Endogenous Attributes Of Successful African Women In Leadership. The case of Student Representative Council at The University of Venda
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ABSTRACT
Discussions around formal education have proven that academic progress and success of students depends on the pedagogy. Particularly, progress of students pursuing postgraduate studies by research is dependent on efforts of their supervisors/promoters. This premise has triggered several debates on how professional relationships between staff and students, irrespective of cultural differences should be established. This is to facilitate and encourage learning, research and the exchange of ideas in the institution. Despite this approach, many students seem not to go along with their lecturers/supervisors, especially those from a different cultural background or nationality, and this has directly affected their academic performances. The purpose of this study is to explain the expectations of students with respect to their dealings with lecturers, including relationships with lecturers. Mix method approach will be used for the study. Simple random sampling techniques guided by open-ended and close-ended questions will be used to collect data from both local and international students to elucidate their experiences with lecturers from different cultural background. Data will be analyzed using statistical package for the social sciences (SPSS) version 24 through Descriptive statistics. These techniques will enable the study to establish staff/student conditions for learning through measurement and program implementation. This is to ensure that students have the opportunity to realize academic success in safe and supportive environments.

Keyword: Academic performances, student, lecturer, relationship, integration, intermural competences.