

MANAGEMENT CAPACITY AT THE MALUTI TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING COLLEGE

by

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(BA Languages & BCom Law)

A field study

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DECLARATION

“I, **Sharmaine L. Dunn**, declare that the Field Study hereby submitted for the Master’s Degree in Business Administration at the UFS Business School, University of the Free State, is my own independent work and that I have not previously submitted this work, either as a whole or in part, for a qualification at another university or at another faculty at this university.

I also hereby cede copyright of this work to the University of the Free State.”

Sharmaine L. Dunn

Date

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ABSTRACT

The primary objective of this study was to evaluate the leadership and management capacity at the Maluti Technical and Vocational Education and Training College. This study was prompted by the increasing focus on the post-school sector in South Africa, especially the TVET college sector. The South African National Development Plan emphasises that by 2030, South Africa should have access to education and training of the highest quality. The education and training system is envisaged to play a greater role in building an inclusive society that is more responsive to the needs of the economy.

The study includes a theoretical literature review that focused on a definition of management capacity, an investigation of different models of management capacity, the factors that may influence management capacity and what the general problems encountered in terms of management capacity are.

The empirical studies obtained from the survey indicated a clear disconnect between desired leadership and management capacity versus existing leadership and management capacity.

The main findings from the research indicated that staff members are divided as to how they experience the existent management capacity at the Maluti TVET College.

The study further indicated that the rate of change required in the sector had a negative impact on management capacity. A final point that emerged from this study is that in general the staff members are not attuned to the vision and mission of the Maluti TVET College. This will also reflect on the extent to which the sectorial vision and mission is actualised, not only by the Maluti TVET College, but also by the sector as a whole.

The recommendations for this study are:

Maluti TVET College management:

- ❖ Should have a clear succession plan;

- ❖ Should improve their educational qualifications;
- ❖ Should adhere to minimum qualifications and requirements when recruiting staff, in order to ensure that the institution is built collectively;
- ❖ Needs to focus on specific areas as identified in the comparison of desired leadership and management capacity against existing leadership and management capacity;
- ❖ Can place more emphasis on management programmes, with specific focus on governance principles and financial management;
- ❖ Should host or attend annual workshops and in-service training that lead to a compulsory management performance module to ensure management keeps abreast with developments in the sector;
- ❖ Can pay more attention to non-management staff opinions and suggestions and adopt an approach that is more consultative;
- ❖ Leadership and management capacity can be enhanced through deliberate exposure to other institutions within the post-school sector;
- ❖ Can use leadership models to gauge the leadership abilities during annual performance reviews;
- ❖ Should develop action plans to bring the desired leadership and management capacity in line with the existing leadership and management capacity;
- ❖ Can use models as presented in this study to realise the vision and mission of the institution;
- ❖ Should host institution-wide reviews to track performance goals;
- ❖ Should ensure the development of clear personal development plans for all members of staff; and
- ❖ The recruitment and selection processes of new college directors should take certain minimum qualifications, experience and ability into account.

In conclusion, when faced with desired leadership and management capacity, research proved that the existing leadership and management capacity does not measure up and that college management needs to be supported and developed at a much bigger scale than what is currently the case.

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ACRONYMS

| | |
|-------|---|
| ABET | Adult Basic Education and Training |
| BOC | Building organisational capacity |
| CPD | Continued Professional Development |
| CPTD | Continuing Professional Lecturer Development |
| CD | Capacity Development |
| CEML | Council for Excellence in Management and Leadership |
| DBE | Department of Basic Education |
| DHET | Department of Higher Education and Training |
| DLMC | Desired Leadership and Management Capacity |
| DoE | Department of Education |
| EC | European Commission |
| FET | Further education and training |
| GDP | Gross Domestic Product |
| HE | Higher Education |
| HEI | Higher Education Institution |
| HSRC | Human Sciences Research Council |
| IES | The Institute for Employment Studies |
| IIEP | International Institute for Educational Planning |
| LMC | Leadership and Management Capacity |
| MMCI | Malaysian Institute of Management |
| NC(V) | National Curriculum (Vocational) |
| NDP | National Development Plan |
| NEET | Not in employment, education or training |
| NQF | National Qualifications Framework |

| | |
|---------|--|
| OA | Organisational Assessment |
| OCAT | Organisational Capacity Assessment Tools |
| PEDs | Provincial Education Departments |
| QCTO | Quality Council for Trades and Occupations |
| SACE | South African Council for Educators |
| SAQA | South African Qualifications Authority |
| SARUA | Southern African Regional Universities Association |
| SETA | Sector Education Training Authorities |
| SME | Small Medium Enterprise |
| TVET | Technical and vocational education and training |
| UMALUSI | Council for Quality Assurance in General and Further Education and Training |
| UN | United Nations |
| UNDP | United Nations Development Programme |

CHAPTER 1

INTRODUCTION AND BACKGROUND TO RESEARCH PROBLEM

1.1 Introduction

Chapter 1 attempted to describe the structure and motivations for conducting the analysis. It also gave a synopsis of the post-school sector in South Africa in addition to a background of the Maluti Technical and Vocational Education and Training College (hereafter, TVET College), which was expended as a case study for this research undertaking. A research problem with objectives was stated regarding the management at the Maluti TVET College. The methodology was proved explaining the research design and sampling techniques. Assumptions, limitations and the value of the study were also discussed. The background to the sector is pertinent to understanding its challenges.

1.2 Background to the problem

In South Africa, the education system comprises two sections, namely the Department of Basic Education (hereafter DBE) and the Department of Higher Education (hereafter DHET). The President of South Africa, Mr J Zuma, established the Department of Higher Education and Training in terms of Proclamation 48 on 7 July 2009 (DHET, 2011:2). The division of the Department of Education into the Departments of Basic Education and the Department Higher Education and Training in 2009 allowed a magnitude of change, like reporting and competence levels, employment dispensation, funding models, curricula, policies and legislation, amongst others, to descend upon the TVET college sector (DHET, 2011:2).

Higher education is widely recognised as benefiting the individual and society. As illustrated in Figure 1.1 below, it becomes imperative that one sustains how Higher Education provides economic opportunities for people as well as to supply the large number of skilled workers needed to secure general prosperity. The sector therefore plays an important role in overall sustainable development in an economic, social

and environmental sphere. The government has an important interest in ensuring that its higher education system performs in a manner that raises educational attainment and addresses fundamental public priorities, such as skills development, increased educational levels and economic growth. Higher education governance is thus concerned with the oversight and management of public colleges and universities (Legislative Program Review and Investigations Committee, 2010:1).

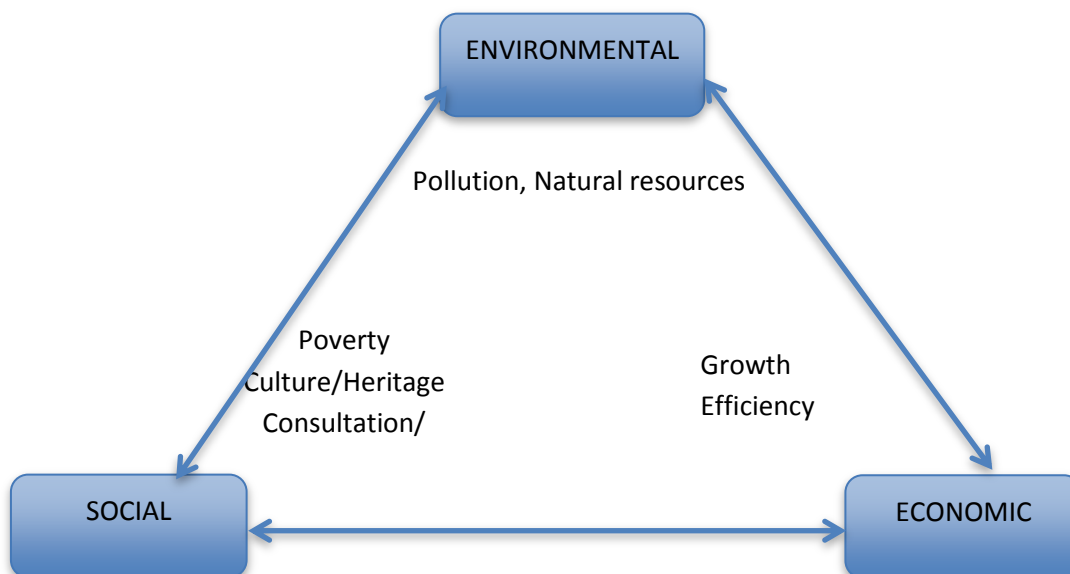


Figure 1.1: Elements of sustainable development

Source: Winkler (2006)

Figure 1.1 indicates the elements of sustainable development in any society.

Because sustainable development involves economic development, social development and environmental development, these elements have to be defined. Economic development is economic progress that leads people being willing and able to pay for goods and services that enhance income and efficient production. It is closely related to economic efficiency. Social development is the improvement of the well-being of individuals and society, which leads to an increase in social, institutional and organisational capital. Environmental development is the management of ecological services and the human beings that depend on them. Sustainable development includes all three. Therefore, it is linked to the educational levels of individuals (Winkler, 2006:2). In South Africa, specifically, the Higher

Education sector is essential in addressing the skills shortage and the massive number of youth “Not in Education, Employment, Training” (NEET) that increases annually. “In 2011, close to 3,2 million persons aged between 15 and 24 were neither employed nor in education and training” (NEET). “This figure represents close to 31% of the 15 to 24-year-old population” (DHET, 2013b: 26). DHET is also known as the post-school system and refers generally to “all education and training for individuals who have completed school, individuals who did not complete their schooling and individuals who have never attended school”. The post-school system includes the following:

- 23 national universities;
- The 50 public TVET colleges, previously known as Further Education and Training (FET) colleges;
- Adult basic education and training (hereafter ABET);
- Registered private post-school institutions;
- The sector education training authorities (hereafter SETAs);
- The National Skills Fund (hereafter NSF); and
- Regulatory bodies (SAQA, UMALUSI, QCTO, etc.) responsible for qualifications and quality assurance in the post-school system (DHET, 2014:xi).

The focus of this study was the FET Colleges sector or, as it is now known from the 2014 White Paper, TVET colleges (DHET, 2014:xii). The Free State has four TVET Colleges, namely Flavius Mareka, Goldfields, Maluti and Motheo. In 2011, the Free State TVET colleges had a total of 31 365 students and 575 staff members (DHET, 2013a: 16). In comparison, in 2011, the Maluti TVET College had 7 172 students and 340 staff members (DHET, 2013a: 21).

Each of the colleges comprises a central office and a number of campuses. The Executive Management of each of the TVET colleges consists of a director and four deputy directors responsible for corporate governance, student support services, curriculum and the chief financial officer. This is the core management team

responsible for the management and performance of the TVET College. The Executive Management team experiences challenges within their managerial scope because of the current college environment. This study will focus on evaluating the management capacity of the Maluti TVET College.

1.2.1 The Maluti TVET College

The Maluti TVET College consists of eight campuses, namely

Bethlehem, Bonamelo, Harrismith, Itemoheleng, Kwetlisong, Main, Lere La Tsepe and Sefikeng. With the exception of the Bethlehem and Harrismith campuses, the other campuses are all concentrated in the Qwaqwa area. The Maluti TVET College offers a varied choice of courses. Each campus has its own assortment of courses available. The courses available at the college are “Information Technology & Computer Science, Hospitality, Marketing, Office Administration, Tourism, Management, Engineering and Related Design, Electrical Infrastructure Construction, Finance Economics and Accounting, Civil Engineering Construction and Primary Agriculture (Maluti TVET, 2014:5).

The mission and vision of the Maluti TVET College is aligned with the goals of the DHET. Their “mission is to establish a quality institution that improves access to quality education. The Maluti TVET College gives guidance to the continual implementation of policies and strategies that are developed to ensure equitable and quality services in the community, enhanced public education capacity, accessibility and improved accountability and stability in the education and community services system” (Maluti TVET, 2014:1-2).

The Maluti TVET College “vision is that of a college that offers training in relevant and scarce skills that will help grow the economy and make it internationally competitive”. The staff totals 340 and consists of 26 extended managerial personnel, which includes campus managers, 176 lecturing staff and 138 support staff (DHET, 2013a:21).

The Minister of DHET entered into a Delivery Agreement with the President of the country to deliver on skills acquisition in the country. This Delivery Agreement is guided by Outcome 5 of the government's programme of action: A skilled and capable workforce to support an inclusive growth path (DHET, 2011:3). The performance of TVET colleges will be juxtaposed against this agreement and the targets it sets. This will be viewed against the backdrop of current performance at TVET Colleges.

According to Papier (2009:153), TVET colleges in the South African landscape have experienced continuous and ongoing change since the first FET Act was passed in 1998. The Act merged 152 'technical colleges' into 50 multi-site FET Colleges. Since then there has been extensive government recapitalisation to improve infrastructure and curricula, human resource capacity-building initiatives, a new FET Colleges Act in December 2006, as amended in 2012, and the introduction of new vocational programmes in 2007, with the subsequent review of such programmes from 2010 onwards.

As indicated in the 2012/13 Annual Report of the DHET (2013b:81), the authority over the TVET colleges changed from a provincial competence to a national competence. The DHET has adopted a phased-in approach, as the Amendment Act 3 of 2012 that amended the FET Act 16 of 2006 could not entirely be assented to. In fact, the TVET colleges still have a dual reporting system in that they report to the DHET as their new employer, but all the functions governing management has not yet shifted to the DHET. Therefore, the TVET management must still report certain compliance measures in provinces. The main reason for shifting the TVET function to a national competence was that this tactical move affords more control to align service delivery at TVET college level with the strategic goals of the post-school education and training system.

In 2010, the Human Sciences Research Council (HSRC) undertook an audit of all 50 FET colleges in the country with a focus on college governance, management and efficiency (HSRC, 2010:4). The three identified focus areas of the audit all have an impact on the management of a college and as such, this audit will be pivotal to this study. The "findings of the governance component of the FET audit show that there

are shortcomings at each of the three levels of governance – college, provincial and national”. The shortcomings have an impact on governance in terms of the models followed and processes implemented. The FET Act 6 of 2007 mandated the College Council to govern the colleges, but the councils, despite their paper qualifications, could never really manage their role properly in terms of this report. The College Management further experienced challenges in financial management. It was challenging to adhere to policies and acts, in line with generally good corporate governance practices. The output in terms of teaching and learning were also an ever-growing problem with inexperienced lecturers without the necessary qualifications, low throughput rates and curricula that were not always aligned to government initiatives.

1.3 Problem statement

According to Maree (2012:1-3) the research question or problem statement has specific features that will distinguish it a suitable research question.

A good research question is concise and to the point, it is clear and unambiguous, it can be implemented and measured, it should be open-ended, timely and theoretically rich, it is also self-explanatory and grammatically correct.

Based on all the above, the problem statement for this study was:

The problem is that TVET colleges have undergone such extensive and rapid policy, governance, legislative and environmental changes that they find it difficult to manage the sector in line with all the changes and in general.

The Maluti TVET College experienced the same problems as the rest of the 50 colleges nationally. The college is expected to expand enrolments at a pace that is difficult to manage effectively, without due consideration for infrastructure needs, human resource needs and entry requirements. The college is further expected to manage an increased budget without proper guidance and controls.

The research question emanating from the above was “how can the management of the TVET colleges be prepared adequately and enhanced to cope with the massive destabilisation present in the sector”.

Thus, looking at the above-mentioned analysis one could define the following research questions that played a role in evaluating the College Management:

- What is understood by management capacity in the education sector?
- What is the current TVET management capacity at the Maluti College?
- What tools can be provided for managerial development at the Maluti TVET College?

1.4 Objectives

1.4.1 Primary objective

The primary research objective of this study is to evaluate the management capacity at the Maluti Technical and Vocational Education and Training College.

1.4.2 Secondary Objectives

The secondary research objective of this study is to:

- Determine what is understood by management capacity in an education sector;
- Describe the current TVET management capacity at the Maluti College; and
- Determine what tools can be provided for the development of Management at the Maluti TVET College.

1.5 Research methodology

The research methodology indicated which research strategies or tools were used to carry out the study. This study used a quantitative research method, which postulated three key stages in the research process (Dornyei, 2011:31):

- Observing a phenomenon or identifying a problem;
- Generating an initial hypothesis; and
- Testing the hypothesis by collecting and analysing empirical data using standardised procedures

The research required the understanding and interpretation of the TVET college

environment.

1.5.1 Research design

Cooper and Schindler (2011:139) reflect the fundamentals of a research design as an activity- and time-based plan that will always be based on the research question. It will also be a guide to choose sources and the forms of evidence used. The research design is a structure for stipulating the connections amongst the study's variables and it provides a technical outline for every investigation. A cross-sectional research design method was used, as it presents a snapshot-like analysis of the target phenomenon at one particular point in time, focusing on a single time interval (Dornyei, 2011:78). Practically and economically, this is the more acceptable design. It is also easier to recruit respondents on a once-off basis and the analyses of the data collected are usually less demanding (Dornyei, 2011:88). The study engaged methods of analyses and explanation building through the questionnaires disseminated. The evidence collected was studied. This assisted the researcher to comprehend and substantiate the research problem. Furthermore, this process provided confirmation on the research problem that was more inclusive.

1.5.2 Sampling strategy

The population for the study included the staff and management of the Maluti TVET College. The last confirmed data was used as reflected by the DHET (2013a:21). The Maluti TVET College staff totals 340 and consists of 26 extended managerial personnel, which include campus managers, 176 lecturing staff and 138 support staff (DHET, 2013a: 21). The Maluti TVET College consists of a central office and eight campuses, namely Bethlehem, Bonamelo, Harrismith, Itemoheleng, Kwetlisong, Main, Lere La Tsepe and Sefikeng. With the exception of the Bethlehem and Harrismith campuses, the other campuses are all concentrated in the Qwaqwa area. The questionnaire will be issued per campus and the study will thus be completed cross-sectional per campus.

The questionnaire was issued at the central office and the eight campuses in September 2014. According to Blumberg *et al.* (2008), a standard response rate for this kind of study is 55%. The researcher thus envisaged receiving back 187

completed questionnaires. This was a probability-based sampling; thus, the sampling was extended to all staff members at the Maluti TVET College. It was cluster sampling, because the staff members were clustered per central office and per campus.

1.5.3 Demarcation of study

The data was collected from the Maluti TVET College Central Office and its eight campuses. The college as a whole comprises various departments and three different types of staff: management, lecturing and support staff. The focus of the study was to investigate to what extent the capacity of the Maluti TVET College Management could be evaluated to deal with the challenges of a changing sector. The research will involve the 340 staff members of the Maluti TVET College. The outcome of the results facilitated an opinion of the Maluti TVET College in a testing area that was manageable and where results were conclusive of the population in the target area.

1.5.4 Data collection methods

A self-administered questionnaire was used to fulfil the purposes of this study. The questionnaire focused on existing management capacity throughout the system and desired management capacity. The questionnaire was administered in September 2014. The questionnaire and required information were communicated and explained to all staff of the Maluti TVET College by means of an explanatory letter before the questionnaire was actually administered. Thereafter the questionnaire was administered through individual visits to the central office and each of the campuses. The purpose of this was to avoid any ambiguity and misinterpretation of the questions. The questionnaire was very basic, as the questionnaire was completed by a differentiated group of people.

Making use of a self-administered questionnaire with 30 questions and by using a four-point Likert scale, the researcher collected the quantitative data. The motivation for using the four-point Likert scale is to circumvent any ambiguity by the respondents and it could afford answers that are more definite. The researcher used the Likert scale because it has several advantages. It is practical for the researcher

to compile and administer, and it is usually easy for the respondents to grasp. In the research at hand, a four-point Likert scale was used. "The Likert scale may also be used for multi-dimensional attitudes, which is not always possible with other attitude scales" (Welman & Kruger, 2005:157). There were two kinds of questions for each factor of the objectives. The first section of questions gauged the importance of the factor to the respondent, and the second section of questions gauged how satisfied the respondent is with this factor in his/her working area.

The researcher ascertained tendencies and patterns introduced to understand why problematic areas occur and applied it in the expectation of formulating recommendations.

1.5.5 Ethical considerations of the study

It was critical for the credibility of the study to ensure that the rights of respondents were in no way violated and that respondents were at ease with providing responses. Cooper and Schindler (2011:32) define "ethics as the norms or standards of behaviour that guide moral choices about our behaviour and our relationship with others". Approval was acquired from the Free State Department of Education and the DHET to conduct the field study. Blumberg *et al.* (2008:156) posits that research must be planned in a way that does not cause "harm, discomfort, pain, embarrassment or loss of privacy to the respondents".

The researcher reassured the respondents that the research would be conducted in an objective and professional manner that would not show prejudice in the research design, data collection and processing. The sensitivity of the topic in terms of management levels motivated the researcher to be entirely objective. Through knowledgeable consent, the respondents "were fully informed of the purpose, aims and benefits of the research". They were requested to sign forms of consent to indicate their understanding of the purpose of the research. All participation in the study was voluntary and none of the population were misled or coerced in any way to participate. All respondents participated anonymously. The particulars of respondents in the study would not be published at any stage of the research. No individuals were identified with the issuing of the questionnaire. Questionnaires were

completed and collected in groups in order to ensure greater protection regarding the privacy of the respondents. Respondents were guaranteed the strictest confidentiality as all the replies gathered in the research were autonomous and the respondents remained anonymous, as indicated above.

The outcome of the research was communicated and presented to the management of the Maluti TVET College and made available to all respondents upon request. The report on the research will be placed on the Maluti TVET website with approval from the college. All respondents were informed about the procedures before the questionnaire was administered (Cooper & Schindler, 2008:31-43).

1.6 Chapter lay-out

The study is divided into five chapters.

Chapter 2

This chapter deals with the literature review to support the purpose and objectives of the study as set out. The study pointed out the periods of change in the TVET sector and the coping mechanisms that have been adopted in similar sectors. The literature identified factors influencing management capacity.

Chapter 3: Research methodology

The research methodology chapter describes the research design and methodology used in the investigation. It identifies and describes the paradigm of the research approach; how the sample population and sampling method was determined; which measuring instruments were used, and how the questionnaires were administered. It also discusses the history, reliability and validity of the measuring instruments used.

Chapter 4: Data analysis and findings

This chapter presents the results of the research and descriptions of the results, followed by the critical analysis of the responses and explanations on what the researcher supported in terms of evaluating management capacity at the Maluti TVET College.

Chapter 5: Recommendations and conclusion

In this final chapter, the dissertation includes a discussion on whether the purpose and objectives of the study were achieved. It concludes with remarks and recommendations on further research in evaluating the management capacity of the Maluti TVET College.

1.7 Conclusion

The objective of this study was to evaluate the management capacity at the Maluti TVET College. The aim of the study was to determine the factors that contribute to the destabilisation of the college and through research, come up with measures and proposals to mitigate these factors.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

The literature review will examine the recent or historically significant research studies, which will act as a basis for this proposed study. The discussion will begin with related literature and relevant data from a comprehensive perspective. It will then move on to studies that are more specific and literature that is more related to the problem (Blumberg *et al.*, 2008:83).

This literature was collected from different academic sources, such as the Internet, policy documents, journals and textbooks to support the perceived bombardment of change at the TVET Colleges. The first aim of the literature review was to get the latest research on the expected functions and duties of Management at TVET colleges to ensure a well-functioning institution. This search also included research from the university sector in the country. This was intended to give a better understanding of the research problem.

Higher education governance is concerned with the oversight and management of public colleges and universities. The question of Autonomy vs. Centralisation and Coordination is an important one to ask in ensuring adequate governance at colleges. Organisational change has become the norm for many people in all types of organisations.

As early as the mid-1990s, theories have commented on the unprecedented amount of change that is often traumatic in a global economy. Unfortunately, the amount of research within large and complex, organisational change environments is limited (Sun, 2009:1).

The 2010 Human Sciences Research Council (HSRC) audit of all 50 FET Colleges in the country focused on College Governance, Management and efficiency (HSRC, 2010:4).

2.2 TVET college governance

The findings of the governance component of the FET audit showed that there were shortcomings at each of the three levels of governance – college, provincial and national.

The report by Cosser (2012:1-3) indicated that, at college level, college councillors may have the correct qualifications for the job on paper, but exhibit greatly differing governance skills. Their responsibilities were ultimately transferred back to college management. Secondly,

no college has created its own college statute or even appropriated for itself the statute proposed in the FET Colleges Act. It suggests a resignation to conformity rather than a quest for autonomy. Thirdly, the widespread absence of any meaningful engagement with the King III principles on corporate governance bespeaks complacency, confirming the failure to act autonomously (Cossier, 2012:1-3).

At provincial level, there were four problem areas, namely:

- the employment models at colleges whereby their management is appointed by the State and the rest of the staff is appointed by the Council;
- uneven approval of colleges' strategic plans, which is a requirement of the FET Colleges Act of 2006;
- thirdly, "provincial oversight of schools and TVET colleges has inevitably ushered in the relative neglect of colleges, which has extended to funding disparities and, in some cases, the channelling of funds earmarked for colleges to schools; and"
- lastly, "provinces did not seem to have recognised, and have therefore not adequately overseen, the distinctive governance and managerial functions of college councils and college management teams, which have led to tension in the way colleges are run" (Cossier, 2012:1-3).

However, at national level, the most far-reaching problems stem from decisions

taken at this level. “The three areas of concern were:

- firstly, the number of policy interventions and the sheer speed with which they have been introduced and replaced have contributed to instability in the college sector as a whole, and to greater instability in colleges in certain provinces than in others;
- secondly, the policy intervention has not always been accompanied by clearly formulated plans – in some instances colleges are left to interpret policy for themselves; and
- thirdly, the dual accountability effected by the employment model has ushered in many tensions among council members and management staff alike”.

The snowballing effect of this series of limitations is a sector that lacks a strong focus in the area of college governance (Cossier, 2012:1-3). This is the case with the Maluti TVET College, as the college has not demonstrated its autonomy by adapting the statute. This could be an indication that the volume of change did not afford the college the opportunity to internalise legislation and policies for implementation.

2.3 TVET college management

From a managerial perspective,

although there was compliance with most financial requirements of the FET Colleges Act of 2006, the number of qualified audits across the system suggests serious shortcomings in financial reporting. On average, each college in the country received a qualified audit in one of the three years under review – 2007, 2008, or 2009 – while some colleges had three qualified audits (Cossier, 2012:1-3).

Notwithstanding the financial sphere, “the effectiveness of the information and communications technology (ICT) platform is such that colleges collectively have a long way to go towards meeting the needs of their end-users”. The data on college tracking of graduates and non-completers are sadly lacking, as colleges have very little data on this. The result is that they are ignorant about their labour market involvement. Lastly, the greater college community does not enter into enough “skills

development-related memoranda of understanding (MoUs) with stakeholders, which is a key indicator of community engagement. There were, on average, two MoUs with the business sector, one with SETAs, one with other education institutions, and one with local government per college in 2009” (Cossier, 2012:1-3).

2.4 TVET college efficiency

“The aspect of efficiency evaluated by the FET audit was student throughput rates (defined as the portion of students successfully completing their studies) in three categories of FET College provision: the National Certificate (Vocational) (NC(V)); the NATED Report 191 (or N) programmes; and other programmes (including occupational and skills programmes)” (Cossier, 2012:1-3).

The sector’s flagship programme, the NC(V), achieved a national average throughput rate of 30% per annum over a three-year period (2007-2009). The N programmes achieved 47% and other programmes 66%. These results are of particular concern in the context of the DHET’s intention to increase enrolments in the sector to one million students by 2014, and to four million students in the post-school (non-university) sector as a whole by 2030.

By means of the literature review, it will be determined how current structures and policies effectively assist the college leadership in meeting the college’s needs.

2.5 Introduction to management capacity

Management capacity at post-school institutions plays a critical role in determining the success of the individual institution and the post-school sector as a whole. Higher Education Institutions (HEIs) “in developing countries face the requirement to increase performance and improve results in order to enlarge their contribution to socio-economic development and poverty reduction” (Van Deuren, 2013:2). Organisational capacity is considered a precondition for this performance.

Chapter 2 presents a literature overview of the study on management capacity. The chapter starts by looking at a definition of management capacity. The chapter then continues to undertake a detailed analysis of different models of management

capacity and management capacity in the education sector, specifically in the post-school sector. The chapter considers the factors that may influence management capacity and what the general problems encountered in terms of management capacity were. The chapter further considers best practice models that have been proven in other post-school systems worldwide, in Africa and in South Africa. This literature review and assessment of management capacity serves as the source of a controlled questionnaire for the purpose of this research study.

2.6 Definition of management capacity

In this study, management refers to the managers of a given organisation or company. This includes the management at executive and a more extended level. Even though there are a number of definitions available, for the purpose of this study, the United Nations Development Programme (UNDP, 2007:3) defines capacity “as the ability of individuals, institutions and societies to perform functions, solve problems, and set and achieve objectives in a sustainable manner”. It is therefore expected that managers have the required ability to perform certain functions within their job descriptions.

Vincent (2008:1) posits that the terms competence, capability and capacity are often used interchangeably. In the Oxford Dictionary (2014), there is enough overlap between the connotations and definitions of these words to explain the ambiguity.

For the purpose of this study, the definition used by the Australian Institute of Management will be used. The 2012 Australian Management Capability Index (AMCI, February, 2012:5) replaces capacity with a synonym – *capability* – as follows:

Managerial capability refers to the application of managerial competencies within an organisation to achieve desired outcomes. It therefore becomes important that managers have the right competencies fit for the purpose to achieve the goals of an organisation.

According to Zusman (2010:2),

the twenty-first century has brought with it profound challenges to the nature,

values and control of higher education in the United States. Societal expectations and public resources for higher education are undergoing fundamental shifts. Changes both within and outside the academy are altering its character – its students, faculty, governance, curriculum, functions and very place in society.

It is noted, nearly 20 years ago, that crisis and change in higher education “have been the rule, not the exception”. “Nevertheless, current changes are transforming higher education perhaps largely greater than since the end of World War II (Zusman 2010:2)”.

The findings by Zusman are reflected in the South African TVET sector by the 2010 research audit of the Human Sciences Research Council (HSRC) of all 50 FET Colleges in the country, with a focus on College Governance, Management and Efficiency (HSRC, 2010:4). This audit indicates that the overall governance and management of TVET colleges need serious intervention. By implication, this indicates that the management of the institutions needs guidance, development and support. The analyses of the current status imply a country that is currently faced with a college sector that is not fit for its purpose (Akoojee, McGrath & Visser, 2008:258).

The UNDP (2007:5) continues to expand on capacity and states that capacity development (CD) is thereby the process through which the ability to do so is obtained, strengthened, adapted and maintained over time:

A capacity assessment is an analysis of current capacities against desired future capacities, which generates an understanding of capacity assets and needs, which in turn leads to the formulation of capacity development strategies.

It is therefore clear from the above that the development of management capacity should be a priority at TVET Colleges. A few capacity development models can be adopted.

2.7 Capacity development models

The UNDP (2007:3) confirms that in the end, capacity development is best as a centrally led and managed initiative. This process should consider and expand “existing capacity in designing and implementing effective strategies to boost capacity development” further. According to Kemal Dervis (UNDP, 2007:3), capacity development has to be taken into the core of development planning, policy and financing so that it is not just an ineffective add-on or after-thought. It is central to the progress of any organisation that the continued management and development of capacity receives centre stage. This leads to the question of how to develop or build the required capacity.

Similarly, the European Commission (2006:6) has investigated management capacity building to be encompassing all the means through which a start-up enterprise or an existing Small Medium Enterprise (SME) gathers and strengthens its knowledge and competencies in four main areas. These four areas are:

- Strategic and managerial knowledge aspects (including human resource management, accounting, financing, marketing, strategy and organisational issues, such as production and information and technology aspects);
- Understanding the running of the business and of the potential opportunities or threats (including visions for further development of activities, current and prospective marketing aspects);
- Willingness to question and maybe review the established patterns (innovation, organisational aspects); and
- Attitudes towards investing time in managerial development or other needed competencies.

The following diagram illustrates the environmental system, which has an influence on capacity building. Van Deuren (2013:2) postulates that capacity development is one of the areas studied in development studies, a multidisciplinary branch of social science with an exacting focus on issues related to social and economic developments. In the discussion that follows, non-profits will include Higher

Education Institutions.

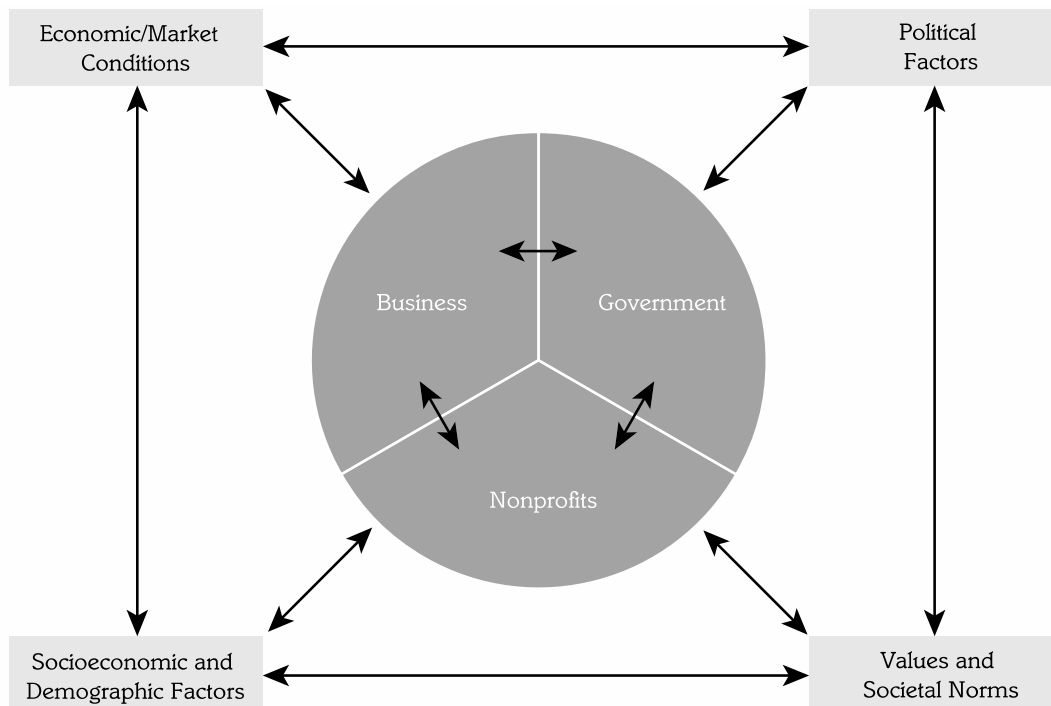


Figure 2.1: Environmental system influencing non-profit capacity building

Source: De Vita and Fleming (2001)

According to De Vita and Fleming (2001:14), environmental factors consistently push and pull organisational relationships, as shown in Figure 2.1. In terms of Newton's law, push and pull forces can be explained as gravity that exerts a force between all massive objects without contact. These forces work in opposite directions and effectively push and pull against one another, thus having an effect on one another (Physics, 2014:1). "Socioeconomic and demographic factors not only change the composition of a community"; they also influence its needs and preferences. Economic and market conditions may affect the labour market structures and industrial base in communities.

Political factors encompass a myriad of conditions, such as how decision-making power is distributed among grass-roots groups and community elites, and how tax policies or regulations affect market structures. Values and norms undergird and affect each of the other conditions and relate to the sense of justice, fairness, and equity embedded in a community. The development or

sustainability of organisational and management capacity depends on successfully navigating these environmental factors (De Vita and Fleming, 2001:14).

The aforementioned environmental factors do not remain stagnant, but change continuously and are also interrelated and reinforcing. Environmental factors also place a burden on organisations to adapt to community norms and expectations. Because developing organisations' capacity requires time and resources, some institutions decide that conforming to the existing norms is the best way to increase their chances of survival. These underlying tensions – to conform to the existing socioeconomic and political structures or to initiate change – must be weighed and balanced in the development of a capacity-building strategy.

Figure 2.1 is specifically relevant to the TVET sector and the role it is mandated to play in society. The sector interacts with all spheres as indicated and it is expected to contribute meaningfully to the economy at large through the provision of education and training.

Determining an organisation's capacity-building needs is not a simple or clear-cut process. Figure 2.2 illustrates a common framework for analysing and assessing potential pathways for addressing the capacity needs of organisations. It consists of five components commonly found in all organisations:

Vision and mission, leadership, resources, outreach, and products and services. As suggested by the direction of the arrows, these five factors are interrelated and mutually dependent on one another. As a system, each factor reinforces and bolsters the other factors in the model. It is unlikely, however, that all five factors are equally present in any particular organisation, but a healthy mix of these five components is necessary for an organisation to survive and thrive (De Vita & Fleming, 2001:16).

The World Bank (2011:29) advances that an education system includes all learning opportunities in a given society; it includes all parties who participate in the provision, financing, regulation, and use of learning services.

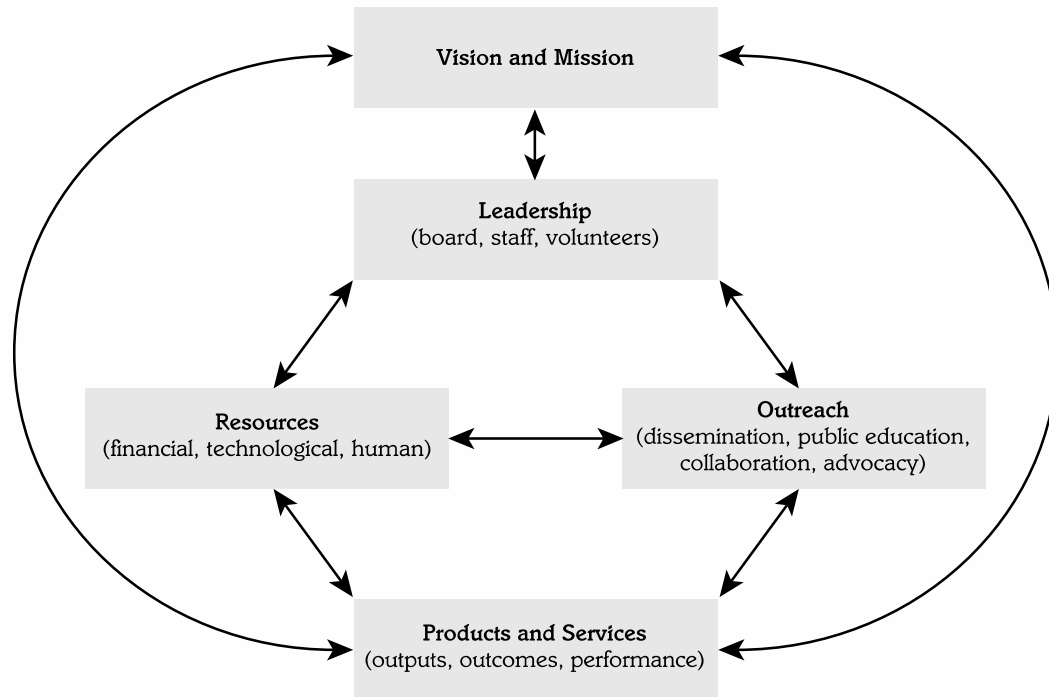


Figure 2.2: A framework for addressing non-profit capacity building

Source: De Vita and Fleming (2001)

Each factor can be viewed as a possible intervention point for enhancing organisational and management capacity. De Vita and Fleming (2001:17) state that the vision and mission of an organisation determine the purpose of the organisation's existence and ensure that the organisation has a clear sense of direction. This is therefore a good starting point to assess and determine its capacity development needs. The management is influential in setting, maintaining, or redirecting the mission of the organisation. The vision and mission of the organisation are probably most directly articulated through the leadership component of the organisation, but other factors in the model are also affected. For example, as the organisation seeks resources, whether recruiting staff or seeking funds, the vision and mission of the organisation come into play. Leadership is closely related to the mission and the vision as indicated and plays a key role in ensuring that the organisation reaches its goals successfully. Strong and exemplary leadership has an important cascading effect on the organisation as a whole. Leadership also has an effect on acquiring and utilising resources effectively. Outreach forms part of the resources of an organisation and is directly linked to the communicative abilities of an organisation.

This will determine an organisation's impact on its key stakeholders. This will further be reflected in how the products and services rendered by the organisation have an impact on and make a difference in society. This framework reflects the expectations set out for the TVET sector by the DHET. A clear understanding, interaction and communication of the goal and purpose of the organisation will set the tone for the institution and its management. In following this kind of framework, the management will be able to set a clear developmental path for themselves and the organisation.

The management capacity needs of an organisation are linked to the overall assessment of capacity assets and needs of an organisation as a starting point. The diagram below shows the UNDP's articulation of the cyclical nature of the capacity development process.

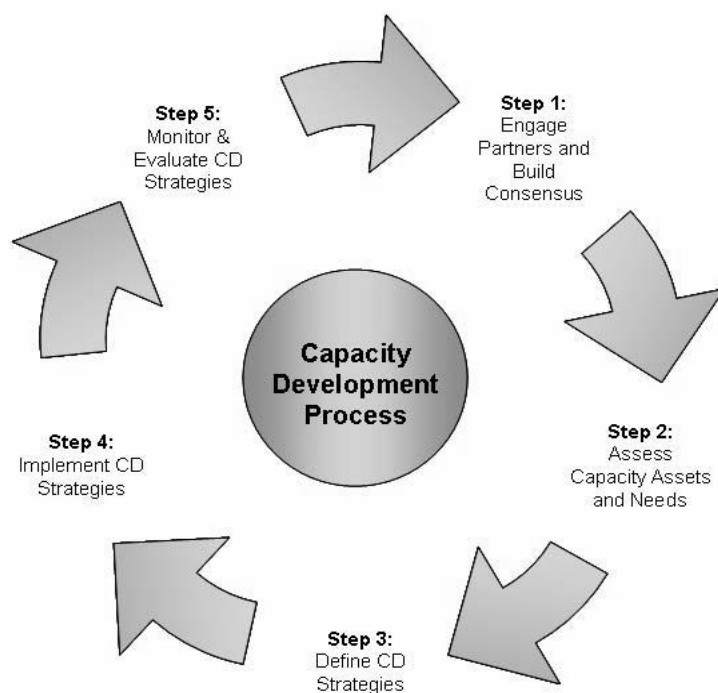


Figure 2.3: UNDP capacity development process

Source: UNDP (2007)

In Figure 2.3, Step 1 alludes to internal consensus with partners within the organisation on the capacity development process to be followed, which is primarily management lead in essence. Step 2 focuses on the assessment of capacity assets

and needs. According to the UNDP (2007:9), “viable capacity development strategies nurture and reinforce existing capacities. Capacity assessment determines capacity needs by comparing desired capacities against existing capacity assets.” The needs of an organisation will also be determined by legislation governing the drafting of Workplace Skills Plans. These should include the organisation in its entirety and make special provision for sections, like management. The results thus attained will need to be summarised and interpreted. This implies that there is a gap between existing and future capacity levels. The intention is thus to close this gap in order to ensure a competent organisation.

In Step 3, the Defining of Capacity Development (CD) Strategies are linked to the first two steps, which include consultation and the assessment of capacities and needs. The CD strategies are linked to resources and the setting of indicators and targets to be reached in terms of CD. The implementation of the CD strategies is the key to Step 4. The organisation cannot grow and improve if the CD strategies are not implemented successfully. Step 5, the monitoring and evaluation of the CD strategies to ensure return on investment and growth, follows on Step 4.

The United Nations Global Compact has also developed a management model that can similarly be applied to CD. The central aim of this model is performance aspiration towards corporate sustainability in order for organisations to “generate real and lasting value for their business, stakeholders, and society at large” (UN, 2010:2). The UN Global Compact Management Model comprises six steps. Each step has one or more suggested activities and areas of focus. These can all be applied to CD.



Figure 2.4: UN Global Compact Management Model

Source: UN (2010)

The first step, **Commitment** refers to leadership/managerial commitment to CD. The next step is the **Assessment** of CD to determine the gap between existing and desired CD. In the **Define** step, the company develops a roadmap and CD programme through analyses of its goals, strategies and policies. The **Implementation** step is important in ensuring that the process of CD is aligned and sustained. The **Measure** step focuses and reflects on the progress and impact towards achieving CD goals. The final step is the **Communicate** step whereby progress and strategies on CD are communicated to all stakeholders to ensure continuous improvement.

The reassurance that an organisation is successful depends largely on the management of the organisation. The management of an organisation is fully in

charge of all the resources of the organisation and the successful management thereof. The attitude, ability and motivation of management form part of the drive of a successful organisation. “In the last decade or so, an abundance of evidence has been produced that skilful management – especially those competent in the management of people in organisations – is *the* key determinant of organisational success” (Whetten & Cameron, 2011:15).

The two models discussed in Figures 2.3 and 2.4 focus on the available competencies in organisations. This is dealt with under the assessment of CD. The determination of existing management capacity is important within any organisation, as it will indicate the required capacity development. The subsequent implementation of the capacity development is vital in the growth of management capacity. The European Commission states that the competencies in management are a key determinant to a company's growth potential. Managerial competencies are thus viewed as a mix of skills, which include soft-type skills and a range of more technical skills.

The soft skills include ‘people’ skills, i.e. attitudes and abilities that are character based, such as drive and a proactive mind-set. Communication skills and the ability to influence and to network are included in this category. The technical skills include keeping proper accounting records, being able to use accounting and financial tools as well as organising skills. Other skills include human resources management, the ability to find information and to keep gathering knowledge, and the ability to make use of the digital revolution (EC, 2006:10).

The International Institute for Educational Planning (IIEP, 2006:26) summarises the main objectives of CD as the continuing process of strengthening of abilities to perform core functions, solve problems, define and achieve objectives and understand and deal with development needs.

In general, the attitude and abilities of management within organisations play a major role in ensuring the success of an organisation. The motivation, drive and accessibility of management contribute to how the organisation functions as a whole. The need to learn and grow continuously and acquiring new perspectives are

qualities that will have a positive effect on the organisation. Chao (2011:1) postulates that organisations' assessment of the nature of capabilities within the organisation is necessary to determine growth and expansion options, as well as corresponding strategic implications. It is imperative to understand the capacity needs of an organisation through the understanding of the required skills and competencies available to managers.

2.8 Leadership and management skills

Whetten and Cameron (2011:7) have conducted a survey whereby “a variety of investigators have sought to identify what specific skills are characteristic of the most effective managers”. They were intent on identifying “the skills and competencies that separate extraordinarily effective performers from the rest”. Their research yielded “about 60 characteristics of effective managers”. The 10 characteristics identified most often are listed in Table 1. These 10 characteristics are all behavioural skills; they are also common across industries, levels and job responsibilities.

Table 2.1: Skills of effective managers

| Skills of effective managers – one study |
|---|
| 1. Verbal communication (including listening) |
| 2. Managing time and stress |
| 3. Managing individual decisions |
| 4. Recognising, defining and solving problems |
| 5. Motivating and influencing others |
| 6. Delegating |
| 7. Setting goals and articulating a vision |
| 8. Self-awareness |
| 9. Team building |
| 10. Managing conflict |

Source: Whetten and Cameron (2011)

They proceed to state that several defining characteristics of managerial skills differentiate them from other kinds of managerial characteristics and practices.

Firstly, managerial skills are behavioural, and can therefore be observed through actions and attitudes. Secondly, managerial skills are controllable; it is thus controlled, practised and managed by the individual. Thirdly, managerial “skills are developable”, its performance can adapt and improve. In the fourth instance, managerial “skills are interrelated and overlapping”. Therefore, a manager uses a variety of interrelated skills, attitudes and behaviour to get the desired outcome. Lastly, managerial “skills are sometimes contradictory or paradoxical”, meaning “the core managerial skills are neither soft and humanistic in orientation, nor all hard-driving and directive”. Sometimes there is space for teamwork; at other times, it is purely individualistic (Whetten & Cameron, 2011:7).

Brandfog (2012:3) further conducted a survey that confirmed that, “the most effective leaders throughout history have been great communicators”. The survey also confirmed that, “transparency, vision and open communication are a key to great leadership and corporate social responsibility strategy” (Brandfog, 2012:6).

One of the most popular models of leadership is based on the “Competing Values Framework”, an organising framework for leadership and managerial skills. Whetten and Cameron (2011:16) have developed it by examining the criteria used to evaluate organisational and managerial performance in 2006. This framework has shown that leadership and managerial skills fall into four clusters or categories as illustrated in Figure 2.5. “In order to be an effective manager, in other words, individuals must be competent in: (1) clan skills, or a focus on collaboration; (2) adhocracy skills, or a focus on creation; (3) market skills, or a focus on competition; and (4) hierarchy skills, or a focus on control” (Whetten & Cameron, 2011:16).

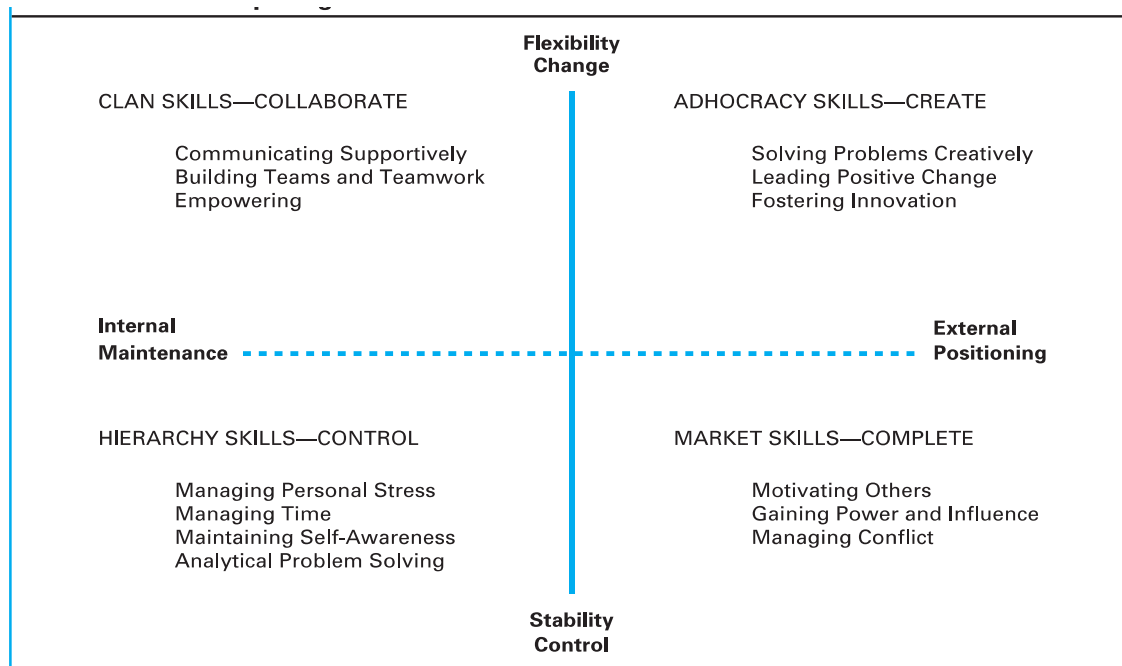


Figure 2.5: Leadership and management skills organised by the Competing Values Framework

Source: Whetten and Cameron (2011)

Clan skills include skills required to build effective interpersonal relationships and developing others collaboratively through teamwork and support. Adhocracy skills include the skills needed to manage the future, innovate and promote change, thus the solving of problems creatively, amongst others. Market skills refer to skills required to compete effectively and manage external relationships. Hierarchy skills are the skills required to maintain control and stability, like managing personal stress and time (Whetten & Cameron, 2011:17).

There are no distinctive differences in qualities between leaders and managers. Leaders and managers have been said to focus on setting the direction, articulating a vision, transforming individuals and organisations, and creating something new, whilst focusing “on monitoring, directing and refining current performance. Leadership has been equated with dynamism, vibrancy and charisma; management with hierarchy, equilibrium and control”. Figure 2.6 emphasises the competing values framework when it summarises how each skills cluster is related to and overlaps with other personal managerial and leadership skills; therefore, each relies at least partially on the others to be performed successfully.

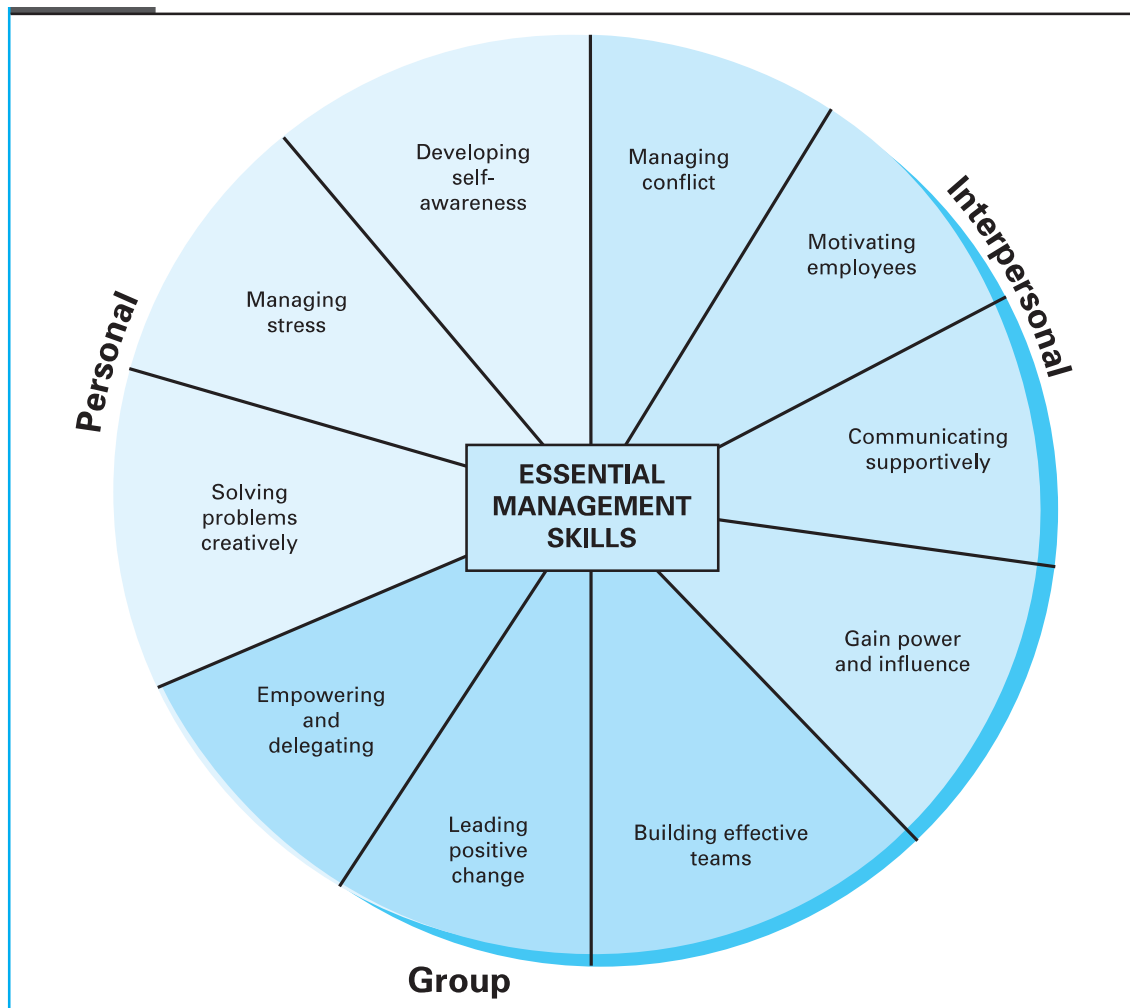


Figure 2.6: Model of essential managerial skills

Source: Whetten and Cameron (2011)

Andrews and Boyne (2010:451) have conducted a study to test the relationship between capacity, leadership and organisational performance. They emphasise the importance of management systems and leadership. The internal structures and processes of organisations “clearly make a difference to service achievements. In particular, in combination, the core functions of management – capital investment, finance, human resources and information – have an important effect on performance”. Their research has revealed positive relationships between capacity and performance, and between leadership and performance.

2.9 Management capacity in the education and post-school sector

Wu (2011:153) states that institutional performance-based accountability has been and continues to be a major factor affecting higher education funding and planning, thus also management of the institution. Building organisational capacity (BOC) depends on an institution's capacity to align various elements effectively within the institution.

Toma (2010:66) identifies "the critical institutional elements that demand attention, illustrates the interrelations among those elements, and generates a checklist to facilitate leaders and managers to ensure that the fundamental bases" receive the required attention. The eight critical elements of the BOC framework are "institutional purpose, structure, governance, policies, processes, information, infrastructure and culture. Toma defines each of these eight terms as follows:

- *Institutional purpose* is the mission and aspirations that are deeply embedded in the institution;
- *Structure* refers to the organisation of the institution;
- *Governance* determines who within the organisation makes what decisions;
- *Policies* are the rules that govern the operation of the organisation;
- *Processes* include both the formal and the informal means for accomplishments; information includes generating and communicating data;
- *Infrastructure* encompasses the institutional assets of various perspectives; and
- *Culture* is the essential norms and beliefs of the institution".

The Malaysian Institute of Management (MMCI, 2010:7) states that, "all competencies are important. However, without the ability to apply or implement them – actually to have the organisation, the people and the processes in the organisation deliver performance in order to make things happen towards some purpose, vision, strategic goals and shorter-term performance goals – these competencies would not be of much value to the organisation".

The Australian Management Capability Index (2012:7) states that managerial capability refers to the strength “of an organisation’s collective managerial competencies as they can be applied to achieve desired outcomes. Managerial capability, therefore, does not simply reflect the total sum of a management team’s competencies or required abilities”, but also refers to how these competencies are applied to achieve the outcomes of the organisation. “A highly functioning management team will therefore effectively exploit its different abilities, preferences and strengths to meet the changing demands of the operating environment and achieve its outcomes”.

Tamkin *et al.* (in IES, 2002:10) have developed a national framework of indicators for the United Kingdom’s managerial and leadership capability. The Council for Excellence in Management and Leadership (CEML) has requested the “IES to develop a scheme of national performance indicators to do with the development and utilisation of managerial and leadership capability, and the performance benefits arising from its application”. This framework is presented as Figure 2.7 and can be interpreted as a flow of causality from left to right.

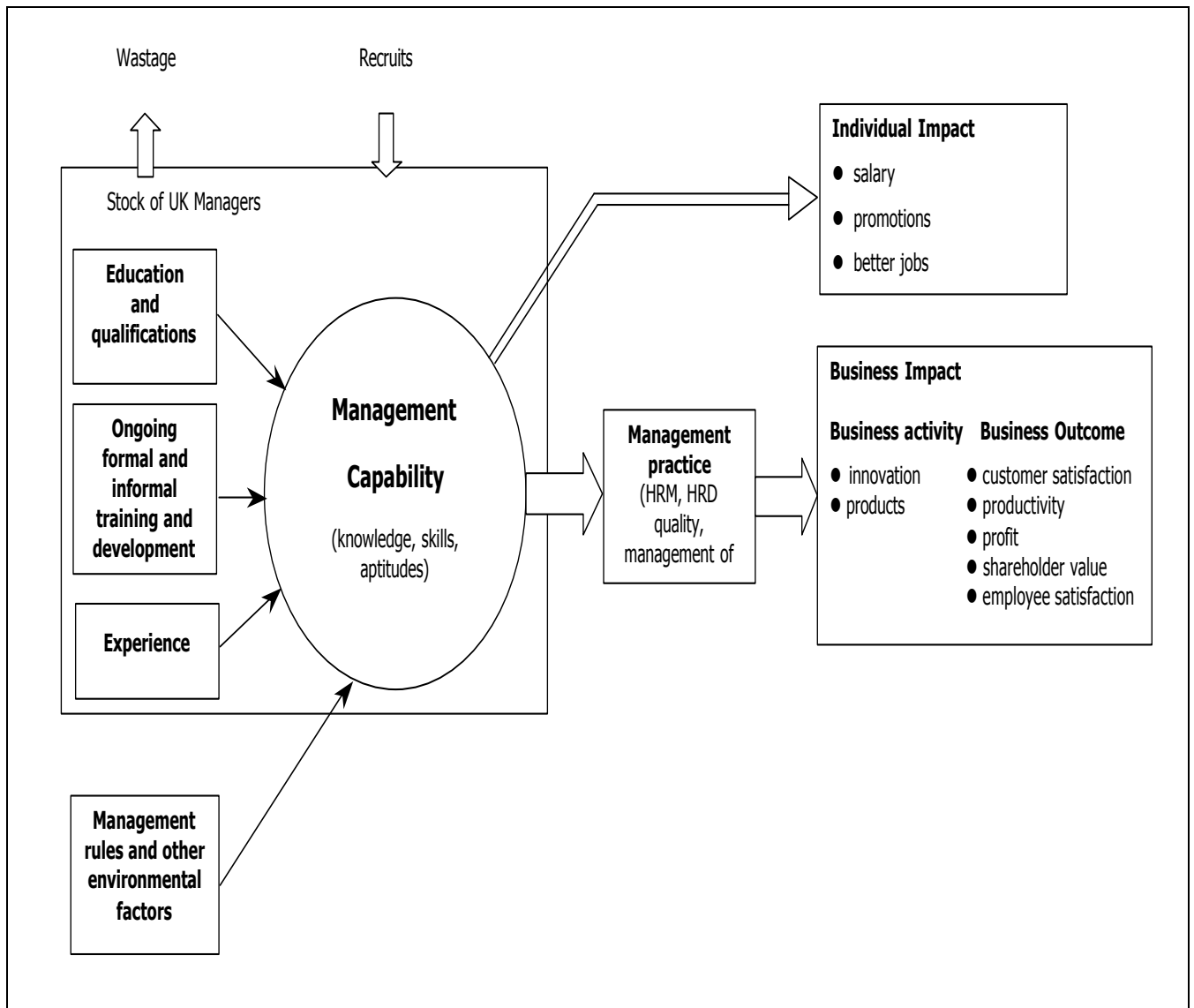


Figure 2.7: Framework for the measurement of management capability

Source: Tamkin *et al.* (2002)

The framework accepts that there are ranges of other factors which exert influence on both sides of the figure and which need to be taken into account in any study of the relationships underpinning the elements of the framework. This reflects the TVET sector, which is influenced by a multitude of factors, as indicated.

These factors include:

- The economic, social and judicial context within which managers work;
- The dynamics inherent to the model;

- The importance of considering the quality not just the quantity of, for example, inputs;
- Mediating factors that influence the relationship between the elements;
- Unclear boundaries with regard to where certain indicators might best sit; and
- Feedback loops between parts of the model.

This framework was developed as a simplification of the process for identifying data that already exist and that which might easily be collected, which might throw some light on aggregate managerial capability. The framework begins with an explicit focus on the managerial population with the following four factors judged inputs to managerial capability.

Education and qualifications refer to educational background and formal qualifications of managers, which has to be related to the field of management.

Ongoing training and development refer to attained qualifications that will improve and enhance the educational level of an individual, but it also includes formal and informal short courses on training and development, which aims to improve the capacity and competence of the individual. It thus refers to on-the-job training and development.

Experience refers to the on-going development of skills, capacity and competence in the actual job situation, or informally referred to as trial and error. Operational challenges and role modelling can influence management behaviour.

Managerial rules and systems. Managerial rules built into organisational structures are other means by which managers' behaviour, and hence capability, can be influenced and developed.

Managerial capability refers to the skills, knowledge and aptitudes of managers of relevance to the managerial role. To the right of the model are measures of the impact of managerial capability, namely managerial practices, organisational activity,

organisational outcomes and individual outcomes.

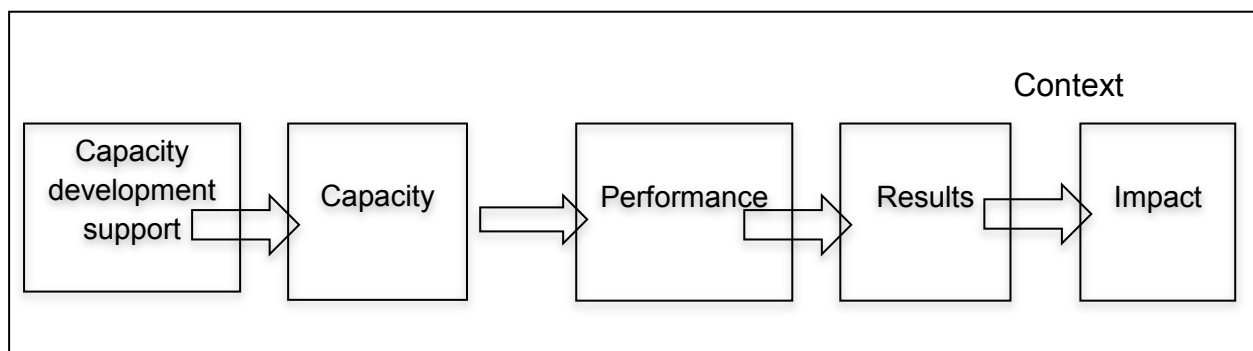


Figure 2.8: Ripple Chain: from capacity development support to national results and impact

Source: Van Deuren (2013)

According to Van Deuren (2013:37), this model “indicates that increased performance of HEI requires increased capacity of HEI through a process of capacity development initiated by capacity development support”. Capacity could even be perceived as a predictor for performance. Van Deuren (2013:5) posits that one of the key transformations in global Higher Education (HE) is the rapid growth of the sector. This expected growth should thus be linked to accompanying capacity development throughout the organisation, also at managerial level.

The World Bank (2010:27) states that it is expected that the demand for Higher Education (HE) will continue to grow, mainly in developing countries. This growth in the sector is often hampered by inadequate supply of qualified staff as the private sector takes the qualified staff first. Ashcroft and Rayner (2011:98) “indicate that especially graduates with higher degrees are also in demand by the private and government sector”. This also has an impact on the supply of management.

Van Deuren (2013:34) states that, used in a participatory and non-threatening manner, organisational assessment (OA) tools can be very useful, for example, in helping organisations to develop its self-understanding.

The Southern African Regional Universities Association (SARUA, 2012:9) concludes that the majority of registrations in HE are in the humanities and

social sciences, followed by registrations in business, managerial and other commercial fields.

Therefore, the relevant qualifications for management are not sought after. Ashcroft and Rayner (2011:103) further states that the “increased size of HEI in a system undergoing massification has important implications for the management and governance of HEI themselves”. Strengthening managerial and leadership capacity and skills at different levels of the organisation is required in order to contribute to long term strategic planning and to more short term planning and control.

2.10 Conclusion

Following the models of CD, evaluation and assessment of management capacity is important and organisational assessment can be measured using organisational assessment (OA) tools, also known as organisational capacity assessment tools (OCAT). It is used to assess capacity and to plan capacity development. The aforementioned literature review clearly indicates that management capacity is not a stagnant and isolated event. A continuous development of skills and capabilities will set the tone within any organisation towards success. Management capacity at managerial level needs to be assessed and evaluated continuously. This assessment will indicate gaps that exist and that will be eliminated through the relevant implementation of capacity development tools and training.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

Chapter 3 focuses on the research procedure and provides the construction to the research data collection, measurement and the data analysis needed to achieve the primary and secondary goals of this study as in Chapter 1. This research was done to measure the ability of TVET college management to manage the college in the face of continued change as was identified in Chapter 1. The theory that was needed to complete this research successfully was obtained from the sample of staff at the Maluti TVET College and research information was obtained from literature as indicated in Chapter 2. Data were gathered through a quantitative process of questionnaires at a specific time. All employees had the right to participate in the study, or not. An analysis was conducted to determine how the management capacity at the Maluti TVET College could be evaluated.

The research methodology indicated which research strategies or tools had to be used to carry out the study. This study used a quantitative research method, which postulated three key stages in the research process:

- a) observing a phenomenon or identifying a problem; b) generating an initial hypothesis; and c) testing the hypothesis by collecting and analysing empirical data using standardised procedures (Dornyei, 2011:31).

The research required understanding and interpretation of the TVET college environment.

3.2 Research design

Cooper and Schindler (2011:139) reflect the fundamentals of a research design as an activity- and time-based plan, which would always be based on the research question. It would also be a guide to choose sources and the kinds of information used. The research design is a structure for specifying the connections amongst the

study's variables. It also provides a procedural outline for every research activity. A cross-sectional research design method was used, as it presented a snapshot-like analysis of the target phenomenon at one particular point in time, focusing on a single time interval (Dornyei, 2011:78). Practically and economically, this was the more acceptable design. It was also easier to recruit respondents on a one-off basis and the analysis of the data collected were also less demanding (Dornyei, 2011:88). The research employed methods of analysis and explanation building through the questionnaires issued. The information gathered was explored. This helped the researcher to comprehend and substantiate the research problem. Furthermore, this method provided evidence on the research problem that is more comprehensive.

3.3 Sampling strategy

The population for the study included the staff and management of the Maluti TVET College. The Maluti TVET College staff totals 340 and consists of 26 extended managerial personnel that include campus managers, 176 lecturing staff and 138 support staff (DHET, 2013a: 21). As mentioned before, the Maluti TVET College consists of a central office and eight campuses, namely Bethlehem, Bonamelo, Harrismith, Itemoheleng, Kwetlisong, Main, Lere La Tsepe and Sefikeng. With the exception of the Bethlehem and Harrismith campuses, the other campuses are all concentrated in the Qwaqwa area. The questionnaire was issued per campus and the study was completed cross-sectionally per campus.

The questionnaire was issued at the central office and eight campuses in September 2014. According to Blumberg *et al.* (2008:235), a normal response rate for this type of study is 55%. This was a probability-based sampling, thus the sampling was extended to all staff members at the Maluti TVET College. It was a cluster sampling, as staff members were clustered per central office and per campus.

3.5 Data collection methods

A self-administered questionnaire was used to fulfil the purposes of this study. The questionnaires focused on existing management capacity throughout the system and on desired management capacity. The questionnaire was administered in September

2014. The questionnaire and required information were communicated and explained to all staff of the Maluti TVET College by means of an explanatory letter before the questionnaire was actually administered. Thereafter the questionnaire was administered through visits to the central office and the campuses. The purpose was to avoid any ambiguity and misinterpretation of the questions. The questionnaire was very basic as it was completed by a differentiated group of people.

Making use of a self-administered questionnaire with 30 questions and by using a four-point Likert scale, the researcher collected the quantitative data. The purpose for using the four-point Likert scale was to avoid any ambiguity amongst the respondents and it provided answers that are more certain. The researcher used the Likert scale because it has several advantages. It was practical for the researcher to compile and administer, and it was easy for the respondents to grasp. In the research at hand, a four-point Likert scale was used. The Likert scale was also used for multi-dimensional attitudes, which is not always possible with other attitude scales (Welman & Kruger, 2005:157). There were two kinds of questions to each factor of the objectives. The first section of questions gauged the importance of the factor to the respondent, and the second section of questions gauged how satisfied the respondent was with this factor in his/her working area.

The researcher used the responses to identify tendencies and patterns inured to understand why problem areas exist and to apply it in the hope of making recommendations.

3.5.1 The questionnaire

The quantitative data were collected in the form of a structured questionnaire distributed amongst the target population. The questionnaire was divided into four areas: Demographic, Desired Leadership and Management Capacity, Leadership and Management Capacity, and Building Leadership and Management Capacity.

- Demographic (Background Information) – Section A
- Desired Leadership and Management Capacity – Section B
- Leadership and Management Capacity – Section C

- Building Leadership and Management Capacity – Section D

In the demographic section, respondents were given questions with options as possible answers and they were required to tick the correct choice. In this section, the respondents indicated their gender, employment position (management, lecturing or support staff), number of years employed at the organisation and education level.

Sections B and C each had 15 questions and respondents were asked to answer it according to the Likert scale. This assisted with ease of use and facilitated the process of capturing the information. As indicated earlier, there were two kinds of questions to each of the objectives. The first set of questions gauged the importance of the factor to the respondent, and the second set of questions gauged how satisfied the respondent was with this factor in his/her working area.

The content of the questionnaire was based on the literature review on management capacity. The measurement of data was ordinal and an interval-scale was used. The first 15 questions were answered on a four-point Likert scale with (1) **Strongly disagree**, (2) **Disagree**, (3) **Agree**, (4) **Strongly agree**. This gave an indication of how important the identified factors were to the respondent (and thus point to desirable management capacity). With the next 15 questions, respondents indicated if they (1) **Strongly disagree**, (2) **Disagree**, (3) **Agree**, (4) **Strongly agree**, with how this factor was currently in his/her working area. This indicated how satisfied respondents were about existing management capacity.

3.6 Ethical considerations of the study

It was critical for the credibility of the study to ensure that the rights of respondents were in no way violated and that respondents were at ease with providing responses. Cooper and Schindler (2011:32) define “ethics as the norms or standards of behaviour that guide moral choices about our behaviour and our relationship with others”. Permission was attained from the Free State Department of Education and the DHET to conduct the field study. Blumberg *et al.* (2008:156) posit that research must be designed in a manner that does not cause “harm, discomfort, pain, embarrassment or loss of privacy to the respondents”.

The researcher reassured the respondents that the research was conducted in an objective and professional manner that did not show prejudice in the research design, data collection and processing. The sensitivity of the topic in terms of managerial levels motivated the researcher to be totally objective. Through informed consent, the respondents were fully informed of the purpose, aims and benefits of the research. They were requested to sign forms of consent to indicate they understood the purpose of the research. All participation to the study was voluntarily and none of the population was misled or coerced in any way to participate. All respondents rightfully participated anonymously. The particulars of respondents in the study were not published at any stage of the research. No individuals were identified with the issuing of the questionnaire. Questionnaires were completed and collected in groups in order to ensure greater protection of the privacy of the respondents. Respondents were guaranteed of the strictest confidentiality, as all the replies gathered in the research were anonymous. The data were monitored in the collection phase to ensure accuracy.

The outcome of the research was communicated and presented to the management of the Maluti TVET College and it was availed to all respondents upon request. The report on the research was placed on the Maluti TVET website with approval from the College. All respondents were informed about the procedures before the questionnaire was administered (Cooper & Schindler, 2008:31–43).

3.7 Conclusion

Chapter 3 provides an oversight of the methodology and the design used for data collection that is administered and reported on in Chapter 4. The chapter starts by defining the research objectives and then providing the research methodology, which describes the research design, followed by the sampling strategy, the demarcation of the study and the data collection method. The data collection method includes a short description of the questionnaire and the chapter ends with the ethical consideration. This chapter is very important for the outcome of the study, which ultimately seeks to enhance management capacity at the Maluti TVET College. The goal of this study was to derive a reliable conclusion that assisted in addressing the

research objectives. Chapter 4 will analyse the research findings obtained from the questionnaires.

CHAPTER 4

DATA ANALYSES AND FINDINGS

4.1 Introduction

Chapter 4 gives effect to the methodology constructed in Chapter 3, with the data that were collected from staff at the Maluti TVET College. The data obtained are in line with the research design set out in Chapter 3. The total population of the Maluti TVET College is 340 and 193 responses were obtained by means of a four-point Likert scale approach.

The chapter follows four basic outlines, as divided in the questionnaire. The questionnaire was divided into four areas: Demographic, Desired Leadership and Management Capacity, Leadership and Management Capacity and Building Leadership and Management Capacity.

- Demographic (Background Information) – Section A
- Desired Leadership and Management Capacity – Section B
- Leadership and Management Capacity – Section C
- Building Leadership and Management Capacity – Section D

Section D required a qualitative feedback from respondents.

4.2 Response rate

The questionnaire was completed at a difficult time for the Maluti TVET College with student unrest prevalent because of bursary payments. Furthermore, because TVET colleges are in a process of transfer from a provincial competence to a national competence, TVET colleges have not been allowed to fill any vacancies that have arisen in the last few years. The college is currently in the process of verifying its staff in readiness for the transfer to the DHET. This left the campus managers and the office manager of the principal of the central office largely in charge of the questionnaires.

Most staff members at the College were willing to assist in the completion of the questionnaire, but notably, the extended broad management was very hesitant to complete the questionnaire. This in itself reflects great uncertainty and unease, as many of them openly admitted that they were too scared to complete the questionnaire. After further consultation and renewed assurances that there is no likelihood of them being exposed, some of them agreed to complete the questionnaire. Notably many staff members did not list their campus or answer the questions in Section 4 for fear that their handwriting might be recognised.

Table 4.1 reflects that 340 questionnaires were issued to Maluti TVET College: managers, senior lecturers, lecturers and general staff. The respondents in the study were representative of all levels of staff. In total, 193 questionnaires were returned by the respondents. This represents a response rate of 56.8%. The response rate is reflected in Table 4.1.

Table 4.1 Response rate

| | Managers | Senior Lecturers | Lecturers | General Workers | Total |
|-------------------|-----------------|-------------------------|------------------|------------------------|--------------|
| Population | 26 | 176 | | 138 | 340 |
| Sample | 26 | 176 | | 138 | 340 |
| Responses | 16 | 133 | | 44 | 193 |
| % Returned | 61% | 75.6% | | 31% | 56.8% |

The overall response rate meets expectations at 56.8%. The response rate from managers and lecturing staff was better than expected and is vital to this study. The response rate from general workers is generally lower than expected, and this in itself can be an indication of the responsiveness of the general workers. As mentioned earlier, according to Blumberg *et al.* (2008), a normal response rate for this type of study is 55%, making it an acceptable response rate.

4.3 Findings

The findings will be presented in the order of the questionnaire by analysing and interpreting the data for this study.

Table 4.2: Summary of demographic information

| Gender | Position | Years | Education | Teaching Qualification |
|--------------------|-----------------------------|--------------------------------|----------------------------------|-------------------------------|
| Male – 98 | Manager – 16 | Less than 5 years – 64 | NQF Level 6 or Lower – 43 | Yes – 90 |
| Female – 95 | Senior Lecturer – 20 | 5-10 years – 59 | NQF Level 7 – 63 | No – 103 |
| NA | Lecturer – 113 | 11-15 years – 26 | NQF Level 8-10 – 87 | NA |
| NA | General Staff – 44 | More than 15 years - 44 | NQF Level 11 – 0 | NA |
| 193 | 193 | 193 | 193 | 193 |

4.3.1 Section A: Background information – demographic data

Table 4.2 depicts a summary of the responses for the demographic information

The demographic section provides information regarding the biographical information. In this section, the respondents indicated their gender, employment position (management, lecturing or support staff), number of years employed at the organisation and education level.

4.3.2 Gender Participation

Figure 4.1 provides a graphical representation of the gender distribution of the study.

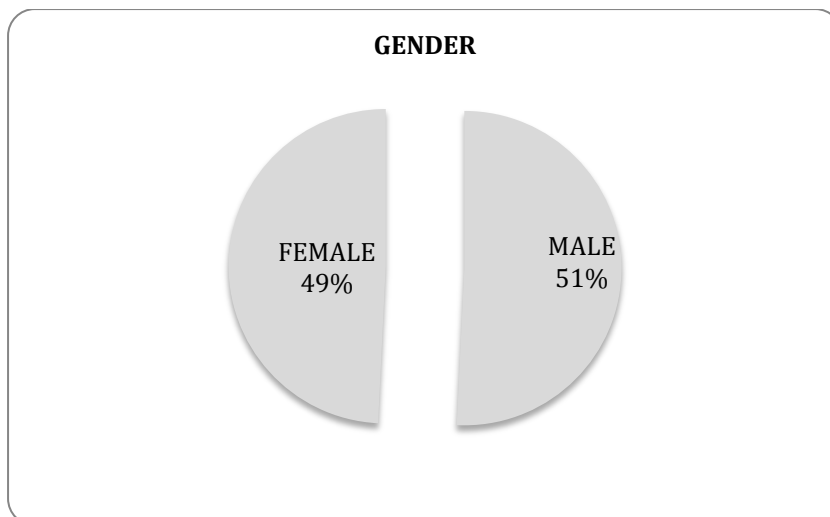


Figure 4.1: Gender distribution

From Figure 4.1 it can be concluded that 51% of the respondents were male while 49% were female respondents. While the males dominate the population of respondents, it is still spread relatively evenly.

4.3.3 Employment position (management, lecturing or support staff)

Figure 4.2 provides a graphical representation of the employment position of respondents assisting in the study.

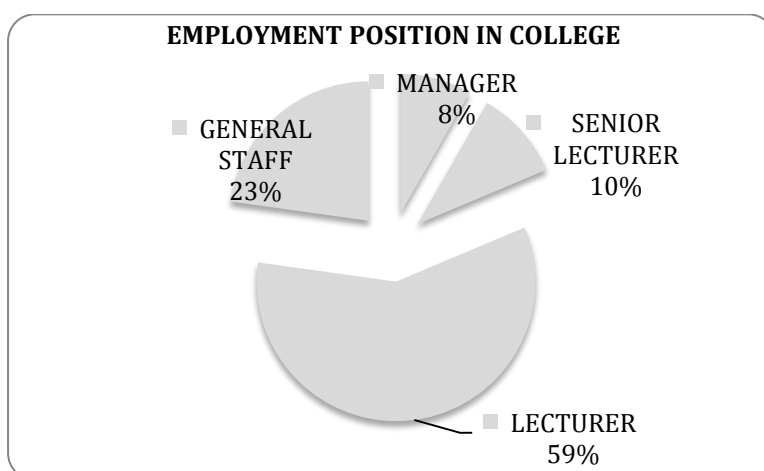


Figure 4.2: Employment distribution

From Figure 4.2 it can be surmised that a relatively balanced distribution of staff employed at different levels and positions participated in the study. Managers

represented 8%, senior lecturers represented 10%, lecturers represented 59% and general staff represented 23% of the respondents. Lecturers comprised the biggest portion of respondents and this is satisfying in that lecturers represent the core function of TVET Colleges.

4.3.4 Years of experience

Figure 4.3 provides the years of experience of the respondents participating in the study.

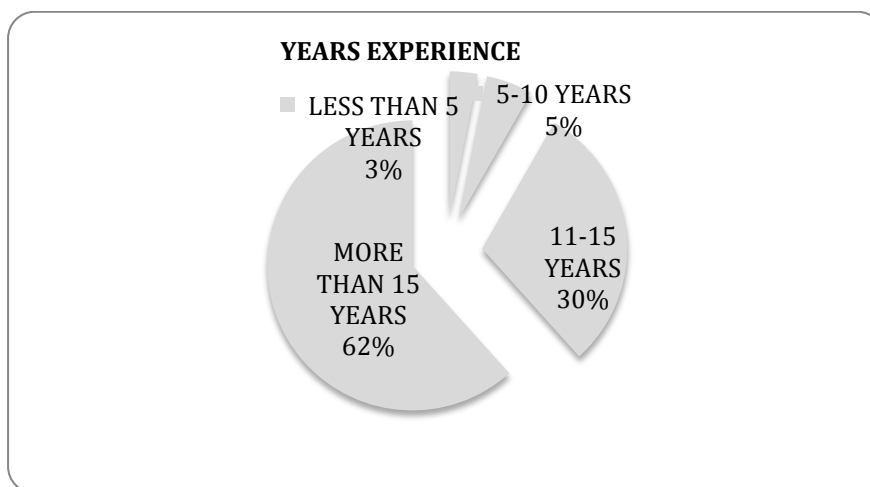


Figure 4.3: Years of experience

From Figure 4.3, one can ascertain that the Maluti TVET College is fortunate to have relatively experienced employees. The majority of respondents at 62% have 15 years or more experience. This indicates that these employees have a good background of the history of the sector and the College. A further 30% of respondents have 11 to 15 years' experience, which adds to the deduction of knowledge of the history of the sector and the College. This therefore implies that 92% of respondents have 11 years or more experience of the sector and the institution. This would lead to the interpretation that the responses of respondents carry firm convictions borne from experience.

4.3.5 Educational level

Figure 4.4 provides the educational level of the respondents participating in the study.

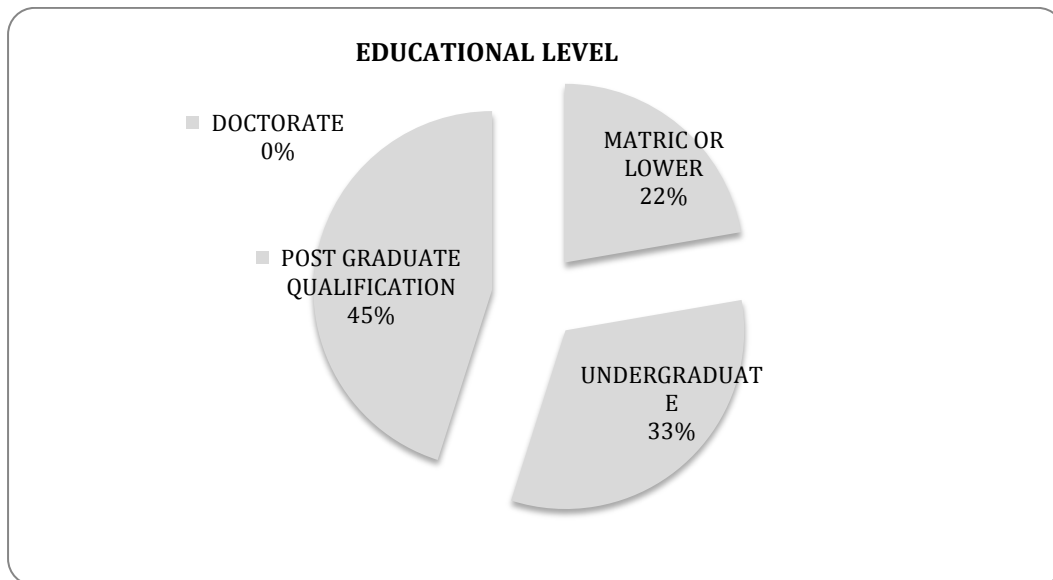


Figure 4.4: Educational level

From Figure 4.4 it is clear that none of the Maluti TVET College respondents have a doctoral degree (0%). An enquiry into this aspect has also indicated that there are no doctoral degrees in the entire College. Despite the fact that there are no doctoral degrees, the rest of the respondents are educated, with 45% having postgraduate degrees and 33% undergraduates. What is concerning is that 17 out of 43 respondents (39.5%) who have a matric qualification or lower are lecturing staff. That represents 40% of the lecturing respondents having matric or lower. This implies that these lecturers are not adequately qualified to lecture students.

4.3.6 Teachers' qualifications

Figure 4.5 indicates which of the respondents has a teacher's qualification, as this is a requirement to be employed at a TVET College.

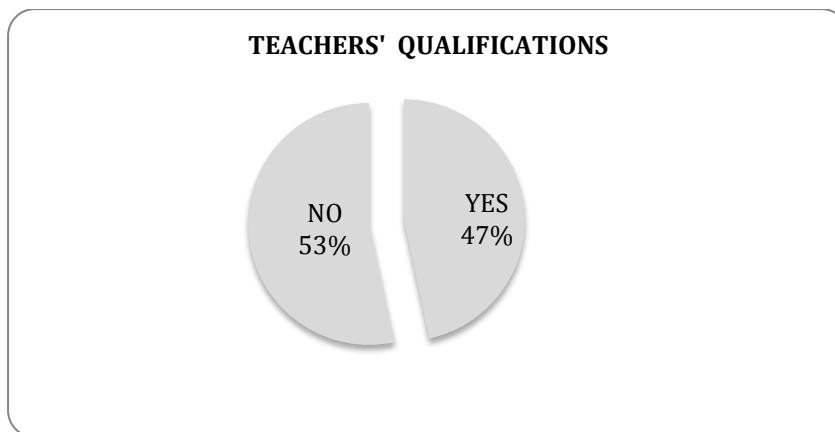


Figure 4.5: Teachers' qualifications

From Figure 4.5, it is clear that 53% of the Maluti TVET College respondents do not have teachers' qualifications. The 53% represents 103 respondents, of which 40 are general staff. This would thus infer that 63, or 39% of the respondents who do not possess a teacher's qualification are supposed to have it. This implies that management employed staff without the required qualifications.

4.4 Section B and Section C: Discussion

There are two types of questions to each factor of the objectives of this study. In the first section of questions, Section B, the importance of the factor to the respondent was measured and in the second section of questions, Section C, the level of satisfaction by the respondent with this factor in his/her working area was measured.

Sections B and C have 15 questions each and respondents were asked to answer it according to the Likert scale. This assisted with ease of use and facilitated the process of capturing the information. As indicated earlier, there are two types of questions to each of the objectives. The first questions measured the importance of the factor to the respondent, and the second set of questions measured how satisfied the respondent was with this factor in his/her working area.

The first 15 questions were answered on a four-point Likert scale with (1) **Strongly disagree**, (2) **Disagree**, (3) **Agree**, (4) **Strongly agree**. This gave an indication of how important the identified factors were to the respondent (and thus point to desirable management capacity). With the next 15 questions, respondents were able

to indicate if they (1) **Strongly disagree**, (2) **Disagree**, (3) **Agree**, (4) **Strongly agree**, with how this factor was currently present in his/her working area. This indicated how satisfied respondents were with existing management capacity. In the following bar graphs Series 1 represents (1) **Strongly disagree**, Series 2 represents (2) **Disagree**, Series 3 represents (3) **Agree** and Series 4 represents (4) **Strongly agree**

The questions in Sections B and C were clustered for analyses as follows:

- **First** Desired Management Capacity and Competence, and **then** Existing Management Capacity and Competence: Questions 1, 3, 12, 13, 14 and 15.
- **First** Desired Leadership and **then** Existing Leadership: Questions 4, 5, 8, 9, 11.
- **First** Desired Performance Managerial, and **then** Existing Performance Management: Questions 2, 6, 7, 10.

The questions were deliberately not clustered together in order to get a reliable response from respondents.

The researcher used the responses to identify trends and patterns inured to understand why problem areas exist and to apply it in the hope of making recommendations.

4.4.1 Section B: Desired leadership and management capacity

Figure 4.6 indicates the desired management capacity and competence by respondents.

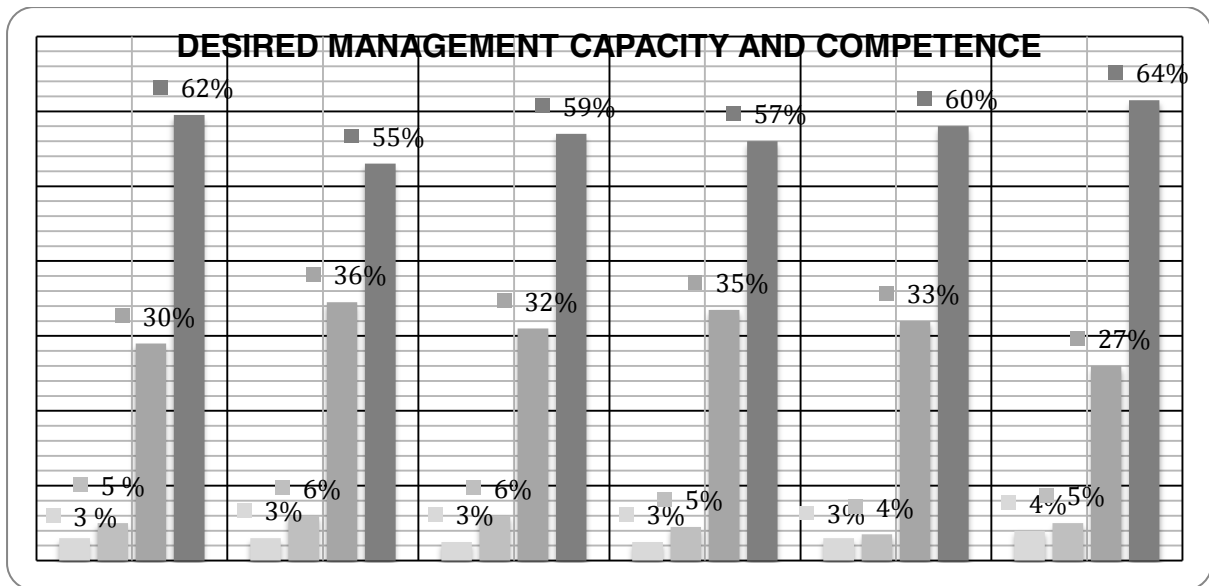


Figure 4.6: Desired management capacity and competence

The six columns represent responses to Questions 1, 3, 12, 13, 14 and 15. The bars in each column represent the following: **(1)** Strongly disagree, **(2)** Disagree, **(3)** Agree, **(4)** Strongly agree.

In all the questions for this section, an average of 91% of respondents regarded capacity and competence as very important for management to be effective. This is an anticipated response as management is expected to display excellent capacity and competence to lead an organisation like a TVET College. It is not clear why the remaining 9% of respondents strongly disagree or disagree that these factors are important for management to display. It could be that the respondents read and/or interpreted the questions incorrectly. This response is in line with the framework for addressing non-profit capacity building by De Vita and Flemming in Chapter 2. The expectations of staff of the college can be equated with the expectations of the environment as a whole. This thus reflects the desired capacity and competence expected from management at the college.

Figure 4.7 indicates the desired leadership the respondents require for management at the Maluti TVET College.

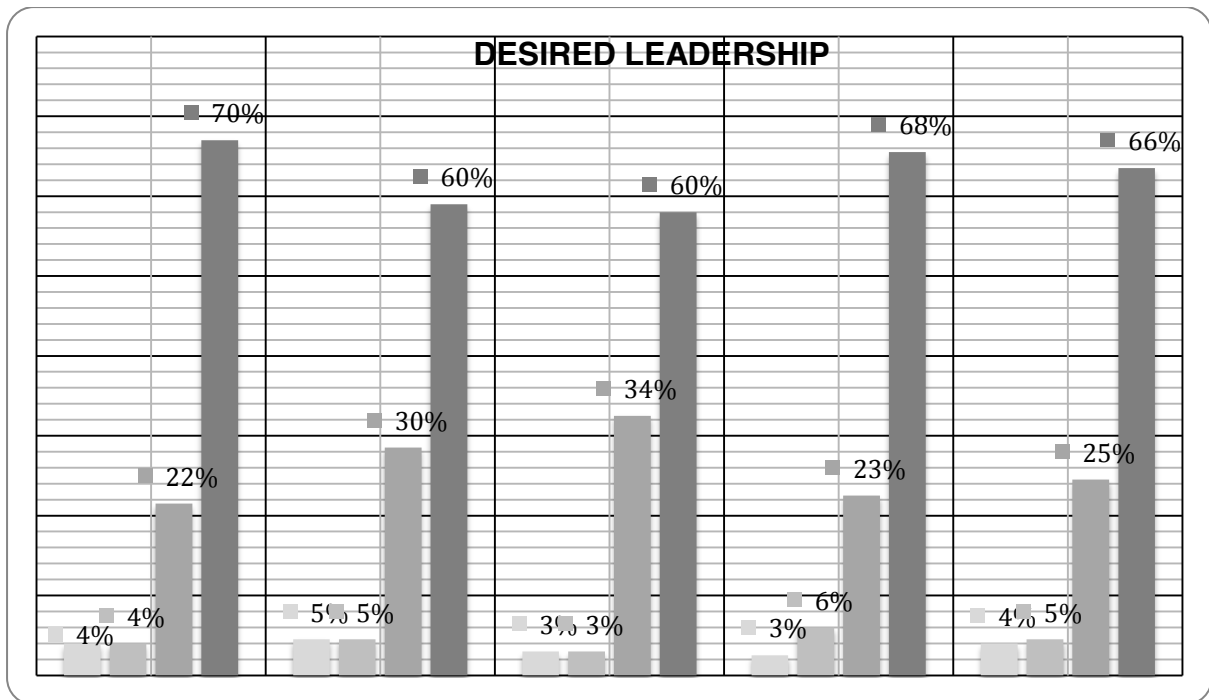


Figure 4.7: Desired leadership

The five columns represent responses to Questions 4, 5, 8, 9, and 11. The bars in each column represent the following: (1) Strongly disagree, (2) Disagree, (3) Agree, (4) Strongly agree.

In all the questions for this section, an average of 92% of the respondents regarded the indicated leadership as very important for management at the Maluti TVET College. The respondents require management to display good ability, an attitude that displays leadership that goes the extra mile, leadership who is exemplary and dedication and commitment to staff. This is in line with literature from Chapter 2 in terms of leadership. Again, it is not clear why the remaining 8% of respondents strongly disagree or disagree that these factors are important for management to display. It could be that the respondents read and/or interpreted the questions incorrectly. This section of the questions is in line with Table 2.1 in terms of desired skills to be displayed by effective managers.

Figure 4.8 indicates the desired performance management by respondents.

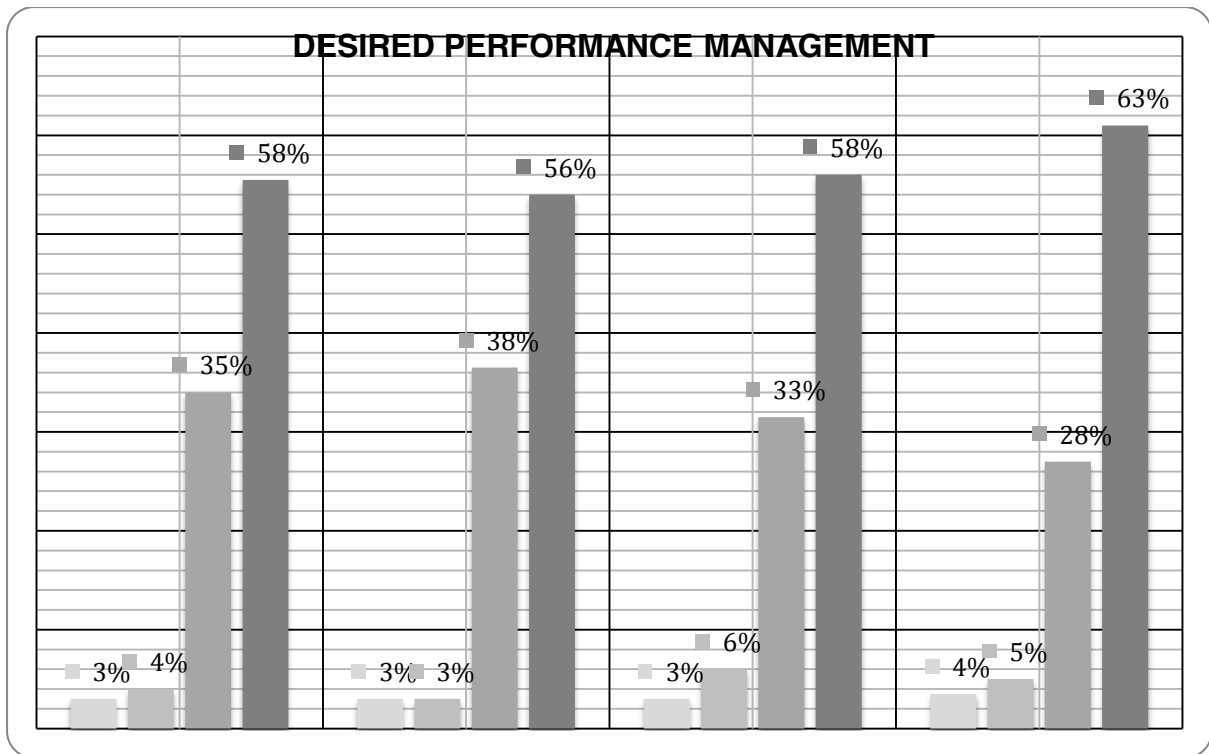


Figure 4.8: Desired performance management

The four columns represent responses to Questions 2, 6, 7, and 10. The bars in each column represent the following: (1) Strongly disagree, (2) Disagree, (3) Agree, (4) Strongly agree.

In all the questions for this section, an average of 92% of respondents regarded the indicated performance management as very important to measure for management at the Maluti TVET College. Again, it is not clear why the remaining 8% of respondents strongly disagree or disagree that these factors are important for management to display. It could be that the respondents read and/or interpreted the questions incorrectly.

4.4.2 Section C: Existing leadership and management capacity

Figure 4.9 indicates the existing management capacity and competence by respondents.

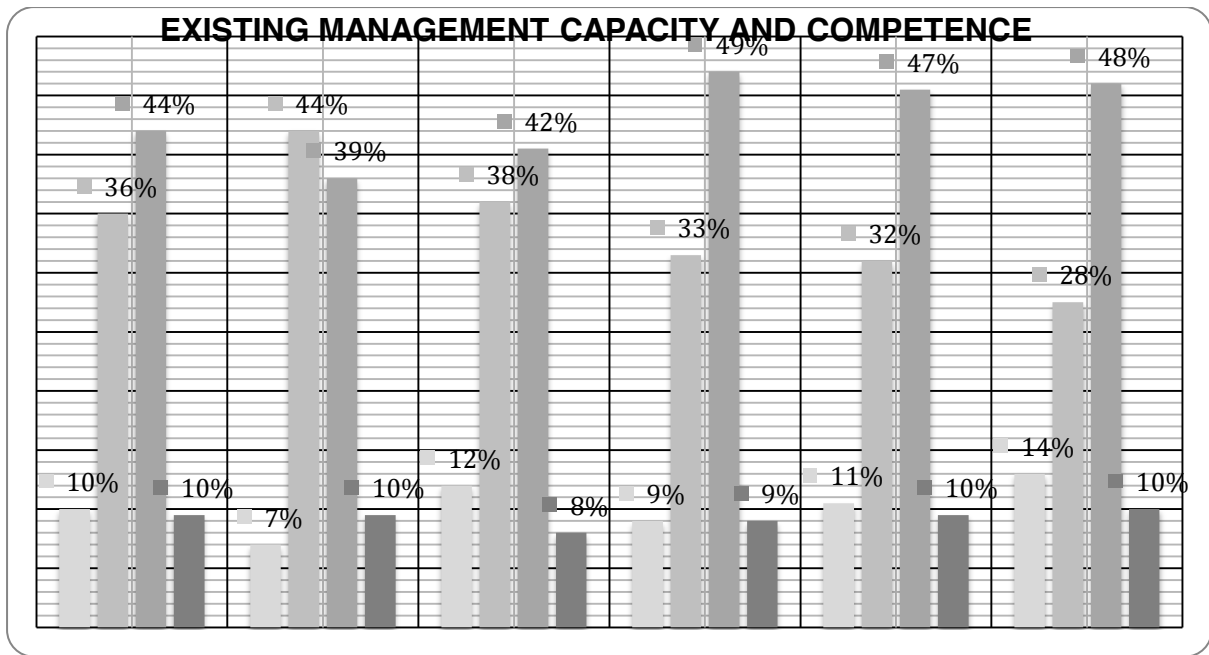


Figure 4.9: Existing management capacity and competence

The six columns represent responses to Questions 1, 3, 12, 13, 14 and 15. The bars in each column represent the following: (1) Strongly disagree, (2) Disagree, (3) Agree, (4) Strongly agree.

In all the questions for this section, an average of 10% of respondents either strongly disagrees or strongly agrees with the questions. The remaining 80% of respondents are more or less equally distributed between disagreeing and agreeing with the questions posed. This is very difficult to interpret and understand as it implies that the staff members are greatly divided in terms of how they experience current management capacity and competence. This could be translated into the fact that staff members have different managers in terms of their immediate supervisors or it can display that there is bias from management and this can explain why some staff members experience management positively whilst others experience management negatively. The researcher thus concludes that management capacity and competence is not consistent and does not truly support the institution.

Figure 4.10 indicates the existing leadership by respondents.

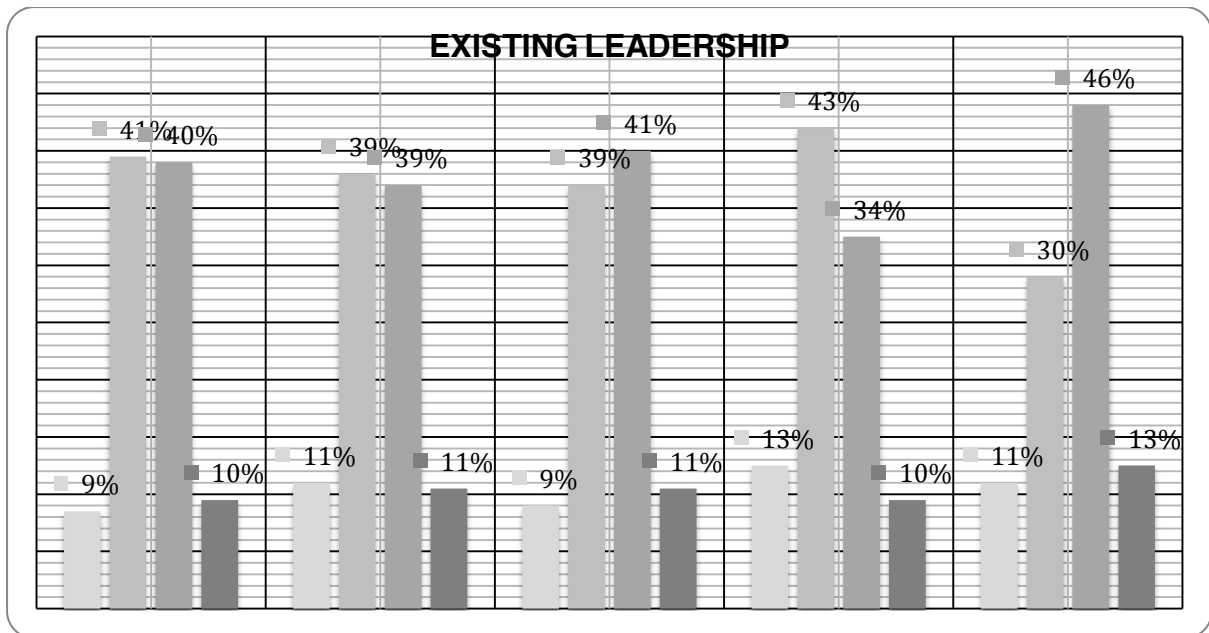


Figure 4.10: Existing leadership

The five columns represent responses to Questions 4, 5, 8, 9, and 11. The bars in each column represent the following: (1) Strongly disagree, (2) Disagree, (3) Agree, (4) Strongly agree.

In the questions for this section, an average of 12% of respondents either strongly disagrees or strongly agrees with the questions. The remaining 76% of the respondents are more or less equally distributed between *disagreeing* and *agreeing* with the questions posed. This is very difficult to interpret and understand as it implies that the staff members are greatly divided in terms of how they experience current leadership. The leadership questions infer that management must display good ability, an attitude that displays leadership, leadership that goes the extra mile, leadership who is exemplary and dedication and commitment to staff. This could again be translated to the fact that staff members have different managers in terms of their immediate supervisors or it can display that there is bias from management and this can explain why some staff members experience managerial leadership positively whilst others experience managerial leadership negatively. The researcher thus concludes that managerial leadership is not consistent and does not truly support the institution.

Figure 4.11 indicates the existing performance management by respondents.

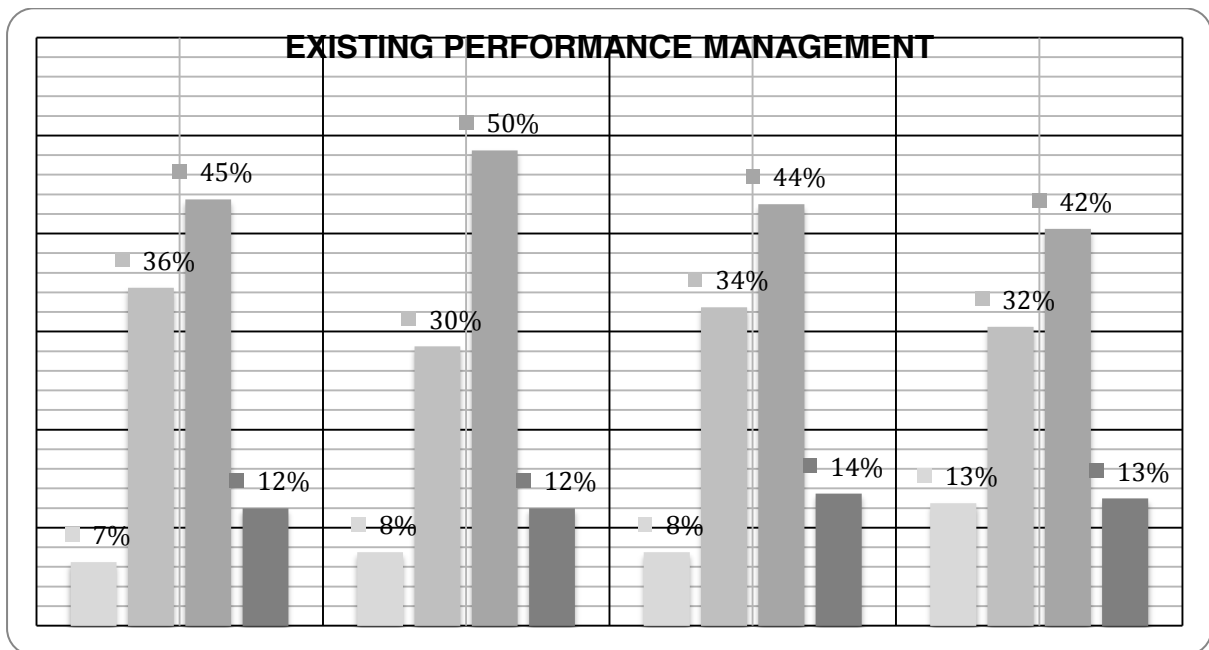


Figure 4.11: Existing performance management

The four columns represent responses to Questions 2, 6, 7, and 10. The bars in each column represent the following: (1) Strongly disagree, (2) Disagree, (3) Agree, (4) Strongly agree.

In the questions for this section, an average of 13% of respondents either strongly disagrees or strongly agrees with the questions. The remaining 74% of the respondents are more or less equally distributed between disagreeing and agreeing with the questions posed. This is very difficult to interpret and understand as it implies that the staff members are greatly divided in terms of how they experience performance management. This does not translate to the fact that staff members have different managers in terms of their immediate supervisors as this refers to overall measurement of the organisation's performance. It implies that the mission and the vision of the organisation is not clearly understood or realised by the management. It also implies that the performance goals of the institution are neither clear nor actively pursued. The researcher thus concludes that performance management is not consistent and does not truly support the institution strategically.

4.5 Section D: Building leadership and management capacity

The researcher now turns the focus of this study to the analysis and the interpretation of the few open-ended questions that were included in the questionnaire. Four questions were presented to the respondents. Many respondents did not complete this section. From the 193 questionnaires received back, only 102 respondents completed this section. It can be for fear of their handwriting being recognised, unwillingness or not being able to verbalise their thoughts. Many respondents used some of the wording from the questions to respond to this section. The four questions will be dealt with in the order that it was set on the questionnaire:

1. What, in your opinion, from the questions above is the strongest point of the Maluti TVET Management?

From responses received, respondents gave conflicting responses that are in line with the quantitative responses. Many respondents (%) indicated that although they point out strong points such as competence and capability of some managers, this is not equally true for all managers. This can indicate that there is an unequal spread in terms of managerial competence and capability. Respondents also indicated that management is committed to their staff and supportive of development, especially of curriculum training. Respondents further indicated that though management may be good at developing policies and regulations, they are not good at implementing it.

2. What, in your opinion, from the questions above needs to be developed most by the Maluti TVET Management?

From responses received, the overwhelming indication is that there is a need for communication from management to be developed and improved. Respondents also reflect that Management does not manage them efficiently; hence, the central office is top-heavy with too many staff members who could have been of better use at campus levels. This is reflective of the quantitative findings that staff is divided in terms of the existing leadership and management capacity.

3. What, in your opinion, can be done in terms of management capacity at the college?

From responses received, there is a need for management to go for more training in relevant areas, like finance management, performance management. It is also recommended by respondents that management should improve their qualifications to be in line with their responsibilities and levels. Management should also attend leadership and managerial training. Respondents indicated that managers' leadership qualities and skills need to be developed and that the managerial knowledge base needs to improve. Competent and capable managers need to be appointed.

4. Please include any other comments or recommendations

From responses received, it is apparent that staff requires clear communication and more inclusion in decisions that will have an impact on them. Respondents also indicated that management should improve their consultative processes prior to decision-making, as the top-down approach creates friction. They again indicated that the central office was overstaffed in comparison to the campuses. Respondents further indicated that training should not be focused on lecturing staff alone and that corporate training is equally important. Funding and resources should be allocated proportionately. Management should be able to understand the context of the different sections at the college, such as the difference between business-related versus engineering faculties. Respondents indicated that bias should be stopped.

4.6 Inferential statistics analysis

4.6.1 Reliability

The researcher tested the reliability of the research by constructing two variables: Desired leadership and management capacity (DLMC) as well as Leadership and management capacity (LMC). This involves summing up all the responses of the relevant questions from the questionnaire i.e. B1–B15 for DLMC and C1–C15 for LMC.

However, one first needs to do a reliability test to determine whether or not all the items for DLMC actually measure that variable as well as that all the items for LMC actually measure that variable.

A Cronbach's alpha coefficient is calculated to determine the reliability. A value that is above 0.5 is required to conclude that this is a reliable scale. From the constructed variables, the Cronbach's alphas are both greater than 0.5, which indicates a reliable scale. These constructed variables are used in the T-test and analysis of variance in Table 4.3.

Table 4.3: Reliability test

| Variables | Cronbach's alpha | N of Items |
|---|-------------------------|-------------------|
| Desired leadership & management capacity | 0,971 | 15 |
| Leadership & management capacity | 0,972 | 15 |

4.6.2 T-test

A T-test is used to determine whether there are significant differences between the demographic groups or not. A T-test is used when one wants to determine if the group means of interval variables differ from one another and it is only used when there are two groups (Anderson *et al.*, 2009:293).

In this case, it tested whether or not the perceptions on desired leadership and management capacity differ between males and females. It also tested whether or not the perceptions on desired leadership and management capacity differ between those who have a teachers' qualification and those who do not.

It further also tested whether or not the perceptions on leadership and management capacity differ between males and females. It also tested whether or not the perceptions on leadership and management capacity differ between those who have a teachers' qualification and those who don't.

For conclusions on whether the variables are different or not, compare the p-value to a value of 0.1 (10%). If the p-value is less than 0.1, males and females have different

perceptions on desired leadership and management capacity. If the p-value is less than 0.1, males and females have different perceptions of leadership and management capacity.

If the p-value is less than 0.1, there are differing perceptions on desired leadership and management capacity amongst those who have a teacher's qualification and those who do not. If the p-value is less than 0.1, there are different perceptions on leadership and management capacity amongst those who have a teachers' qualification and those who do not.

If the p-value is greater than 0.1, males and females have the same perceptions, regarding desired leadership and management capacity. If the p-value is greater than 0.1 males and females have the same perceptions about leadership and management capacity. If the p-value is greater than 0.1, there are no differences in perceptions on desired leadership and management capacity between those who have a teachers' qualification and those who do not.

Table 4.4: T-test

| Variables | | T statistic | P-value | Mean Difference |
|---------------------------------|---|--------------------|----------------|------------------------|
| Gender | Desired leadership & management capacity | 1,551 | 0,123 | 2,101 |
| | Leadership & management capacity | 1,139 | 0,256 | 1,702 |
| Teachers' qualifications | Desired leadership & management capacity | 1,949 | 0,053 | 2,620 |
| | Leadership & management capacity | -0,178 | 0,859 | -0,268 |

In terms of gender the p-value for DLMC is 0.123, which is greater than 0.1. This means that males and females have the same perceptions on desired leadership and management capacity. In other words, there are no differences in the perceptions on desired leadership and management capacity between males and females. The p-value for LMC is 0.256, which is greater than 0.1. This means that males and females have the same perceptions on leadership and management capacity. In other words, there are no differences in the perceptions on leadership

and management capacity between males and females.

4.6.2.2 Teachers' qualifications

The p-value for DLMC is 0.053, which is less than 0.1. This means that there are different perceptions on desired leadership and management capacity between those who have a teacher's qualification and those who do not have. The p-value for LMC is 0.859, which is greater than 0.1. This means that there are no differences in perceptions on leadership and managerial capacities between those with a teachers' qualification and those without.

4.6.3 ANOVA

ANOVA is also used when one wants to determine if the group means of interval variables differ from one another, but it is used when one has three groups or more to compare (Anderson *et al.*, 2009:286).

In this study, it is used for position, years of experience and education level. For conclusions on whether the variables are different or not, one compares the p-value to a value of 0.1 (10%). If the averages differ, the p-value will be less than 0.1 and vice versa.

4.6.3.1 ANOVA – Position

In this case, it tested whether or not the perceptions on desired leadership and management capacity differ among the different position groups (manager, senior lecturer, lecturer and general staff). It also tested whether or not the perceptions on leadership and management capacity differ among the different position groups. For conclusions on whether the variables are different or not, compare the p-value to a value of 0.1 (10%). If the averages are different from each other, the p-value will be less than 0.1, and vice versa. If the p-value for DLMC is less than 0.1, there are different perceptions on desired leadership and management capacity among the different positions at a college. If the p-value for LMC is less than 0.1, there are different perceptions on leadership and management capacity among the different positions at a college. If the p-value for DLMC is greater than 0.1, there are no differences in perceptions on desired leadership and management capacity among

the different positions at a college. If the p-value for LMC is greater than 0.1, there are no differences in perceptions on leadership and management capacity among the different positions at a college.

Table 4.5: ANOVA – Position

| Variables | | F statistic | P-value |
|-----------|--|-------------|---------|
| Position | Desired leadership & management capacity | 4,332 | 0,009 |
| | Leadership & management capacity | 0,776 | 0,509 |

The p-value for DLMC is 0.009, which is less than 0.1. This means that there are different perceptions on desired leadership and management capacity among the different positions at a college. The p-value for LMC is 0.776, which is greater than 0.1. This means that there are no differences in perceptions on leadership and management capacity among the different positions in college.

4.6.4 Post-hoc tests

Because there are significant differences for DLMC, a post-hoc analysis was needed to determine which of the positions in college have significant differences.

The test used is the Tukey test (Anderson *et al.*, 2009:314-315).

Table 4.6: Post-hoc tests (ANOVA – position)

| Variable | Position | | Mean Difference (I-J) | P-value |
|---|----------|---------------|-----------------------|---------|
| Desired leadership & management capacity | Manager | General staff | 8,051 | 0,015 |
| | Lecturer | General staff | 5,226 | 0,008 |

The significant differences in the perceptions on desired leadership and management capacity are between managers and general staff as well as between lecturers and general staff.

4.6.5 ANOVA – Years of experience

In this case, the test determines whether the perceptions on desired leadership and management capacity differ or not among the different years of experience (1 or more; 5 or more; 10 or more; 15 or more and 20 or more). It also tested whether or not the perceptions on leadership and management capacity differ among the different years of experience (1 or more; 5 or more; 10 or more; 15 or more and 20 or more).

For conclusions on whether the variables are different or not, the p-value is compared to a value of 0.1 (10%). If the averages differ from each other, the p-value will be less than 0.1 and vice versa. If the p-value for DLMC is less than 0.1, there are different perceptions on desired leadership and management capacity among the different years of experience. If the p-value for LMC is less than 0.1, there are different perceptions on leadership and management capacity among the different years of experience. If the p-value for DLMC is greater than 0.1, there are no differences in perceptions on desired leadership and management capacity among the different years of experience. If the p-value for LMC is greater than 0.1, there are no differences in perceptions on leadership and management capacity among the different years of experience.

Table 4.7: ANOVA – Years of experience

| Variables | | F statistic | P-value |
|-----------|--|-------------|---------|
| Years | Desired leadership & management capacity | 1,022 | 0,384 |
| | Leadership & management capacity | 2,696 | 0,047 |

The p-value for DLMC is 0.384, which is greater than 0.1. This means that there are no differences in the perceptions on desired leadership and management capacity among the different years of experience. The p-value for LMC is 0.047, which is less than 0.1. This means that there are different perceptions on leadership and management capacity among the different years of experience.

4.6.6 Post-hoc tests

Because there are significant differences for LMC, one has to do a post-hoc analysis to determine which of the years of experience have significant differences.

The test used is the Tukey test.

Table 4.8: Post-hoc tests (ANOVA – years of experience)

| Variable | Years of experience | | Mean Difference (I-J) | P-value |
|----------------------------------|---------------------|-----------|-----------------------|---------|
| Leadership & management capacity | 1 or more | 5 or more | 5,072 | 0,034 |

The significant differences in the perceptions on leadership and management capacity are between those who have worked at the college for one or more years and those who have worked for five or more years.

4.6.7 ANOVA – Education

In this case, the test will determine whether the perceptions on desired leadership and management capacity differ among the different education levels or not (matric or lower; matric + undergraduate; matric + 4 years; postgraduate qualification and doctorate). It tested whether or not the perceptions on leadership and management capacity differ among the different education levels.

For conclusions on whether the variables are different or not, the p-value is compared to a value of 0.1 (10%). If the averages are different from each other, the p-value will be less than 0.1, and vice versa. If the p-value for DLMC is less than 0.1, there are different perceptions on desired leadership and management capacity among the different education levels. If the p-value for LMC is less than 0.1, there are different perceptions on leadership and management capacity among the different education levels. If the p-value for DLMC is greater than 0.1, there are no differences in perceptions on desired leadership and management capacity among the different education levels. If the p-value for LMC is greater than 0.1, there are no

differences in perceptions on leadership and management capacity among the different education levels.

Table 4.9: ANOVA – Education

| Variables | | F statistic | P-value |
|-----------|--|-------------|---------|
| Education | Desired leadership & management capacity | 97,514 | 0,003 |
| | Leadership & management capacity | 0,380 | 0,685 |

The p-value for DLMC is 0.003, which is less than 0.1. This means that there are differences in the perceptions on desired leadership and management capacity among the different education levels. The p-value for LMC is 0.685, which is greater than 0.1. This means that there are no differences in perceptions on leadership and management capacity among the different education levels.

4.6.8 Post-hoc tests

Because there are significant differences for DLMC, it is necessary to do a post-hoc analysis to determine which of the years of experience have significant differences.

The test used is the Tukey test.

Table 4.10: Post-hoc tests (ANOVA – Education)

| Variable | Education | | Mean Difference (I-J) | P-value |
|--|-------------------------------|--------------------------------------|-----------------------|---------|
| Desired leadership & management capacity | Matric or lower (NQF level 4) | Matric + undergraduate (NQF level 7) | -6,148 | 0,002 |
| | | Matric + 4 years (NQF level 8) | -7,089 | 0,000 |

The significant differences in the perceptions on desired leadership and management capacity are between those who have NQF level 4 qualifications and those with NQF level 7, as well as between those who have NQF level 4 and NQF level 8 qualifications.

4.6.9 Paired T-test

The researcher then did a paired T-test to determine whether perceptions on desired leadership and management capacity differed or not from those of leadership and management capacity. This T-test is used when one has two related observations (i.e. two observations per subject – DLMC and LMC). It is used when one needs to determine if the means on the two interval variables differ from one another (i.e. perceptions on desired leadership and management capacity and perceptions on leadership and management capacity). For conclusions on whether the variables are different or not, one compares the p-value to a value of 0.1 (10%). If the two variables are different from each other, the p-value will be less than 0.1, and vice versa.

Table 4.11: Variables for paired T-test

| Variables | Correlation | P-value |
|-----------|-------------|---------|
| DLM & LM | 0,233 | 0,001 |

Table 4.12: Paired T-test

| Variables | Mean | T statistic | P-value |
|-----------|--------|-------------|---------|
| DLM – LM | 14,181 | 16,055 | 0,000 |

The p-value is 0, which is less than 0.1. This means that there is a difference in the perceptions on desired leadership and management capacity and perceptions on leadership and management capacity. In other words, the responses are not the same between section B and section C.

4.4 Conclusion

This chapter presented findings obtained from the research conducted at the Maluti TVET College. The empirical results of the research were presented in this chapter. Statistics and analyses were presented to provide further insight into the research conducted.

The management capacity information constructed from the research aimed to explain and highlight the challenges and issues facing the Maluti TVET College management, which requires certain improvements to evaluate management capacity.

The findings indicate that the response from management and lecturing staff were well above the acceptable response rate, whilst the response for the general workers was below the acceptable response rate. This can be an indication that general workers do not feel at ease with the subject of the research, or that their opinions are not normally considered. The respondents who have extensive experience of more than 15 years represent only 22% of the respondents, whilst 3% of respondents have less than five years' experience. This implies that a third of the respondents have not been at the institution very long, but that two thirds of respondents have experience exceeding five years at the institution. This will give a more or less realistic representation of management at the college as witnessed by the staff in their period of employment.

The research in terms of the education levels indicates that about a fifth of the respondents have a matric or lower qualification and this includes 17 lecturers, representing 39.5% of this response. This is of particular concern as this implies that students have lecturers who are not adequately qualified. The research further shows that 53% of the respondents do not have a teacher's qualification. This speaks to managerial procedures in terms of recruitment and minimum requirements for staff.

In general, respondents require management to have excellent leadership, capacity and competence to manage and lead a TVET College, but the respondents were in disagreement on the existing leadership, management capacity and competence. This can be reflective of a bias in terms of some managers or it can be indicative of a division in staff loyalty. Either way this is not healthy for any institution and deserves corrective action. Of concern also, is the existing performance management evaluation that measured the overall organisational performance. Half of the respondents think this is done well and the other half thinks it is not done well at all. This reflects that management at the institution does not have the full support and

cooperation from staff. There is no clear buy-in for the strategic plans of the college, which could be part of the reason why staff members view management differently.

The inferential statistics analysis indicated that males and females have the same perceptions on desired leadership and management capacity. They also have the same perceptions on the existing leadership and management capacity. Males and females therefore wish to see the same capacity levels and currently they experience it similarly. The research has shown that respondents in different employment positions have different perceptions on desired leadership and management capacity, whilst their perceptions on the existing leadership and management capacity are different. It is expected that management with their prior experience will desire more strategic capacity in terms of leadership and management, whilst the focus of non-management might be on less strategic matters. This might also be a reflection that non-managerial staff does not own the strategic vision of the institution as indicated above and hence shows a disconnection with it.

The overall findings of the research indicate that there is a difference in the perceptions on desired leadership and management capacity and the existing leadership and management capacity. There is thus a disconnection in what staff would expect from management and what management actually displays.

The researcher will now focus on the summary and recommendations that will be dealt with in Chapter 5.

CHAPTER 5

CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The main objective of this field study was to evaluate management capacity at the Maluti TVET College with the aim of making recommendations to the findings of the field study.

A literature review was undertaken to understand the background of the TVET college landscape and its areas of operation. Thereafter, a research survey was conducted to validate, compare and contrast the desired leadership and management capacity against the existing leadership and management capacity at the Maluti TVET College.

Upon presenting the research results in the previous chapter, the findings, implications and recommendations of these results are now discussed. Research limitations and further research areas are identified in this chapter.

5.2 Summary and conclusions

The focus of this study was the TVET colleges sector, with the primary objective being to evaluate the management capacity at the Maluti Technical and Vocational Education and Training College. The secondary objectives were aimed at determining what was understood by management capacity in an education sector, to describe the current TVET management capacity at the Maluti College, and to determine what tools can be provided for the development of management capacity at the Maluti TVET College.

This research engaged a quantitative approach to evaluate the contrast between desired leadership and management capacity against the existing leadership and management capacity at the Maluti TVET College.

The research findings as presented in Chapter 4 proved conclusively that there is a

disjuncture between the desired leadership and management capacity against the existing leadership and management capacity at the Maluti TVET College.

5.3 Recommendations

The recommendations will be presented in the same format as chapter 4, which focused on the format of the questionnaire.

Section A: Background information – demographic data

Section A, the demographic section provides information regarding the biographical information. In this section, the respondents indicated their gender, employment position (management, lecturing or support staff), number of years employed at the organisation and education level. Three recommendations are made after this section has been analysed.

- Maluti TVET College management should have a clear succession plan in place as 62% of respondents have 15 years or longer experience. It is important that the college provide continuance of service to the public.
- Maluti TVET management should improve their educational qualifications to be in line with other higher education institutions. There should be minimum educational requirements at management level
- When recruiting staff, minimum qualifications and requirements should be adhered to in order to ensure that the institution is built collectively. Maluti TVET management should desist from appointing under qualified staff in terms of educational levels and unqualified staff in terms of teachers' qualifications, or immediately implement a process to correct this through further studies.

Section B and Section C: Desired Leadership and Management Capacity versus Existing Leadership and Management Capacity

In order for the Maluti TVET College to enhance its leadership and management capacity, it needs to focus on specific areas as identified in the comparison of desired leadership and management capacity against existing leadership and

management capacity.

The questions in Sections B and C were clustered for analyses as follows:

- Questions 1, 3, 12, 13, 14 and 15 addressed Management Capacity and Competence.
- Questions 4, 5, 8, 9 and 11 addressed Leadership.
- Questions 2, 6, 7 and 10 addressed Performance Management.

Management Capacity and Competence

The analyses of this section yielded three recommendations that aim to enhance the evaluated Maluti TVET Management Capacity

- More emphasis can be placed on managerial programmes and or workshops that will enhance management capacity, with specific focus on Governance principles and financial management.
- Annual workshops and in-service training should lead to a compulsory managerial performance module to ensure management keeps abreast with developments in the sector.
- The recruitment and selection processes of new college directors should take certain minimum qualifications, experience and ability into account.

Leadership

The analyses of this section yielded four recommendations

- Management can pay more attention to non-management staff opinions and suggestions and adopt an approach that is more consultative.
- Leadership capacity can be enhanced through the deliberate exposure to the other institutions within the post-school sector, like universities and universities of technology. The post-school sector should be a seamless sector operating on the same level. Leadership qualities within the sector should be pooled within certain geographic areas to ensure equitable leadership for the post-school sector.
- Annual performance reviews can use leadership models to gauge the leadership abilities.

- Action plans should be developed to bring the desired leadership and management capacity in line with the existing leadership and management capacity at the Maluti TVET College.

Performance Management

The analyses of this section yielded three recommendations

- Maluti TVET management can make use of the models presented in this study to ensure that the vision and mission of the institution becomes realised. Ensure that the entire staff component understand it and embrace it.
- Institution-wide reviews should be hosted to track performance goals and it should be related down to each level of employment. This will ensure that all staff members understand their role in achieving the institution's performance goals.
- The College should have a clear personal development plan for every member of staff.

5.4 Limitations to the study

The findings as presented in this study had certain limitations, of which some can be presented as opportunities for future research studies.

Firstly, the TVET college sector consists of 50 TVET colleges throughout South Africa who are all faced with the same challenges. In the Free State, there are four colleges. This study only engaged one TVET college and thus had a limited sample size. Furthermore, only 56.8% of the staff responded to the questionnaire. The sample is therefore considered too small for a significant conclusion on the sector.

Secondly, staff members throughout the college were willing to assist in completing of the questionnaire but, notably, the extended broad management was very hesitant to complete the questionnaire. This in itself reflects a great uncertainty and unease, as many of them openly admitted that they were scared to complete the questionnaire. Notably, many staff members did not list their campuses or answer the questions in Section 4 for fear of their handwriting being recognised.

Thirdly, the researcher had to make allowances for delayed completion of the questionnaires as the students went on a strike at the time when the questionnaire was originally planned for completion.

5.5 Further research

Given the literature review, the TVET sector as a whole (countrywide) can benefit from a longitudinal study that focuses on evaluating and enhancing leadership and management capacity.

Because TVET colleges now form part of the post-school sector, it would be interesting to draw a parallel with TVET college leadership and management capacity to the leadership and management capacity of Universities and Universities of Technology.

It will further be of interest to understand how the private TVET colleges perform in comparison to the public TVET colleges. In conclusion, future studies of this nature should consider the responses from students for a holistic overview of management capacity.

5.6 Concluding remarks

With due consideration for the important role that this sector is expected to play in the South African economy and in sustainable socio-economic development, there are several capacity development models that should be implemented at TVET colleges for college management and staff to work towards the same goals.

Ultimately, when faced with desired leadership and management capacity, research has proven that the existing leadership and management capacity does not measure up. The managerial needs of the college need to be supported and developed at a much bigger scale than what is currently the case, for the Maluti TVET College to grow as an institution and to capacitate management to a competent and desired level.

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APPENDIX A: QUESTIONNAIRE

MALUTI TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING COLLEGE MANAGEMENT QUESTIONNAIRE: APPENDIX A

MANAGEMENT CAPACITY AT MALUTI TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING COLLEGE

INSTRUCTIONS

1. You are kindly requested to answer all the questions to the best of your ability.
2. Do not indicate your name or the name of your institution on the document.
3. Please complete the questionnaire on your own.
4. Please mark your answers with an X in the appropriate block.

Your participation is highly appreciated.

| | |
|---------------|--|
| CAMPUS | |
|---------------|--|

SECTION A: DEMOGRAPHIC INFORMATION

| | | |
|-----------|------|--------|
| 1. Gender | Male | Female |
|-----------|------|--------|

| | | | | |
|------------------------|---------|-----------------|----------|---------------|
| 2. Position in college | Manager | Senior Lecturer | Lecturer | General staff |
|------------------------|---------|-----------------|----------|---------------|

| | | | | | |
|----------------------|-------------------|--------------|---------------|--------------------|--|
| 3. Years' experience | Less than 5 years | 5 - 10 years | 11 – 15 years | More than 15 years | |
|----------------------|-------------------|--------------|---------------|--------------------|--|

| | | | | |
|--------------------|--|-----------------------------|--|--------------------------|
| 4. Education Level | Matric or lower (NQF Level 6 or lower) | Undergraduate (NQF Level 7) | Post Graduate Qualification – Honours or Masters(NQF Level 8-10) | Doctorate (NQF Level 11) |
|--------------------|--|-----------------------------|--|--------------------------|

| | | |
|-----------------------------|-----|----|
| 5. Teachers' qualifications | Yes | No |
|-----------------------------|-----|----|

| SECTION B: DESIRED LEADERSHIP and MANAGEMENT CAPACITY | | | | |
|--|--------------------------|-----------------|--------------|-----------------------|
| | Strongly Disagree | Disagree | Agree | Strongly Agree |
| 1. A strong level of management capacity is important at a college. | 1 | 2 | 3 | 4 |
| 2. It is important that management articulate a clear vision and mission that is well understood | 1 | 2 | 3 | 4 |
| 3. A well-established management capacity development process is vital at a college. | 1 | 2 | 3 | 4 |
| 4. Management must display good leadership through ability | 1 | 2 | 3 | 4 |
| 5. Management must display good leadership through attitude | 1 | 2 | 3 | 4 |
| 6. Management must ensure that the organisation is goal, performance and achievement focused | 1 | 2 | 3 | 4 |
| 7. Management must ensure that the organisation consistently meets its performance goals | 1 | 2 | 3 | 4 |
| 8. Management must provide enhanced leadership | 1 | 2 | 3 | 4 |
| 9. Management must act as a role model, | 1 | 2 | 3 | 4 |
| 10. Management must be committed to developing subordinates. | 1 | 2 | 3 | 4 |
| 11. Management must be committed to leading people | 1 | 2 | 3 | 4 |
| 12. Management competency must reflect sound and effective management of the organisation | 1 | 2 | 3 | 4 |
| 13. Management must be in continuous development to enhance their capacity | 1 | 2 | 3 | 4 |
| 14. Management competency must play a role in effective management | 1 | 2 | 3 | 4 |
| 15. Management qualifications must play a role in effective management | 1 | 2 | 3 | 4 |

SECTION C: LEADERSHIP and MANAGEMENT CAPACITY

| | Strongly Disagree | Disagree | Agree | Strongly Agree |
|--|-------------------|----------|-------|----------------|
| 1. Maluti TVET College displays a strong level of management capacity. | 1 | 2 | 3 | 4 |
| 2. Maluti TVET College management articulates a clear vision and mission that is well understood | 1 | 2 | 3 | 4 |
| 3. Maluti TVET College displays a well-established management capacity development process | 1 | 2 | 3 | 4 |
| 4. Maluti TVET College Management displays good leadership through ability | 1 | 2 | 3 | 4 |
| 5. Maluti TVET College Management displays good leadership through attitude | 1 | 2 | 3 | 4 |
| 6. Maluti TVET College Management ensures that the organisation is goal, performance and achievement focused | 1 | 2 | 3 | 4 |
| 7. Maluti TVET Management ensures that the organisation consistently meets its performance goals | 1 | 2 | 3 | 4 |
| 8. Maluti TVET Management provides enhanced leadership | 1 | 2 | 3 | 4 |
| 9. Maluti TVET Management acts as a role model | 1 | 2 | 3 | 4 |
| 10. Maluti TVET Management is committed to developing subordinates | 1 | 2 | 3 | 4 |
| 11. Maluti TVET Management is committed to leading people | 1 | 2 | 3 | 4 |
| 12. Maluti TVET Management competency reflect sound and effective management of the organisation | 1 | 2 | 3 | 4 |
| 13. Maluti TVET Management is in continual development to enhance their capacity | 1 | 2 | 3 | 4 |
| 14. Maluti TVET Management competency plays a role in effective management | 1 | 2 | 3 | 4 |
| 15. Maluti TVET Management qualifications plays a role in effective management | 1 | 2 | 3 | 4 |

SECTION D: BUILDING LEADERSHIP and MANAGEMENT CAPACITY

5. What, in your opinion, from the questions above is the strongest point of Maluti TVET Management.

6. What, in your opinion, from the questions above needs to be developed most by Maluti TVET Management.

7. What, in your opinion, can be done in terms of management capacity at the college?

8. Please include any other comments or recommendations.

APPENDIX B: RESEARCH LETTER

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Email: dunns@edu.fs.gov.za



education
Department of
Education
FREE STATE PROVINCE

TO: Maluti Staff Member

Subject: Data collection through the completion of a Questionnaire for Research

Research Topic: **Enhancing Management Capacity at Maluti TVET College**

The attached questionnaire forms part of a research for the Free State Department of Education and the TVET Colleges. The aim of this research is to investigate how the Management Capacity at Maluti TVET College can be enhanced.

This research is also for the purpose of obtaining a MASTERS degree.

The Director General of the Free State Department of Education has granted permission for this study to be undertaken at Maluti TVET College.

Thank you very much for participating in this research. You are humbly requested to complete the questionnaire and consent form. Your responses will be kept **confidential** and your questionnaire will remain **anonymous**.

INSTRUCTIONS FOR COMPLETION OF THE QUESTIONNAIRE

1. You are to choose from options provided. There is no right or wrong answer.
2. Mark the response that you agree with **X**.
3. It will take **only 10-20** minutes to complete the questionnaire.
4. The questionnaire consists of 4 sections:
 - **Section A** – Demographic information
 - **Section B** – Desired Leadership and Management Capacity – this refers to ideal or expected leadership and Management Capacity
 - **Section C** – Leadership and Management Capacity - this refers to current leadership and Management Capacity
 - **Section D** – Building Leadership and Management Capacity – Open-ended recommendations for improvement/building of leadership and Management Capacity

Definitions:

- **Management** - The Broad Management of the TVET College
- **Management Capacity** - “the ability of **individuals (in Management)**, institutions and societies to perform functions, solve problems, and set and achieve objectives in a sustainable manner.”
- **Management Capacity Development** - consultation and assessment of capacity and needs of management
- **Management Competency** - A mix of skills, which include soft type skills (communication and people skills), and a range of more technical skills (record keeping, digital abilities,

etc.)

- **Management capability** - the application of management competencies within an organisation to achieve desired outcomes.

You are welcome to direct any queries about the content of this questionnaire to the contact provided.

Kind regards.

SL. Dunn

APPENDIX C: CONSENT FORM

Participant Consent Form

Date -----

Organization: *Maluti TVET College*

- The purpose of the research has been explained to me, and I choose to participate by filling in the questionnaire.
- I understand that my participation in this research project is voluntary and that all information I provide will be treated anonymously and sensitively
- I have the right to not answer any question I do not like, or withdraw at any stage without having to explain the reason.
- I agree that my comments or statements can be quoted in the report.
- I understand that if I have any further queries I can contact the researcher.

Declaration:

I agree to take part in this research exercise; signature (not full name) -----

Date: -----