 End to apartheid

Early in the 1980s, changes were made to the apartheid system that gave Indian and Coloured people political representation in parliament (Hammond, Clayton & Arnold, 2012:332-350). The outcome was the creation of the tri-cameral parliament, which activists rejected. Every political party led by the oppressed and indigenous peoples was outlawed, forcing them to function primarily clandestinely. Due to the instability, the government was unable to rule the nation and began discussions with the African National Congress (ANC), which was outlawed. The bilateral discussions resulted in the release of political prisoners and the ultimate cessation of separate development and majority rule for the nation's Black population.

According to Gumede (2008), the apartheid government had a policy of giving preference to whites in the workplace. This was successful in advancing the white

population, but it also negatively affected Black people because the majority of lucrative occupations were held by White people. When democracy first emerged, there were significant racial differences in the salaries and employment status of the various populations. According to Bartlett (2009:7–39), the exclusion of Black people from technical programmes and apprenticeships led to additional inequities that had an impact on both the overall and Black population's productivity. Parliamentary statutes such as the Mines and Works Act, the Job Reservations Act, the Native Building Workers Act, the Apprenticeship Act, and the Bantu Education Act had strongly restricted the use of Blacks as unskilled labour for White artisans. These differences led to the increase that ultimately rendered the nation ungoverned. This is the reason the African National Congress (ANC) instituted Affirmative Action to address the long-standing inequities brought forth by apartheid (Heller, 2009:123-149). This explains why the Employment Equity Act, the Broad Based Black Economic Empowerment Act, and the Affirmative Action Act were introduced.

1.3 PROBLEM STATEMENT

Once freedom was gained, it was anticipated that the arrival of "black independence," also known politically as "democracy," would result in a swift recovery for the majority of Black people. The process of transformation was primarily concerned with integrating the many Black groups who had previously been excluded from management. There were diversities that had to be controlled when Pentech and Capitec (technicons) merged to become the current university of technology. White employees from Capitec and coloured employees from Pentech made up the majority of the staff. Given that native Blacks make up 80% of the country's population, it was believed that under the new administration, the staff complement would eventually reflect the country's demographics. The purpose of this study is to determine the obstacles natives face when they advance into significant roles at the various levels of the new university.

1.4 RESEARCH OBJECTIVES

Research objectives are the anticipated outcomes or project goals that the researcher believes are essential to the project's success. Primary objectives and secondary objectives are the two categories into which they are typically divided. According to

Jowah (2015:103), objectives must to be stated clearly and concisely to eliminate any room for doubt or uncertainty regarding the expectations.

1.4.1 Primary objective;

- Assess whether these people have an equal opportunity to realize their potential and receive the opportunities they are entitled to inside the organization.

1.4.2 Secondary objectives;

- Identify the procedures employed by the university to advance formerly underprivileged individuals.
- Determine which purpose-driven programmes the institution employs to improve the circumstances of the formerly disadvantaged individuals within the system. Determine the disadvantaged individuals' beliefs regarding the reasons behind their perceived inability to undergo change.
- Determine whether there are any individuals in the system that ought to have received promotions but didn't.
- Determine which employment equity (EE) or affirmative action (AA) programmes the organisation uses to address the disparities brought forth by apartheid.

1.5 RESEARCH QUESTIONS

The significance of the research question lies in its ability to provide guidance for the study and identify the extent of the material that needs to be examined. Furthermore, the research question takes a thorough look at the goals and aims to gather data that will support achieving the goals. However, the fact that the research topic is the basis of the questionnaire's questions—which are used to gather data—is crucial to this. The two categories of research questions are the major research question and the secondary research question, respectively.

1.5.1 Main / primary research question

- What are the reasons behind the institution's apparent inability to change the staff in accordance with the law?

1.5.2 Secondary research questions

- a) Are there any well-defined procedures in place to support the growth of those who were previously disadvantaged?

- b) What existing training initiatives are aimed at supporting the institution's racial and gender transformation?
- c) Does the university use any particular mission-driven initiatives to help the formerly underprivileged individuals develop?

The purpose of these questions is to help gather all the information required to support workplace transformation programme implementation or non-implementation. They will be utilised in the questionnaire that will be used as the research tool.

1.6 RESEARCH DESIGN AND RESEARCH METHODOLOGY

Philosophical assumptions on the nature of reality and how knowledge of reality can be acquired often inform the entire study and forms the basis of all the methodological decisions undertaken in any study. This study was based on the transformative paradigm or philosophy as explained in Mertens (2016). It is a philosophy that is related to the fight for emancipation of oppressed or disadvantaged groups.

Scientific research frequently employs quantitative approaches, which might be imperial in nature (i.e., requiring a high number of samples to identify or create reliable generalizations about the variables). In the social sciences, qualitative approach is mostly employed to quantify parts of research or variables that may not be measurable by quantitative means. These occasionally entail in-depth interviews, and in order to generalize the results, small numbers (sample size) are typically utilized. Both qualitative and quantitative research methodologies was employed in this study to provide a comprehensive approach to the collection of data that was transformed into information.

This study relied on the case study research design which was based on the collection of data from a typical institution of higher learning and making detailed in-depth study of the impediments to educational transformation. The results of the study were taken to inform the situation in other institutions of higher learning.

Case studies are often considered to be an effective option where there is need for the study of complex phenomena in context and when there is need for in-depth collection of data. These characteristics of the case study design were deemed essential for the present study given that transformation in higher education has been problematic over the years.

The study's target demographic consists of the institution's classed as formerly disadvantaged personnel. The formerly underprivileged students at a particular Cape Town higher education institution will be the study's target demographic.

Sampling is the process of identifying and separating a large section of the population to represent it accurately. Researchers use various techniques to ensure representativity and prevent bias. These techniques can be categorized into probability and non- probability sampling. Non-probability sampling is more commonly used for qualitative data, while probability sampling is more commonly used for quantitative data.

A questionnaire was used to gather data for the investigation. A questionnaire is a way to collect identical data from a large number of people using a special approach, and the results are then examined in a methodical way, according to Newman, Bavik, Mount & Shao (2021:1380- 1402). This method is intended to collect data for the empirical investigation using both nominal and ordinal scales of measurement, and it was employed in this study.

1.13 DATA ANALYSIS

The questionnaires (containing the data) was assembled, revised, and thoroughly cleaned to exclude any potentially "spoilt" instruments. The information was subsequently entered into SPSS software, where it underwent analysis and be transformed into suitable visual aids. The examples of legitimate and pertinent charts that demonstrate the link between the various variables included, but are not limited to, pie charts, bar charts, histograms, tables, graphs, and other similar charts. Thus, analysis of the illustrations came before interpretation.

1.14 ETHICAL CONSIDERATIONS

Beginning with the scientific experience, ethics and ethical research have increasingly grown to be accepted as standard practise in research. All universities are now required to take ethical considerations into account when doing field research. Consequently, no respondent may provide their department name or name on the study instrument. By doing this, the surveys can remain anonymous once they are assembled, eliminating the chance that a questionnaire may be linked to a specific person. Confidentiality preservation and responder protection will unavoidably be the fallout from this.

1.15 CHAPTER CLASSIFICATION

Chapter 1 – The research will be introduced, the background literature will be reviewed, and the research objectives, research questions, research design, research methodology, research instrument, data collection techniques, and ethical considerations will all be developed.

CHAPTER 2 – This chapter will cover the background of apartheid, its origins, laws, tools created by the system, its intended outcomes, and its final effects on the South African community, which led to the current social imbalance.

CHAPTER 3 – This chapter will examine the history of these apartheid disparities in several nations, including India with its caste system, Australia with its indigenous people, America with its black population, and the overall implications of such institutions.

CHAPTER 4 – Will go over the transformational models that are employed in the many settings when large-scale mass transformations are carried out. This will also examine the outcome, the system's accomplishments and shortcomings.

CHAPTER 5 – This chapter will examine the conceptual framework, the benefits and drawbacks in the South African context, the government's approach in South Africa, potential procedural flaws, and finally the creation of a model appropriate for the country.

CHAPTER 6 – Research methodology, Instrument, data collecting, data analysis techniques, and data reporting will all be highlighted in this.

CHAPTER 7. – Data analysis, discussion, finding and interpretation

CHAPTER 8 – Summary of Research Findings, Conclusions and Recommendations.

1.16 CONCLUSION

Affirmative action for the white population put education and training at the center, giving white people all the tools they needed to be empowered. The idea was successful for them, and by turning the Afrikaners into professionals, it nearly eliminated poverty within this group. After democracy had been achieved in 1994 integration of many Blacks who were previously prohibited from entering management was a specific goal of the reform process. However, even though democracy has been in place for many years, a Stats SA poll reveals that there has been little change to the apartheid-era systems. If we take into account that government statistics are also

included to this and that government is mostly comprised of the erstwhile underprivileged, then these modifications are essentially cosmetic. Politically known as "democracy," "black independence" was supposed to usher in a swift turn for the majority of blacks once freedom was gained.

CHAPTER TWO THEORETICAL AND CONCEPTUAL FRAMEWORK

2.1 INTRODUCTION

The accomplishment of democracy in South Africa was epitomised by the inauguration of Nelson Mandela as the first President of a democratic South Africa. The first Black president represented not only a shift of ideology but transformation of structural systems and the removal of entrenched apartheid era institutions as well as their fundamentals (Marschall, 2019:1088-1102). While the transformation agenda may have been achieved in some way, to some extent the transformation agenda still faces serious problems in many areas of concern. One such key area is that of education which was expected to be at the centre of the transformation agenda as it involves shifting the knowledge and attitudes of South Africans to fit the emerging democracy (Noyoo, 2021:21-33). Across the globe, education is virtually seen as a key part of societal progress, human development and civilization. In fact, the apartheid government realized this and created a racially oriented educational package characterized by different educational offerings for the races. Additionally, education is viewed globally as the proper formalised way in which skills and competencies can be reached within the populace. This study views the entire process of transformation from change management literature. The new government also needed to harness educational principles that could mirror the democratic ideology and propel development (Ndhlovu, 2019:131-151). This was not a new phenomenon as most former colonies across the African continent placed much focus on educational transformation as a key imperative for solidifying their democratic ideologies. The purpose of this chapter is to lay out change management theory which can be used as a lens to critically study the transformation imperative. The Chapter prepares for later Chapters it offers a lens in which change management can be considered.

2.2 TRANSFORMATIONAL LEADERSHIP BEHAVIOR IN THE SOUTH AFRICAN EDUCATION SYSTEM

The theory of transformational leadership appeared from the work Burns (1978) and Bass (1985) and become popular after owing to its appeal in several circumstances (Noviyanti, Hayati, Nufus, Maduningtias, Rostikawati, Sunarsi, & Effendy, 2020:8438-8461). In the early work of Bass (1985), transformational leadership is conceptualized as the ability and capacity of a leader to influence others in a way that allows them to believe, imitate and resemble him. Amanchukwu, Stanley & Ololube (2015:6-14) describes transformational leadership in schools as relationship based on the premise

that it relies on cultivating a favourable relationship that promotes learner academic attainment. Bush (2007:396) asserts that transformational teacher leadership behaviour involves: developing a vision for learner attainment, helping learners set the right attainment goals, ensuring intellectual stimulation of learners, supplying individualised support, and modelling best practices. These behaviours have been found proper in addressing the challenges created by the Covid-19 pandemic. The resumption of learning that followed the lockdown was associated with virtual communication strategies thereby creating new demands on teachers.

Teachers as leaders face the challenge of creating the proper learning culture through Information and Communication Technology (ICT) tools (Noviyanti, *et al*, 2020: 8438-8461). Mhlanga and Moloji's (2020:180) study of the digital transformation associated with the pandemic found that the use of Fourth Industrial Revolution increased in the education sector. Therefore, there is need to consider leadership behaviours necessary to suit the transformation.

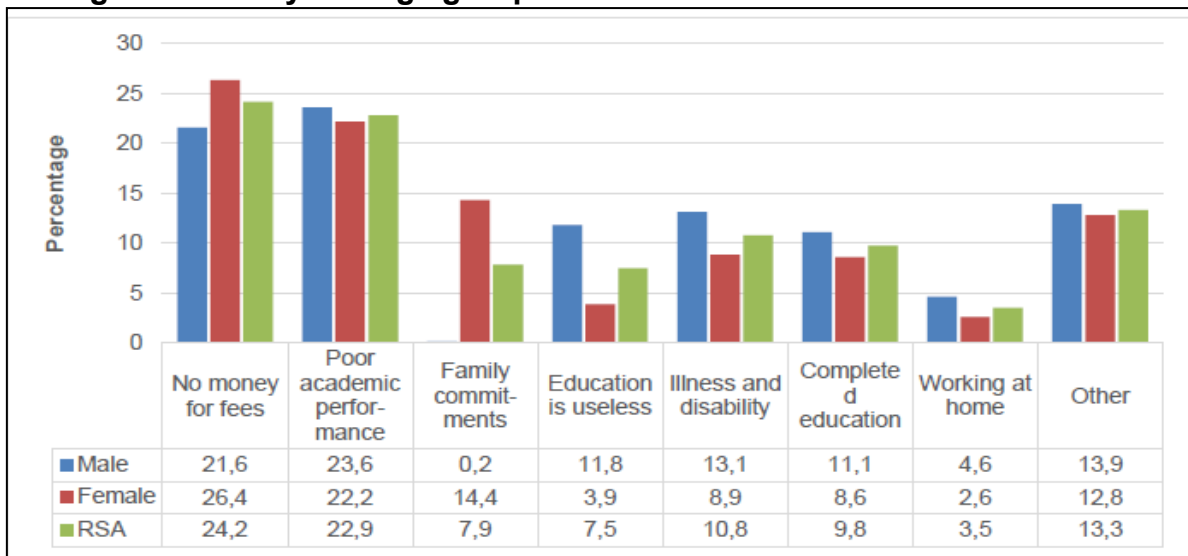
Transformation leadership has a special meaning related to the need to redress past imbalances like inequalities and marginalization (Bush, 2007:397). Schools in South Africa initially closed on the 18th of March 2020 due to the Covid-19 pandemic and since then full return to the prior Covid-19 period has not been reached. These disruptions struck an education system that was already under criticism for its failure to adequately address the nation's socio economic imperatives of addressing inequalities and marginalization and development of previously disadvantage groups (Mukute, Francis, Burt & de Souza, 2020:1-15). The Post-1994 transformation agenda that marked the fall of Apartheid in South Africa also targeted widespread transformation in the education sector (Mouton, Louw & Strydom, 2012:1211). This has been seen through increased government spending on education as well as the development of pro-education policies. Despite the call for transformation, education has remained a matter of greater concern. van Schalkwyk (2021:44-58) noted that there is a crisis in the South African education system have continued to be observable over the years. It has generally been argued that the crisis can be attributed to the legacy of apartheid as well (Spaull, 2015:2).

While the government has put in place several initiatives to improve access to education and learner academic attainment, especially in respect of previously

disadvantaged groups, there have been concerns that more still has to be done concerning the quality of education. Apartheid left an education system characterised by inequalities, inadequacies and marginalisation that was unsustainable in the post 1994 dispensation (Pillay, 2021:7). Many South African students attend marginalized and disadvantaged schools in townships and rural areas (Ngcobo & Tikly, 2010:202). The educational transformation agenda has been characterised by initiatives to improve both quality of education and access to education. Between 1994 and 2012 the South African government started the outcome-based education framework to foster the realisation of needed aims (Mouton, *et al.*, 2012:1211). Teachers still face the task of transforming the old educational system to new ethos in a manner that increases both access and quality of education. There is, therefore, a need to investigate how teacher leadership dimensions can affect educational outcomes which, in this study, will be viewed in terms of learner academic attainment

Problems in the South African education systems are reflected by inferior performance of learners which also relate to the leadership behaviours of teachers and instructional methodologies used in schools. Mediocre performance of learners has also been one of the reasons for high school dropout and low grade to grade transition rates (General Household Survey [GHS] report, 2018) (Sing, Maringe, 2020:1-15). Figure 2.1 shows the percentage distribution of the main reasons for not attending school by individuals within the 5-18 years age group in South Africa. Figure 2.1 shows that Poor performance is a significant reason for school dropouts among the learners. With the Covid-19 disruptions, the performance of learners is likely to be further affected owing to the switch to home-based learning. At present, the actual efficacy of home-based learning among school learners has not been fully assessed. An early Statistics South Africa (2020) seem to suggest that almost two thirds (65%) of learners seem to be satisfied with the material support they are getting from schools as they learn from home (Mpungose, 2020:1-9).

Figure 2.1: Percentage distribution of main reasons for not attending school among the 5 to 18 years age group



Source: Hall & Sambu, 2019:218).

2.3 THE EDUCATIONAL TRANSFORMATION CHALLENGE IN SOUTH AFRICA

The education challenge in South Africa is based on two critical elements, namely: (1) inclusive education, (2) equality and fairness and educational relevance (Donohue & Bornman, 2014: 806-820). Educational inclusiveness has also been a challenge that has been considered since the time of apartheid. While the apartheid government had its own way of addressing this problem, the new government also had its own ways of addressing the problem. In 1990 the (United Nations Educational, Scientific, and Cultural Organization (UNESCO) advanced the Education for All initiative which was meant to ensure the provision and access to education for all persons of this World (Elfert, 2019:537-556). Since this initiative was advanced during the apartheid era, the attainment of its goals has been subject to criticism. The apartheid government was convinced that the educational for all initiative also meant different educational packages for the different races. The transition to democratic, however, offered another way of viewing the reality of education in South Africa. What was education for all the races was the available of same content and same educational goals and targets across the races.

The study takes the position that there is need for South Africa to adopt a proper transformation theory that can drive the change agenda. The change from apartheid to democracy can be expected to be realised only if there is a clear philosophical basis upon which all transformation initiatives are based. It is therefore to discuss possible transformation theories that can be relevant in driving the required change agenda in education.

2.4 TRANSFORMATION THEORIES

This study considers transformation within change management literature. In other words, transformation is a concept that signifies change. This then implies that studies of transformation are essentially studies of change management (AIManei, Salonitis & Tsinopoulos, 2018:1160-1165). The concept is often considered to be complicated and difficult as it considers various dimensions of phenomena. Mertens (2016:6) captured the essence of a transformative paradigm and argued that South Africa is characterised by apartheid-era remnants of inequalities. These inequalities give rationale for a transformative paradigm that addresses South African challenges. The apartheid legacy was characterised by inequalities in education, salaries or income, accommodation, access to basic amenities and other deep rooted structural changes. In its Global Social Mobility Report, the World Economic Forum [WEF] (2020) reported that South Africa stays some of the world's most imbalanced society (Sharma & Soederberg, 2020:828-854). Mertens (2016:6) recognized the various forms of challenges ion South Africa in terms of cross cutting issues and sectoral challenges. While the cross-cutting challenges tend to affect everyone in somewhat, sectoral challenges seem to be affecting certain segments of the population. The question of educational inequalities tends to be a sectoral challenge that seem to affect some racial groups more than others in the South African context.

Metersns (2016:6) argues that researchers need to adopt a transformative paradigm if they are to contribute to the advancements of the South African society through the advancement of human rights and social transformation. In this way, simple change management theories may be considered insufficiently and there is a need for a more holistic philosophy of transformation which is associated with the transformation paradigm. Laininen (2019:161-200) noted that research seem to suggest the need for a more radical change in worldviews to

transform society. These arguments resonate those of Mertens (2016:6) and when considered within the South African context, they imply a need for a more systemic approach to transformation. Transformation theories seem to concur with critical theorist such as Marxism in trying to impress the role of power in societal transformation. A Marxist ideology contend that society is made up of social classes with some classes having power and control over others. In this way, the oppressed are expected to fight for justice and their own emancipation.

2.4.1 Systems theory

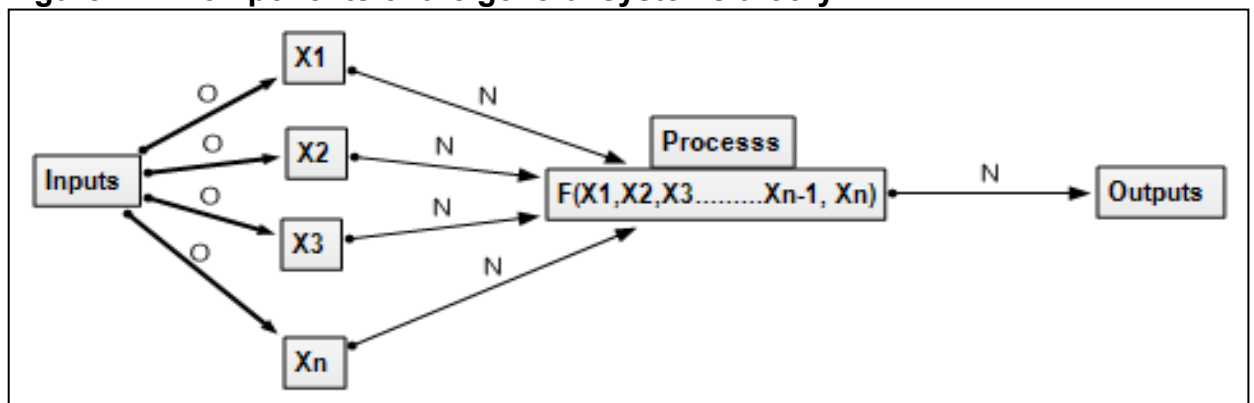
The systems theory has been attractive in social and management sciences since the 1920s because of its comprehensive view of phenomena and its appreciation of the interconnectedness they are (Mele, Pels & Polese, 2010). Its main argument rest on the assertion that phenomena can be broken down into small segments which run in a manner that influences each other to create an output. The implication of these assertion to higher education is that the there are various components or fields that make up higher education and that interact and interrelate in some way to result in an output. As such, the failure to achieve transformation within higher education institutions need to be viewed as a failure of various components. Makadok, Burton & Barney (2018:1530-1545) commented that the holistic interpretation of phenomena as provided by the systems theory has made it a powerful tool in studying various fields. The complex nature of the South African society in terms of its diversity and apartheid history including geographical size implies a need for a holistic lens if transformation progress is to be achieved. One such theory that has been advanced to address complex situations is the General Systems Theory (GST). In describing the systems theory, Caws (2015: 514-521) claimed that it considers the world or rather the universe or even societies as totalities of highly interrelated components which affect one another and can be seen to run in a way that influence each other. When the transformation problem from apartheid to democracy in South Africa, it can be argued that no success can be achieved if the entire society is not seen as a system of interrelated components.

Von Bertalanffy is credited with popularising and refining the systems theory in his work. Many people consider systems thinking to be a philosophy that promotes the comprehensive learning of a subject (Caws, 2015:517). According to the hypothesis, the cosmos and all other structures are essentially composed of many related and

interconnected elements. Figure 2.2 supplies a conceptualization of the general systems theory in terms of inputs, processes and outputs that affect and feed on each other.

When Figure 2.2 is considered, it can be supposed that the impediments to transformation of the higher education system in South Africa can be assessed in terms of the inputs to the higher education system ($X_1, X_2, X_3 \dots X_n$), the processes which involves how the inputs are combined and integrated ($FX_1, FX_2, FX_3 \dots FX_n$) in order to produces outputs. This conceptual framework it was considered important and relevant to supply a comprehensive framework for understanding the impediments to transformation that the higher education system in South Africa has suffered over the years.

Figure 2.2: Components of the general systems theory



Source: Author's configuration of systems theory

The impact of the environment on a system's functioning is also taken into consideration. This is particularly true when taking open systems into account. Higher education can be studied via the perspective of open systems theory. According to Sonetti, Brown, and Naboni (2019:254), general systems provide a valuable framework for examining public institutions such as higher education that are situated among critical and social dimensions.

South Africa's higher education system can be understood in the context of the country's complex, multi-subsystem socio-economic and political open systems. The integration of systems theory into public education acknowledges that ideas like equilibrium, openness, interdependence of subsystems, and holism are appropriately relevant to the critical ideas that are included within them (Teece, 2018:359-368). According to the systems theory, public education is viewed as a subsystem that is

connected to the environment, other organisational subsystems, and both. According to these systems theory considerations, every other organisational function, including operations, marketing, human resources, and administration, is viewed as a subsystem of public higher education. It can be seen as a procedure that should lead to a desired result for the advancement of the country. It is also important to remember that in order for the higher education system to achieve a necessary result, it depends on environments and other subsystems. An important requirement is to analyse the higher education system and assess its operations in light of best practises.

2.4.2 Stakeholders' theory

Related to the systems theory is the stakeholder's theory which also calls for understanding the societies and world phenomena from a stakeholder's view. In this way, the higher education transformation agenda can be viewed in terms of stakeholders. It is their dissatisfaction of the systems that lead to the argument that transformation has failed. As such, addressing the transformation agenda is basically a stakeholder enhancement process. Stakeholder in the education system include the government, political groups, student bodies such as the Pan African Student movement (PASMA) and the South African Students (SASCO) (Tshishonga, 2019:199-219). Parents, businesses, international organisations dedicated to societal development, and UNESCO are among the other stakeholders.

According to Chanas, Myers, and Hess (2019:17–33), organisations are viewed as assemblages of diverse stakeholder groups, and a thorough comprehension of how these groups function is crucial to understanding how organisations operate. The stakeholder idea seems to have significant ramifications for the system of higher education. Stakeholder theory evaluates the value that stakeholders seek in any structural examination of events and activities, according to Harrison & Wicks (2013:97–124). Therefore, it is possible to interpret the failure of the transformation process in the South African higher education system as a result of the discontent of important players. The higher education sector has found resonance with concepts from the stakeholders theory, such as: (1) the idea that stakeholders have interests, expectations, and desires that should be taken into account in educational strategy; (2) the idea that stakeholder interests are often at odds and that higher education institutions should try to strike a balance between the interests of one shareholder and those of other stakeholders; and (3) the idea that organisations looking to maximise

their value should take into account the interests of a wide range of stakeholders who are significant to their organisations (Harrison & Wicks, 2013:97-124).

2.4.3 The general systems view of South African higher education

Scott (2018:1-17) reviewed that the problems in the attainment of equality and justice in the post apartheid education systems are so well entrenched and deep-rooted that there is a need for a complicated approach in resolving the systems.

When the systems view is considered in respect of the impediments to transformation in higher education, the associated challenges can be considered from the inputs, processes and outputs dimensions of analysis. The literature has long contended that the transformation has not been formally realized in higher education and such research as Sebola & Mogoboya (2020:237-254) have strengthened these arguments. Sebola & Mogoboya (2020:237-254) advanced for transformation of the South African higher education sector throughout Africanisation and decolonization of systems. These arguments are also consistent with Koopman & Koopman (2021:127-142) who found that the South African system of higher education require decolonization as it is still Eurocentric and advances Western epistemologies and not African dialectics.

2.4.4 A systems view of processes for the transformation of Higher education

In South Africa, the Department of Higher education and Training (DHET) was set up to address post basic education schooling and is made up of 26 public universities, 50 public Technical and Vocational Education and Training (TVET) colleges, 9 Community Colleges, Private Colleges and private Higher Education Institutions (Koopman & Koopman, 2021:127-142). In the systems view, the processes of the higher education and training system significantly relate to the instructional and pedagogical orientation of teaching and learning. Processes also include the wide processes associated with the students including application processes, registration, accommodation, instruction, assessment, supervision graduation, alumni processes and many others.

2.4.5 Inputs to higher education transformation

As revealed in Scott (2018:1-17) inputs to the higher education systems are significant for the curriculum offered within the higher education systems. Researchers suggest that the higher education curriculum still embraces apartheid era dimensions in terms of both orientation and content (Sebola & Mogoboya (2020:237-254); Koopman & Koopman, 2021:127-142). Sebola & Mogoboya (2020:237-254) allege that when an international comparison of the South African system is done, the system seems to be lagging because western standards cannot be a proper standard for measuring education in South Africa. Transformation has not been fully reached as the curriculum still expresses Western values in terms of orientation reform and transformation has also not been fully realized.

2.4.6 Outputs of the higher education system

The outputs of the transformation process in higher education should be equity of educational access and quality of graduates who finish higher education (Scott, 2018:1-17). These two outputs have been subject to much scrutiny and the final realization seems that there has been poor achievement of over the years. The World Economic Forum (WEF) (2015) revealed that an inadequately educated workforce has been a major factor holding the economic competitiveness of South Africa (Lee & Sehoole, 2015:827-843). In addition, a higher unemployment rate has been a consistent indicator of a low quality of educational outcomes. Graduation and course completion rates have also been found to be skewed and imbalanced. Some societal groups within the races, especially those who have long been disadvantaged continue to be in a dire situation (Scott, 2018:1-17). The outputs, as such of the education system still lack the right transformation. While the outputs stay lowly pleasing in terms of quality, educational access seems to have improved even though there are still concerns in respect of the cost of education in respect of previously disadvantaged groups.

2.5 CONCLUSION

Although the reform agenda may have made some progress, there are still a number of major issues that need to be resolved. One such crucial sector is education, which was anticipated to be at the heart of the transformation strategy since it entails modifying South Africans' knowledge and attitudes to match the burgeoning democracy. Yet, because Western ideals are still emphasized in the curriculum and

because orientation reform and transformation have not yet entirely materialized, change has not yet fully taken place.

CHAPTER THREE TRANSFORMATION IN HIGHER EDUCATION

3.1 INTRODUCTION

As explained in the earlier Chapter, the systems theory offers an important theoretical perspective of considering the impediments of the superior education transformation process in South Africa, as such, this Chapter seeks to make deeper understanding of the transformation procedure in higher education in South Africa from the perspective of the general systems theorem. The gist of these assertions is that the transformation agenda can be better understood by considering the inputs, processes and outputs of the transformation processes as well as considering the environment as it impacts transformation processes. Education in South Africa post 1994, like many other national imperatives, needed transformation. Makoelle & Makhalemele (2020:293-310) commented that teacher leadership had a political thrust aimed to adopt the democratic ideology to learners in addition to the need to address past imbalances in education. Addressing past imbalances meant inspiring students to attain high performance and ensure that historical disadvantages and labour market shortages as well as higher education bottlenecks are addressed (Makoelle & Makhalemele, 2020:293-310). Makgato & Mudzanani (2019:90-108) further asserted that the apartheid era system was based on authoritarian leadership which was based on the school principal. The new system adopted distributed leadership which meant allowing teachers and other educational stakeholders to play leadership roles.

In reviewing leadership in the South African system before 1994, Makgato & Mudzanani (2019:90-108) reveal that the type of leadership was authoritarian. This has been contrasted to the present situation in which leadership in schools has been described as distributed leadership. Distributed leadership has been argued as an important type of leadership in schools. It is in connection with the democratic discourse in South Africa and it also harnesses the benefits of other types of leadership. Leithwood, Harris & Hopkins, (2020:.5-22) commented that the role of leadership in schools has evolved. This echoes Makgato & Mudzanani (2019:90-108)

argument that in the past principals of schools used to hold all the powers and would dictate what to do. However, there has increasing movement towards the spread or decentralization of power and other leadership roles. In other words, the leadership function seems to be shifting from authoritarian to democratic and other leadership styles that are characterized by a decentralize leadership function. There is now great movement towards non- autocratic leadership styles. Makoelle & Makhalemele (2020:293-310) observed the increased need for effective leadership among teachers as they are expected to positively influence learners' performance. Additionally, the Covid-19 pandemic has increased the need for teachers to perform certain leadership roles such as learner motivation, learner guidance, counseling, and learner psychosocial support (Makgato & Mudzanani (2019:90-108). As such the study of transformational leadership behaviors of teachers and impact on learner academic attainment is a contemporary issue representing a new research agenda (Makoelle & Makhalemele, 2020:293-310).

3.2 TRENDS IN SOUTH AFRICAN LEARNER ATTAINMENT IN SOUTH AFRICA

While the South African education system suffered from significant race-based exclusion during apartheid, the post 1994 system has continued to suffer from criticisms and inadequacies (Naape & Matlasedi, 2020:1825056). Adebayo, Ntokozo & Grace (2020:3768-3781) there have been arguments that education in South Africa suffers from inequalities, high learner dropout rates and deficient performance. In the same way, Naape & Matlasedi (2020:1825056) commended that expenditure in education in South Africa has been higher than that of the three most efficient systems of the world (Czech Republic, Finland, and Japan) but quality of learner attainment has remained significantly low relative to international comparisons. Despite this situation, an improvement trend had characterized learner academic attainment over the past years. The interruption of learning that was induced by the pandemic interrupted the small gains in learner academic attainment. The resumption of learning after the Covid-19 lockdowns was associated with negative predictors to academic attainment. Firstly, school attendance rates were significantly lower than usual (Morse, 2019:1-10). Kwatubana & Molaodi (2021:113-118) conducted a study of the reasons for poor attendance and found that many parents and guardians felt that schools could become centres for the spread of the disease and learners could bring the various home from schools. Naape & Matlasedi (2020:1825056) found that daily absence rates have increased by above 25%when schools reopened during the pandemic. With increased

need for virtual learning to ensure continued learning during the pandemic, new leadership imperatives arose for teachers. In an analysis of the role of transformational leadership behaviours of teachers and its impact on digitalisation, Morse (2019:1-10) found that intellectual stimulation and vision affected use of virtual platforms. Kwatubana & Molaodi (2021:113-118) supported earlier studies in finding out that transformational leadership behaviours have the potential to improve learner academic attainment in crisis circumstances.

3.3 THE HISTORICAL FOUNDATIONS FOR TRANSFORMATION

Mlambo & Gwala (2021:37) noted that South Africa's social and economic saga as rooted in difference, unemployment, poverty and scarcity of competitive capacity, and the political instability of the apartheid regime has destroyed the economy. The apartheid regime negatively affected the lives of many South Africans and its effects have been particularly devastating for Black majority (Parry & Gordon, 2021:795-806). Social and economic exclusion of the Black majority was a key feature of the apartheid regime who impact has endured over the years. Many people (especially Black people) have been subjected to poverty, inequality, violence, and poor working conditions as the result of apartheid system (Mlambo & Gwala, 2021:37). at the centre of these challenges was the education system which significantly fostered different fortunes and among the races. The Black population was significantly excluded from proper education opportunities which meant that their progress remained unsatisfactorily.

3.3.1 Transformation policies for the new government

The dawn of democracy in 1994 compelled government to introduce new policies. These policies include, The Reconstruction and Development Programme (RDP), Growth Employment and Redistribution (GEAR as well as the National Development Plan (NDP) (Maphaka & Rapanyane, 2021:18391-18399). The primary objective of these policies was to eradicate and obliterate poverty and inequality. Pike, Puchert & Chinyamurindi (2018:1-10) stated that South African government further introduced Broad Based Black Economic Empowerment (BBBEE) and this policy sought to reunite South Africans and address the inequalities of apartheid. According to Maphaka & Rapanyane (2021:18391-18399) apartheid can be described as an oppressive system of exclusion or discrimination on grounds of race. These were broad policies of transformation with far reaching impacts on the South African society. They also were significant in fostering change in the higher education system. It should be considered that transformation in higher education was a key agenda of transformation owing to

the argument that education forms a key component in any transformation initiative. Education tends to create the opportunities that are necessary for future progression and the attainment of transformation initiatives (Mlambo & Gwala, 2021:37). This Chapter evaluates the policies of transformation policies in terms of their intent and realities with reference to the issue of poverty and inequality. The emphasis will be based on these policy changes and their impact to education and on the lives of South Africans.

3.3.2 The Reconstruction and Development Programme (RDP)

Maharaj (2020:101–112) claims that RDP also represents a significant shift in the way policies are made. Instead of the exclusive policymaking that typified the apartheid era, policymaking is now a people-driven process under the new regime. The Reconstruction and Development Programme was created with the intention of resolving the socioeconomic issues brought about by the apartheid system. This includes, social and economic factors, such as salaries, education, and community safety. These factors play key role on how well and how long we live. For example, equal job opportunities (employment) provide remuneration that shapes our choices about essential needs such as housing, education, medical care, food, and childcare (Enaifoghe, 2019:119-137). The primary objective of this policy was to eradicate poverty and it sought to mobilise people and resources towards the final eradication and obliteration of the apartheid system.

With regards to the issue of poverty and unfairness, it has been notable that many South Africans are stricken by poverty as the direct results of apartheid system. According to SA statistics, millions of people are exaggerated by poverty and the majority of whom live in the rural areas (Maharaj, 2020:101-112). In addressing the issue of poverty and deprivation. RDP sought to eradicate hunger, provide land, free housing for all indigent people, access to safe water and sanitation for all, certifying the accessibility of sustainable energy sources, improve the excellence of education and improve health care services and ensure that it accessible to all citizens. The RDP aim was to meet the fundamental needs of the South African population in an cohesive approach through merging urban and rural improvement processes (Maphaka & Rapanyane, 2021:18391-18399). The emphasis was based on job creation and provision of a variety of basic needs such as nutrition and health care.

In the context of South Africa after apartheid, housing and education are fundamental human rights, claim Borat & Kimani (2018:18). The literature goes on to contend that the nation's ongoing efforts at social development and the larger conversation around human rights are inextricably linked to the right to an education. Furthermore, while it has been acknowledged that the government has made reasonable progress through the Reconstruction and Development Programme, the reality is that racial disparities exist in the realisation of fundamental rights to education (Enaifoghe, 2019:119–137). Availability of financial resources to attend educational institutions and the proximity of such institutions have been issues of concern over the years. Given these problems addressing challenges in the education sector also means significant attention to other socio-economic challenges in South Africa such as housing and social marginalization. According to the RDP-based policy paper, one of the biggest problems facing South Africans is poverty. By the end of the first five-year term of the new government, a target of 5% (five percent) growth rate and the creation of 300,000 to 500,000 non-agricultural jobs annually has not been met (Maree, Klerck & Benya, 2021:339). Last but not least, the focus was on independence as opposed to dependency on global financial organisations like the World Bank and IMF (Maharaj, 2020:101-112). The aim was to avoid getting into serious debt but now it seems as if things are getting worse. The attainment of RDP policy objectives should be seen to strongly relate to the attainment of educational transformation initiatives since these are likely to lead to the capacitation of people in various areas.

3.3.3 Growth Employment and Redistribution (GEAR)

According to Nicolaou (2020:53-104) a threatening challenge facing our new democracy is job creation as well as the attainment of a favourable economic growth. In 1996 government produced a GEAR strategy (Growth, Employment and Redistribution) to address issues such as the high rate of unemployment, social transformation, and inequality (Nicolaou, 2020:53-104). A strategy of economic reform known as "Gear" is intended to establish a competitive and rapidly rising economy by giving the poor equal opportunity, income redistribution, and long-term employment for all job searchers (Masipa, 2018:1–8). Gear aimed to establish a society in which all people would have equal access to good health care, education, and meaningful employment. The following policy pillars serve as the basis for the GEAR strategy: Fiscal control measures include monetary discipline, an easing of exchange restrictions, a lowering of import tariffs, taxation, and supply-side incentives to boost

competitiveness in order to prevent the reappearance of inflation, cut the budget, and minimise government dissaving (Maphaka & Rapanyane, 2021:18391-18399). These policy foundations also include the reorganisation of public assets, privatisation, investment in public infrastructure and human resources, and increased freedom in collective bargaining to foster competition. The growth of small and medium-sized businesses was also viewed by GEAR as essential to employment and job creation.

According to Moolla (2019:9-9) this policy (GEAR) is unlikely to deliver on all its promises, but it is going to be exceedingly difficult to abandon it. He further argued that the adaptation of GEAR policy was not thought through, and it was driven by panic due to the downgrade of rand and pressure from the markets. The National Institute for Economic policy also shared the same sentiments and agreed that the adaptation of GEAR was just a panic response to exchange rate instability. Furthermore, GEAR was deemed to be more viable than any of the other proposals. It is argued that this strategy (GEAR) could prosper in creating the conditions under which reconstruction, development and growth will be possible. In terms of Moolla (2019:9-9) GEAR team made serious several mistakes on their proposal to promote growth, employment, and redistribution. For example, it has been noted that the capacity of the civil service to deliver will be undermined if funding for departments were to be reduced as per GEAR proposal strategy. In other words, the decrease of funding for departments is going to have negative impact on service delivery. The empty promises that the new government was going to deliver an economic growth rate of 6 per cent by turn of century and create four hundred thousand jobs per year has been severely criticized (Seekings, 2020:15).

According to Lewis, Lwesi & Bosch (2019:10-16) the GEAR document acknowledged and agreed that the existing three percent would create more jobs to alleviate poverty and unemployment. Even though the emphasis was based on faster increase to social and community standards, the author noted that this strategy (GEAR) failed to set redistribution targets. For example, GEAR committed to privatisation of state assets but till today privatisation remained as a burning issue. Moolla (2019:9-9) stated that the heavy legacy of the apartheid era makes the growth, employment, and redistribution concerns facing South Africa more difficult and complex. Significant backlogs in housing, education, work, and basic socioeconomic requirements are among these difficulties. In order to change the economy, create jobs, and improve everyone's quality of life in South Africa, GEAR was implemented.

3.3.4 Accelerated and shared growth initiative – South Africa (ASGISA)

The Accelerated and Growth Initiative (ASGISA), according to Ncube (2021:201–211), was implemented to lower unemployment and inequality. In order to correct two imbalances, ASGISA planned for growth. These imbalances include the expansion driven by commodities, which resulted in a strong currency and the challenges that followed for exporters in non-commodity sectors. The imbalance of the dual economy is the second. The results of redistribution sparked a heated discussion on two inequality measures and South Africa's inequality levels (Ncube, 2021:201-211). For instance, the Gini coefficient was computed at 0.44 in the early 2000s after being corrected for changes in social spending. These numbers implied that although the impoverished had not gotten richer, their standard of living had significantly improved. But the (S.A.) Gini coefficient has declined to 0.66 when social spending was not taken into account (Campaign, 2022:39). ASGISA developed three measures to increase the contribution of this sector to the economy in response to the SMMEs' mediocre performance. These interventions include recognising the value of dead assets like homes, land, skills, and indigenous knowledge; rewriting policies that hindered the establishment of small businesses; and utilising the first economy to assist and encourage small enterprise and widespread empowerment. The Extended Public Works Programme (EPWP) was also embraced by ASGISA as a crucial second economy action.

The government determined that there were significant obstacles standing in South Africa's way of meeting the ASGISA targets, and they devised six decisive measures to get past them (Campaign, 2022:39). The following are these interventions: macroeconomic difficulties, the goal of this intervention was to lessen the rand's overvaluation and volatility. The goal of infrastructure investment was to alleviate the backlog in electricity, water, and road infrastructure as well as logistics shortcomings. Moreover, housing, schools, clinics, businesses, and sports facilities were the main areas of infrastructure investment (Maharaj, 2020:101-112). Research indicates that a significant obstacle to both public and private investment initiatives in South Africa is the lack of adequate education and skill development opportunities.

Mkhize (2020:219) this current government has made negligible impact on issues such as high rate of unemployment, poverty, inequality and criminality. In the eyes of many South Africans, the expectations and promises made by ANC-led government had not materialised. In other words, many people are still living in poverty. According Nicolaou (2020:53-104) the main objective of this policy (AsgiSA) was to reduce the high rate

of unemployment and eradicate poverty. Moreover, it acts as cornerstone of GEAR (Growth, Employment and Redistribution Strategy). Majority of Black people are subjected to poverty and inequality especially those that are living in rural areas. It has been found that the lack of formal employment and extremely low income as a root cause of poverty (Ncube, 2021:201-211). Because Unemployment insurance fund covers only people that were previously employed is a clear indication that rest of the people is living in poverty. To address the issue of poverty and inequality government needs to speed up the process. This can be achieved through marketing and government can market Asgisa to partners and to the public at large.

Ncube (2021:201-211) argued that AsigiSa is more emphatic on economic growth and local municipalities are obliged to create favourable conditions for economic growth.

3.3.5 National Development Plan (NDP)

The national development (NDP) was developed as a counteractive economic policy. According to Cilliers & Camp (2013:1-16) the main aim of (NDP) was to eradicate poverty and reduce inequality in South Africa by 2030. The emphasis was based on several milestones. These milestones include, Democratic state, guided by the Constitution, working all sectors of society to promote better life for all. Excellent quality education and health care, enough housing, water, electricity, sanitation and access to transport; social security that will cover all citizens irrespective of their political affiliation, seeking use of science and technology in order to create economy that will benefit all citizens. Lastly, to ensure that people have access to jobs and their rights are protected. Furthermore, some of these milestones include the following: ensuring that all South Africans have clean running water in their homes, improve household food and nutrition security. Create more jobs from thirteen million in 2010 to 24 million in 2030 (Fourie, 2018:765-771). The NDP also recognizes the importance of universities in providing education and applying knowledge that will contribute to the national system of innovation. This includes the notion of increasing the number of master's and Ph.D. students, through supporting partnerships for research. For example, more than 25% of enrolments should be postgraduates by 2030. NDP seeks to fight HIV/AIDS, malaria, and other related diseases. Additionally, it aims to loosen immigration regulations for highly qualified workers including researchers, technologists, and instructors of science and maths. The National Development Plan for 2030 includes a number of education-related initiatives. These goals include a

seventy percent enrollment growth in postsecondary education and an eighty percent throughput rate in education (May, 2020:15).

When it comes to income inequality, South Africa is among the most unequal nations in the world, and it has spent the last 40 years stuck in the middle-income trap, according to Cilliers & Camp (2013:1-16). There is high rate of employment especially among young Black people, many of whom have stopped looking for jobs. In other words, they have given up from searching for jobs and others resort to violence. It has been found that ANC-led government has failed to address problems that relate to widening gap between rich and poor, infrastructure is deteriorating, high rate of unemployment, high rate of corruption and crime. South Africa is believed to be one the poorest performing countries in the world and it relies on foreign capital to close the gap between what it spends and what it earns, Cilliers & Camp (2013:1-16).

3.3.6 Broad- Based Black Economic Empowerment (BBBEE)

Shai, Molefinyana, and Quinot (2019:7164) state that the goal of Broad-Based Economic Empowerment (BBBEE) was to increase Black people's economic participation by incorporating other factors, such as women, youth, employees, and people with disabilities, in addition to ownership and management. To address the appalling economic effects of the apartheid government on common people, BBBEE was established. This law was enacted in 2003 and updated the following year. The principal aim of the Broad-Based Black Economic Empowerment Act (2022:73–83) was, according to Musabayana & Mutambara, to enable Black economic empowerment by raising the amount of economic involvement that all Black people exhibit. The EE Act (Employment Equity Act 55 of 1998) provides that the aim of this act is to promote equity in the workplace through equal opportunities and eradication of unfair labour practices. In other words, this act seeks to prevent any form of discrimination and exploitation in the workplaces. The main aim of BBBEE was to rectify the injustices left by apartheid regime. According to May (2020:15) BBBEE has been severely criticized by many scholars and who clamming that this legislation only benefits few citizens while creating little wealth for indigent majority in the country. In other words, people that were supposed to benefit from this act are still suffering and only few single individuals that are benefiting. The above discussion illustrates that that this policy failed to achieve its aim.

It has been found that even though the advancement of transformation has been prolonged, but South Africa has made some progress when it comes to BEE. However,

South African education sector has been found to be terribly slow in terms of transformation progress (May, 2020:15). Musabayana & Mutambara (2022:73-83) argued that BEE (Black Economic Empowerment) was developed with the intentions of improving the participation of Black people in the mainstream of the economy. BBBEE (Broad Based Black Economic Empowerment) is the second phase of BEE, and it deals with ownership and recognition of management control. The emphasis is based on redressing the imbalances of the past, this includes direct empowerment of all previously disadvantaged people such as woman, youth, people with special needs (disabled individuals) and group of people residing in rural areas. These people have been deprived the opportunity to achieve their full economic potential therefore BBBEE was introduced to address such issues.

According to Dreyer, Viviers & Mans-Kemp (2021:3652) many researchers has discovered that most of S.A companies have negative perception of, and they are reluctant to embrace the aspects of Broad Based Black Economic Empowerment. In other words, many South African organizations have lost confidence in BBBEE. Organisations are encouraged to desist from treating BBBEE elements as factors that should be mitigated by means of corporate risk management strategies but to focus their performance benefits. In terms of s (1) of (BBBE) Act, Broad Based Black Economic Empowerment is deemed to be one of the most possible economic empowerments for all Black people especially those that have been previously disadvantaged (Shai, Molefinyana & Quinot, 2019:7164).

Government institutions Such as the DTI (Department of Trade and Industry) is responsible to implement BBBEE in S.A commerce to address the issue of economic transformation and to improve the involvement of previously disadvantaged people (blacks) in the S.A economy. Furthermore, Shai, Molefinyana & Quinot (2019:7164) argued that companies that are found to be compliant with BBBEE stand a good chance of good chance of getting tenders and other special treatment from governments and municipalities. All companies that are registered under JSE (Johannesburg Security Exchange) are obliged to provide a BBBEE compliance report to Companies and Intellectual Property Commission. According to Dreyer, Viviers & Mans-Kemp (2021:3652) majority of people that participate in BBBEE have brought in their comrades (political connections) and limited business skills and they have been heavily criticized by their community members. The gap between wealthy and poor Black people is worse than that of rich whites and rich blacks. Only small Black elite

(specifically those that are affiliated to the ruling party) that are benefiting from BBBEE otherwise the rest of people has not seen the effects of economic transformation.

Mofokeng, Giampiccoli & Jugmohan (2018:1-16) argued that highly skilled people such as female engineers are excessively underrepresented in the workforce irrespective of BBBEE policies to other programs that were introduced in order redress the issue of imbalances of the apartheid regime. The above discussion illustrates that BBBEE policy did not achieve its objectives. The people that were supposed to benefit from this program are the ones that are suffering the most. Only few people that are enjoying the benefits of economic transformation and to be more specific, only those that are connected to politicians.

3.4 CONCLUSION

Having evaluated some of the arguments against these policies, it is fair to argue that the ANC led government has failed to honour its promises. The rising of unemployment, inequality, poverty, extremely low salaries faced by Black majority provides a clear explanation that the expectations and promises made by ANC government have not materialised. The high rate of mass demonstration is a clear indication that people are still fighting for good service delivery. ANC led government has been in power for more than two decades, but people are still stricken by poverty and therefore I am of the observation that it would be unfair to keep on pointing fingers on apartheid government. According to Mofokeng et al, (2018:1-16) analysing the Marikana Massacre, he alleged that workers view the use of force (strike) as the only option to claim their demands and it sends a clear message to people that are responsible to resolve their problems. In the light of the above the researcher believes that these policy changes did not improve the position of South Africans.

CHAPTER FOUR

IMPEDIMENTS TO TRANSFORMATION OF THE HIGHER EDUCATION SYSTEM IN SOUTH AFRICA

4.1 INTRODUCTION

There are several challenges to the educational transformation imperative that South Africa presently faces (Morreale, Thorpe & Westwick, 2021:117-119). As described earlier, this study adopts the general systems theory to be a theoretical framework for the study of the educational sector in South Africa and the encounters that it faces. The challenges considered in this section, are, therefore, seen in terms of inputs and processes. In such a way it is believed that problems in respect of the inputs for transformation or the processes for transformation rate so compounded that they result in overall inefficiencies and system failures. This is observable through weak and poor outputs. This chapter also considered important environmental elements that affect educational processes, and these include major changes related to technological adaptations as well as the biological problem that faced the world in the form of the coronavirus pandemic. The emergence of new and novel technological infrastructure and systems was connected with the Fourth Industrial Revolution (4IR) which resulted in the explosion of various technological tools which were also relevant in education (Penprase, 2018:978-981). On the other hand, the coronavirus pandemic resulted in widespread disruptions to the education sector and called for the adoption of new governance structures as well as the virtualization of the education sector in South Africa. These are obviously post-apartheid higher educational challenges facing South Africa.

4.2 TECHNOLOGICAL IMPEDIMENTS

While a certain degree of transformation has been achieved over the years, the 4IR as well as the coronavirus pandemic necessitated virtualization which was difficult to attain amongst most South African Higher learning institutions (Aboagye, Yawson & Appiah, 2020: 1-8). There was a strong need for the virtual education as opposed to the conventional higher education institution. Across the globe, students using online technologies have increased significantly (Aboagye, et al., 2020: 1-8). The case for technological impediments in higher education tend to also manifest itself in significant socio-economic inequalities whereby some previously disadvantaged social groups tend to be better privileged in the attainment of virtual technologies while others face serious challenges. Crompton & Burke (2020:103945) observed that while there is

greater need for the embracing of mobile devices in higher education, the realization of the mobilization imperative has been unequal and a great challenge in many developing countries.

Additionally, in most African countries the allocation of the fiscus is often a political activity that results in conflicts among major government departments. This shows that the technological adoption imperative has emerged as a greater impediment in the change of higher education in South Africa.

4.3 GLOBALISATION AND INTERNATIONAL GOVERNANCE CHALLENGES

With increased globalization and internationalization, the South African higher education sector faces increased need to adapt and change to meet international criteria (Swartz, Ivancheva, Czerniewicz & Morris, 2019:567-583). The impediments to transformation within the higher education sector should also be considered from an international perspective. This should focus on how this impact on suitability and appropriateness of the governance framework of the higher education institutions. The following establish the governance framework of an institution: laws, rules, and codes of good conduct, many of which are established internationally or worldwide. An efficient legal system is necessary for a successful corporate governance. When there is no functioning legal system, corruption is the norm. The "King IV report on Corporate governance for South Africa,2016 (King IV)" and other pertinent laws and regulations make up the South African corporate governance framework in addition to common law. According to some, South Africa's rapidly internationalising educational systems require that the corporate governance structure for higher education be viewed within a global framework (Havenga, 2016:204–204).

The South African government understood in the early 2000s that the nation's institutional legislation needed to be updated in order to meet internationally recognised norms (Havenga, 2016:204-204). Organisational structures, management procedures, decision-making, and control are all part of corporate governance. According to some other academics, corporate governance should take into account the following aspects: the ability to manage long-term risk; monitoring moral performance; sustainable business practises; and accepting responsibility for the company's relationships with different stakeholders (Havenga, 2016:204–204). The

best way to define corporate governance is as the systems, processes, culture, and procedures that determine how well a corporation operates (Wisie, 2017:45).

4.4 CORPORATE GOVERNANCE FRAMEWORK

Corporate governance refers to a framework that regulates and controls the behaviour of corporations. It also aims to achieve a notable level of efficiency and profitability for corporations while balancing the interests of all internal and external stakeholders, including the government and communities that may be impacted by a company's actions. (Swartz et al, 2019:567-583). When deciding corporate governance, factors that must be taken into account are the process of controlling, taking into account the interests of all stakeholders, ensuring responsible behaviour, and promoting the achievement of an elevated level of efficiency (Wisie, 2017:46). Corporate governance's main goal is to ensure that the individuals in charge of the institutions are operating them correctly. This implies that all higher education establishments must abide by employment laws and other restrictions in this particular situation. Legitimate leadership, managerial oversight, moral conformity with applicable laws, sustainability, transparency, and accountability to all stakeholders are essential components of an efficient corporate governance system. In South Africa, higher education institutions have committees and senates whose role is to ensure effective corporate governance (Xing, 2019:107-130). Such governance structures are expected to uphold the social and ethics provisions of higher education in South Africa. However, there are many factors that affect the effectiveness of governing structures including their composition, remuneration, powers, and cultures. Encouraging openness and elevating corporate governance standards was the main goal. Furthermore, to promote the establishment and operation of businesses in a way that enhances South Africa's economic development as a partner in the global economy. Additionally, to push businesses to be accountable to all of their stakeholders and to act in a socially responsible manner.

When comparing South Africa to other nations, it is discovered that King III's corporate governance system fully adopts all of the OECD's rules and principles (Thiart, 2019:41-58). According to Xing (2019:107–130), these principles include ensuring that all shareholders of a class receive equal treatment, respecting the rights and interests of stakeholders, encouraging disclosure and transparency, encouraging board members to uphold high ethical standards, ensuring that compensation policies align with the

company's long-term interests, advocating for effective and efficient risk management, and encouraging the appointment of highly qualified and competent directors.

The important question is whether the South African corporate framework is effective in addressing concerns related to stakeholder inclusiveness and corporative ethics, or if it has failed to meet its intended goal. Dewi, Azam, and Yusoff (2019:1373–1384) list the Companies Act, the Public Finance Management Act, and the Municipal Finance Management Act as pieces of legislation related to the corporative governance framework. To put it another way, businesses are subject to the laws listed above.

4.5 ETHICAL CONSIDERATIONS IN SOUTH AFRICAN HIGHER EDUCATION

As observed in Scott (2018:1-17) South Africa's higher education has failed to exhibit certain important criteria of ethics and moral standards. The central argument being that it has failed to address the interest and social needs of the poor and underprivileged. Ethical educational institutions can be defined as those with strong ethical value orientation, survives those values and exercises them when dealing with all internal and external stakeholders. There is a high notion that education in South Africa should advocate for the social and societal re-orientation something which has not been attained over the years (Hodson, 2020:592-622). It has been stated that meeting community expectations is essential to an educational institution's legitimacy, and that achieving significant social and societal objectives is necessary for the school to continue operating. Moreover, the legitimacy of education is dependent on how stakeholders and society perceive it. It is also crucial to remember that institutions have a dual responsibility for achieving certain social goals in addition to making investments. Educational leaders with no morals, moral leaders who uphold the highest ethical and professional standards and work to be just, and finally, purposeful and inadvertent amoral leaders are the three categories of educational leaders with varying ethical orientations (de Wit & Altbach, 2021:28-46). Leaders who act and make judgements that are inconsistent with their moral convictions are considered immoral. These executives, for instance, frequently exhibit avarice and self-centeredness, concentrating solely on their personal wealth or the success of the business. Legal regulations are seen by unethical managers as significant obstacles that must be disregarded to achieve the desired results, which include success and profit. In terms of moral leadership, these managers concentrate on producing respectable societal gains. Stated differently, they do not violate employment laws or ethical standards to maximise earnings. Finally, managers who do not consider ethics when making

decisions because they believe it has no bearing on their organisations are considered amoral. Higher education administrators in South Africa are under pressure to redress historical injustices with the utmost morality (de Wit & Altbach, 2021:28–46). When making moral decisions, an organization's board of directors and senior management should take all stakeholders into account, according to the King Report on Corporate Governance from 2009. It is crucial to remember that while the King Code applies to everyone, it is not legally enforceable. Institutions may choose to follow a stakeholder or shareholder approach when putting ethics into practise (Hodson, 2020:592-622). Higher education institutions must operate in stakeholders' best interests when it comes to the stakeholder approach. These stakeholders include the general public, lawmakers, workers, clients, and suppliers.

The welfare of society is greatly influenced by institutions. In South Africa, there is a substantial desire for interdependence between businesses and the communities in which they operate, and many people endorse the idea of higher standards for corporate governance and ethics (Carolissen & Kiguwa, 2018:1–11). Institutions ought to act responsibly towards the economy, society, and environment, according to The King IV. A vital tool for achieving social benefits and making sure businesses uphold higher ethical standards is the social and ethics committee. Tragically high levels of corruption have been reported in South Africa. A company's corporate social responsibility and ethical leadership can be promoted by an enhanced social and ethics committee. Additionally, it can strengthen the institution's sustainability, reputation, and ability to manage risk and comply with the law. The following are the responsibilities of the social and ethics committee: keeping an eye on the company's actions concerning labour and employment, good corporate citizenship, the environment, public health and safety, and social and economic development; and monitoring company activities related to these areas (Cohen, 2014:2209-2227). Principle two of the King IV Code on Corporate Governance states that the board should oversee the company's ethics in a way that supports the development of an ethical culture (Czerniewicz, Trotter & Haupt, 2019:1-22). Principle one of the code emphasises ethical leadership. The institution's ethics should be managed in a way that supports an ethical culture. This can be accomplished by ensuring that there are channels for stakeholders to become acquainted with the organization's ethical rules and codes of conduct, as well as by providing a clear path for ethics within the company, breach management, whistleblowing, and independent evaluations.

4.6 A SYSTEMS VIEW OF THE CHALLENGES IN THE HIGHER EDUCATION

As conceptualized earlier, a systems view includes the consideration of phenomena in terms inputs, processes, and outputs. The challenges facing the South African higher education system, and which are an impediment to its transformation can be considered in the form of inputs as well as processes (Chankseliani, Qoraboyev & Gimranova, 2021:109-127). Whereas inputs capture such things as the educational budgets the quality of students as well as the availability of appropriate resources, processes include such things as corporate governance systems within the educational institutions as well as managerial and leadership behaviours include such vices as like corruption and moral or immoral behaviour in many institutions. For example, the lack of ethics in South Africa has been socialising in the news and had has included issues ranging from the awarding of qualifications, procurement, and promotion decisions. Corruption emanates from unethical leadership. South Africa's corporate governance outline has flopped to endorse good moralities in many institutions (Castro, 2019:2523-2546). The high level of corruption in South Africa offers a convincing justification for the country's poor administration. Senior managers' financial stability as well as the financial viability of the organisations they oversee are at risk due to these well-publicized corporate scandals and financial catastrophes. Although there is a robust employment law in South Africa, there is lax oversight and illicit activity persists. Individuals are promoted to positions of great responsibility without undergoing rigorous testing, and they frequently make poor decisions. A major issue facing the nation now is the choice between professional and political selections for key posts in leadership (Zhu, Bonk & Sari, 2018:203-241). The rule of law is undermined by window dressing and green washing. For instance, an ethics policy may enable people to speak up and encourage them to do so, but it does not guarantee that corporate wrongdoings will stop. In actuality, people intentionally break work regulations.

Educational establishments must consider how their actions affect the surrounding environment (Chankseliani et al., 2021:109–127). For instance, they must be able to balance the loss of life, the creation of jobs, and the accumulation of profit. Put another way, they need to prioritise making respectable profits while also being socially conscious. The company's ethical culture must be established by the board of directors. Most of the time, they disregard the advice of local communities and assign responsibility to those who do not hold prominent positions (Castro, 2019:2523-2546).

They must to concentrate on finding ways to increase revenue without negatively affecting the populace. Stated differently, they ought to stop making money off of other people. Companies are missing in terms of discussion with its stakeholders and their consultants are not independent.

4.6.1. Good governance of educational institutions

Effective governance in education benefits all parties involved. A well-run educational institution also lowers the cost of its capital and inspires trust in its stakeholders. Furthermore, the community benefits from inclusive, unified governance that strives for sustainability (Labolo, Rohmansyah & Rumbekwan, 2020:3324-3330). The King IV report suggests that the governing body should carry out its duties in a way that is acceptable in the eyes of its stakeholders and should be focused on strategic direction, oversight, responsibility, an ethical culture, superior performance, and effective control (Nag, 2018:122–130). This could assist the businesses in being decent corporate citizens. Government agencies ought to support morally and practically sound leadership. When evaluating what constitutes ethical leadership, it is important to take into account traits like integrity, competence, responsibility, accountability, fairness, and transparency. When these elements are missing, corruption is the norm.

4.6.2 Industrial action in the educational sector

Unrest and volatile labour relations are often considered to be a sign of problems in industry. The higher education sector has witnessed various labour unrest. This unrest can also be taken to be signs of dissatisfaction with the transformation agenda. Labour relations act 66 of 1995 offers that every employee has the right to strike, and every employer has the right to lockout (Lancaster, 2018:29-43). The Constitution of the Republic of South Africa allows workers to take part on industrial action and it also promotes the right to lockout. These rights include the right to participate in collective agreement. As much as LRA provides the right to embark on strike it also provides the circumstances in which the workers may not be allowed to embark on strike (Limitations). These limitations include the prohibition of strikes where employees are bound by collective agreement and if the dispute has been escalated to Commission for the Conciliation, Mediation and Arbitration (CCMA) by both parties. The objective was to decrease violent strikes by protecting employees who participated in strikes in connection with the Act's procedures. These procedures include escalation of dispute

for conciliation and 48 hours' notice of an intended strike. Obedience with these requirements protect the strikers from being dismissed, as well as from civil liability for breaches of the contracts and from criminal liability (Kayembe & Nel, 2019:79-94).

The difference between protected and unprotected strike is that Protected strikes are strikes that adheres to procedural requirement of section 64 of LRA. The employer may not dismiss employees who have participated in a protective strike. However, strikes that do not follow the requirement of section 64 of LRA constitutes unprotected strike. Participating on such strikes may result to a dismissal of strikers by their employer(Tenza, 2021:176-199).

As much as workers often use strikes as the most valuable tool to pursue their demands. prolonged strikes and violent strikes can cause harmful effects on protestors, families, small businesses. violent strikes can cause negative impact on the economy and may escalate to deaths if it is not monitored. Due to high increase of violent strikes in South Africa, violent behaviours may lead to a huge disinvestment. Violent strikes can violate the constitutional rights of innocent people (Tenza, 2020:519-537).

4.6.3 Causal factors to lengthy and violent strikes in the education system

It has been noted that inequality is one of the contributing factors to prolonged and violent strikes in the education system. for instance, the Fees Must fall protests featured a segment of the society who claimed to be unable to pay fees for their education (Loubser & Garbers, 2021:200-237). Unequal allocation of resources and opportunities plays a significance role to violent strikes. factors that play significant role to prolonged and violent strikes include, Wage inequality, deterioration in negotiation capacity, trust issues between the parties, bad working conditions, high rate of temporal workers in the labour market and prominent level of poverty to the considerable number of populations. Lack of transformation and economic injustice contributes to prolonged and violent strikes and lastly, unresolved dispute may result violent strikes (Tenza, 2015:211-231).

In situations whereby an employer and trade unions fail to achieve collective agreement in connection with employee demands, high chances that violent strike will emerge unless they decide to escalate the dispute to Commission for conciliation,

mediation, and arbitration (Tenza, 2018:471-492). If CCMA fails to resolve their dispute, then they can resort to strike. In circumstances whereby there is a huge gap between management and general employees' salaries, resentment may emerge among employees, and it can lead to violent strikes. For example, if employees are doing the same job and they have same qualifications and same experience but earning different salaries that could also cause tensions between employees and this can constitute violence behaviour in a workplace (Loubser & Garbers, 2021:200-237).

According to Reilly (2020:755) analyzing the Marikana Massacre, he alleges that when workers are being subjected to poor working conditions, high chances that violent strikes might arise. He further argues that workers view the use of force as the only option to claim their demands and it sends a clear message to people that are responsible to resolve their issues. It has been noted that the denial of access to resources may result to violence. High rate of unemployment, extremely low salaries and economic challenges faced by workers that are supporting large families provide a clear explanation of violent strikes. Social inequality creates tensions between employees and the employer (Tenza, 2018:471-492). Exploitation of workers provokes violent behaviour. These violent behaviours often lead to violent strike.

4.6.4 Measures to encourage well-ordered and effective collective bargaining

These measures include full co-operation between employees, employer, employer organisations and trade unions to promote trust and the development of mutual understanding, to endorse the significance of democracy and the importance of innovative ideas at a workplace, to encourage participation and responsibility during negotiation process and to condemn and prevent any form of violence during mass demonstration (Gentile & Foster, 2021:1-23).

The nature of well-ordered and constructive collective bargaining should be voluntary. Trade unions, employees and employer must adopt a peaceful approach and prevent any form of intimidation during negotiation process (Takupiwa & Shelfa, 2019:1-13). The above discussion illustrates that high rate of unemployment, poverty, exploitation, and poor working conditions is the root cause of prolonged and violent protests. It provides strategies that should be adopted to stop violent strike. If trade unions, employer and employees can behave in the manner that will promote peace, prolonged

and violent strikes can be reduced (Gentile & Foster, 2021:1-23). Parties should desist from violence activities even if they are participating on protected strikes.

4.7 Chapter Summary

This chapter's challenges are consequently viewed in terms of inputs and processes. According to this theory, issues with the transformation's inputs or processes accumulate to the point when general inefficiencies and system breakdowns ensue. During the Fourth Industrial Revolution (4IR), which led to an explosion of different technology instruments that were also useful in education, new and innovative technological infrastructure and systems emerged. However, the implementation of this has been uneven and other adverse events have prevented the South African Higher Education system from fully benefitting. Also, to promote social responsibility among businesses and guarantee that they are accountable to all of their stakeholders has been a challenge – not yet achieved.

CHAPTER FIVE

LEGISLATIVE AND POLICY FRAMEWORK FOR TRANSFORMATION IN THE HIGHER EDUCATION SYSTEM

5.1 INTRODUCTION

The main objective of this research, as provided in chapter one, is to identify aspects that limit the development of the previously disadvantaged individuals to higher levels in the higher education system. Earlier in this study it was provided that this research is conceptualised from both the transformative paradigm and the systems view. In other words, there was a general acceptance that matters to do with previously disadvantaged groups are best addressed within the transformative philosophy as articulated by Jagers, Rivas-Drake & Williams, (2019:162-184). The principal aim of the study was to identify and describe elements that bound the progress of the previously disadvantaged individuals to higher levels in the advanced education system. The study is also founded upon systems theory with the acceptance that matters of the higher education system can best be seen within an inputs, processes, and outputs framework.

This chapter considered the general legal environment and its framework and how it favoured or hindered the case of the previously disadvantaged. At the attainment of democracy in South Africa, there was need to form an enabling environment for the transformation of the society and the legal framework was an essential element of this initiative. Within the transformative paradigm, the legal framework can be a direct and active step for the attainment of transformation (Manda & Ben Dhaou, 2019: 244-253). Therefore, the legal framework is an essential part of the transformative paradigm. In respect of the systems theory, the legal environment is essential in determining how the inputs, processes and outputs can be considered. The legal framework can be seen as either favorable or inhibitive of successful processes for the transformation agenda. It should also be considered that most African countries emerged from the environment of struggle and unfair treatment (Sengupta, Sahay & Croce, 2018:771-803). Therefore, the enabling framework in South Africa can also be comparatively assessed to have a proper understanding of the situation within a broader scope. Some countries in other continents such as Asia or Latin America also engaged in creating an enabling framework for societal transformation and this is also considered. The chapter will also consider how technological developments have also been critical in

the transformation process. It also makes an analysis of the Covid-19 pandemic and how it impacts the advancement of previously disadvantaged groups in South Africa.

5.2 KEY CONCEPTS FOR TRANSFORMATION OF THE SOUTH AFRICAN HIGHER EDUCATION SYSTEM

In the attainment of appropriate legal transformation within the higher education system, Masinde & Roux (2020:30-50) informs that ideological shifts, curriculum change, institutional management and organisational culture elements are essential. This section will consider these elements in detail. The achievement of transformation of the mentioned elements in the South African context significantly relied on the concepts of affirmative action which was meant to ensure that a larger portion of the previously disadvantaged groups gain status within the tertiary education situations. Additionally, the (Africanisation and decolonisation of the curriculum of the curriculum was also considered essential (Masinde & Roux, 2020:30-50). The challenges faced in the higher education has been witnessed through protests such as the Rhodes and FeesMustFall protests which crippled the functionality of the institutions. A key element of the transformation epoch is technological developments within the Fourth Industrial revolution (4IR) discourse characterised by technological advancements. The Presidential Commission of Inquiry on the Fourth Industrial Revolution (PCI4IR) provided that South Africa is characterized by poverty, inequality, and unemployment as the critical elements of the society (Sutherland, 2020:233-252). As such the transformation process required in the South African Higher learning sector is related to addressing the imperatives of poverty, inequalities, and unemployment. The achievement of these requirements requires ideological, structural, and managerial shifts as well which will be discussed in this study.

5.2.1 Ideological shifts

The transformation ideology in the South African contexts is largely viewed within the perception of affirmative action and broad-based black economic authorisation that is characterized by the empowerment and upliftment of previously disadvantaged groups. Heleta (2016:1-8) mention that transformation requires a deep and complex ideology that is capable of inspiring thought and action. It is further mentioned in Heleta (2016:1-8) that the Ministerial Committee on Transformation and Social Cohesion and the Elimination of Discrimination in Public Higher Education institutions (MCTHE) was the most critical document that advocated for an ideological stance in the alteration of

the higher education system. In this respect, transformation in the higher education system considers the racial reactions and adjustments required for the attainment of democracy and the shifts needed to completely achieve progress from the apartheid era inequalities. Furthermore, the achievement of structural changes captures the need for the adoption of new instructional epistemologies, curricular, access, equality as well as organisational and managerial systems for new learning and teaching and methodologies. In addition, Lee & Naidoo, (2020:77-91) explain that the political view of South Africa as a developmental state as held by the African National Congress (ANC) has been a key part of the transformation process as it provided an ideological position for all transformational processes.

5.2.2 The affirmative action ideology

The Employment Equity Act No. 5 of 1998 (hereinafter referred to as the EEA) includes provisions for affirmative action. The EEA was enacted, among other things, to advance the constitutional right to equality in the practise of true democracy, to end unfair discrimination in the workplace, and to promote economic development and efficiency in the workplace (Papacostantis & Mushariwa, 2016:1-25). The EEA, which promotes equality, nondiscrimination, and the exercise of democracy, is a crucial tool for the growth of historically marginalised communities. According to Singo (2020:407–423), the following was mentioned in a Labour Appeal Court ruling in *Director General of the Department of Labour and Others v. Comair Limited (J2326/07) [2009] ZALC 78*: ‘Inequality in respect of race and gender has been strongly entrenched in the South African society for a long time. As a result, it has become a significant feature in all segments of life including the workplace and wider society. There can be little argument of the assertion that the South African society is one of the most unequal societies the world over. Due to the deeply embedded social inequalities between, largely men and women as well as white and black, the dignity of a significant number South African men and women has been trampled upon or lost and their natural right in respect of equality rejected’

5.2.3 The Broad-based Black Economic Empowerment ideology

The rationale for the Broad-Based Black Economic Empowerment Act, No. 53 of 2003 (*hereafter referred to as the BBBEE Act*) lies in considering the legacy of apartheid whereby economic resources were distributed along racial lines and this left most black people marginalised (Irene, 2017:145). The achievement of independence in 1994 has led to a strong need to rectify past injustices and to achieve the required transformation

legislation was required to lay the foundation for policy making. The BBBE Act is one affirmative statute meant to promote the access to economic resources among the black people who are a majority in the country. The government's position is that without equality in access to economic power the prosperity of the country cannot be realised, and black people will remain marginalised (Ndhlovu, 2019:131-151). The BBBE Act is also meant to enhance the dictates of the constitution of South Africa regarding equality and the right to participate in the national economy that everyone has. The BBBEE ideological orientation seeks to advance through the advancement of meaningful participation of black people in the economy. It is an essential component in the transformation ideology that seeks to address inequalities in employment and apartheid era inequalities (Makgoba, 2021:335-356). The BBBE Act serves as the legal foundation for the advancement of black economic empowerment. By giving the Minister of Trade and Industry the authority to publish transformation charters and codes of good practise, as well as to construct the Black Economic Empowerment Advisory Council and handle related matters, the goal is to bring about transformation (Krüger, 2016:162).

5.2.3.1 BBBEE Transformation strategies for the educational sector

The BBBEE Act advocates for various transformation strategies to advance transformation and these transformation strategies have been put within procurement recognition levels, empowerment, employment equity scorecards, skills development scorecards and employment equity scorecards (Musonda, Gumbo & Okoro (2019:71-106). Within the higher education sector, procurement can be considered within recruitment and selection activities of the institutions. These can be linked to the higher education method. The White Paper for Higher Education (1997) envisaged higher education as a key component of the entire socio-economic restructuring policy that should advance other transformation initiatives (Sheshasaayee & Bee, 2017:735-738). When the transformation of higher education is considered within the overall BBBEE policy, procurement in higher education is also a critical component for consideration. BBBEE compliance is shown by a recognition scorecard with eight levels whereby level one is the most compliance and is the most desired. Table 5.1 shows the procurement recognition levels for the BBBEE Act which can be applied to the higher education system to boost transformation. A key component in the post apartheid period was to address the challenges associated with procurement for the educational sector which resulted in institutions of learning for some racial groups being were procured while others being poorly resourced and financed. Procurement represents an important

component as it sought the advancement of procurement policies in favour of the black population which is an essential move in supporting entrepreneurship within the previously disadvantaged population. In South Africa entrepreneurship has become a key component in the economic empowerment of blacks and university graduates (Jowah, 2019:67-103). As a result, procurement from the black population allows for meaningful higher education. Table 5.1 provides BBEEE procurement recognition levels which can be essential for the higher education sector

Table 5.1: BBEE Procurement recognition levels

B-BBEE Status	Qualification	BEE procurement recognition level
Level One Contributor	≥100 points on the Generic Scorecard	135%
Level Two Contributor	≥85 but <100 on the Generic Scorecard	125%
Level Three Contributor	≥75 but <85 on the Generic Scorecard	110%
Level Four Contributor	≥65 but <75 on the Generic Scorecard	100%
Level Five Contributor	≥55 but <65 on the Generic Scorecard	80%
Level Six Contributor	≥45 but <55 on the Generic Scorecard	60%
Level Seven Contributor	≥40 but <45 on the Generic Scorecard	50%
Level Eight Contributor	≥30 but <40 on the Generic Scorecard	10%
Non-Compliant Contributor	<30 on the Generic Scorecard	0%

From Table 5.1, higher educational institutions may find it favourable to have a favourable procurement recognition level in support of black entrepreneurship and unemployed graduates who tend to initiate their own ventures. According to Heleta (2016:1-8) the educational curriculum in the higher education sector has remained Eurocentric and there is need for Africanisation of the curriculum to ensure an effective transformation perspective. Mzangwa (2019:131-151) added that the educational system continued to favour some apartheid era traits and there is need to address this

to transform higher education in South Africa. In respect of the BBBEE legislative framework, Table 5.2 shows some Categories of empowerment and scorecards which can be deemed essential for the higher educational system as well.

Table 5.2: categories of empowerment

Element	Weighting Code series reference	Code series reference
Management control	15 points	200
Employment equity	15 points	300
Skills development	20 points	400
Preferential procurement	20 points	500
Enterprise Development	15 points	600
Socio-Economic	15	700

Empowerment plays a crucial role in the transformation discourse when it comes to the representation of historically marginalised groups in the workforce at all levels. Management control, employment equity, skill development, preferential hiring, enterprise development, and socioeconomic components are all considered to be components of empowerment.

5.2.3.2 Access and the ownership scorecard

Access represents a critical component of transformation which is associated with ownership in private institutions. Phaahla (2014) observed that there are various barriers that exist and the affect access to certain managerial levels or institutions and found that the use of indigenous languages is a critical starting point for ensuring access among previously disadvantaged groups. In addition, access and ownership is an indication of weakening barriers in the transformation process. The BBBEE provides elements for ownership and access scorecard as shown in Table 5.3.

Table 5.3: Components of Access

Category	Management Control Indicator	Weighting points	Compliance Target
2.1	Board participation		
	2.1.1 Exercisable Voting Rights of black Board members using the Adjusted Recognition for Gender	3	50%
	2.1.2 Black Executive Directors using the Adjusted Recognition for Gender	2	50%
2.2	Top Management		
	2.2.1 Black Senior Top Management using the Adjusted Recognition for Gender	3	40%

	2.2.2	Black Other Top Management using the Adjusted Recognition for Gender	2	40%
2.3	Bonus points			
	Black Independent Non-Executive Board Members		1	40%

Source: Shai, Molefinyana & Quinot (2019:7164).

Access and ownership also represent and demonstrate an improvement in the cultures of organizations and are a sign of the availability of an accommodative and inclusive culture within institutions. This is an essential component of the transformation of higher education involving the provision of accommodative and inclusive cultures.

5.2.4 Employment Equity and the transformation of the higher education sector

For purposes of this research, the three key concepts of affirmative action, equality and the avoidance of unfair discrimination which form the heart of the EEA can be considered relevant for transformation required in the higher education sector (Garbers & Le Roux, 2018:237-269). The employment equity and its concepts represent an essential component in the transformation process and deserve closer analysis.

5.2.4.1 The concept 'equity'.

Banda & Mafofo (2016:174-192) comment that 'equal Opportunity is a buzzword in contemporary South Africa' and describes the provision of equal opportunities for all promotion of fairness in employment procedures such as those about training, recruitment, promotion, and selection. Heleta (2016:1-8) further argues that issues related to equity and efficiency within the education systems related to democracy and represents a key component of the transformation in higher education. A significant emphasis of the need for equality forms the main thrust of the White Paper on the transformation of the higher education sector (1997) which sought for equal opportunities and chances for all as enunciated in a democratic society (Musselin, 2018:657-683). Banda & Mafofo (2016:174-192) argue that the concept of equality is founded from the philosophy of egalitarianism which involves the desire to level of society. Section (2) (9) of the constitution of the Republic of South Africa pronounces that 'equality' is a right for all citizens. It can be pointed out that this right to equality was denied to the non-white's citizens of South Africa during the apartheid period. Carpentier, Lebeau & Valima, (2018:25) explains that the concept of equity is a difficult in education and many countries across the globe have sought in respect of their higher educational systems. It has been argued that equity is related to equality and access

as critical elements of the higher education system. The equity and equality concepts are also seen to be politically oriented and are often driven by the politics of transformation. This clearly relate to the case of South Africa where the need for transformation was driven by the ruling party through government-initiated policies and legislative frameworks.

5.2.4.2 The role of the concept of 'equity' in improving workplace relations.

The transformation requires effective employee relations for it to be adequately attained. Where the relations are poor and associated with conflict and tension, the attainment of transformation targets may be poor. Hassan & Hatmaker (2015:1127-1155) are of the view that a key factor in employment interactions is that an employee should get a 'fair deal' in the context of the employment relationship. This view can be interpreted to mean that employees in the workplace always have an expectation of 'fair and equal' conduct within the organization. Wright & Clibborn (2019:157-175) commented list perceived inequality to be one of the causes of conflict in an organisation. Wright & Clibborn (2019:157-175) further debate that justice and fairness issues are at the core of labour relations. This argument is also substantiated with the comment that perceived injustices in the labour system have been a catalyst for the development of organised labour.

Hassan & Hatmaker (2015:1127-1155) further makes a distinction between three types of fairness and these are: distributive, procedural and interpersonal justice. In explaining these three types of organisational justice, distributive justice relates to the fairness of the distribution of social goods, welfare, benefits and money. At the workplace, this is one of the most contentious forms of equality. It often shows its volatility in industrial action of wages and working conditions. Therefore, it can be commented that practices that embrace the concept of the equality of the EEA plays a role in building workplace peace.

Procedural justice, however, refers to perceived fairness of processes and procedures (Barry & Wilkinson, 2016:261-284). The history of South African labour relations is by characterised by procedural injustice along racial lines. In Wright & Clibborn (2019:157-175) the idea of 'identity and deep rooted' conflict is mentioned. The perspective associated with this view is that whenever parties in the employment relationship views themselves in terms of racial, class, religion, territory, kinship, and circle groups, then conflict becomes inevitable. This view is quite important about the

South African workplace where the effects of the racial apartheid system are still noticeable. This could be the reason why in many industrial action instances trade unions are very stubborn and describe the employers (who are often white) as exploitative and insensitive. It can be argued that EEA practices have a great role to play about its concepts of 'designated groups'.

5.2.4.3 Affirmative action

Any approach intended to guarantee equal employment opportunities and equitable representation of adequately qualified individuals from designated groups in all occupational categories and levels of the workforce is considered affirmative action (Arcidiacono & Lovenheim, 2016:3-51). So, affirmative action, which is covered under the equality clause, can be defined as acts or policies intended to improve the status of those who were previously disadvantaged. Mzangwa (2019:131-151) explains that affirmative action is a key principle in many former colonised nations where it exposes the vision of decolonising education opening the labour market, educational systems, and the advancement of all. Affirmative action, is therefore, a key policy issue in many countries that contains some categories or sections of the population which were disadvantaged or left out in development.

5.2.4.4 Prohibition of discrimination

The prohibition of discrimination represents a key component within affirmative action as it means advancing the interest of previously disadvantaged groups. Mzangwa (2019:131-151) considered affirmative action as a form of legal discrimination but that is justified to address the circumstances of previously disadvantaged groups. Section 9(3) of the South African Constitution states that the state may not unfairly discriminate directly or indirectly against anyone on one or more grounds, including race, gender, sex, pregnancy, marital status, ethnic or social origin, colour, sexual orientation, age, disability, religion, conscience, belief, culture, language, and birth. This provision prohibiting discrimination is derived from this section and is found in the EEA (Thaver, 2017:167-186).

5.2.4.5 The role of EEA in improving labour relations

Affirmative action policies are put in place to address the disadvantages that designated groups face in the workplace and to ensure that they are fairly represented in all occupational categories and levels of the workforce. The EEA promotes fair treatment and equal opportunity in employment by doing away with unfair discrimination (Bosch & Barit, 2020:1-6). The EEA observed that the concept of

designated groups which are essentially the previously disadvantaged groups (Thaver, 2017:167-186). Women, people with disabilities and black people are considered within the scope of both the designated groups and the previously disadvantaged groups. Table 5.4 provides a scorecard within the BBEEE Act in respect of previously disadvantaged groups.

Table 5.4: A scorecard for previously disadvantaged groups

Measurement Category & Criteria		Weighting points	Compliance targets	
			Years 0 – 5	Years 6 - 10
2.1.1	The proportion of Black Disabled Workers who use the Adjusted Recognition for Gender among all workers	2	2%	3%
2.1.2	The proportion of Black personnel in Senior Management utilising the Adjusted Recognition for Gender	5	43%	60%
2.1.3	The proportion of Black personnel in Middle Management among all employees who use the Adjusted Recognition for Gender	4	63%	75%
2.1.4	The proportion of Black employees in Junior Management who use the Adjusted Recognition for Gender	4	68%	80%
2.1.5	Bonus point for meeting or exceeding the EAP targets in each category under 2.1.1 to 2.1.4	3		

5.2.5 The Skills Development Scorecard

According to Mzangwa (2019:131-151), skills development represents a critical component within affirmative action which allow for the advancement of the previously disadvantaged. The skills development scorecard of the BBEEE is closely linked to the transformation of higher education through curriculum reform and transformation. As provided in Du Preez, Simmonds & Verhoef (2016:1-7), transformation related to the curriculum entails changes related to instructional and teaching theories as well as the methods of teaching and the content that is taught. It encompasses the full educational package that is available for learners. This is related to skills that are imparted to learners throughout their learning process. In respect of the BBEEE, a scorecard in relation to skills imparted is provided below in table 5.5.

Table 5.5: The skills development scorecard

Category	Skills Development Element		Weighting points	Compliance Target
2.1.1	Spending on Skills Development for any programme included in the Learning Programmes Matrix			
	2.1.1.1	Skills Development Expenditure as a proportion of Leivable Amount using the Adjusted Recognition for Gender for the Learning Programmes Matrix for Black Employees	6	3%
	2.1.1.2	Skills Development Expenditure as a percentage of Leivable Amount using the Adjusted Recognition for Gender for the Learning Programmes Matrix for Black Employees with Disabilities	3	0.3%
2.1.2	Learnerships			
	2.1.2.1	As a percentage of all employees utilising the Adjusted Recognition for Gender, the number of black employees taking part in learnerships or Category B, C, and D programmes	6	5%

5.2.6 Preferential Procurement Scorecard

Green (2017:22-25) noted that the transformation needs of the South African higher education system cannot be achieved if it is led by a narrow focus, but it is essential for the adoption of a broader perspective that captures the entire institutional activities. Procurement represents an essential component which characterizes higher educational institutions and it is important that it addresses the transformative imperative. Table 5.6 provides a scorecard for the procurement imperative within the perspective of the BBBEE legislative framework

Table 5.6: The preferential procurement scorecard

Criteria		Weighting points	Compliance targets	
			Years 0 - 5	Years 6 - 10
2.1.1	Total Measured Procurement Spend as a percentage of B-BBEE Procurement Spend from all Suppliers based on the B-BBEE Procurement Recognition Levels	12	50%	70%
2.1.2	The percentage of Total Measured Procurement Spend that comes from B-BBEE Procurement Spend from Qualifying Small Enterprises or Exempted Micro-Enterprises, as determined by the relevant B-BBEE Procurement Recognition Levels.	3	10%	15%
2.1.3	The percentage of total measured procurement spend that comes from any of the following suppliers that is B-BBEE:	5	15%	20%

	2.1.3.1	Suppliers that are 50% black owned (3 out of 5 points); or			
	2.1.3.2	Suppliers that are 30% black women owned. (2 out of 5 points)			

5.2.7 BBEE and affirmative action compliance

The challenges facing the higher education sector ranges from those related to the outputs as well as the quantity of these outputs, managerial and leadership problems, issues related to governance and racially skewed cultures (Breakfast & Phago, 2019:45-62).

Table 5.7 shows a scorecard for compliance within the BBEE and affirmative action criteria

Element	What does it mean?	QSE Scorecard	M&L Scorecard
Ownership	% of shares held by black people	25 points	20 points
Management control	Black employees occupying high management and director roles	25 points	10 points
Employment equity	Putting an affirmative action strategy into practise	25 points	15 points
Skills Development	Money spent on up-skilling black people	25 points	15 points
Preferential Procurement	Purchases from BEE-compliant companies	25 points	20 points
Enterprise Development	Developing small, black-owned companies	25 points	15 points
Socio-economic development	Social investment initiatives	25 points	5 points

5.2.8 Criticisms and opposition to affirmative action and the BBEE Act

Boonzaaier (2021:32–34) claims that one of the main criticisms levelled at the BBEE initiative is its primary inspiration from redistribution. According to this perspective, the BBEE Act would have been much more successful if it had placed more of an

emphasis on the creation of new black-owned companies. Boonzaaier (2021:32–34) added that there is proof the government's redistribution policy stance during the last ten years has not been successful in significantly reducing poverty. Additional arguments state that the BEE's redistributive nature will benefit a small black elite, and that it is likely to fail in its attempts to end poverty, generate jobs, and boost economic growth. Thus, a small elite group of BBBEE beneficiaries could benefit at the expense of the rest, thus exacerbating inequality among the black majority. According to Kepe and Hall (2018:3), the Economic Freedom Fighters (EFF) called for economic liberation, the Rhodes Must Fall demonstration, and the Fees Must Fall protest all took a racial approach.

a. Criticisms of the transformation of higher education in the South African context

In the view of Shava (2016:161-170), the transformation imperative in the entire South African society has suffered from various shortcomings which include being hijacked by politicians. This has meant that the legislative framework has failed to address the developmental aspects of the transformation process but has put emphasis to political motives and visions. Furthermore, it has been discovered that a small number of well-known members of the ruling party have abused laws like the EEA and BBEEE in order to plunder resources owned by white people in both the public and commercial sectors for their own personal wealth at the expense of the majority of the poor, whose lives have remained unchanged since the dawn of democracy. In order to promote an understanding of the nature of racial tension in South Africa, it is crucial to acknowledge that, out of the 59.62 million people listed in Statistics South Africa (2020), 48.2 million (82%) are Black Africans, followed by 9 million (5.2%) Coloureds, 4.7 million (8%) Whites, and 1.5 million (3%) Indian or Asian (Kenny & Webster, 2021:13-32).

Despite the educational transformation implemented, South Africa has a human capital problem centred on leadership capabilities and quality of its human resources (Kepe & Hall, 2018:3). Boonzaaier (2021:32-34) also report that one of the biggest challenges facing South Africa today is low labour productivity and service delivery. Wessels & Wyk (2022:33-66) said that while South Africa had one of the lowest labour throughput rates in the world, the employees' salaries increased. There is high absenteeism in the South African public sector. These darken the transformation thrust which is expected to bring positive changes

Shava (2016:161–170) contended that legislative and policy frameworks like the BBBEE are intended for and only benefit prominent members of the ruling party who are close to the centre of power as a form of "self-remuneration" for having been subjected to torture, arrest, exile, or other cruel treatment by the apartheid regime. The idea that people subconsciously and unofficially believe that people who belong to the ruling party should be the first in line for profitable government contracts, commercial ventures, and other chances because they "deserve" it is highlighted by the theory's proponents.

As opposed to redistributing wealth to formerly marginalised groups, BBBEE has served as a haven for corruption, nepotism, blatant robbery and looting, as well as crass consumerism (Abrahams, 2019:821-830). The idea of entrepreneurship, for example, has given way to a new concept known as tenderpreneurship, in which anyone who knows someone in a position of authority in the government or a state-owned business suddenly becomes a "businessperson" and becomes a millionaire (or billionaire) over night, without necessarily having a basic understanding of business principles or being genuinely business-minded. Those who oppose this notion point to the present generation of "BEEs," who rarely have any employees and go around in pricey cars like Mercedes and other models while sipping expensive whiskies and hosting lavish parties.

b. A global view of the transformation of higher education in South Africa

Heleta (2016:1-8) provides that the transformation of the higher education system in South Africa should also consider the internationalization and globalization of education as South Africa cannot independently exist. Despite South Africa having its own unique factors, there are also macro levels related to internationalisation and globalisation that should be considered in the transformation agenda. In other, the country cannot independently develop its own models without a comparative dimension to its actions and activities. Carpentier, et al. (2018:26) explains that the drivers of transformation in the South African contexts, equity and access have been critical components of transformation in higher education institutions across the world. As such, many countries across the world have found them in need of an appropriate ideology to guide issues to do with equity, equality and access in higher education. In support of this view, Mzangwa (2019:131-151) posited that access and equity represents the philosophical and ideological orientation of many educational system across the world. It is generally accepted international view that transformation in

higher education ought to enhance access and equality of education. In many African countries there is greater need to ensure that previously disadvantaged groups are included satisfactorily in education

c. Evaluating the adequacy of the transformation of higher education legislative framework

Despite the provision legislative and policy frameworks to guide the transformation of the higher education system, there are still indications that successful transformation is still not a reality in South Africa. In view of the failure to achieve progress in the transformation desires of the country, Mzangwa (2019:131-151) commended that there has not been material and meaningful transformation in relation to equity and access to higher education in respect of the previously disadvantaged groups. Heleta's (2016:1-8) study concluded that transformation within the present framework has not been adequately achieved there is still need for more to be done to achieve the transformation process. Findings on the process achieved in the achievement of transformation objectives indicate that the curriculum in higher education institutions remain Eurocentric and the structures and systems of these institutions are still modeled in the traditional colonial style (Heleta, 2016:1-8). There are arguments that a real transformation agenda in the South African contexts should have led to a revolution in the education sector and should have resulted in radical systems that are significantly against present systems. As provided in Mzangwa (2019:131-151) transformation of the higher education system implies the elimination of barriers and bottlenecks for all groups to foster inclusiveness and ensure that no group remain disadvantaged. Affirmative action is key element required within the transformation process as it allows for the removal of barriers from disadvantaged groups and foster development.

d. A future perspective of the transformation agenda

With the technological advancement associated with the 4IR, the future of the transformation imperative for higher education needs to be considered. In addition, the changes and impacts of the Covid-19 pandemic across South Africa are also an essential topic as it has implications for the transformation in higher education. As provided in Abad-Segura, Gonzalez-Zamar, Infante-Moro, Garcia (2020:631), a key element within the transformation process relate to digitalization of the higher education system. 4IR technologies have meant the increased use of various technologies within the education and management systems of higher education. The substantial increase in technical use, the widespread use of the internet, and the

interconnection of various things, such as the employment of robotics and artificial intelligence, have all contributed to the 4IR's success.

5.3 Chapter Summary

This chapter examined the whole judicial system, its structure, and how it helped or hurt the cases of those who had previously faced disadvantage. When democracy was finally established in South Africa, it was necessary to foster an atmosphere that would allow for social change, and the legal system played a crucial role in this effort. To properly appreciate the problem in a wider context, the enabling structure of South Africa is therefore evaluated critically. In order to successfully achieve this shift, excellent employee interactions are required. The accomplishment of transformation objectives may be subpar if relationships are strained and marked by conflict and tension, and opinions about the South African workplace, where the legacy of the racial apartheid regime is still felt, are crucial. Results on the process reached in the fulfilment of transformation objectives suggest that the curriculum in higher education institutions remain Eurocentric and the structures and processes of these institutions are still patterned on the classic colonial manner.

CHAPTER SIX RESEARCH DESIGN AND METHODOLOGY

6.1 INTRODUCTION

In the preceding chapter, the research was put into perspective by referring to, and analysing, relevant literature. The concept of transformation of higher education was discussed in perspective and major views of scholar were considered. The previous literature review chapters were also essential in informing relevant methodology for the study of transformation in higher education. The methodology for a study describes the theoretical basis for the study as well as the practical ways in which data was collected and analysed in response of set research questions for the achievement of objectives (Creswell & Creswell, 2018:14). This Chapter was based on the general acceptance in research methodology scholarship that the nature of objectives of any study determine significantly how the study is to be conducted.

The nature of the study objectives and questions determine the nature of the research tradition that can be deemed suitable and relevant to a study. This Chapter explains the research tradition that guided the methodology of the study. The Chapter begins by exploring the research philosophy of the study. The philosophy of a study tends to explain the fundamentals aspects of ontology and epistemology that relate to a particular study and explains how this philosophy became the basis for the formulation of the research design, data collection procedure as well as sampling of the study. The study was immersed in the higher education sector and a particular organization was selected to become the basis of the enquiry. An important element in research that this Chapter also attends to relate to the ethical considerations that were relevant in ensuring the that the study was trustworthy scientifically reliable and valid. The chapter provides an overview of the research strategy, including the sampling strategies, tools, and techniques the researcher employed to collect data. Also given are the benefits and drawbacks of the research tools that were employed. The chapter also outlines the techniques for data analysis and the methodical process for gathering data. This is significant since the study was empirical in nature, meaning it was founded on data gathered and examined in relation to the pre-established research objectives and issues.

6.2 RESEARCH PHILOSOPHY

Empirically studies are conducted based on certain philosophical assumptions about the nature of reality and how knowledge of the reality can be gained (Mertens, 2016, Creswell, 2018). Philosophical assumptions on the nature of reality and how knowledge of reality can be acquired often informs the entire study and forms the basis of all the methodological decisions to be undertaken in any study. This study was based on the transformative paradigm or philosophy as explained in Mertens (2016). It is a philosophy that is related to the fight for emancipation of oppressed or disadvantaged groups. Creswell (2018) describes the transformative paradigm as a critical realist philosophy that criticises the present situation or circumstances and advocates for change and transformation. As a result of its orientation to less privileged groups and those that are oppressed, the transformative paradigm has inspired the study of disability, gender related matters as well as the study of minorities and people suffering from HIV/AIDS. It appears that a transformative paradigm was relevant for the present study owing to its focus on the need to enhance equality through access to higher educational opportunities for all citizens of South Africa. Therefore, the transformative philosophy provided a strong starting point for the design and formulation of the study.

The transformative philosophy advocates for the use of various forms of research methodologies that allow the situation of oppressed groups to be revealed and to be understood from several positions. The present study adopted an ontological stance, holding that people's attitudes, beliefs, perceptions, and values are fundamentally grounded in reality. As a result, interaction and engagement with pertinent community members are likely to establish understanding of reality. It was believed in this study that the reality of the factors impeding the effective attainment of transformation in higher education can be established by finding out the personal views of the people involved.

In understanding the views of people, it was believed that both quantitative and qualitative data can be relevant to strengthen and increase understanding. As a result, the study was aligned to both the constructivist or interpretivist and positivist forms of inquiry into phenomena. The constructivist paradigm involves the interpretation of the views and information collected by asking people. Christensen, Johnson & Turner (2015:32) explains that constructivist believe that the reality of a phenomena can be

found from social actors who experience it. As a research paradigm constructivism contradicts positivism which is based on the belief that there is an objective reality which can be independently assessed (Creswell & Creswell, 2018:15). In line with constructivism, the study had a qualitative component which was based on the collection of qualitative data. Qualitative data is based on words, attitudes, perceptions, and descriptions of phenomena. It is subjective and context specific. Despite it having received significant use in the social sciences because of the many advantages that it offers, qualitative data also have many disadvantages chief of which relate to bias and subjectivism therefore the inclusion of a quantitative component in the inquiry was also essential.

6.3 RESEARCH APPROACH

Research traditions normally identify three major study approaches, namely: (1) quantitative, (2) qualitative and (3) mixed methods designs. This research will follow both a positivist and constructivist paradigm which meant the pursue of both qualitative and quantitative methods in one inquiry (Tribe, Dann & Jamal, 2015:28-47). Woolcock (2019:147) alluded that the standard for assessing the validity of theoretical research which the researcher's knowledge claims should be consistent with evidence that one can gather using his/her common sense.

Since the research under discussion sought to elucidate the complication of the outward world such as the barriers to effective transformation institution of higher learning it was essential to use both the qualitative and quantitative research approaches implying a mixed study design. The mixed research design is essential in providing a balanced perspective on the impediments to transformation within higher educational institutions. In addition, the use of a mixed research approach tends to vindicate and to be aligned with the transformative paradigm as it allows for multi-reality to be collected and analysed. This allows complex phenomena to be understood effectively (Maarouf, 2019:1-12). Scientific research frequently employs quantitative approaches, which might be imperial in nature (i.e., requiring a high number of samples to identify or create reliable generalisations about the variables). In the social sciences, qualitative approach is mostly employed to quantify parts of research or variables that may not be measurable by quantitative means. These occasionally entail in-depth interviews, and in order to generalise the results, small numbers (sample size) are

typically utilised. Both qualitative and quantitative research methodologies was employed in this study to provide a comprehensive approach to the collection of data that was transformed into information.

6.4 RESEARCH DESIGN

According to Israel, Schulz, Coombe, Parker, Reyes, Rowe & Lichtenstein (2019:272), a research design is a collection of techniques, processes, and procedures that a researcher employs to arrive at the findings of an investigation. The purpose of this is to precisely determine what has to be done in order to gather and evaluate measures of the variables as specified in the research challenge. The plan, similar to that of constructing a house, or a roadmap illustrating the research's turning points, can be used to simplify the design and provide guidance for the many study kinds. Researchers have access to a wide variety of research design options.

This study relied on the case study research design which was based on the collection of data from a typical institution of higher learning and making detailed in-depth study of the impediments to educational transformation. The results of the study were taken to inform the situation in other institutions of higher learning. Case studies are often considered to be an effective option where there is need for the study of complex phenomena in context and when there is need for in-depth collection of data. These characteristics of the case study design were deemed essential for the present study given that transformation in higher education has been problematic over the years. Despite the transformation agenda having started at the attainment of democracy in 1994, no meaningful progress has been achieved to date. This was taken to indicate the complex nature of the transformation imperative and the need for in-depth context relevant information. In addition, the transformative philosophy which formed the basis of the study was such that in-depth information was required to attend to the objectives of the study.

6.5 POPULATION

According to Ngozwana (2018:19–28), the term "population" refers to a group of individuals who share specific characteristics and are thought to be able to provide information relevant to the inquiry. The population is made up of a sizable number of individuals who are qualified to offer insightful study responses. The cosmos, or all the individuals of the items under study, is the population. A particular effort should be

made to determine which target demographic best fulfils the criteria deemed necessary for an appropriate fit in the required measures. The study's target demographic consists of the institution's classed as formerly disadvantaged personnel. The formerly underprivileged employees at a particular Cape Town higher education institution will be the study's target demographic.

6.6 SAMPLING

Cash, Isaksson, Maier, and Summers (2022:101077) define sampling as the process of identifying and separating a sizable section of the population while accounting for their limitations and distinguishing traits in order to represent the population. Researchers argue that a study must choose participants from a subset of the population since it is frequently impractical to investigate the entire population. As such, sampling theory explains the many techniques for sampling that guarantee genuine representativity and prevent bias. As a result, researchers have access to a wide range of sampling techniques, which can be broadly classified into two groups: probability and non-probability sampling techniques. Gill (2020:579–581) notes that there are two types of sampling techniques available: non-probability sampling, where the researcher chooses which sample to use for the study, and random or probability sampling, which guarantees that every member of the population has an equal chance of being selected for the sample. While non-probability methods are associated with situations where the research has the allowance to make some judgements about who can provide the data, probability sampling involves ensuring that every member has a chance of being selected and often relies on certain numerical methods for selecting participants. While non-probability sampling techniques are more frequently linked to qualitative data, probability sampling techniques are more frequently linked to quantitative data.

In light of the aforementioned, the suggested investigation was anticipated to use non-probability techniques. According to convenience, participants will take part. Convenience sampling depends on people who can see the study through and have the time to participate. an email to the department head, who forwarded it along with a request for students in the department to participate. Individuals who gave a positive response were anticipated to supply information pertinent to addressing the goals and intentions of the research. Since they were historically underrepresented, this sample would consist of Blacks and Coloureds employed at different levels within the

organisation. Only people who meet the requirements for advancement to other supervisory roles and have at least a bachelor's degree will be included in the sample. Two groups will be created from the stratification of the population: those who were previously underprivileged and those who benefited from apartheid will be grouped together. The formerly underprivileged population will be further divided into two categories: those without degrees and those with degrees and higher. As a result, every other person will be chosen at random to be a survey candidate in order to select the "degreed" individuals. Convenience sampling may be used in situations when random sampling is not feasible in order to obtain the necessary sample size.

The size of the universe [sample frame] under study typically dictates the size of the population. A total of 750 persons may meet this criteria, according to data currently available on the institute's website. A generalisation may be sufficiently permitted if $\frac{1}{4}$ of the targeted population is used, as suggested by Peck, Sockol, and Hancock (2020:1945–1954). The researcher has thought of contacting at least one-third of the sample frame, or more than 250 respondents, due to the target population's accessibility and ease of access.

6.7 DATA COLLECTION

A questionnaire was used to gather data for the investigation. A questionnaire is a way to collect identical data from a large number of people using a special approach, and the results are then examined in a methodical way, according to Newman, Bavik, Mount & Shao (2021:1380- 1402). This method is intended to collect data for the empirical investigation using both nominal and ordinal scales of measurement, and it was employed in this study. Noting that the questionnaire will enable the researcher to contact as many respondents as possible and guarantee that a precise assessment of the data's validity is carried out is crucial. Additionally, it will save time, money on materials, and lessen inconsistencies in the researcher's interpretation of the data Posada-Quintero & Chon (2020:479). However, there is another drawback to questionnaires: responses may be made due to a lack of oversight Posada-Quintero & Chon (2020:479).

As explained earlier, this study was based on the mixed research design characterized by the analysis of both quantitative and qualitative methods. This was deemed essential to ensure the triangulation of data to ensure that adequate information is gathered. Some of the critical elements in the collection of data relate target population,

population sample, sampling methods, data gathering, data analysis and data interpretation. Data collection for the study was based on a questionnaire with both qualitative and quantitative items. The selection of qualitative items for the questionnaire aimed at investigating social science phenomena is mostly predicated on their ability to furnish comprehensive and intricate details about intricate phenomena (Kivunja & Kuyini, 2017:5). Qualitative research is often humanistic because it is engaging and focused on the true expressions of individuals in their natural environments. Additionally, it offers a wide range of data dimensions that significantly shed light on study topics. Qualitative research methods typically produce the most desirable information in many social studies. Despite its usefulness, qualitative approaches also suffer from certain limitations which sometimes result in researchers opting for other approaches. Scholars suggest that qualitative approaches often suffer from bias owing to their subjective orientation. Such critics argue that qualitative researchers often temper with data in a way that reduces the true meaning of the data. There are also asserts that people do not provide truthful and accurate information during interaction with researchers when they become aware that they are understudy. In addressing these challenges with qualitative studies, researchers adopt systematic processes in qualitative methodology that ensure the trustworthiness, consistency, and repeatability of the data. In addition, some researcher choice to triangulate their questionnaire with quantitative data.

The primary tool used to collect data was a questionnaire that included both closed- and open-ended questions. With the use of a questionnaire, one can gather precise information about a well-defined topic in order to improve understanding of the problem through data analysis and interpretation. A questionnaire can be distributed via mail, phone, or in-person interview, according to Phillips, Ballard, Lewenstein, and Bonney (2019:665–690). A timetable is often used to describe a questionnaire form that an interviewer needs to fill out. The survey approach, which in turn depends on the nature of the problem under investigation, the type of population sampled, and the sample size, will determine the sort of questionnaire to use (Wang, Ye & Chen, 2018:87-93). The questionnaire was designed based on the research objectives that were established when the study started. The sequencing, phrasing and layout of the questionnaire are of crucial importance and could bring the difference between a successful study and a complete failure. A questionnaire can have two different kinds of questions: closed questions, which require responses that are rigidly limited, and

open-ended questions, sometimes referred to as "free answer" or "free response," which require responses that are longer than a few words. The respondent is presented with a range of potential responses, from which he is expected to choose the one that best expresses his personal opinions on the given topic. This type of questions also includes others kind of questions such as: simple alternative question, Multiple choice questions, Mail questions and so on are all examples of possible ways to ask questions and gathering important information (Wang, Ye & Chen, 2018:87-93).

It is determined that the questionnaire, a standard instrument, was utilised to collect the necessary data in an efficient manner. The instrument ~~will be~~ **was** divided into three portions, each having a distinct purpose. In order to verify the respondents' eligibility and relevance to the study, SECTION A - Biography will ask for information about the respondents. SECTION B: The Likert scale, which is primarily used to determine and gather data on respondents' beliefs, attitudes, and other elements that they believe, if any, are impeding causes of transformation. This will consist of subsections that need analysis, questioning, and verification that the participants are knowledgeable on topics related to the process of transformation. Open-ended questions in SECTION C will examine additional facets of the procedures that might not have been sufficiently addressed. This section was mostly focused on qualitative methods, where participants will react to open-ended questions and provide any additional information they think is needed.

6.8 DATA COLLECTION METHODS

According to research findings, there is little benefit to distributing surveys and letting respondents complete them at their own pace. With a few other people's help, the researcher will directly (personally) give the questionnaires in order to prevent poor returns and expedite the data collection procedure. The few intended effects—reducing the response rate and providing assistance to respondents who might not be clear about the questions—have been achieved or are partially achieved by this. This will also help with questionnaire completion for survey participants who may wish to withdraw.

6.9 DATA ANALYSIS

The study will rely on both quantitative and qualitative methods of data analysis. The quantitative data will be analysed using the Statistical Package for Social Sciences

while Atlas's was used for the analysis of the qualitative segments of the questionnaire. The questionnaires (with the data) will be put together and edited and cleaned to remove all instruments that might be "spoilt." The data is then captured on to SPSS software from whence it will be analysed and converted into appropriate illustrations. The illustrations will include among others, pie charts, bar charts, histograms, tables, graphs and any other such charts as may be considered valid and relevant to show the relationship of the different variables with one another. Interpretation will therefore follow the illustrations are studied.

6.10 ETHICAL CONSIDERATIONS

The fact that this research was about a very sensitive legislations which were seen by many as controversial in some way makes ethical considerations very important in conducting this study. The researcher has made sure that the identities of the individuals who provided data for this search is not disclosed. As a result of the ethical considerations highlighted above, the research decided to base the research on secondary data and to use a written interview to collect the data. In the literature review, it was highlighted that the main requirements for employment equity which are relevant to this research are the compilation of an employment equity plan, the filing of an employment equity report and the implementation of affirmative action measures at the workplace. The study went the institution to apply for the ethical clearance in order to commerce with the study and be able to collect data from the selected participants. The process was followed with all the requirement for the institution submitting of the proposal, consent letter and instrument to be used to collect data from.

6.11 CONCLUSION

This Chapter was constructed on the widely held belief in the field of research methodology literature that a study's aims and nature greatly influence the approach of the investigation. The type of research tradition that is considered appropriate and relevant to a study depends on the nature of the study aims and questions. The chapter also details the techniques for data analysis that were employed, as well as the step-by-step process for gathering data. This was interpreted to mean that the transformation imperative is difficult, and that comprehensive context-relevant knowledge is required.

CHAPTER SEVEN

Data analysis, discussion, findings and interpretation

7.1 INTRODUCTION

As indicated in the previous chapter, data was intended to be collected from at least 100 respondents collectively from the survey. However, the initial collection of data was only possible through the online survey. The researcher had met with the respondents and clarified the questionnaire, why the questionnaire was being dispersed, how their participation would contribute to the industry and in the academic field in the near future. This also helped in eliminating the ambiguity that might have been experienced by the respondents, the language and or academic terms used in the survey. The aim of the survey was to determine a collective view on how the obstacles affect transformation at a selected institution of higher learning in the Western Cape, to understand how the mentality of the respondents is shaped around this topic and how it affects them.

7.2 DATA ANALYSIS AND FINDINGS

The survey was broken down into three sections. The first part of the survey was to discover if the respondent had the necessary knowledge and experience which was considered necessary to be able to complete and participate in the survey. The respondents were people selected from this one institution of higher learning. The responses from the survey, the conclusions gathered and collected from the survey do not represent those of other institutions but the one the information was collected from. Below will be findings and analysis of the findings.

7.3 SECTION A – BIOGRAPHY

1. *Can you please indicate your gender below:*

On this statement, the respondents had to indicate if they were female or male. This is to show the diversity of the respondents, to check if there is any relationship

between managerial patterns that are gender specific or experiences that may differ according to gender.

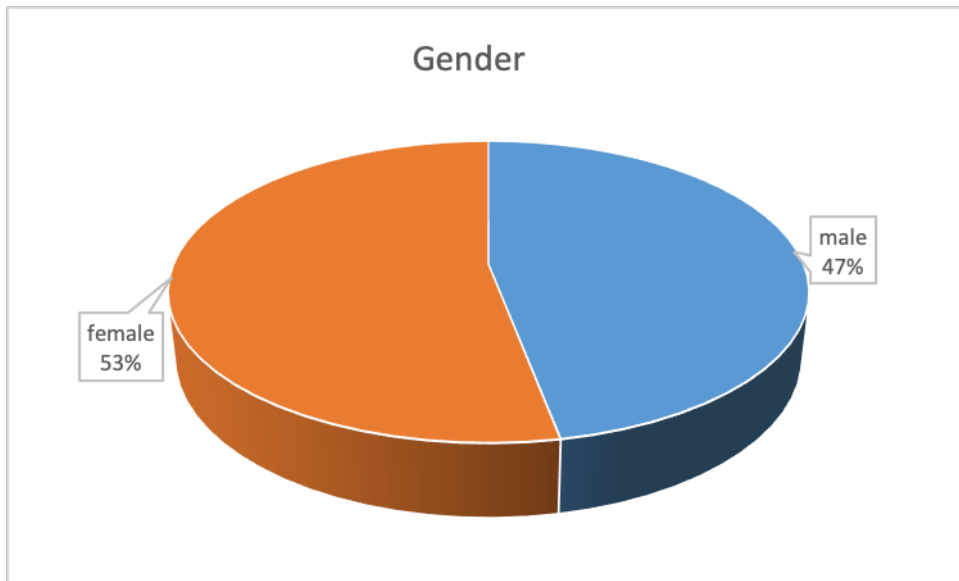


Figure 7.1: Can you please indicate your gender below, Source: Authors own construction

2. here, there respondents had to indicate their age. This was important to identify the age variance between the respondents, to see if there was a trend from the impediments that affect certain age groups, which age group is largely affected and so forth. By the look of things from the results, the most to respond was the age group of 31-40 years.

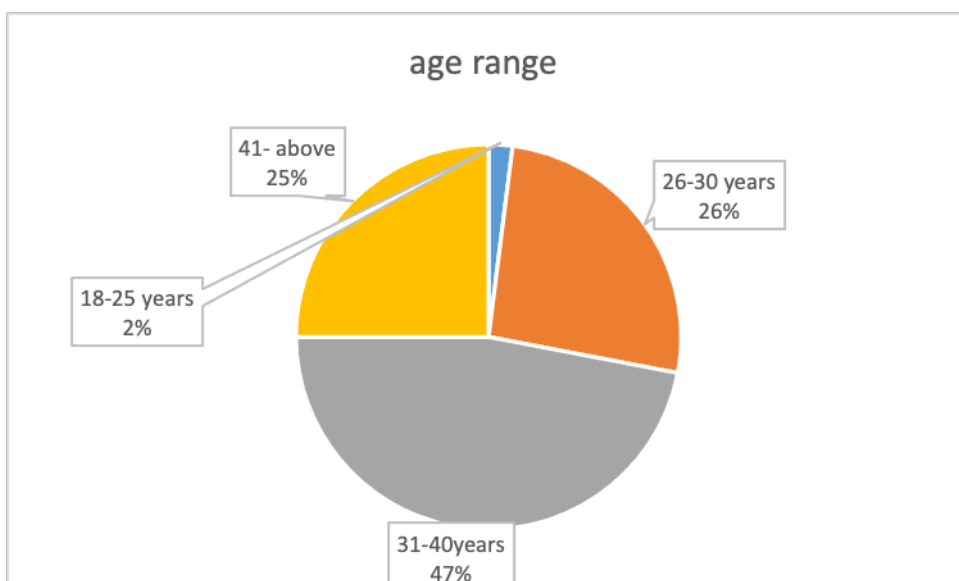


Figure 7.2: What is your age range? Source: Authors own construction

3. In South Africa, the country is slowly adjusting to race equality. This part of the questionnaire was aimed at identifying if there is any racial discrimination from these impediments, if there is any favouritism, also to identify which race is employed more than the other and which one is likely to move up the ranks. The most race to be employed is the African race. This raises questions that is it possible that the respondents are experiencing these impediments in the workplace because of their race or it is the managerial system.

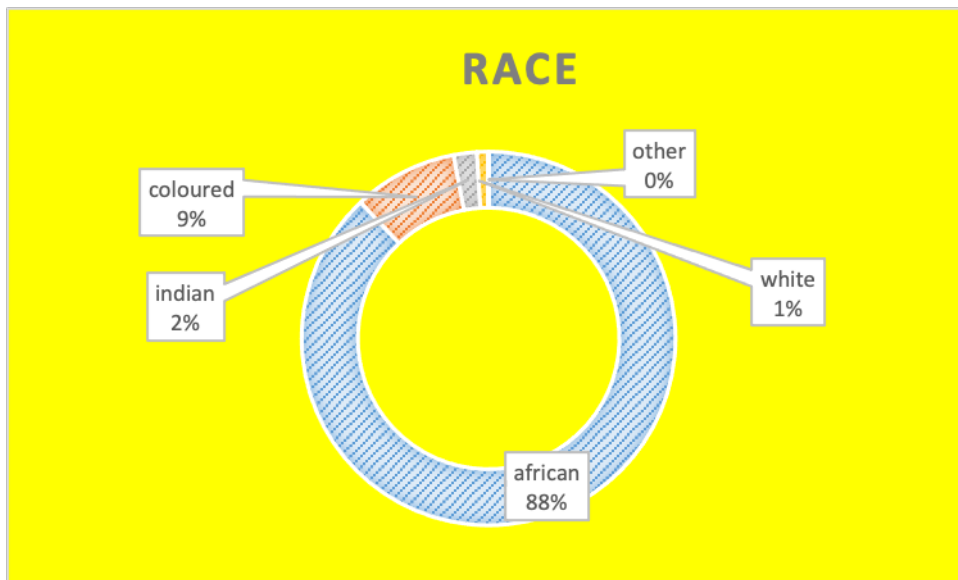


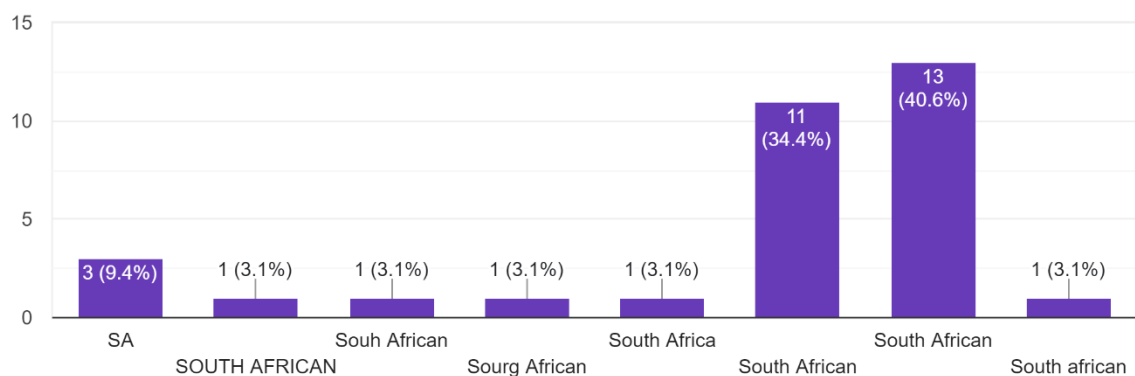
Figure 7.3 Which race do you belong to? Source: Authors own construction

3.1 If other please specify

No responses were collected for this part of the questionnaire.

4.

Table 7.1: What is your citizenship? Source: Authors own construction



5. Once again, to diversify the respondents, also to identify if this issue with the impediments is experienced across the workforce or certain departments are affected and some are not, maybe others are affected more than the other departments. The Student's Affairs department was the one whom most of the respondents were employed from, therefore, a lot of experience and opinions raised in this questionnaire was coming from this departments and that would interpret as though much suffering was experienced by this department because of their being majority respondents.

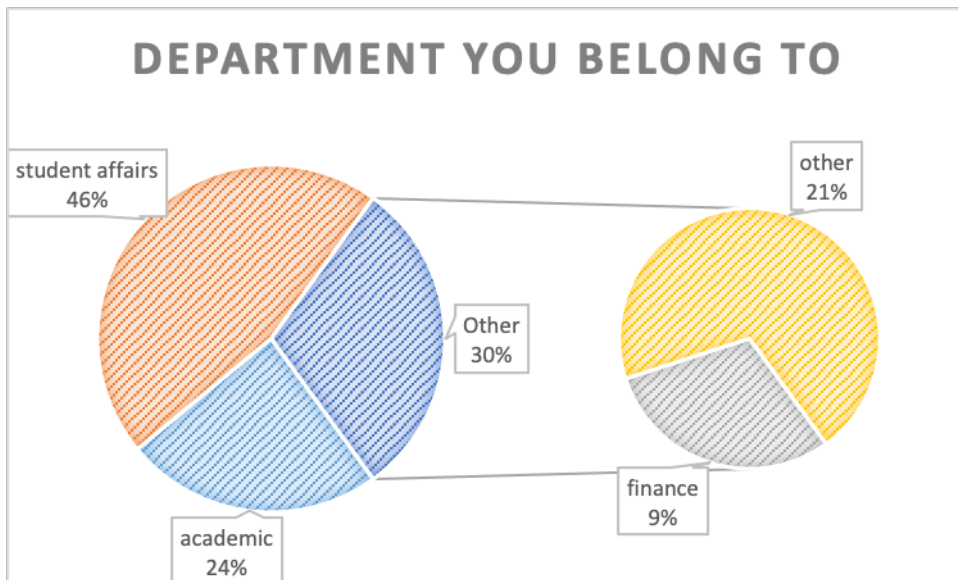


Figure 7.4: What department are you employed at? Source: Authors own construction

5.1 *If other please specify*
the respondents who fell under the "other" category had then indicated their specific work departments which included:

• Unemployed
• Faculty
• Cleaning
• Administration
• Sport, Arts and Culture
• Advancement
• Human capital

6. This question aimed at understanding the depth of the knowledge and experience of the respondent. The research questions required the respondents to have knowledge and experience in working at a higher education institute to participate in answering the questionnaire. The respondents were expected to choose between the 7 options, the one with many respondents is that of an administrator. The aim here was to understand if the respondent was at a level which was considered to be high in

a position or one that is understood to be lower in ranking, which then qualifies one to have the need to see transformation more than the other rank between the managers and the subordinates. In operations, as employment hierarchy elevates, less operational work is demanded from the employee and more decisions and implementation of processes is required and done. The transformation affects more the operations employees than the managerial employees.

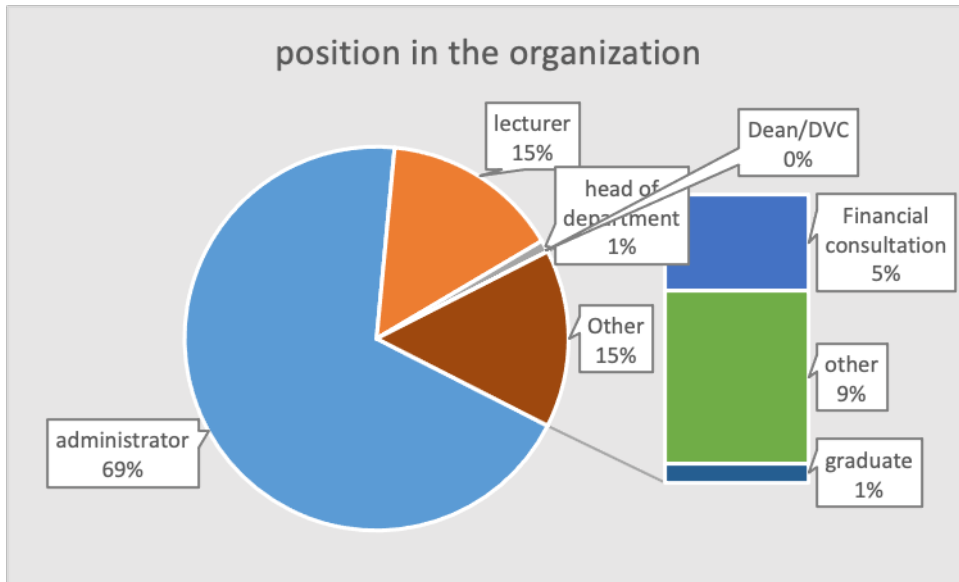
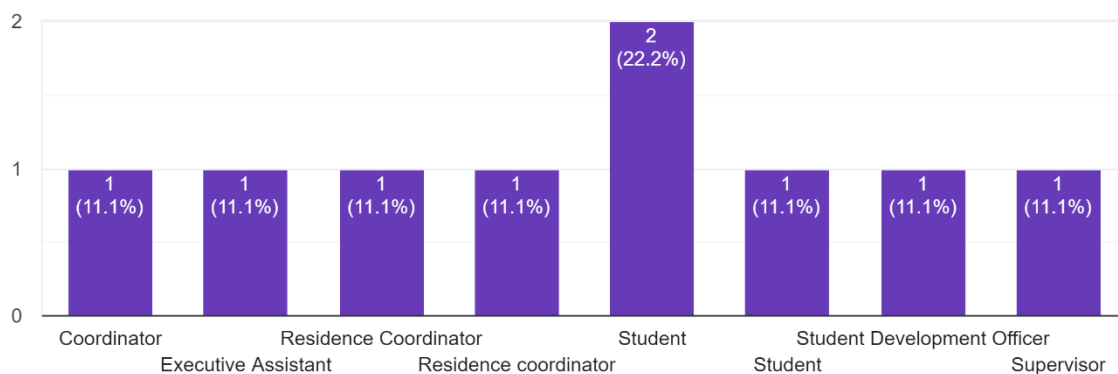


Figure 7.5: What is your position in the organization? Source: Authors own construction

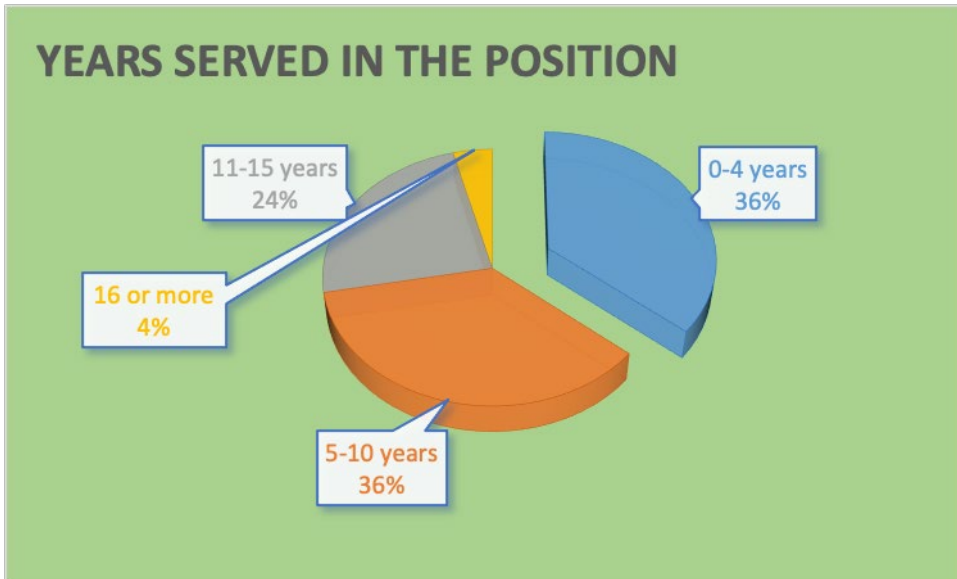
6.1 The respondents who fell under the “other” category had then indicated their specific work departments which included:

Table 7.2 If other please specify, Source: Authors own construction



7. This question was aimed at identifying if the participant required experience, as well as their power and participation in the transformation of their organization and to determine the exposure they have gathered for themselves.

Figure 7.6: How long have you served in your position in your organization? Source: Authors own construction



8. Things to notice in an organization that is transforming includes promotion, growth and tenure within the workforce, majority of the respondents, 46.9% of the respondents have yet to experience the growth.

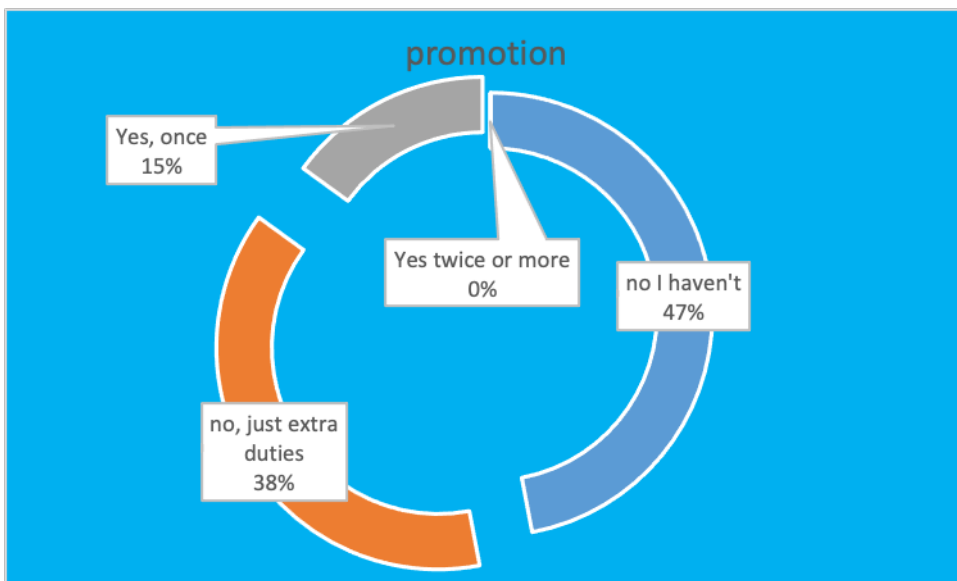


Figure 7.7: Have you ever been promoted at your organisation since you worked here? Source: Authors own construction

9. One of the reasons why transformation, growth to be exact, does not take place within the organization is due to lack of educational background amongst the workers in an organization. The aim here was to identify if, could the impediments be caused by the lack of education from the respondents, clearly this could not have been part of the barriers to the transformation as 82.1% have degrees.

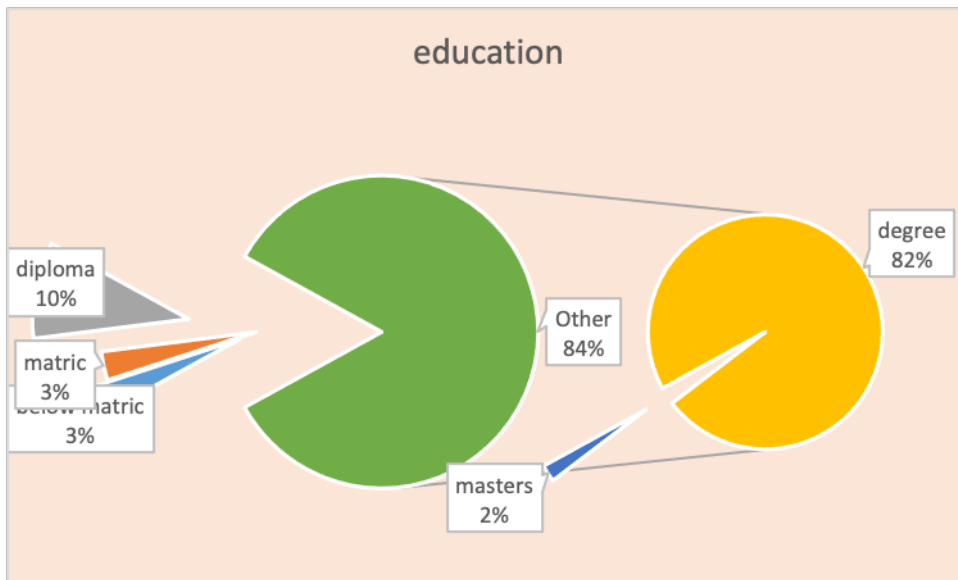


Figure 7.8 If other specify below, Source: Authors own construction

9.1 *If other please specify below*

The respondents who fell under the “other” category had then indicated their specific work departments which included:

- Masters
- Postgraduate
- Honours

7.3 SECTION B: THE LIKERT SCALE

LIMITATIONS TO PDI FOR SENIOR LEVELS BECAUSE OF GENDER TITLE

Without speculations, statistics have shown in South Africa that the less fortunate, the PDIs have minimal education compared to those PAIs. The aim here was to identify if the respondents agree with this or not, also to note if the country has shifted from this. 30% of the respondents agree with this notion, although more and more of the PDIs are now getting education and proceeding to higher education institutions.

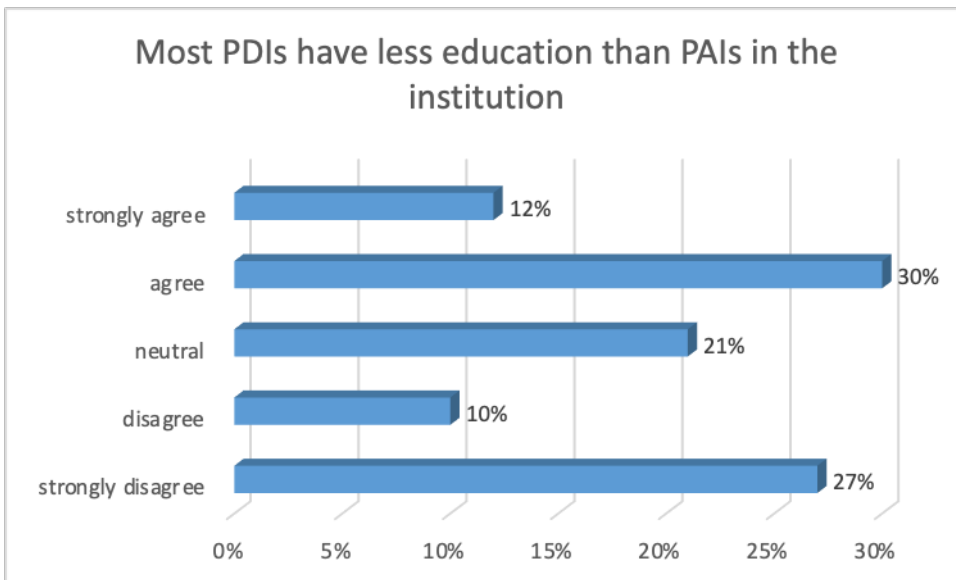


Figure 7.9 Most PDIs have less education than PAIs in the institution, Source: Authors own construction

There are many factors that cause one to never grow in an organization of work, the aim is to understand if the respondents are agreeing with this, that they are affected by this in their experiences. 31.3% are on the fence, 50.1% (18.8 agree and 31.3% strongly agree) in total agree that there is a dominant culture that prevents them from growing within the organization.

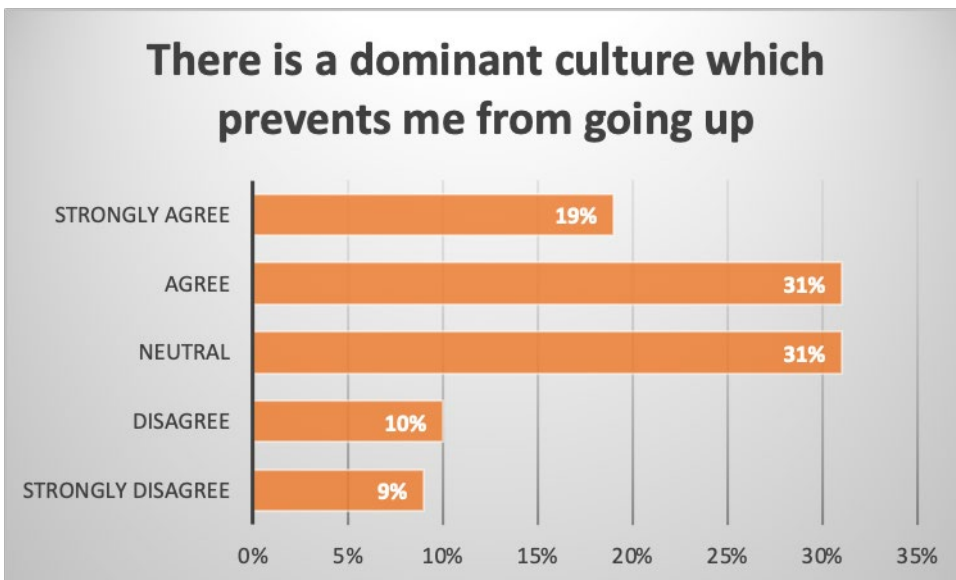


Figure 7.10 There is a dominant culture which prevents me from going up, Source: Authors own construction

That belief that there are roles which are gender specific seems to still be applied currently. The aim is to understand if the statement is true or false according to the respondents. Surprisingly, the respondents aren't sure of this, or they are not leaning

towards one specific side. 34.4% is on the fence meanwhile 31.3% goes to each side combined agreeing and disagreeing.

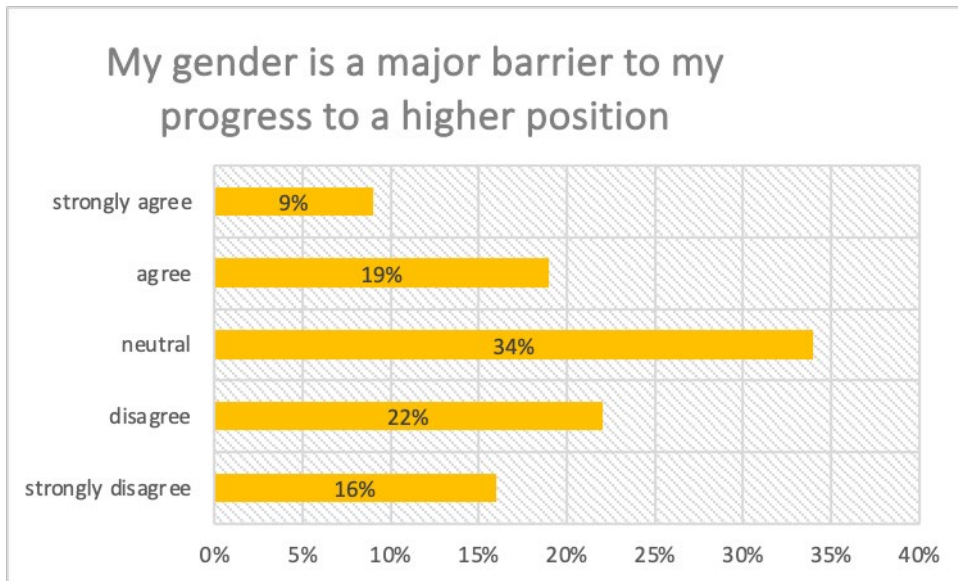


Figure 7.11: My gender is a major barrier to my progress to a higher position, Source: Authors own construction

Likewise, to elevate from one employment post to the other one needs a combination of skills and knowledge, knowledge which is mostly interpreted as education qualifications. 72.7% of the respondents argue that they have the necessary qualifications to acquire superiors roles but still they aren't awarded these posts.

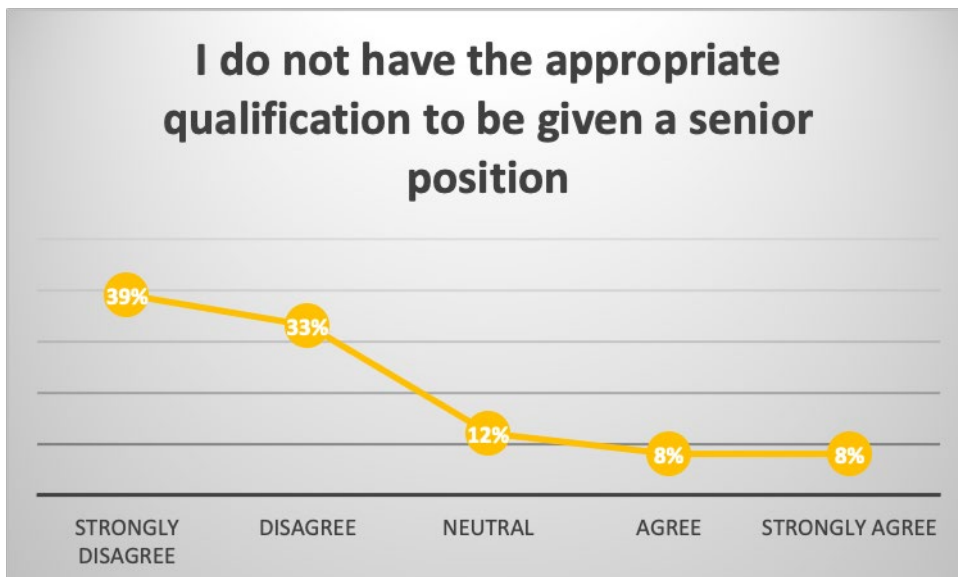


Figure 7.12: I do not have the appropriate qualification to be given a senior post , Source: Authors own construction

When HR draws out employment post requirements, they have concluded that those requirements have what it takes for the sought after candidate to take the post and

complete effectively the work of that post, yet 57.6% argue that even though they had what was required from these previously advertised senior posts and still, they did not get them.

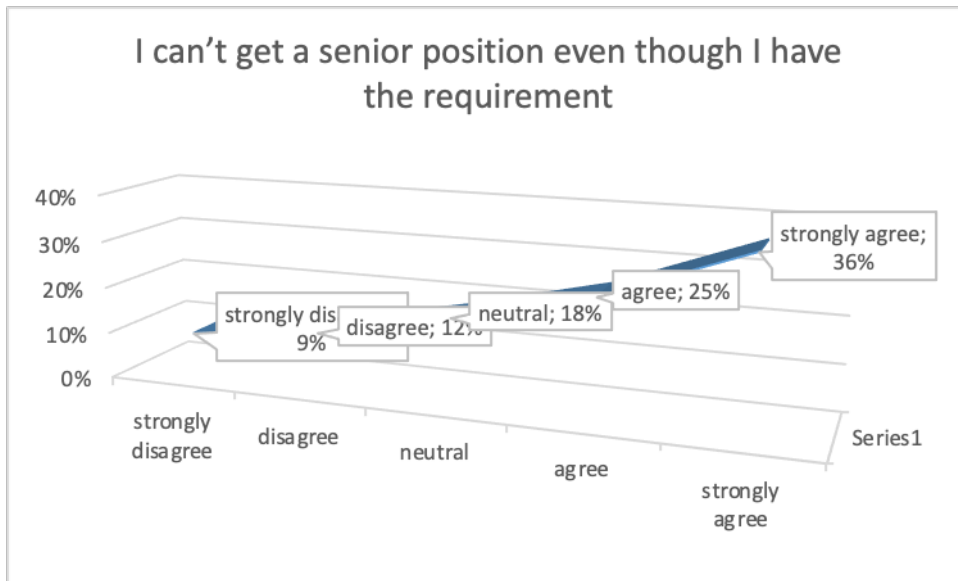


Figure 7.13: I can't get a senior position even though I have the requirements, **Source: Authors own construction**

GENDER PERCEPTIONS ABOUT PROMOTION

Figure 7.11 has a title similar to this one. The reason for this question to have been repeated and paraphrased was to get clarification for the respondents and perhaps see if they will still respond in the same manner. It is in most cases that managerial posts are prioritised for men and administrative, clerical and receptionist jobs are prioritized for females. This time the majority being 45.5 respondents lean towards agreeing with the statement.

'Living' in the heading below should be 'leaving'

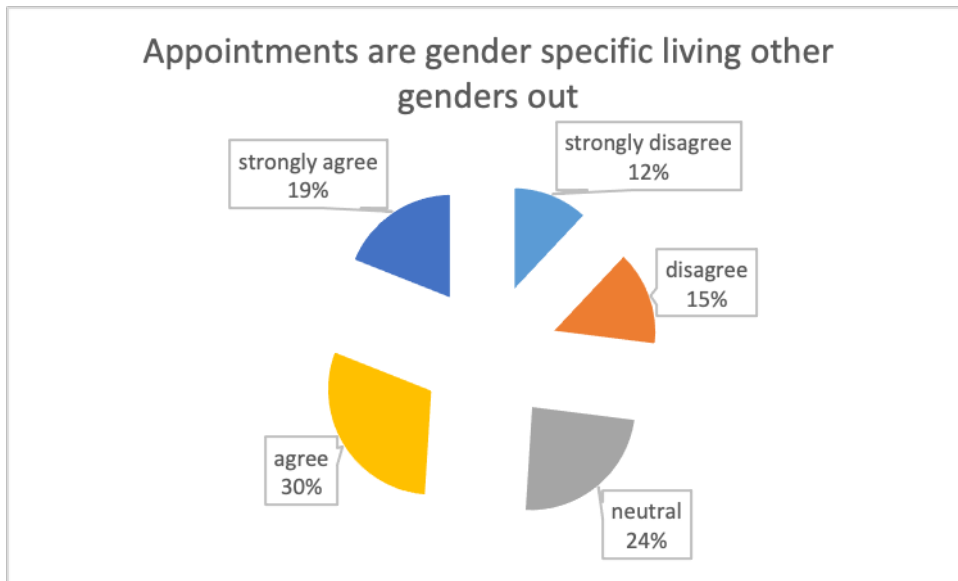


Figure 7.14: Appointments are gender specific living other genders out, Source: Authors own construction

This remains a belief and how things were supposed to have unfolded but they did and do not, hence the 2 statements mentioned on the previous statement yield different results than the results on this statement

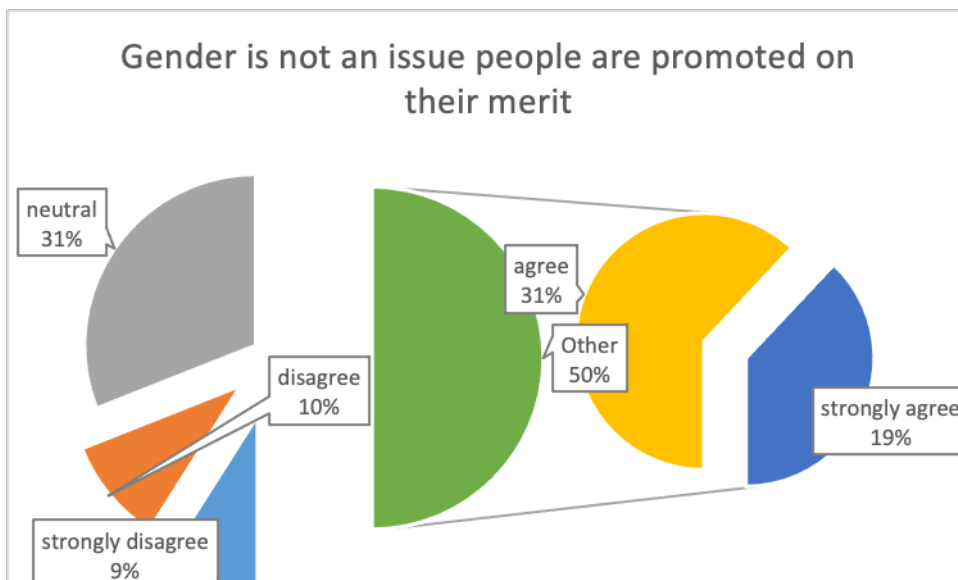


Figure 7.15: Gender is not an issue people are promoted on their merit, Source: Authors own construction

To prove yet again that the results of the previous statement (*Gender is not an issue people are promoted on their merit*) should have leaned towards disagreeing, just like

figures 11 and 14 and agreeing with the notion that roles are considered at the perception of gender specifications.

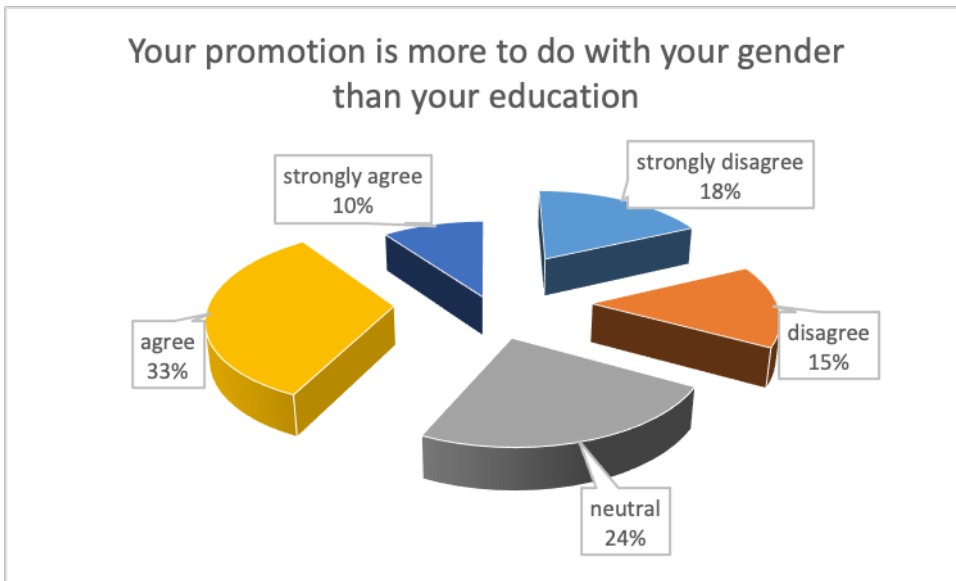


Figure 7.16: Your promotion is more to do with your gender than your education, Source: Authors own construction

As mentioned earlier that “*There are more men than women in management positions*”, the statement aims at reflecting views, opinions, and experiences of the respondents on this notion. 66.7% agree.

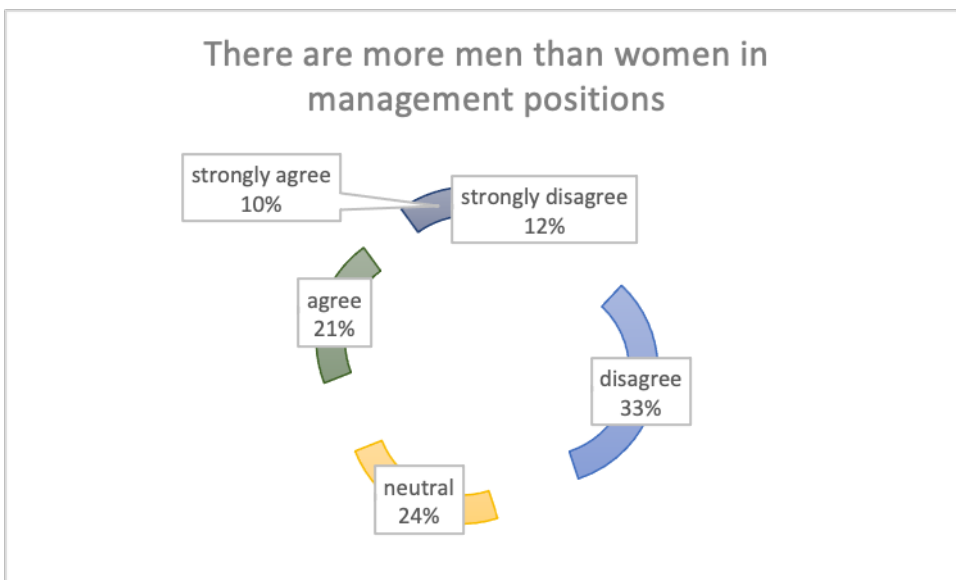


Figure 7.17: There are more men than women in management positions, Source: Authors own construction

One can almost be anxious from the results of the above statement that the worst after being a female in the working industry is being deemed not “appropriate” in the working industry according to your sexuality. Here though, the respondents are largely on the

fence and followed by majority being 42.4% that disagree with the statement. According to this statement, there is nothing to fear.

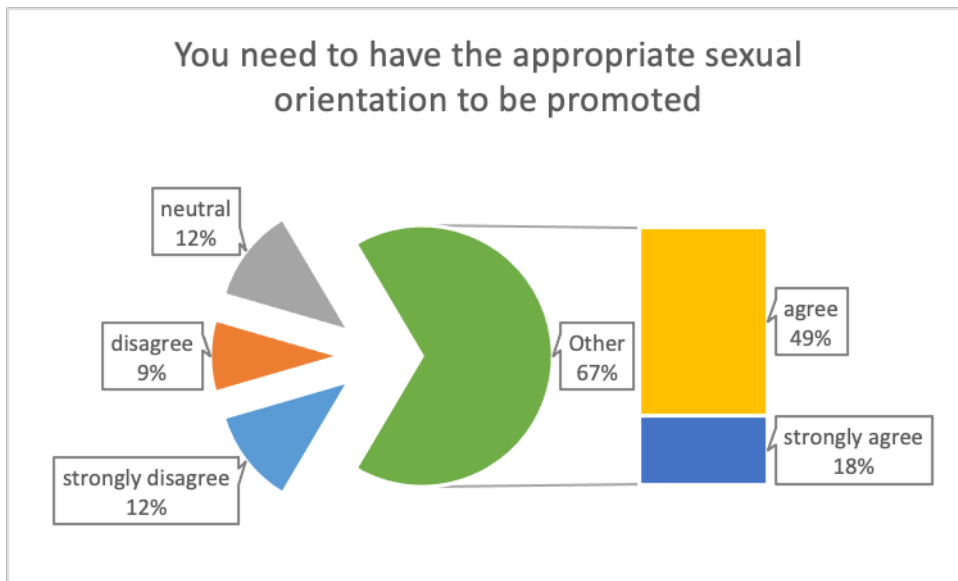


Figure 7.18: You need to have the appropriate sexual orientation to be, Source: Authors own construction

PROMOTION AT WORKPLACE

Even though it is always recommended to acquire higher education qualifications to obtain better and senior work posts, the respondents argue that in their case qualifications are not the stepping stones they had hoped them to be.

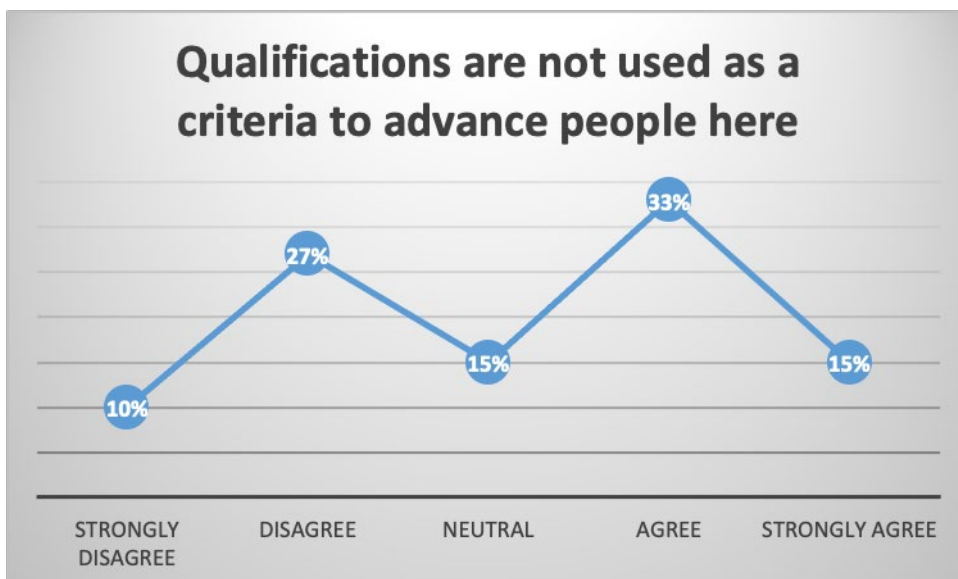


Figure 7.19: Qualifications are not used as a criterion to advance people here, Source: Authors own construction

The “teacher’s pet” narrative seems to be following the respondents here. According to the responses on this statement, it is apparent that rubbing shoulders with people in higher ranks pays.

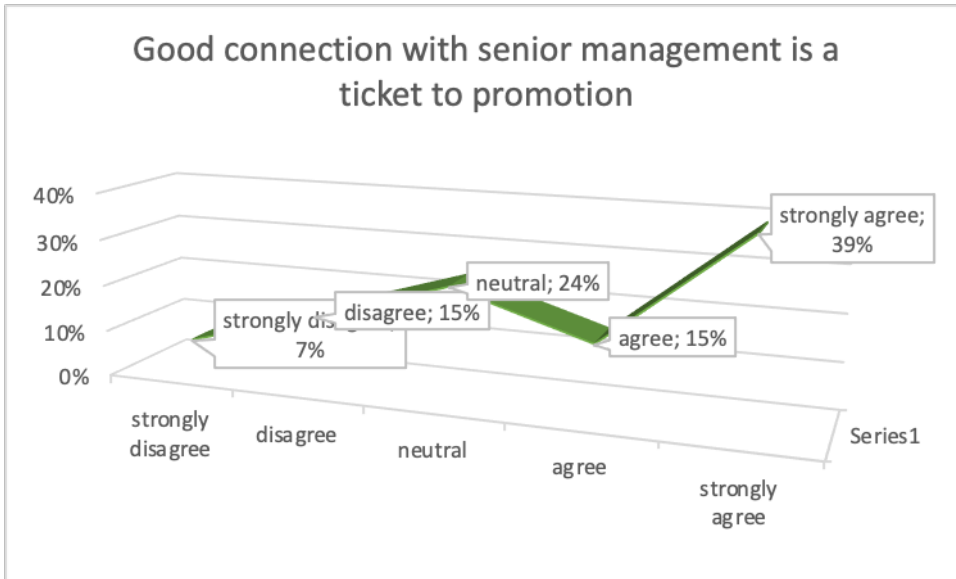


Figure 7.20: Good connection with senior management is a ticket to promotion, Source: Authors own construction

When you know that you have worked hard, you hope for recognition and awarding of some sort. What better way that your merits speaking for you behind closed doors?

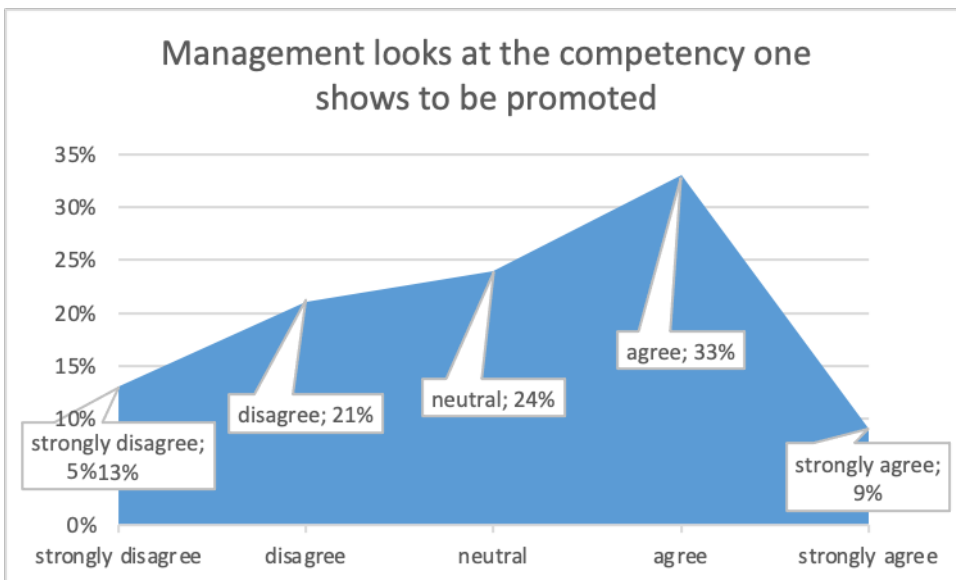


Figure 7.21: Management looks at the competency one shows to be promoted, Source: Authors own construction

In many occasions, tenure does not translate to good merits. The respondents disagree with this statement. It is not how long you have served the organization that awards you recognition for a promotion.

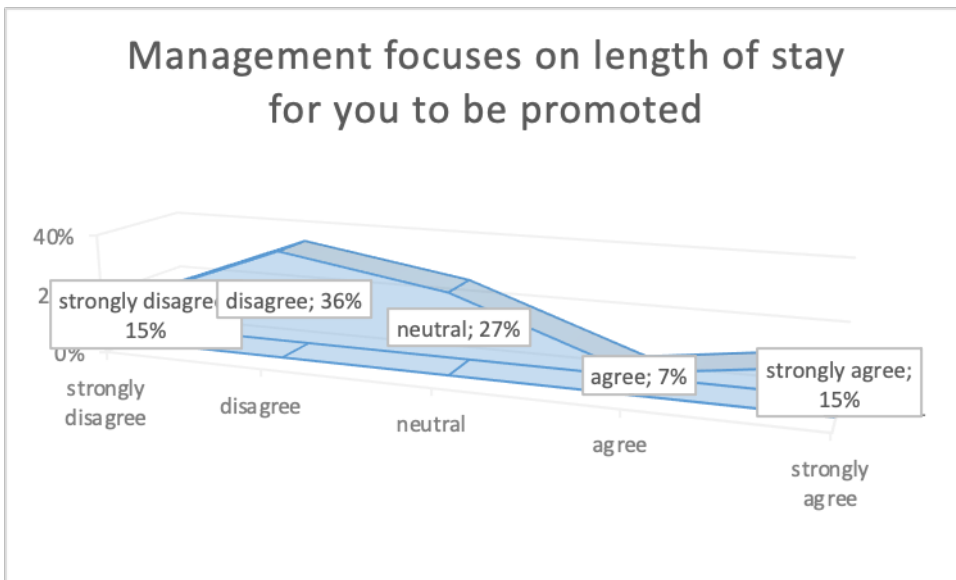


Figure 7.22: Management focuses on length of stay for you to be promoted, Source: Authors own construction

The respondents believe that there is some sort of ambiguity when it comes to requirements and criteria's to be followed when selecting candidates for promotions.

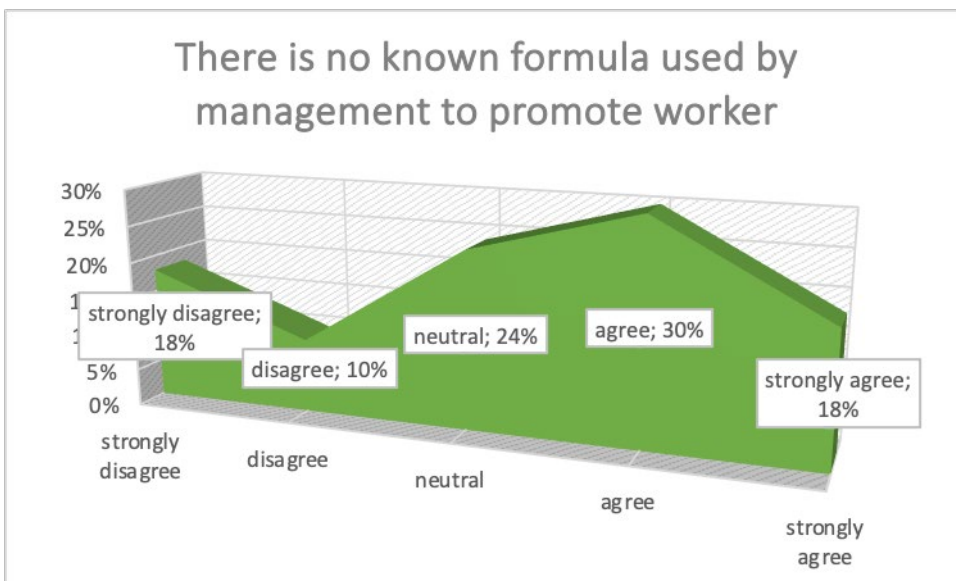


Figure 7.23: There is no known formula used by management to promote workers, Source: Authors own construction

RELATIONSHIPS AND PROMOTION PROSPECTS

The “open door” and “all views are welcomed” policies are not to be taken as they are said, at least not all the time. Where employees are supposed to be free to challenge policies they are governed by, they are made to feel unease about vocalizing their expressions about these policies, to a point that vocalizing may cost one a chance at a promotion.

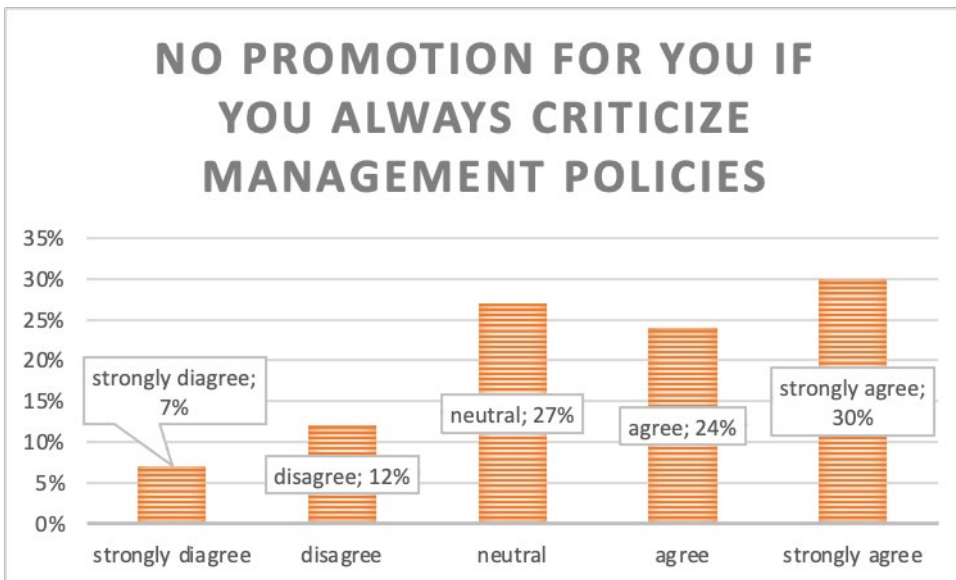


Figure 7.24: No promotion for you if you always criticize management policies, Source: Authors own construction

The diversity in the workplace should be embraced and well catered and looked after. Hard work should be compensated. The respondents feel otherwise, they have experienced the opposite in their organization of work.



Figure 7.25: Management doesn't care about differences – they reward hard work, Source: Authors own construction

39.4% agree with this. Being in powerful circles and social clusters gives one an upper hand. Though majority of the respondents rather remain ambiguous.

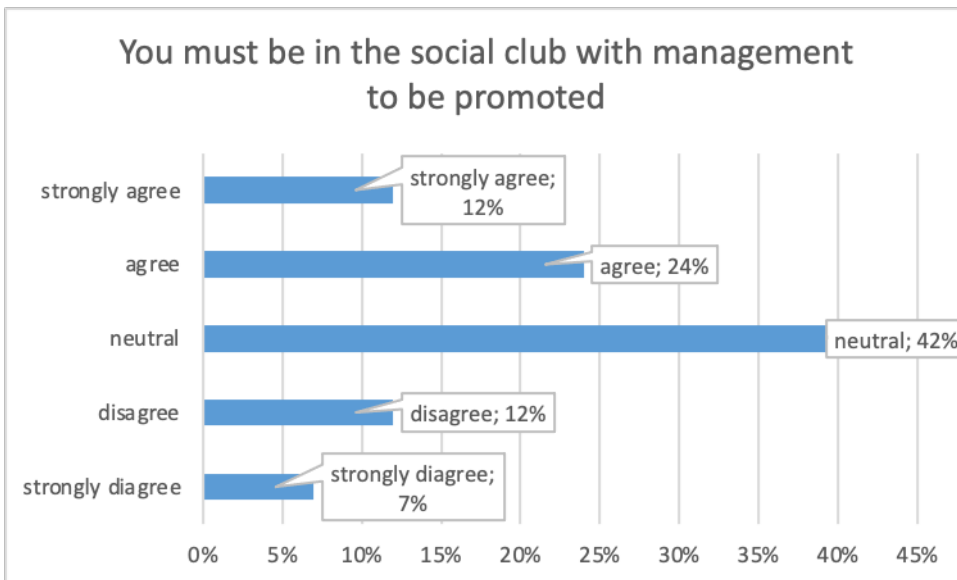


Figure 7.26: You must be in the social club with management to be promoted, Source: Authors own construction

It is apparent that in this organization, they had adapted to the “do or die” narrative where they expect no questions to be asked unless they relate to one performing their duties, but not to challenge and question policies.

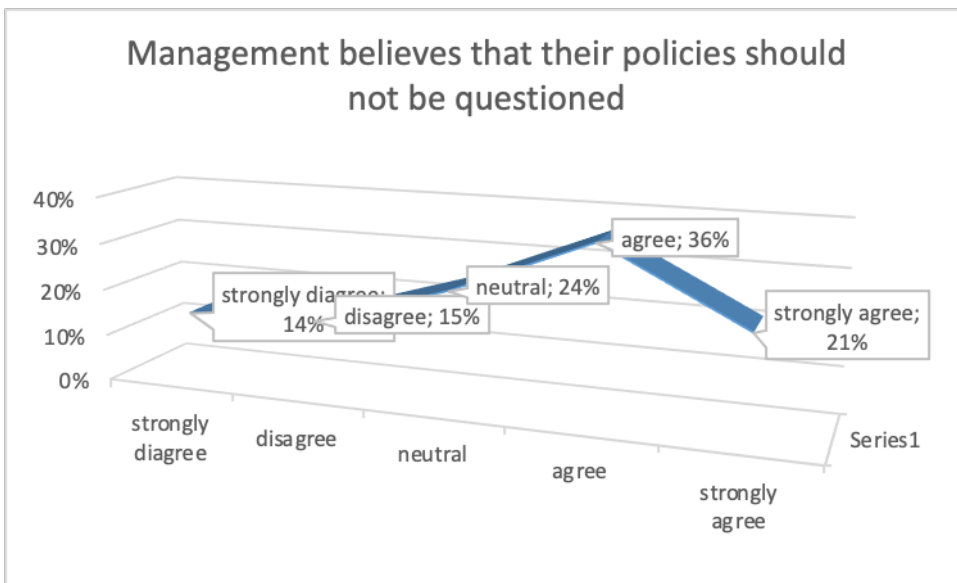


Figure 7.27: Management believes that their policies should not be questioned, Source: Authors own construction

Like previously mentioned, it is safe to being a “teacher’s pet” agree to everything, and work just as much you are ordered to for you to survive.

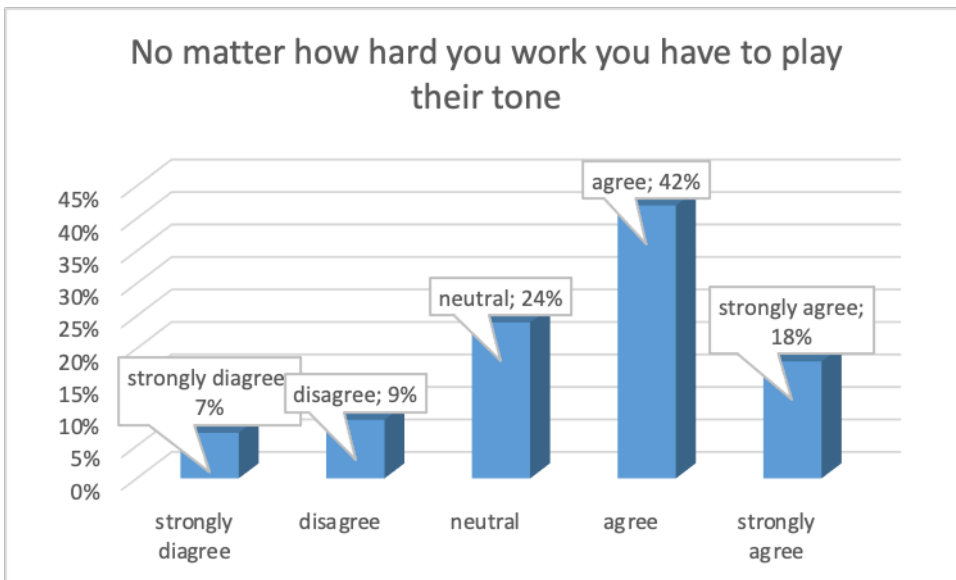


Figure 7.28: No matter how hard you work you have to play their tone, Source: Authors own construction

ORGANISATIONAL PROGRAMMES FOR PDI EMPOWERMENT

Surely one would expect any organization to cater for their employees who have had it difficult in life prior their coming and serving in their organization

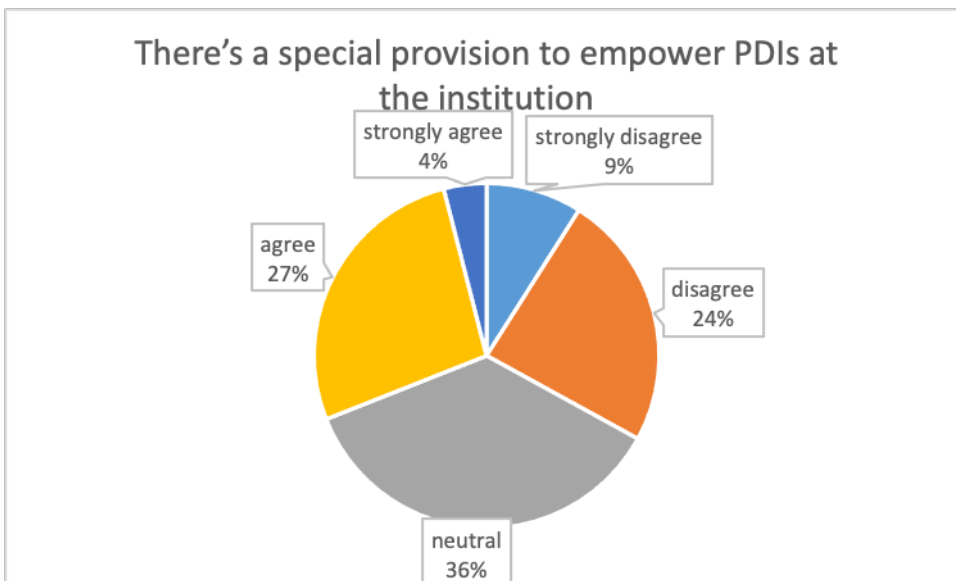


Figure 7.29: There's a special provision to empower PDIs at the institution, Source: Authors own construction

At least, even if these academic qualifications do not guarantee a better job or a chance at getting one, the institution, without discrimination, distributes funds that aim at helping those who would like to further their education.

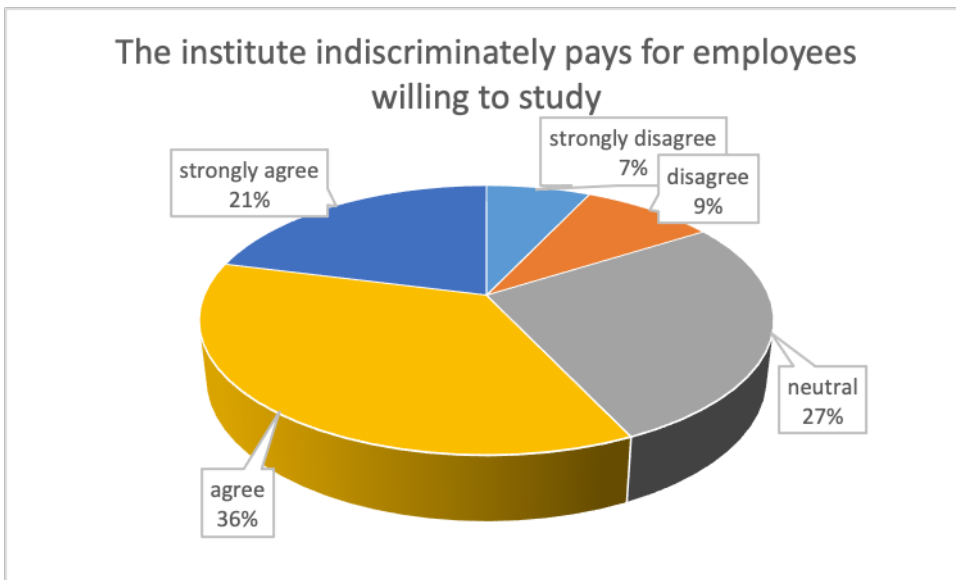


Figure 7.30: The institute indiscriminately pays for employees willing to study, Source: Authors own construction

The majority respondents remain unsure if there is any barring this statement brings to their experience, 27.3% agree.

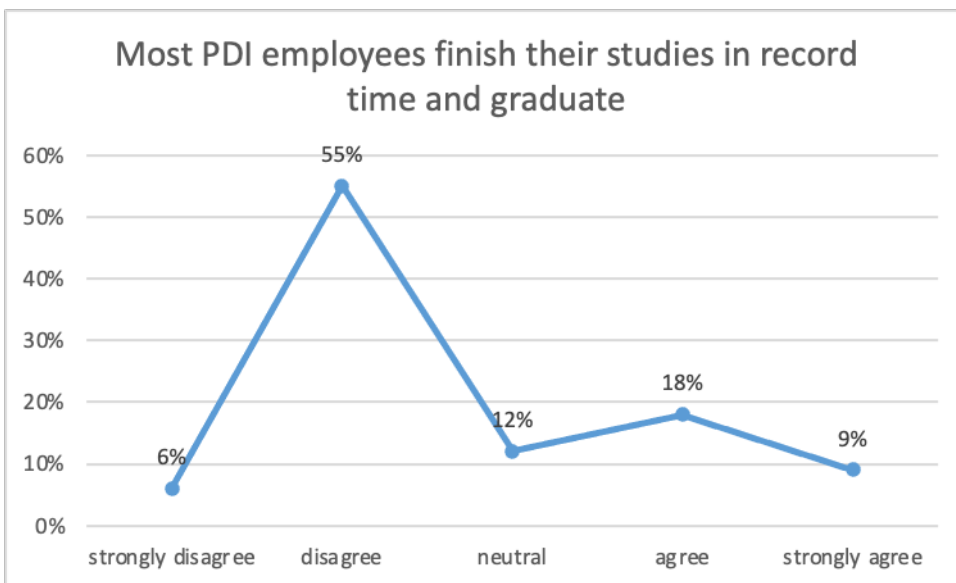


Figure 7.31: Most PDI employees finish their studies in record time and graduate, Source: Authors own construction

Coming for a previously disadvantaged background is a disadvantage on its own. 27.3% respondents agree with this statement and 39.4% lies on the fence.

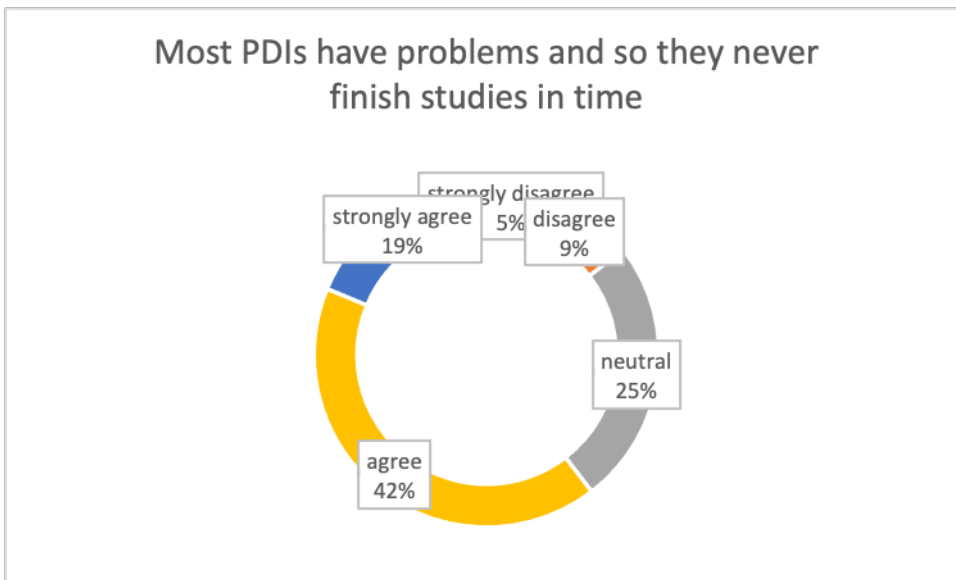


Figure 7.32: Most PDIs have problems and so they never finish studies in time, Source: Authors own construction

The large race employed in this organization is African, which to-date remains the one regarded as disadvantaged, hence the results of this statement.

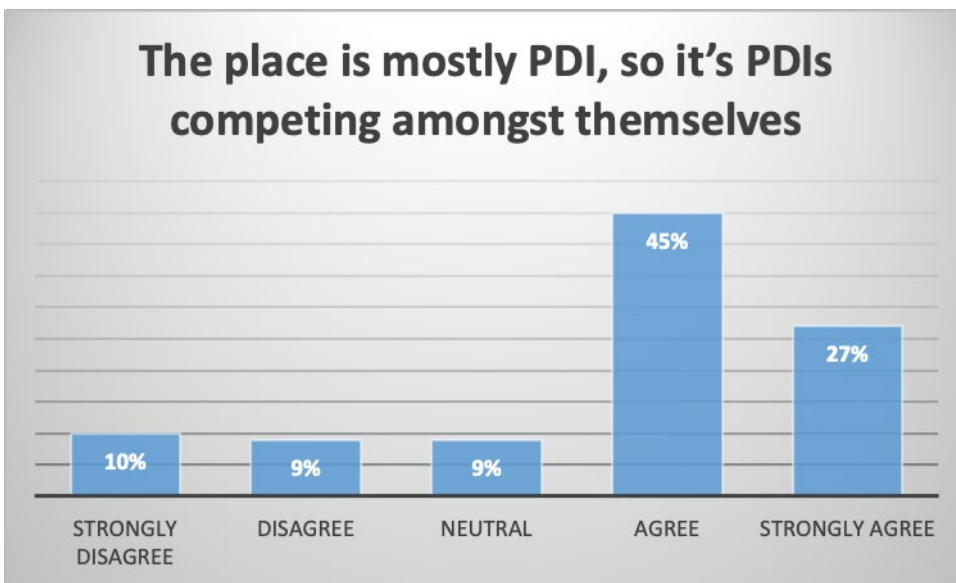


Figure 7.33: The place is mostly PDI, so it's PDIs competing amongst themselves, Source: Authors own construction

PERCEPTIONS ON CAUSES OF TRANSFORMATION FAILURE

Once again, it is evident that it is better knowing people in higher places and them knowing you. Also, since it is rather ambiguous as to which criteria is followed when assessing people for growth purposes, it then means that the honours lie on who does the assessment to decide according to what pleases them or what is considered right by them.

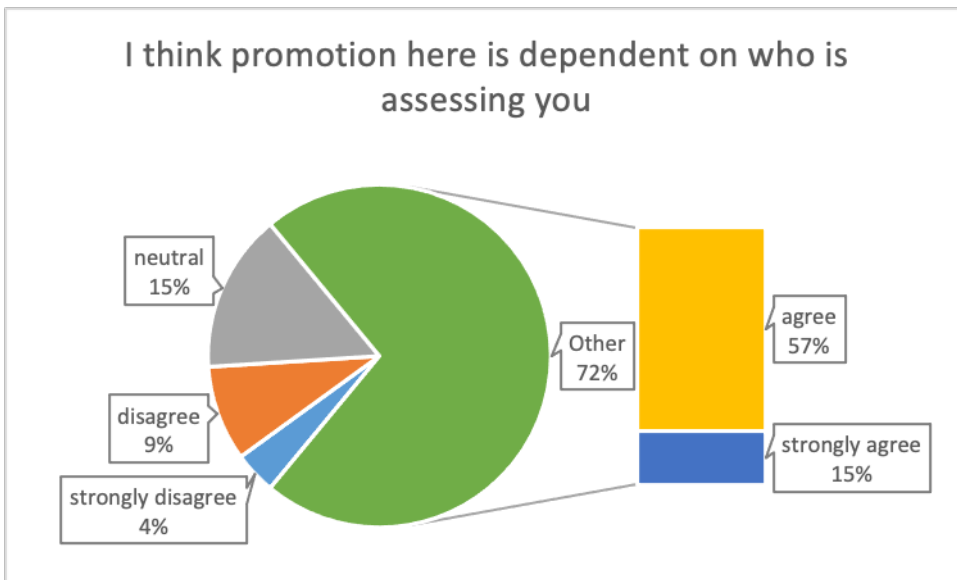


Figure 7.34: I think promotion here is dependent on who is assessing you , Source: Authors own construction

According to the authors own experience, it is possible that there is a person who gets groomed for a certain position to occupy after the person in that senior position would have left. Here the majority disagrees, the following there after is those on the ambiguity and then lastly the ones who agree.

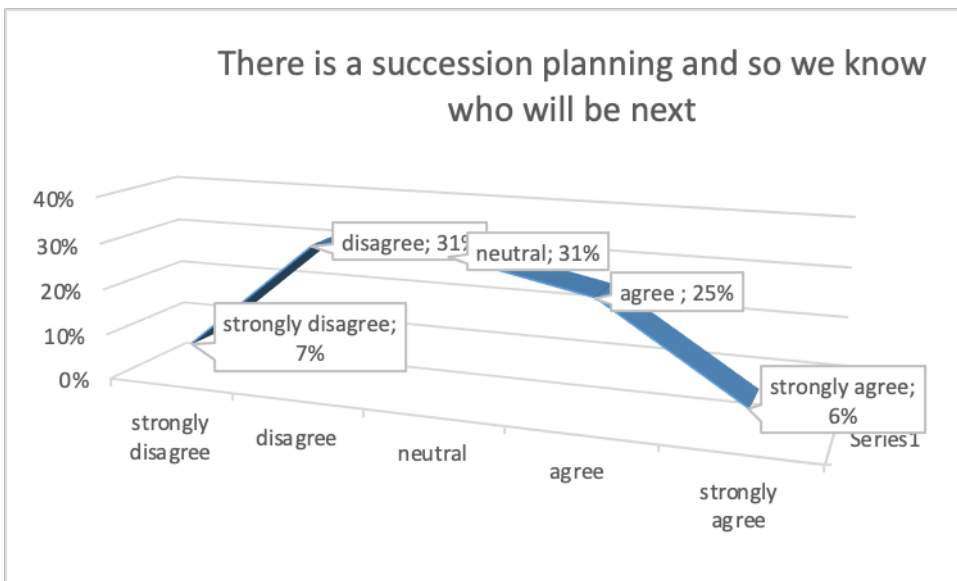


Figure 7.35: There is a succession planning and so we know who will be next , Source: Authors own construction

Those who are close to the managers have the upper hand at everything since they have access to these employees and knowledge and information they possess. The respondents believe this too.



Figure 7.36: Managers' favourites act for long giving them interview advantage , Source: Authors own construction

Managers immediately think they are off the hook once a policy has been brought forward which seems to serve as an equalising tool between PDI and PAI, they do not bother themselves by follow ups, ensuring if the policy is properly executed and the gap is being bridged.

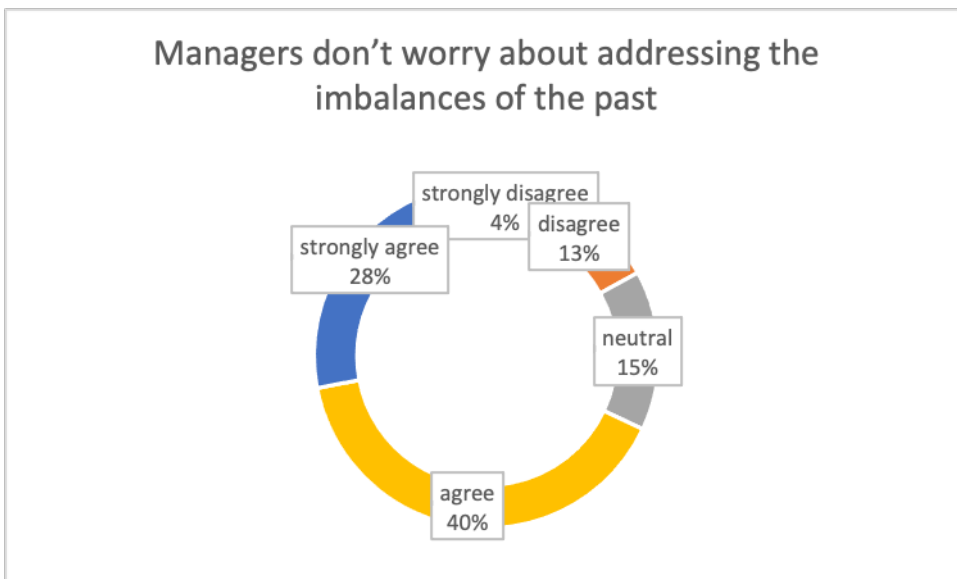


Figure 7.37: Managers don't worry about addressing the imbalances of the past , Source: Authors own construction

Likewise mentioned above, they management pays no attention to bridging the gap between PDIs and PAIs, which forms the greater part of transforming and organization, where everyone is given equal opportunities and ensuring that all parties, people involved have equal access of those opportunities and no background is advantageous than the other because the organization would have equalised the staff.

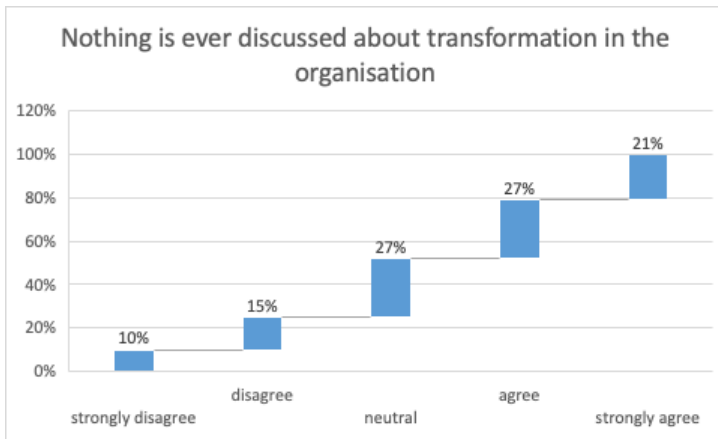


Figure 7.38: Nothing is ever discussed about transformation in the organisation, Source: Authors own construction

INSTITUTIONAL ACTIVITIES FOR AA and EE

It is good that the organization allows their human resources to have advocacy and security for themselves, to ensure and hold the organization accountable towards their promises of Employment Act and Labour act.

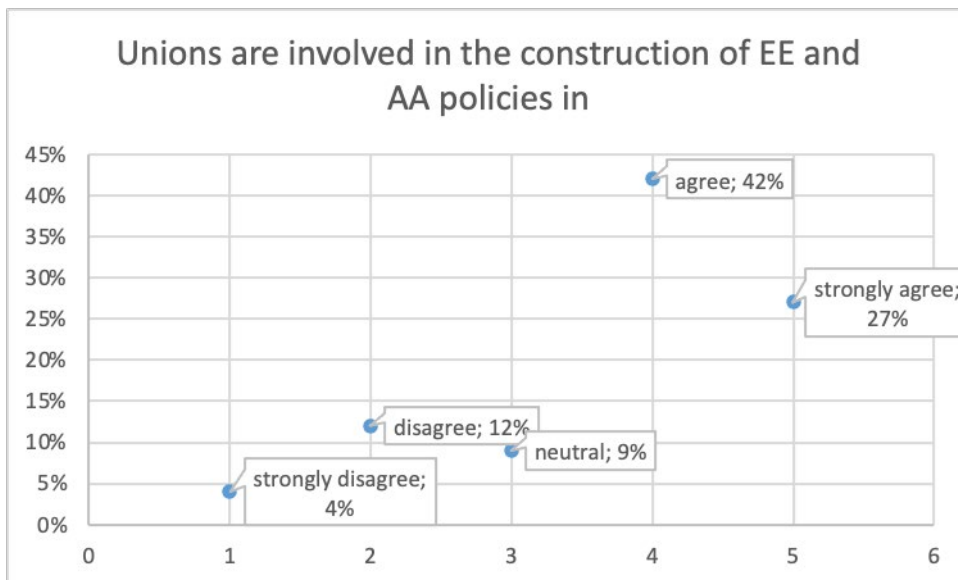


Figure 7.39: Unions are involved in the construction of EE and AA policies in here, Source: Authors own construction

Policies are typically applied top-bottom, discussed and finalised at the highest of hierarchies and implemented as the hierarchy lowers.

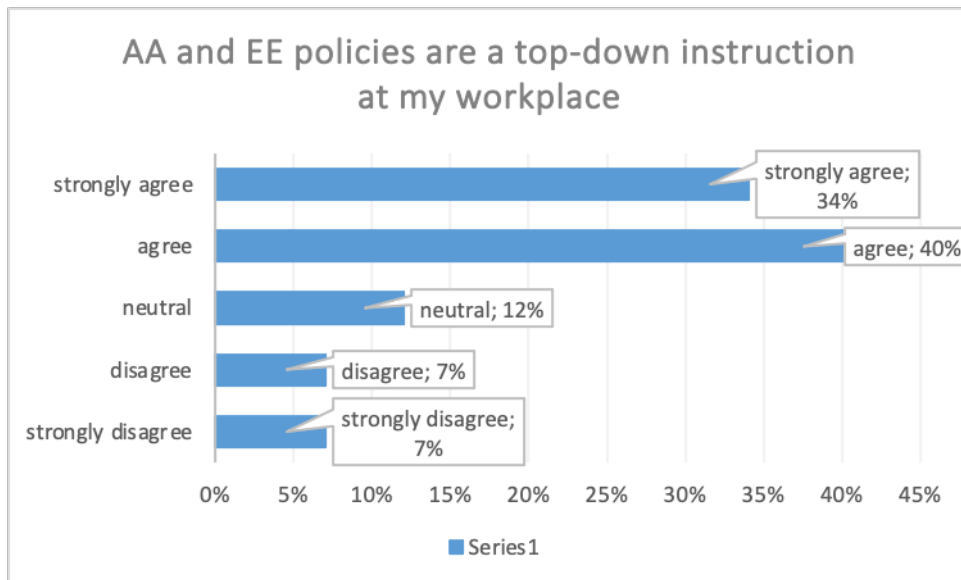


Figure 7.40: AA and EE policies are a top-down instruction at my workplace , Source: Authors own construction

The author remains unsure if this translates to being an issue of “sometimes they know” or it depends on who (not forgetting the narrative of social groups) or it differs from department to department.

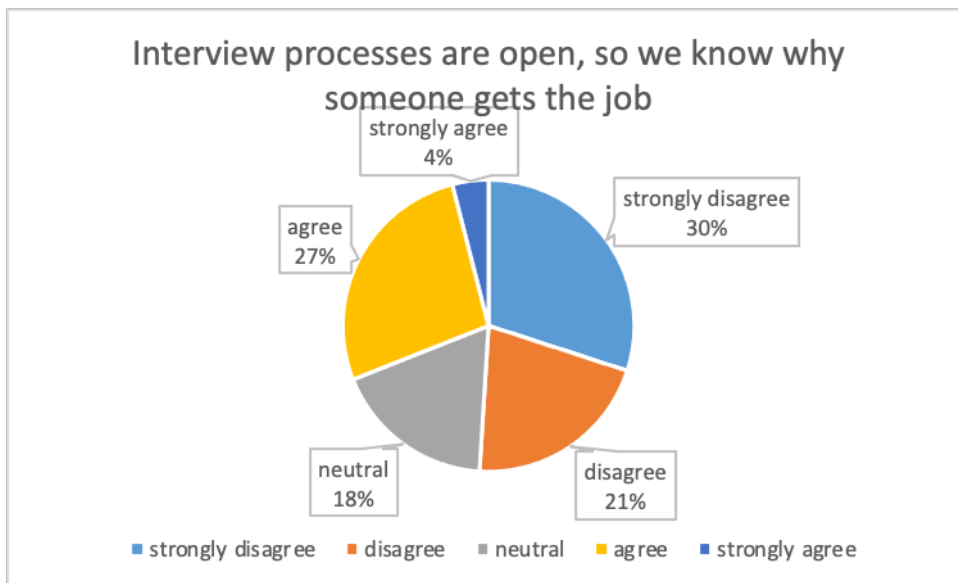


Figure 7.41: Interview processes are open, so we know why someone gets the job , Source: Authors own construction

As unfair as it is, it is common for management to decide on who they want for a position, for the sake of keeping things professional and to lower down office politics they will then hold interviews and go all the nine yards knowing already whom they prefer, which tends to be straining and emotionally taxing to those attending the interviews, having hopes that they might get the job.

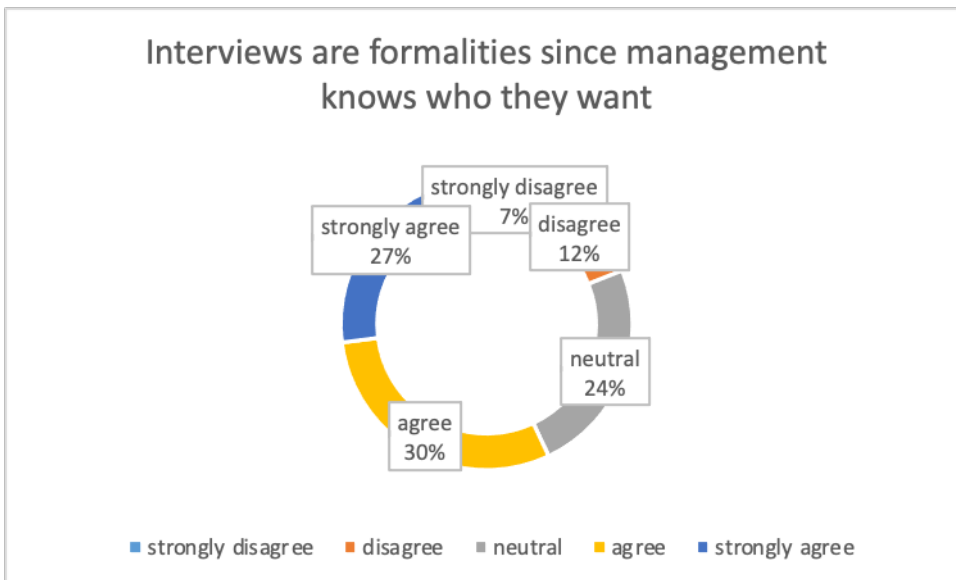


Figure 7.42: Interviews are formalities since management knows who they want , Source: Authors own construction

It is evident that somewhere the information is leaked and certain personnel know the outcomes before the news were meant to have been disbursed.

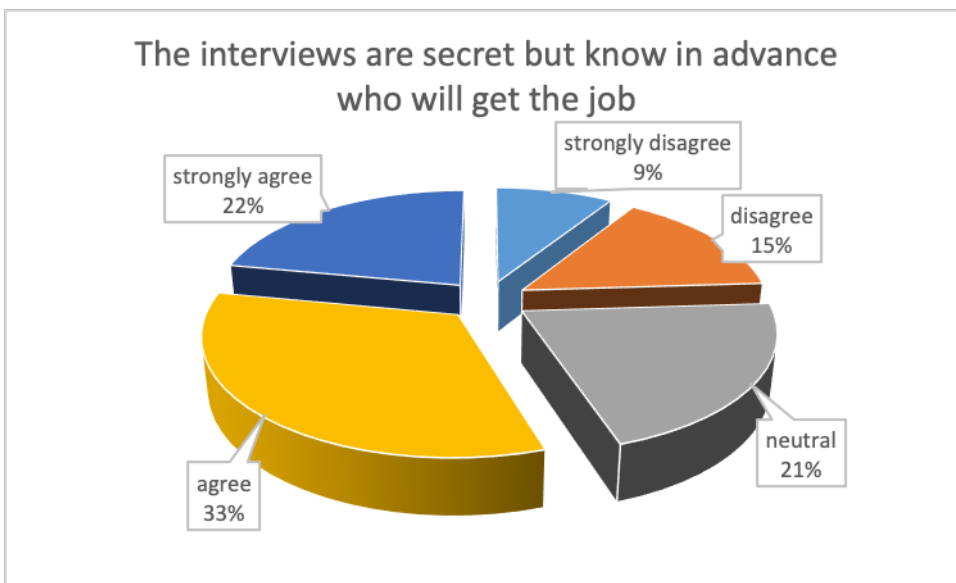


Figure 7.43: The interviews are secret but know in advance who will get the job , Source: Authors own construction

7.4 SECTION C: OPEN ENDED QUESTIONS

On this section, the answers vary at the discretion of the respondent, there could be similarities, trends relationships between the responses, there also could not. Out of the 100 responses, 5 that summarise the responses from the survey answers will be used for analyses.

1. Name three reasons why you are not promoted at your organisation.

<ul style="list-style-type: none"> • The respondents had little to no idea as to why they were not promoted, no feedback after the interviewing process or they are never told why they never made it to the selection.
<ul style="list-style-type: none"> • Others say that when people assume senior positions, specifically the female gender, they stay long and never create room for their subordinates to grow.
<ul style="list-style-type: none"> • Some believe that due to the culture that has been created and the work ethics which are unbearable, and also how they, management use their power to make their subordinates less human in the way they treat them.
<ul style="list-style-type: none"> • The battle of the races, there seems to be still an issue s to which race is superior than the other.
<ul style="list-style-type: none"> • Favourtism.

2. State three reasons why you could leave your company or organisation today

<ul style="list-style-type: none"> • Being underpaid
<ul style="list-style-type: none"> • Corruption
<ul style="list-style-type: none"> • Lack of support from management
<ul style="list-style-type: none"> • No growth
<ul style="list-style-type: none"> • Lack of transparency

•

3. Name 3 recommendations in order of significance that you contemplate need to be done to empower the previously disadvantaged staff at your organisation

<ul style="list-style-type: none"> • Promotions policy
<ul style="list-style-type: none"> • Recognize hard workers frequently
<ul style="list-style-type: none"> • Staff talent should be identified and harnessed
<ul style="list-style-type: none"> • Align requirements equivalent to those in the industry.
<ul style="list-style-type: none"> • Allow them to have a voice in improving the institution

4. Comment on any other things you think may be important for this study.

<ul style="list-style-type: none"> • No comment
<ul style="list-style-type: none"> • I wish we could improve our stakeholder engagements

• Ethnic groups diversity
• Senior management must have a policy where those experiencing unfairness and discrimination can report such
• Favouritism and Nepotism in organisations

7.4 CHAPTER SUMMERY

This chapter unpacked the respondents understanding and interpretation of impediments in transformation. It was interesting to understand how the respondents understood the different academic terms, how processes are applied and how they treat these barriers. The responses revealed the importance of having your workers understood and them knowing they are listened to and how it contributes to the survival of the organisation. The aim of the chapter was to determine a collective view on how the obstacles affect transformation at a selected institution of higher learning in the Western Cape, to understand how the mentality of the respondents is shaped around this topic and how it affects them.

CHAPTER EIGHT

SUMMARY OF RESEARCH FINDINGS, CONCLUSIONS AND RECOMMENDATIONS.

8.1. INTRODUCTION

The purpose of the research was to investigate the impediments to effective transformation leadership at a selected tertiary institution in Western Cape. The higher learning organization just like any other organization has its own structure to evaluate the transformation where it is utilized effectively and is everyone getting a chance to be promoted as the reward of the effort that they are putting into the description of the job given to them. The study looks at what could be the reasons or the hold ups of transformation in the selected institution. To achieve transformation success, it being a project it has to see where though who are in their position they in deserves to be there. It is therefore important that project managers' competencies be determined. This chapter presents the summary of the previous chapters' objectives, the findings found in chapter seven in relation with the survey are discussed and recommendations are made.

8.2 SUMMARY OF CHAPTERS' OBJECTIVES

The concepts were defined in chapter 1 and the necessity for this research to be carried out has been specified under the research objectives. With the assistance of the literature review provided in chapter 1, a research gap was identified thereafter a problem statement was structured. After the problem statement was structured research objectives, research questions, research methodology and ethical considerations followed sequentially. The research questions were structured such that they direct the study and form the main part the survey questionnaires. The empirical study which consists of research design, target population, sampling frames, sampling and sample size and data analysis were identified and discussed.

Chapter two provided a background of transformation leadership and its theory, it looked into both theoretical framework and conceptual framework of transformational leadership where it provided history of how the leadership was introduced into research.

Chapter three presented the literature review on how transformation leadership is applied at higher institution level which it's ground platform was laid on the transformation. The chapter that has clearly displayed the importance of transformational leadership style and it's background.

Chapter four focuses on the third literature review chapter where it was focusing on the impediments of transformation in higher education level. The study looked at the technological impediments where it referred to the changes that have been held up since there is a fourth industrial revolution that requires many to adjust to. The study went on to emphasis on the globalization and international governance challenges, then close the chapter by speaking about corporate governance framework and its weakness in South African higher education.

Chapter five focused on the policies and legislations of the country where it did a brief literature review of things like the BBBEE and the other policies to higher education in terms of doing the transformation into higher education.

Chapter six served as a synopsis of the research methodology adopted for this study. It dealt with the research design and methodology which was used to conduct the research. It included the research design; theoretical aspect of research methodology; research strategy; target population; population validity, sampling methods; sample size, methods of data collection; and ethical consideration. This chapter concludes by stating all the assumptions related to this study.

Chapter seven concentrated on the feedback of the respondents regarding the survey that evaluate the impediments to effective transformational leadership style into higher education. The responses are illustrated in the form of graphs and tables, analyzed and discussed. The

data received from the responses answered the research questions. Some of the findings that have emerged from the data are in agreement with the literature review covered by chapter 2 to chapter 5. This chapter concludes by pointing out things that respondents would like to see in transformation leadership in higher education.

8.3 RESEARCH FINDINGS DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

Table 8.1 LIMITATIONS TO PDI TO SENIOR LEVELS BECAUSE OF GENDER TITLE

		Strongly disagree	disagree	neutral	agree	Strongly agree
1	Most PDIs have less education than PAs in the institution	27%	10%	21%	30%	12%
2	There is a dominant culture which prevents me from going up	9%	10%	31%	31%	19%
3	My gender is a major barrier to my progress to a higher position	16%	22%	34%	19%	9%
4	I do not have the appropriate qualification to be given a senior position	39%	33%	12%	8%	8%
5	I can't get a senior position even though I have the requirement	9%	12%	18%	25%	36%

The findings discussed in chapter five suggested that it is vital that the limitations of PDIs are given an opportunity if they qualify to be in the senior positions especially when they have enough experience and they have acted in those positions before because they have an understanding of how the job is done. It was also believing that the transformational leadership style into promoting the PDI has been a difficult thing since some of the people believe that they are not promoted because they are not trusted to be able to handle senior positions or they were given a position in which they failed so they not given another chance to prove themselves.

The findings show that employers have no interest in supporting staff, and particularly the previously disadvantaged staff. Transformation is not discussed (7.37; 7.38). There is agreement that talent is not nurtured and that the interview system is not transparent. Employees believe that

specific employees are groomed for promotion and that there is a lot of favouritism (p95).

While there is agreement that some gender discrimination takes place, there is also a perception that women, once in management positions, are unwilling to support subordinates in aspiring to improve their positions. There is therefore no indication that transformative leadership (as discussed in Chapters 2 and 3) is being practiced in the institution.

Being aware of an employee's work style and desirable traits is crucial for a senior manager in their role as a leader. With that knowledge in hand, a senior manager can make the most use of the project team. Consequently, it is advised that a transformational leader should be able to clearly articulate the institution's mission and strategy in order to lead in higher education. This is due to the fact that giving project stakeholders or the project itself a clear vision and direction is a primary goal of the leadership role. Furthermore, emotional fortitude and self-awareness are traits of a leader that line managers must possess.

Table 8.2 GENDER PERCEPTIONS ABOUT PROMOTION.

		Strongly disagree	disagree	neutral	agree	Strongly agree
6	Appointments are gender specific living other genders out	12%	15%	24%	30%	19%
7	Gender is not an issue people are promoted on their merit	9%	10%	31%	31%	19%
8	Your promotion is more to do with your gender than your education	18%	15%	24%	33%	10%
9	There are more men than women in management positions	12%	33%	24%	21%	10%
10	You need to have the appropriate sexual orientation to be promoted	12%	9%	12%	49%	18%

As when there is a vacant position with all the requirements that the position comes up with it there are some special requirement when it is regards to the gender position it is more that the position will be given into

a male person then the female. In other cases when it has to do with chores of cleaning the more preferably is the female person. However, in statement number 8 the respondents agreed that the promotion has to do whether the person qualifies on the merit rather than the gender. In this heading there were some imbalance feedback because in the management positions the represented in there were more males than females their understanding is that they were not given a chance to be leaders.

8.4.2 Recommendations

It is recommended the gender promotion must be fair and evaluated equally in terms of is the person qualifying for the job and are they given the same tasks to do in order to find the qualifying person suitable for the job. The other jobs which requires specific genders should not allow the other gender to apply or to be called for an interview when they know very well their not eligible to get the position. The promotion should be done on the basis of merits of each individual.

Table 8.3 PROMOTION AT WORKPLACE

		Strongly disagree	Disagree	neutral	agree	Strongly agree
11	Qualifications are not used as a criteria to advance people here	10%	27%	15%	33%	15%
12	Good connection with senior management is a ticket to promotion	7%	15%	24%	15%	39%
13	Management looks at the competency one shows to be promoted	13%	21%	24%	33%	9%
14	Management focuses on length of stay for you to be promoted	15%	36%	27%	7%	15%
15	There is no known formula used by management to promote worker	18%	10%	24%	30%	18%

The findings revealed that the promotion that is done at the selected institution is more to do with the favouritism where one has to be well liked by senior management and also be into their good books in order to be promoted. The results show that the even though they qualify through qualification that is just a process of meeting the criteria because most of the time people who get to those position in terms of qualification they do

not meet the requirement. There is no easy way of solving problems in promotion at workplace because the selection of the people promoted is not visible to the employees. Greater transparency in the system of selection and in the interview process is therefore recommended.

Table 8.4 RELATIONSHIPS AND PROMOTION PROSPECTS

		Strongly disagree	Disagree	neutral	agree	Strongly agree
16	No promotion for you if you always criticize management policies	7%	12%	27%	24%	30%
17	Management doesn't care about differences – they reward hard	21%	21%	30%	18%	10%
18	You must be in the social club with management to be promoted	7%	12%	42%	27%	12%
19	Management believes that their policies should not be questioned	14%	15%	24%	36%	21%
20	No matter how hard you work you have to play their tone	7%	9%	24%	42%	18%

Table 8.5 ORGANISATIONAL PROGRAMMES FOR PDI EMPOWERMENT

		Strongly disagree	Disagree	neutral	agree	Strongly agree
21	There's a special provision to empower PDIs at the institution	9%	24%	36%	27%	4%
22	The institute indiscriminately pays for employees willing to study	7%	9%	27%	36%	21%
23	Most PDI employees finish their studies in record time and graduate	6%	55%	12%	18%	9%
24	Most PDIs have problems and so they never finish studies in time	5%	9%	24%	40%	18%
25	The place is mostly PDI, so it's PDIs competing amongst themselves	10%	9%	9%	45%	27%

Table 8.6 PERCEPTIONS ON CAUSES OF TRANSFORMATION FAILURE

		Strongly disagree	Disagree	neutral	agree	Strongly agree
26	I think promotion here is dependent on who is assessing you	4%	9%	15%	57%	15%

27	There is a succession planning and so we know who will be next	7%	31%	31%	25%	6%
28	Managers' favourites act for long giving them interview advantage	4%	45%	12%	24%	15%
29	Managers don't worry about addressing the imbalances of the past	4%	13%	15%	40%	28%
30	Nothing is ever discussed about transformation in the organisation	10%	15%	27%	27%	21%

The perception on the causes of the transformation failure is because there is no work relationship which is formed between the management and the employees who are reporting to them because many things are left hanging in the institution some of the things are not sorted so that things could start on a clean slate. It is therefore recommended that policies be established to ensure that better communication channels are established between employees and managers.

Table 8.7 INSTITUTIONAL ACTIVITIES FOR AA and EE

		Strongly disagree	disagree	neutral	agree	Strongly agree
31	Unions are involved in the construction of EE and AA policies in	4%	12%	9%	42%	27%
32	AA and EE policies are a top-down instruction at my workplace	7%	7%	12%	40%	34%
33	Interview processes are open, so we know why someone gets the job	30%	21%	18%	27%	4%
34	Interviews are formalities since management knows who they want	7%	12%	24%	30%	27%
35	The interviews are secret but know in advance who will get the job	9%	15%	21%	33%	22%

Establishing a fair and effective higher education system became a top priority for the government from the onset of democracy in 1994. One method for addressing racial inequality in education has been the introduction of affirmative action programs that have prioritized impoverished black students' access to higher education. In the belief that the affirmative action is not used accordingly the way it is supposed to be used and employment equity is not used effective the way it is supposed to be used. The respondents believe that is these two policies were used the effectively and example the interview process is not open to people

why the chosen candidate made them win the interview then other candidate.

The institution needs to go back to the drawing board and check if they have used the AA and the EE effectively and efficiency because there is nothing to be hidden why the successfully candidate was not shared why they qualify for the job. The way the definition of these two are used they should make each and every employee not to wonder why another person was given the job if they qualify for it.

8.4. CONCLUSION

The literature review conducted in this study clearly revealed that poor management of transformation is not only in higher education but it is a global challenge. By setting high standards for performance, fostering individual growth, fostering positive connections, and supporting instruction, transformational leaders can have an impact on educational outcomes. Therefore, the purpose of this study was to determine the impediment effective of the transformational leadership style used in higher education. Promotion requires to have high strength on leadership competency to provide leadership, communication competency to direct a way forward, problem solving competency to provide feasible solutions and decision-making competency so to be decisive on crucial matters.

8.5 Further Study Recommendations

- The perception of leadership style used to motivate and promote employees in other organisations.
- The effectiveness of the policies and rules that are used to ensure the proper use of employees' appraisals.

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APPENDIX A: Questionnaire

QUESTIONNAIRE

IMPEDIMENTS TO EFFECTIVE TRANSFORMATION AT A SELECTED INSTITUTION OF HIGHER LEARNING IN THE WESTERN CAPE – SOUTH AFRICA
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Dear respondent; This is an educational study trying to find the barriers to effective transformation in institutions of higher learning in the Western Cape South Africa. Please do not put your name, nor that of your organisation or anything that may enable you to be identified. This information is confidential and your identity is protected. Thank you.

SECTION A. BIOGRAPHICAL INFORMATION

Please cross the applicable boxes below:

1. Can you please indicate your gender below:

Male	Female
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2. What is your age range? Please use table below to indicate your age range

18 – 25 years	26-30 years	31 – 40 years	41- above
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3. Which race do you belong to?

African	Coloured	Indian	White	Other
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3.1 If other please specify

4. What is your citizenship?.....

5. What department are you employed in?

Academic	Student Affairs	Finance	Other
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5.1 If other please specify

6. What is your position in the organisation?

Administrator	Lecturer	Head of Department	Dean/DVC	Other
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6.1 If other please state in space below

7. How long have you been employed at your institution or company?

0 - 4 years	5 – 10 years	11 – 15 years	16 or more years
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8. Have you ever been promoted at your organisation since you worked here?

No, I haven't	No, just extra duties	Yes, once	Yes twice or more
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9. What is your highest educational qualification?

Below matric	Matric only	National Diploma	Degree	Other
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9.1 If other please specify below

SECTION B; THE LIKERT SCALE

Please rank the following by crossing the most applicable using the Likert scale below.
NOTE: 1 = disagree strongly, 2 = disagree, 3 = neutral, 4 = agree, and 5 = strongly agree

	PDI s = previously disadvantaged individuals	PAIs = previously advantaged individuals	Strongly	Disagree	Neutral	Agree	Strongly
	LIMITATIONS TO PDI TO SENIOR LEVELS because of gender		1	2	3	4	5
1	Most PDIs have less education than PAIs in the institution		1	2	3	4	5
2	There is a dominant culture which prevents me from going up		1	2	3	4	5
3	My gender is a major barrier to my progress to a higher position		1	2	3	4	5
4	I do not have the appropriate qualification to be given a senior post		1	2	3	4	5
5	I can't get a senior position even though I have the requirements		1	2	3	4	5
	GENDER PERCEPTIONS ABOUT PROMOTION						
6	Appointments are gender specific living other genders out		1	2	3	4	5
7	Gender is not an issue people are promoted on their merit		1	2	3	4	5
8	Your promotion is more to do with your gender than your education						
9	There are more men than women in management positions						
10	You need to have the appropriate sexual orientation to be promoted						
	PROMOTION AT WORKPLACE						
11	Qualifications are not used as a criteria to advance people here		1	2	3	4	5
12	Good connection with senior management is a ticket to promotion		1	2	3	4	5
13	Management looks at the competency one shows to be promoted		1	2	3	4	5
14	Management focuses on length of stay for you to be promoted		1	2	3	4	5
15	There is no known formula used by management to promote workers		1	2	3	4	5
	RELATIONSHIPS AND PROMOTION PROSPECTS						
16	No promotion for you if you always criticise management policies						
17	Management doesn't care about differences – they reward hard work						
18	You must be in the social club with management to be promoted						
19	Management believes that their policies should not be questioned						
20	No matter how hard you work you have to play their tone						
	ORGANISATIONAL PROGRAMMES FOR PDI EMPOWERMENT						
21	There's a special provision to empower PDIs at the institution		1	2	3	4	5
22	The institute indiscriminately pays for employees willing to study		1	2	3	4	5
23	Most PDI employees finish their studies in record time and graduate		1	2	3	4	5
24	Most PDIs have problems and so they never finish studies in time		1	2	3	4	5
25	The place is mostly PDI, so it's PDIs competing amongst themselves		1	2	3	4	5
	PERCEPTIONS ON CAUSES OF TRANSFORMATION FAILURE						
26	I think promotion here is dependent on who is assessing you		1	2	3	4	5
27	There is a succession planning and so we know who will be next		1	2	3	4	5
28	Managers' favourites act for long giving them interview advantage		1	2	3	4	5
29	Managers don't worry about addressing the imbalances of the past		1	2	3	4	5
30	Nothing is ever discussed about transformation in the organisation		1	2	3	4	5
	INSTITUTIONAL ACTIVITIES FOR AA and EE		1	2	3	4	5
31	Unions are involved in the construction of EE and AA policies in here		1	2	3	4	5
32	AA and EE policies are a top down instruction at my workplace		1	2	3	4	5
33	Interview processes are open so we know why someone gets the job		1	2	3	4	5
34	Interviews are formalities since management knows who they want		1	2	3	4	5
35	The interviews are secret but know in advance who will get the job		1	2	3	4	5

SECTION C: OPEN ENDED QUESTIONS

1. Name six [6] reasons why you are not promoted at your organisation.

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2. State six [6] reasons why you could leave your company or organisation today

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3. Name 6 recommendations in order of significance that you contemplate need to be done to empower the previously disadvantaged staff at your organisation.

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4. Comment on any other things you think may be important for this study.

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THANK YOU FOR PARTICIPATING.

APPENDIX B: TITLE

