**Data Analysis**

Ibrahim (2012:39) maintains that results of qualitative research are highly dependent on their interpretation. According to Nowell, Norris, White and Moules (2017:1), for qualitative research to be trustworthy, the researcher must prove that analysis was carried out in

... “a precise, consistent and exhaustive manner through recording, systematising and disclosing the methods of analysis with enough detail to enable the reader to determine whether the process is credible.”

For this research, thematic analysis was used to provide an analysis of the information obtained through the semi-structured interviews. According to Boyatzis (1998:5), thematic analysis serves as a "translator" between qualitative and quantitative analysis languages, helping researchers to communicate in their research. ATLAS.ti 2022 for Windows was used to code the qualitative data deductively and inductively. In order to build data visualizations, this application was also utilized to extract verbatim quotes from the qualitative data collected. Data from semi-structured interviews were subjected to qualitative thematic analysis. Individual transcript responses were first coded according to the themes identified by the researcher through the research questions. The raw textual data from the transcripts was then used to identify emerging themes. Following that, a data-coding framework was created, focusing on the key themes identified and associated research questions, as well as emerging common and unusual themes. To maintain anonymity and ensure that specific responses were matched with specific respondents, all transcripts were assigned participant codes, which were then used in data analysis. A simplified version of the general steps used of qualitative data analysis is depicted in the diagram below.

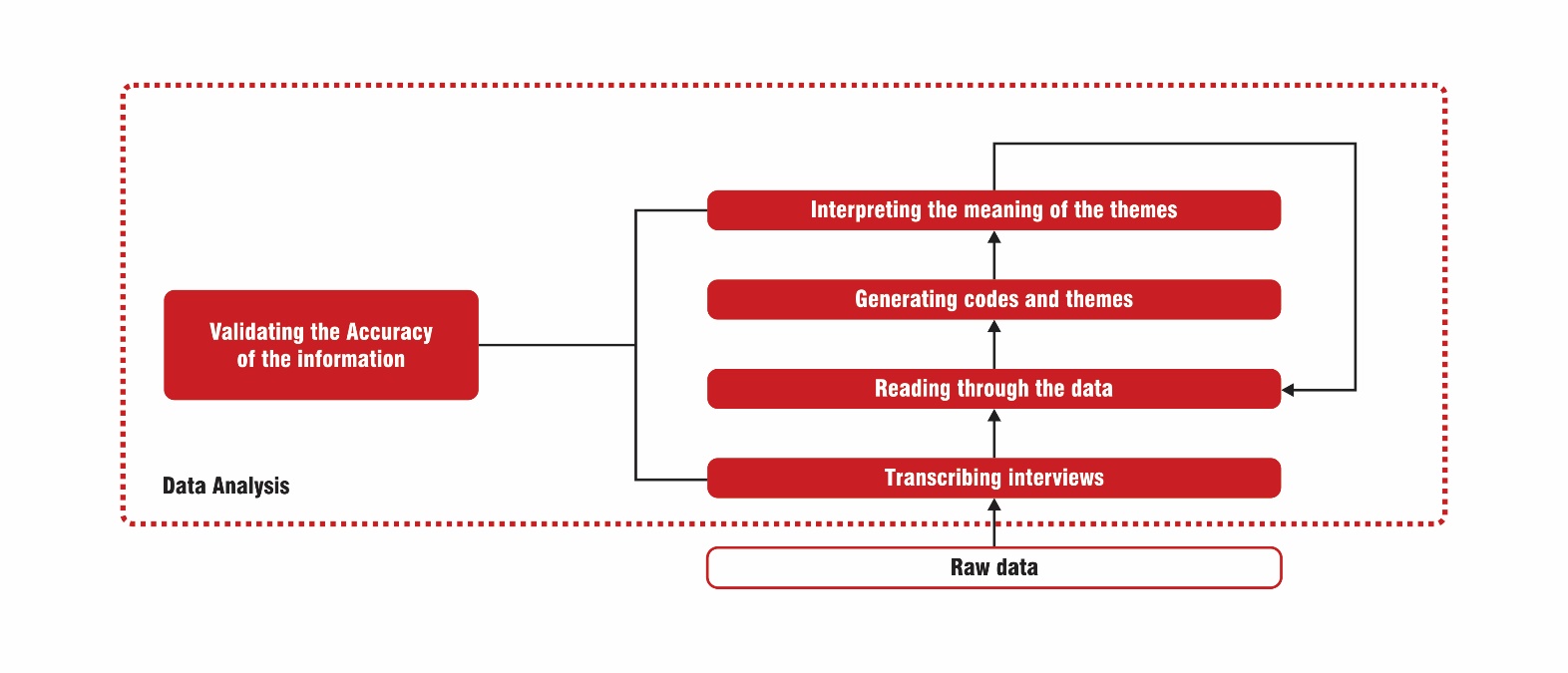


Figure 1: Qualitative data analysis process

Source: Creswell (2009)

Following the interviews with the respondents, the researcher transcribed all of the interviews using Sonix, a software that converts audio into text. Before producing the codes and themes, all of the transcribed interviews were read to acquire a rough idea of the overall context of the data. Coding is defined as "the process of organizing the material into chunks or segments of text before bringing meaning to information" (Rossman & Rallis; 2009, 186).

ATLAS.ti, a specialized computer software for qualitative research, aided in the coding process for this study. Themes were derived from the study's core idea and key research questions, which were also significant research issues. The researcher then interpreted the meaning of the coded data by comparing responses (quotations), identifying patterns and trends. The findings will be presented based on the most salient themes that emerged from the respondents' responses.

**6.3 DATA FROM THE KEY INFORMANT INTERVIEWS**

This section depicts the important findings from the semi-structured interviews with employees in the Finance department and Supply Chain Department in EThekwini Municipality. Research findings can serve three main functions, according to Patton (1997, p.65): "rendering judgments, promoting improvements, and generating knowledge." As stipulated in earlier chapters, semi structured interviews were used to collect data from the 12 participants. 16 questions were asked from participants in assessment of how the officials conduct themselves in executing their duties as employees of the public sector. Based on the analysis of the obtained qualitative data, the following findings are offered in respect to the research questions.

**6.3.1 What is ethical leadership?**

The first question posed to sought to elicit the respondents’ understanding of ethical leadership. According Villirilli (2021), ethical leadership encompasses many things but ultimately boils down to six main elements which include honesty, justice/fairness, respect, integrity, responsibility and transparency. 14 key tenets of ethical leadership were identified during the semi-structured interviews. It is worth noting that, these 14 also include all the 6 key elements of ethical leadership as outlined by Villirilli. The ethical leadership elements identified are depicted in the figure below:

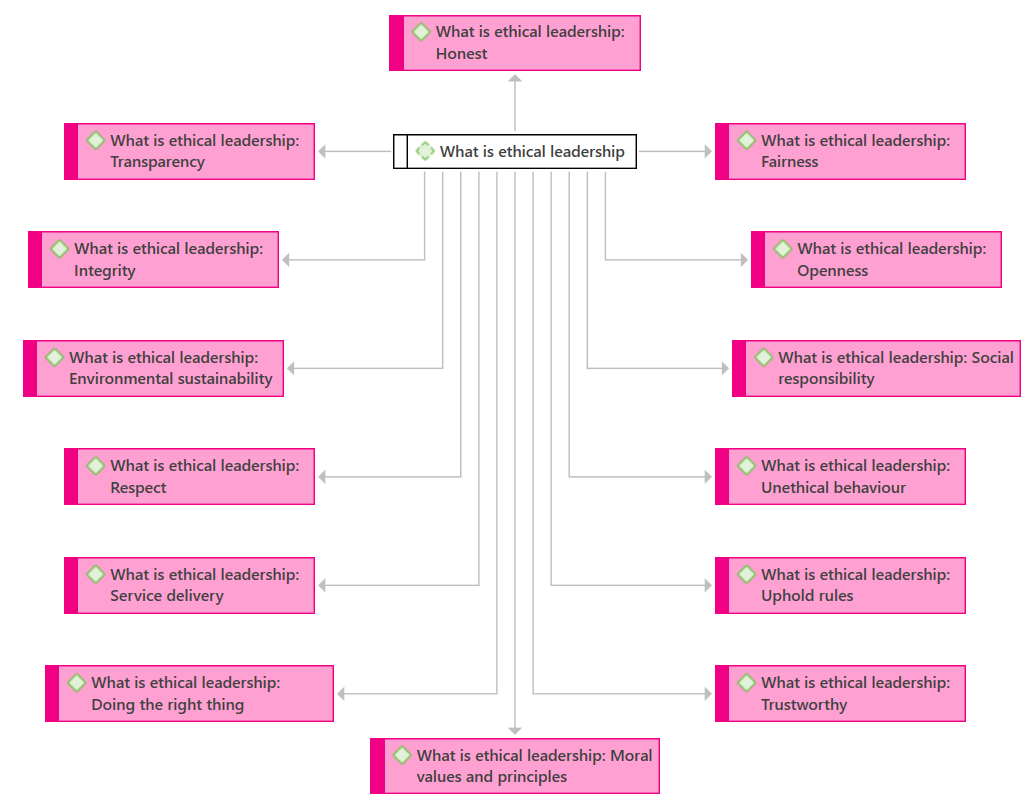


Figure 2: Elements of ethical leadership

**6.3.2 Important values and ethical conduct**

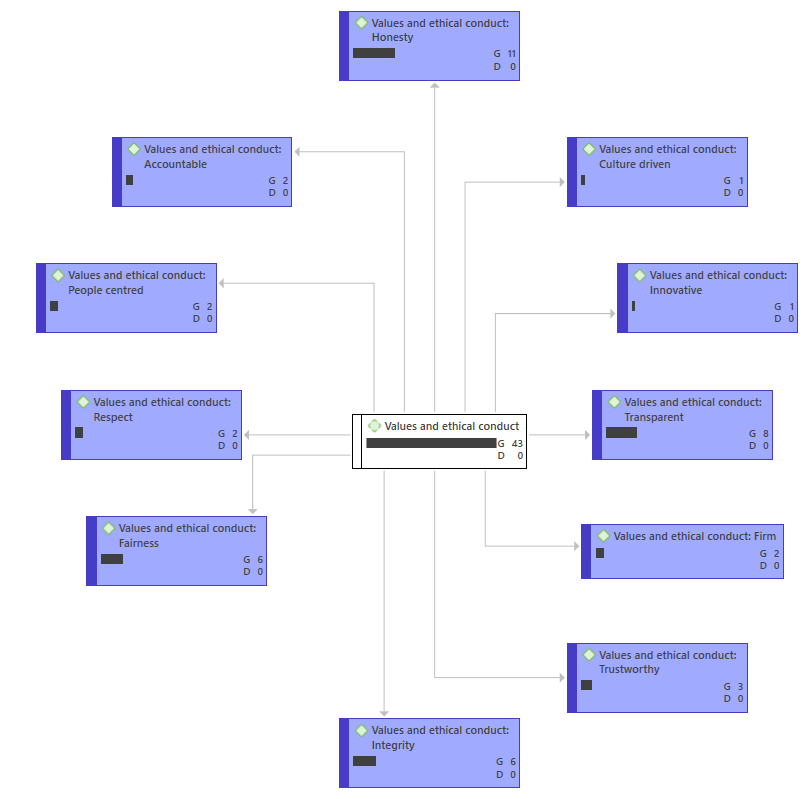
The second question explored the important values and ethical conduct that respondents expected from their leader. Eleven components of value and ethical conduct that respondents considered crucial stood out. With the exception of one respondent, honesty was the most dominant element indicated as the most important by the respondents. The second dominant theme was transparency, which was followed by honesty and fairness, which were both identified as the third most important values and ethical conduct. It is worth mentioning that the four components of values and ethical conduct discussed above are also included in the six core elements of ethical leadership. Respect, on the other hand, was considered unimportant, with only two respondents mentioning it. It is worth mentioning that, of the six key elements of ethical leadership, responsibility was not even acknowledged by the respondents as a significant value and ethical conduct, with none of the respondents mentioning it. The network diagram below depicts some of the important components of values and ethical conducts reported by respondents:

Figure 3: Important values and ethical conduct components

6.3.3 Practice of ethical conduct

6.3.4 Role of ethics towards service delivery

**6.3.5 Ethical leadership challenges**

This question sought to unfold some of the ethical leadership challenges faced by eThekwini Municipality in terms of service delivery. Ten key challenges were identified from the semi-structured interviews. The issue of political influence was considered to be the most prevalent ethical challenge by 50 percent of respondents. This is closely followed by corruption, which was cited by 5 respondents as another ethical leadership challenge. Other issues highlighted include incompetence, poor communication, bypassing of internal controls, lack of accountability, misuse of assets, ineffective disciplinary processes and service delivery delays. This is depicted in the figure below:

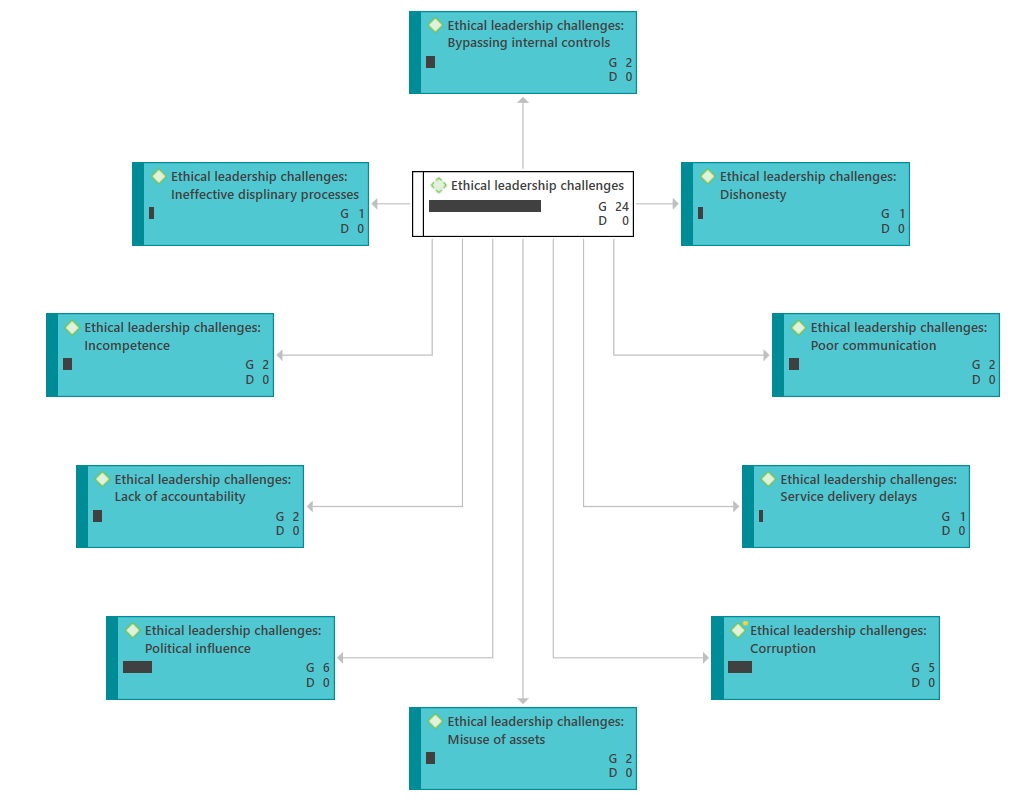


Figure 4: Ethical leadership challenges

**6.3.6 Link between ethical leadership and service delivery**

This question attempted to ascertain respondents' perspectives on the relationship between ethical leadership and service delivery. It was interesting to notice that the majority of respondents believed that unethical leadership could contribute to poor service delivery. On the contrary, ethical leadership can contribute to good service delivery. Ineffective tender mechanisms, unfairness, fraud and corruption, and stakeholder confidence are some of the concerns cited as a result of unethical leadership. All of these aspects of unethical leadership can have a negative impact on service delivery. The Sankey diagram below shows how ethical leadership and service delivery link.

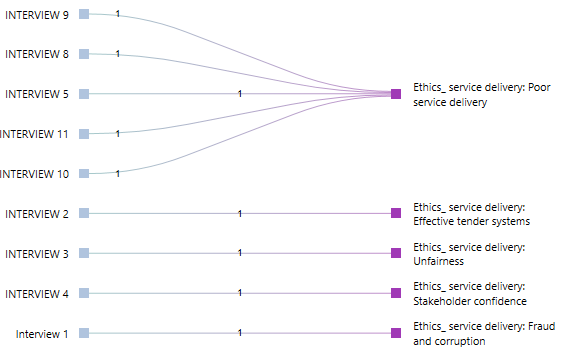


Figure 5: Link between ethical leadership and service delivery

**6.3.7 Implication of unethical leadership**

This question sought respondents' perspective on the ramifications of unethical leadership in the eThekwini Municipality. Seven major themes emerged in relation to the implications of unethical leadership in the municipality. Some of the challenges that might occur as a result of unethical leadership include service delivery issues, a lack of trust, poor revenue collection, reputational harm, resource waste, low staff morale, and protests as depicted in the figure below. Poor service delivery can impede revenue collection as ratepayers lose motivation, which might influence service delivery due to budgetary constraints. Protests and a loss of confidence in the municipality might result from poor service delivery. These highlighted flaws have the ability to intensify and perpetuate one another, creating a vicious cycle.

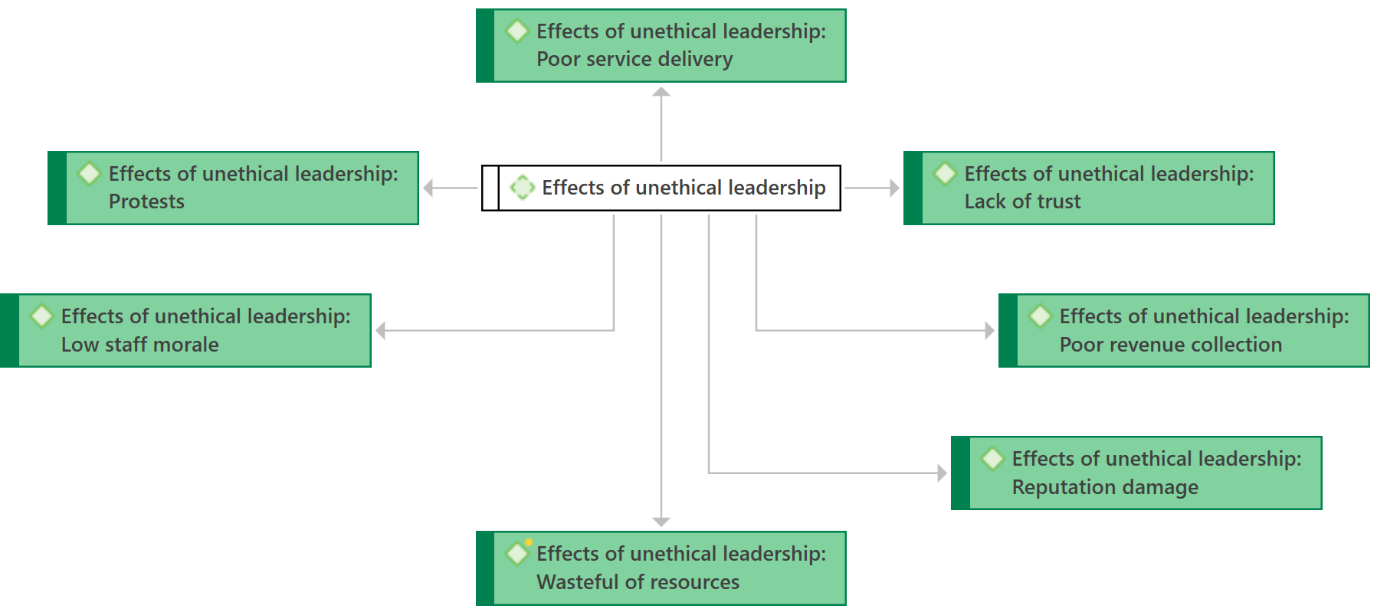


Figure 6: Implication of unethical leadership

**6.3.8 Structures to reward ethical leadership**

This question sought to understand the different existing structures within the municipality to promote or encourage ethical leadership.

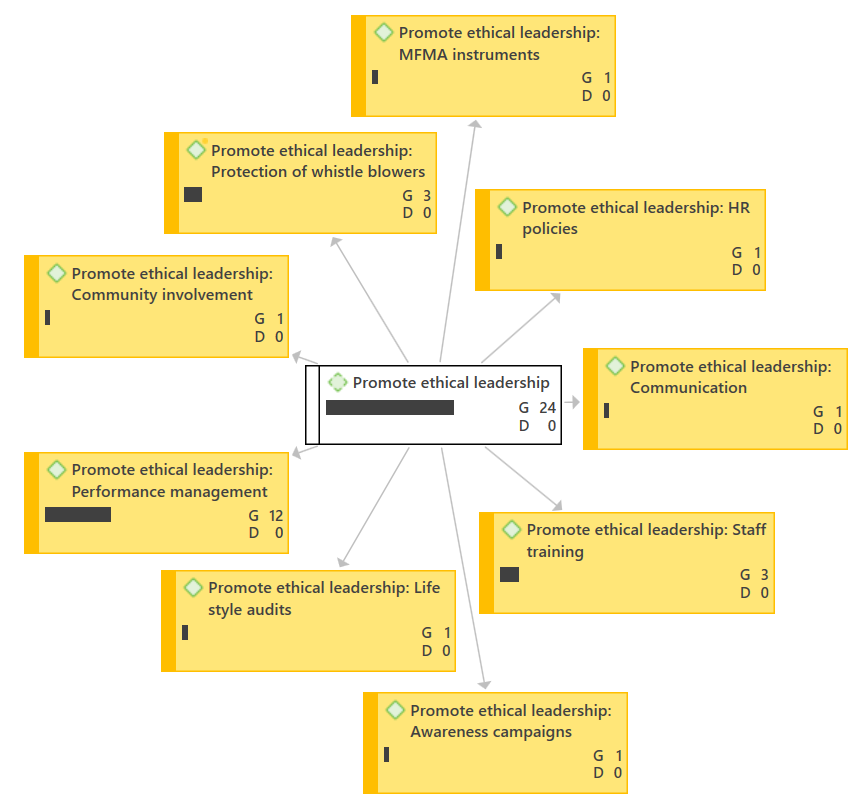


Figure 7: Promoting ethical leadership

**6.3.9 Structures to punish unethical leadership**

This question sought to understand the different existing structures or undertaken within the municipality to punish or discourage unethical leadership.

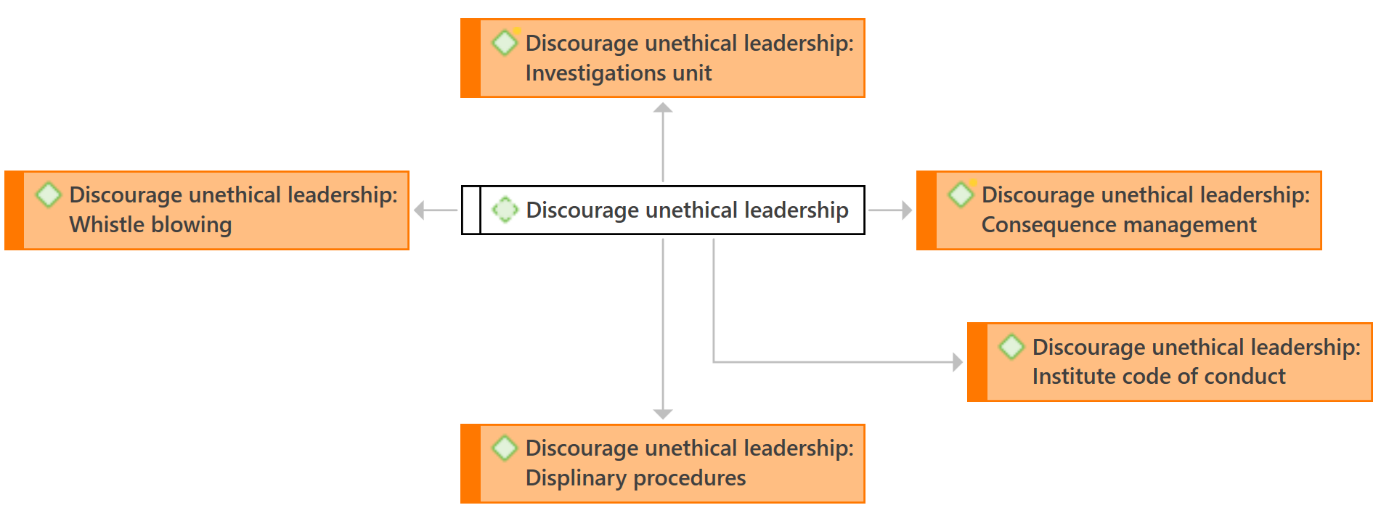


Figure 8: Discouraging ethical leadership

6.3.10 Leadership’s adherence to code of ethics

This question sought to understand the different existing structures or undertaken within the municipality to punish or discourage unethical leadership.

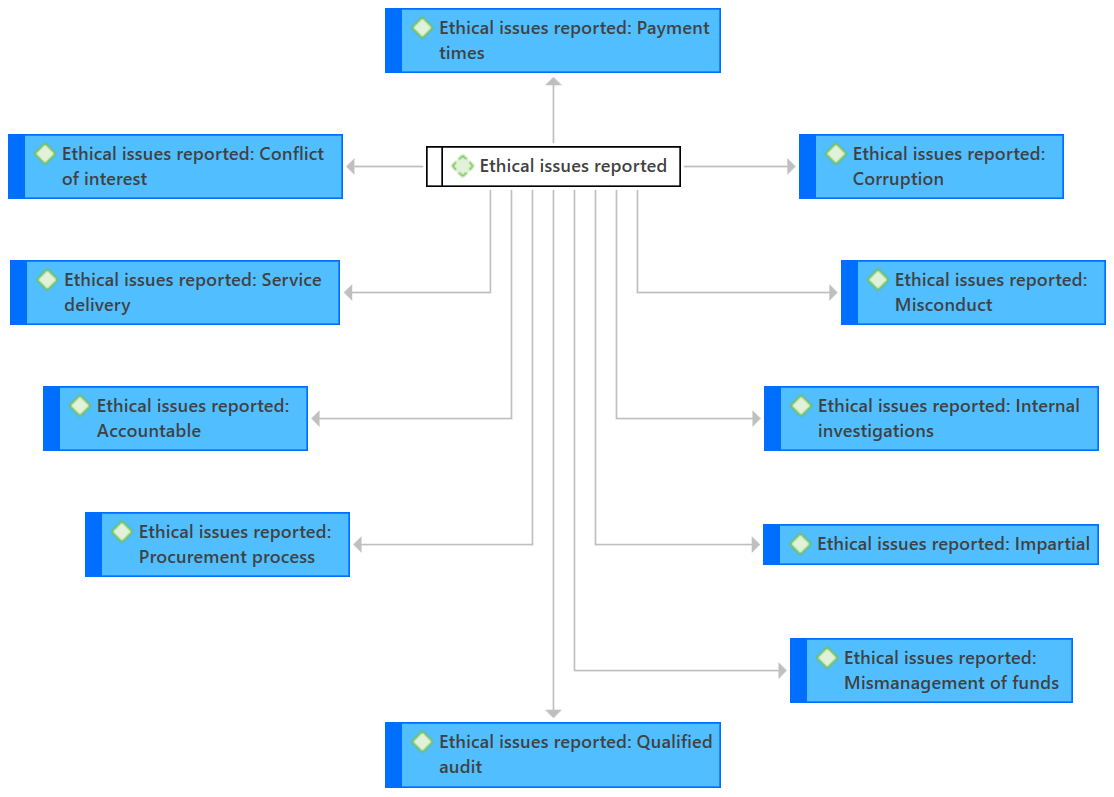


Figure 9: Ethical leadership issues reported

6.3.11 Strategies to promote efficient service delivery

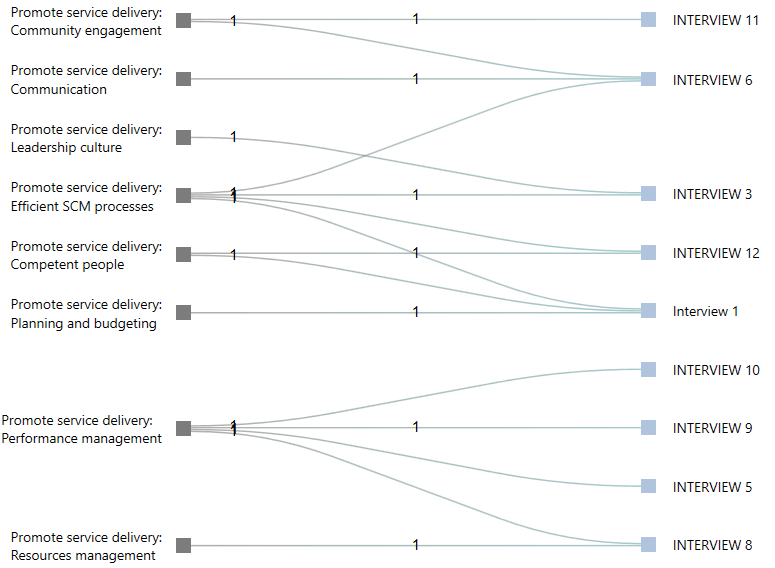


Figure 10: Strategies to promote efficient service delivery