

**MANAGEMENT OF THE MIGRATION PROCESS OF A TVET COLLEGE
TO THE DEPARTMENT OF HIGHER EDUCATION AND TRAINING**

by

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Management of the migration process of a TVET College to the Department of Higher

Education and Training

I declare that the above dissertation/thesis is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

SIGNATURE

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Title of thesis:

MANAGEMENT OF THE MIGRATION PROCESS OF A TVET COLLEGE TO THE DEPARTMENT OF HIGHER EDUCATION AND TRAINING

ABSTRACT

The aim of this study was to investigate the management of the function shift of Technical and Vocational Education and Training Colleges at the Department of Higher Education and Training. When the function shift of TVET Colleges took place, it provided an opportunity to research a phenomenon and obtain data that were not previously researched, as this was the first ever function shift or migration of colleges from the Department of Basic Education to the Department of Higher Education and Training. As such, this research not only explores a new phenomenon but also contributes to the body of knowledge regarding TVET in South Africa. This research was conducted at a TVET College in Newcastle, Kwa-Zulu Natal, South Africa.

A qualitative, phenomenological study was conducted. The instruments for collecting data were individual and focus group interviews. Field notes were compiled during the various interviews, as deemed necessary by the researcher. All interviews were recorded digitally. The said digital recordings were transcribed and emanating themes were identified. Managers were selected as the interviewees. As this research was based on the management of the function shift, they were the most appropriate choice. A sample of staff was also interviewed, as two separate focus groups, to balance the scope and extent of the data, thus attempting to not only view the managerial paradigm as the sole reality.

Findings made from the data were that the function shift was preceded by a previous migration of staff. That migration, however, saw colleges remaining in the same educational stream or level namely that of basic education. The staff at colleges, or technical colleges as they were called at the time, were previously employed by the

State. This changed when the State created governing bodies for colleges or college councils, as they are known. Technical Colleges were then renamed Further Education and Training Colleges. These colleges were reporting to the Department of Education which saw a name change to the Department of Basic Education, as explained above. Employees were given the opportunity to migrate from State employment to council employment, which most staff members did. These college councils were later found to be dysfunctional, and the State arranged for colleges to be returned to the auspices of the State, but this time round they were usurped in the newly formed Department of Higher Education and Training. From a management perspective, the function shift was successful with minor challenges. Thus the staff felt that they did not receive adequate communication, thereby adversely affecting their financial positions.

The researcher recommends further research among TVET Colleges regarding the management of this function shift. It is also recommended that all current channels of communication with staff be revisited, and improvement therein pursued, where possible. A final recommendation is that managers involved in a function shift be subject to a refresher course in change management before a function shift is implemented.

KEY TERMS:

Function shift; Migration; Technical and Vocational Education and Training (TVET); Department of Higher Education and Training (DHET); Further Education and Training (FET); College Council; Educational Management; National Implementation Task Team (NITT); National Technical Task Team (NTTT); Turnaround Strategy; Governance and Management; Head of Division (HOD)

DECLARATION

I, **WIUM LA COCK**, declare that **MANAGEMENT OF THE MIGRATION PROCESS OF MAJUBA TVET COLLEGE TO THE DEPARTMENT OF HIGHER EDUCATION AND TRAINING** is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

.....
Signature

15/ 05 /2017

Date

37902210

DEDICATION

This dedication goes to my wife Yolande, my son Dominique as well as my mother Helena or “Ouma Leensa”, who supported me in every possible way whilst I was working towards completing this qualification. The sacrifices you have made for me to pursue my dream of achieving this qualification humbles me and, therefore, this is dedicated to you.

If appropriate, my female pug dog Esperanza is remembered for the fact that she spent many hours, patiently on my lap, whilst I worked on this study, as she had done with my previous studies.

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TABLE OF ABBREVIATIONS

AET	Adult Education and Training
CCRC	Community College Research Centre
CFO	Chief Financial Officer
CPD	Centre for People Development
DBE	Department of Basic Education
DD	Deputy Director
DE	Department of Education
DHET	Department of Higher Education and Training
ELRC	Education Labour Relations Council
FET	Further Education and Training
GCE	Giyani College of Education
GEMS	“The medical aid of government employees is referred to as GEMS which is the short for Government Employee Medical Scheme.”
GEPF	Government Employee Pension Fund
GPSSBC	General Public Service Sectoral Bargaining Council
HOD	Head of Division
HR	Human Resources
HRDCSA	Human Resource Development Council for South Africa
HRGM	Human Resource General Managers
HRM	Human Resource Management
HRMD	Human Resource Management and Development
IM	Interviewee Male
NCV	National Certificate Vocational
NIH	National Institute for Health
NITT	National Implementation Task Team
NSFAS	National Student Financial Aid Scheme
NTTT	National Technical Task Team
PAM	Personnel Administration Measures
RITA	Rapid Identification of Themes From Audio
RSA	Republic of South Africa

SACE	South African Council for Educators
SAICA	South African Institute of Chartered Accountants
SADTU	South African Democratic Teacher`s Union
SAJHE	South African Journal for Higher Education
TQM	“performance which is called Total Quality Management or TQM to education”
TVET	Technical and Vocational Education and Training
UNIVEN	University of Venda

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CHAPTER 1

1.1 INTRODUCTION AND BACKGROUND TO THE STUDY

This researcher was and still is employed in the vocational education college sector during a transitional period where the public technical and vocational colleges migrated from one public education department to another. He observed the challenges that occurred at the college, first-hand.

The dynamics behind the migration, or 'function shift' as it is officially referred to, interested the researcher from a managerial perspective. The researcher is also interested in the leadership- and management theories applied by the managers during the migration process. This is then the reason why he chose to conduct this research.

Post-school education had been prioritised by the Department of Higher Education and Training (DHET) in the White Paper for Post-School Education and Training on 20 November 2013. In the executive summary of the White Paper (2013: xii), it states that there are 23 public universities and 50 public Technical and Vocational Education and Training (TVET) Colleges. The paper further describes the latter as "formerly known as Further Education and Training [FET] Colleges".

The former FET Colleges used to fall under the Department of Basic Education (DBE).

Zungu and Munakandafa (2014:7) explain that the "Turnaround Strategy for FET Colleges" of 2012 was initiated because it found the FET college councils to be "dysfunctional" and did not provide "strategic leadership and guidance in colleges." The paper goes further to state that this dysfunctional "institutional leadership" resulted in the transfer of the colleges "from being a provincial to a national competence." In short, this means that the management of colleges was removed from the collective authority of college councils and provincial education department and placed under the control of the national Department of Higher Education and Training (DHET).

When colleges were transferred from DBE to the Department of Higher Education and Training (DHET), the name of the colleges were changed to Technical and Vocational Education and Training (TVET) Colleges. From here TVET Colleges formed part of the DHET`s post-school education and training options.

The researcher observed, first-hand that this changeover of control, or as it is commonly referred to as the migration, from DBE to DHET provided challenges to managers on a daily basis.

The migration of TVET Colleges to DHET invariably influenced matters related to human resources, finances, logistics and other general, management-related matters.

When the changeover of staff from being council employees to permanent staff members occurred, there were a variety of responses from employees and managers alike. During social interactions that the researcher, as a fellow employee, had with staff on a daily basis, they revealed their feelings.

Positive responses varied from anticipated improved work security, medical aid, pension fund benefits as well as the thirteenth cheques that public servants receive. Negative responses were that staff who were not suitably qualified in educational studies may now be unemployed by the DHET *en masse*.

This research, therefore, investigated the experiences regarding the migration of all operational managers as well as those of human resources, finances, logistical management and other management- related areas.

The scope of this research is restricted to the management team of Majuba TVET College as well as a group of staff members. The researcher anticipated that the resources and time frame needed to complete the research were attainable.

1.2. LITERATURE REVIEW

Preliminary studying of academic material indicated some interesting facts related to the topic being researched.

1.2.1 Contextualising educational management and leadership

Van Zyl (2013:143) describes management in the context of education by saying that management is the “process of designing, developing and affecting educational objectives and resources so as to achieve a predetermined goal”. Zengele (2013:22) describes management areas as being, amongst others, “staff affairs” and “administrative affairs”. This study explored educational management in these two fields of interest at Majuba TVET College regarding migration to the DHET.

Cronjé (2008:220) quotes Kotter (2001:85) and distinguishes between leaders and managers as being that “Management is about coping with complexity. Leadership is about coping with change”. In this context, a leader can be described as someone “who organises and holds responsibility over a certain, defined group of people”, as reported by Sart (2014:76). Göksoy (2015:110) concurs with this by stating that the “Leader in this leadership process is accepted as the person with the most or highest effect on the members of the group”. Pelsler (2016:2) echoes this by stating that “managers deal with everyday operations and leadership refers to the ability to influence people”.

The researcher now concludes from this that management is a skill that can be developed, whereas leadership is an acquired personality trait or ability. Zungu and Munakandafa (2014:9) also state that “Leaders have the ability to assess the situations they find themselves in and apply the appropriate strategies to move their institutions forward”. Similarly, Feinberg, Ostroff and Burke (2005:474) say that the “ability to form a collective identity as well as to promote similarity between leader and members in their goals and activities” is an “attribute” of the transformational leader. However, the researcher concedes that the existence of leadership does not necessarily imply the existence of management and *vice versa*. A factor that needs to be kept in mind is the

fact that, according to Zungu and Munakandafa (2014:8), the terms “governance and management can be used interchangeably; however, they are quite distinct from each other.”

1.2.2 Educational managers: competencies and skills

Educational managers are, according to Steyn and Van Niekerk (2013:247), responsible for “goal and action management”, “leadership”, “human resource management”, “directing subordinates”, “focus on others” and “specialised knowledge”. Botha (a) (2013:201) adds that a principal should have “Interpersonal or people skills”, be able to plan, observe instruction “(supervision)” as well as being capable of “research and evaluation skills”. The researcher is of the opinion that all managers who work under the principal, in educational institutions, which includes colleges and universities, should also have these skills and responsibilities to collectively work towards the vision, mission, goals and objectives of the institution.

Leaders and managers work in frameworks that are commonly referred to as management – and leadership theories.

1.2.3 Management – and leadership theories

Management and leadership theories may provide a lens through which the managing of the migration of Majuba TVET College to DHET could be viewed.

Common sense dictates that optimal team performance is dependent on all members of the team working together towards a common goal. Steyn and Van Niekerk (2013:263) define a team as “a group of people with common objectives that can effectively tackle any task which it has been set up to deal with.”

The motivation of team members by the leader/s and the development of a mind-set of collective cooperation imply participative management, as described by Mokoena (2012:44). This is complemented by the theory of transformational leadership as

explained by Burch and Guarana (2014:7). The latter says that “leaders communicate the organisation’s vision and seek alignment between followers’ prior views”. The benefit of participative management, as reported by Mokoena (2012:44), is that all “participants tend to have a sense of ownership of change initiatives and eventually offer stronger support to realise the goals of such efforts”. This “sense of ownership” is echoed by Somech and Oplatka (2009:430) who say that it “motivates individuals to broaden their roles to improve school functioning”.

Christie, Barling and Turner (2011:2943) however warn against “pseudo-transformational leaders” who “inspire and use their influence for self-gain” and use Bass and Steidlmeier as their source of reference. Christie et al., continues on page 2945 by stating that the ideal that leaders should strive for when influencing people is that it should be “defined by the values, morals, and ethical principles of a leader”.

Steyn and Van Niekerk (2013:296) remind us that effective leadership consists of two stages, namely a “short-term and long-term” dimension. Therefore, educational leadership, applied to the case of Majuba College’s migration, appeared as not just a matter of applying transformational leadership before and during the migration and then relinquishing it. The actual migration fell in the short-term part. After that, the long-term focus had to be on the “desired future” and the ability of leaders to steer staff in the “desired” direction.

The steering of staff in the “desired” direction also implies that management is taking place and not just a process of leadership. Botha (b) (2013:9) distinguishes between leadership and management as that “leadership relates to mission, direction and inspiration, whilst management involves designing and carrying out plans, getting things done and working effectively with people.”

Further, the researcher is of the opinion that the “sense of ownership”, as described by Mokoena (2012:44), that results in a higher level of commitment from the subordinate, “reflects on a significant attribute of staff, and that is the human factor”.

1.2.4 The human factor

Miao, Newman, Schwarz and Xu (2013:77) report that managers face this very human level of interaction and indicate that there is “affective trust” which they describe as “strong emotional ties between the supervisor and the subordinate”.

In the light of this, the fact that managers work with human beings, beings with emotions, brings different theories of management and leadership to mind. This is simply because the managers are reliant upon getting the most from their employees.

1.2.5 Theoretical framework

This study’s theoretical framework consists of transformational leadership and participative management and change management that was applied to examine the management of the migration process of Majuba TVET College to the DHET.

Three theories were used as a lens to view the migration of Majuba TVET College to the DHET. The reason for this is that Göksoy (2015:110) states that “school management, which is a complicated and hard task, cannot be left to a single leader or leadership approach or potential because school structures are not easy to be managed effectively with the leadership of a single person.”

Cerni, Curtis and Colmar (2014:29) describes transformational leadership as “when a leader articulates a clear vision or mission for their organisation and drives the transformation of the organisation and progress toward that vision by motivating and inspiring followers (Bass, 1997). Cuadrado, Navas, Molero, Ferrer and Morales (2012: 3086) describe transformational leadership as “leaders who, through their personal influence, produce changes in the scale of their followers’ values, attitudes, and beliefs”. The migration process of Majuba TVET College to the DHET certainly needed these attributes from the managers for them to have brought about the migration.

Participative management is defined by Gilberg (1988:109) as consisting “of those techniques and practices which increase employee involvement in areas which can improve work practices, managerial decision-making processes, and organisation performance standards.” Somech and Oplatka (2009:429) define it as “joint decision making, or at least shared influence in decision making, by a superior and his or her employee” (Koopman & Wierdsma, 1998). The opinion by Duze (2012:59) that “participative management models “are unsuitable for Nigeria in particular and Africa in general, be it in industry or education, given the wide cultural differences.” is, in the opinion of this researcher, a gross generalisation and cannot be supported. The reason for this statement by this researcher is that Duze (ibid) compared “management and employee perceptions, attitudes, and values” of two steel companies in an African country (Nigeria) to one operating in Italy, Europe, which in itself is like comparing apples to pears. Furthermore, in this researcher’s opinion doing research in two steel companies in one African country, on its own, does not warrant a generalised opinion about all African countries.

All theories, transformational leadership and participative management, and change management are thus as a lens to understand the said migration of Majuba TVET College.

Cummings and Worley (2009:747) describe change management as “The tools, techniques, and processes that scope, resource, and direct activities to implement change. Change management is less concerned about the transfer of knowledge, skill, and capacity to manage change in future than organisation development.” This is, to some degree, similar to a much earlier finding by Lorenzi and Riley (2000:118), that “Change management is the process by which an organisation gets to its future state, its vision.” In the case of Majuba TVET College, the “future state” as well as “organisation development” is the successful migration to DHET. Apart from this academic approach, one has to take cognizance of the fact that there were practical implications prevalent in the field of change.

Regarding the process of change, Beerel (2009: xvi) states in the introduction of her book that the process of change “begins with why and what needs to change and continues right through the execution and implementation of change.” The “why” and “what” will be discussed in due course below. In the meanwhile, however, Beerel (ibid) goes further and describes the main purpose of change as being “to attune and align the organisation to new realities that are continuously emerging and presenting themselves.” This was certainly true in the current case of Majuba TVET College. The “new realities” for this college was the migration to DHET, the purpose of which is to eventually provide South Africa with more individuals who are sufficiently equipped with skills and knowledge that will enable them to address the skills shortage in the country.

Although the three theories were applied to examine the management of the migration process, it needs to be mentioned at this stage change management was found to be the main theory that underpins this function shift or migration. Change management is discussed in more detail in Chapter 2.

1.3. PROBLEM STATEMENT

The problem identified is the management of the migration process of Majuba TVET College to the Department of Higher Education and Training.

The migration of Majuba TVET College from DBE to DHET was a massive undertaking. The effect might not be fully known for years to come. Investigating the experiences of said managers did, in fact, shed new light on how to manage the evolving process of an institution coming from the core education stream and entering the stream of higher education. This also identified areas of best practice and mistakes. Best practices are, as Besner (2013:27) states, a term that has many interpretations, but do mention the description that includes “results” that are “proven” “over time”. It could thus provide guidance for and solutions to future managerial challenges.

1.4. QUESTIONS AND SUB-QUESTIONS

These questions were formulated to provide the parameters of this research.

1.4.1 The main question for this investigation was:

What are the experiences of managers regarding the management of the function shift of Majuba TVET College, Newcastle from the DBE to DHET?

1.4.2 The following are the sub-questions that assisted the researcher to answer the main question:

1. How were the academic operations of Majuba TVET College affected during and since the function shift from DBE to DHET?
2. How were the human resource issues of lecturers handled by the managers during the function shift period?
3. To what extent were the professional and personal relationships of the managers with the staff affected during the function shift from Majuba TVET College Council as the main employer to that of DHET?
4. What are the experiences of Majuba TVET College managers regarding non-academic operations (support function) during and since the function shift from DBE to DHET?

1.5 AIM AND OBJECTIVES

Aims and objectives provide the guidelines along which the research was undertaken to reach the final goal, which is to reach findings and make recommendations.

1.5.1 The aim of the study

The aim of this research was to investigate the management of the function shift of Majuba TVET College, Newcastle from DBE to DHET.

1.5.2 The objectives of the study

The objectives of the study were:

1. To determine the extent to which the academic operations of Majuba TVET College were affected during and since the function shift from DBE to DHET.
2. To find out how the managers handled the Human Resource issues of lecturers

during the function shift period.

3. To examine the extent to which the professional and personal relationships of the managers with the staff were affected during the function shift from Majuba TVET College Council as the main employer to that of DHET.
4. To examine the experiences of Majuba TVET College managers regarding non-academic operations (support function) during and since the function shift from DBE to DHET.

1.6. SIGNIFICANCE AND RELEVANCE OF THE STUDY

This study could contribute to the current body of knowledge because this research is the first of its kind undertaken at any TVET College. As such, the experiences of college managers regarding the migration may assist future programmes of migration, not only in the field of education but maybe in other fields as well.

To get a better understanding of the circumstances surrounding this research, it is worth mentioning that, during the migration, two simultaneous processes occurred, which had to be managed. These processes were the transferring of college council-employed staff to DHET and transferring Majuba TVET College as an institution from the DBE to DHET.

The move from college council staff to DHET was agreed upon by signatories to the Collective Agreement that was reached at the Education Labour Relations Council on 2014/02/04. It was promulgated in Collective Agreement number 5 of 2013, which was published on 7 November 2013.

Understanding the experiences of managers during the migration may draw from the past and inform current and future management and leadership strategies and practices.

1.7. RESEARCH METHODOLOGY

This division will explain the methods that the researcher used to do this research. Various designs and methodologies have been developed over the years.

1.7.1 Research paradigm

The researcher followed an interpretive approach to conducting this research. De Vos et al. (2014:8) explain that this is also referred to as a phenomenological approach.

1.7.2 Research Approach

The researcher used qualitative research methods for obtaining evidence. McMillan and Schumacher (2010:320) quote from Creswell (2007:37) who provides a definition of qualitative research as being research that “begins with assumptions, a worldview, the possible use of a theoretical lens, and the study of research problems inquiring into the meaning individuals or groups ascribe to a social or human problem.” Expounding on this, De Vos et al. (2014:65) states that qualitative research is done where “the purpose of the study is primarily to describe a situation, phenomenon, problem or event”.

The researcher chose to use the “theoretical lens” of qualitative research to gain an understanding of the “event” that occurred, namely the management of the migration process or function shift of Majuba TVET College to the DHET.

1.7.3 Sampling and sampling techniques

For economic reasons, the non-probability type of sampling was purposive sampling, as stated by De Vos et al. (2014:392), as opposed to the stratified random sampling suggested by Welman, Kruger and Mitchell (2005:61). Another reason for choosing this sampling type, other than the economy, is that it can “purposefully inform an understanding of the research problem”, as stated by De Vos et al. (2014:392).

The sample size was eight units and was derived as follows:

Table 1: Sample of managers interviewed

Post Description	Number of interviewees
Rector	1 of 1
Former Rector	1 of 1
Chief Financial Officer	1 of 1
Head of Operations	1 of 1
Human Resources Manager	1 of 1
Head of Academic Services	1 of 1
Campus Manager	2 of 6
Total	8 of 12

The sample units were chosen specifically because of their direct involvement in the management of the college. They were also the proverbial drivers of change during the migration process. Their responses thus informed this research and was the foundation on which the conclusion/s of this research were based.

Two groups of staff members were also interviewed as focus groups. These were from two different campuses and consisted of seven and eight interviewees respectively.

The reason why this aspect was observed is that it provided answers to challenges that were encountered during the migration process. In turn, this brought a better understanding of the dynamics of management – and leadership styles that were utilised when the function shift was executed. This also answered the questions of which management and leadership styles, or what combination thereof, worked best during the migration process.

1.7.4 Data collection (Instruments and data collection techniques)

As the findings and the consequent recommendations should be based on facts, the data should be collected using suitable instruments as well as using proper collection techniques.

1.7.4.1 Interviews

In-depth or unstructured interview, as suggested by McMillan and Schumacher (2010:206) as well as De Vos et al. (2014:348) was conducted with the Rector of the college. This interview provided a broader perspective on the function shift of Majuba TVET College from the DBE to DHET. The reason for choosing this method is because De Vos et al. (2014:348) describe this as the method to use when the researcher wants to understand the “experience” of the other person.

The reason behind this approach is that the researcher held the opinion that, although it was time-consuming, crucial information came to light that could be lost if only a questionnaire was completed or a structured interview was conducted. Further, the researcher held the opinion that the chosen method divulged information that might not have been detected otherwise and might have warranted new literature studies or research.

The researcher is further of the opinion that it also had a better chance of success than a voluntary questionnaire that could simply be ignored and thrown away.

Divisional heads and managers, on the other hand, were interviewed by conducting semi-structured interviews to get a “detailed picture of a participant’s beliefs’ as stated by De Vos et al. (2014:351). However, the researcher was still able to delineate the interview in keeping with the research topic.

Cohen, Manion and Morrison (2011:44) debate structuring of interviews from both sides of the proverbial coin. They say that “if carefully controlled interviews such as those used in social surveys are inaccurate, then the less controlled interviews carry even greater risks of inaccuracy.” The researcher is of the opinion that the structuring of interviews for this research did not fall into the trap of “inaccuracy” as pointed out by these authors because unbiased responses were solicited in every instance.

1.7.4.2 Focus group interviews

The researcher opted to conduct these focus group interviews with staff to gain insight into the views of both the senior managers, who were interviewed using face-to-face interviews on the one side and other managers and staff, on the other hand, thus balancing the scope of interpretation.

The researcher viewed this as a less biased approach which still reports the facts from the interviewees, but spreads the overall responses across both sides of the spectrum of staff and senior managers. This was reported, as such, under par. 4.3.2.3 Theme 3, where the effects of the migration were viewed differently by managers and staff.

1.7.4.3 Data collection instruments

The researcher collected data using individual as well as focus group interviews.

1.7.4.3.1 Observations

Although observation was not used as a data collection tool, it needs to be emphasised, at this stage, that observation of human actions forms part of all daily interaction. As such, it formed part of the researcher's paradigm of observation, whilst conducting the interviews. These informal observations are referred to as reading someone's body language. The researcher took cognisance of this fact and attempted to avoid body language as being a determinant of the views offered by the interviewees, thereby further attempting to minimise bias, which is discussed in par. 3.2.5.2 *infra*.

This was deemed necessary by this researcher, because he envisaged to report opinions and views expressed by all interviewees as objectively as possible, thereby attempting to render the conclusions more trustworthy and reliable.

Rodriguez and Castilla (2013:3) rightly point out that all humans use non-verbal communication from birth, and as such, it is the first form of communication between humans. They say that the importance of non-verbal communication skills decreases as our educational levels increase "until they are almost discarded at graduate levels." The

said authors hold the opinion that doing this “leads to an imbalanced personal development” unless we make a conscious decision to address it (ibid).

Non-verbal communication is described as “kinesics” by McMillan and Schumacher (2010:363). These authors suggest that “facial expressions, gestures and movements can be triangulated with verbal data” (ibid). Another point of importance to note is that different cultures also play a role in how a person expresses him or herself non-verbally. This manifests not only in facial expressions or body movement but also in comfort zones when dealing with interpersonal space. A further example of cultural influence is eye-contact. European cultures tend to view eye-contact as “honesty, attention, trustworthiness”, whereas in African cultures it represents “aggressive, disrespectful, or impolite” behaviour, according to Kaiser (2007:6). This researcher kept these factors in mind when conducting interviews.

Volino and Das (2014:9) identify another factor that plays a role in non-verbal communication. They discovered that the settings during an interview also play a role. Interviewees may be nervous if a video recording is made of the interview. In their conclusion, Volino and Das (2014:35) report that the “video-recorded counselling sessions impacted students’ perceptions of their verbal and non-verbal communication skills.” Once a video review was conducted, the most noticeable change was in the interviewees’ eye-contact.

This researcher, however, observed that the setting was done in the American context, which is demographically different from that of South Africa. South Africa has a population that is predominantly African, with White people in the vast minority. America sees the African American people as a minority. In the said study, Volino and Das (2014:32) reported the respondents in their study as follows, from Table 1, regarding enrolment of third year students, at a Doctor of Pharmacy course, where core-communication was the focus of the syllabus:

White: 27.4%, Black/ African American: 5.1%, Hispanic/ Latino: 4.1%, Asian: 56.9%, Race/ Ethnicity Unknown: 2.5% and Foreign/ International: 3%.

Without digressing into the psychological or cultural analysis of the abovementioned respondents' behaviour, this researcher concludes from this report by Volino and Das that the human factor plays a role when responding to video-recorded responses. The researcher, therefore, only made notes and a digital voice recording of the interviews. There were no video recordings. Greeff (2014:359), however, warns that "even digital voice recording may make the situation uncomfortable for the interviewee or even the novice researcher". Greeff (ibid) suggests the inconspicuous placement of the recording equipment to minimise this effect. It is this investigator's opinion that the changes in the non-verbal communication of interviewees was largely be negated by the fact that each interviewee knew that he or she would remain anonymous in the report and that the researcher would keep the identity of the interviewee confidential. This was done by means of a formal agreement signed by both the interviewer and the interviewee as per **Appendices F and G**. The researcher used a cellular phone without a sim card in it to make the recordings. It is this researcher's belief that a cell phone lying on a table seems less intrusive in this digital day and age than a recording machine or Dictaphone. Unless mention is specifically made of names, the identity of the interviewee remains confidential to the researcher and anonymous to other people.

1.7.5 Data analysis

The data was captured using interview schedules as well as transcriptions of voice-recorded interviews. The analysis was done using coding the interviews and related recordings, as reported by McMillan and Schumacher (2010:370). They suggest a system in which the relevant data is recorded as segments. These authors also explain how to refine the coding on page 372.

Presentation of data regarding opinions or experiences may not be done using pie-charts and bar graphs with their respective legends, as the data is of a non-statistical

type. The possibility of not doing this was only determined once the interviews were analysed.

1.7.6 Ethical considerations

No personal information of participants was or will be published or made available to anyone without the prior written permission of the said participant as well as the researcher's supervisor and Unisa. The "*primum non nocere*" or do no harm to the interviewees, as emphasised by Cohen et al. (2011:542) was and will be adhered to at all times. This means that the information regarding their identities was and will be regarded as confidential, which is a privacy concern.

Anonymity is also part of the privacy of the interviewee and needs to be respected, as highlighted by De Vos et al. (2014:119). With anonymity, as opposed to confidentiality, the identity of the interviewee is unknown. This applies, for example, in cases where a group of people complete questionnaires anonymously and the respondent's identity is entirely unknown.

Participants were also requested to sign a consent form that stipulated the exact reason why they were participating in the survey as well as the fact that they could withdraw from participation at any stage, even midway during a consultation or interview. This ensured that participants knew what they agreed to and that the four principles of informed consent, namely "competence, voluntarism, full information and comprehension", as prescribed by Cohen et al. (2011:78) were adhered to.

The consent from Unisa's Research Ethics Committee, as well as the Rector of Majuba TVET College, was obtained before conducting the research.

1.8. CHAPTER DIVISION

This dissertation is divided into five distinct chapters.

Chapter 1:

This contains the introduction, motivation, background to the study, problem formulation, aims and objectives as well as the significance and relevance of the study. The research design and methodology is also clarified in this chapter.

Chapter 2:

This chapter consists of a literature review to gather what other research have been conducted on the current topic.

Chapter 3:

The researcher conducted a phenomenological, qualitative, case study method of research.

Chapter 4:

The findings of the research were analysed and captured in this chapter.

Chapter 5:

This chapter contains the summary of the research, conclusions as well as recommendations by the researcher.

1.9 DEFINITION OF TERMS

Unless specifically stated otherwise, in this discussion, the following words will bear the meaning as indicated.

CFO: Chief Financial Officer.

DE: Department of Education.

DBE: Department of Basic Education, formerly known as DE

DHE: Department of Higher Education.

DHET: Department of Higher Education and Training, formerly known as DHE.

Function shift: The migration of TVET Colleges from the Department of Basic Education to the Department of Higher Education and Training. Sometimes only referred to as migration.

FET Colleges: Further Education and Training Colleges. Earlier they were known as Technical Colleges and currently known as TVET Colleges.

GEPF: Government Employee Pension Fund.

HR: Human Resources (- Division)

NITT: National Implementation Task Team, responsible to “oversee the transfer process for lecturers and support staff and assist with the roll out of staff information sessions nationally. Collective agreements were used as a framework and “representatives from Labour and the DHET” were involved as per DHET Function Shift Circular No 1/2014.

NTTT: National Technical Task Team. Consisted of “FET Unit heads, representatives of organised labour and FET College Management” as described in DHET Function Shift Circular No 1/2014. The NTTT was formed for the purposes of consultation and management of the migration process “on the national and provincial level.”

Persal: The Personnel Salaries system used by the South African government to administer salaries and payments to government employees.

SACE: The South African Council for Educators.

SAICA: South African Institute of Chartered Accountants.

Staff: “persons employed at a public college”, as defined in the Further Education and Training Colleges Act 16 of 2006, section 1. This implies the current Technical and Vocational Education and Training Colleges, or TVET Colleges in short.

TVET College: Technical and Vocational Education and Training College.

VIP: A commercial computer programme that administers and assists in managing payrolls, also known as Sage VIP.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

The researcher indicated the problem statement, the research questions and sub-questions as well as the significance of this study in Chapter 1. In this chapter, the researcher investigates the experiences of managers regarding the role that change management played and the effect thereof in educational institutions, but more specifically with the migration of Majuba TVET College to the DHET.

This literature review will attempt to better understand the experiences of managers regarding the migration of Majuba TVET College, Newcastle from the DBE to DHET by looking at prior research conducted regarding change management. Together with its influences on academic operations in educational context, human resource issues of academic staff in educational context, professional and personal relationships amongst managers and staff at educational institutions, and the experiences of managers regarding non-academic operations (support functions) in educational institutions.

2.2 LITERATURE REVIEW

A review of relevant literature was conducted to establish if any research on the topic was done as well as to find information on matters related to this research.

2.2.1 Academic operations in educational context

Operational management is, of course, crucial for the smooth running of any organisation or institution. Academic operations are conducted in educational institutions.

2.2.1.1 Academic Operations

According to the Oxford Thesaurus of current English (2006:4), as edited by Waite, the word academic has various meanings. One of which is “educational”. The word

operation (2006:302) carries the meanings “functioning, working, running, performance, action.” For this literature review, the meaning of the term academic operations will, therefore, have the following meaning:

The functioning, working, running and operations of an educational institution. In this literature review, the term educational institution will include, but it is not limited to, a school, a TVET College or a University, unless the context indicates otherwise.

2.2.1.2 Change management

Research by Verhulst and Lambrechts (2015: 6) discusses change management as a “field in which one studies and manages the process of change within an organisation.” This clearly indicates a management process, but more specifically delineates the parameters of this management process. These authors do warn that the same factors might support some cases and in other cases, the very same factors hamper those cases.

2.2.1.3 Effect of change management on academic operations

The word change might seem simplistic on its own, but the meaning of change in practical terms could be far reaching, at least as far as institutional change is concerned, because the future of human beings is involved in every educational institution. This was, therefore, also the case for Majuba TVET College that migrated to DHET. Investigating this migration necessitates the understanding first and foremost of certain terminology that applies contextually. This will provide the reader with a better understanding of the total of the processes of migration that Majuba TVET College undertook while migrating to the DHET. Understanding the terminology will shed further light on the dynamics of the processes involved before, during and after the migration. Hence the explanation of the term “change management” as well as the why and the what needs to change, the purpose of change, drivers of change and also why the reasons for the failure of implementation of change, will be discussed.

For the purpose of this study, the term “change management” needs clarification as change management, in general, is not a new topic. Cummings and Worley (2009:747) describes change management as “The tools, techniques, and processes that scope, resource, and direct activities to implement change. Change management is less concerned about the transfer of knowledge, skill, and capacity to manage change in future than organisation development.”

This is, to some degree, similar to a much earlier finding by Lorenzi and Riley (2000:118), namely that “Change management is the process by which an organisation gets to its future state, its vision.” In the case of Majuba TVET College, the “future state” as well as “organisation development” is the successful migration to DHET. Apart from this academic approach, one has to take cognizance of the fact that there were practical implications prevalent in the field of change.

Regarding the process of change, Beerel (2009: xvi) states in the introduction of her book that the process of change “begins with why and what needs to change and continues right through the execution and implementation of change.” The “why” and “what” will be discussed in due course below. In the meanwhile, however, Beerel (ibid) goes further and describes the main purpose of change as being “to attune and align the organisation to new realities that are continuously emerging and presenting themselves.” This was certainly true in the current case of Majuba TVET College. The “new realities” for this college was the migration to DHET, the purpose of which is to eventually provide South Africa with more individuals who are sufficiently equipped with skills and knowledge that will enable them to address the skills shortage in the country.

Beerel (2009:8) further states that “the stimulus for change is external to the system changing.” Anderson and Ackerman Anderson (2010: 31) refer to these stimuli as “drivers of change.” “Drivers” may occur before the process or during the process of change. In the case of Majuba TVET College, these drivers or stimuli were identified by a Human Resource Development Council of South Africa (HRDCSA) research, as reported by Zungu and Munakandafa which was put into place by the Minister of

Department of Higher Education and Training, Dr. Nzimande, This was indicated in the introduction of this literature review and provides the answer to the question of “why” change (migration) should take place, as suggested by Beerel (2009: xvi).

To further understand organisational change, one also needs to know “what” has to change, as Beerel (2009: xvi) rightfully indicates. This “what” is also referred to as the “critical focus areas” of change by Anderson and Ackerman Anderson (2010:25) who describes these “critical focus areas” where change applies as can be seen in Table 2 below.

Table 2.1: Critical focus areas of change

Content change	of	The organisational focus of change (structure, strategy, business process, technology, culture, product, or service)
People change	in	Handling the human dynamics of change: people’s mindsets, commitment to change; emotional reactions, behaviour engagement, relationships, politics; cultural dynamics impacting the change
Process change	of	The way change is planned, designed, and implemented; adjusting how it unfolds; its A-Z roadmap, governance, integration strategy, and course corrections

Adapted from Anderson & Ackerman Anderson (2010:25)

These “critical focus areas” namely content of change, people in change and process of change, were also true in the case of the migration of Majuba TVET College.

Another factor worth serious consideration are the consequences of change. This consequence entails, among other things, the fact that humans tend to respond or react to change. Cameron and Green (2009:54) describe these consequences, tongue in cheek, with a poem. Although it may seem somewhat humoristic, nevertheless, it might also be very genuine and applicable for this study.

“RESPONSES TO CHANGE

Those who let happen.

Those who make it happen.

Those who wonder what happened”.(Anon)

By using this poem, the authors express their opinion that humans are invariably involved in organisational change as well as the responses to it. If these responses to change are not acknowledged by managers who just implement institutional change summarily, the changes might fail, as will be indicated later on in this review of literature. To return to the initial point of the current discussion, namely response to change, the authors, Cameron and Green (2009:54) proceed to provide their “Five factors” view on what responses to change entail:

- nature of change”,
- “consequences of the change”,
- “organisational history”,
- “type of individual” and
- “individual history.”

Applying these five factors to Majuba TVET College, one finds that the first three points were already addressed in the introduction of this review of the literature. The nature of change being a migration to DHET, the consequences of change was the alignment of TVET Colleges with the higher education band as well as the integration of the staff in the DHET. Organisational history was described above by referring to colleges that were first technical, later FET and are currently TVET Colleges. The type of individual as well as their history could only be discovered once the research was conducted.

Once one knows what responses to change entail. One may start by implementing the process of change. However, without preparation and understanding of the dynamics of institutional change, one may not know how to bring about the change. To start the envisaged change in a proper manner, one may start by answering the questions of how to bring about the change, who effects the changes, and why the implementation of

change fails?

2.2.1.4 How to bring about the change

Cameron and Green (2009:56) provides the answer to how to bring about change by referring to Lewin (1952) as well as Schein (1988) who had similar ideas of how to bring about change, namely to “Unfreeze” the current situation, then “Learning new concepts” and lastly “Refreezing”. Van der Merwe (2013:51) similarly points out the three phases, however differing only by naming the second phase as the “Movement” stage. Applying the “unfreezing” phase practically to the migration at Majuba TVET College, Van der Merwe (2013:51) suggests that the following should have taken place beforehand:

- “clear communication for the need for change”,
- “building trust for the change process” and
- “encouraging active participation through brainstorming sessions in which problems are identified, and solutions developed.”

Regarding the “unfreezing” phase at the local level, in the case of Majuba TVET College, this meant meetings between staff and managers and creating an understanding of what is expected of one another and the commitment to cooperation among everyone. From the side of the employer on a national level, the DHET Function Shift Circular 2 and 3 of 2014 indicates that the National Implementation Task Team monitored the migration process and that the Labour Relations team of DHET conducted workshops throughout the country to communicate the migration processes in an organised way. The “learning new concepts” or “movement” phase finds application where the managers of the process of change were to “encourage employees to work together” and to embrace the change actively.

Lastly, the “refreezing” phase would be when the new “equilibrium”, as Van der Merwe (2013:51) describes it, was obtained. In practical terms for Majuba TVET College, this

simply means that once the migration took place and all the proverbial teething problems and growing pains were addressed, then Majuba TVET College operated in a somewhat different way, coming from DBE to DHET. This different way is the new “equilibrium”.

2.2.1.5 Who effects the changes?

Heery and Noon (2001) describes a “champion of change” in The Oxford Dictionary of Human Resource Management (2001) as being “a temporary role given to a manager for a particular change initiative or a programme of change within an organisation.” The description goes further and emphasises that the “champion” should be able to get the support of his peers, acquire “enthusiasm from employees” as well as ensuring that the “resources” of the organisation are managed appropriately. The champion should also “monitor” the entire process of change. The very next word in this dictionary is “changemaker” that is described as “A role that can be adopted by a manager who is primarily responsible for personnel or human resources. “Changemakers” are focused on the broader business objectives and concern themselves with ways that the management of human resources can contribute to achieving these objectives.” This description of “changemakers” therefore indicates that they are actively involved in the managing process, including that of institutional changes. Argon and Dilekçi (2016:22203) further argue that it “is necessary to have members of the organisation participate in the process of change.” They also say that staff should be consulted on a continuous basis and their suggestions should be evaluated.

As was pointed out earlier, responses to change invariably occur. This is not only true for staff, but also for the managers involved in the process of change. Similarly, all persons, and conceivably some of the managers included in the process of change, are themselves not suitable to effect changes. The staff could be disciplined and “managed” into conformity, but managers could be a different kettle of fish altogether, especially if they are the ones who are supposed to manage or effect the change. It is practically not the ideal situation, because how does one get a manager to do what is expected of them, which is to initiate and effect institutional changes, while that manager is not

suitable for that specific task. This means that a suitable or ideal manager/s should be tasked with the management of the change process. What are then the attributes that this suitable or ideal manager should possess?

Beerel (2009:15) refers to the three-manager model regarding change as the reactive-, inactive- and proactive managers. The reactive manager believes that things worked better in the past and will try to “suppress” the effects of change”. The inactive manager, on the other hand, will detest change and do anything to avoid it. The third type is the manager who focuses on the future and uses change as a tool and “opportunity” that can be used to move forward. This seems to be the ideal manager to entrust with the “critical focus areas” of change of the organisation. Once again, these “critical focus areas”, as discussed above, were reported by Anderson and Ackerman Anderson (2010:25).

2.2.1.6 Why does the implementation of change fail?

Unfortunately, organisational change is not always successful and does not always have the desired effect. This raises the question as to why change fails. Beerel (2009:17) identifies the reasons why change fails. He alludes that reasons for failure of change could be that “the change did not respond to new realities ...”, “the change.... was not fully understood...”, “the change engaged in was a technical fix to an adaptive problem”, “the people involved in implementing changes did not truly believe that the change project was responding to new realities...”, “the anxieties in the organisation impeded its ability to adapt and learn.”, “people`s resistance to change was not properly dealt with.”, “people affected by the change were not included in the decision-making processes.”, “leadership did not or could not convey the urgency of the requirement to change....”, “the extent of the change initiative was not fully thought through, hence..... further stress occurred.”, “the full impact of value tensions on stakeholders to the change initiative had been superficially explored.” and “the focus on the change was strategic, tactical and technical but not ethical.”

Another factor that Verhulst and Lambrechts (2015: 6) identified is that resistance to change is a key element in the process of managing change. In fact, they say that resistance to change “is considered as the most important obstacle in organisational change management”.

Furthermore, a few years earlier, Gill (2003:308) reported that failure of “change programmes” could be attributed to “poor management: poor planning, monitoring and control, lack of resources and know-how”. Elaborating on this, Gill says that the “most powerful forces of resistance to change, however, are emotional”.

Applying these reasons for failure to change in the migration of Majuba TVET College to DHET falls outside the scope of this literature review. This is because the migration was already completed at the time this literature review was conducted. Moreover, Beerel (2009:17) suggests that “Change is an ongoing process.” She also says that “Change is a means to an end, and not an end in itself.”

2.2.2 Human resource issues of academic staff in the educational context

Before one could establish what the human resource issues are that influence one’s teaching staff, one should first get a description of the terms “staff”, “employees”, “academic employee”, “educator” and “lecturer”.

“Staff” is defined by the Further Education and Training Colleges Act 16 of 2006, section 1 as “persons employed at a public college”. The term college refers to TVET Colleges. This broad description includes support- or non-academic staff members.

“Employees” are defined by the Higher Education Act 101 of 1997, as amended by the Higher Education Laws Amendment Act 26 of 2010, section 1 as “any person employed at a public higher education institution.” TVET Colleges fall under this category as stated in the introduction. Here, no distinction is drawn between academic and support staff. Conversely, one may assume that “employees” and “staff” (of Majuba TVET

College) has the same meaning and the words staff or staff member or employee could thus be used interchangeably without losing context or connotation unless denoted otherwise in context.

The Higher Education Act 101 of 1997, as amended by the Higher Education Laws Amendment Act 26 of 2010, also defines in section 1 the meaning of “academic employee”. An “academic employee” can be defined as “any person appointed to teach or to do research at a public higher education institution and any other employee designated as such by the council of that institution”. Given that the “Council” referred to here, is the “college council” which is the governing body attached to the management structures of the college regarding section 1 of the Further Education and Training Colleges Act 16 of 2006.

The Employment of Educators Act 76 of 1998 describes, in section 1, an educator as “any person who teaches, educates or trains other persons or who provides professional educational services, including professional therapy and education psychological services, at any public school, departmental office or adult basic education centre. This is an individual who is appointed in a post of any educator establishment under this Act”.

Section 1 of the Higher Education Act also describes a “lecturer” as “any person, who teaches, educates or trains other individuals or who provides professional educational services at any college, and who is appointed to a post on any lecturer establishment under this Act”.

An academic employee or staff can thus be considered, for this literature review, as a lecturer at Majuba TVET College as well as their respective managers. Support or non-academic staff or employees are discussed later. With this being clarified, the next step is to investigate what human resource management in an educational context entails.

2.2.2.1 Educational - versus non-educational human resource management

In the corporate world, human resource management is linked to the company's strategic plan. Common sense dictates that profit, or the bottom line as managers refer to it, is the main driving factor of any business. Businesses have what is known as the "Value Chain Analysis (VCA)", as explained by Lazenby (2008:89). He describes it as what brings in money for the company from the outside or the "primary activities" as well as what creates money from the inside, or the "support activities". One of the support activities is, according to this author, human resource management. Lazenby (ibid) explicitly states on page 91 that the importance of human resource management "cannot be overemphasised, because the recruitment, selection, training and compensation of employees will affect all levels in the organisation". This is clearly from a business point of view.

The Blackwell Encyclopaedia of Management carries an article by Delery (2016) that describes the "Functional Areas" that were related to human resource management in America. These areas are "staffing practices, selection, hourly pay for blue-collar jobs and salaries for white-collar jobs, benefits to employees, nonmonetary rewards, training, appraisal" as well as "job security". This is similar to the previous argument, but not in the South African context.

More recently, the management of human resources included the "strategic outsourcing of much of the traditional human resource function." in America, according to the Delery (2016) article. Although this is a business approach, this is an approach which government could also use. Outsourcing of human resources is similar to what happened previously at public colleges in South Africa, when lecturers were acquired as contracted college council employees.

Moving from private sector to the public sector, Van Dooren, De Caluwé and Lonti (2012:498) go further and report that human resources management should be part of

any government or public administration, by stating that “public personnel management” is amongst others, “the most prominent public administration issue”. The Organisation for Economic Cooperation and Development issued a report in 2007 on which the current authors base their assertions. The original report used three criteria to measure public administration, or as it is known in South Africa as government, performance. Those criteria are budgeting, human resource management as well as open government. Here we already see a notion, as early as 2007, that human resource management is something that does not only apply to the private sector, but also to the domain of the public sector of which public education obviously forms part of.

Hashmi (2014:9) importantly states that there was a “paradigm shift” in the sense that only private companies used to apply Human Resource Management and Development (HRMD), but that it now forms a part of “the education sector”, as “a result of rapid globalisation in the field of knowledge and education. As well as increased competition in the education market, reduced financial budgets for the education sector and changing economic downturn”(ibid). As a Pakistani academic, Hashmi’s findings regarding education in Pakistan are, in general, very similar to those of White (2016). White states that the American charter schools that apply “effective HR management practices outperform charter schools that do not” (ibid: 9). It is thus noteworthy that the effective application of “HR management” is therefore definitely not restricted to the corporate sector, but it is also prevalent in educational institutions across the globe. Knight (2013: 196) also states “that an organisation’s Human Resource Management (HRM) policies and practices fit in with its strategy”. Knight wrote this in a study that was conducted in the Human Resources Division at the University of the West Indies, St. Augustine, Trinidad and Tobago. In this study, Knight used corporate principles and applied them directly to the HRM of the university. She used the “functions, concepts, policies, principles, systems, processes, procedures and job descriptions” of the HR division of the said university to conduct the study. The study was aimed at establishing whether the university was on track with its strategic plan, “The University of the West Indies 2012-2017 Strategic Plan”.

From this, it is thus very clear that human resource management does not only belong to the corporate world but should, in fact, form an integral part of even public educational institutions. This should not only be in a specific country, but seemingly around the world. It seems not to be an optional consideration for educational institutions, but a vital necessity.

2.2.2.2 Human resource issues in educational context

Osakwe (2015:2) states that human resources “play more essential roles in the teaching-learning situation” in Nigerian tertiary education than any other role players. White (2016:9) concurs with this statement, but generalises this statement by saying “that teachers are the most important school influence on student achievement gains”. The purpose of educational institutions is firstly academic performance of learners or otherwise referred to as teaching and learning. Thus, in this role, the educator is the pivotal component.

Steyn and Van Niekerk published a book in 2013, *Human Resources Management in Education (Third Edition)*, in which they discuss human resources issues as individual chapters of the book. These issues are “Staffing and staff induction”, “Professional development”, “Staff Appraisal”, “Staff motivation”, “Effective communication”, “Conflict management”, “Stress Management”, “Self-management”, “Working with teams” and “Education Leadership.”

These chapters provide a broad platform from which to view human resource management in an educational context, in general. However, it does not sufficiently cover the management of changes in an educational context. The focus of the publication might have never been to accommodate the management of change, but rather a general perspective of human resource management in educational institutions, or more specifically, schools in South Africa. As such, however, it provides a definitive backdrop to what human resource management in an educational context entails in South Africa.

At this stage, it may be mentioned that the Personnel Administration Measures (PAM) document regulates, amongst other things, staff development, professional growth of educators as well as appraisal of staff as functions of office based educators. It is a part of human resource issues that are prescribed by policy and as such allocated to the incumbent of a specific office, namely the office based educator of the educational institution. Majuba TVET College jargon has this position called the Skills Development Facilitator or SDF in short. Chapter 1 of the PAM document states clearly that this document is also applicable to colleges. The PAM document further provides guidance on appointments (“Staffing”), salaries as well as development appraisal. The latter is contained in Chapter C of the said PAM document. These items concerning human resource management were included in the abovementioned book by Steyn and Van Niekerk (2013).

Different authors define human resources in a variety of ways. Osakwe (2015:2) defines human resources in the context of higher education as “the individual manpower, humanity, people and society which are concerned with the running of an organisation or institution by using their aspirations, talents, needs, abilities and capacities to achieve stated objectives.” In addition, White (2016:9) describes HR management as “the ways that schools recruit, select, train, evaluate, compensate and retain teachers”. Confirming White’s (2016) definition of human resources, Hashmi (2014:5) refers to it as HRMD defining it as “the utilisation of individuals to achieve organisational goals”. This definition is not as elaborate as that of White (ibid), but is not totally dissimilar.

From the definitions provided in the previous paragraph, one can deduce that human resource issues, in an educational context, are the employment of the educators, how the educators work, the training they receive, how they are evaluated and also how they are compensated or remunerated. It further involves using educators to achieve the institutional objectives. For the purposes of the migration of Majuba TVET College, the educators are the academic staff. As stipulated earlier, matters regarding support staff are discussed later.

Regarding human resource management at Majuba TVET College, the college had to go through a process of staff verification before the migration took place. DHET Function Shift Circular 2 of 2014 states in par. 2A, Staff/ employee data updates and Verification Process that all employees that are considered for migration should be verified physically and that they need to furnish the necessary documents regarding themselves. These procedures were agreed upon by the DHET and other role players such as organised labour and the Education Labour Relations Council (ELRC) as well as the General Public Service Sectoral Bargaining Council (GPSSBC), as reported in DHET Function Shift Circular 1 of 2014, par. 2 (f) (i). This was to be monitored by the National Implementation Task Team (NITT) and SAICA.

Human resource management at Majuba TVET College during the migration can, therefore, be seen as the processes that involved firstly the personnel component that moved over from being college council employees and secondly, the DBE employees to being DHET employees, as outlined in the DHET Function Shift Circulars 1 to 5 of 2014. These circulars also included the migration of Adult Education and Training (AET) colleges. However, only information relevant to TVET Colleges was mentioned in this literature review.

2.2.3 Professional and personal relationships amongst managers and staff at educational institutions

For one to understand personal and professional relationships amongst educational managers and staff, one needs to draw a few very clear distinctions. Firstly, the terms management, leaders and managers as well as managers in the educational context, need to be clarified. Then one can look at the professional and personal relationships between managers and their subordinates and the effect that change has on the said relationships, in an educational context.

2.2.3.1 Managers and Leaders

It is important to define the term management before discussing managers as leaders. Van Zyl (2013:143) describes management in the context of education by saying that management is the “process of designing, developing and affecting educational objectives and resources so as to achieve a predetermined goal”. Zengele (2013:22), on the other hand, describes management areas as being, amongst others, “staff affairs” and “administrative affairs”.

“Managers” and “Leaders” are not new 21st century terminology. Kotter (1990:7) indicated the differences between management and leadership as that “leadership by itself never keeps an operation on time and on budget year after year. And management by itself never creates significant useful change.” This clearly demonstrates that there is, according to this specific author, a difference between management and leadership. Furthermore, it also demonstrates that both need to be present at the same time, to a larger or lesser extent, when running an organisation or institution and keeping it on the planned operational route.

In the same book, Kotter (1990:4) gives a specific description of managers and leaders. He said that managers deal with “planning and budgeting, organising and staffing as well as controlling and problem solving.” “Leadership is very different. It does not produce consistency and order, as the word itself implies; it produces movement.” Cronjé (2008:220) quotes Kotter (2001:85) and distinguishes between leaders and managers as being that “Management is about coping with complexity. Leadership is about coping with change”. In this context, a leader can be described as someone “who organises and holds responsibility over a certain, defined group of people”, as reported by Sart (2014:76). Göksoy (2015:110) concurs with this by stating that the “Leader in this leadership process is accepted as the person with the most or highest effect on the members of the group”. Pelser (2016:2) echoes this by stating that managers deal with everyday operations and leadership refers to the ability to influence people. Zungu and Munakandafa (2014:9) also say that “Leaders have the ability to assess the situations they find themselves in and apply the appropriate strategies to move their institutions forward”. Botha (b) (2013:9) holds the opinion that “leadership” and “management” have

different meanings, although some literature uses the terms “interchangeably”. He goes further and provides his own differentiation between leadership and management. Botha (ibid) says that “The main difference between leadership and management is that leadership relates to mission, direction and inspiration, whilst management involves designing and carrying out plans, getting things done and working effectively with people. Managers should therefore have leadership qualities. Managers are doing the controlling, monitoring, evaluating and implementing part with regard to operational processes, whereas leadership does the so-called movement part involved in the operational context of organisations, as can be deduced from the abovementioned literature.

Educational managers are, according to Steyn and Van Niekerk (2013:247), responsible for “goal and action management”, “leadership”, “human resource management”, “directing subordinates”, “focus on others” and “specialised knowledge”. Van Zyl (2013:143) quotes Okumbe (1999:2) in defining educational management as a process of designing, developing and effecting educational objectives and resources so as to achieve a predetermined goal”. Botha (a) (2013:201) adds to this that a principal should have “Interpersonal or people skills”, be able to plan, observe instruction “(supervision)” as well as being capable of “Research and evaluation skills”. One might argue that educational management and general management are different things. This is because educational management may only be applicable to educational institutions, whereas general management might seemingly only apply to the private sector.

2.2.3.2 Educational management versus General management

Liu and Dai (2012:62) refer to education as “an industry”. They continue on page 63 by saying that the same “model of economic management” should be used when managing higher education institutions. Van Dooren, Bouckaert and Halligan (2015:19) agree with this when they say that “public” service “management in practice is always a mixture of ideal typical management types.” Public TVET Colleges fall under the umbrella of public service. Both sets of academics thus hold the view that regular management principles should be applied to, among other things, educational

institutions, even though they are public institutions.

Furthermore, Liu and Dai (2012:62) express the belief that the “quality of the administrators and managers of higher education institutions guarantees the quality of internationalisation.” In this regard, internationalisation of Chinese universities was the change that had to be managed. This researcher holds the opinion that this internationalisation of Chinese universities shows some similarity to the migration of Majuba and other TVET Colleges to the DHET, because both institutions were to, on the one side, keep on doing the proverbial “business as usual” and on the other side, both institutions had to venture into an entirely new operational dimension. Lessons can thus be learned regarding how these changes in circumstances were managed.

Another focal point of general, organisational management is the managing of resources. Wang (2015:236) claims that universities in China used to focus only on the cash flow coming into the university, instead of also focusing on the actual management of university resources, and more specifically “fixed assets” as well as “intangible assets”. The same author, Wang, includes intellectual property such as research findings, patents and copyrights in the description of resources. Wang also further suggests that in Chinese universities, acquired assets are then used for “individual purposes” instead of what it was acquired for. Wang (ibid) continues on page 237 to say that there is no formal “punishment mechanism” if people lose or damage university assets. As such, this report by Wang makes serious allegations of either intentional maladministration and corruption or at the very least, ignorance of resource management and governance principles.

In contrast, South African governance principles are not only regulated by the Constitution and explained by the Batho Pele principles, but also sees oversight bodies such as Chapter 9 of the Constitution of the Republic of South Africa, Act 108 of 1996 (hereinafter referred to only as the Constitution), institutions that monitor the governance of public institutions and can institute legal action or at least make legally binding findings surrounding mismanagement or corruption. As such, governance in the South African context is seemingly better regulated than is the case with Chinese

universities. To better understand the difference between governance and management in educational or at least public service context, one needs to compare the two concepts.

2.2.3.3 Governance versus Management

Provan and Kenis (2007:2) defines governance in the public sector as being “the funding and oversight roles of government agencies” and specifically mentions contractors contracted to the public sector. Contrasting with this, Löffler (2009:216) defines public governance as “how an organisation works with its partners, stakeholders and networks to influence the outcomes of public policies” and quotes Governance International, UK (www.govint.org) as her source. Quoting the White Paper on European Governance, Löffler (2009:217) also names the five principles contained in good governance as being “openness, participation, accountability, effectiveness and coherence”. The Batho Pele principles issued by the South African government are Consultation, Service standards, Access to services, Courtesy, Information, Redress, Openness and Transparency, Value for money, Customer impact as well as Leadership. The latter is more comprehensive than the model suggested by the United Kingdom.

Management on the other hand consists of certain core functions. Willson-Kirsten (2012:6) describes these as “key management tasks” and indicates them sequentially as “planning”, “organising”, “leading” and “controlling”. These tasks are supported by “decision making”, “communication”, “motivation”, “co-ordination”, “delegation” and the maintenance of discipline. Willson-Kirsten (2012:9) further explains that decision-making should form part of each one of the key managerial tasks. In contrast, Van Zyl (2013:159) describes the “four management tasks” as “planning, organising and controlling as well as administering”. As for co-ordination and delegation, Van Zyl (2013:150) places these two functions under the heading of organising. On a smaller scale, Coetzee, Van Niekerk and Wydeman (2011:27) mention planning, organising, leadership and control as classroom management functions. From this, it can thus be seen as that management principles seem to be universally applicable, be it on a large

corporate scale or even managing a classroom. Academics also seemingly place management and supportive functions under various main or key managerial functions. However, it remains clear that the abovementioned authors discuss the same content, albeit from various points of view. Further, from the abovementioned studies it appears that management functions also apply universally, be it for commercial or academic purposes.

In South Africa, governance principles of the public sector are contained in section 195 of the Constitution. Olivier and Wasserfall (2009:2) describe governance as “the word used to describe the management of the country by government.” Not only does one find governance in the public sector, but also in the private sector. The King IV Report of 2016 is the fourth in a series of so-called “King reports” that lays the foundation for good corporate governance in South Africa. Good governance seems to be as important in the public sector as it is in the private sector. As King (2016:4) validly argues that “ethics...is the foundation of, and reason for, corporate governance.” which is basically the same as stated in section 195(1)(a) of the Constitution. The said section 195, however, refers to ethics as “professional ethics”.

Ethical management in higher education institutions is also one of the factors that can influence sustainable development, the management of which is a future-directed way of management, as suggested by King IV (2016:7).

2.2.3.4 Managing sustainable development

King IV (2016:7) defines sustainable development as “conducting operations in a manner that meets the existing needs without compromising the ability of future generations to meet their needs”. He quotes this from a United Nations World Commission on Environment and Development. Ciegis, Ramanauskiene and Martinkus (2009:34) agree mostly with this definition which is nearly a verbatim repetition of the “Brundtland commission” definition of sustainability. This report also mentions on page 9 that “Innovation, fairness, and collaboration are key aspects to transition to sustainability”. A few years later, Golicic and Smith (2013:78) reported that

“Sustainability is playing an increasingly significant role in planning and management”. However, Verhulst and Lambrechts (2014:24) remind that the very same “different human factors” “can support or hamper the integration process”. Integration in this regard refers to integration of sustainable development in Higher Education Institutions.

For the purposes of this research, the planning of sustainability or sustainable development in the Higher Education sector is the function of the South African National Department of Higher Education and Training. This research, therefore, did not explore the planning or even the managing of sustainable development in Higher Education institutions in South Africa. Sustainability of higher education in its current form in South Africa, may form the basis of future research.

However, sustainability is interwoven in the process of migration at Majuba TVET College, because the migration to DHET together with what is now known as the “Decade of the Artisan” that was launched on 8 August 2014 at Nelspruit, Mpumalanga, could be viewed as a step to improve sustainability of Higher Education in South Africa, regarding the creation of, in this case specifically, artisans.

Another function of managers is to ensure that quality education is delivered.

2.2.3.5 Quality of education

Salih (2008:5) quotes a definition for quality in education as being “fitness for purpose”. Analysing this statement namely “fitness for purpose”, one needs to ask: “Fit for who?” Answering this question involves what Salih (2008:5) describes as the “customers” of education who are classified as being either “internal or external”. Internal customers are the learners and their educators whereas the external customers are parties other than these, namely parents and relevant community organisations or institutions.

In the same token, Salih (2008:3) applies a time-tested system of monitoring the quality of performance which is called Total Quality Management or TQM to education. Time

tested, because it was this management system, among other things, that assisted the Japanese economy to recover from the devastation of World War II. Salih (2008:5) further alludes that TQM is a process. This process entails empowering various people to effect changes and then bringing those people together in a fashion where no organisational limitations exist. Making this statement, Salih quotes Clifford (1999:663). However, one should not only pay attention to managing quality control, but one should also take the managing of emotions, experiences and perceptions of the staff involved.

2.2.3.6 Managing the perceptions of managers and staff regarding change

Referring to the then merger of Technikons and Universities in South Africa, Arnolds, Stofile and Lillah (2013:9) says that it is the function of “the managers of these merged institutions to manage employees’ perceptions of mergers”. This was in response to some of the mergers that were causing lots of negativity with staff. Mfusi (2004:102) reports that this was particular true during the merger of the University of Venda (UNIVEN) and Giyani College of Education (GCE) where UNIVEN simply discarded the “courses and material” of the college and continued with university programmes. From this, one may conclude that, in the case of the migration of public TVET Colleges to DHET, it was the duty of the managers of the said colleges to not only manage their own experiences, but also those of their subordinates.

Managers in Majuba TVET College are the senior lecturers, HoD’s as well as the campus managers, the rector and his deputy, directors, deputy – and assistant directors, assisted by the college council. These managers were the ones who were tasked with the migration of the institution at local level. They were the ones who “direct subordinates”, use their “specialised knowledge” and “plan” and “leadership skills” to effect the changes required for the migration of Majuba TVET College to DHET. As they were the ones directly in contact with staff, they also had to use their “interpersonal or people skills” to perform the human resource management in the changing environment. “Interpersonal or people skills” brings one to the following point, namely professional and personal relationships.

2.2.3.7 Professional relationships

From the side of the educator, there are six distinct professional relationships, as identified by the South African Council for Educators (SACE) code of conduct. These are the educator and “the learner”, “the parent”, “the community”, “his/ her colleagues”, “his/ her employer” and “the council”, which is SACE. It needs to be mentioned that a relationship with governing bodies is not included in this statement. The said code of conduct describes ideal behaviour in the professional context. This review focuses largely on the experiences of managers regarding the migration and as such, only those relationships will be adhered to for the purposes of this study.

As managers work with staff, it is inevitable that an interpersonal bond will start to develop between the manager and the staff member/s. Miao, Newman, Schwarz and Xu (2013:77) report that managers face this very human level of interaction and indicates that there is “affective trust” which they describe as “strong emotional ties between the supervisor and the subordinate”.

On the other hand, however, subordinates may feel that the emotional ties between their managers and themselves come under pressure for various reasons. One of which is institutional change. As the subordinates of Majuba TVET College come from different backgrounds, the diversity of the workforce, could in itself further strain the relationship between the managers and themselves. De Vos (2014: 111) states that “the diversity employees bring into a working relationship that is expected to be one of the benefits of teamwork but on the other hand this diversity also brings challenges in overcoming differences that might hinder effective cooperation.”

Diversity should not only be restricted to cultural or ethnic backgrounds, but should also include age group diversity. Segers, Inceoglu and Finkelstein (2014:33) report with regard to this age-related diversity, “that it is not just age per se, but the time period in which one was born, each with its historical markers and zeitgeists, that contribute to

difference in employee attitudes, values and behaviours". Cooperation among all employees was a definite key word when the migration of Majuba TVET College was taken into consideration. Overcoming "differences", brought about by the diversity of the workforce, during the migration of Majuba TVET College, must clearly have been an enormous challenge for the managers who had to implement the change.

Van der Merwe (2013:53) reports that there are basically two factors that educational managers should take cognizance of when they have to implement change, because it involves resistance to change. Firstly, there will be "psychological reasons for resistance to change" and secondly there might be "organisational reasons for resistance to change". Van der Merwe (2015:53) explains further that psychological reasons for resistance to change include the following: "Loss of the familiar and reliable", "Loss of personal choice and values", "Possible loss of authority", "Not understanding the reasons for change", "Lack of skills and motivation" and "Insensitivity to relatedness."

Regarding organisational reasons, Van der Merwe explains on page 54 that it involves a "lack of leadership", a "Failure to recognise the social side of work", "Inappropriate work procedures", "Immature social networks", "Restricted and poor quality communication" as well as "preference for tradition rather than for the experience". The focus of this study was restricted to the experiences of the managers regarding the management of the migration. Therefore, the organisational reasons for resistance against change fell outside the scope of this work.

Beerel (2009:9) states that "in general we dislike change and resist it if and when we can." Anderson and Ackerman Anderson have a different approach and focus more on the "design" of the change process that may cause people to resist change. They say that "When people are subjected to poorly designed change processes, they naturally resist, even if the content changes fit the needs of the organisation." Their statement does not concur with that of Beerel. They further imply that people will not necessarily detest change, unless if the change is of poor design. It is, therefore, clear that a required change may therefore cause some resistance from some or even all staff

members, for one reason or another. Both parties suggest that human beings will make a choice to resist change at some stage or for some reason.

Beerel (2009:9) says that the changes bring about “new realities”. She continues on page 11 that change requires of us “to give up, change or mediate our values and often change our priorities and behaviours.” This means that people may resist change, if they have to give up something or change something in their lives.

Another question now arises, which is how do managers overcome this resistance to change? Van der Merwe (2013: 55) suggests that educational managers (“school principals”) could better deal with change if they know and understand the phases of change. Once he or she can identify the phase, it is easier to know how to deal with it and achieve progress. Van der Merwe then names the phases as “shock and denial”, “anger”, “bargaining; depression and anxiety” and “rationalisation, acceptance and internalisation”.

On a more morbid note, Van der Merwe (2013:55) attributes these stages to a model that Kübler-Ross designed and published in her book “On death and dying”, published in 1969 specifically for people who have dealt with the grief of losing a loved one. The change over from being with the loved one and then without them is quite relevant here as well, because the new reality is to continue living without the presence of that loved one. On a positive note, however, Van der Merwe says that the most important thing to remember is “hope” which is present during every stage. Hope, that, even during every stage, there will be a “positive” solution to the problem at hand (ibid).

Anderson and Ackerman Anderson (2010:31) say that “Making what is driving change clearly understood by everyone involved is a key to minimising resistance. When the intelligent people...understand the bigger picture of what is driving change, they are always more likely to commit to it.” Here, the key phrase is obviously minimising the resistance to change, because it might be that it would not be possible to eliminate all resistance. In practice, these arguments link perfectly with the argument of Van der

Merwe, because if staff are informed and the resistance is minimised, but if there is still some resistance, the educational manager may cope better with it by identifying the specific phase and dealing with it accordingly.

Applying this to the migration of Majuba TVET College staff to the DHET, the managers were expected to deal with the change as was described by Anderson and Ackerman Anderson in the paragraph above. From a management perspective, staff should have informed what the migration was and its associated changes entailed. Further, staff should have been made aware of what the “bigger picture” or the new reality was. Conversely, staff would then have been more inclined to accept the changes and offer less resistance, if any, as suggested by these authors.

2.2.3.8 Personal relationships

According to the online Collins English Dictionary, personal relationships can be defined as “relationships between people, especially those between friends, lovers and family members”. This definition uses the term “between” and thus could be construed as to also include interpersonal relationships.

Personal relationships are part and parcel of our daily lives, as this definition indicates. This might seem to apply only to our lives when we are not at work, but the contrary is, however, also true. Educators sometimes form personal relationships with their colleagues as well as their students. These relationships should obviously not have any sexual or other improper connotation, as is prescribed in the SACE Code of Ethics, but rather one that offers support and mutual respect.

Diversity in the workplace, as stated above, does not only influence professional relationships, but also personal relationships. Once again, diversity in age groups could conceivably play a role in interpersonal relationships. Culture, race and gender are sensitive issues that could also play a role in the case of diversity in the workplace. In the case of Majuba TVET College, the unions play an active role in monitoring matters

of race and gender. Age diversity, however, seems not to play such a significant role. Affirmative action, gender sensitivity and proportional representation are all part of policy and procedures at Majuba TVET College, as it is in the rest of the public sector. This specific literature review, which is done for the purposes of research into the experiences of managers at Majuba TVET College, regarding the migration, was not directed at the representational compliance, but rather the experiences of managers during the migration.

Experiences are subjective. Culture, gender and race play a role therein. However, this study does not focus on age diversity, simply because this and other factors are being regulated by policy and administered by managers, staff and unions. For that reason, culture, race, age and gender diversity may form part of other research efforts.

On a personal level, different age groups are known to have various perceptions of the balance between time at work and time at home. This was found by Sok, Lub and Blomme (2014:56) who state that they “propose that differences can be found between generations with regard to work-home values and, consequently, expectations toward an employer with regard to work-home arrangements.” Older persons may have more family commitments than their younger colleagues. Not only will this affect the “expectations toward an employer”, but differences in their respective values can conceivably influence personal relationships among colleagues, especially between colleagues from different generations. For the sake of clarity regarding different generations, De Vos (2014:100) describes the generations as being the “Baby Boomers” who were born after World War II (1945) until the mid-1960’s, “Generation X” was born from the “mid-1960`s to the 1970’s” and “Generation Y” was born in the “1980’s and 1990’s”

Given that the current study focuses on the migration of Majuba TVET College, which has a work force consisting of the various age groups described above, this study does not imply that these principles apply to all work environments, especially not to the ones where there is no generational gap among employees.

Regarding personal relationships with students, Frymier and Houser (2000:207) writes “The teacher- student relationship, while unique, shares several similarities with other interpersonal relationships.” They go further to describe such a relationship as going “through a process of meeting one another, exchanging information, and adjusting and developing expectations similar to what any two individuals would go through when developing a relationship.” It is common practice for students to trust their educators with private and confidential matters. This trust forms a personal relationship that the educator should cherish, value and protect. In the case of the migration of Majuba TVET College, the process did not involve adjustments for students as such. Interpersonal relationships with their peers and their lecturers were not directly affected, therefore, further investigation in this regard was not deemed necessary by the author of this literature review.

2.2.4 The experiences of managers regarding non-academic operations (support functions) in educational institutions

In order to reach a conclusion on the successfulness, or the lack thereof, of the function shift, one first needs to get an idea of what the experiences of managers are. Not only for academic operations, but also of non-academic operations.

2.2.4.1 Support staff

Apart from academic staff, educational institutions also have what is generally referred to as “support staff”. The Further Education and Training Colleges Act 16 of 2006, section 1 defines “support staff” as staff that renders “academic support services, student support services, human resource management, financial management, administration, maintenance of the buildings and gardens, catering services and security services.”

These various divisions thus form the support function or non-academic operations or

functions in DHET institutions in South Africa. In contrast, Mitchell (2012:34) reports that in community colleges in the USA, “auxiliary” or “non-academic services” are considered as “Bookstore, Card Systems, Child Care, Communications, Concessions, Conferences, E-Commerce, Facility Management, Food Service, Housing, Laundry, Mail Services, Parking, Physical Plant, Printing Services, Purchasing, Retail, Recreation Services, Security, Student Union, Technology, Transportation and Vending.”

2.2.4.1.1 Experiences of managers regarding non-academic operations or support functions

A 2006 study of non-academic staff at an American university conducted by Smerek and Peterson (2007:245) concluded that, “older employees are well-adjusted to their job and obtain more intrinsic rewards from it.”

Apart from age factors, Smerek and Peterson continue on page 247 to say that if managers improve job satisfaction of non-academic staff, “given the resource constraints at every college and university, wisely using money to impact job satisfaction will aid in their overall functioning.” A better functioning institution is an obvious choice in any industry and administration. Authors then go further and explain that “*work itself*” as well as “*effective supervisors* and *senior management* are significant predictors of job satisfaction.”

Similarly, Sharif and Kassim (2012:48) argue “that adequate training and mentoring support, acceptable working environment and timely administrative support were generating significant (and probably adequate) levels of satisfaction driven loyalty for both faculty and students.” This study was conducted in the Qatari Higher Education sector. It is deduced from these findings that if there is reasonable good job satisfaction by the non-academic employees at their workplace, it will make it more difficult for them to embrace change, unless, of course, the change provided a clear improvement on the status quo.

2.2.4.2 Academic Support Services

Every South African TVET College should have an academic board, as prescribed in Chapter 3 of the FET Act 6 of 2006. The creation of the academic board is contained in section 9(1) of the said Act and the functions of the academic board are set out in section 11 of the same Act. The academic board, together with the curriculum unit at Majuba TVET College Central Office deals with the academic support services of Majuba TVET College.

2.2.4.3 Student Support Services (SSS)

Karp (2011:1) states that “Non-academic support activities are presumed to encourage academic success but are not overtly academic.” She goes further in her report and declares that she found “four mechanisms that appear to encourage student success” and then she names them as: “creating social relationships, clarifying aspirations and enhancing commitment, developing college know how, and making college life feasible.” Supporting students is, therefore, an integral part of the college student’s academic career.

2.2.4.4 Human resource management at a TVET College in this research

HR was discussed earlier, from an academic point of view. This part of the literature review focuses on the issues of the staff or the HR component, because the experiences of managers of this TVET College are investigated in this regard.

During 2013, Krücken, Blümel and Kloke conducted research into, among others, the number of staff members appointed at universities. Their research reports findings from the USA, Norway and Finland. They did this research in order to investigate if universities of Germany were following the global trend of appointing more non-

academic staff than academic staff. Findings that they reported were that in all these countries, there was a trend developing that there were more non-academic staff appointed than academic staff. In other words, the number of non-academic staff appointed at universities in the USA, Finland and Norway were on the increase and the number of academic staff that were appointed on the decrease. However, Krücken, Blümel and Kloke (2013:424-426) reported that the case was the opposite in German universities, favouring academic appointments “slightly”, as they put it. Krücken, Blümel and Kloke (2013:424) report that, as is the case in South African public TVET Colleges, “non-academic staff at German universities is part of the civil service. Whatever the case may be, acquiring new staff will have an economic impact on the budget of the academic institution. Bastedo (2012:12) states that the costs are the biggest threat to higher education in the USA. The biggest factor is the staff component that “almost never decline and generally increase higher than inflation.” The financial management part of managing an educational institution is dealt with later in this literature review.

However, in South African TVET Colleges, some of the administrative functions are sometimes dealt with by temporary workers. Examples of this would be casual staff acquired temporarily, to deal with enrolment as well as completing NSFAS documentation during enrolment times.

DHET Function Shift Circular 1 of 2014, par. 2 (f), indicates that dedicated Human Resource General Managers (HRGM) were appointed to deal with HR management issues at Majuba TVET College as well as all other TVET Colleges in South Africa. These HRGM's were allocated two or more colleges each to manage. Managers' experiences regarding the human resources component of Majuba TVET College, regarding the migration, was investigated during the research phase.

2.2.4.5 Financial management

In terms of the DHET Function Shift Circular 1 of 2014, par. 2 (f), a Chief Financial Officer (CFO) was appointed in all TVET Colleges in South Africa. The DHET used the

South African Institute of Chartered Accountants (SAICA) to assist with “Financial and Human Resource Management in FET Colleges.”

All colleges have to abide by the prescriptions of Chapter 5 of the FET Act 16 of 2006, which provides the legislative prescriptions according to which the finances of colleges should be administered. Previously, the financial matters had been administered by the college council as well as management at the college. Managers may experience this change in various ways, because the financial management function of TVET Colleges is now regulated by a Chartered Accountant (CA). This CA was appointed by the department and managers and should request finances from the CFO. Assumed, these requests should have been budgeted for in that specific financial year. These managers’ experiences at the college formed part of this research.

2.2.4.6 Administration

Revisiting the report that was submitted regarding the “Turnaround Strategy for FET Colleges” of 2012 in South Africa, as discussed in the introduction of this literature review, one finds that the features and characteristics of TVET Colleges in South Africa were investigated. Understanding these features sheds better light on how the administration of the South African college system was, why it was changed and how it was changed. Gumpert (2012:26) mentions that “The features of an organisation are predicted by the nature of its environment and the technical characteristics of its industry.” This was part of a report on contingency plans by “effective organisations” that makes “rational adjustments to changes in their environments or technologies.” The changes in the TVET College sector (“environment”) were brought about by the Minister of Higher Education and Training, Dr. Nzimande, who identified the lack of proper administration by college councils, as explained in the introduction of this review of literature. The skills shortage in South Africa also needed to be addressed. As such, the administration of the entire higher education system and its features, were adjusted,

according to the “environment and the technical characteristics of its industry” as Gumpport (ibid) states.

On the one hand, the PAM document provides guidelines along which the administration of academic institutions, mostly schools and colleges, should be managed in South Africa. Post levels of staff and managers, salary scales, recruiting, sifting, short listing of candidates as well as the interviews are, among other things, all contained in this document. On the other hand, legislation is in place which regulates, among other things, the governance of public colleges, as can be found in Chapter 3 of the FET Act 16 of 2006. The supervisory institution as prescribed in this law is the college council for every TVET College, which, in conjunction with the management of the college, forms the main part of the administrative and managerial team of that specific TVET College. Section 10 of the FET Act 6 of 2006 specifically describes the functions of the college council. College council functions were, however, adjusted in as far as that the newly appointed CFO had exclusive say over financial matters and the HRGM over the HR matters, as explained earlier. Apart from the DHET circulars that communicated these changes, the FET Act 16 of 2006 was amended by the FET Colleges Act 3 of 2012 as well as the FET Colleges Amendment Act 1 of 2013 which promulgated the necessary changes. The migration of Majuba TVET College to the DHET was thus done after the change in the powers and functions of the college council which the investigation, mentioned above, found that college councils were largely dysfunctional. Managers at Majuba TVET College then shed light on their experiences regarding the changes in the administration of the college with the migration.

2.2.4.7 Catering services

Mitchell (2012:150) found that in three cases nationally in the USA, catering services (food services) and the bookstore services were outsourced or “contracted out to an external vendor”. Catering has no bearing on this research. Students at this TVET College are expected to be self-sufficient. The National Student Financial Aid Scheme

(NSFAS) provides financially disadvantaged students with tuition fees, travelling allowance as well as funds for accommodation. However, these students are still expected to provide for themselves with regard to meals and refreshments. Hawkers are allowed outside the gates of each campus and students buy their food and refreshments from these entrepreneurs.

2.3 CONCLUSION

In this literature review, the researcher accessed, reviewed and discussed literature regarding academic operations in the educational context, human resource issues of academic staff in educational context, professional and personal relationships amongst managers and staff at educational institutions, and the experiences of managers regarding non-academic operations (support functions) in educational institutions.

Osakwe (2015:5) reports the findings of her study that “There is no significant difference between the management of academic staff and the management of non-academic staff in tertiary educational institutions” in Nigeria. She goes further on page 7 to say that both categories of staff “perform similarly in terms of effective human resource management.” White (2016:74), who studied different schools in Illinois in America, also reports that “No statistically significant differences in HR practice were observed between elementary or middle schools and high schools and between standalone charter schools and network or CMO-managed charter schools.” Hasmi (2014:11) also reports “that the efficiency of teachers or employees can be enhanced if the educational leaders know which HRMD strategy is appropriate to be used at which time”. It is thus clear that in various contexts, human resource management principles seem to apply similarly to academic staff as well as non-academic staff. This is regardless whether it is in schools or tertiary education institutions, across the globe, given that the HR managers use the “strategy “that “is appropriate”.

In chapter 3, the researcher presents the research methodology.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

In chapter 2, researcher set about conducting a literature review regarding change management and its effect on higher education institutions both locally and abroad. This was specifically to investigate the migration of Majuba TVET College to the DHET. In this chapter, the researcher clarified and presented the research design and methodology used for this study.

3.2 RESEARCH METHODOLOGY

Research is defined by McMillan and Schumacher (2010:8) as “the systematic process of collecting and logically analysing data (i.e., evidence-based) for some purpose.” They also describe methodology or research methods as “the ways in which one collects and analyse data” as well as “approaches to designing studies and collecting information”. Fouché and De Vos (2014:95) explains that the “goals” envisaged by research is “either basic or applied.” The authors continue by explaining these terms as that basic research is aimed at generating “new knowledge” which enables the scientific community to better understand the world we live in. Further, according to them, applied research, on the other hand, is about “solving specific policy problems or about helping practitioners accomplish tasks.” However, the definition provided by McMillan and Schumacher (2010:13) differs from that of Fouché and De Vos. They state that basic research is “to know and explain by testing specific theories that provide broad generalisations” (Fouché and De Vos 2014:95). The researcher deduces from this that it does not necessarily imply that new knowledge is generated, as stated by the latter authors, but that existing generalisations are investigated and explained or investigated by means of using existing theories. Applied research is, according to the McMillan and Schumacher (2010:8), “concerned with the application and development of research-based knowledge about that practice.” The two sets of authors seem to have different views of basic and applied research. The “development of knowledge”, as indicated by McMillan and Schumacher (ibid), regarding applied research, seems to be similar to the

generating of “new knowledge” as reported by Fouché and De Vos (2014), regarding basic research, as indicated above.

For the purposes of this study, researcher conducted applied research where the term applied research may be viewed as the sum total of the efforts of the researcher that culminates in the drafting or edition of the final research report regarding the research questions and sub-questions contained in Chapter 1 of this dissertation. This phenomenological study was done through qualitative research.

The researcher informed the interviewees that he made an application to conduct this research as part of his studies towards a Master of Education Degree in Education Management (Full Dissertation) (Module code 98405). This application was made to the University of South Africa’s College of Education Research Ethics Review Committee. This application was approved and a certificate with ref. **2016/10/19/3702210/50/MC** was issued.

Participants were shown a copy of the Ethics Approval certificate issued to W. la Cock, authorising him to conduct this research.

The researcher also showed the participants the DHET 004: Appendix 1: APPLICATION FORM FOR STUDENTS TO CONDUCT RESEARCH IN PUBLIC COLLEGE. This document also serves, in conjunction with the Ethics Approval certificate, as authorisation for this researcher to conduct this research at Majuba TVET College.

Participants were then given a Participant Information Sheet, as per Appendix G, as well as a Focus group or interview assent and confidentiality agreement form, as per Appendix H of the CEDU REC Application Form.

Principles regarding confidentiality and anonymity were explained briefly. The researcher then confirmed with interviewees that the provided documents were a

binding undertaking by this researcher to protect their identities as well as the extent of their participation.

Interviewees then read through the documents and completed the relevant information and signed where applicable. The researcher then co-signed the documents and tore off the receipts. The researcher then handed the signed undertaking to the interviewees. The investigator then proceeded to explain that no mention of names among one another was to be made. The reason for this was that only the information, namely their experiences, was what was needed, and not their names. The researcher then conducted the interviews.

With focus group interviews, the male interviewees were indicated as **IM (Interviewee Male)** whereas the female ones were indicated as **IF (Interviewee Female)**. As such it looks like this:

Interviewee Male: **IM 1**, Interviewee Female: **IF 2**, etc. The numbers were not assigned to a specific interviewee for the purposes of protecting their identities. It rather indicates the interviewee that spoke first, second, etc. This means that a person that was **IF 6** may be **IF 14** because she was the sixth as well as the fourteenth speaker in the interview.

Individual interviewees were indicated by a two-letter code in bold. No mention of gender was made in the said code.

3.2.1 Research Approach

This study used the Qualitative Research approach. To this effect, McMillan and Schumacher (2010:320) credits Creswell (2007:37) who defines qualitative research as research that “begins with assumptions, a worldview, the possible use of a theoretical lens, and the study of research problems inquiring into the meaning individuals or groups ascribe to a social or human problem.” As Fouché and Delport (2014:65)

explain that qualitative research is done where “the purpose of the study is primarily to describe a situation, phenomenon, problem or event”.

A slideshow by Creswell and Clark (2004) of the University of Nebraska, Lincoln, on the internet, provides an extremely broad definition of qualitative research on page six. They say that qualitative research is “an inquiry approach in which the inquirer explores a central phenomenon, asks participants broad, general questions, collects detailed views of participants in the form of words or images, analyses and codes the data for description and themes, interprets the meaning of the information drawing on personal reflections and past research and writes the final report that includes personal biases and a flexible structure.”

Authors give credit to the work of Creswell (2002:58) as they state that they adapted this definition from it.

McMillan and Schumacher (2010:9) describe the characteristics of qualitative research, among others, as that it is an “Explicit description of data collection and analysis procedures”, “Detailed description of phenomenon”; and “Extension of understanding by others”.

Fouché and Delport (2014:64) also refer to the work of Creswell, albeit published 10 years earlier (1994: 1-2) as well as that of Leedy and Omrod (2005:94-97), when they formulate certain characteristics of qualitative research. The work of Fouché and Delport (2014), describes the characteristics of qualitative research as that it is utilised to “answer questions about the complex nature of phenomena, with the purpose of understanding the phenomena from the participants’ point of view.” The authors also state that qualitative research “starts with general research questions rather than specific hypothesis, collect an extensive amount of verbal data from a small number of participants”.

Both McMillan and Schumacher and Fouché and Delport ascribe attributes of a researcher’s question or some phenomenon that requires investigation as being the

acquisition of information that will shed light on the question or phenomenon which in turn will lead to the better understanding of the situation or the persons involved in the question. From this, one may conclude that the characteristics of qualitative research as reported by McMillan and Schumacher and Fouché and Delport are reconcilable with the definition of qualitative research as provided in the slideshow issued by Creswell and Clark.

Therefore, this research used an interpretive paradigm which is phenomenology. According to Lukenchuk (2006: 426) the term phenomenology was invented by the eighteenth-century German mathematician J. H. Lambert in order to describe the science of appearances. Wertz (2005:167) states that phenomenology was “originally developed by the late 19th to early 20th century philosopher Edmund Husserl.” Lukenchuk (2006:426) actually describes Husserl as “the father of phenomenology”. Interestingly, this development of phenomenology was done to help researchers in the field of psychology that investigates “human experience and behaviour”. This researcher thus concludes from this that phenomenology is a credible research approach that has been in used for many years.

De Vos, Strydom, Schulze and Patel (2014:8) state that phenomenological research is also known as the interpretive approach which has to do with the understanding of people or the “Verstehen” as it is described in the original German language by William Dilthey, to whom it is attributed. He was a German philosopher, who lived in the late 19th to early 20th century. It can, therefore, be seen that phenomenological research, as mentioned earlier, is not a new concept, but rather something that evolved over time.

This understanding (“Verstehen”) of people and especially understanding the experiences of managers regarding the migration of Majuba TVET College to DHET forms the basis of this investigation. In line with this, McMillan and Schumacher (2010:24) describe phenomenology as “a “study” that “describes the meanings of a lived experience.” Concurring with them, Delport, Coetzee and Schurink (2014:305) state that “the final result” of the study is that it “is a study that attempts to understand people’s

perceptions, perspectives and understanding of a particular situation.” Similar to the quotation of McMillan and Schumacher supra, Lim (2011:325) explains phenomenology as “a philosophy as well as a research methodology to study the essence of the lived experience of a human being.” In both cases, the emphasis is on a “lived experience”.

This understanding is, according to this researcher, exactly the same as the “Verstehen” reported by De Vos et al., (2014:8). The crux of the matter is thus the understanding of the situation from the points of view of the persons involved in the topic under investigation and not the view from the side of the researcher.

However, McMillan and Schumacher (2010:9) qualify their statement by saying that the researcher should “put aside, all prejudgements”. This researcher deduces from this that he should observe, record and learn, without prejudice or preconceptions, and as such, report the facts and his inferences on whatever empirical evidence is provided by the participants. Furthermore, the researcher should also accurately and truthfully report all the factual findings that are discovered during research. This drawing of and “labelling of inferences” is described by McMillan and Schumacher as “inferences that are made from the nature of the measurement and interventions that they believe represent what is intended to cause changes in participants.” These authors further hold that the research process sees the researcher drawing conclusions or “making inferences” about the reasoning and understanding (“unobservable mental states”) of the participants.

McMillan and Schumacher (2010:6) also classify interpretive research as being a constructivist approach to research. They state that every society creates social constructs that delineate the respective realities according to which that specific society live. At first glance, this might seem contradictory to the concept of one universal truth that applies to all situations. However, as Marx, who had an argument not very dissimilar to that of McMillan and Schumacher, pointed out already about 157 years ago, (1859:4) that “It is not the consciousness of men that determines their existence, but their social existence that determines their consciousness.” Making this argument, Marx clearly articulates the opinion already back then that the same people will, in all

likeliness, react differently to the same situation, if they were to have been exposed to different realities in their lifetimes. In other words, the same people would react differently to a given situation if societal programming or influences or conditioning (Marx 1859:4) on them had been different. The adage that one person's terrorist is another person's freedom fighter might practically explain this as an example.

In other words, neither the respondents nor the researcher can be excluded from this phenomenon, where their or his or her opinion/s were in all likelihood moulded or at least conditioned by influences in their or his or her lives. For this very reason, McMillan and Schumacher (2010:6) argue that "Rather than trying to be objective, researcher's professional judgements and perspectives are considered in the interpretation of data." From this it follows that the "judgements and perspectives" of the researcher who interprets the data, may be different to that of another researcher who is exposed to exactly the same data.

Does this now mean that one party is right and the other one wrong? The answer is emphatically no! In fact, this is precisely what interpretive or constructivist research entails, namely investigating the different opinions different people may have about the same phenomenon, without anyone being right or wrong.

However, it is expected of the researcher to be neutral or unbiased even when selecting samples for his or her research. Mouton (2015:106) specifically warns against the "Biased observer or interviewer" as one of the more common errors when collecting data.

3.2.2 Sampling

The researcher chose the **purposive** method of sampling purely for economic reasons. Strydom and Delport (2014:392) describe purposive sampling as choosing a specific case "because it illustrates some feature or process that is of interest for a particular study". They further suggest that the researcher should first delineate the identified population that could form part of the study. The researcher should then choose a

sample that is representative of the population. Doing this will ensure that the researcher accesses “rich detail” in his or her research, according to them.

McMillan and Schumacher (2010:138) describe this type of sampling as “**purposeful sampling** (sometimes called *purposive sampling*)”. Other than that, their description of purposive or purposeful sampling is basically the same as that of Strydom and Delpont in the previous paragraph. However, they draw a distinction between the selection of samples for quantitative and qualitative research. McMillan and Schumacher state that for quantitative research, the researcher will attempt to find the sample that is most representative of the total population. For the qualitative researcher, the selection criteria focuses more on “cases that are information rich.” Mouton (2015:101), however, warns that one of the most common errors researchers make when collecting data is that samples may be biased “owing to very heterogeneous populations” where the sample size may be “too small”. If the sample size is too small, it means not enough interviewees are consulted and the process of interviewing, however good, does not provide sufficient information.

According to Onwuegbuzie and Leech (2007:242) “random sampling offers the best chance for a researcher to obtain a representative sample.” They qualify this statement by saying that this applies if the sample is “large enough” without actually qualifying the term “large enough”.

The experiences of the managers regarding the management of the function shift formed the basis of this research. That is why they were specifically interviewed. They were the ones actually implementing and managing the function shift of Majuba TVET College to DHET. Here, the managers were the campus managers and other managers up to the rector of the college. Two focus groups were also interviewed. They consisted of lecturers, senior lecturers and HO’s that were employed as council staff and then formed part of the function shift to the DHET.

The researcher selected the managers as interviewees because they were the ones to facilitate the function shift. The way in which they managed the function shift forms the basis of this dissertation. The focus groups were chosen as a balancing mechanism in order to investigate whether managers and staff experienced the managing of the function shift similarly. The criteria used for choosing Majuba TVET College was simply because it was convenient and cost-effective for the researcher. The participants were selected randomly, as the researcher did not want to manipulate any part of the research process.

3.2.3 Data collection instruments

The researcher collected data using individual interviews, focus group interviews as well as observations.

3.2.3.1 Individual Interviews

This researcher conducted two methods of conducting interviews namely personal, face-to-face or one-on-one interviews as well as focus group interviews. The types of interviews were unstructured as well as semi-structured.

McMillan and Schumacher (2010:205) claim that this type of interview has a much higher response rate than questionnaires". On the other hand, the downside of it is, according to these authors, that it is susceptible to interviewer "subjectivity and bias, it's higher cost" and the fact that it is time consuming as well as the fact that anonymity is obviously lost. The said authors do stress that confidentiality is of utmost importance. Anyan (2013:3) credits the "individual semi-structured interview" because it "offered a flexible medium of communicating freely about the topics of interest". In fact, the interviewees can (and it was indeed applied in this research by Anyan) "speak candidly."

Greeff (2014:351) explains that semi-structured interviews serve to "gain a detailed picture of a participant's beliefs about, or perceptions or accounts of, a particular topic." Greeff (ibid) further suggests that this type of interview allows "flexibility" in the interview

process, because, although questions are formulated beforehand, the interview itself could guide the interviewer to ask other probing questions, as information is revealed during the interview. McMillan and Schumacher (2010:206) add to this by explaining that the questions are formulated in such a fashion that it “allows for individual responses.” Concurring herewith, McIntosh and Morse (2015:1) say that the interviewees “are free to respond to these open-ended questions”. They continue to state that the researcher could then “probe these responses.” Greeff (2014:352) suggests that the researcher does a literature review on the topic in order to understand “the construct at hand”. From this, the researcher deduced that proper preparation and a comprehensive literature study should be done beforehand, not only to understand the “construct” but also to be able to deal with the possible fluidity and complexity of the interview.

McIntosh and Morse (2015:1) on the other hand, do not see semi-structured interviews, or SSI’s as they refer to it, as simply being a “research strategy”, but that it “evolved... to an independent research method”. Greeff (2014:352) suggests that researchers use an interview schedule when conducting interviews.

3.2.3.2 Interview schedules

In order to collect data, interview schedules were developed. Wellman, Kruger and Mitchell (2007:166) describe interview schedules aptly as “interview guides”. McIntosh and Morse (2015:1) refer to this as both an interview guide and an interview schedule. If one looks at what the abovementioned authors say about the interview schedule, it follows that it serves as a guide along which the interview could be steered, without influencing the responses of the interviewees. McIntosh and Morse (ibid) go further to explain this beautifully when they say the interview guide “provides the topic while remaining responsive to the participant”. They credit Bartholomew, Henderson and Marcia (2000) when making the said statement.

Greeff continues on page 353 to suggest that the researcher should study the interview schedule beforehand in order to be able to focus more on the interview. Instead of splitting his or her attention between an emphasis on the interview schedule and the

interview itself, the researcher could focus on verbal as well as non-verbal communication, which needs to be recorded in the researcher's field notes. It is easier to observe non-verbal communication if the researcher knows the questions by head.

This researcher used semi-structured one-to-one interviews with the managers, other than the rector, of Majuba TVET College as well as the focus groups of lecturers who were interviewed.

3.2.3.3 Focus group interviews

Two focus group interviews were conducted at two separate campuses of the sampled TVET College. It needs to be emphasised at this stage that the focus group interviews were carried out at campuses other than the one where the lecturer is employed at, in order to avoid bias, validity and reliability issues, which are further discussed in this chapter.

The focus groups were selected using purposive or purposeful sampling, as discussed in par. 3.2.2 *infra*, for economic reasons.

One focus group consisted of seven interviewees and the other of eight. The focus groups were made up of Heads of Divisions (HoD's), senior lecturers, including acting senior lecturers, as well as lecturers, thus representing staff that does not form part of senior management.

The reason why this latter method of interviewing is referred to as being "focus group" interviews is that "it involves some kind of collective activity" as expressed by Greeff (2014:360). The author also argues that the chosen interviewees are important because of the fact that "they have certain characteristics in common that relate to the topic of the focus group."

One description of a focus group interview is furnished by McMillan and Schumacher (2010:363) who say that it “involves a small, homogenous group gathered to study or assess.” They proceed to suggest that the setting should be conducive to group interviewing. Greeff (2014:361) and Morgan (1997:6) state that a focus group interview is “a research technique that collects data through group interaction on a topic determined by the researcher.” In addition to these arguments, McMillan and Schumacher (2010:363) state that the group members also stimulate one another with their responses and as such the dynamics of the focus group interview are different to that of a one-on-one interview. Concurring with this reasoning, Greeff (2014:360) mentions that this interaction of interviewees “encourage participants to share perceptions, points of view, experiences, wishes and concerns without pressurising participants to vote or reach consensus” and doing so, the author quotes various other authors. This encouraging among interviewees is, according to this researcher, basically the same as stimulation reported by McMillan and Schumacher (2010:363), described earlier in this paragraph. Greeff (2014:361) says that the purpose behind using a focus group is that it promotes “self-disclosure among participants.” It is also, according to McMillan and Schumacher (2010:363), richer in data than one-on-one interviews. This argument of selecting a source that is rich in information links with purposive sampling discussed in the paragraph on sampling above. This allows for the researcher to select sources rich in information.

Regarding the composition of focus groups, Carlson and Glenton (2011:2) suggested that focus groups should consist of between four and twelve people. These two authors, however, admit that another researcher by the name of Sandelowski, reported that too many or too few focus groups “can lower the quality of focus group studies.”

Defining the term focus group was done by Harrell and Bradley (2009:6) who stated that focus groups are “dynamic group discussions used to collect information.” Bradbury-Jones, Sambrook and Irvine (2008:665) says that “a focus group involves a group discussion in which participants focus collectively on a specific issue”. Concurring with this, Qu and Dumay (2011:243) say that a focus group is “utilising a flexible and

exploratory discussion format emphasising interactions between participants” where the interviewer is the “moderator” of this conversation.

3.2.3.4 Observations

Rodriquez and Castilla (2013:3) rightly point out that all humans use non-verbal communication from birth, and as such, it is the first form of communication between humans. They say that the importance of non-verbal communication skills decreases as our educational levels increase “until they are almost discarded at graduate levels.” The said authors hold the opinion that doing this “leads to an imbalanced personal development”, unless we make a conscious decision to address it.

Non-verbal communication is described as “kinesics” by McMillan and Schumacher (2010:363). These authors suggest that “facial expressions, gestures and movements can be triangulated with verbal data.” Another point of importance here is to note that different cultures also play a role in how a person expresses him or herself non-verbally. This manifests not only in facial expressions or body movement, but also in comfort zones when dealing with interpersonal space. A further example of cultural influence is eye-contact. European cultures tend to view eye-contact as “honesty, attention, trustworthiness”, whereas in African cultures it represents “aggressive, disrespectful, or impolite” behaviour, according to Kaiser (2007:6). This researcher kept these factors in mind whilst conducting the interviews.

Volino and Das (2014:9) identified another factor that plays a role in non-verbal communication. They discovered that the setting during an interview also plays a role. Interviewees may be nervous if a video recording is made of the interview. In their conclusion, Volino and Das (2014:35) reported that the “video-recorded counselling sessions impacted students’ perceptions of their verbal and non-verbal communication skills.” Once a video review was conducted, the most observable change was in the eye-contact of the interviewees.

This researcher, however, observed that the setting was done in an American context, which is demographically different than that of South Africa. South Africa has a population that is predominantly African, with White people is the vast minority. America sees the African American people as a minority. In the said study, Volino and Das (2014:32) reported the respondents in their study as follows, from Table 1, regarding enrolment of third year students, at a Doctor of Pharmacy course, where core-communication was the focus of the syllabus: White: 27.4%, Black/ African American: 5.1%, Hispanic/ Latino: 4.1%, Asian: 56.9%, Race/ Ethnicity Unknown: 2.5% and Foreign/ International: 3%.

Without digressing into the psychological or cultural analysis of the abovementioned respondents' behaviour, this researcher concludes from this report by Volino and Das that the human factor plays a role when responding to video-recorded responses. The researcher, therefore, only made notes and a digital voice recording of the interviews. There were no video recordings. Greeff (2014:359), however, warns that even digital voice recording may make the situation uncomfortable for the interviewee or even the novice researcher. Greeff suggests the inconspicuous placement of the recording equipment to minimise this effect. It is this researcher's opinion that the changes in non-verbal communication of interviewees were largely negated by the fact that each interviewee knew that he or she would remain anonymous in the report and that the researcher would keep the identity of the interviewee absolutely confidential. This was done by means of a formal agreement signed by both the interviewer and the interviewee as per **Appendices F and G**. The researcher used a cellular phone without a sim card in it to make the recordings, because it is this researcher's belief that a cellular phone lying on a table seems less intrusive in this digital day and age than a recording machine or Dictaphone. Unless mention is specifically made of names, the identity of the interviewees remains confidential to the researcher and anonymous to other people.

3.2.4 Data analysis

Thematic analysis was used in this study. Braun and Clarke (2006:6) explain thematic analysis as “a method for identifying, analysing, and reporting patterns (themes) within data.” These authors continue on page ten by describing a theme as that it “captures something important about the data in relation to the research question”. They also mention that “researcher judgement is necessary to determine what a theme is.” According to Vallerand, Lapalme and Moïse (2015:4), thematic analysis “is achieved by annotating qualitative data units (e.g. text fragments, image fragments) with codes.” They say that each one of the “codes” is representative of a “concept” that is contained in the text. If the researcher compiles a “collection” of these codes, it is referred to as a “codebook” by Vallerand et al., (ibid). Both sets of authors suggest that these codes will be used to describe concepts contained in the data. The said codes are then used to analyse the data and arrive at a conclusion/s which will be contained in the final research report. As stated earlier in this paragraph, these codes address the research question. Vallerand et al., further suggest that each one of the concepts contained in the codes be narrowly described. Concurring herewith, Braun and Clarke (2006:7) accentuate that it should be known how a researcher analysed his or her data as well as “what assumptions informed their analysis” in order for other people “to evaluate their research”.

Once the data is analysed using these codes, the researcher looks for themes or patterns that emerge from the data. This is why this method is referred to as thematic analysis, according to Vallerand et al (2015:4). Braun and Clarke (2006:12) distinguish between inductive and deductive thematic analysis. They describe an inductive approach as that the data is the focus of the analysis and the themes “are strongly linked to the data themselves”. In contrast, these authors say that with deductive or theoretical thematic analysis, the focus is more on the “researcher’s theoretical or analytical interest in the area”.

3.2.5 Ethical considerations

As a study that involved research on human subjects, the collection of private or personal information through the participation of individuals in individual interviews and

focus group interviews was designed in such a way that it protected their privacy, dignity and integrity. This research was designed, reviewed and undertaken to ensure integrity, quality and transparency. The interview schedules were reviewed by all researchers who gave inputs to ensure quality.

Participants were informed fully about the purpose, methods and intended possible uses of the research, what their participation in the research entailed and what risks, if any, were involved. The confidentiality of information supplied by participants and the community of informants was respected by giving the informants the statement of purpose and the confidentiality form to read before the interviews commenced. The informants were also told that their participation was voluntary, free from coercion and those who had initially refused were motivated to participate.

3.2.5.1 Anonymity and confidentiality

McMillan and Schumacher (2010:121) describe anonymity in short as “no link between data and participants”. They say that confidentiality is where nobody has access to the identity of the respondents other than the researcher. Strydom (2014:119) states that confidentiality is actually a “continuation of privacy” of the respondent. This implies that the interviewee trusts the interviewer with his or her own privacy, which is an immense act of trust. Although the identity of the interviewee is known to the interviewer, the interviewer undertakes to keep that information strictly private and confidential or as Strydom argues that confidentiality refers to “the handling of information in a confidential manner”.

Strydom (2014:120) alleges that privacy of the interviewee is guaranteed if the interviewee provided the information anonymously. A questionnaire that is completed anonymously can hence not be linked to the respondent. Mouton (2015:244) agrees with the arguments of these authors that anonymity is where “the identity of an individual is kept secret” and that confidentiality is where information is kept private and

not exposed. In the case of this study, no questionnaires were completed as interviews were conducted. This means that the identity of participants will only be known to this researcher who undertook, in writing, to keep that information confidential. An uncompleted example of this undertaking is attached as per abovementioned **Appendices F and G.**

Further, one finds that Mouton (2015:244) emphasises that the participants should also be fully aware of what they agree to when they participate in a study. This is referred to as “informed consent” by the author, who also stresses on page 245 that the interviewees should be protected against any form of harm if they should participate in the study. Strydom (2014:115) echoes this principle of “avoidance of harm” to subjects. Strydom also emphasises informed consent on page 117 and adds to this the concept of voluntary participation on page 116. Voluntary participation simply means that participants participate of their own free will and without any form of pressure. In their work, McMillan and Schumacher (2010:118) also discuss the topics of voluntary participation, informed consent as well as “no harm or risk to participants”. Their discussion of these topics agrees with what is said by the other authors quoted above.

This researcher assured confidentiality by giving the interviewees pseudonyms such as DH, PC, SP, etc. Identities of interviewees were thus not indicated to the reader. Pseudonyms were only used for individual interviewees. Focus group interviewees were only referred to as males or females with a chronological numbering.

3.2.5.2 Bias

However, apart from guarding against harming or risk against participants, the researcher should also ensure that the research is accurate and scientific, without any bias. There are various forms of bias. Wittebols (2016:2) refers to “confirmation bias” as one form of bias. This term is coined where we as humans rather accept something that we believe than to accept something “that contradicts what we believe”. Similarly, Woolfolk (2013:337) describes it as “the tendency to search for information that confirms our ideas and beliefs.” This type of bias may adversely affect the study from

either the researcher or the respondent's side, as this may play a role in the type of question that is asked or the answer that is provided. This holds especially true where opinions are required or form the basis of the study, as is the case in the current study. Respondent bias should be carefully monitored and researcher bias should not be present at all.

Bias from the side of the researcher is described by Tan (2015:83) as mistakes made by the investigator when designing the study, how the study is implemented and also mistakes made during the analysis of the data by the investigator. These mistakes could be done to favour a certain outcome, because it might suit the researcher or even the researcher's sponsor. This "conflict of interest", as Tan (2015:84) refers to it, jeopardises the truthfulness of the research. Another description of instances where researchers only choose certain parts of the collected data is given by Mouton (2015:106) as the "research selectivity effect". In contrast to this, Tan (2015:84) reports that "theory ladenness" has the effect that "everything one observes or perceives is influenced by and interpreted through one's existing beliefs, values, assumptions and expectations." This argument seems to echo what Marx (1859:4) said about influences on one's life that will determine one's opinion about a situation or one's paradigm as it is nowadays referred to.

Understanding this, the researcher should be aware of this phenomenon and guard against it when designing the interview schedules as well as when conducting the actual interviews. Nonetheless, Slocum (2012:138) put across the belief "that most, if not all, of us are frequently unable to put aside our biases, regardless of our good intentions." This researcher holds the opinion that this statement by Slocum is not an approval from the researcher to enter into this project with bias.

Another form of bias does exist, namely "in-group bias", as reported by Slocum (2012:137). This, however, refers more to academics that favour work produced by their own groups.

3.2.6 Validity and reliability

Possible issues that could have inhibited reliability, validity and trustworthiness of data were taken into consideration. From the qualitative researcher's perspective, reliability and validity are conceptualised as trustworthiness, rigour and quality in qualitative paradigm. The standards for validity and reliability in this study were taken care of by triangulating data. Triangulation is used to reduce the effect on the findings which may arise from the qualitative researcher's own perspectives, to eliminate possible bias and to increase the researcher's truthfulness of a proposition about some social phenomenon (Denzin & Lincoln, 2011). Triangulation is defined as "a validity procedure where researchers search for convergence among multiple and different sources of information to form themes or categories in a study" (Creswell & Miller, 2000: 126; Carlson, 2010). This was achieved through the use of multiple methods, multiple participants and multiple situations.

a) Multiple methods: Data was corroborated by using different data collection methods, that is, face-to-face interviews, focus group interviews and the review of documents.

b) Multiple participants and multiple situations: the multiple participants' strategy involved selection of participants who were senior managers, managers as well as academic staff.

In addition, the researcher followed valid guidelines for authentic data gathering as mentioned by Wolcott (1994: 347-346) to achieve data validity: talk a little and listen a lot; record accurately; let readers see for themselves; report fully; and be candid. Following on Wolcott's steps, the researcher was sensitive to allow the informants to talk freely while he was restricted to probing. Further, the report includes primary data so that the reader will not only get an idea as to what the data is like but also be able to access actual data.

3.2.7 Verification strategies

The following verification strategies to ensure both reliability and validity of data were also used.

Methodological coherence: The aim of methodological coherence is to ensure congruence between the research question and the components of the method. The interdependence of qualitative research demands that the question matches the method, which matches the data and the analytic procedures. This was achieved by developing the semi-structured interview schedules for both the face-to-face interviews as well as for the focus groups.

Appropriate sample: An effort to ensure that the sample consisting of participants who best represent or have knowledge of the research topic was made. This ensures efficient and effective saturation of categories, with optimal quality data and minimum dross. Sampling adequacy, evidenced by saturation and replication (Morse, 2016), means that sufficient data to account for all aspects of the phenomenon have been obtained.

Collecting and analysing data concurrently: This forms a mutual interaction between what is known and what one needs to know. In this study the researcher analysed data as he collected it. This meant that he wrote field notes as soon as he was done with each interview to be able to remember the detail while it still fresh in his mind. This pacing and the iterative interaction between data and analysis is the essence of attaining reliability and validity.

Thinking theoretically: Ideas emerging from data are reconfirmed in new data; this gives rise to new ideas that, in turn, must be verified in data already collected. Thinking theoretically requires macro-micro perspectives, inching forward without making cognitive leaps, constantly checking and rechecking, and building a solid foundation.

Theory development: Theory development is to move with deliberation between a micro perspective of the data and a macro conceptual or theoretical understanding. In this way, theory is developed through two mechanisms: (1) as an outcome of the research process, rather than being adopted as a framework to move the analysis along; and (2) as a template for comparison and further development of the theory. Valid theories are well developed and informed; they are comprehensive, logical, parsimonious and consistent (Glaser & Strauss, 2014; Morse, 2016).

Together all of these verification strategies incrementally and interactively contributed to building reliability and validity in this study, thus ensuring rigour. The rigour of qualitative inquiry should be beyond question, beyond challenge and provide pragmatic scientific evidence that must be integrated into our developing knowledge base.

3.3 CONCLUSION

This chapter explained the methodology used to conduct this research. It further explained the approach that was used, including the sampling of interviewees, the data collection instruments, such as individual as well as focus group interviews and observation. The researcher also explained the analysis of data and ethical considerations that were taken into account, keeping bias in mind. In order to protect the interviewees, anonymity and confidentiality was maintained throughout the research process and this was explained in this chapter.

With regard to the collection of data and the reporting thereof, validity, reliability and credibility of data was continuously guarded against, as explained in this chapter. Chapter 4 deals with the actual analysis of data.

CHAPTER 4

ANALYSIS AND INTERPRETATION OF DATA

4.1 INTRODUCTION

In chapter 3, the researcher elaborated on the collection of data as part of this qualitative study. In this chapter, the researcher analysed and interpreted the collected data.

4.2 CONTEXTUALISING THE INTERACTIONS

Conducting interviews was the main choice of data collection instrument for this research and as such the researcher explains the settings in which the interviews were conducted.

4.2.1 Description of all sites

4.2.1.1 *Setting 1*

The campus manager was kind enough to provide the Board Room at IT and B campus for this interview. The venue is air-conditioned and it contains office tables that are pushed together to form an oval shape. There are also soft office chairs, arranged in oval shape around the table. The researcher sat on one long side of the oval table and the interviewees around the other oval side. The researcher provided each interviewee with a bottle of spring water.

4.2.1.2 *Setting 2*

At the CPD campus, the campus manager arranged a lecture theatre for the purposes of conducting the focus group interviews. This venue is equipped with swivel chairs attached to rows of benches, set like an amphitheatre, with the lowest desk in front and the highest at the back. The researcher provided each interviewee with a bottle of spring water.

4.2.2 Description of individual participants interviewed

Interviewees were not asked to provide proof of their age, qualifications or years of experience. Their integrity in this regard was accepted by this researcher.

4.2.2.1 Interviewee 1: Former Campus Manager: NZ

This interviewee is a female in her fifties with isiZulu as her home language. She obtained a B-Tech, BA. Higher Diploma in Library Services, a Post Graduate Certificate in Leadership and currently she is the Deputy Principal: Academic Services at the Central Administration Office or Central Office as it referred to generally, of Majuba TVET College. She has been managing Academic Services for three and a half years and the five years prior to that she was campus manager at the CPD campus of Majuba TVET College. This lady was interviewed in her office after hours, because she kindly afforded this researcher the opportunity for the interview in what was the only time available to her. Due to her work load, she had to stay after work to do other chores in any case. She seemed very professional and kind, although she appeared to be a bit defensive from time to time.

4.2.2.2 Interviewee 2: Senior HR-employee: SP

SP is an Indian female, in her mid-thirties, from a Hindu religious background, holding a B-Com. Hons. (Industrial - & Organisational Psychology) Degree. She has been the senior administration officer of Majuba TVET College with 4 years' experience in her current role. She is responsible for the payroll and benefits processing of the college. The interview with her took place in an office at Central Office. She was very friendly and understood the interview, as she is also studying towards a Master's degree. She came across as an honest and open, because she admitted to not knowing certain things.

4.2.2.3 Interviewee 3: CFO: HD

The interviewee is another Indian national, but she is from a Muslim background and is in her early thirties. She seemed to be relaxed, but also created the impression that she can assert herself when pressured. As an employee of SAICA, she is a registered Chartered Accountant (SA) and she is the Acting Deputy Principal: Finance (CFO) with four and a half years as Majuba TVET College CFO. She was interviewed in her office at Central Office and seemed knowledgeable about the function shift. The researcher got the impression that this interviewee was a very disciplined person that can be firm and assertive if she comes under pressure to make financial decisions.

4.2.2.4 Interviewee 4: DD Operational Management: LA

This was another Indian female interviewee, in her late forties, from the Hindu religion. This interviewee holds a B-Sc. (Stats & Operational Research) as well as a National Higher Diploma in Post-School Education. A lot of information was gleaned from this interviewee about colleges before and during the function shift. She has been with the college for more than fifteen years and she is part of the management team of the college.

4.2.2.5 Interviewee 5: Current Rector of Majuba TVET College: MS

This interview was conducted in the office of the rector of Majuba TVET College. The interviewee was a former SADTU representative in the initial process where migration was discussed during the first transition of staff from Department of Education to the college councils. This Zulu male in his late forties, holds a B-Ed. (Hons) degree. He is currently studying towards a Bachelor's Degree in Public Management and has been serving for two and a half years as rector of Majuba TVET College. This interviewee spoke easily about his former service in the union as well as his career as a teacher and principal of a school. He also came across as somewhat nervous during the interview.

4.2.2.6 Interviewee 6: DD Corporate and HR: CV

This interviewee was a 57-year-old Indian male from a Hindu background. His qualifications are two National Technical Diplomas, a Teaching Diploma as well as a B-Tech Degree. The interviewee has nearly 30 years' service in education of which the

last 10 years' service was performed as DD Corporate of Majuba TVET College. He was interviewed at his house because he was on leave, but would nonetheless grant the researcher an interview. Being part of one of the provincial teams that were formed to deal with the function shift, this interviewee was probably the most knowledgeable regarding the management of the function shift of Majuba TVET College and other TVET Colleges. The interviewee appeared to be relaxed, friendly and very open. He seemed to enjoy sharing the experiences of himself and other managers regarding the function shift.

4.2.2.7 Interviewee 7: Former Campus Manager: LH

This interviewee was a white male in his early sixties and the retired campus manager of one of the campuses, Newtech, of Majuba TVET College. He was working at this specific campus for 26 years and obtained a Teacher's Diploma, a Higher Diploma in Education as well as a B-Ed Hons. The last 10 years of his career he was employed as campus manager at the very same campus. It is noteworthy that he was campus manager in the years preceding the migration as well as during and directly thereafter. He was interviewed in his house on his farm. The setting appeared to be comfortable for the interviewee. This interviewee seemed keen to share his experiences of the period prior, during as well as after the function shift.

4.2.2.8 Interviewee 8: Former Rector: PC

This white male interviewee was 65 years old and was the rector of Majuba TVET College before, during as well as directly after the migration. He obtained a National Technical Diploma, a Teacher's Diploma as well as a Higher Diploma in Education. He was interviewed in the lounge of his house and the setting seemed to be comfortable for the interviewee. He created the impression that he was quite comfortable with the interview and he responded well to questions.

4.2.3 Description of focus group interviewees

4.2.3.1 Focus group 1

Participants (CPD campus)

This interview was conducted with seven interviewees consisting of five National Certificate Vocational (NCV) lecturers, one senior lecturer and one NCV Head of Divisions (HOD) of which two were male and five females. The interviewees were in various age groups, ranging from late twenties to early fifties. The interviewees did not appear to be nervous and they also seemed comfortable with the confidential, unfavourable opinions they held about the management of Majuba TVET College regarding the managing of the actual function shift.

4.2.3.2 Focus group 2

Participants (IT & B campus)

The researcher interviewed eight interviewees consisting of six National Certificate Vocational (NCV) lecturers and two NCV Heads of Divisions (HOD's) of which four were male and four females. The group consisted of people in their late twenties up to one person in her early sixties. These interviewees also seemed to be comfortable sharing negative views about the way in which managers dealt with the function shift.

4.3 DATA ANALYSIS

Delice, Aydin and Çevik (2013:417) describe how they collected qualitative data by using semi-structured interviews as well as questionnaires. They went further and analysed this data by means of coding it. These codes then lead to the researchers identifying emerging themes from the data.

4.3.1 Introduction of themes to be analysed

Bradley, Curry and Kelly (2007:1760) describe themes as “recurrent unifying concepts or statements about the subject of enquiry”. The researcher thus had to study gathered data carefully in order to identify themes that emerged from the reported data.

Collecting data by means of recorded interviews posed a specific challenge for the researcher, because the context of replies could be lost if careful field notes were not kept. It is common knowledge that technology is used by many human beings to improve their daily lives like satellite television, cellular phones, or as referred to in everyday language as “Smartphones” with internet capability. Even security camera

systems are available which can be accessed via a cellular phone from halfway around the globe.

In line with this, Neal, Neal, Van Dyke and Kornbluh (2015:119) realised that the procedure of transcription of interviews is extremely time consuming and as such they suggest using a method referred to by them as RITA or “rapid identification of themes from audio recordings”. They further allege that this method “allows for expeditious identification of themes in qualitative data” (ibid). This researcher, however, holds the opinion that he does not have the necessary experience as a researcher, yet, to use this method. He holds the opinion that if he used this method, the current study would in all likelihood be compromised, due to this lack of experience. However, this researcher does not discredit this method in any way, for exactly the same reason. Neal et al (2015) continue on 121 stating that there are computer programmes (“software”) that could identify themes in digitally recorded interviews.

Bradley, Curry and Levers stated as far back as 2007 on page 1760 that themes consist of “fundamental concepts” “that characterise specific experiences of individual participants by the more general insights that are apparent from the whole of the data.”, quoting Ryan and Bernard from the year 2003.

The researcher went about the traditional way of transcribing the digitally recorded interviews *verbatim*. This researcher holds the opinion that methods used by seasoned researchers should be adhered to. Further, this researcher is of the opinion that by following this method, evidence is produced that can be scanned and skimmed easier than a recording.

From these transcriptions, the researcher developed themes from the answers to the questions that were posed to the interviewees. It needs to be mentioned at this stage that these questions, as formulated in the interview schedule of each one of these interviewees, were based on the research question and sub-questions, as reflected in Chapter 1 of this research document.

From these answers, certain themes emerged and are discussed hereafter.

4.3.2. Themes analysed

Four distinct themes were identified, emanating from the data which consists of the digital recordings of the interviews as well as the verbatim transcription thereof. The themes are the unfolding of the migration process, managerial roles involved in the migration process, effects of the migration on the functioning of the college and effects of migration on human resource issues.

Table 4.1: Table of themes and sub-themes

Themes	Sub-Themes	Data collected from	Instruments used to collect data
The unfolding of the migration process.	<p>Envisaged changes in Higher Education sector in South Africa as announced by the President</p> <ul style="list-style-type: none"> • Presidency • DHET • Higher Educational institutions • FET Colleges <p>Implementation of planned changes in the Higher Education sector in South Africa</p> <ul style="list-style-type: none"> • Date of implementation of changes • Changing of FET College names to TVET College names • Function shift completion 	Rector, senior management, HOD`s, senior lecturers and lecturers	Face-to-face interviews, focus group interviews and literature review
Managerial roles involved in the migration	<p>National level</p> <ul style="list-style-type: none"> • NTTT 	Rector, senior management, HOD`s, senior	Face-to-face interviews, focus group interviews

process	<ul style="list-style-type: none"> • NITT • SAICA • TVET College management • Unions <p>Provincial level</p> <ul style="list-style-type: none"> • NITT • SAICA • TVET College management • Unions <p>Local level</p> <ul style="list-style-type: none"> • NITT • SAICA • TVET College management • Unions 	lecturers and lecturers	and review literature
Effects of the migration on the functioning of the college	<p>Academic operations</p> <ul style="list-style-type: none"> • Lecturing / Teaching and learning • Assessment • Administrative duties <p>Non-Academic operations</p> <ul style="list-style-type: none"> • Administrative duties • Student enrolment • Student affairs 	Rector, senior management, HOD`s, senior lecturers and lecturers	Face-to-face interviews, focus group interviews and literature review
Effects of migration on human resource issues	<p>Human resource management</p> <ul style="list-style-type: none"> • Staffing • Leave • Salaries/ Wages and Allowances • Benefits (Medical aid, Pension fund) • Training and development of 	Rector, senior management, HOD`s, senior lecturers and lecturers	Face-to-face interviews, focus group interviews and literature review

	staff		
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4.3.2.1 Theme 1: The unfolding of the migration process

At this point, the researcher explains the chronological unfolding of the migration process. Before one looks at the migration process of TVET Colleges from the Department of Education (later Department of Basic Education) to the Department of Higher Education and Training, one might pose the question as to why this function shift, as the migration process is also known, had to take place?

According to Zungu and Munakandafa (2014:7) the “Turnaround Strategy for FET Colleges” of 2012 was initiated because it found the FET college councils to be “dysfunctional” and did not provide “strategic leadership and guidance in colleges.” The paper goes further to state that this dysfunctional “institutional leadership” resulted in the transfer of the colleges “from being a provincial to a national competence.” In short, this means that management of colleges were removed from the collective authority of college councils and provincial education department and placed under the control of the national Department of Higher Education and Training. This then raises the questions as to when to where the function shift took place. TVET College staff used to fall under the Department of Education. However, in 2009, the President of South Africa created what later became known as the Departments of Basic Education which was designed and structured for schools, and the Department of Higher Education and Training, for post-school education and training. In other words, at the time it served universities. It also now allowed colleges to be moved away from the schools’ sector and to move to the same sector as universities. At the time, however, for governance and administrative purposes, the colleges were still falling under DBE and a legal function shift had to be performed to bring effect to this transition or migration.

When colleges were transferred from the DBE to the Department of Higher Education and Training (DHET), the name of the colleges was changed to Technical and Vocational Education and Training (TVET) Colleges. From here it formed part of the DHET's post-school education and training options. It used to be called Technical Colleges and later Further Education and Training Colleges or FET Colleges. Interviewees will be quoted verbatim in some instances and, as such, the code assigned to the interviewee will be mentioned with the verbatim quotation in quotation marks.

Interviewee **PC** described it as:

PC: "...then it became technical...it changed from Technical Colleges to FET Colleges." The establishment of these two departments, namely DBE and DHET which was done by the President, the Honourable Mr. Jacob Zuma in 2009, can be found in DHET Function Shift Circular No 1/2014, paragraph "1. Background" which also explains the legal framework for it.

The abovementioned function shift as well as the implementation thereof was confirmed by interviewee **CV** who stated as follows:

"You will also recall that in 2009 after the national general elections when President Jacob Zuma took office, one of the first things he did, was to split the Department of Education ..."

The same interviewee then also mentioned that:

"...basically, that Act then took away the powers from the provincial offices or the regional offices and moved us to the Department of Higher Education."

This was managed in practice, by means of structuring a steering committee, the NTTT, that functioned on national as well as provincial level. At local level was the TVET Colleges themselves, of which Majuba TVET College is one, and in which this research was conducted. Management of colleges at local level was assisted by the NITT. Interviewee **CV** was part of the said provincial steering committees (NTTT) and stated:

“... committees and I then represented Majuba College on the provincial steering committee in the HR portfolio and the land and estate portfolio ...”

“Right. And the national steering committee broke up the whole migration process into different portfolios”

Different “management areas” were identified and set out in DHET Function Shift Circular No 1/2014. They were listed as Human Resources and Labour Relations, Finance, Governance and Management, Legal Services, Information Communication Technology and Infrastructure, Assets and Liabilities and Communications.

CV : “one was finance, one ... the other one was HR, I think there was a legal and something [long pause] land and estate and I can’t recall the others but then the provincial steering committees then had to execute the mandates of the national steering committee at your college wherein you had to ensure that your all your land and estate and your assets are all audited, verified staff, staff had to go through a #4.32 process where we had to look at qualifications”.

As the said circular, DHET Function Shift Circular No 1/2014, describes the abovementioned management areas, one might think that this is a simple process that could be easily executed without a glitch. However, experience has shown that where the human factor comes into play, change may sometimes be more difficult than to just move around chairs from office to office. In fact, change sometimes has such a profound effect on staff, that a special discipline namely change management was introduced to managers over the years, as was discussed in chapter 2 of this document. Therefore, only the function shift or migration of the staff as well as the effect of this on the academic and non-academic functions of Majuba TVET College was investigated in this research. The different “management areas”, as identified and set out in DHET Function Shift Circular No 1/2014, that were thus investigated in this research were the

“Human Resources and Labour Relations” as well as “Governance and Management” areas.

The appointment of a CFO was done by SAICA, who in turn was appointed by the DHET. As a registered Chartered Accountant, the CFO is thus the person who verified and controlled the integrity of all processes and issued a certificate for every process completed. This ensured objectivity, because the CFO is an employee of SAICA and not the college or DHET.

The CFO assigned to Majuba TVET College, interviewee **HD** confirmed this in the interview by saying:

“ehm...because they couldn't quite find a model that they felt would work...ehm...so...eh...SAICA initiated it through the DHET or the DHET appointed SAICA to run the process for them.

DHET's consultation of SAICA and the appointment of CFO's for colleges was made official with a proclamation in in the DHET Function Shift Circular No 1/2014.

All staff that were to be migrated to DHET had to undergo a process of physical verification as reported by interviewee **CV** above and as well stipulated by the DHET Function Shift Circular No 2/2014, which states that:

“All staff to confirm their physical verification by signing out, on the 'College Verification Control Sheet', their receipt of a 'Staff information update form'. This is to be coordinated and managed by the College HR Department.”

This process of verification was indeed done as confirmed by the CFO appointed by DHET in conjunction with SAICA. The CFO, **HD** explains this as follows:

“so, I had to take the payroll ...eh...as it stands from VIP and ...eh...physically compare it myself and submit a report”

“to say that yes I am happy with this. Where I wasn’t sure, I remember that there were about five that I was not picking up on VIP necessarily and...eh...I queried that with HR, and ...”

“so, ja, I picked it up. Whenever there were about five...ehm...queries that I had...and ...ehm...I called in HR and they managed to resolve those queries for me and I submitted it to SAICA to say that yes, I’m happy.”

“I know that there had to be an extent of physical verification as well, which was conducted externally”

DHET Function Shift Circular 2/2014, par. 2 A, page 4, provides the very process that the CFO explained here. The form that was completed is called the “Staff information update form”.

The HR division of Majuba TVET College was responsible for the proverbial footwork in the verification process and one interviewee from HR said:

SP: “So that is a role that we had played. And we, we as HR, we had to get all the staff information regarding their benefits and everything send to Department, so, our role was more in terms of information.”

This response also confirmed the statement by the CFO who finally signed the verifications off.

Once done, the migration process was completed and the function shift at Majuba TVET College was thus finalised on 31 March 2015 and the institution was a DHET institution from the next day, 1 April 2015. Migration of TVET Colleges was thus regulated by the DHET Function Shift Circulars 1 to 4 of 2014.

The function shift conducted at Majuba TVET College was performed in line with the DHET Function Shift Circulars No 1-4 of 2014. Procedurally, it was outlined in these circulars and the said migration had specifically appointed functionaries such as the NTTT and the NITT that steered the process. There were also the proverbial “checks and balances” put in place. The appointment of an external auditor also gave more credibility to the process, as the chances of being unduly influenced is less than in the

case of a person working for Majuba TVET College and who may either be liked or disliked by management. This like or dislike may adversely affect the integrity of the process of change that had to be implemented.

The CFO was prompted indirectly on this matter of objectivity by asking her if she was accepted by staff from the time that she was appointed. She said she was not and in some cases, she is still viewed as a threat, but that:

HD: “There are those that see my worth and my...my” “my value in the organisation.”

This implies that although she is not favoured by everyone, she is still doing her job objectively and that she is only being viewed as a threat by:

HD: “It is my observation is that... it’s people who... aren’t as...who would like to be less governed”

Majuba TVET College’s function shift can thus be regarded as having been successfully executed and was in line with prescriptions and regulations from the DHET.

4.3.2.2 Theme 2: Managerial roles involved in migration process

Public TVET Colleges fall under the umbrella of public service. Both sets of undermentioned academics thus hold the view that regular management principles should be applied to, among other things, educational institutions, even though they are public institutions. Regarding this, Liu and Dai (2012:62) indicate that education is “an industry”. They continue on page 63 to say that the same “model of economic management” should be used when managing higher education institutions. Van Dooren, Bouckaert and Halligan (2015:19) agree with this when they state that “public” service “management in practice is always a mixture of ideal typical management types.”

Van Zyl (2013:159) describes the “four management tasks” as “planning, organising and controlling as well as administering”. As for co-ordination and delegation, Van Zyl (2013:150) places these two functions under the heading of organising. On a smaller scale, Coetzee, Van Niekerk and Wydeman (2011:27) mention planning, organising, leadership and control as classroom management functions. Willson-Kirsten (2012:6) describes the “key management tasks” and indicate them sequentially as “planning”, “organising”, “leading” and “controlling”. These tasks are supported by “decision making”, “communication”, “motivation”, “co-ordination”, “delegation” and the maintenance of discipline.

As this research is not purely about management as a discipline, the principles of management will not be discussed and analysed per se. Managing the migration process at Majuba TVET College and the experiences of managers in this regard was the focus of this study. However, management principles still needed to be kept in mind right through this study, because the function shift had to be managed in its entirety.

Keeping management in mind, and in order to analyse the management of the function shift of Majuba TVET College, this researcher identified the topics for discussion as the period for function shifting, individuals involved in the function shift, and unfolding of the function shift in practice.

4.3.2.2.1 The period for function shifting

Although the college staff attended workshops as early as February 2013, the initial plan was for Majuba TVET College to migrate on 1 April 2014. Interviewee **CV** however explained:

“but due to logistical delays the function shift movement only took place on 1 April 2015.”

Another interviewee, **HD** confirmed this mostly and said:

“with regard to the migration process. As a result, I don’t know if you know or you would know that it was deferred....it was supposed to be done in 2013 ... (Unsure) then 14” “and then it eventually happened in 15.”

“ehm...because they couldn't quite find a model that they felt would work...ehm...so...eh...SAICA initiated it through the DHET or the DHET appointed SAICA to run the process for them. What was ...a lot of the involvement was directly with HR,”

The one interviewee, **SM**, stated it from a different perspective by saying that the process had:

“to be completed by the 31st of March twenty urr 2015 ...” “...and then all has to be on the other side on the 1st of April 2015.”

1 April 2015 saw Majuba TVET College completing its function shift to the DHET.

4.3.2.2 Individuals involved in the function shift

As the NTTT's and the NITT's roles and composition was explained earlier, it will not be repeated. Staff employed by Majuba TVET College will now be looked at.

According to DHET Function Shift Circular 3/2014, the plan was to only migrate staff that were in “posts related to Ministerial approved Programmes” and this compliment of staff salaries should not exceed 63% of the college's budget. The fact that it was actually done in the case of Majuba TVET College, was reported by interviewees as follows:

CV: “... we had to do a cost analysis of our personnel and if your cost of your personnel was more than 63% of your budget ...” “... then you had to urr only migrate 63% ...” “we were one of the fortunate few that our total personnel cost for ministerial programmes was below 63% ...”

Another interviewee, **NZ** who was a campus manager at the time of migration said the following about the staff employed in ministerial programmes:

NZ: “Eh...because it was said that only the programmes that were subsidised by the State are...are going to be catered for during” “the migration. So, when it came to the Training Centre staff, they are offering mainly occupational programmes”

Academic as well as support staff of Majuba TVET College were involved in the function shift to DHET, provided they formed part of ministerial programmes. In other words, programmes for which the college receives funding from the State.

4.3.2.2.3 Unfolding of the function shift in practice

Before the migration was effected, senior staff were informed with regard to how it should unfold and what it entailed. One senior staff member responded in the interview:

CV: “All right ... we had to urr firstly go on an advocacy programme. There was a a a function shift urr document that was workshopped to senior management at DHET and then we had to come and firstly make copies of all of that document ...” “... and hand it out to all staff members.”

Another interviewee, **HL** who was a campus manager during the time of migration concurred with this and elaborated as follows:

HL: “Okay, basically we went on different courses on ...eh... where they ... eh... actually told us how it is going to unfold ... it was (tapping index finger on table) different dates given, cut off times and everything, but they were never quite adhered to ... it was all late and things and we were all anxious hearing what is going to happen and that is basically what happened.”

Although referred to as “advocacy programme” by one respondent and “courses” by the other, both were referring to the same thing, namely that managers received communication relating to the function shift, or migration as it is commonly referred to, of Majuba TVET College to the DHET.

After the information regarding the function shift was given to managers, they had to disseminate it to grass roots level. **SP**, a respondent, attached to the HR office, responded as follows, regarding the communication of information:

SP: “Right, so, we had to go out to campuses, ...ehm... inform, or staff where informed by circulars that they were going to be migrating based on information that the HR department had forwarded” “to DHET.”

A similar comment was received from the interviewee **CV** who was part of the NTTT who said:

CV: “process where I personally went to each of the campuses took them through urr the the whole function shift” “process with the time frames ...”

One interviewee was a campus manager at the time. This interviewee was also involved in presentations to staff at various campuses. These were referred to as “roadshows”. The interviewee responded by saying:

NZ: “When this started, I was a campus manager” “and...we would participate during roadshows or we will receive circulars” “or memorandums that we were supposed to communicate to staff.”

Only after the information was distributed to all staff members, did the process of collecting staff particulars and staff verification start. After the verification was done, as explained in 4.4.2.1 above, the HR at Majuba TVET College was tasked to issue staff that were migrated with letters of appointment. One of the HR staff members was interviewed and responded:

SP: “Right, so, we had to go out to campuses, ...ehm... inform, or staff where informed by circulars that they were going to be migrating based on information that the HR department had forwarded” “to DHET. So, staff to be migrated were identified in...in...advance and then ...eh...the HR department had to go down to staff level to give them the official letters of appointment from Department and then to ...eh... get them to fill in forms of ...ehm...acceptance of their” “now appointment at DHET.”

In order to exercise proper control over the function shift, a series of mechanisms were devised by the DHET and other consulted role payers to bring about this function shift.

One of the structures was the National Technical Task Team (NTTT) and the other the National Implementation Task Team (NITT), whose composition and functions are highlighted earlier in this report.

The function shift was thus executed as planned, albeit a year later than envisaged. Regarding the managerial roles that were played during the migration process, it seems that the planning part was the only management function that had to be revisited. The initial plan of migration in 2014 was deferred to 2015 in order to better prepare for the transition. The control function in management is designed for exactly this reason. As Botha (b) (2013:16) states, “control is employed to take corrective actions where the performance does not meet up to the standards and as such getting the performance in line with the set standards”.

Control measures were put in place well in advance. This was contained in the DHET Function Shift Circulars No 1-4 of 2014. Communication effectively with all role players saw the dissemination of information to all people on grass root level. The unfolding of the migration in practice was, therefore, done in accordance with the established management principles as described by Van Zyl (2013), Coetzee et al (2011) and Wilson-Kirsten (2012), as explained earlier in this point.

4.3.2.3 Theme 3: Effects of the migration on functioning of the college

Generally, the functioning of an institution gets affected by the migration process. Soudien (2010:4) reported that transformation of the higher education sector needed to address two key issues, namely demographical redress as well as that of privileges and power that needed to be rectified. This clearly indicates institutional changes that affects the entire higher education sector and, therefore, includes TVET Colleges.

However, the functioning of the college was not directly affected by the migration. The previous rector of the college, interviewee **PC**, retired shortly after the migration was completed. He said the following:

PC: “I have to tell you, the functioning of the college itself,” “the state did not interfere with.”

He further indicated that:

PC: “So, I did...I met with my management team every Monday morning,” “and we discussed the matters of the week,” “and we looked at what measures for every division” “and then we went about doing our work.”

Another interviewee, **LH** who was the campus manager at the time of the function shift echoed this by saying, about the academic as well as non-academic operations:

HL: “Actually it didn’t, ...eh...because nothing changed.... everything was still the same.” and “Nothing has changed.”

Both interviewees identified problems with the staff component as the only area of the college that was affected by the migration. Their opinions were as follows:

PC: “...problem on the side of the staff and it once again took very long deliberations in order to try and solve their problems.”

The researcher, indicated as **R** also asked the next interviewer if anything other than the staff was affected by the migration, either academically or non-academically, the answer was:

HL: “Nothing has changed.”

R: “So, the main change that was effected was basically the staff component”

HL: “The staff component, ja.”

Staff were affected in their personal capacity. Their nett salaries were smaller after migration. The reason for this is that before migration, the salary packages of staff included a pension fund contribution. Staff were also expected to obtain their own medical schemes.

Once the migration was completed, all staff had to contribute to the Government Employee Pension Fund (GEPF). This means that the take home part of their salaries was effectively less than before the function shift. Some of these staff members had taken out annuities and now had to contribute to the annuity as well as a pension fund. Interviewee **PC** explained this as follows:

PC: “If I should go back to the state now, then I should either lose my annuities or continue to pay for it plus pay for the compulsory state pension.”

R: “That is a reduction in...in...in your take home salary?”

PC: “Yes. This then had the effect that not the bruto salary,” “but the nett salary was affected. In other words, the money that one get to take home will now be less.”

The other interviewee stated:

HL: “To, ja, because the council at that time gave them eh...eh...eh...30 percent in lieu money. That means it was inclusive of their pension and their housing as well as well as their medical aid, and with the department you have to belong to a medical aid”

HL: “and at that stage a lot of the lecturers or staff didn’t belong to a” “...medical ...aghh... a medical aid as well as a pension fund, so they used that money for their personal ...eh...uses.”

The medical aid of government employees is referred to as GEMS which is the short for Government Employee Medical Scheme. The “30%” mentioned was actually 37% cash in lieu of benefits.

Regarding the pension fund contribution, the same interviewee said that a question in the mind of some staff members was:

PC: “If I should go back to the state now, then I should either lose my annuities or continue to pay for it plus pay for the compulsory state pension.”

This interviewee further stated that, with regard to medical aids:

PC: “because they also now have...and...and...a medical aid scheme is actually an easy thing because it is just a matter of you...you can change from one medical aid to another as long as the one is paid up and...you are with the following one the next month. It was not really such a big problem.”

Both respondents claimed that issues were resolved and that there were actually no real problems affecting the functioning of the college. Both, being managers at the time, expressed the belief that the lower income of staff after the migration affected the staff negatively only in as much as that their income was less.

Interviewee **NZ**, however, stated that the lower salaries personally affected the staff and mentioned that it “Demoralised” staff. This interviewee, also a campus manager at the time further said that:

NZ: “the part that I wanted to mention was that I could receive, at the time, one or two, you know, doctor’s letters of people who were on stress leave”
“Ja, you know, it came through that some of them had gone through to the psychologist, because of the situations they found themselves in, and that’s hard. You know, anxiet...anxiety”

The staff themselves were also interviewed by means of two focus group interviews. Their opinions largely support those of the latter interviewee. At one campus, IT&B, one interviewee said:

IM 8: “Academically, I think it.... I think thee...thee...thee the other thing that impacted the...the... was the...when the...when we moved ... people started having these deductions done on the first month of being moved to the Department and that brought a lot of strain, financially. I mean, after having a salary of about twenty thousand (rand) and it is deducted down to fifteen thousand, that five thousand difference, which went to your normal budget” “People went into debts and stuff, now, can you imagine what will that do now, on the same lecturer now, working in a class (room)?”
“Demotivation...” “People are not motivated,”

At the other campus, CPD, one interviewee explained this as follows:

IF 8: “Ja. It’s... it’s hard even I remember the first month, the second month and the third month. It was hard for me to even come here ‘cause ‘cause I had to sit in class and think about this and I think about” “and think what about what they gonna do” “Oh this month I am not gonna pay this

I'm gonna reverse I had to do a lot of reversals at the bank. I remember that month – lots of reversals the the the funeral cover”

Another interviewee explained the situation as being:

IF1: “So for me it was very, very draining” “very hard to adjust and it was a very difficult process for me”

One interviewee explained that the lower salaries did actually affect the academic operations, but rather indirectly, stating that:

IM 9: “Yes.” So, do I detect that the...the...ehm... service delivery, the academic operations basically stayed the same, it's just the employer that's changed, but there was some after-effects that made the lecturers not to be able to perform hundred percent in class.”

IF 20: “So, that if you are sinking in a pool of debts, that will results to the stress and again depression. Then, it will take you a long time absent from work, not attending” “to your students, so the students are left unattended, so, that will affect the results of the students and the certification rate.”

The above utterances by the interviewees seem to say that the effect on the academic operations was indirect, as a result of them suddenly getting lower salaries.

If one looks at staff who were working at the self-sustaining unit, Training Centre, it was reported earlier that they did not migrate, because of the fact that they were not employed in ministerial programmes. These staff members were used to working overtime. The extra hours were paid for by the college council of Majuba TVET College. After migration, the funds were not allocated to the college anymore, as salaries became a national function of the DHET. Interviewee **PC** explained this and commented on what was done to alleviate the resultant unhappiness about the loss of income:

PC: “well, let me tell you about the training centre” “is that they worked overtime.” “It was an extra income, could not be covered by the State to pay to them, you see?”

“it was deliberation, the one after the other and always trying to...eh... solve the unhappiness and get it out of the way and I believe we...I have achieved that reasonably well and”

The staff of the Training Centre were not interviewed because their component did not form part of the function shift.

The opinions regarding the effect of the function shift was viewed from two different angles. One view was that there were very few problems during the function shift, except for the lower nett salaries that staff received after the migration. The problems that were there were resolved through effective “deliberation” as interviewee **PC** indicated. Interviewee **PC** was the previous Rector of Majuba TVET College and **LH** was a campus manager during the function shift and they clearly indicated that there were no real problems. The other point of view was that the lower nett salaries were demoralising and demotivating to staff. This in turn made staff not to be able to perform optimally. Resultantly, academic operations were indirectly negatively affected. This opinion was shared among staff and one former campus manager.

4.3.2.4 Theme 4: Effects of migration on human resource issues of the college

As mentioned under theme three, clear impact on personal circumstances was reported by the focus group interviewees. They said that their take home salary was smaller after the function shift due to the fact that pension fund as well as medical aid deductions were made in the place of these benefits paid in cash previously.

Other human resource issues such as working hours and holidays stayed the same. Motivation of staff was an issue that was already dealt with in theme three. The communication between DHET and Majuba TVET College management and the consequent communication between the college management and staff was pointed out as a problem by various interviewees.

Staff communication is a critical element in managing human resources. Steyn (2013:143) describes communication as “the ability of the person, the sender of the message, to express himself or herself so that the other person (the receiver) understands both the words and intentions.”

As the legal entity in charge of the migration, the DHET issued various communiques to role players in the migration process. Some staff members reported that they did not fully understand the content of these memos. One staff member reported in an interview at IT & B campus:

IF 1: “and... eh the.... eh the memos and the whatever, they were just coming (Interviewee makes sliding movement with hands to indicate a quick process) e...e...e...e...in their numbers,” “so we were reading some of the things and some of the things... eh we did not... eh read them thoroughly, in such a way that... eh we didn’t understand”.

The memos referred to here are the Function Shift Circulars. These circulars were augmented by means of a road show, as mentioned earlier. However, one interviewee at IT & B campus still maintained:

IF 5: “There was a roadshow, but person that they asked, I think it was just a generic roadshow.” “And then the questions that they ask, they didn’t get the answers, and then also, ...eh, apparently, some things that were said at the road show then was in contradiction when it was actually ... eh implemented,”

An interviewee at CPD campus said:

IF2: “O well I mean I didn’t agree with that. It was a great deal of stressful. I would also say that we were not given enough information and”

Both **IF 5** and **IF2** stated that they were not given enough information. Contrary to this, interviewee **LH**, former campus manager said:

HL: “At ...at...at my campus, I can’t speak about other campus ... at my campus, they definitely did realise that it was their mistake because they were well informed”

Asked whether he would change anything if he could re-do the migration, **HL** said:

HL: “Ja, it’s a very difficult thing, because, I think DHET did a lot because they informed us with lot of workshops etcetera” “and I think they did everything that they should have done very well” “it was just the human factor that people, we all know that, they don’t wanna ...eh... listen to a

thing till...or what can I rather say is that they wait and wait and wait till the end and then they”

This contradicts the abovementioned statements of the staff member, **IF 5** and **IF 2**, who said that they were not well informed. Interviewee **AL** said that:

AL: “ ... it strained relationships because [scratching] urr in some cases urr people felt that initially certain types of information had not been adequately explained to ...” “... them to make informed decisions ...” “and err so we had staff coming out to central office” “and engaging in a very emotional fashion.”

IF 1 mentioned that she did not read the communication thoroughly enough. This, together with the statements by **HL** provides proof that communication was indeed filtered down to staff. **HL** also mentioned that the “human factor” played a role in the sense that staff were procrastinating and not listening properly, after which they then suddenly realised there was a big problem. From this it can be deduced that the communication from DHET was sufficient, but that some staff members did not receive the message as the sender intended it, but simply because the receivers did not assimilate the information as they should have. This contributed to some animosity that started to develop between staff and managers, from the staff side. Staff saw managers as against them and thus not communicating properly with them. One interviewee, holding a director’s position, said:

AL: “ ... Because to the extent where even people would have gone the extra mile for you ...” “... done something voluntarily ...” “... there was now that hesitation ...”

From interviewee **NZ**, this sense of animosity was echoed, but more specifically spelled out:

NZ: “It was like them and us.”

NZ: “It was like...okay, the...the principal and the deputy principals are safe. They are fine, so, us, we are going to be migrated into this thing that we don’t know, and we don’t know whether the Department of Higher Education will say: ‘We no longer need your services.’ or ‘I can only take so many.’”

Latter statement stems from the circular that placed the principal and deputy principal of the college under management of the Minister of DHET, as far back as 2013. DHET Function Shift Circular No 1/2014 states in par. 2 that:

a. In March 2013 the Minister of Higher Education and Training issued a Commencement Notice in the Gazette No. 36322 giving effect to Section 11 and part of Section 12 of the Further Education and Training Colleges Amendment Act, 2012 (Act No. 3 of 2012). This meant that the management of the Principals and Deputy Principals is now managed through the Minister and Department of Higher Education and Training, although all the funding allocations related to these posts are still located with the Provincial Education Departments.

One interviewee, **NZ** mentioned this as a factor that actually caused animosity between staff and managers, at least from the side of staff. The interviewee stated that:

NZ: “Yes. But the only people who were eh... regarded as... ehm...you know, DHET personnel, was only the rector” “and the deputy principals.” “So... as a campus manager, at the time also, I was part of the academic staff.” “Academic staff who are managers.” “It was like them and us.”

This animosity was all due to misunderstanding or misinterpreting the communication regarding the function shift. Such a statement implies distrust between managers and staff from the side of staff members. Academic staff who were interviewed in separate focus groups at two separate campuses had opinions on the same matter of distrust. At CPD campus, one interviewee said:

IF 16: “My biggest motivating factor at that time was when senior management came and they spoke to us it’s a it was a very subtle but the message that we were getting there is you better migrate now or your job is going to be questionable” “My decision was actually done out of fear.” “We were informed by a specific member actually at central office” “You’re gonna lose your job!”

This was done during a so-called road show that informed staff about the migration process. This road show was conducted by, among others, the deputy principal of the

college. The very same job position highlighted by **NZ** which formed part of the “them and us” situation of mistrust.

At IT & B campus, one interviewee referred to the same road show as follows:

IM 25: “The director himself came and confused lot of staff,”

“gave us lot of things that were not applicable, things like grace period, when was it applicable, how was it gonna be applied and unions came in and confused us as well... eh...with the grace.”

“And this director, seem to be the person that is handling that HR department, yet, he seem not to be competent because he doesn’t know what the Department of Higher Education... eh wants cascaded”

This statement clearly expresses the interviewee’s mistrust of the director’s abilities as well as his opinion that the unions did not fulfil their task of informing their members as they should have, but that they rather ended up confusing them.

Most human resource issues were not directly affected by the migration. Salaries were paid, leave remained the same, housing and other allowances still applied and working hours were mostly the same as before the migration. Some staff felt that the communication regarding especially their financial situation before and after the migration, was not clear enough. However, one interviewee reported that it was sufficient and that staff were to blame for their own dilemma. Another interviewee admitted the same by saying that the communication was not read properly. In the end, the staff were mostly demotivated because they felt that they would have made provision earlier to be able to cope with a lower salary, had they been properly informed, timeously. In reality, it transpired that these staff members did not ensure that they understood exactly what the implications of the function shift would hold for them.

4.4 CONCLUSION

The function shift at Majuba TVET College was executed in accordance with what the DHET prescribed, although it happened one year later than envisaged. Well established management principles in general management as well as educational

management were applied and the process of managing the function shift was successfully effected. Principles of change management were also applied by managers. Staff received a lower income due to deductions from their salaries. These deductions were previously paid out to staff to get medical aid, housing as well as annuities. Once migrated, the cash for this was not paid to staff, but rather the benefit was given. The economic value they received was, however, the same. This caused staff to become negative and their productivity waned due to their worries about their financial situation, indirectly affecting the academic process adversely. Whilst some staff alleges that communication from the DHET and or Majuba TVET College Central Administration Office regarding the function shift and resultant lower salaries was not sufficient, this is factually incorrect. One interviewee, an HOD, even admitted that the memos were received very often and that they did not read them properly so as to understand what they entailed.

In this regard, the researcher concludes that the function shift at Majuba TVET College was managed successfully by all relevant role players.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

In chapter 4, this researcher dealt with the actual research and as such conducted and transcribed interviews related to this research.

This chapter explores and summarises the previous chapters and in this way, the researcher draws conclusions and makes recommendations. The contribution of this study, as well as limitations identified, are also addressed in this chapter.

5.2 OVERVIEW OF THE STUDY

This research started off in Chapter 1 with the researcher identifying a topic to be researched. Following this, the researcher then commenced by identifying the research methodology and the instruments to be used when conducting this research. A study of literature was then conducted to explore what other research has been conducted in the past on the relevant topic, research methodology, data collection techniques as well as sampling techniques. A further development saw the formulation of a research question as well as sub-questions that would link the topic under investigation to the actual research. The investigation of this topic was then translated into a research proposal, submitted for authorisation to the College of Education Research Ethics Committee of the University of South Africa (Unisa).

After receiving authorisation to continue with the research, Chapter 2 was embarked upon. A further literature review was conducted, this time regarding the topic itself. The topic is “Management of the migration process of Majuba TVET College to the Department of Higher Education and Training.”

Management-related literature was consulted and applicable excerpts were included in this document. Not only general management, but also sources related to educational

management were explored. This included academic and non-academic operations as well as human resource management issues at educational institutions.

Chapter 3 focused on the actual research and research methodology. A qualitative, phenomenological study was chosen and face-to-face, one-on-one as well as focus group interviews were conducted. Selection of the interviewees was done by using the purposive method of sampling. One unstructured interview was conducted whilst the rest of the interviews conducted were semi-structured in nature. Interview schedules that are very similar in format, were used right through and the interviews were digitally recorded. The reason for keeping the interview schedules similar in format was to ensure consistency in the nature of the feedback that interviewees provided. This automatically provided similar parameters for all of the interviews. Field notes were kept to augment the recorded interviews. The researcher noted non-verbal communication and other related matters in these field notes. Before any interview was conducted, interviewees were informed about their right to end the interview at any stage, their voluntary participation was confirmed and legal agreement documentation was signed regarding issues of confidentiality and anonymity.

Collecting the data for Chapter 4, saw the researcher conducting focus group interviews with two groups consisting of lecturers, senior lecturers as well as Heads of Divisions (HOD's), from two different campuses of Majuba TVET College. Eight individual face-to-face interviews were conducted with managers, Human Resources (HR) staff and the Chief Financial Officer (CFO) of Majuba TVET College. The function shift was also interdepartmental, because the TVET Colleges moved away from the DBE to DHET.

The researcher was guided by the following set of objectives, as stated in Chapter 1 of this research report.

The objectives of the study, as reported in Chapter 1, were:

- To determine the extent to which the academic operations of Majuba TVET College were affected during and since the migration from DBE to DHET.

- To find out how the Human Resource issues of lecturers were handled by the managers during the migration period.
- To examine the extent to which the professional and personal relationships of the managers with the staff were affected during the migration from Majuba TVET College council as the main employer to that of the DHET.
- To examine the experiences of Majuba TVET College managers regarding non-academic operations (support function) during and since the migration from DBE to DHET.

From the responses collected in the face-to-face interviews, themes were identified and these themes led to the findings from which the researcher draws conclusions and makes recommendations.

5.3 FINDINGS

The researcher made findings based on various pieces of data. Data was found in literature as well as interviews. These findings are reported below.

5.3.1 Findings based on literature review

Change management was the obvious choice as a management tool during the function shift of Majuba TVET College because three distinct phases could be identified. Van der Merwe (2013:51) describes this as unfreezing of the current state, movement to the new desired state and then refreezing the new state to become the new paradigm. In practical terms, this can be described as the planning of the institutional change by the management structures. Communication of the envisaged change to all role players and getting everyone's commitment to embark on this journey saw the "Unfreezing" state completed.

With the function shift of Majuba TVET College, the "movement" part of the process started where the DHET started implementing the steps to see the migration through. The South African Institute for Chartered Accountants (SAICA) as well as the National Implementation Task Team (NITT) and the National Technical Task Team (NTTT) monitored and managed the process of change and controlled the variables along the

way. Consultations with staff and getting all staff to assist with the function shift were conducted. Next in line was to implement and steer the changes necessary to get to the desired new paradigm. Monitoring, evaluation and control of the process was always crucial. This still formed the movement part of the change process. Then, when the change was effected, continuing on the new path is what is referred to as the “refreezing” phase of change management.

As the staff component of educational institutions are the centre of institutional performance, managing human resource issues remains a cardinal part of educational managers’ portfolios. Van Dooren, De Caluwé and Lonti (2012:498) state that “the most prominent public administration issue” in educational institutions is, among other things, “public personnel management”. Human resource management is also not confined to the private sector anymore. An American as well as a Pakistani academic independently confirmed this in their reports. Hashmi (2014:9) from Pakistan says as “a result of rapid globalisation in the field of knowledge and education, increased competition in the education market, reduced financial budgets for the education sector and changing economic downturn”, it is as important to do Human Resource Management in educational institutions as it is done in the private sector. White (2016:9) reports that in comparison, in charter schools in America, “effective HR management practices outperforms charter schools that do not.” In the study of Knight (2013: 196), it was found that Human Resource Management also plays an important role in managing various universities.

Education is “an industry” according to Liu and Dai (2012:62-63) who elaborates on this by saying that managers of educational institutions should use the same “model of economic management” as that which is in use in the private sector.

In order to understand management in education, management needs to be delineated first. Willson-Kirsten (2012:6) lists the management functions as “planning, organising, leading, and controlling”. Supporting these management tasks are “decision making,

communication, motivation, co-ordination, delegation, and the maintenance of discipline.”

Another point to take note of when managing change, is the resistance to change. In general, two main reasons are provided for the resistance to change. An argument by Van der Merwe (2013:53) is that the reasons for resistance to change are “psychological reasons for resistance to change and organisational reasons for resistance to change”.

Van der Merwe (2013:55) further suggests that if educational managers know and understand the phases of change, they will be able to better deal with change. In order to achieve this, the DHET pre-emptively put some structures in place in order to deal with the envisaged changes in an informed way.

DHET Function Shift Circular 1-4 of 2014 described the changes that were to be effected at South African TVET Colleges. Among others was the fact that a dedicated HR-manager as well as a CFO had to be appointed for TVET Colleges. All other managers were tasked with specific duties as set out in these circulars.

5.3.2 Findings based on research interviews

The unfolding of the function shift of TVET Colleges started long before the actual migration or function shift took place.

FET Colleges, as they were known at the time, were governed by Governing Councils, also known simply as councils. These councils were found to be “dysfunctional” by a study and a “Turnaround Strategy for FET Colleges” were found to be the route to follow, according to Zungu and Munakandafa (2014:7). This meant that the governance of FET Colleges was now moved from being a local and provincial function to being a

national one. A name change followed and they became TVET Colleges and the governance was moved to the national Department of Higher Education and Training.

This was also reported by three interviewees.

“Steering committees”, as one interviewee, **CV**, referred to it, were set up and the process of migration, otherwise known as function shift, was managed by these steering committees. These steering committees had various portfolios and one interviewee was a member of a provincial portfolio.

The CFO of Majuba TVET College, a SAICA employed interviewee, reported that the CFOs had to oversee the financial management of TVET Colleges from the time the function shift started. Reportedly, the DHET did not “find a model” that was suitable to use in order to perform the function shift. The DHET then “appointed SAICA to run the process for them”, the said CFO reported. This CFO currently still manages the finances of Majuba TVET College.

In order to keep checks and balances, not only did the property have to be accounted for, but also the staff had to undergo a process of physical verification. Because the college already had a payroll, the names on it were used to do the verification of staff, which was then signed off by the CFO as correct.

In order to perform this function shift, various managerial roles were necessary to deal with the dynamics of moving an educational institution in its entirety from one department to another.

Initially, the function shift was planned for April 2014, but it only materialised on 1 April 2015. One interviewee, **CV**, described this as due to “logistical delays”. Another interviewee, **HD**, said that this delay was caused by the fact that the DHET could not find a “model” they could employ to bring effect to the function shift.

One issue that needed extra attention was the Training Centre of Majuba TVET College. This unit is supposed to be a self-sustaining unit. This means that the staff did not migrate to the state, but operates autonomously, still being a self-sustaining unit, not receiving ministerial or DHET funding, the reason being that they offer mainly “occupational programmes” and not academic ones, as reported by interviewees **SP** and **NZ**.

Regarding the actual function shift, senior managers were reportedly first to migrate. The college principal (Rector) and the deputy principal were the first to become staff members of the DHET according to DHET Function Shift Circular 1/2014. One interviewee, **SP**, also confirmed that the HR department of the college went to physically verify every staff member of the college at the respective campuses. From a management point of view, the function shift was largely seen as successful. The opinions of managers that were interviewed were unanimous on this.

The communication regarding the migration itself was viewed from two distinct angles. Some managers held the view that the communication from the DHET was sufficient. It was escalated to all staff at grass root level and that staff did not make the necessary salary adjustments timeously, as specifically reported by one interviewee, **LH**. These managers also reported that the staff was reasonably motivated and the only problem that occurred was the fact that staff received less “take home” salary, but that their benefits were given in place of the money. One interviewee stated that staff admitted afterwards that they were at fault for not adjusting to the envisaged lower income earlier. This was what was reported by interviewee **LH**, a former campus manager.

Staff, on the other hand, viewed it in a different light. Several interviewees complained that they did not receive sufficient information regarding the salary changes, allowances as well as salary scale or notch. They also said that the information they received was confusing them. Both focus group interviewees reported this.

The proverbial proof of the pudding is in the tasting and the same could be said for the function shift. The question is: “What happened once the migration took place?” Participants had different views on this matter with a specific distinction between the points of view from that of managers and that of staff. Managers’ points of view were mostly that the function shift happened according to plan and that the implementation thereof was successful as was reported by interviewees **PC, CV, LH** and **HD**.

Staff on the other hand held the point of view that they were not informed well enough and that they were not consulted before the function shift took place, as can be found in both focus group interviews.

5.3.3 Comparison of findings

Both literature and managers of Majuba TVET College had change management as the most suitable managerial route to follow. Literature suggests that the situation needs to be managed in phases. Van der Merwe (2013:51) refers to three distinct phases of proverbially unfreezing, changing and refreezing the situation. In the case of Majuba TVET College, the managers went about informing staff as well as doing information sessions or so-called roadshows. The function shift then took place and the staff and the college continued as an educational institution under the DHET. This clearly shows the application of the same three phases as Van der Merwe describes for the process of change management.

5.3.3.1 Gaps in current research

A definite gap in the research was the fact that union participation at grass root level regarding the function shift was not researched. The reason for this is that the researcher accepted the fact that the unions were involved in the initial planning and negotiations of the function shift that was reported in the Function Shift Circulars. This means that the researcher assumed that the agreements reached at national level were escalated to local level. However, one interviewee (**LA**) reported that the unions “became more vocal” regarding problems that occurred during the function shift. On the

other hand, the problems that occurred during the function shift could not be anticipated to the full extent and therefore the unions addressed the issues as they came up at grass root level. A further gap is in the fact that there is no research on the public opinion of the function shift and what it brought about.

One clearly observable anomaly in the collected data was that the managers felt that they sufficiently informed their staff, whereas the staff reported that they were left in the dark. One staff member, however, reported that they received the function shift communication. However, it was not studied properly by them.

5.3.3.2 Findings of this research

This research did, however, discover that the DHET communicated the unfolding of the entire process by means of circulars. The roadshows were conducted where staff were informed of the changes, as reported by two senior managers (**NZ; CV**) of Majuba TVET College who were involved in these. The researcher thus concludes that staff were going about their daily routines and did not pay the necessary attention to the vitally important communication that they were supposed to, and as such, they missed information that would detrimentally affect their personal circumstances, if they did not heed to the imminent changes in their financial situation.

The researcher, however, holds the opinion that information was disseminated sufficiently to inform staff, but, staff did not study the information as they should have and as such, they were, at the minimum, partly to blame for their own financial suffering after the function shift was executed.

5.3.3.3 Significance of findings of this research

The significance of the results is in the fact that it reports on research of a topic that is unique. Migration of TVET Colleges from one government department to another rarely occurs. This research thus provides an insight into the practical management of the function shift. It further shows the unfolding of the process from the viewpoint of managers as well as that of the employees. In other words, the management of the function shift was investigated and reported from the viewpoints of the persons who were actually involved in the process.

In future, this researcher would hope to investigate the management of the response of the higher education sector in South Africa to educational transformation since 1994. It is researcher's opinion that the function shift of TVET Colleges was but one of the steps in the process of post-Apartheid higher educational transformation.

This interest by the researcher was brought about by the "Launch of the Decade of the Artisan" by the Minister of Higher Education and Training, Dr. Nzimande, in 2014 in Mpumalanga Province which provided the platform from which the transformation of higher education was initially addressed, due to the changing economic climate in South Africa as well as the entire world. In the South African context, this is extremely important because of the legacy of Apartheid under which White people were in the privileged position of receiving better education and training than their non-white contemporaries, a process that was managed and nurtured over hundreds of years as is commonly known. This unequal state of education obviously needed to be addressed in order to provide vitally needed redress to the inequalities of the past, and as such may not be achieved in only two decades after the fall of Apartheid. The researcher, however, admits that he may be convinced by scientific research to the contrary.

5.3.3.4 Suggested further research

This researcher suggests that further research may be conducted in other TVET Colleges regarding the management of the function shift in order to establish whether the same challenges and solutions were encountered throughout the TVET sector. Other challenges or good practices may even be discovered. It would then establish a sector-wide benchmark according to which future function shifts, or any occurrences where change management applies in the educational sector, can be measured.

This research also found that staff felt that they were not sufficiently consulted. Managers as well as unions were in the position to communicate the information timeously, because unions and management were the parties privy to the entire process of decision making throughout the function shift. The researcher suggests that better communication between management and unions on the one side and staff on the other side, regarding the effective and efficient dissemination of information regarding

decisions that affect them, needs to be pursued vigorously. Once staff is properly informed, either from a management or union perspective, it is a logical conclusion that staff will be able to engage in the process of change management from an informed point of view.

Furthermore, it may serve to measure the ability of educational managers and institutions to apply the philosophy that underpins change management in an educational context. A further recommendation is, therefore, that change management refreshment training, for all role players in a function shift, be conducted timeously before the actual function shift is initiated.

Lessons learned from this research may also enable the sector to anticipate future shortcomings and take remedial actions pre-emptively. These pre-emptive remedial actions may inform the timeous issuing of policies and other institutional instructions for managing a function shift in future.

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DHET 004: Appendix 1: APPLICATION FORM FOR STUDENTS TO CONDUCT RESEARCH IN PUBLIC COLLEGE.

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APPENDIX A



1311

LA COCK W MR
3790-221-0
P O BOX 22659
NEWCASTLE
0861670411
2940

mandd@unisa.ac.za

STUDENT NUMBER :

ENQUIRIES TEL :

FAX : (012) 429-4150
eMAIL :

08

2017-02-

Dear Student

I hereby confirm that you have been registered for the current academic year as follows:

Proposed Qualification: MED (EDUC MANAGEMENT) (98405)

PROVISIONAL EXAMINATION

CODE	LANG.	EXAM.DATE	PAPER	S	NAME	OF	STUDY	UNIT
NQF crdts			CENTRE (PLACE)					
----			-----	-	-----			

Study units registered without formal exams:

DFEDU95				M	ED	-	EDUCATION	MANAGEMENT
96	E							
@ DFEDU95				M	ED	-	EDUCATION	MANAGEMENT
96	E							

@ Exam transferred from previous academic year

You are referred to the "MyRegistration" brochure regarding fees that are forfeited on cancellation of any study units.

Your application for the transfer of certain credits has not yet been finalized. Confirmation of the result of your application will be sent to you as soon as possible.

Kindly note that Teaching Practice I and II consist of two periods of teaching practice of five weeks each in each of the two teaching subjects.

Students must register for Teaching Practice I concurrently with the Subject Didactics of the first teaching subject

and Teaching Practice II concurrently with the Learning Area Didactics.

The student's language proficiency will be evaluated during the teaching practice periods.

The oral test for the practical module is conducted by the Headmaster of the school and the Vice-principal or a

senior teacher. This will consist of a conversation of ten to fifteen minutes in the language concerned.

RECEIPT NUMBER:	CASH:	CHEQUE:	CARD:	POSTAL
ORDER: MONEY ORDER:	FOREIGN:			
20170208-2929-079			13430.00	
			(Budget 24 months)	

STUDY FEES:	13430.00
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BALANCE ON STUDY ACCOUNT:	0.00
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Yours faithfully,

Prof QM Temane
Registrar
0108 0 00 0

(Acting)

APPENDIX B

DHET 004: Appendix 1: Application form for students to conduct research in public colleges

10 No. 38950

GOVERNMENT GAZETTE, 3 JULY 2015

DHET 004: APPENDIX 1: APPLICATION FORM FOR STUDENTS TO CONDUCT RESEARCH IN PUBLIC COLLEGES

2.2	Main purpose of the study
The aim of the study is to investigate the experiences of managers regarding the migration of Majuba TVET College from DBE to DHET.	

3. SUPPORT NEEDED FROM THE INSTITUTION

<i>Please indicate the type of support required from the institution (Please tick relevant option/s)</i>			
Type of support		Yes	No
3.1	The institution will be required to identify participants and provide their contact details to the researcher.		✓
3.2	The institution will be required to distribute instruments to participants on behalf of the researcher.		✓
3.3	The institution will be required to provide official documents. <i>Please specify the documents required below</i>		✓
N/A			
3.4	The institution will be required to provide data. <i>Please specify the data required below</i>		✓
N/A			
3.5	<i>Other, please specify below</i>		✓
N/A			

4. TYPE/S OF ACTIVITIES TO BE UNDERTAKEN IN THE INSTITUTION

<i>Please indicate who is expected to participate in your study (for example, lecturers, students, College Principals, campus Heads, support staff, Heads of Departments).</i>			
		Expected participants	Number of participants
4.1	Complete questionnaires	a) Rector or delegate	1
		b) Managers of Departments	7
		c)	
		d)	
		e)	

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DHET 004: APPENDIX 1: APPLICATION FORM FOR STUDENTS TO CONDUCT RESEARCH IN PUBLIC COLLEGES

4.2	Participate in individual interviews	Expected participants	Number of participants
		a) Rector or delegate	1
		b) Managers of divisions	7
		c)	
		d)	
		e)	
4.3	Participate in focus group discussions/ workshops	Expected participants	Number of participants
		a)	
		b)	
		c)	
		d)	
		e)	
4.4	Complete standardised tests (e.g. Psychometric Tests)	Expected participants	Number of participants
		a)	
		b)	
		c)	
		d)	
		e)	
4.5	<i>Other, specify below</i>	N/A	
4.6	Undertake observations <i>Please specify in the column on the right</i>	N/A	

5. DOCUMENTS TO BE ATTACHED TO THE APPLICATION

<i>The following 2 (two) documents must be attached as a prerequisite for approval to undertake research in the institution</i>	
5.1	Ethics Clearance Certificate issued by a University Ethics Committee
5.2	Research proposal

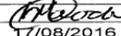
DHET 004: APPENDIX 1: APPLICATION FORM FOR STUDENTS TO CONDUCT RESEARCH IN PUBLIC COLLEGES**6. DECLARATION BY THE APPLICANT**

I undertake to use the information that I acquire through my research, in a balanced and a responsible manner. I furthermore take note of, and agree to adhere to the following conditions:

- a) I will schedule my research activities in consultation with the said institution and participants. I will not interrupt the said institution's programmes.
- b) I agree that involvement by participants in the research study is voluntary, and that participants have a right to decline to participate in the investigation.
- c) I will therefore provide consent forms to participants to complete prior to the commencement of the research.
- d) I will obtain written parental consent of students under 18 years, if they are expected to participate in the study.
- e) I will honour the right of participants to privacy, anonymity, confidentiality and respect for human dignity at all times. Participants will not be identifiable in any way from the result of the investigation.
- f) I will not include the names of the said institution or research participants in my research report, without the written consent of each of these individuals and/or institutions.
- g) I will not use the resources of the said institution (such as stationery, photocopies, faxes, and telephones) for the research study.
- h) I will inform participants about the use of monitoring devices such as tape-recorders and cameras, and participants will be free to reject them if they wish.
- i) I will include a disclaimer to any report, publication or presentation arising from the investigation, that the findings and recommendations does not represent the views of the said institution.
- j) I will provide a summary of the findings of the research to the Head of the specific institution.

I declare that all statements made in this application are true and accurate. I accept the conditions associated with the granting of approval to conduct research and undertake to abide by them.

SIGNATURE:



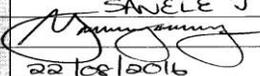
DATE:

17/08/2016

DHET 004: APPENDIX 1: APPLICATION FORM FOR STUDENTS TO CONDUCT RESEARCH IN PUBLIC COLLEGES

FOR OFFICIAL USE

DECISION BY HEAD OF INSTITUTION

Please tick relevant decision and provide conditions/reasons where applicable		Please tick relevant option
Decision		
1	Application approved	<input checked="" type="checkbox"/>
2	Application approved subject to certain conditions. <i>Specify conditions below.</i>	<input type="checkbox"/>
3	Application not approved. <i>Provide reasons for non-approval below.</i>	<input type="checkbox"/>
NAME AND SURNAME: SANELE J MLOTSHWA		
SIGNATURE: 		
DATE: 22 Jul 2016		

Appendix C

Focus group/interview assent and confidentiality agreement

I _____ grant consent/assent that the information I share during the group discussions (focus group interviews) may be used by the researcher, Wium la Cock, for research purposes. I am aware that the group discussions will be digitally recorded and grant consent/assent for these recordings, provided that my privacy will be protected. I undertake not to divulge any information that is shared in the group discussions to any person outside the group in order to maintain confidentiality.

Participant's Name (Please print):

Participant Signature :

Researcher's Name: (Please print): W. la Cock

Researcher's Signature:

Date: /..... /2016

APPENDIX D

INTERVIEW SCHEDULE for Chief Financial Officer, Head of Logistics and Procurement, Human Resource Manager, Head of Curriculum, Head of Academic Services and campus managers.

1. Describe the whole process of the migration process as it unfolded.
2. What managerial role did you play during the migration period?
3. What were the effects of the migration from DBE to DHET on the academic operations of Majuba TVET College?
4. How did the managers deal with the human resource issues of staff during the migration period?
5. To what extent was the salaries of the staff affected?
6. If salaries were affected, what was the reaction of the staff?
7. To what extent were the professional and personal relationships of the managers with the staff affected during the migration from Majuba TVET College council as main employer to that of DHET?
8. What were the effects of the migration from DBE to DHET on the non-academic operations (support functions) of Majuba TVET College?
9. How were your professional relationships with the staff affected during the migration from Majuba TVET College council as main employer to that of DHET?
10. How were your personal relationships with the staff affected during the migration from Majuba TVET College council as main employer to that of DHET?
11. What was the general reaction of the staff? (probe: if they were unhappy, how did you manage the reaction)

APPENDIX E

INTERVIEW SCHEDULE for the rector

1. Describe the whole process of the migration process as it unfolded.
2. What managerial role did you play during the migration period?
3. The concept “change management” had to be employed during the migration of Majuba TVET College from DBE to DHET. What were the effects of change management on academic operations during the migration of Majuba TVET College from DBE to DHET?
4. What were the effects of change management on non- academic operations during the migration of Majuba TVET College from DBE to DHET?
5. How did you go about to manage the process of the migration of Majuba TVET College from being a DBE college to being a DHET college?
6. Who were the role players (managers or agents of change) that were tasked to implement and facilitate the migration of Majuba TVET College?
7. Did you encounter any failures, either systemic, operational or institutional, during the migration of Majuba TVET College from DBE to DHET? If indeed, what were they? If not, why, according to you, did nothing of this kind occur?
8. How were the human resource issues of staff dealt with during the migration period?
9. To what extent was the salaries of the staff affected?
10. If salaries were affected, what was the reaction of the staff?
11. How were the professional relationships of the managers with the staff affected during the migration from Majuba TVET College council as main employer to that of DHET?
12. How were the personal relationships of the managers with the staff affected during the migration from Majuba TVET College council as main employer to that of DHET?
13. What was the general reaction of the staff? (probe: if they were unhappy, how did you manage the reaction)

Appendix F

Letter requesting managers to participate in an interview

Dear

This letter is an invitation to consider participating in a study I, W. la Cock, am conducting as part of my research as a master's student entitled "Management of the migration process of Majuba TVET College to the Department of Higher Education and Training" at the University of South Africa. Permission for the study has been given by Department of Education and the Ethics Committee of the College of Education, Unisa. I have purposefully identified you as a possible participant because of your valuable experience and expertise related to my research topic.

I would like to provide you with more information about this project and what your involvement would entail if you should agree to take part. The importance of change management in education is substantial and well documented. Sharing information regarding experiences of a manager during the process of migration of Majuba TVET College might be useful in future studies of the migration of Majuba TVET College or even the planning of migration of educational institutions in the future. In this interview I would like to have your views and opinions on this topic. This information can be used to improve management of change in educational institutions.

Your participation in this study is voluntary. It will involve an interview of approximately 30 minutes in length to take place in a mutually agreed upon location at a time convenient to you. You may decline to answer any of the interview questions if you so wish. Furthermore, you may decide to withdraw from this study at any time without any negative consequences.

With your kind permission, the interview will be audio recorded to facilitate collection of accurate information and later transcribed for analysis. Shortly after the transcription has been completed, I will send you a copy of the transcript to give you an opportunity to confirm the accuracy of our conversation and to add or to clarify any points. All information you provide is considered completely confidential. Your name will not appear in any publication resulting from this study and any identifying information will be

omitted from the report. However, with your permission, anonymous quotations may be used. With your permission the interviews will be digitally recorded. Data collected during this study will be retained on a password protected computer for **5 years** in my locked office. There are no known or anticipated risks to you as a participant in this study.

If you have any questions regarding this study, or would like additional information to assist you in reaching a decision about participation, please contact me at +27 83 448 9045 or by e-mail at wiumlacock@gmail.com.

I look forward to speaking with you very much and thank you in advance for your assistance in this project. If you accept my invitation to participate, I will request you to sign the consent form which follows.

Yours sincerely

Wium la Cock

CONSENT FORM

I have read the information presented in the information letter about the study “Management of the migration process of Majuba TVET College to the Department of Higher Education and Training” in education. I have had the opportunity to ask any questions related to this study, to receive satisfactory answers to my questions, and add any additional details I wanted. I am aware that I have the option of allowing my interview to be audio recorded to ensure an accurate recording of my responses. I am also aware that excerpts from the interview may be included in publications to come from this research, with the understanding that the quotations will be anonymous. I was informed that I may withdraw my consent at any time without penalty by advising the researcher. With full knowledge of all foregoing, I agree, of my own free will, to participate in this study.

Participant's Name (Please print) : _____

Participant Signature : _____

Researcher Name: (Please print) _____

Researcher Signature: _____

Date: ____/____/2016

Appendix G

Participant Information Sheet

____/____/2016

Title: Management of the migration process of Majuba TVET College to the Department of Higher Education and Training.

Dear Prospective Participant

My name is Wium la Cock and I am doing research with Dr. T. Netshitangani, a senior lecturer in the Department of Educational Leadership and Management towards a M-Ed (EM) degree at the University of South Africa. We have funding from Majuba TVET College for conducting the research. We are inviting you to participate in a study entitled Management of the migration process of Majuba TVET College to the Department of Higher Education and Training.

WHAT IS THE PURPOSE OF THE STUDY?

I am conducting this research to find out what the experiences of managers were during the migration of Majuba TVET College from Department of Basic Education to the Department of Higher Education and Training.

WHY AM I BEING INVITED TO PARTICIPATE?

As you were part of the management team during the migration process, you were considered to be the ideal person to assist with the research.

The human resource manager was contacted to provide a list of the persons who were in management positions during the migration of Majuba TVET College to DHET. Approximately eight persons will be requested to participate in the study.

WHAT IS THE NATURE OF MY PARTICIPATION IN THIS STUDY?

You are requested to share your experiences regarding the migration of Majuba TVET College to DHET during a personal, face-to-face, semi-structured interview with the researcher.

The role that you will play in this study is to provide information regarding experiences of a manager during the process of migration of Majuba TVET College. This might be useful in future studies of the migration of Majuba TVET College or even the planning of migration of educational institutions in the future.

This interview will only take approximately 30 minutes of your time. Researcher will take notes and voice-record the interview for transcription.

CAN I WITHDRAW FROM THIS STUDY EVEN AFTER HAVING AGREED TO PARTICIPATE?

Participating in this study is voluntary and you are under no obligation to consent to participation. If you do decide to take part, you will be given this information sheet to keep and be asked to sign a written consent form. You are free to withdraw at any time and without giving a reason.

WHAT ARE THE POTENTIAL BENEFITS OF TAKING PART IN THIS STUDY?

The scientific community could benefit from your participation, because this study is the first of its kind ever and will as such contribute to the existing field of knowledge in educational research.

ARE THERE ANY NEGATIVE CONSEQUENCES FOR ME IF I PARTICIPATE IN THE RESEARCH PROJECT?

The only anticipated level of discomfort or inconvenience to you might be the 15 minutes of your time. No foreseeable risk of harm or side-effects to you as interviewee is anticipated at this stage. The interview could preferably take place in your normal place of work and as such in surroundings that are familiar to you.

WILL THE INFORMATION THAT I CONVEY TO THE RESEARCHER AND MY IDENTITY BE KEPT CONFIDENTIAL?

You will be interviewed on a basis of confidentiality and as such, no mention of your name or that of any other person should be made in order for it not to appear on the recording. If a name slips through however during the voice recording, it will not be included in the written transcription of the interview.

You have the right to insist that your name will not be recorded anywhere and that no one, apart from the researcher and identified members of the research team, will know about your involvement in this research OR your name will not be recorded anywhere and no one will be able to connect you to the answers you give. Your answers will be given a code number or a pseudonym and you will be referred to in this way in the data, any publications, or other research reporting methods such as conference.

Apart from the researcher and the supervisor, only the transcriber and/ or external coder will have access to the data. These persons are also subjected to confidentiality agreements.

Your answers may be reviewed by people responsible for making sure that research is done properly, including the transcriber, external coder, and members of the Research Ethics Review Committee. Otherwise, records that identify you will be available only to people working on the study, unless you give permission for other people to see the records.

However, the anonymous data you furnish may be used for other purposes, such as a research report, journal articles and/or conference proceedings. If your name is not mentioned anywhere in the research data, the chances are virtually nil for someone to attach data to you as the interviewee. In this regard you are requested not to disclose personally sensitive information at all.

HOW WILL THE RESEARCHER(S) PROTECT THE SECURITY OF DATA?

Hard copies of your answers will be stored by the researcher for a period of five years in a locked safe at researcher's place of residence for future research or academic purposes; electronic information will be stored on a digital storage device ("flash drive") and also kept in the same safe. Future use of the stored data will be subject to further Research Ethics Review and approval if applicable. If the data is not used in future, the hard copy will be destroyed by shredding and then burning. The digital storage device will be formatted in order to destroy all information on it.

WILL I RECEIVE PAYMENT OR ANY INCENTIVES FOR PARTICIPATING IN THIS STUDY?

No payment will be made or incentives provided prior, during or after the interview. The interview is done on a basis of objective data collection. Any incentives might adversely affect the giving of unbiased information.

HAS THE STUDY RECEIVED ETHICS APPROVAL?

This study has received written approval from the Research Ethics Review Committee of the College of Education, Unisa. A copy of the approval letter can be obtained from the researcher if you so wish.

HOW WILL I BE INFORMED OF THE FINDINGS/RESULTS OF THE RESEARCH?

If you would like to be informed of the final research findings, please contact Wium la Cock on +27 83 448 9045 or wiumlacock@gmail.com. The findings are accessible for five years.

Should you require any further information or want to contact the researcher about any aspect of this study, please contact Mr. W. la Cock on the abovementioned phone or e-mail address.

Should you have concerns about the way in which the research has been conducted, you may contact Dr. T. Netshitangani, at e-mail: netsht1@unisa.ac.za, office telephone +27 12 352 4165 or fax +27 12 594 6046.

Thank you for taking time to read this information sheet and for participating in this study.

Thank _____ you.

W. la Cock

CONSENT TO PARTICIPATE IN THIS STUDY (Return slip)

I, _____ (participant name), confirm that the person asking my consent to take part in this research has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation.

- I have read (or had explained to me) and understood the study as explained in the information sheet.
- I have had sufficient opportunity to ask questions and am prepared to participate in the study.
- I understand that my participation is voluntary and that I am free to withdraw at any time without penalty (if applicable).
- I am aware that the findings of this study will be processed into a research report, journal publications and/or conference proceedings, but that my participation will be kept confidential unless otherwise specified.

- I agree to the voice recording of the interview.
- I have received a signed copy of the informed consent agreement.

Participant Name &
Surname..... (please
print)

Participant Signature..... Date :/...../2016

Researcher's Name & Surname: Wium Ia Cock

Researcher's signature..... Date :/...../2016