

**ENHANCING MANAGEMENT STRUCTURE AT THE  
TVET COLLEGES: A CASE STUDY OF  
UMGUNGUNDLOVU TVET COLLEGE**

By

**MANDISA DARGRICIA SITHOLE**

**Student No. 211541029**

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**Supervisor: Professor Henry Wissink**



**DECEMBER 2019**

## **DECLARATION**

I, Mandisa Dargricia Sithole, declare that,

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**MANDISA DARGRICIA SITHOLE**

Student No. 211541029

12 December 2019

## **DEDICATION**

I dedicate my study to every special individual that has supported me throughout my career journey. To my humble parents, more especially my mother for being my pillar of hope. Through her great teaching, constant motivation, hunger for education and continued aspiration I found the strength to complete this most self-fulfilling task. My late grandmother, Mrs Sumiko Omar Cele for always reminding me that education is the key to a successful life. Thank you so much for your unconditional love, patience, support and belief in me to complete and obtained my master's degree.

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## **ABSTRACT AND KEY TERMS**

Technical Vocational Education and Training (TVET) Colleges in South Africa are struggling with the implementation of an effective management, efficient performance and becoming institutions of first choice. The management structures of the fifty public TVET colleges across South Africa are faced with major challenges that are present throughout the sector. Some of these challenges are critical to overcome because the South African has tasked the TVET sector through its National Development Plan to have 2.5. million students enrolled in TVET colleges by 2030, and thereby become a major driver in addressing inequality, unemployment and poverty.

To achieve the development goals and objectives of the South African government, the Department of Higher Educational and Training has devised legislation and policies for its public TVET colleges. Unfortunately, little by way of support is given to the management structure to implement these policies and legislative objectives. In addition, an ineffective and incompetent management and poor practice have also contributed to the current problems within the sector.

The purpose of this present study is to evaluate the management structure of the uMgungundlovu TVET College in order to improve its efficiency through enhancing its management structure. The key objective was to determine how the uMgungundlovu TVET College can improve its management structure in order to overcome the massive challenges that presently hinder the sector. A qualitative research design was applied to conduct the investigation, which sought to engage with TVET staff and students who were perceived to have knowledge and understanding of the research problem. The data collection instruments identified to be more efficient for data collection and utilised in this study consisted of semi-structured interviews and a focus group.

It is hoped that this study will enable not only the uMgungundlovu TVET College, but the entire TVET sector to improve its management functions. This can be achieved by implementing efficient tools and systems that are devised to ensure a proactive and proficient college management that can provide solutions to the current challenges

present in the sector. There is a need to focus on improving management in TVET colleges as their poor performance directly impacts on the South African Government's development goals and priorities of addressing unemployment, poverty and inequality.

**Key Terms:** *Governance; Institutional responsibilities; Management structures; Performance; Policy and legislation; Technical Vocational Education and Training; Institutional structure; Transformation.*

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## LIST OF ABBREVIATIONS AND ACRONYMS

<b>ACA</b>	African Commission Aspiration
<b>AU</b>	African Union
<b>BRICS</b>	Brazil, Russia, India, China and South Africa
<b>CEO</b>	Chief Executive Officer
<b>CFO</b>	Chief Financial Officer
<b>CFETA</b>	Continuing Further Education and Training Act
<b>CHE</b>	Council of Higher Education
<b>CPDT</b>	Continual Professional Teacher Development
<b>DHET</b>	Department of Higher Education and Training
<b>FET</b>	Further Education and Training
<b>FETA</b>	Further Education and Training Act
<b>HEA</b>	Higher Education Act
<b>HR</b>	Human Resource
<b>HRM</b>	Human Resource Management
<b>HRDC</b>	Human Resource Development Council for South Africa
<b>ICASS</b>	Internal Continuous Assessment
<b>IQMS</b>	Integrated Quality Management System
<b>KZN</b>	KwaZulu-Natal
<b>NDP</b>	National Development Plan
<b>NPM</b>	New Public Management
<b>NSFAS</b>	National Student Financial Aid Scheme
<b>NSNSF</b>	National Norms and Standards Funding
<b>MEC</b>	Member of Executive Council
<b>Pietermaritzburg</b>	Pietermaritzburg
<b>PPQL-TVET</b>	Policy on Professional Qualification for Lecturers in Technical Vocational Education and Training

<b>PSA</b>	Public Services Act
<b>RSA</b>	Republic of South Africa
<b>SA</b>	South Africa
<b>SAFETSA</b>	South Africa Further Education and Training South Africa
<b>SDA</b>	Skills Development Act
<b>SDGs</b>	Sustainable Development Goals
<b>SRC</b>	Student Representative Council
<b>SSS</b>	Student Support Services
<b>TVET</b>	Technical Vocational Education and Training
<b>UKZN</b>	University of KwaZulu-Natal
<b>UN</b>	United Nations
<b>UNESCO</b>	United Nations Educational, Scientific, and Cultural Organisation

## **CHAPTER ONE**

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

#### **1.1. INTRODUCTION**

Technical Vocational Education and Training (TVET) colleges in South Africa embody multiple transformations since 1994, and the reforms have resulted in tremendous developments. The merging of former technical colleges, colleges of education, and training centres shaped the landscape for the new TVET colleges (Terblanche 2008:1). The merging of colleges presented new challenges for managers and the whole administrative personnel. The change was symbolic of an attempt to shed the negative image of the old technical college system by combining the smaller and weaker colleges into stronger TVET institutions (Singh, 2012:30). But the restructuring of colleges brought with it some challenges which the college managers, supervisors and administrators have to address on their day-to-day administration of these institutions.

Despite the attempted adaptation to the legislation, college subsystem transformation was undertaken in the absence of a coherent management framework. The environmental complexities and turbulence brought to the forefront fundamental issues and tensions relating to leadership, management structure, culture and management practices (Nundkumar, 2016:2). This means, there is a gap that needs consideration in the field of TVET management practices. But few studies have been conducted on management practices in the TVET sector. To bridge this gap, the study was conducted to assess the TVET challenges facing the college and possible measures for enhancing the management structure of uMgungundlovu TVET College situation in KwaZulu-Natal. In this view, this chapter describes the introduction of the under the following key heads:

- i. Background to the study;
- ii. Rationale for the study;
- iii. Problem statement.

- iv. The research question, purpose, aim, objectives, as well as research methodology and design.
- v. In addition, the structural layout of the study.

## **1.2. BACKGROUND TO THE STUDY**

Technical and Vocational Education and Training (TVET) system in South Africa since the ushering in of democracy in 1994 has experienced an extensive reform that is a constant feature (Moodley, 2015:1). The South African government inherited an education system that was fragmented and unequal. The first, perhaps symbolic reform was the restructuring of 152 technical colleges that delivered vocational and technical education (Moeng, 2018:1). The merging of the technical colleges led to a complete change with the increase in size and complexity surrounding the landscape of 50 Further Education and Training (FET) colleges (Terblanche 2008:1). The FET landscape was established in 2002 under the directives laid down in the FET Act 98 of 1998 to increase autonomy and independence in relation to governance, and to enhance administrative and management capacity through the consolidation of existing personnel (Badenhorst & Radile, 2018:3).

The merging process involved bringing together colleges with vastly different organisational cultures, identities, management and leadership. During the apartheid era the appointment of managers did not concern qualification, skills and experience to qualify individuals to part of management structure and this created hierarchical power differentials. The functionality of these colleges needs to occur responsively and responsibly to the community needs and social-economic development (Moholokoane 2004:2). This relates to having a well-trained, skilled, and competent management and leadership for sustaining an effective TVET college. The process was expected to bring about increased efficiencies, responsiveness, and equity across the country. But the pre-1994 fragmented and unequal racial treatment in higher education had a ripple effect on the system and impacted negatively on the post-merger FET colleges (Bisschoff & Nkoe, 2005:204). (Moodley, 2015:1).

TVET colleges in South Africa have undergone various transformations. These changes have also presented challenges to TVET management over the years despite

multiple changes intended to improve the quality and efficiency of the colleges. The most pressing issues are poor leadership, lack of management skills, poor performance, and inequitable resources (Dlamini, 2015:40). The merging of technical colleges to FET college led to the changing of roles and management that created issues to the management structure of the colleges. The TVET colleges require an effective management structure to be able adapt to change and deliver expectations. Between 1998 and 2006 the college system operated without a strong identity caught in the battle that led to poor management. The DHET took over the management of all 50 public TVET colleges from the provincial competence and the highest priority as strengthening and expansion of TVET colleges (Musweni, 2015:50). Despite extensive efforts to redefine and distinguish there is a high level of dysfunctionality in provinces and within the TVET colleges there is persistent tension between the management (Balkrishen & Mestry, 2016:19). Improving TVET management is widely regarded as one of the key dimensions needed to address youth unemployment and associated issues facing the sector (Setena, 2017:1). The challenges presented in the sector is directly linked with poor management structures and lack of cooperation.

The government made provision of substantial resources into TVET colleges to make them viable and capable institutions (Nhlapo, 2017:1). The resources are not being used properly and the managers are unable to account. Sibiya and Nyembezi (2018:1) argue that the government needs to focus on improving the management and leadership in the TVET. Otherwise it pointless to provide resources to TVET institutions that has weak management and leadership. In the literature, various scholars have presented evidence that TVET colleges can transform South Africa's skills shortage but only if there is a coherent management structure. Badenhorst (2018:123) indicated that effective management structure is still evading the TVET sector.

### **1.3. RATIONAL OF THE STUDY**

This study is of interest to this researcher who is a former student in one of the TVET colleges in KwaZulu-Natal (KZN). This interest emanates from the poor performance of the TVET colleges throughout the country, which is characterised by weak management systems. According to Pretorius (2018:1) about 60% of TVET colleges

are unable to perform according to the required standards. This provides an awareness that TVET colleges are faced with many management issues and challenges, especially amongst those colleges situated among disadvantaged communities.

TVET colleges are identified as institutions of hope where young people can be provided with skills, knowledge and mind-sets that are necessary for employment in the labour market (Human Resource Development Council, 2013). Ineffective management has contributed to the challenges that are faced by all fifty public TVET colleges. To date, little has been done to address these problems.

According to a study conducted by Khan and Hasan (2017:129), the TVET college system in Bangladesh is affected by lack of resources, poorly qualified teachers and low pass rates. For Pixabay (2019), most TVET institutions in developing countries have difficulty in attracting students because very few students choose to study in the TVET. The most contributing factor is the availability of resources which is a challenge that affects the status of TVET colleges. The researcher came to realise that this was a global issue, which needs to be addressed appropriately. Consequently, this study focuses on the management structures at a TVET college in KwaZulu-Natal by identifying the causes and effect of poor management.

#### **1.4. PROBLEM STATEMENT**

TVET colleges in South Africa have undergone extensive and rapid policy, legislative, governance and institutional transformation. Senior management of TVET colleges have found it difficult to administer them in line with all the changes that have taken place (Mabena, 2017:1). TVET colleges are identified as a tool for socio-economic development and the government is currently in a process of improving the status of the TVET sector, to enable all fifty TVET colleges to be more reliable and attractive, and to become institutions of first choice (NDP, 2012:47). But this is negatively influenced by ineffective management that has contributed to several factors affecting the TVET colleges (Louw, 2017:1).

The TVET colleges are not managed effectively, the government continues to channel resources to advance the status of the TVET colleges and to align them with the

national priorities geared for state development (Mmako, 2016:43). Resources are not used in accordance with these priorities, and more than 60% of TVET colleges have weak management and leadership structures that are unable to deal with the challenges presently in the TVET college sector (Terreblanche, 2017:18). Despite these substantial resources provided by government, TVET colleges have not delivered on the expectation of becoming institutions of choice and assisting in alleviating the plight of skills shortages in South Africa (Dunn, 2014:60).

The evidence documented in the 2013 White Paper on Post-School Education and Training, not only revealed years of government neglect of the sector, but also raised the major concern of weak management. It focused primarily on areas of financial management, human resources and student support. According to Robertson (2015:67), managers in TVET colleges lack the skills and knowledge needed to successfully implement government initiatives. Lack of management of competent managers is cited as the reason for poor management in the TVET colleges across the country (Tyatya, 2017:1). An effective management structure depends on high levels of managerial competencies, knowledge and understanding of the TVET sector.

The media has also exposed the conditions of the TVET colleges, including, poor performance, infrastructure, and ineffective administration which has led to the frustration of the student bodies. These issues are escalated by ineffective and poor management (Nhlapho, 2017:2). Studies argue that since the advent of the democratic era in 1994, the government have mainly focused on issues of institutional change and curriculum (du Preez, Simmond & Verhoef, 2016:65). Little has been done to address the management issues across the TVET sector. Mabena (2017:1) argues that, while new management officials are appointed in TVET colleges, significant change has not been achieved. The conditions of the TVET colleges remain questionable to the portfolio managers (Ahmad, 2015:1476).

Policy interventions to date have not fully appreciated the context on the ground and the implications for achieving well-managed institutions with the responsibility and optimal resource utilisation of resources (Rasool & Mahembe, 2014:36). The merger and restructuring process was not accompanied by a strategy of support and development for managers, principals and councils, particularly in weaker institutions.

According to Rasool and Mahembe (2014:30) in the policy documents, the functions and responsibilities of the management structure of TVET colleges have been poorly defined. In addition, the government enforced the legislation to recognise the status of the TVET and the appointment of staff (Singh, 2015:40). With respect to, The Continuing Education and Training Act (No. 16 of 2016), previously known as The Further Education and Training Colleges (Act No. 98 of 1998) (DHET, 1998), deals with the establishment and the appointment of management staff, lecturers and support staff. It does not prescribe the way that management and support staff should function and operate. Management structures and lines of accountability are not clearly defined. This restricts decision-making and further adds to the instability of TVET colleges (Juan, 2014:123).

There is a lack of a well-documented management framework to support the management structure in their execution of duties (Magume, 2017:30). This scenario arguably impacts adversely on effective management and administration (Ahmad, 2015:1472). The senior managers neglect their core managerial functions and responsibilities, and this has contributed in creating a dysfunctional TVET sector. About 60% of TVET colleges are being identified as dysfunctional, and ultimately leading to more power being held by accounting officers (Boughey, 2016:18), who need to make important decisions. In this regard, Sibiya and Nyembezi (2018:9) suggest that all the management, administration and governance functions in colleges should jointly support the process of management. By strengthening these functions, the probability of enhanced performance is increased significantly.

More studies need to be conducted to assess the management structure and practices in relation to the challenges that are presented in the TVET sector. The transition from technical, further education and training to TVET led to new policies that constantly challenges the skills and knowledge of the TVET managers. To illustrate this statement; the senior managers of these colleges are faced with complex issues associated with diverse leadership and change management. Previously there was no expectations for TVET managers to possess the managerial competencies. The increasing change and demands placed on the TVET sector have impacted on the roles and responsibilities of the college managers which is a great problem that needs to be addressed.

The challenges presented in the TVET colleges, affect the image of the TVET colleges are directly linked to weak management structure. It contributes negatively to make the sector more sustainable and responsive to services delivery. There is a need for improving the management structure of the TVET colleges as it has a potential benefit to create a more sustainable and responsive college that contributes to the development initiatives in the country. In this context, it is therefore imperative to investigate the management structure, challenges, and practices for the effectiveness of TVET colleges.

## **1.5 RESEARCH QUESTIONS**

This research study is influenced by the research question emanating from the above research problem. The following key research question guided the entire study followed by the sub-questions;

*How can the management structure of uMgungundlovu TVET College enhance its management system to address the massive challenges present in the college?*

To investigate the research problem thoroughly, the following sub-questions were pursued to make the research more manageable.

**RQ#1:** What are the management system and tools implemented by the management structure of uMgungundlovu TVET College to effectively manage the college?

**RQ#2:** What are the challenges faced by uMgungundlovu TVET College, and how does this impact the management and administration of uMgungundlovu TVET College?

**RQ#3:** What are the possible solutions and recommendations that can be adopted at uMgungundlovu TVET College to improve management practices?

## **1.6 RESEARCH OBJECTIVES**

The following main research objective was achieved by this study:

*How can the management structure of uMgungundlovu TVET College enhance its management system to address the massive challenges present in the college?*

The following sub-research objectives were achieved by the study:

**RO#1:** Evaluate the management system and tools implemented by the management structure of uMgungundlovu TVET College to effectively manage the college.

**RO#2:** Identify the challenges faced by uMgungundlovu TVET College, and how this impacts the management and administration of uMgungundlovu TVET College.

**RO#3:** Ascertain possible solutions and recommendations that can be adopted at uMgungundlovu TVET College to improve management practices.

## **1.7. RESEARCH PARADIGMS**

Haddadi, Hossein, Johansen and Olsson (2017:1082) state that the entire process of a research study depends on a basic set of beliefs that guide the processing of the research problem. Brierley (2017:3) describes a philosophical worldview as those ideas and beliefs which influence the practices of the research study and provide a foundation for the research inquiry. This present study was conducted from a constructivism paradigm, occurring when the researcher depends on the interpretation of the participants' views and opinions regarding their personal experiences. The researcher captured the views and opinions of the participants to derive meanings in a natural setting. This paradigm holds assumptions that people's realities are socially constructed and shaped by their cultural contexts. In chapter 4, Section 4.3 deals with the worldviews/paradigms and provides a detail description of the constructivism worldviews.

### **1.7.1. Research design**

According to Almalki (2016:228), “qualitative research is best suited to address a research problem in which you do not know the variables” and need to explore.” The study is based on empirical research and qualitative research design that was best suitable to conduct the investigation. To find the underlying opinions about the management structure of the TVET college, thematic analysis was used to analyse the qualitative data, and this is described in Section 4.12. The research methodology thus, “focuses on the research process and determines the kind of tools and procedures to be used” (Anney, 2014:279). It refers to how a researcher adopts a plan to collect and examine the data to get information that supports and answer the research question.

Collecting data means identifying and selecting individuals for a study, obtaining their permission to study them, and gathering information by asking people questions or observing their behaviours (Hofisi & Mago, 2014: 62).

The description below is a summary of the research methods that the researcher has adopted to conduct the research investigation. In chapter three the research methodology is described and justifies how the research methods were used in this study.

### **1.7.2. Phenomenology research strategy**

Padilla-Diaz (2015:103) posits that suitable criteria to determine the use of phenomenology is when the research problem requires an understanding of human experience to a specific group of people. This allows the researcher an opportunity to delve into perceptions, perspectives, understandings and feelings of those individuals who experienced the situation of interests.

The phenomenological research strategy was employed to study the management structure of the uMgungundlovu TVET College. This was performed to clarify the nature of the research problem and expand awareness about the phenomenon. The purpose for utilising a phenomenological research strategy was to describe the meaning of experiences from the perspective of the management and students involved in the experiences.

### 1.7.3 Data collection

Data collection is the process followed for collecting the required data by the researcher in order to provide answers to the research questions and objectives (Cooper & Schindler, 2006:96). It usually involves a systematic approach that is applied by the researcher to collect data from the relevant sources. In this present study, the data was collected through the utilisation of semi-structured interviews and focus group.

The interviews allowed the researcher to gain insight from the participants through their responses as well as through observations. There were seven individual interviews that were conducted with the management of uMgungundlovu TVET College. The researcher directly conducted face-to-face interviews and all the participants were requested to sign a consent form. Chapter three will provide a detailed description on how the data collection was conducted.

### 1.7.4. Data analysis

Rahi (2017) describes data analysis as a mechanism for reducing and organising data to produce findings that require interpretation by the researcher. Data analysis requires the researcher to become immersed in the data. In this present study, thematic analysis and content analysis were used to analyse the data. First, the researcher transcribed the tape-recorded interviews to identify the themes that appeared to be significant concepts, keeping in mind that more than one theme might exist. Second, the researcher read and analysed the entire interview and identified several topics in the interviews and these became primarily category labels.

## 1.8. STRUCTURE OF THE STUDY

Five chapters demarcate this study. The structure of the study is as follows:

**Chapter one: Introduction and background to the study.** This chapter serves as the introduction to the study and provides the background information about the study. The chapter introduces the topic, research purpose and the research problem to be investigated as well as the research

questions and objectives. The clarification of concepts, the significance of the study, as well as the research report outline are explained in this chapter.

**Chapter two: Literature reviewed and theoretical framework.** This chapter presents the literature review where the necessary information about the topic is described and further expanded upon. The chapter goes on to provide a description of the theories that underpin the study and the functions of management.

**Chapter three: Historical and legal foundation of the TVET sector in South Africa.** This chapter provides an overview of the historical background of the TVET colleges in South Africa. The chapter includes a global perspective on the TVET sector, relevant legislation, and policies.

**Chapter four: Research design and methodology.** This chapter provides information on the research design and the methods used for collecting data. The data was collected through the qualitative approach by applying a semi-structured interview. The document analysis conducted is also dealt with in this chapter. This is followed by a description of the validity and reliability of the research, limitations of the study, as well as ethical considerations.

**Chapter five: Data analysis and presentation.** This chapter presents the data in a narrative manner, drawing together the views of different participants as well as the findings from the documentary analysis. Data is explained in a narrative technique, whereby the views and opinions of the participants, generated possible themes in line with the research questions.

**Chapter six: Findings, recommendations, and conclusions.** This chapter presents the conclusion, recommendations, as well as identifies further areas of study. The conclusion reviews each thematic area described in chapter five and a summary is provided. Recommendations to be taken note by relevant role-players are also presented this chapter.

## **1.9. CHAPTER SYNOPSIS**

This first chapter provided a general orientation of the study context which is set within the historic and current landscape of the TVET college sector. The primary and subsidiary research questions were posed, and an explanation of the motivation and scope of the study were provided, followed by a brief account of the research design

and data methods. The study set out to describe the apparent lack of clearly defined management responsibilities in TVET colleges. The chapter which follows will provide the theoretical framework with concrete theories that inform the study and the reviewed literature on the management of TVET colleges in South Africa.

## **CHAPTER TWO**

### **LITERATURE REVIEW AND THEORETICAL FRAMEWORK**

#### **2.1. INTRODUCTION**

This chapter outlines the theoretical framework utilised by this study and engages with the literature reviewed for the investigation into the management structure and functions in the TVET colleges. The theories which underpin this study are management theories dating back from the classical period of management theory, neo-classical theory, modern theory, new public management theory, and public governance theory. These theories are explained in the sections which follow.

The literature review is a critical analysis and summary of the existing body of knowledge that is of general and specialised relevance to the area and topic of the research subject. In this study, the reviewed literature focuses on the following major topics that are critical for the management structure in the TVET colleges, viz., the definition of the concepts, functions of management, organisational culture, management structure, and the challenges facing the TVET sector.

#### **2.2. DEFINITION OF TERMS**

This section provides an overview of the key terms that are used in this study and their meaning since there is a multiplicity of definitions for management and the fact that there is no single definition that is universally accepted. In this study, the researcher lists a few terms of definition to enable the reader to gain an insight into what the concept is all about. The definitions include, management, management structure, of the TVET colleges which are commonly used in this study. These terms are explained in the subsections which follow.

##### **2.2.1. Management**

In the literature, management is defined in different ways by different scholars, while the general meaning has similarities of approach. It is the researcher's view that any organisation has a management structure and functions that provide a framework to ensure that the organisation is well managed. There is no institution that can remain

functional without management; therefore, today's organisations call for managers to consider effective management practices daily. Algahtani (2014:74) describes management as a continuous process that is exercised by a group of individuals appointed as executives, administrators, and supervisors. It is a responsibility that requires managers to perform managerial activities and functions (Godwin, Handsome, Ayomide, Enobong, & Johnson, 2017:79). This includes mentoring, control, and resolving conflicts, while maintaining a high standard of ethics to manage the organisation. According to Augustine and Ugu (2013:2010), management is defined as a system that is used to meet the organisational goals, through effective implementation of managerial functions such as planning, organising, directing and controlling. In order for any organisation, whether a business, non-profit, or public sector department, to be effective in delivering set organisational goals, it relies on management science (Khorasani & Almasifard, 2017:136).

It is the view of this researcher that for any organisation to achieve its goals and objectives, there needs to be an internal consistency or congruency between the management structure, organisational culture, system and processes. Khorasani and Almasifard (2017:138) maintain that management includes activities that are associated with setting organisational strategy, coordinating the efforts of the employees to accomplish goals and objectives of the organisation. In addition, through effective utilisation of the available resources such as financial, technologies and human capital, management can be effective and efficient in achieving these outcomes.

Management is divided into three levels (top, middle, and first-level management). Typically, this is organised in a hierarchical structure (Nadrifar, Bandani, & Shahryari, 2016:84). This implies that a clear division of powers, responsibilities for each manager in the organisation is clearly defined to promote the principle of good management practice (Mahmood, Basharat & Bashir, 2012:513). In their study, Akindele, Afolabi, Pitan, and Gidado (2016:159) suggest that an organisation needs to take into consideration several factors when appointing individuals to serve in management positions.

The skills and competencies are essential in the organisation. Where there is skilled and competent management, an organisation tends to achieve good performance results. The nature of management has a crucial influence on organisational ability to foster change, but this depends greatly on the management capacity and the different sets of managerial competencies required for a specific situation.

### **2.2.2. Management structure**

Latifi and Shooshtarian (2014:73) describe a management structure as a system that exists to achieve organisational goals through a group of people within a working relationship. Every organisation or institution has a social entity that is goal-directed and structured to coordinate the organisational activities linked with the external environment. Tran and Tian (2013:230) determine management structure as the arrangement of duties to ensure that work is done and is the basis for organising that includes hierarchical levels and spans responsibility, roles, and positions.

Benzer, Charns, Hamdan, and Afable (2016:36) explain that the management structure deliberately plays an important role in ensuring that the human resources of the organisation are well-structured, and resources are used effectively. An effective management structure plays a crucial role in ensuring that the organisation continues to perform according to the required standards (Estalaki, 2017:96). The management structure exists to ensure that the resources are used for the purpose they are allocated for, and to ensure that accountability is encouraged to protect the organisational resources against risk.

### **2.2.3. Technical Vocational Education and Training (TVET)**

Technical Vocational Education and Training (TVET) is an international educational term, applied to post-school education. It was adopted in 1999 by the United Nations (UN) at a conference held in South Korea under the auspices of the United Nations Education Scientific and Cultural Organisation (UNESCO). TVET was introduced into the South African educational system in 2012 by the DHET under the administration of Minister Blade Nzimande, who instructed all public Further Education and Training (FET) colleges to change their name to TVET. TVET was

adopted to ensure that the South African educational system was in line with internationally-accepted trends and standards.

According to Dunn (2014:42), “technical and vocational education is used as a comprehensive term referring to those aspects of the educational process,” involving skills development, work-based learning and continuing training and professional development. In addition, TVET involves, “the study of technologies and related sciences, and the acquisition of practical skills, attitudes, understanding, and knowledge relating to occupations in various sectors of economic and social life.” (UNESCO, 2019:1).

### **2.3. THEORIES OF MANAGEMENT**

According to van Zyl (2014:85), theories of management are a set of ideas established by authors and scholars to explain and provide an understanding of the management practices in higher education. The theoretical framework is an important area in this study, as it unites the researcher to the relevant existing knowledge. Management theories are the set of general rules that provide guidance or assist managers when executing their management functions (Scott, 2015:69). The managers of the TVET colleges are required, directly or indirectly, to apply the management approaches that assist them in ensuring that the colleges are effectively managed.

Since the late nineteenth-century, management has become a formal discipline. In the history of management practices, several schools of management thought have emerged, and each sees management from its own perspective (van der Walddt, 2017:185). The following description provides an overview of the evolution of management which includes classical management theory, neo-classical theory, modern theory, and new public management theory.

#### **2.3.1. Classical management theory**

The classical management theory was developed during the period of the industrial revolution where technological developments, trade markets, and a burgeoning urban population created opportunities for mass production through a mechanised process (Celik & Dogan, 2011:65). Classical management theory is classified into three main

branches (i) scientific management theory, (ii) bureaucratic theory, and (iii) administrative. These are mainly concerned with formal relations among the departments in an organisation, including, tasks and processes, in the promotion of greater efficiency and productivity amongst the employees (Mahmood, Basharat, & Bashir, 2012:514). These theories emerged in the period from 1890-1990 and were largely influenced by the engineers who had an interest in increasing productivity within their companies. Public sector organisations, including public colleges of education, began to adopt these management theories to improve performance and management of the sector.

### **2.3.1.1.        *Scientific management theory***

Mahmood, Bahsarat, and Bashir (2012:515) describe the scientific management theory as an approach that focuses on productivity. The theory was developed by Frederick Winslow Taylor in the early 20<sup>th</sup> and the principle of scientific management was published in 1912. Sarker and Khan (2013:2) explain that the scientific management theory focuses on the best way for ensuring that the workers in the organisation are productive in their efforts to perform the task.

Scientific management theory comprises of four basic principles that were adopted by Frederick Tylor. The motive of his theories was geared towards increasing productivity in the workplace (Nadrifar et al., 2016:84). These principles, which were adopted to increase efficiency and used scientific methods, included:

The development of a science of management, selection and training of the workman, bringing science and workman together and an equal division of work, and responsibility between management and worker (Nhema, 2015:167).

In their study, Nadrifar et al. (2016:84) point out that this approach requires managers to provide measures for staff development and training to ensure that they are well-equipped and can better perform their jobs. Akpanabia (2012:11373) claims that Tylor implemented this theory by developing an incentive piece-rate system as a tool to motivate those employees who could meet the required standards as set by management. This enabled them to receive an apportioned increase in their salary in recognition of their performance outputs in the organisation.

The scientific management approach provides a better way for TVET management to determine the most efficient means of staff members and the ability to perform their tasks. It also requires the managers to adopt methods to assess the problems that are experienced which affect their ability to perform the task. Examine the problems to identify the measure and alternatives for problem-solving (Godwin et al., 2017:79). In this regard, the management would scientifically study facets of an operation and set a logical and rational standard, instead of solving business problems. In addition, the scientific theory emphasises that managers should carefully define objectives, develop standardised procedures and reward employees for good work (August, 2013:210). Therefore, the organisation adopted this theory to increase the salaries of both management and junior staff and to ensure that productivity was increased in the organisations (Akpanabia, 2012:11374).

The TVET colleges applied the principles and philosophies of scientific management through the development of methods for lecturers and to get students to meet the standards as set by the DHET. Therefore, the lecturers were required to follow the methods determined by their administrators because they were unable to determine the methods (Ramraj, 2016:41). There is evidence that by applying scientific methods to colleges, education has increasingly become characterised by standardised tests and institutional authority and control. The management of TVET colleges have chosen to apply the scientific method to manage lecturers' performance.

### **2.3.1.2.        *Bureaucratic theory***

The term bureaucratic was first introduced in the 19<sup>th</sup> century by Max Weber who was a German sociologist and author of the Protestant Ethic and the Spirit of Capitalism. According to Ferdous (2016:4), bureaucratic theory refers to the institution or organisation that is based on hierarchical management structured with clearly defined of roles and responsibilities. The staff members within the organisation are selected based on their qualifications, experience, and competence. Nadrifar et al. (2016:84) maintains that the bureaucratic theory is characterised by a division of labour where the tasks that need to be performed are clearly stipulated. This ensures that skilled employees are in the right place with specialisation in the field.

Kwok (2014:31) indicates that the bureaucratic theory is also characterised by rules and regulations that are adopted to ensure good behaviour. This implies that the organisation must be governed by formal rules and policies that are properly written and defined. The systems and procedures of a working relationship must be presented to the organisation, to ensure that work is being done to ensure a strong line of authority and control (Mori, 2017:602). According to Nhema (2015:171), employment in a bureaucratically controlled organisation is highly influenced by technical qualifications and competencies.

With the appointment of individuals in the organisation, decisions are based on the qualifications, competences, and performance of the candidate. However, as scholars point out, bureaucratic theory focuses more on the formal aspects of the organisation and thus tends to be blind-sighted to the informal structure of the relationships that characterise the environment of said organisation (Koybasi, Ugurlu & Bakir, 2017:197).

#### **2.3.1.3.        *Administrative management theory***

Administrative management theory was developed by Henri Fayol who became the director at the mining company that employed more than 1000 employees. In 1916 two years before stepping down as the director, he published 14 principles of management and created a list of six primary functions of management. The principles are one of the earliest theories of management and remain one of the most comprehensive. Iona, Marinica, Semenescu, and Preda (2014:22) state that administrative management theory is concerned with the way an organisation is operated and the distinctions made with respect to basic managerial functions. Kwok (2014:31) describes the administrative management theory in terms of six primary management functions:

- i. Planning;
- ii. Organising;
- iii. Leading;
- iv. Coordinating;
- v. Controlling;

vi. Staffing.

Henri Fayol (1841-1925) was the first to describe such as grouping. These functions are described in the section concerning the context of higher education and are more concerned with how the organisation is managed and controlled, to ensure that all key operational functions are performed on a day-to-day basis.

In addition, Ioana, Marinica, Semenescu and Preda (2014:23), provide fourteen further principles of management. Among these are the following:

- i. Division of work;
- ii. Authority;
- iii. Discipline;
- iv. Unity of command;
- v. Unity of direction;
- vi. Remuneration;
- vii. Centralisation;
- viii. Equity (Ioana et al., 2014:23).

As presented in Table 2.1., administrative management theory places more attention on the management and the required administrative capability, skills and knowledge that are essential for organisational success (Ferdous, 2016:3).

Poudyal (2013:9) states that the principles of management can be used to guide the proper implementation of management functions. According to Nhema (2015:169), Herbert Simon criticised Fayol's principles and argued that the terms are poorly defined, ambiguous and unclear, thereby making it difficult to understand. It ignores the two principles of unity of command and unity of direction. Despite this criticism, the administrative theory is very popular, and the organisations including TVET colleges are still implementing it in their management practices (Nadrifar et al., 2016:85).

TVET colleges use a hierarchical system of management where the authority to make decisions is vested in the office of the principal. College managers are required to ensure that the management functions are integrated and coordinated together to

achieve a well-managed college system. This is achieved through a division of labour where all staff members understand the task to be performed to achieve the goals and objectives of the college.

Administrative theory implies that the TVET management needs to treat employees fairly and properly to create an organisational culture that values the principles of equity and fairness (Cloete & Thornhill, 2017:71). Remuneration is one of the most important principles emphasised by this theory which promotes fair practice, where failure to adhere to this principle could result in poor performance.

**Table 2.1.**

*Twelve management principles*

Principles	Description
Division of labour	The work specialisation is the best way to use human resources. The work should be divided among individuals and groups to ensure that effort and attention are focused on specific parts of the work.
Authority	Authority refers to the right to give orders and the ability to obey and do what was ordered. Responsibility properly models authority which covers accountability.
Discipline	Discipline is essential for the success of an organisation; workers should be fined in a case of ignoring discipline in the organisation. This is because success requires the joint efforts of all workers.
Unity of command	Unity of command should be observed in the organisation, so that the workers would be given orders just by an individual manager.
Unity of direction	Unity of direction should be observed in a successful organisation, this means that the entire organisation needs to move towards a common goal in a common direction.
Remuneration	Salaries of the workers should not be determined based on workers' productivity. Instead salaries of the workers should be determined based on many variables such as cost of living, supply of qualified personnel, general business conditions and success in the business.
Centralisation	Centralisation or decentralisation of management should be determined according to organisational requirement or culture.

Scalar chain	Management hierarchy should be present in the organisation. Authority should be given to the managers about their ranks in the hierarchy. High-level managers should be given more authority regarding the management hierarchy. The lower level should always inform top level managers of their activities.
Order	Activities should be operated in an effective and efficient manner in the organisation. All personnel and executives should hold their own position in the organisation.
Personnel rights	Employees should be treated fairly and properly. This shows that basic rights, laws and regulations should be the same for all employees for a success of an organisation. Justice should be established. It should also be noted that equal right and opportunities cannot be secured in the organisation.
Stability of tenure of personnel	Salaries and other benefits should be allocated to the employees based on their length of services in a successful organisation. This is because new recruitment necessitates additional costs and may cause various problems.
Esprit de corps	Management should coordinate and encourage the employees which increase productivity. It can be stated that unity is powerful.

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Source: Nadrifar et al. (2016:85)

### 2.3.2. Neo-classical management theory

The neoclassical management theory came after the school of traditional management, which consists of management approaches that are more human-oriented. The theory focuses on the needs, behaviours, and attitude of each individual worker. The neo-classical management theory was influenced by George Elton Mayo who was an Australian born psychologist, industrial researcher, organisational theorist and the founder of neoclassical theory. Later, became a Professor of Industrial Research at Harvard Graduate School of Business and his interests were primarily in organisations. He was also the leader of a team that conducted the famous Hawthorne Experiments 1927 at Western Electric Company in the United States of America.

The experiment demonstrated the importance and impact of groups in influencing the behaviour of individuals at work. His employees Roethlisberger and Dickson carried out the practical studies and this enabled Mayo to detect the appropriate behaviour of

the managers (Akpanabia, 2012:11347). Mayo asserted that job content and social issues provided the foundation for personal performance and the financial incentives or physical conditions offered little motivational value. Akpanabia (2012:11347) states that neoclassical management theory focuses its attention on the worker, and it is thus employee-oriented, unlike the traditional theory that focuses its attention on scientific job analysis. The neoclassical management emphasise that workers should be given the opportunities to express any frustrations they have with job. Some scholars argue that neoclassical theory placed greater emphasis on the staff behind the machine and stressed the importance of the individuals as well as group relationships in the workplace.

The organisation is a social system, and human actions affect its performance. Classical theory places its emphasis on physiological and mechanical variables and considers these as the prime factors in determining the efficiency of the organisation (Kwok, 2014:34). However, when the efficiency of the organisation was checked, it was found that despite the positive aspects of these variables, the positive response in work behaviour was not evoked (Khorasani & Almasifard, 2017:135). Thus, the researchers tried to identify the reasons for human behaviour at work. This led to the formation of a neo-classical theory which primarily focused on the human resource in the organisation. This approach is often referred to as the 'behavioural theory of organisation,' or the 'human relations' approach in organisations.

#### **2.3.2.1.        *Human relation approach***

The two popular theorists who highly influenced the human relation approach were Roethlisberger and Dickson. According to Ferdous (2016:2), these two theorists held that an organisation involves interrelationships among the staff members and managers to ensure that conflicts are avoided. To make sure that organisational goals and objectives are accomplished, Celik and Dogan (2011:67) maintain that the theory emphasises the matters concerning human aspects in the organisation that were largely ignored. Hence, for Celik and Dogan (2011:67), the psychological needs of human capital in the organisation should be the major concern of the management, since the behaviour of the employees does affect the performance of the organisation.

This theory implies that there is a relationship between the attitudes and reactions of employees in the organisation (Juan, 2014:122). A manager who implements a human relation approach values the importance of treating employees in a manner that influences them to act according to the required standards (Akindele et al., 2016:160). If employees are treated fairly, this increases productivity and good performance and encourages them to participate in matters concerning their employment (Mathapo, 2014:66).

While the human relation approach accepts the scientific management central goal of efficiency, it focuses on the individual employee rather than the entire organisation (Akpanabia, 2012:11374). This indicates that the human relation approach stresses effective communication, leadership and interpersonal relations between the managers and employees.

#### **2.3.2.2. *Behavioural management approach***

Behavioural theory addresses the human dimension of work, where theorists maintain that a better understanding of human behaviour such as motivation, conflict, expectations, and group dynamics in the workplace, improves productivity (Uddin & Hossain, 2015:582). This approach was developed in response to the need for management to account for employee behaviour and motivation (Sarker & Khan 2013:3). The theorist who developed this theory viewed employees as individual assets and resources that needed to be developed and worked with in order to achieve the desired results (Kwok, 2015:34). The theory increases productivity and good performance, but it depends on the supervisory arrangement. Hence, it is important to ensure that policies are being implemented so that employees are motivated to perform according to the required standards (Khorasani & Almasifard, 2017:135).

#### **2.3.3. Modern theory**

Modern theory is the integration of valuable concepts of the classical models with the social and behavioural sciences. Modern theory posits that an organisation is a system that adjusts according to changes in its environment, both internally and externally (Olum, 2004:3). According to modern theory, the organisation is an open system.

This means that an organisation needs to consistently interact with its environment in order to sustain growth in the market (Baykan & Uzunboylu, 2017:184). Modern theory recognises that there is no single approach which applies universally in all situations. Therefore, it provides different approaches to the management which can be adopted by the organisation depending on its preferences and suitability to the organisation.

#### **2.3.4. New public management theory**

The new public management (NPM) theory has a very different underlying theoretical basis of economics and management related to the private sector. Rahman, Liberman, Giedraitis and Akhter (2013:298) describe NPM as the management technique that was adopted from the private sector and which is now applied to the public sector. It promises a leaner and better government as well as decentralisation and better mechanisms of public accountability (Dadich, Stout & Hosseinzadeh, 2014:16). This theory emerged in the 1980s and represents an attempt to make the public sector more business-like and to improve the efficiency of the government through adopting ideas and management models from the private sector.

The key elements of the NPM are as follows:

- i. Adoption of private sector management techniques and methods, and implement them in the public sector;
- ii. Emphasise efficiency;
- iii. Move away from input controls, rules and procedures, towards output measurement and performance targets;
- iv. Devolution of management controls with improved reporting and monitoring mechanisms.

Shai (2017:49) asserts that NPM attempts to enhance productivity, performance, accountability, and flexibility in the public sector. The NPM theory was perceived as one of the essential approaches adopted to rectify the failures of classical management theory in education. The government demands TVET colleges to be accountable and to increase their efficiency. This has resulted in performance evaluation and auditing which the TVET colleges need to adhere to, thereby ensuring proper controls exist to

protect the resources of the college against being misused. Under the NPM, the managers are expected to be given the freedom to manage, but still must ensure that services delivery is achieved at a reasonable cost.

The NPM emphasises that the TVET colleges need to increase the number of professional management appointees to ensure a greater control, accountability, economic efficiency, and student access and quality outcomes. Therefore, managers applying the NPM approaches are encouraged to create change in the organisation to ensure that management practices are implemented, and thereby achieve the goals and objectives of the organisation.

### **2.3.5. Public governance**

Runya, Qigui and Wei (2015:13) describe public governance as one of the most significant theories developed in the political arena. Public governance is highly influenced by a network of interactions and collaborations between government, organisation, various stakeholders and the public at large. Shai (2017) indicates that public governance theory emphasises the right of external agencies to participate in public affairs management. According to Khan and Islam (2014:24), public governance is a democratic system that requires participants to be more effective in the public sector. It establishes an open public services network that encourages a public services system where other organisations and government departments at all levels can coordinate activities and sustain policy objectives in the most effective and efficient way (Mudeme, 2017:59). The complexities of the challenges faced today requires cooperation among the public and private sectors and other organisations in the country.

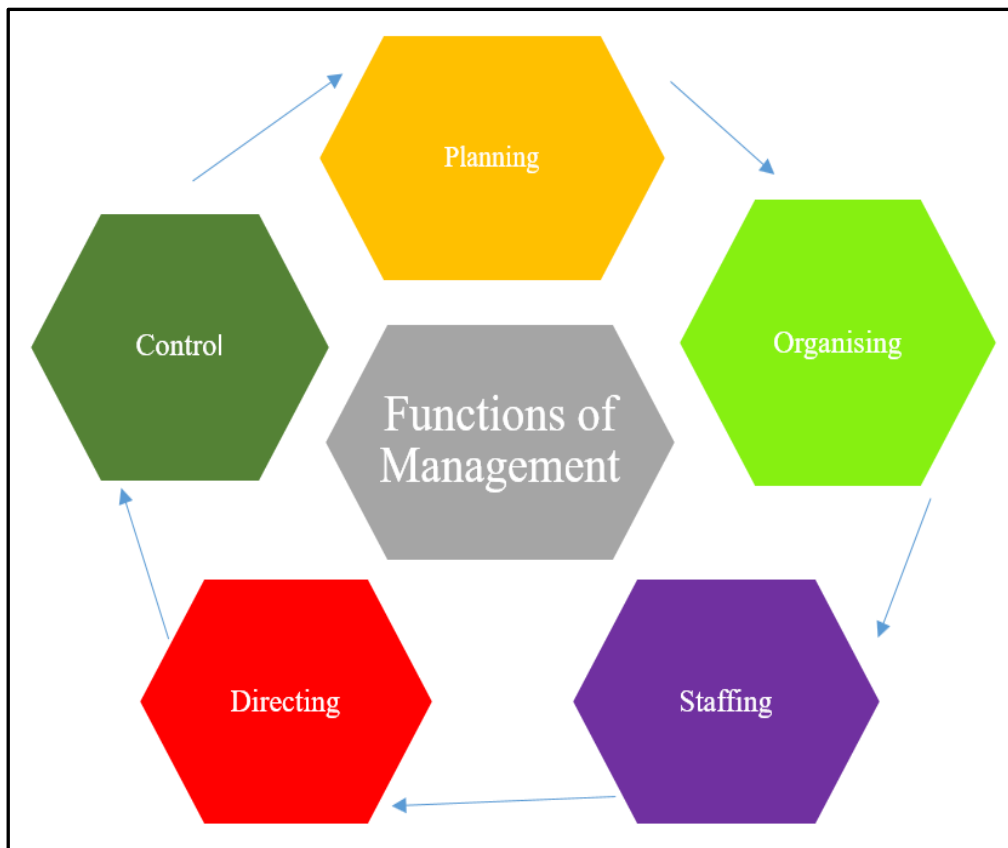
Participation in governance is increasingly observed as central to promoting service delivery and thus creates a demand for public institutions to reform and adjust to new realities (Ruggie, 2014:12). Public governance demonstrates a greater interest in both government decision-making processes and its performance. The failure to consult and hear concerns of both citizens and communities can often lead to social tension and/or unrest.

Public governance theory promotes the principles of good governance, namely, “transparency, accountability, rule of law, effectiveness and responsiveness,” all of which are essential in managing public sector institutions (Christensen, 2012:7). The theory emphasises that the management and leadership of the TVET colleges are responsible for the management to adopt an approach that is geared towards encouraging participation in decision making (Chouinard & Milley, 2015:5). For example, college students are encouraged to give voice to their concerns at student representative councils which participate in the governing structures of the college. Different committees also exist such as finance, HR and student support services to advise management and leadership on matters concerning the various portfolios.

## **2.4. THE MANAGEMENT FUNCTIONS IN PUBLIC SECTOR INSTITUTIONS**

TVET managers today face great challenges under continuously changing circumstances, from which they must manage their organisation effectively. At the same time, there are many roles and expectations which cannot be achieved by a single manager in the organisation. Likewise, there are certain skills that are required by public sector managers to carry out the management functions (Ferdous, 2016:4).

According to Henry Fayol the originator of management theory, to “manage is to forecast, plan, organise, command and to control.” Schraeder, Self, Jordan and Portis (2014:53) suggest four functions of management, namely, planning, organising, leading and controlling, all of which are interrelated. These functions are fundamental in ensuring that the organisation is effective in delivering its mandate (Gilbert & Sutherland, 2013:14). However, the implementation of these functions depends largely on the management capacity and necessary skills and abilities.



**Figure 2.1. Five functions of management**

Source: Schraeder et al. (2014:54)

#### **2.4.1. Planning**

Ferdous (2016:4) describes planning as a basic management function that requires management to decide in advance what actions need to be taken, and how these actions can be performed within a prescribed time-management map. According to Akintayo (2016:7), planning is an important function which bridges the gap from the current state of the organisation, to where it wants to be in the future. It is about creating a plan of action that determines how the organisational goals and objectives can be achieved.

Schraeder et al. (2014:53) point out that planning is a function that provides direction to the organisation and that effective planning encourages participation. It involves decisions made by various managers from top to lower level, including the views of the general staff. In addition, planning requires managers to be good decision-makers and encourage participation.

Kabiru, Matthew and Asborn (2018:73) state that employees in the organisation also contribute to planning by providing ideas and suggestions to the management. These ideas are used to improve organisational performance. Sethibe and Steyn (2016:46) suggest that planning is a management function that involves activities that are performed to ensure that a well-developed plan is attained. It involves the formulation of one or more detailed plans, to achieve an optimum balance of needs and demands with the available resources (Sethibe & Steyn, 2016:45).

The TVET college management is required to prepare a strategic plan for each financial year which must be approved by the college council and submitted to the appropriate Member of the Executive Council (MEC) in the Provincial Government. It is the duty of the management structure to ensure that a well-developed plan is submitted.

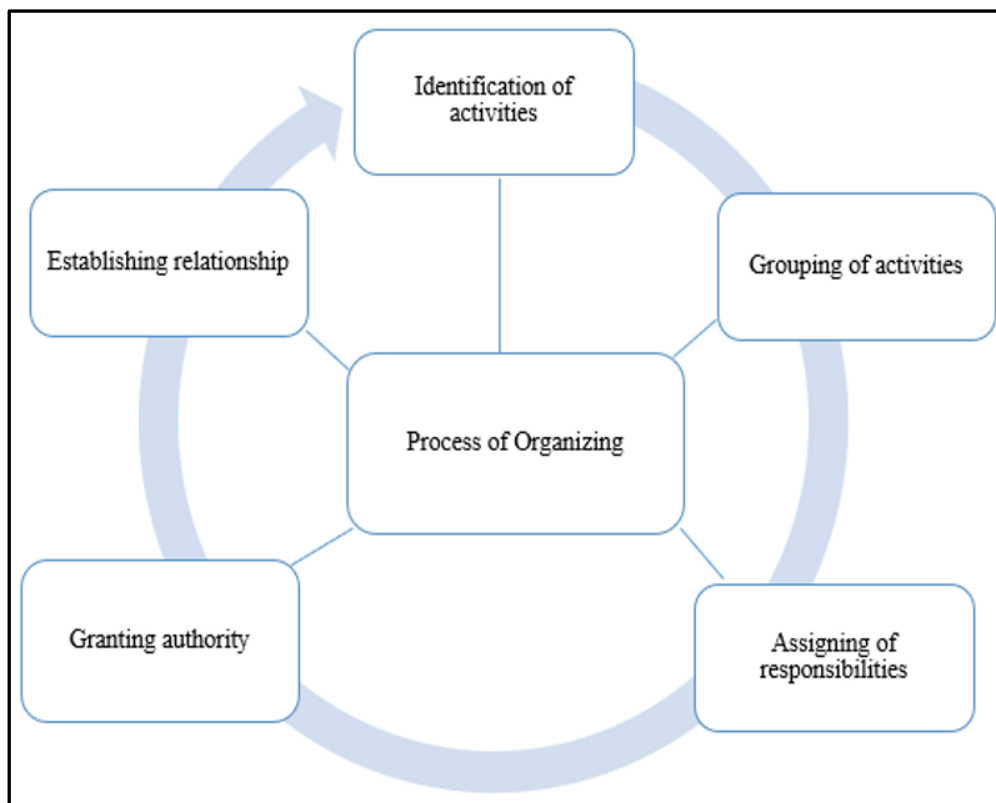
#### **2.4.2. Organising**

Organising is a management function which is exercised by the management after the planning process has been conducted where, “organising is the process of identifying and grouping the works to be performed” (Schraeder et al., 2014:53). It is a function that involves developing an organisational structure and allocating human resources to achieve the goals and objectives of the organisation.

The organisational structure is usually coordinated against an organisational chart which prescribes the chain of command within the organisation. Organising is closely related to job design whereby an individual duties and responsibilities are prescribed and the way they should be carried out (Ufartiene, 2014:177). The job design is based on the principles of the division of labour and specialisation assumed, where the more job contents the more proficient the individual performing the job should become (Rao & Srinivasulu, 2013:2). However, many jobs today are designed on the principle of enrichment and teamwork. This is promoted to avoid negative outcomes such as absenteeism and staff turnover that can affect job satisfaction and organisational commitment.

As presented in Figure 2.2., organising is a continuous process which assists managers in facilitating the administration as well as operations. Furthermore, it encourages

creativity and enhances interaction among the managers at different levels. Organising commences after the plans have been prepared. These plans are specifically developed to indicate where the organisation wants to be and how it can get there (Buytendijk, 2008:13). Organising directs management to identify the activities that need to be performed within the section or unit where the manager is responsible and accountable. The availability of resources must be taken into careful consideration including administration, finance, human resources, and marketing, all of which must be coordinated to ensure that the goals of the organisation are attained.



**Figure 2.2. Organising process**

Source: Researcher (2019)

Celik and Dogan (2011:67) suggest that management needs to organise activities by grouping them into departments or units and assign responsibilities to various staff to ensure that these activities are performed. Each employee clearly understands her/his responsibilities. It is the responsibility of the management to ensure that authority is granted to employees, to be able to discharge their assigned responsibilities effectively and perform according to the required standard (Marume, 2016:40). Management needs to take into consideration the role of establishing a relationship so

that the employees know and understand channels of communication, more specifically for the span of control or supervision (Nhema, 2015:167).

### **2.4.3. Staffing**

Fox and Meyer (1996:122) describe staffing as filling positions within the organisation that includes practices such as recruitment, selection, promotion, and training so that they can accomplish their tasks effectively and efficiently. Stretton (2015:2) states that staffing is a management function that is concerned with acquiring, developing, appraising, remunerating and retaining employees so that the organisation has the right people in the right positions. Staffing differs according to the size and type of the organisation, for instance, in large institutions where there is a specific section or department delegated to implement staffing activities (Schraeder et al., 2014:57).

Stretton (2015:2) maintains that staffing is the responsibility of the Human Resource Management (HRM) unit within the organisation. Their task requires an in-depth understanding of the organisation's workforce which is assessed through job analysis. To enable the HRM unit to play a strategic role, the organisation needs to create a framework for staffing that encompasses organisational objectives (Stretton, 2015:6). Singh (2015) TVET managers have the responsibility to oversee the staffing within their jurisdiction and ensure that the performance management system within the team is effectively implemented to achieve the goals and objectives of the college. But previous research studies reveal that TVET managers are not active in the implementation of staffing

### **2.4.4. Directing**

According to van der Walt (2017:188), directing is a continuous process in which managers instruct, guide and oversee the performance of the employees to achieve predetermined goals. Directing is a significant function that requires management to follow the hierarchical structure of the organisation (Steiger, Hammou & Galib, 2014:48). This means that directing begins with the top manager and filters down to the lower level managers and supervisors. Its aim is to influence others towards the

attainment of organisational objectives. Directing requires managers to communicate effectively with staff and use their power to motivate.

In order that managers become effective directors, they need to understand the personalities, values, attitude and emotions of their subordinates within the organisation. This function is closely associated with the behavioural approach and assists managers to understand directing as a function of management (Muresan, 2018:1). Because the behaviour of an employee remains unpredictable, the function of directing becomes important. It is thus important that the behaviour of an employee is always aligned with the organisational culture.

#### **2.4.5. Control**

Schraeder et al. (2014:54) state that control is a managerial function that is based on monitoring the organisational performance at large to assess whether the employee is still performing according to the required standard. Algahtani (2014:72) maintains that managers exercise their formal power mainly to influence employees in the organisation and to ensure that resources are used effectively and efficiently. It is a management function that seeks to achieve performance that does not deviate from standards and assist managers to attain the desired results which is the organisational performance. This ensures that the activities are performed as per predetermined plans and programmes.

Control as a management function concerns the manager's role in taking the necessary actions to ensure that the work-related activities of subordinates are consistent with and contribute towards the accomplishment of organisational goals (Banerjee, 2019:1). This requires managers to clearly understand where responsibilities for deviations from standards lies. According to Cambalikova and Misun (2017:219), there are two techniques that are commonly used in the public sector to exercise control. Hence, it is the budget and performance audit which provides management with valuable information regarding the performance deviations and unforeseen risks (Cambalikova & Misun, 2017:219).

### **2.5. ORGANISATIONAL CULTURE AND TVET COLLEGES**

Guttermann (2015:5) states that an organisational culture refers to a system of shared assumptions, values and beliefs which govern how employees behave in organisations. These shared values and principles have a strong influence on how each individual dictates how they act and perform their responsibilities. Realising the close connection between the process taking place inside an organisation makes it easier to understand the intricate task of directing an efficient organisation.

Kenton (2018:1) describes organisational structure as a system which indicates how activities are determined and administered to achieve the goals and objectives of the organisation. These activities usually include policies, roles, and responsibilities that directly influence the TVET culture (Cabistan, 2016:1). Each college is unique in terms of its culture including facilities, centralisation or dispersion and all these factors represent the symbolic expression of the organisational values and beliefs shared by all employees (Nikpour, 2016:66). TVET Colleges in South Africa are part of educational institutions that are similar to business organisations in many ways except that TVET colleges deliver education and training (Morgan, Chisora, and Karodia, 2015:133). They have structures, processes, missions, goals, and strategies to reach those goals. Nzembe (2019) maintains that the business of TVET colleges is influenced by powerful, external forces such as demographic, economic, and political conditions. They are also shaped by strong forces that emanate from within. The internal dynamic has its roots in the history of the colleges and derives its force from its values, processes and goals (Balkrishen & Mestry, 2016:31).

For Sulkowski (2012:64), organisational culture is influenced by cultural values, organisational norms, stereotypes, and the ways by which managers communicate and interact with employees. These are the key factors that lead to employee's commitment and ethical behaviour which impacts positively on the organisational performance (Gwala, 2017:20). The management structures of the TVET are responsible for creating a culture that promotes a successful college. To illustrate this statement a culture based on a strongly held and widely shared set of beliefs that are supported by strategy and management structure. Idowu (2017:14) mentioned that a workplace culture has a great effect on organisational performance. The management and leadership must determine the behavioural norms that prescribe how members must behave, interact, and relate with each other in the organisation. Ahmad

(2015:21) maintains that an organisation with good values and where norms are highly respected contributes towards enhancing an employees' commitment when executing their duties.

TVET culture is a primary component of functional decision making within the TVET colleges. For administrators, faculty, and staff to effectively coordinate an efficient academic environment for health education, continuing cultural assessment and change are necessary. The core business of educational institutions including TVET colleges is teaching and learning, and one of the most important tasks of the manager is to create an organisational culture that is conducive and encourages the TVET staff members to make optimal use of their capabilities

Deshmukh and Naik (2010, 125) indicate that an effective college culture is the one in which the customs and values foster success, ethics, morale and performance. Leithwood et al. (2011, 59) suggest that managers that value a positive culture encourages the employees to work as a team, increases efficiency, productivity and enhances job satisfaction. Singh (2012) explained that the management structure that values and respects, innovation, and teamwork are more likely to achieve significant organisational performance through employee empowerment. Stretton (2015:1), a positive culture in the workplace is essential for fostering sense of pride and ownership amongst the employees. The TVET colleges are faced with major challenges because of a negative culture, low employee engagement, lack of empathy and flexibility.

## **2.6. CHAPTER SYNOPSIS**

In this chapter, the theoretical framework underpinning this study was described dating back from the traditional theories to modern theories. The management functions were described in detail, with the emphasis being placed on some of the key responsibilities of public sector managerial staff.

The chapter which follows will provide a detailed description of the historical and legal foundations of the TVET sector in South Africa.



## **CHAPTER THREE**

### **HISTORICAL AND LEGAL FOUNDATIONS OF THE TVET SECTOR IN SOUTH AFRICA**

#### **3.1. INTRODUCTION**

This chapter provides a description of the legal foundation of the TVET sector in South Africa. First, the chapter introduce a global perspective of the TVET and its relation in South Africa. Second, the key legislative instruments and policies that govern the TVET colleges are described. Third, an overview of the management structure, including the college council and student representative council (SRC) are provided. And lastly, the challenges facing the TVET sector.

#### **3.2. GLOBAL PERSPECTIVE ON TVET SECTOR IN SOUTH AFRICA**

According to Arfo (2015:40), the TVET sector has become a critical tool in State development and the Government's response to the job and skills crisis dominating South Africa, as well as the developing world in general. Many young people that are not in education, training, or in the workplace, together with the discourse of the skills shortage has provided the necessary impetus for TVET colleges to become a significant governmental response to development (Ramraj, 2016:73).

The transformation of TVET colleges has become a concern to the international agencies and the South African government has been well-positioned. To not only assist the country in addressing past inequalities but also to ensure that other African countries benefit from these international agencies, it was important to promote the international agenda in transforming the TVET sector (Buthelezi, 2016:40). Hence, the TVET sector was repositioned to directly address the legacy of inequality through improving education and associated socio-economic development.

##### **3.2.1. Sustainable Development Goals: Vision 2030 for Africa**

In response to international trends, the South African government has adopted several policies and strategies to promote the transformation of the TVET sector, such as the

current National Development Plan Vision 2030. According to Buys (2018:87), it is not surprising that South Africa is currently the leader in the implementation of the international Sustainable Development Goals (SDG) Vision 2030 for Africa (United Nations, 2015). The SDG agenda with its 17 goals and 169 targets provides important TVET sector imperatives for transformation that seek to realise an inclusive and equitable economy (Buys, 2018:88). A reflection of the SDGs ambitious intentions is influenced by the principle ‘not to leave anyone behind,’ which plays an integral part in these goals.

Two SDG goals impact directly on TVET transformation. First, the “SDG 4 that proposes a transformative education vision and aspiring (Dlamini, 2015:1). To ensure inclusive and quality education for all and promote lifelong learning.” This encourages member States, including South Africa to ensure equal access to TVET programmes to increase the participation of youth and adults (Nzimande, 2017:1). In other words, to provide them with the relevant skills and training that is needed for employment, decent jobs, and to eliminate gender disparities in education. Second, SDG 8 aims to “promote inclusive and sustainable economic growth, employment and decent work for all.” Such a holistic vision challenges the TVET sector to expand quality assurance and skills provision and thereby ensure relevance for the world of work (United Nations, 2019:1). Likewise, it supports lifelong learning, inclusion, and low-carbon transitions for the developing world.

To transform the TVET sector and maximize its potential is of high importance to contribute not only to the achievement of SDG 4 and SDG 8, but in a broader way, all SDGs in the context of promoting sustainable economies and societies.

### **3.2.2. BRICS co-operation**

In 2014, former Minister Blade Nzimande signed a cooperation agreement with BRICS (Brazil, Russia, India, China and South Africa) initiative education ministers, to develop a solid framework for future cooperation in education (Mofoka, 2016:47). The agreement included areas such as educational policy strategy, TVET colleges, and higher education. Significantly, the minister stressed that the agreement prioritised the role of TVET colleges in attracting youth to the labour markets.

This collaboration was geared towards improving the quality of teaching and teachers' education (Nqengelele, 2018:4). BRICS co-operation believes that the TVET sector has a potential role to play in unlocking the economic opportunities for unemployed youth and assisting the country to address the challenges of inequality and poverty that affects communities including South Africa as a developing country with the imbalances of the past. Under the administration of Minister Naledi Pandor, the TVET colleges were challenged to become part of a critical drive for skills development in South Africa. This has shifted more attention to the TVET sector globally. As part of the BRICS initiative, the minister indicated that there was a need to increase the TVET sector to become a confident and visible part of skills institutions (Akoojee, 2016:20).

With the launch of the "Gandhi Mandela Centre for specialisation for Artisans Skills at Tshwane SA TVET college in Pretoria," began an important India-South Africa partnership (Kamboji, 2019:1). The training that was to be provided by the centre included electricians, boilermakers, mechanical fitters and millwrights. The success of the centre was centred in South Africa's desire to promote quality vocational education and training for young school leavers (Kamboji, 2019:1). Since 2013, BRICS education and South Africa agreed on a broad collaboration that contributes to transformation of the TVET sector. This collaboration included:

- i. TVET exchanges, sharing of education statistics and learning assessment experiences;
- ii. Workplace-based learning to support improved learning and employability;
- iii. Mutual recognition of qualifications transferability and portability;
- iv. Promoting digitalisation to improve education and training.

### **3.2.3. African Union Commission aspirations for Africa: Agenda 2063**

The African Union has developed Agenda 2063, in terms of its fifty-year vision and action plan for Africa. It calls for action by all institutions of society in Africa to work together and build a developed and united continent based on shared values (Mgudlwa, 2016:1). As a framework document, it foregrounded the education aspiration of the African continent and was influenced by the international agencies.

One of the aspirations was towards inclusive growth and sustainable development, where the goal refers to promoting well-educated citizens and skills development influenced by innovation, science and technology (False Bay, 2019:1).

The African Commissions Aspiration (ACA) recommends that students who are unable to access tertiary and university education to receive free access to TVET education by 2030 (African Union, 2015:135). The implementation of this is crucial, as it is undermined by the current state and conditions of TVET colleges in South Africa. The international perspective has influenced the transformation of TVET colleges in South Africa in a positive way. The government is thus committed to ensuring that the quality of education is improved to advance all other sectors of the economy.

#### **3.2.4. National Development Plan: Vision 2030**

The National Development Plan (NDP) is a policy document that expresses the country's vision and challenge to eliminate poverty and reduce inequality by 2030 (Kraak, 2016:47). The NDP consists of fifteen chapters that each address important aspects. In terms of this present study, there are a few chapters that directly concern the TVET colleges. While the NDP is not an international development strategy, it is highly influenced by international concords that seek to address the inequalities facing developing countries (Morock, Hazell, and Akoobhai, 2016:103).

South Africa as a participating member of the international agencies, aligns its practices with the NDP to ensure that goals to address human socio-economic development are achieved. Chapter 9 of the NDP addresses the matter of “improving education and innovation” and directs government to improve the capacity of TVET institutions to become preferred institutions for vocational education (Wedekind & Buthelezi, 2016:64). This indicates that the status of TVET colleges should be improved to enable learners to choose their preferred vocational pathways while they are still at high school.

The NDP envisages the TVET colleges as a crucial implement in tackling the skills shortage. The government thus sought to increase the number of student enrolments by 1.25 million. To achieve this goal, the government has built more TVET colleges

to allow communities to benefit from the education which is vital for employment. Nevertheless, the TVET colleges are still hampered by poor management and other factors such as lack of funding, poor performance and ineffective administration.

### **3.3. THE LEGISLATIVE FRAMEWORK GOVERNING MANAGEMENT IN TVET COLLEGES**

There are several pieces of legislation governing the TVET colleges in South Africa. These legislative instruments were adopted by the first democratic government to transform the TVET sector in South Africa. Since TVET colleges are regarded as public institutions it is important to note that they are governed by public administration rules and regulations. The following description provides an overview of the relevant piece of legislation informing the TVET colleges, taking into careful consideration the way the legislation stipulates how TVET colleges should be managed (Rasool & Mahembe, 2014:12).

Since TVET colleges are regarded as public institutions, public administration policies regarding management and control also govern these institutions. These legislative instruments are divided into two groups:

- i. Those rules and regulations that govern TVET colleges and which are administered by the Department of Higher Education (DHET).
- ii. Those rules and regulations that govern the public sector administration and which underpin the management and administration of the TVET sector.

#### **3.3.1. The Constitution of Republic of South Africa, 1996**

According to Mchunu (2016:52), the Constitution of the Republic of South Africa, 1996 prescribes that everyone has an equal right to education, and the government must make reasonable measures to ensure that all its citizens have access to higher education. Accordingly, Chapter 10 of the Constitution, provides values and principles that must be taken into consideration by the management of the TVET colleges to ensure effective administration and management of the college (RSA, 1996).

These principles include promoting a “high standard of professionalism and ensuring good ethics. Transparency, good human resource management, accountability, encourage public participation, provide services fairly and equitable” to ensure good administration of the public sector institutions and that these principles must be recognised especially in managing the public sector.

### **3.3.2. Higher Education Act (Act No. 101 of 1997)**

To spearhead the process of transforming education, the South African government has adopted the Higher Education Act (Act No. 101 of 1997) (HEA). To promote quality education, the Act regulates all policies in connection with higher education and training. The Act provides the establishment of governance and funding for all public institutions in higher education. The main purpose of this Act is to promote good standards in higher education, through the establishment of the Council on Higher Education (CHE) which advises the minister in matters connected with the promotion of quality education, and the allocation of public funds for higher education (Khambule, 2015:30). The Act also allows the CHE to assist in all financial aid and student support issues that arise which may require government intervention.

Juan (2014:6) maintains that the HEA stipulates that there must be a principal or vice-principal that is responsible for the management of institutions including that of administration. The principal is responsible for the management and administration of TVET colleges (RSA, 1997a:27). The Student Representative Councils (SRC) must also be established to deal with issues raised by students and to liaise with the council, senate and management as to how they can be effectively addressed (Dlamini, 2015:44). The HEA also prescribes the measures for the appointment and conditions of services of the employees in the institutions of higher education. Accordingly, the HEA enforces all TVET management to ensure compliance with the annual audit, for which the auditor-general must assess their financial statements, human resources, and internal controls for performance measures.

### **3.3.3. Further Education and Training Act (Act No. 98 of 1998)**

The Further Education and Training Act, (Act No. 98 of 1998) (FETA) is a piece of legislation adopted to regulate and govern the FET colleges in South Africa, both in the private and public sectors. The FETA makes provision for quality assurance and quality promotion in further education and training (RSA, 1998:11). The matters concerned by the FETA include addressing the past discrimination in education, to ensure access to those who have been marginalised by the past, and to encourage the values of an open and democratic society (Buthelezi, 2016:29). The FETA is also supported by the Skills Development Act (Act No. 97 of 1998) to respond to labour markets in the country (Singh, 2015:13).

Chapter 3 of the FETA deals with matters concerning governance and management of FET institutions in South Africa, where Section 8(1) prescribes that each college must establish a council, an academic board, and the Student Representative Council (RSA, 1998:17). These structures are essential for ensuring a well-managed TVET sector. The FETA also makes provision for funding and indicates that the TVET sector receives allocations of funds from government, donations, services rendered, and loans subjected to the approval of the MEC (RSA, 1998:20). The FETA further accentuates the need for compliance with the law and more specifically regarding financial records and auditing.

### **3.3.4. Continuing Further Education and Training Act (Act No. 16 of 2006)**

The Continuing Further Education and Training Act (Act No. 16 of 2006) (CFETA) was amended to mainly transfer all public FET institutions from the provincial competency to the DHE (Van Wyk, 2009:39). The CFETA enables students to acquire the necessary knowledge, practical skills and applied vocational and occupational competences and provide students with the necessary attributes required for employment, entry to a vocation, occupation or trade and entry into a higher education institution (Terreblanche, 2017:103). In addition, the CFETA seeks to promote co-operative governance to create national coordinated FET structures aimed at promoting the TVET sector to be more responsive to the needs of its citizens to ensure that it is in line with State development initiatives.

### **3.3.5. The Skills Development Act (Act No. 97 of 1998)**

In 1998, the South African government launched the Skills Development Act, (Act No. 97 of 1998) (SDA) to create an organisational structure to formulate workplace strategies, to promote education and training of employees, and advance the skills of the working sector. The SDA informs and guides the National Skills Authority Fund, the Sector Education Training Authorities (SETAs), as well as the Labour Centre and skills Development Planning Unit (RSA, 1998).

These role players in education and training promote the relationship between the public and private sector of the economy and thus help graduates to find work aligned with their studies. According to the SDA, the National Skills Authority must assist in advising the minister of labour regarding policy and strategies for skills development and liaise with SETAs on matters concerning skills development and report their progress to the minister and the body consisting of the persons appointed by the minister.

According to Sebetlene (2016:49), the SETAs are responsible for preparing and implementing skills development plan. This includes learnerships programmes, receive funding from skills development levies, and money received from the National Skills Fund contributed by companies in various sectors. The Labour Centres assist in helping people to find jobs through communicating with employers looking for workers (Krus and Petersen, 2017:23). In this regard, the Labour Centres keep a register of all those seeking employment and available vacancies to assist graduates with existing experiential job opportunities.

### **3.3.6. White Paper for Post-School Education and Training, 2013**

The White Paper for Post School Education and Training, 2013 (WPPST) was adopted after the Green Paper on Post-School Education and Training in 2012 and received more than 200 responses from the stakeholders in higher education including institutions of higher learning, SETAs, related organisations, unions, individuals and the DHET with concerns raised regarding the challenges facing the sector especially the TVET colleges across the country. The main purpose of the WPPST was to assist the government in building a fair, equitable and non-racial post-school system.

The WPPST also set policy guidelines to assist the DHET and affiliated institutions involved in building developmental State-driven skills development and economic growth in the country. The WPPST sets out the key objectives geared to promote access and continue to increase enrolments. According to Makana (2018:2), over four years, the TVET sector has increased the number of students from 350 000 to 750 000. The huge demands of TVET education have thus encouraged the government to invest more in expanding the sector by allocating more resources to boost the sector.

According to Mothapo (2014:26), the availability of resources is key to improving the quality of education in the TVET sector and ensuring that the colleges have a sufficient complement of qualified teaching staff. Likewise, it is important to deliver quality education to students in different disciplines and build more cooperative relationships between the workplace and institutions of education and training. The goal is to build an education and training system that responds to the needs of individual citizens and employers in the private and public sectors (Dunn, 2014:36).

### **3.3.7. Policy on Professional Qualifications for Lecturers in Technical and Vocational Education and Training (PPQL-TVET)**

The Professional Qualifications for Lecturers in Technical and Vocational Education and Training policy (PPQL-TVET) is a document that addresses matters concerning professional qualifications for TVET academic staff in all colleges across the country. The policy was adopted to assist the management by serving as a guideline to assist management structure in terms of training and development of knowledgeable and competent lecturers. Likewise, it encouraged lecturers to pursue appropriate higher degrees and thereby gain qualifications that could be used to achieve the development of professionalism across the TVET sector.

The purpose of the PPQL-TVET was to strengthen the quality of teaching and learning. By ensuring that the colleges had suitably qualified staff, it would enable them to be responsive to their core mandate and to achieve the developmental goals through skills capacity. The DHET specifically implemented the policy to address the issue of unqualified lecturers that was affecting the performance of the TVET colleges. Finally, in terms of the PPQL-TVET, the DHET evaluated and monitored

the qualifications submitted by the institutions of higher learning in both the public and private sectors.

Other institutions, including the Higher Education Quality Committee (HEQC) and the Council of Higher Education (CHE), implemented the PPQL-TVET by regulating the minimum standards for qualifications required for competent lecturers by means of both theory and practice. Since the adoption of the PPQL-TVET, lecturer qualifications in the TVET sector is still a complex issue that has yet to be fully resolved. Hence, according to Rudman and Meiring (2018:89), approximately 50% of lecturers in TVET colleges are either unqualified or underqualified.

Progress however has been achieved by the PPQL-TVET, especially the requirement that TVET lecturers register with professional councils to ensure that their qualifications meet the required standards. Developing the skills and competences of lecturers in the TVET sector should be a priority to both the government and the management structure of the TVET colleges.

**Table 3.1.**

*Summary of the legislative framework*

Legislation	Summary
Constitution of the Republic of South Africa (Act No. 108 of 1996)	The Constitution of the Republic of South Africa stipulates that everyone has an equal right to education and the public services offered by any state department or entity. The South African government must take reasonable measures to ensure that everyone has equal opportunity and access to education.
Higher Education Act (Act No. 101 of 1997)	The Act seeks to promote quality education in higher institutions and regulates all policies connected with higher education and training, including the TVET sector. The Act also promotes high standards through the establishment of a college council system in TVET colleges.
Further Education and Training Act (Act No. 98 of 1998)	The Act governs all FET institutions both in the private and public sectors. The Act regulates all laws regarding quality assurance and quality promotion in further education and training.

Further Education and Training College Act (Act No. 16 of 2006)	The main purpose of the FETCA is to provide regulations for “further education and training, provide for the establishment governance and funding of public colleges.” The Act was amended to transfer all public FET institutions from the provincial competency to the DHE established in 2009.
Skills Development Act (Act No. 97 of 1998)	Act seeks to improve the skills of public servants through encouraging education and training within the working sectors to ensure that TVET colleges have qualified staff to ensure effective learning.
White Paper for Post School Education and Training, 2013	The White Paper sets out the key objectives to expand access through increasing enrolment in TVET colleges. To improve the quality of education in the TVET sector and ensure that the colleges have a sufficient complement of qualified teaching staff. To deliver quality education to students in different disciplines and build more cooperative relationships between the workplace and institutions of education and training. To build an education and training system that responds to the needs of individual citizens and employers in the private and public sectors.

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Source: Researcher (2019)

### **3.3.8. Public Administration Management Act (Act No. 11 of 2014)**

The Public Administration Management Act (Act No. 11 of 2014) (PAMA) is a piece of legislation that gives effect to the Constitution of the Republic of South Africa, 1996. It thus promotes the basic values and principles that are enshrined in chapter 10 of the Constitution, which stipulates that public administration must be governed by “a high standard of professional ethics, efficient, economic and effective use of resources, accountability, transparency and good human-resources management” (RSA, 1996:99). To achieve these goals and standards, the PAMA requires management officials at all levels to implement and adopt good practices of administration that promote good ethical standards in the public sector. The PAMA also places emphasis on capacity development and training which is key to ensuring that the organisation has well-trained members of staff who can perform according to the required standards (RSA, 2014).

### **3.3.9. Public Finance Management Act (Act No. 1 of 1999)**

The Public Finance Management Act (Act No. 1 of 1999) (PFMA) deals with the management of finances, and thus sets out the procedures for the efficient and effective management of all revenue, expenditure, assets and liabilities (RSA, 1999:41). The PFMA stipulates that all public sectors, including Constitutional institutions, should have an accounting officer who must ensure that the money received is managed effectively, efficiently and transparently (RSA, 1999:35).

According to the PFMA, accounting officers need to ensure that resources are being used correctly and are protected from being misused. The PFMA also prescribes that the accounting officer is responsible for “management including safeguarding and maintenance of assets and liabilities (RSA, 1999:37). To enforce disciplinary measures against any official in the service of the TVET college who either commits an act which undermines the financial management.

### **3.3.10. White Paper on Transforming Public Services Delivery, 1997**

In South Africa, the public sector institutions have long been characterised by inefficiency and red tape. By the government adopting the White Paper on Transforming Public Services Delivery (1997), it sought to change the attitude in the public sector and improve service delivery. This also resulted in the implementation of Batho Pele Policy which governs all public servant at all levels. These principles include, “consultation, services standards, access, courtesy, information, openness and transparency, value for money and redress.” The management structure of the TVET colleges are required to adhere to the Batho Pele principles to improve service delivery.

### **3.3.11. White Paper on Human Resource Management in the Public Sector, 1997**

The White paper on Human Resource Management in the Public Sector (1997) is a piece of legislation that was introducing to promote a diverse, competent and well-managed organisation, capable of delivering services to the citizens of South Africa. The White Paper on HRM makes provision for certain principles that govern management in the public services which are enshrined in the Constitution of the

Republic of South Africa, 1996. These measures include, “fairness, equity, accessibility, transparency, accountability, participation and professionalism” (RSA, 1997:23). These are significant principles that require management to take into consideration when they are executing their duties as managers. The White Paper also provides guidelines to the management in terms of developing human resources practices to support effective and efficient practices geared towards social transformation. The White Paper on HRM also addresses various matters concerning staffing and control management functions.

In this, chapter 5 stipulates the guidelines to assist management in recruitment, promotion and managing the conduct of the employees. The White Paper on HRM also assists the management structure in and develop internal policies for managing employee’s behaviour, as well as procedures to be followed in terms of performance, recruitment and appointment of personnel.

### **3.3.12. Public Services Act**

The Public Services Act (PSA) makes provision for the employment practices in the public sector, by regulating the conditions of employment, terms of office, discipline, retirement and discharge of the public servant. The Public Services Act (PSA) makes provision for employment practices in the public sector. The Act regulates the conditions of employment, terms of office, discipline, retirement, and discharge of the public servant. TVET colleges are part of the public sector institutions and PSA has an influence on the appointment of the senior managers. Therefore, regardless of being in a management position, it is vital for all employees to ensure and maintain high professionalism in the workplace.

## **3.4. HISTORICAL BACKGROUND OF TVET COLLEGES IN SA**

The origin of the TVET college in South Africa dates back in the past during the apartheid era when the colleges were known as technical colleges. First, between 1994 to 2002 the TVET college in SA was formally known as technical colleges until the merging and restructuring processes result in the landscape of the FET college (Mngadi, 2001:1). Second, in May 2003 the minister of education Professor Kader Asmal officially announced the launch of FET colleges to address the effects of the

apartheid legacy. To combine 152 small and weak technical colleges to powerful 50 FET colleges (McGrath, 2004:137). Last, the term TVET was introduced into the South African Educational system in 2012 by the DHET. The shift from the FET to TVET college was announced in 2014 by the minister of DHET Blade Nzimande at the launch of White Paper for Post-School Education and Training (Moodley, 2015:1). The instruction directed the transition of all public FET to change their name to TVET, and since 2014 the college is recognised as TVET.

The description below provides an of the transition from the technical colleges to FET colleges which has shaped TVET colleges in SA.

### **3.4.1. Technical Colleges in South Africa (from 1994 to 2002)**

The historical legacy of apartheid education in SA meant that a privileged technical college was originally restricted to promote unequal participation and access to education. But before the end of the apartheid in the 1990s, the technical colleges opened the registrations to other racial groups (DHET, 2012). The economic growth encouraged the technical colleges to be opened to all other races including African, Indian, and Coloureds (Akoojee, 2005). The levels of resources and funding investment in these institutions reflected the legacy of desperate and unfair funding (Powell & Hall, 2001:6). The privilege (white-dominated) technical colleges had better resources and attention, while black technical colleges had restrictions that prevented them to be successful. The democratic government inherited 152 technical colleges that were based on racial classification. According to Sooklal (2004:19) states that the provincial authorities were responsible for the management of a complex mix of historically white institutions with considerable autonomy. The historically black colleges had less independence and autonomy this gave rise to the urgent need for technical college reform.

Mestry and Bosch (2013) mention that vocational education evolved from a differentiated and uneven set of technical colleges linked to the apartheid system. Before the merging of technical colleges, the management structure from black colleges had a very limited autonomy and resources. Young (2003) explained that the technical colleges (white) operated on a semi-autonomous model of governance with

better resources and college councils that provided linkages to the local industry. The Department of Basic Education (DoE, 2007) reported the negative features of technical colleges and weak leadership, governance, and outdated programs that are unresponsive to community needs. The programs offered by technical colleges failed to prepare students adequately for success in further learning and employment (McGrath, 2000:66). To address these features the educational authorities promulgate measures to respond to the weaknesses and deficiencies of 152 technical colleges, which have guided the change of name from technical to FET, and TVET.

The National Committee on Further Education (NCFE) in 1997 presented a draft report indicated that technical colleges in SA lack an identity. It concerns a series of major systemic reforms in the areas of governance, finance, staff employment practices, and certificates. Increasing the autonomy in technical colleges was also central to the government. In response to this, the government shifted a fragmented technical college system through the implementation of the FET Act, 1998 that facilitate the restructuring of technical colleges (RSA, 1998). The Act promoted a strong articulation and provision of further education and training which informed the need for change. The NCFE release a final report entitled “A New Institutional Landscape for Public Further Education and Training Colleges” (Department of Education, 2001). The report served as a blueprint for the amalgamation of 152 technical colleges to 50 multi-campus colleges. Professor Kader Asmal was the minister of education that announced the migration from technical colleges to FET colleges (Asmal, 2003:1). The description below provides an overview of the shift from technical colleges to FET colleges which has shaped the current TVET system.

### **3.4.2. Further Education and Training (from 2003 to 2013)**

The landscape for 50 FET college sector was officially launched in 2003 by former minister of education Professor Kader Asmal who announced the renamed of technical colleges. The change was symbolic of an attempt to shed the negative image of the old technical college system. In the Province of KwaZulu-Natal there are nine FET colleges established. According to Mboto (2005), the reason for merging technical colleges was to combine the smaller and weaker colleges into stronger institutions. In Pietermaritzburg 5 technical colleges were combined to establish the

uMgungundlovu FET College. The process was expected to bring about increased efficiencies, responsiveness, and equity across the country. But the pre-1994 fragmented and unequal racial treatment in higher education had a ripple effect on the system and impacted negatively on the post-merger FET colleges (Bisschoff & Nkoe, 2005:204).

Amongst others, the problems identified in the post-merger FET colleges are differences in employment status often created and sustained by or hierarchical power differentials (Baloyi, 2015:23). The power in structures influenced by communication barriers and caused consequent friction between the role-players that subsequently led to the confusion over accountability (Powell & Hall, 2002). It was difficult for both provincial officials and college officials, given the limited capacity and support available on the ground. For colleges, the merging process involved bringing together colleges with vastly different organisational cultures, identities, and resource bases.

A case study for merging three colleges in Tshwane, Sooklal (2004:21) illustrates the extent to which the colleges were forced into the amalgamation without any support. According to Young (2003) indicate that the flow of communication to staff around the provinces was weak, and high levels of resistance were experienced in particularly from previously white technical colleges. The tensions associated with race and cultural beliefs were not addressed effectively, and a lack of plans to deal with culture hindered the integration of the three institutions (Mcgrath, 2002). The lack of clarity around leadership and lines of accountability during the initial period of the merger its restricted decision making and further added to the instability of the FET colleges. The management of the FET colleges was expected to move beyond traditional conceptions of their role to be flexible and responsive to the community needs (Kraak & Hall, 1999).

### **3.4.3. Technical Vocational Education and Training Colleges (from 2014)**

The term Technical Vocational Education and Training was introduced in South Africa in 2012, through a process that was underpinned by Further Education and Training Colleges Amendment Bill (B24,2012). The transition from FET to TVET meant to form part of a bigger strategy to improve the South African Post-School

Educational System. To ensure that TVET colleges are in line with international trends and standards. As part of the transition, the government believes that TVET Colleges are ready to be granted full autonomy, and the well-performing colleges to have discretion in their affairs. The Minister of Higher Education, at the conference that was held in 2014 to launch, White Paper on Post-School Education and Training announced that all public FET colleges are to be renamed and called TVET (Moodley, 2015:1). The FET colleges across the country started changing their name in 2014. uMgungundlovu FET college, as part of the transition the college changed its name officially to TVET in 2015.

The shift from FET to TVET colleges was an easy task in SA because FET colleges were already focused on the same skills development and vocational training in which TVET is meant to promote. The transition meant to form part of a bigger strategy on behalf of DHET to implement new efforts to improve the status of the colleges and turn them into efficiently functioning institutions. There are fifty registered and accredited public TVET colleges in SA which operate on around 364 campuses spread across the rural and urban areas of the country. DHET is responsible for TVET colleges each province has a regional office that provides specialised professional support to the TVET. There are more than 700 000 students in public TVET colleges, and this means that TVET colleges are in a rapid growth and development phase (Phakathi, 2017:1).

The change from FET to TVET is a signal for the importance of integrating formal education with practical training and aligning the combined product to occupational requirements. TVET seems to embody a fundamental institutional enigma despite multiple changes intended to improve the quality and efficiency of the colleges. There are still viewed as underperforming, perhaps even impervious to change efforts because of weak management structure. In 2013, nine FET colleges were under administration. The Finance and Fiscal Commission observed that the sector is facing governance and management problems” concerning financial management, human resources, student support, and accountable administration. Financial accountability in the sector needs serious attention, to ensure that any additional funding to the sector is used effectively and efficiently (Finance and Fiscal Commission, 2013:36). TVET

colleges continue to experience management challenges to a large extent that contributes to the instability of the college.

### **3.5. EFFECTIVE MANAGEMENT AND GOVERNANCE STRUCTURES**

The management of TVET colleges has recently affected by policy changes and developments which directly impact on their ability to manage the colleges effectively and efficiently. Before 1994, the apartheid government did not address matters concerning the governance and management of public colleges which were then known as Technical Colleges (Moeng, 2018:1). Hence, in the appointment of managers, competences and skills were not a concern to qualify an individual to serve in the management structure of a public college.

Post-1994, the first democratically-elected government was challenged to adopt measures to address the lack of effective management and governance structures in the institutions of higher learning (Terreblanche, 2017:95). Currently, the government has made provision for effective management and governance structures to be put in place within higher education. The description which follows provides an overview of the management and governance structures that are essential in ensuring effective management.

#### **3.5.1. Management structure**

Management structure appears in every organisation and it determines how the roles and responsibilities are assigned, coordinated, controlled and communicated between the different levels of management (Singh, 2015:6). In Section. 2.2.2 a definition of management structure is provided, where it is shown that management structure is influenced by hierarchical power over decision making and span of control (Schraeder et al., 2014:70). This governs the system in which the management of the organisation is organised.

An effective management structure guarantees continued growth in the organisation. It comprises of management that is competent and professional and execute their duties in compliance with all rules and regulations (Lunenburg, 2011:3). An effective management structure should strive towards achieving common goals and creating an

organisational culture that values workplace relationships, communication between management and encourages employee engagement and participation before decision-making.

For Ahmad (2015:1476), a management structure for the college is required to communicate effectively with the leadership matters concerning strategic plan, budget, implementation of policies and processes, human resources, and student affairs. The TVET college is characterised by a few people at the top with more power to make decisions, and the middle management and lower levels positions are mainly responsible for policy implementation and administration (Nzembe 2017:50).

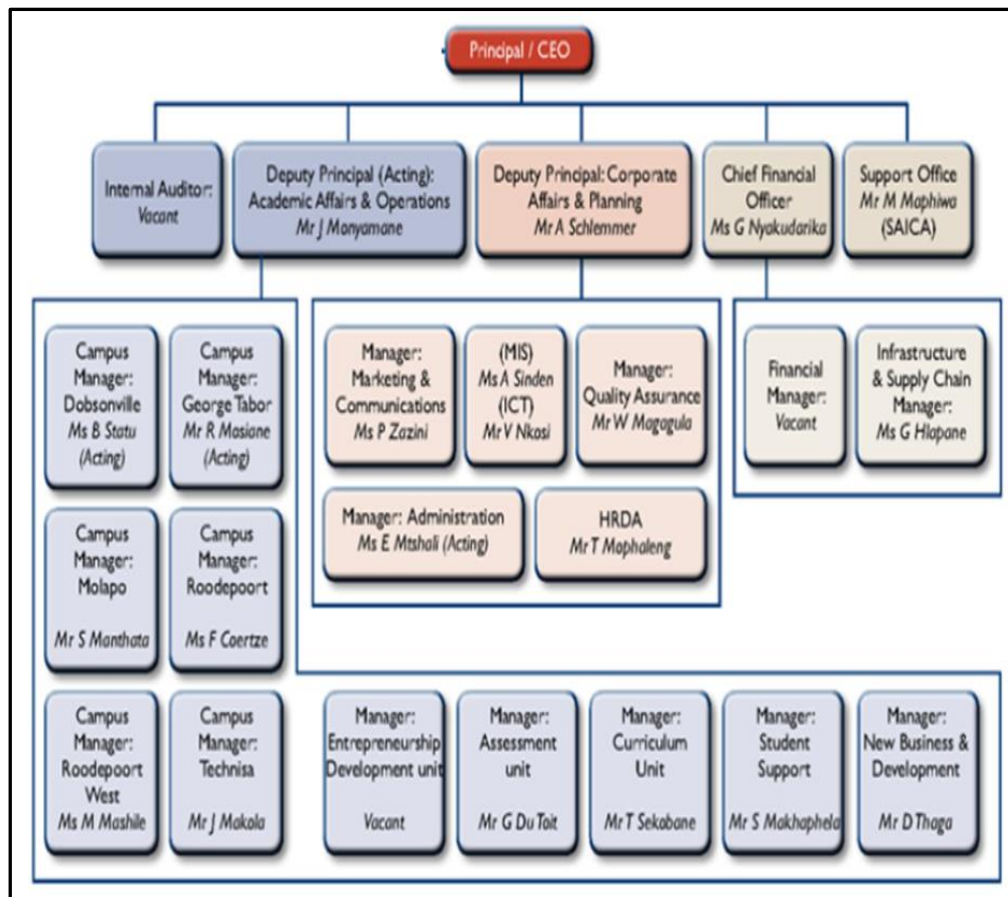
The Human Resource Development Council (HRDC) for South Africa (2013:18) has reported that effective management in the TVET colleges is characterised by a management structure which ensures proper functionality of the institutions, aimed at bringing a comprehensive sustainable development and good performance. Ramrathan (2016:29) points out that for the TVET college to be able to function correctly there must be a management structure that is responsible for the management of the college. Nadrifar et al. (2013:83) supports this statement, indicating that management structure is at the heart of any organisation.

There is no organisation or institution that can achieve its goals without proper management. Gilbert and Sutherland (2013:10) argue that a good management structure is usually influenced by the management approach, based on the cooperation of management and labour, particularly lower level staff members. Nicolson (2017:1) maintains that the rules and regulations governing the TVET stipulates that every college must have a management structure, college council and an SRC to play a significance role in the administration and management of the college. The management of the TVET college is thus divided into three levels:

- i. **Top level:** This consists of the principal who is regarded as the accounting officer of the college and reports and accountable to the minister of DHET (Nicolson, 2017:1). The principal is responsible for the development of a strategic plan in line with the TVET college. The managerial function of the principal is to ensure planning, organising and directing (RSA, 2006:18).

- ii. **Middle level:** This consists of the deputy principals who are responsible for specific portfolios. The deputy principals are appointed by the MEC in terms of the PSA as members of the middle management services (MMS). The managers at this level are responsible for formalising policies and plans, as well as coordinating activities of the units or department (DHET, 2015:12).
- iii. **First level:** As depicted in Figure 3.1 this level includes campus managers and managers from various units that are grouped together. According to the regulation (RSA 2015:13), it stipulates that TVET must consist of sectional managers such as, “financial manager, HR manager, and student support manager” and others. However, the principal of the college has more power to make final decisions in all matters of college administration and management.

In most cases, the TVET colleges have several campuses situated in different locations. Therefore, each campus has an accounting officer who is referred to as a campus manager and directly reports to the central office. Campus managers are encouraged to manage their campuses autonomy and need to ensure that effective management practices are maintained, thus ensuring good overall performance results. At the same time, campus managers are given no level of independence because a decision for the campus is only subjected to the principal’s approval.



**Figure 3.1. Management structure of a TVET college**

Source: Coastal TVET College (2019)

The TVET management structure is based on a centralised system that outlines how operational activities are directed to achieve the goals and objectives of the college. The hierarchical structure as presented in Figure 3.1. affects the decision-making related to roles, functions, authority, and responsibilities of the managers within the college. The decision-making authority is concentrated at higher levels of the hierarchy (Badenhorst and Radile, 2018).

- i. To implement the strategic objectives of the college through an operational plan, thereby creating an environment that promotes cultural tolerance, good performance and services delivery;
- ii. Ensure that day-to-day operational administration activities are performed in line with policies and procedures;

- iii. Implement policies and procedures approved by the minister of the DHET and college council and ensure high working ethics in the workplace;
- iv. Prepare the budget of the college and submit to the financial committee for college council approval and once the budget has been approved, manage the budget.
- v. Make optimal use of resources available to achieve the goals targeted.

The TVET management structure is based on a centralised system that outlines how operational activities are directed to achieve the goals and objectives of the college. The hierarchical structure as presented in Figure 3.1 affects the decision-making related to roles, functions, authority, and responsibilities of the managers within the college. The decision-making authority is concentrated at higher levels of the hierarchy (Badenhorst and Radile, 2018).

#### **3.5.1.1.        *Human resource management unit***

Human Resource (HR) comprises of a set of individuals who make up the workforce of an organisation. These individuals embody and make a meaningful contribution to the success of the college. According to Terreblanche (2017:109), the HR unit of the TVET plays a significant role in ensuring that the human capital of the college is maximised to exploit opportunities that face the college and counteract the threats that the college is exposed to from time to time.

Mesuwani (2015) points out that an effective management structure of the college is prioritised by the HR unit under the supervision of the HR manager. This unit is responsible for hiring quality personnel including academic staff, administrators and other support staff (Ramraj, 2016:75). The core function of the HR unit is to deal with matters concerning payroll control, labour relations, training and development.

#### **3.5.1.2.        *Infrastructure, facilities and supply chain management***

There are number of activities performed in this unit ranging from facility maintenance, stock control and verification of goods and services (Sebetlene, 2016:25). In line with IFRS (Dunn, 2014:28), the unit is responsible for administering

a central asset system and ensure that an asset register is kept up-to-date, and that all new asserts are barcoded and entered in the asset register immediately upon receipt. The unit is guided by the National Supply Chain Management and appropriate policies which stipulate the measures for procuring goods and services.

The maintenance of the college infrastructure relates to service delivery contracts such as risk management services, insurance, cleaning and office automation rentals that are needed by the college. The unit manager has the responsibility to ensure that all college buildings and grounds are well-maintained and in good conditions to attract attendance of the students (Sebetlene, 2016:30). The unit manager must also ensure that resources and items requested by the campus management and following approval are procured in compliance with the SCM policies.

### **3.5.1.3.        *Student Support Services***

According to Cummings (2014:38), Student Support Services (SSS) has a huge impact on student success at the college as it provides a support mechanism structure to facilitate social and academic integration. Likewise, it enables students to adapt quickly to college life and addresses several factors including emotional support and counselling. As Kaur points out (2016:6), SSS comprises of a variety of activities provided to create a conducive environment for learning and meeting students' social needs.

Quality education is also prioritised by various SSS. If a college inadequately provides support to its students, it does not serve the purpose of quality education, but instead becomes an institution that merely distributes qualifications (Bartram, 2009:5). There is evidence in the literature that an effective support system creates a positive relationship between the students and the college.

According to Arnold (2018:8), SSS programmes exist mainly to offer support to the students. This includes advising the students on existing courses and course selection as some students enter the college with ambitious career goals but lack ideas on how to accomplish these goals. Academic advisors thus ensure that students are guided and advised to become academically and socially integrated into post-education

(Arnold, 2018:10). The role of SSS advisors is to consider a variety of student needs including, “financial aid, career concerns, private problems and counselling” (Hodge, 2017:46). This enables students to adjust and get used to the college environment and assist them in addressing the challenges that directly affect them. Fryer (2014:70) conducted a study of the TVET sector assessing the role of SSS, where the revealed that the implementation of the SSS programme in TVET colleges is different from other institutions of higher learning.

In the TVET sector, the SSS is recognised as a student supporter and their main responsibility is to provide support services to students and academic departments (Fryer, 2014:70). This includes coordinating student support, identify student’s needs, referring students for financial aid assistance, developing and managing student leadership, promoting a student code of conduct, referring students for job placements and professional development.

#### **3.5.1.4.        *Chief Financial Officer***

The chief financial officer (CFO) is responsible to support the college accounting officer (principal) and other managers in the execution of their functions in terms of the PFMA and other finance legislative requirements for compliance (DHET, 2017:1). A competent CFO should have senior management experience and a qualification in accounting with sound knowledge and understanding of the legislative instruments governing public finance management practices in South Africa. In terms of the TVET sector, the CFO has a responsibility to ensure that all key areas of financial management practices are implemented effectively (RSA, 1999). In addition, the CFO must promote high standards of accountability and assist in implementing internal controls to protect the resources of the college against risks such as fraud and corruption.

The responsibilities of the CFO in the TVET colleges can be summarised as follows:

- i.    Ensure that the college annual budget is prepared;
- ii.   Coordinate, manage and monitor the college operating budget and expenditure processes, ensuring that they are delivered within agreed deadlines;

- iii. Prioritise projects based on a return investment and ensure that the investments are in line with agreed strategies and approved policies;
- iv. Report the budget advertising expenditure analysis in required format and present it to the management structure and the college council;
- v. Ensure that the production of compliant annual financial statement for approval by the accounting officer, college council and as requested by the DHET in terms of the generally recognised accounting practices;
- vi. Ensure that monthly financial reports are produced as required by the management structure of the college and the DHET through the implementation of coordinated month-end close processes that ensure completeness, accuracy and validly reported information;
- vii. Effective management and optimisation of the college cashflow, including timeous submissions of NSFAS claims and other investments;
- viii. Identify and pursue opportunities to improve internal control procedures in the college;
- ix. Ensure effective audit coordination and follow-up audit queries to achieve an enhanced and streamlined audit process;
- x. Establish and manage the college financial accounting system, ensuring compliance with all prescripts and applicable policies;
- xi. Facilitate the establishment of the internal audit and risks management functions.

According to Steiger et al. (2014:50), over the past decades, the management of the TVET colleges has been placed in the spotlight because of major issues associated with their mismanagement. Rasool and Mahembe (2014:5) state that there are certain rules and regulations that need to be complied with by the management of TVET colleges. Mismanagement is often the result of managers that have no necessary skills and knowledge required to manage the colleges (Hassan & Sanusi 2015:86). Another factor that contributes mismanagement issues is that the accounting officer (principal) is the top manager who has the power to make a final decision.

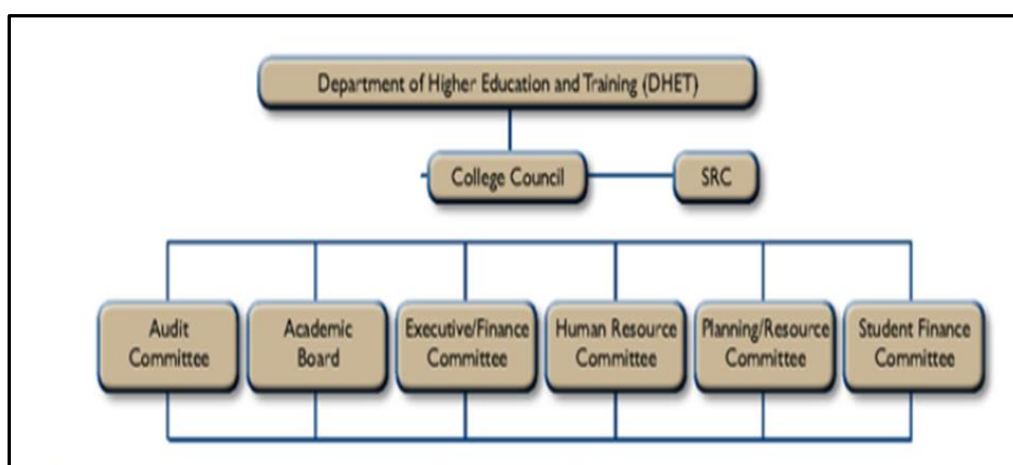
Terreblanche (2017:30) argues that the management system in TVET colleges is influenced by bureaucratic management, as the management structure is arranged by the level of authority as provided in Figure 3.2. According to Mathapo (2014:40), the

management structure of the TVET college is completely dominated by a hierarchy and routines that are accountable to the leadership of the college. The management of the TVET college must liaise with the college council as a statutory governance body that is responsible for leadership of the college (Singh, 2015:6).

### 3.5.2. College Council

Mathapo (2014:40) conducted a study into the principle of governance in the FET sector, and pointed out that FETC Act was implemented in line with the King II Report on corporate governance in South Africa. The King II Report suggests that in the organisation of institutions, non-executive directors, as independent management should form a unitary board of directors. The DHET addressed the matter by adopting the college council which comprises of various internal and external members who play a significant role in the management of the college.

The college council is a statutory body established and defined under the FETA. As depicted in Figure 3.2., the college council exercises the responsibility of leadership. They are regarded as the leadership of the TVET college because they have a final say in most of the matters concerning matters affecting the college.



**Figure 3.2. College council structure**

Source: Northlink TVET college (2018)

However, as stated earlier in this section, the role of the college council is to establish and monitor systems and processes to set a strategic direction, goals and objectives and to identify and manage performance expectations and monitor achievements. As

presented in Figure 3.1., the membership of the college council consists of the principal who is an accounting officer, five members appointed by the minister of DHET, one member representing the academic board, donors, support staff and donors. There are also two students who represent the SRC and four members from each committee as listed in the diagram.

Since the college council serves as a board of directors of the college, they play an important role in terms of the administration and management of the TVET college. They maintain good practices of corporate governance to improve the quality, status and perception of the college. The functions and responsibilities of the college council are stipulated by the FETC Act. They must ensure that the good governance principle including, “oversight and approving, monitoring and controlling the activities of the college and delegating responsibilities to the management” is always maintained.

The duties and responsibilities of the college council regarding the management of the TVET college can be summarised as follows:

- i. Approve the annual budget in consultation with the management and the financial committee;
- ii. Ensure that management complies with rules and regulations governing the college;
- iii. Implement internal audits and risk management systems to ensure that risks are minimised;
- iv. Keep accounting records of all assets, liabilities, income and expenses and any other financial transactions of the TVET college;
- v. Ensure that resources available to the college are used appropriately;
- vi. Provide the MEC with a report on the overall management and governance, performance of students, audited statement of income and expenditure;
- vii. Monitor the management of operations;
- viii. Approve strategic plans that are adopted by the management of the college.

### **3.5.3. Student Representative Council**

The Student Representative Council (SRC) is a statutory student governing body entrusted with specific matters by the TVET college management. The Continuing Education and Training Act (No. 16 of 2016), (CET Act) makes provision for TVET colleges to establish an SRC to serve as a governance structure that is responsible for student management and other student affairs. It is the highest student body in legislative terms (RSA, 2006:24). The objective of the SRC is to promote a better relationship between students and staff members by acting as a channel of communication between students and management. The SRC CET Act stipulates that the key functions of the SRC are to liaise with the management, the general public, media, stakeholder and others.

Matters under the jurisdiction of SRC include, but are not limited to, coordination and supervision of student facilities in consultation with the management. Ensure the safekeeping of all funding that is allocated to the SRC by the council and ensure accountability. Only registered students are eligible to serve on the SRC, whose structure consists of twelve members, namely, president, deputy, secretary, vice secretary, treasury, academic, outreach and projects, health and wellness, publication officer, sport and recreation, arts and culture and gender and disability. The SRCs at all fifty public TVET colleges in South Africa have been in the media several times exposing the poor conditions of TVET colleges, as well as unresolved issues with the DHET (Moatshe, 2017:1).

The South Africa Further Education and Training Student Association (SAFETSA) coordinates with the SRCs from all fifty public TVET colleges across the country. It organised a mass shutdown of all 264 TVET college campuses across South Africa, raising issues affecting the students at these colleges. The SAFETSA reported to the media that weak management and leadership, corruption, unqualified lecturers and lack of certification are some of the factors that had led to the dysfunction of the TVET sector.

### **3.6. CHALLENGES FACING TVET COLLEGES IN SOUTH AFRICA**

The challenges facing TVET colleges have been thrown into the spotlight, particularly maladministration and the poor quality of facilities. The increase of protests across fifty public TVET colleges in South Africa is to be blamed on weak management and leadership (Mabotja, 2019:1). In 2014, the White Paper reported some of the challenges experienced in the TVET sector including, “poor governance and management, unqualified and underqualified academic staff, lack of adequate infrastructure, funding and inadequate support for students” (RSA, 2013a:11). While these are the major challenges that presently hinder the TVET sector and which are well-documented in the White Paper, the DHET continues to struggle to resolve them due to several significant factors. The following description provides an overview of these challenges.

#### **3.6.1. Management**

Nhlatleng (2018:10) delivered a presentation to the Portfolio Committee on Higher Education (PCHE) that was held in collaboration with the South African College Principal Organisation (SACPO). The presentation reported that the management and governance structures of the TVET colleges were responsible for ensuring that the TVET sector transforms and goes in the desired direction (Nhlatleng, 2018:11). According to Riley (2017:1), managers should have a combination of skills and competencies, including the “communication, interpersonal, and conflict” that are necessary in ensuring effective management practices.

Nevertheless, the media has exposed the lack of management capacity in the TVET sector in South Africa. Badenhorst (2018) claims that TVET colleges with an effective management and leadership structure tend to be more responsive, accountable, and produce better performance outputs compared to those colleges with weak management structures. Effective managers must have a basic understanding of how individuals thrive in the organisation and are able to inspire and motivate them to work harder. Musuweni (2015:71) insists that competent management is one of the most pressing issues in the TVET sector. The conditions and the failure of TVET

colleges to meet the goals of the DHET are all directly linked to the lack of competent management and leadership (Musuweni, 2015:71).

According to Andrisha (2016), the TVET sector uses a centralised system of management where one individual (the principal) makes all the decisions. The management and administration of the TVET college rests with the principal who has the authority to make all decisions. For example, a college may have five or more campuses which are all headed by the college principal. Each campus has a manager who is accountable for the administration and management of the campus in consultation with the college management at the central office (RSA, 2012).

According to Wedekind and Buthelezi (2016:75), the findings in their study revealed that the centralisation of power raises several systematic and institutional challenges revolving around ineffective facilities and poor resource management. Since the principal is the superior manager, the other managers under her/his administration can experience a complexity of challenges. Andrisha (2016:130) claims that the lack of power balance in the management leads to significant delays in making decisions that affect other campuses and units (e.g., HR, finance, and student support services). While the FET Act recognises the need for the different portfolio managers to exist in the management structures of the colleges, there are still gaps in the policy when it comes to management practices.

The limited authority given to the lower level managers can be an issue that affects problem solving in most situations where time is of the essence. In their study findings, Badenhorst and Radile (2018:11) revealed that campus managers were unable to manage the campuses independently because the principal had the absolute authority to make the final decision in all matters concerning the management and administration of the college. In most cases, the principals were in the central offices where the issues experienced in campuses were better understood by the campus managers.

Wedekind and Buthelezi (2016:78) maintain that the management of the TVET sector is over-centralised and that, “even the issues that could be handled at campus level are required to be dealt with by the central office.” This has caused much frustration to

student bodies and several protests have taken place in the TVET sector thereby indicating that the campus managers are failing to address the pressing issues, including poor facilities, lack of resources, and maladministration. Yet, as Andrishia (2016) points out, there is a lack of well-documented management practices or policy documents in South Africa that are available to assist the management of the TVET sector. Yet, the government requires the TVET colleges to be managed both effectively and efficiently.

### **3.6.2. Performance**

For Balkrishen (2016:32), managers who value the organisational culture and who continue to actively motivate their staff can achieve good performance results. Higher-achieving TVET colleges are successful because their managers share their expectations on performance to their staff. They support college initiatives by leading, monitoring, and encouraging innovation to allow staff members to contribute towards improving the college (Balkrishen, 2016:32). Pretorius (2018:1) states that the performance of the TVET colleges in South Africa remains a critical issue that is affecting State development.

There is much debate about the performance of TVET colleges across the country. TVET colleges have a constitutional mandate to actively advocate the goals and objectives of the DHET. To develop capable, well-educated, skilled citizens, and to provide them with opportunities that are needed for sustainable and economic development. The availability of resources has a huge impact on college performance. In other words, the colleges with better resources (e.g., human resources, library and technology resources) have the potential to achieve the intended results.

According to Gewer (2014:44), the functionality of TVET college sector depends on the skills, technical ability, and competences of the staff, as well as their commitment and passion to perform the required activities in line with the cultural performance (Gewer, 2014:44). The appointment of unqualified personnel to serve in the management structure to manage and administer TVET colleges constitutes a challenge to the entire TVET sector and the government is responsible for this

problem, where the minister is wholly responsible for the appointment of all heads of the public TVET sector. The study finding of Bangalu (2015:126) revealed that the managers in the TVET sector are often appointed without meeting the necessary technical knowledge, background, and understanding of the TVET sector. This is a critical problem to performance management. According to Mchunu (2016:123), performance management in education requires managers to design strategies to monitor Integrated Quality Management Systems (IQMS) effectively. The lack of technical skills results in the poor implementation of the IQMS, which ultimately leads to undeveloped staff. The poor performance of the TVET colleges is the result of the hiring of poorly qualified academic staff for teaching and learning. In 2013, the government adopted the Policy on Professional Qualifications for Lecturers in Technical and Vocational Education and Training (PPQL-TVET) to promote the development of qualified lecturers and to encourage the colleges to appoint qualified individuals to fill teaching posts. There are still gaps in terms of the implementation of the PPQL-TVET as the colleges are still characterised by a high volume of unqualified lecturers. Indeed, the Education Training and Development Practices Sector Education and Training Authority (ETDP-SETA) has reported that there are still a significant number of unqualified lecturers with no appropriate qualifications.

Nationally, according to the DHET (2017), 50% of TVET lecturers are professionally unqualified, 35% of the lecturers are school qualified meaning were appointed only with matric certificate. According to DHET (2017) reported that in the TVET sector there is only 15% lectures who are professionally qualified. The province of KwaZulu-Natal (KZN) had the highest rate of qualified lecturers, while the Northern Cape has the highest percentage of unqualified lecturers (DHET, 2017). Despite KZN scoring the highest percentage of qualified lecturers, there is concern about the quality of education offered to the students attending public TVET colleges in the province.

Table 3.2 presents the number of qualified and unqualified lecturers from all nine South African provinces in different categories. The South African government is focused on achieving the of enrolment of 2.5 million students by 2030 while there is an influx number of qualified lecturers. In their study, Rudman and Meiring (2018:92) suggest that the management structure should take an active role and devise strategies to encourage qualified candidates to fill vacant teaching posts. To enforce

accountability, measures should be put in place to hold accounting officers accountable for the appointment of unqualified staff persons because it affects the status of the college in a broader dispensation.

According to Moeng (2018:1), there is a need to expand the relationship between the universities to ensure that opportunities for TVET lecturers are promoted and other career choices that could attract undergraduates to pursue a career in the TVET sector. Currently, the Nelson Mandela University in the Eastern Cape is proactively assisting the TVET sector by developing and training students to ensure that they are well-equipped to ensure the effective implementation of quality education.

**Table 3.2.***Qualification status of lecturers at TVET colleges*

Province	Employment status	Academically and Professionally qualified as lecturer	Academically and Professionally qualified as School teacher	Academically qualified/ Professionally unqualified	Unqualified	Undefined	Totals
Eastern	Permanent	10	67	46	14	108	245
Cape	Temporary	7	16	36	17	95	171
	<b>Total</b>	<b>17</b>	<b>83</b>	<b>82</b>	<b>31</b>	<b>203</b>	<b>416</b>
Free	Permanent	7	49	53	9	208	326
State	Temporary	6	17	34	17	22	96
	<b>Total</b>	<b>13</b>	<b>66</b>	<b>87</b>	<b>26</b>	<b>230</b>	<b>422</b>
Gauteng	Permanent	72	568	317	161	189	1307
	Temporary	24	206	222	115	54	621
	<b>Total</b>	<b>96</b>	<b>774</b>	<b>539</b>	<b>276</b>	<b>243</b>	<b>1928</b>
KwaZulu-	Permanent	321	312	363	105	88	1189
Natal	Temporary	28	36	59	16	14	153
	<b>Total</b>	<b>349</b>	<b>348</b>	<b>422</b>	<b>121</b>	<b>102</b>	<b>1342</b>
Limpopo	Permanent	41	220	252	84	42	639
	Temporary	13	60	92	33	33	231
	<b>Total</b>	<b>54</b>	<b>280</b>	<b>344</b>	<b>117</b>	<b>75</b>	<b>870</b>
Mpumalanga	Permanent	7	39	26	0	17	89
	Temporary	5	9	18	0	4	36
	<b>Total</b>	<b>12</b>	<b>48</b>	<b>44</b>	<b>0</b>	<b>21</b>	<b>125</b>
Northern	Permanent	10	16	8	11	4	49
Cape	Temporary	2	5	8	8	10	33
	<b>Total</b>	<b>12</b>	<b>21</b>	<b>16</b>	<b>19</b>	<b>14</b>	<b>82</b>
North	Permanent	40	165	147	42	56	450
West	Temporary	3	5	27	12	4	51
	<b>Total</b>	<b>43</b>	<b>170</b>	<b>174</b>	<b>54</b>	<b>60</b>	<b>501</b>
Western	Permanent	76	306	126	64	37	609
Cape	Temporary	31	166	141	101	41	480
	<b>Total</b>	<b>106</b>	<b>472</b>	<b>267</b>	<b>165</b>	<b>78</b>	<b>1089</b>
Republic of	Permanent	584	1 742	1338	490	749	4903
South Africa	Temporary	119	520	637	319	277	1872
	<b>Total</b>	<b>703</b>	<b>2 262</b>	<b>1975</b>	<b>809</b>	<b>1026</b>	<b>6775</b>

Source: ETDP-SETA (2018:44 cited in DHET 2017a)

**3.6.3. Funding**

Naidoo and McKay (2018:156) state that funding for the public institutions is made available by the South Africa government to ensure that the service delivery is achieved at a reasonable cost. The procedure for the allocation of public funds in the education sector takes many forms across the country.

First, the government allocates funds to the DHET to support its universities and public colleges, to encourage them to operate efficiently and make use of the available resources effectively and efficiently (Jongbloed, 2014). The government allocates funds to the DHET to ensure that resources to respond to service delivery are made available to all public institutions of higher learning, including, universities, colleges, TVET colleges, and other public colleges. Historically, the TVET sector was funded through provincial governments, a formula that led to inequalities in funding levels per student, and thus was later transferred to the DHET.

The funding model for the TVET sector is prescribed in terms of the National Norms and Standards for Funding Technical and Vocational Education and Training (NNSF-TVET). The NNSF-TVET uses a formula to calculate funding, which considers a range of service delivery issues. For example, the types of programmes offered by the TVET colleges, number of full-time students, cost of delivery including the human capacity, capital infrastructure and the ability of the TVET colleges to utilise resources efficiently. The funds are also made available to the NSFAS institution to assist students who are financially challenged because their parents are unable to pay the study fees, accommodation, and learning materials due to low income (Nicolson, 2018:1).

According to Pretorius (2018:1), the cost to deliver education in South Africa amount to billions of rand each year, and it is distributed to all public institutions of higher education. The aim is to shift more resources to the educational sector to promote skills development, support transformation through education across the country, and to provide incentives to the institutions of higher learning. Presence (2019:1) maintains that the DHET receives the largest allocation of a budget because education to the government is a priority. In particular, more funds are needed in the sector to promote access to higher education to the citizens of South Africa with socio-economic challenges. Including those who qualify based on merit in the traditional universities and TVET colleges. The South African government's spending on higher education and training has increased in the 2019 fiscal year to enhance learner subsidies, infrastructure, accommodation, and facilities to create a conducive environment for learning and teaching (Ncobela, 2019:1). According to the South Africa government's Technical Assistance Centre (2015:2), public TVET colleges

received approximately 60% of total funding from the DHET and 20% from the NSFAS which comes from the national budget. The allocation is driven by the enrolment numbers, where almost 85% comes from State funds. Public TVET colleges also receive 5% from the National Skills Fund and Sector Education and Training Authority. If the enrolment in the TVET sector continues to increase in line with government priorities, this will have a significant implication on the national budget and put pressure to the NSFAS to support all students.

There are still financial challenges that persist in education. Hence, funding is an ongoing issue that has received global attention due to recent student protest actions. According to Chiwandire and Vincent (2019:1), public institutions of higher education are experiencing a dramatic decline in government subsidies and a concomitant increase in student fees. In the period 2015 to 2016, the educational sector experienced difficulties that severely affected learning and teaching because of budgetary constraints and underfunding. In this regard, the student-led 'Fees must fall' campaign which received global attention due to the student funding crisis in South African universities shaped new developments for post-school education. The movement fought against the increase of student fees. They claimed that the increase of student fees was unnecessary and was causing student account debt to increase resulting in universities exclude poor affected students from registering (Govender, 2017:1). The 'Fees must fall' campaign challenged the government to increase the NSFAS funding and to implement free education across the country to ensure that the principle of access to education be recognised as a priority.

The TVET sector were among those institutions most severely affected by the protests; yet, the no fee increment was only limited to universities and did not apply to the TVET colleges. The then chairperson of the Standing Committee on Appropriations in the National Assembly, Ms Yvonne Phosa warned the government that the fees in TVET colleges should not be increased or else the country would experience further protests. The warning was ignored and the TVET sector continued unabated with the fee increase, resulting in a massive TVET national shutdown. According to the reporting of Gumede (2017:1), the national shutdown of TVET colleges was due to the call of the SRCs at all TVET colleges to participate in a national strike. The students cited mostly the critical issues affecting the colleges that

remained unresolved by the government and the DHET. These issues included, but were not limited, to student funding, financial mismanagement and corruption. Esayidi TVET college SRC informed the media that they decided to participate in the strike because the issues affecting the colleges were beyond the powers of management.

According to SAFETSA (2017:1), the issues that the TVET colleges were experiencing were directly connected to the DHET's failure to respond to the challenges. The NSFAS providing insufficient funding and the delay of accommodation and transport allowances were the major cause of student protests in the TVET sector. When students raised these issues, they were summarily victimised by their college management (Keppler, 2017:1). For Moatshe (2017:1), the situation in the TVET was so bad that female students were reported as resorting to sex work to raise money to pay their landlords, while other "girls relied on blessers" to raise money as result of late NSFAS funding. The national shut down was a major blow to the former DHET Minister Blade Nzimande. The government identified the expansion of the TVET as a national priority in the post-school education and training system and allocate increased funding to the TVET sector to ensure that resources were available to assist the TVET colleges to meet the future national targets.

Kilian (210:1), reported that in the 2017/2018 financial year the budget for public TVET colleges amounted to R 19.8 billion. However, the colleges continued to be plagued by problems such as hiring unqualified staff and financial mismanagement. The case of Sedibeng TVET college where R 150 million of college funds were transferred to an entrepreneur's investment company in defiance of the internal procedures and ruling by the college council. The principal who signed the documents informed the auditors that he did not pay attention to what he was signing as he signed the papers with other documents submitted for his approval.

#### **3.6.4. Infrastructure and facilities**

The provision of quality education and training requires appropriate facilities and an adequate supply of materials. Kilian (2017:1) stated that in 2017 the government proposed to invest R 6.9 billion for the development of new infrastructure in the

TVET sector. The minister of DHET confirmed that twelve new TVET colleges are under construction, two campuses in KZN already completed and was scheduled to open in 2017. Maqhina (2017) reveal that the minister of the DHET, expected the TVET management to make provision for the maintenance of infrastructure from their subsidy allocation, which was insufficient. Grenfell (2015) pointed out that TVET colleges are producing graduates who are specialising in the field of engineering, artisan and plumbing which could be useful in improving the infrastructure of the colleges. But a lack of proper planning to integrate the student's theoretical knowledge with college infrastructure improvement project is a factor that should be considered to address poor infrastructure in TVET colleges.

Robertson (2015:38) pointed out that the majority of the TVET colleges were built before 1994, and the classrooms were built only to accommodate a small number of students and the buildings are in bad conditions. Kahn (2019:1) mentioned that the TVET colleges are forced to keep up with the government policies that require the campus managers to increase the students' enrolment without considering the infrastructure. Daniels (2018:76), the infrastructure in the TVET sector is a great challenge the buildings are very old and not maintained. In 2013 lack of adequate infrastructure was identified as one of the challenges facing TVET colleges in SA (Tyatya, 2017:1). A lack of adequate funding for TVET infrastructure affects the environment for learning and teaching. Phakathi (2019) said that the government is struggling to provide adequate college infrastructure and the situation affects quality education.

Khakhau (2019) in support of Tyatya and Phakathi said that poor infrastructure is the main factor impacting academic performance. The classrooms are overcrowded, and the conditions of ablution facilities (toilets) expose the students to health and safety risks. According to DHET (2012), the minister confirmed that a financial commitment was made in 2012 to uMgungundlovu TVET College included R57,3 million conditional grants for improving infrastructure. The Auditor-General reported that the college misused the funds and the facilities and infrastructure remained in poor conditions. Ineffective management and lack of internal control system also contributed to the mismanagement of the conditional grants for the infrastructure. The college from 2010 to 2012 had been under the administration of four different acting

principals and the college council was not appointed after the term of the previous council expired. The student's accommodation was not up to the standards even after a budget was allocated for an improvement, the management reported to DHET that managing the hostels was expensive for the college.

Makhanya (2019:1) revealed in a media article the condition of uMgungundlovu TVET College regarding the students' hostel it was reported that more than 200 students were squatting at a community hall in Imbali unit 1. After the closure of hostels, a sign greeted the students blatantly stated: "no accommodation." the hostels are closed. It left the students with no choice but to look for alternative accommodation. It was reported that the college principal Ntombi Ntshangase said that the college residence has been closed and students had to find alternatives for accommodation (Makhanya, 2019:1). The SRC engage with the management to resolve the issue because the student's safety was compromised. There was no resolution and the students needed to look for other measures. The principal dismissed the allegations and explained to the media that a decision to close the accommodation was taken back in 2016, and members of the SRC members were part of the decision.

Surprisingly, the student's hostels were closed, while the college has a population of students from deep rural areas and with affordability challenges. According to Ngubane (2018:1), the issue with accommodation is an ongoing challenge that needs government attention because TVET colleges cannot be resolved alone. Figure 3.3., represents the students who were left stranded after being evicted from the college.



**Figure 3.3. Evicted students stranded at Northdale campus**

Source: Ngubane (2018)

According to Phakathi (2017:1), the scandal came out after the college received negative findings from the Auditor-General. The college internal control deficiencies especially in supply chain management was illustrated when the college illegally transferred an amount of R400 million to an external investment company, while the colleges are failing to improve the college infrastructure to create a conducive environment for both teaching and learning. The Auditor-General in his report indicated that there was no policy in place that instructs the college to transfer funds for investment to any company. TVET colleges are funded with public money the performance is poor and unable to meet the demands. In 2018, the member of parliament Yusuf Cassim, reported to the National Assembly that 60% of TVET colleges were dysfunctional (Sobuwa, 2018:1). No doubt increasing enrolment has a positive influence and provides opportunities for education and training. But the infrastructure and facilities of the TVET colleges remain problematic and the government has the responsibility to initiate projects for TVET infrastructural improvement (Majobta, 2019:1).

### **3.7. CHAPTER SYNOPSIS**

In this chapter, the background and international perspective, legislation, policies and FET challenges were described. The transformation of the TVET sector in South Africa was primary influenced by the Further Education and Training Colleges Act (Act No. 16 of 2006) which prescribed that all TVET colleges should become independent bodies in terms of their governing council and SRC. Due to a series of challenges experienced in the TVET sector it is important to empower the management structure and enable the TVET to become responsive and attractive to student enrolment. The policies adopted to transform the TVET colleges do not provide a strategy of management to support the TVET management practices.

This chapter which follows will introduce the research design and methodology that was adopted by the present study.

## **CHAPTER FOUR**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **4.1. INTRODUCTION**

This chapter introduces the research design and methodology that was adopted in the study. Mafuwane (2012:67) describes research methodology as a process of inquiry which indicates how the study is to be conducted or investigated. It is a framework plan for the data collection that focuses on what kind of study is planned. Van Wyk (2018:12) argues that researchers need to understand that there is a difference between research design and methodology. Research methodology focuses on the entire process of research in respect to the tools and procedures employed to conduct the investigation (Turpin, Asano, & Finlayson, 2015:54). This study entails a process of reasoning which draws a general conclusion from a set of premises based on experience and empirical evidence. What follows is a description of the research methods that were employed to conduct the present study.

#### **4.2. RESEARCH DESIGN**

This study adopted a qualitative research approach to conduct the investigation. Research design is an approach enacted by a researcher to carry out a specific investigation for providing answers to a specific research problem and associated questions (Buthe & Jacobs, 2015:2). Research design serves as a guideline to the researcher when conducting an investigative study (Daniel, 2016:94). For instance, depending on the choice of the researcher, the selected research design provides a guideline for the methods and tools for data collection that are to be used (Almalki, 2016:290). The research design refers to the systematic processes and procedures adopted by the researcher to investigate and, “outlines how the researchers interpret at the end of the study to avoid an unplanned approach” (Oun & Bach, 2014:253).

##### **4.2.1. Qualitative research design**

Daniel (2016:92) describes a qualitative research design as an approach that is commonly applied in the social sciences and assists the researcher to gain an

understanding of the opinions and motivations of the research participants. Rahi (2017:2) states that qualitative research is a method applied to collect in-depth details of the research problem. This design is usually adopted by researchers who seek to interpret the situations with the intention to form a theory and the qualitative research design is described as inductive methods (Almalki, 2016:291).

Qualitative research is used “to uncover trends and thought and opinion, it usually allows the researcher to dive deeper into the research problem” (Franzo, 2016. para.2). Van Zyl (2014:40) maintains that qualitative research is used to understand the experiences and situation of individuals within their workplace or communities. It provides the researcher with an opportunity to access the thoughts and feelings of the research participants towards their experiences in a natural setting (Khan, 2014:289).

In this present study, qualitative research was employed to understand the experiences, opinions, and views of the participants that were perceived to have knowledge and understanding of the management practices of the TVET colleges. Individual in-depth interviews and focus group discussions were used to uncover prevalent trends in the thought and opinion of the research participants (Levitt, Creswell, Josselson, Bamber, Frost & Suarez-Orozco, 2018:28). The personal views and responses of the research participants were interpreted and analysed to provide the meanings of the research phenomenon and to provide answers to the research questions.

#### **4.3. PHILOSOPHICAL WORLDVIEWS**

According to Kivunja and Kuyini (2017:30), philosophical worldviews are the ideas and beliefs that influence the practices of the research. Worldviews or paradigms play a vital role in explaining why the researcher decides to employ a research design. Haddadi, Hossein, Johansen and Olsson (2017:1082) indicate that the entire process of a study depends on the basic set of beliefs that guide the action of the research problem. It provides a foundation for the research inquiry and in terms of this study, a constructivism worldview which posits that learning is an active, constructive process, was utilised.

#### **4.3.1. Constructivism worldview**

According to Amineh and Asl (2015:10), a constructivism worldview or paradigm which posits that learning is an active, constructive process, is influenced by the interaction between a researcher and the research participants in order to, “understand the experiences of the participants to provide the subjective meanings directed towards the research problem” (Haddadi, Hossein, Johansen & Olsson, 2017:1083). A researcher that utilises a constructivism paradigm usually relies on the views of the research participants that are obtained during the interaction. The researcher develops open-ended questions for an interview which could be broad to allow the participants to broadly express their views regarding the research questions (Zainal, 2007:4).

Constructivism is more suitable in a qualitative research study as it allows the researcher to understand the context or setting of the research participants through visiting this context and gathering information personally (Bisman & Highfield, 2013:8). A researcher influenced by constructivism believes that the truth regarding the research phenomena can be obtained in different ways. In other words, there are different ways to describe the experiences and situation of the research problem (Tran, 2016:11).

Constructivism holds assumptions that the truth towards the issues experienced by individuals can be understood through interacting with the individuals to better understand the multiple meanings of their experience (Amineh & Asl, 2015:10). The constructivism paradigm has influenced the study in a way that it has allowed the present researcher to interact directly with the research participants to obtain solid background and knowledge regarding the management structure of uMgungundlovu TVET College. The views and opinions of the research participants in this study were fundamental to understand the management structure in the TVET sector.

#### **4.4. PHENOMENOLOGICAL RESEARCH STRATEGY**

Nicholls (2019:3) maintains that phenomenology is a qualitative research strategy that is used to describe how human beings experience a certain phenomenon. According to Yuksel and Yildirim (2015:5), a phenomenological research focuses on experiences and events in this sense that the researcher investigates the lived experiences of the

research participants within a phenomenon. Khan (2014:298) thus contends that phenomenological “ideas are generated from a rich amount of data by means of utilising induction and human interests.”

According to Creswell (2018), the phenomenological approach focuses on the commonality of lived experiences within a group. This approach encouraged the researcher to conduct interviews with the research participants who had first-hand knowledge of the research problem and associated experiences. The purpose of this is to arrive at the description of the nature of the research problem (Bliss, 2016:18). For this study, the phenomenological research strategy was used to understand the managers and students meaning with regards to the management at uMgungundlovu TVET College as described by the research participants. The data collection tool that underpinned phenomenological research interviews and the focus group conducted was elaborated upon in Section. 3.6.1.

#### **4.5. DATA COLLECTION**

According to Tran (2016:8), data collection is a systematic process that is implemented by the researcher to solve a research problem and provide answers to the research questions. Daniel (2016: 93) suggested that a researcher can collect information from all relevant sources and depending on the approach and research paradigms that guides and informs the data collection process.

The systematic process of data collection requires a researcher to identify the instrument that is to be used for data collection. Rimado, Brace, Funa, Parr, Sealy, Davis, Martinez, and Christina (2015:2031) explain that while the choice of data collection instrument may differ, it depends on the research problem that is being investigated by the researcher. In this present study, primary and secondary data was collected. The interviews and focus group were utilised as data collection tools and in Section. 3.6. data collection was described in detail. This strategy is strongly applicable to a research study that seeks to explore human experiences (Khan, 2014:299).

There are two types of data that are usually collected by the researcher. In the description which follows, two types of data will be described.

#### **4.5.1. Primary data**

Primary data is a type of data that is collected by the researcher and that has not been used before. According to Bryanard, Hanekom and Brynard (2014:37), primary data is first-hand information that is obtained by using data collection instruments such as interviews, questionnaires, and observations. According to Ajayi (2017:3), in most cases, researchers collect data for the specific purpose of their investigation, with the aim to provide answers to the research questions. The advantage of primary data is that a researcher collects fresh information that has not been previously used by other researchers (Mojan, 2017:4).

#### **4.5.2. Secondary data**

Secondary data is a type of data that already exists, is not new, and can be obtained from published research studies, organisational reports, and other documents which relate to the research topic compiled by other researchers (Etikan, Musa & Alkassim, 2016:3). Secondary data consists therefore of information which is readily available to the researcher and there are no specific collection methods (Brynard et al., 2014:38).

The advantage of secondary data is that information can be collected in a set period, if access is available. In terms of this present study, secondary data was used to uncover the background and historical information about the management of the TVET sector. Secondary sources used for this present study included new media articles, research papers, dissertations and theses, books and other secondary sources.

### **4.6. DATA COLLECTION INSTRUMENTS**

In this study, data collection instruments that have been used include interviews, focus group observations, and documents. The following rubrics provide a description of the data collection instruments that were employed to collect data. The main data collection tools were the interviews that were conducted at the uMgungundlovu TVET College.

Basic for comparison	Primary Data	Secondary Data
• Meaning	• Refers to the first hand data gathered by the researcher himself	• Refers to the data collected by someone else earlier it is a second hand information
• Data	• Real time data	• Past data
• Process	• very involved	• Quick and easy
• Sources	• Surveys, observations, experiments, questionnaire, personal interviews, focus group	• Government publications, websites, books, journal, articles, internal records,
• Cost effectiveness	• Expensive	• economical
• Collection time	• long	• short
• Specific		• may or may not be specific to the researchers need

**Figure 4.1. Differentiation between two types of data**

Source: Researcher (2019)

#### **4.6.1. Interviews**

According to Oltmann (2016:1), interviews are commonly preferred in qualitative research and encourage the participants to talk for themselves in their own words. Cronin (2016:306) describes a semi-structured interview as an in-depth face-to-face encounter between the researcher and an informant. It is directed at understanding the informant's perspective of her/his experiences and situation as expressed. There are several types of interviews that can be used to collect data. These include in-depth interviews, semi-structured, structured, and focus group interviews. In terms of this present study, semi-structured and focus groups were used as the main data collection tools.

Hofisi, Hofisi, and Mago (2016:62) maintain that the semi-structured interview is a set of questions that prompt discussion and provide the researcher as an interviewer, an opportunity to explore responses for a given theme. To accomplish this, the researcher usually uses a predetermined interview schedule that covers a wide range of discussion topics in respect to the research questions (Montoya, 2016:822). A researcher using a semi-structured interview as an instrument for data collection usually does not follow a formal list of questions. By utilising such, they have an

opportunity to ask more open-ended questions that encourage a discussion between the researcher and the research respondent.

According to Adhabi and Anozie (2017:88), the semi-structured interview is non-standardised and frequently used in qualitative study. This research instrument requires a researcher to list key themes and questions to be covered during the interview. However, the type of questions can be changed depending on the direction of the interview. It thus allows the researcher to probe for views and opinions of the research respondent. Semi-structured interviews were used in this present study to gather data directly from the research participants who were selected, this being based on the judgement that they had a solid background and understanding of the research problem or theme.

The motive for utilising semi-structured interviews was because the study required the researcher to interact face-to-face with TVET college managers to gain an understanding of the research problem from their opinions and viewpoints. These data collection instruments helped the researcher gain greater insight into different experiences and perceptions as experienced by the TVET college managers. Since the managers were purposely selected, an email was sent to each manager to recruit them and they responded by confirming dates that were convenient for the interview to take place.

The study intended to interview eight (8) managers ranging from top, middle and lower level managers who were purposely selected to participate in the study, and voluntarily agreed to participate. However, the researcher only managed to obtain access to seven (7) managers who were interviewed at the uMgungundlovu TVET College premises. During the interview other managers agreed to be recorded, while others were not comfortable and requested that the tape-recording device not be used.

As attached in Annexure E, the interview schedules were formulated to guide the interview sessions. Semi-structured interviews allowed the researcher to change the questions. This was done to prompt more information from the participants who had knowledge and experience of the research problem. During the interview, the

questions were thus used interchangeable to ensure that the participant's opinions and responses provided answers to the research objectives and questions.

Before the interview took place, all the research participants were requested to sign a consent form to ensure that permission was duly obtained from the participants and that participation in the study was voluntary. They were also reminded before each interview commenced that they could withdraw from the interview at any time. The questions that were asked during the interview session were directly concerned with the management structure of the college and their lived experiences in a specialised management role.

The interview lasted forty-five minutes per interviewee and the research participants were interviewed on the uMgungundlovu TVET College premises in a secure and private room offered to the researcher. The research participants were willing to give their views on the management structure of the college and written notes were taken as the interview progressed after each interview question. An audio-tape recorder was used to record the interviews. These were later transcribed and sent to the participants to verify and confirm. This also allowed the participants the opportunity to assess the veracity of the transcription and to voice out whether what was written down was their opinion and answers.

A semi-structured interview was used as the main tool for data collection. However, as with other research methods, the semi-structured interview presented several of disadvantages that affected the study. During the interview sessions, some of the research participants expressed some apprehension, hence avoided giving out certain relevant information. This negated the opportunity for additional probing and follow-up questions were limited. Some of the research participants were uncomfortable with being audiotaped and requested that the tape-recording device not be used.

#### **4.6.2. Focus group**

According to Tausch and Menold (2016:2), a focus group is a discussion that involves eight to twelve participants grouped together in one venue and organised by a researcher to collect data for a particular research study. This requires the researcher to guide and monitor the discussion and record the responses. Plooy-Cilliers, Davis

and Bezuidenhout (2014:183) describe focus group, “as a collective set of an interview adopted to determine the attitudes, behaviour, preferences, and dislikes of participants who are interviewed.” In a focus group discussion, the researcher is regarded as the facilitator who must rotate around moderating to ensure that the focus of the session covers the research questions (Dilshad & Latif, 2013:193).

Focus groups are used in research studies that seek to collect information from the collective views of the participants who are grouped in one venue and encouraged to discuss matters raised by the research questions. If the researcher decides to use a focus group as a method for data collection, an interview schedule must be prepared, and the questions must be specific and must relate to the issues in the research agenda (Gill, Stewart, Treasure & Chadwick, 2008: 293).

In this present study, the focus group was used, and the study intended to have a maximum of twelve (12) participants in the group discussion. The participants were recruited in advanced through a flyer as attached in Annexure F. which was prepared and posted to three campuses (Northdale, Midlands & Plessislaer). From each campus, two (2) SRC members and two (2) students represented their respective campus and they confirmed their interest to participate in the study by Short Message Service (SMS).

Although twelve (12) individuals confirmed their willingness to voluntarily attend the focus group session, only eight (8) individuals arrived at the agreed venue to participate in the study.

The following procedures and processes were meticulously followed by the researcher when conducting the focus group discussion.

- i. The researcher as the facilitator made sure that a team was available to assist with transcribing, and timekeeping during the session. Each of the participants was requested to complete a consent form and the rules were announced to make sure that during the interaction, discipline and respect was maintained throughout.
- ii. Before the session could begin, the researcher allowed the participants to introduce themselves and get to know each other by allowing interactions as

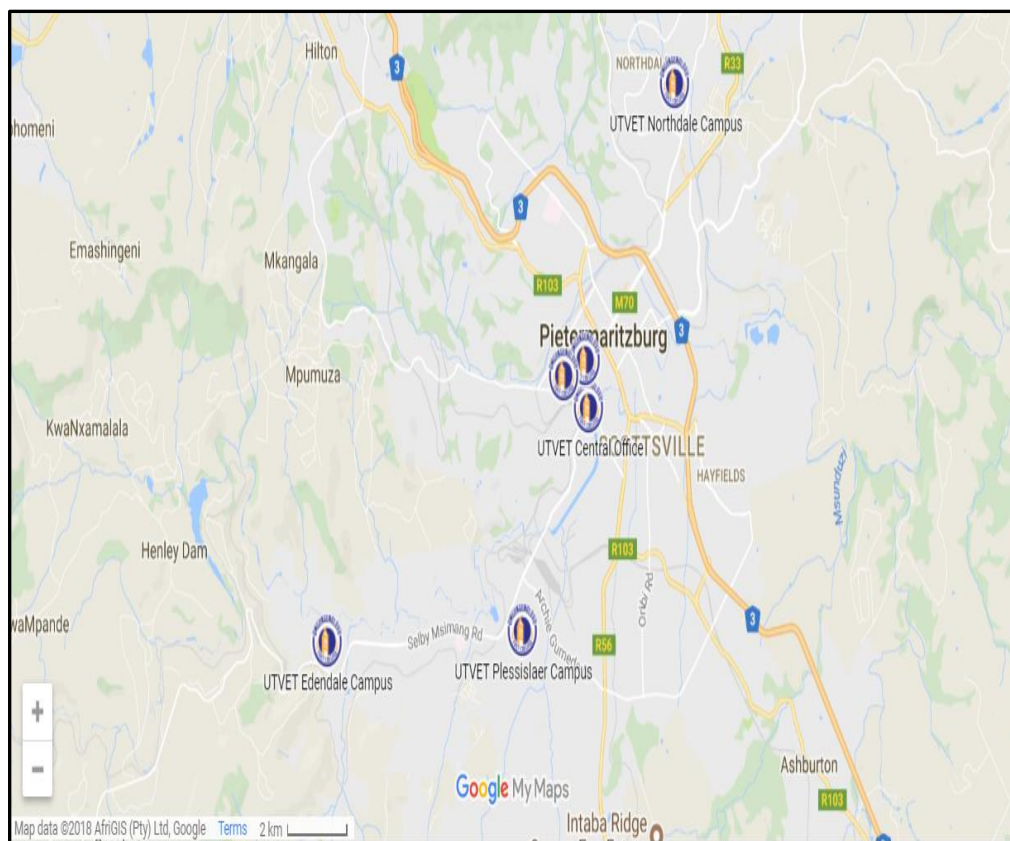
the students and SRC members came from different campuses. Although the purpose of the introduction was to enable the students and SRC members to feel comfortable, their names were not used; instead each participant was given a number from 1 to 8. This was used as the given identity of the research participant when personally expressing her/his views. The research participants thus had to give the number that was given to her/him before expressing an opinion or viewpoint. This procedure was followed to fully comply with the University of KwaZulu-Natal (UKZN) Research Office research ethics protocol and to ensure that the participants remained anonymous.

#### **4.6.3. Documents**

A document review is a relevant tool for collecting data that is used in the literature review section. It includes the collection of secondary data from organisational reports, legislative instruments, journal articles, books, dissertations and theses that provide information regarding the research problem (McMillan & Schumacher, 2006:357). The information obtained from the document review can also be compared with the findings after the research study has been conducted (Sani, 2013:43). The advantage of using a document review is that while it is not expensive to collect data, the researcher needs to ensure that the data collected from extant documents are still valid and reliable (Merriam, 2002:126).

#### **4.7. STUDY SITE**

The study was conducted at uMgungundlovu TVET College within the central office, which is responsible for seven campuses, namely: Edendale campus, Midlands campus, Msunduzi campus, Plessislaer campus and two new open campuses: Richmond and Msinga campuses. The uMgungundlovu TVET College is a public college consisting of five campuses situated in Pietermaritzburg as presented in Figure 4.2 and one campus situated in Richmond and another one situated at Msinga. The college attracts students across the province of KwaZulu-Natal. The college is among the fifty TVET colleges in South Africa under the management of the DHET.



**Figure 4.2. Map of uMgungundlovu TVET College**

Source: Google Maps (2019:1)

In this present study, only three (3) campuses were selected, namely: Plessislaer campus located in the township area of Pietermaritzburg known as Imbali; the Midlands campus located in the suburbs, and Northdale campus. The motive for selecting these campuses was to ensure that the study represents a variety of sites. This is described broadly in Section. 4.10., Unit analysis. The research site was selected on the basis that the researcher would have easy access to the participants as the researcher was a former student.

#### **4.8. SAMPLING AND SAMPLING METHODS**

Trochim (2006:14) states that:

Sampling is the process of selecting units (for example, people, organisations) from a population of interest so that by studying the sample it will be possible to fairly generalise results back to the population from which they were chosen.

There were two types of sampling utilised in this study: probability sampling and non-probability sampling. Probability sampling is a “technique wherein the samples are gathered in a process that gives all the individuals in the population equal chances of being selected” (Laetus, Lues & Friedrich-Nel, 2011:67). In this present study, two sampling methods were used, namely: convenience and purposive sampling.

#### **4.8.1. Convenience sampling**

According to Etikan (2015:2), convenience sampling is a method of sampling applied by a researcher on data collection from individuals who are conveniently available to participate in a study. This sampling technique involves acquiring participants wherever a researcher can find them. In this present study, the convenience sampling method was chosen on the grounds of affordability and accessibility as the researcher previously studied at uMgungundlovu TVET College.

The students were selected because of their availability and accessibility. Therefore, convenience sampling was mainly employed to select the participants for a focus group discussion, consisting of students and SRC members. To recruit the participants, the researcher followed a process that motivated the students to participate in the study. As attached in Annexure I, a flyer/poster was created, and the aim was to provide a summary of the content of the study and the researcher’s contact details. It included date, venue and time the focus group discussion was scheduled to take place.

#### **4.8.2. Purposive sampling**

According to Babbie and Mouton (2001:55), purposive sampling is a “type of non-probability sample” in which a researcher selects the unit for the study based on her/his judgement about which participants will be the most useful to represent the study. Etikan (2015:2) maintains that purposive sampling involves the selection of research participants that are proficient and well-informed about the research problem.

In this study, purposive sampling was employed to select managers with a particular characteristic, who would be able to assist with the research investigation. This was applied to ensure that the participants had both experience and knowledge of the

management practices at TVET colleges. Hence, the research participants were selected on the grounds of their being in management positions at uMgungundlovu TVET College. The researcher approached the managers and the emails were sent requesting the management to voluntarily participate in the study.

- i. **Principal (Accounting Officer):** The principal was selected because of her experience and expertise in the management of a TVET college. She had been appointed by the DHET as the accounting officer of the college and was required to adhere to all the policies and procedures of the DHET management practices.
- ii. **Campus Managers:** The campus managers are responsible for the management of TVET college campuses. The campus managers were selected because they were part of the management structure of the TVET uMgungundlovu college and thus played a crucial role in managing the campuses under their authority.
- iii. **Student support manager:** The student support manager was selected because of his specialisation in the management of student affairs including various activities aimed at creating a safe environment for the students. An individual interview was conducted with the manager after his appointment had been made and suitable dates were confirmed by him.
- iv. **Human resource manager:** The human resource manager was selected because of his experience in overseeing training, employee relations and other aspects that ensure that the TVET college has adequately trained officials.
- v. **Finance manager:** The finance manager was selected because of his experience in the management of financial matters within the college.
- vi. **Infrastructure and facilities manager:** The infrastructure and facilities manager is important to this study because of his involvement in the management structure and ensuring that resources are available.
- vii. **Student representative council and students:** The study intended to include six members of the SRC and six students from the three campuses that were selected. The students were included in the study on the basis that they are the receiver of education and experiences the challenges and other management factors that impacts on their campus where they are located.

#### **4.9. POPULATION**

Population refers to the “instrumental tools which the researcher uses in collecting the required information from the population such as individuals, groups, organisations and institutions, social interacts or cultural objects, social actions or interventions” (Bless & Smith, 2006:54). The population in a research study is also regarded as the system to collect objects or events from the individuals who share a common interest that a researcher seeks to study (Babbie & Mouton, 2001:40). The population for this study consisted of the management and students of uMgungundlovu TVET College.

They were seven managers interviewed for this study. In terms of categories, they ranged from top, middle and lower managers and were interviewed after being approached and confirmed to voluntarily participate in the study. A focus group discussion was also conducted with eight (8) students including those from the SRC who were grouped together in one venue and encouraged to voice out their opinions and views. The total population that represented the study numbered sixteen (16). In Section. 3.10., a detailed description of the participants who represented the study was provided.

#### **4.10. UNIT OF ANALYSIS**

A unit analysis is regarded as the basis for case study and could be an official such as a manager or any individual with an experience of interest (Rowley2002:19). The units of analysis are a graphic depiction of the population consisting of individual people’s characteristics of gender, age and attitude (Gaikwad, 2017:3436).

The participants for this study consisted of both females and males of different ages. Individual interviews were conducted with the staff members in the management positions working for the uMgungundlovu TVET College. The managers ranged from the college principal, deputy principal, portfolio managers, campus managers and were selected based on the judgement that they each had a sound knowledge and experience of the sector.

The focus group included students studying at the uMgungundlovu TVET College from the campuses that were selected to represent the study. The students were selected from different courses offered at the campuses those who were in their first and final years of study. The SRC were included in the study mainly because they form part of the college management of the college although only in the matters concerning the students and governing council. Table 4.1. provides a description of the research participants.

**Table 4.1.***Unit of analysis*

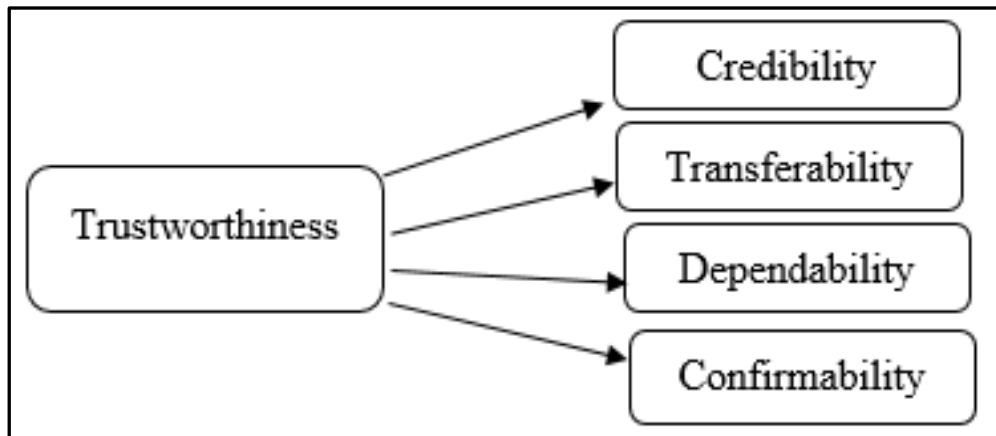
<b>Segments</b>	<b>Area/Campus</b>	<b>Target population</b>	<b>Data collection instruments</b>
TVET Principal/Accounting Officer	uMgungundlovu TVET Central Office	1	Semi-structured Interview
Deputy Principal Academic and	uMgungundlovu TVET Central	1	Semi-structured Interviewed
Campus Managers	Plessislaer, Midlands, Northdale	3	Semi-structured interview
Student Support Manager	uMgungundlovu TVET Central Office	1	Semi-structured interview
Human Resource Manager	uMgungundlovu TVET Central Office	1	Semi-structured interview
Finance Manager	uMgungundlovu TVET Central Office	1	Semi-structured Interview
Infrastructure and Facilities Manager	uMgungundlovu TVET Central Office	1	Semi-structured interview
Student Representatives Members (SRC) and Students	Plessislaer, Midlands, Northdale	8	Focus Group

Source: Researcher (2019)

#### 4.11. TRUSTWORTHINESS

Trustworthiness is an umbrella term for the components of data quality control in a qualitative study as depicted in Figure 4.3 and described in the following areas. Data

quality control refers to the ways in which the data is stock and maintained (Jaya, Sidi, Ishak, Affendey, & Jabar, 2017:2648). As described above, this present study made use of interviews and a focus group discussion.



**Figure 4.3. Components of trustworthiness**

Source: Moser (2018)

#### **4.11.1. Credibility**

Credibility refers to sources of data that can be relied upon to ensure that the information presented in the study is correct and not misrepresented. According to Korstjens and Moser (2018:121), credibility acts as the link between, “confidences that can be achieved in the truth of the research findings.” In terms of this present study, credibility was addressed through spending time with the research participants selected for the study to get solid information of the research phenomena. Semi-structured interviews played a large role in ensuring that the researcher prompted more questions to get answers for the research questions.

#### **4.11.2. Transferability**

According to Gunawan (2015:4), transferability is the degree by which qualitative research results can be transferred to other context settings. The data collected either during the interview were recorded, while the researcher took notes when prompting questions and the data was transferred in writing through using the technique of transcription. In this sense, the tape-recorded interviews and non-tape-recorded interviews were transferred into text to ensure that the data was readily available.

#### **4.11.3. Dependability**

According to Anney (2014:278), dependability refers to the stability of findings over time. This involves participants evaluating the findings, interpretation and recommendations of the study to make sure that everything was supported by the data received from the informants of the study. During the data collection process, dependability was assured by securely keeping all documents, including records which that were collected and other notes for verification.

#### **4.11.4. Conformability**

Conformability refers to the degree of ensuring that the collected data or the findings of the study can be confirmed by others to ensure that the collected information is not biased (Moon, Brewer, Hartley, Adams & Blackman, 2016:2). In this study, conformability was addressed by ensuring that the participants verified the results. In this regard, after the researcher transcribed the interview responses, the transcriptions were sent via email to each of the research participants to confirm and verify what was written was according to their stated views and opinions.

### **4.12. DATA ANALYSIS**

Data analysis refers to the process which a researcher is required to perform after all the required data, irrespective of the research questions, has been collected (Lacy, Watson, Riffe, & Lovejoy, 2015:4). According to Madalani (2016:41), data analysis involves the process of examining the data to draw a conclusion from the information obtained. This present study employed thematic, content analysis and NVIVO® software was used after completing the transcription using Microsoft Office® DocX word processor document format.

The researcher transcribed all interviews, both the notes and audio tape-recordings, the aim being to transform a large amount of text into a standard organised and concise summary of key results. The researcher then read the entire transcription of the interview text to gain a general understanding of what the participants were talking about. At this point, the researcher was able to get ideas of the main points and the issues the participants were expressing and identified several topics that emerged

from the interviews and focus group. Codes were then assigned and grouped into categories to formulate the themes.

#### **4.12.1. Thematic analysis**

According to van Zyl (2014:44), thematic analysis is one of the commonest forms of analysis in qualitative research studies. In particular, “it emphasises pin pointing, examining and recording patterns or themes within data” (2014:44). For Aljojailan (2012:40), the themes are patterns across data sets that are important to describe the research phenomenon and associated with specific research questions. The goal of thematic analysis, according to Maguire and Delahunt (2017:3353) is to identify themes, patterns and interesting data, using these themes to address the research problem.

#### **4.12.2. Content analysis**

Content analysis is a technique for systematically describing written, spoken or visual communication and is widely used in qualitative research. It is a tool used to determine the presence of certain words or concepts within sets of texts (Erlingsson & Brysiewicz, 2017:96). This technique provides analysis to determine the meaning of any type of sources in the existing literature. It usually involves the process of analysing the presence meaning and relationship of such words and concepts to make inferences for concluding about the concepts (Bengtsson, 2016:16).

#### **4.12.3. NVIVO® software**

The software package, NVIVO® is a qualitative data analysis software, primarily designed to assist researchers who are conducting a qualitative research study (Zamawe, 2015). It is valuable tool for any researcher working with rich text-based information where deep levels of analysis of small or large volumes of data is required (Buchanan & Jones, 2010:4). The software package NVIVO® allows the researcher to electronically store and organise the data in one platform. It automatically sorts of themes and attributes within seconds (Hoover & Koerber, 2011:69). According to Hilal and Alabri (2013:181) NVIVO® is used for the analysis of unstructured text, audio, video, image data, and focus group material.

#### 4.13. ETHICAL CONSIDERATIONS

Research often involves people's responses and insights and because of this the researcher is obliged to respect the rights of people. This is supported by Wiersma and Jurs who argue that since "human participants are involved, ethical and legal considerations are of concern" (Wiersma & Jurs, 2009). This means that several matters need to be carefully evaluated when research is planned. These include the following:

- i. In compliance with UKZN research office ethical research protocols and practices, the uMgungundlovu TVET College principal was approached formally by letter, requesting permission to conduct the study. The institution responded with a gatekeeper's letter as attached in Annexure B. The letters were submitted to the research committee with an EC application. After all the necessary documents were submitted, the UZKN research committee granted ethical clearance.
- ii. Confidentiality, as well as anonymity of the participants in the research was assured by the researcher, unless otherwise required by law. This means that the researcher will not disclose the identities of the participants to anyone as their rights, physical and emotional wellbeing is important to the researcher. The participants were given codes to protect their identity. These were as follows:

Participant	Code
Deputy Principal	D1
Human Resource Manager	D2
Infrastructure and Facilities	D3
Student Support Services	D4
Campus Manager	E1
Campus Manager	E2
Campus Manager	E3

The researcher needed to make sure that certain procedures were in place to protect the information provided by the participants. The participants were informed about the nature of the research project and their consent was obtained before data collection (Wiley, 2002:50).

- iii. The researcher reserved the right to search for truth, but not at the expense of the rights of other individuals in society (Mouton, 2001). Consequently, the participants in this study were only referred to using pseudonyms. The participants were given a written assurance that their names would not be disclosed, and care was exercised to guarantee that all information would remain confidential.
- iv. The collected data was stored electronically on the researchers' personal protected computer. It is only accessible to the researcher and the supervisor of this study. Raw data and transcripts are kept safe in a secure environment for a period of five years following the completion of the study.

#### **4.14. LIMITATIONS OF THE STUDY**

Limitations in research are those characteristics that influence the interpretation of the findings in the study (Olufowote, 2017:2). Such limitations can exist due to constraints present in the research design and methodology that impact and influence the research study. Limitations are potential weaknesses in the research study that is beyond the researcher's control. What follows is an overview of the limitations that were experienced in this study and which the researcher had to overcome to complete the study.

- i. The process of receiving permission from the uMgungundlovu TVET College to conduct the investigation was stressful. For example, the researcher submitted a formal letter requesting to conduct the research study in January. It took months for the institution to grant a gatekeeper's letter. This caused a protracted delay in the ethical clearance application. The researcher had to make contact and send emails to the institution regularly until the gatekeeper's letter was duly received. Following the many months to obtain the approval letter, the researcher became aware that it was not going to be easy to complete the data collection.

- ii. After the UKZN granted ethical clearance, the researcher began the process of approaching the target participants via email and telephonically to recruit them and it was difficult to receive feedback. Then the researcher had to travel to the uMgungundlovu TVET College to approach the participants and explain the importance of the study that is when the attention was given. The campus managers welcomed the study and acknowledged the significance of the study. The researcher intended to interview eight (8) managers, but other managers withdrew their participation in the study including the principal of the college. In the focus group, twelve (12) participants were expected to attend but only eight (8) individuals arrived at the agreed venue.
- iii. Access to the college reports and documents was also very limited. The management was approached to request policy documents and annual reports, but it took a long time for the documents to be received. The researcher tried to obtain the documents from the World Wide Web (WWW) but unfortunately, the website was not fully functional. Therefore, there is a possibility that an important perspective for this study may have been missed. The completion of the data collection was very time-consuming as the selected research participants kept on postponing the agreed interview dates.
- iv. The selected research participants contributed to the study with information, but some participants were not prepared to reveal important information. A lack of knowledge of TVET management practices was also a great challenge affecting other participants who were unable to respond to the research questions. Other participants refused to be tape-recorded and the researcher had to be cautious when taking notes during the interview sessions. This resulted in additional information being potentially missed.

#### **4.15. CHAPTER SYNOPSIS**

In this chapter, a detailed description of the research methodology was provided with a justification of how the research methods were utilised. An extensive description of qualitative research design, constructivism worldview, phenomenological research strategy, and the data collection instruments was also given. The research methods were deemed to be more valuable in assessing the management practices at the TVET

college. Other elements addressed in this chapter concerned the ethical considerations observed in the study and its limitations.

This chapter which follows provides a presentation of the research study data that was collected through utilisation of the interviews and observations.

## **CHAPTER FIVE**

### **DATA ANALYSIS AND PRESENTATION**

#### **5.1. INTRODUCTION**

This chapter provides a presentation of the research study data that was collected through utilisation of the interviews and observations. The results were based on an empirical investigation conducted to determine the management practices at uMgungundlovu TVET College. As described in chapter four, the data was collected from a sample of the managers and students of the college. The researcher also applied an observation tool to assess the conditions at the campuses selected. While there are five campuses attached to uMgungundlovu TVET College, only three were used to collect data.

#### **5.2. BACKGROUND OF THE UMGUNGUNDLOVU TVET COLLEGE**

The uMgungundlovu TVET College is one of the fifty TVET colleges established across South Africa. As described in chapter four, the college is situated in the greater Pietermaritzburg / Msunduzi local municipal area and attracts students across the KZN province, especially those coming from deep rural areas. uMgungundlovu TVET College is part of the colleges that were amalgamated in 2002 and renamed to FET. Most of the participants were part of the employees that served in five of the colleges that was merged and has experienced the transition. Although the term was introduced in 2012 the minister instructed the change and renamed FET to TVET in 2014. The researcher is a former FET student who started a qualification from 2012 to 2013 and the TVET at that time the colleges was known as FET. The researcher collected data from only three campuses which were selected based on the location and geographical description.

Campus A is located east of the city of Pietermaritzburg and is mostly populated by South African Indians; Campus B is situated in central Pietermaritzburg; Campus C is located at Imbali township, 15 km out from the city of Pietermaritzburg. The TVET College attracts students from deep rural areas where service delivery and educational issues are still a major challenge. The students come from different towns, including,

Greytown, Estcourt, Bergville, Nquthu, Harrismith, Empangeni, Ulundi, and other places in KZN's deep rural areas.

When the researcher travelled to the campuses to request permission from the management to observe the facilities and resources in the campus, the researcher took photographs to portray the situation in the campuses. All three campuses are not very far from the central college office: Campus A is 11.9 km away; Campus B is 1.4 km away, and Campus C is 6.4 km away. This means that the campus management of the three campuses all have easy access to the central office. The uMgungundlovu TVET College has a total complement of 4726 students enrolled in 2019 Semester One. In 2019, there were about 4968 students. Table 5.1 provides the total number of registered students and staff at Campus A, B and C.

**Table 5.1.**

*Number of students and staff members at the campuses*

<b>Campus</b>	<b>Total Number of Students</b>	<b>Total Number of Staff</b>	<b>Location</b>
Campus A	1702	47	Northdale
Campus B	981	38	Midlands
Campus C	2285	54	Imbali

### **5.2.1. Observation Data**

The following tables provide a presentation of the observation data which was conducted at the three campuses A, B and C.

**Table 5.2.**

*Availability of resources at the campuses*

<b>Categories</b>	<b>Campus</b>	<b>Campus</b>	<b>Campus</b>	<b>Comments</b>

	A	B	C	
Computers for Students	No	No	Yes	There were no computers reserved for students' extra activities.
Internet access	Yes	Yes	Yes	Access to internet was limited to students.
Photocopying machines	Yes	N/A	Yes	
Library materials	Yes	N/A	Yes	Campus A and C library are not well-equipped with resources

**Table 5.3.***Labour staff and students at the campuses*

Category	Campus A	Campus B	Campus C	Comments
<b>Senior Staff</b>				
Management	1	1	1	
Head of Department	1	1	1	
Senior Lecturers	1	2	2	
<b>Academic Staff</b>				
DHET	27	19	30	Campuses experienced a shortage of academic staff.
College	3	2	10	
<b>Administrators</b>				
SLO	1	1	1	In Campus B there was no librarian
NSFAS/Bursary Officer	1	1	1	
Librarian	1	0	0	
Exam officer	1	1	1	
Assert Stock Controller	1	1	1	

<b>General Workers</b>				
DHET Cleaners	2	2	2	Each campus had five cleaners.
Outsourced Cleaners	3	3		
Security	4	4	4	Two security personnel employed by DHET work during the day.
Students	1566	870	2290	

The observation results indicate that there were certain similarities between Campus A, B and C regarding human resource capacity. In Campus A there was only one senior lecturer, while the other two campuses had two senior lecturers each. Campus B did not have a librarian.

**Table 5.4.**

*Infrastructure and facilities*

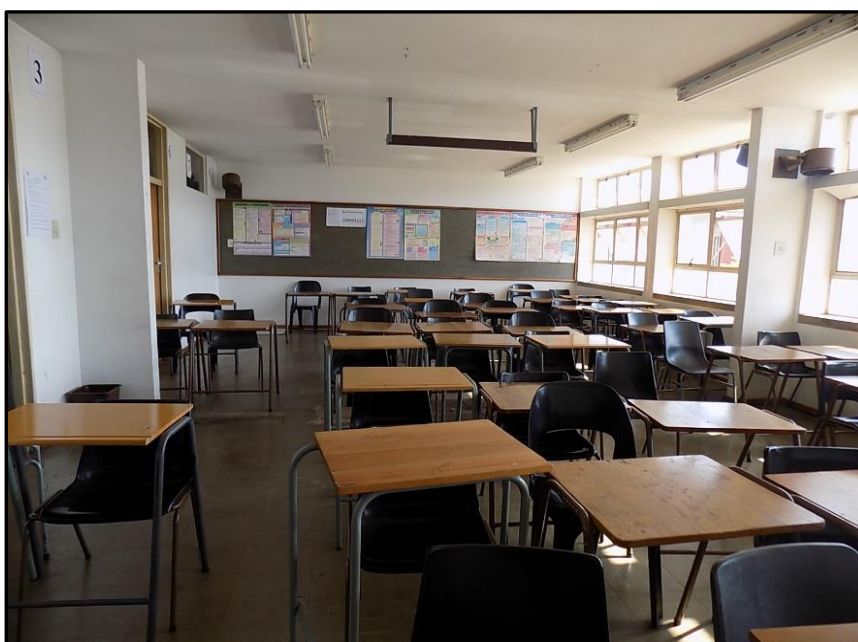
Category	Campus A	Campus B	Campus C	Comments
Computer LANs		4		Campus B has a maximum of 40 computers, not all of which are working.
Students hostels	No	No	3	Campus C all hostels were closed and not in use.
<b>Ablution facilities</b>				
Female students	7	2	4	Campus B 11 toilet facilities were working. Campus C not all stalls were working.
Male students	4	1	4	
<b>Recreation/Sports</b>				
Soccer ground	2	0	2	Sports grounds in Campus A and C were not in good condition.
Basketball/Netball courts				
Security fence	Yes	Yes	Yes	

Cafeteria	1	1	1	Campus B cafeteria was an open space. No shelter was provided for the students during inclement weather.
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The campuses were originally built to accommodate a small number of students. In recent years, the classrooms have become very crowded due to government policies that required the college to increase the number of students who enrolled in the TVET sector. The computer LANs were only used for learning and teaching and students did not have access to work on their assignments as they otherwise remained locked. Students hostels were only at Campus C, which had three hostels, all of which had not been used since 2018. Recreation and sport facilities were available but not in good condition, whereas Campus B did not have a sports ground.

The researcher used an observation sheet to record the existing situation at the campuses. It is vital to portray an accurate photograph of the three campuses to gain an insight into the factors and challenges experienced by the management and students on a daily basis. The researcher made use of photographs to shed more light on the challenges in which the campuses operates. The researcher initially took the photographs in the field to confirm and justify the responses of the participants.



**Figure 5.1. Campus A classroom**

Source: Researcher (2019)

The classrooms in Campus A had to accommodate far more students than their originally designed capacity and hence were often very crowded. The position of the desks in the photograph in Figure 5.1 indicates that the lecturer is very limited in terms of accessing all areas of the classroom.

**Figure 5.2. Campus A library**

Source: Researcher (2019)

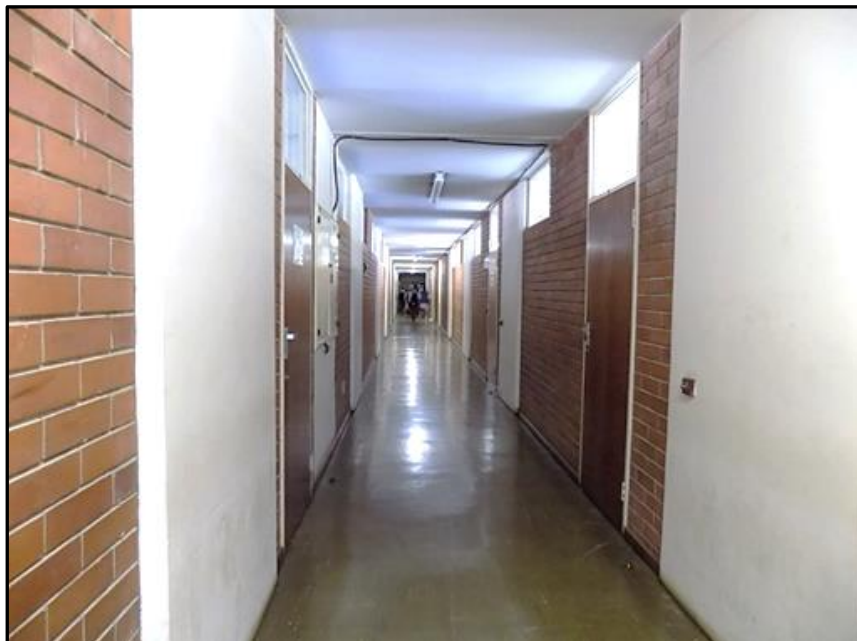
The Campus A library as depicted in the photograph in Figure 5.2 had a limited number of study materials and books and could only be used when the librarian was available. Accordingly, during the librarian's lunchtime, the library remained closed. The researcher observed that students were prohibited from entering the library in the absence of the librarian. Campus C library, while available, was used as a study area and books and other essential study materials were not available.



**Figure 5.3. Campus A computer LAN**

Source: Researcher (2019)

The Campus A computer LAN as depicted in the photograph in Figure 5.3 was used for learning and teaching only, the computer LAN only had one office jet printer.



**Figure 5.4. Campus A corridors**

Source: Researcher (2019)

The corridors as depicted in the photograph in Figure 5.4 were very small, thereby restricting access, especially when the students moved out from their classes.



**Figure 5.5. Campus C computer LAN**

Source: Researcher (2019)

Campus C computer room as depicted in the photograph in Figure 5.5 was also used as a discussion room. While there were seven computers *in situ*, only one computer was operational.



**Figure 5.6. Campus C toilet facility conditions**

Source: Researcher (2019)

The toilet facilities at Campus C as depicted in the photograph in Figure 5.6 were not in a good condition. The lights in the toilets were all faulty and a few of the stalls had been wrapped with black plastic bags to indicate that they are not working. Both female and male students had to share the same toilet facilities in the building situated next to the workshops.



**Figure 5.7. Campus C sports grounds**

Source: Researcher (2019)

The Campus C Netball and Basketball courts as depicted in the photograph in Figure 5.7 were not in good condition and appeared very old and the fences were broken.

### **5.3. INTERVIEW DATA PRESENTATION AND INTERPRETATION**

Seven participants who consented to participate in the study and that were interviewed. Before the interview session begin, each participant was required to answer a few biographical questions. At the uMgungundlovu TVET College, central office there were three participants, including the HR manager, the facilities and infrastructure manager, the student support services manager, and the deputy principal. At each campus that was selected, the researcher conducted individual interviews with the campus managers from three campuses. The description provides data presentation and interpretation of the interviews that were conducted. The interviews were divided into two sections: Section A and Section B. Section A focused mainly on general questions, including qualifications level, employment position, and experience in the TVET college. Section B consisted of data obtained

from the interview questions and discussions that followed with respect to the three specific interview questions tabled in chapter one, Section. 1.5.

**Table 5.5.**

*Description about the research participants*

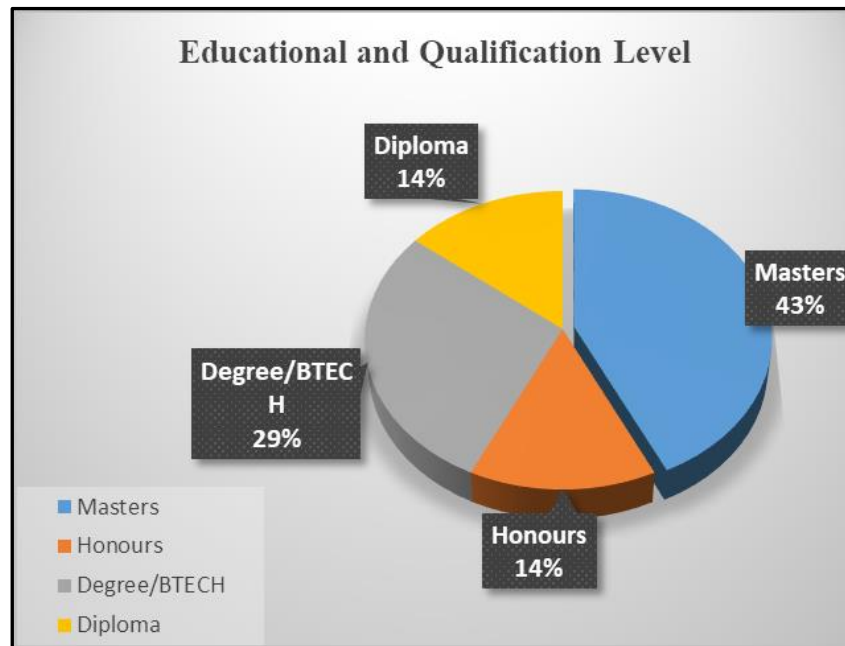
<b>Central Office / Campuses</b>	<b>Deputy Principal</b>	<b>Campus Managers</b>	<b>Portfolio Mangers</b>	<b>SRC</b>	<b>Students</b>
Central Office	1	-	3	-	-
Campus A	-	1	-	1	1
Campus B	-	1	-	2	1
Campus C	-	1	-	1	2
Totals	1	3	3	4	4

Source: Researcher (2019)

## **SECTION A: BIOGRAPHICAL INFORMATION**

The biographical section of the interviews provides information regarding the status of the research participants. During the interview, all seven participants were asked to provide answers to basic questions which include; qualification, experience and employment status. Most of the participant confirmed that they have a qualification in specific field. The participant also mentioned that they were part of the college transition that was merged in 2002 to turn the college into multi-college sector. This meant that most of the participant worked in the college sector before 1994 during the apartheid era. This was executed to obtain an understanding of the management status in terms of qualifications, experience and employment positions. The results were collected as follows.

### 5.3.1. Qualifications



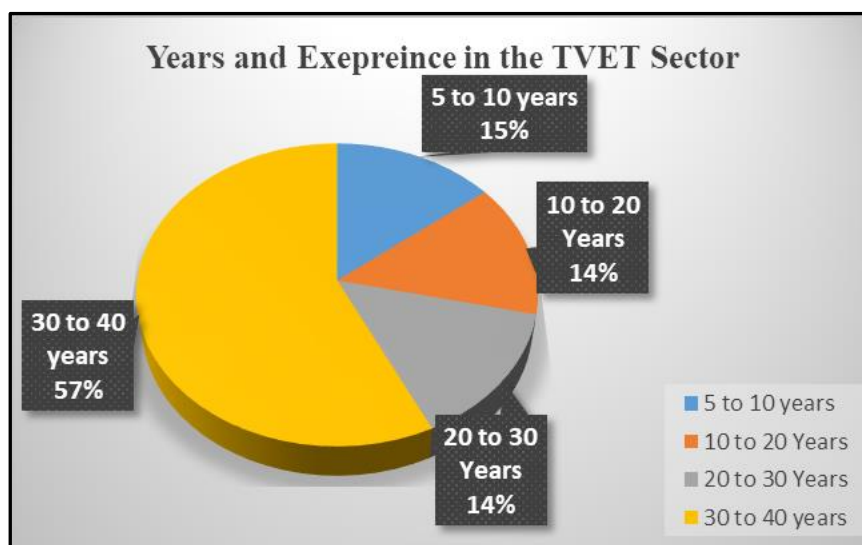
**Figure 5.8. Qualification level of management**

Source: Researcher (2019)

The information from the pie graph in Figure 5.8 represents the data that was drawn from only the managers who participated in the study. There were seven (7) participants in total during the interview sessions, all of whom were asked to provide educational level information such as their highest earned qualification. Three (3) (43%) of the managers reported that they possessed a Master's degree specialising in education management. One (1) (14%) manager reported possessing an Honours degree, while two (2) (29%) individuals reported being in possession of a first degree and lastly one (1) (14%) reporting having a diploma.

An inquiry into this aspect revealed that there were no staff members with Ph.D degrees in the entire college. While there were no personnel with PhD degrees, there are managers who were registered for PhD studies. What was of concern was that those who were furthering their studies would soon be retiring and that one (1) (14%) possessed an undergraduate qualification. This suggests that the management in the college was not adequately qualified or educationally competent as a post-graduate qualification is relevant to senior positions.

### 5.3.2. Experience in the TVET sector



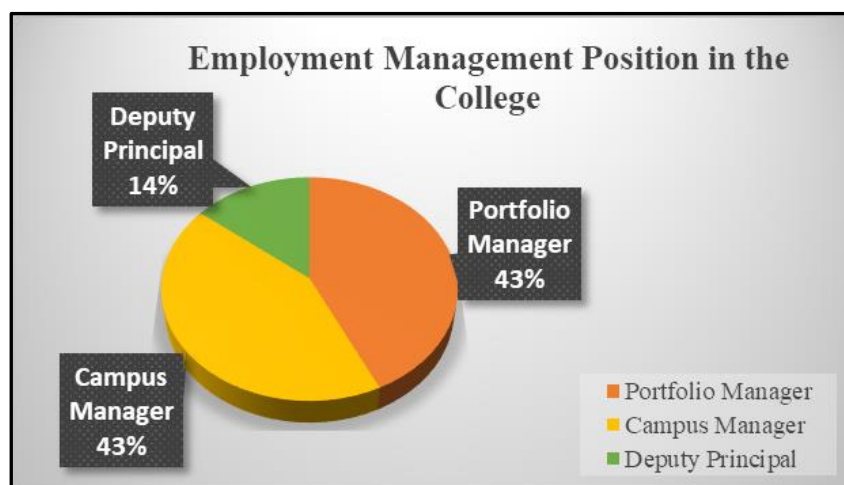
**Figure 5.9. Years of experience in the TVET sector**

Source: Researcher (2019)

The pie chart in Figure 5.9 depicts the years of experience of the participants in the study. One can ascertain that the uMgungundlovu TVET College is fortunate to have a relatively experienced management. Most of the participants (57%) had more than thirty years of experience. This result suggests that these managers possessed a good background of the history of the TVET sector in South Africa. Section 3.4., the literature there is evidence that TVET colleges before 1994 were known as technical colleges. The participants were part of the college system and after the aamalagation of 152 technical colleges into 50 FET collages their services was not terminated.

Participant D1 informed the researcher that he started working in the college sector during the late 1980s where he was working as a college principal in one of the colleges that was merged in 2002. He also mentioned that the college used a centralised management system which was effective during that period, because the college only focused on specific geographical location. Unlike today, a centralised management system is affecting the operations and administration of the college. Participant D4 also said that the government created a large TVET institutions with campuses located in different areas without a decentralised management framework to support a quick response and decision-making.

### 5.3.3. Employment Position



**Figure 5.10. Employment position**

Source: Researcher (2019)

The pie chart in Figure 5.10 depicts the distribution of the research participants who were employed in different management positions in the college. It can be surmised that there was a relative balance between the portfolio managers (43%) and campus managers (43%). In this regard, the percentage figures for deputy principal (14%) were less because there were only a few in the college and the core management function was represented by the campus managers and portfolio managers.

## SECTION B: INTERVIEW DESCRIPTION

### 5.3.4. Theme #1: Understanding management structure

In chapter two, Section. 2.2.1., and Section. 2.2.2., of the literature review, a detailed definition of the management and management structure was provided. Latifi and Shooshtarian (2014:73) describe management structure as a system used to meet organisational goals through the effective implementation of managerial functions such as planning, organising, directing and controlling. The management structure is thus a system whereby the institution organises its management hierarchal lines of authority, communications, responsibilities and duties.

In conducting the interviews, the responses received led the researcher to understand that the research participants had no difficulty in providing the meaning of

management structure. When the participants were asked about their understanding and meaning of management structure, several responded and gave their own opinion.

Participant D1 recounted that:

*In my opinion management is all about managing the resources including, human capacity, financial, and other asserts within the organisation to ensure that the goals and objectives of the organisation are achieved within a given timeframe. It usually involves key responsibilities that are spelled out which managers needs to adhere to in order to achieve good performance results.*

The majority of the participants responded that management was about controlling and dealing with various activities including monitoring and evaluation to ensure that resources were used effectively and efficiently. More than half of the participants stated that management in the uMgungundlovu TVET College was about maintaining order, taking into consideration policies, procedures and regulations governing the college.

Participants E3 stated that:

*In the TVET sector management structure refers to a centralised system whereby the campus managers are given the responsibility to manage their campuses, but with limited powers, since more authority and power rests with the higher authorities in the college.*

Participant E1 indicated that management structure at the uMgungundlovu TVET College was critical when it came to powers and responsibilities, more especially with respect to centralised control.

Participant E3 reported that management structure within the TVET sector was more bureaucratic and lower level managers had limited authority to act independently and be accountable:

*TVET colleges are using a centralised structure where the top layer of management has most of the decision-making power and has tight control over the college.*

### 5.3.5. Theme #2: Significance of management

Participant D1 reported that there was no institution or organisation that could function effectively and achieve good performance results without control. Management structure plays a key role in ensuring that systems and processes in which activities involving planning, monitoring and organising within the college are performed and concentrated towards reaching set goals and objectives. Three participants indicated that the role of management structure was to maintain a clean chain of command whereby senior management followed a clear plan of delegating authority to other employees.

Participant E3 stated that:

*Management structure ensures clear lines of communication and that senior management communicate the organisation's vision to the employees and guide them towards implementation. If a college has an effective and efficient management, all other activities fall into place.*

Two Participants indicated that an effective management structure consists of managers who were highly qualified and possessed excellent management characteristics such as decision making and communication.

### 5.3.6. Theme #3: Functions of a manager

Research participant D1 narrated that the function of managers in the uMgungundlovu TVET College varied depending on the portfolio and the responsibilities delegated to them by the college principal. The participant further stated that these functions were closely linked to five basic management functions, namely, planning, organising, staffing, leading and controlling. The manager performed these functions taking into consideration the principle of accountability for all as to what was happening in the section. Participant D1 related the function and responsibilities of the manager, that he was very open regarding what function he performed.

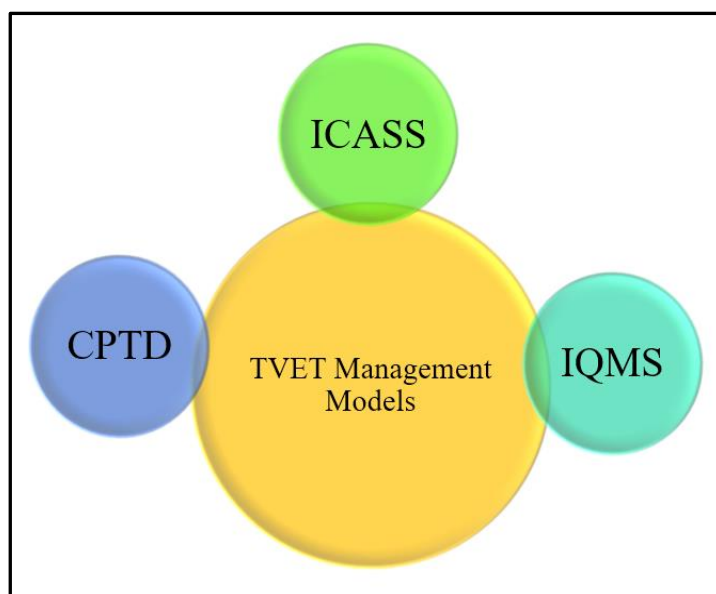
Participant D1 narrated the following:

*In the TVET sector, the functions of the manager differ because the college uses a centralised management approach whereby the power to*

*make decisions and perform a managerial functions rests with the college principal. The college has four deputy principals all based at the central office and tasked with different portfolios and my focus was within academic affairs. As a deputy principal, the managerial functions that I performed included assisting the principal in promoting education for learners in a proper manner and maintaining awareness and effective administrative procedures across the total range of the college. In addition, I provide strategic leadership regarding the proficiency delivery of curriculum service and programmes. I am also responsible for formulating strategies and policies related to performance and ensure its implementation and target achievement as per monitoring and evaluation tools. I work very closely with the campus managers to ensure that day-to-day operations of the college campuses are effectively and efficiently coordinated, of which sometimes becomes a great challenge. Lastly, the most important function is to liaise with all staff, including management and heads of department, build a strong network of contact with other institutions and industries, and ensure that campus managers adhere and comply with policies and procedures.*

#### **5.3.7. Theme #4: Management systems and models**

Most of the participants who are part of the management officials at the college indicate that the management system of the TVET colleges differs when compared to other public institutions. Although there are similarities such as compliance with PFMA, PSA, and other regulations but the TVET deals with education and administration. According to rules and regulations governing the TVET in SA requires the colleges to implement the IQMS to measure the performance of lecturers to ensure that a high degree of excellence is promoted and achieved. The participant also cited ICASS and CPTD and mentioned that they also part of management practices. According to the TVET rules and regulations, it is stipulated that all TVET must implement an Integrated Quality Management System (IQMS) which is the combination of processes used to ensure that a high degree of excellent is achieved. Other systems cited by the participants were Internal Continuous Assessment (ICASS) and Continual Professional Teacher Development (CPTD).



**Figure 5.11. TVET college management models**

Source: Researcher (2019)

#### **5.3.7.1. *Internal Continuous Assessments (ICASS)***

Internal Continuous Assessment (ICASS) is a scientific management approach that provides lecturers with a systematic way of evaluating how well students are progressing on a level or subject. The research participants reported that the college uses ICASS as managerial tool to ensure that learning and teaching takes place according to the required standards. ICASS requires the college to develop assessment policies, compile portfolios of assessment for both students and educators alike, too ensure that all tasks meet appropriate standards and are accurately recorded. The management structure should play a key role in the implementation of ICASS which then should execute the general management function and provide resources including materials, human capacity, and financial resources. Participant D1 recounted that the management of the uMgungundlovu TVET College, in compliance with ICASS took an active role in ensuring assessment were planned and coordinated to achieve quality assessment.

Participant D3 stated that it was important for quality control to be implemented in order to evaluate, correct and prevent poor student performance:

*Management in ICASS ensures that constant monitoring support and evaluation at the college is done through classroom visits and document checking of lecturers by senior lecturers and HODs.*

Most of the participants indicated that ICASS was affected by the lack of resources allocated to campuses and this made it very difficult for management at the campus level to ensure effective implementation. One participant thus recounted:

*Management is expecting lecturers to achieve good performance results but fails to make provision for resources to ensure that ICASS goals are achieved. As campus managers, we are really struggling with resources and unable to do anything. While there are specific deadlines for assessment controls and tasks, ICASS clearly indicates when all assessments should be completed and recorded to achieve quality but how can that happen when we wait for ever for resources such as textbooks?*

#### **5.3.7.2. Integrated Quality Management System (IQMS)**

Three of the research participants indicated that the Integrated Quality Management System (IQMS) consisted of two programmes: developmental appraisal and performance measurement, both aimed at enhancing and monitoring the performance of lecturers. The school management team was responsible for ensuring that IQMS was implemented in all campuses. One research participant narrated that IQMS was used to determine lecturers' competencies such as technical, knowledge and skills. This enabled management structures to assess the lecturer's strengths and determine areas for future development. This aimed to support lecturers and assist them with programmes to ensure that they were adequately trained and able to offer quality education at the college.

Participant E3 recounted that:

*The IQMS is used to monitor and control whether individual employee's performance still meets the goals and objectives of the college. IQMS serves as PMS and DAS, although sometimes it does not serve the intended purpose because the school development team is failing to monitor IQMS.*

In addition, Participant E2 reported that:

*IQMS is a management tool that is used to evaluate college level educators and looks at the quality of teaching and the delivery of the curriculum at the campuses. It has been designed with the aim of preparing an environment for development to monitor the overall effectiveness of the institution.*

### **5.3.7.3. Continual Professional Teacher Development (CPTD)**

Two participants reported that the DHET required the uMgungundlovu TVET College to implement Continual Professional Teacher Development (CPTD) which was a system used to recognise professional development. Participant D2 stated that CPTD was used at the college to address the shortage of qualified lecturers and was linked with IQMS. The campus managers indicated that CPTD was a vital tool that was adopted to assist with skills and training gaps for academic staff in education. The participants were not happy with the implementation of CPTD and maintained that management at the college was failing to comply with this system.

Participant E1 stated that:

*CPTD is a system which requires HR department to play an effective role in assisting those lecturers with shortage of skills. It provides them with opportunities to participate in CPTD programmes. At this college, this is a nightmare; you will send documents requesting assistance with training the lecturers, but this will not always be taken into consideration.*

Participant E3 also indicated that:

*We have newly-appointed lecturers who were not studying education but came from different courses such as engineering. They need to acquire teaching methods and participate in programmes such as PGCE to ensure that they can deliver quality education. But they are not offered the opportunity because the management always says development and training of academic staff is the responsibility of the DHET because they only have limited resources.*

### **5.3.8. Theme #5: Legislative framework**

In the literature, the legislative instruments and policies governing the TVET colleges in South Africa are divided into two categories: administration and education, both of which the college management should adhere to when formulating internal policies.

In terms of the management of the college, the legislation serves as a management tool.

In Section 3.3., the legislative framework governing TVET was broadly described. The research participants were asked to identify and elaborate upon key legislation which management should ensure compliance with and how they were implemented in the college. The question intended to assess whether the management understand and is adequately knowledgeable about the legislation which they must comply with when executing their functions.

Many of the participants struggled to answer the question. For example, Participant D3 reported that the college complied with the policies that were administered by the DHET and could not elaborate more on the legislation and how they ensured compliance in the college.

Participant E3 who had been working at the college for some 34 years, was very knowledgeable about the legislation:

*TVET colleges operate under the authority of the FETCA, (Act No. 16 of 2006) and resort under the DHET and the core function at the campus level is to assist the government's programme of improving the skills of the youth. The South African Constitution is indeed the highest law which we should always adhere to even when formulating our internal policies. TVET colleges are part of post-school education and in this regard, we are governed by the Higher Education Act, (Act No. 101 of 1997), NSFAS Act (Act No. 56 of 1999), and the Further Education and Training Quality Assurance Act (Act No. 58 of 2001). FETCA is the backbone of the TVET sector and addresses several areas including HR related practices, funding, auditing and administration of the college. The Act only provides what the college should have in the structure of the college although it doesn't elaborate more on the management staff; instead, it clearly prescribes that management staff must be appointed, report and account to the college council in respect of matters and functions allocated to us as campus managers. Believe it or not, I don't remember ever reporting to the council despite to the contrary of the Act. On the aspect of financial matters, the Act indicates that we should be complying with PFMA which requires the college council to keep records of all accounting records, assets, income and expenditure, and implement an internal audit system. In compliance with the Act, I have a stock control officer who assists with the records of all the assets and personally prepares reports for any transactions that take place at the*

*campus level. Although I have a background of the legislations governing the college, I have very limited powers for implementation since the college is using a centralised system.*

Participant E1 and E2 have been in the TVET sector for a long period of time and elaborated more on the FETCA (Act No. 16 of 2006). Both participants confirmed that in the TVET sector, the Act governs the administration in the college.

Participant E1 recounted that:

*As campus managers in this college we have limited authority because the college principal as the headmaster has the power to make decisions for the campuses. The Act prescribes that all campuses should prepare a budget that suits their needs and expenses every financial and that we should account for managerial functions. Every year a budget is prepared and submitted to the college management but implementation does not exist because the money is kept at the central office. There are legislations which we should be taking into consideration but with limited power we end up not knowing whether it's the central office who is responsible for compliance.*

Participant E2 expressed the opinion that the legislation constituted the operational guidelines and clarified that in the TVET sector:

*Legislation makes provision for the principal and indicates that a college principal is appointed by the DHET minister to deliver a certain mandate. The legislation is the driver of the college and the principal must ensure that these legislations are implemented through the adoption of applicable policies and procedures that becomes the vehicle to respond to the legislations.*

Most of the research participants indicated that legislation in the TVET sector ensures a standardised approach to policies and procedures at the college. It was further noted by the research participants that it was important for the relevant legislative instruments to be understood and interpreted correctly to ensure that the DHET objectives and goals were achieved.

Participant D1 recounted that:

*Fifty TVET colleges are governed by the same legislations, but each college interprets legislation in their own way when adopting internal policies and this is part of the problem in South Africa. There is no unity and uniformity among the colleges and the DHET should*

*acknowledge that the colleges having issues are those which are struggling with compliance standards. We are aware of the DHET policies and legislative instruments but lack a procedural manual for a legislative framework. This causes a lot of problems which we sometimes struggle with ourselves to educate newly appointed staff with legislations.*

Participant D2 was disappointed with the fact that legislation was drafted externally without the involvement of the TVET colleges and that it had to be implemented internally with very little support and guidance.

Participant D2 thus narrated that:

*It is disappointing and makes us feel isolated by our employer who expects us to lead the college beyond our control. It seemed essential for us as managers to understand and be able to interpret the legislation correctly in order to communicate college policies and procedures. As an HR official it is important to know the legislations and identify how does it impact to the college and the operations at large. I have been at the college for five years and training and development for legislation is done poorly. The DHET should be taking an active role since they are responsible for the legislations that we should adhere to. The government should realise that enforcing legislation without support is causing a burden to the management structure. Honestly, how can you ensure effective implementation of the legislation when you were not involved and trained, or there is not even a backup manual to assist.*

### **5.3.9. Theme #6: Management skills**

The research participants narrated that management skills were essential for ensuring the success of the college. The skills which managers in the college should acquire included effective communication with other employees in the college. This would enable the managers to actively share vision to achieve the goals and objectives of the college. The task of the management is to achieve all planning activities, leading the people through enforcing control measures and ensuring standards of performance are achieved. As described in Section. 2.3., management theory provides a means of classifying the significant and pertinent management skills and knowledge. It also highlights the principle of tackling managerial problems. Its includes; delegation of authority, discipline, direction, order, and scalar chain of authority. The participant indicated that support functions at the college were responsible for the practice of

management skills which directly influence learning and teaching at the campuses. These views were supported by the participant responses.

Participant E1 reported that:

*The central office is where the management structure is located and is responsible for strategic planning and decision-making for all operations and procedures affecting the campuses. The senior management reporting to the college principal has the authority to delegate. This is to ensure that the administrative functions are performed to achieve quality service delivery.*

Participant D1 also stated that:

*The TVET colleges need to adhere to rules and regulations governing human resource practices where the minimum skills required from the managers appointed in the college are prescribed. A manager should acquire proven managerial skills which include, communication, control, financial management, organising, and self-development. As a manager, it is very important to communicate effectively with the team so that they are well-informed about what direction I want them to proceed. This is only achieved through regular contact by meetings to understand them and the progress they are making towards the implementation. College communication between the management structures is problematic to such an extent that we as managers attend meetings for briefings because the power rests within one person which is the accounting officer. Sometimes, even when you send an email you end up not receiving any feedback, not even an acknowledgement that it was received.*

Participant E2 recited that:

*The success of the college highly depends highly on the availability of skills and competencies which is a challenge in the college. As a campus manager, there are certain skills required but limited because I do not have the power to make decision for the campus. Every time there are resources or services needed, I must consult the central office where the support function is based and where management skills should be highly practiced ensuring a productive administration of the college.*

Participant E3 and D2 stated that management skills and competencies were linked to qualifications. Managers appointed to manage critical portfolios including; finance, supply chain, and human resources should meet the qualification requirement for the management post. During the interviews, the participants were asked to provide

details based on the qualification. The researcher intended to assess whether the college has the right people with proper qualifications. The responses reveal that the management posts are filled without considering the qualification requirement for a specific vacant management post. The HR manager has a social science honours degree, the infrastructure and facilities manager has a qualification in health and was previously working for the Department of Health. Neither their qualifications nor previous work experience is linked with TVET college management and experience.

Participant D4 reported that a manager needs to develop specific skills. These include emotional intelligence, people skills and the ability to empower the people and encourage them to work independently:

*It is necessary for the manager to be able to encourage people and provide them with a sense of recognition; more especially in cases where individual employees excel to make the college productive. Making people feel valued, recognising and nurturing a subordinate's talents brings rewards in terms of results and loyalty. I can confidently say that this reinforces the fact that good workers are a valuable asset to any organisation and that it is the function and responsibility of the manager to constantly be on the look-out for talented people with the potential to join the college. I believe our college could achieve great performance results if the management can recognise the need for attracting competent and skilled people.*

Participant D3 further narrated that:

*It is always the function of every manager, whether in the public or private sector to ensure that the constitutional mandate which is to deliver quality education and the driver of skills development in our country. The college should operate within the legal framework as specified by the government and the DHET. A manager as the employee of the college is responsible for ensuring that activities including administration and other operations comply with the regulations. Internally in our college we do have managers who were appointed because of political connection and fail to deliver the mandates because they lack the knowledge and skills needed from the manager. It is not only our college but I'm.... sure, on media you have seen that the TVET colleges are struggling because of poor leadership and incompetent management.*

### 5.3.10. Theme #7: Challenges

The challenges facing TVET colleges in South Africa were described in Section. 3.5., which includes, management, performance, funding, and infrastructure and facilities. These challenges were cited to be critical and results to poor administration and management of the TVET colleges in South Africa. Most of the research participants indicated that effective management requires substantial resources, skilled management and a leadership that can adapt with the changes and the challenges present at the college. The college experiences the same challenges as those identified by the scholars in the literature. Most of the participants were open to the question and gave their views.

The management structure of this college is failing to ensure effective management practices. The participants maintained that the challenges experienced at this college relate to poor leadership and weak management. One of the participants raised a question and asked that what can be expected from the incompetent managers failing to perform the managerial functions, to achieve the college effectiveness. . Participant E2 said that the challenges experienced in the college its mainly because managers are not encouraged to participate in decision making.

Participant E3 was of the view that the college did not possess skilled and competent senior management:

*TVET senior management officials are appointed because they are political connected, the minister of DHET who is responsible for the appointment of college principals is to be blame for poor management. There is no doubt the college is struggling with administration because the current management structure is disconnected with the activities of the college.*

Participant D1 stated that:

*Attracting competence academic staff is really a huge problem across the TVET sector. In most cases, highly qualified academic staff prefer to work for formal universities because they believe that there are no growth opportunities when working at the TVET college. College principals appoint individuals because they know them and forget that skills and knowledge are critical in the success of the college.*

Participant D4 said that there is a problem with communication between the managers at central office and campus managers. Although, the power for decision making rests within the central office the access to information is very limited because strategic plans and annual reports are only kept at the central office. Most of the participants mentioned that communication is a problem that affects operations and administration. The researcher also requested basic information such as annual reports, strategic plans and audit reports but told the documents are part of confidential information that cannot be accessed by external individuals. This underpins the constitutional principle which requires all public institutions to promote access to information.

Participant D4 expressed the opinion that:

*We should be having access to information such as strategic plans, auditor's reports and annual reports at any time. But at this college they treat those documents as confidential documents. This is a challenge; you are expected to deliver performance targets but without even knowing the culture and the status of the college.*

Participant E1 and Participant E2 both indicated that management practices were centralised at this college. The campus managers had limited powers towards decision making and this caused a challenge in those matters which required immediate attention. To ensure that day to day activities of the college are performed, delegation of authority is key, but the current management appears to be against delegation.

Participant E2 thus stated:

*The centralised system is not working at our college because the current principal is always unavailable to address matters that require immediate attention. Even for small things that could be resolved at the campus level we have to refer them to higher management for decision making because we cannot act on our own initiative.*

#### **5.3.11. Theme #8: Time management resolved issues**

The research participants were asked how the college management responds to the issues other matters experienced in campuses where learning and teaching take place. By asking this, the researcher wanted to gain an insight into whether the management

structure of the college respond to the issues within a short period and avoid unnecessary delays. By asking this question, the researcher intended to gain insight into whether the management structure of the college respond to arising issues within a short period to avoid unnecessary delays. Most of the participants said that the college principal is always unavailable and is failing to address the challenges. Participant D4 stated that it was very difficult to work with the management at this college. It was thus no surprise that the college was experiencing massive student protests because of unresolved issues and the apparent negligence of the management.

Participant E1 reported that:

*The government needs to consider implementing a change in the appointment of college principals. We are having an increase in student protest action because of the failure of the management structures to initiate change.*

Participant E2 suggested that when making senior staff appointments, the management should consider qualification experience in the TVET sector as a prerequisite:

*In my own opinion, I seriously think that the government needs to consider improving recruitment and selection processes for portfolio managers at the TVET colleges. There are so many qualified individuals with knowledge and experience in the TVET sector but are not appointed because the college principals are always having the final decision. This results in HR practices being manipulated by our college principals.*

#### **5.4. FOCUS GROUP DATA**

The data was collected from eight (8) students and SRC members that voluntarily participated in the research study. The focus group discussion was conducted with three campuses of the uMgungundlovu TVET College, where participants were grouped together in one venue and the researcher engaged with them directly to prompt for answers. The students were received codes from S1 to S4 and the SRC members were coded from C1 to C4. When data was compiled for group discussion, there were similarities in the responses received.

#### 5.4.1. Choice to study at a TVET college

Participant S1 enrolled at the college for the Nated Programme N4 since she had not been accepted by the traditional universities because the participant's matriculation results did not meet the minimum requirement for university entry. A friend advised her to consider an application to study at the TVET college so that she would not waste a year of potential study. On completion of the N4 qualification, she passed all her modules and progressed to N5 with the hope to use her N4 results to apply at the university. Again, her application was declined because the curriculum for the TVET colleges and national universities differed.

Participant S1 thus recited:

*I have never thought of myself as a student at the TVET college, I was rejected by the universities, so it was my last resort to enrol at the college. But considering the TVET college to further my studies, it gave me an opportunity for higher education.*

Participant S2 indicated that studying a qualification at a TVET college was something he had never considered before. After failing grade nine twice, he left high school. However, a former neighbour informed him that while studying at TVET colleges, enrolled students were funded by NSFAS which covered their tuition, transport, and accommodation costs. When enrolled at the college for NCV Level 1 he was told that he needed to do compulsory modules, including mathematics and English. This caused him to panic, as these were the subjects that he had been struggling with at high school. He nevertheless convinced himself that he would give it another try. After the first-year at he failed mathematics, but was progressed to the next level and received funding.

Participant S2 explained that:

*Being promoted to the next level 2 and obtaining funding motivated me despite failing maths. But it's the NSFAS funding that motivated me to enrol at uMgungundlovu TVET College. I think that if I had a chance of completing matric with good academic results I would have preferred to study at the traditional universities.*

Participant C1 was very open during the interview and indicated that he had applied to study at the college before completing matriculation at high school after attending a

career exposition which gave information about the TVET colleges. During the career exposition, he obtained more information about courses and whether he could continue with postgraduate studies after completing the National N Diploma in engineering. He further indicated that while there were lot of challenges, it was nevertheless a great opportunity. He had managed to pass all his subjects and at the time of the interview was in his final semester for N6.

Participant S3 explained that due to her background and financial issues at home, she had no choice but to register in a TVET college. The family could not afford to pay for her studies, and she was told that the TVET college provides funding to the students. The participant said that it was important for her to study and work at the same time so that she can support her family. During the interview she became emotional when relaying her story.

Participant S3 reported that:

*Coming from a poor background forced me to study at the TVET college. If I had someone to support my studies, I could have considered the universities as it was my first choice.*

Participant C3 narrated that TVET colleges were being undermined by public opinion, due to being perceived as institutions of higher learning that did not offer quality education. Most of the students who enrolled in the college were considered to have obtained poor results.

Counteracting this perception, Participant C3 recounted that:

*Studying at the TVET was a choice. I was under the impression that a TVET qualification will give me a competitive edge in the employment sector since they offer more practical skills. This will help me to stand a chance of becoming more qualified and experienced due to practical's and will stand a chance to compete with university students doing the same course.*

Most of the research participants indicated that they had decided to study at the TVET college because it was affordable, and the campuses were close to the townships. Since the students came from poor backgrounds, where no-one was employed at home, the TVET college was the best choice for them. Participant C2 and Participant C4 stated that students with a matriculation certificate could study short-term courses.

Participant C2 thus narrated that:

*I enrolled at the TVET college because I was looking for short-term courses offered by public institutions and with funding because I could not afford to attend a private college.*

Participant C4 similarly reported that:

*The reason I decided to study at the college was because my family could not afford to pay fees and other transport expenses. The college is situated close to where I stay which is within walking distance. The college offers trimester courses which makes it easier to complete the course in a shorter period of time.*

#### **5.4.2. Resource availability**

Most of the participants mentioned that, the lack of resources in TVET is a challenge that is continuously experienced by the college. The responses indicated that non-availability of necessary resources impact on learning and teaching of and uMgungundlovu TVET College is exposed to a huge crisis with lack of resources. The participants said that physical resources including hostels, libraries, computer and other machines necessary for a conducive environment are not available at the college.

In the literature described in Section. 3.5, the challenges provided by scholars and media reports suggested that management issues, poor academic performance, lack of funding, and inadequate infrastructure were among the main challenges that the management structures of the fifty public TVET are dealing with continuously. Management was identified as one of the most pressing issues in the TVET sector. The conditions and the failure of TVET colleges to meet the goals of the DHET are all directly linked with poor management and leadership (Musuwani, 2015:71). This finding was supported by the following responses.

Participant S1 stated that:

*When you are an engineering... Mmmm... I can say you suffer the most! In this college, you end up writing exams without even engaging in practical theory because we do not receive protective clothing and other materials that we need in good time. I have completed N4 and N5 certificates without even having the opportunity of being exposed to the*

*working stations as we are not allowed to work without protective clothing.*

Participant C3 indicated that the lack of library facilities was a real challenge:

*Our campus has no library and I don't think the management see the need for us to have a library. When you want to do your assignments, you must use the municipal library which sometimes it's difficult to go there during school hours. We also don't have other facilities such as discussion rooms with computers and in most cases group assignments require such facilities.*

Participant S2 reported that the campus library was not in good condition and lacked relevant resources:

*Ammhm.... There is a library I'm not sure whether I could call it a library because the study materials and other textbooks that we need are not available. You can't even get a past exam paper at our library. It is even worse that the computers which are kept in the library are not working. Technology today makes things much easier when it comes to searching for information to gain more knowledge and understanding of the learning aspects, but we are only limited to textbooks which have outdated information.*

Participant C2 also raised a concern about the study materials and reported that the resources at the campus where he was doing his final semester were very poor:

*I'm doing Financial Management N6 and we are highly dependent on textbooks and other study materials that we should be getting as soon as we finish with registration. The resources at our campus are very poor; we must share textbooks with other students because of the shortage of textbooks. I remember we were told that NSFAS covers for textbooks for each student that has received funding, but we end up sharing because the management neglects the importance of delivering study materials on time.*

The responses received from three of the research participants indicated that a major concern was with HR and the hiring of qualified lecturers, administrators, and other support services staff. The TVET college HR department was viewed as one of the most important assets in terms of educational resources. The research participants expressed their opinions in the following ways.

Participant C4 expressed the opinion that:

*My campus has a shortage of administrators who can deal with the volume of students; for instance, when we want to enquire about certificates and exam results, we have stand in queues waiting to be served by one exam officer.*

Participant C1 also reported that:

*There are only a few administrative staff. I am referring to the receptionist who I believe is responsible for answering telephone calls and other email correspondence. That lady performs a variety of other administrative duties. She sometimes struggles to attend to telephone calls because she deals with students directly face-to-face.*

Participant S3 further indicated that:

*The college does not have enough lecturers. Recently our lecturer was promoted to an HOD position and the post was never filled; yet soon we must write exams. Some of the courses which they used to offer full-time are no longer offered because the management informed us that there is a shortage of academic staff.*

Another research participant indicated that physical resources at the college were not in good conditions because they are not well-managed. His concerns were particularly directed to the sports facilities. He stated that:

*The sports grounds are in bad condition... Mmmm, by looking at the structure and sport facilities you will think that they are no longer used. The fence for the basketball court is broken and not fixed at all. I have been at the campus for three years, but I have never seen the grounds being renovated. During sports days we are using the facilities in those bad conditions.*

#### **5.4.3. Competent administrative staff**

The research participants were asked to provide their responses based on their experiences with the administrative staff. Most of the responses were negative, the participants confirming that the TVET college had an ineffective administrative staff which failed to perform administrative duties in accordance with meeting the needs of the students. The responses were as follows.

Participant C1 stated that:

*My experience with administrative staff at my campus... jhooo! It is very sad that we must deal with unprofessional individuals who are*

*failing to even assist us when we have queries and can't even direct you to relevant management. Our administrators are not educated, and you can see that these individuals were appointed to fill the vacancy posts without the necessary skills to work in an education institution.*

Participant S3 believed that the campus administrative staff were incompetent and unable to respond to service delivery effectively:

*I have had a terrible experience with administrative staff. Yes, we understand that the campus has a shortage of administrators at the campus level but those who are currently working are unable to deliver services effectively. I stay very far from the college which is about 82 kilometres away, but when I need to obtain information via email or telephonically no-one is answering my calls or responding to my emails. Imagine the travelling expenses to the college which you will incur and then be told that the registration dates have been changed.*

Participant S4 indicated that receptionists at the TVET campus had a terrible attitude and were not helpful at all:

*Our receptionist is not friendly at all when you approach her, hhayi hayi she gives you an attitude and chases you away. Imagine you want relevant information, but the official who is expected to give you correct information is unable.*

#### **5.4.4. Student Support Services (SSS)**

Chapter 3, Section 3.1.3.4., provided a description of the SSS which is a support mechanism structure that exists to facilitate social and academic integration. It is specifically designed to enable students to adapt quickly to college life and thus addresses several factors including emotional support and counselling. Kaur (2016:6) states that the SSS is a collection of activities that are provided to create a conducive environment for learning and meeting the specific needs of social students. The DHET requires all fifty public TVET colleges to ensure an effective implementation of the SSS system to improve student life within the college. The students and the SRC were unhappy with the services offered by the SSS. The responses from the research participants concerned academic support services, financial assistance, and student activities.

Participant S2 stated that:

*We have one SLO officer at our campus and she liaises mostly with the SRC members and helps students with bursary issues and other available funding for students. I believe that during registration, the SSS should play an active role in assisting the students who want to enrol at the college. It should ensure that orientation programmes are well structured and coordinates activities aimed at providing career guidance to new students. This does not happen at our campus. The only time the SLO assists is when you have financial issues and then they end up referring us to the NSFAS call centre.*

Participant C3 also reported that:

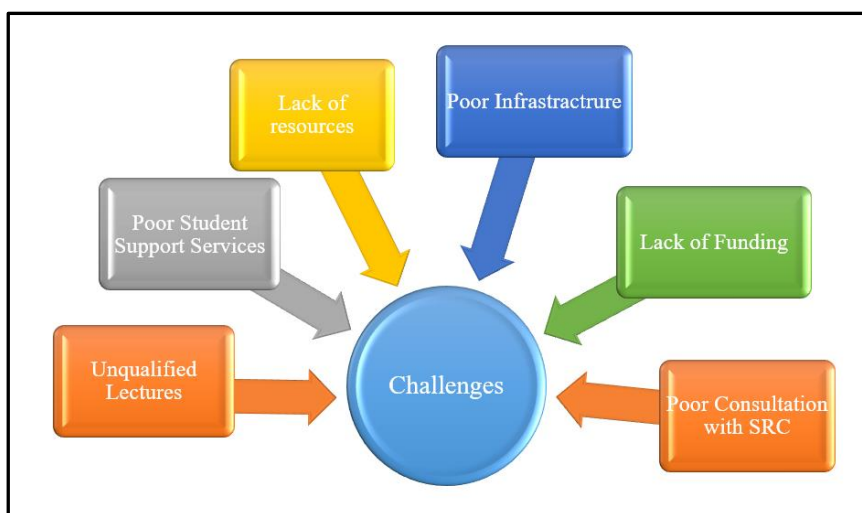
*My expectations when I enrolled at the college, I thought that I will be invited to an orientation programme whereby I will obtain from the SSS office information about the campus, academic expectations and services available for us as students. Mhmm... I am so afraid, but I will mention that almost all students who joined the college will mention that they did not participate in orientations because the SSS is failing to ensure that their activities are performed.*

Participant S4 further reported that:

*The SSS exists to offer support services including career counselling and assistance to us as students with social issues. The college does not have an effective support system for students who are dealing with social issues. We are aware that the TVET colleges has SSS framework which should be implemented, but at this college it is invisible.*

#### **5.4.5. Challenges faced by the uMgungundlovu TVET College**

Each of the research participants stated that the challenges facing the college were directly linked to poor management as they were failing to address the issues facing the college. The participants expressed the belief that with the current management structure, the college will soon become dysfunctional because the participants suggested that the problem was with the central office where the power to resolve the challenges rested. Figure 5.12 depicts the challenges indicated by the research participants.



**Figure 5.12. Challenges facing the TVET college**

Source: Researcher (2019)

#### **5.4.5.1. *Unqualified lecturers***

The participants indicated that the college has a crisis with qualified lecturers who do not have proper qualification that would otherwise enable them to deliver services effectively. The main goal of the TVET college is to ensure that the students are offered quality education to uplift their skill levels for better job prospects and further education opportunities at the national universities. Three participants stated that the lack of qualified lecturers was a challenge that needed to be addressed to ensure that the TVET college became an institution of first choice.

Participant C2 expressed the view that:

*Our college does not have enough lecturers who have the necessary qualifications that are needed for teaching in higher education. I will say that most of the lecturers at our campus were former students from the college who completed N6 certificates and were offered the opportunity by the management to work as lecturers at the college due to the shortage of academic staff. I'm not happy that we are taught by individuals who have only completed a diploma that they obtained from the college.*

Participant S2 indicated that the academic performance of students was affected by unqualified lecturers because the colleges appointed individuals with N6 certificates:

*Student performance at the college is affected by unqualified lecturers. Seriously, what is expected from the lecturers who are not well educated? Government is really failing the TVET colleges because look at the formal universities, the minimum requirements for a lecturer vacancy post is a master's degree and PhD. While in the TVET sector, you are appointed even if you have a N6 certificate.*

#### **5.4.5.2. Lack of resources**

All the participants mentioned that a lack of resources in the college is a critical challenge that is continuously being experienced by students. During the focus discussion, the participants indicated that the college does not have enough resources for learning and teaching. The study materials including textbooks they are issued to students in time. On other campuses, the students write final exams without accessing reliable materials. The campus libraries are not well equipped with materials to assist the students with sources of information relevant to their studies. Because the textbooks are not issued on time, students end up writing exams without having access to reliable and up-to-date textbooks for the modules for which they are registered. The students are unable receive assistance from the main campus library because there are no up-to-date materials available at the library. The internet access for students is very limited to the extent that the students use the Wi-Fi service of the Durban University of Technology (DUT) which is meant only for DUT students. The student from campus C said that they stand next to the fence to get access to an internet connection. To confirm this, the following responses were received for the research participants who indicated that the management structure was not efficient in addressing these challenges.

Participant C2 expressed an opinion about the lack of resources:

*Every year we receive funding for books which is directly paid to the college account by NSFAS but we must use old materials which are not in good condition and not enough for all students. This raises suspicion to us as what is the money allocated for learning materials used for by the college? Lack of resources at our college is closely linked with corruption and fraudulent activities. Government policies clearly stipulates that allocated monies should be spent for allocated purposes.*

According to one research participant, access to the internet at the college was very poor and limited to certain areas and that all the campuses have the same challenge. The TVET college is failing to make provision for the internet and students must steal the neighbouring university's Wi-Fi services to connect their laptops and cell phones to the internet.

Participant S1 thus stated:

*Sadly, when we want to use the internet jhoooo! we must steal DUT Wi-Fi to connect our laptop and cell phones because we don't have access to the internet at the college. The issue of internet access was raised several times, but the management is failing to address the problem.*

#### **5.4.5.3. Poor Student Support Services**

The research participants suggested that student support can be emotional, physical, financial, academic, or spiritual. In all its forms, educational support is one of the greatest influencers of the student's success. When a college does not have an effective student support system, this results in several factors that can seriously affect the students, leading some to leave the college.

According to Participant S2 lack of support is one of the greatest roadblocks to education in the TVET college and this affects all students.

Participant S2 expressed the following opinion:

*Without emotional encouragement and advice from those who are knowledgeable, more especially our SLOs, getting through college becomes a much harder challenge.*

Another research participant indicated that in the TVET sector, the policy frameworks recognise the important role that SSS plays in a student's success. The challenge however lies with its implementation. This is often made difficult because of the failure of managers in that portfolio to coordinate the SSS activities to benefit student life within campus. The SSS framework has three pillars which were all not implemented.

As Participant C1 could state:

*The college has a manager who is responsible for the SSS portfolio, but he is failing to coordinate the activities as prescribed in the policy documents. The SLOs at our campuses only focus on the NSFAS issues and are ignoring several activities that are relevant and that we need as students.*

Two research participants expressed their views regarding the effectiveness of SSS and indicated that an academic counselling and pre-enrolment advice is not available to assist the students with courses and programs to ensure that the students select appropriate courses. Also, the college does not have health services, nor does it offer study skills assistance such as tutors to assist with academic challenges. The most desirable forms of support include learning support, counselling, employment services and other facilities needed by the students for academic performance and self-development. And yet, as the research participants revealed in their responses, the college struggles to provide these important student support services.

#### **5.4.5.4.      *Poor infrastructure***

Poor infrastructure and facilities in the college were identified by the research participants in this study as negatively affecting learning and teaching. During the group discussion, two participants indicated that the student hostel remained closed after the roof had been destroyed in a thunderstorm in 2017. This presents a huge challenge to all registered students who come from other places far away and who seek official accommodation during their period of study. Participant S2 expressed his concern with the poor states of the ablution facilities and mentioned that Campus C had more students compared with other campuses, but that the toilet facilities were insufficient to cater for the high number of students. Also, some of the stalls were out of order and had been covered with black plastic bags by the cleaning staff. Accordingly, the female students had to share toilet facilities with male students. This was unacceptable practice.

Participant S1 thus reported:

*We don't have enough toilets to cater for all of us and this has forced us to use the male toilets. I started at this campus in 2016 and ever since that year the toilets that were wrapped with plastic bags are still in that condition.*

Another challenge with poor infrastructure cited by the research participants was the lack of resource centres, including library facilities. At Campus B there was no library and students must walk a long distance to the local municipal library where suitable resources to assist with their subjects are also insufficient. The management of the college is failing to ensure effective management of infrastructure and facilities for its student body. Sports and recreational facilities were also not maintained and were in poor condition. Participant S4 confirmed this by stating the following:

*The available infrastructure that we have in our campuses is not well managed. I would say that the management is even failing to ensure the adequate maintenance of the sports grounds.*

#### **5.4.5.5.        *Lack of funding***

In the literature, Ncobela (2019:1) reported that government spending on higher education and training had increased in order to enhance learner subsidies, infrastructure, accommodation, and the facilities to create a conducive environment for learning and teaching. During the investigation, most of the participants indicated that funding at the TVET college was still a major challenge because of the ineffective administration at NSFAS that causes delays in processing applications. According to Participant C3, the college experienced student protest action due to NSFAS issues. The amount of money allocated to students was insufficient and as students they believed that management at the college was stealing the money for themselves. Participant S1 stated that they did not receive NSFAS statements which indicates the amount allocated to each student and this raised many suspicions.

Participant S1 expressed the opinion that:

*We have a challenge with NSFAS and our college. We have demanded disclosure of NSFAS statements allocated to each student for tuition fees and allowances, but SRC members were victimised by the management. We were told that NSFAS does not encourage institutions to share remittance lists with students because it contains student confidential information. We were not asking the institution to give us information of each student, all we wanted was a statement directly from the NSFAS.*

Participant C4 reported that:

*The NSFAS provides allowances for personal care including travel and accommodation. When the allowances are delayed, we are often unable to attend classes because we don't have money for transport. Non-attendance of classes mean that we drop below NSFAS's required 80% attendance rates.*

Participant S2 stated that:

*There is huge challenge with NSFAS Jhooo.... ammh will raise the issue of reusing old textbooks which are hard to read because they are full of notes from previous students. We know that NSFAS allocates funds for new textbooks for each student. When we complain we are told that the academic board must comply with the DHET stipulations.*

The SRC also indicated that at uMgungundlovu TVET College no budget had been allocated for the SRC. According to Participant C3 this lack of funding for SRC activities presented a real challenge:

*In the SRC structure we have individuals that are tasked with different portfolios which all require a budget to ensure effective implementation. I would say what's the point of having an SRC Treasury when we don't have our own budget.*

#### **5.4.5.6. Poor consultation with SRC**

The students and SRC confirmed that the role of the management structure is to ensure cooperation between the college council, SRC council and college management in general. According to Participant C3, the SRC is a statutory body in terms of the Higher Education Act (Act No. 101 of 1997), and provides a variety of services to individual students and different student groups including political representation, financial issues, and the college administration to ensure effective governance and student management.

Participant C4 reported that the management and leadership of the TVET college was failing to actively consult with the SRC:

*Consultation with SRC leadership at this college is very poor. There are campuses which still don't have SRCs because of the failure of the management to coordinate the activities of the SRC elections.*

Participant C1 stated the following:

*In matters concerning the students, we are hardly involved. Instead, we are only informed about what will be happening. Referring to the issue of student's hostels, the current college principal informed us that a decision to close the hostel was finalised in consultation with the 2017 SRC. Seriously, that is unbelievable because I was part of the SRC and for every new SRC, elections take place.*

Participant C4 also indicated the following:

*Our college is facing.... ammh would say so many issues because we are not involved in the decision-making. We are representing the SRC but we don't even have knowledge of how our college is performing as we have no annual reports. The management treats those documents as confidential, so we are told we don't have a right to know. When we invite the management structure to our SRC meetings they always avoid us which leads us to engage in protests because we are tired.*

#### **5.4.6. Addressing the challenges**

The research participants were asked to provide their views and opinions regarding the challenges that they had raised. The researcher wanted to find out how the challenges can be addressed from the perspective of the participants. Many of the participants indicated that the management structure of the college needs to be monitored as to whether there are executing their duties and responsibilities as prescribed in the legislation. In relation to the availability of resources, Participant C1 suggested that resources should be allocated equally, and the term limits should be set for college principals to avoid the college being run by complacent principals. Participant S3 suggested that the funding model for the TVET sector still needs to be reviewed. The TVET colleges are expected to deliver more with limited resources.

Participant S2 indicated that the government still needed to achieve fairness and equity in NSFAS practice:

*TVET students and traditional university students are not treated equally when it comes to NSFAS benefits. The government needs to change the system and recognise us as equal to university students because we all form part of post-school education.*

Participant C2 also narrated that:

*Limited resources allocated to the TVET college need to be distributed equally. The management of our college must realise the need for*

*encouraging campus management to administer and manage their own budget. This will avoid delays on issues such as requisitions made for stationery, textbooks and maintenance of infrastructure and facilities.*

Participant C3 reported that HR needed to be improved when appointing junior lecturers:

*The TVET colleges need to end the system of appointing lecturers with N6 certificates. At least they should form working relationships with traditional universities such as the UKZN to encourage those who are studying TVET education qualifications to consider placement. I personally think that this can solve the issue of the lack of lecturers and avoid the appointment of unqualified lecturers in the TVET sector at large.*

For Participant S4, the solution to poor infrastructure and facilities at the campuses of the uMgungundlovu TVET College require the intervention of the DHET to enforce measures for monitoring and evaluating the duties of portfolio managers such as infrastructure and facilities managers, and SSS managers. Enforcing accountability measures could make a difference in terms of maintenance of the facilities on the TVET college campuses. Participant C4 agreed and suggested that the government needs to look at the management structure and assess each manager's portfolio to evaluate whether their functions are performed according to the required job descriptions.

#### **5.4.7. The TVET sector in the next five years**

In the literature review Section. 3.2.5., a description of the NDP and its goal for the TVET sector in South Africa was provided. Government plans to have 2.5. million students enrolled in TVET colleges by 2030, meaning that the TVET student population needs to increase by about 1.7 million over the next eleven years. The uMgungundlovu TVET College is one of fifty public TVET colleges that must also contribute towards achieving this governmental goal. According to ETDPS-SETA, that conducted a review on the status of qualified lecturers in the TVET colleges in SA, they reported that approximately 50% of the lectures are professionally underqualified and while others only have a TVET qualification. During the investigation, the research participants were asked to provide their opinions and views regarding the status of the college in the next five years. Most of the participants gave

a negative feedback and commented on resources, management and funding remaining significant problems.

Participant S1 stated that:

*Well, in my own opinion and the way I see uMgungundlovu TVET College under the current management structure, the college will soon become dysfunctional. I haven't experienced any change since the new management structure other than the challenges that we have are even worse than before.*

Participant C3 also expressed the following opinion:

*I don't think that there will be any change in the college because.... Aamhm... the college is run by incompetent management officials who are unable to deliver services. Former students experienced the same challenges as us.*

Participant C4 reported that the likelihood of the uMgungundlovu TVET College becoming an institution of first choice was very slim:

*In the next five years, I am sure that the students will come to the college just like us. Studying at this college was never a choice, but circumstances forced us to end up in this college where resources are very scarce and it's difficult to survive.*

## **5.5. CHAPTER SUMMARY**

This chapter dealt with the data presentation of the research data in the form of themes which emerged from the interviews and group discussion. The experiences of the participants from the sampled college campuses were captured. The reactions of the lecturers were reported verbatim using indented italics. Finally, an analysis of the research data revealed that the management structure was characterised by several challenges which were facing the uMgungundlovu TVET College.

The final chapter which follows will present a summary of the research findings, recommendations, and final conclusions based on the qualitative research study data.

## **CHAPTER SIX**

### **RESEARCH FINDINGS, RECOMMENDATIONS, FUTURE AREAS OF RESEARCH AND FINAL CONCLUSIONS**

#### **6.1. INTRODUCTION**

This final chapter represents the research findings and recommendations of the qualitative research for the study. As described in chapter one, the focus of the study was on the management structure of the uMgungundlovu TVET College. In Chapter Five, interviews were conducted with seven (7) management officials and eight (8) students and SRC members and these were later analysed. The study intended to answer the research questions and in this chapter the description of the findings is presented. A reiteration of the research questions and objectives is presented, followed by a summary of the research findings, recommendations, future areas of research, and a conclusion.

#### **6.2. RECAPTURING RESEARCH QUESTIONS AND OBJECTIVES**

This study was guided by the key research objective to assess the effectiveness of the management structure of the uMgungundlovu TVET College and suggest ways of enhancing its management system to address the massive challenges presented at the college. As provided in Table 6.1 and described in detail in Chapter One, Section. 1.5, the sub-questions were developed to broaden the overall study.

**Table 6.1.***The research questions and objectives*

Research Questions	Research Objectives
<b>RQ#1:</b> What are the management system and tools implemented by the management structure of uMgungundlovu TVET College to effectively manage the college?	<b>RO#1:</b> Evaluate the management system and tools implemented by the management structure of uMgungundlovu TVET College to effectively manage the college.
<b>RQ#2:</b> What are the challenges faced by uMgungundlovu TVET College, and how does this impact to the management and administration of uMgungundlovu TVET College?	<b>RO#2:</b> Identify the challenges faced by uMgungundlovu TVET College, and how does this impact to the management and administration of uMgungundlovu TVET College does.
<b>RQ#3:</b> What are the possible solutions and recommendations that can be adopted at uMgungundlovu TVET College to improve management practices?	<b>RO#3:</b> Ascertain possible solutions and recommendations that can be adopted at uMgungundlovu TVET College to improve management practices.

### 6.3. SYNOPSIS OF THE RESEARCH FINDINGS

The study was conducted at uMgungundlovu TVET College which consists of five campuses, three of which were selected for this investigation. Hence, the sample was drawn from the three campuses. The research participants were selected to gain insight into the management issues and challenges present at the college. The TVET colleges have been under the spotlight since the dawn of South Africa's new democratic era in April 1994. Since that time, mismanagement has resulted in more than 60% of TVET colleges being dysfunctional due to lack of management practice and lack of accountability.

In Chapter Five, data analysis revealed the key aspects of the management structure at the TVET colleges. These included challenges present at the college, as well as models that were used for management practices. The study found that uMgungundlovu TVET College has critical issues with management practices. It was also found that all the research participants were not in favour of the current management structure. The description which follows provides terms of the research objectives, the main findings of the study.

**6.3.1. Objective #1: Evaluate the management system and tools implemented by the management structures of the uMgungundlovu TVET College to effectively manage the college**

In the light of the implementation of management practice in the TVET sector being an essential part to achieve well-managed institutions, the researcher aimed at determining the systems and models used by the uMgungundlovu TVET College to ensure a well-managed and functional college. In pursuing the first objective of the study, the study revealed that the uMgungundlovu TVET College utilised ICASS, IQMS, CPTD and SSS systems to ensure effective administration of the college. ICASS and IQMS are used as scientific management practices whereby the systems allow management to monitor and evaluate performance.

The study also revealed that the DHET does provide manuals and guidelines to assist the management structure of the uMgungundlovu TVET College with the implementation of its managerial systems. The TVET college management structure is not actively involved in the process of developing management systems. To illustrate this, the DHET has the power to make decisions for the TVET sector in terms of policy planning and development. Lack of participation in planning and development makes it difficult for the management at the TVET college to ensure effective implementation of the management systems. Nevertheless, they are expected to ensure compliance in the implementation of the ICASS, CPTD, and IQMS.

The research findings indicate that the availability of resources to ensure effective implementation of IQMS, ICASS and CPTD were revealed to be a major constraint affecting the college. In this regard, the study found that the management practices at uMgungundlovu TVET College were greatly influenced by a lack of resources such as financial and physical resources. While the lower level management situated at the campus level were responsible for the implementation, they were not provided with adequate resources.

The study also found that the centralised management system had a negative impact on the administration of the college, and this resulted in ineffective management

practices. The management systems require active participation and cooperation between the managers at all levels. The uMgungundlovu TVET College has a huge challenge ahead because as the campus managers reported, the senior managers at the central office are disconnected from the college.

### **6.3.2. Objective #2: Identify the challenges faced by the uMgungundlovu TVET College, and how this impacts the management and administration of the college**

The second objective of this study was achieved. In the literature, the challenges cited by various scholars and present in the TVET sector included, management and leadership, performance, funding, infrastructure and facilities. These are the challenges that were identified to be more critical in the management and administration of the college. The researcher wanted to find out the current challenges that were present at the uMgungundlovu TVET College and whether the management structure can address them accordingly. The study revealed that the college experiences serious challenges which cause frustration to the students and management alike at the college.

These challenges were experienced because of the negligence of the management structure and its failure to address the issues. The following is a summary of the challenges that were faced by the uMgungundlovu TVET College. The study findings revealed that:

- i. Learning and teaching at the uMgungundlovu TVET College has been affected by a lack of resources. Materials for learning and teaching are not received in good time and all campus libraries have no up-to-date study materials. This makes it difficult for the students to obtain the necessary textbooks and other study materials for learning. The lack of human capacity is also having a negative impact on the management of the college. Unqualified and incompetent administrators and lecturers contribute to the poor performance results of the college.
- ii. The lack of computer LANs for the purposes of study and the completion of assignments also impacts negatively on the student's access to learning

materials. The management makes provision for computers only for a learning session.

- iii. Poor management and weak leadership are challenges that result in many factors causing poor management at the college. There is a lack of competent management and the study finds that college principals appointed permanent results causing a problem. According to the research participants, management at the college is not only weak, but the lack of resources and human capacity is related to poor management and centralisation of all decisions.
- iv. Lack of consultation and access to information is another challenge that affects the TVET college. The study finds that the current management structure treats strategic plans, annual reports, and auditor-general statement as confidential documents. This is against the Constitutional mandate which gives the right to students, academics and the general public have access to these public documents.
- v. The TVET college follows a centralised management practice the powers for decision-making rest exclusively with the college principal who is unwilling to delegate authority. As a result, campus management must wait long periods of time for approval of requisitions and other necessary documents that could have been dealt with at the campus level.
- vi. Student Support Services (SSS) are failing to coordinate the activities as prescribed in the SSS framework. There is a wilful non-compliance with the framework which prescribes the activities that should be performed by the SSS structure.
- vii. The infrastructure and facilities at the uMgungundlovu TVET College, including sports facilities and grounds, ablution blocks, and the libraries were found to be in bad condition and in need of much maintenance. Even though the management structure of the college has an official manager appointed to oversee infrastructure and facilities maintenance there have been no improvements made.
- viii. The funding model for TVET colleges currently deprives students to receive equal benefits to those studying at national universities. For example, students studying at TVET colleges do not receive laptop allowances and textbooks.

The study also found that the lack of study materials was also influenced by the unequal system of NSFAS and unwillingness to release funds by the college management.

**6.3.3. Objective #3: Ascertain possible solutions and recommendations that can be adopted by the uMgungundlovu TVET College to improve management practices**

In light of this objective, the researcher sought to find possible solutions that could assist the uMgungundlovu TVET College to enhance its management practices. The study found that there were management systems and models for the TVET sector that were not well documented. The DHET provides manual and guidelines for implementation. But this is affected by the lack of a well-documented manual as well as training and monitoring tools to ensure that there is compliance within the TVET sector. The lack of resources was a major constraint in the implementation of management practices. Communication between the existing structures for administration and management should also be encouraged to participate in decision making. The study found that SRC participation was very poorly received, therefore the college management needs to enhance its participation policies to ensure that students are represented to address their issues and concerns. The study findings revealed the following:

- i. In order to address the issue of lack of resources, the management structure needs to take an active role in monitoring and evaluation to identify the causes of the supply delays and address them before they become unmanageable;
- ii. Up-to-date textbooks and other study materials as well as quality library services must be provided to ensure that students have access to reliable sources of information and thereby create a conducive environment for learning and teaching;
- iii. The roles and responsibilities of each manager should be clearly defined and encouraged and that accountability measures be put in place to ensure that any issues arising with each manager are dealt with before they become unmanageable;

- iv. The DHET needs to encourage the decentralisation of management whereby the campus management can have the authority to deal with issues arising at their campus level as this will prevent delays in resolving issues;
- v. The management structure needs to make provision for resource centres at the college for students to have access to computer LANs and other academic support systems;
- vi. The DHET needs to improve SSS for the TVET colleges and encourage them to ensure compliance with the implementation of all three pillars as provided in the framework.

## **6.4. RECOMMENDATIONS**

### **6.4.1. Recommendation #1: Conduct monitoring and evaluation**

Monitoring and evaluation are systematic tools that assist management to measure progress towards achieving strategic goals and objectives. It is done to determine whether the institution or project is fulfilling its obligations in terms of the development goals and objectives of central government. The Further Education and Training Colleges Act (Act No. 16 of 2006) mandates that the college councils of the TVET colleges to establish a monitoring and evaluation committee to monitor and evaluate the administration and operation of the colleges. Due however to the uMgungundlovu TVET have limited personnel, the committee presently does not exist.

The study also recommends that it is vital for the TVET colleges to establish and set up a monitoring and evaluation team to assess and investigate the challenges experienced and seek approaches to address those challenges. Furthermore, the team should report to the college management and council so that the barriers with the portfolio managers are addressed expediently. This will contribute towards enhancing the management and administration of the college. It will also encourage accountability for all management officials including the college principal. The reason for poor management in the TVET sector is associated with lack of accountability and to resolve the resultant challenges, the monitoring and evaluation tools will encourage managers to strive towards success.

#### **6.4.2. Recommendation #2: Change the funding model for the TVET colleges**

The availability of resources in any institution is determined by the provision of adequate funding. The current funding model for the TVET colleges needs to be changed to consider and include areas such as facilities and infrastructure. This is important if the government wants to achieve the goal of all fifty public TVET colleges in South Africa being recognised as institutions of choice. Budgets for facilities and infrastructure should therefore be increased. The government should recognise that it is impossible to encourage the TVET colleges to increase enrolment while the colleges are facing severe budget constraints. An equal distribution of resources should also be encouraged, to remove any doubt that traditional universities receive larger budget allocations compared to the TVET colleges. Currently, the NSFAS benefits are not equal. Students enrolled in post-school education at public TVET colleges should be treated equally with respect to funding. By so-doing, this will address the lack of textbooks and study materials for students enrolled at the TVET colleges.

#### **6.4.3. Recommendation #3: Provide intensive training programmes**

The DHET should establish intensive training programmes for managers in the TVET sector to ensure that management structures are well-informed about the management systems as provided by the DHET. This will enable the TVET colleges to have competent managers who are able to ensure effective implementation of managerial functions. More especially, newly-appointed managers should be equipped with the necessary skills and knowledge in managing the TVET sector. Non-compliance with the rules and regulations should also be addressed by providing management with intensive training.

There is a need to consider the idea of assessing management knowledge and skills as a result of training and experience since managers are exposed to non-formal management development programmes in the Public Management and Governance. The idea of consequence management for non-performance, as well as the evaluation of performance management to include the achievement of specific management objectives needs to be conspired. Performing in these areas should ear things like

performance bonuses and/or other incentives should be clear. Non-performance needs to be strictly addressed with consequence management strategies and processes

#### **6.4.4. Recommendation #4: Increase credibility and respect for rules and regulations**

Disciplinary and other measures against individual TVET sector managers who fail to comply with the rules and regulations should be increased. These measures should be implemented to discourage non-compliance and thereby ensure that college principals adhere to the rules and regulations. Credibility management and respect for rules and regulations should also go along with training in the fields of the laws and rules/regulations that guide TVET colleges. Training should include the importance of Public and Administrative law, as well as things such as Rules for the interpretation of Statutes, and Rules of Law compliance strategies. Managers have to show and pass competence in these areas.

#### **6.4.5. Recommendation #5: TVET management should transition from a centralised to a decentralised system**

Adopting decentralised management system can be a significant undertaking that requires a lot of change management and patience by all management and staff involved. Decentralising operations into smaller manageable units could be a solution to many of the problems encountered at the TVET colleges. This will encourage lower level managers to run their departments or units independently with more timely decisions. Decentralisation provides opportunities and experience to the lower level managers in decision making, thereby helping them to be competent and compliant. In this regard, decentralisation can have great potential in the TVET colleges. It is thus crucial that campus managers are trained and allowed to monitor and manage their own affairs independently.

### **6.5. FUTURE AREAS OF RESEARCH**

- i. The findings of this study indicated that various challenges present in the TVET sector and the availability of resources for conducive learning and

teaching are of critical importance. Accordingly, there is much need to initiate further research on resource management in the TVET sector.

- ii. There is a need to further investigate the implementation of the SSS framework to determine the factors hindering the implementation. A national study will be vital to understand the gaps that persist, and the challenges faced by the TVET students.
- iii. Future researchers should also consider assessing the factors that impact on the effectiveness of an administrative intervention in the TVET sector. In addition, there should be further research to determine what additional measures can be adopted to improve administration and management practice in the TVET sector.

## **6.6. SOME FINAL CONCLUSIONS**

This research study aimed to investigate the management structure of the uMgungundlovu TVET College and to provide possible solutions that can assist the TVET college sector to enhance its management practices and thereby improve the current state of management. The findings revealed the challenges that presently hinder the uMgungundlovu TVET College, including, lack of resources, human capacity, managerial competency, infrastructure and facilities, all of which were cited to be the most serious challenges facing the management structure of the college. The college does not have appropriate internal management practices and models that lead to effective management practice. The government therefore needs to provide workable measures and monitor their implementation, to improve management practice in the TVET sector. The centralisation of power to college principals is among those factors which seriously affect the efficient management of the TVET colleges.

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## ANNEXURE A

### ETHICAL CLEARANCE



UNIVERSITY OF  
KWAZULU-NATAL  
INYUVESI  
YAKWAZULU-NATALI

13 May 2019

Ms Mandisa Dargricia Sithole (211541029)  
School of Management, IT & Governance  
Westville Campus

Dear Ms Sithole,

Protocol reference number: HSS/0258/019M  
Project title: Enhancing Management structure at TVET Colleges: A case study of UMgungundlovu TVET College

**Approval Notification – Expedited Approval**

In response to your application dated 26 March 2019, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol have been granted **FULL APPROVAL**.

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 year 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 Rosemary Sibanda (Chair)

/ms



Cc Supervisor: Professor Henry Wissink  
cc Academic Leader Research: Professor Isabel Martins  
cc School Administrator: Ms Angela Pearce

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Humanities & Social Sciences Research Ethics Committee

## ANNEXURE B

### GATEKEEPER'S LETTER

	<p><b>higher education &amp; training</b></p> <hr/> <p>Department: Higher Education and Training REPUBLIC OF SOUTH AFRICA</p>	
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Dear/ Miss Mandisa Sithole

**RE: PERMISSION GRANTED TO CONDUCT THE STUDY**

This letter serve to confirm that you have been granted the permission to conduct the research as proposed at UMgungundlovu TVET College.

Kindly note that the UMgungundlovu TVET College is looking forward to assist you with relevant information (if available) that you might need while conducting your research.

Yours Sincerely

  
.....  
D.D. Msomi  
Deputy Principal: Academic Services

Date: 19/2/2019

## **ANNEXURE C**

### **REQUEST TO CONDUCT STUDY**

3 Armagh Avenue  
Wiggins  
Durban 4091

22 January 2019

UMgungundlovu TVET College Central Office  
44 Burger Street  
Pietermaritzburg  
3200

#### **RE: LETTER REQUESTING PERMISSION TO CONDUCT A RESEARCH STUDY**

I am a registered Master's degree student in Public Administration, at the University of KwaZulu-Natal; and I am expected to conduct a research study as a requirement for the degree. May I therefore, request your permission to conduct this study at uMgungundlovu TVET College (Plessislaer and Northdale Campus)?

The title of my research is "Enhancing management structure at TVET college: A case study of uMgungundlovu TVET College."

This is a qualitative research study that entails collecting data with semi-structured interviews, focus groups and visual photographs will be taken by myself to identify the factors that impacts on management of the TVET college. The target population for this study is the senior management staff and students. It is my intention to conduct my research during April and May 2019 should permission be granted.

I hope that this application will be considered favourably.

Yours Sincerely

M D SITHOLE

## **ANNEXURE D**

### **INFORMED CONSENT LETTER**

Dear Participant

I, Mandisa Sithole, a Masters student in Public Administration, at the School of Management, IT and Governance at the University of KwaZulu-Natal. You are invited to participate in a research project entitled “Enhancing management structure at TVET College: A case study of uMgungundlovu TVET College.” The aim of this study is to evaluate the role of management structure within the TVET college management system in enhancing effective management. The study will also indicate the important of management structure in ensuring adequately and committed workforce that is able to improve performance of the college.

Through your participation, I hope to understand the role and involvement of management structure at uMgungundlovu TVET College towards effective management, to determine the models and management system implemented that is adding value to the management of the college. The study will also determine if there are any opportunities or challenges hindering management structure and to determine possible solutions that may be adopted to improve the management of the college.

Your participation in this project is voluntary. You may refuse to participate or withdraw from the project at any time with no negative consequences. There will be no monetary gain from participating in this interview. Confidentiality and anonymity of records identifying you as a participant will be maintained by the School of Management, IT and Governance at the University of KwaZulu-Natal.

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.

It should take about 30 minutes to 45 to complete the interview. I hope you will take the time to participate in the interview.

Sincerely

M D SITHOLE

Investigator's signature: \_\_\_\_\_ Date: 22 January 2019

## CONSENT FORM

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 participate 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

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

## ANNEXURE E

### INTERVIEW SCHEDULE FOR COLLEGE PRINCIPAL

#### SECTION A: BIOGRAPHICAL DATA

The interview will begin with the following questions in order to put the participants at ease.

<b>Name and Surname:</b>	
<b>Age:</b>	
<b>Qualification/s:</b>	
<b>Position:</b>	
<b>Years at the college:</b>	
<b>Home language:</b>	

#### SECTION B: DEPUTY PRINCIPAL

#### INTERVIEW QUESTIONS

1. What is your understanding of management, and how is it defined in your organisation?
2. What is the significance of management structure in ensuring that the college operates accordingly to meets its goals and objectives?
3. What are the functions of management, and how do you implement them?
4. As an official responsible for management, what are the tools or systems used within your college to ensure good management practices?
5. What are the procedures and practices guiding the management structure within the college?

6. What are the legislative governing management structure within the TVET college? Briefly describe each legislation and how do you ensure compliance with these legislative instruments?
7. What are the challenges facing management within the uMgungundlovu TVET College?
8. How can the challenges be addressed to improve management within the uMgungundlovu TVET College?
9. Is there any other information you wish to furnish regarding the management structure of the TVET college?

**THANK YOU FOR YOUR TIME AND PARTICIPATION**

## ANNEXURE F

### INTERVIEW SCHEDULE FOR PORTFOLIO MANAGERS

#### SECTION A: BIOGRAPHICAL DATA

The interview will begin with the following questions in order to put the participants at ease.

<b>Name and Surname:</b>	
<b>Age:</b>	
<b>Qualification/s:</b>	
<b>Position:</b>	
<b>Years at the college:</b>	
<b>Home language:</b>	

#### SECTION B: PORTFOLIO MANAGERS

##### INTERVIEW QUESTIONS

1. What is your understanding of management, and how is it defined in your organisation?
2. What is the significance of the management structure in ensuring that the college operates accordingly to meets its goals and objectives?
3. What are the functions of the manager? Describe your duties as a portfolio manager.
4. How do you ensure that management functions are performed in the college?
5. What are the management systems and models adopted in the college to ensure effective management?
6. What is the legislative framework governing management in the college? Describe how you ensure compliance with each legislation.
7. What are the skills and competencies required in managing a TVET college?

8. What are the challenges being faced at the college?
9. What can you recommend to address the challenges?
10. Do you think that the college has a well-functioning management structure that is able to respond to student issues?
11. Do you think that the management officials in the college have skills and capabilities to improve the status of the college?
12. How long does it take the management to resolve challenges in the college?
13. What change have you made in the college as a manager responsible for a portfolio?

**THANK YOU FOR YOUR TIME AND PARTICIPATION**

## ANNEXURE G

### INTERVIEW SCHEDULE FOR CAMPUS MANAGERS

#### SECTION A: BIOGRAPHICAL DATA

The interview will begin with the following questions in order to put the participants at ease.

<b>Name and Surname:</b>	
<b>Age:</b>	
<b>Qualification/s:</b>	
<b>Position:</b>	
<b>Years at the college:</b>	
<b>Home language:</b>	

#### SECTION B: CAMPUS MANAGER

##### INTERVIEW QUESTIONS

1. What is your understanding of management, and how is it defined in your organisation?
2. What is the significance of management in ensuring that the college operates accordingly to meet its goals and objectives?
3. What are the systems and tools used for the implementation of management practices?
4. What are the skills and competencies required in managing the TVET college?
5. What is your role in the management structure of the TVET college?
6. What is the role of the management structure in ensuring that the college functions to the required standards?
7. What are the challenges facing the campus and how do they impact on the management of the college?

8. How can the challenges be addressed to ensure the campus performs according to the required standards?

**THANK YOU FOR YOUR TIME AND PARTICIPATION**

## ANNEXURE H

### INTERVIEW SCHEDULE FOR GROUP DISCUSSION STUDENTS AND SRC MEMBERS

I will start the focus group interview with the following questions to put all the participants at ease and in a comfortable position: Introduce yourself; tell me about your position/status in the college. If the participant leaves out any of the following information, I will specifically ask the questions.

#### SECTION A

<b>Name and Surname:</b>	
<b>Age:</b>	
<b>What are you studying?</b>	
<b>Qualification:</b>	
<b>Position/SRC:</b>	
<b>Years at the college:</b>	
<b>Home language:</b>	

#### SECTION B

1. What are the choices that made you study at TVET college?
2. How would you describe the availability of resources and equipment's in the college to serve your interests?
3. Does the college have competence administration staff who is able to handle your enquiries in time? Share your experience.
4. How would you describe your experience about the Student Support Staff in the college?

5. How would you describe the skills and capabilities of interaction whether face-to-face or electronically (email and telephone) with the administration and management?
6. What are the challenges faced by the uMgungundlovu TVET College?
  - a. Does the college have well equipped library?
  - b. Computer labs?
  - c. Student hostels?
  - d. Technology (Internet)?
  - e. Lecturers?
7. What do you think should be done resolve the challenges to enable a conducive environment for the students in the college?
8. How do you see this college in the next five years?
9. What do you think about the management of the college? Are they able to resolve student's issues raised by the SRC?
10. How long does it take the management to solve the problems arising in the college?
11. What are the factors that affects you as a student at this college?
12. What changes would you like to see in this college?

## ANNEXURE I

### INVITATION TO GROUP DISCUSSION



**UNIVERSITY OF  
KWAZULU-NATAL**

**VOLUNTARY PARTICIPANT NEEDED FOR A RESEARCH  
STUDY**

Share your experience on the administration and management of the TVET  
College,  
describe the availability of resources and equipment in the college to serve  
your interests.  
Discuss challenges faced by the students and the conditions that affects  
students.  
What can be done to improve the current conditions at the college to ensure  
that it becomes the institution of first choice



Limited spaces are available, so RSVP now!

**TRANSPORT AND LUNCH WILL BE PROVIDED AT CERTAIN TIMES**  
TEA WILL BE SERVED AT 9H30  
LUNCH AT 12h30

**Let your voice be heard!!**

We are looking for a combination of  
students and SRC members based at  
the Pietermaritzburg, Midlands and  
Northdale Campuses

Focus group discussion  
Date:  
**08 AUGUST 2019**  
Time:  
**09h00 to 14h00**  
Venue:  
**NORTHDALE CAMPUS  
UMgungundlovu TVET**

Respond by Monday  
31 JULY 2019  
Miss Mandisa Sithole  
Email:  
**211541029@stu.ukzn.ac.za**  
Contact Number:  
**081 780 7681**

Supervisor  
Prof Henry Wissink  
**wissinkh@ukzn.ac.za**  
031 260 8785

UKZN Research Office  
Mariette Suyman  
031 260 8350

## ANNEXURE J

### OBSERVATION SHEETS

<b>LABOUR STAFF AND STUDENTS</b>				
<b>Categories</b>	<b>Campus A</b>	<b>Campus B</b>	<b>Campus C</b>	<b>Comments</b>
Management Head of Department (HOD) Senior lecturers				
<b>Academic Staff</b> DHET College				
<b>Administrators</b> SLO NSFAS/Bursary Officer Librarian Exam officer Assert stock Controller				
<b>General Worker</b> DHET cleaners Outsourced Cleaners				
Security				
Students				

<b>AVAILABILITY OF RESOURCES</b>				
<b>Categories</b>	<b>Campus A</b>	<b>Campus B</b>	<b>Campus C</b>	<b>Comments</b>
Computers for students				
Internet access				
Photocopying machines				
Library materials				

<b>INFRASTRUCTURE AND FACILITIES</b>				
<b>Categories</b>	<b>Campus A</b>	<b>Campus B</b>	<b>Campus C</b>	<b>Comments</b>
Classroom				
Computer LAN				
Students hostel				
<b>Ablution facilities</b> Female students Male students				

Workshops				
<b>Recreation/Sports</b> Soccer ground Basketball/Netball courts				
Security fence				
Cafeteria				

## **ANNEXURE K**

### **LANGUAGE EDITING CERTIFICATION**

We, the undersigned, do solemnly declare that we have abided by the University of KwaZulu-Natal policy on language editing. The dissertation was professionally edited for proper English language, grammar, punctuation, spelling, and overall academic style. All original electronic forms of the text have been retained should they be required.



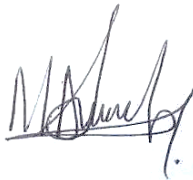
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**GARY STUART DAVID LEONARD**

UKZN Higher Degrees Certified Language Editor

Commissioner of Oaths V3358

12 December 2019



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**MANDISA DARGRICIA SITHOLE**

Student No. 211541029

12 December 2019