

UNIVERSITY OF KWAZULU-NATAL

**ASSESSING THE EFFECTIVENESS OF THE UMFOLOZI TVET COLLEGE-
INDUSTRY PARTNERSHIP**

BY

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ABSTRACT

The purpose of the study is to assess the effectiveness of the uMfolozi Technical Vocational and Education (TVET) College partnership with the local industry. The introduction of the Green Paper in Post-School Training in 2012 led to the transfer of TVET Colleges from the Department of Basic Education (DOE) to the Department of Higher Education and Training (DHET) with a responsibility of addressing the skills shortage. To address the skills needs of the country, TVET Colleges are expected to be in partnership with different stakeholders that can provide relevant workplace for the staff and the students. TVET College-industry partnerships are driven by the demand for skills to reduce unemployment and poverty. Partnership between uMfolozi TVET College with local industry is necessary to ensure that students are equipped with skills needed by the labour market. The motivation of the study was to determine the factors that contribute to the success as well as the challenges that can impede on the success of partnership. The study employed a qualitative research approach which incorporated purposive sampling and thematic analysis. Semi-structured, in depth interviews were conducted with fourteen participants from uMfolozi TVET College, Zululand Chamber of Commerce and Industry (ZCCI) and uMhlathuze Local Municipality. The respondents established that uMfolozi TVET College partnership with local industry should be driven by demand rather than supply. The study findings also discovered that there is no regulatory framework for TVET-college industry partnership. The study also revealed that the TVET College has not taken advantage of local industry to build and ensure capacity building. The study recommended that the DHET should develop a policy framework which will give guidance to the implementation of college-industry partnership. The study concluded that for effective and successful partnership there should be an open communication and trust relationship between the stakeholders. The limitations of the study were the busy schedule of the participants and the fact that there were very few South African research studies on TVET-industry partnership. The intention of the study is to improve the relationship between the TVET College and the industry because this partnership plays an important part in the completion of the whole qualification for the student to be certified.

Key words: partnership, leadership, communication, capacity building, skills

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GLOSSARY

- AfDB – African Development Bank
- ANC - African National Congress
- AQTF- Australian Quality Training Forum
- AWE - Apprenticeship, Workplace Education
- CPD - Continuous Personal Development
- DHET - Department of Higher Education
- DOE - Department of Education
- DOL- Department of Labour
- FET - Further Education and Training
- FETC- Further Education and Training Certificate
- HEI- Higher Education Institution
- HRDC- Human Research Development Council
- HRDSCA- Human Resource Development Council South Africa
- HRDSA- Human Resource Development South Africa
- INSETA – Insurance Sector for Education Training Authority
- JICA-Japan International Cooperation Agency
- KZN - KwaZulu Natal
- MOU –Memorandum of Understanding
- NC(V) - National Certificate Vocational
- NDP – National Development Plan
- NGO - Non-Governmental Organisations
- NPO - Non-Profit Organisation
- NQF - National Qualification Framework
- OE - Occupational Education
- OECD – Organisational for Economic Co-operative and Development
- POE – Portfolio of Evidence
- PPP - Public Private Partnership
- PVE - Professional and Vocational Education
- RDP – Reconstruction and Development Plan
- RPL – Recognition of Prior Learning

- RSA – Republic of South Africa
- SA - South Africa
- SACCI – Swiss South African Cooperation Council Initiative
- SETA - Sector for Education Training Authority
- SIP – Skills Implementation Plan
- SLA - Service Level Agreement
- TVE - Technical-Vocational Education
- TVET - Technical Vocational Education and Training Colleges
- UKZN – University of KwaZulu Natal
- UMF - uMfolozi
- UMF- uMfolozi
- UNDP- United Nations Development Programme
- UNESCO – United Nations Educational Scientific Cultural Organisation
- VET- Vocational Education and Training
- VETE - Vocational Education, Technical Education
- WBL - Work Based Learning
- WEF- World Economic Forum
- WIL - Work Integrated Learning
- ZCCI - Zululand Chamber of Commerce and Industry

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CHAPTER ONE: INTRODUCTION

1.1 Introduction

The Technical Vocational Education and Training Colleges (TVET) curriculum focuses on specific occupations that provide workplace experience while students are still studying. The most critical aspect of the training is to formalise industry interactions and partnerships. The role of industry is essential in providing workplace experience for both lecturers and students, guiding colleges in purchasing suitable equipment and providing job offers to the college students (Pavlova, 2014). TVET Colleges' partnership with the industry or relevant stakeholders is of vital importance and such engagements must be guided by a proper structural framework for effective partnership. TVET College policy makes provision for strong industry-place experience (UNESCO, 2012).

uMfolozi TVET Colleges' head office is in Richards Bay, with campuses located within three District Municipalities along the North Coast Indian Ocean, which include iLembe, King Cetshwayo formerly known as uThungulu and uMkhanyakude District Municipalities. These campuses are surrounded by a number of powerful industries which hugely contribute to the economy of the country, nationally and internationally. In view of that, this research is conducted within the Zululand Chamber of Commerce and Industry (ZCCI), uMfolozi TVET College and uMhlathuze Local Municipality.

ZCCI is a forum for all affiliated businesses in Zululand. The ZCCI is the voice of businesses that are located within King Cetshwayo, uMkhanyakude and Zululand District Municipalities (ZCCI, 2017). Thus, uMfolozi TVET College is in partnership with a number of industries which are affiliates of ZCCI and it is also a member of ZCCI as the public training provider. uMhlathuze Local Municipality is one of the local Municipalities that falls under King Cetshwayo District Municipality. uMfolozi TVET College has a long standing formal and informal partnership with uMhlathuze Local Municipality since 2003 as it undertakes to indenture apprentices or students on relevant apprenticeship or learnership programmes as well assist the college through the Youth desk by recruiting students to be trained on various short skills courses (MOU, 2015).

The study thus focuses on the effectiveness of uMfolozi College-industry partnership with local industry by identifying the factors that contribute to the success and challenges of the partnership.

uMfolozi TVET College has formalised partnerships with various business associations, sectorial organisations and business chambers hence the importance of determining skills and competencies required to manage and support college-industry partnership. The Department of Higher Education and Training requires TVET Colleges to be responsive to the needs of various stakeholders in their areas of jurisdiction (DHET, 2014b).

In this chapter, a brief introduction explaining the motive of the study, background and significance of the study will be discussed. The aims, objectives and research questions of the study will be outlined. The limitations of the study will be outlined as well as all the chapters of the report dissertation.



Figure 1.1: KZN MAP showing iLembe; King Cetshwayo and uMkhanyakude District Municipalities

Source: KZN-SIP (2017, p. 2)

1.2 Research background

uMfolozi TVET College is one of the fifty public TVET colleges in South Africa and it is one of the nine TVET colleges in KZN, located in the northern region of KwaZulu-Natal (UMF-Prospectus, 2017). The college's campuses cater for communities in iLembe,

uMkhanyakude and King Cetshwayo (previously known as uThungulu) district Municipalities. As indicated in Figure 1.1, uMfolozi TVET College is occupying the space that is along the Indian Ocean. The delivery sites and campuses of uMfolozi TVET College which some are highlighted in Figure 1.2, are Chief Albert Luthuli Campus at Groutville, Mandeni Campus, Eshowe Campus, Richtek Campus in Richards's Bay, Esikhawini Campus, except for Nkandla Campus and Bambanani Campus at uMkhanyakude and many other skills campuses that cater for short skills courses (UMF-Profile, 2011a). Informed by the geographical position of uMfolozi TVET College, the need to establish a high-level skills development hub has been identified, which would cater for the greater northern KwaZulu-Natal region and its surroundings (Umhlathuze, 2012/2017).

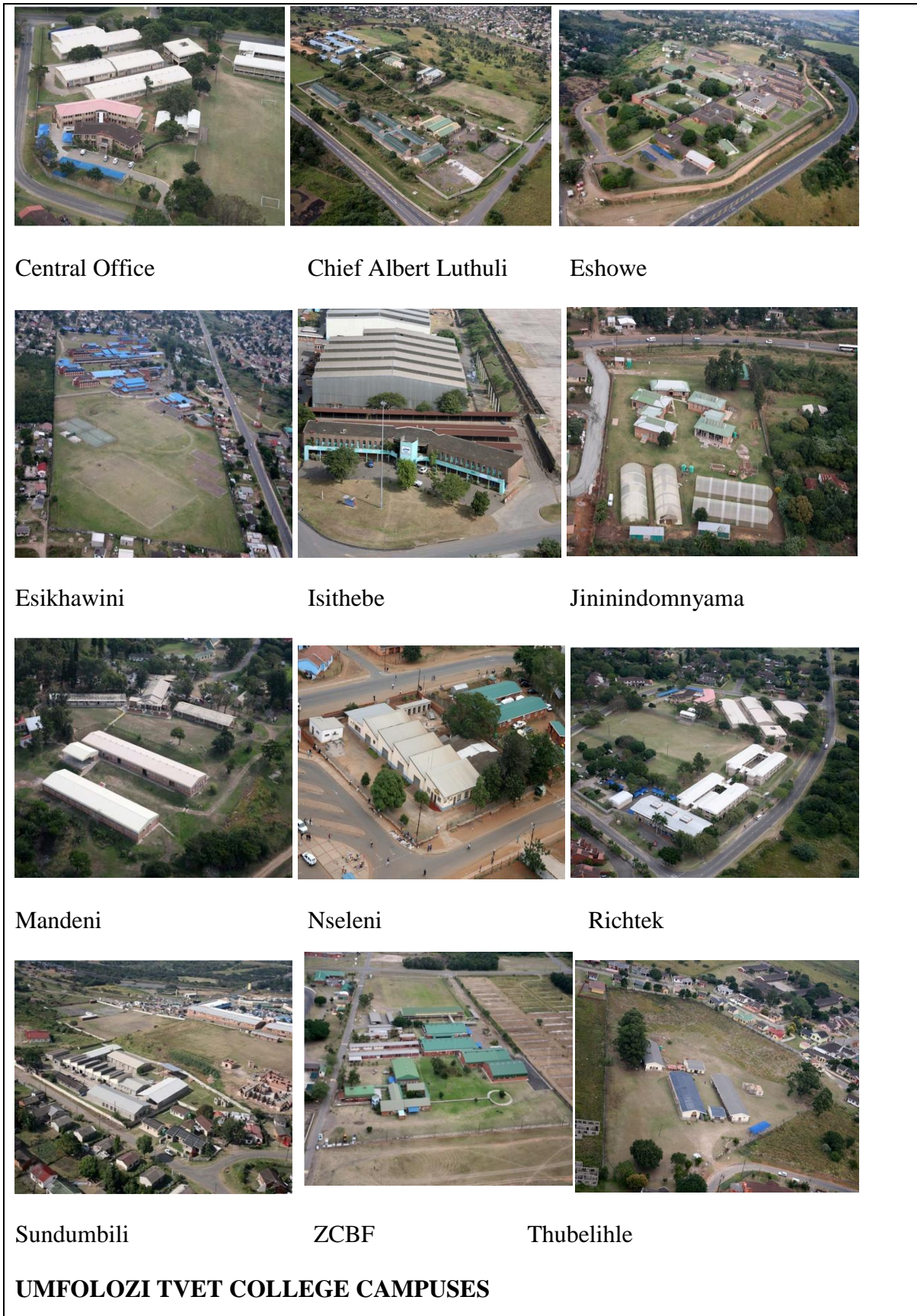


Figure 1.2: uMfolozi TVET College Campuses

Source: UMF-Profile (2011b, p. 3)

The college's mission statement reads as follows: "*uMfolozi TVET College is committed to serving all communities and establishing partnerships for the purpose of accessible and mobile education and training*" (UMF-Profile, 2011b). The college has a mandate to provide academic, vocational and occupational training to various students, according to the demands of trade and industry (RSA, 2009). In that regard, the college managed to partner with different stakeholders within its jurisdiction. However, there is no specific model that can be applied as the best practice for establishing partnerships. The Public Private Partnership (PPP) is a generic term for the collaboration between the private sector (industry) and public institutions (colleges and universities), aiming to introduce private sector resources and expertise to assist public institutions (Okoye & Chijioke, 2013).

The Green Paper for Post – School Education and Training (2012) and the White Paper (2014) points out the importance of establishing and promoting strong partnerships between TVET colleges and the students' prospective employer (DHET, 2012; 2014). Therefore, the curriculum must be aligned to the needs of the industry. However, Petersen, Kruss, McGrath, and Gastrow (2016) argue that there are no clear approaches to establish partnerships, hence, it is a challenge to identify what constitutes an effective partnership, as TVET colleges have limited competencies, as well as multiple policy changes. Therefore, it is important that the study determines the skills and competencies required to manage and support college-industry partnership by focusing on leadership.

1.3 The problem statement

According to DHET (2012) TVET Colleges were introduced in order to reduce unemployment and promote entrepreneurship skills. Therefore, it is important that the college creates a close working relationship with industries within its region of study. The college-industry partnership assists colleges to identify opportunities for work - integrated learning so that students could complete their qualifications and for the college staff to get workplace exposure. The industries are expected to advice colleges on curriculum, so that the TVET College produces relevant skills that would enhance economic development. In view of that, this study will explore and identify intervention strategies necessary to strengthen the college-industry partnership.

The research investigates and explores the key factors that are seen as lacking, to form the framework for college-industry partnership. Lack of proper framework takes away the need for industry to provide TVET colleges with guidance and support leading to supply driven

skills required by industry (Obwoye, Mwangi, & Nyongesa, 2013). The issue to be discussed is the lack of the regulatory framework that will assist college-industry partnership to know what to implement through policy development and how to do it by following procedures as the mechanism for accountability. Research on youth unemployment indicates that the root cause is because of the lack of skills required by industry, therefore strengthening the college-industry partnership will be a solution to improve employability and relevant skills needed by industry (Moses, Muladi, & Wibawa, 2017).

Identified gaps are based on the lack of partnership development, partnership management, as well as the learning competence required by industry, which leads to economic development and the evaluation and monitoring of collaborative performances (Obwoye et al., 2013). The absence of proper college-industry partnership systems make it difficult to match the curriculum offered at TVET colleges with industry needs (UNESCO, 2012). Without proper systems and processes for monitoring and evaluation it is difficult to determine the success of the training.

This study therefore aims at assessing the effectiveness of the uMfolozi TVET College partnership with local industries, by determining the skills and competencies required to manage and support the college-industry partnership and by identifying the intervention strategies necessary to strengthen the relationship between the local industries investigating them. The absence of well developed and implemented policies and college-industry partnership structures at uMfolozi TVET College make it impossible to understand who is responsible for what, when and how, even though the college has formal and informal partnerships with a number of stakeholders.

1.4 Motivation for the study

The uMfolozi TVET College is in partnership with various stakeholders locally and internationally, to provide a two-way teaching and learning for practical and theoretical training that is meant to prepare students for the world of work and financial stability (UMF-Profile, 2011b). There is a huge need for partnership between universities, TVET Colleges, communities, government departments, industry, Sector for Education Training Authority (SETA) and Non-Governmental Organisations (NGOs/ Non-Profit Organisation (NPO) (Hart, Northmore, Gerhardt, & Rodriguez, 2009).

Such partnerships assist in consolidating services, eliminating the duplication and expanding offerings of educational activities (WEF, 2014). Collaboration provides opportunities to

effectively address community, social and economic challenges. Education and training is an ongoing process, therefore, partnering with the local industry would assist colleges by exposing students to the latest machines used by various industries and also to donate some of these machines for use in the workshop during practical training (Neal, 2011). However, it is important to ensure that the partnership established is sustained for a long time by having proper policies and guidelines.

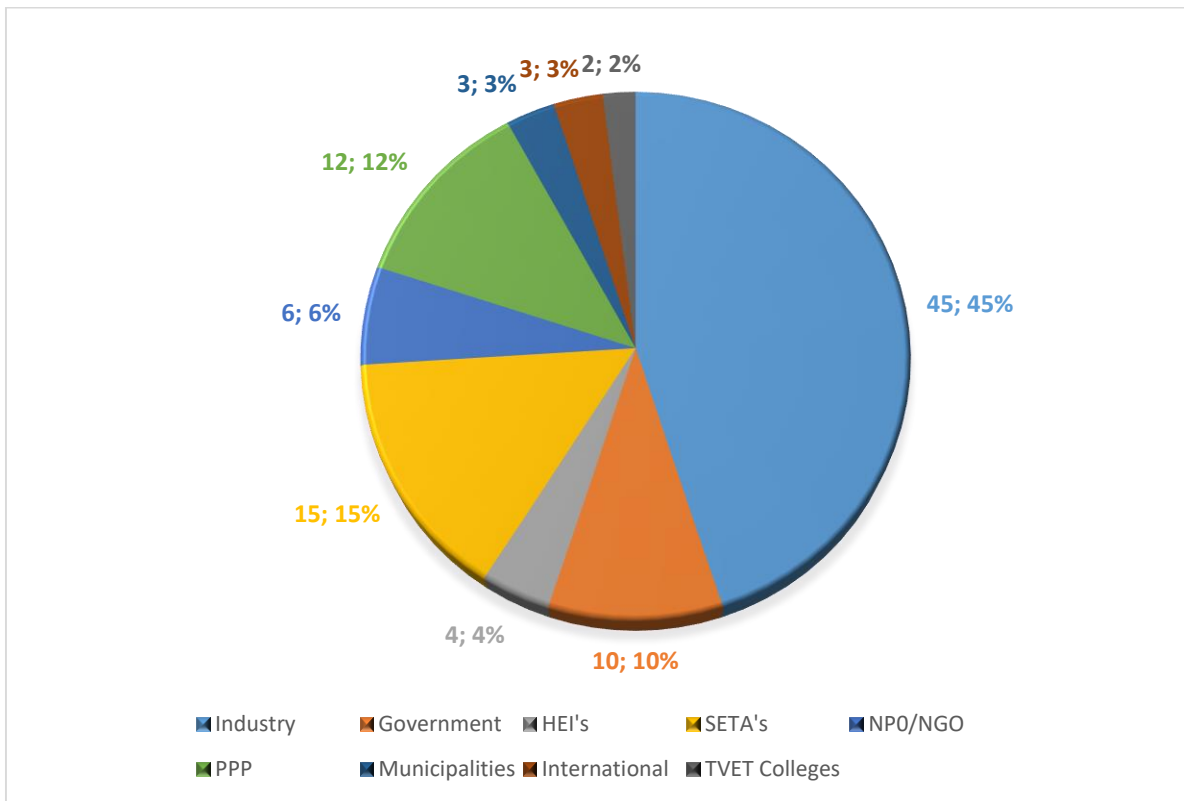


Figure 1.3: uMfolozi TVET College Partnerships

Source: UMF-Profile (2011, p. 6)

This study therefore seeks to assess the effectiveness of uMfolozi TVET College's partnership with the local industry as indicated in Figure 1.3, by interrogating the factors that contribute to the success as well as the challenges that can impede on the success of partnership. TVET College-industry partnership is one of the critical aspects that play a huge role in developing programmes, mode of delivery, assessing and monitoring, as well as continuously updating the curricula, quality assuring the skills standards and checking that the competency requirements meet the labour market demands. In context of the above, the study thus has the following aim and objectives.

1.5 Aim of the study

The main aim of this study was to assess the effectiveness of the uMfolozi TVET College partnership with the local industry.

1.6 Research objectives

The objectives of the study were:

- a) To determine the skills and competencies required to manage and support the uMfolozi TVET College-industry partnership.
- b) To identify the factors that contribute to the success of the uMfolozi TVET College-industry partnership.
- c) To determine the challenges that impede the uMfolozi TVET College-industry partnership.
- d) To identify the intervention strategies necessary to strengthen the relationship between the local industries and the uMfolozi TVET College.

1.7 Research questions

The research questions were:

- a) What are the skills and competencies required to manage and support the uMfolozi TVET College-industry partnership?
- b) What are the factors that contribute to the success of the uMfolozi TVET College-industry partnership?
- c) What are the challenges that impede the uMfolozi TVET College-industry partnership?
- d) What intervention strategies can be identified to strengthen the relationship between the local industry and uMfolozi TVET College?

1.8 Focus of the study

The study focused on assessing the effectiveness of TVET college partnerships with the local industry, as collaboration is important and is needed to create synergy between colleges and the industry, as well as other government departments.

1.9 Theoretical Framework

1.9.1 Partnership Theory

This study is underpinned by Huxham and Vangen (2013) theory of partnership which defines partnership as a form of collaboration that can be formal or informal. Zaib and Harun (2014) further explained that formal partnerships are those partnerships that have formal agreements and guiding framework such as policies and procedures to provide a clear guideline on the roles and responsibilities of each partner like having the Memorandum of Understanding (MOU) or Service Level Agreement (SLA), while informal partnerships are those engagements that involve meetings, conferences, seminars or workshops. Osborne (2010) defined partnership as an agreement that clearly states how the responsibilities, benefits and risks would be shared by parties and for how long. This study describes the partnership theory in terms of the collaboration between uMfolozi TVET College and the local industries, as well as with other stakeholders within its jurisdiction. In TVET colleges requirements for partnership depends on the leadership capability to engage local and international stakeholders for the purpose of providing practical training and source funding (Wedekind & Buthelezi, 2016).

1.9.2 Leadership Theory

The publication of the Green Paper on Post-School Education and Training in 2012 came with a number of changes for the vocational institution which led them to be transferred from Basic Education to Higher Education (DHET, 2012). The leaders of these vocational institutions were faced with a number of challenges that required an immediate change of mind-set. TVET Colleges require strong leadership to bring about transformation in colleges by forming partnerships with national and international industries. According to Obasan and Hassan (2014) transformational leadership is one of the most effective leadership styles needed to bring about change in TVET colleges through motivation and raising employee self-esteem. Boonla and Treputtharat (2014) enlightened that leadership requires a person who is creative, visionary, innovative, inspiring and courageous in order to be seen as effective. Northouse (2007) and Rowe (2007) explained that leadership is a process that allows an individual who is the leader in individual groups of people towards the accomplishment of a collective goal. Lunenburg (2011) supported by stating that the process of leadership encompasses vision development by the leader, making sure that stakeholders

are aligned to the vision through proper channels of communication, motivating and empowering the people by building on certain goals and strategies.

However, Boonla and Treputtharat (2014) argues that over a period of time leadership theory has evolved to the extent that there are a number of theories that deals with the qualities and different styles of leadership as highlighted in Table 1.1, but of all the theories and models there is not one that has provided satisfactory explanation of leadership. Appropriate leadership styles will assist the leader to understand the situation in order to make profound and informed meaningful decisions especially when dealing with external stakeholders (Mohlokoane & Coetzer, 2007).

Table 1.1: Leadership Theories

Leadership Theories	Brief Explanation
Great man	Qualities and effectiveness of the leader
Servant	Attributes and skills of the leader
Path goal	Specify a leader’s style or behaviour that fits the employee and the environment to achieve the desired goal
Situational	Using different styles according to the nature of the situation
Transformational	Motivates and raise peoples self esteem
Transactional	Exchange between the leader and the followers
Charismatic	Ability of the leader to inspire and motivates followers

Source: Northouse (2015, pp. 115-254)

The White Paper (DHET, 2014b, p. 8) stated that some of the TVET colleges had leadership challenges, therefore it was assumed that a different kind of leadership is required to turn around these colleges to support the staff, ensure that there is proper infrastructure for theory and practical training and to formalise partnership with industry for the placement of students.

1.10 Significance of the study

The study will assist uMfolozi TVET College and the local industry to design and develop the structural framework for planning, management and monitoring as well as an evaluation framework. uMfolozi TVET College is driven by the demands of the industry and society,

in terms of the skills required. Therefore, the partnership would assist in determining the needs of the industry and the society, in order to increase job opportunities thus, promoting economic development. The study will also be of significant value to the college in terms of providing answers to certain questions before a new programme is introduced. Questions that must always be considered by the College Academic Board are:

- a) Why a particular programme is needed?
- b) Who will be the partners that would support the program introduced?
- c) What value will they add to the college and to the labour market?
- d) In terms of economic development, how will the program bring about change?

1.11 Research Methodology

In this study, the qualitative research method was employed to assess the effectiveness of uMfolozi TVET College partnership with local industry. Qualitative research was used mainly to gather an in-depth understanding of perceptions and experiences of the participants regarding the effectiveness of the college's partnership with the industry. Primary and secondary sources were used to collect data. The primary sources included interviews, discussions and observations and the secondary resources included published material.

The qualitative research method was chosen over the quantitative research method for the purposes of this study, not because one method is superior to the other, but because qualitative research is about investigating people's lives, experiences and behaviors and this is what this study aims to achieve by investigating the organizational functioning and relationships between uMfolozi TVET College and the industry. The researcher analyzed existing information that already studied people's personal experiences, interviews and publications, thus bringing insights into the individual, community and industry on issues based on partnership management, policies and procedures promoting economic development. Data was collected in a natural setting where participants were comfortable to share their experiences.

The researcher complied with the ethical issues and principles of the University of KwaZulu Natal (UKZN) Research Office to respect intellectual property of the scholars and to be honest and fair during the research.

Vaismoradi, Turunen, and Bondas (2013) emphasized the importance of recording and transcribing research interviews for the purpose of data analysis using thematic analysis. The researcher used thematic analysis to identify, analyze and report patterns.

1.12 Limitations of the study

The scope of the study was limited to one TVET College, one Business Chamber of Commerce and Industry, as well as one local Municipality. Time constraints and the availability of participants were major limitations to the study as it took time to secure appointments with the participants. However, the challenge was mitigated by requesting the participants to avail themselves even during weekends. Another limitation was that there was not much local literature on the topic discussed, as compared to international literature.

1.13 Definition of key terms

For the purpose of this study the following terminology was applied:

TVET- refers to the middle level education, aiming at providing vocational education in theory and practical training, as well as preparing students for the work environment (Ayonmike, Igberadja, Igberaharha, & Okeke, 2015).

Partnership - refers to a cross-sector collaboration for organisations to work together in a transparent, equitable and mutually beneficial way towards a sustainable development goal (HRDC-SA, 2014).

Occupational education - refers to training that focuses on specific occupation which requires partnership with an industry offering that specific occupation (Agrawal, 2013).

Skills development - refers to the occupational training and work place learning preparing graduates for the work environment (Dunbar, 2013).

Stakeholders - refers to individuals or groups of organisations, who are directly or indirectly affected and are able to influence the programme (Cluzeau et al., 2012).

1.14 Structure of the Dissertation

The structural framework of the research will be presented in six chapters as described below.

Chapter One: Introduction

This is the first chapter of the research study; it introduces the study and provides a brief background of the research study to be undertaken. Chapter one focuses on the motivation, focus, aim, objectives, significance, as well as the limitations of the study.

Chapter Two: Literature Review

In this chapter, the researcher critically reviews the literature on TVET-industry partnership by exploring the various theories on partnership, leadership stakeholder engagement and skills development. The concept of partnership is thoroughly explored, as well as its impact on the TVET-industry collaboration. The work of previous scholars is thoroughly read, analysed, interpreted and compared to the current activities.

Chapter Three: Research Methodology

In this chapter, the design of the study is outlined by giving a complete description of how the research is conducted by using research techniques and methods to conduct the study.

Chapter Four: Results

This chapter will provide a thematic discussion of the data collected, giving more detailed information on the problem statement. Data collected is interpreted according to the themes that emerged during the analysis of data.

Chapter Five: Discussion

Research results will be discussed and interpreted in this chapter. Findings of the research study is analysed, compared and contrasted with the previous research studies already conducted.

Chapter Six: Conclusion and Recommendations

This chapter concludes the study and discusses the key findings and recommendations of the study. The limitations of the study, as well as the areas for further research, is also be highlighted.

1.15 Conclusion

As this is the first chapter, it provides the orientation to the study by presenting the background of the study on the TVET-industry partnership, the motivation for undertaking the study and focus of the study. The chapter also gives definition to terms, underlines the objectives of the study, aims and questions of the study. The research methodology overview and its significance and limitations are also discussed. The last part of the chapter also outlines the structure of the study. The next chapter presents the theoretical and conceptual framework, based on relevant literature.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This section of the study will address the literature on TVET College-industry partnership drawn from various theories including partnership theories and leadership theories. The concept of partnership will be thoroughly explored and its impact to the TVET-industry collaboration. The purpose of TVET colleges in South Africa (SA) and its effect in the economic, social issues will be discussed by consulting international and national literature presented by various scholars, policies and papers drawn out of different conferences (HRD-SA, 2009, p. 34).

Globally various terms have been applied to describe vocational education and training which are used in specific geographical areas of the world for example some countries speak of Technical-Vocational Education (TVE), Vocational Education and Training (VET), Apprenticeship, Workplace Education (AWE), Vocational Education, Technical Education (VETE), Professional and Vocational Education (PVE), Occupational Education (OE), etc. (Chinyere, 2014). In SA prior to 1994 the vocational colleges were known as Technical colleges and after the democratically elected Government the colleges were registered as Further Education and Training (FET) colleges and in 2012 the colleges were renamed to be known as TVET colleges. It is not enough to only recognise the importance of TVET colleges, without paying attention to the policies, conceptual framework and the leadership governing the public and private sector as they contribute to the success of TVET colleges.

2.2 The History of Vocational and Technical Education

Benavot (1983) briefly outlines the origins of technical - vocational education by focusing on both the European and non-European systems. Benavot (1983) further explains that in the 19th century two systems of education were recognised in England, Germany and French which centered around diversity in secondary schools and integration of vocational and apprenticeship programs. However, Dufty (1967) argues that the apprenticeship system was the fundamental source of vocational education which existed long before the Industrial revolution which occurred between 1750 and 1830 in Europe.

Training in technical and vocational education that focused on the use of hand tools was initially developed in Scandinavia around 1866 (Dufty, 1967). Dufty (1967) states that

towards the 1880's vocational education became popular in United States such that the number of public and private technical and vocational institutions increased. Current studies perceive the expansion of vocational education to other countries in the world on the demand for a skilled workforce (Ringer, 1979). Vocational education became a legitimate element of education by the end of World War II (Benavot, 1983). When Oketch (2007) discusses the current trends of technical and vocational education in Africa countries he finds that there are similar trends found in the rest of the world. Oketch (2007) further states that in Africa the focus of vocational education is more on socio - economic skills with the aim of eradicating poverty. However, Lundvall (2016) argues that there are major differences between African countries, and European countries, as African countries are faced with socio-political barriers which hinders socio-economic growth.

2.3 The Vocational and Technical Education Concept

When SA achieved political democracy in 1994 the system of education went through a paradigm shift from Technical Colleges to Further Education and Training Colleges which are now currently known as TVET Colleges (McGrath & Akoojee, 2007). McGrath and Akoojee (2007) cited by Akoojee and McGrath (2008) clarified that even internationally there had been a transition from vocational education to skills development because they wanted to include a wide multi-skilled workforce with good attitude and knowledge. The aim of having TVET colleges in SA was to offer vocational or occupational programmes to students so that they can receive education and training leading to a specific range of jobs, employment or entrepreneurial possibilities (Elliott, 2015). In general, vocational education is a career oriented training on specific trades; focusing on the practical application of skills learned without paying much attention to theory or academic, and technically usually refers to the ability to possess skills required in order to perform a certain task.

The UNESCO and International Labour Organization (UNESCO) conference held in 2002 described TVET colleges as institutions that are designed to offer general education and programmes related to technology and related science, in addition they also offer practical skills, understanding, attitudes and knowledge relating to occupations found in various sectors of economic and social life (Hollander & Mar, 2009). Okafor (2011) views on vocational and technical education is that it is based on scientific knowledge and application of practical skills. Even though most academics see it as an informal type of education but it is a planned training that begins by exploring the career options aimed at supporting basic

academic and life skills as well as preparing students for industry labour market (Okafor, 2011).

Goel (2009) echoed the importance of vocational and technical education; by stating that it broadly covers education and skills development from all levels of education in both categories of formal or non-formal education and training. Nevertheless, Goel (2009) gave a brief differentiation of Vocational and Technical education by stating that Vocational education refers to education and training for lower levels of a skilled or semi-skilled workforce in different trades and Technical education refers to post-secondary practical training preparing technicians to work as supervisory staff.

2.4 Conceptual Framework

It is impossible for the government to provide quality education without the support and involvement of the private sector (DHET, 2014a). The collaboration between the TVET colleges and the industry is of vital importance irrespective of whether the benefits are realized or not but the collaboration will depend on how good the partnership between the public and private sector is and the government provision of well-designed regulatory framework as a control measure (Ayonmike et al., 2015). Martin (2006) highlighted that vocational education and training in Australia emphasised the importance of having a regulatory framework as a key objective for national consistence which is regulated by the Australian Quality Training Framework (AQTF), in SA, uMalusi is the regulatory body that provides a framework for monitoring standards for public and private education quality administration of assessments.

According to the Green Paper (DHET, 2012) partnerships between public and private institutions should be within a clear regulatory framework stating exactly the boundaries of operation. The Growth, Employment and Redistribution policy also emphasises the importance of the private sector involvement in Higher education (RSA, 1994, p. 27). It is within these statement articulated in the legislative documents of the Republic of SA that showed that there is a huge gap in the administration of TVET college partnership with industries, there is no regulatory framework that guides the colleges and industry towards achieving the purpose of TVET education and good sustainable partnership even though the college has a long list of signed contracts with different local industries, community organisations and government departments.

2.5 Government Policies

Government is the most important stakeholder in the TVET College-industry partnership as it is responsible for creating a conducive environment by promoting the partnership through approved policy framework. In SA, the TVET College-industry partnership is commonly articulated in some of the government policies such as:

Reconstruction and Development Plan (RDP) - It states that the government is committed into supporting the development of organs of civil society by providing assistance to colleges so that they can provide institutional training required by the labour market and the economy (RSA, 1994, p. 27).

Human Resource Development Strategy for SA - It alludes that FET College-industry institution partnership, must at least ensure that there is one formal sustainable partnership that links the formal teaching and learning with the industry so that students will be exposed to the world of work and provide placement opportunities (HRD-SA, 2009, p. 34).

National Development Plan - It states the importance of good working relationships that must be promoted between industry and colleges in order to improve the quality of training and assist college graduates to enter the labour force with ease.

New Growth Path - It suggests that the FET colleges have a role to play by paying attention to the skills development and training of the youth (Path, 2010, p. 47).

White Paper for Post-School Education and Training - Building an expanded, effective and integrated Post-School system state that colleges are at different levels of development therefore they must strengthen their partnership with local stakeholders and increase responsiveness of colleges to local labour markets. It further articulates the importance of colleges to improve placement of students and coming up with a programme qualification mix that will meet the standards of the industry (DHET, 2014b).

Tansen (2012) alluded that the Singapore Government strategic plan on skills development was developed to diversify and accelerate economic growth through industrialization and also provide incentive to employers that provide skills development funding to its employees. In SA the industries that provide skills training are referred to as levy paying organisations and therefore they receive a certain percentage from the Treasury for contributing to the skills development (Venter, Grossett, & Hills, 2003). The TVET education plays a crucial role in contributing to the economic national growth and

development of the country thus serving as an important instrument for social inclusion (Nilsson, 2010).

In SA, The Green Paper for Post-School Education and Training (2012) and the White Paper for Post-School Education and Training (2014) clearly states the importance of a strong working partnerships between TVET colleges and industries.

2.6 The purpose of TVET education

HRDC-SA (2014) alluded that the increase in technology has put more pressure to vocational colleges to provide programmes that will meet the high demands of the economy in this 21st century. Venter et al. (2003) took into consideration that the quality of TVET education and its availability to all the sectors of the economy is crucial to attract the interest of industries, therefore it is important that the administration of TVET college education is put on a higher pedestal so that the system is more effective to deliver as per industry demands.

At the conference held by World Economic Forum, WEF (2014) one of the recommendations was that in order to break the inhuman cycle of poverty, the government must see education and training in TVET Colleges as an important factor that can offer skills and competences needed by employers. However, Seng (2012) argues that TVET colleges are the weakest link in the education sector for many countries and there is great prejudice against the vocational colleges especially by those who are academically inclined as they view the colleges as the only institutions that can only provide technical education to students who cannot meet the requirements of the Higher Education Institutions (HEI) without looking at other means to assist students that wanted to pursue academic career path. The importance of TVET education is not only a SA vision but it is also an international vision (Zimmermann et al., 2013). According to Brennan (2014) in Canada the system of vocational education was developed with the aim of providing access to post-secondary education so as to meet the needs of the growing economy. In terms of TVET-industry partnership, Obwoye et al. (2013) points out that one of the social strategy 2030 visions for education and training in Kenya is to strengthen partnership with private sector. In Bangladesh TVET sector education is viewed as employment-driven technical and vocational education, as the main tool to address poverty (Tansen, 2012).

In Ethiopia the vision for TVET Colleges' states that the Technical and Vocational Education and Training in Ethiopia aims at creating competent and self-reliant citizens that will contribute to the economic and social development of the country, as well as improving

the livelihoods of all Ethiopians and reduce poverty (Killian, Tendayi, & Augustine, 2009). The Gambian Education policy (2004-2015) on TVET focuses on the objective that technical and vocational education and training programmes will be strengthened, expanded and diversified to meet the developing needs of a growing labour market. The policy further states that the TVET colleges of Gambia must ensure that the quality and relevance of training and skills development match the demands of the market. What is most important and interesting about the Gambian policy on TVET is that it also mentions the increase of participation by private sector in the provision and financing of training and skills development especially for the rural youth (Neal, 2011).

In SA, the Green Paper on Post-School Education and Training (2012) gives a summary of the current social and economic path that the TVET Colleges must engage, in order to address challenges and inequalities of the past. Hence the system of TVET colleges in SA is designed with the aim of promoting the personal, social, civic and economic development of the country (DHET, 2012). The importance of technical and vocational education is a remarkable instrument for the economic growth, skills development and poverty alleviation therefore, the TVET Colleges must be able to cater for the demands of the industry (Alias & Hassan, 2012).

The main aim of uMfolozi TVET College industry partnership or collaboration is to train and produce a highly competent, well skilled and educated workforce relevant to the needs of local industries (UMF-Profile, 2011b). The curriculum for TVET Colleges in SA is structured in such a way that it addresses the needs of students, industries (private sector) and communities (DHET, 2014b). The outcome of the training leads to productivity which in turn leads to employability and skills for jobs (Rasool & Mahembe, 2014). The key objective for TVET Colleges is to provide high quality education and training programmes which will then lead to economic growth and skills development, thus reducing poverty and unequal income distribution (HRDC-SA, 2014). However, Colleges and industry find it difficult to engage with one another due to the fact that the performance standards of TVET Colleges are not related to that of the industry, and yet decision making and management are the responsibility of both partners (HRDC-SA, 2014).

The former Deputy Minister for DHET in SA, Mduduzi Manana in his speech when he was addressing captains of industry in Polokwane on the 28th of January 2016, said that TVET Colleges and industry relationship is weak. Students at some colleges find it difficult to get workplace experience, which is a requirement to complete a National Diploma (DHET,

2016a). Mouzakitis (2010) explained that the colleges have almost no formal linkages with industry, except for the placement of apprenticeships, learnership or other skills programmes that requires practical workplace (DHET, 2016a).

Odekunle and Babalola (2008) in their research paper stated that in a partnership both colleges and industry should reach a common understanding of what is their social responsibility in terms of capacitating people, especially the young people for employment purposes. They further argued that globally significant and sustainable development necessitate commitment from organized private sector which are industry and public institutions referred to as Colleges or Universities. Obwoye et al. (2013) acknowledges that there should be enough collaboration between TVET institutions and industries to provide relevant practical skills for industrialization.

The real test of success and effective partnership with private sector for the TVET colleges will remain to be seen once the TVET college graduates have been employed and have promising career development (Seng, 2012).

2.6.1 The Worldwide Models of TVET

According to Fawcett, El Sawi, and Allison (2014) the TVET sector is represented by the three models used all over the world that epitomize key theoretical models of technical and vocational education and training. The ideal model that encourages public-private partnership is the German dual model and has influenced TVET systems in many countries. The German dual model promotes apprenticeship and on-the-job training ensuring that the graduates produced have the skills that are on demand and will lead to high employment among graduates.

Table 2.1 represents three distinct models that have been widely adopted globally that basically reflect the European experience.

Table 2.1: Models of Partnership

Great Britain Model	France Model	Germany Model
The Private companies in this model are the ones who decide on the skills that are needed by the labour market. The type of qualifications and standards are determined by the specific occupational skills required by the industry. The state does not control the size of the training market. The research and support are conducted by the Sector Skills Council.	The State decide on the training to be provided by TVET institution. The content of the curriculum is influenced by the political issues and it does not pay much attention to the economic demands. The smaller number of general vocational education focuses on skills development.	The State and the Private companies regulates the training criteria. The general education system is independently run by the Public - Private sector.

Source: Fawcett et al. (2014, p. 11)

2.7 Partnership

Globally, irrespective of whether it's political, economic or community issues, the concept of partnership has received a widespread support even to policy makers (McQuaid, 2000). The pressure lies upon the government to move away from the idea of public service delivery only, to joint service delivery by public - private partnership. The word partnership is globally used within the political, education and business spheres. Osborne (2010) defines partnership as an agreement that states how responsibilities, benefits and risks will be shared by two parties in agreement and the duration of the partnership.

The word partnership is often used within the world of infrastructure as they are project specific and they have a specific start date and end date, but to develop a true working partnership is quite difficult (Helmy, 2014). There are different terms for a partnership that will be used alternatively in the literature, these terms are “collaboration”, “relationship”, “co-operation”, “linkages” and “association” (HRDC-SA, 2014). Various forms of partnership are presented in the literature because partnership has different meanings for people (Wollenburg, Mowatt, Ross, & Renneisen, 2013). A successful partnership requires commitment and a shared vision from all relevant stakeholders to work together.

There are varying levels of partnership based on formality, power sharing, motivation and transparency. Partnership goes beyond working together, it is more about finding common grounds with a specific common goal. Ginty and Harding (2014) defined partnership as an agreement made by any two or more organizations or individuals in public or private sector with the aim of developing, improving and maintaining the social and economic lives of people. However, Harding (1998) cited by Sebele (2015) argues that, this kind of partnership has restricted theoretical value.

According to Kashina, Chudnovskiy, Aleksandrova, Shamov, and Borovaya (2016) the word partnership refers to relationships that exist with business alliances, vendors, teamwork, networking and collaboration with numerous stakeholders. Lyons and Hamlin (2001) understand partnership as a concept with different practices and modes of delivery that shows a wide range of relationships based on circumstances and the location. Singizi (2011, p. 11) in the paper '*Review of FET College Partnership and Linkages*' refers to partnership as "one in which the separate roles and contributions cover shared responsibilities and risks and also take into account the different aspects necessary for successful partnership." The Swiss-South African Cooperation Initiative (SACCI) report on TVET-industry partnership examined and distinguished four types of partnerships that are relevant to college-industry partnership.

2.7.1 Types of Partnership

2.7.1.1 Public-Private partnership

It is defined as a contract or an agreement between a government institution and a private institution. It occurs when two parties undertake a joint venture with mutual benefit (HRDC-SA, 2014).

2.7.1.2 Educational partnership

This is the kind of partnership that involves education institutions and business-industry, government and community organizations. The parties collaborate to share expertise on theory and practical learning (HRDC-SA, 2014).

2.7.1.3 Learning partnership

The learning definition is defined within the framework of a strategic objective whereby the success of the partnership does not depend on individual performance but on collaboration (HRDC-SA, 2014).

2.7.1.4 Social partnership

It involves well-structured collaboration with a well-articulated agenda that is concerned about economic development and social policies. In a social partnership the groups have good working relationships to achieve a mutually agreed goal (HRDC-SA, 2014) .

The partnership theory as explained by Shamsuddin and Ismail (2016) state that it is about voluntary agreement between organizations or people to achieve economic, social and cultural needs under the control of the members. Another theory that came out of the literature is the Expectancy theory which was used by the scholars to determine how the partnership between TVET Colleges and industry can be promoted and what can motivate them to form a partnership (Ayonmike et al., 2015). Expectancy in partnership theory is described as the belief that one's effort within an organization to achieve the goal set will be rewarded (Ayonmike et al., 2015).

Rickett (2015) further explains that partnership occurs when parties reach an agreement to work together irrespective of their differences in search for a solution that goes beyond their scope of responsibilities. Ayonmike et al. (2015) describes PPP as a contractual agreement between the public sector and the private sector involving multiple parties and high transaction cost. However, Woldetsadik and Lumadi (2015) argues that as much as PPP is viewed as an important factor to implement TVET programs, there are countries that are not in favor of the concept, like Addis Ababa, as they have a notion that the roles and responsibilities are not clearly defined. Amornvuthivorn (2016) highlighted that PPP is used globally to strengthen, support and enhance transparency in different policy sectors to improve service efficiency and engagement amongst stakeholders, especially in TVET-industry partnership.

The TVET colleges view PPP as another educational option to provide workplace exposure for students; as another means of getting financial assistance; and as a joint venture to pursue training opportunities. Both partners strive to work together to achieve the set objectives even though it is not easy to initiate and sustain the partnership with the private sector, because the industry focus is more on production targets and financial performance, whereas TVET college main focus is on competency and skills development needed by the labor market (Musobo & Gaga, 2012). Boyle, Ross, and Stephens (2011) states that stakeholders can be described as a group, or individuals, who has interest on a specific aspect of work and

who is highly influenced by a particular aspect, thus impacting on the performance of the partnership in order for it to be successful.

The formation of partnership can be found at many levels that is macro (policy), meso (sectorial) and micro (enterprise) level (Tansen, 2012). Each partnership between any two parties is different. Public and private partnership come with different expertise but what is most important is for both partners to work together towards achieving a common goal. Rasool and Mahembe (2014) further suggest that formalising partnerships between colleges and employers will assist the college to identify opportunities for work-integrated learning and assist in placement of students after completing institutional training. Social partnership is one of the most important partnership with TVET colleges, because through the active participation of social partners the world of work can easily be reconciled with the vocational and technical education.

The significance of social partners in TVET colleges is described by Gunbayi (2015) as the kind of partnership whereby the social partner identifies skills required by labour market and communicate with the TVET college to structure their qualification and training programmes according to the needs of the labour market. The SA government, private institution and communities expects the TVET colleges to be the foundation in promoting skills development, hence the importance of having good partnership framework with all relevant stakeholders. The White Paper for Post-School Education and Training (2014) put much emphasis on the importance of having strong working partnerships between TVET colleges and employer (DHET, 2014c).

However, caution must be exercised when establishing partnership between public and private institutions, roles and responsibilities must be clearly defined for each party and how they can function within the framework that sets out the limits for operation (Green Paper, (DHET, 2012, p. 50). There is a strong view that TVET institutions do not have enough exposure to initiate partnership with industries and the lack of positive response from industries to engage with colleges is a major challenge (Obwoye et al., 2013). The intervention by DHET will play a major role in developing a framework that will be a guideline for TVET Colleges to initiate, develop and manage college-industry partnership.

Nasir (2012) highlighted the importance of regulating the wide system of partnership by the government through policies, laws and regulations that will support TVET Colleges. It is imperative that the partnership between industries and college is strengthened and formalised

in order for SA to become a highly skilled, developed country (JICA, 2014). However, it is also important to determine whether the partnership is good and important, that it is worth nurturing or discarding. Killian et al. (2009) stated that in Ethiopia the government introduced another level of TVET programmes that talks to industry needs, however lack of cooperation from the industry was a major problem as they felt that they were not properly consulted.

The issue of proper framework to strengthen private-public partnership still needs to be considered. The review of FET College Partnership and linkages by Singizi (2011, p. 11) also indicated that in some colleges, the SSACI have supported partnership initiation by bringing external experts on board to assist colleges.

2.8 Skills development

Skills development is one of the survival tools needed by SA to build capacity for the formal and informal labour markets. The report provided by Mundial (2006) describes skills as what is required for thinking, behaviour, decision making, specific life situations and vocational education (Mundial, 2006). In the White Paper for Post-School Education and Training (2014) a question is raised on how skills development can support the creation of a developmental state (Akoojee, 2010). McGrath and Akoojee (2007) noted that internationally and nationally, skills development has been placed at the peak of the education and training agenda. In Canada, acquiring occupational skills yield positive outcome on the employability of the people thus impacting on the country's economy (Kopatz & Pliz, 2015).

Mercer, Remillard, and Goodman (2011) emphasised the importance of skills development by stating that the cross cutting theme for all vocational training is acquiring life skills. The research conducted by Dunbar (2013) indicates that soft and technical skills are the most effective skills programme required by the labour market. TVET Colleges are globally viewed as having a broader contribution to the future of the country in terms of skills development, economic development and employment, by building effective partnership with private sector, particularly industries (UNESCO, 2012). Maclean and Jagannathan (2014) points out that the major question that needs to be answered is how the private sector can assist in promoting skills development and what practices can the private sector adopt to train and up-skill the workforce in order to meet the demands of the labour markets. Dobbs and Madgavkar (2014) argues that the vocational institutions should guard against

mismatching of skills as it is viewed as a major threat for PPP, therefore TVET colleges should provide flexible training programmes that are relevant to the needs of the industry or the labour market.

In Canada the image of TVET colleges were radically transformed by introducing advanced skills for employment in all job categories (Gremaud, 2017). Whereas in Australia the focus is on National Qualification Framework (NQF) which is structured with the aim of increasing the link between training and jobs (Goozee, 2001). The former Minister of Higher Education, Dr Blade Nzimande in his speech emphasised the importance of skills developments by forming partnership between various stakeholders (DHET, 2014a). The TVET Colleges most important stakeholders include industry that plays a huge role in guiding the colleges on which skills must be developed, which are recognised as critical scarce skills and the SETA's responsibility is to align the skills programmes with the needs of industry and provide grants where necessary for training and workplace exposure.

2.9 Economic development

In the World Economic Forum held in 2014 the members discussed that the economic growth and social development depends on the knowledge and skills that the workforce possess (WEF, 2014). Okoye and Chijioke (2013) further stated that the employers need knowledgeable workers who are flexible and multi skilled. It is quite noticeable that the workforce cannot produce the skills required to remain globally competitive. Some employees are over skilled, some are under skilled which then impact on the productivity of the employer because the wage cannot be properly linked to an individual employee's qualifications or experience (Schwab & Sala-i-Martin, 2015). The question that can be asked is, what are the skills required by industries? The research conducted indicates that the skills required by industries are soft and technical skills for off the job and on the job skills training (Dunbar, 2013).

Skills development is about lifelong learning hence it is one of the major priorities articulated in the occupational programme curriculum needed for economic growth. Killian et al. (2009) indicated that the major role for vocational training is to produce skilled people that are ready for employment, therefore TVET programmes have to be linked to the job market in order to enhance the socio-economics of the society. In a global perspective, unemployment is the force behind socio-economic challenges (UNDP, 2015). The SA government and industries must invest much in the TVET colleges in terms of training and development of skills

required by the country. Pavlova (2014) noted that there is always a difference between developed and developing countries, as developed countries tend to focus on quality improvement and National Developmental Plans (NDP) for TVET and developing countries focus more on TVET implementation and enrolment cost.

The economic development is compromised by the shortage of skills necessary for the labour market. The role of TVET Colleges is quite important in ensuring that the expectations of the labour market is met by offering programmes with skills needed by industries (WEF, 2014). The RSA (1998) indicated that the shortage of a skilled workforce is prioritised by government and private initiatives. In Asia, the TVET colleges focus is on developing and supporting green skills required for smooth transition to green economy (Pavlova, 2014). TVET colleges' developmental strategies are seen as having a wider impact on the government building partnership with the employers especially the private sector (UNESCO, 2012).

The public sector cannot produce the skills required by the labour market on their own. Collaborating with the private sector will help people to acquire marketable skills that will assist them to find employment. TVET colleges need to understand the needs of the labour market, which is why Dunbar (2013) stresses that globally it is important that an in-depth knowledge of the labour market by the public sector is important to be able to transform the knowledge into skills training programmes required by the private sector in order to attract unskilled or under skilled job seekers.

Macleane and Jagannathan (2014) points out that in Asia they have introduced a dynamic skills training system by TVET to match the pace of progress of a growing and changing world and to effectively respond to the economic growth of the country. The role played by TVET colleges is no doubt very significant to the community, skills development and the economic growth but it is also true that TVET colleges are still regarded as secondary by most of the students. Winch (2013) proclaim that this negativity about TVET colleges is not based on the activities that take place within colleges, but they are just a broad opinion of vocational work.

Singapore and Korea are one of the countries whereby the society regards the TVET College as the institution of first choice that leads to youth employment and poverty eradication, and most importantly is the involvement of government in making sure that the TVET college curriculum system is in line with the needs of the industry and economic growth of the

country (Winch, 2013). Skills development for economic growth and society inclusion are the two twin pillars for lifelong learning even though both are linked, but the economic growth is always given a priority (Hyland, 2006).

2.10 Organisational culture and leadership

Ngang (2012) defines leadership as the quality to possess knowledge of change strategies and curriculum alternatives and development process and decision making. According to Boonla and Treputtharat (2014), leadership is about setting achievable goals for the organisation and being capable to influence decision making and convince all stakeholders to strive for excellence. Leadership incorporates human services, educational, corporate and political fields covering a broad terrain. Waring, Currie, and Bishop (2013) explains that there are differences in the management of public and private sector agencies to work together, in terms of their roles and responsibilities to finance, design, manage, or produce a successful PPPs, thus having an effect on service and workforce organization. That is why Serban (2005) echoes that in most of the time public and private institutions function within numerous and overlapping grounds thus managing a portfolio of activities ranging from global to local, which makes it impossible to have a proper structure focusing to the needs of one institution and yet there is a binding contract .

Jenkins (2013) described the leadership theory as based on a person's character to lead the organisation selflessly devoting his/her time to all the operational and strategic activities of the organisation. While according to Gentry, Eckert, Munusamy, Stawiski, and Martin (2014) leadership theory can be described as the leaders personal experiences, wisdom to rise above any situation as the key and crucial aspects of an effective leader. Prioritising change management in leadership is better for the success of the organisation (Gentry et al., 2014). According to Njoroge (2015) a leader must possess authority and power to bring about change, hence the transformational theory of leadership is regarded as the most important style of leadership. Obasan and Hassan (2014) highlighted that effective leadership requires effective management of an organisation by a leader that has different styles of leadership. According to the normative leadership theory, a transformational leader is viewed as a moral leader with high ethical standards, however there are pseudo-transformational leaders who are self - centred and manipulate their followers in order to reach their own goals (Njoroge, 2015).

According to Mohlokoane and Coetzer (2007) when FET were introduced to the country they needed transformational leadership that had the power to bring about change in staff members, the organisation as a whole and be able to win the perception of the local society and industry. To be able to perform up to the level required by society and to manage and sustain TVET colleges they need to have a strong, visionary leadership, with a trained and effective workforce. There is a great need for better qualified, dynamic and capable leadership. There are many challenges facing TVET colleges-industry partnership that requires a situational leader who will be able to understand the situation and act accordingly. Yun, Jung, Han, and Park (2015) stated that the initiation of a partnership usually starts with solicit or unsolicited proposal which is based on the type of activities required by each party and the manner in which these activities are organised and managed.

Mannion, Brown, Beck, and Lunt (2011) views on partnership are that each institution has its own characteristics and standards of behaviour, professional values and acceptable working practices ultimately different organisational culture and different style of leadership. While there are broad global deliberations about public and private institutions formalising synergies, however De Schepper, Doms, and Haezendonck (2014) strongly feels that the partnership between industry and public institutions is considered as a huge risk because of the differences between the two sectors. However, Zaib and Harun (2014) state that the leadership of TVET colleges and industries should invest on human development to promote the organisational culture thus improving economic growth and productivity.

TVET colleges require leaders that are competent enough to lead the colleges such that they meet the social and economic needs of the country. This will then lead to social mobility, economic emancipation, and political stability. Zaib and Harun (2014) argues that effective management and visionary leadership work hand in hand as they are both required for the success of any organisation especially stakeholder engagement for skills development and economic growth. Leadership in TVET colleges are viewed as the tool that will be able to bring about change in the organisational culture by making sure that their institutions provides relevant curriculum required by local industry (Boonla & Treputtharat, 2014). Elliott (2015) stresses that College leadership is also expected to source funding, engage with industries to formalise partnership and to attend to community functions to market the college and provide career guidance. This means that the sustainability of partnership is also

embedded on how well connected and how involved is the leader in various community and industry forums including expertise in social issues.

This is a challenge for college leadership because there is not enough time to do everything, they struggle to meet with the roles and responsibilities imposed on them (Elliott, 2015). It is a norm in most of the training organisations that leaders are expected to make sure that things are done by providing resources for training and maintaining effectiveness and efficiency within the organisation (Amedorme & Fiagbe, 2013). This is supported by Van Wart and Kapucu (2011) who stresses that employee development, quality training and complete satisfaction amongst all stakeholders are critical outputs for efficiency and organisational effectiveness. The attributes of a good leader requires a person that possesses good communication skills and high personal capacity to inspire, encourage and build trust and commitment from the followers and stakeholders (Cook, 2007).

Social inclusion is one of the important aspects that the college leadership must prioritize, because the community has its own perception about colleges regarding quality of teaching and learning which in most cases is negative due to lack of marketing and lack of information from the part of the community (Mohloloane & Coetzer, 2007). There are number of theories and models that tries to explain leadership however, according to Kumar, Adhish, and Deoki (2014) there is no one term that can be used to describe leadership, except to state that a leader that is viewed as effective, is the leader that shows the right behaviour at the right time. Lussier and Achua (2015) refers to the three levels of leadership as the levels that tries to address the limitations of the traditional leadership theories by looking at the capability of the leader as the one who manages individual, manages teams and adapts to change.

2.10.1 Levels of Leadership

According to Lussier and Achua (2015) the leadership theory can be categorised in three levels as:

- a) Level of individual is whereby the leader focuses on an individual follower and how the relationship between the leader and the follower impact on other individuals within an organisation.
- b) Group level is whereby the leader concentrates on the group of followers and the effective performance of a group of followers is influenced by the behaviour of the leader and visa-visa.

- c) Organisational level is whereby the leaders focus is on the entire organization, the success and effectiveness of the organisation is a group effort.

However, (Kumar et al., 2014) explained that leadership theory can be classified and analysed according to three levels which are

- a) Managing self-skills which refers to the leader's potential to understand the vision of the organisation and a competent leader who appreciates the potential of an individual follower.
- b) Team organisational skills is the ability of the leader to delegate, appreciate the team effort and contributions and take decisions involving all parties.
- c) External environment skills are the ability of the leader to understand the external environment and be able to extend the scope of the organisation by partnering and working with other organisations.

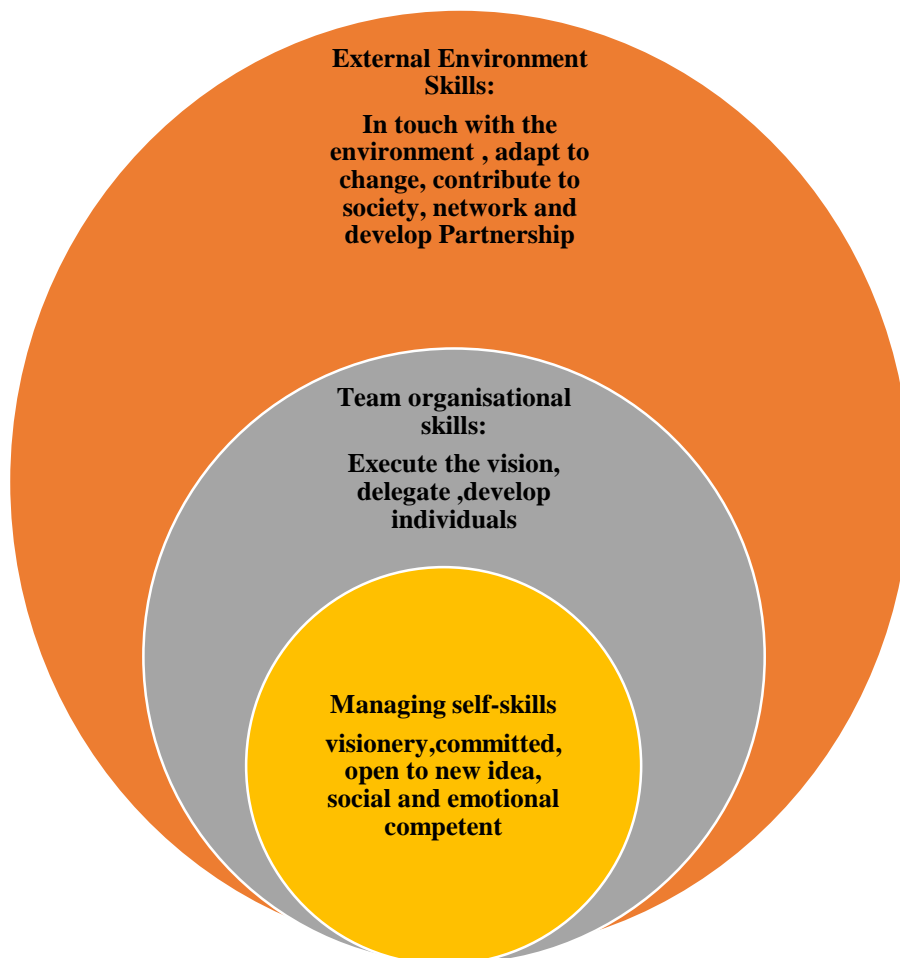


Figure 2.1: Levels of Leadership

Source : Kumar et al. (2014, p. 82)

2.11 Social inclusion

It is the role of uMfolozi TVET College to engage all stakeholders in the area they are servicing in terms of how they view, explore and challenge barriers and behaviours. It is important to understand that the goals and concerns of TVET colleges may seem to be the same but the systems of each country are often shaped by the economic, educational and social conditions of the local community (Mouzakitis, 2010). Social inclusion refers to a conduct whereby people are regarded as important and valued as members of the community

(Buckmaster & Thomas, 2009). The role of the TVET colleges is to ensure that people's dignity is respected regardless of age restriction by providing communities with skills that will assist them to be in control of their lives and to eradicate poverty (Hargreaves, 2011) explained that TVET colleges provide Recognition of Prior Learning (RPL) as an instrument to assess the level of knowledge for those disadvantaged individuals that have worked and acquired skills but do not have proper qualifications or certificate that will be a proof that they know the job.

In Australia, social inclusion has become the priority for the government to support and improve the lives of disadvantaged communities (Billett, 2004). TVET colleges still have a lot to do because social inclusion is about making sure that community members must be skilled to get jobs, to improve their self-esteem and to build societal capital. Buckmaster and Thomas mentioned that the SA Government has seen the TVET colleges as the main tool that can redress the problems of social exclusion. Even the African National Congress (ANC) in its Congress Strategy and Tactics (2007) described the developmental state as the kind of state, that will be people centred and people driven through economy restructuring and social inclusion (HRDC-SA, 2014). In the Policy Framework for the Realisation of Social Inclusion in Post School Education and Training Institutions; the purpose of this policy is outlined as the plan to make sure that the culture of human rights and social dignity is recognised and integrated through educational institutions (DHET, 2016b).

2.12 Effectiveness of TVET Colleges

There are concerns from some members of the public as to why there is so much publicity about TVET colleges (DHET, 2014a). The success of the economy in any country depends on the effectiveness of TVET colleges (Astill, 2012). Industries are not only partners but they play a major role in the development of occupational and competency standards required to assess skills development (Chinyere, 2014). However, there are noticeable challenges that engulfs the sector like the fact that the government cannot provide adequate infrastructure to have effective TVET colleges.

Effective skills development training in TVET colleges is regarded as effective if the training is conducted with the same machines, tools and expertise as the occupational skills the industry requires. Chinyere (2014) suggest that for an effective vocational and training in TVET College and the industry participation, the government must provide regulatory framework and establish a standardised funding structure. There is also another important

factor that can cause TVET colleges not to be effective which is the lack of information distribution to their important stakeholders. JICA (2014) point of view is that TVET needs to be assisted when it comes into cascading information like learnership, apprenticeship, open days and the registration dates, sharing of information will increase capacity and recognition of TVET colleges and partnership will be established.

2.13 Work Integrated Learning (WIL)

In SA experiential learning was considered as the sphere of the former Technicon's but recently Universities of Technology and TVET Colleges has incorporated experiential learning in their curriculum (Fisher, Jaff, Powell, & Hall, 2003). The terminology has changed to work integrated learning or work based experience (DHET, 2014a, p. 64). For the purpose of this research Work Integrated Learning (WIL) will be used. The purpose of the FETC Act 16 of 2006 is to make sure that the students acquire necessary knowledge, practical skills and applied vocational and occupational competences, furthermore it must provide students with skills required for employment and opportunities to enrol in a particular vocation, occupation or trade as well as pursue a HE path (RSA, 2009).

In his key note address, former Minister of the Department of Higher Education, Dr Blade Nzimande stated that the main objective of colleges is to prepare learners for the workplace. Obwoye et al. (2013) enlightened that linkages between colleges and employers are varied, with some good practices. In general, however, workplace linkages are poor and learners struggle to make the transition from college to labour market. With assistance from Swiss partners, the dual system of training is being piloted at present and much emphasis is going into establishing structural methods of aligning colleges with workplaces (DHET, 2014a).

Kraak (2008) has argued that the three learning pathways identified as apprenticeship, learnership and college programmes has its own limitations when it comes to employment, because there is no proper structure that connects these pathways and employment. If the system is properly structured, industry will recruit from colleges and this will give students confidence that they will get decent jobs and the TVET colleges will be seen as the colleges of choice not as the last resort. The study conducted by Moleke (2005) indicates that pre-apartheid era apprenticeship was the most preferred form of industrial training which was racially administered by selected technical colleges but eventually the Africans were included even though it was difficult for them to find placement within the industry.

The WIL programme is an important aspect for TVET colleges' students as it allows them to have complete workplace exposure. In Bangladesh, the curricula for vocational training and placement of students is designed and reviewed by both TVET colleges and industries through an NGO known as Underprivileged Children's Educational Programs. Improving and strengthening industry relationship with TVET colleges is seriously considered as an important vehicle to increase employment in Bangladesh (Ahmad & Rahman, 2013). However Alias and Hassan (2013) based their argument on the literature which that in Malaysia, the WIL programme known as Work Based Learning (WBL) the placement of students have been faced with a number of difficulties such as student's welfare and lack of proper management of the programme.

It is a good mode of learning that assist TVET colleges to place students in companies that will equip them with skills that will prepare them for the labour market. However, the key is having good TVET-industry partnership with proper systems in place that will focus on student's welfare and developing a proper framework to administer placement of students. The best practices that has been observed for effective partnership requires mutual benefit, shared roles and responsibilities, clear goals and good communication between the two parties (Holland, 2003). TVET College-industry partnership requires trust, commitment, flexibility and two-way communication on both parties in order for it to be successful. Hart et al. (2009) mentioned that there is a lack of deeper understanding on the collaboration processes amongst stakeholders whereby in some instances the partners come with different views and expectations.

2.14 Stakeholder engagement

Metcalfe (2008, p. 2) defines stakeholder as “any individual or group who has a vested interest in the outcome of a body of work”. Partnership requires that a productive stakeholder relationship be maintained whereby both party's benefits. There are two types of stakeholders that are identified in the Stakeholder Engagement Practitioners Handbook (Metcalfe, 2008):

- a) Stakeholder – refers to a group or individuals who has keen interest on a specific aspect of work.
- b) Key stakeholders – refers to a stakeholder who have huge impact on the performance of the project in order for it to be successful and who is highly influenced by a particular aspect in the business.

When TVET Colleges were introduced, an industrial attachment period was also introduced. However, the sector has been faced with a number of challenges, due to lack of cooperation amongst the stakeholders. Hitt, Freeman, and Harrison (2001) cited by Sinclair (2011) gave a brief historical background on how the term ‘stakeholder’ was conceptualised in the 1960s at Stanford Research Institute whereby there was a discussion that in order for managers to be able to develop objectives that can be supported by stakeholders, they should understand the concerns of shareholders, employees, lenders and suppliers.

In this study, the stakeholders are all the people and organisations that have interest and were involved in the curricular development of TVET Colleges. According to Forh (2014) in Liberia the community stakeholders took a frontline role of ownership, leadership and advocacy when they were establishing technical vocational colleges whereas in Ethiopia, the TVET colleges experienced challenges to link colleges to the labour market thus making it difficult to strengthen partnership with various stakeholders (Killian et al., 2009). Selman (2004) makes a distinction when referring to stakeholders by stating that within an organisation there are stakeholders that are motivated by principles and values and there are those that have an economic interest.

Stakeholders should be characterised so as to understand the power relations of interest between them and the organisation. However, Ayuso, Rodríguez, García-Castro, and Ariño (2014) characterized them as primary or secondary stakeholders. Primary stakeholders refers to those stakeholders that have direct interest in an organisation, stakeholders who depends on the organisation financial being and secondary stakeholders are those who have indirect interest in the organisation (Sheehamandje - Mwiya, 2014). The TVET College relationship with stakeholders is more about collaboration and management. Ihugba (2012) elaborated that stakeholders are expected to participate in strategy development, organisational alignment and trust building. The intervention role of stakeholders in TVET colleges is to negotiate partnership collaborations on behalf of the college, to communicate issues that will help in the advancement of the college and to pursue common goals, contracting for service delivery and to behave in a manner that will be beneficial to the college (Adjrah & Quashie, 2014).

Wu and Eweje (2008) warns against identifying stakeholders without conducting stakeholder analysis in order to get a dynamic perspective that will provide a vibrant approach to stakeholder relations. The TVET colleges are the ones who seek partnership with industry and business stakeholders, therefore the process of identifying and analysing

stakeholders is of vital importance. Lawrence and Weber (2014) argues that institutions need to know how to communicate with various stakeholders in terms of who they are, what is it that the institution wants to communicate with them and how often will they communicate as partners. This triangular relation that includes, TVET Colleges, employers (industry) and students, needs to be sustained as it contributes to the increase of socio-economic development.

2.15 Conclusion

The TVET College policies and the other relevant documents provide a framework and guidelines on TVET-industry partnership however there is still a lot to be done to improve the quality of TVET curricular to be considered as the first-choice institutions. The study shows that there is strong partnership that exists between the TVET Colleges and the industry however it requires proper framework that is designed and developed by DHET in order to be well coordinated and managed. The yawning gaps call for immediate attention, to sustain the TVET-industry relationship which is a major contributor to the country's skills development and economic growth.

There is therefore, a need to close these gaps in order to improve TVET-Industry partnership with its stakeholders. The leadership capacity of TVET colleges is regarded as fulfilling the need of the country, nevertheless there is an urgent need to develop a capacity building framework for TVET college leadership especially in the areas that require stakeholder engagement and sustaining partnerships with industry. Through partnerships the TVET Colleges can achieve the goal of providing demand-driven skills programme that will prepare students for private sector in addition to providing stable economic development to the communities. Research on the skills is required by industry locally, nationally and internationally to assist TVET Colleges to offer programmes that can provide effective training relevant to industry needs. PPP, social inclusion and collaboration with other Government has proven to be the most effective way to identify skills required by the labour market. The next chapter will provide an in-depth explanation of the research methodology applied in this study.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

The previous chapter reviewed literature based on the various theories and studies conducted by scholars internationally and nationally, with the aim of assessing the effectiveness of college-industry partnership. Nevers (2009) advocated that the scholars should show a broader understanding of the framework by conducting a thorough research collecting, analysing and validating data collected. This chapter describes the research methodology, sampling, data generation methods, data analysis, ethical issues, issues of trustworthiness of the study, the delimitations, as well as the limitations of the study.

3.2 The foundation for empirical research

Glaser (2017) stated that research involves the coherent application of scientific methods that assist to study a phenomenon. However, Pierce and Sawyer (2013) define research as an activity that is influenced by the researcher's own inspirations and values. According to Kothari (2004, p. 8) research is a term that refers to "scientific and systematic search on a specific topic." Smith (2015) described research as a way of getting responses to questions and a research design as a guided plan which the researcher can apply to respond to questions objectively, accurately and validly. In their literature, the scholars have different explanations for research. Research is an activity for academics and it consists of significant and insignificant problems (Flick, 2015). Through the application of scientific procedures, the researcher is able to discover answers to questions and to find the hidden truth which has not been discovered yet (Flick, 2015). In this study, the researcher applied her own experiences and interactions with different stakeholders, as well as the views of industry regarding TVET College-industry partnership.

3.3 Research design

Research design is a layout of the research study that provides an explanation of what the researcher will do, with regards to writing the hypothesis and operational implications, as well as producing the final analysis of data (Garg & Kothari, 2014). It is the initial step towards an organised research as it provides the structure of the research (Almalki, 2016). A research design is the manner and conditions in which data will be collected and analysed with the aim of combining relevance to research purpose. It provides the rational in terms of

what, why, where, when and how the inquiry of the research study will be conducted. Creswell (2013) briefly outlined that the overall research design may be divided into the following parts:

- a) Sampling Design: This deals with the method of selecting items to be observed for the researcher's study.
- b) Observational Design: It relates to the conditions under which the observations are made.
- c) Statistical Design: It is concerned with the questions of how many items are to be observed and how the information and data gathered are to be analysed.
- d) Operational design: It states the techniques by which procedures specified in the sampling, statistical and observational designs can be carried out.

Pierce and Sawyer (2013) explained that the researcher applies everyday skills to collect, select, analyse and present data. Garg and Kothari (2014) stated that the research design should be credible, meaningful, flexible, appropriate and economical, thus minimising bias and increasing the reliability of the data collected. However, Du Plooy-Cilliers, Davis, and Bezuidenhout (2014) suggested that the research design must be systematic, valid, verifiable, critical and controlled.

According to Newbert (2007) a systematic research would mean that the researcher followed an appropriate procedure to conduct investigation that is logical and easy to follow. Data collected must be valid and conclusions made must be easily verified by the researcher and other people. Being critical in research, implies that the data collected are scrutinised and analysed by the researcher. However, Robson and McCartan (2016) states that it is important to exercise control and guard against external factors that might affect the process of conducting research. There is always a purpose for the research design, in this study the researcher used an exploratory approach. The reason for using the exploratory study is, because the researcher is primarily concerned with finding out how effective is uMfolozi TVET College-industry partnership and to be able to discover new insights about phenomena. Prior to discussing the methodology in depth, there is a need to highlight the paradigm in which the research falls, which is the discussion of the next section.

3.4 The Interpretivist paradigm

There are research dimensions that distinguish research paradigms that are broadly recognised by scholars, and which respectively relate to the nature and development of

knowledge (Humphrey, 2013). Fox, Martin, and Green (2007) stated that scientific researchers apply various research methodologies to collect data and to interpret their own worlds. The researchers look at three research worlds which is the objective world, socially constructed world and the individual world. These worlds assist the researcher to interpret data using research paradigms which influence the manner in which knowledge is studied, analysed and interpreted. The three paradigms or worldviews include the positivism, interpretivism and the critical theory. In this regard, this section describes the interpretivist paradigm, which is relevant for this particular study.

This study falls under the interpretivist paradigm. Also referred to as the “constructivist paradigm”, interpretivism is rooted in the realist ontology which suggests that a single phenomenon has multiple interpretations (Gratton, Jones, Lynch, McIntosh, & Bolton, 2010). From this perspective, the interpretivists argue that knowledge is gained through strategies which “respect the differences between people and the objects of natural science and therefore requires the social scientist to grasp the subjective meaning of social action” (Bryman, 2015, p. 29). This perspective suggests that people are research participants and not objects as suggested by positivism, while the objective in interpretivism is to establish people’s different perspectives, thereby, viewing phenomena from all angles possible. The paradigm is the opposite of the positivism, which emphasises objective truth and deals with facts.

Hennink, Hutter, and Bailey (2010) believe that people with their own individual backgrounds, assumptions, experiences and perceptions, contribute to the construction of their own social life and how they interact within their own contexts. In this view, the interpretive paradigm acknowledges the fact that people are different and therefore, there are so many ways of looking at the world and not just objectively. The discussion in this section indicate that this study is qualitative. In view of that, the two main approaches to research are discussed below; the qualitative and the quantitative approaches. The reason for discussing both approaches is to highlight the main differences between the two, as well as to motivate why the qualitative approach is the most suitable for this study.

3.5. The research methods

3.5.1 Quantitative approaches

Quantitative research is viewed by scholars as one way of thinking about the world. It applies the deductive approach by making measurements, applying analysis and drawing

conclusions (Watson, 2015). Quantitative research method is also known as the empirical – analytical research method because it focuses on knowledge objectives, closed questions and activities that can be measured and analyzed (Denzin & Lincoln, 2011). In this methodological approach, measurement plays a key role because data are collected and measured. Watson (2015) stated that the quantitative approach is formalized in nature and explicitly controlled with a defined scope, as well as with the scientific knowledge that is based on facts which can be observed and measured. Quantitative research uses variables to determine and verify measurements. In quantitative research, measurement is done by looking at the ratio, nominal, ordinal and interval levels of measurement.

3.5.2 Qualitative approach

The qualitative approach is based on the scientific research that seeks to collect evidence by getting responses to questions provided either in an interview, focus groups or questionnaires (Patton, 2015). Leedy and Ormrod (2014) explained that the use of qualitative research helps to collect data and to get a deeper perspective on individual experiences and knowledge. Qualitative research is spontaneous and flexible for all the people that are involved in it, the advantage of the qualitative research is that open-ended questions are asked and they allow the interviewer to probe the participants, thereby allowing them to respond in their own words (Taylor, Bogdan, & DeVault, 2015). The qualitative research method is about understanding the respondents' perceptions of the topic, thus getting an in-depth analysis of the questions (MacDonald & Headlam, 2008). The qualitative method is concerned with how the participants understand the world in-depth (Taylor et al., 2015). In fact, qualitative research was developed because the social science researchers were unable to measure human behaviour in a simple way in order to be able to respond to the questions based on what, why and how (Leedy & Ormrod, 2014). Qualitative method is therefore an effective method to identify vague factors such as social norms, socio-economic status, gender roles, ethnicity and religion.

3.5.3 Mixed approach

Leedy and Ormrod (2014) argued that mixed method approach is one of the difficult methods to use because the researcher must always try to find balance between the qualitative and quantitative approach. The mixed method approach is an extension of the existing methods which are qualitative and quantitative approach, not a substitute (Curry, Nembhard, &

Bradley, 2009). The objective for researchers in using the mixed methods approach is to take advantage of the respective strengths of each approach, minimising their weaknesses.

Creswell (2013, p. 215) explained that “mixed method research is somewhat new in the social and human sciences as a diverse research approach that includes the collection of both qualitative (open-ended) and quantitative (close ended) data in response to research questions or hypothesis”. The differences between the two approaches as described above can be summarised as indicated by the Table 3.1.

Table 3.1: Distinguishing between the qualitative and quantitative approaches

Study Aspect	Qualitative	Quantitative
Aim	To discover philosophies	To examine hypothesis
Approach /method	Observation and interpretation	Measuring and testing
Data collection technique	Unstructured, flexible	Structured, rigid
Individualism	The researcher is more involved and the outcome is subjective	The researcher is not involved and the outcome is objective
Sample	Small samples	Large samples
Commonly used	It is mostly used as an exploratory research design	It is mostly used as a descriptive and causal research design

Sources: Zikmund, Babin, Carr, and Griffin (2013, p. 135)

Having described the differences between the quantitative and the qualitative approaches, the following section discusses the data collection methods employed in this study, with the aim of answering the research questions. In this study, the researcher applied the qualitative research method to assess the effectiveness of uMfolozi TVET College partnership with local industry to promote economic development. The aim of using the qualitative research was to gather an in-depth understanding and behaviour of participants and to determine the reason for such behaviour. Primary and secondary sources were used to collect data. The primary sources included interviews, discussions and observations. The secondary sources included published material. Before discussing this, it is important to describe the population of the study and how it was sampled.

3.6. Target population and sampling

Barratt, Ferris, and Lenton (2015) defines population as the all-inclusive group of individuals that conforms to a specific idea that is of interest to the researcher and that can be generalized by the researcher. In this study, the target population consisted of males and females that have knowledge and experience on the specific context that the researcher intends to get information on. The target population incorporated officials from:

- a) uMfolozi TVET College because of their specific role and involvement in the TVET-industry partnership.
- b) uMhlathuze Local Municipality because of their involvement in training and development of apprenticeship and provision of workplace.
- c) ZCCI because they represented private businesses in the district.

Sampling is the technique of subdividing groups into small manageable sizes. Groups are divided into sizes to make it easier for the researcher to analyse and code the data (Sekaran & Bougie, 2016). Sampling forms the basis of any research approach that can be employed by the researcher to observe participants. Bertram and Christiansen (2014) opined that sampling is also about making a decision as to who are the people that must be involved for the research study, what kind of setting and behaviour are expected. The nature of questions raised for the research helps the researcher to determine the type of sampling method to use, as there are various methods of sampling that can be applied.

Aggarwal (2011) mentioned that there are two techniques that can be employed to conduct sampling, namely probability and non-probability sampling. Probability sampling refers to statistical analysis of events (Palinkas et al., 2015). According to Ritchie, Dunham, Zeggini, and Flicek (2014), probability sampling is a technique that is used in quantitative research, especially when conducting surveys that will produce statistical results out of the sampled population. Therefore, this approach is generally not suitable for the qualitative research. Du Plooy-Cilliers et al. (2014) postulated that simple random, systematic, stratified and multi-stage cluster sampling are the designs that are applied for probability sampling.

On the other hand, non-probability sampling refers to a technique whereby the samples are gathered and selected based on the subjective judgement of the researcher (Palinkas et al., 2015). Non-probability sampling has six sampling designs namely quota, accidental, convenience, purposive, expert and snowball sampling (Du Plooy-Cilliers et al., 2014; Raina, 2015). The technique cannot be used for random selection, but samples can be

selected according to recommendations or expertise from the list of participants. Leedy and Ormrod (2014) emphasised the importance of quality information more than quantity information for the research hence the use of purposive sampling rather than random sampling by the researcher. For the purpose of this study, purposive sampling was used. According to Raina (2015) the researcher takes into consideration the people that would provide the information needed to achieve the study's objectives.

In this view, the researcher ensured that the people selected were the relevant people who were able to provide information related to the problem statement and were also willing to share information and their experiences. Through purposive sampling, the researcher was able to select fourteen participants, who possessed the characteristics required to address the research questions (Taylor et al., 2015). The criterion used by the researcher to select participants was based on their in-depth involvement with college-industry partnerships. Interviews were employed to collect primary data because they allowed participants to express their own ideas. The language used during the interview was English and the researcher set out a relaxed atmosphere by allowing the participants to use their language sometimes in order to fluently express themselves without any impediment.

3.7 Data collection

The researcher collected data by conducting face to face semi-structured interviews. There are other methods of collecting data that can be employed as described below. Creswell (2014, p. 217), explained that “mixed method research is somewhat new in the social and human sciences as a distinct research approach and it includes the collection of both qualitative (open-ended) and quantitative (close ended) data in response to research questions or hypothesis.”

3.7.1 Primary Data Collection

Primary data refers to the data that is collected from the original sources (Leedy & Ormrod, 2014). In this way, the researcher is able to collect data using interview questions that are designed to suite a particular study that is researched, thus giving the researcher the opportunity to observe the attitudes and reactions of the participants, which cannot be done in the secondary data (Gqaji, Proches, & Green, 2016). The researcher constructed interview questions based on the researched literature for college-industry partnership (Appendix 2). The researcher started collecting data from the 2nd of June 2017 to the 21st of September 2017.

3.7.1.1 Semi-structured, in-depth interviews

In-depth interviews are best for collecting data on individuals' personal histories, perspectives, and experiences, particularly when sensitive topics are being explored. According to Sekaran and Bougie (2016) in-depth interviews allow the interviewer to have a list of structured questions, whilst also allowing a flexible interview process. According to Brinkmann (2014), an interview can be described as a conversation between two people or more, initiated by the interviewer. Interviews are unique hence, they are one of the methods of collecting data that allow much greater depth than other methods. The researcher opted for the in-depth interviews because it is one of the proper ways of collecting data on occurrences which are indirectly observable (Brinkmann, 2014).

Rubin and Rubin (2011) created a model for the in-depth qualitative interview called "responsive interviewing", which emphasises the importance of keeping the research design and the interview more flexible and it is supported by the interpretative research philosophy. The researcher adopted the two elements of interview techniques. Firstly, the respondents were given enough time to answer questions, which means that the length of the interview was not predetermined and secondly, the interviewer did not solely focus on the structured questions, but the interview was guided by the nature of responses which emanated from the participants, which then provided the direction which the interview took. Open-ended questions were posed and an unstructured interviewing format was adopted.

The researcher conducted face to face semi-structured interviews with fourteen participants from uMfolozi TVET College, UMhlatuze Local Municipality and from the ZCCI, in order to better understand the specifics of the problem area. Data were thus collected in a natural setting, where the participants were comfortable to share their experiences for a duration of 30-45 minutes. During the interviewing process, the researcher used a recorder and a cell phone to collect data and to record the exact words of the participants and to avoid taking notes while interviewing participants, as well as to be able to refer to the actual interaction. To mitigate the risk of losing data, the researcher used two devices, a recorder and a cell phone and after each interview session the data collected was saved on the computer and a memory stick. The audio data were then transcribed for analysis purposes. Table 3.2 summarises the advantages and disadvantages of semi-structured interviews regarding the interviewing sessions.

3.7.1.2 Advantages and Disadvantages of semi-structured interviews

Table 3.2: Advantages and Disadvantages of semi-structured interviews

Advantages	Disadvantage
Provide widespread data thus providing more detailed information.	Data collections tends to be time consuming and expensive.
Conducive environment for participants to express their ideas freely.	Data collected may not be reliable as it is based on opinions, attitude and values.
Open ended questions allow the participants to provide responses without being influenced by the researcher's fixed indicators.	Participants may provide responses that are biased, that are meant to please the interviewer.
Allows face to face interaction.	Limited sample because few people can be interviewed and each providing unique responses.

Source: Myers (2013, pp. 119-134)

Table 3.3: Information about the participants

Participants/ Respondents	Title	Institution /Organisation	Gender	Date of the interview
R1	Supervisor	uMfolozi TVET	Female	02/06/2017
R2	Supervisor	uMfolozi TVET	Male	13/06/2017
R3	Manager	ZCCI-Bell Equipment	Male	13/07/2017
R4	Manager	uMhlathuze Municipality	Male	14/07/2017
R5	Manager	uMfolozi TVET	Female	17/07/2017
R6	Coordinator	uMfolozi TVET	Female	27/07/2017
R7	Coordinator	uMfolozi TVET	Male	27/07/2017
R8	Manager	uMfolozi TVET	Male	02/08/2017
R9	Manager	uMfolozi TVET	Male	08/08/2017
R10	Apprentice	uMfolozi TVET	Male	21/08/2017
R11	Manager	uMfolozi TVET	Male	21/08/2017
R12	Manager	uMfolozi TVET	Female	22/08/2017
R13	Supervisor	Tronox	Female	15/09/2017
R14	Manager	KH-Service-und Wirtschaftsgesellschaft-mbh	Male	21/09/2017

3.7.2 Secondary Data Collection

Secondary data refers to the material that is shared by someone, rather than the original source, which is defined as the data based on someone's interpretation of the primary data. According to Bryman (2015), secondary data need to be evaluated to ensure that the quality requirements of the research and the methodological criteria of scientific practice are met. Secondary data provides more insight on what has already been studied and assist the researcher to fill in the missing gaps (Driscoll, 2011).

3.7.2.1 Documents

The researcher searched for peer reviewed academic journals, academic books, public documents like DHET press releases, legal documents like MOU or SLA and any written documents relevant to the problem statement. After reviewing the secondary data, the researcher was able to develop questions that were used to collect primary data.

3.8 Role of the researcher

The researcher chose the qualitative research methods over the quantitative for the purposes of this study, not because one method is superior to the other but because qualitative research is about investigating people's lives, experiences and behaviors. Thus, the research strives to achieve the above by investigation of organizational functioning and relationships between a TVET College and industry. The researcher used existing information already studied, people's personal experiences that has been observed, interviews and cultural publication thus bringing insight into the individual, community and industry issues based on partnership management, policies and procedures promoting economic development.

3.9 Data analysis

The term "analysis" is a generic term which is classified as description, analysis and interpretation by qualitative researchers (Miles, Huberman, & Saldana, 2013). However, Glesne (2015) defined qualitative data analysis as a method that assist the researcher to organise data collected, break it into themes and synthesise it according to manageable patterns. Qualitative data analysis assists the researcher with direct interpretive meaning of data observed and collected. According to Leedy and Ormrod (2014), qualitative data analysis means that the researcher focuses on the data collected, then tries to take it apart into different meaningful patterns and then categorise it into themes. Crowe, Inder, and Porter (2015) referred to this analysis as the thematic analysis process, because it is one of the fundamental tasks for the qualitative data analysis.

Thematic analysis is commonly used for descriptive qualitative approach because it looks across all data collected in order to identify common issues and themes that will be summarised for data analysis (Vaismoradi, Jones, Turunen, & Snelgrove, 2016). The researcher reviewed all the data that was collected. The researcher applied thematic analysis to interpret and analyse the data which had been transcribed from the audio recording. The researcher therefore adopted an analytical approach, whereby results were arranged into themes that cut across all of the data sources.

The researcher did this by coding the data collected to make it easy to identify themes. Saldana (2015) described coding as the best qualitative data analysis. Deductive data analysis approach was then used to determine themes and grouping them according to the research study questions. Through this process, the researcher was able to compare patterns with previous studies and literature, which means that the researcher integrated data and analysed it holistically. The researcher was then able to draw meanings and conclusions, with the intention to provide recommendations.

3.10 Ethical consideration

To comply with the rules and regulations of the UKZN Research Ethics Policy regarding the conduct of research with human subjects, ethical considerations were employed during the conduct of the research. The objectives of the study, confidentiality and the procedure for the interview was explained to the participants. An informed consent letter (Appendix 1) was given to the participants to read and sign and the researcher also signed in their presence. The following were noted during the research process:

3.10.1 Permission

Permission was obtained from the three organisations that the researcher collected data from. The gatekeeper's letters were received from UMfolozi TVET College, ZCCI and UMhlatuze Municipality. The three letters were submitted to the UKZN Research Office to obtain Ethical Clearance which is an approval letter granted by the University to conduct research (Appendix 4). During the process of the data collection, the researcher requested permission from the participants to record the interview session which was positively granted by the participants.

3.10.2 Confidentiality and privacy

Confidentiality means that the information of the participants and their views will be treated in a confidential manner and privacy will be maintained. In this regard, participants were given assurance that their names would not be revealed and the information they provided

would be dealt with in the strictest confidence. The researcher assured the participants that the information that they were going to provide will be treated with utmost confidentiality.

3.10.3 Voluntary participation and informed consent

The researcher explained the principle of voluntary participation to the participants and they were also informed that they had the right to withdraw from the study at any time if they felt uncomfortable to continue with the study. The participants were requested to sign an informed consent letter which they signed without any objection.

3.11 Quality of research

Reliability and validity approaches involve estimating and minimising the level of mistakes associated with measurements made by using a given instrument (Streiner, Norman, & Cairney, 2014). Reliability is the extent to which an instrument makes the same measurement each time it is used, while validity is the extent to which the measurement made by an instrument measures what the researcher is interested in (Elo et al., 2014). In qualitative studies, the term trustworthiness is used in order to account for credibility and dependability (Cope, 2014). Trustworthiness thus refers to validity and reliability, as it is important to ensure that the data collected and analysed is valid and reliable (Streiner, Norman, & Cairney, 2014).

Shenton (2004) identified four measures to determine validity and reliability in qualitative research, which were further explored by Elo et al. (2014) as credibility, transferability, dependability and confirmability. In contrast with the qualitative research measures, Morrow (2005) explained that quantitative research applies internal validity, reliability, objectivity and external validity as the trustworthiness criteria. Thomas and Magilvy (2011) underpinned by Cope (2014) critically explained that when a test measures what it is supposed to measure, it is known as validity and when a test consistently measures what it is supposed to measure and yields the same results, then the test is reliable. Anney (2014) emphasised the importance of ensuring that the research findings are authentic and genuine.

Validity and reliability approaches were thus employed to evaluate the collected data. Creswell and Miller (2000) explained that, because validity focuses on determining whether the research findings are accurate according to the researcher's or the reader's view, therefore, it is categorised as one of the strengths of qualitative research. Validity is one of the strong points of qualitative research as it determines whether the findings are accurate from the researcher's point of view, the participant, and the readers of the whole research document (Anney, 2014). Through validity the researcher can check for the accuracy of the

findings by employing certain procedures. The researcher also determines reliability by looking at whether a particular approach is consistent across different researchers and different projects (Anney, 2014).

3.11.1 Credibility

Credibility is the confidence that the researcher has, based on how the data collected were analysed and interpreted. Krefting (1991) stated that a study that is able to present a precise description of the human experience sharing similar experiences is considered by qualitative researchers as having credibility. In simple terms, credibility occurs when the test measures what it intends to measure. The researcher employed open coding to analyse data and to ensure credibility. Themes were identified based on the data collected to ensure authenticity and credibility.

3.11.2 Transferability

Thomas and Magilvy (2011) explained that the transferability of research occurs when the research findings can be transferred from one group to another. Reproducing the qualitative research data is impossible, but using it for another research setting is possible. This means that observed practices can be transferred to another research study tackling similar phenomenon within the same jurisdiction. The researcher was thus able to present a study that can be used by other scholars in their study. The researcher made use of policies and other relevant documents that can be used as a basis for improvement in college-industry partnership.

3.11.3 Dependability

This refers to the ability of the researcher to follow an audit trail of the findings of the research that is reliable (Thomas & Magilvy, 2011). UNDP According to Wahyuni (2012) peers can be used as a strategy to determine dependability by participating in the analysis of the research. Dependability therefore aligns itself with reliability, which focuses on replicability (Okoye & Chijioke, 2013) and repeatability (Wahyuni, 2012).

3.11.4 Confirmability

This is similar to objectivity in quantitative research and it occurs once credibility, dependability and transferability have occurred (Thomas & Magilvy, 2011). Confirming the research findings by others ensures that it is not only the researcher's own preferences that is accepted, but also the understanding and experiences shared by the observed participants

(Wahyuni, 2012). The data collected by the researcher was confirmed by and Zimmermann et al. (2013) as well as other scholars consulted who provided information relevant to the topic under discussion.

3.12 Conclusion

This chapter discussed the methodology that was employed in this study. The use of research methods provides a clear picture and understanding on what the researcher intends to do and how. The researcher thus adopted the qualitative method, with emphasis on interviews. Purposive sampling was used to select participants based on their knowledge and experience of a TVET-industry partnership. The use of semi-structured interviews with open ended questions allowed the researcher to gain in-depth information from the participants. The participants' interview demographics were outlined and the coding criteria was used to name and identify the participants. The following chapter discusses the findings and the thematic approach of the research.

CHAPTER FOUR: FINDINGS

4.1 Introduction

The previous chapter focused on the research methodology that was used to collect data and provided a description on the specific methods and techniques used in the collection of data. The study employed qualitative approach and semi-structured interviews were conducted that generated non-numeric data. The researcher interviewed fourteen participants, audio-recorded the interview sessions, transcribed the data collected and analysed data into themes and sub-themes.

In this chapter, the focal point is the presentation of the key findings of the research study in the form of themes and sub-themes. An in-depth presentation of the key findings will be presented together with the direct quotes from the data collected.

Table 4.1 below gives the summary of themes and sub-themes that were identified after the thematic analysis of data collected.

Table 4.1: Themes and sub-themes

Theme	1	Understanding partnership
Theme	2	Success factors in partnership
Sub-Theme	2.1	Stakeholder engagement
Sub-Theme	2.2	Communication
Theme	3	Challenges in partnership
Theme	4	Economic benefits TVET-industry partnership
Sub-Theme	4.1	Funding: Socio-economic development
Theme	5	Employment opportunities
Sub-Theme	5.1	The importance of Work Integrated Learning (WIL)
Theme	6	Skills and competencies
Theme	7	Capacity Building to strengthen partnership
Theme	8	Programmes for industry need
Theme	9	Performance management
Sub-Theme	9.1	Performance criteria
Sub-Theme	9.2	Monitoring and evaluation
Theme	10	Strategies to sustain college-industry partnership

4.2 Theme 1: Understanding partnership

It is important to understand that in order for the vocational training education to be meaningful and effective, relationships between TVET Colleges and industry needs to be established as well as understanding the skills and competencies that are significant to manage college - industry partnership. Most participants that were interviewed believed that college-industry partnership is of vital importance and without partnership with industry and any other stakeholder the college curriculum is incomplete. The other respondents stated that the conceptualization of TVET education is on the basis of a very strong partnership or working relation between industry and the college because the qualifications offered by colleges are null and void if the students have not been sent to industry for practical exposure. One of the respondent said that *“For me a partnership is a mutual beneficial relationship between uMfolozi and an outside provider that obviously benefit both sides; it’s a win- win*

situation whether it is for placement, for teaching and learning, or its sponsorship relations, but it is a mutual beneficial relationship.” (R8)

This was further emphasized by other participants who explained the role of college-industry partnership by saying that partnership is about responsiveness to the community, because if colleges cannot train students to get employment, the vocational colleges will not be fulfilling their strategic objective of reducing unemployment. The respondents further explained that the most important thing is that the college is responsive to the community to whom it is offering relevant programs.

One of the respondents who is a training centre manager explained that partnerships involve two types of training, the formal training that is identified as apprenticeship, learnership and internship and the informal one that is short courses designed for specific use once the needs of the industry have been identified. The findings established that these trainings are discussed at the stakeholder forums known as Indaba meetings where companies discuss their needs. Most of the respondents said that there must be a purpose for partnership and mutual benefit for a partnership, both parties must gain from the collaboration.

“... without companies we can't do so much, we need them to be on board, as we are dealing with the educational sector, our product is very important to meet the gap; we need them on board because of the new technology that are in the companies now; so I believe the partnership that we have is very crucial, so that we can see as a college, that what we are offering is it relevant to what the companies need.” (R1)

The study established that some of the respondents' understanding of the term partnership is that, it is an agreement between two parties or more, agreeing to work together or providing services to one another and agreeing on the duties to be performed by each party and the duration of the partnership.

One respondent who is in partnership with the college and who is an international partner gave a general understanding of the college-industry partnership:

“My general understanding of vocational is that it always come with a lot of responsibilities with colleges and private sector and that you cannot run vocational training without having a good relationship with the industry.” (R14)

4.3 Theme 2: Success factors in: Partnership

An effective partnership between uMfolozi TVET College and local industry depends on various factors that involves, but are not limited to, proper planning, active participation by all stakeholders, support, mutual agreement and commitment to contribute to the success of the partnership. Through the interviews, the researcher was able to identify the factors that contribute to the success of the college - industry partnership from the respondents. It is important that TVET colleges seek partnerships that will enhance programme delivery. Some of the respondents mentioned that the factors that contribute to the success of the partnership is the values of the college, integrity which also applies to other companies, openness, trust and open communication. The respondents further explained that the values of the college that relates to the relationship between the college and the industry is honesty and accountability.

“After all of these, for a partnership to be successful, is because of dedication, commitment, up skill yourself, get as much knowledge as you can so that at the end of the day you are not only the first person to be satisfied, you must also satisfy the needs of the other party concerned.” (R7)

One of the respondents who works for the municipality explained that they have been engaged on various projects with the college and it has been successful however, the respondent alluded to the fact that sometimes as the municipality there is a lot of red tape signatures that are required to seal the partnership which sometimes delays the start of the project. The respondent further explained that the municipality have provided workplace opportunities for almost all the programmes offered by the college that includes business and engineering.

When some of the respondents were asked about the success factors that contributes to the success of partnership, most of the respondents said that one of the success factors is that the knowledge given to students is relevant to the work experience that the students get once placed in the companies, therefore this means that some of the programmes offered by the college are somehow relevant.

One of the respondents who has been with the college for more than fifteen years and have worked in almost all the departments gave an overview that; the principle that brought the partnership together and that can be a success to the college-industry partnership is to have

a dedicated person responsible for the partnership and also to have a platform whereby the issues of success and challenges are discussed.

“We have a steering committee that is able to reflect not only on challenges, but also on successes to say how we can do better next time, and also if we get a partnership how we as a college can report and say, this is the partnership and here are the challenges and here are the successes.” (R11)

4.3.1 Sub-Theme 2.1: Stakeholder Engagement

Most of the respondents indicated that partnership with different stakeholders is important for the success of college-industry partnership. They further explained that engaging stakeholders assist in fulfilling the business needs of the partnership. One of the respondents mentioned that uMfolozi College is in partnership with a number of stakeholders, some with formalised agreements and some without. The respondent explained that the college is in partnership with industry, PPP, government departments, SETA’s, municipalities, HEI and NPO’s. The findings revealed that some of the respondents believe that to maintain a good relationship amongst stakeholders, it is important to keep the lines of communication open and let everybody know what is happening within the partnership.

Two respondents one from the college and the other from the industry raised their concerns regarding the way the college has been engaging with stakeholders. The respondents mentioned that the college used to organise quarterly Indaba meetings that incorporated all the stakeholders from industry, community and government. However, these meetings have been ignored, and there is no platform anymore to share information which was documented and filed as was previously done.

“I would organise a stakeholders’ forum and invite all the stakeholders for the day just to know whether they are still happy and what to do as a college. We hardly invite them, or engage with them, except on a serious thing where we just submit whatever needs to be submitted, even a thank you note just to say thank you for your contribution, or a token, or just a simple email.” (R6)

4.3.2 Sub-Theme 2.2: Communication

A common understanding was shared amongst the respondents that effective communication management is important in an organisation. Without effective communication the outcomes of the partnership will not be achieved. The respondents articulated the importance of having proper communication channels amongst stakeholders. Most of the respondents mentioned

that proper communication is a vital tool to have a successful relationship between partners. It must be kept open and it is also important to show your partners that you value them and you value their input and to also be a good listener, and always humble yourself when you are dealing with the people.

Another respondent emphasised the reason behind having effective communication between college and industry.

“In communication there is a number of ways when business invest, they need to know if they are getting value for their money, they need to know updated effects, they need to know if the project is on par, so there are number of things that can be done to ensure effective communication, it does not need an actual physical meeting.” (R8)

One of the respondents felt the college is lacking when it comes to responding to communication sent. The respondent felt that it took ages for the college to respond to an email, they do not answer their phones or return a call.

“There is no problem with communication but the problem is not getting the responses timely, we have to make follow ups, and more follow ups and this also takes our time.” (R13)

4.4 Theme 3: Challenges in partnership

When two parties signed an agreement to work together in a harmonised environment, enabling systems must be in place to reduce challenges that might creep up along the way. In this theme the researcher desired to determine from the respondents the challenges that impede the uMfolozi TVET College - industry partnership. The respondents expressed their views with regards to partnership challenges between TVET College and industries. The major challenge mentioned by one of the respondents who is a project manager is the lack of resources. The college has invested in huge training centres for mechanical and electrical resources and at the moment, different programs are sharing it, which affects the quality of training required by the industries.

Some of the respondents from the college mentioned that some challenges emanate from compliance issues, having to abide by the rules of the company and making sure that everything they do is in line with the processes and procedures of the company. Some of the respondents said that as long as there is a partnership, there will always be challenges. Agreements can be signed, but if deviations are not reported then it becomes a challenge because it means there is no transparency. A respondent who is a student said that for apprenticeship and internships, the major challenge is not getting the stipend on time which

affects the rent for accommodation and the transport, this leads to absenteeism which is not accepted by industry.

Some respondents mentioned that there are internal processes that impede on the success of partnership:

“One which has a huge challenge on our side is the ordering of the training material for the learners to execute their work timeously in a proper way.” (R7)

“In terms of challenges, obviously it’s the manpower, because the persons responsible for the placement of our students, meetings and discussions with companies is still the academic staff and certain campus managers, so there is no dedicated person on the campus side.” (R8)

4.5 Theme 4: Economic benefits TVET- industry partnership

TVET colleges are expected to provide quality training by offering relevant programs that will assist students to enter the labour market, thus bringing about change in the socio-economy of the country. The participants of the study revealed that within the college-industry correlation, economic benefit begins when the students graduate and are absorbed by the industry with high quality skills that will assist to increase productivity that leads to economic growth.

The college respondents believe that the economic benefit begins when the student is exposed to what is going on in industry, which increases the chances of the students being appointed by the company, depending on the behaviour and performance of the student. The respondents also revealed that sometimes the company might decide to give the students a stipend and the money for the transport, which is a benefit for the students because not all the students can afford to pay the fees such as transport and accommodation.

Some of the respondents argued that there aren’t much economic benefits in terms of monetary value.

“The economic benefit is not so much for the organisation but for the learners, training is expensive and I think for the learners it is an ideal situation whereby they can get real experience skills and knowledge at no cost to them, depending on how the programme is structured.” (R3)

“There is no economic benefit but it’s the placement of learners where the possibilities of permanent employment are available.” (R8)

The respondents from the college explained that for the college the major economic benefit occurs when the industry donates equipment or provides bursaries to some of the students. On the side of the industry the respondents explained, that the more they have apprentices in their workshops, the more they increase productivity which is a bonus for them.

4.5.1 Sub-Theme 4.1: Funding for socio-economic development

TVET colleges relies on government and other entities to get funding in order to address the skills shortage in the country required by the workforce. Some of the respondents explained that if a company decides to fund a learner, it is a benefit for the college, rather than relying on the funding from government. Other companies can come to the college and assist with tuition. The respondents also expressed their views on how, having funds, have assisted the students, colleges and industries.

“In terms of the municipality we have a local economic development section. We had various programmes which they roll out in the community, we get grant funding from various stake holders, of which one of them is the SETA’s, and we roll out programmes.” (R4)

The respondents also explained that the college relies on the SETA’s as a source of funding for WIL and other skills development training. The funding from the SETA’s assist to pay a stipend for the apprenticeship, internship and staff development.

“Some of us our parents did not believe that we are not receiving money. In particular, LGSETA came to our rescue, INSETA selected students and they said they can assist in terms of funding.” (R10)

4.6 Theme 5: Employment opportunities

College-industry partnerships’ main objective is to ensure that the students are trained in relevant skills required by the labour market so that they can get employment and also become entrepreneurs. Most of the respondents explained that, if the college offers relevant programs needed by industry, this can increase access for students which then can increase opportunities for students to get employment opportunities. Different views were expressed by the respondents regarding employment opportunities.

One of the respondents highlighted the importance of mitigating the issues of unemployment:

“When you look at in our days and the rate of unemployment, one has to actively develop something that will make these youngsters employable.” (R7)

Another respondent supported this stance by explaining the importance of training students on relevant skills required by industry. The industry wants to employ graduates from a reputable accredited institution, therefore the respondents explained that in order for the students to access employment opportunities the college must provide high quality training through relevant programs.

“When it comes to employment they want somebody with a trade test and experience, experience that they don’t have.” (R12)

4.6.1 Sub-Theme 5.1: The importance of WIL

The respondent expressed the importance of college-industry partnership for the placement of learners and lecturers. An explanation was given by some of the respondents that the WIL programme not only introduces students to the world of work, but also to different aspects of work. One of the participants explained the meaning of host employers for WIL by stating that once the employers provides space for apprenticeship, internships and learnership, they are referred to as host employers.

The respondent explained that during the WIL programme the students are placed in the company that has skills relevant to what the student has studied. One of the respondents explained that in some of the companies, students are experiencing problems when it comes to labour issues.

“The challenges since I worked with the placement of students is the employees at the companies see that as a threat, if we are bringing the students because they are young blood, they come up with new technology and knowledge of things, so it’s like they are going to take their work.” (R1)

4.7 Theme 6: Leadership skills and competencies

The respondents were in agreement that leadership skills and competencies are crucial for the TVET colleges, as the leader is expected to interact with industry in order to be able to secure work placement for students and lecturers. The respondents indicated that this is a partnership that involves a TVET College which is a public sector and industry which belongs to the private sector therefore; a person possessing leadership skills such as putting the interests of the organisation first, and a person who possesses innovative skills and who can easily relate to everyone is needed.

When asked what kind of a person can lead and manage partnership, the respondents said that:

“About competencies obviously project management and to understand how to take the project from beginning to the end.” (R8)

Another respondent said that different leadership skills are required when dealing with partnership. One of the respondents said that it is very difficult to explain the skills and competencies of managing partnership and that it all depends on an individual perception.

However, the respondent who is a senior manager at the college mentioned that everybody is a leader in his or her own space of work and each person is employed because he or she possesses certain competencies.

“Different leadership skills are the best, because everybody is a specialist on a particular field, so it is quite open.” (R13)

4.8 Theme 7: Capacity building to strengthen partnership

The researcher’s objective was to identify intervention strategies that are necessary to strengthen the partnership therefore, capacity building interventions have been identified by TVET colleges that focuses on staff development to improve service delivery. This is supported by the views on capacity building expressed by the respondents below. The respondents from the industry expressed their willingness to support the college but explained that a proper plan needs to be developed for capacity building. This was supported by most of the respondents who said that to strengthen partnership, the members must show willingness and commitment in order for capacity building to be successful. The respondent from the industry emphasised the importance of having an enabling environment to provide support and mentorship to the lecturing staff.

“We have approval to do capacity building as well, now this provider in our PPP relationship is forced to capacitate the staff of uMfolozi TVET College.” (R7)

“If there is a proper plan on how the retirees from industry can build capacity as mentors and quality assures the practical work.” (R9)

One of the respondents concurred with other respondents but also mentioned that the college has not explored all the programs that can be implemented to capacitate the staff. When asked to clarify his statement he alluded to the fact that both the college and industry have

retirees and no one has asked them to assist in practical training as they have vast knowledge as artisans.

“I think there are benefits in industry in terms of staff capacity and I think we have not explored everything that needs to be explored in that particular area.” (R11)

4.9 Theme 8: Programmes for industry need

The respondents felt that it is important that the TVET remain relevant to industry needs in terms of the programmes offered and the content of those programmes. One of the respondents mentioned that uMfolozi TVET College does focus on industry needs, however during certain periods the college should be flexible to offer programs as and when needed by the industry.

“The quality of training has to be aligned with industry needs.” (R2)

One of the respondents argued that TVET colleges are to some extent responsive to industry needs but there are still gaps that needs to be closed. The respondents did mention that there are still issues regarding mismatch of programmes which requires the intervention of the government to ensure that quality standards and industry competencies are met.

“A certain part of our programmes are responsive to industry needs, but not all of them and I think that’s where we need a very close interaction with industry to say which are not responsive and what it is that we can do to make them responsive to the needs of the industry.” (R11)

4.10 Theme 9: Performance management

The question on whether there is a performance management for college-industry partnership, the researcher observed that it made participants uncomfortable. Most of the responses were as follows:

“No, we do not have enough time for performance management, we fail to judge our experience and interventions and performances.” (R3)

“No, we do not have, I have never heard about anything, except about the logbooks, but the logbooks are for the benefits of the learners and the SETA as well for them to certify the learners they need logbooks, but the way in which we manage the performance between the college and our industries is still a problem.” (R7)

“No not really, I think it’s only now that the Government is talking about that; there is no regulatory framework that guides us in terms of the establishment of partnerships.” (R11)

4.10.1 Sub-Theme 9.1: Performance criteria

One of the participants cited that partnership is important for college-industry collaboration however, there must be a criterion that exists to assess the performance of all the parties involved. Some of the respondents explained that it’s only the managers who signed the partnership contract that can develop a performance criterion. A respondent who is responsible for students’ placement said that maybe it will be better to have forums where all the issues pertaining to partnerships and placement of students will be discussed.

The study also discovered that there are no structured performance criteria that has been developed. These are the responses that were given by some of the respondents:

Some even mentioned that this is the area that needed the attention from both partners because it has been ignored.

“The performance criteria is not developed yet, we do not have meetings where we discuss who is performing well or who is underperforming.” (R2)

“I would love to see in our partnership, skills evaluated accordingly, or assessing our success in terms of placement; we should start looking at where we got our throughput.” (R8)

4.10.2 Sub-Theme 9.2: Monitoring and evaluation

A large number of participants believed that the success of partnership depends on what measures of control are applied in order to monitor and evaluate the activities agreed when the relationship started. The respondents explained that there is an evaluation form that is provided by the college to students to evaluate the training and make recommendations. The evaluation form requires the students to comment on the lecturer or supervisor, the venue of training, the methods used to deliver the programme, whether the duration was enough and the value of the programme.

“Monitoring and evaluation is done, after each and every module we do give the learners the evaluation form so that they can evaluate the facilitator, the facilities and the programme as a whole, so that we take it from there and we look at how many learners completed it and what were the answers.” (R6)

One respondent who was in the internship programme was concerned that some of the PPP are not successful because of poor administration by the training providers. The respondent who is a project coordinator explained that sometimes the college enters into partnership with private training providers who have a budget but still needs the expertise of the college. This sometimes is a problem if the provider is not observing the procedures.

“The private training provider did not conduct any monitoring; they did not even know where we were placed.” (R10)

4.11 Theme 10: Strategies to sustain college-industry partnership

The respondents highlighted that, to build and strengthen college-industry partnership is important and it must go beyond formal contracts, each partner needs to be well informed about activities of the other partner based on their scope of agreement. Most of the respondents felt that it is important for the college to have stakeholder forums or information sharing sessions. One of the respondents who is an international partner explained that implementing, maintaining and sustaining partnership requires a high level of commitment, time, transparency and trust.

The respondents explained that being in a partnership is a win-win situation whether it is for a placement or for teaching and learning, or its sponsorship relations; but it’s a mutual beneficial relationship and it requires proper planning, sticking to deadlines and constant meetings. One of the respondents even said to strengthen the partnership the college can organise information sharing sessions, or industry awards to recognise excellence and collaboration.

“Quality training, with quality paper work and certification to come on time and not to delay, will complete the loop.” (R2)

“Stakeholder’s engagement, business functions. Participating in different forums have an engagement in the workshop, clean the workshop, put everything in place and have a discussion not in a fancy hotel or hall. Invite everybody that the college is dealing with.” (R9)

4.12 Conclusion

This chapter focused on the analysis of the collected data as a result of interviews conducted. Data collected revealed that the respondents gave a clear indication of the importance of college-industry partnership. The findings further showed that the partnership between the

college and industry will provide students with relevant skills required by industry and also prepare them for work exposure.

The next chapter will concentrate on the discussions based on the key findings of the study.

CHAPTER FIVE: DISCUSSION

5.1 Introduction

The previous chapter focused on presenting the results of the study after qualitative data collection and data analysis. The main intention of this chapter is to discuss the results from an in-depth analysis comparing it with existing literature previously discussed to identify similarities and differences. The purpose of this study was to assess the effectiveness of the uMfolozi TVET College partnership with the local industry.

5.2 Key findings

5.2.1 Understanding partnership

The theme under review is understanding partnership, of which the findings revealed that the participants expressed the importance of having TVET college-industry partnership because without industry the vocational education is incomplete. One of the respondents even stated that the TVET college must understand that there are different types of partnerships that must be managed by colleges, some are money linked, industry linked to provide apprenticeship training and some are community linked. This correlates with the definition of partnership by Lyons and Hamlin (2001) that partnership involves different practices with different modes of delivery and purpose that have its own kind of relationship based on the situation and the place it's located.

The findings also revealed that partnership is a mutual beneficial relationship between uMfolozi TVET College and outside providers and it's a win- win situation whether it is for a placement or for teaching and learning or its sponsorship relations, but it's a mutual beneficial relationship. However, most of the respondents explained that college-industry partnership goes beyond the placement of students for apprenticeship, but also take into account the placement of the lecturing staff who graduated many years ago as some of them have never set foot in the industry, and are theoretically inclined. The findings also indicated that the existence of TVET College without strong partnership can lead to a complete disaster for the TVET college curriculum training framework. The respondents emphasized the importance of uMfolozi TVET College partnership with local industry and communities because local partners understand better the socio-economic, challenges and opportunities required to enter the labor market. There are various forces that pushes the college to partner

with a number of institutions, whether internally or externally, locally or internationally, with the aim of providing relevant skills needed for labor market (HRDC-SA). According to Chinyere (2014) industry plays a crucial role in the TVET college training system through the setting of occupational and competency training. The respondent emphasized the importance of college-industry partnerships as they are more on the issue of curriculum development, therefore the involvement of industry from the onset is very important for the curriculum development of colleges.

The study also revealed that globally vocational education has been influenced by the German Dual System which dedicates all technical training interventions to industry and TVET colleges are recognised as service providers for industry. However, this system has been found very difficult to imitate, even to some regions of Germany (Hawley, 2007). According to the respondents representing industry that were interviewed, the industry highly believes that they are the custodians of technical and vocational training and a MOU must be signed by both partners to formalise and document the roles and responsibilities of each partner. Alias and Hassan (2012) stated that college-industry partnership should be based on four key factors namely:

- a) The purpose of partnership
- b) The right person to manage partnership
- c) Keeping records of every engagement in writing
- d) Sign a partnership contract

Moses et al. (2017) also emphasised that the relationship and mutual benefit between the college activities and industry activities are in relation to the competencies, and high-quality performance required by labour market.

The findings revealed that the respondents believed that the college must organise and hold meetings with local industries to find out what their training requirements are, based on their operations in order to strengthen the relationship. The respondents further alluded that the college-industry collaboration need to enhance research, improve service delivery and productivity on both parties.

5.2.2 Success factors in Partnership

The current study revealed that the success of partnership relies on the dedication of all participants to contribute and to acknowledge that each individual has a stake in the process. The study established the importance of ensuring that the objectives of partnership must be clearly defined through the lines of communication and the responsibilities of each party to avoid misunderstands. Another success factor that emerged out of the study is the acknowledgement of the work of each party whenever appropriate.

Holland (2003) stated that successful and sustainable partnership requires shared resources, planning, effective communication, transparency, clearly documented objectives and expected outcomes. The study further established that dedication between the two parties is important, because once the partnership has been established with a person or with the industry, loyalty, accountability and mutual trusts must be considered to ensure successful partnership. The study is supported by Singizi (2011) who suggested that different types of relationships that exist within the partnerships needs to be outlined and reflects on the values and the extent to which these relationships contributes to the college-industry partnership in achieving success.

One of the participants explained that the biggest factor to the success of partnership is the people involved in stakeholder engagement, however the study discovered that the college does not have one specific person who deals with partnerships which compromises the priorities of the partnership.

5.2.2.1 Stakeholder Engagement

Stakeholder engagement has an impact on the success of partnership. The findings indicated that the college has numerous strategic objectives which also involves several stakeholders. During the interviews one of the respondents mentioned the importance of having a coherent framework that will accommodate all the stakeholders. Killian et al. (2009) opined that TVET colleges needs to create a competent environment to motivate workforce in order to gain the trust of all the stakeholders and also contribute to the growth of the economy. The findings also put into perspective the issues of stakeholder management, because the college does not have a person that deals with stakeholder liaison who will be able to interact on a continuous basis; making sure that everything is going well and is concerned about how the partnership is working and also reflect on issues of monitoring and evaluation in the implementation of partnership.

Throughout the interview process the recurring issue was the importance of stakeholder engagement with the aim of building trust and also ensuring that the relevant stakeholders are actively involved in the TVET activities in preparation of a student that will easily enter the job market. Stakeholder's participation will assist the colleges in terms of understanding the industry needs and for industry to assist in shaping the policies that must be implemented for college-industry partnership, programme delivery and service delivery. Transparency and accountability is important to encourage stakeholder participation in a partnership (Cluzeau et al., 2012).

5.2.2.2 Communication Management

The results of the study indicated that as from the initiation stage of partnership the lines of communication should be clearly drawn in terms of the contact person and the methods of communication. Bilczynska Wojcik (2014) emphasized that if communication is not properly managed there will be difficulties in building trust and relationships. However, one of the respondents said that as one of the stakeholders working with the college, they have observed that there is clearly a lack of communication within the college because they engage with different people from different campuses to discuss the same issues.

The findings were supported by one of the participants who stated that both verbal and electronic communication are not well managed by some of the stakeholders involved in college-industry partnership. These findings correspond with Monteiro de Carvalho (2013) study that revealed that in some organisations, communication management is neither followed nor prioritised. Effective communication is the key to keeping the stakeholders informed and on track of what is happening within the partnership.

5.2.3 Challenges in partnership

The findings of the study revealed that the respondents highlighted that, the quality of teaching and learning in partnerships is the one that can impede on the success of partnership if it is not properly managed. The quality of teaching and learning in TVET colleges is compromised by lack of proper and current machinery needed by industry. The study established that the shortage of training material and other resources also affect the duration of the training in some courses. These findings are supported by the study made by Rasool and Mahembe (2014) which stated that forming a solid partnership is a challenge because of contractual framework. The respondents also cited lack of communication as the roles and responsibilities are not clearly defined. Another factor that impedes on the success of partnership is the lack of trust which is based on the experiences that shape the nature of

partnership. Woldetsadik and Lumadi (2015) alluded to the fact that the unsuccessful implementation of partnership will be influenced by lack of properly defined lines of communication and trust amongst the partners.

5.2.4 Economic Benefits for TVET- Industry partnership

The study established that the college-industry partnership come with different economic benefits like, placement of students that are doing apprenticeship which then lead to these students being absorbed into the labour market. One of the respondents mentioned that, one of the economic benefits of working with local industries is the fact that training is not affected by accommodation and transport expenses. Mouzakitis (2010) highlighted that it is important that the quality of teaching and learning in vocational education is in line with skills required by industry for economic growth.

The partnership between TVET colleges and industry is seen as a tool to enhance productivity, reduce poverty and improve economic development (Pavlova, 2014). The study also confirmed that the economic benefit for the college, industry and the country depend on the number of skilled graduates that exit the college and enters the labour force, improving productivity, thus increasing the economy.

5.2.4.1 Funding: Socio-economic development

The findings of the study established that TVET colleges enter into partnership with public and private institutions for different reasons like funding, infrastructure, equipment and support. One of the respondents said that there is a need for TVET colleges to have financial stability in order to build lively colleges that will attract the youth to enrol for different skills much needed for the economy. However, the high cost of living may impede on the college-industry partnership because of the lack of funding to provide skills required by the labour market.

The literature on TVET college funding explains that the main source of funding should come from stakeholders and companies hosting apprenticeship (Wolf & Erdle, 2009). The findings of the study concur with the literature by stating that there are a number of entities that provide funding for the placement of students like the SETA's. One of the respondents argued that as much as there are institutions that are willing to support TVET colleges with funds, there is still a serious chronic underfunding of colleges.

Lack of funds is a challenge because it impacts on the socio-economic development of the community. The study uncovered that the strength of college-industry partnership lies in the fact that they are oriented to the world of work and the curriculum, emphasising skills

required for labour market. Pongo, Effah, Osei-Owusu, Obinnim, and Sam (2014) supported the findings by stating that TVET colleges are vocational institutions that must respond to diverse training needs and diverse socio-economic backgrounds and the industry must have their doors open to accommodate college students and lecturer placement needs.

The current study findings revealed that the relevant programs offered by the college can increase access to employment opportunities. In the literature review, Elliott (2015) alluded that the rationale behind having vocational colleges was to increase access to a number of skills programmes needed by the labour market thus increasing opportunities of employability. One of the respondents also explained that the method of teaching provided by TVET colleges which include both theory and practical learning, make it easier for the students to acquire skills needed by companies when doing internships and apprenticeships. The findings also established that the respondents supported the idea of industry involvement in practical training and also to address the intervention programmes that will enhance artisan employment. The respondents also alluded that there is a great need to modernise the curricular in order to align it with industry advanced technology. Lerman, (2017) supported the findings by stating that the students' needs to be trained in totality, therefore it is the role of the colleges to ensure that learners acquire the ability to work with different industry systems as well as advanced technology.

5.2.5 Employment opportunities

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5.2.5.1 The importance of WIL

uMfolozi TVET College is one of the public vocational colleges that cater for scarce critical skills required by industry. The finding in this study is that the student needs to gain work experience, therefore partnership with different industries is imperative. The local partnerships will increase student internship opportunities to gain entree to the labour market. The respondents during the study also mentioned that there should be WIL engagements on how to strengthen and provide support to students. The literature review on WIL have raised concerns on the work readiness and mind set of students to be part of industry (McLennan & Keating, 2008).

One of the respondents representing the industry recommended that not only occupational skills must be the centre of focus, but also behavioural skills, interpersonal and communication skills must be considered when placing students, so that the industry can gain confidence in the students brought to them by the college. The findings of the study also revealed that every individual, when enrolling into a training institution, need to exit the institution having gained a full qualification rendering them ready for the world of work. Hence, the importance of getting exposure on both theory and practical. The study also established that the lack of funding impedes the process of proper implementing of the WIL programme. The findings concur with the study conducted by Ezeji, Edeh, and Etonyeaku (2016) that the major constrain of WIL implementation is lack of funding, lack of policy framework and lack of support from the industry.

5.2.6 Skills and competencies

One of the objectives of the study is to determine the skills and competencies required to manage and support college-industry partnership. The findings of the study revealed that managing partnership is not easy because one had to comply with the demands and needs of multiple constituencies. The findings also discovered that collaborating with local industry and other stakeholders requires leadership skills to understand the nature of partnership and what deliverables are required in order to effectively manage and sustain the partnership.

According to Amey (2010) it is important that a leader or a champion recognises the potential of the different aspects of the partnership from the initial stage up to the end rather than focusing on the outputs. The study established that a person with project management can be able to manage and lead partnership. The respondents even said that college-industry

partnership will be effectively managed if the person possesses people's skills, personality and emotional intelligence to handle different people from different institutions. The study emphasised the importance of the leader to ensure that the partnership is in line with the college vision and mission statement and will contribute towards achieving the strategic objectives of the college.

The literature review revealed that partnerships can either be formal or informal and are not easy to develop therefore the leadership of the organisation must be ready to invest time and resources in order to sustain partnerships (Jones, Lefoe, Harvey, & Ryland, 2012). The study established that the main issue of college-industry partnership is to improve the vocational training outcomes for students. To achieve these training outcomes, requires a leader that will manage and deal with all the issues on partnerships. One of the respondents strongly articulated that the leader must ensure that a contract or an agreement is signed to strengthen the experiences of working together. The skills and competencies that came out of the study includes but are not limited to:

- a) Accountability
- b) Trust
- c) Sense of ownership
- d) Human relations
- e) Communication

The study also discovered that managing college-industry partnerships, require leaders that understand the mandate of vocational training and are willing to provide support that is expected by the stakeholders and the labour market.

5.2.7 Capacity building to strengthen partnership

The current study identified that practical skills still remain the main challenge for the college, because there are not enough qualified artisans with specialised skills that can train apprenticeship. The study also revealed that it is imperative for the industry to build capacity of its local education and training compliment in order to assist the college to create exchangeable skills. The study is in agreement with Akhuemonkhan, Raim, and Dada (2014) literature that emphasises the importance of government in prioritising capacity building for college staff so that they can impact the relevant knowledge to the students required by industry.

The current study also revealed that colleges are faced with a challenge of employing lecturers that are academically qualified, but do not have industry experience and also lecturers that are artisans but have no methodology. The respondents explained that the college-industry partnership will serve as a link to connect industry experts with lecturers and to provide access to industry's' new technological systems in order to improve teaching and learning.

Dibie and Dibie (2014) literature suggested that capacity building should be able to address socio-economic changes by providing skills that will reduce unemployment. The study discovered that not all the students are exposed to entrepreneurial skills, it's only those that are enrolled for business management and financial management. The respondents further argued that entrepreneurial skills alone are not enough, most of the businesses have failed because people do not have the capacity to manage their businesses. The study findings are in agreement with the study of Dibie and Dibie (2014) that entrepreneurial skills alone are not enough, managerial and financial skills are a key to the success of the business. The findings of the study also stressed the importance of prioritising capacity building when negotiating terms of collaborations between the TVET College and the industry.

5.2.8 Programmes for industry need

The study revealed that uMfolozi TVET College is not maximizing its contribution to the industry as some of the programmes offered still remain irrelevant to the industry. The study revealed that there are programmes that need to be reviewed by the Department of Labour because as much as the college is still offering these programs, they are no longer in demand. The above findings are in support of Chinyere (2014) who noted that there are programs offered by the vocational colleges that are no longer needed by the labour market. One of the respondents further explained that the college should design short courses for industry, not the usual artisan programmes, but programs for training operators for a duration of one week to three weeks at an affordable rate and which would be a solution to strengthen the college-industry relationship.

The study also established that sometimes the college is not flexible, when it comes to some of the programmes needed by industry. The findings of the current study discovered that the college is not only expected to address industry needs but also to review the programmes offered by the college and to align them with their needs. The findings agree with Ezeji et

al. (2016) whose research stated that it is the responsibility of industries to show interest on the programmes offered by TVET college and contribute to the curricular development.

5.2.9. Performance Management

The current study revealed that one of the respondents from industry mentioned that as partners we do not have enough time for performance management and we fail to judge our experience interventions and performances. The finding was further strengthened by one of the respondents from the college who alluded that as employees we do not like to be measured, but at the end we have to measure our successes and we have to check where we are lacking.

The study also discovered that some of the PPP that had worked with the college does have a well-established tool for performance management processes that focuses on individual Continuous Personal Development (CPD) which is completed quarterly. The respondent who is a project co-ordinator explained that the CPD allows the employee to rate his or her performance and identify the areas for improvement. The finding corresponds with Jones et al. (2012) that any collaboration requires an effective system for monitoring and evaluation and a tool to review performance management and measure success.

The study findings identified two sub themes under performance management:

5.2.9.1 Performance Criteria

The current study discovered that there are no performance criteria that has been developed to monitor and evaluate performance within the college-industry partnership. The respondent who is a training centre manager further explained that the college does not have a formalized structure or frame work in place except for the signed MOU's or SLA's. The study findings identified that for effective college-industry partnership, a performance management criterion needs to be developed. The above finding supports the literature by Hargreaves (2011) that state that deciding on a performance criteria to conduct performance management and monitoring, is one of the competency dimensions of an effective partnership.

5.2.9.2 Monitoring and evaluation

The study revealed that the college makes use of log-books to monitor and evaluate the progress of learners in the workplace. The respondents further explained that the log-books are signed off by the supervisor, and SETA's use log-books to monitor the students' progress in order to certify them. The study discovered that there is also an evaluation form that the college provides which is used to evaluate the learners with recommendations, how they performed, areas of improvement and weaknesses.

The study established that when dealing with formal programmes it is easy to evaluate performance because it is evaluated through the certification rate and throughputs rates, but with occupational programmes it's a challenge because there are many parties that are involved and it's not the responsibility of one person. The respondent who works for the municipality mentioned that occupational programmes are unique and they include, but are not limited to: the sponsor, municipality, college, SETA, assessors and moderators which all form part of the process. Briggs (2010) study findings established that effective partnership have a strong sense of ownership, share accountability and conduct monitoring and evaluation concurrently in order to mitigate any challenges that might arise.

5.2.10 Strategies to sustain college-industry partnership

The current study identified that, there should be monthly meetings and visits to industry to check and monitor the progress of students. Some of the respondents stated that the college has grown in terms of sites and enrolment numbers. One person is no longer able to work with all the stakeholders and monitor the placement of students, therefore it would be a strategic move for the college to have a dedicated person for college-industry partnerships. From the study it was evident that some of the local industries still feel that the college is not visible enough to industries. One of the respondents from industry said that the college must not isolate itself, it must come to the companies and market itself and also share achievements that will help to bridge the gap that exist between industry and the college. The finding was supported by the college senior management who indicated that to strengthen college-industry relationship, a regional forum needs to be developed where there will be interaction with industry sharing initiatives and developments.

5.3 Conclusion

This chapter focused on discussing the study findings, aligning them with the research questions and the literature review. The discussion highlighted the gaps in the management and administering of partnership internally and externally. The study findings revealed that for effective collaboration the college and local industries need to work together towards skills development and economic growth.

The next chapter will provide recommendations and conclusion of the study.

CHAPTER SIX: CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

This chapter presents the conclusion and recommendations of the study based on the key findings, in relation to the objectives of the study. TVET colleges were introduced in the country with the aim of providing skills required by the labour market in order to reduce unemployment. TVET colleges curricular is designed such that it has institutional training for theory and workplace training for practical. Workplace training is possible through the TVET college partnership with industry. uMfolozi TVET College has a long list of partnerships with different stakeholders ranging from industry, PPP, government departments, SETA's, municipalities, HEI and NPO's. The need for conducting the study was imperative to understand skills and competencies, the success factors, the challenges and the intervention strategies in managing the college-industry partnership. The study discovered that the roles of each party are not clearly defined. The study also revealed that there is no proper framework to manage and monitor the college-industry performances. The study aimed at assessing the effectiveness of the uMfolozi TVET College partnership with local industries.

To realize the objectives of the study, a qualitative approach was employed and a literature review was consulted from various national and international articles and books. The study focused on the literature based on partnership theories, leadership theories, work integrated learning, stakeholder engagement, skills and competencies. The study gathered the information from fourteen in-depth semi-structured face to face interviews with the participants who shared their views on the importance of uMfolozi College-industry partnership. Purposive sampling was used and thematic analysis was used to analyse data in order to presents results and draw conclusions and recommendations.

6.2. The objectives of the study

The study had the following objectives:

- a) To determine the skills and competencies required to manage and support the uMfolozi TVET College-industry partnership.
- b) To identify the factors that contribute to the success of the uMfolozi TVET College-industry partnership.
- c) To determine the challenges that impede the uMfolozi TVET College-industry partnership.

- d) To identify the intervention strategies necessary to strengthen the relationship between the local industries and the uMfolozi TVET College.

6.3 Key findings

The research study discovered that partnerships are unique by nature and each has its own objectives and outputs. The study focused on the following objectives:

6.3.1 To determine the skills and competencies required to manage and support the uMfolozi TVET College-industry partnership

Partnerships are fragile; therefore, it is important that they are managed and nurtured once negotiated and have been formalised. The study established that signing an agreement with industry is just a first step to seal the partnership, however, there are skills and competencies that are necessary to manage partnership. The respondents explained that the TVET college skills and competencies needed to lead and manage partnership, is to be flexible and highly responsive to industry needs.

The skills and competencies required for the effective implementation of partnership that are mentioned in various literature are communication, collaboration, critical thinking, innovation and professionalism. The study established that the key aspect of establishing college-industry partnership is based on the WIL approach. The role of the WIL approach was explained as the process whereby students are placed in different companies which can provide relevant skills, therefore partnering with industry to place the students is important to complete the occupational qualification.

The study was conducted to assess the effectiveness of college-industry partnership therefore the industry expects to host students that possess skills and competencies of being highly motivated and dedicated. The study revealed that students that join the world of labour must be innovative, critical thinkers, creative and technologically advanced. The study drew on the literature by McLennan and Keating (2008) that stated that in the workplace students are provided with opportunities to develop holistically in terms of knowledge, skills and experiences.

6.3.2 To identify the factors that contribute to the success of the uMfolozi TVET College-industry partnership

The respondents were able to state that the college-industry partnership has an impact on the reduction of skills gap and has improved the quality of skills by aligning them with the needs of the labour market. The study also revealed that through the partnership with local industries an opportunity for college employees to be exposed to industry operations was created.

Alias and Hassan (2012) explained that the success and support that is provided during the college-industry partnership depends on whether the relevant skills match with the industry skills. The respondents emphasised that one of the success factors is, the ability of the college to negotiate and secure work placement and employability for the students. The proper induction, training and orientation of students contribute to the success of college-industry relationship, because the image of the organisation is very important.

The study established that the opportunity given to the staff to visit the industry and be capacitated on different industry requirements will help them to excel in the manner they present their lessons. The current study is supported by Obwoye et al. (2013) whose study discovered that for a well-established partnership staff exchange, student placement and donation of equipment are the results of a successful partnership.

The study discovered four important and critical aspects that must be properly managed and adhered to for the success of partnership:

- a) Trust - The respondents enlightened that partnership means parties in agreement will be working together for mutual benefit in a joint venture sharing information. To make meaningful choices, it is imperative that both parties trust and rely on each other.
- b) Leadership – The respondents explained that effective and successful partnership requires leaders that are willing to bring about transformation and support. Partnership without the support of the leader and management will not achieve its objectives.
- c) Learning – The study revealed that each partnership is unique therefore each and every collaboration is a learning curve to share best practice and to learn about each other's activities.
- d) Review – The study revealed that this is the most important aspect of partnership because organisation must review whether the aim of the partnership was achieved or not.

The study drew from Henwood (2006) literature that stated that there are many factors that contribute to the success of partnership that includes, but are not limited to:

- a) Effective communication;
- b) Shared responsibilities;
- c) Respect and to understand each other;
- d) Regular reviews to assess how well the partnership is performing; and
- e) Willing to change and compromise for the success of partnership.

6.3.3 To determine the challenges that impede the uMfolozi TVET College-industry partnership

The study established that as much as the college has a strong relationship with local industries, there is still the lack of a proper framework in terms of policies and procedures to manage college-industry partnership. One of the challenges that was mentioned by the participants that hinders the relationship is, that the industry is not always informed in time about the changes in the curriculum offered by TVET colleges, but they are expected to provide work place exposure for students.

The respondents also stated there are delays caused by medical testing of students before they enter the workplace and mentioned that this is really a challenge as it impacts on the duration of the training and the funding. Killian et al. (2009, p. 14) pointed out that lack of adequate resources hinders the implementation of vocational training programmes due to the fact that some of the programs developed did not consider the industry needs.

The respondents identified several challenges that emanate from partnerships i.e. lack of trust which arises from both partners; if the partners do not meet their expectations as per the initial engagement, the trust is broken. The study revealed that contracts will be signed and no action will take place, which leads to a lack of interest and trust. The respondents also said that there is a lack of communication between the employers and the college due to the fact that the roles and responsibilities are not clearly defined, and there is no proper implementation plan. The issue of insufficient resources or no resources at all has been identified as one of the factors that can impede on the collaborative activities.

The study also discovered that in partnerships there are challenges, specifically based on programmes offered by the college that impede on the college-industry partnership. As the TVET colleges were inherited by the Government, therefore some of the programmes offered are not the ones that are required by industry. The study uncovered that the quality of programmes delivered by the college and the quality of graduates produced by the college do not meet the demands of the labour market. The respondents also mentioned that the college offer lengthy and inflexible programmes that is why industry requests the college to be more flexible when it comes to programme offerings. Some of the respondents also noted that, if there is little or no support from the management, it might lead to unsuccessful implementation of the partnership.

6.3.4 To identify the intervention strategies necessary to strengthen the relationship between the local industries and the uMfolozi TVET College

The success of TVET colleges depend on the partnership the college has with different stakeholders. The study uncovered that one of the important aspects that most of the organisations usually ignore is self-perception, a sense of belonging to the one entity so that we can see our successes. The respondent from industry explained that they have observed that the campuses within the college are not working as one entity, they are competing, which is a problem when it comes to the placement of students. The respondents mentioned that to improve the college-industry partnership, the DHET must develop a regulatory framework and policies to give guidance to the manner in which partnerships are handled. The findings of the study are in line with the study conducted by Obwoye et al. (2013) that the government should put into place policies and procedures for all the TVET college partnerships with industry.

The respondents suggested that in order for the college to be able to manage all the partnerships, it will be better to implement client or customer relationship systems as a monitoring system. The study established that one of the interventions that the college can implement to strengthen the college-industry partnership, is to become a full member of the business chambers for different municipalities, so that the college can have a platform to inform employers of the new developments on different programmes.

It is observable that the Government and TVET colleges are trying their best to meet the industry needs based on different recommendations from different studies, however, the current study established that supply driven concept, versus the demand driven concept of skills, has not been explored. The current study is in support of the study by JICA (2014, p. 5) who advised that industry as custodians of skills development should make an effort to support TVET Colleges so that they can try to train according to the demands of the industry. The respondents explained in order for the college to respond to the needs of the industry it requires a change of the mind-set. The mind-set shift as highlighted in Figure 6.1 will enable the college-industry partnership to achieve the objective of reducing unemployment and ensuring college graduates are absorbed by industry.



Figure 6.1: Supply-driven to Demand-driven model

Source: JICA (2014, p. 5)

6.4 Recommendations of the study

6.4.1 Regulatory framework

The study established that the DHET does not have a regulatory framework specifically developed for college-industry partnership that will assist in guiding the TVET College implementation of partnerships with various stakeholders. The realisation of the objectives depends on how the TVET college partnership with different stakeholders is regulated. The study noted that it is the role of the government to oversee and enforce implementation of college-industry partnership to ensure that students are provided with workplace exposure. If all the parties are aware that the partnership programme is regulated, that will increase efficiency and a sense of accountability amongst the parties.

The respondents recommended that a standardised policy framework be created as an enabling environment and criteria for establishing and sustaining partnerships. Issues of quality assurance, monitoring and evaluation should be addressed by the government policy and procedures.

6.4.2 Capacity Building

The study discovered that the college has been focusing on the development of students but there is also an area recommended for staff capacity building that the college-industry partnership will have to design and develop a programme:

- a) To take the college lecturing staff to industry to capacitate them;
- b) To use guest lecturers to deliver a topic on the syllabi;
- c) Invite industry experts to come and deliver a lecture on a specific topic or demonstrate the use of a particular industry equipment;

- d) To engage retired artisans in order to be shadowed by apprentices during workshop training and be mentors during practical training; and
- e) To make use of PPP in the writing of proposals and implementation of projects.

The study revealed that the college has not explored much on staff development using industry partnerships. This programme can build a process of having industry experts mentoring the lecturing staff in particular, so that they can be able to share the new developments in that specific area of specialization. Staff development will assist the staff to perform their duties efficiently and effectively.

6.4.3 Communication

The study revealed that communication is the vital tool between partners. The TVET College needs to communicate properly with its partnership. One of the respondents explained that it is important to listen to what the partner is saying; the relationship is built on good communication and good human relations. The study also revealed that sometimes poor communication is due to the fact that even industry is not precise about the technical exposure that the students will gain. The study recommends that the following should be in place for effective college-industry partnership:

- a) Efficient communication channels should be in place;
- b) Putting in place an effective communications and awareness strategy as some of the students are not even aware that the college has a workplace office;
- c) Address the students' attitude, to change the manner in which they address their industry supervisors; and
- d) Provide weekly or monthly updates in terms of attendance, marks and progress of the student by providing a sample of the Portfolio of Evidence (POE).

Communication is a process that can build or break the partnership if it is not properly managed. The respondents argued that communication is a two-way process that requires full commitment from all the stakeholders involved in partnership.

6.4.4 Performance Management

The study revealed that the college does not have a tool for performance management in partnership. The study revealed that the collaboration between the college and its local stakeholders do not have enough time for performance management. They fail to judge their experiences, interventions and performances, even though some of the respondents explained that there are log-books that are given to students to monitor and evaluate their progress at the workplace, and there are evaluation forms that they complete to evaluate and rate the institutional and practical training. The study recommended that performance

management as a finding is the most important aspect that requires special attention. The following interventions were recommended:

- a) Have clearly defined partnership objectives;
- b) Have a steering committee that is able to reflect not only on challenges but also on successes;
- c) Develop a template that can be taken to stakeholders to measure the performance of the college-industry partnership; and
- d) Design and develop incentives to achieve performance targets.

The respondents also mentioned that DHET expects the SETA's to achieve their targets of having a certain number of partnerships, therefore the performance management tool should incorporate all the structures that are involved in partnership. One of the respondents argued that meeting targets is not enough if the TVET College is not funded for the WIL programs as it is the successful pathway to prepare students for work readiness.

6.4.5 Curriculum and Vocational Programs

The study uncovered that the local industry is happy with the programs that the college is offering, however, there are programs that need to be reviewed as some are no longer relevant to the labor market. The respondents recommended that the college must be more flexible and more responsive in terms of program offering. The research study recommends that:

- a) The TVET college must be able to introduce tailor made vocational and technical programs as per the need of the company or industry;
- b) The TVET College must try to improve the quality of program delivery;
- c) The government, together with the TVET college must involve industry in curriculum review processes;
- d) The college-industry must improve the quality of apprenticeship and internship program by developing a procedure for implementing, monitoring and evaluation of the WIL program; and
- e) The TVET College must take advantage of their ability to change curricular while waiting for the regulatory framework to change or to be updated

6.5 Recommendations for future research study

The need for conducting this study was important to assess the effectiveness of uMfolozi TVET College partnership with local industry, and the findings of the study results indicated that the college-industry partnership is effective, however, there are still gaps that need to be

closed. The researcher used the qualitative approach to conduct the study. For future research study, the qualitative, quantitative or mixed approach could be used.

The funding norm for the TVET college WIL programme is one of the topics that can be explored, because there is a need for TVET colleges to have financial stability to be able to place apprenticeships and internships for various students. With regards to the absorption of TVET college graduates by the local industry, a quantitative research should be conducted to determine the rate at which employed graduates are absorbed in the local industry, which will assist the college to establish whether it is offering programs that are relevant to the industry or not.

6.6 Conclusion

Partnership has become a fundamental strategic aspect for vocational college-industry collaboration. The TVET colleges need to rise above the challenges of the sector in order to gain the trust of the stakeholders, especially the local industry. The provision of a TVET college-industry partnership regulatory framework is important to address the socio-economic issues of the country. Effective partnership between the college and industry requires commitment from all the stakeholders involved. The collaboration should include planning, implementation and monitoring of the partnership. The partnership has benefits on both sides even though there are still issues of sustainability and governance that need to be addressed. The collaboration between the TVET College and industry is fundamental to assist students to be introduced to the world of work through the WIL program.

“Industry plays the major role in the setting of occupational and competency standards; it is the underbelly of the national qualifications framework and quality assurance provisions.” (Chinyere, 2014)

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APPENDIX 1: INFORMED CONSENT
UNIVERSITY OF KWAZULU-NATAL
GRADUATE SCHOOL OF BUSINESS AND LEADERSHIP

MCLS Research Project
Researcher: Phindile F Nsibande (0721783565)
Supervisor: Dr Cecile Gerwel Proches (0312608318)
Research Office: Ms P Ximba (0312603587)

Dear Respondent,

I, Phindile Fionah Nsibande am a Master of Commerce in Leadership Studies student at the Graduate School of Business and Leadership, of the University of KwaZulu-Natal. You are invited to participate in a research project entitled: **“Assessing the Effectiveness of the uMfolozi TVET College-Industry Partnership.”**

The aim of this study is to examine the effectiveness of the uMfolozi TVET College partnership with local industry.

Through your participation, I hope to understand the role of uMfolozi TVET College in partnering with industry and other business stakeholders and what possible interventions can be introduced to strengthen the collaboration. The results of the interview are intended to contribute towards improving the industry-college partnership.

Your participation in this project is voluntary. You may refuse to participate or withdraw from the project at any time with no negative consequence. There will be no monetary gain from participating in this interview. Confidentiality and anonymity of records identifying you as a participant will be maintained by the Graduate School of Business and Leadership, UKZN.

If you have any questions or concerns about participating in the interview or about participating in this study, you may contact me or my supervisor at the numbers listed above.

The interview should take about 45 minutes to an hour. I hope you will take the time to participate.

Sincerely

Investigator’s signature _____ Date _____

This page is to be retained by the participant

**UNIVERSITY OF KWAZULU-NATAL
GRADUATE SCHOOL OF BUSINESS AND LEADERSHIP**

MCLS Research Project

Researcher: Phindile Fionah Nsibande (0721783565)

Supervisor: Dr Cecile Gerwel Proches (0312608318)

Research Office: Ms P Ximba (0312603587)

CONSENT

I..... (full names of participant) hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participating in the research project.

I understand that I am at liberty to withdraw from the project at any time, should I so desire.

I hereby consent/do not consent to record the interview.

SIGNATURE OF PARTICIPANT

DATE

.....

This page is to be retained by the researcher

APPENDIX 2: INTERVIEW QUESTIONS

UNIVERSITY OF KWAZULU-NATAL GRADUATE SCHOOL OF BUSINESS AND LEADERSHIP

MCLS Research Project

Researcher: Phindile Fionah Nsibande (0721783565)

Supervisor: Dr Cecile Gerwel Proches (0312608318)

Research Office: Ms P Ximba (0312603587)

ASSESSING THE EFFECTIVENESS OF THE UMFOLOZI TVET COLLEGE-INDUSTRY PARTNERSHIP

1. What is your understanding of the partnership between industry and uMfolozi TVET College?
2. What was the aim of partnering with uMfolozi TVET College?
3. What do you perceive as the economic benefits of this partnership?
4. What are the factors that can contribute to the success of uMfolozi TVET College-industry partnership?
5. What are the challenges facing this partnership?
6. In this collaboration, what skills and competencies are required to manage and support this partnership?
7. What role can your company play in promoting economic development within this collaboration?
8. What can be done to promote and strengthen communication in the uMfolozi TVET-industry partnership?
9. What kind of programmes do you think the college should offer to promote economic development?
10. What are the opportunities that the business sector can offer to build capacity of uMfolozi TVET College?
11. Is there a performance management framework for uMfolozi TVET College industry partnership? Please elaborate.
12. How is monitoring and evaluation conducted?
13. What performance criteria can be implemented to sustain long and lasting partnership between uMfolozi TVET College and other stakeholders?
14. What suggestions / strategies can you suggest to improve the uMfolozi TVET College industry partnership?
15. Is there anything else that you would like to add?

APPENDIX 3: CLEARANCE LETTER



12 April 2017

Mrs Phindile Fionah Nsibande (214580293)
Graduate School of Business & Leadership
Westville Campus

Dear Mrs Nsibande,

Protocol reference number: HSS/0328/017M
Project title: Assessing the effectiveness of the Umfolozi TVET College-Industry Partnership

Full Approval – Expedited Application

In response to your application received on 10 April 2017, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and FULL APPROVAL for the protocol has been granted.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number.

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

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

Dr Shamila Naidoo (Deputy Chair)

/ms

Cc Supervisor: Dr Cecile Gerwel Proches
Cc Academic Leader Research: Dr Muhammad Hoque
Cc School Administrator: Ms Zarina Bullyraj

Humanities & Social Sciences Research Ethics Committee

Dr Shenuka Singh (Chair)

Westville Campus, Govan Mbeki Building

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Faculty Centres: Edgewood Howard College Marjorie School Pietermaritzburg Westville

APPENDIX 4: TURN-IT-IN REPORT

Assessing the effectiveness of uMfolozi TVET - Industry Partnership

ORIGINALITY REPORT

4%	3%	0%	2%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	Submitted to University of KwaZulu-Natal Student Paper	1%
2	uir.unisa.ac.za Internet Source	<1%
3	shodhganga.inflibnet.ac.in Internet Source	<1%
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APPENDIX 5: EDITORS LETTER

SHEREEN DINDAR

BA (UNISA), PGCE (UNISA), HONS Bed (UNISA)

P.O. BOX 131, BREYTEN, 2330

TEL: (017-8115848) w (0826997207) c

dindarsher@gmail.com

29 November 2017

To Whom It May Concern

This letter serves to authenticate that I, Mrs. Shereen Dindar, has edited Ms. P Nsibande's research paper as requested by her.

Yours Faithfully

Signed: Mrs Shereen Dindar

Education Specialist & Published Author/Editor

"A passion for life-long learning inspires one to continue educating others in a quest to instill compassion through knowledge and wisdom." - Shereen Dindar

/1////////