

**THE ROLE OF COLLEGE MANAGEMENT TOWARDS
EFFECTIVE EDUCATIONAL LEADERSHIP AT CAPRICORN
TVET COLLEGE IN POLOKWANE, LIMPOPO PROVINCE:
SOUTH AFRICA**

by

EVA SUSSANA MASOBELLE

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SUPERVISOR: Dr E. ZWANE

DECLARATION

I declare that the mini dissertation hereby submitted to the University of Limpopo, for the degree of Master of Public Administration and Management has not previously been submitted by me for a degree at this or any other university; that it is my work in design and in execution, and that all material contained herein has been duly acknowledged.

Masobelle ES

Surname, Initials (Ms)

03 April 2023

Date

DEDICATION

This study is dedicated to the memory of my late parents, Lesiba Johannes Masobelle and Mhlavasi Elizabeth Masobelle. May your souls rest in eternal peace and rise in glory.

I also dedicate this work to my husband Mlalenl Nghondzweni Shingange, our selfless and kind daughter Rimbilana Nwa- Nghondzweni Shingange.

A special dedication also goes to my late twin brother Man-Botha, my late brothers Happy and Ma-Peter. May your souls rest in eternal peace and rise in glory. My brother Anthony and sisters Violet and Evelyn including our domestic helper sesi Mampho.

Not forgetting our two-lovely chow - chows PJ and MJ.

Most of all I thank God almighty who gives without limits and nurtures endlessly.

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ABSTRACT

Recent reforms in all South African Technical and Vocational Education and Training (TVET) Colleges have put a lot of pressure on management to adapt how they do things. The college management is expected to transform its institutions to accommodate democratic values in different areas of operation. To achieve this process, the college management is supposed to transform from being administrative managers into transformative leaders. This process requires managers who should display effective leadership in the institution of higher learning.

The study seeks to investigate the role of management towards realizing effective educational leadership at Capricorn TVET College in Polokwane Limpopo. The mixed research design was adopted, and research strategy adopted was case study. The study was conducted amongst four campuses and central office of Capricorn TVET College. In order to meet the study's objectives, a sample size of twenty (20) was determined, which included Managers and Curriculum managers.

Data was collected from members of management at Capricorn TVET College using both questionnaires and semi-structured interviews. Quantitative data was analyzed using the Statistical Package for Social Sciences (SPSS). The study found that the success of any organization depends largely on its top management to achieve its objectives. Management needs to control the entire organization through formulating strategic goals and objectives, policies and striking key decisions. Lack of training was identified as the key challenge hindering the effectiveness of the colleges as the current curriculum does not meet the needs of the Fourth Industrial Revolution. Employees who receive regular training are more capable of performing their duties. Information sharing sessions and annual induction workshops were encouraged. It was recommended that the institution should ensure availability of adequate resources such as policies, processes, systems and capacity of staff. Effective collaboration of college and stakeholder and partners such as Department of Education, NSFAS need to be ensured as well as effective communication.

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ACRONYMS

DHET	:	Department of Higher Education and Training
FET	:	Further Education and Training
TVET	:	Technical and Vocational Education and Training
RSA	:	Republic of South Africa
PEFOP	:	Platformer expertise en Formation Professionnelle
BEAR	:	Better Education for Africa's Rise
UNESCO	:	United Nations Educational, Scientific and Cultural Organization
NDP	:	National Development Plan
SACPO	:	South African College Principals Organisation

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CHAPTER 1: INTRODUCTION

1.1. INTRODUCTION

This study explores the role of college management towards effective educational leadership at TVET college. The college management plays a critical role for the success of the institution. They are required to provide effective leadership to ensure that the college achieve its stated goals. Their most important aspect is to ensure successful cooperation with the college staff which will eventually lead to successful students' achievements. Without an effective and efficient management, the college will not be able to meet the country's skills requirements. Therefore, the study will assist in gaining some insights about the role that college management plays as leaders in the TVET college sector.

Recent reforms in all South African Technical and Vocational Education and Training (TVET) Colleges have put a lot of pressure on management to adapt new ways of doing things. The college management is expected to transform their institutions to accommodate democratic values in different areas of operation. To achieve this process, the college management is supposed to transform from being administrative managers into transformative leaders. This procedure necessitates the presence of managers who can effectively lead the institution of higher learning. The college's management plays a critical part in its successful operation. The college managers are employed to execute certain functions such as sharing of resources, procurement, employment of qualified staff and the implementation of other managerial tasks and strategies. Hence the aim of the study is to determine their roles and functions within the Capricorn TVET College.

To achieve the above institution's stated aims, the college managers are expected to have leadership qualities such as accountability, honesty, trustworthiness, commitment, and responsibility. To display leadership in their sphere of operation, they are also expected to lead by example, accommodate others, motivate their subordinates, allow people to participate in college governance and use other managerial tasks to reinforce their effective leadership in the institution.

1.2. BACKGROUND TO THE STUDY

The TVET systems are established in line with the phases of the economic development of the country. The development of job-related skills is not the only purpose of the TVET Colleges but also job creation, poverty alleviation, socio-economic equality and inclusive economic growth as part of a multi-pronged strategy. The idea is not to underplay the economic rationale of TVET provision, but rather to highlight the need for colleges to subscribe to a broader developmental agenda beyond the rigidly narrow economic development approach.

Recent changes in South African TVET colleges have exerted pressure on college management. College management is expected to transform in order to accommodate democratic values and principles such as fairness and impartiality. Managers are therefore required to change from being administrative into transformative leaders. Managers are also expected to lead by example, accommodate the views of others, and motivate subordinates to perform their duties beyond their job description and to allow fellow colleagues and other stakeholders to participate actively in college governance. The vision for the Department of Higher Education and Training is to increase the enrolment rate at TVET Colleges by 2030 to 2.5 million from 650 000. The leadership in the TVET Colleges responsible for training and development are experiencing new challenges as a result of this transformation request. It is therefore necessary for the leadership to have a different perspective with regard to training and development of colleagues to ensure the college's effectiveness.

Wahlstrom and York-Barr (2011:22) postulates that leadership is important for organizational development and student learning. Such aspects require managers to come up with initiatives that include establishing responsibility, capacity building and providing support. For high quality professional development, there is need for high quality leaders capable of stimulating professional learning which enhances classroom educators' effectiveness and ultimately improve learner results (Wahlstrom *et al.*, 2011:22).

Badenhorst and Radile (2018:8) asserts that the effective leadership in education is that which achieve good student performance. The relationship and support between the senior management is important for the success of the academic staff. It is also vital that both senior management and the middle managers understand their role in an organisation. Senior management is responsible for strategy formulation while the middle managers are responsible for the implementation of the strategy (Raes et al., 2011).

1.3. PROBLEM STATEMENT

Efficiency and effectiveness of TVET Colleges depend on how managers perform their duties and Capricorn TVET College management is no exception. Management change and transformation in higher education requires managers who are leaders, innovative and adaptive (Mawila, 2016:8). Stakeholders, on the other hand, have raised concerns about the efficiency and efficacy of management at Capricorn TVET College.

According to the report from Capricorn TVET College minutes, management is meeting challenges that negatively affect the effectiveness of TVET Colleges which are mainly caused by the lack of understanding and cooperation between students and management. This problem seems to be the main cause of students' protests and disputes between staff and management at Capricorn TVET College. Garisch (2007:15) argues that the establishment of TVET Colleges created new challenges such as poor governance, lack of sound management and inadequate allocation of resources.

There is concern that unless sound management practices are put in place at Capricorn TVET College, inefficiency and ineffectiveness will continue to negatively affect management decisions. It is against this background that the role of management towards effective leadership at Capricorn TVET College becomes the focus for this study.

1.4. AIM OF THE STUDY

The study seeks to investigate the role of management towards realizing effective educational leadership at Capricorn TVET College in Polokwane, Limpopo.

1.5. RESEARCH OBJECTIVES

To realize the above aim, the following objectives were pursued:

- To determine the role of management in the Capricorn TVET College in Polokwane.
- To identify factors that hinder the management of Capricorn TVET College.
- To suggest strategies management can adopt to improve quality of education in Capricorn TVET College

1.6. RESEARCH QUESTIONS

The study was centered on the following research questions:

- What is the role of management towards effective educational leadership at Capricorn TVET College?
- What are the challenges in the implementation of sound management at Capricorn TVET College?
- What are the possible solutions that can be employed to improve sound management?

1.7. SIGNIFICANCE OF THE STUDY

The Capricorn TVET College can benefit from the study on management role towards effective educational leadership through the following ways:

The study will enhance stakeholder understanding of the role of management in Capricorn TVET College. Further, the management will be able to identify factorshindering effective running of the TVET College so as to develop relevant programmes that enhance the performance of staff in the study area.

The study envisages to contribute to the body of knowledge which will assist future researchers in academia and policy transformation in the government.

1.8. DEFINITION OF KEY CONCEPTS

Education management

Educational management, according to Hoberg (1997:36), relates to management of learners, physical facilities, curriculum, financial affairs, and teaching, of school and community relations.

Educational leadership

It involves coordinating and guiding teachers towards educational processes improvement in secondary, elementary and tertiary institutions. Those occupying roles in educational leadership often go beyond and above mere administrative tasks to advance and expand educational systems as well as creating enact policies.

Educational Manager

Govender (2013:3) believes that the educational manager is someone at the top level in the administrative hierarchy of an educational institution. His or her managerial task is to guide and direct, regulate and organize educational matters.

Influence and Power

Daft (2012:327) considers one's ability to influence others towards desired outcomes as power or influence.

Leading

Robbins (2013:244) describes the process of inducing workers to work for achieving study objectives. Educational leaders must comprehend member behaviour at work in order to facilitate activities.

Management

According to Le Roux (2010:108), management is the process of coordinating an organization's resources to achieve established goals through actions such as organizing, planning, controlling, and leading. Smith and Cronje (2012:8) concur that management's role is to combine, coordinate, allocate and deploy required resources to ensure realization of organisation's goals productively.

Technical and Vocational Education and Training

TVET is conceived by UNESCO-UNEVOC as learning of technologies and associated sciences, and development of practical skills, understanding, attitudes and knowledge for diverse economic sectors and social life

1.9. RESEARCH REPORT OUTLINE

Chapter 1: Introduction and background

The chapter gives research title, introduction and background, problem statement, rationale, aim of the study, research and questions, conceptualization of key concepts and finally the overview of chapters.

Chapter 2: Literature review

Pertinent literature on college management role in the TVET Colleges and its implication towards effective management will be reviewed. Literature such as Act of Parliament for Higher Education, policy documents, journal articles and other related literature will be reviewed to place the current research within the body of knowledge.

Chapter 3: Research design and methodology

The research strategy and technique are described in this chapter. The study area, sample size and selection process, data collection methods, ethical considerations, and the study's significance will all be discussed.

Chapter 4: Results presentation, analysis and discussion

The obtained data will be analyzed and evaluated in order to answer the research questions provided in this proposed study.

Chapter 5: Conclusion and recommendations

The findings, recommendations, and conclusions are summarized in this chapter. Both findings from the empirical investigation and interviews will be outlined in this section. The recommendations for future research studies will also be outlined.

1.10. CONCLUSION

This chapter has provided an overview of the study's problem, purpose, problem statement, importance, and study design. It laid down the background information about the phenomenon under study. In the chapter that follows, the researcher will review related literature on effective leadership in the TVET Colleges.

CHAPTER 2: LITERATURE REVIEW

2.1 INTRODUCTION

Leadership in TVET education is significant in developing managers to become effective leaders. TVET being an educational institution, is concerned with training processes to meet the workplace requirements, economic requirements and to promote individual development. Having knowledge and job-oriented skills is not enough to develop full potential of individuals especially in this challenging world. Leadership entails ability to motivate, influence and coordinate followers towards the goals of the organisation. Thus, ineffective leadership in TVET, does not help to prepare distinct human capital which is self-reliant.

In this section, the researcher will review literature related to the concept of the management, International and national experience on TVET management role towards ensuring effective management roles, educational leadership, leadership theories, management by objectives and other related concepts. These concepts will assist in understanding the role of college managers as leaders of the Capricorn TVET College.

2.2. AN OVERVIEW OF THE CONCEPT “MANAGEMENT”

It is quite important to highlight the concept management and also its attributes in order to understand the roles and responsibilities of college management. Management entails effectively and efficiently accomplishing tasks or actions of subordinates (Robbins & Decenzo, 2004:6). Management can also be defined in line with the activities that managers perform, which involves organizing, planning, controlling and leading the institution to achieve predetermined plans effectively (Valsamakis, Vivian and Toit, 2016:10).

Management entails making the best use of resources in order to fulfil the organization's goals. Managers are appointed in leading positions to direct subordinates by motivating them for the best interest of the institution (van Rensburg, 1997:69). Managers are found at all levels of the institution but they are required to cooperate to achieve the aims with regard to effectiveness and efficiency of the organization (van Rensburg, 1997:69).

According to Robins and Decenzo (2004:6), both effectiveness and efficiency of an institution are concerned with what is being done and how it is done. Efficiency is concerned with minimizing costs (Robbins *et al.*, 2004:6) while effectiveness implies performing the correct task in order to achieve the goals (van Rensburg, 1997:69). Capricorn TVET College's performance depends on both effectiveness and efficiency. Management in an institution is viewed as a process (Brevis & Vrba, 2014:31). A process refers to interrelated and structured set of actions aimed at producing specified outcomes. All managers are engaged in four fundamental interrelated activities in order to achieve the intended goals of the organization. The college management should possess particular set of skills in order for them to manage and lead effectively.

2.2.1. Roles and Responsibilities of the Management

Although management functions are discussed separately, it is mandatory for all managers to perform all four activities simultaneously since the processes are interrelated and interdependent. In any organization, manager's responsibilities revolve around planning, organizing, leading, and controlling functions.

2.2.2. Planning

The planning component entails management role to determine the goals and mission of the entity (Valsamakis & Vivian, 2010:10; Brevis & Vrba, 2014:31). Planning also encompasses establishing the approach for goal achievement and formulating comprehensive plan to coordinate and integrate accomplishments (Robbins & Decenzo, 2004:7). Van Rensburg (1997:69) explains that the planning phase is concerned with the forecasting of future conditions and determines what the institution could achieve within set time to ensure success. Planning is based on identifying ways for goal achievement and mobilizing resources required to perform the task. It is usually performed by top management (Brevis & Vrba, 2004:31) whose primary task is to give direction to an institution.

2.2.3. Organizing

Organizing is the process of designing a structure to ensure effective activities by members towards the set mission, vision and goals (Smit and Vrba, 2016:213-214). When goals are

clearly defined, management is tasked with the right of allocating physical and human resources to appropriate departments (Valsamakis & Vivian, 2016:10). During this process an organization's structure is developed to direct the way people and resources are deployed to realize intended goals (Van Rensburg, 1997:71).

An organizational structure is considered to be the underlying framework steering formal relationships such as tasks, responsibilities, and people within an institution. Organizing is not a once-off process but should be an interactive ongoing process that exists throughout the institution's life (Smit, Botha and Vrba, 2016:214). The success of an institution depends on how different resources are directed to achieve a common goal.

2.2.4. Leading

Leading refers to activities in connection with directing and motivating members in a way to make them work productively so as to attain set goals of the entity (Smit, Botha & Vrba, 2016:10). It also relates to influencing or usurping power to direct employees towards meeting set goals (Valsamakis, Vivian & du Toit, 2016:11).

Leading is challenging as members require to be stimulated in groups and individually (Van Rensburg, 1997:72). People are different in terms of ambitions, perceptions, attitudes, needs, frame of reference, knowledge, potential, skills and background and a good leader must be aware of these differences. It is the responsibility of the leader to facilitate conditions to afford every individual to reach set goals and eventually guide these individuals to achieve organizational goals (Van Rensburg, 1997:72). Managers are leading when they direct the activities of others, motivate subordinates, and select the most effective channels of communication and resolving conflicts among members (Robbins, 1998:2).

2.2.5. Controlling

Controlling entails constantly steering the organization to the right course for achievement of set objectives (Smit, Botha & Vrba, 2016:10; Valsamakis, Vivian & du Toit, 2016:11). The aim of controlling is to monitor whether performance is in line with the plans to achieve the predetermined goals. The manager has the duty to ensure that things are going as they

should. If there are serious discrepancies the manager has the responsibility to get the organization back on track by making necessary corrections (Robbins & Decenzo, 2004:7). Through effective controlling the manager is able to rectify identified deviations and acknowledge factors that make it necessary to revise set plans. Based on the general functions of the managers, it is evident to link them to the roles and responsibilities of TVET management in ensuring effective educational leadership.

2.3. THE ROLE AND RESPONSIBILITIES OF TVET MANAGEMENT TOWARDS EFFECTIVE EDUCATIONAL LEADERSHIP

In South Africa, the concepts of leadership and management in the TVET industry have gotten muddled. The difficulties can only be handled through adequate leadership skills and expertise, given the growing requirement for responsive and flexible leadership in the TVET sector. According to Robertson and Frick (2018), the responsibilities of leadership and management have produced competing agendas for TVET college leaders. They believe that tackling these concerns through leadership development in the TVET industry is one method to do so. It was argued that in South Africa, there is lack of custom- designed and strategically planned leadership development programmes for TVET college leaders. In order to reprioritize the focus of TVET leaders in South Africa, a curriculum framework for leadership development should be guided by these conflicting agendas.

2.3.1. Educational leadership

According to Wahlstrom and York-Barr (2011: 22), student learning and development are based on effective leadership through initiatives that include sharing responsibilities, building capacity and providing support. It is also argued that “high quality professional development requires high quality leaders” that ensure professional learning so as to enhance effectiveness of educators in the class and learners. Beare *et al.* (2013) consider outstanding leadership to be a distinguishing factor of exceptional TVET. Those looking for quality education ought to ensure effective leadership and give priority to development of future effective leaders. The data on school effectiveness and improvement shows that it is critical for school leaders to maintain high standards and to alter the system while also striving for continual improvement. Harris (2004:11) validates this perception stating that

effective influence school effectiveness through promoting achievement of good students' results.

Based on the above information, good college leaders are the ones who influence others to follow. This should be done within democratic principles, participation and transformation. To achieve this process Capricorn TVET College managers are expected to have traits of leadership, as integrity, honesty, trust, forward-looking, competent, inspiring, worthiness and good leadership styles (Nkuna, 2015:8).

To support the above statement, Bohn (2008:2) found that leadership behaviour correlates directly to college performance perceptions. Andy and Dean (2003) underscore that TVET requires sustainable leadership to ensure quality student training which makes students to become independent.

2.4. THE ROLE OF COLLEGE MANAGEMENT IN ENSURING THE COLLEGE' EFFECTIVENESS

For improved TVET colleges and high learner achievement, colleges ought to meet youth skilling demands for securing employment. Campus managers are responsible for ensuring the quality of learning, teaching, and, as a result, student achievement.

Effective leadership is becoming increasingly important in TVET colleges and all educational institutions for excellent student accomplishment. (Bush, 2008: 8). According to the Department of Higher Education and Training (DHET), without strong leadership, such as campus managers, TVET schools will be unable to provide the high-quality training and education required to expand the college sector and meet South Africa's skills demands (DHET, 2013: 19). TVET colleges should therefore meet youth skilling demands for employment (DHET, 2013: 12). Leadership, according to Leithwood, Louis, Wahlstrom, and Anderson (2010:3), is one of the important characteristics that influences student achievement in educational institutions, including TVET colleges.

Although good leadership in educational institutions is widely accepted, particular leadership functions for high student achievement through improved instruction are unknown (Leithwood and Louis, 2011: 27; Cotton, 2003; Marzano, Waters and McNulty, 2005).

Factors including creating staff, setting direction, developing culture, and organizing instructional programs, according to McCaffery (2010), help campus managers improve learners' academic attainment.

2.4.1. Setting Direction

Setting direction represents practices such as mission development, goal setting and creating performance expectations (Middlewood and Lumby, 2013: 22). Leithwood *et al.* (2011:59) suggest that campus direction should be institutionalized to shape daily activities. The core TVET college business should be high-quality learning and teaching for high student achievement, hence, the role of campus managers should be to support this core business.

2.4.2. Developing Staff

Professional development by educational establishments aims to foster student learning (Stronge, Richard and Catano; 2008, 50). Through campus leadership practices, they can be able to promote professional development, rewarding achievement, ensure open communication, offer interpersonal support and sustaining high accessibility and visibility. Leadership practices and role should be focused on building capacity of staff to ensure accomplishment of institution goals such as high student accomplishment (Leithwood, Day, Sammons and Hopkins, 2006: 36).

2.4.3. Developing Organizational culture

Campus managers should build a strong institutional culture based on collaboration, teamwork, shared decision making and consultation. They should seek continuous improvement, innovation, promote risk taking and connect the campus to the wider college community. Thus, the organizational culture needs to be conducive to student learning. Although leadership role in organizational culture building may not affect learner achievement directly, it creates a climate conducive to quality learning and teaching (Leithwood *et al.*, 2011: 14–15). To influence attitudes, culture considers the rules and values that are upheld, as well as how people interact and the type of working relationships. Deshmukh and Naik (2010: 125) state that effective campus culture needs to promote success for all. Staff

members are motivated by a supportive atmosphere, which improves the quality of education, according to Leithwood *et al.* (2011: 59). For all stakeholders, the campus manager creates, maintains, and promotes for an academically viable culture (Stronge *et al.*, 2013, 26).

2.4.4. Managing the instructional programme

This category is more significant because it directly influences the quality of learning and instruction as well as student achievement (Stronge *et al.*, 2013, 20). Under this category is leadership role in curriculum knowledge, monitoring, assessment and evaluating instruction. Further, campus management is important in providing resources, instructional support and time, and monitoring learner progress. Given that both strive to improve learning and teaching, there is a close relationship between leadership practice and roles and leadership instructional model (Leithwood *et al.*, 2011, 59). Jackson (2013: 135) supports that instructional leaders ensure more appealing instruction and help create supportive climate for teaching and learning.

2.5. THE IMPACT OF CHANGE ON ORGANIZATIONAL PROCESSES AND CULTURE

The organisational environment is one of the critical aspects in an organization especially organizational culture. The organisational culture may differ from organization to organization. Some colleges can have a strong focus on support and academic achievement whereas others may be on the edge of being dysfunctional. The experience of managers in the organisational culture usually shape the way in which decisions are made in an organization. They use their experience and personal values to formulate an “assumptive world” or “theory in use” which will guide in decision making. This ultimately translates on how they will provide overall college leadership (Pretorius, 2021: 155).

Managers are faced with the challenge of change and people in institutions resist change because it threatens their comfort zone (Maritz, 2002:2). When there is a disconnect between the institutions, individuals, and actual performance, change management is required (Erasmus, Loedolff, Mda, Nel, 2007:240). Issues that necessitate change could be referred to as first or second-order change. The former change requires incremental change and little change takes place. Second-order change occurs when fundamental changes take

place which might involve the introduction of something that previously never existed (Erasmus *et al.*, 2007:240). A fundamental change occurred at Capricorn TVET College when on-line registration was introduced in order to curb long queues for student registration and in such case extensive change was necessary instead of an incremental or first-order change. Second-order change is therefore radical and disruptive and therefore managers need to be ready for it (Erasmus *et al.*, 2007:241).

The type of change would therefore dictate the management style that needs to be applied by managers. Managers as change agents need to understand that shallow changes are easy to implement while deep-embedded changes are more challenging to managers and could be difficult to execute effectively (Erasmus, 2007:242). Managers therefore need to update themselves to be competent and to successfully direct the activities of subordinates. Managers need to be lifelong learners in order to deal with change and therefore continuous professional development is essential (Erasmus *et al.*,2007:243).

2.6. LEADERSHIP THEORIES

Leadership means different things to different people, and it is therefore understood differently by people due to the changing environment of the leaders in different roles, functions and work settings. The prerequisites of leadership are normally the same in terms of all leaders in all positions. There are leaders in all the organization for the organization to function effectively. Leaders are categorized in different levels. All leaders are entrusted with the authority and power to exercise leadership skills in terms of other individuals (Kapur, 2020:1).

Leadership theories that are considered most applicable to the topic under consideration in order to gain a broader theoretical understanding include transformational, academic, and shared, innovation and participative leadership.

2.6.1 Transformational theory

Transformational leaders work with the subordinates to identify the changes to transform an organization. This is apparent that within the course of time, the leaders need to bring about transformations within the organizations. Transformational leadership ensures that there is

commitment from the followers and both the leader and the followers strive to be the best and work towards common goals. This approach is people-oriented. The subordinates become motivated towards their performance of their job duties in a well-organized manner and achievement of desired goals and objectives, when changes are effective.

The leaders should ensure that they bring about transformations in such a way that would contribute meaningfully in generation of desired outcomes. Cherry (2020; para.3) postulates that the leaders and the subordinates need to ensure that transformations are positive and beneficial to all the members and organization. The transformational leaders are passionate, enthusiastic and energetic. The leaders normally form the viewpoint that they need to make provision of help and assistance to the members to succeed and carry out their job duties well.

There are four components in transformational as quoted in Cherry (2020, para. 3). Those components entail that the leader should serve as a role model for their employees, leader should encourage creativity among their employees, should have a clear vision that they are able to articulate to followers, should be able to help employees “experience the same passion and motivation to fulfil these goals and offers support and encouragement to their employees (Cherry, 2020). It is argued that transformational leadership style conveys both a sense of trust and meaningfulness and individually challenges and develops employees, also has a positive effect on the well-being of employees so that they feel valued in the organization.

2.6.2 Shared leadership

Shared leadership entails moving away from the leader/follower concept to the importance of leaders throughout the organization. It indicates that leaders are not just those in positions of authority but assume that organizations can benefit from the leadership of several people. Shared leadership is more flexible and identifies various individuals in the college with relevant skills and expertise. This allows various viewpoints rather than those of a single decision-making body such as decisions by campus manager.

It is therefore important for the organizations to design authentic shared leadership structures and processes. There are also different conditions that promote and sustain shared leadership in an organization, those include, “supportive vertical or hierarchical

leaders, shared purpose or goal, team empowerment, autonomy, external coaching, accountability structures, interdependence, fairness of rewards, and shared cognition” (Kezar and Holcombe, 2017:9). It was also argued that leadership development in higher education is currently ineffective in fostering shared leadership as most leadership development programs focuses more on individuals who are already on leadership positions.

There are many benefits associated with shared leadership. Robert (2013) asserts that shared leadership lead to increased satisfaction among team members, stronger group unity (Bergman et al. 2012), increased confidence for individual and teams and increased trust among team members (Drescher et al. 2014). It was also found that shared leadership promote increased social integration, problem-solving quality and a more constructive interaction style. Shared leadership is associated with positive team performance or increased effectiveness through high level of information sharing among staff members. Heck and Hellinger (2010) postulates that shared leadership lead to changes in organizational processes and structures which will result to improvements in student learning.

There are also a number of conditions that promote and sustain shared leadership. These include team empowerment, supportive vertical or hierarchical leaders, autonomy, shared purpose or goal, external coaching, accountability structures, interdependence, fairness of rewards, and shared cognition.

2.6.3 Participative leadership and Innovation

Participative leadership style is a positive type of leadership style in which the leader gives employees the opportunity to participate in decision making and problem-solving through encouragement, support and influence (Somech, 2006). Participative leaders give employees a sense of responsibility by giving them role in decision making (Sauer, 2011). Followers of a participative leader are more likely to show good performance, organizational citizenship behaviour and various other positive behaviours (Miao, Newman & Huang, 2014).

Participative leadership style involves shared decision making and joint influence, both of which are necessary for bringing change in the organization (Pearce & Sims, 2002). Those employees who are given a part in the decision making feel privileged as it gives them the feeling that their leader considers them an important part of their organization. Participative leadership style makes use of collaboration, involvement and participation of employees in decision making and problem-solving process (Akpoviroro et al., ,2018). referred to it as democratic leadership style which is a leadership style involving all members of a team in identifying crucial goals as well as developing strategies and procedures to achieve the identified goals. In this style, leaders divide responsibilities among staff by engaging and involving them in the preparation, decision-making, and implementation phases (Wiesenthal et al, 2015). Ensuring that workers participate in decision making process that affects staff and their job forms part of the psychological motivational activities which could be used to improve employee's morale and productivity (Brown, 2011). The type of leadership style that is adopted by organisation directly imparts on the performance of employees. According to Yusuf-Habeeb and Ibraheem (2017) leadership comprises of the leader, follower, the environment and situation under consideration. When leaders and followers fail, the result are low productivity, low profitability, high employee turnover, low job satisfaction.

2.7 INTERNATIONAL EXPERIENCE ON THE ROLE OF TVET MANAGEMENT TOWARDS EFFECTIVE EDUCATIONAL LEADERSHIP

TVET professionals in Africa and other regions of the world are working to reform training and vocational education so that TVET systems can be used for economic growth. The transformation's main purpose is to guarantee that TVET institutions focus on creating skills that are relevant, up-to-date, and suitable for the job market, allowing learners to find work or become successful entrepreneurs. The African TVET Strategy for Youth Employment [AU, 2013] and the Continental Strategy for Vocational and Technical Education and Training [AU, 2016] are the continent's regional TVET governing frameworks. They lay forth recommendations for designing and developing national skills training policies and strategies, as well as institutional roles and responsibilities as important TVET activities.

A study by Yisihak et al. (2021: 10) on leader's role and its effect on organizational management change in the Federal TVET Institute highlighted the initiatives by other

international government on improved TVET management. The Ethiopian Government has expected the needs for the labor requirement to about two million skilled workforce priority sector occupations which required 40, 000 TVET teachers and leaders to lead, manage the training and development of the TVET institutions. Similarly, Kenya's 2013-2018 Medium Term Development Plan and for the Vision 2030, targeted specialized skills such as bio-medical tourism as priority to promote improve its competitiveness regionally and globally by training and developing teachers and leaders to train and manage the production of skilled workforce. Rwanda on the other hand, aimed to train and produce at least 11,666 skilled workers on specialized jobs driven labor-market demands as indicated in its 5-year priority. The Ugandan government prioritized the development of human resource with globally competitive skills that can be produced by competent teachers and managed by competent leaders.

The outcome of this study indicated the majority of the leaders are not aware of their roles and they are not inspiring and energizing staff. They do not involve other staff members in decision making which indicates poor communication between leadership and staff members. The role of college managers in building and sharing inspiring vision has a strong and significant positive correlation with organizational change. It was also emphasised that leading by example has a moderate and significant relationship with organizational change. Concepts of empowering and energizing such as inspiring and energizing people; empowering people, communicating openly, and listen, support and help has significant and positive relationship with organizational change practice of the organization. It is therefore important for managers to work on such variables to provide positive synergy to organizational change (Yisihak et al. (2021: 41).

2.8. LOCAL EXPERIENCE ON THE ROLE OF TVET

In the last few years, TVET in Africa had gained a lot of traction. The 17 Sustainable Development Goals and the 2030 Sustainable Development Agenda, in which education plays a significant and cross-cutting role, led these advancements. The development of the PEFOP (Plateforme d'Expertise en Formation Professionnelle) platform for West Africa, as well as the Better Education for Africa's Rise (BEAR) project for Southern, Eastern, and

Central Africa, demonstrate that UNESCO, as well as other regional and national actors from around the world, have prioritized the development of TVET in Africa.

When TVET was introduced, it was linked to industrialization and economic development (UNESCO,2012). Nonetheless, its evolution relates to economic and human development (Tikly, 2013). The most important assumption was that TVET education or skills will lead to high employment.

There are other countries like Ethiopia, Germany, Singapore and Korea with successful TVET systems. Such countries involve government in order to ensure that the TVET programmes are aligned to the country's economic development. South Africa is currently faced with challenges that include inequality, poverty and high unemployment. It is, therefore, important to strengthen the TVET system to provide excellent quality technical vocation education (McGrath, 2012). TVET colleges play a critical role in tackling unemployment challenges. They provide diverse training and education programmes to cater for the youths.

Drawing from Green Paper for Post School Education and Training (2012:7), the apartheid legacy of colonialism continues to bedevil training and education system leading to inequalities such as racial and gender disparities which are affecting educational opportunities as well as individual success. The TVET Colleges play an important role in solving the fundamental concerns of providing superior learning opportunities to black people and ensuring that they do not fall into the NEET groupings.

According to the National Treasury's policy document "Confronting Youth Unemployment" accelerated youth unemployment inhibits the country's socio-economic development and impose additional burden to the government to ensure social support. Treasury (2011) notes that TVET colleges aim to address youth unemployment through accommodating large number of youths into different programs to fight against skills shortage and ultimately absorbing youths into the labour market. Based on the previous statements, TVET sector play a developmental and transformative role in combating triple challenges faced by the country. This makes it critical for TVET colleges to have capable and adequate human resources to deliver high quality training and learning whilst prioritizing the national development.

2.8.1. Lesson learnt from one of the African Counties

The move from Further Education and Training (FET) institutions to Technical Vocational Education and Training (TVET) colleges ushered in a new era in South African skills development, bringing the country closer to international best practices. The name change also emphasizes the necessity of combining practical training and academic education, as well as harmonizing the results with professional needs.

The TVET sector has grown in prominence as a driving factor for long-term economic development in a variety of countries, particularly emerging countries. The TVET effort is expected to adapt to labour market and industry needs in the twenty-first century. According to studies, Namibia and other developing nations undervalue TVET in comparison to other academic career paths. Parents and other community members are critical of TVET. There is an awareness that clever students do not pursue TVET since it is viewed as having less relevance to the nation, and as a priority for individuals whose academic capacity is deemed to be below that of higher learning institutions. Namibia is rich in natural resources, with diamonds, lead, uranium, zinc, silver, tin, tungsten, live animals, and manufactured goods accounting for 25% of total exports to the United Kingdom, South Africa, the United States, the Netherlands, Angola, and Spain. Because there is a lack of the skills and capacity to process them in South Africa, the majority of these products are exported in raw form and returned as highly and expensive finished products.

The world is calling for a better TVET sector that is more in line with industry needs. As a result, the Fourth Industrial Revolution strongly encourages advanced skill development, so that even if technology reduces the need for routine labour, it will create a plethora of new opportunities in industries that affect creativity and innovation.

In the Fourth Industrial Revolution, human intellect and artificial intelligence will be linked in novel and innovative ways. It is critical to recognize that globalization is relocating markets from the local to the global arena. Competition is increasingly becoming intense in the labour market. Economic development promotes demand for expertise in various sectors from the labour market.

TVET plays a role in expanding employment size, promoting economic development, innovation and entrepreneurship. The development of TVET represents an important

strategy for both the developed and developing world. Governments around the world are reforming their TVET systems in order to satisfy the need for appropriately skilled workers. Namibia should give more support to the TVET system in order to compete in the global market and develop excellent jobs for its youth.

China is one of the regions that has invested heavily in vocational education. On 28th of October 2005, the Chinese State Council resolved to establish Vocational Education and Training. Vocational education was positioned as the cornerstone and backbone for socioeconomic growth as well as a strategic goal in education. In China, cooperation between TVET training providers and the broader industry is gaining traction, and Namibia should follow suit.

The TVET finance system should aim to improve the quality, efficiency, and effect of the training system. In terms of TVET, Namibia has made significant progress; a legal framework and a training levy are in place, but more attention is needed to the TVET funding structure, trainer upskilling, and facility construction.

The successful implementation of a TVET system is inextricably linked to a long-term finance scheme. A priority should be made to invest in facilities and equipment. Namibian legislation, as well as all stakeholders, must push for a quality based TVET system that provides excellent graduates from all TVET institutions. With TVET as a cornerstone, the country will almost surely experience accelerated economic growth, resulting in a paradigm shift in the perception of brilliant students.

As a result, South African government must address unfavourable public attitudes towards TVET and implement a better funding system that favors TVET programs.

2.9. LEGISLATIVE FRAMEWORK AND GUIDELINES GOVERNING THE MANAGEMENT OF TVET COLLEGES

The South African government value FET College sector as evidenced by several policies, plans and strategies since 1994. There is a number of policies to support the development of TVET colleges, such as, FET Act No. 98 of 1998, FET Act No. 16 of 2006, the National Plan for FET Colleges, FET Colleges Amendment Act No. 3 of 2012, White Paper for Post-

School Education and Training, the FET College Turnaround Strategy and the National Development plan 2030.

The following is a discussion of various policy approaches for the South African FET college sector.

2.9.1. Further Education and Training Act, No. 98 of 1998

This Act was developed to regulate further education, training and guide on the establishment, governance and funding of such institutions as well as providing for quality assurance and promotion.

The establishment of the fifty FET colleges in South Africa was guided by the Act, which were formed by merging old colleges of education, technical colleges, and training centers. This was to merge weaker colleges with stronger colleges for achieving economies of scale and increased capacity as well as provide wider programme range. This would put FET colleges in a better position to meet socioeconomic needs (Cloete *et al.*, 2012:64).

2.9.2. Further Education and Training Act, No.16 of 2006

The Act was developed to address the challenges experienced by FET sector as per National Skills Development Strategy 111(NSDS 111). Those challenges include:

- Low throughput rates attributed to low retention and high failure rates.
- Sector identity challenges and poor perception by the public.
- Ineffective learner participation in vocational programmes and poor access.
- Poor qualifications and programmes (DHET, 2011:9).

To deal with the challenges, the government came up with interventions such as FET Act No. 16 of 2006. The main thrust of the Act is to “provide for the promotion of quality in further education and training colleges” (RSA, 2006:1). It came with valuable gains by way of providing college council, funding and staffing norms for FET colleges. There was, however, no significant impact in improving student achievement.

2.9.3. Further Education and Training Colleges Amendment Act No.3 of 2012

The FET Colleges Amendment Act permitted the transition of FET colleges from provincial to national jurisdiction (RSA, 2012a:2-10). As a result, FET colleges were supported by the federal government, which needed responsibility. FET colleges continued to report to the Provincial Departments of Education (PEDs) in 2014, despite being answerable to the DHET, which was putting systems in place to support FET colleges and campus administrators. SACPO Report (2012:59) considers absence of external support through advisory services and curriculum facilitation as detrimental to campus managers' institutional role to ensure quality learning and teaching.

2.9.4. National Plan for FET colleges

The FET colleges National Plan of 2008 was approved with the intention to come up with a coherent plan to enhance quality of in sector for FET College. The broad objectives of the plan were;

- Promoting excellence and quality
- Formulating FET college system which is nationally coordinated through a unique identity
- Enhancing participation and access of students
- Enhancing institutional responsiveness, autonomy and relevance
- Monitoring institutional performance
- Enhancing accountability (RSA, 2008b: 16-52).

According to Smith (2008:3), poor implementation of policy result from incongruent intentions of policy makers and implementers. This disjuncture may have caused the National Plan for FET colleges to have little impact on student improvement and achievement.

2.9.5. Department of Higher Education and Training (DHET)

In 2009, the Department of Basic Education (DBE) and the Department of Higher Education and Training (DHET) were established by the National Department of Education (DOE). The former focuses on basic education and the latter post-school education through colleges, training institutions and universities.

DHET's main priorities for FET colleges is improving access and quality to make them institutions of choice to youth (DHET, 2013:7). However, from 2009 to 2013, the DHET effectiveness was hampered given limited staff and constrained control of colleges.

2.9.6. FET College Turnaround Strategy

When DHET took over responsibility for FET colleges in 2012, it was clear that ongoing development was required to meet the growing needs of the FET college system (Nzimande, 2012:1). As a result, DHET devised the following turnaround strategy:

- Concentrating on learner success and performance
- Upholding performance accountability
- Transforming FET colleges image to make them institutions of choice (Nzimande, 2012:1)

FET College Turnaround Strategy led to better strategic plans, learner achievement objectives and improved accountability. The achievement targets were made known to FET college campuses under the accountability of campus manager. Setting performance goals, according to Stronge *et al.* (2013:81), is critical for high student achievement. Setting goals, on the other hand, does not guarantee that they will be met, thus monitoring is necessary to improve target achievement.

Although the desired impact was not quickly seen on student achievement, in 2013 certification rate at average was 42% close to set 50% target of DHET (RSA, 2013:320).

2.9.7. The White Paper for Post-School Education and Training

On 30 November 2013, the White Paper was initiated. It spelled strategies for growing education and training as well as South Africa post-school education quality (DHET, 2013:12). Despite the fact that the policy document's targets and goals were noble, meaningful, and relevant, Cloete *et al.* (2012:6) argue that it faces major implementation obstacles.

2.9.8. National Development Plan (NDP) 2030

NDP 2030 came up with long-term vision to reduce inequality and eliminate poverty by 2030 in South Africa (RSA, 2013:24). FET colleges are important in achievement of the above vision. The NDP 2030 enhance more accountability for FET colleges mainly relating to improved performance of students. The NDP seeks to improve target from 42% to 75% for average certification rate by 2030 (RSA, 2013:320). The role of the campus manager as an instructional leader must be improved through more accountability for learner achievement targets, which is critical for meeting the 75% target. Cloete *et al.* (2012:6) argue that, unless policy prescriptions become realistic and reflective accompanied by appropriate implementation, cycle of policy optimism then despair will continue to be experienced.

2.10. CONCLUSION

Chapter two presented a literature review on what the concept management, educational leadership, local and international experience on the implementation of TVET as well as the guidelines and regulatory frameworks essential for establishing, governing and assessing TVET Colleges. According to the afore-mentioned analysis, leadership is critical in educational management and administration. Education is unique and calls for extensive knowledge. For vocational technical education, the changes in economic and educational environment makes effective leadership critical. The research methods used in this study will be described in the following chapter.

CHAPTER 3: RESEARCH METHODOLOGY

3.1. INTRODUCTION

The preceding chapter presented literature on the concept of the management, international and national experience on the role of TVET management towards effective educational leadership, management roles, leadership theories, management by objectives and other related concepts. This chapter highlights the adopted research methodology followed by the study.

3.2. RESEARCH METHODOLOGY

According to Leedy *et al.* (2005:12), research methodology refers to the specific tools that a researcher uses to complete a project. Procedures or methods used in research to produce new information are referred to as research methodology.

3.3. RESEARCH DESIGN

Babbie and Mouton (2002:74) define research design as "the method by which a study is carried out.". Cooper and Schindler (2006:71) add that it is the study 'blue-print' followed to achieve set research objectives. Given the nature of the study, both qualitative and quantitative research methods were employed. In the view of Neuman (2006:8-13), the difference between the two is that the former utilizes non-numerical information and evidence gathered from the study group, whereas quantitative research measures numerical data. The study therefore utilised both approaches.

Qualitative research as described by Creswell (2013:11-12) as an approach for exploring meaning of groups or individuals ascribed to a social problem. Qualitative research focuses on understanding specific aspects of social life, and the procedures employed to collect data are designed to provide words rather than figures for analysis. Creswell (2013:11-12) consider quantitative approach ideal for testing objective theories through exploring relationships among study variables. Tewksbury (2009:39) notes that quantitative research

is concerned about describing things in a numerical manner and to identify their relationships.

The mixed research design was, therefore, adopted. The rationale behind was to draw strengths from both approaches and minimize weaknesses of using one approach. Shank and Brown (2007:190); Thiétart (2007:82) support that mixed method makes the researcher to get a conclusive research picture, have broader insight, full interpretation and capture better relationship of variables as well as having appropriate emphases at all research process stages.

The research strategy that was adopted is case study. White (2005:105) underscores that case study explores a single case bound by time and collects in-depth information by focusing on the case. The implication is that the outcomes are applied to similar contexts despite the study having been conducted with selected managers at campuses and central office of Capricorn TVET College.

3.4. STUDY AREA

The study was conducted at the four (4) Capricorn TVET College Campuses, namely, Seshego Campus, Senwabarwana Campus, Ramokgopa Campus and Polokwane Campus including the Central Office. Capricorn TVET College was formed as a result of the merger of Bochum Education College, Pietersburg Technical College, and Northern Province Community College.

Polokwane Campus is in the urban area, Seshego Campus is in the semi-urban whereas Ramokgopha and Senwabarwana campuses are in rural areas. According to Kumar (2005), such geographic differences can provide an opportunity to expand different perceptions of the participants' experiences. The researcher is an employee at the Department of Higher Education and Training Regional office in Limpopo responsible for the administration in the monitoring and evaluation support of the four campuses and central office which will be easier for her to collect and collate data.

3.5. POPULATION

The total units of analysis or collection of elements on which the research basis for deriving distinct conclusion is target population (Fox and Bayat, 2002:30). Nyathi (2015:7) consider it to be a group of potential participants that the study can generate answers. For the study, every member of management within the four campuses and central office formed target population. The target population is fifty (50). The researcher will only use twenty (20) members of management as a sample.

3.5.1. Sample, sample methods and sample size

Mawila (2005:2) considers a sample to be part of target population members or totality of member under consideration. Sampling, according to Fox and Bayat (2007:54), is the process of selecting representative target population elements for the study. Bickman and Rog (1998:102) state that it is a subset of population used to gain information in relation to entire population. Sampling entails selection of units of analysis (artefacts, groups, people, settings) in the way that ensures answering of study questions (Denzin & Lincoln, 2009:186). According to Terre Blanche, Durrheim, and Painter (2005:563), a sample is based on a careful selection of volunteers who are representative of the population under investigation. Sampling is mainly aimed at generating a sample considered as representative of target population (Welman, Kruger & Mitchell, 2005: 67). In the study, sampled consisted of managers who had more than seven years' experience senior management. The sample was selected as members are involved directly in college management.

A sample size of twenty (20) was chosen which comprised of Principal (01), Deputy Principal (03), Campus Manager (04), Senior Education Specialist (05) and Education Specialist (07) in order to achieve the intended study objectives. This sample size was chosen to ensure that Managers in Capricorn TVET College have a balanced perspective on educational leadership. As mentioned earlier the researcher chose these samples because of their knowledge of the subject under investigation, availability, convenience and willingness. The reason why the sample size is limited is that the researcher required participants who have seven (07) years or more experience and familiar with the

governance of TVET Colleges. Some of the participants were unavailable to participate in this study due to pressing work-related commitments during the data collection.

Non-probability or judgmental sampling was employed. The rationale for choosing this sampling tactic is that it ensures selection of participants who understand the problem under investigation. Judgemental sampling enabled the researcher to choose research participants with better knowledge and understanding of the management role towards ensuring operational educational management. The researcher obtained information from informed officials by using purposive sampling. The officials that were sampled had relevant information that helped answer the research questions (Welman *et al.*, 2005:67). Participants are purposely chosen based on judgment of the researcher. The method is ideal for choosing a few people with information of interest from workable sampling method. The researcher also works for Department of Higher Education and Training Regional Office responsible for administration in the monitoring and evaluation support

3.6. DATA COLLECTION

Data collection method refers to a systematic way of collecting data to ensure that relevant information is obtained (Ghauri & Gronhaug, 2005:580). Data collection, according to Creswell (2013:146), is a set of interconnected activities aiming at acquiring trustworthy information in order to answer research questions. The researcher collects two sorts of information: primary data and secondary data. Primary data is information gathered by researchers from the original source. Secondary data refers to information gathered by other researchers for the purpose of solving other research challenges (Brynard, Hanekom & Brynard, and 2014:38). Primary data is required for this study because the researcher believes that appropriate secondary data on the subject under examination is not available.

Because of the nature of the study, the researcher collected data from members of management at Capricorn TVET College using both questionnaires and semi-structured interviews. The researcher used questionnaires to collect quantitative data from Managers and interview them for further clarifications on issues they have raised. This was done to get deeper understanding of their role in the management of Capricorn TVET College.

3.6.1. DATA INSTRUMENTS

The researcher used a structured interview in order to gather data regarding individual experience in the management of Capricorn TVET College. This can be described as meeting of two or more people with the purpose of exchanging information and ideas through questions and responses, on a one on one resulting in joint meaning touching a particular topic. The procedures and contents were organised well in advance prior to taking place of the interviews as suggested by White (2005:145). In this way, the wording and sequence of questions were predetermined using a schedule.

The managers were interviewed based on the developed interview schedule. The researcher used a voice recorder during the interview process which was also indicated in the signed consent letters.

A questionnaire is economical when questions are the same and this also ensures anonymity (Mason and Bramble, 1997:316). McMillan and Schumacher (2001: 257) consider a questionnaire ideal for engaging larger sample. However, once distributed, there is no room to modify questions which maybe unclear to some respondents or fail to examine the problem deeply (Gall, Borg and Gall, 1996:289).

Respondents were asked a series of questions, and responses were recorded using a 5-point Likert scale. However, the questionnaire structure only sets the agenda, but does not presume nature of responses (Cohen *et al.*, 2002:248).

3.7. DATA ANALYSIS

Data analysis entails how data collected were organised, interpreted and analyzed (Henn, Westien & Foard, 2006:208). Breaking the data into categories and labelling these groups with codes while also producing the categories from the data is what qualitative data analysis entails (Boeitjie, 2010:76).

The data was captured using interview schedules and the analysis was done using coding the interviews. Data acquired through semi-structured interviews was analyzed using thematic analysis, with a focus on evaluating themes within the data. Coding is the primary method for uncovering themes in raw data by identifying and encoding key points in the data

prior to interpretation. In order to facilitate the comprehension of smaller units of data, the researcher read through the interview notes several times to obtain a full understanding. The researcher compared and contrasted text fragments in order to find context-relevant data segments and name classification groups (McMillan & Schumacher, 2001:464).

Data that was collected through qualitative research design were classified according to themes, described, coded, translated and interpreted. Ary, Jacobs and Razavieh (2006:490) view data analysis as an attempt to comprehend phenomenon under investigation, explain relations and synthesize information pertaining to relationships or theories and recommend knowledge of what is known. Awuab (2015:50) identifies three ways of analysing qualitative data:

- condensing material systematically to make it handy
- data structuring based on themes, interrelationships and patterns
- Data de-textualising through altering extended texts into convenient forms that include diagrams, charts, summaries and illustrations.

3.8. ETHICAL CONSIDERATIONS

According to Edwards and Mauthner (2003:14), ethics relate to morality in connection with human conduct. Malatji (2015:49) describes ethics as moral principles widely accepted in undertaking a research and rules of behaviour that bind participants and researchers. According to Silverman (2000:201), researchers need to be alert when conducting research as, they will be intruding into private spaces of respondents. This brings about ethical issues to be safeguarded. Brynard, Hanekom and Brynard (2014:94) consider research ethics important to ensure morally acceptable actions. Informed consent, right to privacy, protection from harm, authority to conduct research, and voluntary involvement were all considered in the study.

Permission to conduct research

Permission to conduct research was sought from the Principal, who is also the college's Chief Executive Officer. The primary goal of gaining permission to conduct research is to ensure that study participants understand the significance of their participation.

Informed consent

The agreement of participants to participate having been fully informed of the facts relate to informed consent (Neuman, 2006:152). Research participants given consent forms to sign following full briefings of research objectives and risks or benefits of participation.

Right to privacy

If a respondent's behaviour is detailed in depth in a research study, Leedy *et al.* (2005:102) recommends that he or she be given a pseudonym to ensure anonymity. The participants' right to privacy was honored in this study, so data from responders was kept private. No given response was identified to a respondent.

Protection from harm

Without the previous written permission of the participant or the researcher's supervisor, personal information about the participants was not published or made available to anybody. Cohen *et al.* (2011:542) emphasized that the “do no harm” to the interviewees was adhered to at all times i.e., the information regarding participant’s identities will be treated as confidential. Respondents were not subjected to undue stress, shame, or loss of self-esteem by the researcher (Leedy & Ormrod, 2005:101).

3.9. RESEARCH LIMITATIONS

The main focus of study was on college management role, however the topic in the past has not been researched extensively and the review of current literature on the topic may pose a challenge.

A further limitation that the researcher encountered included problems such as negative attitude displayed by managers who did not want to respond to certain managerial questions. Time and financial constraints also limited the information needed by the researcher. The research was conducted at Capricorn TVET College Campuses including

the central office and the researcher had to travel in order to collect data. In other instances, the researcher could not find the respondents in order to conduct the interview.

3.10. CONCLUSION

This chapter described the research design as well as the data collection and analysis methodologies used. The study mixed both quantitative and qualitative data collection tools. The study was conducted in four campuses including the central office of Capricorn TVET College. The sample was chosen using a purposive sampling method. The next chapter will include analysis of data collected from sampled respondents.

CHAPTER 4: DATA ANALYSIS AND INTERPRETATION

4.1. INTRODUCTION

Across organisation in different sectors, leadership represents a key component. Without proper leadership, things will be very difficult and many challenges will be experienced. Leadership role in TVET colleges is crucial as without effective leadership in TVET programs, goals cannot be effectively achieved. It is imperative to have effective leadership in TVET colleges to sustain innovation and capacity building for institutional development.

This chapter begins by providing background information on the study region, which is Limpopo TVET Colleges. The second part presents the data collected from the participants. Section A comprises demographic information regarding the respondents, whereas Section B contains basic information about leadership effectiveness.

4.2. BACKGROUND TO TVET COLLEGES IN LIMPOPO PROVINCE (specifically Capricorn TVET Colleges)

This study is undertaken in Capricorn TVET College which is a product of four Campuses with very distinct and diverse historical backgrounds. Bochum College of Education, Pietersburg Technical College, and Northern Province Community College were merged to establish the College.

Polokwane Campus is in the urban area, whilst in semi-urban areas is Seshego, and Senwabarwana and Ramokgopa campuses are in rural areas. According to Kumar (2005) such geographic differences can provide an opportunity to expand different perceptions of the participants' experiences. These are Senwabarwana, Seshego, Ramokgopa and Polokwane Campuses. All these campuses are coordinated at the Central Office.

4.3. DATA COLLECTED FROM INTERVIEWS

To meet the study's objectives, a sample size of twenty (20) was determined, including Principal (01), Deputy Principals (03), Campus Managers (04), Senior Education Specialist (05) and Education Specialist (07). This sample size is intended to be representative of

Managers and Campuses and central office at Capricorn TVET College in order to obtain a balanced perspective on educational leadership. The challenge encountered was that only sixteen (16) interviews were conducted as other targeted respondents were difficult to get due to other official commitments. The responses will be generalized without being grouped to a specific campus.

4.3.1. SECTION A: RESPONDENTS' BIOGRAPHICAL DATA

GENDER OF THE RESPONDENTS

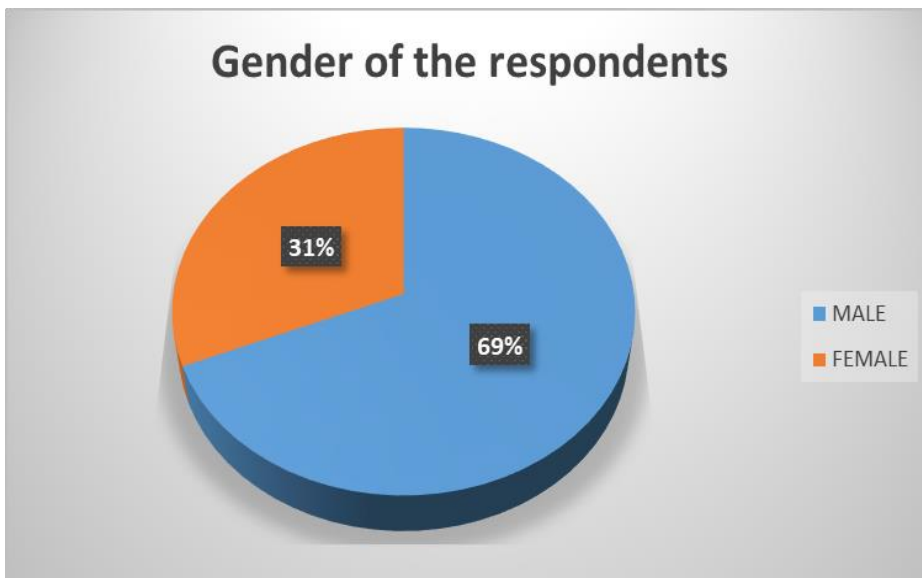


Figure 1: Gender of the respondents

The above figure (Figure 1) shows gender information for respondents. This can also be an indication of gender disparity in the management of TVET Colleges in Polokwane. It indicates that males (69%) form the higher percentage in the management positions as compared to females (31%). TVET Colleges should ensure that there is an effective Employment Equity Plan in place and be strict on compliance.

AGE GROUP OF THE RESPONDENTS

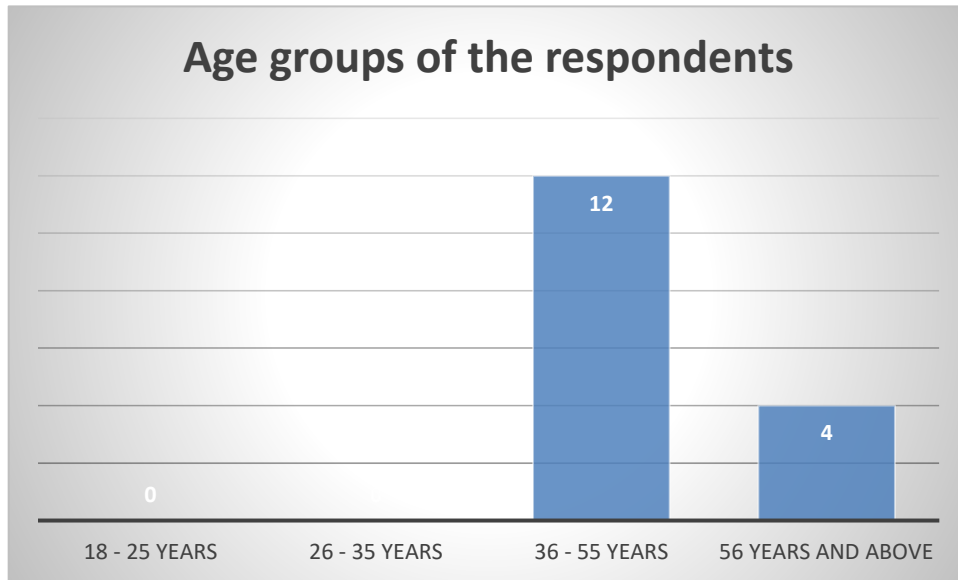


Figure 2: Age groups of the respondents

The age variable was divided into four categories for the purposes of this study, as shown in Figure 2. Out of sixteen (16) participants 75% were in the age group 36-55 years. This group is still part of the working class category. All these age groups will bring variety of experiences, worldviews and strengths to the modern workplace.

TYPE OF EMPLOYMENT AND YEARS OF EXPERIENCE

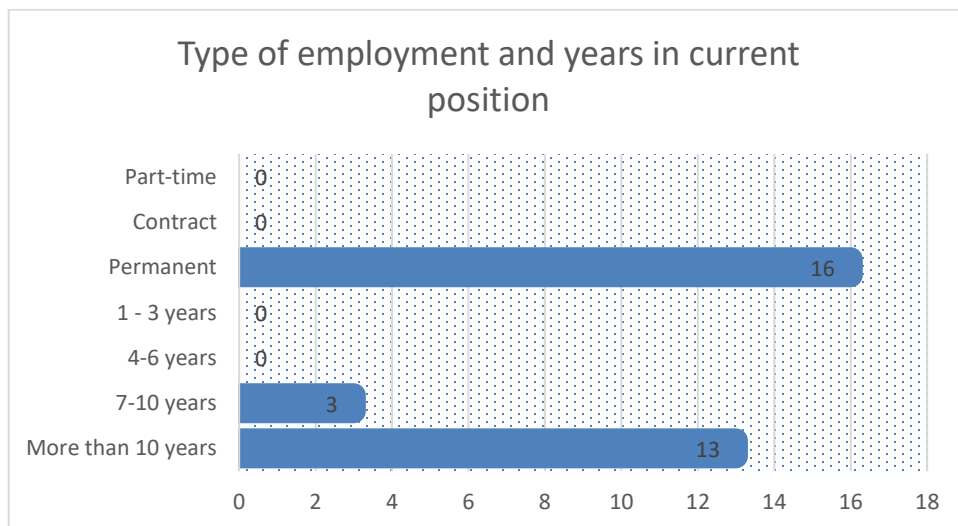


Figure 3: No. of years in current position and work type

The figure above illustrates the years in current position for respondents. The findings indicate that 81% (13 out of 16) have been in the same position for more than 10 years. In most circumstances, the longer an employee has worked in a position, the more familiar they are with all of the processes and systems associated with that position. The figure also indicates that all the participants are permanently employed. This indicates that some respondents have been permanently employed on the leadership positions for over 10 years.

THE POSITIONS OF THE RESPONDENTS

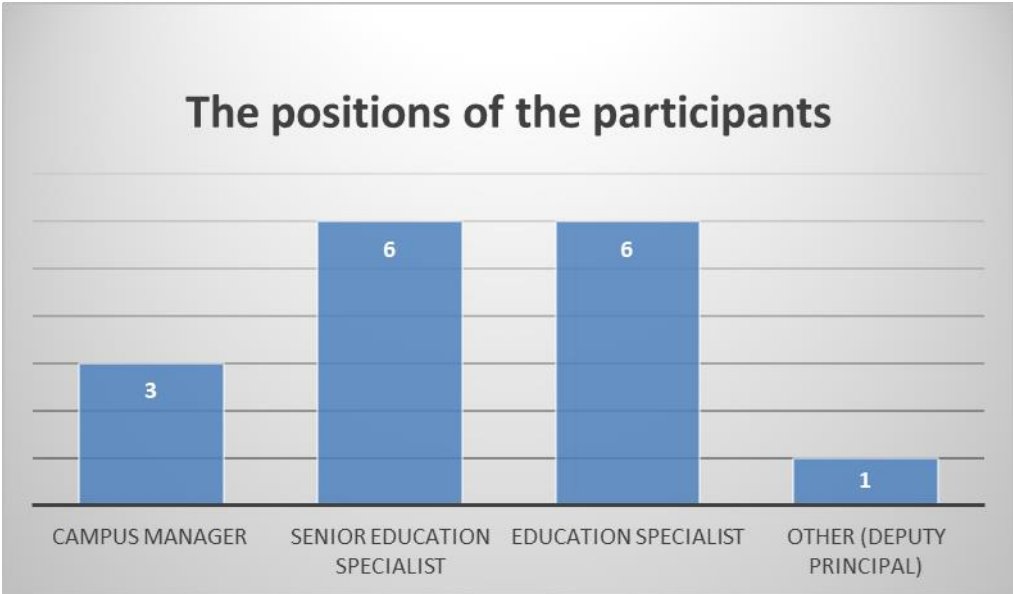


Figure 4: Current positions of respondents

The figure above indicates that 19% (3 out of 16) of the respondents are Campus Managers and 81% (13 out of 16) comprises of other management categories such as Senior Education Specialists, Education Specialist and Deputy Principals. The purpose of this chart is to indicate the designation of the respondents. It indicates that all the respondents are in the decision-making levels.

HIGHEST QUALIFICATIONS OF THE RESPONDENTS

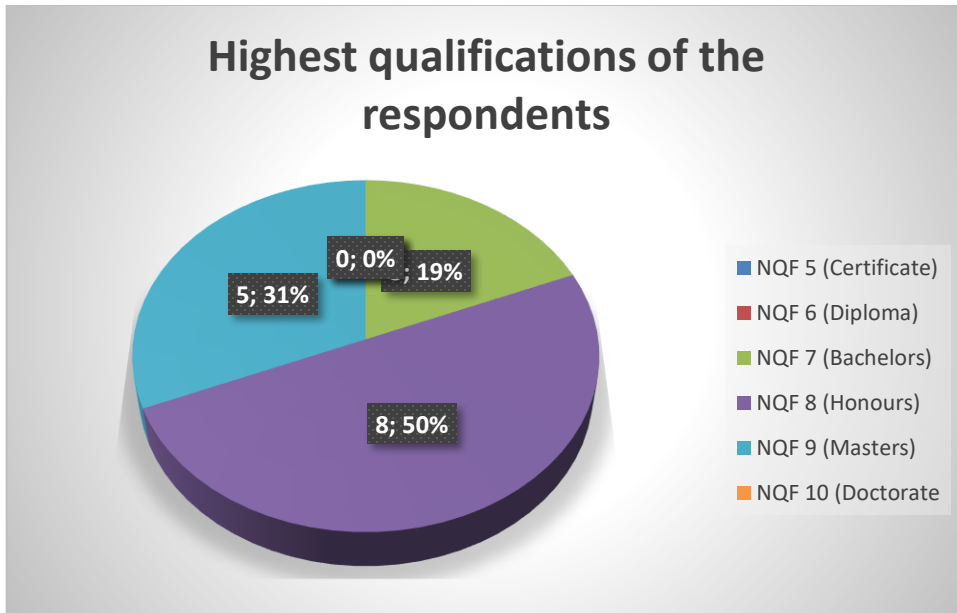


Figure 5: Highest qualifications of the respondents

Figure 5 indicates that most respondents have postgraduate degrees with 50% Honours and 31% having Masters. This is an indication that staff in TVET Colleges are concerned on the development of their knowledge and skills.

4.3.2. SECTION B: GENERAL QUESTIONS

1. The respondents were asked to explain the role of management towards effective leadership

Respondents	Responses
Respondent 1	The respondent mentioned that the roles of leader is associated with the appointment of competent and academically qualified tutors/lecturers; implementation of policy and monitoring of policy outcomes; high quality graduate outcomes, continuous training and empowerment of staff and ensuring the availability of resources and proper infrastructure.
Respondent 2	Ensure effective and efficient planning, organizing, coordinating, implementation and control of the particular unit, entity or organization

Respondent 3	To ensure that section that I head succeeds and achieve its goals and objectives.
Respondent 4	The role of management includes planning, organizing, leading, controlling, motivating and charismatic.
Respondent 5	To guarantee that resources are available as intended (physical and human), to monitor the implementation of established plans (scheduled and walk- about), to influence decisions, engage stakeholders through meetings, to apply consequence management towards individuals observed misconduct, to ensure submissions as required.
Respondent 6	To get inputs from subordinates, planning (strategic, mid-term framework (MTF) came up with operational plan and implementation plan.
Respondent 7	Remarkable leadership behaviour, as key management component, value building a climate in which every employee excels. Leadership has potential to drive group efforts towards goal accomplishment through formal sources associated to managerial position.
Respondent 8	To ensure teamwork i.e., build teams and the organization; ensure that systems are in place so that work activities are not dependent a particular individual but continuous flow of work to follow a system. Monitoring and evaluation of projects; implementation, Evaluation and Monitoring of projects
Respondent 9	Plan, lead, control and support
Respondent 10	To be part of the planning team, organizing and coordinating ensuring that all employees participate in the implementation of the strategic planning of the institution.
Respondent 11	Setting and implementing goals; setting controls
Respondent 12	To implement policies developed by DHET and College Council;

Respondent 13	To drive the college strategic plan; to communicate to all stakeholders the targets and goals of the college so that they understand their role in the success of the college; to monitor and evaluate if the plans are implemented successfully and to support staff in realizing the goals.
Respondent 14	<p>Planning, organizing, delegating and monitoring.</p> <p>Leadership is a position of influence- motivating and influencing colleagues into the right direction towards the achievement of college vision and mission.</p> <p>Ensuring adherence to the governing policies of the college and DHET.</p> <p>Ensure implementation of all the strategic objectives to ensure quality delivery of curriculum.</p>
Respondent 15	Management set the tone on the direction to be taken by the organization; they implement policies designed by the Board/Council; put systems in place to help the operations of the organization; they ensure the implementation of policies, systems and enforce compliance. For the organization's mandate to be accomplished, management must guarantee that essential policies and resources are in place.
Respondent 16	Provide direction to the people, knowledgeable, high level of commitment, know and understand the people you are leading, have time management skills, vision, problem solving skills, flexible and can contain pressure.

Table 1: The role of management towards effective leadership

Table 1 above indicates how the respondents understand the role of management towards effective leadership. The basic function of management is to get people to work together to achieve organizational goals and objectives while efficiently and effectively utilizing available resources. Planning, organizing, influencing, and controlling are the essential managerial functions (Shafter; 2016).

Organization could not be successful without effective leadership. Effective leadership is the main driver for development, growth and innovation.

In conclusion, the majority of respondents stated that management's responsibilities include planning, organizing, leading, controlling, and motivating. They also indicated the importance of teamwork and engaging all relevant stakeholders in decision making processes. According to the respondents, a leader should be someone who has the ability to drive the group efforts for achievement of the organizational goals. A leader should be committed, provide guidance and have relevant leadership skills.

2. How do you perform your duties as senior or middle manager to ensure the success of the institution?

Respondents	Responses
Respondent 1	Ensure that the learning systems are aligned to the curriculum, monitor and evaluate students' performance, monitor the admission of first entering students to ensure that they meet the admission requirements.
Respondent 2	He performs duties based on policy and legislative framework, develops Annual plan which is highly coherent and help in discharging the responsibilities effectively.
Respondent 3	I ensure that all my subordinates know their duties and ensure that we have weekly meetings to address the challenges, share new ideas and ensure that the office is always open for redress
Respondent 4	Be a good listener, ensure a shared vision, led by example and ensure teamwork.
Respondent 5	Planning, consultation, implementation of plans, monitoring, communication, timeous feedback, stakeholder engagement, delegation of duties, advisory role and implementation of policies.

Respondent 6	Outline the implemental plan to seniors, aims and objectives,do daily, weekly and monthly reporting, have quarterly reviewers and review your work, identify gaps and come up with strategies, make sure that your plans are smart so that they can be implementable.
Respondent 7	I lay down the structure and delegate authority and responsibilities; I follow organizational policies and procedures; Plan, manage, implement and control including monitor performance. I deal with technical dimensions in the organization.
Respondent 8	Planning – ensure a plan is derived to reach objectives; Implementation and Evaluation and Completion of the projects.
Respondent 9	Planning beforehand, monitoring of plans, controlling all the activities within the campus and supporting employees who fall behind.
Respondent 10	Ensuring that all agreements and plans determined at the executive level is realized using the available resources
Respondent 11	Implementation of relevant policies; support staff towards the attainment of college goals; implementation of consequence Management
Respondent 12	Develop management plan for the section and encourage subordinates to develop their action plans measured by timelines and submission of performance report on monthly and quarterly basis. Subordinates are given space for innovation to implement the policies.
Respondent 13	Have regular meetings to check on progress; in order to succeed, monitor and evaluate if the goals established are attainable in the period allotted, and inspire and assist the employees with resources

Respondent 14	<p>Plan for the following year at the end of the current year. The plan is guided by teaching and learning plan in consultation of all the stakeholders.</p> <p>Activities in the teaching and learning plan are costed through budgeting and drafting of a clear annual procurement plan</p>
Respondent 15	<p>Manager plans a year ahead what we will do the following year. The plan then works as a guideline for everyday activities. When all systems are in place, the manager then ensures that there is compliance by constant monitoring. Check diary and e-mails, respond to e-mail messages where necessary. Conduct meetings with management and a once a week with SRC. Check sectional reports, visit sections and make a walk-about on campus. Most visitors meet hostel mother/ father hostel reps, class reps – check timetables, visit classrooms, check attendance etc. Participation in SSS activities – receive directives from DHET and Central office and implement where necessary – meet external stakeholders etc.</p>
Respondent 16	<p>Render staff training and development; staff coordination of PMDS for supervisors; ensure that the subordinates knows what to do, liaise with internal staff for training requests; manage performance of subordinates, take minutes during meetings.</p>

Table 2: Performance of duties as senior or middle manager to ensure the success of the institution

Most respondents are involved in the planning process i.e. strategic planning, budget planning. They perform duties based on TVET and DHET regulatory framework. Some of the duties that are performed by senior/ middle management:

- Ensuring that learning systems are aligned to the curriculum;
- There is proper allocation of responsibilities;
- There are regular meetings to address challenges, share ideas and come with best possible solutions, implement and monitor the actions implemented; and
- Ensure that the staff is being trained.

This indicates that they are guided by policies and other regulatory frameworks in performing their duties. There are also guidelines and systems in place to guide how they operate.

3. Are there challenges in the implementation of sound management at Capricorn TVET

Respondents	Response
Respondent 1	Lack of proper documented communication strategy; no proper communication channels both top to bottom and bottom up; most lecturers do not have teaching method qualifications, thus making it difficult to impart knowledge, most lectures only have junior degrees which is a minimum requirement for a lecture post.
Respondent 2	In Capricorn TVET college, there are challenges in delivering curriculum that is responsive to the economic aspiration of the country. Organizational culture contributes to the challenges as well more especially when trying to move to the 4IR.
Respondent 3	Fear of new technology and resistance from other managers
Respondent 4	The following challenges were highlighted: resistance to change, micromanage, unable to take decision, get defensive and failure to support.
Respondent 5	Ineffective supply chain processes causing delays, NSFAS external stakeholders that disburse bursaries is always ineffective causing students' strikes, lack of infrastructure and resources which affects curriculum delivery
Respondent 6	The first challenge is the issue of insufficient funding, this has an impact because without enough funds, you find yourself faced with few infrastructure, lack of student accommodation inside the campuses, our students end up being victimized.
Respondent 7	The first challenge is posed by the lack of vision from the staff side and poor understanding of TVET sector. The other challenge is militant unions which sees the vision of the college as a machinery that is created to enslave employees.
Respondent 8	Challenges create opportunities to find ways to address them. The following challenges were identified: Human resources (the

	staff need to be communicated to and convinced with explained benefits); Buy-in of staff and Change management.
Respondent 9	Absenteeism from both the lecturers, child headed families and drug abuse
Respondent 10	Implementation of policies - employees are not familiar with the college policies in such a way that they do not apply them where it is required. Implementation of the overtime policy. There is abuse of overtime by certain employees.
Respondent 11	Maintaining discipline in the workplace; policy implementation, consequence management, poor performing lecturers and lack of commitment
Respondent 12	Most of the subordinates cannot keep up with their daily activities; some colleagues are not qualified for the position they are holding
Respondent 13	Negative attitude of staff towards the achievement of goals. Is therefore important to involve staff from the beginning in order to get buy ins. Change in the sector that needs to be enforced yet staff is not ready; poor performance of staff especially lecturers.
Respondent 14	Site managers have limitations in being more innovative and as such self-actualization is very limited. Centralization of budget controls as well as other related functions such as SCM processes. There is also immense interference by some political formations resulting in students' unrest and unlawful strikes.
Respondent 15	Yes, the college is largely centralized. Campuses do not enjoy autonomy. Campus management hardly get own budget and as a result cannot display any form of innovation. Political or external interference hampers sound management. Managers having to achieve much with very little. Large numbers of

	students; huge levels of infrastructure, yet not matched by the equal numbers of personnel. Prescribed curriculum
Respondent 16	Incompetent staff, lack of commitment, poor attendance of management meetings, subordinates working hours managed by another manager; collective planning of activities, non-response from DHET on non-payment of employees and student strikes.

Table 3: Challenges in the implementation of sound management at Capricorn TVET

Poverty, youth unemployment, and inequality in South Africa may all be addressed with better education. South African government initiated technical colleges to address such issues although there are a number of challenges experienced in implementing the program.

The challenges that are experienced in different campuses include issues related to (a) processes such as lack of communication strategy, curriculum not aligned to the Fourth Industrial Revolution, ineffective supply chain management processes, ineffective NSFAS processes; abuse of overtime; resistance to change, lecturers not familiar with college policies, incompetent staff, poor attendance of management meetings (b) lack of relevant resources, infrastructure and student accommodation. There were also challenges relating to management such as lecturers not having relevant teaching qualifications, micromanaging, and management being afraid of taking decisions and maintaining discipline, consequence management especially to poor performing lecturers, political and external interference.

This demonstrates that the issues facing South Africa's post-secondary education system are immense (Badenhorst; 2018). There are challenges such as funding, poor management, disconnect between course content and the skills needed for economic growth. The key issues were poor management skills and difficulties of lecturers in teaching as well as lack of capacity for active lecturing.

4. Amongst the challenges mentioned above, which ones do you think require immediate attention

Respondents	Responses
Respondent 1	Appointment of qualified lecturers with minimum requirement of Honours degree for junior lecturer. TVET lecturers should at least be at the same level as university lecturers to ensure highlevel of academic achievements. The department should introduce a teaching method course for TVET lecturers to ensure effective teaching and learning.
Respondent 2	The curriculum should be aligned in collaboration with industryso that we respond to the economic growth needs. Innovation must be prioritized. The teaching method must be aligned to behavioral patterns of the students. This can transcend to organization cultural change and ultimately makes management easier.
Respondent 3	Fear of new technology
Respondent 4	Micro-manage and failure to support
Respondent 5	All require immediate attention (Ineffective supply chain processes causing delays, NSFAS external stakeholders that disburse bursaries is always ineffective causing students' strikes, lack of infrastructure and resources which affects curriculum delivery)
Respondent 6	If the department could avail funds for colleges, that will alleviate/reduce lots of frustrations.
Respondent 7	The issue of militant unions and the understanding of the sector campus managers need to be given latitude to run the institution without being micro-managed from the Central office. Managers must be given responsibility and authority to take campus decisions and manage campus without interference.
Respondent 8	All the three i.e. Human resources, Buy-in and change management.

Respondent 9	Absenteeism and drug abuse
Respondent 10	To minimize or decrease the hours worked for overtime. Strictly approval of motivation to work overtime only during times of urgency
Respondent 11	Discipline amongst staff members
Respondent 12	Staff members need to be developed with respect to implementation of action plans; staff should register to improve on their qualifications.
Respondent 13	Poor performance- staff needs retraining in other programs during the 4IR
Respondent 14	Political interference as it disrupts the flow of curriculum; decentralization of budget controls as well as SCM.
Respondent 15	Staffing: the human resources of any organization is the major driver of productivity and any shortages, means there is short-changing of service delivery. Decentralization: managers need room and space to innovate; not always look above his or her shoulders; he or she needs support, not criticism all the time. Implementation of plans and decisions. It would be helpful to managers to see agreements and resolutions being put into place, rather than moving around in circles.
Respondent 16	Recruitment strategy i.e. relevant qualification and experience, college planning to be done collectively, staff commitment and managers should manage.

Table 4: Challenges which they think requires immediate attention

Majority of the respondents indicated for colleges to be effective, the following critical issues should be considered:

- Staff training or development should be strengthened;
- The appointment of qualified and experienced lecturers;
- The curriculum ought to support economic needs of the country;
- Micro-managing by the Central Office should be limited;

- NSFAS should be effectively managed and implemented;
- Disciplinary measures should be implemented where possible;
- Political interference in College activities; and
- Staff be given opportunity to innovate.

5. Leadership effectiveness indicators

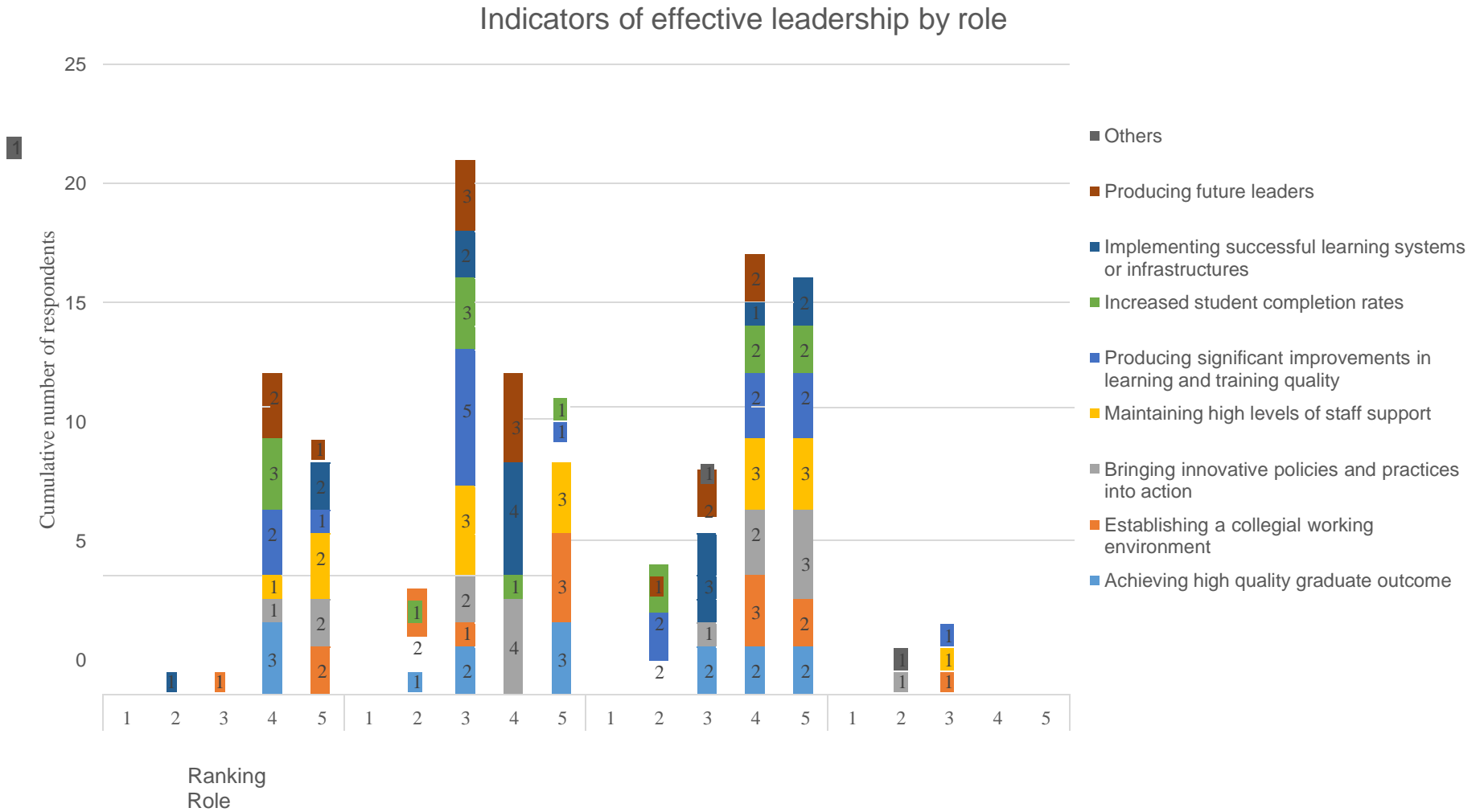


Figure 6: Indicators of leadership effectiveness by role

The above figure (Figure 6) highlights some indicators for the effectiveness of leadership. Every institution should ensure that it supports effective leadership. Institutions should be adaptable enough to satisfy the country's economic needs. Good leaders should promote systems to function well and improve their potential. Institutions should enable effective leadership through providing the necessary resources to help them achieve and meet their goals.

Figure 6 highlights that all (3) campus managers ranked the achievement of a high-quality graduate outcome at a 4, whereas half of the Senior Education Specialists ranked this criterion at a 5.

6. The important skills for an effective leader



Figure 7: Skills of an effective leader

To be a good leader is not something that everyone can do. An effective leader needs to have particular set of skills. Good leaders foster improved productivity and build staff morale.

The figure above (Figure 7) indicates that 9 out of 16 respondents indicated that decisiveness and commitment are the skills of an effective leader. Good leaders should make informed decisions and stick to them to ensure that they are implemented. 8 out of 16 respondents reported self-organizational skills, influencing and flexibility and responsiveness as the important skills for effective leader. Seven (7) respondents thought self-awareness is the key to effective leadership. Self-awareness is one component of emotional intelligence. Emotional intelligence is capability of a person to identify and manage his/her emotions and others' emotions. Self-awareness entails one's ability to understand and recognize moods, abilities and motivations of peers. Empathy which is another component of emotional intelligence was considered as important leadership skills. Empathy is achieved after self-awareness. It entails understanding other individuals' reactions and emotions. Other respondents included innovation, listening skills, selflessness and solution driven as necessary for effective leadership.

During the UNEVOC TVET Leadership Programme for Southern and Eastern Africa Transformational TVET Leaders capacity Building, which was held in Harare, Zimbabwe in 2017, Mr Marecha (TVET Institution Management Specialist for the EU-UNESCO STEP in Malawi), explained that, "Leadership is the art of motivating a group of people to act towards achieving a common goal, while management is the organization and coordination of the activities of an institution or a business in order to achieve the defined objectives". The seven core principles of leadership (insight, initiative, participation, inspiration, improvisation, implementation and individuality) as well as several intellectual and personality related leadership attributes. He underlined the need of leaders exhibiting role model attributes and possessing or developing interpersonal trust (through communication, honesty, support, respect, fairness, predictability and competence).

7. The possible solutions that can be employed to improve sound management

Respondents	Responses
Respondent 1	All employees in leadership positions should be encouraged to further their studies, only highly qualified people should be employed in leadership positions; experience should be considered in appointments; attendance of management

	workshops, proper communication strategy should be developed, implemented and adhered to.
Respondent 2	Leaders must be continuously trained, be hands on, adaptive, be a willing listener and practice participatory management style.
Respondent 3	Workshop all managers on the changing technology
Respondent 4	Staff development, improve listening skills, refrain from micromanaging staff, lead by example and improved communication.
Respondent 5	Studying materials related to management, being skilful and innovative, managing by walking, hands on deck style of management, follow up on instruction given to subordinates and never holdback information.
Respondent 6	Have regular meetings with College or Campus management, hear or listen to their challenges and how to avoid the challenges, give them an opportunity to make input in all your plans starting with the strategic plan, make sure that plans are implemented, monitored and reviewed.
Respondent 7	Frequency is the key; maintain a behavioural approach; focus on people and relationships; gain a buy-in to the vision of the college. Management and leadership are two inseparable concepts which are supposed to be borne by a successful manager. This can help to be a productive manager. A manager who will shape the culture of an organization.
Respondent 8	Policy implementation, support and communication.
Respondent 9	Regular workshops, self-development and regular meetings
Respondent 10	All employees must be subjected to an annual induction workshop to give them knowledge of new developments. Policies are changing and all employees should be kept abreast of all the new changes, must be updated and monitoring to be done.

Respondent 11	Application of relevant policies; clear goals and objectives and team building exercises.
Respondent 12	Managers must read management and motivational books to be able to motivate subordinates to be innovative and perform. Managers must have good listening skills and be able to take sound decisions.
Respondent 13	Be flexible in learning the new ways of teaching and learning; encourage every staff member to take part fruitfully for the college to succeed, management should listen to staff and work as a team.
Respondent 14	Acquainting ourselves with all the governing prescripts/policies for compliance and harmonizing the environment; strengthening relations between all stakeholders; capacitation and support of section managers; reactiveness in dealing with challenges at the campus and stakeholders' involvement in making decisions on key matters.
Respondent 15	Focus on the strengths of each of the managers. Recognition of the efforts of managers and staff as a whole. Support for management. Ensure that numbers are manageable (enrolment) – resources should be distributed in an equitable manner. Plans by managers should not be distributed in a willy nilly manner. Plans by seniors should take the plans of others into consideration. More input to be sourced from managers. Managers to be given more latitude to design their programs to run own sites.
Respondent 16	Committed staff, placement of activities, review recruitment strategy, collective planning of college activities and talent management.

Table 5: The possible solutions that can be employed to improve sound management

Depending on the different challenges at different Campuses, a number of possible solutions were suggested by the respondents. The solutions were generalized as follows:

- Furthering of studies and attendance of workshops by all employees in leadership positions;
- Qualified and experienced people should fill in leadership positions;
- There should be a proper communication strategy between the campuses and Central Office;
- The leaders should practice “participatory” and “hands on deck” management style;
- As the evolving technology was seen as one of the challenges, it was suggested that all managers should be trained in technology;
- Micro-managing of staff should be avoided;
- Regular meetings and information sharing sessions were encouraged;
- All employees should attend an annual induction workshop to share knowledge on new developments;
- Policies should be effectively and uniformly implemented;
- Efforts from other staff members should be recognized and appreciated;
- There should be adequate support by management; and
- The intake of students should be manageable so that the resources are distributed equally.

8. How can managers contribute to enhance management effectiveness and efficiency?

Respondents	Responses
Respondent 1	Senior managers should allow middle managers to attend executive meetings to familiarize them with organizational goals and vision. Junior managers should be included in the planning stages of certain institution's projects.
Respondent 2	Keeping abreast with current trends and phenomenon, alignment to policies and procedures, including legislative frameworks leading by example and excel in organizational knowledge.

Respondent 3	Ensure proper time management for all staff members and quality assurance for everything we do.
Respondent 4	Develop leadership skills, differentiate between leadership and management, establish and improve communication channels, improve team performance, deal with interpersonal challenges, motivate staff and be a motivator and coach.
Respondent 5	Consultation with colleagues, clear instructions to employees, encourage team work amongst employees, respect for all members of staff and taking firm and accurate decisions.
Respondent 6	Always give feedback if you had a meeting or attended a workshop, so that they can feel as part of the team, identify areas where there are gaps in skills, take your team to workshops.
Respondent 7	Be a problem solver, take a small management opportunity, and involve middle management in planning, delegate responsibilities and authority. Senior managers are critical in steering the ship in the right direction. They run the vision of the organization.
Respondent 8	Ensure compliance, support, continuous communication and team building.
Respondent 9	Have regular meetings with staff, Organizing workshops for staff members and on-hand training.
Respondent 10	Through monitoring and evaluation, where there are gaps all those who are involved should be assisted. Every entity of the organization to be aligned with what is contained in the strategic plan.
Respondent 11	Ensure that all staff members perform accordingly; maintain discipline amongst staff under their supervision and ensure that subordinates play their part towards the attainment of college objectives.

Respondent 12	Manager should be able to apply 360° leadership model to be able to lead in all levels and communicate policies to all stakeholders.
Respondent 13	Provide resources for staff to be efficient, motivate and support staff to work hard and involve stakeholders in every goal to be achieved.
Respondent 14	Understanding their mandates i.e. key performance area; familiarizing themselves with the strategic goals of the college in order to be goal oriented; understanding how the college strategic objectives contribute to the NDP and GDP
Respondent 15	Empathy; leading by example, listening more, while managers lead sites, they are also expected to belong to many other committees of the college, they need to be freed. Allow visit to other campuses and colleges (even international)
Respondent 16	Sound labour relations management, employee wellness

Table 6: How can managers contribute to enhance management effectiveness and efficiency?

In responding to the above-mentioned question, a number of respondents indicated that middle managers should also be allowed to attend executive management meetings and they should be involved in the planning phases of the projects to be implemented in their respective divisions. They will also own the project in this situation because they were involved in the decision-making process. Alignment of policies and procedures can also contribute to the improvement of management and efficiency. Other respondents indicated the need for quality assurance of all the activities taking place in the College. This means all the implemented projects will be of good quality and meet College expectations. Encouraging team work is another important issue that can help to increase effectiveness and efficiency. Information sharing was also identified as a key enhancer. Majority of respondents indicated that staff members should be encouraged to give reports when coming from meetings, conferences, seminars and workshops. Others indicated that regular training of staff should be prioritized to ensure that staff members are acquainted with developments in different areas of their work.

4.4. CONCLUSION

This chapter interpreted the responses that were received from the respondents. The responses indicated that there are still challenges in ensuring the proper management of Capricorn TVET College in Polokwane and highlighted some possible solution that can assist in improving on those challenges. Some of those challenges were highlighted as well as possible solutions. The findings and recommendations will be summarized in the following chapter.

CHAPTER 5: OVERVIEW, FINDINGS, RECOMMENDATIONS AND CONCLUSION

5.1. INTRODUCTION

This chapter presents the study overview, literature review outcomes, outcomes from empirical research and recommendations as well as conclusions. The chapter will further elaborate areas for further studies and present study limitations.

5.2. AN OVERVIEW OF THE STUDY

Current transformation in the TVET colleges requires college management to alter their practices. Capricorn TVET College is not immune from challenges facing colleges. They are required to manage and develop their subordinates so as to enhance quality of learning at the college. To achieve the above process, the college management is compelled to shift from being only administrators to exercise complete leadership.

Effective leaders display good traits of honesty, accountability, trust, responsibility and commitment tasks. The researcher presented an orientation to the problem and TVET Colleges background in the first chapter. The relevant literature review was done to locate the present study in the second chapter. Chapter 3 outlined the research instruments and procedures that helped the researcher gather and analyse data in Chapter 4. The findings and recommendations are outlined in this chapter and objectives and research questions are stated in Chapter 1.

5.3. SUMMARY OF THE FINDINGS OF THE STUDY

The literature and empirical findings based on structured interviews highlighted some essential leadership methods that college management members might employ. Three key objectives were identified in chapter one and were pursued to validate the justification for the research. The discussion on the way objectives were met is as follows:

5.3.1. FINDINGS FROM THE LITERATURE

The objective of this study was to determine the role of college management towards effective educational leadership at Capricorn TVET, which means how the college management provide effective leadership for the success of TVET Colleges. The key aspects in this study is leadership and management, roles and responsibilities, experience from African and international countries.

College management roles and responsibilities

'Leadership' and 'management' concepts were found to be dynamic and not static. Various authors give their different interpretation and perspectives.

- The concepts above require analysis and clarification to be understood by various stakeholders in the area of the study.
- Managerial tasks, leadership attributes, quality management, and other associated traits of effective leadership are all part of effective leadership.
- The principle once applied can assist college managers to effectively employ resources to meet set goals for the institutions.

The concept educational leadership was clarified in the literature as it plays a critical part in understanding leadership in educational environment. Robertson (2005:40) posits that educational leadership is about making informed actions that influence the continuous improvement of learning and teaching. Educational leadership is responsible for guiding and developing disciplinary and teaching directions; developing and implementing research programmes; interpreting the values, identifying collective purposes and interests; and responding to change and transformation that moves people and institutions forward.

Based on the literature in Chapter 2, it was indicated that management entails the process of effectively and efficiently accomplishing tasks or actions of subordinates (Robbins & Decenzo, 2004:6). Management can also be defined in line with the activities that managers perform, which involves organizing, planning, controlling and leading the

institution to achieve predetermined plans effectively (Valsamakis, Vivian and Toit, 2016:10). Item 2.2.1 in chapter 2 clearly highlighted key management roles.

The literature also highlighted the roles and responsibilities of college management in order for them to achieve educational leadership. The student learning and development are based on effective leadership styles of the college management. Based on the literature findings, there is a need for regular leadership development programmes to equip college management with relevant skills to manage effectively. This was also highlighted in DHET Training that without a strong leadership, TVET education will not be able to expand the college sector and meet South Africa's skills demand.

The strategic roles of college management also play a vital role in ensuring the success of the institution. Item 2.4 highlighted such key roles. A good leader should be strategic in setting direction which represents practices such as developing the mission statement, setting goals and creating performance expectations. They should encourage and promote professional development, rewarding best performance, ensure open communication, offer interpersonal support and sustaining high accessibility and visibility. College managers should build a strong organizational culture that is based on collaboration, teamwork, shared decision making and consultation. They should seek continuous improvement, innovation, promote risk taking and connect the campus to the wider college community. The organizational culture needs to be conducive to student learning. The organizational culture building might not affect learner achievement directly but it can create a climate conducive to quality learning and teaching. The manager should be able to manage the instructional programme, that include, curriculum knowledge, monitoring, assessment and evaluating instruction. (See item 2.4).

Over and above these key responsibilities, managers are also faced with the challenge of instituting changes in the college since people are more resistant to change because it threatens their comfort zone. The college managers should also play a role of being the change agents, they must lead by example. Staff development is one of the key change management strategy and includes areas for development such as curriculum

development training, leadership and mentoring, and effective communication strategies. The fast-changing environments place a big challenge on leadership, it is therefore important for leaders to keep abreast of emerging trends and transform (Naidu, Jobert, Mestry, Mosoge and Ngcobo, 2008:1-2). College managers should therefore develop a communication model that encompasses a variety of communication methods to be used as change strategies.

Relevant leadership theories

Education is the heart of the development of every country. The growth or the collapse of a country is dependent heavily on the success and failure of education in the country. Therefore, it requires high quality leadership to manage the educational institutions. Leadership according to Suberi (2013: 2619) is the "process of persuasion or example by which an individual or leadership team induces a group to pursue objectives held by the leader or shared by the leader and his or her followers". Leadership is less about one's needs, but more about the needs of the people and the organization one is leading. There is a number of leadership styles that can be used by leaders to manage the organizations. Leadership styles should be adapted to the particular situation, the people involved and the type of challenges faced by the organization. A leadership style refers to a leader's characteristic behaviours when directing, motivating, guiding, and managing groups of people (Suberi ,2013: 2619)

Chapter 2 (Item 2.7) highlighted the three (3) leadership styles or theories that can be suitable for the academic setting. Transformational, Participative and Shared leadership styles deemed to be more relevant for this study and their relevance was discussed in length in Chapter 2. First, transformational leadership whereby a leader should serve as a role model for their employees, should encourage creativity among their employees, should have a clear vision that they are able to articulate to followers, should be able to help employees "experience the same passion and motivation to fulfil these goals and offers support and encouragement to their employees" (Cherry, 2020). Second, Shared leadership which is more flexible because it involves various individuals in the college with relevant skills and expertise. This allows various viewpoints rather than those of a

single decision-making body such as decisions by campus manager. Some of the benefits associated with shared leadership include increased satisfaction among team members, stronger group unity (Bergman et al. 2012), increased confidence for individual and teams and increased trust among team members (Drescher et al. 2014). It was also found that shared leadership promote increased social integration, problem-solving quality and a more constructive interaction style. Shared leadership is associated with positive team performance or increased effectiveness through high level of information sharing among staff members.

Lastly, participative leadership style which is seen as a positive type of leadership style whereby the leader gives employees the opportunity to participate in decision making and problem-solving through encouragement, support and influence (Somech, 2006). Participative leaders give employees a sense of responsibility by giving them role in decision making (Sauer, 2011). Followers of a participative leader are more likely to show good performance, organizational citizenship behaviour and various other positive behaviours.

Leadership in TVET education is important to develop the ability of human capital to react as a leader. According to Suberi (2013: 2620), Technical and Vocational Education and Training (TVET) is an “educational approach that is oriented by training process and emphasis on what to be done in the workplace to meet the industries requirements and also to enhance individual development and Leadership is the process where the leader can use his influence to convince in decision making process and setting the goals for the organization”. Therefore, the effectiveness of the leadership depends on the nature and the behaviour of the leader for a particular situation or a particular object.

Experience from African and international countries

For the purpose of this study Federal TVET Institutes, that is Ethiopia, Kenya, Rwanda and Uganda, were used to gain some international perspective on their main goals in the development of TVET colleges. The main point was to explore some elements of TVET in developed countries as compared to Africa. The Ethiopian Government has targeted the needs for the labour requirement to about two million skilled workforce priority sector

occupations. Similarly, Kenya's 2013-2018 Medium Term Development Plan and for the Vision 2030, targeted specialized skills such as bio-medical tourism as priority to promote and improve its competitiveness regionally and globally by training and developing teachers and leaders to train and manage the production of skilled workforce. Rwanda on the other hand, aimed to train and produce at least 11,666 skilled workers on specialized jobs driven labour-market demands as indicated in its 5-year priority. The Ugandan government prioritized the development of human resource with globally competitive skills that can be produced by competent teachers and managed by competent leaders (Refer 2.6).

In Africa, when TVET was introduced, it was linked to industrialization and economic development (UNESCO, 2012). Nonetheless, its evolution relates to economic and human development (Tikly, 2013). The most important assumption was that TVET education or skills will lead to high employment.

5.3.2. FINDINGS FROM THE STRUCTURED INTERVIEW

Interviews were done to college managers to capture their general feelings about the importance of effective leadership in Capricorn TVET College. Factors that hinder effective leadership in the Capricorn TVET College were identified. Responses derived from the interview schedule are outlined as follows:

The following are the comments of 16 respondents who were asked about characteristics that negatively affect effective leadership in the study's areas:

5.3.2.1. To determine the role of management in the Capricorn TVET College in Polokwane.

Management includes all the people who are involved in managing an organization. The success of any organization depends largely on its top management to achieve its objectives. A ship without a good captain wanders aimlessly. The failures in any organization result from the fact that management failed in their duties. Management needs to control the entire organization through formulating strategic goals and

objectives, policies and striking key decisions to identify factors that hinder the management of Capricorn TVET College.

Management set the tone on the direction to be taken by the organization; they implement policies designed by the Board/Council; put systems in place to help the operations of the organization; they ensure the implementation of policies, systems and enforce compliance. For the organization's mandate to be accomplished, management must guarantee that essential policies and resources are in place.

5.3.2.2. To determine programmes that are used by the management to enhance the performance of staff in Capricorn TVET College

The primary obstacle impeding the colleges' success was found as a lack of training. Majority of the respondents mentioned a strong need for staff development to meet the changing need for the evolving economy. They argued that the current curriculum does not meet the needs for the Fourth Industrial Revolution. Employees who receive regular training are more capable to perform their duties. Training programs allow them to strengthen the skills that employees need to improve.

Apart from regular training, regular meetings and information sharing sessions were encouraged. It was also suggested that annual induction workshops should be conducted for all employees. The Performance Management and Development System (PMDS) can also be utilized to enhance performance of staff. PMDS will assist in identifying the gaps in skills and performance and come with strategies to address those gaps.

5.3.2.3. Strategies that can be employed by management to improve the quality of education in Capricorn TVET College

Buti Manamela, the Deputy Minister for Higher Education and Training, in a budget vote 2018/19 speech at National Council of Provinces (NCOP) stated that the department is striving to improve TVET colleges, *“The government has invested substantial resources into these faculties to make them a viable and sustainable arm of the post-school education system. Government has billed TVET colleges as the ones to watch when it comes to producing the technical skills needed to plug the skills gap in the economy. We are aware of governance challenges faced by many TVET colleges. Further training,*

capacity building and monitoring will take place to improve governance. Good management and governance will ensure that scarce resources are used optimally.”

The department has developed a Framework for good governance in TVET college to address challenges. Those who were interviewed proposed a number of potential remedies to the identified difficulties that are plaguing institutions.

5.4. RECOMMENDATIONS

The recommendations from the respondents are for ensuring the effective role of leadership in ensuring good governance:

- Annual Strategic Planning and Review which is attended by both executive, senior and middle management.
- There should be annual Induction workshops for all staff members to familiarise them with policies, systems and procedures.
- The effectiveness of College Council should be strengthened. The college council should instil sound governance principles throughout the college.
- Ensure availability of adequate resources such as policies, processes, systems and capacity of staff.
- There should be regular meetings and briefing to share knowledge, challenges, best practices and strategies to improve.
- Effective collaboration of College and stakeholder and partners such as Department of Education, NSFAS.
- Central Office to reduce micromanaging Campuses. College leadership should be capacitated to effectively manage.
- The College should appoint qualified and skilled employees with teaching experience.
- The Curriculum should be aligned to the current economic and technological needs.
- There is need to put into place effective communication strategies.

5.5. CONCLUSION

The TVET sector in the 21st century is operating in an environment that requires effective college managers with excellent leadership skills, exceptional leadership qualities and amiable interpersonal attitudes for the success of the college. They have to deal with the pressure and number of responsibilities every day of their professional lives. Therefore, they need to be efficient in managing various processes while at the same time paying attention to details.

Leadership is based on steering change and growth in unstable environments. It is based on a 'change capable culture' which opens space to lead. Leadership development programs and support from the Central Office are key in ensuring effective leadership.

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Mamabolo LJ (Mr)
The Principal
Capricorn TVET College, Central Office
Private Bag x9674
POLOKWANE
0700

Dear Mr Mamabolo

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

I am a registered MPAM student at the Turfloop Graduate School of Leadership (University of Limpopo). It is required as part of the curriculum that I conduct research.

The topic of my mini thesis is: "The Role of College Management towards Effective Educational Leadership at Capricorn TVET College in Polokwane: Limpopo Province, South Africa". My supervisor is Dr. Zwane N.

The following will be requested for the research purpose:

- Permission to conduct research on Effective Educational Leadership
- Access to relevant policies, reports and any other related documents
- **Participants' names will be kept confidential**
- The proposed period to collect data is November 2019 and the collection process will not interrupt work.

I have attached to this letter:

- (a) A copy of the approval of the research topic from the University.

Should you require any further information, please do not hesitate to contact me or my supervisor. Our contact details are as follows:

Researcher: Sesana Masobelle- 015 291 2711/ 071 352 7305

Supervisor: Dr. Zwane E – 082 842 7839

Upon completion of the study, I undertake to provide you with a bound copy of the dissertation.

Your permission to conduct this study will be greatly appreciated.

Yours sincerely,



Masobelle ES (Ms)

18/10/2019



**CAPRICORN COLLEGE FOR TVET
CENTRAL OFFICE**

16 Market Street
0699 POLOKWANE
Private Bag X9674
0700 POLOKWANE

Tel (015) 230 1800

Fax (015) 291 2767
www.capricorncollege.edu.za

Enquiries: Snr HRD Practitioner: Mathipa S L

To: The College Principal: Mr L J Mamabolo

CC: The Deputy Manager HRD: Ms Lekganyane M R

Date: 28. 10. 2019

**SUBJECT: APPLICATION TO CONDUCT RESEARCH IN THE COLLEGE: MS SHINGANGE E S: STUDENT NO: 9243717:
UNIVERSITY OF LIMPOPO**

PURPOSE

To obtain approval of Ms Shingange E S 's application for Conducting Research in the College from the College Principal.

BACKGROUND

The College received the application for Conducting Research in the College from Ms Shingange E S with the purpose of completing her qualification.

DISCUSSIONS

Ms Shingange E S is requesting the College to offer her an opportunity to Conduct Research in the College. Her title of study is 'The Role of College Management towards Effective Educational Leadership at Capricorn TVET College in Polokwane; Limpopo Province; South Africa'.

The College is expected to give her a full support to make her research a success.

The following are requested for her research purposes:

- Permission to Conduct Research on Effective Educational Leadership.
- Access to relevant policies, reports and any other related documents.
- Participants to take part in the Research, which of course their names will be kept confidential.
- The proposed period to collect data is November 2019 and the collection process will be not interrupted work.

POLOKWANE CAMPUS
C/o Dorp & College Streets
0699 POLOKWANE
Tel: (015) 283 3300
Fax: (015) 297 2183

SENWABARWANA CAMPUS
Senwabarwana Main Street
0790 SENWABARWANA
Tel: (015) 505 3172
Fax: (015) 505 3174

SESHEGO CAMPUS
1919 Freedom Drive
0742 SESHEGO
Tel: (015) 223 9600
Fax: (015) 223 5187

RAMOKGOPA CAMPUS
Next to Mokomene High School
0811 RAMOKGOPA
Tel: (015) 526 2750 / 526 2670

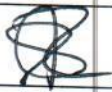
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Attached please find the following documents:

- Student application letter to conduct research in the College.
- Proof of registration as a student in 2019.
- Ethics Clearance Certificate issued by the University Ethics Committee.
- The Research Proposal approved by the University Ethics Committee.

HRD is making the recommendation for the approval of the application as per request, especially as all the necessary documents are attached.

Approved/ ~~Not Approved~~:



COLLEGE PRINCIPAL:
MR MAMABOLO L J

31/10/2019
DATE

POLOKWANE CAMPUS

C/o Dorp & College Streets
0699 POLOKWANE
Tel: (015) 283 3300
Fax: (015) 297 2183

SENWABARWANA CAMPUS

Senwabarwana Main Street
0790 SENWABARWANA
Tel: (015) 505 3172
Fax: (015) 505 3174

SESHEGO CAMPUS

1919 Freedom Drive
0742 SESHEGO
Tel: (015) 223 9600
Fax: (015) 223 5187

RAMOKGOPA CAMPUS

Next to Mokomene High School
0811 RAMOKGOPA
Tel: (015) 526 2750 / 526 2670



University of Limpopo
Department of Research Administration and Development
Private Bag X1106, Sovenga, 0727, South Africa
Tel: (015) 268 3935, Fax: (015) 268 2306, Email: anastasia.ngobe@ul.ac.za

TURFLOOP RESEARCH ETHICS COMMITTEE
ETHICS CLEARANCE CERTIFICATE

MEETING: 02 October 2019

PROJECT NUMBER: TREC/314/2019: PG

PROJECT:

Title: The Role of College Management Towards Effective Educational Leadership at Capricorn TVET College in Polokwane: Limpopo

Researcher: ES Masobelle

Supervisor: Dr N Zwane

Co-Supervisor/s: N/A

School: Turfloop Graduate School of Leadership

Degree: Master of Public Administration and Management

PROF P MASOKO
CHAIRPERSON: TURFLOOP RESEARCH ETHICS COMMITTEE

The Turfloop Research Ethics Committee (TREC) is registered with the National Health Research Ethics Council, Registration Number: REC-0310111-031

Note:

- i) This Ethics Clearance Certificate will be valid for one (1) year, as from the abovementioned date. Application for annual renewal (or annual review) need to be received by TREC one month before lapse of this period.
- ii) Should any departure be contemplated from the research procedure as approved, the researcher(s) must re-submit the protocol to the committee, together with the Application for Amendment form.
- iii) PLEASE QUOTE THE PROTOCOL NUMBER IN ALL ENQUIRIES.

To whom it may concern

This letter serves as a confirmation that a professional reviewed Eva Sesana Masobelle (9243717)'s Dissertation. The dissertation was thoroughly scanned for any language errors and other technical aspects.

The document reviewed is titled

'The role of College Management towards effective Educational Leadership at TVET Capricorn College In Polokwane, Limpopo Province: South Africa' and has 65 pages.

If you need any further information do not hesitate to contact me on;

Tinashe Mukungwa
BSc Honours-Psychology (2002-UZ)
Masters In Population Studies (2010-UZ)
Phd in Progress (TUT)
Dissertation
Supervisor Email:
info@ditrae.com Tel:
+27118457117
Cell: +27718331711

Signed.....


Date.....
02/02/2020

- DATA ANALYSIS
- ASSIGNMENT EXECUTION
- ACADEMIC AND BUSINESS RESEARCH
- TRAINING AND TUTORING ACCORDING TO NEED
- DISSERTATIONS BOTH QUALITATIVE AND QUANTITATIVE

Dear Participant

Leadership has become a key component in any organization, management and administration of educational organizations and systems. Without proper leadership, things will be very difficult, and many challenges will be experienced. Technical, Vocational Education and Training is one of the organizations that have been enjoying leadership of different types. The importance of leadership in TVET Colleges cannot be overemphasized, because without proper leadership in TVET programs, the goals which are to prepare people to be self-reliance will not be achieved. Therefore, the need for good and perfect leadership has become imperative in TVET Colleges' development. Effective leaders are needed to sustain innovation and are the heart of capacity building for school improvement most especially in Technical Vocational Education and Training (TVET) programs that need sustainability for its development

Please complete the questionnaire that will require only few minutes of your time. When completing the questionnaire please bear the following in mind:

- There is no right and wrong in your answers.
- Kindly answer all the questions.
- Your response to these questions will be used only for this study, not for any other purpose. Your name will not be disclosed to anyone and the information you have provided will be kept confidential.
- Feedback will be provided to the College once the research has

been completed. Thanking you in advance for your participation

Masobelle ES

RESEARCH QUESTIONNAIRE

The aim of the study is to critically analyse the role of College management towards the effective educational leadership at Capricorn TVET College in the Limpopo Province i.e. determine the role of management in the TVET College, identify factors that hinder the effective management of TVET Colleges and also suggest strategies that can be employed by management to improve the quality of education in TVET Colleges

A. BIOGRAPHICAL INFORMATION

SECTION A: RESPONDENT'S BIOGRAPHICAL DATA

Please tick with (X) next to your selected

answer Gender:

Male	Female
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Age :

18-25	26-35	36-55	56 and above
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Type of employment:

Part time employe e	Contract employe e	Permanent
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Years of experience in the TVET Colleges:

1 – 3 yrs	4 – 6 yrs	7 – 10yrs	More than 10yrs
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Current position in TVET College

Campus Manager	Senior Education Specialist	Education Specialist	Other (specify)
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Highest Qualifications:

NQF 5 Certificate	NQF 6 Diploma	NQF 7 Bachelor	NQF 8 Honors	NQF 9 Masters	NQF 10 Doctorate
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SECTION B: GENERAL QUESTIONS

1. In your own words explain the role of management towards effective leadership?

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2. Explain how you perform your duties as a middle/senior manager to ensure the success of the institution?

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3. Are there challenges in the implementation of sound management at Capricorn TVET College? Please elaborate

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4. Amongst the challenges mentioned above which one do you think requires immediate attention?

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5. Indicators of leadership effectiveness by role (please rank 1-5 by putting X in the appropriate boxes)

Item No		1	2	3	4	5
1	Achieving high quality graduate outcome					
2	Establishing a collegial working environment					
3	Bringing innovative policies and practices into action					
4	Maintaining high levels of staff support					

5	Producing significant improvements in learning and training quality					
6	Increased student completion rates					
7	Implementing successful learning systems or infrastructures					
8	Producing future leaders					
9	Others					

5. What do you think are the important skills for an effective leader? Tick the appropriate

Self-organisation skills	
Decisiveness	
Commitment	
Self-awareness	
Inclusiveness	
Influencing	
Empathizing	
Learning and teaching	
Flexibility and responsiveness	
Institutional operations	
Others	

7. What are the possible solutions that can be employed to improve sound management?

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8. How can middle/senior managers contribute to enhance management effectiveness and efficiency?

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Thank you for completing the questionnaire.