

**EMPLOYEE'S EXPERIENCE OF STUDENT PROTESTS IN A HIGHER
EDUCATION INSTITUTION IN GAUTENG**

by

MALEKOLA JOHANNAH MASHABELA

Student Number: 33928711

submitted in accordance with the requirements for the degree of

MASTER OF COMMERCE

in the subject

Business Management

at the

UNIVERSITY OF SOUTH AFRICA

SUPERVISOR: PROF YT JOUBERT ('04/03/1976 – 10/10/2021)

CO-SUPERVISOR: DR EC RUDOLPH

March 2022

DECLARATION

Name: MALEKOLA JOHANNAH MASHABELA
Student number: 33928711
Degree: Master of Commerce in Business Management (98582-HRM)

Employees experience of student protests in a higher education institution in Gauteng.

I declare that the above dissertation is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

I further declare that I submitted the dissertation to originality checking software and that it falls within the accepted requirements for originality.

I further declare that I have not previously submitted this work, or part of it, for examination at Unisa for another qualification or at any other higher education institution.



Signature:

Date: March 2022

Malekola Johannah Mashabela

DEDICATION

- I am infinitely grateful to God Almighty for sustaining me throughout this study. I would not have travelled so far without His Everlasting Mercy on my life. Isaiah 58:11: “The lord will guide you always; He will satisfy your needs in a sun-scorched land”. Proverbs 19:20: “Listen to advise and accept instruction that you may gain wisdom in the future, Many are the plans in the mind of a man, but it is the purpose of the Lord that will stand”.Isaiah:43:2: “When you pass through the waters I will be with you, and when you pass through the rivers they will not sweep over you, when you walk through the fire , you will not be burned, the flames will not set you ablaze”
- I solemnly dedicate this study to my mother Metja Gladys Mphahlele, and my father Mogalatjane Michael Mphahlele, for teaching me the value and dignity of working hard for anything I desire to achieve in life.

ACKNOWLEDGEMENTS

I humbly acknowledge the roles of many individuals in this study, including those whose names are not mentioned below.

- My supervisor, the late Professor Yvonne Joubert (04/03/1976 – 10/10/2021). You left us early. We were still hoping for so many good things from you and also completing this research journey together. John 14:1-4: The Lord Jesus informs us not let our hearts be troubled, as He was going to prepare a place for us. He will come back and take us to be where He is. I trust that Prof Joubert is at peace with God.
- My co-supervisor, Dr Elizabeth Rudolph for the professional guidance, support and patience throughout the most trying times during this study. A reverberating “THANK YOU” for not giving up on me.
- The UNISA (Muckleneuk Branch) subject librarians, Ms Refilwe Matatiele and Ms Sonto Morudu for their continuous assistance and endless support with literature search. A resounding “THANK YOU” too. I would not have made it without their expert motivation and support.
- My husband, Norman Ngobeni for always supporting and encouraging me during the most challenging moments of my life and my studies. I am eternally thankful for having him in my life.
- My brothers Alpheus, France, Joseph, Jude, and my sister Suzan Mphahlele deserves my most sincere gratitude for their continuous material support, motivation and prayers. I am truly blessed to have them for siblings!!
- My three little girls Lesedi, Gavaza and Matete, I thank them profusely for their patience throughout the entire journey of my studies. They have been the pillars of my strength and courage. I love you girls!!
- Dr T.J. Mkhonto, for his patience and professionalism in editing chapter after chapter, and draft after draft of my dissertation.
- Lastly, I also thank the University of South Africa’s Masters & Doctoral student funding and Post Graduate Fellowship Programme for giving support to complete this research.

MAY GOD BLESS YOU ALL!!!

ABBREVIATIONS AND ACRONYMS USED

AI	Artificial Intelligence
APA	American Psychological Association
AZAPO	Azanian People's Organisation
AZASM	Azanian Student Movement
CATS	Credit Accumulation and Transfer Schemes
CEMS	College of Economics and Management Science
CHE	Council on Higher Education
CPI	Consumer Price Index
CPUT	Cape Peninsula University of Technology
DHET	Department of Higher Education and Training
DoE	Department of Education
DoL	Department of Labour
DUT	Durban University of Technology
EFF	Economic Freedom Front
EFFSC	EFF Student Command
FDI	Foreign Direct Investment
FMF	Fees Must Fall
4IR	Fourth Industrial Revolution
HEI	Higher Education Institution
HEIs	Higher Education Institutions
HFRM	Human Factor Risk Management
HR	Human Resources
ICT	Information and Communication Technologies
HESA	Higher Education South Africa
HRM	Human Resources Management
HRRA	Human Resources Risk Assessment
HRRMEAM	Human Resources Risk Management Efficiency Analysis Model
KZN	KwaZulu-Natal Province
NCHE	National Planning Commission on Higher Education
NDP	National Development Plan
NMMU	Nelson Mandela Metropolitan University
NSFAS	National Student Financial Aid Scheme
NWG	National Working Group ¹
NWP	North-West Province
NWU	North-West University
OBE	Outcomes-Based Education
ODL	Open Distance Learning
ODLI	Open Distance Learning Institution
PAC	Pan Africanist Congress
PASO	Pan Africanist Student Organisation
RAU	Randse Afrikaans Universiteit
RPL	Recognition of Prior Learning
RPSC	Research Permission Sub-Committee
RU	Rhodes University

¹ The NWG was appointed in 2002 by the Department of Education to

SAHO	South African History Online
SAPS	South African Police Service
SASCO	South African Student Congress
SASM	South African Student Movement
SASO	South African Student Organisation
SRC	Student Representative Council
SSAUF	Staffing South Africa's Universities Framework
SWOT	Strengths, Weaknesses, Opportunities and Threats
TUT	Tshwane University of Technology
UCT	University of Cape Town
UDW	University of Durban-Westville
UFH	University of Fort Hare
UFS	University of Free State
UJ	University of Johannesburg
UNIBO	University of Bophutatswana
UKZN	University of KwaZulu-Natal
UNISA	University of South Africa
UNIZUL	University of Zululand
UP	University of Pretoria
UREC	Unisa Research Ethics Committee
US	University of Stellenbosch
USB	Universal Serial Bus
UWC	University of Western Cape
VUT	Vaal University of Technology
Wits	University of the Witwatersrand
WCP	Western Cape Province
WSU	Walter Sisulu University

ABSTRACT

Higher education student protests constitute a legitimate means for students to express their grievances. However, violent protest has undesirable consequences for the general university community. It is within this context that the study was conducted to explore, describe and analyse the impact of student protest on academic and administrative staff members at a higher education institution.

The predominantly qualitative, exploratory and descriptive study was conducted at a higher education institution in Gauteng Province among four academic and four administrative staff members (n=8) who were purposively sampled from their various departments within the College of Economic and Management Sciences. Empirical data was collected from all eight participants through semi-structured in-depth individual interviews, two of which were held telephonically, and the remaining six by means of Microsoft Teams.

The main findings of the study are that student funding constituted a perennial grievance and has been the cause of most, if not all, university student protest action in recent times. University employees generally understood the concept of student protest. Depending on the nature and causes of protest by university students, some of the employees were sympathetic towards it, while others were not. The findings reveal student protests to be generally disruptive, and to pose serious risk to both employee safety and well-being and to the overall academic and administrative productivity of the university. The study also found that proper communication between management and staff members, collaboration between students and university management, staff safety and protection, funding availability and free education were viewed as the most viable mechanisms to resolve student grievances.

Key terms: academic and administrative staff; employee well-being; risk management; strikes, student protest; #Feesmustfall; higher education institution

**Maitemogelo a bašomi go ditšhupetšo tša boipelaetšo tša baithuti ka
institšhušeneng ya thuto ya godimo mo Gauteng**

KAKARETŠO

Ditšhupetšo tša boipelaetšo tša baithuti ba thuto ya godimo ke tsela ya semolao ya baithuti ya go laetša dingongorego. Le ge go le bjalo, ditšhupetšo tša go ba le dikgaruru di na le ditlamorago tše mpe go setšhaba sa yunibesithi ka kakaretšo. Ke ka gare ga maemo a gore nyakišišo ye e dirwe go nyakišiša, go hlaloša le go sekaseka khuetšo ya ditšhupetšo tša boipelaetšo tša baithuti go bašomi ba thuto le bašomi ba tshepedišo institšhušeneng ya thuto ya godimo. Nyakišišo yeo gagolo e lego ya khwalithethifi, go nyakišiša le go hlaloša e dirilwe institšhušeneng ya thuto ya godimo ka Profenseng ya Gauteng magareng a bašomi ba thuto ba bane le bašomi ba tshepedišo ba bane (n=8) bao ba sampotšwego go ya ka morero go tšwa mafapheng a bona a go fapanafapana ka Kholetšheng ya Disaense tša Ekonomi le Taolo. Datha ya imphirikale e kgobokeditšwe ka mokgwa wa ditherišano tše di tseneletšego tša go beakanywa seripa le batšeakarolo ka moka ba seswai, tše pedi tša ditherišano di dirilwe ka mogala, gomme tše tshela ka Microsoft Teams.

Diphihlelelo tše kgolo tša nyakišišo ye di laeditše gore thekgo ya ditšhelete go baithuti ke lebaka leo le hlolago dingongorego tše di sa felego tša go hlola bontši, le ge e se ka moka, bja magato a ditšhupetšo tša boipelaetšo tša baithuti ba yunibesithi tša mehleng ya lehono. Bašomi ba yunibesithi ka kakaretšo ba be ba kwešiša kgopolo ya ditšhupetšo tša boipelaetšo tša baithuti. Mabaka le mokgwa wa tšhupetšo ya boipelaetšo ka baithuti ba yunibesithi go dirile gore bašomi ba bangwe ba be le kwešišo ya yona, mola go bašomi ba bangwe go be go se bjalo. Diphihlelelo di utolotše gore ditšhupetšo tša boipelaetšo tša baithuti ka kakaretšo ke lepheko, ebile di beya polokego le go phela gabotse ga bašomi kotsing ye kgolo le go tšweletšo ya kakaretšo ya thuto le tshepedišo ya yunibesithi. Nyakišišo e laeditše gape gore poledišano ya maleba gare ga balaodi le bašomi, tirišano gare ga baithuti le bolaodi bja yunibesithi, polokego ya bašomi le tšhireletšo, khwetšagalo ya thušo ya ditšhelete le thuto ya mahala di bonwe bjalo ka ditsela tše di ka šomišwago gagolo go rarolla dingongorego tša baithuti.

Mantšu a bohlokwa: bašomi ba tša thuto le bašomi ba tshepedišo; go phela gabotse ga bašomi; taolo ya kotsi; diteraeke; ditšhupetšo tša boipelaetšo tša baithuti; #Feesmustfall#; institšhušene ya thuto ya godimo

ABSTRACT (XITSONGA)

Mintokoto ya vatirhi hi switereke swa machudeni eka instituxini ya dyondzo ya le henhla eGauteng.

NKOMISI LOWU NGA NA MONGO WA NDZAVISISO

Switereke swa machudeni eka dyondzo ya le henhla hi yin'wana ya tindlela to twala to kombisa ku vilela ka machudeni hi swirilo swa vona. Kambe switereke swa madzolongwa swi na switandzhaku swo biha eka vanhu va yunivhesiti. Hi le ka xiyimo lexi laha ku nga endliwa kona ndzavisiso lowu ku valanga, ku hlamusela na ku xopaxopa hi vuyelo bya switereke swa machudeni eka vatirhi va akhademiki na va administrexini eka instituxini ya dyondzo ya le henhla.

Ndzavisiso wa qualitative, wo valanga na ku hlamusela wu endliwe eka instituxini ya dyondzo ya le henhla eka Provhinsi (Xifundzhankulu) xa Gauteng eka vatirhi va akhademiki va mune na va administrative va mune (n=8) lava ku nga endliwa sampuli ya purposively eka tindzawulo to hambana leti kumekaku eka College of Economic and Management Sciences. Ku hlengeletiwe vutivi bya vumbhoni eka vatekaxiavo hinkwavo va nhungu hi ku endla tiinthavhyu na munhu wun'we wun'we, vambirhi ku endliwe na vona hi riqingo, kasi va ntsevu ku endliwe tiinthavhyu hi Microsoft Teams.

Swikulu leswi nga kumeka hi ndzavisiso hi leswo timali to pfuneta machudeni i xivilelo xikulukumba xo ya emahlweni lembe na lembe, na swona ku ve swona xivangelo xa switereka swa machudeni eka mikarhi ya sweswi. Vatirhi va yunivhesiti va na ku twisisa ko nava hi switereke swa machudeni. Hi ku ya hi muxaka na swivangelo swa switereke swa machudeni ya yunivhesiti, van'wana va vatirhi va twelana na swichudeni, kasi van'wana a va twelani na swona. Leswi nga kumeka swi kombisa leswo machudeni va va na vukavanyeti lebyi nga na nghozi eka ku hlayiseka ka vatirhi, na le ka migingiriko ya akhademiki na ya administrative hi ku nava eyunivhesiti. Ndzavisiso wu tlhele wu kuma na leswo vutihlanganisi bya kahle exikarhi ka vafambisi na vatirhi, ku kanerisana exikarhi ka machudeni na vafambisi va yunivhesiti, vuhlayiseki bya vatirhi na nsireleleko, vukumeki bya timali, na dyondzo ya mahala swi voniwa swi ri swin'wana swa tindlela to antswa to lulamisa swivilelo swa machudeni.

Marito ya nkoka: vatirhi va akhademiki na va administrative; vuhlayiseki bya vatirhi; vufambisi bya tinghozi; xitereke swa machudeni; #Feesmustfall; instituxini ya dyondzo ya le henhla.

Table of Contents

DECLARATION.....	i
DEDICATION	ii
ACKNOWLEDGEMENTS	iii
ABBREVIATIONS AND ACRONYMS USED.....	iv
ABSTRACT	vi
ABSTRACT (XITSONGA).....	Error! Bookmark not defined.
ABSTRACT (ISIZULU)	Error! Bookmark not defined.
CHAPTER 1: GENERAL OVERVIEW	1
1.1 BACKGROUND/INTRODUCTION	1
1.2 BACKGROUND OF THE RESEARCH PROBLEM	4
1.3 DISSERTATION STATEMENT.....	6
1.4 DEMARCATION OF THE STUDY	6
1.5 RESEARCH PROBLEM	6
1.6 RATIONALE FOR THE STUDY	8
1.7 PURPOSES/ AIMS/ OBJECTIVES AND QUESTION OF THE STUDY	9
1.8 OBJECTIVES OF THE STUDY.....	10
1.9 RESEARCH QUESTIONS	10
1.10 DESIGN-METHODOLOGY, APPROACH	11
1.11 RESEARCH PARADIGM AND STUDY ASSUMPTIONS	11
1.11.1 Epistemological Assumptions.....	12
1.11.2 Ontological Assumptions.....	12
1.11.3 Methodological Assumptions.....	13
1.12 DEFINITION OF KEY TERMS/ CONCEPTS.....	13
1.12.1 Academic Staff Members	13
1.12.2 Administrative Staff Members	14
1.12.3 #FeesMustFall Student Protest	14
1.12.4 Open Distance Learning/ ODL Institution.....	14
1.12.6 Student Protest	15
1.13 CHAPTER OUTLINE.....	16
1.14 SUMMARY	17
CHAPTER 2: STRIKES AND UNIVERSITY STUDENT PROTESTS	18
2.1 BACKGROUND/INTRODUCTION	18
2.2 KEY THEORETICAL CONSTRUCTS	18
2.2.1 Human Resources Management	18
2.2.2 Employee Wellbeing/ Wellness.....	19
2.3 STRIKES IN GENERAL.....	20
2.4 STUDENT PROTESTS IN THE UNIVERSITIES.....	22
2.4.1 A Global Overview of University Protests	22
2.4.2 The South African Context of University Student Protests	24
2.4.3 The 'Burning' Issue of Funding in Higher Education.....	25
2.4.3.1 Organisational Funding	25
2.4.3.2 Student Funding.....	26
2.5 SOME EXAMPLES OF UNIVERSITY STUDENT PROTESTS	28
2.5.1 University of Limpopo and the 'Turfloop Testimony/ Manifesto'	28
2.5.2 The #FeesMustFall Student Protests and Their Grievances.....	29
2.5.2.1 The Demand for Decolonisation of the Curriculum	30
2.5.2.1.1 Some perspectives on the decolonisation of the curriculum demand....	31
2.5.2.2 Demand for End to Outsourcing and Labour Broking in Universities.....	34
2.5.2.3 The Scrapping of Student Debt.....	35
2.5.2.4 A Reformulation of University Governance Structures.....	35
2.5.2.5 An End to Racism, Exploitation, Sexism, Homophobia and Xenophobia.....	36
2.6 IMPACT OF UNIVERSITY PROTEST ON STUDENTS AND UNIVERSITIES	36
2.6.1 Positive Impact/ Advantages of Student Protests on Higher Education Institutions.....	36
2.6.2 Positive Impact of University Protests on Students	37
2.6.3 Negative Impact of Student Protests on Higher Education Institutions	38

2.6.4 Negative Impact of University Protests on Students	39
2.7 SUMMARY	41
CHAPTER 3: IMPACT OF STUDENT PROTEST ON UNIVERSITY STAFF'S WELLBEING	42
3.1 BACKGROUND/INTRODUCTION	42
3.2 THE CONTEXT OF HIGHER EDUCATION STAFF AS EMPLOYEES	42
3.2.1 General Characterisation of University Staff.....	45
3.2.1.1 <i>Academic Staff</i>	45
3.2.1.2 <i>Administrative staff/support staff</i>	47
3.3 IMPACT OF PROTESTS ON UNIVERSITY STAFF/ EMPLOYEES	49
3.3.1 Negative Impact on the Academic and Administrative Staff/ Employees	49
3.3.1.1 <i>Effect on Emotional and Psychological Wellbeing of University Staff</i>	51
3.3.1.2 <i>Effect on Family Life of University Staff</i>	52
3.3.2 Positive Impact on the Academic and Administrative Staff/ Employees	53
3.3.2.1 <i>Effect on Emotional and Psychological Wellbeing of University Staff</i>	55
3.3.2.2 <i>Positive Impact on Family Life of University Staff</i>	56
3.4 SUMMARY	56
CHAPTER 4: DESIGN-METHODOLOGY, APPROACH	57
4.1 BACKGROUND/INTRODUCTION	57
4.2 RESEARCH DESIGN	57
4.2.1 Qualitative Research	57
4.2.1.1 <i>The Choice of Qualitative Research Design</i>	58
4.2.1.2 <i>Ontological and epistemological assumptions in qualitative research</i>	58
4.2.1.3 <i>Advantages of qualitative research</i>	59
4.2.1.4 <i>Disadvantages of Qualitative Research</i>	60
4.2.2 Exploratory Research Design.....	60
4.2.3 Descriptive Research Design	61
4.3 RESEARCH PARADIGMS	61
4.3.1 Interpretivism	62
4.4 A GROUNDED THEORY RESEARCH APPROACH.....	63
4.5 POTENTIAL BIAS IN THE RESEARCH STUDY.....	64
4.6 RESEARCH METHODS	64
4.6.1 Study Population	64
4.6.2 Sampling	65
4.6.2.1 <i>Criteria for Selection of Participants</i>	66
4.6.2.2 <i>Criteria for Exclusion of Participants</i>	67
4.6.3 Data Collection Processes and Procedures	67
4.6.3.1 <i>Locating the Research Site</i>	68
4.6.3.2 <i>Gaining Access</i>	69
4.6.3.3 <i>Sampling Purposefully</i>	69
4.6.3.4 <i>Collecting Empirical Data</i>	70
4.6.3.5 <i>Recording the Conversations/ Interviews</i>	70
4.6.3.6 <i>Field Notes</i>	70
4.6.3.7 <i>Storing the Data</i>	71
4.6.4 The Interview Mode of Data Collection	71
4.6.4.1 <i>Selected Interview Method</i>	72
4.6.4.2 <i>Advantages of the Interview as a Qualitative Data Collection Method</i>	72
4.6.4.3 <i>Disadvantages of the Interview Method</i>	73
4.6.4.4 <i>Administration of the Interviews</i>	73
4.6.5 Data Analysis	78
4.7 Attending to Ethical Considerations	79
4.7.1 Principle of Respect for Human Dignity	80
4.7.2 Principle of Justice	80
4.7.3 Principle of Non-maleficence	80
4.7.4 Principle of Beneficence	81
4.7.5 Participants' Right to Privacy.....	81

4.7.6 Risk /Benefit Ratio	81
4.8 TRUSTWORTHINESS IN QUALITATIVE RESEARCH.....	81
4.8.1 Credibility	82
4.8.2 Transferability.....	82
4.8.3 Dependability	83
4.8.4 Confirmability	83
4.9 TRUTH VALUE	84
4.9.1 Reflexibility	84
4.9.2 Bracketing.....	85
4.9.3 Intuiting	85
4.9.4 Authority of the Researcher	85
4.10 Summary.....	85
CHAPTER 5: RESULTS	87
5.1 Background/Introduction	87
5.2 Demographic characteristics of the participants	88
5.3.1 Theme 1: Conceptualisation/ Understanding of University Student Protest	88
5.3.1.1 <i>Discussion Concerning Conceptualisation of Student Protest</i>	89
5.3.1.2 <i>Sub-theme 1: Reasons associated with university student protest actions</i>	90
5.3.1.3 <i>Discussion Concerning Reasons for Student Protest Action</i>	91
5.3.1.4 <i>Sub-theme 2: Examples of Recent University Student Protest Actions</i>	91
5.3.1.5 <i>Discussion on Examples of Student Protest Action</i>	92
5.3.1.6 <i>Conceptual Framework Regarding Participants' Perceptions of Student Protest</i>	93
5.3.2 Theme 2: Experiences Regarding the Impact of Student Protest on the Higher Education Institution.....	93
5.3.2.1 <i>Discussion Concerning Positive Impact on the University</i>	95
5.3.2.2 <i>Negative Impacts of Student Protests on the University</i>	97
5.3.2.3 <i>Discussion Concerning Negative Impact of Protests on the University</i>	98
5.3.2.4 <i>Conceptual Framework Regarding the Impact of Student Protests on the Organisation /Higher Education Institution</i>	100
5.3.3 Theme 3: Positive Impact of Student Protests on Academic/ Administrative Staff.....	100
5.3.3. Advantages of Student Protests on the Academic/ Administrative Staff	101
5.3.3.1 <i>Discussion Concerning Positive Impact on University Staff/ Employees</i>	101
5.3.4 Theme 4: Impact of Student Protests on the Emotional Wellness of the Academic/ Administrative Staff	103
5.3.4.1 <i>Discussion on Emotional Impact of Student Protests on University Staff</i>	104
5.3.5 Theme 5: Possible Solutions and Coping Mechanisms of Academic and Administrative Staff.....	105
5.3.5.1 <i>Discussion on Proposed Coping Strategies to Challenges Experienced by Academic and Administrative Staff</i>	107
5.4 A CONCEPTUAL FRAMEWORK REGARDING THE IMPACT OF STUDENT PROTEST ON HEI EMPLOYEES.....	110
5.5 SUMMARY	111
CHAPTER 6: CONCLUSIONS AND RECOMMENDATIONS	112
6.1 BACKGROUND/INTRODUCTION	112
6.2 SUMMATIVE REFLECTION ON THE FINDINGS.....	112
6.3 PERSONAL EXPERIENCE DURING THE STUDY	113
6.4 STRENGTH OF THE STUDY	113
6.5 CONTRIBUTION/ORIGINALITY/VALUE OF THE STUDY	114
6.6 RESEARCH LIMITATIONS AND IMPLICATIONS OF THE STUDY	114
6.7 RECOMMENDATIONS	115
6.7.1 Recommendations for Organisational Productivity	115
6.7.2 Recommendations (Further Research)	115
6.8 CONCLUDING REMARKS	116
LIST OF REFERENCES.....	117
ANNEXURE A: UNISA ETHICS APPROVAL (CEMS ETHICS REVIEW COMMITTEE)	141
ANNEXURE B: UNISA ETHICS APPROVAL (SRIPCC)	143
ANNEXURE C: REQUEST FOR PERMISSION TO CONDUCT STUDY	145
ANNEXURE D: INFORMED CONSENT AND PARTICIPATION.....	146

ANNEXURE E: CONFIDENTIALITY AGREEMENT	148
ANNEXURE F: SEMI-STRUCTURED INTERVIEW QUESTIONS.....	149
ANNEXURE G: EDITING LETTER.....	150

List of Figures

Figure 4.1: The data collection process	68
Figure 5.1: A conceptual framework of the impact of student protest on HEI employees	111

List of Tables

Table 4.2a: Microsoft Teams interview: 13/10/2020.....	74
Table 4.2b: Telephone interview: 15/10/2020.....	76
Table 4.2c: Microsoft Teams interview: 15/10/2020.....	76
Table 4.2d: Telephone interview: 16/10/2020.....	76
Table 4.2e: Microsoft Teams interview: 20/10/2020.....	76
Table 4.2f: Microsoft Teams interview: 21/10/2020.....	77
Table 4.2g: Microsoft Teams interview: 7 24/10/20.....	77
Table 4.2h: Microsoft Teams interview: 09/11/2020.....	78
Table 5.1: Demographic profiles emphasising position, time, date, interview type	87
Table 5.3: Conceptualisation/ understanding of university student protest.....	88
Table 5.4: Reasons associated with university student protest actions.....	90
Table 5.5: Examples of recent university student protest actions.....	92
Table 5.6: Positive impacts on the higher education institution	94
Table 5.7 Examples of advantages of student protests on the organisation/higher education institution	95
Table: 5.8: Negative impacts of student protests on the university	97
Table 5.9: Disadvantages of student protests on the organisation/higher education institution	98
Table 5.10: Positive impact on the academic/administrative staff	101
Table 5.11: Advantages of student protests on the academic/ administrative staff	101
Table 5.12: Emotional impact of student protest on academic/administrative staff	103
Table 5.13: Additional disadvantages of student protests on academic/ administrative staff	104
Table 5.14: Challenges and proposed coping strategies by university staff	106
Table 5.15: Other strategies that can help academic/ administrative staff to cope during student protests	107

CHAPTER 1

GENERAL OVERVIEW

1.1 BACKGROUND/INTRODUCTION

In both public and private organisations, the workforce constitutes the most critical component and aspect in the production and service delivery value chain, and any disturbance or disruption in the delivery process is most likely translating into significant human relations, financial, economic and other undesirable implications or consequences (Mashile, Fyn & Matoane, 2020; Botha & Vylite, 2021). In the context of this study, the nature of the workforce or employees is characterised by the public higher education institutional (HEI) environment in which they provide their services. It is an aphorism that the workforce would expect monetary remuneration and compensation for the professional, academic, administrative, technical and other contractually services they provide to a particular HEI as their employer (Department of Labour/ DoL, 2020; Rogerson, 2020).

As employers, higher education institutions stipulate the terms and conditions of employment in accordance with prevailing employer-employee labour relations legislation that recognises the rights and obligation of both parties for dispute resolution and other work-related dissatisfaction by either of the two parties (DoL, 2020). Generally, workers' dissatisfaction or grievances emanate from their concerns with their salaries or wages, which does not preclude a range of other issues from time to time (Bendix, 2019; Rogerson, 2020). Based on the multi-layered composition of the university workforce, various forms of grievances are concomitantly responded to differently, depending on factors such as the force of unionisation (Ngwenya, 2020).

In this study, the context of disruptive factors of university student protests most fundamentally premises or locates the experiences of university employees. Therefore, the implication is that the employees themselves are not the disruptive force of focus. Rather, it is the student protests that constitute the disruptive force to which the workers react and share their disruption-specific experiences. In most cases, when student protests occur, most focus tends to be placed on the student protesters themselves rather than on other affected university stakeholders and processes (Brown, 2015; Lee, 2020).

Especially in qualitative research, the experiences and perspectives of critical stakeholders are of significant value (Xu & Zammit, 2020; Hennink & Bailey, 2020). Hence, the study's primary focus is on the university workforce, lest they soon

become 'forgotten' stakeholders. As indicated earlier in this introduction, the workforce/ employee context in this study (in addition to the higher education institutional and student dynamics) is discussed in varying degrees of detail in the ensuing chapters.

As employers, higher education institutions employ their workforce consistent with the advancement of their existential mission of teaching, research and community service (Bunn & Bennett, 2020; Effah, Amankwah-Sarfo & Boateng, 2021). The primordial evolution of universities (from being the assumed natural preserve of the elites in society to institutions with broader access to the masses) is viewed as having impacted on the nature of employment and employees of the gradually reforming university and concomitantly changing institutional and professional cultures and values. The internal reform dynamics within higher education have been propelled by externally-driven factors such as: the advent of information and communication technologies (ICT), globalisation of world economies, as well as the democratisation of societies worldwide and its consequent massification of the university sector (Boren, 2019; Valverde-Berrocoso, Garrido-Arroyo, Burgos-Videla & Morales-Cavellos, 2020). As indicated earlier in this introduction, the higher education institutional context in this study (in addition to the employee and student dynamics) is discussed in varying degrees of detail in the ensuing chapters.

To a large extent, massification (the numerical increase of university student enrolments) was the result of a historically evolving era from the 1960s, during which worldwide political reforms correspondingly impacted on university policy reform as well (Assan, 2021; Doygun & Gulec, 2012). In the case of South Africa, the post-1994 political dispensation ushered-in an era during which the democratically elected government also prioritised higher education institutions as part of its broader socio-economic transformation agenda (Assan, 2021; Iwu, Opute, Nchu, Eresia-Eke, Tengeh, Jeiyeba & Aliyo, 2021; Woldegiorgis, 2021). Accordingly, student admissions were not solely and primarily based on the traditional 'gold standard' of younger and newly matriculated learners.

In this regard, the most significant outcomes of the massification project were observable in the broadened access afforded to a heterogeneous student population of various ages, local and international, studying full-time or part-time due to work-related obligations. The implication is that the new composition of university students came from different backgrounds, experiences and needs (Lumbe, Mangizvo & Mushaka, 2021). Moreover, novel developments such as the reconfiguration of the

higher educational institutional landscape into various models, as well as the advent of private (for-profit) university curriculum providers (to whom university students became paying clients and customers), engendered the reconfiguration of HEIS' visions, missions and strategic objectives (Assan, 2020).

From the above, it is apparent that the experiences of various categories of the university workforce are not monolithic developments devoid of other contextual imperatives. Similarly, the institutional dynamics and their attendant academic and professional cultures, as well as other student-related concepts, are part of the larger socio-cultural and economic fabric of society. For the purposes of this study, the fabric is worth stating, because it accentuates the environment and context of the heterogenous student needs, backgrounds, interests and experiences as relating to the non-static nature of student protests and their changing character and demand from time to time (Lumadi, 2021; Lumbe, Mangizvo & Mushaka, 2021). The student protest dynamic in addition to the employee experiences within a higher education institution (also referred to as universities, higher education institutions (HEIs) or tertiary institutions) is discussed in more detail in the ensuing chapters.

Therefore, mentioning the worthiness of employees' experiences regarding the dynamics related to student protests at this introductory stage is important for purposes of both clarity and emphasis on the direction or gist of the study (Abutabenjeh & Jaradat, 2018; Pomeroy, Hermann, Jung, Laenens, Pastorini & Ruitter, 2021). Such a trajectory implies that employees and their experiences assume precedence over student protests and higher education institutions as contextual factors, or the locale of these experiences. It is in this regard that the three critical units of analysis are logically linked and explained in terms of the background/ context of the study; the research problem itself; the rationale or motivation, aim and objectives of the study; the research questions; dissertation statement; study assumptions; as well as the definition of key terms or concepts.

Following is the background of the research problem, a demarcation of the study, the research problem and the rationale/motivation for the study. Then I share the aim of the study, the research objectives and questions of the study. I added a dissertation statement to encapsulate the main idea of the research. I introduce the reader to the research methodology concerning the research design, the research paradigm and the epistemological and ontological assumptions linked to my study. I also introduce the reader to the methodological approach that was followed in the study. The definitions of key terms/concepts are shared. Lastly, I outline the chapters linked to

the study concerning university student protests as the most dominant contextual factor within which the university workforce's experiences occur. Next, I describe the background of the research problem.

1.2 BACKGROUND OF THE RESEARCH PROBLEM

Student protests are not unique to South African institutions of higher learning (Obindu & Kelechi, 2021; Raghuram, Breines & Gunter, 2020). Many universities in different parts of the world have experienced protests by students at various times of their development. The reasons for such protests are always not the same. Similarly, South African universities have historically experienced various forms of student protests for various reasons at different times in the country's socio-political and economic development. However, the racial and class dynamics of South African society have been a perennial and observable feature of many, if not all of these protests, rather than purely educational concerns. Arguably, this reflects the erstwhile racially engineered character of the South African university landscape (Malebye, 2020; Woldegiorgis, 2021). During the apartheid-orchestrated era of homeland universities, many blacks-only universities participated in numerous well-known protests (Enaifoghe & Abosedo, 2021). The racial character was unmistakable, considering that the apartheid government categorically declared all universities as part of its ideological programme, as indicated below:

“The government maintained that any public higher education institution in the RSA [Republic of South Africa] was essentially a legal entity, a “creature of the state”. It was brought into existence by an action of the state, and its existence could be terminated by another action of the state. This made legitimate, the government believed, any decision to restrict institutions to serving the interests of one and only one race group” (Pithouse-Morgan & Naicker, 2021:216).

“That there is a knowledge problem in South African universities is not in question” (Jansen, 2017:4). The latter assertion confirms that the curriculum content and its African-centredness has always been a contentious issue characterising university student protest. However, the 1976 Soweto high school student protests against Afrikaans-medium education, later gained momentum as an avenue to express political and socio-economic frustrations of the oppressed majority of the country's population.

The study does not necessarily focus on the fundamental essential factors of the university student protest movements as such. However, the mention worthiness of those cited is necessitated by the reflection of their complexity and multiple effects

on other university stakeholders, such as employees of the very institutions of higher learning that are themselves adversely affected as employment organisations. Generally the nature of grievances during student protests ranges from increase in tuition fees, campus safety, inadequate social amenities, language of instruction, and the shortage of accommodation (Omolola & Jacob, 2021; Tirivangasi, Rapanyane & Mugambiwa, 2021; Tjeltveit, 2020; Zondi, 2021).

In the context of the current study, the #FeesMustFall university student protests constitute the most direct background of the investigated problem. Whereas the internationally documented 1976 Soweto high school student protests were largely directed at Afrikaans as a *language* of instruction, the #FeesMustFall protests of 2015/2016 prominently highlighted the *content* of the very instruction or curriculum offered as problematic (Ejoke, Enwereji & Chukwere, 2019). Wits University became the 'epicentre' of these #protests (Vandeyar & Swart, 2019). Most importantly, they centralised their grievances around the issue of 'decolonisation of the curriculum'. Although many scholars, intellectuals, educational experts and professional social commentators have questioned the conceptual, philosophical, pedagogic, and socio-political relevance and logic of "decolonising" the higher education curriculum in a post-apartheid era (Jansen, 2017). Inspired by the proliferation of ICT and social media communication, the #FeesMustFall (FMF) protests spread and became a social movement beyond university borders, notwithstanding that the protest campaign began as an initiative to stop the increase of fees and was mostly motivated by the lack of funding for students from disadvantaged backgrounds who could not afford to pay for their studies (Tirivangasi, Ramapanyane & Mugambiwa, 2021; Worku, 2021).

The main concern raised by the protestors was the proposed tuition fee increase of 10.5%, which was prohibitive for students from disadvantaged backgrounds, and many of whose parents relied on government social grants for a living. The #FeesMustFall slogan was shared across social media in all of the country's university campuses after the announcement by the Minister of Higher Education in mid-October 2015 (Habib, 2022; Olaganju, 2021). A final decision not to increase tuition fees in 2016 was reached by the President of South Africa and the Vice Chancellors of universities, student leaders and the Minister of Higher Education, which was interpreted as an empty promise by the students (Tshishonga, 2021). Many South Africans supported the campaign and encouraged students to protest until their complaints were met, since it was also consistent with the ruling party's political manifestos on free education (Sempijja & Letlhogile, 2021). For purposes of

this study the degree of violence and damage to property (which as not a new occurrence) and its aftermaths, forms the crux of the research problem insofar as employee experiences are concerned. Following the research problem, next is a dissertation statement.

1.3 DISSERTATION STATEMENT

A dissertation statement is essentially a concise encapsulation of the main idea or message of the research (Rossman & Rallis, 2012; Walliman, 2015). In this investigation, the dissertation statement is articulated thus: Student protests will have a potentially disruptive impact or effect on the employees of higher education institutions. In future, management in higher education institutions need to device strategies to control student protests when they arise so that both university employees and activities are not impacted negatively or disrupted.

The next section outlines the assumptions of the study in respect of their epistemological, ontological, and methodological orientations. Following the research problem, next is a demarcation of the study.

1.4 DEMARCATION OF THE STUDY

The demarcations of the study pertain to the scientific terrain or boundaries within which the particular study is executed, to the exclusion or limitations of variables that do not necessarily contribute to the resolution of the identified research problem and achievement of its associated research objectives (Aurini, Heath & Howells, 2021; Shaw & Anderson, 2021). Accordingly, the study is geographically located in a higher education institution in Gauteng Province. However, this particular university and its employees/ workforce does also experience the disruptive force and effect of student protests as other higher learning institutions, especially during the #FeesMustFall protests of 2015/2016. Furthermore, the study focuses primarily on the experiences of employees during student protests, and not the students or protests themselves. At the same time, the experiences being sought are not of all employee categories, but those of a particular workforce sector. Following is an overview of the research problem itself.

1.5 RESEARCH PROBLEM

From the foregoing discussions (Sections 1.1 and 1.2), it is apparent that South African higher education institutions have periodically experienced student protest, each with its own contextual dynamics. While student protests in general are not the foremost focus of this study, it is the violent conduct and other negative consequences and disruptions (epitomised by the #FeesMust Fall campaign) that

are the primary problematic concerns, especially in relation to the university workforce. It is widely reported that the 2015/2016 #FeesMustFall protests resulted in damage to property estimated at more than R150 million, and forced some universities to close (Ngobeni, 2016). Furthermore, it was not uncommon for university employees to be physically intimidated and told by protesting students to evacuate the university premises and not report for work during the protest (Brown, 2017). With their employment opportunities threatened during the protests, outsourced employees pleaded with the university to employ them on a permanent basis; amongst them were security guards, dispatch workers, cleaners, and cafeteria employees (Langa, Ndelu, Edwin & Vilakazi, 2017; Ngobeni, 2015). On the other hand, fixed-term staff members raised concerns with their contract-based employment status and sought to be permanently employed by the university.

Namima (2019) reported that the students were unable to communicate with their lecturers, did not receive their study materials on time and were unable to submit their assignments on time during the #protests. These student protests caused disruptions in the institutions' academic calendars. This affected the smooth running of universities and prevented students from finishing their qualifications on time. Nanima (2019) found that, during the protest action, higher education institution also experienced challenges such as unclean buildings, damage of property and lost revenue due to low enrolment.

Evidently, the ramifications of the #student protests were far-reaching and adversely affected the students themselves, the organisational functioning of universities, as well as the workforce, particularly those whose terms and conditions of employment, qualifications (education and training) were unlike those of the professional and academic workforce of the respective universities (Langa *et al.*, 2017). Therefore, the research problem (protest disruptions) is not one-dimensional. As much as the protesting students are the principal actors with their own experiences, they are not university employees. It is the full-time, part-time and contract/ fixed-term employees and their victimhood experiences that constitute the foundational premises within which the research problem is located. Therefore, the terrain of the investigated problem straddles the inter-disciplinary domain of human resource management (HRM) and labour relations for both universities and employees; and the right to protest (by students, and not employees in this case).

Since both students and employees come to the university for various reasons, the university's interstitiality in this regard implies that higher education transformation in its totality is also a phenomenon with its own problematic dynamics, since "decolonisation" is illogical in a post-colonial dispensation (Jansen, 2017). The following section discusses the rationale/ motivation of the study's undertaking.

1.6 RATIONALE FOR THE STUDY

The rationale or motivation for this study premises on the actual reasons for the study's undertaking and the justification for those reasons in relation to the problem being investigated and the intended aim of the study (Babbie, 2020; Hennink, Hutter & Bailey, 2020). The aim of this predominantly qualitative study is to explore, describe and analyse the impact of student protest on academic and administrative staff members in a South African higher education institution. Evidently, the rationale is posited here as a mechanism to actualise the very aim of the study. Therefore, the rationale/ motivation of this study was developed primarily within the context of the disruptive effects of university student protests.

By virtue of its employee-centredness, this study focuses fundamentally on the experiences and perspectives of both academic and administrative staff. However, it is the study's view that in most instances of student protests, the protesting students themselves are elevated more than the employed university personnel. Other university stakeholders and constituencies, particularly the non-academic, administrative, and contracted workers, are mentioned cursorily. For the university as a pristine centre of knowledge, the effects of student protests are presented in quantifiable figures (e.g. the cost of damage to property, usually in millions of Rands); the number of lost curriculum and assessment days. The cost to the economy is also cited, particularly for those final-year students who would have been potential employees for different public and private organisations following their potential employees for different public and private organisations following their final examinations (Akpojivi, 2020; Ejoke, et al., 2019).

While the quantifiable effects of disruptive and violence-prone student protests on the organisational functioning of the universities could not be underestimated, similar effects on various categories of university employees also warrant prominent attention. The difference between university employees and students lies in the fact that the latter (students) are *recipients* of the university's knowledge-related services, while the former (employees) are the *providers* of different administrative, academic, technical/ technological, support and other relevant services for which

they are remunerated according to agreed employer-employee contractual arrangements (Assan, 2020; Ngwenya, 2020). By analogy, students are 'paid' by their own efforts in their studies over an extended period of time (longer than that of employees' regular monthly salaries) and are awarded degrees by the respective universities for in recognition of their academic performance.

Most university-based academic work is deadline-driven. As a result, unexpected disruptions can have long term, negative effects that put pressure workers (Assan, 2020; Ngwenya, 2020). For instance, the postponement of examination dates causes an extra burden on employees as they also had to change both their personal and work plans to accommodate the marking of student examination papers. Based on this experience, the researcher realised the need to conduct further research on both the quantifiable and unquantifiable effects of university student protest on employees of different categories in a higher education institution in Gauteng.

Accordingly, the researcher upholds that institutions of higher education need to develop strategies to address psycho-emotional issues of student protests whenever they arise, given that some university employees often bear the brunt of violent protests, face job losses due to physical injuries and possible death. The university strategies should also include finding the best management structures and styles possible, to address the issues that affect students proactively (Rogerson, 2020; Tirivangasi, Ramapyanne & Mugambiwa, 2021). Flowing from the problem statement and its attendant rationale, the next section highlights the research aim, objectives and questions, which are discussed in more details in Chapter 3 (Research Design and Methodology).

1.7 PURPOSES/ AIMS/ OBJECTIVES AND QUESTION OF THE STUDY

The aim of a study pertains to the general intentions of the researcher in undertaking the study in conjunction with the proposed data collection and analysis processes and procedures (Babbie, 2020; Jarzabkowski, Langley & Nigam, 2021). Accordingly, the main aim of this study is: *To explore, describe and analyse the impact of student protest on academic and administrative staff members in a higher education institution.* The main research question is: *What is the impact of student protest on academic and administrative staff members in a higher education institution?*

1.8 OBJECTIVES OF THE STUDY

The objectives of a study refer to those specific activity-related statements of the researcher by whose means the aim of the self-same study is to be actualised (Jarzabkowski et al., 2021; Hennink et al., 2020). In this regard, the study objectives are defined in respect of their dissembling or unpacking of particular or specific activities that are also realistic, measurable and attainable within a defined period of time. These objectives have been articulated as follows:

- **Research Objective 1:** To describe how employees experience student protests.
- **Research Objective 2:** To describe and analyse experiences that higher education institution employees face during student protests.
- **Research Objective 3:** To explore how employees' experiences can be accommodated and managed to the benefit of both the university and the employees.
- **Research Objective 4:** To explore possible solutions to help employees to cope with student protests.

As mentioned earlier in Section 1.1, the study's focus is more on the university employees' protest-related experiences than on the protest itself. Correspondingly, all of the above-mentioned objectives are employee specific.

1.9 RESEARCH QUESTIONS

Research questions ensure that all the stages or phases of the entire research process are constantly aligned to the resolution of the problem being investigated, the identified aim and objectives, as well as the preferred data collection and analysis methods (Creswell, 2020; Jarzabkowski et al., 2021). In this regard, the below-cited research questions also complement each other in respect of the aim of the research:

- **Research question 1:** What are the perceptions of the academic/administrative staff on student protests?
- **Research question 2:** What are the impacts of student protests on the organisation/higher education institution?
- **Research question 3:** What are the impacts of student protests on the academic/administrative staff in the organisation/higher education institution?
- **Research question 4:** What are the possible solutions to help employees to cope with student protests?

It is worth mentioning that each of the above-stated research questions is sequentially linked to each research objective in Section 1.6. Following is the dissertation research design and methodology.

1.10 DESIGN-METHODOLOGY, APPROACH

In Chapter 4 (Research Design and Methodology), I describe the qualitative research design, the data collection and analysis methods used in this study. Data collection refers to the systematic search, identification and processing of relevant information from multiple secondary sources and perspectives (Denscombe, 2014; Michel & Durdella, 2019). Among some of its advantages, data collection enhances the researchers' understanding of the core aspects and units of analysis attendant to the research topic, as well as what others have contributed to the field of research (Creswell, 2020; Michel & Durdella, 2019; Rossman & Rallis, 2012). By exploring and comparing what other studies have contributed previously to the present, the researcher is also able to identify any gaps that could exist in the literature concerning the phenomenon being investigated.

In this study, secondary data was collected primarily by means of a protracted review of literature on the research topic, which preceded the collection of primary data. The latter was gathered by means of semi-structured individual interviews with participants who were selected according to the researcher's pre-determined eligibility/ inclusion criteria (Hennink et al., 2020).

Data analysis, on the other hand, relates to the systematic organisation, synthesis and categorisation of the collected data into patterns that serve as a framework for the development of the findings of the study as the evidence that authenticates the collected data (Hennink et al., 2020; Edmonds & Kennedy, 2012). For purposes of this study, thematic analysis was utilised to allocate meaning to the participants' interpreted narrative statements.

1.11 RESEARCH PARADIGM AND STUDY ASSUMPTIONS

Positioned from an interpretivism (also known as an interpretivist) research paradigm, as researcher I am a social actor that appreciate multiple constructions of realities from the subjective positions or perspectives of each participant that took part in the study (Morehouse, 2012). Each participant has first-hand knowledge and an understanding of their realities (Struwig & Stead, 2011). Assumptions are referred to as statements or propositions that are believed to be fundamentally true without any measure of testing or authenticating the veracity of such claims of truthfulness (Babbie & Mouton, 2012). Meanwhile, Creswell (2020) views assumptions as the first

ideas developed in the study, and are categorised as epistemological, ontological, and methodological in their various orientations. These are discussed below.

1.11.1 Epistemological Assumptions

Epistemology is defined as the way in which reality is understood (Punch, 2014; Alharahsheh & Pius, 2020). On the other hand, Bryman, Bell, Hirschsohn, dos Santos, du Toit and Masenge (2014) posit further that epistemology relates to the way knowledge is best acquired to constitute the systematic foundation and criteria for recognised knowledge forms that could be regarded as sufficiently legitimate. Additionally, epistemology provides the basis for adequate discipline-specific understanding and clarity in a discipline in terms of *what* is known and *how* it is known (Bryman et al., 2014).

Epistemological assumptions are based on individual views cultivated through the individuals' subjective experiences and knowledge of people, events or phenomena (Creswell, 2020). This implies that, the longer the researcher stays in the field, the more she will get to know the participants (Creswell, 2020). Therefore, the researcher's epistemological assumptions are that it is possible to acquire new forms of knowledge through the gathering and interpretation of the experiences of academic and administrative staff members during student protests in a higher education institution.

1.11.2 Ontological Assumptions

Ontology refers to the nature of reality, knowledge and the world (Ormston et al., 2014). Ontology proposes that both the social and physical worlds of our existence are collectively governed by fundamental laws that construct the nature of reality (Alharahsheh & Pius, 2020). In this study, therefore, the ontological assumption is that the social and physical worlds of the higher education workforce/ employees constitute an appropriate context for the nature of knowledge, derived from their experiences and perceptions of student protests on university campuses.

In qualitative research designs, it is the researchers' intentions to provide multiple ideas, realities and perspectives from those with first-hand experience of the very phenomenon being investigated (Babbie, 2020; Creswell, 2020). Therefore, the ontological assumption in this study premises on the belief that employees of higher education institutions do experience challenges that accurately define the nature of reality about the investigated phenomenon (i.e. disruptive force of university student protests); since they have first-hand accounts of that reality (Ismaeel, 2021).

1.11.3 Methodological Assumptions

Methodological assumptions relate to the researcher's beliefs and opinions concerning the appropriateness of various methods opted for, in the process of gathering relevant information and data for the qualitative study (Babbie, 2020; Rossman & Rallis, 2012). Based on the relative paucity of research on the preferred topic and its associated problem, the researcher's methodological assumptions are that:

- The exploratory, descriptive and analytic orientation in this predominantly qualitative study enhance the acquisition and interpretation of data on the participants' experiences from their own perspectives, and that
- Through the semi-structured interview mode of enquiry (rather than a quantitative mode of data collection), the participants' own perceptions and experience can be studied by means of observation and communication to construct the kind of knowledge and reality in the most dependable manner.

For this research study, the researcher will select participants from different departments of the selected higher education institution. All the information and knowledge gathered will be compared to the views of authors in the literature review.

1.12 DEFINITION OF KEY TERMS/ CONCEPTS

The definition of key terms/ concepts provides lexical, disciplinary and methodological clarity for readers' understanding of the context in which fundamental principles and ideas are utilised in the study (Cameron, Mohyuddin & Wijeratne, 2019; Flick, 2018). The below-mentioned terms/ concepts are thematically linked to the most critical units of analysis of both the research topic and its associated research problem (Gray, 2021). It is also worth mentioning that the alphabetic sequencing of these terms does not in any way imply any order of their prioritisation in the study.

1.12.1 Academic Staff Members

Academic staff employees refer to the category of university workers within a specific faculty or department at the university who are researchers, lecturers, associate professors or professors, or assistant lecturers whose core functions advance the university's mission to teach, research and render knowledge-related services to communities (Maphalala & Adigun, 2021; Olaganju, 2021). Academic staff also deploy their professional skills to design and develop appropriate learning programmes and assessment standards for a specific qualification or area of discipline, support and guide learners to gain more lifelong experiences and supervise their research-related activities (Lim, Ghavifekr & Kenayathulla, 2021).

1.12.2 Administrative Staff Members

As opposed to the academic staff (who provide core service related to the fundamental mission of the university), administrative staff in the university are professionals at all organisational levels of whose core duties involve skills- and knowledge-based services to the academic staff and students in order to achieve the university' strategic objectives (Baltaru, 2018; Jacob, Ahaotu & Solomon, 2021). The most important duties of an administrative staff are to ensure that all organisational systems and processes are procedural, functional and synchronically aligned to the fundamental vision and mission of the university (Albu, 2021).

1.12.3 #FeesMustFall Student Protest

The #FeesMustFall is a moniker for an idea whose popularity was enhanced through social media by university students engaged in campus-wide protests across South Africa (Ejoke et al., 2019). The protests began at Wits University in 2015 and students in other universities joined and enlarged the scope of their protests to include other non-financial issues, such as the notion of 'decolonising the higher education curriculum' (Lwandle & Yallem, 2021; Tshishonga, 2021). The hashtag (#) aspect grew the status of the protests into a social movement supported by different organisations for different reasons, which gradually precipitated the original intentions and grievances of the students (Finnemore, 2013; Langa et al., 2017).

1.12.4 Open Distance Learning/ ODL Institution

An ODL institution is higher education organisation whose mode of curriculum delivery is characterised by indirect contact between the student and the institution itself (Kgosinyane, 2019). Through its facilitation of technology assisted learning, an ODL institution prominently advances the core principles of asynchronous learning for its students to continue learning wherever they are outside the physical border of the campus (Azlan, Azman, Azman & Mohi, 2021). Additionally, an ODL institution is also known as technology comprehensive, with the necessary hardware platforms, software, processes and application, including mobile telephones, which are important for effective student, academic management and learner support (Ngobeni, 2015). Letseka (2021) avers that an ODL institution is most prominently characterised by affordable costs that enhance accessibility to higher education.

Strike actions are normally caused by dissatisfaction amongst the employees, due to issues that are not well addressed by management (Osei-Opore, 2021). A strike itself is an *en masse* stoppage of work, or refusal to work by employees to protest against, or resolve certain insufficiencies, grievance or disputes in their conditions of

service (Finnemore, 2013). The intentions of such a labour relations action is intended to bring both the employer and employee together in an effort to address any matter of mutual interest (Makama & Kubjana, 2021). According to Bohlmann, Van Heerden, Dixon and Rimmer (2015), the right to strike is regarded as an imperative weapon of the organised labour movement and key rock of modern industrial society. Venter et al. (2012) differentiate between the following forms of strike actions:

- **go-slow:** in terms of which employees perform their duties at a slower pace than usual;
- **work to rules:** applying or interpreting rules to effect a restricted protest to the terms and conditions of service; and
- **picketing:** striking workers standing in front of their workplace, chanting slogans and carrying placards to convince fellow workers to join the strike action.

1.12.5 Strike

Strike actions are normally caused by dissatisfaction amongst the employees, due to issues that are not well addressed by management (Osei-Opore, 2021). A strike itself is an en masse stoppage of work, or refusal to work by employees to protest against, or resolve certain insufficiencies, grievance or disputes in their conditions of service (Finnemore, 2013). The intentions of such a labour relations action is intended to bring both the employer and employee together in an effort to address any matter of mutual interest (Makama & Kubjana, 2021). According to Bohlmann, Van Heerden, Dixon and Rimmer (2015), the right to strike is regarded as an imperative weapon of the organised labour movement and key rock of modern industrial society. Venter, Levy, Holtzausen, Conradie, Bendeman and Dworzanoski-Venter (2012) differentiate between the following forms of strike actions:

1.12.6 Student Protest

Student protests are a worldwide phenomenon (Nhemachema, Kangira & Chiripanhura, 2021). Although it is emblematic of a strike, a student protest is different in that wages/ salaries and working conditions are not the subject or cause of the dispute. In this regard, a student protest subscribes to a large-scale withdrawal or suspension by students, of their commitment to pursue their academic obligations to the university and themselves due to some dissatisfaction or grievance arising from factors or circumstances they rightfully or wrongfully construe to be inimical to the fulfilment of the academic obligation or commitment (Boren,2019; Makama & Kubjana, 2021).

Meanwhile, Greef, Mostert, Kahi and Jonker (2021) view protests as blockades and physical intimidation of staff and refusing them entry into their workstations. Their refusal of staff members to their workstations was caused by students' complaints and dissatisfaction on issues such as accommodation, housing and inadequate registration fees. Gukelberger and Meyer (2021) allude that dissatisfaction engendered a feeling of collectiveness and solidarity amongst the students who viewed protests as a solution. Notwithstanding students' right to protest legitimately, the violence accruing from many student protest has resulted in some universities experiencing limited protest actions as a result of protracted interdicts prohibiting students to protest (Brown, 2017; Duncan, 2021).

1.13 CHAPTER OUTLINE

The study consists of five chapters, each of which logically and thematically links with the research topic, research problem, research aim and objectives, as well as the data collection and analysis throughout the study.

Chapter 1: General Orientation

The chapter provides a general perspective of the main units of analysis or critical variables, each of which is presented and discussed in more details in the chapters that follow. These variables are: background/ context and statement of the research problem, the rationale/ motivation of the study, the aim, objectives and pertinent questions the dissertation statement and study assumptions, definition of key terms/ concepts, as well as an overview of the data collection and analysis methods.

Chapter 2: Strikes and University Student Protests

The chapter is underpinned by its main focus on both the positive and negative impacts of student protest on the overall functioning of the university and the students themselves. The chapter also outlines the nature of strikes and provides an international perspective of student protest, with some few examples provided in the South African context. Most importantly, human resources management and employee wellbeing, have been referred to as the foremost two key theoretical constructs in accordance with the fundamental focus of the study.

Chapter 3: Impact of University Student Protest on Employee Wellbeing

The chapter focuses largely on both the positive and negative impacts of student protest on academic and administrative staff as university employees. Relevant aspects of the human resource risk management model are highlighted, with reference to literature and relevant aspects of the study's findings.

Chapter 4: Research Design and Methodology

Overall, this chapter presents the methodological framework of the study in respect of the philosophical premises; research approach; data collection and analysis; population and sampling procedures; trustworthiness of the finding and research processes; as well as the ethical considerations applied in the study.

Chapter 5: Results and Discussion

In this chapter, the collected data (elicited interview-based statements) is presented, analysed, and interpreted in the context of literature perspectives to test the veracity of these elicited statements/ response of the participants. It is on the basis of its interpretation that the findings of the study are collated into themes from which a framework of findings is developed.

Chapter 6: Summary of Main Findings, Conclusions and Recommendations

This chapter concludes the entire study and its relevance or efficacy by determining the extent to which the objectives have been achieved, summarising the main findings as accrued in the previous chapter (Chapter 5), proposed recommendations, possible limitations of the study, further research, and the researcher's concluding remarks.

1.14 SUMMARY

This chapter introduced the study by referring to the units of analysis mentioned to a large extent in Section 1.13. The researcher reiterates that it is critical to understand that, as reflected in the research topic, the fundamental focus of the study is on the university employees'/ workforce's experiences rather than on the contextual parameters of student protests. However, the #FeesMustFall student protest is prominently referred to, for purposes of contextualising the very critical factor of employee experiences.

The next chapter presents the literature review component of the study.

CHAPTER 2

STRIKES AND UNIVERSITY STUDENT PROTESTS

2.1 BACKGROUND/INTRODUCTION

In Chapter 1, the researcher presented a general overview of the study. In Chapter 2, the researcher reflects mostly on multiple perspectives linked to the research phenomenon as demarcated in the research aim and objectives of this study (with reference to Sections 1.6-1.7). The current chapter proceeds from the two key theoretical constructs because they are pivotal to human resource management and employee wellness. The chapter then outlines strikes in general and contextualises university student protest both globally and locally. Thereafter, the chapter outlines both the positive and negative effects of university student protests on the university and university students themselves.

The proposed study aims to explore higher education employee experiences, determine the impact of such protests on the employees themselves, and the overall functioning of higher education institutions as employers. As such, the two key theoretical aspects mentioned in the next section are critical for identifying the relevant contextual factors that determine and influence the capacity of employees to perform well (Armstrong & Tylor, 2020).

2.2 KEY THEORETICAL CONSTRUCTS

Key theoretical constructs relate to the embedded concepts from which meanings could be derived in the context of the specific field or discipline being researched (American Psychological Association/ APA, 2021; Udo-Akang, 2012: 89-90). The key theoretical constructs in this chapter serve the purpose of providing a discipline-specific context within which university student protests and their impact on the overall functioning of higher education institutions are posited. In that regard, a human resources perspective is outlined below against the backdrop of the fact that the study is more focused on the effects of the student's protests on the wellbeing/ wellness of academic and administrative personnel as employees of the university. As such, human resources management and employee wellbeing/ wellness constitute the key theoretical constructs. Moreover, human resource management and employee wellness issues constituted some of the thematic categories of the study findings (see Section 4.4: student protest challenges and effect on university organisational productivity).

2.2.1 Human Resources Management

As a field of study with its own principles, human resource management focuses on the management of people in the workplace with the aim of improving organisational

effectiveness and competitiveness within the parameters of the vision, mission and strategic objectives of the organisation (Armstrong, 2006; Tri, Hoang & Dung, 2021). It is the duty of human resources practitioners within organisations to ensure that organisations acquire adequately trained and skilled personnel who are also sufficiently remunerated and compensate their input, labour, and professional skills and knowledge.

Human resource management further involves duties such as job analysis, labour planning, payroll, as well as employee recruitment, and training (Armstrong & Tylor, 2020). Additionally, the field of human resources management entails practitioners' regular review of the individual employee's role in the organisation regarding increasing and constantly changing job demands, job design, support structures, work hours and interaction with other co-workers (Ejeh, 2021).

For an organisation to be effective, it should have a dedicated department or division and a manager who is also fully conversant with progressive policy initiatives such as employment equity, equal job opportunity and affirmative action, employee health and safety and handling grievances and labour relations (Dessler, et al., 2011). These factors and considerations inform on the nature of conducive work environments for employees' wellness, creativity and taking risks to maximise organisational outcomes.

2.2.2 Employee Wellbeing/ Wellness

Employee wellness/ wellbeing refers to the employee's experiences of employment life (Franco-Santos & Doherty, 2017). The job-related wellness of employees is intrinsically (if not inevitably) linked to the satisfactory performance of their duties in a conducive and safe work environment (Ejeh, 2021; Walker & Dyck, 2014). Thus, an employee with good physical, emotional and psychological health, happiness, as well as job satisfaction, will most likely increase his/ her performance in the workplace (Ejeh, 2021; Franco-Santos & Doherty, 2017). Furthermore, such an employee was also most likely to have self-esteem and a positive feeling at work (Ejeh, 2021; Vandeyar & Swart, 2019).

While employee wellness is a critical and indispensable organisational requirement, the organisations themselves should reciprocally create a conducive wellness environment for the motivation of their employees. Such motivation is intrinsically generated through motivators such as achievement, recognition, work and responsibility important factors that ultimately lead to job satisfaction (Abun, Magallanes, Foronda & Encamacion, 2020).

To some extent, employee wellbeing could be viewed as intersecting with health and safety management, which is concerned primarily with keeping employees healthy against any physical, emotional, and psychological harm and risk (Wong, Lee, Teh & Chan, 2021). In the higher education organisational context, factors such as burnout from increasing workloads and lack of involvement in decision making have been noted to contribute to mental health risks, particularly on academic staff (Kinman & Johnson, 2019). According to Barkhuizen, Rothmann and Van der Vijver (2014) and Jasson (2020), working from home increased (rather than decreased) employees' workload, and had a negative impact on university employees' family life as well. This study inquired into the wellbeing experience of academic and administrative staff employees in particular as a result of student protests in higher education institutions in Gauteng Province.

In its depiction of the study's findings, Theme 3 in sub-section 5.3.3 (negative impacts/ disadvantages of university student protest action), adverse employee wellness factors emerged and resonates with the assertions already referred to by authors such as Damianus, Quinto, Magallanes, Encarnacion and Flores (2020), Ejeh (2021), Kinman and Johnson (2019), Santos and Doherty (2017), Wong et al. (2021) and others. These negative impact factors are mentioned later in this chapter.

2.3 STRIKES IN GENERAL

The focus on strikes and protest actions in general is consistent with the overall aim of the study and its focus on workplace disturbances and disruptions (Onivehu, 2021). Protest action characterises the nature of employee-employer relations in most public and private (business) organisations (Ngobeni, 2015; Slabbert et al., 2015). Although university students are not employees of any university, their protest actions also impact on employees of the university (Omolola & Jacob, 2021). Sub-section 1.11.5 in Chapter has provided an apt definition of a strike. Depending on a country's socio-economic and political order, the right to express or exercise such protest action peacefully could be permissible/ protected or prohibited/ unprotected by the prevailing laws of a particular country (Bendix, 2010).

In the private sector, such right is generally referred to as a strike and is embarked on by employees or workers as a 'weapon' or collective bargaining tool expressed publicly in the event that negotiations, arbitration and other legally prescribed collective bargaining instruments between employers and employee representatives have not yielded any desirable outcomes to both parties (Bendix., 2010; Nyar & Wray, 2012).

South Africa is one of the countries in the world experiencing high levels of strikes by workers and protests by university students (Ngwane, 2010). Section 17 of the Constitution of the Republic of South Africa guarantees everyone's right to strike peacefully. The Labour Relations Act (No. 66 of 1995) also protects employees' right to strike in the event of unfair labour practices (Brudney, 2021). Therefore, the right to strike is an important human rights aspect whereby employees can express their work-related grievances. It is in this regard that Bendix (2010:12) defines the strike as the "weapon exercised by the union if collective bargaining fails". According to Lodge and Mottiar (2016), about 420 protected and disruptive protests were recorded in South Africa by 2012.

2.3.1 Why Do People Protest?

In the higher education institutional context, employees were also most likely to adopt similar grievances as those of private sector employees. In universities, students are not considered employees because they are only the beneficiaries of knowledge-related services provided by institutions of higher learning. In general, workplace related protests and strikes are caused mostly by financial considerations and conditions of service (Finnemore, 2013).

From the early 2000s, there are many reasons that have caused an increase in employee protests and strikes. Of significance is that the protest movement was led by unemployment within communities and the mobilisation of workers within and outside the trade unions (Duncan, 2021). The protest actions affected politics in South Africa, the African National Congress (ANC) and its coalition affiliates, the Congress of South African Trade Unions (COSATU) and the South African Communist Party (SACP) (Duncan, 2021).

After 27 years of democracy, most workers in South Africa were still experiencing abuse in their respective workplaces (Horwitz, 2021). To compound the situation, some categories of the workforce, such as security workers still did not have access to trade union representation. Bond and Mottiar (2010) report that the level of strike actions in South Africa declined in the 1990s, but increased from 2004 to 2008, especially among exploited workers and socio-economically underprivileged communities. The source of their grievances also includes low wages, lack of labour market opportunities.

Between 2012 and 2016, the number of legal and illegal strikes continued to increase in the country, with some of the strikes resulting in loss of life, damage to property, and considerable destruction of socio-economically viable infrastructure.

This fact demonstrates that the rise of strike actions amongst the poor and exploited workers bore their anger and frustrations regarding their workplace conditions and terms of employment. In Sub-section 4.3.3, the findings of the study show that participants also mentioned the problem of violence as one of the negative impacts of a strike or protest by university students.

Violence in labour related strikes is not uncommon, with the massacre of about 34 mineworkers in Marikana (a small mining town in North-West Province) the most severe case in point (Bond & Mottiar, 2010). On 16 August 2012, these protesting miners were shot dead by members of the South African Police Service (SAPS) sent to quell the violent strike. This was the worst incident of its kind, and it captured the attention of all South Africans and the world. One of the causes of the strike was the mineworkers' demand for wages of R12, 500.00. The mining industry was faced with various challenges during the period leading to this strike, such as remuneration increment and improving the conditions of service of the mineworkers (Mamokhere, 2021).

Civil society protests have added to the spate of malcontent among communities in different parts of South Africa. Service delivery issues such as corruption, electricity outages and disconnections, xenophobic concerns, housing, water, unemployment, poorly built Reconstruction Development Programme (RDP) houses and sewerage flowing through the streets have become 'normal' means by which communities communicate their grievances at the local municipality level (Wasserman, Chuma & Bosch, 2018).

2.4 STUDENT PROTESTS IN THE UNIVERSITIES

The current section presents a global and local overview of university student protests, some examples of local student protests, as well as both the positive and negative impact of student protest as the quintessential reference point or case to typify employee experiences in situations of disruptive occurrences.

2.4.1 A Global Overview of University Protests

Protest action by university students is not a unique South African development (Chaudhuri, 2019; Nhemachema et al., 2021; Petersen, Radebe & Mohanty, 2016). In fact, Boren (2019) illuminates that such protests can be traced back to the 12th century in Bologna and Paris during an era when universities were gaining momentum as pristine centres of knowledge. In the case of Bologna and Paris respectively, students demanded that the cost of accommodation should be reduced because it affected their living condition. Between 1964 and 1969, student protests

gained momentum worldwide (Nhemachema et al., 2021). Student protests spread across North America and Europe in the 1960s, where students protested in support of national, racial, ethnic and religious liberation. The 1970s also represented a decade of student protests for society and significantly impacted on the structure of university governance (Lee, 2020).

Student protests have also taken place throughout Europe, Asia, Africa and the Americas (Brown, 2017). The first known student protest in America was the Great Butter Rebellion of 1766, where students in American campuses made essential impacts on higher education through their structured demonstrations. Since then, numerous student protests have taken place in the United States. For instance, in the 1930s American universities decided not to run their re-elections because of student demonstrations against the Vietnamese War (Rezamand, 2020).

In Iran, the prevalence of university student protests increased between 1941 and 1977, during which three students were shot dead by police in Teheran University during a peaceful protests against the muzzling of political activity (Ordorika, 2021). Meanwhile, students at the University of Chile were involved in violent clashes with the authorities after marching through major cities (Pablo, 2021). In this instance, the students' grievance was based on their perceived threats to their right to a free education after the failure of rich Chileans to support education for disadvantaged students by paying higher taxes. In the violent clashes which followed between students and police officers, the protestors robbed stores and burnt vehicles (Pablo, 2021). Such a state of affairs resonates with the disruptive and violent characterisation of university student protest (e.g., #FeesMustFall) mentioned by participants in this study (see for example, Section 5.3.1 and Section 5.3.3).

The history of the student movement in African universities has continued since the inauguration of universities in the early 1960s. Thus, African students played an important socio-political role in the anti-colonial struggles, which varied from country to country (Fomunyam, 2017; Omolola & Jacob, 2021). At the time, only a small percentage of the population in Sub-Saharan Africa had received formal education. Bekker, Pieterse and Croese (2021) make it clear that the notion of student protests in African countries has played an imperative role between the universities located in metropolitan countries as well as those in the colonial regions.

In 1990, students in Kenya complained about overcrowded educational facilities and soaring unemployment rates. In Nigeria, university students disrupted lessons and semester examinations in 38 universities. This development had a negative influence

on the Nigerian educational systems (Omolola & Jacob, 2021). As a result of these protests, universities were compelled to discontinue most of their activities, resulting in serious disruption of the academic programme (Omolola & Jacob, 2021). In the current study, the participants also made such an observation of loss of academic time and progress (see Section 5.3.1 and Sub-section 5.3.3.1).

2.4.2 The South African Context of University Student Protests

Similar to other countries, South Africa has experienced a number of civil, political and student unrests (Bekker, Pieterse & Croese 2021; Petersen, Radebe & Mohanty, 2016). According to Khanyile (2021), protests in South Africa were viewed against the larger context of changing politics in the 1930s, during which the number of educated blacks increased and were attacked as they fought for the right to education. It is notable that the historically steeped university student protest in South Africa have mostly been in previously black-dominated universities (Cornell & Kessi, 2021; Maringira & Gurume, 2021). However, the post-apartheid era has also witnessed many instances in which black students have become the most noticeable and dominant protesters or the aggrieved. It has also been noticeable that student movements affiliated to political formations or parties took leading roles in university protests (Holgate, 2012; Maringira & Gurume, 2021).

In the event of South African higher education employees, there are no separate or special labour laws regulating the nature of university staff-employer relations (Peterson et al., 2016). Notwithstanding that universities are publicly owned institutions (in the case of this study) by the State on behalf of citizens, the employer of all university personnel is the university itself and not the state, which is also the main funder of the universities (DHET, 2018). Irrespective of the benefits they derive from the university's knowledge 'products', students are not employees of the university, except those who render contractually binding (part-time) services during the course of their studies.

To some extent, university students could be viewed as clients who pay for curriculum related services provided by higher education institutions (Wawrzynski & Naik., 2021; Naicker, 2016). Therefore, their rights are not the same as those of university staff since they (students) have not signed an employer-employee kind of contractual relationship, other than the obligation to abide by the university's academic policies and administrative regulations pertaining to all students (Assan, 2021). Furthermore, their right to protest is still treated within the same legal framework pertaining to the rights of private sector employees or workers to embark on peaceful protest action (Espoir & Ngepah, 2021; Khaleduzzaman, 2014).

2.4.3 The ‘Burning’ Issue of Funding in Higher Education

The issue of funding in South African higher education institutions is viewed as “burning” due to its historical volatility and poignant emotions it evokes among those to whom access to higher learning in particular, was denied during the apartheid era. In this regard, the issue of funding has also become intertwined and associated with the skewed socio-economic and demographic factors in the broader South African society external to the university (Badat, 2016; Espoir & Ngepah, 2021; Kolapo, 2021). In fact, Tri *et al.* (2021:2) illuminate that in addition to higher human resource challenges, the issue of funding in universities has even engendered a form of crisis management. The regularity of student funding as a constant factor in most (if not all) university student protest, together with its current demographic representation and socio-economic characterisation of society has compelled that the outmoded ‘business as usual’ approaches to university governance and management should be de-emphasised.

It is usually the case that most protest action grievances are inclusive of a range of issues, rather than a single issue (Dlamini, Malinga, Masiane & Tshiololi, 2018). Costs related to university education and accommodation are some of the most perennial grievances and reasons for university student protests (Calitz, Cullen & Jooste, 2020; Du Plessis, 2021). Examination related issues, gender-based violence and allegations of racism have also been cited as some of the reasons for protest action in literature, which was also mentioned by participants in this study (Dlamini *et al.*, 2018), (see also Section 4.3.2). Although student protests begin peacefully, some do end violently, with some characterised by acts of criminality such as looting, the burning of university buildings and property (Fomunyam, 2017). In Kenya, for instance, 47 cases of violent university student protests have been reported to date (Garwe, 2017).

The researcher calls for a holistic view of the issue of funding that necessitates both the organisational and student contexts of funding to be considered. Such a perspective is further endorsed by participants in this study, who made reference to both funding contexts as indispensable in the resolution of the problem of funding (for instance, Sub-section 5.3.1.1, Sub-section 5.3.1.3 and Section 5.3.2).

2.4.3.1 Organisational Funding

In South Africa, public higher education institutions are funded primarily by government through the Department of Higher Education and Training (DHET), and also intended to further both the vision and missions of HEIS in South Africa (Weiss, Barth, Marie, Wiek & Wehrden, 2021). As indicated earlier, and for purposes of this

study, the organisational funding aspect outlines funding intended for the furtherance of the university's overall short- to long-term functioning and development. On the other hand, student funding highlights the pecuniary measures specifically intended for student support during their studies.

In essence, the government's funding approach has predominantly focused on reducing unnecessary expenditure, while also enhancing programmatic efficiency, equity and redress in a single coordinated and integrated higher education system (DHET, 2018). Accordingly, the government's funding approach has been shaped in accordance with the following principles and guidelines (Moyo & McKenna, 2021):

- transparent cost reduction in public funding guided by credible performance criteria.
- reduction of duplication in programmatic, institutional, and service targets.
- incorporation and expansion of technology in all aspects of teaching and research in all contact and open distance institutions; and
- increasing the retention and completion rates in higher education through continuous staff development and student support initiatives.

Funding and other monetary concerns are usually perennial grievances in most (if not all student protests (Carhart, 2021; Vuma, 2018). Therefore, the tabulation of the above organisational funding regime is important, since it also explains the extent of 'reasonableness' or 'unreasonableness' of the parties involved in negotiations or collective bargaining in the event that financial matters form a part of the list of grievances during a strike by university employees or protest by university students (Vardarlier, 2021 cited in Tri *et al.*, 2021).

2.4.3.2 Student Funding

Notwithstanding that funding issues affect all other constituencies within the university community, student funding is of critical importance in this study since student protest has been used as a case for contextual reference regarding the experiences of both academic and administrative staff members. In this case, the occurrence of a student protest is viewed as a disruptive development or moment with the potential to induce risky or harmful consequences for the well-being of these employee category of the university's staff complement (not unmindful of other employees who are neither administrative nor academic) (Brown, 2017; Lee, 2020).

The DHET makes annual funding allocations to the country's 26 institutions of higher learning and provides them with guidelines on processes and procedures to calculate certain levels of income from the first allocation based on registration

(Human, 2017; Webb, 2021). The National Student Financial Aid Scheme (NSFAS) is the financial vehicle by means of which funding is made available to HE students and includes bursaries and scholarships. However, bursaries are awarded on the basis of merit. It is widely recognised that when a student passes with an average mark of at least 60%, the loan is effectively changed to a bursary (Webb, 2021). Inevitably, poor funding of HEIs translates into general poor delivery of services rendered by the university as a whole. Undergraduate studies in South Africa are expensive for many students who are from low and medium-income families. For that reason, higher education institutions cannot be expected to produce large numbers of highly skilled graduates able to contribute meaningfully to the economy (Adeabah, Andoh, Asonqu & Gemegah, 2021).

In the event that student demands are based on fee increases, reference is always made to the inflation rate (Gbadegesin, Marais, Denoon-Stevens, Cloete, Venter, Rani & Gog, 2021). For example, the Consumer Price Index (CPI) was around 6% between 2012 and 2014, while student fees increased by 9% and 10%, an indication that living conditions were lower than the increase in student fees (Gbadegesin et al., 2021). As an illustration, students at Rhodes University (RU) were requested to pay 50% (about R45, 000.00) of their study fees upfront during the #FeesMustFall student protests. Similarly, students at the Witwatersrand University (Wits) paid an increase of 11.5%, while some of the parents only received a minimum monthly income of between R3, 500.00 and R3, 900.00 (Morwe, Garcia-Espana & Luescher, 2018). University fees project an ever-increasing upward trend, which means the problem of student funding will not cease from being a perennial feature of university student protest (Morwe et al., 2018).

The NSFAS was introduced in 1995 as a student loan scheme implemented and managed by government through the Department of Higher Education and Training to reduce barriers to higher learning by allowing previously disadvantaged students to access higher education opportunities and services as part of the equity and redress regime mentioned previously (Salmi & Addio, 2021). The main purpose of the NSFAS is to cover study fees, books, accommodation, and travel allowance. Only South Africa citizens are eligible to apply. Upon completion of their studies and permanent employment, NSFAS beneficiaries are then liable to pay back the loan with interest.

Although such postulation is outside the boundaries of this study, the researcher safely assumes that most qualifying students applying for NSFAS support would be from socio-economically disadvantaged background (Naidoo & McKay, 2018; Webb,

2021). Many of these students who need such funding have generally received poor-quality education and entered the higher education system with poor preparation for studying at this level (Salmi & Addio, 2021). Some of those who received NSFAS funding were found to drop out of the higher education system because of the inadequate foundation received at primary and secondary school. Conversely, the majority of those who are from advantaged backgrounds managed to access higher education and complete their studies (Fadhil & Sabic-El-Rayess, 2021; Naidoo & McKay, 2018). To redress this situation, a transformation policy was then established with regards to underprivileged communities, aimed at addressing the apartheid induced educational inequalities reflected in South Africa's new higher education funding framework (Morwe et al., 2018; Salmi & Addio, 2021).

2.5 SOME EXAMPLES OF UNIVERSITY STUDENT PROTESTS

The history, nature, outcomes and overall characterisation of university student protest in South Africa is broad and complex (Le Grange, 2021; Noonan-Ngwane, 2021). These protest actions were instigated by students who were aggrieved by a range of factors, including the escalating tuition fees and other related educational matter, or even university workers who were unhappy with their working conditions and salary matters (Worku, 2021). The next section outlines some specific aspects of the #FeesMustFall student protest.

2.5.1 University of Limpopo and the 'Turfloop Testimony/ Manifesto'

Characteristic of most predominantly black universities during the apartheid era, the University of Limpopo (formerly known as Turfloop University) was one of the higher education institutions with a legacy of highly politicised students, especially during the period between the 1960s and 1980s and even beyond (Becker, 2019; Heffernan, Nieftagodien, Ndlovu & Peterson, 2016). Such developments were inevitable, considering the historically rooted educational injustices of the time (South African History Online/ SAHO, 2019; Vuma, 2018).

The 'Turfloop Testimony' (also known as 'the Turfloop Manifesto') refers to the speech made by Abram Onkgopotse Tiro on graduation day, 29 April 1972 (Becker, 2019; Asheeke, 2019). Speaking in his capacity as member of the Turfloop University Student Representative Council (SRC), he used the occasion to lambast the Bantu Education Act of 1953 for its entrenchment of racially segregated education in South Africa. Tiro was a proponent and leader of the Black Conscious Movement (BCM) alongside prominent leaders such as Steven Bantu Bonke Biko who was studying medicine at the University of Natal at the time. Following his uncompromising and historic graduation speech, he was summarily expelled from

the university two days later. It is common cause that he fled to exile in Botswana, where he was later letter-bombed by the apartheid security apparatus, who were also responsible for the murder of Biko a few years later in police detention in Pretoria.

While the Turfloop Testimony/ Manifesto could be viewed as the epitome of the highest degree of student political consciousness, it could also be viewed as reflecting student *resistance* to broader issues affecting society. In that regard, student protest and movements also reflected the political ideology they identified with (Becker, 2019; Asheeke, 2019). For example, the South African Student Organisation (SASO) was associated with the Black Consciousness Movement, the Pan Africanist Student Organisation (PASO) with the Pan Africanist Congress (PAC), and the Azanian Student Movement (AZASM) with the Azanian People's Organisation (PASA). The South African Students Congress (SASCO) is an affiliate of the ruling African National Congress (ANC), while the EFF Student Command (EFFSC) is affiliated to the Economic Freedom Fighters (EFF) opposition party.

While they also espoused radical political ideologies, the earlier student protest movements (noticeably led by the BCM philosophy) integrated mainly educational issues in their struggles compared to some of the current protests and their motley of grievances (Becker 2019; Stuurman, 2018). Notwithstanding their opposition to apartheid education at the time the preponderance of these student movements is also viewed as having contributed to the fragmentation of strategies to confront this challenge. The historic Turfloop student protest emphasised on the liberation of the mind as the foundation for the demand for equal education that was not founded on racial, linguistic, and ethnic/ cultural considerations (Hlatswayo & Fomunyam, 2019; Vuma, 2018).

Following the expulsion of Tiro, subsequent student demands for his reinstatement were not heeded, but led to the closure of the university instead (Biko, 2021). The current study was conducted nearly fifty years since the expulsion of Abram Tiro from Turfloop University, but the research participants (university administrative and academic staff) have pointed out that one of the reasons university students participate in protest action is to make coordinated demands for the reinstatement of their expelled or suspended fellow students (see Section 5.2.1).

2.5.2 The #FeesMustFall Student Protests and Their Grievances

The #FMF protests by university students constitutes an integral part of this study as the reference point of human resources management factors being investigated in

the study. The researcher has considered that some of the FMF issues were not new, but recurrent and in greater moment, such as the removal of all learning barriers (e.g., the burning issue of student funding), end to racist practices, and equal education through decolonisation of learning content. To this effect Becker (2019:5) states: “South Africa’s 1968 moment was not only about campus rebellions in the light of Sixties counterculture.

The events at different universities were also profound revolts against apartheid and institutional racism”. It is in the latter regard that the FMF was both conceptually and ideologically not a new phenomenon. However, the researcher agrees with the perspective that the FMF was somewhat more prominent to the extent that it embraced elements of a social movement and was joined by some segments of society and other social justice activist movements (Luescher, Makhubu, Oppelt, Mokhema & Radasi, 2021; Phillips, 2021;).

South African universities experienced the biggest student protest movement in April 2015, known as the #FeesMustFall. Between the 11th and 13th of November 2015, representatives from twenty universities involved in the FMF movement agreed on the following six long-term national demands (Habib, 2022; Heffernan, Nieftagodien, Ndlovu & Peterson, 2016):

- The decolonisation of education.
- An end of outsourcing and labour broking in universities.
- The discrimination of protests and protestors.
- The scrapping of student debt.
- A reformulation of university governance structures; and
- An end to all oppressive systems, including racism, exploitation, sexism, homophobia, xenophobia.

It is the considered view of the researcher that some of the demands are of a socio-political character (e.g., racism). It is also most noticeable that the demand for the cessation of outsourcing university services is fundamentally unrelated to student-centric academic development and performance. The above-mentioned FMF issues are discussed briefly below in conjunction with the findings of the study.

2.5.2.1 The Demand for Decolonisation of the Curriculum

The concept of decolonisation means different things to different people. The decolonisation of universities is a huge undertaking with a massive scope (Lumadi, 2021). To some, it is akin to the total politically correct version of transformation; while to others, it includes (but not limited to) the changing of degree names,

instruction languages and the design of universities established over 100 years ago (Erfanizadeh, Ardalan, Nasiri & Afzali, 2021; Lumadi, 2021). Many students were not previously acquainted with the medium of teaching and were not able to adjust to the higher education learning environment, which resulted in a high failure rate, or even exclusion from the university. In the long run, these factors served to fuel the frustration of the students and ultimately erupted into protest (De Jager & Bitzer, 2018; Mbhele, 2021).

Ironically, both Adonis and Silinda (2021) and Van Schalkwyk, Lill, & Cloete (2021) and Bailey (2022) argue that students were satisfied with the state of teaching and learning because they viewed higher education institutions as having transformed the academic workforce through channels that improved social equity and redress for black university students. According to Lumadi (2021), some students rejected inequalities in universities because they were taught in other languages, which made them unable to understand their subject matter properly. Furthermore, the University Limpopo students were concerned with transformation of the curriculum because it did not prepare them adequately for the workplace, citing the example of inexperienced junior lectures who still needed further training (Zondi, 2021).

Behari-Leak and Chetty (2021) clarifies that the decolonisation of education means the independence by means of which the acquisition of knowledge, skills, values, and habits is achieved. For example, the curriculum should de-emphasise dominant and vested interests regarding knowledge, skills, values, beliefs and habits from around the world. Hence, it could be argued that the most influential reason for decolonisation is it provides universities with a high-quality of education that enables students to change the world and gives them the trust and expertise to do so (Lumadi, 2021).

2.5.2.1.1 Some perspectives on the decolonisation of the curriculum demand

It is the contention of the researcher that the maxim of higher education as the proverbial 'battleground', if not 'war zone' of ideas is more prominent in the sphere of the curriculum than any other HE functions. As the most pristine offering or 'product' of higher learning in a changing global environment, the curriculum encapsulates, amongst others, the quality and standard of teaching and learning; the 'image' of one HE institutions from other 'competitors' or fraternal institutions; as well as the contributions of HEIs to socio-economic development through tangible (graduates) and intangible knowledge products and services (Higher Education South Africa, 2016; Behari-Leak & Chetty, 2021).

To some extent, both within student protest movements and some academic ‘think tanks’, debates concerning the curriculum have extended beyond the programmatic terrain to the philosophical, political, intellectual and socio-cultural spheres on account of interpretations of the terms, ‘decolonisation’ and ‘Africanisation’ (Mugobo, 2021). (For instance, the removal of the statue of Cecil Rhodes (#RhodesMustFall) is not directly related to curriculum offerings).

To scholars and researchers on university student protest movements such as Becker (2019:8), the FMF is emblematic of “the legacy of 1968 in South Africa’s²Fanonian moment” in terms of which oppression in all its manifestations was opposed and challenged. In other words, the post-1960s student protests reinvented themselves once more in the 2000s, demonstrating that “the pedagogy of the oppressed” (Robertson, 2021), was more than just an academic or philosophical fantasy.

The epistemological foundations of higher education knowledge are one of the on-going issues characterising curriculum debates (Lumadi, 2021). In this regard, the content/ nature, purpose and outcomes of higher education’s programmatic offerings and disciplinary focus are brought into focus (APA, 2021; Palacios-Valladares & Ondetti, 2019). In some instances, the diversification of the university’s missions has been suggested, in which case, for instance, the same university could focus on both academic and technical streams. Alternatively, it is entirely the university’s choice to pursue academic, technical, vocational and other curriculum streams based on its vision and missions (Breetzke & Hedding, 2018; Van Schalkwyk, LIII & Cloete, 2021).

In relation to the current study, the issue of the curriculum and its differentiation is of relevance in that, firstly, relevantly qualified academic staff provides the required level of teaching and assessment of performance for promotion of students to the next programmatic level(s). Secondly, students apply for admission to particular HEIs on account of the quality of their staff and curriculum offerings. In this regard, the curriculum as the product (rather than as content) is associated with the reputational and organisational ‘brand’ image (Kirakosyan, 2014; Palacios-Valladares & Ondetti, 2019).

² The Fanonian moment is an expression of resistance derived from the Caribbean-Algerian freedom fighter, Frantz Fanon’s idea of freedom as encapsulated in his book, *The Wretched of the Earth*.

The organisation and content of the curriculum is another relevant factor for consideration in this study. As opposed to the teaching-curriculum nexus cited above, the curriculum as content is more focused on the students than on the teaching personnel (Booyse, du Plessis & Maphalala, 2020). The implication is that student needs, background and interests usually define the type of programmes or curriculum offerings they mostly prefer (CHE, 2013; DHET, 2018). Some may opt for short-term certificate or diploma courses, while some would opt for longer-term degree programmes for job related needs or for personal development. Therefore, the content and organisation of the higher education curriculum is not a remote factor insofar as the choice of curriculum stream is concerned.

Some scholars agree that the intellectually driven perspective of 'deconstructing' both the university and the subject is profoundly instrumental in the 'socialisation' of the curriculum and attenuating its perceived former elitist character; thereby moving from privatised or privately owned to a curriculum that is the product of public institutions (Palacios-Valladares & Ondetti, 2019; Springer, Birch & McLeavy, 2016; Tekin & Kotaman, 2013; Van Koller, 2011; Van Schalkwyk et al., 2021).

The deconstruction of the university implies the emphasis on the *content* and *methods* of learning and curriculum delivery, rather than on the *physical place* of learning. On the other hand, the deconstruction of the subject implies the *flexibility* of curriculum/ programmatic offerings as informed by the extent of its disciplinary/ inter-disciplinary/ multi-disciplinary or trans-disciplinary rootedness (CHE, 2013; Behari-Leak & Chetty, 2021; Dison & Kearney, 2021). In this regard, various accredited curriculum models or types have evolved within higher education, including skills-based learning; lifelong-learning recognition of prior learning (RPL); the web-based curriculum for online learning; modularisation; credit accumulation and transfer schemes (CATS); and outcomes-based education (OBE) (Booyesen et al., 2020; Bozkurt, 2019; HESA, 2016).

In the final analysis, the collective effect of the vision and missions of higher education; its governance and funding models and systems; as well as the broader transformation agenda are factors of relevance to the study on the basis that HEIs are populated by various categories of **people** (e.g., academic and administrative staff, and students), external stakeholders and support mechanisms such as government funding initiatives. All these factors constitute a framework of human and organisational dynamics that are prevalent under circumstances and conditions of risk, uncertainty and volatility because HEI are not wholly immune from external

influences (Gordon & Whitchurch, 2007). Student protests themselves are not completely immune from societal factors; hence, the FMF campaign incorporated non-student issues such as the outsourcing of some university functions and activities (Nathane & Smith, 2017; Wawrznski & Naik, 2021).

On the whole, and for purposes of this study, the issue of decolonisation or reconfiguration of the curriculum is not irrelevant. For instance, participants mentioned it as one of the reasons that propelled university students to protest action the magnitude of which was demonstrated in FMF movement (see Sub-section 5.3.1.1 and Sub-section 5.3.1.2).

2.5.2.2 Demand for End to Outsourcing and Labour Broking in Universities

Although it emanates from the demands of the students, the outsourcing factor is still significant because it entails the critical factor of employee experiences, which is beneficial to the study purpose. The outsourcing of staff became a common trend in South African universities in the late 1990s under the leadership of President Mbeki, who was under pressure to address the country's high unemployment rates (Pontarelli, 2021). The main purpose of outsourcing is to reduce costs by utilising the services of external businesses to provide services (Dumba, 2014:8; Pontarelli, 2021).

According to Tayauova (2012), the most important benefit of outsourcing is that it saves costs. Highly qualified employees can be hired, especially those who may not be available to the company wishing to do the outsourcing. The disadvantages of outsourcing, however, are that specialised skills are required to integrate outsourced staff into the organisational structure; otherwise, a loss of control will occur.

Between 1994 and 2001, outsourcing in the South African HE sectors caused the retrenchment of 5, 000 employees (Belcourt, 2006). Among those were cleaners, catering staff and security workers. Prior to outsourcing, university cleaners earned between R11.00 and R14.00 per hour. With outsourcing, their earnings dropped to R6 per hour. Over the years, university employees have experienced countless struggles regarding matters such as dismissals, racism and wages (Pontarelli, 2021). Over time, the negative effects of outsourcing eventually came to bear on this category of non-academic staff which paved the way for the April 2015 student-led protest actions with the support of some of those non-professional workers whose jobs were lost to outsourcing (Pontarelli, 2021).

For example, workers from other universities were struggling to make use of university facilities such as entrances, toilets and were unable to rest in the shade, lawns and benches. Even the library facilities were inaccessible to them because of their non-professional and temporary status university (Pontarelli, 2021). It is because of such developments that the experiences of these employees become crucial for the study's empirical phase, some of whom identified with, or supported the FMF's outsourcing related issues (see Sub-section 5.3.2).

2.5.2.3 The Scrapping of Student Debt

University fees in South Africa have increased whereas, government funding per student decreased from R20, 187.00 in 1994 to R16, 764.00 in 2014 (Matukane & Bronkhost, 2017). It was reported that over R2.5 billion historic debts of NSFAS beneficiaries from 2013 to 2015 were not funded. At the same time student debt accumulated because of non-repayment by NSFAS beneficiaries and students from low-income families (Webb, 2019). Hence, the scrapping of student debt constituted a key demand of the FMF student protests (Webb, 2019). The Heher Commission of Enquiry was then instituted by government to investigate the scrapping of fees. After seven months of deliberations, the Commission presented its findings, although government did not provide clear solution to the students and their families about free education (Albertus, 2019).

Overall, the scrapping of student debt as a demand of the FMF is also of relevance to this study. As shown in sub-section 5.3.3.1 and some participants linked student debt to student funding, which they supported. At the same time, some participants viewed the cancellation of student debt as a negative factor to the free education demanded by the students.

2.5.2.4 A Reformulation of University Governance Structures

After 1994, higher education institutions adopted a new governance policy framework to redress and reshape past educational injustices that premised on structures and systems influenced by historically black universities and historically white universities (Barnes, du Plessis & Frantz, 2021; Moosa, 2018). University governance structure refers to the power and influence of numerous stakeholders such as academics, administrative staff, students, and the community to achieve activities directed to achieve a common goal (El Alfy, 2021). The reconceptualisation of higher education governance was further influenced by the need to create an environment in which academic freedom, institutional autonomy and openness were genuinely observed (Pandor, 2018).

From the perspective of the study results, there was no direct reference or evidence linked to the issue of university governance other than the overall dissatisfaction with university management, as shown in Sub-section 5.3.1.1.

2.5.2.5 An End to Racism, Exploitation, Sexism, Homophobia and Xenophobia

In its broadest sense, this demand reflects the social activism of the FMF movement, in terms of which oppressive systems outside of the university were also incorporated into the FMF's list of demands and entered the pristine walls of the university campus (Bergin, 2019). Concerns with institutionalised racism predated the FMF movement and have been raised from the early days of student activism of the 1960s (Becker, 2019; Bergin, 2019; Berrey, 2021). South African youth experienced challenges such as inequality, poverty, racial discrimination, oppressive system, racism, exploitation, sexism, homophobia and xenophobia.

From the perspective of the study findings, there is evidence that the above-stated oppressive forms were mentioned by participants, particularly the issue of racism as shown by the discussion in Sub-section 5.3.2.1. The following section focuses entirely on the positive and negative impact of student protests on universities and students.

2.6 IMPACT OF UNIVERSITY PROTEST ON STUDENTS AND UNIVERSITIES

The impact of university student protests on both the higher education institutions and academic and administrative staff mainly provides a context for valuable lessons for assessing the overall organisational functioning of the university. Pontarelli, (2021) posit that student protest actions and movements inspired students and workers to strive towards a proper resolution of their right to self-determination in the struggle against injustice. The next section basically describes both the negative and positive impact or effects of university student protest on the students themselves and the higher education institutions.

2.6.1 Positive Impact/ Advantages of Student Protests on Higher Education Institutions

Due to their historical rootedness under apartheid rule, most university student protests were characterised by an adversarial attitude in an intensely volatile political environment (Albertus, 2019; Becker, 2019; Biko, 2021). From a predominantly black university student perspective, university authorities were viewed as hostile representatives of the apartheid system. This was premised on the fact that some of these apartheid-era universities were led by well-known "Afrikaner Broederbond" members (Becker, 2019; South African History Online/ SAHO, 2019). On the other

hand, these students were then viewed as somewhat ungrateful and rebellious by the 'system'. Particularly in predominantly black higher education institutions, Student Representative Councils (SRCs) were seen as organs to 'rubber stamp' officialdom by students.

The post-apartheid dispensation has ushered-in an era of hope and transformation in many sectors of the previously fragmented South African society (Nathal & Smith, 2017). Whereas student protests were previously dealt with harshly, the post-apartheid culture of human rights ensured that such protests were allowed within the confines of the law and the right to strike.

The positive impact or advantages of student protests on higher education institutions are discussed in more detail in Sub-section 5.3.2.1 of the study. A thematic overview of these findings has generated the following positive factors or advantages on the part of student protests:

- Negotiated/ Collaborative agreement between students and university management.
- Keeping the government accountable.
- Creating awareness on the need to engage with students and finding ways to address their concerns, such as student funding.

The fact that collaborative/ participatory and negotiated decision-making even exists, shows the promotion of democratic involvement within universities (Landu, 2016). According to Cloete (2016) and Langa, Ndelu, Edwin and Vilakazi (2017), the situation in China after the Tiananmen Square student-led demonstrations exemplifies some of the positive effects of university student protests on the functioning of higher education institutions. In this instance, the Chinese government invested in large-scale loan systems to assist students from underprivileged families and satisfied urgent demands. Accordingly, China managed to produce 18, 000 PhDs in 1978, which increased to 50, 000 in 2008 (Cloete, 2016).

2.6.2 Positive Impact of University Protests on Students

When South Africa gained a democratic dispensation in 1994, the country's higher education institutions opened their doors to all citizens regardless of race or gender (Dlamini, 2019). However, many students across the country were involved in protest hoping to change some of the vestiges of apartheid in higher education (Webb, 2019). On the main, student protests could be beneficial to higher education institutions insofar as finding better solutions and allowing students to express their views without resorting to unacceptable violent behaviour (Garwe, 2017, Stuurman,

2018). According to Palacios-Valladeres and Ondetti, (2019), few studies have shown that protest is the most important strategy that helped the students to achieve their goals.

Based on their development in South Africa and other African countries, student protests were focused on national politics to bring independence in colonised countries and bringing attention to racial, political and economic oppression (Ntuli, 2019). Student protests are also credited with bringing awareness and helping to develop communication, building relationship and critical thinking skills (Burgos & Swander, 2020). The FMF showed that student protests can contribute to changes in the higher education system, like the 1976 Soweto student uprising that led to the abolishment of Afrikaans as medium of instruction in South Africa (Fekisi, 2018).

The FMF protests managed to create a good relationship between university management and students. Consequently, the FMF movement managed to achieve awareness about the country's student funding crisis in higher education, because students at the universities were struggling to pay their studies. Universities have since adjusted their student funding regimes to ensure that student's fees are paid, in addition to NSFAS funding by the government (Langa et al., 2017; Palacios-Valladeres & Ondetti, (2019). The government has since decided to subsidise higher education based on enrolment and pass rate (Jansen, 2017). In the context of the current study, the below-cited positive impacts of student protests on the students themselves are discussed in more detail in sub-sections 5.3.1.1:

- Fostering student activism, the spirit of collective mobilisation and solidarity.
- Inculcation of negotiation and tolerance skills.
- Effective decision making and communication skills.
- Building relationships; and
- Improvement of critical thinking skills.

2.6.3 Negative Impact of Student Protests on Higher Education Institutions

Many universities around the world have experienced various forms of student protests as a means to pressure university management to respond to their demands (Fomunyan, 2017; Palacios-Valladeres & Ondetti, 2019). Unhappiness with the social policies and authoritarian regimes of universities was the main cause of protests in African and many other countries but resulted in violent demonstrations and numerous fatalities (Fomunyan, 2017).

In the South African context, the rise of student protest movements and organisations at institutions of higher learning has produced student branches of the national political system and national political parties around the campus branches to compete for student support, influence university governance, and have an impact on national politics (Lumadi, 2021).

During the 2015 FMF protests, several acts of violence were reported, such as destruction of university property, intimidation of university staff and forcing them out of their university offices (Sempijja & Letlhogile, 2021). In the Soshanguve campus of Tshwane University of Technology (TUT) and other university campuses, the university management decided to university shut down to protect students and to preserve university assets (Sempijja & Letlhogile, 2021; Jogee, Callaghan & Callaghan, 2018; Mavunga, 2019). It is also common cause that during the FMF protests, higher education institutions faced challenges such as late graduations, destruction of properties and miscommunication between the students and staff members (Naicker, 2016). In addition, the endless protests have compelled some of the expatriate academics to leave South Africa because of the disturbances and insecurity in the learning and academic cycle. Furthermore, some students and staff were afraid to return to their respective campuses because of brutal attacks and opted to study and work from home to avoid troubles (Duncan, 2016; Luescher et al. 2021).

From the perspective of the study and its findings as stated in sub-section 5.3.3.1, the following disadvantages of university student protest action on higher education institutions resonate with those cited above, and include the following:

- Disruption of academic programmes and activity.
- Damage to university property due to violence; and
- Entrenchment of student-staff-management disharmony.

2.6.4 Negative Impact of University Protests on Students

It is often the case that most university student protests have a disruptive effect and negative impact on the students themselves, all university employees, as well as the overall organisational functioning of the university itself (Mpofu, 2017; Habib, 2022). While student protests reflect a form of communicating their grievances, understanding the negative impact of such protest has enabled a better understanding of their demands and motives (Kayambazinthu & Msosa, 2020, Palacios-Valladeres & Ondetti, (2019)). Similar to other student protests, it is irrefutable that the FMF has caused disruption of academic activities and significant financial losses to the university and the economy (Maylam, 2020; Masehela, 2018).

The disruption of academic programmes and related activities has resulted in many universities having to revise their examination dates, which additional more pressure on students to catch up on lost time (Kamga, 2019; Konik & Konik, 2018). The unfettered violent behaviour of some students during the FMF protest was seen with the demonstrators blocking university entrances to prevent non-striking students from attending lectures or writing exams, and staff from their offices. Protesters even prevented newcomers from registering during the registration period (Booyesen, 2016).

De Jager and Baard (2019) report that the FMF protest resulted in huge economic losses. Instead of the fees falling, for example, it was the Rand-Dollar exchange rates that fell/ dropped by significant margins, causing investor panic. In addition, free education has not translated into significant gains for low-income families (Masehela, 2018). It is also believed that free higher education would also cause tax increases that would adversely affect the poor (De Jager & Baard, 2019).

The arrest of protesting students and some of their FMF leaders resulted into further legal battles to free arrested students who were experiencing the trauma of incarceration and alleged assault by the police (Dyakumeni, 2018; Morwe, 2020). Moreover, some of the trauma, depression and emotional stress were felt by students from the fear of dropping out due to the pressure of the high workload in preparation for the examinations after the FMF protests (Greef, Mostert, Kahl & Jonke, 2021; Morwe, 2020). The situation was compounded further by the concerns of high school learners that the prolonged FMF protests could affect their own university applications and admission for the 2016 academic year (Dlamini et al., 2018). From the perspective of the study and its findings, the following thematically derived negative factors or disadvantages of the FMF student protests were mentioned by the research participants (see section 5.3.1 in particular):

- Disruption of academic activities (e.g., class boycott and examination postponements).
- Disruption of administrative activities (e.g., student registrations and admissions);
- Intimidation (e.g., blocking entrances to prevent employees and non-striking students).
- Violence (e.g., damage to property, arrests).
- Negative economic impact (e.g., Rand devaluation and investor distrust); and
- Emotional and psychological stress (e.g., high student and staff workload, fear of failure and possible job losses).

2.7 SUMMARY

The current chapter provided a protracted review of strikes in general and university student protests in particular, with the FMF as a reference point. Human resources management and employee wellbeing constituted an integral part of the chapter. Accordingly, this chapter was informed predominantly by three interrelated units of analysis, namely: the higher education institutional/ organisational environment, the university staff domain, and the student protest environment. Throughout this chapter, the researcher has emphasised the centrality of university staff over the other two variables. It is in this specific context that the next chapter focuses largely on the human resource management environment and the extent of its reaction or responses to risks posed by disruptive events such as university student protests.

CHAPTER 3

IMPACT OF STUDENT PROTEST ON UNIVERSITY STAFF'S WELLBEING

3.1 BACKGROUND/INTRODUCTION

In Chapter 2, the researcher basically described strikes in general and university student protests in particular and outlined the impact of these protests on higher education institutions and students themselves. Meanwhile, the current chapter focuses entirely on the impact of student protest on university staff as demarcated in both the objectives and research questions of this study (with reference to Sections 1.7 and 1.8). Pertaining to the current chapter, the specific research objective and its attendant research question are:

Objective 3: To explore how employees' experiences can be accommodated and managed to the benefit of both the university and the employees.

Research Question 3: What are the impacts of student protests on the academic/administrative staff on the organisation/higher education institution?

Given the above, the researcher firstly describes the context of higher education academic and administrative staff as employees because the characterisation of this category of university employees presents a relevant context for understanding the importance of their wellness/ wellbeing – especially in moments such as the occurrence of university student protests and their disruptive effects. The chapter then focuses on the impact of protests on the self-same academic and administrative staff.

Thereafter, the researcher describes both the negative and positive effects of university student protests on the emotional/ psychological and family life of the academic and administrative staff. Thus, the current chapter's human resources orientation proceeds from the premise that both academic and administrative personnel constitute a vital component of the functioning of a higher education institution as both an academic and employment organisation (Loggenberg, 2015; Sempijja & Letlhogile, 2021).

3.2 THE CONTEXT OF HIGHER EDUCATION STAFF AS EMPLOYEES

In tandem with the above-cited purpose of the current chapter, the context of higher education (academic and administrative) staff as employees is not peripheral to the prevalence and consequent management of student protests in a higher education institutional environment (Lukman, 2021; Mpofu, 2017). Meanwhile, it is worth mentioning that the legalistic or legally-inclined issues are not discussed, save for

the general characterisation of the professional staff; that is, academic and administrative staff in the context of human resources management and employee wellness as the foremost or key variables and points of reference. The legalistic or legally inclined issues refer to aspects such as employer-employee contractual obligations.

Similar to employee protests, student protests will have a disruptive effect on the employees of a higher education institution (see Section 1.9). As such, senior managers and administrators need to devise risk management strategies to control student protests when they occur, in order that the university employees, processes and activities are not impacted negatively or characterised by uncertainty (Slabbert, Parker & Farrell, 2015).

Risk is defined as the prevalence of an unwanted event or situation that has the potential to cause harm, uncertainty or disruption to an organisation's functioning and its critical external partners or stakeholders (Cutchen, 2021). Therefore, risk management of the higher education institution as an organisation is viewed as mutually interdependent with its reputation and attendant human resource model (Kamiya, Kang, Kim, Milidonis & Stultz, 2021; Kinman & Johnson, 2019). Furthermore, it is on the basis of any higher education institution's risk management capacity, that threats, risk and disruptive factors could be mitigated through strategic planning and decision-making to guide the core operational environment of the particular organisation for the purpose of protecting and safeguarding employees against risk factors (Aldrighetti, Battini, Ivanov & Zennaro, 2021; Slabbert et al., 2015).

Amongst others, an organisation's risk management capacity is characterised by the following advantageous factors:

- a highly motivated and experienced, dedicated and talented, qualified and young staff; tangible activities and instruments to improve human resource; financial competence; quality services and products; credible brand name, reputation and loyalty; strong knowledge management capacity; world-wide footprint; good supplier or customer relations; as well as proactive management of human resources risks (Fiordelisi et al., 2020; Yilmaz, & Flouris, 2019).

In the context of this study, the afore-mentioned advantages imply that a higher education institution becomes more productive and stronger when it is able to exercise control over its internal processes for continuously anticipating possible

risks and threats to its organisational functioning (such as a student protests); than functioning in a perpetually reactive mode (Zimba, Khosa & Pillay, 2021).

On the other hand, deficient management of risk in a higher education institution (as an employer organisation) is characterised by factors such as:

- inadequate human and other resources; deficient evaluation and updating of human resources practices and policies; lack of accountability by managers and other employees in terms of achieving precise and tangible performance; poor integration of technology in research and development; strategy dissonance; crisis in leadership and corporate vision; as well as traditionally reactive (as opposed to proactive) in management of human risks (Yilmaz & Flouris, 2019).

Higher education institutions that exhibit most or all of the above-cited aspects were likely to be exposed to high risk, un-competitive productivity and prone to long-term uncertainty and harm and that is caused by a single event, such as a protest by its own students (Kenny & Webster, 2021; Van Schalkwyk et al., 2021). For Yilmaz and Flouris (2019) and Dandage, Rane & Mantha (2021), the salience of organisations' risk assessment and management capacity is necessary and relevant for protecting the security of the particular organisation or institution (i.e., university) and its core activities; as well as the safety and well-being of its staff/ employees.

In the context of the current study, the assessment and management of potential threats and risks is vital for the purpose of determining the extent to which the strategic plans of a university protect and ensure the safety and security of academic and administrative staff - as well as other categories of workers, such as non-academic and non-administrative workers - in their physical workspaces and operations during a protest event by university students at a higher education institution.

Since student protests are unpredictable and pose uncertain outcomes, the existence of enduring or sustainable control measures, plans and strategies ensures that organisations are well positioned to protect employees in the event of a student protest. In this regard, the centrality and criticality of risk management strategies also determine the manner in which universities as both teaching and employment organisations respond to the diversity of employee interests during such protests (Manganelli, Thibault-Landry, Forest & Carpenter, 2018).

In the final analysis, university student protests - when viewed as threats or immanently disruptive events or risks – were likely to be characterised by: acceptance and normalisation of the common practice of employing external consultants; high employment/employee attrition rates; as well as weak competitive advantages due to the failure of responding effectively to new innovations in the (higher education) market, the kind of failure or incompetence that render their own existing educational products obsolete (Yilmaz & Flouris, 2019). Given these few examples, it is not inconceivable for HEIs that are constantly functioning in threat- or risk-mode to be vulnerable to even the most minimal risk factors, mainly due to the apparent disjuncture between employees and a top management that is perpetually reliant on external consultants than improving internal skills and talent (Maphalala & Adigun, 2021). Therefore, the wellness of employees is constantly threatened; hence, high workforce attrition rates. Such a scenario also contributes to low morale and less productivity by employees, especially during disruptive moments such as student protests (Buyens, 2019).

3.2.1 General Characterisation of University Staff

It is the study's considered view that the general characterisation or overview of university staff is consistent with the contextualisation of the impact of student protest on the very staff or personnel of the university. As such, specific focus rests mainly on academic and administrative staff since both categories were the only section of the employees that were consulted in the empirical data collection of the study (Hill & Knox, 2021, Mason, 2012). However, it is worth reiterating as indicated at the very beginning of Section 3.2 that the legalistic (e.g., contractual) aspects of the employer-employee relations were not addressed as they fell outside the domain of the study's aim and objectives (Kenny & Webster, 2021; Savin-Baden & Major, 2013). Furthermore, the current study contends that, for academic staff in particular, their mention-worthiness here is not irrelevant to the research study. As university employees, not only are they an integral component of fulfilling the critical role or mission of universities; that is: teaching, research and community service. They are also pivotally relevant insofar as they are sometimes (wrongfully or otherwise) included as an item in the list of grievances by students during their protests (Schapira, 2014; Vuma, 2018).

3.2.1.1 Academic Staff

The development of higher education staff is a continuous project aimed at “ensuring that the lifeblood of HE [higher education] is not always in short supply” (Breier & Herman, 2017:9). Accordingly, the number of academic staff with doctoral

qualifications has become one of the ways to determine that this “lifeblood” is not “in short supply”, especially in an era of the knowledge economy and its emphasis on highly specialised forms of knowledge and the process of *knowing*. For instance, academic staff with PhD degrees and qualifications are very valuable, especially also in the supervision of doctoral students to guide them and subsequently ensuring that the very “lifeblood” of the core function of higher education is continuously not in “short supply”. However, it is not many universities that have such qualified supervisors and academic personnel in abundance. In South Africa, for instance, only 43% of permanently appointed academic staff had doctoral qualifications by 2014 (Breier & Herman, 2017).

The overall 43% of permanently appointed academic staff with doctoral qualifications by 2014 is inclusive of a 90% increase (about 34 PhDs per million of the population) of Black postgraduates (Breier & Herman, 2017:4-5). However, these numbers were considered to be relatively low in comparison with those of developing countries such as Portugal (e.g., 277 PhDs per million of the population) and Brazil (e.g., 70 PhDs per million of the population) (UNESCO, 2015 cited in Breier & Herman, 2017). The 34 PhDs per million of the population in South Africa was also still far from the National Development Plan’s (NDP’s) target of 100 million doctoral graduates per year by 2030, “which translates to 5000 new PhD graduates per year” (Breier & Herman, 2017:5).

Even the 90% increase of black academic staff with doctoral qualifications was considered “not [yet] sufficient for the [higher education] system to merely improve the proportion of staff with PhDs, this improvement needs to align with the country’s equity and redress policies” (Breier & Herman, 2017:10). In comparison with academic staff with PhDs by 2014, the context of academic staff without any doctoral qualifications depicts skewed and demographically unrepresentative qualification patterns generally. For instance, by 2014, about 76% (1, 779 of 2, 329) Black women were the largest category of academics without PhDs; “followed by Coloured females (403 out of 578 or 70%), Indian females (503 out of 775, or 65%), White females (2503 out of 4450, or 55%) and women categorised as ‘no information’ (25 out of 82, or 30%)” (Breier & Herman, 2017:12).

The Department of Higher Education and Training (2015) stipulates that (depending on whether the individual HEIs’ retirement age was 60 or 65 years) about 30% of the professoriate and associate professoriate, and about 19% of senior lecturers throughout the country would have retired by 2020. The implication is that the supervision of the growing postgraduate numbers of students would require the

recruitment of about 1, 232 more academics every year. It is in this regard that the DHET through its Staffing South Africa's Universities Framework (SSAUF) programme "recognizes the opportunities and need for different kinds of support along the academic development pathway and puts in place a series of programmes to provide appropriate and relevant support at different points on the pathway" (DHET, n. d.:15, cited in Breier & Herman, 2017:12).

3.2.1.2 Administrative staff/support staff

Administrative staff constitutes an integral part of non-academic staff whose value bolsters the organisational reputation and/ or performance of higher education institutions (Baltaru, 2018). However, administrative staff are also not involved in either executive or managerial positions of higher education institutions (Breier & Herman, 2017:5). This category of university personnel is employed in various departments or faculties throughout the university as an organisation that has employed them and serve as a link between the university and all its internal and external stakeholders (Breetzke & Hedding, 2018).

In the context of this study, administrative or support staff refer to non-academic staff who assist the academic staff in tasks such as typing tutorial letters, examination question papers, filing documents for quality assurance, typing memorandum for contracts and fixed-term contracts to contribute to the goals of the higher education institution (Olaniran, 2017). Their main role is to provide information, communication and feedback to students. They provide an efficient support system, to ensure that formative and summative assessments are arranged accordingly, and to ensure that examinations are well planned and conducted (Olaniran, 2017).

The principal function of higher education's administrative staff is to ensure that all academic and non-academic processes and systems, as well as rules and regulations of the particular higher education institution are properly communicated and understood by students (Baltaru, 2018; Palacios-Valladeres & Ondetti, 2019)). In the case of this study, professional administrative staff are employed on the basis of their academic knowledge, professional experience and qualifications in relevant fields of study pertinent to their mainly office-based work. They also have to possess above-average knowledge that relates to the very rules and regulations they are expected to communicate and enforce to enrolled students (Berlacon, 2017).

Based on their professional training and background, administrative staff ought to be sufficiently skilled and knowledgeable in the use of technology-assisted (computer-based) systems and processes in their functions, considering that paper-based

developments and applications in the contemporary era (Baltaru, 2018). administration is gradually fading and becoming anachronistic in comparison with ICT-inspired.

The other component of university employees could be categorised as general staff whose core duties do not necessarily require formal academic or administrative qualifications, for instance, drivers, cleaners, and others. Their work mostly involves manual work, as well as skills, knowledge and experience that is not necessarily school-based or formal (Baltaru, 2018). Whether or not their services are outsourced (which is not the primary focus of the current study), non-academic staff fulfill an important function of addressing and supporting specific gaps in the overall academic functions of the university (DHET, n.d. cited in Breier & Herman, 2017). Baltaru (2018) raises the important question: whether administrative staff contribute to the reputational or organisational aspects of higher education institutional development.

Taken to its logical conclusion, the question extends to whether the value of the university in society is to be determined by its role as the pristine academic centre and intellectual leader in knowledge production; or whether its organisational and managerial efficiency of its teaching and research activities should be viewed as primary considerations. In essence then, Baltaru's (2018) question raises another question: whether or not professional academics or management and administrative professionals should lead and perform the core functions of the university in the contemporary era.

Having highlighted the broader context of university staff, the ensuing section (Section 3.3) outlines the impact or effects of student protest on the self-same (academic and university staff). In this regard, "impact" (whether it is negative or positive) links to both the protests themselves (as discussed in Chapter 2), and the extent to which academic and administrative personnel react. From the study's viewpoint, it is this "reaction" that contextualises the most critical study aspects (human resources management and employee wellbeing) as associated factors and indicators of the threat or risk posed by protests of university students (Müller, 2017; Offem, Anashie & Aniah, 2018). Ultimately, the impact and reaction to the very impact translates into organisational, emotional/ psychological and family life events linked interstitially to the functioning of universities.

3.3 IMPACT OF PROTESTS ON UNIVERSITY STAFF/ EMPLOYEES

By their nature, university student protests (whether peaceful or not) do have an impact on the university (academic and administrative) staff and the overall functioning of any higher education institution, however minimal such impact could be (Langley, 2018; Mavunga, 2019). It is worth stating here, that the negative and positive impact of student protests on academic and administrative staff is highlighted with due regard to relevant literature references; as well as overall reference to the study's findings, which are presented and discussed in more detail in Chapter 5.

3.3.1 Negative Impact on the Academic and Administrative Staff/ Employees

Irrespective of their organisational structures, the fundamental mission of institutions of higher education - be they on-line/ virtual, contact or contactless, research or technology-oriented – is to teach, conduct research and be of service to society (Palacios-Valladeres & Ondetti, 2019; Ramoupi, 2012; Tien, 1999; Walker & Dyck, 2014). It is on the basis of these three critical elements that the relevance and impact of universities is viewed by society and other fraternal stakeholders, especially in the post-modern era of 'the knowledge economy'. Therefore, any disruption or failure to execute its mission, for whatever reason, bears the potential of tarnishing the image and reputation of the particular higher education institution affected negatively by such disruption (Flouris & Yilmaz, 2010; Hodes, 2016).

Given the salience of their respective roles in the university organisational system, both the administrative and academic staff play a pivotal role in the university's capacity to further or sustain its almost sacrosanct three-fold mission. The pivotal role of this category of university employees was volubly articulated in Section 3.2. Whereas the academic and administrative staff are themselves not "the university" – but only serve as its employees - it is worth mentioning that the impact of student protests on this category of employees (for purposes of this study) are thinly separable from "the university" insofar as reference is made to the senior echelons of university policymaking both within and without the university (as physical space and as a concept).

Therefore, "impact" in this section of the chapter entails largely to the academic and administrative staff as agents of "the university" (Joubert & Symour, 2019; Czerniewicz, Trotter & Haupt, 2019). For example, productivity *losses* (as a negative factor/ impact) are most directly **experienced** by the academic and administrative staff first but **suffered** by the most senior personnel/ officials of the university (e.g.,

senate and council) and broader university community as a consequence of the student protest and its disruptive effects.

Both the negative impact or disadvantages of student protests and undesirable effects on the academic and administrative staff are presented and discussed variously in Section 5.2.2 of the study. However, a thematic overview of the findings in this regard includes (but not limited to) the following factors emanating from the negative impact of university protests on the academic and administrative staff:

- Reputational harm to image of the university.
- Physical victimisation and intimidation.
- Denial of access to workstations.
- Disruption of academic programmes; and
- Productivity losses and consequent workload pressures on employees.

Authors such as Flouris and Yilmaz, (2010), Hodes (2016) and Springer et al. (2016) allude to the significance of the image and reputation of an organisation, especially in attracting brand or product loyalty. Therefore, in the context of this research study, the capacity of the university to mitigate the disruptive effects, threats or risks posed by student protests is an essential 'marketing tool' for future or potential students showing interest to enrol in any particular university. In this regard, an institution of higher learning that is fraught with student protest for whatever reason would most probably 'repel' or fail to attract potential students in huge numbers (Albar & Onye, 2016; Stander, 2016). For academic and administrative staff, the negativity surrounding any individual HEI's reputation also translates as an undesirable threat to their employment longevity, because the ultimate decline in student enrolments translates into an inevitable reduction in the university workforce (Breetzke & Hedding, 2018; Ekundayo & Alonge, 2010).

The disruption of academic programmes appears to be a common or perennial feature of most, if not all student protests (Maungwa, 2021; Letseka & Pitsoe, 2014). It is unsurprising because academic programmes are virtually the nerve centre (or lifeblood) that enables the university to accomplish its three-fold mission. Similar to most other public and private sector strikes not involving university students, drawing attention to their grievances is achieved by focusing on the core services or business activities or the organisation against which the strike or protest was intended. 'Academic programmes' is a collective term for a range of activities and processes, including admission applications and registration; submission of assignments; attendance of lectures; completing the curriculum as planned; writing of

examinations; conducting research projects; and organising conferences, seminars and colloquia, among others (Breier & Herman, 2017; Czerniewics, Trotter & Haupt, 2019; Palacios-Valladeres & Ondetti, 2019).

Costandius, Nell, Alexander, Mckay, Blackie, Malgas & Setati (2018) opine that during university student protests, the overall wellbeing of staff, workers, or employees is generally threatened, especially in cases of violent protest. During the 2015 FMF protests for instance, it was common cause that some protesting students would physically prevent staff from even entering the premises of the university to come and work. In some instances, those staff members working in their offices were removed forcefully and threatened, which necessitated the escalation of safety and security measures on campuses (Constandius et al., 2018; Omodam & Ige, 2021; Vandeyar & Swart, 2019). Furthermore, Cameron (2016) attests to a Wits University cleaner who died after inhalation of fumes released by a fire extinguisher set off by protestors. The consequent fear among the general university community created an understandable state of uncertainty and organisational paralysis.

3.3.1.1 Effect on Emotional and Psychological Wellbeing of University Staff

The overall (physical, emotional and psychological) wellbeing of staff/ employees in any work-related or service organisation is an absolute requirement, considering that it is the self-same staff, employees or workers who enable the particular organisation to achieve its strategic business objectives (Damianus et al., 2020; Jasson, 2020). Since the 'business' of higher education is to produce excellence in knowledge, it is imperative that the people entrusted with such an important responsibility are provided with the material wherewithal to perform all tasks related to their university's discharge of its mission successfully. These job satisfaction factors entail, among others, that they are remunerated accordingly, as well as protected from any form of physical, emotional, and psychological harm, risks or threats (Atta, 2021; Franco-Santos & Doherty, 2017; Schreuder & Coetzee, 2010). Section 2.2.2 in Chapter 2 has adequately addressed this aspect.

The negative impact or disadvantages of student protests on the emotional and psychological wellbeing of higher education institutions' academic and administrative staff are also presented and discussed in more detail in Section 5.4 of the study. However, a thematic overview of the findings in this regard includes (but not limited to) the following factors emanating from the negative impact of university protests on the emotional and psychological wellbeing of higher education institutions' academic and administrative staff:

- Emotional stress/ exhaustion and psychological suffering; and
- Low staff morale

When the university is closed to save further damage to property and possible loss of life to both students and employees, working from home was instituted as a new norm, which increased pressure on employees since they had to combine work and home issues simultaneously. Barkhuizen et al. (2014) and Jasson (2020) comment that by working from home employees' workload increased rather than decreased, and adversely impacted on university employees' emotional wellbeing and family life as well. This was likely to cause poor physical wellbeing as well. The employees' situation was compounded further when the universities re-opened and academic staffs in particular, were required to work for longer hours because of work that should be done in a short period of time (Ekundayo & Alonge, 2010; Muller, 2017).

3.3.1.2 Effect on Family Life of University Staff

Irrespective of their positions or designation within their respective organisations, the family life of any individual employee or staff member is basically a personal matter that transpires or materialises within the private space/ environment of the particular individual employee (Flouris & Yilmaz, 2010; Loggenberg, 2015). However, the interest in their family life is basically the researcher's own framework against which the already known work-related factors occurring during a student protest are viewed or translated from an improvised environment that is external to the actual (physical) workspace. In other words, a determination of the negativity or otherwise of the impact of student protest on the university staff's family life is largely based on the accumulation and convergence of various impact factors; that is, the organisational on the one hand and the physical, emotional and psychological impacts on the other (Greef et al, 2021).

Although most working people spent most of their time at the physical workplace (especially prior to the Covid-19 era), the above-mentioned perspective (i.e., convergence of impacts) is justifiable, considering that people are family members first before they become employees (Hodes, 2017). Therefore, the negative impact or disadvantages of student protests on the family life of staff are presented and discussed in an integrated manner as variables of the different thematic statements of the study in Chapter 5.

A thematic overview of the findings in this regard includes (but not limited to) the following factors emanating from the negative impact of university protests on the family life of higher education institutions' academic and administrative staff:

- Overlap of work-related traumatic experience; and
- Inadequate work-compliant resources (Njoku & Evans, 2022; Ejoke, Enwereji & Chukwuere, 2019).

The above-mentioned negative factors encapsulate a range of interrelated elements associated with working from home due to the universities' concerns with the on-campus personal safety of the university staff and their property such as cars. Therefore, and to a large extent the emotional and psychological trauma experienced at work has an effect while they also work from home (Louw & Thukane, 2019). For instance, it is perceivable that the death of the Wits University employee through inhalation of fumes would continue to haunt fellow colleagues while still working from home.

When working from home, not all university staff have the technological equipment or 'tools of the trade' to enable their successful performance of their duties from home, where they are also besieged with daily family issues or commitments. Therefore, working from home in such instances would be more deleterious than advantageous to the performance of work-related duties. Consequently, performance evaluations by employees could also become problematic since measurable output of off-site performance is still a relatively novel phenomenon, especially in the post-Covid 19 world of work (Wang, Liu, Qian & Parker, 2021).

3.3.2 Positive Impact on the Academic and Administrative Staff/ Employees

The 2015 Fees Must Fall university student protest has led to numerous positive changes within many universities (Langa et al., 2017; Lawton-Misra, 2019; Greef et al., 2021). The positive impact or advantages of student protests on the academic and administrative staff are presented and discussed in more detail in sub-section 5.2.2 broadly, but sub-section 5.2.2.1 and 5.2.3.1 of the study in a more specific manner. However, a thematic overview of the findings in this regard includes (but not limited to) the broad statement or category of ***enabling a conducive work environment***, which is associated with the positive impact of university protests on the higher education institutions. During the #FMF protests, staff members enjoyed working from home and presenting relevant work-related materials online (Czerniewics et al., 2019; Mavunga, 2019). In addition, staff members provided students with the necessary help and resources to complete the curriculum before they could write their exams. The majority of staff members were in support of the protests because of the student's exclusion in the universities. Hence, the collective staff voice was aimed at convincing the universities to at least listen to the students' grievances (Czerniewics et al., 2019; Mavunga, 2019).

A conducive work environment is enabled by means of the following:

- advancement of some employee benefits and working from home; and
- Creation of better opportunities for staff members to respond to students' needs.
- creation of awareness to support between students and workers; and
- enhancement of collaboration and cooperation (negotiated decision-making) between students and university management (Czerniewics, Trotter & Haupt, 2019; Duncan, 2021; Luescher & Klemenc̃ic̃, 2016).

Another positive consequence is that since the Fees Must Fall student protests in 2015, universities in South Africa have generally acceded to the student-inspired **non-academic** demand for the absorption of outsourced employees as permanent university employees (Lucket & Mzombe, 2016). Accordingly, these workers could then join unions and were also afforded more protections in terms of their salaries and job security. They were then able to receive the same benefits as other university employees. Mwaniki (2018) also states that, soon after the introduction of insourcing, insourced workers received study benefits for their children as well. For the universities, renewed attempts by the Department of Higher Education and Training heralded an era of free higher education in an austere economic environment and the immanent NSFAS funding problems (Nathane & Smith, 2017; Van Koller, 2011).

The 'negotiated settlement' between student and university management representatives is emblematic of the positive outcomes of the 'win-win' collaborative decision-making approach *for the benefit of the academic and administrative staff working in an enabling/ conducive work environment*. In this regard, the student protest provided an opportunity for student leaders to 'hone' their negotiation skills by also learning from experienced and professional university negotiating teams (Langa et al., 2017; Mashayamombe & Nomvete, 2021). Furthermore, the genuine plight of needy university students received positive attention from both the DHET and universities. While it is unacceptable for students to be denied their constitutionally protected rights regarding higher learning, it is equally unacceptable for students to make unreasonable and unreachable demands (Lawton-Misra, 2019).

Accordingly, the regular and amicable engagements between the student leaders and university management contributed to the harmonisation and improvement of communication and de-escalation of adversarial relations among all the parties involved (Brown, 2017). The latter author supports Dyakumeni (2018), Ngobeni

(2015), and Sharpley (2021), who intimate that one of the positive outcomes of FMF student protests in 2015 was that broader consultation between students and management should be a regular feature of the higher education governance landscape.

3.3.2.1 Effect on Emotional and Psychological Wellbeing of University Staff

In the broader context of this research study, the positive impacts or advantages in this section or category translate effectively as factors that advance employee wellness/ wellbeing as a vital and indispensable aspect in the human resources management domain (see Section 2.2.2). Accordingly, the lack of cogent or relevant employee wellness policies, programmes and strategies in an organisation exposes employees to high risk, given the potentially volatile and disruptive force of university student protests in general – especially those that are characteristically violent (Ampofo, Mantey & Aniah, 2021; Akintoye & Uhumwuangho, 2018; Mitrofanova, Kashtanova & Mezhevov, 2017).

The positive impacts or advantages of student protests on the emotional and psychological wellbeing of university staff are presented and discussed variously in Section 5.2.4 of the study. As opposed to the comparatively many negative impacts, the positive impacts of student protests on employees' wellness are fewer in number and impetus. However, a thematic overview of the findings in this regard includes (but not limited to) the following extrapolated factors associated with the positive impact of university protests on the higher education institutions:

- Provision of protection to enhance safety and personal on-campus security.
- Provision of counselling support.
- Exposure to new work-from-home approaches and strategies for management and employees.
- Increased communication among employees as therapeutic measure (Bohlman et al, 2015; Brown, 2017; Duncan, 2021; Franco-Santos & Doherty, 2017; Lawton-Misra, 2020)

The disruptive effect and violence of some of the student protest necessitated the increase of on-campus security to safeguard the personal safety of university personnel and their cars (Duncan, 2021; Greef et al., 2021). As such, it was advantageous due to the abandonment of the regular 'business as usual' security arrangements. Due to the extreme violence in some cases, emergency medical assistance was instituted as permanent features of some universities. In this regard, on-site counselling services for both staff and students provided relief on demand,

rather than depend on external ambulatory services that posed difficulties for socio-economically depressed staff who could not afford private healthcare in an emergency (Barkhuizen et al., 2014; Langley, 2018). On the whole, the turbulence and scenes of violence during student protests reinforced a culture of human solidarity among staff members as well as they comforted each other on account of the death or injury to one or some of their own.

3.3.2.2 Positive Impact on Family Life of University Staff

As stated earlier in sub-section 3.3.1.2, issues of family – by virtue of their private nature – are projected mostly through the lens of the researcher and the literature. It is the study's contention that family life impacts were largely a consequence of the academic and administrative staff being compelled to work from home due to the premature and unplanned closing of universities to avert more violence (Tekane, Muller & Louw, 2021).

The positive impacts or advantages of student protests on the family life of university staff are presented and discussed variously in Section 5.2.3 and Section 5.2.4 of the study. However, a thematic overview of the findings in this regard includes (but not limited to) the following extrapolated factors associated with the positive impact of university protests on the higher education institutions:

- More time with family while working.
- Travel cost savings and family budgetary spin-offs.
- Lesser work-related stress (Barkhuizen et al., 2014; Kinman & Johnson, 2019).

Working from home implies that job-related tasks - for which the university pays a salary - are performed within a predominantly home environment. Inevitably, strict time management is required by employees to ensure that the employer's time is not consumed or wasted with the performance of domestic chores during 'office' hours.

3.4 SUMMARY

As opposed to Chapter 2 and its focus on impacts on the university and students themselves, Chapter 3 focused on the impact of student protests on the university academic and administrative staff. The chapter also focused on the effects of these protests on the emotional/ psychologically, work and family life of both the academic and administrative staff. The next chapter discuss methodology and data presentation

CHAPTER 4

DESIGN-METHODOLOGY, APPROACH

4.1 BACKGROUND/INTRODUCTION

The previous chapter presented discussions based on the reviewed literature in respect of the conceptual framework, as well as the student, university staff and higher education institutional domains. The current chapter, on the other hand, focuses largely on the research design and methodology adopted in this study. Maxwell (2019) views research methodology as a theoretical tool that enables the researcher's articulation and identification of processes and strategies to be adopted in the overall execution and management of the entire research process. Furthermore, the design and methodology of a study entails both the philosophical paradigm and specific data collection and analysis methods; as well as the rationale for their adoption in the study (Durdella, 2017; Siliyew, 2019). It is in this regard that the structure of the current chapter basically entails clarification of the research design and methodology; the data collection and analysis processes; the attendant ethical issues; as well as the measures adopted to enhance the study's trustworthiness.

4.2 RESEARCH DESIGN

The research design is defined as a detailed data collection plan designed for application in practical study projects (Wildemuth, 2016). Furthermore, research design is described as a form of practical research directed at answering specific research questions designed by the researcher in respect of considerations induced by the nature of the research problem (Myers, 2019). Moreover, such a planned process encapsulates the research methods, philosophical assumptions, data collection and analysis techniques; all of which are the known elements that can assist the researcher to develop the research from its incipient stages until the dissemination of the findings (Durdella., 2017). It is evident from the above definitions that the notion of research methodology is broad, rather than narrow, and integrates the researcher's conceptualisation and understanding of the nature of the research problem and personal experience (Creswell & Poth, 2018). The following section (3.2.1) and its subsidiaries presents various aspects of the qualitative research design, largely due to the qualitative nature of the current study.

4.2.1 Qualitative Research

Du Plooy-Cilliers, Davis and Bezuidenhout (2014) intimate that qualitative research (with its predominant emphasis on inductive reasoning) is mostly concerned with the non-numerical exploration and description of *how* and *why* social phenomena are the

way they are. It is on the basis of such exploration and description that the researcher is enabled to define phenomena and explain the meanings and insights of a particular situation (Myers, 2019). For Lune and Berg (2017), qualitative research provides meanings, defines concepts, characteristics, metaphors, symbols and description of phenomena under various situations of their occurrence. The main purpose of qualitative research is to enable the planning and design of the problem-solving approaches from the perspectives of the study participants in order to understand their interpretation of reality in a particular context (Flick, 2018:2; Wang, 2014). The researcher adopted the qualitative research approach for reasons mentioned below.

4.2.1.1 The Choice of Qualitative Research Design

The researcher opted for the qualitative research design approach in order to facilitate the non-numerical exploration, description, analysis and understand of university employee experiences during student protests from the perspectives of the participants themselves in the very setting or context in which those self-same experiences materialised in line with the study questions (Creswell & Poth, 2018). It is the researcher's view that the desired results were more achievable through individual interviews, which led to an in-depth understanding than would be the case through numerically inclined quantitative methods (Lune & Berg, 2017; Xu & Zammit, 2020). Furthermore, the qualitative approach enabled the researcher to explore the human aspects of the selected participants in terms of their own words and the unquantifiable emotions entailed in those words. Having outlined the main reason for the researcher's choice of the qualitative design approach, the next sub-section highlights the broad characteristics or attributes of this particular research design.

4.2.1.2 Ontological and epistemological assumptions in qualitative research

Creswell (2020) and Mohajah (2018) aver that qualitative research design enables the researcher's direct observation and gathering of information from the participants through face-to-face techniques such as interviews, the aim of which is to obtain better insight and understanding of the investigated phenomenon at the original site of its occurrence or manifestation. Hence, the researcher was able to generate and develop meanings from the subjectively expressed experiences and emotions of the participants, which could not be achieved or measured quantitatively.

In qualitative research, the researcher is a critical data collection instrument, but also exercises maximum reflexivity (bracketing) to prevent bias inspired by his or her own pre-determined assumptions (Creswell, 2018; Mohajah, 2018). For instance, the researcher directly interacts with the sampled participants to obtain their views,

rather than relying solely on the intervention of a research instrument. In doing so, he/she may be overwhelmed by his/ her assumptions concerning the investigated phenomenon. For purposes of this study, the ontological assumptions premise on the untested or hypothetical views without proof about the nature or state of reality concerning employee experiences (Creswell, 2020; Rahman, 2017). Then the epistemological assumptions are based on the researcher's preconceived and untested beliefs regarding the nature of knowledge and its construction in respect of employee experiences. Given these specific assumptions, it was critical for the researcher to minimise her views and beliefs (see section 4.5) concerning the participants' own subjective views concerning the nature of their experiences and knowledge of the inter-related facets of student protest (Skelton & Nsibirwa, 2017; Walker & Dyck, 2014). Being mindful of the human element linked to this study, my choice for a qualitative research design was dependent on the advantages and the disadvantages of qualitative research.

4.2.1.3 Advantages of qualitative research

Qualitative research is advantageous for gaining original understanding of the subject or phenomenon under investigation (Creswell, 2020; Leedy & Omrod, 2015; Ormston et al., 2014; Stacks, 2013). These authors also list the following general advantages of qualitative research:

- The researcher is able to listen to the voices and observe behaviours and different meanings provided by different people on the same phenomenon. In the case of this study, listening and observation enabled the researcher's deeper understanding of the participants' experiences during student protests.
- Qualitative data collection is relatively inexpensive and entails less statistical analysis, compared to quantitative research.
- Qualitative research focus on a smaller number of participants, since the emphasis is more on data saturation than on statistical inferences.
- Qualitative research designs are extremely valuable for addressing a complex subject. In the case of this study, the complexity was presented by the integration of three higher education domains into a single case study context. It is in this regard that the qualitative research design was advantageous in that data saturation of the most critical constituency (i.e., university employees) became the foremost consideration than any statistical variables or inferences of each single stakeholder or constituency.

4.2.1.4 Disadvantages of Qualitative Research

Creswell (2020), Leedy and Omrod (2015), Rahman (2017) and Stacks (2013) list the following as some of the disadvantages of qualitative research designs:

- Qualitatively obtained data does not necessarily lend itself to easy analysis and interpretation since the focus is more on subjective and experientially derived meaning.
- There is limited generalisation of the findings to the larger research population. Therefore, the researcher is compelled to spend significant amounts of time on analysing each investigated case to determine possible or speculative grounds for generalisation.
- Linked to the above, qualitatively obtained results cannot be replicated, and participants' perspectives, cannot be duplicated.

Whereas the current sub-section provided a general characterisation of the qualitative research design approach adopted in this study, the next section outlines a detailed data enhancement strategy or method intended for practical application in this study (Creswell, 2020; Wildemuth, 2016).

4.2.2 Exploratory Research Design

The exploratory research design demonstrates the degree to which a researcher seeks to find more details and information, especially when a research study is relatively new or novel (Anderson, 2015; Bell, Bryman & Harley, 2018). The main aim of this study is to explore university academic and administrative staff's experiences, views and perceptions concerning university student protests. To the best of the researcher's knowledge and awareness, there are very few research studies integrating three university constituencies as part of a single field of investigation.

Accordingly, a protracted literature review was undertaken to find out more (explore) about these constituencies in order to justify or build a 'case' for the viability of the study (Bryman et al., 2014). A 'case' is not necessarily bound by a particular place or a single/ specific set of events, activities, processes or circumstances (Xu & Zammit, 2020). Rather, the case in the current study relates to a multiplicity of factors pertaining to each of the three fundamental aspects of the study; namely: university student dynamics (e.g., their backgrounds and interests); the employee context (e.g. job-related experiences, expectations and well-being); as well as the HE organisational contexts (e.g. governance, funding, vision and missions) (Xu & Zammit, 2020).

Babbie and Mouton (2012) and Burrell (2017) attest that exploratory research design is appropriate for studies such as the current, because the researcher undertook to find more information to facilitate and advance better understanding of complex but inter-related cases of varying dynamics and ultimately provide satisfactory answers to the research questions through a concerted review of literature to narrow the gaps presented by limited research studies on university employees' experience as the primary phenomenon of interest.

4.2.3 Descriptive Research Design

Whereas the exploratory design approach seeks to answer the *what* questions, the descriptive research design is largely undertaken to answer the *how* and *why* questions (Creswell, 2020; Flick, 2018). Accordingly, the purpose is to explain and provide more details concerning a situation as it develops, or the characteristics and inter-relatedness of different variables concerning a phenomenon or situation of interest to the researcher (Creswell, 2020). It could also be mentioned that, while exploratory design is rooted more in what the researcher is reading about, the meaningfulness of a descriptive approach would be derived more from what the researcher is seeing and observing empirically during the course of the investigation (Creswell, 2020).

Therefore, the descriptive research design was facilitated in the current study by means of first-hand interview-based data collection from selected participants in their familiar surroundings (Dodds & Hess, 2020). The researcher was then able to describe and explain his understanding of the participants' experiences, emotional state and perceptions of their work (i.e., university) environment as determinants of their (dis)satisfaction and/ or well-being during student protests. To this effect, the interview guide thematically encompassed questionnaire items focusing on the critical aspects of the three main study variables (i.e., university organisational context; university employee context; and student protest context), with particular emphasis on the university staff dynamics and context (Gray, 2021). In this regard, the explication of the collected data from the semi-structured interviews provided a viable context for the thick description and analysis of the data (Gray, 2021; Wang, 2014).

4.3 RESEARCH PARADIGMS

Struwig and Stead (2011:242) define a paradigm as "a selection of mutually accepted modes of scientific practices". Meanwhile, Creswell (2020), Anderson (2015) and Mertens (2021) collaboratively posit that paradigms in research encapsulate the fundamental belief systems; philosophical worldviews; academic or

intellectual perspectives, persuasions or cultures; and scientific traditions in terms of which researchers shape their understanding of nature, truth, reality and knowledge. Furthermore, it is on the basis of the type of paradigm opted for, that the suitable research method is determined for the generation of data and answering the research questions (Struwig & Stead, 2011). Thus, the research paradigm is central to both the research design and research questions (by extension, the objectives as well).

Therefore, it is on the basis of their paradigmatic orientations that researchers construct their understanding or assumptions concerning the nature of knowledge (ontology), and *how* such knowledge is constructed or generated (epistemology). The current study has adopted interpretivism as its foundational research paradigm, which is outlined below.

4.3.1 Interpretivism

Interpretivism adheres to a relativist position that assumes multiple constructions of realities from the subjective positions or perspectives of those with the first-hand knowledge and understanding of such realities (Morehouse, 2012; Struwig & Stead, 2011). Accordingly, reality is viewed as constructed in the mind of the individual, hence the difficulty of obtaining such 'hidden' truths through quantitative means. In this regard, the grounded theory approach is adopted, by means of which that the 'hidden' meanings, perceptions, emotional experiences and their impact are brought to the surface through deep reflection through interactive researcher-participant dialogue (Morehouse, 2012; Punch, 2014).

The interpretivist paradigm was deemed appropriate for this qualitative study, in that the researcher-participant dialogue constituted the most fundamental means by which the researcher explored the worldviews and minds of the university employees in respect of their questions, challenges, hopes and fears during student protests. Accordingly, these employees' views represented their working environment as their naturalistic habitat in terms of their familiarity with all its job-related dynamics. Consistent with the constructivist tradition, the participants' own interview-based words and utterances are also reflective of the participant-centredness and interpretation of the meanings and feelings they emphatically associated with their occupational experiences (Mason, 2014; Terre Blanche et al., 2014). The ensuing section outlines the research approach as an integral aspect of the research design architecture of this study.

4.4 A GROUNDED THEORY RESEARCH APPROACH

Basically, the research approach entails the strategy, procedure or plan by means of which the adopted research philosophy or paradigm is connected to the particular research methods utilised for the collection and analysis of the study's pertinent data (Gog, 2015; Mouton, 2014). According to Creswell and Creswell (2018) and Silverman (2014), the selection and consequent adoption of a research approach is influenced by the accumulation of several factors, including the particularities of the research problem, the developed aims and objectives of the study, as well as practice-related factors. For this study, the grounded theory perspective was deemed as a relevant influential factor in the adoption of the qualitative approach to this study.

The grounded theory approach is premised on the non-hypothetical generation of assumptions about a phenomenon on the basis of available data and its analysis (therefore, evidence) (De Vos et al., 2014; Rahman, 2017). Therefore, the generated data and evidence serve as the conceptual basis for any possible theory adopted. In such a situation, the theory becomes the product of the data, and not vice versa, which means that the particular theory will be "grounded" on the data (Alharahshesh, 2020). Additionally, grounded theory defines a systematic process of inductive reasoning from which inferences could be made from the specifics to the generalities of the collected qualitative data based on the study of social situations (De Vos et al., 2014).

Based on the above assertions, the grounded theory approach was viewed relevant for its affinity with the constructivist/ interpretivist paradigm (Du Plooy-Cilliers, Davis & Bezuidenhout, 2014). From the very beginning of this qualitative research study, the researcher did not prioritise or elevate the significance of any particular theory in mind since data saturation was the primary concern (Hennink & Kaiser, 2019; Lune & Berg, 2017). Therefore, the human resources management efficiency analysis model does not 'impose' outcomes for this study. Rather, it is the circumstances and experiences of the university staff that determine the extent of relevance of this model to the problem being resolved (Abutabenjeh & Jaradat, 2018; Cropley, 2019). To this effect, the open-ended questions in the semi-structured interview research tool created an opportunity to generate a new and different pattern of thinking for epistemological argumentation grounded on the well-being of university staff during university student protests (Du Plooy-Cilliers et al., 2014; Manamela & Budeli, 2013).

4.5 POTENTIAL BIAS IN THE RESEARCH STUDY

Any form of bias or prejudice in research compromises the overall integrity of the study and its findings (Litchman, 2013; Wang, 2014). It is in this context that Creswell and Poth (2018) describe bias as unplanned errors of judgement that could deflect the true nature and focus of the findings. In this study, the avoidance of potential bias was a continuous mission, particularly because the researcher is known to almost half of the participants as a professional colleague.

In this regard, the researcher mitigated the ever-present potential for bias at the very beginning of the empirical data collection by ensuring that she did not deviate from the professional background and experience of the participants as the foremost purposive sampling consideration for their involvement in this study because the method itself relies more on experience and judgemental (Lune & Berg, 2017).

The researcher ensured that she personally recruited the participants, but also involved a gatekeeper at the College of Economics and Management Science (CEMS) of the institution in this regard on the basis of the sampling inclusion and exclusion criteria (see sub-sections 4.6.2.1 and 4.6.2.2). Another potential bias emanates from the fact that the researcher also experienced student protests at a higher education institution and may ultimately have some impact on the research findings (Finch & Lewis, 2005). The researcher involved her supervisor in the analysis of the data collected to eliminate any biased views, statement and recommendation.

4.6 RESEARCH METHODS

The research methods in this research study pertain particularly to the processes and procedures, people and instrumentation involved in the qualitative data collection (Byczkowska-Owczarek, 2014; De Vos et al., 2014). Accordingly, the study population, sampling procedures and semi-structured interviews are discussed in the ensuing section.

4.6.1 Study Population

The study population refers to the larger group of people, objects, units, processes or activities that the researcher desires to explore in order to select a representative group or sample (Etikan, Musa & Alkassim, 2016; Walliman, 2015). Furthermore, the study population or larger group possesses the qualities, attributes or characteristics that the researcher has deemed relevant to resolve the research problem while also enhancing the attainment of the research objectives and answers to the research questions (Lichtman, 2013). In the context of the current study, the study population

comprises of one public higher education institution and university employees (N=7000) where university protests were initiated by students and their grievances.

4.6.2 Sampling

Sampling is the process of choosing a sub-set or ideal population of concern targeted on account of its (sub-set's) possession of the homogeneous (similar) characteristics, qualities or attributes in comparison with the larger group (study population) from which it is chosen or selected (Denscombe, 2014; Walliman, 2015). The sub-set is sampled for observation and inferential purposes since it is rarely possible to involve all identified people or units in a research-based study (Edmonds & Kennedy, 2012; Gray, 2014). It is imperative to select a sample that is truly representative of the population in order to generalise the conclusions derived from the sample about the population of interest (Litchman, 2013). Therefore, researchers select a sample on account of its homogeneity of traits that are relied upon as representative of the larger group and can also be utilised as the criteria for inclusion in the study.

There are two main categories of sampling, namely: probability and non-probability sampling (Creswell, 2020; Dodds & Hess, 2020). Probability sampling relates to a situation in which the probability, chance or likelihood of participants' selection is known and guaranteed ahead of their actual sampling. Examples of probability sampling include: simple random, multi-stage, interval/ systematic and stratified random sampling (Dodds & Hess, 2020). For purposes of this study, probability sampling was not deemed appropriate, because it would potentially compromise the objective selection of participants, most of them are known to the researcher as professional colleagues.

Non-probability sampling, on the other hand, premises on the uncertainty of the participants' inclusion in the study (Bezuidenhout, Davis & Du Plooy-Cilliers, 2014; Tekin & Kotaman, 2013). In this regard, the chances of prospective participants' involvement in the study cannot be known with absolute certainty or guaranteed until they are selected. It is in this regard that non-probability sampling is used when it is impossible to determine *who* the sampled population will be, or when it is difficult to access the entire population (Cropley, 2019; Pomeroy et al., 2021). Examples of non-probability sampling include snowballing, purposive/ judgemental, quota, cluster and convenience or availability sampling techniques.

Given the diversity of the study population and dynamics of each population category (i.e. student protests, universities, and university staff), as well as the researcher's own professional background, the non-probability purposive/ judgemental sampling strategy was opted for. The rationale premises on the fact that the participants are professional colleagues of the researcher in the same higher education institution. Therefore, the criteria for their selection or inclusion (see sub-section 4.6.2.1) mitigates against any possible bias that could be engendered by the association (albeit professional, and not personal) between the researcher and her participants (Lune & Berg, 2017). Therefore, the no-probability factor ensured that no participant could be ensured any possible inclusion, except only through the selection criteria mentioned in the next sub-section of the study.

The study was conducted with participants from a higher education institution, which was sampled on account that it was convenient as the researcher's place of employment (Xu & Zammit, 2020). As such financial, travel and other foreseeable logistical challenges were not prohibitive factors with regard to the full undertaking and completion of the study's empirical data collection. The sample size of the study consisted of a total of 8 (eight participants), namely: 4 (four) academic and 4 (four) administrative staff members. All eight purposively sampled participants were employed at the self-same higher education institution where the study was conducted. The following sub-section outlines the criteria for the inclusion of prospective purposively sampled participants in the study. The researcher reached data saturation with eight participants, who are four academic staff members and four administrative staff members (Creswell, 2020; Gray, 2021).

4.6.2.1 Criteria for Selection of Participants

The selection or inclusion criteria for participants relates to the standard, considerations or norm according to which prospective participants are considered to be eligible in the study on account of the representative or homogeneous qualities, traits or qualities they have in relation to the larger group from which they were selected (Gray, 2014; Ormston et al., 2014). The following considerations influenced the purposive sampling of the prospective participants in this study:

- Participants should be employed at the selected higher education institution;
- Should have been employed at the selected higher education institution for more than 4 (four) years);
- Should be employed either in an administrative or academic capacity;
- Should be employed in the above capacity also within CEMS at the selected higher education institution; and

- In addition to all of the above, should be willing to be interviewed in a semi-structured interview in accordance with all ethical protocols entailed respectively in the informed consent form and information sheet to participants sent prior to the interviews themselves (see Annexure D and Annexure E).

4.6.2.2 Criteria for Exclusion of Participants

As opposed to the inclusion criteria cited above, the exclusion criteria refer to those considerations that render any prospective participant 'disqualified' for selection or possible participation in the study (Gray, 2014; Ormston et al., 2014). In this regard, the following factors were considered in the exclusion of participants in this study:

- Anyone who is not employed in the selected higher education institution.
- Anyone employed in the selected higher education institution for less than 4 (four) years.
- Anyone who is not employed in CEMS at the selected higher education institution; and
- Any employee who is not in either an academic or administrative position at the selected higher education institution.

Having outlined the pre-data collection framework of the study, the next section discusses the overall qualitative data collection processes and procedures involved in the study, as well as the specific methods by which the self-same data was gathered. In this regard, the demographic characteristics of the participants then precede the actual data collection processes.

4.6.3 Data Collection Processes and Procedures

The data collection process relates to a series of activities aligned to the acquisition of information (Creswell, 2020; Edmonds & Kennedy, 2012). Meanwhile, data collection itself refers to the systematic gathering of information considered to be relevant for the study with the utilisation of specific research instruments or tools compliant with the resolution of the researched problem and its related research objectives and questions (Creswell & Poth, 2018). Whereas literature review entails the collection of secondary (theoretical) data (e.g., books, journal articles, etc.), primary data was collected with the 8 (eight) human participants (university staff) selected for involvement in the experiential (empirical) aspect of the study (Rossman & Rallis, 2012). In addition to the review of literature (discussed in detail in Chapter 2), the semi-structured interviews enabled the researcher to capture participants' experiences to answer the main research aim and question (see section 1.7), the research objectives (see section 1.8) and questions (see section 1.9). Field notes

and participant experiences also constituted part of the specific methods of data collection utilised in this study. Figure 4.1 below, depicts the overall data collection regime of the study. After the illustration of Figure 4.1, each element of the data collection regime of the study is briefly explained.



Figure 4.1: The data collection process
(Source: Creswell & Poth, 2018:149)

The data collection process and its related activities in Figure 4.1 above are expatiated below. It is worth noting that this process pertains specifically to the collection of primary (participant-based) data.

4.6.3.1 Locating the Research Site

The location of the research site was important in terms of the place of the data collection (Creswell, 2020). The researcher was working and also studying at the higher education institution selected as the research site/ setting of the study. At the institution, CEMS constituted the primary setting within the broader higher education organisational setting since all participants (administrative and academic staff) worked in this branch of the higher education institution (see section 4.6.2).

Linked to the location of the research site, the issue of reducing site issues pertains to the elimination of any possible impediments to the successful execution of the study's experiential or empirical component (Creswell & Poth, 2018). In this regard, the researcher ensured that all ethically pertinent protocols were adhered to, such as letters of request to gain access to the higher education institution's premises and subsequently sending informed consent forms and information leaflets *prior* to the

actual undertaking of the study. This was of great significance to the researcher, without which no 'buy-in' would be obtained (see Annexure A1 and A2).

4.6.3.2 Gaining Access

Gaining access to is directly linked to the research site itself, and relates to the researcher's adherence to administrative protocols required to eventually obtain the informed consent of the participants following the granting of ethical clearance to the researcher by the institutional Research Ethics Committee (UREC, see Annexures A and B) (Thompson & Russo, 2011). Accordingly, the researcher contacted one of the Secretaries in the Dean's Office to request for the email addresses of the Heads of Departments (see Annexure E). The secretary acted as a gatekeeper to the HODs email addresses. The researcher then emailed the HODs of the different departments at CEMS for permission to conduct semi-structured interviews in their respective departments.

The researcher then contacted the participants from the staff directory and subsequently contacted six participants through Microsoft Teams and two participants through her cell phone. These two did not have access to the Microsoft Teams application. The researcher is acquainted with the participants but in the capacity as a student fellow appointed in one of the College of Economic Management Science. Roiha and Ikkänen (2022) argue that although the familiarity in qualitative research between the researcher and the participants need attention to some degree or another, the prior relationship remains largely unexplored terrain. In this study, the researcher's prior connection with the participants have a potential benefit because the researcher did not need to build a relationship first with the participants. They could freely share their experiences with the researcher in this study.

The researcher scheduled semi-structured interviews with those participants who expressed their willingness to participate. Dates and times of the interview were confirmed. Consent forms were sent to the participants to explain the critical aspects of the study, including its aims and objectives, as well as their rights and the researcher's contact details.

4.6.3.3 Sampling Purposefully

The sampling process has been described in more detail in sub-section 4.6.2. As a factor of the data collection process, the purposive sampling technique is of relevance insofar as describing the manner in which the selected 8 (eight) participants were selected. Without these participants, the study would not have

achieved its objectives. In addition, the purposeful sampling strategy coheres with the constructivist/ interpretivist philosophical paradigm according to whose guidance the data collection was performed (Morehouse, 2012; Struwig & Stead, 2011).

4.6.3.4 Collecting Empirical Data

As mentioned earlier in sub-section 4.6.3, the empirical data is distinguishable according to the source from which the information is obtained. For purposes of this study, empirical data was collected from the eight university staff members, as explained in more details in the ensuing sub-section 4.6.4.1.

A specified time and place was organised with the participants for conducting the interviews. The interviews were conducted on the scheduled dates between 09h00 and 15h30. However, The COVID-19 risk adjusted strategies (which prohibit direct researcher-participant) contact compelled that the interviews with the eight participants in this study be held telephonically and through the use of the Microsoft Teams interactive technology. Two participants took part in the telephonic interview and six participants took part in the study through Microsoft Teams.

4.6.3.5 Recording the Conversations/ Interviews

Audio-recorded conversations with the participants are advantageous in that, the original narrated statements of the participants were captured unaltered and in their original context and meaning (Creswell & Poth, 2018:149; Jamshed, 2018).

For ethically compliant purposes, permission was first sought from the concerned eight participants prior to the semi-structured interviews themselves, for their consent (agreement) to be audio-recorded (see Annexure C (Creswell & Creswell, 2018; Thompson & Russo, 2011)). Such prior request for permission to audio-record the interview proceedings are also an expression of the researcher's commitment to openness, transparency and full disclosure of the study even before it was undertaken (Saldana & Omasta, 2018).

4.6.3.6 Field Notes

The researcher also wrote notes during the field-based interviews to enhance her observations and the range of non-verbal participant responses that could not be accurately represented in the audio-recorded statements (Creswell & Creswell, 2018). Therefore, field notes are a representation of what the researcher was hearing, feeling, experiencing, seeing and thinking about, based on the unfolding proceedings during the interviews (Saldana & Omasta, 2018). In fact, the capturing of the participants' emotional expressions and state through field notes is a writ large indication of the interpretivist philosophical paradigm's rootedness on the acquisition

of relevant information from those who directly feel and experience the reality of the situation or phenomenon being investigated (Jamshed, 2014).

4.6.3.7 Storing the Data

The data of the study relates to all documented (digital and non-digital) information of the study from both the participants and the researcher herself (Bryman et al., 2014; De Vos et al., 2014). Accordingly, the literature-based information enabled the researcher's better understanding of the theoretical issues pertaining to the study, including research methodological orientations and perspectives. This form of information was documented and stored as part of the researcher's information concerning the direction of the study and all decisions taken and their rationale during the study as a whole. Such audited information, including the ensuing interview-based data, serves to enhance the study's trustworthiness, and as part of the documentation to enable future interested researchers in their own studies based on a similar research topic (Hennik, Hutter & Bailey, 2020).

All the collected interview-based data will be disposed of, after a period of 5 (five) years following the date of this study's acceptance by the University of South Africa. All electronic records stored on the computer hard drive will be erased by using commercially available software designed to remove all data from such devices. The USB (Universal Serial Bus) drive will be physically destroyed. All hard copy and paper-based records will be shredded.

4.6.4 The Interview Mode of Data Collection

Interviews are defined as basically a form of focused social engagement, dialogue, conversation or discourse between the researcher and the participant (Byczkowska-Owczarek, 2014; Punch, 2014). Interviews are viewed as the most important tool for qualitative data collection and enhance the researcher's attempts to obtain and provide solutions to the researched problem (i.e. university staff experiences during student protests), while also advancing the research objectives and effectively responding to the research questions. Consonant with the constructivist/ interpretivist paradigm's orientation towards participant-focused interpretations and perspectives, interviews then provide the opportunity to these participants to 'voice their own subjective experiences insofar as the researched problem or phenomenon is concerned (Punch, 2014; Savin-Baden & Major, 2013).

Types of interviews include: structured (formal), unstructured (informal/ non-formal), individual (face-to-face), focus groups, virtual (online), telephonic and in-depth individual interviews (Rubin & Rubin, 2012). In-depth individual interviews occur

mostly in the event that the researcher seeks to obtain comprehensive and detailed (rich) information regarding the researched subject with those individuals expected or considered to have expert or above average knowledge in that regard.

4.6.4.1 Selected Interview Method

Resonant with the constructivist-qualitative orientation of the study, the researcher opted for the semi-structured face-to-face (individual) in-depth interviews with the sampled (four) academic and (four) administrative staff members. This interview mode was selected mainly for its enhancement of both the explorative and descriptive aspects of this qualitative study as articulated in sub-sections 3.2.2 and 3.2.3 (Bell et al., 2018; Flick, 2018). In this regard, the semi-structured interviews were appropriately chosen to facilitate the quest to enquire, find out more detailed and explaining in the process, the participants' perceptions and opinions on difficult problems for which more information and clarification were sought (Rubin & Rubin, 2012). Furthermore, the in-depth semi-structured interview method was chosen for its allowance of the researcher to be open about what she wanted to understand so that relevant meanings could be generated through further probing questions that enhance data saturation (Bell et al., 2018).

4.6.4.2 Advantages of the Interview as a Qualitative Data Collection Method

Through the interviews, the researcher is able to obtain and develop new information that would usually not be easily obtainable through other means (Denscombe, 2014; De Vos et al., 2014). The researcher also has the opportunity to build new relationships with the participants, especially through the prolonged engagements that occur even after the formal interview sessions. This has created an opportunity to have mutual trust with the participants and to address any concern regarding the current and the future research. For the participants, interviews are an opportunity to present their views, frustrations, and hopes in a relaxed environment and unconstrained by external factors such as obtaining information only from those considered to be 'experts' in society (Flick, 2018).

Interviews are a viable data acquisition method by means of which the researcher obtains valuable and rich information because the participants are in the position to respond to questions at length, in detail, and spontaneously (Creswell, 2020; Matua & Van Der Wal, 2015). In this regard, participants are encouraged to respond according to their preferred choices, disagreeing with the researcher's questions or bringing new issues to the fore. The interview is also a method to assist in the portrayal of continuing social issues within the confines of an environment that ensures optimal confidentiality and privacy (De Vos et al., 2014).

4.6.4.3 Disadvantages of the *Interview Method*

While they may be advantageous, individual interviews are also disadvantageous for their costliness and time-consuming demands on the part of the researcher conducting them in the field (Flick, 2018). Unlike the quantitative questionnaire and (qualitative) focus group interviews and discussions (all of which facilitate the gathering of a reasonable number of participants at once), individual interviews (depending on the availability and location of the interviewees) may create logistical challenges with regard to the researcher having to travel to the places at which these interviewees are conveniently obtained. Also, the fact that they may not all be accessed at once implies that more time and financial resources may be required.

Furthermore, participants may be uncomfortable and unwilling to share or provide some valuable information as a result of factors such as personal reasons, safety concerns, distrust of the researcher's bona fides or fear of reprisals from those in authority (Ramenyi & Bannister, 2013; Rossman & Rallis, 2012). Participants' unwillingness could further be increased by the prospects of being involved in a process of lengthy process to explain some of their views. Also, depending on the complexity of the subject matter, participants may feel overwhelmed by the level of detail required to explain in some, or all of the interview questions. Flick (2018) avers also that the qualitative results emanating from the interviews are not replicable, because the conclusions drawn or reached cannot be the same.

4.6.4.4 Administration of the Interviews

Having outlined the nature, types, advantages and disadvantages of the interview as a mode of qualitative data acquisition, the current sub-section provides details of *how* the preferred semi-structured interviews were administered with the eight university staff members (four academic and four administrative). These eight staff members were from different departments of CEMS. It is worth clarifying that 2 (two) of the participants were interviewed telephonically and individually, therefore, on two separate, but pre-arranged occasions. Meanwhile the other 6 (six) participants were interviewed also on six separate, but scheduled instances by means of the Microsoft Teams computer-facilitated technology. In both the latter and former (telephone interview) instances, the permission of the participants was sought and obtained to record each interview proceedings.

The prior sending of both the information sheet and informed consent form to each participant was helpful in saving time by the researcher having to repeat the process at the beginning of every interview session. However, the researcher ensured that

full disclosure of the study purpose was made to each participant. Most of the staff members from different CEMS departments are known and were keen to provide information since they were the researcher’s colleagues. Potential bias in this regard was mitigated involving CEMS, notwithstanding the researcher’s preferred purposive sampling strategy, as indicated in Section 4.5.

The interview questions (see Annexure F) were thematically focused on the following aspects of the interviewees’ experiences during university students’ protest action:

- Understanding/ conceptualisation of university student protest actions;
- Perceived positive and negative impacts of student protest on the university;
- Perceived positive impacts and negative impacts/emotional wellness of student protests on the academic and administrative staff.
- Possible solution that can help academic/adiministrative staff to cope during student protests.

Consistent with the facilitation of participants’ ‘freedom of expression’ and flexibility (semi structured-ness) of the interviews themselves, the questions were not necessarily asked in the order or sequence of the guide. Such flexibility ensured that the researcher could also allow the participants to ask their own question in addition to the researcher’s own probing questions (Flick, 2018; Matua & Van Der Wal, 2015). During the interviews, the mostly open-ended interview questions were sufficiently detailed to persuade the participants and to ensure that there was no harm intended to the participants by asking questions that were unrelated to both the researched problem and its attendant study objectives (De Vos et al., 2014). At the end of the hour-long sessions, the researcher thanked the participants for their time and involvement in the study.

The researcher recorded the semi-structured interviews in 3 (three) Microsoft Teams sessions and 2 (two) telephonic interviews. To demonstrate that the interviews were verbatim transcribed by the researcher, see Table 4.2a to Table 4.2g below. These tables depict extracts of the verbatim transcriptions of the interviews and the dates on which they were held.

Table 4.2a: Microsoft Teams interview: 13/10/2020

MICROSOFT TEAMS INTERVIEW 1: 13/10/2020 10:37
<p>Researcher: In your experience what is the definition of student protests?</p> <p>P1: Student protests is when the students are striking about something they are not satisfied with or something they are not agreeing with management for example students been expelled from the university not agreeing with management. Uhhh.mmm...for example, the protests can be about the student seeking extension of the academic year plan.</p>

Researcher: In your experience what will the positive impact of student protests have on the organisation? Please explain

P1: The students protest improves negotiation skills between the students and the management of the university.

Table 4.2b: Telephone interview: 15/10/2020

TELEPHONE INTERVIEW 2: 15/10/2020 14:21

Researcher: In your experience, what is the definition of student protests?

Eee...eeer. In my view, Student protest is a form of student activism or protest that may include sit-ins, strikes, to express dissatisfaction about something. It is a demonstration or discontent of the dissatisfaction by the student in the universities to disturb activities, to achieve a certain objective.

Researcher: Are you aware of the recent student protests that took place in a higher education institution in South Africa?

P2: There was a FeesMustFall protests, this was the most famous one.

Researcher: What happened during FeesMustFall protests?

P2: Student demanding universities to drop the fees and disrupted day today activities. They wanted to attend universities without paying and wanted education to be readily available. That was a very huge student protest. Many institutions in South Africa were involved in this protest. They have been some killings, burning of tyres, blocking the university entrances.

Table 4.2c: Microsoft Teams interview: 15/10/2020

MICROSOFT TEAMS INTERVIEW 3: 15/10/20 15:30

Researcher: In your experience, what is the definition of student protests?

P3: According to my view is when the students boycott classes and they will be blocking any way to their institution of higher learning where they are registered at. When the student is protesting, they disrupt daily routine of the universities.

Researcher: what are the challenges that employees in a higher tertiary institution face during the student protests?

P3: Challenges?

Researcher: Yes, possible challenges that employees in a higher tertiary face during the student protests.

P3: The fact that, as lectures we have deadlines and target to reach. I remember during the student protests of 2015, the staff were instructed to evacuate the buildings, and they were torched. The main one has to do with a loss of time. They can also be harmed and injured It is a very dangerous situation as an employee if you did not know that there are protests the following day. Staying at home because of protests, you might find your work far behind.

Table 4.2d: Telephone interview: 16/10/2020

TELEPHONIC INTERVIEW 4: 16/10/20 12:20

Researcher: In your experience, what is the definition of student protests?

P4: Eeeer..... student protests are ways of student maybe raising them complains. Just that they do it informal way. Is when the students are not happy with the university for example, they are not happy about the service, like they do not get enough feedback on time from the lectures. The students want to be heard by the university. That is the way of addressing their concerns.

Researcher: In your experience, what are the positive impact will the student protests have on your organisation? Please explain.

P4: It makes university to be aware of the issues bothering the student. It highlights the complains that students are experiencing with the institution. University can improve.

Table 4.2e: Microsoft Teams interview: 20/10/2020

MICROSOFT TEAMS INTERVIEWS 5: 20/10/20 09:14

Researcher: In your experience, what is the definition of student protests?

P5: Do you want me to define it?

Researcher: Yes, Please

P5: Uhhh.mmm..., well I would say it is a form of collective action, uhhh.mmm. that takes place at uhhh.mmm... a higher education institution. It's whereby students dissatisfied about specific matters.

Researcher: What are the reasons or factors that causes student protest in a higher tertiary institution in South Africa?

P5: It is often-related students been unsatisfied with Fee related matters, uhhh.mmm...sometimes

MICROSOFT TEAMS INTERVIEWS 5: 20/10/20 09:14

student funding, scheduling of assessment, timelines even problems or delayed registration affects the semester including bursaries that are the most problems resort from that.

Researcher: In your experience, what are the negative impact will the student protests have on employees?

P5: Disruptions caused a lengthy delay in educational institutions. As an academic it affects our responsibilities. And that hampers the service delivery even further Sometimes our institution gets extremely emotional on the student and on the employees. Strike actions also shortens the tuition. It put the student, academic and all staff work under pressure.

Researcher: How does employees perceive these challenges?

P5: What do you mean?

Researcher: I mean how they dealt with the student protests?

P5: Uhm...mmm I mean is an emotional and it also affected the productivity. It also affects the system and the staff on the emotional level. It was difficult to fulfil our duties sometimes if the system has affected.

Table 4.2f: Microsoft Teams interview: 21/10/2020**MICROSOFT TEAMS INTERVIEW 6: 21/10/20 10:00**

Researcher: In your experience, what is the definition of student protests?

P6: Uhm.... Mmmmm..., I think it is safe to start with my understanding of protests in general right? Because normally you will find either workers it might be salary increment or if there is a community, they will be protesting because of service delivery. So now in a case of student there are number of issues, that will lead to dissatisfaction, they might not be happy with student funding, academic in general, education services that we are providing to them or the education services. That is where they come together to the university building mobilise access university campus in groups and start protesting.

Researcher: In your experience, what are the negative impact of student protests on the organisation?

P6: The workload increases, once we fall back with registration, it affects academic calendar, everything is just delayed. Now will find the new registered student they need assistant sometimes they did not get study material. Our responsibilities will get hold because of protests. Even if we must resolve student queries is hectic

Table 4.2g: Microsoft Teams interview: 7 24/10/20**MICROSOFT TEAM INTERVIEW 7: 24/10/21 11:21**

Researcher: In your experience, what is the definition of student protests?

P7: According to my understanding is any form of student activism that involve protests at the university campuses by the students, this protest can include blocking entrances of the university. Student can decide to do sit in. They can go to the Department of Higher Education. They can occupy university classes or the offices It can be in a form of blocking the entrance.

Researcher: In your experience, what are the positive impact of student protests on the organisation?

P7: The university will be aware of the challenges that the students are experiencing. For example, in term of planning. They can provide training for the employees about the student protests, and then can benefit from that.

Table 4.2h: Microsoft Teams interview: 09/11/2020

MICROSOFT TEAMS INTERVIEW 8: 09/11/20 11:21
<p>Researcher: In your experience, what is the definition of student protests?</p> <p>P8: The definition of what?</p> <p>Researcher: Student protests?</p> <p>P8: Do you want to know the meaning of student protests or the causes of student protests?</p> <p>Researcher: I want to know the meaning of student protests according to your own understanding, then you will tell me the factors that cause student protests after.</p> <p>P8: I think according to my understanding is something involving the politics of the students for example of Unisa student now and then they are protesting about NSFAS funds, they receive study material late and examination timetables, it doesn't give them enough chance to study. It's something related to the politics of the student, they don't want to be responsible for the duties if I may put it that way.</p>

4.6.5 Data Analysis

In this study, data analysis relates to the systematic process by means of which the raw interview-based information (participants narrated and digitally recorded statements) was organised, processed (i.e., structured, synthesised) and categorised or classified into meaningful patterns of understanding for development as the evidential framework of the study (Creswell & Creswell, 2018; Wang, 2014). The patterns of similar data were collated into thematic categories that were described and interpreted in relation to both the researched problem and objectives of the study, as well as in the context of the study (Gog, 2015). As indicated in the next chapter, diagrams (tables, charts and figures) were utilised to represent the outcomes of the analysed and interpreted data, which then served as the findings of the study. In the main, content analysis was applied to generate the much-needed evidence of the study emanating from the digitally recorded verbatim responses of the participants.

Content analysis is an organised research method that fundamentally consists of the researcher's thematic description and analysis of the content of the categorised interview statements (Gog, 2015; Struwig & Stead, 2011). The method further involves the discovery, coding and categorisation of patterns used in the qualitative analysis (Wang, 2014). Content analysis was initially applied in quantitatively oriented research, but also applied to qualitative data analysis lately (Wang, 2014). The latter author also emphasises that content analysis can be used inductively and deductively by preparing, organising and reporting results through the grouping of matching or similar categories and phrases of words, phrases in order to test theoretical issues and enhancement of understanding data. The main advantage is that it can be used for unstructured information, whereas the disadvantage is that the researcher may tend to analyse what is measurable instead of what is theoretically important (Gog, 2015).

Prior to the intensive content analysis of data, to the researcher transcribed the narrated interview statements and ensured their alignment to the research questions (Struwig & Stead, 2011). The fieldnotes were also referred to, for purposes of ensuring that no details of the interviews were missed (Jamshed, 2014; Saldana & Omasta, 2018). In summary, the content analysis process itself was guided by the following eight steps proposed by Tesch (1990, cited in Creswell, 2020):

Step 1: The researcher digitally recorded both the two telephonic and six Microsoft Teams interviews with the academic and administrative staff from the College of Economics and Management Science, and also wrote the notes during the interviews.

Step 2: The researcher identified the main code and selected the data from the most comprehensive interview that had the potential to become the main codes.

Step 3: Different themes were recorded.

Step 4: Different themes were shortened as codes.

Step 5: The researcher created themes and the different topics were analysed.

Step 6: Codes were alphabetised, and abbreviation made after the final decision.

Step 7: Themes were grouped, and the material was assembled.

Step 8: Data were recorded and re-analysed after completion of the preliminary analysis.

The effects of the above-mentioned steps are mostly reflected in the next chapter (Chapter 4).

4.7 Attending to Ethical Considerations

Ethical considerations premise largely on the morally, legally and professionally binding protocols, norms and standard to which the researcher ought to adhere for the duration of the empirical engagement with the participants (Saldana & Omasta, 2018; Savin-Baden & Major, 2013). Furthermore, ethical factors compel that the researcher also adheres to the administrative research-related prescripts of institutions and organisations involved in the study. In the latter regard, the research study was conducted according to the University of South Africa 's research ethics policy.

Therefore, the research only commenced once ethical clearance was granted by the Research Ethics Committee of the University of South Africa as shown in Annexure A (University of South Africa, 2020). Consequently, request was made for the study participants (see Annexure B), which was followed by due approval (see Annexure C). Thereafter, the information sheet and informed consent were sent to the

participants (see Annexures D and E). In addition to this compliance, the researcher also complied with the requirements for observance of the participants' human dignity; justice; non-maleficence; beneficence; privacy and risk; all of which are outlined below.

4.7.1 Principle of Respect for Human Dignity

One of the key ethical principles is that of respecting and protecting the participants' human dignity (Iphofen & Tolich, 2018). Key to this principle is the recognition of their self-determination (autonomy) and informed consent. Self-determination involves the participant having the capacity to consent and being aware of the voluntary nature of the research (Thompson & Russo, 2011).

This can only be achieved if the participant has a proper understanding of the nature of the research (Thompson & Russo, 2011). The researcher did not judge the interaction with the participants but ensured that their views were diligently recorded. Before the interviews commenced, the researcher informed the participants regarding the purpose of the study (Struwig & Stead, 2011). Consent form was given to the participants who clearly stated what was actually required to take part in this research project. Such disclosure eased the participants' concerns and fears they may have had.

4.7.2 Principle of Justice

The principle of justice involves the right to fair treatment and the right to privacy (Abutabenjeh & Jaradat, 2018). Fair treatment relates to being treated with fairness, objectivity, integrity, and being treated as an equal with no due concern to any power relations between the researcher and the participant. Privacy refers to non-infringement of the boundaries of privacy that the participants set (Walliman, 2015). The researcher respected the contributions of the participants in the study. Before the interviews, she explained to the participants that the information provided would be kept confidential and would not be disclosed to any third party (Struwig & Stead, 2011). Further, the identity of the institution where the study was conducted, and the name of the participants were not revealed, because this will be against the reputation of the University and the ethical consideration principles (Litchman, 2013).

4.7.3 Principle of Non-maleficence

Fundamentally, it is the researcher' responsibility to protect the participants from any physical, emotional and/ or psychological discomfort (Litchman, 2013). In this regard, the participants were afforded the opportunity to withdraw the study at any time in the event they felt uncomfortable in the manner the study was conducted by the

researcher (De Vos et al., 2014). In other words, the researcher has full responsibility to protect the participants from any harm. They should instead benefit from the research study and the experience of sharing views which they may otherwise have kept to themselves (Flick, 2018). Furthermore, the researcher did not exploit the participants by exercising any power relations that could have advantaged her as the one asking the questions and expecting the answers.

4.7.4 Principle of Beneficence

Beneficence refers to maximising the participants' benefits of participation in the study and reducing any possible harm to the participants as a result of participating in the research ((Iphofen & Tolich, 2018); Punch, 2014). In addition, the researcher ensured that the participants were not subjected to personal questions or raised issues that had the potential to jeopardise their employment at the university.

4.7.5 Participants' Right to Privacy

The right to privacy entails that none of the participants information and identity are disclosed to outside parties without their written consent (Punch, 2014). In this regard, the researcher ensured that participants' information was handled confidentially. The participants' personal information was not disclosed to third parties or unauthorised persons (Punch, 2014; Wildemuth, 2016). Also, the researcher did not subject the participants to involvement in the study on the basis of the disclosure of their names, residential places or positions in the university.

4.7.6 Risk /Benefit Ratio

The risk or benefit ratio entails the probability that no harm or injury occurs during the progress of the research (Marshall & Rossman, 2016). From the researcher's point of view, the study's risk benefit ratio was minimal since no real or immediate threat or danger was faced by the participants. However, the possible conflictual roles of participants as university participants as well could be considered a risk. However, this was mitigated by the researcher's involvement of the College of Management Sciences in the recruitment of the study participants.

4.8 TRUSTWORTHINESS IN QUALITATIVE RESEARCH

In qualitative research, trustworthiness pertains to the quality assurance mechanism by means of which the validity and accuracy of a research tool (measuring instrument) and its consequent findings are reasonably proved or demonstrated (Göran, 2011; Terre-Blanche et al., 2014). Additionally, the extent of trustworthiness in the study also demonstrates the believability and methodological soundness of the findings to the scientific and research communities in respect of the degree of

agreeability between the conclusions drawn and the very findings reached. Kumar (2014), Saldana and Omasta (2018) and Walliman (2015) attest that in qualitative research, measures of trustworthiness such as validity and reliability are not applicable. Instead, the most applicable trustworthiness criteria are credibility, transferability, dependability and confirmability; all of which are highlighted below.

4.8.1 Credibility

Anney (2014) advocates that credibility brings about accuracy and truthfulness of the collected data and its conversion to the evidence of the study. The main purpose of this qualitative research was to explore, describe and analyse the knowledge, experience and perceptions of academic and administrative during incidents of university student protest action. Multiple data collection methods were applied in order to advance the study's credibility. Owing to the study's participant-centredness (induced by the adopted interpretivist paradigm), it was also necessary to capture the holistic lived experiences of these eight participants, even as there were subjectively expressed. The measurability of emotions, feelings and perceptions is a complex undertaking. Hence, the researcher applied different data collection strategies to complement the mostly theoretic knowledge from multiple academic and intellectual perspectives (De Vos et al., 2014; Donley & Graueholz, 2012). Furthermore, fieldnotes and participant observations were applied in addition to the Microsoft Teams and telephonically conducted interviews.

4.8.2 Transferability

According to Anney (2014), Babbie and Mouton (2012) and Marshall and Rossman, (2016) transferability refers to the point to which the results of qualitative research can be repeated by other researchers with different participants at other research settings whose conditions are similar to those that prevailed at the original setting. Notwithstanding that qualitative findings are difficult to transfer to other settings, researchers can still mitigate this difficulty by providing comprehensively detailed (thick/ dense) descriptions of *how* data were collected (De Vos et al., 2014; Saldana & Omasta, 2018). Moreover, an audit trail provided further means for transferability. The researcher provided details of the broader parameters of the data collection process was outlined in Section 1.12. Both the exploratory and descriptive domains of the study were detailed in sub-sections 3.2.2 and 3.2.2.

In addition, sub-section 3.6.4 outlined the interview data collection process, while data analysis has been explained in sub-section 3.6.5. Further to these specific instances of detailing the data collection and analytic perspectives and processes, the researcher has also documented all aspects of the study from its

conceptualisation to the final stages of the research report itself. Such documentation also entails decisions taken by the researcher throughout the research process, as well as reasons for those decisions (Babbie & Mouton, 2012). For purposes of transferability, the documentation process was most valuable because other researchers interested in research topics of this nature would have a reference point from which to apply to their studies with different participants under conditions similar to those under which the current study was conducted (Bell et al., 2018; Bryman et al., 2014).

4.8.3 Dependability

Dependability refers to the extent to which the stability and consistency of the research processes and current findings could be relied on to yield similar (or nearly similar) findings over time and conditions when repeated with the same participants (Bell et al., 2018; Donley & Graueholz, 2012; Kumar, 2014). The researcher ensured the study's dependability by following a proper detailing of the entire research process, including the problem formulation, research participant selection, utilisation of fieldnotes, interview transcripts, and data analysis processes in an understandable manner.

Authors such as Denscombe (2010), Lichtman (2014), and Lune and Berg (2017) concur that the aspect of dependability is a specific determinant of the consistency with which the same study could be undertaken irrespective of any possible changeability of the research environment. Such a perspective posits that it is not the variability of circumstances that matters. Rather, the consistency and similarity of the findings is of greater importance as facilitated by the utilisation of the same participants at different times and settings, but with the same research problem and its related objectives and research questions.

4.8.4 Confirmability

Confirmability refers to the degree or extent of the study's corroboration by others outside of the research study itself (Korstjens & Moser, 2018; Kumar, 2014). According to Lichtman (2014), confirmability prevails when the study findings are not a consequence of the researcher's own prejudices, predilections or preconceived views concerning the researched phenomenon. It is precisely for such reasons that the researcher ensured the study's confirmability by means of reflexivity, peer review and member checking.

Reflexivity entails the researcher's own self-monitoring (bracketing) of her own worldview, such that it does not negatively affect the required objectivity of analysis and interpretation of the participants' indispensable contributions and perspectives (Korstjens & Moser, 2018). Accordingly, the researcher made sure that she did not misdirect the interview proceedings by means of, for example, probing questions that dispute the particular research participant's own perspectives concerning student perspectives. In this regard, whether or not the researcher personally supports student protest is immaterial. What matters are the participants' understanding and interpretation.

For peer review, the researcher engaged with a colleague with postgraduate research methodology qualifications and training to evaluate both the methodological aspects of this study, as well as its findings, conclusions and recommendations. Such engagement ensured that the research methods and evidence of the study did not pursue red-herring conclusions and *non-sequitur* argumentation; a situation that could mislead readers due to distortions arising from a disjuncture between the findings and conclusions reached by the researcher (Babbie & Mouton, 2012). Concerning member checking, the researcher confirmed both the preliminary and final results of the study with the very (8) participants involved in the study (four academic and four administrative members) to ensure that they could confirm the study findings as accurately reflective of their own original perspectives (Kumar, 2014).

4.9 TRUTH VALUE

The study's truth value reflects the confidence and quality assurance generated by the study's accuracy of interpretations and conclusions (Silverman, 2014; Walliman, 2015). Lack of truth value in a study would render it both unbelievable and questionable. Hence, it is imperative that trustworthiness is established, which also enhances the scientific integrity and quality of the study as a whole. To that effect, the following measures were adopted, reflexivity, bracketing, intuiting, and extent of the researcher's authority.

4.9.1 Reflexibility

Reflexibility is well-known as the researcher's experience regarding the researched phenomenon, and how these experiences shaped her interpretation of the findings, and conclusions drawn (Creswell & Poth, 2018; Iphofen & Tolich, 2018). The researcher ensured that she identified any possible risks that may harm the participants, as well as respecting all the human rights pertaining to the research participants.

4.9.2 Bracketing

The researcher's interests, personal experience and assumptions could influence the interpretation of the data. In essence, bracketing relates to the researcher's setting aside all his or her own personal experience, judgement and assumptions and focusing only on the data obtained in the interviews as the fundamental product accruing from the study participants' views and input (Flick, 2018).

4.9.3 Intuiting

Intuiting relates to the extent to which the researcher applies his/her own personal experiences and perspectives in the study (Iphofen & Tolich, 2018). However, the researcher in this study prioritised the essence of the participants' experiences regarding the student protests (Byczowska-Owczarek, 2014). For example, working at Unisa Bureau of Marketing Research as a field worker, the researcher often interacted with different stakeholders through telephonic interviews. Throughout these interviews, the researcher shared stories relevant to the topics being researched. In such contexts, the researcher also provided examples to enhance the participants' confidence and spontaneous involvement in the generation of more information pertinent to the telephonically researched topics. It is against these personal experiences that the researcher was persuaded to involve qualitative interviews in the current study. Furthermore, those field-based (telephonic discussions) helped the researcher to combine the ideas and themes that emerged as part of the ultimate findings and conclusions.

4.9.4 Authority of the Researcher

The researcher gained valuable experiences and interview skills through her interview-based interactions with the academic and administrative staff. Her knowledge of research methodological aspects improved, as well as proficiency in explorative, descriptive and analytic processes and perspectives in establishing the truth value of difficult questions and situations.

4.10 Summary

The chapter basically discussed the research design and methodology adopted in the study. The research approach, data collection, analysis and sampling were also discussed. The semi-structured interview mode was also presented as the primary data collection method, including its advantages and disadvantages. The chapter further presented the data analysis methods, the strategies employed to ensure the study's trustworthiness, as well as applicable ethical considerations applied during the research study. It is worth noting that, throughout this chapter, the theme of university employee experiences of student protests was not lost to the researcher.

Chapter 4 presents and discusses the actual data emanating from the interviews, as well as its analysis and interpretation as the logical framework for developing the results/ findings of the present study.

CHAPTER 5

RESULTS

5.1 Background/Introduction

The main focus of the previous chapter was on the research approaches, methods and data presentation adopted in preparing for the actual empirical data collection of the study. Accordingly, the preceding chapter could be viewed as a precursor to the present chapter, which logically presents data presentation relating to the very empirical data collected by means of the individual interviews with the eight selected university employees (four administrative and four academic staff members) from the College of Economic and Management Science at the University of South Africa. Therefore, Chapter 4 discussed *how* empirical data would be obtained and analysed, whereas the current chapter presents and discusses the data itself in a more detailed analytic and interpretive context, which serves as a framework in terms of which the study results were developed (Anney, 2014; De Vos et al., 2014). In this regard, both the research methods and processes discussed in the preceding Chapter 4 were of great value in helping the researcher to obtain the required data and consequently establishing the findings as the evidential base of this study.

The current chapter provides adequate details of the sampled 8 (eight) participants narrated responses and consequent discussions. It is worth mentioning that these analytically and interpretively constructed discussions are presented within the contexts of both the researched problem and the attendant study objectives (Aneshensel, 2015; Creswell, 2020; Jamshed, 2014). It is worth noting that the narrated participant responses address the pertinent aspects of the research topic in respect of: definition of students protests; positive impacts of student protests on the productivity of the university as an organisation; advantages and disadvantages of student protests to possible challenges that employees in a higher tertiary institution face during the student protests; how employees perceive these challenges; and the possible solutions that can help the permanently employed to cope during student protests (which are the critical basis of the data analysis and the construction of themes).

It is worth noting further that the data analysis and consequent construction (development) of themes follows a sequence of the research questions (see Sub-section 1.8) that were used to guide the semi-structure in-depth interviews as a collective response to the research problem (see Section 1.4), the rationale of the study (see Section 1.4), the aim of the study (see Section 1.6), as well as the study objectives (see Section 1.7). Next follows a demographic outlay of the characteristics

of the participants. Then, I demonstrate how codes and themes emerged from the verbatim transcriptions of the interviews as explained in section 4.6.5.

5.2 Demographic characteristics of the participants

Purposefully participants were recruited (see section 4.6.3.3) and the demographic details of the 8 (eight) participants in the individual in-depth interviews are shown in Table 5.1 (overleaf). The most distinguishing and observable factors in the table itself is the fact that it depicts both interview-specific and employment-related variables. For instance, extrapolated from Table 5.1 is the verification of the times and dates of the interviews, as well as the type or method of interviewing each of the sampled participants. The interviews were conducted at different times and different days spanning within a 13-month period between 13th October 2020 and 9th November 2021. Due to the Covid-19 lockdown rules and regulations, the researcher had to use her initiative to interview participants and abide by the institutional guidelines related to the collection of data during a pandemic. These difficulties are not uncommon because most researchers had to adapt qualitative methods during the Covid-19 pandemic (Dodds & Hess, 2020; Rania, Coppola & Pinna, 2021).

Two of the participants (P2 and P4) were interviewed telephonically, whereas the other 6 (six) females participants (P1, P3, P5, P6, P7 and P8) were interviewed through Microsoft Teams. From the eight (8) participants, only 4 (four) served in administrative capacities as officers in Marketing and Retail; Human Resources; Public Administration; and the Graduate Studies Office. Furthermore, the 4 (four) academic staff members were: a senior lecturer in Finance; a lecturer in Applied Management; senior lecturer in Human Resources; and a lecturer in Business Management.

Further demographic profiles of the participants revealed that only 2 (two) males and 6 (six) males who participated in the interviews. The skewed gender representation is more a factor of availability and willingness of the participants, rather than reflective of the selected university's employment policies. Similarly, that a majority of 7 (seven) of the participants were Christian and 1 (one) was Hindu, does not in any way reflect on either the university's employment policies; nor is it a factor of the researcher's preference. In serious observance of ethical requirements, the researcher treated all the participants equally, irrespective of race, class, gender, religion and other demographic or socio-economic considerations. The inclusion of these factors in the demographics table is largely for information purposes, rather than for reasons directly associated with their experiences and perceptions of university student protest action.

Furthermore, there were 5 (five) Blacks, 2 (two) Whites and 1 (one) Indian amongst the eight sampled participants. There were also 6 (six) married participants, 1 (one) single/ unmarried, and 1 (one) divorced participants. For the researcher, the gender, marital status and educational backgrounds were important demographic variables, considering the varying coping strategies, upward mobility opportunities within the university as employer, income-based streams and responsibilities (Ormston, Spencer, Barnard & Snape, 2014; Amadi & Precious, 2015; Aucoin & Cilliers, 2016; Baltaru, 2018; Breetzke, & Hedding, 2018).

Table 5.1: Demographic profiles emphasising position, time, date, interview type

Participant Label	Time of Interview	Date of Interview	Method of Interview	Position/ Designation	Gender	Education	Age in Years	Marital Status	Years of Service	Race	Home Language	Religious Affiliation
Participant One (P1)	10:37	13/10/2020	Microsoft Teams	Senior lecturer, Finance	Female	Master's	49	Married	19	Black	Tswana	Christian
Participant Two (P2)	14:21	15/10/2020	Telephonic	Admin officer, Marketing and Retail	Female	Bachelor's	43	Single/ Unmarried	8	Black	Venda	Christian
Participant Three (P3)	15:30	15/10/2020	Microsoft Teams	Lecturer, Applied Management	Male	Master's	45	Married	17	White	Afrikaans	Christian
Participant Four (P4)	12:04	16/10/2020	Telephonic	Admin officer, Human Resources	Female	Bachelor's	39	Married	11	Indian	English	Hindu
Participant Five (P5)	09:14	20/10/2020	Microsoft Teams	Senior Lecturer, Human Resources	Female	Master's	47	Married	24	White	Afrikaans	Christian
Participant Six (P6)	10:00	21/10/2020	Microsoft Teams	Admin officer, Public Administration	Female	Master's	40	Married	7	Black	Tswana	Christian
Participant Seven (P7)	11:21	24/10/2020	Microsoft Teams	Lecturer, Business Management	Male	Master's	34	Married	7	Black	Xitsonga	Christian
Participant Eight (P8)	11:21	09/11/2020	Microsoft Teams	Admin officer, Graduate Studies Office	Female	Master's	46	Divorced	11	Black	Tswana	Christian

5.3.1 Theme 1: Conceptualisation/ Understanding of University Student Protest

Table 5.3 below shows the main theme accruing from the narrated responses of the participants, as well as the associated group category codes in relation to the participants' conceptualisation or understanding of the notion of university student protest actions.

The answers to the following questions during semi-structured interviews gave rise to the theme pertaining to students' perception of protests:

- In your experience, what is the definition of student protests?
- What are the reasons associated with student protests?
- Please give me some examples of student protests that took place in a higher education institution.

This theme unfolded in the following sub-themes:

- Sub-theme 1.1: Definition of student protests
- Sub-theme: 1.2 The reasons associated with student protests; and
- Sub-theme: 1.3 Examples of student protests that took place in a higher education institution.

Table 5.3: Conceptualisation/ understanding of university student protest

Research Objective 1: To describe how employees experience student protests. Research question 1: What are the perceptions of the academic/administrative staff on student protests?	
Verbatim Evidence	Group Category Codes
P1: Student protests is when the students are protesting about something they are not satisfied with or something not they are not agreeing with management. P2: In my view, student protest is a form of student activism or protest that may include sit-ins, strikes, to express dissatisfaction about something. P3: Its whereby students dissatisfied about specific matters. P4: It is when the students are not happy with the university for example, they are not happy about the service. P5: It is a form of collective action that takes place in a higher education institution whereby students dissatisfied about specific matters. P6: It is whereby the students come together to the university campuses raised number of issues, that will lead to dissatisfaction.	Student dissatisfaction.
P3: Is when. the students blocking any way to their institution of higher learning where they are registered at. P7: Is any form of student activism that involves protests at the university campuses by the students include blocking entrances of the university.	Blocking entrances
P4: Student protests is a way of student maybe raising complains. P6: It is whereby the students at the university campuses raised number of complains like student funding and education services.	Raising complains. Appeal to be heard
P3: Is when the students boycott classes in the university. P7: Is any form of student activism that involves protests at the university campuses by the students includes boycotting of classes	Boycott classes
P2: It is a student politics or demonstration by the student in the universities. P7: It can be an element of political reasons, most of the student's bodies are from political parties and formed by political leaders. P8: Is something involving the politics of the students for example of Unisa student now and then they are protesting about NSFAS funds.	Students' politics

5.3.1.1 Discussion Concerning Conceptualisation of Student Protest

The main question in Table 5.1 above sought to determine the participants' understanding or conceptualisation of student protests within their higher education institutional organisation. In this regard, the following sub-thematic categories (codes) were generated, which are emblematic of the specific focus or aspect of the research problem being addressed (i.e., understanding of student protest)/. The participants described student protest as follows:

- Students' dissatisfaction (six participants)
- Blocking of university entrances (two participants)
- Raising complaints and appeal to be heard (two participants)
- Boycott of classes (two participants); and
- Expression of student politics (three participants)

The above findings support the views of the following authors:

Student dissatisfaction

- Le Grange (2016), (Section 1.2) maintains that the main concerns or grievances of the students were linked to their contestation that the National Student Financial Aid Scheme (NSFAS) should pay for their previous outstanding fees.
- Makama and Kubjana (2021), (Section 1.2) and Boren (2019) concur that students' commitment to pursue their academic obligations to the university and themselves due to some dissatisfaction or grievance arising from factors or circumstances they rightfully or wrongfully construe to be inimical to the fulfilment of the academic obligation or commitment.
- Greef *et al* (2021), (Section 1.12) highlighted that complaints and the refusal of staff members to enter their workstations were a response of students' dissatisfactions on accommodation, housing and inadequate registration fees.
- Gukelberger and Meyer (2021) posit that student dissatisfaction developed a feeling of collectiveness amongst the students, who continued to view protests as their solution with the resultant boycott of classes.
- Greef *et a.l* (2021), (Section 1.4) highlighted that students' refusal of staff members to their workstations was caused by dissatisfaction such as accommodation, housing and inadequate registration fees.

Expression of student politics

Ntuli (2020) (section 2.6.2) mention that South African universities have historically experienced various forms of student protests for various reasons at different times in the country's socio-political and economic development.

Jansen (2017), (Section 1.2) opines that the 1976 Soweto student protests against Afrikaans-medium education, later gained momentum as an avenue to express political and socio-economic frustrations of the oppressed majority of the country's population. Duncan (2021), (Section 2.3.1) avers that the protest actions influenced politics in South Africa, including the African National Congress (ANC) and its coalition affiliates, the Congress of South African Trade Unions (COSATU) and the South African Communist Party (SACP). Further to the conceptualisation of university student protest actions, one need to understand the reasons associated to such protests.

5.3.1.2 Sub-theme 1: Reasons associated with university student protest actions

Following the eight participants' understanding of student protest, it was inevitable that the reasons or rationale for such understanding should be sought or established. Accordingly, Table 5.4 below displays the relevant probing question asked in this regard, as well as the participants' corresponding responses.

Table 5.4: Reasons associated with university student protest actions

Probing Question: In your experience, what are the reasons that cause student protests in a higher education institution?	
Verbatim Evidence	Group Category Codes
<p>P1: For example, students struggling to register online or being expelled from the university.</p> <p>P3: Students were battling to register, some of their applications were not finalised. Others did not get study material on time, and they were sending the emails only to find that no one replies to their emails.</p> <p>P4: Look now on covid-19, students were complaining about incomplete registration</p> <p>P5: It is often related students' unsatisfied about delayed registration</p> <p>P6: It disrupt and delay the registration period.</p>	Readmission of expelled students
<p>P1: Students seeking extension of the academic year plan.</p> <p>P5: Timelines is even problem that affects semester that are the most problem resort from that.</p>	Extension of academic year plan
<p>P4: It is when the students are not happy with the university for example, like they do not get enough feedback on time from the lectures.</p> <p>P8: The students want to be heard by the university. That is the way of addressing their concerns.</p>	Inadequate communication by university authorities
<p>P5: It is often related students been unsatisfied with fee related matters, sometimes student funding.</p> <p>P6: Other students are saying they cannot access to education based on their parents' financial status.</p> <p>P7: Students complaining about NSFAS funding, they want to be subsidized with laptops, and prescribed books.</p> <p>P8: In our institution student are protesting now and they are protesting about NSFAS funds.</p>	Student funding
<p>P3: Other students complain about not receiving study material on time, and they were sending the emails only to find that no one replies to their emails.</p> <p>P4: Students was protesting because service has not been delivered as promised, not everyone received laptops during Covid-19.</p>	Poor services delivery

Probing Question: In your experience, what are the reasons that cause student protests in a higher education institution?	
<p>P5: The institution will be aware of the service delivery.</p> <p>P6: Students were not happy about education services that the universities are providing, when they send queries, they not speedily resolved.</p> <p>P7: I think most of the students are protesting because of poor service delivery like lack of space, poor quality accommodation.</p> <p>P8: Students complain that they receive study material late and examination timetables.</p>	

5.3.1.3 Discussion Concerning Reasons for Student Protest Action

In terms of Table 5.4 above, the following sub-thematic categories (codes) were generated, which represent the probing question’s specific focus/ aspect in respect of the participants’ understanding of the reasons for university student protest actions. Thus, the participants described student protest as follows:

- Readmission of expelled students (five participants)
- Extension of academic year plan (two participants)
- Inadequate communication by university authorities (two participants)
- Student funding (four participants); and
- Poor services delivery (six participants)

From the above sub-thematic codes, it is unambiguously clear that student funding is the most perennially dominant and common denominator in student protests. This is followed by poor service delivery (e.g., delivery of study materials), and pledging of solidarity with expelled students.

5.3.1.4 Sub-theme 2: Examples of Recent University Student Protest Actions

Following the participants’ explication of their understanding of student protests and associated reasons for their occurrence, it was then logical to establish examples of contemporary university student protests. The rationale being to determine whether or not understanding of this phenomenon was only occasional or continuous. Table 5.5 below captures the relevant probing question asked in this regard, as well as the participants’ corresponding responses.

Table 5.5: Examples of recent university student protest actions

Probing Question: In your experience, what are the recent student protests that have occurred in a higher education institution in South Africa?	
Verbatim Evidence	Group Category Codes
<p>P2: In 2015, there was a FeesMustFall protests, this was the most famous one. Student demanding universities, I think mostly to drop the fees and disrupted day today activities.</p> <p>P4: Few years back there was FeesMustFall student protests whereby the students wanted free education.</p> <p>P5: There has been FeesMustFall, with lots of unhappiness regarding allocation of funding delays in processes.</p> <p>P6: I think the recent one was FeesMustFall in our institution [Unisa], students wanted free laptops and subsidy to purchase prescribed books.</p> <p>P7: The one that I still remember is FMF, the students wanted fees to fall, and they wanted the government to pay for their studies.</p>	#FeesMustFall
<p>P3: I can recall the past three weeks in my institution there was a student protest at the registration building, whereby students were complaining that they were not assisted with the registration due to Covid-19.</p> <p>P5: There was RhodesMustFall nearly about five years ago if I remembered correctly. There were many for example UCT and UP and with us it took several formats.</p> <p>P8: I think three weeks ago there was a student protest at Tshwane University of Technology (TUT).</p>	Student protests action at other universities

5.3.1.5 Discussion on Examples of Student Protest Action

In terms of Table 5.5, the following sub-thematic categories (codes) were generated, which represent the specific focus or aspect of the probing question in respect of the participants of recent university student protest actions:

- FeesMustFall (five Participants); and
- Student protest action at other universities/ Solidarity (three Participants)

Recognisably, most of the participants have cited the renowned Wits inspired #FeesMustFall student campaign, followed by specific or known university protest at the Tshwane University of Technology (TUT), Rhodes University (RU) and the University of Cape Town (UCT).

The findings presented in Table 5.5 confirm that participants were mostly familiar with the phenomenon of student protests and know the reasons for the protests. Six participant defined student protests as student dissatisfaction. Two participants highlighted that student protest is when. the students blocking any way to their institution of higher learning where they are registered at. Furthermore, two participants indicated that it is whereby the students at the university campuses raised number of complains like student funding: Two participants mentioned that student protest is a form of collective action or come together in a higher education institution. Two participants refer student protests as boycott of classes. Three

participants said it is a demonstration by the student in the universities caused by student politics.

The results also support the views regarding the participants' awareness of recent student protests that took place in higher education institutions in South Africa, as well as the main reasons associated with university student protest actions. In 2014, most higher education institutions in South Africa experienced significant levels of student unrest. The main concerns or grievances of the students were linked to funding. The students contented that the National Student Financial Aid Scheme (NSFAS) should pay for their previous outstanding balances (historical debts), which would enable the students to register for the new academic year.

5.3.1.6 Conceptual Framework Regarding Participants' Perceptions of Student Protest

The conceptual framework emerged from the five themes depicted in Table 5.1. These themes emerged from the participants' experiences on how they perceived or viewed student protests. The themes are aligned with the theoretical information that I shared in Chapters 2 and 3.

Higher education management needs to listen to students' grievances emanating from unresolved previous complaints. Every time when students protest, they form collective mobilisation as their way of addressing their grievances. For example, they normally boycott classes and block entrances. Moreover, they express their grievances for various reasons at different times to express their political frustrations, particularly those from disadvantaged backgrounds who cannot easily access higher education. Service delivery is the main concern that creates unhappiness amongst the students. For example, when students register their queries, they are not speedily resolved and that causes some disturbances in their studies.

5.3.2 Theme 2: Experiences Regarding the Impact of Student Protest on the Higher Education Institution

This theme relates to the impact of student protests on the higher education institution. The answers to the following questions during semi-structured interviews gave rise to the theme pertaining to the impact of student protests on the higher education institution as an organisation

- In your experience, what are the positive impacts of student protests on the organisation/higher education institutions?
- Are there more examples of advantages of student protests on the organisation/higher education institution?

- In your experience, what are the negative impacts of student protests on the organisation?
- Are there more examples of disadvantages of student protests on the organisation/higher education institution?
- Do you think productivity of the organisation of the organisation/ higher education institution can be affected by the protests?

This theme unfolded in the following subthemes:

- Sub-theme 2.1: positive impact of student protests on the organisation; and
- Sub-theme 2.2: negative impact of student protests on the organisation/higher education institution

Table 5.6. below display the main thematic codes accruing from the narrated responses of the participants, as well as the associated group category codes in relation to the participants' views, perspectives and perceptions relating to the possible positive factors, impacts or advantages of university student protest actions on the broader university community (staff, students and university functioning).

Table 5.6: Positive impacts on the higher education institution

Research Objective 2: To describe and analyse experiences that higher education institution employees face during student protests.	
Research question 2: In your experience, what are the positive/negative impacts of student protests on the organisation/higher education institution?	
Verbatim Evidence	Group Category Codes
<p>P1: The student protests improve negotiation skills between the students and the management of the university.</p> <p>P4: It can improve the negotiation skills; it also highlights the complains that students are experiencing with the institution.</p>	Improve negotiation skills
<p>P2: It can have positive impact if for example, the protest address fees related to previously disadvantaged groups.</p> <p>P6: It can be a good thing if there is funding for free education.</p> <p>P7: The higher tertiary institutions must be responsive to the students' needs.</p> <p>P8: If the students are protesting, they create awareness and that is the language that they can be heard in South Africa is a positive thing.</p>	Addresses student needs/ funding
<p>P2: It's a positive thing if the student protests about racial inequality</p> <p>P3: Depending on what they protest for, it can have positive impact if for example the protest was about racial inequality.</p>	Addresses racism, inequality
<p>P4: It makes the university to be aware of the issues bothering the students. It highlights the complains that students are experiencing with the institution. University can improve.</p> <p>P5: I think it can help to put changes in motion and make educational institutions aware of the service delivery.</p> <p>P7: On the side of the organisation, I will say is about creating awareness of the challenges that students are facing on daily basis.</p> <p>P8: If the student is protesting, they create awareness and that is the language that they can be heard.</p>	Awareness creation of student issues
<p>P1: I wish and encourage that it could be a mediation whereby management and the students can sit together to reach mutual agreement.</p>	Cooperation between

Research Objective 2: To describe and analyse experiences that higher education institution employees face during student protests.	
Research question 2: In your experience, what are the positive/negative impacts of student protests on the organisation/higher education institution?	
P5: At least, if the student raised their voices the advantage is that the university will listen to them. Like I just mention now. The student calling no feedback. I mean we are here to work. It highlights the complains that students are experiencing with the institution.	students and management

Participants mentioned other examples pertaining to the advantages of student protests on the higher education institution as shown in Table 5.7 below.

Table 5.7 Examples of advantages of student protests on the organisation/higher education institution

Probing question: Are there more examples of advantages of student protests on the organisation/higher education institution?	
Verbatim evidence	Group category
P2: It can have an advantage if the protests were about to address fee related to previously disadvantaged groups.	Address fee related
P4: If the student raises their voices the advantages is that the university will listen to them.	Negative make it better way.

5.3.2.1 Discussion Concerning Positive Impact on the University

The following sub-thematic categories (codes) were extrapolated from Table 5.4 above, in respect of the participants' views on any positive impacts of student protests:

- Improve negotiation skills (two participants)
- Addresses student needs/ funding (four participants)
- Addresses racism, inequality (two participants)
- Awareness creation of student issues (four participants); and
- Cooperation between students and management (two participants)

Other advantages of student protests on the organisation/higher education institutions are:

- Addresses fee related issues and concerns (one participant); and
- Negative ways make it better look like better ways (one participant)

The findings support the views of the following authors:

Improve negotiation skills

- Burgos and Swander (2020), (Section 2.6.2) attest that student protests improve negotiation skills.
- The student protests provided an opportunity for student leaders to 'hone' their negotiation skills by also learning from experienced and professional university negotiating teams (Langa et al., 2017) (section 3.3.2).

Address students' funding needs.

- Sempija and Letlhogile (2021) (Section 2.4.3.2) highlighted that the government invested in a large-scale loan system to assist students from underprivileged families, which satisfied urgent demands for funding.
- Langa et al. (2017), Nathal and Smith (2017) and Moloji et al. (2017), (Section 2.6.2) mention that universities adjusted their funding regimes to ensure that student fees are paid in addition to NSFAS funding by the government; and
- To redress this situation, a transformation policy was then established with regards to underprivileged communities, aimed at addressing the apartheid induced educational inequalities reflected in South Africa's new higher education funding framework (Morwe et al., 2018; Salmi & Addio, 2021) (section 2.4.3.2).

Addresses racism, inequality

- Becker (2019), Bergin (2019) and Muswede (2017), (Section 2.5.2.5) mentioned that concerns with institutional racism predated FMF movement and have been raised from the early days of student activism of the 1960s.
- Lee (2021) (section 2.4.1) argue that student protests spread across North America and Europe in the 1960s, where students protested in support of national, racial, ethnic and religious liberation. The 1970s also represented a decade of student protests for society and significantly impacted on the structure of university governance; and
- Pinthouse-Morgan and Pillay (2021), (Section 1.2) intimate that during the apartheid era of homeland universities, many blacks-only universities participated in numerous well-known protests. The racial character was unmistakable, considering that the apartheid government categorically declared all universities as part of its ideological programme.
- Becker (2019) (section 2.5.2) report that the FMF issues were not new, but recurrent and in greater moment, such as the removal of all learning barriers (e.g., the burning issue of student funding), end to racist practices, and equal education through decolonisation of learning content.

Awareness creation of student issues

- Burgos and Swander (2020), (Section 2.6.2) argue that student protests are also credited with bringing awareness of students' plight.

Cooperation between students and management

- Mahomed (2020), (Section 2.6.1) mention that cooperation between students and management shows the promotion of democratic involvement within the universities.

- Brown (2017) (section 3.3.2) shows that regular and amicable engagements between the student leaders and university management contributed to the harmonisation and improvement of communication and de-escalation of adversarial relations among all the parties involved (Brown, 2017).

The findings presented in Table 5.7 confirm that the participant perception of the positive impacts or the advantage of students are different for example two participants mention that student protests improve negotiation skills. While four participants highlighted that student, protests address student’s needs. Other two participant shows that student protests address racism or inequality. Four participants said it creates awareness creation of student’s issues. Furthermore, two participants mentioned that student protests show cooperation between students and management.

5.3.2.2 Negative Impacts of Student Protests on the University

Table 5.8 below reflects the main thematic codes accruing from the narrated responses of the participants in respect of the negative impacts or disadvantages of university student protest action.

Table: 5.8: Negative impacts of student protests on the university

Main question: In your experience, what are the perceived negative impact of student protests in the organisations/ higher education institutions	
Verbatim Evidence	Category codes
<p>P1: It can damage the credibility or the reputation of the university. The upcoming students will not be aligned or to be part of the university.</p> <p>P3: It might not reflect well to the upcoming students who wants to be part of the university. It seems as if is uncaring institution.</p> <p>P4: If the staff is not working due to protests the university will have a negative impact especially for prospective students</p>	Damage reputation of the university
<p>P1: In terms of disadvantages, I think the disruptions caused a lengthy delay in educational institutions because of protests.</p> <p>P2: Obviously, if there is protest, that means no teaching and learning will take place the calendar will be disrupted.</p> <p>P4: Assignment get postponed, the work that supposed to be done on six months can be done on two months.</p> <p>P5: Is not a positive thing the strike actions shorten the tuition periods</p> <p>P6: I mean when the students protest, they are more strategic, they either gun for the registration period of exam knowing that academic calendar and the university planning will be affected.</p> <p>P7: They will stabilise the academic planning, at the beginning of the year we plan ahead, because of the student protests our daily work left behind.</p>	Academic disruption
<p>P1: The protest might be violent to such an extent that the students burn tyres.</p> <p>P4: The problem is when there is violence whereby there are killings during the protests.</p> <p>P6: You cannot continue with business as usual; the challenge is when they start burning tyres, damage vehicles and they might even vandalism of the property of the institution.</p> <p>P7: The students will be burning tyres, and there will be destruction of property and the cars.</p> <p>P8: When the student started protesting, they might end up damaging the properties for example in Soshanguve students were burning tyres and burned the buildings.</p>	Damage to university property due to violence

The table below (5.9) illustrates the disadvantages of student protests on the university.

Table 5.9: Disadvantages of student protests on the organisation/higher education institution

Probing question: Are there more examples of disadvantages that student protests will have on the higher education institution?	Group category
P3: The students will start to complain about unavailability of lectures on myunisa and emails.	Unavailability of lectures
P2: Students will fail to perform well on their studies P3: There will be a negative performance on the students P4: Ultimately, we are going to see half-baked students, they will fail to achieve their goals.	Poor academic performance
P6: Some student will drop out because of high workload. For example, foreigners will go back to their countries.	High dropout rate

5.3.2.3 Discussion Concerning Negative Impact of Protests on the University

Extrapolated from the participant statements in Table 5.5, are the following thematic group codes which are emblematic of the participants' understanding and awareness of the negative impacts of university student protest actions on higher education institutions.

- Damage to reputation of the university (three participants)
- Disruption of academic programmes (six participants); and
- Damage of university property due to violence (five participants)

Other disadvantages student protests will have on the organisation/ higher education institution

- Unavailability of lectures (one participant)
- Poor academic performance (three participants); and
- High dropout rate (one participant)

The findings support the views of the following authors:

Damage to reputation of the university

- Iwu *et al.*, (2022) (Section 2.5.2.1.1) argued that frequent student protests damage the reputation of higher education institutions and the image of the country.
- Flouris and Yilmaz, (2010), Hodes (2016) and Springer *et al.* (2016) (section 3.3.1) allude to the significance of the image and reputation of an organisation, especially in attracting brand or product loyalty.
- **Disruption of academic programmes**
- Konik and Konik (2017) and Masehela (2018), (Section 2.6.4) mention that the FMF has caused disruption of academic activities and significant financial instability.

- Dlamini et al. (2018) (Section 2.6.4) highlighted that FMF protests could affect the students' own university application and admissions for the 2016 academic year
- Gordon and Whitchurch (2007), (Section 2.6.4) argued that academic disruption affects all the university employees, as well as the overall organisational functioning of the university itself.
- Tirivangasi *et al.* (2021), Rogerson (2020), (Section 1.6) concur that the postponement of examination dates causes an extra burden on employees as they also had to change both their personal and work plans to accommodate the marking of student examination papers; and
- In Nigeria, university students disrupted lessons and semester examinations in 38 universities. This development had a negative influence on the Nigerian educational systems (Omolola & Jacob, 2021), (Section 2.4.1).

Damage of university property due to violence

- Cloete (2016), Mavunga (2019) Naicker (2016) and Jogee and Callaghan (2018) (Section 2.6.4) argued that destruction of property and cars was regarded as an act of violence.
- Ngobeni (2016), (Section 1.5) view that the 2015/201 FMF protests resulted in damage to property estimated at more than R150 million and forced some universities to close.
- Nanima (2019), (Section 1.5) highlighted that during the protest action, higher education institutions also experienced challenges such as unclean buildings, damage of property and lost revenue due to low enrolment.

From the participants perspective of the study and its findings participants three participant highlighted that protest damage the reputation of the higher education institution. The prospective or upcoming students will not want to be part of that higher education institution. Furthermore, six participants mention that s protest caused lengthy delay in a higher education institution. The students are more strategic they gun for registration or exam period knowing that academic calendar will be disrupted. Lastly, five participants mention that student protest damage university property due to violence. The participants shows that they cannot continue with business as usual the challenge is when the protest become violent; for example, burning of tyres and destruction of property.

5.3.2.4 Conceptual Framework Regarding the Impact of Student Protests on the Organisation /Higher Education Institution

The following conceptual framework emerged from the four themes described in Section 5.3. These five themes emerged from the eight participants' experiences. Semi-structured interviews were conducted on the impact of student protests on the organisation or higher education institution. Positive impacts on the organisation/higher education institution are well explained in different ways.

Student protests can improve negotiation skills between management and the students. However, their actions can have a positive impact if the university management listen and address the fee related matter as the main concern in many higher education institutions. Thus, HEIs need to be responsive to the students and provide an opportunity for free education. Student protests were viewed as positive insofar as addressing racial inequality. Importantly, student protests could present an opportunity for mediation between students and management. Endless protests highlight continuous complaints that the students are experiencing.

5.3.3 Theme 3: Positive Impact of Student Protests on Academic/Administrative Staff

The answers to the following questions during the semi-structured interviews gave rise to the theme of the positive impact of student protests on academic/administrative staff

- In your experience, what are the positive impacts of student protests will have on the academic/administrative staff?
- Are there more examples of advantages of student protests on academic/administrative staff?
- In your experience, what are the negative impacts of student protests on the academic/ administrative staff?
- Are there more examples of disadvantages of student protests on academic/administrative staff?
- Do you think productivity of academic/administrative staff can be affected by the protests?

This theme unfolded the following sub-themes:

- Sub-theme 3.1: positive impact of student protests on academic/administrative staff?
- Sub-theme 3.2: negative impact of student protests on academic/administrative staff?

Table 5.10 depicts the various participant responses in respect of the positive impact of student protest action on university academic and administrative staff or personnel.

Table 5.10: Positive impact on the academic/administrative staff

Research Objective 3: To explore how employees' experiences can be accommodated and managed to the benefit of both the university and the employees.	
Research question 3: In your experience, what are the positive/negative impacts of student protests on the academic/administrative staff in the organisation/higher education institution?	
Verbatim evidence	Category codes
P1: Employees will be happy because they will be working from home and not preferring to work at the campus because some protests might be violent to such an extent that cars of employees can be burned P8: It will be a good opportunity as employees to work from home and rest	Working from home
P2: Eeeeeer..., the employees might respond or performing better to student need and try to avoid the protests P6: Employees will be responsive or meet the students' needs. I guess is a positive thing if we can meet their needs. P7: Staff members will be responsive to the students' needs	Better respond to students needs
P4: I think the best way for the employees is to go back to work and support the students P5: I remember during FeesMustFall protests academics from other institutions were supporting the students. P6: Student voices is more important. The minute they start to protest. As staff members, we serve the students. That's also shrink the Corfus of the university. If we are providing student support is a good thing. The plans of the university must shift.	Staff members Support students

5.3.3. Advantages of Student Protests on the Academic/ Administrative Staff

Table 5.11 below depicts the advantages of student protests on the academic/ administrative staff.

Table 5.11: Advantages of student protests on the academic/ administrative staff

Probing question: Are the more examples of advantages that the student protests will have on the academic/administrative staff in the organisation/higher education institution?	
Verbatim evidence	Group category
P1: At some point employees are happy that they are not going to work, and they will have more time to spend with their families.	More time with family
P7: During the FeesMustFall some universities insourced staff members such as cleaners and security.	Insourcing of staff members

5.3.3.1 Discussion Concerning Positive Impact on University Staff/ Employees

Extrapolated from the participant statements in Table 5.6 above, are the following thematic group codes, which are emblematic of the participants' understanding the positive impacts of student protest on the academics and administrative staff on the organisation/ higher education institution.

- Working from home (two participants)
- Better response to student needs (three participants); and

- Staff members' support to students (three participants)

Other examples of advantages that student protests will have on the academic/administrative staff include:

- Spending more time with family (one participant); and
- Outsourcing of staff members (one participant).

The findings support the views of the following authors:

Working from home

- Duncan (2016) and Luescher et al (2021), (Section 2.6.3) attest that the violence and brutal attacks of the student protests resulted in many students and staff being afraid to return to their respective campuses, and rather opted to study and work from home to avoid further victimization and emotional stress.
- Staff members enjoyed working from home by presenting relevant material online as well as online presentation (Mavunga, 2019) (section 3.3.2).
- According to Barkhuizen, Rothmann and Van der Vijver (2014) and Jasson (2020) (section 2.2.2), working from home increased (rather than decreased) employees' workload, and had a negative impact on their family lives as well.
- From a researcher's perspective, when working from home, not all university staff have the technological equipment or 'tools of the trade' to enable their successful performance of their duties from home, where they are also besieged with daily family issues or commitments (section 3.3.2).

Better response to student needs

- Czerniewics et al. (2019), (Section 3.3.2) contend that staff members provided students with the necessary help and resources to complete the curriculum before they could write exams.

Staff members' support to students

- Czerniewics et al. (2019), (Section 3.3.2) highlighted that during the FMF, a majority of staff members were in support of the protests because of the student's exclusion in the universities.
- During the student protests, the main staff voice of the reason was to convince the universities to listen to the students (Mavunga, 2019) (section 3.3.2).

5.3.4 Theme 4: Impact of Student Protests on the Emotional Wellness of the Academic/ Administrative Staff

Table 5.12 below is indicative of the various participant responses in respect of the emotional impact of student protest action on university academic and administrative staff or personnel.

Table 5.12: Emotional impact of student protest on academic/administrative staff

Main Question: In your experience, what are the negative impacts of student protests on the academic/administrative staff's emotional wellbeing in the organisation/higher education institution?	
Verbatim evidence	Category codes
<p>P2: It could invoke anxiety and frustration from the side of employees, and they will be less motivated to perform their job during those protests.</p> <p>P3: Student protests is very irritating and kind of disturbing mentally.</p> <p>P4: It's frustrating, I think it also put lives of the employees in danger, the other problem is when the strike is violent whereby there are killings during the protests.</p> <p>P5: Physical intimidation is problematic; it creates fear and frustration among the staff. I have experienced that personally.</p> <p>P6: It is a very stressful situation already because as I have mentioned. You are worried that when will these protests end or be over so that I can resume with my responsibilities</p> <p>P7: Some employees become traumatised by the protests, because sometimes the students burn the buildings and there will be burning of tyres, throwing stones at the staff cars, sometimes you will find that you are insider the building and they burn the building. Employees are likely to lose their valuables if the protests became violent.</p>	Irritating and frustrating employees
<p>P2: Employees may be denied access to their offices or workstation.</p> <p>P4: Like my experience, there was a student protests whereby, students block entrances, and you cannot access workstation.</p> <p>P8: There will be no entry to the workstation. If you don't have access to work from home is a challenge our work will left behind. It means the entire university is affected.</p>	No access to workstation
<p>P3: Employees can fail to meet deadlines as far as work is concerned.</p> <p>P4: As staff our work left behind, they disrupt our day-to-day plans.</p> <p>P6: I will fall back with my responsibilities in terms of my planning. If you plan to facilitate your module from a specific time it is a challenge. It is a spill over effect. Especially if you told yourself that you want to see a specific pass rate.</p>	Failed to meet deadlines
<p>P6: The workload increases, our responsibilities get hold because of protests.</p> <p>P7 After the protest's employees are forced to work long hours to recover the lost time. The employees will be negatively affected because of load of work</p>	Workload put pressure on employees

Table 5.13 below is an illustration of additional disadvantages of student protests on academic/ administrative staff

Table 5.13: Additional disadvantages of student protests on academic/ administrative staff

Probing question: Are there more disadvantages of student protest on academic/administrative staff	
<p>P1: I remember during the student protests of 2015, staff members were instructed to evacuate the buildings</p> <p>P3: During FeesMustFall, the staff were instructed to evacuate the buildings, and they were torched.</p>	Staff members are torched
<p>P2: Most certainly, because employees will be missing a lot of days for not going to work, production will be lost. Effect and impact became negative to the employees.</p> <p>P3: Ultimately no benefit, the main one has to do with more time loss.</p> <p>P6: Our responsibilities will get hold because of time lost during the protests. Everything just gets delayed</p> <p>P7: After the protest's employees are forced to work long hours to recover the lost time.</p>	Number of days lost

5.3.4.1 Discussion on Emotional Impact of Student Protests on University Staff

Based on Table 5.13 above thematic categories emerged in respect of participants' perspective on the negative/disadvantage of student protests on academic/administrative staff in the organisation/higher education institution.

- Irritating and frustrating to employees (six participants)
- No access to the workstation (three participants)
- Failed to meet deadlines (three participants); and
- Workload put pressure on employees (two participants)

Other disadvantages of student protests on academic/ administrative staff

- Staff members are torched (two participants)
- Number of days lost (four participants)

The findings support the views of the following authors:

Irritation and frustration to employees

- Aurini et al. (2021), (Section 1.4) maintain that this university and its employees/ workforce does also experience the disruptive force and effect of student protests as other higher learning institutions, especially during the #FeesMustFall protests of 2015/2016.
- Costandius et al. (2018), (Section 3.3.1) opine that during university student protests, the overall wellbeing of staff, workers, or employees is generally threatened, especially in cases of violent protest.

- Brown (2017), (Section 1.5) highlights that it was not uncommon for university employees to be physically intimidated and told by protesting students to evacuate the university premises and not report for work during the protest, which prevented access by the staff to their workstations.
- Sempijja and Letlhogile (2021), Jogee and Callaghan (2018) and Mavunga (2019), (Section 2.6.3) are of the view that the absence of university staff from their workstations as a result of student protests was inimical to the overall systematic performance of the university and contributed to low staff morale.

Failed to meet deadlines

- Assan (2020), Ngwenya, (2020), (Section 1.6) submit that most university-based academic work is deadline-driven. As a result, unexpected disruptions can have long term, negative effects that put pressure on workers.

Workload pressure on employees

- Assan (2021), Ngwenya (2020), (Section 1.6) submit that university-based academic work is deadline-driven. As a result, unexpected disruptions can have long term, negative effects that put pressure on workers; and
- Assan (2021), Ngwenya (2020), (Section 1.6) argue that postponement of examination dates causes an extra burden on employees as they also had to change both their personal and work plans to accommodate the marking of student examination papers.

5.3.5 Theme 5: Possible Solutions and Coping Mechanisms of Academic and Administrative Staff

The answers to the following questions during semi-structured interviews gave rise to the theme of possible solutions that can help academic/ administrative staff cope during student protests in the organisation/ higher education institution:

- In your experience, what are the possible solutions that can help academic/ administrative staff cope during student protests in the organisation/higher education institution?
- Are there other strategies that can help academic/ administrative staff cope during student protests in the organisation/higher education institution?

The following sub-themes emerged from theme 4:

- Subtheme 4.1: In your experience, what are the possible solution can help academic/administrative staff cope during student protests in the organisation/ higher education institution?

- Subtheme 4.2: What other strategies can help academic/ administrative staff cope during student protests in the organisation/higher education institution?

The details in Table 5.14 are indicative of the possible solutions and coping strategies that participants proposed to ameliorate the challenges experienced by academic and administrative staff during student protests in higher education institutions.

Table 5.14: Challenges and proposed coping strategies by university staff

Research Objective 4: To explore possible solutions to help employees to cope with student protests.	
Research question 4: In your experience, what are the possible solutions to help employees to cope with student protests?	
Verbatim evidence	Category codes
<p>P3: I think we need to sit down as both frontline employees and management and discuss issues that bother students. Communication must come from management. Rather the employees themselves employees do not have control of their safety and control of the protest if they didn't know in advance that there will be student protest.</p> <p>P 5: Management must keep staff updated on the progress and on the progress and work management or the institution is doing to mitigate the whole process. I think proper communication is a key.</p> <p>P 6: Staff members should receive communication updates from management regarding the protests.</p> <p>P 7: I think the university should provide support in terms of information sharing, The university must inform the staff members about the protests in advance.</p> <p>P 8: I think communication is the key. We end up all involved in the student protests. The production of the university ends up affected. If there is no communication.</p>	Proper Communication between management and staff members
<p>P 2: The university must involve the police immediately when the protest started. They should not wait for violence.</p> <p>P 6: The university should increase security</p> <p>P 7: I will say during the strike the university must protect the employees and the property must be protected. The university must add an additional protection service.</p>	Staff safety and protection
<p>P 1: Eeeeeer.....the employees in most cases they always hope and wish that Mm mm...management and the students can have a meeting. I wish and encourage that it could be a mediation whereby management and the students can sit together to reach mutual agreement</p> <p>P 2: The organisation must engage with students in a proper way and provide regular feedback regarding the student protest.</p> <p>P3: It is a management responsibility to solve issues that bothers students</p> <p>P 4: University management must take responsibility to attend issues that bothers the students so that they will be no student complains.</p> <p>P5: Institution should have a look on student challenges and try to resolve it</p>	Collaboration between students and management
<p>P 4: I think free education should be accessible to all</p> <p>P 6: I think the Department of Higher Education must come on board and make fund available</p>	Funds availability and free education

Table 5.15 below depicts other strategies that can help academic/ administrative staff to cope during student protests.

Table 5.15: Other strategies that can help academic/ administrative staff to cope during student protests

Probing question: In your experience, what other strategies that can help academic/administrative staff cope during student protests:	
Verbatim evidence	Categories codes
P5: Ensure that the system is open running because that was the problem in the past when there is not enough ICT and other support.	ICT
P4: The institution should have the suggestion box and then make sure that they attend to You may find that when other issues that not been addressed, they can put them in the suggestion box	Suggestion box
P1: In most cases the Union should meet with SRC so that they can discuss the problems and find where the problem is to reach mutual agreement. P6: The SRC had a meeting with the university that they do not want to hold back wishes that they do not want to be left behind in terms of exams irrespective of corvid-19 or not will write the exams.	Discussion between SRC, Union and university management
P1: If an official department created specifically for student problems. P2: I think an official office can be established by the university, that deals with challenges or complains so that the student can launch their problems, through these office problems not escalated to the protests	Establishment of an official office
P2: For safety, the university should let the staff to go home as soon as possible P7: At least if they can inform the staff members to work from home during the student protests. Those who cannot work from home, they will work on their return.	Permission of working from home

5.3.5.1 Discussion on Proposed Coping Strategies to Challenges Experienced by Academic and Administrative Staff

Based on Table 5.8 above, the following thematic categories (codes) emerge respect of participants' perspectives on ameliorative measures they deemed relevant to the restoration of the culture of learning following systematic disruption caused by the university student's protest actions. The participants concurred with other previously mentioned that strategies that can help academic/ administrative staff cope during student protests

- Proper communication between management and staff members (five participants)
- Enhancing staff safety and protection (Three participants)
- Collaboration between students and management (Five participants); and
- Funding availability and free education (Two participants)

Other strategies that can help academic/administrative staff cope during student protests include:

- ICT (two participants)
- Suggestion box (one participant)
- Discussion between SRC, union and the university management (two participants)

- Establishment of an official office (two participants); and
- Permission of working from home (two participants)

The finding supports the views of the following authors:

Proper communication between management and staff members

- Brown (2017), Lawton-Misra (2020) and Muswede (2017) (section 3.3.2) propose that frequent interaction and proper communication such as emails between the students and university management will improve the situation.
- Nanima (2019) (Section 1.4) reported that the students were unable to communicate with their lectures, did not receive their study materials on time and were unable to submit their assignments on time during the #protests.

Enhancing staff safety and protection

The same is applicable to HEI employees, according to the participants experiences the poor communication from management to staff during student protest make them feel unprotected, unsafe and that they are not productive enough to support their students.

Franco-Santos and Doherty (2017) and Vanderyar and Swart (2019) (Section 2.2.2) emphasise the role of employees' safety and job satisfaction as an expression of their safety, security and institutional support, the absence of which makes them feel unsafe during the student protests. In that regard, staff safety and protection (security) constitute one of the employees' concerns and is also emblematic of the violent aspect of some student protests, which were reciprocated by stern (and sometimes excessive) reaction by private campus security personnel and the South African Police Service/ SAPS (Bohlmann, Van Heerden, Dixon & Rimmer, 2015). shrove the situation. Hence, poor communication and collaboration between students and the management of the institution put the employees of the institution in danger.

Franco-Santos and Doherty (2017) and Vanderyar and Swart (2019) (Section 2.2.2) emphasise the role of employees' safety and job satisfaction as an expression of their safety, security and institutional support, the absence of which makes them feel unsafe during the student protests. In that regard, staff safety and protection (security) constitute one of the employees' concerns and is also emblematic of the violent aspect of some student protests, which were reciprocated by stern (and sometimes excessive) reaction by private campus security personnel and the South African Police Service/ SAPS (Bohlman et al., 2015).

- Franco-Santos and Doherty (2017) and Vanderyar and Swart (2019) (Section 2.2.2) concur that staff safety and protection (security) constitutes one of the employees' concerns and is also emblematic of the violent aspect of some student protests, which were reciprocated by stern (and sometimes excessive) reaction by private campus security personnel and the South African Police Service/ SAPS (Bohlman et al., 2015).
- Venter et al. (2014) (Section 1.4) contend that that the students were unable to communicate with their lectures, did not receive their study materials on time and were unable to submit their assignments on time during the #protests;
- Van Schalkwyk *et al.* (2021), Kenny and Webster (2021), (Section 3.2), concur that organisational risk assessment and management capacity is necessary and relevant for protecting the security of the particular organisation or institution (i.e., university) and its core activities; as well as the safety and well-being of its staff/ employees.
- Duncan (2021), Greef et al, (2021) (section 3.3.2.1) report that disruptive effect and violence of some of the student protest necessitated the increase of on-campus security to safeguard the personal safety of university personnel and their cars. As such, it was advantageous due to the abandonment of the regular 'business as usual' security arrangements.

Collaboration between students and management

- Mathekga (2016) and Petersen et al. (2016), (Section 2.6.1) concur that collaborative and participatory approaches are recommendable avenues for the resolution of conflict-prone issues. This was demonstrated by the students, staff, and management involving themselves in funding matters that basically affect students more.
- Dyakumeni (2018), Ngobeni (2015), and Sharpley (2021) (section 3.3.2) who intimate that one of the positive outcomes of FMF student protests in 2015 was that broader consultation between students and management should be a regular feature of the higher education governance landscape.

Funding availability and free education

- Brown 2017 (2016) (section 2.4.3.2) propound this was demonstrated by the students, staff, and management involving themselves in funding matters that basically affect students more.
- The Department of Higher Education and Training 's involvement (through more NSFAS funding) is a complex matter, and mostly reflects the dichotomy between policy rhetoric and policy implementation (Brown 2017, Lee, 2020 (2.4.3.2)).

5.4 A CONCEPTUAL FRAMEWORK REGARDING THE IMPACT OF STUDENT PROTEST ON HEI EMPLOYEES

The following conceptual framework emerged from the four themes described in section 5.3. These four themes are emerged from the eight participants' experiences on how they perceive student protest impact them at work. Additionally, the themes are aligned with the theoretical information that I shared in Chapters 2 and 3. Figure 5.1 below is an illustration that encapsulates the various roles within a HEI context on the two levels, namely strategic and operational. Student protest can have a positive and/or a negative impact on strategic and operational levels of a HEI.

On a strategic level, HEI management needs to take responsibility and accountability to negotiate agreements with both staff and students in order to enable staff to remain aware of their safety during student protest. Such an agreement needs to have proper communication and collaboration protocol in place to enable employees to fulfil their roles to offer the required student support during student protest to those students that are willing to work. One example of communication and collaboration protocol could be to ensure that there is enough ICT and other support. The university must provide alternative system(s) to enhance the physical security of employees at the campus. Another example of how strategic protocol could enhance the operational functioning within HEIs is to create psychological, emotional and physical (namely safety and security) wellbeing coping strategies at work. Positioned from the participants' experiences one key coping strategy that they experienced positively is to work from home during student protest but then the required ICT technology needs to be provided by the institution.

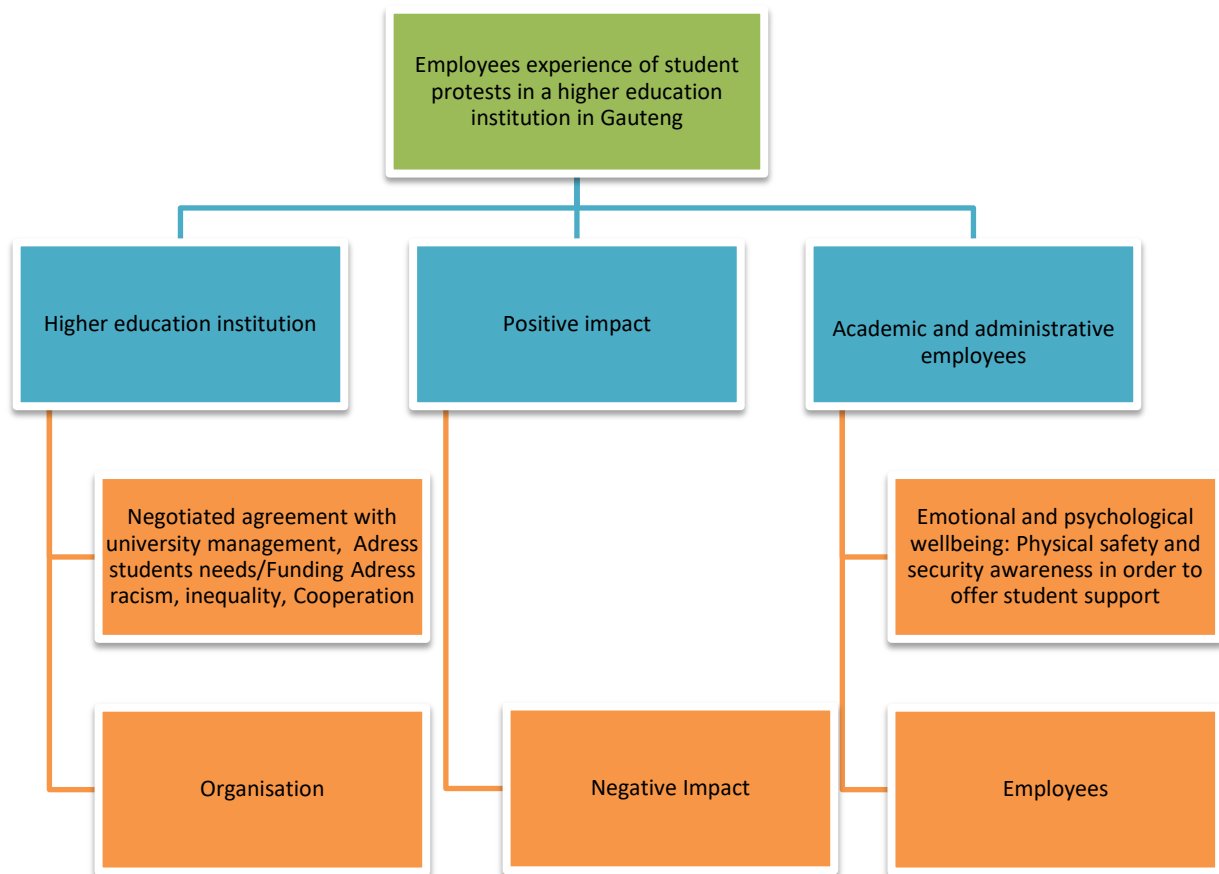


Figure 5.1: A conceptual framework of the impact of student protest on HEI employees

5.5 SUMMARY

In accordance with the fundamental aim of this study, the current chapter presented and described the actual (empirical) findings relating to the explored employee experiences of student protests in a higher education institution in Gauteng Province. Accordingly, the chapter highlighted the impact of student protests on the organisation (university), students and on the employees. The chapter has reflected on both the participants' demographic characteristics and their perceptions, understanding and knowledge concerning their experiences during student protest actions. Since the study was not undertaken for the literature's sake, the views of the participants (the primary data source) were further contextualised (compared and contrasted) and interpreted against prevailing literature-based ideas. On the whole, five main themes emerged from the findings, each of which addressed a pertinent aspect of the research topic. The next chapter presents the summary of recommendations.

CHAPTER 6

CONCLUSIONS AND RECOMMENDATIONS

6.1 BACKGROUND/INTRODUCTION

This chapter represents the summary of the main findings, conclusions and recommendations based on the data captured and analysed thematically in the previous chapter, in which the study's findings were presented, discussed and compared to the reviewed literature (Lichtman, 2014; Rahman, 2017). In drawing conclusions and proposing recommendations based on the findings, the chapter also took cognisance of the study objectives and the problem being researched (Rossman & Rallis, 2012). Based on the nature of this study, and for logical presentation purposes, the reviewed literature 'demarcated' the study into three principal domains. These are: an overview of university student protest actions, the higher education organisational context, and the university employee domain. While student protest actions also constitute a phenomenon of interest to the researcher, it is the university academic and administrative personnel whose experiences during protests were transcendental to university students, through whose agency the protests were initiated. Therefore, all these three contextual variables are inter-related in different ways, but also provide a vital inter-disciplinary framework for correlating diverse disciplinary fields (e.g., human resources management, university governance/ management and student politics) into a unitary area of research interest.

6.2 SUMMATIVE REFLECTION ON THE FINDINGS

The summative reflection on the findings provided a context against which the researcher presents her overview of the extent of the study proving its significance (or otherwise), as well as the extent of the study objectives' attainment (or otherwise) (Savin-Baden & Major, 2013; Walliman, 2015). Following the below-mentioned objective, is the summative evaluation of the findings in respect of the thematic codes developed in Chapter 5. The objectives of the study are worth reiterating, since they provide a context or test for the extent to which the (in)efficacy of the study and its contribution could be determined or justified. Accordingly, the research objectives (as stated in Section 1.7, p. 9) were articulated thus:

- **Research Objective 1:** To describe how employees experience student protests.
- **Research Objective 2:** To describe and analyse experiences that higher education institution employees face during student protests.

- **Research Objective 3:** To explore how employees' experiences can be accommodated and managed to the benefit of both the university and the employees.
- **Research Objective 4:** To explore possible solutions to help employees to cope with student protests.

Concomitantly, the research questions are:

- What are the perceptions of the academic/administrative staff on student protests?
- What are the impacts of student protests on the organisation/higher education institution?
- What are the impacts of student protests on the academic/administrative staff in the organisation/higher education institution?
- What are the possible solutions to help academic/administrative staff to cope with student protests in the organisation/higher education institution?

Both the afore-stated research objectives and questions, in addition to enabling the soundness (or otherwise) of the study, were also helpful in the framing of the study's ultimate recommendations (Aneshensel, 2015; Burrell, 2017; Matua & Van Der Wal, 2015).

6.3 PERSONAL EXPERIENCE DURING THE STUDY

This research study provided an opportunity for the researcher's development and growth in the integration of theoretic (literature-based) and practical field-based knowledge as a means to resolve real-life problems scientifically (Cropley, 2019; Walliman, 2015). The research study also enabled the researcher to gain a better understanding of the nature of university student protests, their effects on the functioning of universities; as well as the challenges experienced by university employees during protest actions by university students.

6.4 STRENGTH OF THE STUDY

The researcher conducted eight in-depth interviews with permanently appointed academics and administrative staff with four years working experience in a higher education institution environment. All these participants from the selected university's College of Economics and Management Sciences shared their lived experience with the researcher. For that reason, the participants provided valuable first-hand information because they were present when the student protests took place, including the renowned 2015 FeesMustFall student protest movement. The researcher was able to conduct the interviews by using Microsoft Teams and

telephone at the selected higher education institution's library research commons and from the researcher's home with minimal disturbance. Except for the *on-loco* visit to one of the HEIs, the researcher did not have to go to the participants for information gathering purposes.

The trans-disciplinary nature of the field of knowledge entailed in the research topic is relatively novel in higher education. In this regard, the study contributes to further research on the phenomenon of university student protests and their multi-faceted impact on university organisations, employees and society.

6.5 CONTRIBUTION/ORIGINALITY/VALUE OF THE STUDY

The study was worth undertaking as it broadened the 'voice' of university employees, when the dominant focus ('limelight') in most media seems to be on the protesting students themselves. Accordingly, the study's potential contribution is manifested in the following contributions:

- New understanding in higher education institution and in the field of human resources management.
- New awareness concerning the challenges, perceptions, management, accommodation, and possible solutions on the management of student protests in a higher education organisational environment.

6.6 RESEARCH LIMITATIONS AND IMPLICATIONS OF THE STUDY

The study was conducted at a single higher education institution and did not include the traditional contact learning universities. As such, the findings may lack some aspects of employee perspectives. However, this possible limitation could be mitigated by the fact that the 2015 #FeesMustFall protests affected virtually all universities. The researcher interviewed a small sample of academic staff and administrative staff members. The data was collected through telephonic interviews and Microsoft Teams because of time constraints. Therefore, the experiences of employees at the only selected higher education institution could also be representative of similar experiences at other institutions also affected by the same phenomenon; that is, the 2015 #FeesMustFall protests in particular. The governmental rules and regulations related to the Covid-19 pandemic influenced the number of participants that were willing to take part in the study, online or telephonically.

The study also focused on a specific category of employees and did not include non-professional and non-academic staff such as cleaners, drivers and others. The latter's perspectives would have been valuable as well, considering that the

outsourcing of university services constituted one of the foremost student grievances during the #FeesMustFall protests (Brown, 2015; Dlamini et al., 2018; Naicker, 2016). Additionally, the study focused only on the selected HEI's College of Economics and Management Science (CEMS) employees and did not include other colleges within the selected higher education institution.

6.7 RECOMMENDATIONS

In essence, recommendations are the researcher's own propositions intended for improvement in some practice-related or methodological aspects or areas identified during the research process (Aneshensel, 2015; Lune & Berg, 2016). In this regard, the range of recommendations provided below encompass both the university's organisational productivity and further research.

6.7.1 Recommendations for Organisational Productivity

The following recommendations are mostly directed at higher education institutions as the primary organisations to which students and employers come for various purposes and interests.

- **Research Objective 1:** To describe how employees experience student protests.
- **Research Objective 2:** To describe and analyse experiences that higher education institution employees face during student protests.
- **Research Objective 3:** To explore how employees' experiences can be accommodated and managed to the benefit of both the university and the employees.
- **Research Objective 4:** To explore possible solutions to help employees to cope with the student protests.

6.7.2 Recommendations (Further Research)

The following recommendations premise fundamentally on the undertaking of further studies on the research topic.

- University management, student representative bodies from the different political parties should be included for further research, in order to obtain more views and perspectives on university student protests.
- Research studies involving large samples of staff members, students and university management for more representatively.
- Quantitative research might be valuable to add to the available knowledge on student protests; and
- More studies dedicated specifically to investigation of how higher education institutions manage student protests.

6.8 CONCLUDING REMARKS

The main objective of this study was to explore university employees' experience of student protests in a higher education institution in Gauteng Province. Semi-structured in-depth interviews were conducted with four academic staff members and four administrative staff from the College of Economic and Management Sciences telephonically and by means of the Microsoft Teams technology.

A study of this nature spans across human resources management. While employee experiences (as human resource management discipline and determinant of employee well-being) constitute the most pivotal concern and focus of the study, these experiences are not peripheral to the broader organisational, student and societal dynamics. All university stakeholders are first and foremost, members of society. As such, it should also be noted that that the experiences and concerns of the employees themselves are presented through the subjective prism of society. It is in this regard that the researcher views the current study as agitating for more understanding and communication of personal, organisational, and group dynamics.

LIST OF REFERENCES

- Abun, D., Magallanes, T., Foronda, S.L.G.L. & Encarnacion, M.J. 2020. Employees' workplace well-being and work engagement of divine word colleges' employees in Ilocos region, Philippines. *International Journal of Research in Business and Social Science*, 9(2): 70-84.
- Abutabenjeh, S. & Jaradat, R. 2018. Clarification of research design, research methods, and research methodology: A guide for public administration researchers and practitioners. *Teaching Public Administration*, 36(3): 237–258.
- Adeabah, D., Andoh, C., Asongu, S. & Gemegah, A. 2021. Reputational risks in banks: A review of research themes, frameworks, methods, and future research directions. *European Xtramile Centre of African Studies WP/21/028*.
- Adonis, C.K. & Silinda, F. 2021. Institutional culture and transformation in higher education in post-1994 South Africa: a critical race theory analysis. *Critical African Studies*, 13(1): 73-94.
- Akintoye, E.O. & Uhunmwangho, S.O. 2018. Analysis of the effects of frequent strikes on academic performance of students in universities in Nigeria: Edo State as a focal point. *African Research Review*, 12(1): 55-65.
- Akpojivi, U. 2020. We are not all# ZumaMustFall: further reflections. *Social Identities*, 26(5): 642-659.
- Albar, A.A. & Onye, U.U. 2016. The influence of university strikes on educational systems: An exploratory pilot study on Nigerian students. *International Journal of Business*, 6(3): 45–51.
- Albertus, R.W. 2019. Decolonisation of institutional structures in South African universities: A critical perspective. *Cogent Social Sciences*, 5(1):1620403.
- Albu, A. 2021. *The organisation of industry. In Democratic Socialism in Britain*. London: Routledge, 121-142.
- Aldrighetti, R., Battini, D., Ivanov, D. & Zennaro, I. 2021. Costs of resilience and disruptions in supply chain network design models: a review and future research directions. *International Journal of Production Economics*, 235(2021): 108103.
- Alharahsheh, H.H. & Pius, A. 2020. A review of key paradigms: Positivism vs. interpretivism. *Global Academic Journal of Humanities and Social Sciences*, 2(3): 39-43.
- Amadi, E.C. & Precious, U. 2015. Educational management planners' view of strike action and its effects on educational management in universities in Rivers State. *Singaporean Journal of Business Economics and Management Studies*, 4(7): 45–55.
- American Psychological Association/ APA. 2021. *APA dictionary of psychology*.

- Anderson, V. 2015. Research Methods in Human Resource Management- Investigating a Business Issue. *NHRD Network Journal*, 8(2): 135-137.
- Ampofo, J.A., Mantey, I. & Aniah, E. 2021. Causes of organisational conflict in public institutions in Ghana. A study in Tamale high court. *International Journal of Applied Research in Social Sciences*, 3 (4): 77-91.
- Aneshensel, C.S. 2015. *Theory-based data analysis for the social sciences*. (2nd ed) edition. Thousand Oaks, CA: Sage.
- Anney, V.N. 2014. Ensuring the quality of the findings of qualitative research: Looking at trustworthiness criteria. *Journal of Emerging Trends in Educational Research and Policy Studies*, 5(2): 272-281.
- Armstrong, M. & Taylor, S. 2020. *Armstrong's handbook of human resource management practice*. United Kingdom: Kogan Page Publishers.
- Armstrong, M. 2006. *A handbook of human resource management practice*. United Kingdom: Kogan Page Publishers.
- Asheeke, T. 2019. 'Arming Black Consciousness': The Formation of the Bokwe Group/Azanian Peoples' Liberation Front, April 1972–September 1976. *Journal of Southern African Studies*, 45 (1): 69-88.
- Assan, T.E. 2021. Factors which influence sustainable implementation of corporate governance systems in an institution of higher learning. *South African Journal of Higher Education*, 35(1): 96-112.
- Atta, E. 2021. *The emergence of postfeminist identities in higher education: Neoliberal dynamics and the performance of gendered subjectivities*. New York: Routledge.
- Aurini, J.D., Heath, M. & Howells, S. 2021. *The how to of qualitative research*. London: Sage.
- Azlan, N.A.K., Azman, R.A., Azman, W.N.A.W.M. & Mohi, Z. 2021. Students' Experiences towards Open and Distance Learning (ODL) Service Quality in UiTM Puncak Alam. *Journal of Tourism, Hospitality & Culinary Arts*.13 (12): 127-155.
- Babbie, E.R. 2020. *The practice of social research*. United States of America: Cengage learning.
- Babbie, E. & Mouton, J. 2012. *The practice of social research*: Fourteenth impression. United States of America: Oxford University Press.
- Badat, S. 2016. *Deciphering the South African higher education protests of 2015-16*. Mellon Foundation.
- Baltaru, R.D. 2018. Do non-academic professionals enhance universities' performance? Reputation vs. organisation. *Studies in Higher Education*, 44(7):1183-1196.

- Barkhuizen, N., Rothmann, S. & Van De Vijver, F.J. 2014. Burnout and work engagement of academics in higher education institutions: Effects of dispositional optimism. *Stress and Health*, 30(4): 322-332.
- Barnes, N., du Plessis, M. & Frantz, J. 2021. Institutional culture and academic career progression: Perceptions and experiences of academic staff. *SA Journal of Industrial Psychology*, 47(1):1-13.
- Becker, H. 2019. Land, livelihoods and housing Programme.
- Behari-Leak, K. & Chetty, R. 2021. Drawing a line in the sand: social mapping of responses to calls to 'decolonise the university'. *Journal of Decolonising Disciplines*, 3(1): 1-24.
- Bekker, S., Pieterse, E. & Croese, S. (eds). 2021. Refractions of the national, the popular and the global in African cities. Cape Town: African Minds.
- Bell, E., Bryman, A. & Harley, B. 2018. *Business research methods*. United Kingdom: Oxford University Press.
- Belcourt, M. 2006. Outsourcing—the benefits and the risks. *Human resource management review*, 16(2): 269-279.
- Bendix, S. 2019. *Labour relations: A southern African perspective*. Cape town: Juta.
- Bendix, S. 2010. *Industrial relations in South Africa*. (5th ed). Cape Town: Juta.
- Bergin, D. 2019. Writing, righting, and rioting: # FeesMustFall and student protests in Post-Apartheid South Africa.
- Berlacon, B.M. 2017. *The nitty-gritties of reputational risks*. London: Sage.
- Berrey, E. 2021. *The enigma of diversity*. Chigago: University of Chicago Press.
- Bezuidenhout, R., Davis, C. & Du Plooy-Cilliers, F. 2014. *Research matters*. Quantitative data analysis, 228-251.
- Biko, H. 2021. *Black Consciousness: A love story*. Durban: Jonathan Ball Publishers.
- Bohlmann, H.R., Van Heerden, J.H., Dixon, P.B. & Rimmer, M.T. 2015. The impact of the 2014 platinum mining strike in South Africa: An economy-wide analysis. *Economic Modelling*, 51: 403–411.
- Bond, P. & Mottiar, S. 2013. Movements, protests and a massacre in South Africa. *Journal of Contemporary African Studies*, 31(2): 283-302.
- Booyse, C., Du Plessis, E. & Maphalala, M. 2020. *Curriculum studies in context*. Van Schaik Publishers.
- Booyesen, S. 2016. *Fees Must Fall: Decolonisation, Higher Education and Governance in South Africa*. Johannesburg, South Africa: Wits University Press.
- Boren, M.E. 2019. *Student resistance: A history of the unruly subject*. (2nd ed). USA: Routledge.

- Botha, J. & Vilyte, G. 2021. *Utilisation of South African research on higher education*. (1st ed) South Africa: Sun Press.
- Bozkurt, A. 2019. *From distance education to open and distance learning*. London: Sage Publications Inc.
- Breetzke, G.D. & Hedding, D.W. 2018. The changing demography of academic staff at higher education institutions (HEIs) in South Africa. *Higher Education*, 76(1):145-161.
- Breier, M. and Herman, C. 2017. The PhD conundrum in South African academia. *Higher Education Quarterly*, 71(4): 352-368.
- Brown, D. 2015. Apartheid has not ended: #Feesmustfall movement in South Africa. *Economic & Political Weekly*, 50(49).
- Brown, T.M. 2017. *From participation to protest: the link between protest and participation: The case of the# FeesMustFall protests at the University of the Western Cape* (Doctoral dissertation, Stellenbosch, Stellenbosch University).
- Brudney, J.J. 2021. The right to strike as customary international law. *Yale Journal of International Law*, 46(1): 1-56.
- Bryman, A., Bell, E., Hirschsohn, P., dos Santos, A., du Toit, J. & Masenge, A. 2014. *Research methodology: Business and management contexts*. In Oxford University Press. Southern Africa: Oxford University Press.
- Bunn, M. & Bennett, A. 2020. Making futures: equity and social justice in higher education times capes. *Teaching in Higher Education*, 25(6): 698-708.
- Burgos, T., & Swander, L. 2020. Why student activism is so important.
- Burrell, G. 2017. *Sociological paradigms and organisational analysis*. United States of America: Routledge.
- Butler-Adam, J. 2016. What really matters for students in South African higher education? *South African Journal of Science*, 112(3-4): 1-2.
- Buyens, R. 2019. *Digital activism and# FeesMustFall* (Doctoral dissertation, Ghent University Belgium).
- Byczkowska-Owczarek, D. 2014. *Researcher's personal experiences as a method of embodiment research*. New York: Sage.
- Calitz, A.P., Cullen, M.D.M. & Jooste, C. 2020. The influence of safety and security on students' choice of university in South Africa. *Journal of Studies in International Education*, 24(2): 269-285.
- Calitz, E. & Fourie, J. 2016. The historically high cost of tertiary education in South Africa. *Politikon*, 43(1): 149–154.

- Cameron, R., Mohyuddin, S., & Wijeratne, A. 2019. *Qualitative Research Methods for Human Resources Management*. In: Paul Atkinson, ed., Sage Research Methods Foundations. London: Sage.
- Cameron, J. (2016). Vice-chancellor's to blame for impasse at universities.
- Carhart, M.R. 2021. *Understanding the Relationship between Resources in Institutional Characteristics and Student Mobilization in Higher Education Institutions* (Doctoral dissertation, Seton Hall University, New York).
- Chaudhuri, S. 2019. On making noise: Hokkolorob and its place in Indian student movements. *Postcolonial Studies*, 22(1): 44-58.
- Cilliers, J. and Aucoin, C. 2016. Economics, governance and instability in South Africa. *Institute for Security Studies Papers*, 2016(293): 1-24.
- Cloete, N. 2016. Free higher education: Another self-destructive South African policy. *Centre for Higher Education Trust*.
- Council on Higher Education/ CHE. 2013. *Higher education qualifications sub-framework (HEQSF)*. Pretoria: The Council on Higher Education.
- Cornell, J. & Kessi, S. 2021. Discrimination in education. In *The Routledge International Handbook of Discrimination, Prejudice and Stereotyping* (167-183). 2 Park Square, Milton Park, Abingdon, Oxon OX14 4RN: Routledge.
- Costandius, E., Nell, I., Alexander, N., McKay, M., Blackie, M., Malgas, R. & Setati, E. 2018. # FeesMustFall and decolonising the curriculum: Stellenbosch University students' and lecturers' reactions. *South African Journal of Higher Education*, 32(2): 65-85.
- Creswell, J.W. 2020. *Educational Research*. Pearson Education, Limited.
- Creswell, J.W. & Creswell, J.W. 2018. *Research design: qualitative, quantitative and mixed methods approaches*. 5th edition. Thousand Oaks: Sage.
- Creswell, J.W. & Poth, C.N. 2018. *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). Thousand Oaks: Sage.
- Cropley, A.J. 2019. *Qualitative research methods: A practice-oriented introduction for students of psychology and education*. Riga, Latvia: Zinātne. doi: 10.13140/RG.2.1.3095.6888.
- Cutchen, S.S. 2021. Safety-II—Resilience in the face of abnormal operation. *Process Safety Progress*, 40(2): 12212.
- Czerniewicz, L., Trotter, H. & Haupt, G. 2019. Online teaching in response to student protests and campus shutdowns: academics' perspectives. *International Journal of Educational Technology in Higher Education*, 16(1):1-22.
- Damianus, A., Quinto, E., Magallanes, T., Encarnacion, M. & Flores, N. 2020. A new decade for social changes leadership styles of deans/heads and employees'

- workplace well-being of divine word colleges in Ilocos region, Philippines. *Journal of Humanities and Science. ACIMED*, 13(10): 334-356.
- Dandage, R.V., Rane, S.B. & Mantha, S.S. 2021. Modelling human resource dimension of international project risk management. *Journal of Global Operations and Strategic Sourcing*. 14(2): 261-290.
- Davis, A. 2013. *'Exploring the strategising practices of middle managers. A case study at a South African university'*. (Unpublished PhD dissertation, University of South Africa).
- De Jager, E. & Baard, R. 2020. Does free higher education in South Africa make economic sense? Views of commerce students. *South African Journal of Higher Education*, 33(6): 70-91.
- De Jager, E. & Bitzer, E. 2018. The views of commerce students regarding "free" higher education in South Africa. *South African Journal of Higher Education*, 32(4): 12-36.
- Denscombe, M. 2014. *The good research guide for small-scale social research projects*. (5th ed). Berkshire: Open University Press.
- De Vos, A.S., Strydom, H., Fouché, C.B. & Delport, C.S.L. 2014. *Research at grassroots: For the social sciences and human service professions*. 4th ed. Pretoria: Van Schaik.
- Department of Health. 2006. *Ethical rules of conduct for practitioners registered in the health professions Act, 1974*. Government Gazette.
- Department of Higher Education and Training/ DHET. 2018. *Report on the evaluation of the 2018 universities' research output*.
- Department of Higher Education and Training. 2015. Staffing South Africa's universities framework: A Comprehensive, transformative approach to developing future generations of academics and building staff capacity.
- Department of Labour/ DoL. 2020. *Employment and labour on new national minimum wage rate*. Pretoria: South African Government.
- Dessler, G., Barkhuizen, N., Bezuidenhout, A., De Braine, R., Du Plessis, Y., Nel, P., & van der Walt, H. 2011. *Human resource management: Global and southern African perspectives*. Cape Town: Pearson Education.
- Dison, L. & Kearney, A. 2021. A Systematic review of trends in teaching and learning research in South African schools. *Systematic Reviews of Research in Basic Education in South Africa*, 141.
- Dlamini, D.F. 2019. *Narratives of Young Black Female Academic on Gender and Race Transformation in Public Universities: An Explorative Study between the*

- University of Venda and the University of the Witwatersrand. University of Johannesburg* (Doctoral thesis, University of Johannesburg. South Africa).
- Dlamini, Z., Malinga, L., Masiane, T. & Tshiololi, M. 2018. Social media advocacy in the #FeesMustFall campaigns in South Africa. *In ECCWS 2018 17th European Conference on Cyber Warfare and Security 120*. Academic Conferences and publishing limited.
- Dodds, S. & Hess, A.C. 2020. Adapting research methodology during COVID-19: Lessons for transformative service research. *Journal of Service Management*, 32(2): 203-217
- Donley, A. & Graueholz, L. 2012. *Student handbook to sociology: Research methods*. New York: Infobase Publishers.
- Doygun, O. & Gulec, S. 2012. The problems faced by university students and proposals for solution. *Procedia-Social and Behavioral Sciences*, 47(2012): 1115-1123.
- Dumba, N.N. 2014. *Outsourcing at the University of the Witwatersrand: Reasons and rationale: A research report* (Doctoral dissertation, MA thesis University of the Witwatersrand, Johannesburg).
- Duncan, J. 2021. The enemy within securitising protests and domestic instability in South Africa, 179.
- Duncan, J., Gordon, L., Kaaf, G., McKinley, D., Nilsen, A.G., Pillay, D., Radebe, M.J., Saad-Filho, A., Satgar, V., Solty, I. & Williams, M. 2021. *Destroying Democracy: Neoliberal capitalism and the rise of authoritarian politics* (248). Wits University of Press.
- Duncan, J. 2016. Is South Africa reverting to a repressive state? *Katalog BPS*, 33(2): 81–87.
- Du Plessis, P. 2021. Decolonisation of education in South Africa: Challenges to decolonise the university curriculum. *South African Journal of Higher Education*, 35(1): 54-69.
- Durdella, N. 2017. *Qualitative dissertation methodology: A guide for research design and methods*. Los Angeles: Sage.
- Du Plooy-Cilliers, F., Davis, C. & Bezuidenhout, R. 2014. *Research matters*. Cape Town: Juta.
- Dyakumeni, M. 2018. *Selected benefits, challenges and lessons experiences by the 2015-16 feesmustfall leaders at the University of Fort Hare (UFH), East London Campus (EL)* (Doctoral dissertation, University of Fort Hare, South Africa).
- Edmonds, W.A. & Kennedy, T.M. 2012. *An applied reference guide to research designs: Quantitative, qualitative, and mixed methods*. Los Angeles: Sage.

- Effah, J., Amankwah-Sarfo, F. & Boateng, R. 2021. Affordances and constraints processes of smart service systems: Insights from the case of seaport security in Ghana. *International Journal of Information Management*, 58(2021): 102204.
- Ejeh, W.O. 2021. Influence of job satisfaction on the management of academic staff performance in tertiary institutions in Nigeria. *Global Journal of Arts, Humanities and Development Studies*, 4(1): 55-67.
- El Alfy, S. 2021. Community orientation: an overlooked pillar of market-oriented higher education institutions. *Journal of Marketing for Higher Education*, 1-23.
- Ejoke, U.P., Enwereji, P.C. & Chukwuere, J.E. 2019. An analysis of the # FeesMustFall agenda and its implications for the survival of education in South Africa: The NWU Mafikeng campus writing centre experience. *Research in World Economy*, 10(3): 65-77.
- Ekundayo, H.T. & Alonge, H.O. 2010. Managing students' crisis in tertiary institutions in Nigeria. *Journal of Research National Development*, 8(1): 71-90.
- Enaifoghe, A. & Abosede, D.A. 2021. Enhancing good governance in South Africa through youth protest: A Catalyst for social change. *Researchers World*, 12(2):1-11.
- Erfanizadeh, F., Ardalan, M.R., Nasiri, F. & Afzali, A. 2021. Leadership of student diversity in the higher education system: Phenomenological examination of experts' views. *Journal of Management and Planning in Educational System*, 13(2): 347-386.
- Espoir, D.K. & Ngepah, N. 2021. The effects of inequality on total factor productivity across districts in South Africa: a spatial econometric analysis. *Geo Journal*, 86(6): 2607-2638.
- Etikan, I., Musa, S.A. & Alkassim, R.S. 2016. Comparison of convenience sampling and purposive sampling. *American journal of theoretical and applied statistics*, 5(1): 1-4.
- Fadhil, I. & Sabic-El-Rayess, A. 2021. Providing equity of access to higher education in Indonesia: A policy evaluation. *Indonesian Journal on Learning and Advanced Education (IJOLAE)*, 3(1): 57-75.
- Fekisi, L. 2018. *A comparison of Drum's coverage of the 1976 Soweto student uprisings and the 2015# FeesMustFall student protests* (Doctoral dissertation, University of the Free State. South Africa).
- Finch, H. & Lewis, J. 2005. *Focus groups*. In J. Ritchie, & J. Lewis (Eds.). *Qualitative research practice: A guide for social science students and researchers* (170– 98). London: Sage.

- Finnemore, M. 2013. *Summary of the occupational health and safety act. in introduction to labour relations in South Africa.* (11th ed). 247–250. Cape Town: LexisNexis.
- Fiordelisi, F., Girardone, C., Minnucci, F. & Ricci, O. 2020. On the nexus between sovereign risk and banking crises. *Journal of Corporate Finance*, 65(2020):101717.
- Flick, U. 2018. *Designing qualitative research.* London: Sage.
- Flouris, T. & Yilmaz, A.K. 2010. The risk management framework to strategic human resource management. *International Research Journal of Finance and Economics*, 36(1): 25-45.
- Fomunyam, K.G. 2017. Student protest and the culture of violence at African universities: An inherited ideological trait. *Yesterday and today*, 5(17): 38-63.
- Franco-Santos, M. & Doherty, N. 2017. Performance management and well-being: a close look at the changing nature of the UK higher education workplace. *The International Journal of Human Resource Management*, 28(16): 2319-2350.
- Garwe, E.C. 2017. Student voice: Embracing student activism as a quality improvement tool in higher education. *Global voices in higher education*, 189.
- Gbadegesin, J., Marais, L., Denoon-Stevens, S., Cloete, J., Venter, A., Rani, K., & Gog, M. 2015. Case study research. *International Journal of Sales, Retailing & Marketing*, 4(9): 33-41.
- Göran, G. 2011. The research practice of practice research: Theorizing and situational inquiry - systems, signs & actions International. *Journal on Communication, Information Technology and Work*, 5(1): 7-29.
- Gordon, G. & Whitchurch, C. 2007. Managing human resources in higher education: The implications of a diversifying workforce. *Higher Education Management and Policy*, 19(2): 1-21.
- Gray, D.E. 2021. *Doing research in the real world.* London: Sage.
- Greeff, M., Mostert, K., Kahl, C. & Jonke, C. 2021. The #feesmustfall protests in South Africa: exploring first-year students' experiences at a peri-urban university campus. *South African Journal of Higher Education*, 35(4): 78-103.
- Gukelberger, S. & Meyer, C. 2021. Creating space by spreading atmospheres: Protest movements from a phenomenological perspective. *In Forum Qualitative Sozialforschung/Forum: Qualitative Social Research DEU*, 22(3).
- Habib, A. 2022. Seeding a new world: Lessons from the# FeesMustFall movement for the advancement of social justice. *Knowledge and civil society*, (275-290). Springer: Cham.

- Hashemnezhad, H. 2015. Qualitative content analysis research: A review article. *Journal of ELT and Applied Linguistics (JELTAL)*, 3(1): 54-62.
- Hedding, D.W., Greve, M., Breetzke, G.D., Nel, W., & Van Vuuren, B.J. 2020. COVID-19 and the academe in South Africa: Not business as usual. *South African Journal of Science*, 116(7-8): 1-3.
- Heffernan, A., Nieftagodien, N., Ndlovu, S.M. & Peterson, B. eds. 2016. *Students must rise: Youth struggle in South Africa before and beyond Soweto'76*. New York: Press.
- Hennink, M., Hutter, I. & Bailey, A. 2020. *Qualitative research methods*. Thousands of Oaks: Sage.
- Hennink, M., & Kaiser, B. (2019). Saturation in Qualitative Research. In P. Atkinson, S. Delamont, A. Cernat, J.W. Sakshaug, & R.A. Williams (Eds.), *Sage Research Methods Foundations*.
- Herman, C. & Butler, D. 2019. Innovations in stem distance education. *Open Learning: The Journal of Open Distance and e-Learning*. 34(1): 1–5.
- Higher Education South Africa (HESA). 2016. *South African higher education in the 20th year of democracy: Context, achievements and key challenges*. Pretoria:
- Hill, C.E. & Knox, S. 2021. *Essentials of consensual qualitative research*. American Psychological Association
- Hlatshwayo, M.N. & Fomunyam, K.G. 2019. Theorising the #MustFall student movements in contemporary South African higher education: A social justice perspective. *Journal of Student Affairs in Africa*, 7(1): 61-80
- Hodes, R. 2016. Questioning “Fees must Fall”. *African Affairs*, 16(642): 140-150.
- Holgate, N. 2012. SA student protest high registration fees.
- Horwitz, F.M. & Cooke, F.L. 2021. *Labor-management relations in emerging economies and developing countries*. In *Handbook of Labor, Human Resources and Population Economics* (1-35). Cham: Springer International Publishing.
- Human, N.E. 2017. *'The role of a responsive curriculum in optimising learning in higher education'* (Unpublished dissertation, University of South Africa, Pretoria).
- Iphofen, R. & Tolich, M. (Eds). 2018. *The sage handbook of qualitative research ethics*. New York: Sage
- Ismaeel, M. 2021. *Philosophical paradigms underlying discourse analysis: methodological implications*. In *Handbook of qualitative research methodologies in workplace contexts*. Cheltenham: Edward Elgar Publishing.
- Iwu, C.G., Opute, P.A., Nchu, R., Eresia-Eke, C., Tengeh, R.K., Jaiyeoba, O. & Aliyu, O.A. 2021. Entrepreneurship education, curriculum and lecturer-

- competency as antecedents of student entrepreneurial intention. *The International Journal of Management Education*, 19(1): 1-13.
- Jacob, O.N., Ahaotu, G.N. & Solomon, A.T. 2021. Problems faced by non-academic staff of Nigerian Public Universities and the way forward. *Academicia Globe: Inderscience Research*, 2(6): 176-184.
- James, R. 2013. Culture war in the collaborative learning center. *Journal of Learning Spaces*, 2(1): 3-6.
- Jamshed, S. 2014. Qualitative research method-interviewing and observation. *Journal of Basic and Clinical Pharmacy*, 5(4): 87-88.
- Jansen, J. 2017. Introduction-Part II. Decolonising the university curriculum given a dysfunctional school system. *Journal of Education (University of KwaZulu-Natal)*, (68): 4-13.
- Jasson, F.L. 2020. *Understanding the wellness needs of academic employees at a higher education institution in the Western Cape*. (Masters dissertation, University of Western Cape, South Africa).
- Jarzabkowski, P., Langley, A. & Nigam, A. 2021. Navigating the tensions of quality in qualitative research. *Strategic Organization*, 19(1): 70-80.
- Jogee, R., Callaghan, N.C. & Callaghan, C.W. 2018. Student acculturation in the context of "FeesMustFall". *South African Journal of Higher Education*, 32(2): 122-142.
- Joubert, T. & Seymour, L. 2019. A Work Systems View of Unplanned Business Process Change: The Case of # FeesMustFall at a South African University. *Proceedings of the information science and information technology education conference*, Jerusalem, June 30-04 July. Israel: 371-395.
- Kamga, G.E.K. 2019. The# FeesMustFall protest: when the camp (u) s becomes the matrix of a state of emergency. *Acta Academica*, 51(1): 88-108.
- Kamiya, S., Kang, J.K., Kim, J., Milidonis, A. & Stulz, R.M. 2021. Risk management, firm reputation, and the impact of successful cyberattacks on target firms. *Journal of Financial Economics*, 139(3): 719-749.
- Karasic, V.M. 2016. From commons to classroom: The evolution of learning spaces in academic libraries. *Journal of Learning Spaces*, 5(2): 53-60.
- kayambazinthu Msosa, S. 2020. The impact of Perceived Justice on Students' Negative Emotional Responses during Service Recovery. *International Journal of Higher Education*, 9(5).
- Khaleduzzaman, M. 2014. Students' unrest in higher education level in Bangladesh, a study on Dhaka and Rajshahi University. *IOSR Journal of Research & Method in Education*, 4(2): 6-16.

- Kenny, B. & Webster, E. 2021. The return of the labour process: race, skill and technology in South African labour studies. *Work in the Global Economy*, 1(1-2):13-32
- Kgosinyane, E.M. 2019. *Open distance learning (ODL): A "shock" to learners in South Africa. The 4th annual conference on Public Administration and Development Alternatives*, 03-04 July 2019, OR Tambo International Airport, Johannesburg, South Africa.
- Khanyile, B. 2021. *Violences in the South African student movement*. In *The Oxford Handbook of Global South Youth Studies*. United States of America: Oxford University Press
- Khoo, M. J., Rozaklis, L., Hall, C. & Kusunoki, D. 2016. *A really nice spot: Evaluating place, space, and technology in academic libraries. College & research libraries*. 77(1): 51-70.
- Kinman, G. & Johnson, S. 2019. Special section on well-being in academic employees. *International Journal of Stress Management*, 26(2): 159-161.
- Kirakosyan, K. 2014. Social media usage in banking industry and its managerial view: case study for Mexican banking system. *Journal of economic and social development*, 1(2): 34-43.
- Kolapo, B.L. 2021. Exploring the capabilities of online facilitation to bridge the instructional gaps in open and distance learning. *Journal of Education and Practice*. 12(3): 174-184.
- Konik, I. & Konik, A. 2018. The# RhodesMustFall and# FeesMustFall student protests through the Kübler-Ross grief model. *Discourse: studies in the cultural politics of education*, 39(4): 575-589.
- Korstjens, I. & Moser, A. 2018. Practical guidance to qualitative research. Part 4: Trustworthiness and publishing. *European Journal of General Practice*. 24(1): 120-124.
- Kumar, R. 2014. *Research methodology: A step-by-step guide for beginners*. (3rd ed). Great Britain: MPG Books Group.
- Lancaster, L. 2016. At the heart of discontent-measuring public violence in South Africa. *Institute for Security Studies Papers*, 16(292): 1-20.
- Landu, A. 2016. FeesMustFall a blessing.
- Langa, M. & Kiguwa, P. 2013. Violent masculinities and service delivery protests in post-apartheid South Africa: A case study of two communities in Mpumalanga. *Agenda*, 27(1): 20–31.
- Langa, M., Ndelu, S., Edwin., Y. & Vilakazi., M. 2017. # Hashtag: An *Analysis of the # FeesMustFall Movement at South African Universities*. africportal.org.

- Langley, E.J. 2018. *A Study on triggers that lead to student protests and violent behaviours at the University of KwaZulu-Natal* (Doctoral dissertation, South Africa).
- Lawton-Misra, N. 2019. *'Crisis leadership at South African universities: An exploration of the effectiveness of the strategies and responses of university leadership teams to the # FeesMustFall (# FMF) protests at South African universities in 2015 and 2016'*. (Doctoral thesis, University of Western Cape, South Africa).
- Lee, W.C. 2020. *Contesting higher education: student movements against neoliberal university*: by Donatella Della Porta, Lorenzo Cini and Cesar Guzman-Concha, Bristol, Bristol University Press.
- Leedy, P.D, & Ormrod, J.E. (2015). Practical research. Planning and design. Boston, MA: Pearson. *Journal of Applied Learning and Teaching*, 1(2): 73-74.
- Le Grange, L. 2021. (Individual) responsibility in decolonising the university curriculum. *South African Journal of Higher Education*, 35(1): 4-20.
- Le Grange, L. (2016). Decolonising the university curriculum: leading article. *South African Journal of Higher Education*, 30(2): 1-12.
- Lenka, M., Campbell, M. & Koetaan, Q. 2021. Studentification and governance in South Africa: Dependencies and conflicts. *Land Use Policy*, (109):105639.
- Letseka, M. 2021. Stimulating ODL research at UNISA: Exploring the role and potential impact of the UNESCO Chair. *Open Learning: The Journal of Open, Distance and e-Learning*, 36(2): 33-148.
- Letseka, M. & Pitsoe, V. 2014. The challenges and prospects of access to higher education at UNISA. *Studies in Higher Education*, 39(10): 1942-1954.
- Lichtman, M. 2013. *Qualitative research for the social sciences*. London: Sage Publications.
- Lim, S.M., Ghavifekr, S. & Kenayathulla, H.B. 2021. Optimising the use of learning analytics through strategic direction and leadership practice: Higher education institution perspective. *MOJES: Malaysian Online Journal of Educational Sciences*, 9(3): 25-36.
- Lodge, T. & Mottiar, S. 2016. Protest in South Africa: motives and meanings. *Democratization*, 23(5): 819-837.
- Loggenberg, B. 2015. *'HR employees' perceptions regarding the changes in labour broking'* (Unpublished Masters dissertation, University of South Africa).
- Louw, I. & Thukane, M. 2019. Teaching and learning sciences in times of disruption: Blended Learning in action. *Journal for New Generation Sciences*, 17(2): 31-43.

- Lockett, T. & Mzobe, D. 2016. # OutsourcingMustFall: The role of workers in the 2015 protest wave at South African universities. *Global Labour Journal*, 7(1): 94-99.
- Luescher, T.M., Makhubu, N., Oppelt, T., Mokhema, S. & Radasi, M.Z. 2021. *Tweeting# FeesMustFall: the online life and offline protests of a networked student movement*. In *Student Movements in Late Neoliberalism* (103-131). Cham: Palgrave Macmillan.
- Luescher, T.M. and Klemencič, M. 2016. Student power in 21st-century Africa: The character and role of student organising. In *Student Politics and Protest*, (131-146). Routledge.
- Lukman, Y. 2021. Managing Conflict at Institution/s of Higher Learning: A post-positivist perspective. *International Journal of Higher Education*, 10(6): 1-10.
- Lumadi, M.W. 2021. Decolonising the curriculum to reinvigorate equity in higher education: a linguistic transformation. *South African Journal of Higher Education*, 35(1): 37-53.
- Lumbe, A.B., Mangizvo, R.V., & Mushaka, C.V. 2021. Feasibility of Total Migration to Online Learning in Zimbabwe Open University: The Case of Gokwe North District Centre. *International Journal of Research in Education Humanities and Commerce*, 2(2): 85-99
- Lune, H., and Berg, B.L. 2017. *Qualitative research methods for the social sciences*. England: Pearson.
- Lwandle, N. & Yallem, A.T. 2021. Towards enablers of decolonisation of the curriculum in universities in South Africa. *Creating Effective Teaching and Learning Spaces: Shaping Futures and Envisioning Unity in Diversity and Transformation*, 211. United States of America: Vernon Press.
- Mahomed, S. 2020. Extra-judicial engagement in socio-economic rights realisation: Lessons from # FeesMustFall. *South African Journal on Human Rights*, 36(1): 49-73.
- Makama, S.P. & Kubjana, L.L.K. 2021. Collective bargaining misjudged: The marikana massacre. *Obiter*, 42(1): 39-56.
- Maleby, P.M. 2020. *Fallist feminist futures in South Africa*. In *gender, protests and political change in Africa* (61-80). Palgrave Macmillan.
- Mamokhere, J. 2021. Evaluating the impact of service delivery protests in relation to socio-economic development: A case of Greater Tzaneen Local Municipality, South Africa. *African Journal of Development Studies (formerly Afrika Journal of Politics, Economics and Society)*, 2021(si1):79-96.

- Manamela, E. and Budeli, M. 2013. Employees' right to strike and violence in South Africa. *Comparative and International Law Journal of Southern Africa*, 46(3): 308-336.
- Manganelli. L., Landry, A.T., Carpenter, Forest & Carpentier, J. 2018. Self-determination theory can help you generate performance and well-being in the workplace: A review of the literature. *Advances in Developing Human Resources*, 20(2): 22-240.
- Maphalala, M.C. & Adigun, O.T. 2021. Academics' Experience of Implementing E-Learning in a South African Higher Education Institution. *International Journal of Higher Education*, 10(1): 1-13.
- Maringira, G. & Gukurume, S. 2021. Politics, (Re) Possession and Resurgence of Student Protests in South African Universities. *Politikon*, 48(3): 486-505.
- Marshall, C. and Rossman, G., 2016. B. 2016. *Designing qualitative research*. California: Sage.
- Masehela, L. 2018. The rising challenge of university access for students from low-income families. In P. Ashwin & M. Jennifer (Eds). *Higher Education Pathways*. South Africa: African Minds, 165.
- Mashayamombe, J. & Nomvete, S. 2021. Leadership and politics of belonging in a 2015 FeesMustFall movement: A Case of uprising. *Politikon*, 48(1): 41-56.
- Mashile, E.O., Fynn, A. & Matoane, M. 2020. Institutional barriers to learning in the South African open distance learning context. *South African Journal of Higher Education*, 34(2): 129-145.
- Mathekga, J. M. 2016. The analyses of non-standard employment and contemporary labour protest in South Africa. *South African Journal of Labour Relations*, 40(2): 139-151.
- Mason, J. 2014. *Qualitative researching*. (2nd ed). London: Sage.
- Matua, G.A. & Van Der Wal, D.M. 2015. Differentiating between descriptive and interpretive phenomenological research approaches. *Journal of Nursing Research*, 22(6): 22-27.
- Maungwa, M.R. 2021. *Effects of labour unrest on the share returns of the JSE Top 40 companies* (Doctoral dissertation, North-West University, South Africa).
- Mavunga, G. 2019. # FeesMustFall protests in South Africa: A critical realist analysis of selected newspaper articles. *Journal of Student Affairs in Africa*, 7(1): 81-99.
- Maylam, P. 2020. Student 'Fallism' in South Africa, 2015–16: Some Diverging Analyses. *Journal of Southern African Studies*, 46(6): 1237-1247.
- Maxwell, J.A. 2019. *Qualitative Research Design*. In: Paul Atkinson, ed., *Sage research methods foundations*. London: Sage Publications, Ltd.

- Mbhele, S.S. 2021. *Prospects, opportunities and challenges of a decolonial curriculum in South Africa* (Doctoral dissertation, University of Kwazulu-Natal, South Africa).
- Mertens, D. 2021. Designing mixed methods Studies to contribute to social, economic, and environmental justice: Implications for library and information sciences. In *Handbook of Research on Mixed Methods Research in Information Science* (173-189). IGI Global.
- Michalko, J. 2019. *Female political elites as an empowerment resource: an exploration of the 'role model effect' in South Africa* (Doctoral dissertation, SOAS University of London Britain).
- Michel, R. & Durdella, N. 2019. Exploring Latino/a college students' transition experiences: An ethnography of social preparedness and familial support. *Journal of Latinos and Education*, 18(1): 53-67.
- Mitrofanova, E., Kashtanova, E. and Mezhevov, A. 2017. Formation of information system for personnel training. In *Conference Computer Science and Information Technologies*. September, State University of Management Moscow, Russia (459-464).
- Mohajan, H.K. 2018. Qualitative research methodology in social sciences and related subjects. *Journal of Economic Development, Environment and People*, 7(1): 23-48.
- Moosa, I.A. 2018. *Publish or perish: Perceived benefits versus unintended consequences*. Edward Elgar Publishing Limited. United States of America.
- Morehouse, R. 2012. *Beginning interpretative inquiry: A step-by-step approach to research and evaluation*. New York. Routledge.
- Morwe, K. 2020. The Coping Strategies of Students who Witnessed Violence during the South African# FeesMustFall Movement. *International E-journal of Criminal Sciences*, 3(15): 1-22.
- Morwe, K.G., Garcia-Espana, E. and Luescher, T.M. 2018. Factors that contribute to student protests at a South African university. *The Social Sciences*, 13(4): 916-926.
- Mouton, J. 2014. *Understanding social research*. Pretoria: Van Schaik.
- Moyo, T. & McKenna, S. 2021. Constraints on improving higher education teaching and learning through funding. *South African Journal of Science*, 117(1-2): 1-7.
- Mpofu, S. 2017. Disruption as a communicative strategy: The case of# FeesMustFall and# RhodesMustFall students' protests in South Africa. *Journal of African Media Studies*, 9(2): 351-373.

- Mugobo, V. 2021. Decolonising the retail business management curriculum in the higher education sector. *Eureka: Social and Humanities*, (5): 3-11.
- Müller, M. 2017. Are you happy now? A fictional narrative exploration of educator experiences in higher education during the time of # FeesMustFall. *Education as Change*, 21(2): 208-236.
- Musingafi, M.C., Mapuranga, B., Chiwanza, K. & Zebron, S. 2015. Challenges for Open and Distance Learning (ODL) students: Experiences from students at the Zimbabwe Open University. *Journal of Education and Practice*, 6(18):59-66.
- Muswede, T. 2017. Colonial legacies and the decolonisation discourse in post-apartheid South Africa-a reflective analysis of student activism in higher education. *African Journal of Public Affairs*, 9(5): 200-210.
- Mwaniki, M. 2018. South African higher education language politics post# RhodesMustFall: The terrain of advanced language politics. *Southern African Linguistics and Applied Language Studies*, 36(1): 25-36.
- Myers, M.D. 2019. *Qualitative research in business and management*. London: Sage Publications Limited.
- Naicker, C. 2016. From Marikana to #feesmustfall: The praxis of popular politics in South Africa. *Urbanisation*, 1(1): 53-61.
- Naidoo, A., & McKay, T.J.M. 2018. Student funding and student success: A case study of a South African university. *South African Journal of Higher Education*, 32(5): 158-172.
- Nanima, R.D. 2019. From physical to online spaces in the age of the #FeesMustFall protests: A Critical Interpretative Synthesis of writing centres in emergency situations. *Stellenbosch Papers in Linguistics Plus*, 2019(57): 99-116.
- Nathane, M. & Smith, L.H. 2017. # Feesmustfall # decolonisation frontline. *Critical and Radical Social Work*, 5(1): 115-118.
- Neville, B.A., Bell, S.J. & Mengüç, B. 2015. Corporate reputation, stakeholders and the social performance. *Strategic Management Journal*, 23(12): 1077-1093.
- Ngobeni, J. 2015. 'The politics of student movements: A case study of the university of KwaZulu-Natal, Howard college campus' (Published PhD dissertation, University of KwaZulu-Natal, Howard College).
- Ngobeni, T. 2016. *Outsourced staff strike at Unisa*. Pretoria. East Rekord.
- Ngwane, T. 2010. *Civil society protests in South Africa: The need for a vision of alternatives*. In a Centre for Civil Society Seminar, 9 December, Johannesburg, South Africa.
- Ngwenya, M.C. 2020. *Disruption of higher education policy through an ethics of care in South Africa* (Doctoral dissertation, Stellenbosch University South Africa).

- Nhemachena, A., Kangira, J. & Chiripanhura, B.M. 2021. Chapter One# HumansMustFall movements and the future of African liberation without African liberation movements: A Decolonial introduction. *From# RhodesMustFall Movements to# HumansMustFall Movements*, p.1.
- Njoku, A. & Evans, M. 2022. Black women faculty and administrators navigating CoViD-19, social unrest, and academia: challenges and strategies. *International journal of environmental research and public health*, 19(4): 1-14.
- Noonan-Ngwane, Z. 2021. Limpopo's legacy: student politics and democracy in South Africa by Anne K Hefferman. transformation: *Critical Perspectives on Southern Africa*, 105(1): 133-140.
- Ntuli, M.E. 2020. *Implications of student activism on university governance: a multi-case study in South Africa* (Doctoral dissertation, University of Kwazulu-Natal South Africa).
- Ntuli, G.S. 2019. *Gender, land and the tension between african culture and constitution* (Doctoral dissertation, University of Pretoria, South Africa).
- Nyar, A. & Wray, C. 2012. Understanding protest action: some data collection challenges for South Africa. *Transformation: Critical Perspectives on Southern Africa*, 80(1): 22-43.
- Obindu, N. & Kelechi, A.G. 2021. Implication of the use of strike action as an instrument of achieving better conditions of service in our educational system. *Eastern Journal of Research and Sustainable Development (SEJRSD)*, 4(1): 62-75.
- Offem, O.O., Anashie, A.I. & Aniah, S.A. 2018. Effect of strikes on management and planning of educational activities in Nigerian universities. *Global Journal of Educational Research*, 17(1): 1-8.
- Olagunju, A.C. 2021. *Exploring audience inclusion in Facebook and Twitter reporting among young university students in South Africa: The case off# FeesMustFall* (Doctoral dissertation, Durban University of Technology, South Africa).
- Olaniran, S.O. 2017. *Pre-service teacher training in two Open and Distance Learning based universities in Africa* (Doctoral dissertation, University of Zululand).
- Omodan, B.I. & Ige, O.A. 2021. Analysis of ubuntu as a transformative strategy to mitigate social unrest in the university system. *Journal of Studies in Social Sciences & Humanities*, 7(2): 76-86.
- Omolola, A.I. & Jacob, O.N. 2021. Management of public universities in Nigeria: Challenges and the ways forward. *Central Asian Journal of Social Sciences and History*, 2(6): 41-51.

- Onivehu, A.O. 2021. Causes, consequences and control of student protests. *Sociální pedagogika| Social Education*, 9(1): 8-21.
- Ordorika, I. 2021. Student movements and politics in Latin America: a historical reconceptualization. *Higher Education*, (83): 297-315.
- Ormston, R., Spencer, L., Barnard, M. & Snape, D. 2014. *The foundations of qualitative research. Qualitative research practice: A guide for social science students and researchers*, Los Angeles: Sage Publications.
- Osei-Opore, N. 2021. 'If you trouble a hungry snake, you will force it to bite you': Rethinking postcolonial African archival pessimism, worker discontent, and petition writing in Ghana, 1957–66. *The Journal of African History*, 62(1): 59-78.
- Pablo, T.B. 2021. Social imaginaries of violence and fear: the Chilean press and the 1968 global student movement. *History of Education Review*, 51(1): 64-80.
- Palacios-Valladares, I. & Ondetti, G. 2019. Student protest and the Nueva Mayoría reforms in Chile. *Bulletin of Latin American Research*, 38(5): 638-653.
- Pandor, N. 2018. *Contested meanings of transformation in higher education in post-apartheid South Africa* (Doctoral dissertation, University of Pretoria).
- Paniagua, S. & Simpson, O. 2018. Developing student support for open and distance learning: The EMPOWER Project. *Journal of Interactive Media in Education*. 18(1): 1–10.
- Peterson Ph D, L., Radebe, K. & Mohanty Ph D, S. 2016. Democracy, education, and free speech: The importance of# FeesMustFall for transnational activism. *Societies Without Borders*, 11(1): 1-28.
- Pithouse-Morgan, K., Pillay, D. & Naicker, I. 2021. *Autoethnography as/in higher education*. In *Handbook of Autoethnography* (215-227). New York: Routledge.
- Phillips, A.L. 2021. Surveillance and regulation of protest movements in a democratic liberal society: exploring the lives of Fees Must Fall activists at Stellenbosch University (Doctoral Dissertation, University of Stellenbosch, South Africa).
- Pomeroy, E., Herrmann, L., Jung, S., Laenens, E., Pastorini, L. & Ruiter, A. 2021. Exploring action research from a social field perspective. *Journal of Awareness-Based Systems Change*, 1(1): 105-117.
- Pontarelli, F. 2021. *Worker–Student unity against outsourcing at the University of Johannesburg: Disrupting the neoliberal paradigm through direct action and alternative relations*. In *student movements in late neoliberalism* (187-211). Palgrave Macmillan, Cham.
- Pousadela, I.M. 2013. Protest and proposal, participation and representation: The Chilean student movement, 2011–12. *Development in Practice*, 23(5-6): 685-700.

- Punch, K.F. 2014. *Introduction to social research: Quantitative and qualitative approaches*. New Jersey: Sage.
- Raghuram, P., Breines, M.R. & Gunter, A. 2020. Beyond# FeesMustFall: international students, fees and everyday agency in the era of decolonisation. *Geoforum*, 109(2020): 95-105.
- Rahman, M.S. 2017. The advantages and disadvantages of using qualitative and quantitative approaches and methods in language. "Testing and Assessment" In Research: A literature review. *Journal of Education and Learning*, 6(1): 102-112.
- Raju, R., Raju, J., & Claassen, J. 2015. Open scholarship practices reshaping South Africa's scholarly publishing roadmap. *Publications*, 3(4): 263-284.
- Ramenyi, D. and Bannister, F. 2013. Writing up your research: The quick guide series. In *Reading: Academic Conferences and Publishing International Limited*. United Kingdom, Ridgeway Press.
- Ramoupi, N.L. 2012. Deconstructing eurocentric education: A comparative study of teaching Africa-centred curriculum at the University of Cape Town and the University of Ghana, Legon. *Postamble*, 7(2): 1-36.
- Rania, N., Coppola, I. & Pinna, L. 2021. Adapting qualitative methods during the COVID-19 era: Factors to consider for successful use of online photovoice. *The Qualitative Report*, 26(8): 0_1-2729.
- Rezamand, A. 2020. *Academic Philosophy, the University, and the Politics of Knowledge in Modern Iran* (Doctoral dissertation, University of Tehran, Tehran).
- Robertson, R. 2021. A critical race theory analysis of transnational student activism, social media counter-stories, and the hegemonic logics of diversity work in higher education. *International Journal of Qualitative Studies in Education*, 1-18.
- Rogerson, C.M. 2020. Using municipal tourism assets for leveraging local economic development in South Africa. *Bulletin of geography. Socio-economic Series*, 48(48): 47-63.
- Roiha, A. and Iikkanen, P. 2022. The salience of a prior relationship between researcher and participants: Reflecting on acquaintance interviews. *Research Methods in Applied Linguistics*, 1(1): 1-9.
- Rossmann, G.B. & Rallis, S.F. 2012. *Learning in the field*: 3rd edition. Thousand Oaks: Sage.
- Rubin, H.J. & Rubin, I.S. 2012. *Qualitative interviewing: The art of hearing data*. 3rd edition. Thousand Oaks: Sage.
- Saldana, J. & Omasta, M. 2018. *Qualitative research: Analyzing life*. Thousand Oaks, CA: Sage.

- Salmi, J. & D'Addio, A. 2021. Policies for achieving inclusion in higher education. *Policy Reviews in Higher Education*, 5(1): 47-72.
- Savin-Baden, M. & Major, C. 2013. *Qualitative research: The essential guide to theory and practice*. London: Routledge.
- Schapira, M. 2014. *'Historical perspectives on the crisis of the university'*. (Published PhD thesis, Columbia University. United States of America).
- Sempijja, N. & Letlhogile, R.R. 2021. Security-development nexus and the securitization of university spaces in the # FeesMustFall protests in South Africa 2016–2018. *Africa Review*, 13(1): 40-60.
- Sileyew, K.J. 2019. *Research design and methodology*. In *Cyberspace*. Intech Open.
- Silverman, D. 2014. *Interpreting qualitative data*. (5thed). London: Sage.
- Schreuder, D. and Coetzee, M. 2010. An overview of industrial and organisational psychology research in South Africa: A preliminary study. *SA Journal of Industrial Psychology*, 36(1): 1-11.
- Sharpley, K.A. 2021. *A Historical Exploration of the Institutional and Residence Cultures of Stellenbosch University, 2000-2018*. (Dissertation, Stellenbosch University, South Africa).
- Shaw, S.C. & Anderson, J.L. 2021. Coping with Medical School: An Interpretive Phenomenological Study. *The Qualitative Report*, 26(6): 1864-1880.
- Short, J.R. 2021. *Introduction to Stress Testing the USA*. In *Stress Testing the USA* (1-6). Cham: Palgrave Macmillan.
- Skelton, A. & Nsibirwa, M. 2017. #Schools on Fire: Criminal justice responses to protests that impede the right to basic education. *South African Crime Quarterly*, 62:39-50.
- Slabbert, J.A., Parker, A.J. & Farrell, D.V. 2015. *Employment relations management: back to basics: A South African perspective*. Cape Town: LexisNexis.
- South African History Online/ SAHO. 2019. *Abram Ramothibi Onkgopotse Tiro*
- Springer, S., Birch, K., & MacLeavy, J. 2016. *An introduction to neoliberalism. The Handbook of Neoliberalism*. . London: Routledge.
- Stacks, D.W. 2013. Content analysis. In R.L. Heath (Ed.). *Encyclopedia of public Relations* (1): 185-187). Thousand Oaks, CA: Sage Publications.
- Struwig, F.W. & Stead, G.B. 2011. *Planning, designing and reporting research*. Cape Town: Pearson Education.
- Stuurman, S. 2018. Student activism in a time of crisis in South Africa: The quest for 'black power'. *South African Journal of Education*, 38(4): 1-8.

- Tayauova, G. 2012. Advantages and disadvantages of outsourcing: analysis of outsourcing practices of Kazakhstan banks. *Procedia-Social and Behavioral Sciences*, 41(2012): 188-195.
- Tekane, R., Muller, J. and Louw, I. 2021. Lecturer resilience during student unrest: a South African case study. *Journal for New Generation Sciences*, 19(2): 35-47.
- Tekin, A.K. & Kotaman, H. 2013. The Epistemological perspectives on action research. *Educational and Social Research*, 3(1): 81–91.
- Tenza, M. 2016. An investigation into the causes of violent strikes in South Africa: Some lessons from foreign law and possible solutions. *Law, Democracy & Development*, 19(1): 211-231.
- Terre Blanche, M.T., Durrheim, K. & Painter, D. 2014. *Research in practice: Applied methods for the social sciences*. (2nd ed) Cape Town: University of Cape Town Press.
- Thompson, A.R. & Russo, K. 2011. Ethical dilemmas for clinical psychologists in conducting qualitative research. *Qualitative Research in Psychology*, 9(1): 32-46.
- Tien, C. 1999. Future challenges facing American higher education. In Hirsch, W.Z. & Weber, L.E. (Editors). *Challenges facing higher education at the end of the millennium* 161-166. Phoenix: Ace & the Oryx Press.
- Tirivangasi, H.M., Rapanyane, M.B. & Mugambiwa, S.S. 2021. The toxicity of welfare state: discourse analysis of #feesmustfall movement in South Africa. *African Journal of Peace and Conflict Studies*, 10(2): 7-29.
- Tjeltveit, W. 2020. *Riots and Rebellions: Memory of Newark's Long Hot Summer of 1967* (Senior Theses, Trinity College, Hatford).
- Tri, N.M., Hoang, P.D. & Dung, N.T. 2021. Impact of the industrial revolution 4.0 on higher education in Vietnam: challenges and opportunities. *Linguistics and Culture Review*, 5(S3): 1-15.
- Tshishonga, N.S. 2021. # FeesMustFall campaign and the quest for accessible, quality, and decolonized higher education in South Africa. In *Research Anthology on Preparing School Administrators to Lead Quality Education Programs* (1003-1022). IGI Global.
- Udo-Akang, D. 2012. Theoretical constructs, concepts, and applications. *American International Journal of Contemporary Research*, 2(9): 89-97.
- University of South Africa. 2016. *Research ethics*.
- Valverde-Berrocoso, J., Garrido-Arroyo, M.D.C., Burgos-Videla, C. & Morales-Cevallos, M.B. 2020. Trends in educational research about e-learning: A systematic literature review (2009–2018). *Sustainability*, 12(12): 5153.

- Vandeyar, S. & Swart, R. 2019. Shattering the silence: dialogic engagement about education protest actions in South African university classrooms. *Teaching in Higher Education*, 24(6): 772-788.
- Van Koller, J. F. 2011. The higher education framework: A review of its implications for curricula. *South African Journal of Higher Education*, 24(1): 157-174.
- Van Schalkwyk, F.B., Lill, M.H.V. & Cloete, N. 2021. Brain circuitry: The case of South Africa as a hub for doctoral education. *South African Journal of Science*, 117(9-10): 1-9.
- Van Schalkwyk, F.B., van Lill, M.H., Cloete, N. & Bailey, T.G. 2022. Transformation impossible: policy, evidence and change in South African higher education. *Higher Education*, 83(3): 613-630.
- Vardarlier, P. 2021. Gamification in human resources management: An agenda suggestion for gamification in HRM. *Research Journal of Business and Management*, 8(2): 129-139.
- Venter, R., Levy, A., Holtzhausen, M., Conradie, M., Bendeman, H. & Dworzanoski-Venter, B. 2012. *Labour Relations in South Africa*. (4th ed). Cape Town, South Africa. Oxford University Press.
- Vuma, S.L. 2018. 'The role played by the University of the North student activism in the struggle against apartheid from 1968 to 1994' (Unpublished dissertation, University of South Africa, Pretoria).
- Walker, K. & Dyck, B. 2014. The primary importance of corporate social responsibility and ethicality in corporate reputation: An empirical study. *Business and Society Review*, 119(1): 147–174.
- Walliman, N. 2015. *Social research methods: The essentials*. London: Sage.
- Wang, B., Liu, Y., Qian, J. & Parker, S.K. 2021. Achieving effective remote working during the COVID-19 pandemic: A work design perspective. *Applied psychology*, 70(1): 16-59.
- Wang, V.C. (Ed.). 2014. *Handbook of research on scholarly publishing and research methods*. Pennsylvania, United States: IGI Global.
- Wasserman, H., Chuma, W. & Bosch, T. 2018. Print media coverage of service delivery protests in South Africa: A content analysis. *African Studies*, 77(1): 145-156.
- Wawrzynski, M.R. & Naik, S. 2021. Exploring outcomes from student activism in South Africa. *Journal of College Student Development*, 62(3): 327-344.
- Webb, C. 2019. *Liberating the family: Education, aspiration and resistance among South African University students* (Doctoral dissertation, University of Toronto, Canada).

- Webb, C. 2021. Liberating the family: Debt, education and racial capitalism in South Africa. *Environment and Planning D: Society and Space*, 39(1): 85-102.
- Weiss, M., Barth, M., Wiek, A. & von Wehrden, H. 2021. Drivers and Barriers of Implementing Sustainability Curricula in Higher Education--Assumptions and Evidence. *Higher Education Studies*, 11(2): 42-64.
- Wildemuth, B. 2016. *Applications of social research methods to questions in information and library science*. California: SBC-CLIO.
- Woldegiorgis, E.T. 2021. Decolonising a higher education system which has never been colonised'. *Educational Philosophy and Theory*, 53(9): 894-906.
- Wong, K.P., Lee, F.C.H., Teh, P.L. & Chan, A.H.S. 2021. The Interplay of socioecological determinants of work–life balance, Subjective wellbeing and employee wellbeing. *International Journal of Environmental Research and Public Health*, 18(9): 4525.
- Worku, Z. 2021. Mediating Factors of Municipal Service Excellence. *Nveo-Natural Volatiles & Essential Oils Journal Nveo*, 8(4): 6327-6337.
- Xu, W. & Zammit, K. 2020. Applying thematic analysis to education: A hybrid approach to interpreting data in practitioner research. *International Journal of Qualitative Methods*, (19): 1-9.
- Yilmaz, A.K. & Flouris, T.G. 2019. *Values, ergonomics and risk management in aviation business strategy*. Singapore: Springer.
- Zimba, Z.F., Khosa, P. & Pillay, R. 2021. Using blended learning in South African social work education to facilitate student engagement. *Social Work Education*, 40(2): 263-278.
- Zondi, S. 2021. Protests and Pursuits: The South African University in Turmoil and the Search for a Decolonial Turn. In *The Responsive University and the Crisis in South Africa* (243-271). Brill.

ANNEXURE A: UNISA ETHICS APPROVAL (CEMS ETHICS REVIEW COMMITTEE)



COLLEGE OF ECONOMIC AND MANAGEMENT SCIENCE RESEARCH ETHICS REVIEW COMMITTEE

Date: 10 March 2020

Dear Ms Malekola Johannah Mashabela

NHREC Registration # : (if applicable)
ERC Reference # : 2020_CRERC_009 (FA)
Name : Ms Malekola Johannah Mashabela
Student/Staff No#: 33928711

Decision: Ethics Approval from 2020 to 2022

Researcher(s): Ms MJ Mashabela, yohannamashabela@yahoo.com, 0724027923

Department of Human Resource Management
College of Economic and management Sciences
University of South Africa

"Employees experience of student protests in a higher tertiary institution in Gauteng"

Qualification: Masters Degree

Thank you for the application for research ethics clearance by the Unisa College of Economic and management Sciences Research Ethics Review Committee for the above-mentioned research. Ethics approval is granted for 5 years **10 March 2020 until 09 March t 2022**).

*The low risk application was reviewed by the College of Economic and management Sciences Research Ethics Review Committee on **09 March 2020** in compliance with the Unisa Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment.*

The proposed research may now commence with the provisions that:

1. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.
2. Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study should be communicated in writing to the College of Economic and management Sciences Research Ethics Review Committee.



University of South Africa
Pretorius Street, Muckleneuk Ridge, City of Tshwane
PO Box 392 UNISA 0003 South Africa
Telephone: +27 12 429 3111 Facsimile: +27 12 429 4150
www.unisa.ac.za

3. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.
4. Any changes that can affect the study-related risks for the research participants, particularly in terms of assurances made with regards to the protection of participants' privacy and the confidentiality of the data, should be reported to the Committee in writing, accompanied by a progress report.
5. The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study. Adherence to the following South African legislation is important, if applicable: Protection of Personal Information Act, no 4 of 2013; Children's act no 38 of 2005 and the National Health Act, no 61 of 2003.
6. Only de-identified research data may be used for secondary research purposes in future on condition that the research objectives are similar to those of the original research. Secondary use of identifiable human research data requires additional ethics clearance.
7. No field work activities may continue after the expiry date (**09 March 2022**). Submission of a completed research ethics progress report will constitute an application for renewal of Ethics Research Committee approval.
8. Permission is to be obtained from the university from which the participants are to be drawn (the Unisa Senate Research, Innovation and Higher Degrees Committee) to ensure that the relevant authorities are aware of the scope of the research, and all conditions and procedures regarding access to staff/students for research purposes that may be required by the institution must be met.
9. If further counselling is required in some cases, the participants will be referred to appropriate support services.

Note:

The reference number **2020_CRERC_09 (FA)** should be clearly indicated on all forms of communication with the intended research participants, as well as with the Committee.

Yours sincerely,



Prof AT Mutezo
Chairperson, CRERC
E-mail: muteza@unisa.ac.za
Tel: 012 429 4595



Prof MT Mogale
Executive Dean: CEMS
E-mail: mogalmt@unisa.ac.za
Tel: 012 429 4805

ANNEXURE B: UNISA ETHICS APPROVAL (SRIPCC)



RESEARCH PERMISSION SUB-COMMITTEE (RPSC) OF THE SENATE RESEARCH, INNOVATION, POSTGRADUATE DEGREES AND COMMERCIALISATION COMMITTEE (SRIPCC)

2 July 2020

Decision: Research Permission
Approval from 2 July 2020 until 31
December 2021.

Ref #: 2019_RPSC_015
Ms. Johannah Mashabela
Student #: N/A
Staff #: 33928711

Principal Investigator:

Ms. Johannah Mashabela
Department of Human Resource Management
School of Management Sciences
College of Economic and Management Sciences
johannamashabela@yahoo.com; 0724027923

Supervisors: Prof YT Joubert, Joubeyt@unisa.ac.za; 012 429 3399
Dr. E. L. Rudolph, rudoleo@unisa.ac.za; 012 429 2566

Employees experience of student protests in a higher tertiary institution in Gauteng

Your application regarding permission to conduct research involving UNISA employees, students and data in respect of the above study has been received and was considered by the Research Permission Subcommittee (RPSC) of the UNISA Senate, Research, Innovation, Postgraduate Degrees and Commercialisation Committee (SRIPCC) on 15 November 2019.

It is my pleasure to inform you that full permission has been granted for the study. You may:

1. Recruit academic and administrative employees through the Heads of Departments.
2. Conduct interviews with the participants who are willing to participate in the study voluntarily.

Please note:



University of South Africa
Pretorius Street, Muckleneuk Ridge, City of Tshwane
PO Box 392 UNISA 0003 South Africa
Telephone: +27 12 429 3111 Facsimile: +27 12 429 4130
www.unisa.ac.za

During the COVID-19 lockdown regulations, face-to-face interviews may not be possible and need to be replaced with the use of online platforms. Unisa Statement on COVID-19 supports the use of Microsoft Teams because of its better security qualities, and not Zoom and Skype.

You are requested to submit a report of the study to the Research Permission Subcommittee (RPSC@unisa.ac.za) within 3 months of completion of the study.

The personal information made available to the researcher(s)/gatekeeper(s) will only be used for the advancement of this research project as indicated and for the purpose as described in this permission letter. The researcher(s)/gatekeeper(s) must take all appropriate precautionary measures to protect the personal information given to him/her/them in good faith and it must not be passed on to third parties. The dissemination of research instruments through the use of electronic mail should strictly be through blind copying, so as to protect the participants' right of privacy. The researcher hereby indemnifies UNISA from any claim or action arising from or due to the researcher's breach of his/her information protection obligations.

Note:

The reference number 2019_RPSC_015 should be clearly indicated on all forms of communication with the intended research participants and the Research Permission Subcommittee.

We would like to wish you well in your research undertaking.

Kind regards,



Dr Retha Visagie – Deputy Chairperson

Email: visagr@unisa.ac.za, Tel: (012) 429-2478

Prof Lessing Labuschagne – Chairperson

Email: llabus@unisa.ac.za, Tel: (012) 429-6368

ANNEXURE C: REQUEST FOR PERMISSION TO CONDUCT STUDY



MEMO

TO: PROFESSOR RM PHAKENG

FROM: MS MALEKOLA JOHANNAH MASHABELA

DATE: 15 FEBRUARY 2018

RE: REQUESTING PERMISSION TO CONDUCT RESEARCH AT THE UNIVERSITY OF SOUTH AFRICA (MS JOHANNAH MASHABELA, REGISTERED FOR MCOM HUMAN RESOURCE STUDENT)

Dear Prof Visagie

I am a registered Mcom Human Resource Management student at the University of South Africa, Department of Human Resource Management. My student number is 33928711 and my research proposal to undertake research has been accepted in November 2017 by the Departmental Research, Ethics and Innovation Committee. The title of proposal study is: **Employees experience of student protest in an Open Distance Learning University in South Africa**

I am seeking ethical clearance from the college of Economic and Management Sciences Research Ethics Review Committee to commence a research project as part of Mcom Human Resource Management study on the above subject. The proposed study aims to explore the employee's experience of student protest in an open distance learning in the Gauteng province, South Africa. Apart from seeking permission from Research Ethics Review Committee, I am aware that you should be informed of project going on in the university, particularly in instances where academic staff and administrative staff are to be involved. With regard to this, your agreement to conduct the study is needed. It is therefore important for me to fully inform you of the study and its methodological approaches. Hence, I have enclosed the study proposal for your perusal.

I would be grateful for a response agreeing for me to conduct the interviews. Your response will form part of my application to the Research Ethics Committee mentioned above.

I am thanking you in advance and looking forward to hearing from you at your earliest convenience

Yours Sincerely

Ms Johannah Mashabela



University of South Africa
Pretorius Street, Muckleneuk Ridge, City of Tshwane
PO Box 352 UNISA, 0003 South Africa
Telephone: +27 12 429 3111 Facsimile: +27 12 429 4150
www.unisa.ac.za

ANNEXURE D: INFORMED CONSENT AND PARTICIPATION



PARTICIPANTS INFORMATION SHEET

Title: Employee's experience of student protests in a higher education institution in Gauteng

Dear Participants

My name is Malekole Johannah Mashabela and I am doing Mcom research study in Human Resource Management with Professor Y.T Joubert. We invite you to participate in the study entitled: **Employee's experience of student protests in a higher education institution in Gauteng**

The purpose of this research study is to explore the employees experience of student protests in a higher tertiary institution in Gauteng. The main reason for these student protests was the dissatisfaction regarding fee increment, decolonisation of the curriculum and outsourcing of workers.

You are however, under no obligation to take part and can withdraw from the study. Also note that semi-structured interviews are developed to be anonymous. We do not foresee that you will experience any negative consequences. You will not be reimbursed or receive any incentive for your participation in this research. However, your participation will be a valuable addition to my research and findings could lead to greater public understanding of student protests in this field.

The records will be kept for five years for publication purposes where after will be permanently destroyed.

Should you require any further information or want to contact the researcher about any aspect of this study here are the contact details: johannamashabela@yahoo.com

Thank you for taking time to read this information sheet and for participating in this study.



University of South Africa
Pretoria Street, Muckleneuk Ridge, City of Tlokweng
PO Box 392 UNISA 0003 South Africa
Telephone: +27 12 429 3111 Facsimile: +27 12 429 4150
www.unisa.ac.za

CONSENT TO PARTICIPATE IN THIS STUDY

I, _____
(participant name), confirm that the person asking my concern to take part in this research has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation.

- I have read (or had explained to me) and understood the study as explained in the information sheet.
- I have had sufficient opportunity to ask question and I am prepared to participate in the study.
- I understand that my participation is voluntary and that I am free to withdraw at any time without penalty (if applicable).
- I am aware that the findings of this study will be processed into a research report, Journal publications and/ or conference proceedings, but that my participation will be kept confidential unless otherwise specified.
- I agree to participate in semi-structured interview.
- I have received a signed copy of the informed consent agreement

Participant Name &
Surname _____

Participant
Signature _____ Date _____

Researcher 's & Surname

Researcher 's
Signature _____ Date _____



ANNEXURE E: CONFIDENTIALITY AGREEMENT

Title of Research Project: Employee’s experience of student protests in a higher education institution in Gauteng.

Researcher: Ms Malekola Johannah Mashabela

As a gatekeeper of this research project. I understand that I may have access to confidential information about study sites and participants. By signing this statement, I am indicating my understanding of my responsibilities to maintain confidentiality and agree to the following:

- I understand that names and any other identifying information about study sites and participants are completely confidential.
- I understand that all information about study sites or participants obtained or accessed by me in the course of my work is confidential. I agree not to divulge or otherwise make known to unauthorized persons any of the study information, including participants unless specifically authorized to do so by approved protocol.
- I agree to notify the local principal investigator immediately should I become aware of an actual breach of confidentiality or a situation which could potentially result in a breach on my part or on the part of another person.



10/10/2020

Bendy Modibedi

Gatekeeper

Date

Printed name



10/10/2020

Johannah Mashabela

Signature of the researcher

Date

Printed name

ANNEXURE F: SEMI-STRUCTURED INTERVIEW QUESTIONS

1. In your experience, what is the definition of student protest?
2. What are positive impacts of student protests on the organisation/higher education institution?
3. What are the negative impacts of student protests on the organisation/higher education institution?
4. What are the positive impacts of student protests on academic/ administrative staff?
5. What are the negative impacts/ emotional wellness of student protests on academic/administrative staff?
6. What are the possible solutions to help academic/administrative staff to cope with student protests?

ANNEXURE G: EDITING LETTER

EDITOR'S LETTER

This serves as proof of my involvement in the academic editing, language control, text redaction, research methodology compatibility, and technical compliance for the **Master's Dissertation** manuscript of **Ms Malekola Johanna Mashabela (Student Number: 33928711)** submitted to me as part of her fulfilment of the requirements for the **Master of Commerce (MComm)** degree registered with the University of South Africa (UNISA), and entitled:

Employee Experiences of Student Unrests in a Higher Tertiary Institution in Gauteng

I have also provided editorial assistance to **Ms MJ Mashabela's** corrections/ recommendations as proposed or suggested by her academic supervisor.

In my capacity as an independent academic editor, I attest that all possible means have been expended to ensure the final draft of **Ms MJ Mashabela's** thesis manuscript reflects both acceptable research methodological practices and language control standards expected of postgraduate research studies.

In compliance with conventional ethical requirements in research, I have further undertaken to keep all aspects of **Ms MJ Mashabela's** research study confidential, and as her own individual initiative.

Sincerely.

TJ Mkhonto

BA Ed: North-West University, Mafikeng (1985)


MEd: School Administration; University of Massachusetts-at-Boston, USA, Harbor Campus (1987)

DTech: Higher Education Curriculum Policy Reform, Design & Management; University of Johannesburg, (2008)

All enquiries:

Email: mkhonto9039@gmail.com

Cell: +27(0)60 401 8279

Signed: 
Dr TJ Mkhonto
Independent Academic Editor

Date: 22 October 2021
dd/mm/yyyy

Professional
EDITORS
Guild

Themba J Mkhonto
Associate Member

Membership number: MKH001
Membership year: February 2021 to March 2022

076 035 2929
mkhonto9039@gmail.com

www.editors.org.za