

**A SKILLS TRAINING FRAMEWORK FOR STAFF OF  
NONPROFIT ORGANISATIONS: AN ADULT LEARNING  
PERSPECTIVE.**

**By**

**TALENT MUZAMBI**

**(Dip Bank., BSc Econ., MSc Strat Mgnt.)**

**Submitted in fulfilment of the requirements for the degree**

**Philosophiae Doctor in Education**

**(PhD Education)**

**in the**

**School of Higher Education Studies**

**Faculty of Education**

**at the**

**University of the Free State**

**Bloemfontein**

**June 2019**

**Promoter: Dr J S Kabi**

## DECLARATION

I hereby declare that the study submitted for the Philosophiae Doctor degree, in the field of Higher Education Studies in the Faculty of Education titled **'A Skills Training Framework for Staff of Nonprofit Organisations: An Adult Learning Perspective'**, is my own work. I have not previously submitted the study at any other university, and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

.....  
**T. MUZAMBI**

.....  
**DATE**

## ABSTRACT

The study focuses on skills training needs of Nonprofit Organisations (NPOs) staff in the North West Province. The information gathered was used to formulate a skills training framework to address the identified gaps within the identified area. Higher Education Institutions (HEIs) play a crucial role in the training and skills development arena. It was from this background that input was sought from the HEIs. The HEIs expressed keen interest to collaborate with NPOs in the skills development and training arena. The theoretical framework used was constructivism. The study used the premise that the NPO staff should contribute to knowledge on how best they can be assisted in acquiring skills to perform their obligations and duties effectively and efficiently. A mixed methods methodology was applied in the study. This method was chosen because it brings benefits of both qualitative and quantitative approaches by providing a complete understanding of a research problem than either approach alone. The literature review highlights the International, African and South African perspectives regarding the origins, formation and current status of NPOs. This was linked with the NPO staff as adult learners in the context of their learning on the job. NPO staff members were engaged through questionnaires and interviews to gather information on their skills training needs. HEIs were also engaged through questionnaires and interviews to find out where they can assist in addressing the identified skills training needs and gaps. Having gathered information from the key role players in the study: HEIs and NPOs, the study proposes a skills training framework. This framework can be used to address the identified NPO staff skills training needs.

## DEDICATION

I dedicate this thesis to key people who made this journey meaningful and worthwhile.

To my beautiful and caring wife Nancy Chipso Muzambi thank you for the support and encouragement through some difficult times over the years. And to our 3 boys that the Lord blessed us with Tinotenda Asher, Eugene Kudzaishe and David Panashe Muzambi this is for you as you inspire me to drive for more.

To my late mom Eugenia and late dad Martin Muzambi, you raised me up to be a hard working person and taught me values of life. I would not been where I am now had it not been for the lessons you taught us as a family.

To my promoters Prof Mabel Erasmus, Dr Rika van Schoor, for their guidance and involvement in the initial stages of this study, and Dr Jonas Kabi, for his assistance, mentoring and guiding me to produce the finished product.

To the Almighty God above all else I thank you for giving me the strength and wisdom to push through all these years.

Thank you, Ndinotenda.

## LIST OF ABBREVIATIONS AND ACRONYMS

ACFID	Australian Council for International Development
BRICS	Britain, Russia, India, China and South Africa
CARE	Catholic Relief Services and Cooperative for Relief Everywhere
CBO	Community Based Organisation
CE	Community Engagement
CWSA	Child Welfare South Africa
DHET	Department of Higher Education and Training
DoL	Department of Labour
DoSD	Department of Social Development
EE	Equal Education
EU	European Union
FET	Further Education and Training
HEI	Higher Education Institution
HSDS	Health and Social Development Services
MBA	Master of Business Administration
MS	Mellmfolkelight Samvirke
NDA	National Development Agency
NGBs	National Governing Body of Sports
NPO	Nonprofit Organisation

NWP	North West Province
NWU	North West University
OECD	Organisation for Economic Cooperation and Development
RSA	Republic of South Africa
SETA	Sector Education and Training Authority
UCE	University-Community Engagement
UFS	University of the Free State
UK	United Kingdom
USA	United States of America
UWC	University of Western Cape

## LIST OF TABLES

Table 2.1 A constructivist classification (derived from Ernest, 1994) .....	29
Table 2.2: Orientations of adult learning .....	40
Table 3.1 NPO Classification .....	64
Table 3.2 Social Origins Theory – regimes .....	71
Table 3.3 Differences between purely philanthropic, hybrid and purely commercial NPO.....	73
Table 3.4 Problems NPOs rated as most serious be percentage of all NPOs Surveyed .....	79
Table 3.5 Registered NPOs per sector .....	92
Table 3.6 Factors that capture public, third and private sector differences .....	99
Table 4.1 Population by NPO category.....	124
Table 4.2 Number of registered NPOs per region .....	127
Table 5.1 Biographical Details of the respondents .....	160
Table 5.2 Title of NPO Participants.....	164
Table 5.3 Registered NPOs per sector 2016 .....	168
Table 5.4 Profile of HEIs respondents .....	189

## LIST OF FIGURES

Figure 1.2.1: Skills training for NPO Staff.....	7
Figure 3.1: The structure of a non-profit organisation Board .....	76
Figure 3.2: The context within which NPOs function .....	107
Figure 3.3: An instructional system for NPO staff training .....	114
Figure 5.1 Pictorial representation of Explanatory Sequential Design .....	155
Figure 5.2 Number of years in operation .....	167
Figure 5.3 NPO Core activities .....	169
Figure 5.4 NPO's skills needs .....	172
Figure 5.5 Desire for collaboration with universities .....	181
Figure 5.6 NPOs needs from Universities .....	182
Figure 5.7 NPO's Mission.....	185
Figure 5.8 Training courses being introduced .....	198
Figure 6.1 Final framework .....	216

## Contents

A SKILLS TRAINING FRAMEWORK FOR STAFF OF NONPROFIT ORGANISATIONS: AN ADULT LEARNING PERSPECTIVE.....	i
<b>DECLARATION</b> .....	ii
DEDICATION.....	iv
LIST OF ABBREVIATIONS AND ACRONYMS .....	v
LIST OF TABLES.....	vii
LIST OF FIGURES.....	viii
CHAPTER 1.....	1
1.1 INTRODUCTION .....	1
1.2 BACKGROUND TO THE STUDY.....	2
Figure 1.1: Skills training for NPO staff .....	7
1.3 STATEMENT OF THE RESEARCH PROBLEM .....	12
1.4 THEORETICAL FRAMEWORK.....	13
1.5 RESEARCH QUESTIONS.....	14
1.6 RESEARCH AIM AND OBJECTIVES.....	15
1.7 DEMARCATION OF THE STUDY .....	15
1.8 RESEARCH DESIGN AND METHODOLOGY.....	16
1.9 DATA COLLECTION .....	17
1.10 DATA ANALYSIS, INTERPRETATION AND REPORTING .....	18
1.11 LIMITATIONS OF THE STUDY .....	18
1.12 VALUE OF STUDY.....	19
1.13 ETHICAL CONSIDERATIONS .....	19
1.14 LAYOUT OF STUDY .....	20
1.15 CONCLUSION.....	20
CHAPTER 2.....	22
REVIEWING LITERATURE IN RESPECT OF THE CHOSEN THEORETICAL FRAMEWORK .....	22
2.1 INTRODUCTION.....	22
2.2 THEORETICAL FRAMEWORK.....	23
2.2.1 Constructivism as a theoretical framework .....	24
2.2.2 The evolution of constructivism .....	26
Table 2.1: A constructivist classification (derived from Ernest, 1994) .....	29

2.2.3 How Constructivism fits into the study .....	31
2.3 CONSTRUCTIVISM AND THE ADULT LEARNER.....	33
2.4 WHO IS AN ADULT LEARNER? .....	36
2.4.1 Characteristics of an adult learner .....	38
Table 2.2: Orientations of adult learning.....	40
2.5 ONTOLOGY, EPISTEMOLOGY AND THE STUDY/ FRAMEWORK .....	42
2.6 ROLE OF RESEARCHER AND THE RELATIONSHIP WITH PARTICIPANTS .....	44
2.7 DEFINITIONS AND DISCUSSIONS OF OPERATIONAL CONCEPTS.....	46
2.7.1 Skills Training.....	46
2.7.2 Nonprofit Organisation (NPO) .....	47
2.7.3 Framework .....	47
2.7.4 Staff .....	49
2.7.5 Adult Learning.....	49
2.7.6 Perspective .....	51
2.8 CONCLUSION.....	52
CHAPTER 3.....	53
LITERATURE REVIEW ON NON-PROFIT ORGANISATIONS AND SKILLS TRAINING FOR THEIR STAFF .....	53
3.1 INTRODUCTION .....	53
3.2 INTERNATIONAL, AFRICAN AND NATIONAL PERSPECTIVES ON NPOs.....	54
3.2.1 International Non-profit Organisations .....	55
3.2.2 Nonprofit Organisations in Africa.....	60
3.2.3 Nonprofit Organisations in South Africa.....	61
Table 3.1 NPOs Classification.....	64
Table 3.2 Social Origins Theory – regimes.....	71
Table 3.3: Differences between Purely philanthropic, Hybrid and Purely commercial NPOs .....	73
3.3 CATEGORIES OF THE NON-PROFIT ORGANISATIONS.....	74
Figure 3.1: The structure of a non-profit organisation Board (RSA DOD 2013:8) .....	76
Table 3.4 Problems NPOs rated as most serious by percentage of all NPOs surveyed. ....	79
3.4 GOALS OF NONPROFIT ORGANISATIONS .....	89
Table 3.5: Registered NPOs per sector.....	92
3.5 FUNCTIONS OF NONPROFIT ORGANISATIONS (NPOS) .....	93
3.5.1 Soup kitchens .....	94

3.5.2 Drop-in NPO centres.....	95
3.5.3 Child Welfare NPOs.....	96
3.5.4 Equal Education.....	96
3.6 NON-PROFIT ORGANISATIONS VERSUS OTHER ORGANISATIONS.....	97
3.6.1 Non-profit Organisations as part of the third sector.....	97
Table 3.6: Factors that capture public, third and private sector differences.....	99
3.6.2 NPO Mandates.....	104
3.6.3 NPOs versus Public Organisations.....	105
3.6.4 Context within which NPOs operate.....	106
Figure 3.2: The context within which NPOs function.....	107
3.6.5 Challenges faced by NPOs.....	109
3.7 SKILLS TRAINING FOR THE STAFF OF NON-PROFIT ORGANISATIONS.....	109
Figure 3.3: An instructional system for NPO staff training.....	114
3.8 CONCLUSION.....	115
CHAPTER 4.....	118
RESEARCH DESIGN AND METHODOLOGY.....	118
4.1 INTRODUCTION.....	118
4.2 RESEARCH PARADIGM.....	119
4.3 RESEARCH DESIGN AND METHODOLOGY.....	120
4.3.1 Research Design.....	120
4.3.2 Research Methodology.....	123
Table 4.1: Population NPOs by category.....	124
4.4 DATA COLLECTION.....	127
4.4.1 Sequential data collection.....	129
4.4.2 Questionnaires.....	130
4.4.3 Interviews.....	146
4.4.4 Ethical considerations.....	148
4.4 DATA ANALYSIS, INTEPRETATION AND REPORTING.....	151
4.5 DEMARCATION OF THE STUDY.....	151
4.6 LIMITATIONS OF THE STUDY.....	152
4.7 CONCLUSION.....	153
CHAPTER 5.....	154

ANALYSIS AND INTERPRETATION OF DATA, PRESENTATION, DISCUSSION OF FINDINGS AND CONCLUSIONS.....	154
5.1 INTRODUCTION .....	154
5.2 DATA ANALYSIS AND INTERPRETATION.....	155
Figure 5.1: Pictorial representation of Explanatory Sequential Design .....	156
5.2.1 Biographical Details of Respondents .....	160
Table 5.1: Biographical Details of the respondents .....	161
5.2.2 Title of Participants .....	164
Table 5.2: Title of NPO Participants .....	165
5.2.3 Field of Study of the NPOs staff .....	166
5.2.4 NPO number of years in operation .....	167
Figure 5.2: NPO number of years in operation .....	168
5.2.5 Non Profit Organisations' Core Activities .....	168
Table 5.3 Registered NPOs 2016 .....	169
Figure 5.3 : NPO Core Activities .....	170
5.2.6 Skills Needs .....	172
Figure 5.4 : NPO's skills needs .....	173
5.2.7 Availability of NPO specific Training .....	176
5.2.8 Availability of NPO specific Training outside the Province or country .....	178
5.2.9 Availability of Existing collaboration with Universities .....	179
5.2.10 Desire to have existing collaboration with Universities.....	181
Figure 5.5 : Desire for collaboration with universities .....	182
5.2.11 What NPOs desire Universities to assist with .....	182
Figure 5.6 : NPOs needs from Universities .....	183
5.2.12 NPOs Mission .....	185
Figure 5.7 : NPO's Mission .....	186
5.3 UNIVERSITIES PERSPECTIVE .....	188
5.3.1 Background .....	189
Table 5.4 Profile of HEIs respondents.....	190
5.3.2 Universities Perspectives on NPOs.....	191
5.3.3 Future plans .....	198
Figure 5.8 : Training courses being introduced .....	199
5.4 DISCUSSION OF KEY FINDINGS AND RECOMMENDATIONS.....	200

5.4.1	Demographics and NPOs Background .....	200
5.4.2	Availability of Skills Training Programs.....	203
5.4.3	Why Skills Development is Important .....	204
5.4.4	Collaboration between NPOs and Universities.....	205
5.5	CONCLUSION.....	205
CHAPTER 6 .....		207
PRESENTATION OF THE FRAMEWORK .....		207
6.1	INTRODUCTION .....	207
6.2	THE SCOPE AND PRACTICAL IMPLICATIONS OF THE FRAMEWORK.....	207
6.3	IDENTIFICATION OF THE PROBLEM .....	208
6.4	PREPARATION .....	209
6.4.1	The conceptual phase .....	209
6.4.2	Identification of stakeholders by the researcher.....	210
6.4.3	Conducting interviews with NPOs and representatives from universities .....	210
6.5	PRAXIS .....	211
6.5.1	Feasibility study by aspirant NPOs .....	211
6.5.2	Compliance with registration requirements.....	212
6.5.3	Taking initiative to organise training.....	213
6.5.4	Swot analysis culminating in the operational plan.....	214
6.5.5	Review of the recruitment process and skills profile of employees.....	214
6.5.6	Context specific data base of training sectors and supporting structures.....	215
6.6	PICTORIAL REPRESENTATION OF A MULTIPRONGED SKILLS TRAINING .....	217
FRAMEWORK.....		217
<b>Figure 6.1 A skills training framework for the staff of NPOs in NWP .....</b>		<b>218</b>
6.7	CONCLUSION.....	219
APPENDIX 1: NPO QUESTIONNAIRE .....		240
APPENDIX 2: HEI QUESTIONNAIRE .....		245
APPENDIX 3 – INFORMED LETTER OF CONSENT NPOS.....		249
APPENDIX 4 – INFORMED LETTER OF CONSENT: UNIVERSITIES .....		251
APPENDIX 5: SAMPLES NPOS .....		253
APPENDIX 6 LIST OF COURSES / QUALIFICATIONS AVAILABLE .....		258

# CHAPTER 1

## 1.1 INTRODUCTION

This study focused on the assessment of the skills training needs of the Nonprofit Organisations (NPOs) staff in the North West Province (NWP). The information obtained from the assessment was instrumental in the development of a framework to address the training needs of NPOs in the demarcated area.

This chapter introduces the study by focusing on pertinent issues that have a bearing on the development of NPOs. These are discussed in sections 1.2 – 1.14. The background section sets the tone for the study with details of NPO challenges and the reasons for embarking on the research. The identified research problem is outlined, taking cognizance of the aim and objectives that seek to respond to it. The theoretical framework, through which the study is couched, known as constructivism, is discussed. The research design and methodology are also discussed, relating them to the theoretical framework.

Other headings that formed part of the title registration, as per the format of the university, are discussed in the context of the study to give a holistic view of what the study is all about. A brief layout of the chapters is given in section 1.14, followed by a summary of the first chapter of the study.

## 1.2 BACKGROUND TO THE STUDY

There are many NPOs operating in South Africa. The main thrust of these NPOs is to provide volunteer services to the societies. NPOs in the Rustenburg area of the NWP, can also be characterized in terms of the preceding depiction. The Department of Social Development (DoSD), (2011:8) indicates that the services provided by NPOs are very diverse in nature and that they should be underpinned by values enshrined in the country's Constitution. Considering a myriad of values in the Constitution, the challenge of NPOs to have a skilled workforce able to deliver on these mandates will always grow.

According De Beer (2002:118) NPOs tend to operate below their maximum capacity due to, among other factors, lack of appropriate skills in the areas of planning, organisation and management. This assertion is also supported by the National Development Agency (NDA) (2016:11). There are many factors that contribute towards this lack of skills in NPOs employees. These factors range from a lack of sufficient funding from business, funding agencies and/or the government, to conditions created by concessions made by the government through Acts, policies and regulations.

The Department of Labour (DOL) (2018:19) stipulates that under the Minimum Wage Regulations, an NPO can be exempted from paying its employees the minimum wage salary, if it can be proven that the NPO cannot afford it based on the following conditions:

- A deficit from income versus expenditure analysis;
- Insufficient surplus from income versus expenditure analysis;
- If the surplus and liquidity-based calculations indicate that the applicant cannot afford salary payments.

The above issues have serious implications on the skills that the NPOs can attract and retain as mentioned in De Beer (2002:118). Skilled personnel therefore, tend to migrate to where they can get better remuneration, leaving the NPOs with less skilled personnel, thereby having a negative impact on their effectiveness and efficiency levels. Another Act which impacts on the salaries that may be paid to employees is the Nonprofit Organisations Act of 1997. (RSA,1997)

RSA (1997:3) “defines an NPO as a trust, company or other association of persons established for a public purpose and the income and property of which are not distributable to its members or office bearers, except as reasonable compensation for services rendered”. “Reasonable compensation”, in this case is understood to mean that employees cannot negotiate for competitive salaries like in the corporate business world. This presupposes that paying a fixed salary might be a challenge from time to time, and that employees have to be content with the minimum wages that the NPO might afford, based on prevailing inflation dictates (Rao 2015:66).

“Nonprofit Organisations are constantly concerned about their ability to continue implementing their programmes in a sustainable manner” (Maboya, 2016:i). This can be attributed to their dependence on donor funding which they cannot control. Sometimes the conditions attached to continued funding are such that NPOs cannot cope with them. It is possible that under these conditions, the salaries of employees and their continued employment cannot be guaranteed. “Paying good wages can generate a low turnover of staff, which is a very important resource, particularly when long term sustainability is an important parameter for success” (Themudo, 2000:14). This impacts the retention of skilled personnel in a negative way.

Sustaining skills in the long term, is one of the aspirations of NPOs. This should be understood against the background that the skills which an NPO offers defines it and determines its clientele (Machava, 2015:80). The notion of clientele is further supported by Erasmus (1991:13), who defines NPOs as those organisations that seek to “amass financial and/or technical/scientific resources to meet socially identified needs”. The identification of societal needs is undertaken by NPOs in various ways. Normally NPOs will engage those needs that are part of their mission and explicitly stated in their policy. Lack of appropriate skills therefore, may stand in the way of service delivery and counteract the accreditation of an NPO by community members. Some community members are aware of some of the conditions/criteria that NPOs need to comply with and will use these to credit or discredit an NPO.

Swilling and Russell (2002:9) use five criteria in defining NPOs, namely that they are “organised, private, self-governing, non-

profit distributing and voluntary”. The term ‘organised’, may be understood to relate to areas of planning, organisation and management. It was indicated by De Beer (2002:118) that NPOs face a serious challenge of lack of skills in these areas. The ‘voluntary’ criteria will always have an impact on the retention of skills since it may be associated with funding (Maboya 2016:i; Themudo, 2000:14; Rao 2015:66).

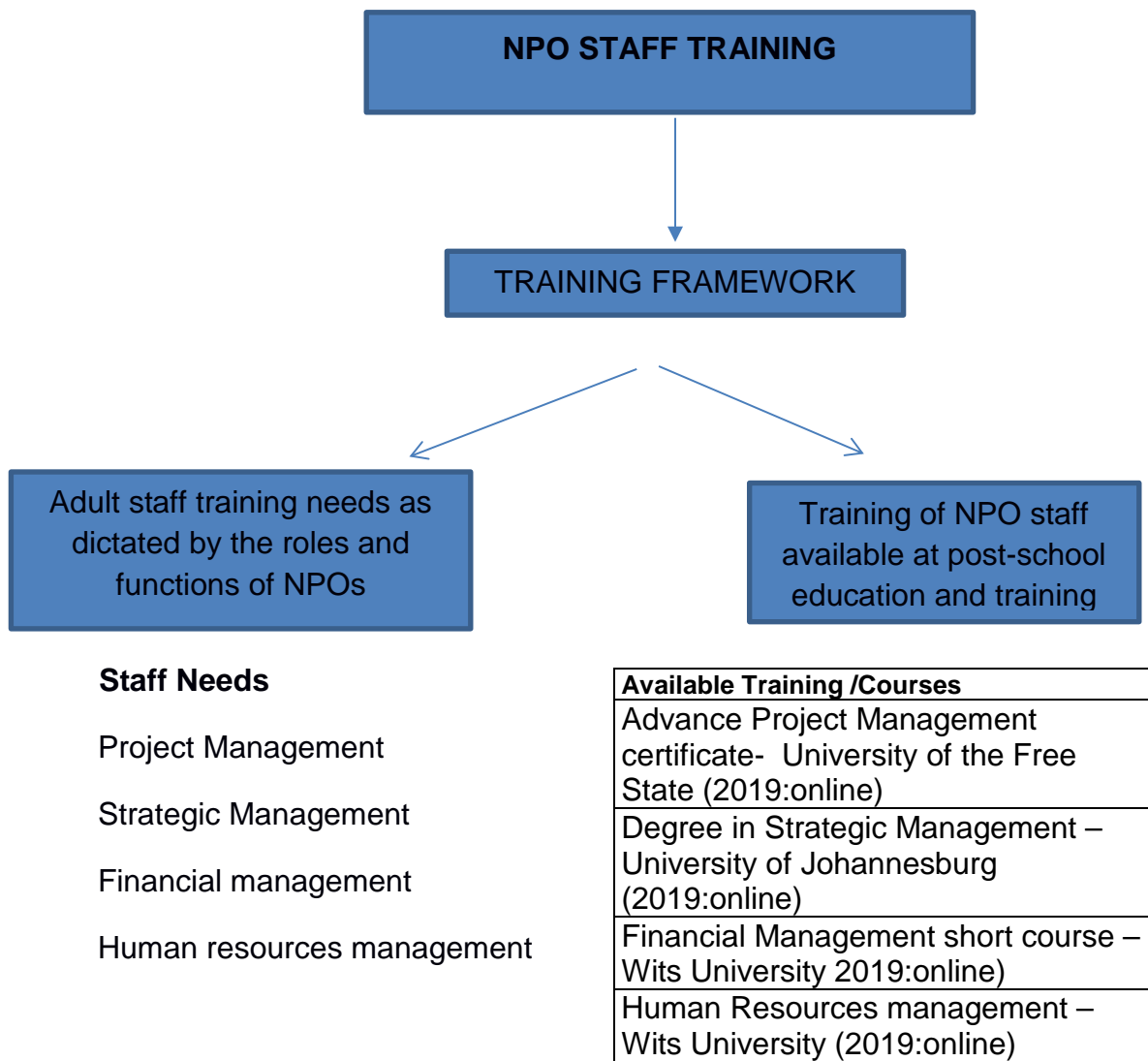
In essence, “NPOs can thus be defined as autonomous, privately set up non-profit making institutions that support, manage or facilitate development action” (De Beer 2002:109). Development actions include all the activities that have benefited the communities such as health improvement, better education, and crime prevention among others. The nature of the activity typically depends on the NPO’s focus area. Based on the above definitions NPOs therefore have to be innovative in order to survive as well as carry out their various mandates.

The NPOs’ roles broadly include identifying and participating in areas neglected by government or other profit making institutions, and further improving society in a wide variety of ways. NPOs achieve this through interventions of addressing social needs like providing leadership, taking care of abandoned children, development through sports, soup kitchens and providing meals to the underprivileged, among other mandates (Rosenthal 2012:3). For NPO staff members to address the issues above, they need to have a repertoire of skills.

Skills are a critical part of any organisation and economic development in any nation and the entire world. In 2008, the South African Department of Labour (DOL) (2008:1) in publishing the third National *Master Scarce Skills List for South Africa*, provided a detailed account of the skills that lie at the heart of the “binding constraint” on economic growth and development. In this context the “binding constraint” implies that skills shortage is a hindrance to the growth and upliftment of the economy.

As stated before, Merrington, (quoted in De Beer 2002:118) identifies “inadequate staff training” as one of the limitations of NPOs. “Too little attention is given to the leadership and management training of NPOs” (Clarke 1990:57). This can cause a negative impact on the capacity and efficiency of NPOs to deliver their mandate, including fund raising and fund development. Such tasks could be the key to the survival of the NPOs. As later elaborated in Chapter 3, under section 3.2, a deficiency of know-how in fund raising and a deficiency of staff training in particular, are some of the issues mentioned in the study on NPOs as being problematic (Swilling and Russel 2002:87). The absence of interaction with prospective finance sources was also highlighted as a key concern. It is therefore imperative to pay attention to the training of NPO staff, so as to ensure continued existence and efficiency in their operations.

Figure 1.2.1 shows the NPO training framework, indicating adult staff training needs as well as the available training in the post school institutions.



**Figure 1.1: Skills training for NPO staff**

The left hand block in Figure 1.1 illustrates the proposed training framework for NPOs’ training needs relative to the part they play and the functions they fulfil in the community. The right hand

block indicates the training that is available to address these needs as offered by some of the Higher Education Institutions (HEIs). The appendix 6 shows a more comprehensive list of more courses available in HEIs.

The Green Paper on post-school education and training, (RSA DHET 2012:12), alludes to the fact that skills training should be a concerted effort by NPOs, HEIs, Further Education and Training (FET) and private colleges and other training providers. There is still however some work to be done as acknowledged by RSA DHET Green Paper (2012:62) on the “need to understand the size and shape of the private higher education systems”. The paper further identifies that there appears to be a huge Nonprofit group in the private higher education arena.

As a result, the probability of partnerships among public and private organisations could be investigated even further within a clearly specified regulatory framework that outlines the limits for operation. This study will therefore explore the possibility of such collaboration and partnerships as these have been cited as being success factors for NPOs (Ridington 2010:152). Collaborations between the communities and institutions of higher learning such as universities is made possible through Community Engagement (CE) initiatives.

### **1.2.1 Community Engagement by South African Higher Education Institutions**

Nkoana and Dichaba (2017:177) assert that “University-Community Engagement (UCE), has increasingly become a core business for South African universities over the past decades. UCE is needed to contribute solutions to domestic triple challenges of inequality, poverty, and unemployment”. With reference to ‘triple domestic challenges’, this may be interpreted to mean that there are quite a number of societal needs to be addressed. This seems to be in line with the argument in this study, about an array of skills needed to address multiple challenges. NPOs are part of the community, hence, their collaboration with universities to address some of the needs becomes critical. The ensuing discussion highlights options for community/university collaboration.

Universities generate powerful knowledge that can influence and change communities (Snyman 2014:25). For example, the University of Johannesburg understands CE to be activities that involve partnership initiatives with communities that utilise the knowledge capital and means of the university to meet the communities’ development needs at no cost (Snyman, 2014:25). CE usually takes the form of service learning, organized outreach and research which is community based.

In a colloquium held in 2017, the University of Western Cape (UWC), identified what they termed, Five Rs of Communities

Engagement as being Recognising, Respecting, Relevance, Responsiveness and Reciprocity (Daniels 2018:25). The integration of CE into the curricula at UWC reflects an institutional culture that has contributed to a transformation by engaging critically with communities.

Preece (2016: online) connotes that both action research cycles drew on the University of KwaZulu Natal's (UKZN) CE/Service Learning "strategy to support the notion of responsible CE". Hence, the UKZN came up with innovative and philosophical realities of university CE which utilises service learning learners to provide answers the needs of the communities.

From a colloquium held at the University of Stellenbosch, Macnab (2013:3) made a conclusion based on current evidence and experience across schools promoting health care in some of the nations and circumstances. This demonstrated that given some meaningful engagement with relevant willing partners a link can be established between the 'top-down' influence of public policy and the 'grass roots' of CE.

McMillan (2014:65) articulates that the Cape Town programme is based close to the University of Cape Town's (UCT) property. The UCT professionals together with a visiting Stanford faculty member present some conventionally imparted courses in each quarter. The programme places emphasis on structured academically-based CE through service learning and community-based research. CE is also tackled through strategic

partnerships with key NPOs and civic organisations within the surrounding areas. This is done with a key focus on sustainability so as to find suitable service-learning and research places for learners.

This will encourage the establishment of a community attentive to knowledge acquisition over a period of time. It also encourages a culture of working together effectively with short-term, part-time learner volunteers, which in turn ensures that the Stanford Cape Town programme is powerfully allied to the local public.

An example of a collaboration with a HEI, is the partnership and project that was implemented within the CE Directorate at the University of the Free State (UFS) in 2014. The University partnered with several NPOs to address the knowledge gaps pertaining to the matters of financial management, sustainability, governance, monitoring and evaluation as well as fund raising within these NPOs. Van Rooyen and Ellis (2014:187) highlight the fact that NPOs' management system lacks the necessary skills, thereby making their reporting process inconsistent. Part of the research done was aimed at addressing such capacity gaps.

Nzimakwe, in Van Rooyen and Ellis (2014:186) highlights the effect of globalization on the functioning of governments with NPOs which are now providing many of the services that governments are sometimes unable to fulfil. This has resulted in partnerships between the government and these NPOs where the DoSD funds NPOs so the latter can provide various services to

the communities. The NPOs are encouraged to remain 'indispensable partners to government' in pursuance of the 'development agenda' (Khumalo in Van Rooyen and Ellis 2012:186).

### **1.3 STATEMENT OF THE RESEARCH PROBLEM**

It is my contention that NPOs in the NWP, especially those involved in social and/or community related activities, tend to face challenges in acquiring suitably skilled personnel for the effective running of their institutions. In their study, Swilling and Russell (2002:89) found out that training on how to raise funds was rated as a key problem for most of the NPOs. Another crucial challenge is the lack of staff training in various fields of expertise (Hellmuth 2014:159; Nhlapo 2012:152). These two main challenges result in many NPOs operating below capacity thereby not meeting their set mandates.

When the NPOs do not execute their mandates this has an impact (Muspratt-Williams 2009:35, 39, 41) on the organisation itself, its clientele and the funders, which in some cases include some of the government institutions. The clients are negatively affected by a lack of service delivery, whilst the funders will not get value for the funds allocated to the NPOs. Because of this perceived problem, there is great value in exploring the precise details of the skills deficit within NPOs and how the gaps can be addressed.

## 1.4 THEORETICAL FRAMEWORK

This research utilised Constructivism as a theoretical framework. According to Wessels (2017:1) individuals actively build knowledge and skills. This study uses the premise that the NPO staff should contribute to knowledge on how best they can be assisted in acquiring skills to perform their obligations and duties effectively and efficiently. Creswell (2014:37) asserts that the objective of the investigation should be “to rely as much as possible on the participants’ views on the situation being studied”. This implies that constructivist approaches are interested in exploring the uniqueness of various circumstances (Nieuwenhuis 2012:51) with the understanding that the solution to the problem will come from those affected and involved.

The study was concerned with understanding and describing the challenges surrounding skills training needs of NPO staff specifically in the NWP. It was envisaged that the researcher and participants would be in a position to construct first-hand facts based on the conclusions of the research (Cresswell 2014:37). Subsequently the new knowledge would be used to advance a suitable approach to address the skills training needs for the concerned province through a joint effort.

A joint effort between participating stakeholders becomes imperative since reality is socially constructed. Collaborations should embrace the interaction between adult learners, instructors and training tasks. This means that the adult students should be able to create their own awareness, (socially and

culturally) during their interface with the other participants and within the environs that they live in (Cooper, Basson and Schaap, 2006:470). NPO staff members therefore have their reality which the researcher tried to uncover so that, jointly with the participants in the study, they could construct a new reality grounded on the discoveries. The study was mindful of the different versions of constructivism as propounded by Piaget, Vygotsky and many recent scholars in this field. It was necessary to be aware of the different interpretations and the entry point or focal point of each (Hugo, 2016:15).

## **1.5 RESEARCH QUESTIONS**

In order to address the problems stated in section 1.2 the overarching research question is posed:

Which elements are essential in developing a framework for the skills training needs of the staff of NPOs in the NWP?

The following subsidiary questions are posed in order to respond to the main research inquiry:

1. Why is skills training of NPO staff important?
2. How can available adult education and training programmes be used to address the skills training requirements of NPO staff?
3. How can HEIs contribute to relevant adult skills training programmes for NPOs?

## **1.6 RESEARCH AIM AND OBJECTIVES**

The aim of the research is to determine skills training needs of staff in the NPO sector in the Rustenburg region of the NWP, with the intention of creating a framework for skills development in the NPO sector.

The above aim will be realised by pursuing the ensuing objectives:

- To identify the importance of skills training of NPO staff members in the Rustenburg region;
- To establish how adult training programmes that are currently available can be used to address the skills needs of NPO staff in the Rustenburg region within the NWP;
- To determine how HEIs and more specifically, the CE divisions, can be effectively utilised to enhance skills training needs in the NPO sector.

## **1.7 DEMARCATION OF THE STUDY**

This research is centred on the area of skills training and CE in Higher Education Studies. The focus was on adult education and NPOs in NWP and more specifically, the Rustenburg Municipality. The region is home to the largest concentration of NPOs in the NWP.

## 1.8 RESEARCH DESIGN AND METHODOLOGY

The nature of the research largely involved role-players in the NPO sector. The key role players are the staff of NPOs because without them the NPOs would not function. The research therefore primarily focused on the NPO staff and also dwells on the collaboration with HEIs.

A mixed methods research methodology and design was applied in this study. The key supposition of this method of inquiry is that the amalgamation of both qualitative and quantitative methods provide a comprehensive understanding of a research problem compared to a single approach on its own (Creswell: 2014:32; Cohen, Manion and Morrison 2011:22; Antwi and Kasim 2015:223). Mertens (2012:9); Mertens (2007:212) and Creswell (2014:32) assert that mixed methods can be utilised to deliver a comprehensive depiction of the phenomenon under study compared to utilising a single technique.

Questionnaires were distributed to NPO staff in order to ascertain their skills and training needs as well as views on available courses and training programs. Questionnaires were also distributed to the staff from the HEIs in order to gather information on the NPO related skills training programs available.

The target participants were a selected number of NPO staff in the NWP. The researcher utilised a purposive sampling method

to choose a relevant sample that represented and have an interest in education, skills development and capacity building of the NPOs. With purposive sampling researchers select the participants on the base of their finding of their typicality or possession of the precise physiognomies required (Cohen *et al.* 2011:156). In addition to Cohen *et al.* (2011:156) Creswell and Plano in Palinkas, Horwitz, Green, Wisdom, Duan and Hoagwood (2015:534) add an important element to purposive sampling by recognising and choosing people or clusters of people that are particularly conversant around or knowledgeable with the phenomenon of concern.

Alongside questionnaires, interviews were conducted with some of the people who partook in the completion of the questionnaires.

## **1.9 DATA COLLECTION**

Collection of data was done through questionnaires distributed to the NPO staff. In addition to questionnaires, interviews were held with some of the participants' chosen based on availability and preparedness to take part in the interviews.

Questionnaires were also distributed to members of HEIs for an in-depth understanding of issues related to their involvement in developing and teaching of NPO staff as well as what type of training courses are available or currently being developed, specifically targeted at staff in the NPO sector. The involvement of HEIs with NPOs forms part of the CE thrust and knowledge enablement (Albertyn & Erasmus 2014:23).

## **1.10 DATA ANALYSIS, INTERPRETATION AND REPORTING**

Data collected through questionnaires and individual interviews were analysed through content analysis. This is a methodical way that recognises and condenses message content (Nieuwenhuis 2012:101; Brenner in Cohen *et al* 2011:428;555). The design used in this regard was Explanatory Sequential Design which is aligned to mixed methods of conducting research. It makes provision for quantitative data to be collected and analysed first, followed by collection and analysis of qualitative data to clarify the findings of the quantitative data. Subsequent to the two processes, data were presented and where deemed necessary, explanations were clarified/supported making use various tools such as tables and others.

## **1.11 LIMITATIONS OF THE STUDY**

Each NPO is unique and has its own target clientele. Each NPO therefore operates in a particular way and has its own vision and mission, thus the focus will not necessarily be the same. Factors such as the ability to access funds also impacts the scope of operation of NPOs. The commonalities that might exist will probably be with reference to stipulations of Acts, policies and regulations prescribed in terms of the law. This poses challenges with purposive sampling to some extent.

The sampled NPOs cannot be considered to be fully homogeneous. On the other hand this aspect can be regarded to contribute knowledge from a diverse background. While the

study was qualitative by nature and the conclusions cannot be generalized, the evidence gathered from the participating NPOs gave an idea of the circumstances surrounding the functions of the NPOs operating in the target area of the study. The information given in the questionnaires cannot be completely free of bias, despite measures put in place to ensure validity and reliability. The human element present in any type of research will always impact on the research process.

### **1.12 VALUE OF STUDY**

The study could be valuable to the NPOs in the target area of the study in that they could benefit through relevant training customised for their needs. It is envisaged that if partnerships were to be initiated between NPOs and institutions of higher learning, the study would not only contribute by bringing new knowledge, but also make the HEIs more receptive to the needs of external constituencies and the NPO sector in particular. More avenues could be created for the voices of the NPO segment to be heard through the outcomes of the research. Recommendations of areas for further study could help bring the plight of NPOs to organisations that could help improve their efficacy.

### **1.13 ETHICAL CONSIDERATIONS**

The research involved members of NPOs and HEIs, therefore confidentiality (Ridington 2010:36; Nhlapo 2012:69) was maintained throughout. All participants involved in completing

the questionnaires and in interviews were fully advised of the nature and the envisaged value of the research. Participation was entirely voluntary and this was explicitly stated before the data collection process commenced. The participants signed an “informed letter of consent” (Ridington 2010:36; Nhlapo 2012:69) before participating in the study and anonymity was ensured. The researcher informed the participants of their right to withdraw from the research if they felt that there were changes in the preliminary circumstances for participating. Data was stored safely and pseudo names were assigned to ensure anonymity of participants.

#### **1.14 LAYOUT OF STUDY**

The layout of the chapters in this study is as follows:

Chapter 1 - Introduction and Background.

Chapter 2 – Theoretical Framework

Chapter 3 – Literature Review

Chapter 4 – Research Design and Methodology

Chapter 5 – Analysis and Interpretation of data, Presentation and Discussion of Findings and Conclusions

Chapter 6 – Presentation of the Framework

#### **1.15 CONCLUSION**

Chapter 1 introduced the aim of the study, which was to determine the training needs of the NPOs in the NWP, in order

to develop a skills training framework for the staff of the NPOs. A background of the study was outlined accentuating the critical nature of skills and training in organisations. The theoretical framework discussed the paradigm in which the research lies, followed by an outline of the research questions and how they were to be addressed in the methodology.

Furthermore, a mixed method research methodology was briefly discussed and a stratified purposive sampling applied to the population of the NPOs in the NWP. Reference was also made to the proposed value of the study for the stakeholders involved in this endeavour.

## **CHAPTER 2**

### **REVIEWING LITERATURE IN RESPECT OF THE CHOSEN THEORETICAL FRAMEWORK**

#### **2.1 INTRODUCTION**

The purpose of this research was to develop a skills training framework for NPOs' staff. The researcher considered constructivism as an appropriate theoretical framework to guide the study. This chapter gives a background of the importance of a framework in research in general terms. The focus then shifts to discussing constructivism, which is the selected framework that guides this study. Further on, the discussion touches on the various aspects of constructivism, what it is and what can be achieved through its application in research. The views of different scholars on constructivism are also looked into and discussed.

The discussion is carried on further by discussing the evolution of constructivism focusing on the early proponents up to the present. On this score, reference is made to the contributions of Piaget and Vygotsky as renowned scholars in this field. Current contributions on the understanding of constructivism by recent scholars are brought into the debates to shed more light on this theoretical framework. These debates by some current scholars help to bring to light what might seem to be contradictions and agreements in the understanding and application of the theory. The relationship between constructivism and adult learners is discussed. This is critical because of the fact that most NPOs in the designated area, service adult learners. The staff also

assume the role of adult learners when they undergo training of some sort.

Finally, the discussion touches on ontology and epistemology with references to the framework and the research, the role of the researcher, explanation of operational concepts and a concluding summary.

## **2.2 THEORETICAL FRAMEWORK**

A theoretical framework provides a perspective from which the researcher approaches the research. Each researcher has a particular goal with the study that is undertaken. As a result there cannot be one theory that is applicable in all situations. A theory delivers a broad interpretation for observations made over an interval of time, elucidates and forecasts behaviour, can on no occasion be incontestable and may be modified (Dorin, Demmin and Gabell (1990) quoted in Mergel (1998:1 of 29)). It is critical that the choice of a framework be done with care and caution since the success of the research links directly to it (Kabi, 2013:18). Abend (2008:185) claims that theories are articulated to explicate, foretell, and comprehend phenomena and, largely, to test and spread prevailing knowledge in the context of the parameters of critical believed conventions.

The notion of making sense of the acquired knowledge and to expand it or on it, is critical in research (Wacker 1998:363). Sunday (2017: online) asserts that using a theoretical framework allows the researcher to create associations between the abstract and the material, the notional and the empirical. In this

way it becomes possible to see relationships between phenomena pertaining to the object of investigation or research. This facilitates contribution of new knowledge. The focus of the research was on gathering and interpretation of knowledge relating to skills challenge of the staff of NPOs with the view to designing relevant training programmes to address their skills deficit. Constructivism, thus became the appropriate theoretical framework.

### **2.2.1 Constructivism as a theoretical framework**

Creswell (2014:37) states that “constructivism or social constructivism is seen as an approach to qualitative research”. Social constructivists maintain the premise that people pursue understanding of the biosphere in which they animate and toil and over time, develop subjective connotations of their understandings and meanings focused towards certain matters. Mertens (2010:11) agrees with Creswell (2014:37) in that the researcher will need to engage individuals to raise the participants’ awareness and to obtain their views and understanding of the situation (reality) being studied.

Constructivism requires participants to participate in clarification, organization, and implication formation regarding knowledge, with the cognitive structures that they have formerly constructed (Stabile 2015:13; Cato 2006:57). The experiences of the staff of NPOs on a number of issues have become critical. The expectation is that they have institutional history or memory from which they can make inferences and deductions relating to

challenges and how these were, or were not overcome. Constructivist academics place importance on context, sensitivity, and tend to place value on situational and physical aspects of the context, that is, understanding a phenomenon in its intricacies and among its certain environment (Klenke, 2016:21). This argument by Klenke emphasizes the fact that context plays an important part in human engagements. The environment is a variable that cannot be eliminated in human interactions and has an impact on how and what we learn.

Olusegun (2015:66) positions that “constructivism is a learning theory established in psychology that describes how individuals may obtain knowledge and learn”. It therefore has through application to knowledge acquisition. The theory proposes that people build knowledge and significance from their experiences. Dennick (2016:200) agrees with Olusegun in that the constructivist theory of learning is founded on the premise which links new knowledge to pre-existent information. Constructivists believe that significant truth is dependent upon human practices and experiences and is created throughout interaction between human beings and their biosphere (Crotty in Daugherty 2015:65).

Past experiences always play a part in learning or constructing new knowledge and as such should not be overlooked or played down. The learning process should be viewed as a process influenced by past experiences or existing structures as well as learning through knowledge building in the educational world (Merriam and Caffarella 1991:138; Alonso, Manrique and Martinez 2015:418). In Cognitive constructivism learners are dynamic contributors in the knowledge acquisition process. Students set their own goals and are their own motivators, whilst

together with the educators they actively seek new knowledge incorporating existing structures. Worth (2012:177) emphasises the importance of setting strategic goals in the NPO sector, as a means to build a more effective organization. The staff of NPOs need to possess a repertoire of skills to assist them achieve the organization's purposes. For this they need acute mental processes which includes intuition, data processing, and memory perception (Merriam and Caffarella, 1991:138).

### **2.2.2 The evolution of constructivism**

The early history of constructivism lies back in the late 1960s. According to Jones (2002:2) there has been different viewpoints regarding the structure of constructivism or its modus operandi. He makes reference to “personal constructivism as described by Piaget (1967), social constructivism outlined by Vygotsky (1978), and radical constructivism advocated by von Glasersfeld (1995)”. These variations actually attest to its evolution as propounded by the different scholars.

Piaget, in his theory refers to “cognitive or individual constructivism” (Powell & Kalina 2009:241). “In the former type, ideas are constructed in individuals through a personal process drawing from experience to have a personal meaning for the student” (Powell & Kalina 2009: 241). The individual construct knowledge on his/her own and does not necessarily depend on others. What they know may have to be modified if it does not agree with what they already knew. To understand the concepts requires discovery or reconstruction through re-discovery (Sert

2008:291). Using their existing knowledge and experiences learners can consequently dynamically learn and produce novel knowledge (Huang, 2002:28; Secore 2017:5). The implication for the acquisition of skills is that it makes room to adapt skills to suite new situations or to refine them. In this way, they become relevant to the new challenges and conditions that may be faced by the individual.

Vygotsky's theory is known as social constructivism (Powell & Kalina 2009:241). This theory emphasizes the role of others or the societal context in learning (Jones 2002:5; Huang, 2002:28; Sert 2008:292). Theory claims that knowledge is constructed in a social contest and through social interaction. The community assists in ensuring learning takes place and motivates learners to interact with it under various settings (Jones 2002:5). To interact meaningfully with others, language becomes very critical. "Language is a psychological tool that causes fundamental changes in mental functions" (Jones 2002:4). To be able to communicate effectively with others, the learner should participate in activities that encourage group work, collaborations, collaborative problem solving and many more (Huang, 2002:29; Secore 2017:5; Sert 2008:292).

From this discussion, it can be deduced that the teacher needs to have a facilitative role to allow for interaction amongst student so as to create conducive learning environments (Jones 2002:5; Huang, 2002:28). The presence of members of the community and teachers is important, "to ensure the constant interaction between the single and others, in what is described as Zone of

Proximal Development” (ZPD) (Powell and Kalina 2009:243; Huang 2002:29; Jones 2002:6). Vygotsky continues that “all individuals have a ZPD which is outside their area of current knowledge and abilities” (Wessels, 2014:3).

The knowledge and abilities in this area can only be accessed with the help from other people. In light of this discussion, one can conclude that the staff of NPOs can acquire skills and practical know-how with the help of other agencies that do training. This also puts them in a position that can cascade their skills and knowledge further. That is a body of knowledge that adds to more debates on constructivism, thus, ushering in a new perspective on the theory (Von Glasersfeld in Begg 2015:71).

In summarising Piaget's contributions to constructivism argues for two principles:

“1.) Knowledge is not passively received either through the senses or by way of communication. Knowledge is actively built up by the cognizing subject tenets;

2a.) The function of cognition is adaptive, in the biological sense of the term, tending toward fit or viability;

2b.) Cognition serves the subject's organization of the experiential world, not the discovery of an objective reality.

In von Glasersfeld's terms, people who subscribe to the first of these principles are called 'trivial constructivists', while those that subscribe to both are 'radical constructivists'. Von Glasersfeld argued these principles as a philosopher rather than as an educator.”

Ernest in Begg (2015:71) on the other hand, considers four varieties of constructivism and their differences which are summarized in table 2.1

**Table 2.1: A constructivist classification (derived from Ernest, 1994)**

Type of constructivism	Metaphor for the mind	Model of the world	Epistemology
Information-processing	Computer, unfeeling thinking machine (Scientific Realism)	Absolute space, with physical objects	Objectivist or absolutist
Trivial	'soft" computer (brain machine) as (scientific Realism)	Absolute space, with physical objects	Objectivist or absolutist
Radical	Evolving, adapting. Isolated biological organism	Subject's private domain of experience	Subjectivist, relativist, or fallibilist
Social	Persons in conversation	Socially constructed shared world	Subjectivist, relativist, or fallibilist

Riegler (2015:1) argues that trivial constructivism postulates that knowledge cannot be inactively received but is dynamically built up by the cognizing individual. "It is the construction of the individual's cognitive structures, not the alteration of the body and the universe, which differentiates the route of understanding from the trivialist perspective" (Cato 2006:60; Bozkurt 2017:210). Trivial constructivism stresses the exterior nature of knowledge (Doolittle 2014:486).

In light of the trivial constructivism arguments stated above, this study will emphasize the radical constructivism which is evolving and adapting to new information.

According to Berg (2015:74) from a radical perspective, 'meaning-making' is seen as personal. It is presumed that each learner recreates their current understandings to bring on new perspectives. This sentiment is also echoed by Wuckettits in Belbase (2014:99) emphasizing the paradigm of radical constructivism which accepts that the mind is like a creature undertaking an evolutionary progression. "Radical constructivism emphasises the internal nature of knowledge, the knowledge which is constructed from both external experiences and earlier mental structures" (Doolittle 2014:486). As the constructivist's journey into deep understanding progresses, that "unity of subject and object" becomes increasingly attenuated as the "idiosyncratic construction of prior experiences" waxes while the "world we come to know" wanes.

The social constructivism involves people in conversations in a socially constructed shared world. Amineh and Asl (2015:13) "define social constructivism as a theory of knowledge in sociology and communication theory that examines the knowledge and understanding of the world that are developed jointly by individuals". This theory adopts that understanding, consequence, and significance are established in synchronization with other people. NPOs therefore, are not top-down institutions but rather, they are informed by the needs of the community and relevant role players. It is important that the NPOs give room for their employees and communities to engage

with them for a more effective and efficient organisation as they get to express their views.

“Constructivism, as a theory of learning, recognizes that teaching is less about covering content and more about using the content to cultivate matchless and customised ways of understanding” (Weimer in Stabile 2015:14). This therefore implies that learners continually construct new interpretations over time depending on the circumstances. Stabile (2015:14) supports this notion, stating that students modify their representations or paradigm as they experience fresh notions and ideas.

Christie (in Amineh and Asl: 2015:11) points out that constructivism is regarded as a learning theory where knowledge is both a dynamic practice and an individualistic illustration of the world. Therefore knowledge is created from the experience and is adjusted through diverse experiences. An emphasis on Problem-solving and understanding is articulated in this theory.

### **2.2.3 How Constructivism fits into the study**

This study aimed to determine the training needs of NPO staff. It was envisaged that through their involvement in the study, they would develop new perspectives about why they are unsuccessful in executing their tasks in the workplace. Also, how improvements can be made for them to be more effective and efficient in their workplace.

To raise the participants' awareness and to obtain their views and understanding of the situation (reality) being studied, a constructivism paradigm directed this research (Mertens 2010:11). Hence the adult learners create their own knowledge (socially and culturally) during their interface with other participants and with the setting that they live in (Cooper et al. 2006:470).

One of the elements of adult learning is that each individual is assumed to be autonomous, desires self-improvement and has the capacity to be self-directed in learning (Merriam 1993:17). Berg (2015:74) agrees with Merriam reiterating that a learner restructures their understandings to bring about new thinking. This then implies that the NPO staff have the capacity to learn, be trained and acquire knowledge which can assist them to improve and operate more efficiently.

As alluded to in Chapter 1, section 2, Swilling and Russell (2002:89) point to the fact that NPO training to raise funds was rated as a key challenge. The lack of NPO staff training (Hellmuth 2014:159) was also cited as a challenge for the organizations. Funding is a critical element for the survival of NPOs, as it determines whether they can continue with their mandates or not. Swilling and Russell (2002:89) also call for further studies or methods to test the results of the outcomes produced from their study.

This research therefore intends to focus on training of NPO staff members in order to empower them to increase their personal proficiency in their tasks. One critical area of concern is the fact

that the staff of NPOs will deal most often with adults who will have to be open to diverse kinds of knowledge and education. The important consideration becomes how to engage them through constructivism in many projects that they will be involved in.

### **2.3 CONSTRUCTIVISM AND THE ADULT LEARNER**

The University of California in its *Teaching Guide for Graduate student Instructors* (n.d.:1) states that with social constructivism knowledge is socially “constructed” – both the students and educators are an integral part of the formation (Daugherty 2015:61; Cato 2006:57). Reference to educators does not necessarily refer to people who have studied to teach for several years. Rather, it refers in broad terms, to adults in the community with knowledge, expertise and skills who are eager to mingle their experiences and skills together amongst their fellow people. These teachers/educators from the community form a knowledge community or hub. If there is greater cooperation between the learners and the knowledge community then new information is accommodated. In this respect the NPO staff and people with expertise create a space in which each can contribute what they have.

Doolittle (2014:485) articulates that constructivism is commonly an approach whereby students build their own understanding from interpreting their experiences. Begg (2015:74) “predicates that constructivism is about how we ‘come to know’ particularly from past experiences”. In any research or learning environment

therefore, it is critical for the researcher or teacher to acknowledge the learners prior knowledge. In this study, one of the research questions probes on the participants' prior knowledge.

Learners set their own goals and are their own motivators, whilst together with the educators/facilitators who are spearheading the CE process, actively seek new knowledge incorporating existing structures. Worth (2012:177) emphasizes that the ideal thing to do will be to incorporate the knowledge gained from the interaction between educators and learners. This will then set strategic goals in the NPO sector, as a means to build a more effective organisation (Ebrahim and Ortolano in Ridington 2010:74). Strategic goals include key areas of focus for an organisation which could include growth focus, efficiency focus, and competitive advantage, among others. There has to be a buy-in from the NPOs, who are the recipients of the services.

Constructivists distinguish that abundant erudition involves links established through contiguity, replication and view learning as connecting the attainment or re-arrangement of the cognitive structures through which people process and store information (Good and Brophy 1990:187; Belbase 2014:99). This therefore implies that for effective teaching educators need to structure material in an organised manner. Learning occurs through incorporation of learners into the knowledge hub and collective integration and allowing introduction of fresh ideas. Students are an active part of the community and make meaningful contributions towards the learning process. This correlates with

Poerksen (2013:62) arguing that students are not instruments to be fed with information but that as learners absorb information, they construct knowledge enthusiastically and on the foundation of what they already know. It is therefore crucial, that teachers construct at least some images of what goes on in the minds of their learners; so that they will stand a chance of altering something in there.

The motivation for learning is both inherent and external. The knowledge hub in the community provides external rewards which in turn motivates the learners. As a result of more engagement as well as collaboration in this kind of scenario, this tends to produce better results than an instructor centred situation. This means that such learning is “created via the mental structures of the mind itself and from social interactions” (Stabile 2015:14). Such learning also requires all organisations, including the NPOs to make meaningful contributions of their knowledge and past experiences to shape the knowledge hub (Muspratt-Williams 2009:84). The adult learner is mature and desires to know more hence the exploration in a desired and chosen field, but this should be facilitated by those who have advanced forms of knowledge. This may be viewed from Vygotsky’s theory of ZPD, which necessitates acknowledgement that one’s horizons are expanding.

Adults also need to be commended or motivated for them to improve in performance as in the case of NPO staff. Lack of motivation and skills (Van Rooyen and Ellis 2014:187) tend to negatively affect performance. An interesting dimension cited by Rogers (1989:48) is that there is some ‘hierarchy’ of learning. One such hierarchy is propounded by Belbin and Belbin quoted

in Rogers (1989:50). Learning should be characterised by some form of knowledge progression culminating in a more advanced form of learning which is skills training and acquisition. Cognition and cognitive skills seem to improve with training. This may be attained through deliberate intervention and intention of HEIs to improve skills.

## **2.4 WHO IS AN ADULT LEARNER?**

Based on the discussions that follow the premise is that an adult learner is someone who takes an energetic part in learning and in so doing becomes a portion of knowledge building. The assumption is that this new knowledge will benefit the student and the organisation and/or society. The study does not purport to give a precise definition of an adult learner which is also based on the ensuing debates. It must be recognised that some of the learners serviced by the NPOs might be older in terms of age and/or level of maturity than the personnel from the NPOs and due care must be taken to still respect their views and opinions.

There is much debate on when an individual is regarded as an adult. Much of the debate is contextual, with age being used as one indicator, psychological maturity and social role being others. Jensen (1964:28), however, states that there is much variability in using age, psychological maturity and social role as indications of adulthood. On the other hand Nafukho, Amutabi and Otunga (2005:2) define an adult as “an individual whose age and biological state requires an expected form of behaviour and

a set of social roles". The common thread becomes the social roles that society imposes on the adult person.

In this study, an adult learner would be anyone who satisfies one or more criteria referred to in the preceding discussions. This stance is motivated by the fact that there are differences in the social roles assumed in different cultures and geographical locations. The definition of an adult, therefore tends to vary in various contexts.

Rogers (1989:24) suggests a few characteristics of what seem to be generally true for the majority of adult learners and could therefore equally apply to the staff of the NPOs. As the study explores the skills needs of staff of NPOs, there is great emphasis needed in understanding the traits of the adult learners in order to then craft a framework from the findings (see 1.6). Khiat (2015:1) quotes (Howell 2001; Vander Zanden 2007) in arguing that an adult learner is naturally a learner above 24 years old, who is playing different roles as a learner, employee, partner and/or parent and is at least one year absent from learning in a learning establishment. This is from the context in Singapore where adult students normally assume state-subsidized part-time degrees in one of the publicly financed institutions of higher education.

Knowles, Holton and Swanson (quoted in Nafukho *et al.* 2005:10) acknowledge that adults need a good reason why they need to learn something before they will invest effort to learn it. This

gives emphasis on the need to study the physiognomies of the adult learner according to the physiognomies of an adult learner as stated by Rogers (1989:24).

#### **2.4.1 Characteristics of an adult learner**

Knowles (1988:51) emphasises the movement from 'dependence' to 'self-directing' as the individual grows. Knowles argues that from infancy to adolescence is the dependence stage where practically speaking 'the learners need to know what the teacher teaches, in order to pass and get promoted. This is where pedagogy is practiced appropriately.

##### **2.4.1.1 Student participants are adults by definition**

As already alluded to earlier, the definition of an adult varies in different contexts, therefore Rogers' characteristics of the adult learner will also vary in different contexts. The adult learner exercises choice by volunteering to attend lessons and tends to be more independent than their younger counterparts. One of the elements of the adult learner is that there is an expectation, not only from the educators, but from fellow students and society at large, that the learner shows maturity in the way they conduct themselves. The adult learner takes more responsibility for his/her actions and is likely to be more receptive to learning.

#### **2.4.1.2 The adult learner is in a continuing process of growth**

Apart from acquiring additional knowledge, adult learners are individuals who are in the process of continuous growth: in the physical arena, knowledgeable sphere, in sentiments, in the world of relations and in the sphere of social interests (Rogers 1989:25). From the teacher's viewpoint it is vital to remember this for effectiveness in delivery of the knowledge sharing. Venter and Seale (2014:298) stress that the knowledge sharing developed and enabled the service learning champions to become responsible citizens. This, they further argue is because the knowledge, ideas, attitudes and values within the service learning community was shaped through democratic knowledge sharing among adult learners.

#### **2.4.1.3 Adults possess a package of experience and values**

Adult learners bring different axiological assumptions based on their past experiences and cultural backgrounds. Through knowledge sharing, the adult learners acquired skills that empower them to become change agents who focus on real life challenges in society (Venter and Seale 2014:298). Hence there is need to exercise sensitivity in the way the learners are handled, taking into account their values and experiences. Taylor and Hamdy (2013:35) concur with Venter and Seale (2014) in that adult learners bring their past experiences, which they value and need to be respected.

#### 2.4.1.4 Adults come to education with intentions

Probably one of the most important attributes of the adult learner is the 'intention' motive. Having a 'world' of work experience, the adult learner makes a conscious choice to enrol for a course or degree. This intention alone is a major motivator which tends to push and produce results.

Houle quoted in Rogers (1989:30) claims that there are three orientations to adult learning namely: goal-orientated, activity-oriented and learning-oriented. Table 2.2 summarises these orientations.

**Table 2.2: Orientations of adult learning**

<b>Orientation</b>	<b>Intentions</b>	<b>Learning Process</b>	<b>Continuation at end of programme?</b>
Goal-orientated; end product	Achievement; problem-solving/ attainment	Learning most in certain specific areas	Process ceases on 'successful' completion of course
Learning- orientated	Interest in subject	Learning in all parts of the matter	Continued learning in same or related subject area
Activity-related	Social or personal growth needs; often indeterminate	Find in activities satisfactions to needs	A new situation or activity is sought

Source: Rogers (1989:30)

Nafukho *et al.*, (2005:10) agree with Rogers, in that the adult learner, (in this study, staff of NPOs) needs to be a problem solver as well as take responsibility for decisions taken. This

enables the goals set to be achieved, resulting in a specific end-product.

#### **2.4.1.5 Adults have expectations about the learning process**

Having gone through the pedagogical learning process, adult learners approach andragogy with different expectations. Some learners may have had negative, and yet some positive learning experiences during their school days. These experiences are carried into the adult learning environment. For some, an unenjoyable learning experience in school can spur them to want to have a better and more positive learning encounter. These expectations can also be positive as mentioned by (Stanistreet 2014:2 of 5) who stressed that adult learning and skills mattered. Plus, lifelong learning had important social and economic benefits, both for the learner and the economy at large.

The pedagogical learning experience can act as base to instil confidence in learners such that when they attempt adult learning they will be more comfortable and ready to deal with new content. With more confidence, some learners will therefore prefer more independence in the learning environment as stated in Figure 3.1. In this context, educators are expected to give guidelines and direction, whilst giving some room for learners to explore and discover themselves which is their self-concept. This allows the learners independence and self-direction (Nafukho *et al.* 2005:9).

## 2.5 ONTOLOGY, EPISTEMOLOGY AND THE STUDY/ FRAMEWORK

Nieuwenhuis (2012:53) and Van de Berg and Struwig (2017:110) explain ontology as the study of the nature of reality (that which is or can be known. The same sentiments are echoed by Cohen *et al.* (2011:3) who defines “ontology as rulebooks about the nature of reality and nature of things”.

This nature of reality informs the theoretical framework in this study, that is, it is true that people construct knowledge on their own and because they have prior knowledge, this pushes them to acquire new knowledge. The people, particularly the NPO staff, can judge new knowledge against what they already know. Inquisitiveness can be used by facilitators to grow cognitively, morally and otherwise as they get more knowledge. Facilitators of NPOs need to be able to want to grow and obtain new knowledge in order to function more effectively in their day to day functions.

According to Blaikie in Dudovskiy (n.d.1 of 3) “ontology in business research can be defined as the science or study of being and it deals with the nature of reality. Ontology is a system of belief that reflects an interpretation by an individual about what constitutes a fact”.

Epistemology, on the other hand, “relates to how things can be known – how truths or facts or physical laws, if they exist, can be discovered and disclosed. It looks at how one knows reality, the method of knowing the nature of reality, or how one comes

to know reality” (Nieuwenhuis 2012:55; Antwi and Kasim 2015:218). Creswell (2014:54) concurs with Nieuwenhuis and defines epistemology as how we know what we know. Adult learners who are NPO staff engage in knowledge acquisition in their day to day working environment as they encounter different scenarios. It is key to relate what the NPO staff already know with what they encounter, in order to build a more efficient NPO staff through collaboration with other entities like the HEIs.

Cohen *et al.* (2011:3) “further links the ontological assumptions as giving rise to epistemological assumptions (ways of seeking and probing into the nature of reality and the nature of things)”. As a result the way one views the world tends to therefore influence the way one understands it.

Aspers (2015:1 of 5) states that there is no major qualitative variance between the empirically-oriented studies that invoke ‘ontology’ in the social disciplines and what is already known as constructivism. This view resonates with the argument in this study where a researcher utilises measureable and qualitative methods working well together to produce findings which enhance the body of knowledge. Nieuwenhuis (2012:54) further asserts that qualitative researchers portray reality as it inclines to track the constructivist cue that reality is a social construction; accepting that the researcher/ investigator remains a significant part of the research and the research outcomes are shaped rather than discovered.

## **2.6 ROLE OF RESEARCHER AND THE RELATIONSHIP WITH PARTICIPANTS**

The researcher contacted the staff of the sampled NPOs to indicate his intention to include them in this study. After this initial telephonic discussion, a meeting was agreed upon during which the finer details of the research was to be explained. During this meeting, all matters pertaining to the research were discussed at length. From clarity seeking questions raised, the researcher motivated participants to take part in the research by highlighting the importance of making their input heard for a joint solution to the research question. The researcher informed the participants about the free and informed consent and their rights to pull out from the research at any point if they no longer wanted to continue.

The role of the researcher was to ensure that questionnaires were proof read for validity/reliability and that they were packaged and ready to be distributed to the participants who volunteered to take part in the research. Questionnaires were distributed to the NPOs by the researcher. After completion, the researcher then collected the completed questionnaires from the NPOs. A similar process was carried out with the HEIs in the NWP so as to obtain a comprehensive idea of available skills development programs available to assist in the Nonprofit sector. The researcher arranged and conducted interviews with the chosen participants. The participants taking part in the follow-up discussion to the questionnaires were free to indicate the time that would suit them and the venue thereof. The researcher then adhered to the times indicated by the participants for the discussion.

In addition, the following points by Cohen *et al.* (2011:102) were adhered to due to the ethical clearance requirements from the UFS. The researcher had a responsibility to participants to:

- Protect their integrity: this was ensured by keeping the identity of the participants confidential. The terms of participation stipulated in the consent form were observed. All the participants' data will be kept private and disposed of as agreed after the expiry of the stipulated storage period.
- Protect their wellbeing: participants were free to exercise their rights in the research and were not coerced to do anything against their will.
- Protect their reputation: during interviews participants were free to air their views and support without any prejudice.
- Expect them to behave ethically and adherence to correct and agreed procedures: this was part of the consent form which was elucidated ahead of commencement of the research.

The researcher input was crucial as it adds the findings to the body of knowledge. The findings will in turn be utilized to enhance the efficiency of the NPOs. A further benefit is possible increased collaboration between HEIs and the NPOs (see Figure 1.2.1 in chapter 1).

## **2.7 DEFINITIONS AND DISCUSSIONS OF OPERATIONAL CONCEPTS**

For a better grasp of the parameters in this study, some of the concepts addressed in this study are discussed below.

### **2.7.1 Skills Training**

Goldstein (1974:3) defines training “as the systematic acquisition of skills, rules, concepts, or attitudes that result in improved performance in another environment”. Calgary and Area Labour Market - Employee Training and Development, (2015: online) defines “training and development as planned activities to develop the skills and knowledge of workers”.

A skill is “an ability and capacity acquired through systematic, and sustained effort to smoothly carry out complex activities or job functions involving ideas (cognitive skills), things (technical skill), and /or people (interpersonal skills)”.

The Free Dictionary (2018:online) defines “skill as proficiency, facility, or dexterity that is acquired or developed through training or experience, or a developed talent or ability”. “Training is defined as the process of bringing a person, etc., to an agreed standard of proficiency, etc., by practice and instruction”.

In this study, skills training therefore involves all the ways that an individual can acquire skills, be it through learning, by experience or through formal deliberate efforts.

### **2.7.2 Nonprofit Organisation (NPO)**

“A Nonprofit Organisation is a trust, company or other association of persons established for a public purpose and the income and property of which are not distributable to its members or office bearers, except as reasonable compensation for services rendered” (Nonprofit Organisations Act - RSA, 1997:2).

Bussin (2013:9) states that a “NPO is an organisation that is created mainly to serve the public or shared benefit as opposed to the quest for amassing of returns for proprietors or shareholders. All the money / resources accumulated must be reserved by the NPO, and reused for its specific overheads, tasks, and programmes”.

Kilby (2015:30) stated that NPOs gradually shifted their focus from a response to dealing with rebuilding after the World War, to a development focus. This saw many NPOs providing funding for development including capacity building and skills training.

In this study, we will use the NPO definition provided by the Nonprofit Organisation Act (RSA 1997) since the study is in a South African context.

### **2.7.3 Framework**

“A framework is defined as a set of assumptions, concepts, values, and practices that constitutes a way of viewing reality” (The Free Dictionary 2018:online).

The Business Dictionary (2018:online) “defines a framework as a broad overview, outline, or skeleton of interlinked items which supports a particular approach to a specific objective, and works as a guide that can be modified as required by adding or deleting items”.

Kilby (2015:6) used the word framework to describe the space or structure under which NPOs found themselves, i.e., NPOs were being requested and sustained to perform several local and government gatherings. This was the period of the NGO ‘boom’, categorised by wider relations amongst state, market and the civil society and the advancement of practices such as consolidation ‘civil society’ and ‘public’s participation’, which were a vital portion of NPO urgings about aid quality. The word boom signifies a huge growth in that time. Civil society in this context refers to legal registered groups from the community that had a common interest and usually were grouped together with NGOs. People participation referred to involvement of the population in the community activities, for example, aid quality.

Sayeed and Mantzaris (2017:91) talk of frameworks in the context of structures in the regulatory environment for ethics among “Britain, Russia, India, China and South Africa” commonly known as “BRICS”. The regulatory environment gives the guidelines in which the countries’ ethics are expected to abide by.

In this study, the framework that will be adopted is the Free Dictionary definition, “meaning a set of assumptions, concepts, values, and practices that constitute a way of viewing reality”. This definition was chosen as it aligns well with the research study.

#### **2.7.4 Staff**

Staff is defined as the personnel who carry out tasks at a specific enterprise (The Free Dictionary: online). Business Dictionary: (2018: online) defines “Staff as the entire group of employees who work at a company”.

The word staff is used interchangeably with workers in Almeida et al. (2015:25). “On the other hand, when labour markets are reasonably competitive, the focus could be on ensuring that workers have the means to finance investments in job-related training themselves”. This therefore refers to employees of an organisation who render a service in return for some form of remuneration.

In this study, however, staff means personnel of NPOs that will participate in the study. This is particularly key as it is the staff that drives the vision and operations of the NPOs which are the focus of this study.

#### **2.7.5 Adult Learning**

The Free Dictionary: (2018: online) defines adult as one who has attained maturity or legal age.

“Learning is defined as the act, process, or experience of gaining knowledge or skill” (The Free Dictionary 2018: online).

The Business Dictionary (2018: online), on the other hand, “defines learning as measurable and relatively permanent change in behaviour through experience, instruction, or study”.

Adult learning is defined “as a course, (via lectures or correspondence) for adults who are not otherwise engaged in formal study” (The Free Dictionary 2018: online).

According to Hughes & Quinn quoted in Venter & Seale (2014:297) adult learning “is self-directed towards coping with everyday life challenges. An adult learner wants to use the new knowledge and skills right away in solving real life issues”.

According to the United Nations Education, Science and Culture Organisation (UNESCO), and Denys (2013:6) “adult education denotes the entire body of organised educational processes whether formal or otherwise. Persons viewed as adults by the community to which they fit in, grow their capabilities, enrich their knowledge, advance their practical or specialised credentials or turn them in a new path. This results in changes in their approaches or conduct in a two-fold view of full individual growth and partaking in well-adjusted and autonomous societal, economic and social improvement”.

“Adult education, also called continuing education, is any form of undertaking by or provided for mature men and women” (Adult Education n.d. Online).

Stanistreet (2014:4of 5) argues that “adult learning is a lifelong learning process, and extends the opportunity for people to earn their success, and supports them to aim higher and achieve their potential”.

In this study, adult learning will mean the process of gaining knowledge or skill by adult learners who are the personnel of NPOs.

### **2.7.6 Perspective**

The Free Online Dictionary (2018: online), defines “perspective as an understanding of how aspects of a subject relates to each other and to the whole”.

The Business Dictionary (2018: online), on the other hand, defines ‘perspective’ “as an illusion that has parallel lines projected towards the horizon. They move closer and converge at the 'far point' and objects become progressively smaller and disappear altogether at the 'horizon line’”.

Almeid *et al* (2012:74) used the word ‘perspective’ to mean “viewpoint in the context of employers providing an interesting perspective on the type of skills valued in the workplace. A fairly typical finding in developing countries is that, aside from formal educational or technical qualifications, employers also place a high value on attitudes and behaviors”.

For Sayeed and Mantzaris (2017:91) ‘perspective’ also means “viewpoint as used in comparing the role of the regulatory

frameworks in establishing and maintaining public service ethics in the BRICS countries”.

In this study, perspective will mean the way aspects link together, particularly with relation to NPO staff. This ties in well with the NPO focus of this research.

## **2.8 CONCLUSION**

Chapter two gave the theoretical framework for this study which is situated in the constructivism paradigm. The chapter discussed the different orientations of learning for adult learners, who in this context were the NPO staff.

A detailed discussion of the Constructivist theory which is the theory behind this research and how it fits in the study was given. A discussion of the link between constructivism and adult learner was uncovered. The chapter also discussed extensively, the characteristics of adult learners, particularly in the context that the NPO staff themselves are adult learners.

Definitions of ontology and epistemology and how they fit within the research were discussed.

The researcher’s role and expectations thereof were also discussed. Some definitions of operational concepts (those in the title of the study) were discussed to provide clarity of their use in the entire study.

## **CHAPTER 3**

### **LITERATURE REVIEW ON NON-PROFIT ORGANISATIONS AND SKILLS TRAINING FOR THEIR STAFF**

#### **3.1 INTRODUCTION**

This chapter gives a literature study on NPOs and skills training for the NPO staff. The purpose of this research is to determine the NPO staff skills training needs in the Rustenburg region of the NWP, with the intention of creating a framework for their training. The skills required for NPO staff members was therefore discussed in this chapter and how these impact on the efficient running of the NPOs.

The first part of this chapter, (section 3.2) of the literature review addresses the International, African and National perspectives of the origin, past, traits and motivation of NPOs. It outlines the lengthy account of NPOs focusing on the primary motivation for establishing the NPOs and their relationship with other entities. A contrast of the South African NPOs with the international scene is made. The different types of NPOs are also discussed, being purely philanthropic, hybrid and purely commercial NPOs as postulated by Worth (2012:37) in Table 3.3.

This section also touches on the recommended structure of NPOs, for them to operate efficiently and effectively. Some

problems or challenges faced by the NPOs are highlighted here, coupled with some statistics in the South African NPO sector and their sector distribution/concentration. A discussion on the key functions of the NPOs concludes this section.

The second part of this chapter, (section 3.3) deals with the various categories of the NPOs as well as their goals. The third part, (section 3.4) expands on the NPOs and other organisations. NPOs are regarded as part of the third sector and a comparison is made with the public and private sectors as seen in Table 3.6. A discussion of the NPO mandates follows and a look at the context in which the NPOs operate including the challenges they face.

Section 3.5 discusses skills required by the NPO staff to fulfil their functions and roles. An indication of the courses already available in the South African context was explored (see chapter 5.3). A skills development needs analysis tool is also explored in more detail.

### **3.2 INTERNATIONAL, AFRICAN AND NATIONAL PERSPECTIVES ON NPOs**

This section discusses the international and national perspectives on NPOs. An overview of the NPO sector from the various perspectives follows.

### 3.2.1 International Non-profit Organisations

In the latter part of the twentieth century in particular, throughout the Western world, the Nonprofit sector has become increasingly important in social, political, and economic life of the society. This was necessitated by global deregulation of the economy, the collapse of state socialism in Central and Eastern Europe, and the quest for different ways to pool the qualities of the market with the benefits of wider customs of social security (Cohen, 1995; Kramer, 2000; Salamon *et al.* in Appleton 2003:79; Kilby 2015:4). The global changes have made it possible for NPOs to play a more prominent role other than the normal practice where their involvement in social issues were more of a peripheral role. The involvement of NPOs are directed and regulated by their family policy. Appleton (2003:80) gives a broad definition of family policy. He states that it is narrowly defined as:

“referring to objectives and measures deliberately targeting the family unit, such as family allowance, and policies emanating from a designated government ministry devoted to the family. However, a more inclusive definition of family policy, and the one adopted in this study, refers to all policies with a family impact that may be initiated in any government or nongovernment department. These include housing subsidies, educational provision, public provision for health and caring, policies to combat poverty and social exclusion, and working time policies”.

The above extract gives the scope from which an NPO can define its scope of operation or target in its family policy. Appleton

(2003:79) further argues that experiences of NPOs in family policy-making vary between countries because of the way the state and Nonprofit relations operate.

Morris (2014:639) gives a background of the family policy issues in the European Union (EU). “In its early determinations to construct a comprehensible migration administration, the EU approved the 2003 Directive on the Right to Family Reunification (European Council 2003). This decree has long been considered contentious in part, because of its handling of migrant females. In November 2011, the EU Commission published a Green Paper on the Right to Family Reunification and started a discussion process with Member States, NPOs, and individual professionals as a way to evaluate concern in reconsidering this decree”.

NPOs funding in the US was distinctive because it speedily amplified in the mid-1950s, more than a decade in advance of the majority of other donor states (Kilby 2015:130). In the other “Organisation for Economic Cooperation and Development (OECD) countries, government funding of NPOs started in the 1960s with Germany, Netherlands and Norway in 1965, and Canada in 1968” (Herbert-Copley 1987; OECD 1988; Brouwer 2010; Smillie 1995 in Kilby 2015:130). Funding is a key element in the operation of NPOs, hence a family centred policy is important. This will ensure funding agencies, including government, channel funding resources among other resources, for the efficient running of the NPOs.

In the United States of America (USA), Stoecker (2007:98) states that “there are many training and technical assistance resources for several programming areas, organisational development, and computer technology. However, outside of evaluation exploration, the vital area of gathering, handling, scrutinizing and utilising research statistics is ignored by the coaches and the researchers collaborating with the Nonprofit sector. Like in all nations, donation applications, appraisals, monetary monitoring, resource distribution, and complete project design, are all reliant on accurate research and concrete information”. Such neglect has an adverse influence on NPOs funding access and ultimately fulfilling their developmental roles.

In Canada, migrating families receive support to allow them to settle in the country. This support may include: housing, clothing, foodstuff, work, and supplementary relocation support services. Such support can go on for up to a year from the time of entrance in Canada, or till the migrant is able to support his or herself, whichever occurs earliest (Hemstock Bagmeijer and Cramer 2018:25). This is driven from the family policy that the Canadian government established/enacted and delivers in partnership with NPOs. Such collaborations are healthy and encouraged as they assist NPOs to fulfil their mandates and operate more efficiently.

In the United Kingdom (UK), “a case in point is with the National Governing Body of Sports (NGBs), which obtains finance from Sport England. This is the non-departmental public organisation that allots funding from the central state and the National Lottery

to support community-level sports in England. Sports are an integral part of the community and families therein. Each four years, the organisation, together with other NGBs in England, bid to Sport England for funding” (Tacon, Walters and Cornforth 2017:11). Again the government realises the important role sports play in the family and renders support through funding NPOs for such activities for the community’s benefit. NPOs therefore fulfil broad societal needs through their various mandates and strengths.

According to Appleton (2003:79) the social origins theory points out why variations exist by highlighting broad societal influences on the Nonprofit sector among other factors. For instance, the strength of one particular organisation in a specific cultural context, and financial viability of the NPO, shapes the role of the organisations in the formulation of policies.

What has become clear from the discussion of NPOs and their family policy is the fact that each NPO may focus on one or more aspects of their policy.

The NPO sector in the USA has its origins in the olden customs of charity, benevolence, and voluntarism (Worth 2012:41). Over time there has been growth and transformation, with some NPOs taking a dual role by incorporating some commercial aspects creating a hybrid of the Nonprofit nature and commercial nature. This has also seen NPOs’ collaboration with other entities in order to fulfil their mandates as stated in the next paragraph (Kilby 2015:39).

One key example where an HEI is involved in assisting NPOs in gaining management skills and knowledge, is the council for Christian Colleges & Universities in the America as well as Canada. They have a particular Christian faith-integrated approach in a Master of Business Administration (MBA) course (Ridington, as quoted by Hellmuth 2014:159).

Kilby (2015:25) points out that in Australia, “while there were aid packages before World War II, and some of the known NPOs nowadays such as the Red Cross, Save the Children, among others which have their roots in the nineteenth or early twentieth eras, these were mostly concerned with disaster assistance, health, education, and well-being”. Lissner in Kilby (2015:25) “dates the first international NGO back to 1653, when a missionary society from Quebec started work in Latin America. This was followed by other missionary and educational institutions that worked in all European colonies over the next 300 years”. Tacon *et al.* (2017:4) point out that “in the UK and elsewhere, government funding is now a substantial source of revenue for numerous NPOs as the governments grasp the key role played by NPOs”.

Kilby (2015:29) states that The Catholic Relief Services and Cooperative for Relief Everywhere (CARE), “originally a US 23-agency system, had their roots in reconstruction of Europe after World War II. Oxfam was initially founded in Oxford by a group of Quakers, social activists and Oxford academics in reaction to the famine created by the British blockade of Greece in 1942.

Save the Children Fund has its roots in the 1919 blockade of Germany following World War I. World Vision has its origins in the Korean War in 1950; and, of course, the Red Cross with the Battle of Solferino in 1859, nearly a century before". As stated in Chapter 2, NPOs gradually shifted their focus from a response to dealing with rebuilding after the World War to a development focus.

### **3.2.2 Nonprofit Organisations in Africa**

O'Sullivan (2014:2) asserts that the NPOs participation in Nigeria was a direct consequence of a succession of heart-breaking acts from civil war-ravaged Eastern Nigeria in 1968, renamed Biafra by the secessionists. The pictures fundamentally transformed the linking between average residents in the First and Third Worlds. In the interim they opened the doors on a world that the mass media had till then kept closed, bringing a deluge of money and goods to support the migrants.

In the longer term Biafra broke down traditional relations, forming a straight connection between inhabitants in the industrialised world and the underprivileged and impoverished of the emerging world in the form of global NPOs. This meant that there was a way to get aid directly from the industrialised nations to the emerging nations through the NPOs' operations. The Biafran crisis of 1967–1969 resulted in NPOs first taking a dynamic approach in providing emergency assistance without state involvement (Kilby 2015:117).

The NPO field in Africa has seen some collaborations with other countries as evidenced by the capacity building efforts of *Mellmfolkelight Samvirke* (MS), a Danish NPO that has operated in Zimbabwe since 1982 (Phiri 2009:8). MS supported 22 NPOs in three particular themes; building capacity for local democracy, management of conflict and peace building and trade fairness. Such collaborations are important in building learning platforms and transfer of skills especially to the management of NPOs (Hemstock *et al.*, 2018:5; Patel 2012:610)

### **3.2.3 Nonprofit Organisations in South Africa**

As alluded to in Chapter 2 section 2.7.2 in South Africa the Nonprofit Organisations Act No. 71, (1997:2) defines NPOs as follows: “a trust, company or other association of persons established for a public purpose; and the income and property of which are not distributable to its members or office bearers except as reasonable compensation for services rendered.” The term ‘Non-Governmental Organisations’ (NGOs), is often used interchangeably with NPOs (Albertyn and Erasmus 2014:27). Nzimakwe (2008:90) refers to NGOs as:

“Private, self-governing, non-profit organisations promoting people centred development, which are responsible to their donors and to the communities they serve”.

In South Africa, organisations define themselves as registered NPOs by undergoing the process of registration in terms of the

Nonprofit Organisations Act 71 of 1997 (Albertyn and Erasmus 2014:27).

The Companies Act (RSA 2008:15) makes provision for a non-profit company defined as:

“(a) A company incorporated for a public benefit or other object as required by item 1(1) of Schedule 1; and

(b) A company whose income and property are not distributable to its incorporators, members, directors, officers or persons related to any of them except to the extent permitted by item 1(3) of Schedule 1. The Act further provides for the formation, operation and accountability of non-profit companies in a manner designed to promote, support and enhance the capacity of such companies to perform their functions”.

According to Fourie (n.d.1 of 4) NPOs in South Africa are registered as either a Non-Profit Organisation (registered with the DoSD, Non-Profit Company (NPC) (registered with Companies and Intellectual Property Commission) or Trust (registered with Master of the High Court). The main difference between these legal entities is in their compliance requirements. The NPC having more governance compliance requirements than the NPO. Some similarities between companies and NPOs are as follows:

- “Both Nonprofit as well as for profit organizations have goals and missions which are well defined. Their products or services are known by everyone.

- The Nonprofit's seek to satisfy the objectives and needs of their various stakeholders just like a private company knows their customers and serves them accordingly.
- Both Nonprofit and for profit organizations have limited resources and the goals must be met with the limited funds.
- Like private and commercial business corporations, many Nonprofit organizations have boards, management and different levels of staff which help in the efficient working of the organization”.

Fourie (n.d. 1 of 4) also highlights another type of NPO namely, Community Based Organisations (CBOs). The CBOs work on Asset Based Community Driven Development (ABCD) principles, particularly that of Community-Driven Development (CDD). The ABCD is an approach that appreciates the strengths, potentials and capacities that communities inherently have and how to unlock these (Asset Based Community Development South Africa 2016: online). Instead of “experts” from outside of the community entering into the community and determining what the community would partake to resolve their challenges, in a CBO, the community agrees on its own goals and drives toward those goals with or without outside assistance.

The illustration by Fourie (n.d. 1 of 4) shows the differences in terms of key requirements like structure, registrations, reporting as well as governance matters as per Table 3.1.

**Table 3.1 NPOs Classification**

<b>Criteria</b>	<b>CBO</b>	<b>NPO</b>	<b>NPC</b>	<b>Trust</b>
Required Members	3+	3+	3+	1+
Registration with DSD Encouraged	Yes	Yes	Yes	Yes
SARS Income Tax Registration Required	Yes	Yes	Yes	Yes
SARS Registration Required	No	No	No	No
SARS PBO Registration Encouraged	Yes	Yes	Yes	Yes
SARS Required	No	No	No	No
SARS S18A Exemption Application Encouraged	Yes	Yes	Yes	Yes
Annual Financial Audit	No	No	No	No
Annual Financial Audit Encouraged	Yes	Yes	Yes	Yes
Annual Returns to SARS	Yes	Yes	Yes	Yes
Annual Report to DSD if Registered	Yes	Yes	Yes	Yes
Annual Report to CIPC	No	No	Yes	No
Annual Report to Master of the High Court	N	N	N	Yes
Governance Requirements	Low	Low	High	Low

The “Constitution of the Republic of South Africa, Act 108 of 1996, section 14” (RSA 1996:7) “which protects the right to privacy, reads as follows:

Everyone has the right to privacy, which includes the right not to have—

- (a) Their person or home searched;
- (b) Their property searched;
- (c) Their possessions seized; or
- (d) The privacy of their communications infringed.”

This “section 14 of the Constitution of South Africa” has an impact on NPO operations in that NPOs have “to respect the rights to privacy of individuals”. This may have negative implications on the delivery of their services. For example, if the NPO deals with drugs rehabilitation and they are not allowed to enter a patient’s home without consent, it affects the effectiveness of the NPOs activities. Social workers, however, are allowed to bypass the right to privacy due to the nature of their jobs and can therefore team up with NPOs so as to overcome such challenges (Reamer 2016:2 of 3). External parties from outside the South African borders may regard NPOs to be ineffective as they may not know about privacy clauses that hamper the NPOs effectiveness.

Swilling and Russell (2002:7) on the other hand, define NPOs as “private, self-governing, voluntary, non-profit distributing organisations, operating not for commercial purposes but in the

public interest. This is for the promotion of social welfare and development, religion, charity, education and research". Nzimakwe in Erasmus (2014:27) refers to NGOs as "private, self-governing, Nonprofit organisations promoting people-centred development, which are accountable to their patrons and to the community they serve". These two definitions have three common elements namely private, self-governing and responsibility to the communities they serve. By virtue of the NPOs being registered with the DoSD, it is mandatory for them to account by submitting annual reports to the department. A look at the history of the South African NPOs follows.

In South Africa "NPOs originated in the first half of the twentieth century, largely with the Afrikaner working and middle class formations as a result of the industrialisation and urbanisation" (Swilling and Russell 2002:68).

Table 3.2 describes the social origins theory outlining the history of the NPO sector relative to the government (Swilling and Russell 2002:66). The Table outlines the different characteristics of various regimes on one hand, from the liberal regime where there is limited government spending on social development and privately funded Nonprofit sector. On the other hand corporatist regime where there is widespread state spending on social development in partnership with sections of the Nonprofit sector.

Furthermore, Table 3.2 is a representation of the history of NPOs in the context of South Africa. Swilling and Russell (2002:67) argue that the NPOs gravitated from the pre-twentieth century. Back then, there were relatively fragile organisational forms that succeeded in securing some form of independence from the prevailing political control. “Under apartheid, autonomous civic society was the voice of resistance, as a consequence was disapproved and discriminated against by the state” (Stuart 2013: 6 of 8). By the twentieth century successive waves of industrialisation saw the formation of Afrikaner working and middle classes. These classes were tremendously well structured into NPOs through a variety of sectors. These NPOs were drawn into corporatist arrangements for running health and welfare benefits to the white society.

On the other hand the colonial and the apartheid states accepted the widespread growth of a varied and multifaceted black Nonprofit sector, provided it continued non-political (Swilling and Russell 2002:68). The black Nonprofit sector was not sustained by a generous middle class. The social movements of the 1980s and 1990s therefore developed out of these multi-layered and profoundly embedded networks of NPOs. NPOs continue to grow and evolve in different forms among the spectrums in Table 3.2. This was and continues to be the journey of the NPOs in the South African context.

According to Swilling and Russell (2002:3) “South Africa’s history of multiple social formations, shaped over centuries, has intensely affected the progression of the huge and varied groups

of associations that can only, with great conceptual difficulty be characterised as the Nonprofit sector”. These multiple social formations came about from the apartheid history of South Africa including racial segregation. NPOs have however been a characteristic of both the white and African societies. Burger, Jegers, Seabe, Owens and Vanroose (2013: 4) echo Swilling and Russel (2002:3) sentiments in stating that “South Africa’s non-profit landscape has undergone a series of fundamental shifts in response to the drive to end apartheid, the transition to democracy and, more recently, rising demand for socioeconomic justice and better provision of services. The sector has been shaped by changes in the country’s social, political and economic landscape”.

Stuart (2013: 2 of 9) “denotes that South Africa is, indeed, very culturally diverse, and the disparity in the effectiveness of a persons’ claim for goods is a shared feature of the present-day South African society. This is brought about, in part, by years of racial discrimination and repression. This was demonstrated by a bifurcated welfare structure in which the bulk of state welfare expenditure was allocated to a small, white minority”. As a result huge sections of the population were left without sufficient state assistance.

To a large extent therefore, the black owned NPOs were left without government support and were perceived as inefficient and so struggled to fulfil their mandates due to lack of funding from both the state and the private sector.

With the advent of the era in South Africa, after the 1994 elections and the abandonment of the apartheid system, the NPOs' central role became more of poverty alleviation. Swilling and Russell, (2002:4) quote the ex-Minister of Social Development, who gave the expectations of government on NPOs, as being "to monitor public goods and defend the interests of the underprivileged segments of society; as well as increasing the access to social and economic services that create jobs and eliminate poverty among the poorest of the poor". Nhlapo (2012:29) augments Swilling and Russell's (2002:4) argument by stating that the participation of the "civil society in poverty alleviation" (Dar 2014:4) therefore cannot be overemphasised "given their local knowledge, which can be used as a basis for development".

Burger *et al.* (2013:5) highlights that irrespective of the reduced resources and capability in the post-1994 period, there has once again been a swell of activity in the Nonprofit sector. New social movements and a range of small and informal CBOs have emerged to help meet the needs of disadvantaged communities. This shows that communities and individuals did not just fold their arms but got up and became innovative to find ways and means to assist themselves and fellow members of the society.

Becker (2018:15 of 18) points to the fact that "non-profit organisations that voluntarily comply with internal accountability standards do not enhance the public's attitude compared with organisations that only follow legal minimum standards". This might be due to the fact that in terms of addressing issues of uncertainty in the NPO sector, internal and non-independent institutional accountability (compared with a peer or third-party

organisation) sends less credible signals to the public (Gugerty, 2009).

Hence the NPOs tend to decide how they want to be perceived by choosing their accountability preferences. Becker (2018:563) argues it follows that NPOs around the world have embraced voluntary accountability initiatives and activities that go beyond legal minimum accountability. Tacon *et al.*, (2017:4); RSA DSD (2009:4); Nhlapo (2012:132) and Stuart (2013:3) agree with Becker in that for the success NPOs the key issues good governance and accountability are indispensable in any regulatory system. Simply put NPOs which tend to value high standards, will go beyond the bare minimum by providing extra information beyond the legal requirements. This allows them to be highly regarded and trusted as is the internationally recognised CARE International, which reports various organisational documents annually that are “impact-focused, responsive to stakeholders, and promote transparency” (Becker 2018:562).

“Over the years, there has been a demand for increased accountability and the consequent corporatisation of some NPOs. People have argued that this has led to the commercialisation of the NPO sector” (Stuart 2013:3 of 9; Tacon *et al.* 2017:4). As such, “demands for rigorous standards of accountability, transparency and financial self-sufficiency imposed by donors” on the NPO sector “have the unintended effect of distancing these organisations from the very poor and marginalised communities that they are meant to serve.

**Table 3.2 Social Origins Theory – regimes**

<b>Regime</b>	<b>Characteristics</b>
Liberal regime - pre-twentieth century	“Low government spending on social development with a well-developed, privately funded Nonprofit sector”
Social Democratic regime-twentieth century	“Extensive state intervention in social development and a relatively weak Nonprofit sector”
Corporatist regime – twentieth century	“Extensive state expenditure on social development in partnership with segments of the Nonprofit sector”.
Statist regime - Post twentieth century	“Low levels of state support for social development without the concomitant support development of a Nonprofit sector with significant capacity to substitute for the state’s neglect”.
Colonial regime	“Limited social spending by the state and an autonomous Nonprofit sector rooted in the colonized group and based on survival and opposition”.

From Table 3.2, one may conclude that the focus of NPOs was influenced by the support provided. The budgetary constraints to a large extent determined the scope of operations of the NPOs.

The support from different sectors also influence the focal point of NPOs. This might be due to the Memorandum of Understanding (MOU) signed between the NPO and the funders’ sponsors as well as other considerations such as, the mission and vision of NPOs.

Table 3.3 outlines the key differences between purely philanthropic, hybrid and purely commercial entities. On the one end the purely philanthropic NPOs are mission driven whose goal is social value creation whilst on the other hand the purely commercial NPOs tend to be market driven with an economic goal. The hybrid encompasses a mixture of both purely philanthropic and purely commercial elements. The key stakeholders pay nothing in the philanthropic scenario, whilst they would pay full market rates in the commercial scenario (Worth 2012:37). The hybrid can also be regarded as social entrepreneur. The hybrid does not keep profit for themselves but also make sure that they share part of the profit by ploughing back to the community. This they achieve by developing, funding or implementing solutions to social, cultural or environmental issues.

It is interesting to note that in the purely commercial set-up suppliers charge market prices whereas, for hybrid, they would provide special discounts and/or a mix of full price, discounts, and in-kind gifts.

Worth (2012:37) further differentiates between the various purposes of the NPOs. For instance, an organisation with a compassionate focus and dealing with homeless individuals, will be classified as purely philanthropic as it appeals to goodwill rather than self-interest.

**Table 3.3: Differences between Purely philanthropic, Hybrid and Purely commercial NPOs**

	<b>Continuum of options</b>		
	<b>Purely philanthropic</b>	<b>Hybrid</b>	<b>Purely commercial</b>
General motives, methods, and goals	Appeal to goodwill	Appeal to mixed motives	Appeal to self-interest
	Mission driven	Balance of mission and market	Market driven
	Goal is social value creation	Goal is social and economic value creation	Goal is economic value creation
Key stakeholders			
Beneficiaries	Pay nothing	Pay subsidized rates and or a mix of full payers and those who pay nothing	Pay full market rates
Providers of capital	Make gifts and grants	Provide below-market capital and/or a mix of below-market capital market-rate capita, and gifts	Charge market rates
Workforce	Volunteers	Accept below-market wages and/or a mix of volunteers and paid staff	Receive market-rate compensation
Suppliers	Make in-kind (tangible) gifts	Provide special discounts and/or a mix of full price, discounts, and in kind gifts	Charge market prices

Source: Adapted from Worth (2012:36)

### 3.3 CATEGORIES OF THE NON-PROFIT ORGANISATIONS

In the South African context and as alluded to under the introduction in Chapter 1, Swilling and Russell (2002:9) use five criteria in defining NPOs. “These are, organised, private, self-governing, non-profit distributing and voluntary”. “Registered NPOs are classified in terms of the nature or scope of their services or the sectors in which they operate” (Van Rooyen & Ellis 2014:181). NPOs are independent entities with no government ownership hence the self-governing aspect. One of the key elements of NPOs is that they are non-profit making as opposed to other organisations that aim to making a profit.

De Beer (2002:109) classifies NPOs “as autonomous, privately set-up non-profit making institutions that support, manage or facilitate development action”. Kaars and Kaars (2014:164) classify NPOs as clustered under the third sector. The term ‘third sector’ largely refers to organised civil society and NPOs fall within this category (Albertyn and Erasmus 2014:23).

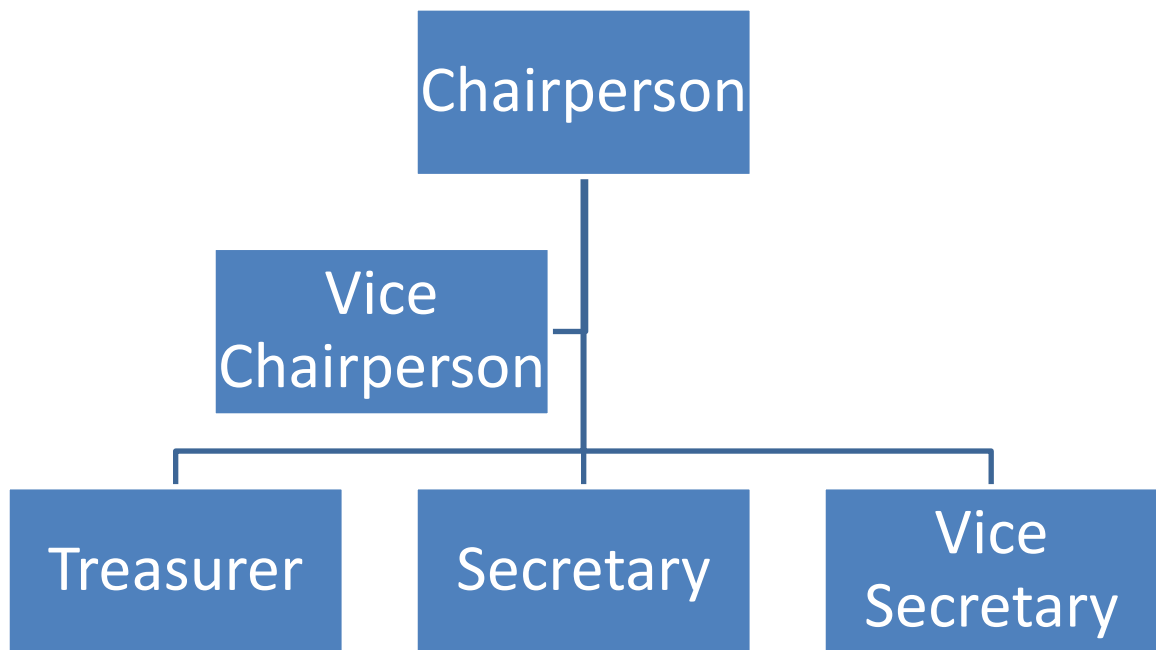
Swilling and Russell (2002:11-12) argue that NPOs can be categorised in crude terms as developmental, oppositional and survivalist. Muspratt-Williams (2009:24) elaborates that “survivalist NPOs operate in communities where people barely survive with members sharing or maximising on meagre resources not provided by the state or private sector. Oppositional NPOs organise or mobilise people to pressurise bodies to make specific changes through advocacy and lobbying. The developmental NPOs are engaged directly in improving the

social, cultural and economic well-being of the communities”. Most of the NPOs in South Africa are examples of a combination of all three categories (Hellmuth 2014:146).

The Nonprofit Organisations Act 71 of 1997, “seeks to provide for an environment in which non-profit organisations can flourish as well as to establish an administrative and regulatory framework within which non-profit organisations can conduct their affairs”.

NPOs can have a similar structure as for-profit organisations as illustrated in Figure 3.1. Depending on the size and capacity of the organisation, an NPO could be headed by a Chief Executive Officer supported by other functional directors, as well as managers and staff. Some NPOs have a Board of Directors which should be independent from the management team (RSA DOD 2013:8).

The organogram shows the importance of the board in the functioning of NPOs. This organogram show a hierarchical structure linking well with findings at the Hawthorne plant, showing that supervision had an influence on the performance of workers (Worth 2002:220).



**Figure 3.1: The structure of a non-profit organisation Board (RSA DOD 2013:8)**

Magaisa, Matipira and Kanhai (2014:2) stress the fact that “an appropriate organisational structure for the efficient performance of the required tasks, must be made effective by information systems and relationships permitting coordination of subdivided activities”. Therefore a sound structure is key to an organisational success.

Management therefore, is crucial in ensuring that an NPO is governed and performs according to expectations. Van Rooyen & Ellis (2014:185) point to the fact that the management structure of the NPOs in the Free State on average, comprised of seven individuals, who would become the board members.

The Gauteng Social Development Guidelines for the selection of board members for NPO's report (RSA DOD 2013:5) gives the following "guidelines for the selection of NPO board members:

- should reflect the needs of the community;
- should be community driven; and
- The management of the NPO should consist of a board that represents the broader community".

The size of the board should not exceed seven members (RSA DOD 2013:8). The board should "consist of the following:-

1. Chairperson;
2. Vice chairperson;
3. Treasurer;
4. Secretary;
5. Vice Secretary; and
6. Two (2) additional members".

According to Briginshaw, Meri, Bakwesegha, Charles, Khumalo, Matiwana, Butcher and Yared (n.d.:5) the "directorate will only register a properly set up legal entity with a founding document, such as a Constitution. This document must explain what the organisation will do, how it will be structured, and how it will be run". The Constitution gives guidelines of the board members required which must be at least seven.

From these three Provinces' examples, the most common/ideal structure is the seven board members as outlined in the Gauteng

example. The splitting of functions amongst specialists makes the organisations more efficient as well as effective. This recommended structure which appears to be the norm is not always followed by faith-based organisations.

Hellmuth (2014:145) argues that management skills and knowledge provided by higher education and other training institutions, “should guide faith-based organisations in the third sector”, in order for them to be fully functional and sustainable. This assertion should largely be applied not only to the faith-based organisations but also to the NPOs at large.

Van Rooyen & Ellis (2014:187) in a research done in the Free State, found out “that there tends to be a lack of management skills within the NPOs as well as the relevant government departments that are meant to support the NPOs”. Lack of management skills within the NPOs affect both the management personnel and facilitators. The NPO environment requires the NPO staff to put in a coordinated and concerted effort in order to run efficiently. Swilling and Russell (2002:84) agree with Van Rooyen and Ellis (2014:187) pointing out that there is still need for the collation of information from various evaluation reports. These are based on the generalized perspectives about the capacity problems that face the NPO sector. A lack of experience in fundraising and lack of staff training in particular, are some of the elements mentioned in the study done on NPOs, as being problematic (Swilling and Russell 2002:87).

Table 3.4 shows an extract of the problems rated by NPOs as most serious. A lack of staff training accounted 17% of the responses received, whilst a lack of experience in fundraising accounted for 28% of responses received from the NPOs sampled. This study conducted similar research in the NWP to determine its position in this regard.

**Table 3.4 Problems NPOs rated as most serious by percentage of all NPOs surveyed.**

<b>Problem identified</b>	<b>Percentage</b>
<b>“Lack of government financial support</b>	<b>55%”</b>
<b>“Lack of government support</b>	<b>53%”</b>
<b>“Lack of contributions from public</b>	<b>45%”</b>
<b>“Lack of contact with potential funding sources</b>	<b>44%”</b>
<b>“Inadequate office equipment and supplies</b>	<b>39%”</b>
<b>“Delays and red tape in releasing financial support</b>	<b>32%”</b>
<b>“Low salaries and benefits</b>	<b>30%”</b>
<b>“Difficulty locating affordable office space</b>	<b>30%”</b>
<b>“Lack of experience in fundraising</b>	<b>28%”</b>
<b>“Lack of favourable tax treatment for contributions</b>	<b>25%”</b>
<b>“Lack of staff training</b>	<b>17%”</b>

The staff of the NPOs need good governance and management skills for them to be able to contact potential funding sources to enable them run their organisations well. As often is the case with many NPOs, they is competition largely for financial resources (Van Rooyen & Ellis 2014:187). This then means that NPOs need skills to be able to write funding proposals, as often times, the government’s allocation is not always enough to carry the NPOs through.

### **3.3.1 Key role players in the NPOs**

#### **3.3.1.1 The founder**

Flynn (2009: online) states that every founder needs to determine his or her role within the organisation. This position should not be seen to entitle the incumbent to other benefits that may undermine the vision of the organisation. Naturally, a founder is an important figure in the organisation, deserving respect and gratitude but in reality, there should not be such a position as a founder. Every founder has a choice to be part of the staff or part of the board. It therefore follows that a founder can take one or a combination of key roles like Director, Manager, Supervisor, Chairperson or company Secretary. A discussion on the duties and expectations on the various roles follows.

The Bridgespan group (n.d. 1 of 2) describes the role of the Executive Director (ED) as one who is “expected to have overall strategic and operational responsibility for NPO staff, programmes, expansion, and execution of its mission. She or he will initially develop deep knowledge of field, core programmes, operations, and business plans and report to the Board of Directors. In smaller NPOs however, there may have a Director taking up different roles without having a Board of Directors to report to”.

Some of the key qualities a director is expected to have include:

- “Leadership & Management: Ensure on-going local programmatic excellence, rigorous programme evaluation, and consistent quality of finance and

administration, fundraising, communications, and systems; recommend timelines and resources needed to achieve the strategic goals.

- Fundraising & Communications: This entails expanding local revenue, generating and fundraising activities to support existing programme operations and regional expansion while simultaneously retiring building debt. Another key aspect is to deepen and refine all aspects of communication – from web presence to external relations with the goal of creating a stronger brand.
- Planning & New Business: Key under planning is the building of partnerships in new markets, establishing relationships with the funders, and political and community leaders at each expansion site”.

The Director is expected to have established leadership, mentorship, and relationship managing skill. Additional explicit expectations include:

- “Advanced degree, ideally a Masters in Business Administration (MBA), with at least 10 years of senior management experience; track record of effectively leading and regionally and/or nationally scaling a performance and outcomes-based organisation and staff; ability to point to specific examples of having developed and operationalised strategies that have taken an organisation to the next stage of growth.
- Unwavering commitment to quality programmes and data-driven programme evaluation.

- Excellence in organisational management with the ability to coach staff, manage, and develop high-performance teams, set and achieve strategic objectives, and manage a budget.
- Past success working with a Board of Directors with the ability to cultivate existing board member relationships.
- Strong marketing, public relations, and fundraising experience with the ability to engage a wide range of stakeholders and cultures.
- Strong written and verbal communication skills; a persuasive and passionate communicator with excellent interpersonal and multidisciplinary project skills.
- Action-oriented, entrepreneurial, adaptable, and innovative approach to business planning.
- Ability to work effectively in collaboration with diverse groups of people.
- Passion, idealism, integrity, positive attitude, mission-driven, and self-directed”.

As stated above, a Director is expected to have at least, an advanced degree like an MBA. Of the eight participants who are Directors and/or founders, none of them had a first degree. The highest qualification was a diploma. This therefore necessitates the need to have the Directors and founders' qualifications and skills to be improved. Such improvement can be through enrolling with HEIs for specific qualifications, as well as collaboration through joint projects where skills can be passed on from the experienced participants.

### **3.3.1.2 Chairman of the Board of Directors**

The Institute of Directors South Africa (IoDSA) (2017:1 of 2) and The Bridgespan group (n.d.:7 of 9) note that “the primary role of the Chair is to provide leadership to the governing body of an organisation and set the tone for its performance. When it comes to meetings, the Chair is both presiding officer and facilitator—a multifaceted role that requires great skill. He or she should ensure members have enough information, are properly prepared and make a contribution. The Chair has to keep discussions focused and encourage reluctant members to air their views, and decide when additional interventions and meetings are necessary”.

“Perhaps the most important job of the Chair is to facilitate the arrival at sound decisions. As Sir Adrian Cadbury, the founding father of corporate governance, once observed, The Chairman’s job is to see the board reaches not merely a consensus but a good decision”— and that the decision is acted on. In collaboration with the CEO of the organisation, the Chairperson is also expected to produce extensive yearly income and ensure the NPO’s general monetary well-being.

The Bridgespan group (n.d. 8-9 of 9) suggests the following qualifications for a Chairperson:

- “The selected Board Chair should have achieved leadership stature in business, government, philanthropy, or the Nonprofit sector. His/her accomplishments will allow him/her to attract other well-qualified, high-performing board members;

- Extensive professional experience with significant executive leadership accomplishments in business, government, philanthropy, or the Nonprofit sector;
- Demonstrated success as a Nonprofit Board member or Board Chair;
- Track record of building credibility in the funding community that has resulted in major gifts to a Nonprofit;
- Savvy diplomatic skills and a natural affinity for cultivating relationships and persuading, convening, facilitating, and building consensus among diverse individuals;
- Excellent written and oral communication skills coupled with natural affinity for public speaking”.

The Chairperson therefore needs to be well informed and aware of the core values of the organisation. As much as there are no formal qualifications specified for this role, the researcher believes that the Chairperson needs to have at least, a first degree or diploma. This is vital, since he/she will preside and chair board members who are expected to be qualified and experienced.

For proper good corporate governance, it is therefore imperative for the Chairperson to be equally or better qualified and experienced than the board members. There were three participants in the research who took the role of Chairperson or Vice Chairperson and among them, the highest qualification was a grade 12 qualification. This again implies a great need to implement a skills improvement strategy.

### **3.3.1.3 Manager**

Bordelon (n.d.:online) states that NPOs “are run differently from for-profit organisations, in that any funds they make beyond their internal expenses go to a goal they have committed to. For example, a health research organisation would raise funds, pay its expenses and salaries and apply surplus funds to its cause. A Nonprofit's business manager oversees the structure of the organisation with the cause foremost in his mind. Agencies that monitor the performance of Nonprofits say they should spend at least 75% of their budgets on their causes”.

Given the above background, a manager is ideally expected to have a Bachelor's degree or higher in Business Administration, a field closely related to your cause, or specifically in Nonprofit management. Bordelon (n.d.:online) argues that “the manager must have strong organisational skills. This will enable them to communicate well and have strong knowledge of the Nonprofit industry to know how other NPOs approach similar problems. Grant writing is a major part of this work, so it helps if the manager has strong writing and editing skills”.

Doyle (2018:1 of 1) states that “management in the Nonprofit sector takes many different forms. From overseeing the entire national or regional efforts, to guiding the direction of one crucial element of the organisation's goals. NPOs often draw from the corporate world for the most senior executive positions, as well as from candidates who have risen through the Nonprofit route”.

There were four NPO staff members who assumed the Manager role. The highest level of qualification was a grade 12 or Matric. This does not match with the recommendation above for a manager to have at least, a Bachelor's degree. Again, this means that there is need to upskill the NPO staff to match the recommended level for greater effectiveness and efficiency.

Workable (n.d.:online) defines a Supervisor's responsibilities to include:

- "Setting goals for performance and deadlines in ways that comply with the company's plans and vision;
- Organising workflow and ensuring that employees understand their duties or delegated tasks;
- Monitoring employee productivity and providing constructive feedback and coaching, as well as resolving issues and serving as a link between subordinates and upper management;
- Receiving complaints and resolving problems;
- Maintaining timekeeping and personnel records;
- Preparing and submitting performance reports;
- Deciding on rewards and promotion based on performance;
- Hiring and training new employees;
- Ensuring adherence to legal and company policies and procedures and undertaking disciplinary actions if the need arises.

A supervisor is expected to have the following qualifications:

- Proven experience as supervisor or relevant role;
- Familiarity with company policies and legal guidelines of the field;
- Ability to learn a variety of job descriptions;
- Excellent communication and interpersonal skills;
- Outstanding organisational and leadership skills;
- Good knowledge of MS Office;
- Diploma/Certificate in first line management or relevant field;
- High School diploma; BSc/BA in management or relevant discipline will be considered an advantage”.

The supervisors who participated in the study had a highest qualification of a matric certificate. Given the recommendations above, a diploma or degree is needed for such a role.

#### **3.3.1.4 Secretary**

Jono (2018:2 of 4) defines secretarial duties among others “relating to meetings are to ensure that:

- ❖ The agenda is prepared with the Chairperson and circulated prior to each meeting, setting out items of business to be considered.
- ❖ The minutes are a clear, concise, correct and legible record of all motions or decisions considered and actions agreed upon – and feature an action column.
- ❖ Copies of minutes are distributed to all Committee members before the following meeting.

❖ Maintenance of documentation and archives of the organisation”.

Target Jobs (n.d.:1 of 4) state that “secretaries and administrators play a supportive role in organisations where they are employed to undertake a variety of administrative tasks. Some of the tasks include:

- Answering calls, taking messages and handling correspondence;
- Maintaining diaries and arranging appointments;
- Typing, preparing and collating reports;
- Filing;
- Organising and servicing meetings (producing agendas and taking minutes);
- Managing databases;
- Prioritising workloads;
- Implementing new procedures and administrative systems”.

For a secretarial role, formal qualifications are not always needed but a minority of employers might ask for a degree qualification. In this case, a degree in English, Business, IT or Information Science may be beneficial (Target Jobs n.d.:2 of 4). There were four secretaries who participated in the study and among them, the highest level of qualification was a grade 12 certificate. Similar to the secretarial role, no formal qualifications are expected for general workers.

### 3.4 GOALS OF NONPROFIT ORGANISATIONS

NPOs characteristics tend to be multiple and difficult to prioritise. This is because NPOs operate in between the two extremes of public organisations where goals are not easy to pin point, as opposed to private organisations where there are clearly defined aims that all parties are familiar with. NPOs try to satisfy the public needs, at the same time, they have some constraints like funding and the expectation to be efficient with available resources (Kilby 2015:4; RSA DSD 2009:67; Burger *et al.* 2013:6). The NPOs tend to follow the mandates given by the funders thereby sometimes neglecting their goals and functions. The dependency on external funding renders them susceptible to manipulation by funders. In extreme cases NPOs may be forced to deviate completely from their original mandates or abandon them altogether. Missing information on the extent to which NPOs may and can use certain portion of their profit, may be another factor contributing to their exploitation by donors and funders.

In the South African context, most people associated with NPOs seem to think that they are not allowed to make profit at all. This is not the case. NPOs are allowed to generate profits as long as such profits are ploughed back into the core objectives of the company as spelled out in its constitution, and as long as the profits are not more than a specified percentage of the organisation's total income (De Beer 2014:123; Honey, Liebenberg, Nelson, Swilling and Russell in Muspratt-Williams 2009:36). As one of the characteristics of NPOs, they are not

permitted to distribute proceeds or surpluses to their investors, or stakeholders (Salamon and Sokolowski 2016:15).

As a result of their non-profit nature, NPOs in South Africa and many other countries are by law, exempted from paying tax. However, the NPOs are expected to keep any surpluses if any, for reuse in the future periods, due to the unpredictability of funding sources. Tax exemption therefore helps the NPOs to retain more financial resources for the well-being of the organisation (Worth 2012:39; Valentinov, Hielscher and Pies 2015:498).

Pitso (2014:196) points to the fact that NPOs are representatives of the people at grassroots level and their primary voice is the fight to bring social, economic and civil justice. It is therefore important to take cognisance of the concerns raised by the NPOs, especially in their cooperation with the HEIs.

NPOs also rely on the use of volunteers in their activities, mainly due to financial constraints (Salamon and Sokolowski 2016:1520). The service of volunteers is therefore of enormous economic importance to NPOs and to society (Worth 2012:227). Some programmes therefore may fail to take off if there are not enough volunteers. Thus, NPOs tend to operate in tough conditions and have to maintain some resolve to work and thrive in the context.

Hellmuth (2014:152) classifies the people who work in the NPOs into 3 main groups namely: beneficiaries, volunteers and donors. Volunteers are either usually not paid or get a very small allowance; hence they have to be motivated for the cause at hand. Donors are key to the success of any project as they provide a key ingredient in the recipe, whilst without beneficiaries there would be no project to talk about.

NPOs depend heavily on the use of volunteers in their activities, mainly due to financial constraints (Van Rooyen & Ellis 2014:188). Some programmes therefore may fail to take off if there are not enough volunteers. NPOs therefore tend to operate in tough conditions and have to maintain some resolve to work and thrive in the context.

In the DoSD report, (RSA DOD: 2011:14; Burger *et al.* 2013:6) it was indicated that the key sectors or goals in which NPOs focus are social services, development and housing and religion. Table 3.5 indicates the distribution of the NPOs numbers by sector. The “# Reg” indicates the number of NPOs registered whilst, “% reg” indicates the percentage of NPOs registered. A total 76,172 NPOs were registered with the DoSD whilst for the NWP, the number stood at 3,943 organisations registered. Chapter 5 gives the comparison of the growth of the registered NPOs as at 2016 (see Table 5.3).

Table 3.5: Registered NPOs per sector

REGION	SA Percentage	Free State	GP	EC	KZN	LP	MP	NW	NC	WC
Business and professional associations, unions	402	0,5	4,2	0,8	0,3	0,2	0,4	19	0,5	0,8
Culture and recreation	4069	5	19,1	6,6	3,3	3,4	4,7	228	5,8	8,1
Development and housing	15797	21	11,6	18,2	22,1	23,7	19,1	871	22,1	22,2
Education and research	8655	11	1	10,6	15,6	12,6	12,1	381	9,7	10,6
Environment	918	1	13,3	1,1	0,9	1,4	1,1	47	1,2	2,8
Health	8723	11	0	8,9	11,5	14,6	16,8	565	14,3	8,3
International	53	0,06	2,2	0,2	0	0	0	1	0	0,1
Law, advocacy and politics	1605	2	0,6	2,4	2,2	1,5	1,3	72	1,8	3,5
Philanthropic intermediaries and voluntarism promotion	912	1	8,8	1,4	1	0,2	0,3	24	0,6	3,3
Religion	8839	12	38,7	16	6,2	6,3	8,9	324	8,2	12,1
Social services	26199	34		33,8	36,8	36	35,3	1411	35,8	28,1
<b>Total (number of NPOs and percentage in country)</b>	<b>76172</b>	<b>94,8%</b>	<b>4012</b>	<b>24442</b>	<b>6592</b>	<b>8037</b>	<b>4454</b>	<b>3943</b>	<b>1733</b>	<b>7407</b>
			5,3%	32,1%	8,7%	10,6%	5,8%		5,2%	9,7%

Source: RSA DoSD (2011:14)

It has been alluded in section 3.2.3 that, NPOs focus on more than one aspect. A similar argument was also raised at the conclusion of Table 3.2. Table 3.5 supports these observations. Considering the multiple focus of NPOs, it is possible that most of them will experience challenges in skilling employees who are in a position to multi-task. The situation may further be compounded by the budgetary constraints that most NPOs are faced with.

### **3.5 FUNCTIONS OF NONPROFIT ORGANISATIONS (NPOS)**

NPOs very often take a role of filling the service gap left by government and private organisations (Taylor 2011:206). This role in many cases takes a social responsibility aspect such as the well-being of marginalized and vulnerable people (Muspratt-Williams: 2009:22). To some extent research into important areas such as science and innovation is vital (Choi 2014:397). Therefore NPOs' functions cover a wide spectrum of sectors, depending on the founder's area of interest.

Kaars and Kaars (2014:164) and Stuart (2013: 3 of 9) state that there are a number of formal and well-established NPOs. Equally so, there are also numerous informal and grassroots-level organisations that are rendering services to local communities. Despite the organisations being small, the volume of these NPOs amounts to an important contribution for the greater good in society. There is more weight pulled when more organisations collaborate and push together for a common purpose.

As alluded to earlier in Table 3.5, the South African DoSD had in 2011, 76,175 registered NPOs on their database of which the NWP had 3,943 NPOs representing 5.2% of the total (RSA DoSD 2011b:14). This list contains NPOs that have voluntarily registered with the DoSD with the main aim of receiving financial aid from the state.

Due to the large number of registered NPOs, a discussion on the following registered NPOs: soup kitchens, drop-in centres, child welfare and equal education NPOs will follow in the upcoming section. These fall within the majority of the sub-sector: social services which comprises 35.8% of the total NPOs in the NWP (RSA DoSD 2011b:14). The above social services category is also the second biggest category of NPOs at the South African national level as per Table 3.5. Culture and Recreation was the second most prevalent category, whilst Education and Research was the third most prevalent category (see Figure 5.5 in chapter 5).

### **3.5.1 Soup kitchens**

Soup kitchens provide meals for the underprivileged children and adults in some cases. Because of poverty, there are people who are unable to afford meals, hence some individuals decided to form NPOs to alleviate their plight. The soup kitchens are allocated grants by the DoSD, for use in their operations to cover administration, salaries and food, among other expenses. In a media statement, the Minister of the Social Development Department in April 2014 said that, “the provision of immediate

poverty relief in the form of food parcels and soup kitchens or nutritional centres continues to provide relief to households, social sector cluster, social protection and vulnerable groups” (Media briefing 2014: online).

Nhlapo (2012:132) states that “success in poverty alleviation depends to a great extent on how responsible, committed and accountable both government and civil society organisations leaders are”. Both NPOs and funders like government have to be therefore more focused towards sustainability of poverty alleviation initiatives. The research sought to further explore whether skills challenges have a role to play in the greater scheme of things.

### **3.5.2 Drop-in NPO centres**

In addition to the soup kitchens, there are drop-in NPO centres that take care of mainly children who are abandoned or whose parents gave them up for care because they could not take care of them. These centres, classified under social services (Swilling and Russell 2002:27) and RSA DoSD (2011b:14) provide food, shelter, general welfare and schooling for children. These centres provide a crucial support system to the communities, which at times, have to grapple with orphaned children and even child-headed family challenges.

### **3.5.3 Child Welfare NPOs**

Child Welfare South Africa (CWSA) is a registered public benefit organisation. “CWSA is an umbrella body representing 164 child welfare affiliates, 30 developing organisations, 25 outreach projects and 206 communities in South Africa” (Child Welfare South Africa: n.d. 1 of 1). The organisation’s objectives among others are:

- “Protecting the children in the country from all types of abuse;
- Making an impact in the lives of children;
- Establishing networks and partnerships to ensure the safeguarding of children;
- Being a credible, professional body for child protection;
- Providing support and direction to member organisations”.

Therefore other welfare organisations and NPOs who are members, can obtain support from CWSA on matters that affect them. Such NPOs’ functions include providing shelter, food and general welfare of children.

### **3.5.4 Equal Education**

Some NPOs choose specialised fields like education. For example, “a community and membership-based organisation called Equal Education” (EE), has taken up the cause for learning within South Africa, advocating for improvement of

schools in rural and urban areas. EE “is a movement of learners, parents, and teachers striving for quality and equality in South African education, through analysis and activism” (Equal Education n.d. online). Swilling and Russell (2002:26) highlight the fact that black females lead the education, research and development sector.

Therefore given the above examples, it follows that NPOs tend to function in many spheres of the community or country, taking various causes like the welfare of abused women, providing counselling, shelter and food. One feature which seems to be clear is that, usually the NPOs choose an area that seems neglected by the government or other organisations that make profit and hence, tend to experience obstacles and limited support (Erasmus 2014:103). This has a kind of humanitarian aspect to it as it is about helping other people who are at a disadvantage or trying to improve their welfare (Fowler 2000:56).

### **3.6 NON-PROFIT ORGANISATIONS VERSUS OTHER ORGANISATIONS**

NPOs operate in the same environment as public and other private organisations; hence they compete for the same revenue sources and markets.

#### **3.6.1 Non-profit Organisations as part of the third sector**

Popowska & Lunksi (2014:31) state that the “classical structural model of developed democracies consists of three basic sectors,

– public administration (covering every form of state emanation)”, which is usually called public sector (also called first sector). Then, there is the private sector (for-profit, also called second sector) and finally, the remaining field between the first and the second sectors is known as the non-profit organisation sector (*third sector* or *NGO sector*). A popular definition of the third sector usually covers all types of organisations formed as grassroots initiatives that are separate from the state (are neither financed by the government, nor are they government structures). They are not formed in order to maximize returns of its members/founders (as opposed to for-profit subjects like companies). Such organisations are for example, associations, foundations or charities.

“Third sector organisations is a term used to define the variety of institutes that are classified neither as public sector nor private sector. It contains voluntary and community organisations (both registered charities and other organisations, such as, associations, self-help groups and community groups), social enterprises, mutuals and co-operatives” (National Audit Office n.d. Online).

On the other hand, Katsioloudes (2006: 251) and Ridington (2010:16) state that the NPO sector is the same as the third sector. But Albertyn and Erasmus (2014:21) imply that NPOs are included within the third sector, with the latter being a wider representation of different organisations. It is from this background that Katsioloudes (2006:250) captures the differences amongst the public, third sector (NPOs) and private sector, as demonstrated in Table 3.6.

The Table 3.6 refers to the word market. In this study, the market refers to the clientele serviced by the public, NPOs and private sectors. The sector differences are therefore captured in Table 3.6.

**Table 3.6: Factors that capture public, third and private sector differences**

Factor	Sector		
	Public	Third Sector	Private
<b>Environmental</b>			
Markets	“Oversight bodies compose market	“Market made up of both oversight bodies and buying behaviour of clients	“People’s buying behaviour defines market
	Collaboration among organisations offering a given service	Implicit or negotiated franchises to provide services in a given market area	Competition among organisation’s given service
	Financing by budget allocation (free services)	Financing by a combination of budget allocations and service charges or taxing authority	Financing by fees and charges
	Data describing market often unavailable	Market data captured by cooperatives and shared with interested parties	Market data typically available
	Market signals weak	Market signals weak, some clear some not	Market data typically available
Constraints	Mandates and obligations limit autonomy and flexibility	Contractors limit autonomy (e.g. physicians in a hospital, users of a performing arts centre	Autonomy and flexibility limited only by law and internal consensus

Political Influence	Buffers needed to deal with influence attempts and help with negotiations	Buffers needed to deal with contractors	Political influence handles as exceptions without special arrangement
<b>Transactional</b>			
Coerciveness	People must fund and consume the organisation's services	Funding and use tied to contracts and arrangements that stabilize use and financing	Consumption voluntary and payment based on use
Scope of impact	Broad sets of concerns that have considerable societal impact	Agreed upon or negotiated mandates can limit scope of societal concerns without legislative intervention	Narrow concerns with little societal impact
Public scrutiny	Cannot sequester the development of idea and developmental process	Ideas and developmental activities periodically reviewed as part of the accreditation	Can sequester ideas and developmental activities
Ownership	Citizens often act as owners and impose their expectations about organisations activities and conduct of these activities	Ownership vested in users e.g. physicians in hospital), who promote their vested interests	Ownership vested in stockholders whose interests are interpreted using financial indicators
	Ubiquitous stakeholders	Many stakeholders	Few stakeholders beyond stockholders
<b>Organisational processes</b>			
Goals	Goals and thus aims are shifting, complex, conflicting, and difficult to specify	Goals are multiple and difficult to prioritise, making aims disputed	Goals are clear and agreed upon
	Equity dominant concern	Mixed concerns about equity and efficiency	Efficient dominant concern

Authority limits	Implementation contingent upon stakeholders beyond the authority leaders' control	Implementation depends on securing the agreement of key contractors	Implementation vested in authority figures who have the power to act
	Agency management within a governmental umbrella"	Agency management within an authority structure"	Agency management largely independent of outside influences"
	Limitations posed by role of public action	Limitations posed by traditional roles	No limits
Performance expectations	Vague and in constant flux, changing with elections and political appointments, encouraging inaction	Action taking has many interpretations regarding urgency until a consensual view emerges	Clear and fixed for long time periods, creating urgency
Incentives	Job security, power, recognition, roles and tasks	Professionalisation norms create expectations	Financial

Source: Katsioloudes (2006: 250)

For the public sector, the market comprises of oversight bodies, whilst for the NPOs, the market consists of both oversight bodies and buying behaviour of clients. Whereas for the private sector, only people's buying behaviour defines the market as indicated in Table 3.6. The landscape is, however, changing as observed by Boenigk, in Becker (2018:565). He observed that the Nonprofit sector was "now characterised by a high market orientation, as most organizations seek to create favourable perceptions among stakeholders and build relationships with them".

Katsioloudes (2006:249) and Van Rooyen & Ellis (2014:188) agree that most public organisations and NPOs lack an economic marketplace that provides them with resources in the form of revenues. Van Rooyen & Ellis (2014:180) again, agree with Katsioloudes in that, most NPOs struggle for financial stability due to funding cuts from both the state and their funding donors. On the contrary the private sector, relies on the buying behaviour of people as the primary source of consumer information for decision making.

With the public sector financing is by budget allocation to render free services, whilst for the NPOs, apart from the budget allocations they also charge for services rendered. With the private sector, financing is by fees and charges for the services rendered.

NPOs therefore, to a large extent depend on donations and very often have to generate their own revenues to sustain their operations. This creates not only a sustainability (Valentinov *et al.* 2015:498; Kilby 2015:155) challenge, but also a long-term planning challenge, which also has an impact on the human resources training and succession planning.

While Worth (2012:41) classifies many of the NPOs as hybrids (see Table 3.3), it is vital to recognise that this implies that one will usually find both features of the private and public sectors within the third sector (Katsioloudes 2006:250).

Van Rooyen & Ellis (2014:181) argue that having knowledge of the third sector provides an insight into its role in co-creating developmental solutions for challenges in South Africa through knowledge enablement with higher education. Mitchell (2017:4) echoes similar sentiments, in that capacity building within the NPOs staff, is key to their efficient functioning. This is a key element in this study, as we elaborate on the skills needs of NPO management findings in the coming chapters.

In as much as the global environment changes, companies and NPOs included, are affected by these changes and have to adapt and respond to the context in which they operate (Taylor 2011:300). Mitchell (2017:14) advises that NPOs have to step up, speak out, and engage in the public policy process, in order to bring inputs on issues that affect them in light of the changing environment. Today there is great emphasis on 'going green', therefore, projects and programmes with a 'green' focus tend to receive greater attention and resources. Such programmes include renewable energy generation, energy and resource efficiency, emission and pollution mitigation and natural resource management, among others.

Unlike private organisations who charge a fee for services rendered, NPOs either offer services for free or charge a nominal fee. Worth (2012:37) agrees with the fact that clients of purely philanthropic organisations pay nothing for the services they receive as highlighted in 'free services' (see Table 3.2). This creates a financial gap which has to be filled from other sources,

like grants from government or other public or private sector bodies.

As alluded to earlier in section 3.3.1, De Beer (2014:122) argues that most people who are associated with NPOs seem to have a mis-conception that they are not allowed to make profit at all. NPOs however, are allowed to make profits, as long as they plough the profits back into the NPO. The implication is that NPOs need to use the excess funds (profit) for activities that benefit the organisation on an on-going basis. The proof that these excess funds are used within the organisation for the NPOs benefit brings in the accountability aspect as highlighted by Tacon *et al.* (2017:4).

### **3.6.2 NPO Mandates**

Legal mandates and/or obligations of a charter are defined by the online dictionary.com: (n.d. online) as documents defining the formal organisation of a corporate body or constitution. Traditions, however, can pose challenges for civic organisations that restricts their independence and flexibility (Mainzer quoted in Katsioloudes: 2006:254). NPOs also find themselves constrained by the same factors, for example, a child welfare organisation is bound by tradition to provide services targeted at children. Private sector organisations on the other hand, have the flexibility to move across sectors if they feel they are not getting good returns on their investments.

Mandates determine the products and services offered by an organisation, and this, linked with societal needs and resources

available, dictates the direction and sector within which the organisation operates (see Table 3.3). Available human resources (Pinho, Rodrigues, and Dibb 2014:22; De Beer and Swanepoel 2002:116) with skills have a bearing on the products and other services that the NPO can offer. Again, showing the importance of training and capacity within the organisation as also highlighted in Figure 3.2. Edwards and Fowler (2003:331) agree on the need for NPOs to be learning organisations in order to thrive. NPOs therefore have to acclimatise to the changing atmosphere in order to remain effective and efficient. With an increasing call on HEIs to become involved in their communities and demonstrate social responsibility, the HEIs are becoming members of third sectors' inter-organisational networks, and partaking in relational processes of sharing knowledge, skills and resources (Cloete 2014:218).

### **3.6.3 NPOs versus Public Organisations**

Public organisations have a wider latitude of impact and deal with a larger diversity of issues whereas, NPOs have a limited opinion of societal issues than public organisations (Katsioloudes 2006:258). The argument is that the NPOs have agreed-upon mandates which gives them a specific focus which may therefore, not be all encompassing or responsive to all societal concerns. This therefore implies that NPOs are target-driven towards achieving specific goals as per their mandates, hence, their management has to also be skilled, to fulfil the desired outcomes.

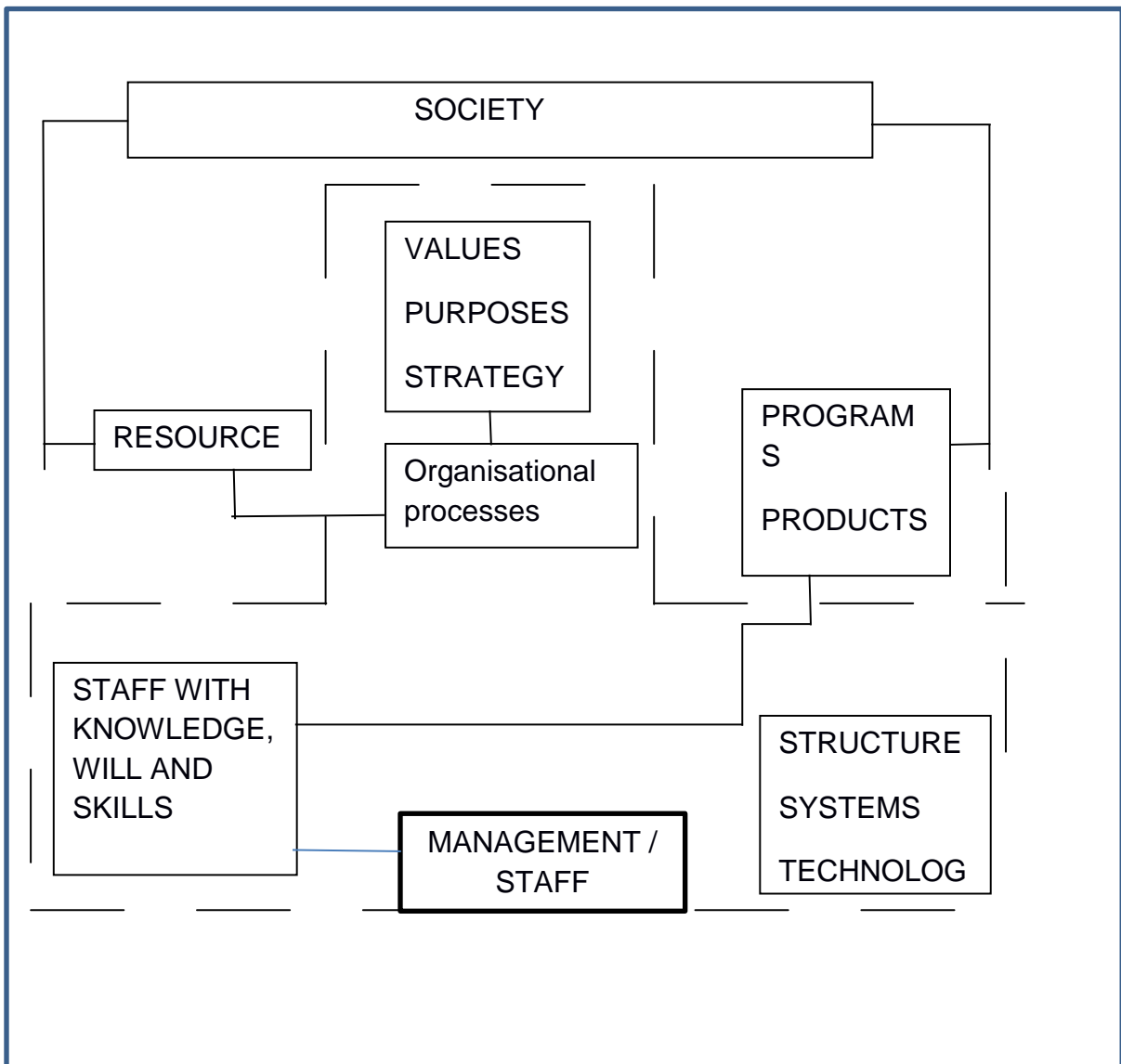
As much as there is a relationship between NPOs and public organisations, such as government, it is critical for such a relationship to remain professional and above board. Wiggill (2014:7) and Maier, Meyer and Steinbereithner (2016: 76) stress that sometimes, because government funds NPOs, it tends to dictate what the NPOs do with the funds. This tends to compromise the independence and advocacy nature of the latter. Dar (2014:2) highlights that for NPOs to be credible it is important for them to have a high level of independence. NPOs. Without this independence, NPOs can be compromised in carrying out their mandates.

#### **3.6.4 Context within which NPOs operate**

NPOs find themselves in the midst of political influence in the economies that they operate in (Burger 2013:4). Indeed some NPOs are politically backed and therefore, will seek to advance the interest of their 'masters'/principals (Edwards and Fowler 2003:103). There can be conflicts within political circles if mandates of the NPOs clash with the wishes of the ruling political system, particularly, if the NPOs oppose the regime. This can have a deleterious impact on NPOs' capability to receive funds as focus will be lost. The context within which NPOs function is explained in Figure 3.2.

Figure 3.2 shows that NPOs operate within certain structures, systems and technological arena, thus influencing the products and services they are able to render. NPOs provide products or services to other organisations and communities and in the

context in which they operate have to be innovative to deliver desired outcomes. Choi (2014:397) defines “innovation as adopting new ideas and actions generated or developed inside or outside the organisation into services, programmes, and processes”.



**Figure 3.2: The context within which NPOs function**

Source: Adapted from Padron quoted in De Beer and Swanepoel (2002:116)

At the heart of the NPOs context are its values, purposes and strategy. “Values are an important element of the NPOs as “employees who are psychologically aligned with the mission and values of the NPO, tend to be more motivated and innovative” (Pinho *et al.* 2014:10; Choi: 2014:402). The purpose identifies what the organisation stands for, and what it desires to achieve. The organisation’s strategy will determine how it will set out to achieve its set targets that include its operational plan encompassing available resources.

Griffin as quoted by Hellmuth (2014:146) defines “management as a set of activities, including planning and decision-making, organising, leading, and controlling. These activities are directed at an organisation’s human, financial, physical, and information resources, with the aim of achieving organisational goals in an efficient and effective manner”. Oberholster, quoted by Hellmuth (2014:146) emphasises that “management is both about managing things or resources, where techniques and methods are the primary tools toward efficiency; and managing people to identify and develop their capacity, skills and inner selves”.

Hellmuth (2014:147) again, agrees with Oberholster, in that staff/managers of an organisation are critical in the growth and well-being of that organisation. The staff members form the backbone of the NPOs hence, the strategic emphasis on the development of human resources (Cameron and Freeman in Pinho *et al.*, 2014:22). This study therefore, delved deeper to

identify the skills needed by NPO staff to run their organisations more efficiently and the collaboration with HEIs.

### **3.6.5 Challenges faced by NPOs**

Hellmuth (2014:155) concurs with Van Rooyen and Ellis (2014:187) that NPOs are faced with a deficiency of management skills, as well as governance challenges. Some of the identified skills that are lacking include, corporate governance, reporting, management and financial skills to run the NPOs efficiently. This hampers NPOs to run more efficiently and effectively as they try to deliver on their mandates. Staff members of NPOs therefore need assistance in provision of training and skills development efforts in collaboration with HEIs in order to address such deficiencies (Hellmuth 2014:159).

## **3.7 SKILLS TRAINING FOR THE STAFF OF NON-PROFIT ORGANISATIONS**

As has been stated before (section 1.1), Merrington (quoted in De Beer and Swanepoel 2002), identifies 'inadequate staff training' as one of the limitations of NPOs. Clarke (1990:57) concurs with Merrington by stating that "too little attention is given to leadership and management training of NPOs. This can have a negative impact on the capacity and effectiveness of NPOs to carry out complicated tasks or projects in the community".

Erasmus (2014:105) poses the question: to what extent does CE emerge as the third core function of higher education? This is at the same level with teaching-learning and research, and has been achieved by HEIs.

Maxwell (1998:23) notes that, becoming a leader is a process, more like investing successfully in the stock market. NPOs should therefore take a long-term stance in creating and developing leaders. Contrarily, in a Bloemfontein-based research, Hellmuth (2014:151) notes that in the faith-based NPOs, there is very little evidence of structures or management skills that can support or carry the organisation's vision and mission. This may imply that if the founder of the NPO is no longer there, the organisation may have to close down because it is no longer being managed according to basic management principles and practices. Hellmuth (2014:151) further reiterates that, in the case of "faith-based organisations", a good balance needs to be maintained between good management practices, structure and faith.

As alluded to in Chapter 1, the NPO staff needs education and training from government and HEIs, in order to become more effective in their roles. The role that they play in the community usually fills the gap and improves society. Filling the gap is achieved through interventions like providing leadership, taking care of abandoned children, and development through sport, among other mandates.

Goldstein (1986:8) argues that while “training is not a panacea for all the ills of society, well-conceived training programmes have achieved beneficial results within the communities”. The key therefore, is in ensuring that the targeted NPO training is well-conceived and targeted towards the right people. Under-estimating the need for training and development for NPO staff is detrimental to their success (Valentinov *et al.* 2015:500). To come up with a successful training programme proper planning needs to be done. This means that a needs analysis has to be undertaken, training carried out and then an evaluation of the results.

Lack of emphasis on leadership training, can have a negative impact on the efficiency levels of NPOs (Clarke 1990:57). Dar (2014:6) however points out that the NPOs themselves have the capacity to efficiently transfer training and skills to members of the community once the needs are identified. It is therefore crucial to find out what the NPOs leaders’ developmental needs are, then collaborate with higher/further education institutions and relevant stakeholders to address these needs.

Goldstein (1986:16) captures the instructional system, indicating the systematic steps to be taken in the training of NPO staff as explained in Figure 3.2. Nafukho *et al.* (2005:2) emphasise that African traditions encouraged continuous learning, with knowledge being passed on from one generation to the other. There was therefore, no structured needs analysis as in the modern day era. The key is to use a thorough investigation on areas of development and evaluation to arrive at developmental

goals. Having done a thorough needs assessment, the next step involves developing a customized training and improvement programme for the staff that needs the training.

A needs assessment (Goldstein 1986:16; Marshall and Suarez 2014:1035) is used to identify areas which need adjustments or personnel who need training. Depending on the organisation, some can decide to automate certain functions, while others can be done manually. Sometimes it is necessary to bring an independent person to do a needs analysis for the organisation, as they usually bring a fresh perspective. The NPO's Human Resources department plays a key role in terms of personnel records and behavioural patterns.

Fowler (2000:138) stresses the need to follow a structured approach in gathering information, generating relevant knowledge and then applying organisational wisdom in order to ensure training and learning which will be relevant and effective. Oduaran quoted in Nafukho *et al.* (2005:13) agrees that there is a need for a strengthening of growing of adult and on-going learning through well-researched staff training and growth programmes as seen with African universities.

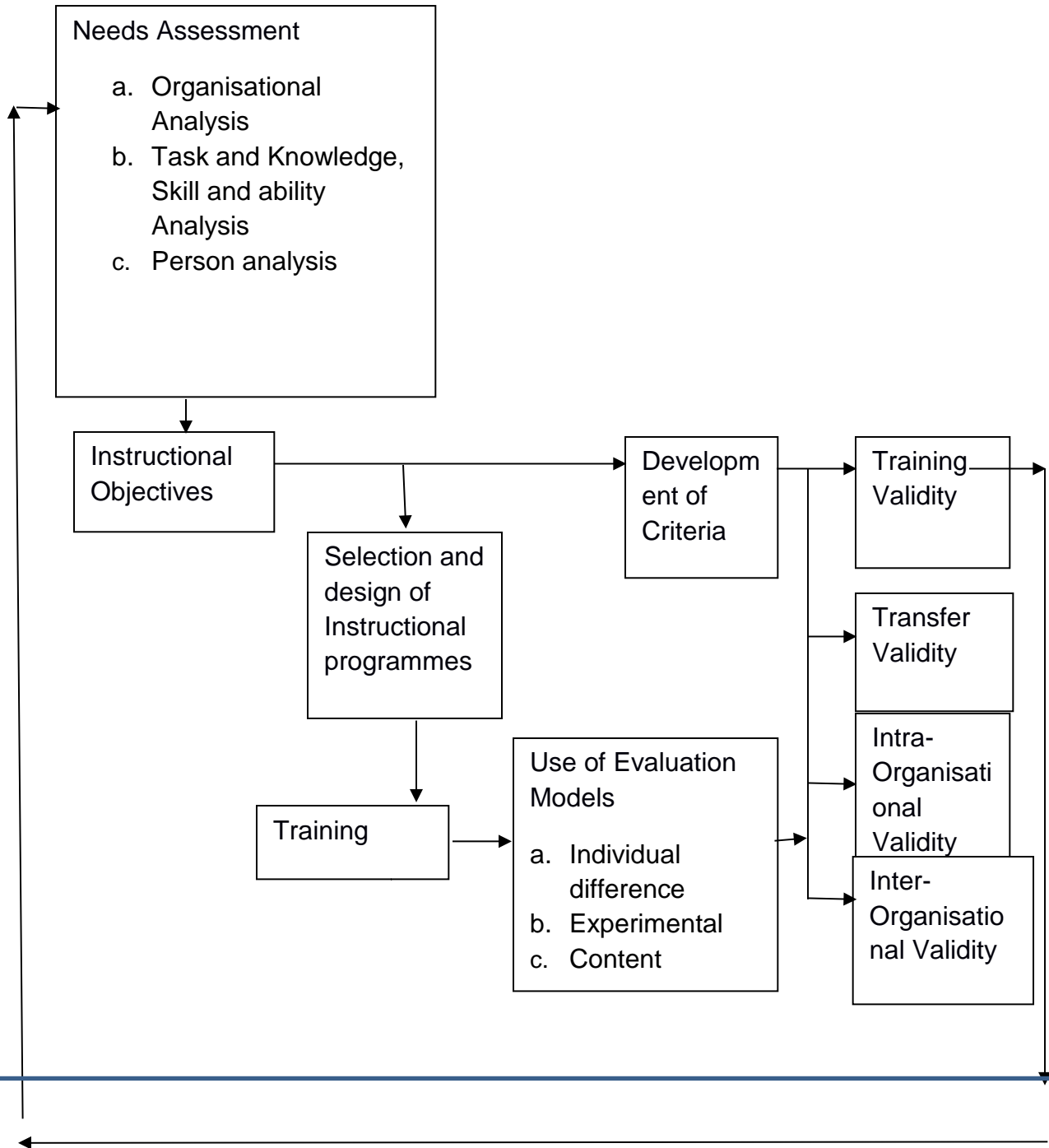
Having done a needs analysis, a decision has to be taken about the training to be carried out. Some training can be carried out internally using the existing human resources, as this is cheaper. Billis and Harris (1996:205) note that the key training needs for the efficient running of NPOS is in the financial and strategic management areas. Swilling and Russell (2002:86) tend to agree with this notion in that, lack of managerial and organisational capacity was listed as one of the two most crucial challenges

NPOs face. However, in some cases there is a need to hire an external resource to conduct training on behalf of the NPO. In certain specialised fields, it would be wise to engage a professional to do a thorough job of training staff members.

It is important for monitoring and evaluation to be a fundamental portion of each organisation's training and more so, NPOs since training, involves expenditures. NPOs must be able to evaluate the impact of the training through regular evaluation. Resources have to be properly accounted for hence, the necessity of monitoring and evaluation (Edwards and Fowler 2003:350). Monitoring and evaluation enables remedial action to be done in an organisation when personnel do not produce the desired results. By having a trained personnel, the organisation expects results to be achieved. If there is not a fit between the personnel and the tasks, an organisational change may be necessary, transferring resources to areas where they are most effective (Swilling and Russell 2002:86). South Africa is one of several African countries with an official Ministry responsible for Monitoring and Evaluation, among other countries like Ghana, Kenya, Benin and Uganda (Abrahams 2015:1). This indicates the importance of monitoring and evaluation from both the state and NPOs' perspective.

As a result of the importance of monitoring and evaluation, "Government agencies and NPOs, which often use international donor funds for their own projects, have been engaged in outsourcing evaluation studies" (Abrahams 2015:1). One key element looking at the extent of monitoring and evaluation practices focuses within an NPO to the Professionalisation of the management and workforce (Marshall and Suárez 2014:1035).

### Needs Assessment Training and development Evaluation Training goal



**Figure 3.3: An instructional system for NPO staff training**

Source: Goldstein (1986:16)

It is equally important to have an on-going evaluation mechanism which evaluates the efficiency of the training and development programmes (see illustration in Figure 3.3). Goals will then be determined from the evaluations and monitoring that will be carried out on a continuous basis and these can also be adjusted with time (Worth 2012: 177).

Since circumstances within each organisation keep changing, having attained the training goals, the cycle continues with another needs assessment, and carries on. Billis and Harris (1996:205) agree that there not enough research about developmental needs in the NPO sector, particularly relative to the trustees and the NPOs' management teams. This, to a certain extent concurs with the views of Erasmus (2014:26) citing that the study by Swilling and Russell (2002) done at the end of the last century, was the "first ever study to describe the size and scope of the NPO landscape in South Africa".

### **3.8 CONCLUSION**

In this chapter, the researcher attempted to provide an answer to the research question: What constitutes the roles and functions of an NPO that relate to skills required by NPO staff to run their organisations effectively? The researcher also sought to define "an NPO as being a trust, company or other association of persons established for a public purpose; and the income and property of which are not distributable to its members or office bearers except as reasonable compensation for services rendered NPOs".

An outline was given from an international perspective of the historical origins of NPOs and the African perspective to the existing state of the NPOs landscape in South Africa. In USA NPOs originated from ancient traditions of philanthropy and voluntarism. Some NPOs have gravitated to a more hybrid set-up where they incorporate some elements of profit making or commercial organisations as a way to diversify funding. In the South African context, research indicated that the key sectors or goals in which NPOs focus are social services, culture and recreation, development and housing and religion. NPOs usually fill the gaps left by government and other private sector organisations.

The chapter also highlighted the various categories of NPOs as being developmental, oppositional and survivalist. A breakdown per province of number of registered NPOs in South Africa was also given. The growth in the number of registered NPOs is later given in Chapter 5.

A section of the chapter discussed the relations between the NPOs and other organisations. This links how NPOs interact with other entities like their funders and the independence or lack thereof between the organisations.

The chapter also highlighted the lack of emphasis on training, effective management and leadership which often has a negative impact on how effectively NPOs carry out their mandate. It is therefore crucial to identify training needs of NPOs and to

collaborate with higher/further education institutions and relevant stakeholders to address these needs.

Chapter 4 will focus on the research design and methodology.

## **CHAPTER 4**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **4.1 INTRODUCTION**

This chapter gives an exposition of the processes embarked upon in the preparation for starting with research, doing actual research and reporting on the outcome of the research. Section 4.2 discusses research paradigm. 4.3 tackles the research design and methodology by identifying mixed methods as the preferred choice. The next part (Section 4.4) deals with data collection. A detailed outline of how the data was collected is given and how issues of informed consent were dealt with, as well as the content of questionnaires utilised for the data collection. Each section in this chapter focuses on a particular aspect of the research conducted.

Section 4.5 tackles the selection of research participants. The section elucidates why purposive sampling was used to select participants from the sample of NPOs in the NWP. Data analysis, interpretation and reporting follows in section 4.6. An outline of how the data collected was analysed and then interpreted is done in this section. More details of the reporting was then done in Chapter Five. Sections 4.7 and 4.8 briefly discuss the demarcation of the study and limitations of the study respectively. The last part of the chapter, (section 4.9) concludes and gives a summary of Chapter Four.

## 4.2 RESEARCH PARADIGM

The research paradigm adopted for this study is interpretivism. Interpretive research is underpinned by the assumption that there is no objective social reality and that it is produced and reproduced among human beings and socially constructed through their interaction with one another (Munkvold & Bygstad, 2016:3). These interactions allow human beings to assign meaning to their world and to form their own perceptions. It becomes critical for one conducting research to view the world through the perceptions and experiences of the participants, and this becomes possible through interpretivism (Thanh & Thahn, 2015: 24). Researchers undertake research with their own world views and perceptions about the research problem they have identified or want to resolve. This has the potential of reading their own interpretations into issues and thus influence the outcomes of the research. I indicated that this study was motivated by my interaction with a number of NPOs in the target area over a long period. I had a strong assumption that there was a dearth of skills among them. I also had my preconceptions why that was the case. In order to obtain reliable information on this issue, it became necessary for me to allow those involved in the situation or context to shed light and demystify issues thus enabling me to understand reality from their point of view through the choice of an appropriate paradigm.

The paradigm has bearing on the research design and methodology for conducting research.

### **4.3 RESEARCH DESIGN AND METHODOLOGY**

Nieuwenhuis (2007:70) views research design as being a “strategy which moves from the underlying philosophical assumptions and influences the way data will be generated” Van Wyk and Taole (2015:165), Babbie and Mouton (2018:74) assert that research design is a blueprint of how one intends to conduct the research. Taking the two views into account, one can refer to research design as indicating what type of study is being planned and what kind of results are being aimed at.

Research methodology focuses on the research process and the kind of tools and procedures to be used (Babbie and Mouton 2018:74). They further indicate that it is an outline of the steps and processes to be followed in conducting the research. In order to address this requirement, a mixed method approach was followed in this study. The two concepts are explained in the ensuing discussion.

#### **4.3.1 Research Design**

A mixed methods research design was applied in this study. The application was effected through the Explanatory Sequential Design. The latter makes it possible to collect and analyse quantitative data first, followed by the collection and analysis of qualitative data (Cresswell & Plano Clark, 2007: 72), (Explanatory Sequential Design is discussed in detail under 4.4.1 and 5.5). Mixed methods provide a more complete understanding of a research problem than either approach alone

(Creswell 2014:32; Van Vyk and Taole 2015:181). In order to try obtain a comprehensive understanding of the research problem, a single approach does not always provide sufficient information to can make informed decision. It becomes critical that more than one approach be employed since there is a likelihood that the approaches will supplement one another.

According to Creswell (2014:32) and Hemstock *et al.* (2018:5) the mixed methods research design is as an approach to inquiry involving collecting both quantitative and qualitative data. It also includes integrating the two forms of data, and using distinct designs that may involve philosophical assumptions and theoretical frameworks. Antwi and Kasim (2016:223) assert that “mixed methods research involves the mixing of quantitative and qualitative research methods, approaches, or other paradigm characteristics”. In the case of this study, questionnaires and interviews were considered to be more appropriate. This was important in obtaining comprehensive information.

Creswell (2014:48) argues that in mixed methods, “the researcher bases the inquiry on the assumption that collecting diverse types of data best provides a more complete understanding of a research problem than either quantitative or qualitative data alone”. Ihantola and Kihn (2011:5) augment Creswell’s argument, stating that mixed methods’ studies are designed to draw on the value of multiple data collection methods since the involved methods complement each other. This refers to both quantitative and qualitative data analysis, and interpretation thereof, drawing together multiple perspectives on evidence. In order to compile a framework that addresses the purpose for which it is intended, one has to rely

on a diverse data in an attempt to make the framework comprehensive and appropriate.

Mixed methods research involves collecting, analysing and interpreting quantitative and qualitative data in a single study or series of studies that investigates the same underlying problem. (Leech and Onwuegbuzie, in Cohen *et al.* 2011:22). This statement is in agreement with Creswell's (2014:32) assertion, that elements of measureable/quantitative and qualitative data are incorporated into the mixed methods. Provision was made for questionnaires followed by interviews for clarity and a deeper understanding of the responses. The combined approaches can serve the achievement of the research goals by generating knowledge from diverse viewpoints (Poni 2011:411). Questionnaires (quantitative component) sometimes limits the responses because there is no opportunity to ask for clarity, and this challenge is possible to be addressed through interviews (qualitative component), which might bring about a revised viewpoint to the same question.

The questionnaires were compiled in such a way that items 2 to 16 focused on details such as gender, age, experience, qualifications and others. Items 17 and 18 focussed on the aspects that prompted the respondents to elaborate (see appendix 1)

It was envisaged that the information gathered through the two approaches would help to get a clearer view of the prevailing situation that impacts on the ability of NPO staff to be effective or non-effective in delivering their mandates.

### **4.3.2 Research Methodology**

Research methodology refers to issues such as population, sampling, approaches to data analysis, tools and techniques and related matters (Given 2008:516). The ideas expressed by Given are also supported by Neuman (2014:2) who indicates that the primary role of all the issues mentioned, is to ensure that the reporting of the results of the research is credible. Given (2014:517) further alludes to the fact that the “methodology gives an outline of the actions to be taken in the study and provides the reasons for such actions”. The mentioned aspects had to be taken into account during the initial planning of the research as well as during its execution. The area in which this study was to be conducted received careful consideration. The results of the study were not to be generalised but was aimed at a particular region. For this reason the study concentrated on the Bafokeng Nation NPOs in order to address issues of population and sampling.

#### **4.3.2.1 Population**

Williams (2011:94) states that a population is a collective term used to describe the total quantity of things which are the subject of the study or research. Cresswell (2012:142) refers to a population as “a group of individuals (or a group of organisations) with some common defining characteristic that the researcher can identify and study. The individuals in these groups do not pursue personal goals but function under the

group umbrella and advance its agenda. This defining characteristic is important since each research is undertaken for a particular purpose and the target participants should contribute towards this objective (Crano and Brewer 2002:109). In the case of this study, the population was 102 registered and active NPOs in the Bafokeng Nation of Rustenburg (RSA DOD 2011:14). In this case all these NPOs were active, and shared the same geographical location. Active NPOs are those that are operational and carrying out activities that benefit the communities in which they imbedded.

Table 4.1 shows the list of the population NPOs by category of their main function. The bulk of the NPOs are engaged in the community health care and feeding schemes, followed by the elderly club taking care of the elderly in different communities. Others are involved in farming which includes vegetable gardens for self-sustenance.

**Table 4.1: Population NPOs by category**

<b>NPO Category</b>	<b>No of NPOs</b>
Community health Care & food	34
Elderly Club	23
Farming	14
Art and Craft including Beading	8
Sewing and Weaving	6
Other	17
<b>Total</b>	<b>102</b>

Source: Extract from (RSA DOD 2011: 14)

#### 4.3.2.2 Sampling

Lumadi (2015:226) indicates that a sample is a set or group of respondents or participants selected from a larger population for the purpose of conducting a survey or research. There are various sampling methods or techniques. These are influenced by and should be aligned to the research purpose. The researcher makes a decision on the data to be sought then arranges for participants that can and are keen to provide the data based on their knowledge or practice. In order to achieve this ideal purposive sampling was chosen as the most appropriate technique. Purposive sampling technique, also called judgment sampling, is the deliberate choice of an informant due to the qualities the informant possesses. It is a non-random technique that does not need underlying theories or a set number of informants (Tongco 2007:14; Etikan, Musa, & Alkassim 2016:3).

Etikan *et al.* (2016:5) further elaborate that “with purposive sampling, subjects tend to be selected based on the study purpose. This selection is done with the expectation that each participant will provide unique and rich information of value to the study”. NPOs in the case of this study were established by different people and these people provided unique information about their organisations. Bernard and Spradley in Palinkas *et al.* (2015:2) highlight the importance of availability and willingness to participate. This implies that the participants need to be informed about their choice to participate or not in the study, hence the informed consent. The ability to communicate experiences and opinions in an articulate, expressive, and

reflective manner should receive proper attention. It might be necessary to make use of the interpreter or allow participants to use a language of their choice. This element is crucial as it enables the collection of the data from the participants. In this study all the participants were conversant with the use of English as a medium of communication and hence there was no need for an interpreter or the translation of questionnaires.

Using purposive sampling, 30 NPOs were selected from the five regions to participate in the study. This represents 29.4% of the 102 NPOs in the Bafokeng Nation. This purposive sampling was done in such a way that each of the five regions constituting the Bafokeng Nation was represented in the study. The NPOs from the selected sample are involved in various activities ranging from Community Health Care and Food, Elderly club, Farming, Art and craft, Sewing and Weaving and others. The researcher ensured that the NPOs are representative of the six categories. The NPOs in the mentioned categories are not equally operational. In order to obtain relevant and useful information, the choice of participating NPOs had to be done a high degree of circumspect.

**Table 4.2: Number of NPOs per Region per Category**

Regions housing NPOs	No of NPOs per region				
	Capital	Central	North	South East	North East
NPOs Category					
Community health Care & food	11	2	10	10	3
Elderly Club	7	2	5	7	10
Farming	1	0	4	2	0
Art and Craft including Beading	1	1	2	0	2
Sewing and Weaving	1	0	5	0	0
Other	4	3	4	2	3
<b>Total</b>	<b>25</b>	<b>8</b>	<b>30</b>	<b>21</b>	<b>18</b>
<b>Percentage</b>	<b>25%</b>	<b>8%</b>	<b>29%</b>	<b>21%</b>	<b>18%</b>

The key important element was to target operational NPOs so as to be able to obtain pertinent information pertaining to their skills and needs for training. This would inform possible areas of collaboration with the universities. Effort was made to distribute questionnaires to such NPOs as it is more relevant than non-operational ones. NPOs were also chosen within the Bafokeng region in order to save on travelling costs as well as time constraints for the data collection (Maree and Pietersen 2012:178).

#### **4.4 DATA COLLECTION**

Data should be understood to refer to “numerical (quantitative) and non-numerical (qualitative) information and evidence that have been carefully gathered according to rules or established procedures” (Neuman 2014:9). Reference to rules and procedures is an indication that data collection cannot be done

in an arbitrary way if the results of the research are to be considered authentic. Wynn (2009:10) cautions that unprocessed data must be organized and processed in order to derive meaning without manipulating it in any direction. The manipulation of data referred to here, is the interference with the collected information so as to try and steer the outcomes in a certain direction, in line with pre-empted outcomes by the research.

The researcher was cautious not to create the impression of manipulating the participants in the research, and also not to manipulate them and their responses. This was achieved by allowing the participants to complete the questionnaires anonymously and at a place and time convenient to them. The collection of the completed questionnaires was also arranged in such a manner that participants would not be easy to identify. Those participants willing to take part in interviews also did so out of free will and submitted their contact details to the researcher.

The researcher obtained data for this study largely from the distributed questionnaires and follow-up interviews. These were the main data collection instruments. They provided actual or primary data from the participants. This type of data collection is critical in making informed findings, conclusions and recommendations. In addition, other sources were also used to clarify or substantiate collected data. Secondary sources of data collection included the Internet, government organisations, private organisations, library sources as well as other publications like articles and journals (Yin 2016:137-162).

Secondary sources contribute valuable information in research planning. The researcher made use of some of these to define

the research problem, to delimit the study and to obtain information which is not readily available from research participants. Individual NPOs have own vision and mission and do not necessarily concern themselves with the activities of other organisations. An overview of the activities and focal area of NPOs is easily accessible through secondary sources. This data became critical during the initial planning of the research, during research as well as during the final stages of refining the framework for NPOs skills training in the target area. A discussion of some of the data gathering instruments is given in the paragraphs below.

#### **4.4.1 Sequential data collection**

Cresswell and Plano Clark (2007: 121) give a comprehensive explanation of this procedure. Data is collected in stages which follow one another. The premise is that the quantitative and qualitative data collections are not independent but related to each other. In this way one collection builds on the other. A choice can be made from the three types of designs, which are, Explanatory, Exploratory and Embedded design (Cameron, 2009: 155).

The explanatory design was followed in this study. The design consists of two phases. It starts with the quantitative phase which is followed by the qualitative phase (Doyle, Brady & Byrne, 2009: 181). The qualitative phase aims to explain or enhance the quantitative results. Cresswell and Plano Clark (2007: 11) posit that a researcher collects data using a quantitative instrument and then follows up with interviews with a few individuals who

participated to learn more about their responses. The inference that can be made from this design is that it will also permeate the data analysis and that the notation QUAN - qual will guide the analysis and interpretation of data (Cresswell & Plano Clark, 2007: 41; Cameron, 2009: 145).

I decided to use questionnaires and interviews to gather data for this research. The questionnaires were distributed first followed by interviews with selected participants (Bentahar & Cameron, 2015: 8). The interviews were regarded as a useful tool to try elicit explanation and clarity on certain questions on the questionnaire. This approach is important since it is not always possible for participants to substantiate on the responses they provide to some of the questions (Bowen *et al*, 2017:12). The researcher is also enabled to classify and code information since the common trends are easy to discern after the respondents have shed more light on their responses.

#### **4.4.2 Questionnaires**

In the design of the study, it was decided to use a mixed methods approach. This calls for designing the questionnaires in such a way that allowed the researcher to be able to collect quantitative, as well as qualitative data using them. It was for this reason that some questions were closed-ended, targeting the qualitative aspect of the study and open-ended questions, targeting the qualitative aspect of the study.

#### 4.4.2.1 Closed-ended questions

“Closed questions prescribe the range of responses from which the respondents may choose from. They are useful in that, they can generate frequencies of responses that are amenable to statistical treatment and analysis” (Cohen *et al.* 2011:382). “Closed questions are worded to eliminate possibilities for participants to introduce their own topics or provide answers that do not fit the researcher’s coding schemes” (Given 2008:83). The items on the questionnaire that dealt with the biographical details of the respondents were included with this perspective in mind. In addition, some questions that prompted responses according to an ordinal scale also fall in this category.

Closed questions used in the questionnaire include dichotomous questions where there are only two possible answers (Maree and Pietersen 2012:161). Multiple choice questions with three or more response categories were also included to provide more choices, so as to gather broader responses. “The range of choices in multiple choice questions is designed to capture the likely responses to given statements” (Cohen *et al.* 2011:384), hence making it relatively easier for participants or respondents to pick an answer. An allowance is however made for the participants to use the ‘other’ option, wherein they can write with free text, any response which does not fall within the given multiple choice answers. To make provision for items not listed in the questionnaire but that could impact on the outcome of the research, the option of ‘other’ was included (see appendix 1).

Maree and Pietersen (2012:163) and Cohen *et al.* (2011:382) point to some of the advantages and disadvantages of closed questions being:

### **Advantages**

- a) *They are easy and quick to answer.* This characteristic may serve as motivation for targeted participants to respond and complete the questionnaires as some people do not like questionnaires that ask for details for various reasons. This aspect was considered when the questions were drawn. The time that the respondents devote to responding to questions is critical. Questions that call for lengthy responses are not always liked by participants seeing that their involvement in research is voluntary. The researcher also took into consideration the fact if more questionnaires are completed and returned, the inferences and deductions made, add to the element of trustworthiness of research.
  
- b) *Coding and statistical analysis are easy.* Some researchers structure their questions in such a way that they address certain topics or themes. The responses are easy to put into categories because the categories are predetermined. It saves time of reading through all the responses and trying to classify the responses in terms of similarities. The items 1 to 16 on the questionnaires made provision for this. The information that was provided was straightforward and it became easy to present it graphs, ratios and percentages.

c) *Sensitive questions are more easily answered.* The respondents do not feel pressurized to divulge sensitive information since there is no prompting to elaborate on the responses. This is important because it does not necessarily affect the responses to the following questions because the respondents still feel at ease with the questionnaire. The researcher made provision for this type of response in the questionnaire. The sections of the questionnaire dealing with qualifications and the position held in the organisation fell in in this category. These sections were intended to try find any relationship between the presumed lack of skills and the two items referred to.

### **Disadvantages**

a) *The given responses may suggest an answer that the respondent would not have thought of.* This may pose a challenge for the respondents. The respondents sometimes just answer the question to give the impression that the question was understood by him/her. The responses to such questions may not be well thought of and such responses may interfere with the aspects of reliability and validity. Provision for a follow-up on the questionnaires using interviews was to try close this gap. This was critical to ensure that that the respondents supplied the answers they wanted to. In this case the issues of validity and reliability would be reasonably addressed.

b) *The response that the respondents want to give may not be one of the options.* The result may be that the respondents will choose any option just to complete the questionnaire or

in some instances, leave such a question blank thus, affecting the quality of the analysis. Follow-up interviews were intended to give the participants an opportunity to air their real views and or concerns.

c) *It is easy to answer any question, even those that are misunderstood.* It has already been alluded to that this type of information may affect reliability and validity of the responses which may impact on the overall interpretation of the study”.

In an attempt to mitigate the disadvantages or minimally reduce them, it is imperative to pilot the questionnaires to try and address the issues of reliability of the instrument. This boils down to the requirement that items in the questionnaires need to be thoroughly thought through. The researcher tried to adhere to this recommendation by piloting the questionnaires with the colleagues. The questionnaires were only distributed after the inputs from the colleagues were incorporated.

#### **4.4.2.2 Open-ended questions**

Open-ended questions on the other hand, “allow participants to write a free account in their own terms, to explain and qualify their responses and avoid the limitations of pre-set categories of response” (Cohen *et al.* 2011:382). This view is also supported by Given (2008:83) who indicates that “open-ended questions are designed to give participants freedom to initiate topics within research settings”. This may imply that “they feel free to voice their experiences, unconstrained by any perspectives of the researcher or past research findings”

(Cresswell 2012:218). The questions allow the participants to be creative and utilise a variety of responses. This is significant because it gives the researcher additional information which might have not been obtained through closed-ended questions. The researcher is in a position to therefore, have access to information of a more qualitative nature (Cresswell 2014:43). Items 17 and 18 were intended to give the respondents the latitude to expand and in a sense give a hint about their training needs. This information was critical seeing that the intention of the study was to ultimately develop a framework for skills training for the staff of NPOs. In addition to the reasons why researchers use open –ended questions as outlined in the preceding discussion, it important to note some advantages associated with them. These advantages can be very handy if used as guidelines during the initial drafting of questions.

Maree and Pietersen (2012:163) list some advantages and disadvantages of open-ended questions.

### **Advantages of open-ended questions**

a) *Respondents can give honest answers and details.* This might be due to the fact that the researcher is able to pose follow-up or clarity-seeking questions. In certain instances, the interviewee may feel that the researcher might detect some inconsistencies in the responses, and thus feel inclined to give honest answers. Honest answers from respondents are what researchers look for, since they have to make sense of

the data and report on it and even make recommendations of certain issues. During the interviews the researcher aimed to get as many honest answers as possible. He was also aware of the limitations associated with this exercise. Seeing that there is no yardstick to determine the sincerity of the answers, the researcher took all the answers in good faith. The motivation to benefit from the envisaged framework was supposed to be the reason for providing honest answers.

b) *Respondents thinking process is revealed.* An experienced researcher who has done a lot of interviews may be able to establish this. The type of answers and or the way they are phrased may give information on the interviewee's thinking process. This may help the researcher to determine in which areas they may or may not probe beyond what is volunteered. This is also important because it may influence the relations between them (the researcher) and the respondents during the course of the interview session. This was seen as a challenge by the researcher. The informed consent allows participants in the research to withdraw from the research if they have reasons to believe that the initial conditions for their participation have changed. The researcher had to be tactful in asking follow-up questions so as not to create the impression of probing for something else than what the respondents were volunteering.

c) *Complex questions can be adequately answered.* The respondents are also free to seek clarity from the researcher, if they feel that they are not sure what the question requires. The interviewer can then put the question in context to clarify what it entails. This enables them to structure their responses and to give valuable information. During interviews with the

respondents, the researcher was able to make a follow-up on the questions and responses were he felt that issues were not clear enough. The respondents were also afforded the opportunity to do likewise.

- d) *Thematic analysis of responses will yield extremely interesting information, categories and sub-categories.* This is made possible through the coding process after the researchers have worked on the responses several times. He/she is in a position to code the information for proper interpretation and reporting. The researcher was able to categorise the training needs of the respondents into categories after conducting interviews with them. This was critical for narrowing the scope of the proposed framework to the most critical needs by the staff of the NPOs.

### **Disadvantages of open-ended questions**

- a) *The amount of detail may differ among respondents.* The researcher may experience challenges in determining the salient issues from the interview. This may be attributed to some of the respondents giving information that might be relevant or sometimes not so relevant. The researcher was aware of this shortcoming or challenge. The interpretation of certain information as being sensitive or not, depends on the individual respondent. This affected the amount of detail that the researcher could ask for because of being cautious not to offend the respondents. If the mood or environment should

change during the interview session, that affects the outcome of the interviews to some extent.

b) *Coding of answers may be difficult.* Partly due to factors such as the divergent views expressed on the questions, some information might be so unique that it necessitates a separate coding category. There is the likelihood that with broader coding, some information might not be properly captured or represented. In order to try address this concern, the researcher read through the information several times to try find common elements and themes. Ultimately it was decided which themes are represented in the given information. This is the information that was presented as part of this study.

The types of questions (open-ended or closed-ended) in the questionnaires were not the only consideration in compiling the questionnaire. This is because the questionnaire is not only a compilation of questions, but the extent to which they make sense is very critical as well. Other technical aspects relating to the compilation of questionnaires were also taken into account as discussed in the next sub-section.

#### **4.4.2.3 Technical aspects relating to the compilation of questionnaires**

To ensure that some of the requirements or guidelines were complied with, the questionnaires were piloted with colleagues. Gumbo (2015:372) states that testing questionnaires is important to determine whether there is a need to change the

whole questionnaire or portions of it. Crano and Brewer (2002:247) indicate that piloting questionnaires in a study is done to answer some questions such as, “Does the system work? Can it be used reliably, and if so, does it promise to provide useful data? If not, changes need to be made”. The inputs from colleagues were considered and factored into the questionnaires before their final distribution to the targeted participants (Cresswell 2012:390). Some of the technical aspects are discussed below and the list provided does not, in any way, claim to be exhaustive.

Maree and Pietersen (2012:159) advise that instructions must be simple, clear and concise. This enables the participants to understand the questions and to respond appropriately. It is also important because participants complete questionnaires at a location and interval appropriate to them. The researcher is not around to address issues of clarity. In designing the questionnaires, it was ensured that there was no ambiguity. The same or very similar interpretation of the questions critical for research. The researcher is expected to make meaning of the responses. For this reason it become critical that the responses address the questions directly. This should not be misunderstood to mean that the respondents are expected to use the same words when responding. The essence of the matter is that the same or very close message is expected.

The questionnaire must be user-friendly and neat (Maree and Peterson, 2012:159). Neuman (2008:340) shares the same standpoint. He asserts that questionnaires should be clear, neat

and easy to follow. Due care was taken to ensure that the questionnaires were neat, there were no flecks, and that the font was consistent. Given the diverse nature of the services rendered by NPOs in the target area and also the consideration of the probable differences in the level of literacy and educatedness of the employees, this element was crucial. Wording is very important. Cohen *et al.* (2011:379) stresses the need to have questions that are understood and avoid unclear phraseology, wording that is biased or emotionally loaded.

The emotional element in the questionnaire can be a subject for debate. Issues relating to qualifications and position held in the organisation, in this research, could easily be interpreted to be probing on personal territory. It was for this reason that the researcher took time to explain the reasons for this research to the targeted participants. This was done during the initial meeting with the participants when the questionnaires were distributed. The same assurance was given when the interviews were to be conducted. The element of confidentiality was also stressed to try assure the participants of the protection of personal information volunteered to the research.

The sequence of the questionnaire must be in such a way, not to confuse the participants (Maree and Peterson 2012:159). The sequence or ordering of questions should only aim at avoiding confusion. Other purposes should also be served by this consideration. The assertion by Crano and Brewer (2012:279) is that, as far as possible, the beginning or opening questions should be easy to complete which should set the respondent at ease. The more challenging questions should follow later in the questionnaire. In order to try and accommodate these advises,

the researcher adopted the method of starting with the easier questions first like, biographical details and then moved to the questions more focused on the topics. This approach is critical since it also indirectly serves as motivation to complete the questionnaires. Respondents should not feel intimidated by the questions in the questionnaire.

#### **4.4.2.4 Validity**

Validity is an important aspect of a research study. It applies equally to qualitative, quantitative and mixed methods. Should the study be deemed invalid, then it cannot be considered to add value to the body of knowledge in a particular field. Validity therefore becomes a very significant element to effective research (Cohen *et al.* 2011:179). According to Bashir, Afzal and Azeem (2008:35), validity in research means the extent to which the data is plausible, credible and trustworthy and thus can be defended when challenged. To try address this perspective, it is important to look at the instrument used for data collection, appropriate sampling procedures and handling the collected data. The human element cannot be fully eliminated and as such, there cannot be reference to absolute validity.

Gronlund in Cohen *et al.* (2011:179) views validity as a “matter of degree, rather than absolute state”. The same idea is supported by Crano and Brewer (2002:46). They argue that this view suggests that the researcher always attempts to determine the extent to which the instrument is valid in the particular application in which it is employed. These arguments seem to place the onus on the researcher to ensure that the procedures and instrumentation used for data collection comply with the

accepted research conventions (Bryman in Poni 2014:410). It was indicated that the questionnaire used for data collection in this research was piloted with the colleagues, after which the instrument was adjusted to accommodate their inputs. This was done to ensure that the instrument complied with some measure of validity before being distributed to the participants.

During the distribution of questionnaires, the researcher explained to participants the importance of obtaining authentic information from them without stressing the academic terminology associated with the authenticity of the research. It was indicated to the participants that the development of a framework that was useful, would only be possible if the information given was genuine. Participants were therefore requested to complete the questionnaire alone and not to ask for opinions of other colleagues not participating in the research. The expectation was also that the completed questionnaires would be kept safe until the day of collection as agreed with the researcher. Those participants willing to be interviewed were also given the option of deciding on the venue where they would feel completely free and without any perceived form of intimidation by anyone not participating in the research.

#### **4.4.2.5 Reliability**

Reliability is a synonym for “dependability, consistency and replicability over time, over instruments and over groups of respondents” (Cohen *et al.* 2011:199). If research is reliable, it needs to demonstrate that if it is carried out on a similar group

of respondents in a similar context, similar results would be found. Lincoln, Guba and Merriam in Zohrabi (2013:259) suggest that the reliability of the results can be ensured through the use of three techniques:

(i) *The investigator's position.* In order to increase the reliability of the research, the investigator needs to explain explicitly, the different processes and phases of the inquiry. Therefore, the researcher should elaborate on every aspect of the study. They should describe in detail, the rationale of the study, design of the study and the subjects. These requirements are addressed in different sections of this study. Issues around the research problem, the research question, objectives, research design and methodology are intended to indicate the researcher's position in the whole study. Further explanations pertaining to this study are also given in Chapter 5.

(ii) *Triangulation.* The researcher should use different procedures such as questionnaires and interviews to collect data. Collecting varied types of information through different sources can enhance the reliability of the data and the results. Trotter (2012:399) agrees that triangulation can be used as a qualitative reliability test. It has been alluded to that questionnaires followed by interviews were used in this study. In addition, government and non-government sources were also used to obtain additional information and to verify some information supplied by the respondents in the research. The objective of the researcher was to ensure some measure of reliability in the study. Ensuring reliability was viewed as important so that during data interpretation and analysis there should not be doubts about certain information given by participants in the study. Data analysis is done by the researcher

in the absence of participants. It is important that the inferences made during this phase are based on the information contained in the instruments available.

*(iii) Audit trial.* In order to fulfil this procedure, the researcher should describe in detail how the data is collected, how they are analysed, how different themes are derived and how the results are obtained. Therefore, this detailed information can help replicate the research and contribute to its reliability. The issues mentioned in the above discussion were accommodated in chapter 5 devoted specifically to data interpretation and analysis. In order to address matters related to reliability, the researcher made it a point to take certain technical aspects into account and to incorporate them into the questionnaire prior to its distribution.

Neuman (2014:309) indicates that clear instructions on the questionnaire can contribute towards ensuring some degree of reliability of the instrument and the results. Another consideration could be the consistency with which the participants interpret the meaning of questions in a questionnaire (Neuman 2014:353). It was envisaged that the incorporation of feedback from the piloted questionnaire with the colleagues into the final document, would show to what extent there is consistency in the way actual participants respond to items in the questionnaire. Items in the questionnaire were responded to within the envisaged parameters by the researcher during their compilation.

#### **4.4.2.6 Distribution and retrieval of questionnaires**

There are various methods of distributing self-administered questionnaires. Self-administered questionnaires should be understood that the respondent completes the questionnaire on their own without any guidance. Distribution methods may include web-based, e-mail, mailing or personally delivering questionnaires (Crano and Brewer 2002:188; Babbie 2010:76). The type of sample used in the research has a bearing on the distribution method/s to be employed. Consideration should be given to issues such as the designated area in which research is conducted, accessibility of ICT facilities, the financial viability of respondents, time available for conducting the research and the cost implication for the researcher. Seeing that participation in the research is voluntary, care should be taken not to make participants incur costs during their participation. Having reflected on these factors, the researcher normally opt for the method which is likely to give the best responses.

In this research, appointments were made to deliver the questionnaires to the research sites. The advantage associated with this mode is that the completed questionnaires can be retrieved during the same period of delivery if circumstances permit. Another aspect covered during these visits were ethical matters including the signing of consent forms (Neuman 2014:147; Given 2008:2). The discussions that precede the signing of consent forms is very important. The researcher can make deductions from these discussion about the willingness to participate in the research. It also saves the cost and embarrassment of delivering/leaving the forms with the hope that

they will be returned, only to find out later that forms are not being returned. It was possible to bring back some completed questionnaires on the same day while in certain cases it was agreed on the follow-up date for collection. In other cases, participants volunteered to deliver them back to the researcher.

#### **4.4.3 Interviews**

Interviews can be conducted in various ways, such as telephonically, via Skype and the conventional face-to-face interview. The conventional face-to-face interviews were conducted with the staff of NPOs in the designated area of the study. Telephonic interviews were done with six participants from Universities outside the NWP. The logic behind this type of interview was the fact that the distance between the researcher and the targeted institutions was not convenient for face to face interviews. During interviews, the researcher is the most important instrument of data collection (Given 2008:520). The reason is that he/she initiates discussions, poses questions and makes follow-ups on matters needing clarity. Open-ended questions are the main feature of this data gathering method (Babbie 2010:115). According to Creswell (2014:48) the “focus of a qualitative, open-ended interview is to collect detailed views from participants to help explain the initial quantitative information”.

Ten of the respondents indicated on the returned questionnaires that they would participate in the interviews, and they were approached in this regard. After all the logistical requirements were done, the researcher conducted follow-up interviews with

them. The key research questions focused on their skills and roles as staff members of NPOs in the NWP. Among the people targeted for interviews were the staff of HEI, specifically North West University (NWU) since it is in the area where the identified institution is based. Interviews centred mostly on skills training.

The research also delved into the availability of adult training courses and training currently being developed, specifically targeted at skills training in the NPO sector. This was largely from the Universities and NPO perspectives. Abrahams (2015:2) notes that “dedicated courses in programme evaluation are emerging at various HEIs, notably the Universities of Cape Town and Stellenbosch”. This is but one of the several capacity building courses which is important for the NPOs in their quest for accountability (Dar 2014:1) to their funders.

As highlighted by Hellmuth (2014:15) in Chapter 3, NPOs need assistance in the provision of training and skills development efforts in collaboration with HEIs. This will help to address such deficiencies in management and corporate governance issues. Other universities: University of Pretoria, Wits University, the University of Johannesburg, the University of Cape Town, University of Fort Hare and the University of the Western Cape offered courses with varied emphasis on health, policy, education, governance or methodology (Abrahams 2015:4). These courses are valuable to the NPOs. A more detailed outline of courses is given in Chapter 5 and also in Appendix 6.

#### **4.4.4 Ethical considerations**

The researcher tried to comply with the general ethical requirements pertaining to conducting a research. In view of this the researcher applied for ethical clearance from the University Ethics Committee as required in any research. Stipulations for awarding the ethical clearance were complied with throughout the research process. During the distribution of the questionnaires to different organisations, issues of ethics were discussed with the possible participants. The same procedure was repeated when the interviews were to be conducted. One compelling factor for discussing ethical issues with the possible participants before the start of the research process was to make sure that there is clarity on some issues related to research. Neuman (2014:145) cautions that the researcher has “a moral and professional obligation to be ethical even when research participants are unaware of or unconcerned about ethics”

Some of the ethics matters discussed were in line with the recommendations by Cohen *et al.* (2011:377) who stipulate some considerations.

#### **Informed consent**

One of the basic principles concerning the involvement of people/humans in research is that they should not be forced to participate in the research. Irrespective of the method of identifying possible participants in a study, the requirement is that they need to be contacted to negotiate their being involved in the study. During my initial meeting with possible participants, I explained the reasons for conducting research. Those

obligations put on me for conducting research were explained to them. I also explained some of the issues that I am going to touch on in the ensuing discussions. The bottom line with the informed consent is that participants volunteer to participate in the study freely and without any form of coercion. The informed consent forms were signed. One of the critical clause was that they were free to withdraw from the study should they feel that the initial conditions under which they agreed to participate have changed or are not being observed by the researcher.

### **Beneficence**

The main reason for conducting this research was to design a framework for skills training for the staff of NPOs in the target area. The expectation was that after the study is complete, the target population should benefit from the study. The envisaged outcome of the study had to be kept in mind during the research process so that the participants would not have a sense of being exploited by participating in the study. The knowledge generated was to benefit not only the researcher, but the participants as well. The welfare of NPOs would be enhanced in the sense that they would function effectively and meet their vision and mission in their engagement with communities they serve.

### **Non-maleficence**

I took precautionary measures to ensure that the participants would not be exposed to psychological harm when participating in the study. The voluntary participation requirement was discussed in detail. I also indicated that they have to make sure

of their organisation stipulations about divulging information to third parties. They were also cautioned to make sure that they have rights to participate in research without having to first seek permission from the supervisor or employer. In this way the participants were protected from any unpleasant consequences that might result from their involvement in the research.

### **Confidentiality and anonymity**

These two aspects were addressed by indicating that participants can complete the questionnaires without indicating their personal particulars as well as particulars of their organisations. It was also indicated that those who wanted to volunteer information in this regards were free to do so. This would be critical for those participants willing to take part in the follow-up interviews to that questionnaires. To cater for these two aspects, the return and collection points of questionnaires were agreed upon were it would not be possible for the researcher to identify the participants. In order to make sure that the two aspects are observed, reporting would be done in a way that respondents and their institutions would not be traceable.

### **Researcher competence and expertise**

The researcher has been employed for a greater part of his career doing consulting work for a number of business undertakings where he deals with matters relating human relations. Most of the time he has to maintain high level of integrity and confidentiality. He has interviewed many people occupying different positions and also in undertakings very similar to the research study. Drawing from this expertise, he has a repertoire of what constitutes misconduct when dealing with sensitive and personal information. From his fields of study

he also has a wealth of expertise related to conducting research and being involved in research in different capacities. It was there possible to reassure participants on a number of their concerns.

#### **4.4 DATA ANALYSIS, INTEPRETATION AND REPORTING**

The analysis and interpretation of the collected data from the research was done in line with the recommended processes. The researcher therefore utilised the data collected to draw inferences and conclusions about the research questions. More details on the research findings is found in Chapter 5

#### **4.5 DEMARCATION OF THE STUDY**

The study was limited to the Bafokeng region of Rustenburg in the NWP, due to easier geographical accessibility. The other factor is the fact that the majority of the NPOs in NWP are situated in this region. A further consideration on travelling costs, as well as time constraints, led the researcher to focus on NPOs within the Bafokeng villages of the greater Rustenburg region.

The NPOs in the Bafokeng villages, however, remain a representative of the region and NWP in general. This is due to the fact that the dynamics and demographics follow that of the South African national trends (see Swilling and Russell 2002:27).

#### **4.6 LIMITATIONS OF THE STUDY**

The Bafokeng nation is located in the NWP and comprises of 29 villages spread over five regions (Horner 2012:2). It is estimated to be home to 150 000 people. From the 102 Bafokeng NPOs in the sample size, 24 questionnaires were successfully answered. The NPOs are spread over a large geographical area within the villages and it took some time in order to reach them. Some of the questionnaires were not returned because some NPOs were not prepared to proceed with the study. This was due to various reasons ranging from needing authorisation from the Chief, to not trusting that there will be a benefit accruing to them from participation.

The researcher also did not have external funding to assist with the collection of questionnaires from the participants who did not return the questionnaires. One is cognisant of the fact that participation in research is voluntary. This factor is a big limitation to any research. Although a bigger sample was targeted, the researcher had to contend with the responses received.

## **4.7 CONCLUSION**

Chapter 4 introduced the research design and methodology used in the study. It outlined the data collection methods used and how the selection of the research participants was done.

A mixed methods methodology was used in the research and a purposive sampling applied to the population of the NPOs in the Bafokeng region of Rustenburg in the NWP. A discussion on the merits of the mixed methods was done, including critical elements of validity and reliability in research.

The researcher also discussed the data collection methods utilised in the study. Elements of the questionnaire design and the recommendations for using open and closed-ended questions were outlined.

Questionnaires were administered to participants, based on the sample drawn and data was collected. In-depth interviews were also held with the staff of the HEIs in order to understand the viewpoint of possible collaboration, as well as ways of creating a framework for NPOs.

Data analysis methods and interpretation methods used were discussed in this Chapter. The demarcation of this study being the Bafokeng region of the NWP was outlined. The various limitations of the study were discussed in section 4.6.

An analysis and Interpretation of data, presentation and discussion of findings follows in Chapter 5.

## **CHAPTER 5**

### **ANALYSIS AND INTERPRETATION OF DATA, PRESENTATION, DISCUSSION OF FINDINGS AND CONCLUSIONS**

#### **5.1 INTRODUCTION**

The previous chapter dealt with the research design and methodology. This chapter focuses on the data analysis, interpretation, presentation and discussion of findings, as well as conclusions to the study. Having collected the data from NPO staff and HEIs, an in-depth analysis was done to provide the findings.

The first part (section 5.2) deals with the sampling for the study, showing the number of respondents who participated in the study and their job titles/categories.

Section 5.3 gives granular details of the data gathered per question with graphs and tables used to illustrate the statistics collected. Analysis of the data collected is also covered simultaneously in this section.

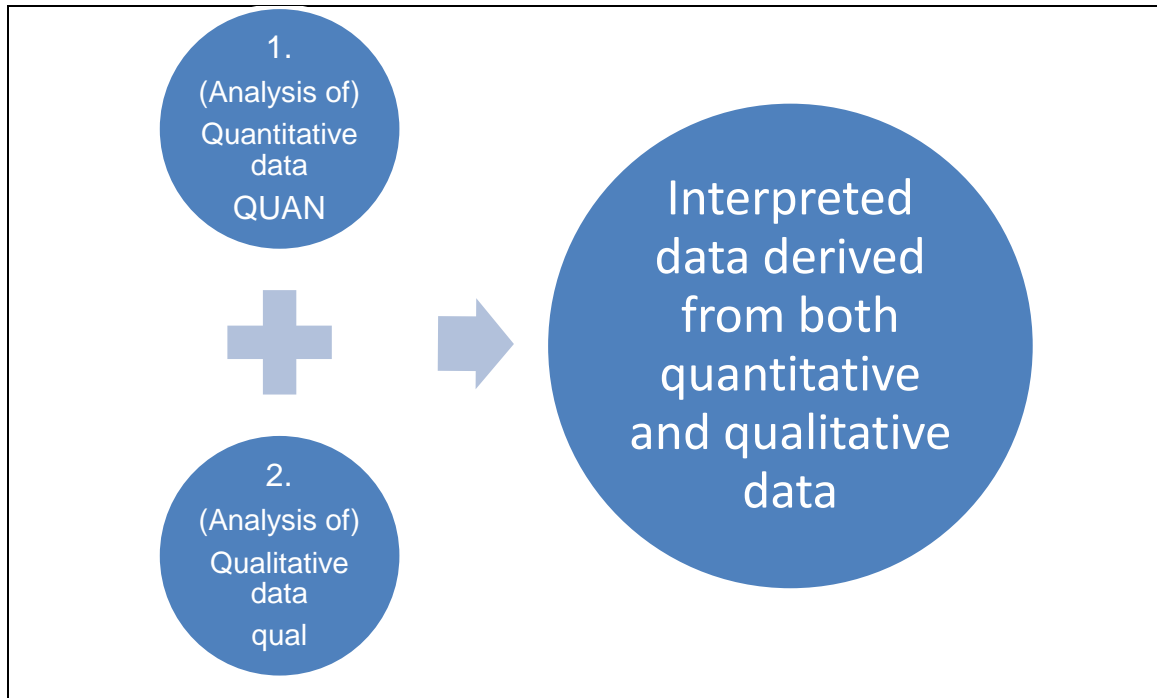
A perspective from the NWU is given in section 5.4. A discussion of the courses available at the University that the NPOs can enrol in is made. This links to the collaboration and proposed framework between NPOs and HEIs.

Using purposive sampling, 30 NPOs were selected from the five regions to participate in the study. This represents 29.4% of the 102 NPOs in the Bafokeng Nation. This purposive sampling was done in such a way that each of the five regions constituting the Bafokeng Nation was represented in the study.

## **5.2 DATA ANALYSIS AND INTERPRETATION**

Data analysis was done making use of the Explanatory Design. This is a two-phase mixed method design (Cresswell & Plano Clark, 2007: 71). They assert that “the overall purpose of this design is the qualitative data helps explain or build upon initial quantitative results”. The advantage for the researcher is that the qualitative data puts the researcher in a position to explain significant or non-significant results, outlier results or surprising results (Cresswell & Plano Clark, 2007: 72). When engaging with the two sets of data, there is a prescribed procedure that needs to be followed.

The Explanatory Design Procedure followed in this research was the Explanatory Sequential Design. The first phase entails the collection and analysis of quantitative data followed by the second phase which entail the subsequent collection and analysis of qualitative data (Cresswell & Plano Clark, 2007: 72; Bentahar & Cameron, 2015: 9; Bowen, Rose & Pilkington, 2017: 13). My approach to data analysis in this study was in line with what has been discussed in the preceding discussion. In my approach I weighted the quantitative data more than the qualitative data. My approach was therefore in line with the notation QUAN – qual (Cameron, 2009: 181). The qualitative data was used to shed more light on some of the responses to items on the questionnaire.



**Figure 5.1: Pictorial representation of Explanatory Sequential Design**

It was indicated that, the explanatory sequential approach may be used to explain some unexpected results. Some of the responses which in my view were unexpected are the low level of qualifications of the respondents. My expectation was that people who are entrusted to do training in certain instances, should be sufficiently qualified and skilled themselves. This expectation is also prevalent in literature, (see chapter 3). The positions they occupied in the organisations or the titles they used presupposes that they should be equal to the task. The majority of the respondents indicated in the questionnaire that they were aware of available training. Despite being in possession of this valuable knowledge, very little was done to access training. These are some of the typical examples of unexpected results.

Data collected through individual engagements were analysed through content analysis, which is a systematic approach that identifies and summarises message content (Nieuwenhuis 2012:101). Content analysis is a process of looking from different angles with a view of identifying keys in the text that will help to understand and interpret the raw data. This type of analysis can also be used for qualitative responses on open ended questions. The responses to open ended questions reflect the individual or personal view. This does not rule out the possibility that that some responses convey similar messages seeing that the context of respondents is the same. It becomes critical to try identify recurring themes in the responses. The interpretation of these themes is more qualitative than quantitative.

Qualitative data was first transcribed then coded, organised into themes, interpreted, followed by reporting through the use of summaries, as reflected in chapter 5 (Cohen *et al.* 2011:537; Nieuwenhuis 2012:108). Coding is explained by Nieuwenhuis (2012:105) and Basit (2003:152) as marking the segments of data with symbols, descriptive words or unique identifying names. Kerlinger in Cohen *et al.* (2011:559) defines “coding as the translation of question responses and respondent information to specific categories” for the purpose of analysis. In other words it is to group similar texts into codes or labels and then draw conclusions from them. Coding allows the researcher to simplify information given or collected to then analyse and report on it. The researcher used coding in this

study, to group responses received from the NPOs, as well as the HEIs in order to draw some inferences.

Cohen *et al.* (2011:604) identifies four scales or levels of data used in quantitative data analysis namely: nominal, ordinal, interval and ratio scales. The nominal scale simply denotes categories, for example, one (1) may denote males and two (2) denote females. These categories are mutually exclusive and have no numerical meaning. The researcher used the nominal scale as part of the questionnaire utilised with the NPOs.

The ordinal scale on the other hand, classifies but also introduces an order in the data. One example is a rating scale for instance, where 'strongly agree' is stronger than 'agree'. The researcher utilised this scale in checking how the NPOs regarded staff training on a rate of 1 to 5, where 1 is not important and 5 is extremely important. The expression of feelings by the respondents cannot be pinned down to a definite point on the ordinal number, making allowance for variations within a continuum in a range. The researcher has no access to this, but safely assumes that the choice is a depiction of similar feelings by different respondents. It sometimes become necessary to conduct interviews in order to get clarity on the reasons behind the responses. The scale makes provision to still express feelings within a certain range. The scale was incorporated in the NPO questionnaire. This assisted the researcher in the interpretation of the responses obtained from the questionnaires.

The researcher carried out the analysis at his location in city of Rustenburg in the NWP. This location was also closer and convenient to the participants in case there was a need to seek clarity on certain aspects. The data interpretation followed an analysis of the findings. Bryman (2016:12) describes data analysis as data reduction – meaning reducing the large body of information that the researcher gathered in order to make sense of it. Data interpretation involves bringing the analysed data into context with existing theory (which in the case of this study is constructivism) and revealing how it corroborates with existing knowledge or brings new understanding to the body of knowledge (Nieuwenhuis 2012:111). This interpretation and new knowledge construction brings the study in line with the constructivism theoretical framework as outlined in Chapter 2. One of the objectives of the study was to help the staff of NPOs to construct knowledge that would be critical to empower them to perform their duties and functions effectively. The researcher was mindful of a range of processes involved in data analysis and interpretation.

Cohen *et al.* (2011:568) brings in a key element of interpretation, namely, summarizing inferences from the text, looking for patterns, regularities and relationships between segments of the text. The inferences drawn from the data collected bring out the qualitative aspect of the research. It is these patterns and relationships that are important in the study to then draw some conclusions from the data collected. My interpretation of data also enabled me to get a better understanding of some of the issues raised by participants during interview sessions.

### 5.2.1 Biographical Details of Respondents

This section gives an analysis of the findings from the NPOs questionnaires as well information gathered through follow-up interviews. The quantitative data analysis was done through descriptive and inferential statistics. Descriptive statistics is a summary statistic that quantitatively describes or summarise features of a collection of information. This type of approach was utilised to interpret items 1 – 16 on the questionnaire. In order to make sense of the information it was further subjected to inferential interpretation which uses the data to learn about the population that the sample of data is thought to represent. This approach is supported by Cohen *et al.* (2011:606). The details of the interpretation and analysis are presented below.

Table 5.1 below shows the gender distribution, age and highest qualifications of the NPO participants who responded to the questionnaires. A total of 79% were female whilst 21% were male. This largely implies that the majority of respondents were females who are running and owning NPOs in the sample size. To a certain extent, this mirrors the South African population as reflected by more women at 50.5% compared to men at 49.5% (Countrymeters 2019: 1 of 1).

**Table 5.1: Biographical Details of the respondents**

		Frequency	Percentage
<b>Gender</b>	Male	5	21%
	Female	19	79%
	<b>Total</b>	<b>24</b>	<b>100%</b>
<b>Age</b>	Under 18	0	0%
	18 - 24	3	13%
	25 - 44	4	17%
	45 - 54	8	33%
	55 - 64	7	29%
	65 +	2	8%
	<b>Total</b>	<b>24</b>	<b>100%</b>
<b>Highest Level of Education</b>	Grade 11 and below	12	50%
	Grade 12	9	38%
	Certificate	1	4%
	Diploma	2	8%
	Degree	0	0%
	Post Graduate	0	0%
	<b>Total</b>	<b>24</b>	<b>100%</b>

The majority of the participants were in the 45-54 age group, followed by those in the 55-64 age group (see Table 5.1 above). From the engagements whilst conducting the interviews, it was observed that more of the elderly folks are involved in the NPOs and are more concerned with providing a service / giving back to the community hence the involvement or formation of NPOs. This deduction is informed by the responses to item number 18 which focussed on the NPO mission.

The concern for giving back and getting involved also comes from the fact that the elderly respondents themselves are part of the beneficiaries of the NPOs mandates. This implies that an element of self-interest played a huge role in the motivation to start NPOs within the communities. Other participants saw the need to take care of their immediate families who are in need as a motivation to set up a NPO. The identification of a particular need and the motivation to address it, seems to be a common factor behind founding NPOs (Wyngaard, 2006: 1). He further alludes to the fact that in addressing a particular need, there will be people who will either directly or indirectly benefit from the activities of the organisation. This assertion seems to justify the two views expressed for starting NPOs in this study. Reasons for starting NPOs sometimes impact on the roles that may be fulfilled or occupied by persons who started them.

It emerged from the interviews that many of the participants in the study also fulfilled or occupied the position of a founder. According to Flynn (3.3.1) the founders can fulfil multiple roles in their organisations, and this might influence their vision and mission as well as that of their organisations. Reasons advanced by participants for establishing and being part of the NPOs in this study, should therefore be understood in the light of this prerogative to choose which role they can fulfil. Given the complexity of the requirements for establishing and running a successful NPO (Wyngaard, 2006: 4-23; DoSD, 2001: 6-16), it is reasonable to expect the staff of NPOs to be highly qualified.

It was interesting to discover that the 50% forming the majority of the NPO participants had the highest level of education being grade 11 and below, followed by 38% with a grade 12 (matric) level and 12% consisting of a certificate and a diploma. None of

the participants had a first degree nor a post-graduate degree or qualification. Table 5.1 above shows the distribution in terms of the highest level of education. It is no surprise that there was a need for more skills interventions, not only in the academic field but also on the practical operations of the NPOs. The expectations on the NPOs in terms of legislation and other mandates, necessitates a workforce with relevant qualifications that are in keeping with the latest trends in business. Bridgespan (3.3.1.1) indicates that the ideal situation demands that the director should at least have Masters in Business Administration in order to add value to the business. This notion is supported by Elnaga and Imran (2013:137) who claim that knowledge, skills and improved capabilities prove to be a source of competitive advantage. The situation depicted through the breakdown of qualifications of the participants can safely be construed to contribute to the ineffectiveness of the majority of NPOs in the locality of the research. There is a need for employees of NPOs to have a repertoire of managerial, administrative and business skills. The qualifications of the staff becomes a critical concern.

Qualifications in certain cases are prerequisites for holding certain positions and or titles in various institutions. Section 5.2.2, gives a breakdown of the different titles of the NPO participants. The ranks used presupposes a high degree of expertise and competence backed by relevant qualifications as indicated in 3.3.1. Current trends in job advertisements and recruitment, emphasise an alignment or a match between the qualifications and job description or profile. The main emphasis is on effectiveness and efficiency in job role fulfilment. The researcher, however notes that as per Table 5.1, for the majority

of the NPO staff their highest qualification is Grade 11 or below. This therefore emphasises the need to grow the NPO staff skills base. It is envisaged that this will in turn give rise to a more efficient and effective NPO staff.

### **5.2.2 Title of Participants**

Table 5.2 shows the titles of the NPO participants who responded to the questionnaires. These titles range from the Founders of the NPOs, Supervisors, Secretaries, Managers and Directors. A total of six of respondents were the founders of the NPOs, followed by four Managers and four Secretaries. The remaining 10 were distributed as Supervisor, Chairperson, General worker and Deputy Chairperson as shown in the table breakdown. The responsibilities attached to the different roles and portfolios depicted above, demand a certain level of academic expertise (3.3.1.1)

Academic expertise seemed to be the biggest challenge for most of the respondents. The deduction is partly informed by the level of academic levels attained and also by the responses to the follow-up interviews conducted. It was noted that most of the respondents were not necessarily conversant with the expectations attached to the different titles or roles. It was indicated earlier that the motivation for starting NPOs was due to the element of self-interest in some cases while in some it was motivated by need to cater for the immediate family members. The table below gives a breakdown of the titles.

**Table 5.2: Title of NPO Participants**

Title of Participant (Positional Role in the Institution)	Number
<b>Founder</b>	6
<b>Manager</b>	4
<b>Secretary</b>	4
<b>Supervisor</b>	3
<b>Chair person</b>	2
<b>Director</b>	2
<b>General Worker</b>	2
<b>Vice chairperson</b>	1

In terms of the Non-profit Act and Companies Act, certain responsibilities are prescribed and/or attached to certain positions as indicated in chapter 3. Compliance with legislation is mandatory. The government, including most funders are willing to release funds provided NPOs comply. In order to meet certain stakeholder mandates and expectations, NPO staff in the managerial and leadership positions need to satisfy certain minimum qualification requirements. It is my contention that there is a disjuncture between the skills and expertise of the participants and the positions they hold in the different organisations. My stance is informed by the responsibilities analysed and presented by Bordelon, Doyle and Jono (3.3.1.1). Section 5.2.6 elaborates on the specific skills needs identified as critical among the NPO staff so as to operate more effectively. From the stated findings it is therefore imperative that there is

a need for the NPO staff to improve their academic and practical skills. Human Resource Development Council (HRDC) (2013: 3) indicates that the South African labour market is characterised by low levels of education and skills. The need for people holding specific positions in training and service in institutions such as NPOs to have appropriate levels of education and skills, cannot be emphasised sufficiently.

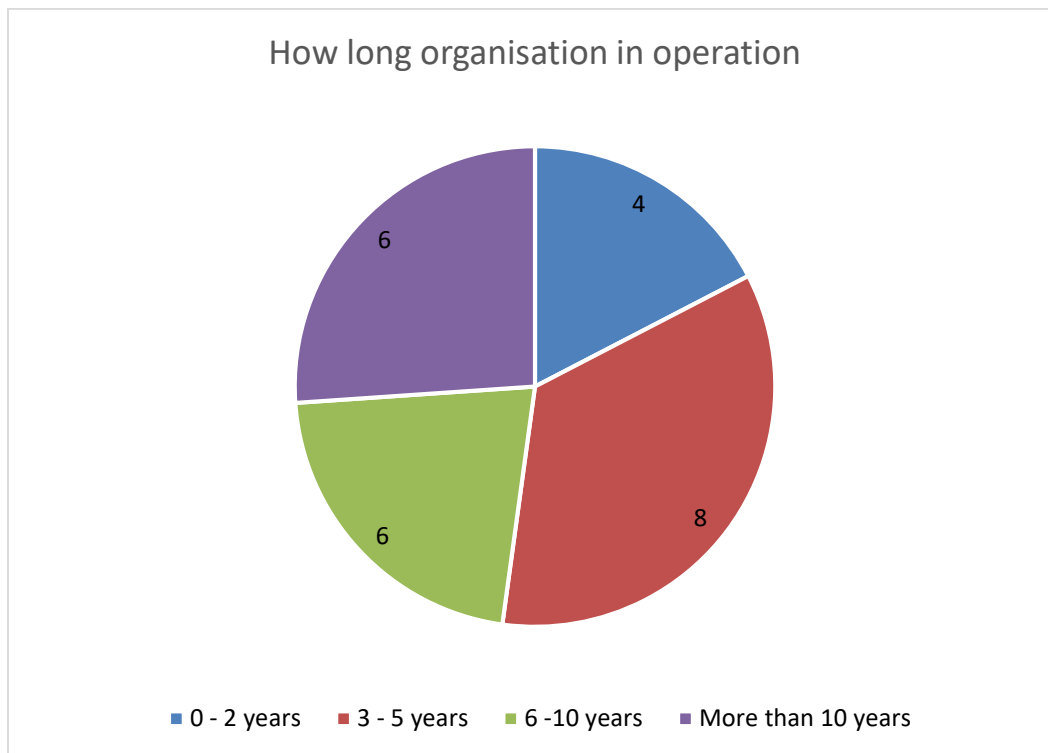
### **5.2.3 Field of Study of the NPOs staff**

The fields of study of the NPO staff surveyed were varied. These fields include Social Sciences, Marketing, Finance, Education and other fields. The various fields of study indicate the wide array of backgrounds of the NPO staff. Given these different backgrounds, it is therefore important to improve specific sets of skills that are related or that can augment the existing skills set. Section 5.2.6 expands more on the specific skills set identified as key needs among the NPO staff. The discussion shows that most of the NPO are focussing on service delivery in the fields in which they lack expertise. Sloppiness in managerial competencies and expertise has often been linked to NPOs failure to deliver on their mandates (Okubena, 2013:1). Given the goals of NPOs expounded by different scholars and researchers (3.4), the need to skill and capacitate NPOs staff in the area where this research was conducted will always appreciate. The disjuncture between the prevailing current situation and the envisaged ideal one, undermines the vision pursued by the concerned NPOs.

#### 5.2.4 NPO number of years in operation

The pie chart below (Figure 5.2) indicates that most of the NPOs are within the three to five year old threshold. This is followed by those with more than 10 years in operation, then those in the six to 10 year old threshold. A closer analysis also indicate that 50% of the respondents have been in the NPO business for more than five years. The expectation would be that these staff members have acquired a wealth of experiences and skills to run their organisations effectively. Many researchers such as Taylor, Muspratt-Wliiam, Choi (3.5) have alluded to the various responsibilities of the NPOs covering a wide field. Most of the fields of study referred to necessarily call for specialised skills and expertise. This seems not to be the case in this study. Irrespective of the reasons for founding NPOs, productivity, improved performance and competitive advantage are issues that should be prioritised (Okubena, 2014: 2). Despite the challenges identified pertaining to productivity, the positive side of longer staff involvement with NPOs for the said duration is that they have been around for a number of years to give an informed opinion of their skills needs.

The changing landscape of NPOs affect the type of skills that the staff need to be capacitated with. The staff or personnel who have been in the employ of an organisation for a number of years can contribute enormously in identifying appropriate skills. These members have a wealth of institutional history or memory and are assets to the organisation. They make valuable inputs when an organisation undertakes SWOT analysis and decide on relevant training for building effectiveness (Elnaga & Imran, 2013:139).



**Figure 5.2: NPO number of years in operation**

### 5.2.5 Non Profit Organisations' Core Activities

The trends in NWP regarding a drastic increase in the number of NPOs during a particular period are not unique. They reflect current trends with reference to NPO sector growth in South Africa. The ensuing exposition should be understood against the background of rapid expansion of this industry, and the need and challenge to provide quality services. Table 5.3 shows the NPO classification as at 2016, according to the Department of Social Development State of South African Registered Non-profit Organisations report (RSA DOD 2016:29). The statistics show a 101.7% growth in the number of registered NPOs from 2011 (Table 3.5 in Chapter 3) to 2016 as per Table 5.3. The NWP

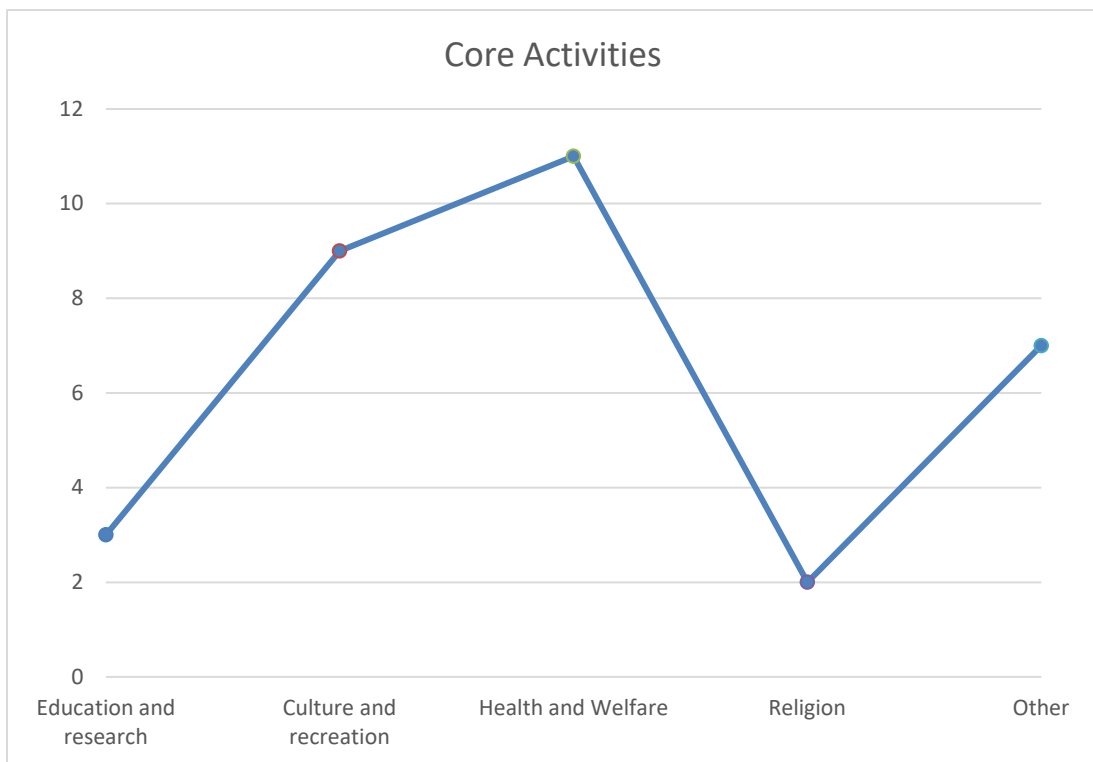
recorded a 137% increase in registered NPOs in a similar period, higher than the national average increase. With this type of percentage increase, the need for skills training will always appreciate. This calls for a concerted effort by different stakeholders to identify the skills needs of emerging NPOs and come up with appropriate framework for training.

**Table 5.3 Registered NPOs 2016**

REGION	SA Percentage Reg		FS	GP	EC	KZN	LP	MP	NW		NC	WC
Sector	# Reg	% Reg	% Reg	% Reg	% Reg	% Reg	% Reg	% Reg	# Reg	% Reg	% Reg	% Reg
Business and professional associations, unions	1411	1%	0,6	1,3	0,8	0,6	0,4	0,6	67	0,7	0,7	1,5
Culture and recreation	9508	6%	5,5	7,5	4,1	4,7	4,5	6	707	7,6	7,6	7,9
Development and housing	32975	21%	19,2	20,5	22,5	23,3	20,1	18,2	1970	21,1	22,1	25,1
Education and research	9987	6%	5,7	6,1	11,9	5,5	5,6	5,6	546	5,8	6,2	7,2
Environment	1743	1%	1	0,9	0,8	0,8	2	0,9	92	1	1,1	2,2
Health	12466	8%	9,1	6,6	7,8	9,2	10	9,9	935	10	9,4	6,1
International	99	0%	0	0,1	0	0	0	0	2	0	0	0,1
Law, advocacy and politics	3577	2%	2,4	2,6	2,5	1,9	1,6	1,5	207	2,2	2,4	3,5
Philanthropic intermediaries and voluntarism promotion	1391	1%	0,6	1,1	0,7	0,8	0,2	0,3	36	0,4	0,4	2,3
Religion	19585	13%	12,1	16,9	6,8	11,9	8,1	12,3	999	10,7	12,5	13,3
Social services	60925	40%	43,8	36,5	42,2	41,2	47,4	44,9	3789	40,5	37,6	305
<b>Total (number of NPOs and percentage in country)</b>	153 667,00	89,8%	75 76	4836 5	13564	2925 9	1565 9	113 33	9350	6.1%	2907	156 54
			4,9%	31,5%	8,8%	19,0%	10,2%	7.4%			1,9%	10,2%

Source: Department of Social Development State of South African registered Nonprofit Organisations report 2016.

The blue shaded part of Table 5.3 shows the NWP figures indicating that 9350 NPOs were registered as at 2016. The NWP make up 6.1% of the total registered NPOs in South Africa, ranking 7<sup>th</sup> compared to the other eight provinces. The top provinces with the highest registered NPOs are Gauteng (31.5%), KZN (19%), followed by Limpopo and Western Cape at 10.2% each. The top three categories of registered NPOs remain the same over the period with social services at 40%, development housing 21%, followed by religion at 13%. The NWP representation mirrors the national distribution with social services at 40.5%, development housing 21.1% and religion at 10.7%. Drilling further to the sample utilised in this study, a similar pattern can be seen as shown in Figure 5.2.



**Figure 5.3 : NPO Core Activities**

Figure 5.2 shows that Health and Welfare dominates in the NPOs core activities, followed by Culture and Recreation. The Health and Welfare category representation in the North West sample compares well with the national scenario where social services was ranked second as per Table 3.5 in Chapter 3. Those in the Health and Welfare category are involved in old aged homes, orphaned and vulnerable children care, health and fitness activities, among others. Their focus includes keeping children occupied and off the streets.

The second most prevalent category is the Culture and Recreation where the NPOs' main focus is to promote preservation of culture and heritage through recreation. The key is also to utilise the activities as a means to get the children and youth off the streets by giving them an alternative way of spending their time. Some NPOs are involved in sports activities in order to provide physical and mental stimulation for both the youth and elderly members of the community.

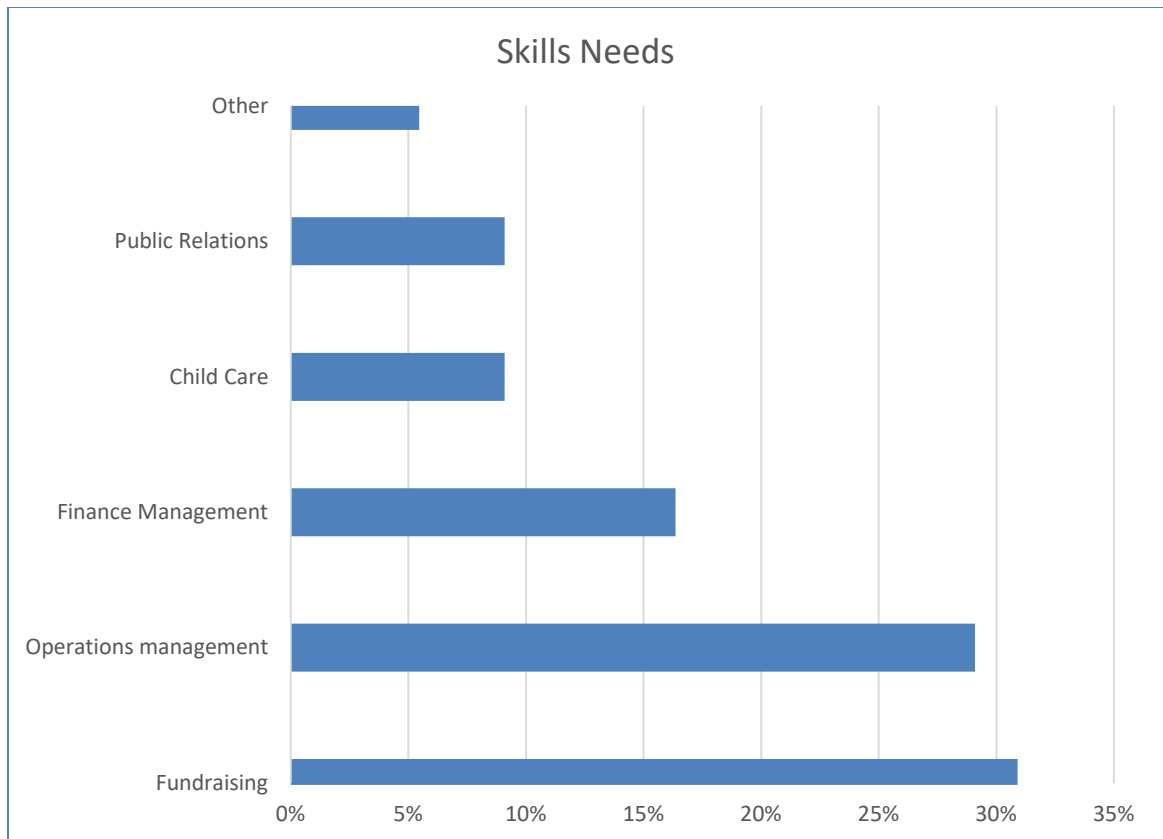
The third most prevalent core activity category was Education and Research. This shows how important education and research is to the Bafokeng community. This links back to Table 3.5 where the same category Education and Research ranked 4<sup>th</sup> on the national scale. In order for any organisation to meet its mandate, appropriate skills become a necessity. The effectiveness of delivery should be underpinned by sound skills base.

A sound skills base should characterise organisations that provide service to the community. It was indicated earlier that some services are humanitarian in nature like relieving suffering

through soup kitchens, caring for the aged and the vulnerable. Some services focus on the transfer of skills to the clientele such as the 'do it yourself' activities. Irrespective of the category they are involved in, the staff of NPOs need to be skilled in order to do their jobs with some degree of diligence. The overall aim of staff development programmes should be to ensure that the organisation has the quality of workforce it needs to attain its goals for improved performance and growth through utilisation of appropriate and relevant skills (Okubena, 2014: 2).

### **5.2.6 Skills Needs**

This study's primary focus was to investigate the skills needs of the NPOs and devise ways of creating a framework to assist in this quest. Literature review in chapter 3 brought to light many perspectives relating NPOs. Reference was made to reasons for establishing NPOs by various organisations as well as individuals. Reference was also made to government stipulations for the registration and running of these organisations. Other matters relating to meeting their obligations in terms of the vision and mission of the organisation were also touched on. Given the multiplicity of issues surrounding NPOs, it became clear that these institutions demand a workforce that possess a variety of skills for them to function effectively and efficiently. Literature also indicated that there is a dire need for skills training for NPOs. The study therefore presents the findings from the investigation. The graph (Figure 5.3) shows the identified NPO skills needs in the Bafokeng Region of the North West Province.



**Figure 5.4 : NPO’s skills needs**

Businesses earn their income by selling goods or services, while government’s resources are provided by taxation (DSD, 2001:15). These measures do not apply to non profit organisations since they do not own the resources they raise but rather serve as guardians for them. Obtaining funds and getting guarantees for sustained funding becomes a serious challenge. The majority of NPOs pointed to fundraising as the key skill required. This concurs with Chapter 3 (Table 3.4) wherein, the lack of experience in fundraising is mentioned as one of the elements in the study done on NPOs as being problematic (Swilling and Russell 2002:87). Since NPOs largely rely on

donations and use of external resources, fundraising is a core element to their existence.

In order to ensure continued funding by different sectors, it becomes incumbent on NPOs to convince the sponsors that they are viable. The initial conditions for funding should first be met. Some grants are ring-fenced and deviations can only be effected after prior approval from funders. Under certain conditions only surplus funding can be used at the discretion of the NPO. Certain funders insist on detailed records of expenditures incurred during the financial year in question for the sustainability of funding. Certain NPOs rely on funding from multiple sources. Inflation constantly becomes a threat to reckon with since some funders may terminate their funding based on their profit margin. The insecurity attached to funding places a huge demand on NPOs to ensure their continued existence. Without the ability to raise and obtain funding, NPOs can virtually close shop as they will be unable to operate. Fundraising skill becomes the highly prioritised need in the majority of cases.

The second most prevalent need from the NPOs was found to be operations management. Given the nature of activities within NPOs and the scope of their operations, calls for a structured system of managing them (Frazer, 2013: 269). Managers need to ensure that the different components and structures within these organisations contribute to their functionality. To ensure success, operations management becomes critical. Operations management encompasses the way the NPOs run their organisations from the systems they use, interaction with stakeholders, reporting and how efficient they operate. This is also a very crucial element as it encompasses dealing with

stakeholders to provide reporting and feedback on activities and progress thereof (Burger *et al.* 2013:5; Stuart 2013:3). Stakeholders in their different capacities, some being funders and donors, and some being the target clientele, need to be satisfied with the operations within the organisation with which they associate. Therefore NPOs need to pay particular attention to the operations management element within their structures for their continued existence.

Finance management was mentioned as a key need for NPOs representing 16% of the sample. For any organisation to operate effectively and efficiently, its finances must be in order. It is therefore no surprise that this is highlighted as a need. “NPOs do not share the same financial management objectives as business organisations and often characterise their financial resources in different ways” (Chabotar in Abraham 2006:4). Because of the differences in emphasis between NPOs and for-profit Organisations, the importance of financial management is not treated the same.

The management of finances and accountability thereof, is the backbone of any organisation and more so, the NPOs, as they rely on donor funding. “In many ways accountability amounts to a relationship rooted in the recognition that there is a connection and a shared or reciprocal dependency between the NPO and its stakeholders” (Burger *et al.* 2013:4). Given this relationship, both parties need to be transparent, though the onus is largely on the NPO to show that it can manage finances well. NPO staff members therefore need to be trained in financial management,

to allow such kind of accountability so that their institutions continue to exist and thrive. Accountability need to be ensured by means of internal and external monitoring of finances.

Monitoring comprises of descriptive reporting, compliance, and the collection of data on expenditures and programme costs (Carman, LeRoux & Wright in Marshall 2014:1034). The monitoring and reporting element become one of the survival tools for the NPOs due to competition for funding and stricter conditions from funders (Burger 2013:5). Funders need assurance that their donations are being properly accounted for and utilised efficiently. Given the profiles of the participants in this study, specifically zooming into their designations in their respective institutions in comparison with their qualifications, training becomes a necessity rather than an option.

### **5.2.7 Availability of NPO specific Training**

Employees need to be prepared to do their jobs as desired by the employer. It becomes incumbent on the organisations to provide training that will optimise their employees potential (Elnaga & Imran, 2013:137). They further argue that training should develop the desired knowledge, skills, abilities, raise motivation levels of employees and intensify their commitment. In order to derive full benefit from training, employees also need to come to the realisation of the personal and organisational gains that can be attained from training. The nature of an organisation normally dictates which type/s of training would be relevant for it to accomplish its vision and mission. This rules out the possibility of a generalised form of training.

The researcher posed a question seeking to determine if the NPO staff knew of the availability of their sector specific training in the province during interviews conducted with some of the participants. Eighty-eight per cent of the NPO staff responded positively by indicating that they knew of some available sector specific trainings within the province. Eight per cent responded by indicating that there was no training available for their sector, whilst 4% were unsure of the availability of sector specific training in the province.

The fact that the NPO staff themselves are aware of available training relevant to them, is a positive thing. The main concern is that despite this awareness, there were no indication of serious initiatives on the side of NPOs to engage the local HEI to explore that possibility of establishing a training partnership provided they would be in a position to carry the cost of such a training.

This means that given the availability of resources, the NPO staff can be able to access this training which will enhance their efficiency. HEIs can tap into this knowledge to facilitate the provision of such needed trainings as part of the community engagement and collaboration efforts. To make this a reality, there needs to be constant communication and engagement between HEIs and the NPOs in their immediate vicinity. Collaboration between these two sectors should aim at streamlining training such that it becomes relevant. Goldstein (3.7) indicates that well-conceived training programmes achieve beneficial results with communities. This finding should serve as motivation for NPOs and HEIs to seriously engage in discussions aimed at starting collaborations.

### **5.2.8 Availability of NPO specific Training outside the Province or country**

Skills and capacity building not offered by the institution itself can take place either through on-the-job training or through off-the-job training. In the majority of cases the preferred option is off-the-job training since it may be a challenge for HEIs personnel to leave their institution to conduct training because of their engagements with students. Employees undergo training which take place through different modes. According to Okubena (2014: 7), some of the methods involved are: day release, where employees take time off work to attend a college or training centre; distance learning/evening classes, where employees have to go for training at some facility or attend evening training after work; self-study, computer-based training. It is worth noting that there are opportunities through which the staff of NPOs can receive the appropriate training.

In pursuit of the preceding discussion, the researcher also asked the NPO staff whether they knew of any availability of their sector specific training outside the province. A total of 63% of the NPO staff responded negatively saying they do not know of available sector specific training outside the province or country. 37% said there was training available in their sector outside the province or country. The rationale for this question was to determine whether NPOs were aware of other institutions they could approach for training in specific fields that were not offered by local institutions.

Part of this finding may be attributable to the knowledge about what happens beyond the province and the country. Further engagement with the NPO staff revealed that some were not as

knowledgeable about issues outside their province. This observation is not a surprise since there seems to be no initiative to engage local institutions. What more with distance institutions. However a good 37% revealed that they are aware of NPO specific training outside the province or country. This means that again, resources permitting the NPO staff can access this relevant training where necessary should the need arise as alluded to in the preceding discussion.

### **5.2.9 Availability of Existing collaboration with Universities**

From the data collected, 96% of the NPOs reported that they do not have existing collaborations with universities. Only 4% reported that they have existing collaboration with universities where the latter provides the former with personnel to assist in the Engineering department. Using information captured in figure 5.3, skills training needs can be ranked as fundraising (30%); operations management (29%); financial management (17%). It should be regarded as a serious challenge that NPOs only collaborate with universities on a skill such as Engineering, which is followed by very few people given the cost implication of such as a skill. My argument is that one would expect more collaborations targeting those skills that seem to benefit a bigger fraction of the population. The ideal would be a situation where there is more collaboration especially in skills that seem to attract more following from the target clientele. The lack of collaboration with universities is a cause for concern hence, the need to create a framework to enable such collaboration to be established. Many factors contribute to lack of collaborations. In certain cases it may be the perception of a university's relative

isolation from the surrounding communities (Bender, 2008:85). Indeed, it has been established that NPOs desire to collaborate (see 5.3.10) and work together with the HEIs, therefore an enabling environment needs to be created to foster such partnerships.

The Department of Higher Education and Training encourages partnerships between HEIs and the communities. Preece, (2013: 266) indicates that “higher education should create mutually beneficial partnerships with communities and civil societies to facilitate the sharing and transmission of appropriate knowledge”. In the context of this study knowledge is understood to refer also to various types of skills. The vehicle for initiating partnerships with communities and civil societies is through community engagement.

There are many different interpretations of the concept community engagement by various scholars and researchers. According to Bender (2008:87), community engagement can be understood to refer to initiatives and processes through which the expertise of the HEI is applied to address issues relevant to its community. By becoming involved HEIs respond to the call to fulfil their civic or social responsibility by addressing critical societal issues thus contributing to the public good (Bender, 2008:91). This view is supported by Preece (2016: 108) who maintains that HEIs should act as facilitators to help communities interpret and define solutions to their own problems.

### **5.2.10 Desire to have existing collaboration with Universities**

All (100%) the NPOs engaged desire to have a collaboration with universities. This is largely because of the numerous needs that are a feature among NPOs. It is therefore imperative to try to engage and create a framework where the NPOs can collaborate or partner (Erasmus 2014:26; Stuart 2013:2) with universities in various fields and particularly in the skills development arena. Figure 5.3 lists five areas which are indicated as the ones in which there is a need for skills training and development. NPOs in this study cannot manage to equip their staff (personnel) on their own given among others educational qualifications of employees who are supposed to be engaged in service delivery. Only 12% have studied beyond grade 12. This figure should be motivation enough to partner or collaborate with universities. Communities expect much from NPOs in line with issues that they claim to address. It was indicated that this study has revealed that most of the staff are not in a position to execute their responsibilities because of lack of requisite skills that they need to be capacitated with. Collaborations and partnerships facilitate collective actions for a shared communal benefit (Ansari, 2012: 174).



**Figure 5.5 : Desire for collaboration with universities**

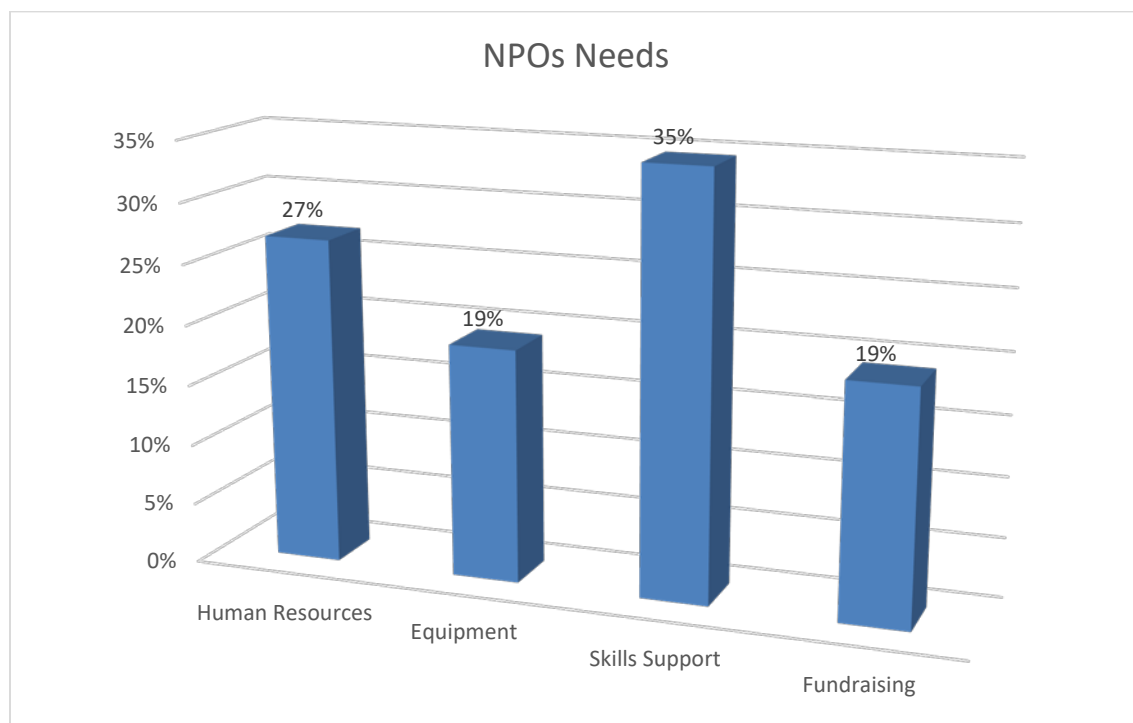
### 5.2.11 What NPOs desire Universities to assist with

NPOs are in the main are service organisations (refer to chapter3).The field they cover is very broad and in some cases specialised knowledge or skills become a necessity. Research has shown that most of the NPOs are not equipped to deliver quality services due to lack of relevant skills. Some do not do proper skills analysis for training purposes or underestimate their skills needs. Valentino and Fowler (3.7), indicate that if NPOs underestimate their training needs, that can be detrimental to employee development and capacity building as well as to the organisations. They further caution that training offered should be relevant, and this calls for a thorough needs analysis. Employee development through training (Elnaga & Imran, 2013: 138), should aim at capacity building of the employees to meet performance levels. Universities are considered better placed to

provide relevant training due to an array of courses they can offer and or develop to address specific requests.

The researcher sought to find out what the NPOs felt they needed from the universities by asking what they felt the latter can assist with to enhance the former's skills training. Figure 5.5 below gives a summary of the findings with the majority (35%) mentioning the need for skills support. The skills support needed would include financial management to assist in the running of the NPOs.

A total of 27% of NPOs mentioned human resources as a need that can assist their organisations. The need for human resources points directly to the lack of capacity that has been mentioned earlier in section 3.5 (Billis and Harris 1996:205).



**Figure 5.6 : NPOs needs from Universities**

Provision of equipment and fundraising were mentioned as the other needs representing 19% each. A lack of adequate funding leads to NPOs not having adequate equipment to carry out their mandates. Request to be assisted with equipment, seems to indicate that some staff members are not yet glued with the latest trends in (business) organisations. The current knowledge-based era has shifted emphasis from among others, assets, to human capital (Okubena, 2014: 5). The thinking is further pursued by indicating that knowledge should be prioritised as a key asset of employees and the ability to use it should be considered as a core competence. With the knowledge and skills to do the fundraising, this aspect can be addressed. The appropriate cause of action would therefore be looking to donors to donate equipment and HEIs to assist with training on fundraising.

Some of the equipment needed by the NPOs include:

- Shade nets, tunnels and cleaning equipment;
- Sewing equipment; stove for baking; workshop to work from; land to do agricultural project;
- Boreholes for own water.

As evidenced from the above list, the required equipment is the very basic tools of trade for everyday use in the NPOs environment. Assistance with such equipment will therefore go a long way in ensuring the sustainability of the NPOs.

Fundraising has been highlighted as a great need for the NPOs as alluded to earlier in Figure 5.3 and Table 3.4. Again, here the NPOs have clearly stated their desire for the universities to provide funding, including elements like:

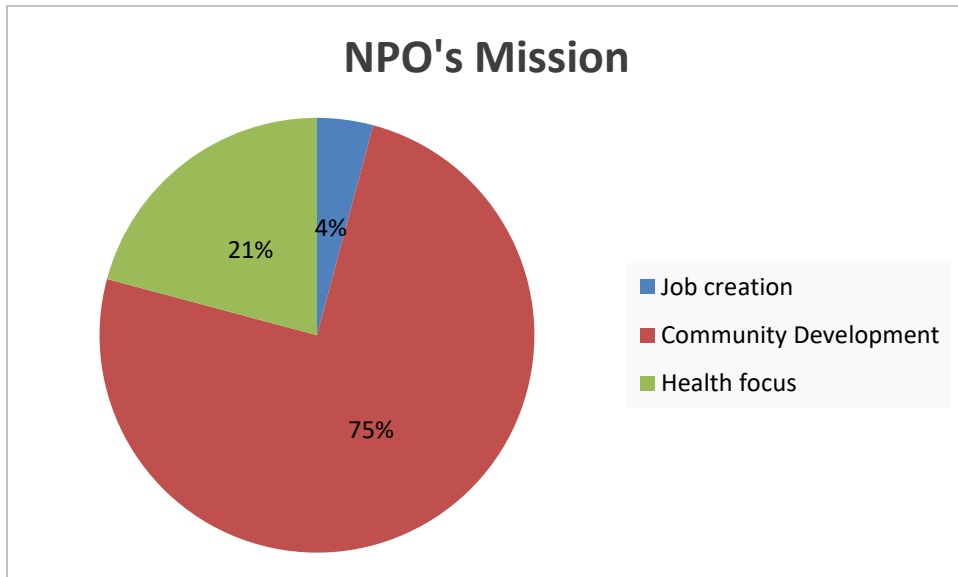
- ECD level 5 workshops; finance workshops;
- Relevant training and workshops like fundraising and operations.

NPOs need to raise funds for their operations and other projects. Without funding, NPOs cannot operate since the volunteering work can only do so much. There are expenses that need to be covered within the operations of the NPOs, and these need funding. Therefore NPO staff look to the HEIs to provide the capacity building through fundraising training. The good news is that some of the HEIs already have the courses within their curriculum to provide such capacity (see section 5.4.2).

### **5.2.12 NPOs Mission**

The mission states the reasons for the existence of an organisation and serves as the driving force behind all its activities. The mission has a bearing on its continuing service activities, its need for resources and the way it organises itself (DoSD,2002:7). Considering the important role that the mission plays in an organisation, its proper formulation during the initial conceptualisation is a matter that needs to be done meticulously. To conclude the questionnaire, the researcher asked each NPO

to state their mission. the responses were then collated and summarised into categories as per Figure 5.6 below.



**Figure 5.7 : NPO's Mission**

As shown, 75% of the NPOs mission lies in the heart of community development. A total of 21% have a focus on health, whilst just 4% are primarily focusing on job creation. The responses reflect the core responsibility of NPOs which is mainly rendering service to the community that it serves by engaging in various form of development.

Community development aspects include:

- To create a safer and secure environment for the aged, youth and people with disabilities in our area through provision of spiritual counselling session;
- Family visits and providing care for the sick and vulnerable;

- To take children out of the streets and give them proper education;
- To better the standard of living through talent creation and then making South African talent a commodity across the world;
- To alleviate poverty from home by employing community workers; to supply bigger markets;
- To feed the needy in the communities.

Those NPOs whose focus is on health, regarded keeping the elderly and community healthy as a priority. This would be done by maintaining a healthy environment within the communities through such activities like sports as well as, arts and cultural activities such as dancing and other performing arts.

Another element that stood out from the NPOs mission statement was job creation. The job creation would go a long way in alleviating the high unemployment cited within the Bafokeng community (Horner 2012:5). With job creation comes benefits to the community including reduced crime, better socio-economic conditions, as well as a more responsive and enlightened population. Job creation aspiration in the communities by NPOs seems to be a hurdle that most will have to grapple with for a long time. The perspective is informed by the fact that most of them have a high staff turnover and have very few people in their employ because of funding challenges (DHET, 2019: 30).

### 5.3 UNIVERSITIES PERSPECTIVE

The envisaged framework would be successful if based on the collaboration between NPOs and a higher education institution or institutions. It was for this reason that the researcher deemed it appropriate to include these institutions in the study. There are many reasons why researchers decide on purposeful sampling. Interviewees or participants are normally selected on the basis of their knowledge to describe a culture to which they belong (Gentles, Charles, Plooy & McKibbon, 2015: 1778). It was indicated earlier (5.2.9) that through community engagement, universities can respond to the call to fulfil their civic or social responsibility by addressing critical societal issues thus contributing to the public good. The two issues, that is, being able to describe their culture as well as their civic responsibility are some of the reasons why universities were included in this study. Questionnaires were distributed to institutions which were prepared to participate in the study. It was also possible to conduct telephonic interviews with some representatives from the institutions listed below.

1. North West University (NWU) Mafikeng campus in NWP.
2. Sol Plaatje University (SPU) in the Northern Cape (NC).
3. University of Johannesburg (UJ) in Gauteng.
4. University of Zululand (UNIZULU) in Kwazulu Natal (KZN).
5. University of the Free State (UFS) in the Free State Province.
6. University of Pretoria (UP) in Gauteng.

The information presented hereof, comes from the said engagement with the representatives of the above institutions.

### **5.3.1 Background**

The NWU, Mafikeng campus, has links to the Bafokeng region, having had engagements with the department of Agriculture, as well as the Enterprise Development Unit. The researcher therefore, engaged the University so as to gather information about their involvement and view point regarding NPOs and related matters.

The researcher also engaged the SPU to establish their take on the research. The researcher originally started the research in the Northern Cape before relocating to the NWP hence the importance of the two provinces. The SPU provides a perspective from another province on their involvement in the NPO sector and collaboration.

In order to get a more balanced view, the researcher also engaged other HEIs from the UJ and UP in Gauteng Province, UFS in the Free State Province and UNIZULU in KZN Province. Table 5.5 below gives the HEIs' respondents profile.

**Table 5.4 Profile of HEIs respondents**

<b>Name of Institution</b>	<b>Respondent Age range</b>	<b>Gender</b>	<b>Field of Study</b>	<b>Title</b>
North West University	25-44	Female	Social Sciences	Lecturer
North West University	25-44	Female	Social Sciences	Associate Professor
Sol Plaatje University	25-44	Male	Education	Senior Lecturer
University of Johannesburg	45-55	Male	Business management	Lecturer
University of Zululand	45-55	Male	Climatology	Senior Lecturer
University of Pretoria	45-54	Male	Finance	Lecturer
University of the Free State	45-54	Female	Marketing /Finance	Lecturer

As outlined in Table 5.4, the respondents of the questionnaires included a female Lecturer within the Agriculture department, who has a solid understanding of CE matters. She holds a post graduate qualification in Social Sciences which is quite relevant in the context. The other respondent from NWU is an Associate Professor in the Social Sciences field with lots of experience in the NPO sector. Another female Lecturer in the Marketing and Finance field from the UFS, responded and gave her perspective as well. The other respondents were 4 male Lecturers from: the Education faculty of the SPU, the Social Sciences faculty, the Finance sector and the Climatology sector. The four males have post graduate qualifications in Sciences, Climatology, Business management and Finance respectively.

### **5.3.2 Universities Perspectives on NPOs**

The researcher, having secured information from the different HEIs, now discusses the perspective from each of the individual universities.

#### **North West University (NWU)**

The NWU has programmes that NPOs can tap into, in order to grow and increase their knowledge and also efficiency in their respective organisations. Further details will be discussed in the following paragraphs.

The NWU has among others, NPO relevant programme qualifications like, Finance Management, Community Development, Project Management and others (see appendix 6 – list of courses). These qualifications range from short courses which are more affordable, to full-time and part-time degrees which can be more expensive. NPOs can therefore enrol their staff into these available programmes that are within reach in the NWP. This can be done through collaborations with the university to enable more effective ways of teaching and taking into account, relevant contexts within which NPOs operate.

The researcher notes that the NWU already has collaborations with NPOs within the NWP, for example, with the Royal Bafokeng Administration (RBA). Such collaborations are viewed as being

vital towards the growth and sustainability of NPOs. One of the examples where the collaboration was recorded was when the NWU took the final year Agriculture students to the RBA Agriculture department for an appreciation of the services offered by the RBA. These RBA services include the NPOs registered under the RBA, as well as other services like the Royal Bafokeng Enterprise Development whose mandate is to primarily assist small businesses. To this extent, the NWU is planning within a year, to introduce more qualifications which will assist NPOs. This is highly commendable as such a move will benefit NPOs.

The NWU believes that collaboration with the NPOs is a great idea. This is part of the reason why the University is intending to have more courses which are targeted towards the NPOs. The University is also of the opinion that offering more short learning programmes, particularly for the NPOs would be beneficial to the latter. In answering the question: How can available adult education and training programmes be used to address the skills training requirements of NPO staff? The NWU argues that improving course content to capture the issues taking place in the industry would be a solution. Capturing issues taking place in the NPO industry in particular, would obviously involve closer cooperation between the University and the NPOs, hence, the call for a framework that enables such to happen (see Figure 5.7).

## **Sol Plaatje University (SPU)**

The SPU does not have NPO specific courses, but it has more generic useful courses that the NPOs can utilise. The SPU respondent stated that the University does not have an existing collaboration with NPOs. The SPU however, views such collaboration as important for the well-being of both parties.

It is the SPU's view that short courses can be utilised to enhance the NPO staff skills and knowledge. This in turn will assist in the NPO's efficient running of their organisation. In answering the question: How can available adult education and training programmes be used to address the skills training requirements of NPO staff? The SPU believes that the education and training programmes can assist by equipping the NPO staff with relevant skills which will enhance their operations management. The university is also positive about possible collaboration and introducing courses that will benefit NPOs. As a relatively young university, the SPU is relatively more flexible in trying out new challenges as they grow and expand.

## **University of Zululand (UNIZULU)**

The UNIZULU respondent viewed collaboration with NPOs as extremely important. To this extent, the institution confirmed that it offers NPO specific courses including:

1. Community development;
2. Environmental assessment and management;
3. Computer skills;
4. GIS and Remote Sensing;
5. Statistical Analysis Skills.

UNIZULU believes that these courses are beneficial to NPOs as they enlighten them on current events and day-to-day operational matters. Even though UNIZULU does not have an existing collaboration with NPOs, the institution believes that there is value in such collaborations. As a result of this belief, UNIZULU intends to possibly introduce, in the next three to five years, more NPO relevant courses. UNIZULU is also positive about having collaborations with NPOs. Since the institution already has courses that are NPO-related, the collaboration to incorporate more relevant programmes in liaison with the relevant stakeholders, is likely to be smoother.

The researcher posed the question: How can Universities be utilised to enhance skills training of NPO staff? The respondent stated that this could be achieved through detailed engagements between the two parties and other key stakeholders. He also proposed that the NPOs should identify training needs areas and approach universities for assistance with such. The universities can then respond accordingly to the needs and then tailor-make the skills to suit the needs of NPO the staff.

## **University of Johannesburg (UJ)**

The respondent is a Lecturer in the Business Management faculty, hence, brings valuable knowledge that can assist staff in running their NPOs. UJ believes that NPO staff training is very important as it enhances more efficiency. To this end, the University already offers NPO related courses, some of which include: Finance management, Operations management and Community Development to name but a few.

Regarding collaboration with NPOs the UJ respondent believes that it is crucial for NPOs to collaborate with HEIs. As a result of this belief, the UJ is involved with Chaneng community of the Royal Bafokeng Nation with Entrepreneurial Skills training and planning to assist in the future. A concerted effort must be made from the University's side to provide more exposure and funding to the NPOs. This support will enable the NPOs to grow and become more sustainable through knowledge and networking, as a result of the collaboration. The researcher believes that since the UJ is already involved in some collaborations with communities in the NWP, the chances of expanding this to other NPOs would be relatively easier. The UJ also indicated that they are keen to collaborate and possibly get involved in the NPO funding aspects. Funding for skills/qualification acquisition is a crucial component in the enhancing of NPO staff capability.

## **University of Pretoria (UP)**

The respondent is a male Lecturer at the University of Pretoria. He indicated that the University already has courses for NPO staff namely: Finance management, Fundraising, Operations management and Public Relations to name but a few. This is a great starting point. Given the geographical proximity of Pretoria to NWP, some NPO staff can take up courses there.

Despite not having an existing collaboration with NPOs at the moment, the respondent indicated that the University believes it is a good idea to establish such collaboration and cooperation. In this regard, the University is planning on introducing more NPO-related courses within the next two years. The respondent also stated that since universities are the hub of knowledge and skills through collaboration and designing courses that address the skills gap of NPO staff, the universities can therefore be utilised to enhance the skills training of NPO staff.

In responding to the question: How can available adult education and training programmes be used to address the skills training requirements of NPO staff? The following response was provided that the courses offered should be well marketed to the public and should be relevant in enhancing skills requirements of NPO staff. These courses should be applicable in the workplace of NPO staff for value addition. It is therefore evident from the above responses that there is a scope for the University and NPOs to work together for the benefit of both parties. According

the respondent from the UP, the Institution already has courses relevant to NPOs and is planning to add more in the coming couple of years. The University trusts in collaboration, not only with NPOs but also with other universities, in order to foster more effective and efficient relationships..

### **University of the Free State (UFS)**

The respondent is a female Lecturer at the UFS. She indicated that NPOs' staff training is extremely important to such an extent that the University is considering the introduction of courses targeted at the NPOs.

The respondent suggested that, in order to boost the collaboration between the NPOs and HEIs, relevant short learning modules should be introduced to the NPO staff. These courses would assist the NPO staff to have a better understanding of their work. However, an important element is the need to have a joint process to identify the NPO needs in order to customise the learning courses.

Another suggestion given for final year Business students was to be provided with practicals or workplace experience in the NPO environment. This provides the NPOs with needed expertise whilst, at the same time, giving the students valuable work experience. From such a collaboration, needs can be identified and then addressed on an ongoing basis.

### **5.3.3 Future plans**

Due to the value that the University places on the NPOs, the NWU is planning on introducing more short courses. These course will possibly have a positive impact on the NPOs that partake in them. Among the other interventions, the University is looking at improving the course content to reflect what is happening in the industry.

The NWU future plans show that they have a compelling interest in the NPOs' well-being. It also indicates that the University is more than willing to engage and enter into more collaborative relationships with the NPOs. This gives room for a collaborative framework to be put in place between the University and NPOs.

According to the respondent at the SPU, they are not planning on introducing courses that are specific to NPOs. This is however, understandable as the University is relatively new compared to the other established HEIs. There is still however scope for collaboration between the NPOs and SPU.

The UJ is already involved with some projects in the NWP and has plans to introduce more NPO-related courses. One of these courses is the Entrepreneurship training, which the institution believes will assist the NPOs to be able to run their organisations more efficiently and professionally. The mantra, 'knowledge is power', is very relevant in this context. The more knowledgeable the NPO staff, the better they can handle different situations that come their way as part of their daily tasks.

According to the respondent from the UFS, the institution is planning, in the next three to five years, to introduce relevant courses specific to the NPO needs. These courses should be hands on and as practical as possible so that they can be relevant and beneficial to both parties. It is therefore imperative for the HEIs and NPOs to have ongoing engagements in order to keep abreast with developments in the environment so as to come up with strategies to tackle continuous cooperation.

**Figure 5.8 : Training courses being introduced**

Are you planning to introduce courses / training/ diplomas/ degrees with regard to the skills development of NPO staff?

7 responses

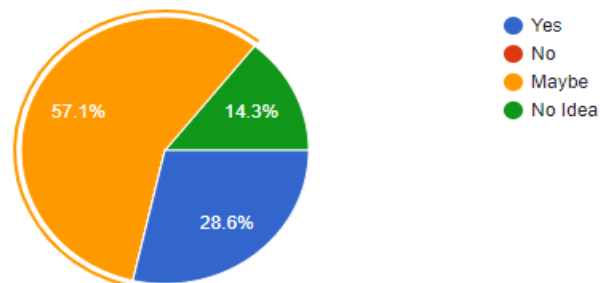


Figure 5.8 indicates the plans for HEIs to introduce courses related to the training of NPO staff. 28% indicated that they will definitely be introducing some courses; 51% said maybe they would introduce some NPO courses; and the remaining 14% had no idea if at all the plans to introduce some courses were there or not. The responses by HEIs viewed against background of the introduction of community engagement mandate by the DHET, raises a number of concerns. Many scholars have demonstrated

that different institutions conceptualise community engagement differently (Bhagwan, 2017:176). The many different conceptualisations impact on the different models of application, implementation, and allow a wide range of activities to be undertaken under this umbrella. Most institutions initiate collaborations and partnership and to a large extent decide on the form and type of their engagement. Preece (2013: 270), insists that community engagement should be a mutual arrangement so that the community can have a platform to indicate their participation needs. Should this ideal be reached, then maybe it would be possible for universities to comprehend the dire need for their involvement with the communities they service or are supposed to service.

## **5.4 DISCUSSION OF KEY FINDINGS AND RECOMMENDATIONS**

This section discusses the key findings from the research and outlines suggestions/recommendations for a framework as a contribution to the body of knowledge.

### **5.4.1 Demographics and NPOs Background**

The general observation is that females were more involved in the NPOs than men. Females formed the majority (79%) of NPO staff who participated in the research and also were either founders, Directors or staff members of the NPOs. The researcher concludes that females tend to have a motherly and caring nature, hence the motivation to establish NPOs in order to assist other community members. The majority of the NPOs

can be classified as survivalist, therefore the main motivation is to assist others through the organisations. A high prevalence of females in PNOs might be a good arrangement especially in those organisations that focus on welfare services such as caring for the vulnerable through home care or soup kitchens. On the other hand the low percentage of males might also be a challenge with regard to some trades that still regarded as male oriented.

The recommendation is that the Department of Social Welfare embark on more advocacy workshops and training on the importance of community based NPOs and the roles that they play by changing the mind-set about certain stereotypes in society. This might encourage a bigger male participation in NPOs activities.

The majority of the staff of NPOs in the research did not have the requisite qualifications to be effective in their jobs. Those with grade 11(50%) and grade 12 (38%) constitute 88% of the participants in this study. Given the stipulations of the NPO act for running a successful organisation, these qualifications become a great concern. The basic education is not a specialised education but prepares students for study in designated fields of specialisation beyond it. One concludes that there is a need for capacity and enhancement to upskill NPO staff.

It is recommended that upskilling can come in different forms. The NPOs staff need to start to pursue some relevant qualifications. Collaboration with HEIs, particularly the universities, is therefore crucial in order to cover such skills'

gaps. As alluded to earlier, NPOs need accountability, financial management and operational management skills, among others, in order to operate more effectively in this ever changing environment.

In the sample used by the researcher, the dominant age groups were 45-54 and 55-64, comprising of 33% and 29% respectively. This may pose a challenge in terms of engaging or enrolling them into purely academic and challenging programmes. A balance will need to be struck between academic and more practical and relevant skills upliftment programmes. There will also be need for succession planning to be implemented in these NPOs to enable continuity of operation. Very often, if a founder advances in age and retires voluntarily or due to health issues without 'passing the baton', the vision and or mission of the NPO sometimes dies or become redundant.

The recommendation is that it becomes crucial for NPOs to be enlightened about the importance of recruiting younger members of staff and training them on the vision and operations of the organisation.

Operations of NPOs are varied and demanding and positions within these organisations need to be occupied by people equal to the task. One of the findings in this study was that many staff members use titles and or occupy positions which they personally do not fit the job descriptions or job profile. As alluded earlier (see chapter three), there are requirements and responsibilities attached to these designations.

The recommendation for NPOs to follow proper recruitment procedures for filling these positions with capable people who will add to the effective functioning and advancement of the organisation.

#### **5.4.2 Availability of Skills Training Programs**

It has been acknowledged by both the NPOs and the NWU that there are available skills training programmes within the Province. The majority of NPOs (88%) responded that they are aware of NPO specific skills training within the Province and this was corroborated by the University. A question that becomes critical about this knowledge is why neither the university nor the organisations have done nothing about this knowledge. The challenge that arises out of this discovery becomes doing something to open the communicative space for institutions to engage about how both can assist each other.

The recommendation is for CE section of university to market training opportunities they have. Equally important is for NPOs management to approach Universities on same.

The universities outside the NWP indicated that they also have training programmes at specific needs. Some NPOs that participated in the study (38%) indicated that they were aware of training programmes outside their province. This knowledge does not necessarily become useful since the local resource is not utilised. Seeking assistance outside the province would be justified provided the local institution could not offer training in

specific specified fields. With the universities outside the NWP, willingness to collaborate and one in particular, already involved in collaboration, for communities within the province, the task at hand is then made simpler.

The recommendation is for NPOs to have a data base of training that is offered by local university(ies) in order for them to scout for external assistance if it is really necessary to do so.

#### **5.4.3 Why Skills Development is Important**

Skills development is critical and crucial to enable NPOs to function proficiently and meritoriously. Capacity (the what), is the set of skills and abilities required to be effective and efficient. Capacity building is the process through which capacity is achieved (Mitchell 2017:7). Capacity building involves several aspects which may include external support to professionalise the NPOs, enhancing the accountability and corporate governance structures and accountability (Wiggill 2014:2) of the NPOs. The new emphasis on capacity building recognises the widespread fragility of NPOs and the necessity of good management for long-term mission effectiveness (Wing, Hager, Rooney and Pollak 2005:11).

It is recommended the Department of Social Welfare or any institution that can be mandated by the government do a skills audit regularly. A reporting mechanism can be put in place through which organisations can provide this information to the designated body by electronic means.

#### **5.4.4 Collaboration between NPOs and Universities**

It is very evident from the responses received that NPOs desire more collaboration and assistance from the universities. The statistics indicate that only 4% of NPOs have existing collaborations with the universities. The researcher raised concerns on this low percentage in 5.3.3 and ascribed this partly to lack of consensus on what community engagement entails seen from the perspective of universities and some extent from the perspective of NPOs.

Much needs to be done to start more collaborations between universities and organisations and also explore the possibility of starting collaborations between universities targeting NPOs in a particular region. It is also recommended that universities evaluate their community engagement with reference their existence and also the impact in the immediate community surrounding the university.

### **5.5 CONCLUSION**

Chapter 5 focussed on data analysis, interpretation and discussion of key findings. All the issues relating to the quantitative and qualitative aspects of the study were discussed and the views expressed were informed by the information gathered from the returned questionnaires as well as from follow-up interviews held with different participants. Information obtained from collected data was also contrasted with the one coming from literature review. This made it possible to determine

points of agreement and contradictions. In the main findings corroborated what was gleaned from the review of literature.

A thorough discussion of the findings that came out of the data collected was made with the use of tables, graphs and illustrations. A detailed analysis of each of the NPO staff roles was made particularly with reference to the skills or qualifications expected to match the roles. Key elements like the level of education, skills needs of the NPO staff as well as the desire to collaborate with HEIs were discussed. This gave a deeper understanding of the study and how the findings add to the body of knowledge.

Views from the HEIs were discussed from the information received through the data collected from the six institutions that responded to the questionnaire. It was key to get the perspective from the HEIs in order to then come up with matters that could possibly add value to the proposed framework which would be useful for all role players /stakeholders involved. A balanced view is always important to establish a better understanding of the different landscapes. Discussions also indicated lack of initiative between NPOs and HEIs to start collaborations and or partnerships that would address skills needs meaningfully.

It my opinion that research done as reflected in chapter 4 and discussion of results in chapter 5, can be interpreted to indicate that the objectives of the study have been reached. This perception is further elaborated on by the presentation of the framework in chapter six.

## **CHAPTER 6**

### **PRESENTATION OF THE FRAMEWORK**

#### **6.1 INTRODUCTION**

This study was about the development and presentation of a skills training framework for staff of non-profit organisation viewed from an adult learning perspective. This chapter is about the presentation of this framework. Issues presented are derived from chapter 5 which dealt with discussion of the data and presentation thereof. Data collected through mixed methods comprising both quantitative and qualitative methods of research was subjected to interpretation and analysis through both quantitative and qualitative means and is used to inform the framework. The framework takes cognisance of matters that motivates establishing NPOs, the legislative imperatives guiding such decisions. Issues relating to factors that may influence the efficiency or inefficiency of NPOs and various other related matters receive attention.

#### **6.2 THE SCOPE AND PRACTICAL IMPLICATIONS OF THE FRAMEWORK**

This framework was intended to contribute to understanding reasons behind the lack of skills that seems to characterise many of the NPOs operations. The impact of lack of skills was well documented in chapter 3 which dealt with the review of literature. The demarcation of the field of study indicated that this study is confined to the Bafokeng Nation region of the North West Province.

Despite the demarcated area, the results bear very close similarity with other studies elsewhere regarding the need for skilling the staff of NPOs. The participants in the study help to accentuate the uniqueness of some of the issues in this study.

This uniqueness contributes towards a framework that is relevant to the area but which on the other hand can be used by other researchers to understand the challenges of other NPOs operating under similar conditions. It should be reiterated that the results of the study are not intended for generalisations since purposeful sampling was used in the choice of participants. It is envisaged that the framework will help NPOs that participated in this study to look at their organisations with a changed mind-set.

### **6.3 IDENTIFICATION OF THE PROBLEM**

The identified societal challenge should provide sufficient motivation for research in order to address it. The identification of a challenge can be motivated by many factors. In this case, due interaction with several NPOs under various conditions, gave a strong conviction that there was a challenge around the skills of staff of NPOs in the area that was ultimately targeted for research.

Furthermore, this perceived lack of skills affected meaningful service provision by NPOs. The main aim of the research therefore became a task to develop a framework that would give guidelines on how the staff training needs of NPOs could be addressed. The ultimate formulation of this framework should be a culmination of various actions and activities done through the research process. Preparations to commence with research had to be put in motion.

## **6.4 PREPARATION**

Preparations to initiate and develop a framework that is implementable or that can be operationalised should be taken seriously. The researcher should prepare himself/herself in order to be able to cope with the physical, emotional, psychological and financial research demands. Research activities cover a broad field and their toll on one cannot be taken for granted. All the preparations planned should facilitate both the theoretical and the practical aspect of the research process. Possible stakeholders should also engage in some form of preparation.

### **6.4.1 The conceptual phase**

During the conceptual phase the researcher should gather more information about the societal problem that he/she plans to conduct research on. Extensive literature study should be done in order to learn more about the perceived problem and to identify the gap that exists in other related research. Analysing all the information acquired should help to identify the possible gap that the planned study could close. In the case of this study the main challenge of gap became to contextualise or understand factors contributing to lack of appropriate skills among the staff of NPOs. Literature dealing with conducting successful research should also be studied. This puts the researcher in a position to decide among others on appropriate theoretical framework, research design and methodology, data collection procedures and instruments, and also to comply with other research related stipulations such as obtaining various permissions and approval from a number of sectors, and so

forth. Another crucial activity during this phase is to decide about possible participants and or stakeholders.

#### **6.4.2 Identification of stakeholders by the researcher**

In order to come up with a workable framework, it is imperative to identify relevant stakeholders who will add value to the study. This identification should preferably be done through purposeful sampling. The inputs of the target participants are important to ensure their support of the framework. The two categories of key stakeholders identified in this research include the NPOs operating in the region of the Bafokeng nation and community as well as several stakeholders having a legal mandate or own initiative to can interact with NPOs. NPOs in the target area of research are presumed to interact with communities they serve on regular basis. This has an added advantage that they can receive formal and informal feedback about their effectiveness from members of the community. Taking into account that most NPOs cannot address skills training needs on their own (De Beer 2002:118), partnerships with other stakeholders becomes a necessity. Universities were identified as stakeholders. This decision was informed partly by their obligation to be part of community engagement project.

#### **6.4.3 Conducting interviews with NPOs and representatives from universities**

Interviews were done with NPOs staff following the questionnaires in order to elicit more information on the research problem from the participants and also to ask clarity seeking questions. The reasons for lack of skills were noted and they also served as pointers to types

of skills training needed. The analysis and interpretation of responses became very important in the compilation of the training needs that would inform the framework. Further probing or follow up questions were used to determine the extent to which participants were aware of the dynamics surrounding their enterprise.

Interviews were also conducted with representatives from universities to determine the degree to which they provide training and support to NPOs driven by community engagement project.

## **6.5 PRAXIS**

This section discusses issues that need to be considered by NPOs when they intend to operationalise the framework. The issues discussed should be considered very critical for the identification of skills needed to make the staff and the organisation productive. Proper identification should be followed by relevant training. The rationale is that strategic thinking and planning are crucial for any organisation to be successful.

### **6.5.1 Feasibility study by aspirant NPOs**

This research uncovered among other things that the founders of most of the NPOs start their organisations without having conducted a feasibility study. Environmental scanning is very important before embarking on any business undertaking. A report by the Department of Social Development (see Table 5.3) on the number of registered NPOs in the country in 2016 indicates that NWP had 9350 registered NPOs making it the second after Eastern Cape. What can be deduced from this is that there is a high possibility of duplication of services rendered. This can also impact on recruiting suitably qualified

personnel with expertise and skills. Organisations may even decide to offer services for which they are not sufficiently qualified and or capable in an attempt to avoid competition or to create the impression of a diversified approach. The need for feasibility study cannot be emphasised sufficiently.

### **6.5.2 Compliance with registration requirements**

The Nonprofit Organisations Act of 1997 stipulates the requirements for registration of NPOs as well as matters relating to their administration. It is recommended that aspiring NPOs make a thorough study of this document to ascertain whether they comply or not before they even embark on the registration process. Chapter 3 of this act deals with matters pertaining to registration. Section 12 talks to requirements for registration. Some issues relate to ownership and office bearers. 12 (2) (f) states that members or office bearers should have no rights in the property or other assets of the organisation solely by virtue of their being members or office-bearers. Non-compliance to this stipulation was found to be the main reason why some NPOs were started in this research (see 5.2. 2). Personal gain and status seemed to be the driving motivation for starting NPOs. 12 (3) (a) indicate that qualifications for and admission to membership of the organisation should be specified. In this study the staff were found to be less qualified or underqualified for the roles they were playing in their organisations. This affected the administration of their organisations as a whole. One of the training needs highlighted by participating NPOs was financial management. Section 17 dealing with Accounting Records and Preparation, explain in detail the financial standards that need to be met.

It is possible that some stipulations in the act might be satisfied while some might not be met by aspirant NPOs. Depending on their strengths, they may decide to submit their application. It is advisable at this stage to already compile a list of the skills on which training will have to take place or be sought. In this way the training programme can be implemented as soon as approval for registration is received from the relevant registration authority or government institution. This type of planning enables the organisation to phase-in different activities according to available manpower with requisite skills. While waiting approval the organisation can also negotiate and establish contact with institutions that are able to help them with their training needs.

### **6.5.3 Taking initiative to organise training**

The main challenge from the engagement seemed to be that NPOs were taking no initiative to organise training for their staff despite their being aware of the implications of lack of skills on the functionality of their organisations.

In order to try improve functionality, one initiative would be to enrol staff on a part time bases in those institutions that offer such. Consideration needs to be taken regarding the affordability to pay the tuition fees associated with enrolling at the HEIs. Most NPOs do not have the resources to pay the tuition fees hence, the need for the joint effort with other stakeholders to find a practical solution. The NPOs' lack of capacity to afford for staff to be away on skills development training was identified as a challenge. Since the majority of the NPOs are relatively small, they cannot afford to have some staff members away on an extended period of time acquiring skills at a HEI. The suggestion was therefore made to have HEIs

bring interns to build capacity within the NPOs, thereby allowing a transfer of skills which would enhance the NPO staff. Staff need training on the responsibilities attached to different positions or roles that they occupy in the organisation. Various government and private organisations can provide this training.

#### **6.5.4 Swot analysis culminating in the operational plan**

Each NPO should do SWOT analysis. Information derived from this exercise should be categorised according to the four pillars of SWOT analysis concept. The skills training needs can be expressed in terms of measurable objectives. An operational plan captured on a template that is user friendly for each specific organisation can be approved after sufficient consultation and deliberations. The suggestion is that one of the columns should clearly indicate the person or organisation responsible for conducting training. This should force the NPO to seriously consider and engage with the suitable service provider. Finally, review periods should be worked into this operational plan and undertaken in terms of the continuous cycle of planning, implementation, observation, reflecting and (re)planning. In this way it will be possible to monitor progress with regard to skills training and capacitation of staff. The quality of training received should be evaluated with a view to establishing long term collaborations with institutions offering quality training.

#### **6.5.5 Review of the recruitment process and skills profile of employees**

A rigorous recruitment process should be adopted by management. Appointment should also be done in accordance with the job

advertisement and job profile. In this way the organisation can save a lot of money by employing people with requisite skills. Capable staff members can also be used to for orientation and training of new staff. This boosts staff morale and improves relations within an organisation since mentors are available on site.

#### **6.5.6 Context specific data base of training sectors and supporting structures**

Training agencies that are in the immediate vicinity of the target NPOs become critical and key stakeholders. Issues of accessibility of service providers should be a priority considerations. In the case of this study, the NWU would be more accessible for the NPOs in the NWP. In addition to HEIs, other agencies, such as Education, Training and Development Practices-Sector Education and Training Authority (ETDP-SETA), could also be considered.

The NWU's role would be to largely provide the knowledge and skills training through the short courses and degree programmes they offer (see appendix 6), through streamlined community engagement programme. Other HEIs can also be involved in the provision of knowledge and skills through their various educational and practical programmes that they offer (see appendix 6). The key considerations however, pertains to the mode of delivery, as well as the distance in cases where participants in the acquisition of learning have to be on the HEI campuses. NPO staff therefore need to take cognisance of the mentioned factors in making a decision on which institution to enrol at. On the other hand, HEIs need to work in collaboration with NPOs in terms of determining their capacity to pay for the courses or skills training needed.

The Bafokeng Nation and community's role could include playing a supportive function to the NPOs. This supportive role includes providing capacity and training through the RBA resources. The RBA, under the Health and Social Development Services (HSDS) employs Social Workers and other personnel as resources that work and assist the NPOs.

The Bafokeng nation also provides the clientele for the NPOs which includes:

- The orphaned and vulnerable children;
- The elderly who are not able to look after themselves;
- Youth in various forms of development including sports, creative arts & craft and performing arts;
- Community members needing educational support;
- Religious members of the community.

The RLM is the custodian of the Integrated Development Plan (IDP) for the Bojanala region where this study took place. As a key stakeholder RLM incorporates within the IDP matters relating to NPOs development including upliftment projects and collaboration with other stakeholders for the benefit of the communities.

The local mining houses like Impala, Royal Bafokeng Platinum, Sibanye, Glencore, Tharisa among others play a crucial role in the assisting NPOs reach their mandate with training, skills development and building infrastructure. As mandated by the Department of Minerals Resources local mining houses are required to do community development projects. Some mines have even set up Community Engagement departments which liaise with the local communities and

NPOs to identify their needs. The mines will then work with the local communities in the areas identified.

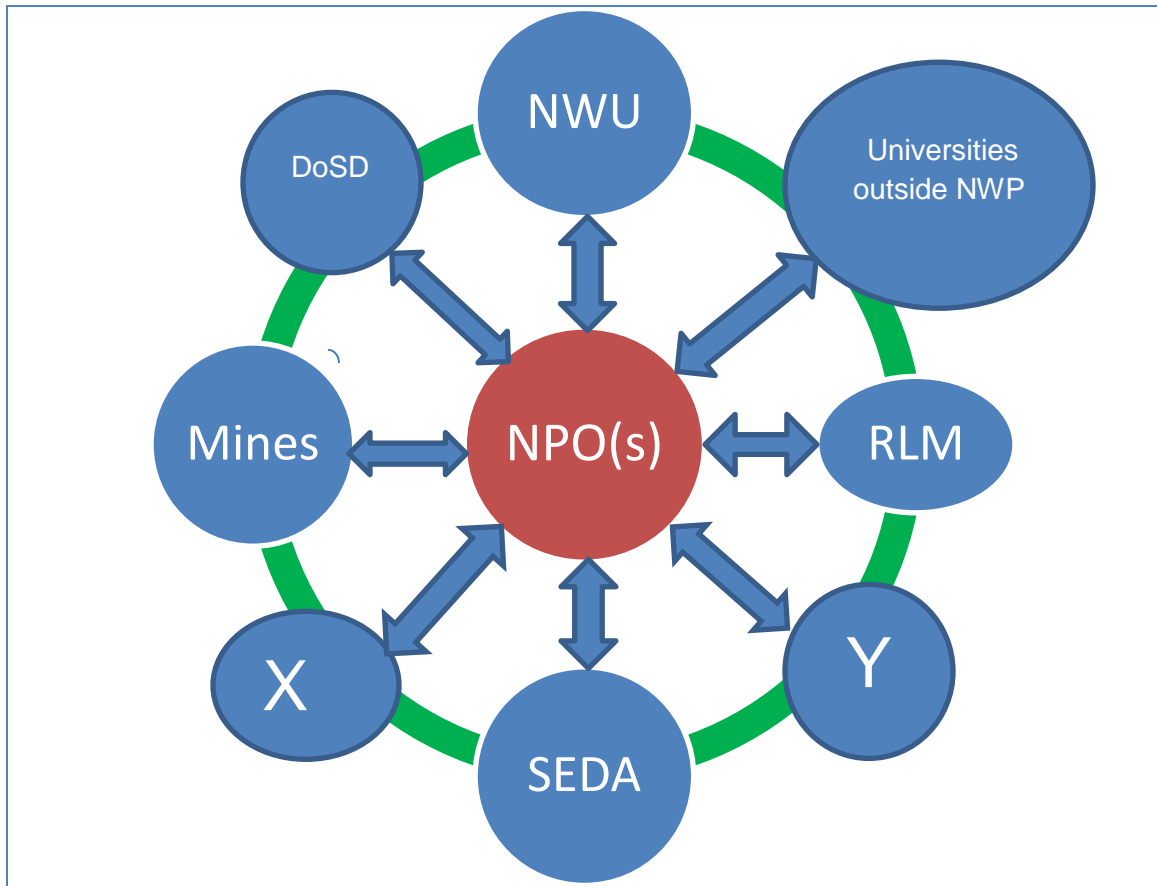
The DoSD is the government arm mandated not only to maintain a register and legislate NPOs but also to give grant funding to local NPOs that are in good standing. The DoSD also conducts training for NPOs in aspects like financial management, project proposal writing as well as providing assistance with consultants that assist NPOs to compile annual reports. These annual reports are a requirement and a control measure for the DoSD to keep track of operational NPOs and those that are not complying to the regulations. There is therefore a strong relationship between the NPOs and the department which needs to be strengthened by incorporating other stakeholders in the framework.

Another government's arm is the Small Enterprise Development Agency (SEDA), whose mandate is to implement government's small business strategy; design and implement a standard and common national delivery network for small enterprise development; and integrate government-funded small enterprise support agencies across all tiers of government. SEDA therefore plays a critical role in the framework by providing much needed training in collaboration with other key stakeholders within the framework. Local mining houses and other development agencies often work together to assist NPOs with training as skills development programs.

## **6.6 PICTORIAL REPRESENTATION OF A MULTIPRONGED SKILLS TRAINING FRAMEWORK**

The discussion presenting the framework for skills training is concluded through the pictorial representation of this framework. The

representation suggests that NPOs should occupy a central role in establishing contacts with sectors that provide or can provide relevant training.



**Figure 6.1 A skills training framework for the staff of NPOs in NWP**

The Figure 6.1 above pictorially represents the operationalisation of the framework that would encourage collaboration between NPOs and other institutions or sectors that can provide training.

At the centre of the framework is the NPO. The initiative to access relevant training for employees or staff should be driven by the concerned NPO. It becomes critical for each NPO to have a data base of the institutions that provide training relevant to its vision and mission. The two directional arrows are meant to indicate the importance of mutual relationship between NPOs and training institutions. This makes it possible for follow-up for feedback purposes. NPOs can contact training institutions if there are challenges with the quality of training provided. In the same breadth training institutions can also contact NPOs to determine whether training that was provided delivers on the expectations and also to market new programmes.

During the interaction between NPOs and various training sectors, there is a high possibility that some training conducted by other sectors may be recommended to others. This opens the possibilities of networking among institutions. The green circle joining different institutions is interpreted to indicate the possibility of institutions liaising and networking with one another should the need arise. The circles X and Y make provision for the inclusion of other sectors offering training in other skills that might emerge and become a necessity for the staff. One can think about the current trends where the fourth industrial revolution is likely to affect the way things are done.

## **6.7 CONCLUSION**

This chapter presented the skills training framework for the staff of Non-profit organisations aimed at making them more effective and

efficient in their work. It indicated the role that can be played by the founders during the conceptualisation stage in order to try minimise challenges even before their organisations become operational. Issues of compliance during the application for registration were highlighted as very important since they have a bearing on the functionality of the NPO once it is registered.

The chapter illustrated the role that the researcher can play during his interaction with various participants in the research. The information obtained from the literature review can be shared with the interviewees after the interviews are completed. Caution is taken not to influence the outcome of the interviews by not sharing or volunteering information first.

A pictorial representation of the framework was presented as a way of consolidating the explanations given about how that framework works or is supposed to work. The pictorial representation illustrated that the possibilities for enlisting appropriate training are unlimited. It becomes incumbent on the NPOs to establish as many partnerships as possible and to have a data base of sectors that provide different types of training. Although the framework is based on the results of this research, it is possible that it can be adapted to address similar conditions such as the one that prompted this research.

## LIST OF REFERENCES

Abend, G. 2008. The Meaning of Theory: *Sociological Theory*, 26 (2): 173–199.

Abrahams, M.A. 2015. A review of the growth of monitoring and evaluation in South Africa: Monitoring and evaluation as a profession, an industry and a governance tool. *African Evaluation Journal*, 3(1)1-8.

Abraham, A. 2006. *Financial Management in the Nonprofit Sector: A Mission-Based Approach to Ratio Analysis in Membership Organizations*. Faculty of Commerce - Papers (Archive): 1-10.

Alberta Government. 2016. *Calgary & Area Labour Market Report: Employee Training and Development: results from the 2015 Calgary & are employer survey*. Calgary. Retrieved on 07 October 2018.

Albertyn, R. and Erasmus, M. 2014. *An introductory perspective on the knowledge enablement landscape*. In Erasmus, M. and Albertyn, R. (Eds). 2014. *Knowledge as Enablement Engagement between higher education and the third sector in South Africa*. Bloemfontein: Sun Press.

Alonso, F., Manrique, D. and Martinez, L. 2015. Study of the influence of social Relationships among students on Knowledge building using a moderately Constructivist learning model J. *Educational computing research*, 51(4) 417-439.

Almeid, R. *et al* (Eds). 2012. *Rethinking Training Policies for Workers*, World Bank Publications. ProQuest EBook Central.

Amineh, R.J. and Asl, H.D. 2015. Review of Constructivism and Social Constructivism. *Journal of Social Sciences, Literature and Languages*, 1(1):9-16.

Ansari, W.E. 2012. Leadership in Community Partnerships: South African Study and Experience. *Central European journal of public health*, 20(3): 174-184.

Antwi, S.K. and Kasim, H. 2015. Qualitative and Quantitative Research Paradigms in Business Research: A Philosophical Reflection. *European Journal of Business and Management*, 7 (3) 217-225.

Appleton, L. 2003. The contribution of NPOs to family policy formulation in EU member and applicant states. *Voluntas: International Journal of voluntary and Nonprofit organisations*, 14(1) 79 -103.

Aspers, P. 2015. Performing Ontology, *Social Studies of Science*, 45(3) 449– 453.

*Asset Based Community Development South Africa*. 2016. South Africa. Retrieved 27 March 2019.

Babak, D. 2006. *Co-operatives in South Africa* Retrieved 15 March 2019.

Babbie, E. 2010. *The Practice of Social research*. Belmont: Wadsworth.

Babbie, E. and Mouton, J. 2018. *The Practice of Social Research*. Cape Town: Oxford Press of South Africa.

Bashir, M., Afzal, M.T. and Azeem, M. 2008. Reliability and Validity of Qualitative and Operational Research Paradigm. *Pak.j.stat.oper.res.* 47 (1): 35-45.

Basit, T. 2003. *Manual or electronic?* The role of coding in qualitative data analysis. *Educational Research*, 45 (2):142-154.

Becker, A. 2018. An Experimental Study of Voluntary Nonprofit Accountability and Effects on Public Trust, Reputation, Perceived Quality, and Donation Behaviour. *Nonprofit and Voluntary Sector Quarterly*, 47(3): 562– 582.

Begg, A. 2015. *Constructivism: an overview and some implications*. ACE Papers: 70-93.

Belbase, S. 2014. Radical versus Social Constructivism: An Epistemological-Pedagogical Dilemma. *International Journal of Contemporary Educational Research*, 1(2) 98-112.

Bender, G. 2008. Exploring conceptual models for community engagement at higher education institutions in South Africa. *Perspectives in Education*, 26(1): 81-95.

Bhagwan, R. 2017. Towards a conceptual understanding of community engagement in higher education in South Africa. *Perspectives in Education*, 35(1): 171-185.

Billis, D. and Harris, M. 1996. *Voluntary Agencies: Challenges of Organisation and Management*. London: Macmillan.

Bowen, P., Rose, R. & Pilkington, A. 2017. Mixed Methods-Theory and Practice. Sequential, Explanatory Approach. *International Journal of Quantitative and Qualitative Research Methods*, 5(2): 10-27.

Bozkurt, G. 2017. Social Constructivism: Does it succeed in Reconciling Individual Cognition with Social Teaching and Learning Practices in Mathematics? *Journal of Education and Practice*, 8(3) 210-218.

Briginshaw, L., Meri, H., Bakwesegha, B., Charles, T., Khumalo, Z., Matiwana, N., Butcher, S. & Yared, C. *Donor Directory for*

*Development: A Resource for the Non-profit Sector in Cape Town.*  
Retrieved 22 March 2019.

Bryman, A. 2015. *Social Research Methods*. New York Oxford University Press.

Burger, R., Jegers, M., Seabe, D., Owens, T. and Vanroose, A. 2013. *NPO Accountability in a disconnected and divided South Africa*. University of Stellenbosch. Stellenbosch.

Bussin, M. 2013. *Performance Management for Government, Universities, Schools and NGOs: A practical and Informative Textbook for Managing Performance in service delivery-orientated organisations*. Knowles Publishing: ProQuest EBook.

Cameron, R. 2009. A sequential mixed model research design: analytical and display issues. *International Journal of Multiple Research Approaches*, 3(2): 140-152.

Cato, D. 2006. Of the Trivial and the Radical: Is There a Coherent Constructivist Pedagogy? *Paideusis*, 15 (1): 57-74.

Child Welfare South Africa. n.d. (<http://childwelfare.org.za/about-us/>) Retrieved 25 March 2019.

Choi, S. 2014. Learning Orientation and Market Orientation as Catalysts for Innovation in Nonprofit Organizations. *Nonprofit and Voluntary Sector Quarterly* 43(2) 393–413.

Clarke, J. 1990. *Democratizing Development: the role of voluntary organisations*. West Hartford: Kumarian.

Cloete, E. 2014. Exploring the interconnectedness of the third sector and higher education institutions in South Africa through social network analysis. In Erasmus, M. and Albertyn, R. (Eds). 2014.

*Knowledge as Enablement Engagement between higher education and the third sector in South Africa.* Bloemfontein: Sun Press.

Cohen, L. Manion, L. and Morrison, K. 2011. *Research Methods in Education.* 7<sup>th</sup> Ed. London: Routledge.

Cooper, J., Basson, J. and Schaap, P. 2006. A training programme based on principles of social constructivism and focused on developing people for the future work: an evaluation. *Human Resource Development International*, 9(4):467-483.

Countrymeters. 2019. [https://countrymeters.info/en/South\\_Africa](https://countrymeters.info/en/South_Africa)

Retrieved 20 January 2019.

Crano, W.D. & Brewer, M.B. 2002. *Methods of Social Research.* New Jersey: Lawrence Erlbaum Associates, Inc.

Cresswell, J.W. & Plano Clark, V.L. 2007. *Designing and Conducting Mixed Methods Research.* Thousand Oaks: Sage Publications.

Cresswell, J.W. 2014. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches.* 4th Ed. Los Angeles: Sage.

Cresswell, J. W. 2012. *Educational research. Planning, Conducting, and Evaluating Quantitative and Qualitative Research.* Boston: Pearson

Dar, F. 2014. Emerging Roles of NGOs in the world's socio-political affairs. *International Journal of Peace and Development studies*, 6 (1) 1-9.

Daugherty, J. 2015. Impact of Service-Learning Experiences in Culinary Arts and Nutrition Science. *Journal of Public Scholarship in Higher Education*, (5) 61-78.

Daniels, P. and Adonis, T. 2018. *Community Engagement Colloquium Report*. University of Western Cape

De Beer, F. and Swanepoel, H. 2002. *Introduction to Development Studies*, 2<sup>nd</sup> Ed. Cape Town: Oxford.

De Beer, S. 2014. *Reimagining the third sector and its engagement with higher education institutions and local neighbourhoods*. In Erasmus, M. and Albertyn, R. (Eds). 2014. *Knowledge as Enablement Engagement between higher education and the third sector in South Africa*. Bloemfontein: Sun Press.

Dennick, R. 2016. Constructivism: reflections on twenty five years teaching the constructivist approach in medical education. *International Journal of Medical Education*, 7: 200-205.

Denys, K. (Ed.) 2013. *Adult Education and Social Change Jordan - Palestine - Lebanon - Syria – Egypt*. International Perspectives in Adult Education. Bonn, Federal Republic of Germany.

Department of Higher Education and Training, Republic of South Africa: *National Skills Development Strategy NSDS III*. 2011.

Department of Labour, Republic of South Africa: *National Scarce List*, 2008.

Dictionary.com. n.d. <https://www.dictionary.com/browse/charter?s=ts>

Retrieved 20 March 2018.

Doolittle, P.E. 2014. Complex Constructivism: A Theoretical Model of Complexity and Cognition. *International Journal of Teaching and Learning in Higher Education*, 26(3):485 - 498.

Doyle, L., Brady, A. & Byrne, G. 2009. An Overview of Mixed Methods Research. *Journal of Research in Nursing*, 14(2): 175-185.

Dudovskiy, J. n.d. *Ontology*. [https://research-methodology.net/research-philosophy/ontology/#\\_ftn1](https://research-methodology.net/research-philosophy/ontology/#_ftn1) Retrieved 24 March 2019.

Edwards, M., and Fowler, A. (Eds). 2003. *The Earthscan Reader on NGO Management*. London: Earthscan Publications Limited.

Elnaga, A. & Imran, A. 2013. The Effect of Training on Employee Performance. *European Journal of Business and Management*, 5(4):137-147.

Erasmus, G. 1991. *Saints or Sinners? NGOs in Development. Unpublished paper delivered at the Biennial Conference of the Development Society of Southern Africa*. University of Stellenbosch: Stellenbosch.

Erasmus, M. 2011. *A collaboration between Non-Profit Organisations of Mangaung (Bloemfontein) and the University of the Free State (Division: Service Learning)*. University of the Free State: Bloemfontein.

Etikan, L., Musa, S.A., and Alkassim, R.S. 2016. *Comparison of Convenience Sampling and Purposive Sampling*. *American Journal of Theoretical and Applied Statistics* 5(1):1-4.

Equal Education n.d. Overview. <https://equaleducation.org.za/>

Retrieved 28 March 2018.

Fourie, D. n.d. *Comparing NPO Types*. (Online) (<https://conclusive.co.za/comparing-npo-types/>) Retrieved 21 March 2019.

Fowler, A. 2000. *The Virtuous Spiral: A guide to sustainability for NGOs in International Development*. London: Earthscan Publications.

- Gentles, S.J., Charles, C., Ploeg, J. & McKibbin, K.A. 2015. Sampling in Qualitative Research: Insights from an Overview of the Methods Literature. *The Qualitative Report*, 20(11): 1772-1789.
- Given, L.M. 2008. *The SAGE Encyclopaedia of Qualitative Research Methods*. Thousand Oaks: SAGE Publications, Inc.
- Goldstein, I.L. 1986. *Training in Organisations: Needs Assessment, Development, and Evaluation*, 2nd Ed. California: Brooks.
- Good, T.L. and Brophy, J.E. 1990. *Educational Psychology: A Realistic Approach*, 4<sup>th</sup> Ed. White Plains New York: Longman.
- Habib, A. (Ed.). 2002. *The Size and Scope of the Non-profit Sector in South Africa*. Wits: Graduate School of Public and Development Management, University of Witwatersrand; The Center for Civil Society, University of Natal.
- Hellmuth, K. 2014. *Perspectives on religious faith and management skills as enabling factors in the functioning and sustainability of faith-based organisations in the third sector*. In Erasmus, M. and Albertyn, R. (Eds). 2014. Knowledge as Enablement Engagement between higher education and the third sector in South Africa. Bloemfontein: Sun Press.
- Hemstock, C., Bagmeijer, D. and Cramer, L. 2018 *Alberta Settlement and Integration Sector Survey Report*. Retrieved 21 March 2019.
- Horner, B. 2012. *The Royal Bafokeng Nation: cultural identity and spatial expression*. *Eighth International Space Syntax Symposium*. Santiago de Chile: PUC.
- HRDC. 2013. Review of the current skills development system and recommendations towards the best model for delivering skills in the country. HRDC

Huang, H. 2002. Toward constructivism for adult learners in online learning environments. *British Journal of Educational Technology*, 33(1): 27-37.

Hugo, A. 2016. Teaching English as first additional language. Cape Town: Juta.

Ihantola, E. and Kihn, L. 2011. Threats to Validity and Reliability in Mixed Methods Accounting Research. *Qualitative Research in Accounting and Management*. 8(1) 1-28.

Kabi, J.S. 2013. *Strategic Management Framework for Collaborative Sharing of Resources between Schools for Sustainable Learning Environments*. (Unpublished thesis). University of the Free State.

Katsioloudes, M.I. 2006. *Strategic Management: Global Cultural Perspectives for Profit and Non-Profit Organisations*, New York: Elsevier.

Kaars and Kaars 2014. *Views from inside a Nonprofit organisation: Facilitating reciprocal relations based on a shared value system*. In Erasmus, M. and Albertyn, R. (Eds). 2014. Knowledge as Enablement Engagement between higher education and the third sector in South Africa. Bloemfontein: Sun Press.

Kilby, P. 2015. *NGOs and political change a history of the Australian council*. Australian National University Press

Klenke, K. 2016. *Qualitative Research in the Study of Leadership. Second Edition*. Emerald Publishing Limited: ProQuest EBook Central.

Magaisa, G.M., Matipira, L. & Kanhai, C. 2014. *Issues in Business Management and Economics* 2 (1), 1-8.

- Marshall, J.H. and Suárez, D. 2014. The Flow of Management Practices: An Analysis of NGO Monitoring and Evaluation Dynamics. *Nonprofit and Voluntary Sector Quarterly*, 43(6) 1033–1051.
- Maxwell, C 1998. 21 *Irrefutable Laws of Leadership*
- Maier, F., Meyer, M. & Steinbereithner, M. 2016. Nonprofit Organizations Becoming Business-Like: A Systematic Review. *Nonprofit and Voluntary Sector Quarterly*. 45(1) 64–86.
- McMillan, J. and Stanton, T.K. 2014 “*Learning Service*” in *International Contexts: Partnership-based Service-Learning and Research in Cape Town, South Africa*. Michigan Journal of Community Service Learning, 64-78.
- Mergel, B. 1998. *Instructional Design & Learning Theory*. University of Saskatchewan.
- Merriam S.B. and Caffarella R.S. 1991: *Learning in Adult Education*. San Francisco, California: Jossey-Bass Limited
- Mertens, D.M. 2007. Transformative Paradigm: Mixed Methods and Social Justice. *Journal of Mixed Methods Research*, 1 (3): 212-225.
- Mertens, D.M. 2010. *Research and evaluation in education psychology*. Washington: SAGE. Retrieved 3 July 2009.
- Mertens, D.M. 2012. *Transformative Mixed Methods: Addressing Inequities, American Behavioural Scientist*. Sage Publications. Retrieved: 20 March 2019.
- Mitchell, D. 2017. Calgary Chamber of Voluntary Organizations. *Thinking Differently*. 1-28.

Morris, E. 2015. *Family Reunification and Integration Policy in the EU: Where Are the Women?* International. Migration & Integration 16:639–660.

Munkvold, B. E. & Bygstad, B. 2016. The Land of Confusion-Cleaning up some common misunderstandings of interpretive research. *Open Journal Systems*, 24(1): 1-12.

Muspratt-Williams, A. 2009. Strategic Thinking by Non-Governmental Organisations for Sustainability: A review of the Logical Framework Approach. (Unpublished Dissertation.) Stellenbosch University, Cape Town.

Nafukho, F., Amutabi, M. and Otunga, R. 2005. Foundations of Adult Education in Africa. Cape Town: David Langham.

National Audit Office. n.d. *What are third sector organisations and their benefits for commissioners?*

(<https://www.nao.org.uk/successful-commissioning/introduction/what-are-civil-society-organisations-and-their-benefits-for-commissioners/>) Retrieved 24 April 2019.

National Development Agency. 2016. *South African government funding to non-profit organisations: what is the investment value?* Johannesburg.

Neuman, W. L. 2014. *Social Research Methods: Qualitative and Quantitative Approaches*. Essex: Pearson Education Limited.

Nieuwenhuis, J. 2012. Introducing Qualitative data. In Maree K, (Ed.). *First steps in research*. Pretoria: Van Schaik.

Nieuwenhuis, J. 2007. Analysing qualitative data. In Maree, K. (Ed). *First steps in research*. Pretoria: Van Schaik.

Nhlapo, V. 2012. *The role of civil society in the Implementation of poverty alleviation Programmes: a case for social development In South Africa*. University of Pretoria.

Nkoana, E.M. and Dichaba, M.M. 2017. Development and Application of Conceptual and Analytic Frameworks for Community Engagement at a South African Higher Education Institution. *South African Journal of Higher education*, 31(6):177-196.

Nzimakwe, T.L. 2008. South Africa's NGO's and the quest for development. *International NGO Journal*, 3 (5):90-97.3.

O'sullivan, K. 2014. Humanitarian encounters: Biafra, NGOs and imaginings of the Third World in Britain and Ireland, *Journal of Genocide Research* 16(2-3): 299-315.

Olusegun, B.S. 2015. Constructivism Learning Theory: A Paradigm for Teaching and Learning. *IOSR Journal of Research & Method in Education*, 5(6):66-70.

Palinkas, L.A., Horwitz, S.M., Green, C.A., Wisdom, J.P., Duan, N. & Hoagwood, K. 2015. Purposeful sampling for qualitative data collection and analysis in mixed method implementation research. *Administration and Policy in Mental Health and Mental Health Services Research*, 42 (5): 533-544

Parnell, C. *Cooperatives and the Nonprofit Sector in South Africa*. Retrieved on 15 March 2019.

Patel, L. 2012. Developmental Social Policy, Social Welfare Services and the Non-profit Sector in South Africa. *Social Policy & Administration*, 46(6) 603–618.

Peters, J.M., Jarvis, P. and Associates. 1991. *Adult Education: Evolution and Achievements in a developing field of study*. San Francisco: Joss-Bass Limited.

Phiri, W.N. 2009. The role of Development Workers in capacity building of partner organisations: the case of MS Zimbabwe. (Unpublished mini-dissertation.) University of the Free State, Bloemfontein.

Pinho, J.C.; Rodrigues, A.P. & Dibb, S. 2014. The role of corporate culture, market orientation and organisational commitment in organisational performance. *Journal of Management Development*. 33(4) 1-35.

Pitso P. 2014. Factors that promote or hinder the voice of the third sector in public service delivery. In Erasmus, M. and Albertyn, R. (Eds). 2014. *Knowledge as Enablement Engagement between higher education and the third sector in South Africa*. Bloemfontein: Sun Press.

Poerksen, B. 2013. *The Certainty of Uncertainty: Dialogues Introducing Constructivism*, Andrews UK. ProQuest EBook Central.

Poni, M. 2014. Research Paradigms in Education. *Journal of Educational and Social Research*, 4 (1): 407-413.

Popowska, M. and Lunski, M. 2014. *Third Sector Characteristics and Importance*: 31-41.

Powell, K.C. and Kalina, C.J. 2009. Cognitive and social constructivism: Developing tools for an effective classroom. *Education*, 130(2): 241-250.

Preece, J. 2013. Service Learning and Community Engagement in South African Universities. *Alternation*, 9(2013): 265-291.

Preece, J. 2016. *Education as Change. Negotiating service learning through community engagement: Adaptive leadership, knowledge, dialogue and power.* 20 (1) 1-19.

Reamer, F. G. 2016. *Eye on Ethics: The Complexities of Client Privacy, Confidentiality, and Privileged Communication.* Retrieved 24 April 2019.

Ridington Jr. M.T. 2010. A framework for the evaluation of an international graduate Economic development program for nongovernmental organization leaders. (Unpublished Dissertation.) Stellenbosch University, Cape Town.

Riegler, A. 2015. *What does the future hold for Radical Constructivism?* Running head: future for radical constructivism 1-15 univie.ac.at

Rosenthal R. 2012. *The independent code of governance for non-profit organisations in South Africa.* Cape Town. Retrieved 23 March 2019.

RSA. (Republic of South Africa). 1996. *Constitution of the Republic of South Africa (Act 108 of 1996).* Cape Town: Government Gazette.

RSA. (Republic of South Africa). 2000. *Promotion of Equality and Prevention of unfair Discrimination (Act 4 of 2000).* Cape Town: Government Gazette.

RSA. (Republic of South Africa). 2005. *Children's Act (Act 38 of 2005).* Cape Town: Government Gazette.

RSA (Republic of South Africa). 2008. *Companies Act (Act no. 71 of 2008)* Cape Town: Government Gazette

RSA (Republic of South Africa). 2011. *State of the South African NPO Register.* Cape Town: Government Gazette.

RSA DHET (Republic of South Africa). 2012. *Green Paper for Post-School Education and Training*. Pretoria: Department of Higher Education & Training.

RSA DOD (Republic of South Africa). 2009. *Developing Good Governance Practices within the South African NPO Sector: Benchmark Study Report*. Pretoria. Department of Social Development.

RSA DOD (Republic of South Africa). 2011. *State of South African Registered Nonprofit Organisations issued in terms of the Nonprofit Organisations Act 71 of 1997*. Pretoria. Department of Social Development.

RSA DOD (Republic of South Africa). 2013. *Gauteng Social Development guidelines for the selection of board members for NPO's*. Pretoria. Department of Social Development.

RSA (Republic of South Africa). 1997. *Non-profit Organisations Act No. 71 of 1997*. Pretoria: Government Printers.

Salamon, L.M., Sokolowski, S.W. 2016. *Beyond Nonprofits: Re-conceptualizing the Third Sector*. *Voluntas* 27:1515–1545.

Sayeed, C.N.M. and Mantzaris, E.A. 2017. Regulatory Frameworks as a tool for Ethical Governance - Drawing Comparisons amongst the BRICS (Brazil, Russia, India, China and South Africa) Countries. *African Journal of Public Affairs*, 9(8) 93 -104.

Secore, S. 2017. *Social Constructivism in Online Learning: Andragogical Influence and the Effectual Educator*. *E-mentor*, 3(70): 4-9.

Sert, N. 2008. Constructivism in the elementary school curricula. *Journal of Theory and Practice in Education*, 4(2): 291-316.

Sharma, G. 2017. Pros and cons of different sampling techniques. *International Journal of Applied Research*, 3(7): 749-752.

Snyman, L. 2014. An analysis of community engagement at South African universities. Master of Commerce. University of Johannesburg.

*Social sector cluster, social protection and vulnerable groups' media briefing*. 2014. Pretoria. Retrieved on 18 June 2016.

Stabile, C. and Ershler, J. (Eds.). 2015. *Constructivism Reconsidered in the Age of Social Media: New Directions for Teaching and Learning*, Number 144, John Wiley & Sons, Incorporated, ProQuest EBook Central.

Stanistreet, P. 2014. *A new vision for skills and lifelong learning*. Adult Learning: 1-5

Stoecker, R. 2007. The Research Practices and Needs of Non-Profit Organizations in an Urban Center. *Journal of Sociology & Social Welfare* (97) 97-120.

Stuart, L. 2013. *The South African Nonprofit Sector: Struggling to Survive, Needing to Thrive*. Retrieved 22 March 2019.

Sunday, C.E. 2017. *The role of theory in research*. Division for Postgraduate Studies (DPGS) Post-graduate Enrolment and Throughput Program. University of Western Cape. Retrieved on 18 March 2019.

Swilling, M. and Russell, B. 2002. *The size and scope of the non-profit sector in South Africa*. Graduate School of Public and Development Management, University of Witwatersrand; The Center for Civil Society, University of Natal.

Tacon, R., Walters, G. & Cornforth, C. 2017. *Accountability in Nonprofit Governance: A Process-Based Study*. *Nonprofit and Voluntary Sector Quarterly*, 46(4) 685–704

Tanh, N.C. & Tanh, T.T.C. 2015. The Interconnection Between Interpretivist Paradigm and Qualitative Methods in Education. *American Journal of Educational Science*, 1(2): 24-27.

Taylor, R. 2011. (Ed.). *Third Sector Research*, New York: Springer.

Taylor, D.C.M. and Hamdy, H. 2013. Adult learning theories: Implications for learning and teaching in medical education. *Adult learning theories in medical education*, 83 (35): e1561–e1572.

The Free Dictionary. 2018. (<https://www.thefreedictionary.com/>)

Retrieved 21 January 2018

The Business Dictionary. 2018.

(<http://www.businessdictionary.com/definition/framework.html>)

Retrieved 21 January 2018

Tongco, M.D.C. 2007. Purposive Sampling as a Tool for Informant Selection. *Ethnobotany Research & Applications- A journal of plants, people and Applied Research* 5:147-158.

Trotter, R.T. 2012. Qualitative research sample design and sample size: Resolving and unresolved issues and inferential imperatives. *Preventive Medicine* 55: 398–400.

University of California, Berkeley, n.d. *Teaching Guide for Graduate Student Instructors*. Retrieved on 3 October 2012.

University of the Free State. 2019.

(<https://www.ufs.ac.za/templates/short-learning-programmes>)

Retrieved: 20 April 2019.

University of Johannesburg. 2019.

(<https://www.uj.ac.za/faculties/cbe/business-management/Documents/BCom%20Honours%20Strategic%20Management%202016%202017.pdf>) Retrieved: 20 April 2019.

University of Southern California, 2014. *Organizing Your Social Sciences Research Paper: Theoretical Framework*. Retrieved 08 October 2018.

Valentinov, V., Hielscher, S. & Pies, I. 2015. Nonprofit organizations, institutional economics, and systems thinking. *Economic Systems*, 39 491–501.

Van den Berg, A. and Struwig, M. 2017. “Guidelines for Researchers Using an Adapted Consensual Qualitative Research Approach in Management Research” *The Electronic Journal of Business Research Methods*, 15 (20) 109-119

Van Rooyen, D. and Ellis, W. 2014. Enabling constructive engagement through knowledge of the non-profit sector. In Erasmus, M. and Albertyn, R. (Eds). 2014. *Knowledge as Enablement Engagement between higher education and the third sector in South Africa*. Bloemfontein: Sun Press

Van Wyk, M. and Taole, M. 2015. Research Design. In Van Wyk, M and Okeke, C. (Eds.). *Educational Research: An African Approach*. Cape Town: Oxford University Press Southern Africa (Pty) Limited.

Wits University. 2019. (<https://www.wits.ac.za/part-time/certificate-courses/>) Retrieved 20 April 2019.

Wiggill, M.N. 2014. Donor relationship management practices in the South African non-profit sector. *Public Relations Review*. 40 278–285.

Wing, K., Hager, M., Rooney, P. & Pollak, T. 2005. Paying for Not Paying for Overhead. *Foundation News & Commentary* 46 (3): 1-13.

Worth, M.J. 2012. *Nonprofit Management: Principles and Practice*. London Sage Publications.

Wyngaard, R. 2019. Keeping an eye on Non-profit Laws: Regulations relevant to NPOs. *NPO Legal Issues* 46:1-3.

Wynn, A. 2009. *Knowledge Management Strategy*. NHS Derby City: Business Intelligent Unit.

Zehetmeier, S., Landreitz, I., Erlacher, W., & Rauch, F. 2014. *Researching the impact of teacher professional development programmers based on action research, constructivism and systems theory*.

## APPENDIX 1: NPO QUESTIONNAIRE

Ethical considerations makes it possible for participants to apply their mind when participating in research as explained in our initial engagement. You are therefore at liberty to choose to respond to all the questions or some of the questions.

1. Email address

\*

2. What is your gender?

Female

Male

Prefer not to say

Other...

3. What is your position in the organisation?

Manager

Supervisor

General Worker

Intern

Other...

4. What is your age?

Under 18

18 - 24

25 - 44

45 - 54

55 - 64

65 +

5. What is your highest level of education?

Grade 11 and below

Grade 12

Certificate

Diploma

Degree

Post graduate

6. What is your field of Study: Indicate your field of specialisation e.g. social work, marketing, any other)

Social Sciences

Marketing

Finance

Education

Other...

7. What is your telephone number? (In case you opt to participate in follow-up interviews)

8. For how long the organisation been operational?

0 - 2 years

3 -5 years

6 - 10 years

More than 10 years

9. What is the legal title of the organisation?

NPO

Community based organisation

Trust

Section 21 company

Other...

10. What are the organisation's core activities?

Education and research

Culture and recreation

Training and development

Health and welfare

Religion

Advocacy and politics

Business and Professional

Other...

11. How important do you regard NPO staff training (where 1 is not important and 5 is extremely important)

1

2

3

4

5

12. In order to function more effectively, what are the skills and training needs of your staff? Feel free to list any skills that will enhance your staff capacity.

Finance management

Fundraising

Operations management

Child Care

Public Relations

Other...

13. In your sector can you get NPO specific training from Tertiary institutions within the province?

Yes

No

Unsure

14. In your sector can you get NPO specific training from Tertiary institutions outside the province or country?

Yes

No

Unsure

15. Do you have existing collaboration with universities? This can be doing joint projects, research among others

Yes

No

Maybe

If yes please explain

16. Do you think collaboration with Universities is a good idea?

Yes

No

Maybe

Other...

17. How can Universities be utilised to enhance skills training of NPO staff in your organisation?

18. What is the mission of your organisation?

## APPENDIX 2: HEI QUESTIONNAIRE

Ethical considerations makes it possible for participants to apply their mind when participating in research as explained in our initial engagement. You are therefore at liberty to choose to respond to all the questions or some of the questions

1. Email address

\*

2. What is your gender?

Female

Male

Prefer not to say

Other...

3. What is your position in the organisation?

Lecturer

Senior Lecturer

Head of department

Faculty Head

Other....

4. What is your age?

Under 18

18 - 24

25 - 44

45 - 54

55 - 64

65 +

5. What is your highest level of education?

Diploma

Degree

Post graduate

6. What is your field of Study: Indicate your field of specialisation e.g. social work, marketing, any other)

Social Sciences

Marketing

Finance

Education

Other...

7. What is your telephone number? ( In case you opt to participate in follow-up interviews)

8. Does the organisation offer any Nonprofit organisations (NPO) specific training or qualification?

Yes

No

Other...

9. How important do you regard NPO staff training (where 1 is not important and 5 is extremely important)

1

2

3

4

5

10. What NPO specific courses / training does your institution offer?

Finance management

Fundraising

Operations management

Child Care

Public Relations

Community development

Other...

11. Do you have existing collaboration with NPOs in the North West province? This can be doing joint projects, research among others

Yes

No

Maybe

If yes please explain

Other...

12. Do you think collaboration with NPOs is a good idea?

Yes

No

Maybe

Other...

13. Are you planning to introduce courses / training/ diplomas/ degrees with regard to the skills development of NPO staff?

Yes

No

Maybe

Other...

14. If yes when are you planning to introduce courses / training/ diplomas/ degrees with regard to the skills development of NPO staff?

Within a year

Within 1 -2 years

Within 3 -5 years

Within 6 - 10 years

Other...

15. How can Universities be utilised to enhance skills training of NPO staff?

16. How can available adult education and training programmes be used to address the skills training requirements of NPO staff?

## APPENDIX 3 – INFORMED LETTER OF CONSENT NPOS

### CONSENT FORM

A SKILLS TRAINING FRAMEWORK FOR THE STAFF OF NON-PROFIT ORGANISATIONS IN THE NORTH WEST PROVINCE

#### Declaration by or on behalf of the Participant:

Respondent number / NPO Number																				
--------------------------------	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

**A** I, the undersigned confirm that:

1. I have been asked to participate in the above-mentioned research survey carried out by the University of the Free State (UFS)
2. It has been explained to me that:
  - 2.1 The purpose of the research is to collect information on the skill training needs of NPOs in the North West Province. This will ensure that appropriate support can be developed in order to help NPOs to function more effectively through relevant training.
  - 2.2 In order to collect this information I have been informed that I will be asked a number of questions regarding: Biographical details, my academic profile, my training needs, available training, Collaboration with Higher Education Institutions, Further Education Institutions and other training institutions.
  - 2.3 I have been told that this information will be collected from a selected sample of NPOs in the North West Province and I will be asked these questions only once.
  - 2.5 I have been told that it will not take more than 30 minutes to collect the information.
3. It was also explained to me that by participating in this research survey I will help the staff of NPOs in North West.

4. It was also explained to me that the information will be kept confidential but that it will be used anonymously for making known the findings to other educationists.
5. I understand that I will have no direct access to the results of the survey but I can contact the researcher who will inform me of the findings.
6. It was also clearly explained to me that I can refuse to participate in this research survey. If I refuse, it will not be held against me in any way.
7. The information in this consent form was explained to me by Mr. Talent Muzambi in English and I confirm that I have a good command of this language and understood the explanations. I was also given the opportunity to ask questions on things I did not understand clearly.
8. No pressure was applied for me to take part in this research survey.

**B** I hereby agree voluntarily to take part in this research survey.

Signed at Rustenburg on .....

.....

Signature of  
Participant

.....

Signature of Researcher

## APPENDIX 4 – INFORMED LETTER OF CONSENT: UNIVERSITIES

### CONSENT FORM

A SKILLS TRAINING FRAMEWORK FOR THE STAFF OF NON-PROFIT ORGANISATIONS IN THE NORTH WEST PROVINCE.

#### Declaration by or on behalf of the Participant:

Respondent number																				
-------------------	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

**A** I, the undersigned confirm that:

1. I have been asked to participate in the above-mentioned research survey carried out by the University of the Free State (UFS)
2. It has been explained to me that:
  - 2.1 The purpose of the research survey is to collect information on the available training courses for NPOs. This will ensure that appropriate support can be developed in order to help NPOs to function more effectively through relevant training.
  - 2.2 In order to collect this information I have been told that I will be asked a number of questions regarding:
    - Available training for NPOS
    - Collaboration with Higher Education Institutions, Further Education Institutions, other training institutions and Government Institutions.
    - Future planned training targeted at NPOs.
  - 2.3 I have been told that this information will be collected from a selected sample of HEIs in the North West Province and I will be asked these questions only once.

- 2.5 I have been told that it will not take more than 60 minutes to collect the information.
  
- 3. It was also explained to me that by participating in this research survey I will help the staff of NPOs in North West Province.
  
- 4. It was also explained to me that the information will be kept confidential but that it will be used anonymously for making known the findings to other educationists.
  
- 5. I understand that I will have no direct access to the results of the survey but I can contact the researcher who will inform me of the findings.
  
- 6. It was also clearly explained to me that I can refuse to participate in this research survey. If I refuse, it will not be held against me in any way.
  
- 7. The information in this consent form was explained to me by Mr. Talent Muzambi in English and I confirm that I have a good command of this language and understood the explanations. I was also given the opportunity to ask questions on things I did not understand clearly.
  
- 8. No pressure was applied for me to take part in this research survey.

**B** I hereby agree voluntarily to take part in this research survey.

Signed/confirmed at ..... on .....

.....

Signature of  
Participant

.....

Signature of Witness

## APPENDIX 5: SAMPLES NPOS

	<b>NAME OF NPO</b>	<b>AREA OF OPERATION</b>	<b>BUSINESS TYPE</b>
1	Badira Mmogo Coop	Capital/Masosobane	Sewing Project
2	Ditshigwaneng	Capital/Lefaragatlhe	Elderly Club
3	The Helping Hand	Capital/Lefaragatlhe	Assist pupils with homework; Youth; Elderly Club; People with disability.
4	Moremogolo Elderly Club Forum	Capital/Phokeng	Elderly Club
5	Moremothuloe Club	Capital/Bobuanja	Elderly Club
6	Nku Tona Elderly Club	Capital/Phokeng	Elderly Club
7	Kutwane Luncheon Club	Capital/Lenatong	Elderly Club
8	Tshufi Elderly Club Group	Capital/Masosobane	Elderly Club
9	Vapo Visual Art	Capital/Phokeng	Art
10	Tshwaranganag Women's Prayer	Capital/Phokeng	Charity Organisation
11	Phokeng Trauma Centre	Capital/Phokeng	Counselling
12	Marang Women Hydroponics	Capital/Lenatong	Farming
13	Godisang Morena Faith Based	Capital/Phokeng	Feeding
14	Ntime O Mphele Ngwana	Capital/Lenatong	Feeding
15	Pholong Home Base Care	Capital/Bobuanja	HBC
16	Legadigadi Home Base Care	Capital/Phokeng	HBC
17	Ipopeng Poultry	Capital/Lenatong	Livestock
18	Kgothatso Home Base Care	Capital/Lefaragatlhe	OVC
19	Lienette Shelter	Capital/Phokeng	OVC
20	Baagi Ba Mmadiphiri	Capital/Phokeng	Community Care.
21	Godisanang OVC Centre	Capital/Phokeng	Orphaned & vulnerable Care.
22	Legadi-Gadi HBC	Capital/Phokeng	

<b>23</b>	Bafokeng Womens Club	Capital/Phokeng	Women
<b>24</b>	Victory Christian Centre	Capital/Phokeng	Substance Abuse Program
<b>25</b>	Nthabiseng Skills Training for Disability	Capital/Phokeng	Disabled group
<b>26</b>	Agang Mmatsetlana	Central/Mafika	Elderly Club
<b>27</b>	Tlhomphanang HBC	Central/Kanana	
<b>28</b>	Ema O Itshidilile	Central/Lesung	Elderly Club
<b>29</b>	Tshwenyane Aged Club	Central/Lesung	Gardening, Meal-on-wheels, Wellness.
<b>30</b>	Benevolence Home Base Care	Central/Mosenthal	HBC
<b>31</b>	Peace Maker Cooperative	Central/Kanana	Gardening
<b>32</b>	Bonang Bagodi	Central/Kanana	Co-operative-Vegetable
<b>33</b>	Lebone LA Bafokeng	Central/Mosenthal	Sewing
<b>34</b>	A Re Bueng Bagodi	North/Mafenya	Elderly Club
<b>35</b>	Matlopyane L Club	North/Rasimone	Elderly Club
<b>36</b>	Ramorongwa Elderly Club	North/Chaneng	Elderly Club
<b>37</b>	Rutanang Bagodi	North/Robega	Elderly Club
<b>38</b>	Tsogang Basadi	North/Luka	Bead work
<b>39</b>	Unique Glass Beads	North/Luka	Co-operative. Jewellery making from recycled glass.
<b>40</b>	Moitoi Creations	North/Luka	Leather work, embroidery and sewing (Traditional garments), School uniforms, Pastor gowns, bread making.
<b>41</b>	Furniture Hub	North/Luka	Furniture making and upholstery.
<b>42</b>	Phapahama Project	North/Chaneng	Feeding Scheme
<b>43</b>	Phelang Feeding Scheme	North/Mafenya	Feeding Scheme
<b>44</b>	Basadi Thusanang Farmers	North/Robega	Gardening

<b>45</b>	Hand Bag Manufacturing Project	North/Chaneng	Hand Bags
46	Bokane Home Base Care	North/Luka	HBC
<b>47</b>	Tlhabologo Youth Home Base Care	North/Luka	HBC
<b>48</b>	Phediso Home Base Care	North/Chaneng	HBC
49	Bipanang Community Project	North/Luka	Juice and Bread
<b>50</b>	Itireleng Poultry	North/Luka	Chicken Farming
<b>51</b>	Mpelelele Ngwana Project	North/Rasimone	OVC/Feeding
52	Traditional Home Base Care	North/Chaneng	OVC/Feeding
<b>53</b>	Kotulo Mushroom Farm	North/Luka	Mushroom Farming
<b>54</b>	Momokhumen	North/Luka	Pottery
55	Bomkhozi Project	North/Luka	Weaving
<b>56</b>	Dream Land Sewing Project	North/Luka	Sewing, Signage.
<b>57</b>	Chaneng Association of the Blind	North/Chaneng	Vegetable & Gardening
58	Rutanang Bagodi	North/Robega	Aged Club
<b>59</b>	Traditional HBC	North/Robega	Home Based Care
<b>60</b>	Bokane HBC	North/Luka	Home Based Care
61	Retsholeng Aged	North/Luka	Home Based Care
<b>62</b>	Bareng Enviro & Waste Primary	North/Luka	Recycling Project
<b>63</b>	Thusanang Leuba Project	North/Chaneng	Soap Manufacturing
64	Kopanang Aged Club	Diepkuil/ Maile	Elderly Club
<b>65</b>	Ratanang Aged Club	North E/Rooikraal	Elderly Club
<b>66</b>	Malla Phiri Elderly Club Group	North E/ Maile	Elderly Club
67	Mangofu Elderly Club Group	North E/Mogajane	Elderly Club
<b>68</b>	Mmakoketsi L Club	North E/Tlaseng	Elderly Club

<b>69</b>	Phukungwane Elderly Club	North E/Tsitsing	Elderly Club
70	Sediba Sa Bagodi	North E/Tantanana	Elderly Club
<b>71</b>	Tsogang Bagodi	North E/Kopman	Elderly Club
<b>72</b>	Mphe Bophelo	North E/Rooikraal	Bread Making/Sewing/Brick making
73	Bana Ba Kgotso	North E/Mamerotse	HBC
<b>74</b>	Legae La Bana	North E/Tantanana	OVC
<b>75</b>	Atlegang Project	North E/Tlaseng	Weaving
76	Malla Phiri Aged Club	North E/ Maile	Gardening.
<b>77</b>	Mangofu Aged Club	North E/Mogajane	Care for the Aged.
<b>78</b>	Phokungwane Club	North E/Tsitsing	Care for the Aged.
79	Sediba Sa Bagidu Club	North E/Tantanana	Gardening, Meals-on-wheels.
<b>80</b>	Tsogang Bagodi	North E/Kopman	Gardening.
<b>81</b>	Badira Mmogo HBC	North E/Mogajane	Home Based Care.
82	A Re Direng Bagodi	South E/Mabitse	Elderly Club
<b>83</b>	Tsogang Bagodi	South E/Mabitse	Mobile Clinic
<b>84</b>	Malle Fresh Produce	South E/Mabitse	Vegetable gardening.
85	Baakanyang Bagodi	South E/Tlapa	Elderly Club/beadwork/sewing
<b>86</b>	Itharabologele Mogodi	South E/Mfidikwe	Elderly Club
<b>87</b>	Photsaneng Elderly Club Group	South E/Photsaneng	Elderly Club
88	Thari Ya Thitelle	South E/Photsaneng	Elderly Club
<b>89</b>	Phithello Ya Bagodi	South E/Thekwane	Elderly Club
<b>90</b>	Modisa Ke Monyatsi	South E/Thekwane	Art and Craft
91	Bothito Ba Phothemfi HBC	South E/Thekwane	HBC
<b>92</b>	Mfidikwe Care Givers	South E/Mfidikwe	HBC
<b>93</b>	Photsaneng Home Base Care	South E/Photsaneng	HBC
94	Thekwane Poultry	South E/Thekwane	Livestock & Vegetables

<b>95</b>	Community Answer	South E/Tlapa	OVC
<b>96</b>	Pholontle Home Base Care	South E/Mabitse	OVC
97	Tlhokomelo Health Care Centre	South E/Mabitse	OVC
<b>98</b>	Kwele Wire Design	South E/Maile	Wire Work
<b>99</b>	Pholontle HBC	South E/Mabitse	Community Health Care.
100	Dirisanang HBC	South E/ Mfidikwe	HBC
<b>101</b>	Kopanang Aged Club	South E	Elderly Club
<b>102</b>	Tlhokomelo Health Centre	South E/Mabitse	Health Services

## APPENDIX 6 LIST OF COURSES / QUALIFICATIONS AVAILABLE

<b>Staff Needs</b>	<b>Name of Course</b>	<b>Institution</b>
Project Management	Advance Project Management certificate	University of the Free State
Strategic Management	Degree in Strategic Management	University of Johannesburg
Financial management	Financial Management short course	Wits University
Human resources management	Human Resources management	Wits University
Development of NPOs	Development Studies	University of Cape Town
Sustainability	Agriculture & Forestry	University of Cape Town
Administration	Social Policy & Administration	University of Cape Town
Basic Education	Education	University of Cape Town
Creativity and Design	Art & Design	University of Cape Town
Financial management	Accounting & Finance	University of Cape Town
Business management	Business & Management Studies	University of Cape Town
Development of NPOs	Development Studies	Wits University
Basic Education	Education	Wits University
Development of NPOs	Development Studies	Stellenbosch University
Basic Education	Education	Stellenbosch University
Social upliftment	Theology, Divinity and Religious Studies	Stellenbosch University
Sustainability	Agriculture & Forestry	Stellenbosch University
Environmental understanding	Economics & Econometrics	Stellenbosch University
Social upliftment	Theology, Divinity and Religious Studies	University of Kwazulu Natal
Development of NPOs	Development Studies	University of Kwazulu Natal

Sustainability	Agriculture & Forestry	University of Kwazulu Natal
Basic Education	Education	University of Kwazulu Natal
Development of NPOs	Local Government & Development Management	North West University
Business management	Bachelor of Commerce in management sciences	North West University
Administration	Bachelor of Administration	North West University
Environmental understanding	Bachelor of Commerce in Economic Sciences	North West University
Operations management	Bachelor of Commerce in Business Operations	North West University
Basic Accounting	Bachelor of Commerce in Accounting	North West University
Human resources management	Human Resource Development	North West University
Arts and craft development	Bachelor of Arts	North West University
	Short Learning programs	North West University
Operations management	Advanced Management Development	North West University
Operations management	Advanced Project Management	North West University
Strategic Management	Advanced Strategic Management	North West University
Financial management	Analysing Financial Statements	North West University
Arts and craft development	Art History and Visual Culture	North West University
Operations management	Assets Management for Business Units	North West University
Financial management	Basic Accounting	North West University
Operations management	Business Management	North West University
Operations management	Computer Literacy	North West University
Operations management	Computer Skills	North West University
Operations management	Corporate Public Relations	North West University

Strategic Management	Creating Leadership and Personal Capacity in Women	North West University
Operations management	Customer Care and Service Delivery Management	North West University
Operations management	Developing an Operational or Business Plan	North West University
Human resources management	Emotional Intelligence, Conflict and Stress Management	North West University
Human resources management	Employment Relations on Employment Equity	North West University
Business management	Entrepreneurial Skills	North West University
Financial management	Essential Financial Skills	North West University
Financial management	Essentials of Finance for Non-Financial Managers	North West University
Human resources management	Human Resource Development	North West University
Human resources management	Human Resource Management	North West University
Strategic Management	Leadership Skills	North West University
Operations management	Monitoring and Evaluation	North West University
Operations management	Office Management	North West University
Operations management	Project Management	North West University
Strategic Management	Strategic Project Management and Leadership	North West University
Operations management	Time Management	North West University