

**UNIVERSITY OF KWAZULU-NATAL**

**Change Management - The Migration of Technical Vocational and Education  
Training (TVET) Colleges to Department of Higher Education and Training  
(DHET). A case study based on a TVET College in KZN.**

**By**

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## **ABSTRACT**

Change is an inevitable part of every organisation and cannot be ignored. This study investigated the effects of change management on employees' attitudes towards change. Employees' attitudes are important as they have a significant effect on resistance to change and the success of the change process. The study was based on a probability sample of 90 respondents from a population of 300 at Thekwini Technical Vocational and Education Training (TVET) College in KwaZulu-Natal, South Africa. Data were collected by means of a paper-based questionnaire. Inferential and descriptive statistics were used to analyse the primary data. The results of the analysis revealed a significant relationship between how change is managed and employees' attitudes towards change. A prominent finding of this study is that management support, communication, an emphasis on teamwork; employee consultation and leadership style have a substantial bearing on employees' attitudes towards change. The study also revealed that there is poor change management at Thekwini TVET College and this has a negative impact on employees' attitudes towards change. Improved change management is recommended, particularly with respect to management support, communication, teamwork, employee consultation and leadership. If adopted, these recommendations will improve employees' attitude towards change and make a positive contribution to successful change implementation within the organisation.

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# CHAPTER ONE

## Introduction

### 1.1 Introduction

Change is an inevitable and vital component of every individual, group or organisation. An organisation's capability of adjusting to political, regulatory, social and technological change has become a central research issue as shown by many organisations undergoing change. When organisations seek to maintain clarity, and focus during times of change the concept of change management becomes pertinent. Change and change management cannot be overlooked by any organisation which aims to succeed. However, the effects of change on employees are not always easy to determine. In light of this, this study explored the relationship between change management and employees' attitudes towards change. This chapter presents the motivation for and focus of the study; the research problem; the research objectives and research questions; a brief discussion on the research methodology; and the outline of the study.

### 1.2 Motivation for the Study

A preliminary informal study was carried out by the student, through observation and discussions with staff at Thekwini Technical Vocational and Education Training (TVET) College. It revealed that the migration of TVETs to the Department of Higher Education and Training (DHET) had adverse effects on the behaviour, attitudes and welfare of employees. These factors are precursors of resistance to change. Therefore, this study aimed to gain deeper insight into the effects of the migration and explore how it could be improved to benefit employees and the institution. Furthermore, there is limited empirical literature on the relationship between change management and employee attitudes towards change. Most existing studies focus on the antecedents and consequences of employee attitudes in general. This study adds to the body of literature that explores the relationship between change management and employee attitudes towards change. It fills a gap in the literature as, to the best of the author's knowledge, it is the first study to explore the relationship between change management and

employees' attitudes within public educational institutions in the South African context.

### **1.3 Focus of the Study**

Overall, the study focuses on the field of change management and explores the impact of change on employees. More specifically, it examines how change management relates to employees' behavioural attitudes towards change. The research explored the relationship between how the migration of TVET to DHET is being managed and employees' attitudes towards such migration. Its scope was limited to Thekwini TVET College in KwaZulu-Natal, South Africa, which has six campuses.

### **1.4 Problem Statement**

The migration of TVET colleges to the DHET was part of a legislative change adopted by the South African government. While it undoubtedly impacted on all stakeholders, such effects are unknown. Informal inquiry through observation and conversations with employees revealed that management of the migration had a negative impact on employees' welfare as well as their behaviour. It was observed that the performance of the employees of Thekwini College was declining after the migration and this is suspected to be as a result of the negative impact of the migration on the employees' welfare. This study thus, sought to provide deeper insight into the impact of the migration on employees' welfare.

### **1.5 Objectives**

This study sought to investigate the effectiveness of the management of the migration of TVETs to the DHET and the effects on employees. Its objectives were as follows:

- To determine employees' attitudes towards change in general and, in particular, their attitudes towards the migration of TVETs to the DHET.
- To determine the management approach to the migration of TVETs to the DHET at Thekwini TVET College.

- To ascertain the correlation between management of change and attitudes towards change at Thekwini TVET College.
- To provide recommendations to the management of Thekwini TVET College that will help to improve the management of the migration of the TVET to the DHET as well as employee welfare.

## **1.6 Research Questions**

The research questions were as follows:

- What are the attitudes of employees at Thekwini TVET College towards change in general, and in particular, their attitudes towards themigration of TVETs to the DHET?
- What is the management’s approach to the migration of TVETs to DHET at Thekwini TVET College.
- What is the relationship between the management of change and the corresponding attitudes towards the change at Thekwini TVET College?
- What recommendations can be made to the management of Thekwini TVET College that will help to improve management of the migration of the TVET to the DHET as well as employee welfare?

## **1.7 Research Design**

This was a quantitative exploratory study that was conducted by means of a questionnaire survey at Thekwini TVET College. Random sampling was used to select a sample of 90 participants from a study population of 300 employees. The primary data was analysed and interpreted through inferential and descriptive statistics and was presented in the form of tables, graphs, pie charts and words.

## **1.8 Chapter Outline**

The dissertation is structured as follows:

- Chapter one: Introduction
- Chapter two: Literature review
- Chapter three: Research methodology
- Chapter four: Presentation of results

- Chapter five: Discussion
- Chapter six: Conclusions and recommendations

### **1.9 Chapter Conclusion**

This chapter presented the motivation for and focus of the study; the problem statement; and research objectives and questions. The research methodology was briefly discussed and the chapter concluded with an outline of the study. The following chapter presents a review of the existing literature on the concepts, theories and variables relevant to this study.

## **CHAPTER TWO**

### **Literature Review**

#### **2.1 Introduction**

This chapter presents an overview of existing literature that is relevant to this study. The theories and models presented enable a better understanding of the subject under discussion and formed the foundation for the formulation of the research problem and the data collection and analysis. The chapter begins by presenting an overview of the concepts of change and attitude. This is followed by an examination of strategies and models for change management. The relationship between management principles and change management is explored and the literature on the successful implementation of change is reviewed. Finally, the study's theoretical framework is presented.

#### **2.2 Change**

Krogerus and Tschäppeler (2015) observe that change frequently generates engagement and indecisiveness among employees executing it. The definition of change is varied and multi-faceted. Hoiand Ruona (2011) note, that, it can involve changes in structures, procedures, rules, technology, customer needs and development and training. Change involves the crystallisation of new possibilities (new policies, new behaviours, new patterns, new methodologies, new products or new market ideas) based on reconceptualised patterns in the organisation Hayes (2014:3). Ledimo and Martins (2015:151) define change as “the process by which an organisation optimises performance as it works towards assuming its ideal state.” Waddell, Creed, Cummings and Worley (2013:13) view organisational change as, “an empirical observation of the difference in form, quality, or state over time in an organisation”. The entity can be an individual, a product, job, or programme, an organisational strategy, a work group or the overall organisation. Grant (2014:258) notes that, change is considered to be “a shift in the behaviour of the whole organisation.” The definitions of change are thus similar and complementary rather than contradictory.

Change can be viewed from a passive or progressive/proactive perspective (Davoudi, Shaw, Haider, Quinlan, Peterson, Wilkinson, Deutsch, Coleman, and Marcus, 2011). From the passive viewpoint, change within an organisation occurs as a reaction to changes in the environment in which it operates (Hornstein, 2015). Hayes (2014) adds that change to part of an organisation can occur as a reaction to influences, events or changes in another part of the same entity. These notions are complementary and establish that from the passive perspective, organisational change can occur as a reaction to internal or external forces that an organisation is exposed to (Kuipers, Higgs, Kickert, Tummers, Grandia and Van der Voet, 2014). This form of change is also referred to as unplanned change (Hornstein, 2015). Luthans and Luthans (2015), note that from a proactive perspective, change is initiated from within the organisation; this form of change is also referred to as planned change. Choi and Ruona (2011) state that planned change involves the intentional formulation and execution of activities that seek to achieve a certain goal.

The concept of change is a complex phenomenon as it can be considered as a continuum that covers a variety of development related concepts, primarily innovation, renewal, and evolution (Pincock and Hedeem, 2014). Several researchers (Hayes, 2014; Hughes, 2011) have noted that the expansive nature of change has led to it being recognised as a complex social phenomenon. The change process is not technical, routine, or purely programmatic and linear (Appelbaum, Habashy, Malo and Shafiq, 2012; Harper, Randall and Rouncefield, 2012; Hayes, 2014; Kazmi and Naarananoja, 2013). Therefore, the categorisation of change takes many and varied forms and perspectives. However, the most popular method to categorise institutional change is how significant it seems to be (Hughes, 2011).

Hayes (2014) identifies the following categories of institutional change:

1. **On-going organisational change:** consists of slight modifications to peripheral relations to improve productivity.
2. **Strategic change:** refers to key, lasting change, which calls for the restructuring of policy and management procedures.

3. **Revolutionary change:** occurs when change is characterised by drastic swings and radical transformation across the entire organisation.

Kempster, Higgs and Wuerz (2014) differentiate between first-order and second-order change. First-order change, also known as 'transactional change', occurs in a more stable structure (Burke and Noumair, 2015).

According to Kuipers et al. (2014), in first-order change, conservation takes precedence over growth. Its main aim is to defend and promote the benefits of the existing structure (Pincock and Hedeem, 2014). Hence, emphasis is placed on enhancing effectiveness and achieving set goals (Cullen, Edwards, Casper and Gue, 2014). Pincock and Hedeem (2014) viewed that, a transactional leader focuses on the significant drivers of the institution and supports employees to achieve the desired results.

Second-order change is also known as 'transformational change' as it involves major institutional restructuring (Luthans et al., 2015). Choi (2011) notes, that, transformational front-runners inspire employees to put the needs of the institution above their own interests.

Several researchers have categorised change based on how fundamental it is. Heckmann, Steger and Dowling (2016) distinguished between superficial and deep change; Lord, Dinh and Hoffman (2015) identified surface and structural change and Romberg and Price (2008) referred to ameliorated and radical change.

### **2.3 Strategies and Models for Change Management**

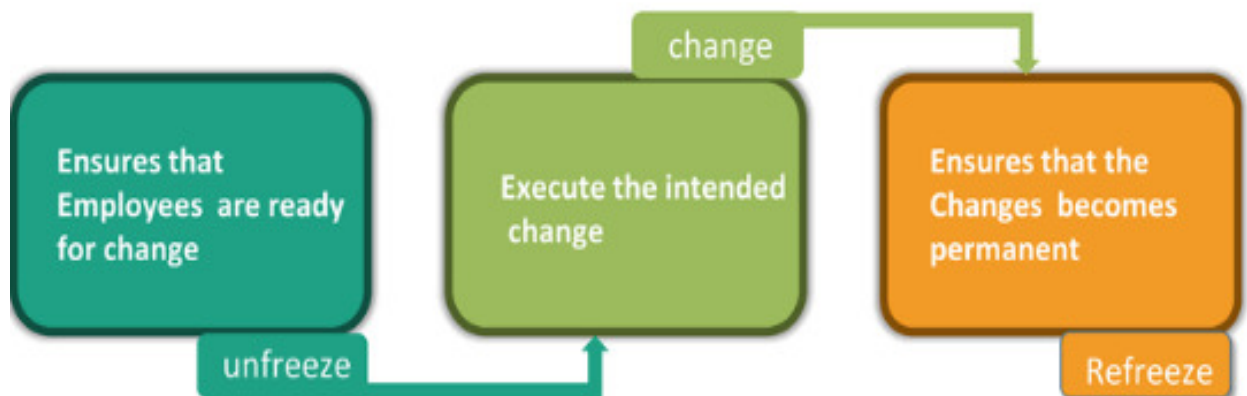
Organisational change management involves initiatives to steer evolutionary developments, mergers, expansions, and restructuring (Jacobs, van Witteloostuijn and Christe-Zeyse, 2013). It is thus concerned with transformation (Waddell et al., 2013). Hornstein (2015:292) note that change management is the process of continually renewing an organisation's direction, structure and capabilities to serve the ever-changing needs of external and internal customers. Like the notion of change, the concept of organisational change management is complex and

difficult to define. However, its main goal is to find the best way for the organisation to adapt and adjust to change triggered by internal or external forces (Chiaburu, Peng, Oh, Banks and Lomeli, 2013).

According to Worley and Mohrman (2014), several models and strategies exist to manage change. Before an organisation chooses a model, it should first recognise the need for change and identify those that will be affected. This will help to identify the most appropriate model. Notable change management models include Lewin's Change Management Model (Lewin, 1951), Kotter's Change Management Model (Kotter, 1996) and the PROSCI's ADKAR Model (1998). These represent classical works in the field of change management.

### **2.3.1 Lewin's Change Management Model**

Lewin's (1951) model is a classical model of change management that continues to be employed (Burke and Noumair, 2015). It recognises the importance of conduct within a group (Choi, 2011). Lewin (1951) noted that, group and individual behaviour differ and that, in order for the members of a group to work together, there is a need for a common goal. Therefore, there is a need to change group conduct to achieve organisational change. Change according to the model is achieved when the forces that drive change are greater than those that resist it (Hornstein, 2015). Lewin (1951) identifies three stages of planned change, namely, unfreeze, change, and refreeze as shown in Figure 2.1.



**Figure 2.1: Lewin's change Management Model**

*Freezing* involves preparing members of the organisation for change. Employees fully recognise the need for change and its significance and should brace themselves for its occurrence (Shirey, 2013). They need to distance themselves from their old practices and comfort zones. Cummings and Worley (2014) note, that, organisations have a natural tendency to go back to their old state of equilibrium. To avoid this, employees need support to help them to prepare for the upcoming change. As noted by Shirey (2013), the result is little to no resistance and voluntarily participation in effecting the change.

*Unfreezing* involves close examination of the organisation's status quo, increasing the forces that drive change and decreasing those against it (Kuipers et al., 2014). In this stage Burnes and Cooke (2013) mentioned that a favourable attitude towards change is cultivated among employees; they should feel that they need to change.

However, Choi and Ruona (2011) note, that, employees experience anxiety when executing new tasks brought about by change as they are uncertain of the outcome. This results in unconstructive behaviour that threatens change (Worley and Mohrman, 2014).

*Change/Move*. This stage involves the actual transition or change from the previous state to the new state. All affected employees are fully involved in the

processes that effect change. Thus, change is implemented and employees embrace it (Worley and Mohrman, 2014). Sufficient time and reassurance are required to ensure that all members of the organisation easily and swiftly adjust to the change (Manchester, Gray-Miceli, Metcalf, Paolini, Napier, Coogler & Owens, 2014). Communication needs to be handled with care at this stage.

*Refreeze.* This stage represents the post-implementation review. With the change having been effected and embraced, the organisation starts to stabilise or 'refreeze'. It stabilises at a new state of equilibrium and employees recognise the new status quo (Sutherland, 2013). At this stage there is a need to ensure that all members of the organisation stick to the new state (Sarayreh, Khudair and Barakat, 2013). They should feel comfortable and confident with the new stable state of equilibrium (Worley and Mohrman, 2014).

Several criticisms have been advanced of Lewin's model. Choi and Ruona (2011); Grant (2014); Harper et al. (2012) and Hayes (2014) state that it is unrealistic, as it assumes, that organisations operate in stable environments that allow them to smoothly change from one state of equilibrium to another in a premeditated routine. This model is therefore not applicable to organisations that operate in the unstable, chaotic, and uncertain environments that are characteristic of reality (Sarayreh et al., 2013). Hornstein (2015) and Hughes (2011), viewed that Lewin's model is mechanistic and simple and it fails to recognise the change process as a continuous and open-ended one that can be unpredictable. The model's approach is only applicable in situations where change is an isolated and linear project (Kuipers et al., 2014). It cannot be applied to a complex situation that involves many individuals, points of focus, layers of activity and numerous other factors which cannot be anticipated (Burke & Noumair, 2015).

Kazmi & Naarananoja (2013) and Lozano (2013) criticise Lewin's model on the grounds that it assumes a top-down structure, where change is driven by top management. However, it could be driven by employees at lower levels of the organisational hierarchy (Luthans et al., 2015). The model also ignores the role played by organisational politics and power dynamics in the change process. Conflict and power struggles are part of every organisation (Hornstein 2015).

In summary, while Lewin's model has limited application in real world situations due to its simplicity, it provides a basic framework that management could use to plan and implement change (Cullen et al., 2014).

### **2.3.2 Kotter's Change Management Model**

In response to the shortfalls of Lewin's model, Kotter (1996) introduced a model of change management that has become very popular and widely adopted. This model identifies eight stages in the change process, namely, increasing urgency, building the guiding team, developing the correct vision, communicating, empowering action, achieving short term goals, not giving up and incorporating change.

- **Increasing urgency** – in this stage the organisation's employees are motivated by creating a sense of urgency. Their attitudes and behaviour undergo adjustment in order to encourage them to move forward and achieve the organisation's objectives.
- **Building the guiding team** – this step involves selecting the right people with the required knowledge, skills and commitment to guide the organisation through the change process.
- **Developing the correct vision** – this stage involves creating an appropriate vision taking into consideration the creativity, strategy, objectives and emotional connections within the organisation, as well as employees' attitudes towards change.
- **Communicating** – during this stage, the change is communicated to employees. The communication is two ways; the needs and particulars of the change effort are announced and employees voice their concerns and anxieties. Fully informing employees cultivates a favourable attitude towards change (Chappell, Pescud, Waterworth, Shilton, Roche, Ledger, Slevin & Rosenberg, 2016).
- **Empowering action** – in this stage barriers to the change process are removed, support is provided to employees and constructive feedback is given. This enables the process to get underway as employees'

capabilities to participate effectively in the change process are improved (Luthans et al., 2015).

- **Achieving short term goals** – this stage is associated with the division of the final goal into short-term goals which are small and achievable. It enables the goal to be achieved without placing too much pressure on the workforce.
- **Not giving up** – this stage highlights the need for persistence. Wholesome aspects of the change process may be difficult, it is of great importance that members of the organisation remain undeterred in their efforts (Calegari, Sibley and Turner, 2015).
- **Incorporating change** – this is the final stage that emphasises reinforcement of the change that becomes an integral part of the organisation's routine and status quo (Burke and Noumair, 2015).

Kotter's model is an improvement on that of Lewin (1951). Kazmi and Naarananoja (2013) note that its steps do not represent a check list, but a process. The model has the advantage of being simple and easy to implement as it is a systematic guide to successfully implement change. Hornstein (2015) note that it recognises that change is an open-ended, continuous, and unpredictable process. Kotter (1996) notes, that, organisations need to align and realign with the dynamics of their operating environment. Organisations change in reaction to the conditions prevalent in this environment (Cooney, Pernick, Rice and Monago, 2016). However, Kotter's model is not completely free of weaknesses. Appelbaum et al (2012) state that, change does not place sufficient emphasis on individual needs and emotions. It is recognised that individuals are central to the concept of attitude (Kuipers et al., 2014).

Scholars have also noted that successful implementation of change requires that all the model's stages be followed in the correct order (Rajan and Ganesan, 2017). Another shortfall is that the processes outlined by Kotter (1996) are very time consuming (Appelbaum et al., 2012; Nordin, Deros, Wahab and Rahman, 2012; Parker, Verlinden, Nussey, Ford & Pathak, 2013; Smith, 2011).

### 2.3.3 The PROSCI's ADKAR Model

The ADKAR model developed by PROSCI Inc. in 1998 is a goal-oriented change management model. It enables management to focus on activities that are closely associated with the specific organisational goals to be achieved (Kuipers et al., 2014). The stages or steps laid out in the model need to be followed to completion in the prescribed order (Shepherd, Harris, Chung and Himes, 2014). Georgalis, Samaratunge, Kimberley and Lu (2015) note that this model was initially used in change management to assess the effectiveness of training and communication in achieving the desired organisational goals.

According to Hiatt and Creasey (2012), ADKAR is an acronym which stands for:

- **Awareness** – members of the organisation should understand the need for change and its nature.
- **Desire** – Individuals need to be supported to inspire them to want to engage in the change process.
- **Knowledge** – those involved should be empowered with knowledge on how to change through adopting new behaviours and skills.
- **Ability** – Employees are endowed with the ability to incorporate the change into their daily routine and demonstrate improved performance.
- **Reinforcement** – the change is reinforced so that it can be sustained and the organisation builds a culture around it.

The ADKAR model presents several benefits as a tool to manage organisational change (Pollack, 2012). Worley and Mohrman (2014) note that it considers both the process or business and individual dimensions of change. It also takes individual needs and feelings into account, which is important as individuals are central to the concept of attitude (Pollack, 2012). The model thus helps to cultivate positive employee attitudes towards change. It provides a clear checklist to manage change and enables the identification and assessment of the factors impeding successful implementation (Waddell et al., 2013). Lozano (2013) adds that the model allows for change to be broken into segments, enabling the

identification of aspects of the process which may not be successfully implemented.

However, the ADKAR model also has limitations. Shah (2014) notes that it fails to consider the principles of management and leadership that provide direction and clarity in change implementation (Day and Shannon, 2015).

Cameron and Green (2015) observe that change is a fundamental part of life that exists within most institutions. Change management determines how well institutions adapt to the change they are exposed to. As such, the current study aimed to assess the extent to which Thekwini TVET College has adapted to the changes it is subjected to.

#### **2.4 Implementing Change in the Public Sector**

This study is concerned with change management within a public sector educational organisation. Public sector organisations are often viewed as being resistant to change (Choi and Ruona, 2011; Contrafatto and Burns, 2013; Grant, 2014; Hughes, 2011). Kuipers et al. (2014) note that while these organisations seek to improve their ability to get things done, they tend to resist adopting different ways of executing old and new tasks.

According to Cojocar (2012), this is due to the fact that the reasons for adopting certain change management strategies and methods are not clearly defined and the results of change are uncertain. Hornstein (2015) stresses the importance of recognising the drivers of change in public sector organisations, where the process is initiated by different players with different levels of power and influence (Luthans et al., 2015). It is likely that the change could represent a 'political fix' or a response to donors. These drivers of change may not be genuinely committed and could have ulterior motives, resulting in the failure of the initiative Cojocar (2012) and Hornstein (2015). However, every public sector change programme needs to be supported by powerful drivers and coalitions in order for it to be effective (Worley and Mohrman, 2014); hence, the focus on power dynamics and players that influence the change initiative.

## 2.5 Attitudes

This study explored the relationship between how change is handled and employees' attitudes towards change. According to the classical work of Ajzen (1988), an attitude refers to a disposition to respond favourably or unfavourably to an object, subject, person, institution or event". This study assessed employees' disposition to respond either negatively or positively towards the migration of TVETs to the DHET.

Choi (2011) notes, that, employees' attitudes are a conventional indicator of the effectiveness of work performance. Georgalis et al. (2015) also acknowledge that it is important to recognise that employees' attitudes cannot be avoided and that they are subject to individual influences. Chiaburu et al. (2013) note that cultural and organisational issues are central to effective change within an organisation. Thus, this study examined whether employees' attitudes towards change and their assertiveness depended on how well the execution of the change was understood.

### 2.5.1 Components of Attitude

Van Dijk (2015) observes that it is important for management to be aware of the different levels of employees' attitudes. This allows for the early detection of problems and management can intervene to renew employees' confidence and security. Luthans et al. (2015) stipulated that attitudes can be categorised in three components/segments:

- **Cognitive component**– this is the belief or opinion segment of an attitude that reflects an individual's thoughts about someone or something. For example, an individual may wonder whether or not the change is really necessary and whether its outcomes will be negative.
- **Affective component** – this relates to the positive or negative feelings or emotions behind certain attitudes. For example, an individual judges whether transformation was good or bad. The affective component has a subconscious and irrational influence on emotions and feelings (Chiaburu et

al., 2013). Hence, the rational expectations of a certain theory applied to the management of change may be irrelevant.

- **Behavioural component** – this component explains an individual's intention to behave in a particular way towards a certain aspect. It is related to the affective component of attitude.

The connection between the affective and behavioural components of attitude implies that an individual who experiences a certain emotion or feeling, triggered by the management of a particular change process, will act on the basis of that feeling or emotion (Luthans et al., 2015). However, this may not always be the case as inconsistency has been found to exist between individuals' attitudes and behaviour (Martin and Clore, 2013). This is referred to as cognitive dissonance.

According to Martin and Clore (2013), individuals seek to reduce dissonance depending on the significance of the factors causing it, the degree of influence the individual has over these factors and the rewards of maintaining dissonance. Burke and Noumair (2015) note that individuals seek to align their attitudes with their behaviour so that they appear consistent and rational.

## **2.5.2 Employee Attitudes towards Change**

According to Pincock and Hedeem (2014), change is an important part of every well-functioning organisation. However, its effective implementation requires that employees' attitudes be taken into account. While Hornstein (2015) observes that, change is unavoidable, inevitable and constant, Luthans et al. (2015) note that it is easy to propose and design but challenging to implement. This calls for a systematic and complete process (Chiaburu et al., 2013).

According to Chiaburu et al. (2013), employees' attitudes towards change reflect their judgement and assessment of a particular change as either desirable or undesirable. Consequently, attitudes towards change are an indicator of the internal perceptions that drive employees' beliefs or actions and, in turn, influence their performance (Cullen et al., 2014). Maio and Haddock (2014) state that, employees might feel threatened as new skills, activities and relationships will be

required of them. On the other hand, change might offer opportunities for development and growth and thus be perceived in a positive light. Choi (2011) argues that failure to successfully implement change will negatively impact employees' commitment to their work, job satisfaction and level of trust.

Chiaburu et al. (2013) observe that, the main reason why change initiatives within an organisation fail is employee resistance which is closely associated with their attitudes toward change.

## **2.6 The Relationship between Change Management and Employees' Attitudes towards Change**

According to Kuipers et al. (2014) and Luthans et al. (2015), management of change is the most important aspect in its successful implementation. Several studies argue that the main cause of negative attitudes is the failure to manage change successfully (Kuipers et al., 2014; Luthans et al., 2015). Harmon-Jones, Harmon-Jones & Levy (2015) note that most change initiatives fail because of resistance to change which is positively related to negative attitudes towards it. Drawing on the preceding discussion, poor change management will result in negative attitudes towards change, in turn, building resistance and the failure of a change initiative. According to the cognitive dissonance theory as presented by Harmon-Jones et al. (2015), inconsistency between individuals' attitudes and behaviour is not uncommon, but those that want to appear consistent and rational seek to align such. Therefore, assuming that the employees of an organisation are rational and consistent, in order to ensure that their attitudes towards change are positive, it is imperative that the management of change is effectively executed.

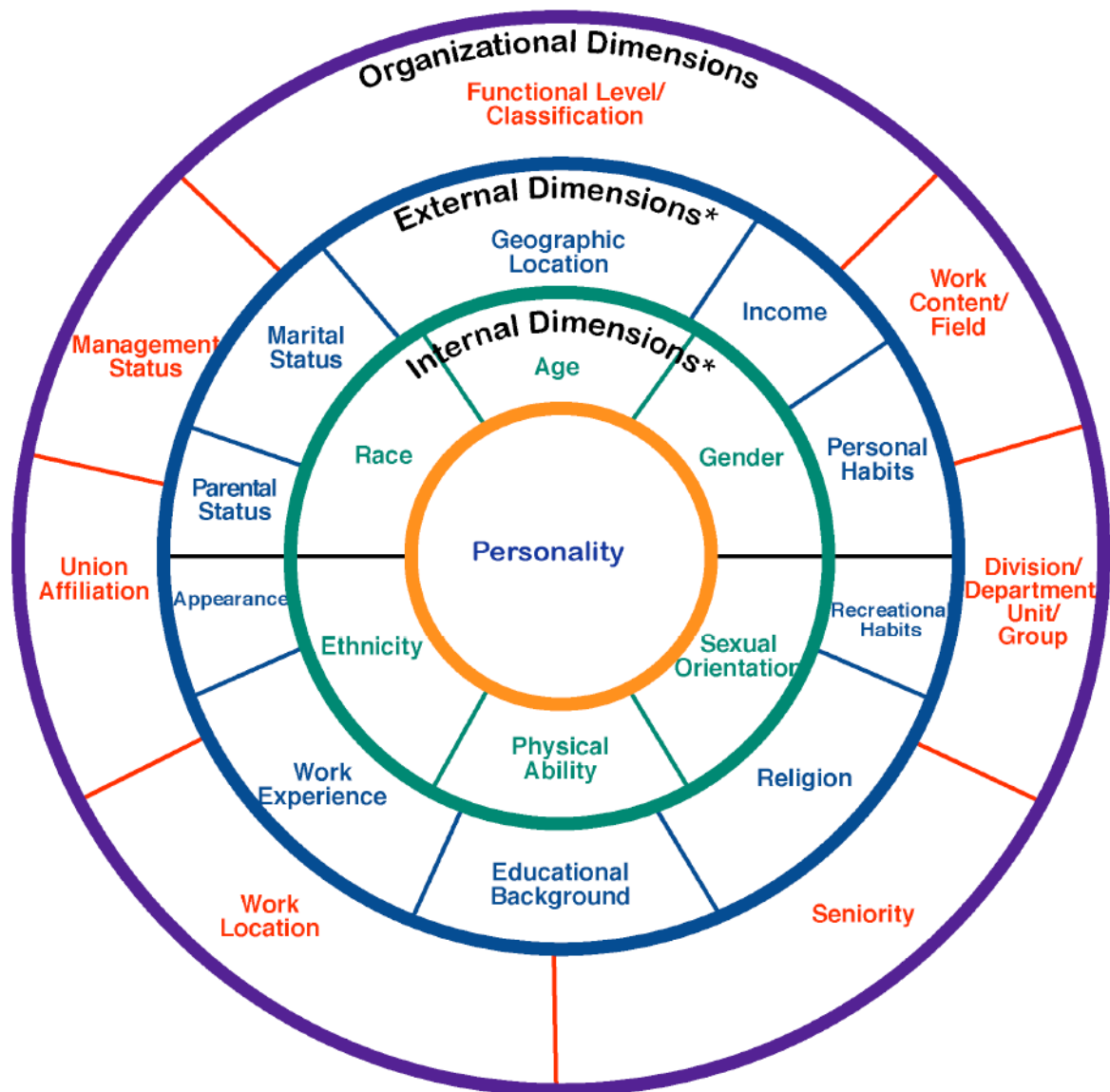
Burke and Noumair (2015) and Choi (2011) identify four main dimensions of successful change management, namely, process, context, content and outcomes. Pugh (2016) added diversity. The following sections explore elements of these dimensions that are relevant to this study, including diversity management, leadership style, inter-personal relationships and motivation.

### **2.6.1 Diversity Management**

According to Benschop, Holgersson, Van den Brink and Wahl (2015: 553), diversity management suggests achieving a heterogeneous workforce and valuing employee differences in the interest of the business and perhaps the locals as well as the global community. Globally, diversity management is regarded as a source of competitive advantage as it is a vital aspect of strategic human resources management (Luthans et al., 2015). Employees from minority communities may be world-class performers. Given South Africa's history of apartheid, racial discrimination and gender exclusion within the workplace, inclusion and diversity are major strategic considerations for any business. Grobler, Warnich, Carrel, Elbert and Hatfield (2011) maintain that businesses in the country should recognise diversity within the workforce and find innovative ways to integrate differences, talents and energies in order to thrive.

According to Burke and Noumair (2015), individuals' perceptions of diversity result in them making assumptions about other's behaviour and this influences their own behaviour. In the context of change management, according to Choi and Rainey (2014), it is important to consider the impact of diversity among employees on the successful implementation of change. As noted by Kuipers et al. (2014), an organisation's attitude toward change is a composite of individual attitudes. Hence, this study examined recognition of diversity in the management of the TVET's migration to the DHET.

Figure 2.2 shows the 'Dimensions of Diversity' wheel which outlines the complex filters of diversity which individual's process as information and stimuli, producing certain perceptions.



**Figure 2.2: Layers of Diversity**

Source: Saxena (2014)

### 2.6.2 Leadership Style

The style of leadership adopted is an aspect of change management. As noted by Kuipers et al. (2014), in changing situations and highly dynamic environments, the appropriate leadership style will ensure the survival of an organisation. Holten and Brenner (2015), state that, leadership style impacts on an organisation's performance. McCleskey (2014) also argues that there is a close association between the economic success of an organisation and the leadership style adopted. Fullan (2014) describe a leadership style as a series of managerial

attitudes, behaviours, characteristics and skills based on individual and organizational values, leadership interests and reliability of employees in different situations. According to Holten and Brenner (2015), the success of an organisation is highly dependent on managers and the leadership style they adopt. By adopting an appropriate style, a manager can control the productivity of an organisation (Burke and Noumair, 2015). Leadership style is also referred to as the manager's ability to drive subordinates' performance to the highest achievable level (Pincock and Hedeem, 2014).

There are numerous styles of leadership including democratic, autocratic, laissez-faire, bureaucratic, situational, transformational, transactional and participative (Burke and Noumair, 2015). Hornstein (2015) note that no single leadership style is the most appropriate as different situations require different styles of leadership and this is true of change management. In contrast, Luthans et al. (2015) argue for the adoption of change oriented leadership and the charismatic and transformational leadership styles meet this criterion. Effective change-oriented leadership does not focus on the individual leader or his/her influence on subordinates' perceptions and motivation, but on the leader's influence on organisational processes, with an emphasis on leadership processes (McCleskey, 2014). López-Domínguez, Enache, Sallan and Simo (2013) note that, a change-oriented leader envisages change, takes personal risks, encourages innovative thinking, monitors the environment and explains the need for change. Hence, this study examined the appropriateness of the leadership style adopted to manage change based on the behavioural traits of the change-oriented leadership style.

### **2.6.3 Inter-Personal Relationships**

According to Cameron and Green (2015), social influences within the workplace are an indicator of readiness for change and the effectiveness of the change management process. The social networking theory, as expressed by Kuipers et al. (2014) posits that individuals are an integral part of social systems that act as points of reference for the formation of attitudes. Therefore, social systems at the workplace have a significant impact on employees' attitudes. Burke and Noumair (2015) suggested that if a social network at work resists change, individuals within

that network are likely to do likewise. This suggests that employees are subject to a form of herd behaviour centred on inter-personal relations within the workplace. In contrast, Rafferty, Jimmieson and Armenakis (2013) and Kempster, Huggs and Wuertz (2014) maintain that attitudes reside within individuals.

Several researchers have noted that social relations in the workplace have a significant impact on employees' attitudes towards change (Cullen et al., 2014; Kuipers et al., 2014; Burke & Noumair, 2015). Such relations can take the form of peer-to-peer or with superiors. A study by Rafferty et al. (2013) on influences on readiness to change found a positive and significant relationship between readiness to change and social relations within the workplace. Shah and Irani (2010) used employees' relations with their peers to examine their attitudes and behaviours towards change and found a positive and significant relationship between inter-personal relations, peer-to-peer co-operation and relations with supervisors, and employees' behavioural attitudes towards organisational change.

#### **2.6.4 Teamwork**

According to Burke and Noumair (2015), teamwork is a collective means of learning that facilitates employees' openness to communicate. As noted by Chiaburu et al. (2013), people's willingness and ability to work in teams and co-operate with others in working through change is an indicator of their attitudes towards the change initiative. The use of teams promotes change through fluent work processes as individuals increase their ability to learn through trial and error with the support of fellow team members. Cameron and Green (2015) observe that, working in teams builds inter-personal relations and reduces apprehension as members gain social support. Teamwork is associated with increased productivity and successful achievement of an organisation's goals. Consequently, this study examined the use of teamwork by management in implementing the change in question.

#### **2.6.5 Motivation**

Choi (2011) notes, that, employee motivation plays an important role in ensuring successful change. Rafferty et al. (2013) notes that internal motivation drives

employees to become involved in the change process for their own personal reasons and interests. Pincock and Hedeem (2014) note that the transformational leader enhances employees' intrinsic motivation by offering inspirational motivation. Choi (2011) note that, internal work motivation refers to an individual's internal impetus to perform at their best. Burke and Noumair (2015) state, that, an employee's attitude towards change is mediated by affective commitment or internal work motivation.

### **2.6.6 Empirical Studies on Employee Attitudes and Change Management and their Relationship**

Kielstra's (2015) research found that job rotation among hospital nurses has a positive and close relationship with employee development. Hameed and Waheed (2011), stipulated that job rotation plays a significant role in improving employees' attitudes, knowledge and skills, with a positive effect on organisational learning (Luthans et al., 2015). Thus, job rotation encourages organisational learning and positive employee attitudes that, in turn, promote successful change implementation.

Rafferty et al. (2013) investigated Israeli employees' perceptions of the impact of organisational politics on several work-related outcomes, including their attitudes towards their jobs. The results showed that perceptions of organisational politics were negatively related to employees' attitudes towards their jobs, including organisational commitment and job satisfaction. Thus, it is important for management to avoid organisational politics and power struggles during the implementation of change as they negatively impact employees' performance and attitudes towards change as well as their commitment to change (Cameron and Green, 2015). It is clear that power struggles and destructive organisational politics are characteristics of poor change management.

Fay-Spina's (2017) research on teamwork revealed that project-based organisations execute strategic initiatives to enhance profitability and market share through the use of teamwork and project teams. According to Fay-Spina (2017), effective team performance depends on qualified project managers, empowered leadership, project management insight and the development of an environment

that is conducive to effective conflict management, collaboration and team membership (Rafferty et al., 2013). Cameron & Green (2015) found that, effective teamwork, collaboration, profitability and productivity hinge on integrity, mutual respect and trust among employees.

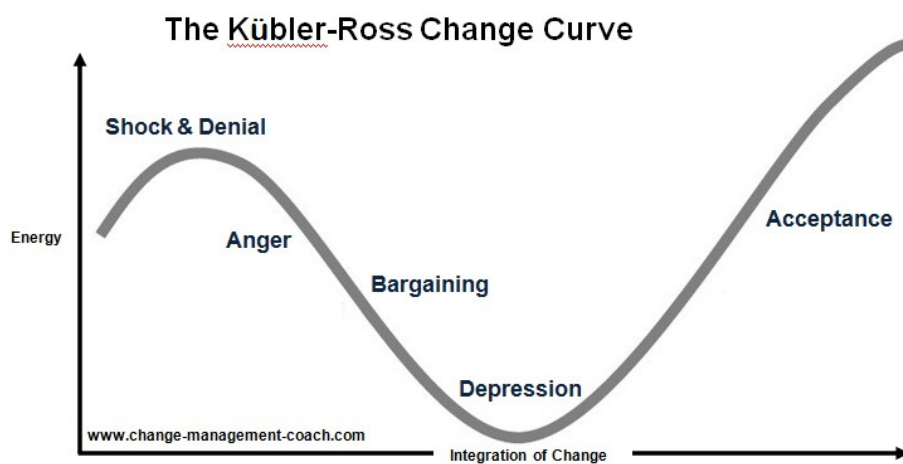
Rafferty and Restubog's (2017) study on the antecedents and consequences of employees' attitudes towards change showed that, in general employees' attitudes towards change are significantly and positively related to their change history. This refers to whether their past experiences of change were negative or positive (Rafferty and Restubog, 2017). Schein's (2015) study on the factors that influence employees' readiness for change, in general and in particular situations, identified change history as well as the frequency of change as important issues. According to Goetsch and Davis (2014), employees that are frequently exposed to change tend to have a negative attitude towards it. Rafferty and Restubog (2017) add that, continuous exposure to change tends to overwhelm employees.

Goetsch and Davis's (2014) study investigated the influence of cultural differences on change management. Hornstein (2015) notes that the significance of human behavioural issues like resistance to change, is often overlooked in change theories. The study found that if the human factor is not considered in implementing change, the change process is likely to fall into 'cultural booby traps' and fail (Luthans et al., 2015). Hornstein (2015), state that, it is important to consider cultural differences in the workplace and not only include them in the change process but take full advantage of them. In the fast-paced and dynamic environment in which businesses operate, consideration of cultural diversity might seem like a waste of time (Cullen et al., 2014). However, due diligence will likely reduce frustration, save future costs and increase a change initiative's potential to succeed.

## 2.7 Theoretical Framework

### 2.7.1 The Change Curve

Cameron and Green (2015) observe that the Kubler-Ross change curve is a change management model that depicts the emotional stages that individuals undergo when they encounter change in their professional, social or domestic lives. The change curve considers the dimensions of change and outlines the emotions that individuals experience (Burke and Noumair, 2015). The fact that this model focuses on individuals and their emotions in the change process makes it appropriate in assessing the relationship between change management and employee attitudes towards change (George, 2016).



**Figure 2.3 The Change Curve**

Source: Kubler-Ross and Kessler (2014)

### 2.7.2 Causes of Change

Cameron and Green (2015) identify different motivations for changes within organisations, including buying patterns and behaviour within the marketplace; consumer attitudes; takeovers; industrial relations; new legislation; mergers; new technology and administrative changes. Some changes in an organisation's operating environment may result in unusual and new reactions. Such changes will likely incite individual transitions.

Kübler-Ross and Kessler (2014) note that the Kubler-Ross change curve consists of seven stages that help to understand the logic behind the responses and behaviour of individuals undergoing change. This model was applied to the employees of Thekwini TVET College experiencing the migration of TVETs to the DHET. Ineffective management of such change results in unsuccessful implementation; this is demonstrated by a stall in the curve as people become stuck at certain stages before change is fully integrated.

### **Stage 1: Shock**

The first stage defines an individual's reaction the first time he/she is exposed to a certain change. Kübler-Ross and Kessler (2014) note that during this stage, "Tremor or revelation rises from the incongruity amid the method in which the leaders believe things might be, and the way that they actually are."

Choi and Ruona (2011) state that the y-axis of the curve represents an individual's supposed self-reliance or capability that declines at the onset of new change. According to George (2016), when an individual's role is changed due to the onset of change, the y-axis depicts the individual's own knowledge of how capable they are in their newly-assumed role.

Grant (2014) observes that the first stage decreases an individual's confidence as new conventions or innovative situations brought about by change may not be in line with their expectations. The more an employee's expectations diverge from reality, the greater the undesirability of the change (Harper et al., 2012). According to Choi and Ruona (2011), the x-axis of the change curve that represents the individual's perceptions of their capability and self-confidence, is also a significant indicator of employees' moods and emotions.

### **Phase 2: Denial**

Shock is succeeded by the second stage, denial which, according to Hughes (2011), involves the individual's personal conclusions on the change so as to reduce the inconsistency experienced in the first stage. At this stage, the majority

of those that are hesitant to implement change will be stuck (Hornstein, 2015) due to a lack of power/strength to acknowledge the need for it (Grant, 2014).

### **Stage 3: Awareness**

Dalton (2014) states that, although the second stage agrees with a supposed upsurge in proficiency while the employee disregards the genuineness of the condition, the awareness stage conveys with it a larger consciousness of the degree of proficiency relative to the essential close. In the third stage, the employee acknowledges his/her misperceptions and becomes passionately involved in the change process (Hayes, 2014; Pollack, 2012).

### **Stage 4: Acceptance**

According to Kanji, McCallum, Sirounis, MacRedmond, Moss & Boyd (2014), in this stage, the individual acknowledges the reality of the change in self-reliance and capability stops. This is the lowest point in the change curve in Figure 2.3. Lozano (2013) states that it calls for permitting the activities and assertiveness which have become suitable and contented or active for the deep-seated condition. Depression may occur as a result of not being expressive in what to place in the correct impertinences and old actions (Dalton, 2014).

### **Stage 5: Testing**

This stage of preliminary testing tails the discovery of innovative actions. Davoudi et al. (2011) note that these innovative accomplishments may be effective and realise the expected conclusion but at added costs, the employee may need to toil in order to perform their innovative capabilities. The testing phase is characterised by disappointment and victory at emerging novel-ability, Cummings and Worley, (2013). Consequently, this possibly will not be an ostentatious development as it is characterised by disappointment, Kazmi and Naarananoja (2013).

### **Stage 6: Search for Meaning**

According to Dalton (2014), employees' disappointments, achievements and knowledge are an advantage as they start to search for meaning in the new situation. They also start to ask questions about why some actions are effective and others are not (Cameron and Green, 2015). This enables employees to design strategies to cope with the new situation (Shah, 2014).

### **Stage 7: Integration**

The final phase occurs when employees take control of their newly-learned activities and enhance their self-reliance and capability (Worley and Mohrman, 2014). New practices become part of their ordinary undertakings and their interpretation of the world (Lozano, 2013).

## **2.8 Chapter Conclusion**

This chapter presented a review of the relevant literature that informed this study on how the migration of TVETs to the DHET has been accepted by employees at Thekwini TVET College. The theories and variables explored in this chapter also assisted in formulating the design of the research questionnaire and the interpretation of the research results. The following chapter discusses the methodology employed to conduct this study.

## CHAPTER 3

### Research Methodology

#### 3.1 Introduction

According to Kumar (2016), research is a way of thinking that involves a critical examination of day-to-day professional work. The research process entails the formulation and understanding of principles which govern a particular procedure, testing and developing new theories and models that enhance professional practice. Adams, Khan and Raeside (2014) observe that research follows an agreed system and uses specific methods and objectives that is beyond plain reasoning and 'common sense'. All individuals are subject to bias of some kind and great care needs to be taken to minimise organisational or political bias when conducting research (Silverman, 2016). Such biases can be minimised through the use of robust procedures. Smith (2015) also notes that all professional research subscribes to a certain code of ethics.

This chapter presents the research methodology employed by this study. It covers the research methodology, research design and methods, research paradigm, research setting, the target population, sampling and sampling procedures, research instruments, collection and analysis of data, reliability and validity and bias.

#### 3.2 Aim of the Study

This study investigated the relationship between change management and employee attitudes towards change at Thekwini TVET College after its migration to the DHET. Using the insights gained, it also aimed to offer recommendations on how the change management process could be improved.

#### 3.3 Research Design

This descriptive quantitative research study involved a survey of Thekwini TVET College as the unit of analysis. Creswell (2013) notes that, the purpose of a survey research is to generalise from a sample to a population so that inferences can be made about some characteristic, attitude, or behaviour of this population. The purpose of this particular survey was to make generalisations, from a sample of

Thekwini TVET College employees to its population, about the relationship between change management and employees' attitudes towards change.

A survey was the preferred form of data collection due to the advantages it offered, particularly the quick turnaround in data collection, and the economy of the design (Bryman and Bell, 2015). Furthermore, surveys enable the characteristics of a large population to be determined using a smaller group of people. This research survey was cross-sectional in nature and was conducted on all six of the College's campuses through the use of self-administered questionnaires. Random sampling, a probabilistic sampling method, was used to select the study sample of 90 from a population of 300 employees.

### **3.4 Research Paradigm**

According to Kumar (2016), the two main research paradigms or approaches are the quantitative and qualitative research methodologies. Qualitative research, also referred to as the ecological, naturalistic or ethnographic approach, has its roots in the study of social phenomena, while quantitative research, also referred to as the positivist, systematic or scientific approach, has its roots in the physical sciences (Bryman, 2015). Cohen, Manion & Morrison (2013) note that both have their place and that use of a single paradigm for all research is inappropriate. Creswell (2013) identifies a third paradigm referred to as mixed research that involves a combination of qualitative and quantitative approaches.

#### **3.4.1 Quantitative Research Approach**

According to Dalal and Priya (2016), the quantitative research approach involves systematic and logical empirical investigations which use computational, statistical or mathematical techniques. It thus uses numerical methods and techniques to solve research problems (Deterding, Canossa, Hartevelde, Cooper, Nacke and Whitson, 2015). On the other hand, Bryman and Bell (2015) note, that, quantitative research employs sampling, surveys and censuses as data collection methods. The analysis of data collected in quantitative research involves the use of mathematical techniques and can disclose statistically significant differences between samples. Research hypotheses and statistical packages are used for data analysis (Mertens, 2014). The data is interpreted using a theoretical

framework based on background knowledge of the research problem. A comparison of the results with previous studies reveals the wider implications of the research (Flick, 2015) and the results can be generalised to the whole population.

The benefits of quantitative analysis are that it provides data that is objective, numerical and independent of the researcher. However, the disadvantage is that the data collated lacks depth and richness (Hair, 2015).

### **3.4.2 Qualitative Research Approach**

Creswell (2013) notes that the objective of qualitative research is to understand the subjective opinions, experiences and perceptions of individuals concerning a certain phenomenon, providing a rich and in-depth understanding of the topic or subject under study. According to Mertens (2014), this approach focuses on broad questions that consider a theoretical philosophical paradigm and are open-ended. The qualitative approach makes use of data collection instruments like open-ended and semi-structured interviews, observation techniques and purposive sampling (Zikmund, Babin, Carr, & Griffin, 2013). Bryman & Bell (2015) state, that, qualitative research involves action research, ethnography, grounded theory and case studies. As in a quantitative study, the qualitative researcher analyses and interprets data drawing on prior theories and formulating new ones in the process (Neuman, 2016). The way the final results are presented varies from that of the quantitative approach (Zikmund et al., 2013). According to Smith (2015), the results of qualitative research can provide a foundation for further quantitative research.

Creswell (2013) states, that qualitative research has the advantage of providing in-depth and detailed information. Neuman (2016) adds that more issues are raised through open-ended and broad questions. However, data collection is time-consuming and calls for skilled data collectors. Furthermore, the results can be subject to bias and cannot be objectively verified.

### **3.4.3 Mixed Research Approach**

The mixed research approach is characterised by Creswell (2013) as an integration of the qualitative and quantitative approaches. Both approaches are subject to bias and exhibit weaknesses. The mixed method approach takes the best of these approaches, thereby addressing their weaknesses (Kumar, 2016).

The data are triangulated, resulted in the convergence of qualitative and quantitative databanks (Mackey and Gass, 2015).

#### **3.4.4 The Adopted Research Approach**

A quantitative research approach was adopted. The sampling methods employed and numerical methods of data analysis provided objective information on the relationship between the change management approach employed after the migration of TVET colleges to the DHET, and employee attitudes towards change. The questionnaires were designed in a manner that ensured the collection of objective numerical data. The data analysis and interpretation also adhered to the highest principles of objectivity.

#### **3.5 Study Setting**

The study was conducted at Thekwini TVET College which has six campuses across KwaZulu-Natal, South Africa. A case study was conducted on all six campuses, namely Asherville, Centec, Cato Manor, Melbourne, Springfield and Umbilo.

#### **3.6 Population and Sample of the Study**

The target population consisted of 300 Thekwini TVET College employees comprising of heads of departments, senior lecturers, lecturers, administrative staff and interns. Purposive sampling was used to select a sample of 90 respondents. Since this was a quantitative study, it was important that the sample was large enough to allow the results to be confidently generalised to the whole population (Deterding et al., 2015). Table 3.1 below shows a breakdown of the study population and sample.

<b>Position of Participants</b>	<b>Population Size</b>	<b>Sample Size</b>	<b>Sample (as % of Population)</b>
Heads of Department	15	2	0,67
Senior Lecturers	15	2	0,67
Lecturers	200	70	23.3

Administrative Staff	50	12	4
Interns	20	4	1,33
<b>TOTAL</b>	<b>300</b>	<b>90</b>	<b>30</b>

**Table 3.1: Breakdown of the Target Population and Sample**

### 3.7 Sampling Method

Flick (2015) states that sampling involves the selection of a representative group from a targeted population. Sampling reduces costs as well as errors that might occur when a population is large.

Different sampling methods exist and the most suitable one depends on the research objectives. Jaumdally, Jones, Hoover, Gamielien, Kriek, Langwenya, Myer, Passmore and Todd (2017) highlight the importance of selecting an appropriate sampling method as, if not properly handled, it could negatively affect the outcome of a research project. The two main types are probability and non-probability sampling.

#### 3.7.1 Probability Sampling

In probability sampling, the size of the targeted population is known (Mackey and Gass, 2015) and the researcher is able to make a statistical intervention. Probability sampling includes random, stratified and cluster sampling.

- In random sampling, all elements of the population have an equal chance of being selected.
- In stratified sampling, elements of the population are grouped in terms of their link to the study and each group has its own representative sample, for example, gender, age and race.
- Cluster sampling involves the separation of targeted population elements according to clusters or segments (by province, or city) and a sample is randomly chosen by the researcher.

### **3.7.2 Non-Probability Sampling**

In non-probability sampling, the elements do not have an equal opportunity of being chosen or included as study subjects. The researcher selects the sample according to his or her subjective judgment (Bryman, 2015). Creswell (2013) notes, that, non-probability sampling includes systematic, quota, snowball, purposive and convenience sampling.

- In systematic sampling, a sequence is followed when choosing representative elements.
- In quota sampling, representative elements are chosen on the basis of set criteria.
- When it comes to purposive sampling, the researcher has prior knowledge of the sample and deliberately picks elements which are appropriate for the research.
- In convenience sampling, certain representative elements are chosen from a population because of their availability.
- When a certain number of elements is chosen and requested to suggest other persons, this is known as snowball sampling.

### **3.7.3 Sampling Method Adopted for the Study**

Random sampling was used to select the study participants. A complete list of names of individuals within the population was compiled and numbered from 1 to 300 and a random table was used to select 90 participants to whom questionnaires were administered.

### **3.7.4 Rationale for the Adoption of the Random Sampling Method**

According to Elo, Kääriäinen, Kanste, Pölkki, Utriainen, and Knags (2014) and Silverman (2016), in quantitative research, the sample needs to be representative of the population if the research results are to be generalised with any degree of confidence. It is the most rigorous approach for a quantitative study. Random sampling was thus appropriate. As noted previously, in using this method, every individual within the population had an equal opportunity of being chosen.

### **3.8 Data Collection Instrument**

Seaman (2013) refers to data collection instruments as the strategies used by researchers to gather data. Such instruments include observation, interviews, questionnaires and focus group discussions (Fraley and Hudson, 2014). According to Creswell (2013), each has strengths and weaknesses and it is of great importance, when designing research, to choose an instrument that is suitable for that particular study.

#### **3.8.1 The Adopted Data Collection Instrument**

This study used questionnaires to gather data. The questionnaires were personally administered across all six campuses of Thekwini TVET College. Personally administered questionnaires were appropriate for this study due to the following advantages they present when conducting quantitative research:

- Questionnaires have the ability to capture large quantities of accurate data for the purposes of quantitative research (Flick, 2015).
- Questionnaires can be analysed more objectively and scientifically than other form of research (Kumar, 2016).
- Questionnaire results can be quickly and easily quantified with the use of statistical software or by a researcher (Silverman, 2016).
- Personally administered questionnaires in particular have the advantage of a high response rate (Kumar, 2016). Furthermore, questions which may be confusing are immediately clarified (Creswell, 2013).

Due to the afore-mentioned reasons, a questionnaire was regarded as a suitable data collection instrument for this study.

#### **3.8.2 Limitations of Questionnaires as a Research Instrument**

However, questionnaires suffer from some drawbacks (Flick, 2015). Bryman and Bell (2015) note that they do not always provide the researcher with in-depth, rich information on the research topic. Furthermore, Neuman (2016) argues that in designing a questionnaire, the researcher's assumptions and decisions on what is important could result in the omission of crucial, relevant issues.

#### **3.8.3 Questionnaire Design**

The questionnaire used in this study was designed with careful consideration of the research questions and objectives. According to Seaman (2013), this process

should adhere to sound principles of questionnaire design. The design of the questionnaire used in this study strictly adhered to the following principles identified by Kumar (2016), Mackey and Gass (2015) and Neuman (2016):

- The vocabulary and grammar should be selected with the study population in mind.
- Confusion, ambiguity and vagueness should be avoided.
- Questions that are double barreled; leading; include emotional language and result in prestige bias should also be avoided.
- The categorisation, coding and scaling of responses should be done after the study.
- Careful attention needs to be paid to the ordering and sequence of questions.
- The questionnaire should not request private information from the respondents in order to maintain their anonymity.
- Close attention should be paid to the number of the questions and the length of the questionnaire.

The questionnaire used in this research study consisted of a total of 22 questions grouped into 6 sections (A to F). Each section covered particular objectives, as follows:

- Section A (Questions 1 to 7): gathered biographical information on the respondents.
- Section B (Questions 1 to 5): covered employees' attitudes towards change in general.
- Section C (Questions 6 to 9): dealt with employees' attitudes towards the migration of TVETs to the DHET.
- Section D (Questions 10 to 13): covered perceptions of the management approach to transformation of the TVETs.
- Section E (Questions 14 to 22): addressed the correlation between the management of change and corresponding attitudes towards change implementation.

The questionnaire mainly used Likert-type scales as responses to the questions. According to Bryman and Bell (2015), the Likert-type scale is a non-dimensional and non-comparative scaling technique. All questions in the questionnaire were close-ended with the exception of question 22 which was open-ended. Each questionnaire administered was accompanied by a letter of consent and a covering letter which outlined the purpose of the study and assured the respondents that all information collected would be treated as confidential.

### **3.9 Data Analysis**

According to Elo, Kääriäinen, Kanste, Pölkki, Utriainen & Kyngäs (2014), data analysis refers to a procedure by which a researcher can make sense of collected data with the objective of drawing conclusions from inspection of raw data. The data analysis process converts raw data into useful information that can be interpreted by the researcher.

The data was entered into an Excel-based database. Data from this data base was then exported to IBM's Statistical Package for the Social Sciences (SPSS) 23 which was used to compile a profile and descriptive analysis of the data.

### **3.10 Validity and Reliability**

According to Creswell (2013), it is important for the researcher to establish validity when conducting quantitative research. Validity refers to whether useful or meaningful inferences can be made from the data. Creswell (2013) identifies three forms of validity, namely, construct validity (does the data collection instrument effectively measure hypothetical concepts or constructs?); content validity (do the scores measure what they intend to?); and predictive validity (is there correlation between the results and does the collected data predict the measurement of orientation?). According to Zikmund et al. (2013), validity is important as it determines whether the data collected is useful and makes a positive contribution to achieving the research objectives.

Kumar (2016) states, that, reliability is also important when conducting research. Zikmund et al. (2013) note that reliability refers to whether the data collected using a data collection instrument is consistent and accurate in measuring an unchanging value.

The validity and reliability of this research can be confirmed. The data collected provided useful information and measured the concepts it intended to measure, thus demonstrating validity (Hair, 2015). Furthermore, reliability is confirmed by the fact that the collected data was consistent across constructs and the responses from the case study showed little variation. The reliability of the research instrument was tested using Cronbach's Alpha coefficient which was 0.73. According to Creswell (2013), a Cronbach's Alpha coefficient of more than 0.7 is deemed acceptable. Therefore, the reliability of the research instrument was confirmed.

### **3.11 Pilot Study**

A pilot study is a small-scale version of the main research (Silverman, 2016). Conducting such a study ensures that a research instrument is consistent, simple, and free of bias and can be completed within a realistic time frame (Bryman, 2015). A pilot study, therefore, ensures the efficacy of a research instrument.

A pilot study was conducted as part of this research. The participants consisted of ten individuals, six senior lecturers and two lecturers from Thekwini College and two final year MBA students from the University of KwaZulu-Natal (UKZN). The questionnaire was administered as it would be in the main study. The feedback showed that the questionnaire could be completed in an average of ten minutes. The pilot study also confirmed the appropriateness of the wording and layout of the questionnaire as well as the fact that it did not prompt biased responses. It provided feedback that helped to address some questions that were difficult to understand.

### **3.12 Ethical Considerations**

According to St John, Brockington, Bunnefeld, Duffy, Homewood, Jones, Keane, Milner-Gulland, Nuno and Razafimanahaka (2016), ethics refer to codes of conduct that govern the decision making process and how things are done. This research study adhered to the appropriate ethical codes for conducting research. The subjects of the research were assured of the following:

- No harm would come to the respondents.
- The respondents participated voluntarily and according to their will.

- The respondents remained anonymous.
- Permission was obtained from Thekwini TVET College to conduct the research.

### **3.13Chapter Conclusion**

This chapter presented the research methodology adopted for this study. A quantitative survey was conducted through the use of a questionnaire administered to a sample of 90 individuals, selected using random sampling, from a population of 300 Thekwini TVET College employees.

The following chapter presents the study's results.

## CHAPTER 4

### Presentation of Results

#### 4.1 Introduction

This chapter presents the primary data collected by means of the survey questionnaire in the form of descriptive statistics using bar graphs, tables, pie charts and words and also inferential statistics in the form of correlations.

#### 4.2 Presentation of Primary Data

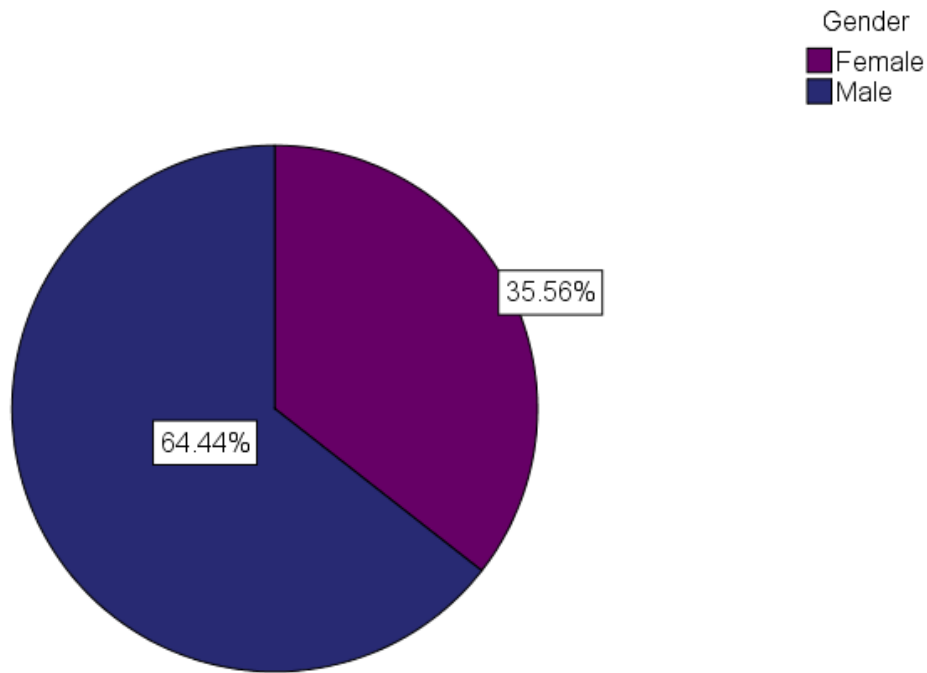
The sample drawn for the collection of data consisted of 90 individuals. A total of 90 questionnaires were personally administered and all were returned. This represents a 100% response rate. Neuman (2016) notes an acceptable response rate should be in the region of 75%.

##### 4.2.1 Demographic profiles

The demographic profiles of the respondents covered gender, age, ethnicity, citizenship, job position, highest education level and length of employment tenure. This data is presented in the form of pie charts in the following sub-sections.

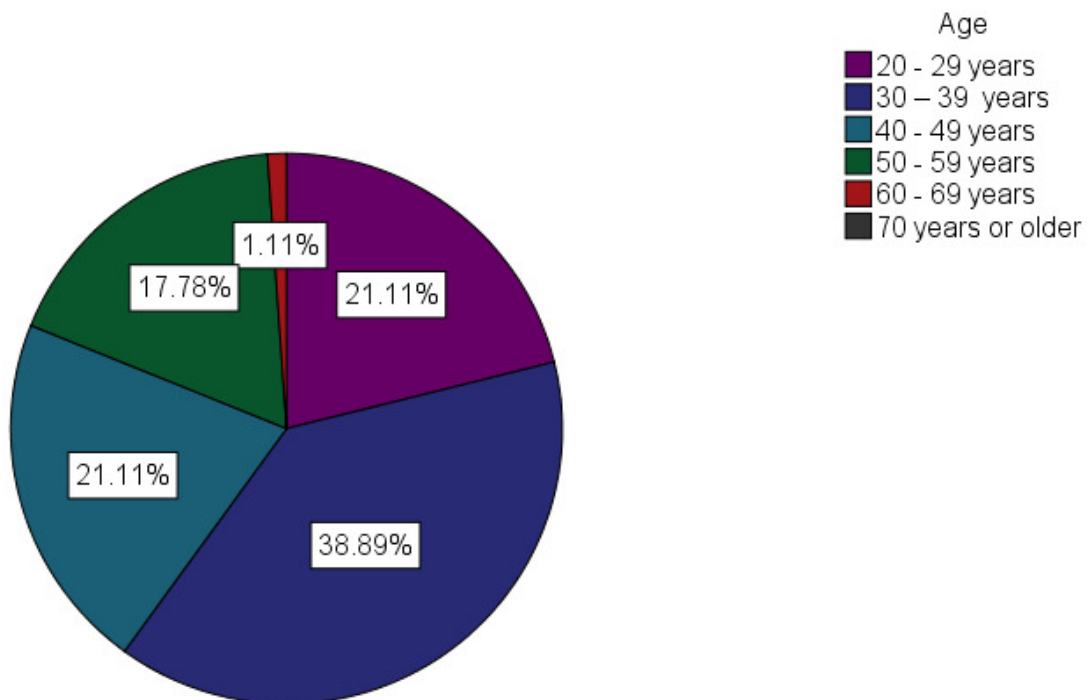
##### 4.2.1.1 Gender

The pie chart in Figure 4.1 shows that 64.44% of the respondents were male, representing 58 of the 90 respondents. Female respondents constitute 35.56%, which translates to 32 out of 90. This suggests male dominance within the population of Thekwini TVET College employees.



**Figure 4.1: Distribution of Respondents by Gender**

#### 4.2.1.2 Age

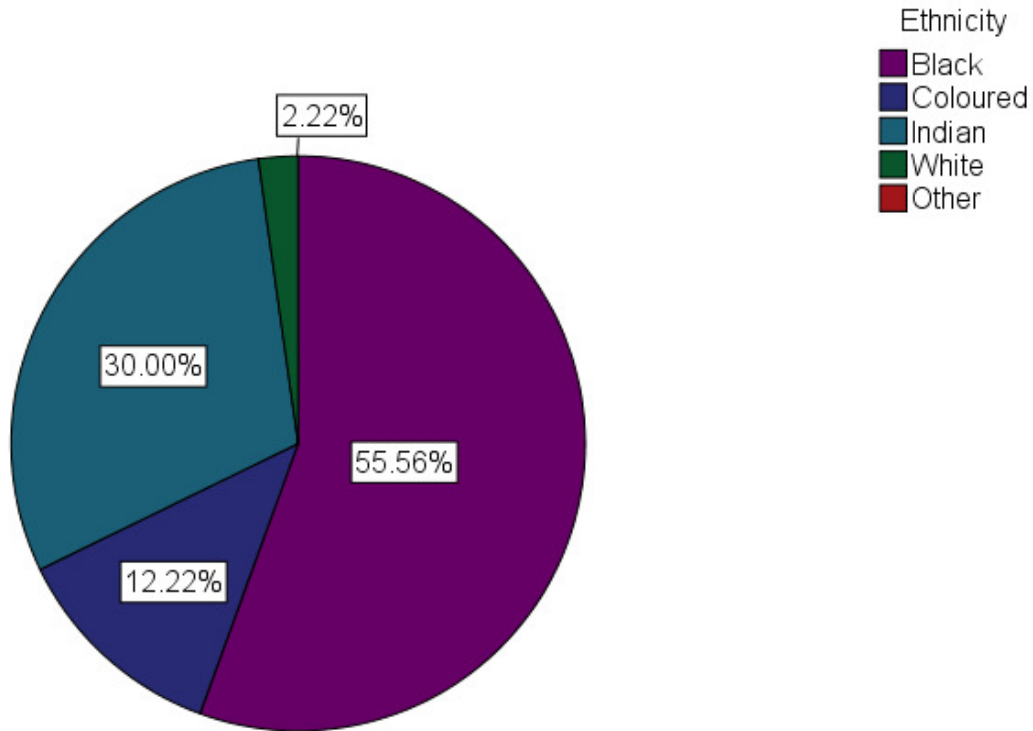


**Figure 4.2: Distribution of Respondents by Age Group**

Figure 4.2 illustrates that the majority of the respondents fell within the 30 to 39 years age group at 38.89% of the sample, translating to 35 out of 90 respondents. The next most common age groups were 20 to 29 and 40 to 49 years at 21.11% each, representing 19 out of 90 respondents for each group. The 50 to 59 and 60

to 69 age groups accounted for 17.78% and 1.11% of the respondents, respectively translating to 16 out of 90 and 1 out of 90 respondents, respectively.

#### 4.2.1.3 Ethnicity

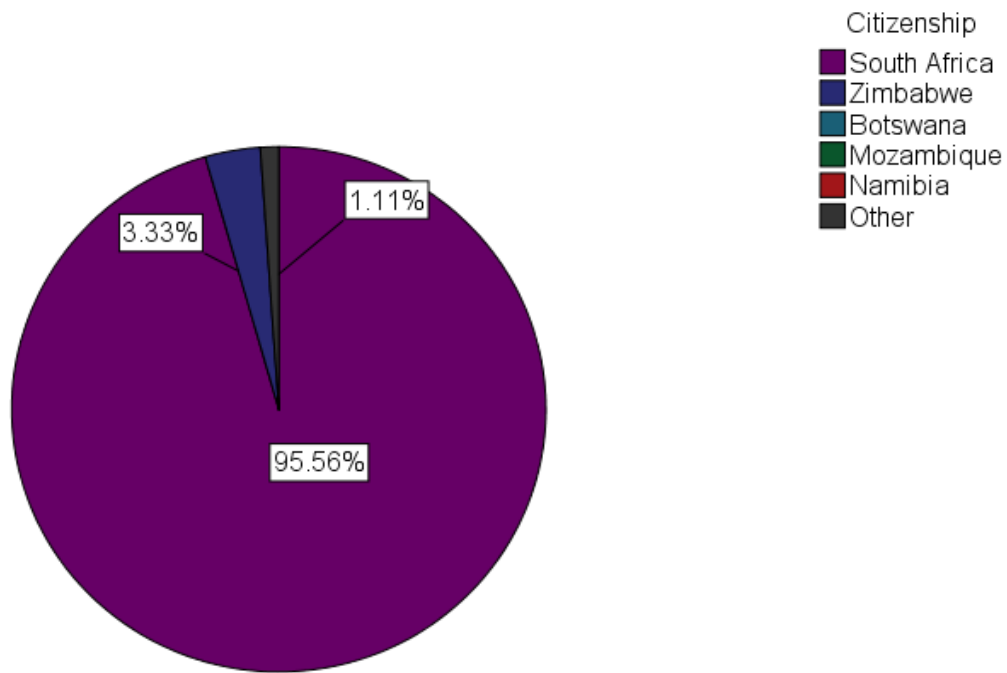


**Figure 4.3: Distribution of Respondents by Ethnicity**

The above figure reveals that the majority (55.56%) of the respondents were black, which converts to 50 out of 90 respondents. Twenty-seven respondents were Indian, 11 coloured and 2 white.

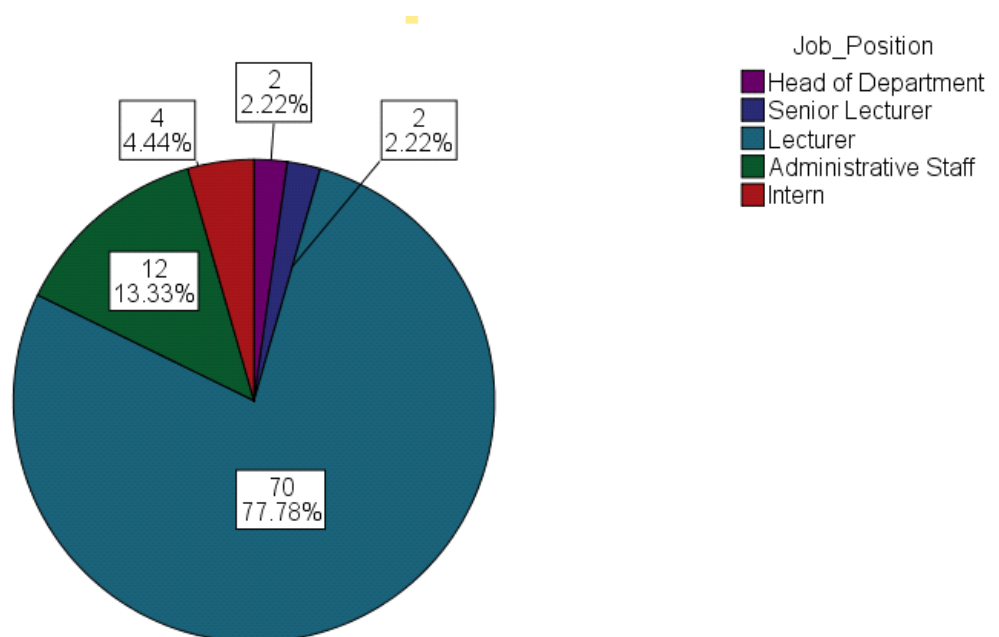
#### 4.2.1.4 Distribution of Citizenship

The majority (86 out of 90) of the sample were South African citizens, with 3 Zimbabweans and 1 individual from Sierra Leone, constituting 3.33% and 1.11% of the total respondents, respectively.



**Figure 4.4: Distribution of Respondents by Citizenship**

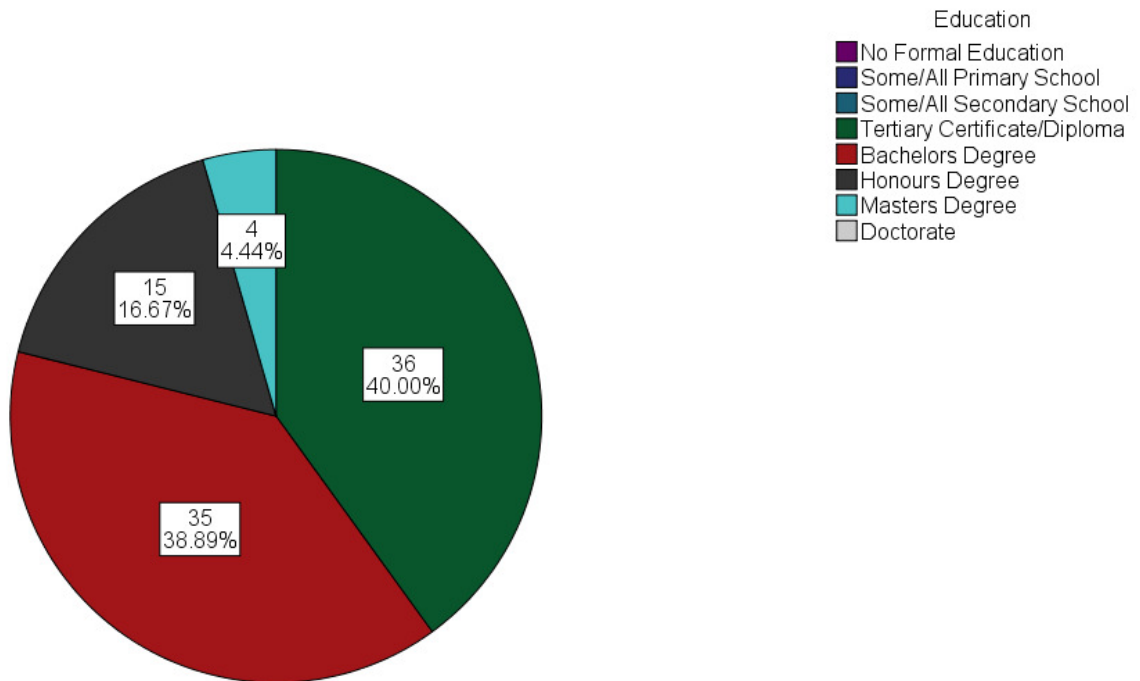
#### 4.2.1.5 Distribution of Job Positions



**Figure 4.5: Distribution of Respondents by Job Position**

The majority (77.78%) of the respondents were lecturers consisting of 70 of the 90 respondents. The second most common (13.33%) job position was administrative staff at 12 respondents, followed by 4 interns and 2 heads of department and senior lecturers, respectively.

#### 4.2.1.6 Highest Education Level

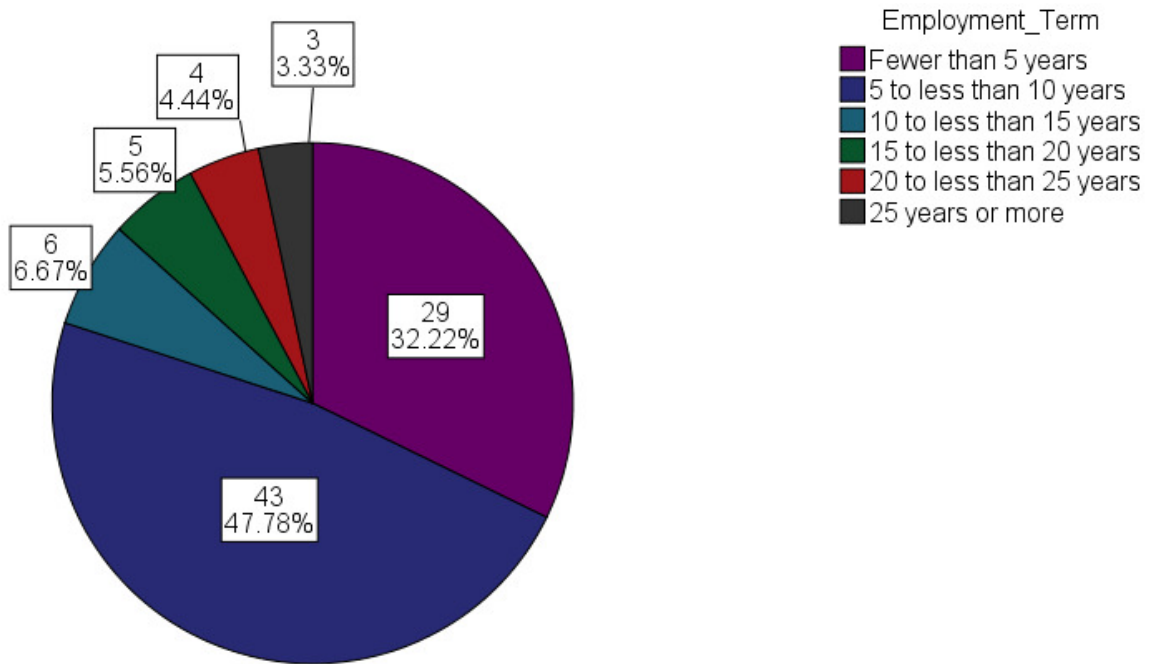


**Figure 4.6: Distribution of Respondents by Highest Education Level**

The majority of the respondents held a certificate/diploma or bachelor's degree, at 36 and 35 individuals, respectively of the 90 respondents. Fifteen respondents held an honours degree and 4 a master's degree.

#### 4.2.1.7 Employment Tenure

The greatest proportion (47.78%) of the respondents had been employed at Thekwini TVET College for 5 to 9 years, constituting 43 individuals. Twenty-nine had worked for the organisation for less than 5 years, constituting 32.22% and 6, 5, 4 and 3 had been employed for 10 to 14, 15 to 19, 20 to 24 and 25 or more years, respectively. The distribution of the respondents by length of employment tenure is shown in Figure 4.7 below.



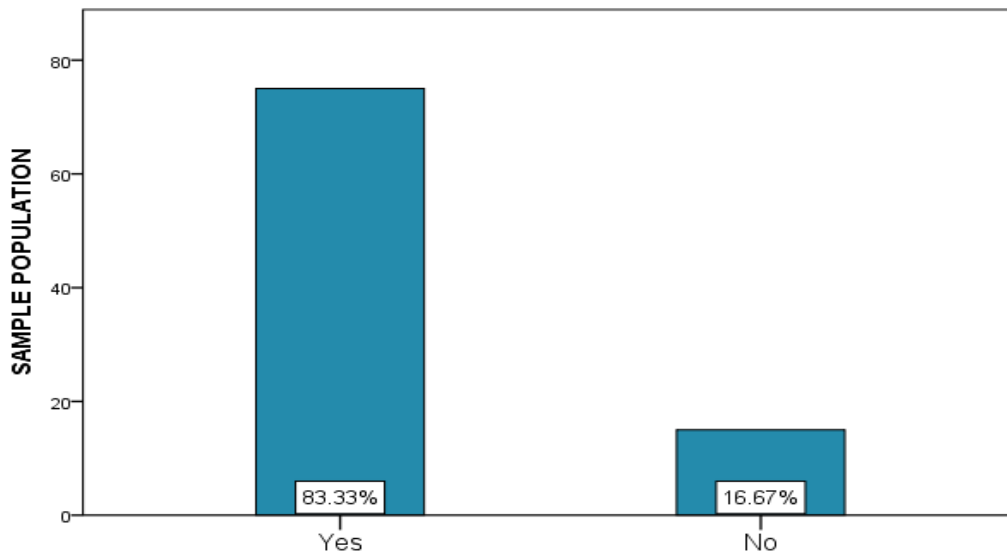
**Figure 4.7: Distribution of Respondents by the Length of Employment Tenure**

#### **4.2.2 Employees' Perceptions and Attitudes towards Change in General**

The presentation of the primary data in this section is based on responses to the questions in section B of the questionnaire concerning employees' perceptions and attitudes towards change in general.

##### **1. Have you been subjected to changes at this institution?**

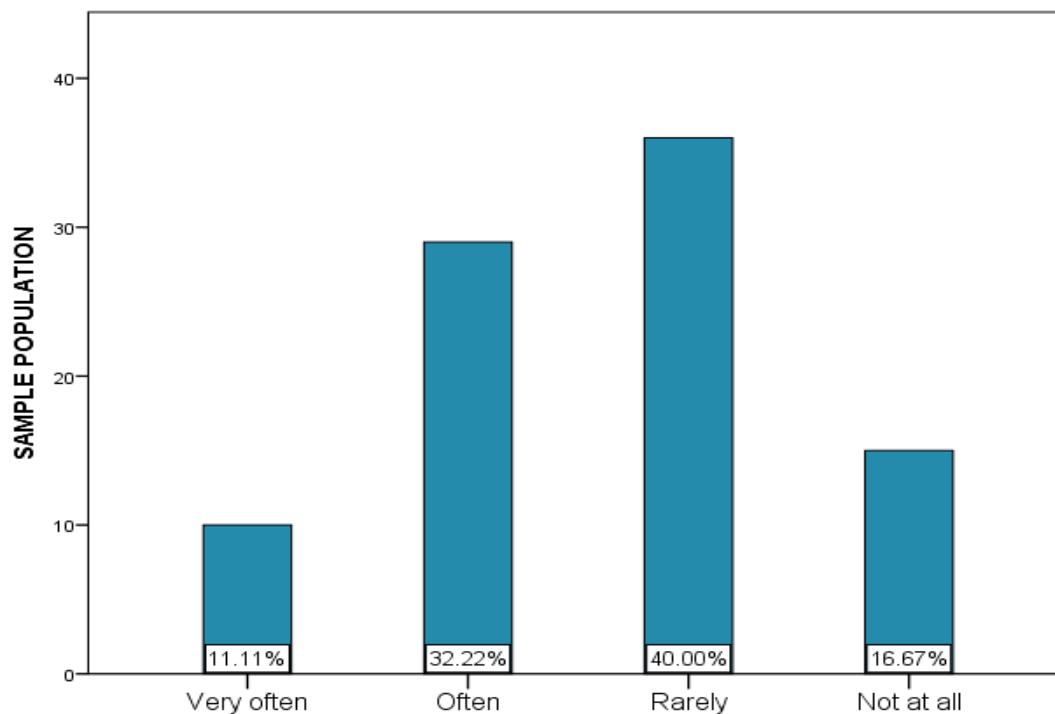
Figure 4.8 below shows that, the majority (83.33%) of the respondents answered this question in the affirmative. Seventy-five answered "yes" and 15 answered "no". These results suggest that the majority of employees at Thekwini College have been subjected to change. This implies that there is a sufficient number of participants which can provide data that was required for this investigation.



**Figure 4.8: Distribution of Responses onwhether the Employee was subjected to Change**

**2. How often have you been subjected to change?**

Figure 4.9 below shows the responses to question 2.



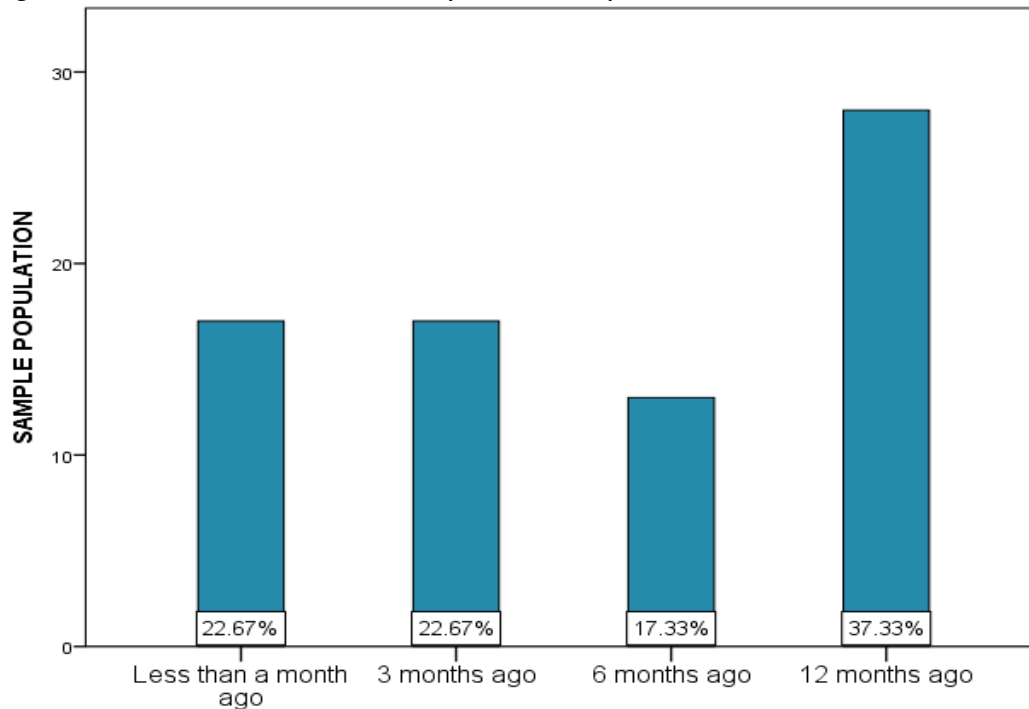
**Figure 4.9: Distribution of Responses on the Frequency of Employees' Subjection to Change**

The majority (40%) of the respondents were rarely subjected to change with a count of 36 respondents. Ten were subjected to change very often and 29 respondents had often been subjected to change, constituting 11.11% and 32.22% of the sample population, respectively. The rest (16.67%), a count of 15, had not

been subjected to any change. Thus because the majority of the study participants have been subjected to change often. This implies that the majority of the study participants are likely to have a negative attitude towards change than themselvesubjected to change as noted by Schein (2015).

### 3. When was the last time you were subjected to change?

Figure 4.10 below shows the responses to question 3.

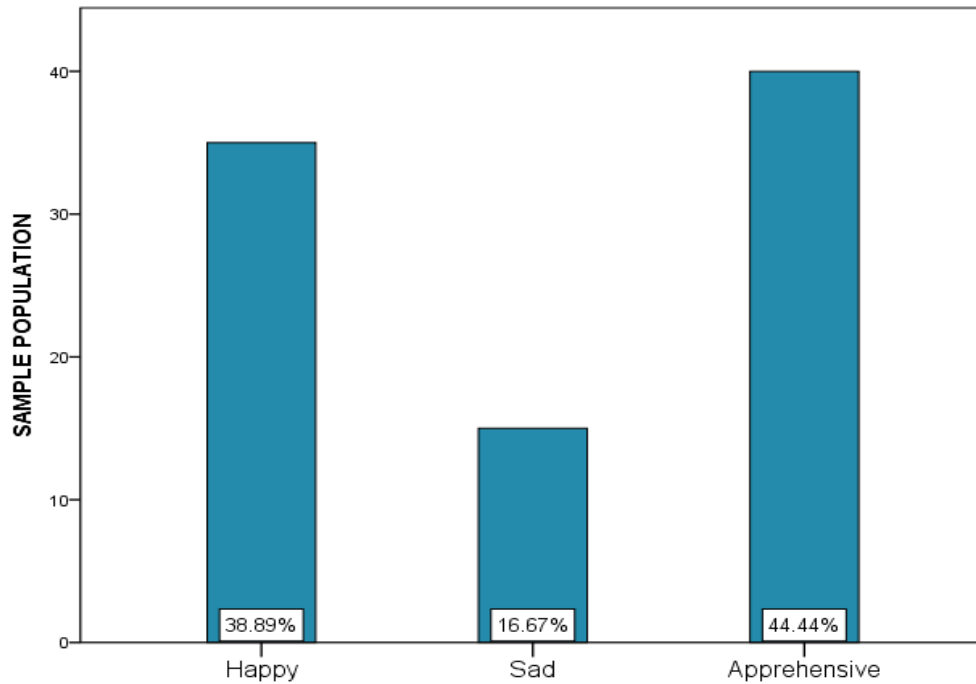


**Figure 4.10: Distribution of the Most Recent Time Employees were Subjected to Change**

Only those that had been subjected to change answered this question. Of the 75 respondents who were subjected to change, 17 experienced it less than a month prior to the study; another 17 experienced change 3 months previously and 13 and 28 respondents had been subjected to change 6 and 12 or more months, respectively prior to the study. As noted by Rafferty and Restubog (2017) frequent exposure to change may likely to have a negative impact on the attitudes towards changes of those subjected to it. Hence, these results suggests that those recently subjected to change are most likely to have a negative attitude towards change.

### 4. How does change make you feel?

Figure 4.11 below shows the respondents' feelings towards change in general.

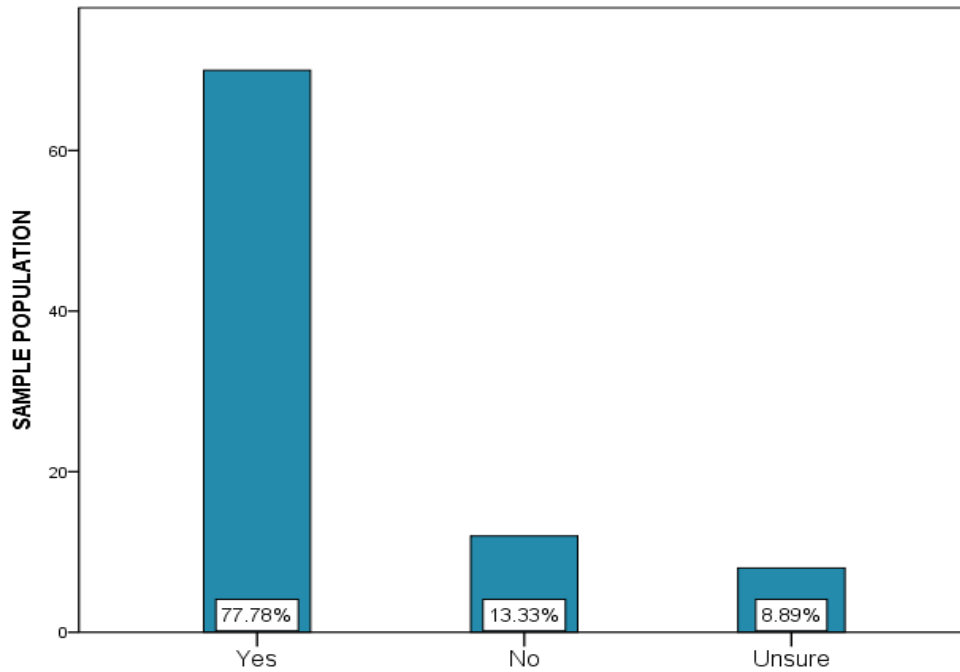


**Figure 4.11: Distribution of Responses on the Feelings Change Instilled in Employees**

The results show that 38.89% of the respondents were happy about the change, with a count of 35; 15, representing 16.67% of the sample population, felt sad about it and the majority (44.44%), a count of 40 respondents, felt apprehensive. Luthans et al notes that feelings are the effective component of change hence these results suggest that the majority of the study participants likely have negative attitude towards change as they have negative feelings towards change.

**5. Do you think change is necessary in the running of an effective institution?**

Figure 4.12 shows the distribution of the responses on employees' perceptions on the necessity of change.



**Figure 4.12: Distribution of Responses on Employees' Views on the Necessity of change in the organisation**

The data shows that the majority (77.78%) of the respondents perceived of change as necessary for the effective operation of the organisation constituting 70 of the 90 individuals; 12 respondents regarded change as unnecessary and 8 were unsure. Chiuburu et al. (2013) notes that opinions and beliefs represent the cognitive aspect of attitude hence, these results show that the majority of the study respondents are likely to have a positive attitude towards change.

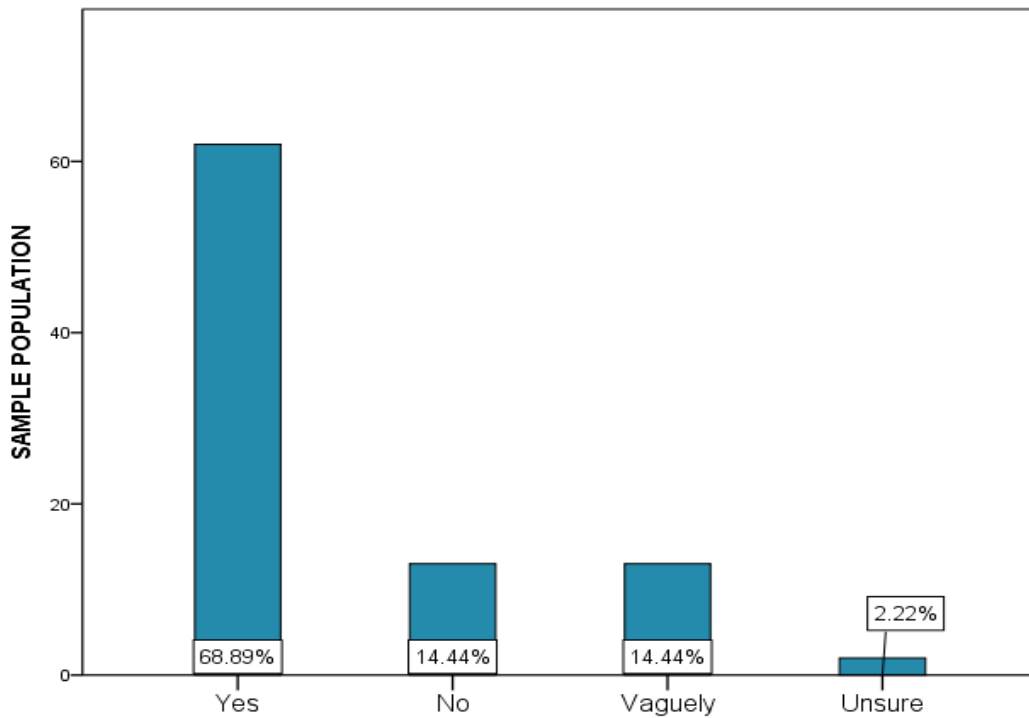
#### **4.2.3 Employees' Perceptions and Attitudes towards the Migration of TVETs to the DHET**

This section presents the responses to the questions on employees' perceptions and attitudes towards the migration of TVETs to the DHET.

#### **6. Do you understand the migration of TVETs to the DHET?**

Figure 4.13 shows the respondents' answers to question 6. The majority (68.89%) of the respondents stated that they understood the migration (62 of the 90 respondents); 13 (14.44%) did not understand it at all and 13 individuals stated that they had a vague understanding. Finally, two respondents were unsure. Rafferty et al. (2013) notes that a poor understanding of the particular change will likely have a negative impact on the attitudes towards change hence

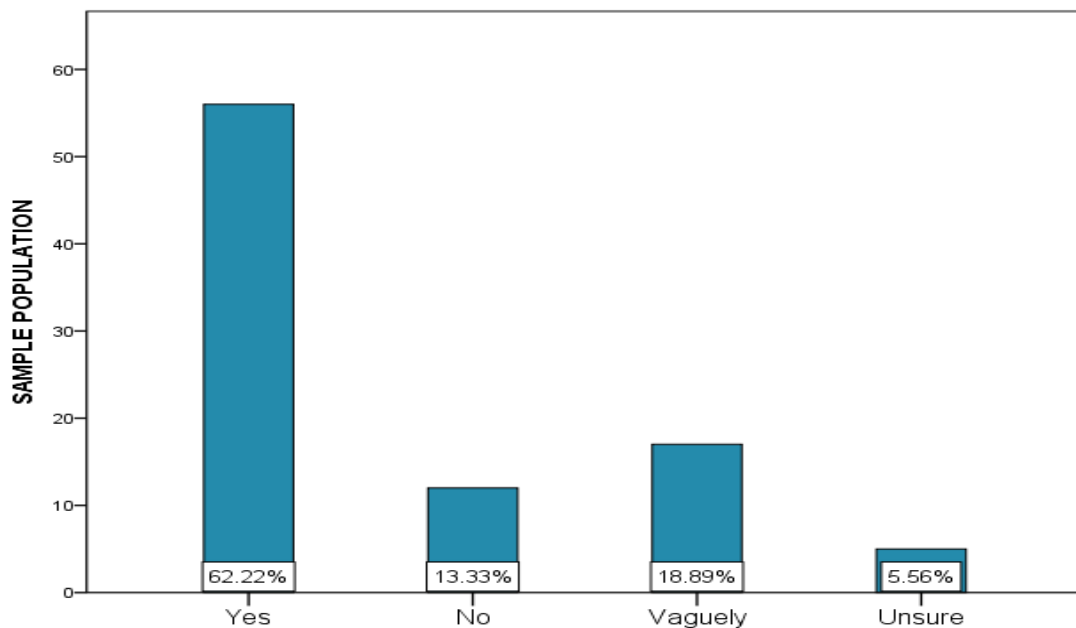
based on the study findings the majority are likely to have a positive attitude towards the migration.



**Figure 4.13: Distribution of Responses on Employees' Understanding of the Migration of TVETs to the DHET**

**7. Do you understand what is expected of you, in respect of the migration of TVETs to the DHET?**

Figure 4.14 shows the distribution of the respondents' answers to question 7.

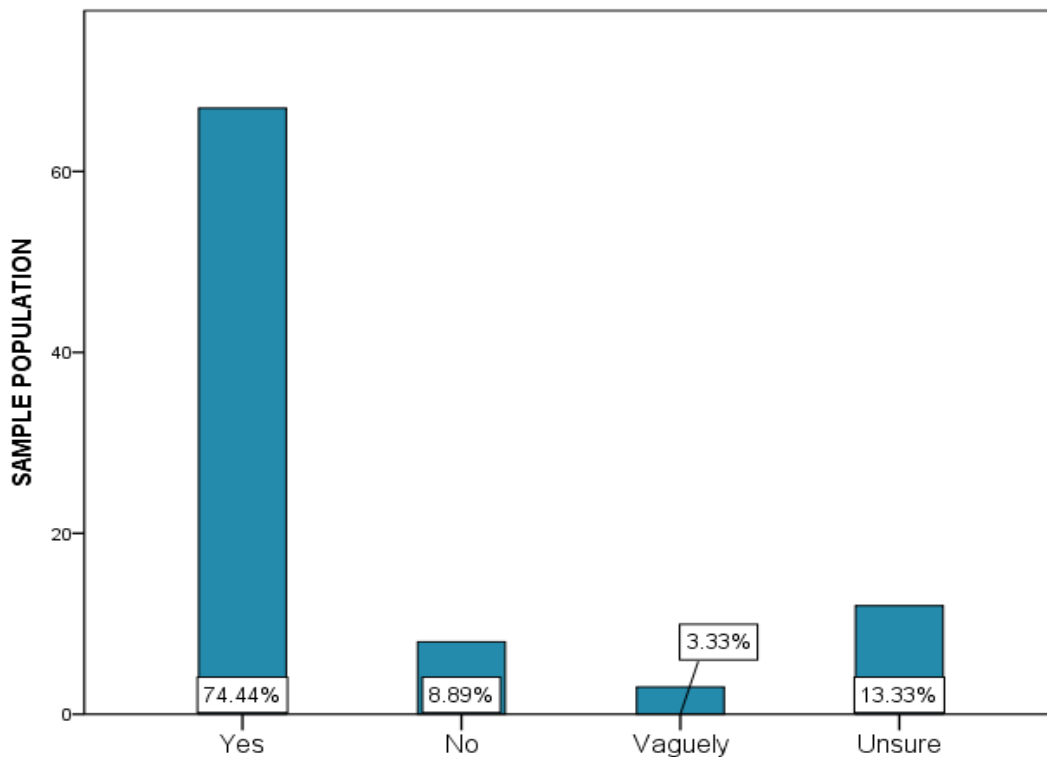


**Figure 4.14: Distribution of Responses on Employees' Understanding of what was Expected of them pertaining to the Migration of TVETs to the DHET**

The results show that the majority (62.22%) of the respondents, representing a count of 56, understood what was expected of them by management pertaining to TVETs' migration to the DHET; 12 (13.33%) did not understand what the expectations were 18.89% (17 respondents), vaguely understood what was expected of them and 5 (5.56%) were not sure of what was expected of them in relation to TVETs' migration to the DHET.

**8. Are you committed to complying with this change strategy?**

Figure 4.15 below shows the distribution of the respondents' answers to question 8.

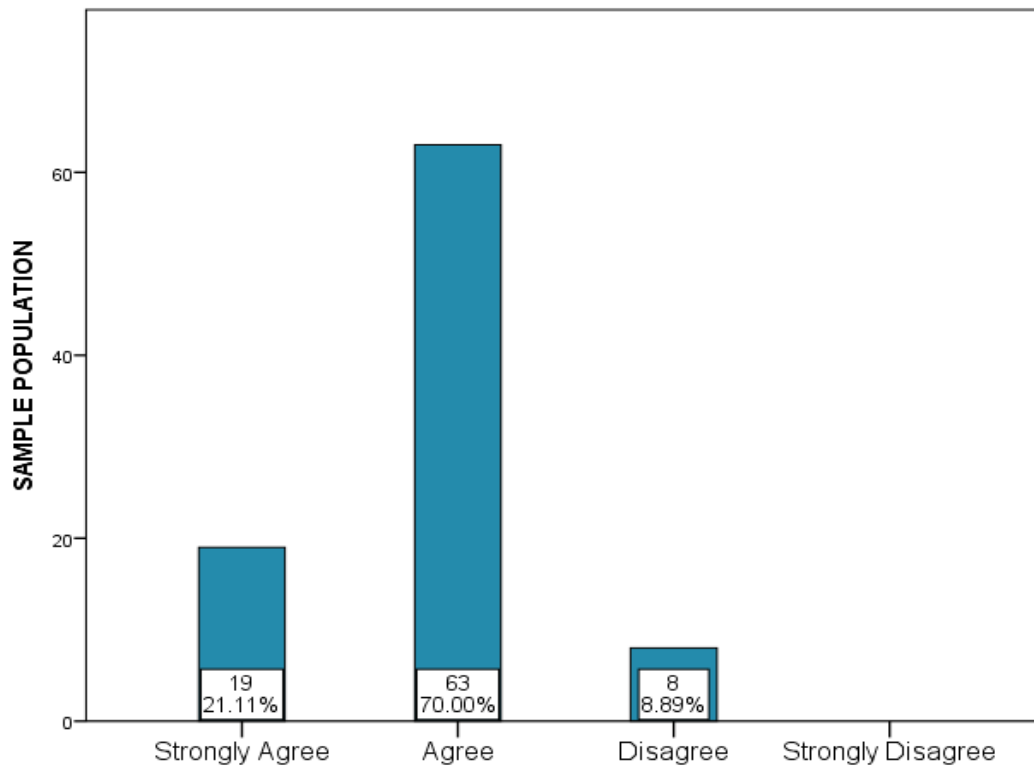


**Figure 4.15: Distribution of Responses onwhether Employees were committed to Comply with the Change**

The results show that 74.44% of the sample population, representing a count of 67 respondents, were committed to comply with the change (migration of TVETs to the DHET); 8.89%, translating to 8 respondents, were not committed to compliance and 3 and 12 were vaguely committed and unsure of their commitment, translating to 3.33% and 13.33%, respectively. Pincock and Hedeem (2014) note that individuals' commitment in a change process is reflective of their

perception and attitudes towards the change process. Therefore, these results suggest that the majority of the study participants have a positive attitude

**9. Change is a highly personal experience; therefore every educator should be given the opportunity to work through this experience (migration). Your response to this statement is?**



**Figure 4.16: Distribution of Responses on Employees' Recognition of the Migration as a Highly Personal Experience**

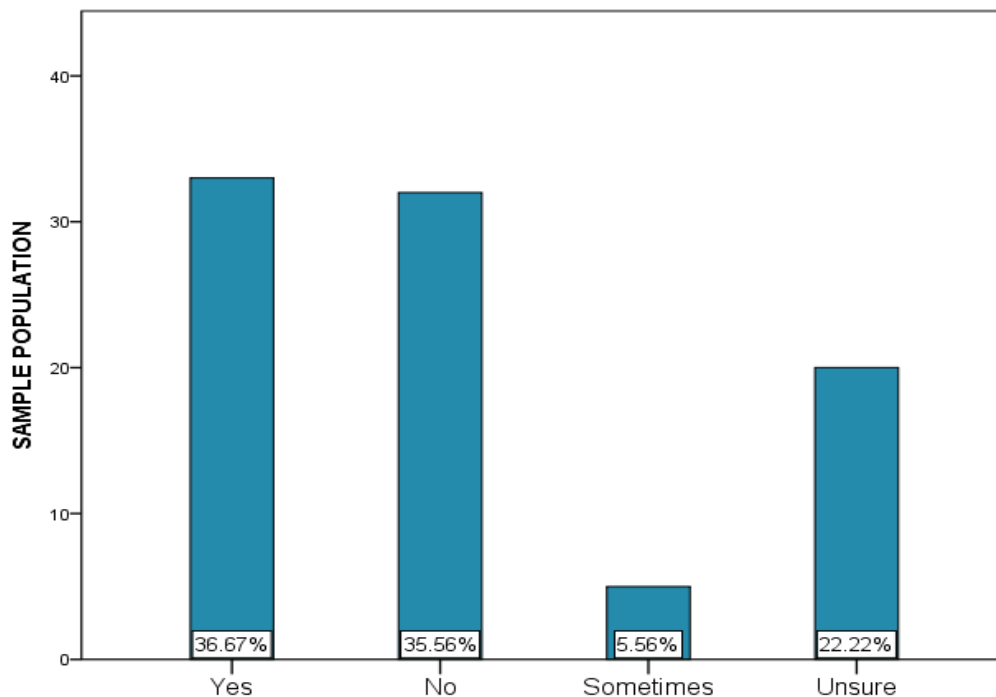
The results show that the majority (91.11%), a count 82 respondents out of 90, agreed that the migration is a personal experience while 8 respondents, representing 8.89% of the sample population, disagreed. Of the 82 respondents that agreed, 19 strongly agreed and 63 agreed. Burke and Noumair (2015) and Luthans et al. (2015) note that it should be recognised that change is a personal experience in order for it to be accepted by those involved hence, these results.

#### 4.2.4 Employees' Perceptions of Management's Approach to the Migration of TVETs to the DHET

This section presents the results pertaining to employees' perceptions of management's approach to managing the migration.

#### 10. Management has a clear vision and strategy for transformation in these TVETs

Figure 4.17 shows the distribution of responses on whether employees perceived that management had a clear vision and strategy to manage change within TVETs.

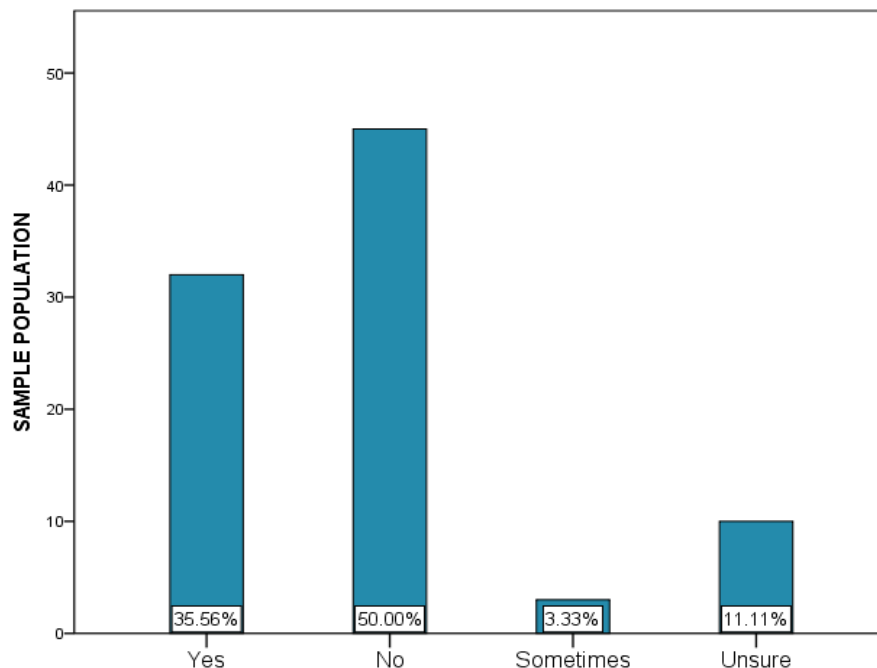


**Figure 4.17: Distribution of Responses on whether Management has a Clear Vision and Strategies to Manage Transformation**

The figure shows that 33 of the 90 respondents agreed that management has a vision and strategy while 32 disagreed. Five stated that this was sometimes the case and 20 respondents were unsure. Kotter (1996) and Appelbaum et al. (2012) note that a negative perception of management's approach towards change is likely to have a negative impact on attitudes towards change. Hence, based on these results, the majority of the study participants are likely to have a negative attitude towards the migration.

**11. Does management have regular briefing sessions to advise staff about changes taking place in the organisation?**

Figure 4.18 shows the distribution of the respondents' answers to question 11. Half the sampled population, or 45 respondents, stated that management of Thekwini TVET College did not conduct regular briefing sessions on changes within the organisation; 32 agreed that the management team held regular briefings on changes taking place within the organisation and three said that this was sometimes the case. The remaining 10 respondents were unsure whether or not such briefings took place. Appelbaum et al. (2012), Nordin et al. (2012) and Lewin (1952) place great emphasis on the keeping those involved in a change process fully informed and failure of which results in negative perceptions towards how change is management. Consequently, this leads to negative attitudes towards change. Thus the results obtained from the study point towards the majority of the study participants having a negative attitude towards the migration.

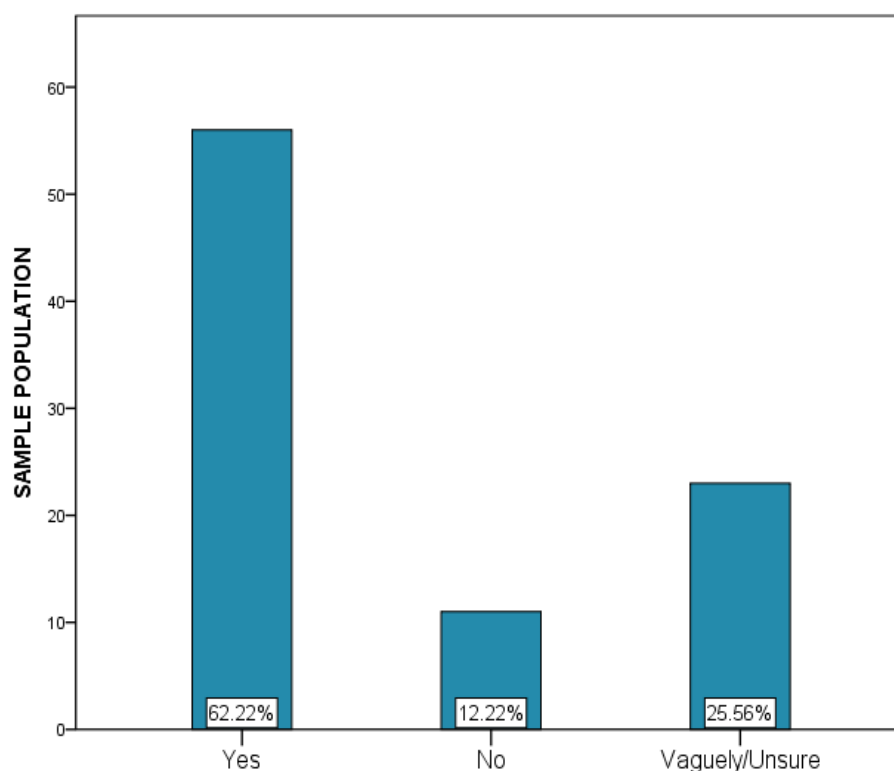


**Figure 4.18: Distribution of Responses on whether Management holds Briefing Sessions on Changes within the Organisation**

**12. Were you told about the transformation prior?**

Figure 4.19 below presents the distribution of the respondents' answers to question 12.

The results show that 56 of the 90 respondents were informed of the transformation prior to its occurrence; 11 stated that they were not informed and 23 respondents were vague or unsure.. Pollack (2012) and Hiatt and Creasey (2012) note that management should avoid surprising employees by bringing about unexpected change as this has a negative impact on the employees' attitudes towards change. Based on the study results, the majority of the study participants were aware of the impending migration hence they likely to have a positive attitude towards change.



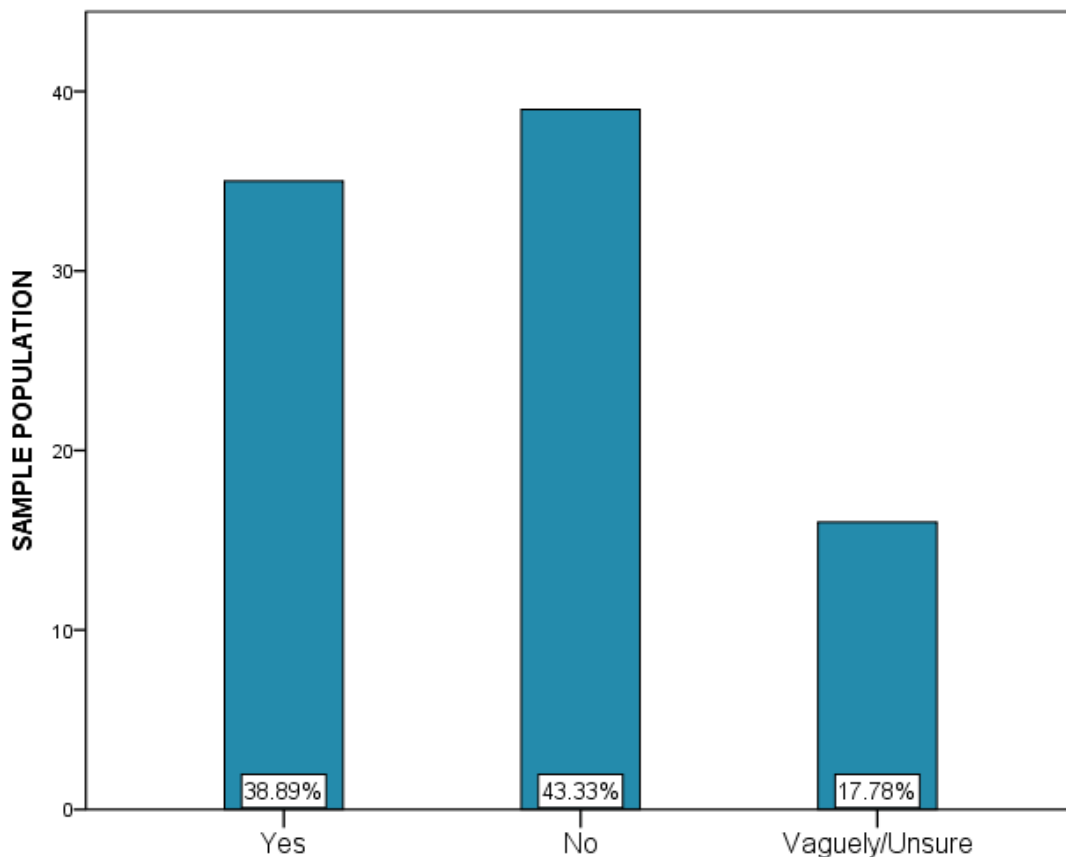
**Figure 4.19: Distribution of Responses onwhether Employees were informed of the Migration Prior to its Occurrence**

**13.Do you think that enough time is being spent on implementation of change?**

Figure 4.20 shows the distribution of the respondents' answers to question 13.

The majority (43.33%) of the sample population, representing 39 of the 90 respondents, felt that insufficient time was spent on managing the migration, while 35 were of the view that it was sufficient and 16 respondents were unsure.Grant

(2014) and Harper et al. (2012) note that the process of change should not be rushed through, there is the need for a considerable amount of time in order to obtain a complete 'buy-in' from those involved. The results obtained from the study show that the majority of the respondents perceive that there was likely too little time invested in effecting the migration hence the majority of the respondents likely have negative attitudes towards change.



**Figure 4.20: Distribution of Responses onwhether Employees Perceive the Time Spent on Managing the Migration as Sufficient**

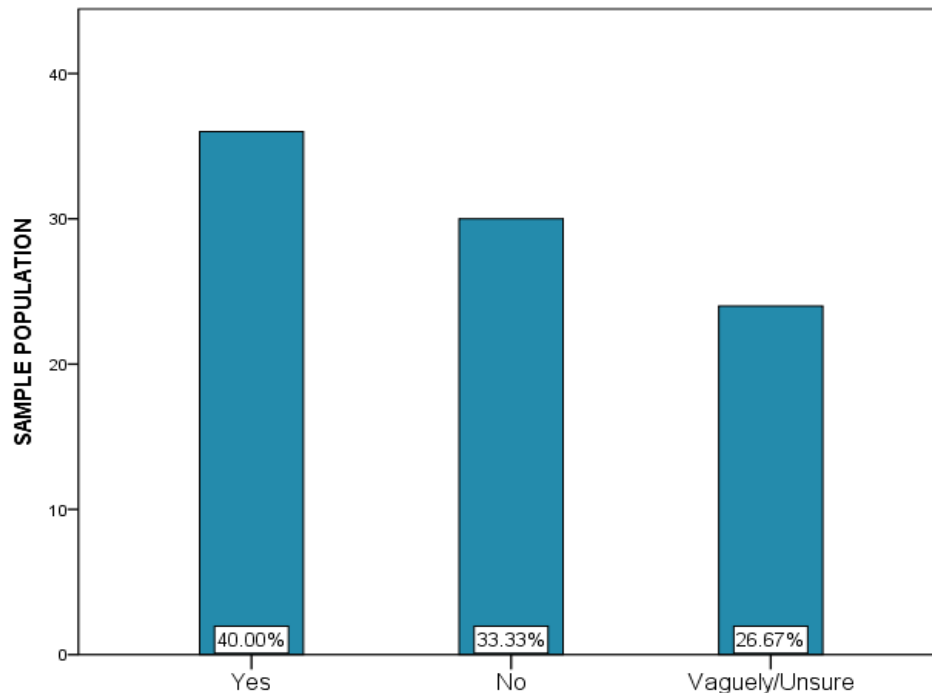
#### **4.2.5 Correlation between Management of Change and the Corresponding Employee Attitudes towards Change Implementation**

This section presents the results on the correlation between change management and the corresponding employee attitudes towards change.

#### 4.2.5.1 Descriptive Statistics

##### 14. Do you believe that the management team is supportive of the transformation?

Figure 4.21 below shows the distribution of the responses to question 14. Thirty-six of the 90 respondents agreed that management is supportive of the transformation. However, the majority (60%) did not acknowledge management's support of the transformation. Thirty disagreed outright and 24 felt that such support is vague or were unsure. Luthans et al. (2015) notes that management support of change characteristic of effective change management indicative of management's attitude towards change and this is also highly determinant of the attitude of employees towards change. From the study results the majority of the respondents view the change management as poor and as a result the majority of the study participants likely have a negative attitude towards change

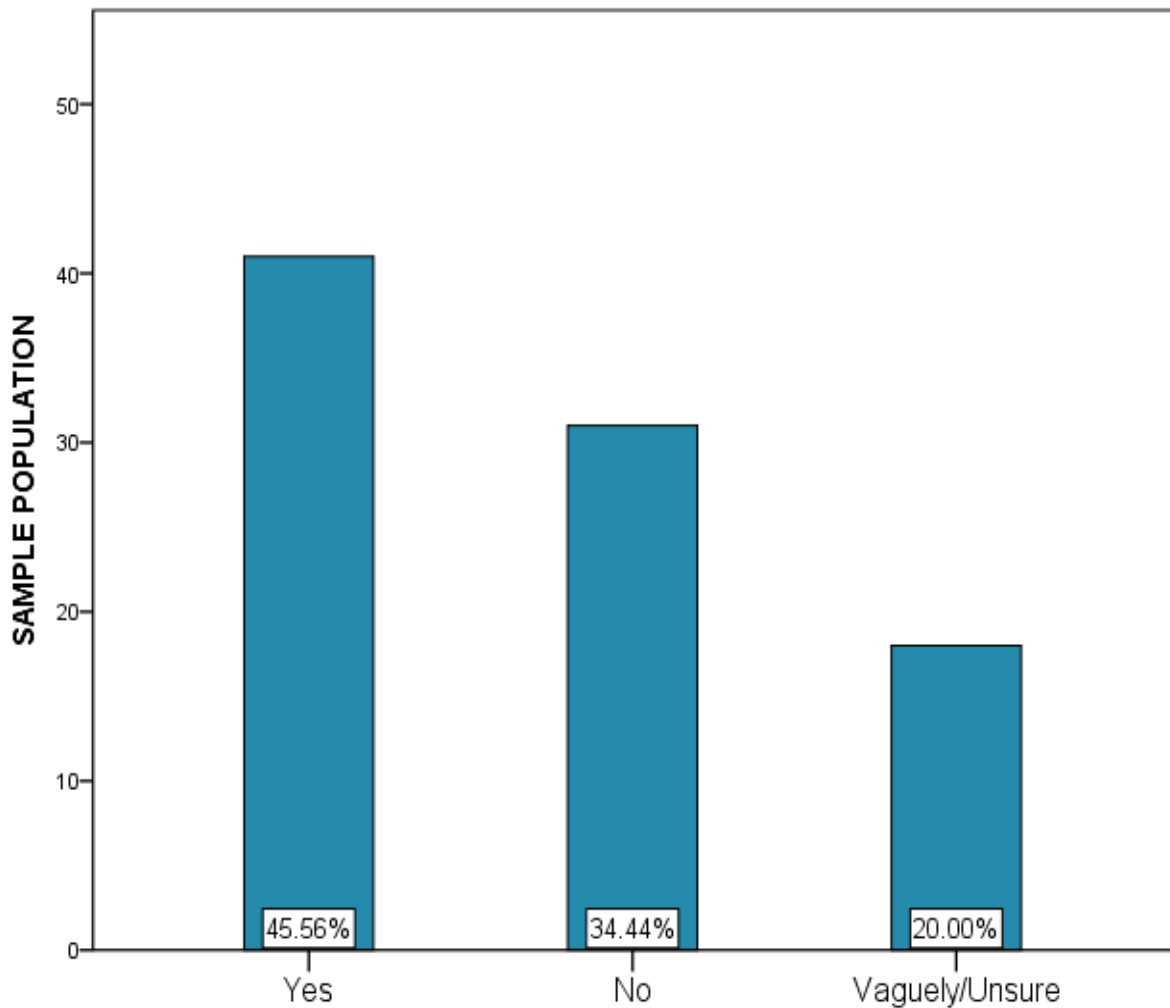


**Figure 4.21: Distribution of Responses on whether Management is Supportive of the Transformation**

##### 15. Is the management team instrumental in leading the change process?

Figure 2.22 presents the distribution of responses to question 15. The results show that 41 of the 90 respondents acknowledged that management is instrumental in leading change. On the other hand, 31 felt that this is not the case

and 18 responded that management is vaguely instrumental or were unsure. Hornstein (2015) and Burke and Noumair (2015) note that the contribution and participation of management is of the greatest importance towards implementing success change. Therefore, the results from the study suggest that the management is not quite instrumental in the management of the migration.

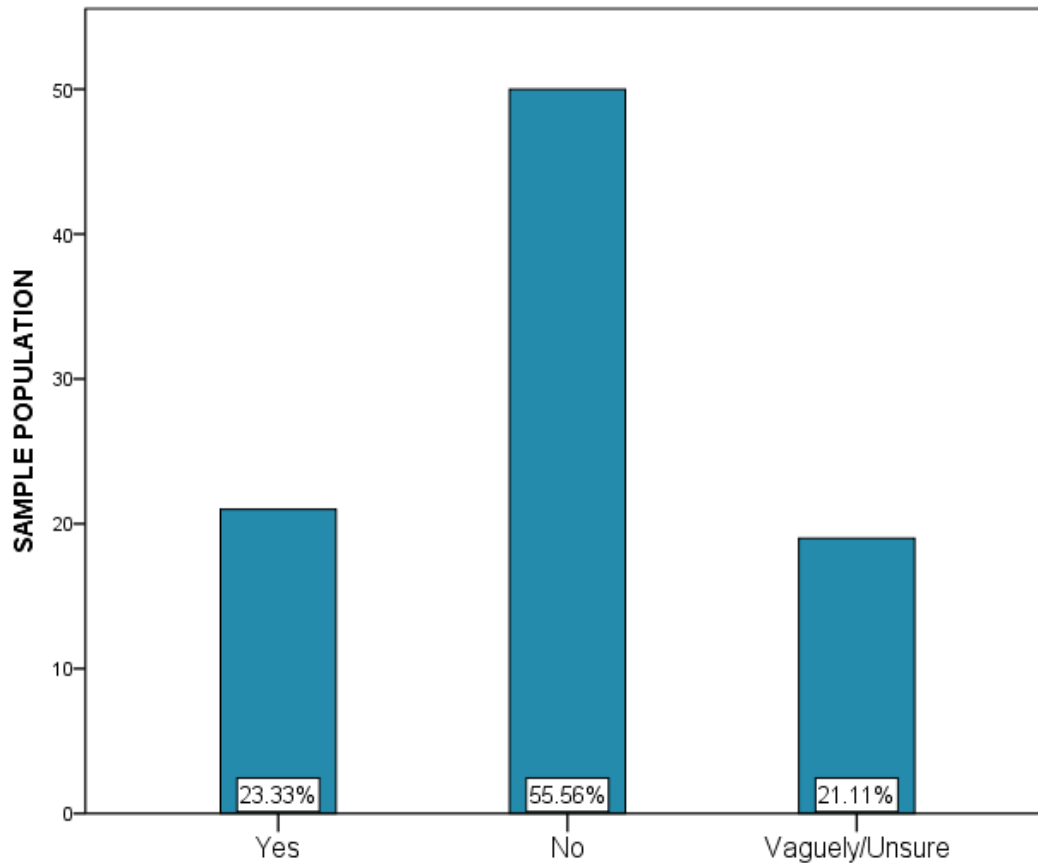


**Figure 4.22: Distribution of Responses on whether Management is Instrumental in Leading the Change Process**

**16. Does the management team consult with the employees before making work-related decisions?**

Figure 4.23 presents the distribution of the respondents' answers to question 16. Twenty-one respondents stated that management consults employees before making work-related decisions. However, the majority (50 respondents) answered "no" and the remaining 19 were unsure or felt that such consultation was vague. Burke and Noumair (2015) and Choi (2011) note that the consultation of employees on the decisions concerning change has a positive impact on their

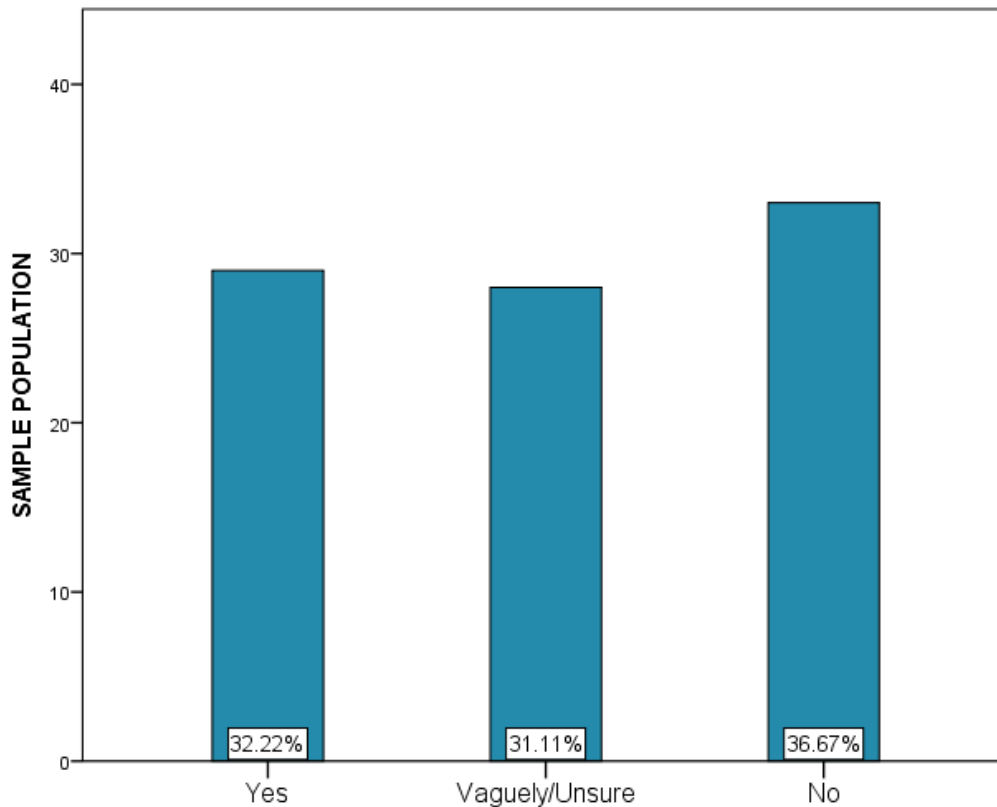
motivation and attitude towards change as well as the effective implementation of the change management process. Therefore, based on the study findings the majority of the respondents view the management of the migration to be ineffective.



**Figure 4.23: Distribution of Responses onwhether Management Consults Employees before Making Work-Related Decisions**

**17. Would you classify the leadership style of the management as change oriented?**

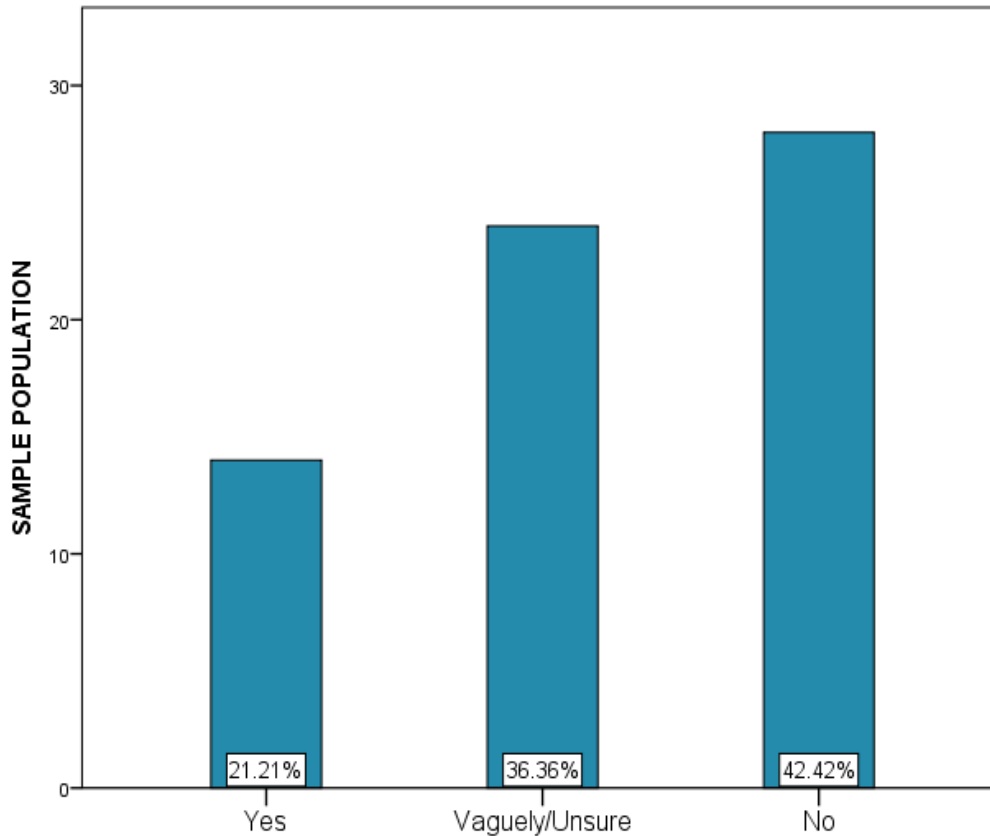
Figure 4.24 shows the distribution of the respondents' answers to question 17. Only 32.22% of the respondents felt that the leadership style is change-oriented, 31.11% fell into the "vaguely/unsure" category while 36.67% answered "no" category. Luthans et al. (2015) argue that leadership style has an influence on the success of change and the ideal leadership style should be change oriented. Therefore, based on the study findings the results point towards the use of an inappropriate leadership style and this is reflective of ineffective change management.



**Figure 4.24: Distribution of Responses onwhether Management's Leadership Style is Change-Oriented**

### **18. Does the leadership emphasise teamwork?**

Figure 4.25 shows the distribution of responses to question 18. Twenty-nine respondents answered "yes" and 29 felt that this is only sometimes the case. Thirty of the 90 respondents did not agree that the leadership emphasises teamwork and the remaining 2 were unsure. Burke and Noumair (2015) and Chiaburu et al. (2013) note that teamwork is an indispensable tool that has a positive impact on employees' attitudes and facilitates successful change management. The results obtained from the study thus suggest poor change management and negative employee attitudes.

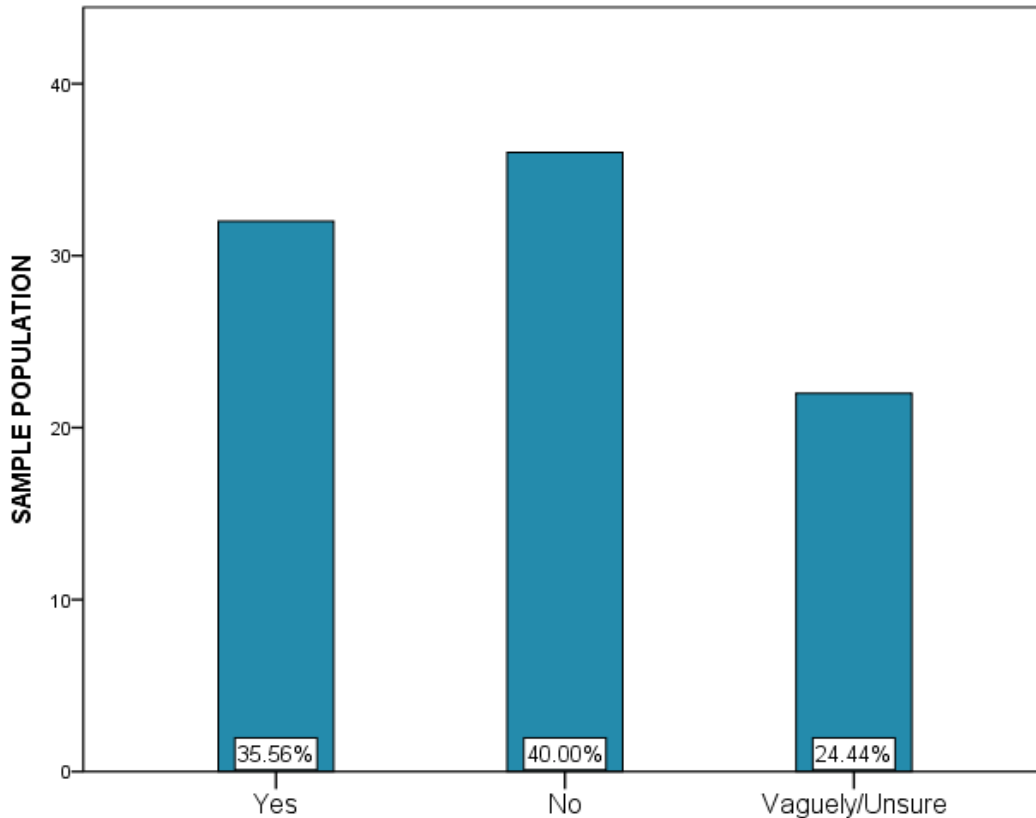


**Figure 4.25: Distribution of Responses onwhether Leadership Emphasises Teamwork**

**19. Do the leaders of the institution attend to work-related problems and disturbances?**

Figure 4.26 below shows the distribution of responses to question 19.

The majority of the sample population, representing 36 of the 90 respondents, answered “no”, indicating that the leaders of the institution do not attend to work-related problems and disturbances. Thirty-two agreed that the leaders do attend to these issues and 22 respondents were either unsure or felt that this was only sometimes the case. Pincock and Hedeem (2014) note that deep involvement of management within process of change is necessary for effective implementation of change. Burke and Noumair (2015) acknowledge that deep management involvement during the change process ensures effective and efficient operation of organisational processes and it is reflective of management’s commitment. Hence, based on the results obtained from the study the majority of the participants perceive the management of the change to be ineffective

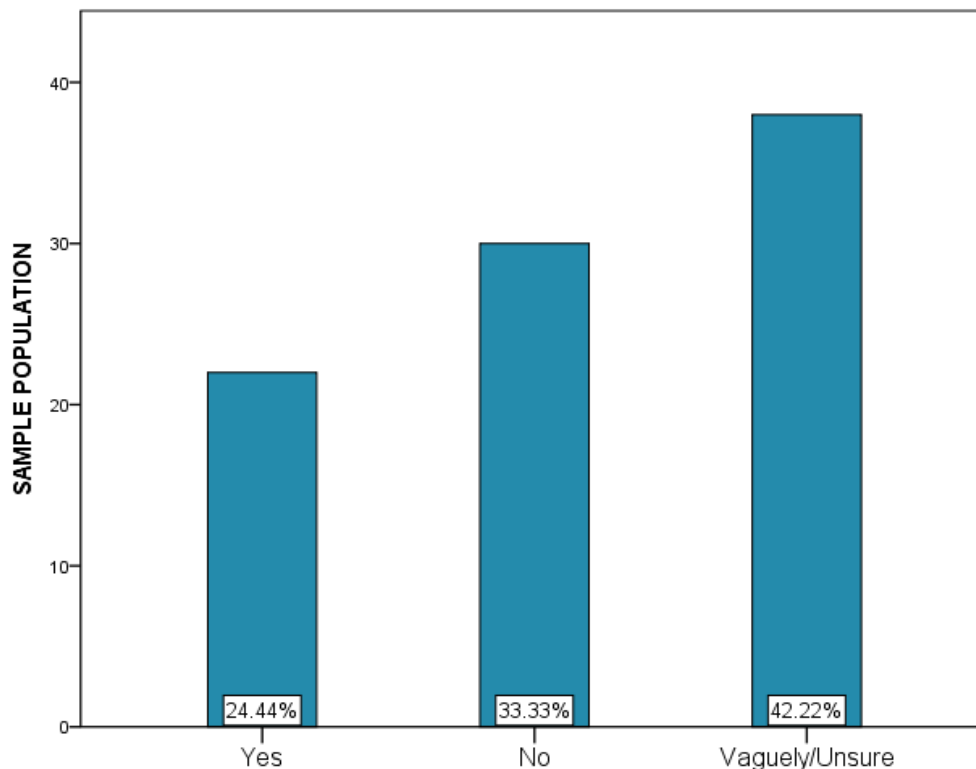


**Figure 4.26: Distribution of Responses onwhether Leaders Attend to Work-Related Problems and Disturbances**

**20.Are there good interpersonal relations between the institution’s management team and the employees?**

The distribution of responses to question 20 is shown in Figure 4.27 below.

The results show that the majority, constituting 38 of the 90 respondents were unsure or vague concerning whether or not there are good relations between the management team and employees. Twenty-two respondents answered “yes”, and 30 denied the existence of good inter-personal relations between management and employees. Avey et al. (2008); Cullen et al. (2014) and Kuipers et al. (2014) cite that high quality interpersonal relationship between managers and employees are a good indicator of employees’ attitudes towards change and they also facilitate effective change management. Thus, from the results obtained from the study the majority of the study respondents view the interpersonal relationships between management and employees as ineffective and this suggests negative employee attitudes towards change as well as in effective change management.

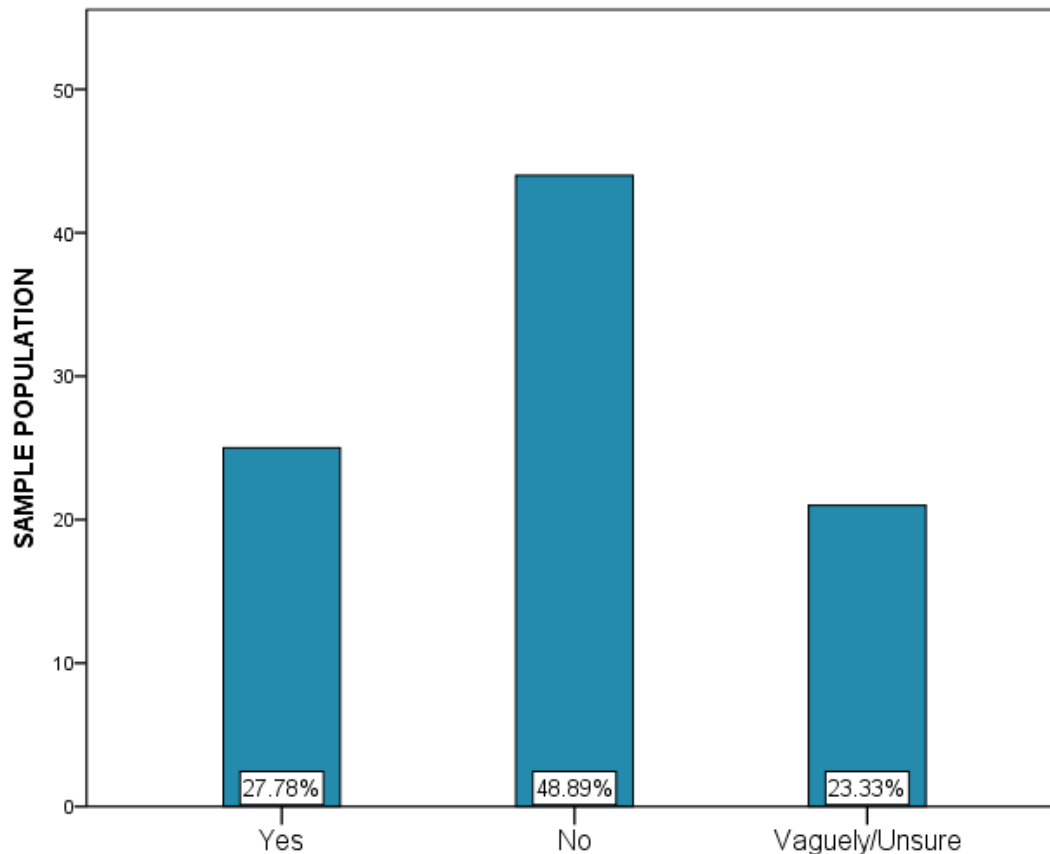


**Figure 4.27: Distribution of Responses onwhether there are Good Inter-Personal Relationsbetween Management and the rest of the Employees**

**21.Is there an atmosphere of collegiality where staff ideas are shared and everyone co-operates with one another?**

Figure 4.28 shows the distribution of the respondents' answers to question 21.

Forty-four of the respondents felt that an atmosphere that is conducive to employee co-operation and sharing of ideas does not exist, while 25 stated that this is indeed the case and 21 were either unsure or felt that this is sometimes the case.As noted by Shah and Irani (2010) co-operation and support amongst employees involved in the change process is necessary for the successful implementation of change and they are an indicator of employees' attitudes towards change. The majority of the respondents perceive the peer support and co-operation amongst employees as ineffective and this suggests ineffective change management as well as negative attitudes towards change amongst the study participants.



**Figure 4.28: Distribution of Responses onwhether an Atmosphere of Collegiality exists within the Organisation**

**22. In your own opinion, what can be done to improve the management of changes?**

The respondents' answers to question 22 were categorised under certain themes. The frequency distribution is shown in Table 4.1 below.

**Table 4.1: Distribution of Responses on Aspects of Change Management in need of Improvement**

Aspect in need of Improvement	Frequency
Poor Communication (including, failure to communicate upcoming change, keeping employees regularly updated or "keeping them in the loop" on change processes, feedback from management and organisational transparency)	81
Lack of Employee recognition and involvement (including	

lack of employee consultation in decision making and disregard for their opinions and input)	63
Vision and Strategy for Change Implementation	40
Management lacks Commitment and the Right Attitude towards Change	38
Poor Leadership Techniques and Contribution by management	27
Poor usage of Teamwork/Team Building	25
Lack of training and knowledge on how to implement change	16

Some of the responses were as follows:

- “Consult with those who are going to be affected by the change, and get to know their views and perspectives.”
- “More involvement of people at the bottom.”
- “A clear understanding and vision must be structured before filtering down the vision. Debate must then be heard before final decisions made; thereafter the process can begin.”
- “Management must be more consultative.”
- “Communicating with staff regularly.”
- “As for my understanding, the migration of change has been implemented.SAICA Private Company was hired to workshop the employees prior to the implementation. The only change that I think is pending is the representation of senior management which has not been fairly or equally implemented.”
- “Continuous consultative measures amongst all stakeholders in the TVET sector in order to improve the management of change.”
- “Management need to adopt a more professional attitude towards work.”

- “Implement steps to motivate and support lecturers and enforce discipline where necessary in terms of lecturers.”
- “Relevant stakeholders should be involved if there are change processes that will be taking place.”
- “Restructure the whole management. Openness and accountability can help to improve communication.”
- “More consultation with all staff in decision making. Management should be experienced with managerial and leadership skills.”
- “Immediate feedback.”
- “Allow staff to give input in decision making, ask for opinion of staff on certain matters that involve them.”
- “Change is inevitable and has to be adapted. Ideas should be discussed before adoption.”
- “More interaction with staff. Team building workshops.”
- “Consultation and effective communication to ensure people enjoy their work.”
- “Management should continuously check on people who are affected by change to see how they are coping, or at least understand the need for change and explain to staff how change will be managed.”
- “A joint consultation and engagement between management and staff on issues relating to organisational transformation. Management and staff commitment in implementing change strategies can thus improve management of change. Change requires an emphasis of consultants and quality assurers who will monitor the institution’s progress or management approaches relating to change.”
- “More consultation between all parties.”

#### **4.2.5.2 Inferential Statistics**

In order to investigate the relationship between management of change and employee attitudes towards change, a correlation was run between the management of change at Thekwini TVET College and employee attitudes towards change. The dependant variable of employees’ attitudes towards change was computed from questions 20 and 21 from the questionnaire which are

concerned with employees' behavioural attitudes. The dependent variables for change management are, management support, management instrumentality, employee consultation, leadership style, emphasis on teamwork and management which are the bases of questions 14, 15, 16, 17, 18 and 19 in the research questionnaire, respectively. The results of the Spearman's Rho correlation tests are shown in the following tables.

**Table 4.2: Employee Attitudes towards Change Management and Management Support**

			Attitudes Towards Change	Management Support
Spearman's rho	Attitudes Towards Change	Correlation Coefficient	1.000	.266*
		Sig. (2-tailed)	.	.011
		N	90	90
	Management Support	Correlation Coefficient	.266*	1.000
		Sig. (2-tailed)	.011	.
		N	90	90

\*\* . Correlation is significant at the 0.05 level (2-tailed)

The results of the correlation in Table 4.2 above show a relatively weak and positive relationship between employee attitudes towards change and management support that is significant at the 0.05 confidence level.

**Table4.3: Employee Attitudes towards Change Management and Instrumentality of Management**

			Attitudes Towards Change	Management Instrumentality
Spearman's rho	Attitudes Towards Change	Correlation Coefficient	1.000	.168
		Sig (2-tailed)	.	.114
		N	90	90
	Management Instrumentality	Correlation Coefficient	.168	1.000
		Sig. (2-tailed)	.114	.
		N	90	90

The results of the correlation in Table 4.3 above show a very weak and insignificant positive relationship between employee attitudes towards change and management being instrumental in the change management process.

**Table 4.4: Employee Attitudes towards Change Management and Consultation of Employees**

			Attitudes Towards Change	Employee Consultation
Spearman's rho	Attitudes Towards Change	Correlation Coefficient	1.000	.384**
		Sig. (2-tailed)	.000	.000
		N	90	90
	Employee Consultation	Correlation Coefficient	.384**	1.000
		Sig. (2-tailed)	.000	.000
		N	90	90

\*\* . Correlation is significant at the 0.01 level (2-tailed)

The results of the correlation in Table 4.4 above show a moderately strong and positive relationship between employee attitudes towards change and management consulting employees before making work-related decisions during the change process. This relationship is also significant at the 0.01 level of confidence.

**Table 4.5: Employee Attitudes towards Change Management and Leadership Style**

			Attitudes Towards Change	Leadership Style
Spearman's rho	Attitudes Towards Change	Correlation Coefficient	1.000	.673**
		Sig. (2-tailed)	.000	.006
		N	90	90
	Management Style	Correlation Coefficient	.673**	1.000
		Sig. (2-tailed)	.000	.000
		N	90	90

\*\* . Correlation is significant at the 0.01 level (2-tailed)

The results of the correlation in Table 4.5 above show a strong and positive relationship between employee attitudes towards change and management's

leadership style during the change process. This relationship is also significant at the 0.01 level of confidence.

**Table 4.6: Employee Attitudes towards Change Management and Emphasis on Teamwork**

			Attitudes Towards Change	Emphasis on Teamwork
Spearman's rho	Attitudes Towards Change	Correlation Coefficient	1.000	.342**
		Sig. (2-tailed)	.	.001
		N	90	90
	Emphasis on Teamwork	Correlation Coefficient	.342**	1.000
		Sig. (2-tailed)	.001	.
		N	90	90

\*\* . Correlation is significant at the 0.01 level (2-tailed)

The results of the correlation in Table 4.6 above show a moderately strong and positive relationship between employee attitudes towards change and management's emphasis on teamwork during the change process. This positive relationship is also significant at the 0.01 level of confidence.

**Table4.7: Employee Attitudes towards Change Management and Management Involvement**

			Attitudes Towards Change	Management Involvement
Spearman's rho	Attitudes Towards Change	Correlation Coefficient	1.000	.334**
		Sig. (2-tailed)	.	.001
		N	90	90
	Management Involvement	Correlation Coefficient	.334**	1.000
		Sig. (2-tailed)	.001	.
		N	90	90

\*\* . Correlation is significant at the 0.01 level (2-tailed)

The results of the correlation shown in Table 4.7 above show a moderately strong and positive relationship between employee attitudes towards change and

management involvement in the change process. This relationship is also significant at the 0.01 level of confidence.

### **4.3 Chapter Conclusion**

This chapter presented the study's findings. A questionnaire was used to collect primary data to achieve the research objectives and answer the research questions. Chapter five presents a detailed discussion on these findings, relating them to the literature and interpreting them so as to achieve the objectives and answer the research questions.

## CHAPTER FIVE

### Discussion

#### 5.1 Introduction

This chapter presents a discussion on the research findings presented in the previous chapter. The findings from the primary research are interpreted and explained with reference to the theories and concepts discussed in the literature review. This discussion achieves the study's objectives and answers the research questions as well as providing the basis for the formulation of recommendations to the management of Thekwini TVET College.

#### 5.2 Employees' Perceptions and Attitude Towards Change in General

This section presents a discussion on the results on employees' perceptions and attitudes towards change in general.

##### **Question 1. Have you been subjected to changes at this institution?**

This question sought to determine employees' change history. The results show that the majority of the respondents had experienced change at the institution. As noted by Rafferty and Restubog (2017), employees' change history has an impact on their attitude towards change in general in the future. As noted by Goetsch and Davis (2014), a negative past experience of change has a negative impact on their attitude towards change. The results show that the attitudes towards change of 83.33% of the respondents may be negatively or positively influenced by the outcome of change experienced in the past.

##### **Question 2. How often have you been subjected to change?**

This question investigated the frequency of the employees' subjection to change. Schein (2015) states, that, the frequency of exposure to change is negatively related to employees' attitude towards change. The results show that 43.33% of the respondents were often or very often subjected to change. The 11.11% of the respondents that experienced change very often are likely have a more negative attitude towards change than the 16.69% that had never been exposed to change.

### **Question 3. When was the last time you were subjected to change?**

This question sought to determine how recently the respondents had been subjected to change. As noted by Rafferty and Restubog (2017), employees that are continuously exposed to change are likely to be overwhelmed, causing negative attitudes. The results show, that, 22.67% of respondents had been subjected to change less than a month prior to the study. They are more likely to develop negative attitudes towards change than the 37.33% that had last experienced change 12 months prior to the study. Goetsch and Davis (2014) also observe that employees who are overwhelmed by change tend to be more likely develop a negative attitude towards it than those that are not.

### **Question 4. How does change make you feel?**

This question sought to identify the general feelings change causes among employees. Luthans et al. (2015) note that such feelings are the affective component of attitudes towards change. The results suggest that a minority of Thekwini College's employees have a positive attitude towards change (happiness) while the majority have a negative one.

### **Question 5. Do you think change is necessary in the running of an effective institution?**

The responses to this question were used to determine employees' beliefs or opinion on whether or not change is necessary for the effective operation of an institution. As noted by Chiaburu et al. (2013), individuals' beliefs or opinions on a certain aspect of reality are the cognitive component of their attitudes towards that aspect. Employees who do not believe in the necessity of change are more likely to exhibit a negative attitude towards it than those who believe in its necessity (Luthans et al., 2015). The study's results suggest that the majority of the employees within the organisation are more likely to have a positive attitude towards change as they believe in its necessity in effectively running an institution.

### **5.3 Employees' Perceptions and Attitudes towards the Migration of TVETs to the DHET**

This section presents a discussion on the responses to the questions on employees' attitudes and perceptions towards the migration of TVETs to the DHET.

#### **Question 6. Do you understand the migration of TVETs to the DHET?**

According to Rafferty et al. (2013), successful implementation of change requires that all involved have complete understanding and awareness. Burke and Noumair (2015) argue that if employees do not fully understand change, they are likely to develop a negative attitude and resist it. The study's findings show, that, the majority of the respondents understood the migration of TVETs to the DHET, however, since some did not completely understand it, there is room for improvement, as all employees should have a full understanding of the need for change (Hiatt & Creasey, 2012).

#### **Question 7. Do you understand what is expected of you, in respect of the migration of TVETs to the DHET?**

This question aimed to determine if employees understood their role in transformation (migration of TVETs to the DHET). As noted by Pincock and Hedeem (2014), successful implementation of organisational change requires the involvement of all individuals within the organisation, with each individual playing a role in the change process. Therefore, it is important that all employees understand what is expected of them. The results reflect an unsatisfactory level of understanding of their role among employees as, while the majority of the respondents fully understood what is expected of them, a considerable proportion did not. Ideally, all employees should understand what is expected of them in relation to the migration; hence, there is room for improvement.

#### **Question 8. Are you committed to complying with this change strategy?**

According to Pincock and Hedeem (2014), employees' commitment to participation in the change process is essential for successful change implementation and also reflects their attitude towards change. Question 8 sought to determine employees' commitment to participating in the migration. The results reflect that

therespondents are committed to full participation in the change process and it can be concluded that the majority of the employees within the organisation have a positive attitude towards the transformation. However, this is not the ideal scenario for successful change implementation and there is room for improvement.

**Question 9. Change is a highly personal experience; therefore every educator should be given the opportunity to work through this experience (the migration). What is your response to this statement?**

Question 9 investigated employees' recognition of individuality and diversity within the organisation with reference to change implementation. Luthans et al. (2015) note, that, employees and managers should take into account that individuals are differently affected by and work through change in different ways. Burke and Noumair (2015) note that successful change management takes diversity into account, with positive impacts on employees' attitudes towards change. The results suggest that the majority of the employees recognise that change is an individual process and are thus likely to have a positive attitude towards it. However, a minority did not take this into consideration and management needs to take steps to address this issue.

#### **5.4 Employees' Perceptions of Management's Approach to the Migration of TVETs to the DHET**

This section presents a discussion on the results obtained from the questions on how employees perceive management's approach to managing the migration. This enables an assessment of the appropriateness of this approach.

**Question 10. Management has a clear vision and strategy for transformation in these TVETs. What is your response to this statement?**

Kotter (1996) notes, that, management should have a clear vision and strategy to manage the implementation of change. The lack of a clear vision and strategy is characteristic of poor change management (Kuipers et al., 2014). As noted by Appelbaum et al. (2012), if employees perceive poor management of change they tend to develop a negative attitude towards it. The results show that only a

minority of the respondents agreed that management has a clear vision and strategy for change management. This is an indicator of poor change management. Thus, the majority of the employees are likely to have a negative attitude towards the change.

**Question 11. Does management have regular briefing sessions to advise staff about changes taking place in the organisation?**

This question investigated whether management communicates effectively with employees on matters concerning organisational change. Several studies on change management (Appelbaum et al., 2012; Nordin et al., 2012; Lewin, 1951; Kotter, 1996; Parker et al., 2013; Smith, 2011) emphasise the importance of keeping employees 'in the loop' by providing information on change processes. As noted by Pincock and Hidden (2014), failure to do so results in employees developing a negative attitude towards change and excluding themselves from involvement in the change process. The results of the study point to management's poor communication with employees on issues relating to organisational change. This is characteristic of poor change management and the majority of the employees are likely to have a negative attitude towards change as a result.

**Question 12. Were you told about the transformation prior?**

This question aimed to determine another aspect of effective communication of change within an organisation. Kuipers et al. (2014) and Hiatt and Creasey (2012) note that managers should avoid employees being surprised by the coming of change as if they are not forewarned they are likely to resist it. The study's results show that the majority of the respondents were notified of the migration prior to its occurrence. However, some were not fully aware. As noted by Pollack (2012), it is essential that all employees be fully aware of upcoming change as this has a significant impact on their attitude towards it.

**Question 13. Do you think that enough time is being spent on implementation of change?**

This question sought to determine whether employees felt that the amount of time invested in change implementation was adequate. Grant (2014) and Harper et al. (2012) state that in order to fully and permanently implement change within an organisation much time should be invested in the whole process. Change is a time-consuming process that cannot be rushed or else it will be unsuccessful (Worley and Mohrman, 2014). The majority of the study respondents felt that insufficient time was invested in change implementation. This is also characteristic of poor change management and is likely to have a negative effect on employees' attitudes towards change (Choi and Ruona, 2011).

**5.5 Correlation between Management of Change and the Corresponding Employee Attitudes towards Change Implementation**

This section presents a discussion on the results of the relationship between the management of change and the matching employees' attitudes towards change.

**5.5.1 Descriptive Statistics**

**Question 14. Do you believe that the management team is supportive of the transformation?**

This question aimed to determine employees' perceptions of the extent to which management is supportive of the prevailing transformation. It also shed light on their views on the effectiveness of change management. The results showed that the majority of the respondents felt that management does not fully support the transformation. As noted by Luthans et al. (2015), management's support of the change process is indicative of its own attitude towards change and this is passed on to employees. Hence, if management is not fully supportive of the change, employees are likely to have a negative attitude towards the transformation.

**Question 15. Is the management team instrumental in leading the change?**

As noted by Hornstein (2015), management plays an essential role in leading change within an organisation. It initiates, inspires, co-ordinates and guides joint efforts towards change implementation, from planning to full implementation

(Burke & Noumair, 2015). The results suggest that leadership for change process at Thekwini TVET College is inadequate; this is indicative of poor change management. There is thus room for improvement in management's contribution to leading change.

**Question 16. Does the management team consult with employees before making work-related decisions?**

This question sought to determine the effectiveness of the change management process in terms of consultation with employees before making work-related decisions. As noted by Burke and Noumair (2015), employees that are involved in the decision-making process are motivated and feel a sense of responsibility towards their work. Choi (2011) also notes that increased employee involvement in decision-making, particularly during change implementation shows employees that their views and opinions matter and that they are recognised within the organisation, thus enhancing motivation (Pincock and Hedeem, 2014). Motivated employees tend to have a more positive attitude towards change implementation and are more committed. The study's findings point to poor recognition of employees' views and opinions; this is an indicator of poor change management that, as noted by Chiaburu et al. (2013), negatively impacts employees' attitudes towards change.

**Question 17. Would you classify the leadership style of the management as change-oriented?**

Questions 17 aimed to identify the leadership style adopted by Thekwini TVET College management to oversee the migration of TVETs to the DHET. The results showed that management adopted a mainly autocratic style in managing change. As noted by (Pincock and Hedeem, 2014), this is not the ideal leadership style for successful change management. Hornstein (2015) note that the success of an organisation's efforts to achieve change is highly dependent on the leadership style, however Hornstein (2015) argues that no single leadership style is considered the best as, in leading change; different situations arise that require different approaches. Nonetheless, Luthans et al. (2015) argue the ideal leadership style to lead change should be change-oriented, either charismatic or

transformational. It is thus clear that the leadership style adopted at Thekwini TVET College is not ideal and reflects poor change management.

**Question 18. Does the leadership emphasise teamwork?**

Burke and Noumair (2015) identify teamwork as a significant component of successful change management. As noted by Chiaburu et al. (2013), teamwork facilitates employees' openness to communicate and collaborate with one another. Effective communication and collaboration are of great importance when implementing change (Burke and Noumair, 2015); hence the significance of teamwork in successfully managing change. The study's results point to a lack of teamwork that is characteristic of unsuccessful change management. This is therefore, another area for improvement.

**Question 19. Do the leaders of the institution attend to work-related problems and disturbances?**

According to Hornstein (2015), under ideal circumstances, management should be deeply involved in the particulars of the change process. This includes taking personal risks, closely monitoring the environment and ensuring the effective and smooth operation of organisational processes (Pincock and Hedeem, 2014). The results show that Thekwini College's leadership is not fully committed to monitoring and ensuring the effectiveness and smooth operation of organisational processes. As noted by Burke and Noumair (2015), this is not ideal and points to poor change management. The responses obtained to question 19 reflect poor management of the migration of TVETs to the DHET.

**Question 20. Are there good inter-personal relations between the institution's management team and the employees?**

This question evaluated the quality of the inter-personal relationships between management and employees. Supervisor and peer relations can be used as a conventional indicator of employee attitudes towards organisational change. The results of the study point to negative employee attitudes towards change as a result of poor inter-personal relations between management and employees. This is also an indication of poor change management (Avey, Wernsing, & Luthans 2008; Cullen et al., 2014; Kuipers et al., 2014; Burke & Noumair, 2015).

**Question 21. Is there an atmosphere of collegiality where staff ideas are shared and everyone co-operates with one another?**

Shah and Irani (2010) state that in order to successfully implement organisational change, it is of great importance that employees co-operate and support one another. An environment that promotes peer support and co-operation is an indicator of employees' attitudes towards change (Shah and Irani, 2010). Question 21 evaluated whether or not the organisational environment at Thekwini TVET College encourages such support and co-operation. The results point to a lack of collegiality; this is an indicator of negative behavioural attitudes towards change. It can thus be concluded that, due to poor change management, employees have negative attitudes towards change.

**Question 22. In your own opinion, what can be done to improve the management of change?**

This question aimed to tap into the respondents' suggestions to improve change management at Thekwini TVET College. As opinions are the cognitive component of employees' attitudes, the problem areas identified are those that incite negative attitudes (Luthans et al., 2015). The results show, that, poor communication, management's poor attitude and lack of commitment, an uncertain vision and strategy, lack of involvement and recognition of all employees and a lack of training and knowledge on how to effectively participate in change implementation cause negative attitudes towards change.

### **5.5.2 Inferential Statistics**

The results of the Spearman's rho correlation tests, point to a generally positive relationship between employees' attitudes towards change and the management of change at Thekwini TVET College. The results presented in Figure 4.3 suggest that variations in employees' attitude towards change can be partly explained by variations in management support during the change process. Thus, negative employee attitudes towards change can be explained by poor levels of management support during the change process. Improvements in this area would result in slight but significant improvements in employees' attitudes towards

change. These results are in line with those of Luthans et al. (2015), who identified management support as contributing to a positive employee attitude towards change.

The research findings also show that employees' attitudes towards change are positively related to the extent to which Thekwini TVET College management is instrumental in leading change (see Figure 4.4). This is indicative of management's contribution to the change process. As noted by Hornstein (2015) and Burke and Noumair (2015), management's contribution plays a vital role in leading successful change within any organisation and is positively related to employees' attitudes towards change. The findings point to a positive relationship between employees' attitudes towards change and the extent to which Thekwini College's management is instrumental in leading the change process. These findings are in line with those of previous studies; however, they suggest a very weak and insignificant relationship. Variations in employees' attitudes towards change management thus cannot be confidently explained by variations in the extent to which management is instrumental in leading change. Therefore, improvements in management's contribution in leading change would have an insignificant impact on employees' attitudes towards change, contrary to the findings of Hornstein (2015) and Burke and Noumair (2015).

The correlation test between employees' attitudes towards change and management's consultation of employees revealed a moderate, positive and significant relationship. This means that employees' attitudes towards change are moderately influenced by management communication with employees before making work-related decisions. As noted by Choi (2011) and Pincock and Hedeem (2014), employees' involvement in decision-making has a positive effect on their motivation. Chiaburu et al. (2013) note, that, employees' attitudes are positively related to their attitudes towards change. Consequently, management consultation of employees before making work-related decisions is positively related to their attitudes towards change. The generally negative attitudes towards change among employees at Thekwini TVET College are partly the result of a general lack of consultation by management.

The correlation results in Figure 4.5, between employees' attitudes towards change and management's leadership style point to a strong and significant positive relationship. Pincock and Hedeem (2014), Hornstein (2015) and Luthans et al. (2015) note that successful change implementation is highly dependent on management's leadership style that has a profound effect on employees' attitudes towards change. The authors also note that the most appropriate leadership style to manage change should be change-oriented like the transformational and transactional styles. The study's findings suggest that, to a great extent, variations in employees' attitudes towards change are influenced by variations in the extent to which management's leadership style is change-oriented.

The results of the correlation between employees' attitude towards change and management's emphasis on teamwork in Figure 4.6, point to a moderately strong and significant positive relationship. These results are similar to those of Burke and Noumair (2015) and Chiaburu et al. (2013) who found employees' attitudes towards change and management's promotion of intra-organisational teamwork to be positively related. It can thus be concluded that Thekwini TVET College's emphasis on teamwork has a positive and moderate influence on employees' attitudes towards change. Greater efforts to promote teamwork would likely result in moderate and significant improvements in employees' attitude towards change.

The results of the correlation between employee attitudes towards change and management being instrumental in the change process are shown in Figure 4.7. These results show that variations in employees' attitudes towards change can be partly explained by management attending to work related problems and disturbances. Hornstein (2015), Pincock and Hedeem (2014) and Burke and Noumair (2015) note, that management's involvement and commitment as well as attitudes towards change have a significant impact on the success of change management and a positive relationship with employees' attitudes towards change. The findings point to a moderate and significant positive relationship between employees' attitudes towards change and the extent to which Thekwini College's management attends to work-related issues. Management's low levels of commitment to address work-related problems are partly contributing to generally negative employee attitudes towards change. Thus, improvements in

this area would likely result in moderate improvements in employee's attitudes towards change.

## **5.6 Main Findings**

This chapter presented a discussion on the study's findings in order to achieve its objectives and answer the research questions. The discussion on employees' general perceptions of and attitudes towards change revealed that most employees at Thekwini College were influenced by their previous experiences of change in the organisation. Furthermore, the majority of the employees had negative attitudes towards change in general even though they recognised that it is important for the effective operation of the institution. It is important to identify employees' general attitudes to and perceptions of change as these are likely to be carried forward to any other circumstance involving change and to the change which is the subject matter of this study, the migration of TVETs to the DHET.

The chapter also presented a discussion on employees' perceptions and attitudes towards the migration of TVETs to the DHET. It was noted that not all employees understand the migration and a considerable proportion, while in the minority, do not fully understand what is expected of them in this regard. Furthermore, the majority of the employees are committed to following up on the change, reflecting their positive attitudes towards the migration. However, 25.56% is likely to have a negative attitude. 74.44% of the respondents regarded the migration as an individual process, in recognition of diversity in the workplace. This most likely instils a positive attitude towards the migration.

The discussion on employees' perceptions of how the migration is being managed noted, that, they feel that this is unsatisfactory in various ways. Shortfalls identified included communication, the involvement of all employees, the use of teamwork, a vision and strategy for change, time invested in the change process and management's attitude, contribution and commitment to the migration. These areas of concern are characteristic of unsuccessful change management and impact negatively on employees' attitude towards the migration.

Finally, this chapter discussed the correlation between the management of change at Thekwini TVET College and the corresponding employee attitudes towards

change implementation. Change management within the organisation was found to be unsatisfactory in all the aspects explored and the corresponding employees' behavioural attitudes towards change are negative. This is evident in the lack of collegiality and positive inter-personal relations between management and the rest of the staff. Behavioural attitudes towards change were taken into consideration as they directly influence behaviour. Key points to be drawn from the discussion are that shortfalls or 'problem areas' in change management significantly and negatively affect employees' attitudes towards change (the migration of TVETs to DHET). The problem areas include all those identified in section 5.4 with the most prominent being inadequate communication; failure to involve all employees and stakeholders in the change management process; a lack of change implementation knowledge among staff; a blurred vision as well as the lack of a strategy to implement the change; and unsatisfactory management leadership, guidance and attitudes in the change process.

### **5.7 Chapter Conclusion**

In summary, the study's results reveal a close relationship between change management and employees' attitude towards change. In line with Hornstein (2015), Cullen et al. (2014), Choi (2011) and Chiaburu et al.'s (2013) findings, Thekwini TVET College's handling of the migration of TVETs to the DHET points to poor change management that has a significant negative impact on employees' attitudes to change. What is interesting is that while the majority of employees have negative attitudes towards the change as a result of poor management, a minority demonstrated positive feelings. This could be due to cognitive dissonance (Martin and Clore, 2013), where individuals' cognitive and affective attitudes towards a certain aspect of reality do not always translate to attitudes that influence their behaviour. However, the negative attitudes towards change exhibited by the majority of the respondents and some employees' unwillingness to commit to the change as a result of poor change management pose a significant risk that change implementation will fail. Steps thus need to be taken to rectify the situation. Chapter six outlines these measures in the form of recommendations and presents the study's conclusions.

## **CHAPTER SIX**

### **Conclusions and Recommendations**

#### **6.1 Introduction**

This chapter presents the study's conclusions and recommendations. It examines the results in relation to the study's objectives and highlights its implications and limitations. Recommendations are made to address the research problem and suggestions are offered for future studies.

#### **6.2 Conclusions**

This section reconciles the study's objectives with its findings. The conclusions of this study are based on the literature review and guided by the four objectives as follows:

##### **6.2.1 Objective One: To Determine Employees' Attitudes towards Change in General**

The literature review identified the components of individual attitude, namely, cognitive, affective and behavioural, that can be affected by the change (Luthans et al., 2015). The cognitive component is the belief or opinion segment of attitudes that reflects an individual's thoughts about something, such as employees' thoughts about the necessity of change (Chiaburu et al., 2013). The affective component is concerned with emotions and feelings towards certain phenomena in the real world; for example, the feelings change brings about in employees (Luthans et al., 2015). The behaviour component explains the intention of an individual to behave in a particular way; for example, the intention to commit to active participation in a change process. The literature review also identified the factors that determine attitudes towards change, namely, change history and

change frequency (Schein, 2015; Rafferty and Restubog, 2017; Goetsch and Davis, 2014).

The study's results showed that the majority of the employees at Thekwini TVET College had a history of change in the organisation that impacted their attitudes towards change in general. The frequency of exposure to change varied and likely had a bearing on such attitudes. The study also found that, while the majority of employees had negative attitudes towards change, they agreed that it is necessary for the effective running of Thekwini TVET College. This implies a positive attitude towards change. These conflicting cognitive and affective attitudes towards change, in general, are explained by the theory of cognitive dissonance (Martin and Clore, 2013).

### **6.2.2 Objective Two: To Ascertain Employees' Attitudes towards the Migration of TVETs to the DHET in Particular**

The literature review identified several factors that determine employees' attitudes towards a particular change scenario. These include their understanding of the change process and the role that they play, their willingness to comply with the change strategy and recognition of workplace diversity in change implementation (Chiaburu et al., 2013; Luthans et al., 2015; Pincock and Hedeem, 2014; Noumair, 2015).

This study aimed to determine Thekwini TVET College employees' attitudes towards the migration of TVETs to the DHET. The findings showed that the majority of the respondents had a positive attitude towards change as they understood the migration and their role; were committed to complying with the change strategy and recognised the role of diversity in change implementation.

### **6.2.3 Objective Three: To Determine Management's Approach to the Migration of TEVTs to the DHET**

The literature review highlighted the factors that promote effective change management. These can be used to evaluate the effectiveness of an approach to

change management (Kuipers et al., 2014; Appelbaum et al., 2012; Elias, 2009). They include a clear vision and strategy to manage change, various aspects of internal communication, employee involvement in the change process and the amount of time invested in change implementation (Nordin et al., 2012; Lewin, 1951; Kotter, 1996; Parker et al., 2013; Smith, 2011).

The study's findings reflect poor change management, evident in the lack of a clear vision and strategy for change management, poor performance in all aspects of internal communication, low levels of employee involvement and unsatisfactory amounts of time invested in the change process.

#### **6.2.4 Objective Four: To Ascertain the Correlation between Management of Change and the Corresponding Attitudes towards Change**

The literature review identified aspects of change management that have a significant impact on employees' attitudes towards change (Burke and Noumair, 2015; Choi, 2011; Hornstein, 2015; Cullen et al., 2014; Kuipers et al., 2014). These include management support, management's contribution in leading change, consultation of employees when making decisions, teamwork, the adopted leadership style and management's involvement in the particulars of organisational processes (Pincock and Hedeem, 2014; Hornstein, 2015). These factors can also be used to evaluate the effectiveness or success of change management. The literature review firmly established that successful change management is positively related to employees' attitudes towards change (Hornstein, 2015; Cullen et al., 2014). It also identified the factors that can be used to assess employees' behavioural attitudes towards change (Avey et al., 2008; Burke & Noumair, 2015; Shah and Irani, 2010). These include co-operation and the sharing of ideas amongst employees going through a change process and the state of inter-personal relationships between managers and the rest of the employees as well as with peers within the organisation (Avey et al., 2008; Cullen et al., 2014; Kuipers et al., 2014; Burke and Noumair, 2015, Shah and Irani, 2010).

The study's results showed that management of change within Thekwini TVET College is unsatisfactory and ineffective. Management is not supportive of the

change process and their contribution to leading the change process is unsatisfactory and insufficient. Furthermore, management does not consult employees when making decisions. The management of change at ThekwiniTVET College was thus shown to be unsatisfactory in all aspects of change management identified in the literature review. The results also showed that employees' attitudes towards change were negative, evident in the state of interpersonal relations and the lack of collegiality. Change management at Thekwini TVET College is poor and employees' attitudes towards change are negative. It can hence be concluded that there is a positive relationship between change management and employees' attitudes towards change at Thekwini TVET College. In order to improve employees' attitudes towards change as well as their welfare, there a need to improve the management of change at this institution.

### **6.3 Implications of this Research**

The results of this research study have significant implications for several stakeholders. They pointed to poor change management and identified areas for improvement. Adoption of the study's recommendations would strengthen management of the migration of TVETs to the DHET. In turn, this would reduce resistance among those involved. More time and resources would be allocated to achieving the organisation's goals. If adopted, the recommendations would also improve employees' welfare, enhancing their levels of job satisfaction and motivating them to perform to the best of their potential. This would benefitThekwini TVET College and the education system as a whole.

### **6.4 Limitations of the Study**

While great care was taken in preparing for this research, some limitations were encountered. Firstly, the sampling method used resulted in the sample being dominated by individuals from certain Thekwini TVET College campuses, with others being poorly represented. Secondly, the size of the sample was not large enough to enable inferences or generalisations about the population to be made with some degree of confidence. Finally, the fact that the questionnaire was administered manually prolonged the data collection process as the selected

respondents were separated by considerable distances and were not always available.

## **6.5 Recommendations to address the Research Problem**

Based on the study's findings, the following recommendations are made to enable Thekwini TVET College to address the research problem.

- Management should adopt a clear vision and strategy to manage the migration of TVETs to the DHET in order to rectify the lack of vision and strategy shown by the study results. .
- The study results show that there is poor communication between management and employees on matters of change decisions and feedback on change processes and this has a negative impact on the successful implementation of change. Therefore, management should improve communication with employees, provide feedback on change processes, communicate with all employees on forthcoming changes and provide regular updates and information on change on change processes.
- The study results revealed that the majority of the employees of Thekwini College were not aware of the role they played in the change process. Hence, the management of Thekwini TVET College should also provide training and education to all staff on how to effectively participate in change implementation.
- The study findings point towards ineffective management buy in and involvement. Management should make a greater contribution in leading change within the organisation.
- The study results show that the leadership style implemented to manage the prevailing change at Thekwini College is not ideal for effective and successful change implementation. Therefore change-oriented leadership style should be adopted, specifically the transformative style of leadership that would inspire employees to embrace change and become actively involved in all critical organisational processes or situations and take personal risks in order to lead an organisation towards successful change implementation.

## **6.6 Recommendations for Future Studies**

Future studies could include the impact of the management of the migration of TVETs to the DHET on a larger scale within Thekwini itself as well as the rest of South Africa's TVET institutions. A larger sample and scale would enable the use of inferential statistics and generalisations, with some degree of confidence on the impact of the management of the migration of TVETs to the DHET on employees' attitudes within Thekwini and the rest of South Africa's TVET institutions.

## **6.7 Chapter Conclusion**

The study's main research question was: What are the effects of Thekwini TVET College's management of the migration of TVETs to the DHET on employees' attitudes towards change management? The data that was collected provided relevant information to answer this question. The study concluded that management of the migration is positively related to employees' attitudes towards change. It is unsatisfactory and hence has a negative effect on such attitudes. The recommendations aim to improve employees' attitudes towards change in order to promote their welfare and ensure the successful implementation of change at Thekwini TVET College.

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## APPENDIX 1-INFORMED CONSENT



### UNIVERSITY OF KWAZULU-NATAL

#### Graduate School of Business

#### Master's in Business Administration

**Researcher: LindahTapiwaMuchayi**

**Supervisor:DrDhaneshRampersad**

**Research Office: 031 260 4600**

I am a Masters student in Business Administration at the University of KwaZulu-Natal. You are requested to participate in a research project **“The Migration of Technical Vocational and Education Training (TVET) Colleges to Department of Higher Education and Training (DHET).A case study based on a TVET College in KZN”**.

Your participation in this project is voluntary. You may withdraw from the project at any time. There will be no financial gain from participating in this project. Your personal identity and responses will be maintained confidentially.

If there are any questions or concerns about participating in this study, please contact the researcher or my supervisor via the numbers provided above.

Approximately 10 minutes is required to complete the questionnaire. I hope you will take the time to complete the questionnaire.

Yours faithfully \_\_\_\_\_

Researcher's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

***This page should be retained by the participant***



**UNIVERSITY OF KWAZULU-NATAL**

**Graduate School of Business**

**Master's in Business Administration**

**Researcher: Lindah Tapiwa Muchayi  
Supervisor: Dr Dhanesh Rampersad  
Research Office: 031 260 4600**

**CONSENT**

I \_\_\_\_\_ (full names of participant) hereby confirm that I understand the contents of this document and the nature of the research project, and I agree to participate in the research project. I also understand that I can withdraw from the project at any time.

\_\_\_\_\_

\_\_\_\_\_

Signature of Participant

Date

***This page should be signed and returned to the researcher***

## **APPENDIX 2-RESEARCH QUESTIONNAIRE**



Respondent number: \_\_\_\_\_

Voluntary, Questionnaire for A TVET College in KZN

(Change Management)

Researcher: LindaHapiwaMuchayi

Supervisor: Dr DhaneshRampersad

University of KwaZulu-Natal, Durban, South Africa

- Please complete this voluntary questionnaire on “ **Change Management- The Migration of Technical Vocational and Education Training (TVET) Colleges to Department of Higher Education and Training (DHET).A case study based on a TVET College in KZN**”.
- Please be forthright in your answers.
- Complete the questionnaire by pen and please do not revise your initial answers.
- Please indicate your response to the Question by tick (✓) in the appropriate box/es.

- Please sign the letter of informed consent, giving the researcher permission to use the responses for this research project.

### **Section A: Biographical Information about yourself**

*Please mark only ONE option per question.*

1. What is your gender?

<input type="checkbox"/>	Female
<input type="checkbox"/>	Male

2. What is your age group?

<input type="checkbox"/>	20-29 years
<input type="checkbox"/>	30 – 39 years
<input type="checkbox"/>	40 – 49 years
<input type="checkbox"/>	50 – 59 years
<input type="checkbox"/>	60 – 69 years
<input type="checkbox"/>	70 years or older

3. To which ethnic group do you belong?

Black	Coloured	Indian	White	Other: Specify
-------	----------	--------	-------	----------------

4. What is the country of your citizenship?

South Africa	Zimbabwe	Botswana	Mozambique	Namibia	Other, Specify
			e		

5. What position do you occupy within the institution? (Select **ONE** option only)

- Head of Department
- Senior Lecturer
- Lecturer
- Administrative Staff
- Intern

6. What is your highest level of education?

- No formal education
- Some/ all Primary School
- Some/ all Secondary School
- Tertiary Certificate or Diploma
- Bachelors degree
- Honours degree
- Masters degree
- Doctorate

7. How long have you been employed at this institution?

- Fewer than 5 years

<input type="checkbox"/>	From 5 to less than 10 years
<input type="checkbox"/>	From 10 to less than 15 years
<input type="checkbox"/>	From 15 to less than 20 years
<input type="checkbox"/>	From 20 to less than 25 years
<input type="checkbox"/>	25 years or more

## SECTION B

### General Perceptions on employees' attitude to change in general

1. Have you been subjected to changes at this institution?

<b>Yes</b>	<b>No</b>
------------	-----------

2. How often have you been subjected to change

<b>Very many times</b>	<b>Many times</b>	<b>A few times</b>
------------------------	-------------------	--------------------

3. When was the last time you were subjected to change?

<b>Less than a month ago</b>	<b>3 months ago</b>	<b>6 months ago</b>	<b>12 months ago</b>
------------------------------	---------------------	---------------------	----------------------

4. How does change make you feel?

<b>Happy</b>	<b>Sad</b>	<b>Apprehensive</b>
--------------	------------	---------------------

5. Do you think change is necessary in the running of an effective institution

<b>Yes</b>	<b>No</b>	<b>unsure</b>
------------	-----------	---------------

## Section C

### Perceptions on workers' attitudes towards the migration from of TVETs to DHET.

6. Do you understand the migration from TVETs to DHET?

<b>Yes</b>	<b>No</b>	<b>Vaguely</b>	<b>Unsure</b>
------------	-----------	----------------	---------------

7. Do you understand what is expected of you, in respect of the migration from TVETs to DHET?

<b>Yes</b>	<b>No</b>	<b>Vaguely</b>	<b>Unsure</b>
------------	-----------	----------------	---------------

8. Are you committed to complying with this change strategy?

<b>Yes</b>	<b>No</b>	<b>Vaguely</b>	<b>Unsure</b>
------------	-----------	----------------	---------------

9. Change is a highly personal experience; therefore every educator should be given the opportunity to work through this experience (migration). Your response to this statement

<b>Agree</b>	<b>Disagree</b>	<b>Strongly Agree</b>
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## **Section D**

### **Perceptions on management approach to the new transformation in these TVETs?**

10. Management has a clear vision and strategy for transformation in these TVETs

<b>Yes</b>	<b>No</b>	<b>Unsure</b>
------------	-----------	---------------

11. Does management have regular briefing sessions to advise staff about changes taking place in the organisation?

<b>Agree</b>	<b>Disagree</b>	<b>Unsure</b>
--------------	-----------------	---------------

12. Were educators told about the transformation prior?

<b>Yes</b>	<b>No</b>	<b>Vaguely/unsure</b>
------------	-----------	-----------------------

13. Do you think that enough time is being spent on implementation of change

<b>Yes</b>	<b>No</b>	<b>Vaguely/unsure</b>
------------	-----------	-----------------------

## Section F

### Correlation between the management of change and the corresponding attitudes towards change implementation.

14. Do you believe that the management team is supportive of the transformation

<b>Yes</b>	<b>No</b>	<b>Vaguely/unsure</b>
------------	-----------	-----------------------

15. Is the management team instrumental in leading the change process?

<b>Yes</b>	<b>No</b>	<b>Vaguely/unsure</b>
------------	-----------	-----------------------

16. Does the management team consult with the employees before making work related decisions?

<b>Yes</b>	<b>No</b>	<b>Vaguely/unsure</b>
------------	-----------	-----------------------

17. Would you classify the leadership style of the management as change-oriented?

<b>Yes</b>	<b>No</b>	<b>Vaguely/unsure</b>
------------	-----------	-----------------------

18. Does the leadership emphasize teamwork?

<b>Yes</b>	<b>No</b>	<b>Vaguely/unsure</b>
------------	-----------	-----------------------

19. Do the leaders of the institution attend to work related problems and disturbances?

<b>Yes</b>	<b>No</b>	<b>Vaguely/unsure</b>
------------	-----------	-----------------------

20. Are there interpersonal relationships between the institution management team and the employees?

<b>Yes</b>	<b>No</b>	<b>Vaguely/unsure</b>
------------	-----------	-----------------------

21. Is there an atmosphere of collegiality where staff ideas are shared and everyone co-operates with one another?

<b>Yes</b>	<b>No</b>	<b>Vaguely/unsure</b>
------------	-----------	-----------------------

22. In your own opinion, what can be done to improve the management of changes?

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-----  
-----  
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***Thank you for participating***

### Appendix 3 - Letter of Permission to Conduct Research

Enquiries: L.T.Muchayi 83 Grand Rapids Flats  
15 Joseph Ntuli Street Durban 4001  
Cell No: 078 606 7711  
Email Address:lmuchayi@gmail.com

12 February 2017

The Deputy Principal: Academic Services  
Ms Maria O'Connor  
Thekwini TVET College Central Office  
262 D'Aintree Avenue  
Asherville  
Private Bag X06  
Domerton, 4015

Dear Madam

Re: REQUEST FOR PERMISSION TO CONDUCT RESEARCH: Change Management-The Migration of Technical Vocational and Education Training Colleges to Department of Higher Education and Training. A case study based on a TVET College in KZN.

1. The above has reference.
2. I am a Masters student with the University of Kwazulu Natal.
3. As part of the masters' programme I have to write a mini dissertation.
4. My research topic is, "Change Management-The Migration of Technical Vocational and Education Training Colleges to Department of Higher Education and Training. A case study based on a TVET College in KZN."
5. I would therefore would like to request your permission to conduct research among lecturing staff of Thekwini TVET College.
6. The research was scheduled to commence from 6<sup>th</sup> of February to 30 of July 2017 and shall in no way affect the day to day activities of the college.
7. All data collected shall be **anonymised** and treated in the strictest confidence and no individual will be identifiable in the published report.
8. Thank you in anticipation.

Yours Sincerely,

  
Muchayi L.T

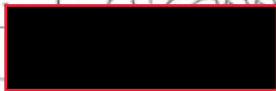
# Appendix 4- Gatekeeper's letter

**DHET 004: APPENDIX 1: APPLICATION FORM FOR STUDENTS TO CONDUCT RESEARCH IN PUBLIC COLLEGES**

**FOR OFFICIAL USE**

**DECISION BY HEAD OF INSTITUTION**

*Please tick relevant decision and provide conditions/reasons where applicable*

Decision		<i>Please tick relevant option</i>
1	Application approved	<input checked="" type="checkbox"/>
2	Application approved subject to certain conditions. <i>Specify conditions below.</i> - Limited to lecturing and support staff only. - The research is not to compromise T&L & College operations	<input type="checkbox"/>
3	Application not approved. <i>Provide reasons for non-approval below.</i>	<input type="checkbox"/>
<p>NAME AND SURNAME: M. J. ALKAWAR</p> <p>SIGNATURE: </p> <p>DATE: 03.03.2017</p>		

THEKWINI TVET COLLEGE  
 DEPARTMENT OF HIGHER EDUCATION & TRAINING  
 PRIVATE BAG X06  
 DORMERTON  
 4015

## Appendix 5- Ethical Clearance



20 September 2017

Ms Linda Tapiwa Muchayi (215080907)  
Graduate School of Business & Leadership  
Westville Campus

Dear Ms Muchayi,

Protocol reference number: HSS/0279/017M

New Project title: Change Management – The Migration of Technical Vocational and Education Training (TVET) Colleges to Department of Higher Education and Training (DHET). A case study based on a TVET college in KZN

### Approval Notification – Amendment Application

This letter serves to notify you that your application and request for an amendment received on 12 September 2017 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 original 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 Dhanesh Rampersad  
Cc Academic Leader Research: Dr Muhammad Hoque  
Cc School Administrator: Ms Zarina Bullyraj

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 3587/6350/4557 Facsimile: +27 (0) 31 260 4609 Email: [simbap@ukzn.ac.za](mailto:simbap@ukzn.ac.za) / [anvman@ukzn.ac.za](mailto:anvman@ukzn.ac.za) / [mohupo@ukzn.ac.za](mailto:mohupo@ukzn.ac.za)

Website: [www.ukzn.ac.za](http://www.ukzn.ac.za)

1910 - 2010  
100 YEARS OF ACADEMIC EXCELLENCE

Founding Campuses: Edgewood Howard College Medical School Pietermaritzburg Westville

## Appendix 6–TurnitinPdf digital Receipt



### Digital Receipt

This receipt acknowledges that Turnitin received your paper. Below you will find the receipt information regarding your submission.

The first page of your submissions is displayed below.

Submission author: **Lindah Tapiwa Muchayi**  
Assignment title: **Dissertation for turnitin 2017**  
Submission title: **Lindah Muchayi Full Dissertation**  
File name: **LINDAH\_FULL DISSERTATION\_WO..**  
File size: **744.3K**  
Page count: **127**  
Word count: **27,680**  
Character count: **170,515**  
Submission date: **05-Sep-2017 11:12AM (UTC+0200)**  
Submission ID: **828767898**



## Appendix 7 - Plagiarism Report

### Lindah Muchayi Full Dissertation

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#### ORIGINALITY REPORT

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<b>3%</b>	<b>1%</b>	<b>0%</b>	<b>3%</b>
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

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#### PRIMARY SOURCES

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<b>1</b>	<b>Submitted to University of KwaZulu-Natal</b>	<b>3%</b>
	Student Paper	

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Exclude quotes	On	Exclude matches	< 1%
Exclude bibliography	On		