



**Policy perspectives of the marketing and communication policy of Thekwini Technical
and Vocational Education and Training College**

by

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DECLARATION

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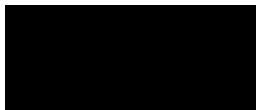
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“Wawubonani kimi Nkosi ukuba ungithande kanje”. To God be the glory for making this journey possible for me.

This is dedicated with pride to my late parents, my dad Mr Maurice Vusumizi Bhengu and my mom, Mrs Mildred (MaMshololo) Bhengu. Dad, your love keeps reminding me of my value in life. Mum, your prayers are still keeping me going on with life. Mum, Dad and Scelo, you will always be in my heart.

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ABSTRACT

This research investigated the existing Marketing and Communication Policy of Thekwini TVET College with the aim of improving the implementation of the policy. As a result of this study, Thekwini TVET College should be able to improve its engagement with, and service to the core customers in vocational education. This qualitative study was conducted at the College Central Administration Office, Asheville, in Durban. Data was collected through in-depth interviews with 10 participants. A discussion on policy implementation within a policy discourse in a TVET sector was done through the analysis of the legislative framework in relation to TVET colleges. The theoretical framework focused on the 5C Protocol Theory because the study concentrated on the implementation of the college policy within this dimension. An overview of the TVET sector was viewed from a global, continental, national and provincial perspective, with more emphasis on the Thekwini TVET College. Most participants expressed limited knowledge of the college policies. Participants only have knowledge of policies that are relevant to their areas of operations. Staff members articulated that information about college policies is not properly disseminated. Formulation of policy should not be done in isolation from other college policies. There should be an integrated approach to policy-making. Policies need to be communicated for them to be well understood, implemented, managed, assessed, evaluated and monitored. Timeous effective communication would assist in avoiding challenges of non-compliance with this policy. Risks identified in the implementation of the policy include poor communication; insufficient stakeholder involvement; lack of market research; insufficient partnerships; and lack of understanding or misinterpretation of policies, to name a few. The study emphasised that implementation of the policy should be a realistic integration with the Department of Higher Education and Training (DHET) projects. All resources (financial, human capital, intellectual and infrastructure) should be considered for effective service delivery.

KEYWORDS: Policy formulation, policy implementation, service delivery, marketing and communication policy, TVET Colleges

LIST OF ACRONYMS

DHET	Department of Higher Education and Training
GCIS	Government Communication and Information Services
KZN	KwaZulu-Natal
NC (V)	National Certificate (Vocational)
NQF	National Qualification Framework
PAIA	Promotion of Access to Information
SAQA	South African Qualification Authority
SETA	Sector Education and Training Authority
SMT	Senior Management Team
TVET	Technical and Vocational Education and Training
UNESCO	United Nations Educational, Scientific and Cultural Organisation
WBE	Work-based Experience
WIL	Work Integrated Learning

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CHAPTER ONE

OVERVIEW OF TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING

1.1 INTRODUCTION

South Africa has had more than 25 years of democracy, but is still considered as the most unequal country in the world, according to the World Bank (2018:x). According to Branson and Kahn (2017:1), one of the reasons is because it is still hamstrung by post-school education that has inequality traps which poses a number of questions about the strategies that should be implemented by the government to bridge this inequality gap. Masango and Mfene (2012:83) emphasised the importance of communication as a fundamental necessity in effective management. It is, therefore, crucial for communication to be utilised as a strategic management tool for effective and efficient service delivery.

In South Africa, the Technical and Vocational Education and Training (TVET) college campuses are strategically located in all local municipal areas. These colleges offer programmes that are funded and approved by the Department of Higher Education and Training (DHET), as per the White Paper on Higher Education and Training of 2013. The fundamental mandate for TVET Colleges is to render vocational education and training that increases employability and entrepreneurial skills amongst citizens. Nzimande (2013:3) states that TVET colleges have a mandate which requires that they are responsive to the current skills shortage in the country. TVET colleges in South Africa also have a Marketing and Communication Policy that can be strategically utilised as a management tool to improve service delivery.

In this chapter, the researcher discusses the background to the study in relation to the marketing and policy perspective; problems that have been identified which have led to the necessity for the study; the objectives of the study; and questions that the study sets out to address, in context.

1.2 BACKGROUND TO THE STUDY

The African Union Commission (2018:13) raised a concern that, in many African countries, there is still a negative perception of technical and vocational education. Parents and the public consider the TVET sector as an option for less academically gifted learners. The minimum requirements for entry at TVET colleges and limited affiliation to higher education institutions have also contributed to the negative perception of TVET colleges (Mason, Mbambo & Pillay, 2018:25).

In South Africa, government has implemented a number of strategies, such as the ‘Decade of Artisans’, to ensure that TVET colleges deliver on their mandates. Changing the perception of society, through targeted communication, must become part of the thought pattern. Through the formulation and implementation of an improved Marketing and Communication Policy, TVET colleges should be able to develop strategies that would change these perceptions and address the real issues to enhance the image and communication of the colleges.

South Africa has significantly declared 2014 to 2024 a ‘Decade of Artisans’, as alluded to, with the aim of producing artisans to bridge the skills gap in the country. TVET colleges have a crucial role to play in fulfilling this significant mandate of government. For TVET colleges to be productive, a Marketing and Communication Policy is one of the essential management tools that needs to be utilised.

It is stated by Sferle, Gudei and Geangu (2012:765), that school marketing occurs when the school vigorously communicates and supports its values, purpose and products to the students, staff, parents and all stakeholders. The marketing of TVET colleges is important to ensure that their productivity is in line with the needs of all stakeholders. The role of marketing of TVET Colleges is to render career exhibition and guidance; events co-ordination, print and electronic communication to enhance the corporate branding and to maintain stakeholder relations.

The DHET (2016: 2) defines communication as a process of sharing information with various interested parties, aimed at informing them of developments, progress, and the status of an entity, project or other activities. This definition of communication by the Department places

more emphasis on the importance of all stakeholders obtaining the relevant information. The TVET colleges need to embark on a continual environmental analysis to assess if they are still relevant and responsive to society and individual lives in relation to socio-economic improvement. In the ever-changing global economic and technological environment, it is important for TVET colleges to ensure their alignment by taking cognisance of these environmental changes.

For TVET colleges to achieve this, they would require a consistent Marketing and Communication Policy that is well comprehended and continually monitored. The implementation of the policy would also require the relevant human capacity, technological and financial resources. As one of the public TVET colleges in South Africa, Thekwini TVET College is also expected to have an effective Marketing and Communication Policy in place.

1.3 PROBLEM STATEMENT

Globally, TVET colleges are considered a major factor in improving the competitiveness of enterprises and as building blocks for economic growth. The World's Competition Book (2014:98) has positioned South Africa last out of 58 countries for the availability of skilled labour; and the South African government has also acknowledged the challenges in vocational, technical and engineering skills, in which this particular sector could play a contributory role. KwaZulu-Natal (KZN) is regarded as one of the poorer provinces, with the second biggest population in South Africa. The TVET colleges are located in all municipalities in the province of KwaZulu-Natal (Statistics SA, 2018), strategically positioned to be able to address much-needed skills capacity and vocational education.

According to Sebola (2017:29), the South African government is embracing different methods of communication as with other countries. To determine the effectiveness and efficiency of management in rendering service delivery, the quality of Marketing and Communication Policy needs to be assessed. Assessment of the policy could also assist in determining the effectiveness of its implementation in relation to the core delivery of its mandate.

Mudzanani (2018:5) states that marketing of the educational sector has become an indispensable managerial function in the current competitive environment, without which the educational organisation cannot survive. According to the Heher Commission of Inquiry that was tasked to investigate the process of administration in the higher education sector, the environmental challenges of this sector range from aspects of leadership and administration, to funding and accountability, including infrastructure and equipment (Moloi & Adelowotan, 2019:1).

This research, therefore, investigates the existing Marketing and Communication Policy of Thekwini TVET College with the aim of suggesting improvements to the implementation of said policy. Through this study, Thekwini TVET College could also be able to discern the attitudes of internal stakeholders, and their role in the implementation and efficacy of the policy. This could assist the college, as an institution of training and development, in improving service delivery and overall governance.

1.4 RESEARCH QUESTIONS

The study aims to address the following critical question.

1.4.1 Main question

The main research question for the research study focuses on what the existing Marketing and Communication Policy of Thekwini TVET is.

1.4.2 Sub-questions

- How does the implementation of the current Marketing and Communication Policy contribute to improving service delivery at Thekwini TVET College?
- What are the pre-conditions for effective implementation of Marketing and Communication Policy at Thekwini TVET College?
- What risks are involved in the implementation of the Marketing and Communication Policy?

1.5 RESEARCH OBJECTIVES

The following sections will state the primary and secondary objectives of this study.

1.5.1 Main research objective

The main research objective guiding this study is to investigate the existing Marketing and Communication Policy of Thekwini TVET College

1.5.2 Sub objectives

To accomplish the aforementioned aim of this study, the following secondary objectives were fulfilled

- Illustrate the role of Marketing and Communication Policy in service delivery at Thekwini TVET College;
- Establish the pre-conditions for effective implementation of Marketing and Communication policies at Thekwini TVET College; and
- Limit the risks involved in the implementation of the Marketing and Communication Policy.

1.6 RESEARCH METHODOLOGY

In this study, a qualitative research design was used. Since the aim was to investigate how the marketing and communication policy can be implemented, a qualitative research design was deemed the most appropriate. Through this study, context information on how Thekwini TVET College can implement marketing and communication policy is discussed.

A case study research strategy was implemented based on the questions that the study aims to handle. Data was collected through getting actively involved with the Marketing and Communication Unit of Thekwini TVET College. The case study explored the current issues and situation within TVET Colleges. Documents on National, Provincial and College Strategic Plan, Annual Performance Plans, Annual Reports was analysed, and interviews were conducted.

A transformative paradigm was used as a worldview because it is about marketing and communication activities that the College is planning to be engaged in. The pattern of activities that the TVET College embarks on was assessed to investigate their perspective of marketing and the communication policy focus. Through this study, awareness would be created about marketing and communication policy that the TVET College should implement.

The target population was the college council, principal, senior manager, middle managers and staff members. For this study, purposive sampling was employed because the researcher needed to obtain data from people who are knowledgeable about marketing and communication, and implementation of policies at the Thekwini TVET College.

In this study, thematic analysis was used because the study was analysing the marketing and communication policy. Data collected was transcribed from raw material and information that was assimilated for the study. Data was organised in a manner that would allow easy interpretation and presentation of findings in a coherent manner.

1.7 STRUCTURE OF DISSERTATION

Chapter one is an introduction to the study with a background, problem statement, research question and objectives, research methodology and the structure of the dissertation. All legislative frameworks that are in relation to TVET College and marketing and communication policy in South Africa are discussed in chapter two. Chapter two also includes a discussion on public policy implementation, especially marketing and communication policy in line with the relevant theoretical framework. A broad overview of technical and vocational education globally, continentally, nationally and provincially with more specific to Thekwini TVET College is analysed in chapter three. Chapter four concentrates on the research methodology that has been applied in the research. All data collected is systematically presented in chapter 5. This presented of data is in relation to the research questions that the study aims to handle and findings of the study. Based on the findings, there are conclusions and recommendations that are presented in chapter 6 to ensure the productive implementation of the marketing and communication policy of Thekwini TVET College.

1.8 CONCLUSION

The background and the significance of conducting a study on the perspectives of the Marketing and Communication Policy of Thekwini TVET College have been discussed in this chapter. The background provides a generic perspective of the TVET sector in South Africa, with more emphasis on the roles and responsibilities that colleges have in improving the socio-economic status of the country. The scarcity of relevant technical skills is a major contributor to the unemployment rate, and the TVET sector has a mandate to ensure that it is able to provide a vocational service. The research questions and objectives clearly state what the study aims to achieve. The chapter has elaborated on the role of Marketing and Communication in improving service delivery at the Thekwini TVET College.

In the next chapter, the researcher discusses the legislative framework that underpins marketing and communication in a TVET college in South Africa, with particular reference to the Thekwini TVET College.

CHAPTER TWO

LEGISLATIVE FRAMEWORK AND PUBLIC POLICY IN RELATION TO THE TVET COLLEGES

2.1 INTRODUCTION

This chapter presents a broad overview of the legislative framework and public policy implementation in the technical and vocational education and training sector. In a democratic country like South Africa, it is important that discussions on public administration practice starts by emphasising the legislative framework that are mandatory to that specific sector. The discussion commences by analysing the legislation underpinning the TVET colleges. The chapter discussion is premised on a public policy perspective, and is briefly discussed, with more emphasis on effective policy implementation for enhanced service delivery.

Public policy is considered a vital instrument for government to promote good governance that ensures service delivery is rendered to the public (Cloete, de Coning, Wissink & Rabie, 2018). A presentation of policy implementation should be in the context of the institutional goal of rendering improved service delivery (National Policy Development Framework, 2020).

2.2 LEGISLATIVE FRAMEWORK SUPPORTING TVET SECTOR

This discussion focuses on the South African legislative framework and its relation and context to the TVET sector.

2.2.1 Constitutional imperatives relating to the TVET sector

The Bill of Rights, as referred to in Chapter 2 of the Constitution of the Republic of South Africa, 1996 (hereafter referred to as RSA (1996)), states that all citizens have the right to access education. This includes a right to vocational education and all services offered by higher education institutions.

Of significance, is Chapter 10 of the RSA (1996) that pronounces on public administration, with the fundamental values and principles of Section 195 incorporating the following important aspects relating to service delivery:

- A high level of professional ethics (teaching, learning and management of TVET colleges should be provided within a high level of professional ethics by all officials);
- Efficient, effective and economic use of resources (utilisation of state resources aimed at improving service delivery and minimising fruitless expenditure);
- Responsive to people's needs, and the public must be encouraged to participate in policy-making (TVET colleges are public institutions and, as such, there should be evidence of public participation in policy-making to ensure that these policies are responsive to public needs);
- Accountability in public administration (as with any public institution, management must be accountable as per the principles of public administration); and
- Transparency must be fostered by providing the public with timely, accessible and accurate information (colleges should have a strategy for disseminating timely, accessible and accurate information to the public in relation to their mandate for service delivery).

It is very important that the TVET colleges practise these principles of public administration and governance in their *modus operandi* to ensure efficient and effective service delivery.

2.2.2 White Paper on Post-School Education, 2013

The purpose is to plan an agenda that states the Department of Higher Education and Training's emphasis and main concern, and that allows it to form its strategies and plans for the future. The emphasis is on post-school education and training that is an integrated system with all stakeholders playing their parts in a comprehensible, but differentiated, whole. Through their policies, DHET should also ensure that the needs of all stakeholders are prioritised, as this will promote service delivery by TVET colleges. The Thekwini TVET College is part of the post-school education system, and therefore, it is important that there is adherence to the relevant legislation; in this regard, the White Paper in context.

2.2.3 Further Education and Training Colleges Act, 2006

This legislation provides regulation for the establishment, funding and governance of public TVET colleges. The promotion and provision of further education and training, and the arrangements of frameworks in relation to education and training are implemented through this Act. The TVET colleges use this Act as a guideline for their mandate of service delivery. The framework development and implementation are based on the directives given in and through this Act. The Marketing and Communication Policy of Thekwini TVET College is also expected to take this Act into consideration in its operational and governance matters.

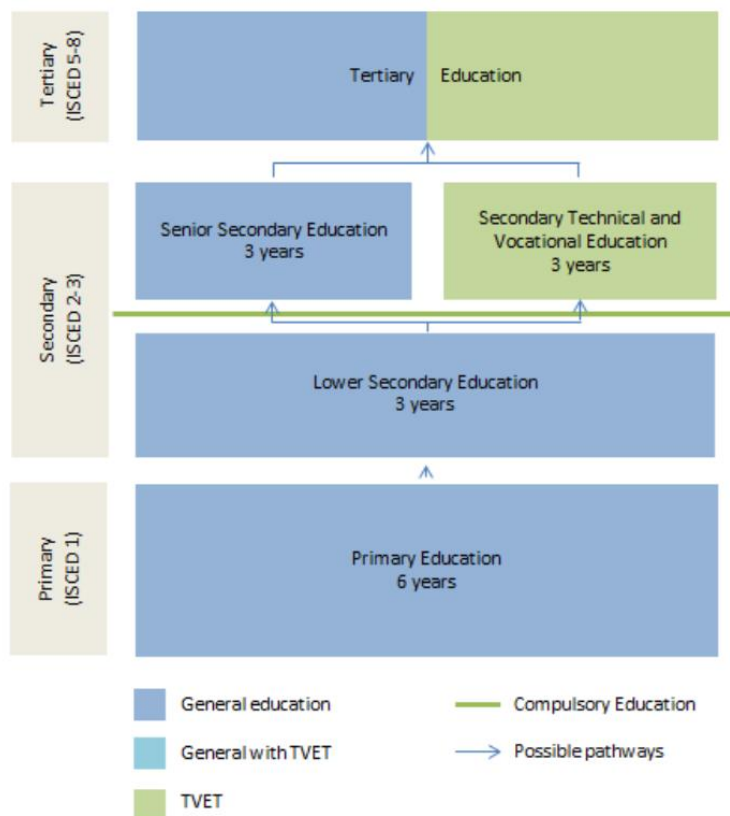
2.2.4 South African Qualifications Authority Act, 58 of 1995

The objectives of this Act include the creation of an integrated national framework for the achievement of learning; facilitation to access and mobility; and progress within paths of education, training and career advancement through enhancing education and training quality. Qualifications offered by TVET colleges are also aligned in this Act. Policies that regulate TVET colleges should also demonstrate how this Act plays a crucial role in the creation of programmes that lead to qualifications. Without an alignment of qualifications, TVET colleges will fail in their mandate of delivering programmes to alleviate unemployment and poverty in the country through vocational education.

2.2.5 National Qualifications Framework Act, 67 of 2008

This Act is responsible for the management, qualifications and quality assurance of the National Qualifications Framework (NQF). The structure below illustrates the NQF levels that exist in the SA education system. All programmes offered by TVET colleges should be accredited through this Act. Marketing and communication units should emphasise how this Act is being implemented to ensure that TVET Colleges offer quality-assured programmes. The figure below demonstrates the alignment of NQF levels that exist in the educational sector of the country.

Figure 2.1: NQF levels



Source: UNESCO (2014:8)

2.2.6 Promotion of Access to Information Act, 2 of 2000

According to the Promotion of Access to Information Act, 2 of 2000 (PAIA), the public has the right to access any kind of information held by the state. This Act supports the Citizen's Charter which defines the nature of collaboration with the citizens of the country and province. Accountability and transparency are facilitated through this Act at all levels of government. In Section 23 of the RSA Constitution (1996), it is specified that "every person shall have the right of access to information held by the state or any of its organs at any level of government. In this way, the principle of public accountability is emphasised." As public institutions, TVET colleges also have a responsibility to ensure that this Act is properly implemented. Through the development and implementation of a Marketing and Communication Policy, TVET colleges should be responsive to the requirements of this Act. Other Acts that have an impact on the development, management and governance of TVET colleges include the following:-

- The National Education Policy Act (1996) articulates the legislative, policy and monitoring tasks of the Minister, and formalises the relationships between education authorities at national and provincial levels.
- The Higher Education Act No. 101 (1997) offers an incorporated structure of higher education and recognises the Council of Higher Education.
- The Skills Development Act No. 97 (1998), amended in 2008, created the National Skills Agency; recognises the Quality Council for Trades and Occupations; and legalises skills development learnerships and apprenticeships.
- The General and Further Education and Training Quality Assurance Act No. 58 (2001) was introduced for the establishment of UMALUSI as the quality council for TVET Colleges.

Through this study, the declaration of what the TVET College intends to achieve through its Marketing and Communication Policy was evaluated.

2.2.7 National Policy Development Framework, 2020

Policy instability was identified as a concern by the National Development Plan (NDP) 2030. Challenges identified that led to the formulation of this framework include leadership; sound policies; skilled managers and workers; and clear lines of accountability, including the consistent and fair application of rules. Through this framework, the NDP aims at improving policy co-ordination and implementation for enhanced service delivery.

2.3 MARKETING AND COMMUNICATION POLICY IN A TVET COLLEGE: PUBLIC POLICY PERSPECTIVE

This section offers an in-depth discussion of the Marketing and Communication Policy as a public policy initiative in relation to TVET colleges.

2.3.1 Definition of public policy

Various scholars define public policies differently. Some of the definitions that are most appropriate for this study are highlighted in the discussion that follows.

Fox, Schwella and Wissink (1991:27) define policy as “a declaration and implementation of intent.” Cloete (2006:126) defines policy as “a declaration of intent to do something or to have it done by specified institutions or functionaries as prescribed.” According to Cloete and Wissink (2000:3), policy is defined as “a statement of intent.” The authors believe that a “policy specifies the basic principles to be pursued in attaining specific goals. Policy interprets the societal values, and is usually embodied in the management of pertinent projects and programmes.” Cloete and Wissink (2000:11) define public policy as “a formally articulated goal that the legislator intends pursuing with society or with a societal group.” The National Policy Development Framework (2020: 8) defines a policy as an “organisation’s stated position on internal or external issues. It provides the written basis for an organisation’s operations and informs legislation, regulations and the organisation’s governing document. Cloete (2006:126) defines policy as “a declaration of intent to do something or to have it done by specified institutions or functionaries as prescribed.”

This study leans on the definition by Cloete (2006) considered as appropriate because the study aimed at analysing the Marketing and Communication Policy perspective of Thekwini TVET College. Through the study, the declaration of the TVET College’s intent to achieve its Marketing and Communication Policy was evaluated. For this reason, it becomes necessary to look into the factors that influence public policy.

2.3.2 Factors that influence public policy

As TVET colleges are public institutions in South Africa, development and implementation of policies are aimed at improving service delivery rendered to the public. Factors that can influence public policy are identified by Cloete (2006:133) as follows:

- Environmental circumstances under which that particular institution operates include internal and external environments.
- Expectations and needs of communities are the main reasons why public institutions exist. It is therefore, essential for the expectations and needs to be considered.
- In a democratic country like South Africa, it is important for the policies of political parties to be taken into consideration.
- Interest groups’ activities and representations might put pressure on the public policies.

- Heads of political parties also play their roles as legislative institutions on policy matters.
- Thorough research and investigation, educated and experienced officials might assist in advising senior officials on critical matters.

Cloete and Wissink (2000:252) believe that the success of a policy lies in it being part of a “holistic approach to integrated, sustainable management and delivery networks, and the consolidation of a mass development culture with a strong work ethic throughout society to avoid discontinuities.”

2.3.3 Marketing of public policies

The policy developer has a responsibility to market the policy to all relevant stakeholders before it is implemented. This process assists in ensuring that all possible risks and challenges in the implementation are minimised.

According to Cloete (2006:143), the intention to market the policy should be to simplify:

- Objectives of the policy: The Marketing and Communication Policy of Thekwini TVET College should clearly stipulate what it means to achieve the strategies in order to improve service delivery of the College.
- Implications of non-compliance to the policy: All stakeholders need to know the consequences for non-conformance because this would have a negative impact on service delivery.
- Required resources for the implementation, which includes human capacity; finance; skills; infrastructure; and technological resources are some of the resources that are required for the effective implementation, and these should be clearly defined in this policy.
- Timeframe for the implementation of the policy: The implementation process of this policy should be guided by timeframes for the evaluation and monitoring processes to determine whether it meets the intended mandate.
- Roles and responsibilities for the implementation: Roles and responsibilities need to be clarified for all stakeholders to have the required input to ensure effective implementation.

2.4 PUBLIC POLICY IMPLEMENTATION

There are different steps in policy implementation that scholars have developed. The research concentrates on these seven factors as the most appropriate for the study.

According to Mthetwa (2014:16), the essential function of the entire process of public policy is the implementation process because it plays a pivotal and salient role in the effectiveness of the public policy process. To emphasise the importance of policy implementation, Howie and Stevick (2014:582) recommend that “policies cannot be separated from practices.” Lack of consultation and participation is explained by Mkhize (2015:193) as a systematic problem that faces the efficacy of policy implementation.

To counteract this challenge, Mthethwa (2012) identifies seven factors to be considered in policy implementation:

- Formulation and dissemination

There should be a clear structure of goals, objectives and the target audience that the policy seeks to address. The study should investigate if there are clear goals, objectives and a target audience that the Marketing and Communication Policy is aimed at.

- Social, political and economic context

Contextual and environmental factors have an influence on the formulation and implementation of the policy. The environmental analysis includes the political, environmental, social, economic and legal culture that surrounds Thekwini TVET College and should also be considered in the successful implementation of the Marketing and Communication Policy.

- Implementation leadership

Strong leadership and commitment are critical for translating policies into practice. For any policy to be successfully developed and implemented, leaders should show strong commitment towards its success. Leadership should take accountability for the implementation of policies as this will reflect on their service delivery mandate. The King VI Report (2016: 20-24) places more emphasis on good governance as a requirement for effective leadership. The Marketing and Communication Policy should clearly stipulate the roles and responsibilities of personnel in its implementation.

- Implementation stakeholder involvement

There should be mutual engagement among different stakeholders during the implementation of the policy. Public institutions have to account to the public, through the implementation of policies, and TVET colleges should consult with all stakeholders involved to cater for their needs. Mmako and Schultz (2016:144) raised the concern that a number of researchers have investigated the issue of employee engagement, however the amount of empirical research investigating the matter of engagement at TVET colleges in South Africa is limited.

- Implementation resources and planning

A comprehensive plan is a requisite for resource planning, managing and financing implementation. As stipulated in the Public Finance Management Act, all public institutions are guided by this Act in their financial expenditure. TVET colleges should also have a proper plan for the implementation of policies to ensure that fruitless expenditure is avoided. Proper allocation of resources (both human capital and financial) should be properly planned and managed.

- Services and operations

There should be co-ordination of all services and operations, including with all other units of the organisation. Collaboration between all units and campuses in a TVET college is important in the formulation and implementation of this policy. The implementation might require the involvement of other units, like information and technology specialists, students' support services, and academic staff members. It is therefore important for all internal stakeholders to know their roles as this would have an impact on the holistic and integrated approach to enhancing service delivery in the college.

- Progress and results of feedback

Continual assessment on the progress should be done to obtain feedback on the progress and results of implementation. Implementation of Marketing and Communication Policy should cater for continual evaluation to ensure its relevance to service delivery. This should be part of quality assurance for monitoring and evaluation of the policy implementation.

Public officials responsible for policy development, implementation, monitoring and evaluation should have the following basic skills: management; communication; problem-solving; team building; operational capacity; implementation; political understanding; evaluation and assessment (Cloete & Wissink 2000:268-269). These skills are essential for an effective and efficient policy implementation process to ensure that policies meet their goals of improving service delivery.

Barabach, Bohlinger and Wolf (2021:340) places more emphasis on the different definitions that have emerged in an academic world, and makes it difficult for a policy transfer to be clearly defined. The World Bank has paid out 66 USD supporting all kinds of education, including adult, vocational and lifelong learning. Policy transfer is used as a general term for the transfer of strategies, procedures, concepts and measures.

2.5 THEORETICAL FRAMEWORK AND POLICY IMPLEMENTATION IN A TVET COLLEGE

Theoretical framework is described by Molobela (2021:210) as an attack that exist in the theories that guide policy process as a model. This study applies the 7C Protocol Theory as the most relevant theoretical framework because the study concentrates on the key aspects relating to this implementation guide for the policy. Originated from 7C Protocol Model that was described as a fundamental to effective policy implementation by Brynard, in Cloete and Wissink (2000:178-186), two more Cs, communication and coordination were added.

THEORISING THE 7C PROTOCOL TO THE TVET SECTOR

According to the 7C Protocol Theory, implementation of the policy is the main determinant in the process of policy-making. There are seven significant factors that have an impact on the success of the Marketing and Communication Policy, and these are discussed with relevance to the case study as follows:

2.5.1 Content

The content should concentrate on the goals of the policy. The Marketing and Communication Policy should have goals or objectives that it seeks to achieve within the Thekwini TVET College. There should also be methods that should be employed to address any identified challenges. It is focused on what the policy seeks to achieve in relation to vocational education and governance within the college.

2.5.2 Context

There should be a consultation process with all main stakeholders and decision-makers who participate in the communication process. Amendments and ratification should be adopted by senior management before the policy is recognised. Starting from College Council, as the

governing body in a TVET college, to all levels of management and staff, there should be evidence of consultation before adoption and implementation. Currently, focus on the context of the TVET sector is a national imperative by the South African government to focus on building the skills set of the current and future generation of learners, and ultimately it is hoped to make a valuable contribution to the socio-economic aspects of society at large.

2.5.3 Commitment

Line managers responsible for the implementation of the policy should be committed to ensuring that the intended objectives of marketing and communication are realised. According to Cloete and Wissink (2000:181), there are two propositions that have an impact on the implementation, and they are as follows:

- Commitment at all levels is important to implement the policy as effectively as possible. All stakeholders involved in the implementation should commit themselves, especially the Marketing and Communication Manager as the custodian of this policy.
- Through inter-linkage of all five factors, they would be able to influence, and be influenced by one another. All units and campuses should also understand how their services and operations influence, and are influenced by the implementation of this policy. As this policy is meant to improve service delivery at Thekwini TVET College, it is important that officials responsible for teaching and learning are also committed to its implementation.

2.5.4 Capacity

The line function managers should have the relevant skills and knowledge to render communication services, because they are the custodians of marketing, communication and information dissemination.

Cloete and Wissink (2000:181) define capacity as the “structural, functional and cultural ability to implement the policy objectives of the government,” which include technological; human; financial; logistical and intellectual capacity. Other fundamental capacities required are commitment; leadership; motivation; endurance; and willingness. In this study, the fundamental capacity for the effective implementation of policy is analysed to assess the state

of readiness of Thekwini TVET College to implement its Marketing and Communication Policy. The study also analyses whether the drafting of the policy was realistic and whether the college has the full capacity for its effective implementation.

2.5.5 Client and coalition

All stakeholders (external and internal), as beneficiaries of the Marketing and Communication Policy, have to support and become positively involved with the implementation of the policy. Feedback needs to be provided for service delivery to improve. This partnership of stakeholders would have a direct impact on the policy implementation process.

According to Cloete and Wissink (2000:170), each of these variables is linked, dependent on, and influenced by one another. Other units like Information and Technology should provide their expertise in supporting successful implementation. Kraft and Furlong (2013:85) further explain that the public policy process highlights the relationships among policy stakeholders within each phase of the policy process model.

2.5.6 Communication

In support of the 7C Protocol Theory, it recommends the inclusion of communication as a sixth 'C' in the implementation of these factors. This study focuses on the Marketing and Communication Policy, and as such, it is therefore important for communication to be considered as an integral factor in the implementation process.

For any policy to be well analysed, the following basic skills are required: problem-solving; management; communication; political understanding; team-building; implementation; assessment; evaluation; and operational capability (Cloete & Wissink 2000:268-269). The study focuses more on the implementation skills that are deemed fundamental to ensuring effective policy in practice.

According to Mkhize, (2015:193), effective communication and participation of relevant stakeholders must occur timeously to avoid challenges of non-compliance with the policy. Lack of effective communication can therefore lead to non-compliance in the implementation

of a Marketing and Communication Policy in a TVET college. Men, Qin and Mitson (2021:4) emphasises the importance of charismatic leadership communication in communicating vision, passion and care of an organisation. Through charismatic leadership and organisational engagement, the outcome of employees' communication is influenced and improved. The communication method used in communicating the policy would have a profound impact on the effective implementation of the policy.

2.5.7 Coordination

The other additional protocol added to the policy construct is that of co-ordination. According to Burger (2015:94) in Molobela (2019:216), coordination is the most important tool for ensuring the success of policy implementation. Coordination plays a crucial role because if all variables such as content, context, commitment, capacity, clients and coalitions, and communication are put into place, and no one is willing to coordinate, then the resultant effect is poor policy implementation might partly be experienced. Molobela (2019:216) emphasises the importance of coordination as a variable that is referred to develop and use, whilst it embodies in an organisation as a tool to induce a desired behaviour in policy implementation.

2.6 CONCLUSION

The legislative framework provides a clear guideline on how TVET colleges ought to operate. As TVET colleges are government institutions, the implementation of policies in these institutions should follow public administration principles on how public policies ought to be implemented. This research concentrates on the implementation process of public policy; hence more discussion is focused on the implementation. The Marketing and Communication Policies of TVET colleges are therefore expected to follow the procedure for how public policies ought to be implemented by government in South Africa to ensure that service delivery is maximised, and in accordance with the mandate of vocational education as a priority area in the country.

The next chapter focuses on a review of the state of TVET colleges in South Africa in relation to the Marketing and Communication Policy, with an in-depth perspective from various sources of literature on the TVET sector.

CHAPTER THREE

AN EXPOSITION OF THEKWINI TVET COLLEGE

3.1 INTRODUCTION

The purpose of this chapter is to review the existing literature on the TVET sector in general, and more specifically, the Thekwini TVET College, in relation to the Marketing and Communication Policy. Both earlier and contemporary literature has been reviewed, with an overview of the TVET sector globally, continentally and nationally; the South African framework input to the service delivery mandate of the TVET sector; and the role played by the Marketing and Communication Policy in improving service delivery within this college environment, especially this case study of Thekwini TVET College.

Creswell (2014: 25) defines a literature review as a process where the researcher evaluates articles; journals; books; government documents; electronic information; and other documents that discuss the past and current information on a research topic. This chapter is focuses on classifying literature into specific themes relating to the area of the research study.

3.2 OVERVIEW OF TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING

Globally, the TVET sector is recognised for its role in the development of vocational education and skills. In analysing the overview of this very important sector, this discussion is concentrated on an international, continental and national level.

3.2.1 International overview of TVET sector

International organisations have prioritised the TVET system because of the role it plays in creating skills and in the economic development of countries. As South Africa is also a member of the United Nations Educational, Scientific and Cultural Organisation (UNESCO), there are strategies that have been crafted that the country is also responsible for implementing (UNESCO 2016).

UNESCO implemented a six-year strategy called Strategy Technical and Vocational Education and Training (2016-2021). The strategy aims at offering strong support in the improvement of policies and systems for TVET colleges.

Rasool and Mahembe (2014) explain that countries like Singapore and Korea have the most successful TVET systems because their governments ensured that this system was restructured in line with the stage of economic development in the countries. This is significant as the role played by TVET colleges contributes to addressing the social and economic conditions in the country.

It is recognised by Eichhorst, Nuri, Planas, Schmidl and Zimmermann (2015: 315) that the vocational education and training is globally alleged to be the solution for young people and an opportunity to improve their skills and motivate them to continue with higher education. There is also an argument by researchers, policy-makers and experts that vocational education prepares youth with skills for an easy access into the labour market. In countries where large vocational schooling system is maintained as part of secondary education, there is a division between vocational and general education (Nuri, Planas, Schmidl and Zimmermann (2015: 316).

3.2.2 Africa's overview of the TVET sector: Continental perspective

The Africa Union Commission (2018:9) expressed a concern that the TVET sector is still characterised by under-resourced equipment; damaged infrastructure; a lack of inter-sectoral linkages; limited management information systems; curricula challenges and poor human resources. Poor relations with the labour market, insufficient trained personnel and inadequate education and training programmes are identified as the main reasons for the challenges that hamper the professional and technical skills capacity building in many countries in Africa.

Fragmented policy and legislation are identified as reasons for the poor service delivery of the TVET system in Africa. There is no consistency in how the TVET system is co-ordinated because it is under various ministries. The Africa Union Commission (2018:14) therefore emphasises a need for a unified policy and legal framework.

Pharatlhatlhe and Byiers (2019:1) argue that other extraneous factors also contribute to the high rate of youth unemployment in the South African Development Community (SADC).

This includes a system of education that is unable to provide access to education; misalignment of education to the needs of the industry; and also, the production of TVET graduates without the relevant skills required by employers.

3.2.3 National perspective on the South African TVET sector

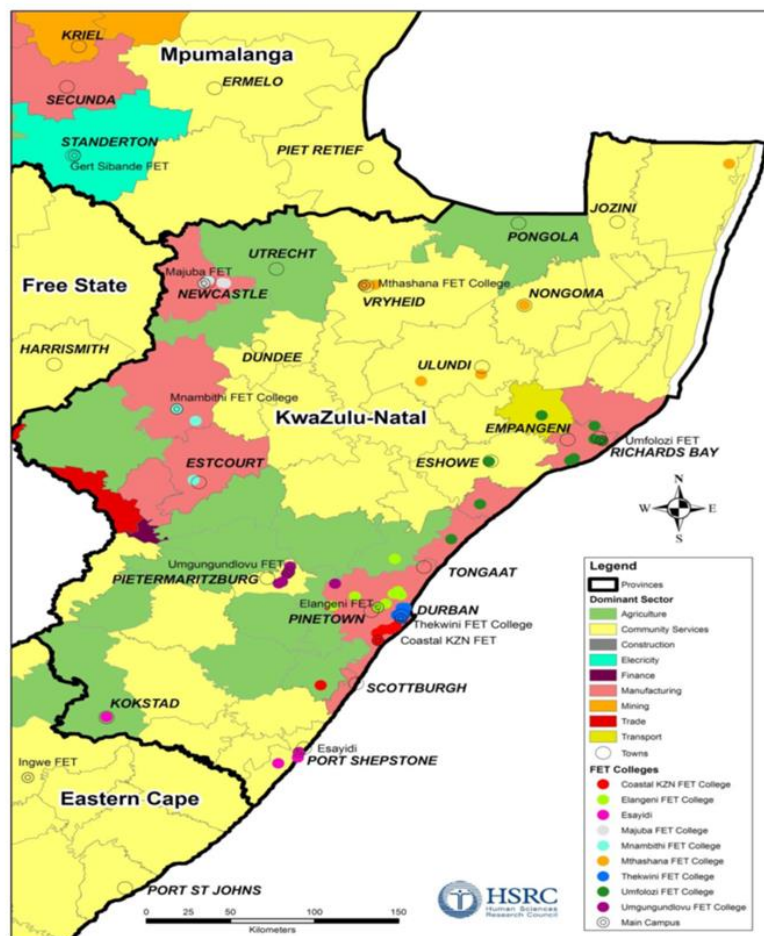
According to Badenhorst and Radile (2018:2), there is a concern that, while internationally, vocational systems are exceptionally good, in South Africa, the quality is not considered as an important issue to be addressed. Considering the challenges of unstable, unclear and contested macro-economic policies, it is obvious that the TVET college system in South Africa needs to be strengthened in order to render access to differentiated and high quality technical vocational education.

The huge structural, curricular and institutional changes that the TVET colleges have experienced since 2000 (Buthelezi, 2018:366) pose further challenges in this regard. They started with the amalgamation of 150 technical colleges and teachers' training colleges into 50 TVET colleges that were multi-sited to increase accessibility to all learners.

3.2.4 Provincial perspectives on the TVET colleges: Focus on KwaZulu-Natal

KwaZulu-Natal has nine TVET colleges located in all district municipalities to service the various geographical localities, with a provincial office based in Pietermaritzburg.

Figure 3.1: Location of TVET colleges in KwaZulu-Natal



Source: HSRC (2014)

3.2.5 Thekwini TVET College overview

This college is situated in Durban within eThekwini Municipality. It has six campuses focusing on vocational skills and capacity building. eThekwini Metropolitan Municipality is the only metropolitan municipality in KwaZulu-Natal. The Thekwini TVET College is situated within this municipality in Durban. Durban is the central economic hub of KwaZulu-Natal with land and sea economies. As one of the nine public TVET Colleges in KwaZulu-Natal, Thekwini TVET College exists as a result of the merger of three former technical colleges and one teachers' training college. This college has six campuses that are located within a ten-kilometre radius of its central administration office.

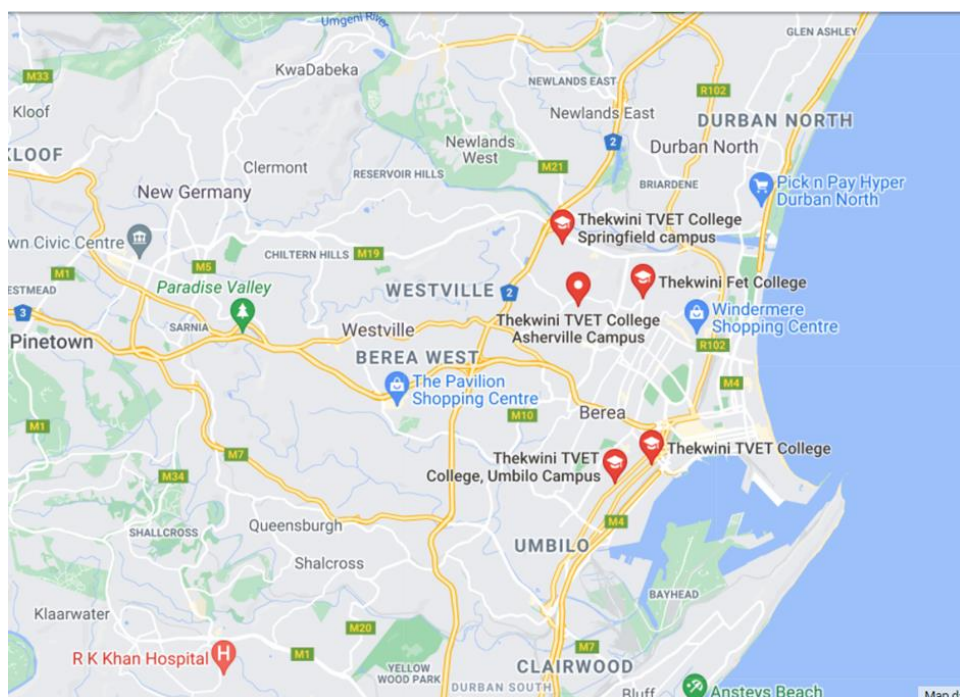
The six campuses are listed as follows:

Table 3.1: Thekwini TVET College campuses

CAMPUS	LOCATION	DISTANCE FROM CENTRAL OFFICE
Asherville	Asherville/Sydenham	0 km
Cato Manor	Mayville/Chesterville	6.7 km
Centec	Morningside	3.4 km
Melbourne	Dalbridge – outskirts of CBD	8.0 km
Springfield	Springfield/Clare Estate	3.5 km
Umbilo	Umbilo/Glenwood	8.5 km

Source: Thekwini TVET College (2020)

Figure 3.2: Location of Thekwini TVET College campuses



Thekwini (2020:16) indicates that Durban has the advantage of both land and sea economies, with a number of industries based in Durban which has the biggest harbour in South Africa, as well as King Ushaka International airport and Dube Trade Port. Tourism is one of the main drivers of Durban's economy, because of its coastal location, and tourist attractions and hospitality. King Ushaka International Conversation Centre, situated in the centre of Durban, has garnered much international attraction for the world class events it has hosted. Thekwini

TVET College offers programmes across its campuses that cover both the National Certificate Vocational, Report 191 (formerly known as Nated courses) qualifications and familiar skills programmes.

3.3 FUNCTION OF THEKWINI TVET COLLEGES

According to the White Paper on Post-School Education, there has been a large increase in the enrolment in TVET colleges, from over 345 000 in 2010 to an estimated 650 000 in 2013; with the aim of an overwhelming 2.5 million by 2030. This increase was based on improving college responsiveness to local labour markets, the development of infrastructure and student support services.

UNESCO (2016) placed an emphasis on TVET colleges being responsible for preparing young people with the relevant skills required by the workforce. Thekwini TVET College also has the ability to be responsive to the skills demanded by communities and industries, to increase productivity, and to assist in increasing wages.

Through the work-based learning offered by TVET Colleges, barriers to accessing the world of work are reduced by ensuring that certified and recognised skills are gained. Low-skilled people also have opportunities to develop their skills to prepare them for employment. Thekwini TVET College has a Skills Unit that is responsible for offering skills and occupational programmes that are required for employment. These programmes are accredited through various Sector Education and Training Authority (SETAs).

3.4 CHALLENGES FACING TVET COLLEGES

The challenges of the TVET system are not only a South African issue. They also exist in other countries like Pakistan, as stated by Chamadia and Shahid (2018:10), in that these institutions are urban-centred and still in an evolutionary phase. This raises the issue of accessibility and equity in the success of TVET colleges.

As a developing country, South Africa has challenges with the service delivery that is expected from TVET colleges in terms of their legislative mandate. It is important for all

decision-makers in the TVET sector to know and understand these challenges in order to ensure that solutions are strategically crafted. Strategists have to develop strategies and operational plans to ensure that they are able to address these challenges. These challenges have a negative impact on the service delivery of colleges. Marketing and communication policy-makers also need to research and create approaches and strategies to best address these challenges. The importance of discussing these challenges in this study is to highlight how the policy implementation process could develop operational plans that will address these challenges. Policies should be practical and realistic in the environment where they will be implemented. It is therefore crucial for Marketing and Communication Policy implementation to have a clear understanding of these challenges for streamlining its method of operations relating to service delivery. If these challenges are not understood, implementation of policy will not meet its mandate to provide critical support for service delivery at TVET colleges.

3.4.1 Infrastructure

Technical colleges are using the same physical infrastructure that was inherited from the Technical Colleges and Colleges of Education. After the merger in the early 2000s, minimal structural upgrades were done to accommodate the implementation of the TVET system. It was only in 2006 did government put aside a recapitalisation budget to cater for the implementation of the NC (V) programme. With the onslaught of the Fourth Industrial Revolution, it is not clear how well prepared the TVET colleges are in KZN are, as they currently lack the basic operational infrastructure for quality service delivery and efficient governance. The Thekwini TVET College inherited buildings and infrastructure that previously belonged to Technical Colleges and Colleges of Education, and the state of these assets requires ongoing attention.

3.4.2 Programme offerings

TVET colleges mainly offer Report 191 and NC (V) programmes which are fully funded by the government.

Buthelezi (2018:378) states that TVET college graduates do not easily find jobs and very few of them are entrepreneurially-minded. A change of curriculum and the implementation of

NC (V) has been identified as a challenge since industries are not happy with its design and implementation. Though NC (V) was intended to address skills scarcity and create employment, instead it led to the TVET colleges programmes being unpopular with employers. Lack of support for the programme and scepticism by the graduates has led to a loss of confidence in TVET colleges as providers of contributing to the skills development agenda in the country. There was therefore, unintended outcomes: TVET colleges were revitalised to cater for skills development and to contribute to the economy, but have instead ended up contributing to a growing number of graduates that are unemployable.

Swales and Roodhouse (2004: 31) says that policy initiatives need to be supported so that occupational standards can be strong. There should collaboration between the skills sector and universities to bring the skills gap with an up-to-date knowledge in each skills area. Traditional universities should develop an integrated approach with attributes required by employers into their curriculum.

3.4.3 National Student Financial Aid Scheme instability and funding

The system of paying for tuition fees has an effect on the extent and quality of service delivery expected from the higher education institutions (Mason, Mbambo & Pillay, 2018: 25). In recent years, government has increased the funding for the National Student Financial Aid Scheme (NSFAS), which is now paying students transport and accommodation allowances. This initiative was aimed at assisting parents whose income does not qualify them for loans from private financial institutions. The NSFAS was also aimed at increasing accessibility to post-school institutions for students to study; including, in this context, vocational education at the TVET colleges.

Mason et al. (2018: 25) argue that, when parents are paying the tuition fees, there is a high expectation of service delivery. With NSFAS paying the tuition fees, it is noted that students have become uncaring about the quality of service delivery they receive.

The NSFAS allowances for transport and accommodation are seen as the main reason for a spate of ongoing student unrests in the TVET colleges. Students enrol at Thekwini TVET

College with the expectation of getting these allowances. However, should there be delays in the payment, students then consider that the service quality is unsatisfactory.

3.4.4 Competency of lecturers

Buthelezi (2018: 367) says that there is diversity in terms of social background, educational qualifications and historical background of the TVET colleges' lecturers.

Badenhorst and Radile (2018:1) say the diversity in the complement of lecturers reflects provincial demographics of the country. For example, KwaZulu-Natal will be dominated by IsiZulu-speaking Africans. There were 12 000 lecturers in the TVET colleges and 737 880 students, with an average student-teacher ratio of 70:1 (DHET 2015). These figures are based on a national average statistical report of the Post-Education Sector. The majority of these lecturers hold different qualifications, but do not have a professional qualification for teaching at a TVET College. The older lecturers possess specialised work experience as artisans, trainers and facilitators; while the new lecturers may only be in a possession of a diploma and/or degree qualification. This has brought about challenges in terms of bringing together a qualified and experienced cohort of persons who possess the right skills set to contribute to theory and practice in their vocational teaching and learning methodologies with the students.

In dealing with this challenge, Thekwini TVET College, through DHET, implemented a new qualification to assist lecturers to become qualified teachers. This would connect the world of work and education. Through programmes like work-based experience, TVET lecturers go into industries to gain more experience on the latest trends or requirements that are needed for employment through a planned work programme.

3.4.5 Industry involvement

According to the White Paper on Post-School Education (2012: xii), TVET colleges must strengthen partnerships with employers in order to locate opportunities for Work Integrated Learning (WIL). Through WIL, students are placed in a workplace for the completion of their studies, and lecturers also get exposure so that they can be well-informed of the latest

development in the industries. The approach and emphasis on WIL are being given considerable attention to ensure that the right mix of industry exposure is built into the mainstreaming of programmes offered by the college, and the marketing of this exposure can be seen as a fundamental initiative to the positive uptake and image of the TVET sector.

By having partnerships, industries also have an opportunity to advise TVET colleges on issues of curriculum and practical integration. Experts from the industry might even occasionally be invited to teach at the colleges. The White Paper further emphasises the importance of SETAs in the facilitation of these relationships. Curricula should be responsive to the local labour market and in this regard, SETAs request that specific development goals be identified as niche areas of specialisation for the colleges.

Buthlezi (2018:378) argues that a mismatch between the skills produced by the colleges and the skills required for employment is a reason for the non-employability of TVET college graduates. With the implementation of NC (V), industries were not happy for not being consulted when the curriculum was being developed. This lack of proper consultation led to wasteful expenditure because millions of rands were spent to revitalise a system that is not fulfilling its mandate of creating employment and fostering the necessary practical skills set that is so urgently required in the country.

3.4.6 Leadership and governance

UNESCO (2016:8) has identified the lack of partnership and lack of capacity as major challenges in many countries because, as is the case with the TVET colleges, policies and strategies are developed but not properly implemented. To support policy implementation, UNESCO committed itself to assisting countries with the creation of effective institutions and partnerships at all levels, nationally and locally. The focus was mainly on supporting the development of ministries, agencies and the TVET college leaders. The commitment was to implement this support through the UNESCO-UNEVOC International Centre and its TVET Leadership Programme, which was significantly aimed at building the capacity of heads and leaders of colleges and TVET teacher training institutions.

Students' performance and their improved outcomes are as a result of effective leadership in education. Badenhorst and Radile (2018:4) argue that instructional leadership is a key fundamental for educational leadership. Badenhorst and Radile (2018:4) place emphasis on the fact that, though instructional leadership is regarded at schools as a productive kind of leadership, it can also be applied to TVET college leadership because schools and colleges use the same staffing and management models, with campus managers regarded as school principals.

The Training Needs' Assessment Study commissioned by DHET in 2014 concluded that there are leadership challenges in TVET colleges which are related to management skills, as well as lecturer challenges in various fields of teaching and learning. These challenges have an obvious impact in the lecturers' capabilities to be effective, competent and productive in their lecturing duties.

3.4.7 Risk management in TVET Colleges

Moloi (2018: 120) argues that the literature on the disclosure of risks indicates that organisations are not disclosing the information that could be deemed useful for effective decision-making by stakeholders. The implication for this lack of disclosure is that TVET colleges could be wasting the opportunity to highlight the challenges that they face to the stakeholders.

Moreover, highlighting the challenges would have to be followed by a rigorous risk management process. It is recommended that the DHET emphasises in its reporting guidelines that TVET colleges utilise the annual reports as a communication channel to reach out and communicate the effect of uncertainties on their organisational objectives. Through the College Council, the Thekwini TVET College has an Audit and Risk Sub-Committee that is responsible for risk identification and mitigation to avoid and reduce the impact thereof, and to scale up opportunities to address any potential or current risks facing the college.

PESTEL ANALYSIS

In analysis of an external environmental factor of the Thekwini TVET College, below is the PESTEL Factors, according to the Thekwini TVET College Strategic Planning document of 2022.

Table 3.2: PESTEL Analysis of Thekwini TVET College

Pestel Factor	Thekwini TVET College analysis
Political	<ul style="list-style-type: none"> • Government elections will impact the political landscape and the college. • Merging of the Ministry of Higher Education Higher and Science and Technology and Innovation. • Labor unions and Student formations dissatisfaction and unrest. • Mismatch of ministerial programmes and industry requirements. • Demands in respect of NSFAS – gadgets and data.
Economic	<ul style="list-style-type: none"> • Recession and the impact of Covid-19 and lockdowns on livelihoods. • Unemployment rate in South Africa, KZN and Durban is constantly increasing. • Discretionary grants by SETAs and NSF funding. • Based on the National funding model, the College is receiving less funding. • Economic constraints impact infrastructure, staffing and available resources. • Economic instability in SA and the increasing rise of the recession. • New infrastructure programmes by DHET. • Economic demands from students place pressure on the College (e.g. textbooks, allowances, etc.). • Changing labour market profile in KZN. • SMME development and entrepreneurship. • Remote working as a result of the COVID pandemic and rotational work hours.
Social	<ul style="list-style-type: none"> • Personal hygiene and Covid-19 etiquette. • Entitlement and dependency on social grants including NSFAS.

	<ul style="list-style-type: none"> • Social diseases (substance abuse, Covid-19 pandemic including HIV/Aids. • Mental health, stress and anxiety issues. • High levels of poverty and lack of food security. • High levels of crime; gender-based violence and femicide. • Lack of social cohesion; intolerance between different races, religions, LGBT individuals. • Training for relevance - industry alignment. • Health challenges: Access to healthcare. • Social welfare interventions for students and staff. • Child-headed households. • Rural to urban migration (urbanisation). • Students adapting to 'urban life' (including the "Blessee and Blesser" phenomenon and syndrome). • Quality of living standards in the hostel or student residences.
Technological	<ul style="list-style-type: none"> • Rapid rate of change, technology and knowledge production. • State of readiness and uptake for the Fourth Industrial Revolution. • Access to the internet given the rising cost of data deemed as expensive. • Update hardware and software for academic and administrative purposes. • Fast track E-learning and remote/virtual communication due to Covid-19 and the 'new normal' world of work. • Funding of IT infrastructure (e.g. WIFI, computers, data) remains an ongoing challenge. • Frequent technology development - struggle to keep up due to a lack of resources. • Financial constraints make technology in affordable. • Additional infrastructure and equipment required for online T&L.
Environmental	<ul style="list-style-type: none"> • KZN major infrastructure projects and its impact on the environment. • Natural resource crisis (water) and frequency of natural disasters. • Load shedding and power outages. • Implementation of green world (paperless world).

	<ul style="list-style-type: none"> • Air pollution affecting staff and students: <ul style="list-style-type: none"> ▪ Carbon footprint reduction ▪ Renewable energy • Waste management (land refill sites closer to campuses). • Communicable disease (HIV, TB, obesity and Covid-19). • Campuses next to informal settlements and illegal dumping.
Legal	<ul style="list-style-type: none"> • Legislation, governing prescripts and policies that regulate the college. • Constitutional rights of students. • Misconduct and disciplinary hearings. • Labour disputes. • Gender issues and people with disabilities. • POPI Act - access to information. • OHSE compliance. • Disaster Management and lockdown regulations.

Source: Thekwini TVET College Strategic Document of 2020

3.5 IMPROVING SERVICE DELIVERY THROUGH COMMUNICATION

The Government Communication and Information System (GCIS), as the protector of government communications, has drafted a communication policy to reinforce government communications, with the aim of delivering on its obligation. This is in line with a developmental communication approach approved by government (GCIS 2018:7).

The Government Communication Policy (2018: 9) aims to:

- Ensure that all communicators function from a developmental communication paradigm;
- Strengthen a government communication system that permits citizens and the global community to contribute to, and take up opportunities from, government policies and programmes;
- Ensure that communication at all levels of government;
- Build a system that is client-based and citizen-centred;
- Ensure that communication is provided in all official languages;

- Co-ordinate communication so that all government departments and agencies work collaboratively to deliver clear and effective communication to people;
- Prescribe the communication policy, provides for the regulations, processes and procedures, and assigns responsibilities within and across government spheres so as to ensure that communication objectives are achieved;
- Advocate for communication as a strategic function;
- Ensure efficient use of the current government communications infrastructure; and
- Create an effective feedback mechanism between government and the public.

From the foregoing discussion, it can be said that since government departments have their key responsibility mandates, it therefore becomes a challenge for GCIS to co-ordinate government communication holistically. Government departments concentrate mainly on their core business of service delivery, and that leaves the public uninformed about government projects because of the compromised communication.

Sebola (2017:320) has argued that it is not the communication tool that government has adopted that determines the success of the of communication objectives, but more importantly, the effective use of those communication tools. DHET has a service delivery charter that clearly explains the responsibilities of this department. As part of this service delivery charter, the department commits itself to openness and transparency through PAIA. DHET commits to offering customers access to information through workshops; roadshows; imbizos; media releases; publications; consultative forums; and the Annual Performance Plan.

The Government Communication Policy document approved by Cabinet on 22 August 2018 provides a clear mandate of the roles, responsibilities and structures of government communication in the country. Lines of communication explained in this policy include media engagement; online communication platforms; crisis communication; marketing and campaign management; internal communication and research.

Moss, Newman and DeSanto (2005: 879) identify five dimensions as essential communication for a manager's responsibility. Those dimensions are policy and strategy advisor; communication technician; monitor and evaluator, problem-solver and management experts. It is therefore, clear that policy and strategy are considered as one of the fundamental

responsibilities of a communication manager in an organisational setting, and this applies with relevance to the TVET sector.

In South Africa, each college creates policies that are in line with their geographic, societal and economic environments, and these policies are based on the guidelines of DHET. The TVET colleges in KwaZulu-Natal have a Marketing and Communication Forum where all practitioners responsible for marketing and communication in all nine TVET colleges (including regional offices) are represented. Through this forum, a generic Marketing and Communication Policy was created. It then becomes the responsibility of each college to modify it to suit their goals and objectives and to focus their actions towards a results-based approach.

3.6 MARKETING AND COMMUNICATION POLICY OF THEKWINI TVET COLLEGE

Thekwini TVET College has one Marketing and Communication Policy that is divided into sub-topics in terms of the policy provision.

3.6.1 Purpose

This policy aims to ensure that communication, public relations and marketing is undertaken by Thekwini TVET College which:

- Creates awareness of vocational education, training and services offered by the College;
- Provides internal and external stakeholders with accurate, complete and up-to-date information;
- Fosters mutual respect and understanding between the College, its public and key stakeholder groups;
- Obtains and retains the goodwill of the public and key stakeholder groups;
- Mitigates any reputational risk arising from negative perceptions that could harm the College image or impact negatively on College operations;

- Manages the College brand in order to create and maintain a positive image of the College, both internally and externally; and
- Reviews the process at periodic intervals to ascertain impact and identify opportunities for improvement.

3.6.2 General Principles

General guiding principles of this policy are set to be pro-active, transparent, apolitical and empowering.

3.6.3 Terminology

All terminologies used in the policy are listed and defined.

3.6.4 Scope of Application

This policy applies to all Thekwini TVET College staff, students and stakeholders with whom the College engages, in connection with communication, public relations and marketing activities performed in the name of the College.

3.6.5 Governing prescript

Government legislative frameworks that guide the development, implementation and quality assurance of the Marketing and Communication Policy are discussed and contextualised in the next part of the chapter.

3.6.6 Policy provisions relating to the TVET sector

According to the Marketing and Communication Policy of Thekwini TVET College (2020), each policy provision sub-section has its own guidelines, processes and procedures. These are designed to give a clear instruction on how each policy sub-section should be implemented.

- College Publications: Ensure that institutional publications produced by the College are appropriately formulated, well-co-ordinated, effectively managed and responsive to the diverse information needs of its stakeholders.
- Media Liaison: Provide guidelines regarding the subject matter, marketing, use of vehicles and frequency of liaison between the College and the media.

Functions and Special Events: This refers to the co-ordination of College events to promote programmes, courses, achievements, and development of staff and students.

- School Liaison: Provide schools with timely, accurate, clear, objective and complete information about its policies, programmes, services and initiatives, thereby promoting the College and facilitating student enrolment.
- Exhibitions: Have an organised public showing of objects, products or services as a means of marketing the institution.
- Advertising: Provide guidelines regarding the planning, placement and evaluation of advertising used by the College to effectively promote the courses, learnerships and services offered by the College to the corporate market, potential students, local communities and other stakeholders.
- Electronic Marketing: Promote electronic marketing in line with the latest technological trends.
- Corporate Branding: Establish and promote a corporate image of the College.
- Internal and External Communication: Ensure that communications between the College and all its internal stakeholders are well co-ordinated, effectively managed and responsive to their diverse information needs.
- Crisis Communication: Articulate the institutional policy regarding crisis or emergency communication processes, formats and responsibilities.

3.6.7 Quality Assurance in vocational education

Monitoring, evaluation and periodic review is performed by the Marketing and Communication Unit. The Management and Deputy Principal Corporate Service are tasked with oversight of Marketing and Communication, to ascertain if approaches being used are achieving their desired intent and, where reasonably possible, to improve them to ensure effective and efficient Marketing and Communication services.

3.7 CONCLUSION

In this chapter, the literature providing a holistic overview of the TVET system, its challenges and functions, from an international level to the local level in the Province of KwaZulu-Natal, at the Thekwini TVET College, was reviewed. The function of a public TVET college is to

offer programmes that are responsive to society's and industry's needs. For policy implementation to be able to meet its objectives, challenges facing colleges were discussed with the aim of creating a plan to overcome them. The Marketing and Communication Policy of Thekwini TVET College was discussed in detail, with all policy provisions sub-sections in context to deliver vocational education as the core service.

The next chapter focuses on a discussion of the research methodology that was implemented in this study. The study explains both the methodological approach, and why a particular methodology was preferred over others for relevance to the study.

CHAPTER FOUR

RESEARCH METHODOLOGY AND DESIGN

4.1 INTRODUCTION

Henning, van Rensburg and Smit (2013) define research methodology as a group of methods that are empirically appropriated to analyse data and present findings that help to answer research questions and objectives relating to fields of inquiry. This chapter discusses different approaches of research methodology, and justifies why the study relied on certain methods.

4.2 RESEARCH DESIGN

A research design is a suggestion or an illustration of how the researcher intends to conduct the study (Babbie & Mouton, 2011:74). According to Wiid and Diggines (2013:54), the purpose of a research design is to create a methodological framework that is followed when a study is conducted so that reliability of the results and findings is achieved. Creswell and Creswell (2018:4) predominantly defines three kinds of research designs: qualitative, quantitative and mixed methods. The different types of research designs are briefly described below.

4.2.1 Quantitative research

In quantitative research, information about the study is achieved through using statistical data that is formally, objectively and thoroughly processed through deductive reasoning of scientific investigation. It usually has structured questions that do not require any interviews. Participants are usually part of a large sample, and involves collecting and analysing numerical data.

4.2.2 Qualitative research

In qualitative research, the data is analysed using words or texts. The understanding of a concept is explored to get a better understanding of a problem. Zikmund and Babin (2013)

argue that qualitative research occurs when the researcher elaborates on the interpretation of occurrences and manifests the research problem. Qualitative research is usually used to understand how participants experience the world, which is done through an inductive process involving specific observations towards generalisations. It is also flexible and the focus is on retaining the rich meaning when interpreting data. Miles, Huberman and Saldana (2013) also stipulate that one of the advantages of using qualitative research, is to assist in achieving high quality theory generation and development by subsequent diligence in data analysis.

4.2.3 Mixed method research

In a mixed method study, both quantitative and qualitative data are collected and thereafter used to construct the evaluation of the research. The study can either start by collecting qualitative data or by collecting quantitative data; or collect both simultaneously. In this type of research, there are four types of mixed methods: concurrent, sequential, transformative and mixed model. Each of these methods has a different approach as to how the data is analysed in the research.

4.2.4 Research design adopted in study

In this study, a qualitative research design was used. The aim was to investigate how the Marketing and Communication Policy could be implemented more effectively. The researcher evaluated the context of information on the perceptions of how the Marketing and Communication Policy is implemented in the College.

4.3 RESEARCH STRATEGIES

The research strategies for conducting a qualitative research are narrative, phenomenological, focus groups, ethnographic, grounded theory and case study. A narrative is when individuals are requested to narrate stories about themselves (Creswell: 2014). Phenomenological study is about the real-life experiences of individual (Creswell: 2014). Focus group research brings together a group of participants for an informal and interactive discussion on the subject (Kuada, 2012). Ethnographies discuss some philosophical experiences of a society (Creswell:2014). Case study research entails an in-depth study of an individual group,

institution, organisation or programme. The data is collected from interviews, field notes of observations, archival data and biographical data. Case study research design is the most common qualitative research method (Yin: 2014:14). Grounded theory is the data that the researcher collects and uses when theories on a certain topic are scarce and in need of development; thus, when there is a need to create new thoughts and patterns of argument around the topic.

In this study, a case study research strategy was implemented by the researcher. Based on the questions that the study aimed to answer, the case study was the most appropriate. The researcher obtained information through those actively involved with the Marketing and Communication Unit of Thekwini TVET College. The case study focused on the current issues and situation within TVET colleges. Documents on National, Provincial and College Strategic Plans, Annual Performance Plans, and Annual Reports were analysed as part of the secondary literature. Interviews were also conducted with the respondents who participated in the study.

4.4 RESEARCH PARADIGMS

There are four types of research paradigms. Post-positivism is implemented to find and assess the reasons that have a consequence on the outcomes of the research. Constructivism attributes patterns to the meaning of what the researcher is studying. The transformative paradigm is related to the linkage of political and social inequalities that have been experienced by the people on whom the study is based. Pragmatism is developing an understanding of activities, conditions and consequences related to what has happened and how it happened.

In this study, a transformative paradigm was used as a worldview because it is about the marketing and communication activities that the College was planning to implement. The pattern of activities that Thekwini TVET College has embarked on was assessed to investigate their marketing approach and communication policy. Through this study, awareness was created about the Marketing and Communication Policy that the TVET College should implement to enhance service delivery.

4.5 STUDY SITE

The study site was Thekwini TVET College, Central Administration Office, 262 D'Aintree Avenue, Asherville, Durban.

4.6 TARGET POPULATION

According to Malhotra (2012), the target population is the group of people that have the information the researcher can use to complete the study. The target population for this study was the College Council; the principal; the senior manager; middle managers and staff members. O'Dwyer and Bernauer (2014:77) argue that the population includes all groups or individuals who possess the characteristic that the researcher aims to investigate with the study; and the target population is an ideal population that the researcher wishes to generalise to.

4.7 SAMPLING STRATEGIES

Wiid and Diggines (2015:181) define sampling as the process of gathering information from a subset of the population and making estimates of the characteristics of a larger population group. The sampling design is the system used by the researcher in selecting participants (O'Dwyer and Bernauer 2014:74). Sampling is classified as probability and non-probability.

4.7.1 Probability Sampling

O'Dwyer and Bernauer (2014:78) describe probability sampling as any method where the researcher bases the selection of participants on their occurrence in the population, and every participant in the population has a known, and equal, probability of being sampled. Types of probability sampling methods are systematic; simple random; stratified random, cluster and multi-stage. English, Basckin, de Jager and Nassimbeni (2012:251) state that non-random sampling can be used in instances where the survey population is small.

4.7.2 Non-probability sampling

Non-probability sampling, according to du Plooy (2009:119), means that not everyone who belongs to the target population would have an equal opportunity to participate in the study, so the sample is not representative of the target population. O'Dwyer and Bernauer (2014:78) describe non-probability sampling as when the frequency of the participants in the population is not taken into consideration, so the probability of a group being sampled from the population cannot be determined. Non-probability sampling methods are quotas; judgements; snowballing; and self-selection purposive sampling

Non-probability sampling can be conducted using convenient sampling, purposive sampling and snowballing. Convenient sampling is when participants are chosen, based on their availability to participate in the study. Purposive sampling is when the researcher decides to choose participants for the study based on their knowledge in the area being studied.

Snowball sampling is the method of sampling that keeps on growing the number of participants, based on referrals that the researcher gets from other participants. For this study, purposive sampling was employed because the researcher needed to obtain data from people who were knowledgeable about marketing and communication, and the implementation of policies at the Thekwini TVET College.

Table 4.1: Sample Size

Population	Target Population	Sample size	Total
Council members	External College Council members	6	1
Senior managers	Senior managers	4	1
Managers	8 Unit managers 6 Campus managers	14	2 2
Staff members	Staff members	20	4
Total sample size			10

4.8 DATA COLLECTION METHODS

In this study, three data collection methods were deemed necessary, as follows:

4.8.1 Interviews

The researcher had a chance to conduct interviews and ask questions about the participants' views, beliefs and opinions in order to gain a deeper understanding of their situation (Du Plooy-Cilliers, Davis & Bezuidenhout 2014).

4.8.2 Documents and archives

Existing and previously collected information or documents were scrutinised to get views that could be relevant to the research objectives. Analysis of documents is a technique that is used to evaluate contemporary and historic information.

4.8.3 Voice and audio recording

This is when collection of data is done through voice and audio-visual recordings. This method is considered useful in ascertaining with more clarity what the participants are communicating about the area of research.

4.9 DATA QUALITY CONTROL

The instruments used were checked by the researcher to ensure that they were trustworthy, and their credibility, dependency and transparency were ensured. Quality control was implemented to ensure that the data collection instruments measured what they were intended to measure. In a case study, precautions need to be taken to ensure trustworthiness because a lack of 'quality control' might adversely affect data analysis and interpretation, which might lead to incorrect findings. The interview questions and focus groups were used to collect data. As described by Creswell (2014:252), trustworthiness is ensured by triangulating different information sources; double-testing with members to determine accuracy; reporting any bias and data that might have a harmful impact on results; spending more time in the field; and tracing people to double-check documented information.

4.9.1 Credibility

The information collected was plausible and was recognised by Thekwini TVET College because it was obtained from legitimate and credible College documents. Different data sources, like interviews and documents were used to ensure the credibility of the information collected. The researcher spent considerable time observing the activities of Thekwini TVET College in their implementation of the current Marketing and Communication Policy.

4.9.2 Dependability

In this study, the researcher used information from the documents of Thekwini TVET College as part of the research data. This ensured that future research with a similar focus would make similar observations. The researcher also audited the research process, documenting all raw data and assessing the methods of data analysis implemented in the study.

4.9.3 Transferability

Transferability was used to avoid weakness in this study because this is a qualitative study. Reports have been kept so that readers can assess them. The study findings, if generalised to another TVET College in KwaZulu-Natal, could be relevant for a more longitudinal study on this important sector of education and skills provision in the country.

4.9.4 Conformability

There were no personal biases that the researcher exercised while conducting this study. According to Eriksson and Kovalainen (2008:294), conformability refers to the idea that the data and interpretations in an inquiry are not just imagination. Conformability is about linking findings and interpretations to the data in ways that can be easily understood by others. In order to ensure conformability, the requirement for transparency was met. Primary documents of original transcripts were made available to support the dependence in the conformability of data.

4.10 DATA ANALYSIS

In this study, thematic analysis was used because the study was aimed at analysing the Marketing and Communication Policy. Data was collected and the raw material was transcribed and re-typed. Data was organised in a manner that allowed easy interpretation and the presentation of the findings in a coherent manner. Participants' descriptions of Thekwini TVET College's Marketing and Communication Policy were captured and analysed using thematic and content analysis in accordance with the themes identified in the interviews and key questions raised in the study. All data that was collected was analysed.

4.11 ETHICAL CONSIDERATIONS

4.11.1 Participant informed consent

Informed consent was obtained from all the participants taking part in this study. As indicated by Yin (2014:78), it is important for all participants to be made aware of the study and to formally request them to voluntarily participate.

4.11.2 Ensuring no harm to participants

All interviews were conducted in Thekwini TVET College boardroom, a venue that was suitable for the participants. The participants were not humiliated as the researcher ensured that there were no instances where gestures or language that might be seen as derogatory in the interview process.

4.11.3 Ensuring privacy and confidentiality

The researcher ensured that the privacy of all participants was protected. All Covid-19 protocols were adhered to during the interview process. All data and raw material would be stored by UKZN in a restricted manner as deemed appropriate for postgraduate research to ensure that it is protected. Yin (2014: 78) also emphasises that privacy and confidentiality of participants be protected at all times, and this was upheld by the researcher.

4.11.4 Ensuring anonymity of participants

The researcher ensured that the findings of the research were presented in a manner that did not disclose the participants' personal information. The findings belong to the researchers, UKZN and Thekwini TVET College. Rule and John (2011:112) say that the researcher should not compromise the independence of the participants.

4.11.5 Gatekeeper's letter of permission

The researcher obtained the appropriate consent from the principal of Thekwini TVET College via a gatekeeper's letter of permission for access to information relating to the research study. Only information for public consumption and deemed in the public domain were used as part of the secondary literature review to support and qualitative study.

4.11.6 Limitation of the study

The study was conducted using a small qualitative approach to gauge the efficacy of the current Marketing and Communication Policy at the Thekwini TVET College in particular, and in the relevant sector in general. The possibility of making generalisations is somewhat compromised due to the small sample and scale used in this study. However, a larger sample, and possibly a mixed method study would be able to expand the empirical research in order to examine the relevant policies, procedures and processes to enhance quality service delivery in this sector.

4.12 CONCLUSION

In this chapter, the researcher discussed the details of the methodology that was used for the research, and also justified the reason for choosing the specific methodology. The researcher discussed the research design, the data collection approach using interviews, the analysis of the observations, and the ethical considerations applied during the data collection process.

CHAPTER FIVE

DATA ANALYSIS AND DISCUSSION

5.1 INTRODUCTION

This research was aimed at investigating perceptions of the current Marketing and Communication Policy of Thekwini TVET College. The researcher reviewed literature that is relevant to the implementation of the Marketing and Communication Policy at the TVET College. Data was collected through in-depth interviews and from documents. Data was collected from Thekwini TVET College's internal stakeholders to probe their understanding of the importance of the implementation of this policy. The study could assist Thekwini TVET College in ensuring that the implementation of the Marketing and Communication Policy is executed in a manner that would improve the College's mandated service delivery.

In this study, thematic analysis was used because the study examined the Marketing and Communication Policy. Data collected from the interviews conducted with respondents was transcribed. The data was organised in a manner that allowed for easy interpretation and presentation of the findings in a coherent manner.

5.2 Objective One: The role of Marketing and Communication Policy in improving service delivery at Thekwini TVET College

The main service delivery of TVET colleges is teaching and vocational learning. All units within a TVET college, including the Marketing and Communication Unit, should have policies that ensure that the vision, mission and objectives of the college are met.

5.2.1 Understanding the role of the Marketing and Communication Policy

Some managers expressed little knowledge of the college policies. Managers commented that most of them only have knowledge of policies that are relevant to their areas of operation. Staff members within the College also articulated that information about College policies is not disseminated, and they only know about the policy once something wrong has been done.

This does not only apply to the Marketing and Communication Policy in particular, but is the general feeling about College policies.

Those managers who are involved in policy-making understand that:

“this policy should enable the college to achieve its vision, mission and values as a teaching and learning organisation so that it can meet the skills development mandate and operational targets.”

It should enable the college to establish the needs of its customers and ensure customer satisfaction. It should also enhance the image of the college.

The senior management team members also emphasised that:

“it outlines how the college communication should be handled. It explains who should represent the college to external stakeholders.”

It was also highlighted that the Marketing and Communication Policy should clarify the marketing strategy of the college.

5.2.2 Marketing and Communication Policy’s contribution to service delivery

The main service delivery of TVET colleges lies in teaching and vocational-based learning. The Marketing and Communication Unit within Thekwini TVET College plays no role in deciding on the programmes that the college should offer. The unit, therefore, has minimal input into the service delivery of the college. Decisions on programme offerings are taken by the Academic Services, Marketing and Communication Unit.

The Marketing and Communication Policy should be integrated into corporate management processes and procedures, as marketing and communication have a support and management role in the teaching and learning function and component.

Managers noted that there should be, for example, interfaces between this policy and the Student Support Services and Human Resources. This can be documented in the quality management system and the process map.

A council member agreed that policies have to be aligned with the college vision and the strategy at large.

“Policies must also be simple and be able to be understood by everyone; and the content must talk to everyone, both internal and external,” emphasised one of the respondents.

5.2.3 Alignment of policies from national, to provincial, to college level

According to the DHET (2020), TVET structures are aligned from the national department, to the provincial (regional) department, to the TVET colleges. Similarly, the marketing and communication structure operates from national to regional and then to the college level.

According to the marketing practitioner, there are challenges with the alignment of this policy from national all the way through to the college level.

“There is a lack of alignment from national to regional because both these levels do not have policies.”

All participants acknowledged the existence of the KwaZulu-Natal Provincial Marketing Forum, which consists of all nine TVET colleges in the province. Through this forum, all KZN TVET colleges have a plan for doing their policies as a forum.

5.2.4 Encouraging good service delivery

The unit manager emphasised that, in improving service delivery information about policies, programmes and services on websites and in institutional publications should be correct, clear, relevant, easily understood and useful. Information for staff and students should be customised for such audiences. Information should focus on students as the primary customers of the college.

5.2.5 Mechanisms to review the Marketing and Communication Policy

Policies are drafted by the unit manager and submitted to the College Council through the senior management team for approval. A review of policies is done periodically at different levels, from the unit, to the College Management and Marketing and Liaison Sub-Committee in the College Council.

5.2.6 The role of management in Marketing and Communication Policy

The unit manager felt that it is the responsibility of management to “guide planning and assist in setting up targets consultatively. They should monitor and evaluate operations and provide support when necessary. They should review performance.”

All policies are generated by the specialists who are unit managers. They are then moderated by the Deputy Principal and presented to relevant the sub-committee for approval. The senior manager sees the role of management as ensuring that the policy is in place and is adhered to.

5.3 Objective Two: Requirements for the implementation of the Marketing and Communication Policy

5.3.1 Human capacity required for the effective implementation of the Marketing and Communication Policy

Council members felt that the College should be more realistic in drafting policies, and should develop policies that can be implemented. The unit managers emphasised that:

“there must be an understanding of the core process of teaching and learning and how marketing and communication supports it.”

Other human capacities mentioned include training and qualifications; skills, including personality; financial resources; being innovative/creative and passionate; and having technological resources. The structure and systems must ensure that the policy is able to be implemented.

5.3.2 Contribution of internal stakeholders in policy implementation

Communication also plays a crucial role in the development and implementation of policies. All stakeholders involved should know about the policy. At the Thekwini TVET College, it is difficult for other internal stakeholders to contribute towards the successful implementation of the Marketing and Communication Policy because they do not know anything about it.

A collaborative approach is recommended by management where other units work with the Marketing and Communication Unit in the implementation of policies. It was highlighted that:

“Student Support Services can work with the Marketing and Communication Department with regards to student functions, such as graduations, alumni and placement of graduates.”

The senior manager saw a need for:

“all staff members should understand that policies of the college are important and must be adhered to and they must be familiar with the policy and must contribute to the formulation of the policy.”

5.3.3 Resources required for effective policy implementation

Below are some of the other necessary resources that were recommended by the participants in the interviews conducted:

- IT and software programmes for publications;
- Transport to visit external stakeholders;
- Corporate branded items; and
- Website and intranet.

These were deemed as significant platforms to enable a more effective communication and marketing strategy for the college sector in particular.

5.3.4 Policy implementation process

According to the Thekwini TVET College's procedure, the implementation of the Marketing and Communication Policy is as follows:

- The Marketing and Communication Manager draws up a strategy and operational plan with her supervisor, the Deputy Principal: Corporate.
- The plan is shared with the Marketing and Communication staff.

The plan and strategy is presented to Corporate Services, Academic Services and Financial Services.

- Implementation of the plan is reported on a monthly basis to the senior management team of the College.

5.4 Objective Three: Risks involved in policy implementation

The risks include the following:

5.4.1 Uncovering the risks

The biggest risk for any policy implementation is to have a policy that the organisation does not have capacity to implement. The marketing of the policy is one of the fundamental factors in the successful implementation of policies. Should any institution have a policy that it cannot successfully implement, it is fruitless expenditure for that policy to be developed.

Cloete (2006:143) discussed the critical factors involved in the marketing of policies. Those include the objectives of the policy; implications of non-compliance with the policy; the resources required for the implementation; the timeframe for the implementation of the policy; and the roles and responsibilities of those involved in the implementation.

Some of the pertinent risks identified by the Thekwini TVET College staff in the implementation of its Marketing and Communication Policy includes poor communication, insufficient stakeholder involvement, and a lack of market research through surveys. Insufficient partnerships and rejection by the stakeholders, including leaving off valuable

information, were deemed additional risks. The lack of understanding, and misinterpretation, of the policies pertaining to the College was of further concern.

5.4.2 Risks identification process

Thekwini TVET College unit managers have a responsibility to identify risks within their own operational units. Marketing and communication risks are also identified by this unit using an environmental analysis of honing in on the strengths, current and emerging weaknesses, potential opportunities and identified threats. In the implementation of policies, risks should be identified during the drafting of the policy. What is significant is that all managers are involved in risk identification for their respective units.

5.4.3 Risks mitigation

The Deputy Principals ensure that controls to mitigate the risks are effective in their areas of operation. The college risk committee is meant to monitor and evaluate risk mitigation.

There is also an Audit and Risk Sub-Committee within the College Council. There is also evidence of good corporate governance practice with the adoption of a total quality management system, which is aimed at continual improvement and raising standards.

5.5 CONCLUSION

The research discussed the data analysis based on the primary information collected through in-depth interviews and through secondary document analysis of Thekwini TVET College documents. Data has been arranged in sub-topics according to the objectives and key questions of the focused research. This approach assisted in gaining a clearer understanding of the data collected. The research drew conclusions and made recommendations on the perceptions of the Marketing and Communication Policy of Thekwini TVET College. These are presented in the following chapter.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.1 INTRODUCTION

Conclusions drawn from the research undertaken, from the data collected during interviews, and from a document analysis are presented in this chapter. The recommendations for the successful implementation of the Marketing and Communication Policy of Thekwini TVET College are put forward for due consideration.

6.2 CONCLUSION

The main service delivery of TVET colleges is teaching and vocational learning. The Marketing and Communication Unit within Thekwini TVET College plays no role in deciding which programmes the College ought to offer. The Marketing and Communication Policy does not conduct any stakeholder analysis to ensure that the College programmes are in line with the requirements of the stakeholders.

Most managers expressed little understanding of policies that are not part of their scope of operation. This leads to managers not supporting the implementation of such policies outside their unit because they have little knowledge of them, and do not understand their roles and responsibilities. This creates problems for the College in marketing the College and communicating the core business. The weaknesses of collaborative policy-making and the failure to establish a common ground for public problem-solving through the constructive management of differences remains one of the key reasons for subsequent implementation difficulties and challenges for the college. There is no implementation support centre to support the effective implementation of the Marketing and Communication Policy.

6.3 RECOMMENDATIONS

The Thekwini TVET College should carefully consider the following factors which can contribute to policy implementation failure, as discussed by Hudson, Hunter and Pechkam

(2019). There are essentially four broad reasons which could contribute to policy failure if not adhered to, and are relevant for due consideration by the college.

6.3.1 Overly optimistic expectations

Thekwini TVET College is a public TVET college under the DHET and, as such, all programmes and projects need to be approved by the Department as a main funder. With the implementation of the Marketing and Communication Policy, there should be a realistic integration with the strategic intent, mandate and projects of the DHET. All resources (financial, human capital, intellectual and infrastructure) should be carefully considered by the College in order to meet the minimum requirements for the implementation of an effective Marketing and Communication Policy.

6.3.2 Implementation within the legislative framework for effective governance

The Marketing and Communication Policy should adhere to all the necessary legislative frameworks governing and underpinning the core functions and activities of the TVET colleges to avoid non-compliance in the implementation of the core role and purpose.

6.3.3 Inadequate collaborative policy-making

The formulation of the Marketing and Communication Policy brief should not be done in isolation from other Thekwini TVET College policies. There should be an integrated approach to policy-making to ensure that all the relevant stakeholders are involved in the collaborative decision-making process.

6.3.4 Following national imperatives in a political cycle

South Africa is a democratic country, and any changes in the government lead to changes in the administration of government departments, in so far as the national imperative and mandate is concerned. The Marketing and Communication Policy should consider the vision and mission of the current government in its *modus operandi* at the college level to contribute to enhanced governance.

6.3.5 7C Protocol as policy constructs for recommendation

The 7C Protocol contextualised into the study provides further valid recommendations for Thekwini College in particular, and TVET colleges in general.

6.3.5.1 Policy Content

The content should concentrate on the goals of the policy. The Marketing and Communication Policy should have goals or objectives that it seeks to achieve within the Thekwini TVET College. There should also be methods that should be employed to address any identified challenges. The policy should seek to ensure that the core functions of marketing and communication are essential to, and appropriate for, the college's mandate.

6.3.5.2 Policy Context

There should be a robust consultation process with all key stakeholders and decision-makers who are involved in the communication process. Amendments and ratification should be authorised by senior management before the policy is recognised. Starting from the College Council as the governing body in a TVET College, to all levels of management and staff, there should be evidence of popular consultation in the college context, at all levels before adoption and implementation is done.

6.3.5.3 Policy Commitment

The Marketing and Communication Manager responsible for the implementation of the policy should be committed to ensuring that the intended objectives of the Marketing and Communication Policy are fully realised. There should be commitment at all levels by all stakeholders that the Marketing and Communication Policy is implemented. As this policy is meant to improve service delivery at Thekwini TVET College, it is important that officials responsible for teaching and vocational learning are also committed to its successful implementation.

6.3.5.4 Policy Capacity

Cloete and Wissink (2000:181) define capacity as functional, structural and cultural ability that includes technological; human capacity; logistical; intellectual; and financial resources. This policy does not specify the capacity required for its implementation. The data collected shows that commitment; motivation; willingness; leadership; and endurance are some of the capacities required for the drafting and effective implementation of the Marketing and Communication Policy.

6.3.5.5 Policy Clients and Coalition

External and internal clients or stakeholders in Thekwini TVET College have to provide positive support for the implementation of the policy. For the Marketing and Communication Policy to deliver its mandate, feedback is required to ensure improved service delivery. According to Cloete and Wissink (2000:170), each of these stakeholders is linked, depending on and influenced by one another. Other units, like Information and Technology should provide their expertise in supporting successful implementation.

6.3.5.6 Policy Communication

The inclusion of communication as the sixth C in the 7C Protocol Theory is recommended by Brynard (2005: 662). The Marketing and Communication Policy needs to be widely communicated for it to be well understood, implemented; managed; assessed; evaluated; and monitored. Timely effective communication would assist in avoiding challenges of non-compliance with this policy.

6.3.5.7 Policy coordination

Policy development, implementation and monitoring should be central coordinated starting from the national level to regional level and TVET College level. This would assist in creating a systematic synergy on the implementation of policies. Activities of all stakeholders involved should be coordinated to ensure effective and efficient implementation and streamlining the processes.

6.4 CONCLUDING REMARKS

Though the Marketing and Communication Policy of Thekwini TVET College is available as a document, there is no clear plan for how this policy would be implemented. Finally, the Thekwini TVET College needs to develop a collaborative approach to ensure that the implementation of the Marketing and Communication Policy is successful, and to fully achieve the mandate for enhanced service delivery as effectively and efficiently as possible.

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ANNEXURE A: ETHICAL CLEARANCE LETTER

permissions



UNIVERSITY OF
KWAZULU-NATAL
INYUVESI
YAKWAZULU-NATALI

18 June 2021

Miss Lindiwe Bhengu (218083166)
School Of Man Info Tech & Gov
Westville Campus

Dear Miss Bhengu,

Protocol reference number: HSSREC/00000887/2019
Project title: Policy Perspectives Of The Marketing And Communication Policy Of Thekwini Technical And Vocational Education And Training College

Approval Notification – Recertification Application

Your request for Recertification dated 09 June 2021 was received.

This letter confirms that you have been granted Recertification Approval for a period of one year from the date of this letter. This approval is based strictly on the research protocol submitted and approved in 2019.

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 the amendment/modification prior to its implementation. Please quote the above reference number for all queries relating to this study.

PLEASE NOTE: Research data should be securely stored in the school/department for a period of 5 years

All research conducted during the COVID-19 period must adhere to the national and UKZN guidelines.

HSSREC is registered with the South African National Research Ethics Council (REC-040414-040).

Yours sincerely,



Professor Dipane Hlalele (Chair)

/dd

Humanities & Social Sciences Research Ethics Committee
UKZN Research Ethics Office Westville Campus, Govan Mbeki Building
Postal Address: Private Bag X54001, Durban 4000
Tel: +27 31 260 8350 / 4557 / 3587
Website: <http://research.ukzn.ac.za/Research-Ethics/>

Founding Campuses:  Edgewood  Howard College  Medical School  Pietermaritzburg  Westville

INSPIRING GREATNESS

ANNEXURE B: GATEKEEPERS LETTER



higher education
& training
Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA



Enquiries: PA to the Principal
Imibuzo: Ms N Dlamini
Navrao:

Telephone: 031 250 8400
Fax Number: 031 250 8404
Address:

Date: 14-10-2019
Usuku:
Datum:

Mrs. L Bhengu
31 Tsoema Road
Isipingo Rail

Dear Madam

RE: REQUEST FOR USING COLLEGE AS SITE OF RESEARCH

Thekwini TVET College has no objection to you using our College as a site of research on "policy perspective of marketing & communication policy of Thekwini TVET College".

However, the following conditions for external research apply:

- Approval is done by supervisor at UKZN
 - The relevant documents relating to ethical clearance must be forwarded to the College Principal and approval of usage will be given by the College Principal in writing.
- The name of the College or any of its sites cannot be used in any documents
- The name/s of staff employed by the college cannot be used.
- The use of any findings that reflect negatively on the College, its partners or any related body must be approved in writing by the College Principal.

Please note that the failure to comply with all of the above conditions will result in the necessary legal action against you.

Your cooperation in this regard will be highly appreciated.



Mr. NE Mchunu

College Principal

I have read the content of this letter

Lindwe Bhengu

NAME

SIGNATURE

18/10/2019

DATE

ANNEXURE C: LETTER FROM LANGUAGE PRACTITIONER

ETHEL ROSS

English language editing and proofreading

4 February 2022

To whomever it may concern:

This letter serves to confirm that I worked as the proofreader and language editor on Lindiwe Bhengu's Master's thesis:

Policy perspectives of the Marketing and Communication Policy of Thekwini
Technical and Vocational Education and Training

In no way did I change the content.

Yours faithfully



Ethel Ross (BA Hons; H Dip Ed)

Email: clanross1@icon.co.za

Tel: 083 954 5412

ANNEXURE D: INFORMED CONSENT LETTER

32 Primula Drivee

Mobeni Heights

Durban

14 July 2021

Dear Participant

REQUEST FOR PERMISSION TO CONDUCT RESEARCH INTERVIEWS

I am Lindiwe Bhengu, a Master's in Public Administration student, studying through the University of KwaZulu-Natal (Westville Campus). Please be informed that I have sought the necessary permission from the University of KwaZulu-Natal to conduct this study and permission has been granted. I therefore seek your permission to conduct an interview with you. The title of my study is:

Policy perspective of the marketing and communication policy of Thekwini Technical and Vocational Education and Training

The purpose of this study is to investigate the perspective of internal stakeholders on the marketing and communication policy with the aim of improving implementation of the policy. The study will use structured interviews. Participants will be interviewed for approximately 30 minutes and each interview will be voice-recorded. Responses will be treated with the strictest degree of confidentiality and pseudonyms will be used instead of actual names in the reporting of data. You will be contacted well in advance for interviews. Your participation will always remain voluntary which means that you may withdraw from the study for any reason, at any time if you so wish. A decision not to participate will not result in any form of disadvantage.

For further information on this study, please feel free to contact my Supervisor, Prof M. Subban.

Your anticipated positive response in this regard is highly appreciated.

Yours faithfully

Bhengu L. (Ms)

ANNEXURE E: INTERVIEW GUIDE

RESEARCH INTERVIEW QUESTIONS

- **How does the implementation of Marketing and Communication Policy contribute to improving service delivery at eThekweni TVET College?**

ROLE OF MARKETING AND COMMUNICATION POLICY IN IMPROVING SERVICE DELIVERY OF THEKWINI TVET COLLEGE

Q1 - What is your understanding of the role of Marketing and Communication Policy?

Q2 - How best can be content be arranged to ensure that it contribute to the service delivery of the college?

Q3 – How is the alignment of College Marketing and Communication policies from national, to provincial and Thekwini TVET College?

Q4 - What messages would you consider important/central in encouraging good service delivery by the college?

Q5 - What mechanisms are implemented from time to time to review these mmarketing and communication policy to consider their relevance in today's technological environment?

Q6 - What would you consider as the role of management in marketing communication activities?

- **What are the pre-conditions for effective implementation of marketing and communication policy at eThekweni TVET College?**

REQUIREMENT FOR THE IMPLEMENTATION OF MARKETING AND COMMUNICATION POLICY

Q1 -What human capacities are required for the Marketing and Communication policy to be productively implemented?

Q2 - What can be contribution of other internal stakeholders in the implementation of this policy?

Q3 - Other resources required by the College to effectively implement the policy

Q4 - How is the plan being implemented by the College?

- **What risks are involved in the implementation of Marketing and Communication Policy?**

RISKS INVOLVED IN THE IMPLEMENTATION

Q1 - What are the risks involved in the implementation of this policy

Q2 - What strategy does a College use to identify the risks?

ANY MITIGATING FACTORS TO AVOID THE RISKS

Q3 - What strategies does the College have in dealing with the risks?