



UNIVERSITY OF KWAZULU-NATAL

**Challenges to Management Practices in Public Technical and Vocational Education and Training  
Colleges in the KwaZulu-Natal Province**

By

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Thesis Submitted in fulfilment of the Degree of Doctor of Philosophy

School of Management, IT and Governance


College of Law and Management Studies

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**2016**

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## **DECLARATION**

I declare that this dissertation is my own original work. All citations, references and borrowed ideas have been duly acknowledged. It is being submitted for the Degree of Doctor of Philosophy, School of Management, IT and Governance, Faculty of Law and Management Studies, University of KwaZulu-Natal, Durban, South Africa. This thesis has not been previously submitted to any other institution for examination.

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## **DEDICATION**

I dedicate my study to a very special person, my dearest grandmother, the late Mrs S.D Sugudhav Singh, my nani, my maya. Through her great teachings, constant motivation, hunger for education and continued inspiration I found the strength and ability to complete this most self-fulfilling task. She has been but a pillar of hope even in her absence. My life is only because of the love she had for me. Her merciful love has taken me successfully through life's journey. I will forever be grateful to her.

## **ACKNOWLEDGEMENTS**

My greatest thank you is to my Creator. I would like to thank ALMIGHTY GOD for giving me the strength to successfully complete my studies.

I would like to thank the following people for their contribution to this study:

Prof. Z. Fields, my supervisor for her supervision support and encouragement during the undertaking of this study.

Sincere thanks to Prof. I.W. Ferreira for being the critical reader and editor, for his guidance and assistance towards the finalisation of this study.

Special thank you to all TVET colleges in KwaZulu-Natal for allowing me to conduct my research and interviews.

Ruvania Nayager for her technical assistance and expert advice. Thank you for your concern and friendship.

My parents Andrew and Prenitha, my two brothers Prenel and Yuhnav together with their respective families and my dearest husband Randir Ramraj for the support, inspiration and encouragement they gave me throughout my entire studies. They are heaven's special blessings to me.

Nokuthula Purity Shoji, my home helper, who helped keep up the fort in my absence, who's a mother to my sons and forever friend to me.

And last but not least my sons, Kirath and Prayag, for the joy that they bring into my life, for the understanding and patience they have had during this enduring time, for the many hours they had to spend alone, for their hugs when I arrive, and most of all for their confidence in me.

And to all individuals whose names are not mentioned but assisted with my studies.

## **ABSTRACT**

This study investigated Challenges to Management Practices in the public Technical and Vocational Education and Training (TVET) colleges in the KwaZulu-Natal Province. A mixed methods approach was used to conduct the study with a sample size of three hundred and eighty respondents for the quantitative study where the total population is 3700, and nine respondents for the qualitative study. These respondents were drawn from the nine different TVET colleges in the province of KwaZulu-Natal. The sample of 380 is therefore a representative sample of the given total population. The significance of TVETs in skills development has been well acknowledged in literature, yet there is no evidence of the challenges faced by the TVETs in particular. This study undertook to examine the management practices in relation to the challenges faced by TVET sector in one of the leading provinces in the republic of South Africa. The statistical findings of the study were analysed using the regression analysis in the Statistical Package of Social Science (SPSS) as well as content analysis. The work was done by an institutionally appointed statistician. Among the key findings of the study was the qualification demographic profile where fifty per cent of the respondents have degrees as opposed to a full contingent of qualified staff. These point to the need for the needed skills development in the sector in order to encourage skills functionality of the colleges to be enhanced. Among the challenges in the colleges are included financial constraints, low throughput rates, inadequate lecturer qualifications, poor teaching environment, poor facilities and limited oversight procedures in relation to the governance of colleges. Unlike in the past, the principals are expected to possess managerial skills from the department of education as well as from other stakeholders. This points to the need for effective skills development. The need for effective management is emphasised in the study within the framework of four constructs: leadership, governance, change management, and staff development. The revived TVET figure was credited to the figure developed in this study towards effective management using the above four constructs. A figure comprising the four constructs holistically is necessary in the effective management of TVETs. A management house model was developed in light of existing TVET challenges. The educational policy makers and institutions are presented with a model figure necessary for effective management and would benefit from its usage. It is also that similar research is done in other developing as well as developed economies to investigate the variations that could inform remedial interventions for the TVET sector.

## CONTENTS

Supervisors Permission to Submit .....	ii
Declaration.....	iii
Dedication .....	iv
Acknowledgements.....	v
Abstract.....	vi
Table of Contents .....	vii
List of Figures .....	xviii
List of Tables .....	xx
Appendices.....	xxii
CHAPTER 1 INTRODUCTION AND BACKGROUND TO THE STUDY .....	1
1.1 Introduction.....	1
1.2 Background to the Study.....	3
1.3 Statement of the Problem.....	5
1.4 Research Objectives.....	7
1.5 Research Questions.....	8
1.6 Scope of the Study .....	8
1.7 Significance of Study.....	9
1.8 Research Methodology .....	10
1.9 Thesis Structure .....	10
1.10 Summary .....	11

CHAPTER 2 THEORETICAL FRAMEWORK OF THIS STUDY .....	13
2.1 Introduction.....	13
2.2 Evolving Theories Underpinning the Study.....	13
2.2.1 Quality Management Systems .....	14
2.2.2 Limitations of Quality Management Systems.....	19
2.2.3 Learning Organisation Management Model .....	20
2.2.3.1 Limitations of the Learning Organisational Model.....	27
2.2.4 Management Information System Model.....	28
2.2.4.1 Limitations of the MIS .....	31
2.2.5 Balanced Scorecard.....	32
2.2.5.1 Limitations of the Balanced Scorecard .....	32
2.3 Managerial Leadership: The Difference between Leaders and Managers .....	34
2.4 Governance .....	36
2.5 Change Management .....	38
2.5.1 ADKAR Change Model.....	38
2.5.2 Kotter's 8 Step Change Model.....	39
2.5.3 Lewin's 3 Step Change Model.....	42
2.6 Staff Development .....	43
2.7 Questionnaire Construction .....	43
2.8 Summary .....	44
 CHAPTER 3 BACKGROUND OF FET/TVET COLLEGES IN SOUTH AFRICA, LEGISLATION AND POLICIES .....	 45
3.1 Introduction.....	45
3.2 Overview of the South African FET Sector and its Transformation.....	48
3.3 Public FET Colleges in KwaZulu-Natal (KZN) .....	51
3.3.1 Coastal KZN FET College.....	51

3.3.2 Elangeni FET College.....	51
3.3.3 Esayidi FET College.....	51
3.3.4 Majuba FET College.....	51
3.3.5 Mnambithi FET College .....	51
3.3.6 Mthashana FET College .....	51
3.3.7 Thekwini FET College.....	51
3.3.8 Umfolozi FET College.....	51
3.3.9 Umgungunlovo FET College.....	51
3.4 The Significance of Further Education in KwaZulu-Natal .....	57
3.4.1 The Need for Efficient and Effective Mangament Model for Public FET Collegs .....	58
3.4.2 FET Lecturer Qualifications and Development .....	61
3.4.3 Indentifying a Successful FET College System.....	62
3.5 Legislative Mandates Governing FET Colleges in South Africa.....	63
3.5.1 FET Colleges 1955 - 1997 .....	63
3.5.2 FET Colleges post 1997 .....	65
3.5.2.1 The Changes due to the 1994 Democracy.....	65
3.5.3 FE Colleges post 2005 .....	66
3.5.4 FET Policy Environment .....	68
3.6 Summary .....	69
 CHAPTER 4 MANAGING FET COLLEGES, CHALLENGES AND TRANSFORMATION .....	 71
4.1 Introduction.....	71
4.2 Challenges Faced by Public FETs from a Regional Perspective .....	72
4.3 Effective Leadership and Management.....	75
4.3.1 Effective Leadership .....	75
4.3.2 Leadership Styles .....	77

4.3.2.1 Authoratic Style .....	77
4.3.2.2 Democratic Style.....	78
4.3.2.3 Laissez-Faire style .....	78
4.3.2.4 Tansactional Leadership .....	79
4.3.2.5 Transformational Leadership .....	79
4.4 Effective Management .....	81
4.4.1 Transitional Management .....	84
4.4.2 Effective Management .....	84
4.4.3 Differences between Leaders and Managers.....	85
4.5 Change Management .....	86
4.5.1 Change Management Practices .....	87
4.5.2 External and Internal Sources of Change.....	90
4.5.3 Activities in Managing Change.....	93
4.5.4 Adapting to the new FET Landscape .....	94
4.5.5 Gap between Expectations and Actual Performance .....	95
4.6 Good Governance .....	95
4.6.1 Lack of Coherent Legislative Framework.....	98
4.6.2 Distinguishing between Further and Higher Education .....	98
4.7 Staff Development .....	98
4.7.1 Challenges Faced in Relation to Skills Development .....	99
4.7.2 Quality of Teaching and Learning Capacity .....	100
4.7.3 Skills Shortages.....	101
4.8 Transformation from FET to TVET .....	103
4.9 Summary .....	105

CHAPTER 5 RESEARCH METHODOLOGY .....	106
5.1 Introduction.....	106
5.2 Research Objectives .....	106
5.3 Research Questions .....	107
5.4 Research Philosophies .....	107
5.4.1 Positivism.....	108
5.4.2 Interpretivism.....	109
5.4.3 Realism .....	109
5.4.4 Pragmatism .....	110
5.4.5 Rationale for the Choice of Pragmatism .....	111
5.5 Research Approaches .....	112
5.5.1 The Deductive Approach .....	112
5.5.2 Inductive Approach.....	113
5.5.3 A Combined use of Deductive and Inductive Approaches .....	115
5.5.4 The Study's Approach .....	117
5.6 Research Strategies .....	117
5.6.1 Explanatory Studies .....	117
5.6.2 Exploratory Studies.....	118
5.6.3 Descriptive Studies .....	118
5.6.4 Experimental Design.....	119
5.6.5 The Quasi Experimental Design .....	119
5.6.6 Research Design for this Study and Rationale.....	120
5.7 The Research Choices.....	120
5.7.1 The Mono Method .....	120
5.7.2 Multiple Methods.....	121
5.7.2.1 The Multi-Methods Quantitative Studies.....	121

5.7.2.2 Multi-Methods Qualitative studies.....	121
5.7.2.3 The Mixed Methods Research .....	122
5.7.2.4. Concurrent Mixed Methods .....	122
5.7.2.5. Sequential Mixed Methods .....	122
5.7.2.6. Transformative Mixed Methods.....	122
5.7.2.7 Mixed Model Research .....	123
5.7.3 The Data Collection Techniques.....	123
5.8 Target Population.....	123
5.8.1 Sample Design .....	124
5.8.1.1 Probability Sampling .....	124
5.8.1.1.a Systematic Sampling.....	124
5.8.1.1.b Simple Random Sampling .....	125
5.8.1.1.c Stratified Random Sampling .....	125
5.8.1.1.d Cluster Sampling.....	126
5.8.1.1.e The Multi Stage Sampling.....	126
5.8.1.2 Non-Probability Sampling .....	127
5.8.1.2.a Quota Sampling.....	127
5.8.1.2.b Judgemental Sampling .....	127
5.8.1.2.c Snowball Sampling .....	128
5.8.1.2.d Self-selection Sampling .....	128
5.8.1.2.e Purposive Sampling .....	129
5.8.2 Sample Size.....	129
5.8.3 Sampling Method.....	131
5.8.4 Data Collection Procedures.....	131
5.8.4.1 Pilot Study.....	131
5.8.4.2 Collection of Primary Data .....	132

5.8.4.3 Collection of Secondary Data .....	132
5.8.4.4 Questionnaire .....	133
5.8.4.5 In-depth Interviews .....	135
5.8.5 Data Analysis Procedures .....	136
5.8.5.1 Descriptive Statistics.....	137
5.8.5.2 Inferential Statistics .....	138
5.8.5.3 One sample t-test.....	138
5.8.5.4 Analysis of Variance.....	139
5.8.5.5 Factor Analysis .....	139
5.8.5.6 Content Analysis.....	139
5.9 Reliability.....	141
5.10 Validity .....	141
5.11 Limitations of the Study.....	142
5.12 Ethical Considerations .....	142
5.13 Summary .....	144
 CHAPTER 6 ANALYSIS, INTERPRETATION AND PRESENTATION OF RESULTS .....	146
6.1 Introduction.....	146
6.2 Response Rate.....	147
6.3 Instrument's Reliability .....	147
6.4 Demographic Data Analysis (Section A).....	148
6.4.1 Educational Qualifications.....	149
6.4.2 Gender.....	149
6.4.3 Age Distribution.....	150
6.4.4 Race.....	150
6.4.5 Marital Status.....	151

6.4.6 Job Titles .....	151
6.4.7 Employment Status .....	151
6.4.8 Employment Tenure.....	152
6.4.9 Response Rate per College .....	152
6.4.10 Respondents per Discipline.....	153
6.5 Management Challenges (Section B).....	155
6.5.1 B1: Management Practice Challenges .....	156
6.5.1.1 College Results on Management Practice Challenges .....	160
6.5.2 B2: Management and Leadership .....	163
6.5.2.1 College Results on Management and Leadership .....	166
6.5.3 B3: Governance .....	172
6.5.3.1 College Results on Governance .....	175
6.5.4 B4: Change Management.....	179
6.5.4.1 College Results on Change Management .....	181
6.5.5 B 5: Staff Development.....	187
6.5.5.1 College Results on Staff Development .....	189
6.5.5.2 Workshop College Results.....	197
6.5.6 C1: Quality Management Systems - Customer/Client Focus .....	199
6.5.7 C2: Quality Management Systems: - Leadership.....	200
6.5.8 C3: Quality Management Systems: - Involvement of People .....	201
6.5.9 C4: Quality Management Systems: - Process Approach .....	202
6.5.10 C5: Quality Management Systems: - Systems Approach to Management .....	203
6.5.11 C6: Quality Management Systems: - Continual Improvement .....	205
6.5.12 C7: Quality Management Systems: - Factual Approach to Decision Making .....	206
6.5.13 C8: Quality Management Systems: - Mutually Beneficial Relationship .....	206
6.6 Analysis of Qualitative Data .....	208

6.7 Summary .....	216
 CHAPTER 7 EXPLANATION OF THE FINDINGS .....	 217
7.1 Introduction.....	217
7.2 Biographic Data in the TVETs.....	218
7.2.1 Gender.....	218
7.2.2 Age.....	219
7.2.3 Race.....	219
7.2.4 Marital Status .....	219
7.2.5 Job Title .....	219
7.2.6 Qualifications.....	219
7.2.7 Employment Status .....	220
7.2.8 Tenure .....	220
7.3 Management Practise Challenges .....	220
7.4 Effective Management and Leadership.....	222
7.5 Governance .....	225
7.6 Change Management .....	227
7.7 Staff Development .....	229
7.8 Quality Management System.....	233
7.8.1 Quality Management System: Customer/Client Focus .....	233
7.8.2 Quality Management system: Leadership.....	234
7.8.3 Quality Management Systems: Involvement of People.....	235
7.8.4 Quality Management Systems: Process Approach .....	235
7.8.5 Quality Management Systems: Systems Approach to Management .....	236
7.8.6 Quality Management Systems: Continual Improvement .....	236
7.8.7 Quality Management Systems: Factual Approach to Decision Making .....	237

7.8.8 Quality Management Systems: Mutually Beneficial Relationship .....	237
7.9 A Revived Study Figure.....	238
7.10 Summary .....	242
 CHAPTER 8 THESIS OVERVIEW, RECOMMENDATIONS AND CONCLUDING REMARKS .....	243
8.1 Introduction.....	243
8.2 Overall Aim of the Study .....	243
8.2.1 Primary Objective .....	243
8.2.2 Secondary Objectives.....	243
8.2.3 Main Research Question .....	244
8.2.4 Sub Research Questions.....	244
8.3 Summary of Main Findings .....	245
8.4 Current Quality Management System Model and its Limitations.....	255
8.5 Proposed Model for TVET colleges .....	256
8.6 Study Limitations.....	259
8.7 Brief Overview of Chapters .....	260
8.8 Recommendations.....	261
8.8.1 Recommendation 1 – Main Objective .....	261
8.8.2 Recommendation 2 – Research Objective 1 and 2.....	262
8.8.3 Recommendation 3 – Research Objective 3 and 4.....	263
8.8.4 Recommendation 4 – Research Objective 5 .....	2634
8.8.5 Recommendation 5 – Research Objective 6 and 7.....	265
8.8.6 Recommendation 6 – Research Objective 8 .....	265
8.8.7 Recommendation 7 – The Revised Study Figure.....	266
8.9 Future Research .....	268
8.10 Conclusion .....	269

8.10.1 Conclusion 1 .....	269
8.10.2 Conclusion 2 .....	269
8.10.3 Conclusion 3 .....	270
8.10.4 Conclusion 4 .....	270
8.10.5 Conclusion 5 .....	270
8.10.6 Conclusion 6 .....	270
8.11 Overall Conclusion .....	271
REFERENCE LIST .....	271

## List of Figures

<a href="#"><u>Figure 2.1: The organisational learning process</u></a> .....	21
<a href="#"><u>Figure 2.2: The learning organisation</u></a> .....	22
<a href="#"><u>Figure 2.3: Original IS model</u></a> .....	29
<a href="#"><u>Figure 2.4: Updated IS model</u></a> .....	30
<a href="#"><u>Figure 2.5: Current MIS model</u></a> .....	30
<a href="#"><u>Figure 2.6: Balanced scorecard for on-going education at Turku Polytechnic</u></a> .....	33
<a href="#"><u>Figure 2.7: Company Directors Corporate Governance Framework</u></a> .....	37
<a href="#"><u>Figure 2.8: ADKAR Change competency model</u></a> .....	37
<a href="#"><u>Figure 2.9: Lewin's 3 Step change model</u></a> .....	42
<a href="#"><u>Figure 2.10: Needs and expectations of people at work</u></a> .....	43
<a href="#"><u>Figure 6.1: Challenge ratings</u></a> .....	160
<a href="#"><u>Figure 6.2: Average ratings</u></a> .....	197
<a href="#"><u>Figure 6.3: Challenges of FET colleges</u></a> .....	208
<a href="#"><u>Figure 6.4: Model on challenges of TVET colleges</u></a> .....	210
<a href="#"><u>Figure 6.5: Model on challenges at FET/TVET colleges</u></a> .....	210
<a href="#"><u>Figure 6.6: Model on staff development</u></a> .....	211
<a href="#"><u>Figure 6.7: Model on challenges of change management</u></a> .....	212
<a href="#"><u>Figure 6.8: Model on resistance to challenges</u></a> .....	212
<a href="#"><u>Figure 6.9: Model on compliance at TVET colleges</u></a> .....	213
<a href="#"><u>Figure 6.10: Model on staff development promotion</u></a> .....	214
<a href="#"><u>Figure 6.11: Model on relationship management</u></a> .....	215
<a href="#"><u>Figure 7.1: Revived study figure</u></a> .....	240
<a href="#"><u>Figure 8.1: Statistical model</u></a> .....	256
<a href="#"><u>Figure 8.2: House management model for TVET colleges</u></a> .....	257
<a href="#"><u>Figure 8.3: Challenge identification matrix</u></a> .....	262

Figure 8.4: The re-organised study figure.....	266
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## List of Tables

<a href="#"><u>Table 2.1: Differences between leaders and managers</u></a> .....	34
<a href="#"><u>Table 3.1: Summary of various colleges</u></a> .....	56
<a href="#"><u>Table 4.1: Differences between leaders and managers</u></a> .....	85
<a href="#"><u>Table 5.1: A comparative table on qualitative approaches</u></a> .....	114
<a href="#"><u>Table 5.2: Comparison of the deductive, inductive and integrated approaches</u></a> .....	116
<a href="#"><u>Table 5.3: Sample Size</u></a> .....	130
<a href="#"><u>Table 6.1: Qualifications</u></a> .....	149
<a href="#"><u>Table 6.2 Gender distribution</u></a> .....	149
<a href="#"><u>Table 6.3: Ages of respondents</u></a> .....	150
<a href="#"><u>Table 6.4: Race</u></a> .....	150
<a href="#"><u>Table 6.5: Marital status</u></a> .....	151
<a href="#"><u>Table 6.6: Job title</u></a> .....	151
<a href="#"><u>Table 6.7: Employment status</u></a> .....	152
<a href="#"><u>Table 6.8: Employment tenure</u></a> .....	152
<a href="#"><u>Table 6.9: College respondents</u></a> .....	153
<a href="#"><u>Table 6.10: Respondents' discipline</u></a> .....	153
<a href="#"><u>Table 6.11: Other discipline</u></a> .....	154
<a href="#"><u>Table 6.12: Objectives as per questionnaire</u></a> .....	157
<a href="#"><u>Table 6.13: Management practice challenge One-Sample Statistics</u></a> .....	157
<a href="#"><u>Table 6.14: Management challenges practice One-Sample Test</u></a> .....	157
<a href="#"><u>Table 6.15 General and managed challenges</u></a> .....	158
<a href="#"><u>Table 6.16: The general –managed One-Sample Test</u></a> .....	158
<a href="#"><u>Table 6.17: Challenges ranking on a One-Sample Statistics</u></a> .....	159
<a href="#"><u>Table 6.18: Challenges One-Sample Test</u></a> .....	159
<a href="#"><u>Table 6.19: Means of management practice challenges</u></a> .....	161

<a href="#"><u>Table 6.20: Management practice challenges Robust Tests of Equality of Means</u></a> .....	163
<a href="#"><u>Table 6.21: Management and leadership One-Sample Statistics</u></a> .....	163
<a href="#"><u>Table 6.22: Management and leadership One-Sample Test</u></a> .....	165
<a href="#"><u>Table 6.23: Management and leadership One-Sample Statistics</u></a> .....	165
<a href="#"><u>Table 6.24: Management-leadership One-Sample Test</u></a> .....	165
<a href="#"><u>Table 6.25: Management and leadership College Means</u></a> .....	167
<a href="#"><u>Table 6.26: Management and leadership Robust Tests of Equality of Means</u></a> .....	171
<a href="#"><u>Table 6.27: Governance One-Sample Statistics</u></a> .....	172
<a href="#"><u>Table 6.28: Governance One-Sample Test</u></a> .....	173
<a href="#"><u>Table 6.29: Governance One-Sample Statistics</u></a> .....	174
<a href="#"><u>Table 6.30: Governance One-Sample Test</u></a> .....	174
<a href="#"><u>Table 6.31: Governance College Means</u></a> .....	175
<a href="#"><u>Table 6.32: Governance Robust Tests of Equality of Means</u></a> .....	178
<a href="#"><u>Table 6.33: Change management One-Sample Statistics</u></a> .....	179
<a href="#"><u>Table 6.34: Change management One-Sample Test</u></a> .....	180
<a href="#"><u>Table 6.35: Change management College Means</u></a> .....	181
<a href="#"><u>Table 6.36: Change management ANOVA</u></a> .....	186
<a href="#"><u>Table 6.37: Staff development One-Sample Statistics</u></a> .....	188
<a href="#"><u>Table 6.38: Staff development One Sample Test</u></a> .....	190
<a href="#"><u>Table 6.39: Staff development College Means</u></a> .....	190
<a href="#"><u>Table 6.40 Staff development ANOVA</u></a> .....	194
<a href="#"><u>Table 6.41: One-Sample Test</u></a> .....	196
<a href="#"><u>Table 6.42: Workshop One sample Statistics</u></a> .....	196
<a href="#"><u>Table 6.43: Workshop College Means</u></a> .....	197
<a href="#"><u>Table 6.44: College workshop Robust Tests of Equality of Means</u></a> .....	199
<a href="#"><u>Table 6.45: Customer/client One-Sample Statistics</u></a> .....	200

<a href="#"><u>Table 6.46: Customer/client One-Sample Test</u></a> .....	200
<a href="#"><u>Table 6.47: Managers One-Sample Statistics</u></a> .....	200
<a href="#"><u>Table 6.48: Managers One-Sample Test</u></a> .....	201
<a href="#"><u>Table 6.49: People One-Sample Statistics</u></a> .....	202
<a href="#"><u>Table 6.50: People One-Sample Test</u></a> .....	202
<a href="#"><u>Table 6.51: Approach One-Sample Statistics</u></a> .....	203
<a href="#"><u>Table 6.52: Quality One-Sample Test</u></a> .....	203
<a href="#"><u>Table 6.53: Systems One-Sample Statistics</u></a> .....	204
<a href="#"><u>Table 6.54: Systems One-Sample Test</u></a> .....	204
<a href="#"><u>Table 6.55: Infrastructure One-Sample Statistics</u></a> .....	205
<a href="#"><u>Table 6.56: Infrastructure One-Sample Test</u></a> .....	205
<a href="#"><u>Table 6.57: Decisions One-Sample Statistics</u></a> .....	206
<a href="#"><u>Table 6.58: Decisions One-Sample Test</u></a> .....	206
<a href="#"><u>Table 6.59: Student One-Sample Statistics</u></a> .....	207
<a href="#"><u>Table 6.60: Student One-Sample Test</u></a> .....	207
<a href="#"><u>Table 7.1: Instrumental Table</u></a> .....	217

## **Appendices**

<a href="#"><u>Annexure A: Questionnaire</u></a> .....	292
Annexure B: Interview Schedule.....	305
<a href="#"><u>Annexure C: Ethical Clearance</u></a> .....	311
<a href="#"><u>Annexure D: Gatekeepers Letter</u></a> .....	312
<a href="#"><u>Annexure E: Turinitin Report</u></a> .....	313
<a href="#"><u>Annexure F: Language Editors Confirmation</u></a> .....	314
<a href="#"><u>Annexure G: Pictures from Strike Action (October 2014)</u></a> .....	314

## **CHAPTER 1**

### **INTRODUCTION AND BACKGROUND TO THE STUDY**

#### **1.1 Introduction**

Internationally it is noted that institutional education contexts is fluxed with challenges consequently regarding how learning is enhanced in these institutions (Wessels 2002:189). Due to the rise of new and complex language and cultural interactions, education institutions throughout the world have found themselves adopting and adjusting to the continuing changes in the different societies at large (Foster 2002). In Asian countries such as China and Japan, the education system has adopted a more practical and technical approach to learning whereby scholars are exposed to technology and inventions at an early age (Tilbury 2002). Whereas the European system of education focuses on the quality of education particularly in vocational, educational as well as citizen-building (Moore, Freda, Moura, John, Brenda, George & Van Wynsberghe 2005). African education institutions however are centred on the theoretical systems that are later supplemented by training and practice (Cosser 2010).

The focal point of this study is related to the challenges for management practices in Technical and Vocational Education and Training (TVET) colleges in South Africa. For the purpose of this study and for generalisation purposes internationally, both the global name Further Education and Training (FET) college and the local name TVET college are presented as FET colleges until the third chapter. This is because the second and third chapter of this thesis incorporate the global perspectives of FET/TVET colleges. The transition from FET to TVET colleges is explained in detail in Chapter three. After Chapter 3 of this study the name used is the South African usage TVET colleges. The focal point is shifted to TVET colleges because it is the most recent name in South Africa and applicable to this study. The fourth chapter is the theoretical framework of the study and therefore the name TVET colleges is more applicable in South Africa.

Critics of globalisation argue that educational institutions should have their unique systems addressing individual learners' needs (Wessels 2002, Bush 2003, Bush 2006, Ramphela 2009) and the South African Council of Educators, (SACE 2011) concurs. Wessels (2002) asserts that the education institutions should be centred on cultures and norms. Gewer (2010) states that the systems of higher learning should not conform to global pressures and they should rather uphold

their standards and achieve their unaltered goals. SACE (2011) stressed the importance of addressing the learners needs, particularly those from disadvantaged backgrounds.

FET colleges in South Africa have undergone various transformations. These changes have presented challenges to FET college management systems over the years. This study examined challenges faced by FET colleges as a result of the transformation in the FET sector. The transformations faced by public FETs from a global perspective are explained in detail. Although globalisation has greatly contributed to the world becoming a global network, there is a substantial gap between the first world countries and the third world countries. In terms of technological advancement, cultural and economic differences. These differences significantly influence the nature of the challenges experienced in local South African FET colleges. These challenges are explained in detail in the paragraphs that follow. The study also explores appropriate management practises that can be applied to address these challenges for the successful operation of public FET colleges in KZN.

Gewer (2010:4) stated that TVET colleges are historically entering a period in history that is termed as critical. Wedekind (2008: 10) further stated that between 1998 and 2000, there was an increase in concentration regarding TVET colleges following the Green and White Paper in relation to the TVET legislation of 1998.

It was further argued that despite the attempted adaptation to the legislation, college subsystem transformation was undertaken in the absence of a coherent framework for education and training (Gewer 2010:4). The interventions have construed to implications surrounding achieving TVET college responsibility and optimal resource utilisation.

The technical college sector of South Africa was developed alongside the practical training of the apprenticeship system in the twentieth century to provide theoretical training. This chapter lays a foundation for the rest of the work on this study and this section shall deal with the background of the study, the research problem, the objectives, research questions, and the significance of study, the chapter organisation and conclusion.

## **1.2 Background to the Study**

This study investigated issues regarding the challenges to management practices in Technical and Vocational Education and Training (TVET) colleges in the KwaZulu-Natal Province in South Africa. Kwa-Zulu Natal is one of the nine provinces that constitute the republic of South Africa. Globally, the significance of these colleges has been known for some time relative the need for economic development of countries. In this context, these institutions have experienced challenges that inhibit their normal functioning.

Nationally, the FET sector comprises fifty private and public colleges inclusive of two hundred and sixty three campuses which is the primary site for skills-development training (Van Niekerk 2012:3). The FET college system houses approximately two hundred and twenty thousand (220 000) and less than one hundred thousand (100 000) students within the public and private colleges respectively (Van Niekerk 2012:3).

The challenges faced by public FET colleges in KwaZulu-Natal (KZN), impact on management, leadership and governance. As a result it is necessary to explore the principles and practices in further education and training. This allows for the understanding of society's transformation which requires the replacement of conventional management ideas about managing organisations in general and FET colleges in particular. The principles and practices will address a myriad economic, environmental, and technological, health - related and social concerns (Gallos 2008) as cited in (Schmidt-Wilk 2011:195).

There are several challenges since the development of the system namely; ineffective management and leadership styles, lack of employee expertise, as well as disregard toward staff development.

In South Africa, Further Education and Training (FET) colleges (renamed to TVET in 2013, were established during 2002 in accordance with the directives laid down in the FET Act 98 of 1998 (Terblanche 2008:1). This establishment has resulted in a merger of one hundred and fifty two former technical colleges into fifty TVET colleges within the nine South African provinces (Department of Education 2003 as cited in Terblanche 2008:1). With the increase in size and complexity surrounding the new landscape of TVET colleges, the functionality of these colleges needs to occur in a responsive and responsible manner (Moholokoane 2004:2). This relates to

having well trained and efficient staff to satisfy the requirements of managing, leading and sustaining TVET colleges.

The above challenges faced or potential issues for the future, will be difficult in addressing the transformation of the FET sector (Moholokoane 2004:1). There is need to develop measures which have been established and utilised are the turnaround strategy (Department of Higher Education and Training 2012) in attempting to enable colleges to ensure better management practices thereby enhancing throughput. It is also understood that a high level of concentration has been placed on the future capabilities of TVET colleges/managers. This, in turn, will require an increase in institutional authority to consist of higher qualified, sophisticated and capable managers (Department of Education 2001:17).

These management challenges lead to colleges experiencing inefficiencies of product throughput. Educational management systems are required in order to facilitate the challenges within public TVET colleges by ensuring that transformational structures are coherent with current management principles. Therefore, it is imperative to ensure the proper functioning and management of TVET colleges. With the merging of the previous technical colleges, FET college structures over the past years has led to the changing roles of management (Terblanche 2008:1). Over time, these colleges have to adapt to the ever changing environment and require an effective management team to ensure smooth operations.

These colleges have since been faced with the challenges in respect of delivering in accordance to the new TVET landscape. Additional pressure is exerted on the colleges by change initiatives from the National and Provincial Department of Education (Department of Education 2001:6). In order for TVET college managers to be able to accommodate such initiatives and policies, a well-established and implemented management model becomes a pivotal requirement.

As a result of the abovementioned state of affairs, there seems to be a direct need to further investigate the challenges and establish a more thorough understanding of the current state at TVET colleges. Therefore, the researcher conducted this study to provide the management structure with a model that could enhance and facilitate the effectiveness of TVET college management systems. Despite the implementation of the turnaround strategy, these TVET challenges further exist and they affect management practices. This understanding served serves

to aid the researcher in developing a management model to guide further and future support for TVET colleges.

Colleges are constantly facing challenges associated with campus management and inequitable resources (Gewer 2010:8). Fisher, Jaff, Powell and Hall (2003:329) identified additional TVET challenges relating to the lack of articulation between further and higher education and through inefficiencies stemming from internal structures. This transpires into developing and refining theories to control the theoretical and or practical gaps between the institutions (Bush 2006:13). The inconsistency will transmit into a less contingent co-ordination and co-operation between the TVET college sectors to that of the Department of Education (Fisher et al. 2003:348).

The FET Act 3 of 2012 was introduced as a new policy by the National Department of Education (DoE). Due to the policy being executed as of 2012, college management were affected by change initiatives. According to Mohlokoane (2004:5), managers were unable to manage such changes effectively as it required the well managed education and provision of quality and relevant training. These elements are essential characteristics of effective management.

Literature points to the inefficiencies encountered within the TVET sector and hence it is necessary to consider management's challenges within the sector. This study specifically focused on such challenges in the KwaZulu-Natal province of South Africa. The KwaZulu-Natal province has the highest number of TVET colleges in the country (Department of Higher Education and Training 2016) being nine TVET colleges with various campus sites. The nature of this study in a notable province has not been done before.

### **1.3 Statement of the Problem**

The Minister of Education stated that there exists an increasing gap in the skills of area management and administration (Department of Higher Education and Training 2012:6). It was further pointed out that not all TVET colleges were experiencing such challenges (Department of Higher Education and Training 2012:16). Therefore, the existent gap may partially be due to the substantial difference in managing guidelines governing TVET colleges as compared to what happens in practice. A management model designed for changes within TVET colleges in KwaZulu-Natal may lead to effective management.

In accordance to fulfilling the gap, TVET colleges incur further encounters of reforming curricula, teaching and learning practices, and management proceedings. This will be required to incorporate that of the social and economic transitions responding to training and educational country needs (Fisher et al. 2003: 348, Motala & Williams 2004:13).

FET colleges in all parts of the globe are faced with the challenges of an evolving educational environment and the need for qualified and skilled personnel in a global labour market that is characterised by high levels of unemployment and skills shortages (Wessels 2002). The South African institutions for higher education, Department of Education (DoE), Department of Higher Education and Training (DHET) and Further Education and Training Colleges (FET), find themselves in a turbulent and evolving environment regarding FETs and other institutions of higher learning. In the department's turnaround strategy, Higher Education and Training Minister Dr Blade Nzimande said the department is starting to meaningfully address the challenges faced by the country's FET colleges through the implementation of its multifaceted turnaround strategy (Nzimande 2012). The significance of FET colleges becomes more apparent due to the ever-increasing need for qualified personnel in the South African labour market. In South Africa, public FET colleges are established and functioned under the authority of the FET Colleges Act 16 of 2006 and resort under the DHET (Department of Higher Education and Training 2012). South African public FET colleges are subsidised by the government by roughly R4 billion per annum (FET Colleges 2013).

The high levels of unemployment, skills shortages and increasing demand for quality education challenges the management of FET colleges to respond rapidly and positively by shifting away from the existing management models and adopting new and effective such models specially designed for FET colleges (FET Report 2011). This has brought about conversion of FET colleges in South Africa in both the public and the private sectors, with the public FET colleges in KZN being the focal point of this study.

Studies need to be done in order to assess the current management strategies, in relation to the many challenges faced by TVET colleges. South African legislation has been placed and needs to be practiced and enforced. Therefore, this study examined specific challenges impeding growth

and sustainability at TVET colleges in KZN in order to successfully create a promising future for all South Africans. According to the report ‘A New Institutional Landscape for Public Further Education and Training Colleges’ published by the Department of Education (Department of Education 2009:16), TVET college managers are required to exhibit “an increasingly sophisticated grasp of the developmental challenges and economic opportunities presented by the local and international environment,” in transforming institutions with operations and effective management strategies.

The transition within TVET college systems to accommodate the policy led to management being challenged by the DoE demands. In the past, there was no expectation for managers to possess managerial and leadership experience (Mohlokoane 2004:6). In light of this, top management of these colleges are faced with the complex and diverse leadership and change management issues. In this context, it is therefore imperative investigating a management model, strategies and mechanisms necessary for the effectiveness of TVET colleges. This allows the colleges not only to be financially viable, but will permit management with the capabilities of offering diverse programmes. These programmes will enhance the skills, attitudes, and values and the knowledge required by South African individuals, citizens and lifelong learners.

#### **1.4 Research Objectives**

The overall aim of the study was to investigate the management practice challenges faced by TVET colleges in KZN and to develop a management model for TVET colleges to ensure efficient and effective management. The primary objective study was to narrow the gap between managing guidelines and practice within TVET colleges in KZN.

The secondary research objectives were:

1. To understand the link between management and leadership within TVET colleges.
2. To ascertain the different measures put in place that support effective management within TVET colleges.
3. To investigate how government polices sustain ethical practises within the colleges.
4. To examine if governance is adhered to as per polices governing TVET colleges.

5. To examine how challenges regarding change management are addressed within TVET colleges.
6. To understand the challenges to staff development with TVET colleges.
7. To understand the support measures put in place to promote continual staff development within TVET colleges.
8. To develop a conceptual framework management model to enhance the TVET college management.

### **1.5 Research Questions**

The key research question is; what are the current challenges to management practices in Training and Vocational, Education and Training (TVET) colleges in the KwaZulu-Natal Province?

The sub-questions which the research findings aimed to address were:

1. What challenges exist in linking management and effective leadership within TVET colleges?
2. What support measures are put in place to ensure effective management in TVET colleges?
3. To what extent do noncompliance and mal practises threaten the functionality of TVET colleges?
4. What are the ethical practises at TVET colleges?
5. To what extent is change management being proactively addressed?
6. What are the challenges to staff developments within TVET colleges?
7. What are the support measures put in place to promote continual staff development?
8. What are the existing needs for a management model?

### **1.6 Scope of the Study**

The scope of this study is confined to the management challenges faced by TVETs in the KwaZulu-Natal province. It is within the construct of effective management that variables such as leadership, governance, change management and staff development were dealt with. The variables were used to endeavour to obtain a comprehensive understanding of effective management consequent to the challenges from the four variables namely leadership, governance, change management and staff development. There is a reflection of effective management in regard to these variables which is

directly linked to the challenges faced by the TVETs. This study was limited to these variables, however, there were other variables impacting on the effectiveness of management such as finance, infrastructure, educational gaps inter alia.

The variables such as leadership, governance, change management and staff development are notable in creating effective management capability and therefore the use of these variables was significant in this study. The combination of these variables as pointed out by literature leads to a cohesive underpinning of the key or fundamental variables in an effective management strategy in TVET management.

### **1.7 Significance of Study**

This study is regarded as significant in that it proposes the bridging of the existing knowledge gap that has been in existence in regard to the sector under study. The management challenges so far identified can be a point of departure from which further studies can be embarked on to enable other salient features in the system to be identified. The study will examine the various management practice challenges that impact on effective management, leadership, governance, change management and staff development.

The study was based on the impact that education has on society as well as on economic development. There has also been an insight into the fact that there is a gap of knowledge in the area in terms of understanding the challenges faced by the sector. The vitality of understanding issues that impact on management at the skills level has always been a cause for concern. Based on the role of skills development and productivity in an economy, the impact of TVETs becomes significant in realising the overall economic objective and hence the need to deal with the challenges in the sector by ensuring total effectiveness and efficiency in the sector. The role of prospective students from the TVETs in adding value to organisations could strengthen the economic strength of organisations as well as increase economic productivity as a whole.

The strength of the study is in the area of addressing the practical challenges that are facing the TVET sector through the proposed model in the study. This will comprise the study variables such as management, leadership, governance, change management and staff development. Previous

models were not as comprehensive in dealing with effective management. This is due to the fact that current models do not include all the variables that have been identified in this study. Various issues were dealt with previously with other models, however, effective management was not the component of such models. In order to deal with effective management practice, it was pivotal that a management model be developed to ensure effectiveness and efficiency within the TVET sector. There have been recommendations proposed for the sector which can be useful for the effective management of the colleges.

### **1.8 Research Methodology**

This study adopted a mixed methods approach dealing with a sample of three hundred and seventy three respondents from quantitative perspective and nine respondents from a qualitative perspective. The respondents were made up of academic and support staff from the nine TVET colleges in KwaZulu-Natal province. The qualitative dimension involved the principals of all the nine colleges in the province. The questionnaires and interviews were administered personally. During the survey study observed ethical considerations as detailed in the methodology chapter and which, among others, included that no harm to the subjects as well as, the researcher was sustained. There was informed consent of the research subjects during the research process. There was an adherence to the research protocol and this was ensured as the gate keeper's letter was obtained from DHET and was forwarded to the research committee with the protocol reference number HSS/0044/014D.

### **1.9 Thesis Structure**

The study on the management practice challenges was arranged in chapters which ranged from chapter one to chapter eight of the study. The details of the chapters are as below:

*Chapter one* introduced the basic concepts of the study. Key information was explained regarding the various aspects of the study. The research questions, objectives as well as the background were outlined in this section. This shaped the concepts of this thesis.

*Chapter two* focused on the various developments of TVETs including the background, the legislation and policies governing the TVETs in South Africa.

*Chapter three* dealt with the issues regarding the management of TVET colleges. Management, leadership, governance, change management and staff development were explained as part of the literature. This section also explained the transformation of TVET colleges in the South African context.

*Chapter four* presented the theoretical framework of the study. The theoretical presentation was necessary in underpinning the course of this work. It laid down a firm foundation necessary for recognizing the plot of the study as well as the compilation of the instruments.

*Chapter five* elucidated the research methodology of this work this guided the empirical study and explored the various approaches that were used and the contextual suitability of these were explained. Appropriate analysis was conducted in this area in pursuit of appropriate data analytical techniques that guided the interpretation and presentation of the data using a qualified registered statistician.

*Chapter six* presented the results or findings of the study in accordance to the objectives of the study. The quantitative results were interpreted and presented after being analysed with the Statistical Package of Social Sciences (SPSS) and thereafter the qualitative analysis was performed on the qualitative data using NVIVO.

*Chapter seven* presented of the findings that were presented in the previous chapter. The Main findings were explained in accordance to the objectives of the study. This led to the finalisation of the work with the next chapter presenting the conclusive aspects of the thesis.

*Chapter eight* dealt with the recommendations and inferences of the study based on the findings which were in accordance with the stated objectives. It also presented the original contribution of the study, the limitations, suggestions for future research, encapsulated in the final conclusion.

## **1.10 Summary**

Chapter one enabled the explanation of the various issues regarding the TVET education from a broader perspective. This chapter presented the background of the TVET sector under study as well as the problem statement, the research objectives, research questions and the research methodology. The challenges to management were briefly explored in relative to the main construct of effective management practices in the TVET sector. The research objectives as well

as research questions were posed in this chapter. During 2013 there was a transition from FET to TVET and this is in more detail as the plot unfolds. The chapter further briefly expounded issues regarding the challenges faced in the TVET sector as well as pointing out the observed gap in the TVET sector in terms of management. The next chapter will examine the theoretical framework of this study.

## **CHAPTER 2**

### **THEORETICAL FRAMEWORK OF THIS STUDY**

#### **2.1 Introduction**

This chapter focuses on the theories underpinning this study in relation to the research, problems, key questions, aim, objectives and instruments guiding this study. It is necessary to note that TVET colleges have undergone numerous transformations, however the most recent and most significant transformation is the change in the name from Further Education and Training Colleges to Technical and Vocational Education and Training (TVET) institutions. This Theoretical framework will use the most recent structure of the TVET institutions, as well as the theories underpinning to study to articulate the framework of the study. TVET colleges have been aligned to the structural policies and certainty of corrective guidance to effectively govern management.

The identification of Quality Management Systems (QMS) becomes pivotal in attempting to curb the manifestations of management styles within TVET colleges (Misiunas & Stravinskiene 2010). Therefore, the use and application of the QMS as a theoretical framework is effective in aiding the process of the change in the TVET college environment. This is due to quality management as a requirement of regularly monitoring and updating the need for continuous improvements within changing environments and objectives (ISO 2012:265). The QMS is currently being used by TVET colleges as a means of ensuring quality (ISO 2012:265). Research reveals that despite the differing QMS models, the development model is one which is most suitable for colleges (Misiunas & Stravinskiene 2010). This model is characterised by the eight quality management principles derived of the QMS which is in accordance to that of the International Organisation of Standards (ISO) 9000 (ISO 2012:1). These principles may be utilised by top management as a structure which will guide the organisational performance (ISO 2012:1).

#### **2.2 Evolving Theories Underpinning the Study**

The unresolved challenges that prevail in the public TVET colleges indicate that the existing management models have not entirely been successful. Four management models have been identified and explained in the previous chapter. A few of the management models were designed for TVET colleges however the majority of the models are designed for profit making organisations and for large companies. These models had shortcomings in the light of TVET

colleges and these limitations contributed to the need of a new management model that can be particularly directed at public TVET colleges.

### **2.2.1 Quality Management Systems**

The Quality Management Systems model (QMS) is the prime model underpinning this study. The QMS model was selected as the main model because it emphasises the importance of quality, which is in line with the turnaround strategy from FETs to TVET institutions with the aim of enhancing the learning and teaching quality. This has been identified as one of the government's priorities.

Mr Werner Heitman, Programme Director of the Skills Development Strategy Initiative (SDSI) for German Technical Co-operation (GTZ) was involved in the implementation and policy setting of the new education and training dispensation since 1994 (Boland College 2013:4). This support had led to the nomination of Peter Kleinsorge who aided with the development of the QMS (Boland College 2013:4). The principles result from the joint experience and knowledge of the global experts who participated in the ISO Technical Committee ISO/TC 176 (ISO 2012:1).

Due to the requirements necessary for further expansion, quality management principles become vital for consideration by TVET institutions. According to Kleinsorge (2004:2), there are eight principles which can be incorporated to ensure quality management systems (QMS) within TVET institutions namely; customer/client focus, leadership, involvement of people, process approach, systems approach to management, continual improvement, factual approach to decision making and mutually beneficial customer/supplier relationship. These eight quality management principles are defined in accordance to that of the ISO 9000:2005, quality management systems (Fundamentals and vocabulary) and in ISO 9004:2009 (Managing for the sustained success of an organisation - A quality management approach) (ISO 2012:1).

The most prudent of these principles relating to TVET management is the systems approach to management. This transpires into management striving to perceive a holistic view of the organisation by identifying, understanding and managing related processes (Kleinsorge 2004:1). By fully acknowledging the processes within the organisation, management will enable the link to comprehend the implications of vital organisational changes and the effectiveness of such changes. The utilisation of the QMS development process in accordance to that of the systems approach to

management can be owned and managed by TVET institutions. In order to efficiently incorporate quality management, TVET institutions are required to comply with that of the structure imposed by governance considerations.

Over the past twenty years QMS have not only been of scholarly enquiry, but have also been a topic of interest in the business environment (Mangnale & Potluri 2011:264). The concept of quality management in business centres on the savings and maximising additional revenue through eliminating wastages and defects (Mohsin & Kamal 2012). This ensures the optimal level of quality desired by their customers. Stukalina (2010:75) highlights that currently the role of superior management in education is increasing. Managing for quality is now one of the major issues for educational organisations (Boland College 2013). One of the main tasks for education managers is providing the participants in learning process with an effective and inspiring educational environment (Geweir 2010).

QMS are now applied in the South African Education sector as well (Kleinsorge 2004:35). Quality education depends on what your objectives are and what you are going to do with the education (Mangnale & Potluri 2011:252). Stoner, James, Freeman and Gilbert (2008) argue that a definition of quality education must recognize that any education is a part of a system. Quality of higher education completely depends on the quality of faculty and the quality of the students' support system (Stoner et al. 2008). The notion of quality management in the education sector focuses on developing and maintaining a high standard of education that yields the best results that meet and exceed customer expectations (Northcote, Reynaud & Beamish 2012:6).

The main objective of the Department of Education and all educators should be ensuring quality public education for all and continuous improvement of the quality of teaching and learning (Department of Education 2012). The prime responsibility of the Department of Education is to provide facilities and resources that support teaching and learning. According to the TVET KZN Report (2011), in order to attain the Department of Education's objectives of Skills Development required to sustain the underperforming economy in South Africa and particularly in KwaZulu-Natal, skills shortages need to be addressed.

Skills shortages have a significant influence on staff development QMS were introduced in TVET institutions to solve the challenges of the quality of teaching and learning. According to Northcote

et al. (2012:8), a quality management system entails a transparent assessment of an education provider's procedures and policies to ensure that the further education institution has the capacity and quality management to deliver training and assess according to regional and national standards. The term quality management has been used by higher education institutes to indicate the overall development of the education system (Mangnale & Potluri 2011:253).

The South African government ensures that there is rigid legislation governing quality management in further education institutions throughout the country, particularly the public institutions. These mandates are listed below as articulated by Northcote et al. (2012:8):

- ❖ TVET colleges are bound by the FET Act No 16 of 2006 to have a quality management system in place. According to Terblanche (2008:25), colleges in the Western Cape have seven tactical areas that form the foundation of the quality core processes of the quality management system. It is this quality core processes that measure each departments performance and institutional excellence. The excellence in leadership aspects is appropriate and entrenched in the quality management system of colleges.
- ❖ The South African Qualifications Act (Act no. 58 of 1995) and the gazetted Education and Training Quality Body (ETQA). This legislature influences the quality of education provided by TVET employees as the employees are required to be highly skilled and qualified to teach in TVET colleges.
- ❖ Assurance Bodies regulations, 1998. The ETQA is responsible for ensuring quality development and training contained by the sector. The ETQA provide the supporting and governing framework for implementing the quality assurance systems and processes required by the National Qualifications Framework (NQF). The NQF subsequently provides a framework for nationally recognised qualifications. The NQFs total quality system and its supporting structures takes its beginning point from the separation of standards setting and quality assurance functions.

The International Organisation for Standardisation (ISO) 9000 (2005) stipulates eight quality management principles, quality management systems' fundamentals and vocabulary (Cosser 2010). ISO 9000 is a series of QMS standards created by the ISO, a federation of 132 national

standards bodies (Gultig 2000). The ISO 9000 QMS standards are not precise to services or products, but apply to the processes that generate them. The standardised reports of the quality management doctrines as they appear in ISO 9000 (2005) are outlined hereunder:

❖ **Principle 1: Customer focus**

TVETs depend on their students to exist and function effectively, therefore management should understand the current and future student needs in order to meet the students' requirements and exceed their expectations as per the ISO 9000 (2005). Kleinsorge (2004) concurs with the ISO 9000 (2005) and adds that whatever is delivered from a process should meet customers' expectations.

❖ **Principle 2: Leadership**

Leaders establish unity of purpose and direction of the further education institution. Gultig (2000) highlights that the leaders are required to develop and maintain the internal education environment in which students are enabled to perform to their best ability while achieving the Department of Higher Education's objective of skills development. On the other hand, Kleinsorge (2004) elucidates the leadership principle with particular focus on the staff. TVET management has to create an environment which enables all staff members in the TVETs to achieve the Department of Higher Education's objectives as advised by Kleinsorge (2004).

❖ **Principle 3: Involvement of people**

People at all levels of an education institution are the essence of the institution, hence their full involvement and participation enhances effectiveness of the TVET as their skills and expertise can be used for the institution's benefit ISO 9000 (2005). Kleinsorge (2004) adds that everyone in an organisation should be aware of the importance of his/her role within the institution's processes.

❖ **Principle 4: Process approach**

Gultig (2000) asserts that desired outcomes and results are attained more professionally when activities and linked resources are accomplished as a process.

#### ❖ **Principle 5: System approach to management**

Kleinsorge (2004) advises that management should attempt to observe the organisation broadly by recognizing, considering and handling interrelated processes which deliver quality services. Processes within an organisation are linked together, in that when one process is transformed, the entire system will be altered. This is in line with ISO 9000 (2005) which states that an anticipated result is reached more efficiently when undertakings and linked resources are accomplished as a process.

#### ❖ **Principle 6: Continual improvement**

ISO 9000 (2005) points out that continual improvement of an education institution's complete performance should be a lasting objective of TVETs. Kleinsorge (2004) seconds this and advises that monitoring and evaluation of processes, their inputs and out comes, have to be utilised to initiate improvements on a continuous basis.

#### ❖ **Principle 7: Factual approach to decision making**

Informed and current decisions are created on the analysis and interpretation of information (Gultig 2000). Factual decision making enables an increased ability to validate the effectiveness of previous decisions through reference of accurate records. ISO 9000 (2005) advises that management ensures that data and information are adequately precise and consistent before using the information for decision making. Kleinsorge (2004) adds that informed decision making is derived from observing and assessing of methods as well as inputs and results.

#### ❖ **Principle 8: Mutually beneficial customer/supplier relationships**

Kleinsorge (2004) affirms that organisations and their providers are reliant on each other for mutually beneficial relationship which enriches the opportunities for both to create significance in a jointly beneficial relationship. ISO 9000 (2005) advises that TVET managers founding relationships that creates stability and short-term gains with long-term deliberations in order to build a mutually beneficial relationship in both the short and long run.

### **2.2.2 Limitations of Quality Management Systems**

Empirical investigators agree that the viewpoint and the principles of QMS are comprehensive (Sebastianelli & Tamimi 2003), that QMS rewards when it is successfully applied (Hendricks & Singhal 1999) and that QMS proliferates managerial success (Hirtz, Murray, and Riordan 2007). However, criticism has also impacted on effective QMS revolution which is problematic and the main cause is the non-existence of change management (Sebastianelli & Tamimi 2003).

Quality Management System adopted by organisation help to improve overall quality which covers various levels of work. The QMS theory is intended to primarily to be used in reducing waste, improving general competence as well as increasing efficiency (Kruger & Ramdass 2011). In order for the system to work limitations need to be acknowledged and overcome. These limitations in relation to QMS are outlined hereunder (Sebastianelli & Tamimi 2003, Kleinsorge 2004, Misiunas & Stravinskiene 2010, Stukalina 2010, Kruger & Ramdass 2011, Mohsin & Kamal 2012, Boland College 2013):

#### **❖ Pulling Away Manpower**

- Ensuring everyone within an organisation is up to speed with new processes like QMS reduces time from productivity (Stukalina 2010). Widespread preparation regarding statistical analysis and problem solving although valuable on a continuous basis has genuine probability of reducing employee productivity by pulling employee action away from their main tasks. Organisations ought to keep that the QMS is rather time consuming and requires careful consideration preceding to implement QMS within the organisation (Mohsin & Kamal 2012).

#### **❖ Cost in Time and Money**

- QMS can take up too many years to institute (Kleinsorge 2004). Training is constantly needed for new in coming employees, in order for them to understand the organisation, its goals and the systems. The role of training demands substantial momentary investment by the organisation (Kruger & Ramdass 2011). Organisations should take into account that the QMS is a long term investment and that results are not seem immediately (Bolland College 2013).

### ❖ **People Fear Change**

- In some cases, top line managers may have comprehensive view of the QMS model and its application however not all employees may have such understanding (Sebastianelli & Tamimi 2003). Universal modifications in training and development builds anxiety, ambiguity and suspicion within organisations. Initially the QMS system is a top-down approach, but rely on bottom-up enhancements to each employee's efficiency as well as employee output (Misiunas & Stravinskiene 2010). If there is no total acceptance, the process is thus delayed. At times deep-seated fresh applications are noticed as originators to colossal organisational modifications, as in the case of restructuring and retrenchment (Kruger & Ramdass 2011). Organisations in the process of implementing the system may initially face poor productivity, worker throughput and likely damage to the organisations ethos (Boland College 2013).

### ❖ **Reduction in Innovation**

- Quality Management Systems are basically aimed to lessen threats (ISO 2012). This is attained by take full advantage of each development taking place within an organisation (Kleinsorge 2004). In roles, example marketing, engineering and various areas that frequently need broad lateral intellectualism in order to create an opportunity, QMS' basically logical and process-oriented in nature can create a limitation (Kruger & Ramdass 2011). Mangnale and Potluri (2011) affirm that development can occur slowly fabricating a lethal situation that at times may cause organisations to be obsessed on QMS thus allowing them to acknowledge organisations that are more flexible are able to exceed them.

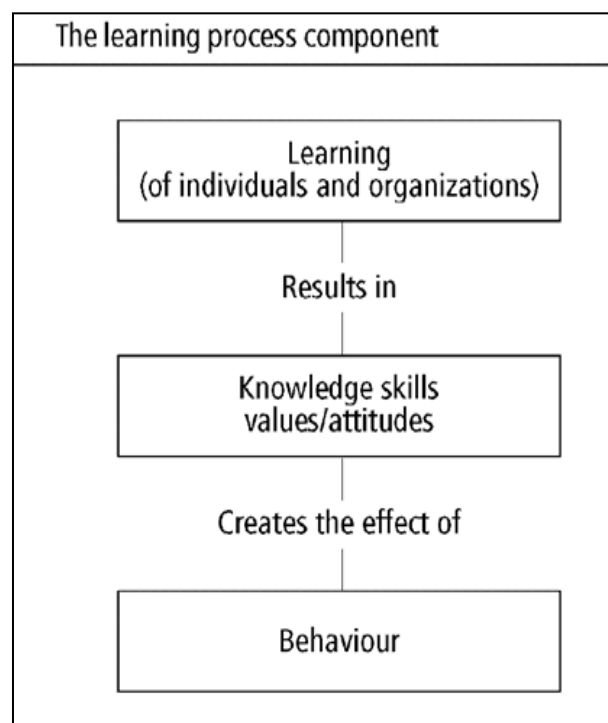
### **2.2.3 Learning Organisation Management Model**

Peter Senge put forward the learning organisation concept in 1990 and it has since been developed by different scholars over the years (Castiglione 2006, Morales, Reche & Torres 2008, Joo & Lim 2009, Zagoršek, Dimovski & Škerlavaj 2009, Rijal 2010, Pieterse, Van Knippenberg, Schippers, & Stam 2010 and McFarlane 2011). A learning organisation is one which allows employees to constantly develop their capabilities, encourage thinking, where they are able to be valued and express themselves freely and where continuous development is assessed in teams (Senge 2006:130). Morales et al. (2008:193) affirms that an organisation learns when the change in the

behaviour of one member brings about a change in the behaviour of other members, in that they operate more competently. Joo and Lim (2009:54) add that a learning organisation should not only be able to become capable but also to remain knowledgeable.

Zagoršek et al. (2009:158) highlight that educational organisations have grasped the art of familiarising speedily on the one hand and conserving their own course and vision on the hand. Rijal (2010:208) asserts that adapting to change without losing direction increases reaction, as well as pro-action. Pieterse et al. (2010:612) point out that learning should take place whenever the present situation does not match the desired situation. In the learning process problems should not be viewed as a challenge or threat, but rather as indicators of changes that might be needed (McFarlane 2011). Figure 2.1 illustrates the learning process:

**Figure 2.1: The organisational learning process**



Source: Senge (2006)

The learning process components illustrate that organisational learning occurs through individual learning (Wessels 2002). When individual learn they also gain skills, knowledge and values and this affects their individual behaviour and appearance as well as the appearance of the organisation as a whole (Castiglione 2006).

The original learning organisation put forward by Peter Senge in 1990 comprised conceptual models, individual mastery, constructing a common vision and group learning (Senge 2006:132). Systems thinking helps to get a holistic view of what is happening and how these various elements impact on each other. The principle of individual mastery encompasses generation and sustenance of creativity in everyday experiences and challenges. Conceptual models are deeply embedded generalisations or assumptions that tend to encourage how people understand the world and respond to the pressures of the realm. Building a shared vision entails the ability of the management to communicate a convincing idea of the upcoming days to come. Finally, team learning is centred on dialogue and the team members' capacity to put aside assumptions and focus on sharing ideas and thinking together. This organisational learning model is illustrated below:

**Figure 2.2: The learning organisation**



Source: Senge (2006)

## ❖ Systems Thinking

Systems thinking is the fifth discipline according to Senge (2006:133) and is the foundation that motivates the five learning disciplines. Bucic, Robinson and Ramburuth (2010:231) concur with Senge (2006) and add that this cornerstone defines how learning organisations view the world in which they operate. Systems thinking is a theoretical framework, full of knowledge and tools that have been generated to make the full configurations of how things fit together and impact on each other, and configure patterns successfully with a system (Castiglione 2006:290). Systems thinking requires the dimensions of constructing conceptual models, shared vision and individual mastery to understand its potential in order to efficiently operate in an organisation. Generating a common vision develops assurance to the long term organisational vision while individual models emphasis on the sincerity needed to extract shortfalls in the current ways of viewing the world (Lunenburg 2011:2). Group learning advances groups skills of employees to be more innovative while individual mastery promotes the individual inspiration to frequently study how employees' actions impact on the world at large (Senge 2006). All five dimensions of organisational learning are interrelated and significantly interdependent.

The deprivation of systems thinking, lack of incentive and learning integration dimensions are necessary in order to practically integrate learning. Lunenburg (2011:4) emphasises that in order for systematic behavioural change there is need for the identification of the limiting factor. In mastering systems thinking it is vital that a shared responsibility for system difficulties. Morales *et al.* (2008:189) highlights that the basics of systems thinking is influence; enduring significant improvements can be brought about by actions and changes in structures.

Systems thinking is convenient for defining an infinite range of interrelationships and configurations of modifications and eventually assists employees comprehend the deeper designs lying following given actions and the particulars (McFarlane 2011:28). In mastering systems thinking, Marshal and Smith (2009:39) advise that the postulation that nearby must be a specific agent accountable is forgone. The problems generated by the system is the responsibility that everyone shares. This therefore reduces the need for scapegoats though not everyone has the same ability to exert influence (Eliyana 2010:27). When an organisation as a whole, is able to accept responsibility for a problem and see this as an indication that change may be needed, then

according to Senge (2006:136), it understands the dynamic complexity of systems thinking. A balancing system is one that seeks stability.

### ❖ **Personal Mastery**

Personal mastery is the restraint of persistently illuminating and intensifying the personality's concept, of increasing forbearance, and of watching experience independently (Rijal 2010:614). The regulation of particular mastery leads with illuminating the things that are important to the individual, and living their lives in the examination of their highest ambitions (Senge 2006:139). According to Zagoršek et al. (2009:162), personal mastery links individual learning to organisational studying. Individuals who learn enable the organisation to learn. Organisational learning is not guaranteed by individual learning, yet in its absence, no learning organisational ensues. Marshall and Smith (2009) add that conscious learning occurs when individuals acquire knowledge and insights. In Eliyana's (2010:27) view the generation and sustenance of creative tension in people's lives as the essence of personal learning mystery. According to Senge (2006:139), there are several basic characteristics people with high level mastery share. Their vision and goals are undergirded by a distinctive logic of determination; people observe current certainty as an associate, not an adversary' they have studied how to recognise and grind with forces of change rather than oppose those dynamisms; they are deeply officious and they sense part of a bigger imaginative progression, which they can authorise but cannot individually device (Senge 2006:142).

Personal mastery also portrays the regulation of individual progression and scholarship. People with astronomical levels of personal mastery are repeatedly developing their aptitude to create the effects in life they accurately obtain (Castiglione 2006:294). The spirit of the learning organisation comes from their quest of continual learning. Joo and Lim (2009:52) demonstrate that when personal mastery becomes a discipline it personifies two fundamental engagements. The first is continually clarifying what is important. People in the process of coping with the problems they encounter, tend even forget the path they are on. As a consequence, they forget what is really of importance to the organisation as they happen to have an inaccurate view in the process. The second is persistently studying how to see contemporary certainty more obviously in moving about

anticipated terminus, it is fundamental to discern wherever you are currently (Joo & Lim 2009:53). People with an astronomical level of individual mastery live in a great recurrent studying style. Senge (2006) stresses that such people are dedicated and take more advantage of opportune situations. Such people exhibit a broader sense of concern and acquire such knowledge more rapidly.

### ❖ **Mental Models**

Mental models are profoundly inbuilt suppositions, generalities, or even depictions or pictures that impact how people apprehend the domain and how they take action (Senge 2006:140). The regulation of functioning with conceptual models turns with revolving the mirror inmost; absorbing to unearth people's internal pictures of the world, to bring them to the outward and embrace them thoroughly to analysis (Bucic et al. 2010:231). Lunenburg (2011) asserts that mental models conclude not only how people construct consciousness of the world, but how they yield to achievement. Senge (2006:141) stresses that for mental models to be successful; they should exist above the level of awareness.

Simple generalisations of mental models can be such as 'people are untrustworthy' or 'employees are generally lazy' (Rijal (2010:125). Marshal and Smith (2009:41) assert that it is important to recognise that mental models are functional, that they profile how people act. If people imagine people are undependable, they act differently than if they believed they were trustworthy as articulated by Rijal (2010:126). Mental models are so influential in affecting what people perform since they impact what people understand. Two people with different mental models, observe the same event and give different descriptions, due to the different details they looked at (Lunenburg 2011:5). Senge (2006) highlights that the models are simplifications and not necessarily that they are right or wrong. The problems with mental models is that they can exist below the level of awareness and especially when the models are tacit.

Senge (2006:143) inspires managers precisely to get the stability right amongst 'advocacy' and 'inquiry', where the former centres upon contributing sentiments, opinions, and crafting and acknowledging your own mental models, and the latter contemplates on seeking the same from others, giving and interest time, at the expense of time consumed on themselves. For managers to

challenge their own world views they need to primarily hold their world views as assumptions other than facts.

### ❖ **Shared Vision**

A shared vision involves the skills of unearthing what Senge (2006:192) describes as the future of shared pictures that fosters genuine assurance and acceptance, rather than submission. According to Morales et al. (2008:198), it is the shared vision that changes people's relationship with the organisation and is considered as first step in acknowledging people who distrusted each other to initiate to work together. Shared vision allows for exposure of our ways of thinking and recognition of personal and organisational shortcomings (Zagoršek et al. 2009:163).

A focus is provided for a learning organisation through a shared vision as well as motivation for learning (McFarlane 2011:35). Adaptive learning is possible without vision, productive organisational learning happens only when individuals within the establishment are endeavouring to accomplish somewhat that matters profoundly to them wholly (Morales et al. 2008:198). Senge (2006:195) asserts that it is impossible to have a learning organisation without a shared vision. Exclusive of an attraction toward some purpose which individuals aspire achieving, the forces in support of the prevalent situation can be awesome. Vision determines a central ambition and continually encourages employees to work towards achieving that vision (Joo & Lim 2009:56). When there is a genuinely shared vision people learn and excel not necessarily because they are told, but since they desire to. When people are connected by a shared vision, bound together by a communal aspiration learning proceeds without difficulty. Shared vision derives its power from common caring (Eliyana 2010).

### ❖ **Team Learning**

Dialogue begins team learning, the capability of team members to append suppositions and propose a genuine opinion together (Castiglione 2006:291). The basic learning unit in contemporary organisations is the team learning, not necessarily the individuals. Senge (2006:201) asserts that unless teams can learn, the organisation cannot learn. Bucic et al. (2010) concur with

Senge (2006) and add that team effort is more effective than individual effort. The recognition of team interaction patterns that undermine learning, is part of the dialogue which is part of learning (Castiglione 2006:193). How teams operate is deeply entrenched in the defensiveness patterns. Learning is accelerated once they are recognised, but undermined once they are not recognised (Senge 2006).

Senge (2006:236) affirms that though individuals learn all the time, yet there is no organisational learning. But if teams study, they develop a miniature for knowledge through the establishment. The success of team effort depends on the team members' ability to work together to reach targets and goals (Morales et al. 2008:209). Bucic et al. (2010:241) states that a learning team commitment must be committed not only to truth telling about the prevailing conditions in the external environment, but also what happens within the team itself. A group of gifted individual learners will not essentially generate a learning team, any farther than a company of endowed athletes will construct a great sports squad as articulated by Lunenburg (2011:6). Senge (2006) advises that learning teams learn how to learn together.

#### **2.2.3.1 Limitations of the Learning Organisational Model**

Some limitations of the organisational learning model include the complexity in the learning processes and that learning is a gradual and a not an instant process (Marshall & Smith 2009). A critic of organisational learning, Santosus (1996), pointed out that trying to reach studying organisation status yields a lot of tough work on the measures of managers and workers and is not for those seeking instant pleasure. People have to profoundly revolution the way they think and interrelate with others in the establishment. He added that effective learning is also a gathering of structures, processes and the systems within an organisation. Consequently, organisations will need a change in all things of the old behaviours and thinking patterns and this costs large amounts of money and time.

Santosus (1996) brought up valuable points as it is often difficult to convert the total culture of an establishment in order to generate a climate where risk taking is allowed and mistakes are assessed for the learning that can be discovered from them. This applies particularly to the TVET colleges, whereby mistakes should be avoided at all cost as they directly affect the students adversely.

Matthias Finger and Silvia Bürgin Brand (1995) as cited in Smith (2001) argued that it is impossible to change a bureaucratic organisation by learning initiatives alone. In Gewer's (2010) view TVETs in have a rigid structure as all employees report to the principal. Therefore, one can conclude that it will be challenging to change TVET colleges by learning institutions alone. They believe in the referral of the model of the knowledge organisation it was possible to make change less aggressive and more satisfactory to employees. One can conclude that the learning organisation management model is more applicable to companies and other corporations and less relevant in dealing with the challenges faced by public TVET colleges. This increases the need for a relevant management model tailor made for TVET colleges.

#### **2.2.4 Management Information System Model**

Ever since the 1997 college merger, a quantity of communication implements have been facilitated and established and applied to the transformation procedures such as internal weekly management bulletins, three-monthly periodical college newsletters, trimestral provincial TVET college times, regular and four times a year meetings, precise recordings of meeting minutes, encouraged filing techniques, official globular letters, management information systems (MIS), written reports and messages, college intranet, website, internet and email facilities and the improvement and realisation of contemporary procedures, systems and policies (Terblanche 2008:47).

The South African National Department of Education was dedicated to the development of a standardised management information system in all public TVET colleges (Department of Education 2008). The Department of Education highlighted that this will enable public TVET colleges to invigilate and control all their organisational processes, including academic administration, student management, human resource management, financial administration, as well as development and asset management (Department of Higher Education and Training 2011).

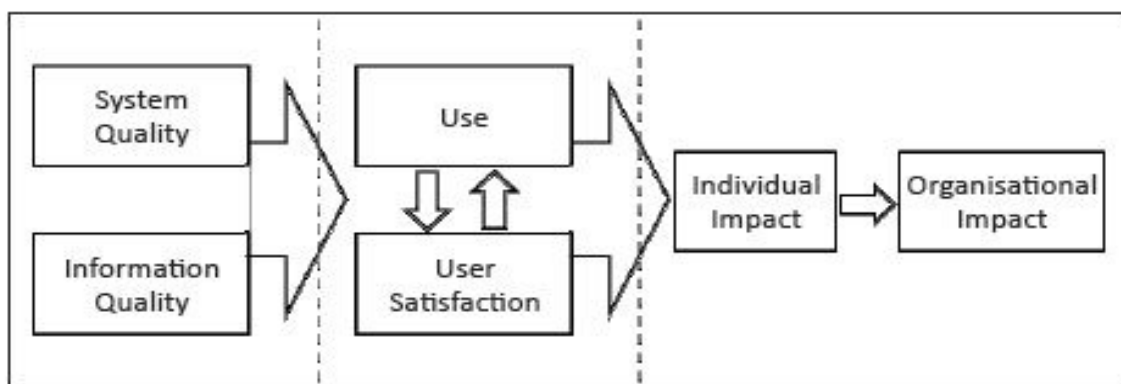
According to The Round Table Working Document (2010:57), lack of data is one of the challenges in the sector. Significant to the establishing of data capacity is management information system DHET initiative in the provision with a host of a reliable central system. Another significant area is the interpretation and management of information system and the data analysis sharing with all

players and patrons to sustain more effectual design and budgeting in the TVET college subsystem. A Management Information System (MIS) framework for evaluating and scrutinizing college efficiency was established on a robust footing of comprehension about the framework and setting of colleges relative to the broader post-school education and training system (The Round Table Working Document 2010).

The challenge for TVET managers was that no evaluation documented model or instrument had been developed to measure the achievement of MIS at public TVET colleges in South Africa (Akoojee & McGrath 2008). Hence there was need to establish and implement an evaluation model which was intended for the heads and managers of TVET colleges (Department of Education 2012). The management were to use the model as a measurement that would ensure that all colleges systems observe the same unified standards and principles of evaluation.

The MIS model evolved from the original IS model which was a three stage lateral model comprising of individual impact, user satisfaction, uses, information quality system quality, as well as organisational impact. The model was then restructured to the updated IS model which was a more integrated model. Finally, the current IS model is a more complex model. The evolution of the MIS model is illustrated in figures that follow.

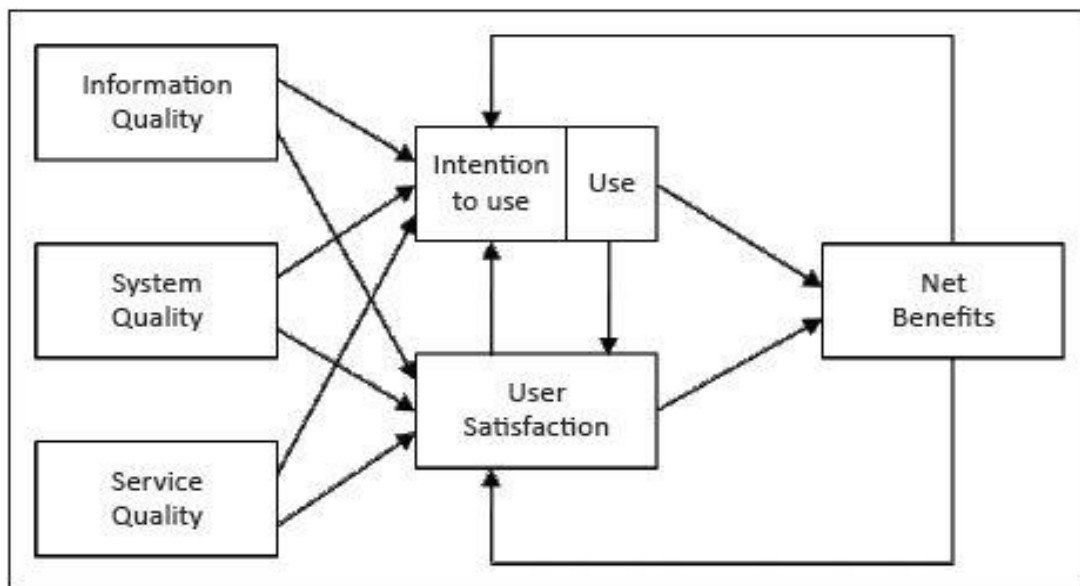
**Figure 2.3: Original IS model**



Source: DeLone, W. & McLean, E., 1992, 'Information Systems success: The quest for the dependent variable', *Information Systems Research* 3(1), 36  
D&M, DeLone and McLean.

**FIGURE 1: Original D&M IS Success model.**

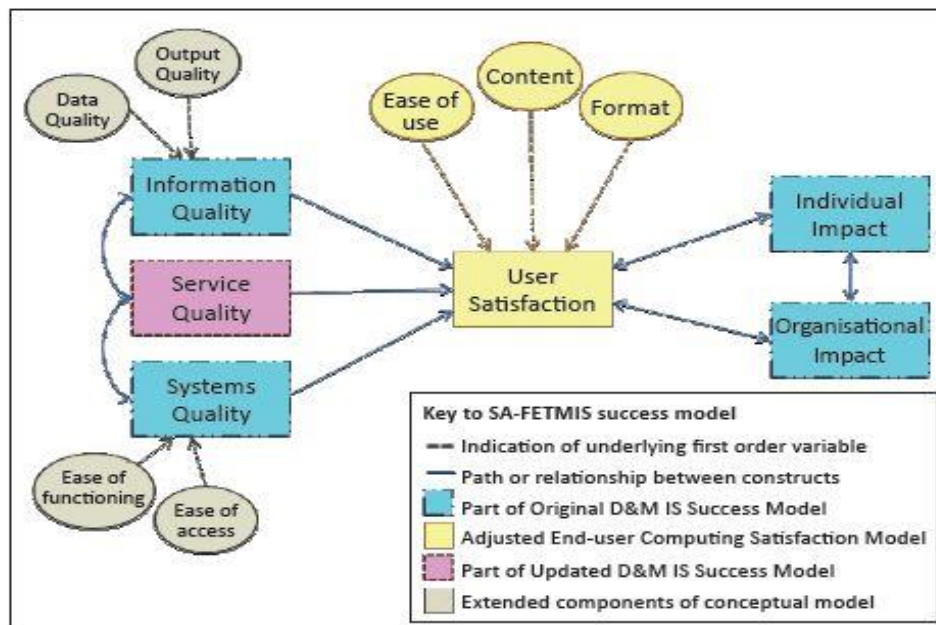
**Figure 2.4: Updated IS model**



Source: DeLone, W. & McLean, E., 1992, 'Information Systems success: The quest for the dependent variable', *Information Systems Research* 3(1), 36  
D&M, DeLone and McLean.

**FIGURE 2: D&M Updated IS Success model.**

**Figure 2.5: Current MIS model**



D&M, DeLone and McLean.

**FIGURE 5: Conceptual model for evaluation of management information systems performance at public Further Education and Training College X – The SA-FETMIS success model.**

The figures above show the MIS model's evolution. The original IS model was limited to a linear system. This system only accounted for quality and the impact on the user and organisation. This brought about the need for an updated IS model. In the updated model, service and net benefits were incorporated. The final MIS model is an integrated system with eliminates the restrictions of the linear original IS model.

#### **2.2.4.1 Limitations of the MIS**

Cummings and Worley (2005) state that the effectiveness of company operations is gauged by the MIS tool. The MIS provides a thorough discernment to certain portions of a company and also supports management with making analytical business evaluations (Davies 2002). Over the years the style and formats of MIS has nevertheless changed, yet its use in management evaluations has improved impressively. Some limitations of MIS include:

- ❖ Empirical research shows that MIS is a highly sensitive model which requires constant monitoring (Dawson 2003, Cosser 2010, Kettunen 2005 & Sen 2012)
- ❖ Organisational change is a gradual process and this makes MIS difficult to adapt in new settings in a fast changing and complex environments (Boland College 2013). MIS may not have enough flexibility to update itself quickly therefore the rate of creating and implementing an MIS is very high (Boland College 2013). In depth research and training has to be carried out before designing the software according to Davies (2002).
- ❖ Cummings and Worley (2005) outlined that quality and reliability of the available information should always be accurate. However wrong or incomplete information may be captured through human error (Cosser 2010). This results in confusion and chaos in the organisation.
- ❖ MIS should not be replacing professional judgments in decision making. It is merely a tool for the executives in decision making and problem resolving (Boland College 2013). In organisation where information is not accessed easily the MIS system is seen as less effective (Cosser 2010).

The MIS model, although advanced and integrated has done little if any to improve the management of the TVET sector (Wedekind 2008). This also increases the need for a new management model that is tailor made for TVET colleges.

### **2.2.5 Balanced Scorecard**

According to Kettunen (2005) the equalised scorecard is a global tactical development and management model that is used considerably in professional, manufacturing, non-profit organisations and government for aligning business activity to the idea and approach of the organisation, increase interior and exterior communications, and display organisation functioning against tactical goals. In the early 1990's the system was developed at the Harvard Business School by Robert Kaplan and David Norton. Some limitations of the balanced scorecard include:

#### **2.2.5.1 Limitations of the Balanced Scorecard**

Critics of the balanced scorecard point out that the key problem identified by the developers of the balanced scorecard in their time a number of organisations indeed managed their business based exclusively on monetary procedures (Van Niekerk 2012). Although it did work well in the past, the business space in the contemporary domain requires a more complete approach. Financial processes are needful since they account for past transactions which indicated the business position but not necessarily its future. Figure 2.6 below illustrates a balanced scorecard for on-going schooling at Turku Polytechnic as an example:

**Figure 2.6: Balanced scorecard for on-going education at Turku Polytechnic**

Perspectives and objectives	Measures	2003	2004	2005	2006
<i>Customer</i>					
Student satisfaction	Satisfaction of students on a scale 1-5, where 5 is highest	3.0	3.5	3.5	3.5
Employer satisfaction	Satisfaction of employers on a scale 1-5, where 5 is highest	3.5	3.5	3.5	3.5
<i>Financial</i>					
External funding	External funding, €1,000	2,500	2,600	2,700	2,800
<i>Internal processes</i>					
Volume of R&D	Number of R&D projects	5	6	6	6
Publications	Number of publications in own series	2	3	5	5
Volume of continuing education	Number of published articles	6	6	10	10
	Number of days provided in continuing education, 1,000	110	110	110	110
	Number of participants in continuing education	5,500	6,000	6,000	6,000
<i>Learning and growth</i>					
Number of employees with postgraduate degrees	Number of licentiates	1	1	2	2
Number of employees in long-term education	Number of doctorates	1	1	2	2
	Number of postgraduate students	0	0	0	2

The balanced scorecard  
for continuing education  
at Turku Polytechnic

Source: Kettunen (2005) Implementation of strategies in continuing education

- ❖ The balanced scorecard takes forethought (Marshall & Smith 2009). This does not happen to be a quick fix tool, gotten in an overnight wish. However, there is an endorsement that the managers who use the balanced scorecard hold a gathering to design what goals organisations may accomplish in the areas above. Before the subdivision of the objectives it is necessary to understand that such goals and objectives must be realised depending on the financial position of the organisation.
- ❖ The balanced scorecard generally gives a view of the four areas for concern in business growth and development, however these four areas do not sum up the total representation of the business at large. There is a limitation on the financial information provided by the scorecard (Gill 2006). A large strategy is necessary for the implementation of the balance scorecard which should include thorough accounting methods (Herold, Fedor & Caldwell 2007).

- ❖ The fact that perspectives are interlinked as a result of driver and outcome measures on the balanced scoreboard leads to the understanding that they are complex due to the effect of and relationships that exist (Jones & George 2011). An example of this can be related to student satisfaction which may best be exemplified through a number of aspects which include performance, understanding concepts, and relationships with lecturers and conducive learning environments. However, worker or lecturer contentment may in turn be somewhat motivated by student satisfaction and lecturer satisfaction may partially drive the relationship with students.
- ❖ Lastly, several establishments use metrics that are not appropriate to their peculiar condition (Herold et al. 2007). There is need in the balanced scoreboards to have information's applicability while being tracked. Other than that, the metrics are likely to be worthless.

### 2.3 Managerial Leadership: The difference between Leaders and Managers

**Table 2.1: Differences between leaders and managers**

<b>MANAGERS</b>	<b>LEADERS</b>
Deal with status-quo	Deal with change
Work in the system	Work on the system
React	Create opportunities
Control risks	Seek opportunities
Enforce organisational rules	Change organisational rules
Seek and then follow direction	Provide a vision to believe in and strategic alignment
Control people by pushing them in the right direction	Motivate people by stratifying basic human needs
Coordinate effort	Inspire achievement, energise people
Provide instructions	Coach followers, create self-leaders and empower them follows

Source: Gonos and Gallo (2013)

The differences between leaders and managers are illustrated in the table 2.1 above.

Gonos and Gallo (2013) developed items that can be used to identify the leadership style in an institution. The items used in identifying leadership style are outlined below:

- ❖ Manager's behaviour is very authoritative and little trust is placed on subordinates.
- ❖ Decisions are carried out exclusively by the board of the institution.
- ❖ Communication in the institution takes the form of clear orders from top to bottom.
- ❖ Initiatives from subordinates are not taken into consideration at all.
- ❖ Motivation using rewards hardly exists. There is only motivation stimulated by punishment.
- ❖ Some decision making is delegated only at the lower levels.
- ❖ The management of the company looks for ideas and initiatives from the subordinates allowing communication from bottom to the top.
- ❖ The power that has been delegated to lower levels is strictly controlled.
- ❖ Employees are motivated by rewards, but also by fear and the threat of punishment.
- ❖ The manager may express some confidence in subordinates, but the decision is reached at his discretion. The manager takes into account the ideas and insights of the subordinates and tries to use them.
- ❖ A strategic framework is set and basic decisions are carried out by the highest authorities in the institution.
- ❖ Specific decisions are delegated and carried out at lower institutional levels.
- ❖ The institution uses a two-way communication.
- ❖ Motivation is achieved mostly by using rewards.
- ❖ Manager expresses a high level of confidence in his subordinates or fully trusts them.
- ❖ The manager shows confidence by allowing the greatest possible participation of lower institutional levels and providing them with extensive autonomy in the decision making process.
- ❖ The decision making process is conducted after two-way communication.
- ❖ There is adequate communication between managers and subordinates.
- ❖ The economic incentives based on participation in a joint activity refer to the setting of targets and their achievement (Gonos & Gallo 2013).

In this study, the significance of effective leadership and effective management is explained House in detail in the proposed new House model.

## **2.4 Governance**

The nature of an institution determines the governing body of that institution (Westover 2010). The responsibility of the governing body is to represent the interests of the institution's stakeholders as well as to direct, appoint and oversee the institution's management. The key responsibilities of governing bodies are outlined hereunder:

- ❖ Framing the values and ethics of the institution
- ❖ Appointing the management and other executives
- ❖ Developing and maintaining the organisation's strategy together with the management
- ❖ Ensuring an appropriate management system is developed by the executives
- ❖ Monitoring of the performance of the institution
- ❖ Stewardship of the organisations resources and assets

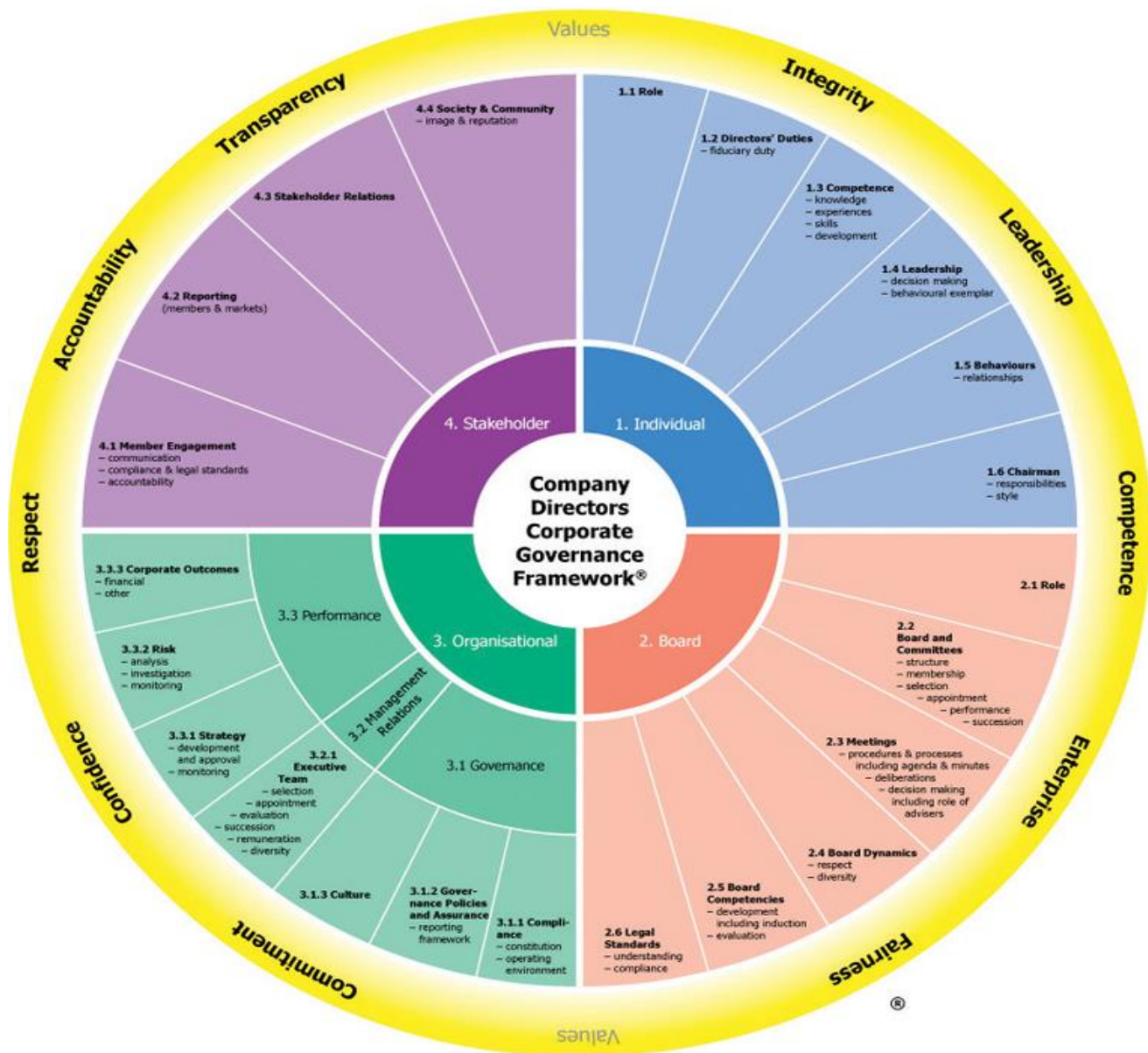
Taking appropriate actions to support the needs of stakeholders and sustainability in the institutions corporate social responsibility

In order for the governing body to successfully achieve these responsibilities, it is essential that they have the support of the management team (Westover 2010). The governing body in any organisation is ultimately responsible for the performance of the institution including the actions and failures of management (Stukalina 2010). In public TVET institution the governing body is the government which works closely with the management of the institutions in the achievement of short-term and long-term goals (Westover 2010).

The key responsibilities for governing bodies are in line with the seven principles of governance. The seven principles of governance have been used as the underpinning theory for the governance aspect of this study. The seven principles of governance according to the King (2009) the King III Code of Governance Principles include discipline, social responsibility transparency, responsibility, independence, fairness and accountability. These seven principles of change have been explained in the previous chapters. The Figure 2.7 below illustrates the corporate governance framework:

Figure 2.7: Company Directors Corporate Governance Framework

### Company Directors Corporate Governance Framework®\*



\*Size of segments has no relation to importance

The values encircle the practices of directors, boards their organisations and interactions with stakeholders

Source: Abrihiem (2013)

Governance is an important component within the TVET sector. A significant role can be realised when the TVET Boards have common governance frameworks ensuring improved understanding of their overseeing role and ensure continuous performance enhancement. In order to realise full optimisation within corporate governance review and implementation of policies is recommended. The optimisation would also include monitoring and evaluation of such policies.

## **2.5 Change Management**

The ADKAR change model and Kotter's 8 step change model were selected as the change management models underpinning this study because the combination of these two models have all the change processes relevant to this study.

### **2.5.1 ADKAR Change Model**

The ADKAR change model was selected because it measured change management competencies of school heads in Pakistan. Although the model is not directly linked to the TVET sector in South Africa, it is an education institution model and can be adapted for this study. According to Hiatt (2006) the ADKAR Change Competency Model is illustrated in the Figure 2.8 below:

**Figure 2.8: ADKAR Change competency model**

A	Awareness of the need for change
D	Desire to support and participate in the change
K	Knowledge of how to change
A	Ability to launch required skills and behaviours
R	Reinforcement to sustain the change

Source: Hiatt (2006)

The formulation of the change management model took ten years to complete. The model was tested experimentally on business, local communities and government agencies. Hiatt (2006) states that the ADKAR model first put forward by Prosci in 1998 and was later published in a text book by Prosci in 2006 as a revised model. The model is directed to overseeing and managing change. The basic steps of the model start by identifying if the people are mindful that there is a necessity

for change. This is followed by creating a desire to support and participate in the change. The following step entails knowledge of how to change; this is succeeded by assessing the ability to implement the necessary skills and competencies for the change. Finally, reinforcements are placed to sustain the change (Hiatt 2006). This model is relevant to the study as it is a practical model that identifies the need for change and ensures that the implemented change is sustainable. However, it is not solely capable of single-handedly changing the TVET sector therefore the ADKAR model is balanced by Kotter's model. Kotter's model is described in detail in the following section.

### **2.5.2 Kotter's 8 Step Change Model**

Kotter's 8 Step Change Model was also applied as a theory underpinning this study because the model provides eight clear steps of implementing change powerfully and successfully. The eight steps include creating a vision for change, urgency, removing obstacles, powerful coalition, creating short-term wins, communicating the vision, building on the change and affixing the change in corporate culture (Botha 2012). These steps are discussed in detail hereunder:

#### **Step 1: Create urgency**

For change to be anticipated there is a need to create an atmosphere whereby people feel that change is needed. This is achieved by developing urgency change need and allowing for two way communication with dialogue whereby employees can talk about the proposed change and the urgency can build up naturally. According to Bush (2006) the future state value is sold by leaders through creating an urgency for the TVET stakeholders and claiming that the present status is not safe for the TVET situation. For example, in a TVET college the need for change can be emphasised by displaying the challenges and failures of the current system. Urgency can also be created indicating the advantages of change and how the TVET will benefit from that change if it is implemented immediately.

#### **Step 2: Powerful coalition**

Powerful coalition entails convincing people that change is necessary by the use of tough leadership strategies and noticeable support from important individuals within the institution. Thompson and Strickland (2003) asserts that effective change leaders can be identified in the

institution because they usually follow the traditional institutional hierarchy. Thompson and Strickland (2003) further advises that in order to effectively lead change a team of prominent people whose dominance comes from a multiplicity of bases must be put together. Desai and Sahu (2008) state that in order to successfully form a powerful coalition there is a need to be patient in convincing people as this will help win over more people. For example, the leaders in TVET collage should work together strategically using their influence and power to convince other staff members as well as learners that change is the only way for the TVET's survival.

### **Step 3: Create a vision for change**

It is vital that a clear vision pertaining to the change is articulated to the entire institution. The clear vision will help everyone understand why the change is being made. As a result they will understand what the institution is trying to achieve and they will easily adapt to the change processes. According to Hechanova and Cementina-Olpoc (2012) creating a vision entails determining the value that is central to change, developing a strategy execution on the vision and guaranteeing that the change coalition can portray the vision. For instance, the principal of the TVET may use the vision of the TVET to incorporate a new vision for change. The vision should be clearly articulated to the staff and learners to ensure that they understand the vision and support the vision for the greater good that will result from the change.

### **Step 4: Communicate the vision**

Effective communication of the vision is necessary to the success of the change. When employees participate in two way communication they feel that their views are considered and this works as a form of motivation. The vision can be communicated through the use of dialogue between management and the lower levels in the institution. Jones and George (2011) affirms that successful changes implemented by the leader will ensure overall organisational success. It is essential to the success of the change initiative that the vision is communicated frequently and powerfully (Kalargrou, Pescosolido, & Kalargiros 2012). For instance, in a TVET it is vital that there is an effective two-way communication of the change vision in order to keep the TVET fully informed as well as to be informed of their thoughts on the change through the feedback.

### **Step 5: Remove obstacles**

Elimination of obstacles to change is an importance step in Kotter's 8 Step Change Model. When the obstacles to change are present, the change process will not run smoothly. It is vital to identify any processes or structures standing the way of the change and remove them before putting in place the structures for change. Continuously checking for barriers to change in TVETs will also enable a proactive approach to change. It is vital that the manager puts in place a structure for change and continuously check for barriers on it. For example, in a TVET they should ensure that the change model has structures in place to eliminate resistance to change.

### **Step 6: Create short term wins**

Success is an effective motivator in any organisation, therefore giving the institution an early taste of victory works as a short term win. Short term goals are necessary for immediate success as opposed to only long term goals. The temporary targets should be achievable with little room for failure. Jones and George (2011) affirm that nothing motivates more than success. For instance, the TVET principal can offer the institution a taste of success early in the process of change by creating a short-term target attainable within a month. Once this target is achieved people will witness the wins of the change early in the change process.

### **Step 7: Build on the change**

Kotter (1999) cited in Thompson and Strickland (2003) points out that early declaration of victory leads to failure. Rapid wins should not be mistaken for long-term goals because short-term triumphs are the activation of what is to be done in achieving durable change. Each attainment in TVETs should deliver an occasion to construct on what went accurate and identify what can be perfected. Lussier (2000) points out that successful planning engages long term control where the need to understand the accuracy of the plan is important as opposed to the actual course of action and the need for further planning. For instance, in a TVET college, the principal should clearly outline the difference between the short-term targets and the ultimate change objectives. This will keep people in line with the final result brought about by the change.

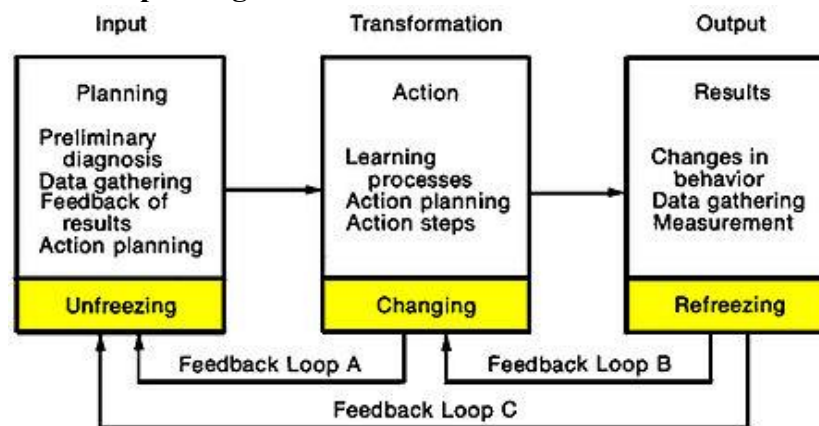
## Step 8: Anchor the change in corporate culture

To fully and successfully implement change, management should make it a part of the core of the institution. This gives a change on a concrete place in the institution's philosophy. Management needs to make unceasing exertions to ensure that the change is noted in all aspects of the institution. Mohlokoane (2004) confirms that in order to brand any change permanent, it ought to be part of the core of the organisation. For example, the TVET leaders can make continuous effort to incorporate the change in the institutions culture and ensuring that the change is perceived in each characteristic of TVET.

### 2.5.3 Lewin's 3 Step Change Model

Lewin's 3 Step change model is also a model that underpins the change management aspect of this study. The model comprises of three change phases namely unfreezing, changing and refreezing (Misiunas & Stravinskiene 2010). The unfreezing process is the input of the change which entails diagnostic processes, planning, gathering of data and using the feedback of results from the previous change process (Mangnale & Potluri 2011). The next stage is the change process which is the actual transformation using action planning and action steps (Paton & McCalman 2000). This is the process of implementing the change itself. The last stage is the refreezing procedure which is the output of the change process (Misiunas & Stravinskiene 2010). The gathering of data and evaluating the outcome of the change process is the prime role of the final stage of Lewin's 3 Stage change model. The Figure 2.9 below illustrates the three stages of Lewin's change model:

**Figure 2.9: Lewin's 3 Step change model**

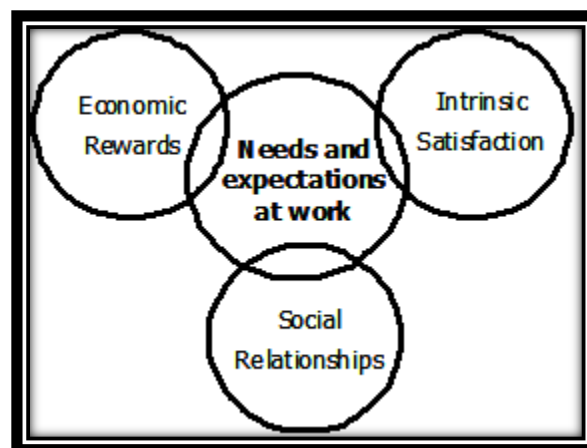


Source: Mangnale and Potluri (2011)

## 2.6 Staff Development

For whichever institutions, handling the needs and prospects of staff is not just providing more economic remunerations such as income; gratuities but is rather an equilibrium between other inter-related activities of job gratification and the social affiliation and achieving self-actualisation (Misiunas & Stravinskiene 2010). Nevertheless, in considering economic rewards, performance-related pay is commonly considered as an essential element in many Staff Development arrangements and Performance Management evaluations because it reinforces the message that performance and competency are imperative and offers a machinery to incentivise people according to their individual contribution and competence (Schmidt-Wilk 2011). There is also an equivalent view from Sen (2012) that such economic rewards can actually impede teamwork because of their individualistic nature, and as such leads to the demotivation of certain team members through their sensitivities of the performance and contrasting reward of other team colleagues. The Figure 2.10 below illustrates the elements of expectation among employees in institutions:

**Figure 2.10: Needs and expectations of people at work**



Source: Burtonshaw-Gunn (2008)

## 2.7 Questionnaire Construction

The above models were used in developing the research instrument in this study in accordance with the research objectives. Following the need to develop a comprehensive questionnaire which

mirrored all the aspects that enhance all areas of effective governance, change management in organisational atmosphere, as well as staff development among others, the questionnaire was thus developed. The questionnaire therefore was composed of section A which dealt with the biographical data, section B that was subdivided according the research questions namely B1- Management practice challenges, B2- Management and Leadership, B3- Governance, B4- Change Management, B5- Staff Development and B6- Quality Management Systems Model. Section C- covered the principles found in the QMS as depicted in this presentation namely C1- Customer/Client focus, C2- Leadership, C3- Involvement of people, C4- Process Approach, C5- Systems approach to management. C6- Continual improvement, C7- factual approach to decision making, C8- Mutually beneficial customer/ supplier relationship. The construction of the questionnaire also permitted the creation of a research instrument that combines all the aspects both in the objectives as well as the significant models in the study.

## **2.8 Summary**

The theoretical framework underlying this study provided the researcher with guiding theories and concepts (MIS model, QMS model, Learning Organisations, Needs and Expectations of People at Work, Transformational leadership, Balanced Scorecard, Company Directors Corporate Governance Framework, ADKAR change model, Kotter's 8 Step change model and Lewin's 3Step change model) in understanding the structures of TVET colleges. While other studies on education have investigated theories of educational leadership (Bush 2003) in terms of the impact on staff; assessing the existence of entrepreneurial process in TVETs (Chapman & Singh 2011); managing change in higher educational institutions in South Africa (Froneman 2003); cultivating excellence and increasing the further education and training (Gewer 2010); in all these studies, the challenges to management practises in TVET were not the focal point.

A questionnaire was thus developed using the components found in various models for this mentioned above. The next chapter of the study will describe the legislative principles and policies together with the background of FET/TVET colleges in South Africa.

## **CHAPTER 3**

### **BACKGROUND OF FET/TVET COLLEGES IN SOUTH AFRICA, LEGISLATION AND POLICIES**

#### **3.1 Introduction**

The international contexts of higher education institutions are in a dynamic phase of continuous change with consequent challenges regarding the way these institutions enhance learning (Wessels 2002:189). Due to the rise of recently introduced complex language and cultural interactions, higher education institutions throughout the world have found themselves having had to adapt and adjust to the on-going changes in the different societies at large (Foster 2002). In Asian countries such as China and Japan, the education system has adopted a more practical and technical approach to learning whereby scholars are exposed to technology and inventions at an early age (Tilbury 2002). On the other hand, the European education system focuses on the quality of education particularly in vocational, educational as well as citizen-building (Moore et al. 2005). African education institutions of higher learning however are centred on given theoretical systems that are later supported by training and practice (Cosser 2010).

FET colleges in all parts of the globe are faced with the challenges of an evolving educational environment and the need for qualified and skilled personnel in a global labour market that is characterised by high levels of unemployment and skills shortages (Wessels 2002). The South African institutions for higher education, Department of Education (DoE), Department of Higher Education and Training (DHET) and Further Education and Training Colleges (FET), find themselves in a turbulent and evolving environment regarding FETs and other institutions of higher learning. In the department's turnaround strategy, Higher Education and Training Minister Dr Blade Nzimande said the department is starting to meaningfully address the challenges faced by the country's FET colleges through the implementation of its multifaceted turnaround strategy (Nzimande 2012). The significance of FET colleges becomes more apparent due to the ever-increasing demand for qualified personnel in the South African labour market. In South Africa, public FET colleges are established and operated under the authority of the FET Colleges Act 16 of 2006 and resort under the DHET (Department of Higher Education and Training 2012). South

African public FET colleges are subsidised by the government by approximately R4 billion per annum (FET Colleges 2013).

The high levels of unemployment, skills shortages and increasing demand for quality education challenges the management of FET colleges to respond quickly and positively by shifting away from the primal management models and adopting new and effective management models specially designed for FET (FET Report 2011). This has brought about conversion in FET colleges in South Africa in both the public and the private sector, with the public FET colleges being the focal point of this study.

Prior to 2000, FET colleges operated under an old model which was rendered ineffective (The Round Table Working Document 2010). This brought about the need for change in the FET college sector. The old model was characterised by the following limitations (FET Colleges 2013):

- ❖ College councils were not operating officially in their respective provinces.
- ❖ There were insufficient funds for capital expenditure for buildings and maintenance.
- ❖ There were serious accommodation and transport issues for students in rural colleges.
- ❖ The validity, reliability and quality of the examination system as well as the marking, moderation and administration of the results were questionable and often criticised.
- ❖ Their enrolments and retention, throughput, certification and drop-out rates did not reach the targeted rates.

As a result of these inefficiencies, the process of FET migration from provisional to national jurisdiction got underway. According to the FET College KZN Report (2011:11), the important transformation of the FET college sector began in 2000 after the declaration of the FET Act in 1998. This resulted in the development of nine provincial plans outlining the new configuration of merged colleges, and the transformation of one hundred and fifty two technical colleges into fifty multi-site FET colleges, of which 9 are in KwaZulu-Natal (Department of Education 2003 as cited in Terblanche 2008:1). This transformation process was concluded in 2003. FET colleges currently resort under the competency of the Department of Higher Education and Training. In 2011 the Further Education and Training Colleges Bill was passed by Parliament and was referred to the National Council of Provinces for final comment. In the 2012/2013 Budget and Policy Speech,

MEC for Education and Training, Honourable Mandla Makupula stated that the new FET Bill has been approved (Makupula 2012).

With the increase in size and complexity surrounding the new landscape of FET colleges, Moholokoane (2004:2) advises that the functionality of these colleges needs to occur in a responsive and responsible manner. This relates to having well trained and efficient staff to satisfy the requirements of managing, leading and sustaining public FET colleges specifically. The change leading to the post school system indicates the different post school youth needs are being addressed in a more conclusive manner, with a developed access to and delivery within higher education, as well as a clearer pathway to occupational qualifications and the workplace (The National Skills and Development Strategy 2011). Simultaneously, there is also a need to ensure that each of the subsystems within the post-school system has the requisite institutional capacity to fulfil its role if this coherence is going to be achieved (FET College KZN Report 2011). This study presents a management model for public FETs to achieve this coherence.

According to Gultig (2000:64), restructuring education in South Africa, as elsewhere, is an outcome of the interplay of forces, which are evident more broadly in society. For instance, the Department of Education's turnaround strategy mentioned above is a typical example of interplay of internal and external forces affecting the South African FET sector. These forces and challenges are explained in detail in the succeeding chapters. Apart from gaining an understanding of the scope of the change and its underlying rationale, there are a number of challenges for the FET colleges' management and leadership (Desai & Sahu 2008). For this study, the following challenges were identified from literature which will form part of the empirical research in this study, namely: effective leadership, effective management, change management, good governance and staff development (Akoojee & McGrath 2008, Bengu 1998, Bush 2003, CEPD 2004, CHET 1997, Coleman 1994, Davies 2002, Department of Education 1998, Department of Education 2001, Froneman 2003, Gewer 2010, Jones & George 2011, Kettunen 2005, Paul & Berry 2013). These challenges are explained in detail in the succeeding chapter.

This chapter concentrates on providing an overview of South African FET colleges, particularly the public FETs in KZN, the significance of FET colleges and the legislative mandates governing FET colleges in South Africa.

### **3.2 Overview of the South African FET Sector and its Transformation**

The technical colleges sector of South Africa was for the development of theoretical learning in the early twentieth century to provide along side the practical training of the apprenticeship system (FET Colleges 2013). Nevertheless, there have been several challenges since the development of the system namely: ineffective management and leadership styles, lack of employee expertise, as well as disregard toward staff development (Davies 2002, Bush 2003, Froneman 2003, Gewer 2010, Jones & George 2011, Paul & Berry 2013). Terblanche (2008) points out that the FET college sector was officially recognised in South Africa in 2002 in terms of the FET Act 98 of 1998. The key qualities of the new FET system as envisaged in White Paper 4 (Department of Education, 1998) are:

- ❖ An updated governance framework.
- ❖ A modern framework for programmes and qualifications.
- ❖ A new eminent improvement and assurance institution.
- ❖ An efficient funding system predicted as a key lever for system change.

Mokone (2011:1) points out that in South Africa, public FET college lecturers have encountered a torrent of policy changes in the past 15 years, especially after 1994. The Democratic government that was voted in to power in 1994 also inherited a conflicting economy which comprised of development and socio-economic inequalities. In an attempt to eradicate the socio-economic imbalances in the further education sector, the FET Act 98 of 1998 was past to design a comprehensive and durable national agenda for the conversion of curricula, teaching, learning, funding, qualifications, quality assurance and new institutional provisions (Department of Education 1998). The Further Education and Training Colleges Act of 2006 was later introduced to defend the vision of a contemporary vibrant FET college system. In addition, the National Plan for Further Education and Training Colleges in South Africa in 2008 was passed amongst others to make policy changes that were implemented in public FET Colleges (FET College Report 2011). The National DoE introduced the new policies including the FET Act No 16 of 2006 to enlarge and improve the provision of further education and training in South Africa. The government had set aside the FET colleges as the channel to bring forth the skills transformation that the South African economy needed (Department of Higher Education and Training 2011). An

enormous challenge and expectation were placed on members of staff of colleges to contend the skills shortage that exists in the state (Department of Education 2012).

Ramphele (2009) argues that the education transformation and training in South Africa could have been effected better by discovering from other countries experiences such as Finland, Ireland, South Korea and even Zimbabwe, who were all able to increase mass access to training and education whilst improving the quality of outcomes. The author further contends that improved access to education in South Africa has not necessarily translated into improved outcomes, such as in the lives of the poor (Ramphele 2009).

Conclusively conditions mentioned above lend a support to the leadership challenges encountered during the turnaround strategy mentioned earlier; and consequently strengthening the need for effective management and leadership during such times. This policies and plans were intended to build and transform the public FET college sector to capacitate further education and training for unemployed youth and those who are furthering their education having completed the general education and training phase (Department of Education 2006). Based on the DoE and DHET policy documents, the lecturing staff needed to improve and bring up to date their academic and vocational knowledge and experience (Marshall, McManus & Viele 2007) this is explained in detail in the succeeding chapter addressing the challenges of FET/TVET colleges in South Africa.

Nationally, the FET sector comprises of 50 private and public colleges, inclusive of 263 campuses which is the major site for skills-development training (Van Niekerk 2012:3). The FET college system, carries approximately 220 000 and less than 100 000 students within the public and private colleges respectively (Van Niekerk 2012:3). Higher Education Minister, Nzimande (2014), pointed out that the department will use a portion of the R2.5 billion announced by President Zuma (2014) for capacity building projects at FET colleges in 2014/15 by appointing qualified personnel and also to upgrade campuses and build new ones. The funding of public FET colleges has been a subject of concern over the years. The transformation of the FET colleges coincided with the changes in government funding for FET colleges (Powell & Hall 2002). The shift in funding to the DHET permits for a more wide-ranging analysis of the complete landscape and the improvement of a management strategy which caters for the targeted categorisation and support where needed (Gewe 2010:8).

The FET Act 3 of 2012 was introduced as a new policy by the National Department of Education (DoE). This policy was implemented to multiply and develop the transfer of the education and training within South Africa (Nzimande 2014). Due to the policy being executed as of 2012, college management were affected by change initiatives. According to Mohlokoane (2004:5), managers were unable to manage such changes effectively previously, as well as it required the quality, relevant provision of and well managed education and training. These elements are essential characteristics of effective management (Geweir 2010).

Understanding the basis of the problem demands the need for effective planning. Firstly among the 15 to 24 year olds the unemployment stands at 50% as of 2006. This is two times the number of the economically active population (Simkins, Coldwell, Caillau, Finlayson, & Morgan 2006). Youth aged 15 to 34 years old have unemployment status heightened from 32.7% to 36.1% amidst 2008 to 2014 (Stats SA 2013). The post schooling education and training has remained a elusive for a number of young people. Annually the school system produces approximately 330 000 school leavers exiting Grade 12 (Department of Education 2012). Among the Grade 12 learners 80 000 to 90 000 enrol for higher education (Department of Higher Education and Training 2011). This means that the 250 000 joining the approximate 750 000 youths who drop out of the school system and as a result don't access any form of higher education. Stats SA (2015) report on labour market dynamics in South Africa outlines that within 2008 and 2014, the number of unemployed persons increased from 14,6 million to 15,1 million. This resulted in an increase in the unemployment rate from 22.5% in 2008 to 25.1% in 2014. The absorption rate in 2014 was at 42,8% which was 3,1% below the peak reached in 2008. The unemployment rate for young people aged between 15-24 years increased from 45,6% to 51.3% between 2008 and 2014. This constituted the largest increase among all the groups (Stats SA 2015). The significance of higher education institutions such as FETs is seen in the high rates of unemployment in terms of qualification. This is deduced from the STATS SA (2015) report which indicated that unemployment for individuals with qualifications less than a Grade 12 pass is approximately thrice the amount than of individuals with a higher education qualification. Significantly this challenges the government as it potentially entrenches long term unemployment among the youth thereby creating economic instability.

A study by Sheppard and Cloete (2009) estimated an immediate pool of 750 000 students between the ages of 18-24 years who had successfully completed Grade 12, but had not engaged in higher education. Adding to the above another 990 000 youths who have at least completed Grade 10 were then eligible candidates for FET college provision (Department of Higher Education and Training 2012). South Africa's Department of Education therefore, is faced with a significant challenge in post-high school access to higher education and training. The unemployment crises is therefore perpetuated by lack of access to higher education, thus increasing economic and social instability.

The public college sector role becomes questionable towards addressing these crises, more particularly in KZN being the focal point of the study. To date the policy interventions have tried to possession FET colleges in offering a general vocational qualification that is sound to a large number of school leavers who are preparing for higher education or for the workplace.

### **3.3 Public FET Colleges in KwaZulu-Natal (KZN)**

Empirical research demonstrates that the global view on FET colleges is one that views the sector as a post school education and training initiative (Barnes & Phillips 2000, Melea, Caires, & Patton 2010, Hoppers, Mokgatle, Maluleke, Zuma, Hlophe, Crouch, Lombard, Lolwana, Makakhe 2010, Pandor 2004, & Gewer 2010). The diversity of courses at FET colleges internationally is varied. Colleges have offered up to 300 diverse courses (Moodley 2006). The course length and the nature of admission significantly varies in the different countries (Hoeckel 2007). Those who are serious about acquiring higher education and marketable skills at various levels are seen as responsible persons. This international view of FET colleges corresponds with the South African DHET vision of public FET colleges (Moodley 2006).

Basically the system within South Africa is comprised of the broad bands that are referred to as General Education, Further Education and Training and Higher Education (Department of Education 2011). General education comprises of the first nine years of school education; from grade 1 to grade 9. Secondly, grade 10 to grade 12 can be completed at FET colleges however their main aim is vocational and occupational education and training and lastly higher education which is specifically universities and Universities of Technology from undergraduate studies to post graduate studies.

Public FET colleges in South Africa have close to 300 campuses which are spread throughout the urban and rural areas of the country. All in all there are 50 public FET colleges that are registered and accredited (Department of Education 2006). The Department of Education province of KwaZulu-Natal (2011:18) states that KZN has 9 public FET colleges totalling 76 delivery sites spread throughout the Province. These public FET colleges are committed to the delivery of skills in a struggle to fight unemployment, poverty and socio-economic instability in all the Municipalities in KZN (Department of Education 2011). FET colleges have a very significant role in achieving the KZN National Development, for example FET colleges in KZN have contributed significantly to the eThekweni Municipality in terms of producing qualified individuals ready to tackle the day to day challenges of the workforce (Department of Education 2011). The National Policy Framework in the Department of Education (Department of Higher Education and Training 2015) states that certification, assessments and examinations for core programmes are co-ordinated by the DHET. There are various independent quality assurers who are linked to specific learning programmes and courses for examination, assessment and certification. FET colleges also offer guidance counselling services that are available at most public FET colleges (Department of Education 2008). Upon enrolment new students are required to complete a competency assessment test. This thereby enables the college to establish appropriate support and learning programmes for potential students. The student support services focuses on the academic and broader social and physiological needs of students (Department of Higher Education and Training 2010). According to the FET Report (2011:18) the nine public FET colleges with some of their main campuses in KwaZulu-Natal are as follows:

### **3.3.1 Coastal KZN FET College**

The Department of Education, province of KwaZulu-Natal (2011:18), outlines that Coastal KZN FET College comprises the following main campuses:

- i. Umbumbulu
- ii. Durban
- iii. Swinton
- iv. Umlazi V
- v. Umlazi BB

- vi. Ubuhlebogu
- vii. As-Salaam
- viii. Appelsbosch

### **3.3.2 Elangeni FET College**

The Department of Education, province of KwaZulu-Natal (2011:20), indicates that Elangeni FET College comprises the following main campuses:

- i. Mpumalanga
- ii. KwaMashu
- iii. Ntuzuma
- iv. Qadi
- v. Pinetown
- vi. Ndwedwe
- vii. KwaDabeka
- viii. Inanda

### **3.3.3 Esayidi FET College**

The Department of Education, province of KwaZulu-Natal (2011:22), states that Esayidi FET College has the following main campuses:

- i. Gamalakhe
- ii. Enyenyenzi
- iii. Kokstad
- iv. Port Shepstone
- v. Umzimkhulu

### **3.3.4 Majuba FET College**

The Department of Education, province of KwaZulu-Natal (2011:24), states that Majuba FET College has the following main campuses

- i. Centre for People Development
- ii. New Castle Technology Centre
- iii. IT and B Centre

### **3.3.5 Mnambithi FET College**

The Department of Education, province of KwaZulu-Natal (2011:26), outlines that Mnambithi FET College has the following main campuses:

- i. Ladysmith
- ii. Ezakheni
- iii. Ezakheni Skills Centre
- iv. Escourt

### **3.3.6 Mthashana FET College**

The Department of Education, province of KwaZulu-Natal (2011:27), states Mthashana FET College has the following main campuses:

- i. KwaGqikazi
- ii. Vryheid
- iii. Maputa
- iv. Nongoma
- v. Babanango
- vi. Nquthu
- vii. Emandleni

### **3.3.7 Thekwini FET College**

The Department of Education, province of KwaZulu-Natal (2011:28), outlines that Thekwini FET College has the following main campuses:

- i. Melbourne
- ii. Centec

- iii. Umbilo
- iv. Springfield
- v. Asherville
- vi. Cato Manor

### **3.3.8 Umfolozi FET College**

The Department of Education, province of KwaZulu-Natal (2011:30), states that Umfolozi FET College has the following main campuses:

- i. Esikhawini
- ii. Eshowe
- iii. Mandeni
- iv. Richtek
- v. Chief Albert Luthuli

### **3.3.9 Umgungundlovo FET College**

The Department of Education, province of KwaZulu-Natal (2011:33), outlines that Umgungundlovo FET College has the following main campuses:

- i. Msunduzi
- ii. Midlands
- iii. Northdale
- iv. Plessislaer
- v. Edendale

A summary of the various KZN FET colleges is indicated in Table 3.1 on the next page.

**Table 3.1: Summary of Various Colleges**

Coastal	Elangeni	Esayidi	Majuba	Mnambithi	Mthashana	Thekwini	Umfolozi	Umgungundlovu
Umbumbulu	Mpumalanga	Gamalakhe	Centre for	Ladysmith	KwaGqikazi	Melbourne	Esikhawini	Msunduzi
Durban	KwaMashu	Enyenyenzi	People	Ezakheni	Vryheid	Centec	Eshowe	Midlands
Swinton	Ntuzuma	Kokstad	Development	Zakheni Skills	Maputa	Umbilo	Mandeni	Northdale
Umlazi V	Qadi	Port	New Castle	Centre	Nongoma	Springfield	Richtek	Plessislaer
Umlazi BB	Pinetown	Shepstone	Technology	Escourt	Babanango	Asherville	Chief Albert	Edendale
Ubuhlebogu	Ndwedwe	Umzimkhulu	Centre		Nquthu	Cato Manor	Luthuli	
As-Salaam	KwaDabeka		IT & B Centre		Emandleni			
Appelsbosch	Inanda							

The province of KwaZulu-Natal aims to meet the skills development needs of communities by providing access to education and training through the FET colleges. The nine FET Colleges with their seventy six delivery sites can provide training for the relevant skills needed for employment and this is a differentiating factor of FET colleges in that FET skills training is different from that of other institutions. (Department of Higher Education and Training 2011). FET colleges have skills centres which provide the necessary training to communities, enabling them to gain the required skills for the complex South African labour market. The National Skills Development Strategy (2011) highlights that from 2001 to 2005 the first vision of the strategy was “Skills for Productive Citizenship for all”. According to the National Skills Development Strategy (2011) the vision was driven by the following six guiding principles:

- ❖ Lifelong learning: Continually upgrading and improving
- ❖ The promotion of equity: Opportunities for disadvantaged as well as advantaged
- ❖ Demand Driven to support and enhance productivity
- ❖ Flexible: Employers, both Public and Private as well as the workers are best placed to make judgements about priorities
- ❖ Partnership and cooperation between and amongst the social constituencies
- ❖ Efficiency and effectiveness in delivery leading to positive outcomes for all those who invest in training and skills development

The FET Report (2011:46), states that FET colleges could become institutions of first choice for the majority of the youth of South Africa. They have the capacity to produce a skilled and capable work force that can change the economy of this country. Both private and public prospective employers are strongly urged to provide opportunity for training in order to enhance the chances

of employability and economic growth in South Africa (Department of Education 2009). In 2013 the FET/TVET sector had 680 institutions which combined both the public and private ones. In spite of the fact that the public FETs were only 50, they seemed to have a larger portion of learners as the number of learners that the private FETs had accounted only 19% (Department of Higher Education and Training 2015).

### **3.4 The Significance of Further Education in KwaZulu-Natal**

The South African government is the predominant provider of funds for higher education and also the principle provider of education itself (Department of Education 2006). Education, in particular higher education, is one of the most valuable national assets in any country (Mohsin & Kamal 2012:59). Higher education is no longer treated as luxury product or unattainable level of education; it is rather essential to national, social and economic development (World Bank 2000). South African higher and further education institutions find themselves in a changing, turbulent challenging environment as mentioned earlier. As stated earlier in the introduction, Wessels (2002:189) contends that the context worldwide in education institutions are experiencing fluctuating changes with subsequent challenges in enhancing learning. In a study of the impact of academic development programmes, Mokone (2011) concurs with Wessels (2002) and concluded that an academic developmental approach should be adopted in order to deal with the challenges and changes in Public FET colleges.

In 1998 it was noted that the FET system constituted 3 million learners with providers of up to 8 000 excluding private companies which indicated that the system was critically importance and very diverse (Department of Education 2007). Former Minister of Education, Bengu (1998) in the Education White Paper stated that the FET sector has an investment nationally of R10 billion annually in both public and private funds. The challenge of the position of the FET learners is particularly noted in that they are placed at the cross roads of the intersection of General Education and Training (GET) and access to tertiary education and the working world (Powell & Hall 2002). FET colleges are important allocators of life chances to employment. The FET sector provides learners with the ability to further their levels of education while acquiring the required knowledge and skills to enter the complex labour market (FET Colleges 2013). Public FET colleges indeed offer a very diverse range of programmes that have been developed to respond to the limited skills required by employers (Mokone 2011). Given the above indicates that young and adults in South

Africa have the initial and second chance opportunities to acquire the necessary skills needed. For the success and sustainability of FET colleges, a new management model is required to adapt to the challenges and changes in the evolving educational environment.

#### **3.4.1 The Need for Efficient and Effective Management Model for Public FET Colleges**

FET colleges face numerous challenges which include low throughput rates, inadequate lecturer qualifications, teaching staff under qualified, skills shortage, poor teaching environment, poor facilities, poor financial management systems, financial challenges and limited oversight regarding governance of colleges (Motala & Williams 2004, Kleinsorge 2004, Wedekind 2008, Gewer 2010, Muswaba & Worku 2012, Mokone 2011, Department of Higher Education and Training 2012). These challenges will be discussed in detail in the succeeding chapter. The pressures for the need of an efficient and effective management model for South Africa's public FET sector are undeniable and considerable. This is due to various economic and social conditions. This can also be related to the pressing demands associated to apartheid era and the inequalities thereof (Gewer 2010). Others stem from the sense of system malfunction within the FET framework itself, in particular the deep-rooted struggle that confront the public school system, the low level of confidence among staff, the deprived quality of provision in certain institutions, the relative incapacity to place trained learners in jobs, and the lack of connection between key FET institutions and the labour market (Gewer 2010). It should be noted that within the system they are pressures that are still new. These include funding, changes in the demand and level of skilled personnel, introduction of new laws and legislative mandates - importantly is the globalisation phenomenon, which poses inevitable challenges for the future of FET in South Africa (Moodley 2006).

The Department of Education (1998) recognised that the inherited quality of education, lack of relevance in syllabus and the deterioration of the youth labour market are crucial socio economic and educational challenges affronting the growing democracy. Over the years, the DoE has worked tirelessly at improving the excellence of learning and teaching and developing outstanding education systems throughout the country (The Round Table Working Document 2010). Over two thirds FET learners were originating from the secondary school system (Bengu 1998). As mentioned earlier, after the first nine grades which fall under General Education, comes Further Education and Training, which comprises of vocational and occupational education offered in last

three years of general school education as well as in colleges. As a result grade 10, 11 and 12 learners have been classified under further education and training, FET learners.

The Departments of Education and Labour have a core responsibility for providing education and training linkages for adult workers and young people, and for generating linkages that are effective between training and work (Department of Education 1998). This responsibility brought about the introduction of learner ship programmes in higher education institutions as a significant development. As a result FET institutions were requested to access programme funding through the Sector Education and Training Authorities (SETAs) and the National Skills Fund (The Round Table Working Document 2010). The introduction of programme-based funding was introduced after the National Plan for FET colleges of December 2008. The Standards and National Norms for Funding of Colleges provided for FET enrolment funding. An important signal related to funding arrangements was given by Medium Term Budget Policy Statement:

“Closer alignment with the funding arrangements contained under the skills development levy is required so that FET colleges can access more of these funds and business can make greater use of the colleges” (Budget Policy Statement 2009).

To ensure efficiency and effectiveness related to service delivery in the FET sector optimal financing arrangements were formulated namely levy funds, voted funds, and private funds (Department of Higher Education and Training 2011). This is dependent on quality delivery of appropriate programmes and is important for FETs in their role in learnerships.

In the 21<sup>st</sup> century, FET colleges entered a significant historical period. There has been an absence of a coherent framework in the transformation of the FET college subsystem in spite of extensive activity (Gewe 2010:4). In 2009 a new department of higher education and training was formed for the need of providing an environment for coherent post school education as well as offering an institutional background for FET colleges (Department of Higher Education and Training 2011). The FET transformation process, formed by the White Paper of 1998 and promulgated by the FET Act of that same year, was based on the need for a more harmonized FET system, which included secondary schools, colleges and other forms of training for the working environment (Hoeckel 2007).

At the heart of the complexity, is the dual mission and purpose of FET colleges in this post-school environment. Primarily, colleges offer post-school youth with a strong theoretical foundation in disciplinary knowledge which equips them to enter into higher education, to access academic qualifications, or the workplace to be further trained towards specialised occupations, including through apprenticeships (Gewe 2010:5). In addition, however, a college can offer school leavers, as well as employed and unemployed people, the theoretical components of an occupational qualification that leads to a formally recognised trade or occupation (FET Colleges 2013).

It is noted that the framework operates in limited availability of data in guiding any meaningful planning (Booyens 2009). The varied needs of lecturers from various vocational fields are not accounted for by the framework (The Round Table Working Document 2010). The new Department of Education and Training has formed a platform for the development of a 20-year vision for the future. According to Department of Higher Education and Training (2012) the vision is as follows:

*Our vision is of a South Africa in which we have a differentiated and fully inclusive post-school system that allows all South Africans to access and succeed in relevant post-school education and training, in order to fulfil the economic and social goals of participation in an inclusive economy and society. The main aspect of the vision among others is the success of all the trainees.*

This success is dependent on management's ability to deliver beyond the challenges that could impede such an effort. It is for this reason that this study investigates the management practice challenges that FETs are confronted with.

The mission statement of the Department of Higher Education and Training (2012) is as follows:

*It is the mission of the Department of Higher Education and Training to develop capable, well-educated and skilled citizens that are able to compete in a sustainable, diversified and knowledge-intensive international economy, which meets the developmental goals of our country. The department will undertake this mission by reducing the skills bottlenecks, especially in priority and scarce skills areas; improving low participation rates in the post-school system; correcting distortions in the shape, size and distribution of access to post-*

*school education and training; and improving the quality and efficiency in the system, its sub-systems and its institutions.*

This study investigates the challenges associated with the management practices which are related to the bottlenecks pointed out in the mission statement of the DHET above.

The declaration of the FET Colleges Act 16 of 2006, which promulgated the need for colleges to be autonomous bodies with their own councils, hence minimising the provincial department of education's responsibility (Gewer 2010:6). The role of employing the FET staff would now be embodied by the colleges and not the provincial Department of Education. The principle and management staff is still appointed by the MEC in terms of the Public Service Act (Department of Higher Education and Training 2012). The FET Colleges Act also provided the Minister of Education with the powers to determine the norms and standards for funding of FET colleges, Further Education and Training Colleges Act (Act No. 16 of 2006).

### **3.4.2 FET Lecturer Qualifications and Development**

In 2009, the Department of Education published the Draft National Policy Framework for Lecturer Qualifications and Development in FET colleges in South Africa, which aims to develop a national standard for FET college lecturers. According to Gewer (2010:7) the framework sets out the fundamental components for both initial and continuous professional development as resting on:

- ❖ Subject matter/occupational expertise in the designated field of study
- ❖ Pedagogic expertise which refers to general pedagogic principles that applies to all teaching/ learning situations, as well as to subject's didactics that transmit the knowledge and skills foundation on which vocational expertise depends.
- ❖ Up-to-date workplace expertise that facilitates the creation of structured, practical learning environments that prepares students for work under real time conditions.
- ❖ Basic academic competence that provides the basis for further study in both subject/technical and pedagogic areas.

One can conclude that the DoE has made active efforts over the past years to contribute the development and growth of lecturers.

### 3.4.3 Identifying a Successful FET College System

A successful FET system provides diversified programmes offering knowledge, skills, attitudes and values that people require as lifelong learners and as economically productive members of society (Moodley 2006). It also provides the vital intermediate to higher level skills and competencies the country needs to elevate to its own course in the global competitive world of the 21st century. Accordingly, the purpose of public FET colleges is to respond to the human resource needs of our country for personal, social, civic and economic development (The Round Table Working Document 2010). A changed, high-quality, responsive FET public management model is a vitally imperative investment in the future of South Africa. The following are the dimensions of FET College effectiveness according to The Round Table Working Document (2010:49):

- ❖ Quality of teaching and learning

- It is important that FET colleges develop intervention mechanisms which include institutional support and curriculum analysis in the need to develop and improve a teaching plan, with stronger student support system through institutional practices supporting effective learning and teaching.

- ❖ Qualifications and experience of lecturing staff

- There is an acknowledgment by the FET colleges National Plan in 2009 that there is little opportunity of improving educational quality unless there is a linkage between curriculum development process and national strategy for college lecturer training thus ensuring a framework that is coherent in lecturer development (Gewe 2010). Gewe (2010) further emphasises the expertise of teaching staff should be the basis of curriculum reforms. In order for the content and educational knowledge of FET lecturers to keep up with the curriculum changes.

- ❖ Learner recruitment

- The recruitment of learners has a major effect in the sector when it comes to throughput rates. This impact is seen to have clear relationship in selecting a suitable learner and the learners' ability in succeeding in the National Certificate

Vocational (NCV). To develop a universally acceptable tool supporting learner selection. This ought to be related to career guidance and recruitment (Booyens 2009).

❖ **Sociology of learners and learner support**

- Gewer (2010) raised concerns regarding youth support in making career decisions in particular those who were previously disadvantaged. Recent data (STATS SA 2012) indicates that there is a higher likelihood that parents are depended upon for making career decisions for young people. Nonetheless, the lack of information and poor understanding of options in the first generation families leave the youth with no choice of getting guidance and as a result career decisions are made independently. As mentioned earlier, public FETs have developed learner support systems to guide the learners particularly from disadvantaged backgrounds. However, the support of learners at college level is limited, and not optimally utilized even where such support exists. Due to the incapacitation of counselling and support services there is bare minimum regarding both career guidance and academic support and therefore they are inadequately conceptualized and applied (FET Round Table 2010).

### **3.5 Legislative Mandates Governing FET Colleges in South Africa**

The legislative mandates governing FET colleges are explained hereunder:

#### **3.5.1 FET Colleges 1955 - 1997**

Up to the end of 1955, the independent council of the colleges were not always aware of the labour needs of the country (Barnes & Phillips 2000). The government responded to this by introducing subsidy and management solutions. In 1954 the government decided to declare technical colleges to state institutions (Muswaba & Worku 2012). Fisher et al. (2003) affirmed the results of this decision culminated in the Act for Vocational Education of 1955, as enunciated in the Act (No. 70 of 1955). According to Muswaba and Worku (2012) the act made provision for the following;

- ❖ Under the 1923 Educational Act, technical colleges were made to be independent bodies with their independent local councils hence colleges developed their own directions in terms of governance. This may have worked in the favour of FET colleges in that they became receptive to their local needs (Barnes and Phillips 2000). They often neglected a national point of view in terms of educational matters; neither did they make efforts to co-operate government institutions (Barnes & Phillips 2000). A form of control was therefore necessary by the government.
- ❖ Technical education was the most expensive form of education, because of its significance in the education system, and it became imperative to convert technical colleges to government institutions (Behr & Mac Millan 1971:209-210 cited in Muswaba & Worku 2012).
- ❖ Act No. 70 of 1955, which made this provision, proved detrimental to technical colleges' governance (Muswaba & Worku 2012). The transformation was not without challenges. There were problems which were encountered with regards to the management of technical colleges by central authority (Gultig, Ndhlovu & Bertram 1999). This then led to the founding of a departmental committee, which investigated the national post-school system for whites (Department of Education 1994:7). The committee suggested that technical college be state-aided institutions (FET Report 2011). As a result, the Act for Technical Colleges of 1981 (Act No. 104 of 1981) was promulgated (FET Round Table 2010).

According to Caviglia-Harris, Jill and Hatley (2004) the former state-aided colleges were for the whites and the state colleges were for the non-whites. Each race group had its own department. Caviglia-Harris et al. (2004) added that the departments had their own legislation, which governed them on a disproportionate basis. Williamson (1992:92) recorded that some technical colleges were declared state-aided in May 1, 1982. This resulted in two management systems of colleges, namely, state and state-aided colleges. The Department of Education provided the framework which had a number of differences in legal status, financing and financial management and governance to these two types of colleges as highlighted by the Department of Education (1998).

### **3.5.2 FET Colleges Post 1997**

FET colleges' post 1997 in South Africa is explained hereunder.

#### **3.5.2.1 The Changes due to the 1994 Democracy**

In 1998, the Further Education and Training Act stipulated four noteworthy interventions:

- ❖ In 2005, the National Treasury budgeted R1.9 billion recapitalisation conditional grant intended for enhanced programme delivery and infrastructural development (FET Report 2011).
- ❖ In 2006, The National Certificate Vocational NC(V) was developed; aimed at recognizing shortcomings and quality in the college programme (Department of Education 2008).
- ❖ The promulgation of the Further Education and Training Colleges Act in 2006, which stated that all public FET colleges become self-governing bodies with their own Councils, thus moderately removing this dependability from the provincial departments of education (Department of Higher Education and Training 2008).
- ❖ The Bursary Scheme was introduced by the DHET. Most of the learners that attend the public FET colleges come from very poor families; and as such cannot afford the fees to access the FET College Programmes. It supports students taking NC(V) programmes or Report 191(N- Programmes). Financial reasons are the cause why many students are unable to seek admission to FET colleges (FET Round Table 2010). Due to such financial challenges unemployed individuals are unable to pay for their own education at FET colleges unlike those individuals who have secured job opportunities (FET Report 2011). Gewer (2010) suggests that learner support means should be available over and above the National Student Financial Aid Scheme which are currently available. The National Plan for Further Education and Training Colleges of December 2008 was followed by the introduction of programme-based funding linked to the NC(V) (Department of Higher Education and Training 2011). The National Norms and Standards for Funding of Colleges provided for the funding of NC(V) enrolments only.

The DoE in the last decade undertook educational policy investigations in South Africa. These consist of the Report of the Task Team on Education Management Development (Department of Education 1996) and laws such as the South African Schools Act of 1996 (Botha 2012:10). The focal point addressed the need for all stakeholders in education to work in free and participative ways to construct community relationships in sustainable communities, thus ensuring the valuable delivery of education. The development of an appropriate legislative framework was the primary task of the state to provide a legislative mandate that resulted in new policies and directions to meet challenges brought about by the change from centralised, bureaucratic control to decentralised, democratic control of FET colleges (Botha 2012:113).

### **3.5.3 FET Colleges Post 2005**

According to Department of Education, province of KwaZulu-Natal (2011:12), Public FET colleges currently operate under the following legislative mandates:

- ❖ The Further Education and Training Colleges Act 16 of 2006
- ❖ South African Council for Educators Act 31 of 2000
- ❖ The South African Qualifications Authority Act 58 of 1995
- ❖ The General and Further Education and Training Quality Assurance Act 58 of 2001
- ❖ Education White Paper 6 on Inclusive Education (2001)
- ❖ Education White Paper 7 on e-learning
- ❖ Public Service Act 103 of 1994 (as amended)
- ❖ Labour Relations Act 56 of 1999 (as amended)
- ❖ Employment Equity Act 55 of 1998
- ❖ Public Finance Management Act 1 of 1999 (as amended)

The series of legislature governing FET colleges mentioned in the preceding section has played a significant role in the shaping of the FET sector. According to the National Plan for FET colleges (2009) the twofold purpose and mission of FET colleges in this post-school environment is as follows:

- ❖ Primarily the disciplines within colleges' offer youth at post school level by providing a strong theoretical foundation equipping them to enrol in higher education or the workplace for constant training towards specific occupations through apprenticeships.
- ❖ The theoretical components of an educational qualification can be provided by the FET colleges to the employed and unemployed leading to a recognised formal occupation or trade.

The large number of post-school youth who are not in employment or education creates a significant pressure point for expansion in FET colleges (Akoojee & McGrath 2008). A comprehensive analysis is attained in the entire landscape when there is a shift in funding to the Department of Higher Education and Training. Hence there is a growth of strategy development for targeted and differentiated support where needed (Department of Higher Education and Training 2010).

In order to understand the nature of the problem there is need for effective planning. In the first instance, it is notable that joblessness among the 15-24 year olds featured at 50% in 2006, and this was considered double that of the overall economically active population (Simkins et al. 2006). Besides the above other challenges include the difficulty of accessing post-school education and training for a number of young people. Around 330 000 grade 12 matriculants are produced annually by the current schooling system (STATS SA 2012). It is however observed that 80 000 - 90 000 matriculants enter higher education. This therefore means that the balance of 250 000 become part of the 750 000 youth that have not been able to access higher or further education (STATS SA 2012). It is noted that a huge portion of the matriculants that leave grade 12 don't register for further or higher education as a result this creates a further challenge to the current unemployment statistics of the youth (FET Round Table 2010). According to STATS SA (2015) the national schooling system provided 506 844 school leavers with a 75.8% pass rate from Grade 12 matriculants who pass their National Senior Certificate (NSC) in 2014. This significant increase in the supply of school leavers subsequently increases the demand for higher education institutions.

South African statistics projected a gradual pool of 750,000 18-24 year olds who have successfully completed matric but have not engaged in higher education (STATS SA 2012). Additionally, there is an extra 990,000 youth with a Grade 10 qualification and subsequently could be potential FET

candidates (STATS SA 2012). So far, the remains a noteworthy challenge for accessing post-school education and training. Due to this inaccessibility to higher education there is continued unemployment catastrophe among the youth (Department of Higher Education and Training 2010). The policy mediations apparently have positioned colleges in offering general vocational training to a large number of school leavers in preparing them for higher education or employment entry-level as well as and further training in the corporate world (FET Report 2011). According to STATS SA (2015) of the 506 844 matriculants in 2014, only 150 752 school leavers managed to gain admission into Bachelor studies. This leaves 356 132 school leavers. One can conclude based on these particular statistics that there is an increasing demand and need for FET colleges.

### **3.5.4 FET Policy Environment**

According to the Department of Higher Education and Training (2011:4) the Skills Development Framework is directed by the fact that the South African labour force, in this case all employees within the FET sector, need appropriate and reasonable skills. These are necessary for individual development, thereby adding excellent organisational performance, and causing a significant contribution to the South African economy (Mohlakoane 2004). The following policies and legislative frameworks are in place to help ensure that these goals are realised:

#### **❖ Skills Development Act 97 of 1998**

- In 1999 and 1998 The Skills Development Levies Act and The Skills Development Act were passed respectively. The National Skills Authority directed the Minister of Labour to prepare a National Skills Development Strategy. This was due to the fact that economic growth, social development and sustainable growth skills were not available in South Africa. Representatives of organised business, labour, government and community bodies as well as provider interests were responsible for the development of the National Skills Authority in accordance to Skills Development Act of 1998. This act governs the employment procedures and the staff development of FET colleges. The Act requires that the employees are qualified, trained and that their skills and developed on a regular basis.

#### **❖ Employment Equity Act 55 of 1998**

- The Employment Equity Act of 1998 provides equal opportunities for FET college employees and prospective employees. The act ensures that there is equal

treatment and eliminated discrimination in the employment processes in FET colleges.

❖ Skills Development Levy Act 9 of 1999

- The Skills Development Act of 1998 as well as The Skills Development Levies Act of 1999 promoted active labour market policies as well as Governments commitment. The legislations mentioned above focused on new programmes and funding policies thus increasing investment in the development of skills. As mentioned earlier, the allocation a portion of the R2.5 Billion for capacity building projects for FET colleges is an example if the influences of the Skills Development Levy Act of 1999. The legislation addresses two over riding priorities. There is need for increasing skills to enhance industrial competitiveness and business productivity in commercial services. Therefore here is an essential need to address poverty eradication as well as social development challenges.

❖ Labour Relations Act 66 of 1995

❖ Public Service Act 103 of 1994

❖ Employment of Educators Act 76 of 1998

❖ National Skills Development Strategy (NSDS 2005-2010)

❖ National HRD Strategy for South Africa 2001

❖ Integrated Quality Management System 2003

❖ National Framework for Teacher Education (Draft)

The mentioned legislature outlines and governs the operations of FET colleges and also has significant influences on FET employees. This legislature governs employee rights, employer rights, operational requirements, unfair dismissal, qualifications and skills of employees as well as recruitment procedures.

### **3.6 Summary**

In this chapter, the development of FET college policies, legislative mandates and FET landscape were discussed. In 1998 there were approximately 3 million students, on average 8000 providers

excluding private companies thus confirming that the FET system was largely diverse as well as essentially important in the education and training sector. To date, the FET sector comprises of fifty private and public colleges inclusive of 263 campuses which are primary skills-development training sites.

The transformation in the FET colleges sector was primarily brought about by the FET Colleges Act 16 of 2006, which promulgated that all public FET colleges were to become independent bodies with their own Councils. The FETs were also transformed from regional operation to national operation which saw the new and improved model of the FET sector in South Africa. The success of FET colleges is vital to the quality of teaching and learning, qualifications and experience of lecturing staff, learner recruitment and learner support.

A well-managed, relevant and quality higher education and training for public FET colleges is also closely linked to effective management and leadership, change management, good governance and staff development. This will be explained in detail in the succeeding chapters. A new management model is presented in order to attain this efficient level of performance. Successful implementation of the new FET management model which adheres to the stringent framework of the rule of law and mandates governing FET's has to be established in the capacities of leadership, of responsible individuals at management level. A constructive learning atmosphere at FET campuses will be thus achieved through relevant management and leadership styles. Hoppers et al. (2000:193) recommend the centralisation of responsibility and power to public FET colleges and connecting delivery to economic development and social imperatives.

Due to challenges of poor quality and inefficacy in the FET system there is a lack of public acceptance and public recognition (Department of Education 1998:22). Following the above it is nonetheless important to empower and enable the FET leadership teams. It is of importance to investigate a management model that is effective for FET colleges. This model should address financial viability as well as provide programmes that are diversified in knowledge, skills, attitudes, and values South Africans require as individuals and lifelong learners. The following chapter takes a closer look at the management of FET colleges and the transformation.

## **CHAPTER 4**

### **MANAGING FET COLLEGES, CHALLENGES AND TRANSFORMATION**

#### **4.1 Introduction**

Managers in any institution occupy significant role in planning, leading, organising and controlling the organisation and its internal and external stakeholders (Lussier 2000). Paul and Berry (2013) add that management is significant to the success of any organisation as management is the basis of leadership. In Mohsin and Kamal's (2012) view, managers are also responsible to managing challenges and organisational change. Managers play a crucial role in directing the organisation towards a transformational direction, whereby the organisation foresees change and challenges and proactively responds accordingly (Mangnale & Potluri 2011).

Gultig (2000:181) articulated the international context of educational institutions are constantly facing changes, and are also faced with various trials to enhance learning. Ideally Gultig (2000) used a holistic view to assess the global challenges faced by these education institutions after analysing a series of case studies. Gultig (2000) found that the prime international pressure that affects education institutions was that the world had become an integrated global village. Schmidt-Wilk (2011) corresponds with Gultig (2000) and adds that the global pressure brought about by technological advancement contributed significantly to the alteration of educational curricular. In his study on improving and expanding the FET systems, Gewer (2010) emphasised the importance of embracing the global change in education institutions and suggested that FETs adopt a proactive approach to these challenges. This coincides with Schmidt-Wilk's (2011) view on the impact of globalisation on higher learning. Schmidt-Wilk (2011) pointed out that developing an approach that would anticipate global change rather than react to it would allow education institutions to achieve continuous learning.

However, critics of globalisation argue that education institutions should have their unique systems addressing learners' individual needs (Wessels 2002, Bush 2003, Bush 2006, Ramphela 2009 & the South African Council of Educators, SACE 2011) concurs. Wessels (2002) asserts that the education institutions should be centred on cultures and norms. Gewer (2010) states that the systems of higher learning should not conform to global pressures; they should rather uphold their

standards and achieve their unaltered goals. SACE (2011) stressed the importance of addressing the learners needs, particularly those from disadvantaged backgrounds.

FET colleges in South Africa have undergone various transformations. These changes have presented challenges to FET colleges, including the management of FET campuses over a period of time. This chapter takes a careful look at the challenges faced by FET institutions based on the transformation in the FET segment. The transformations faced by public FETs from a global perspective are discussed in detail in this chapter. Although globalisation has greatly contributed into the world becoming a global network, there is a vast gap between the first world countries and the third world countries. This is characterised by technological advancement, cultural differences and economic differences. These differences significantly influence the nature of the challenges in local South African FET colleges. These challenges are discussed in detail hereunder. The chapter also explores management practises that can be applied to address these challenges for the successful operation of public FET colleges in KZN.

#### **4.2 Challenges Faced by Public FETs from a Regional Perspective**

FET colleges have been established for the purpose of providing high quality education and training empowering students for employment possibilities (FET Colleges 2013:1). However, it has been ascertained that the major concern revolves around the challenges faced by FET colleges namely, low throughput rates, inadequate lecturer qualifications, teaching staff under qualified (SACE 2011:10), skills shortage (Wedekind 2008:4), poor teaching environment (CEDP 2004:13), poor facilities (Fisher et al. 2003, p. 345), poor financial management systems, financial challenges (Chapman & Singh 2011:208) and limited oversight regarding governance of colleges.

According to Moodley (2006) and Hoeckel (2007), FET colleges worldwide may be considered at one point on their articulation effectiveness regarding with work as well as their ability in gaining access to life-long learning and higher education. Muswaba and Worku (2012) affirm that the FET college system in South Africa is short of the above mentioned contexts. There has been however innovation and excellence in spite of this shortcoming. As pointed out by the Green Paper on Further Education and Training (1998:5), FET College KZN Report (2011), The Round Table Working Document (2010) and Mohlokoane (2004) confirm that the South African FET system has the following inefficiencies:

- ❖ A lack of coherence and co-ordination: FETs has apparently been considered as unplanned and fragmented. The present system is known to be dysfunctional due to the lack of strategy and a vision in determining its priorities though the Ministry supports responsiveness and the principles of diversity.
- ❖ A lack of funding coherence: Distorted incentives and disincentives have been seen across different programmes due to the unevenness of funding.
- ❖ Poorly articulated programmes: The high levels of ineffectiveness are due to poorly articulated programmes that deter mobility of students in the current FET programmes and qualifications. In relation to quality, standards of provision, outcomes and curriculum programmes differ widely.
- ❖ Separate education and training tracks: There are differences in the FET provision which reflect on the vocational training and academic education in that there is rigidity and unbecoming differences between the two. As a result there has not been an equilibrium between vocational and technical education with ordinary schooling. It is also notable that the South African general academic education is poor and no opportunities exist for those who have been failed by the system. Skills and required knowledge are lacking among the new entrance if the labour market. There are few prospects for the employed and at the same time those in the informal sector especially in small and medium enterprises have their needs neglected.
- ❖ Weak linkages with industry: It is the proposition of the employers that the training offered at FET colleges is outmoded. Equipment is obsolete and tuition is of poor overall quality.
- ❖ The legacy of apartheid: The education sector had suffered the most due to the apartheid legacy. The impact was deeply felt in the black secondary schools. The apartheid education policy was notable in its limitedness, irrelevance and deprived quality of learning qualifications and programmes. The local economy was disconnected from the black technical colleges with industrial development.
- ❖ Organisational ethos and the culture of learning, teaching and service: Many educators had experienced low professional development as well as poor working ethic and morale due

to a breakdown in service learning culture and teaching. The race and gender inequalities are still prevalent within the sector.

- ❖ A distorted labour market: One of the most visible legacies of apartheid is the distorted labour market. The effects of key social institutions those have been abolished are still influencing. This is well evidenced in the areas of training and work in conjunction to education at a time where there is mass employment and rational obstacles to occupational mobility. This also is a time when the labour youth market is collapsing with declining investments and shortage of skills. It should also be noted that the challenges have been increased due to low student intake in sciences, engineering and technology areas.

Cosser (2010:9), in a FET update it is pointed out that the FET colleges face substantial challenges in the shaping of the definitive roles of FET colleges and policy that would enable the demonstration of good practice in the training and integration of education. The FET colleges roles include among others being primary developers of skills at intermediate level, as well as the development of very small micro enterprise skills and self-employment. (FET Round Table 2010). Another area of challenge is the cultivation of the linkage between work and education. In addition to the above challenges Moodley (2006) points out that colleges need to have an optimal use of learner support units in promoting gender equity, increasing access, providing career guidance, and mounting effective HIV/Aids prevention and treatment programmes. Pandor (2004) pointed out in parliament that further challenges include the management of perceptions and governance systems as well as strong management building in an educational background.

The environment within which learning and teaching take place was acknowledged as meriting intervention. According to Mohlokoane (2004), the unsuitable environment at many FET colleges was noted by many as a negative impact of education quality and training provided. Facilities such as laboratories and computers are often unavailable. (Mohlokoane 2004, Moodley 2006, Booyens 2009 & Cosser 2010). This disadvantages there FET sector learners ability to learn and their ability to become employed as compared to other sectors (Cosser 2010:13).

### **4.3 Effective Leadership and Management**

In the past college management were affected by the various policies and change initiatives creating a direct impact on their ability to manage effectively. Previously senior positions and college principals did not demand managerial skills and knowledge. (FET Colleges 2013). However the present day managers are expected to possess management abilities by the DoE (Fisher et al. 2003).

#### **4.3.1 Effective Leadership**

Leadership is a medium whereby leaders motivate and influence individuals within the organisation to ensure goals and objectives are achieved in a timely manner (Nickels, Mchugh & Mchugh 2010). The political decisions regarding education alongside strategic decisions are some of the actions required in offering demanding education to all as well as future oriented decisions and the standardising the system in the process of realising sustainable leadership (Fullan 2001). Terry (1993:14) warns what leadership is not such as “techniques, quick fixes, or heroics” but somewhat a “mode of engagement with life, requiring a lifelong commitment to growing towards human fulfilment.” Bennis and Nanus (1997:19) portray leadership as a vision which provides an organisation with an identity and facilitates its members through interactivity. Gerber, Nel and Van Dyk (1995:343) contend that leadership is thereby an interpersonal process whereby the leader provides individuals with the purposeful pursuance of communication. Therefore, leadership is regarded as the ability to motivate others to perform tasks which assists the organisation in achieving goals and fulfilling their duty (Beach & Reinhartz 2000:75).

Kalargrou et al. (2012:39) point out that leadership in today’s changing and competitive environment faces diverse problems. It is important to note that educational administrators happen to be members of the faculty with low formal preparation or skills development and little direct leadership experience (Herold et al. 2007). Prior to engaging with leadership tasks it is paramount those individuals undertake formal training to acquire and develop leadership skills. Kalargrou et al. (2012:42) stated that the uniqueness of academic leaders is noted in that there is a new set of skills available to them for effectiveness unlike in government settings, military or business.

Froneman (2003) stipulates that among the rapidly changing sectors within societies is the higher education sector. He further stipulates that the management and successful leadership of these

changes demands fundamental transformation within higher education from what must be to what it should be (Paul & Berry 2013:15). Martin and Roodt (2008) have expressed the view that any change even in the case of a merger can be life changing for the employees as well as the organisation. The organisations ability to remain successfully largely depends on the employees' ability to cope with such change. For example, in KZN the FET college campuses combined and transformed into 50 larger institutions. Muller (2006:198) agrees with Martin and Roodt (2008), highlighting that staff may feel overburdened and overstretched due to constant changes. Such changes may often result in negative impacts on the managerial performance within the organisation.

According to the Department of Education (2009:17), leadership relates to a visionary change ensuring well trained and effective staff which will eventually lead to well managed and sustained colleges. Therefore, colleges should possess effective educational leaders as these leaders incorporate the ability to influence as well create values and visions for the attainment of organisational goals (Bush, 2003:9). However, "it is wishful thinking to assume that experience alone will teach leaders everything they need to know" (Bush 2006:14).

Sustainable leadership is pivotal within organisational structures as it refers to "future-oriented decisions and actions, such as uniformity of the system, offering highly demanding education to all, strategic decisions concerning the information society, as well as some other great political decisions concerning education" (Jari, Tuomo & Reijo 2013:402). College principles engage in utilising these skills to encourage and develop collegial collaboration of work (Cutajar, Bezzina and James 2013:122).

Bush (2003:9) further stated that leadership and management are required to be provided with equal prominence. This reflects on the schooling system being able to operate effectively and achieve the objectives. Although the two concepts may be distinct, both are of equal importance within the FET statute (Bush 2003). Bolman and Deal (2008:338) argue that there exists a challenge for modern organisations to acquire management perspectives to enhance on the vision and commitment provided by educational leaders.

Tertiary leaders thereby experience tensions between the components of leadership, management and administrations. This incorporates the findings illustrated by Bush (2003:10), from which it

was determined that it is difficult for organisations within the various countries around the world to differentiate between these elements. This is due to tertiary leaders finding difficulty in achieving a balance between tasks designed to improve staff, student and tertiary performance (Bush 2003:10).

The Centre for Higher Education Transformation (CHET) reports the management development and leadership capacity can be prioritised if FET colleges contribute to the requirements set forth by the country (CHET 1997:13). Gewer (2010) concurs with CHET (1997) and highlights that in order to develop the quality of FET colleges a significant amount of focus and attention should be directed to the management of FETs. Gewer (2010) adds that expanding FET college system will contribute greatly to the inclusive growth needs. However, FET colleges within the South African context find it difficult to accommodate the requirements aspired by the country. Management and leadership should be of equal importance as stated earlier. In order to comprehend the link between the two concepts, it is important to study the theories in the background of the concepts (Hechanova & Cementina-Olpoc 2012). The next section explores the evolution of leadership theories.

### **4.3.2 Leadership Styles**

The significance of leadership in FET colleges has been discussed in the preceding section. The different leadership styles are outlined and described hereunder:

#### **4.3.2.1 Autocratic Style**

Bucic et al. (2010) view this leadership style as a necessity mainly when there is a need to implement control within the organisation. The leader tells the worker what to do and all the power and control is centralised with the leadership (Rijal 2010). Autocratic leaders are seen as leaders who value performance more than people. The leader generally assumes that people are lazy, irresponsible, and untrustworthy and that planning, organizing, controlling, and decision making should be accomplished by the leader with minimal employee involvement (Lunenburg 2011). Smit and Cronjé (2002) highlight that autocratic leadership style relies on power, control, authority, manipulation and hard work to get the job done. According to Kalargrou et al. (2012) the characteristics of FET leadership have little elements of autocratic leadership if at all. The

autocratic aspect present is represented in the FET sector by the high expectancy on performance and results.

#### **4.3.2.2 Democratic Style**

Bucic et al. (2010) view the democratic style as a style that welcomes participatory decisions making and employee involvement. The democratic leader seeks majority rule from workers' high emphasis on people and performance equally (Marshal & Smith 2009). Particular emphasis is placed on performance and people. The democratic leader generally assumes that most people's honesty, trustworthiness, and their ability to work hard to complete goals meaningfully as well as complete work that which is challenging (Lunenburg 2011). According to Rijal (2010) a democratic leader envisions clear objectives and responsibilities in a well-organised work environment that is challenging and therefore motivates and manages groups and individuals in reaching their own personal objectives as well as organisational goals.

In their study on leadership skills Kalargrou et al. (2012) pointed out that the characteristics of the democratic leadership style are present in the education institutions, particularly in FETs. As stated above, the democratic leader makes every effort to maintain a well-organised and challenging work environment (Rijal 2010). According to Mohlokoane (2004) FET college leaders have created a challenging, systematic and coordinated environment in the public FETs in South Africa.

#### **4.3.2.3 Laissez-Faire Style**

Marshal and Smith (2009) regard this style as the most intense form of democratic leadership. This type of leadership allows subordinates to set their individual objectives and to make their own decisions as articulated by Bucic et al. (2010). Workers are allowed to act as they choose as the leader lets group members make all decisions (Marshal & Smith 2009). There is a low emphasis on performance and people. The Liasses-fair leader generally presumes peoples unpredictability and uncontainable therefore the leader does just a little to keep low profile, allowing employees to work independently as often as possible (Lunenburg 2011).

Smit and Cronjé (2002) states that this leadership style relies on allowing employees to complete the given task without being asked to. In relation to FET colleges, Kalargrou et al. (2012) pointed

out that laissez-faire leadership is unrealistic in education institutions. In their study of quality management in higher education systems, Mangnale and Potluri (2011) concluded that the Quality Management System (QMS) is the most suitable leadership and management model for higher education systems.

#### **4.3.2.4 Transactional Leadership**

According to Burns (1978:4) “transactional leadership occurs when the leader takes initiative in making contact with the follower for the exchange of something valued”. Transactional leadership is an exchange relationship whereby the employer provides wages and the employee provides the services. This is the transaction that emanates between the leader and the employee (Paul & Berry 2013). Ruggieri (2009) stipulates that transactional leadership is connected to the organisational objectives attainment on at least two factors namely management by exception and contingent reward. Burns (1978) also denotes that the main concerns of transactional leaders is to improve and maintain quantity performance as well as reduce action resistance and implement decision making effectively. Transactional leaders have little if any concern for the development of their employees (Paul & Berry 2013). Gandolfi (2012) points out those transactional leaders make use of rewards as positive support when objectives and standards are met at the same time should problem occur punishment and negative feedback are meted out. This approach is mostly used successfully in the production oriented firms and less well-known within the service industry.

Terblanche (2008) asserted that there is a need for an effective management model for FET colleges. Terry (1993) articulated that transactional leadership corresponds with autocratic leadership. Therefore, one can conclude that there are little characteristics of transactional leadership in FET colleges.

#### **4.3.2.5 Transformational Leadership**

The shifts in beliefs, needs and values of followers are part of the transformational leadership process. Burns (1978) asserts that mutual elevation is considerably achieved as a result of transformational leadership. Transformational leaders are more concerned about their employees’ development and growth in that they transform their employees to attain greater skills and competencies (Paul & Berry 2013). Transformational leaders, in Bass’ (1985) cited in Gandolfi

(2012) view, focus on improving the quality of performance, raising followers' awareness about the consequences of their actions and articulating a compelling vision of the future. The transformational leader has the employees' best interests at heart (Paul & Berry 2013). Krishnan (2008) asserts that transformational leadership is considered as the ability to promote the maturity level of a follower and ideals as well as self-actualisation and achievement concerns together with the organisations well-being and society. Eliyana (2010) adds that transformational leadership has a clear link between shared vision and values of the organisation in achieving organisational goals. Transformational leaders have been credited with the ability to greatly influence their followers to full potential towards organisational goals while surpassing self-interest (Bass, 1985 cited in Gandolfi 2012).

The leadership at FET colleges can be deemed to be more transformational than transactional as articulated by Zagoršek et al. (2009). A report on the research of FET colleges by Wedekind (2008) highlighted that management of FETs stress the importance of continuous improvement of performance and quality of learning. This is in line with the characteristics of transformational leaders as stated above and therefore transformational leadership is linked to the FET sector.

There are four dimensions of leadership as proposed by Gill's (2006) leadership model: intellectual or cognitive, emotional, spiritual, and behavioural. He points out that these proportions are intelligence forms an integrative effective leadership model. In addition he provides that effective leadership thus includes the following definitive functions (Gill 2006):

❖ **Mission and vision**

- Effective leaders have the ability to meaningfully express the mission and purpose that the organisation will pursue at the same time the able to relate to the future vision of the organisation.

❖ **Shared values**

- Effective leaders have been known to reinforce values that are vision based.

❖ **Strategy**

- Effective leaders are committed to ensuring the implementation of rationalised strategies thus enabling employees to pursue the mission and vision as well as reflect the shared values.

#### ❖ **Empowerment**

- Effective leaders ensure employees are empowered to undertake necessary tasks.

#### ❖ **Influence, motivation, and inspiration**

- Effective leaders influence, motivate, and inspire employees to do the needful.

### **4.4 Effective Management**

Botha (2012:111) emphasises that the management and governance roles of the school principal and school governing body occupy a key role in ensuring effectiveness in school-based management. Management refers to the planning, organising, leading and controlling of resources which facilitate the efficiency and effectiveness of organisational goals (Stoner & Freeman 1992:4 and Jones & George 2011:9). Smit and Cronjé (1992:6) further define management as a progression or series of activities giving essential direction to organisations resources so that its aims and goals are achieved in a productive manner as possible. Therefore, management can be termed to as the process of achieving organisational objectives by effectively utilising the available resources in a co-ordinated manner. ISO (2012) gives a clear explanation of the term management. The standard points out that whenever something refers to employees of responsibility and authority for the control and conduct of the organisation a qualifier is needed in reference to management.

The development of human resources in an organisation is seen as a central aspect of the management process (Pather 1995:36). Although management can be seen as a single activity, a unity or a continuous process which runs through its elements, it is required to facilitate the classification of functions and identify areas and steps which are mutually exclusive to promote a more cohesive organisation of resources (Sen 2012:10).

Educational management is described as the theoretical and practical essence regarding the educational establishments and systems controlled by the organisation and administration (Sen 2012:2). Educational management can be attained by combining management styles with that of

the requirements of an educational system. In order for such occurrence, FET colleges are required to implement an effective and efficient quality management structure.

Due to the South African National Plan for FET initiating a major expansion for the FET college operational subsystems (Gewe 2010:5), there is a challenge for management to incorporate such changes. This relates to the vast number of post-school youth who are unemployed or not within tertiary education programs and requires FET management to amend existing structures to accommodate the expansion. Therefore, this will create a significant cohesive influence for FET college expansion to cater for an increase in tertiary education. In context, this will impact on the quality and effectiveness of such colleges and a concerning issue will revolve around whether the colleges have sufficient capabilities of deliverance within its managerial capacity (Wedekind 2008). In order to efficiently incorporate quality management, FET colleges are required to comply with that of the structure imposed by governance considerations.

The role of management is to generate a conducive environment and cultural tolerance and understanding as well as effective strategic planning, collective decision making in a range of strategic issues, such as achieving fairness in participation and achievement by both students and staff (Gewe 2010). FET colleges generally operate in a multifaceted environment that requires tough choices and trade-offs among competing priorities (Van Niekerk 2012). Ensuring effective management will allow positive and continuous institutional transformation alongside relationship building strategies for all stakeholders (Moodley 2006). Management challenges for FET institutions included the diversity of academic cultures, different traditions and conditions of service for staff as well as campus management (Gewe 2010).

A big challenge for management is the distribution and grouping of resources in line with the FETs mission and ensuring that these are utilised effectively and efficiently to support the institutions operations (Moodley 2006). This entails cost reduction and revenue streams diversification. According to Mohlokoane (2004), the current challenges facing the higher education sector are:

- ❖ Develop and implementing a customised management support programme for the various management functions and roles within the University (Vice-Chancellors, Deputy Vice-Chancellors, Deans, Head of Schools, Heads of Department and Heads of Support Functions) in line with their real and felt needs.

- ❖ Improving gender equity within the management echelons of universities and to ensure specifically that women are sufficiently represented in the management structures of universities
- ❖ Providing support to the management structures within the universities, including Student Representative Councils and Trade Union Branches to ensure that they efficiently, effectively and economically manage the resources allocated to them with a view to improving the welfare of their own constituencies
- ❖ Familiarising and exposing the university management community to the various facets of management roles in a practice-based learning, including but not limited to strategic planning and management, performance monitoring, and financial management
- ❖ Management of the enrolment planning exercise to be in line with national needs while ensuring institutional financial viability
- ❖ Planning to match equity in student access with equity in the quality of outcomes

Effective management also entails efficient financial planning (Gill 2006). The daily operations are guided by an economic strategy which is integral in business organisations based on a profit making processes (Champman & Singh 2011:208). One of the problem areas in the FET colleges is the severity of financial difficulties (KwaZulu-Natal Department of Education 2010:3). The State-controlled services were also over spent resulting in a request by the KwaZulu-Natal Department of Education of government organisations to reduce expenditure due to the economic recession (Hazelhurst 2009:1). Marshall et al. (2007:423) advise that an overabundance of finance and accounting literature assists staff members, by giving them guidance on how to monitor investment returns and cash flows to ensure that finances are managed accurately. Thompson, Strickland and Gamble (2007:98) concur with Marshall et al. (2007) and added that efficiencies in financial management will contribute to establishing a successful management model for FET colleges.

In addition management is defined as the course of action of planning, organising, leading and controlling the sources of the organisation to accomplish stated organisational objectives as

efficiently as possible (Smit & Cronjé 2002:9). Lussier (2000:11) explains the management process as follows:

- ❖ Planning is the process of setting objectives and determining in advance exactly how the objectives will be accomplished.
- ❖ Organising is the process of delegating and coordinating tasks and resources to achieve goals.
- ❖ Controlling is the process of establishing and implementing mechanisms to ensure that objectives are achieved (Lussier 2000:11 and Robbins & De Cenzo 1998:3).
- ❖ Leading includes motivating subordinates, directing others, selecting the most effective communication channels and resolving conflicts (Robbins & De Cenzo 1998:3).
- ❖ Human resources, financial resources, physical resources and informational resources affect the manager's plan (Lussier 2000:6).

#### **4.4.1 Transitional Management**

Connor and Lake (1988:142) cited in Terblanch (2008:14) in the conduct of business tasks transitional management propels the organisation forward along the path of change. The progression of the organisation from its troubled state to a more favoured state is known as transition. It is just not the management of a transitional organisation but at the same time dealing with the new organisation becomes apparent with transitional management. Policy change development is benchmarked on the management of transition.

#### **4.4.2 Effective Management**

Lussier (2000:18) and Robbins and De Cenzo (1998:4) emphasised the college managers' importance of appropriating skills in ensuring that change management is well executed. The conceptual and decision making skills, human and communicating skills, and technical skills are being advocated by the above authors. The use of these skills will enable the college managers to achieve effective decision making tactics and adopt a proactive approach to the challenges in the higher education external environment (Wessels 2002).

#### 4.4.3 Differences between Leaders and Managers

Leadership without management is disorganized and meaningless as postulated by Wilson and McLaughlin (1984:337) cited in Terblanch (2008:16). The distinction between leaders and managers as summarised and depicted by Kreitner and Kinicki (1998:497) are outlined hereunder:

**Table 4.1: Differences between leaders and managers**

<b>Leaders</b>	<b>Managers</b>
Innovative	Administer
Develop	Maintain
Inspire	Control
Long term view	Short term view
Ask what and why	Ask how and when
Originate	Initiate
Challenge the status quo	Accept the status quo
Do the right things	Do things right

Source: Kreitner and Kinicki (1998:497)

Leadership and management competence in the public FET college sector is irregular (Van Niekerk 2012). This is seen by the inconsistencies in the leadership structure within the public FETs. Terblanche (2008:41) points out the inadequacies that have been emphasised through college staff transfer with exception of the principals from the provincial employment to the colleges. College lecturers and staff at FET colleges through the migration preferred to stay employed by the state rather than being employed by the Councils (The Round Table Working Document 2010). The Unions have suggested that the migration may have created a negative impact in that 36% of lecturing staff were lost during the time of governance transition and curriculum development. This 36% was a substantial loss of experienced staff (Department of Education 2010).

The greater institutional autonomy which is accompanied by opportunities and challenges were not familiar with the FET college management (The Round Table Working Document 2010).

Among these challenges are the income generating opportunities which are related to funding and different contested issues (Terblanche 2008:47). According to The Round Table Working Document (2010:44), the South African College Principals' Organisation (SACPO) college governing council structures were called under review and the following was expressed:

- ❖ The current position of college councils in regard to employer status, appointment conditions regarding accountability of MECs, councils composition, council roles and responsibilities as well as funding of colleges and membership worthiness are but a few of the more serious weaknesses within the existing system.
- ❖ Pressures and ongoing debates between college management and outside council members, clarity must be brought between colleges and national levels, within college cooperative governance harmony and coherence should exist.
- ❖ Based on the King III report alongside governance frameworks there is a need to develop governance practices which are customised for FET colleges.

#### **4.5 Change Management**

Westover (2010:45) articulates that in a stormy world, there is nothing more enduring than change. Organisations within a globalised and competitive economy face change prospects as they stride to compete and stay afloat. Abrhiem (2013:14) points out that the creation of a new system requires institutionalizing the new approaches as an important aspect of leadership in the change management process.

Early change philosophers have emphasised the importance of the role leaders' play in the change management process (Almaraz 1994 & Kotter 1995) in spite of this the conclusive focus on the relationship between leadership and change research has not been concluded as argued by Abrhiem (2013:15). A study by Gersick (1994) on exchange in project groups claimed that the speed and course of organisational change have been modulated through two distinct mechanisms namely event pacing and temporal pacing. Gersick (1994) suggested that temporal pacing is well-matched to non-routine circumstances as it offers the possibility for punctuated change at innovatory transition points. For example, in change implementation, FETs could apply temporal and event pacing as a change management process.

#### **4.5.1 Change Management Practices**

Hechanova and Clementina-Olpoc (2012:13) states that change is managed with an element of organisational transformation. Caldwell, Herold and Fedor (2004) suggest that a favourable situation within the organisation is achieved when peoples' perception of change being handled fairly is noted. The leaders' ability in implementing procedures constantly, accurately supply information, enable employees engagement while demonstrating change commitment and providing necessary resources for change success happens to be a function of such a perception. Given this, Cummings and Worley's (2005) advocates that effective change management includes creating a vision for the change, motivating change, managing the transition, developing political support and sustaining the momentum. Bouckennooghe, Devos and Van Den Broeck (2009) have defined effective change management as a purpose of the quality of change communication, attitude of top level management toward organisational change, involvement, and support by superiors.

It is assumed by Gioia and Thomas (1996) that though there is no comparative study regarding change management in industry and academia organisations, it is believed that it is difficult to effect it in schools. Unlike business organisations who often encounter the dynamism of conditions academic institutions have traditionally been more at ease with slower and incremental change. Sen (2012) states that the way in which management introduces, monitors and evaluates change in higher learning institutions determines the effect of the change within the respective institutions. Schmidt-Wilk (2011) adds that in order to avoid resistance to change, management should ensure that the employees are well informed about the change and that all their concerns pertaining to that change have been addressed.

Evidence towards change is noted in the relationship of transformational leaders. However, there are varied findings as to whether the relationship is indirect or direct. A longitudinal study by Bommer, Rich, and Rubin (2005) showed that transformational leadership can actually diminish doubt toward change. Bouckennooghe et al. (2009) reported that the greater readiness for change and the ability of change leaders are correlated. Herold et al. (2007) similarly found that transformational leadership and good change management practices are often related to advanced levels of change assurance. Change management has been considered to be more influential than

transformational leadership on change commitment according to the study that compared the two aspects (Hechanova & Calleja 2011:14).

Hechanova and Calleja (2011:18) identified the following as Change Management Scale Items.

- ❖ Key executives clearly supported the change
- ❖ Leaders had political will to implement the change/s
- ❖ Leaders were sensitive to the employees' reactions
- ❖ Leaders were transparent about the change/s
- ❖ Employees trusted the leaders who drove the change
- ❖ Leaders' role modelled the change/s
- ❖ There was a dedicated change team
- ❖ The change team was capable
- ❖ The change team represented different units
- ❖ The goals of the change were clear
- ❖ The change was well planned and organized
- ❖ The change effort was adequately funded
- ❖ Progress toward goals was monitored
- ❖ Change efforts were rewarded
- ❖ People were consulted on the change
- ❖ The change was explained to everyone
- ❖ Progress toward goals was publicised

These scale items broadened the understanding of the measurement of change management and were used in the construction of the research questionnaire for this study.

Misiunas and Stravinskiene (2010:135) have stated that a relatively common subject of research has been related to the changes within organisations and their management. In addition, McGreevy (2008) as cited in Misiunas and Stravinskiene (2010:136), regards such organisational changes as either planned or unexpected. These changes are required to be considered by individuals within the organisation as they will be required to adapt to the environment. Therefore, organisational

change is referred to as an unpredictable phenomenon due to the uniqueness of individuals (Eriksen & Kovalainen 2008 as cited in Misiunas & Stravinskiene 2010:138).

The changes in all areas of work and life are constant. These changes are stimulated by a number of factors: changed expectations and needs of the clients, changing of legislation, changed market conditions, technological advancement, and changed community values (Paton & McCalman 2000). No organisation large or small, local or global is immune to change (Kotter 1998). Educational organisation must seize the opportunities and evade the threats which occur in the modern-day turbulent environments. The legislation changes and educational regulations entail implement change in a specific manner from the top downwards (Pandor 2004). A learning organisation has limited or no influence on such change because legislative mandates govern the entire educational system nationally. Change is therefore centralised to the legislature and is diffused to all the educational institutions countrywide (Barnes & Phillips 2000).

The task of an educational institution is more liking to respond to change since it has limited power and no choice but to function with the required regulation. On an interesting note is the lasting efficiency of an educational institution is the change that emanates from the educational institution itself as an intended, scheduled activity caused by numerous reasons: the need to advance the quality in education or to present new formal or informal forms of education and fewer pupils and students, young or adults (Motala & Williams 2004). Empirical research (Fullan 2001, Coleman 1994, Drucker 1999) reveals that within an educational institution change management and successful implementation depends on the leadership style. The changes in an educational institution in the course of implementing change with leadership qualities does point out a leadership challenge to management.

Literature as denoted that leading change in academic institutions has not been a common topic and whenever it appears it deals with the long-lasting upgrading of work in schools (Leithwood, Jantzi & Steinbach 1999 and Davies 2002) and less with leading fundamental change, such as executing entirely new educational programmes or new activities. One of the problems faced by ineffective change management is created by senior management and their focus on a formal process of quality management systems (Misiunas & Stravinskiene 2010:143). The key to overcoming this situation is for management to concentrate on the individual way of thinking

which reasons individual behaviour (Misiunas & Stravinskiene 2010:143). Therefore, it is important for FET colleges to manage such change as it will maintain stability of activities.

Ineffective change management may also occur as a result of dysfunctional management detracting real work of the organisation (De Vries 2001:174). Hence, it can be seen as a decrease in employee morale. This is further established by the unevenness of college infrastructure (Muswaba & Worku 2012). FET college management structures are required to implement specific strategies to address the issues of fairness and extreme utilisation of facilities to overcome the inconsistencies (Department of Education 1998:22). Although some colleges possess equipment well suited to the FET college vision, inadequate facilities lead to staff members experiencing poor quality, inefficient and ineffective educational outcomes (Department of Education 1998:22).

The transformational change management within the FET college sector in the present and future will not be an easy undertaking. In light of this, it has been stated that the FET college sector is ineffective as it is too small and has poor quality output (Department of Higher Education and Training 2012:4). However, continuous quality is essential for improving the system as it expands to accommodate the economic growth requirements. Due to the fact of management inefficiency, more focus should be directed towards this sector.

#### **4.5.2 External and Internal Sources of Change**

Connor and Lake (1988:18) cited in Terblanche (2008:28) categorise the following external bases of change:

##### **❖ Social**

- The changes are in the values, attitudes, beliefs, opinions and life styles of society as a whole. These changes have a significant influence on education and learning systems in the light of globalisation (Froneman 2003). Social changes in South Africa also have a direct influence on the FET sector. This is evident in the rise of dependency of the learners on the internet and social media. Communication is more advanced and effective due to social changes such as advanced communication due to technological developments. Students and lecturers are able to communicate in and outside of the lecture venue by form of emails and group chats on social media. In Botha's (2012) view education and social change is a two

way traffic, in that these two variables coexist and significantly influence one another.

#### ❖ **Political/legal**

- Changes in the broad political philosophy or narrow party political strategies of the government in authority may be substantial sources of change. A change in the political/legal sector has significant influence on the education system in that particular country (Cummings & Worley 2005). Political climate changes influences the legal systems which ultimately affects the laws governing the FET sector.

#### ❖ **Economic**

- International or national economic conditions, such as evolution or depression have a very significant effect on the learning environment, quality of learning as well as the availability of resources in the FET sector (Geweke 2010). Advanced economies have proven to provide higher quality of education as compared to less developed economies (Davies 2002).

#### ❖ **Technological**

- General technological advances namely computers have a direct influence on all organisations, particularly the learning institutions. Computer literacy is an essential requirement for majority of fields and professions and hence learning institutions in South African are increasing technological developments, particularly in computer studies as early as primary education. Technological advancement has played a major role in globalisation (Gultig 2000). The learning institutions are adopting technologically advanced ways of learning with includes computers, smart boards as well as online distant learning programs. Technological changes have had a significant impact on the FET sector (Chapman & Singh 2011).

The various changes as stated above have an impact on the performance of FET and may become a challenge as this study explores.

Connor and Lake (1988:21) cited in Terblanche (2008:29) recognise the following internal bases of change:

❖ **Professional and occupational associations**

- These are people who relate to members of their line of work or occupations external of organisations through membership subscription to journals and by attending to conventions or discourses. FETs in KZN are affiliated to various associations such as the local government, sponsors as well as sports professionals. To some extent these groups of stakeholders have both a direct and indirect influence on the extent of change in FET sector. For example the government has a direct influence on the FET sector whereas the sports professionals have an indirect influence on the FET sector.

❖ **Organisational goals**

- The acceptance of new organisational goals may be the motivation for several structural and personnel changes (Geweke 2010). Organisational goals influence the direction and the operation of every organisation. In the FET sector, an example of this was the new FET bill, mentioned earlier, that was approved in 2012 that led to a shift in the objectives of both private and public FET colleges in South Africa.

❖ **Organisational resources**

- A surplus or a deficiency of resources may encourage a search for new ideas or ways to meet the goals of the organisation (Guranda & Nagy 2011). For example in the event of a shortage of lecture facilities in an FET college, restructuring may be the necessary objective in order to address such shortages. In FET sector this is evident in the challenges facing FET colleges discussed in the previous chapter. These include skills shortages, as well as shortages in finance and other resources discussed in detail in the preceding chapter.

#### ❖ **Organisational Orientation**

- The wide-ranging orientation of the organisation concerning change as an imperative inclining factor that initiates change (Hechanova & Cementina-Olpoc 2012). Reaction to change can either be proactive or reactive; whereby a proactive approach to change anticipates the change actively takes measures to react before the change occurs (Misiunas & Stravinskiene 2010). On the other hand a reactive approach to change waits for change to occur then only responds once changes are made (Abrhiem 2013). FET/TVET colleges should adopt such an approach to change whereby they anticipate the changes in order to better align their institutions (Misiunas & Stravinskiene 2010). Change is one of the aspects that can be a challenge to management and this study investigates the challenges to management.

#### **4.5.3 Activities in Managing Change**

FET college managers should incorporate numerous concepts when change is executed. World Bank (2000) note that the introduction of organisational change requires the commitment of human resources, time and money. Terblanche (2008) concurs with World Bank (2000) with regard to resource requirements and outlines the activities involved in managing change that were broadly divided into the following four phases (Terblanche 2008:36):

#### ❖ **Diagnostic resource requirements**

- People chosen to investigate problems or conduct diagnosis may be determined more by resource availability than their suitability for the task.

#### ❖ **Implementation resource requirements**

- After diagnosis the changes that are actually implemented are determined to a large degree by the resources that can be applied.

#### ❖ **Institutionalisation resource requirements**

- After changes have been introduced, resources are needed to institutionalise these changes.

#### ❖ **Resource allocation decisions**

- In each of the above phases resources are required. Organisations do not have unlimited resources. Resource availability and allocation become a practical consideration tempering the pursuit of the ideal state. Like any other organisation, FETs also have limited resources and it is vital that these limit resources are efficiently utilised.

#### **4.5.4 Adapting to the New FET Landscape**

Public FET colleges have been faced with the challenges in respect of delivering in accordance to the new FET landscape (Fisher et al. 2003). Moreover, additional pressure is exerted on the colleges by change initiatives from the Provincial and National Department of Education (Department of Education 2001:6). In order for FET college managers to be able to accommodate such initiatives and policies, a well-established and implemented management model becomes a pivotal requirement according to Gewer (2010).

The challenges faced by public FET colleges in KwaZulu-Natal (KZN), facilitates the need for effective management, leadership and good governance. Therefore, it is necessary to explore the new principles and practices for management education. This allows for the understanding of society's transformation which requires the replacement of conventional management ideas. The new principles and practices will address myriad economic, environmental, and technological, health related and social concerns (Schmidt-Wilk, 2009a, 2009b & Gallos 2008, as cited in Schmidt-Wilk 2011:195).

Several researchers have developed different models of change management, however Kurt Lewin put forward a three-stage model (Lewin 1951) which is unfreezing, changing and refreezing. This model is described in detail in the next chapter. Understanding the complication of the change management process, scholars have tried to divide stages of Lewin's guide to change leaders through problematic change management projects. Recently, some authors (Anderson and Ackerman-Anderson 2001, Dawson 2003, Desai & Sahu 2008) have criticised the models of change management. They dispute that there are no world-wide pre-ascriptions on how best to accomplish change and blame the researchers for over-simplifying the intricate process. These authors are taking into account the ethnic context of the country and how this contributes to the

development of change management models. Dawson (2003) undertook a contemporary study of understanding organisational change with a particular focus on the experiences of people at work. Desai and Sahu (2008) looked at change management in an emerging country context.

Due to the merger within South African FET colleges employees need to adapt to the change in organisational management. This has been further confirmed by the Minister of Education whom stated that management of change is required “through the function shift process of migrating FET colleges from a Provincial to a National competence” (Department of Higher Education and Training 2012:7). In order to maintain an orderly environment, focus needs to be on the compliance with emerging legislative and policy changes (Department of Higher Education and Training 2012:7). The implementation of such a change therefore, requires the college leadership to redefine its role (Slowey 1995:23). This creates personal and institutional challenges within the sector which have been outlined in the previous chapter.

#### **4.5.5 Gap between Expectations and Actual Performance**

Gewer (2010:4) stated that FET colleges are arriving at a serious era in their history. This was confirmed by Wedekind (2008:10) by establishing that technical colleges experienced a reduction in national publicity, exposure and government attention. This led to a lack between FET college expectations and realities. Wedekind (2008:10) further stated that between 1998 and 2000, there was an increase in concentration regarding FET colleges following the Green and White Paper in relation to the FET legislation of 1998. Van Niekerk (2012) added that the majority of the attention is being directed towards universities and technical colleges.

In accordance to fulfilling the gap, FET colleges incur further encounters of reforming curricula, teaching and learning practices, and management proceedings (Wedekind 2008). This will be required to incorporate that of the social and economic transitions to respond to the training and educational requirements of the nation (Fisher et al. 2003:348 and Motala & Williams 2004:13).

#### **4.6 Good Governance**

Governance refers the ability of an organisation to make use of its given resources in a responsible manner ensuring goals and objectives are met effectively (Muswaba & Worku 2012:385). Alhomod and Shafi (2013:305) further implies that “governance is the exercise of political,

economic and administrative authority in the management of a country's affairs, including citizens' articulation of their interests and exercise of their legal rights and obligations.”

Muswaba and Worku (2012:385) articulate that governance is about how an organisation steers itself and the process and structures used to achieve its goals. King III Report acknowledged seven features of good corporate governance (King, 2009).

- ❖ Discipline
  - A commitment to behaviour that is universally recognised and accepted as correct and proper.
- ❖ Transparency
  - The ease with which an outsider is able to analyse a company's actions.
- ❖ Independence
  - The mechanisms to avoid or manage conflict.
- ❖ Accountability
  - The existence of mechanisms to ensure accountability.
- ❖ Responsibility
  - Processes that allow for corrective action and acting responsibly toward all stakeholders.
- ❖ Fairness
  - Balancing competing interest.
- ❖ Social Responsibility
  - Being aware of and responding to social issues.

Although there is no one commonly known model of good governance, there are some key features for a good governance framework namely transparency, accountability and effectiveness (King, 2009). Governance is also concerned with the determination of values within colleges, their resource allocation and system of decision-making, their purpose and mission, the forms of authority and hierarchy, and the association of colleges as institutions to diverse academic worlds and the worlds of government, business and community (Smit & Cronjé 2002).

Marginson and Considine (2000:7) defined public educational institution governance as “encompassing internal relationships, external relationships, and the intersection between them.” Kooiman (2003) as cited in Cutajar et al. (2013:120) add that educational governance is the outcome of formal and informal institutions which influence relationships between the government and aid in public policy making and implementation. These relationships are based on the seven characteristics of good corporate governance namely; discipline, transparency, discipline, accountability, responsibility, independence, fairness and social responsibility, indicated within the King III report of 2009 as cited in (Muswaba & Worku 2012:385).

While there is no one general accepted model of good governance as mentioned earlier, there exists key elements recognised for a suitable framework. This incorporates that of accountability and transparency which provide the means for efficient and effective management structures (Muswaba & Worku 2012:385). However, FET college management finds it difficult to make concise decisions regarding the allocation of appropriate resources required for the organisation’s mission and purpose (Terblanche 2008). This results in a challenge for FET management to incorporate relationships between that of transparency and accountability as vital indicators for the institution’s success (Marginson & Considine 2000:7).

Transparency is known as the presentation of an institution’s facts and figures in a manner which is clear and apparent to all stakeholders concerned (Nickels, McHugh & McHugh 2010). This implies that all transactions are of an ethical nature and are clearly visible to all stakeholders, thereby limits any misconduct or malpractices which may occur. Transparency assists organisations in creating more awareness for occurrences prevalent within the country’s structure (Nickels et al. 2010).

Transparency within the context of an educational system generally collaborates efficiently with that of accountability. Therefore, accountability can be described as an individual’s obligation to report on the resource usage and are answerable for failure to meet organisational goals (Armstrong 2005:1). With the association between transparency and accountability, FET colleges are required to not only manage the transactions within the organisation, but to implement the appropriate leadership that will govern the use of such transactions.

#### **4.6.1 Lack of Coherent Legislative Framework**

Empirical research has identified that there is a need for comprehensive legislature in higher education (Froneman 2003, Hoeckel 2007, Booyens 2009, Gewer 2010, Moodley 2006 and Kleinsorge 2004). Hoeckel (2007) maintains that a comprehensive framework for higher education should include laws that govern the specific operations of higher education institutions. It was further argued that despite the attempted adaptation to the legislation, college subsystem transformation was assumed in the absence of a clear framework for training and education (Gewer 2010:4). The interventions have construed to implications surrounding achieving FET college responsibility and optimal resource utilisation. Therefore, colleges are constantly facing challenges associated with campus management and inequitable resources (Gewer 2010:8). Furthermore, the legislation does not clearly distinguish between further education and higher education. This is explained in more detail hereunder.

#### **4.6.2 Distinguishing between Further and Higher Education**

Fisher et al. (2003:329) identified additional FET challenges relating to the lack of articulation between further and higher education and through inefficiencies stemming from internal structures. This transpires into developing and refining theories to control the theoretical or practical gap between the institutions (Bush 2006:13). The inconsistency will transmit into a less contingent co-ordination and co-operation between the FET college sectors to that of the Department of Education (Fisher et al. 2003:348). Kleinsorge (2004) points out that there is a need for further clarification in the legislature to differentiate higher education from further education. Misiunas and Stravinskiene (2010) argued that the Department of Education often uses higher and feather education as synonyms. Another challenge that needs to be addressed in the management of FET is the need for staff development which is outlined below.

#### **4.7 Staff Development**

Educational reform has entailed the imperativeness for high quality staff development and training (Bubb & Earley 2007:1). This transpires from the growth recognition of management and staff development to become more effective in enhancing organisational performance in schools and colleges. Bubb and Earley (2007:6) have identified staff development as the education, training and supporting activities which create further emphasis on professional knowledge, skills and values which facilitates the effectiveness of student educational needs. Matzen and Edmunds

(2007:417) reiterated that staff development is essential for enabling staff to increase the skills developed in traditional and distance education.

#### **4.7.1 Challenges Faced in Relation to Skills Development**

Various challenges are included in The Skills Development Act of 1998. The Department of Education must focus on the following in realising the strategic objectives:

- ❖ To identify and address areas demanding development in order to achieve greater competence in the workplace, relevance and alignment to strategic objectives.
- ❖ To provide the required skills, the Education and Training sector skills plan in conjunction with the Workplace Skills Plan (WSP), among others, will be used.
- ❖ The Department of Education will also need to identify supply led and not demand led programmes.
- ❖ The Department of Education needs to undertake on-going research to identify scarce and critical skills that are required by the sector.

The adaptation of staff development may fulfil the balance between college and national needs. It will further exemplify staff commitment, job satisfaction and personal growth (Bubb & Earley 2005 as cited in Bubb & Earley 2007:4). Staff is generally able to acknowledge such developmental attributes by participation in practical workshops (Northcote et al. 2010 as cited in Northcote, Reynaud & Beamish 2012:388). This becomes a true reflection of developing the necessary skills toward the relevant college contexts.

In a study by Kleinsorge (2004:6), a German Technological Cooperation Quality Management Systems (QMS) implementation tool was designed to respond to the challenges faced by FET colleges. The QMS model is vital in supporting the internal QMS implementation process. The FET colleges internal systems are well managed through a step by step approach of management alongside other role players in the system.

In a study by Stukalina (2010) on quality management procedures in education, staff motivation had a positive significant influence on staff development. Badawy (2008) cited in Stukalina (2010:82) states that motivation ultimately is derived from within the organisation depending on various internal and external factors. Stukalina (2010:83) emphasises that managers can create favourable conditions that stimulate staff motivation by the use of by close links between job

performance, motivational effort, and organisational awards. Guranda and Nagy (2011:249) state that FET college management should display empathy, communication skills, and the desire to support and develop the employees in terms of their professional and social potential. There cognition of a job well done and support provided when a teacher encounters difficulties in their work enhance confidence and trust (Guranda & Nagy 2011).

McGrath (2004:152) states that the development towards a South African skills revolution is a central move towards general skills expansion goals. It is however also pressured by the unevenness and weakness of that development. Mokone (2011:1) points out that in FET colleges lecturers should be developed through life-long learning in order to sustain high quality performance in their teaching as well as vital to their academic development as a whole.

Lecturer performance in the classroom not been impacted by the academic developments programmes offered as indicated by the Staff Training Data Set (Department of Higher Education and Training 2011) this has been confirmed by the FET lecturers and colleges. Some of the reasons for academic development is that the lecturers require opportunities in upgrading their knowledge base in coping with changing curriculum, knowledge based in science, technology and social sciences (Mokone 2011:3)

Despite the recognition of staff development, there still remains a challenge regarding the capacity weaknesses prevalent in FET academic growth (Mokone 2011:1). By incorporating staff development within FET college structures, employees will possess the ability to overcome the inefficiencies of skill, training, support and educational activities to fulfil the development of knowledge and values to encourage effective management.

#### **4.7.2 Quality of Teaching and Learning Capacity**

The 2009 examinations results indicated considerable inefficiencies and deprived quality of delivery in the FET college subsystem (Gewe 2010:14). This is also poses a challenge in the FET sector. The FET Colleges Act of 2006 moved the powers of employment of lecturers to college councils from state departments. At that time an opportunity was given to staff to move to the schooling system or to remain with the college system. It is known that due to this procedure colleges lost several lecturers with expertise of up to 36% in one case (Department of Higher Education and Training 2012). The lecturing staff who chose to be deployed to schools did so

because they did not trust their current council employer and were afraid to lose their government employment benefits. This is partly attributed to the fact that the minimum qualification requirements for appointments lacks of a clear framework for full understanding (Gewer 2010). It is also understood that councils lack the capacity to manage and appoint staff and as a result there are many vacancies (Mohlokoane 2004). According to Gewer (2010) in order to gain lost expertise of the college sector it is important to create the necessary opportunities. If one had to assess the current situation more data pertaining to the current status of the lecturing staff would be needed (Mohsin & Kamal 2012). The following part explains how skill shortages in lecturing staff also presents challenges in the FET sector.

#### **4.7.3 Skills Shortages**

Gewer (2010:61) highlights that the National Plan for FET colleges acknowledges that there is little chance of improving the quality of educational provision unless the curriculum development process is linked to a national strategy of training college lecturers and ensuring that there is a coherent framework of lecturer development.

A survey of Information Technology (IT), Construction and Engineering lecturers undertaken by the NBI in 2009 showed that:

- ❖ Nearly 26% of the respondents reported technical qualifications at NQF levels 2-5, and most of these (78%) have no pedagogical qualification.
- ❖ Just over two-fifths (41%) reported technical qualifications at NQF levels 6-8, but more than two-thirds of this group of lecturers do not possess any pedagogical qualifications and only one in ten have pedagogical qualifications at NQF levels 6-8.
- ❖ A further 33.5% of respondents reported having no technical qualifications; however, this group was relatively well qualified in pedagogy (nearly 20% had pedagogical qualifications at NQF levels 5-8). The highest proportion of respondents with no relevant technical qualifications was found among lecturers in IT (48%), followed by construction (38%) and engineering (29%).
- ❖ Across the three fields, only between 8% and 15% of the respondents reported pedagogical qualifications at NQF levels 6-8. The educators in the sample with the highest pedagogical

qualifications were in the age band 40-49 – more than one-fifth of these reported pedagogical qualifications at NQF levels 6-8, which amounted to double or more the proportion in the other age categories.

The challenges currently faced by public FETs make it difficult to address the transformation of the FET sector (Moholokoane 2004). However, measures which have been established and utilised as possible solutions includes the turnaround strategy (Department of Higher Education and Training 2012:1) attempting to enable colleges to ensure better management practices thereby enhancing throughput. It has been evident that a high level of concentration has been placed on the future capabilities of FET college managers (Motala & Williams 2004). This is because management is directly responsible for the performance and outcomes of any organisation (Muller 2006). Therefore, importance must be provided for the penetration of the management sector. This in turn will require an increase in institutional authority to consist of higher qualified, sophisticated and capable managers (Department of Education 2001:17).

Despite this, it is believed that there are other underlining factors which have some effect on this major crisis. Within the context of previous research, it has been ascertained that there are several management challenges which are required to be addressed within FET colleges (Kleinsorge 2004, Gultig 2000, Moodley 2006 & Booyens 2009). These management challenges lead to colleges experiencing inefficiencies of product throughput. Educational management systems are required in order to facilitate the challenges within public FET colleges by ensuring that transformational structures are coherent with current management principles.

Therefore, it is imperative to ensure the proper functioning and management of FET colleges. With the integration of the previous technical colleges, FET college structures over the past years has led to the changing roles of management (Terblanche 2008:1). Over time, these colleges may need to adjust to the continually changing situation and require an effective management team to ensure smooth operations. Due to this, there seems to be a direct need to further investigate the challenges and establish a more thorough understanding of the current state at FET colleges. This study sets out to provide the management structure with a model that could enhance and facilitate the effectiveness of FET college management systems.

#### **4.8 Transformation from FET to TVET**

The Department of Higher Education and Training has focused considerable efforts to addressing the challenges that have historically overwhelmed this sector by applying a turnaround strategy, one of its core principles include, the FET management responsibility for having migrated from a provincial government level to national government (Department of Higher Education and Training 2011).

In his article on FET institutions, Nkosi (2014) describes how the Higher Education Minister Blade Nzimande defended colleges against the complaints from the private sector. In an attempt to expand and improve technical colleges in South Africa, Nkosi (2014) states that Nzimande announced the extension of technical and vocational colleges, and the establishment of a new category of community colleges to help transform South Africa's post-school system. Nzimande as cited in Nkosi (2014) said the government would be building more Technical and Vocational Education and Training TVET institutions previously known as FET colleges across the country. The government has also focused on expanding TVET institutions to rural areas, which are currently inadequately served (Nzimande 2014).

Among the transformation of FET colleges over the years, the most significant and most recent transformation involves the changing of FET to Technical and Vocational Education and Training (TVET) institutions (Qonde 2013). TVET colleges provide training and education of high quality helping learners to become more equipped for the outside working world, as their careers and to meet the many challenges in the highly complex South African labour market (White Paper for Post-School Education and Training 2014). TVET institutions are centred on establishing the best quality management systems in the country (Nkosi 2014). A QMS system ensures quality of programs, structures and the overall control of the core business of the institutions (Gewer 2010).

White Paper for Post-School Education and Training (2014) pursue to set out a vision for post-school education and training systems that the government aims to accomplish by 2030. The post-school system comprises of those who never attended school, those who did not complete their schooling and those who have completed their schooling. It consists of the following institutions, which fall under the preview of the DHET (White Paper for Post-School Education and Training 2014):

- ❖ 23 public universities with two more being established in 2014.
- ❖ 50 public technical and vocational education and training (TVET) colleges formerly known as further education and training (FET) colleges.
- ❖ Public adult learning centres soon to be absorbed into the new community colleges.
- ❖ Private post-school institutions registered private FET/TVET colleges and private higher education institutions, also to be renamed TVET colleges.
- ❖ The SETAs and the National Skills Fund (NSF);
- ❖ Regulatory bodies responsible for qualifications and quality assurance in the post-school system, the South African Qualifications Authority (SAQA) and the Quality Councils.

The White Paper for Post-School Education and Training (2014) also sets out strategies to improve the capacity of the post-school education and training system to meet South Africa's needs. It outlines policy directions to guide the DHET and the institutions for which it is responsible in order to contribute to building a developmental state with a vibrant democracy and a flourishing economy. Its main policy objectives are:

- ❖ A post-school system that can assist in building a fair, equitable, non-racial, non-sexist and democratic South Africa.
- ❖ A single, coordinated post-school education and training system.
- ❖ Expanded access, improved quality and increased diversity of provision.
- ❖ A stronger and more cooperative relationship between education and training institutions and the workplace.
- ❖ A post-school education and training system that is responsive to the needs of individual citizens, employers in both public and private sectors, as well as broader societal and developmental objectives.

While the government is enthusiastic about the transition from FETs to TVETs, this change is not without flaws (Makupula 2012). The challenge associated with this major transition from FETs to TVETs is time frame required for institutions and its learners as well as the country at large to recognise the change and to be completely educated of the implications of this change (Makupula 2012). The laws and legislature governing higher education will also have to be amended to accommodate the change from FETs to TVETs. The change brings about a greater need for an

efficient and effective management model to execute the transition phase as well as for the efficient management of the new TVET institutions. The management model and theories are presented in the succeeding chapter of this study which contains the theoretical framework guiding the study.

#### **4.9 Summary**

Higher education in South Africa is a factor that influences and determines the success of individuals that ultimately has a national and international impact on the country. Ultimately higher education directly contributes to the building of economic and social stability of a country. The ultimate challenge faced by the FET/TVET sector in South Africa is to improve the quality of education across all public FET/TVET colleges, however this study focused on KZN. It should be noted that in this study quality stems from the quality of leadership, management, change management, good governance and staff development. The research has shown that public FET/TVET colleges in KZN are currently facing shortages of qualified lecturers, adequate resources and proper functioning facilities. Under these circumstances it is absolutely difficult to achieve efficiency, quality and effectiveness in education.

The challenges encountered by the education department cannot be resolved overnight. The policy interventions presently do not have a context appreciation on the ground of attaining well managed institutions with responsible and best resource utilisation. The transformation process was not supplemented by a management model and a support strategy for first-hand managers, principals and councils, predominantly in weaker FET/TVET institutions. Numerous colleges are striving with the challenges related to multi-campus management, with fluctuating management capacity across campuses and inadequate resources.

FET/TVET colleges function in a turbulent and complex atmosphere requiring difficult choices and trade-off within competing priorities to be made. The existing management models have not fully addressed the challenges faced by the FET/TVET sector. It becomes apparent that a new management model is required to guide FET/TVET college leadership and management in structure and process, to encourage and facilitate positive and continuous institutional transformation together with relationship-building strategies focused on all stakeholders. A research methodology used to conduct this study is presented in the next chapter.

## **CHAPTER 5**

### **RESEARCH METHODOLOGY**

#### **5.1 Introduction**

This chapter focused on the methodology adopted to achieve the objectives of this study. A comprehensive review of literature is conducted to examine the benefits and shortcomings of the various research tools. The main objective of this study was to investigate the challenges faced by TVETs in one of the notable economic provinces in South Africa: Kwazulu-Natal. TVETs were introduced in empowering the youth with skills following the skills shortage in the country. The province has a capacity of nine institutions leading to an interest in following the need to underscore issues necessary for policy support. This chapter therefore addresses the research methods guiding the collection and analysis of the empirical data under study. After the review of research methodology literature, an applicable methodology was adopted in regard to the sampling techniques, research design, research instruments, as well as the statistical tools for analysis of the primary data. Research objectives and questions formed the terms of reference for this study and in this section they will be presented once again for clarity purposes. The rest of the chapter handles the research approaches, philosophies, and strategies, details about the research instrument, population and sample, as well as the limitations of the study among others.

#### **5.2 Research Objectives**

The aim of this study was to investigate the challenges to management practices in public TVET colleges, KwaZulu-Natal province.

The secondary research objectives are

1. To understand the link between management and leadership within TVET colleges.
2. To ascertain the different measures put in place that support effective management within TVET colleges.
3. To investigate how government policies sustain ethical practises within the colleges.
4. To examine if governance is adhered to as per policies governing TVET colleges.

5. To examine how challenges regarding change management are addressed within TVET colleges.
6. To understand the challenges to staff development with TVET colleges.
7. To understand the support measures put in place to promote continual staff development within TVET colleges.
8. To develop a conceptual framework management model to enhance the TVET college management.

### **5.3 Research Questions**

The key research question is:

What are the current challenges to management practices in Public Further Education and Training/Training and Vocational (FET/TVET) Colleges in the KwaZulu-Natal Province?

The sub-questions which the research findings aimed to address are:

1. What challenges exist in linking management and effective leadership within TVET colleges?
2. What support measures are put in place to ensure effective management in TVET colleges?
3. To what extent do noncompliance and mal practises threaten the functionality of TVET colleges?
4. Are there any government policies sustaining ethical practises at TVET colleges?
5. Are the challenges of change management being proactively addressed?
6. What are the challenges to staff developments within TVET colleges?
7. What are the support measures put in place to promote continual staff development?
8. What are the existing needs for a management model?

### **5.4 Research Philosophies**

It is in the process of investigating or reinvestigating a given construct that different world views come in to consideration. The research philosophies thus employed over a given enquiry enable the processes, design, strategies, as well as techniques to be determined in the investigation of a given construct (Saunders, Lewis and Thornhill 2009). The four main research philosophies are:

positivism, interpretivism (Saunders et al. 2009), realism (Bryman & Bell 2011) as well as pragmatism (Creswell 2009). Before explaining the choice of the research philosophy adopted for this study, it is prudent to explain the various philosophies as presented below.

#### **5.4.1 Positivism**

The positivism research philosophy is also termed as the objectivism research strategy and does follow the path of natural science (Saunders et al. 2009). The generalisability of the visible and assessable objects to produce knowledge that is true is the understanding of the researchers with the positivist epistemological perspective. The conclusion derived by these researchers is that there is a separate existence between the object under study and the researcher (Bryman & Bell 2011). The actors and object realities are considered distinct in the natural sciences. The ontological perspective of objectivism considers that there is an external reality between the researchers and the social phenomenon under study (Bryman 2012). This may be exemplified with an organisation having its own culture characteristically positioning itself with features such as belief and value system as well as actual objectives.

This position is well contrasted with the constructivist ontological perspective which considers that the social constructs are products that emanate from the researchers' view points and actions (Cooper, Schindler, & Sun 2006). The social constructs therefore are based on the understanding of reality, as well as interactions of researchers and there is no externality involved (Bryman 2012). It is the deliberation of Samuel (2012) that the axiological beliefs of the positivists that the research process is value free designates the separation of the researcher from what is being researched. The positivist researchers therefore adopt the quantitative approach for research (Creswell 2014).

The view of the positivists that all things can be measured tend to be rigid, as it ignores unexplained phenomena (Sekaran & Bougie 2014). In view of this, positivism as a world view is not adequate by itself to investigate challenges to management practices in public TVET colleges. The expression by the respondents in the qualitative gave opportunity for the respondents to freely express themselves in regard to the management challenges in the institutions. The unexplained phenomenon was thus explained through the interpretative approach in this study.

### 5.4.2 Interpretivism

Interpretivism is based on two spheres: these spheres are the symbolic and phenomenological interactionism (Saunders et al. 2009). The continuous interpretation of the lived world and its understanding are a symbolic interaction (Boksberger & Melsen 2011Saunders et al. 2009) as opposed to the way social actors perceive the world around them as explained by phenomenology (Saunders et al. 2009, Goulding 2005, Lester 1999). This therefore explains the way researchers through their actions interpret the world they live in. This then shapes the activities and values (Saunders et al. 2009). It is the proposition of Kelleher (2011) and Saunders et al. (2009) that interpretivism reduces the distance between the researcher and the researched. It is also notable that interpretivism in the natural sciences to positivism. It therefore points that the researcher and the behaviour investigated cannot be separated. One of the benefits pointed out by Saunders *et al.* (2009) in the usage of interpretivism is the ability to gain a comprehensive understanding of the social phenomenon under investigation. This approach was developed as a reaction to positivism (Snape & Spencer 2003). Notwithstanding the usefulness of interpretivism, Kelleher (2011) contend that validity and reliability, as well as generalisation as challenges to this concept.

The subjective nature of this approach which gives room for bias, makes it inappropriate to be adopted for this study by itself. The advantage of interpretivism is well noted in that it provides an opportunity for the respondents to express themselves without any limitation and therefore it was found expedient in this study in investigating management challenges of TVETs. An interpretivist approach is used in this study to complement the positivist approach used in this study. The interpretivist approach was particularly useful in that it enabled free expression on the challenges as per the respondents' views by management in the TVETs in the province of KwaZulu-Natal. The reason why positivism is used alongside the interpretivist approach is solely on the fact that it is complementary to the interpretivist approach. This permits the required triangulation of results as such.

### 5.4.3 Realism

According to Phillips (1987), realism is “the view that entities exist independently of being perceived, or independently of our theories about them.” Realism considers two aspects of positivism. These aspects are that there is an orientation that is different from the study object as well as the use of a uniform data collection method for the scientific and social research. This then

leads to two types of realism; the empirical/direct and critical realisms. The empirical realism is based on knowledge advancement on a phenomenon through the utilisation of proper techniques (Bryman & Bell 2011). When the true picture of the world is provided by the perception of the social actor then direct realism is employed (Saunders et al. 2009). It should be noted that this is acceptable in natural sciences and not necessarily in the research of business.

Critical realism on the other hand refers to the examination of a social actor's perception of a true world. The misleading role of human senses to a social actor could lead to a wrong world view. The human knowledge of reality is realised through shared training. Therefore critical realism cannot be realised if all actors are not involved in the learning process points Dabson (2002) in Saunders et al. (2009). The applicability of this in the changing business environment can be subjective. This is why realism cannot be adopted for this study.

#### **5.4.4 Pragmatism**

According to Creswell (2014) pragmatism is based on situations, actions as well as consequences, this therefore uniquely distinguishes it from other research philosophical paradigms. The emphasis is on the problem rather than the method. Pragmatism therefore brings the multiplicity of approaches in reaching an acceptable outcome, instead of specifically focusing on specific aspects such as truth and reality. It is within this understanding that the researcher is enabled to choose suitable methods in realising the outcome (Creswell 2014). Pragmatists consider the natural diversity and its demand of various techniques in remedying the situation in question (Creswell 2009, Johnson & Onwuegbuzie 2004, Hanson, Creswell, Clark, Petska, & Creswell 2005). The challenge of using a single method in an investigation can be remedied by use of a multiplicity of methods or approaches. It is for this reason that pragmatism is recognised for its comprehensive world view. This is realised in that pragmatism permits the use of various perceptions, assumptions and approaches for the collection of data as well as the analysis and interpretation in realising results that are of great value (Creswell 2009). Pragmatism is adopted in this study because of its focus on research problems, thereby using a pluralistic approach to achieve research objectives. Pragmatism handles the mixed methods approach therefore permitting the use of the qualitative and quantitative approaches in a single study.

#### **5.4.5 Rationale for the Choice of Pragmatism**

The various research philosophies discussed above aim at achieving objectives of study using the appropriate approach. However, pragmatism is driven by expected consequences (Cherryholmes 1992). Cherryholmes (1992) further affirms that pragmatism as a world view seeks to clarify meaning and focuses on consequences. It questions the dichotomy between positivism and interpretivism by promoting the convergence of qualitative and quantitative methods (Rorty 1999). This convergence which is referred to as mixed methods enables a researcher to liberally draw insight from both qualitative and quantitative assumptions thereby reducing the level of bias associated with the use of a single method (Creswell 2014). Simply put, pragmatism is a philosophy that underpins mixed methods. This study adopts pragmatism because it uses mixed methods for data collection. The example that can be given in this is the use of the qualitative technique used in understanding the various management challenges facing institutions as well as the use for the quantitative approach in underscoring the challenges of management in the FET institutions in Kwa-Zulu Natal. When both approaches are thus used, they support the pragmatic concept. This position is supported by Creswell (2009) in that it allows the collection and interpretation of data as well as the use of different perceptions, assumptions and approaches for a significant outcome to be realised. The pragmatic philosophical approach has been considered as reliable in management sciences (Morgan 2007, Johnson & Onwuegbuzie 2004).

The employment of pragmatism in the present work is due to the multiplicity of methods it employs in investigating the management challenges by TVETs in KwaZulu-Natal. This is in agreement with Creswell (2009) who considers the use of pragmatism as a tool that enables the production of outstanding results due to the inclusion of approaches, perceptions and assumptions for data collection that is improved. The reliability of the outcomes in the numerical and non-numerical data collection has been considered as a reliable combination in data analysis and collection (Johnson & Onwuegbuzie 2004). Moreover, it is observed that the best way in strategies that are pragmatic is the use of both the numerical and non-numerical data in the social and management sciences (Morgan 2007). The use of conceptual guidelines to allow the use of mixed methods is important and thereby justified (Evans, Coon & Ume 2011). It is significant to denote that in the use of pragmatism, in line with the problem statement, the objectives and research questions of this study were addressed.

## **5.5 Research Approaches**

The research approach adopted for this study will be explained and justified after stipulating the various approaches that are in use. The known research approaches are the deductive and inductive approaches as explained below:

### **5.5.1 The Deductive Approach**

This approach is often applied when examining the theoretical knowledge by setting up hypothesis for data collection and analysis. This is done to enable the acceptance or rejection of a given hypotheses as well as re-examine of a given theory (Bryman & Bell 2011). This approach is common in the natural sciences (Saunders et al. 2009).

The deductive approach often starts with a critical literature review so as to bring to clarity the existing relationships between variables as per the theoretical framework (Minner, Levy & Century 2010, Saunders et al. 2009). It is this knowledge that facilitates hypotheses formation, thereby allowing a scientific inquiry deductively. This forms the second part of the deductive approach (Bryman & Bell 2011, Miner et al. 2010, Saunders et al. 2009). The deductive approach uses the third step in processing the data. This step is the mental awareness or alertness regarding the strengths and weakness associated with the collection and analysis of the collected data using this particular method so as to eliminate invalid results (Saunders et al. 2009). The fourth stage in the deductive approach deals with the interpretation of results. The need to check how the hypotheses and data relate to theory is a step termed as verification (Maylor & Blackmon 2005). The fifth stage is where the statistical significance is either accepted or rejected by the researcher through testing the hypotheses in question. The determination of the variation of knowledge as far as the outcomes of the enquiry are concerned forms the sixth stage. Therefore the sixth stage is involved with the re-examination of theory (Bryman & Bell 2011, Saunder et al. 2009). It is at this stage that generalisations are made in the deductive approach. It is also worth noting that this is the stage where strengths and weaknesses of the theory are brought to view. It is also argued that the deductive approach does not allow for alternative explanations although robustly and statistically tests a phenomenon, thus contributing to the knowledge body (Bryman & Bell 2011). This is why the researcher does not rely on the use of a single approach to achieve the objectives of study.

The deductive approach was employed in this study given the pragmatic philosophical approach used. Nonetheless, this remains as one of the approaches that is useful in the context of a given usage. The management challenges those TVETs face has a complexity that can only be comprehended by both an objectivist and subjectivist stance. This was necessary to complement the subjectivist approach used in the data collection.

### **5.5.2 Inductive Approach**

The alternative to deductive approach has been considered as the inductive approach that is based on the interpretive philosophy in scientific research (Kelliher 2011, Thomas 2006). The need to gain in depth knowledge in a social phenomenon is what led to the use of an inductive approach in this study. This method has often made use of interviews and observation in inductively contributing to the knowledge pertaining to a phenomenon (Kelliher 2011, Groudling 2005). The how and why of a phenomenon can be inductively investigated (Saunders et al. 2009). The above authors point out that through the use of inductive method of enquiry the variable relationship as well as its models in connection to the theory may be ascertained.

The inductive approach was employed as part of data collection in this work. This was necessary to enable collection of data from the respondents at a deeper level. The investigation of data that comes from free flow could not have achieved if the inductive approach was not employed.

There are different approaches used in analysing the data collected inductively. As opposed to the deductive approach, the inductive approach has a smaller sample size that enables an in depth and rigorous investigation to be realised. The short comings of the inductive approach have been noted as being highly subjective in terms of data interpretation by the researcher (Saunders *et al.* 2009). In remedying this challenge as well as the deductive short comings, a proposition to use both approaches has been advanced (Franz, Worrell & Vögele 2013, Morgan 2007, Johnson & Onwuegbuzie 2004). This justifies the use of both approaches in this study to achieve the research objectives.

Thomas (2006:241) tabulated the comparison of approaches as noted below.

**Table 5.1: A comparative table on qualitative approaches**

	<b>General Inductive Approach</b>	<b>Grounded Theory</b>	<b>Discourse Analysis</b>	<b>Phenomenology</b>
Analytic strategies and questions	What are the core meanings evident in the text, that are relevant to evaluation or meet the research objectives?	To generate or discover theory using open and axial coding and theoretical sampling	Concerned with talk and texts as social practices and their rhetorical or argumentative organisation	Seeks to uncover the meaning that lives within experience and to convey felt understanding in words
Outcome of analysis	Themes or categories most relevant to research objectives identified	A theory that includes themes or categories	Multiple meanings of language and text identified and described	A description of lived experiences
Presentation of Findings	Description of most Important themes	Description of theory that includes core themes	Descriptive account of multiple meanings in text	A coherent story or narrative about the experience

Source: Adapted from Thomas (2006, p. 241).

### **5.5.3 A Combined use of Deductive and Inductive Approaches**

The combined use of both inductive and deductive approaches has been advocated by authors such as Saunders et al. (2009). This is solely so because of the necessary re-examination of existing knowledge to permit or enhance new knowledge development and at the same time to remedy the disparity that exists between the subjective and objective approaches in research. According to the above authors the use of a combination of these approaches has proved significant. Creswell (2009) categorises the use of both methods in addressing the research questions and objectives as the mixed methods approach. The integration of the inductive and deductive approaches is essential and thereby producing an integrated approach. The researcher adopts integrative approach so as not to limit the scope of study by providing alternative explanation of the phenomenon under study (Soiferman 2010).

The use of the combined deductive and inductive approaches proved useful for this study as it gave an opportunity to make use of an approach that helps avoid weaknesses of each single approach by itself. This follows the understanding that the pragmatic approach was employed in the study. The use of both the numerical and non-numerical data was necessary in arriving at a more reliable outcome (Evans et al. 2011, Franz et al. 2013). Quality outcomes have been associated with an integrated approach, termed as the combined approach in this study (Bellot 2011, Franz et al. 2013, Morgan 2007).

Ali and Birley (1999:106) have tabulated the comparison between these approaches as presented below.

**Table 5.2: Comparison of the deductive, inductive and integrated approaches**

Stage	Deductive	Inductive	Integrated approach
1	Development of theoretical framework	Area of enquiry are identified, but no theoretical framework	Development of theoretical framework based on constructs
2	Variables are identified for relevant constructs	Respondents identify constructs and explain the relationship between them	Some variables are identified for relevant constructs - others can be identified by respondents
3	Development of research instruments	Identification of broad themes for discussion	Researcher converts the a priori theoretical framework into theoretical questions
4	Data are collected from respondents	Respondents discuss general terms of interest	Respondents discuss the seemingly general questions and identify constructs which are meaningful to them and explain the relationships between the constructs.
5	Data are analysed in terms of prior theoretical framework	Researcher develops theory on a purely inductive basis	Data collected from respondents are analysed according to existing theory. Or theory is developed on an inductive basis - without regard to the existing theory.
6	Outcome; theory tested based on decision whether to accept or reject the formulated hypotheses.	Outcome; theory developed.	Outcome; either theory is adapted or alternative theoretical framework is presented.

Source: Adapted from Ali and Birley (1999:106).

#### **5.5.4 The Study's Approach**

The weaknesses and strengths of the inductive and deductive approaches reveal that, the adoption of one approach at the expense of the other limits the scope of a study (Franz et al. 2013, Morgan 2007). Creswell (2014) argue that the use of a single approach cannot provide response to all questions that emerge in the course of a study. The adopted approach for this study happens to be the third approach – the integrated approach. This approach permits deeper analysis with a stronger explanatory power than singly the deductive and inductive approaches in dealing with two or more variables relational effect (Edmonds & Kennedy 2012). The use of the numerical and non-numerical analysis in realising the objectives of the study called for an integrated approach in investigating the management challenges in the TVET institutions in KwaZulu-Natal. The various components in institutions operations may have a hypothesised relationship to managerial success. The use of an explanatory analysis between institutional components and managerial effectiveness could thus be realised by interrogating the numerical and non-numerical data positions. The combined or integrated use of numerical and non-numerical data is considered to produce outcomes that are reliable (Evans et al. 2011, Franz et al. 2013). This study therefore, chooses to use the integrated approach in order to have a comprehensive understanding of the challenges to management practices in public TVET colleges within the province of KwaZulu-Natal. Following the arguments as stated above for using a single approach, it became appropriate for this work to combine both approaches hence leading to an integrated approach in use.

#### **5.6 Research Strategies**

Research strategies have also been termed as research methodologies (Creswell 2009). Essentially these refer to methods used in data collection with a view to realistic deduction (Azika 2008). Research strategy or design according to Maylor and Blackmon (2005) is the translation of research methodology into methods. These methods include techniques, tools and instruments. Below is the discussion of the three main research designs.

##### **5.6.1 Explanatory Studies**

Explanatory studies are characterised by the detail explanation of the phenomenon under investigation (Sekaran & Bougie 2011). A constructive clarification is thereby provided by explanatory studies in reference to the variables which at times help provide a predictive organisational outcome. Depending on the nature of research questions, explanatory studies can

be mixed, qualitative or quantitative (Bryman & Bell 2011, Creswell 2009, Sekaran & Bougie 2011).

This study used a mixed methods approach which permitted the analysis between the institutional components of TVETs and the Management challenges encountered. An explanatory study was therefore applied in investigating the relationship between the institutional components and management challenges of the TVET institutions in KwaZulu-Natal in South Africa. This study however, did not use hypotheses but used research questions instead.

### **5.6.2 Exploratory Studies**

The expansion of frontiers of knowledge on a particular phenomenon is often conducted in an exploratory study (Brennan & McGowan 2006). This type of research is often taken with no to little previous investigation into the subject of concern. This therefore requires familiarisation as a preliminary for research questions that may examine the problem cause and effect relationship (Creswell 2014). The scarcity of knowledge on a given phenomenon therefore requires an exploratory approach (Sekaran & Bougie 2011).

The exploratory studies have to be conducted in three steps (Saunders et al. 2009). The steps are: the examination of literature, interviews with the specialists in the field and the focus discussions. To make a valid contribution to knowledge, researchers through a holistic view conceive the phenomenon and progressively work towards narrowing it (Sekaran & Bougie 2011). Management challenges in TVETs literature was reviewed in an exploratory manner thereby showing little explanation in the relationship between the institutional components and management effectiveness. For this reason a qualitative approach was used to elicit information from the respondents as presented in Section B of the questionnaire in appendix four.

### **5.6.3 Descriptive Studies**

Descriptive studies are often used in order to ascertain that the variables are fully or adequately described in a given phenomenon (Sekaran & Bougie 2014). The comprehensive phenomenon is thus described giving deeper understanding on particular features that characterise the phenomenon. The previous exploratory studies are thus consolidated and elaborate arguments thus developed (Saunders et al. 2009).

In this study the link between Institutional components and the Management effectiveness was brought into view. In this case the description of institutional components and their role in influencing management's effectiveness was thus described. The description of the variables is done in this study by the use of descriptive statistics as given in the questionnaire where the profiles of the respondents are fully covered. The statistical analysis used to interpret the statistical variables is SPSS.

#### **5.6.4 Experimental Design**

According to Creswell (2014), an experimental design refer to a study in which a technique is deliberately introduced and outcome is observed. The two perspectives by which experimental design is seen are the laboratory experiments and field experiments (Sekaran & Bougie 2014). The laboratory experiments are commonly seen scientific research as opposed to field experiment which engages in social constructs (Sekaran 2003). It therefore follows that field experiments are often conducted in social /business sciences where real life situations are involved. This therefore finds its uses in societies as well as organisations involved in business (Bryman & Bell 2011). Vanderstoep and Johnson (2009) have pointed out that it is the manipulation of the independent variable in establishing the cause and effect relationship with the dependent variable that a classic experimental design is exhibited. Besides the independent and dependent variable, the above authors argue that there is an extraneous variable, which describes the existing relationship between the independent variable and dependent variable. It is however in this understanding that a confounding principle is observed which makes it difficult to tell whether the variations in the dependent variable were influenced by the extraneous variable or the independent variable. The use of experimental design in business studies has been pointed out by Quinlan (2011): First, it is prone to error such that it can impact negatively on the validity of a research. Second, a control over variables can be skewed to influence the outcome of a study. Third, an experiment conducted to test a variable can be prolonged thereby gulping so much time and money in the process. It is for this reasons that an experimental design was not considered for this study.

#### **5.6.5 The Quasi Experimental Design**

In the above named design, the independent variable is not subjected to an investigator's manipulation (Sekaran & Bougie 2011). What has been pointed out as a complicating factor in this design is that the independent variables are subject to social situations. In this scenario, it becomes

difficult for the investigator to group the subjects either as control group or treatment group to aid in analysing the predictor variable (Bryman & Bell 2011). It is clear that an investigator has the ability of control in experimental design as opposed to the quasi experimental design through statistical procedures (Edmond & Kennedy 2012). The Quasi experimental design has also been noted as the weakest of all designs due to its inability in determining the cause and effect associations of variables (Maylor & Blackmon 2005, Sekaran 2003). It is evident that this study could not engage the usage of this design following the weaknesses cited above.

#### **5.6.6 Research Design for this Study and Rationale**

A non-experimental research occurs when the researcher does not have complete control to manipulate variables or condition of study (Creswell 2014). It may be noted that there was no way for the complete control of the subjects to be exercised in this study. In accordance with the research objectives and questions, this study adopted the non-experimental design because the researcher does not intend to manipulate any of the variables of study. At a given moment data had to be collected from the management and employees of the TVETs under study. This was necessary to enable the validation of influence to be understood through the use of statistical measures such as correlations (Walker & Green 2009, Edmonds & Kennedy 2012).

#### **5.7 The Research Choices**

The various data collection and analysis methods are described as the research choices. The following are the means considered in data collection and analysis: the mono method, the multi-method and the mixed method approach. The sections below elaborate on these choices:

##### **5.7.1 The Mono Method**

Mono method utilises a particular data collection technique and conforming data analysis procedure (Saunders, Saunders, Lewis, & Thornhill 2011). Data under this method can be quantitative or qualitative which is then subjected to a complex statistical analysis and the findings are numerically report (Sekaran & Bougie 2014). The noted shortcoming of this method is that it lacks triangulation and at the same time the reliability and validity of the instrument may not be guaranteed (Saunders et al. 2009). This method may not be useful in dealing with complex questions requiring the use of mixed methods for the methodological triangulation of data (Wilson 2010). This is the justification for not using mono method for this study. It is important to realise

that since the mono method does not permit the use of triangulation, it would not be possible to use it in a study such as this one which deals with triangulation of data.

### **5.7.2 Multiple Methods**

Multiple methods enable the use of two or more techniques of data collection as well as the corresponding procedures of data analysis (Saunders et al. 2009). There are four distinctive areas of this method as elaborated below:

#### **5.7.2.1 The Multi-Methods Quantitative Studies**

This type of study does combine a number of data collection methods that are quantitative alongside analytical measures that are related (Saunders et al. 2009). This method has been found to be prevalent in fields such as finance, accounting, economics, as well as management studies. The objectivity of the enquiry is associated to this approach. It has been noted that one of the main advantages of this approach is the cost factor, in that it is less costly and time saving. (Maylor & Blackmon 2005). However, Wilson (2010) considers that there are technicalities associated with this approach in that there may be large and complex data to be dealt with. Sometimes there may be the challenge of familiarising with secondary data sets and in certain situations the data may only be acquired on the basis of a sale condition, in which case it may be expensive. This is why this method does not fit the model of this study. As such, it will not be considered for data collection.

#### **5.7.2.2 Multi-Methods Qualitative Studies**

These studies are connected with the qualitative data collection and analysis (Sekaran & Bougie 2014). The data is analysed on a non-numerical basis and is commonly utilised by anthropologists, sociologists, the HR as well as social science or management disciplines (Saunders et al. 2009). The depth or richness of information is what is sought out by the qualitative approach and this has been evidenced in the phenomenological and ethnographic strategies of research (Saunders et al. 2011). The emphasis on a small sample size is considered and the cut off point for information collection is the point of saturation when no new information is realised or collected (Sekaran & Bougie 2011). A major weakness of this approach is that it can lead to a research bias if not carefully managed since it is based on a subjective form of scientific enquiry. This method is not

appropriate to investigate the challenges to management practices in public TVET colleges as this study relies on numerical and non-numerical data to achieve its objectives.

### **5.7.2.3 The Mixed Methods Research**

The mixed methods approach combines the qualitative and quantitative approaches in collecting and processing data (Saunders et al. 2011). The processes can be conducted consecutively or concurrently (Saunders et al. 2009). Creswell (2009) identifies three forms of mixed methods research as elaborated below.

### **5.7.2.4 Concurrent Mixed Methods**

Under this method the numerical and non-numerical data approaches are combined in data collection and analysis (Cameron 2009). This can be exemplified by the use of a cross-sectional survey in which a structured questionnaire is presented to the respondents containing closed and open-ended (Creswell 2009, Wilson 2010). Since the data is collected all at once, the non-numerical and the numerical data can concurrently or sequentially analysed.

### **5.7.2.5 Sequential Mixed Methods**

The use of one approach after another is termed as sequential mixed methods (Cameron 2009). The use of sequential mixed methods can be exemplified by a combined use of exploratory and explanatory research strategy. In this instance the researcher satisfies the exploratory objectives by collecting the data qualitatively and performs a relevant analysis. Thereafter the researcher will collect the data quantitatively to aid in objective interpretation and so fulfil the objectives that are explanatory in the study (Creswell 2014). As to whether the researcher will begin with the qualitative and not the quantitative is a discretionary matter since there is no compulsory approach in this matter (Creswell 2009), however, the required principle is that of doing it consecutively (Hanson et al. 2005). This approach was not used in this study as the researcher collected quantitative and qualitative data concurrently.

### **5.7.2.6 Transformative Mixed Methods**

Hanson et al. (2005) point out that the use of transformative mixed methods can be done when numerical and non-numerical data are sequentially or concurrently collected with data analysed depending on the research objectives and the problem statement. Priority may be given to one data set over another, or equal priority may be given to both (Creswell 2009). The triangulation of data

is possible as the data is separately analysed and integrated at a certain stage. Diverse world views can be utilised in the transformative, hence motivating an improving the phenomenon's conceptualisation from the participants point of view alongside theory (Hanson et al. 2005). This approach is apt to achieve the research objectives in the investigation of the challenges to management practices in public TVET.

#### **5.7.2.7 Mixed Model Research**

The mixed model approach consists of numerical and non-numerical data collection and analysis methods. These approaches are incorporated in the generation of research questions (Saunders et al. 2009). Numerical data is transformed into a narrative that can then be analysed non-numerically. On the other hand, non-numerical data can be transformed into numerical codes for analysis statistically. It is through this means that quantitative analysis is realised from a data that is narrative (Sekaran & Bougie 2011). This model is relevant to this study as it allows qualitative data to be coded numerically for the purpose of analysis.

#### **5.7.3 The Data Collection Techniques**

Following the various techniques laid out above, this study adopted a transformative mixed methods approach. During the collection of data for this study, both the quantitative and qualitative approaches were used to gather data from diverse angles. This approach allowed the two types of data to be collected simultaneously and permitted the prioritisation of quantitative technique. The quantitative was given priority in this study so as to be able to acquire numerical and precise information using validated scales on the challenges to management practices in public TVET colleges. The issue of prioritisation of techniques is in line with the features that depict the transformative mixed methods approach (Creswell 2009, Hanson et al. 2005). The use of the transformative mixed method permitted triangulation of data at a given time during the study, which concurs with what is expected of a transformative mixed methods approach (Wilson 2010).

#### **5.8 Target Population**

The target population is the complete group of objects or elements which are relevant to the study (Shukla 2010:54). Sekaran and Bougie (2011:262) agree and state that population refers to the entire group of people, events or things which the researcher desires to investigate. The population is also defined in terms of the geographical boundaries and time. This research entails acquiring

information based on KZN TVET college management structures which will facilitate the identification of a conceptual management model. Therefore, the population refers to all 3600 TVET academic and support staff within the KZN region.

### **5.8.1 Sample Design**

Sampling designs can be categorised into two areas: The probability and non-probability sampling designs (Creswell 2014). Each of the designs has its techniques for example the probability sampling techniques are: systematic, stratified random, simple random, cluster and multistage sampling (Sekaran & Bougie 2014). On the other hand the non-probability sampling techniques are purposive sampling, purposive sampling, snowball sampling and quota sampling (Wilson 2010). These two sampling designs shall be discussed below.

#### **5.8.1.1 Probability Sampling**

This type of sampling demands that every population element is given an even or non-zero chance of being selected in the study (Sekaran & Bougie 2011). The advantage of this design is that it is free from bias because of its statistical nature (Brown 1947 in Wilson 2010). The disadvantage of this design is the time consuming and can be very expensive (Sekaran & Bougie 2014). The techniques under this sampling design are discussed below.

##### **5.8.1.1.a Systematic Sampling**

The systematic random sampling is conducted when the subjects are drawn at intervals that are regular from the sample frame till the required sample is realised (Saunders et al. 2009). The sampling fraction is used to derive the regular intervals to help draw items from the sample frame (Sekaran 2003, Sekaran & Bougie 2011, Wilson 2010). Computer programmes can be used in the calculation of the required intervals and the applicable formula is *Sampling fraction = Actual Size of sample/Total Population*

In this case therefore, if a sample size of 200 is needed and the population is 800, then the selection interval is calculated thus:  $200/800=1/4$ . This suggests that for every fourth interval a subject needs to be selected. In this case beginning with the fourth employee. This has to be done till the actual sample is achieved (Sekaran 2003, Wilson 2010).

Systematic sampling was not considered in this study, for it is more prone to data manipulation because a researcher can construct their system so as to arrive at a targeted outcome (Sekaran & Bougie 2014).

#### **5.8.1.1.b Simple Random Sampling**

This sampling technique allows every population element to have an equal chance of being selected. This is exemplified as follows. In a survey of one hundred and twenty five employees in a company of five hundred total employees, the selection probability is calculated thus:

$$P(\text{inclusion}) = \frac{\text{the sample size}}{\text{total population}} = 125/500 = 0.25 \text{ (1 in every 4).}$$

An advantage of using simple random sampling is that the bias level is very low, besides the high level of reliability that it offers (Bryman & Bell 2011, Sekaran 2003). In spite of this benefit the challenges that have been associated with this sampling design is that it is time consuming and may have complexities such as the selection process, a possible absence of an updated list containing the desired population for investigation (Sekaran & Bougie 2011).

The benefit of using simple random sampling in a study lies in its feature to be able to make a generalization using a small sample size from a large population size. This is why this technique was used to select respondents for quantitative data. The opportunity to participate was made available to all the participants in the survey and so it was possible for every member to participate at the end of the study. The fact that every participant had the opportunity to participate made it possible for them to be randomly selected as part of the sample from the population.

#### **5.8.1.1.c Stratified Random Sampling**

Stratified random sampling occurs when the population elements are divided into smaller units referred to as strata (Sekaran & Bougie 2014). Strata have been used to classify the different categorisation of employees for example clerical staff, supervisory staff, middle managers etc. To realise the sample size, the researcher has to draw samples from each group by either using systematic random sampling or simple random sampling (Wilson 2010, Bryman & Bell 2011, Sekaran & Bougie 2011).

The following stages have been identified for the Stratified random sampling.

- ❖ The selection of the variables to be stratified.

- ❖ The distribution of sampling frame in separate sections.
- ❖ The numbering of elements distinctively in each section.
- ❖ The use of random or systematic sampling to draw the required elements.

However, stratified random sampling was not adopted for this study because of the bias that may arise in the process of classifying the population elements into subgroups (Sekaran & Bougie, 2014).

#### **5.8.1.1.d Cluster Sampling**

In cluster sampling the entire population is divided into groups (clusters) (Wilson 2010). The final sample is drawn from the various groups (Wilson 2010). This technique has been accredited with the benefit of saving time and money (Sekaran & Bougie 2011). Saunders et al. (2011) point out the stages involved in the cluster sampling which are stipulated below:

- ❖ The selection of the cluster combination for the sampling frame.
- ❖ Each of the clusters must be numbered with a distinctive figure.
- ❖ The drawing of the elements using either random sampling or systematic sampling.

Wilson (2010) identified the inadequacy of cluster sampling as the inability to produce enough representative samples when compared to other methods of probability sampling. This justified the decision not to adopt cluster sampling for this study.

#### **5.8.1.1.e The Multi Stage Sampling**

The multi-stage sampling, also known as the multi-stage cluster sampling, is a technique used when a one on one contact is required as an aid in overcoming a challenge of a population that is geographically dispersed (Saunders et al. 2009). The process involved in this type of sampling process is a phase by phase process and moving from a broad to narrower sample (Bryman & Bell 2011, Wilson 2010). Wilson (2010) exemplifies the use of this a national survey in which cluster sampling is required to select regions. Thereafter a random selection of regions and subdivisions on local authority areas is applied. The selected local authority areas selected randomly and subdivided into towns and cities. This then helps in achieving the objective of a particular area focus. This technique has been known for saving money and time.

The multi stage sampling was not used in the study as a result of the arbitrariness of the process in choosing a group which makes it highly subjective (Sekaran & Bougie 2014).

### **5.8.1.2 Non-Probability Sampling**

The non-probability sampling uses techniques that are based on a subjective analysis and that are non-statistical (Sekaran & Bougie 2014, Wilson 2010). The use of non-probability sampling techniques has been associated with market surveys, case studies as well as qualitative research (Bryman & Bell 2011, Saunders et al. 2009). Generalisations in non-probability sampling are often made to theory as opposed to the population and the use of a small sample is required in the phenomenon analysis (Sekaran & Bougie 2011, Wilson 2010). Non-probability sampling has the following four techniques.

#### **5.8.1.2.a Quota Sampling**

This sampling uses a non-random sampling technique which is characterised by the similarity of population features in the chosen sample (Wilson 2010). Samples in this method are drawn from different strata in a non-random way. The distinguishing feature between stratified sampling and quota sampling is that whereas stratified sampling uses the systematic or random sampling to draw subjects, the other draws subjects non-randomly. In quota sampling the saturation of information is required to proceed to statistical analysis (Sekaran & Bougie 2011, Wilson 2010). Quota sampling was not used in this study because the sample is not chosen through random selection which makes it susceptible to error (Sekaran & Bougie 2014).

#### **5.8.1.2.b Judgemental Sampling**

A judgemental sampling is a non-probability sampling technique whereby the researcher uses own judgement to select sample for a study (Bryman & Bell 2015). The use of the researcher's judgment in drawing samples non-randomly has been one of the characteristic features of purposive sampling (Smith, Colombi & Wirthlin 2013). It is for this reason that purposive sampling has also been referred to as judgmental or selective or subjective sampling (Tongco 2007). The choice of the study participants may normally be associated with the phenomenon knowledge expected of those in the study. The challenge that the sampling of this kind has is that it is not generalisable to the entire population (Sekaran & Bougie 2011). Purposive sampling was considered in this study so that the researcher could use her judgement to select top management of the TVET colleges

with adequate knowledge of the research topic, who were interviewed for qualitative data. It was for this reason that all the heads of institutions were selected for the qualitative study.

#### **5.8.1.2.c Snowball Sampling**

The use of this sampling technique has been linked to a situation where there is difficulty in identifying a given population (Goodman 2011, Heckerthorn 2011). The sample is often achieved through referrals, though this means that there is little control exercised by the researcher over the sample (Kowald & Axhausen 2012, Sadler, Lee, Lim & Fullerton 2010). This method utilises the approach where a particular member of a group is encouraged to refer the researcher to other members in the group (Wilson 2010). For instance, if you want to investigate the menace of drug peddling in Durban; it may be difficult to find a sample (a drug peddler) who will be willing to participate in a study of this nature. This sampling technique is not appropriate in the investigation of challenges to management practices in public TVET colleges as it is used to investigate peculiar cases where samples are difficult to draw.

#### **5.8.1.2.d Self-Selection Sampling**

This is a sampling technique whereby individuals or organisations are allowed to use their discretion to decide whether they want to participate in a study or not (Khazaal, van Singer, Chatton, Achab, Zullino, Rothen & Thorens 2014). Such individuals or organisations that offer to participate are referred to as a case or unit. An example of self-selection sampling is a case of student medical aids provider who decides to carry out a survey on the effectiveness of the organisation in meeting the health needs of international students at UKZN. The population for the study will be all international students at UKZN. If the researcher put the questionnaires online for students to participate on their own accord, those that offer to participate by responding to the online questionnaire would form the sample size. According to (Khazaal et al. 2014), there are two steps to self-selection sampling: First, make your need for cases known through advertisement, publicity or promotion. Second, verify the relevance of cases because not all applicants will be relevant to your study; in which case they may not have full understanding as to what the study is about. Self-selection sampling technique is not considered for the study the sample cannot be a true representative of the population in the phenomenon being studied.

#### **5.8.1.2.e Purposive Sampling**

This is a sampling procedure whereby subjects are selected based on their accessibility and willingness to participate in a study (Saunders et al. 2009). This type of sampling is known to have cost advantage and saves time (Sekaran & Bougie 2011). Purposive sampling has been challenged with the fact that the findings cannot be generalised to the entire population and that it may be biased (Wilson 2010). The extent of bias has been pointed out by research. This has been realised in comparative studies between purposive sampling and other probability techniques (Hedt & Pagano 2011, Özdemir, St Louis & Topbas 2011, Maumoudi-Hamidabad 2012). Nonetheless, Hedt & Pagano (2011) concluded that purposive sampling can achieve efficiency when it is used with random sampling. However, probability sampling has been found to be a better option in terms of generalisations than purposive sampling (Ozdemir et al. 2011).

Purposive sampling was adopted for this study to select management members who were available and willing to participate in interview for qualitative data. The quantitative data on the other hand was used for the quantitative method used in the study. It was for this reason that the data triangulation was possible (Saunders et al. 2009, Bougie & Sekaran 2011, Wilson 2010). It was also easy to make theory generalisations on the issues that link management challenges to institutional components.

#### **5.8.2 Sample Size**

According to De Vos (1998:190), a sample is a portion of the elements in a population, which is studied in an effort to understand the population from which it is drawn. The portion taken from the population is assumed or considered to be representative of the entire population (Sekaran & Bougie 2014). The table below shows the details of the sample under study.

**Table 5.3: Sample size**

TVET Name	Population size	Chosen Sample	Chosen sample
		Quantitative	Qualitative
Coastal	78	66	1
Elangeni	102	86	1
Esayidi	76	66	1
Majuba	10	9	1
Mthashana	20	16	1
Mnambithi	55	45	1
Thekwini	35	32	1
Umfolozi	15	14	1
Umgungunlovo	45	39	1
Total	436	373	9

The sample size from the table above were arrived at by using the Krejcie and Morgan (1970) table. The researcher selected the samples from the population size of each of the TVET colleges. In Majuba, Mthashana, and Umfolozi; the researcher was restricted to specific departments which precipitated the reduced population size as the staff members in the particular department represent the population. Purposive sampling was used to select principal officers of each of the colleges for an interview. The simple random sampling was used for the quantitative data as already mentioned earlier on.

### **5.8.3 Sampling Method**

Based on the quantitative approach which was utilised to acquire the necessary results, the researcher got the sample size of three hundred and sixty from the total population of three thousand six hundred calculated on a 95% confidence level and 5% marginal error (Sekaran & Bougie 2011:295). The sample used in this study was senior, campus and middle managers (heads of departments), as well as academic staff members (lecturers). In relation to the in-depth interviews, responses were obtained from a sample size of nine principals (one from each of the KZN based TVET campuses) to facilitate the effectiveness of the current management strategy.

### **5.8.4 Data Collection Procedures**

Data is useful in the aiding to measure the variables in regard to the research problem and questions and therefore the data collection procedure refers to the data collection means (Creswell 2009, Saunders et al. 2009). The data collected for the realisation of the research objectives was both primary and secondary. The collection of this data required the use of a questionnaire, as well as interviews with the heads of the TVET institutions. Below is an elaboration of the data collection procedures applicable to this study.

#### **5.8.4.1 Pilot Study**

The use of a pilot study has been considered as a useful element in aiding the research instrument in achieving its purpose. Saunders et al. (2009) gives reasons for pilot testing the questionnaire as stipulated below:

- ❖ Enable the respondents to have no problems in understanding the questionnaire.
- ❖ Assess the validity of questions as well as the reliability of the data that shall be collected.
- ❖ Assist refine the questionnaire.
- ❖ Check the feasibility of the research methods used.
- ❖ To gain assurance of problem free data recording at a later stage.

The use of fellow academics and the study supervisor ensured the achievement of the above reasons stipulated by Saunders et al. (2009). There were two academics that offered assistance. The questionnaire was subjected to various critiques by the supervisor to ensure a thorough refinement of the items. The areas of correction involved the alignment of items to the respondents

in the questionnaire. Statements requiring Quality Service Management were aligned accordingly, thus fully capturing the principles of quality management system. Thus this helped in aligning the questionnaire accordingly. This was corrected in the final version of the instrument.

#### **5.8.4.2 Collection of Primary Data**

The use of open and closed ended questionnaires enabled the collection of primary data from the respondents. Necessary permission was obtained from the Heads of institutions and the respective departmental heads were given a directive to permit their staff to participate in the research process. The gathering of information from the heads of departments, as well as supervisors and academics permitted the study objectives to be realised in understanding the institutional components and management challenges link. This was after initial telephone and email communications with the respective heads of the institutions. The population of the study comprised of all the lecturing staff members, as well as the rectors of the TVET colleges. As indicated above, the study was conducted using a combination of qualitative and quantitative methods. Under qualitative research methods, a non-probability sampling technique, known as purposive sampling was used to select participants who were available for face to face interviews. The rectors of the nine TVET colleges in KZN were considered for the interview. This was done through the purposive sampling technique. Structured questionnaires were used to elicit information for quantitative data. The simple random sampling technique was used to select respondents so as to give every member of the academic staff equal chance of being selected as a respondent. This is a common sampling method used to gain an in depth knowledge and understanding of the subject.

#### **5.8.4.3 Collection of Secondary Data**

The use of secondary data was necessary in this study to enable the objectives of the study to be achieved. The conceptual framework of the study was thus addressed. The secondary data utilised in the course of this study included academic journals, published and unpublished PhD theses, text books and conference articles. This then permitted the specific areas of study in Chapters 2-4 for secondary literature. The collection of secondary data was necessary to allow for data triangulation. The questionnaire was then used for the collection of primary data in the study.

#### **5.8.4.4 Questionnaire**

A questionnaire is a means of eliciting specific information from respondents (Wilson 2010). It is cost effective way of gathering data for quantitative data (Sekaran & Bougie 2014). The point of using questionnaire in research is that response gathered can easily be subjected to statistical analysis. The use of a questionnaire was adopted for the data collection in this study. The questionnaire contained structured and unstructured statements that were used in gaining in-depth understanding of the issues that influence the relationship between the institutional variables and the management effectiveness.

Questionnaires have been known to enable the collection of three types of data: attributes, opinions, as well as behaviour (Dillman 2007 in Saunders et al. 2009). Behavioural variables for example can help in understanding what participants are doing or have been doing in the organisation whereas opinion variables permits participants feelings about a phenomenon to be understood. Attribute variables on the other hand enable the distinctive participant characteristics on their demographic profile to be understood as well as their opinions. In the preparation of the data collection instrument, the questionnaire, a consideration was given to the objectives of the study. The language used in the questionnaire was also taken into account; this was meant for the respondents to easily understand what was required of them. The questionnaire was divided into the following categories:

The first part of the questionnaire (Section A) addressed biographical data. The second part of the questionnaire (Section B) addressed the main fields of the study namely management practice challenges, leadership and management, governance, change management, staff development and quality management model. The last section of the questionnaire (Section C) addressed the quality management model (QMS) underlying the study, quality management system. The variables of QMS were addressed namely customer client focus, leadership, involvement of people, process approach, systems approach to management, continual improvement, factual approach to decision making and mutually beneficial customer supplier relationship. For all the questions in the structured questionnaire, categorized responses were offered using a Five-point Likert scale ranging from strongly disagree to strongly agree.

The use of the Likert scale has been considered as easy to construct as well as to interpret (Hartley 2014, Treblmaier & Filzmoser 2011). Nonetheless, the use of Likert scales requires the use of closed ended statements. The use of such statements prohibits a deeper analysis of the phenomenon since the respondents are limited in their responses. However, in this study the structured interview permitted the respondents to delve deep into the phenomenological position they found themselves in.

The study made use of recorded in-depth interviews for qualitative data and questionnaires for the quantitative data. The data was collected using a questionnaire and was personally administered for over a period of six months (October 2014-March 2015). The data collection method utilised for this research ensured that not only appropriate responses were acquired but were also developed for the purposive of the sampling frame.

The research questions were addressed and covered by approximately the entire sample size and this ensured that adequate responses were recorded. The benefits of using questionnaires are stipulated below:

- ❖ The consent of the respondents was sought before the exercise of collecting data was begun.
- ❖ The questionnaire was aligned to the study objectives and research questions.
- ❖ The questionnaire used simple language for the respondents to understand.
- ❖ The questionnaire was designed in such a way that the respondents' confidentiality and anonymity was maintained.
- ❖ The use of a questionnaire in gathering the primary data made it easy for large quantities of data to be collected which was later placed in frequencies, tables and charts.
- ❖ The cost involved in the use of questionnaire was not high.

Despite the advantages highlighted above, the administration of the research instruments involved lots of consultations and movements between the dispersed TVET institutions. The respondents took a while in completing the questionnaires. Nonetheless, consistent follow ups helped in speeding up the process. Though the benefits were outlined to the participating institutions, yet there were was sluggishness in returning all the questionnaires in time.

#### **5.8.4.5 In-depth Interviews**

The interviews were the second research instrument of the study of which were used tactfully by the researcher to gather rich data from selected respondents. The interviews were in the form of semi structured in-depth questions and were conducted face to face. The most commonly used method for the collection of data is an interview (Fife 2005). Semi-structured interviews were adopted, thus enabling the understanding of the interviewees from different perspectives and achieving the study objectives. The interview questions centred on major areas as stated below:

- ❖ Challenges
- ❖ Management
- ❖ Leadership
- ❖ Governance
- ❖ Change management
- ❖ Staff Development
- ❖ Quality Management System Model

In order to realise the study objectives, in-depth interviews with all nine Rectors were conducted across the nine geographically located TVET colleges in KZN. This is particularly done to ensure fair representation of all the colleges in KZN especially in for the public TVETs. The interviews were conducted in English and lasted between 90 and 120 minutes. The interviews were audio-taped and carefully transcribed shortly afterwards. The data generated were categorized into subareas below:

- ❖ Challenges
- ❖ Management
- ❖ Leadership
- ❖ Governance
- ❖ Staff development
- ❖ Quality management system

It is important to be aware that most interviews are subjective. According to Collins and Cooper (2014), subjectivity strengthens the validity of findings if properly handled. According to

Tuckman, as cited by Cohen and Manion (1981:243), an interview “provides access to what is inside a person’s head, makes it possible to measure what a person knows (knowledge or information), what a person likes or dislikes (values and preferences) and what a person thinks (beliefs and attitudes).” The advantage of the precise wording and planning of questions will yield the types of data the researcher needs to answer the research questions (Leedy & Ormrod 2001)

The researcher used semi structured in depth interviews. Although the content and procedure of the interview were organised in advance, it allowed the interviewer a degree of flexibility and freedom. A tape recorder was used whereby interviews with respondents were recorded. Notes were also taken during the interviews to quote exact phrases and statements made by the respondents. The researcher was the only person involved in interviewing the respondents.

#### **5.8.5 Data Analysis Procedures**

The procedure for data analysis obtained from the questionnaire was an important task in this study. Data analysis is time consuming, creative and fascinating process which entails brining order, structure and meaning to the mass of collected information (Marshall & Smith 2009). The first step in data analysis is managing the data so that it can be studied. The process of data analysis and interpretation can be tedious, time consuming and necessarily iterative (Gay & Airasian 2000).

The primary data for this study was analysed using different packages. SPSS was used to analyse quantitative data. Qualitative data was analysed using content analysis. Frequencies, percentages standard deviations and means were used and presented in graphs, and tables.

Section B of the questionnaire was statistically coded and inferential statistical analysis such as the t-test, analysis of variance (ANOVA), analysis of covariance (ANCOVA), regression analysis were applied using the statistical package for social sciences (SPSS). This enabled the realisation of objectives 1, 2, 3, 4, 5, 6 and 7 of the study. The same treatment was applied to Section C. This section permitted objective 8 of the study to be achieved.

Further exposition is given below on the descriptive and inferential statistics applied in this study in regard to the quantitative data and thereafter the qualitative analysis will be addressed.

### 5.8.5.1 Descriptive Statistics

Descriptive statistics is a technique used in summarising the numerical data (Wilson 2010). This understanding is well captured by those who consider this statistical technique in its usefulness for the demographic or categorical data as it permits the different occurrences to be accounted for using percentages (Sekaran & Bougie 2011). This kind of statistics provide an overview to the research reader and the data that is tabulated can as well be pictorially presented in graphs, bar charts and pie charts for purposes of clarity (Wilson 2010). In this study descriptive statistics are used in accordance to the proposition above. The demographic profile of the respondents in section A of the questionnaire have this been captured using the descriptive statistics. Below is explanation of the means and standard deviation that were used in presenting the study data.

This study calculated the mean, which is referred to as the arithmetic average of a frequency distribution (Wilson 2010). The manual calculation formula given by (Sekaran & Bougie 2011) is:

$$\xi = \sum x/n$$

Where  $\xi$  = Mean

$\sum$  = Summation

x = each observation

n = Total number of observations.

Standard deviation is one of the statistical measuring technique used for this study. This technique measures the extent the value of the variable is spread around the mean (Saunders et al. 2009). This tool has been known to measure the dispersion, which is termed as the square root of the variance thus permitting the variability range of the data to be recognised (Sekaran & Bougie 2011). The following chapter presents the means and standard deviations related to the data collected for this study. The following formula presented below has been popularly used to calculate the standard deviation:

$$\alpha = \sqrt{\sum f(x-\hat{y})^2 / \sum f}$$

Where  $\alpha$  = the standard deviation

$(x-\hat{y})$  = the mid-point of each data.

f= the frequency of each class.

$\sqrt{\phantom{x}}$  = the square root.

$\Sigma$  = the summation.

Descriptive statistics was used in this study because of its capacity to gather, arrange and compare huge amounts of categorical data. Standard deviation has specifically been used in the one sample statistics where the means and standard deviations have been employed in this work. This permitted the profile of the respondents with specific reference to section A of the questionnaire to be analysed.

#### **5.8.5.2 Inferential Statistics**

Inferential statistics are used to value the population as well as confirm hypotheses (Cooper et al. 2006). This statistical technique is used to draw inferences for the population (Wilson 2010). The two significance tests that are run by this technique are the non-parametric and parametric tests. When data is not normally distributed the non-parametric test are applicable, whereas when data is normally distributed then the parametric tests apply. The non-parametric tests are therefore engaged with categorical data whereas parametric tests deal with numerical data (Saunders et al. 2009). The parametric tests run for this study are discussed below.

#### **5.8.5.3 One Sample t-test**

One sample t-test is used to verify if the average of a sample is different from population (Hothorn & Everitt 2014). Average values are often computed through the use of t-tests. The t-test does therefore confirm whether there is a difference due to a chance that is random in the selection of the sample (Hothorn & Everitt 2014). Whereas the independent sample t-test is used to interpret differences between two groups, the one sample test is often used for the comparison of one particular group's values. Statistically when the P value is 0.05, it means that the value is significant, whereas when it is above this (0.05) it means the value is not significant. This study used the one sample t-test. Separate one sample t-tests were run for each of the TVET colleges under study. Through the use of one sample t-test factors such as poor leadership, ineffective management, under qualified staff, unethical practises and poor facilities were investigated as a

contributory challenge to management. It was imperative that these factors be investigated on each separate group so as to contextualise the study findings for a clear outlook to be achieved in each of the nine TVET colleges under study.

#### **5.8.5.4 Analysis of Variance**

Analysis of variance (Anova) is one of the inferential statistics used in this study. The comparison of scores between two or more groups is termed the one way analysis of variance. There are means and standard deviations in the tabulation of the anova results. The means enable agreement or disagreement to be analysed as any figure statistically close to 3 is referred to as a disagreement whereas if it is statistically above 3, it is considered as an agreement. The means are compared at group level to record the difference, for example, if the group mean significance level is 0.021 ( $p=0.021$ ), meaning that it is below 0.05; this means that the mean is statistically significant. The variability that Anova measures in the process of its calculations are due to the changes in the independent variable. The use of Anova enables the comparison of scores of the different TVET colleges under study. This has specifically been applied to environment under which the respondents operate in their campuses. Anova most importantly helped to underscore the difference of average agreement between colleges (Pallant 2011).

#### **5.8.5.5 Factor Analysis**

The investigation of a number of variables under consideration or interest can be analysed using factor analysis. Pure factor analysis was used with varimax rotation matrix. This factor analysis is applicable to Likert scale type data and is used in reducing many questions into a few themes. In this case the several constructs, each measured with a number of questions were used to get a single measure. The unobserved factors such as  $F_1, F_2 \dots F_x$  can be related in a linear fashion to factors such as  $y_1, y_2$  etc. In this presentation the grouping of staff formed factor 1 whereas management and General College formed factor 2.

#### **5.8.5.6 Content Analysis**

Content analysis is a technique for summarising any form of content (Hothorn & Everitt 2014). The assessment of the context and content of transcripts is an important area in the qualitative research (Spencer, Ritchie & Connor 2003). The use of content analysis is necessary for the transcript's contextual implications (Krippendorff 2013). This non-numerical data analysis method

is often used by researchers in the examination of information that is narrative (Twycross & Shields 2008, Hsieh & Shannon 2005). The themes and patterns in this study were analysed using content analysis as a qualitative method. This was necessary for the interpretation of non-numerical data in this study. In the interpretation of the interviews of the respondents the use of content analysis was applied. The attitudes of the sample on institutional challenges, governance, staff development and quality system were investigated.

The steps in analysing qualitative data according to White (2005) as cited in Gay and Airasian (2000) are as follows:

- ❖ After transcriptions of interview recordings, key themes selected, responses to questions were sorted and grouped in logical order. Furthermore the results of the literature study and documents were categorised to organise data into general recommendations and conclusions.
- ❖ The first step in the analysis of collected data involves “narrative description” which entails simply stating facts about the case as recorded by the researcher. This form of description entails giving a synoptic overview of the content of each interview before attempting to analyse it in terms of the topics set out in the semi structured in depth interview schedule. The process of narrative description also involves highlighting recurrent ideas or concepts as this will facilitate the organization of data into themes at a later stage.
- ❖ The second step after providing a narrative description of the interview was to reduce the data into manageable categories in terms of the topics that form part of the interview schedule. In an attempt to simultaneously analyse data while reducing them into manageable parts, the following points were taken into account:
- ❖ The same themes used during the interviewing process were used for coding and categorizing collected data. This was achieved through the use of content analysis.
- ❖ Comparisons were drawn from responses given by different respondents to similar.
- ❖ On the basis of the emerging trends and recurrent patterns the researcher was in a position to make some tentative conclusions and recommendations about the need to develop a management model. Finally, the researcher develops naturalistic generalizations from

analysing the data, generalizations that people can learn from the case either for themselves or for applying it to a population of cases.

## **5.9 Reliability**

Reliability is considered as an important aspect in research. The production of the same results in the same conditions at different time intervals has been considered as reliability (McBurney & White 2007). The use of Cronbach's alpha coefficient in testing reliability is considered important. Cronbach's alpha as developed by Lee Cronbach in 1951, is used to measure internal consistency of scale (Tavakol & Dennick 2011). Internal consistency refers to the extent at which a test instrument measures what it intends to measure (Cronbach 1951). The closer the coefficient is to 1, the greater the internal consistency of the research instrument (Matkar 2012). When the coefficient ranges from 0.7 onwards, then such a coefficient is acceptable (George & Mallery 2003, Pallant 2011). This study made use of the Cronbach Coefficient in testing the reliability of the questionnaire. The Cronbach coefficient is also useful in that it tests the extent of the positive correlation of the items in the research instrument (Sekaran & Bougie 2011). The use of mixed methods approach in this study permitted the data to be triangulated, hence allowing numerical and non-numerical data to be merged in the research presentation and analysis. The data therefore correlated in its approach as both the quantitative and qualitative techniques were employed. It therefore follows that the reliability of the instrument permits the measurement of what was intended to be achieved (Sekarana & Bougie 2011) and is related to validity as expressed below.

## **5.10 Validity**

Validity has been considered to deal with the relationship that exists between the construct and its indicators. It is designed to ensure that the instrument measures or assesses what it was meant to assess (Wilson 2010). The type of validity measures used in this study were the content and construct validity. Opinions of experts were used in the evaluation of the face validity of the instrument as well as professionals in the field. The supervisor's guidance was sought before the finalisation of the research instrument.

Through the alignment of the study constructs with the objectives of the study, the content validity was realised. Through the guidance of literature on the area, both the quantitative and qualitative dimensions of the study were developed. The construction of the research instrument for example

was constituted from different sources thus increasing the scope of the instrument in use. The quantitative instrument had already been checked against the cronbach coefficient for reliability and at the same time through the expertise of a statistician, the biases in the instrument were thus avoided. The statistician also confirmed that the research objectives were aligned to the instrument in use.

### **5.11 Limitations of the Study**

The greatest limitation was getting the DHE to approve the study, not so much to approve the study but getting the right person took eight months. Once the researcher made contact with the office, the Director was very happy and impressed. In his words, the sector needed this type of study/research to be done as a matter of urgency. Having taken up to eight months to receive the gate keeper's letter, the researcher knew this was not going to be an easy task.

Once ethical clearance was approved the researcher started to make contact via email to the different colleges. This was difficult because of the very poor response rates. It was when the researcher decided to drive to the various colleges to explain the importance of the study that attention was given to her. Principal Officers of some of the colleges welcomed the study, by acknowledging the impact a research of this kind will have on the sustainability of the sector in the long term.

However, the researcher had to overcome these limitations by securing interview appointments with the different colleges. Some of these appointments were confirmed immediately. However, there were those that took up to three months to confirm with repeated emails and call to finalise the date of appointment for interviews. The strike on one of the campuses also posed a great hindrance to the collection of data. Due to students' unrest, visitors were not allowed to enter and exit the campus. Students were seen vandalising campus properties and were persistent in getting their message across to the campus management. Refer to Annexure C for pictures of the strike. On the whole, the field work took a lot of time and energy but proved to be a very rewarding exercise.

### **5.12 Ethical Considerations**

Ethical considerations are significant in research. The principles of ethics in business research have been classified into four areas (Diener & Crandall 1978 in Bryman & Bell 2015). These areas are:

### ❖ *Harm to participants*

Harm may differ in different situations and as such it may not necessarily relate to bodily harm but may be psychological, or the respondent's impaired development, or employment prospects and future career progression being affected. Bryman and Bell (2015) consider that for informed research decisions to be made, the researcher ought to know the ethical principles and the implications thereof. At times harm could exist against the researcher in terms of some field work settings or particular research methods which may jeopardise the emotional or professional life of the researcher (Doloriert & Sambrook 2009). In this study there was no harm to both the researcher and the respondents in any way.

The researcher embarked upon adhering to the ethical protocol governing academic studies at the University of KwaZulu-Natal. The researcher acquired the necessary documentation as per ethical requirements in order to adhere to the governance proceedings. The data collection instruments will consider any form of ethical issues pertaining to the mixed methods approach. The researcher conducted all the processes in a highly professional manner. The data collected is stored within the University of KwaZulu-Natal for a maximum of five years. The issues on confidentiality and anonymity of respondents are some of the measures that may enhance protection of those under study. Respondents, organisations and places that have been identified may end up being victimised (Bryman & Bell 2015). Therefore, anonymity was maintained to all respondents in this study.

### ❖ *Informed Consent*

The researcher is expected to gain the necessary consent from the subjects of research. The uncoerced and an informed consent is required from the participants (SaNParks 2013). The matter of informed consent is said to be in serious debate in business research (Bryman & Bell 2015). In the discourse of informed consent, Homan (1991) considers that the practise of gaining informed consent is at times impracticable under the following circumstances:

- In the need to avoid biasing the minds of research subjects, the researcher may be willing to give all the background information to the participants before they participate in the research activity.

- The need to ensure that everyone has informed consent after meeting respondents with varying spectrum is unattainable especially with researchers in the area of ethnographic research. Failure to reveal the true role of the researcher can be termed as unethical practise in itself.

#### ❖ *Privacy Invasion*

The right to informed consent is nearly connected to the invasion of privacy issue. It is for this reason that even when respondents have agreed to an interview, they may not accept to answer some questions. In certain circumstances such as the taking of participants photos, may be an invasion of privacy though consent has been permitted by the participant. When participants are not given freedom to refuse invasion of their privacy, then it becomes unethical practice (Bryman & Bell 2015). In this study the participants' right of privacy was maintained through the focus laid out in accordance to the study objectives.

#### ❖ *Deception*

In the need to have natural responses from the respondents, researchers limit the participants understanding on the research intent. Although informed consent may be given by the respondents; this may not make deception permissible. An example of Holliday (1995) ethnographic study on small firms is notable. In this scenario, Holliday (1995), pretended that she was a student with particular interest on small firms and competitor's products. Following the informed consent and consultations with the various Departmental officials of TVETs, confidence against deception was built from the study point of view.

All the guidelines of the Ethical Committee of the University of KwaZulu-Natal (UKZN) were strictly adhered to. The application for the ethical clearance was populated. The Gatekeeper's letters collected from the TVET's were attached to the application and forwarded to the Ethics Committee of UKZN. Upon the receipt and scrutiny of the application, an approval with protocol reference number HSS/0044/014D was granted to the researcher to proceed on a field work.

### **5.13 Summary**

This chapter examined in detail the research methodology. The various research philosophies, their strengths and weaknesses were discussed before adopting pragmatism as the appropriate

philosophy. A thorough examination of the methodology and study design was given and non-experimental research design was found to be apt for this study. This was well suited with transformative mixed methods which were adopted for this study. Other research choices such as the mono method, the multiple methods, the multi-methods quantitative studies, concurrent mixed methods, sequential mixed methods and other research choices were examined for the purpose of clarity. The research approaches which include deductive, inductive and integrative approaches were all examined in this chapter.

After an extensive discussion of the various sampling techniques, with a cursory look at their benefits and shortcoming; simple random sampling was used to select respondents for quantitative data while purposive sampling was helpful in the selection of participants for interview. The various sampling techniques were discussed in detail. The target population was considered in the choice of the sampling techniques adopted. Descriptive and inferential statistics which were helpful in the process of data analysis were also examined. Other items addressed in this chapter include the limitations of the study as well as the ethics observed in the course of the study. Results shall be presented and analysed in the next chapter.

## **CHAPTER 6**

### **ANALYSIS, INTERPRETATION AND PRESENTATION OF RESULTS**

#### **6.1 Introduction**

In this chapter the results are interpreted and presented following the field work conducted as stated in the previous chapter. This data was analysed using the Social Package of Social Sciences (SPSS) on the quantitative side and the qualitative data was analysed using a content analysis. The inferential and descriptive data was thus analysed using SPSS as presented in this chapter. A qualified statistician conducted the statistical analyses of the study. The results of this study are in response to the following objectives that guided this study:

1. To understand the link between management and leadership within TVET colleges.
2. To ascertain the different measures put in place that supports effective management in TVET colleges.
3. To investigate how government policies sustain ethical practises within the colleges.
4. To examine if governance is adhered to as per policies governing TVET colleges.
5. To examine how the challenges regarding change management are addressed within TVET colleges.
6. To understand the challenges to staff development within TVET colleges.
7. To understanding the support measures put in place to promote continual staff development with TVET colleges.
8. To develop a conceptual framework management model to enhance the TVET college management.

Understanding the challenges facing management in TVETs is of significance in advancing issues that can remedy the operations of TVETs following determining of the need for skills development in the country. This study has noted that the skills development can be hampered if the TVETs challenges are not underscored accordingly. It has therefore been of significance to note the particular challenges that underpin the TVETs in Kwa-Zulu Natal province. Below are the various results presented in the realisation of the objectives. Firstly, it is necessary to explain the response rate in as far the response rate is concerned before presenting the rest of the results in Sections B and C of the questionnaire.

## **6.2 Response Rate**

The structured questionnaire accompanied by the cover letter to the respondents was personally administered during November, 2014 and June, 2015 period. A total of 380 questionnaires were administered out of which 7 were incomplete/unusable. However there were seven incomplete questionnaires recorded by the respondents therefore giving a response rate of 98.5%. The administration of the questionnaire was centralised per campus to facilitate easy data collection. There were nine campuses involved in this study covering all the major TVETs in KwaZulu-Natal Province.

By applying the criteria of sector and region with analysis and comparison of the sample structure and the population showed a deviation of less than 10% (average deviation by sector of 2.36% and 6.74% by region), based on which it could be concluded that the sample is representative (Sekaran & Bougie 2011).

## **6.3 Instrument's Reliability**

The reliability of the questionnaire instrument was done using the Cronbach test. The interview schedule was made trustworthy as the instrument was subject to confirmation by the respondents. The test for the questionnaire was conducted in three sections and all the sections met the reliability test as shown below.

Three groupings: Each group was formed, Cronbach's Alpha was calculated and t-test applied.

#### Factor 1 General/college/management

##### Reliability Statistics

Cronbach's Alpha	N of Items
0.844	5

#### Factor 2 How governance affects individuals

##### Reliability Statistics

Cronbach's Alpha	N of Items
0.760	4

#### Factor 3 Ethnicity of staff/individuals – self perception

##### Reliability Statistics

Cronbach's Alpha	N of Items
0.750	2

### 6.4 Demographic Data Analysis (Section A)

Five categories of demographic data were analysed in the demographic section. The categories analysed were educational qualifications, work tenure, gender, marital status and age. These details are tabulated hereunder. The demographic information has been used to gain the understanding of the profiles of the respondents. This is necessary to understand any differences between the variables and the profiles of the respondents.

### 6.4.1 Educational Qualifications

The educational qualifications in Table 6.1 indicate that 2.9 of the respondents under study have a matric certificate; this percentage is also applicable to those who have Masters Degrees. Certificate qualification holders are 6.7 which depicts that the number of people with low qualifications is low as compared to Diploma holders (35.9%) and degree holders (23.9%) while those with honours have the second highest percentage at 27.6%.

Table 6.1 records the qualifications of the respondents under study.

**Table 6.1: Qualifications**

	Frequency	Percent	Valid Percent	Cumulative Percent
Matric	11	2.9	2.9	2.9
Certificate	25	6.7	6.7	9.7
Diploma	134	35.9	35.9	45.6
Degree	89	23.9	23.9	69.4
Honours/Post grad diploma	103	27.6	27.6	97.1
Masters	11	2.9	2.9	100
Total	373	100	100	

The large percentage of those above certificate level of qualification indicates that the institutions are well resourced in terms of skills. As a skills sector, the qualifications of instructors are important and the higher their qualifications the better the image of the sector.

### 6.4.2 Gender

Table 6.2 indicates that the majority of the respondents were female, 64.1% as opposed to the males that accounted for 35.9% of the sample. The gender distribution reflects a staffing component within the institution.

**Table 6.2 Gender distribution**

	Frequency	Percent	Valid Percent	Cumulative Percent
Male	134	35.9	35.9	35.9
Female	239	64.1	64.1	100
Total	373	100	100	

### 6.4.3 Age Distribution

The age distribution of the respondents presented in Table 6.3 depicts that most of the respondents were in the age range of 25-35 with a percentage ranking of 53.6% followed by those in the age range of 36-45 at 23.6%. The age range with the lowest percentage were those under the 25 (5.1%) followed by those who were above 55(6.4%). Finally, those in the age range of 46-55 were 11.3%. These frequencies are tabulated in table 6.3 below.

**Table 6.3: Ages of respondents**

	Frequency	Percent	Valid Percent	Cumulative Percent
<25	19	5.1	5.1	5.1
25-35	200	53.6	53.6	58.7
36-45	88	23.6	23.6	82.3
46-55	42	11.3	11.3	93.6
>55	24	6.4	6.4	100
Total	373	100	100	

Table 6.3 Specifies that the lowest age groups in the TVET colleges in KwaZulu-Natal province are those below 25 and those above 55 years of age.

### 6.4.4 Race

The respondents' race as portrayed in Table 6.4 shows that the least population in the staff of the TVET were the other (1.1%) and coloureds (3.2%) whereas the Indians were 14.5% and the blacks were the highest (70.5%), whites however formed 10.7% of the sample. This is reflective of the demographics of the population in the area.

**Table 6.4: Race**

	Frequency	Percent	Valid Percent	Cumulative Percent
Black	263	70.5	70.5	70.5
Coloured	12	3.2	3.2	73.7
Indian	54	14.5	14.5	88.2
White	40	10.7	10.7	98.9
Other	4	1.1	1.1	100
Total	373	100	100	

#### 6.4.5 Marital Status

The marital status of the staff at TVET in the KwaZulu-Natal province is as follows: 54.4% are single while those that are married are 41.6%; however, those that are divorced are slightly higher than the widowed at 2.1% to 1.9% respectively.

**Table 6.5: Marital status**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Single	203	54.4	54.4	54.4
	Married	155	41.6	41.6	96
	Widowed	7	1.9	1.9	97.9
	Divorced	8	2.1	2.1	100
	Total	373	100	100	

#### 6.4.6 Job Titles

The sample had a larger number of academics (76.1%), followed by the support staff with a compliment of 15%. Principals, Managers and HoDs formed a smaller percentage of the sample with 5.1% and 2.9% respectively whereas the Principals formed a 3% range. Table 6.6 gives further details in regard to the numbers involved.

**Table 6.6: Job title**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Principals	3	0.8	0.8	0.8
	HOD	11	2.9	2.9	3.8
	Manager	19	5.1	5.1	8.8
	Academic	284	76.1	76.1	85
	Support	56	15	15	100
	Total	373	100	100	

#### 6.4.7 Employment Status

The employment status of the workers in the TVET institutions in KwaZulu-Natal depicts that a large majority are employed on a full time basis (96.2%), while the part-time staff is only 3.8% as presented in Table 6.7 on the next page. This may indicate that the TVETs have sufficient manpower for their operations.

**Table 6.7: Employment status**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
Fill-time	359	96.2	96.2	96.2
Part-time	14	3.8	3.8	100
Total	373	100	100	

#### 6.4.8 Employment Tenure

A number of staff of the TVETs have worked for 5-10 years as confirmed by the record that this category of tenureship is the highest at 37%. This is followed by those who have worked 11- 15 years at 13.7%. The number however is drastically reduced for those whose tenure has been up to 20 years (6.4%) or 20 years and beyond (6.2%). Nonetheless, those who have worked for less than 5 years have a proportionally higher number at 36.7%.

**Table 6.8: Employment tenure**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
<5 years	137	36.7	36.7	36.7
5-10 years	138	37	37	73.7
11-15 years	51	13.7	13.7	87.4
16-20 years	24	6.4	6.4	93.8
>20 years	23	6.2	6.2	100
Total	373	100	100	

#### 6.4.9 Response Rate per College

The Elangeni college had the highest number of participants in the research (23.1%) seconded by Esayidi and Coastal colleges, each with a sample of 17.7%. Mnambithi and UMgungundlovu followed with 12.1% and 10.1% respectively. Majuba, Mthashana, Thekwini, Umfolozi colleges had 2.4%, 4.3%, 8.6% and 3.8% respectively. Table 6.9 reports the details of the colleges that participated in the study.

**Table 6.9: College respondents**

	Frequency	Percent	Valid Percent	Cumulative Percent
Coastal	66	17.7	17.7	17.7
Elangeni	86	23.1	23.1	40.8
Esayidi	66	17.7	17.7	58.4
Majuba	9	2.4	2.4	60.9
Mnambithi	45	12.1	12.1	72.9
Mthashana	16	4.3	4.3	77.2
Thekwini	32	8.6	8.6	85.8
Umfolozi	14	3.8	3.8	89.5
Umgungunlovo	39	10.5	10.5	100
Total	373	100	100	

**6.4.10 Respondents per Discipline**

The respondents are drawn from a wide range of disciplines as shown in Table 6.10. The largest disciplines were Finance, Economics and Accounting (27.1%), other (43.7%) while the lowest disciplines were: tourism, (2.9%) Primary agriculture (1.9%), Electrical infrastructure and Construction (2.1%).

**Table 6.10: Respondents' discipline**

	Frequency	Percent	Valid Percent	Cumulative Percent
Hospitality	26	7	7	7
Tourism	11	2.9	2.9	9.9
Primary agriculture	7	1.9	1.9	11.8
Electrical Infrastructure Construction	8	2.1	2.1	13.9
Engineering	57	15.3	15.3	29.2
Finance, Economics and Accounting	101	27.1	27.1	56.3
Other	163	43.7	43.7	100
Total	373	100	100	

The details of 'other' are tabulated in Table 6.11 on the next page. The 'other' represents areas that are not academic as well as not senior in management as recorded in the table below:

**Table 6.11: Other discipline**

	Frequency	Percent	Valid Percent	Cumulative Percent
Other	209	56	56	56
Admin	1	0.3	0.3	56.3
Admin Staff	1	0.3	0.3	56.6
Administration	2	0.5	0.5	57.1
Business	8	2.1	2.1	59.2
Business Management	1	0.3	0.3	59.5
Business Studies	36	9.7	9.7	69.2
Campus Manager	1	0.3	0.3	69.4
Communication	2	0.5	0.5	70
Communication Language	1	0.3	0.3	70.2
Computer Skills and Life Orientations	1	0.3	0.3	70.5
Education	1	0.3	0.3	70.8
Education and Development	2	0.5	0.5	71.3
English	7	1.9	1.9	73.2
English (Fundamentals)	1	0.3	0.3	73.5
English language	1	0.3	0.3	73.7
Fashion Designing	1	0.3	0.3	74
Financial Management	1	0.3	0.3	74.3
Fundamental LO	1	0.3	0.3	74.5
Fundamentals	5	1.3	1.3	75.9
Fundamentals (English)	1	0.3	0.3	76.1
Fundamentals English	1	0.3	0.3	76.4
Fundamentals Life Orientation	1	0.3	0.3	76.7
General	1	0.3	0.3	76.9
General Assistant	1	0.3	0.3	77.2
General Studies	1	0.3	0.3	77.5
Information Technology	9	2.4	2.4	79.9
L.O	1	0.3	0.3	80.2
Language	1	0.3	0.3	80.4
Law	1	0.3	0.3	80.7
Librarian	2	0.5	0.5	81.2
Management	3	0.8	0.8	82
Marketing	8	2.1	2.1	84.2
Marketing/Language	1	0.3	0.3	84.5
Math	2	0.5	0.5	85
Maths Lit and LO	1	0.3	0.3	85.3

NCV	3	0.8	0.8	86.1
OA	1	0.3	0.3	86.3
office admin	1	0.3	0.3	86.6
Office Admin	18	4.8	4.8	91.4
Office Administration	1	0.3	0.3	91.7
Projects	2	0.5	0.5	92.2
Psychology	1	0.3	0.3	92.5
Public Admin	1	0.3	0.3	92.8
Public Management	4	1.1	1.1	93.8
Public Relations	1	0.3	0.3	94.1
Safety in Society	3	0.8	0.8	94.9
SIS	1	0.3	0.3	95.2
Skills	1	0.3	0.3	95.4
Skills Coordinator	1	0.3	0.3	95.7
Student Affairs	1	0.3	0.3	96
Student Support Services	2	0.5	0.5	96.5
Support staff	7	1.9	1.9	98.4
Support Staff	3	0.8	0.8	99.2
Transport and Logistics	2	0.5	0.5	99.7
Transport Logistics	1	0.3	0.3	100
Total	373	100	100	

## 6.5 Management Challenges (Section B)

This section is broken down into subsections that were analysed with inferential statistics. Descriptive statistics using frequencies have not been included in this section but are tabulated in appendix A. A sample t-test was used to denote any significant agreement or disagreement for the statements presented in the questionnaire. The one sample statistics designed the mean values in the tables. The rest of the questionnaire is scheduled on the next page. The table 6.12 on the next page shows the Objectives, Section B and Section C of the questionnaire.

**Table 6.12: Objectives as per questionnaire**

Research Objectives	Section B Sub-titles	Section C-Subtitles
To understand the link between management and leadership within FET colleges.	Management Practice Challenges.	Quality Management Systems (QMS)- Customer/Client Focus.
To ascertain the different measures put in place that supports effective management in FET colleges.	Management and Leadership	Quality Management Systems: - Leadership
To investigate how government policies sustain ethical practises within the colleges.	Governance	Quality Management Systems: - Involvement of People
To examine if governance is adhered to as per policies governing FET colleges.	Change Management	Quality Management Systems: - Process Approach
To examine how the challenges regarding change management are addressed within FET colleges.	Staff Development	Quality Management Systems: - Systems approach to management
To understand the challenges to staff development within FET colleges.		Quality Management Systems: - Continual improvement
To understanding the support measures put in place to promote continual staff development with FET colleges.		Quality Management Systems: - Factual approach to decision making
To develop a conceptual framework management model to enhance the FET college management.		Quality Management Systems: - Mutually beneficial relationship

### 6.5.1 B1: Management Practice Challenges

In this section, the uses of one sample statistics as well as one sample test are tabulated. In Table 6.13 the sample statistics have indicated that there is a general agreement in terms of institution faces many management practice challenges with mean of 3.83; challenges at my institution prove to be harmful with a mean value of 3.39; challenges at my institution prove to be beyond control with a mean value of 3.40; Challenges at my institution are addressed adequately benefit the organization with a mean value of 3.05; Challenges at my institution always create negative outcomes with a mean value of 3.15; Challenges faced at my institution are repetitive with a mean value of 3.61 whereas there was a disagreement on the statement that Challenges at my institution are overcome timeously with a mean value of 2.79. This section handles objective one of the research.

**Table 6.13: Management practice challenges One-Sample Statistics**

	N	Mean	Std. Deviation	Std. Error Mean
1.1. My institution currently faces many management practice challenges	373	3.83	0.989	0.051
1.2. Challenges at my institution prove to be harmful to daily operation	373	3.39	1.094	0.057
1.3. Challenges experienced at my institution are beyond my control	373	3.40	1.152	0.06
1.4. Challenges at my institution are addressed adequately benefit the organization	373	3.05	1.084	0.056
1.5. Challenges at my institution always create negative outcomes	373	3.15	1.132	0.059
1.6. Challenges at my institution are overcome timeously	373	2.79	1.128	0.058
1.7. Challenges faced at my institution are repetitive	373	3.61	1.051	0.054

It is noted that there is significant agreement that: ‘My institution currently faces many management practice challenges’ ( $t(372) = 16.286, p < .0005$ ); ‘Challenges at my institution prove to be harmful to daily operation’, ( $t(372) = 6.959, p < .0005$ ); ‘Challenges experienced at my institution are beyond my control’, ( $t(372) = 6.742, p < .0005$ ); ‘Challenges at my institution always create negative outcomes’, ( $t(372) = 2.515, p = .012$ ); and ‘Challenges faced at my institution are repetitive’, ( $t(372) = 11.184, p < .0005$ ). There is significant disagreement that challenges are overcome timeously ( $t(372) = -3.579, p < .0005$ ). Table 6.14 below presents these findings. The findings indicate that the management practice challenges exist and that they are not resolved in time.

**Table 6.14: Management practice challenges One-Sample Test**

	Test Value = 3					
					95% Confidence Interval of the Difference	
	t	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
1.1. My institution currently faces many management practice challenges	16.286	372	0	0.834	0.73	0.93
1.2. Challenges at my institution prove to be harmful to daily operation	6.959	372	0	0.394	0.28	0.51
1.3. Challenges experienced at my institution are beyond my control	6.742	372	0	0.402	0.28	0.52
1.4. Challenges at my institution are addressed adequately benefit the organization	0.860	372	0.39	0.048	-0.06	0.16
1.5. Challenges at my institution always create negative outcomes	2.515	372	0.012	0.147	0.03	0.26
1.6. Challenges at my institution are overcome timeously	-3.579	372	0	-0.209	-0.32	-0.09
1.7. Challenges faced at my institution are repetitive	11.184	372	0	0.609	0.5	0.72

A further analysis was done in gauging on challenges general and challenges managed as stated in Tables 6.15 and 6.16 the results signalled that there was a significant agreement for the general

grouping. This therefore indicates that the challenges as per the findings exist and a collective or a majority of them have been confirmed as significant.

**Table 6.15 General and managed challenges**

	N	Mean	Std. Deviation	Std. Error Mean
CHALLENGES_GENERAL	373	3.4772	0.81203	0.04205
CHALLENGES_MANAGED	373	2.9196	0.92833	0.04807

**Table 6.16: The general –managed One-Sample Test**

	Test Value = 3					
					95% Confidence Interval of the Difference	
	t	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
CHALLENGES_GENERAL	11.35	372	0	0.47721	0.3945	0.5599
CHALLENGES_MANAGED	-1.673	372	0.095	-0.08043	-0.1749	0.0141

The rating of challenges in a one sample statistics showed the following means:

The ineffective management has been agreed with a mean of 3.05 while poor leadership had an agreement with a mean value of 3.06 as well as poor facilities had an agreement among the respondents with a mean value of 3.32. The underqualified staff had a disagreement with mean value of 2.43 and unethical practices was disagreed with a mean value of 2.67 as depicted in Table 6.17 on the next page. These can be considered as challenges in KwaZulu-Natal colleges.

**Table 6.17: Challenges ranking on a One-Sample Statistics**

	N	Mean	Std. Deviation	Std. Error Mean
2.1 Ineffective management	373	3.05	1.436	0.074
2.2 Poor leadership	373	3.06	1.438	0.074
2.3 Under qualified staff	373	2.43	1.329	0.069
2.4 Unethical practices	373	2.67	1.422	0.074
2.5 Poor facilities	373	3.32	1.512	0.078

These scores were tested on an average score of 3 on a one sample test as tabulated below in Table 6.18. The analysis shows that poor facilities are perceived to be a significant challenge ( $t(372) = 4.040$ ,  $p < .0005$ ); while under qualified staff ( $t(372) = -8.336$ ,  $p < .0005$ ) and unethical practices ( $t(372) = -4.478$ ,  $p < .0005$ ) are not significantly large challenges.

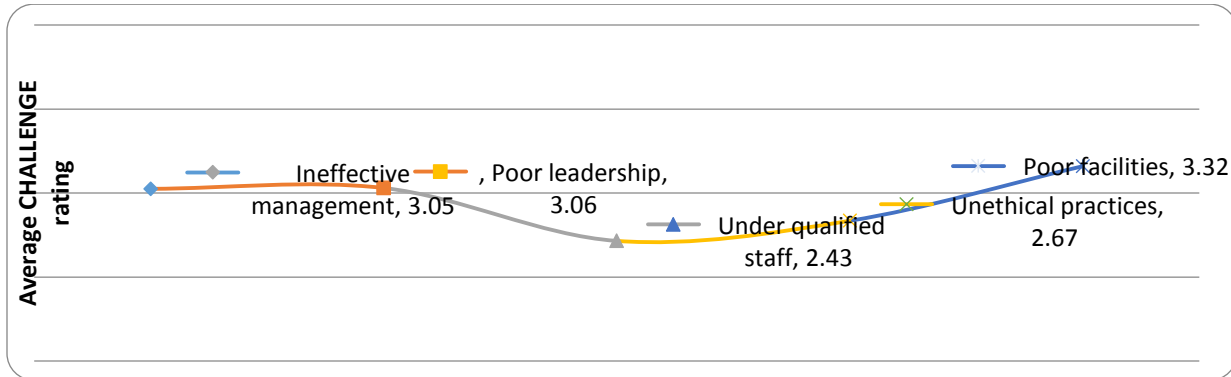
**Table 6.18: Challenges One-Sample Test**

	Test Value = 3					
					95% Confidence Interval of the Difference	
	t	Df	Sig. (2-tailed)	Mean Difference	Lower	Upper
2.1 Ineffective management	0.721	372	0.471	0.054	-0.09	0.2
2.2 Poor leadership	0.828	372	0.408	0.062	-0.08	0.21
2.3 Under qualified staff	-8.336	372	0	-0.574	-0.71	-0.44
2.4 Unethical practices	-4.478	372	0	-0.33	-0.47	-0.18
2.5 Poor facilities	4.04	372	0	0.316	0.16	0.47

The average challenge ratings in the Figure 6.1 on the next page clearly shows that under qualified staff and unethical practices are not highly agreed to as compared to ineffective management, poor leadership and poor facilities in as far as challenges are concerned. The under qualified staff (2.43) and unethical practices (2.47) are seen as minor problems compared to other problems. The main

challenges therefore are ineffective leadership (3.05), poor leadership (3.06) and facilities (3.32) in the colleges at KwaZulu-Natal province.

**Figure 6.1: Challenge ratings**



#### 6.5.1.1 College Results on Management Practice Challenges

The above findings on the whole sample can be specified according to each of the colleges under study as shown by the tables that follow henceforth. All Colleges have agreed that my college faces many management practice challenges. This is shown by the means which range from 3.27 to 4.21 in all colleges under study. Esayidi college disagrees to the statement that Challenges at my institution prove to be harmful to daily operation, but all other colleges agree to that statement as shown in Table 6.19 on the next page. Coastal, Esayidi, Majuba and Umgungunlovo colleges have expressed an agreement that Challenges at my institution are addressed adequately benefit the organization while Elangeni, Mnambithi, Mthashana, Umfolozi, Thekwini colleges have disagreed to the same statement. All colleges agreed to the statement that the problems are repetitive. This could be an indication that a sustainable solution is required in dealing with the issues that are in the colleges.

**Table 6.19: Means of management practice challenges**

		N	Mean	Std. Deviation
1.1. My institution currently faces many management practice challenges	Coastal	66	3.85	0.949
	Elangeni	86	3.86	1.19
	Esayidi	66	3.47	0.898
	Majuba	9	4	0.707
	Mnambithi	45	4.04	1.021
	Mthashana	16	3.81	0.544
	Thekwini	32	3.91	0.928
	Umfoloji	14	4.21	0.699
	Umgungunlovo	39	3.9	0.912
	Total	373	3.83	0.989
1.2. Challenges at my institution prove to be harmful to daily operation	Coastal	66	3.35	0.953
	Elangeni	86	3.51	1.166
	Esayidi	66	2.97	1.136
	Majuba	9	3.33	0.866
	Mnambithi	45	3.4	1.156
	Mthashana	16	3.5	0.816
	Thekwini	32	3.75	0.984
	Umfoloji	14	3.93	0.829
	Umgungunlovo	39	3.41	1.163
	Total	373	3.39	1.094
1.3. Challenges experienced at my institution are beyond my control	Coastal	66	3.53	1.112
	Elangeni	86	3.37	1.208
	Esayidi	66	3.35	1.06
	Majuba	9	3.44	1.236
	Mnambithi	45	2.96	1.186
	Mthashana	16	3.19	1.109
	Thekwini	32	3.78	1.039
	Umfoloji	14	4.07	0.829
	Umgungunlovo	39	3.38	1.248
	Total	373	3.4	1.152
1.4. Challenges at my institution are addressed adequately benefit the organization	Coastal	66	3	0.977
	Elangeni	86	2.94	1.202
	Esayidi	66	3.48	0.881
	Majuba	9	3.22	1.093
	Mnambithi	45	2.84	1.205
	Mthashana	16	2.63	0.619
	Thekwini	32	3.13	0.942
	Umfoloji	14	2.5	1.092

	Umgungunlovo	39	3.13	1.218
	Total	373	3.05	1.084
1.5. Challenges at my institution always create negative outcomes	Coastal	66	3.33	1.072
	Elangeni	86	3.19	1.173
	Esayidi	66	2.77	1.12
	Majuba	9	2.78	0.667
	Mnambithi	45	3.42	1.27
	Mthashana	16	3.13	1.147
	Thekwini	32	3.19	0.998
	Umfoloji	14	3.21	1.122
	Umgungunlovo	39	3.1	1.095
	Total	373	3.15	1.132
1.6. Challenges at my institution are overcome timeously	Coastal	66	2.68	0.947
	Elangeni	86	2.62	1.15
	Esayidi	66	3.41	1.123
	Majuba	9	2.56	1.014
	Mnambithi	45	2.56	1.198
	Mthashana	16	3.25	1
	Thekwini	32	2.81	1.061
	Umfoloji	14	2.57	1.089
	Umgungunlovo	39	2.51	1.097
	Total	373	2.79	1.128
1.7. Challenges faced at my institution are repetitive	Coastal	66	3.79	0.886
	Elangeni	86	3.58	1.142
	Esayidi	66	3.44	1.083
	Majuba	9	3.33	1
	Mnambithi	45	3.56	1.216
	Mthashana	16	3.69	0.479
	Thekwini	32	3.56	1.19
	Umfoloji	14	4	0.555
	Umgungunlovo	39	3.64	1.038
	Total	373	3.61	1.051

There are significant differences in colleges regarding the management practice challenges (Welch (8,80.767) = 2.112,  $p=.044$ ). Umfolozi faces significantly many practice challenges than Esayidi.

It is denoted that there are significant differences in challenges that prove to be more harmful for daily operations (Welch (8,79.144) = 2.407,  $p=.022$ ). Thekwini and Umfolozi colleges have challenges that prove to be more harmful in their daily operations than Esayidi College.

There are no significant differences reported on the statement that challenges experienced in institutions are beyond control. However, there are significant differences on the understanding that ‘Challenges at my institution are addressed adequately benefit the organization’ (Welch (8, 78.444) = 3.529,  $p=.002$ ). Esayidi significantly holds the perception that challenges addressed adequately benefit the organisation than Elangeni and Mthashana.

There are significant differences in colleges on the perception that Challenges at my institution are overcome timeously (Welch (8, 77.606) = 3.720,  $p=.001$ ). Esayidi has a higher perception that challenges at my institution are overcome timeously than Elangeni, Mnambithi and Umgungunlovo. This is shown as per the robust tests of equality of means in Table 6.20 below.

**Table 6.20: Management practice challenges Robust Tests of Equality of Means**

		Statistic <sup>a</sup>	df1	df2	Sig.
1.1. My institution currently faces many management practice challenges	Welch	2.112	8	80.767	0.044
1.2. Challenges at my institution prove to be harmful to daily operation	Welch	2.407	8	79.144	0.022
1.3. Challenges experienced at my institution are beyond my control	Welch	2.498	8	78	0.018
1.4. Challenges at my institution are addressed adequately benefit the organization	Welch	3.529	8	78.444	0.002
1.5. Challenges at my institution always create negative outcomes	Welch	1.698	8	79.331	0.112
1.6. Challenges at my institution are overcome timeously	Welch	3.72	8	77.606	0.001
1.7. Challenges faced at my institution are repetitive	Welch	1.342	8	81.469	0.235

a. Asymptotically F distributed.

## 6.5.2 B2: Management and Leadership

The one sample statistics and the one sample test have shown a significant agreement on all the statements in the questionnaire with exception to statement 3.6. Table 6.21 is the tabulation of the results. The mean values in the one sample test are all above 3 and the lowest is that of 3.6. This therefore signifies that there is an agreement to the statements stated herein.

**Table 6.21: Management and leadership One-Sample Statistics**

	N	Mean	Std. Deviation	Std. Error Mean
3.1. My manager has excellent leadership qualities	373	3.39	1.076	0.056
3.2. My manager is able to motivate staff	373	3.42	1.118	0.058
3.3. My manager influences staff positively	373	3.44	1.065	0.055
3.4. My manager empowers us to do our best	373	3.49	1.101	0.057
3.5. My manger delegates tasks in an effective manner	373	3.35	1.099	0.057
3.6. My manager appreciates and rewards my efforts	373	3.11	1.179	0.061

3.7. My manager is an effective leader	373	3.36	1.045	0.054
3.8. My manager has excellent management qualities	373	3.28	1.06	0.055
3.9. My manager is able to manage change effectively	373	3.29	1.046	0.054
3.10. My manager ensures goals and objectives are achieved	373	3.45	1.019	0.053
3.11. My manager promotes two way communication	373	3.29	1.132	0.059
3.12. My manager is controlling	373	3.16	1.101	0.057
3.13. My manager coordinates activities in an appropriate manner	373	3.42	0.987	0.051
3.14. My manager gives clear direction	373	3.38	1.055	0.055
3.15. My manager is able to resolve conflict	373	3.3	1.066	0.055
3.16. My manager engages in planning, organising, leading and control	373	3.48	1.041	0.054

Following the results tabulated on the proceeding page in Table 6.22 is statistically evident that there is an agreement that ‘my manager has excellent leadership qualities’ ( $t(372)=7.071$   $p<.0005$ ); ‘my manager is able to motivate staff’ ( $t(372)=7.272$   $p<.0005$ ); ‘my manager influences staff positively’ ( $t(372)=8.021$   $p<.0005$ ); ‘my manager empowers us to do our best’ ( $t(372)=8.650$ ); ‘my manager delegates tasks in an effective manner’ ( $t(372)=6.219$   $p<.0005$ ); ‘my manager is an effective leader’ ( $t(372)=6.690$   $p<.0005$ ); ‘my manager has excellent management qualities’ ( $t(372)=5.178$   $p<.0005$ ); ‘my manager is able to manage change effectively’ ( $t(372)=5.395$   $p<.0005$ ); ‘my manager ensures goals and objectives are achieved’ ( $t(372)=8.586$   $p<.0005$ ); ‘my manager promotes a two way communication’ ( $t(372)=4.896$   $p<.0005$ ); ‘my manager coordinates activities in an appropriate manner’ ( $t(372)=8.180$   $p<.0005$ ); ‘my manager gives clear direction’ ( $t(372)=6.923$   $p<.0005$ ); ‘my manager is able to resolve conflict’ ( $t(372)=5.442$   $p<.0005$ ); ‘my manager engages in planning, organising, leading and controlling’ ( $t(372)=8.953$   $p<.0005$ ). There is however a disagreement with the statement that ‘my manager appreciates and rewards my efforts’ ( $t(372)=1.844$   $p>.0005$ ). The effectiveness of a leader group in these findings indicates that there is a general agreement on the qualities of good leadership with an exception to appreciation of efforts.

**Table 6.22: Management and leadership One-Sample Test**

	Test Value = 3					
					95% Confidence Interval of the Difference	
	t	Df	Sig. (2-tailed)	Mean Difference	Lower	Upper
3.1. My manager has excellent leadership qualities	7.071	372	0	0.394	0.28	0.5
3.2. My manager is able to motivate staff	7.272	372	0	0.421	0.31	0.53
3.3. My manager influences staff positively	8.021	372	0	0.442	0.33	0.55
3.4. My manager empowers us to do our best	8.65	372	0	0.493	0.38	0.61
3.5. My manger delegates tasks in an effective manner	6.219	372	0	0.354	0.24	0.47
3.6. My manager appreciates and rewards my efforts	1.844	372	0.066	0.113	0	0.23
3.7. My manager is an effective leader	6.69	372	0	0.362	0.26	0.47
3.8. My manager has excellent management qualities	5.178	372	0	0.284	0.18	0.39
3.9. My manager is able to manage change effectively	5.395	372	0	0.292	0.19	0.4
3.10. My manager ensures goals and objectives are achieved	8.586	372	0	0.453	0.35	0.56
3.11. My manager promotes two way communication	4.896	372	0	0.287	0.17	0.4
3.12. My manager is controlling	2.728	372	0.007	0.155	0.04	0.27
3.13. My manager coordinates activities in an appropriate manner	8.18	372	0	0.418	0.32	0.52
3.14. My manager gives clear direction	6.923	372	0	0.378	0.27	0.49
3.15. My manager is able to resolve conflict	5.442	372	0	0.3	0.19	0.41
3.16. My manager engages in planning, organising, leading and control	8.953	372	0	0.483	0.38	0.59

A composite score was used in order to assess whether management exhibits good leadership and the findings are stated below in Table 6.23.

**Table 6.23: Management and leadership One-Sample Statistics**

	N	Mean	Std. Deviation	Std. Error Mean
Management Leadership	373	3.3324	0.82374	0.04265

The one sample test is thus presented in Table 6.24 below.

**Table 6.24: Management-leadership One-Sample Test**

	Test Value = 3					
	t	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Management Leadership	7.794	372	0	0.33244	0.2486	0.4163

It can therefore be concluded that there is a significant agreement that management shows good leadership qualities.

#### **6.5.2.1 College Results on Management and Leadership**

For each of the colleges the detailed tabulation below elucidates the relevant mean. The various means indicate that the excellence of leadership qualities varies from college to college. The manager having excellent leadership qualities is highly agreed in Esayidi (3.83), Coastal (3.61) and all others but there is no agreement in Umfolozi (2.64). The ability of a manager being able to motivate is also disagreed in Umfolozi as opposed to the rest of the colleges in the province. This indeed becomes a problem confronting the working staff. The staff is also not influenced by management at Umfolozi as compared to other colleges. The manager in Umfolozi is also not known to empower staff as well as delegate duties. Other areas that are negatively reported are that my manager appreciates and rewards efforts being reported positively in all colleges other than Umfolozi and Mnambithi colleges. My manager is an effective leader is also disagreed in Umfolozi. My manager has excellent management qualities is further disagreed by the Umfolozi sample as well as Mnambithi. My manager is able to manage change effectively is further disagreed by the sample of the two colleges. My Manager ensures that goals and objectives are achieved is also disagreed by Umfolozi. My manager promotes a two-way communication is however agreed to by Umfolozi like the rest of the colleges. My manager coordinates activities in an appropriate manner are not agreed by the Umfolozi sample unlike other colleges. My manager gives clear direction is also disagreed by Umfolozi whereas my manager is able to resolve conflict is disagreed by Mnambithi College and not Umfolozi. The management functions of planning, organising, leading and controlling are however agreed by all the colleges in the sample. Table 6.25 on the next page presents the details of these issues.

**Table 6.25: Management and leadership College Means**

		N	Mean	Std. Deviation
3.1. My manager has excellent leadership qualities	Coastal	66	3.61	1.094
	Elangeni	86	3.21	1.053
	Esayidi	66	3.83	0.834
	Majuba	9	3.56	1.424
	Mnambithi	45	3.02	1.196
	Mthashana	16	3.38	0.885
	Thekwini	32	3.44	1.045
	Umfoloji	14	2.64	1.008
	Umgungunlovo	39	3.33	1.06
	Total	373	3.39	1.076
3.2. My manager is able to motivate staff	Coastal	66	3.76	1.124
	Elangeni	86	3.19	1.079
	Esayidi	66	3.79	1.074
	Majuba	9	3.44	1.509
	Mnambithi	45	3.2	1.217
	Mthashana	16	3.38	0.806
	Thekwini	32	3.41	0.979
	Umfoloji	14	2.64	1.008
	Umgungunlovo	39	3.31	1.03
	Total	373	3.42	1.118
3.3. My manager influences staff positively	Coastal	66	3.73	1.103
	Elangeni	86	3.26	1.054
	Esayidi	66	3.86	0.926
	Majuba	9	3.56	1.333
	Mnambithi	45	3.2	1.1
	Mthashana	16	3.44	0.512
	Thekwini	32	3.31	0.965
	Umfoloji	14	2.71	1.139
	Umgungunlovo	39	3.28	1.075
	Total	373	3.44	1.065
3.4. My manager empowers us to do our best	Coastal	66	3.77	1.064
	Elangeni	86	3.33	1.079
	Esayidi	66	3.76	1.164
	Majuba	9	3.78	1.202
	Mnambithi	45	3.31	1.221
	Mthashana	16	3.31	0.479
	Thekwini	32	3.5	1.047
	Umfoloji	14	2.86	1.027

	Umgungunlovo	39	3.38	1.042
	Total	373	3.49	1.101
3.5. My manger delegates tasks in an effective manner	Coastal	66	3.64	1.159
	Elangeni	86	3.09	1.013
	Esayidi	66	3.58	1.124
	Majuba	9	3.44	1.333
	Mnambithi	45	3.16	1.261
	Mthashana	16	3.63	0.619
	Thekwini	32	3.53	0.95
	Umfolozi	14	2.93	0.917
	Umgungunlovo	39	3.18	1.048
	Total	373	3.35	1.099
3.6. My manager appreciates and rewards my efforts	Coastal	66	3.44	1.291
	Elangeni	86	2.84	1.072
	Esayidi	66	3.36	1.185
	Majuba	9	3.67	1.414
	Mnambithi	45	2.69	1.395
	Mthashana	16	3.19	0.981
	Thekwini	32	3.16	0.954
	Umfolozi	14	2.93	0.917
	Umgungunlovo	39	3.1	0.968
	Total	373	3.11	1.179
3.7. My manager is an effective leader	Coastal	66	3.65	1.13
	Elangeni	86	3.1	0.983
	Esayidi	66	3.74	0.966
	Majuba	9	3.56	1.424
	Mnambithi	45	3.11	1.092
	Mthashana	16	3.31	0.704
	Thekwini	32	3.41	0.911
	Umfolozi	14	2.71	0.914
	Umgungunlovo	39	3.26	0.993
	Total	373	3.36	1.045
3.8. My manager has excellent management qualities	Coastal	66	3.39	1.162
	Elangeni	86	3.13	1.015
	Esayidi	66	3.67	0.966
	Majuba	9	3.56	1.424
	Mnambithi	45	2.96	1.107
	Mthashana	16	3.44	0.512
	Thekwini	32	3.31	0.896
	Umfolozi	14	2.79	0.975
	Umgungunlovo	39	3.21	1.128

	Total	373	3.28	1.06
3.9. My manager is able to manage change effectively	Coastal	66	3.47	1.07
	Elangeni	86	3.05	1.028
	Esayidi	66	3.68	1.098
	Majuba	9	3.44	1.333
	Mnambithi	45	2.89	1.049
	Mthashana	16	3.56	0.512
	Thekwini	32	3.41	0.837
	Umfolozi	14	2.86	1.027
	Umgungunlovo	39	3.26	0.938
	Total	373	3.29	1.046
3.10. My manager ensures goals and objectives are achieved	Coastal	66	3.8	1.026
	Elangeni	86	3.26	0.87
	Esayidi	66	3.65	1.015
	Majuba	9	3.44	1.333
	Mnambithi	45	3.16	1.086
	Mthashana	16	3.44	1.153
	Thekwini	32	3.47	0.95
	Umfolozi	14	2.93	0.997
	Umgungunlovo	39	3.49	0.997
	Total	373	3.45	1.019
3.11. My manager promotes two way communication	Coastal	66	3.44	1.204
	Elangeni	86	3.15	1.112
	Esayidi	66	3.41	1.109
	Majuba	9	3.33	1.323
	Mnambithi	45	3.07	1.214
	Mthashana	16	3	0.966
	Thekwini	32	3.66	0.937
	Umfolozi	14	3.29	1.069
	Umgungunlovo	39	3.18	1.144
	Total	373	3.29	1.132
3.12. My manager is controlling	Coastal	66	3.24	1.29
	Elangeni	86	3.16	1.004
	Esayidi	66	3.14	1.108
	Majuba	9	3.22	1.202
	Mnambithi	45	3.04	1.147
	Mthashana	16	3.19	0.75
	Thekwini	32	2.91	0.963
	Umfolozi	14	2.86	1.231
	Umgungunlovo	39	3.44	1.071
	Total	373	3.16	1.101

3.12 My manager is NOT controlling	Coastal	66	2.7576	1.28973
	Elangeni	86	2.8372	1.00423
	Esayidi	66	2.8636	1.10782
	Majuba	9	2.7778	1.20185
	Mnambithi	45	2.9556	1.14724
	Mthashana	16	2.8125	0.75
	Thekwini	32	3.0938	0.9625
	Umfolozzi	14	3.1429	1.23146
	Umgungunlovo	39	2.5641	1.07103
	Total	373	2.8445	1.10105
3.13. My manager coordinates activities in an appropriate manner	Coastal	66	3.65	1.102
	Elangeni	86	3.13	0.865
	Esayidi	66	3.58	1.053
	Majuba	9	3.44	1.333
	Mnambithi	45	3.22	0.951
	Mthashana	16	3.69	0.704
	Thekwini	32	3.59	0.712
	Umfolozzi	14	2.93	0.997
	Umgungunlovo	39	3.54	0.996
	Total	373	3.42	0.987
3.14. My manager gives clear direction	Coastal	66	3.65	1.03
	Elangeni	86	3.22	1.034
	Esayidi	66	3.59	1.095
	Majuba	9	3.33	1.323
	Mnambithi	45	3.13	1.14
	Mthashana	16	3.25	0.683
	Thekwini	32	3.41	0.946
	Umfolozzi	14	2.71	0.994
	Umgungunlovo	39	3.46	0.996
	Total	373	3.38	1.055
3.15. My manager is able to resolve conflict	Coastal	66	3.45	1.04
	Elangeni	86	3.2	0.98
	Esayidi	66	3.45	1.084
	Majuba	9	3.44	1.333
	Mnambithi	45	2.98	1.076
	Mthashana	16	3.25	1.238
	Thekwini	32	3.53	1.047
	Umfolozzi	14	3.14	1.167
	Umgungunlovo	39	3.23	1.063
	Total	373	3.3	1.066
3.16. My manager engages in planning, organising, leading and control	Coastal	66	3.91	0.872

Elangeni	86	3.26	1.065
Esayidi	66	3.64	1.104
Majuba	9	3.44	1.424
Mnambithi	45	3.04	0.999
Mthashana	16	3.69	0.602
Thekwini	32	3.56	0.948
Umfolozzi	14	3.21	0.975
Umgungunlovo	39	3.46	1.072
Total	373	3.48	1.041

There are significant differences in colleges on the excellence of leadership by managers (Welch (8,76.879) = 4.139,  $p = .000$ ). It is observed that Mnambithi experiences a lower level of leadership than Esayidi.

There are significant differences on whether the manager is an effective leader in the colleges (Welch (8,77.862) = 3.608,  $p = .001$ ). It is observed that there is a lesser agreement on my leader is effective in Mnambithi than Esayidi.

It is indicated that there are significant differences on 'my manager coordinates activities in an appropriate manner' (Welch (8,77.567) = 2.858,  $p = .008$ ). Coastal experiences a stronger agreement on the manager coordinating activities in an appropriate manner than Elangeni College.

It is also indicated that there are significant differences in the colleges regarding the manager engaging in planning, organising, leading and organising (Welch (8,78.180) = 3.795,  $p = .001$ ). The Coastal college expressed a stronger agreement to the manager engaging in planning, organising, leading and controlling than Mnambithi. Table 6.26 below presents the Welch results upon which the above tests are obtained.

**Table 6.26: Management and leadership Robust Tests of Equality of Means**

		Statistic <sup>a</sup>	df1	df2	Sig.
3.1. My manager has excellent leadership qualities	Welch	4.139	8	76.879	0
3.2. My manager is able to motivate staff	Welch	3.306	8	77.681	0.003
3.3. My manager influences staff positively	Welch	3.546	8	78.824	0.001
3.4. My manager empowers us to do our best	Welch	2.272	8	79.937	0.03
3.5. My manger delegates tasks in an effective manner	Welch	2.55	8	78.801	0.016
3.6. My manager appreciates and rewards my efforts	Welch	2.25	8	77.877	0.032
3.7. My manager is an effective leader	Welch	3.608	8	77.862	0.001

3.8. My manager has excellent management qualities	Welch	2.64	8	79.072	0.013
3.9. My manager is able to manage change effectively	Welch	3.443	8	79.176	0.002
3.10. My manager ensures goals and objectives are achieved	Welch	2.576	8	76.363	0.015
3.11. My manager promotes two way communication	Welch	1.336	8	77.573	0.238
3.12. My manager is controlling	Welch	0.759	8	77.867	0.639
3.12 My manager is NOT controlling	Welch	0.759	8	77.867	0.639
3.13. My manager coordinates activities in an appropriate manner	Welch	2.858	8	77.567	0.008
3.14. My manager gives clear direction	Welch	2.159	8	78.103	0.04
3.15. My manager is able to resolve conflict	Welch	1.164	8	76.367	0.332
3.16. My manager engages in planning, organising, leading and control	Welch	3.795	8	78.18	0.001

a. Asymptotically F distributed.

### 6.5.3 B3: Governance

The one sample statistics on governance have shown total agreement with all statements pertaining to good governance with exception to statement 4.8: *‘The college is transparent in nature’*, with a mean value of 2.98. The most agreed statement in this section was statement 4.10: *‘Am a responsible employee’*, with a mean value of 4.40, followed by *‘Am accountable for my actions’* [statement 4.9 with a mean value of 4.17]. Most of the respondents supported the statement that they ensure transparency in all they do in the college [statement 4.5 with a mean value of 3.95]. The one sample statistics and one sample test results are presented in Table 6.27 below.

**Table 6.27: Governance One-Sample Statistics**

	N	Mean	Std. Deviation	Std. Error Mean
4.1. The college functions ethically	373	3.06	1.014	0.053
4.2. The principles of good governance are incorporated at the college	373	3.06	0.978	0.051
4.3. My line manager emphasizes the importance of governance	373	3.33	0.94	0.049
4.4. My line manager ensures tasks are performed ethically	373	3.52	0.955	0.049
4.5. I ensure transparency in everything I do at the college	373	3.95	0.946	0.049
4.6. The college is threatened by mal-practices	373	3.17	1.021	0.053
4.7. The college complies with governance legislation and policies	373	3.39	0.984	0.051
4.8. The college is transparent in nature	373	2.93	1.084	0.056
4.9. I am accountable for my actions	373	4.17	0.735	0.038
4.10. I am a responsible employee	373	4.4	0.683	0.035
4.11. Discipline is enforced at my college	373	3.51	1.038	0.054
4.12. I am given fair opportunities at my college	373	3.24	1.132	0.059
4.13. My college engages in a social responsibilities	373	3.3	0.993	0.051

The one sample t test on governance indicates that there is a significant agreement that *my line manager emphasizes the importance of governance* (t (372) =6.829 p<.0005; *my line manager ensures tasks are performed ethically* (t (372) =10.576 p<.0005; *I ensure transparency in everything I do at the college* (t (372) =19.424 p<.0005; *The college is threatened by mal-practices*(t (372) =3.145 p<.0005; *The college complies with governance legislation and policies*(t (372) =7.575 p<.0005; *I am accountable for my actions*(t (372) =30.781p<.0005; *I am a responsible employee* (t (372) =39.579 p<.0005; *Discipline is enforced at my college* (t (372) =9.573 p<.0005; *I am given fair opportunities at my college*(t (372) =4.162 p<.0005; *my college engages in a social responsibilities* (t (372) =5.893 p<.0005. The results therefore specify that good governance is taking place in the TVETs with exception to malpractices as shown in Table 6.28 below.

**Table 6.28: Governance One-Sample Test**

	Test Value = 3					
					95% Confidence Interval of the Difference	
	t	Df	Sig. (2-tailed)	Mean Difference	Lower	Upper
4.1. The college functions ethically	1.123	372	0.262	0.059	-0.04	0.16
4.2. The principles of good governance are incorporated at the college	1.218	372	0.224	0.062	-0.04	0.16
4.3. My line manager emphasizes the importance of governance	6.829	372	0	0.332	0.24	0.43
4.4. My line manager ensures tasks are performed ethically	10.576	372	0	0.523	0.43	0.62
4.5. I ensure transparency in everything I do at the college	19.424	372	0	0.952	0.86	1.05
4.6. The college is threatened by mal-practices	3.145	372	0.002	0.166	0.06	0.27
4.7. The college complies with governance legislation and policies	7.575	372	0	0.386	0.29	0.49
4.8. The college is transparent in nature	-1.29	372	0.198	-0.072	-0.18	0.04
4.9. I am accountable for my actions	30.781	372	0	1.172	1.1	1.25
4.10. I am a responsible employee	39.579	372	0	1.399	1.33	1.47
4.11. Discipline is enforced at my college	9.573	372	0	0.515	0.41	0.62
4.12. I am given fair opportunities at my college	4.162	372	0	0.244	0.13	0.36
4.13. My college engages in a social responsibilities	5.893	372	0	0.303	0.2	0.4

The general way governance is in the colleges, and the way it affects individuals as well as the perception of governance by individuals have shown significant agreement as tabulated by one

sample statistics and the one sample test in Table 6.29 and Table 6.30 below. The self-perception of governance is denoted with the highest mean, 4.2, while governance impact as well as governance in general follow with an equal mean value of 3.3.

**Table 6.29: Governance One-Sample Statistics**

	N	Mean	Std. Deviation	Std. Error Mean
GOVERNANCE_GENERAL	373	3.2724	0.76427	0.03957
GOVERNANCE_EFFECT_INDIVIDUAL	373	3.2473	0.8105	0.04197
GOVERNANCE_INDIVIDUAL	373	4.2855	0.63467	0.03286

There is a significant agreement of the effectiveness of governance in general ( $t(372)=6.883$   $p<.0005$ ); the effect of governance on individuals ( $t(372)=5.893$  as well as self-perception of governance ( $t(372)=39.119$   $p<.0005$ ).

**Table 6.30: Governance One-Sample Test**

	Test Value = 3					
					95% Confidence Interval of the Difference	
	t	Df	Sig. (2-tailed)	Mean Difference	Lower	Upper
GOVERNANCE_GENERAL	6.883	372	0	0.27239	0.1946	0.3502
GOVERNANCE_EFFECT_INDIVIDUAL	5.893	372	0	0.24732	0.1648	0.3298
GOVERNANCE_INDIVIDUAL	39.119	372	0	1.28552	1.2209	1.3501

### 6.5.3.1 College Results on Governance

In this section the results pertaining to the individual colleges under study are presented. Any significant differences are thus reported. The means and standard deviations are presented. In Table 6.31 below Mnambithi college disagrees that the college functions ethically with a mean of 2.98 whereas the rest of the colleges agree to the statement their college functions ethically. Each of the colleges has a means of more than 3.00. Coastal, Esayidi, Majuba, Mthashana, Umfolozi, agree to the statement that the principles of good governance are incorporated at the college. Elangeni, and Umgungunlovo disagree to that statement. In all colleges there is an agreement that the line manager emphasises the importance of good governance. Coastal, Elangeni, Mnambithi, Mthashana, Thekwini, Umfolozi, Umgungunlovo agree to the statement that the college is threatened by mal-practices whereas Esayidi and Majuba disagree to that statement.

**Table 6.31: Governance College Means**

		N	Mean	Std. Deviation
4.1. The college functions ethically	Coastal	66	3.03	1.037
	Elangeni	86	3	1.017
	Esayidi	66	3.09	1.003
	Majuba	9	3.44	0.726
	Mnambithi	45	2.98	1.055
	Mthashana	16	3.19	0.834
	Thekwini	32	3	0.95
	Umfolozi	14	3.14	1.099
	Umgungunlovo	39	3.15	1.136
	Total	373	3.06	1.014
4.2. The principles of good governance are incorporated at the college	Coastal	66	3.11	1.025
	Elangeni	86	2.88	0.963
	Esayidi	66	3.26	0.9
	Majuba	9	3.67	0.5
	Mnambithi	45	2.93	0.986
	Mthashana	16	3.31	0.704
	Thekwini	32	3.06	0.914
	Umfolozi	14	3	1.177
	Umgungunlovo	39	2.97	1.135
	Total	373	3.06	0.978
4.3. My line manager emphasizes the importance of governance	Coastal	66	3.39	0.99
	Elangeni	86	3.21	0.856

	Esayidi	66	3.48	1.026
	Majuba	9	3.44	1.014
	Mnambithi	45	3.09	1.019
	Mthashana	16	3.5	0.73
	Thekwini	32	3.31	0.896
	Umfoloji	14	3	0.877
	Umgungunlovo	39	3.56	0.852
	Total	373	3.33	0.94
4.4. My line manager ensures tasks are performed ethically	Coastal	66	3.59	1.067
	Elangeni	86	3.23	0.903
	Esayidi	66	3.7	1.007
	Majuba	9	3.78	1.093
	Mnambithi	45	3.4	1.053
	Mthashana	16	3.69	0.479
	Thekwini	32	3.63	0.833
	Umfoloji	14	3.36	0.745
	Umgungunlovo	39	3.74	0.818
	Total	373	3.52	0.955
4.5. I ensure transparency in everything I do at the college	Coastal	66	4.24	0.912
	Elangeni	86	3.79	0.896
	Esayidi	66	3.97	0.944
	Majuba	9	4.22	0.441
	Mnambithi	45	3.69	1.221
	Mthashana	16	3.5	1.155
	Thekwini	32	3.97	0.822
	Umfoloji	14	4.07	0.616
	Umgungunlovo	39	4.15	0.779
	Total	373	3.95	0.946
4.6. The college is threatened by mal-practices	Coastal	66	3.3	0.976
	Elangeni	86	3.3	0.995
	Esayidi	66	2.92	1.154
	Majuba	9	2.78	0.833
	Mnambithi	45	3.02	1.011
	Mthashana	16	3.5	0.816
	Thekwini	32	3.22	0.975
	Umfoloji	14	3.07	1.141
	Umgungunlovo	39	3.15	0.988
	Total	373	3.17	1.021
4.7. The college complies with governance legislation and policies	Coastal	66	3.45	1.01
	Elangeni	86	3.14	0.984
	Esayidi	66	3.36	1.002

	Majuba	9	3.78	0.833
	Mnambithi	45	3.42	1.138
	Mthashana	16	3.06	0.998
	Thekwini	32	3.66	0.787
	Umfoloji	14	3.43	1.016
	Umgungunlovo	39	3.62	0.782
	Total	373	3.39	0.984
4.8. The college is transparent in nature	Coastal	66	2.91	1.092
	Elangeni	86	2.76	1.147
	Esayidi	66	3.12	1.103
	Majuba	9	3.11	0.782
	Mnambithi	45	2.8	1.16
	Mthashana	16	3.13	0.885
	Thekwini	32	2.84	0.954
	Umfoloji	14	3.14	1.099
	Umgungunlovo	39	3.03	1.038
	Total	373	2.93	1.084
4.9. I am accountable for my actions	Coastal	66	4.29	0.674
	Elangeni	86	4.19	0.805
	Esayidi	66	4.11	0.825
	Majuba	9	4.22	0.441
	Mnambithi	45	4.18	0.777
	Mthashana	16	3.75	0.447
	Thekwini	32	4.19	0.738
	Umfoloji	14	4.07	0.616
	Umgungunlovo	39	4.23	0.627
	Total	373	4.17	0.735
4.10. I am a responsible employee	Coastal	66	4.53	0.588
	Elangeni	86	4.31	0.83
	Esayidi	66	4.39	0.653
	Majuba	9	4.22	0.441
	Mnambithi	45	4.56	0.659
	Mthashana	16	4.13	0.619
	Thekwini	32	4.25	0.718
	Umfoloji	14	4.29	0.611
	Umgungunlovo	39	4.51	0.556
	Total	373	4.4	0.683
4.11. Discipline is enforced at my college	Coastal	66	3.55	1.04
	Elangeni	86	3.53	0.979
	Esayidi	66	3.48	1.041
	Majuba	9	2.89	1.167

	Mnambithi	45	3.56	1.119
	Mthashana	16	3.69	1.302
	Thekwini	32	3.56	1.045
	Umfoloji	14	3.29	0.914
	Umgungunlovo	39	3.54	0.996
	Total	373	3.51	1.038
4.12. I am given fair opportunities at my college	Coastal	66	3.27	1.171
	Elangeni	86	3.19	1.112
	Esayidi	66	3.47	1.153
	Majuba	9	3.22	1.202
	Mnambithi	45	2.82	1.336
	Mthashana	16	3.38	0.885
	Thekwini	32	3.25	0.984
	Umfoloji	14	3.29	0.994
	Umgungunlovo	39	3.36	1.013
	Total	373	3.24	1.132
4.13. My college engages in a social responsibilities	Coastal	66	3.61	0.926
	Elangeni	86	3.27	0.951
	Esayidi	66	3.32	1.139
	Majuba	9	3.78	0.833
	Mnambithi	45	2.84	0.928
	Mthashana	16	3.38	0.806
	Thekwini	32	3.31	0.859
	Umfoloji	14	3.43	1.089
	Umgungunlovo	39	3.18	1.023
	Total	373	3.3	0.993

There is a significant agreement on the statement that ‘my college engages in social responsibility’ (Welch (8,78.003) = 2.592). There is a significant agreement that my college engages in social responsibility in the Coastal College than in Mnambithi College as shown below in Table 6.32.

**Table 6.32: Governance Robust Tests of Equality of Means**

		Statistic <sup>a</sup>	df1	df2	Sig.
4.1. The college functions ethically	Welch	0.476	8	78.653	0.87
4.2. The principles of good governance are incorporated at the college	Welch	2.505	8	80.433	0.018
4.3. My line manager emphasizes the importance of governance	Welch	1.406	8	77.77	0.207
4.4. My line manager ensures tasks are performed ethically	Welch	2.131	8	79.683	0.042
4.5. I ensure transparency in everything I do at the college	Welch	2.291	8	81.322	0.029
4.6. The college is threatened by mal-practices	Welch	1.349	8	78.161	0.232
4.7. The college complies with governance legislation and policies	Welch	1.92	8	77.895	0.069

4.8. The college is transparent in nature	Welch	0.815	8	78.951	0.592
4.9. I am accountable for my actions	Welch	2.03	8	80.879	0.053
4.10. I am a responsible employee	Welch	1.732	8	79.109	0.104
4.11. Discipline is enforced at my college	Welch	0.477	8	76.924	0.869
4.12. I am given fair opportunities at my college	Welch	0.951	8	78.09	0.48
4.13. My college engages in a social responsibilities	Welch	2.592	8	78.003	0.014

a. Asymptotically F distributed.

## 6.5.4 B4: Change Management

A number of aspects in change management in the TVETs have shown a significant agreement in the one sample statistics. Notable among these is the perception of the employees towards change. Staff willingly prepare for change had the highest mean (3.36), followed by Employees are supportive towards change at my institution (3.35). Statements with the lowest means include within my college those who implement change effectively are rewarded (2.58) and within my college many people are involved in change management (2.85). The means in these statements represent a disagreement of the statement in each case. Further details are presented in Table 6.33 below.

**Table 6.33: Change management One-Sample Statistics**

	N	Mean	Std. Deviation	Std. Error Mean
5.1. Senior manager are able to relate to changes effectively	373	3.12	1.043	0.054
5.2. Employees are supportive towards change at my institution	373	3.35	0.995	0.052
5.3. Staff are prepared adequately for change at my institution	373	3.28	1.036	0.054
5.4. Staff are able to adapt promptly to changes	373	3.29	0.978	0.051
5.5. Staff willingly prepare for change	373	3.36	1.005	0.052
5.6. Within my college, many employees are resistant to change	373	3.05	1.048	0.054
5.7. The need for change within the college is proactively identified	373	3.26	0.958	0.05
5.8. Change is implemented with ease at my college	373	2.87	0.942	0.049
5.9. Preparation for change in the form of training is offered	373	3.04	1.087	0.056
5.10. Within my college many people are involved in change management	373	2.85	0.968	0.05
5.11. Managers are able to convince staff that change is necessary	373	3.04	1.023	0.053
5.12. Change within the college is always associated with the college vision and mission	373	3.23	0.978	0.051
5.13. Change is communicated to all in a very understanding manner	373	3	1.054	0.055
5.14. Within my college those who implement change effectively are rewarded	373	2.58	1.006	0.052
5.15. Within my college change is supported	373	3.05	0.979	0.051
5.16. Within my college change is sustained	373	3	0.914	0.047

The one sample test in Table 6.34 below on change management indicates that there is a significant agreement to the statements that Senior manager are able to relate to changes effectively ( $t(372) = 2.184$   $p < .0005$ ; Employees are supportive towards change at my institution ( $t(372) = 6.712$   $p < .0005$ ; Staff are prepared adequately for change at my institution ( $t(372) = 5.200$   $p < .0005$ ; Staff are able to adapt promptly to changes ( $t(372) = 5.826$   $p < .0005$ ; Staff willingly prepare for change ( $t(372) = 6.903$   $p < .0005$ ); The need for change within the college is proactively identified ( $t(372) = 5.189$   $p < .0005$ ); Change within the college is always associated with the college vision and mission ( $t(372) = 4.551$   $p < .0005$ ). There was a significant disagreement however on the following statements: Change is implemented with ease at my college ( $t(372) = -2.639$   $p > .0005$ ); within my college many people are involved in change management ( $t(372) = -2.941$   $p < .0005$ ) and within my college those who implement change effectively are rewarded ( $t(372) = -8.026$   $p < .0005$ ).

**Table 6.34: Change management One-Sample Test**

	95% Confidence Interval of the Difference					
	T	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
5.1. Senior manager are able to relate to changes effectively	2.184	372	0.03	0.118	0.01	0.22
5.2. Employees are supportive towards change at my institution	6.712	372	0	0.346	0.24	0.45
5.3. Staff are prepared adequately for change at my institution	5.2	372	0	0.279	0.17	0.38
5.4. Staff are able to adapt promptly to changes	5.826	372	0	0.295	0.2	0.39
5.5. Staff willingly prepare for change	6.903	372	0	0.359	0.26	0.46
5.6. Within my college, many employees are resistant to change	0.988	372	0.324	0.054	-0.05	0.16
5.7. The need for change within the college is proactively identified	5.189	372	0	0.257	0.16	0.35
5.8. Change is implemented with ease at my college	-2.639	372	0.009	-0.129	-0.22	-0.03
5.9. Preparation for change in the form of training is offered	0.762	372	0.446	0.043	-0.07	0.15
5.10. Within my college many people are involved in change management	-2.941	372	0.003	-0.147	-0.25	-0.05
5.11. Managers are able to convince staff that change is necessary	0.708	372	0.479	0.038	-0.07	0.14
5.12. Change within the college is always associated with the college vision and mission	4.551	372	0	0.231	0.13	0.33
5.13. Change is communicated to all in a very understanding manner	0.049	372	0.961	0.003	-0.1	0.11
5.14. Within my college those who implement change effectively are rewarded	-8.026	372	0	-0.418	-0.52	-0.32
5.15. Within my college change is supported	0.9	372	0.369	0.046	-0.05	0.15
5.16. Within my college change is sustained	-0.057	372	0.955	-0.003	-0.1	0.09

#### 6.5.4.1 College Results on Change Management

Change management is known for its impact on both the employees as well as management. Senior management at Mthashana college has the highest agreement to relating to change by management (mean of 3.56) while Elangeni, Umfolozi and Mnambithi senior managers do not relate to change effectively. This is attested with mean values of 2.95, 2.93 and 2.98. All colleges have agreed that the employees are supportive of change. In all the colleges all staff have agreed that they are ready for change. The respondents have also agreed that the staff is resistant to change in the following colleges: Esayidi, Majuba, Mthashana, Thekwini and Umgungunlovo colleges. The table below gives the details from a statistical view point. The results as per college are tabulated in Table 6.35 below.

**Table 6.35: Change management College Means**

		N	Mean	Std. Deviation
5.1. Senior manager are able to relate to changes effectively	Coastal	66	3.06	1.162
	Elangeni	86	2.95	1.005
	Esayidi	66	3.29	1.147
	Majuba	9	3.33	0.707
	Mnambithi	45	2.98	1.097
	Mthashana	16	3.56	0.814
	Thekwini	32	3.09	0.777
	Umfolozi	14	2.93	1.072
	Umgungunlovo	39	3.31	0.95
	Total	373	3.12	1.043
5.2. Employees are supportive towards change at my institution	Coastal	66	3.45	1.07
	Elangeni	86	3.16	1.027
	Esayidi	66	3.47	0.898
	Majuba	9	3.44	0.527
	Mnambithi	45	3.6	0.963
	Mthashana	16	3.19	0.834
	Thekwini	32	3.03	0.967
	Umfolozi	14	3.07	0.997
	Umgungunlovo	39	3.46	1.072
	Total	373	3.35	0.995
5.3. Staff are prepared adequately for change at my institution	Coastal	66	3.42	1.082
	Elangeni	86	3.01	1.079
	Esayidi	66	3.47	0.98
	Majuba	9	3.11	0.601

	Mnambithi	45	3.56	0.841
	Mthashana	16	3.31	1.138
	Thekwini	32	2.84	0.987
	Umfolozi	14	3.14	1.027
	Umgungunlovo	39	3.41	1.069
	Total	373	3.28	1.036
5.4. Staff are able to adapt promptly to changes	Coastal	66	3.27	1.046
	Elangeni	86	3.12	1.011
	Esayidi	66	3.53	0.898
	Majuba	9	3.11	0.782
	Mnambithi	45	3.42	0.812
	Mthashana	16	3.25	1.125
	Thekwini	32	3.06	1.045
	Umfolozi	14	3	0.877
	Umgungunlovo	39	3.54	0.969
	Total	373	3.29	0.978
5.5. Staff willingly prepare for change	Coastal	66	3.35	1
	Elangeni	86	3.2	1.015
	Esayidi	66	3.53	1.026
	Majuba	9	3	0.707
	Mnambithi	45	3.69	0.925
	Mthashana	16	3.38	0.719
	Thekwini	32	3.03	1.031
	Umfolozi	14	2.93	0.829
	Umgungunlovo	39	3.56	1.095
	Total	373	3.36	1.005
5.6. Within my college, many employees are resistant to change	Coastal	66	2.97	0.992
	Elangeni	86	2.93	1.082
	Esayidi	66	3.14	1.006
	Majuba	9	3.22	0.833
	Mnambithi	45	2.91	1.125
	Mthashana	16	3.38	1.025
	Thekwini	32	3.47	1.047
	Umfolozi	14	2.93	0.997
	Umgungunlovo	39	3.03	1.088
	Total	373	3.05	1.048
5.6 Within my college, many employees are NOT resistant to change	Coastal	66	3.0303	0.99181
	Elangeni	86	3.0698	1.08238
	Esayidi	66	2.8636	1.00593
	Majuba	9	2.7778	0.83333
	Mnambithi	45	3.0889	1.12457

	Mthashana	16	2.625	1.0247
	Thekwini	32	2.5313	1.04679
	Umfolozi	14	3.0714	0.99725
	Umgungunlovo	39	2.9744	1.0879
	Total	373	2.9464	1.04846
5.7. The need for change within the college is proactively identified	Coastal	66	3.29	0.873
	Elangeni	86	3.16	0.992
	Esayidi	66	3.45	0.915
	Majuba	9	3.22	0.833
	Mnambithi	45	3.09	1.104
	Mthashana	16	3	0.516
	Thekwini	32	3.34	0.902
	Umfolozi	14	3.14	1.027
	Umgungunlovo	39	3.36	1.088
	Total	373	3.26	0.958
5.8. Change is implemented with ease at my college	Coastal	66	3.06	1.036
	Elangeni	86	2.69	0.973
	Esayidi	66	2.98	1
	Majuba	9	3	0.5
	Mnambithi	45	2.87	0.842
	Mthashana	16	3.06	0.68
	Thekwini	32	2.78	0.906
	Umfolozi	14	2.71	0.994
	Umgungunlovo	39	2.79	0.864
	Total	373	2.87	0.942
5.9. Preparation for change in the form of training is offered	Coastal	66	3.36	0.987
	Elangeni	86	3	1.138
	Esayidi	66	3.21	1.045
	Majuba	9	2.67	1.118
	Mnambithi	45	2.56	1.035
	Mthashana	16	2.75	1.183
	Thekwini	32	3.16	1.051
	Umfolozi	14	3.29	1.204
	Umgungunlovo	39	2.9	1.021
	Total	373	3.04	1.087
5.10. Within my college many people are involved in change management	Coastal	66	3.05	0.919
	Elangeni	86	2.77	1.014
	Esayidi	66	2.88	1.015
	Majuba	9	2.67	1
	Mnambithi	45	2.49	0.944
	Mthashana	16	2.56	0.727

	Thekwini	32	3.19	0.896
	Umfolozi	14	2.93	0.997
	Umgungunlovo	39	2.95	0.916
	Total	373	2.85	0.968
5.11. Managers are able to convince staff that change is necessary	Coastal	66	3.35	1.03
	Elangeni	86	2.83	1.02
	Esayidi	66	3.26	1.027
	Majuba	9	3.11	1.054
	Mnambithi	45	2.73	1.074
	Mthashana	16	3.13	0.619
	Thekwini	32	2.88	0.907
	Umfolozi	14	3.14	0.864
	Umgungunlovo	39	3	1.076
	Total	373	3.04	1.023
5.12. Change within the college is always associated with the college vision and mission	Coastal	66	3.61	0.926
	Elangeni	86	3.13	0.955
	Esayidi	66	3.39	1.006
	Majuba	9	3	0.866
	Mnambithi	45	3.02	1.055
	Mthashana	16	3.25	0.683
	Thekwini	32	3.09	0.928
	Umfolozi	14	2.86	0.949
	Umgungunlovo	39	3.08	1.01
	Total	373	3.23	0.978
5.13. Change is communicated to all in a very understanding manner	Coastal	66	3.21	1.031
	Elangeni	86	2.88	1.056
	Esayidi	66	3.12	1.144
	Majuba	9	2.78	1.093
	Mnambithi	45	2.8	1.1
	Mthashana	16	3	0.73
	Thekwini	32	3.03	0.967
	Umfolozi	14	2.79	1.122
	Umgungunlovo	39	3.05	1.025
	Total	373	3	1.054
5.14. Within my college those who implement change effectively are rewarded	Coastal	66	2.88	1.015
	Elangeni	86	2.51	1.003
	Esayidi	66	2.8	1.07
	Majuba	9	2.44	1.014
	Mnambithi	45	1.93	0.889
	Mthashana	16	2.69	0.793
	Thekwini	32	2.69	0.821

	Umfolozi	14	2.5	1.092
	Umgungunlovo	39	2.54	0.913
	Total	373	2.58	1.006
5.15. Within my college change is supported	Coastal	66	3.27	0.887
	Elangeni	86	2.94	1.01
	Esayidi	66	3.23	1.02
	Majuba	9	3.11	0.928
	Mnambithi	45	2.71	1.1
	Mthashana	16	3.13	0.719
	Thekwini	32	2.84	0.847
	Umfolozi	14	3	1.038
	Umgungunlovo	39	3.1	0.94
	Total	373	3.05	0.979
5.16. Within my college change is sustained	Coastal	66	3.2	0.881
	Elangeni	86	2.84	0.931
	Esayidi	66	3.12	1.045
	Majuba	9	2.89	0.782
	Mnambithi	45	2.87	0.944
	Mthashana	16	3.25	0.447
	Thekwini	32	2.75	0.762
	Umfolozi	14	3	0.961
	Umgungunlovo	39	3.08	0.87
	Total	373	3	0.914

The anova Table 6.36 on the next page indicated specific results regarding those who implement change being effectively rewarded. Those who implement change are effectively rewarded more in Coastal and Esayidi than in Mnambithi.

**Table 6.36: Change management ANOVA**

		Sum of Squares	df	Mean Square	F	Sig.
5.1. Senior manager are able to relate to changes effectively	Between Groups	10.838	8	1.355	1.252	0.268
	Within Groups	393.972	364	1.082		
	Total	404.81	372			
5.2. Employees are supportive towards change at my institution	Between Groups	12.813	8	1.602	1.64	0.112
	Within Groups	355.573	364	0.977		
	Total	368.386	372			
5.3. Staff are prepared adequately for change at my institution	Between Groups	20.647	8	2.581	2.483	0.012
	Within Groups	378.355	364	1.039		
	Total	399.003	372			
5.4. Staff are able to adapt promptly to changes	Between Groups	12.759	8	1.595	1.693	0.098
	Within Groups	342.801	364	0.942		
	Total	355.56	372			
5.5. Staff willingly prepare for change	Between Groups	17.915	8	2.239	2.277	0.022
	Within Groups	357.945	364	0.983		
	Total	375.861	372			
5.6. Within my college, many employees are resistant to change	Between Groups	10.812	8	1.352	1.236	0.277
	Within Groups	398.115	364	1.094		
	Total	408.928	372			
5.6 Within my college, many employees are NOT resistant to change	Between Groups	10.812	8	1.352	1.236	0.277
	Within Groups	398.115	364	1.094		
	Total	408.928	372			
5.7. The need for change within the college is proactively identified	Between Groups	6.57	8	0.821	0.893	0.522
	Within Groups	334.722	364	0.92		
	Total	341.292	372			
5.8. Change is implemented with ease at my college	Between Groups	7.735	8	0.967	1.093	0.367
	Within Groups	322.088	364	0.885		
	Total	329.823	372			
5.9. Preparation for change in the form of training is offered	Between Groups	24.234	8	3.029	2.656	0.008
	Within Groups	415.08	364	1.14		
	Total	439.314	372			
5.10. Within my college many people are involved in change management	Between Groups	14.764	8	1.846	2.011	0.044
	Within Groups	334.126	364	0.918		
	Total	348.89	372			
5.11. Managers are able to convince staff that change is necessary	Between Groups	18.832	8	2.354	2.312	0.02
	Within Groups	370.643	364	1.018		
	Total	389.475	372			

5.12. Change within the college is always associated with the college vision and mission	Between Groups	17.883	8	2.235	2.405	0.015
	Within Groups	338.288	364	0.929		
	Total	356.172	372			
5.13. Change is communicated to all in a very understanding manner	Between Groups	8.121	8	1.015	0.913	0.506
	Within Groups	404.877	364	1.112		
	Total	412.997	372			
5.14. Within my college those who implement change effectively are rewarded	Between Groups	29.271	8	3.659	3.833	0
	Within Groups	347.485	364	0.955		
	Total	376.756	372			
5.15. Within my college change is supported	Between Groups	13.142	8	1.643	1.743	0.087
	Within Groups	343.083	364	0.943		
	Total	356.225	372			
5.16. Within my college change is sustained	Between Groups	9.949	8	1.244	1.504	0.154
	Within Groups	301.049	364	0.827		
	Total	310.997	372			

There are significant differences in regard to the statement that those who implement changes are effectively rewarded in my college (Welch (8,3.833) = 3.659,  $p = .000$ ). There is a stronger agreement for Coastal and Esayidi colleges than Mnambithi college on individuals who implement change getting effectively rewarded.

### 6.5.5 B5: Staff Development

The findings of this component have been tabulated in the sample statistics as well as the sample test below:

Table 6.37 on the next page clearly indicates that staff development is perceived by the respondents as an activity that will enhance academic development (mean value 4.08); Staff development will enhance productivity (mean value of 4.19); I am able to self-learn (mean, 4.30). Most of the statements on staff development have favourable means with exception to At my college we engage in outdoor social development (mean value of 2.73); Sabbatical leave is awarded for developmental purposes (mean value of 2.95); as well as Sufficient staff development programs are in place at my institution (mean value of 2.90).

**Table 6.37: Staff development One-Sample Statistics**

	N	Mean	Std. Deviation	Std. Error Mean
6.1. My institution encourages staff development	373	3.32	1.123	0.058
6.2. Staff development will enhance academic performance	373	4.08	0.803	0.042
6.3. Staff development will enhance productivity	373	4.19	0.749	0.039
6.4. I would benefit from academic staff development initiatives	373	4.17	0.829	0.043
6.5. Staff development is successful	373	3.47	1.046	0.054
6.6. Sufficient staff development programs are in place at my institution	373	2.9	1.13	0.059
6.7. Staff can receive on the job training	373	3.11	1.133	0.059
6.8. I perform various functions outside my job description	373	3.72	1.037	0.054
6.9. I am able to self-learn	373	4.3	2.095	0.108
6.10. My college has a mentoring system in place to ensure staff development	373	2.83	1.145	0.059
6.11. All employees are expected to register for higher degrees	373	3.2	1.194	0.062
6.12. Sabbatical leave is awarded for developmental purposes	372	2.95	1.179	0.061
6.13. At my college we engage in outdoor social development	373	2.73	1.069	0.055
6.14. My manager recognises the need for staff development	373	3.34	1.064	0.055
6.15. Economic rewards create an urgency for development	373	3.39	1.006	0.052
6.16. I initiate my own development	373	3.95	0.883	0.046
6.17. Adequate staff development measures are put in place	373	3	1.096	0.057

**Table 6.38: Staff development One-Sample Test**

	Test Value = 3					
					95% Confidence Interval of the Difference	
	T	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
6.1. My institution encourages staff development	5.531	372	0	0.322	0.21	0.44
6.2. Staff development will enhance academic performance	25.855	372	0	1.075	0.99	1.16
6.3. Staff development will enhance productivity	30.612	372	0	1.188	1.11	1.26
6.4. I would benefit from academic staff development initiatives	27.167	372	0	1.166	1.08	1.25
6.5. Staff development is successful	8.664	372	0	0.469	0.36	0.58
6.6. Sufficient staff development programs are in place at my institution	-1.787	372	0.075	-0.105	-0.22	0.01
6.7. Staff can receive on the job training	1.828	372	0.068	0.107	0	0.22
6.8. I perform various functions outside my job description	13.334	372	0	0.716	0.61	0.82
6.9. I am able to self-learn	11.988	372	0	1.3	1.09	1.51
6.10. My college has a mentoring system in place to ensure staff development	-2.939	372	0.003	-0.174	-0.29	-0.06
6.11. All employees are expected to register for higher degrees	3.165	372	0.002	0.196	0.07	0.32
6.12. Sabbatical leave is awarded for developmental purposes	-0.835	371	0.404	-0.051	-0.17	0.07
6.13. At my college we engage in outdoor social development	-4.797	372	0	-0.265	-0.37	-0.16
6.14. My manager recognises the need for staff development	6.083	372	0	0.335	0.23	0.44
6.15. Economic rewards create an urgency for development	7.412	372	0	0.386	0.28	0.49
6.16. I initiate my own development	20.759	372	0	0.949	0.86	1.04
6.17. Adequate staff development measures are put in place	0.047	372	0.962	0.003	-0.11	0.11

Table 6.38 on the previous page indicates that there is a significant that My institution encourages staff development  $t(372) = 5.531$   $p < 0.0005$  Staff development will enhance academic performance  $t(372) = 25.855$   $p < 0.0005$  Staff development will enhance productivity  $t(372) = 30.612$   $p < 0.0005$  I would benefit from academic staff development initiatives  $t(372) = 27.167$   $p < 0.0005$  Staff development is successful  $t(372) = 8.664$ ; there is however no significant agreement on Sufficient staff development programs are in place at my institution  $t(372) = -1.787$   $p > 0.0005$  and that Staff can receive on the job training  $t(372) = 1.828$   $p > 0.0005$ . There is also significant agreement that I perform various functions outside my job description  $t(372) = 13.334$   $p < 0.0005$ ; I am able to self-learn  $t(372) = 11.988$   $p < 0.0005$ ; There is no significant agreement that My college has a mentoring system in place to ensure staff development  $t(372) = -2.939$ ,  $p < 0.0005$ ; however there is a significant agreement that All employees are expected to register for higher degrees  $t(372) = 3.165$   $p < 0.0005$ ; There is also no significant agreement observed for the statement that . Sabbatical leave is awarded for developmental purposes  $t(372) = -.835$   $p < 0.0005$  as well as At my college we engage in outdoor social development  $t(372) = -4.797$   $p < 0.0005$ ; there is however a significant agreement that My manager recognises the need for staff development  $t(372) = 6.083$   $p < 0.0005$  as well as Economic rewards create an urgency for development  $t(372) = 7.412$   $p < 0.0005$  and that I initiate my own development  $t(372) = 20.759$   $p < 0.0005$ . There is also no significant agreement that Adequate staff development measures are put in place  $t(372) = .047$   $p > 0.0005$ .

#### **6.5.5.1 College Results on Staff Development**

The means as per each of the colleges in the study are shown in Table 6.39 on the next page and an anova is conducted to further the understanding in Table 6.40.

Umfolozi college has shown the highest agreement to encouragement of staff development (mean of 3.56) as opposed to other colleges while Mnambithi has however shown a disagreement to the statement that staff development is being encouragement with mean value of 2.56. Respondents of all colleges agree that staff development will enhance academic development within the staff as well as productivity. There is an agreement among all the respondents from all the colleges that they would benefit from staff development. Coastal has a mentoring system in place to ensure staff development whereas all other colleges do not have. However, Thekwini and Umfolozi disagreed to the statement that all employees are expected to register for higher degrees.

**Table 6.39: Staff development College Means**

		N	Mean	Std. Deviation
6.1. My institution encourages staff development	Coastal	66	3.7	1.095
	Elangeni	86	3.22	0.999
	Esayidi	66	3.42	1.068
	Majuba	9	3.56	1.014
	Mnambithi	45	2.56	1.358
	Mthashana	16	3.06	1.124
	Thekwini	32	3.47	1.016
	Umfoloji	14	3.57	0.852
	Umgungunlovo	39	3.46	1.047
	Total	373	3.32	1.123
6.2. Staff development will enhance academic performance	Coastal	66	4.2	0.684
	Elangeni	86	3.95	0.866
	Esayidi	66	4.03	0.859
	Majuba	9	4.11	0.333
	Mnambithi	45	4.22	1.042
	Mthashana	16	3.81	0.75
	Thekwini	32	4.16	0.515
	Umfoloji	14	3.64	0.929
	Umgungunlovo	39	4.23	0.583
	Total	373	4.08	0.803
6.3. Staff development will enhance productivity	Coastal	66	4.24	0.658
	Elangeni	86	4.09	0.876
	Esayidi	66	4.14	0.821
	Majuba	9	4.11	0.333
	Mnambithi	45	4.4	0.809
	Mthashana	16	4.06	0.68
	Thekwini	32	4.16	0.574
	Umfoloji	14	4	0.555
	Umgungunlovo	39	4.31	0.655
	Total	373	4.19	0.749
6.4. I would benefit from academic staff development initiatives	Coastal	66	4.24	0.681
	Elangeni	86	4.17	0.87
	Esayidi	66	4.08	0.829
	Majuba	9	4.11	0.333
	Mnambithi	45	4.31	0.925
	Mthashana	16	3.69	1.195
	Thekwini	32	4.25	0.672

	Umfolozi	14	4.07	0.475
	Umgungunlovo	39	4.18	0.942
	Total	373	4.17	0.829
6.5. Staff development is successful	Coastal	66	3.74	0.882
	Elangeni	86	3.44	1.013
	Esayidi	66	3.62	1.004
	Majuba	9	3.33	1.225
	Mnambithi	45	3	1.225
	Mthashana	16	3.25	1.39
	Thekwini	32	3.53	0.915
	Umfolozi	14	3.36	1.082
	Umgungunlovo	39	3.46	0.996
	Total	373	3.47	1.046
6.6. Sufficient staff development programs are in place at my institution	Coastal	66	3.14	1.108
	Elangeni	86	2.98	1.127
	Esayidi	66	3.02	1.234
	Majuba	9	3	1.118
	Mnambithi	45	2.13	0.968
	Mthashana	16	2.63	1.147
	Thekwini	32	3	0.916
	Umfolozi	14	3.14	1.231
	Umgungunlovo	39	2.9	0.995
	Total	373	2.9	1.13
6.7. Staff can receive on the job training	Coastal	66	3.35	1.015
	Elangeni	86	3.2	1.083
	Esayidi	66	3.03	1.301
	Majuba	9	3.44	1.014
	Mnambithi	45	2.73	1.338
	Mthashana	16	2.94	1.063
	Thekwini	32	3.06	1.014
	Umfolozi	14	3.29	1.069
	Umgungunlovo	39	3.03	0.986
	Total	373	3.11	1.133
6.8. I perform various functions outside my job description	Coastal	66	3.86	0.857
	Elangeni	86	3.6	1.066
	Esayidi	66	3.62	1.078
	Majuba	9	3.89	0.333
	Mnambithi	45	3.71	1.218
	Mthashana	16	3.81	1.377
	Thekwini	32	3.88	0.976
	Umfolozi	14	3.86	0.77

	Umgungunlovo	39	3.62	1.067
	Total	373	3.72	1.037
6.9. I am able to self-learn	Coastal	66	4.3	0.632
	Elangeni	86	4.14	0.828
	Esayidi	66	4.17	0.887
	Majuba	9	4.11	0.601
	Mnambithi	45	5.11	5.666
	Mthashana	16	4.06	0.574
	Thekwini	32	4.16	0.723
	Umfoloji	14	4.14	0.535
	Umgungunlovo	39	4.26	0.751
	Total	373	4.3	2.095
6.10. My college has a mentoring system in place to ensure staff development	Coastal	66	3.06	1.135
	Elangeni	86	2.8	1.176
	Esayidi	66	2.95	1.233
	Majuba	9	2.56	1.014
	Mnambithi	45	2.38	1.134
	Mthashana	16	2.75	0.683
	Thekwini	32	2.88	0.942
	Umfoloji	14	2.86	1.231
	Umgungunlovo	39	2.82	1.189
	Total	373	2.83	1.145
6.11. All employees are expected to register for higher degrees	Coastal	66	3.48	1.056
	Elangeni	86	3.22	1.202
	Esayidi	66	3.3	1.176
	Majuba	9	3.56	1.13
	Mnambithi	45	3.04	1.476
	Mthashana	16	3	1.211
	Thekwini	32	2.88	1.157
	Umfoloji	14	2.86	1.231
	Umgungunlovo	39	3.03	1.038
	Total	373	3.2	1.194
6.12. Sabbatical leave is awarded for developmental purposes	Coastal	66	3.03	1.095
	Elangeni	85	3	1.134
	Esayidi	66	3.11	1.279
	Majuba	9	3.22	0.833
	Mnambithi	45	2.91	1.345
	Mthashana	16	2.75	1.183
	Thekwini	32	2.72	1.198
	Umfoloji	14	2.79	1.311
	Umgungunlovo	39	2.74	1.069

	Total	372	2.95	1.179
6.13. At my college we engage in outdoor social development	Coastal	66	3.38	0.89
	Elangeni	86	2.52	1.093
	Esayidi	66	2.68	1.01
	Majuba	9	2.22	0.972
	Mnambithi	45	2.51	1.121
	Mthashana	16	2.88	0.957
	Thekwini	32	2.69	1.148
	Umfoloji	14	2.79	1.251
	Umgungunlovo	39	2.54	0.884
	Total	373	2.73	1.069
6.14. My manager recognises the need for staff development	Coastal	66	3.73	0.833
	Elangeni	86	3.17	1.129
	Esayidi	66	3.41	1.052
	Majuba	9	3.11	1.054
	Mnambithi	45	2.93	1.232
	Mthashana	16	3.63	0.806
	Thekwini	32	3.22	1.128
	Umfoloji	14	3.43	0.852
	Umgungunlovo	39	3.36	1.013
	Total	373	3.34	1.064
6.15. Economic rewards create an urgency for development	Coastal	66	3.62	0.818
	Elangeni	86	3.44	1.144
	Esayidi	66	3.35	0.969
	Majuba	9	3.22	1.093
	Mnambithi	45	3.4	1.136
	Mthashana	16	3.31	0.602
	Thekwini	32	3.19	0.896
	Umfoloji	14	3.21	1.122
	Umgungunlovo	39	3.21	1.031
	Total	373	3.39	1.006
6.16. I initiate my own development	Coastal	66	4.15	0.685
	Elangeni	86	3.92	0.973
	Esayidi	66	3.91	0.94
	Majuba	9	3.67	0.866
	Mnambithi	45	4	1.087
	Mthashana	16	3.75	0.775
	Thekwini	32	3.97	0.695
	Umfoloji	14	3.5	0.941
	Umgungunlovo	39	3.97	0.743
	Total	373	3.95	0.883

6.17. Adequate staff development measures are put in place	Coastal	66	3.23	1.064
	Elangeni	86	3.08	1.108
	Esayidi	66	2.98	1.06
	Majuba	9	3	1
	Mnambithi	45	2.6	1.195
	Mthashana	16	2.88	1.025
	Thekwini	32	2.84	0.987
	Umfolozu	14	3.07	1.269
	Umgungunlovo	39	3.1	1.095
	Total	373	3	1.096

**Table 6.40 Staff development ANOVA**

		Sum of Squares	Df	Mean Square	F	Sig.
6.1. My institution encourages staff development	Between Groups	41.171	8	5.146	4.375	0
	Within Groups	428.223	364	1.176		
	Total	469.394	372			
6.2. Staff development will enhance academic performance	Between Groups	8.245	8	1.031	1.619	0.118
	Within Groups	231.653	364	0.636		
	Total	239.898	372			
6.3. Staff development will enhance productivity	Between Groups	4.561	8	0.57	1.016	0.424
	Within Groups	204.303	364	0.561		
	Total	208.863	372			
6.4. I would benefit from academic staff development initiatives	Between Groups	5.925	8	0.741	1.079	0.377
	Within Groups	249.769	364	0.686		
	Total	255.694	372			
6.5. Staff development is successful	Between Groups	17.659	8	2.207	2.064	0.039
	Within Groups	389.236	364	1.069		
	Total	406.895	372			
6.6. Sufficient staff development programs are in place at my institution	Between Groups	33.957	8	4.245	3.504	0.001
	Within Groups	440.965	364	1.211		
	Total	474.922	372			
6.7. Staff can receive on the job training	Between Groups	13.48	8	1.685	1.321	0.231
	Within Groups	464.23	364	1.275		
	Total	477.71	372			
6.8. I perform various functions outside my job description	Between Groups	5	8	0.625	0.576	0.798
	Within Groups	394.877	364	1.085		
	Total	399.877	372			

6.9. I am able to self-learn	Between Groups	35.299	8	4.412	1.006	0.431
	Within Groups	1597.071	364	4.388		
	Total	1632.37	372			
6.10. My college has a mentoring system in place to ensure staff development	Between Groups	14.654	8	1.832	1.41	0.191
	Within Groups	473.019	364	1.3		
	Total	487.673	372			
6.11. All employees are expected to register for higher degrees	Between Groups	15.165	8	1.896	1.338	0.223
	Within Groups	515.549	364	1.416		
	Total	530.713	372			
6.12. Sabbatical leave is awarded for developmental purposes	Between Groups	7.371	8	0.921	0.658	0.729
	Within Groups	508.659	363	1.401		
	Total	516.03	371			
6.13. At my college we engage in outdoor social development	Between Groups	37.947	8	4.743	4.464	0
	Within Groups	386.776	364	1.063		
	Total	424.724	372			
6.14. My manager recognises the need for staff development	Between Groups	22.37	8	2.796	2.553	0.01
	Within Groups	398.74	364	1.095		
	Total	421.11	372			
6.15. Economic rewards create an urgency for development	Between Groups	7.299	8	0.912	0.9	0.517
	Within Groups	369.109	364	1.014		
	Total	376.408	372			
6.16. I initiate my own development	Between Groups	7.219	8	0.902	1.161	0.322
	Within Groups	282.813	364	0.777		
	Total	290.032	372			
6.17. Adequate staff development measures are put in place	Between Groups	12.704	8	1.588	1.331	0.227
	Within Groups	434.293	364	1.193		
	Total	446.997	372			

The one sample test in Table 6.41 on the next page indicated that registration towards a teaching qualification had the highest mean of 3.36 whereas team building exercises had the lowest mean value of 1.99. This indicates that there is a strong agreement that registration towards a teaching qualification is agreed to by the respondents whereas team building exercises are disagreed by the respondents. There is equally a disagreement that members are having a registration towards higher degrees as well as workshop presentations being made available to the colleges.

**Table 6.41: Staff development One-Sample Test**

	N	Mean	Std. Deviation	Std. Error Mean
7.1 Workshop Presentations	373	2.74	1.377	0.071
7.2 Seminars	373	2.13	1.308	0.068
7.3 Team building exercises	373	1.99	1.369	0.071
7.4 Registration towards high degrees	373	2.58	1.458	0.075
7.5 Registration toward a teaching qualification	372	3.36	1.47	0.076

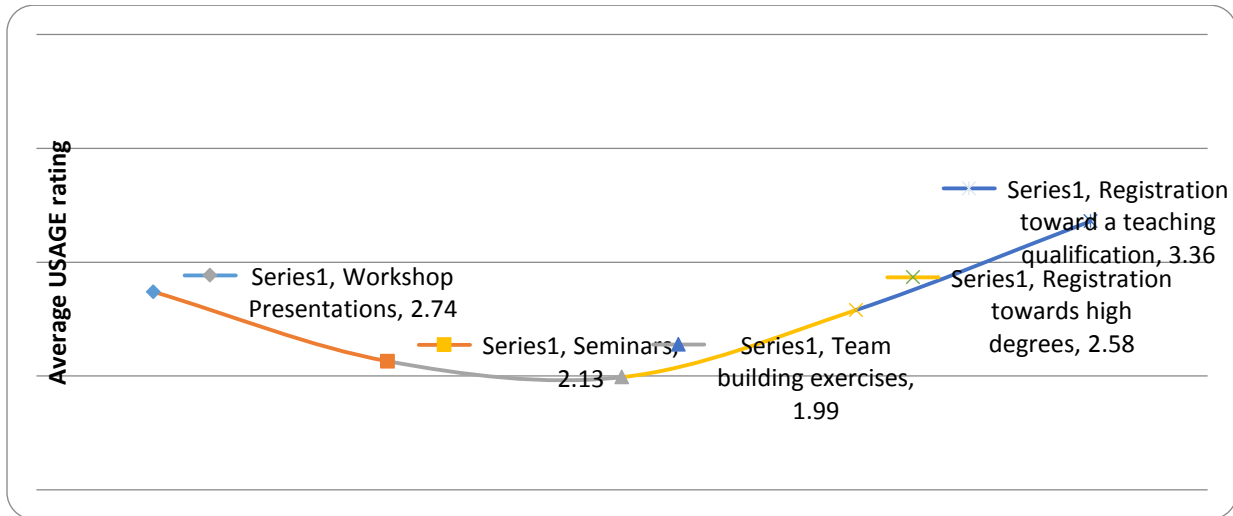
The one sample statistics presented in Table 6.42 below is in agreement with the one sample test above as noted that the highest mean is solely available to the fifth item in the table. This relates to registration towards a teaching qualification which has the t value of 4.692.

**Table 6.42: Workshop One sample Statistics**

	Test Value = 3					
					95% Confidence Interval of the Difference	
	t	Df	Sig. (2-tailed)	Mean Difference	Lower	Upper
7.1 Workshop Presentations	-3.61	372	0	-0.257	-0.4	-0.12
7.2 Seminars	-12.825	372	0	-0.869	-1	-0.74
7.3 Team building exercises	-14.223	372	0	-1.008	-1.15	-0.87
7.4 Registration towards high degrees	-5.575	372	0	-0.421	-0.57	-0.27
7.5 Registration toward a teaching qualification	4.692	371	0	0.358	0.21	0.51

The results indicate that the first four items are not predominantly used as the fifth item. This may be graphically illustrated in Figure 6.2 on the next page.

**Figure 6.2: Average rating**



### 6.5.5.2 Workshop College Results

The findings pertaining to each college are tabulated in Table 6.43 below. It was indicated that there is significant agreement on Workshop presentations in Coastal as opposed to the rest of the colleges with a mean score of 3.03. There was no significant agreement for seminars in all the colleges. Team building exercises had no significant agreement in all the colleges while registration towards higher degrees had a significant agreement in only two colleges i.e Umfolozi and Majuba colleges with mean scores of 3.07 and 3.03. Registration toward a teaching qualification had a significant agreement in all the colleges with exception to Thekwini College with a mean score of 2.63.

**Table 6.43: Workshop College Means**

		N	Mean	Std. Deviation
7.1 Workshop Presentations	Coastal	66	3.03	1.347
	Elangeni	86	2.86	1.432
	Esayidi	66	2.98	1.387
	Majuba	9	3	1.581
	Mnambithi	45	1.98	1.138
	Mthashana	16	2.56	1.315
	Thekwini	32	2.78	1.289
	Umfolozi	14	2.93	1.542
	Umgungunlovo	39	2.38	1.248
	Total	373	2.74	1.377

7.2 Seminars	Coastal	66	2.18	1.239
	Elangeni	86	2.26	1.457
	Esayidi	66	2.3	1.37
	Majuba	9	2.22	1.302
	Mnambithi	45	1.44	0.785
	Mthashana	16	1.88	1.025
	Thekwini	32	2.41	1.456
	Umfolozi	14	2.21	1.311
	Umgungunlovo	39	2.1	1.273
	Total	373	2.13	1.308
7.3 Team building exercises	Coastal	66	2.45	1.405
	Elangeni	86	1.98	1.439
	Esayidi	66	2.05	1.182
	Majuba	9	1.89	1.364
	Mnambithi	45	1.53	1.236
	Mthashana	16	1.38	0.619
	Thekwini	32	1.72	1.224
	Umfolozi	14	2.43	1.555
	Umgungunlovo	39	2.03	1.63
	Total	373	1.99	1.369
7.4 Registration towards high degrees	Coastal	66	2.92	1.339
	Elangeni	86	2.6	1.489
	Esayidi	66	2.74	1.46
	Majuba	9	3.33	1.118
	Mnambithi	45	2.11	1.465
	Mthashana	16	1.44	0.512
	Thekwini	32	2.19	1.554
	Umfolozi	14	3.07	1.328
	Umgungunlovo	39	2.64	1.513
	Total	373	2.58	1.458
7.5 Registration toward a teaching qualification	Coastal	66	3.52	1.361
	Elangeni	86	3.51	1.437
	Esayidi	66	3.33	1.461
	Majuba	9	3.78	1.093
	Mnambithi	44	3.16	1.569
	Mthashana	16	3.19	1.328
	Thekwini	32	2.63	1.581
	Umfolozi	14	3.86	1.167
	Umgungunlovo	39	3.41	1.634
	Total	372	3.36	1.47

It is noted from the findings presented in Table 6.44 below that there are significant differences in the usage of workshop presentations for developing staff in the colleges (Welch (8,77.048) = 3.461,  $p = .002$ ). Significantly higher usage is done by Coastal than Mnambithi College.

There are significant differences in the usage of seminars for staff development by the colleges (Welch(8,77.569) = 3.943,  $p=.001$ ). Significant less usage is indicated at Mnambithi compared to Coastal, Elangeni, Esayidi and Ethekewini.

The usage of team building exercises for staff development has shown significant differences in the colleges (Welch(8,79.460) = 3.483). Coastal has shown a significantly higher usage than Mthashana, and Mnambithi colleges.

**Table 6.44: College Workshop Robust Tests of Equality of Means**

		Statistic <sup>a</sup>	df1	df2	Sig.
7.1 Workshop Presentations	Welch	3.461	8	77.048	0.002
7.2 Seminars	Welch	3.943	8	77.569	0.001
7.3 Team building exercises	Welch	3.483	8	79.46	0.002
7.4 Registration towards high degrees	Welch	9.96	8	81.672	0
7.5 Registration toward a teaching qualification	Welch	1.589	8	78.506	0.141

a. Asymptotically F distributed.

### 6.5.6 C1: Quality Management Systems - Customer/Client Focus

Below are the statistical analyses for the client focus that indicates an agreement in all the indicators relating to client focus? The means signifies agreement to the statements that ‘At this college we are able to satisfy students’ with a mean value of 3.51; ‘At this college we put the best interest of students first’ with a mean value of 3.76; with the highest mean value attached to the statement that ‘. As a staff member I ensure effective service delivery’ at 4.28. The one sample statistics as well as the one sample test are presented in Table 6.45 on the next page.

**Table 6.45: Customer/client One-Sample Statistics**

	N	Mean	Std. Deviation	Std. Error Mean
9.1. At this college we are able to satisfy students	373	3.51	1.012	0.052
9.2. At this college we put the best interest of students first	373	3.76	1.026	0.053
9.3. As a staff member I ensure effective service delivery	373	4.28	0.754	0.039

The one sample test also signifies an agreement on the statements in Table 6.46 presented below indicated that ‘At this college we are able to satisfy students’  $t(372) = 9.821$ ,  $p < 0.0005$ ; ‘At this college we put the best interest of students first’  $t(372) = 14.389$ ,  $p < 0.0005$ ; and ‘As a staff member I ensure effective service delivery’  $t(372) = 32.828$ ,  $p < 0.0005$ .

**Table 6.46: Customer/client One-Sample Test**

	Test Value = 3					
					95% Confidence Interval of the Difference	
	T	Df	Sig. (2-tailed)	Mean Difference	Lower	Upper
9.1. At this college we are able to satisfy students	9.821	372	0	0.515	0.41	0.62
9.2. At this college we put the best interest of students first	14.389	372	0	0.764	0.66	0.87
9.3. As a staff member I ensure effective service delivery	32.828	372	0	1.282	1.2	1.36

### 6.5.7 C2: Quality Management Systems - Leadership

Table 6.47 below is the one sample statistics as well as one sample test results. The one – sample statistics have shown that all the statements have been agreed by the respondents with exception of statement 10.5 which states that ‘Managers ensure that adequate resources are available timeously’ with a mean value of 2.85. ‘Organisational goals are being achieved’ has the highest mean of 3.34 indicating an agreement, followed by ‘Managers delegate effectively’ with a mean of 3.27, thereafter ‘Managers are able to motivate employees’ with a mean value of 3.10 and ‘Groups and teams are well managed’ with mean value of 3.07 follow in agreement.

**Table 6.47: Managers One-Sample Statistics**

	N	Mean	Std. Deviation	Std. Error Mean
10.1. Organisational goals are being achieved	373	3.34	0.938	0.049
10.2. Managers delegate effectively	373	3.27	0.969	0.05
10.3. Groups and teams are well managed	373	3.07	1.031	0.053
10.4. Managers are able to motivate employees	373	3.1	1.09	0.056
10.5. Managers ensure that adequate resources are available timeously	373	2.85	1.16	0.06

The one sample test also indicates a strong agreement in ‘Organisational goals are being achieved’  $t(372) = 6.902$ ,  $p < 0.0005$ ; Managers delegate effectively  $t(372) = 5.394$ ,  $p < 0.0005$  whereas ‘Managers ensure that adequate resources are available timeously’ does not have significant agreement  $t(372) = -2.454$ ,  $p > 0.0005$  as presented below in Table 6.48.

**Table 6.48: Managers One-Sample Test**

	Test Value = 3					
					95% Confidence Interval of the Difference	
	T	Df	Sig. (2-tailed)	Mean Difference	Lower	Upper
10.1. Organisational goals are being achieved	6.902	372	0	0.335	0.24	0.43
10.2. Managers delegate effectively	5.394	372	0	0.271	0.17	0.37
10.3. Groups and teams are well managed	1.357	372	0.176	0.072	-0.03	0.18
10.4. Managers are able to motivate employees	1.805	372	0.072	0.102	0	0.21
10.5. Managers ensure that adequate resources are available timeously	-2.454	372	0.015	-0.147	-0.27	-0.03

### 6.5.8 C3: Quality Management Systems - Involvement of People

The statistical results with regard to this construct have been tabulated using the one sample statistics as well as the sample test in Table 6.49 and 6.50 on the next page. The results indicated that there is an agreement to the statement that ‘All employees are aware of their role/function’ with a mean value of 3.71; followed by the statement that, ‘Employees are free to share their opinions’ mean value of 3.23; this then is followed by ‘Group activities are encouraged’, mean value 3.20, however, there is no agreement to the statement that ‘Team building exercises are common at my workplace’ with a mean value of 2.48.

**Table 6.49: People One-Sample Statistics**

	N	Mean	Std. Deviation	Std. Error Mean
11.1. All employees are aware of their role/function	373	3.71	0.917	0.047
11.2. Group activities are encouraged	373	3.2	1.037	0.054
11.3. Team building exercises are common at my workplace	373	2.48	1.086	0.056
11.4. Employees are free to share their opinions	373	3.23	1.119	0.058

The one sample test has shown a significant agreement to the statement that ‘All employees are aware of their role/function’  $t(372) = 14.965$ ,  $p < 0.0005$ ; Group activities are encouraged  $t(372) = 3.745$ ,  $p < 0.0005$  as well as ‘Employees are free to share their opinions’  $t(372) = 3.934$ ,  $p < 0.0005$ , there is however, significant disagreement to the statement that ‘Team building exercises are common at my workplace’  $t(372) = -9.246$ ,  $p < 0.0005$  as presented below in Table 6.50.

**Table 6.50: People One-Sample Test**

	Test Value = 3					
					95% Confidence Interval of the Difference	
	T	Df	Sig. (2-tailed)	Mean Difference	Lower	Upper
11.1. All employees are aware of their role/function	14.965	372	0	0.71	0.62	0.8
11.2. Group activities are encouraged	3.745	372	0	0.201	0.1	0.31
11.3. Team building exercises are common at my workplace	-9.246	372	0	-0.52	-0.63	-0.41
11.4. Employees are free to share their opinions	3.934	372	0	0.228	0.11	0.34

#### 6.5.9 C4: Quality Management Systems - Process Approach

The statistical results are presented for this construct using the one sample statistics and one sample test in Table 6.51 on the next page.

The statements have all been agreed to as indicated by the means above. The means indicate this as noted with the respondents strongly agreeing that ‘Quality ensure success’, mean value of 4.04, ‘Quality is of the utmost importance at my institution’, mean of 3.75, ‘Quality education is being delivered’ mean value of 3.71, ‘Student expectations are met as quality is enhanced’ mean value of 3.65, ‘Quality in general is measured on a continuous basis’ mean value 3.54, ‘The current quality management system is understood’ mean value of 3.28.

**Table 6.51: Approach One-Sample Statistics**

	N	Mean	Std. Deviation	Std. Error Mean
12.1. Quality education is being delivered	372	3.71	0.912	0.047
12.2. Quality is of the utmost importance at my institution	373	3.75	0.879	0.046
12.3. Quality in general is measured on a continuous basis	373	3.54	0.917	0.047
12.4. Quality ensures success	373	4.04	0.794	0.041
12.5. Student expectations are met as quality is enhanced	373	3.65	0.935	0.048
12.6. The current quality management system is understood	373	3.28	1.025	0.053

The one sample test below in Table 6.52 clearly indicates an agreement in all the constructs in this section. ‘Quality education is being delivered’  $t(372) = 15.007, p < 0.0005$ ; ‘Quality is of the utmost importance at my institution’  $t(372) = 16.556, p < 0.0005$ ; ‘Quality in general is measured on a continuous basis,’  $t(372) = 11.468, p < 0.0005$ , ‘Quality ensures success’  $t(372) = 25.309, p < 0.0005$ ; ‘Student expectations are met as quality is enhanced’  $t(372) = 13.344, p < 0.0005$ ; ‘The current quality management system is understood’  $t(372) = 5.252, p < 0.0005$ .

**Table 6.52: Quality One-Sample Test**

	Test Value = 3					
					95% Confidence Interval of the Difference	
	T	Df	Sig. (2-tailed)	Mean Difference	Lower	Upper
12.1. Quality education is being delivered	15.007	371	0	0.71	0.62	0.8
12.2. Quality is of the utmost importance at my institution	16.556	372	0	0.753	0.66	0.84
12.3. Quality in general is measured on a continuous basis	11.468	372	0	0.544	0.45	0.64
12.4. Quality ensures success	25.309	372	0	1.04	0.96	1.12
12.5. Student expectations are met as quality is enhanced	13.344	372	0	0.646	0.55	0.74
12.6. The current quality management system is understood	5.252	372	0	0.279	0.17	0.38

#### 6.5.10 C5: Quality Management Systems - Systems Approach to Management

The one sample statistics and the one sample test presented in the Tables 6.53 and 6.54 on the next page give understanding on the systems approach to management by the sample.

**Table 6.53: Systems One-Sample Statistics**

	N	Mean	Std. Deviation	Std. Error Mean
13.1. Management principles are applied at my campus	373	3.38	0.987	0.051
13.2. Processes at my institution are linked together	373	3.24	0.91	0.047
13.3. The FET environment regarding policies is constantly changing	373	3.69	0.827	0.043
13.4. Government policies for FETs are addressed timeously at this college	373	3.13	1.033	0.054

Agreement is noted for all the aspects related to systems approach to management with ‘The TVET environment regarding policies is constantly changing’ with the highest mean value of 3.69 followed by the statement that ‘Management principles are applied at my campus’ with a mean value of 3.38. Others statements followed thereafter: ‘Processes at my institution are linked together’, mean value of 3.24 and lastly ‘Government policies for FETs are addressed timeously at this college’ with a mean value of 3.13.

**Table 6.54: Systems One-Sample Test**

	Test Value = 3					
					95% Confidence Interval of the Difference	
	T	Df	Sig. (2-tailed)	Mean Difference	Lower	Upper
13.1. Management principles are applied at my campus	7.504	372	0	0.383	0.28	0.48
13.2. Processes at my institution are linked together	5.066	372	0	0.239	0.15	0.33
13.3. The FET environment regarding policies is constantly changing	16.032	372	0	0.686	0.6	0.77
13.4. Government policies for FETs are addressed timeously at this college	2.505	372	0.013	0.134	0.03	0.24

There is an agreement on the statements that ‘Management principles are applied at my campus’  $t(372) = 7.504$ ,  $p < 0.0005$ ; ‘Processes at my institution are linked together’  $t(372) = 5.066$ ,  $p < 0.0005$ ; ‘The FET environment regarding policies is constantly changing’  $t(372) = 16.032$ ,  $p < 0.0005$ ; but there is a disagreement on the statement that ‘Government policies for FETs are addressed timeously at this college’  $t(372) = 2.505$ ,  $p > 0.0005$  as presented in Table 6.54 above.

### 6.5.11 C6: Quality Management Systems - Continual Improvement

Continual improvement has been tabulated according to the one sample statistics and one sample test in Tables 6.55 and 6.56 below. The one sample statistics signify a disagreement regarding most of the aspects of this construct as show by the mean values to the statements: ‘There is suitable infrastructure at my institution,’ mean value of 2.80; Infrastructure at my institution is continuously being upgraded, mean value of 2.70; There are adequate facilities available at my institution, mean value of 2.68; Facility needs are provided for timeously, mean value of 2.76.

**Table 6.55: Infrastructure One-Sample Statistics**

	N	Mean	Std. Deviation	Std. Error Mean
14.1. There is suitable infrastructure at my institution	373	2.8	1.19	0.062
14.2. Infrastructure at my institution is continuously being upgraded	373	2.7	1.129	0.058
14.3. There are adequate facilities available at my institution	373	2.68	1.165	0.06
14.4. Facility needs are provided for timeously	373	2.76	1.154	0.06

The one sample test is presented below alongside the one sample statistics above.

**Table 6.56: Infrastructure One-Sample Test**

	Test Value = 3					
					95% Confidence Interval of the Difference	
	T	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
14.1. There is suitable infrastructure at my institution	-3.177	372	0.002	-0.196	-0.32	-0.07
14.2. Infrastructure at my institution is continuously being upgraded	-5.135	372	0	-0.3	-0.42	-0.19
14.3. There are adequate facilities available at my institution	-5.288	372	0	-0.319	-0.44	-0.2
14.4. Facility needs are provided for timeously	-3.949	372	0	-0.236	-0.35	-0.12

There is a significant disagreement that ‘There is suitable infrastructure at my institution’  $t(372) = -3.177, p < 0.0005$ ; ‘Infrastructure at my institution is continuously being upgraded’  $t(372) = -5.135$ ; ‘There are adequate facilities available at my institution’  $t(372) = -5.288, p < 0.0005$ ; ‘Facility needs are provided for timeously’  $t(372) = -3.949$ .

### 6.5.12 C7: Quality Management Systems - Factual Approach to Decision Making

A one sample statistics as well as the sample t-test are presented in Table 6.57 and 6.58 below in regard to factual approach to decision making. The results above indicate an agreement that ‘Informed decisions are always taken’ mean value of 3.02; ‘Decisions are taken by top management only’ mean value of 3.55.’ Decisions are taken under pressure’ mean value of 3.34 but there is a disagreement to the statement that ‘Decisions are taken collectively’ with a mean value of 2.85.

**Table 6.57: Decisions One-Sample Statistics**

	N	Mean	Std. Deviation	Std. Error Mean
15.1. Informed decisions are always taken	373	3.02	1.055	0.055
15.2. Decisions are taken collectively	373	2.85	1.055	0.055
15.3. Decisions are taken by top management only	373	3.55	1.058	0.055
15.4. Decisions are taken under pressure	373	3.34	1.016	0.053

A significant disagreement is recorded to the statement that ‘Decisions are taken collectively’  $t(372) = -2.797, p < 0.0005$ ; There is however a significant agreement that ‘Decisions are taken by top management only’  $t(372) = 10.134, p < 0.0005$ , and that ‘Decisions are taken under pressure’  $t(372) = 6.474, p < 0.0005$ .

**Table 6.58: Decisions One-Sample Test**

	Test Value = 3					
					95% Confidence Interval of the Difference	
	T	Df	Sig. (2-tailed)	Mean Difference	Lower	Upper
15.1. Informed decisions are always taken	0.393	372	0.695	0.021	-0.09	0.13
15.2. Decisions are taken collectively	-2.797	372	0.005	-0.153	-0.26	-0.05
15.3. Decisions are taken by top management only	10.134	372	0	0.555	0.45	0.66
15.4. Decisions are taken under pressure	6.474	372	0	0.34	0.24	0.44

### 6.5.13 C8: Quality Management Systems - Mutually Beneficial Relationship

This construct alongside others is also tabulated using the one sample statistics as well as one sample test in Tables 6.59 and 6.60 on the next page. There is an agreement recorded on the statement that ‘The institution is dependent on student intake’ mean value of 3.95, ‘Staff encourage win-win situations when dealing with students’, mean value of 3.47, ‘The relationships with all

stakeholders are maintained’ with a mean value of 3.24 and ‘The relationships with all stakeholders are effective’ with a mean value of 3.16.

**Table 6.59: Student One-Sample Statistics**

	N	Mean	Std. Deviation	Std. Error Mean
16.1. The institution is dependent on student intake	373	3.95	0.889	0.046
16.2. Staff encourage win-win situations when dealing with students	373	3.47	0.902	0.047
16.3. The relationships with all stakeholders are maintained	373	3.24	0.927	0.048
16.4 The relationships with all stakeholders are effective	373	3.16	0.955	0.049

The one sample test presented in Table 6.60 below indicated an agreement that ‘The institution is dependent on student intake’  $t(372) = 20.617, p < 0.0005$ ; ‘Staff encourage win-win situations when dealing with students’  $t(372) = 10.098, p < 0.0005$ ; ‘The relationships with all stakeholders are maintained’  $t(372) = 4.970, p < 0.0005$ ; ‘The relationships with all stakeholders are effective’  $t(372) = 3.309, p < 0.0005$ .

**Table 6.60: Student One-Sample Test**

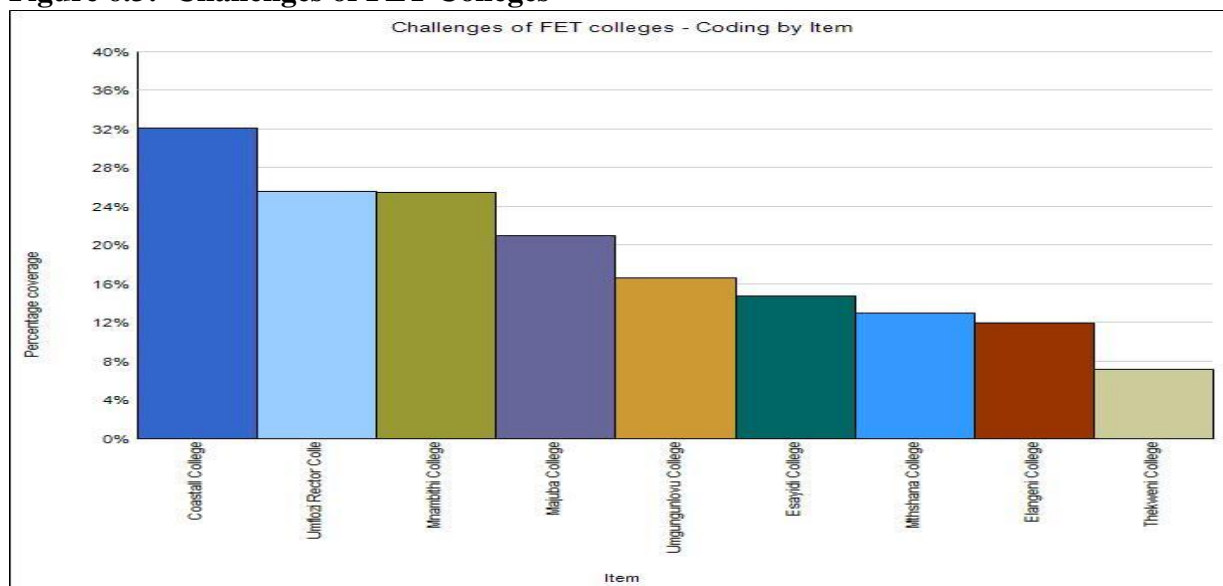
	Test Value = 3					
					95% Confidence Interval of the Difference	
	T	Df	Sig. (2-tailed)	Mean Difference	Lower	Upper
16.1. The institution is dependent on student intake	20.617	372	0	0.949	0.86	1.04
16.2. Staff encourage win-win situations when dealing with students	10.098	372	0	0.472	0.38	0.56
16.3. The relationships with all stakeholders are maintained	4.97	372	0	0.239	0.14	0.33
16.4 The relationships with all stakeholders are effective	3.309	372	0.001	0.164	0.07	0.26

## 6.6 Analysis of Qualitative Data

In this section, the responses of participants which were collected through in-depth interviews were analysed. The items in the interview questionnaire were tailored to elicit information on participants' perception on the challenges to management practice in TVET colleges in the KwaZulu-Natal province. Management staff (Rectors), one from each of the nine TVET colleges where the study was carried out were interviewed. The interview questions for the qualitative data were framed for the participants to be able to provide answers with respect to (1) the various challenges facing TVET colleges, (2) the extent of the link between management and effective leadership at TVET colleges, (3) the challenges to staff developments within TVET colleges, (4) the support measures put in place to promote continual staff development, (5) the extent to which noncompliance and mal practises threaten the functionality of TVET colleges, (6) management model.

The Figure 6.3 below presents the challenges faced by the FET/TVET colleges within the province of KwaZulu-Natal. The coding indicates a graphical representation of the colleges in the study. It is evident that the Coastal College has significantly higher set of challenges than all other colleges, Umfolozi and Mnambithi rank nearly at the same level, whereas Ethekewini and Elangeni rank among the lowest.

**Figure 6.3: Challenges of FET Colleges**



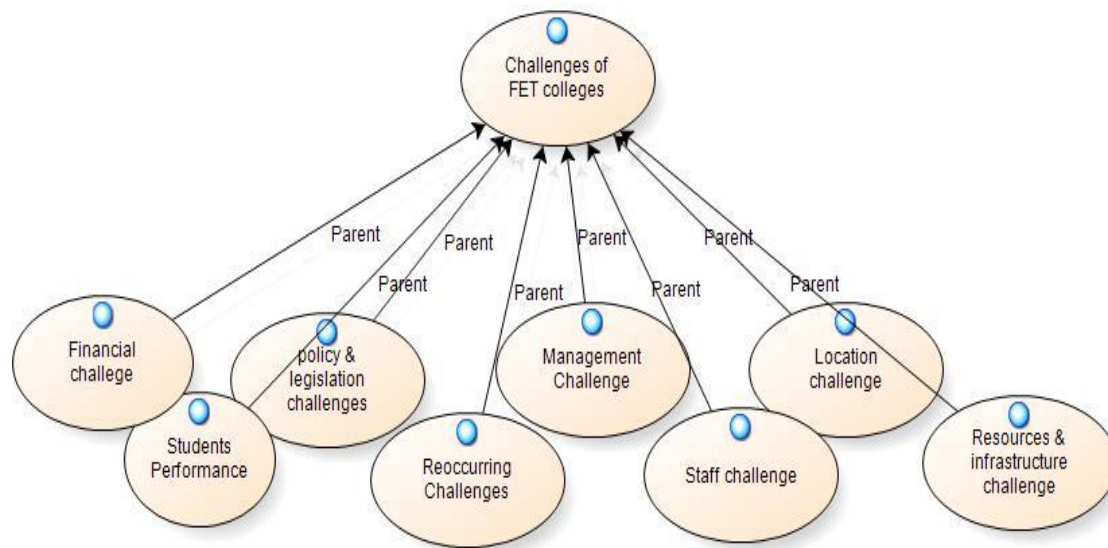
According to the word cloud below (Word Cloud 1) of issues raised in the study, it is evident that the staff college management is proportionately higher as compared to other challenges such as support, policies as well governance. The word cloud below illustrates other issues raised include development, communication, lecturers as well as funding.

### Word Cloud 1



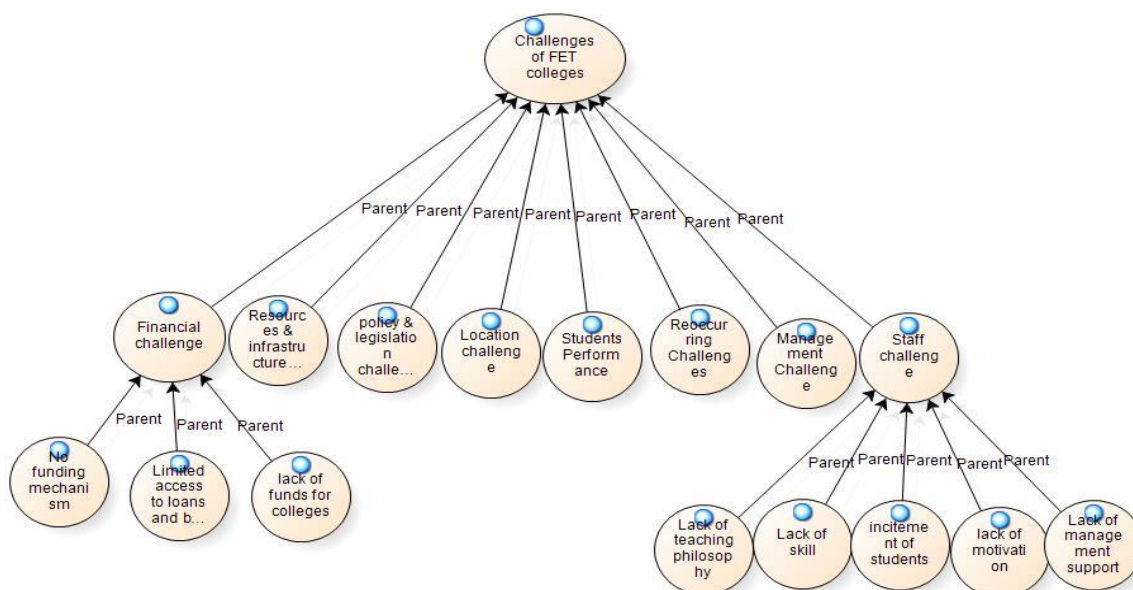
Figure 6.4 on the next page depicts the major challenges that were identified from the responses provided by the interview participants. The majority of the interview participants identified financial challenge, low student performance, the challenge of policy and legislation, reoccurring challenge, management challenge, staff challenge, the challenge of location, resources and infrastructure challenge as those that are having negative effects on the proper functioning of the TVET colleges.

**Figure 6.4: Model on challenges of TVET colleges**



It was observed from the responses that the majority of the FET/TVET colleges are underfunded. Apart from the fact that the funds are not sufficient, there is no clear mechanism as to how funds are allocated to the colleges. Some of the interviewees complained about the total lack of funds which is affecting the development of infrastructures in the colleges. The financial challenges are further explored in in Figure 6.5 as: *no funding, limited access to loans and busaries, and lack of funds for colleges.*

**Figure 6.5: Model on challenges at FET/TVET colleges**



From Figure 6.5 on the previous page, virtually all the interview participants affirmed that the TVET colleges were faced with financial challenges.

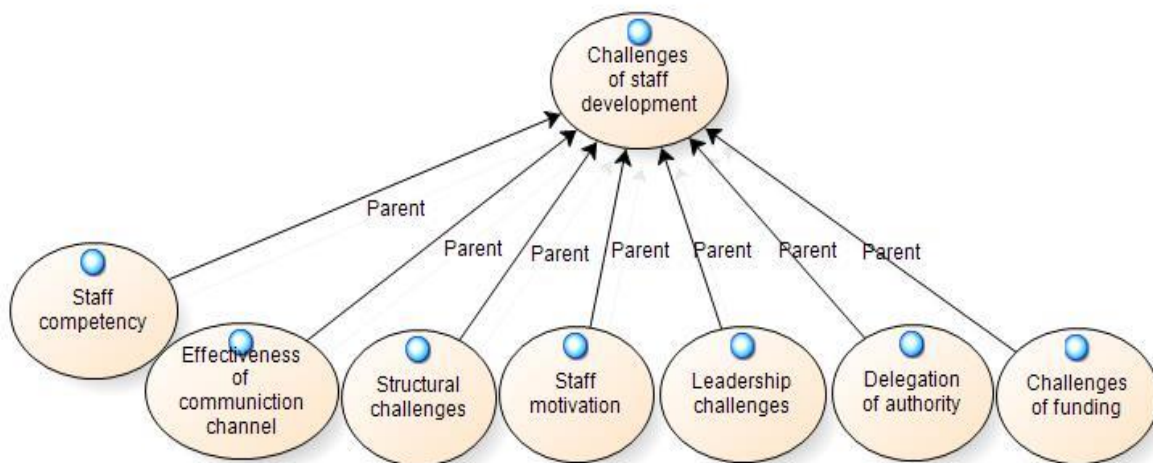
Participant 1 asserted that: “Bursaries are always available to students even though limited”.

Participant 6 provides support for interviewee 1 with the response that: “Current funding norms in the FET colleges are skew and it was informed by the adjustments which happened in 2006”.

The TVET colleges are notable for dilapidated infrastructure as no budget is allocated for the development of the deteriorating structures. This makes it difficult to maintain facilities in the colleges. Another challenge of the colleges is in the area of resources.

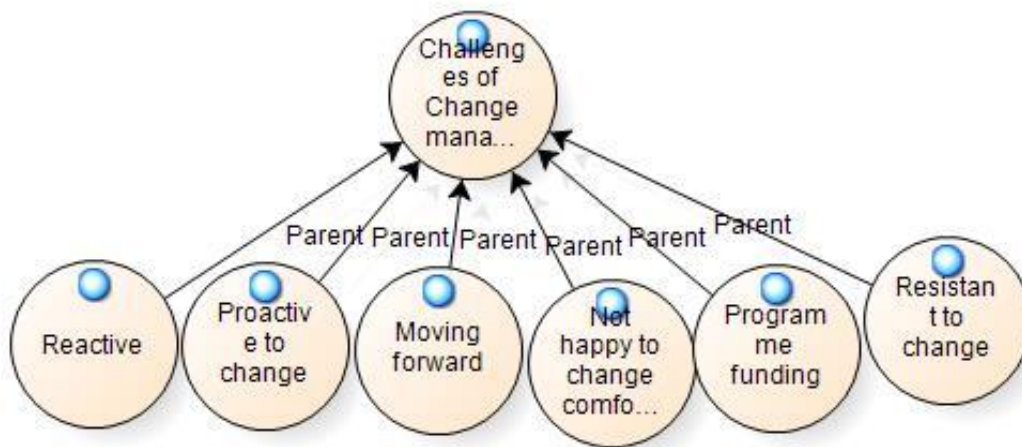
As indicated in Figure 6.6 below indicated that most of the lecturers do not have the appropriate qualifications to occupy the positions they are holding.

**Figure 6.6: Model on Staff development**



Interviewee 2 put it more succinctly when asked if the staff were competent, his reply was “No they are not; it is difficult to recruit skilled and qualified people in this area”. The colleges do not have the capacity in terms of the required qualifications to teach at that level. This is having a negative effect on the image of the sector as the students are underperforming. In regard to change management, Figure 6.7 on the next page indicated that among the challenges faced by management are the programme funding and resistance to change. There has also been a problem in moving forward. Challenges are also considered to be reoccurring.

**Figure 6.7: Model on challenges of change management**



One of the respondents replied when asked, are challenges reoccurring? *Yes, year after year*. All the other respondents in the study answered 'yes' to this question. The respondents considered themselves as reactive /proactive. The ability of the respondents to act according to the given circumstance as opposed to reacting to a given situation is therefore mirrored in this scenario. This is however in direct contrast to the issues raised unanimously by the majority that they are resistant to change as depicted in Figure 6.8 below.

**Figure 6.8: Model on resistance to challenges**

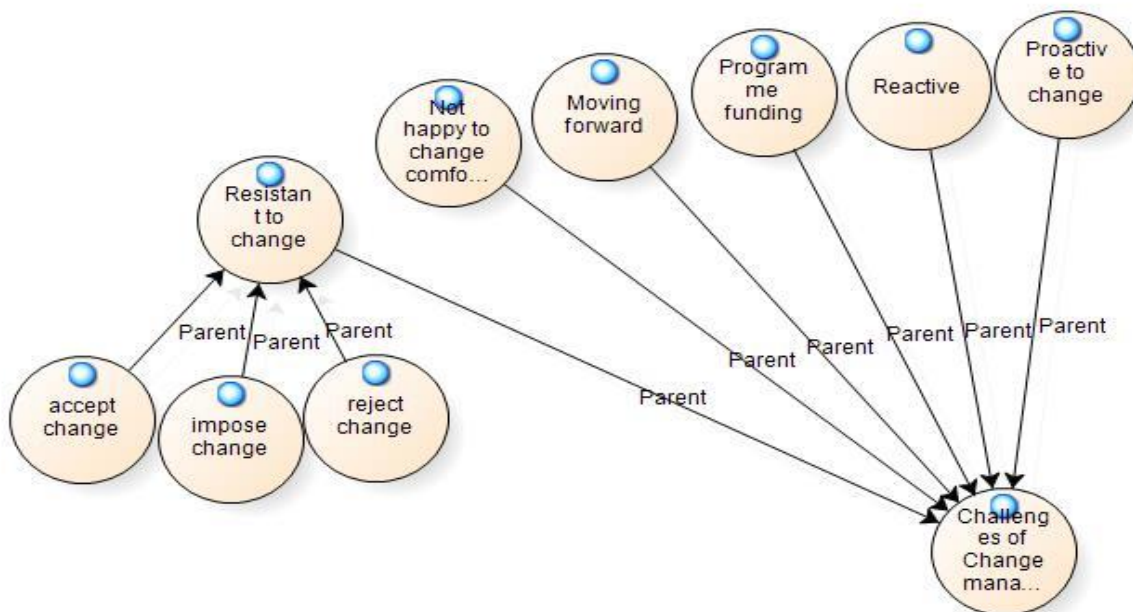


Figure 6.9 below indicated that compliance is noticeable and that good governance has been accepted by the majority of the respondents as part and parcel of the working environment. This is well noted to be attributed to the understanding of the respondents in their response. In response to a question like ‘Does the college function ethically?’ the responses included: ‘Certainly, *it does*’. ‘*Values abide by professionalism and respect*’. Others replied that ‘*Ugly past, things were just wrong*’, ‘*they are putting all policies in place*’. While others stated that ‘*yes, they are guided by the councillor and the code of conduct*’. Though change is accepted, it is also stated that at times it is imposed and rejected.

**Figure 6.9: Model on compliance at TVET colleges**

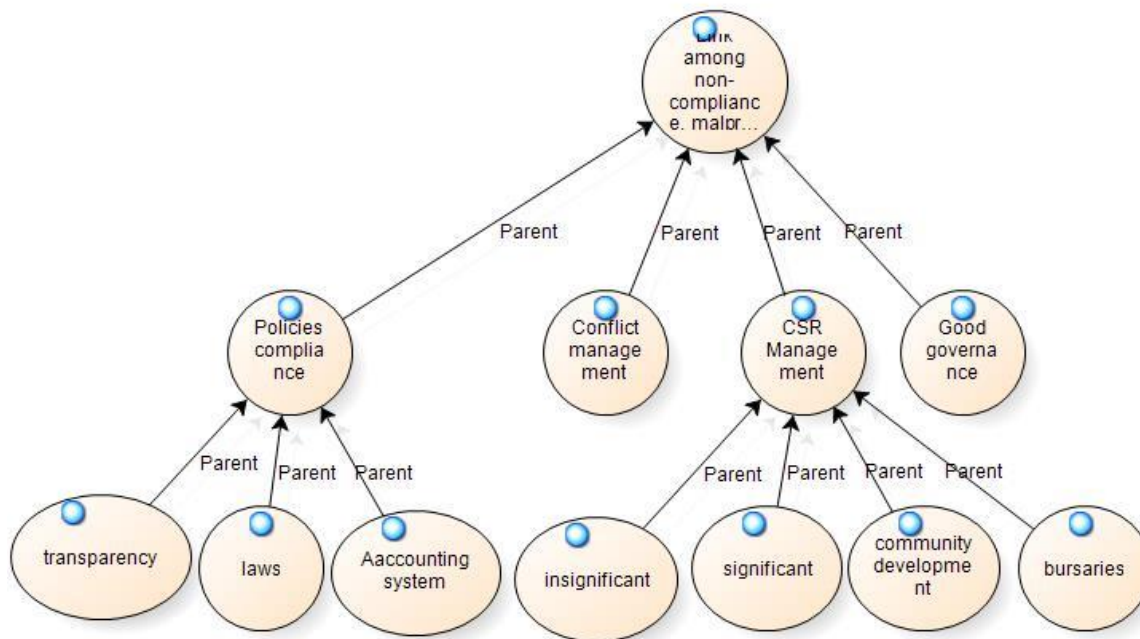


Figure 6.9 clearly indicated that good governance, as well as the CSR management are considered by the colleges, this is in conjunction with the issues in conflict management. A majority of the respondents are therefore agreeing to the issues regarding the ability of colleges in dealing with the CSR in terms of bursaries being given, though this is subjective to some in a sense that some consider that there is insignificant help in that regard. The policies are totally complied with according to the respondents.

The laws, transparency as well as the accounting system, are sound according to the majority of the respondents. The management framework is upheld according to the respondents by the goals to be achieved as well as the determination to overcome challenges. In response to whether is the Management system model is effective in colleges, the following responses were received: *'It is effective', 'teachers comply with regulations', 'the environment is conducive', 'they understand the environment'*. This also is supported by quality, communciation and accreditation that is being given by the department. This serves as a management model that gives impetus to the framework for the effective governance within the TVETs.

In Figure 6.10 below are the measures of staff development. The respondents have in a majority agreed that there is a need for staff qualifications to be improved, as well as staff motivation and the developmental needs alongside leadership. This is well supported by some of the statements given by the respondents. A number of respondents have stated that *it is hard to get qualified staff*.

**Figure 6.10: Model on staff development promotion**

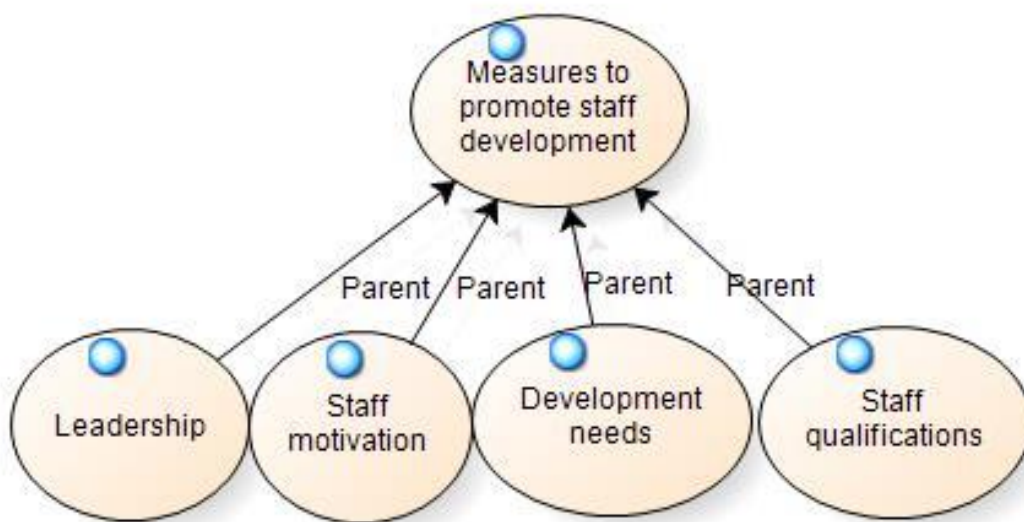
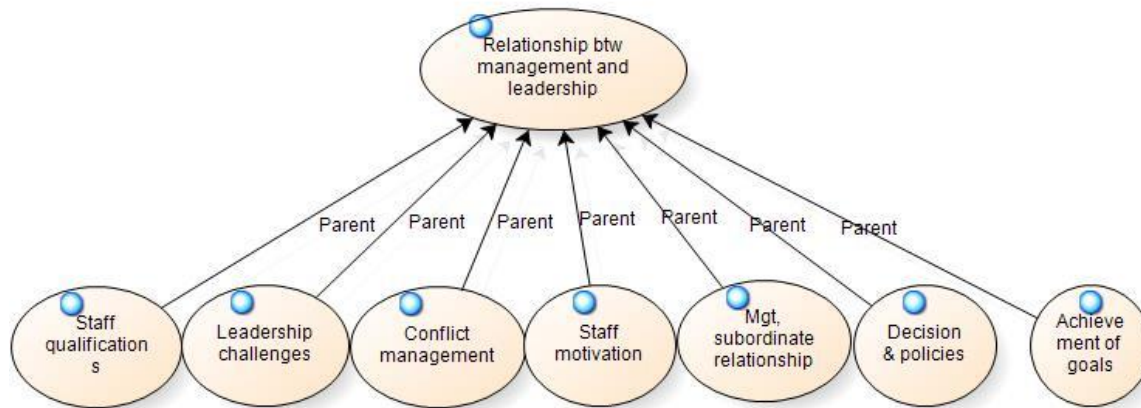


Figure 6.11 indicated that there is a relationship between management and leadership. This is well underscored with leadership challenges, coupled with staff motivation. Among other aspects such as conflict management as well as subordinate management relationship is the issue with good decisions and policies, leading to goal achievement.

**Figure 6.11: Model on relationship management**



It is noted from that there is a relationship that exists between goal achievement and a good management relationship, just as there is an applicable relationship between staff qualification and motivation with good management and leadership relationship. It is also noted that leadership challenges do impact on the relationship in management and leadership, as well as conflict management and decision making as depicted above. The way management progresses, may indeed be impacted with challenges. Good management ensures a goal achievement as such. This is important even in areas where the acquisition of a qualification is a motivational factor to the staff. The circumstances indicated above have been observed by the respondents in the study. It follows on the understanding that staff may need some motivation in attaining qualifications, just like issues that are related to conflict management and decision making occur. The management of conflicts will require good decision making.

## 6.7 Summary

This chapter has discussed the quantitative and qualitative results of the study. Notable in the findings is that the Management Practice challenges are apparently faced more by Umfolozi college more significantly than Esayidi college. It is confirmed by the findings that the challenges prove to be more harmful to daily operations are experienced by Ethekwini and Umfolozi college than Esayidi college. Though there is a significant agreement on management having good leadership qualities, it is noted that Mnambithi college experiences lower level of leadership than Esayidi college.

The findings have reported a significant agreement of effectiveness in governance in general. As for those who implement changes being effectively rewarded, it is noted that this is strongly agreed in the Esayidi and Coastal colleges than Mnambithi college. In the same vein, it is further noted that staff development through seminars is less used in Mnambithi college than Coastal, Esayidi and Ethekwini colleges. Among the many challenges facing the colleges was the financial challenge, low student performance, staff challenge as well as resource and infrastructural challenges. Most of the lecturers are not qualified and this acts as one of the challenges noted in the findings. This therefore has guided understanding the challenges in the TVETs in KwaZulu-Natal. The quantitative findings in respect to the objectives have been able to bring issues related to management and leadership as depicted in objective 1 of this study. There are challenges regarding management and leadership as depicted in the empirical findings of this study.

The qualitative findings that governance is fully taken into account affirms objective 4 of the study which examines whether governance is adhered to as per the policies governing the TVETs. Among the qualitative findings is the presence of governance in the TVETs which has been noted affirmatively. Malpractices have however been noted both in the qualitative and quantitative findings as a problem in the TVETs. This serves to underscore objective 4 in investigating whether governance is adhered to as per the TVET policies in colleges. It is further within the qualitative findings that low student performance is noted as one of the problems besides lack of funding. This results shall be explained in relation to literature in the next chapter of this study.

## CHAPTER 7

### EXPLANATION OF THE FINDINGS

#### 7.1 Introduction

This chapter deals with the explanation of findings in accordance with the objectives of the study as well as the empirical results of the study. This study aimed at understanding the challenges faced by TVETs. The importance of TVET education is well understood in a sense that higher education is no longer treated as a luxury but a necessity for national, social and economic development of a nation (World Bank 2000). While there are numerous challenges facing TVETs, they remain as a significant educational sector. The table below shows the research objectives and questionnaire reflecting how the research instrument achieved the research objectives.

**Table 7.1: Instrumental table**

Research Objective	Quantitative Section of the Questionnaire	Qualitative Section of Interview Schedule
To understand the Management Practice challenges faced by TVETs	Section B1 (Management Practice Challenges) Questions 1.1-1.7 and Question 2	Section B1: Challenges. Questions 1.1-1.7
• To understand the link between management and leadership within TVET colleges.	Section B2 (Management and Leadership): Questions 3.1-3.7	Section B3: Leadership. Questions 3.1-3.6
• To ascertain the different measures put in place that supports effective management in TVET colleges.	Section B2 (Management and Leadership): Questions 3.8 – 3.16	Section B2: Management. Questions 2.1-2.8
• To investigate how government policies sustain ethical practises within the colleges.	Chapter 2: Literature Review	Chapter 2: Literature Review

<ul style="list-style-type: none"> <li>To examine if governance is adhered to as per policies governing TVET colleges.</li> </ul>	Section B3(Governance): Questions 4.1-4.13	Section B4: Governance: Questions 4.1-4.7
<ul style="list-style-type: none"> <li>To examine how the challenges regarding change management are addressed within TVET colleges.</li> </ul>	Section B4(Change Management): Questions 5.1-5.16	Section B5: Change Management. Questions 5.1-5.6
<ul style="list-style-type: none"> <li>To understand the challenges to staff development within TVET colleges.</li> </ul>	Section B5(Staff Development):Questions 6.1-6.17	Section B6: Staff development. Questions 6.1-6.3 and 6.5-6.9
<ul style="list-style-type: none"> <li>To understanding the support measures put in place to promote continual staff development with TVET colleges.</li> </ul>	Section B5(Staff development) Questions 7.1-7.5	Section B6: Staff Development. Question 6.4
<ul style="list-style-type: none"> <li>To develop a conceptual framework management model to enhance the TVET college management.</li> </ul>	Section B6: Quality Management Systems Model. Questions 8.1-16.4.	Section B7: Quality Management Systems Model. Questions 7.1-7.5

## 7.2 Biographic Data in the TVETs

This section explains the profile of the respondents in the quantitative as well as the qualitative data in the study. There were three hundred and seventy three respondents in the quantitative domain and there were nine respondents in the qualitative domain of the study. The questionnaire sequence shall be adhered to in the presentation of the demographic data.

### 7.2.1 Gender

There were 35.9% males and there were 64.1% females in the study. In the qualitative, however, there were 66.6% males and there were 33.3% females. There are more females than males in this sample.

### **7.2.2 Age**

The ages of the respondents have been as follows: under 25 we had 5.1%, between 25-35, we had 53.6%; 36-45, we had 23.6%, 46-55, we had 11.3% and more than 55 we had 6.4%. The qualitative data on age was 36-45 we had 22.2%, 45-55 we had 44.4% and above 55 we had 33.3%. The largest number of respondents are aged between 25-35 as indicated by the largest percentage of 53.6%.

### **7.2.3 Race**

There were 5 races represented in the demographics of the respondents. The Blacks were 70.5%, Coloureds were 3.2%, Indians were 14.5%, whites were 10.7%, and other were 1.1%. The qualitative data was Blacks were 77.8%, Coloureds were 11.1%, and Indians were 11.1%. The respondents had the largest black population of 70.5% in the sample under study.

### **7.2.4 Marital Status**

Those who were single were 54.4%, married were 41.6%, Widowed 1.9%, Divorced 2.1%, On the qualitative we had 77.8% married and 22.2% single. The least percentage in the sample was those widowed and the highest were those single at 54.4%.

### **7.2.5 Job Title**

The principals were .8%, HODs were 2.9%, and Managers 5.1%, Academics, 76.1%, and Support were 15%. On the qualitative we had Principal 88.9%, and Acting Principals 11.1%. The highest number were the academics in the quantitative study which stood at 76.1% whereas in the qualitative the highest number were the principals which stood at 88.9%.

### **7.2.6 Qualifications**

Quantitative data indicates that those at Matric were 2.9%, Certificate 6.7%, Diploma 35.9%, Degree 23.9%, Honours/Postgrad diploma 27.6%, Masters 2.9%, whereas the qualitative Degree were 44.4%, Honours were 44.4%, and Doctorate were 11.1%. Among the demographic profile variables is the qualification of the respondents. Most of the respondents that participated in the study had a diploma qualification (35%), this was seconded by those who had postgraduate diplomas (27.6%). The third in line were those with degrees at 23.4%. The fact that those with a diploma were the highest signifies the need as pointed by literature for higher qualifications to be achieved by the TVET training staff. The need to have a well trained staff in ensuring the success

of TVETs is a demand required by the department as pointed out in the literature (Moholokoane 2004). The need for the training force in TVETs to be gained is with the aim of enabling the capacity in TVETs to be developed to fulfil its role (FET College KZN Report 2011). The skills revolution that is sought by the department of education is to be brought by the TVETs (Department of Higher Education and Training 2011). The improvement of skills and knowledge of the TVET staff is based on the DoE and DHET policy documents for purposes of improving the academic skills as well as the experience and knowledge of the staff at TVET (Marshall et al. 2007). The importance of this issues may be reflected on the pronouncements of the minister of Education who pointed out that R2, 5 billion had been allocated for capacity development by the President in 2014 (Gewe 2010).

### **7.2.7 Employment Status**

Employment status had 96.2% as full time and 3.8% as part time, on the qualitative 88.9% were full time and part time had 11.1%. Most of the respondents are employed on a full time basis, thus the highest percentage recorded as 96.2% and the lowest are those on the part time basis at 11.1%.

### **7.2.8 Tenure**

Those fewer than 5 years or less were 36.7%, 5-10 years were 37%, 11-15 years 13.7%, 16-20 were 6.4%, more than 20 years 6.2%. On the qualitative data, those who had worked for 16-20 years were 11.1%, 11-15 years were 22.2%, below 5 years 44.4% and those above 20 years were 22.2%. The tenure period for the sample was recorded higher for those who worked below 5 years at 44.4%.

## **7.3 Management Practice Challenges**

Challenges were noted as a problem even as both the quantitative and qualitative results indicate. This section therefore serves to inform on the main objective of the study which states that the overall aim of the study will be to understand the management practice challenges faced by TVET colleges in KZN. On the quantitative side, it was recorded that there was a significant agreement that 'My institution currently faces many management practice challenges' ( $t(372) = 16.286$ ,  $p < .0005$ ); 'Challenges at my institution prove to be harmful to daily operation', ( $t(372) = 6.959$ ,  $p < .0005$ ); 'Challenges experienced at my institution are beyond my control', ( $t(372) = 6.742$ ,  $p < .0005$ ); 'Challenges at my institution always create negative outcomes, ( $t(372) = 2.515$ ,  $p = .012$ );

and ‘Challenges faced at my institution are repetitive’, ( $t(372) = 11.184, p < .0005$ ). There is significant disagreement that challenges are overcome timeously ( $t(372) = -3.579, p < .0005$ ). According to literature TVETs have been noted to be having problems in the area of management and leadership in the effectiveness of these organisations (Desai & Sahu 2008). These challenges have included the following: effective leadership, effective management, change management, good governance and staff development (Coleman 1994, CHET 1997, Department of Education 1998, Bengu 1998, Department of Education 2001, Davies 2002, Froneman 2003, Bush 2003, CEPD 2004, Kettunen 2005, Akoojee & McGrath 2008, Gewer 2010, Jones & George 2011, Paul & Berry 2013). Bush (2003) records that leadership and management require equal prominence.

In terms of the practice management challenges, the empirical results indicate that there are significant differences in colleges regarding the management practice challenges (Welch (8, 80.767) = 2.112,  $p = .044$ ). Umfolozi faces significantly many practice challenges than Esayidi. Umfolozi college has a mean of 4.21 whereas Esayidi has a mean value of 3.47. The differences signify the degree by which colleges differ as such in terms of the intensity of practice management challenges they presently face. In this particular case, it is notable that Umfolozi unlike Esayidi happens to have more practice management challenges. Umfolozi with a mean value of 4.21 has definitely a higher mean than Esayidi which stands at 3.47.

The issues that prove to be more harmful to daily operations are found in two colleges as depicted in the empirical results. Thekwini and Umfolozi colleges have challenges that prove to be more harmful in their daily operations than Esayidi college. It is realised that there are significant differences in challenges that prove to be more harmful for daily operations (Welch (8, 79.144) = 2.407,  $p = .022$ ). Thekwini college has a mean value of 3.75 and Umfolozi has a mean value of 3.93 whereas Esayidi has a mean value of 2.97. This indicates that Thekwini and Umfolozi with higher mean values as indicated above have challenges that prove to be more harmful on a daily basis as opposed to Esayidi. As pointed above colleges are not at the same level in terms of the challenges they face. This is also associated to other variables in the study as noted with the aspect of the addressing of challenges to the benefit of the organisation. There are significant differences on the issue of ‘Challenges at my institution are addressed adequately benefit the organization’ (Welch (8, 78.444) = 3.529,  $p = .002$ ). It is noted empirically that Esayidi significantly holds the perception that challenges addressed adequately benefit the organisation than Elangeni and

Mthashana. Esayidi has a mean value of 3.48 whereas Elangeni and Mthashana have mean values of 2.94 and 2.63 respectively.

The difference of challenges is noted even when it comes to perception as in the case of solutions to challenges. This is well noted in the case of timely solution to challenges. There are significant differences in colleges on the perception that challenges at my institution are overcome timeously (Welch (8, 77.606) = 3.720,  $p=.001$ ). Esayidi has a higher perception that 'challenges at my institution are overcome timeously' than Elangeni, Mnambithi, Umgungunlovo. Esayidi college has a mean value of 3.41, whereas Elangeni, Mnambithi and Umgungulovo have 2.62, 2.56, and 2.51 mean values.

Qualitatively a majority of respondents considered that among the many challenges that they were faced with was underfunding, low student performance, reoccurring challenges, and management challenges among others. This was depicted in the word cloud as well as the Nvivo model on the responses of the respondents shown in chapter six.

The qualitative data indicated that there were management practice challenges. This was clearly confirmed by the majority of responses. Further to the challenges presented in the word cloud, were the following responses: *'Few challenges are easy to resolve'*, *'There are many and difficult to overcome'*, *'No some of the challenges were beyond our control, however others we were able to resolve'* and *'some are easy depending on the challenge'*.

The issues pointed out in the qualitative findings have been supported by literature in various facets. The issue of low funding is connected funding incoherence within the TVETs according to FET College KZN Report (2011). There has been uneven funding across the different sites creating distorted disincentives and incentives in the various educational areas. Other challenges have been pointed out by the responsible authorities such as parliament around managing perceptions and building strong management and governance systems in the reconfigured educational systems that arise from the challenges faced by TVETs (Pandor 2004). This therefore shows that there is a link in terms of problems as pointed out in both the quantitative and qualitative findings of this study.

#### **7.4 Effective Management and Leadership**

The first and second objective of this study deals with issues on ascertaining the different measures put in place to support effective management and leadership within TVETs. In regard to effective

management, it is observed that there is an understanding that management is significantly at a better level as shown on the quantitative results below:

‘my manager has excellent leadership qualities’ ( $t(372)=7.071$   $p<.0005$ ); ‘my manager is able to motivate staff’ ( $t(372)=7.272$   $p<.0005$ ); ‘my manager influences staff positively’ ( $t(372)=8.021$   $p<.0005$ ); ‘my manager empowers us to do our best’ ( $t(372)=8.650$ ); ‘my manager delegates tasks in an effective manner’ ( $t(372)=6.219$   $p<.0005$ ); ‘my manager is an effective leader’ ( $t(372)=6.690$   $p<.0005$ ); ‘my manager has excellent management qualities’ ( $t(372)=5.178$   $p<.0005$ ); ‘my manager is able to manage change effectively’ ( $t(372)=5.395$   $p<.0005$ ); ‘my manager ensures goals and objectives are achieved’ ( $t(372)=8.586$   $p<.0005$ ); ‘my manager promotes a two way communication’ ( $t(372)=4.896$   $p<.0005$ ); ‘my manager coordinates activities in an appropriate manner’ ( $t(372)=8.180$   $p<.0005$ ); ‘my manager gives clear direction’ ( $t(372)=6.923$   $p<.0005$ ); ‘my manager is able to resolve conflict’ ( $t(372)=5.442$   $p<.0005$ ); ‘my manager engages in planning, organising, leading and controlling’ ( $t(372)=8.953$   $p<.0005$ ). All the t-test results have been indicated with a positive connotation thus far, and the p values have significantly indicated a p value which is less than or equal to 0.0005. This is therefore noted as an agreement as opposed to values that would have been negative and a p value being greater than .0005. This indicates that management’s efficiency and competence is guaranteed as per the findings. Literature has pointed out that although management is often seen as a single function, it is required to facilitate various other areas to ensure cohesiveness within the organisation (Sen 2012).

There is a difference in colleges on the issues of effectiveness on leadership as statistically shown. There are significant differences on whether the manager is an effective leader in the colleges (Welch (8, 77.862) = 3.608,  $p = .001$ ). It is observed that there is a lesser agreement on my leader is effective in Mnambithi than Esayidi. The effectiveness can be addressed by identifying the areas which require improvement in Mnambithi, yet at the same time, there is need to sustain the performance of Esayidi college. Mnambithi college has a mean of 3.02 whereas Esayidi has mean of 3.83. This shows the level of difference between the two colleges. One with a lower mean (3.02) and the other with a higher mean (3.83). This is important in balancing the aspect of maintaining and yet at the same time correcting nay shortfalls observed. Coordination of activities is an important aspect of management and therefore it is important to underscore it.

According to the empirical results, it is noted that there are significant differences on 'my manager coordinates activities in an appropriate manner' (Welch (8, 77.567) = 2.858,  $p = .008$ ). Coastal experiences a stronger agreement on the manager coordinating activities in an appropriate manner than Elangeni College. Coastal has a higher mean of 3.65 whereas Elangeni has a lower mean of 3.22.

The role of management is often associated with the planning, organising, leading as well as controlling. There are differences in colleges regarding the above functions (Welch (8, 78.180) = 3.795,  $p = .001$ ). The Coastal college expressed a stronger agreement to the manager engaging in planning, organising, leading and controlling than Mnambithi. Coastal college has a mean of 3.91 whereas Mnambithi has a mean of 3.04. It is therefore important for consideration to be made for the Mnambithi College to develop in these areas in as far as the management roles are concerned.

There is need to underscore the empirical findings regarding the leadership perception of the respondents according to the empirical findings. The one – sample statistics have shown that all the statements have been agreed by the respondents with exception of statement 10.5 which states that 'Managers ensure that adequate resources are available timeously' with a mean value of 2.85. 'Organisational goals are being achieved' has the highest mean of 3.34 indicating an agreement, followed by 'Managers delegate effectively' with a mean of 3.27, thereafter 'Managers are able to motivate employees' with a mean value of 3.10 and 'Groups and teams are well managed' with mean value of 3.07 follow in agreement. The present means indicate that the highest mean stands at 3.34 and the lowest stands at 3.07. The effectiveness of goal achievement and the ability of managers to delegate is of significance as well as effective team management.

Qualitative data has identified that there is generally good management in place. This has also been confirmed with statements like: in response to questions like, relationship between you and your staff. The following responses were noted amongst others *'Peaceful/stable'*, *'Pretty good communication that regulates planning'*, *'Well supported by the staff'*, *'Good relationship with vice principals'*, and *'Strong professional relationship'*. Furthermore regarding leadership, it was clear that effective management lead to good leadership. Questions like, explain your role as a leader received the following responses: *'This one is clearly understood by subordinates'*, *'Lead by example'*, *people skills, communication and empathy is important'*, *'Directing staff and*

*allowing people to be independent*, *Influencing staff positively*, *Monitors and mentors staff*. It is notable that in the past the managerial knowledge and skills were not a prerequisite to become principals and other senior positions (FET Colleges 2013) but the present day management are often challenged by demands of new policies and the DoE expects them to have such abilities (Fisher et al. 2003). The department has been noted for calling a strong visionary change related to the leadership role as well as effective staff in ensuring colleges are led, managed and sustained accordingly (Department of Education 2009). Both management and leadership are expected to have equal prominence in ensuring that each college is capable of operating effectively and efficiently (Bush 2003).

## **7.5 Governance**

The objectives on investigation of how government policies sustain ethical practices in TVETs as well as the examination of whether governance is adhered to in TVET colleges is thus dealt with in this section. These form the third and fourth objective of the study. This study reported that there is good governance within the leadership. This is statistically reported as a significant agreement of the effectiveness of governance in general ( $t(372)=6.883$   $p<.0005$ ; the effect of governance on individuals ( $t(372)=5.893$  as well as self-perception of governance ( $t(372)=39.119$   $p<.0005$ ). Managers have been noted by literature not to manage changes effectively. The need for relevant, quality and well managed education is a need in the economy. The emphasis on this is necessary for the essential characteristics of a well-managed effective management system (Geweir 2010). The fact that there is good management in the province is therefore a good sign in the midst of lacking good governance on a general basis. Governance has been termed as the organisations ability to direct its processes and structures to achieve goals (Muswaba & Worku 2012:385). The need to deliver goals and achieve objective are measures by which good governance is characterised alongside accountability, transparency and effectiveness (King 2009). Governance has also been associated with good values in colleges, coupled with a system of decision making, mission and purposes and resource allocation alongside patterns of hierarchy and the relationship of colleges to different academic worlds and the worlds of government, business and community (Smit & Cronjé 2002). Institutional governance has also been termed as something that encompasses internal relationships, external relationships and intersections between them (Marginson & Considine 2000:7).

The qualitative findings have as well indicated that good governance exists as per the respondents. The management frameworks are upheld according to the respondents. It is therefore understood that good governance is in existence as opposed to the literature findings regarding governance as a problem in TVETs. These findings may reflect on the developments that could have taken place as a result of changes that have been effected as a result of progression in the course of time. The aspect of moving forward in governance seems to be embedded in the features identified as above, among which is the aspect of transparency as noted in the seven aspects of King 111 report of 2009 which are fairness and social responsibility, discipline, transparency, independence and accountability (Muswaba & Worku 2012:385). The fact that the study could be allowed without any impediments may be reflective of the nature of transparency available in the institutions. The importance of having leadership that has good governance is significant for the progress of institutions. Notable in the empirical results is that there is a significant agreement that 'my college engages in social responsibility' (Welch (8, 78.003) = 2.592). There is a significant agreement that my college engages in social responsibility in the Coastal College than in Mnambithi College. Coastal college has a mean of 3.61 whereas Mnambithi has 2.84, showing that Coastal college has a higher mean than Mnambithi.

Following on with the quantitative data above, the qualitative data responses to statements such as explain your understanding of governance and how it is incorporated at the institution received the following responses, 'Guided by the councillor and code of conduct', 'How the college is run in compliance to the laws and policies', 'Strategy making and implementation of that strategy' 'Key code, King 111 has been brought in', 'We have subcommittees and different bodies to ensure we do the right thing', 'Clean external audits'. Other responses to questions like 'Does your college practice corporate social responsibility? The following responses were recorded: 'Yes, community members receive tuition, such as Inanda kids program', 'Yes, they have their own vegetable gardens where organic vegetables are grown and sold to the community', 'Yes, Mandela day and June 16<sup>th</sup> are big days when we get involved with communities', 'Yes, all computers are refurbished by a partnered company and are given to the communities'. There is a need of compliance of structures imposed by governance considerations in order for TVETs to operate efficiently points Wedekind (2008). Governance has been termed a means by which organisations direct the processes and structures in achieving goals (Muswaba & Worku 2012). Governance is concerned

with the determination of values in colleges as well as their system of decision making, their purpose and mission, their patterns of hierarchy and authority and the relationship of as institutions to different academic worlds, and the worlds if government , business and community (Smit & Cronjé 2002:7). This understanding can further be exemplified by Marginson and Considine (2000) who define public educational institution governance as encompassing internal relationships, external relationships and the intersection between them. The fact that institutions are reaching out to communities as pointed out by respondents above corresponds with the definitions of the mentioned authors herein.

## **7.6 Change Management**

The fifth objective of the study deals with how the challenges regarding change management are addressed in the TVETs. The findings on Change management indicate that there is a scenario of significant agreement to some aspects regarding change management. There is a significant agreement to the statements that Senior manager are able to relate to changes effectively ( $t(372) = 2.184$   $p < .0005$ ; Employees are supportive towards change at my institution ( $t(372) = 6.712$   $p < .0005$ ; Staff are prepared adequately for change at my institution ( $t(372) = 5.200$   $p < .0005$ ; Staff are able to adapt promptly to changes ( $t(372) = 5.826$   $p < .0005$ ; Staff willingly prepare for change ( $t(372) = 6.903$   $p < .0005$ ; The need for change within the college is proactively identified ( $t(372) = 5.189$   $p < .0005$ ; Change within the college is always associated with the college vision and mission ( $t(372) = 4.551$   $p < .0005$ ). There was a significant disagreement however on the following statements: Change is implemented with ease at my college ( $t(372) = -2.639$   $p > .0005$ ); within my college many people are involved in change management ( $t(372) = -2.941$   $p < .0005$ ) and within my college those who implement change effectively are rewarded ( $t(372) = -8.026$   $p < .0005$ ). According to these findings it may be deduced that there are some aspects of change that are not supported within the TVETs. Although both the employees and management support agree to change yet observations such as ‘change is implemented with ease in my college,’ ‘within my college many people are involved with change’ as well as ‘those that implement change are effectively rewarded’ are areas of contention and are not carried out by the colleges.

Change is often occurring and for this reason there is nothing more permanent than change in a turbulent world (Westover 2010). In the process of staying afloat, organisations face a continuous prospect of change in an increasingly competitive and globalized economy. The importance of

leadership management in a change process has to be underscored with a new system and the institutionalisation of the new approaches. Accordingly it is understood that there is little conclusive evidence research on leadership and change (Abrhiem 2013). The change management process has been divided into the temporal pacing and event pacing as done by Gersick (1994) in modulating the speed and change course in organisations. According to the above author, temporal pacing is well suited to non-routine situations as it offers the possibility for punctuated change at milestone transition. The TVETs could apply temporary and event pacing as a change management process in this case. The management of change enables transformation in an organisation (Hechanova & Clementina-Olpoc 2012). It is argued that when people feel that change is handled favourably, their perception towards change is likely to be favourable. This perception therefore is the product or function of leaders' ability in handling and implementing change consistently, supplying of accurate information, engagement of employees in change with commitment, and resource provision to enable the change become successful (Caldwell et al. 2004). Other authors (Bouckennooghe et al. 2009) have argued that an effective change management requires that part of the process in getting change done is the art of motivating change, the need to manage the transition and political change as well as create the vision and sustain the momentum (Cummings and Worleys 2005). Accordingly this should include change in communication, participation, attitude of top management toward organisational change as well as supervisors support. There has been no research in the comparison of change in business organisations and schools, but it is certainly harder in schools. This is mainly due to the fact that academic institutions have historically been more comfortable with slower and incremental change point out Gioia and Thomas (1996). The effect of change within respective institutions may be determined through the introduction, monitoring, evaluation of change in higher institutions points out by Sen (2012). This is supported by Schmidt-Wilk (2011) who adds that resistance to change can best be reduced through proper information of the employees and the addressing of all pertinent concerns. Cynism towards change can be reduced through transformational leadership. This is supported by a longitudinal study was conducted by Bommer et al. (2005). The readiness for change has been noted to be correlated with the perception of change leader's ability (Bouckennooghe et al. (2009). The levels of commitment have often been associated with good change management practises but more particularly with transformational leadership (Herold et al. 2007).

One of the notable findings in change management is found in empirical findings of the colleges. There are significant differences in regard to the statement that those who implement changes are effectively rewarded in my college (Welch (8, 3.833) = 3.659,  $p = .000$ ). There is a stronger agreement for Coastal and Esayidi Colleges than Mnambithi College on individuals who implement change getting effectively rewarded. Coastal and Esayidi have means of 2.88 and 2.80 respectively while Mnambith has a mean of 1.93. Perhaps the opportunity to enhance change is when the person is encouraged through reward system.

In regards to the qualitative observation to the questions such as are your staff able to identify, prepare for and initiate change effectively, the responses were: *'No, the TVET sector has always been an autocratic sector'*, *'Always a top down approach'*, *'Staff still locked in'*, *'No change brought unless top management request change'*. Another question to the respondents was, 'Is the college resistant to change?' The responses were as follows *'It depends on issues'*, *'Over time they accept'*, *'No'*, *'yes, some hesitate to change'*, *'Migration change not all were happy to change'*, *'Yes, but they comply'*. In a world of turbulence, it is notable that change is termed as something permanent (Westover 2010). The prospect of change is one that organisations have to stay afloat with in a competitive and globalised economy. There is need therefore for new systems development as well as institutionalising the new approaches according to Abrihem (2013). The way change is introduced, monitored and evaluated in higher institutions determines the effect of change in respective institutions (Sen 2012). Changes can be either planned or unexpected (Misiunas & Stravinskiene 2010) and can be adapted. The stability of activity can be developed as a result of understanding change and therefore the lack of readiness of accepting change in colleges as depicted in the qualitative findings becomes something of note.

## **7.7 Staff Development**

Research objectives six and seven deals with challenges in staff development and support measures in place in the TVETs. The findings of the study have indicated that respondents have indicated that staff development is an activity that will enhance academic development (mean value 4.08); Staff development will enhance productivity (mean value of 4.19); I am able to self-learn (mean, 4.30). Most of the statements on staff development have favourable means with exception to at my college we engage in outdoor social development (mean value of 2.73); Sabbatical leave is awarded for developmental purposes (mean value of 2.95); as well as sufficient staff development

programs are in place at my institution (mean value of 2.90). Mokone (2011) has pointed out that the TVET lecturers have faced a number of problems for no less than 15 years since 1994. This is reflective of the socio-economic challenges as inherited from the previous apartheid regime. It is important to take note that educational reform has entailed high quality staff development as well as training (Bubb & Earley 2007:1).

One of the things that has been of note is a study conducted on quality management processes in education and this study has one of the findings that motivation had a positive significant influence on staff development (Stukalina 2010). It is however noted that motivation comes from the external and internal factors (Stukalina 2010). According to the author managers can stimulate by the use of by close links between motivational effort, job performance, and organisational awards. There is a need for TVETs to exercise empathy as well as communication skills in order to support and develop employees in terms of their professional and social lives (Guranda & Nagy 2011). One of the constraints in regard to skills revolution and development is based on weakness and uneven development in South Africa (McGrath 2004). So far the academic development is taking place based on the information provided on the staff training data set, yet the existing perception among TVET lecturers is that such developmental programs do not impact on the lecturers' classroom performance (Department of Higher Education and Training 2011). The weaknesses associated with staff development attained at staff training is that there is weaknesses and lack of capacity development prevalently associated with the TVET academic development (Mokone 2011:1).

As part of development of staff, there is need to look into the aspect of lecturer qualifications as such. When the authority was transferred to the councils for the appointment of lecturers, it's reported that most of the lecturers left colleges and went to schools since they were not assured of the new system under which they were under. The FET act of 2006 had shifted those powers with the resulting consequence of nearly 36% of the lecturers leaving the TVETs (Gewe 2010:14). The matter that is said to have caused the confusion was well based on the issues on lecturer qualifications and the minimum requirements for appointments that was lacking (Gewe 2010). This was coupled with the fear that the councils were not well equipped in appointing and managing staff at a time they had a number of vacancies to fill (Mohlokoane 2004). In order to bring the lost staff, there is need to create necessary conditions as well as assessing the current

status of the present lecturers to assess the scale of the problem (Mohsin & Kamal 2012). The need for coherence in lecturer development alongside the curriculum is necessary for transforming the TVET institutions. The skills shortage is well encapsulated in the study of 2009, (Gewer 2010:61) where a number of issues were identified. Among which were:

- The lack of pedagogical qualifications, 78% had no pedagogical qualifications while only 26% had technical qualifications at NQF levels 2-5.
- Those with technical qualifications NQF 6-8 were two fifths and yet at the same time one in ten at NQF level had pedagogical qualifications.
- It was reported that 33.5% had no technical qualifications but this group had pedagogical qualifications at NQF levels 5-8. The highest proportion with o technical qualifications was in IT (48%), construction (38%) followed by engineering (29%).
- A small percentage reported pedagogical qualifications at NQF level of 6-8. This ranged from 8%-15%. Those with a high pedagogical qualification were aged between 40-49 and these was double the other age groups.

A majority of lecturing staff are to improve their academic, vocational knowledge and experience (Marshall et al. 2007). Among the many challenges is the lack of employee expertise, ineffective management and leadership styles, as well as disregard to staff development (Davies 2002, Froneman 2003, Bush 2003, Gewer 2010, Jones & George 2011, Paul & Berry 2013). The subtlety of issues regarding the disregard to staff development is a subject that is subject to further investigation given that it is a subject that constitutes another paradigm in its own right. Consideration, however, has to be given to the subject under study in this case, which is the management challenges facing TVETs. The achievement of a vibrant and modern TVETs was the initial cause for the 2006 act for further education and Training colleges as well as the National development Plan (FET College Report 2011). The findings as above lead to a conclusion that there are sporadic spectrum of skills that are available in the TVETs and as part of development, management will need to embark on increasing the levels of skills available for the lecturers.

It is important to realise that the use of various aspects in team development as in the case of workshops or seminars differs again in colleges and perhaps this is the reason why some colleges have shown stronger aspects in management excellence than others as statistically noted. It is noted from the findings that there are significant differences in the usage of workshop presentations for developing staff in the colleges (Welch (8, 77.048) = 3.461,  $p = .002$ ). Significantly higher usage is done by Coastal than Mnambithi college.

Other findings as well indicate differences as well as. This is noted in seminars as statistically recorded herein. There are significant differences in the usage of seminars for staff development by the colleges (Welch (8, 77.569) = 3.943,  $p = .001$ ). Significant less usage is indicated at Mnambithi compared to Coastal, Elangeni, Esayidi and EThekwini. Mnambithi has a mean value of 1.44, whereas Coastal, Elangeni, Esayidi and EThekwini have the means of 2.18, 2.26, 2.30 and 2.41 respectively, the use of seminars in staff development is a tool that people use in enhancing the capacity of the staff. The reason why colleges such as Coastal, Elangeni, Esayidi and EThekwini could be explained on various reasons, which depend on management. The need therefore for Mnambithi to raise the level of the use of seminars becomes an area of concern.

This difference is evident in the usage of team building exercises in colleges. The usage of team building exercises for staff development has shown significant differences in the colleges (Welch (8, 79.460) = 3.483). Coastal has shown a significantly higher usage than Mthashana, and Mnambithi colleges. This is evidenced statistically as the mean for Coastal is 2.45, whereas Mthashana and Mnambithi is 1.38 and 1.53 respectively. The college use of team building exercises for staff development is an important aspect that is being used more in the Coastal College than Mthashana and Mnambithi colleges. The use of this method could be helpful in fostering the staff development in colleges.

Qualitative data has evidenced some responses from the respondents as follows. Questions like 'Are staff at your college fully competent?', the responses recorded were: *'They are, however, continual improvement is needed'*, *'No, some have qualifications but no experience'*, *'Not necessarily all, but some are'*, *'No even though they have education, there is no industry experience'*, *'No at all, artisans are not qualified teachers'*. Another question stated that 'Do you believe staff development programs are necessary for success of TVET colleges?' Some of the

responses were, *'Yes, important to improve'*, *'Yes'*, *'Yes, very much'*, *'Yes, they are dynamic and effects the turnover'*, *'Yes, definitely will take this to higher level, hoping to encourage staff development'*. The importance of staff development is pivotal for the success of the educational system in terms of quality development (Bubb & Early 2007). It is pointed out by the above authors that staff development relates to the education, training and supporting activities which create emphasis on skills, values and professional knowledge. It is for this reason that Matzen and Edmund (2007) further concur that staff development increases skills developed in traditional and distance education.

## **7.8 Quality Management System**

Research objective eight deals with the development of the conceptual framework model and this is constituted with the various aspects which include the customer focus, leadership, involvement of people, process approach, systems approach, continual improvement, mutually beneficial approach as well as factual approach to decision making. This section will be subdivided according to the eight principles namely customer focus, leadership, involvement of people, process approach, systems approach to management, continual improvement, factual approach to decision making and mutually beneficial relationship as discussed below:

### **7.8.1 Quality Management System: Customer/Client Focus**

According to the empirical findings the customer focus under the model of quality management system indicates results that have a significant agreement. The one sample test signifies an agreement on the statements that *'At this college we are able to satisfy students'*  $t(372) = 9.821$ ,  $p < 0.0005$ ; *'At this college we put the best interest of students first'*  $t(372) = 14.389$ ,  $p < 0.0005$ ; and *'As a staff member I ensure effective service delivery'*  $t(372) = 32.828$ ,  $p < 0.0005$ . The qualitative findings have unanimously indicated that there is a quality management system and is used to direct and monitor staff. The quality management system has been considered as one of the most important aspects for the turnaround strategy of FETs to TVETs. This is part of the government strategy in prioritising the improvement of teaching and learning (Boland College 2013:4). This system is based on the use of the knowledge of experts internationally for their collective experience and knowledge in deriving the guiding principles that are related to the development of quality as such (ISO 2012:1). The eight principles that should be incorporated in the TVETs for quality management systems are: customer/client focus, leadership, involvement of people,

process approach, systems approach to management, continual improvement, factual approach to decision making and mutually beneficial customer/supplier relationship (Kleinsorge 2004:2). The quality management principles stated above are defined according to ISO 9000:2005 (Fundamentals and Vocabulary) and ISO 9004:2009 (Managing for the sustained success of an organisation - A quality management approach) (ISO 2012:1). The overall development of education system has been understood as quality management by higher education system (Mangnale & Potluri 2011).

The customer focus forms the first principle in the quality management system and since TVETs depend on their students to perform optimally and effectively there is need for the TVETs to meet the student requirements and even exceed their expectations as per the requirement of ISO 9000:2005. Whatever therefore is derived from the process must meet the customer's expectations points Kleinsorge (2004).

### **7.8.2 Quality Management System: Leadership**

The empirical results as depicted by the second principle of quality management systems in particular regard to leadership has recorded the following statistical observation. The one sample test indicates a strong agreement in 'Organisational goals are being achieved  $t(372) = 6.902$ ,  $p < 0.0005$ ; Managers delegate effectively  $t(372) = 5.394$ ,  $p < 0.0005$  whereas 'Managers ensure that adequate resources are available timeously' does not have significant agreement  $t(372) = -2.454$ ,  $p > 0.0005$ . The elucidation of success in education is best done by the type of leadership in existence. Leaders therefore establish the purpose and direction of an institute of further education. It is for this reason that leaders need to develop the environment that enables students to maintain and perform at their possible best abilities (Gultig 2000). However, Kleinsorge (2004) denotes that TVETs need to establish an environment which enables the attainment of the objectives of the department of higher education. The fact that there is a negative record in terms of resources are available on time would represent the challenge that needs attention in the earliest possible period given that this could impact on the quality required for effectiveness.

### **7.8.3 Quality Management Systems: Involvement of People**

The results indicate that there is significant agreement on all the aspects regarding this construct with exception to one item. The one sample test has shown a significant agreement to the statement that ‘All employees are aware of their role/function’  $t(372) = 14.965, p < 0.0005$ ; Group activities are encouraged  $t(372) = 3.745, p < 0.0005$  as well as ‘Employees are free to share their opinions’  $t(372) = 3.934, p < 0.0005$ , there is however, significant disagreement to the statement that ‘Team building exercises are common at my workplace’  $t(372) = -9.246, p < 0.0005$ . The essence of an institution are the people at all levels. Their full participation or involvement enables the effectiveness of an institution’s benefit (ISO 9000 2005). There is need for everyone to be aware of their role or responsibility as such (Kleinsorge 2004). In spite of the fact that there is an agreement on the three principles which include the all employees are aware of their role, group activities are encouraged and employees are free to share their opinions, yet the issue of team building exercises is unfortunately lacking. The solidarity of team building is an essential aspect of the effective development required in the process.

### **7.8.4 Quality Management Systems: Process Approach**

The process approach has been empirically significant in all aspects. The one sample test indicates an agreement in all the constructs in this section. ‘Quality education is being delivered’  $t(372) = 15.007, p < 0.0005$ ; ‘Quality is of the utmost importance at my institution’  $t(372) = 16.556, p < 0.0005$ ; ‘Quality in general is measured on a continuous basis,’  $t(372) = 11.468, p < 0.0005$ ; ‘Quality ensures success’  $t(372) = 25.309, p < 0.0005$ ; ‘Student expectations are met as quality is enhanced’  $t(372) = 13.344, p < 0.0005$ ; ‘The current quality management system is understood’  $t(372) = 5.252, p < 0.0005$ . It is when the processes are fully managed that the desired outcomes or results are achieved (Gultig 2000). The fact that the construct is fully achieved in terms of measuring the process approach is significant and shows the potential for success as such. This is an important development in reaching the desired goal, though other areas as pointed by other statistical results show inadequacies in certain areas. It is therefore important that other areas such as time delivery of resources be looked into with a view to improving the quality management service available. There is need as well not to overlook other equally important areas in the process. The level at which these areas are fully looked into may thus enhance the effectiveness of the quality management aimed at.

### **7.8.5 Quality Management Systems: Systems Approach to Management**

The systems approach to management is an equally important aspect in the quality management system. The statistical findings have been thus: There is an agreement on the statements that ‘Management principles are applied at my campus’  $t(372) = 7.504, p < 0.0005$ ; ‘Processes at my institution are linked together’  $t(372) = 5.066, p < 0.0005$ ; ‘The TVET environment regarding policies is constantly changing’  $t(372) = 16.032, p < 0.0005$ ; but there is a disagreement on the statement that ‘Government policies for TVETs are addressed timeously at this college’  $t(372) = 2.505, p > 0.0005$ .

Processes in the organisation are often linked and therefore the altering of one of them could change the entire system. It is for this reason that Kleinsorge (2004) proposes that management observes the organisation holistically. This can be done by identifying, understanding and managing as well as interrelated processes in delivering quality services. This therefore is in line with ISO 9000 (2005) which emphasises that the desired result is achieved efficiently when activities and related activities are managed as a process. Though the systems approach is nearly followed, the aspect where the government laws are not applied in time can be a cause of concern. The changing TVET environment needs foresight in managing such challenges by the leadership of the colleges.

### **7.8.6 Quality Management Systems: Continual Improvement**

The continual improvement is an important aspect of the quality management systems. This has been statistically captured in the empirical findings of the TVET colleges in KwaZulu-Natal. There is a significant disagreement that ‘There is suitable infrastructure at my institution’  $t(372) = -3.177, p < 0.0005$ ; ‘Infrastructure at my institution is continuously being upgraded’  $t(372) = -5.135$ ; ‘There are adequate facilities available at my institution’  $t(372) = -5.288, p < 0.0005$ ; ‘Facility needs are provided for timeously’  $t(372) = -3.949$ . The need for continual improvement is a necessity as pointed out by ISO 9000 (2005) which urges that the continuous overall improvement of education should be a permanent objective of TVET. There is need therefore for the monitoring and evaluation of processes, their inputs and outcomes and hence initiating improvements on a continuous basis. So far there is a disagreement on the entire construct in this observation even in the qualitative results of the study. This thus calls for active participation to underscore the

challenges in this regard by the stakeholders. Continual improvement is an essential ingredient that needs to be considered as an important aspect of a quality management system model.

#### **7.8.7 Quality Management Systems: Factual Approach to Decision Making**

The empirical findings under the factual approach to decision making are here under. A significant disagreement is recorded to the statement that ‘Decisions are taken collectively’  $t(372) = -2.797, p < 0.0005$ ; There is however a significant agreement that ‘Decisions are taken by top management only’  $t(372) = 10.134, p < 0.0005$ , and that ‘Decisions are taken under pressure’  $t(372) = 6.474, p < 0.0005$ . It is important that informed and effective decision making are often based on analysis and interpretation of data (Gultig 2000). It is also noted that factual decision making is what enables an increased ability to demonstrate of past decision making through reference to factual records. According to ISO 9000 (2005) that it is important for management to ensure that the data and information are sufficiently accurate and before using information for making decisions. The monitoring and evaluation of information as well as the output adds to an informed decision making (Kleinsorge 2004).

#### **7.8.8 Quality Management Systems: Mutually Beneficial Relationship**

The empirical findings associated to mutually beneficial relationship in the quality management systems have been found to be in significant agreement to all statements in this section. The one sample test indicates an agreement that ‘The institution is dependent on student intake’  $t(372) = 20.617, p < 0.0005$ ; ‘Staff encourage win-win situations when dealing with students’  $t(372) = 10.098, p < 0.0005$ ; ‘The relationships with all stakeholders are maintained’  $t(372) = 4.970, p < 0.0005$ ; ‘The relationships with all stakeholders are effective’  $t(372) = 3.309, p < 0.0005$ . The mutually beneficial relationships are effective in creating value among organisations and their suppliers (Kleinsorge 2004). It is for this reason that ISO 9000 (2005) advises that managers consider the art of short term gains with long term considerations in the process of building both short and long term beneficial relationships. The fact that relations are maintained or students are made to have win-win situations helps plant a foundation that is necessary for the short and long term relationship to be built.

The qualitative response is given for the entire model covering from 7.9 onwards to this end. Some of the notable statements presented to the respondents included. Has the current model benefited

the college? In what way? The responses included, *'Bettering the conditions'*, *'Proud of who they are'*, *'The model has helped govern the TVET sector'*, *'Most policies in place'*, *'Yes to some extent, new styles, new system'*, *'It has but room for improvement is good'*, *'Yes it does, it is a management tool'*, *'To a certain degree, not commenting'*, *'The model should have diversity'*, *'All stakeholders must be on board'*, *'Yes because of it, they acquired accreditation'*, *'Birth pains but aftermath will be better'*. Another question such as 'Do you think the present management model (QMS) needs updating/adjusting in any way?' Responses were as follows, *'yes, it needs updating'*, *'The model is not doing enough in relation to planning'*, *'Yes, will help realise effectiveness'*, *'It has not been fully used'*, *'Improvement is needed'*, *'Yes, not user friendly'*, *'Yes work needs to be done to ensure model is effective'*.

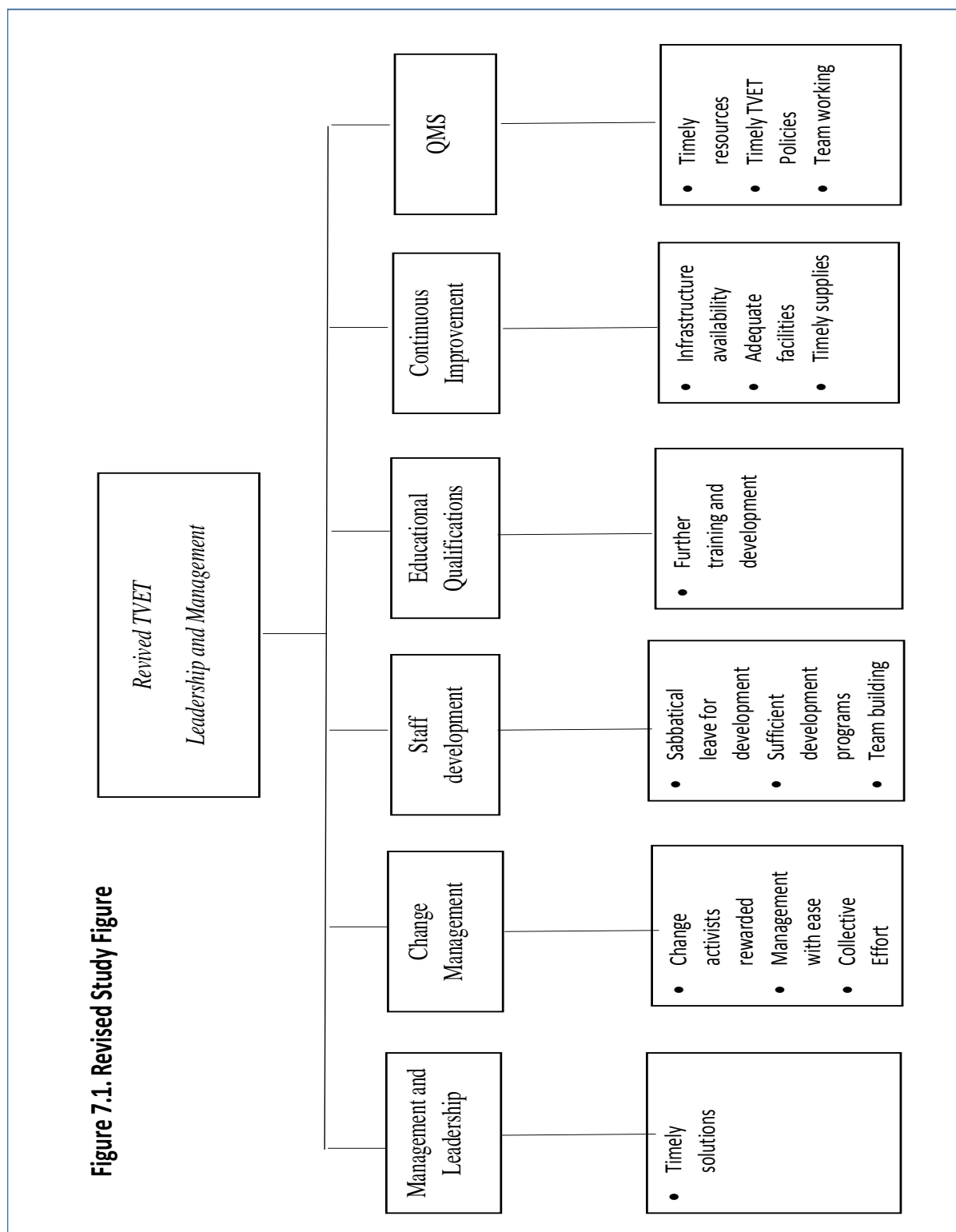
The eight management principles in the model discussed notably are customer focus, leadership, involvement of people, process approach, systems approach to management, continual improvement, factual approach to decision making and mutually beneficial customer/supplier relationship (Kleinsorge 2004). These principles have been covered in the discussion thus far. The principles are pivotal in curbing the manifestation of management styles in the TVET sector (Misiunas & Stravinskiene 2010). These principles have also been known to be effective in aiding process change in a TVET environment. Quality management requirement of regularly monitoring and updating continuous improvement need in changing environments and objectives is thus entrenched in the model (ISO 2012). Despite the differing QMS models, it is recorded that development model is well suited for colleges (Misiunas & Stravinskiene 2010). It is also noted that a number of these models have been designed for profit making and for large organisations. These models have had their own shortcomings, among which is the lack of focus on staff development as well as governance and change management.

## **7.9 A Revived Study Figure**

Following the inadequacies pointed out by the empirical results in this study the following proposed figure is thus advanced. There is a need for further training of staff in enhancing the staff capacity according to the biographical data depicted above. The empirical findings have also indicated that there are no timely solutions obtained in the TVETs in KwaZulu Natal. In regard to change management employees are not given encouragement by being rewarded for effecting change management aspects, at the same time change management is never done with ease and

there is no collective or united front in effecting change management issues. The quality management system is observed to have the following challenges: Lack of timely resources, lack of team work and the fact that government policies are not timeously implemented. Finally in the area of continuous improvement, it is observed according to the empirical findings of the study that there are inadequate facilities, lack of infrastructure and there are often untimely supplies due to the lack of finance. These inadequencies require a corrective model upon which challenges are addressed.

**Figure 7.1: Revived study figure**



Source: Own Compilation

The above figure is meant to address the inadequacies that are featured through the empirical findings of this study. It is therefore pointed out that the availability of these elements alongside the existing elements in each of the constructs warrants an effective and revived TVET. The elements noted above have already been recorded in literature findings as useful features in the existence of a revived TVET. The presence of each of the principles in the existence of effective governance is necessary to achieve an effective leadership. These principles include effective management and leadership, governance, change management and staff development; the aspects brought out in the figure depict the areas that need attention as such.

It is paramount that the TVET sector requires continuous business process reengineering. The following aspects have been acknowledged namely ineffective management and leadership, challenges in corporate governance, rapid and continuous change management and ineffective staff development as well as inadequate funding and poor infrastructure. By addressing these aspects mentioned above TVETs will enable the process of business reengineering within the educational sector. Ineffective management and leadership will require refresher courses and seminars which should ideally be used to equip managers and leaders within TVET colleges. Employees within TVET colleges should be well versed and highly informed regarding legislation and mandates which deal directly with day to day activities. This will then enable a facilitation of proper corporate governance. Constant change within the sector creates added turbulence. Changes within the sector often take place before prior changes can be adapted to. This creates instability and therefore there is a need to limit the amount of changes over a period of time to ensure stability which has a direct impact on productivity occurs. The development of staff is dependent on both management and employees. It is important that managers and leaders initiate programs that enhance staff development. Such staff development will be beneficial for the entire operation. Adequate funding will enable smooth operations. Such funding can be obtained through short term goals such as providing additional short term courses as well as through community funded projects. Proper infrastructure will allow for conducive learning. A proposal can be made allowing potential donors to assist with campus upgrades. By ensuring continuous business process reengineering the sector will have a sustained level of improvement.

## 7.10 Summary

The chapter explained the main findings of the empirical results of the study on the challenges facing the TVET colleges in the province of KwaZulu-Natal. The findings of the study were comprehensively discussed in relation to the research objectives of the study. Firstly this section addressed the demographic profile of the respondents as per the questionnaire. Management practice challenges were discussed in relation to effective management, leadership, governance, change management and staff development as well as the current QMS system that is in place as detailed in the questionnaire. The six principles governing the study were used in the model development which later enabled the formulation of a suggested figure as depicted in figure 7.1.

The figure specifically presents aspects that were identified as weak areas that were noted as per the empirical findings of the study. The different aspects call for different measures as shown in the figure. This includes change management where the change agents need to be rewarded, and the need to manage with ease as well as collective effort. Staff development requires the granting of sabbatical leave that is developmental, sufficient developmental programmes and team building. The aspect of educational qualification can be improved through further training of the staff. Whereas continual improvement requires timely supplies, provision of infrastructure and adequate infrastructure.

The Quality Management system requires that timely TVET policies as well as resources besides team working. Notable among the findings is the excellence in leadership in the different colleges as well as leadership effectiveness.

The next chapter presents the summary of major findings from the quantitative and qualitative study, the current QMS model and its limitations as well as study limitations and recommendations. The contribution to knowledge is also advanced and addressed in the final chapter where the proposed model for the TVET colleges is presented.

## **CHAPTER 8**

### **THESIS OVERVIEW, RECOMMENDATIONS AND CONCLUDING REMARKS**

#### **8.1 Introduction**

This study was focused on the challenges of Management in Public Further Education and Training (FET) colleges in the KwaZulu-Natal Province now known as Technical, Vocation, Education and Training (TVET). The importance of TVETs in skills development remains an important area that enhances labour in the economy. The effectiveness of management in realizing the required goals in training institutions is significant. This study was guided by the following primary objective and secondary objectives:

#### **8.2 Overall Aim of Study**

The overall aim of the study was to understand the management practice challenges faced by TVET colleges in KwaZulu-Natal. Hence a management model for TVET colleges was developed to ensure efficient and effective management.

##### **8.2.1 Primary Objective**

The primary objective was to fill the gap between managing guidelines and practice within TVET colleges in KZN.

##### **8.2.2 Secondary Objectives**

The secondary objectives of this study were:

1. To understand the link between management and leadership within TVET colleges.
2. To ascertain the different measures put in place that supports effective management in TVET colleges.
3. To investigate how government policies sustain ethical practices within the colleges.
4. To examine if governance is adhered to as per policies governing TVET colleges.

5. To examine how the challenges regarding change management are addressed within TVET colleges.
6. To understand the challenges to staff development within TVET colleges.
7. To understanding the support measures put in place to promote continual staff development with TVET colleges.
8. To develop a conceptual framework management model to enhance the TVET college management.

The research questions that guided these objectives are stipulated below:

### **8.2.3 Main Research Question**

What are the current challenges to management practices in TVET Colleges in the KwaZulu-Natal Province?

### **8.2.4 Sub Research Questions**

1. What challenges exist in linking management and effective leadership with TVET colleges?
2. What support measures are in place to ensure effective management in TVET colleges?
3. To what extent do noncompliance and mal practices threaten the functionality of TVET colleges?
4. What are the ethical practices at TVET colleges?
5. To what extent is change management being proactively addressed?
6. What are the challenges to staff developments within TVET colleges?

7. What are the support measures put in place to promote continual staff development?
8. What are the existing needs for a management model?

### **8.3 Summary of Main Findings**

In this section the findings of the quantitative and qualitative results are presented. The presentation in this section is done according to the questionnaire and results presentation in the chapter six. This section firstly addresses the demographic profile of the respondents, and secondly the management practice challenges.

The demographical profile showed firstly that in regard to the main findings in which qualifications are noted as one of the main focus areas, that qualifications is the most significant in relation to the empowerment of the TVET sector. This study noted the qualifications of the respondents as constituting over fifty per cent with qualifications ranging from degree onward. It was noted that respondents either had an undergrad degree and in some cases a post grad qualification while some had none. The level of qualifications in this sector for the instructors is important as it is a skills sector; therefore the fact that a number of them have attained this particular status calls for additional effort on the other half to further their skills training. There is need for the training institutions functionality within colleges to operate in a responsive and responsible manner. This is related to a well-trained and efficient staff compliment that deals with effective leadership, management, and sustainability of the TVETs (Moholokoane 2004). The qualifications of TVETs staff are therefore important and as such there is need for additional skills development and training qualifications.

Secondly, one of the challenges that were empirically confirmed was the management practice challenges. This finding is consistent with the literature findings that state that there are a number of challenges that face TVETs. Hoeckel (2007) states that TVETs worldwide can be judged on the effectiveness of their articulation and yet on the one hand they can be judged by the extent by which they grant access that is meaningful and lifelong to higher learning. Yet in the achievement of all of this, there is need for effective management. Management has been defined as the art of planning, leading, organizing and controlling in achieving the organizational goals in a productive way as possible (Smit & Cronjé 2002). Effective management does entail efficient financial

planning as well (Gill 2006). The integral part of any organization is to make profit and therefore financial expertise and economic strategy are to be seriously considered (Champman & Singh 2011). The problem of severe financial difficulties in earlier reports has been associated with the TVETs of KwaZulu-Natal (KwaZulu-Natal Department of Education 2010). The reason why state expenditure was cut has been connected to the excessive expenditure in the state controlled services at a time of economic recession (Hazelhurst 2009).

There are differences in colleges regarding the management practice challenges, for example Umfolozi and other colleges have more management practice challenges than Esayidi college. These challenges faced in the colleges are varied and include low throughput rates, inadequate lecturer qualifications, teaching staff under qualified (SACE 2011:10), skills shortage (Wedekind 2008:4), poor teaching environment (CEDP 2004:13), poor facilities (Fisher et al. 2003, p. 345), poor financial management systems, financial challenges (Chapman and Singh 2011:208) and limited oversight regarding governance of colleges.

It is also indicated that there are significant differences in the colleges regarding the manager engaging in planning, organising, leading and controlling. The Coastal college expressed a stronger agreement to the manager engaging in planning, organising, leading and controlling than Mnambithi. The importance of applying skills by management of colleges is significant to the success of college operations (Lussier 2000, Robbins & De Cenzo 1998). The use of various skills such as technical skills, conceptual skills, decision making skills, as well as human and communication skills has been urged as necessities that need to be employed by the above authors. There has also been a need to counter the issues in both leadership and management as noted by Van Niekerk (2012). The author noted that leadership and management capacity is uneven in the public TVET college sector. The capacity in leadership and management within TVETs cannot be considered to be the same, this therefore causes the unevenness pointed by the author. This is evidenced in this study as well since the excellence of leadership varies from college to college. In understanding the differences between leaders and managers, Kreitner and Kinicki (1998) noted that leaders are innovative, developmental, inspirational, long term viewing, original and challenge the status quo. The managers on the other hand tend to administer, maintain, control, deal with short term view, initiate, accept status quo and always do things right. There is a need to intertwine the leadership and management roles in the effective running of educational institutions. If this is

attended to the blend realized from managerial aspects will be realized alongside the leadership sphere. It should be noted that the linkage between leadership and management does exist and there is a relationship between these aspects in management.

The nature of management practice challenges that exist are also varied according to each college as reported in the findings of this study. Among the findings on management practice challenges are the following findings:

There are significant differences in colleges on the excellence of leadership by managers. It is observed that Mnambithi experiences a lower level of leadership than Esayidi and other colleges.

There are significant differences on whether the manager is an effective leader in the colleges. It is observed that there is a lesser agreement on my leader is effective in Mnambithi than Esayidi and other colleges.

It is indicated that there are significant differences on 'my manager coordinates activities in an appropriate manner'. Coastal like other colleges experience a stronger agreement on the manager coordinating activities in an appropriate manner than Elangeni College. These findings reflect on the need pointed out above in the issues regarding management and leadership. This is also related to the qualities demanded of a leader and manager as indicated by Kreitner and Kinicki (1998). This connects to the first objective of finding the linkage between Management and Leadership in the TVET colleges.

Other issues mentioned in this area include the need to attend to issues in time. This empirical study has noted the differences in regard to problems being solved in time among colleges. There are significant differences in colleges on the perception that challenges at my institution are overcome timeously. Esayidi seems to resolve challenges quicker than Elangeni, Mnambithi and Umgungunlovo. The impact at which success in colleges gets impacted as a result of delayed response may be unknown but can be an issue of concern and could result in undesired consequences in the achievement of goals. This is related to the issues on inefficiency as pointed out in The Round Table Working Document (2010) in the FET College KZN Report (2011). These kind of inefficiencies include: the lack of coherence and coordination, this is because the TVETs are fragmented and unplanned. The ministry has been known to support the diversity principles

and responsiveness but the extent of dysfunctionality is well noted in that there is no overall vision and strategy guiding the development or priority determination.

There has also been lack of funding coherence. The uneven funding of programs across the sites creates distorted disincentives in colleges. The funding issue as noted here is based on the understanding that not all colleges receive the same amount of support therefore causing uneven support experienced.

In regard to effective management, Mnambithi like other colleges experiences a lower level of leadership than Esayidi. Kalargrou et al. (2012:39) point out that leadership in management education face diverse challenges in today's competitive and changing environment. However, educational administrators are often faculty members with little direct leadership experience, formal preparation, or skill development (Herold et al. 2007). Since leadership skills are abilities that can be developed, formal training should take place before these individuals enter leadership roles. Kalargrou et al. (2012:42) state that leaders in academic institutions may have a particularly unique set of skills required for effectiveness, as opposed to those in business, military, or government settings.

It is indicated that there are significant differences on 'my manager coordinates activities in an appropriate manner' Coastal like other colleges experiences a stronger agreement on the manager coordinating activities in an appropriate manner than Elangeni College.

Decision making is an important part of the management function. There was a significant disagreement to the statement that 'Decisions are taken collectively' and a significant agreement that 'Decisions are taken by top management only', and that 'Decisions are taken under pressure' this is in conformity with what literature denotes in terms of autocratic leadership in TVETs. Particularly decisions are not often taken in a consensus manner or democratic style. The autocratic leadership style considers that people are lazy, irresponsible and untrustworthy and decision making should be accomplished by the leader with minimal employee involvement (Lunenburg 2011) however this is in opposition to the democratic leadership style which encourages individual staff members to participate in decision making (Bucic et al. 2010).

There is a difference on expectations on the leadership of colleges in the present time as compared to the times in the past. In the past, managers were not expected to have managerial skills and

knowledge to become principals or occupy other senior positions (FET Colleges 2013). The demands have however changed and they are expected to have these skills by both the department of education and the new policies in place (Fisher et al. 2003). The achievement of goals and objectives in a timely manner in an organization is the role of leadership (Nickels, Mchugh & Mchugh 2010). Situations therefore that lower the ability of leaders in leadership is a matter of concern. Terry (1993) articulated that transactional leadership corresponds with autocratic leadership therefore it can be concluded there are little characteristics of transactional leadership in TVET colleges. Coastal and Esayidi for example experienced a stronger level of leadership unlike other colleges.

The one sample test also indicates a strong agreement in ‘organisational goals are being achieved’ and ‘managers delegate effectively’, but a strong disagreement that whereas ‘managers ensure that adequate resources are available timeously’ does not have significant agreement. This therefore is another cause of concern in terms of timely and effective management, if things are not achieved in time. Resources may be helpful in fulfilling particular given activities. Whereas organizational goals are being achieved and delegation is effectively done, yet the area of timely resources is lagging behind. The timely resources is lagging in that resources are not supplied in time to colleges. This therefore slacks the effectiveness of colleges in achieving the required performance as such.

There is an agreement on the statements that ‘management principles are applied at my campuses; ‘processes at my institution are linked together’; and that ‘the TVET environment regarding policies is constantly changing’. Respondents disagreed that government policies for TVETs are addressed timeously at their colleges. This serves to point out whether government policies are often carried out in colleges. This informs objective three of the study in terms of understanding whether government policies are sustaining the ethical practices in colleges. The management principles and processes as well as government policies serve the role of an ethical practice and thus follow the process of carrying out the roles in colleges.

The qualitative findings of the study have indicated a variety of issues or challenges impacting on TVETs management. The majority of the interview participants identified financial challenge, low student performance, the challenge of policy and legislation, reoccurring challenges, management

challenge, staff challenge, the challenge of location, resources and infrastructure challenge as those that are having negative effects on the proper functioning of the TVET colleges. This therefore implies that the varied issues impact on the management practices of TVETs. This is very much exemplified in that some of the TVETs have experienced students with low foundational knowledge and students cannot cope easily with the present level of educational. There are also huge gaps in the understanding of students as they come from a background where they were taught in Zulu whereas TVETs medium of teaching is English. Students who have been admitted with low marks and as a result it impacts on their performance in the colleges and ultimately contradicts the education system. There has also been an understanding that TVET colleges cater for underperforming students. Financial lack causes delays in getting resources as well as infrastructure being sorted out.

Another finding in this study has been based on governance. There is a significant agreement on the effectiveness of governance in general; the effect of governance on individuals, as well as self-perception of governance. This finding is related to the fourth objective of this study. This objective states the need to examine if governance is adhered to as per policies governing TVET colleges. Governance has been known as an organizational ability in directing the processes and structures to achieve organizational goals (Muswabu & Worku 2012). The achievement of goals of an organization is ideally the role of governance. In this context, the King 111 report (2009) identifies seven characteristics of good corporate governance namely discipline, transparency, independence, accountability, responsibility, fairness and social responsibility.

Among the various characteristics relating to good governance are issues that deal with accountability, transparency and effectiveness (King 111 Report 2009). Statistically individual respondents agreed that they were transparent however disagreed when asked whether the college is transparent in nature. There was also an agreement by the respondents that they were accountable for their actions and it was further noted that they were responsible employees. In terms of effectiveness, it is noted that all the colleges have agreed that they have an effective leader with exception to Umfolozi College. Moreover, governance has been to guide in the determination of values inside colleges, which includes the decision making processes as well as resource allocation. This also includes the hierarchy as well as mission and purposes in relation to institutions in different academic worlds, and worlds of government, business and community

(Smit & Cronjé 2002). This is related to the understanding postulated by Marginson and Considine (2000:7) who defined public educational institution governance as something encompasses 'internal relationships, external relationships and intersection between them'. Transparency is one of the principles that is embodied in good governance and it has the need for the presentation of facts and figures of an institution in such a way that its transparent to all stakeholders concerned (Nickels, McHugh & McHugh 2010). However, it was noted that most of the respondents agreed to the principle of being transparent in nature however there was no agreement when asked whether their colleges were transparent.

Other issues addressed are in the area of social responsibility. There is a significant agreement on the statement that 'my college engages in social responsibility' especially in the Coastal College and to a lesser extent in the Mnambithi College. The issues relating to awareness to social issues have been dealt with in the King 111 report as discussed above, as part of good governance. Leadership is known to relate to strong, visionary and effective leadership which are required to lead, manage and sustain colleges (Department of Education 2009). It is the visions of leaders that are necessary for the attainment of goals that engulf the societal needs. The need therefore of leaders to possess effective leadership skills is paramount for the realization of goals (Bush 2003:9). Effectiveness of leadership was noted in the statistical records of the study of colleges. This therefore serves as an important aspect in the sphere of management within the TVETs.

Another finding in this study is on change management. Change management is known for its impact on employees and management. Senior management at Mthashana college has the highest agreement relating to change by management, while Elangeni, Umfolozi and Mnambithi senior managers do not relate to change effectively. All colleges have agreed that the employees are supportive of change and all the staff in the entire have agreed that they are open to change. However, in some colleges, namely Esayidi, Majuba, Mthashana, Thekwini and Umgungunlovo, indicated that staff is resistant to change. In a globalised and competitive economy, change comes as an important aspect of organizational existence. The organizations therefore face the prospect of appropriate survival as they face the continuous prospect of change in a competitive globalised economy (Abrhiem 2013). Change has been considered to be more permanent in a turbulent world (Westover 2010). Change requires creating new system and then institutionalising the new approaches. There is however, little relationship that focuses in change and leadership (Abrhiem

2013) though the key role play in change has been pointed out by early theorists such as Almaraz (1994) and Kotter (1995). The need to modulate change is important. There are two distinct mechanisms when it comes to change. These mechanisms are temporary pacing and event pacing. These findings were concluded in a study done by Gersick (1994). In the study it was suggested that temporary pacing is suited to non-routine situations since it offers punctuated change possibilities at milestone transitional points. This therefore calls for the use of temporal and event pacing change in TVETs. Change Management is covered in the fifth objective of this study and the way issues relating to change management are handled is significant. The way change is handled, if deemed to be fair, can be a motivation for a better and more favourable reaction from people involved in the change (Caldwell et al. 2004). It is in this understanding that effective change management involves motivating change, developing the political support, as well as managing transition and sustaining the momentum. This creates a connection to developing the vision (Cummings and Worley 2005). Others have defined change management involving communication change quality, top management's attitude towards change as well as supervisory support and participation (Bouckennooghe et al. 2009). Academic institutions have been associated with slower and incremental change unlike business organizations. It is for this reason that Gioia and Thomas (1996) postulate that change may be harder in schools. This is notwithstanding that there has not been any comparative study of change management done between academic institutions and business organisations. There is need to reduce change resistance by creating employee awareness and that concerns of employees have been addressed (Schmidt-Wilk 2011). It should as well be noted that one of the findings in this study is related to the motivation that is made available to those who are involved in change management. The findings of this study have it that there are significant differences in regard to the statement that those who implement changes are effectively rewarded in my college. Coastal and Esayidi colleges seem to reward individual more effectively for implementing change than the Mnambithi college.

In regard to the qualitative findings of the study on change management, it is worth noting that the observations are almost similar to the quantitative findings. In regard to change management, figure 6.5 indicated that among the challenges faced by management are programme funding, resistance to change, moving forward and the reoccurrence of similar challenges.

One of the objectives relates to staff development which captures the sixth objective. The findings of this objective indicated that staff development is perceived by the respondents as an activity that will enhance academic development and productivity. They also agreed that they are able to self-learn. Most of the respondents from the various colleges had a favourable opinion of staff development with the exception of engagement of outdoor social development, sabbatical leave for developmental purposes; as well as the availability of sufficient staff development programs. In so far as staff development is concerned, it is an issue of concern that these areas are unattended to. Staff development has been understood as the supporting activities, training and development of professional knowledge, skills and values which enable the facilitation of student educational needs facilitation (Bubb & Earley 2007). This is essential in increasing the staff skills in traditional as well as distance education (Matzen and Edmunds 2007). Skills development fulfills the demand between colleges and national needs. It further exemplifies staff commitment, job satisfaction as well as personal growth (Bubb & Earley 2005 as cited in Bubb and Earley 2007:4). For this reason, staff is likely to acknowledge the developmental attributes through participation in practical workshops (Northcote et al. 2010 as cited in Northcote, Reynaud & Beamish 2012:388). This therefore leads to a reflection of skills relevant to the particular colleges in context. Staff motivation has been noted to have a positive impact on staff development according to the study done by Stukalina (2010). Motivation has been associated to the internal and external factors that are likely to impact someone from within. Managers can therefore create an environment with favourable conditions for motivation by use of close links between job performance, motivational effort and organizational awards (Stukalina 2010). The TVET colleges can use empathy, communication skills, and the desire to support employees in relation to their professional and social potential. It is therefore evident from the empirical results that the respondents understand the value of staff development and perhaps wishes for it to be effected, but it remains the prerogative of management to do so.

Respondents indicated that Umfolozi college is the most active in encouraging staff development as opposed to other colleges, while Mnambithi has shown the least encouragement for staff development. Respondents of all colleges agree that staff development will enhance academic development within the staff and their productivity. There is also an agreement among all the respondents from all the colleges that they would benefit from staff development. Coastal has a

mentoring system in place to encourage and support staff development, whereas all other colleges do not have such a system in place. The study also found that there are significant differences in the usage of workshop presentations for developing staff in the colleges. The level by which each of the colleges undertakes developmental initiatives such as workshop training is therefore different in each college and in the usage of seminars for staff development by the colleges). Significant less usage of seminars is indicated at Mnambithi compared to Coastal, Elangeni, Esayidi and EThekwini.

Team building exercises for staff development also differs in the colleges. Coastal has shown a significantly higher usage than Mthashana and Mnambithi colleges. There has been weakness and uneven development in skills development. There is therefore need to achieve the overall skills development goals (McGrath 2004). There is a perception that the academic development provided in the Staff Training Data Set (Department of Higher Education and Training 2011) is not impacting on the lecturer performance in the classroom according to the TVET lecturers. There is therefore a need for the upgrading of knowledge based on the changing curriculum, as well as knowledge in science, technology and social sciences (Mokone 2011).

The construct relating to involvement of people has had its own findings. The results indicate that there is an agreement that all employees are aware of their role/function, they are free to share their opinions, and that group activities are encouraged. There is however no agreement that team building exercises are common in most of the colleges.

In regard to continual improvement that can be related to objective one of the study in terms of understanding the link between leadership and management, the findings have a whole lot of exceptions. There is a significant disagreement that there is suitable infrastructure, that the infrastructure is continuously being upgraded, that there are adequate facilities available and that facility are timeously. This indicates some inadequacies that can be of concern in as far as the effective running of the colleges is concerned. The lack of suitable infrastructure, its upgrades, and adequate facilities being available impacts negatively on the performance of staff, which then directly contributes to poor student performance and which will eventually the colleges' overall performance.

The qualitative study has opened up room for the respondents to actively comment on many aspects ranging from Corporate Social Responsibility (CSR) to other aspects of management. The majority of the respondents agreed to the issues regarding the ability of colleges in dealing with the CSR in terms of bursaries being given, though this is subjective to some in a sense that some consider that there is insignificant help in that regard. The policies are totally complied with according to the respondents. The laws, transparency as well as the accounting system, are sound according to the majority of the respondents. The management framework is upheld according to the respondents by the goals to be achieved, as well as the determination to overcome challenges. In response to whether is the Management system model is effective in colleges, the following responses were received: '*It is effective*', '*teachers comply with regulations*', '*the environment is conducive*', and '*they understand the environment*'. This also is supported by quality, communication and accreditation that is being given by the department. The quality management system serves as a management model that gives impetus to the framework for the effective governance within the TVETs.

The respondents have in a majority agreed that there is a need for staff qualifications to be improved, as well as staff motivation and the developmental needs alongside leadership. This is well supported by some of the statements given by the respondents. A number of respondents have stated that it is hard to get qualified staff.

Questions regarding the quality management system indicated an overall agreement that TVETs are customer focused, however continual improvement in reference to adequate facilities being available, infrastructure being continuously upgraded, adequacy of facilities in institutions are lacking.

The above have been the findings that relate to the main findings in the quantitative and qualitative data as well as literature components related to the analysis of study.

#### **8.4 Current Quality Management System Model and its Limitations**

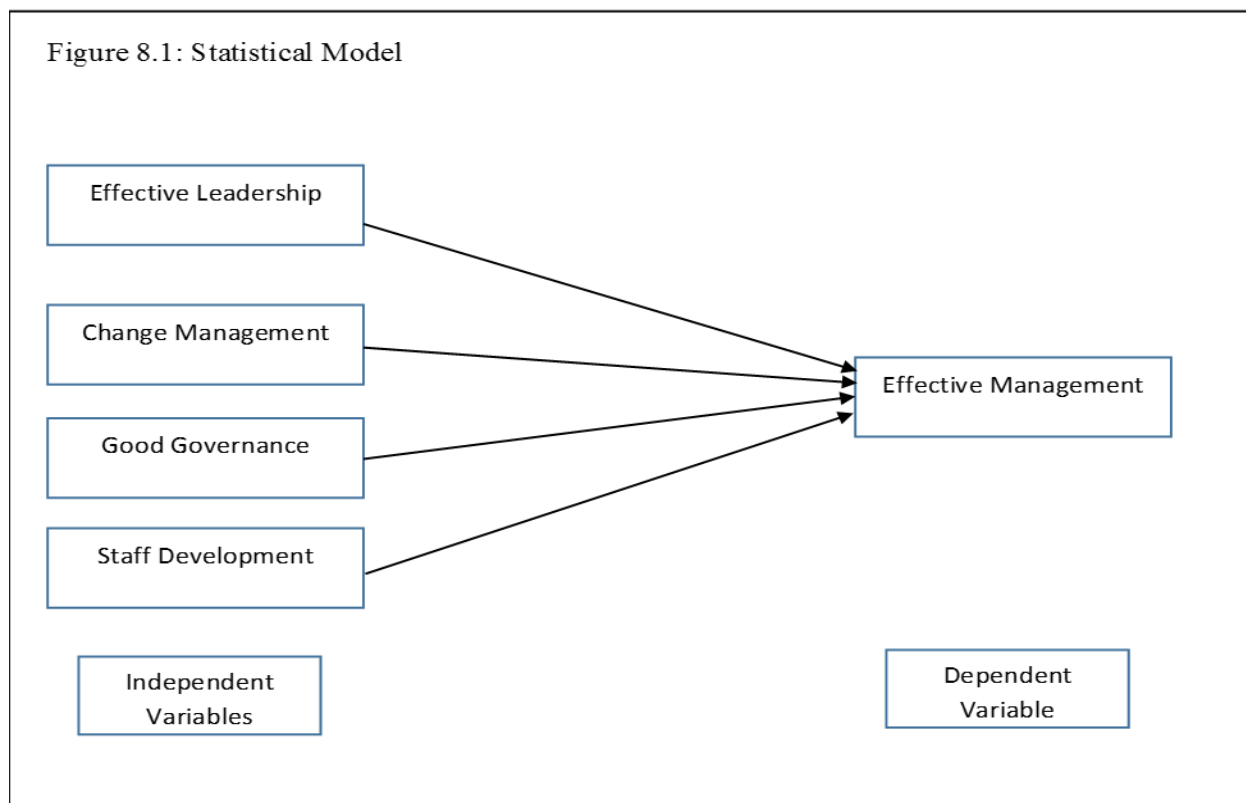
The current quality management system model comprises of the eight principles as pointed out in chapter four of this study. The principles include the process approach, systems approach, continual improvement, and factual approach to decision making, mutually beneficial customer /supplier relationships and client focus. It is however, important to state that although these

principles deal with the quality of education, they do not include all the other aspects that are very important for an effective management model to deal with the various challenges in TVET colleges. It is for this reason that the model below has been proposed to ensure a sustainable solution for TVET colleges.

### 8.5 Proposed Model for TVET Colleges

The house management model presented in this study is composed of five constructs namely effective management, effective leadership, good governance, change management and staff development. The model has been presented with a statistical presentation in figure 8.1 and diagrammatically in figure 8.2 hereafter.

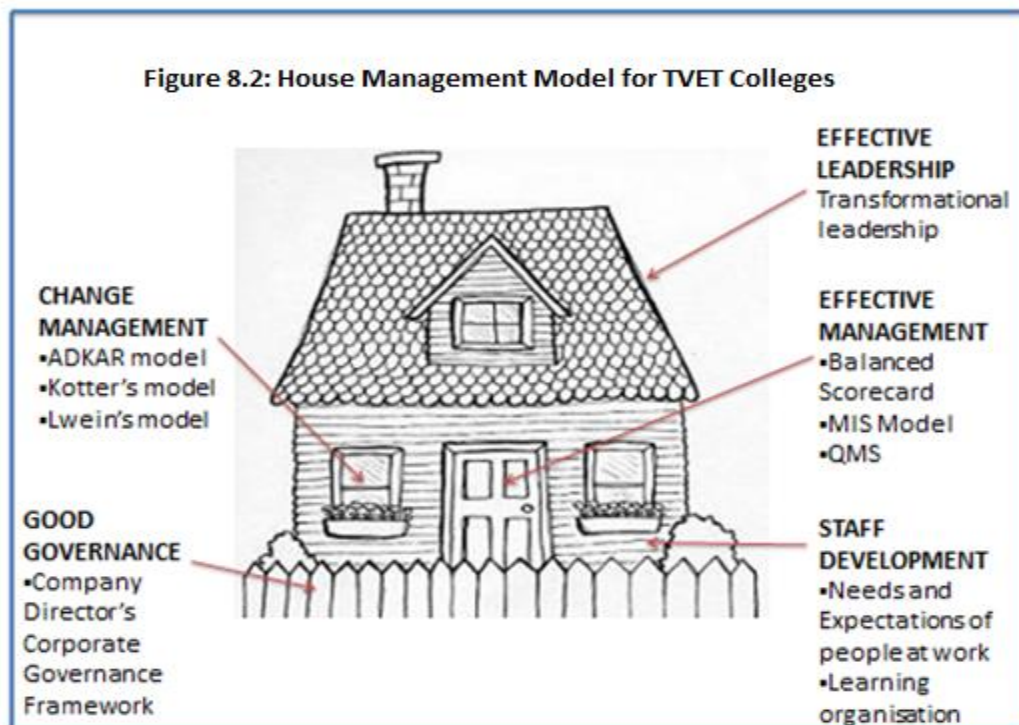
**Figure 8.1: Statistical model**



The house management model in this study has been subjected to a statistical test. It was found that the model meets the reliability test. The model above in figure 8.1 has been statistically tested using regression analysis. The five constructs used in the model have been expressed on the Cronbach's alpha coefficient showing that they all fulfill each of the constructs. A value in excess of .7 does indicate that the composite measure used is a reliable measure. Effective leadership construct has a Cronbach's alpha of .953, change management has .914, good governance has .844, staff development - .875 and effective management .924. The four independent variables account for 48.6% of the variability in effective management ( $F(4,368)=87.066, p<.0005$ ). The significant predictors of effective management include change Management ( $\beta = .333, p<.0005$ ), general governance ( $\beta = .193, p = .002$ ), staff development ( $\beta = .226, p<.0005$ ), and effective leadership ( $\beta = .227, p<.0005$ ). The model therefore used in the study is reliable following the statistical imputation above.

Below is the house management model advanced in this study as a contribution for the effective management in TVETs.

**Figure 8.2: House management model for TVET colleges**



Source: Own compilation (2016)

As indicated in in chapter four, the change models, management models, governance models and staff development models were unable to single handily alleviate the challenges in TVET colleges due to their limitations and shortcomings. This theoretical framework combines the strengths of the change models, management models, governance models and staff development models to overcome the various limitations of individual models. For example the limitations of the Balanced Score Card were addressed by a combination of the Governance framework and QMS.

i. Good Governance

In the new model, Good Governance is the fence of the model and it protects the model. As empirical research has shown, governance is the backbone of organisations and is vital to the success of any organisation (Almaraz 1994, Bush 2006, Schmidt-Wilt 2011, Sen 2012, Botha 2012, and Cutajar et al. 2013). Under good governance, this model adopted the Company Director's Corporate Governance Framework. This framework was used in the construction of the research questionnaire.

ii. Staff Development

The new model depicts staff development as the walls of the model. The walls display the structure and keep a building intact. Staff development has a very significant role in the sustainability of any organisation (Senge 2006). Gewer (2010) supports this view and highlights that in TVET colleges it is imperative that the skills of employees are regularly developed in order to improve the quality of TVETs. Under Staff Development the Learning Organisation model, as well as the needs and expectations of people at work model were incorporated.

iii. Effective Management

Effective management is illustrated as the door of the model. A door symbolises an entry or exit point. When effective management is practised within the TVET all movement will be regulated and approved by the managers (Gill 2006). For example the movement of information, finances and resource is to be controlled by management. Effective Management adopted the Balanced Scorecard, MIS model and QMS model in the framework of the new model.

iv. Change Management

The windows on the model symbolise change management. A window allows fresh air to come in and also takes out unpleasant odour. Adding on that impression, a window is often seen as an opportunity, just as change is considered an opportunity by a number of scholars (Fullan 2001, Davies 2002, Froneman 2003, Dawson 2003, Cummings & Worley 2005, Bommer et al. 2005, Bouckennooghe et al. 2009, Abrhiem 2013). Change Management incorporated the ADKAR Change model, Kotter's 8 Step Change model and the Lewin's 3 Step Change model in formulating the framework of this study,

v. Effective leadership

The roof of the model depicts effective leadership. The roof is a covering which protects the entire model. In that same sense effective leadership is essential to the safeguarding of an organisation (Gandolfi 2012). Effective leadership adopted the Transformational Leadership model.

The researcher concluded that a house is not complete without a roof, door, window, walls or fence; just as the new model is incomplete without Good Governance, Staff Development, Effective Management, Change Management and Effective Leadership. The prime strength of this new model framework allows the various models within it to complement each other.

## **8.6 Study Limitations**

This study focused mainly on one province, as opposed to all provinces in the country, in an effort to get a better understanding of TVET management challenges. For logistical reasons, the KwaZulu-Natal province was used to represent the rest of the country in this sector.

Among the challenges encountered in this study, was the time required to secure the signature for the gate keeper's letter. This took up to eight months to locate the right person who was mandated to give the approval for the study. Once ethical clearance was approved after receiving the gate keeper's letter, the task became more challenging, in getting the response from each college despite repeated emails for the approval of the study by the director. To overcome this, the researcher had to physically go to each college in order to secure interviews and appointments.

Other challenges were encountered at the site where the questionnaires were being distributed. The student unrest in some campuses created hindrances of smooth distribution of questionnaires, though the task was finalized and successfully completed in the end after numerous visits and additional travelling costs.

## **8.7 Brief Overview of Chapters**

The study on the management challenges was arranged in chapters which ranged from chapter one to chapter eight of the study. The details of the chapters are highlighted briefly below:

Chapter one introduced the basic concepts of the study guiding. Important information was discussed and brought to view regarding the objective aspects of the study. This analysed and shaped the concepts used in the thesis.

Chapter two focused on the various developments in TVETs including the background, the legislation and policies governing the TVETs in South Africa.

Chapter three dealt with the issues regarding the management of TVET colleges, as well as the transformation of TVET colleges in the South African context.

Chapter four presented the theoretical framework of the study. The theoretical presentation was necessary in underpinning the course of this work. It laid down a firm foundation necessary for recognizing the plot of the study as well as the compilation of the instruments.

Chapter five enabled the research methodology of this work to be explained. This guided the empirical study and explored the various approaches that were used and suitability of these were explained. Appropriate analysis was conducted in this area in pursuit of appropriate data analytical techniques that guided the presentation of the data.

In chapter six, results or findings of the study were presented in accordance to the objectives of the study. The quantitative results were presented after being analysed with the Statistical Package of Social Sciences (SPSS) and thereafter the qualitative analysis was performed on the qualitative data using NVIVO.

Chapter seven dealt with the discussions of the findings that were presented in the previous chapter. Main findings were discussed in accordance to the objectives of the study. This led to the finalization of the work with the next chapter handling the conclusive aspects of the thesis.

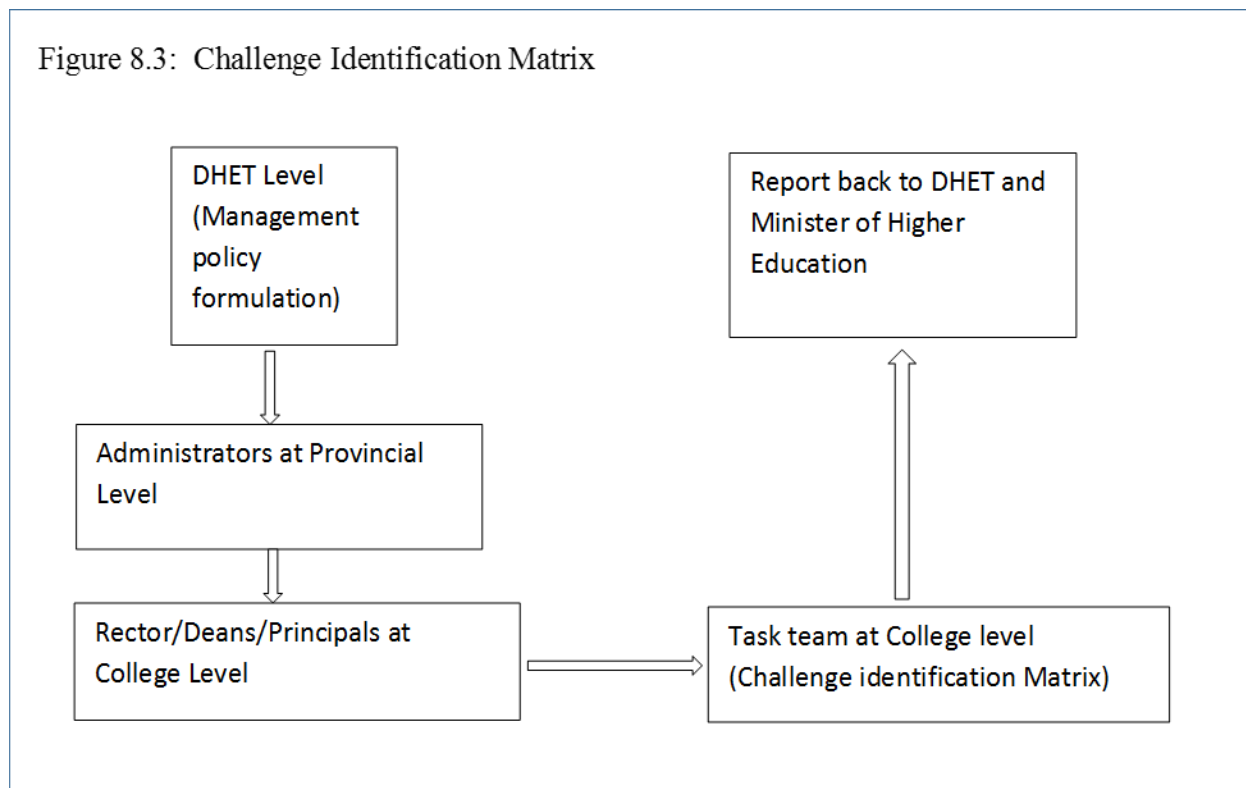
## **8.8 Recommendations**

This section presents the recommendations as per the research objectives.

### **8.8.1 Recommendation 1 – Main Objective**

With regards to the main research objective, it is noted that many management practice challenges are in existence. There is therefore a need to deal with challenges that prove to be harmful to daily operations by identifying the various categories of problems that face institutions on regular basis. There is a need to develop a challenge matrix for remedying the challenges that have proved to be persistent. The management at the DHET (Department of Higher Education) should formulate a policy that is handed down to administrators at provincial level. This then would be handed over to the rector/deans and principals of colleges who would have a task team developed for identifying the challenges at college level. It is at this point that this team reports back to the DHET as well as minister of higher education. The minister of higher education would look into the remedies suggested by the task team and upon particular discretion permit the implementation of the remedies. This is shown in the figure 8.3 on the proceeding page. Therefore it is suggested that within the DHET there should be a biannual evaluation of the developments within the institutions. These inspections should be carried out by officiating officers and relevant inspectors.

**Figure 8.3: Challenge identification matrix**



Source: Own compilation (2016)

### 8.8.2 Recommendation 2 – Research Objective 1 and 2

Objective one and two of this study aimed to understand the link between management and leadership within TVET colleges, as well as to ascertain the different measures put in place that support effective management in TVET colleges. These objectives also deal with challenges within the TVETs. Among these challenges, management skills were identified as a significant factor in the success of TVET colleges. The TVETs should focus on the development of management skills, which must be reviewed after every two years. The period of two years is necessary to allow time for adequate observation after training has occurred. The review should focus on and compare the expected performance versus the achieved performance of the colleges at management level. Performance in particular must be reviewed by a higher body delegated by the Department of

Higher Education. The review can be done through record assessments, observations and current achievements within the college.

In the event that after the two year review period, management is still unable to excel at the expected levels, further training and development should be implemented, using accredited service providers. Further to this, continuous monitoring and critical evaluation should be advanced in ensuring the efficiency and effectiveness of management at college level. Another important aspect is the educational upliftment of both the faculty and management in TVETs. In terms of improving their educational qualifications. It is imperative that those in the management level have management qualification in order to undertake their duties regarding planning and decision making. Managers will be need to be assessed on current educational qualifications and where gaps are noted registering for higher relevant qualifications should be encouraged. Partnerships can be formed between TVETs and Universities to ensure appropriate qualifications are attained. Attained qualifications can be reviewed after 2 years by individual college human resources representatives. These kinds of initiatives are currently supported by the department of higher education and should be taken full advantage of.

### **8.8.3 Recommendation 3 – Research Objective 3 and 4**

Objectives three and four focused on how government policies sustain ethical practices in colleges. In the course of ethical practices, the issue of accountability plays a significant role. It is recommended that the office bearers conduct annual internal audits ensuring that the colleges are carrying out their daily operations responsibly. It is further recommended that the colleges are transparent in nature. Transparency limits the impact of accountability and responsibility within colleges when effectively implemented. The task team should be developed by the Department of Higher Education and should regularly visit colleges as well as take up issues regarding the lack of transparency in colleges. Ethical behaviour has to be encouraged by letting unethical behavior to be reported to management. The code of conduct will need to be reviewed annually by management. The use of Principles of Responsible Management Education (PRME) as adopted by many universities, and founded by the UN in 2007 (Forray, Leigh and Kenworthy 2015) needs to be adopted by TVET colleges in order to ensure governance of the highest is attained. There is need to make use of the PRME initiatives benchmarked on the following six principles: 1-Purpose-

developing the student capability to be future generators of sustainable value in business and society. 2- Values- incorporating into academic activities and curricula values of good corporate social responsibility. 3- Method- the creation of educational frameworks, materials, processes, and environment that enables effective learning, experiences for responsible leadership. 4- Research- the engagement of conceptual and empirical research in advancing understanding of creating sustainable social environment. 5 – Partnership- interacting with business leaders in need to extend knowledge of their challenges in meeting social and environmental responsibilities and joint solutions. 6- Dialogue- the facilitate and engage in dialogue amongst educators, business, students, governments, civil society organizations and other interest groups and stakeholders on critical issues related to global social responsibility (Forray et al. 2015). The use of PRME is essential in developing transparency, responsibility and sustainability which ideally forms part of ethical practices within TVET colleges.

#### **8.8.4 Recommendation 4 – Research Objective 5**

It is objective five that examined how change management impacts on colleges. Awareness and acceptance are important to implement change successfully. Resistance to change should be addressed by the use of change management seminars where both the management and faculty of the institution are all involved. The colleges that were identified as having resistance to change should receive a higher number of seminars on the subject by management advocating the importance of change management within the respective colleges. Among other things that are recommendable are the team building exercises where issues and concerns of change management can be discussed and addressed. Individual colleges should identify the need for such team building exercises depending on the reluctance by staff to necessitate the required change. Further to the above, there is need for workshops to be held on a continuous basis ensuring the importance of change management is understood and accepted by the college staff. Based on individual prerequisites for change to occur, the following needs to be taken to consideration: why should I change, what's in it for me and what do I do differently. There is therefore need to consider the three aspects involved which involve thinking and understanding, why the change needs to occur, emotionally one needs to understand change is beneficial and lastly what needs to be done differently in order for the change to be sustained. Further to this ADKAR change model as presented in chapter 4 ensures awareness, desire, knowledge, ability and reinforcement to sustain

change (Hiatt 2006). This model identifies change and that it is implemented successfully. It is therefore recommended that TVET colleges use and implement this model to ensure change is managed successfully.

#### **8.8.5 Recommendation 5 – Research Objective 6 and 7**

The sixth and seventh objective focused on staff development. Staff development strategies need to be developed and should include the granting of the sabbatical leave towards staff development and the development of outdoor social activities in colleges. The TVETs are institutions that require improved skills among the teaching staff. It is therefore recommended that the Ministry develops a policy as well as a directive for educational improvement of the instructors in all the colleges. The HR division within each college should be responsible to allow and encourage staff development. Regular reports should be submitted to the DHET regarding staff development advancement. The ministry can further motivate by incentivizing individuals that attain development as required. In addition to this, it is recommended that staff retention strategies need to be developed so that each college is able to strengthen its staff capacity. Sources of improving income for the colleges need to be developed by developing partnerships with business so that the sources of income are improved. It is therefore recommended that partnerships with universities be developed in order to capacitate TVET lecturers or staff in particular courses through minimal fees or bursaries.

To ensure the effectiveness of workshops, there should be a strategy developed towards workshops in colleges. Accredited workshops on assessor and moderator courses should be offered to all staff. Further to this all staff should undergo competency testing before and after workshops are held to assess needs to be developed and achieved. Workshops on diversity should be held to ensure to enable the development of multifaceted understanding in colleges. It is further recommended that time management workshops be offered to staff ensuring better time management. The management of TVETs should schedule the convenience for the workshops in colleges that do not have any.

#### **8.8.6 Recommendation 6 – Research Objective 8**

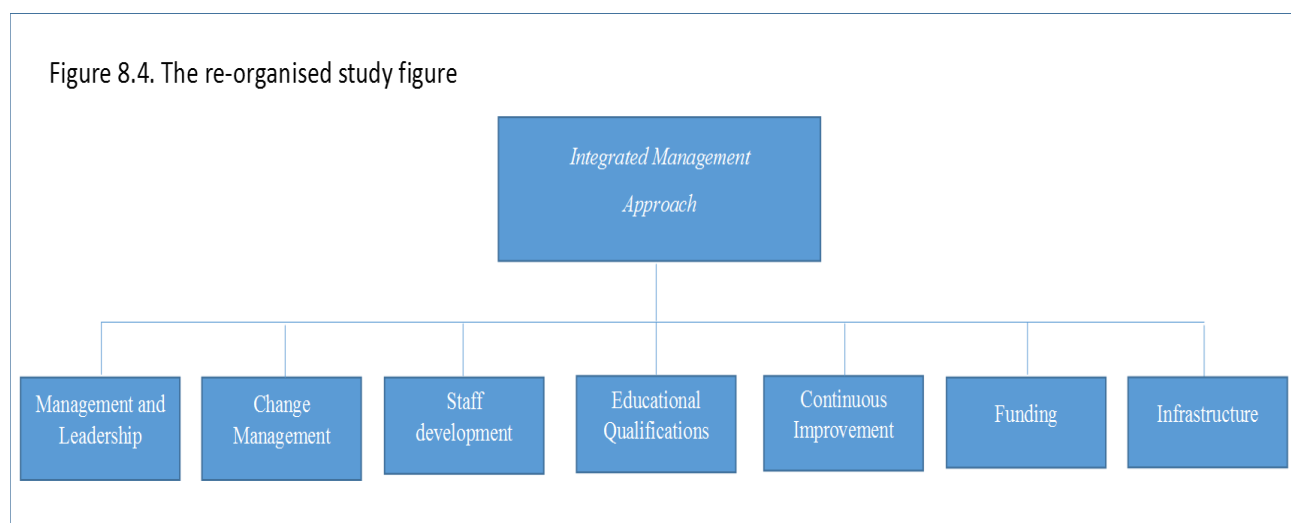
A House Management Model framework, as depicted in figure 8.2, is proposed as a management model in TVETs. This model can be implemented using a pilot study in a few colleges and rolling

it out to all other colleges as soon as the pilot study is done and positive results are achieved. The stakeholders that are vital include the Government Department (DHET), the academic sponsors and funding institutions, college level management, as well as TVET educators and support staff. It is proposed that presentations shall be presented to the various stakeholders sharing the findings, as well recommending the house model for adaptation in the sector. The stakeholders' input will be requested for further analysis and review regarding the proposed house management model thereafter, the management within TVET colleges shall make the final input regarding the model before obtaining final approval from the DHET. Once the DHET has given approval, the model can be implemented.

### 8.8.7 Recommendation 7 – The re-organised study figure

In order to realise effectiveness with in the TVET sector certain processes have to be adhered to. The most notable aspects are presented in Figure 8.4. It should be noted that management, leadership, staff development, governance, infrastructure, funding and change management need to be incorporated into the structures of every TVET college in order to achieve maximum output within the sector.

**Figure 8.4: The re-organised study figure**



It is important to understand that within the TVET sector all elements should complement each other as reflected above in figure 8.4. At times the hierarchy within the sector could create delays that impede the progress required for complete effectiveness to be achieved. It is noted that the TVET sector is more beauractic. However it is highly recommended that the sector remain beauractic. This should include some sort of flexibility within the hierarchy. Such beauracracy will empower additional decision making at college level and thereby lessening the pressure within each individual college. Therefore it is highly recommended that sub communities be formed at college level to administer issues on management, leadership, staff development, governance, infrastructure, funding and change management.

Integrated management structures should be introduced within the TVET sector. These structures should comprise of the various members in order to form a cluster of management persons. The benefit of such clusters will enable integrated management processes to occur simultaneously. Such clusters would include infrastructure, finance, staff support development, governance as well as change management. The above mentioned clusters would work in conjunction with management and leadership at various levels. Hence creating a process engineered structure.

Engineered processes would differ from cluster to cluster. In the case of the finance cluster the processes would include engaging the various stakeholders, fund raising as well as fostering added government funding. Within the infrastructure cluster the processes would include clear upgrade identifications needs, the ability to select suitable suppliers as well as maintaining proper contractor relationships. The staff development cluster would engage in processes such the apparent staff needs and the identification of proper educational sources to ensure staff development is enhanced. The governance cluster would comprise of processes such as policy development and resigning, administering of such policies as well as identifying the policy impact on the progress of the TVET sector. The change management cluster will entail processes which will administer proper changing environments. Such changes must be assessed and evaluated before and after change occurs. To realise an integrated management the above processes should be run concurrently within the TVET sector.

It should also be noted that corporate governance is a process which creates optimisation with the organization. In order to optimize corporate governance there is need to monitor and evaluate the principles that constitute good corporate governance. In the process of evaluating and monitoring the principals involved in corporate governance will vary. There may be situations where additional effort is required in ensuring corporate governance is maintained and effectively sustained. For instances where social responsibility is upheld the image of the sector is enhanced. In other cases discipline may be seen as a prominent factor within the sector in ensuring coordination is achieved amongst all colleges. Hence such optimisation will create a more promising future for all TVET colleges.

### **8.9 Future Research**

The findings of this study indicated various management challenges in public TVET colleges from a management and staff perspective. There is however a need to understand the various challenges that exist between public and private TVETs and this should be researched as well.

It is also important to investigate the impact of implementing the proposed House management model to determine the benefit of implementation. A national study will need to be done to understand the various problems related to TVETs and the mechanisms that have been employed in dealing with these challenges.

Future studies might also consider adopting studies that incorporate management effectiveness to the said variables in different contexts in terms of geographical set ups within South Africa as well as similar sectors in other countries. Research in developed and developing countries can be conducted to understand the phenomenon of the TVET sector.

The study was not done on a longitudinal basis where observations may be recorded regarding the possible changes after interventions are applied. Future studies may need to concentrate on a time spanning empirical study which will allow various situations to be placed under longer observations. Though this study undertook a representative sample, a census study may need to be done to gauge whether there are any significant differences in the observation of the population regarding the phenomenon under study.

All the study objectives were achieved in this study.

## **8.10 Conclusion**

This study enabled the understanding of challenges to management and proposed the development of the house management model for TVETs. The following overall conclusions can now be made.

### **8.10.1 Conclusion 1**

The management practice challenges investigated as the main research objective of this study were found to exist both in the literature context, as well as the empirical findings of the study. The various challenges include management, leadership, governance, change management and staff development. It was further noted there was an overall financial burden faced by the majority of the TVET colleges in the province. Statistically it was found that a number of colleges had challenges that were reported to be harmful on a daily basis. The challenges require long term strategies for resolution and with the use of the given house management model as suggested in this study, there is optimism of realizing such a remedy. Due to the identification of repetitive challenges and their impact on management in given periods of time, the advanced remedies need to be reviewed biannually to understand the effective measures in place. It is also important to review the challenges in accordance with passage of time and factor any adjustments necessary. This can be achieved by the use of the house management model, as well as appointment of a task team to monitor college performance.

### **8.10.2 Conclusion 2**

Based on leadership and management challenges depicted in this study, it was empirically found that there was a general consensus on efficiency in management and leadership of colleges despite literature observation that this is an area with difficulties. This study was based on the different colleges specifically dealing with campus principals in management and leadership positions. The study was based on the different TVET colleges in KwaZulu-Natal. There were nine rectors who were interviewed, as well as three hundred and seventy three staff members who responded to questionnaires. Unlike in literature there was a consensus on the efficiency management being good in the sample under study. There was therefore a dichotomous view in the literature and the empirical findings. This therefore concludes that various challenges may exist regarding

management and leadership at different settings as differed by the literature findings and empirical records.

### **8.10.3 Conclusion 3**

Governance is significant in the smooth running of colleges. Literature has indicated the need for good governance and it was the finding of this study that there is a perception of good governance in colleges within the province of KwaZulu-Natal TVETs. Policy and legislation are upheld in the colleges, which is something that needs to be sustained in the sector.

### **8.10.4 Conclusion 4**

The TVET sector has been and is faced with continuous change. The statistical findings in this study indicated that change is often supported, however, change is not implemented successfully. Due to the nature of turbulence in the environment within the TVET sector, it is expected by staff that they be rewarded for the change actions they undertake. Noted among change aspects are that senior managers relate to change and that staff are ready for change. However, these are counteracted with the resistance to change, as well as a lack of motivation towards those who implement change.

### **8.10.5 Conclusion 5**

Staff development requires urgent attention in TVET colleges. Empirical findings indicated a lack of teaching qualifications and teaching experience in the sector. There is a pivotal need to ensure continual staff training and development takes place in the sector. It was further noted that many required a higher education qualification to better understand the needs of students. Colleges need to ensure that adequate time is given for academic development, and to ensure the balance between social development and academic development.

### **8.10.6 Conclusion 6**

The proposed House Management model points to the various aspects that need further development in the management of TVETs. This may enhance management and can lead to a better understanding of the various challenges impacting on TVETs to effect change within the learning environment of TVETs. The role of TVETs may be truly achieved as a result of a comprehensive strategy as shown by the model developed in this study. The appropriation of this model is a strategic exercise that can be of value. It is also paramount that the challenges are

reviewed in accordance to the given purposes of the study to monitor success of efforts put in place.

### **8.11 Overall Conclusion**

This thesis has indicated that quality and well managed TVETs are closely linked to effective management and leadership, good governance, change management and staff development. The sector continues to face funding challenges, are deprived of valuable resources, facilities and qualified teachers, and competing priorities. Previous studies on higher education have not focused their attention on TVETs as such and therefore this study brings to light the important of effective management practices in dealing with challenges. The quantitative and qualitative aspects of the study have enabled a thorough search into the phenomenon being investigated. This has been achieved using the house management model in this study having fulfilled the objectives of the study.

Literature recorded many challenges that have been significant in the TVET sector and some of the issues pointed out have as well been reflected on the empirical findings of the study. Among the main findings of the study were the issues relating to effective leadership, change management, as well as staff development. Though certain aspects of governance have been strongly agreed such as the perception of governance, yet the issues on effective leadership create the need for a remedy to be developed in terms of advancing the progress towards an effective solution in the TVET sector.

The proposed house management model is necessary to ensure that the challenges faced by TVET colleges are dealt with comprehensively as it impacts on aspects of management holistically. The overall efficiency and effectiveness of the TVET sector will largely depend on the significant implementation of the proposed House Management Model. Change management which has been noted as one of the major issues alongside staff development and effective management are issues that need addressing in the TVET sector. The proposed model emphasizes effective management, which is necessary for dealing with management practice challenges. Once the challenges are addressed, the efficiency shall benefit the educational sector both at an institutional level as well as at the ministry level. Timely solutions are necessary for efficiency to be achieved. By

addressing the main challenges found in this study the sector will ensure sustainability and excellence in the sector.

This proposed House Management Model and its recommendations will be presented to DHET in Pretoria for their approval. This will permit the use of the model in respective areas of acceptable jurisdiction in the ministry of education. The results shall also be published in accredited journal for further dissemination of knowledge.

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## APPENDICES

### Annexure A: Questionnaire

#### SCHOOL OF MANAGEMENT, IT AND GOVERNANCE

#### PhD RESEARCH PROJECT

**Researcher:** Mrs. Andrishah Beharry Ramraj (031 260 7801)

**Supervisor:** Dr. Ziska Fields (031 260 8103)

#### Dear Respondent

I, Andrishah Beharry - Ramraj, student number 200000459 is a full time registered PhD student in the School of Management, IT and Governance at the University of KwaZulu-Natal. I invite you to participate in a research project that I am conducting titled **‘Challenges to Management Practices in Technical and Vocational Education and Training (TVET) Colleges in the KwaZulu-Natal Province.’**

Through your participation I hope to understand the need for an effective management model. Please be advised that your participation in this project is purely voluntary and will be greatly appreciated. You may refuse to participate or withdraw from the project at any time with no negative consequences. There will be no monetary gain from participating in this research project. Confidentiality and anonymity of records identifying you as a participant will be maintained. Should you have any questions or concerns about participating in this study, please contact me or my supervisor at the numbers listed above. The interview should take approximately 15-20 minutes. I hope you will take the time to complete participate in my study.

Sincerely,

---

A Beharry Ramraj

**For more information do not hesitate to contact the**  
**University of KwaZulu-Natal**  
**Human and Social Science**  
**Research Office**

---

Date

**Govan Mbeki Building**  
**Westville Campus**  
**Tel: 031 260 2273**



## **SCHOOL OF MANAGEMENT, IT AND GOVERNANCE**

### **RESEARCH PROJECT**

**Researcher** : Mrs. A. Beharry Ramraj (031 260 7801)

**Supervisor** : Dr. Ziska Fields (031 260 8103)

### **CONSENT**

I hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participating in the study. I understand that I am at liberty to withdraw from the project at any time, should I so desire.

---

Signature: Participant

---

Date

**For more information do not hesitate to contact the  
University of KwaZulu-Natal  
Human and Social Science  
Research Office**

**Govan Mbeki Building  
Westville Campus  
Tel: 031 260 2273**

## Section A: Biographical

<b>1. Gender</b>				
Male			Female	
<b>2. Age</b>				
Below 25 years	25 – 35 years	36 – 45 years	46 – 55 years	Above 55 years
<b>3. Race</b>				
Black	Coloured	Indian	White	Other (specify):
<b>4. Marital Status</b>				
Single		Married	Widowed	Divorced
<b>5. Job Title</b>				
Principle	HOD	Manager	Academic	Support
<b>6. Educational Qualification</b>				
Matric		Certificate	Diploma	Degree
Honours/Post-graduate Diploma		Masters	Doctorate/PhD	Post-Doctoral
<b>7. Employment Status</b>				
Full-time			Part-time	
<b>8. Tenure</b>				
Below 5 years	5 – 10 years	11 – 15 years	16 – 20 years	Above 20 years
<b>9. Name of FET/TVET College</b>				
Coastal	Elangeni	Esayidi	Majuba	Mnambithi
Mthashana	Thekwini	Umfolozi	Umgungunlov	
<b>10. Name of Discipline</b>				
Hospitality		Tourism	Primary Agriculture	Electrical Infrastructure Construction
Engineering	Finance, Economics and Accounting		Other (Specify):	

## Section B: Research Questions

### B1: Management Practice Challenges

#### 1. Indicate your agreement with the following statements

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.1. My institution currently faces many management practice challenges					
1.2. Challenges at my institution prove to be harmful to daily operation					
1.3. Challenges experienced at my institution are beyond my control					
1.4. Challenges at my institution are addressed adequately benefit the organization					
1.5. Challenges at my institution always create negative outcomes					
1.6. Challenges at my institution are overcome timeously					
1.7. Challenges faced at my institution are repetitive					

#### 2. Indicate how you rate, from 1 to 5, the following management practice challenges faced at your institution. **1 = not a challenge at all and 5 = a huge challenge.**

	Rating
2.1 Ineffective management	
2.2 Poor leadership	
2.3 Under qualified staff	
2.4 Unethical practices	
2.5 Poor facilities	

## **B2: Management and Leadership**

### **3. Indicate your agreement with the following statements**

<b>Statement</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
3.1. My manager has excellent leadership qualities					
3.2. My manager is able to motivate staff					
3.3. My manager influences staff positively					
3.4. My manager empowers us to do our best					
3.5. My manger delegates tasks in an effective manner					
3.6. My manager appreciates and rewards my efforts					
3.7. My manager is an effective leader					
3.8. My manager has excellent management qualities					
3.9. My manager is able to manage change effectively					
3.10. My manager ensures goals and objectives are achieved					
3.11. My manager promotes two way communication					
3.12. My manager is controlling					
3.13. My manager coordinates activities in an appropriate manner					
3.14. My manager gives clear direction					
3.15. My manager is able to resolve conflict					
3.16. My manager engages in planning, organising, leading and control					

### B3: Governance

#### 4. Indicate your agreement with the following statements

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
4.1. The college functions ethically					
4.2. The principles of good governance are incorporated at the college					
5.3. My line manager emphasizes the importance of governance					
4.4. My line manager ensures tasks are performed ethically					
4.5. I ensure transparency in everything I do at the college					
4.6. The college is threatened by mal-practices					
4.7. The college complies with governance legislation and policies					
4.8. The college is transparent in nature					
4.9. I am accountable for my actions					
4.10. I am a responsible employee					
4.11. Discipline is enforced at my college					
4.12. I am given fair opportunities at my college					
4.13. My college engages in a social responsibilities					

#### **B4: Change Management**

##### **5. Indicate your agreement with the following statements**

<b>Statement</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
5.1. Senior manager are able to relate to changes effectively					
5.2. Employees are supportive towards change at my institution					
5.3. Staff are prepared adequately for change at my institution					
5.4. Staff are able to adapt promptly to changes					
5.5. Staff willingly prepare for change					
5.6. Within my college, many employees are resistant to change					
5.7. The need for change within the college is proactively identified					
5.8. Change is implemented with ease at my college					
5.9. Preparation for change in the form of training is offered					
5.10. Within my college many people are involved in change management					
5.11. Managers are able to convince staff that change is necessary					
5.12. Change within the college is always associated with the college vision and mission					
5.13. Change is communicated to all in a very understanding manner					
5.14. Within my college those who implement change effectively are rewarded					
5.15. Within my college change is supported					
5.16. Within my college change is sustained					

## B5: Staff Development

### 6. Indicate your agreement with the following statements

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
6.1. My institution encourages staff development					
6.2. Staff development will enhance academic performance					
6.3. Staff development will enhance productivity					
6.4. I would benefit from academic staff development initiatives					
6.5. Staff development is successful					
6.6. Sufficient staff development programs are in place at my institution					
6.7. Staff can receive on the job training					
6.8. I perform various functions outside my job description					
6.9. I am able to self-learn					
6.10. My college has a mentoring system in place to ensure staff development					
6.11. All employees are expected to register for higher degrees					
6.12. Sabbatical leave is awarded for developmental purposes					
6.13. At my college we engage in outdoor social development					
6.14. My manager recognises the need for staff development					
6.15. Economic rewards create an urgency for development					
6.16. I initiate my own development					
6.17. Adequate staff development measures are put in place					

**7. Indicate how you rate (from 1-5) the use of the following staff development measures at your institution: 1 = not used at all and 5 = often used.**

	Rating
7.1 Workshop Presentations	
7.2 Seminars	
7.3 Team building exercises	
7.4 Registration towards high degrees	
7.5 Registration toward a teaching qualification	

#### **B6: Quality Management Systems Model**

**8. Indicate your agreement with the following statements**

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
8.1. My college is effectively managed					
8.2. Management decisions are taken in line with the vision and the mission					
8.3. The current management model is effective					
8.4. The current management model has improved situations on campus					
8.5. The current management model has benefited me professionally					
8.6. There is a need to improve the current model					

## Section C: Quality Management Systems (QMS)

### C1: Customer/Client Focus

#### 9. Indicate your agreement with the following statements

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
9.1. At this college we are able to satisfy students					
9.2. At this college we put the best interest of students first					
9.3. As a staff member I ensure effective service delivery					

### C2: Leadership

#### 10. Indicate your agreement with the following statements

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
10.1. Organisational goals are being achieved					
10.2. Managers delegate effectively					
10.3. Groups and teams are well managed					
10.4. Managers are able to motivate employees					
10.5. Managers ensure that adequate resources are available timeously					

### C3: Involvement of People

#### 11. Indicate your agreement with the following statements

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
11.1. All employees are aware of their role/function					

11.2. Group activities are encouraged					
11.3. Team building exercises are common at my workplace					
11.4. Employees are free to share their opinions					

#### **C4: Process Approach**

##### **12. Indicate your agreement with the following statements**

<b>Statement</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
12.1. Quality education is being delivered					
12.2. Quality is of the utmost importance at my institution					
12.3. Quality in general is measured on a continuous basis					
12.4. Quality ensures success					
12.5. Student expectations are met as quality is enhanced					
12.6. The current quality management system is understood					

#### **C5: Systems Approach to Management**

##### **13. Indicate your agreement with the following statements**

<b>Statement</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
13.1. Management principles are applied at my campus					
13.2. Processes at my institution are linked together					
13.3. The FET/TVET environment regarding policies is constantly changing					

13.4. Government policies for FET/TVETs are addressed timeously at this college					
---	--	--	--	--	--

#### **C6: Continual Improvement**

##### **14. Indicate your agreement with the following statements**

<b>Statement</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
14.1. There is suitable infrastructure at my institution					
14.2. Infrastructure at my institution is continuously being upgraded					
14.3. There are adequate facilities available at my institution					
14.4. Facility needs are provided for timeously					

#### **C7: Factual Approach to Decision Making**

##### **15. Indicate your agreement with the following statements**

<b>Statement</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
15.1. Informed decisions are always taken					
15.2. Decisions are taken collectively					
15.3. Decisions are taken by top management only					
15.4. Decisions are taken under pressure					

### **C8: Mutually Beneficial Customer/Supplier Relationship**

**16. Indicate your agreement with the following statements**

<b>Statement</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
16.1. The institution is dependent on student intake					
16.2. Staff encourage win-win situations when dealing with students					
16.3. The relationships with all stakeholders are maintained					
16.4. The relationships with all stakeholders are effective					

**Thank you for your time and co-operation.**

**The End**

## **Annexure B: Interview Schedule**

### **SCHOOL OF MANAGEMENT, IT AND GOVERNANCE**

#### **PhD RESEARCH PROJECT**

**Researcher:** Mrs. Andrisha Beharry Ramraj (031 260 7801)

**Supervisor:** Dr. Ziska Fields (031 260 8103)

**Dear Respondent**

I, Andrisha Beharry Ramraj, am a PhD student in the School of Management, IT and Governance at the University of KwaZulu-Natal. I invite you to participate in a research project that I am conducting titled **‘Challenges to Management Practices in Technical and Vocational Education and Training (TVET) Colleges in the KwaZulu-Natal Province.’**

Through your participation I hope to understand the need for an effective management model. Please be advised that your participation in this project is purely voluntary and will be greatly appreciated. You may refuse to participate or withdraw from the project at any time with no negative consequences. All interviews will be recorded for further analysis. There will be no monetary gain from participating in this research project. Confidentiality and anonymity of records identifying you as a participant will be maintained. Should you have any questions or concerns about participating in this study, please contact me or my supervisor at the numbers listed above. The interview should take approximately 15-20 minutes. I hope you will take the time to complete participate in my study.

Sincerely,

---

A B Ramraj

**For more information do not hesitate to contact the  
University of KwaZulu-Natal  
Human and Social Science  
Research Office**

---

Date

**Govan Mbeki Building  
Westville Campus  
Tel: 031 260 2273**



## **SCHOOL OF MANAGEMENT, IT AND GOVERNANCE**

### **RESEARCH PROJECT**

**Researcher** : Mrs. Andrisha Beharry – Ramraj (031 260 7801)

**Supervisor** : Dr. Ziska Fields (031 260 8103)

### **CONSENT**

I understand the contents of this document and the nature of the research project, and I consent to participating in the study. I hereby consent / do not consent to have this interview recorded. I understand that I am at liberty to withdraw from the project at any time, should I so desire.

---

Signature: Participant

---

Date

**For more information do not hesitate to contact the  
University of KwaZulu-Natal  
Human and Social Science  
Research Office**

**Govan Mbeki Building  
Westville Campus  
Tel: 031 260 2273**

**Section A: Biographical Data – Please cross (X) the correct box**

**Note: This is for statistical purposes only**

<b>1. Gender</b>									
Male					Female				
<b>2. Age</b>									
Below 26 years		26 – 35 years		36 – 45 years		46 – 55 years		Above 55 years	
<b>3. Race</b>									
Black		Coloured		Indian		White		Other (Specify)	
<b>4. Marital Status</b>									
Single		Married			Widowed			Divorced	
<b>5. Job Title</b>									
Principal			HOD				Manager		
<b>6. Highest Educational Qualification</b>									
Matric		Certificate		Diploma		Degree		Post-Doctoral	
<b>7. Employment Status</b>									
Full-time					Contract Post				
<b>8. Tenure</b>									
Below 5 years		5 – 10 years		11 – 15 years		16 – 20 years		Above 20 years	
<b>9. Name of FET College</b>									
Coastal		Elangeni		Esayidi		Majuba		Mnambithi	
Mthashana		Thekwini			Umfolozi			Umgungunlovo	

## **Section B: Research Questions**

### **B1 Challenges**

- 1.1 Do you have any challenges at your college?
- 1.2 Are challenges few and easily resolved or are the challenges many and difficult to overcome?
- 1.3 Please tell me about any challenges currently faced by your institution?
- 1.4 What are the most common challenges faced?
- 1.5 How are these challenges overcome? How are they addressed?
- 1.6 Are challenges always seen as negative?
- 1.7 Are challenges reoccurring in nature? Explain?

### **B2 Management**

- 2.1 Please tell me about the relationship between you and your staff?
- 2.2 Explain your role as part of management at the college?
- 2.3 Who do you report to? Who is your manager?
- 2.4 Are you and your manager able to solve problems without giving rise to conflict?
- 2.5 As the principal are you able to take decisions at your college independently? Or does all decision making come from top level managers collectively?
- 2.6 Are policies and procedures governing your job as the principal clear and are you able to ensure college goals are met?
- 2.7 Are goals and objectives achieved given the current resources available. If yes, explain. If no, explain.
- 2.8 Is planning, organising, leading and control effectively implemented at your college? Explain.
- 2.9 Do you have a management qualification?

### **B3 Leadership**

- 3.1 As the principal of the college explain your role as a leader?
- 3.2 Do you delegate tasks? Is it effective?
- 3.3 How do you motivate your staff to ensure college goals are attained?
- 3.4 Do you reward good efforts?
- 3.5 Are you able to positively influence your staff?
- 3.6 Are the current communication channels used effective? Explain.

### **B4 Governance**

- 4.1 Does the college function ethically?
- 4.2 Explain your understanding of governance and how it is incorporated at the institution.
- 4.3 Are the principles of good governance communicated to staff regularly?
- 4.4 Do you, as the college principal, emphasise the importance of governance?
- 4.5 Is the college threatened by noncompliance and malpractices? Does your staff comply with rules and regulations?
- 4.6 Does this college practice CSR?
- 4.7 How is CSR managed? Give me examples of CSR at you college.

### **B5 Change Management**

- 5.1 The external environment is constantly changing; does your institution adapt to change easily?
- 5.2 Do challenges necessitate change?
- 5.3 Are the challenges regarding change management proactively addressed? How are they addressed?
- 5.4 Are your staff able to identify, prepare for and initiate change effectively? Explain?

5.5 Is the college resistant to change? Was there any time when change did not plan out successfully? Explain.

5.6 As the principal how do you ensure change is implemented and sustained at the college?

## **B6 Staff Development**

6.1 Are staff at your college fully competent? (If he responds no...next question)

6.2 If no, what are the existing developmental needs?

6.3 What are lecturers'/support staff development challenges at your FET College?

6.4 Can you outline the academic/support staff development programmes that you provide at the FET colleges and their benefit to lecturers?

6.5 Are staff needs assessed on a continuous basis?

6.6 Are staff development programs carried out continuously?

6.7 Are there any supportive measures provided by the department to you at your institution to ensure continual growth and development?

6.8 Is staff development monitored?

6.9 Do you believe staff development programs are necessary for success of FET colleges?

## **B7 Quality Management System Model**

7.1 Is there a management model in place at your institution?

7.2 How do you ensure that it is effective?

7.3 Has the current model benefited the college? In what way?

7.4 How vital is it to have an effective management model in place?

7.5 Do you think the present management model needs updating/adjusting in any way?

## Annexure C: Ethical Clearance



15 December 2015

Mrs Andrisha Beharry-Ramraj (200000459)  
School of Management, IT & Governance  
Westville Campus

Dear Mrs Beharry-Ramraj,

Protocol reference number: HSS/0044/014D

**New project title:** Challenges to Management Practices in Public Technical and Vocational Education and Training (TVET) Colleges in the KwaZulu-Natal Province

### Approval Notification – Amendment Application

This letter serves to notify you that your application and request for an amendment received on 07 December 2015 has now been approved as follows:

- Change in Title

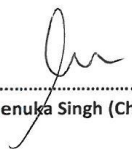
Any alterations to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form; Title of the Project, Location of the Study must be reviewed and approved through an amendment /modification prior to its implementation. In case you have further queries, please quote the above reference number.

**PLEASE NOTE:** Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

Best wishes for the successful completion of your research protocol.

Yours faithfully

  
.....  
Dr Shenuka Singh (Chair)  
/ms

cc Supervisor: Dr Z Fields and Dr P Chitakunye  
cc Academic Leader Research: Professor Brian McArthur  
cc School Administrator: Ms Angela Pearce

---

Humanities & Social Sciences Research Ethics Committee

Dr Shenuka Singh (Chair)

Westville Campus, Govan Mbeki Building

Postal Address: Private Bag X54001, Durban 4000

Telephone: +27 (0) 31 260 3587/8350/4557 Facsimile: +27 (0) 31 260 4609 Email: [ximbap@ukzn.ac.za](mailto:ximbap@ukzn.ac.za) / [snymanm@ukzn.ac.za](mailto:snymanm@ukzn.ac.za) / [mohunp@ukzn.ac.za](mailto:mohunp@ukzn.ac.za)

Website: [www.ukzn.ac.za](http://www.ukzn.ac.za)



Founding Campuses: ■ Edgewood ■ Howard College ■ Medical School ■ Pietermaritzburg ■ Westville

## Annexure D: Gatekeepers Letter



### higher education & training

Department:  
Higher Education and Training  
REPUBLIC OF SOUTH AFRICA

Private Bag X174, PRETORIA, 0001, 123 Francis Baard Street, PRETORIA, 0002, South Africa  
Tel: (012) 312 5911, Fax: (012) 321 6770  
Private Bag X9192, CAPE TOWN, 8000, 103 Plein Street, CAPE TOWN, 8001, South Africa  
Tel: (021) 469 5175, Fax: (021) 461 4761

Enquiries: Renay Pillay

Email: [Pillay.r@dhet.gov.za](mailto:Pillay.r@dhet.gov.za)

Telephone: 012 312 6191

Mrs A Beharry-Ramraj  
178 Winchester Drive  
Reservoir Hills  
**DURBAN**  
4090

By email: [beharry@ukzn.ac.za](mailto:beharry@ukzn.ac.za)

Dear Mrs Beharry-Ramraj

#### **REQUEST TO UNDERTAKE RESEARCH IN NINE KWAZULU-NATAL FET COLLEGES: CHALLENGES TO MANAGEMENT PRACTICES IN PUBLIC FURTHER EDUCATION AND TRAINING (FET) COLLEGES IN THE KWAZULU-NATAL PROVINCE**

I acknowledge receipt of your request for permission to conduct research in nine KwaZulu-Natal FET Colleges on the topic *Challenges to Management Practices in Public Further Education and Training Colleges* in the KwaZulu-Natal province.

Your request has been evaluated by the Department and it is my pleasure to inform you that your request for permission to undertake the above research has been granted. You are advised to obtain further permission from the principals of the Coastal, Elangeni, Esayidi, Majuba, Mnambithi, Mthashana, Thekwini, Umfolozi and Umgungundlovu FET colleges before commencing any research activities.

The topic of your research is of great interest to the Department. It will therefore be appreciated if you could share the findings of your research with the Department upon completion of your research.

I wish you all of the best in your research study.

Yours sincerely

**Mr GF Qonde**  
**Director-General**

Date: 13/03/2014

Higher Education and Training • Hoër Onderwys en Opleiding • Imfundvo Lephakeme Nekucecesha • Ifundo Ephakemeko Nebandulo  
Imfundo Ephakeme Nokuqeqesha • Imfundo ePhakamileyo noQeqesho • Dyondzo ya le Henhla na Vuleteri • Pfunzo ya Ntsha na Vhugudisi  
Thuto e Gqolwane le Katiso • Thuto e Phahameng le Thupelo • Thuto e Kgoiwane le Katiso

## Annexure E: Turnitin Report

Turnitin Originality Report

Draft by A Beharry

From Proposal & Draft Chapters (Doctoral Thesis)



- Processed on 24-Oct-2016 6:05 PM CAT
- ID: 725788671
- Word Count: 81864

Similarity Index

11%

Similarity by Source

Internet Sources:

10%

Publications:

4%

Student Papers:

6%

**Annexure F: Language Editors Confirmation**

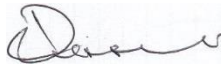
27 September 2016

Dear Mrs Beharry-Ramraj

I hereby confirm that I have performed the duties of critical reader and editor on your PhD thesis.

Wishing you all the best for the future.

Kind regards



Professor IW Ferreira  
Research Professor  
Nelson Mandela Metropolitan University  
Port Elizabeth  
Telephone: 041-5044607  
Cell: 0846073878  
Email: naas1942@gmail.com

**Annexure G: Pictures from Strike Action (October 2014)**











