EXPLORING THE APPROPRIATENESS OF THE SERVANT LEADERSHIP APPROACH IN THE GOVERNANCE OF STATE UNIVERSITIES IN ZIMBABWE: A Case of Selected Universities.

BY

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A dissertation submitted in partial fulfilment of the requirements for the degree of Master of Business Administration

2019

University of Zimbabwe

Graduate School of Management

Supervisor: Dr. A. Zinyemba

GSM MBA DISSERTATION

DISSERTATION TITLE	
Exploring the appropriateness of the Servant Leadership approach in the governance of State Universities in Zimbabwe: a case of selected universities.	

DISSERTATION METHODOLOGY (please tick one)					
QUANTITATIVE		**QUALITATIVE**	X	**MIXED METHODS**	

INTAKE (YEAR AND MONTH)	
JAN 2015	

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DISSERTATION SUBMISSION DEADLINE	SUBMISSION DATE
28 FEBRUARY 2019	28 FEBRUARY 2019

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ACKNOWLEDGEMENTS

DEDICATION

I dedicate this dissertation to the memory of my late father, Francis Rasweti Mhako who always derived abundant joy in the success of his children. Even in demise he still remains my source of encouragement. He did not believe in impossibilities. Gone too soon. Your words still echo in my ears '*Unosungirwa kufundira*'. *Ndakadzidzira kunyora baba kunyangwe zvairema*. Indeed, where there is a will there is a way. I will endeavour to make you proud.

ABSTRACT

Universities today are operating in a Volatile, Uncertain, Complex and Ambiguous (VUCA) environment where competition for students and rankings is intense. University leaders have the responsibility of leading in such environments and at the same time satisfying the ever-changing diverse needs of internal and external stakeholders. Cases of alleged poor corporate governance practices have been on the increase in state universities in Zimbabwe and they have been attributed to ineffective traditional, hierarchical autocratic leadership style prevalent in these institutions.

Research examining the appropriateness of servant leadership in state universities has been scanty. The present study explores the appropriateness of the servant leadership approach in improving and sustaining good governance of state universities in Zimbabwe. The paper is a case study based on University of Zimbabwe and Marondera University of Agricultural Sciences and Technology. The researcher interviewed eighteen (18) informants using a semi-structured interview guide. The researcher purposively selected informants who had been at the institutions for a considerable length of time and are affected directly or indirectly by the decisions of the leaders of these institutions, so as to obtain rich information regarding the subject matter. Nine informants from each university were interviewed. The findings were triangulated using information from documental reviews. Data was thematically analysed and discussed under the themes: concept of servant leadership, governance of state universities vis-a-vis servant leadership, threats and opportunities of adopting servant leadership and strategies for effective implementation of servant leadership in state universities.

The findings obtained from this research confirm that Zimbabwean state universities are characterised by inflexible leadership who have failed to involve stakeholders in decision making. Failure to embrace change has resulted in failure to meet the needs of stakeholders. Ineffective leadership has led to poor corporate governance practices like corruption and nepotism. The governance of state universities in Zimbabwe is affected mostly by government interference, resistance to change and resource constraints. Service is at the centre of servant leadership and would enhance the governance of state universities but however the model is not ideal for developing countries like Zimbabwe with unstable economic and political environments. It is however imperative that other strategies for improving and sustaining good governance in state universities in Zimbabwe be implemented. Recommendations for improving governance of state universities were made accordingly.

Contents

ACRONYMS

UZ   University of Zimbabwe

MUAST   Marondera University of Agricultural Sciences and Technology

VC   Vice Chancellor

SL   Servant Leadership

MHTESTD   Ministry of Higher and Tertiary Education, Science and Development

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CHAPTER 1
INTRODUCTION AND BACKGROUND TO THE RESEARCH PROBLEM

1.1 INTRODUCTION

This chapter centres on introducing the study and gives a preface of the leadership and governance of state universities discourse. The thrust will be on consideration of the relevance of servant leadership approach in the governance of state universities in Zimbabwe. The subsequent section will proffer the problem that gave rise to the research. The remainder of the chapter will discuss the aim and objectives of the study cemented by the research questions. The research will be justified in the section that follows and definition of key concepts will conclude the chapter.

1. 2 BACKGROUND TO THE STUDY

1.2.1 Definition of Corporate governance

Corporate governance is by no means a new phenomenon. It is a subject which has attracted interest both locally and globally. It refers to the way in which power and authority are applied within organisations. Corporate governance extends to enactment of procedures and policies for decision making, accountability and control in organisations by the top leadership (Carnegie, 2009).

1.2.2 Nature of University Governance

Corporate governance in universities involves the power to make decisions on important procedures and practices in crucial areas which include but not limited to student admissions, courses offered, quality and standards, academic, appointment of key staff, allocation of resources and determination of organizational structure.

Summed up, university governance does not only concern itself with the frameworks, structures and processes of managing, organising, planning and co-ordinating the activities of the institution for realisation of its objectives but focuses also on its interrelationships with key stakeholders (Garwe and Tirivanhu-Gwatidzo ,2016).

1.2.3 The relationship between governance and leadership

The relationship between governance and leadership is complex but crucial for any organization, because governance does not exist in the absence of leadership. The leaders of an institution have to adapt and adopt a leadership style, which is suitable to their organization, context, followers and culture (Nasereddin and Sharabati, 2016).

Poor governance has been attributed for continuing corruption in education, leading to poor quality of educational delivery and failure of universities to achieve set goals (Braxton & Bayer, 1999; Heyneman et al., 2007) cited in Garwe and Tirivanhu-Gwatidzo, 2016). The major types of corruption that are prevalent in education are misappropriation, fraud, bribery, extortion and favouritism by those in authority.

The eroding good governance practices in the state universities have compromised the nature and context of relationships between the leaders and the students and between general staff and the leaders. All these are emanating from the dominance of traditional leadership styles whose major weaknesses have been identified as failure to adopt change, wastage of resources, patronage, self-aggrandisement, one-way communication, and centralised decision making associated with bureaucratic inertia, mutual mistrust between the students and the university leaders and also between the leaders and the general staff leading to unnecessary student and staff unrests.

To support this assertion, Zimbabwe state universities' academic and non-academic staff went on strike early 2015 in protest over unpaid bonuses and January salaries. Staff continued with the strike into the subsequent month and students joined in the strike protesting against hunger. The University of Zimbabwe authorities temporarily closed the institution from 17-24 March 2015.Failure by the government to pay salaries timely was attributed to financial constraints (Makoni ,2015).To accentuate this contention again, in November 2017 students at the University of Zimbabwe went on strike and demanded that the former head of state be removed from his position and that the PhD awarded to the former first lady be recalled as she was deemed undeserving (http://www.thezimbabwemail.com).Furthermore beginning of 2018 lecturers at the National University of Science and Technology (NUST) went on a four weeks strike protesting against alleged mismanagement of resources at the institution (Maveriq, 2018). This is a strong warning that all is not fine in the institutions of higher learning, in terms of management listening to the various stakeholders and fulfilling their promise.

These unfolding scenarios of poor leadership praxis and systems opened the door for a renewed interest among academics and the relevant policy makers to come up with alternative leadership styles whose aim is to fill this governance gap hence the genesis of servant leadership.

Traditional leadership approaches are fast losing relevance as a governance tool for enhancing efficiency and effectiveness in contemporary state universities. Disappointingly, these ancient management systems and praxis are plagued by a host of constraining governance factors not limited to high complexities, bureaucratic inertia, resources constraints, dynamic labour market, ever changing client values and preferences, technological revolution, stiff competition among universities for prestige and rankings. With these factors at play, needless to argue that ineffective leadership exists. Universities are in dire need of strong, visionary and courageous leadership to cope with challenges resulting from globalisation (Asiimwe and Steyn, 2013; Herng, 2015).

Accordingly, there is a renewed interest in leadership models that reflects a separate moral and ethical dimension that will significantly strengthen the position of the university Vice Chancellor and the central management. African universities like other universities the world over are mandated to engage in three activities : teaching ,research and giving back to the community and in order to achieve the tripartite mandate the leadership of these institutions need a cordial working relationship with academic and non-academic staff members, students and other stakeholders (Mouton et al. ,2015).The leadership behaviour of Vice Chancellors and work behaviour of lecturers and non-academic staff play an important role in achieving the tripartite mandate of universities in most African universities (Mouton et al., 2015). The challenges facing universities could be reduced by improving the capacity of leadership to sustain and strengthen governance and expedite responsiveness to the needs of the stakeholders (Baldwin, 2009). This could be achieved through servant leadership approach which would enable all members of the university community, that is, stakeholders to have a say in the creation of an environment that is based on shared values. This view was accentuated by Farnsworth (2007) who stresses that there is overwhelming confirmation that leadership approaches of the past, based on the hierarchical models, are ineffective and sometimes damaging. He contends that the Vice Chancellor needs to employ a service-centred leadership approach that meets the various stakeholders' demands. According to Bain (2004), the Vice Chancellor should endeavour to be an enabler rather than a controller.

Greenleaf (1977) is widely credited for introducing the concept of servant leadership with a unique and strong human orientation which might be the missing link in the context of this rapid dynamic world. The concept is widely recognized for its ability to address a myriad of challenges of the 21st Century. Thus its "people-centeredness" such as helping, serving and being ethical is underscored in recent governance literature. Central to servant leadership is its orientation towards the needs of others (Wheeler, 2012). Servant leadership is an approach which does not only seek to involve others in decision making but is also strongly based on ethical and caring behaviour. Furthermore, servant leadership aims to enhance the personal growth of workers. Servant leadership is based on teamwork and community and thus calls for leadership to be shared throughout the organisation as opposed to the traditional, autocratic and hierarchical structures which tend to serve the needs of the leader and can have an adverse effect on the emotional well-being of employees.

Despite the notable international recognition of the new concept, its adoption and implementation especially in most developing countries is low. Zimbabwe is not spared from this sorry observation. In fact, research aground suggests that contemporary state universities are still dominated by traditional leadership approaches. This unfolding scenario points to existence of weak and fragmented leadership systems and processes whose net impact is poor relationship between the university leaders, general staff members and students. State universities in Zimbabwe are operating in highly competitive environment locally and globally and this calls for leadership styles that enhance staff retention and meet changing market tastes and preferences in order to gain competitive advantage.

1.3 STATEMENT OF THE PROBLEM

In most African state universities including Zimbabwe the Vice-Chancellor is the principal academic and executive officer. Several factors which include but are not limited to incapacity to adopt change, wastage of resources, patronage, self-aggrandisement, one-way communication, and centralised decision making associated with bureaucratic inertia are hindering the effectiveness of university leaders in strengthening governance of their institutions. The aforementioned factors point to the practice of poor leadership approaches or better still, the traditional autocratic leadership style rampant in state universities resulting in their failure to effectively discharge their respective key mandates and sustain their competitive edge in the market. In spite of the presence of governance structures such as the committee system to enhance governance, state universities in Zimbabwe are facing challenges pointing to ineffective leadership. It is against this background that this study

interrogates the potential usefulness of servant leadership in improving the governance of Zimbabwe's state universities. The study seeks to unpack the potential opportunities and threats related to the adoption of servant leadership approach to improve the quality of leadership at state universities and to recommend strategies for its effective implementation.

1.4RESEARCH OBJECTIVES

1.4.1 MAIN OBJECTIVE OF THE STUDY

The main objective of this study was to interrogate the appropriateness of adopting the servant leadership style in institutions of higher learning in Zimbabwe with particular reference to state universities.

1.4.2 SPECIFIC OBJECTIVES OF THE STUDY

The main objective of the study was informed by the following specific objectives:

a. To examine the theoretical and conceptual underpinnings of servant leadership as a governance approach.

b. To examine the appropriateness of servant leadership approach to the governance of state universities.

c. To explore the potential threats and opportunities for effective adoption of servant leadership in the Zimbabwe's state universities.

d. To suggest strategies for effective implementation of servant leadership in Zimbabwean state universities

1.5 RESEARCH QUESTIONS

The study sought to answer the following research questions:

a. What are the theoretical and conceptual underpinnings of servant leadership as a governance approach?

b. How does servant leadership approach contribute to the good governance of state universities in Zimbabwe?

c. What are the potential threats and opportunities for effective adoption of servant leadership in Zimbabwe's state universities?

d. How can servant leadership be effectively implemented at state universities in Zimbabwe?

1.6 PROPOSITION

In view of the above research questions, the study proposed that servant leadership is fundamental for effective governance of state universities in Zimbabwe.

1.7 JUSTIFICATION OF THE STUDY

Academic research aground on servant leadership does not mention Zimbabwe's practical and situational experiences and the extent to which the government is geared for the adoption of new governance concept. In fact, literature on this subject is still nascent, especially with reference to experiences of developing countries. Furthermore, academic research carried out by a number of researchers focused on servant leadership in state universities which are in the developed world. However, these studies did not make reference to any state universities in developing nations, let alone Zimbabwe. Accordingly, this study seeks to close this observed knowledge gap in existing leadership literature and assist relevant policy makers, academics, development partners and other key stakeholders in the higher education sector. The study is fundamental and imperative to explore empirically-based interventions in addressing the potential threats likely to affect effective adoption and implementation of servant leadership as a governance reform measure in African Public Universities in general and Zimbabwean state universities in particular and aid them to install and acculturate servant leadership behaviours in their work settings.

Quite significantly, the academic merit of this study is not only designed to benefit Zimbabwe, but across the region. Importantly, recommendations and conclusions suggested in this study may augment government concerted efforts in designing empirically sound governance policies aimed at improving the quality of higher education in all state universities not only in Zimbabwe, but across the region. The academic value of this research is that it seeks to enhance knowledge of the servant leadership issues and how these can be addressed for effective adoption of this new leadership approach in Zimbabwean state universities. Conclusions and recommendations suggested by this study may act as a steppingstone for use by academics undertaking similar research in future.

1.8 SCOPE OF THE RESEARCH

This study was confined to the higher education sector with particular reference to state universities. Target respondents for the study will include academic and non-academic staff of the university.

1.9 DEFINITION OF KEY TERMS

1.9.1State university

It is a university whose governance and primary financial support comes from the government/state.

1.9.2 Servant leadership

It is philosophy which is premised on placing the good of those being led (followers) over the self-interest of the leader. It promotes ethical behaviour, putting followers first, empowerment of followers, helping followers grow and succeed, emotional healing of followers and conceptualisation (Liden et al.2014).

1.9.3 Corporate governance

It is the process by which organisations are directed, controlled and held to account (Cadbury, 1992).

1.9.4 University governance

It is the authority to make decisions on fundamental policies and practices in critical areas. This includes among others decisions on location, mission, size, access to programs and services offered by the institution, appointment of staff, organization structure and allocation of resources.

1.10   DISSERTATION OUTLINE

The research consists of five chapters.

1.10.1 Chapter One

This is the first chapter of the dissertation and provides the introduction of the study into exploration of the appropriateness of servant leadership approach to the governance of state universities. It provides a brief explanation of the background to the study. The rationale for the selection of the research area is also provided and issues leading to the problem are also discussed. The proposition, research objectives, research questions and definition of main terms are given. The chapter concludes by outlining the structure of the research.

1.10.2 Chapter Two

Chapter two critically reviews the empirical and theoretical literature relating to the adoption of the servant leadership approach by state universities. The chapter presents the evolution of servant leadership, most prominent models and theories of servant leadership approach which have been previously introduced. In addition, the viewpoints of other authors regarding servant leadership as a governance approach are presented in a logical manner.

1.10.3 Chapter Three

Chapter three discusses the study's methodology and the selection of appropriate methods for research. The chapter also presents justification of the research strategies and design as well as their viability for the research in terms of sampling unit, sample size and the data collection process. Chapter 3 also explains why a qualitative approach is adopted for the study. Ethical considerations are also included in this chapter.

1.10.4 Chapter Four

Chapter four basically focuses on the findings of the research including discussion and analysis of the research findings. The primary data that would have been collected through in-depth interviews and so on is transcribed, coded and is analysed. The findings from the literature review with regards servant leadership's relevance to state universities are compared to the primary data findings and there are in depth discussions for each objective of the research study. Chapter four plays a crucial role in the achievement of the research aim and objectives regarding the study of assessing the appropriateness of servant leadership approach to the governance of state universities.

1.10.5 Chapter Five

Chapter five is the concluding chapter of the study and it summarises the level of achievement of the research aim and objectives, that is, it spells out whether the servant leadership approach is appropriate for adoption by state universities in Zimbabwe to improve their governance systems. Chapter five also acknowledges the limitations of the study and highlights the scope for future studies in the same research area.

1.11 CHAPTER CONCLUSION

In conclusion the researcher was able to give a detailed background of leadership and governance in state universities. A consideration of the relevance of servant leadership in Zimbabwe state universities was also made. The research also delved on the significance of the study as well as deliberated on the problem statement. The ensuing chapter presents the conceptual framework and the critical review of the relevant local, regional and global literature relating to servant leadership approach and the governance of state universities.

1.12 CHAPTER SUMMARY

The researcher introduced the chapter and went on further to introduce the study and gave a brief background of servant leadership vis-a-vis governance of state universities nexus. Particular focus was paid on the definition of corporate governance and the nature of university governance. The researcher went on further to discuss the relationship between governance and leadership in the subsequent section. The statement of the problem, rationale of the study and the main objective of the study backed by specific objectives were also outlined. The scope and the justification for the study were explored. Key concepts to inform the study were also defined. As a final point, the researcher gave a framework of the entire dissertation and concluded the chapter.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

This chapter reviews relevant literature on the appropriateness of servant leadership in the higher education sector with particular emphasis on state universities. The chapter seeks to examine the relevance of servant leadership in governing public sector organisations, paying attention to state universities. Comparisons will be done with other leadership styles to effectively appreciate the possible usefulness and sustainability of servant leadership in state universities. The chapter traces the origin of servant leadership; and highlighting its key principles and characteristics as proposed by different authors. The chapter discusses the conceptual and theoretical underpinnings of servant leadership in order to establish its appropriateness in the public sector institutions. For comparative analysis, the chapter also presents selected contemporary case studies to find out how the model can be fully adopted and utilised in the Zimbabwean state universities. At the end the chapter presents a summary of the discussed issues.

2.2 OVERVIEW OF LEADERSHIP

2.2.1 Definition of leadership

In governance literature, many scholars have understood and defined the concept of leadership differently depending on their varying contextual backgrounds. The fundamentals include but are not limited to power, influence, control and love. From the varying interpretations of leadership, it is interesting to note that the concept is well believed to either have in common some aspects or all of them. According to Northouse (2016), leadership is concerned with how the leader affects followers. Commenting on influence, for instance, it is the sine qua non of leadership. In other words, leadership is highly dependent on the presence of influence. According to Chemers (cited in Kwanya and Stiwel, 2018) leadership is defined as a process of social influence in which one person can enlist the aid and support of others in the execution of a common task. Contextually, the nature and role of leadership style should be seriously considered in enhancing the quality of organisational performance.

Simply stated an effective leader is someone who selects, equips, trains, and influences followers and directs them towards realisation of the organization's mission and objectives. This is done if these subordinates are influenced to willingly and enthusiastically expend energy in a concerted, coordinated effort to achieve the organizational mission and objectives (Bauer, 2018). There is consensus on the concept of 'influence' in leadership literature, which suggests that those who are leaders exert a level of influence over their followers making them work towards the organisation's vision or mission.

According to Bawany (2017), today's leaders are confronted with a challenge of learning to lead in the present environment characterised by volatility, uncertainty, complexity and ambiguity (VUCA). Institutions of higher learning are not exempt from these unbearable circumstances associated with globalization, technological revolution and societal and value changes (Alonderiene and Majauskaite, 2016). It is therefore imperative that an agile leadership style be adopted to provide state universities with competitive advantage in terms of ranking and student enrolment intensification.

Bawany (2017) has re-defined leadership as the process of social influence in which a leader could solicit the aid and support of employees, team members or followers in the accomplishment or pursuit of a common goal of the organisation. In other words, the leader has the critical role of contributing to the overall success of the organisation through this ability to influence others.

From the diverse definitions proffered in governance literature, it can be noted that the term leadership points to a process whereby one person exerts intentional influence over other people to guide, structure, and facilitate activities and relationships in a group or organization.

2.2.2 Definition of leadership style

In governance literature, leadership style is understood differently by scholars depending on the context in which the subject is being discussed. According to Gonos and Gallo (cited in Jali and Lekhanya (2017)), the term leadership style refers to an explanation of personal qualities and characteristics in controlling and managing human behaviour in order to realise a purposive course of action. Therefore, above definition points to an analysis of how leaders use their influence on others as well as appreciating how leaders carry out their functions according to which they operate and an explanation of morals that control behaviour and actions of people in a given organisation.

Leadership style is the relatively consistent pattern of behaviour that characterizes a leader. Impliedly, the success or failure of organizations is attributed to the nature of their leadership style (Nanjundeswaraswamy and Swamy, 2014). Nasereddin and Sharabati (2016) cite power as the main attribute of leadership style. This depends on how the leader uses the power to influence, direct, motivate and control the followers. Leadership style is not only dependent on the leader and follower but on culture and context within which the leader and the follower interact.

In the subsequent sections some of the notable leadership styles are presented in detail. The similarities and differences they share with servant leadership approach are also elaborated.

2.3 CONCEPTUALISING SERVANT LEADERSHIP
2.3.1 Origin of servant leadership

Existing body of literature presents diverse definitions of servant leadership largely due to contrary contextual backgrounds. Servant leadership originated from the writings of Robert Greenleaf in his book, Servant Leadership, which was first published in 1977. It was after reading the novel by Herman Hesse entitled *Journey to the East* that he came up with the concept of servant leadership. *Journey to the East* describes the account of a fictional spiritual journey of a group of travellers and their servant Leo and how after Leo disappeared that the group went into disarray. It was after Leo's disappearance that they realised they were inoperable without him. He was indeed the glue that held the group together (Eva, 2013).

Equally important, Greenleaf (1977) also came to the realisation that it is through service that one is recognised as a great leader not through their position. He further coins that a better approach to leadership was one where employees, customers and the community become the leader's number one priority (Eva, 2013). From these observations, Greenleaf (1977) argued that a servant leadership develops when one decides to serve. This implied that leading comes after service. Greenleaf (1977) strongly believed that leadership begins with serving others first and putting their needs above one's own.

These observations made Greenleaf(1970) to argue that:

> "*The servant-leader is servant first… Becoming a servant-leader begins with the natural feeling that one wants to serve, to serve first. Then conscious choice brings*

one to aspire to lead… The difference manifests itself in the care taken by the servant – first to make sure, that other people's highest priority needs are being served. The best test… is: do those served grow as persons; do they, while being served, become healthier, wiser, freer, more autonomous, more likely themselves to become servants? And, what is the effect on the least privileged in society; will they benefit, or, at least, will they not be further deprived?" (Greenleaf, 1970, p. 6).

Spears and Lawrence (2002) expanded upon Greenleaf's writings or rather developed Greenleaf's (1970) definition of Servant Leadership into ten tangible characteristics of good leadership which are listening, empathy, awareness, healing, foresight, stewardship, conceptualization, persuasion, commitment to the growth of people, and building a community (Spears and Lawrence, 2002). Russell and Stone (2002) widened the pool of servant leadership characteristics. According to these scholars, servant leaders have nine functional attributes that are visible and can be readily exploited as given in Table 2.1. They also indicated eleven attributes which they termed complementary attributes.

Barbuto and Wheeler (2002) considered servant leadership as a vital calling whereby servants are called to lead. This view was in line with the original work by Greenleaf (1970). Barbuto and Wheeler (2006) further defined servant leaders as being selfless, that is, putting employee's needs above their own personal needs. Laub (1999) was the first to construct a reliable measuring instrument of servant leadership in organisations referred to as Organisational Leadership Assessment (OLA). He identified six areas of servant leadership in his organisational leadership assessment as follows: values people, develops people, builds community, displays authenticity, provides leadership and shares leadership (Moll and Kretzschmar, 2017).

Dirk van Dierendonck (2011) sought to address the lack of consensus that existed among the various authors in defining and providing a framework for servant leadership when he identified six characteristics which, in their combination, provided a strong indication of how a servant leader should function. Servant Leadership is demonstrated through empowerment and the development of people; by expressing humility, authenticity, interpersonal acceptance, and stewardship; and by providing direction (Dierendonck, 2011). Contextually, this study therefore seeks to establish the conditions necessary for effective adoption of servant leadership as governance approach to strengthen the quality of leadership praxis and systems in the contemporary African State Universities, and Zimbabwe is not an exception.

Sendjaya et al. (2008) on the other hand, classified the different characteristics of servant leadership into six groups namely; uprightness, being influential, willingness to serve, bonding with subordinates, being spiritual and authenticity. Dennis and Bocarnea (2005) proposed the five characteristics of agapao love, humanity, vision, trust and empowerment. They proposed agapao love as the significant differentiating factor of servant leadership. According to Hunter 1998 (cited in Rachel (2016)) this kind of love does not describe the positive feelings one has for another person but rather it's a word that explains a behaviour and choice. Leaders will comprehend better how to meet the actual needs of followers when they have the ability to understand those that they are serving (Rachel, 2016).

Wong and Davey (2003) established that a spiritual conversion was needed for one to be considered a true servant leader. Liden et al. (2008) listed emotional healing, empowering, conceptual skills, creating value for the community, helping subordinates grow and succeed, behaving ethically and placing subordinates first. The transition to a culture of servant leadership would require that leaders develop characteristics or qualities of a servant leader as given by Liden et al. (2008) and this model forms the theoretical framework for this research.

From the above definitions; and as given in the following Table 1, it can be noted that although consensus on the nature of servant leadership theory especially on the core attributes does not exist, general agreement on its characteristics can be detected (Moll and Kretzschmar, 2017). Most of the characteristics include but are not limited to vision, humility, empowerment, emotional healing and conceptualisation. These have been proposed and reinforced by more than one author. Some of the characteristics as can be noted are unique to one author.

Equally important, the bible is also another literature book with quite comprehensive attributes of servant leadership. A cursory review of the bible points attributes of servant leadership. In fact, Matthew Chapter 20 verse 26-28 reads:

> *"Not so shall it among you; but whoever wishes to be great among you must be your servant. And whosoever desires to be first among you must be your slave-just as the son of man came not to be waited on but to serve and to give his life as a ransom for many…"* (Amplified Bible. Matthew 20 verse 26-28)

Similarly, John 13:1-17 shares the same fundamentals. In fact, Jesus washed his disciple's feet and wiped them with the servant's towel as sign of humility before his followers. This proverbially relates to the fundamental that a servant is not greater than his master, and no one who is sent is superior to the one who sent him.

All these biblical references are equally important in this study to unpack the most fundamentals of Servant Leadership which if adopted and fully utilised will be value adding to the quality of leadership praxis and systems in modern State Universities in Zimbabwe. The Table 1 below illustrates key blocks of servant leadership based on different scholars.

Table 1 Summary of key servant leader characteristics

Laub (1999)	Spears and Lawrence (2002)	Barbuto and Wheeler (2006)	Dennis and Borcanea (2005)	Russell and Stone (2002)
• Developing people • Sharing leadership • Displaying authenticity • Valuing people • Providing leadership • Building community	• Listening • Empathy • Awareness • Healing • Foresight • Stewardship • Conceptualisation • Persuasion • Commitment to the growth of people • Building community	• Altruistic calling • Emotional healing • Wisdom • Persuasive mapping • Organisational stewardship	• Agapao love • Humanity • Vision • Trust • Empowerment	**Functional:** • Vision • Honesty • Integrity • Service • Modelling • Pioneering • Appreciation of others • Empowerment **Accompanying Attributes:** • Communication • Credibility • Competence • Stewardship • Visibility • Influence • Persuasion • Listening • Encouragement • Teaching
Wong and Davey (2007)	**Liden et al. (2008)**	**Sendjaya et al. (2008)**	**van Dierendonck and Nuijten (2011)**	
• Servant heart • Serving and developing others • Consulting and involving others	• Emotional Healing • Creating value for the community • Conceptual skills • Empowering	• Voluntary subordination • Authentic self • Covenantal relationship	• Standing back • Forgiveness • Courage • Authenticity • Accountability	

• Inspiring and Influencing others • Modelling Integrity	• Helping subordinates grow and succeed • Putting subordinates first • Behaving ethically	• Responsible morality • Transcendental spirituality • Transforming influence	• Empowerment • Humility • Stewardship	• Delegation

SOURCE: Slotman (2016)

2.4 MODEL OF SERVANT LEADERSHIP

Whilst literature reflects various models of Servant Leadership this research adopts the one developed by (Liden, Wayne, Zhao, and Henderson,2008). Liden et al. (2008) following a number of earlier scholars elaborated and found support for seven dimensions to the construct of servant leadership: emotional healing, creating value for the community, conceptual skills (understanding what needs to be done and assisting others to do it), empowering (facilitating followers), helping subordinates grow and succeed, putting subordinates first and behaving ethically (Liden et al..2008:162-173).Many models of servant leadership have only largely focused on servant leader characteristics only. However as highlighted by Laub (2018), Liden et al(2008). suggest a model that goes beyond servant leadership characteristics or behaviours. As a conceptual framework, this model highlights both antecedent conditions that affect servant leadership application and the outcomes of those servant leadership behaviours. The model is presented below to clarify the conceptual application and relevance of servant leadership in addressing governance challenges and complexities in public institutions.

Northouse (2013) highlighted the same Servant Leadership model based on Liden, Wayne, Zhao, and Henderson (2008) and Liden, Pannacio, Hu and Mueser (in press) that has three main constituents: antecedent conditions, servant leader behaviours and outcomes. The stated model of servant leadership highlights the three antecedent conditions, that is, context and culture, leader attributes and follower receptivity. In summary antecedent conditions are the prevailing or existing conditions that affect the way servant leaders' ability to impact on other individuals. Each of these antecedent conditions will be further analysed. The model suggests that the outcomes from the combination of servant leader behaviours and antecedent conditions have a bearing on employee performance and growth, organizational performance and on the society as a whole.

A diagrammatic illustration indicating the conceptual underpinnings of servant leadership is presented below in Figure1. This model is critical to informing this particular study on how the concept of servant leadership can easily fit in the University governance set up based on the conditions as discussed below.

Figure 1 Conceptual framework-servant leadership model
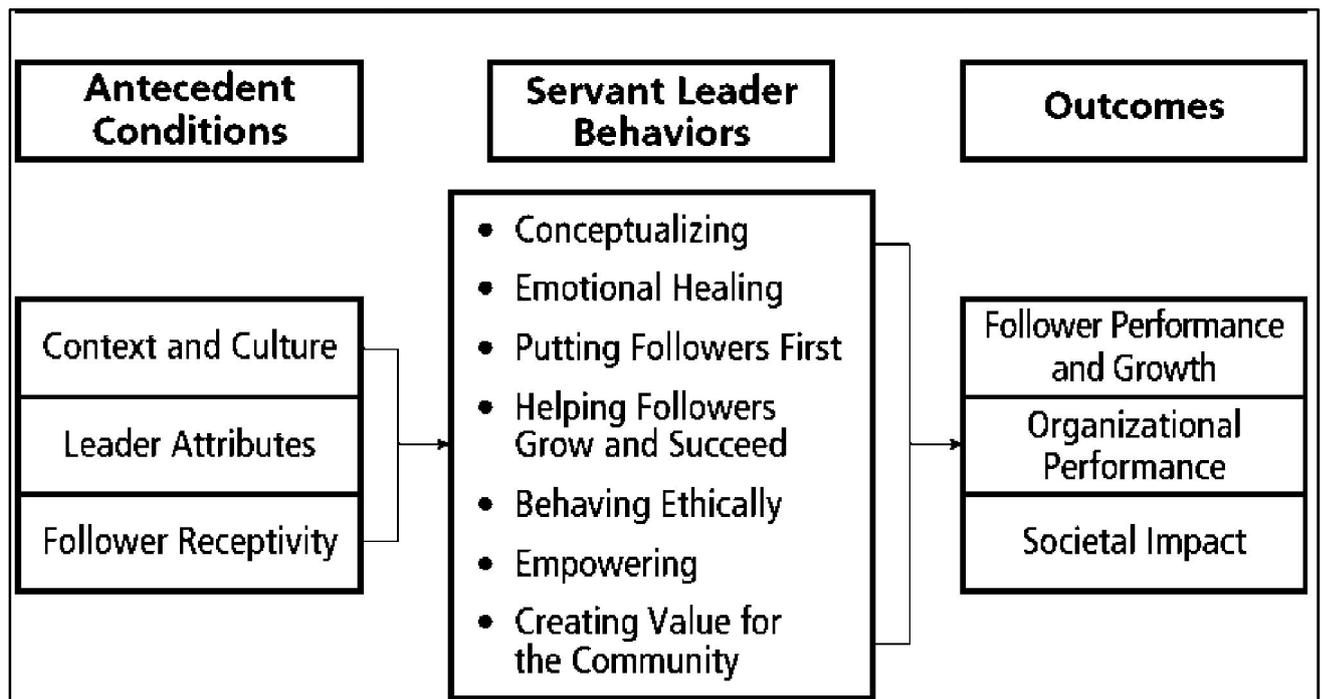
SOURCE: Northouse (2016)

2.4.1 ANTECEDENT CONDITIONS

As indicated on the left side of Figure 2.1, the three antecedents or existing conditions which have an impact on servant leadership are context and culture, leader attributes and follower receptivity. Antecedent conditions can be described as the existing conditions that have an impact on servant leadership or rather the conditions favourable for servant leadership. According to Northouse (2016) these conditions are not inclusive of all the conditions that affect servant leadership, but do represent some factors likely to influence the leadership process.

2.4.1.1 Context and culture

Servant leadership does not occur in a vacuum but occurs within a given organizational context and a particular culture (Northouse, 2016). The nature of context or culture will affect the way servant leadership is carried out. According to Hall (2010), context represents the circumstances, conditions and happenings that form the atmosphere within which something exists or takes place. Organisational context is pertinent in the determination of attitudes and behaviours. Higgies et.al (2006) define organisational culture as a pattern of shared values, norms and practices that help distinguish one organization from another. Northouse (2008)

concurs with the above definition and stresses that it is these shared qualities of a group that makes them unique.

Mooney (2018) states that the nature of a company's culture influences the style of leadership used in the establishment. For instance, if there is a strong culture of motivated and well-trained employees the managers can adopt a laissez faire style. The leader is essentially hands-off as they believe their staff is capable of handling their work without much guidance. The leader's role is to inspire and not to micromanage subordinates. A culture of creativity would require a creative leader who is able to challenge employees to think in innovative ways and not intimidate them to the extent that they are afraid to express their opinions and experiment with different work methods. In the same manner a university may be characterised by a culture of academic excellence in teaching and research and as such leaders will endeavour to find ways of motivating employees to research more and seek for ways of improving teaching to achieve excellent results.

Even in the most faultless of circumstances with regards culture as characterised by the right values, norms and practices leadership proves to be challenging. As previously mentioned, leadership cannot take place in the wrong culture such that even the most skilled and talented leaders will not achieve their maximum potential if the culture is not in favour of uniting people towards a collective goal.

Each organisation has its own unique culture which pertains to the way things are done. Clark (2015) and Tsai (2011) articulate culture as the intensely imbedded nature of the organisation resulting from the traditions, formal and informal systems which have prevailed for a long time and as such it often proves difficult for individual leaders to change the culture as it would have become part of the organisation. Leaders therefore need to learn to be responsive to their unique company culture to be effective.

In communicating and promoting the organizational ethos to employees, their acknowledgement and acceptance of it can influence their work behaviour and attitudes. Every organization has a distinct culture that sets it apart and guides everything that its members do.

Organizational culture is similarly defined by Robbins and Coulter (cited in Tsai (2011)) as the shared values, beliefs, or perceptions held by employees within an organization or organizational unit. Through its reflection of the values, beliefs and behavioural norms that

are utilised by employees in an organization to give meaning to the situations that they encounter organisational culture can influence the attitudes and behaviour of the staff. Aubrey and Hill (2012) concur that culture influences the way individuals feel about the organization, and how they react to one another. According to Tsai (2011) strong organizational culture aids in the understanding the organization's core values leading to the prevention of possible internal conflict.

Rachael (2016) indicates that it is very crucial for a leader to understand that change is inevitable and as such culture also continues to change and so do personal interactions. Leaders will need to adapt to the setting around them because while one leadership may be ideal for one setting it might not be so for other settings. Effective leaders exhibit flexibility in their style by assessing the cultural expectations of followers. The leadership style will change following a change in the cultural situation.

Leadership is vital in determining the culture of any organization (Mullins, 2007). She contends that in the context of higher education it is the role of university leaders to create a culture which promotes teaching effectiveness. Leaders shape culture by projecting corporate vision, establishing values, setting reward systems, establishing policies, influencing information flow and stimulating involvement and teamwork. Bass and Avolio (cited in Mullins, 2007:542) contend that the organization's culture develops in large part from its leadership. Transactional leaders work within their organizational cultures following existing rules, procedures and norms while transformational leaders change their culture by first understanding it and then realigning the organization's culture with a new vision and revision of its shared assumptions, values and norms.

According to Timiyo (2016) people are usually united by the commonalities that they share while working in a particular organisation and ultimately the culture can also be seen as a way of life, or the way and manner that people perform certain activities within their immediate setting. Timiyo (2016) further reiterates that the dyadic relationship between culture and leadership cannot be ignored in any leadership study. Furthermore, it is believed that successful leaders are those who lead according to shared patterns and as such culture invariably has a greater regulating effect on leadership styles than leadership has on culture.

Culture is also a key strategic factor in predicting behaviours and outcomes (Aubrey and Hill, 2012). An organization 's culture may have a moderating effect on the behaviour of its members and may ultimately serve to promote toxic behaviour. An organization 's leadership

and its culture are related elements of organizational life because they directly and indirectly influence each other, and serve similar functions. Research carried out by Melchar and Bosco (2010) discovered that on achieving high organisation performance through servant leadership and investigating whether a servant leader can develop a corporate culture that attracts or develops other servant leaders, servant leaders can develop a culture of followers who are servant leaders themselves (Melchar and Bosco, 2010). This can also work if university leaders adopt this culture so that employees are motivated to follow order and work towards achievement of the organisation's overall goals.

As highlighted by Moir (2017), much of the leadership literature has historically focused in the areas of traits, behaviours, and at times, situations to explain the nature of leadership and its implication on organisations and people when in fact context also impacts greatly on leadership personality and effectiveness. Moir (2017) argues that understanding the contextual nature of influence, thereby recognizing that all environments have unique characteristics, plays a major role in the comprehension of the underpinnings of effective leadership behaviour.

Business organisations have cultures shaped by the nature of the businesses they run and the people who run them and institutions of higher learning are not exempt from this. Leaders in State Universities need to cultivate tailor-made leadership attributes, tailored to the unique culture within the institutions they work.

Petersen (2017) describes school culture as the set of norms, values and beliefs, rituals and ceremonies, symbols and stories that make up the 'persona' of the school. According to him the culture of a school consists primarily of the underlying norm values and beliefs that teachers and administrators hold about teaching and learning. The culture in an organisation can either be positive or negative and in the context of higher education a positive culture would be one that is characterised by a positive and caring environment, a set of values that supports the professional development of academic and non-academic staff and committed towards ensuring that the respective mandates are discharged, that is, teaching, research and community development. Servant leadership can successfully be implemented where the culture is positive. Petersen (2017) reiterates that a positive culture celebrates success, emphasizes accomplishment and collaboration and fosters a commitment to staff and student learning. This is in line with what servant leadership believes in, that is, commitment to the growth of people, building community and empowerment. On the other hand, a negative

culture which discourages collaboration, breeds hostility among staff and blames students for lack of progress would deter the practice of servant leadership.

From the foregoing discussion it can be noted that there needs to exist the right culture and climate for servant leadership to be practiced. Bawany (2017) highlights that organizations with cultures that focus on their people and that invest in their future will in the long-run be more competitive than cultures that view employees as mere costs to be reduced in times of distress.

2.4.1.2 Leader attributes

Leader attributes refer to the belief that qualities and dispositions influence the process of servant leadership because individuals bring their own traits and ideas to their leadership (Northouse, 2016). Leader characteristics or behaviours are the deepest or peculiar qualities that constitute effective leadership. According to Virkus (2009), these attributes include a large array of characteristics such as values, character, motives, habits, traits, style, behaviours and skills. According to Northouse (2008) the success of any leadership process is highly dependent on the personality and the qualities of the leader. A leader's skills and knowledge which they bring to the leadership situation may be influenced by attributes such as beliefs, values, ethics and character.

2.4.1.3 Follower receptivity

Another antecedent condition of servant leadership as given by Liden et al. (2008) is follower receptivity and according to Northouse (2013) it is a factor that appears to influence the impact of servant leadership on outcomes such as personal and organizational job performance. Therefore, follower receptivity reveals the point of view that servant leadership is effective when subordinates desire it. Servant leadership may thus fail to be effective in organizations where the individuals do not desire this avenue of leadership.

Liden et al. (2014) pointed out some of the challenges which may be associated with the practise servant leadership style. For instance, it might be likely that not all followers of organizations will openly receive servant leadership as an appropriate or valid leadership style. Furthermore, servant leaders must balance the concerns and preferences of multiple stakeholders (organization, supervisor, followers, community, personal life and family),

which can be both logistically and emotionally taxing. This issue reveals potential challenges for implementing servant leadership.

Follower leadership preference may be an important issue that impacts the way in which servant leaders' actions are perceived (Liden et al., 2011). Not all people may long for the empathetic behaviours of a servant leader. A mismatch between follower comfort with or desire for servant leadership and actual leadership style may cause detrimental effects in the workplace (for example reduced follower performance or organisational citizen behaviour) when servant leadership is applied and in extreme cases may even result in followers not perceiving their immediate superiors to be leaders (Liden et al, 2014).

Liden et al. (2014) also note that existing literature has paid more attention to leaders and not followers. However, neither can be in existence without the other and as such follower receptivity is a key determinant of the acceptance of a leadership style. Thus, the servant leadership model has a totally different leadership paradigm by underlining satisfaction of servants (followers) to enhance their positive and full commitment towards the organisation's overall goals achievement.

2.4.2 SERVANT LEADER BEHAVIOURS

Studies which have been carried out have mostly been to find out if principals of secondary schools exhibited servant leader behaviours and mostly in the developed countries. The research undertaken by Insley et al. (2016) was aimed at soliciting the existence of servant leader behaviours in the school principals in Turkey and the research findings revealed that the extent to which they exhibited such behaviours was limited. The servant leader behaviours indicated in the central part of Figure 2.1 are explained below.

2.4.2.1 Conceptualizing

Conceptualizing refers to the leader's ability to thoroughly understand the organization in order to process multifaceted issues. The process of conceptualization is rooted in relationships and shared meanings. The servant leader is able to join the organization around the vision and form a commitment to a common purpose (Ross, 2009). Servant leaders are visionary with ability to see into the future by dreaming big dreams and seeing larger than life visions making them to think beyond everyday realities (Ekundayo, 2010). As opposed to the traditional leader who is consumed by the need to achieve the short-term operational goals,

the servant leader must be able to stretch their thinking to encompass in-depth based conceptual thinking (Spears ,2010). Crippen (2005) attests that servant leaders seek to nurture their own abilities to dream great dreams. Servant leaders need vision to lead their organizations effectively towards a goal. Starratt (cited in Crippen, 2005:136) emphasizes, 'Those who lead educational institutions need to have moral depth and a well-articulated platform for the moral work of learning in the school, as well as a clear sense of how to proactively engage teachers and students in an authentic process of learning'.

2.4.2.2 Emotional healing

Emotional healing's focus is on the ability to be sensitive to personal concerns and well-being of followers. Servant leaders "who exhibit emotional healing make themselves available to others, stand by them, and provide them with support" and create a system of nurturing within the organization (Northouse, 2016, p.233)

This is exhibited when leaders provide a listening ear to their subordinates' problems and take time to address them. It is the responsibility of the servant leader to develop and maintain the well-being and spirit of the organization. Ross (2009) corroborates that the complete care and well-being of those within the organization is not related only to them growing and developing to satisfy the needs of the organization but their individual needs as well. Barbuto and Wheeler (2006) agree that to ensure fully functional people leaders should practise emotional healing and ensure that followers are able to move forward despite the broken promises and dreams. Paul and Fitzpatrick (2015) concur that servant leaders show commitment to helping their followers recover from hardship or trauma. Lecturers not only help students recover from hardship but also help them cope with non-academic issues which include family trauma and troubled interpersonal relationships and thus exert a positive effect on the student's well-being (Kuhn, Gordon and Weber, 2006).

According to Spears (2010), one of the great strengths of servant leadership manifests in emotional healing through the ability to heal self and one's relationship to others as many people have broken spirits and have suffered from a variety of emotional hurts.

2.4.2.3 Putting followers first

This servant leader behaviour is displayed when leaders put the success and interests of subordinates above their own. Putting followers first is "using actions and words that clearly

demonstrate to followers that their concerns are a priority… It may mean a leader breaks from his or her own tasks to assist followers with theirs" (Northouse, 2016:234).

Follower focus is the major distinguishing factor of servant leadership from other leadership approaches. According to Stone, Russell and Patterson (2004) the major difference which exists between transformational leadership and servant leadership is the focus of the leader. The focus of the servant leader is on service to followers and this desire to serve people supersedes organizational objectives. Servant leadership is based on the premise that achievement of organizational goals follows the growth, development and general well-being of the employees. Hence putting followers first has been held to be the "sine qua non "of servant leadership.

2.4.2 4 Helping followers grow and succeed

Northouse (2016) speaks on helping followers grow and succeed as the process of enacting direct attention to the professional or personal goals of followers and helping them accomplish those goals. This entails helping subordinates reach their goals whilst guiding them along the way as they take each step. By removing obstacles that prevent people from effectively doing their jobs, a servant leader helps each individual realize his or her full potential. The servant leader is committed to the growth of others and recognizes that individuals are more valuable than just what they contribute to their job (Ross, 2009).

Spears (2010) articulates that the servant leader is deeply committed to the growth of each and every individual within his or her organization and as such they recognize the tremendous responsibility to do everything in their power to nurture the personal and professional growth of employees and colleagues. Trainings, workshops and conferences are fostered by institutions of higher learning leaders to ensure that employees' personal and professional lives are developed and encouraged.

The servant leader behaviour correlates with Greenleaf's sentiments when he suggested that, "The best test, and difficult to administer, is: do those served grow as persons; do they, while being served, become healthier, wiser, freer, more autonomous, more likely themselves to become servants? And, what is the effect on the least privileged in society; will they benefit, or at least, will they not be further deprived?" (Greenleaf, 1970, p. 15).

2.4.2.5 Behaving ethically

Ethical behaviourby servant leaders is consistently doing the right thing in the right way while holding themselves to high ethical standards, including being present, honest, and consistent with followers (Northouse, 2016). Furthermore, servant leaders do not compromise their ethical principles in order to achieve success. Institutions of higher learning are guided by rules and regulations and leaders uphold ethical behaviour by ensuring that they do not engage in dishonest activities such as, though not limited to, contravening procurement regulations for their own benefit, making questionable job appointments and fraud.

2.4.2.6 Empowering

Consistent with the work of Greenleaf, the servant leader serves others by prioritizing the needs of followers above the leader's own needs and this includes assisting subordinates in recognizing their full potential which is done partially through empowerment (Liden et al., 2014).This is demonstrated when the leader gives subordinates the opportunity to make job-related decisions and giving them room for freedom to complete certain tasks without fear of repercussions which then results in improved self-confidence (Northouse ,2016; Caffeey, 2012). Empowerment entails delegating power to others in the organisation (Caffeey, 2012)). In other words, this allows the followers to share power with the leaders and gives them some sense of control.

Empowerment benefits organisations immensely when turnover is reduced and furthermore when high levels of responsibility, job satisfaction and commitment are achieved among the employees (Caffeey, 2012).The ultimate result is increased employee involvement and commitment and consequently increased competitive advantage on the part of the organisation. Empowered work groups possess more power and responsibility for their work than more ordinary work groups do because of their receptiveness to the power bestowed on them (Langreo et al, 2016).

2.4.2.7 Creating value for the community

Creating value for the community is exemplified by servant leaders when they are seen to be purposefully giving back to the community (Northouse, 2016).In line with the emphasis that Greenleaf placed on servant leaders to balance their involvement in every aspect of life, Liden et al. (2008) identified another dimension of Servant Leadership as creating value for

the community in which the organisation is rooted through contributing service and encouraging followers to do likewise.

According to Crippen (2005), approaches to building community include giving back through service to the community, investing financially into the community and caring about one's community. The servant leader seeks to identify means for generating community among those who are within a given institution. It is one of the most imperative goals of higher education to attain excellence by preparing lecturers to serve the students and the community (Al Hila and Al Shobaki, 2017).

2.4.3 OUTCOMES

The primary focus of Servant Leadership is the leader behaviours but it is also imperative that outcomes of Servant Leadership which constitute of follower performance and growth, organizational performance, and societal impact be examined (Northouse, 2016) and these are located on the right side of Figure 1. model of servant leadership. The central goal of servant leadership is to create healthy organizations that nurture individual growth, strengthen organizational performance, and, in the end, produce a positive impact on society (Greenleaf, 1970). Universities produce intellectual capital which contributes to the socio-economic growth of the country. Both academic and non-academic staff performance is crucial as it impacts greatly on the performance of the institutions.

2.4.3.1 Follower performance and growth

According to Northouse (2016) the basic premise of Servant Leadership is that the leader's first aim is to serve and help followers to fulfil their roles in order for the followers to grow and progress. They put others' needs first and as a result, enthusiastically help their followers meet organizational goals and effectively learn to do the same for others. As a result of this type of nurturing towards growth, the intended goal is that followers not only grow themselves, but help the organizations within which they exist to grow as well.

2.4.3.2 Organisational growth

Servant leadership does not only positively influence individual performance but organisational performance as well (Northouse, 2008). According to Hu and Liden (2011) servant leadership enhanced team effectiveness by increasing the members' shared

confidence that they could be effective as a work group. When individuals are committed effective organisational growth becomes inevitable**.**

2.4.3.3 Societal impact

The final outcome of servant leadership according to Greenleaf (1977) is to create healthy organizations that nurture individual growth, strengthen organizational performance, and produce a positive impact on society (Northouse, 2016).

The servant-leader relationship model portrays servant leaders as directly supporting subordinates to develop necessary skills that are likely to enhance subordinates' performance in the organisation. Subordinates in turn reach out to customers with the improved knowledge and skills to serve better. Through the servant leader, the customers might possibly impact shareholders and other members of the society, who have a stake in the organisation, either directly or indirectly (Timiyo, 2016).In the context of universities enhancing performance of the core employees who are the academic staff leads to enhancement of service to the core business (the students) and ultimately improved performance of the institution which impact on other stakeholders and the society at large.

2.5 OTHERLEADERSHIP STYLES VS SERVANT LEADERSHIP
2.5.1 Democratic leadership
Democratic leadership is a leadership style which takes the participative approach by involving employees in decision making. Every member of the organisation is given an opportunity to participate and share their ideas. According to Money-Zine (2015), the employees or followers become more committed to the desired outcome as they both have an equal say in decision making. This results in more exhaustive solutions to problems. As has been given in literature this leadership style depends highly on the employers' knowledge of their employees and as such this style is ineffective where employees are inexperienced. In circumstances where solutions are needed urgently or rather during a crisis democratic leadership style which insists on collaboration may not be effective because no time is usually available to address everyone concerned.

Similarly servant leadership is also considered to be a form of democratic leadership because team members participate in the decision-making process. Servant leaders prefer to give credit to their teams rather than themselves as they believe in putting followers first. Servant leaders just like democratic leaders are considerate, consultative, consensual, employee-

centred, concerned with people and with the maintenance of good working relationships. According to Corey (cited in Kim (2016)) both leadership styles have a fundamental belief that followers are internally motivated to do well and seek opportunity to prove their worth. Furthermore, both styles encourage decision making at lower levels though empowerment and they treat subordinates' mistakes as learning opportunities while celebrating their accomplishments as they exhibit commitment to the growth and success of their subordinates.

2.5.2 Autocratic leadership
The autocratic leadership style is the exact opposite of the democratic leadership style. It is a leader-centred leadership approach. According to Kim (2016), leader-centred styles have a top-down structure where the leaders rely on authority and specific directions for success

When contrasted with servant leadership style, authoritarian leadership style is exactly opposite of what the servant leadership style represents and as such no similarities exist between the two leadership approaches. Whilst authoritarian leaders are characterized by answering the 'what', 'when', and 'how' questions without any input from followers, servant leaders seek to listen to their followers and thus incorporate their ideas and suggestions (Kim, 2016). In terms of motivation, servant leadership's major motivation is intrinsic as individuals are not motivated by external rewards as behaviour proves to be rewarding. However, motivation in authoritarian leadership is majorly extrinsic and often oriented towards money, recognition, competition or dictating to the people (Vatandas cited in Kim, 2016).

2.5.3 Authentic leadership
According to Northouse (2016), authentic leadership is a complex process that is difficult to characterize and there are thus multiple definitions written from different viewpoints. Authentic leadership can be defined from an intrapersonal perspective, interpersonal and development perspectives. According to Avolio et al. (cited in Hoch et al., 2016) authentic leadership is viewed as a root concept to all other forms of positive leadership including transformational, ethical and servant leadership. In their definition of authentic leadership Avolio and Gardener (cited in Hoch et al., 2016) identified the dimensions of authentic leadership as positive moral perspective (that is, setting high standards for moral and ethical conducts), self-awareness (that is, understanding one's own strengths and weaknesses), balanced processing(that is, analysing information objectively and seeking advice from followers before making decisions), relational transparency (that is, sharing information openly and expressing true thoughts and feelings), positive psychological capital and

authentic behaviour. They also noted that authentic leadership has a strong developmental focus in terms of both moral development of the leader and development of authenticity in followers.

According to Avolio et al. (cited in Eva (2013)) there is a natural overlap in the paradigms of servant leadership and authentic leadership. For example, authentic leadership behaviours, such as integrity and humility are noticeable in many servant leadership models. Derue et al. (cited in Ling et al. (2016)) indicates that both authentic leadership and servant leadership belong to relationship leadership which stresses leader-follower relationships by developing followers which differentiates them from leader or organisation centred approaches like transformational and charismatic leadership. To expound on this Greenleaf, 1977 attests that servant leaders transform followers to grow healthier, wiser, freer and more autonomous by providing service and support. On the other hand, as given by Avolio and Gardener (cited in Ling et al. (2016)) authentic leaders focus on the development of authenticity in followers and this is realised though acts of self-awareness, self-regulation and positive modelling.

Servant leadership and authentic leadership do share many characteristics but however they do exhibit some matchless aspects (Ling et al, 2016). The main dissimilarity between the two leadership theories is their genesis. According to Avolio and Gardener; Walumbwa et al. (cited in Eva (2013)) authentic leadership has its origin in self-awareness and life experiences whereas servant leadership scholars emphasise that the root of a servant leader is in their values system (Greenleaf, 1977).Some scholars argue that with the nature of authentic leadership of being true to one's self there is a possibility that being true to one's self is in fact not acting in an ethical or moral manner but potentially displaying authoritarian or negative leadership (Eva ,2013). However, Sendjava et al. (cited in Eva, 2013) notes that this is in contrast to servant leadership, whose sole focus is on putting the needs of others first. Ling et. al (2016) concur that the focus of servant leadership has a broader scope than authentic leadership in terms of self-sacrifice. To further support this notion Walumbwa et al. (cited in Ling (2016)) state that whilst authentic leaders focus on self-development of themselves and followers, servant leaders emphasize responsibilities to the organisation, to its customers, to society and other stakeholders.

2.5.4 Transactional leadership

According to Burns (cited in Northouse (2016)), transactional leadership refers to the majority of leadership models, which emphasises on the exchanges that occur between

leaders and their followers. Leaders appreciate the relationship existing between them and their followers as an exchange such that employees are rewarded when they perform well and punished in some way when they fail to perform. According to Washington, Sutton, and Sauser (cited in Daniels (2016)) transactional leaders serve their personal interests such as material benefits, status and power by requiring followers to demonstrate behaviours compliant with the leaders' expectations and the control strategies used do not permit follower empowerment, autonomy and development as afforded by servant leadership. Unlike transactional leadership style which is based on behavioural feedbacks of rewards and punishment, servant leadership is primarily based on respect, motivation and positive attitude and as a result the followers take ownership of the organization and perform their best (Kim, 2016)

2.5.5 Transformational leadership

The concept of transformational leadership is quite close to the democratic leadership style and was developed by Burns (1978) and extended by Bass (1985). According to Dyczkowska and Dyczkowski (2014) transformational leaders inspire employees who become capable of changing their attitudes and are motivated toward goal achievement and for this to happen leaders apply four behavioural attitudes which refer directly (individual consideration) or indirectly (intellectual stimulation, inspirational motivation, idealized influence) to the participative management style.

Transformational leadership is all about engaging the followers and motivating them by being attentive to their needs and thus enabling them to reach their full potential (Northouse, 2016). Givens (2008) concurs that transformational leaders inspire followers to accomplish more by concentrating on the follower's values and helping the follower align these values with those of the organization. In other words, transformational leaders inspire followers to attain a shared vision of the organisation. The leaders are considered visionaries and set goals for the organization and develop plans to achieve them (Northouse, 2016). Transformational leaders not only inspire, empower and motivate followers to that extra mile but also emphasise on the welfare of their followers. The transformational leadership is believed to change perceptions in different dimensions such as: intellectual simulation (encouraging independent and innovative thinking); individual consideration (acting as a mentor and responding to followers' needs and concerns in a supportive way); inspirational motivation (articulating attractive and appealing visions) and idealized attributes (acting as a role model and with it, instilling followers' trust) (Effelsberg et al.;Furtner et al. (cited in Jali and Lekhanya, 2017).

In a university set up, the leadership governance has the power to influence the university community and also get input which could be used to transform the university. It encourages team performance by helping each other to transform the current situation to a high level of performance and taking risks together.

When compared and contrasted with servant leadership, literature reveals significant points of variations and divergence. Both are known to be people-oriented and follower-cantered leadership styles. Similarly, both transformational leaders and servant leaders are visionaries, generate high levels of trust, serve as role models, show consideration for others, delegate responsibilities, empower followers, teach, communicate, listen and influence followers. The two leadership styles vary significantly in that while transformational leaders tend to focus more on organizational objectives servant leaders focus more on the people who are their followers (Krekeler, 2010). Daniels (2016) concurs that both transformational leadership and servant leadership focus on followers but the overriding focus of servant leadership is on service to followers, giving this primary distinction influence over other characteristics and outcomes. Stone et al. (cited in Kim (2016)) agrees that while both leadership styles show concern for their followers, the overriding focus of the servant leader is upon service to followers. Whilst the transformational leader has a greater concern for getting followers to engage in and support organizational objectives through building commitment by empowering followers, servant leaders tend to focus on service itself.

Bass, George and Van Dierendonck (cited in Eva (2013)) substantiate that the transformational leader has a focus on employees only to the extent that it benefits the well-being of the organisation and this is executed through acts of empowerment and autonomy which result in motivation of employees and ultimately achievement of the greatest organisational outcomes. Contrariwise instead of focusing on the performance of the organisation, the servant leader focuses on the all-inclusive development of their employees (Eva, 2013).

According to Timiyo (2016), most scholars in their contrast of the two leadership styles have resolved that servant and transformational leadership styles share similar characteristics more than other leadership approaches. Morris et al. (cited in Caffeey (2012)) agree that transformative leadership is one that is most relatable to servant leadership but however

essential aspects of humility, self-awareness and openness are absent in transformative leadership.

2.6 RELEVANCE OF SERVANT LEADERSHIP IN HIGHER EDUCATION

Many models of leadership exist and are in practice by many organizations globally and these include transactional leadership, transformational leadership and authentic leadership. Some of the above-mentioned leadership models have significant value but the servant leadership model presented in this study might be more ideal in solving the lingering problems bedevilling universities in Africa with particular reference to state universities in Zimbabwe due to its nature of putting service first before leading (Greenleaf, 1977).

Servant leadership is distinct from other leadership styles. Van Dierendonck and Nuijten (2011) identified that although servant leadership was similar to ethical and transformational leadership styles there were attributes specific to servant leadership which tended to separate it from the rest. Van Dierendonck and Nuijten (2011) further noted that answerability and forgiveness were not apparent in ethical leadership. Servant leadership stands out in that unlike all the other forms of functional leadership approaches it allows quick adaptation to the context of any situation and focuses on effectively managing and developing human resources (Rachel, 2016).

What makes servant leadership stand out and distinguishes it from other leadership styles is the fact that the one who is called a servant leader does not step forward with the intention to lead but with the inherent intention to serve (Greenleaf, 1977). Servant leadership also extends to the lecture room. According to Gedifew and Bitew (2017), beyond education inputs, students' learning becomes meaningful and productive when the instructional environment is friendly, supportive and service-oriented. Teachers as servant leaders should consider teaching not as being a one-way, top down and authoritarian but endeavour to serve students first and focus on ensuring that processes are emancipating, empowering and interactive. Scardino (2013) attests that when academic staff acts as servant leaders in the instructional processes students are highly committed, dedicated, disciplined and strive to excellence in their academic work.

There are also assertions that a great number of lecturers in universities are sustaining the legacies of their predecessors that followed out-dated mode of academic life characterized by behaviours of fearful, dominant or commanding, decisive and dictatorial teacher-student

relationships. This leads students to becoming mere recipients of knowledge poured from their lecturers and thus limits them from further readings (Gedifew and Bitew, 2017).

Amongst all these contemporary leadership theories, servant leadership stands as an interesting form of egoless leadership, a leadership model that exercises goodwill and asks spiritual awareness from their leaders through a desire to serve, and make this world a better place for all, because spirituality is the foundation (Davalos, 2014).

Bawany (2017) argues that long-term competitiveness requires an organization to be committed to putting employees first; the sine qua non of servant leadership, as opposed to what has been the long-standing mantra of many organisations of putting the customer first. In the context of higher education with particular reference to state universities true commitment is required from employees at all levels throughout the institution from academic staff, non-academic staff and support staff for enhancement of organisational performance. The calibre of the employees, that is, quality correlates with organizational success.

2.7   CRITICISM OF SERVANT LEADERSHIP

When compared to the traditional leadership approaches which constitute directing and controlling servant leader proves to be emotionally strenuous as the leader has to make self readily available to the needs of all the followers by putting them first. This results in role conflict in trying to satisfy competing needs of all the followers and their own superiors. The servant leader might become overwhelmed when they have to put all members' needs first leading to extreme stress and eventually burnout (Liden et al., 2014). Moreover, servant leaders may become vulnerable to the manipulation by more shrewd workers for their personal gain leading to unwarranted burden on the leader.

Servant leadership has been criticized as being detrimental to organisational goals as the concern for followers may reduce concern for organisational objectives (Anderson, 2009). When the immediate supervisor holds a view similar to the above or when organisational culture is unsupportive servant leaders may encounter difficulties in discharging their obligations.

In addition, role conflicts may not only occur in the work context but also when balancing the demands of followers, family members and members of the community. Tremendous stress may result from the multiple simultaneous demands to put others first (Liden et al., 2014).

A barrier to the successful implementation of servant leadership is that it cannot flourish in a hierarchical organization. The organizational structure needs to be changed from hierarchical to horizontal and participatory in order to accommodate servant leadership (Wong and Page, 2003). According to Wong and Page (2003) hierarchical systems are associated with costs such as the corruption of power and continuous exit of talented and discontented workers.

Crippen (2005) concludes that servant leadership is not a panacea but it is rather a transformational and democratic type of leadership that requires time to implement and plentiful opportunities to involve all members of the learning community.

2.8 GOVERNANCE AND LEADERSHIP OF UNIVERSITIES
2.8.1 Definition of state universities
State universities are public universities established by Acts of Parliament and have clearly specified mandates. They do not have shareholders but are established to serve many stakeholders. Unlike business entities whose existence is profit-making and shareholder wealth maximisation, state universities' core business is teaching and research and hence the enhancement of intellectual capital.

2.8.2 Definition of governance
Governance is a component present in organisations today. According to Bucci (2014), governance is the system in which the organisation is directed and controlled and thus defines who is in charge of the organisation and demarcates the organisational structure including levels of authority and responsibility. It is important that the organisational structure be well defined and with clearly articulated roles and responsibilities of all the participants in the organisation (Akuno et al, 2017).

Whilst governance establishes objective policies, structures and systems and subsequent monitors their proper implementation, leadership on the other hand is personal, provided by people. Formal leaders have authority and responsibility that is specified by the governance policies and structures (Martinsons, 2017). Effective governance is a factor of leadership, commitment and support from higher levels of authority. Good leadership is crucial but on its own is insufficient.

2.8.3 University Governance Structure

In the context of this research study governance is concerned with the control and direction of institutions of higher learning that are established with specific roles and expectations. Akuno et al. (2017) states that there are two ways of achieving governance, that is, through structures and through processes. Structure based governance incorporates the establishment of relationships in the organisation. The different levels of authority within the organisation are clearly articulated in the organisation's structure with reporting and accountability directions. Process based governance entails taking stock of the activities that take place at the different levels of responsibility and thus the action of committees. In the context of universities, the delegation is to committees which report to the overall board, that is, the Council where all decisions are ratified. Governing Council in universities, sometimes referred to as committees, are an integral part of most African universities systems and structure (Adetunji and Mojeed –Sanni, 2015).

State Universities in Zimbabwe run both a structural and process governance system. The ostensible head of the university is the Chancellor, who is the President of Zimbabwe. The university is governed by a University Council, comprising the university's chief officers, representatives of the Senate, staff and students, nominees of the Minister of Higher and Tertiary Education and representatives from various sectors of commerce and civil society. The Council is the supreme decision-making body of the university and is in charge of major strategic decisions of the university. The Chancellor, Vice Chancellor, Pro-Vice Chancellors and the President of the students' union are ex-officio members of the council. The chief executive of the university is the Vice-Chancellor, who is appointed by the Chancellor after consultation with the Minister of Higher and Tertiary Education and the University Council. The Vice Chancellor is assisted by one or more Pro–Vice Chancellors, appointed by the University Council with the approval of the Minister of Higher and Tertiary Education. They form the executive management and run the institution.

The academic authority of the university is vested in the Senate, comprising the university's Chief Officers, the Deans of Faculties, all full professors, the Chairpersons of Departments and staff and student representatives. The university is divided into faculties, managed by an Executive Dean and governed by a Faculty Board comprising all professors and lecturers. The Chairpersons of Departments are the programme managers. This is where academic programmes are run. Lecturers are the people that have constant and direct contact with students in the institutions, and are also actively engaged in teaching and research.

The Nigerian University governing council is the most important committee of the institution. The Council holds very important roles in the development of the university and in most cases the success and failure of any university depends on how effective the committee members can administratively perform their function (Adetunji and Mojeed –Sanni, 2015). In Nigerian universities, the main key stakeholders involved are students, non-teaching staff, teaching staff, government agencies, other funding agencies, accreditation bodies, employers and the general community. These are agents that have direct influence on the university process (Adetunji and Mojeed –Sanni, 2015). Governance is key to ensuring that universities perform their role of producing high-level skills and generating knowledge (McGregor, 2016).

The stakeholders of the university are those interested parties such as staff, students, alumni and members of the community or professionals who play certain roles in the sustainability of the university. The incorporation of students to the leadership governance of universities has been recognized as democratization of the institutions (Luescher and Mamashela, 2011). On the same note, the incorporation of academics to leadership promotes academic freedom. Inclusive governance brings more ideas, values and behaviours that are shared and coordinated in the leadership governance (Shattock, 2013). This asserts that leadership governance has to consider the other members of the university in their decision process. This is emphasised by Jali and Lekhanya (2017) that the transformation initiatives and activities be known to all key stakeholders.

2.8.4 The relationship between leadership and governance

The relationship between governance and leadership is complex but crucial for any organization, because there is no governance without leadership. University leaders have to adapt and adopt a leadership style, which is suitable to their organization, context, followers and culture (Nasereddin & Sharabati, 2016). Good governance needs suitable leadership styles that have to be used by the leaders which affect all processes and activities, and directly and indirectly influence the organization in long term (Nasereddin & Sharabati, 2016). The significance of leadership to governance is comprehended in the fact that good leadership sets the tone and standard of governance. In other words, governance is the glue that holds the university together Baldwin (cited in Asiimwe and Steyn, 2013).

Leadership and governance are two independent concepts but they are intertwined (Jali and Lekhanya, 2017). Corporate governance is about leadership. A good leader leads an

organization transparently, and sets a good example at all levels of governance whilst incorporating stakeholders, Nnablife (cited in Othman and Rahman, 2014).

According to Sathye (cited in Durie and Beshir (2016)) leadership in academic institutions is more wide-ranging and complex than leadership in business sectors. Such variance originates from the fact that leadership in academic institutions is concerned with maximizing such stakeholders' values as students, staff, government, and the public at large. This implies that leaders in academic institutions have to be more competent and effective in order to satisfy these various stakeholders at the same time (Durie and Beshir, 2016).

2.8.5 The current state of governance and leadership in state universities
Keith (2013); Campbell (2006); Muriis (2014)'s studies (cited in Bitew (2018)) revealed that educational institutions often become sick or unhealthy and perform less because of poor and unethical leadership practices characterized by enhanced self-importance, power-driven focus, bureaucratic and commanding behaviours. Russel and Stone; Sendjaya et al. (cited in Bitew (2018)) attest that leadership failures ,which make universities unhealthy and weak in their performances ,are reflected in the form of poor governance such as corruption, relentless hunger for power and material benefits .Additionally they are also witnessed in lack of leadership integrity and trust, relegation of organization's interest to self-interests, violation of professional code of ethics, demeaning organization's missions and goals, and weakened attention to organizational growth and development.

Studies reveal that universities, especially in the developing countries, are engulfed with inefficient, authoritative and undemocratic leaders and leadership cultures that strive for fulfilling own needs over service recipients' and institutional needs. In line to this, Greenleaf (as cited in Scardino, 2013, p.30) stated that "leadership in higher education is ineffective, and embraces individual needs over those of the institutional whole". Similarly, in many universities of Ethiopia, leader-employee relationships are patriarchal, authoritative and undemocratic which rather promotes employees' disengagement, detachment and dissociation from their tasks (Bitew, 2018)

According to Ofoegbu and Alonge (2017) some university administrators have often been blamed for maladministration of the resources available to them. Numerous cases of student unrest, academic and non-academic staff disputes with university authorities and poor learning amenities provisions have often led to interruption of academic activities in some

Nigerian universities. It is however been assumed that if university leadership is rational, innovative and proactive in its management, it will encourage academic excellence in teaching and learning, research and community services. Ultimately these will inspire creativity, innovation, attainment of self-independent, professional and economic skills capable of turning around the fortune of a nation by the students (Ofoegbu and Alonge, 2017).

Very few studies have been carried out which constitute an in-depth analysis of the governance issues confronting African universities let alone Zimbabwean State Universities. In a research study by Asiimwe and Steyn (2013) investigating the obstacles hindering the effective governance of universities in Uganda it was revealed that the key obstacles were government interference, bureaucracy, lack of commitment, contradictory values, insufficient funding and poor remuneration. From the research findings, universities in Uganda were faced with government interference that influenced university governance. The study revealed that centralisation of authority and decision-making was an obstacle in effective university governance. There was a lot of bureaucracy in the management of the universities.

In a similar study by Ekundayo (2010) which aimed at presenting the servant leadership model as a solution to bad leadership in tertiary education in West Africa, it was revealed that West African institutions were experiencing persistent challenges due to the bad leadership structure compounded by government interference. This impeded the quality delivery of education.

In yet another related study by Moya and Akodo (cited in Maganga and Vutete (2015)) investigating the effect of political interference on corporate performance of public universities it was revealed that political interference in these universities influenced decision making and negatively affected their corporate performance.

According to Obiero (2012) institutional governance has for long been top-down and has since been abandoned for the democratic and participatory models which are based on the idea of shared governance. He argues that for this participatory leadership style to thrive and sustain in academic institutions, students and academic staff must be willing to forego the traditional governance models. Shared governance incorporates four representative bodies: the university council, the faculty senate, the staff senate and the student governance association (Asiimwe and Steyn, 2013).

Farnsworth (cited in Bourne (2016), with reference to American universities, highlighted that university leaders lacked an understanding of the demands of their customers (the students) and other stakeholders as evidenced by the poor quality of graduands released into the market who lacked even the most basic of skills. He attributed this to complacency, slothfulness, personal interest over the greater outlook. He argued that leadership, especially at the executive level (Vice Chancellor Offices), there is therefore needed to employ a service-centred leadership approach that meets the various stakeholders' demands while attaining excellence.

In the research study by Ekundayo (2010) it was revealed that most Nigerian universities were characterised by student demonstrations and staff strikes to press home demands for better salaries and conditions of service. The resultant effect has been disruption to the academic calendar of these institutions. According to Ekundayo (2010) leaders of the Nigeria's universities lacked the listening skill apparent in servant leadership resulting in the protests made by students and staff of the institutions in order to get their leaders to listen to them on escalating issues.

Most of the research which was carried out was focused on corporate governance in general and not much on university governance. Universities have different governance structures but there is hardly research which evaluated such structures. It is of paramount importance that a research be carried out to find out and evaluate the existing governance structure, the level of involvement of the various personnel in the university and the role played by servant leadership to augment governance. Not only will the results obtained from this study assist universities to examine their present governance structures but the recommendations will aid universities in refining their governance structures as well.

2.8.6 Zimbabwe state universities governance experiences
Zimbabwe state universities are not spared from the governance challenges facing other state universities in the developing countries as evidenced by issues that have emerged over the years and some of which and are highlighted below.

The University of Zimbabwe was shut down in March 2015 over student protests and workers' strike (Makoni, 2015). The university workers were striking for unpaid salaries and bonuses and students demonstrated against suspension of lectures leading to the decision by the authorities to shut down the institution. All these unfolded scenarios point to weak and

fragmented governance praxis and systems in these higher tertiary institutions. Other state universities' workers followed suit.

Allegation of corruption cases have also been reported over the years at some of the State Universities in Zimbabwe. Cases in point, for instance, in 2015 the Midlands State University's Bursar was suspended for engaging in corrupt acts which is against good corporate governance practices when she awarded various tenders for the supply of goods to the institution to her company(https://www.thezimbabwean.co/msu-finance-director-arrested-appears-in-court/). In 2017 the Vice Chancellor of Bindura University of Science Education was alleged to be involved in acts of abuse of power and corruption ranging from violation of contracts and regulations of the institution in relation to procurement to making questionable job appointments (https://bulawayo24.com/index-id-opinion-sc-letters-by0-110889.html/).

Early in 2018 the Zimbabwe Anti-Corruption Commission (ZACC) probed into corruption at the University of Zimbabwe after a petition by academic staff against corruption by top executives through violation of tender regulations and disregarding the proper procurement standard and procedures(http://www.dailynews.co.zw/articles/uz-lecturers-claim-massive-corruption-at-institution). The former Vice Chancellor of the University of Zimbabwe also faced allegations of abuse of office and corruption after awarding a bogus PhD to the former first lady thereby supposedly undermining the institution's integrity. In November 2017, University of Zimbabwe students went on strike and refused to sit for exams demanding that the former president steps down and that the controversial PhD which had been awarded to the former first lady be recalled (/http: //www.thezimbabwemail.com/).However, these are still pending court cases.

Similarly, this year in February 2018, National University of Science and Technology (NUST) students staged a demonstration demanding an end to the lecturers' four weeks strike against maladministration of the institution(https://news.pindula.co.zw/nust-students-go-on-strike-place-university-under-lockdown-after-weeks-without-lectures/).Apparently,the dialogue between the students' representative council, administration and NUST Educators Association had failed to address the situation and hence the last resort was confrontation. Furthermore, in the same year the NUST students staged another demonstration against the mismanagement of the bus which had been purchased using students' funds but was being used by staff. They wanted the bus for easy access to the library which is located in the CBD(https://nehandaradio.com/nust-students-stage-demo-over-buses/).

2.9 RESEARCH GAP

The research sought to explore the relevance of servant leadership paradigm as a governance approach to state universities in Zimbabwe as opposed to the traditional leadership approaches. The research also sought to make a contribution to the existing, however insufficient body of literature on servant leadership adoption in the higher education institutions research especially in developing countries. Review of literature conducted revealed governance challenges in state universities in the developing countries but no studies have actually been carried out whereby positive results have been yielded. Studies have been carried out investigating the extent of practice of servant leadership but mostly in secondary schools of developed countries. The scarcity of servant leadership adoption research in developing countries leaves a noteworthy gap that needs attention.

Revelation of extant literature has shown that there is no empirical study that has been conducted on the adoption of the servant leadership approach by universities in Zimbabwe. Therefore, knowledge regarding the adoption of servant leadership approach by leadership in state universities in Zimbabwe is still nascent. This study, therefore, seeks to bridge the existing knowledge gap, in the literature of servant leadership adoption by state universities in Zimbabwe. This study through addressing the literature gap on the adoption of servant leadership by state universities in Zimbabwe makes a practical and theoretical contribution adding to the body of knowledge. As mentioned earlier the bulk of studies have been conducted specifically for developed countries, insufficient consideration has been given to developing countries.

As can be noted from the previous sections, this study derives its conceptual basis from the servant leadership as an alternative leadership approach to be utilised in governing state universities. Research aground indicates that very few state universities in developing countries have adopted this new approach to improve the quality of their governance praxis and systems. As a conceptual framework, servant leadership suggest the most recommended leadership attributes which all emphasise the need to put forward the will and expectations of clients (students) and employees in order satisfy them and enable realisation of the organisation's long-term goals and objectives. The model is well credited largely due to its unique orientation to view leaders being prepared to serve others by prioritizing the needs of followers above their own needs. This includes, among others, assisting subordinates in recognizing their full potential which is done partially through empowerment. Therefore, it is

the intention of this study to interrogate the potential use and efficacy of servant leadership in the governance matrix of state universities in Zimbabwe.

2.10 CHAPTER CONCLUSION

In this chapter the researcher successfullyreviewed literature related to servant leadership paradigm and its relevance to state universities particularly in Zimbabwe. In order to put the concept into its proper context, the research presented and discussed the model, indicating its relevance to institutions of higher learning in Zimbabwe. This paves the way to discuss potential threats and opportunities for effective adoption and implementation of the new leadership approach in the state university set up. Case evidences were also utilised to properly present the argument for adopting servant leadership in state universities in Zimbabwe. The following chapter will elucidate on the methodology utilised to aid in meeting the goals of this research.

2.11CHAPTER SUMMARY

The researcher began by introducing the chapter and gave an overview of the leadership concept and conceptualised the servant leadership approach giving a background of its origins. The researcher went on further to give a summary of the key servant leadership characteristics as propounded by different scholars. The following section gave a background and a critique of the servant leadership conceptual framework to guide this research; the servant leadership model proposed by Liden et al (2008). Furthermore, different leadership styles were discussed in relation to the servant leadership approach. The researcher went on further to allude on the relationship between governance and leadership irradiating on the current state of Zimbabwean state universities. Finally, the researcher concluded the chapter.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 INTRODUCTION

The previous chapter appraised the literature on servant leadership-governance of state university nexus with special emphasis on the applicability of the servant leadership approach in state universities. This methodology chapter shall dwell on the strategy of enquiry that was utilized to guide data collection, analysis, interpretation and presentation. This chapter explores the research approach and design used by the researcher, explicitly the qualitative approach and the case studyresearch design. In this chapter the researcher will justify and provide a conceptual understanding of the use of qualitative methods. Sampling techniques used will also be discussed in this chapter. Focus will also be drawn to the data collection methods and tools. Data presentation and analysis will also be a major highlight of this chapter, as well as the ethical considerations. Finally, a brief to acknowledge the constraints and limitations of the study is also included.

3.2 RESEARCH PARADIGM

The research paradigm is a fundamental model or scheme that organizes our view of something (Rubin and Babbie, 2011). From Guba and Lincoln, (1994)'s point of view, a paradigm is a set of basic beliefs that defines, for its holders, the nature of the world, an individual's place in it, and the range of possible relationships to that world and to its parts. A number of paradigms have been developed to guide research, the three that are generally alluded to are explicitly; the positivist, the interpretive and the constructionist paradigms. Each of the paradigms differ in terms of the ontology, epistemology and the methods of data collection and analysis. The choice of paradigm influences the approach adopted in a study. For this particular study, the researcher adopted the interpretive paradigm as it was congruent

with what she sought to investigate; exploring the appropriateness of servant leadership to state universities in Zimbabwe.

The interpretivist theory emphasizes that reality is socially constructed and that there are multiple perspectives on reality basing on individuals' experiences (Creswell, 2009). The ontology of interpretive research paradigm is the internal reality of subjective experience, the epistemology is empathetic and the methodology is qualitative, interactional and interpretive (Terre Blanche et al, 2006, p. g6). The researcher wished to explore the appropriateness of the servant leadership approach to the governance of state universities in Zimbabwe from the subjective point of view of the employees in the universities. With the interpretive paradigm lies the Verstehen concept which spells out understanding something in its context. In this study the researcher engaged in reflective reconstruction and interpretation of the actions of others. The researcher examined the situations, events and actions from the participants' point of view without imposing their own perspective. As the interpretive paradigm emphasizes an inductive approach to reality, it enabled the researcher to make sense of the concept of servant leadership juxtaposing it with governance of state universities through exploration of the views, opinions and perceptions of participants in state universities. Thus, this permitted the researcher to construct and interpret how the servant leadership approach can then fit in to strengthen the current leadership praxis and systems in state universities in Zimbabwe.

3.3 RESEARCH APPROACH

For this particular study the researcher pursued a qualitative approach with an exploratory purpose into the appropriateness of the servant leadership approach into the governance of state universities in Zimbabwe. Creswell (2009) defines qualitative research as an approach intended to explore and understand the meanings that individual or groups ascribe to a social or human problem.

3.3.1. Justification for the use of the qualitative research approach

The qualitative approach enabled the researcher to obtain in depth descriptions, views and understandings of the encounters, experiences and perspectives of participants with regards to the servant leadership approach, the current leadership practices in their institutions as well as the appropriateness of the implementation of the servant leadership approach. Below are the summarized attributes of qualitative enquiry which confirm its choice as the most suited to capture the subjective experiences of employees with regards to issues of governance in state universities (Patton, 2002; Terre Blanche et al, 2006; Creswell, 2012)

a.	The qualitative approach is most appropriate when there is need for a complex detailed understanding of an issue and has the capacity to empower individuals to share their stories. The qualitative research method gives an in-depth research into motivation, attitudes and behaviours of participants or into a given situation. It enabled the researcher to take an in-depth approach to the phenomenon of servant leadership in relation to the appropriateness of the governance of state universities.

b.	Qualitative research helps to answer questions or to confirm knowledge, to address issues and shape thinking for future action or non-action. In this research undertaking, the researcher took the stance of an applied qualitative researcher to contribute knowledge that will help to understand the nature of the challenges associated with the governance of state universities as well as ascertain the applicability of the servant leadership approach in order to intervene thereby allowing human beings to function more effectively in their environment.

c.	The source of research questions is in the problems and concerns experienced by people and articulated by policy makers and thus qualitative research seeks to understand how to deal with significant societal problems, in this case, issues of governance and leadership in state universities. Qualitative researchers can also bring personal insights and experiences into any recommendations that may emerge because they conduct research in a natural setting and get close to the problems understudy. Through direct non-participant observations, the researcher managed to acquire an in-depth knowledge of the governance of state universities-vies-a-vie- appropriateness of the servant leadership approach in order to proffer some recommendations to circumvent the status quo.

d.	Qualitative approach utilized in this research was based on an interpretive paradigm and exploratory in nature, thus enabling the researcher to gain information about an area in which little is known; in this particular study the researcher was able to explore the phenomenon of servant leadership-governance of state universities nexus. Generally, in Zimbabwe and particularly in state universities, the concept of servant leadership is an evolving contemporary issue for which there is scanty information. Zikmund (2010) submits that explorative research is most apposite for diagnosing a situation, screening alternatives and discussing new ideas.

e.	In concurring with the above, Marshall and Rossman (1989) observed that the qualitative approach enables the researcher to find out and explore why the current policy and practice do not work. Thus in this particular research, the researcher was

able to delve into why the current leadership approaches in state universities in Zimbabwe do not work with the possibility of making recommendations for the application of the servant leadership approach.

f. The qualitative approach is indispensable when there is need to make in-depth inquiries into complexities and processes (Marshall and Rossman, 1989). Universities are macro institutions comprised of different departments and divisions and thus to pragmatically investigate the nitty- gritty of issues of power, authority and governance there was need for qualitative inquiry into the subjective perspective of research participants into the phenomenon understudy.

g. Qualitative approach allows the researcher to explore 'the insiders' view' or the 'emic perspective'. This enables researchers to understand an event from the subjective perspective of the research participants without imposing a framework of their own in order to capture the meaning they attribute to their experience. Qualitative researchers endeavour to see reality from the eyes of those who are living it, as they believe there is no single reality (Babbie and Mouton, 2001). In this particular research undertaking, the qualitative approach was the most appropriate as it enabled the researcher to understand the nature of the governance systems of state universities from the employees who have first-hand experience and further understand their perceptions with regards to the effectiveness of implementing the servant leadership approach.

h. It is the most suited to understand human or social problems from multiple points of view. In this study, through the employment of the case study research design, the researcher was able to understand the dynamics of university governance and multiple perceptions from participants from the two case institutions.

As it is context bound, the qualitative approach was the most ideal for the study. Study context includes the economic, political and cultural framework thus the researcher was able to engage in a holistic and naturalistic analysis of the university governance and leadership practices as influenced by the socio-economic, political and cultural status quo in Zimbabwe. In this particular macro study, the culture did not just consist of the physical environment but also the practical ideologies, values and thinking patterns of the participants.

Qualitative approach was most ideal for this particular research as it enabled the researcher to observe inductive principles by letting the information speak for itself in order to expose categories, themes and patterns.

On the premise of the foregoing argument, the researcher thus found the qualitative approach most apt for this research.

3.4 RESEARCH DESIGN

A research design is a master plan specifying the methods and procedures for collecting and analysing the needed information (Zikmund, 1997). As affirmed by Cooper and Schindler (2010) a research design is a master plan, or framework which outlines the methods and procedures for collecting and analysing data. Equally Philliber et al (1980) observe that a research design deals with issues of deciding the questions to study, determining the relevant data, deciding the data to collect and determining how to analyse the results. An apt research design gives focus to a study by ensuring that data collection processes are in line with the objectives of the study. Coherence, accuracy and logic will ensure the effectiveness of the data in answering the research problem. To explore the appropriateness of servant leadership approach to state universities in Zimbabwe, the researcher adopted the case study design.

Case study research has been defined by Yin (2009) as an empirical enquiry that investigates a contemporary phenomenon within its real-life context. It is used when boundaries between phenomenon and context are not evidently clear. Case study research involves the study of an issue explored through one or more cases (Creswell, 2007). Similarly, Bogdan and Biklen (2007) put it that case study research involves examining a single setting, subject, depository of documents or particular event in detail. A case in case study research can be an individual, a small group, an institution or organization, a community or a nation (Miles and Huberman, 1994). A case study can be exploratory (investigative), explanatory or descriptive.

3.4.1. Exploratory –case study research nexus

Exploratory research is conducted in situations where little is known about the problems at hand or where there is no information available on how similar problems or research issues were dealt with in the past (Sekaran, 2009). Furthermore, it is conducted when a researcher has limited experience or knowledge of the research issues (Zikmund, 2010). Contextually,

this study is relatively new in Zimbabwe where the servant leadership approach has not been adopted and experienced in the state universities governance praxis and systems. From the reviewed literature, studies on the applicability of servant leadership have been carried out in secondary schools in developed countries. The researcher sought to explore the possible use, adoptability and sustainability of the servant leadership and sustainability of this new

approach to improve and strengthen the leadership and governance in the higher education fraternity.

As redolent of its name; exploratory, the research is valuable in shedding light on emerging issues, or viewing issues from different perspectives (Robson, 2011). In other words, the research is frequently utilized in circumstances when the problem must be defined more precisely, and to gain additional insights before an approach can be developed. In this particular study, through exploratory research, the research was able to delve into the issue of state university governance vies-a-vie the servant leadership approach and gained an in-depth of insight of the applicability of the new approach before it can be considered.

The main data collection methods for exploratory research are literature review, pilot studies, expert surveys, case studies, focus group discussions and personal interviews as identified by Zikmund (2010). Thus for this exploratory study, the researcher used the case study approach as the principal research technique. The decision is justified in the ensuing discussion.

3.4.2. Justifying the case study research design

The choice of a research design is influenced by the research question asked. Case study research is considered more applicable in situations where; what, how and why questions are asked (Yin, 2009). The research problem in this particular study is a how question; how appropriate is implementing the servant leadership approach in the governance of state universities in Zimbabwe. Thus it was the most apt design for this particular study.

The researcher chose the case study design as it is befitting for a researcher whose concern is to understand dynamic contemporary events over which he or she has little or no control over (Neuman, 2010). The case study method provided a great range of detailed data on the subjective experiences of the university employees with regards to issues of the governance and day to day events in the Zimbabwean state universities. Gilgun (1994) has further

proposed a case study method to be useful when studying problems in depth, placing them in context and understanding the stages involved in their solution. Creswell (2009) also alludes to the fact that a case study empowers a researcher to collect open ended emerging data that can be used to develop themes. As discussed earlier, the researcher adopted an interpretive paradigm to address the research problem. Perry (1998) has noted that the case study research method usually addresses research problems within the constructivist or interpretive

paradigms and as such the researcher adopted the design. The case study was most suitable for this study as the researcher did not require extensive access to, or control over the behavioural patterns of the subjects.

With the case study research design, a phenomenon is examined in its natural setting using multiple methods of data collection to gather information from one or more people, groups or institutions. Yin (2009) identified six main sources of case study evidence as documentation, archival records, interviews, direct observations, participant observations, and physical artefacts. In this research, the researcher used interviews, document reviews and observations to collect data.

This research collected data from multiple case studies. The researcher used two case studies, which are University of Zimbabwe (UZ) and Marondera University of Agricultural Sciences and Technology (MUAST) to have a comparative analysis of the governance in these state universities and consider their prospects of implementing adopting the servant leadership concept.

There are a number of advantages associated with multiple case studies. Multiple case studies are more vigorous, promote outcomes that are more potent and convincing (Yin, 2009). Principally with the topic understudy, the multiple case study design allowed the researcher to collect more detailed information with regards to governance and servant leadership in state universities through the analysis of governance practices at two different state universities (the established UZ and the emergent MUAST).Technically case studies are suitable for description and investigation of complex phenomena and considering the complexity of the governance and leadership practices in state universities, the multiple case study enabled the researcher to achieve the research aim (Patton, 2002).

Given that UZ is a premier institution of higher learning, and that MUAST is newly established, this study produced intriguing results with regards the nature of leadership and governance at the two institutions and on the potential threats and level of preparedness of each institution towards the adoption of servant leadership. In terms of enrolment the two institutions differ immensely and so does the supervisor-to-subordinate ratio as well as the lecturer-to-student ratio. The multi case analysis of findings unearthed therole of institution size on the impact of the governance praxis and systems in a state university.

The multiple case studies provided a full variety of evidence and the triangulation of evidence helped the researcher to achieve qualitative rigor required in qualitative research (Yin, 2009).

3.5 TARGET POPULATION
The target population is defined by Brenda (2008) as the complete set of objects from which informants are to be drawn to provide information about the subject under study. Essentially, the target population must be specifically defined in terms of the geographic and distinct features as this has a strong bearing on whether sampled units are appropriate for the intended research. For the purpose of this study, the target population comprises all the state universities in Zimbabwe. There are thirteen (13) state universities in Zimbabwe. Therefore, the study sample was drawn from these state universities where participants were interviewed regarding the subject matter under study.

3.6 SAMPLING PROCEDURE
According to Ololube and Kpoloview (2010), a sample is a cross section of the entire population whose characteristics can be studied to understand the total population. UZ and MUAST were selected as the study samples. These organisations represent other state universities mandated to offer higher education in Zimbabwe. UZ as the pioneer institution of higher learning in Zimbabwe represented established state universities whilst MUAST represented emergent state universities in Zimbabwe.

Sampling in simple terms is the process of selecting cases to observe (Terre Blanche et al, 2006). Sampling is the act, process, or technique of selecting a suitable sample, or a representative part of a population for the purpose of determining parameters or characteristics of the whole population" (Mugo 2002:1). The sampling method to be selected

in a research study must be selected on the basis of the research question of the study in cognisance of which and how many cases are necessary to answer the research questions of the study (Ritchie and Lewis, 2003).

Qualitative researchers are mainly concerned about how a sample irradiates social life thus the purpose of sampling is to select participants who can deepen the understanding of a particular phenomenon; in this study those who would illuminate on the governance, leadership approaches in state universities and the exploration of the applicability of servant leadership. Non-probability sampling was most ideal as selection of elements was not determined by statistical principle of randomness (Terre Blanche et al, 2006).The researcher purposively sampled 18 participants from the two state universities selected who were information rich and in a better position to illuminate and provide a deeper understanding on the governance practices in state universities as they are directly or indirectly involved in the governance by working with the VC. Sampling thus is aimed at in-depth insight about the phenomenon not on empirical generalization from a sample of population. The logic and power of purposeful sampling derives from the emphasis on in-depth understanding. This leads to selecting information rich cases for in-depth study.

The following were the inclusion and exclusion criteria that guided the selection of university employees to participate in the study:

- Willingness to participate in the study.
- A minimum of 10 years work experience in the university
- At least 2 years in a senior position in the academic or non-academic department
- A master's degree holder
- Ability to fluently communicate in English

The aim of the study was not to generalize findings through statistical measures but to explore governance of state universities and the challenges that may be associated with implementing the servant leadership approach. Thus the researcher purposely selected 18 participants for the study, which meant 9 participants from each of the case universities who met the above criteria. Those selected were senior staff from the academic and non-academic departments, that is, deans of faculties, chairpersons of departments, directors, registrars, bursars and heads of other departments. Having two case institutions allowed the researcher to compare participants' views by case cross analysis of detailed explanations through

consolidation of diverse opinions, perceptions and experiences from key resource persons fundamental in improving leadership in the Zimbabwean higher education fraternity.

3.7 DATA COLLECTION TECHNIQUES AND TOOLS

The aim of qualitative techniques is to explore the processes relating to a particular event and to sponsor a detailed understanding of socio-contextual experiences in order to comprehend the causes and the particular characteristics of the case study that is being researched. In qualitative data, the primary tool for both data collection and data analysis is the researcher. Thus the researcher carefully utilized listening and interpreting skills and entered the study setting with care and was open and empathetic towards participants (Terre Blanche et al, 2006).

The researcher collected both primary and secondary data. In order to gain an exhaustive depiction of the perceptions of state university employees on their experiences on university governance and leadership practices, the researcher employed in depth interviews with 18 participants. This took the form of semi-structured interviews (See Appendix 2) with an interview guide. The interview guide contained lists of questions or issues that were explored during the interview. The researcher explored the experiences and the perceptions of senior academic and non-academic staff taking into cognizance issues around governance and the possibility of implementing the servant leadership approach.

3.7.1. The strength of the in-depth interview

The following are the advantages of using in-depth interviews:

  a. The key feature of interviews as a qualitative data collection technique was to provide undiluted focus on the governance and management practices in state universities in Zimbabwe. They provided an opportunity for detailed investigation in the participants' personal perspectives for in depth understanding on their experiences allowing the researcher to delve into the reasons behind the answers, opinions or emotions expressed by participants

  b. Chiefly suited to research that requires an understanding of deeply rooted or delicate phenomenon or responses to complex systems, processes or experiences because of the depth of focus and the opportunity they offer for clarification and detailed understanding.

  c. The open ended questions and probes yielded responses about the participants' experiences, perceptions, opinions, feelings and knowledge of university governance

and leadership praxis. Data consisted of verbatim quotations with sufficient context to be interpretable. (Patton, 2012).

d. The open ended questions implored in in-depth interviewing permitted the researcher to understand the world as seen by the participants. The open ended responses to open ended questions enabled the researcher to understand and capture the points of view of other people without predetermining those points of view through prior selection of questionnaire categories.

e. The advantage of using qualitative methods in exploratory research is the use of open ended questions and probing gave participants the opportunity to respond in their own words. The list of questions was aimed at summarizing the interviewees' overall perceptions of the corporate governance practices in their respective universities and the prospects of employing the servant leadership approach.

f. Open ended questions have the ability to evoke responses that are meaningful and culturally salient to the participant, unanticipated by the researcher and rich and explanatory in nature.

The research process was a dialogic process jointly shaped by the researcher and the researched. A process which enabled unclear questions and answers to be clarified, as well as allow follow up questions to be asked to obtain clarification or additional information. The qualitative interview enabled the participants not only to answer the structured questions but to envisage and understand their lived world in terms of their day to day experiences with university governance and leadership praxis. In keeping with the research objectives and questions, the researcher collected data on the participants' understanding of the concept of servant leadership, their perceptions on the governance of state universities vis a vis servant leadership and their sentiments towards the adoption of the approach. The researcher therefore got a deeper insight and understanding from the participants' own narrations, perspectives and account of their experiences within the university systems.

The interviews were carried out in the English language as the participants were highly educated and conversant. Each interview lasted for about one hour. All interviews were recorded with a voice recorder with the permission of the interviewees and were later transcribed to assist in triangulation. The researcher also made field notes immediately after the interviews to capture important non-verbal cues or other important information that had not been captured in the recordings. In circumstances where recording was not possible, the researcher took notes during or immediately after the interview. Accordingly, a complete

interview transcript was produced verbatim. After in-depth interviews with the 18 research participants the researcher was satisfied of having reached theoretical saturation, hence there was no need for follow up interviews.

Most importantly, the researcher was aware that qualitative researchers enter the lives of others and thus aimed to initiate a rapport building process from first encounter to build a research relationship that allowed access to participants' stories. Patton (2002) has alluded to the fact that generating useful and credible qualitative findings through interviewing requires discipline, knowledge, training, practice, creativity and hard work, which the researcher strived to achieve. Primary data collected through the in-depth interviews bridged the research gaps in the literature reviewed.

3.7.2 Documentary Search

The researcher collected secondary data through document reviews that helped provide insight into the phenomenon under investigation. Lincoln and Guba (1990:65) define a documentary search as any data gathering process from any written or recorded material" which was not necessarily designed for the purposes of the study at hand. Yin (2009) has described document review as a systematic search for information. The researcher appraised published reports, websites and other documents obtained from the two state universities aimed at providing evidence of the governance practices in each university. Government (public) documents, such as the Constitution, University Ordinances, University Acts, Ministerial directives were utilized.

Additional secondary data that identified gaps in the body of knowledge was obtained through management journals, books, relevant newspaper articles, publications on university governance and servant leadership were also utilized. Extensive review of these documents fundamentally stimulated debates and generated in-depth descriptions of events. Documentary search cemented primary data obtained from in-depth interviews and non-participant observations as the researcher used multiple sources of data for the purposes of enhancing quality of research findings.

3.7.3 Non-Participant Direct Observations

Observational procedure is a data collection technique in which the researcher assembles direct information on projects, procedures, or practices being used without essentially necessarily making inquiries to respondents (www.nsf.gov).This gave the researcher a chance to gather information on an extensive variety of practices, to capture a great variety of

interactions, as well as critically and openly explore the study phenomenon. The status of the researcher as an employee at one of the universities understudy and concurrently being a former staff member of the second university was an added advantage for the researcher. Thus the researcher was therefore able to immerse herself in the culture of the study even before the formal data collection phase.

Specifically observing the leadership and governance systems of faculties, teaching departments and relevant sections at state universities enabled the researcher to draw comprehensive inferences on governance practices and explore the appropriateness of implementing the servant leadership approach in improving and strengthening the quality of governance systems in these higher and tertiary institutions. This was imperative and crucial in establishing the efficacy of interrogating the current challenges faced by university leaders and proffer ways to improve their performance in the context of a dynamic and competitive business environment. Essentially, the researcher also observed and learnt about sensitive issues the participants were unwilling or unable to discuss candidly during in-depth interviews. The researcher observed the nature and context of relationship between top management and employees.

3.8 DATA PRESENTATION AND ANALYSIS

Data analysis lies at the epicentre of qualitative research (Flick, 2013). Qualitative data analysis is an iterative and ongoing process. It is a range of procedures involving a shift from data collected to explanation or interpretation of the people and situations investigated. Consequently, the whole procedure of analysis requires data to be organised, scrutinised, selected, described, theorised, interpreted, discussed and presented to a readership. Under interpretive data analysis falls the immersion/crystallisation style which require becoming thoroughly acquainted with the phenomenon being studied, reflecting and producing an account based on intuition and emerging themes (Terre Blanche et al, 2006). As noted by Ritchie and Lewis (2003), most methods appropriate for analysing small scale studies are those descriptive in nature in order to achieve breadth and depth. Thus the researcher employed interpretive data analysis to analyse primary data collectedusing semi-structured interviews, this enabled the researcher to provide a comprehensive description of the experiences of participants in state universities.

In this research study, the researcher prepared a case description of each institution using information obtained from interviews and documents reviewed. A cross case analysis was

conducted for both universities. This was done to identify common patterns and as noted by Patton (2002:440) cross analysis entails 'growing together answers from different people to common questions or analysing different perspectives on central issues.' Succinct called for the researcher to present an integrated analysis of the two case institutions in chapter four as themes found across the cases were similar. Inferences drawn from the cross case analysis were achieved through the process of thematic analysis.

Thematic analysis refers to the coding of data from interview scripts, field notes and policy documents in relation to a particular theme (Dey,2003). Thematic analysis involves identifying, analysing and reporting patterns within the data. The researcher started by listening to recordings and labelling them. The researcher then compared the data from recordings with field notes to ensure that no data was lost. As proposed by Terre Blanche et al (2006) the researcher used the following steps of data analysis:

a. Familiarisation and immersion: The researcher organised data from the two case universities separately. The researcher then transcribed the data and then read and re-read the data intensively and made notes where appropriate and began to identify common themes and patterns.

b. Introducing themes: The researcher looked carefully at the data to get a feeling of emerging themes and categories. The researcher also made sure to keep the range of categories as wide as possible to allow for various and different interpretations aiming to keep focus on experiences related to governance and leadership practices in state universities not to other aspects of state universities. Thus several themes were identified and grouped in a meaningful way.

c. Coding: Coding refers to the creation of categories in relation to data and grouping it together under an umbrella term. The researcher coded the data manually and made notes on the text. To guide the process, the researcher used broad categories that emerged from previous studies with provision for additional categories as they emerged. The researcher used a bottom up approach which involved the researcher generating codes from the data rather than using a pre-existing theory to identify codes that might be applied to the data.

d. Elaboration: The researcher brought together the processes of inducing themes and coding. Comparisons were made across texts, themes were re-examined, further elaborated and additional supporting evidence was looked for in the transcripts. Data under each category was reanalysed to identify more themes to provide a

comprehensive interpretation of the governance of state universities vis-à-vis servant leadership phenomenon.

e. Interpretation and checking: The researcher interpreted the data in relation to the literature reviewed to explore the appropriateness of servant leadership in state universities through descriptive themes. The themes captured important elements from data in relation to the research question. The researcher endeavoured to stay close to participants' voices through inclusion of detailed verbatim statements to ensure accuracy of interpretation.

The researcher was able to immerse themselves in the study setting with ease as they were already part of the setting and knew it intimately. However, the researcher was conscious of the fact that she did not have to take the university world for granted but took time to question her own assumptions and acted like a stranger to the setting as a 'naïve observer' by making the familiar strange (Terre Blanche et al, 2006). Thus the researcher was careful not to impose ideas or follow assumptions but endeavoured to give accounts of reality as seen by others.

3.8.1. Thick description

Qualitative data presentation and analysis goes beyond a surface report on the participants' experiences with a phenomenon but a detailed portrayal of their experiences further unravelling their interpretations, uncovering feelings and the meanings of their actions. As will be noted in the presentation and discussion of findings to ensue in chapter four, the researcher used thick description to give a thorough comprehensive description of the study findings. As noted by Janesick (1994) description is the 'cornerstone of qualitative research' the researcher endeavoured not to give just factual but theoretical and analytic description of the governance of state universities-servant leadership approach nexus.

The data presentation and analysis presents detail, context, emotion and the webs of social relationships intertwined in the politics of state university governance and the prospects of implementing the servant leadership model. Through thick description of the culture, the context and the process of the research, the researcher paved a way to ensure empathetic and experiential understanding for the reader.

3.8.2. Trustworthiness of the study

In order to make sure that the research was trustworthy and credible, the researcher followed the guidelines proposed by Stiles (1993). The researcher disclosed preconceptions that arose

due to the researcher's status as an employee and a former employee of the universities under study and influence of literature on her views to the supervisor of the study. Explication of social and cultural context of the research study was achieved through obtaining as much available background information on servant leadership and on the governance of state universities in Zimbabwe. Review of literature also covered aspects of the governance of state universities and the implementation of the servant leadership approach in other countries in order to provide an extensive perspective and a global background for the researcher to compare findings from a wide range of socio-cultural contexts.

With regards to researcher's internal processes, the researcher was immersed in the life of each participant and attempted to carefully reflect on how each interview impacted on the way she viewed the material gathered. The researcher also increased trustworthiness of the study by engaging with the material. This was achieved through the researcher establishing a close and trusting relationship with research participants. To this effect, the researcher also investigated the raw data thoroughly by repeatedly reading through transcripts and making personal notes. To increase credibility of the study, the researcher also identified themes and subthemes and provided the reader with extracts from transcribed interviews to support themes.

Triangulation pertains to gathering materials in diverse ways and different sources to help a researcher understand a phenomenon better by way of approaching it in many different ways (Terre Blanche et. al, 2006). To control bias and establish valid propositions the researcher utilised data triangulation by interviewing participants from different departments and positions within the university, through multiple case study and through review of literature, information on similar research studies on the same phenomenon was provided. To achieve investigator triangulation, the researcher discussed findings with supervisor and colleagues and acquired feedback on interpretations. Theory triangulation was realised by the use of multiple perspectives to interpret data as a number of leadership approaches and servant leadership models were used as a basis for the research. The main strength of the case study methodology lies in its ability to provide an opportunity to incorporate several sources of evidence (Yin, 2009). Thus in this study methodological triangulation was accomplished through interviews, case notes and document review.

As proposed by Stiles (1993) there are several types of validity in qualitative research which makes a study more credible. In this study, testimonial validity was achieved by approaching

the research participants to obtain feedback in respect of interpretations reached by the researcher after analysis. Reflexive validity was ensured by immersion into the data before, during and after the analysis phase to illuminate changes in the interpretation and observation of findings.

To ensure credibility in this study; subjects, categories and themes were accurately identified and described. With regards to transferability, findings of the study were compared with similar studies carried out in other countries as a form of triangulation. To accomplish dependability, the researcher endeavoured to create similar conditions for each of the interviews by following the same interview protocol and similar setups. Confirmability or objectivity was ensured by the researcher by keeping in mind the findings of other studies in the field and letting the data speak for itself without having preconceived categories. The researcher kept an open mind with respect to other themes that emerged from the interviews without being restricted by categories identified in the literature review.

3.8.3. Pilot study

A pilot case study is a small-scale exploratory technique that enables a researcher to review his or her interview questions prior to the data collection phase (Zikmund, 2010). As a pilot study refines the research protocol and data collection plans, for this research study a pilot study was carried out with 4 senior academic and senior non-academic staff members from the two state universities. This was to ensure that the methodology chosen was appropriate and also that the semi structured interview schedules generated responses that would answer research questions posed in the study.

The four participants were selected on the basis of their convenience, accessibility, willingness to cooperate and physical proximity (Yin, 2009). Through the pilot study the researcher confirmed the relevance of the sampling procedure and that semi structured interview schedules generated responses relevant to the questions asked by the researcher and thus proceeded with the main study.

3.9 ETHICAL CONSIDERATIONS

Research has by and large become an issue of ethics. The in-depth and unstructured nature of qualitative research coupled with the fact that it raises issues that are not always predicted mean that ethical considerations have a particular resonance in qualitative research designs (Ritchie and Lewis, 2003). All aspects of the research process, from deciding upon the topic through to identifying a sample, conducting the research and disseminating the findings, have

ethical implications (Flick, 2009). Thus a qualitative researcher has to follow certain procedures and guidelines to protect research participants. Saunders et al (2009) define research ethics as considerations made by the researcher about how to formulate and clarify a research topic, design research and gain access, collect data, process and store data, analyze data and write up research findings in a moral and responsible way. The researcher will observe research ethics as put across by various scholars (Ritchie and Lewis,2003; Creswell, 2014; Rubin and Babbie, 2011, Saunders et al, 2011; Flick, 2009).

3.9.1. Voluntary participation and informed consent: Consent to participate in the study was voluntary and informed through the informed consent procedure. Nobody was coerced to participate in this study against their will and participants were informed of their right to withdraw their consent without any ramifications at any time during the course of the research proceedings. The participants signed the informed consent forms. Interviews were also conducted with the approval of the institutions.

3.9.2. Anonymity and confidentiality: During this research undertaking the researcherobserved both anonymity and confidentiality in dealing with research participants. Anonymity refers to the situation in which even the researcher cannot identify an individual by the specific information that has been supplied (Flick, 2007). Identity of the research participants and their organizations was kept private and confidential. Confidentiality refers to the situation in which the researcher agrees to keep information confidential even though knowing which data describes which participants (Flick, 2007). Thus in this study the researcher maintained confidentiality.

3.9.3 Protection from Harm and Exploitation. The researcher ensured that participants were not exposed to undue stress, manipulation, personal risk, or harm. Non-maleficence entailed the researcher protecting participants from risk of harm by not exploiting or abusing power in dealing with them (Flick, 2009). Participants were free to withdraw at any point in keeping with principles of informed consent and voluntary participation already discussed.

3.9.4. Competence of the Researcher
The researcher has an ethical obligation to ensure that she is skilled and competent to undertake the investigation (Strydom, 2005). In order to make that she is prepared for this research, the researcher studied courses on research methodology. The researcher also carried out the research study under the diligent supervision of her supervisor. The researcher made sure of being culturally competent not to make value judgements based on cultural aspects.

The researcher endeavoured to maintain objectivity and neutrality. As an employee in one of the case universities, the researcher had to be cautious of her own values and interests and took into account her own position in the setting and situation.

3.10. RESEARCH LIMITATIONS

The limitations of the study are those characteristics of design or methodology that set parameters on the application or interpretation of the results of the study (Simon, 2011). In this study due to the purposive sampling method used, the most obvious limitation related to the threat to transferability. The study focused on state universities and thus findings may not be generalised to other private universities in Zimbabwe which may be autonomous and have different governance practices. Governance practices and leadership approaches in state universities are context specific and hence findings may not be generalised to state universities across the world.

The present study is a qualitative one and consequently its aim was not to obtain a sample representative of the population but one that would irradiate the experiences and perceptions of university employees on the servant leadership approach. The main limitation of the study lies in the size and compositions of the sample, for a qualitative study eighteen participants sufficed but were too small a sample for their views to be generalised and be reflective of the entire population of employees of state universities in Zimbabwe.

The single interview format is not entirely reflective of the full range of experiences and perceptions of state university employees on governance practices and servant leadership. Possibility is that if a number of interviews were carried out over a period of time with each participant, more information would have been revealed on the governance practices in state universities and the prospects of adopting the servant leadership approach.

The research was carried out at a time when institutions were on vacation and as such some of the participants were not readily available. Interviews had to be scheduled and rescheduled. Most interviews had been scheduled at the time when there was an emergency national shutdown in Zimbabwe and the researcher had to reschedule some of the interviews, which affected the completion time of the dissertation.

3.11. CHAPTER CONCLUSION

The researcher was able to give an outline of the quantitative methodology adopted for this study and an account of the entire procedure carried out in data collection. The researcher revealed a conceptual understanding of the research paradigm adopted in data collection,

analysis and interpretation. Justification and explanation was also provided for the data collection methods, data collection instruments and the criteria for selecting the cases. The chapter also examined how issues of quality were addressed in the research. The researcher was also able to discuss the ethical considerations that were made and illuminated on the limitations encountered during data collection. Chapter four will focus on data analysis and presentation.

3.12. CHAPTER SUMMARY

The researcher introduced the chapter. This chapter delineated the research paradigm, the research approach as well as the research design utilised for this study. The researcher went on to discuss the target population identified for the study and the sampling procedure used to identify the study participants. The following section focused on the data collection techniques and tools.Data analysis procedures were delved upon. The concluding segment in this chapter discussed the ethical issues surrounding the research and addressed the research limitations. The researcher concluded the chapter.

CHAPTER 4

PRESENTATION OFRESEARCH FINDINGS AND DISCUSSION

4.1 INTRODUCTION

The preceding chapter described the research methodology adopted to collect and analyse data for this research. This chapter centres on presenting and discussing the findings of the study which aimed at exploring the appropriateness of the servant leadership approach in view of improving governance of state universities in Zimbabwe. Thus, the focus of this chapter is qualitative data analysis through generative themes which will be individually described and analysed to provide a comprehensive presentation of findings. A detailed discussion of the concept of servant leadership, the governance of state universities visavis servant leadership, the challenges likely to be experienced in the adoption of servant leadership and the strategies for the effective implementation of servant leadership will ensue. This chapter is the zenith of the study and will explicitly show how the data

illuminated and answered the research questions that have been posed from the beginning of the study.

4.2 PRESENTATION OF FINDINGS
4.2.1. Profile of research participants

The aim of the study, as already discussed in the preceding chapters was to explore the appropriateness of servant leadership in the governance of state universities in Zimbabwe. The researcher collected data from 18 participants purposively sampled from the two case stateuniversities selected for the purpose of this study. The data were collected through semi structured interviews. Each interview lasted for about 1 hour. Data collected from the two case institutions will be analysed in this section. The biographical information of the participants is provided in the table 2 below.

Table 2 Profiles of respondents

University code	Participant's code	Gender	Age group(years)	Position	Length of time in position
A	A1	Male	40-50	Deputy Registrar	2 years 6 months
	A2	Male	50-60	Faculty Dean	2 years
	A3	Male	40-50	Faculty Dean	2 years
	A4	Female	30-40	Department Chair	2 years 5 months
	A5	Male	50-60	Department Chair	3 years
	A6	Female	40-50	Deputy Bursar	4 years
	A7	Male	40-50	Senior Academic	5 years
	A8	Female	40-50	Deputy Librarian	3 years
	A9	Male	30-40	Snr academic staff	3 years
B	B1	Female	50-60	Deputy Registrar	4 years
	B2	Female	50-60	Dean of Students	2 years
	B3	Male	40-50	Faculty Dean	2 years
	B4	Male	40-50	Faculty Dean	3 years
	B5	Male	40-50	Department Chair	2 years
	B6	Female	30-40	Department Chair	2 years 5 months
	B7	Male	50-60	Deputy Bursar	4 years
	B8	Male	50-60	Faculty Dean	2 years
	B9	Male	30-40	Director of works	2 years

The researcher targeted participants knowledgeable about the governance of state universities. Most of the participants did not necessarily report to the VCs but were either directly or indirectly affected by their decisions. As can be noted in table 3, the participants were of different age groups and gender with solid educational backgrounds. The period in current positions ranged from two to five years in different departments and faculties. The participants were drawn based on the number of years served at the institution, level of education, departments they serve in their institutions and most importantly the depth of the knowledge of the subject matter under study.

4.2.2. Description of the data analysis method

To analyse the data obtained from the in-depth interviews with the 18 participants, the researcher made use of thematic analysis. Through thematic analysis data were coded from interview scripts, field notes and documents. By and large thematic analysis involved identifying, analysing and reporting patterns within the data. The researcher used the steps of data analysis proposed by Terre Blanche et. al (2006). The first step was familiarisation and immersion whereby data were transcribed, the researcher read through the data until she got closely conversant with its content. The researcher then identified themes and patterns across the data. The process of coding ensued which entailed producing labels that were used to categorize data relevant in responding to the research questions. Through the process of elaboration, the researcher brought together the processes of inducing themes and coding. Themes were refined through combining, splitting or discarding them. Data relevant to each formed theme was collated. The final stage of data analysis involved merging together the analytic narrative data extracts and contextualizing the analysis in connection to existing literature.

4.2.3. Themes and sub-themes

The study explored the views of university staff on the possibility of adopting the servant leadership approach to enhance governance of their institutions. The views were expressed through in-depth interviews with key university staff from both the academic and non-academic sections. The participants have been working at the institutions for a considerable length of time and possess experience with regards to the governance and leadership at the institutions. They were in a position to spell out challenges with the present leadership and perceptions on the adoption of the servant leadership approach. To this effect a myriad of issues were raised by the participants during the interviews but succinct calls for those issues to be discussed under themes. Findings from the in-depth interviews carried out with both

academic and non-academic staff working at the two case institutions will be presented in an integrated manner in this discussion. Themes identified are: the concept of servant leadership, governance of state universities vis-a-vis servant leadership, probable challenges in the adoption of servant leadership in state universities and strategies for the effective implementation of servant leadership in state universities. Findings will be substantiated by the voices of participants and where applicable, integrated with literature.

The themes and sub-themes that emerged from the research data are presented in table 3 below.

Table 3 Themes and sub-themes

THEMES	SUB-THEMES
1. The concept of servant leadership	1.1 Understanding of the servant leadership approach. 1.2 Current leadership style and the extent of satisfaction of the participants. 1.3 The extent of servant leadership practice within the organisation.
2. Governance of state universities vis -a -vis servant leadership	2.1 The perception of the participants on the impact of servant leadership on university governance. 2.2 Factors facilitating the adoption of servant leadership in state universities. 2.3 Factors militating against the adoption of servant leadership in state universities. 2.4 Favourable attributes for the effective adoption of servant leadership in state universities.
3. Challenges in the adoption of servant leadership in state universities	3.1 Lack of understanding of the concept 3.2 Resistance to change. 3.3 Government interference.
4. Strategies for the effective implementation of servant leadership in state universities	

Source: developed for this research

4.2.4. THE CONCEPT OF SERVANT LEADERSHIP

Findings from the study indicated that the concept of servant leadership is understood on different levels. Three sub-themes emerged from this theme, namely, the understanding of the servant leadership approach, the current leadership style and the extent of satisfaction of the participants and the extent to which the servant leadership approach is practiced within the institutions.

4.2.4.1. Understanding of the servant leadership approach

Findings from the study have shown that 13 participants of the participants had a good appreciation of the servant leadership concept whereas 5 of the participants struggled to conceptualise the approach. Most of the participants understood servant leadership as the approach where leaders prioritise the needs of followers over their own needs; which is indeed the sine qua non of servant leadership.

Table 4 Summary of responses on the understanding of the servant leadership concept

Respondent	Summary responses
A1	As the name entails the leader has to be a servant to the subordinates by serving their needs.
A2	The leader serves the needs and interests of the followers. They go down to the lowest level of the employees to address their concerns.
A3	Has never heard about the concept before now.
A4	SL is all about the leader looking out for his subordinates and taking a collective approach to decision making.
A5	Servant leadership is about serving as the name implies thereby differentiating it from the traditional approach which is about commandeering people.
A6	SL is about the leader being servant first to the followers and prioritising their needs. Jesus Christ demonstrated what servant leadership is all about when he washed his disciples' feet.
A7	The leader puts the needs of the followers first before their own needs
A8	The servant leader is not selfish but incorporates the interests of his followers in making decisions.
A9	This is a completely new concept and therefore not understood at all.
B1	SL is about the leader showing concern about the welfare of his subordinates.
B2	Lacks understanding about the concept of servant leadership.
B3	It is a philosophy applied in leadership whereby the main goal is to serve.

	Service comes first before leadership.
B4	It is a new and very interesting concept which involves the leader putting the concerns of the employees at the centre of their decision making.
B5	This is a new concept and has not come across it before.
B6	SL is about the leaders incorporating the views of everyone in their decisions.
B7	In SL there is equality in decision making as the views of every member are considered to be important.
B8	Has never heard about the concept of servant leadership before.
B9	With servant leadership there is no dictatorship like with the traditional approaches. Everyone is allowed to express their views and the leader takes into consideration the concerns of the subordinates.

Some participants highlighted the importance of decision making in the governance of state universities with regards to the concept of servant leadership. Participant B7 was of the following viewpoint:

> "*Servant leadership comes with equality especially when it comes to making decisions. leaders have a listening ear, that is, they listen to what the people want before they can make decisions. They try by all means to incorporate the views of everyone in their decisions.*" (B7)

From the findings the majority of the participants indicated that they had a general understanding of the servant leadership approach but lacked a profound understanding of the concept.

4.2.4.2. Current leadership style and the extent of satisfaction of the participants

Findings indicated that the leadership approach adopted by the management in the institutions was the traditional, hierarchical autocratic leadership style. Regardless of the committee system being in place, the institutions were managed on a top-bottom basis.18 of the participants stated that the autocratic leadership was prevalent in their institutions and 1 participant stated that the situational approach was the dominant approach.

Table 5 Summary responses on the current leadership style and extent of satisfaction of the participants

Respondent	Summary responses
A1	Autocratic leadership style and not satisfied as leadersexhibit selfishbehaviours.
A2	The autocratic leadership style and not satisfied as it does not value the decisions of committees which have been set up for democratisation of decision making.
A3	Autocratic leadership approach and not satisfied because it does not incorporate the views of the majority and therefore demotivates.
A4	The top down autocratic leadership approach and not satisfied as it stifles innovation by not considering the ideas from others.
A5	The situational approach to leadership and not satisfied because there should be consistency in policies and procedures.
A6	The autocratic leadership approach and not satisfied because there is no consultation in issues affecting every member of the institution.
A7	The top-down leadership approach and not satisfied as it is all about giving commands and expecting unquestioning obedience from subordinates.
A8	The autocratic leadership approach and not satisfied with the approach as it does not involve people on the ground to make decisions which affect them.
A9	The autocratic leadership approach and not satisfied with the approach as it is all about commanding and controlling people.
B1	The autocratic leadership style is prevalent and it does not allow the voice of others to be heard.
B2	The autocratic leadership approach and not satisfied as it acknowledges the head as the only person who can make meaningfully decisions.
B3	The top down autocratic leadership and not pleased with the approach as it leads to self-centeredness by the leaders at the expense of the institution.
B4	Autocratic leadership and not satisfied with the approach because the leaders do not incorporate the views of the majority in making important decisions.
B5	The autocratic leadership approach and not satisfied because better decisions are made when leaders consult.

B6	The top-down approach which involves leaders dictating what needs to be done and not satisfied with the approach.
B7	The top-bottom approach and not satisfied because it does not encourage innovation. People cannot bring ideas to the table which could benefit the organisation immensely
B8	Authoritarian leadership approach whereby decisions are made at the top and cascade downwards and not satisfied with the approach.
B9	The autocratic leadership approach and not satisfied because it is all about issuing out commands and failure to comply being considered as insubordination.

The following response given by one participantindicate the level of dissatisfaction of the participants with the current leadership style:

> *"The autocratic leadership style at this institution is a very primitive and Stone Age type of leadership and I am not in any way contented with this approach. It oppresses the employees because when we speak our minds and try to contribute, we are regarded as being arrogant and insubordinate."*(B1)

The sentiments echoed by the participants illustrated that there were general feelings of discontentment with the leadership style prevalent in their institutions. Findings also indicated that the style of leadership excluded views of the majority in decision making since there was no consultation and participation leading to demotivation of employees.

Participant A3 also shared the following sentiments:

> *"There is no consultation. People want to be part of decision making and not just implementers of decisions. People are motivated when they are part of the decisions made. There is a sense of belonging and generally people perform to the best of their ability. They are willing to go an extra mile in achieving objectives of the organisation through the implementation of decisions they would have made."* (A3)

Findings from the study indicate that other participants felt that in principle the institutions were run using a democratic leadership style with the existence of the committee system but in practice the autocratic leadership style was being practiced. With regards to the committee system one participant had this to say:

> *"It is so surprising that an academic staff member who has been found worthy of promotion by the departmental appointment and promotions committee, having*

fulfilled all the expectations is denied promotion by the council appraisal and promotions committee. What is then the essence of setting up such committees when their recommendations are ignored?" (A2).

Findings indicated that the top-down approach stifles innovation. This is detrimental in a dynamic era where universities have to adapt to the changes in consumer tastes and preferences. Innovation is required to gain competitive edge in a highly competitive industry with institutions competing for students and ranking.

4.2.4.3: The extent of servant leadership practice within the organisation

Findings indicated that all the 18 participants revealed there was basically no practice of servant leadership within their institutions. Participants highlighted that even though there are committee systems in state universities to aid democratization of decision making and to promote servant leadership, evidence of servant leadership was not apparent.

Table 6 Summary responses on the extent of servant leadership practice within the organisation

Respondent	Summary responses
A1	There is no servant leadership because there is unfair representation of non-academic staff in the committees.
A2	There is no servant leadership practice at all.
A3	There is no servant leadership practice but presence of the autocratic leadership approach.
A4	There is no servant leadership because committee system is unfairly constituted.
A5	There is no servant leadership because institutions are operating under complex environments.
A6	Servant leadership was not being practiced at the institution even though the committee system was in place.
A7	Servant leadership does not exist.
A8	There is zero servant leadership.
A9	Servant leadership is not prevalent at all.
B1	There is no servant leadership because leaders do not empower subordinates.
B2	There is no servant leadership because our leaders do not behave ethically.
B3	There is no servant leadership because do not put followers first.
B4	There is no servant leadership because the committee system is not effective.
B5	There is no servant leadership because leaders utilise the autocratic leadership approach.

B6	Servant leadership does not exist because the decision making is non-participatory.
B7	Leaders put their needs first before those of followers thus there is no servant leadership.
B8	Leaders are selfish and egoistic hence servant leadership does not exist.
B9	There is no democratisation of decision making thus servant leadership is non-existent

Participant B5 echoed the following sentiments in relation to the ineffectiveness of the committee system:

> *"Meetings are often called only to give credibility to already made decisions. People put in a lot of work in the committee meetings but there is very little uptake of their decisions. Leadership ought to respect the decisions of committees. They may not necessarily ratify all the decisions but they should ratify most of them. No explanation is given for the decisions that get turned down. I strongly feel that the rejected issues should be brought back to the table for further deliberations."* (B5)

From the findings it was apparent that participants understood the fact that their institutions were operating in a very complex and dynamic environment and due to the university's extensive responsibilities, coping with such pressures would require that leadership adopted a decentralised and all participatory approach to governance through the committee system for effectiveness in achieving its objectives.

Findings revealed that members of the non-academic staff strongly felt that there was no servant leadership in their institutions as they were not fairly represented in committees. Participant A1 had this to say:

> *"In my own opinion servant leadership does not exist at our institution because even the so-called committee system is unfairly constituted. There is unfair representation of non-academic staff as the committees are made up mostly of academics. Issues that are administrative in nature end up becoming academic. This defeats the whole purpose of adopting an all-participative leadership approach."* (A1)

The participants felt that the servant leadership practice was absent in their organisations because their leaders were too egoistic to be able to put the needs of followers before their own needs. They hardly exhibited the servant leader behaviours of empowering subordinates,

behaving ethically, helping followers grow and succeed and putting followers first but rather exhibited self-aggrandising behaviours.

4.2.5. GOVERNANCE OF STATE UNIVERSITIES VIS-A-VIS SERVANT LEADERSHIP

Findings revealed that it was necessary for university leadership to adopt the most appropriate leadership style to enhance governance of their institutions. Participants consented that servant leadership would aid in the good governance of these institutions and just like any other leadership style it also has its downside. The following sub-themes emerged:

4.2.5.1. The perception of the participants on the impact of servant leadership on university governance

The findings revealed that participants perceived that servant leadership would have a positive impact on university governance. Universities were established to be of service and in so doing they have to meet the growing needs of all the university stakeholders. Servant leadership would aid in the governance of state universities and balancing the unique needs of the different stakeholders.

Table 7 Summary responses on the perception of the participants on the impact of servant leadership on university governance

Respondent	Summary responses
A1	Servant leadership will have a positive impact.
A2	SL will be effective in meeting growing demands of all university stakeholders.
A3	SL will ensure shared leadership and shared governance.
A4	SL is most ideal as universities are populated by diverse individuals with different ideas.
A5	Servant leadership will ensure that everyone is involved in decision making.
A6	SL is a welcome development as it will do away with dictatorship.
A7	SL is a necessity because it fosters a sense of belonging.
A8	SL will pose as a motivator towards hardwork and achievement of organisational objectives.
A9	SL is most effective because it will ensure that leaders provide supportive supervision to subordinates.
B1	SL will guarantee that leaders are empathetic towards their subordinates.
B2	SL will ensure that there is good governance in state universities.
B3	SL will foster shared decision making.

B4	Servant leadership will do away with the traditional autocratic leadership style.
B5	SL will birth healthy institutions through open communication and consultation.
B6	SL will ensure that leaders will put the needs of stakeholders and the institution before personal needs.
B7	SL will ensure that corruption and other bad leadership practices are dealt way with.
B8	Servant leadership will guarantee that the head of the institution is not the only acknowledged person.
B9	Servant leadership will foster a sense of belonging among all members of the university community.

The findings as indicated by the responses in table 7 also revealed that servant leadership is essential for the good governance of universities by enabling shared governance. One participant succinctly had this to say:

"Servant leadership would contribute towards good governance of state universities because it would allow collective decision making. By their nature state universities are populated by a pool of intelligent people from a variety of disciplines and when their opinions are combined richer decisions are made." (B9).

From the findings participants went a step further to contrast the servant leadership approach with the autocratic leadership approach when they answered the question in relation to good governance practice. Participant A6 had this to say:

"Universities are 'Centres of Intelligence' and university leadership can tap into that and make informed decisions when they involve everyone in the decision-making process. With the autocratic leadership approach however one mind is promoted through dictatorship and yet there are thousands of intellectuals who can contribute meaningfully. It is so sad that the head of the institution is the only acknowledged person." (A6)

Findings also revealed that universities were large institutions and at micro level servant leadership would assist in their governance especially at the departmental level by allowing departmental heads to work closely with their followers as they understand their unique needs. Participants mirrored that the servant leadership approach results in shared decision making and enables leaders to build healthy institutions through open communication and consultation which has not been the case with the state universities. According to the

participants their leaders were inefficient, authoritative and undemocratic and aimed at fulfilling personal needs at the expense of the needs of the stakeholders and the institution.

4.2.5.2. Factors facilitating the adoption of servant leadership in state universities

There are great opportunities to be realised from the adoption of servant leadership in institutions. Not only does servant leadership instil the sense of shared governance and motivation of employees but also empowers employees and leads to increased job satisfaction. The enormous benefits not only end on the individual level but extend to the organisation and the positive impact on society is inevitable.

Table 8 Summary responses on factors facilitating the adoption of servant leadership in state universities

Respondent	Summary responses
A1	SL instils a sense of shared governance.
A2	SL ensures that employees are motivated.
A3	Servant leadership sees to it that employees are empowered and there is increased job satisfaction.
A4	Benefits of servant leadership do not end on the individual level but cascades to the organisation and the community at large.
A5	SL instils a sense of belonging.
A6	SL creates a positive environment that ensures all are included in decision making.
A7	SL will ensure that all employees have a say in decision making.
A8	Servant leadership instils a sense of ownership and pushes subordinates to think outside the box.
A9	Servant leadership provides emotional healing and supportive supervision for subordinates.
B1	SL as a people centered approach will ensure that leaders understand their subordinates.
B2	SL will ensure that leaders tap into the capabilities of individuals to help them grow and succeed.
B3	SL will guarantee that ideas of intellectuals at state universities are harnessed for institutional growth.
B4	Today's organisations thrive on teamwork thus servant leadership is a welcome development.
B5	SL will enable people to communicate, collaborate and coordinate activities.
B6	SL will foster a sense of belonging through showing empathy towards employees.
B7	SL will ensure a healthy environment for employees for growth and success.
B8	SL are people oriented and will provide emotional support for employees.
B9	Servant leadership will ensure benefits for the individual as well as for the

organisation.

B6 painfully related how she had dreaded to go to work just because of how she was treated by her superiors. At the time she was reporting directly to the head of the institution and was sick for some time but could not be given the opportunity to seek medical attention. It was after her absence for a day due to the sickness that she got served with a written warning. Apparently, the superior did not care about the employee but was results oriented. The working environment was not a healthy one and her commitment towards work was affected. B6 was emotionally stressed with the sour working relationship that existed with her superior.

Participant B1 had this to say:

> *"Any organisation's success today thrives on teamwork and with servant leadership people can communicate, collaborate as well as coordinate activities. Looking at a university like ours were academic staff needs collaborations, such positive networking sponsored by servant leadership can lead to growth of individuals and that of the organisation."* (B1)

4.2.5.3. Factors militating against the adoption of servant leadership in state universities

Servant leadership just like any other style of leadership also has loopholes which can impede its effective implementation at state universities in Zimbabwe. Research findings indicated that resistance to change by the top leadership can militate against the adoption of servant leadership.

Table 9 Summary responses on factors militating against the adoption of servant leadership in state universities

Respondent	Summary responses
A1	Top leadership can resist change.
A2	SL will mean taking power from the powerful and sharing it with others thus it can be resisted by those in power.
A3	SL may be resisted as those using the autocratic leadership style may feel threatened.
A4	Current leadership may resist servant leadership due to fear of relinquishing power and authority.
A5	Leaders can resist servant leadership as they may feel threatened of being outperformed by subordinates.
A6	Committee systems are manned by the yes men and yes women of the VCs hence SL is difficult to implement.
A7	Committee systems are failing to ensure democratisation in decision making.
A8	Current leadership is committed to fulfilling its personal needs and agendas at the expense of organisational goals.
A9	VCs may eventually lose their authority as leaders by adapting the servant leadership approach.
B1	SL poses as challenge in situations when a leader has to make decisions as the dominant and authoritative figure.
B2	By putting the needs of followers first servant leaders may end up being vulnerable to the manipulation of subordinates.
B3	The servant leader relationship may end up being misinterpreted by subordinates who may end up abusing their leader as their servant.
B4	Demotivation is likely to take place if SL is not properly implemented.
B5	With SL followers will tend to exert least effort in their productive work and in bringing solutions to problems.
B6	Servant leaders may end up doing the work for the subordinates which may lead to complacency and low motivation.
B7	With SL followers may always lag behind believing the leader will finish the work for them.
B8	People may develop laziness and not experience growth at the individual level.
B9	Leaders may end up being engrossed in encouraging employees at the expense of institutional objectives.

Findings revealed that when the VCs are appointed, they quickly surround themselves with intellectual supporters and in so doing they establish the top-down decision-making model. This however leads to a complete violation of the statutes.

Findings also revealed that VCs may actually in the long run lose their authority as leaders by adopting the servant leadership approach. With regard to the above one participant had this to say:

"With this notion of putting followers first, employees may less likely view their leader as being authoritative, especially when they see their leader providing for their needs exceptionally. It now often becomes difficult for the servant leader to bounce back into the more dominant figure when the need arises."(A2)

Consequently, servant leaders may be taken advantage of by their subordinates which adversely affects productivity. In the same vein, findings have also revealed that demotivation is also most likely to take place with this approach if servant leadership is not properly practiced. The belief that the leader will always save the day and solve the issues which may arise tends to make followers exert the least effort in their productive work and in bringing solutions to problems.

The findings revealed that servant leadership can also be detrimental to the achievement of the overall organisational objectives. The servant leaders can become so engrossed in encouraging employees to derive meaning from their work at the expense of institutional objectives.

4.2.5.4. Favourable attributes for the effective adoption of servant leadership in state universities

Findings revealed that there are prerequisite conditions which are needed for servant leadership to be successfully espoused within an organisation. State universities possess internal assets which are advantageous to the advancement of servant leadership and can be thus exploited. From the participants' observations these attributes are evident at an institutional as well as at a personal level. Institutional attributes are those relating to the organisation and personal attributes relate to the leader.

Table 10 Summary responses on favourable attributes for the effective adoption of servant leadership in state universities

Respondent	Summary responses
A1	Personal disposition of the VC will go a long way in the adoption of servant leadership.
A2	The level of education of both followers and leader is of essence to the successful implementation of servant leadership.
A3	Universities are populated by intellectuals which is a plus for the adoption of servant leadership.
A4	The governance structure of state universities would be a favourable attribute in the adoption of servant leadership.
A5	The mission and vision of state universities is to offer service thus it will be easy to implement servant leadership.
A6	The committee system gives room for the practice of servant leadership.
A7	Receptivity of followers is condition necessary for the effective adoption of servant leadership.
A8	Size of an institution affects the successful adoption of servant leadership.
A9	Emerging institutions with flexible cultures will find it easier to adopt servant leadership.
B1	Ubuntu values are in line with servant leadership traits and make it convenient to shift to the servant leadership approach.
B2	Willingness of employees to accept change and receptivity to servant leadership will make it easy for the adoption of servant leadership.
B3	University employees from the lowest level have sound educational backgrounds making it easier for them to understand servant leadership.
B4	Resources are of essence in the effective adoption of servant leadership.
B5	Growing institutions which are still small in size can manage the adoption of servant leadership.
B6	If Ubuntu values are imbedded in a leader they will help in adoption of servant leadership.
B7	The culture and the size of the institution affects the implementation of servant leadership.
B8	The mission and the vision of state universities are founded on service provision thus making it favourable for servant leadership implementation.
B9	Democratic leaders with the ability to adopt the bottom up approach foster the smooth shift to servant leadership.

The study revealed that the level of education of both the followers and the leaders was of essence in the successful implementation of servant leadership in state universities. Participant A3 had this to say:

"The fact that the university is populated by intellectuals would be a plus for the adoption of the servant leadership approach. Even the employees on the lowest level have sound educational backgrounds, making it easier for them to understand servant leadership." (A3*)*

Further noted from the study was that the governance structure would be a favourable attribute for the adoption of servant leadership at state universities. The mission and vision of universities is to offer service thus servant leadership is already imbedded in the institutions. The committee system gives room for the practice of servant leadership.

Most of the participants highlighted the receptivity of followers as a condition necessary for the effective adoption of servant leadership. The employees have to be willing to accept the change and be receptive to servant leadership.

Findings from the study also revealed that the size of an institution could affect the successful adoption of servant leadership approach in state universities. Most of the participants from one of the institutions which is still growing saw the size of their institution as ideal for the adoption of servant leadership. According to the participants newly established institutions could easily adopt a new approach to leadership as culture as compared to older institutions whose culture may be difficult to change.

Further noted in the study was how the African concept of *Ubuntu*could go a long way in ensuring the successful adoption of servant leadership in state universities in Zimbabwe. Ubuntu values are in line with servant leadership traits. Like servant leaders, leaders with Ubuntu emphasize on the importance of respecting the individual and place great value on social support systems and teamwork.

4.2.6. CHALLENGES IN THE ADOPTION OF SERVANT LEADERSHIP IN STATE UNIVERSITIES

Findings show that there are challenges that could be experienced in the adoption of servant leadership in state universities. Three sub-themes emerged from this theme; lack of understanding of the concept, resistance to change and government interference.

Table 11 Summary responses on challenges in the adoption of servant leadership in state universities.

Respondent	Summary responses
A1	Servant leadership is a fairly new concept which many have a little understanding of.
A2	There is a lack of understanding by both leaders and followers.
A3	Servant leadership cannot be faked. It has to be inborne.
A4	Educating people about servant leadership will be a time-consuming effort.
A5	Leaders have to understand the concept beforethey can adopt it.
A6	Leaders under the traditional autocratic leadership style may resist giving up power.
A7	Leaders who put their needs first may find it difficult to adopt servant leadership.
A8	Sponsorship of state universities by government makes servant leadership a government decision.
A9	Leaders are not appointed on merit but on political grounds by the head of state which makes them answerable to the government and hence may find it difficult to adopt servant leadership.
B1	Servant leadership is a new concept that is hardly known and getting everyone on board is not something that can happen overnight.
B2	People need time to understand and appreciate the concept before implementing the concept.
B3	Inculcating servant leadership in the minds of people is a long-term project.
B4	Self-centered and egoistic leaders who put their needs first before those of followers may sabotage efforts aimed at implementing servant leadership.
B5	Fear of the unknown of leaders fearing the loss of power and employees uncertain of what the approach may bring may cause resistance to change.
B6	People are generally lazy and unwilling to work and this does not complement servant leadership.
B7	A leadership approach often becomes the culture of the organisation and cultural change to servant leadership may be a slow process.
B8	Government interference in the appointment of key university officials can pose as an impediment to adoption of servant leadership.
B9	The pollicisation of the post of the VC stands a stumbling block to the adoption of servant leadership.

Findings revealed that the greatest impediment to the adoption of servant leadership approach was the lack of understanding of the concept by both the leaders and followers. Servant leadership is a fairly new leadership philosophy and many have little understanding of what entails. Participant B2 had the following to say concerning this issue:

"It will take more than just words to make people understand the concept. In my own opinion servant leadership is a practice which manifests itself in the way leaders talk to their followers and respect them as human beings. Arrogance has become the modus operandi among most professors who perceive acting like 'bulls' is the only way to get people to respect them." (B2*)*

Findings also unravelled that educating people about the servant leadership approach would be a time consuming exercise and thus unattainable within a short space of time.

Findings revealed that changing from the traditional, hierarchical leadership styles would be a hurdle to the adoption of servant leadership approach by state universities. Leaders would find it difficult to give up power and self-glory and adopt a leadership approach that would entail putting the needs of followers above their own needs. Thus, leaders may try to sabotage all efforts aimed at implementing servant leadership.

Findings also illumined that resistance to change was likely to manifest itself through the general unwillingness by people to adapt to a new leadership approach. Participants noted fear of the unknown as the likely reason for this resistance, with leaders fearing the loss of power and employees uncertain of what the approach may bring.

Participants revealed how resistance to change was detrimental to the overall performance of their institutions. Participants from one of the case institutions highlighted with fury how their institution had been overtaken by newly emergent institutions because of failure to move with time and meet the demands of the various stakeholders. This has resulted in the alumnae's failure to perform in industry. The industry is looking for those who can deliver and the lack of diversity in the degree programmes due to the leadership's disinclination towards change makes this virtually improbable.

The research findings also brought to the fore how government interference can be a stumbling block to the adoption of the servant leadership approach in the governance of state universities in Zimbabwe. Participants noted with great disappointment at how their institutions are susceptible to failure due to government's meddling.

Noted by the participants was the political interference in the appointment of key university officials and in the management of the university. The Head of State as the Chancellor of all the state universities in Zimbabwe has vested authority to appoint the Vice Chancellors and most members of the University Council and often other members of the university

administration. The VCs appointed many a times are not the most competent both administratively and academically.

Participants A7 bitterly echoed his sentiments:

> *"Politicking is unwarranted especially at an institution where appointments should be based on merit. The term meritocracy is derived from the military. In the military if you are not good you cannot consent to be a commander in the battle because of the implications. You may end up losing your own life. As such people ought to be given the liberty to choose amongst themselves the person, they believe to be competent."* (A7)

The overwhelming view of the participants and general feelings were that the position of the VC had been too politicised and this was the major cause for the governance challenges engulfing theirs and other state universities.

Connected to the issue of appointment of the VC is the appointment and promotion of executive deans. Findings revealed that the VC has the ultimate say in the appointment of executive deans and instead of serving the faculty, the deans served their immediate supervisor; the VC and were accountable to him. According to participants, the deans have an important role in the governance of state universities as they lead the faculties for the execution of mandates. They have a key role to play in the implementation of policies at the university and this has adversely affected governance of the institutions.

Some of the participants justified government interference stating the fact it provides the bulk of the funds utilised in the running of state universities and thus would want institutions to be accountable.

4.2.7. STRATEGIES FOR THE EFFECTIVE IMPLEMENTATION OF SERVANT LEADERSHIP IN STATE UNIVERSITIES

Findings show that there were strategies that could be harnessed to ensure the effective implementation of servant leadership in state universities in Zimbabwe. Participants strongly felt that the first step was to educate people about the concept. It is a fairly new concept and little is known and hence the need for all in the institution to be trained so that they are acquainted with this approach and what it requires from each of them.

Table 12 Summary responses on the strategies for the effective implementation of servant leadership in state universities in Zimbabwe

Respondent	Summary responses
A1	The first step will be to educate people about the concept.
A2	SL is a fairly new concept and little is known hence there is need for training for people to be acquainted with the approach.
A3	Leaders should be trained on leadership skills and human resource management as they are appointed on the basis of academic qualifications.
A4	Appointment of VCs should not be an imposition by government but should follow democratic course.
A5	There is need for total democratisation of the appointment process of committee members in key committees of institutions
A6	Universities' Acts and statutes must be reviewed to create more democratic decision making.
A7	As government influences the governance of state universities knowledge about servant leadership should be imparted from governmental level.
A8	Election and selection of the VC must involve all the stakeholders in the university.
A9	The VCs that are selected must prove to be competent both academically and administratively.
B1	Sensitisation workshops on servant leadership should be held for all staff in the university.
B2	Committee members of key university committees must be appointed through a totally democratic process.
B3	The statutes should be reviewed to allow for democratic decision making.
B4	Academic qualifications alone should not form the basis for appointment of VCs but people skills are equally important.
B5	This is a new concept and as such the change management process should appropriately executed to solicit every stakeholder's buy in.
B6	There is need to dilute culture by employing outsiders into the system to run the show.
B7	Government should not interfere too in the appointment process of the VCs but allow the university community to have a say.
B8	Training on this concept is of essence as this is unknown to most university employees.
B9	Government plays an important role in the governance of state universities hence the process of sensitisation about the concept should start at the government level

Participants were of the view that sensitising workshops on servant leadership could be held for all the staff in the university and not only those in the leadership positions. Leadership is a reciprocal process and to make servant leadership a success leader needs the support of all the stakeholders. Participants opined that organisations thrive on shared vision and therefore there was need for open dialogue between the management and the university staff. Information can be shared and the buy in of every member solicited to reach a common understanding of what the servant leadership approach is all about and how it can improve and sustain good governance of state universities.

Findings revealed that leaders in the institutions were appointed on the basis of their academic qualifications and possessed no leadership skills and participants suggested that training in leadership and human resource management be a prerequisite when choosing leaders. The training in employee relations is of essence because most leaders of universities do not maintain relationships with stakeholders.

Participant A8 candidly substantiated the above view:

> *"It is high time we do away with appointing VCs who are merely prominent academics who do not have any other training over and above their academic credentials and experience in the academic arena. What universities need is the new breed of university leaders who correlate perfectly with the complexity of the environment. Universities today need more than just the academic qualifications and a list of publications."* (A8)

From the research participants highlighted that the VC's appointment is very critical to the overall management and success of the university. As such participants articulated intensely that appointment should not in any way be an imposition by the government but follow democratic course.

From the findings participants expressed dissatisfaction with the internal structures of the university governance and as such recommended that the Universities' acts and statutes be reviewed to create more democratic decision making.

Further noted from the study was the fact the role of the government in university management can never be overlooked and it would be a good starting point for the servant leadership awareness to be imparted at the governmental level so that it cascades down to the lowest level.

Furthermore the study revealed that culture played a significant role in the success of the servant leadership approach if it were to be implemented. There are certain traits so embedded in the culture to the extent that appointing someone who has been with the institution for a long time and grown with a certain culture would also pose a challenge to the successful implementation of the servant leadership approach. Participants recommended that a dilution of culture was needed and this could be achieved by employing external players.

Further noted in the study was the need for the total democratisation of the appointment process of committee members in the key committees of institutions. Participants further recommended that the university leaders be spirited enough to implement some of the recommendations of the committees despite the fact that they might not favour their interests.

4.3 DISCUSSION OF KEY FINDINGS
Understanding of the concept of servant leadership

The findings from the study indicate that the servant leadership approach is relatively new to developing countries, particularly Zimbabwe. Notwithstanding, participants had an understanding of the concept. According to findings, it is the leadership approach whereby the leader puts the interests of those they serve above their own interests. Servant leaders allow employees to participate in decision making thus empowering them. Putting followers first is "using actions and words that clearly demonstrate to followers that their concerns are a priority…It may mean that the leader breaks from his or her own tasks to assist followers with theirs" (Northouse, 2016:234).

Findings further elucidated that the concept of servant leadership is not comprehended in its entirety. The understanding of the concept is limited to the needs of employees being taken into consideration first and also their participation in the decision-making process. Servant leadership goes beyond putting followers first and empowering them through allowing them to participate in the decision-making process. As noted by Liden et al (2014) the seven core servant leadership behaviours are conceptualizing, emotional healing, putting followers first, helping followers grow and succeed, behaving ethically, empowering, and creating value for the community.

Servant leadership from research findings is premised on leaders putting the needs of followers first and through adopting a participatory approach to decision making. Important servant leader attributes of listening and stewardship were also alluded to (Spears and

Lawrence, 2002; Russell and Stone, 2002; and van Dierendonck and Nuitjen (2011). From their conceptualisation of servant leadership participants failed to capture that the end product of the approach is not leaders putting the needs of their subordinates first but there are outcomes realised from this approach as noted by Greenleaf (1970) *".... the best test ...is: do those served grow as persons: do they, while being served, become healthier, wiser, freer, more autonomous, more likely to become servants?"* (Greenleaf,1970, p.6). Thus, servant leadership must not only result in enhanced follower performance and growth through empowerment, but also ultimately lead to improved organisational performance and positive societal impact. Hence, comprehensive understanding of the concept is imperative for its successful implementation.

Research findings reveal that servant leadership is hardly practiced in state universities even though the institutions are established on the fundamentals of servant leadership due to their service-oriented nature. Leaders exhibit self-aggrandising behaviours associated with the authoritarian leadership approach and moreover, even though there are structures that have been put in place for shared governance such as the committees, little stakeholder participation is occurring thereby hindering the effective governance of universities.

State universities seemed to have been set up with servant leadership in mind owing to the fact that they are run on the committee system. According to research findings, the committee system in universities was established for the decentralisation of the institution's administration by encouraging individual and collective participation. This would foster a sense of belonging and motivate individuals towards achievement of the institution's objectives. This mirrors the key servant leadership features of serving and developing others, sharing leadership and consulting and involving others (Laub, 1999; Wong and Davey, 2007 and Liden et al, 2008). However, apparently from research findings this has not been the case;committees are in existence but they hardly serve the purpose for which they are established, that is, democratization of decision making.Issues are discussed in committee meetings merely as a formality and the decisions reached are disregarded because decisions would have been made already.

Findings further reveal that the autocratic leadership style was the norm in the institutions understudy and there was widespread dissatisfaction with this approach as it excluded stakeholders from the decision-making process. Leaders were concerned with realising their personal needs at the expense of institutional needs. Noteworthy is the fact thatuniversities

are more inclined to the traditional leadership models of higher education centred on power and control and shun adoption of leadership models that promote change (Farnsworth, 2007). Authoritarian leadership style results in demotivation and therefore low productivity among the employees. Leader-centred styles have a top-down structure where the leaders rely on authority and specific directions for success (Kim, 2016).This type of leadership style has had a number of adverse effects in state universities ranging from demotivation, low morale and in some instances low productivity.

Failure of state universities to adapt to the global changes that are taking place has been a resultant effect of the autocratic leadership style by the VCs who have been accused of running the university from the 'ivory tower' with little understanding of the goings-on around them.Higher education institutions are complex, resources are scarce, and competition for prestige and rankings is fierce (Wheeler, 2012). This presents a challenge to leaders who have to make tough decisions to survive. Decisions should not be a one-man affair but involve the input of others.

Governance of state universities vis-a-vis servant leadership

Findings from the study illuminated that the bad governance of state universities has been as a result of the bad leadership practices sponsored by the autocratic leadership style. This has adversely affected the various relationships which exist in the institutions. There is absence of trust and respect among the stakeholders of the university, they do not take time to listen to each other, and all of this point to the practice of the traditional autocratic leadership style.

Findings established that governance structures exist within institutions and if effectively utilised would result in the effective governance of the universities. However, committees are there to formalise decisions which would have been taken already and rules and regulations are flouted without reasonable grounds. Leaders go into meetings with already fixed positions without flexibility to change. From research findings the implementation of the model of servant leadership can result in the improved governance of state universities in Zimbabwe through consultative decision making. All members of the university community play a significant role in the creation of an atmosphere which thrives on shared values. The added advantage is that university employees are experts in a diverse number of areas and when the multitude of ideas are brought together a better future for the institution is envisaged. According to the servant leadership model (Liden et al, 2008) servant leadership results in follower performance and growth, organisational performance and societal impact. By their

nature state universities exist to fulfil the tripartite mandate of teaching, research and community service and this can be achieved through servant leadership.

Findings revealed that servant leadership by its nature of putting followers first and empowering them instils the right attitude and consequently the right culture. Suboptimal behaviours like corruption are rampant in state universities fuelled by economic hardships. Acts of corruption include but not limited to staff admitting other staff's children into degree programmes when they do not qualify. The adoption of the servant leadership approach would curb such excesses. Behaving ethically represents doing what is right, included are such ethical standards as honesty and fairness (Northouse, 2016).

Authoritarian leadership approach allows only one voice to be heard yet institutions of higher learning are populated by intellectuals who can contribute valuable input in decision making. The consultative decision-making nature of servant leadership makes it most fitting in state universities as it would precipitate the empowerment of others. Empowering consists of the sharing of leadership and allowing followers to be self-sufficient and make decisions (Northouse, 2016).

A positive working environment is essential for maximum productivity to take place and such an environment is achieved through being people oriented and not results oriented. Findings indicate that employees work well when their leader is conscious of their well-being and is able to empathise with them.In Zimbabwe in generaland in state universities in particular the communal values of Ubuntu are not being upheld. In the African context Ubuntu values are relevant for effective people-centred leadership which is of essence in the service delivery by state universities. Ubuntu values are the direct opposite of self-centeredness and idiosyncrasy. Regine (2009) best articulated the impact of Ubuntu and leadership as follows:

> *"The spirit of Ubuntu leads to cooperative and collaborative work environments because people are encouraged to participate, to share, to support each other and the collective effort, to be a team player. Even if Ubuntu-inspired leaders hold high positions in their organizations and wield tremendous power, as they inevitably do, they still create relationships based on mutuality: mutual interest, mutual need, and mutual respect. Today, at all levels, business, politics, and religion, leaders need to be healers. Leaders who have Ubuntu are natural healers, for they can see and hold the collective vulnerability, encourage true collaboration, and one by one, heal the many."* (Regine,2009, p.17)

The Ubuntu values correlate with servant leadership behaviours given in the servant leadership model (Liden et al, 2008). Having been born and bred in the African society with Ubuntu values embedded in the culture, it is expected that the leaders of state universities be cognisant of such values but they exhibit the irrational and self-aggrandising behaviours.

Research findings further elucidated that leaders fail to realise that employees may suffer and need healing from stressful experiences from both the home and work fronts. With servant leadership, leaders have service-oriented mind-sets and are more empathetic towards their subordinates. When leaders offer due care to their followers through supportive supervision, they develop their subordinates' commitment to the job leading to individual growth and improved organisational performance.

Findings indicate that servant leadership has its own drawbacks which might hinder its successful adoption. By their nature universities serve various stakeholders with unique needs and servant leaders have to strike a balance between these competing needs. The servant leader however may become so overwhelmed when they have to put all the stakeholders' needs first leading to great stress and ultimately burnout (Liden et al., 2014). A leader's time, energy and financial resources may not be sufficient for the satisfaction of everyone. Role conflict tends to occur as the servant leader; the VC, tries to satisfy the needs of multiple followers and those of their immediate superior; the government. They have to make a difficult decision about whom to serve first before the other.

In line with the above, stakeholders, that is, the students, academic staff, non-academic staff, government, and the society have unique needs and this may be emotionally strenuous due to the emotional regulation required (Liden et al., 2014). There is a lot to be invested into the servant leadership approach as opposed to the less demanding traditional way of leading via commanding and controlling. Servant leadership requires one to be a good listener, empathiser, mentor, guide and emotional supporter. One can only become a genuine servant leader when they are able to "put the needs of all the stakeholders first", the sine qua non of servant leadership.

It is the primary aim of universities to provide service to others and servant leadership may be the best model to enhance the culture of service within the institutions (Wheeler,2012).However findings show that realisation of organisational goals might also suffer as servant leaders exert much effort in putting the needs of followers first and this might translate to the agency problem whereby the concern for followers supersedes concern

for realisation of organisational goals (Anderson, 2009).Little or no time might become available for strategic planning.

Findings have shown that the culture in state universities stifles innovation as it does not empower employees to make decisions as witnessed by presence of committees meant for democratisation of the decision-making process but whose recommendations are not implemented. Servant leadership thrives in a positive culture which celebrates success, puts emphasis on accomplishment and collaboration and also fosters commitment to staff and student learning (Petersen, 2017). Context is representative of the circumstances, conditions and happenings that form the atmosphere within which something happens (Hall, 2010). Zimbabwean state universities are operating in an environment characterised by social, economic and political uncertainty with self-conceited leaders. Servant leadership does not thrive on leadership alone but is heavily dependent on the context.

Follower receptivity, that is, the willingness of followers to be receptive to servant leadership is critical for the success of servant leadership (Northouse, 2016).Findings have indicated that some followers do not desire to be servant led as they equate this to micro management and do not want a close relationship with their superiors. Noteworthy is that leadership attributes like personality and qualities of a leader determine the success of any leadership process (Northouse, 2008). Leaders in state universities have been described as those that want to achieve their own ends over the needs of the followers and the institution. From the research findings, leaders need to shift from being self-centred to people centred. Effective and successful leadership cannot be achieved without followers but good followers only come about as a result of having an effective leader. Good leaders lead by example and consider people as the most important resource to the organisation and not as a means to an end.

Interestingly findings revealed that the level of education also influences the success of servant leadership. Educated people are more likely to comprehend the concept faster and universities are at an advantage because they are populated by intellectuals.

Findings also revealed that the size and age of the institution are most likely to have a bearing in the successful implementation of the servant leadership approach. Recently established universities have a greater chance at making servant leadership a success as opposed to large and long established institutions. With growing institutions, the servant leadership approach can be easily embedded in the growing culture whereas with larger and established institutions change to servant leadership may be resisted. Moreover, small institutions have a

leader-subordinate ratio that is lower due to the smaller size of their departments and as such one-on-one interaction between leaders and employees is possible.

Governance structure is one of the key conditions which require consideration. The Acts of Parliament and the ordinances are part of the institution's governance structure and as revealed, they tend to delay the implementation of decisions and as such they have to be flexible enough to give room for the adoption of servant leadership.

Challenges in the adoption of servant leadership in state universities

Findings from the study confirmed that the servant leadership concept is not known in Zimbabwean state universities and for it to thrive as a governance approach a lot of education is needed. Thus, lack of understanding of the concept poses as the first hurdle to the adoption of the servant leadership approach in state universities. Understanding servant leadership is the first step to be taken towards its successful implementation.

Findings also revealed that the leadership style becomes embedded and tends over time to develop into the culture of the institution. Leadership is vital in determining the culture of any organisation (Mullins, 2007). The autocratic leadership style prevailing in state universities in Zimbabwe does not foster a culture of shared values and fails to embrace change. Universities are operating in highly complex, uncertain, volatile and ambiguous environment and hence, there is need for university leaders to exhibit flexibility and adapt accordingly (Rachael, 2016). Findings revealed that there is inefficient, authoritative and undemocratic leadership whereby leaders are embracing individual needs over those of the institutional whole. Such leaders are finding it difficult to embrace change because they do not want to relinquish or share power. Leaders in state universities in Zimbabwe are often seen retaining the traits of their predecessors and thus maintaining the status quo.

Universities are operating in a highly competitive environment and the ever changing needs of their major stakeholders, the students, definitely calls for change. State universities in Zimbabwe have opted to remain static, but by their nature universities must be classified as learning organisations expected to be constantly changing and allowing for flexibility, thus moving away from rigid structures and rules (Wang and Bain, 2014). State university leaders in Zimbabwe however are resistant to change to the service-oriented leadership approach which embraces the various stakeholders' demands. Findings revealed that the leaders have failed to listen to the demands of the market and the students by introducing innovative

programmes and the resultant effect has been the production of graduands who are not fit for industry.

The VCs of state universities in Zimbabwe are appointed by the Chancellor on recommendation of the Minister of Higher and Tertiary Education, Science and Development (MHTESTD). Moreover, the government was said to be also involved in the appointment of other key university administrators.The VCs are more loyal to the government who appointed them than to the institutions they lead.Findings revealed that government interference was a major obstacle hindering the effective governance of state universities in Zimbabwe (Asiimwe and Steyn, 2017). The findings concur very closely with Sifuna (1998) in his study on the corporate governance practices in Kenyan public universities. The author observed that the selection process of VCs was not very transparent and the views of the government seemed to dominate and steered the affairs of the university in the government's favour.

Findings revealed that for as long as the government was the major funder of state universities its involvement in their running was inevitable. Consequently, government interference influences university governance and the leadership approach to be executed by the VC. Participants concluded that the future at times looks gloomy even though the university system of governance appeared to be established as characterised by the presence of the Chancellor, University Council, Vice Chancellor, Senate, Committees, Staff and Students body. Even amidst such structures and having the most capable people there are susceptible to paralysis because of too much interference from government.

In spite of the governance structures in the form of the committee system for democratisation of decision making findings revealed that there is extreme dissatisfaction with the leadership style due to its lack of transparency. It does not set a good example at all levels of governance and does not incorporate all stakeholders in decision making(Othman and Rahman,2014).The VCs once appointed also tend to adopt favouritism and nepotism and appoint those who are a comfortable fit to them either politically or socially (Wang and Sedivy-Benton,2016).Sifuna(1998) noted that soon after appointment most administrators quickly surround themselves with intellectual supporters "who help them to identify who their enemies are, either real or imagined.'' This leadership corruption is rampant in these institutions and opposes the servant leader behaviour of behaving ethically, by doing the right thing in the right way (Northouse, 2013).

4.4 INTER INSTITUTION ANALYSIS

The study sought to explore the appropriateness of the servant leadership approach for the improvement of the governance of state universities in Zimbabwe. Two case institutions were included in this study, that is, University of Zimbabwe (UZ) and Marondera University of Agricultural Sciences and Technology (MUAST). UZ is a premiere institution and MUAST is a newly established state university.UZ was chosen because it was the first university to be established in Zimbabwe and was considered to be representative of the established state universities in Zimbabwe while MUAST was representative of the newly established state universities. It was interesting however to note that from the findings the views of the participants from both institutions were similar. MUAST was incubated by UZ and as can be noted the leaders have tended to follow the footprints of their precursors at UZ. The same culture that prevails at UZ was the culture that was inherited by MUAST. This is substantiated by Gedifew and Bitew (2017) when they asserted that a great number of leaders in universities are sustaining the legacies of their predecessors that followed traditional mode of leadership characterised by undemocratic, egoistic and self-aggrandising behaviours.

Empirical evidence however has indicated that newly established universities like MUAST can survive and succeed in the fiercely competitive era of higher education by their ability to meet changing consumer needs and demands (Brucaj, 2014). By their centralised structure of a small university environment, newly established universities have great chances of succeeding when they implement total quality philosophy. This is only possible when effective leadership exists as it is the strongest motivation for university staff to have institutional loyalty, to be committed to academic excellence, and be devoted to university mission (Brucaj, 2014). Effective leadership accomplishes the university mission by their commitment to be a servant of the university community evidenced by involving all the academic and non-academic staff in the implementation of quality standards.

4.5 CHAPTER CONCLUSION

In this chapter the researcher was able to give a detailed presentation of findings and discussion of results from the study which sought to explore the appropriateness of the servant leadership approach in the improvement of governance of state universities in Zimbabwe. Themes and sub themes were identified under which the researcher illuminated the study findings.Chapter five will focus on conclusions and proffering recommendations.

4.6. CHAPTER SUMMARY

The researcher introduced the chapter and profiled the research participants. The researcher went on further to describe the thematic content method implored for data analysis and accordingly themes and subthemes were identified. The researcher went on to discuss findings guided by the following identified themes; the understanding of the concept of servant leadership, governance of state universities vis-a-vis servant leadership, challenges in the adoption of servant leadership and the strategies for effective implementation of servant leadership in state universities. Summary responses were given for each participant on every theme and sub theme. The researcher also did a cross case analysis of the two case institutions. Findings were also linked with the literary body of knowledge deliberated in chapter two. As a final point, the researcher concluded the chapter.

<h1 style="text-align:center">CHAPTER FIVE</h1>

<h1 style="text-align:center">CONCLUSIONS AND RECOMMENDATIONS</h1>

5.1. INTRODUCTION

This chapter is the final chapter for this study. Its main emphasis is concluding and making recommendations from the research findings. The chapter articulates how the objectives and thus the goal of the study were achieved. The chapter begins by addressing the major findings of the study and giving conclusions. The recommendations generated from the study are also specified. The chapter also outlines the empirical, methodological and theoretical contributions, makes practical policy and managerial recommendations and examines the limitations of the study. Focus will also be drawn to areas of possible future research generated from the gaps identified in the current research.

5.2 ACHIEVEMENT OF RESEARCH AIM AND OBJECTIVES

The study set out to explore the appropriateness of the servant leadership approach in the governance systems of state universities in Zimbabwe. The study aimed at examining the theoretical and conceptual underpinnings of servant leadership as a governance approach. Further the study assessed the potential threats and opportunities in the adoption of servant leadership approach by state universities in Zimbabwe. The study additionally aimed at proposing strategies for the effective adoption of servant leadership approach in Zimbabwean state universities. The research aim and objectives informed the interview guide administered for the in-depth interviews. The researcher collected and thematically analysed the data. Findings from the study as discussed in the preceding chapter revealed that the research aim and objectives were achieved. Thus the ensuing section will confer the conclusion reached by the researcher.

5.3 CONCLUSION

The researcher set out to explore the appropriateness of the servant leadership approach in improving the governance systems of state universities in Zimbabwe. This section presents the key findings from the study from which conclusions are drawn.

Findings indicate that participants understand servant leadership as an approach where leaders put the needs of their subordinates above their own needs and as an approach that embraces the participatory approach to decision making. Generally, findings have shown there is lack of a conceptual and holistic understanding of the concept of servant leadership. Thus it can be concluded that participants are not conversant with the key aspects of the philosophy of SL which guide its implementation. The lack of a concrete knowledge base hinders the prospect of effective implementation of SL at the state universities.

Findings revealed that the leaders of state universities exhibit self-aggrandizing behavior and aim at satisfying their own needs ahead of institutional and stakeholder needs. There is no participatory approach to decision making. Findings have also revealed that even though structures like the committee system have been put in place that could enhance SL, leaders in state universities still use the top-down approach to leadership. Thus it can be concluded that that the servant leadership approach is not being practiced at the state universities and the prevalent approach is the autocratic leadership approach. Leaders in state universities promote individual needs over the needs of the institutions and their stakeholders sponsored by the autocratic leadership approach where their decisions are the law.

Findings revealed that SL approach would enhance the governance of state universities through motivation of staff and shared decision making towards collective achievement of organizational objectives. Servant leadership promotes a positive working environment and fosters collaboration. Findings also revealed that the role of government in the decision to implement SL approach in state universities cannot be underestimated. Government interference in the running of these institutions and appointment of key university staff is immense thus impacting the governance and leadership practice in state universities. Resistance to change by leaders who do not want to share power; who strive to maintain the status quo are an impediment to the implementation of the servant leadership approach.

Accordingly, it can be concluded that servant leadership is imperative for the good governance of state universities but the lack of understanding of the concept, resistance to change and government interference are obstacles to effective implementation. Government

provides the bulk of the funds utilized in running these institutions and therefore influences major decisions in their affairs such that adoption of servant leadership would require changes in policies and structures to be ratified by the government.

Findings revealed that balancing competing and unique needs of stakeholders, role conflict and resource constraints obstruct leaders from being able to implement SL. Huge investments are needed in terms of time and money as servant leaders have to ensure that all the stakeholders have a share of these scarce resources. It can be concluded that universities are big and have diverse stakeholders and leaders do not possess the time and resources needed to satisfy all the stakeholders' needs. The involvement of the government makes SL difficult as role conflicts may occur when the university leaders have to decide between serving the needs of the various stakeholders and being loyal to the government.

Findings revealed that servant leadership does not occur in a vacuum but there are conditions necessary for it to occur, such as follower receptivity, leader attributes, context and culture, availability of resources, level of education and size of the institution. Thus from research findings, it can be concluded that most of the favourable conditions needed for servant leadership to occur in Zimbabwe are not present. Zimbabwe is a developing country marred by both economic and political cataclysms which has resultantly led people to be self-centred and to drive their personal agendas. This has been evidenced by the rise in cases of alleged corrupt activities in the state universities.

From the research findings, the researcher came to the conclusion that, although servant leadership approach is indeed imperative for improving and sustaining good governance of state universities in Zimbabwe, the factors militating against adoption of this approach outweigh the benefits to be derived from this approach. Theoretically SL is the most ideal approach but practically it is demanding and arduous to implement. There is no one size fit all leadership style for state universities. The best leadership style to be adopted by leaders for the better governance of their institutions must depend on the leader attributes, context, followers and institutional culture. For state universities in particular the choice of leadership style to adopt would also be influenced by the level of followers' education, their experience and their willingness to be team players.

5.4 CONTRIBUTION

5.4.1 Theoretical contribution

The theory of servant leadership does not recognize the importance of resources as a necessary condition for the approach to succeed. In the servant leadership model availability of resources should be added as an antecedent condition. Resources are not limited to financial but also include the time to give the necessary attention to others. The model of servant leadership needs to be adapted to suit the context of the developing countries. Developing and developed countries have political, economic, technological and cultural differences. There is therefore need to modify the model of servant leadership to suit conditions in developing countries.

5.4.2 Methodological contribution

Most of the research in servant leadership has been quantitative in nature and has utilized the instruments developed by a number of servant leadership authors. This study however adopted the qualitative approach as it also incorporated governance issues. This research involved a developing contemporary issue for which there was limited information and hence the need for qualitative research to delve into the perceptions, feelings and emotions of participants towards governance issues and servant leadership. The explorative nature of the research enabled the diagnosis of the issues to do with leadership and governance of state universities by obtaining rich and detailed information from participants' actual experiences in the institutions.

5.4.3 Empirical contribution

The research has advanced the frontiers of knowledge as it has identified the specific challenges in the governance of state universities in Zimbabwe. The researcher has found limited research conducted in the area of governance not only in Zimbabwe but also in Africa. The previous research studies did not investigate the role servant leadership plays in enhancing governance of state universities and so this study will be the first of its kind to investigate the appropriateness of the servant leadership approach to improve and sustain the good governance of state universities. Zimbabwe is a developing country and the findings of this study can be generalized to other developing countries in Africa who have similar conditions prevailing.

5.5 ANSWER TO RESEARCH QUESTIONS

5.5.1 What are the theoretical and conceptual underpinnings of the servant leadership approach?

The question was analysed under the themes: concept of servant leadership, the current leadership approach and the extent of servant leadership practice within institutions. Findings revealed that the philosophy is fairly new and the concept of SL is not understood in its entirety but on face value. Leaders are expected to exhibit certain behaviours and there are conditions required to be in existence before servant leadership can be implemented. Putting followers first is the prerequisite of servant leadership and findings revealed that servant leadership was not being practiced in the state universities as leaders were more inclined to the traditional autocratic leadership approach.

5.5.2 How does servant leadership approach contribute to the good governance of state universities in Zimbabwe?

The research question was answered under the themes: the impact of servant leadership on the governance of state universities, factors for and against the adoption of servant leadership, as well as the necessary conditions for the successful adoption of the approach. The findings revealed that SL promotes good governance through motivating employees, promoting a positive working environment and shared decision making. Findings revealed that servant leadership was understood to be a better leadership approach than the traditional hierarchical approaches prevailing in the state universities in Zimbabwe in terms of putting the needs of every stakeholder first before the needs of the leaders and its participatory approach to decision making was hailed. Identified as the conditions which need to exist for the successful implementation of servant leadership included receptivity of followers, leader attributes, level of education, context and culture, size of the organization and availability of resources.

5.5.3What are the threats and opportunities of adopting servant leadership approach?

Findings revealed that factors facilitating the adoption of servant leadership included its people centeredness which results in motivation towards achievement of organizational goals. Furthermore, shared decision making and empowerment of others facilitate the adoption of SL. Threats to the adoption of servant leadership included resource constraints, resistance to change, government interference, and abuse of servant leader by employees who may take advantage of the approach. Role conflicts may occur in an attempt for one to be a servant leader. The multifaceted context of state universities complicates circumstances for servant leaders as the university leaders have to be loyal to the government and at the same time serve the competing needs of the multiple stakeholders.

5.5.4 What strategies can be implemented for the effective adoption of servant leadership at Zimbabwean state universities?

Answers to this question included reduced interference by government in the running of universities and appointment of university leadership as a strategy to make way for the effective adoption of SL in state universities. Other strategies included educating people about the concept of SL so that they appreciate it in its entirety and are able to buy into the change process. Successful implementation of servant leadership requires cultural change and as such the change process requires time and effort.

5.6 PRACTICAL MANAGERIAL RECOMMENDATIONS

a. It is important thatcurriculum be reviewedat the state universities so as to include the courses which deal with leadership and the ability to manage people from as early as undergraduate studies because it is inevitable in every work environment people will manage human resources.

b. The establishment of departments that deal with counselling is critical to offer emotional support for those in need. University leaders have not been trained to offer emotional healing to troubled employees and are overwhelmed with responsibilities.

c. There is need for university leaders to improve on their leadership competencies through regular manpower development trainings. These competencies include but are not limited to leadership skills, persuasive skills, listening skills and communication skills.

d. There in need for the university administration to consider a review of the current policies, processes and procedures in line with current trends in university education and also to cater for the changing needs of the university's stakeholders by introducing new innovative degree programmes.

e. Findings revealed that the recommendations of committees are rarely implemented and the researcher therefore recommends that university leaders ensure there is total democratization of the appointment process of committee members and that the leadership be courageous enough to implement some of the recommendations of the committees even if they might not promote individuals' interests.

f. There is need for effective communication to be improved at all levels to reduce the level of uncertainty and lack of trust and respect at the institutions. Key stakeholders should be consulted and involved in making the decisions that affect them and their institutions.

g. The university leaders need to be resourceful enough to ensure that they are self-sustaining thereby increasing their chances of being independent from government interference. They can utilize the resources at their disposal such as their farms and engage in horticulture, dairy farming, and poultry projects to generate income. Funds can also be raised through renting out facilities for social functions during vacations and establishing satellite campuses.

h. University leaders need to implement different styles of leadership for the different employee levels in the hierarchy. They can adopt shared leadership for the executives and for university committees as it is participative, collaborative, collective and distributive in decision making. Transformational leadership can be adopted for the middle managers and academics who are the most highly educated and by the nature of their work are involved in collaborations and always ready for teamwork. Transformational leadership focuses on transforming followers to assist each other and inspires empowerment and motivation of employees. Transactional leadership would be ideal for the employees with low levels of education, new employees and those that lack experience as it aims at motivating employees through rewards and punishments.

5.7 PRACTICAL POLICY RECOMMENDATIONS

a. The possibility of making the state universities independent of government interference should be considered. There is need for a review of the legislation of state universities in Zimbabwe to ensure that the government does not directly interfere in the running of the universities. Autonomy and academic freedom can only be achieved when government devolves power and institutions are able to operate at an arm's length from the government.

b. There is an urgent need to review the current governance structures at the state universities with the view to improve efficiency and decision making. The state universities should be given the opportunity to select and appoint their own leaders who they deem competent, that is, both academically and administratively. Selection of the candidates should be based not only academic merit but on their amassed knowledge and experience, their profound understanding of the complexities of the job and past experiences in similar posts.

c. It is imperative that leadership capabilities be enhanced by developing a curriculum for training of those already in leadership positions and aspiring university leaders.

5.8 GENERALISATION OF FINDINGS

The generalisation of qualitative work has often been described as difficult partly owing to the small sample sizes. Findings from this study were also corroborated by comparative literature analysis and triangulation such that generalisation becomes possible in other settings.

5.9 RESEARCH LIMITATIONS

The study focused on exploring the suitability of the servant leadership approach in the governance of state universities in Zimbabwe.In spite of having added value to theory and practice there were limitations to the study. The study focused on the state universities in Zimbabwe. The private universities in Zimbabwe or any other developing countries were not included in the research. A study including both state and private universities would have added depth to the findings but however the scope would have been too broad.

Furthermore, due to the constraints of time and finances it was not possible to carry out research on all the state universities in Zimbabwe. Two were studied though a study of all state universities would been recommended. However, such a study would have required more time and money than were at the researcher's disposal.

The data collection was scheduled for the same time that there was national shut down in Zimbabwe and the resultant effect was having to reschedule the interviews, as such, not all of the targeted participants were able to participate in the research. Additionally, the institutions were on vacation during the time of collecting data and some participants who could have provided valuable information were not accessible.

In addition, the research was cross sectional in nature as opposed to being longitudinal. A cross sectional study looks at a particular phenomenon at a particular time and a longitudinal study collects data over a longer period of time. The study gathered data just once so as to meet the research objectives and the time allocated for completing the MBA dissertation was insufficient to conduct a longitudinal study.

5.10 AREAS FOR FUTURE STUDY

The literature reviewed established that there is scantiness in research on the servant leadership approach for the enhancement of governance of state universities in Africa and

particularly in Zimbabwe. Research studies were mostly carried out on the secondary school level and aimed at establishing the servant leader behaviours of principals and their impact on the performance of teachers. On the tertiary level empirical evidence shows that research on the governance systems have been carried out in Africa but there is hardly research on how the servant leadership approach can be utilized to improve the governance of state universities. Further research in this area at other state universities in Africa will provide empirical information on the relevance of the servant leadership approach in a different context as countries differ in terms of the economic and political environments.

The study only focused on only the state universities in Zimbabwe. Future studies should center on comparing both the state universities and the private universities, not limited to Zimbabwe but extending to other developing countries. A comparative analysis on the appropriateness of servant leadership in the corporate governance practices of both state and private universities would provide important variations which exist in their governance practices.

Unlike secondary schools, universities are complex and have many stakeholders and this study did not address all the stakeholders. Further studies are required to investigate the appropriateness of servant leadership in the learning environment. Students are termed universities' 'core business' and hence and it would be interesting to note how servant leadership can impact students' satisfaction.

A further study comparing the leadership approaches used in the corporate governance of state universities in developed and developing countries is also important. Such a study will enable findings to be obtained on how different settings actually influence the leadership approach that will be adopted for governance.

The current study was qualitative in nature and focused only on the opinions of a few individuals on the appropriateness of servant leadership approach for improving governance in the named institutions. There is need for a further quantitative study to solicit the views of the majority.

5.11 CHAPTER CONCLUSION
The researcher was thus able to conclude the entire research study by highlighting the extent to which the research aim and objectives were achieved. From the study findings the researcher was able to determine the applicability of the servant leadership approach to

Zimbabwean state universities. The researcher proffered strategies and recommendations for the effective adoption of the servant leadership approach in state universities.

5.12 CHAPTER SUMMARY

The researcher introduced the chapter and went on to give a brief overview of the extent to which the research aim and objectives were achieved. The major research findings and conclusions were also alluded to. The section that followed illuminated on the theoretical, methodological as well as empirical contributions of the research study. The researcher further discussed the extent to which the research questions were answered. The practical managerial and policy recommendations for the effective adoption of servant leadership in Zimbabwean state universities were submitted. Research limitations were discussed and finally, the scope for future studies in the same area was also underlined.

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APPENDICES

Appendix 1 CONSENT FORM TO PARTICIPATE IN RESEARCH STUDY

My name is Chipo Mhako and I am a final year Master of Business Administration (MBA) student at the University of Zimbabwe (UZ). I am currently undertaking a purely academic research on the topic: **Exploring the appropriateness of the Servant Leadership approach in the governance of State Universities in Zimbabwe: A case study of selected universities**. The purpose of my study is to explore if servant leadership can be a suitable leadership style for addressing the governance challenges and thereby improving and strengthening governance systems of state universities in Zimbabwe. I give you the promise that the information collected from this interview will be used solely for the purposes of this research.

I am kindly requesting for your participation in this study for the next hour. I guarantee you that the information you provide will be kept confidential at all cost and your identity will not be revealed to anyone. No names or photographs will be taken. I will be extremely cautious in respecting your rights to privacy. There will be no references to individual responses. Only aggregate views, opinions and perceptions will be reported in the research dissertation.

I further reassure you that you will be protected from any kind of harm; be it physical, psychological or emotional. You are kindly asked for your faithful participation by being

open and as honest as possible in answering questions. You are entreated to give answers and information freely to the best of your abilities. If you feel uncomfortable to answer certain questions during the interview, please let me know.

I have also brought a tape recorder and would like to record our conversation if you agree to it. The reason is that it will help me to take down your views and experiences as accurately as possible.

Date…………………………. Signature of Participant………………………………...

Appendix 2INTERVIEW GUIDE

SECTION 1: Biographic Information

Organisation   Code:

Interviewee   Code:

1.1 Can you tell me a bit about your background and experience here in your institution?

Prompts:

- How old are you?
- How long have you been employed at the institution?
- What is your position at the university?
- How long have held your current position?
- What are your educational qualifications?

SECTION 2: Understanding of the concept of servant leadership.

2.1 What do you understand about the concept of servant leadership?

2.2 Do you think servant leadership is important for the governance systems of state universities?

Prompts:

- Governance refers to how universities are managed from the top. Decisions made at the top level of a university affect all stakeholders of the institution.

2.3 To what extent is servant leadership practiced at your university?

Prompts:

- Is your leader sensitive to the well-being of others and are they willing to help others resolve problems?
- Does your leader place your concerns and those of other employees first before their own needs?
- Are you provided with opportunities for continued technical training?
- Does your leader delegate tasks to you and give you the opportunity to make decisions?
- Does your organisation encourage giving back to the community?

2.4 Which leadership approach is normally used in governing your institution?

Prompts:

- The common types of leadership styles include: autocratic, democratic, laissez faire and situational leadership styles.

2.5 To what extent are you satisfied with this leadership approach in improving and sustaining good governance of your university?

SECTION3: Servant leadership vis –a- vis Governance of state universities

3.1 How can Servant Leadership contribute towards good governance of state universities in Zimbabwe?

3.2 In your own opinion is there any possibility for the adoption of servant leadership at your own university?

3.3 If so, what are the possible advantages and disadvantages of adopting this approach at your university?

3.4 Which conditions should be in existence for the effective adoption of the servant leadership approach at your university?

Prompts:

- Does your institution's culture include sharing power?
- Does your leader naturally endeavour to help others develop and is satisfied when others succeed?
- Are the employees in your university willing to be receptive of servant leadership approach?
- What other conditions do you think would favour the successful adoption of servant leadership at your university?

SECTION 4: Challenges in the adoption of servant leadership at state universities

4.1 Do you think your institution is ready for the adoption of Servant Leadership?

Prompts:

Having identified the favourable conditions necessary for the successful occurrence of servant leadership and knowing your institution, would you say it is ready?

4.2 In your own view what would you consider as the possible implementation challenges of Servant Leadership at State Universities?

SECTION 5: Strategies for the effective implementation of servant leadership

5.1 What strategies do you recommend for the effective implementation of servant leadership approach at state universities in Zimbabwe?

SECTION 6: Additional comments

……………………………………………………………………………………………..

Thank you for taking time to participate in this research.