IMPLEMENTATION OF STRATEGIC PLAN BY THE NORTH WEST DEPARTMENT OF EDUCATION

by

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DEDICATION

In honour of my dearly departed parents, Alfred Sonnyboy Kgatitsoe and Kgomotso Wilherminah Kgatitsoe, who would have been overjoyed to witness the day of this accomplishment for which they devoted their valuable time and effort.

This work is dedicated to my late wife Shiela Jacoberth Mmapula Kgatitsoe, my son Obakeng Peter Kgatitsoe and the entire Kgatitsoe and Letlhake families. I'm hoping that this academic achievement will inspire everyone in my family and friends to embark on a similar journey soon.

DECLARATION

This thesis is my original work and has not been presented for a degree in any other university.

Signature: …………………..…………. Date: …………………………

Peter Paul Kgatitsoe
April 2023

This thesis has been submitted for examination with our approval as University supervisors.

Signature: …………………………….. Date: …………………………

Professor VJ Pitsoe
UNISA

Implementation of strategic plan by the North West department of education

ABSTRACT

South Africa's government departments generally haven't done well, particularly in the North West. The North West Department of Education's (NWDoE) capacity to implement its strategic plans has deteriorated over time. Unacceptable audit results and the department being placed under administration are undeniable indicators of a capacity issue or insufficient strategic planning implementation. . The NWDoE is similarly rendered ineffective by its inability to achieve the desired results, outcomes, and impact.

Despite the fact that a lot of studies have been done on strategic planning, very few of them have concentrated on the implementation aspect of strategic management. To that extent, there is a gap in the literature because no study has been done on the NWDoE. This made this study necessary and pivotal.

The main objective of this study was to look into how the North West Department of Education is carrying out the implementation of its strategic plan, To that extent look into factors that affect (enhance or impede) the department of education's (NWDoE) implementation of strategic plan.

A number of research sub-questions were created to help achieve the goal. These included: how does the NWDoE implement its strategic plan; what factors enhance how the strategic plan is implemented in the NWDoE; what obstacles exist to the NWDoE implementation of the strategic plan; and whether an implementation plan can be created specifically for the NWDoE.

Okumus Strategy Implementation Frameworks served as the foundation for this study. A qualitative case study design was selected for this study. A constructivist/interpretivist paradigm was used. The methodology of choice for gathering and analyzing both sets of data was qualitative content analysis. Computer assisted data analyses system Atlas/ti7 was used. A qualitative survey and documentary content analysis were used to collect and analyse the data. Over 51

reports from the department's various sections were reviewed. . In addition, a purposive sample of 66 departmental officials representing all levels of the organization were surveyed. Data produced by the two systems were imported into Atlas/ti for qualitative analysis.

The results demonstrated the difficulties and opportunities that public service departments encounter when implementing strategic plans. . The results highlighted different approaches adopted by NWDoE to carry out its strategic plan implementation as well as problems resulting from their decisions. The findings also identified and described elements that enhanced or hampered the NWDoE ability to implement strategic plan. The recommendations were used to develop an empirical framework that emphasizes key factors that must be taken into account concurrently in order to successfully implement strategy. A flow line model and a set of recommendations are presented. This was a remarkable accomplishment despite all the obstacles including effects of COVID.

In conclusion, this case study offered insightful information about the subtle complexities involved in the NWDoE implementation of strategic plans. The goal of the study was to develop a framework for the NWDoE implementation of the strategic plan. It was designed with four objectives in mind: understanding how the NWDoE is carrying out its strategic plan, understanding what enables it to do so, understanding what hinders the department from carrying out its strategic plan, and understanding whether or not a better implementation model can be developed. All government departments may find general use for the study's findings.

Key terms: Strategy implementation; organisational culture; strategic management; organisational leadership; organisational structure; organisational culture; stakeholders 'engagement; key success factors; enablers/disablers of strategy;; Okomus theory of strategy implementation.

LIST OF ABBREVIATIONS

AOP	Annual Operational Plan
APP	Annual Performance Plan
AR	Annual Report
CFO	Chief Financial Officer
DBE	Department of Basic Education
DPME	Department of Planning, Monitoring and Evaluation
ECD	Early Childhood Development
EIG	Education Infrastructure Grant
EMIS	Education Management Information System
FMPPI	Framework for Managing Programme Performance Information
GWMES	Government-wide Monitoring and Evaluation System
ICT	Information and Communication Technology
LTSM	Learning and Teaching Support Materials
M&E	Monitoring and Evaluation
MEC	Member of the Executive Council
MTEF	Medium-Term Expenditure Framework
MTSF	Medium Term Strategic Framework
NDP	National Development Plan
NSC	National Senior Certificate
NSNP	National School Nutrition Programme
NT	National Treasury
NWDoE	North West Department of Education
OTP	Office of the Premier
PFMA	Public Finance Management Act
POI	Programme Output Indicator
PSA	Public Service Act
QPR	Quarterly Performance Report
SASA	South African Schools' Act
SASAMS	School Administration and Management System
SP	Strategic Plan
SWOT	Strengths, Weaknesses, Opportunities and Threats
TID	Technical indicator description

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CHAPTER 1

ORIENTATION

1.1. INTRODUCTION

It is painfully obvious that a strategic plan that is not implemented will not produce meaningful organisational outcomes. This is despite the fact that researchers have not been able to agree on the extent to which strategic planning produces organisational benefits (Johnson & Scholes, 2004). Alexander (1991:7) argues as follows:

> *One key reason why implementation fails is that practicing executives, managers and supervisors do not have practical, yet theoretically sound, models to guide their actions during implementation. Without adequate models, they try to implement complex issues of strategy implementation."*

According to Schick (1998), developing nations like South Africa frequently lack the conditions necessary for the implementation of strategic plans because they frequently have an informal economy and weak formal processes governing the delivery of services in the public sector. Other traits shared by the majority of developing nations, including South Africa, include rising mismanagement, a lack of political commitment on the part of heads of state and government, a lack of administrative and technical capacity, a lack of the rule of law, and weak economies. Under these circumstances, strategic plan execution is likely to yield subpar outcomes.

Apartheid has a unique history in South Africa. The oppression of non-whites was the government's political priority at the time, not international civil service reforms. The economic development of South Africa, the attainment of social inclusion, and other development goals are still hampered by the legacy of apartheid.

Political reform and South African politics both underwent a sea of change in 1994. A process to reform planning in government has been started by the Department of Planning Monitoring and Evaluation (DPME). This is done to achieve effective programme outcomes for citizens and integrate planning across the three branches of government.

The reforms also seek to ensure that government institutions are set up in a way that makes the National Development Plan (NDP) Vision 2030 development goals easier to achieve. The NDP (2011) is adopted as part of the planning reform, which is not a standalone intervention and the government's adoption of the Medium Term Strategic Framework (MTSF) covers the years 2014 through 2019.

The reforms also aim to ensure that the government institutions are set up in a way that makes it easier to achieve the NDP Vision 2030's developmental objectives. 2030 development objectives. The NDP was adopted in plan as part of the planning reform, which is not a standalone intervention (NDP). Furthermore, 2011 saw the adoption by the government of the (MTSF), which runs from 2014 to 2019.

In South Africa, particularly in the North West, many departments have performed poorly. The experiences described earlier are commonplace at the North West Department of Education (NWDoE). Over time, there has been a decline in the NWDoE's ability to carry out strategic plans. The subjection of the department under administration and poor audit results are unequivocal indicators of a capacity issue or poor strategic planning. The NWDoE is equally paralysed by its inability to produce the intended results, effects and goals. The responsibility for ensuring that the NWDoE implements strategic management policies rests with the government, the Treasury and DPME. Despite the aforementioned efforts, the NWDoE has recently seen a general decline in the quality of service delivery. These oversight mechanisms identify a number of flaws, with difficulties implementing the strategic plan being one of the most likely reasons for subpar performance.

In relation to NWDoE, the Auditor General of South Africa, OTP, DPME, and DBE have identified the following issues for further investigation:
- Capacity of the structure to implement strategic management procedures;
- The officials' capacity to understand planning frameworks and policies;
- Knowledge of strategic planning frameworks and procedures among officials;
- Systems for managing departmental performance information; and
- The department's accomplishment of predetermined goals (AoPO)

A thorough investigation is required if you work in the NWDoE and are involved in strategic management in order to comprehend the factors that affect the scientific implementation of the strategic plan. Consequently, this case study discusses how the NWDoE interprets the execution of the strategic plan. The case study's goal was to investigate the variables that affect how the NWDoE implements the strategic plan in order to achieve its outcomes and impact. Public sector departments in the North West Province of South Africa have paid little to no attention to evaluating the execution of strategic plans.

This case study aims to assess how the NWDoE is implementing its strategic plan. The process of strategic planning and implementation appears simple on the surface: a plan is made, and then it is carried out (Leslie, 2008). All organizations, especially those in the public sector, fall prey to this fallacy, though. NWDoE isn't an exception However, applying strategy is a much more challenging concept (Johnson & Scholes, 2004). The primary objective of this study is to investigate the factors that influence how strategies are implemented in the NWDoE. The creation and implementation of plans to achieve organizational goals is known as strategic management (Pearce & Robinson, 1991

This study has provided a sound scientific understanding of the factors that aid or obstruct the NWDoE's implementation of its strategic plan so that it can achieve its outcomes and impact. This study is novel and has no antecedence.

Both the government as a whole and all citizens are impacted by the decline in service delivery. Offering everyone a high standard of service will improve everyone's quality of life. The public's perception of the government's performance in general and the North West in particular is negative, according to the media. This decline, which has been accompanied by violent protests and strikes, exposes the strategic core of the departments. Departments either struggle to develop strategies or have trouble putting them into practice. Any case study that can solve this puzzle is appreciated.

To properly analyze this case study, one must comprehend the theoretical, conceptual, and relational frameworks of strategic planning. The theories/models of Okumus (2023) served as a guide for implementing the strategy in this case study.

Utilizing qualitative content analysis, data was analyzed. AtlasTi7 were used. Due consideration must be given to how the public sector implements and institutionalises strategic management reforms differently from the private sector. Such will be cast in this case study.

The core of this case study will highlight and describe the strategic implementation design and implementation challenges inherent in public service in general and NWDoE in particular. When the education strategy is implemented correctly, the quest for service delivery will be halfway finished, and everyone's quality of life will improve.

A wide range of people will benefit from this work. The DPME, the Treasury, the national government, the provincial governments, and research institutions may all benefit.

The goal of this case study was, amongst others, to advance theoretical, conceptual, and practical applications of strategic management in the public sector. In this case study, we'll try to address any unexpected or contextual issues that might arise when a tactic is applied in the NWDoE. This case study will partially fill the theoretical void left by the transfer of strategic management from the private to the public sectors. The case study will also improve our understanding of strategic management and reenergize the public sector.

Given the difficult budget, the size of the NWDoE and effect of COVID, the recommendations should be internally consistent and conceptually rigorous in order to connect planning, budgeting, and reporting so that the Department becomes a learning organization. This case study has provided the national public service with a scientific basis for potential recommendations.

This case study contributes fresh perspectives to the discussion of strategic management in public sector management, with a focus on NWDoE and education in general as a business entity. The NWDoE will be able to identify which branches could benefit from the case study and streamline its operational processes to meet its strategic objectives.

1.2.   BACKGROUND TO THE RESEARCH

Numerous authors have drawn attention to the difficulties in implementing strategies (Bigler, 2001), noting that 90% of developed strategies are not carried out on schedule or with the desired outcomes. According to Miller (2007), organisations fail to implement more than 70% of their new strategic initiatives, and only 10% to 30% of strategies are successfully implemented.

Many authors (Mintzberg, Ahlstrand & Lampel, (1998)) have called attention to the challenges of strategy implementation noting that 90% of developed strategies are not implemented on time or with the desired results. Miller (2007) asserts that only 10% to 30% of strategies are successfully implemented by organisations, and that more than 70% of new strategic initiatives are not carried out.

The argument that, while formulating a strategy is hard, making it work, i.e. "executing or implementing it throughout the organisation," is even harder, is supported by previous empirical studies that report weak results (Cater, et al. 2010).

Only a handful of definitions (Hrebiniak & Joyce, 1984 ; Reed & Buckley, 1988) make mention of particular systems and actions like organisational structures, personnel actions, control systems, programs, budgets, procedures, and job requirements. According to Boyne & Gould-Williams (2003), strategy implementation is currently the most neglected issue in both the business and public sectors, despite having a general impact on departments' performance (Aosa, 1992). Furthermore, Baroto, Arvand & Ahmad (2014) show that the efficient application of a mediocre strategy can outperform the subpar application of a superior strategy. In Mnwanje's (2016) opinion, organisations fail not at the stage of developing strategies but rather at the stage of putting into practice the strategic plans they spend more time developing with their limited human, financial and technical resources.

It is crucial, according to Kargar & Blumenthal (1994) and Kalali, Anvari, Pourezzat, & Dastjerdi, (2011), to move the discussion beyond action checklists and toward conceptual foundations that will direct empirical research and executive action.

In agreement with Abok, (2013), Ndzoyiya, (2019) begin their discussion of strategy implementation asserting that successful strategy implementation is crucial for all organisations, whether they are private or public. Even the most effective strategies are useless if they are not used properly. No matter how internally consistent the concept of strategic achievement is, how many innovative elements it has, or how well it positions the organisation in relation to competitors, how well it is implemented is what matters most (Ndzoyiya, 2019).). According to Thompson & Strickland (1999), the actors involved determine whether the implementation is successful.

The literature also demonstrates the development of several noteworthy conceptual implementation frameworks that refer to crucial implementation factors that could influence the implementation process (Stonich, 1982; Hrebiniak & Joyce, 1984; Galbraith & Kazanjian, 1986; Alexander, 1985 & 1986; Aaker, 1995; Thomson & Strickland, 1995). Studies by Waterman et al. (1980), Schmelzer (1992), Bryson & Bromiley (1993), Miller (1990, 1997), Ghamdi (1998), Okumus (2001, 2003), Obeidat (2008), and Ali & Hadi (2012), to name a few, have all been conducted to test the frameworks.

The concepts and constructs relevant for the successful implementation of strategic plans on a global and African scale have not been empirically tested using these conceptual implementation models. Furthermore, strategic management, which includes strategic planning, implementation and control, has received more attention in both the public and private sectors, according to the literature that is currently available. The management and leadership theories that emerged in the West were used by the private sector to create strategic management models (Europe). These theories originated from the historically evolving European philosophical schools of thought.

Compared to strategic planning, the implementation of strategic plans has received little attention. Organisations invest too much time in creating sound plans but neglect to devote the same amount of time to creating implementation plans and controls. Literature has revealed that numerous effective strategies have utterly failed as a result. There is no doubt that the private sector in Europe has invested time in learning the causes of unsuccessful strategic implementation. However, the South African

public sector appears to be doing very little work.

The imposition of Western philosophy, culture, theories and strategic management in both the public and private sectors came with colonisation. The goal of this study is to raise awareness of the impact of colonialism on management in general and strategic management in particular, rather than delving deeply into colonisation and its effects in Africa. Despite the small size of the research, the empirical studies mentioned in this study all agree on the factors that influence and hinder the implementation of strategic plans in Africa in general and South Africa in particular. They also come to the unqualified conclusion that decolonisation is necessary, as is the creation of an Afrocentric strategic management approach for better implementation.

The final nation to be freed from the colonial master of apartheid was South Africa. Prior to 1994, colonialists prioritised managing the black population over creating management theories. Western strategic management was brought over in its entirety. The ANC government began the process in an effort to bring planning, monitoring, and evaluation to the public sector after 1994. Additionally, they developed several frameworks and models. One can infer from the empirical research conducted in South Africa that the driving and impeding factors for strategy implementation in Africa are also present there. The delivery of services has collapsed and deteriorated.

According to analyses of the empirical literature, the North West Province of South Africa's public sector departments have received little to no attention when it comes to the implementation evaluation of strategic plans. For the purposes of this study, it is crucial to identify and evaluate the strategic plan implementation constraints in the NWDoE. The implementation of strategic intervention by the public sector, with a focus on NWDoE, will then be able to consider designing an intervention or interventions aimed at reducing the individual or collective impact of these constraints.

There is a need for this study because, according to the literature review, there is little empirical research on the implementation of strategic plans in the South African public sector and none at all for the NWDoE. There is no single study that has used qualitative content analysis as the main method for gathering and analysing data.

1.3. PROBLEM STATEMENT

This case study was taken from the perspective execution of a strategic plan with the public sector focusing on the NWDoE. Owing to inadequate implementation of strategic plans, the NWDoE's service delivery has continuously declined. The AGSA, OTP, DPME and DBE have identified several problems or elements that affect the effective application of strategic plan implementation. The key elements that affect the successful implementation of a strategic plan include leadership, culture and behaviour, systems and processes, organisational structure, human resource architecture, and technology (Johnson & Onwuegbuzie, 2004 and Pearce & Robinson, 1991).

According to its charter, the NWDoE must offer and promote high-quality basic education to everyone. Both primary and secondary education are covered by this requirement. The strategic management environment in the NWDoE has been characterised and described in preceding section. DPME, Treasury, and OTP are trying, but the department's ability to deliver services is still deteriorating.

The general issue is that there is a lack of understanding of the variables that affect how the strategic plan is implemented in the NWDoE. Therefore, it is crucial that the impact of the aforementioned constraints be recognised and their significance evaluated for the purposes of this case study. The importance of strategic implementation constraints in the NWDoE's (internal and external environments) must then be highlighted, described and identified.

The implementation of strategic implementation intervention in the public sector, with a focus on NWDoE, will then be able to consider designing an intervention/s aimed at reducing the individual or collective impact of these constraints. To ensure that public institutions fulfil their obligation to cater to the various needs of stakeholders, it is essential to have a thorough understanding of the factors influencing and issues related to the implementation of strategic plans in the public sector in general and NWDoE in particular.

The implementation of strategic management in the public sector has attracted too much attention over the past few decades. According to a ground-breaking study by Zagotta & Robinson (2002), a variety of difficulties with strategy implementation can be highlighted, including but not limited to structural, capacity, knowledge, leadership, culture, governance, stakeholder management, power imbalances, mismanagement, and comprehension of planning processes/frameworks as well as environmental disasters, such as hurricanes. COVID-19.

Several studies on strategic management practices in the public sector in Africa and South Africa have been conducted by Kangar (1998), Njiru (2014). Koma (2003), and Nyaga, (2018). They agree with Waititu, (2016) that key factors influencing strategy implementation include financial capacity, knowledge, leadership, culture, governance, stakeholder management, and power imbalances.

There have also been international papers written. The list of introductory papers that were used to prepare this report is summarised later in this thesis. Although different authors highlight different elements, organisation, structure, culture, resources, leadership, and external elements are crucial there is a need to have surgical analysis of the NWDoE.

Beyond literature, the author's (18 years of work in the Department's strategic planning) have noted several implementation challenges. Poor structure, inadequate resources, insufficient top and line management involvement, a lack of training and experience in strategic planning, a lack of planning resources, near-term thinking, and compliance syndrome are a few of these.

It is no longer possible to ignore poor management of performance information and achievement of predetermined objectives (AoPO). Concerns exist regarding the decline in performance, the provision of services, the management of resources and the subpar achievement of outcomes and impact. The logical conclusion is that data and evidence from science are required to design an intervention to stop the decay. The NWDoE's strategic implementation area is experiencing a problem. *What is not working and why, is the crucial question.*

The research problem focuses on the implementation of strategic plan by the NWDoE. It explores factors that influence the implementation of strategic plan by the NWDoE.

More than just platitudes about strategic planning will be needed to understand the underlying contingents in public service, particularly with regard to NWDoE. Instead, a thorough scientific case study will be necessary.

The problem statement could be stated as:

…exploration of determinant/ factors influencing implementation of strategy in the NWDoE and can an implementation model/framework be developed

1.4.   AIM AND OBJECTIVES

1.4.1. Aim:

To explore determinants of strategic plan implementation in order to develop a strategic plan implementation framework in the NWDoE.

This case study hopes to contribute tremendously to:

•   Bring to the fore requirements for strategic plan implementation.

•   Explore determinants/factors of strategic plan implementation in the NWDoE.

•   Assist in the understanding the inherent dynamics in NWDoE necessary for implementation and institutionalisation of strategic plan.

1.4.2. Objective

To explore the implementation of strategic plan by the NWDoE

1.4.3. Main Research Question

To what extent do we understand the implementation of the strategic plan of the NWDoE?

Research sub - Questions

•   How does the NWDoE implement its strategic plan?

• •   What are the implementation determinants of the strategic plan in the

NWDoE? • What are the factors impeding strategic plan implementation in the NWDoE?

- Can an implementation plan be developed for the NWDoE?

1.5. RESEARCH METHODOLOGY

The analysis of the NWDoE's strategic management implementation is the subject of this case study. The interpretivist/constructivist paradigm is supported by this. The interpretivist paradigm's goal is to comprehend how subjective human experience is (Guba & Lincoln, 1989).

This worldview offers a clearer understanding from which to interpret the data. Greek for aetiology is "pattern" (Freeman & Hannan, 1984). The fact that a paradigm encompasses four elements—epistemology (knowledge—how you come to know; how do you broaden or justify knowledge), ontology (nature of existence, reality, meaning, elements of reality/the truth), methodology (design, approaches/procedures), and axiology (ethical considerations)—is pertinent (Guba & Lincoln, 1989). When selecting a paradigm for this case study, these factors are considered.

A clearer perspective from which to interpret the data is provided by this worldview. "Pattern" is the Greek word for aetiology (Kivunja & Kuyini, 2017). It is important to note that a paradigm consists of the following four components: epistemology (knowledge—how you come to know; how do you broaden or justify knowledge), ontology (nature of existence, reality, meaning, elements of reality/the truth), methodology (design, approaches/procedures), and axiology (ethical considerations) (Guba & Lincoln, 1989). These elements were considered when choosing a paradigm for this case study. This worldview offers a clearer lens through which to interpret the data

Content analysis, according to several authors (Schreier, 2012; Cohen, Manion & Morrison, 2007; Krippendorff, 2004), entails a systematic reading of numerous texts, images and symbolic elements that are not necessary from the viewpoints of the author or the user. A research method known as content analysis uses texts (or other

meaningful content) to draw conclusions about the contexts in which those texts were used.

For this study, content analysis will be applied to both secondary (Documents) and primary data (Qualitative Survey)

According to Schreier (2012), content analysis can be done on any written material, including documents, interview transcripts, media products, and in-person interviews. This is in line with the views of several important authors, including Cohen, Manion and Morrison, 2007; Cohen, Manion & Morrison; Krippendorff, 2004. The systematic and rule-based content analysis is frequently used to analyse large amounts of text, which is made simpler by the use of computer-aided analysis.

The researcher developed a hybrid model from Cohen, et al. (2007), Krippendorff (2004), and Schreier (2014). This was applied to this study.

For this model, seven new steps were created, and they must be followed when collecting and analysing data for both primary and secondary sources. These actions are divided into three groups, namely: initial groundwork, data gathering and data analysis

The data gathered from the interviews was coded using Atlas/ti, a programme made to make linking, documenting, searching, and Atlas/ti7 reorganising codes easier and support qualitative data analysis. To ensure a focus on the emergent context and semantic relationships, as well as to describe the social situation and emergent patterns within, the data are analysed and interpreted using content analysis techniques.

1.6. RESEARCH PLAN

Project	Date of completion
Admission to programme	March 2021
Proposal accepted	November 2021
Chapter 1: Overview and rationale	February 2022

Chapter 2: Literature review	February 2022
Chapter 3: Data collection	June 2022
Chapter 4: Data analyses	November 2022
Chapter: 5: Cross validation and literature control	December 2022
Chapter 6: Conclusions and model engineering	December 2022

1.7.   LIMITATIONS OF THE RESEARCH

The credibility of the research is increased by the disclosure of limitations. Readers can better understand the scope and bounds of the study by understanding the limitations, which draw attention to potential flaws and threats to validity. By highlighting the study's limitations and outlining what can and cannot be inferred from it, this raises the credibility of the research.

Researchers can offer thorough details about the study's methodology, data collection, and analysis by outlining the limitations. This data improves the validity of the findings and the reliability of the research by enabling other researchers to replicate the study.

The following limitations were present for this study.

- COVID -19: The pandemic presented a number of challenges especially with regards to data collection which involved a face to face data collection. A number of ethically approved alternatives had to be invoked.
- Subjectivity: Due to the researcher's involvement in strategic management, subjectivity may have an impact on how they think about and interpret the data.
- Researcher Bias: Biased viewpoints could influence the research so that the researcher only selects evidence and findings that support their argument.
- Generalisability: Because this is a case study of the NWDoE, it is possible that the findings and suggestions won't be applicable in other departments.
- Limited Scope: Compared to works that do not involve case studies, the scope and depth of discussions in this study are compromised on many different levels.
- Time Restrictions: The researcher had deadlines to meet. Future research may expand on this investigation.

- Resources: The university did not provide financial assistance to the researcher, which

1.8. CHAPTER DIVISION

Chapter 1: Overview and rationale
Chapter 2: Literature review
Chapter 3: Theoretical Framework
Chapter 4; Methodology
Chapter 5: Data presentation and analyses
Chapter: 6: Results and conclusions

1.9. Conclusion

This chapter served as the study's orientation and introduction. It has developed a plan for examining the variables influencing strategy implementation in the NWDoE. A review of the literature on context, focus and policy is presented in this chapter. Discussions also included theoretical and conceptual frameworks. The issue's importance and current state were noted. What followed was a section aim, objectives and research questions. The relevant question, sub problems and problems within the question were identified after the problem was introduced. The aims and purposes were also included. The discussion of research paradigm, research approach, research type/strategy, and research method (selection of participants/sample, data collection, and data analysis) will follow in chapter four.

Discussed were also the concepts of validity, credibility, transferability, reliability, and conformity.

CHAPTER 2
LITERATURE REVIEW
2.1   INTRODUCTION

Research shows that strategy execution, and not just strategy formulation alone, is a key requirement for superior organisational performance (Kaplan & Norton 2001; Hrebiniak, 2008). In addition, there is a growing recognition that the most important problems in the field of strategic management are not related to strategy formulation but to strategy implementation (Speculand, 2009) and that the high failure rate of organisational initiatives in a dynamic business environment is primarily owing to poor implementation new strategies (Kaplan & Norton, 2008).

According to Schick (1998), strategic implementation frameworks and capacities are frequently absent or insufficient in developing nations like South Africa. The development of flimsy formal procedures to control the provision of public sector services is underway. Furthermore, most provinces and departments in South Africa also have rising mismanagement, weak political commitment from leaders, a lack of administrative and technical capacity, a lack of rule of law, and fragile economies (Schick, 1998). The implementation of strategic plans is harmed by these elements. These circumstances are likely to produce subpar outcomes. Moreover, various interventions were made in South Africa to enhance the execution of strategic public sector plans.

Apartheid contributed to the unique history of South Africa. After 1994, a process of reforming planning in government was started by the DPME. This is done to achieve effective programme outcomes and integrate planning across the three spheres of government. The interventions ensured that the state institutions are coordinated in a way that makes it easier to implement and achieve the development policy objectives of the NDP Vision 2030. Furthermore, the adoption of the NDP in 2011 and the government's adoption of the Medium-Term Strategic Framework (MTSF) for 2014–2019 as guiding principles are examples of interventions that constitute planning reform.

Different departments in South Africa, and North West departments in particular, have a pathologically poor track record of implementing strategic plans. The experiences mentioned above are not unique to the NWDoE. Protests by the labour movement and the civil society are showing a lack of either capacity or strategic management. The NWDoE is also rendered ineffective by the failure to produce the anticipated results, impacts and objectives. The Public Service Commission, Treasury and DPME are tasked with ensuring that the NWDoE follows the directives for strategic management. Despite the aforementioned, the quality of service delivery at the NWDoE has generally declined in recent years. These oversight mechanisms identify several deficiencies, including difficulties with strategic implementation, as likely reasons for subpar performance.

This chapter attempts to foreground how literature has responded to the core research questions of this study, i.e.:

- How does the NWDoE implement its strategic plan?
- What are the determinants of the implementation of strategic plan?
- What are the factors influencing strategic plan implementation in the NWDoE?

In this chapter, contextual framework and conceptual priorities for empirical investigation are presented.

The contextual framework will examine the strategic plan's implementation by the NWDoE. (Current situation, strategic implementation policy and practice in in the NWDoE, the typical implementation context and variables for implementation of this study).

This chapter's second section will promote literature on empirical priorities. A review of the literature on the factors that influence strategic plan implementation both globally and in South Africa will make up the first section. The same literature on the factors influencing the implementation of strategic plans will be covered in the second section. This will include a notation of the elements that support and hinder the effective and efficient implementation of the strategic plan.

2.2.1. REFLECTION ON HOW THE NORTH WEST DEPARTMENT OF EDUCATION (NWDOE) IS IMPLEMENTING STRATEGIC PLAN

a) The geopolitical land mass and general population data.

The North West Province of South Africa is bordered by the provinces of Limpopo and Gauteng in the east, the Free State in the south, the Northern Cape in the west, and the Republic of Botswana in the north, according to geopolitical and economic evidence as well as cultural capital (NW, 2020). It is the sixth largest of South Africa's nine provinces, with a total area of 116 320 km2 (or roughly 9.5% of the country) (NW, 2020). Four district municipalities and 21 local municipalities are currently present in the province.

b)   Education and learner demographics

It is the responsibility of the NWDoE to offer top-notch instruction. To do this, the Department has a thorough organisational structure that is both designed and staffed to meet the demands of professional, curriculum, institutional governance, and administrative support to deliver services. Corporate services, which offer management services, are joined by teachers, SGBs, students, and educators. Four districts—Ngaka Modiri Molema, Dr Kenneth Kaunda, and Dr Ruth Segomotsi Mompati, and Bojanala make up the district support structure. Circuit and Sub-District Offices make up districts.

Learner population data
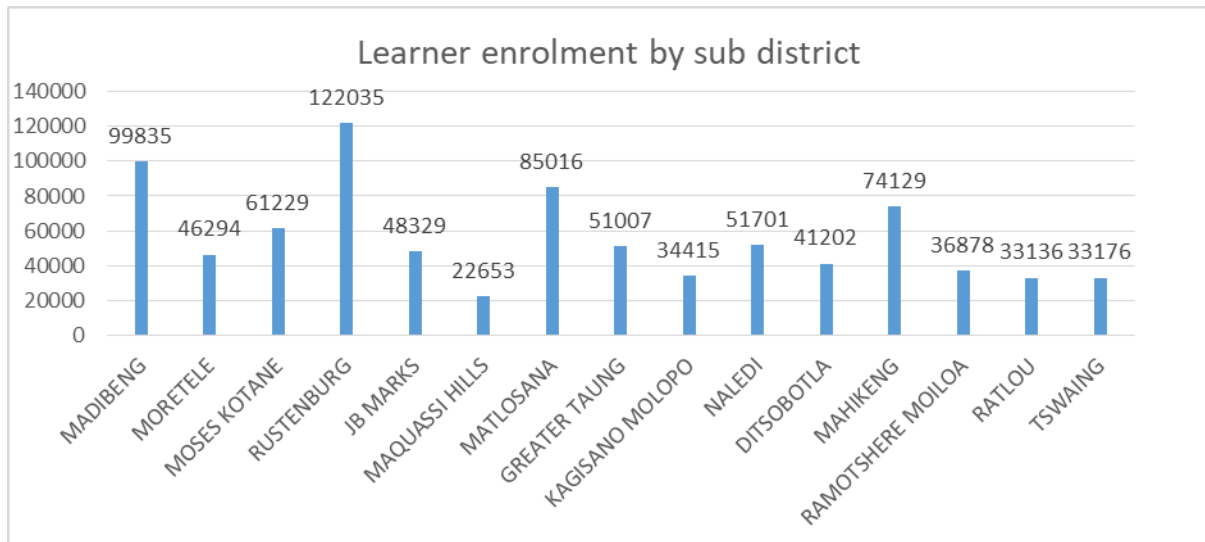
Figure 1: Learner enrolment by district
Source: NWDoE EMIS (2021)

The development of human population constitutes the ultimate basis for the wealth of a nation. It is against that backdrop and it is salient for a country and provinces in particular to develop the skills and knowledge of its human population to the greater benefit of all.

The North West Province has recorded a total of 841035 learners in 2021. For people aged 5 and older, the number of people attending educational institutions has grown over time. There are 21 381 more female students than male students enrolled in educational institutions, or a difference of 8454. Rustenburg, Madibeng and Matlosana are under intense pressure to cut costs, which has serious effects on how resources are distributed. As a whole, more students are being presented by Bojanala and Ngaka Modiri Molema than by Keneth Kaunda and Dr Ruth Segomotsi Mompati. In terms of non-attendance at educational institutions, the North West Province recorded 51.4 % males compared to their female counter-parts at 48.6%.

Table 1: School type per District
Source: EMIS

SCHOOL BY TYPE PER DISTRICT			
DISTRICT	INDEPENDENT	PUBLIC	Grand Total
BOJANALA	49	545	594
DR KENNETH KAUNDA	20	203	223
DR RUTH S MOMPATI	5	291	296
NGAKA MODIRI MOLEMA	20	444	464
Grand Total	**94**	**1483**	**1577**

SCHOOL BY TYPE PER DISTRICT

Table 2. : Educators and schools ratio by districts in public schools
Source: EMIS

TOTAL EDUCATORS			
DISTRICT	INDEPENDENT	PUBLIC	Grand Total
BOJANALA	871	10756	11627
DR KENNETH KAUNDA	289	5488	5777
DR RUTH S MOMPATI	59	4659	4718
NGAKA MODIRI MOLEMA	322	7391	7713
Grand Total	**1541**	**28294**	**29835**

c. Implementation of Strategic Management in the NWDoE

The strategic plan must be translated into actions and outcomes in order for it to be implemented. A manager must perform completely different tasks and possess entirely different skills than those needed for strategic planning to implement the strategy and move the organisation in the direction of the strategy.

Strategic execution is internal and administrative while strategic planning is corporate. The process is more complicated than strategic planning because there are more tasks and different approaches to each task (Thomson & Strickland, 1989). This process necessitates strategic management, which entails a series of choices and actions that result in the creation, execution and evaluation of plans intended to achieve the objectives of an organisation.

To achieve the strategic plan's outcomes and impact, the study's goal was to assess how the NWDoE is carrying out that goal. Strategic management procedures used by public sector organisations, according to Joyce (2004, 107)

> "emphasize planning, goals and performance goals with a lack of creativity and do not encourage learning and innovation."

Joyce (2004) further claims that the public sector's strategic management challenges and procedures may be comparable to those faced by the private sector. Joyce (2004) and Rhamovha (2009) both concur that additional changes to the strategic planning process are necessary to make it more suitable for the needs of organisations in the public sector given the difficulties they face.

In accordance with the Public Services Act, the Minister of Public Services included a section on strategic planning in the Public Services Regulations (2001) to provide guidance to the executing authorities in the public service, heads of national and provincial departments, and other officials. This is supported by Rhamovha's (2009) study. A strategic plan for her or his department must be created, per Chapter 1, Part III, B.1 of the Public Service Regulations of 2001.

The Public Finance Management Act (1999) stipulated that the Treasury regulations issued under that Act must include a section on strategic planning. Section 5.1.1 of the Treasury regulations stipulates that "each year, the accounting officer of an institution shall prepare a strategic plan for the upcoming medium term expenditure framework (MTEF) period for approval by the relevant executive authority.

Similar to many other departments and organisations, the NWDoE is making good progress on the strategic planning. Even the DPME and the Premier's Office praised the Department for producing one of the best plans for 2020–2021 and 2021–2022 (OTP). This plan includes objectives, metrics and long-term targets. Strategic and

annual performance plans were developed after at least three phases of consultation to ensure thorough consultation and to increase stakeholder participation, particularly from those relevant to this planning process. Stakeholder participation will enhance the process of developing these plans and encourage buy-in.

A three-day Strategic Planning Lekgotla was held by the Department. Several issues that have an impact on education were discussed during this session, including poor learner outcomes, low performance in science, literacy, and numeracy; inability for students with special needs to access quality education; insufficient resources; unsafe infrastructures and access to ECD programmes.

There were many different solutions put forth, and one impact statement —"Good quality basic education"—and five outcome statements came out of them. Only two outcome statements remained after many revisions, and they were: 1) Improved teaching and learning, and 2) sound governance practices.

The NWDoE's challenge is to implement the strategic plan, not to create one. Neither the national nor provincial policy frameworks offer much direction on how departments should carry out their strategic plans. The framework only concentrates on the creation of operational plans, monitoring, and evaluation as tools for implementation. It is not surprising, therefore, that the NWDoE's implementation framework speaks only to operational planning and reporting. The implementation of the strategic plan in the NWDoE hinges around the so-called performance information policy. The Department, in consultation with the office of the Premier (OTP), has developed Provincial Automated Performance Information Reporting System.

Performance information is important for the NWDoE in effective management, including planning, budgeting, implementation, monitoring, reporting and evaluation. The core ground for this policy is that this is emphasised in the *Framework for*

Managing Programme Performance Information which lays the basis for this policy arguing that what gets measured gets done.

Good performance information helps identify what policies and processes work and why they work. Making the best use of available data and knowledge is critical to Reflecting the level of institutional capacity to actually deliver services to citizens

As a result, effective monitoring and evaluation of the departmental programmes and activities is essential for measuring the envisaged success for the provision of education programmes. By providing qualitative and quantitative feedback on whether or not services are meeting the needs of learners, children and communities as we work to realise the vision of an integrated and sustainable human development, these functions ensure that the department is better able to manage the performance of its programmes.

It is crucial to note that, according to the literature review, the strategic management approach used by the public sector in general and the NWDoE process in particular is a typical strategic choice approach, which is characterised by:

- the development of a plan (a set of goals and intended actions to achieve goals) as if the future is predictable;
- the assumption that if the plan is skilfully developed it will ensure the success of an organisation in meeting its objectives; and
- characterised by targets that are not met.
- Rhamovha (2009) criticises this approach as an implementation choice for the following weaknesses, among others:
- the development of plan (a set of goals and intended actions to achieve goals) as if the future is predictable;
- the assumption that if the plan is skilfully developed it will ensure the success of an organisation;
- using the plan as an externally set reference point for the performance of organisational members;
- the assumption that order leads to success and that disorder must be removed;
- not accepting uncertainty in the environment as inevitable;
- assumption that the future can be predicted by identifying linear causal links between action and outcome;

- the development of actions and targets to carry out plans with the believe that targets will be met as set;

The fundamental issue not only for NWDoE but the entire public sector, if not all sectors, is the presumption that if a good plan is developed, it will be put into action. As a result, NWDoE's implementation of its strategy has been pathologically subpar. The failure to achieve the desired impact, outcomes and predetermined objectives as stated above has a similar paralyzing effect on the NWDoE.

The Public Service, Treasury, and DPME have the responsibility of ensuring that the NWDoE follows the directives for strategic management. They have written several negative reports that point to issues with strategic management as a likely reason for subpar performance: an absence of the rule of law, rising levels of Mismanagement a lack of political commitment, a lack of administrative and technical capabilities implementation of pre-determined objectives

Poor implementation of pre-determined objectives is an example of an implementation challenge. The monitoring and evaluation unit of the strategic planning directorate and NWDoE internal audit's 2019 to 20221 analyses show that three out of 13 indicators for programme one administration of the strategic plan performed well. The other ten (10) indicators' performance has varied over the past three years.

Only two (2) indicators for programme 4 (special programmes) and four out of ten indicators for programme 6 (infrastructure) have been met, while only ten (10) of the 24 indicators for programme 2 (primary and secondary education) are performing well. The level of compliance with which different branches adhere to the NWDoE's framework for implementing strategic plans is shown in Figure 2.2. This demonstrates a poor adherence to the policy framework of over 85%.

The strategic capacity of the senior and executive managers is found wanting.

c. Curriculum

General performance for both 2020 and 2021 are higher compared to the pre-COVID years. Grade 10 is the only serious underperformer. Both Grade 3 and 6 performing the highest. A sharp drop from Grade 7 to 8

Table 3. : Academic performance over time
Source: LAIP report

Grades	2017	2018	2019	2020	2021
1	90	89.8	90.5	91	92
2	91	90.5	92.0	93	92
3	92	93.2	93.4	94	94
4	85	85.9	86.3	90	89
5	92	92.1	93.0	95	94
6	93	94.7	95.4	96	96
7	91	93.0	92.3	95	93
8	73	74.4	75.9	78	78
9	78	81.1	81.5	88	86
10	60.0	63.4	60.5	75	68
11	74.0	73.1	76.7	89	82
12	79.4	81.4	86.8	76	78.2

Performance has peaked in the years where learners were affected by:

- Lockdown
- Intermittent school closure
- Rotational attendance.

The Grade 12 class, however, returned to school earlier and was unaffected by the Trimmed Curriculum; so, this is not the case. The least passes continue to be in grades 8 and 10. For the first time, Grade 11 graduates of the post-COVID years perform better than Grade 12.

The foregoing analysis paint a hazy picture of effective performance. This is refuted by the subpar accomplishment of the previously stated objectives. The curriculum implementation branch has listed several implementation difficulties. Leading are the wrong appointments, the absence of technical specialists and the lack of personnel to fill open positions. The second is a lack of the necessary infrastructure, such as

specialised classrooms, workshops, rooms for processing agricultural products, computer labs, and science laboratories.

This is made even more difficult by insufficient funding, which prevents the purchase of tools and equipment for the implementation of new subjects (such as interactive boards, laptops, tablets, and projectors), the appointment of service providers, and the payment of insurances and security.

d. Resourcing: Budget and related trends

The province spend R49.711 billion in the 2022–2023 fiscal year, adding up to R147.688 billion over the course of three years (from 2022–2023 to 2024–2025 fiscal year). The overall 2022/23 Provincial Budget reflects a 1.8% growth compared to the 2021/22 Adjustment Budget and declines by 3.3% in 2023/24 financial year. Notably, the budget decreased in the second year of the MTEF prevents the 3.8% growth in the outer year from translating into real growth.

To continue delivering basic services, social welfare and economic growth programmes, the government had to re-evaluate the necessity of all ongoing programmes and cut frills. Overall, departmental spending moderate with 97.5% in 2019/20, 98.8% in 2020/21 and possible 96% at the end of the current year; spending mainly driven by compensation of employees and transfer payment.

There is poor spending on conditional grants including infrastructure allocation. The causes of poor expenditure include inadequate planning (implementation plan with clear milestone and cash flow), management of possible risks to impede implementation, inadequate monitoring of the implementation plan and poor involvement of programme managers in the planning and budget process.

Figure 2. Infrastructure expenditure
Source: Treasury report

2019/20				2020/21			
Adjusted Appropriation 2019/20	Actual Expenditure as at 31 March 2020	Actual % spent as at 31 March 2020	Available budget 2019-20	3rd Adjusted Appropriation 2020/21	Actual Expenditure as at 31 March 2021	Actual % spent as at 31 March 2021	Available budget 2020-21
870 922	631 614	72,52%	239 308	894 785	858 464	95,94%	36 321

Spending across departments is moderate, with 97.5% in 2019–20, 98.8% in 2020–21, and 96.6% at the end of the current year. Spending is primarily driven by transfer payments and employee compensation; conditional grants, including infrastructure allocation, are poorly used. Poor planning (implementation plans with clear milestones and cash flow), the management of potential implementation risks, insufficient monitoring of the implementation plan, and inadequate participation of programme managers in the planning and budgeting processes are some of the causes of poor expenditure.

This unequivocally points to capacity issues with the potential for mismanagement. The performance of the indicators in Programmes 1 to 6 is indicative of this analysis, and the correlation cannot be disregarded. This had an effect on the department's ability to achieve its goals and outputs. This is, in essence, the strategic plan's implementation failure.

e. Audit outcomes

In addition to the findings noted by the Auditor General (AG), Internal Audit (IA) also noted findings, albeit on a smaller scale owing to the low number of quarterly outcome indicators reported throughout the year (+/- 80% of Programme 2 indicators were annual indicators). The AG and internal audit both made the following observations: Inconsistencies between the approved annual performance plan and the draft annual performance report, inaccurate disclosure of comparable past accomplishments in the APR, incorrect application of the calculation method, reasons for deviations that are either not addressed in the draft APR or that are insufficient and unsupported by

evidence, discrepancies noted on validated output at the programme at branch and M & E levels, and failure to submit listings for both planned targets.

The department, on the other hand, despite all warnings and findings failed to implement the recommendations. This is reflected by a very small green and a big red combined with yellow. This shows capacity issues or lack of implementation strategies. The consequence is lack of achievement of set targets, priorities, outcomes and impact and failure of the strategic plan.

AUDIT OUTCOME	2021/2022	2020/21	2019/20	2018/19
Financials	Qualified	Qualified	Financially Unqualified	Financially Unqualified
Performance information	Qualified	Qualified	Qualified	Qualified

Table 4: Audit outcomes of pre-determined objectives over the past three years Source: Internal Audit report

The two tables summarise the audit status of the departments and its strategic capacity. Trend analysis of the key findings noted by Auditor General over the past three years contributing to the negative audit opinion include the following:

- Limitation of scope in terms of evidence supporting reported output and reasons for deviations;
- Differences noted between actual achievement and APR;
- Evidence submitted not in agreement with the post lists submitted as well as the Annual Performance Report (APR);
- Pre-lists not aligned to the planned target as per the approved APP;
- Differences noted between reported output, post-list and Internal Audit verification;
- Reported achievement understated;
- Reasons for deviations noted not supported by evidence;
- Variance between validated output by Monitoring and Evaluation and Internal Audit verification; and
- Submission of inadequate portfolio of evidence to support progress reported.

f. Root causes

The issues reported and analysed earlier point to several root causes. The first is lack of consequence management. This is a reflection on the leadership and management of the department at executive and senior level. Second is vacancies in key and support positions. This speaks to very sharply on human resource management of the department. Not only is the department operating at an average of 38% vacancy rate, it is operating at over 59% vacancy rate at critical senior management level.

Figure 4. Vacancy rate
Source: Persal 2021

Slow response by management to address matters raised by internal audit, audit committee and external audit. Effective implementation and monitoring of internal controls remains a concern.

In terms of administration is concerned, over 40% post are not filled resulting in the high risk for department as the administration plays a critical role in ensuring that the department is able to deliver its mandate as a supporting force towards excellence in education.

Professional qualified at mid-management is at risk because of huge vacancies. This could be caused by large pool of unqualified or candidate with less experience. This can cause the department to perform poorly particularly at the decision making level owing to lack of suitable candidates or officials.

EMPLOYMENT AND VACANCIES BY SALARY BANDS, 31 MARCH 2021 % Vacancy Rate

A bar chart titled "EMPLOYMENT AND VACANCIES BY SALARY BANDS, 31 MARCH 2021 % Vacancy Rate" with a y-axis ranging from 0 to 45. The bars show: Lower skilled (Levels 1-2) at 30, Skilled (Levels 3-5) at 41, Highly skilled production (Levels 6-8) at 9, Highly skilled supervision (Levels 9-12) at 33, MEC & Senior management (Levels 13-16) at 8.

Figure 5: Employment by salary scale
Source: Persal 2021

2.2.2. EMPIRICAL INVESTIGATION OF FACTORS THAT DRIVE THE IMPLEMENTATION OF STRATEGIC PLAN

i)   Influential theoretical discourse

The problem statement and the second research question of this study remained my guiding principles as researcher sought to investigate the empirical landscape of the variables that affect strategy implementation. To this end, a vast array of theories and models has been investigated in an effort to identify variables that could affect how the strategic plan is implemented. For this, a thorough literature search was conducted. From the introduction of the first strategy implementation model by Galbraith and Nathanson in 1978 to the creation of the final model by MacLennan in 2011. Okumus

(2001) examined nine frameworks developed over this period of 33 years. These nine models have given rise to two outstanding generations. These two rival models for implementing strategies have different numbers of elements and how those elements interact.

Galbraith & Nathanson (1978); Stonich (1982); Hrebiniak & Joyce (1984); Thompson & Strickland (1989) comprise the first generation of strategy implementation models (1986). The first generation models only have 5-7 components. These models' components typically interact heavily, which has been demonstrated by the use of numerous two-sided arrows. The formats of these models vary; two of them (Galbraith & Nathanson, 1978; Stonich, 1982) have a system-based structure, one (Hrebiniak & Joyce, 1984) is process-based, and the other has a causal format (Thompson & Strickland, 1986). All of these models completely disregard the external environment. The second generation of strategy execution models is shaped by five frameworks, including those from Morgan et al. (2007); Kaplan & Norton (2008), and others. De Flander, (2010); and MacLennan (2011). Unlike the first generation, models of the second generation have more components (8-17 elements) with low interactions among their elements, and low variety in their format because all the five models have a process-based structure. External environment is taken into consideration (Okumus, 2001).

The external environment is completely ignored in all of these models. Five frameworks shape the second generation of strategy execution models (Morgan et al., 2007; Syrett, 2007; Kaplan & Norton, 2008; De Flanders, 2010; and MacLennan, 2011). In contrast to the first generation, second generation models have more components (8-17 elements) with little interactions between their elements and Literature also demonstrates the development of several noteworthy conceptual implementation frameworks that make reference to crucial implementation factors that could influence the implementation process (Stonich, 1982; Hrebiniak & Joyce, 1984; Galbraith & Kazanjian, 1986; Hambrick & Cannella, 1989; Alexander, 1985, 1986; Aker, 1995; Thomson & Strickland, 1995). Studies by Waterman et al. (1980); Skivington & Daft (1991); Schmelzer (1992); Bryson & Bromiley (1993); Miller (1990,

1997); Ghamdi (1998; Okumus (2001& 2003); Obidat (2008); Ali & Hadi (2012), to name a few, have all been done to test the frameworks.

Elements of Models	Strategy Execution Models								
	First Generation of Model				Second Generation of Models				
	Galbrain & Nathanson (1978)	Stonich (1982)	Hrebiniak & Joyce(1984)	Thompson & Strickland (1986)	Morgan et al (2007)	Syrett (2007)	Kaplan & Norton (2008)	De Flander (2010)	MacLennan (2011)
Human resources	✓	✓				✓			
Firm's Structure	✓	✓	✓		✓				✓
Operating structure			✓						
Systems				✓					
Processes	✓	✓					✓		✓
Projects					✓				✓
Strategic Formulation		✓	✓				✓		
Communication						✓		✓	
Commitment				✓					✓
Culture		✓			✓	✓			
Operating objectives			✓				✓	✓	
Reward system	✓	✓	✓						
Control			✓						
Task	✓							✓	✓

Elements of Models	Strategy Execution Models								
	First Generation of Model				Second Generation of Models				
	Galbrain & Nathanson (1978)	Stonich (1982)	Hrebiniak & Joyce(1984)	Thompson & Strickland (1986)	Morgan et al (2007)	Syrett (2007)	Kaplan & Norton (2008)	De Flander (2010)	MacLennan (2011)
Strategy	✓				✓			✓	
Performance	✓				✓				
Achieved objectives		✓							
Capacity building				✓					✓
Supportive budget		✓		✓			✓		
Alignment				✓		✓	✓		
Procedures				✓					
Strategic Leadership				✓					
Purpose objectives					✓				✓
Identity					✓				
Mid-range Goal					✓				
Long-rang Goal					✓				
Measurement/ metrics/evaluation					✓	✓	✓	✓	✓
Portfolio					✓				

Elements of Models	Strategy Execution Models								
	First Generation of Model				Second Generation of Models				
	Galbrain & Nathanson (1978)	Stonich (1982)	Hrebiniak & Joyce(1984)	Thompson & Strickland (1986)	Morgan et al (2007)	Syrett (2007)	Kaplan & Norton (2008)	De Flander (2010)	MacLennan (2011)
Programme		✓			✓				
Focus						✓			
Goal Break-down						✓		✓	✓
Innovation					✓				
Adjustment/ adapt					✓	✓	✓		
Strategic Planning		✓		✓			✓		✓
Monitor & Learn							✓	✓	
External Environment					✓		✓	✓	✓
Capacity				✓					✓
Clarity of roles						✓			✓
Resource allocation									✓
Coordination									✓

Table 5: Theories over time
Source: Okumus (2011)

Key Variables	Environment	Strategic formulation	Org Structure	Leadership	Org Culture	Operational Planning	Resource allocation	People	Com	Control And Feedback	Outcome	External Partner companies
Conceptual framework in the strategic management field												
Stonich (1982)	*	**	**		**	**	**	**	*	*	**	
Hrebiniak and Joyce (1984)		**	**		*	*	*	**	*	**	*	
Galbraith And Kazanjian(1986)	*	*	**		*	**	*	**	**	*	**	
Aaker(1995)	*	**	**	*	**	*	**	**	**		*	
Thompson and Strickland(1995)	*	**	**	*	**	**	**	**	**	*	*	
Empirical development or tested framework in the strategic management field												
Waterman et al (1980)		**	**		**	*	**	**	**	*		
Hambrick and Cannela(1989)	**	**	**		*	**	**	**	**	*	*	
Pettigrew And Whipp(1991)	**	*	**	**	**	*	**	**	*	*		
SkivingtonAnd Daft(1991)	*	**	**		*	*	**	**	**	*	*	
Schmetzer and Olsen (1994)	**	**	**	*	**	**	**	*	**	**		
Miller (1997)	**	**	**	*	**	**	**	*	*	*	**	
Bryson and Bromiley (1993)	**	*	*		**	*	**	**	**	*	**	
Framework in the international management field												
Hrebiniak(1992)		**	**	**	**	*	**	*	**	**	*	**
Yip(1992)	*	**	**		**	*	*	**	*	*		
Roth et al(1991)	*	*	**		**	*	*	*	**	**	*	

Table 6: Theories over time
Source: Own creation

The stage of strategy execution is when an organisation's actual activity is carried out through the crucial administrative procedure. In an association, the essential arrangement is transformed into serious execution through the selection of exercises.

Execution deals with the questions of who should carry out organisational administration and when, where and how (Allio, 2005).

The entire organisation is involved in crucial execution to ensure synergistic activity. According to Van der Kolk & Schokker (2016), the most meticulous and scrutinising component of the entire thoughtful management approach—vital management— requires more input to advance an organisation. To guarantee that all of the organisation's objectives are met, comprehensive intentions are necessary.

This study essentially examined the fundamental components of crucial execution strategies, such as method execution factors, method execution interactions and variables that affect system execution success. It is organised as a concise technique execution process. The execution of the technique is significantly hindered by the lack of a normal, clear understanding of general ideas and plans. Although understanding the execution cycle can be powerful and therefore effective, understanding the order can be incredibly confusing in any organisation.

The concepts and constructs relevant for the successful implementation of strategic plans on a global and African scale have not been empirically tested using these conceptual implementation models. Following are some of the models' or theories' conclusions:

- Stonich (1982): Formulation, structure, cultural, planning, resource allocation, people, outcomes.
- Hrebiniak & Joyce (1984): Formulation, structure, people, control and feedback.
- Galbraith & Kazanjian (1986): Structure, people, planning, communication, and outcomes.

- Hambric & Cannella (1989): Structure, people, rewards, resource allocation, internal and external communication.
- Thomson & Strickland (1995): Formulation, structure, cultural, planning, resource allocation, people and communication.
- Waterman et al (1980): Formulation, structure, cultural, resource allocation, people, communication.
- Pettigrew & Whipp (1991): Structure, cultural, resource allocation, people, environment, and leadership.
- Skivington & Daft (1991): Formulation, structure, resource allocation, people, and communication.
- Schmelzer (1992): Context variables (environment, formulation, structure, cultural) process variables (operational planning, people, resource allocation).
- Bryson & Bromiley (1993): Environment, cultural, resource allocation, people, communication, and outcomes.
- Kargar & Blumenthal (1994): Formulation, structure, cultural, planning, resource allocation, people, and communication.
- Miller (1997): Environment, formulation, structure, cultural, operational planning, resource allocation, and outcomes.
- Ghamdi (1998) Environment, resource allocation, communication, leadership, and people.
- Okumus (2001; 2003) Content, context, process, and outcomes.

KÖSEOöLU, et al., (2009) add on the preceding list by alluding to the second wave models or frameworks concepts influencing effective implementation of strategy:

- Peters and Waterman (1982): McKinsey's 7S Structure, style, staff, shared values, skills, system, and strategy.
- Wernham (1984): Resources, confidence, others delivering what they promised, information and back-up materials
- David (1989): Motivation, leadership and direction skills, co-ordination
- Skivington & Daft (1991): Intended strategy, structure, systems, interactions, sanctions.
- Roth et al (1991): Coordination, managerial philosophy, configuration, formalization, centralisation, integrating mechanisms.
- Hrebiniak (1992): Leadership, facilitating global learning, developing global managers, having a matrix structure, working with external companies.
- Yip (1992): Organisational structure, culture, people, managerial processes
- Eisenstat (1993): Competence, co-ordination and commitment.
- Bryson & Bromiley (1993): Context, process, outcome.
- Sandelands (1994): Commitment, time, emotion and energy.
- Lingle & Schieman (1994): Market, people, finance, operation, adaptability, and environmental factors.

- Peng ve Litteljohn (2001): Structural arrangements and the selection and development of key roles.
- Higgins (2005): Strategy and purposes, structure, systems and processes, style of leadership, staff, resources, shared values, organisational culture, and strategic performance.
- Birnbaum (2007): Action planning; organisational structure; human resources; the annual business plan; monitoring and control.

To develop the argument, the most crucial actions/factors that contribute to successful strategy implementation are clearly outlined by Carter et al. (2010):

- Planning tasks (Wheelen & Hunger 2006; Puko 2006);
- Preparing for and carrying out projects Pellegrinelli & Bowman (1994), (Kova 1996, Grundy 1998, Hauc & Kova 2000, Minarro-Viseras et al. (2005), and Puko (2006).
- Utilising a productive annual planning method (Hrebiniak & Joyce 1984; Puko 2006); (Birnbaum 2007).
- Action planning implementation (Puko 2006; Wheelen & Hunger 2006; Birnbaum 2007) (Farsight 2007). Activities planning (Lorange 1982; Kova 1996; Hrebiniak & Joyce 1984; Puko 2006; Wheelen & Hunger 2006), (Birnbaum 2007).
- Creating organisational structures and assigning strict accountability for strategy implementation (Kaplan & Norton 2005;
- Puko 2006; Wheelen & Hunger 2006) are two examples. Employing leadership to guide subordinates (Puko 2006), (Wheelen & Hunger 2006), (Nichols 1994), (Brenes et al. 2008).
- Formal communication (Kaplan & Norton 2005), Al-Ghamdi 1998 (Speculand 2006).
- Application of MBO (management by objectives) (Kaplan & Norton 2005).
- Application of HRM Activities (Fulmer 1990; Ulrich 1998),
- Application of HRM Activities (Puko 2006; Wheelen & Hunger 2006), and (Birnbaum 2007).
- Applying the BSC balanced scorecard), (Kaplan/Norton 1996, 2006), and
- Controlling activities (Hrebiniak & Joyce 1984, Puko 2006, Birnbaum 2007, Brenes et al. 2008).
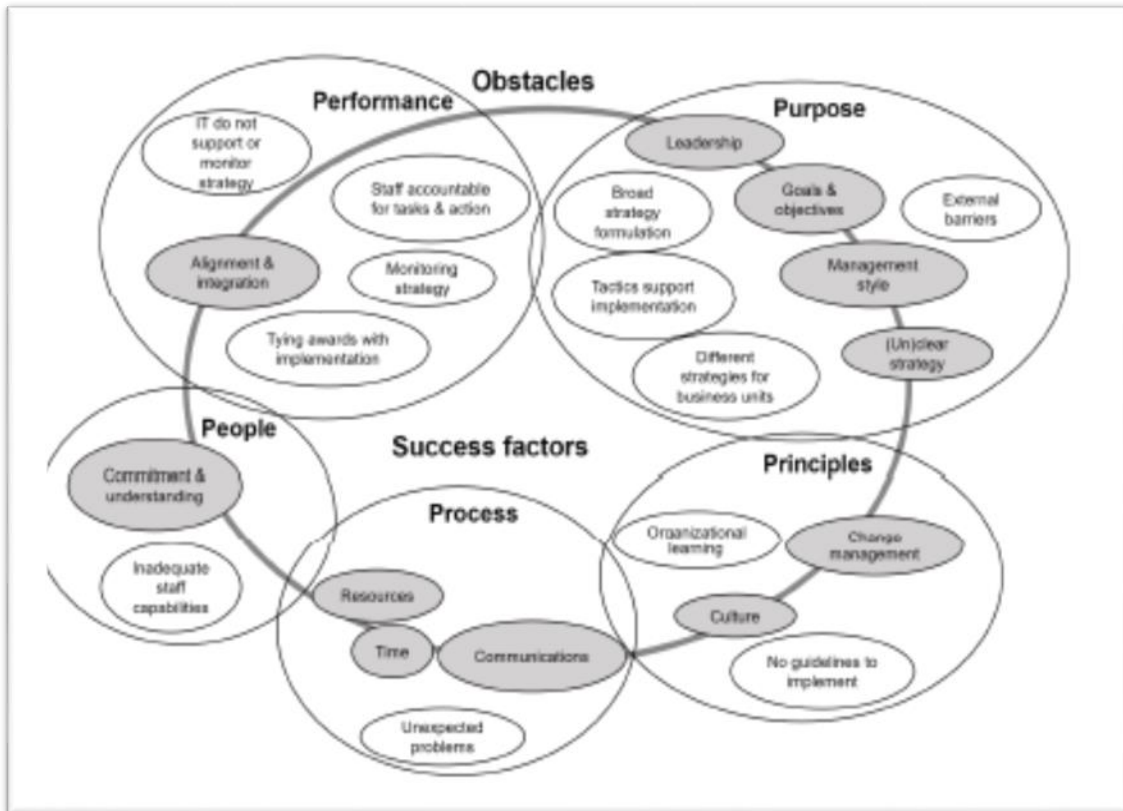
Figure 6: Key factors in strategy execution
Source: Strataegos Consulting

ii)   Empirical discourse

Numerous studies have been conducted in Europe and Africa in an effort to investigate the variables that affect the implementation of strategic plans in the public sector.

Additionally, they enable the testing of theoretical models for the execution of strategic plans in various organisational and geographic contexts.

Whatever the case, according to Khomba (2013), the public sector in Europe and all of Africa implemented strategic management under the direction of western theoretical frameworks. A foreign western/European strategic management regime, supported by private sector assumptions and theories, had to be implemented by the public sector in Africa. The public sector took a similar path. The public sector in Africa was forced

to adopt an unfamiliar western/European strategic management regime that is supported by theories and assumptions from the private sector.

Several conclusions have been drawn from the empirical literature that has already been published (Khomba 2013; Mnwanje 2016; Koech 2016; Abok 2016; Atenya 2018; Mumenya & Mingaine 2015; Moh'd, & Lyimo, 2019; Ng'ang'a & Ombui 2013 and Nyakegira 2015, the outside environment, organisational structure, structure, management, leadership, training, communication, culture, etc. are a few of these. These conclusions might refer to the same thing using various terms. The theoretical and conceptual framework section of this study has a detailed discussion of the arguments surrounding these topics.

The conceptual analyses of studies on the variables that might affect how successfully strategic plans are implemented in the NWDoE, conducted in Africa and Europe, are presented next.

Case studies were conducted in various parts of Africa by Chonge's (2018), Mumbua and Mingaine (2015), Amina et al. (2018), Mnwanje (2016); Koech & Were (2016). Resources, the external environment, organisational structure, organisational culture, managerial skills, and the effectiveness of workforce development were highlighted when discussing strategy.

According to Chonge's (2018) study, which was titled empirical investigation of aspects of strategy formulation and implementation with large, private manufacturing companies in Kenya, strategic implementation in Africa is frequently unable to achieve well-planned and documented strategic plans. This is owing to a lack of adequate resources. There is a need for good management and well-trained executives to direct the use of organisational resources. These materials are frequently expensive and difficult to find.

Mnwanje (2016) aimed to determine how Kenya's strategy implementation was impacted by the external environment, organisational structure, organisational culture, managerial skills, and the calibre of workforce development. According to the study, strategy implementation in Kenyan sugar companies has a linear and significant relationship with external environmental factors.

Koech & Were (2016) and Abok (2016) looked into how Kenya's national treasury implemented its strategies. It was determined that shared beliefs and values within an organisation's culture reflect how well those strategies work together. The purpose of this study was to evaluate how this variable and other variables affect how well Tanzania's executive agencies implement strategic plans.

Atenya (2018) conducted a study with the aim of analysing the variables affecting the strategic plan implementation in a few Kenyan state corporations. According to the study's findings, organisational leadership and culture have a very significant positive influence on how well a strategic plan is implemented, whereas stakeholder engagement and organisational structure have a positive but less significant influence.

Kamiri (2011) studied how Toyota East Africa Limited used a balance score card as a strategy implementation tool. The results recognised four key factors that guarantee the successful implementation of strategic plans. These factors include the structure of the organisation, relationships with and interactions with the executive team, goal-setting and planning, strategic feedback, and learning.

Masava (2018) of the Kenyan Ministry of Lands and Physical Planning read some literature on the variables influencing the execution of strategic plans in organisations. The study concludes that organisational structure, organisational culture, leadership styles, and strategic plans all have an impact on how well Kenya's Ministry of Lands and Physical Planning implements its plans.

Mumbua & Mingaine (2015) found that the proper alignment of resources with the Council's strategic plans is essential in their study, "Factors Influencing Implementation of Strategic Plans in the Municipal Council of Machakos, Kenya." The results showed that non-governmental organisations in Nairobi County have acknowledged that organisational culture and leadership style are key determinants of how well strategic plans are implemented.

Ikaldaya (2017) identified three key elements that contribute to the success of the implementation of strategic plans in her study titled Strategic Concept and Process in Malawi. These include strategic action, identifying, supporting, and assisting the key player in the execution of the strategy, as well as adequate and substantial communication between executors and top management. They also establish the connection between the organisation's system and structure.

In addition, Ndzoyiya (2019) found that leadership was strategic in the execution of strategic plans, which also included resource allocation, communication and organisational structure. This was found in their study of Lari District, Kiambu County, on factors influencing implementation of strategic plans in public secondary schools. The factors that affect the implementation of strategic plans at a newly founded public university in Kenya were the subject of a 2015 study by Nyakegira showed that organisational leadership and culture have an impact on the strategic plan.

Research was conducted on The Effect of Selected Variables on Corporate Performance by Awilon (2017). A study of supply chain management in large private manufacturing firms in Kenya found that company culture requires a common identity and unity to determine daily communications, acceptable or unacceptable behaviour, as well as power or status distribution. Other elements include environmental uncertainties, resource scarcity, legal constraints, organisational size and complexity, leadership responsibilities, and top management's and planners' interactions with planners.

Imbali, Muturi & Abuga (2016) conducted a study at Kenya's Maasai Mara National Park on the factors influencing strategy implementation in the tourism sector, and they found that top management's values and the strength of the organisational culture were the most important.

A study on the variables influencing the execution of strategic plans in non-governmental organisations (NGOs) in Kenya was conducted in 2013 by Abok, This study showed that supportive environments and resources were key factors in an organisation's ability to successfully adopt a culture that encouraged cooperation, shared goals and a spirit of teamwork.

Nyanga (2018) conducted this study to identify the variables influencing strategy implementation in Kenyan state corporations. It was determined that organisational structure had a big impact on how well a strategy was implemented. It was noted that training and employee participation in the development and implementation of the plan were essential to its success. A strong positive relationship between alignment of organisation structure with business strategy and implementation of strategy was also noted as a key factor. A study on the implementation of strategic planning in public organisations was conducted by Yabadu (2017). The findings indicate that the development of a supportive culture and an effective organisational structure is crucial for implementing strategy.

Waititu (2016) examined how commercial banks in Nairobi implemented their strategies. He discovered that those who made significant investments in functional organisational culture innovation, efficient communication systems and inspiring leadership experienced high levels of strategy execution and enhanced organisational performance.

Cyrus (2015) conducted research on how organisational culture affects how well strategies are implemented in a few Kenyan universities. The findings of Cyrus' study

demonstrated that organisational culture has an impact on how the organisation's strategic plan is implemented.

The findings showed that a well-managed performance culture strengthens workers and fosters synergy for better performance. The study found that organisational culture had a significant impact on how well strategic plans were carried out, and it advised management to instil a performance-oriented culture in Tanzania's executive agencies to ensure successful strategic plan execution. Finally, Mumenya, Mokaya & Kihara (2014) examined how leadership contributes to successful strategy implementation.

iii)   The South African context

When South Africa's first democratic government was elected, it inherited a fragmented, unequal and incoherent planning system that had grown under apartheid. The South African government then decided to adopt a new public management model to reform the public service in 1994. The DPME must understand the forces causing change in South Africa for the country to achieve the NDP's objectives.

To ensure a methodical response to shifting circumstances in support of the achievement of development goals, formal structures and processes need to be established in government. The "institutionalization" of planning is a process that DPME has started that will produce a methodical response to change drivers.

There is a dearth of information from South Africa dating back to 1994 about the implementation of strategic plans in the public sector. Strategic planning dominates the National Planning Framework, which says very little about implementation. The lack of effort put into how the government departments are carrying out the strategic plans is therefore not surprising.

The empirical analyses of the existing literature on the execution of strategic plans in the South African public sector are presented next. The researcher will therefore adhere to the theoretical framework and the resolution of the open research question.

The researcher also reviewed studies by Van Wyk (2014); Burke (2016); Bremner's (2018); Surju (2020); Enwereji (2019); Du Plessis's (2013); Maotwanyane (2017); Mkhabela's (2008); Leslie's (2008). Furthermore, a literature search could turn up studies by Ndzoyiya (2019), Ramovha (2009), Chetty (2010), and Nkosi (2015), to name just a few.

Nkosi (2015) underscores the crucial part that resources play in the analysis of the neighbourhood municipality in Mpumalanga Province, South Africa. Factors that affected the implementation of a strategy where a lack of sufficient financial resources posed a serious obstacle. Van Wyk (2014) asserts that numerous policies, strategies and plans have been implemented in South African schools to achieve high-quality education in his study of the design and implementation of a strategic plan in primary schools. One of these initiatives is a strategic plan, which serves as a tool for steering schools in the direction of growth and effectiveness.

Burke (2016) worked on implementing strategy implementation insights from the South African Competition Commission. By examining the Competition Commission, the study sought to understand how competition agencies with the authority to regulate competition carry out their plans (CCSA). According to Burke (2016), the study found six organisational processes related to prioritisation that support three types of actions.

- Firstly, the governance, strategic and business planning, and scoping processes support priority setting in the organisation.
- Secondly, the resource allocation and case management processes support the marshalling of resources towards assembling the resources required for accomplishing organisational priorities.
- Thirdly, performance monitoring and evaluation processes are evaluative in that they structure actions that assess progress and account for performance, while making adjustments where required.

The state of strategic management at various South African organisations is evaluated in Bremner's (2020) study. The study's goal was to evaluate the strategic management procedures used by various South African organisations and the impact those procedures' various steps had on those organisations. Policy support, financial capability, motivation, organisational structure, and communication were among the findings (Bremner, 2020).

In an effort to achieve equitable service delivery to residents, Enwereji (2019) explored potential factors that improve strategy implementation processes in South African local municipalities. The findings show that municipalities struggle to put their defined strategies into practice as a result of factors like resource availability, organisational leadership, technology, culture-strategy, and political cooperation.

The South African hotel industry needed to address the process of moving from strategic planning to strategy implementation. So, Leslie's (2008) study was commissioned. Leslie (2008) asserts that the study recommended avoiding inappropriate or insufficient evaluation and control systems as well as strategic formulation, communication/interpretation/adoption, implementation/execution and control.

To identify the typical factors that contributed to municipalities' inability to implement such plans, Du Plessis (2013) examined the implementation of integrated strategic plans in Free State municipalities. Mkhabela (2017) investigated how a strategic plan was implemented in the public sector, specifically in the national Department of Human Settlements. Investigation into the strategic plan's implementation in the national Department of Human Settlements was the goal of the study. According to Mkhabela (2017), the results show that there is a gap in middle and senior management's understanding of the relationship between the MTSF and the strategic plan as well as the reason for aligning these documents. Additionally, it demonstrated that there is a gap between the strategic plan and its implementation as a result of branch deviations from the strategic plan's implementation.

Evaluation of strategic planning and implementation at Technical Vocational Education and Training (TVET) colleges was the goal of Ndzoyiya's (2019) study. The study highlighted the need for greater strategic planning and implementation process improvement, which may come from adequate financial support. Ndzoyiya (2019) maintains that in order to carry out these planning exercises, the colleges should have experienced and skilled human resources. The study also showed that monitoring, stakeholder experience and strategic planning and implementation have a positive and significant relationship.

Chetty's (2010) study on the factors influencing strategy execution led to the explicit definition of the factors that are essential for successful strategy execution. The conclusions were used to create an empirically based framework that highlights six crucial elements that must be considered at the same time in order to successfully implement strategy. These, according to Chetty (2010), are getting the support of top executives, fostering engagement at all levels, communicating a clear, concrete strategy, cascading accountabilities, choosing the best individuals to lead important initiatives, and having the ability to monitor and track progress.

2.3. EMPIRICAL INVESTIGATION ON FACTORS THAT ARE BARRIERS IN THE IMPLEMENTATION OF STRATEGIC PLAN

By presenting a road map of issues affecting strategy implementation, ranging from administrative incompetence to conflicts of interest between policymakers and strategy executors, Beer & Eisenstant (2000) concur with scholars (Okumus, 2001; Dobni, 2003; Dooley et al. 2000; Freedman, 2003; 2000)

Carter et al. (2010) present a map of the issues affecting strategy implementation, ranging from administrative incompetence (e.g., improper reward systems, flawed strategic analysis, open access, lack of guidelines to guide strategy execution efforts, etc.) to conflicts of interest between policy-makers and strategy executors, in their exploration of the factors that hinder strategy implementation (e.g. strategy conflicts

with the existing power structure, employees are reluctant to share knowledge with colleagues, managers do not trust information generated outside their units etc.).

Different factors have been alluded to by different authors as follows:

- Strategy formulation (Pučko & Čater 2008; Giles 1991; Hrebiniak 2005b;
- Change management (Hrebiniak 2005b; 2008);
- Organisational culture (Hrebiniak 2005b; Hrebiniak 2005b; Alexander 1985; AlGhamdi 1998);
- Organisational power structure (Hrebiniak 2005b; 2006; Hrebiniak 2005b; Gurkov 2009; Hrebiniak 2005b; Brenes et al. 2008; and
- Leadership (Hrebiniak 2005b; Al-Ghamdi 1998; Hrebiniak 2005b; Kaplan/Norton 2006; Hambrick & Cannella 1989; Hrebiniak 2005b; Kaplan/Norton 2005; Terborg & Ungson 1985).

KÖSEOöLU, et al., (200) argue that strategic management discourse presents multifarious problems experienced while implementing strategies (Okumus, 2001; Dobni, 2003; Dooley et al. 2000; Freedman, 2003; Beer & Eisenstant, 2000; Hoag et al. 2002; Dobni, 2003; Galpin, 1998). Alexander (1991) in KÖSEOöLU, et al., (200) cite various reasons as obstacles: time, unanticipated major problems ineffective, coordination, competing activities and crises, insufficient capabilities, inadequately training, uncontrollable external environmental factors, inadequate leadership and direction and poorly defined tasks.

Wessel (1993) in KSEOöLU, et al. (2000) supports Corboy & O'Corrbui (1999) in pointing out personal barriers that prevent the successful implementation of strategies. These barriers include a lack of understanding of how the strategy should be implemented, customers' and employees' incomplete understanding of the strategy, ambiguous individual responsibilities in the change process, difficulties and obstacles not acknowledged, recognised, or addressed, and ignoring the day-to-day business interruptions.

Additionally, poor strategic planning is a barrier to strategy implementation for three reasons (Giles, 1991). A strategy is not actually executable; it is instead "a mixture of

budgets and management wish lists"; its executors do not accept the strategy as "their own" because they were not involved in its creation.

Beer and Eisenstant (2000) refer to these obstacles as the "six silent killers of strategy implementation." Four categories are used by Alashloo et al. (2005) to group the barriers to strategy implementation. Planning repercussions, organisational problems, managerial problems, and personal problems are included.

The empirical research that examined the theories of barriers to strategy implementation is presented next. The studies from Europe, Africa and South Africa will be broken down and examined. This will offer a broad but focused tapestry that highlights findings from the many case studies that were consulted. That will serve as sufficient justification for the third research question and problem.

Recent international case studies, which have been conducted in both the public and private sectors (Wernham 1984; Alexander 1985; Kargar & Blumenthal 1994; Ber & Eisenstat 2000 in Aldehayyat, et al.; Heide, et al., 2002; Aldehayyat, et al, 2010;; Dzomir (2015); & Okumus (2003).

Despite the fact that they employed various methodologies and strategies, the results show that there are many things that prevent the implementation of strategic plans. Converging evidence is presented by these studies as a whole. Senior US managers were the subjects of a study by Ber & Eisenstat, published in Aldehayyat, et al. (2010), to determine the obstacles. The study found six main obstacles to implementing a strategy. These obstacles included a top-down or lax senior management style, an unclear strategy and competing priorities, a senior management team that was ineffective, poor vertical communication, poor coordination across functions, businesses, or borders, and insufficient development of future leaders.

They examined eight major barriers in more detail, five of which were internal and three of which were external: inadequate coordination of implementation; implementation takes longer than expected; employee capabilities are lacking; staff members do not fully understand the overall goals of the strategy; crises divert attention from implementation; unexpectedly serious external problems arose; external factors have an impact on implementation.

The major factors which they identified were implementation took longer than anticipated; followed by unanticipated problems and external factors. Inadequate communication and lack of clarity of strategic goals were of less importance.

A case study on a Norwegian ferry-cruise company was conducted by Heide et al. in 2002 to identify the obstacles to strategy implementation. Information systems, education, resource allocation, formal organisational structure, including control systems, personnel management, political factors, and organisational culture were the study's main areas of interest. In seven categories, 174 barriers were reported in this study. The following implementation hindrances were discovered: political hindrances (3), organisational structure hindrances (19), learning hindrances (13), personnel management hindrances (8), culture hindrances (8), and resource hindrances (3) (0), Aldehayyat et al .(2010).

The Al-Ghamdi (1998) study was also presented by Aldehayyat et al. in 2010. Strategic planning implementation ran into six issues in businesses in the Bradford region of the UK. He discovered that the following issues existed with implementation: it took longer than anticipated; significant issues emerged that had not been recognised earlier; inadequate coordination of implementation activities; competing demands diverted attention from the decision's implementation; inadequate definition of key tasks and activities; and insufficient monitoring information systems.

Strategy formulation and implementation are parts of a continuous interactive process, according to Wernham (1984), who conducted research to identify the factors influencing the implementation of strategy within British telecommunications and assess their relative importance. Lack of resources (money, men, materials, and other priorities), organisational validity, history/confidence, delay/time mismanagement, lack of information/support, market validity, technical validity, and competing goals were among the issues the researcher identified as impeding successful strategy implementation.

Alexander (1985) examined the issues with strategy implementation in medium-sized and large US firms to identify the issues that cropped up most frequently. The most common issues with strategy implementation were taking longer than expected; major issues were not anticipated; ineffective coordination of activities; crises diverted attention from implementation; uncontrollable external environmental factors; inadequate information systems were used to monitor implementation; insufficient employee capabilities; and inadequate information systems were used to monitor key implementation activities and tasks.

The difficulties with strategy implementation in small North Carolina banks were studied by Kargar & Blumenthal in 1994. They discovered that small banks also experienced, albeit to a lesser extent, the ten problems listed by Alexander (1985) and which frequently occurred during the strategy implementation process in large companies. These issues included taking longer than expected, inadequate training and instruction, uncontrollable external environmental factors, attention-stealing crises, unexpected major problems, inadequate coordination of activities, insufficient employee capabilities, inadequate leadership and direction by managers, inadequate monitoring by information systems, and unclear responsibility definitions.

Taslak (2004) conducted studies in Turkish industries as well. He found that implementation was taking longer than anticipated; uncontrollable external forces; competing activities diverting attention from the implementation decision; problems

were not brought to top management's attention promptly; and problems surfaced that were not promptly identified.

Madegwa (2014) examined empirical research conducted globally in the private and public sectors, the author of Factors Affecting Strategy Implementation in Government Parastatals: Case of National Cereals and Produce Board of Kenya did the following:

McAdam, Walker and Hazlett (2011) used a case study approach (interpretive multiple case approach) to explore the links and relationships between strategy and operations in local government improvement in England. They found that performance measurement and management at the strategic level is determined by evolving legislation and the need for compliance rather than improving service effectiveness.

Peng and Litteljohn (2001) focused on organisational communication within multi-unit organisations to understand better the strategy implementation process. They investigated hotel chains in the United Kingdom that were in the process of implementing a strategic initiative. They found that effective communication is a primary requirement of effective implementation.

According to Meldrum & Atkinson (2003), attention needs to be paid to the meta-abilities that are fundamental to management. They contend that most management development programmes will lose their strategic impact if they do not pay more attention to these more basic managerial traits.

Coe, & Letza, (2014). Conducted an empirical analysis on organisational reformation, drawing on the governance and relationship perspectives. To improve organisational performance in Taiwan, he sought to identify the elements that will increase the efficiency and effectiveness of the government's administrative processes. Coe, & Letza, (2014) discovered that partnerships, organisational structure, management processes, capabilities, and resources are essential for successfully implementing a strategy. Coe, & Letza, (2014) also identified additional elements like complementarity, cooperation, knowledge sharing, information technology, and efficient governance.

Sial et al. (2013) and Kali et al. (2011) studies in the Iranian health sector identified the following issues for the public sector:

- Resource constraints (Budget, Technology, Tools, and Human Resources);
- Background (Public Sector Culture);
- Lack of integration;
- Poor communication, conflicting goals and priorities;
- Uncertain environment;
- Lack of competent people;
- Lack of team management;
- Ineffective operational arrangement;
- Lack of top level support;
- Divergent organisational structure; and
- Ambiguous strategy are some of the issues that must be addressed.

As for Africa and South Africa Khomba (2013: 672) argues as follows:

For the ultimate success of any organisation, it is imperative that business executives, employees, as well as other stakeholders understand the dynamics of the socio-cultural frameworks within which an organisation operates.

Du Plessis (2013) identifies the following as crucial: targets set in municipalities' strategic plans were unattainable, the process is characterised by party politics, which prevents decisions, there is a lack of ownership of the process, and there are insufficient financial and human resources.

By using a liabilities approach to close the strategy implementation gap, Maotwanyane (2017) notes that organisations still face significant obstacles when trying to implement their chosen strategies. This may make it possible to determine why organisations have difficulty implementing their strategies or achieve only modest levels of success (Maotwanyane, 2017). "Liability of Engagement," "Liability of Decision-Making Autonomy," and "Liability of Perceived Institutional Support" were a trio of liabilities identified by the findings.

Ramovha (2009) studied the effectiveness of strategic management in the public service: a case study on the Department of Local Government and Housing in Limpopo Provincial Administration.

Ramovha (2009) asserts that failure to meet strategic plan targets in the department is attributed to:

- The government's prescribed linear approach to strategic management ignores factors such as stakeholder views;
- the complexity of the department's environment;
- management's capacity to perform the function of strategic management; and
- the absence of a systems thinking approach in the department. This results in inefficient strategic control.

Chetty's (2010) study on the factors influencing strategy execution led to the explicit definition of the factors that are essential for successful strategy execution. Lack of control systems, resistance from lower levels, execution being seen as isolated tasks, a lack of resources, a strategy that is unclear and actions that are not defined, rewards and incentives that are not in line with strategic goals, and poor leadership are all inhibitors. Execution also takes longer than anticipated.

2.4. DISCUSSIONS

The NWDoE's strategic plan implementation is the subject of this study. The goal is to offer an analysis of the elements that influence and obstruct the Department's implementation of its strategic plan. The study also examined the strategic plan's implementation by the NWDoE.

A quick explanation of the distinctions between the public and private sectors turned out to be crucial. The researcher was given the proper context and study focus. A brief but crucial background on the conceptualisation of strategy, strategic management,

and strategic planning is also necessary before I can discuss the implementation of a strategic plan.

In Chapter 1, the researcher outlined theoretical frameworks and research questions that served as a guide for the literature inclusion component. The foundation of the review was created by three groups of empirical studies: Western, African, and South African groups. To enhance the current study, the grouping was a deliberate strategy to test strategic implementation in various contexts. Both the public and private sectors were represented in these studies/empirical cases.

Private and public empirical studies from the west showed a common setting for applying strategic management. Both the public and private sectors are observing, to a large extent, similarities in the factors/drivers and impeders of strategic implementation. The philosophy and theories of implementation appear to be the same (Miller 2002; Okumus 2001; Hacker 2001; Kaplan & Norton 2001; Aaltonen & Ikavalko 2002; Freedman 2003; Noble 1999).

Africa, on the other hand, faced double danger while Europe struggled to adapt and implement models from the private sector in the public sector. African countries were forced to implement private sector-based theories in the public sector as a result of colonialism, which imposed western theories on them without any moderating or adaptation owing to the precipitous effect and long-lasting effects of this double jeopardy. According to Mumbua & Mingaine (2015), the Afrocentric theoretical framework previously discussed may prove to be crucial for the decolonisation of management in general and strategic management in particular Nyakegira's (2015); Imbali, Muturi, & Abuga (2016); Abok, Gakure, Waititu & Ragui (2013); Nyanga (2018); Ndzoyiya's (2019)' Amoako-Agyei (2009); An Afro-centric Alliance (2001); Carr, MacLachlan, Kachedwa,& Kanyangale,(1997); Khoza (2006); Mangaliso (2001); Mangcu(2007)' Manwa & Manwa (2007) & Maphisa(1994).

In terms of strategy implementation, the enabling and impeding factors in Africa in general and South Africa in particular are nearly identical. This is in accordance with

the theoretical and conceptual underpinnings of this study, which were developed by Van Wyk (2014), Bremner (2020), Enwereji (2019), Leslie (2008), Maotwanyane (2017) and Mnwanje (2016).

Existing literature from the Europe, Africa and South Africa point to the following enabling factors with varying degrees of intensity. The researcher summarised the major findings and came up with the following 11 main factors:

- Strategy development
- Environmental uncertainty
- People
- Leadership
- Organisational culture
- Operational planning
- Communication
- Resource allocation
- Control
- Outcome.

From the extant literature, it is also conceivable to compile a list of potential impeders of strategy implementation. These impeders may be investigated to identify the most prominent impeders as experienced by the NWDoE. The impeders identified are as follows:

- Lack of strategic planning
- Bad strategy
- Deficient linking of strategy to goals
- Time constraint
- Lack of precipitate implementation
- Unforeseen market variations
- Lack of accord among decision makers
- Incompatible priorities
- Top down management style
- Lack of bottom up involvement
- Lack of identification of major glitches
- Incompatible structure with the strategy
- Inappropriate resources allocation
- Lack of adequate communication
- Lack of effective management

- Incompatible organisational culture
- Competing activities among units
- Poor evaluation and control systems
- Poor leadership
- Lack of acceptable organisational support
- Poor manager commitment
- Poor personnel management
- Uncontrollable internal factors
- Uncontrollable external factors
- Lack of capacity and skills of employees
- Resistance to change
- Poor of understanding of the strategy.

A dynamic approach is needed to deal with the high levels of uncertainty and change, where strategy formulation and implementation are done concurrently (Leslie, 2008).

2.5. RESEARCH GAP

According to the literature that is currently available, strategic management, which includes strategic planning, implementation, and control, has attracted significant attention in both the public and private sectors. The private sector used the management and leadership theories that emerged in the west to develop strategic management models (Europe). These theories have their roots in the historically developing schools of philosophy in Europe.

Strategic plan implementation hasn't gotten as much attention as strategic planning has. Organizations spend more time developing sound plans than they do developing implementation plans and controls. Literature has shown that many successful tactics have completely failed. Without a doubt, the private sector in Europe has spent time researching the reasons why certain strategic initiatives fail. It appears that the public sector is working very little.

With colonization came the introduction of western philosophy, culture, theories, and strategic management in both the public and private spheres. Instead of delving deeply

into colonialism and its effects in Africa, the purpose of this study was to increase awareness of the impact of colonialism on management in general and strategic management in particular. Despite the small sample size, the empirical studies discussed in this study all agree on the elements that affect and impede the execution of strategic plans in Africa in general and South Africa in particular. Decolonization and the development of an Afrocentric strategic management approach for better implementation are also concluded without reservation.

South Africa was the last country to be liberated from the colonial master of apartheid. Before 1994, colonialists gave managing the black population a higher priority than developing management theories. The whole of Western strategic management was imported. In an effort to extend planning, monitoring, and evaluation to the public sector after 1994, the ANC government started the process. They also created a number of frameworks and models. The empirical research carried out in South Africa suggests that the driving and stumbling blocks for strategy implementation in Africa are also present there. The provision of services has broken down and become worse.

The public sector departments in the North West Province of South Africa have received little to no attention when it comes to the implementation evaluation of strategic plans, according to analyses of the empirical literature. Identification and evaluation of the NWDoE's strategic plan implementation constraints are critical for the study's objectives. The public sector will then be able to consider developing an intervention or series of interventions aimed at lessening the individual or collective impact of these constraints after implementing a strategic intervention with a focus on NWDoE.

According to the literature review, there is little empirical research on the implementation of strategic plans in the South African public sector and none at all for the NWDoE, which is why this study is necessary. There isn't a single study that has used qualitative content analysis as the main method for gathering and analyzing data.

2.6 CONCLUSION

The conceptual analyses of empirical studies in the execution of a strategic plan were the focus of this chapter. This chapter, which was informed by the theoretical framework, concentrated on the elements, conditions, or ideas that seem to promote or obstruct the execution of strategic plans in the public sector, with particular reference to the NWDoE.

This enabled the researcher to map the variables influencing the implementation of strategic plans across a range of contexts, from South Africa to Europe. Strategy development, environmental uncertainty, people leadership, organisational culture, operational planning, organisational structure, communication, resource allocation, and control were some of the driving factors mentioned in the content.

Lack of strategic planning, poor strategy, inadequate linking of strategy to goals, time restraint, lack of hasty implementation, unforeseen market changes, lack of agreement among decision-makers, incompatible priorities, top-down management style, lack of bottom-up involvement, failure to identify major flaws, structure that is incompatible with the strategy, inappropriate resource allocation, uncontrollable internal factors, and lack of coordination are among the factors that prevent success. It is a lengthy list.

One can draw the conclusion that while the public sector is the most impacted, with Africa being at the worst end of the scale, while the private sector is experiencing issues with strategy implementation in both Europe and Africa South Africa is not an exception. By using the NWDoE as a case study, this study aims to empirically identify and comprehend which factors, as opposed to those that emerged from the literature review and were guided by the theoretical framework, are influencing and impeding the implementation of a strategic plan.

CHAPTER 3

THEORETICAL FRAMEWORK

3.1. INTRODUCTION

The theoretical framework explains the research path and anchors it in theoretical constructs. The overarching goal of the framework is to make research results more meaningful, to make them acceptable for the theoretical constructs in the research field and to ensure generalisability. It helps to stimulate research while ensuring the advancement of knowledge by providing both direction and impetus to research. They also reinforce the empiricism and rigour of research.

This study is guided by the 2003 Okumus Theory Strategy Implementation Framework. This theory explains various factors that drive or inhibit strategy implementation in an organisation.

Each theory shall be unpacked with regards to:

- Postulate/ claim
- Assumptions
- Limitations
- Relevance and applicability to this study.

3.2. PURPOSE

The theoretical framework lays out the entire organisational structure of the thesis. It offers the framework to specify your overall philosophical, epistemological, methodological, and analytical approach to the dissertation. It also acts as a foundation for and support for your academic work (Grant & Osanloo (2014))

A theoretical framework is an "*explanation of a certain set of observed phenomena in terms of a system of constructs and laws that relate these constructs to each other*" (Grant & Osanloo (2014))

A theoretical framework is seen as a crucial component of research because it demonstrates to the researcher how to carry out practical research by giving the

researcher theoretical foundations that allow them to (Chiuri, 2015):

- formulate the initial research problem;
- ask appropriate research questions;
- select an appropriate population of study;
- guide their choice of research design; and
- assist in the interpretation.

The fundamental constructs or concepts upon which the problem is based must be examined and clarified to develop an appropriate theoretical framework (Imenda, 2014). The research on strategy implementation concepts has been largely expanded upon, clarified and examined earlier in this chapter. In conclusion, the previous section highlighted the theoretical framework by giving a methodical presentation of general implementation constructs and particular constructs for the public service, particularly for NWDoE.

A theory is a body of connected ideas, whereas a theoretical framework may not be as fully formed (Imenda, 2014). The use of theoretical frameworks in deductive, theory-testing studies is obviously essential. A theoretical framework is used by scientists when conducting research studies to formulate a theory. Moreover, the theoretical framework is the basis for the parameters or limitations of a study. Once these themes are established, studies can seek answers to the topical questions they have developed about broad issues. With a framework, they can resist going off track by digging into information unrelated to their topic. A theoretical framework structures the study sections to be completed.

Typically, a theoretical framework is made up of broad concepts that the researcher feels are necessary to discuss. A framework may occasionally indicate that a particular area of interest within the subject may not be worthwhile to pursue and can be dropped, saving the researcher or author time.

Models are the theoretical systematic grouping of associated ideas and rules that make or integrate a vast subject into a system because information that has been

disseminated is not data unless eyewitnesses are aware of the hypothesis that will make connections obvious (Imenda, 2014). Therefore, theories and speculative models provide us with guidelines for what is appropriate, assist us in effectively resolving conflicts, and motivate us to learn more about our reality or the field we work in as nature changes (Imenda, 2014).

This study was underpinned by Okumus Strategy Implementation Frameworks. This theory explains various factors that influence or inhibit strategy implementation in an organisation.

Okumus' framework attempts to explain the effects of coordination of activities on strategy implementation in NWDoE. Accordingly, this study used Okumus framework to explain the effects of various elements or constructs on strategy implementation in NWDoE and organisation. This theory hopes to explain how the effects of organisational culture, organisational leadership, organisational structure and external environmental factors on strategy implementation in the NWDoE.

When we have a "good" theory, we can advance knowledge without having to reinvent the wheel. The ability to make sense of the very processes, actions and practices that comprise strategy, and strategising can be helpful to practitioners. The foundation for all relevant research questions at various levels of analysis, from reflections on strategy as a body of knowledge and praxis to investigations into the unique characteristics of specific strategic and organisational processes in various institutional and cultural contexts, cannot, however, be found in a single theory of practice. A single theory should not be the aim either if we want to advance the theoretical discussion of practices and its implications.

3.3. THEORETICAL FRAMEWORK

This study encores on factor-oriented approaches to strategy implementation: The most important contributions of conceptual model to strategy implementation is highlighted: Okumus Strategy Implementation Framework. This is a theory of choice.

Each theory shall be unpacked with regards to:

- Postulate/ claim

- Assumptions

- Limitations

- Relevance and applicability to this study.

a) 2003 Okumus Conceptual framework
   i.   Postulate/ claim

Eleven significant implementation factors can be found by analysing the previous frameworks. These are: 1 strategy creation; 2 environmental unpredictability; 3 corporate culture; 4 resource planning; 6 resource allocation; 7 people; 8 communication; 9 people; 10 control; and 11 result. The four categories of strategic content, strategic context, process, and outcome can be used to further categorise the previously identified 11 implementation factors.

   ii.   Assumptions

These elements are common recommendations for important factors to consider when putting the strategy into practice and should not be viewed as being all-inclusive. Regarding the use, design and expression of the implementation factors, each school of thought in the field of strategic management has its own underlying presumptions and recommendations (Mintzberg et al.1998; Okumus & Roper, 1999; Stacey, 199). Each school of thought demands or supports a standard design for each factor, with the exception of the configuration and complexity views.

The aforementioned categories can be grouped into four different areas. The previously identified 11 implementation factors can be further divided into four groups based on their roles and characteristics: strategic content, strategic context, process, and outcome.

Strategic content: The process of developing a strategy entails deciding why and how to start one. The new strategy should be in line with the organisation's overall strategic direction, the goals of the initiative should be clearly defined, the strategy developer's experience and knowledge in dealing with change are critical, active participation of

all management levels is advised, and the potential impact of the new strategy on other ongoing strategic projects should be evaluated, among other things.

The development of the strategy is included in the strategic context. External and internal contexts are two broad categories within the strategic context. The former includes environmental uncertainty and the latter includes organisational structure, culture and leadership. The result includes the results of the implementation process.

Environmental uncertainty refers to the degree of uncertainty and changes in the task and the environment at large. The main topics are that until the implementation process is finished, the new strategy should be appropriate to market conditions, trends and developments in the external environment. Changes and developments in the general and task environments require a new strategy.

Internal context: Organisational structure, which includes the company's form, work departments, professional responsibilities, power structures, and decision-making procedures. Things to think about are:

- The possible changes in tasks, roles, decision-making and reporting relationships due to the new strategy.
- Whether the organisational structure facilitates the free flow of information, coordination and collaboration between different levels of management and functional areas.
- The potential impact of the new strategy on informal networks, politics and key shareholders.
- The attitude of powerful groups towards this new strategy.
- The potential challenges of using the existing organisational structure when using process variables, including operational planning, communication and resource allocations.

Figure 7. Okumus Framework
Okomus, 2003

Employees' shared understanding of how things are done within an organisation is known as organisational culture. The organisation's culture and subcultures, as well as their potential impact on the implementation process, the influence of organisational culture on coordination, collaboration and communication between various management and functional levels, as well as the impact of the new strategy on the organisation's culture and subcultures, are all important factors to take into account.

Leadership: The CEO's actual backing and participation in the strategic initiative. Utilising process factors and modifying internal context to create a context open to change require leadership. The extent of the CEO's endorsement and support of the new strategy through its completion, as well as any overt and covert communications by the CEO regarding the project and its significance are important factors to consider.

Organizing technique: Operational planning is the process of starting a project as well as the operational planning of the tasks and activities involved in implementation. The distribution of resources, communication, and the provision of training and incentives are all significantly impacted by operational planning. Therefore, key issues to consider are preparation and planning of implementation activities, participation and feedback from different management levels and functional areas in the creation of these operational plans and implementation activities, first pilot projects and the

knowledge gained from them and time frame for the provision of resources and their use.

The process of making sure that all of the necessary time, money, skills, and knowledge are made available is known as resource allocation. It is closely related to operational planning and has a significant effect on how training and incentives are delivered as well as communication. The methods for obtaining and allocating funding for the new strategy, the information and knowledge requirements for the process of implementing a new strategy, and the amount of time available to complete the implementation process are important factors to consider. Organisational political and cultural issues and how they affect resource allocation recruiting new workers, training pertinent employees, and offering rewards to them are essential.

This factor is directly impacted by resource allocation and operational planning. Important things to think about are:

- hiring of qualified personnel to carry out the new plan.
- the development and acquisition of fresh knowledge and abilities required to put the new strategy into practice.
- the kinds of training exercises that will help develop and ready relevant managers and workers.
- the provision of incentives related to the application of a strategy and its results.
- how new strategy implementation is affected by the organisation's general HRM policies and practices.

Communication: The channels through which the new strategy's formal and informal messages are sent. The main themes are using clear messages when informing relevant people inside and outside the organisation, using operational plans, training programmes, and incentives as communication materials, the implications of using (or not using) multiple modes of communication (top-down, bottom-up, lateral, formal, informal, internal, external, one-off, and continuous communication), problems and difficulties with communication and their underlying causes, and the impasse between these themes.

Control and feedback are the formal and informal mechanisms that enable monitoring of implementation efforts and results in relation to predetermined goals. The formal and monitoring activities that take place before, during and after the implementation process are the main topics, and communication and operational plans are essential for keeping track of the process and providing feedback on how it is going.

Outcome: The tangible and intangible results of the implementation process, both intended and unintended. Important issues to think about are:

- Whether the new plan was carried out as intended.
- In that case, explain why.
- Whether the objectives set have been met.
- In that case, explain why.
- Whether those involved and impacted by the process are happy with the outcomes.
- Whether the business has gained any knowledge from the implementation of the strategy.

iii.   Limitations

By carefully evaluating the implementation factors and the relationships between them, potential difficulties and obstacles in implementation may be anticipated and surmounted. In some cases, it may even be impossible to ensure coherence between the implementation factors to achieve and maintain.

Understanding how strategies can be implemented without sufficient coherence between implementation factors may therefore be crucial. The theory of complexity in strategic management (Stacey, 199) offers helpful recommendations in this regard. Successful businesses are those that operate in a non-equilibrium or bounded instability, according to the complexity perspective. Companies should not try to achieve environmental and internal system coherence, especially if organisational structure, culture and the environment in which the company operates are all dynamic or ever-changing. Therefore, businesses should work to create diverse cultures.

iv.   Relevance and applicability to this study

Based on a contextual and procedural approach, this study provides a wider perspective for comprehending and assessing intricate transformational processes; this strategy has attracted more support and attention (Okumus, 2001).

This is owing to the fact that concentrating solely on change while ignoring a wider context results in a very limited understanding of the issues and their true causes. By adopting such a comprehensive strategy, this study can evaluate the best implementation options, challenges and enablers, which is its main objective. As a result, it offers a guide for locating variables influencing strategy implementation in the NWDoE. A very large majority of frameworks make the fundamental assumption that for the strategy implementation process to be successful, there must be coherence between the implementation factors.

Hrebiniak & Joyce (198 , p. 17) quoted in Okumus(2003) stated that:

> … *everything depends upon everything else in strategy implementation and that therefore there should be harmony among the key implementation factors. A whole range of questions can be directed at practicing managers concerning how a   harmony can be achieved and maintained. Some sample questions for managers and executives may include whether the environment fits the strategy, culture and structure, or whether the proposed decision fits the organisational structure, culture, resources and people. Such questions can assist in assessing and evaluating the implementation process and perhaps help to diagnose potential problems and barriers to the strategy implementation process in advance.*

The main barriers to strategy implementation, according to earlier research by Alexander (1980), are implementation taking longer than anticipated, poor communication, a lack of coordination and support from other management levels, resistance from lower levels, and a lack of or poor planning activities.

From the standpoint of this model, it seems like these difficulties and barriers are all

connected to particular implementation factors and that there is a lack of coherence between these factors as well. The presumptions and critical strategy implementation constructs are in line with this study's assumptions and conceptual framework as well as relevant literature. This framework will direct the gathering and evaluation of data.

3.4. DEFINITIONS AND DESCRIPTIONS OF KEY CONCEPTS

A conceptual framework is a group of interesting concepts and tenets that have been discovered through reading pertinent literature and are applied to structure a graphical display that demonstrates systematic (Mugenda, & Mugenda, 2008) It is a picture that shows the connections between the determined variables and factors that are important to the study, such as a flowchart or diagram (Miles and Huberman, 1994).

The conceptual framework, according to Mugenda (2008), consists of a brief explanation of the phenomenon being studied and a graphic or visual representation of the key study variables. The conceptual framework, in accordance with Kothari, (2004) & Myers (2009), visually explains the general constructs of the variables under study and the relationships between them, as well as an idea or a thought.

The conceptual framework should be based on a certain premise and this study is based on the theoretical review of the variables and their representation. The general aim of this study was to determine key factors that influence strategy implementation challenges in NWDoE.

3.4.1. Strategy

A strategic plan is a written document that lays out the plans of the business to reach goals and vision. According to Andrews (1971), strategy refers to choices that affect an organisation's long-term success and performance. To achieve a company's vision, mission, and long-term performance by the organisation, Andrews (1971), present strategy as a combination of several decisions and actions that are viewed in the form of strategy formulation, implementation and control of plans.

The establishment of an organisation's fundamental long-term goals, objectives, and

performance, as well as the execution of actions and decisions and the distribution of resources, are crucial for the accomplishment of those goals.

External Environment
- Fair process in planning
- Industry forces
- Competition
- Political interference
- Macro-environment
- Political
- Social
- Economic
- Environmental

Organisational Structure
- Centralized / decentralised system
- Reward & incentives system
- Recruitment and selection
- Managerial skills
- Technical skills
- Conceptual skills
- Human skills
- Communication
- Quality of workforce training
- Work force training plan
- Training needs assessment
- Training evaluation and feedback
- Budget

Leadership
- Motivation
- Balance power
- Control
- Competency
- Charisma
- Flexibility
- Skills development
- Efficiency
- Effectiveness
- Ethics

Organisational culture
- Beliefs, norms
- Core values
- Leadership principles
- Change management

Strategy Implementation
- Extent of strategy implementation
- Extend of achievement of strategic impact
- Improved delivery of educational outcomes
- Improved organisational efficiency and effectiveness

Independent variables   **Dependant variable**

Figure 8. : Conceptual framework
Source: own design

According to Mintzberg (1980), a few terms such as "perspective," "plan," "poly," "pattern," and "position" are used in place of "strategy." He goes on to say that accepting one meaning should not be preferred over others because they are complementary as discussion points.

Several definitions of strategy are provided by Zorek (2020).

- A strategy is a pattern or a plan that unifies the objectives and operational processes of an entire organisation. It would be more effective if it had been carefully thought out and considered unified allocation and direction of resources, on the basis of organisational capabilities and even relative internal shortcomings as well as environmental foreseen evolutions and intellectual contingency movements of competitors (James Brian Queen).

- All choices pertaining to business goals and the ways to proceed to achieve them are referred to as strategic decisions. (Drucker)

- The components of strategy include specifying key performance indicators, defining the scope of the business' operations, and defining policies and fundamental plans for achieving those goals. An organisation's attitude or means for achieving long- and short-term objectives in light of current and potential future circumstances are referred to as its strategy. (Lester A. Digman)

- A strategy is a broad, long-term plan for dealing with competition that optimizes goal achievement.

- A process for managing managerial contacts and organisational movements to achieve ideal and operational goals and carry out an organisation's mission (Arthur Thompson& Lane Strickland)

Zorek (2020).define strategy as an action a company takes to achieve one or more of its goals and subsequently superior performance. To accomplish organisational goals and further the organisation's mission, a strategy is a pattern of organisational actions and managerial techniques (Thompson & Strickland, 2003). In a more detailed version, Andrews (1971) defined strategy as the arrangement of important objectives, purposes, or goals that define the business that a company is in or plans to be in and the type of company that it is to be.

According to Porter (1996), strategy is the development of a distinctive and valuable position that involves a different range of activities. To take advantage of opportunities in the external environment, strategy is a way to address strategic problems, which are a mismatch between an organisation's internal characteristics and the external environment (Aosa, 1992).

3.4.2. Strategic management

Strategic management, according to Ehlers & Lazenby (2004), is the process by which all organisational resources and functions are integrated and coordinated to carry out developed strategies.

Environmental scanning, strategy formulation, strategy implementation, evaluation, and control are the fundamental components of the strategic management process (Ehlers & Lazenb, 2004). Okumus (2001) emphasises the division between the formulation and application of a strategy.

Strategic management research has focused much less on strategy implementation than on strategic planning, according to several authors (Alexander, 1991; Al-Ghamdi, 1998; Okumus, 2001; Aaltonen & Ikävalko, 2002).

Owing to the manufactured nature of this study, the bias in favour of the public sector is not surprising. Using Mintzberg et al.'s(2009) work as a foundation, Johnsen (2014) offers a compelling analysis of strategic management in the public sector. The alignment of internal resources with external demands is conceptualised as strategic management, and this alignment can take the form of plans, patterns, positions, perspectives, and plots. Johnsen (2014) summarises the definition of strategy as a "cohesive response to an important challenge," building on the aforementioned definition. As a result, a sound strategy benefits from having a logical framework composed of a diagnosis, a guiding principle and a cogent action.

According to Johnsen (2014), the definition of strategy in the public sector should be "a means by which organisations can improve their performance and provide better services." Even if we set aside the question of whether the public sector and its organisations have more or less room for improvement than the private sector (Boyne,

2002; Nutt & Backoff, 1993; Ring & Perry, 1985), the issue of improvement may be one that affects all organisations.

Owing to its potential to impact an organisation's adaptability, performance, and legitimacy, strategic management is crucial for organisational improvement. Organisations' capacity to respond to shifting conditions, enhance services, generate value, and maintain support depends on a variety of factors. Environmental, governmental, financial, technological, organisational, and strategic factors may be among them (Andrews et al., 2005).

However, it appears that strategic planning is still widely used and still advised in strategic management in the public sector (Boston and Pallot, 1997; Bryson & Edwards,   2017)
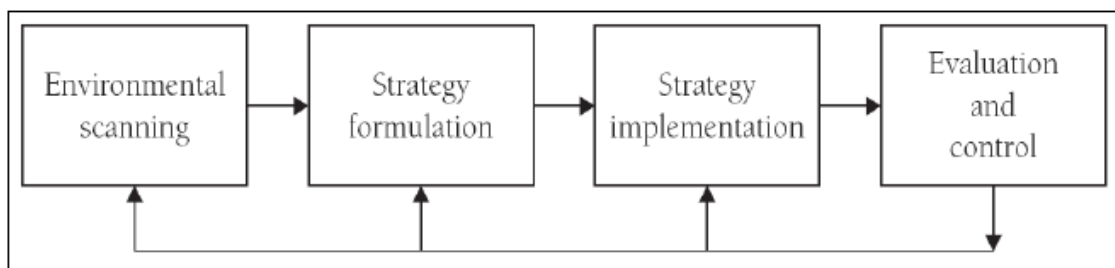
Figure 9: Strategic management framework
Source: Own design

Environmental scanning, strategy formulation, strategy implementation, evaluation, and control are the four components of strategic management (Mnwanje 2016). Identifying threats requires a process known as environmental scanning, which involves examining the external and internal aspects of the environment.

A management technique called strategic planning was created with the intention of developing planned strategies (Jarzabkowski, 2005). A department's performance can be improved through strategic planning, and it also increases management effectiveness, which makes it easier to spot and take advantage of market opportunities (Oana, 2011).

According to Omran & Korshid (2014), in order to analyse future impacts and get past

the future high uncertainty and complexity of the business environment, policy and decision makers need an intelligent, strong and more confident mechanism. Every method of environmental scanning and analysis described in literature helps decision-makers in the process of making strategic decisions. Mnwanje (2016). According to a Johnson. Onwuegbuzie. & Turner, (2007) company's strategy determines its focus and direction.

3.4.3. Strategic Planning

Strategic planning, according to Humphreys (2005) is the process of identifying an organisation's fundamental long-term goals and objectives, adopting action plans, and allocating the resources required to achieve these goals. The Oxford Dictionary of Business English (1996:462) defines strategic planning as *'the process of deciding and making a formal report on the future activities of a company for a certain period, with the aim to increase sales and profits, develop new products and enter new markets'.*

3.4.4. Strategic implementation

Numerous authors have drawn attention to the difficulties in implementing strategies Bekker, (2009) notes that 90% of developed strategies are not carried out on schedule or with the desired outcomes. According to Miller (2002), organisations fail to implement more than 70% of their new strategic initiatives, and only 10% to 30% of strategies are successfully implemented.

The argument that while formulating a strategy is difficult, "executing or implementing it throughout the organisation" is even more difficult, according to Cater et al. (2010:2010), is supported by previous empirical studies that show weak relationships between strategy formulation and its implementation, such as

- Fortune magazine (Gurowitz 2007) found that less than 10% of well-formulated strategies are also effectively executed.
- Identical results of just 10% of strategies being successfully implemented are also reported by Judson (1991) and Speculand (2006).
- Boyne, & Gould-Williams, (2003 study found that 80% of companies have the

right strategies, yet only 14% implement them well.

- A 2003 survey by the Economist Intelligence Unit and Makaron Associates (Mankins/Steele 2005) reports slightly better but still very disappointing achievements, discovering that on average companies deliver a mere 63% of the potential financial performance their strategies have promised.
- Dooley & Fryxell, Judge (2000) reported that a conclusion can be made that the real success rate of strategy implementation lies between 10 and 30%.

According to Mnwanje (2016), there is no single definition of "implementation" like there is for "strategy," according to a review of the literature done by Noble (1999). Despite interpretations by Noble (1999), Schaap (2006), Singh (1998), Yang Li et al (2008), and Harrington, Al-Ghamdi et al (2013) contend that implementation is not precisely defined in the literature (2006).

It lacks universality because, despite the fact that many authors (including Miller, 1990) and others (including Yang Li et al., 2008 and Harrington, 2006) only provide a conceptual description of strategy implementation. As a result, the term "implementation" is frequently used to refer to "putting something into effect," "enacting," or "realizing" something. (1999; Miller).

According to Al-Ghamdi et al. (2013), Yang Li et al.'s (2008) definition of strategy implementation as "a dynamic, iterative, and complex process that comprises a series of decisions and activities by managers and employees – affected by several interrelated internal and external factors – to turn strategic plans into reality in order to achieve strategic objective" may be the most comprehensive definition of strategy implementation that assesses both the entire process and the stakeholders

For the strategy to be effective, most researchers emphasise the "must fit" between variables, control, and time management (Okumus,2001, 2003; Hrebiniak, 1984; Stonich, 1982; Miller, 1990).   The key area for the discussion of strategy implementation, according to Al-Ghamdi et al. (2013), is that of the factors influencing the process and, consequently, the outcomes.

Most definitions on strategy allude to a process by which the formulated strategy is to be implemented. The most common view on strategy implementation is that it is "a relatively straightforward operationalization of a clearly articulated strategic plan" as argued by Noble (1999). How this operationalisation is to be done, or how this process can be characterised remains largely unspecified (Mnwanje, 2016).

A select few definitions (Hrebiniak, 1984; Reed and Buckley, 1988; Wheelen & Hunger, 2006) refer to specific systems and activities like organisational structures, personnel actions, control systems, programs, budgets, procedures, and job requirements.

The researcher concurs that for the purposes of this study, strategy implementation is defined as "the sum total of the activities and choices required for the execution of a strategic plan" by Mnwanje (2016) and Yang Li et al. (2008). The real test comes with strategy implementation. The literature on strategy implementation suggests that there are generally two reasons why a plan or strategy can fail: either the strategy is insufficient in and of itself, or it is not implemented properly (Hussey, 1999).

The evaluation and control of the strategy makes sure that the objectives and goals are moving in the same direction as the organisation's mission and vision. According to Faulkner & Bowman (1995) strategy implementation is currently the most under-addressed issue in both the business and public sectors, despite having a general impact on departments' performance (Aosa, 1992). Furthermore, Baroto, Arvand and Ahmad (2014) show that the efficient application of a mediocre strategy can outperform the subpar application of a superior strategy. According to Mnwanje (2016), organisations fail not at the stage of developing strategies but rather at the stage of putting into practice the strategic plans they spent more time developing with their limited human, financial and technical resources.

It is crucial, according to Kargar & Blumenthal (1994) and McNamara (1997).), to move the discussion beyond action checklists and toward conceptual foundations that will direct empirical research and executive action.

Activities for strategy implementation will be mentioned in the section on theoretical

and conceptual frameworks that follows as a conclusion. The most pertinent theories for this study are then isolated after examining the patchwork of existing moles. The details of how strategies are perceived to be applied are then presented. Numerous concepts were then extracted from the theories and their applicability to this study was examined.

3.5. KEY FACTORS, CONCEPTS, OR VARIABLES AND THE PRESUMED RELATIONSHIPS AMONG THEM

From the extant literature, it is also conceivable to compile a list of potential impeders of strategy implementation. These impeders may be investigated to identify the most prominent impeders as experienced by the NWDoE.

The impeders identified are:
- Lack of strategic planning
- Bad strategy
- Deficient linking of strategy to goals
- Time constraint
- Lack of precipitate implementation
- Unforeseen market variations
- Lack of accord among decision makers
- Incompatible priorities
- Top down management style
- Lack of bottom up involvement
- Lack of identification of major glitches
- Incompatible structure with the strategy
- Inappropriate resources allocation
- Lack of adequate communication
- Lack of effective management
- Incompatible organisational culture
- Competing activities among units
- Poor evaluation and control systems
- Poor leadership

- Lack of acceptable organisational support
- Poor manager commitment
- Poor personnel management
- Uncontrollable internal factors
- Uncontrollable external factors
- Lack of capacity and skills of employees
- Resistance to change
- Poor of understanding of the strategy.

Emerging conceptual/thematic framework or variables. Literature identified the factors which were **enhancing/ helpful** in making strategy implementation successful which included:

- adequate provision of resources
- technical validity
- information
- support
- staff confidence
- corporate governance
- leadership
- strategy formulation action
- communication
- identify, support and assist the main player in the execution of the strategy
- establish the connection between the organisation's system and structure with the strategy's content and context.
- organisational execution method.
- strategic control process.

Emergent factors that impede strategy implementation from literature could be grouped into the following categories:

- Leadership
- Structure
- Information
- Technology
- Resourcing

- Governance
- Stake holder engagement
- Culture
- Strategy formulation
- Management
- Staff.

3.6. INTERPRETATIONS OF CORE CONCEPTS

For this study, four concepts constructs have been identified from literature as the most prevalent in the public sector especially Africa in general and South Africa in particular (Okumus, 2001, Dobni, 2003, Dooley et al. 2000; Freedman, 2003,; Beer & Eisenstant, 2000; Corboy & O'Corrbui (1999); Dobni, 2003, Galpin, 1998). They are:
- Organisational Structure
- Organisational Culture
- Organisational Leadership
- External Organisational Environment.

3.6.1. Organisational Structure:

According to Cristian-Liviu (2013), the organisational structure guarantees that the business has the proper mindset, resources and framework to support the strategy's implementation. Additionally, the organisational structure must be clear, in line with the ability and accountability, and highlighted in order number 3 of 2019 207 Pushpa Rani of the organisational objectives (Cristian-Liviu 2013). All the members of an organisation must understand their responsibilities, and they must be accountable for them. Specifically, supervisors are evaluated on business formation, work quality, communication capability, credibility and other factors (Aspridis & Kyriakou 2012: 28).

The management should also outline the channels of communication throughout the entire company. To accomplish the company's goals as a team and with the help of other departments and supervisors, employees in all specialties should be able to communicate effectively (Powell et al. 2015).   Ensuring open and honest communication between employees and managers fosters transparency and allows

for the exchange of ideas, particularly regarding problems that may hinder the company's progress and how to resolve them. In order to have a clear understanding, open communication should allow for discussion, disagreement, support, and feedback, as well as enthusiasm and interpersonal warmth (Arzenek & Komrlj, 2017).

The people responsible for executing the company's strategy are known as human resources or personnel. The team needs to be the right size and equipped with the abilities, expertise and dedication required to implement the policy. Rani and Mishra (2014) claim that 206 management, volume 14. Organisational Implementation of Strategies 1 2 3 4 5 Resources for Personnel a company's culture Institutional structures Figure of the organisation's structure 1 the causes of the effectiveness of the organisation's plan depends heavily on the calibre of the team supporting the strategy implementation. Not only should the organisation have the necessary personnel to carry out its stated objectives, but those personnel also need to be sufficiently skilled to facilitate the achievement of the organisation's stated objectives. According to a study by Lubis, Torong, & Muda (2016), increasing the number of employees in a company is a simple way to solve the problem (Lubis, Torong & Muda 2016). The main issue is making sure that one has the right people with the necessary abilities, knowledge and skills to carry out the task necessary to implement the strategy. Because having the right employees will significantly increase the likelihood of success in an organisation (Aspridis & Kyriakou 2012: 21).

The company must also have adequate financial and human resources. The provision of assets, which can take the form of financial or non-financial resources available in an organisation, is the most important task in the implementation of a strategy. In addition, a company may lack both financial and non-financial resources, which are still necessary for strategy implementation (Powell et al. 2015). The amount of money required to support the application by paying all costs and expenses that should be incurred during the implementation of the strategies is the first thing that comes to a person's mind when they are thinking about implementing a strategy.

The management should also outline the organisation-wide channels for communication. To accomplish company goals as a team and effectively communicate with other departments and managers, employees from all disciplines should work

together (Powell et al. 2015). Ensuring open and honest communication between employees and executives fosters transparency and permits the exchange of different ideas, particularly regarding problems that may have an impact on the company's development and how to address them. Clear understanding is made possible by open communication, which fosters discussion, argumentation, support, feedback, enthusiasm, and personal warmth (Arzenek & Komrlj 2017).

3.6.2. Organisational Culture

Another factor that encourages the practice of policy execution is an organisation's culture. It is the general tone of an organisation toward its employees. The company should help its employees feel valuable and satisfied with their individual responsibilities. To ensure that they are involved in matters like decision-making, they can, for example, be concerned with the premeditated administration method. The practice of having ownership over various procedures boosts employee motivation, which results in better performance. It fosters a culture where everyone is motivated to contribute to the implementation of the strategies needed to accomplish the enterprise's goals (Deraman et al. 2017). For instance, some businesses prioritise the performance of appraisals as part of their core values.

Because the likelihood of success in an organisation is significantly increased by having the right employees (Aspridis & Kyriakou 2012: 21). The business must also have ample time and financial resources. The provision of assets that are available in the form of monetary or non-monetary resources in an organisation is the most crucial task in strategy implementation. Additionally, an organisation lacks the financial and non-financial resources necessary for strategy implementation (Powell et al. 2015). When implementing a strategy, the first question that comes to mind is how much money will be needed to support the application by paying all costs and expenses incurred during the implementation of the strategies. Cristian-Liviu (2013) notes that the organisational structure ensures that the company has the right mind-set, tools and structure to support the implementation of the strategy.

Additionally, the organisational structure must be clear, consistent with ability and accountability, and highlight the organisation's objectives in order to achieve number

3 2019 207 Pushpa Rani (Cristian-Liviu 2013). Every employee in a company needs to be aware of their duties and accountable for them. Superiors are evaluated specifically based on the establishment of the business, the calibre of the work, communication abilities, credibility, and other factors (Aspridis & Kyriakou 2012: 28).

Another subject that supports the practice of enforcing policy is corporate culture. It is the overall tone of an organisation toward its employees. The company should make its employees feel important and satisfied in their specific responsibility. To ensure that they are involved in matters like decision-making, they can, for instance, examine the deliberate method of administration. The practice of taking ownership over various procedures boosts employee motivation and enhances performance. It fosters an atmosphere where everyone is motivated to contribute to the adoption of the strategies required to accomplish the company's objectives (Deraman et al. 2017). For instance, some businesses have performance evaluation as their core culture, rewarding the best performers.

3.6.3. External organisational environmental forces

According to Rani & Mishra (2014) the external environment consists of elements beyond the company's control that have an impact on its internal procedures, organisational structure and decision-making. The authors go one step further and separate the external environment into three interconnected parts: the remote environment, which is made up of PESTEL factors (political, economic, social, technological, environmental, and legal); the industry environment, which primarily consists of businesses that provide comparable goods and services and the operational or task environment, which is made up of elements of the current competitive situation that affect the company's success, such as customers.

According to Capon (2008), the external environment is just the location where the organisation faces opportunities and threats. Political factors include political stability, various labour, trade, environmental, tax, and investment laws, as well as infrastructure, public goods, and tax policies. Social factors include population, population growth, age, income distribution, trends, lifestyles, cultural practices, and religion. Technological factors include innovation culture, internet connectivity, the

reach of digital and electronic media, technology lifecycle, research and development, etc. Economic factors include per capita income, interest rates, inflation, and exchange rates.

Topography, weather, climate, and climate change are examples of environmental factors. Consumer protection laws, labour laws, safety laws, environmental laws, investment laws, etc. are all examples of legal factors. The goals of Duncan & Ginter's (1990) investigation into external forces are to first comprehend them and then gauge their likely outcomes. In this analysis, they also note the following four key activities:

- monitoring of current influences
- investigation of future influences
- prediction
- evaluation.

According to Stoffels (1994), a company must establish a participatory process to continuously scan its internal and external environments in order for the strategic vision to emerge. According to Whittington et al. (2005), the strategy has value when dealing with analyses, choices and actions related to the environment.

For the analysis of the external environment, several tools were employed, primarily the PESTEL and SWOT analyses. According to Thompson et al. (2007), the immediate industrial / competitive environment has the biggest strategic influences. To achieve this, Porter's (1979) five forces tool analyses the effects of industry competition, suppliers, customers, threats from new entrants, and substitute products. In addition, Porter's (1980) generic strategies analyse strategic decisions either from costs, differentiation, or focus positioning, while the Ansoff matrix (Ansoff, 1957) analyses strategic decisions from a market and product development perspective; the BCG matrix analysis Quinn (1988.) analyses strategic decisions from the perspective of business growth.

3.6.4. Organisational leadership

Many people describe leadership, and especially strategic leadership, as one of the

primary forces behind successful strategy implementation (Noble 1999; Ulrich, Zenger & Smallwood 1999; Collins 2001; Bossidy & Charan 2002; Thompson & Strickland 2003; Freedman & Hannan 2003; Kaplan & Norton 2004; Pearce & Robinson 2007; Hrebiniak 2005).

However, one of the major barriers to successful strategy implementation has been identified as a lack of leadership, particularly strategic leadership, by the organisation's top management (Alexander 1985: 9197; Beer & Eisenstat 2000; Kaplan & Norton 2004:; Hrebiniak 2005). Hitt, Ireland, and Hoskisson (2007). In today's globalised business environment, strategic leadership is multifunctional, involves management by others, and aids organisations in coping with changes that appear to be accelerating exponentially (Huey 1994: 4250).

Strategic leadership necessitates the capacity to manage and take part in complex information processing, as well as to consider and integrate the organisation's internal and external business environments. The strategic leadership is characterised by several observable traits that help the strategy be implemented successfully, including:

- Determination of strategic direction
- Establishment of a balanced organisational control
- Effectively managing the organisation's resource portfolio
- Sustaining an effective organisational culture
- Emphasising ethical practices.

Each of the aforementioned strategic leadership measures involves strategic leaders in some capacity. Each of these strategic management initiatives, in turn, positively influences the implementation of a strategy (Hitt et al. 2007: 384). Given the significance of strategy implementation as a component of strategic management, the high rate of change initiatives failing as a result of inadequate implementation of new strategies, and the fact that a lack of strategic leadership has been identified as one of the primary barriers to effective strategy implementation.

Jooste and Fourie (2009) examination of the leadership leads to the following conclusions:

- Strategy implementation is perceived as an important but difficult part of the strategic management process, and failure of change initiatives is mainly owing to poor strategy implementation.

- Strategic leadership plays a critical role in effective strategy implementation; strategic leaders are responsible for effective strategy implementation; and strategic leadership can be the foundation for creating a sustainable competitive advantage.

- Strategic leaders are therefore assigned an important role in South African organisations.

- The implementation of strategies is seen as an important role for the company's success. There are uncertainties and doubts about the effectiveness of the strategy implementation and whether the formulated strategies will actually be implemented in full.

- A poor understanding of the strategy among the workforce and ineffective communication of the strategy to the workforce are the main obstacles to effective strategy implementation. Strategic leadership is not seen as a major obstacle to effective strategy execution.

- From the list of factors given, strategic leadership is perceived as the most important driver of strategy implementation.

- Strategic leadership makes a positive contribution to the effective implementation of a strategy within an organisation.

3.7. VARIABLES FOR IMPLEMENTATION OF YOUR RESEARCH

**Table 7. Independent variables**
Source: own design

Authors and work (chronological order)	Organization structure	Organization culture	Organization Leadership	External Organization factors
Waterman RH, Peters TJ, Phillips JR (1980): Structure Is not organisation	●		●	
Wernham R (1984): Bridging the Awful Gap between Strategy and Action	●			

Authors and work (chronological order)	Organization structure	Organization culture	Organization Leadership	External Organization factors
Alexander L. (1985): Successfully implementing strategic decision	●		●	●
Eisenstat R. (1993): Implementing strategy: developing a partnership for change	●		●	
Wessel J. (1993): The strategic human resource management process in practice	●		●	
Eisenstat R. (1993): The case of the sales-driven company	●			
Sandelands E. (1994): All talk and no action? Perish the thought				
Miller S (1997): Implementing Strategic Decisions: Four key Success Factors	●	●		
Al-Ghamdi, S. (1998): Obstacles to successful implementation of strategic decisions	●			●
Beer, M., Eisenstat R.A. (2000): The silent killers of strategy implementation and learning	●		●	
Allio M.K. (2005): A short, practical guide to implementing strategy	●			
Hrebiniak L.G. (2006): Obstacles to effective strategy implementation	●	●		
Kalali, N.S., et al. (2011): Why does strategic plans implementation fail? A study in the health service sector of Iran	●	●		●

3.8. MODEL FOR THE STUDY – MICRO AND MACRO LEVELS

F**igure: 10. Strategy Implementation Framework and key Variables**
Source: Own
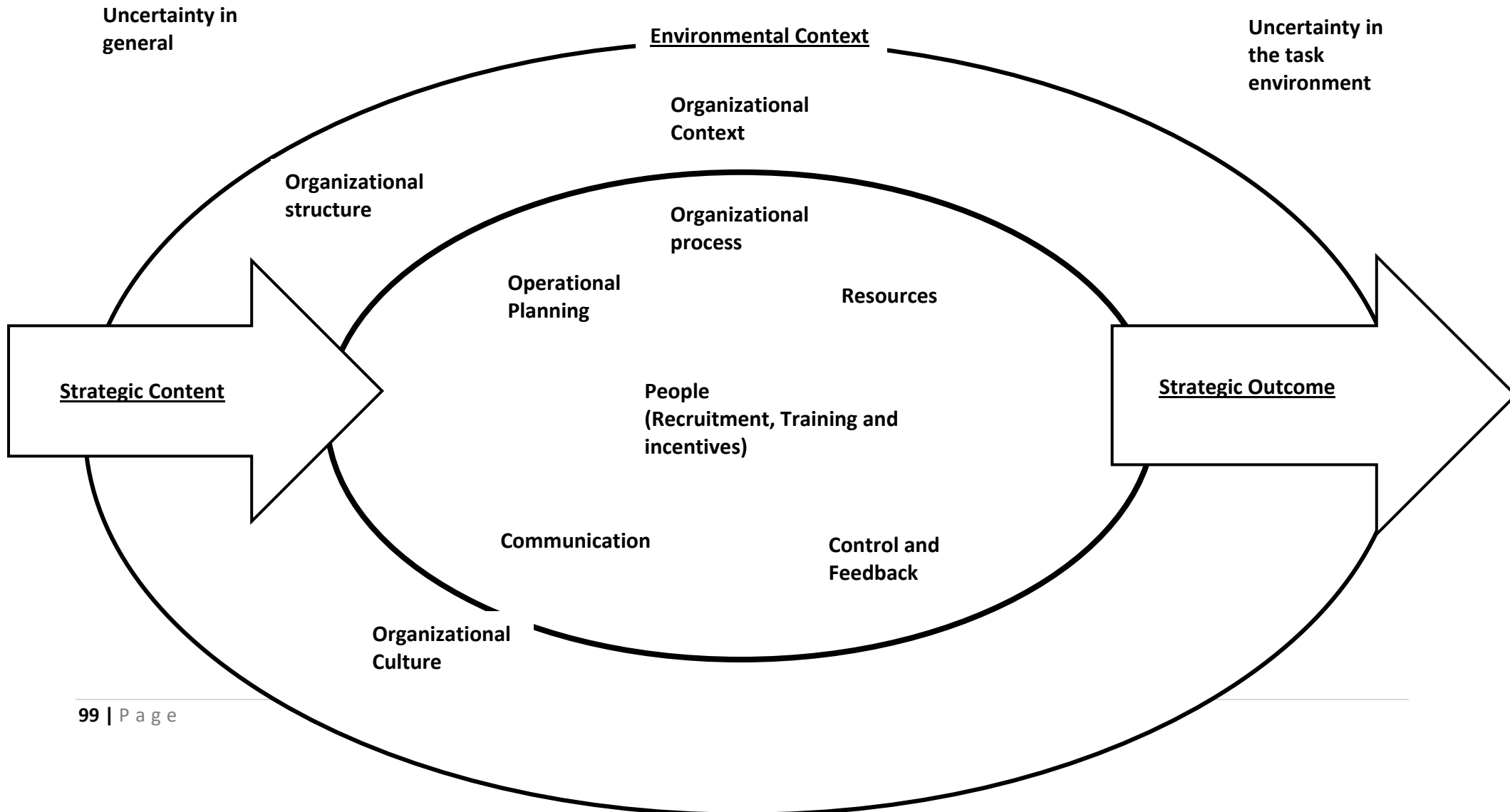
It is evident from the review of frameworks that multiple factors must be considered simultaneously when developing and implementing a strategy or strategic decision. In conclusion, of his review, Okumus (2003: 875) identified 11 key constraints, namely:

- poor strategy development
- environmental uncertainty
- organisational structure
- organisational culture not conducive for strategy implementation
- unclear leadership roles
- lack of operational planning
- lack of resource allocation
- lack of communication
- people and human resources shortages, including skills and competencies
- lack of control
- lack of outcome.

Okumus (2003) notes that these factors are common suggestions of key elements for consideration when implementing strategy; but the list should not be regarded as a definitive one. Okumus (2003) goes further by grouping the 11 elements into four categories, namely:

- o *Strategic content* includes the development of strategy.
- o *Strategic context* is further divided into external and internal context.

The former includes environmental uncertainty and the internal context includes organisational structure, culture and leadership.

- o *Operational process* includes operational planning, resource allocation, people, communication and control.
- o *Outcome* includes results of the implementation process.

3.9. CONCLUSION

This chapter has alluded to the theoretical framework which serves as an epistemological guide or an appraisal and evaluation tool that helps to interpret the knowledge presented in a study. In doing that, major theoretical frameworks applicable to this study have been analysed and discussed. This has been foregrounded with a discussion on influential theories in the past and present in the theoretical discourse.

The purpose, assumptions and applicability were then discussed in relation to the theoretical basis of this study. This assisted me to link to topic, problem statement, sub-problems and related the framework to the research design, findings, recommendations and conclusions. The second part of this chapter dealt with the definitions and descriptions of key concepts. This included the main things to be studied, key factors, concepts, or variables and the presumed relationships among them. Various interpretations of the different concepts was done.

In the next chapter research designs and methods will be espoused.

CHAPTER 4

RESEARCH DESIGN AND METHODS

4.1   INTRODUCTION

This chapter describes the methodology used in undertaking the study. The section covers the research design, the target population, data collected, sampling frame, sample and sampling techniques. The data collection instrument, data collection procedure, validity and reliability of the instrument and the data processing and presentation are also discussed. Lastly, the analytic techniques used for data analysis are presented.

4.2.   RATIONALE FOR EMPIRICAL RESEARCH

The decline in service delivery has been endemic in South Africa to a point of paralysis. The existence of the government and its delivery units, i.e. departments, municipalities and corporate bodies, is to provide quality service in order to improve the quality of life for all.

Media and general public opinion paint a negative picture of the government's efforts and performance in fulfilling its mandate in general, and NWDoE in particular. Either the department is not able to develop strategies or they fail to implement the strategy. Any case study that unravels this mystery is welcome.

To do justice to this case study, the theoretical and conceptual frameworks including their connections to strategic planning must be understood. Therefore, it must be shown sensitively how the public service differs from the private sector in the implementation and institutionalisation of strategic management interventions. This case study has present such.

This case study pointed and described strategic implementation design and implementation obstacles inherent in public service in general and NWDoE in particular. This study explored factors that influence implementation of strategic plan

in the NWDoE. When the implementation of the education strategy is fixed, half the work in finding service delivery will be done, and the quality of life for all will hopefully improve.

The beneficiaries of this work are many. Universities, research institutions, ministries, provincial authorities and the Office of the Premier, the national government, the DPME and the Treasury could benefit. This case study aimed to add value or to contribute both on the theoretical/conceptual level and on the functional/practical implementation of strategic management in the NWDoE. Furthermore, this case study unraveled contextual and contingent complications in implementing the strategy in the NWDoE. The transition of strategic management from the private sector to the public sector has created a theoretical vacuum that this case study attempts to fill.

This case study has pushed the boundaries of strategic management knowledge and gave new impetus and panache to public service. Owing to the difficult budget and size of the NWDoE, the recommendations should have internal consistency and conceptual rigour to bring planning, budgeting and reporting together in a way that makes the department a learning organisation. This case study provided a scientific basis for recommendations that could be adopted by public services at national level.

This case study brought new and fresh air to the strategic management discourse within public service, with particular reference to education in general and to NWDoE as a business entity. It hopes to support the NWDoE in streamlining its business processes to achieve its strategic outcomes and identifying other departments and academic institutions that could benefit from the case study.

4.3.   RESEARCH DESIGN

Research philosophy is the researcher's understanding of knowledge and how it approaches knowledge development (Saunders et al. 2007). Numerous disciplines have their own categories and associations for research philosophy, which ranges from positivism to realism, objectivism, subjectivism, interpretivism, and pragmatism, among many other philosophies (Saunders et al. 2007). However, positivism and interpretivism, two opposing main research philosophies, are adopted in the field of

economic and management research (Healy & Perry, 2000). These two crucial approaches to research philosophies are ontology and epistemology.

Ontology, according to Healy & Perry (2000), is the study of truth (reality) by researchers without the involvement of social actors, and epistemology is the relationship between that truth (reality) and the researcher (Abdulrahman 2019). The methodology is how researchers approach this reality for study. Whether social entities should be viewed as objective (positivistic) or subjective (interpretivist) is a topic of ontology (Saunders et al. 2009). The discussion is summarized in the next graph.
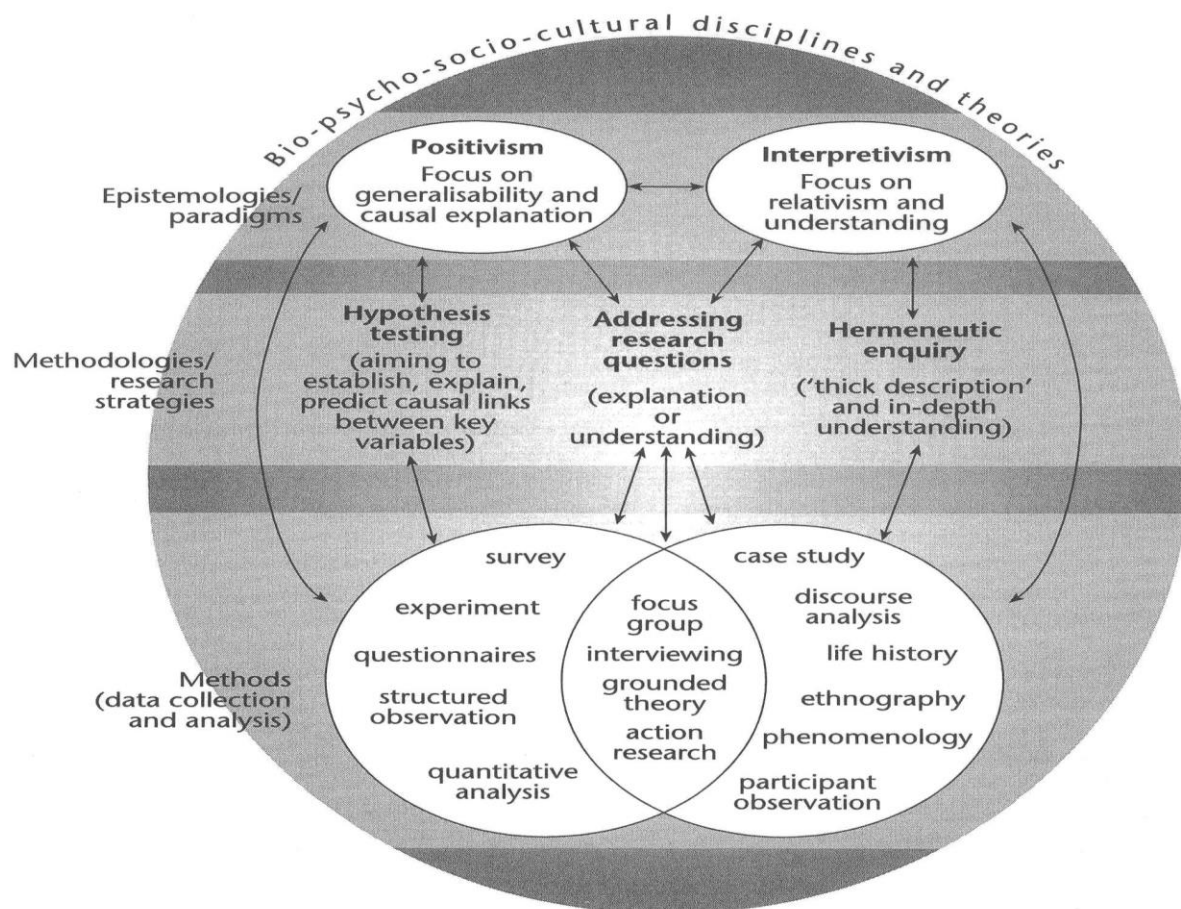
Figure: Research design disciplines and theories
Source: Niewenhuis (2018)

4.3.1. Research paradigm

The analysis of the NWDoE's strategic management implementation is the subject of this case study. The interpretivist/constructivist paradigm is supported by this. The interpretivist paradigm's goal is to comprehend how subjective human experience is understood (Guba & Lincoln, 1989).

This worldview offers a clearer understanding from which to interpret the data. Greek for aetiology is "pattern" (Kivunja & Kuyini, 2017). The fact that a paradigm encompasses four elements—epistemology (knowledge—how you come to know; how do you broaden or justify knowledge), ontology (nature of existence, reality, meaning, elements of reality/the truth), methodology (design, approaches/procedures), and axiology (ethical considerations)—is pertinent (Guba & Lincoln, 1989). When selecting a paradigm for this case study, these factors are considered.

Because it acknowledges the subjective reality that results from social actors' participation in research processes and the creation of meaning, this study has chosen subjectivism as its ontological stance (Saunders et al. 2003). Subjectivism encourages the development of context-specific theories that relate to contextual knowledge and frameworks and use them to advance empirical research, giving the researcher the chance to understand strategic issues and inform research about strategic processes (Abdulrahman 2019).

To understand the implementers' perceptions of the strategy execution process, the author felt it was crucial to engage with them. This interaction and the examination of pertinent contextual information contained within the NWDoE were made possible by subjectivism. To comprehend specifics of the strategy implementation process, the case study approach and the research questions derived from it were consistent with this subjectivist position (Yin, 2009). The qualitative investigation of socially constructed reality in relation to strategy implementation is further supported by the fact that strategy processes are complex, fluid and dispersed across time and space (Langley,et al 2007).

Abdulrahman (2019) adds that interpretivism allows for a variety of viewpoints on a research issue. It is significant because it highlights how important it is for the researcher to see the world through the participants' eyes (Greener, 2008). Interpretivism is pertinent for this case study from an ontological perspective because it is interested in the relativist realities that exist in any research topic, including this case study (McKenna, Richardson, & Manroop, 2011). Furthermore, the subjective epistemological posture is required by this case study on the NWDoE. The interpretive

paradigm emphasises the social context and the complexity of human understanding of the phenomenon (Kaplan & Maxwell, 1994; Orlikowski & Baroudi, 1991). Interpretivism has a subjective perspective on reality. Individual realities help people shape the world. As a result, meanings are created by people as they interact with the outside world (Orlikowski & Baroudi, 1991). In the end, reality is conceptualised and socially manufactured (Bogdan & Biklen, 1998). The constructivist paradigm is another name for this approach. The participants will create the reality of the NWDoE implementation. The participants in this study are expected to construct and interpret their reality. This directly influences the gathering and analysis of data. The ideal option for this case study.

This case study's ontology, epistemology and axiology are in line with constructivist or interpretivist paradigms. This paradigm presupposes a naturalist methodology (data gathered through interviews and discourses in a reflective manner between researcher and participant), a subjectivist epistemology (the researcher constructs knowledge through interaction with participants), a relativist ontology (multiple existence of reality that can be explored through researcher - participant interaction), and a balanced axiology (outcomes of the research will reflect balanced ethics/values) (Strauss & Corbin, 1990).

4.3.2. Research design: qualitative case study design

To ensure that the study's various components are integrated logically and effectively to answer the study's research questions, this is known as research design. It also includes the roadmap for data collection and analysis.

The case study's design of choice was a descriptive, qualitative, retrospective, single-case study methodology. This is supported by the study's research problem.

Inadvertently, a descriptive qualitative case study is compatible to a relativist ontology.

> *There is no objective world or truth; everything is relative and created by social beings. How we interpret the world belongs both to what is interpreted and to a system of interpretation* (Guba & Lincoln, 1994:104).

The perceived truth is a creation of the individual's mind and thoughts. There is no such thing as value-free research; everything is influenced by the researcher's norms and values, which are formed by culture and society (Guba & Lincoln, 1994:155).

This case study therefore has relative and subjective ontologies and is grounded in constructivist paradigms. A naturalist strategy is necessary for this case study. This study was able to develop a framework by prioritising its research components, including its philosophical underpinnings, research orientation and the type of research request. It is established that using a variety of data sources, the qualitative case study method enables a meagre investigation of a current phenomenon in its actual setting (Yin, 2014). One case study can be used for research.

This method has the advantage of allowing participants to tell their stories while also bringing researchers closer to them (Yin 2009). Researchers are better able to comprehend participants' behaviours as they describe their perception of reality – thanks to these stories (Yin 2009). The case study methodology was deemed to be the most appropriate to further the research objective given the interpretive stance taken in this study and the nature of the research questions. This study bases its methodology on the work of Yin (2009 to identify current trends. In general, her methods are thought to be very appropriate for methodically guiding this thesis and the research questions, especially with regard to the variations in strategy implementation patterns and the implications of various factors.

4.3.3. Research strategy

The general viewpoint a researcher adopts while conducting research is referred to as the research approach. It entails picking a suitable research direction capable of developing or testing hypotheses regarding the phenomenon being studied (Saunders et al. 2007). Two different research methodologies are highlighted by Saunders, et al. (2007) – the deductive methodology and the inductive methodology. This investigation will use both. The application of data allows for the testing of theories based on deductive investigation. Data, however, may also point to emergent theories that could affect the deductive process's conclusion. Deductive and inductive reasoning are complementary processes.

The method's steps are as follows: gathering data, analysing that data to derive a statement, using that statement to form a model or theory that can then be tested or altered through additional data gathering. In conclusion, the deductive approach is the opposite of the inductive approach, where a researcher gathers data and develops a theory as a result of the data analysis. (Saunders et al. 2007).

4.3.3.1. Case study research strategy

A case study approach was used in this study. A case study research strategy is an empirical investigation that looks at a current phenomenon in its actual setting, particularly when the distinctions between phenomenon and setting are not immediately obvious (Yin, 2003). This is relevant to the NWDoE as a case study. This definition highlights several case study characteristics that are important to consider.

First, the author acknowledged that the distinction between the phenomenon and the context is frequently hazy in real-world contexts. Second, the case study deals with specific circumstances and makes use of a variety of sources of evidence while also utilise theoretical recommendations to direct the gathering and analysis of data.

Yin (2003) asserts that the case study research strategy is the best option when it is difficult to distinguish clearly between phenomenon and context. The use of a single case or a limited number of cases. However, this is not included in Yin's definition, which is an important component of the case study.

4.3.3.2. Rationale for choosing the strategy

.

The rationale for choosing the case study research strategy was based on the following considerations (Yin, 2003):

- the focus of the study is to answer "how" and "why" questions;
- you cannot manipulate the behaviour of those involved in the study;
- you want to cover contextual conditions because you believe they are relevant to the phenomenon under study; or
- the boundaries are not clear between the phenomenon and context.
  - o

This study examined the variables that affect the NWDoE's ability or otherwise to implement strategic plans. What, how, and why are required in this. What are the variables, how do they affect implementation, and why do some of them matter more than others? The NWDoE in this case, and more specifically the implementation of the strategic plan, is affected by these factors when making decisions. Without taking decisions made within the NWDoE's context into account, the author might miss the full picture of the Department.

4.3.3.3. Unit of analyses / case

According to Miles and Huberman (1994), a case is a phenomenon that only happens in a specific setting. Practically, the NWDoE case serves as our analytical unit. The sample is referred to as the unit of analysis, and it is up to the researcher to decide whether to break down the material completely or into smaller units. For instance, the researcher must choose whether or not to separately analyse data from women and men or data gathered at various points in a person's life. The researcher bases this choice on the objective to be met, and each unit of analysis suggests a different area of study focus. Choosing what the researcher will do is the crucial decision-making step in this process.

The research question for this case study is: To what extent do we understand the implementation of the strategic plan of the NWDoE?

The phenomenon investigated is the ***implementation*** of the strategic plan. The focus will be on the factors that influence the implementation of the strategic plan in the NWDoE. This phenomenon will be investigated within the bounded context of the NWDoE between 2020 and 2021.

4.3.3.4. Binding the case

In this section, highlighted what this study is not. One of the most frequent mistakes made when conducting case studies is that the research question or topic is too broad or has too many study objectives (Yin 2003). Setting case boundaries has been advocated as a solution by several authors, including Yin (2003) and Stake (1995), to

avoid this issue. The following are some tips for binding a case:

- by time and place (Creswell, 2003);
- time and activity (stake); and
- by definition and context (Miles & Huberman, 1994).

Binding the case ensures that this study remained within a reasonable scope.

The boundaries or demarcations of this case study are:

- This is a single case study of the NWDoE.
- The period of study is from 2020 -2021.
- The implementation (as defined) of strategic plan (as defined) will be the phenomenon investigated with focus on factors (as defined) influencing implementation.
- The focus will be on NWDoE corporate (not districts).

4.3.3.5. Issues or propositions

Propositions for this case study came from the literature, personal/professional experience, theories, and generalisations based on empirical data. Theses propositions assisted the study to stay focused and they will later guide the data collection and discussion.

Later, the data collection and discussion are directed by these suggestions. Each proposal helps to narrow the focus of data gathering, establishes the course and scope of the study, and when combined, the proposals serve as the foundation for a conceptual structure or framework (Miles & Huberman, 1994; Stake, 1995).

Each proposition will served to focus the data collection, determine direction and scope of the study and together the propositions form the foundation for a conceptual structure/framework.

The variables of interest are:

- organisational culture
- organisational structure
- organisational leadership
- external organisational factors.

4.5. RESEARCH METHODS

This section discusses the study's research methodology, clarifies the techniques the researcher employed, and provides justification for those methods. Also discussed are the research instrument's reliability and validity as well as the research's ethical considerations. The study's research design also includes discussions of the study's guiding principles, its methodology, and its approaches and techniques.

The research methodology that was used to carry out the study's goals and respond to its research questions is also described in this section. Therefore, the chapter provides an overview of the methodology and research design. Additionally, the methods for gathering, gathering, processing, and analysing data are discussed, along with the steps and measures to ensure good validity and reliability.

4.3.1. Main Research Question

- To what extent do we understand the implementation of the strategic plan of the NWDoE?

4.3.2. Research sub-questions

- How does the NWDoE implement its strategic plan?
- What are the implementation determinants of the strategic plan in the NWDoE?
- What are the factors impeding strategic plan implementation in the NWDoE?
- Can an implementation framework/model be developed for the NWDoE?

4.3.3. Sampling

The use of multiple data sources is a defining characteristic of case study research, a tactic that also raises the credibility of the data (Patton, 1990; Yin, 2003). Semi-structured interviews and documentation will serve as the study's primary data sources. Researchers using case study research have an advantage over other qualitative methodologies in that they can gather and integrate quantitative survey data, allowing for a more comprehensive understanding of the phenomenon being

studied.

A qualitative data collection method was used in this study. By decoding, translating, and describing naturally occurring phenomena in the social world, qualitative techniques aim to provide a deep understanding of meanings rather than frequencies (Easterby-Smith et al., 2002). In qualitative studies, data are typically gathered through interviews, observations and case studies.

Images, visions, written and spoken words, recorded sounds, as well as shapes and structures in various media are all categorised by Polonsky & Waller (2005) as data collection methods. Semi-structured interviews were selected as the study's data collection method because they are a good fit for gathering qualitative data.

According to Patton (2002), qualitative data collection methods are time-consuming and overly exacting for both participants and researchers. According to Silverman (2000), the philosophical perspectives of qualitative researchers frequently affect how much interaction, flexibility and reflexivity are used when gathering data. Qualitative methods, however, frequently present opportunities to comprehend aspects of human behaviour and thinking that would otherwise be impractical or unethical to study with other methods because of their profound, multifaceted approach.

There was much reading for this study. Usually, only a portion of the content is used in creating the coding frame to prevent cognitive overload. So, picking the right quantity of material is the first step in building a frame. The material is chosen according to the criterion that it reflects the full range of data sources (Schreier, 2012).

4.3.3.1. Define the population from which units of text are to be sampled

Population, in this respect, does not only refer to people but text as well. In the case of this study it refer to both qualitative survey and documentary analyses. A population is made up of all instances that satisfy particular criteria (Paton, 2002). Population is defined as the totality of all cases that meet specific criteria and refers to the entire group of people, events, or objects with a common observable characteristic (Nachiamas, 2008; Mugenda & Mugenda, 2008; Kothari, 2004).

Target and accessible populations are defined by Borg, Gall and Gall (2007) as two distinct population types. All individuals who are part of a real or imagined group of individuals, occasions, or things from which a researcher hopes to extrapolate his findings constitute the target population. The accessible population, on the other hand, consists of everyone who could reasonably be included in the sample.

According to Ngechu (2008), a population is a clearly defined pool from which a sample is taken that is defined (Blanche, Durrheim & Painter, 2006). All corporate senior managers/officials of the NWDoE and documents taken from the department make up the population in this case study (reports, minutes, etc).

i. Documents

When choosing documents, the following factors must be considered (Schreier, 2012):

- What is the history of the document and where has it been?
- What circumstances led to the document's availability (public domain, special circumstances)?
- What assurance is there that the document is pertinent, correct and timely?
- Is the document's integrity unimportant?
- Has the document undergone any changes?
- Is the document accurate given the circumstances and the goals for which it was created?
- Who wrote the document, and what was their motivation (possible bias)?
- What informational sources—original, secondary, and other—were used to produce the document?
- Exist any additional sources that could be used to validate the data in the document?

This will involve structured content documentary analyse of the following documents:

Table 8: Documents for analyses
Source: Own

Number	Document Selected	Date	Data Units(n)
1	Performance information policy	2021/22	1
2	Strategy implementation framework	2021/22	1
3	Strategic plan	2019/20	1
4	DPME; OTP; DBE report	2019/20	3
6	NWDoE Strategic planning Lekgotla report	2019/20	1
7	Mid MTSF review report	2019 -2021	1
8	Annual Performance plans	20220/21 2021/22	2
9	Operational plans	2020/21 2021/22	2
10	Departmental Quarterly review reports/minutes, Branches and Chief Directorates	2020 (Q1,2,3,4) 2021(Q1,2,3,4)	8
11	Internal audit reports on performance information reports	2020 2021	2
12	Auditor Generals reports	2020 2021	2
13	Annual performance reports	2020 2021	2
14	Departmental Management team minutes/reports	2020 (Q1,2,3,4) 2021(Q1,2,3,4)	8
15	Human Resource Administration: HR plan	2020 2021	2
16	Financial Management services: Vote 9	2020 2021	2
17	SMT minutes	2020 2021	8
Total population			n=46

ii.   Qualitative survey

Semi-structured interviews were conducted as a method of triangulation in an effort to create integrity of my data. Owing to their propensity to enable in-depth research, interviews are a common method of data collection in qualitative research (Sheard, 2011). Sheard (2011) responds that interviews are one of the best ways to access experiences, thoughts and opinions when asked why interview data is preferred. This

study is interested in learning different management levels' perspectives and experiences with the strategic plan's implementation.

This research therefore chose qualitative survey over other qualitative methods such as focus groups or participant observation, as this was seen as the greatest way to identify the richness and depth required.

This research used qualitative survey as a method of data collection and favours them over structured or unstructured interviews because of a) the flexibility it offers; b) its ability to allow contextual problems to arise without the bias or preconceived ideas of the researcher; c) the recognition that respondents may perceive realities differently and the ability to justify why they think the way they think.

The target population included all deputy director generals, chief directors, directors, deputy chief education specialists and deputy directors. This totals to 108 officials.

Table 9: Sample frame
Source: Own

Category	HOD	DDG	CD	D	DD	CES	DCES
Total	1	3	6	44	44	43	20
Grand total: 108							

4.4.4.2. Sampling.

For this case study, *purposive sampling* was recommended for both documents and interview candidates. A sample is an accurate representation of the entire population being studied (Kothari, 2004). A sample, according to Borg, Gall, and Gall (2008), is a carefully chosen subgroup that accurately reflects the characteristics of the general population.

According to Orodho (2003), sampling is the process of choosing a representative of a population from which research can be conducted and study results can be extrapolated to the population at large. However, scientists have come up with a

general formula for choosing the sample size. For experimental research, Borg et al. (2008) advise a minimum of 15, for correlation research, a minimum of 30, and for survey research, a minimum of 100. Similar to this, a statistical technique by Mugenda & Mugenda (2008) claims that a 20% sample is adequate.

i) **Documents**

The systematic review and evaluation of documents—both printed and electronic (computer- and internet-based) materials—is known as document analysis. Document analysis requires data to be examined and interpreted to uncover meanings, gain understanding, and create empirical knowledge, just like other analytical methods in qualitative research (Corbin & Strauss, 2008;). Documents including (words) and pictures that were taken without the researcher's help. Other undetectable or undetectable evidence, such as cultural artefacts, is not considered for the purposes of this discussion.

Documents are referred to by Atkinson & Coffey (1997) as social facts that are created, disseminated, and used in a socially organized way (p. 47). There are various formats for the documents that can be used for a systematic analysis within the context of a study. They include advertisements, agendas, attendance sheets, and meeting minutes, manuals, background papers, books, pamphlets, diaries, and journals, event programmes (i.e., printed schedules), letters and memos, and more. Charts and maps; newspaper clippings (with artwork, etc.);

The following documents were sampled from the population. When choosing documents, the following factors must be considered (Schreier, 2012):
- What is the history of the document and where has it been?
- What circumstances led to the document's availability (public domain, special circumstances)?
- What assurance is there that the document is pertinent, correct, and timely?
- Is the document's integrity unimportant?
- Has the document undergone any changes?
- Is the document accurate given the circumstances and the goals for which it was created?

- The following guidelines/recommendations were used to select the documents for this study

The researcher as an analyst has established that:

- whether the content of the documents fits within the conceptual framework of the study, and how relevant the documents are to the research problem and goal.
- the chosen documents' veracity, reliability, correctness, and representativeness.
- completeness in the sense of being selective or comprehensive (covering the subject entirely or broadly) (covering only some aspects of the topic).
- whether the documents are balanced (equal) or unbalanced (they contain a lot of detail on some aspects of the topic and little or no detail on other aspects).
- the original intent behind the writing, the impetus behind its conception and the target market.
- Information about the document's author.
- When assessing a document, the original sources of the information can also be useful.
- Consequently, this document was created.

Table 10 Documents for analyses
Source: Own

No.	Document Selected	Author	Date	Data Units(n)
1	Strategic plan	M&E	2016	1
2	NWDoE Strategic planning Lekgotla report	FMS&M&E	2019	1
3	Mid MTSF review report	M&E	2019 -2021	1
4	Annual Performance plans	SP	2020 2021	2
5	Departmental Quarterly review reports/minutes	S&G	2020 (Q1,2,3,4) 2021(Q1,2,3,4)	8
6	Internal audit reports on performance information reports	IO	2020 2021	2
7	Annual performance reports	M&E,IO &FMS	2020 2021	2
8	Departmental Management team	SG	2020 (Q1,2,3,4)	8

No.	Document Selected	Author	Date	Data Units(n)
	minutes/reports		2021(Q1,2,3,4)	
Total data units to be coded				n=32

ii)   Qualitative Survey

The case study followed the non-probability sampling method using the purposive sampling technique. This type of sample is based entirely on the judgment of the researcher in that a sample is composed of elements that contain the most characteristic, representative or typical attributes of the population that serve the purpose of the case study best.

A sample of the participants was chosen based on their ability to comprehend and contribute to the case study. The researcher also took a representative sample of the officials involved in the development of strategies, performance monitoring, sector performance evaluation, and budget processes. Similarly, according to a statistical method presented by Mugenda & Mugenda (2008), a sample size of 20% is adequate to represent a population.

The researcher also considered the fact that, despite being less expensive, a smaller sample would result in a larger sampling error than would a larger sample, which would result in a smaller sampling error and the precision needed for research but be more expensive. The study took care to avoid using large samples that might result in inefficient data collection while also avoiding the negative effects of using small samples (Shenoy, et al., 2002).

The researcher used a sample of 84 people drawn from corporate. The sampling frame of 108 officials has been developed. Total corporate comprises 108 made of one (1) head of department (HOD), three (3) DDGs, six (6) chief directors, 38 directors, 40 deputy directors, 10 CES and 10 deputy chief specialists. The researcher sampled 84 participants to participate in the qualitative survey.

4.4. DATA COLLECTION

4.4.1. Documentary analyses

Skimming (a superficial examination), reading (a deep examination), and interpretation are all parts of document analysis. Thematic analysis and content analysis are combined in this iterative process. The process of categorising information according to the main research questions is known as content analysis. The interpretive processes that convert conversation into text are obscured by content analysis (Silverman, 2000).

Transcripts of interviews and other types of conversation are only one aspect of a document. Additionally, the kind of content analysis, researcher advice against uses quantification in the manner typical of conventional mass media content analysis (although quantitative content analysis can be useful in providing a rough overall picture of the material being reviewed, with indications of the frequency of terms).

The researcher should exhibit the capacity to recognise pertinent information and distinguish it from unrelated information (Corbin & Strauss, 2008; Strauss & Corbin, 1998). Thematic analysis is a method of identifying patterns in the data, with new themes developing into categories of analysis (Fereday & Muir-Cochrane, 2006). The procedure entails reading the data again with great care and giving it a more focused review.

To find topics that are pertinent to a phenomenon, the reviewer closely examines the chosen data and, based on the data's characteristics, codes and creates categories. Predefined codes can be used, particularly when document analysis supports other study research techniques. For instance, the codes used in interview transcripts can be applied to document content. Data collected using various techniques is integrated using codes and the topics they produce. When choosing and analysing data from documents, the researcher must exhibit objectivity (appropriate presentation of the research material) and sensitivity (including subtle indications of meaning).

The researchers understanding of the socio-cultural, political and economic context in

which the social fund-supported sub-projects were created and carried out was aided by a thorough, methodical review of the documentation. The documentary evidence supported the investigation into the social fund and related phenomena (i.e. three related concepts: civic participation, social capital and empowerment). In addition to the research's rich context, the conversational situations in the documents before and after the research were very helpful. In this way, the researcher used information from documents to confirm information from interviews, and vice versa. The documents made available prompt more in-depth inquiries. Document information also revealed occasions or circumstances that required attention.

When studying the same phenomenon, document analysis is frequently used in conjunction with other qualitative research techniques to create a triangulation or combination of methods (Denzin, 1970). The qualitative researcher is expected to rely on multiple sources of evidence (at least two), i.e., seek convergence and validation by utilising various data sources and research techniques. Interviews, participation in or absence from observation, and physical artefacts are other sources besides documents (Yin, 1994). The researcher attempts to present a credible confluence of evidence by triangulating data (Eisner, 1991). The researcher can confirm findings across data sets by examining data collected using a variety of techniques, which minimises the impact of potential biases that may develop in a single study.

Document analysis works well as a research technique for qualitative case studies, in-depth investigations that give in-depth accounts of a single phenomenon, event, organisation, or programme (Stake, 1995; Yin, 1994). Data on the context in which the participant operates; B. Non-technical literature, such as reports and internal correspondence, is a potential source of empirical data for case studies (Mills, Bonner & Francis, 2006). Additionally, as Merriam (1988) notes, documents of all kinds can aid researchers in deciphering meanings, creating an understanding of them, and coming up with new insights related to the research problem.

In conclusion, documents offer background information and context, extra questions, extra data, a way to track changes and developments, and a way to review information from other data sources. Additionally, when events can no longer be observed or informants have forgotten specifics, documents can be the most efficient way to collect

data. The representativeness, accessibility, sample size, and generalisability of the findings are the four main concerns of sampling that apply to the selection of texts.

4.4.2. Qualitative survey

First, the social constructionist and interpretive position adopted required more interaction between the researcher and respondents, which influenced their interpretations of the reality of strategy implementation and the development of socially constructed knowledge, leading to the choice of qualitative survey as the data collection method for this research (Flick, 2009). Second, the qualitative survey proved useful for understanding the key meanings that respondents attach to the social reality they experience given the complexity of the phenomenon and the population under study.

The qualitative survey method for gathering data, according to Kothari (2011) and Cooper and Schindler (2011), entails posing questions, paying attention to the responses and recording them. The technique can be used with in-person or over the phone interviews (Kothari, 2011). The qualitative survey method's main benefits are that it allows for the collection of increasingly detailed information, the interviewer's ability to overcome any resistance, the creation of an almost perfect sample of the general population, and greater flexibility because there is always the potential for error. The researcher can typically regulate which respondents responded to the questions and the personal data that can be obtained if the questions are restructured. The information gathered by this method significantly improved the drawing of conclusions and conclusions regarding the study.

4.5. DATA ANALYSES

4.5.1. Content documentary analyses

According to Nieuwenhuis (2006), content analysis is a systematic method for identifying and condensing news content in qualitative data analysis. Using Palmquist (1993) as a source, Babbie & Mouton (2004) define content analysis as a technique for looking at words or phrases in texts found in books or interviews.

Babbie & Mouton (2004) claim that content analysis uses the appearance or repetition of particular words or phrases in texts to draw conclusions about the author of the text. According to Kleinheksel, et al. (2020), content analysis is predicated on the premise that text is a rich source of data with the ability to reveal important details about specific phenomena. To find similarities and differences, patterns and associations—both explicit and implicit—in groups of related categories of text, it is necessary to consider both the participant and the context. As a result of the method's adaptability and ability to be used in both qualitative and quantitative studies, it is regarded as fruitful in educational research.

To identify specific characteristics of a message, content analysis ws a qualitative data analysis technique that was used to objectively and methodically infer conclusions from the text (Babbie & Mouton, 2004: 492).
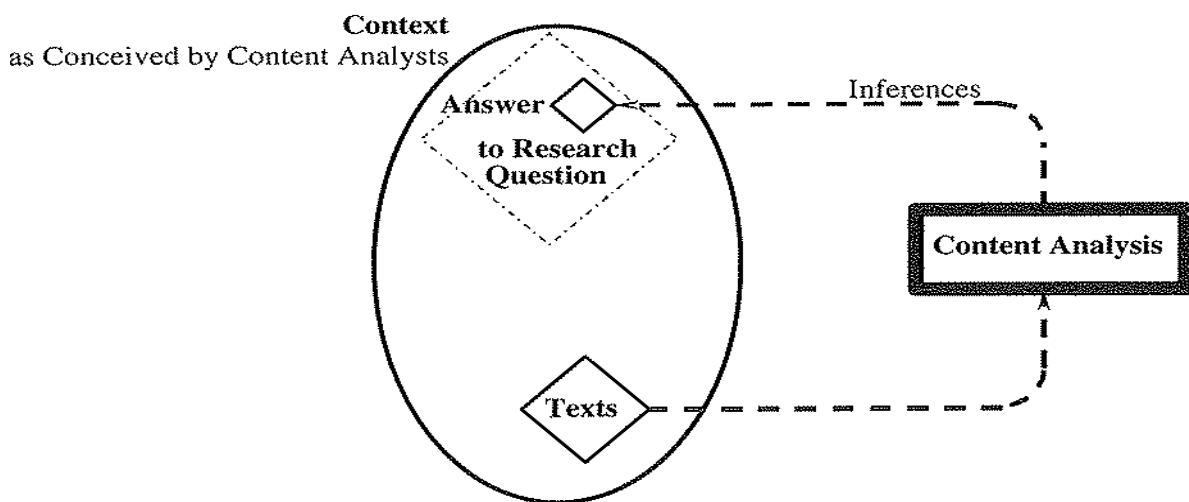
Figure 12 Content analyses: making meaning from text
Source; Kripendorf (2004)

These categories show communication that is either explicit or implied (Hsieh & Shannon, 2005). According to Abrahamson (1983), almost any type of communication material can be successfully analysed using content analysis, including narrative responses, open-ended survey questions, interviews, focus groups, observations, and printed media like articles, books, or manuals (as in Hsieh & Shannon , 2005, p. 1278). This is a covert method because data can be gathered with or without direct contact with the subjects being studied. The flexibility to use inductive, deductive, or a

combination of both approaches in data analysis is a distinctive feature of qualitative content analysis. The capacity to extract latent and manifest content meanings comes in second.

The purpose of the qualitative content analysis is to thoroughly describe the significance of the materials in a way that the researcher has indicated from the research questions (Schreier, 2012). Although both grounded theory and qualitative content analysis use coding techniques, content analysis concentrates on extracting categories from the data rather than looking for relationships between categories or developing theories.

In this study, directed content from abysses was be used. In content analysis, the purpose of a directed approach is to conceptually validate or develop a theoretical framework or theory. The focus of the research question can be aided by existing theory or research. To help choose the initial coding scheme or the connections between the codes, it can offer predictions about the variables of interest or about the relationships between variables. Deductive category application is what it is (Mayring, 2000). A more structured process than with a traditional approach directs content analysis when using a directed approach (Hickey & Kipping, 1996).

It is crucial to note that this study highlights the use of QCA to use qualitative data to support or refute theories about how strategic plans are implemented in the public sector, with a focus on the NWDoE. Scholars like Elo and Kyngs (2008), Zhang and Wildemuth (2009), Graneheim & Lundman (2004), Mayring (2000), Patton (2002), Miles and Huberman (1994) and Tesch (1990) have all directly influenced the development of the researchers QCA approach.

The case study data in this study show that qualitative content analysis is appropriate. It claims that qualitative content analysis has a process of exploration and a goal of prediction or inference (Krippendorff, 2004). By developing models or conceptual systems, Elo & Kyngas, (2008) highlight its capacity to reduce data to concepts, which is helpful for describing the research phenomenon (Shannon, 2005; Morgan, 1993). Because of qualitative content analysis' exploratory and inferential nature as well as its capacity to develop conceptual models to describe phenomena, it was a good fit

for the case study data used in this study. In addition, the case study approach used in this work produced an unexpectedly rich text suitable for qualitative content analysis because of the depth of interaction between the researcher and the respondents. The goal of the case study analysis was to qualitatively pinpoint organisational culture and strategy implementation problems to avoid using quantitative methods like frequency analysis in the report. In contrast to its quantitative counterpart, qualitative content

Authors	Factors
Peter and Waterman (1982) McKinsey's 7 S	Structure, style, staff, shared values, skills, system, strategy.
Wernham (1984)	Resources, confidence, others delivering what they promised, information and back-up materials.
David (1984)	Motivation, leadership and direction skills, co-ordination.
Skivington & Daft (1991)	Intended strategy, structure, system, interactions, formalization, centralization, integration, sanctions.
Roth et al (1991)	Coordination, managerial philosophy, configuration, formalization, centralization, integration mechanisms.
Hrebiniak (1992)	Leadership, facilitating global learning, developing global managers, having a matrix structure, working with external companies.
Yip (1992)	Organisational structure, culture, people, managerial processes.
Eisenstat (1993)	Competence, Co-ordination and commitment.
Bryson & Bromiley	Context, process, outcome
Sandelands (1994)	Commitment, time, emotion and energy.
Lingle & Schieman (1994)	Market, people, operation, adaptability, and environmental factors.
Okumus(2001)	Content, context, process, outcome.
Peng ve Litteljohn	Structural arrangement and the selection and development of key roles.
Higgins(2005)	Strategy and purposes, structure, system, and processes, style of a leadership, staff, resources, shared values, organisational culture and strategic performance.
Bimbaum(2007)	Action planning; organisational structure; human resources; the annual business plan: monitoring and the linkage- The foundation for Everything Else.

Table10: Factors and their proponents
Source: Self

analysis is typically used (Krippendorff 2009).

It involves deciphering codes to identify key ideas and utilising pertinent data and quotations for contextualisation to offer solutions to particular research questions. The process begins with gathering the data (recording/coding), is followed by specifying the unit of analysis (unification), creating categories and a coding scheme, testing the coding scheme on a sample of text, coding every text, checking for consistency in

coding, and finally reporting on the procedures and findings.

Deductive content analysis, according to Elo & Kyngs (2008), is frequently employed when a researcher wants to retest previously collected data in a different setting. When a study aims to describe a phenomenon, develop concepts, develop models, or when there is little existing theory or research literature on a phenomenon, Hsieh and Shannon (2005) also advise using the inductive approach. Instead, they advise directed content analysis when a researcher wants to expand a theory in a situation or context other than the one in which it was developed to provide supporting or contradictory evidence for an existing theory to complete the description of a phenomenon that has already been theorised, or to use the existing theory to inform how the research findings are discussed, The deductive approach, also known as the a priori template organisational style of data analysis, is advised by Crabtree and Miller (1999) and Elo & Kyngs (2008) for researchers who want to confirm pre-established hypotheses.

4.5.2. Hybrid CQA model (Own Model)

The researcher created a hybrid model specifically for this study. It combines the eight-step Schreier (2012), six-step Krippendorff (2004), and eleven-step Cohen, Manion, and Morrison (2007) models of QCA. The researcher combines the activities suggested by other QICA scientists, such as Miles & Huberman (1994), Hsieh and Shannon (2005), Boyatzis (1998), and Crabtree & Miller (1992 & 1999).

Phase/Step	Main authors

1. Unit of analyses
   a. Structuring
   b. Generating
   c. Defining
      i. Name
      ii. Description
      iii. Examples
      iv. Decision rules
	Cohen, Manion & Morrison (2007) Krippendorff (2004)

2. Segmentation/ coding and categorisation of data/ reducing data	Schreier (2012), Krippendorff (2004)

Phase/Step	Main authors
3. Data analyses/ Main analyses phase	Cohen, Manion & Morrison (2007), Schreier (2012), Krippendorff (2004)
4. Summarising/presenting findings/abductive inference	Cohen, Manion & Morrison (2007), Schreier (2012), Krippendorff (2004)
5. Speculative inference/Narrating	Cohen, Manion & Morrison (2007), Krippendorff (2004)

Table 10. : CA steps
Source: Own

Step 1: Define the units of analysis

This suggestion indicates the careful thought that needs to go into the selection of the units of analysis. It is assumed that the units of analysis will be classifiable into the same category text with the same or similar meaning in the context of the text itself.

This stage will follow the following steps: Structuring, Generating and Defining. Defining entails: Name, Description, Examples and Decision rules.

a) Structuring

Creating the major categories is referred to as structuring. These procedures may be idea- or data-driven. Concept-driven categories alone, though, might not capture all of this information. Because of this, concept-driven categories and data-driven categories are frequently combined. A concept-driven approach to creating main categories and a data-driven approach to adding subcategories are two ways to accomplish this. Building the categories for concept-driven work on prior knowledge involves using theory, exploratory research, common knowledge, and logic.

Researchers who want to confirm previously well-defined hypotheses should use the deductive approach, also known as the a priori template organisational style of data analysis, according to Crabtree & Miller (1999). Regarding the research methodology, academics do not recommend a specific method for carrying out either the inductive or the deductive approach to qualitative content analysis. There is no universal schema of content analysis, according to Krippendorff (1980) and Weber (1985), two of the field's pioneering theorists; rather, each discipline has its own rules and methods for conducting content analysis. This study used both inductive and deductive

approached. For this study, concept/ deductive main categories are:

Theories	Proponents	Main Categories /Themes/ Codes	Meaning and operational definition
Mckinzys 7s And Okomus implementation framework	Mckinzys 7s And Okomus	Organisational Strategic content,	
	Mckinzys 7s And Okomus	Organisational Strategic context	
	Mckinzys 7s And Okomus	Organisational process	
	Mckinzys 7s And Okomus	Organisational Outcome	

Table 11: Main deductive themes
Source: Own

The following steps were applied in developing these categories until the point of saturation (Schreier, 2012).

- Reading the material until a relevant concept is encountered.
- Checking whether a subcategory that covers this concept has already been created.
- If so, mentally 'subsuming' this under the respective subcategory.
- If not, creating a new subcategory that covers this concept.
- Continuing to read until the next relevant concept/passage is encountered.

1. **Schreier (2012)**
   1. Research question.
   2. Selecting material.
   3. Building a coding frame.
   4. Segmentation.
   5. Trial coding.
   6. Evaluating and modifying the coding frame.
   7. Main analysis.
   8. Presenting and interpreting the findings.
2. **Krippendorff (2004):**
   1. Unitizing
   2. Sampling
   3. Recording/coding
   4. Reducing data
   5. Abductively inferring
   6. Narrating the answer

3. **Cohen, et al (2007)**
   1. Step1:research questions
   2. Step 2: population
   3. Step 3: sample
   4. Step 4: context
   5. Step 5: Define the units
   6. Step 6: Decide the codes
   7. Step 7: the categories
   8. Step 8: Coding and categorizing
   9. Step 9: data analysis
   10. Step 10: Summarizing
   11. Step 11: speculative inferences

b) Generating

Creating subcategories for each main category is the act of generating. This is created using an inductive approach. There are several strategies to choose from when it comes to data-driven work (Schreier, 2012). These strategies, which broadly correspond to the structural (subsumption) and summative (progressively summarizing) types of qualitative content analysis, are subsumption and progressive summary, which are the most significant of them. Once the primary categories have been established, subsumption is an effective method for creating subcategories based on data.

c) Defining

Category definitions consist of four parts: Name of the main category and its description, subcategory (a sub-category name, definition, indicators, positive examples, and decision rules).

Step 2: Segmentation/ coding and categorisation of data/ reducing data

A code is a word or an acronym that is close enough to the thing it is describing for the researcher to immediately understand what it means (in this respect it is unlike a number when defining content and concepts, codes can be varying degrees of specific and general. Some codes might include others, resulting in a hierarchy of subsumption, subordination and superordination, and, in essence, building a code tree diagram.

The following is the extract of the draft thematic code frame (Annexure A). The study's codes will concentrate on the subjects' perspectives (Bogdan and Biklen 1992). To be true to the data, the codes themselves must respond to the data rather than being created beforehand. The researcher will therefore go through the information and assign codes to each piece of information.

The first task, according to Hammersley & Atkinson (1983), is to read and reread the data to become thoroughly familiar with them, noting any interesting patterns, any surprising, puzzling, or unexpected features, as well as any apparent contradictions or inconsistencies (e.g. between groups, within and between individuals and groups, between what people say and what they do).

Theories	Main constructs /main themes	Themes/ Categories / Codes	Meanings/ Operational Definitions	Subthemes/ Subcategories / Sub code	Indicators	Example
1.Okumus Implementation Framework (2015)	1.1.Strategic content	1.1.1.Strategy development	1.1.1.1.Strategy development refers to why and how a strategy is initiated	1.1.1.1.1.Strategy alignment		
				1.1.1.1.2.Clear goals		
				1.1.1.1.3.Expertise		
				1.1.1.1.4.Knowledge		
				1.1.1.1.5.managers involvement		
				1.1.1.1.6.impact of strategy		
	1.2.Strategic context	1.2.1.External context	1.2.1.1.The level of uncertainty and changes in the task and in the general environment.	1.2.1.1.1.Environment al uncertainty		
				1.2.1.1.2.Changes		
				1.2.1.1.3.market conditions		
				1.2.1.1.4.trends		
				1.2.1.1.5.development s		
		1.2.2.Internal context	1.2.2.1.Organisational structure: the form, department of work, professional duties and responsibilities, distribution of power and decision-making processes within the company.	1.2.2.1.1.organisation al structure.	1.2.2.1.1.1.Tasks changes	
					1.2.2.1.1.2.Roles changes ,	
					1.2.2.1.1.3.Decision-making	
					1.2.2.1.1.4.Information flow	
					1.2.2.1.1.5.Coordinatio n	
					1.2.2.1.1.6.Collaborati on	

Table12: Themes and categories
Source: Self

Step 3: Conduct the coding and categorising of the data

The analysis were done once the codes and categories have been established. This has an impact on how the text was actually assigned codes and categories. According to Kerlinger (1970), coding is the process of categorising respondents' answers to surveys and other information for the purpose of analysis. A data item was encoded when a category designation is assigned to it. This decision may be made beforehand or in response to the data that were gathered. According to Mayring (2004), the summary content analysis keeps fidelity to the essential content while condensing the material to manageable sizes. Data from the semi-structured interview and secondary data were subjected to content analysis procedures. Topics and issues were identified, and data are coded and categorised. By including various team members in the coding process, the reliability of the coders is regularly checked, strengthening it. Overall, the qualitative analysis process made it possible to systematically identify the most important issues and evaluate their relative importance and frequency. The variables in the statements are then given these topics and themes as data.

Procedure for a deductive method of qualitative content analysis is shown in Figure 10. Deductive strategy choosing the analytical units decision-making and category definition based on the previous theory data coding according to the specified categories changing the categories in general, the following were involved in data analysis: selecting the unit of analysis, creating categories, and establishing themes.

The determination of topics, the creation of categories and the choice of the analysis unit. The choice of analysis units was a crucial first step in the reduction process. Depending on the research questions, researchers should choose which data to analyse by concentrating on a particular aspect of the material. They could be all or just a portion of text data, like B. Interview, observation and drawing transcripts Large amounts of texts can be condensed into less content-specific categories by using categories. Objects in a category have a similar meaning and connotation (Weber, 1990). No data should fall into more than one category or between two categories; they must be mutually exclusive and exhaustive. Additionally, there must be enough categories created to include significant analysis. Since data frequently have more than one meaning or interpretation, researchers decided on the most effective categorisation strategy (Cavanagh, 1997). Creating a theme allowed the researcher

to organise the underlying meanings into categories (Graneheim & Lundman, 2004). The idea of a topic was interpreted in a variety of ways. For example, it can be used to describe a structural unit of meaning, which is crucial for presenting qualitative results and data analysis.

The concept of a topic has several interpretations: it is a way of describing a structural unit of meaning, essential for presenting qualitative results and analysing the data. Atlasti7 CACDAS will be used to code and analyse the data.

Step 4: Conduct the data analysis

The main analysis phase is where *all* material was coded. It is important to keep in mind that the coding frame can no longer be modified at this stage. Therefore, it is crucial that the frame is sufficiently reliable and valid before entering this phase.

A first step in the main analysis was to divide the remaining part of the material into coding units. In a next step, the material was coded by assigning these units to the categories in the coding frame. Because the frame has already been evaluated and revised, it was no longer necessary to double-code each unit. The exact amount of material to be double coded at this stage depended on the results of the pilot phase.

If only few changes were made following the pilot coding, double-coding approximately one-third of the material during the main analysis is sufficient.

The main coding results were entered into a coding sheet. For sections of the material that were only once coded as well as for sections that were double-coded and where the two rounds of coding agree, the final meaning of a unit was clear. Discussion and resolution of any coding issues were required.

The coding results were made suitable for answering the research question as the last step of the main analysis phase. When the units of coding are smaller than the cases listed in the research question, this is necessary. In this situation, the level of coding must be changed from the unit level to the case level. This was accomplished by developing a new data matrix where the rows now serve as cases and the columns still represent categories.

The researcher counted the frequency of each code or word in the text and the number of words in each category after the data have been coded and categorised. This was the retrieval process, which took many different forms, including words, codes, nodes, and categories. Some words may fell under more than one heading, such as when one heading serves as an umbrella heading and another as a subheading. To ensure reliability, Weber (1990) advises working on small text samples at first rather than the entire text to test the coding and categorisation and make adjustments as needed. It was best to analyse the entire texts because this maintains the semantic coherence of the texts.

It was essential to move on to associations between words and codes or to think about categories and their relationships because words and individual codes have a limited amount of power. By creating connections and relationships between the domains, it was possible to maintain the data's richness and "context-groundedness."

By looking for "underlying associations" (LeCompte & Preissle, 1993), supporting cases, and connections between data subsets, linkages were found. According to Weber (1990), it is better to retrieve text using categories rather than single words because categories tend to retrieve more information than single words because they include synonyms and conceptually similar meanings. Both word and category counts were possible. It was possible to specify the level of counting, for instance, using words, phrases, codes, categories, or themes. It is implied that the frequency of words, codes, nodes, and categories underscores the importance of those things.

The researcher listed the conclusions drawn from the text, search for trends, regularities, and connections among sections of the text, and test hypotheses. The explicit goal of statistical techniques was to summarise categories and data in order to calculate trends, frequencies, priorities, and relationships.AtlasTi7 was used to analyse material for relationships

At the stage of data analysis, several approaches and methods were used. This included
- extrapolations: trends, patterns
- indices: relationships, frequencies of occurrence and co-occurrence.

The argument assumed that what began as qualitative data—words—will now be transformed into numerical data for analysis. A qualitative version of the statistical procedures mentioned here was still possible if a less quantitative form of analysis is necessary. For instance, connections were create and relationships between concepts and categories while assessing the strength and direction of those connections (how strongly they are associated and whether the association is positive or negative respectively).

The pursuit of the identification of core categories was also beneficial. A core category is one with the most potential for explanation and to which all other categories and subcategories appear to be repeatedly and intimately related (Strauss, 1987). Counting, patterning (noticing recurrent themes or patterns), clustering (events, etc. which have similar features), relating variables, building causal networks, and connecting findings to theoretical frameworks were some methods Robson (1993) suggests quantitative inferences can be used to draw conclusions from qualitative data.

In the real world of qualitative data analysis, where fitness for purpose should be the guiding principle, paradigm purity was unacceptable. Additionally, it should be noted that Miles and Huberman (1984) strongly support the graphic presentation of data as a cost-effective way to reduce qualitative data. These images were used to display causal relationships as well as just to summarise data.

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The following statistical analyses were applied to both the *documentary* and *interview* results:

- **Tabulation:** of frequencies and percentages
- **Cross-tabulation**: presenting a matrix where the codes are the column headings and the variables are the row headings

According to Kombo and Tromp (2011), data organisation is an examination of the regularity of the data, which entails that the data are organised systematically. Data analysis is the process of reviewing the information gathered and coming to conclusions (Oso & Onen, 2011; Cooper & Schindler, 2011; Kothari, 2004; Mugenda

& Mugenda, 2008; Kombo & Tromp, 2011). Finding the underlying structures, removing important variables, spotting anomalies, and finding co-occurrences are all parts of data analysis. It entailed challenging the facts learned and making judgments.

Step 5: Summarising

At this point, the researcher wrote a summary of the key aspects of the situation that have been studied thus far. The summary highlighted crucial elements, crucial problems and crucial ideas, for further research. It was a pivotal point in the data collection process because it identifies the key themes, issues and problems that have so far emerged from the data (responsively) and offers directions for additional research.

The concepts employed combined those inferred by the researcher and those derived from the data (Hammersley and Atkinson 1983: 178). The researcher completed the initial stages of theory generation (Patton,1980). These are

- determining a research and analysis focus.
- organising, processing, ordering, and reviewing the data;
- developing categories, typologies, and labels;
- analysing the categories to determine where additional clarification and cross-clarification were required;
- expressing and typifying these categories through metaphors; and writing a qualitative description or analysis.

Step 6: Developing an implementation model/framework

The model was to determine the multiple directions of causality and the weightings of different associations in a pathway analysis of causal relations. This was an important stage, for it moved the research from description to inference. It required the researcher, on the basis of the evidence, to posit some explanations for the implementation of strategic plan by the NWDoE, some key implementation elements and possibly even their causes. A flow line model was generated for the implementation strategic plan of the NWDoE

4.5. ETHICAL MEASURES

4.5.1. Informed consent

Rubin & Bobbie (2008) and Bryman (2012) both agree that the issue of informed consent in research should be addressed. Participants signed the consent forms.

Deception

According to De Vos et al. (2011), deception is defined as an action or statement that conceals or misleads for one's own benefit. This might also be done with malice. It alludes to being dishonest with participants or wilfully misrepresenting the truth. Prior to conducting administering questionnaires to NWDoE participants, the researcher ensured that they have all received appropriate information about the study's purpose.

4.5.2. Voluntary participation

The questionnaire completion will not be required of the participants if they are not willing. Participation was optional. No one was forced to take part in a project, (Rubin & Babbie ,2008).

4.5.3. Confidentiality

According to Mouton (2001), it is essential to uphold the principle of anonymity at all times. Data gathered was treated with confidentially. Participants were assured that the answers to questionnaires   will be kept anonymous and confidential.

4.6. Conclusion

This chapter has offered justification for empirical research in terms of its importance and worth. This served as the foundation for the study's methodology and course of action. It also supported the structure of this work. The research problem and objectives were structured with the aid of the design. This is a study of a case. A qualitative interpretivist paradigm was used in this study. It used a constructivist methodology. Given that the research was exploratory, qualitative content analysis

was the method of choice. Both qualitative survey data collection and document analysis will yield data.

This chapter will be followed by data analyses and interpretation.

CHAPTER 5
DATA ANALYSIS AND INTERPRETATION

5.1   INTRODUCTION: CHAPTER OVERVIEW

The purpose of this study was to understand how the NWDoE is implementing its strategic plan. In the light of the understanding, it aims to develop an improved implementation plan or model for the department. To achieve that, the four research questions were answered. The method of enquiry was the qualitative content analyses using Atlas/ti7 as a (CACDAS) application of choice. This analyses was conducted within the guide of Okomus Conceptual Theory of Strategic Plan Implementation.

This chapter presents and discusses results from documentary analyses and qualitative survey conducted in NWDoE. A survey was designed to support the results from documentary analyses by providing further analysis of the implementation of strategic plan by the NWDoE. Results from this chapter addresed objectives one and two of the research. This is done by testing the applicability of the theoretical framework mentioned in Chapter 3 in the implementation of strategic plan by the NWDoE.

The study presented and analysed the data or evidence gathered from the qualitative survey and the documentary analyses in this section in accordance with the predefined inductive subtopics or subcategories in the coding framework. This chapter discloses passages or chunks of text (i.e. verbatim quotations within the text and verbatim block quotations within sentences or sentences, i.e., paragraphs) whose apparent content complied with the definitions in the studies operational coding framework for any predefined (sub) category, in accordance with the study methodology.

Textual passages that complied with the operative coding framework's definitions are positive evidence, or evidence for the existence of martial elements in documents that are considered by the theory advanced in this study as legitimate justifications for how the NWDoE implemented the strategic plan. The following presentation and analysis provided positive evidence, primarily in narrative and statistical form, as answers to

the study's sub-questions with the goal of addressing the central research question and objectives.

5.2. RELATIONSHIP BETWEEN RESEARCH QUESTION, THEORETICAL FRAMEWORK, METHODOLOGY AND DATA

5.2.1. Research question and objectives

The objective of this study was to explore the implementation of strategic plan by the NWDoE. The main research question was: To what extent do we understand the implementation of the strategic plan of the NWDoE? This was split into four sub-questions:

- o How does the NWDoE implement its strategic plan?
- o What are the implementation determinants of the strategic plan in the NWDoE?
- o What are the factors impeding strategic plan implementation in the NWDoE?
- o Can an implementation framework be developed for the NWDoE?

The theoretical framework of choice for this study as discussed in Chapter 3, is the Okomus Theory of Strategic Implementation. This has been a lance through which literature review, data collection and now, data presentation and analyses were conducted. Okomus theory, from an analysis of the previous frameworks, postulates 11 important implementation factors.

5.2.2. Theoretical Framework: A brief reflection on the Okomus theory of strategy implementation

The Okomus theory of strategy implementation served as the foundation for this study's design, data collection and data analysis. It is crucial to introduce the theory briefly at the outset of this discussion to demonstrate its applicability to the data analysis.

Based on his research, Okumus (2001) conceptualised a new framework and claimed that the process of transformation is enabled by the interaction of all factors. However, he points out that even though process factors are typically used in concert with one another in an ongoing process, it is crucial to comprehend and control the environment in which strategies are put into practice. Okumus (2001) also asserts that his research revealed that strategic decisions are frequently put into action without an adequate match between the strategy and the situation.

Any inconsistency in one factor has an impact on the other factors, which impacts the process of implementation. Therefore, in circumstances of dynamic and complex change, it is not always possible to achieve coherence between implementation factors.

Researchers like Bryson and Bromiley (1993) and Schmelzer (1994) also identified context as a crucial element in strategy execution (Okumus 2003). While Schmelzer (1994) identified 14 factors and divided them into contextual and process factors, then further into primary and secondary factors, Bryson and Bromiley (1993) identified three categories, namely context, process and outcome. According to these authors, the execution of a strategy progresses from one factor to another. A number of additional sub-factors were also identified by Schmelzer (1994), including environmental uncertainty, organisational culture, information systems, education, size and geographic distribution of the firm, firm life cycle, and managers' backgrounds.

However, the elements of organisational culture, information systems, environmental insecurity, and training have all been mentioned in the majority of earlier frameworks (Okumus, 2003). In other words, the process of executing a strategy is facilitated and supported by an organisational culture that generates market intelligence about the needs of present and potential customers and successfully disseminates that information both horizontally and vertically.

According to Okumus (2003), it is impossible to comprehend an organisation's performance in its entirety without also comprehending its culture and strategy. The examination of frameworks reveals that numerous factors must be considered

concurrently during the formulation and execution of a strategy or strategic decision. In his review, Okumus (2003) identified 11 significant limitations, including the following: Poor strategy development, uncertainty in the environment, organisational structure that does not support strategy implementation, unclear leadership roles, lack of operational planning, lack of resource allocation, lack of communication, lack of staff and human resources, including a lack of staff with the necessary skills and competencies, lack of control, and lack of results are just a few of the problems.

The factors are broad recommendations for important factors to consider when putting the strategy into practice, but the list should not be viewed as being all-inclusive. Four categories are used to group the 11 elements. The strategic content also covers how the strategy was developed. There are two distinct parts to the strategic context. Uncertainty in the external environment is a component of the former, and culture and leadership are components of the latter. Operational planning, resource allocation, human resources, communication, and control are all parts of the operational process. The outcome is the result of the implementation process.

5.3   METHODOLOGY

Two methods of data collection were used i.e. documentary analyses and qualitative survey.

5.3.1. Qualitative Survey

Permission was obtained from the Superintendent General of the NWDoE to conduct the study. Primary data were obtained by administering a questionnaire (survey) to the selected samples. A cover letter was attached to the questionnaire, explaining the purpose of the research and stating the intentions and goals of the study, and responses would be confidential.

The first part of the questionnaire concentrated on the demographics of the respondent. The second part beset organisation's practice of implementation of strategic plan. The last part explored factors affecting implementation of strategic plan
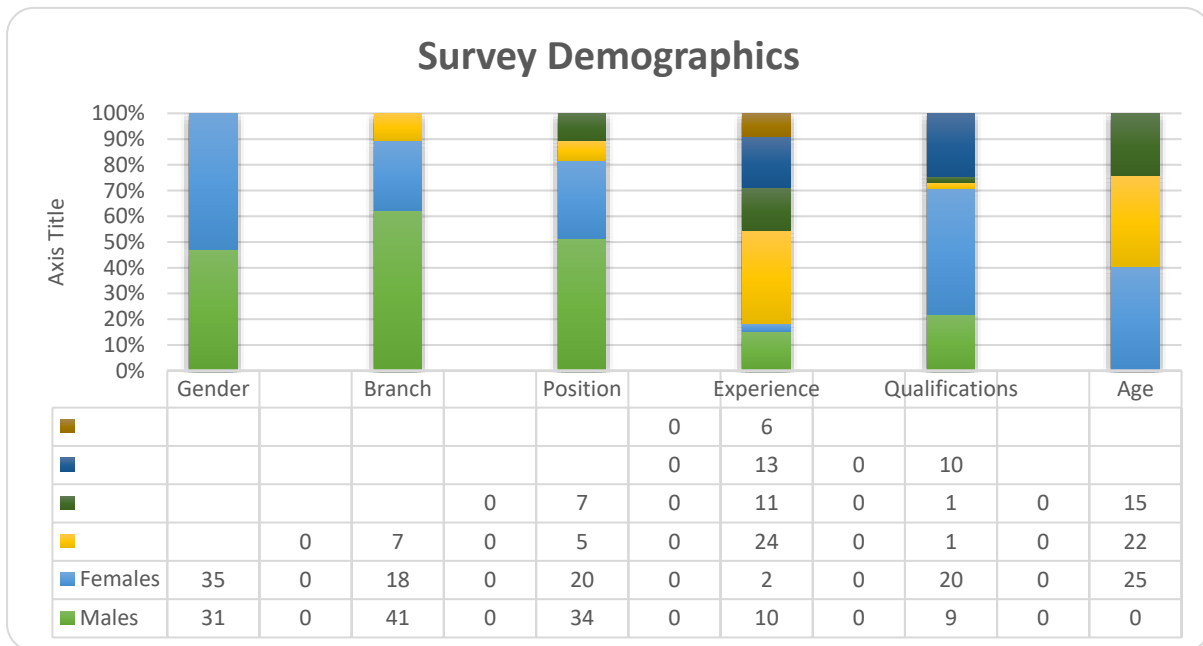
in the NWDoE.

The departmental directors, human resources managers, finance managers and auditors were contacted to represents departments' administration. These excluded districts. Programme managers were contacted to represent the department. The above therefore comprised the respondents to acquire data from all round the organisations.

Prior arrangements were made between the researcher and the respondents on how to receive the questionnaires. The questionnaires were presented face-to-face and open-ended questions were explored in detail. However, depending on the commitment of the respondents and the prevalence of COVID-19 some ended up neglecting the questionnaires. The researcher's interacting skills, however, help to avert the challenge. Telephonic completion of survey tools were sometimes a preferred alternative method.

An introductory biographical questionnaire was useful to indicate strata to be studied. This was an instrument related to the demographic information. Participants were asked to provide information about their gender, age, experience, position, qualifications and the branch in which they were employed.

The researcher engaged (84 respondents), each of whom received a questionnaire. Of the 84 distributed questionnaires, 66 were returned, which corresponds to a response rate of 79%. According to Mugenda and Mugenda (2003), a response rate of 50% is reasonable and based on this, an overall response rate of 79% was satisfactory for this study.

Survey Demographics

	Gender		Branch		Position		Experience		Qualifications		Age
◼ (brown)							0	6			
◼ (dark blue)							0	13	0	10	
◼ (dark green)					0	7	0	11	0	1	0
◼ (yellow)		0	7	0	5	0	24	0	1	0	22
Females	35	0	18	0	20	0	2	0	20	0	25
Males	31	0	41	0	34	0	10	0	9	0	0

Figure 13: Survey demographics
Source: Own

From Figure 13, the majority of respondents were women, with a frequency of 35, which is 53%, while the male responses were 31, which is a 47% response rate. In terms of branch distribution, more respondents came from the corporate branch, followed by the curriculum support, with frequencies of 41, 18, and 7 who did not disclose also respectively.

Position of authority was also determined. Lower management was more common with a frequency of 34 (52%), followed by middle management with the frequency of 20(30%). Upper management's response was only 5 (7.5%) and others were with a frequency of 7(10%).

For this study, it was crucial to identify the two key variables in the implementation of the strategic plan to be determined by the NWDoE. One was experience and the other qualifications. Of the 66 samples, 20 (30%) had a diploma, 10 (15%) postgraduate, 1 MBA, and 9 (13%) graduate degrees.

In terms of experience, most had more than ten years of experience except for only 2. The highest number recorded was 24 years. The majority of respondents are adults.

The majority aged 26-30 years. Followed by 30-40 years and 40+.

Figure 5.2 shows a list of participants loaded into Atlas /ti for analyses. Atlas /ti treats each participant as a PD (Primary Document).

Figure 14. : List of participants
Source: Own

5.3.2. Documents

Fifty two (52) document have been loaded into the application. Table 13 shows the list of documents and the document families generated thereafter. It also shows the type of media, number of quotations generated per document and the dates of modifications. It also shows how many documents per family (16 families).

Table 13: Documents
Source: Own

No.	Document Selected	Author	Date	Units(n)
1	Strategic plan	M&E	2016	1
2	NWDoE Strategic planning Lekgotla report	FMS&M&E	2019	1
3	Mid MTSF review report	M&E	2019 -2021	1
4	Annual Performance plans	SP	2020 - 2021	2
5	Departmental Quarterly review reports/minutes	S&G	2020 (Q1,2,3,4) 2021(Q1,2,3,4)	8
6	Internal audit reports on performance information reports	IO	2020 - 2021	2
7	Annual performance reports	M&E,IO &FMS	2020 - 2021	2
8	Departmental Management team minutes/reports	SG	2020 (Q1,2,3,4) 2021(Q1,2,3,4)	8
9	Other reports	Unions, DPME, DBE, OTP	2020 & 2021	30
Total data units to be coded				n=62

Figure 5.3 shows the PDs (Primary Documents) that were loaded into Atlas/ti7 for analyses.

The figure shows:

- The document ID
- The format of the document
- Name of the Document (PD)
- Number of quotations found in each document
- Family name of the PD

Figure 15. : List of documents
Source: Own

5.3.3. Data collection and Analysis tool: ATLAS/ti7

The computer programme ATLAS/ti7, a member of the CAQDAS (computer-aided qualitative data analysis software) family, was used to analyse the study's data. This program helped the researcher with the analysis process rather than actually analysing the data. It enabled the researcher to build visual networks, store the raw data in a heuristic unit, and categorise, code, and organise the data into citations and themes.

Themes, PDFs, images, Excel spreadsheets, as well as visual and auditory entertainment transmitted over the airwaves and programme files are just a few of the different file types that ATLAS.ti accepts. Most of the files uploaded to ATLAS/ti were PDFs of peer-reviewed reports because the research design was a systematic review. The PDF plan contained 62 elements in total, which were uploaded to ATLAS/ti. The documents were uploaded at once as they were contained in a single file. Primary documents, also known as P-Docs. Survey tables were also accepted by ATLAS/ti7.

The spread sheet from the survey was uploaded and examined. ATLAS/ti7as Primary Documents also record the participants (or P-Docs). Sixty-six people took part in the survey. There were prepared both closed-ended and open-ended questions. Out of the survey, ATLAS/ti7 produced a significant amount of qualitative and quantitative data. The analyses is be presented in this chapter's later sections.

5.3.4. Coding scheme

Inductive themes, categories and sub-categories as they emerge from the theoretical framework by Okomus (2003).

Table 15. : Coding scheme
Source: Own

Main constructs /main themes	Themes/Categories/ Codes	Subthemes/Subcategories/ Sub -code
1.1.Strategic content	1.1.1.Strategy development	1.1.1.1.1.Strategy alignment
		1.1.1.1.2.Clear goals
		1.1.1.1.3.Expertise
		1.1.1.1.4.Knowledge
		1.1.1.1.5.managers involvement
		1.1.1.1.6.impact of strategy
1.2.Strategic context	1.2.1.External context	1.2.1.1.1.Environmental uncertainty
		1.2.1.1.2.Changes
		1.2.1.1.3.market conditions
		1.2.1.1.4.trends
		1.2.1.1.5.developments
	1.2.2.Internal context	1.2.2.1.1. Organisational structure.
		1.2.2.2.1.Organisational culture: 1.2.2.2.1.2.subcultures 1.2.2.2.1.3.Communication, 1.2.2.2.1.4.coordination
		1.2.2.2.2.Leadership(CEO): 1.2.2.2.2.1.Strategy development 1.2.2.2.2.1. Implementation process. 1.2.2.2.2.2.Endorsement 1.2.2.2.2.3.Support 1.2.2.2.2.4.Communications
1.3.Organisational process	1.3.1.Operational planning	1.3.1.1.1.Activities implementation.
		1.3.1.1.2.Participation
		1.3.1.1.3.feedback
		1.3.1.1.4.functional areas
		1.3.1.1.5.Time frame

Main constructs /main themes	Themes/Categories/ Codes	Subthemes/Subcategories/ Sub -code
		1.3.1.1.6.Resources provision
		1.3.1.1.7Resources use
	1.3.2.Resource Allocation	1.3.2.1.1securing funding
		1.3.2.1.2.fund allocation
		1.3.2.1.3.Information requirements
		1.3.2.1.4.Knowledge requirements
		1.3.2.1.5.Time
		1.3.2.1.6.Political resource
		1.3.2.1.7.Cultural resource
	1.3.3.People	1.3.3.1.1.Recruiting
		1.3.3.1.2.training
		1.3.3.1.3.incentives
		1.3.3.1.4.Recruitment
		1.3.3.1.5.Skills acquisition
		13.3.1.6.skills development
		1.3.3.1.7.HRM policies
	1.3.4.Communication	1.3.4.1.1.Operational plans,
		1.3.4.1.2.clear messages
		1.3.4.1.3.modes of communication
		1.3.4.1.4.communication problems
		1.3.4.1.5impact of structure
		1.3.4.1.6.impact of culture
		1.3.4.1.7impact of leadership
	1.3.5.Control and feedback	1.3.5.1.1.Monitoring
		1.3.5.1.2.Feedback
1.4.Organisational outcomes		1.4.1.1.1.implementation success
		1.4.1.1.2.goals achievement
		1.4.1.1.3.satisfactory results
		1.4.1.1.4.learning company

This coding frame was then loaded into Atlas/ti7 software for analyses and management. The list of codes below are the Atlas/ti7 output of the foregoing table. It is important to note that Atlas/ti7 does not use hierarchical ordering of codes. Documents and survey data were inserted in the Atlas ti7 software. The following is the coding list from Atlas/ti7.

Code-Filter: All

HU: PhD Implementation of strategic plan by the NWDoE

File: [C:\Users\pkgat\OneDrive\Desktop\PhD_Implementation of strategic plan by the NWDoE.hpr7]

Edited by: Kgatitsoe Peter Paul

Date/Time: 2022-08-21 13:34:27

_____

1.1.5 Nwi-Strategy alignment

1.1.7. Nwi-Clear goals

2.1.2. Stc-Strategy development

2.1.5. Stc-Good Expertise

2.1.6. Stc-Proper Knowledge

2.1.7. Stc-manager's involvement

2.1.8. Stc -Positive Impact of strategy

2.10.1. Fed- Good Control

2.10.2. Fed- Proper monitoring

2.3.2. Sxi -Good organisational structure.

2.3.3. Sxi -Good Organisational culture:

2.3.4. Sxi - Good Leadership (CEO)

2.4.10. Opi -Good Time

2.4.2. Opi- Proper Implementation of activities.

2.4.3. Opi - Proper Participation

2.4.4. Opi- Proper

feedback

2.4.5. Opi -functional areas

2.4.6. Opi -Good time frame

2.4.7. Opi - Proper Resources provision

2.4.8. Opi - Proper Resources use

2.4.9. Opi - Proper Information requirements

2.4.9. Opi -Good knowledge requirements

2.5.2. Ppl - Proper Recruiting

2.5.3. Ppl.- Proper training

2.5.4. Ppl - Proper incentives

2.5.5. Ppl - Proper Recruitment

2.5.6. Ppl- Proper Skills acquisition

2.5.7. Ppl - Proper skills development

2.5.8. Ppl -Good HRM policies

2.6.2. Com- Good operational plans,

2.6.3. Com clear messages

2.6.4. Com - Good modes of communication

2.7.1. Str- Good impact of structure

2.8.1. Cul- Good impact of culture

2.9.1. Lead- Good impact of leadership

3.1.2. Stc- Poor Strategy development

3.1.5. Stc- Lack of Expertise

3.1.6. Stc- Poor Knowledge

3.1.7. NwiUnclear goals

3.1.7. Stc- Poor management involvement

3.1.8. Nwi Poor Strategy alignment

3.1.8. Stc -lack of strategy impact

3.1.9 Nwi-Poor results

3.10.1. Fed- Lack of control

3.10.2. Fed- Lack of Monitoring

3.10.3. Fed- Poor

feedback	3.4.10. Opi -Lack of Time	3.5.5. Ppl - Poor Recruitment
3.11.1. Ogo-IPSC- implementation failure	3.4.2. Opi- Poor Implementation Activities.	3.5.6. Ppl- Poor Skills acquisition
3.11.2. Ogo-GLAC-goals failure	3.4.3. Opi - Poor Participation	3.5.7. Ppl - Poor skills development
3.2.2. Sxe -Environmental uncertainty	3.4.4. Opi- Poor feedback	3.5.8. Ppl - Poor HRM policies
3.2.3. Sxe -Changes	3.4.5. Opi - lack of functional areas	3.6.2. Com- Poor Operational plans,
3.2.4. Sxe - Poor Market conditions	3.4.6. Opi - Poor Time frame	3.6.3. Comm - Lack of clear messages
3.2.5. Sxe -Trends	3.4.7. Opi - Poor Resources provision	3.6.4. Com - Poor modes of communication
3.2.6. Sxe - Poor Developments	3.4.8. Opi - Poor Resources use	3.6.5. Com - communication problems
3.3.1. Imi-Stumbling blocks	3.4.9. Opi -lack of Information requirements	3.7.1. Str- Poor structure
3.3.2. Sxi - Poor organisational structure.	3.4.9. Opi -lack of Knowledge requirements	3.8.1. Cul- Poor culture
3.3.2. Imi-Implementation Recommendations	3.5.2. Ppl - Poor Recruiting	3.9.1. Lead- Poor leadership
3.3.3. Sxi - Poor Organisational culture:	3.5.3. Ppl.- Poor training	COVID-19
3.3.4. Sxi - Poor Leadership (CEO)	3.5.4. Ppl -Lack of incentives	

According to predefined subtopics or subcategories in the coding framework, the study presents and evaluates data or evidence gleaned from the survey and literature. This parts, sections, list, passages, or chunks of text (such as direct quotations within the text and verbatim block quotations in the form of sentences or sentences, i.e., paragraphs) whose apparent content matched the definitions established as part of each prompt sub-operational category's coding for the study.

Text and synopsis passages (units of meaning) that adhere to the definitions of the Operational Coding Framework serve as positive evidence for the existence of martial elements in documents that support the theories advanced in this study as valid explanations of how we comprehend how NWDoE implements the strategic plan on the study's central question. The following presentation and analysis, which is primarily presented in narrative form as an answer, provides encouraging signs.

The central question of this study was: To what extent do we understand the implementation of the NWDoE's strategic plan? This was broken down into three sub-questions, viz. How is the NWDoE implementing its strategic plan? What are the

implementation determinants of the strategic plan in the NWDoE? What are the factors hindering the implementation of the strategic plan in the NWDoE?

In addressing the research questions, Okomus theory of the implementation of strategic plan was applied in this study. Four categories emerging from the theoretical framework will be used as a lens in addressing the research questions of this study. Clearly, all the prescriptions of the theory may not be applicable in the NWDoE implementation of strategic plan. These are:

- **Strategic content**
- **Strategic context**
- **Organisational process**
- **Organisational outcomes.**

Each category will be broken down, relevant codes will be listed, network views will be shown, conceptual and relational analyses of the codes will be performed, and the results will be presented.

5.3.5. Coding procedure briefly discussed with examples

A marked data segment with a clear beginning and end that is frequently encrypted is called a citation. A word or phrase that is used in a citation and symbolically assigns the particular piece of data an interpreted and meaning is known as a code. This classification helped the researcher with analysis process by highlighting patterns, categories, and/or themes. The program also made it easier for the researcher to find quotation marks and phrases quickly. The goal of a code is to capture the essence of the given specific data.

Figure 5.4 displays a passage from a document that demonstrates how codes were applied to text data. The coding scheme is employed to describe the research's nature, its context, and its underlying quality. The general nature of the search and the calibre of knowledge are encoded with the pertinent textual data in the text highlighted in blue in Figure 16 This text data has been encrypted. The correlation between text and codes is represented by various colours. Open or in vivo coding was used in the initial

analysis stage because it allowed for the close examination and comparison of small data slices.

First phase codes represent theoretical ideas, are entirely descriptive and practical, or just present ideas that were important or needed more thought. Each line of data that might be significant or pertinent was coded during this initial stage of the analysis. Due to first level coding, the first stage of analysis is just indexing. The result of the first level of encoding is simple indexing.

Figure 16. : Example of a coded doc
Source: Own
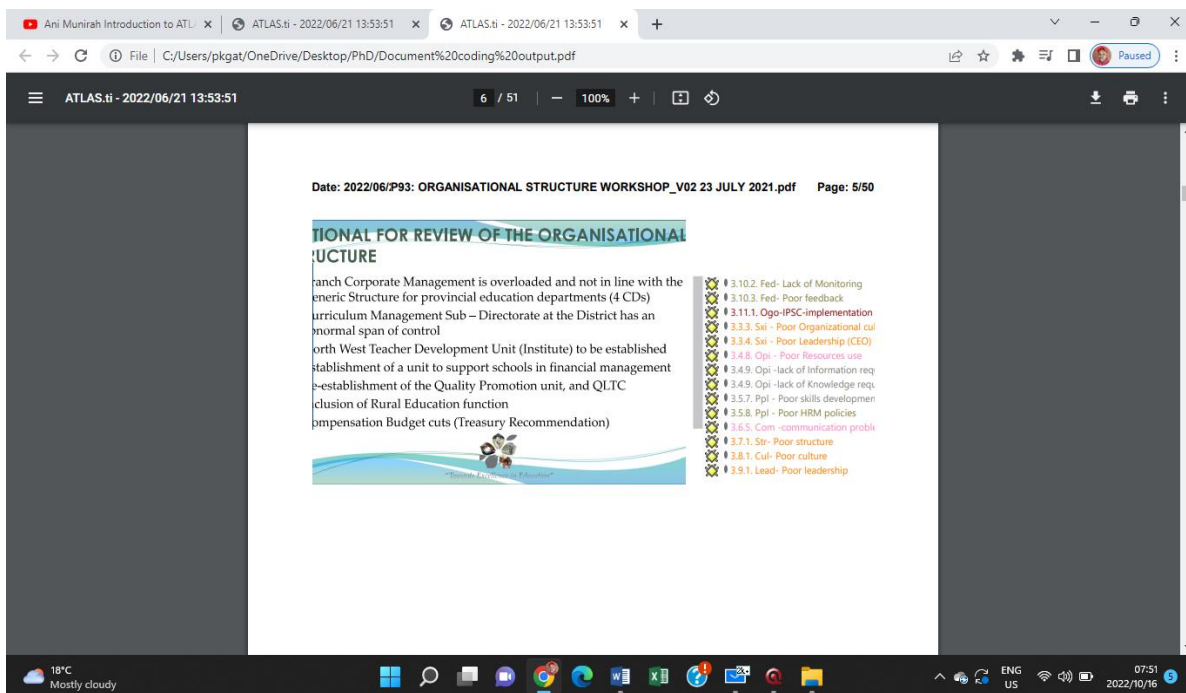
During the second analysis phase, related codes were collected, combined into superordinate categories, and repeatedly compared and checked. This stage made use of Schutz's theory of first- and second-order constructs, according to Britten et al. (2002).

Grouping codes with similar characteristics into categories is the process of creating categories (Saldana, 2013). When the categories are contrasted, combined, or divided, themes are created. The coding and categorisation process produces themes,

which show how the various categories relate to one another (Saldana, 2013).

5.3.5.1. Critical concepts used in Atlas/ti7

This section illustrates various concepts in the language of Atlas/ ti7.

- **HU** stands for the hermeneutic unit: project enquiry.
- **Super**: refers to the researcher.
- **Quotes/quotations**: it shows a code and a relevant quotation verbatim expression of a document or participants.
- **Code filter(PT):** The list was filtered using Primary Documents or participants
- **P**: refers to documents o participants.
- **(1:1)** located next to a code: shows the code number and the code co-occurrence.
- The example below generated from Atlas/ti7 illustrates the scenario:

5.3.5.2. Query Report

HU: PhD research

File: [C:\Users\pkgat\OneDrive\Desktop\PhD research.hpr7]

Edited by: Super

Date/Time: 2022-11-12 12:36:59

"3.1.2. Stc- Poor Strategy development"

_____

P 4: Annual-Report-2020-2021.pdf - 4:57 [The North West Province curren..] (61:382-61:719) (Super)

The North West Province currently does not have a school for autism. The learners diagnosed with autism are accommodated in special schools for SID learners and mainstream schools, depending on the severity of the condition. This poses a serious challenge in terms of the support provision and resources relevant for these learners.

P 4: Annual-Report-2020-2021.pdf - 4:170 [Programme 2 – Public ordinary ..] (249:385-249:2382) (Super)

Programme 2 – Public ordinary schools
PPI 2.2: Percentage of Funza Lushaka bursary holders placed in schools within six months upon completion of studies or upon confirmation that the bursar has completed studies. An achievement of 57% was reported against the target of 100% for this indicator in the annual performance report. The supporting evidence provided materially differed from the reported achievement. In addition, I was unable to obtain

sufficient appropriate audit evidence to support the reason for the variance between the planned target and the achievement reported in the annual performance report. I was unable to confirm the reported reason for the variance by alternative means. Consequently, I was unable to determine whether any adjustment was required to the reason for the variance.

5.3.6. Conceptual and relational analysis

After data coding, relational analysis was carried out using ATLAS.ti, (2014). The connections between coded elements are examined using a content analysis method known as a relational analysis. Relationships between coded elements in the text are established by their proximity to one another. When two textual codes cross, it means they happened together (ATLAS.ti, 2014). The frequency of co-occurrence, which establishes the degree of a relationship between two codes, was expressed as the probability of co-occurrence in a data matrix. If two codes are highly likely to occur together, there may be a significant connection (ATLAS.ti, 2022).

The conceptual and relational analysis was used in this study to examine the various connections between the four crucial areas for the strategic plan's implementation. The conceptual and relational analysis's code categories were chosen, and ATLAS.ti co-occurrence probability matrices were created after that (2014). To demonstrate the significance of each discovered relationship, data from co-occurrence probability matrices were visualised.

The relevant relational analysis sections provide descriptions of visualisation techniques. Using code co-occurrence tables in ATLAS.ti was another way to discover patterns or relationships in the data. The strength of the relationship between various codes is determined by the frequency of co-occurrence. Two numbers are shown by ATLAS/ti in a table of code co-occurrences.

The first number is the total number of co-occurrences. The more important number is the second one, which stands for the c-coefficient. This number is comparable to a correlation coefficient in statistics without a p-value. It is a method for quantitatively analyzing qualitative data. The c-coefficient has a value between 0 and 1. The relationship between the codes is stronger the closer the number is to one.

Creating network diagrams in ATLAS/ti was comparatively simple but dealing with all the potential permutations in a diagram takes time. The addition and subtraction of codes. Codes were moved and shifted into new positions. Finally, it was necessary to ascertain how the codes relate to one another.

5.4. RESULTS REGARDING THE RESEARCH QUESTIONS

5.4.1: Survey

In order to collect primary data, a survey was conducted. There were both open-ended and closed-ended questions on the survey. The three study-related research questions were the main focus of the survey.

The survey had 33 codes generated from the code frame. These allowed for the development of the survey and that blended both the closed and the open-ended questions. The researcher also allowed to follow-up and explore further where responses were not adequate.

The Okomus (2003) Conceptual theoretical framework, which included **organizational process, organizational outcomes, strategic content, and strategic context,** was used as a guide.

The following research questions were responded to in the survey
- How does the NWDoE implement its strategy?
- What are the implementation mechanisms of the NWDoE?
- What are the enabling factors in the implementation of strategy by the NWDoE?
- What are the inhibiting factors in the implementation of strategy by the NWDoE?

The survey had 66 participants who responded to 85 closed-ended questions and five open-ended qualitative questions. It is important to note that the researcher conducted interviews telephonically with all participants who responded and recorded their responses due to fear of COVID. This approach enriched the participant responses as you may note later in the chapter.

5.4.1. How does the NWDoE implement its strategic plan?

This section intends to explore how the NWDoE is implementing its strategic plan. The research sub-question is: How does the NWDoE implement its strategic plan i.e. what is the department doing in implementing the strategic plan?

The literature agrees that competitive landscapes are evolving at an ever-increasing rate, resulting in significant levels of uncertainty. As a result, competitive strategies as well as the execution of strategic planning and strategy implementation are put to the test. According to Feurer, Chaharbaghi and Wargin (1995:4), organisations cannot afford to use a one-way or step-by-step strategy-making approach that includes data collection, development of strategic options, evaluation, selection, and execution. In the face of high levels of uncertainty and change, a dynamic approach is required, where strategy design and implementation happen simultaneously. The strategic strategy must be translated into activities and results in order to be implemented.

The organization should be directed toward the strategy by the plan's implementation. It calls for management to perform entirely different tasks while utilizing entirely different abilities than those needed for strategic planning. Strategic implementation differs from corporate strategic planning in that it is internal and administrative. The process is more difficult than strategic planning because there are more tasks and more ways to approach each task (Thomson & Strickland, 1989).

This process calls for strategic management, which entails a series of choices and actions that lead to the development, implementation, and assessment of plans intended to achieve an organization's objectives. To be implemented, the strategic strategy needs to be transformed into actions and outcomes. .

To this end, participants were asked 18 questions that probed this question. Participants were asked to rate the following features/ implementation approaches undertaken by the NWDoE during strategic implementation against the provided scale. The scale included agree; strongly agree disagree; strongly disagree and indifferent.

The questions are: Does the department:

- *Make any necessary changes to the organisation's structure,*
- *Communicate to employees when and how the strategies will be carried out*
- *Ensure that employees are equipped with the right technology*
- *Consistent monitoring to ensure that all activities are coordinated*
- *Assign people who are able to be responsible for implementing these strategies*
- *State the activities to be implemented*
- *Establish annual objectives*
- *Define the deadlines for implementing the strategies*
- *Develop policies to guide the implementation process*
- *Allocate resources needed to implement these strategies*
- *Enhance organisational culture*
- *Manage potential conflict that may result from the implementation process.*

The questions listed above have been gleaned from the theoretical framework of the study, i.e. The Okomus Framework of Strategy Implementation. These questions have been developed from the coding frame as guided by the framework. This is consistent with the qualitative content analyses (QCA) approach as argued in Chapter 3.
The network view of the relevant codes for the research question has been generated by Atlas/ti7 (see Figure 17)

The foregoing figure above summarises the responses of the participants. The questionnaire generated 544 responses. Of this, the majority (261(48%)) of participants agree that the NWDoE has mechanisms of developing the strategic plan, followed by strongly agree at 161(30%) and disagree at 123(37%).

Based on the Figure 17, the participants were asked if management is establishing annual objectives and defining the deadlines for implementing the strategies/ objectives, 95% of the participants agreed.

Clarity of purpose and objectives is key on the implementation of strategy. Giving good timeframes allows for proper planning and scheduling of deliverables.
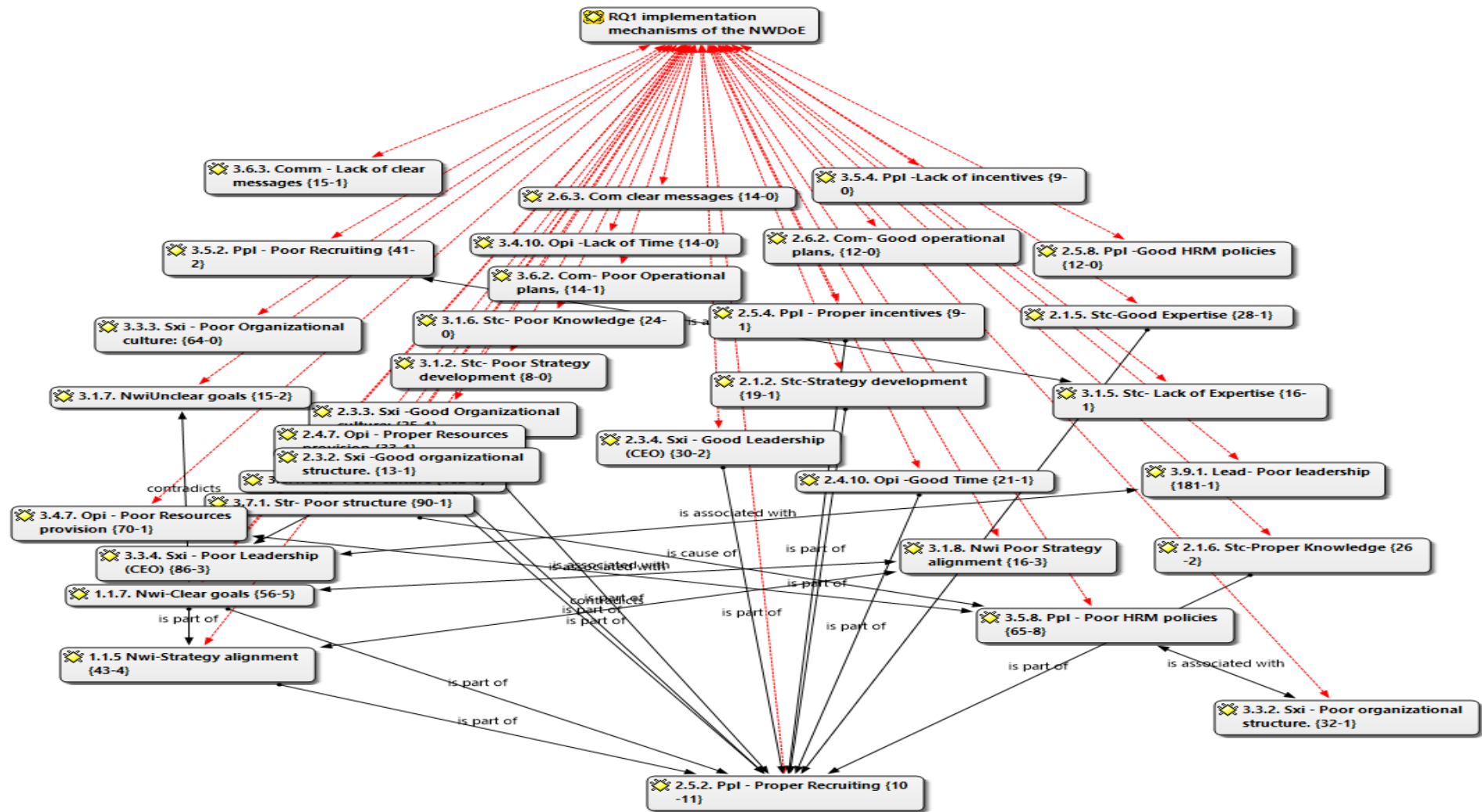
Figure 17. : Network view: Research Question 1
Source: Own

The nodes shown in the network view include:

- RQ1 implementation mechanisms of the NWDoE
- 3.6.3. Comm - Lack of clear messages {15-1}
- 2.6.3. Com clear messages {14-0}
- 3.5.4. PpI -Lack of incentives {9-0}
- 3.5.2. PpI - Poor Recruiting {41-2}
- 3.4.10. Opi -Lack of Time {14-0}
- 2.6.2. Com- Good operational plans, {12-0}
- 2.5.8. PpI -Good HRM policies {12-0}
- 3.6.2. Com- Poor Operational plans, {14-1}
- 3.3.3. Sxi - Poor Organizational culture: {64-0}
- 3.1.6. Stc- Poor Knowledge {24-0}
- 2.5.4. PpI - Proper incentives {9-1}
- 2.1.5. Stc-Good Expertise {28-1}
- 3.1.2. Stc- Poor Strategy development {8-0}
- 2.1.2. Stc-Strategy development {19-1}
- 3.1.7. NwiUnclear goals {15-2}
- 3.1.5. Stc- Lack of Expertise {16-1}
- 2.3.3. Sxi -Good Organizational culture {25-1}
- 2.4.7. Opi - Proper Resources provision {22-1}
- 2.3.4. Sxi - Good Leadership (CEO) {30-2}
- 2.3.2. Sxi -Good organizational structure. {13-1}
- 2.4.10. Opi -Good Time {21-1}
- 3.9.1. Lead- Poor leadership {181-1}
- 3.7.1. Str- Poor structure {90-1}
- 3.4.7. Opi - Poor Resources provision {70-1}
- 3.1.8. Nwi Poor Strategy alignment {16-3}
- 2.1.6. Stc-Proper Knowledge {26-2}
- 3.3.4. Sxi - Poor Leadership (CEO) {86-3}
- 1.1.7. Nwi-Clear goals {56-5}
- 3.5.8. PpI - Poor HRM policies {65-8}
- 1.1.5 Nwi-Strategy alignment {43-4}
- 3.3.2. Sxi - Poor organizational structure. {32-1}
- 2.5.2. PpI - Proper Recruiting {10-11}

Edge labels shown: contradicts, is associated with, is cause of, is part of

159 | P a g e

In support of the foregoing claim, some of the participants indicated that the following are key issues considered by the NWDoE:

"Strategy alignment-without alignment, we will lose the plot, clear goals- These will direct what need to do, Knowledge- Needed to implement the set, Time- The goals/ outputs need- to be time bound in order to be achievable, Organisational Structure" **/P29/**
*"Clear goals, resources provision, leadership, Culture, training, because the tone at the top is important and middle and lower management will be trained on how to do things currently"***/P31/**
*"Strategy Alignment, Clear Goals, Fund allocation, Knowledge"***/P45/**
*"Strategy alignment, Clear goals, organisational culture, organisational structure, Training"***/P13/**
*"Monitoring, Feedback, Time, Clear Goals, Impact of leadership"***/P14/**
*"Training, recruitment, impact of leadership, communication, Resource use"***/P15/**
*"Clear goals, Training, Time, Resource use, Monitoring"***/P16/**

Participants also emphasized the significance of technology (81 percent), capacity, and good policies (83 percent) as being crucial. The use of scientifically developed machines and other devices in the workplace to further an organization's objectives is referred to as "technology" (Wahab, Rose, & Osman, 2012). Management must be creative to ensure that technology is used professionally to accomplish the organization's goals because it is seen as a way to solve problems in an organization. Some businesses (and municipalities) do not offer supporting technical innovation, which makes it difficult for them to accomplish their strategic goals. South Africa struggles to provide and maintain infrastructure that enables sectors like industrial, commercial, and household sectors to function effectively, according to the Auditor (2017) General's report; organizations (in this case, NWDoE).

The preceding statements by the participants agree with literature and research. Participants were further asked if managements is communicating to employees when and how the strategies will be carried out. Seventy eight per cent (78%) of participants agreed.

Communication is the process of transmitting data from a sender to a receiver and from a receiver to a sender via a selected medium According to Koschmann (2012), organisational communication is a process in which employees and/or stakeholders of an organisation exchange information both within and outside of their business Data

transmission via a chosen medium from a sender to a receiver and from a receiver to a sender constitutes communication. Organizational communication, according to Koschmann (2012), is the process by which stakeholders and/or employees of an organization exchange information both inside and outside of their professional contexts. To effectively implement organizational strategies, communication among an organization's stakeholders must be open. According to Beer (2013), effective strategy execution in an organization is correlated with effective strategy communication. Additionally, managers' inability to clearly explain organizational strategies to staff members may hinder the execution of the plan.

The following were mentioned by a few of the participants as important issues. Communication among an organisation's stakeholders must be able to flow in order to properly implement organisational strategies. Beer (2013) contends that effective strategy communication in an organisation correlates to effective strategy execution. Furthermore, managers' incapacity to convey organisational strategies to employees in a way that everyone understands could stymie plan implementation.

Some of the participants pointed at the following as key issues:

> *"Failure to communicate, including failure to diagnose the needs for resources and capacity/ capability to meet targets. In certain importance not clarity of what targets or including indicators of performance of success. One of the critical reaction is the inability of different implementers to understand each role to be taken to ensure organisation meet the strategic targets"/ P54/*
> *"Communication is important to ensure that strategies are met, Monitoring to ensure that objectives and goals are met, feedback to be aware of challenges and achievements, Training to provide more knowledge and skills, Fund allocation specifically for strategic implementation"/P28/*

Figure 18: Key implementation features of NWDoE
Source: Own
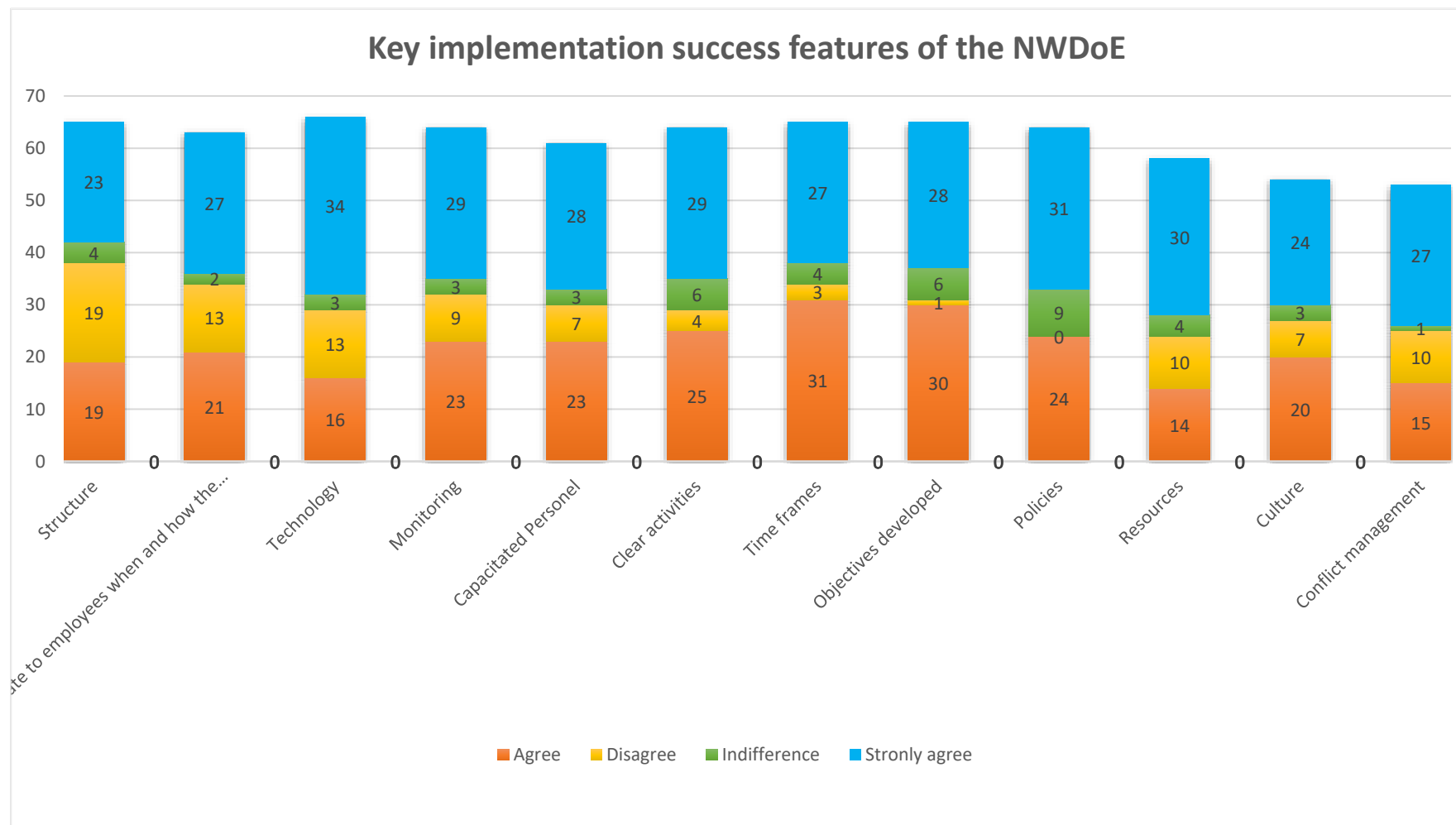
Key implementation success features of the NWDoE

Resources and culture were viewed by 72% of participants as key in the implementation strategy of the NWDoE.

Deal and Kennedy (1982) underscore the existence of visible layers of culture, such as rites, customs, and ceremonies, as well as rituals and heroes. They think that these characteristics influence behaviour. They did, however, suggest that the unseen levels may be more important to public sector organisations owing to their power to promote or obstruct organisational change. While criticising research that analyse only one or a few of these traits, Rousseau (1990) proposed a ring-shaped multi-layered framework. Rousseau's ring-shaped concept organised apparent cultural signs on the outer rings and concealed cultural signs, or difficult to get cultural signs, on the interior rings. It purports to consider all of the essential characteristics of culture: "a continuum from unconscious to conscious, from interpretive to expressive."

Organizational culture includes both more intrinsic values, beliefs, and assumptions as well as more "peripheral" traits like observable signals, ceremonies, and behavioral patterns. To achieve organizational growth, organizational resources like people and money should be placed in the right areas of the organization. This statement implies that management should evaluate people's competencies prior to assigning them to specific jobs in order to prevent wasting talent and resources, according to Kaplan and Norton (2008).

This indicates that *financial resources* are not being used properly, which might signal that many resources are being wasted or are being channelled inappropriately into unproductive enterprises that do not provide positive outcomes or are not specified in the organisation's strategic goals. Poor resource allocation and management are considered as a key hindrance to plan execution in this respect In the case of the NWDoE, role players should guarantee that the appropriate resources are used, as well as that available resources are channelled towards beneficial initiatives since this might result in good strategy execution.

These arguments have been concurred and contested by participants when they were asked to comment about how the NWDoE is dealing with resources and culture in the implementation of the strategic plan:

"Lack of resources to implement as well as of coordinating activities as set"/ P04/
"Strategic plans are not funded, People who are in control are not ambitious/ project managers are lazy to do their work"/ P10/
"Inadequate Resource, Lack of development, insufficient Staff"/ P24/
"Poor Culture, Poor resources"/ P63/

Among the participants, only 42% mentioned structure and monitoring. A company's organizational structure affects how its human resources are managed individually or in teams. To achieve its goals and objectives, an organization needs to plan and manage individual labor. As a result, structure is an essential tool for achieving coordination because it outlines reporting relationships, defines official communication channels, and explains how independent actions taken by teams or individuals contribute to coordination. According to experts, organizational structures can be classified as organic or mechanistic. Individuals can be centrally coordinated.

According to Baroto, Arvand, & Ahmad, (2014) the structure of an organisation determines the distribution of power and hierarchical levels, division of labour, and interaction of internal processes. According to the study, the structure dictates the trajectory of a strategic plan implementation process since it sets who would play what function throughout strategy implementation. According to Baroto, Arvand, & Ahmad, (2014) in order for the implementation phase to be effective, strategies generated during strategic planning must be aligned with the organisational structure.

The significance of monitoring and structure are viewed by participants as follows:
*"No, because of negligence from management"/**P6/***
*"No, because of lack of manpower**"/P15/***
*"There are systems but they are only on paper, No monitoring of unemployment"/**P38/***
*"Externally impactful threats to the organisation of the department be it political economic have become standing to the achievement of the targets. Targets set are often invisible to the system and structure"/**P54/***
"Yes, there are resources that assist to monitor the annual performance"/P8/
*"It does in certain areas but there is a need to employ more human labour / capacity especially in Directorate like SCM"/**P13***
*"Partially Yes. There is a high vacancy rate in other units within the department and for some, the structure is not fully supportive of the strategic and operational plans, Process are available although the require enforcement"/**P29/***
*The department fails to meet the target due to **inability to consistently monitor** the activities set as lack of monitoring affect performance plans and the department end up being unable to know if goals set are achieved accordingly or not / **P07/***
*The Department fails to meet target as set out in Strategic Plans because **they assign people who are not fully committed and responsible to communicate** with employees about strategies which needs to be carried out/ **P08/***
*Lack of competent people/ **P19/***

The department is failing to meet targets as set out due to lack of assigning people who are able to be responsible for implementation of strategies as it assign irrelevant people./ P28/
*Poor Planning in relation to the Lack of Resource, High Vacancy rate in the lower level/ **P31/***
*The department is not consistent in implementation the monitoring and evaluation of its strategy/ **P43/***
*Poor Monitoring/ **P58/***

The participants were further asked if the department has the necessary resources, systems, processes etc. in place to ensure that targets as set out in its strategic plan and annual performance plans are achieved. They pointed to several issues. The researcher is going to present the responses unadulterated. Participants are coded as "P" therefore P1 is participant number 1, etc.

*"Yes, there are resources that assist to monitor the annual performance"/**P8/***
*""It does in certain areas but there is a need to employ more human labour / capacity especially in Directorate like SCM"/**P13***
*"Some programmes succeed, others don't. There is usually due to financial and Resource constraints, exacerbated by lack of political will, and lack of support of a particular programme"/**P27/***
*"Partially Yes. There is a high vacancy rate in other units within the department and for some, the structure is not fully supportive of the strategic and operational plans, Process are available although the require enforcement"/**P29/***

Participants who disagreed with the implementation approached of the NWDoE mentioned the following:

*"No. Because of lack of resources due to lack of skills"/**P4/***
*"No, because of negligence from management"/**P6/***
*"No, because of incompetency of leaders"/**P10/***
*"No, because of lack of manpower"/**P15/***
*"No, there is lack of human resources and technological resource/**P33/***
*Inadequate resources, systems not in place in most units"/**P34/***
*"No, there is lack of political work, corruption, no resources, poor leadership"/**P53/***
*"No implementation plan"/**P55/***
*"There are systems but they are only on paper, No monitoring of unemployment"/**P38/***
*"Externally impactful threats to the organisation of the department be it political economic have become standing to the achievement of the targets. Targets set are often invisible to the system and structure"/**P54/***

5.2.1. Strategic content

i) Codes

The codes extracted from Atlas/ti7 emanating from the code framework are listed below.

Code-Filter: Code Family "Strategic content"

_____

HU: PhD Implementation of strategic plan by the NWDoE

File: [C:\Users\pkgat\OneDrive\Desktop\PhD_Implementation of strategic plan by the NWDoE.hpr7]

Edited by: Super

Date/Time: 2022-08-21 13:50:28

1.5 Nwi-Strategy alignment
1.1.7. Nwi-Clear goals
2.1.2. Stc-Strategy development
2.1.5. Stc-Good Expertise
2.1.6. Stc-Proper Knowledge
2.1.7. Stc-manager's involvement
2.1.8. Stc –Positive Impact of strategy
3.1.2. Stc- Poor Strategy development
3.1.5. Stc- Lack of Expertise
3.1.6. Stc- Poor Knowledge
3.1.7. NwiUnclear goals
3.1.7. Stc- Poor management involvement
3.1.8. Nwi Poor Strategy alignment
3.1.8. Stc -lack of strategy impact

ii) Network view

Atlas/ti7 draws codes from the code framework and generates network view. Network view shows the number of quotations from all documents analysed per code. It also shows how the codes relate with each other. It also reflects on the density and correlations. For this network view, all the red lines radiate from the category: strategic content. The number reflected next to a code is the number of quotations generated by Atlas/ti7 from the primary documents used in this study e.g. 3.1.6. Stc-Poor knowledge (24-3) means for this code 24 codes were identified by Atlas/ti7 positively confirming the code, 3 means that the code relates to three other codes and the arrows point to those codes.

Atlas/ti7 also reflects on the kind of relationship between the codes. For this code, it has a causal relationship with other codes e.g. Poor knowledge causes poor strategy development and unclear goals; poor knowledge is also part of lack of expertise. The

same approach can be done for all codes in the network view to understand the category. To that effect 89 quotations have been identified by the system.
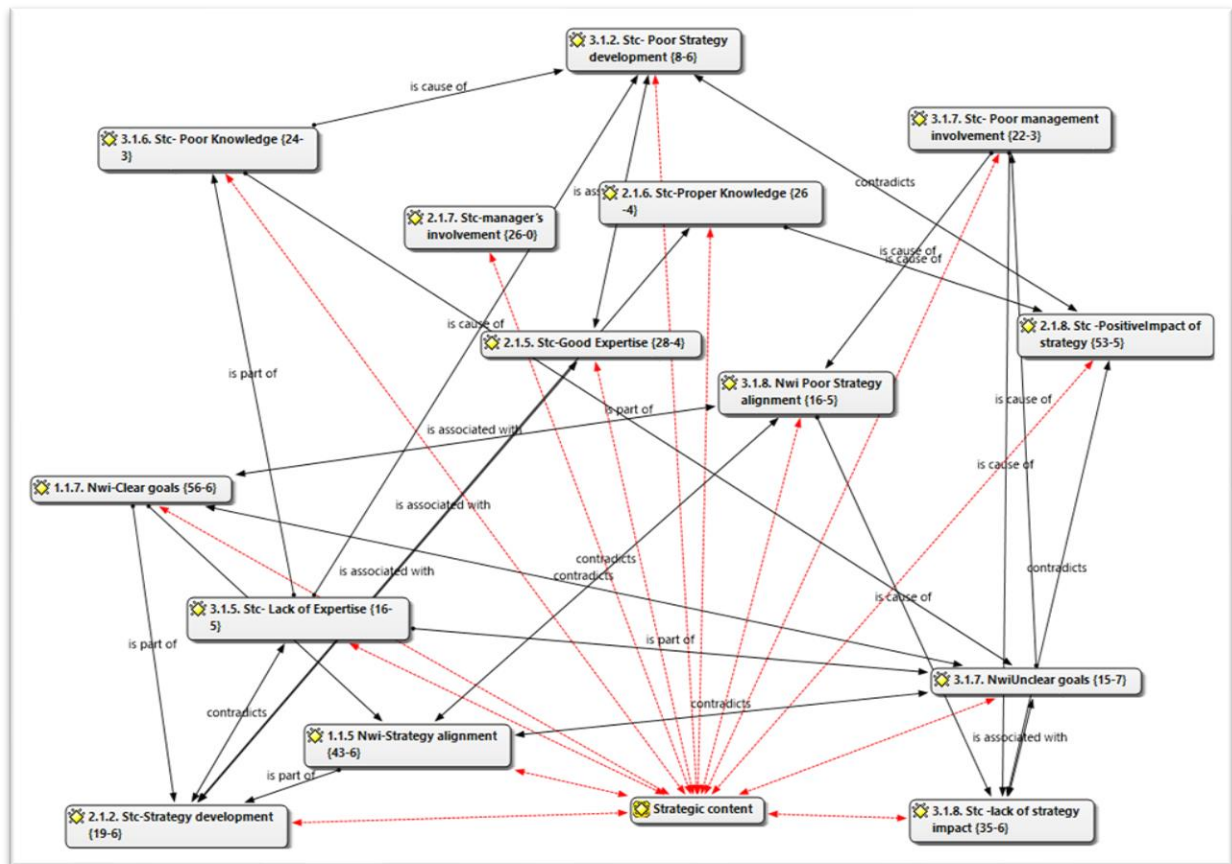
Figure 18. : Network view
Source: Own

For the 14 codes pertinent to the category of strategic content, 849 quotations have been generated. There are 484 quotations in the 6 codes that represent negative quotations. The highest code, with 35 quotations, is "lack of implementation strategy," followed by "poor knowledge," "poor management," and "poor strategy alignment."

The following are a few quotations from the 56 NWDoE reports that support negative codes:

Query Report

_____

Document filter:

No active filter - use 52 Primary Documents in query

16 Quotations found for query:

"3.1.8. Nwi Poor Strategy alignment"

P 4: Annual-Report-2020-2021.pdf - 4:170 [Programme 2 – Public ordinary ...] (249:385-249:2382) (Super)
Programme 2 – Public ordinary schools
PPI 2.2: Percentage of Funza Lushaka bursary holders placed in schools within six months upon completion of studies or upon confirmation that the bursar has completed studies. An achievement of 57% was reported against the target of 100% for this indicator in the annual performance report. The supporting evidence provided materially differed from the reported achievement. In addition, I was unable to obtain sufficient appropriate audit evidence to support the reason for the variance between the planned target and the achievement reported in the annual performance report. I was unable to confirm the reported reason for the variance by alternative means. Consequently, I was unable to determine whether any adjustment was required to the reason for the variance.

PPI 2.9: Number of educators trained in Literacy/ Language content and methodology. The target of 300 for this indicator per the approved annual performance plan was changed to 340 in the annual performance report without the necessary approval. In addition, I was unable to obtain sufficient appropriate audit evidence to support the reason for the variance between the planned target and the achievement reported in the annual performance report. I was unable to confirm the reported reason for the variance by alternative means. Consequently, I was unable to determine whether any adjustment was required to the reported reason for the variance.
Various indicators

P 5: APP-2021_22.pdf - 5:110 [Inconsistencies have been iden..] (61:777-61:922) (Super)
Inconsistencies have been identified with respect to measurability - Title - definition - method of calculation and the desired performance

Eight codes (08) generated 364quotations positively supporting the NWDoE strategic content Impact of strategy leads with 53 quotations, proper knowledge, good experience, strategy development and good goals range between 22 and 26 quotations

Some of the quotations include the following:
P 2: 202223 DRAFT APP INPUTS (2).doc - 2:20 [Transfer and subsidy payment t..] (39:39) (Super)
Transfer and subsidy payment to special schools is done quarterly and is on track according to the payment schedule.

P 3: Analyses of Implementation of strategic Plan by the - Copy.pdf - 3:15 [Roles and Responsibilities of ..] (19:1-19:361) (Super)
Roles and Responsibilities of Officials
• All officials have clear responsibilities in the implementation of the departmental strategy
• These include:
 • Executive authority
 • Accounting officer
 • Deputy Director Generals

• Chief Directors
• Directors
• M&E practitioners
• Failure to execute responsibilities at any level will lead to the collapse

P 3: Analyses of Implementation of strategic Plan by the - Copy.pdf - 3:23 [QUARTERLY PERFORMANCE REVIEWS ..] (26:1-26:626) (Super)
QUARTERLY PERFORMANCE REVIEWS
These sessions will be geared at reviewing performance of each programme during
the period under review consequently depicting achievements, areas of non-performance, challenges and recommendations.
The primary focus of the Quarterly Review Sessions will be to:
1. Analyse reports from Chief Directorates: achievements and non-achievements
2. Identify challenges and recommend remedial actions for the department
3. Follow up on the implementation of the recommendations of the panel: Post Review Action Plan.
A departmental review session will be attended by Senior Managers and chaired b

P 4: Annual-Report-2020-2021.pdf - 4:61 [Women Empowerment initiatives ...] (73:924-73:1230) (Super)
Women Empowerment initiatives have gained momentum; not only provincially but also at District levels, e.g. Women in and Into Management and Leadership. The majority of women employees avail themselves and participate in Trainings organised through HRU & D, with high recorded completion rates as well14, 15 and 16 [HOD at Superintendent General Level] The Department registered a Yo – yo movement with appointments, now at 66,% for Males and 33% for females. Many Women are clustered at SL 9 and lower.

P 4: Annual-Report-2020-2021.pdf - 4:94 [The achievement of targets in ..] (93:1243-93:1609) (Super)
The achievement of targets in training of teachers in Maths and Maths Literacy as well as languages are very significant in addressing the governmental needs. Both training in languages and Mathematics have women in the majority. Women trained in Maths and Maths Literacy are 471 as opposed to 396 Men. In languages 297 women were trained as opposed to 120 men.

P 5: APP-2021_22.pdf - 5:9 [The class of 2020 did rise aga..] (4:1534-4:2151) (Super)
The class of 2020 did rise against all adversities, albeit a drop of 10% from 86, 8% in 2019 to 76.2%. There was improved quality in our performance. This is evident in the number of candidates who achieved Bachelor passes of 11 820 which is more than the previous 9964 of the Class of 2019. The number of passes with a Diploma of 9 983 is higher than 8 677 achieved in 019 and Higher Certificates is 6 279 candidates passing which is an improvement from 4 628 achieved last year. We also saw a total of 7 626 distinctions, which is higher than last year of 7 298 distinctions achieved in various subjects.

P 5: APP-2021_22.pdf - 5:37 [The 80, 5% measure for the Nor..] (26:728-26:1123) (Super)
The 80, 5% measure from the North West of learners who benefit from the NSNP surpasses the national figure. This is a successful programme that provides greater opportunity to address issues of education in practice by the

year 2030. The opportunity presented by this programme lies in its potential to be uniquely integrated into the community to provide another educational and economic value

P 5: APP-2021_22.pdf - 5:124 [A special focus was made on th..] (63:1996-63:2294) (Super)
A special focus was made on the early grade reading where a total number of 2 300 primary school language teachers were trained on content and methodology. In addition, principals of schools were trained on Quality Management System that intends to enhance effectiveness in the schooling system.

P 5: APP-2021_22.pdf - 5:131 [Three Stream Model of Basic Ed..] (65:996-65:1325) (Super)
Three Stream Model of Basic Education
The Three-Stream Model. The Three-Stream Model will place leaners from grades 10 to 12 into three different streams of education summarised as follows:
• Academic: The current and traditional general stream which prepares learners for further studies in higher education institutions.

iii) Conceptual analyses: Strategic content

Strategic content describes the purpose and process of launching a strategy. The new strategy should be in line with the organization's overall strategic direction, the goals of the initiative should be clearly defined, the strategy developer's experience and knowledge in dealing with change are essential, active participation of all management levels is advised, and the potential impact of the new strategy on other ongoing strategic projects should be evaluated, among other things.

Strategies, according to Dransfield (2001), allow an organization to build on its past, plan for the future, and track ongoing progress. Because an organization develops strategies to address the needs identified during the strategy analysis phase, the strategy formulation phase is crucial. It is significant to note that communication is essential to the plan's success, and managers should make sure that the plan is effectively communicated as a result.
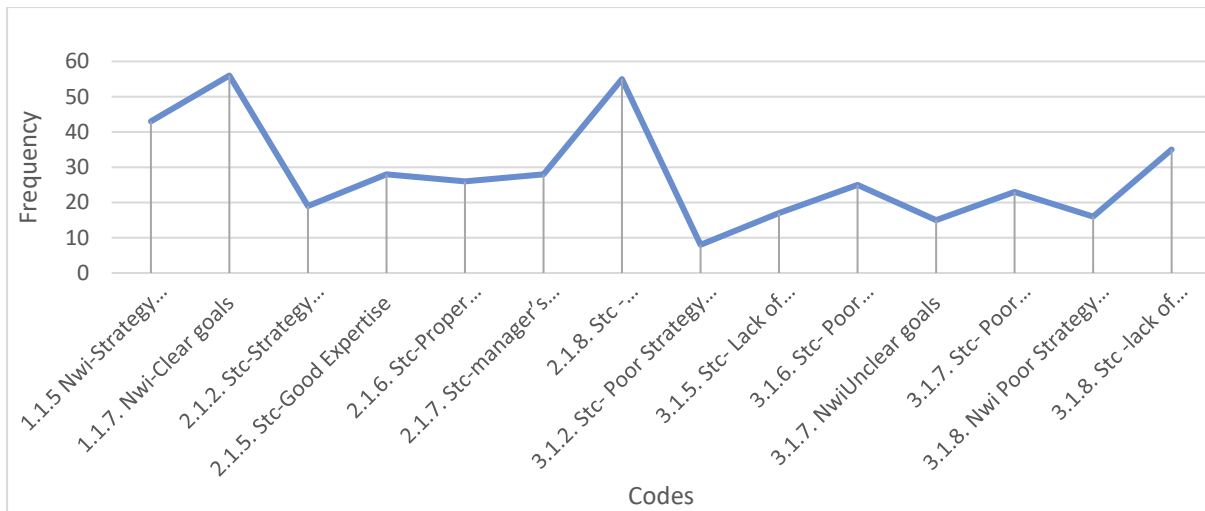
Figure 19. : Conceptual analyses: strategic content
Source: Own

Data from the NWDoE documentary analyses reflect that strategic development and strategic content are intact. The frequency of the codes on strategy alignment, clear goals and positive impact of the strategy between 30 and 57. This is the frequency of the quotations positively related to the aforementioned codes. The frequency of the level of knowledge, expertise and experience are also between 20 and 30 which is a positive sign. Most of the negative indicators or codes are all scoring low as mentioned in the documents.

iv) Relational analyses
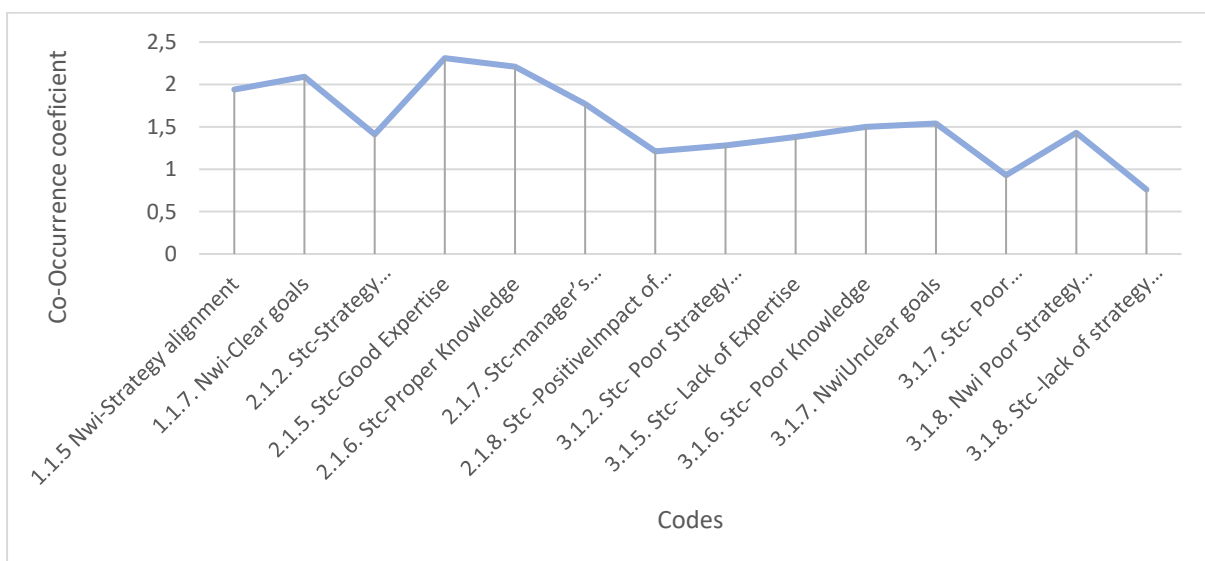
Figure 20: Co-occurrence: strategic content
Source: Own

Atlas/ti7 generates co-occurrence coefficient. This signifies the level of significance of the codes. The higher the coefficient the more significant the code relational analyses driven by the co-occurrence reflects that there is a very high correlation with regards to expertise, knowledge and experience, between 1.5 and 2. Clear goals also reflect a very high level of significance at 2.2. The results agree with the theoretical framework as well as the empirical literature. According to Okomus (2003), strategy development refers to the reasons for and methods of initiating a strategy.

The new strategy should align with the Departmental overall strategic direction, among other important factors:

- The new initiative's goals should be made very clear.
- It is essential that strategy developers have experience and knowledge in managing change.
- It is advised that management at all levels take an active role.
- The process of developing a strategy entails determining its purpose and method.
- The new strategy should align with the company's overall strategic direction, among other important factors.
- The new initiative's goals should be made very clear.

5.4.2. What are the strategic implementation mechanisms of the NWDoE?

5.2.2.1. Survey

What are the key pillars or ingredients of the implementation of strategy considered by the department? The researcher established from the participants if key implementation mechanisms, machineries or tools are available in the NWDoE. The primary people in charge of carrying out strategic plans are managers. A manager's knowledge of the business and expertise are crucial qualities to consider. Implementation skills include coordinating, building a culture, and finding alignments between strategies and how the department operates. The execution of strategic initiatives will be influenced by the organisational context. Implementation is influenced by the organisation's resources, competencies and capacities.
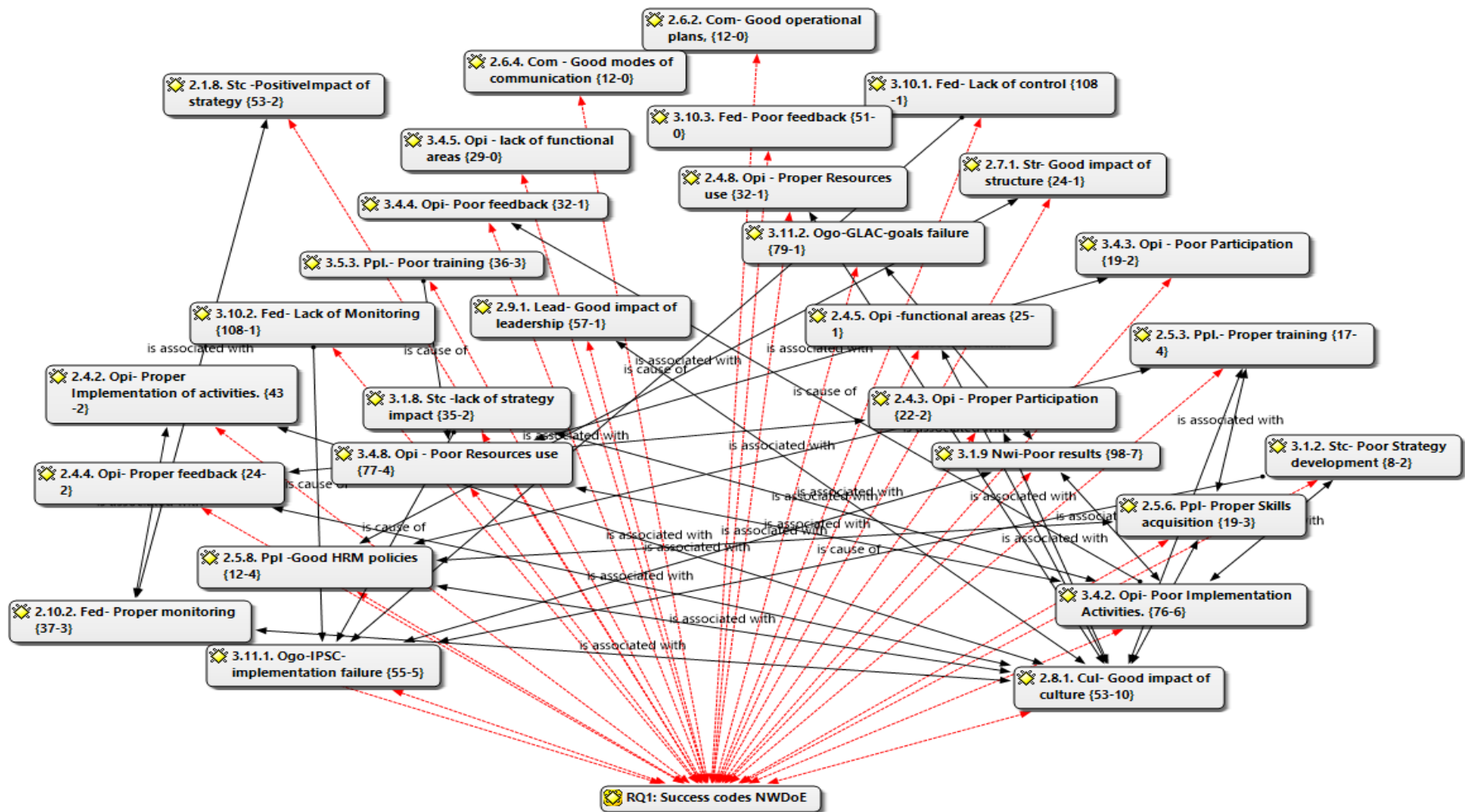
Figure 21 : Network view: Research question 1, Success codes
Source: Own
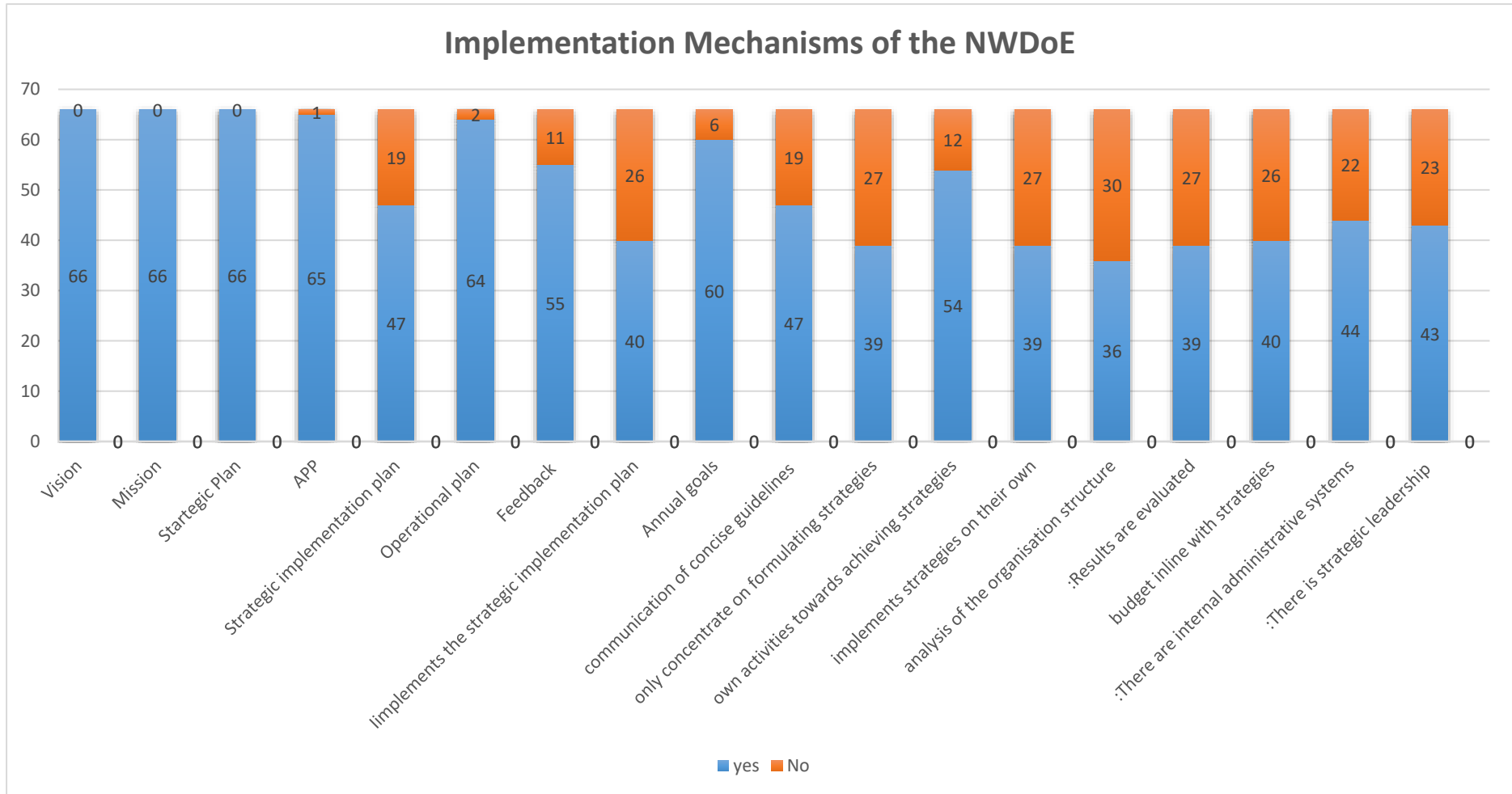
Figure 22. : Implementation mechanism of the NWDoE
Source: Own

The foregoing graph illustrates if the NWDoE is having the machineries or not. Participants were asked to tick "yes" or "no" to 18 implementation tools. From 66 participants, 1 188 responses were generated. Participants who ticked "yes" generated 910 (77%) of responses. Those who said "no" are 278(24%) and 9% of participants abstained.

All (100%) participants indicated that the Department had a vision, mission and only one (0.01) participant indicated that the department had no APP and 99.9% opposed that view.

The majority 51% to 98% agreed that the department has required tool from strategic plans, operational plans, feedback and evaluation mechanisms, communication and implementation strategies including budgeting and strategy evaluation.

Participants were further asked why the department is failing to meet targets as set out in its strategic and annual performance plans. They were asked to point at what is lacking in the list of implementation ingredients.

A myriad of responses were provided by the participants. They indicated the following:

> *Lack of resources to implement as well as of coordinating activities as set/ P04/*
> *The department fails to meet the target due to inability to consistently monitor the activities set as lack of monitoring affect performance plans and the department end up being unable to know if goals set are achieved accordingly or not / P07/*
> *The department fails to meet target as set out in strategic plans because they assign people who are not fully committed and responsible to communicate with employees about strategies which needs to be carried out/ P08/*
> *Poor leadership as they slack with their leadership skills/ P09/*
> *Strategic plans are not funded, People who are in control are not ambitious/ project managers are lazy to do their work/ P10/*
> *The department is not implementing the internal Audit recommendation. Managers don't provide accurate information / P12/*
> *Lack of holding officials accountable for under performance as per targets set out on the annual performance plan/ P13/*
> *Lack of competent people/ P19/*
> *Inadequate Resource, Lack of development, insufficient Staff/ P24/*
> *The department is failing to meet targets as set out due to lack of assigning people who are able to be responsible for implementation of strategies as it assign irrelevant people./ P28/*
> *Poor Planning in relation to the Lack of Resource, High Vacancy rate in the lower level/ P31/*

Consequence management not implemented, No system in place to ensure that senior managers takes planning seriously/ P34/
The department does not have sustainable qualified people there too many vacancies/ P38/
The department is not consistent in implementation the monitoring and evaluation of its strategy/ P43/
No leadership, Poor Management/ P50/
Poor skills, Poor Appointments, Poor Resources/ P51/
Failure to communicate, including failure to diagnose the needs for resources and capacity/ capability to meet targets. In certain importance not clarity of what targets or including indicators of performance of success. One of the critical reaction is the inability of different implementers to understand each role to be taken to ensure organisation meet the strategic targets/ P54/
Poor structure/ P56/
Poor Monitoring/ P58/
Poor Culture, Poor resources/ P63/
No evaluation, No reviews, Poor resources/ P65/

Evidently there is a contradiction between what participants have indicated in the "Yes" or "No" part as compared to their responses in open ended questions which were validating the responses. This is an indication of a clear confusion amongst officials between strategic planning and implementation. Existence of aspects in the strategic plan does not mean automatic implementation

Therefore, there is more value in the open ended question part as compared to the close ended questions

5.4.3. What are the implementation determinants/drivers of the strategic plan in the NWDoE?

Part C of the survey responded to the second question of the study:

What are the implementation determinants/drivers of the strategic plan of the NWDoE? Respondents were asked to list the main factors that affected how the NWDoE strategic plan was carried out. In order to ensure that its results and impact are realized, what should the department hold sacred?

Okumus (2003) observed that after reviewing several strategy implementation frameworks, frameworks could be classified into three types:
- Frameworks created by Peters and Waterman (1982), Ohmae (1983), Hambrick and Cannella (1989), Roth, Scheiger, and Morrison (1991), Hrebiniak

(1992), Yip (1992), and Thompson and Strickland (1995:241) tend to enumerate and characterise the variables required for strategy implementation. Sterling (2003)'s checklist for successful strategy implementation might also be put here.

- Frameworks proposed by De Vasconcellos e Sà (1990), Noble (1999), Bergadaà (1999), and De Feo and Jansen (2001) proposed reasonable step-by-step implementation models, which are sometimes difficult to follow in complicated implementation settings.
- Pettigrew and Whipp (1991) and Okumus (2001) frameworks emphasised the role of context and process during strategy implementation.

By grouping implementation factors into four categories—content, context, process, and outcome—Okumus (2001) identified a variety of implementation factors and created a conceptual framework. After conducting an empirical study, Okumus (2001) found the previously mentioned components to be crucial in the implementation process of the organisations evaluated. He also discovered additional implementation components like the execution of multiple projects, organisational learning and collaboration with other organisations.

According to Okumus, authorities including Bryson and Bromiley (1993), Schmelzer (1994), and others have acknowledged context as a key element in the adoption of strategies (2003). Schmelzer (1994) listed 14 elements and divided them into three categories: context, process, and major and minor factors. Three categories were identified by Bryson and Bromiley (1993): context, process, and result. These authors explained how a strategy is implemented by moving from one element to the next. In addition, Schmelzer mentioned the unpredictability of the environment, organizational culture, information systems, training, the size and geographic dispersion of the company, the company's life cycle, and the managers' racial and ethnic backgrounds. But there are a number of things to take into account, such as organizational culture and information systems. .

Participants were thus required to assess how the codes related to this theoretical framework affected the execution of the NWDoE's strategic plan. The following scale

was used: **1=very important, 2 important, 3 less important 4 neglegable and 5 I don't know**.

The majority of participants (54% to 64%) pointed communication (64%), clear goals (59%), skills and culture at (57%), information and resources at 54%, structure alignment and expertise at 54% to be very important (highly considered) in the implementation of strategy by the NWDoE.

Participants were further asked to list and discuss what they regard as the top five (5) very important that the NWDoE should consider sacrosanct in the implementation of the strategic plan. The following are some of the responses:

Some of the participants indicated the following issues:

> *Feedback, Time, clear goals, monitoring, communication, leadership/P3/*
> *Feedback, clear goals, Time, Training, Monitoring/P5/*
> *Monitoring, Strategy alignment, Time, Clear goals, Skills Acquisition/P9/*
> *Impact of structure, Impact of culture, Resource provision, Knowledge/P12/*
> *Strategy alignment, Clear goals, organisational culture, organisational structure, Training*
> *Clear goals, Training, Time, Resource use, Monitoring/P16/*
> *Recruiting, Training, Skills Acquisition, Resource Provision, HRM policies/P18/*
> *Strategy Alignment, Expertise, communication, resource use/P23/*
> *Strategy alignment-without alignment, we will lose the plot, clear goals- These will direct what need to do, Knowledge- Needed to implement the set, Time- The goals/ outputs need- to be time bound in order to be achievable, Organisational Structure /P29/*
> *Clear goals, resources provision, leadership, Culture, training, because the tone at the top is important and middle and lower management will be trained on how to do things currently/P31/*

The following were rated as having less significance on strategy execution by the NWDoE participants. 33% to 26% of respondents believe that monitoring and culture, structure, funding, training, and time are only minimally taken into account when implementing a strategy (24 percent). This disturbs me.

The following was mentioned by participants as factors that have less consideration by the NWDoE in implementing the plan:

> *Monitoring, feedback, implementation success, impact of leadership/P1/*
> *Feedback, monitoring, success implementation, time, clear goals/P2/*
> *Monitoring, feedback, implementation success, impact of leadership/P1/*

Feedback, Monitoring, time, impact of leadership, feedback/P6/
Knowledge is important in order to set clear goals, monitoring is important to monitor the performance plan; Resource help in order to achieve set goals, Participation in order to ensure that knowledge is gained; Feedback to ensure that goals set are achieved and if there are obstacles that need to be addressed/P7/
Impact of leadership: being led by leaders who does not have enough knowledge, feedback: Lack of provision of feedback affect the implementation success. Monitoring: it is important to monitor the strategic plan success/ goals, Resource use: without the resources, the strategic implementation cannot succeed, HRM policies which guide in order to ensure that goals are achieved./P8/
Monitoring, Feedback, Time, Clear Goals, Impact of leadership/P14/
Monitoring, Feedback, Impact of leadership, Participation, Time/P21/
Impact of Leadership, Training, Resource Provision, Fund allocation/P26/
Organisational structure, feedback, leadership, Communication, Resource Provision/P38/

The next category of participants which makes (18%- 30%) rates the following as low (given second rating attention) impact codes: structure and environment (30%) leadership and expertise (30%), knowledge, resources, recruiting (21%) information and recruiting at 18%.

Participants said this about low impact aspects of strategic implementation:

Leadership, strategy alignment, HRM policies, communication, Implementation./P11/ /P13/
Training, recruitment, impact of leadership, communication, Resource use/P15/
Recruiting, training, skills acquisition, skills development, resource provision, for the strategy to be implemented and achieved there should be continuous training to curb uncertainties and sufficient staff to meet the deadline /P24/
Strategy alignment, Expertise, Organisational structure, Resource Provision, Communication/P27/
Communication is important to ensure that strategies are met; Monitoring to ensure that objectives and goals are met, feedback to be aware of challenges and achievements; Training to provide more knowledge and skills; Fund allocation specifically for strategic implementation/P28/
Knowledge, Organisation structure, training, impact of structure, time/P33/
Strategy alignment, clear goals, expertise, fund allocation, training, resource provision/P34/
Time, training, communication, impact of leadership/P35/ Impact of structure, impact of leadership, strategic alignment, organisational structure/P37/
Environment uncertainly, resources, recruiting, feedback and knowledge requirement/P42/
Structure, leadership, monitoring, implementation, feedback – The leadership must show their skills and knowledge and implementation what is written or planned and success must be visible and employee to receive a feedback regularly/P43/
Strategy alignment, clear goals, fund allocation, knowledge/P45/

The significance of these categories have been discussed in research question 2.

Figure 23. : Implementation determinants
Source: Own

Implementation Determinants

Determinant	High Impact	Low Impact	Minimal Impact	I don't know
:Implementation success	34	6	9	1
:Feedback	36	9	13	1
:Monitoring	34	7	20	0
:Impact of leadership	32	9	14	1
:Impact of culture	25	5	20	3
:impact of structure	26	6	18	1
:Communication	39	6	14	0
:HRM Policies	34	7	16	1
:Skills Development	35	9	11	1
:Skills acquisition	28	9	12	1
:Training	30	9	15	1
:Recruiting	27	15	13	0
:Political impact	17	12	13	3
:Tme	22	11	15	1
:Knowledge requirements	35	11	13	0
:Information requirements	32	11	11	2
:Fund Allocation	31	7	18	0
:Resource use	30	11	8	2
:Resource provision	33	6	14	3
:Participation	29	8	17	0
:Leadership	28	13	11	1
:Organisational Culture	25	15	15	1
:Organisational structure	30	18	8	1
:Environmental uncertainty	22	18	13	1
:Knowledge	28	15	7	0
:Expertise	31	13	10	0
:Clear goals	36	11	12	0
:Strategy allignment	33	13	1	3

Legend: ■ High Impact   ■ Low Impact   ■ Minimal Impact   ■ I don't know

5.4.4. What are the factors that impede strategic plan implementation in the NWDoE?

Part D of the survey too responded to the last research question: What are the implementation *impediments/ stumbling blocks* of strategic plan in the NWDoE?

There are numerous reasons for the failure of successful strategy implementation, also known as stumbling blocks. Although the reasons for failed strategy implementation vary, the causes are frequently predictable.

Thompson and Strickland (1995), who claimed that strategy implementation is a more challenging and time-consuming management challenge than strategy development, were cited by Rausch et al (2001). This is as a result of the wide range of managerial responsibilities and choices available to managers. To launch and advance a variety of initiatives, it also takes certain people-management abilities and tenacity. All of these occur in a setting where change is resisted. Extensive models have been proposed as a solution to this difficulty in order to aid in the direction of implementation choices for strategies.

Aaltonen and Ikävalko's study, published in 2002, found that a sizable proportion of respondents linked communication issues with strategy implementation issues. The creation of a common understanding of strategy was a concern shared by organisational members. A portion of the results also suggested that comprehension is not always guaranteed by having more information.

Strategic planning is connected to strategy implementation through four processes, according to Noble (1999), cited by Aaltonen and Ikävalko (2002): communication, interpretation, adoption, and action. A breakdown in one of these processes is the root of many obstacles. As a result, this study will now conduct an objective analysis of these barriers to ascertain which ones participants believe to be the most significant.

The participants were requested to grade a myriad of statements (codes) according to the scale that was provided. This was done in order to test their experience

against how the NWDoE has been implementing its strategy plan. The scale ranged from 1=high prevalence, 2 moderate prevalence, 3 minimal prevalence 4 insignificant prevalence and 5 I don't know. Prevalence, in this context, refers to the degree of negative impact on the implementation of strategic plan by the NWDoE.

High prevalence as reflected by the number of respondents range from 26% to 18%. Participants indicate that unforeseen challenges (covid-19) and poor leadership are key at 26%, followed by lack of ownership and competing priorities at 21%, Poor financial resources and poor coordination are also rated high by 20% of participants. Eighteen per cent (18%) of participants rate lack of sufficient time, poor structure and poor involvement of stakeholders.

In support of the high prevalence above, some participants indicated that the following are factors that impede or hinder the implementation of strategy in the NWDoE:

> *"Insufficient financial resources to execute the strategy, lack of feelings of ownership of a strategy or executing plan, deviation from original plan objectives"./P1/*
> *"Taking more time, inadequate training and instructions, coordination was not effective, insufficient involvement of capabilities of shareholders, overall goals not sufficiently understood"/P2/*
> *" Insufficient funds, people not measured or rewarded, training and instructions, uncontrollable factors in external environment, problems requiring SMT involvement"/P3/*
> *"Insufficient financial resources, deviation from original plan, taking more time, inadequate training, problems which were not identified earlier"/P4/*
> *" Insufficient financial resources has an impact as lack of funds to use resources is an issue. Leadership and direction provided was pulling off due to other issues that affect their work, capabilities of shareholders were insufficient as they did not take part, lack of information systems used to monitor affected the strategy implementation as it was unable to be monitored, deviation from original plan objectives has an impact as some of the objectives set were to be changed due to inability to meet them"./P8/*
> *"Insufficient financial resources to execute the strategy, lack of feelings of ownership of a strategy or executing plan, Deviation from original plan objectives"./P1/*
> *" Insufficient funds, people not measured or rewarded, training and instructions, uncontrollable factors in external environment, problems requiring SMT involvement"/P3/*
> *"Insufficient financial resources, deviation from original plan, taking more time, inadequate training, problems which were not identified earlier"/P4/*

"Insufficient financial resources has an impact as lack of funds to use resources is an issue, leadership and direction provided was pulling off due to other issues that affect their work, capabilities of shareholders were insufficient as they did not take part, lack of information systems used to monitor affected the strategy implementation as it was unable to be monitored, deviation from original plan objectives has an impact as some of the objectives set were to be changed due to inability to meet them"./P8/

"Deviation from original plan objectives, overall goals were not sufficiently well understood, took more time than originally allocated"./P12/

"Inadequate leadership and direction provided, insufficient financial resources, people not measured or rewarded for executing plan, deviation from original plan objectives, changes in responsibilities not clearly identified"/P14/

"Insufficient financial resources, people are not measured or rewarded, changes in responsibilities with organisation not clearly defined, taking more time, Major problems not identified early"/P15/

"Deviation from original plan of objectives, problems requiring SMT involvement not communicated, people are not measured/ rewarded for executing the plan, overall goals not understood and Information system used to monitor implementation were inadequate"/P21/

"Deviation from original plan objectives, people not being rewarded, changes in responsibilities within the organisation, inadequate information system to monitor implementation, lack of understanding the role of organisation"./P22/

"Lack of understanding of the role of organisational structure and design in the execution process, insufficient financial resource to execute the strategy, training and instruction was inadequate"/P24/

"Coordination was not sufficiently effective, competing activities distracted attention from implementing decisions, uncontrollable factors in the external environment had an adverse impact on implementation, information systems used to monitor implementation were inadequate, insufficient financial resources to execute the strategy"/P27/

"Took more time than originally allocated, training and instruction was inadequate, deviation from original plan objectives, information system used to monitor implementation were inadequate, leadership and direction provided by department needs was inadequate"/P31/

"Competing activities distracted attention from implementing decisions - hinders adherence to the stipulated timeframes, capabilities of shareholder involved were insufficient – contribution of stakeholders not prominent, training and instructions was inadequate- inadequate skills will lead to poor service delivery, leadership and direction provided by department heads was inadequate, realisation and achievement of outputs will be negative affected, if key functions are scatted around in different branches, chances of producing credible outputs will remain a problem"/34/

"Uncontrollable factors in the external environment had an adverse impact on the implementation, training and instruction was inadequate, competing activities distracted attention from implementation decision, coordination was not sufficiently effective, people are not measured/ rewarded for executing the plan"P37/

"Competing activities distracted attention from implementation, leadership and direction provided by departmental heads was inadequate, Key implementation tasks and activities were not sufficiently defined, problems requiring SMT

involvement were not communicated early enough, deviation from original plan objectives/P38/ Deviation from original plan, Lack of feelings of ownership of a strategy or execute the strategy" /P42/
"Lack of resources, Poor leadership, Poor organisational Structure/P50/ Resource, Structure, Monitoring, Leadership/P51/ Poor leadership, Poor structure, Lack of ownership, Insufficient/P52/ Poor Leadership, Poor monitoring", /P53/
"External environment, poor resources, completing Priories/P56/ Covid, external impact, political influence, corruption"/P57/
"Poor allocation of resources, poor leadership, lack of ownership"/P58/
"Environmental factors, poor structure, poor leadership"/P59/
"Poor leadership, poor structure, poor anticipation and problems/P60/
Poor controls, poor leadership, poor resources, external factors, Covid"P61/
"Poor resource allocation, poor structure, no ownership, poor expectations, poor controls"/P62/
"Poor leadership, poor structure, poor resources"/P63/
"Poor structure, poor leadership, lack of ownership"/P64/
"Lack of resources, poor leadership, poor structure"/P65/
"Poor leadership, poor structure, poor controls"/P66/

Moderate prevalence issues as reflected by participants range from 41% to 32%, includes poor structure and lack of sufficient time to execute activities at 41% of respondents, poor monitoring at 38%, unforeseen challenges, poor coordination, poor clarity of instruction and external forces at 36%, deviation from plan, lack of ownership and poor change management at 32% of participants, this represent the majority of respondents.

"Inadequate leadership and direction provided, insufficient financial resources, people not measured or rewarded for executing plan, deviation from original plan objectives, changes in responsibilities not clearly identified"/P14/
"Deviation from original plan of objectives, problems requiring SMT involvement not communicated, people are not measured/ rewarded for executing the plan, overall goals not understood and Information system used to monitor implementation were inadequate"/P21/
"Uncontrollable factors in the external environment had an adverse impact on the implementation, training and instruction was inadequate, competing activities distracted attention from implementation decision, coordination was not sufficiently effective, people are not measured/ rewarded for executing the plan""P37/
"Competing activities distracted attention from implementation, leadership and direction provided by departmental heads was inadequate, key implementation tasks and activities were not sufficiently defined, problems requiring SMT involvement were not communicated early enough, deviation from original plan objectives/P38/
Deviation from original plan, lack of feelings of ownership of a strategy or execute the strategy" /P42/

Very dominant minimal impact is noted in the following categories competing activities, rewards, changes in responsibilities and training. These, according to participants, have very minimal impact in the implementation of the strategic plan of the NWDoE. Participant who noted insignificant categories are between 0.06 and 0.16. These categories have insignificant impact according to participants.

The study demonstrates how challenging it is to execute a strategy. Bigler (2004) cites research indicating that 90% of plans created by organisations in the United States and Europe are not carried out on schedule or with the desired results. To achieve the desired results, strategic planning must be planned, executed, and evaluated effectively (Fahey & Randall 1994). The majority of businesses, including NWDoE, must go through this process. About 29 barriers to strategy execution have been identified based on the literature's findings, and some of them may apply to the NWDoE.

These stumbling blocks were evaluated to determine the most prominent stumbling blocks as perceived by participants. Participants were asked to mention top five impediments of the NWDoE strategic plan and they said, inter alia:

> "Lack of understanding the organisation role as executed, people not measured or rewarded, tasks and activities not clearly defined, overall goals not understood, lack of feelings of ownership of strategy"/P5/
> "Inadequate training and instruction, coordination which is not effective, deviation from original plan objectives, people not measured or rewarded"/P6/
> "Training and instructions were inadequate owing to lack of resources, information systems used to monitor implementation as there were lack of resources"/P7/
> "Taking more time than originally planned, insufficient capabilities of shareholder, overall goals not understood well, deviation from original plan objectives, insufficient financial resources/P10/
> More time, training, uncontrolled factors, key implementation"P11/
> "Insufficient financial resources to execute the strategy, key formulators of the strategic decision did not play an active role in implementation" /P18/
> "Changes in Responsibilities within organisation were not clearly defined, insufficient financial resources to execute the strategy" /P19/
> Involvement of shareholders were insufficient as they lacked participation. people were not rewarded for executing plan had an impact as it lacks/ makes involvement of them being unsuccessful. Insufficient financial resources also has an impact at resources to be used are minimised"/P28/
> ", lack of understanding of the role of organisational structure and design in the execution process, Insufficient financial resources to execute the strategy, overall goals were not sufficiently well understood, competing activities distracted attention from implementing decisions"/P32/ "

Figure 24. : Network view Research Question 3
Source: Own
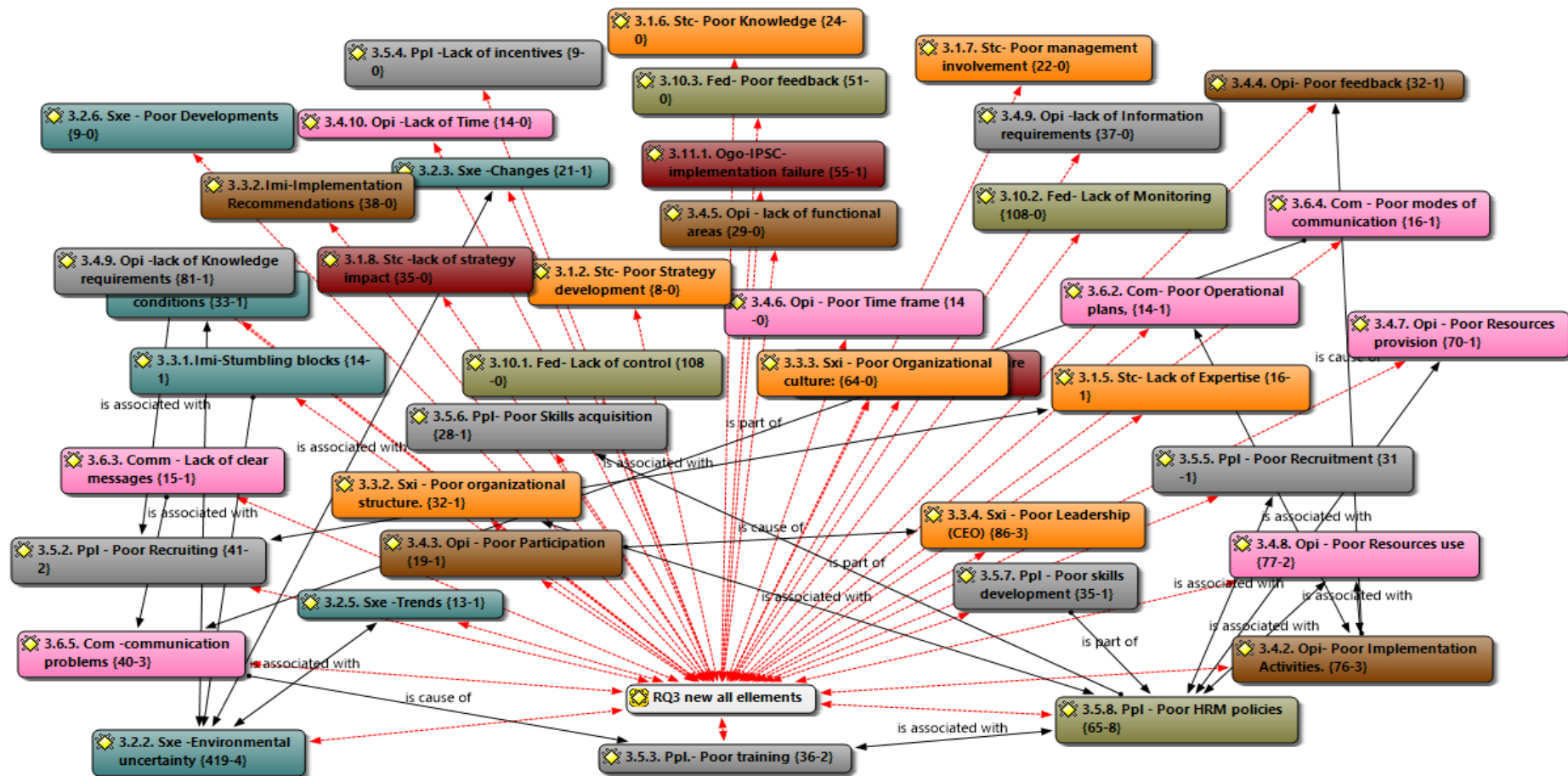
Figure 25. : Factors that impede strategy
Source: Own

Factors that impead strategy implementation

Factor	High Prevalence	Moderate Prevelance	Minimal Prevelance	Insignificant Prevelance	I don't know
:Insufficient finacal resources to execute the strategy	12	22	20	9	2
:Lack of understanding the role of the organisational structure and design in execution...	11	25	21	4	4
;Lack of feeling of ownership of a strategy or executing plan	13	20	34	7	7
:People are not measured/rewarded for executing the plan	6	14	31	8	4
:deviation from the orginal plan objectives	5	21	27	7	4
:Problems requiring SMT involvement were not communicated early enough	5	19	32	7	2
:Key formulators of strategic decision did not play an active role in implementation	2	20	34	5	25
:Changes in responsibilities within the organisation were not clearly defined	8	17	28	7	5
:Overall goals were not sufficiently understood	3	12	33	10	7
:Information system used to monitor implementation were inadequate	7	23	20	9	6
:Key Implementation tasks and activities were not sufficiently defined	16	22		5	5
:Leadership and direction provided by departmental heads was inadequate	16	22	13		19
:Uncontrollable factors in the external environment had an adverse impact on...	16	22	17	5	5
:Training and instructions was inadequate	6	14	31	8	4
:Capabilities of shareholders involved were insufficient	11	25	21	4	4
:Competing Activities distracted attention from implementing decisions	13	13	21	6	3
:Coordination was not sufficiently effective	12	22	20	9	2
:Major problems faced wich had not been identified earlier	16	22	17	5	5
:Took more time than originally allocated	11	25	21	4	4

5.4.2: Documentary analyses

In applying the content documentary analyses on research questions 2 and 3: The following approach was adopted:

1. Listing of codes generated from the coding frame
2. Analyses of the network view from Atlas/ti7
3. Conceptual analyses

Analysis of the success factors or factors that facilitate the implementation of the strategic plan in the NWDoE has also used content documentary analysis. Additionally, this served to reinforce research questions 2 and 3. The lens was also the Okumus Theoretical Framework.

1. Strategic/Organisational/Internal context

Internal context aspects include: organisational structure, culture and leadership.

Organisational structure, culture and leadership speak to professional duties and responsibilities, distribution of power and decision-making processes within the company. Issues to consider are:

- The possible changes in tasks, roles, decision-making and reporting relationships owing to the new strategy.
- Whether the organisational structure facilitates the free flow of information, coordination and collaboration between different levels of management and functional areas.
- The potential impact of the new strategy on informal networks, politics and key shareholders.
- The attitude of powerful groups towards this new strategy.
- The potential challenges of using the existing organisational structure when using process variables, including operational planning, communication and resource allocations.
- Leadership
- Culture.

1.1. Codes

From the coding frame that has been translated into Atlas/ti7 the following Codes apply.

Code-Filter: Code Family "New Code Internal /organisational context new"

_____

HU: PhD Implementation of strategic plan by the NWDoE

File: [C:\Users\pkgat\OneDrive\Desktop\Ph

D_Implementation of strategic plan by the NWDoE.hpr7]

Edited by: Super

Date/Time: 2022-08-26 15:09:23

_____

2.3.2. Sxi -Good organisational structure.
2.3.3. Sxi -Good Organisational culture:
2.3.4. Sxi - Good Leadership (CEO)
2.6.4.Com-Good modes of communication
3.3.2. Sxi - Poor organisational structure.
3.3.3. Sxi - Poor Organisational culture:
3.3.4. Sxi - Poor Leadership (CEO)
3.6.5. Com -communication problems

i)   Network view

Internal organizational context network view depicts how structure, leadership, and culture are perceived in the NWDoE's implementation of its strategic plan, much like the strategic content category does. The number of quotations that positively discuss culture, leadership, and structure reflects this. This network view exhibits both the favourable and unfavourable opinions.

All codes with the prefix two (2) are positive, while codes with the prefix three (3) are negative. 12 good leadership quotes were chosen by Atlas/ti7, compared to 69 bad ones. There were 205 bad quotes for leadership compared to 69 good quotes, and 106 bad quotes compared to 29 good quotes for organizational structure.

Documentary analyses indicated the following about the leadership:

P 1: 2021 -2022 ACHIEVEMENTS, CHALLENGES, RECOMMENDATIONS.docx - 1:5 [Many schools with no teacher f..] (87:87) (Super)
Many schools with no teacher first aiders
P 1: 2021 -2022 ACHIEVEMENTS, CHALLENGES, RECOMMENDATIONS.docx - 1:6 [Policies and code of conducts ...] (88:88) (Super)

Policies and code of conducts not reviewed and signed

P 1: 2021 -2022 ACHIEVEMENTS, CHALLENGES, RECOMMENDATIONS.docx - 1:8 [Schools not reporting cases] (90:90) (Super)
Schools not reporting cases

P 1: 2021 -2022 ACHIEVEMENTS, CHALLENGES, RECOMMENDATIONS.docx - 1:9 [Ø Access control not implement..] (91:91) (Super)
☐ *Access control not implemented in some schools*

P 1: 2021 -2022 ACHIEVEMENTS, CHALLENGES, RECOMMENDATIONS.docx - 1:10 [Access control not implemented..] (91:91) (Super)
Access control not implemented in some schools

P 2: 202223 DRAFT APP INPUTS (2).doc - 2:2 [Inadequate capacity at SCM bot..] (16:16) (Super)
Inadequate capacity at SCM both skill-wise and warm bodies contributed to delayed procurement processes

P 2: 202223 DRAFT APP INPUTS (2).doc - 2:14 [Reduction of COE budget result..] (32:33) (Super) *Reduction of COE budget resulted into delays in recruitment processes*
- Positions left vacant for a long time, overstretching existing staff leading to employee burnout and low morale.

P 4: Annual-Report-2020-2021.pdf - 4:12 [The Department has received a ..] (13:1294-13:1669) (Super)
The Department has received a qualified audit opinion, mainly because historic immovable assets ranging from the year 2013. This is attributable to the limited monitoring of completed projects and updating of the asset register timeously resulting in the auditors raising material findings on assets and project values disclosed in the annual financial statements.

About structure they indicated:

P 2: 202223 DRAFT APP INPUTS (2).doc - 2:14 [Reduction of COE budget result..] (32:33) (Super)
Reduction of COE budget resulted into delays in recruitment processes - Positions left vacant for a long time, overstretching existing staff leading to employee burnout and low morale.

P25: Provincial Treasury March 2022 Education Strategic Plan Session.pdf - 25:7 [Overall departmental spending ..] (32:45-32:705) (Super)
Overall departmental spending moderate with 97.5 per cent in 2019/20, 98.8 per cent in2020/21 and possible 96 per cent at the end of the current year;
• Spending mainly driven by CoE and transfer payment;
• Poor spending on Conditional grants including infrastructure allocation;
• Infrastructure Programme Management to be strengthen and regular reporting on transfers remain critical;
• Cause
– Inadequate planning (implementation plan with clear milestone and cash flow)
– Management of possible risks to impede implementation
– Inadequate monitoring of the implementation plan
– Involvement of programme managers in the planning and budget proces

P49: PFMA 2020-21 Management report template - Reasonable assurance Discussed.pdf - 49:10 [The Department did not impleme..] (7:1234-7:1564) (Super)
The Department did not implement sufficient monitoring controls to ensure adequate contract management, appropriate management of projects and supervision of contractors in order to ensure quality delivery of the projects. Unsubstantiated overpayments were made on projects and some of these projects could not be identified.

P49: PFMA 2020-21 Management report template - Reasonable assurance Discussed.pdf - 49:12 [Non-compliance with legislatio..] (7:2220-7:2598) (Super)
Non-compliance with legislation remains a concern as the root causes for these material noncompliance findings were not addressed. Majority of the irregular expenditure disclosed relates to contracts that were awarded in prior years. Although management has started implementing consequence management the progress is slow to effectively deal with this irregular expenditure.

P49: PFMA 2020-21 Management report template – Reasonable assurance Discussed.pdf - 49:13 [The Information Technology (IT..] (7:2606-7:3283) (Super)
The Information Technology (IT) controls environment at the department remains inadequate. Significant gaps were identified in IT governance, relating to inadequate Information and Communications Technology (ICT) organisation structure, ICT risk assessment, and management of policies and non-existence of ICT strategic committee. Similarly, significant gaps were identified under user access management and IT security management controls relating to IT Security awareness and compliance to user access management policies. Furthermore, most of prior year findings were not resolved which will deteriorate the status of the current Information Technology environment.

P51: ORGANISATIONAL STRUCTURE WORKSHOP_V02 23 JULY 2021.pdf - 51:4 [he following proposals are yet..] (7:41-7:276) (Super)
The following proposals are yet to be developed:
☐ *Two Districts do not comply with the districts size norms, namely Ngaka Modiri Molema and Bojanala Districts*
☐ *Inclusion of Rural Education function*
☐ *ECD Function Shift in progress*

For organisational culture 196 bad as opposed to 67good quotations were identified and the same applies to communication with 46 bad and 12 good quotations.

Documentary analyses indicated the following about culture:

P 1: 2021 -2022 ACHIEVEMENTS, CHALLENGES,RECOMMENDATIONS.docx - 1:6 [Policies and code of conducts ..] (88:88) (Super)
Policies and code of conducts not reviewed and signed

P 1: 2021 -2022 ACHIEVEMENTS,CHALLENGES,RECOMMENDATIONS.docx - 1:12 [Bullying, theft, vandalism, drug ..] (92:92) (Super)
Bullying, theft, vandalism, drug abuse

P 5: APP-2021_22.pdf - 5:106 [Supporting schedules (lists) w..] (61:302-61:435) (Super)
Supporting schedules (lists) were not provided and or the lists differed materially (more than 10%) from the reported achievement.

P15: IMGS Presentation - Strat Planning Lekgotla (2).pdf - 15:8 [CHALLENGES IN SCHOOLS • First ..] (25:1-26:486) (Super)
CHALLENGES IN SCHOOLS
• First two weeks when we did a follow up all schools reported to be on traditional timetable
• When we did a follow up of physical verification we found some schools are still rotating
Dr Ruth Segomotsi Mompati
• M.M Sebitloane Special School all learners did not return due to accommodation challenges
• hostel capacity takes up to 142 but there are 210 learners
Dr Kenneth Kaunda
• Farm school in Nkagisang was overcrowded and reasons were given also a school in Wolmaransstad which was built on mobiles was also overcrowded
Ngaka Modiri Molema
• They had 13 schools that did not return to traditional timetable, we intervened with the DDG chairing the meeting.
• Coliny Special School has not returned to traditional timetable due to hostel challenges
CHALLENGES IN SCHOOLS

P15: IMGS Presentation - Strat Planning Lekgotla (2).pdf - 15:10 [GENERAL CHALLENGES TO MONITOR ..] (30:1-31:346) (Super)
GENERAL CHALLENGES TO MONITOR AND SUPPORT SCHOOL
BOJANALA
Infrastructure Thulare Secondary School
All mobiles locked by the service provider since the 8 February 2022. The contractor alleges he has not been paid. Local leaders engaged but still there is no assistance.
Diphetogo Secondary school
Blown off roof since 2016, then second part on 2021. District cannot fix because it is above R500 000.
The two schools cannot accommodate all learners.
Vacancies whilst the district has 599 schools, vacancies are at highest level.

All CESs positions are vacant, the
Auxiliary services is to be vacant on 31/03/22.Five Circuit Managers posts interviewed for in 2021 still not appointed for. One Circuit Manager resigned February 2022. The absence of SESs(some posts interviewed for in March 2021) means less support in all subjects including Mathematics & Technical Subjects. FET Co-ordinator for Rustenburg Sub-District remains a challenge.
• Network challenges affecting service delivery

According to documentary analyses, the NWDoE's poor leadership, culture, and structure are definitely factors that negatively affect the implementation of the strategic plan. The network view also reveals a number of associations and inconsistencies between and among the codes. Poor structure is linked to poor communication, poor leadership, and poor organizational culture. Good structure is linked to good leadership.

Figure 26. : Network view: Organisational context
Source: Own
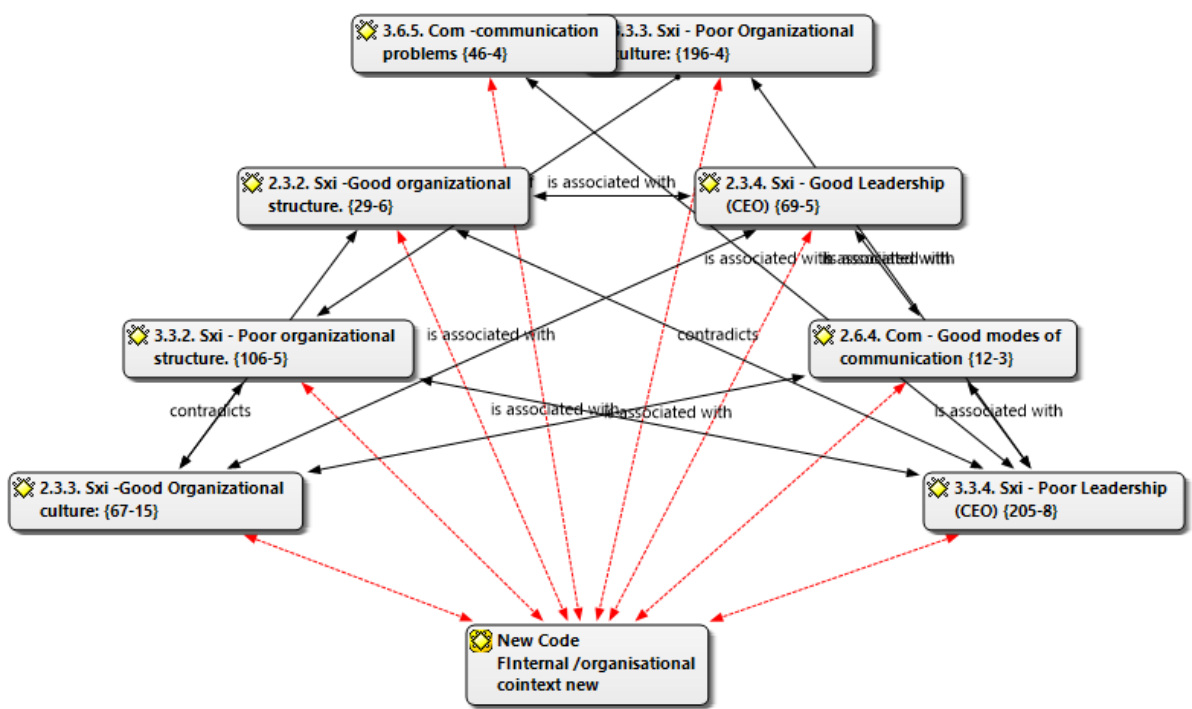
ii)   Conceptual analyses

Conceptual analyses that place more of an emphasis on code frequency. The analyzed documents have more quotations with gravitating negative codes, which means that the NWDoE's leadership, organizational structure, and cultural

environment, which are each mentioned 200, 102, and 191 times respectively, have a negative impact on how the strategic plan is implemented. The importance of good leadership, culture, and structure is barely mentioned.

Figure 27. : Internal context: Frequencies
Source: Own

Internal context Codes Frequencies
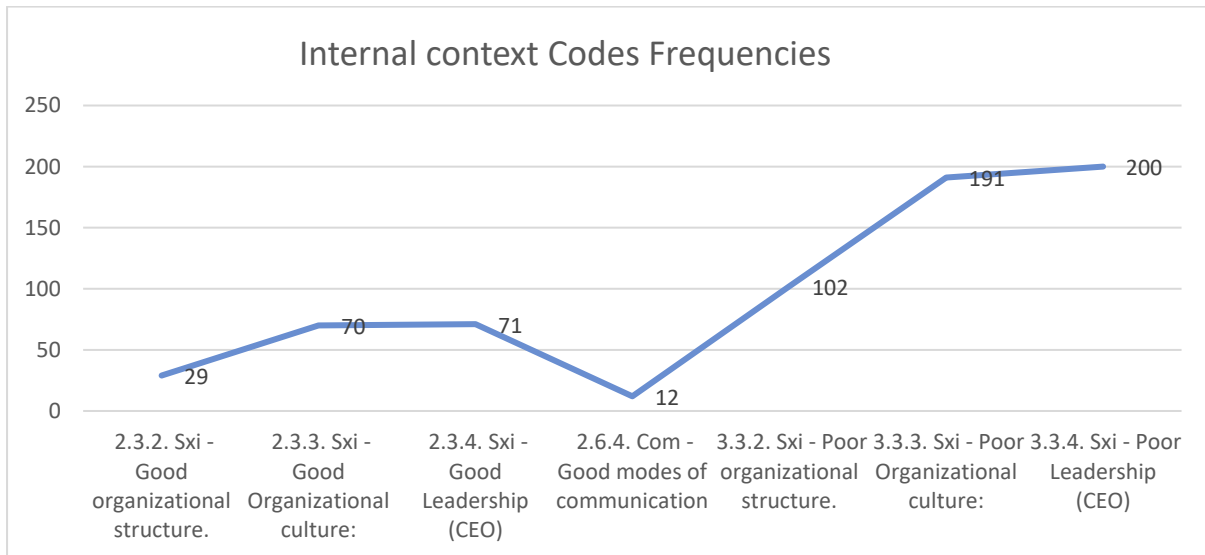
iii)   Relational analyses

With regards to correlation coefficient which signifies significance of codes, organisational culture, at 1.4 is more important for the NWDoE followed by leadership and then structure. Culture is followed by leadership at about 1.2. Then followed by structure at 1.1.

Figure 28. : Internal context: Co-occurrence
Source: own
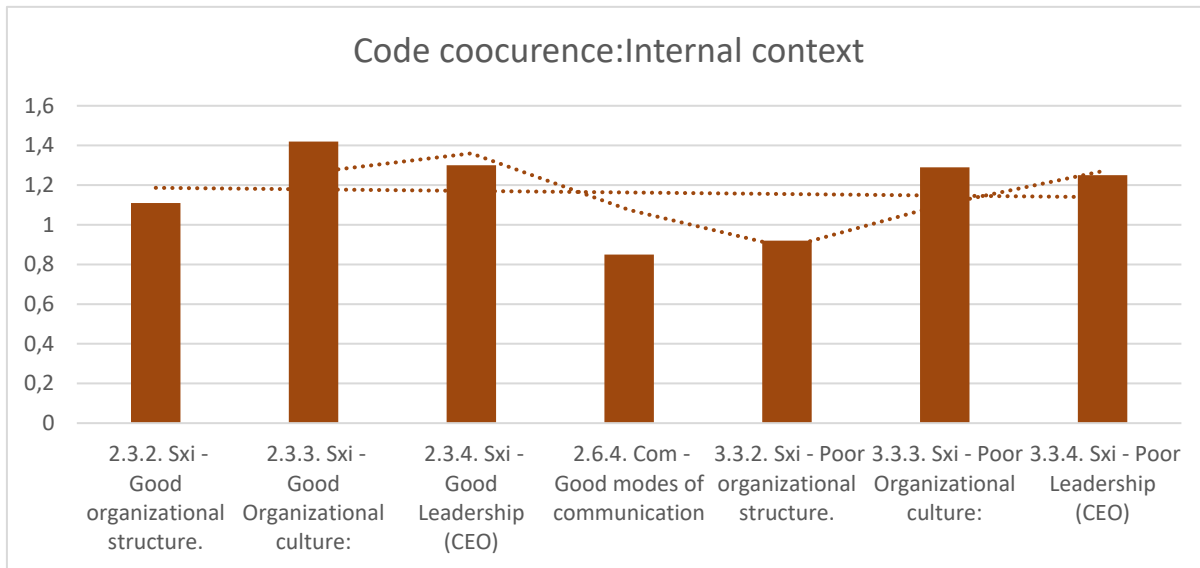
.2. Organisational/Operational processes

Both the process of beginning a project and the operational planning of the tasks and activities involved in implementation fall under the heading of operational planning. Operational planning has a big impact on communication, resource distribution, and the delivery of training and incentives. Important factors to take into account include initial pilot projects and the lessons learned from them, the preparation and planning of implementation activities, input from various management levels and functional areas during the development of these operational plans and during the implementation activities, and the time frame for resource provision and use.

Resource allocation is the process of ensuring that all of the required time, money, skills, and knowledge are made available. It is closely related to operational planning and has a big impact on how incentives, training, and communication are given out. Important things to think about include the methods for acquiring and allocating funding for the new strategy, the information and expertise needed for the process of implementing a new strategy, and the amount of time available to finish the implementation process. Political and cultural issues within the organization and how they affect the allocation of resources for hiring new employees, educating qualified employees, and rewarding them.

This factor is directly impacted by resource allocation and operational planning. Important things to think about are as follows:

- hiring of qualified personnel to carry out the new plan;
- the development and acquisition of fresh knowledge and abilities required to put the new strategy into practice;
- the kinds of training exercises that will help develop and ready relevant managers and workers;
- the provision of incentives related to the application of a strategy and its results; and
- how new strategy implementation is affected by the organisation's general HRM policies and practices.

Communication: The means by which the formal and informal messages about the new strategy are disseminated. Using clear messages when communicating with important individuals both inside and outside of the organization, using operational plans, training programs, and incentives as communication materials, the implications of using (or not using) multiple modes of communication (top-down, bottom-up, lateral, formal, informal, internal, external, one-off, and continuous communication), problems and difficulties with communication and their underlying causes, and the impasse between internal and external stakeholders are the main themes.

The formal and informal mechanisms for monitoring implementation efforts and results in relation to predetermined goals are control and feedback. The primary topics are the formal and monitoring activities that occur prior to, during, and after the implementation process, and communication and operational plans are crucial for monitoring the process and providing feedback on how it is going.

5.4.5.3. Resource Allocation

During the implementation process, resource deployment needs to be discussed as early as possible. Resources like money, people and time must be factored into the business budget from the beginning (Owino & Alako, 2015). In any organisation, the implementation of strategic plans is deterministic and heavily dependent on both

natural and human resources (NWDoE). Resource deployment needs to be discussed as early as possible during the implementation process. The business budget needs to take time, people and money into consideration from the start (Owino & Alako, 2015). According to NWDoE, strategic plans are always deterministic and heavily reliant on both human and natural resources in any organisation.

The resource strength of the NWDoE contributes significantly to the successful implementation of strategic plans. Prioritisation of financial resources are the key to successfully implementing strategies in organisations.

i) Network view

The network view presented shows the connections and relationships between and amongst the codes related to resources as a subcategory. Nine (09) codes were generated by Atlas/ti7 in the analyses of primary documents. Over 316 quotations or units of meaning were identified in the primary documents. Over 202 quotations reflected negatively on how the department is using resources as a tool to implement the strategic plan. Very disturbingly just over 100 quotations reflect the positive use.

The network shows strong associations between bad resourcing and implementation of strategic plan by the NWDoE. Atlas/ti7 also emphasises a negative association or contradictions between poor resourcing and good implementation practice. Poor resource use, poor resource provisioning are leading factors that lead to poor strategy implementation by then NWDoE, followed by poor recruitment systems.

Figure 29. : Operational planning: resources
Source: Own
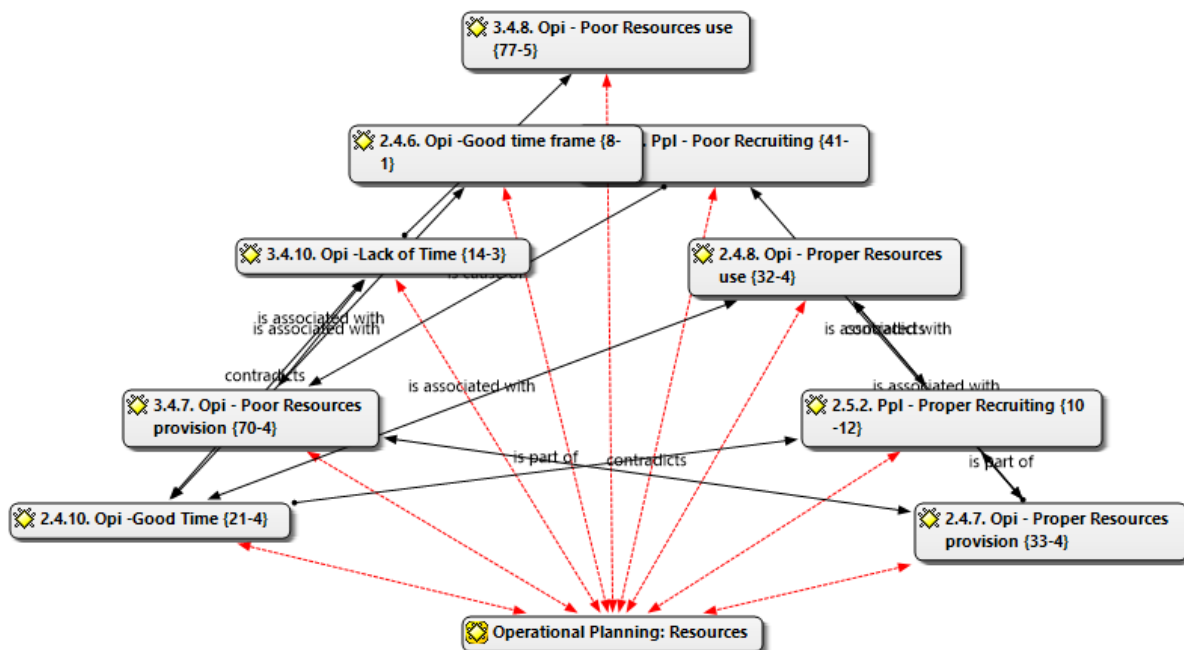
The fact that there are 77 quotations about bad resource use compared to 32 quotations about good resource use is extremely important. When comparing 33 quotations for proper resource provisioning to 70 quotations for poor resource provisioning, the same conclusion can be drawn. It is implied that the extremely limited resources are being abused. Poor resource use has a high correlation with poor recruiting, which is represented by 41 quotations compared to 10 quotations for good recruiting. .

The analysed document reflect quotations supporting the above argument:

> P25: Provincial Treasury March 2022 Education Strategic Plan Session.pdf - 25:2 [The department allocates funds..] (14:43-14:372) (Super)
> *The department allocates funds towards training of Pre-Grade (0-4) years Practitioners, however, those funds are shifted during the adjustment budget period. This has been a trend for the past financial years.*
> *• In 2022/23 an amount of R36.680m is allocated for this purpose, are processes (tender) in place for this function*
>
> P25: Provincial Treasury March 2022 Education Strategic Plan Session.pdf - 25:3 [here are many concerns regardi..] (17:606-17:917) (Super)
> *here are many concerns regarding these tranche payments:*
> *☐ Department not submitting supplementary reports regarding the available budget in the DBSA account;*

□ *Reporting in the IRM not accurate with information reported on site.*
□ *The department not disclosing the interest earned from these tranche payments*

P44: Management Report - Annexure A - Department of Education 2020-2021.docx - 44:94 [Nature Based on the current ye..] (29519:29521) (Super)
Based on the current year financial statement there is no evidence that management revisited and corrected corresponding/prior year figures for Transfers and Subsidies with regard to misstatements below that were reported in the prior year audit.
The following overpayments on transfer payments were made to schools and no proof of payment was provided to determine whether these payments were recovered.

P44: Management Report - Annexure A - Department of Education 2020-2021.docx - 44:95 [Internal control deficiency Ma..] (29501:29502) (Super)
Internal control deficiency
Management did not prepare regular, accurate and complete financial and performance reports that are supported and evidenced by reliable information.

P44: Management Report - Annexure A - Department of Education 2020-2021.docx - 44:99 [Management comment noted, howe..] (28379:28379) (Super)
Management comment noted. However, the finding remains as the information was partially received the total misstatement of R 53 255.90 is not material individually or in aggregate and will be evaluated with other misstatements in the SUM.

P49: PFMA 2020-21 Management report template - Reasonable assurance Discussed.pdf - 49:8 [The submitted financial statem..] (7:807-7:990) (Super)
The submitted financial statements had material misstatements which were identified during the audit, these could not be subsequently corrected by management, hence the regression.

P49: PFMA 2020-21 Management report template – Reasonable assurance Discussed.pdf - 49:45 [Irregular expenditure 88. R 9 ..] (29:966-29:1311) (Super)
Irregular expenditure
88. R 9 235 000 (100%) of irregular expenditure incurred in the current financial year was as a result of the contravention of SCM legislation. The root cause of the lack of effective prevention and detection are insufficient controls implemented in identifying and preventing the occurrence of irregular expenditure.

P49: PFMA 2020-21 Management report template – Reasonable assurance Discussed.pdf - 49:52 [The department did not adequat..] (41:59-41:2840) (Super)
The department did not adequately monitor, manage and supervise the projects. This included management of the contractors, consultant, milestones and payments. As a result the delay in completion of the project and non-performance by the contractor led to deferred service delivery to the surrounding communities and resulted in an increase of the cost of the project.
□ *Management did not exercise adequate oversight to ensure that adequate extensions of time was allowed for in conjunction with the outstanding works. As a result, there were delays in service delivery to the surrounding communities. The impact to the cost of the project could not be determined.*
□ *The department did not manage the project adequately to ensure that only approved amounts were paid and variation orders were approved at the correct level before payments were made. As a result, the department incurred irregular expenditure amounting to R51 686 356,38*
□ *The department did not ensure that there are sufficient measures and controls to ensure that the accuracy of price escalation calculations before payments were made. As a result the department paid an amount of R5 608 323, 20 for price escalation*

without verifying the accuracy of the calculation.

☐ *The department did not ensure that there are sufficient measures and controls in place to ensure that payments were recorded and reconciled accurately. As a result an amount of R100 328, 80 excluding VAT was not recorded.*

☐ *The project managers did not adequately review the supporting documentation prior to payment being made for the professional fees. As a result the department incurred fruitless and wasteful expenditure amounting to R191 680, 96.*

☐ *The department's project managers did not act in the best interest of the department by failing to adequately monitor the project's financials by not conducting an adequate assessment of the payment certificate / invoice. As a result the department incurred fruitless and wasteful expenditure amounting to R1 096 016, 99 by incorrectly carrying over the previously paid amount to the next certificate.*

☐ *The project managers did not adequately reconcile the As Built drawings to the finishing schedule with the items on the ground to ensure that it corresponds. As a result the department incurred possible fruitless and wasteful expenditure.*

☐ *The department failed to ensure that the project was closed and finalised within 90 days as stipulated by the JBCC.*

☐ *The department did not ensure the insurance policy is effective during the construction period until practical completion is achieved. As a result, the department may not be protected against theft and vandalism that may occur on site since the insurance has expired.*

With regards to recruitment, the following quotations were noted:

P 2: 202223 DRAFT APP INPUTS (2).doc - 2:2 [Inadequate capacity at SCM bot..] (16:16) (Super)
Inadequate capacity at SCM both skill-wise and warm bodies contributed to delayed procurement processes

P10: F Three Stream 16-17 March Lekgotla Mammen (2).pdf - 10:7 [Utilization and placement of t..] (27:400-27:517) (Super)
Utilization and placement of teachers who are underutilised as a result of replacement with occupational subjects

P24: Provincial Treasury - Dept budget (MTEF).pdf - 24:3 [Department slow in the filling..] (19:645-19:984) (Super)
Department slow in the filling of the vacant posts and needs to expedite the recruitment of personnel in the vacant posts.
• Slow progress will affect the outcome of the performance based incentive progress irrespective if posts are paid through equitable share and will further affect allocations in terms of the future EIG allocations

P40: DOE Quarter 2 APP Report 25 Oct.docx - 40:6 [Place the graduates in the tem..] (168:168) (Super)
Place the graduates in the temporary vacant posts and move them once the substantive posts become available.

P40: DOE Quarter 2 APP Report 25 Oct.docx - 40:8 [Capacitate SCM officials and b..] (97:97) (Super)
Capacitate SCM officials and bid committees on bid administration

P49: PFMA 2020-21 Management report template - Reasonable assurance Discussed.pdf - 49:34 [Human resource management An a..] (21:428-21:1520)

(Super)

Human resource management

An assessment of the human resources is as follows:

Management of vacancies .The overall vacancy rate at year-end increased from 14% in the previous year to 19% in the current year.The senior management vacancy rate at year-end increased from 20% in the previous year to 56% in the current year.

Terminations Management

The department payroll system is not managing the termination of employees effectively. This is due to payment of employees after termination and some of these date back to many years ago and no one is being held accountable for allowing. There is therefore no proper controls in place for identifying and recording terminations on the system.

Records Management

The department does not have internal control for proper record keeping to ensure complete and relevant information is accessible timeously. This is because information that was requested during the audit was not always made available on time which is evidence by number of non-submission of information findings communicated to the department.

iii) Conceptual analyses

A conceptual analyses based on frequency generation by Atlas/tia7 indicates that from the primary documents analysed poor resource use and resource provisioning are leading factors that inhibit implementation of strategic plan by the NWDoE. Their quotation frequency were at 79 and 73 respectively. Poor resource provisioning is related to poor recruitment. The foregoing scenario contradicts the positive quotations.

Figure 30. : Resources frequency
Source: Own

Frequency: Resources
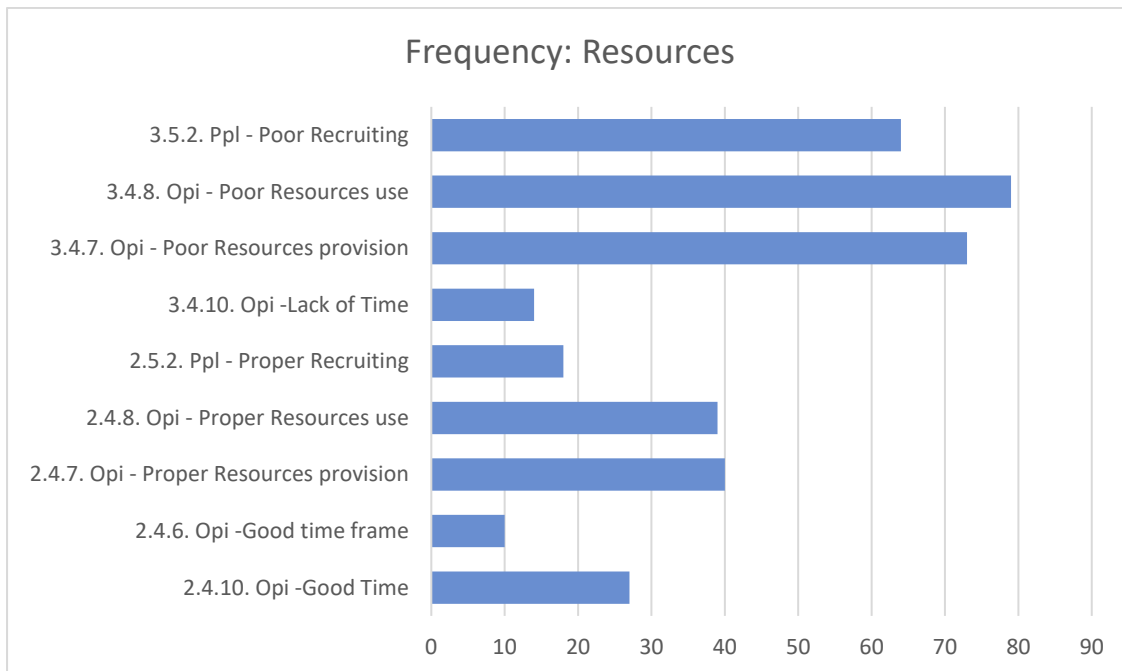
ii) Relational analyses

Co-occurrence, which measures the degree of significance indicate that both resource use and allocation, is key in the implementation of the strategic plan. The opposite negated the intentions.

Figure 31: Co-occurrence: Resources
Source: Own

Coocurence: Resources
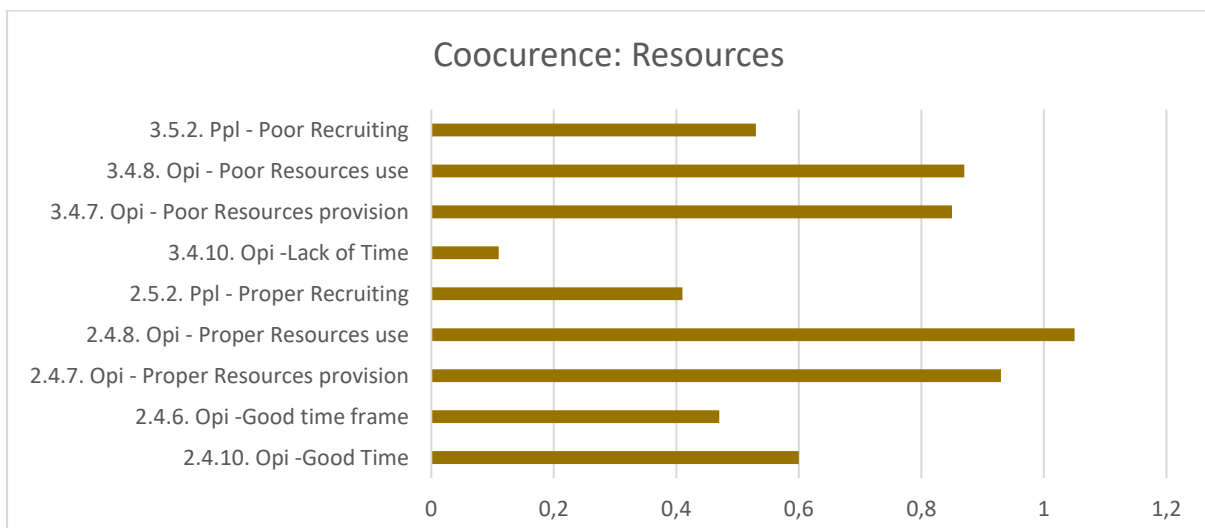
5.4.5.4. People

Few authors examine the effects of reduced control and non-management on the execution of strategies. According to Gronroos (1985), a business should first persuade its employees of the value of the strategy before approaching customers. According to Alexander (1985), over half of all businesses frequently experience several issues, such as staff members who lack the necessary skills to perform their jobs, employees with lower levels of education, and departmental managers who don't provide adequate guidance and instruction. Line-stage staff members may also use deterrence or prevention to stop attempts at trade that they deem particularly unwelcome or threatening.

According to Nutt (1986), managerial practices and a leadership approach can be crucial in overcoming the lower stage "obstructionism" that is common in many implementation efforts. Though strategic decisions are created by senior-level company managers, they are administratively imposed on lower-level management and non-management staff with little thought given to the resulting purposeful-degree perceptions (Nutt, 1987). Consensus regarding that information cannot be reached if lower-stage control and non-control employees do not share the same information or if the information must pass through numerous (control) layers within the company. This is why the lack of shared information with lower-stage management and non-management staff creates a barrier to the implementation of a successful strategy (Noble, 1999b).

i) Codes

Code-Filter: Code Family "Operational Processes: People"

_____

HU: PhD_Implementation of strategic plan by the NWDoE

File: [C:\Users\pkgat\OneDrive\Desktop\PhD_Implementation of strategic plan by the NWDoE.hpr7]

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2.4.3. Opi - Proper Participation
2.4.4. Opi- Proper feedback
2.4.9. Opi - Proper Information requirements
2.4.9. Opi -Good knowledge requirements
2.5.2. Ppl - Proper Recruiting
2.5.3. Ppl.- Proper training
2.5.4. Ppl - Proper incentives
2.5.6. Ppl- Proper Skills acquisition
2.5.7. Ppl - Proper skills development
3.4.3. Opi - Poor Participation
3.4.4. Opi- Poor feedback
3.4.9. Opi -lack of Information requirements
3.4.9. Opi -lack of Knowledge requirements
3.5.2. Ppl - Poor Recruiting
3.5.3. Ppl.- Poor training
3.5.4. Ppl -Lack of incentives
3.5.6. Ppl- Poor Skills acquisition
3.5.7. Ppl - Poor skills development

ii) Network view

Network view for "people" in the operational process is core in the implementation of the strategic plan by the NWDoE. A staggering 5 680 quotations were generated by 18 codes related to the category. A little over 400 quotations reflected positive actions by the department.

Many negative quotations were related to lack of knowledge (981), poor skills (73), poor recruiting (60), lack of information (37), training, and feedback and participation at around 37 each. The strategy will not see the dawn of day.

Figure 32. : Operational resource: People
Source: Own
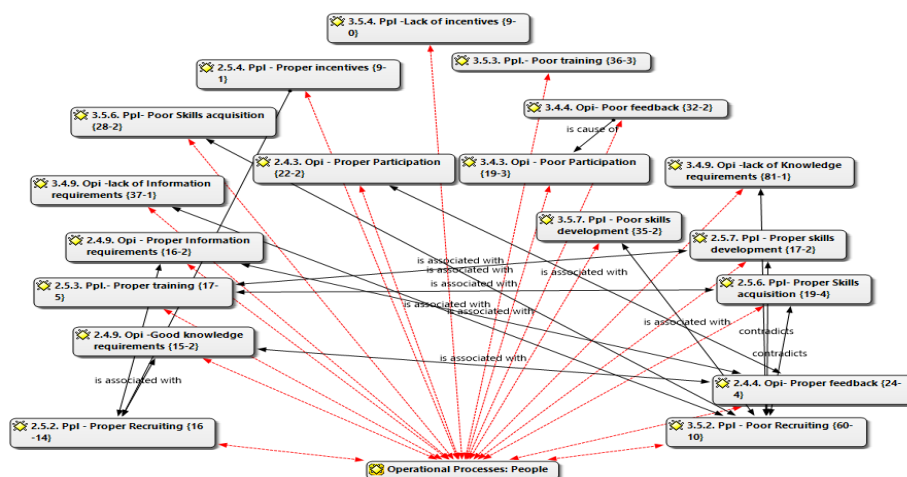
Arguments emerging as quotations from the NWDoE reports include the following:

P 2: 202223 DRAFT APP INPUTS (2).doc - 2:2 [Inadequate capacity at SCM bot..] (16:16) (Super)
Inadequate capacity at SCM both skill-wise and warm bodies contributed to delayed procurement processes

P 5: APP-2021_22.pdf - 5:121 [For 2020/21 financial year, Te..] (63:1167-63:1579) (Super)
For 2020/21 financial year, Teacher Development programs could not run as expected due to inaccessibility of teachers due to COVID -19 pandemic. There was a need to shift to online training as venue based training could not materialise. There were however serious challenges because of inadequate resources and not all office buildings and schools had proper connectivity for online training to be realised.

P10: F Three Stream 16-17 March Lekgotla Mammen (2).pdf - 10:1 [Teacher Training was not done ..] (27:51-27:101)   (Super)
Teacher Training was not done prior to the piloting

P10: F Three Stream 16-17 March Lekgotla Mammen (2).pdf - 10:3 [Upskilling of subject advisors..] (27:199-27:264)   (Super)
Upskilling of subject advisors at provincial and district level.

P15: IMGS Presentation - Strat Planning Lekgotla (2).pdf - 15:10 [GENERAL CHALLENGES TO MONITOR ..] (30:1-31:346)   (Super)
HR Issues Appointment of Screeners and Cleaners (2548) has put a lot of strain on the few officials. There are number of vacancies in HR and this extra role puts pressure on the skeletal staff. No extra personnel
brought to assist with extra work. DR KK, DR RSM and NMM
• Network challenges affecting service delivery
• SMT and school principals vacancy rate is alarmingly high
• CSD challenges
• Business Forum poses challenges
• Consider registry and electronic filing system
• Vacancy Rate
• Shortage of new schools due to new settlement
• Delay in finalising repairs of blown offs

P16: LAIP Presentation - 16 March 2022 (2).pdf - 16:14 [on Availability of LTSM Nation..] (39:60-39:444)   (Super)
Teacher availability: PPM
Underutilization and over stretching of teachers
FET Technology teachers are over stretched while other teachers are underutilised
Teacher training prior to the piloting
Upskilling of subject advisors at provincial and district.

P26: Revised 27 Oct Annual Report.pdf - 26:17 [Challenges experienced in SCM ..] (14:110-14:910)   (Super)
Challenges experienced in SCM and how they were resolved
No Challenges experienced Solution
1 Non-compliance to SCM processes that results in irregular, fruitless wasteful expenditure

• *Departmental policies are reviewed periodically to ensure adequate response to changing legislative requirements.*
• *Attend to all findings as per AG'S report and thereby implement as per their recommendation*
2. False declaration by suppliers
• *Inclusion of SBD 4 (declaration of interest) on all departmental purchases.*
3. Inadequate skills and capacity in Supply Chain Management.
• *Ensure appointment of adequate staff with capacity in order to strengthen monitoring and evaluation of contractors.*
• *Enforce the condition of performance as outlined in Performance Agreements*

P40: DOE Quarter 2 APP Report 25 Oct.docx - 40:8 [Capacitate SCM officials and b..] (97:97)   (Super)*Capacitate SCM officials and bid committees on bid administration*

ii)   Conceptual analyses

Clearly lack of knowledge at the frequency of 80% and poor recruiting at 65% lead factors that impede the implementation of strategy by the NWDoE. This is followed by the second category which has poor skills and poor training as leading codes at around 39% frequency. All other good codes range between 10% and 20%.

Figure 33. : Conceptual analyses: People
Source: Own
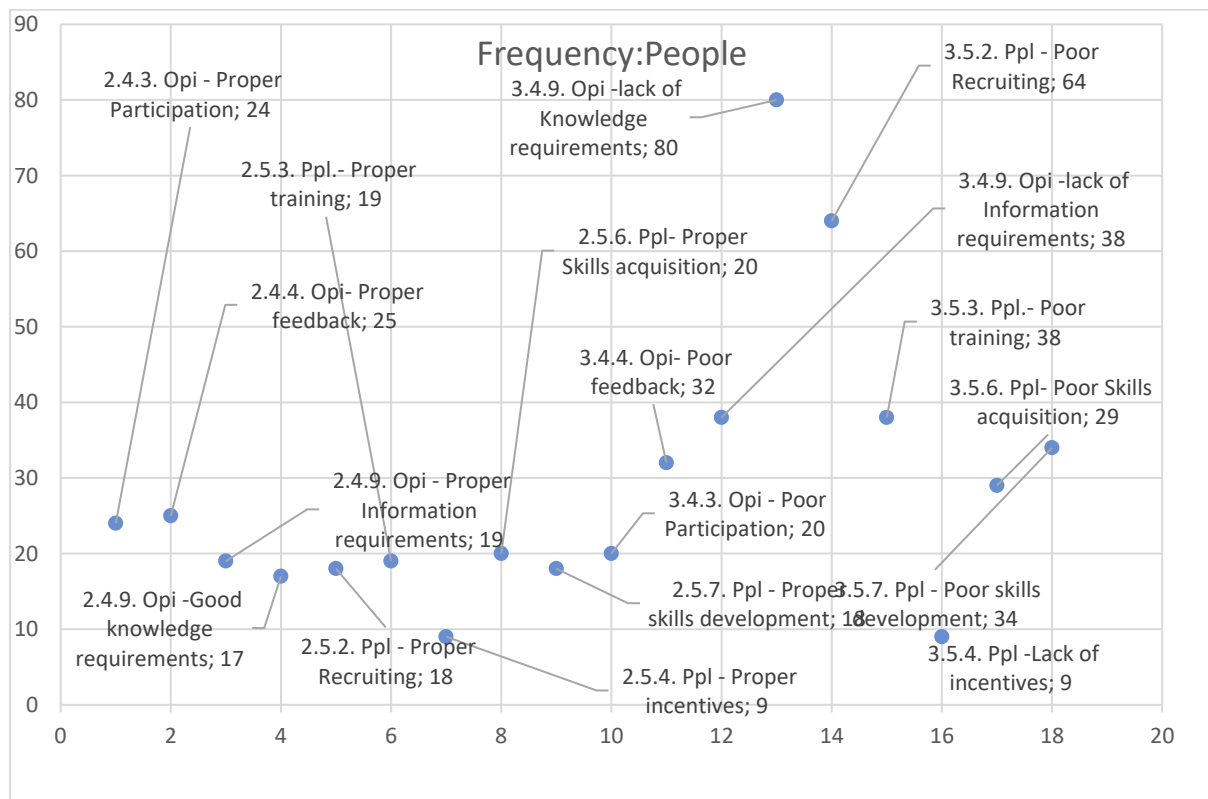
iii)   Relational analyses

Relationally, poor recruiting is still leading as an impeding factor at 1.9 significance. However emerging strongly is the need for good training (1.6), good knowledge (1.7) and proper skills (1.8), recruiting (1.4) and incentives at (1.2) as factors that should be considered in the implementation of strategy by the NWDoE.

Clearly for the NWDoE, executors are at the pinnacle control, top management, middle management and lower management. Effectiveness of strategy implementation is distressed by the quality of humans involved in the technique. These elements refer to abilities, attitudes, competencies, studies and different characteristics of people required by way of a specific challenge or position. Organisations have 36 key execution elements into three classes: human beings, business enterprise, structures in the production environment. Their exciting findings indicate that strategy implementation success relies upon crucially at the human side of task management, and much less on business enterprise and structures associated factors.

Figure 35: Co-occurrence: people
Source: Own
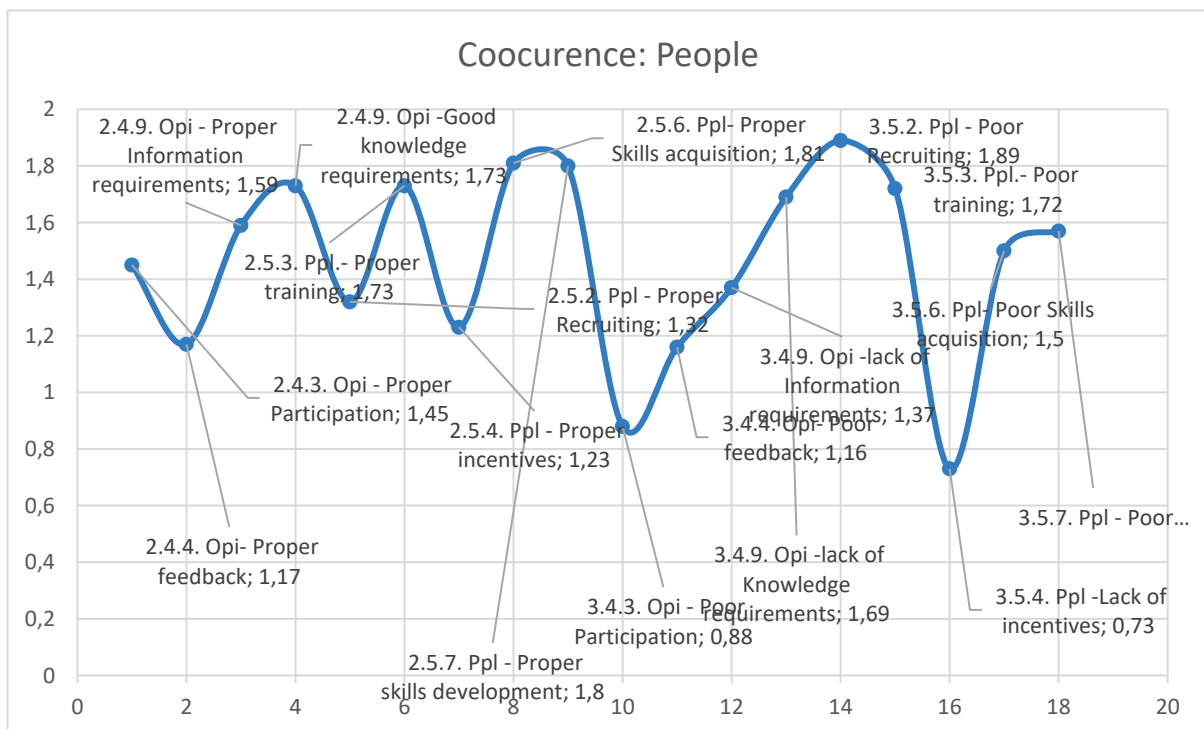
5. Communication

Nobel (2005) rightly points out that, although a whole field is dedicated to the observers of organisational method, which includes method implementation, little interest has been given to the link among communication and strategy.

i) Codes

Code-Filter: Code Family "Operational Planning: Communication"

_____

HU: PhD_Implementation of strategic plan by the NWDoE

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2.6.3. Com clear messages
2.6.4. Com - Good modes of communication
3.6.3. Comm - Lack of clear messages
3.6.5. Com -communication problems

iv)   Network view

The NWDoE has not given much thought to communicating the strategy in a way that is consistent with the literature. The study found about 70 quotations in the network view, with almost equally as many on the positive and negative codes. There are 46 quotations about communication issues, compared to about 15 each about poor messaging and clear messaging.

Figure 35. : Network view: Communication

Source: Own
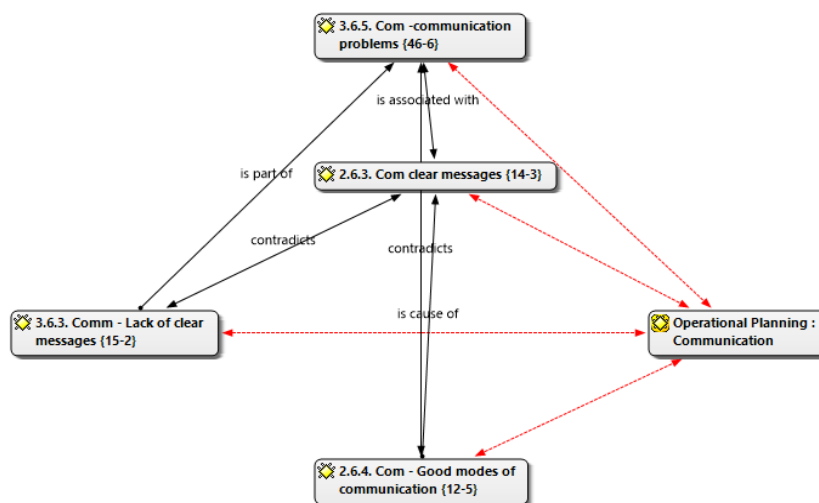
iii) Conceptual analyses

Clearly communication issues raised are not related to communication of strategic plan but general communication of the department. Generally, communication problems stand at 40 % frequency with all other communication modes around 15%. It shows very little significations.

Figure 36. : Frequency communication
Source: Own
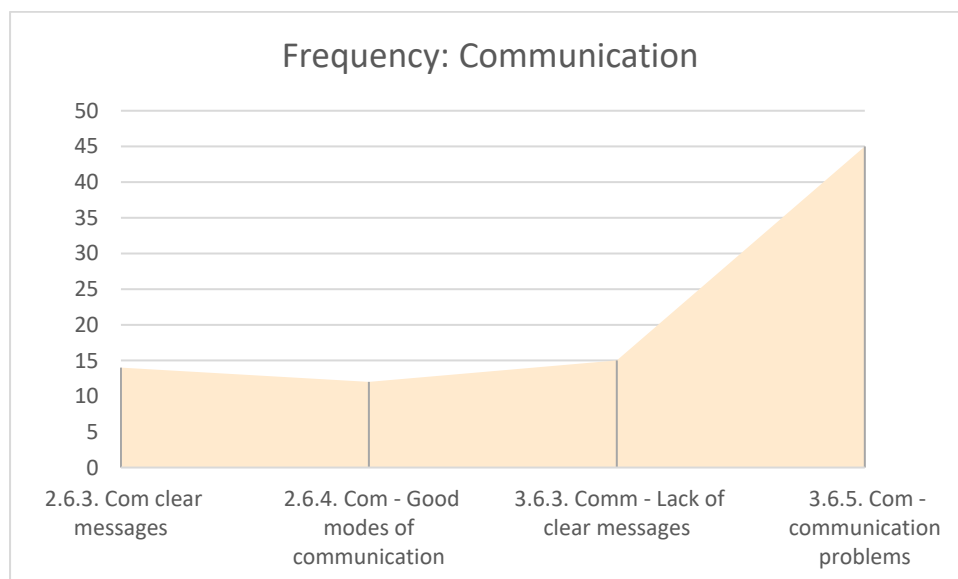
iii.   Relational analyses

Relationally, good communication and modes are at the pinnacle of factors that to be considered in the implementation of the strategic plan by the department.

Figure 36. : Co-occurrence: communication
Source: Own
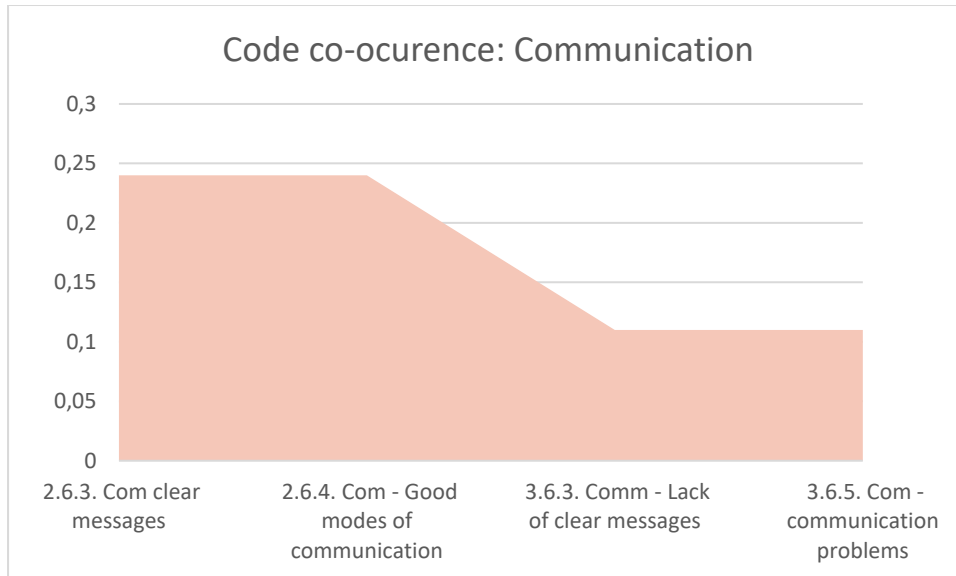
6. Control and feedback

Control systems have not been the subject of many studies, despite being an important component of administrative systems. According to Alexander (1985), formal control systems can be a factor in poor implementation.

i)   Codes

Code-Filter: Code Family "Operational Processes: Controls"

_____

HU: PhD_Implementation of strategic plan by the NWDoE

File: [C:\Users\pkgat\OneDrive\Desktop\PhD_Implementation of strategic plan by the NWDoE.hpr7]

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2.1.7. Stc-manager's involvement
2.10.1. Fed- Good Control
2.10.2. Fed- Proper monitoring
2.4.4. Opi- Proper feedback
2.5.8. Ppl -Good HRM policies
3.10.1. Fed- Lack of control
3.10.2. Fed- Lack of Monitoring
3.10.3. Fed- Poor feedback

ii) Network view

Control, monitoring and feedback are very key in the implementation of a strategic plan in the NWDoE. However, data show that a serious issued with regards to control and monitoring with 108 quotations generated from the documents showing poor control and monitoring as opposed to 37 quotations showing the opposite. The NWDoE is also showing poor implementation of recommendations and monitoring. The controls and feedback in implementing strategic plan are shaky.

Figure 37. : Network view: Operational processes: controls
Source: Own
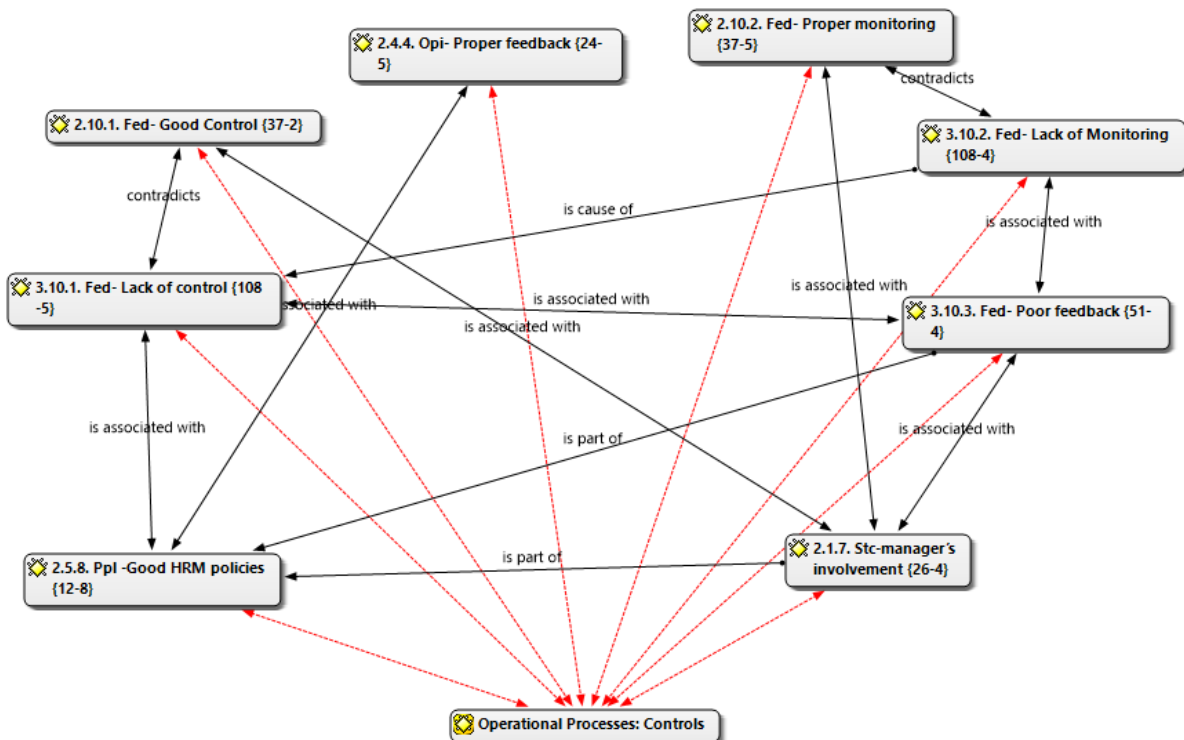
Serious arguments are noted from the NWDoE reports on controls. Some of the noted quotations are:

P 1: 2021 -2022 ACHIEVEMENTS,CHALLENGES,RECOMMENDATIONS.docx - 1:9 [Ø Access control not implement..] (91:91) (Super)
    ☐   *Access control not implemented in some schools*

P 4: Annual-Report-2020-2021.pdf - 4:5 [Our performance as a province ..] (10:892-10:1073) (Super)
Our performance as a province dropped from number 4 to number 5. The Grade 12 class of 2020 obtained a percentage of 76, 2%, which is a decrease from the 2019 86,4% performance.

P 4: Annual-Report-2020-2021.pdf - 4:12 [The Department has received a ..] (13:1294-13:1669) (Super)
The Department has received a qualified audit opinion, mainly because historic immovable assets ranging from the year 2013. This is attributable to the limited monitoring of completed projects and updating of the asset register timeously resulting in the auditors raising material findings on assets and project values disclosed in the annual financial statements.

P 4: Annual-Report-2020-2021.pdf - 4:172 [internal control deficiencies 4..] (252:73-252:1486) (Super)
Internal control deficiencies
46. I considered internal control relevant to my audit of the financial statements, reported performance information and compliance with applicable legislation; however, my objective was not to express any form of assurance on it. The matters reported below are limited to the significant internal control deficiencies that resulted in the basis for qualified opinion, the findings on the annual performance report and the findings on compliance with legislation included in this report.
47. Leadership did not adequately exercise oversight responsibility regarding financial and performance reporting and compliance with legislation. The department did not have sufficient monitoring and reviewing controls to ensure that financial and performance reports submitted for auditing were accurate and complete and that action plans developed were adequately and timeously implemented.
48. Management did not adequately monitor the outputs of risk management activities to ensure that control deficiencies were addressed. Non-compliance with laws and regulations could have been prevented had compliance been properly reviewed and monitored and had control measures been implemented.
49. Although the internal audit unit fulfilled their functions, they had limited impact due to the lack of adequate implementation of their recommendations by the department

P 5: APP-2021_22.pdf - 5:113 [The department did not have do..] (62:373-62:611) (Super)
The department did not have documented and approved internal policies and procedures to address the process of collecting, recording, processing monitoring and reporting performance information and compliance with laws and regulations.

P14: IA Presentation 16-17 Mar 2022.pdf - 14:7 [RECENT STATUS - AoPO PROGRAMME..] (18:1-18:768) (Super)
• Omission of some of the findings in the audit action plan pertaining to Programme 2;

• *Pre-lists not aligned to the planned target as per the approved APP;*
• *Differences noted between reported output, post-list and Internal Audit verification;*
• *Post-list not compiled for training attended/ Reported achievement understated;*
• *Reasons for deviations noted not supported by evidence;*
• *Variance between validated output by Monitoring and Evaluation and Internal Audit verification;*
• *Submission of inadequate PoE to support progress reported;*
NB: Detailed recommendations per findings included in the Detailed IA report and communicated to Management for consideration and implementation

P14: IA Presentation 16-17 Mar 2022.pdf - 14:9 [ROOT CAUSE ANALYSIS…cont • Fol..] (23:1-23:572) (Super)
ROOT CAUSE ANALYSIS…cont
• *Follow through on outstanding reports/feedback from Schools, Districts, Programme Managers, etc. not done;*
• *Poor record management resulting to limitation of scope;*
• *Lack of proper review at Programme/Chief Directorate/*
Branch level;
• *Management not taking responsibility for the people within their divisions nor holding them accountable;*
• *Pure overriding of internal controls, which are codified in our M & E policy;*
• *Slow response by Management to address matters raised by internal audit, audit committee and external audit*

P18: Mid-term review of Performance 202122 January.docx - 18:4 [CAUSE Lack of implementation o..] (476:478) (Super)
CAUSE: Lack of implementation on the Departmental Performance Information policy.
P20: NW S100 Progress Report to NCOP 23 March 2022.pdf - 20:5 [Reasons for intervening23 • No..] (22:1862-23:734) (Super)
Reasons for intervening23
• *Non-compliance with the legislative and regulatory frameworks of government.*
• *Infrastructure school-built programme was fraught with irregularities, and abuse of Treasury Regulations Section 16A6 to appoint contractors, and large sums of funds lost.*
• *Supply chain management challenges, including irregular awarding of huge contracts without going through proper procurement processes.*
• *Market value and value for money analyses not implemented*
• *Human resource management challenges, including irregular appointments of inappropriately qualified and experienced personnel; and non- or selective implementation of the PMDS*
• *Impasse with labour on the implementation of the approved organisational structure*

P31: SEPTEMBER 2020 Annual Performance Plan_Email.pdf - 31:37 [The Department did not have su..] (42:181-42:424) (Super)
The Department did not have sufficient monitoring controls to ensure adherence to the internal policies and procedures relating to performance against pre-determined objectives at programme level and for purpose of taking corrective action.

P31: SEPTEMBER 2020 Annual Performance Plan_Email.pdf - 31:39 [The department developed a pla..] (42:674-42:853) (Super)
The department developed a plan to address internal and external audit findings, but the appropriate level of management did not monitor adherence to the plan in a timely manner.

P48: North West - 2019-20 Departmental Audit outcomes - 2020-12-09.pdf - 48:1

[Design, implementation and mon..] (5:190-5:329) (Super)
Design, implementation and monitoring of internal controls remains a concern while consequence management should receive more attention.

P48: North West - 2019-20 Departmental Audit outcomes - 2020-12-09.pdf - 48:6 [This is a clear indication of ..] (5:2547-5:2669) (Super)
This is a clear indication of a lack of adherence to internal controls including document retrieval and record management

P49: PFMA 2020-21 Management report template - Reasonable assurance Discussed.pdf - 49:13 [The Information Technology (IT..] (7:2606-7:3283) (Super)
The Information Technology (IT) controls environment at the department remains inadequate.
Significant gaps were identified in IT governance, relating to inadequate Information and Communications Technology (ICT) organisation structure, ICT risk assessment, and management of policies and non-existence of ICT strategic committee. Similarly, significant gaps were identified under user access management and IT security management controls relating to IT Security awareness and compliance to user access management policies. Furthermore, most of prior year findings were not resolved which will deteriorate the status of the current Information Technology environment.

P49: PFMA 2020-21 Management report template - Reasonable assurance Discussed.pdf - 49:27 [Expenditure management 44. Eff..] (19:267-19:805) (Super)
Expenditure management

P49: PFMA 2020-21 Management report template - Reasonable assurance Discussed.pdf - 49:40 [Senior management: provides li..] (24:2469-24:2920) (Super)
Senior management: provides limited assurance
☐ although various controls and action plans have been designed to improve the quality of the financial statements and performance reports, senior management did not implement these
controls timely and did not effectively monitor and address internal control deficiencies thus resulting in material misstatements in the financial statements, performance report and material non-compliance matters.
P49: PFMA 2020-21 Management report template - Reasonable assurance Discussed.pdf - 49:52 [The department did not adequat..] (41:59-41:2840) (Super)
The department did not adequately monitor, manage and supervise the projects. This included management of the contractors, consultant, milestones and payments. As a result the delay in completion of the project and non-performance by the contractor led to deferred service delivery to the surrounding communities and resulted in an increase of the cost of the project.
☐ Management did not exercise adequate oversight to ensure that adequate extensions of time was allowed for in conjunction with the outstanding works. As a result there were delays in
service delivery to the surrounding communities. The impact to the cost of the project could not be determined.
☐ The department did not manage the project adequately to ensure that only approved amounts were paid and variation orders were approved at the correct level before payments were made.
As a result the department incurred irregular expenditure amounting to R51 686 356,38
☐ The department did not ensure that there are sufficient measures and controls to ensure that the accuracy of price escalation calculations before payments were made. As a result the department paid an amount of R5 608 323, 20 for price escalation without verifying the accuracy of the calculation.
☐ The department did not ensure that there are sufficient measures and controls in

place to ensure that payments were recorded and reconciled accurately. As a result an amount of R100 328, 80 excluding VAT was not recorded.

☐ *The project managers did not adequately review the supporting documentation prior to payment being made for the professional fees. As a result the department incurred fruitless and wasteful expenditure amounting to R191 680, 96.*

☐ *The department's project managers did not act in the best interest of the department by failing to adequately monitor the project's financials by not conducting an adequate assessment of the payment certificate / invoice. As a result the department incurred fruitless and wasteful expenditure amounting to R1 096 016, 99 by incorrectly carrying over the previously paid amount to the next certificate.*

☐ *The project managers did not adequately reconcile the As Built drawings to the finishing schedule with the items on the ground to ensure that it corresponds. As a result the department incurred possible fruitless and wasteful expenditure.*

☐ *The department failed to ensure that the project was closed and finalised within 90 days as stipulated by the JBCC.*

☐ *The department did not ensure the insurance policy is effective during the construction period until practical completion is achieved. As a result the department may not be protected against theft and vandalism that may occur on site since the insurance has expired.*

ii)   Conceptual analyses

Lack of monitoring and control spur at over 100 quotations frequency each. Followed by poor feedback at about 42. All other codes are between 10 and 38.

Figure 38. : Frequency: Controls
Source: Own
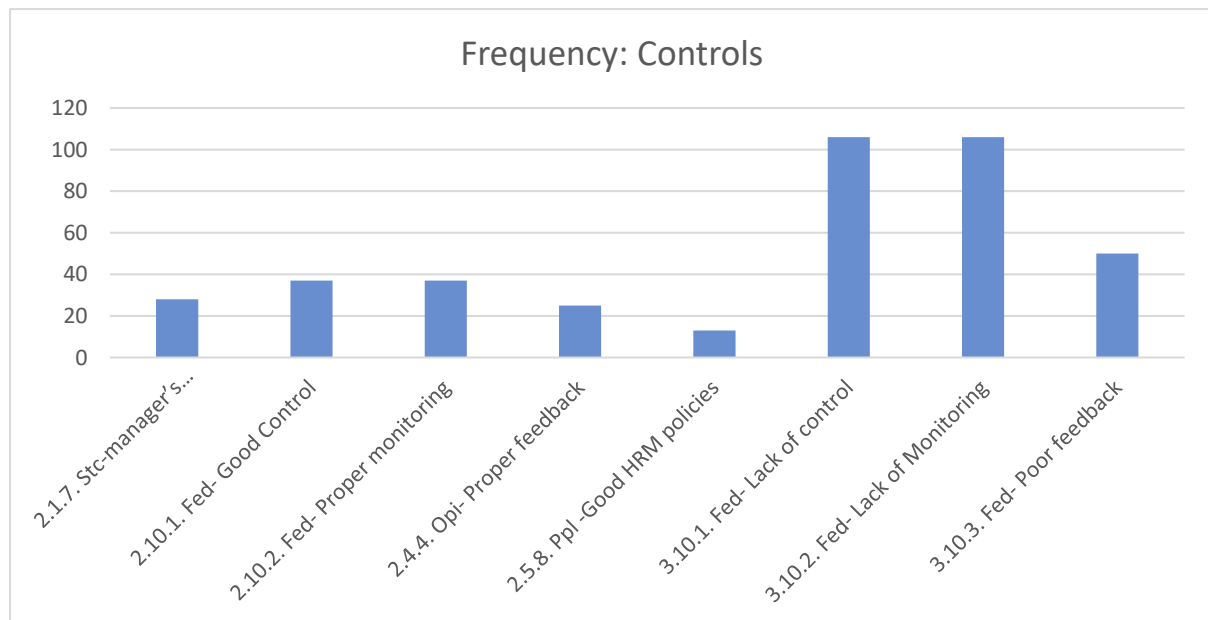
iii)   Relational analyses

Monitoring and control show a coefficient of above 1. That is a serious significance.

This is followed by manager's involvement and feedback at 0.8 coefficient

Figure 39. : Co-occurrence: controls
Source: Own
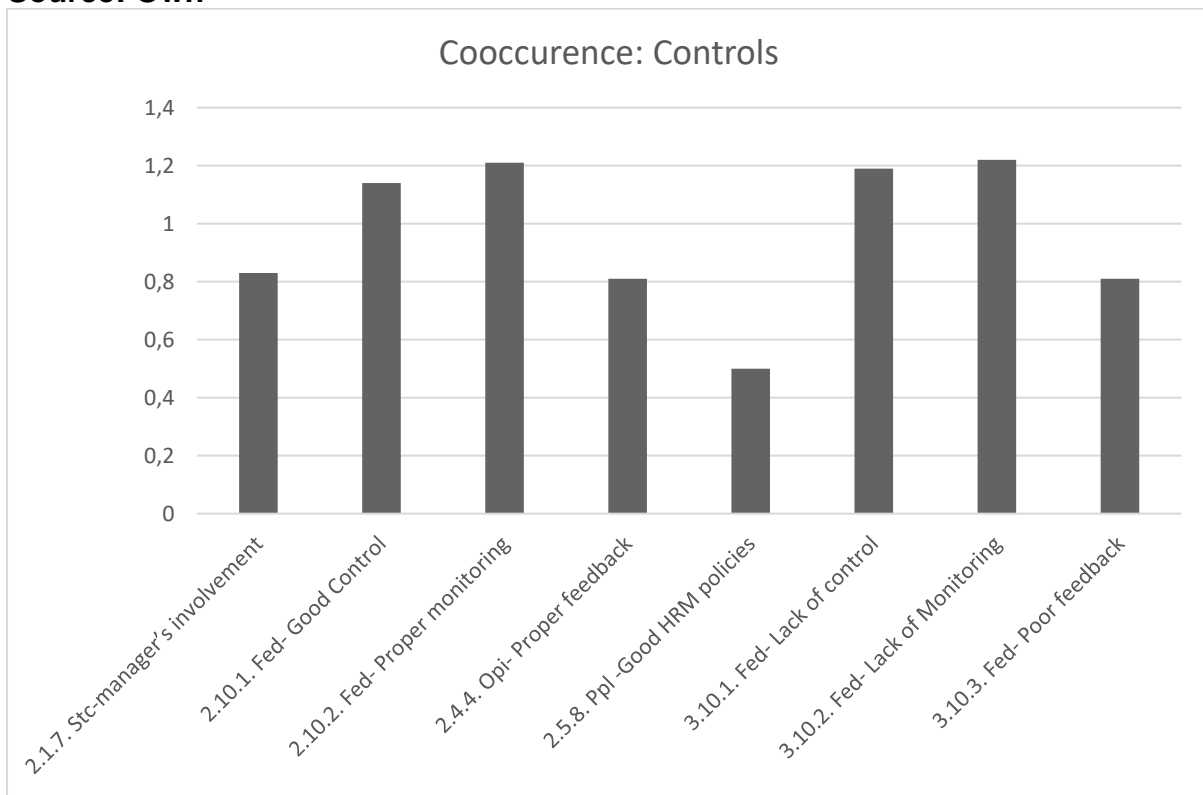
5.5. SUMMARY AND EMPIRICAL FINDINGS

The first research objective investigated the extent to which The NWDoE is implementing the strategic plan. The results showed that respondents regarded both strategic planning and implementation as important processes within the organisation. Two sub questions were asked, i.e. what are the key considerations in the implementation of strategic plan? And what are the key mechanism that the NWDoE have and use in the implementation of its strategic plan?

This study used both documentary analyses and qualitative survey. Both strategies concurred that the department considers the following elements/ factors in its strategic implementation:

- Policies
- Proper planning and clarity of objectives

- Technology
- Culture
- Resources.

The study further shows that the department has qualified and well experienced and knowledgeable staff responsible for strategic planning and development. It also shows that the strategic plan has clear outcomes and goals aligned to its strategy. The positive impact of the strategy also emerged as a finding.

With regard to the second question: What are the key mechanisms used by the NWDoE in the implementation of the strategic plan? Again, both documentary analyses and responses of the participants concurred that the department has the following tools:

All participants indicated that the Department has :
- Vision
- Mission
- Strategic plan
- Annual Performance plan
- Performances management policy
- Operational plan.

There is adequate:
- Feedback
- Goals
- Communication.

There is a serious need for improvement in:
- Implementation of the strategic plan
- Analyses and improvement of structure
- Evaluation of results
- Budgeting
- Leadership.

The second research objective investigated the implementation determinants of the strategic plan. It wanted to identify and define key determinants of strategic plan

implementation by the NWDoE. From the survey, participants considered the following to have a high impact on the implementation of strategy:

- Communication
- Clear strategic goals
- Relevant skills
- Culture
- Resources
- Proper structure
- Expertise.

The following were considered less important but key:

- Monitoring
- Training
- Time
- Recruiting.

In responding to the same question i.e. what are the determinants of the implementation of the strategic plan by the NWDoE? Documentary analysis consisting of i) network view analyses, ii) conceptual analyses and iii) relational analyses produced the following results.

Content and documentary analyses indicated that the following implementation mechanisms are poorly considered by the Department:

  - Leadership
  - Culture
  - Structure.

With regards to operational processes, the resource allocation was reflected as a finding. Data revealed that the department has both poor resource allocation and resource use. This is accentuated by poor recruiting where unqualified and ill experienced political deployees are appointed.

People factors were also highlighted. Lack of sufficient knowledge, poor skills, poor training, and poor recruiting appeared high in the list of deficiencies. Incentives,

participation, communication, controls, monitoring and feedback needed a lot of improvement.

Research question 3 focused on the challenges and barriers faced by management in the process of moving from strategic planning to strategy implementation and the supporting facets of coordination and control.

The results confirmed that strategy implementation, support functions and the monitoring of strategy implementation are regarded as less effective than the initial strategic planning process. For the NWDoE the following findings emerged from the qualitative survey. The participants were asked: What are the high impact impediments of implementing the strategic plan in the NWDoE?

They indicated the following:
- Unforeseen circumstances e.g. COVID-19
- Poor leadership
- Lack of strategy ownership
- Poor competency in implementing the required actions
- Poor structure
- High prevalence of vacancies
- Poor culture
- Poor change management
- Poor training
- Poor skills
- Poor Resources
- Poor rewards and incentives.

Documentary analyses of 56 NWDoE reports using network view, conceptual and relational analyses revealed the following findings on the question of impediments or barriers to the implementation of strategy:
- Lack of leadership
- Poor structure
- Goal failure

- Lack of strategic implementation plan
- Poor HRM.

As a result, the department experiences poor results and goal failure. The strategy is bound to fail and consequently outcomes and outputs collapse.

5.6   Conclusion

This chapter has successfully presented empirical findings responding to the research questions stated at the beginning of the study. This is a case study of the NWDoE using qualitative content analyses approach. Two methods were applied i.e. documentary analyses and qualitative survey.

Results emerging out of the two methods are stated responding to the research questions. Question one wanted to explore how the NWDoE is implementing its strategic plan. Two sub-questions were asked: What are the major considerations of the NWDoE in implementing its strategic plan and what are the major tools systems used by the NWDoE in implementing the strategic plan? From survey of participants and documentary analyses, the NWDoE has solid systems in designing the strategic plan. The department fails to consider communication, clear strategic goals, relevant skills, culture, resources, proper structure and expertise as key implementation strategies.

Questions two and three on the enablers and disablers of the implementation of strategic plan revealed a myriad of responses which raised questions on the ability of the NWDoE to implement its strategic plan. Major challenges revolved around resources, leadership, structure, communication and culture. Much has been discussed beyond these issues. It is also clear that the findings are consistent with scholarly findings and the theoretical framework.

CHAPTER 6

CONCLUSIONS AND RECOMMENDATIONS

6.1. INTRODUCTION

Both the graphical and narrative data obtained from the study were presented in the previous chapter. It presented the results of both the documentary analysis and the qualitative survey. The findings were then discussed in relation to the literature and theoretical framework. This enabled the researcher to move forward with a summary and drawing firm conclusions.

The initial research aims and objectives are presented in this chapter. Then, in accordance with the objectives, key scholarly reviews and empirical findings are summarised. Also, presented are research findings that are pertinent to the research questions. The researcher will also present emergent recommendations. This chapter will conclude with avenues for further research and limitations of this study. Finally, I will conclude with final remarks.

6.2. SUMMARY OF RESEARCH FINDINGS

This case study was designed to explore the execution of a strategic plan with a public sector focus on the NWDoE. Owing to possible subpar implementation of strategic plans, the NWDoE's service delivery has been continuously declining.

The AGSA, OTP, DPME, and DBE have identified several problems or challenges that affect how the strategic plan is implemented. The key elements that affect the successful implementation of a strategic plan include leadership, culture and behaviour, systems and processes, organisational structure, human resource architecture, and technology (Johnson & Scholes, 2004; Pearce & Robinson, 1991).

The general problem is that there is poor understanding of the factors that influence the implementation of strategic plan in the NWDoE. It was important, therefore, that the research problem focuses on the implementation of strategic plan by the NWDoE.

This study therefore *explores factors that influence the implementation of strategic plan by the NWDoE.* Any research work to understand the underlying contingents in the NWDoE would require more than strategic planning rhetoric, but an in-depth scientific case study.

The problem statement could be stated as:

…exploration of determinant/ factors influencing implementation of strategy in the NWDoE

The **purpose** of this study was to develop a strategic plan implementation framework for the NWDoE. In doing so, the study aims to explore determinants of strategic plan implementation by the NWDoE. The subsequent objective, therefore, is to explore the implementation of strategic plan by the NWDoE. The main research question was: To what extent do we understand the implementation of the strategic plan of the NWDoE?

The research question was split into four sub-questions:
- *How does the NWDoE implement its strategic plan?*
- *What are the implementation determinants/enablers/drivers of the strategic plan in the NWDoE?*
- *What are the factors impeding/disabling/hindering strategic plan implementation in the NWDoE?*
- *Can an implementation framework be developed for the NWDoE?*

Scholarly studies responding to the first question: How does the NWDoE implement its strategic plan? This study is novel. Scholarly work published in this area is non-existent or very skeletal. Research literature in line with the purpose of the study, i.e. to evaluate how the NWDoE) is implementing the strategic plan to achieve its outcomes and impact were very difficult to find.

Whatever the case, several authors, including Joyce (2000), argue that the strategic management procedures used by public sector organisations, from existing studies, lack creativity and do not promote learning and innovation because they place a strong emphasis on planning, goals, and performance objectives. Joyce (2000) goes on to claim that the public sector's strategic management challenges and procedures may

be comparable to those faced by the private sector. Joyce (2000) and Rhamovha (2009) concur that additional changes to the strategic planning process are necessary to make it more suitable for the needs of organisations in the public sector given the difficulties they face.

In South Africa's public services, including the NWDoE, strategic planning is also valued, according to the recent study by Rhamovha (2009). To help the executing authorities in the public service, heads of national and provincial departments, the Minister of Public Services included a section on strategic planning in the Public Services Regulations (2001).

According to the literature that is currently available, the NWDoE, like many other departments and agencies, is progressing well with the implementation of the public Service Regulations in so far as the development of the strategic plan (OTP, 2021). Even the DPME and the Premier's Office praised the department for producing one of the best plans for 2020–2021 and 2021–2022. (OTP, 2021)   This plan includes objectives, metrics, and long-term targets.

Having a good strategic plan is no guarantee for success (Kotter, 2007). Various criticisms have been levelled against this approach:

- the development of plan (a set of goals and intended actions to achieve goals) as if the future is predictable is not a guarantee for success;
- the assumption that if the plan is skilfully developed it will ensure the success of an organisation is a fallacy;
- using the plan as an externally set reference point for the performance of organisational;
- the assumption that plans lead to success and that disorder must be removed negates natural laws;
- not accepting uncertainty in the environment as inevitable;
- assumption that the future can be predicted by identifying linear causal links between action and outcome;
- the development of actions and targets to carry out plans with the

<center>believe that targets will be met as set is a misconception;</center>

The assumption that if a good plan is developed is presumed, that it will be implemented is the fundamental problem not only for NWDoE but the whole public sector if not all sectors.

Having the proper organisational design and structure to carry out strategy, as well as having the proper resource allocation and control, are two components from the planning approach. From a process-based perspective, managing change is the third crucial component. It emphasises identifying change-related obstacles, handling political issues, communication, and adjusting organisational procedures (Kotter, 2007; Saunders, Mann, & Smith, 2008).

In responding the research question 2.What are the enabling factors in the implementation of the strategic plan in the NWDoE?

Based on the aforementioned principles, several recent studies on strategy execution identify comparable factors driving execution are alluded to. Some of these conceptual implementation models have not been empirically tested to identify concepts and constructs relevant for the effective implementation of strategic plans on international and African platforms let alone in the public sector. Some of the models or theories propose the following conclusions as mentioned in Saunders, Mann, & Smith, (2008):

- Stonich (1982): Formulation, structure, cultural, planning, resource allocation, people, outcomes.
- Hrebiniak and Joyce (1984): Formulation, structure, people, control and feedback.
- Galbraith and Kazanjian (1986): Structure, people, planning, communication, outcomes.
- Hamhavek and Cannella (1989): Structure, people, rewards, resource allocation, internal and external communication.
- Thomson and Strickland (1995): Formulation, structure, cultural, planning, resource allocation, people and communication.
- Waterman et al (1980): Formulation, structure, cultural, resource allocation,

people, communication.

- Pettigrew and Whipp (1991): Structure, cultural, resource allocation, people, environment, leadership.
- Skivington and Daft (1991): Formulation, structure, resource allocation, people, communication.
- Schmelzer (1992): Context variables (environment, formulation, structure, cultural) process variables (operational planning, people, resource allocation).
- Bryson and Bromiley (1993): Environment, cultural, resource allocation, people, communication, outcomes.
- Kargar and Blumenthal (1994): Formulation, structure, cultural, planning, resource allocation, people, communication.
- Miller (1997): Environment, formulation, structure, cultural, operational planning, resource allocation, outcomes.
- Ghamdi (1998) Environment, resource allocation, communication, leadership, people.
- Okumus (2001, 2003) Content, context, process, outcomes.

This issue has been considered by recent scholarly work e.g. Carter et al (2010) offer a clear overview of most important activities/factors that lead to successful strategy implementation. Planning activities (Pučko (2006) and Wheelen & Hunger (2006)); Planning and implementing projects (Pellegrinelli and Bowman (1994), Grundy (1998); Minarro-Viseras et al. (2005); Pučko (2006)).

Using an efficient annual planning system (Hrebiniak&Joyce 1984), (Pučko 2006), (Birnbaum 2007). Applying action planning (Pučko 2006; Wheelen and Hunger 2006; Birnbaum 2007) (Farsight 2007). Organising activities (Kovač , et al 1996), (Hrebiniak and Joyce 1984) (Pučko 2006), (Wheelen and Hunger 2006), (Birnbaum 2007). Developing organisational structure and allocating strict responsibility for strategy implementation (Kaplan and Norton 2005), (Pučko 2006), (Wheelen and Hunger 2006). Using leadership to direct employees (Nichols 1994), (Pučko 2006) (Wheelenan and Hunger 2006), (Brenes et al. 2008).

Using formal communication (Al-Ghamdi 1998), (Kaplan and Norton 2005) (Speculand

2006). Applying MBO (management by objectives) (Kaplan and Norton 2005), (Pučko 2006; Wheelen and Hunger 2006), applying HRM activities (Ulrich 1998), (Pučko 2006; Wheelen and Hunger 2006) and (Birnbaum 2007). Controlling activities (Hrebiniak and Joyce 1984) ,(Pučko 2006) ,(Birnbaum 2007) (Brenes et al. 2008); and Applying the BSC (balanced scorecard), (Kaplan/Norton 1996, 2006).

Conceptually similar empirical work carried out by African and South African authors (Khomba 2013;Mwanje 2016 ;Koech , et al.2016 ; Abok 2016 ;Atenya 2018, ;Mumbua and Mingaine 2015 ;Moh'd, & Lyimo, 2019; Ng'ang'a 2013; Nyakegira 2015; Imbali, Muturi & Abuga 2016 ; Abok, Gakure, Waititu & Ragui 2013; Nyanga 2018; Alamsjah 2011, Waititu 2016; Mumenya, Mokaya & Kihara 2014) have also raised several findings consistent with international findings. Resources, the outside environment, organisational structure, structure, management, leadership, training, communication, culture, etc. are a few of these. These conclusions might refer to the same thing using various terms. The theoretical and conceptual framework section of this study has a detailed discussion of the arguments surrounding these topics.

More recent work by Mumbua and Mingaine (2015), Mnwanje (2016); Koech and Were (2016) conducted case studies in various parts of Africa. This is generally accepted in the literature from which we can draw the conclusion that resources, external environment, organisational structure, organisational culture, managerial skills, and quality of workforce development on strategy.

The Afrocentric theoretical framework may also prove to be pivotal in the decolonisation of management in general and strategic management in particular. It is now generally agreed by Mumbua and Mingaine (2015), Ng'ang'a and Ombui (2013), Nyakegira's (2015), Imbali, Muturi, and Abuga (2016), Abok, Gakure, Waititu and Ragui (2013), Nyanga (2018), Alamsjah (2011), Ndzoyiya's (2019), Ahiauzu,(1986), Amoako-Agyei (2009), An Afro-centric Alliance (2001), Carr, MacLachlan, Kachedwa, and Kanyangale,(1997), Khoza (2006), Mangaliso (2001), Mangcu(2007), Manwa & Manwa (2007) and Maphisa (1994) that the implementation theories presented could be relevant to Africa.

The enabling and impeding factors in Africa in general and South Africa in particular in so far as strategy implementation refers are almost the same. This is consistent with the theoretical and conceptual frameworks of this study (Nkosi (2015), Van Wyk (2014), Bremner's (2020), Enwereji (2019), Leslie (2008), Maotwanyane (2017), Mkhabela (2017) and Mnwanje (2016)).

Existing literature from the Europe, Africa and South Africa point to the following **enabling** factors with varying degrees of intensity. The major findings were summarised and came up with the following eleven main factors:

- Strategy development
- Environmental uncertainty
- People
- Leadership
- Organisational culture
- Operational planning
- Organisational structure
- Communication
- Resource allocation
- Control
- Outcome.

The third research question i.e.: What are the factors that impede/ hinder the implementation of strategic plan by the NWDoE, was addressed as well.

From the extant literature, it is also conceivable to compile a list of **potential impeders** of strategy implementation. These impeders may be investigated to identify the most prominent impeders as experienced by the NWDoE. Some of the impeders identified are listed by Baier et al (1988:151) who concurs with other scholars (Okumus, 2001, Dobni, 2003, Dooley et al. 2000; Freedman, 2003; Beer & Eisenstant, 2000; Hoag et al. 2002; Corboy & O'Corrbui (1999); Dobni, 2003, Galpin, 1998) show issues affecting strategy implementation from administrative incompetence to conflict of interest between policymakers and strategy executors.

Different factors have been alluded to by different authors, Strategy formulation (Pučko/Čater 2008), (Giles 1991; Hrebiniak 2005b); Change management (Hrebiniak 2005b, 2008); Organisational culture(Hrebiniak 2005b) (Hrebiniak 2005b) (Alexander 1985; AlGhamdi 1998); Organisational power structure (Hrebiniak 2005b, 2006) (Hrebiniak 2005b; Gurkov 2009) (Hrebiniak 2005b; Brenes et al. 2008) and Leadership (Hrebiniak 2005b) (Al-Ghamdi 1998; Hrebiniak 2005b; Kaplan/Norton 2006) (Hambrick and Cannella 1989; Hrebiniak 2005b; Kaplan and Norton 2005) (Terborg and Ungson 1985).

Recent international case studies conducted in both private and public sector (Wernham 1984; Alexander 1985; Kargar and Blumenthal 1994; Beer and Eisenstat (2000) in Aldehayyat, et al.; Peng and Litteljohn (2001); Heide, et al., (2002); Aldehayyat, et al, (2010); Chiou (2011); Walker and Hazlett (2011); Dzomir (2015); Dzomir (2015) & Okumus (2003)) provide a multifarious array of conclusions.

As for Africa and South Africa Khomba (2013:672) argues the following about stake holders:

> *"For the ultimate success of any organisation, it is imperative that business executives, employees, as well as other stakeholders understand the dynamics of the socio-cultural frameworks within which an organisation operates".*

Du Plessis (2013) identifies the following as crucial: targets set in municipalities' strategic plans were unattainable, the process is characterised by party politics, which prevents decisions, there is a lack of ownership of the process, and there are insufficient financial and human resources.

To close the strategy implementation gap, Maotwanyane (2017) used a liabilities approach. As a result, she came to the following conclusions and identified three liabilities: "Liability of Engagement," "Liability of Decision-Making Autonomy," and "Liability of Perceived Institutional Support."

According to Ramovha (2009), the department's inability to meet its strategic plan objectives is caused by: the government's prescribed strategic choice; a linear approach to strategic management that doesn't account for the complexity of the department's environment; views of stake holders, etc.

The theoretical framework of choice for this study was Okumus Conceptual Framework of Strategy Implementation (2003).

It is important to note this because this theoretical framework is the lance of the study. It informed the methodology that was used to collect and interpret data that I am about to present.

Okomus postulates that from an analysis of the previous frameworks, 11 important implementation factors can be identified. These are: 1 strategy development; 2 environmental insecurity; 3 organisational structure; corporate culture; guide; resource planning; 7 resource allocation; 8 communication; 9 people; 10 control; and 11 result. These previously identified 11 implementation factors can be further classified into four categories: *strategic content, strategic context, process and outcome*.

He further assumes that these factors listed are common suggestions for key elements to consider when implementing the strategy and should not be taken as definitive. Each school of thought in the field of strategic management has its own assumptions and suggestions regarding the use, design and expression of the implementation factors (Mintzberg et al.1998; Okumus & Roper, 1999; Stacey, 199). With the exception of the configuration and complexity views, each school of thought requires or advocates a standard design for each factor. This theoretical framework was used to develop the coding framework which was the scaffold of analyses. What follows is the presentation of the empirical findings for all the four research questions.

This study used both documentary analyses and qualitative survey. Both strategies concurred that the department considers the following elements in its strategic implementation.

The *first* research question investigated the extent to which the NWDoE is implementing the strategic plan. The results showed that respondents regarded both strategic planning and implementation as important processes within the organisation. Two sub questions were asked, i.e. What are the key considerations in the implementation of strategic plan? and What are the key mechanism that the NWDoE have and use in the implementation of its strategic plan?

- Policies
- Proper planning and clarity of objectives
- Technology
- Culture
- Resources.

The study further shows that the department has qualified and well experienced and knowledgeable staff responsible for strategic planning and development. It also shows that the strategic plan has clear outcomes and goals aligned to its strategy. The positive impact of the strategy also emerged as a finding.

With regard to the second question: What are the key mechanisms used by the NWDoE in the implementation of the strategic plan? Again, both documentary analyses and responses of the participants concurred that the department has the following tools: All participants indicated that the department has vision, mission, strategic plan, annual performance plan, performances management policy, and operational plan. There is adequate feedback, goals and communication,

There is a serious need for improvement in implementation of the strategic plan, analyses and improvement of structure, evaluation of results, budgeting and leadership.

The *second* research objective investigated the implementation determinants of the strategic plan. It sought to identify and define key determinants of strategic plan implementation by the NWDoE. From the survey, participants considered the following to have a **high** impact on the implementation of strategy communication, clear strategic goals, relevant skills, culture, resources, proper structure and expertise. The following were considered **less** important but key monitoring, training, time and recruiting:

In responding to the same question i.e. What are the determinants of the implementation of the strategic plan by the NWDoE, Documentary analysis consisting of 1) network view analyses, ii) conceptual analyses and iii) relational analyses produced the following results:

- With regards to content analyses, documentary analyses indicated that leadership culture and structure implementation mechanisms are poorly considered by the department. With regards to operational processes findings resource allocation were noted. Data revealed that the department has both poor resource allocation and resource use. This is accentuated by poor recruiting where unqualified and ill experienced political deployees are appointed.

- The people category, which by the standards of the theoretical framework is key in the implementation of the strategic plan, pointed at lack of sufficient knowledge poor skills, poor recruiting and poor training. There is a serious need for improvement in provisioning of incentives, participation in strategy implementation by stakeholders and feedback to the same. This is complicated by poor communication, poor controls and monitoring.

Research question 3 focused on the challenges and barriers faced by management in the process of moving from strategic planning to strategy implementation and the supporting facets of coordination and control. The results confirmed that strategy implementation, support functions and the monitoring of strategy implementation are regarded as less effective than the initial strategic planning process. For the NWDoE the following findings emerged from the qualitative survey. The participants were asked: What are the high impact impediments of implementing the strategic plan in the NWDoE?

High in their response was unforeseen circumstances e.g. COVID-19 (not surprisingly). Poor leadership was also sharply noted. As a result, there is a general lack of ownership of the strategy. This was followed by poor competency in implementing the required actions. This was a very key finding because if the people who are supposed to implement the strategy are not skilled and incompetent, it will be difficult to implement the strategy. The consequences are dire. It was further noted by participants that poor structure and high prevalence of vacancies are at the pathological level and this has led to poor culture. Poor training and poor skills were

also sighted by participants as killers of strategy implementation. This is accentuated by poor resources and poor rewards or incentives.

Documentary analyses of 56 NWDoE reports using network view, conceptual and relational analyses revealed lack of leadership both at executive and administrative level, poor structure, goal failure, lack of strategic implementation plan and poor HRM as impediments or barriers to the implementation of strategy. As a result, the department experiences poor results and goal failure. The strategy is bound to fail and consequently outcomes and outputs collapse.

6.3. RESEARCH CONCLUSIONS

6.3.1. Conclusion 1: To what extent do we understand the implementation of the strategic plan of the NWDoE? How does the NWDoE implement its strategic plan?
This question begged to know the key pillars or ingredients of the implementation of strategy considered by the department and what are the major considerations of the department in the implementation of its strategic plan. The researcher established from the participants and documentary analyses key implementation mechanisms, machineries or tools are available in the NWDoE.

Strategic implementation process requires strategic management, which consists of a series of decisions and activities that result in the creation, execution and evaluation of plans designed to achieve an organisation's goals. The strategic plan must be translated into activities and results in order to be implemented. How is the NWDoE doing?

From the empirical qualitative survey, 544 responses were generated. Of this, the majority (261(48%)) of participants *strongly agree* at 161(30%), *agree* that the NWDoE has mechanisms of implementing the strategic plan, followed by and disagree at 123(37%).

Participants were further asked if management is establishing annual objectives and defining the deadlines for implementing the strategies/ objectives; 95% of the participants agreed. Clarity of purpose and objectives is key on the implementation of

strategy. Giving good timeframes allows for proper planning and scheduling of deliverables.

The importance of technology (81%), capacity and good policies (83%) were also pointed by participants as key. The term "technology" refers to the scientific application of machines and other gadgets to the work process in order to achieve an organisation's goal (Wahab, Rose, & Osman, 2012). Participants were further asked if management is communicating to employees when and how the strategies will be carried out. Seventy eight per cent (78%) of participants agreed. Resources and culture were viewed by 72% of participants as key in the implementation strategy of the NWDoE.

From the survey, key implementation considerations/ approach of the NWDoE in implementing strategic plan include a good strategic plan (60%) with clear objectives (95%). Over 60% of participant agree that the department has an implementation strategy. That strategy uses *technology* (81%), *policies* (83%), *resources* (78%) and *culture* at 72%.

Data from the NWDoE documentary analyses reflect that strategic development and strategic content are intact. The frequency of the codes, confirmed by both conceptual and correlation analyses, on *strategy alignment, clear goals and positive impact* of the strategy between 30 and 57. This is the frequency of the quotations positively related to the aforementioned codes. The frequency of the level of *knowledge, expertise and experience* are also between 20 and 30 which is a positive sign. Most of the negative indicators or codes are all scoring low in so far as they are mentioned in the documents

For the NWDoE *strategy alignment, clear goals and positive impact knowledge, expertise and experience* are key considerations in the implementation of strategic plan.

What are the key pillars or ingredients of the implementation of strategy considered by the department? The researcher established from the participants if key implementation mechanisms, machineries or tools are available in the NWDoE.

Managers are the primary individuals responsible for putting strategic plans into action. A manager's expertise and understanding of a company are important factors to evaluate. Working with people, coordinating, culture building, and finding fits between strategies and how the company functions are all required talents for implementation.

The organisational context will have an impact on the implementation of strategic initiatives. The resources, skills and capacities of the organisation have an impact on implementation. All (100%) participants indicated that the department had a vision, mission and only one (0.01) participant indicated that the department had no APP and 99.9% opposed that view. The majority 51% to 98% agreed that the department has required tool from strategic plans, operational plans, feedback and evaluation mechanisms, communication and implementation strategies including budgeting and strategy evaluation.

The findings and conclusion of question 1 are consistent with both the scholarly findings and the theoretical framework. Various authors internationally (Dooley et al. 2000; Freedman, 2003; Beer & Eisenstant, 2000; Hoag et al. 2002; Corboy & O'Corrbui (1999); Dobni, 2003, Galpin, 1998) and in Africa (Ng'ang'a & Ombui 2013; Nyakegira 2015; Imbali, Muturi & Abuga 2016; Abok, Gakure, Waititu & Ragui 2013; Nyanga 2018 and Alamsjah 2011;) concur that strategy uses Okumus (1912), in the disposition of his strategic implementation theory. Strategy development refers to why and how a strategy is initiated. Key areas to consider are the new strategy should align with the overall strategic direction of the organisation, the goals of the new initiative should be clearly define, the expertise and knowledge of the strategy developer in dealing with change are crucial, active involvement of all management levels is recommended, and the potential impact of the new strategy on other ongoing strategic projects should be assessed.

6.3.2. Conclusion 2: What are the implementation determinants/enablers/drivers of the strategic plan in the NWDoE? This question sought to know determinants or drivers that the NWDoE hold sacrosanct in its strategy implementation. Keys to the success of the departmental strategy.

Qualitative survey produced several findings. When participants were asked to grade

elements of factors that they considered as the drivers of the departmental strategy, majority of participants (54% to 64%) pointed **communication** (64%), **Clear goals** (59%), **skills and culture** at (57%), **Information and resources** at 54%, **structure alignment and expertise** at 54% to be high impact drivers in the implementation of strategy by the NWDoE.

The NWDoE managers also rated the following to have minimal (negligible) impact in the implementation of strategy. Thirty three per cent 33% to 26% regard the following as negligibly considered in the implementation of strategy**: monitoring** (33%) and **training and time** (24%). This is disturbing.

To the detriment of the department the following are, according to the participants, are neglected by the department: **structure environment leadership and expertise, knowledge, resources, recruiting and information.**

The conclusion of the qualitative survey is that for the NWDoE **communication**, C**lear goals**, **skills and culture**, **information and resources**, **structure alignment and expertise** (in that order) are key drivers of the departmental strategic plan

In a very interesting turn of events, while the participants rating the factors above as sacrosanct, documentary analyses done on 56 different departmental reports yielded interesting results.

In analysing the implementation context of the strategic plan of the department using Atlas/ti7, it became abundantly clear that the NWDoE conclusively **leadership (69), culture (67), communication (29) and structure** as key factors influencing implementation of strategic plan.

Conceptual analyses which focuses more on the frequency of codes. The analysed documents have more quotations codes that signifying that leadership, structure and culture which are mentioned 200,102 and 191 respectively, affect the implementation of the strategic plan in the NWDoE.

Using inferential analyses of both qualitative survey and documentary analyses in

answering research question 2, the key drivers of strategic implementation in the NWDoE are **communication**, **clear goals**, **skills, culture**, **information and resources** , **structure alignment, expertise and leadership.**

Literature referenced in this study (Chapter 2) is consistent with the empirical finding. Most authors alluded to various factors as key drivers of strategy implementation, strategy formulation ((Pučko 2008), (Giles 1991)and (Hrebiniak 2005b)); organisational culture ((Hrebiniak 2005b) (Hrebiniak 2005b), Alexander (1985) and AlGhamdi (1998)); organisational power structure (Hrebiniak (2005b, 2006) ;Hrebiniak (2005b); Gurkov (2009) and Hrebiniak(2005b); Brenes (et al. 2008)) and Leadership (Hrebiniak (2005b) skills and knowledge ((Al-Ghamdi (1998); Hrebiniak (2005b) and Kaplan/Norton (2006)) communication ((Hambrick and Cannella (1989); Hrebiniak (2005b and Kaplan/Norton (2005) and resources (Terborg/Ungson 1985)

There is a strong correlation between the empirical findings of this study and the assumptions of the Okomus theory of strategy implementation which has been used by this study as a theory of choice. The sequence and completeness of the elements listed by Okomus may not be the same as the findings in the NWDoE.

Okomus posits that strategic context encompasses the development of the strategy. The strategic context is broader divided into external and internal context. The former includes environmental uncertainty and the internal context includes organisational structure, culture and leadership. The result includes the results of the implementation process.

External context: environmental uncertainty: The level of uncertainty and changes in the task and in the general environment. The main topics are changes and developments in the general and task environment require a new strategy and the new strategy should be appropriate to the market conditions, trends and developments in the external environment until the implementation process is complete.

Internal context: organisational structure: the form, department of work, professional duties and responsibilities, distribution of power and decision-making processes within the company. Issues to consider are as follows:

- The possible changes in tasks, roles, decision-making and reporting relationships due to the new strategy.
- Whether the organisational structure facilitates the free flow of information, coordination and collaboration between different levels of management and functional areas.
- The potential impact of the new strategy on informal networks, politics and key shareholders.
- The attitude of powerful groups towards this new strategy.
- The potential challenges of using the existing organisational structure when using process variables, including operational planning, communication and resource allocations.

Okomus' postulation are consistent with the NWDoE findings and scholarly findings.

6.3.3. Conclusion 3: What are the factors impeding/disabling/hindering strategic plan implementation in the NWDoE? What are the implementation *impediments/ stumbling blocks* of strategic plan in the NWDoE?

There are several reasons for the failure of successful strategy implementation, also known as stumbling blocks. Although the reasons for failed strategy implementation vary, the causes are frequently predictable.

Rausch et al (2001:245) cited Thompson and Strickland (1995), who stated that strategy implementation is a more difficult and time-consuming management challenge than strategy development. This is owing to the diverse range of managerial activities that must be completed and the numerous options available to managers. There are also certain people-management skills and perseverance required to get a variety of initiatives launched and moving. All of these take place in a climate of resistance to change.

Recent international case studies conducted in both private and public sector (Wernham 1984; Alexander 1985; Kargar and Blumenthal 1994; Ber and Eisenstat 2000 in Aldehayyat, et al.; Peng and Litteljohn 2001; Heide, et al., 2002; Aldehayyat, et al, 2010; Chiou 2011; Dzomir 2015; Dzomira 2015 & Okumus (009) provide a multifarious array of conclusions.

Though they used different methodologies and approaches, their findings present a formidable conclusion regarding factors that hinder implementation of strategic plans. Overall, these studies provide converging evidence. Evident from extant literature and empirical findings from the NWDoE, it is clear that strategy implementation is a challenge. In response to the qualitative survey questions, participants indicated that that **unforeseen challenges (COVID-19) and poor** leadership are key at 26%, followed by lack of ownership and competing priorities at 21%, Poor financial resources and poor coordination are also rated high by 20% of participants. Eighteen per cent (18%) of participants rate lack of sufficient time, poor structure and poor involvement of stakeholders.

In response to research question 3 **unforeseen challenges, poor leadership, and lack of ownership, competing priorities, poor resources, poor coordination, insufficient time, poor structure and poor involvement of stakeholders**

A very detailed documentary analyses was done to unearth factors that impede or hinder implementation of strategic plan by the NWDoE. For leadership, Atlas/ti7 picked 205 bad as opposed to 69 good quotations, 202 quotations reflected negatively on how the department is using resources as a tool to implement the strategic plan. Very disturbingly just over 100 quotations reflect the positive use.

For organisational culture, 196 bad as opposed to 67 good quotations were identified, organisational structure 106 bad as opposed to 29 good quotations were identified from primary documents. However, data show that serious issues with regards to control and monitoring with 108 quotations generated from the documents showing poor control and monitoring as opposed to 37 quotations showing the opposite. Control, monitoring and feedback are very key in the implementation of a strategic plan in the NWDoE.

Of critical significance is the fact that poor resource use is as high as 77 quotations as opposed to 32 quotations for proper resource use. The same can be said about poor resource provisioning at 70 quotations as opposed to 33 quotations for proper resource provisioning. The same applies to communication with 46 bad and 12 good quotations.

On the people's side, a lot of negative quotations were related to lack of knowledge (981), poor skills (73), poor recruiting (60), lack of information (37), training, and feedback and participation at around 37 each.

The following empirical factors have been surmised as a response to research question 3 (from both qualitative survey and documentary analyses), ***unforeseen challenges, poor leadership, and lack of ownership, competing priorities, poor resources, poor coordination, insufficient time, poor structure and poor involvement of stakeholders, poor use of resources, poor organisational culture, poor control, poor monitoring, poor monitoring, poor resource provisioning, poor communication, lack of knowledge, poor skills, poor recruiting, lack of information, poor training and poor feedback***

The NWDoE conclusively has bad leadership, culture and structure as factors negatively influencing implementation of strategic plan. The implication is that the very poor resources are badly used. The NWDoE is also showing poor implementation of recommendations and monitoring. The controls and feedback in implementing strategic plan are shaky. The strategy will not see the dawn of day.

Extant scholarly empirical findings highlight the following problems in strategy implementation.

Authors and work (chronological order)	Time	Organization structure	Organization culture	Resources	Leadership	Uncontrollable external factors
Waterman RH, Peters TJ, Phillips JR (1980): Structure Is not organisation		●		●	●	
Wernham R (1984): Bridging the Awful Gap between Strategy and Action		●		●		
Alexander L. (1985): Successfully implementing strategic decision	●	●		●	●	●
Eisenstat R. (1993): Implementing		●		●	●	

Authors and work (chronological order)	Time	Organization structure	Organization culture	Resources	Leadership	Uncontrollable external factors
strategy: developing a partnership for change						
Wessel J. (1993): The strategic human resource management process in practice		●		●	●	
Schmidt J. (1994): The case of the sales-driven company		●				
Sandelands E. (1994): All talk and no action? Perish the thought	●					
Miller S (1997): Implementing Strategic Decisions: Four key Success Factors		●	●	●		
Al-Ghamdi, S. (1998): Obstacles to successful implementation of strategic decisions	●	●		●		●
Beer, M., Eisenstat R.A. (2000): The silent killers of strategy implementation and learning		●		●	●	
Allio M.K. (2005): A short, practical guide to implementing strategy		●		●		
Hrebiniak L.G. (2006): Obstacles to effective strategy implementation	●	●	●	●		
Kalali, N.S., et al. (2011): Why does strategic plans implementation fail? A study in the health service sector of Iran		●	●	●		●

Table: 15. : Conceptual implementation models
Source: author own work

These various elements all point to a discrepancy between planning and execution. These factors were probably not sufficiently explored and clarified during the planning phase. To create a suitable roadmap of goals for strategy executors, it is necessary to examine each category separately. Organisational structure, a lack of resources, and issues with leadership are the issues that are brought up more frequently. While the sixth category in the table above illustrates the effects of external factors, the first five categories listed in the table above refer to internal factors. The factors are arranged and grouped according to each category in the following table. In addition to these elements, some of the authors (Alexander (0), Wessel (), AlGhamdi(), Kalali, and Allio()) noted the influence of an additional element they referred to as "distractors," which indicated a deviation.

Strategic outcomes

It is imperative that researcher allude to the findings of the analyses of the outcomes of the NWDoE in relation to the impact of the research question and two. These will shed more light on conclusions two and three presented earlier. It will further assist in understanding the trajectory of the implementation model developed in conclusion four.

The outcomes of the implementation of the strategic plan is very key at the tail end. It speaks to the tangible results. Have we achieved what we set to do, did we have the positive impact of the strategy, what are the outcomes and impact of the strategy. In so far as the NWDoE is concerned, how far did it achieve its strategy and is that supported by data.

Documentary analyse of 11 codes related to the outputs and outcomes of the NWDoE produced 588 quotations. Interestingly of the 588, 366 quotations reflected negative achievements as opposed to 192 positive quotations.

A code on poor results produced 98 quotations from 52 different NWDoE reports followed by goal failure at 79, poor implementation at 76, poor HRM at 65 and lack of strategy implementation at 35. These are disturbing figures.

Poor human resource is pointed as the root cause of the failure followed by goal failure,

poor HRM strategies and poor implementation. The good or positive quotations mainly relate to good strategic and operational plans and mainly point at curriculum achievements.

Consistent with the network view analyses of Atlas/ti7 above, poor results is quoted 100 times in 56 documents followed by poor implementation and goal failure at about 80 quotes. The figure is still pointing at HRM as a problem quoted 63 times.

Operational plans and APP are not a problem between 0 and 20 quotes. Impact of strategic plan by the NWDoE is marginally quoted at 38 quotes and almost all referring to curriculum results and not organisational functionality.

6.3.4. Conclusion 4: Can an implementation framework be developed for the NWDoE?

To what extend can the Okomus model be modified to fit the NWDoE context by infusing all the empirically established outputs of all research questions.x

As a reminder, the theoretical framework of choice is the Okomus (2003) framework to implement strategies in organisations. Chapter 3 provides details of the frame work sufficing to indicate that

Effective strategy implementation essentially entails paying attention to the relationship between the following seven factors, according to earlier research on strategy implementation by several authors, including Waterman et al. (1980), Stonich (1982), Hrebiniak and Joyce (1984), Galbraith and Kazanjian (1986), Buckley (1988), Alexander (1991),Miller (1996), and Thomspson and Strickland (1999).

- structure
- systems
- style
- staff
- skills.

The models developed by Stonich (1982), Hrebiniak and Joyce (1984), Galbraith and

Kazanjian (1986), and Reed and Buckley (1989) explicitly include these seven essential implementation factors (1988). Conceptual studies by Alexander (1991), Miller (1996), and Thompson and Strickland all discussed and cited similar implementation factors (1999).

Okumus (2003) improved the 2001 framework by proposing the notion that the transformation process is only made possible by all of the factors coming together and functioning efficiently. Okomus (2003) makes the following assumptions, which are supported by this study, process factors should primarily be used in a synergistic manner in an ongoing process, understanding and manipulating the context in which strategies are implemented is particularly important strategic decisions are often implemented without having a proper fit between the strategy and the implementation factors.

Any inconsistency with one factor influences the other factors and, subsequently, the success of the implementation process. Therefore, it is not always feasible to achieve coherence between implementation factors in situations of dynamic and complex change.

The four-stage Noble (1999) model, the six-stage Galpin (1997) model, the four-stage Bergadaa (1999) model, and the ten-stage De Feo and Janssen (2001) model are just a few conceptual studies that propose linear implementation models in contrast to the aforementioned frameworks. Organisational structure, culture, planning, resource allocation, communication, and incentives are other implementation factors mentioned in these studies that should be considered or used at different stages of the implementation process.

Analysing the earlier frameworks mentioned above 11 crucial implementation factors were noted by Okomus (2003). Those are:
- strategy development
- environmental uncertainty
- organisational structure
- organisational culture

- leadership
- operational planning
- resource allocation
- communication
- people
- control
- outcome.

When the aforementioned categories are analysed, four areas of grouping are revealed. Strategic content, strategic context, process, and outcome are four categories into which the 11 implementation factors previously identified can be divided.

Strategic content includes the development of strategy, strategic context is further divided into external and internal context. The former includes environmental uncertainty and the internal context includes organisational structure, culture and leadership operational process includes operational planning, resource allocation, people, communication and control and outcome includes results of the implementation process.

Okomus (2003) asserts that these four groupings of implementation factors should not be viewed separately because one factor within a group can influence the other factors within that group as well as in other groups, which can then affect the outcome of the overall change process.

Using the framework described above, the first three research questions have been answered, and conclusions have been suggested. This study empresses that in order to examine and evaluate the implementation process, the contextual and processual approach, also known as the holistic approach, must be used.

The central question is, consistent with the purpose of this work, to what extend can the findings and conclusions of this case study from the first three research questions be used to design a strategic plan implementation model for the NWDoE. What can

we learn from the Okomus frame/model or how can Okomus frame/model be adapted, modified and improved using local findings to improve the implementation of strategic plan of the NWDoE?

6.4. The NWDoE strategy implementation flowline model

1. The prelude:

What is presented here is the generalised model for enhanced strategy implementation by the NWDoE. It is referred to as the Strategy Implementation Flowline Model (SIFM): NWDoE. This is a natural flow from both the scholarly and empirical findings and discussions presented earlier. This is not a new model, it is an improved and superior version of the current Okomus (2003) model in current use. This represents enhanced implementation of strategic plan in a flow line chart.

This model should be applicable to all public service, departments and entities. It offers guidelines to management decision making. It is simple but very close to reality. This model is adaptable and flexible as an aid to management. This model caters for continual dynamism that allows the use of real time data produced by the department. The researcher wanted to create a model that would be practical for use by everyone in the NWDoE, as well as user-friendly and simple to understand. This is primarily owing to the fact that NWDoE is made up of personnel with various levels of understanding of strategic issues and varying responsibilities.

Figure 6.1 represents the model. To help practitioners transition from strategic planning to strategy, the model highlights the crucial activities or processes that should be addressed during the various strategic management processes.

Figure 40. : NWDoE strategy implementation model implementation model
Source: Own

THE NORTH WEST DEPARTMENT OF EDUCATION STRATEGY IMPLEMENTATION FLOWLINE MODEL
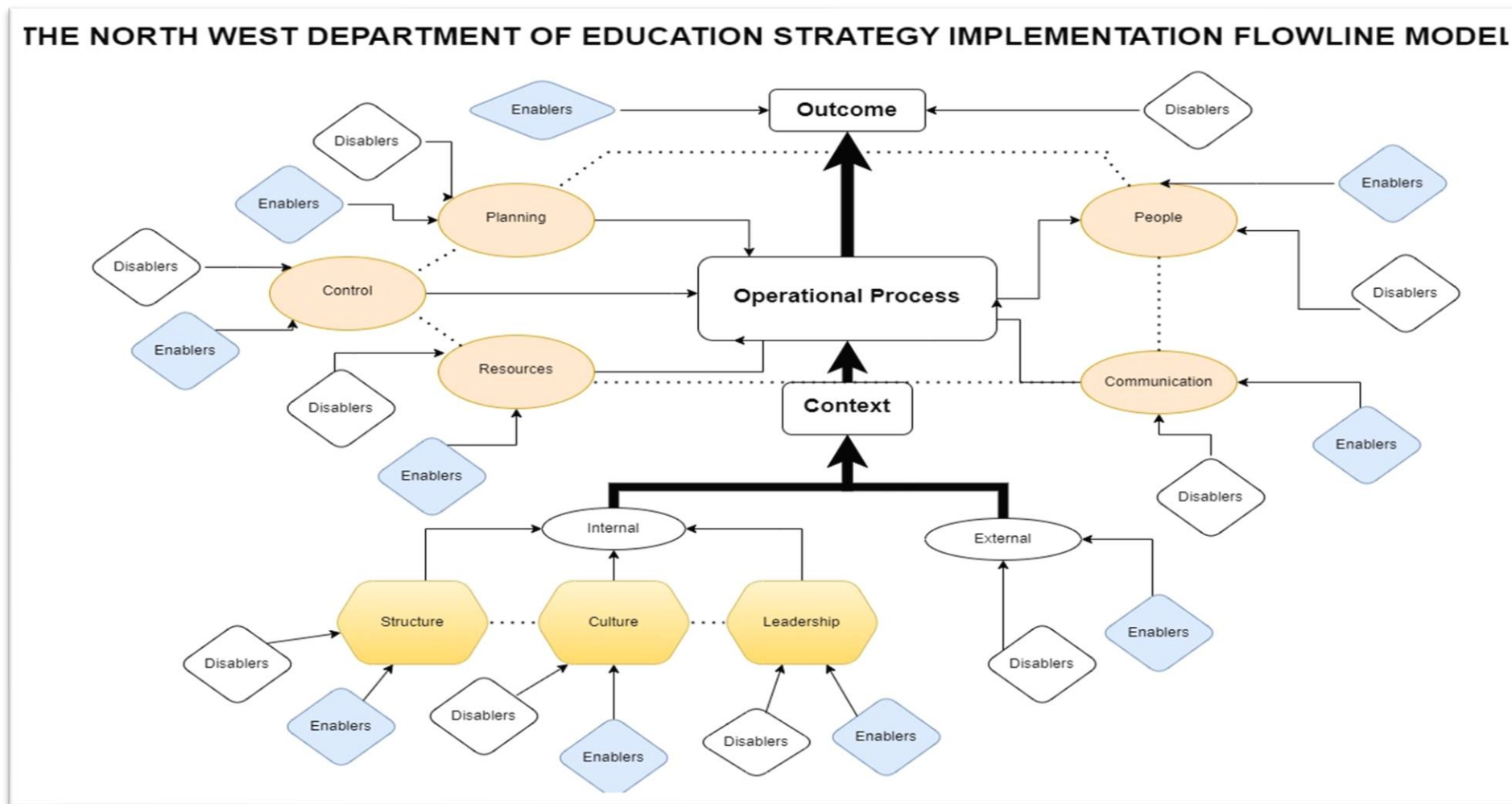
These activities or processes are largely derived from the preceding chapters that outlined the mechanisms, enablers and impeders identified during the theoretical and empirical research phases.

The research study's findings and the Okomus theoretical framework served as the basis for a sizable portion of the framework. It addresses the issues and offers a special model for addressing strategy implementation issues in the public sector, specifically the NWDoE.

The aforementioned model offers a realistic yet methodical perspective on the critical thought processes necessary for effective implementation. It is an emerging product that incorporates all conceptual model generations for implementing strategies. The proposed model's construction, various components, and subsets are briefly explained below so that they can be used as a jumping off point when creating intricate strategic management implementation plans.

2. The construction

As this research project developed, the strategy execution framework's construction came into being. The chapter one business problems that were identified were mentioned in the framework's introduction. A developing execution framework for this study was formed by connecting the business challenges to pertinent conceptual constructs in chapter two's scholarly review. The conceptual framework and tools for construction were presented in chapter three. The most comprehensive, up-to-date and pertinent model for this study at the time this work was written was Okomus' (2003) theory of strategy implementation. To create the empirically based framework depicted at the findings from Chapter 5 and the discussions from chapter six were combined and incorporated.

3. The building blocks

Okumus (2001) identified several implementation factors and constructed a conceptual framework by categorizing those factors into four groupings:

1 context;

- environmental uncertainty;

- organisational structure;

- organisational culture;

- leadership;

-

2. Process

- operational planning;

- resource allocation;

- communication;

- people;

- control

- operational planning;

- strategy development;

3. Outcome.

- Achieved outcomes

- Achieved goals

- Achieved impact.

As a result implementation of strategic plan is the function of:

$$I_t = f(C, C, P, O)^{E-D}$$

Where:
I_t = the measure of implementation in time and space,
C=**C**ontent (Internal factors: culture, structure and leadership & External factors)
C=**C**context (environmental uncertainty, organizational structure, organizational culture, leadership);
P= **P**rocess (operational planning, resource allocation, communication, people, control, operational planning, strategy development);
O= **O**utcome (achieved outcomes, achieved goals, achieved impact) and
$^{E-D}$ = enabling minus disabling factors

Emanating from both empirical and scholarly findings, the NWDoE enablers and disablers of strategy implementation were identified and the impact of each assessed. Specific enablers and disablers for the NWDoE are attached as annexures E and I for ease of reference.

Critical factors	Aspects
Time	- Took more time than originally allocated - Took more time than the formulation phase - Inconsistencies in translating long range plans into short term objectives (changes not introduced in daily routines)
Organization structure	Means improper organisational design which includes: lack in communication, coordination, monitoring and incentive systems. Improper coordination: - Activities and tasks not sufficiently defined (inefficient operation planning) - Poor coordination across functions or divisions - Inadequate alignment between process' phases Improper communication: - Poor vertical and horizontal communication (between different hierarchical levels and functions) - Poor information and knowledge transfer (MIS) Improper monitoring and incentive system: - Poor responsibility determination - Inefficient incentive programs - Lack in measuring performance
Organisation culture	- Poor implemented beliefs and values system - Conflicting strategy principles - Inability to overcome resistance to change
Resources	This category includes tangible and intangible resources. But most authors relate to human resources: Quantitative indicators: - Too few people involved in implementation Qualitative indicators: - Inadequate employee skills and capabilities - Inadequate training and instructions - Goals and target not well understood - Responsibilities not clearly defined - Lack of employee commitment - Not exist or inadequate measures of employee engagement - Not exist or inadequate reward system On physical resources referred only Alexander, Wernham and Miller (research from the '80s-90s probably influenced by the RBV theory).
Leadership	Authors refer to the knowledge and leadership skills. The most mentioned problems are: - Vague strategy formulation - Leaders consider their job is done when they finished with the planning - Left the organisation during the implementation - Implementation tasks and activities not defined enough detailed - Top and middle management conflicting goals and priorities- middle management tasks modification - Inadequate leadership style: top down or laissez fair senior management, not collaborative management
Uncontrollable external factors	Alexander, AlGhamdi and Kalali in their studies emphasize the impact of external factors on business operations. Firms should adapt to the environment and with its strengths take what is good and avoid what is negative. The most mentioned factors belongs to: political, economic, social and technological environment

Table 16. : Implementation critical factors
Source: Own

4. The assumptions

This framework's guiding presumption is that multiple factors should be considered at once when carrying out a strategy; consistency among the execution factors is necessary for the process to be successful. This is similar to building a house in that it cannot be considered finished if one or more of its defining features are missing or it was not constructed as specified. The preceding sections explain the significance of each execution factor as well as how to put it into practice.

4.   Final recommendations to the NWDoE.

The commitment and support of the top executives in the organisation, including executive managers, is a requirement for successful strategy execution. It is crucial to make reference to the following empirical spots when discussing the NWDoE.

- Strategic content: The department does not appear to be having any trouble creating a precise and concentrated strategic plan that is in line with the directives of the principals. All overarching legislative requirements are in line with the department's overall strategic direction. There is a clear alignment between the impact, outcomes, outcome indicators, and output indicators. There is no shortage of expertise within the department when it comes to developing the plan.

- External Context: This seemed to be a major strategy killer (COVID-19). It was obvious that the department was unprepared for any destruction. This exposed the department's shortcomings, from infrastructure to human resources. The department lacks a business continuity plan and practices poor risk management.

- Internal context and organisational: These problems are the main causes of NWDoE's inability to put into action a very carefully constructed strategic plan. According to the study, the department is failing miserably in terms of the design and implementation of its structures, and it has a very bad culture because of its poor hiring practices. This has even more of an effect on the inadequate

training, knowledge, and skills. Also lacking seemed to be leadership. Poor culture was accentuated by a lack of consequence management, which led to the failure of the strategy. Resource allocation and inefficient use are major issues for the NWDoE when implementing their strategy. Financial and other resources are inefficiently allocated. The lack of effective controls and coordination makes this situation worse. The Auditor General's report for the previous three years highlights the unfavourable results.

The implementation factors in these four groupings in figure 40 should not be considered separately in order to mitigate the aforementioned and improve further. This is owing to the fact that a factor in one group can affect other factors in that group and in other groups, which in turn can affect how the entire change process turns out. This indicates that a contextual and procedural approach should be used to examine and assess the implementation process. It is necessary to adopt a broader perspective and consider the content, context, process, and outcome all at once. A holistic evaluation of the best implementation options, obstacles, and enablers must be conducted.

Managers will be able to question whether the proposed decision fits the organisational structure, culture, resources, and people, or whether the environment fits the strategy, culture, and structure.

This model will be helpful in assessing and evaluating the strategy's implementation process and may even make it possible to identify potential problems and obstacles before they become major problems. By carefully analysing the implementation factors and the relationships among them that and previously explained, this model will help to focus on implementation challenges and barriers that may be anticipated and overcame.

6.5. AVENUES FOR FURTHER THEORETICAL APPLICATION, APPLICATION, POLICY AND RESEARCH

Prior studies on strategy implementation have partially explained and illustrated the

interactions between implementation factors and other factors, their precise nature and how they help or hinder departments from achieving coherence between the strategy and key implementation factors.

Practical application benefits

In terms of practical applications, managers and researchers can benefit from the implementation framework and the guidelines in a variety of ways. This framework can be used to look backward at past, present and future instances of strategy implementation.

For the NWDoE implementation case, the strategy's content, the internal and external context's characteristics, the operational process, and the result can all be assessed. *The function and effect of each implementation factor on the change process and, subsequently, the result, can be specifically questioned.*

The framework and checkpoints can be used to *forecast* and assess the difficulties, issues, and challenges of implementation.

The framework can also be applied to training sessions on strategy implementation and group discussions. In connection with the aforementioned problem, middle and top managers should be provided with change management training programmes as a requirement in today's organisations. This is owing to the fact that organisations now struggle the most when putting their strategic initiatives into practice. Therefore, executives' and middle managers' expertise and knowledge are essential for successfully implementing a strategy. Even if they are knowledgeable and experienced in their respective functional areas, they still require training to handle complex implementation cases. Senior executives and middle managers must therefore receive training on how to effectively implement their strategies in complex and dynamic environments.

Theoretical Corollaries

This study can be considered to be a significant step forward in that it has significantly improved our understanding of the challenges of strategy implementation in several ways. First, this study supports earlier conceptual models on the effects strategy

development; environmental uncertainty; organisational structure; organisational; leadership; operational planning; resource allocation; communication; people; control; and outcome – as key in the implementation of strategy in the public sector.

Strategy, people and operations are the three main processes, and they are essential. There is no doubt that academic research has looked into how the external environment affects the implementation of a strategy.

This study has made a significant contribution because it highlights a few concepts for participants in subsequent studies to consider. The concepts put forth in this study emphasize, first and foremost, the importance of routinely monitoring and scanning the external environment, aligning structure with strategy, creating a culture that supports strategy implementation, and providing staff members with training based on the requirements of or appropriate to the strategic change.

This suggests that if the challenges related to strategy implementation are resolved, the NWDoE might perform better, deliver better and achieve its outcomes. Second, future research may attempt to replicate the results to confirm the effects of the 11 Okomus factors on strategy implementation in the public sector. There are several recommendations that can be made for future research studies. By looking into examples of strategy implementation in organisations, the framework created in this study can be empirically tested and improved.

Future research avenues

Future studies should use processual research methods to collect empirical data from the top, middle, and lower levels of management in organisations over an extended period of time using both quantitative and qualitative data-collection techniques. Only in doing so will it be possible to comprehend strategy implementation on a deeper and richer level.

Comparative research projects involving public and private companies, as well as service and manufacturing firms, can undoubtedly offer invaluable insights into the theory and practice of strategy implementation. Future studies can look into how international or global firms implement their strategies globally given the paucity of research in the field. Last but not least, it is clear that the majority of earlier studies on

the implementation of strategies were conducted in Europe. It is important that more research should be conducted in Africa, South Africa and the North West Province public service departments and entities

6.6. LIMITATIONS OF THE STUDY

Despite the success demonstrated, a significant limitation, according to this approach, is that in order to comprehend and assess the implementation process, researchers and executives must adopt a broader perspective and consider content, context, process, and outcome all at once.

Contrarily, because this approach requires more time and resources, it may not be possible for everyone to comprehend and evaluate the content, context, and process at the same time. Despite the success demonstrated, a significant limitation is that given the complexity and dynamic nature of implementation situations, achieving and maintaining coherence between implementation factors may be extremely challenging, if not impossible, in some instances.

6.7. Conclusion

It takes effort and time to put strategies into practice. In fact, research has shown that implementation is challenging and frequently falls short of expectations. Practitioners must raise their awareness of these obstacles if they are to successfully implement strategies. This does not imply that success is guaranteed. The likelihood of success is increased by consistently identifying and addressing obstacles as well as by keeping an eye on the implementation procedure.

Finally, the researcher is of the opinion that a thorough and robust plan needs to be created and effectively communicated to all levels of an organisation in order for strategy implementation to be successful. When a brilliantly crafted strategy is never put into action, many executives and managers are baffled same as in the NWDoE.

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APPENDIX A: PERMISSION TO CONDUCT THE STUDY

education

Lefapha la Thuto la Bokone Bophirima
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OFFICE OF THE SUPERINTENDENT-GENERAL

Enquiries: Dr T. Phorabatho
Telephone: 018 388 3071/3433

TO: **Mr Peter Paul Kgatitsoe**
University of South Africa
Education Management Studies: College of Education

FROM: **Mrs S.M. Semaswe**
Superintendent – General

DATE: **02 June 2022**

SUBJECT: **PERMISSION TO CONDUCT RESEARCH: MR PETER PAUL KGATITSOE, TEAM AND PARTNERS**

Permission is hereby granted to you, Mr Peter Paul Kgatitsoe to conduct research in the Department of Education as requested, sujeto to the following conditions

- Collection of data be accompanied by approval letter signed by the HOD.
- Data Collection shall be conducted as proposed in your research observing all the research ethics protocols.
- Data collection process should be Covid-19 compliant.
- The participants will be contacted with this letter of permission in compliance with your methodological strategies.
- Considering that that your research will be involving management of Department of Education let all the legislative and policy dictates be your guiding principles.
- Participation in the project will be voluntary.
- The principles of informed consent and confidentiality will be observed in strictest terms.
- The findings of the research should be made available to the North West Department of Education upon request.
- The Department of Education reserve the right to monitor the project at any stage or time.
- The Final Report and benefits from or of the research will be made available to the Department as soon as project comes to an end.

Best wishes

MRS S.M. SEMASWE
SUPERINTENDENT-GENERAL

02/06/2022
DATE

COVID-19 (NOVEL CORONAVIRUS)   **BE SAFE ACT RESPONSIBLY**   **WASH YOUR HANDS OFTEN**   **WEAR A MASK WHEN GOING OUTSIDE**   **MAINTAIN SOCIAL DISTANCING**   **NDP** 2030

APPENDIX B: CODING FRAME

Research questions` 1, 2 and 3

- *How does the NWDoE implement its strategic plan?*
- *What are the implementation determinants of the strategic plan in the NWDoE?*
- *What are the factors impeding strategic plan implementation in the NWDoE?*

Main constructs /main themes	Themes/Categories/ Codes	Subthemes/Subcategories/ Sub - code
1.1.Strategic content	1.1.1.Strategy development	1.1.1.1.1.Strategy alignment
		1.1.1.1.2.Clear goals
		1.1.1.1.3.Expertise
		1.1.1.1.4.Knowledge
		1.1.1.1.5.managers involvement
		1.1.1.1.6.impact of strategy
1.2.Strategic context	1.2.1.External context	1.2.1.1.1.Environmental uncertainty
		1.2.1.1.2.Changes
		1.2.1.1.3.market conditions
		1.2.1.1.4.trends
		1.2.1.1.5.developments
	1.2.2.Internal context	1.2.2.1.1. Organisational structure.
		1.2.2.2.1.Organisational culture: 1.2.2.2.1.2.subcultures 1.2.2.2.1.3.Communication, 1.2.2.2.1.4.coordination
		1.2.2.2.2.Leadership(CEO): 1.2.2.2.2.1.Strategy development 1.2.2.2.2.1. Implementation process. 1.2.2.2.2.2.Endorsement 1.2.2.2.2.3.Support 1.2.2.2.2.4.Communications
1.3.Organisational process	1.3.1.Operational planning	1.3.1.1.1.Activities implementation.
		1.3.1.1.2.Participation
		1.3.1.1.3.feedback
		1.3.1.1.4.functional areas
		1.3.1.1.5.Time frame
		1.3.1.1.6.Resources provision
		1.3.1.1.7Resources use
	1.3.2.Resource Allocation	1.3.2.1.1securing funding
		1.3.2.1.2.fund allocation
		1.3.2.1.3.Information requirements
		1.3.2.1.4.Knowledge requirements
		1.3.2.1.5.Time
		1.3.2.1.6.Political resource
		1.3.2.1.7.Cultural resource

Main constructs /main themes	Themes/Categories/ Codes	Subthemes/Subcategories/ Sub - code
	1.3.3.People	1.3.3.1.1.Recruiting
		1.3.3.1.2.training
		1.3.3.1.3.incentives
		1.3.3.1.4.Recruitment
		1.3.3.1.5.Skills acquisition
		13.3.1.6.skills development
		1.3.3.1.7.HRM policies
	1.3.4.Communication	1.3.4.1.1.Operational plans,
		1.3.4.1.2.clear messages
		1.3.4.1.3.modes of communication
		1.3.4.1.4.communication problems
		1.3.4.1.5impact of structure
		1.3.4.1.6.impact of culture
		1.3.4.1.7impact of leadership
	1.3.5.Control and feedback	1.3.5.1.1.Monitoring
		1.3.5.1.2.Feedback
1.4.Organisational outcomes		1.4.1.1.1.implementation success
		1.4.1.1.2.goals achievement
		1.4.1.1.3.satisfactory results
		1.4.1.1.4.learning company

APPENDIX C: TRUSTWORTHINESS

Phase 1: Familiarising yourself with your data

- Prolong engagement with data

- Triangulate different data collection modes

- Document theoretical and reflective thoughts

- Document thoughts about potential codes/themes

- Store raw data in well-organised archives

- Keep records of all data field notes, transcripts, and reflexive journals.

Phase 2: Generating initial codes

- Peer debriefing

- Researcher triangulation

- Reflexive journaling

- Use of a coding framework

- Audit trail of code generation

- Documentation of all team meeting and peer debriefings.

Phase 3: Searching for themes

- Researcher triangulation

- Diagramming to make sense of theme connections

- Keep detailed notes about development and hierarchies of concepts and themes

Phase 4: Reviewing themes

- Researcher triangulation

- Themes and subthemes vetted by team members

- Test for referential adequacy by returning to raw data.

Phase 5: Defining and naming themes

- Researcher triangulation

- Peer debriefing

- Team consensus on themes

- Documentation of team meetings regarding themes

- Documentation of theme naming.

Phase 6: Producing the report

- Member checking Peer debriefing

- Describing process of coding and analysis in sufficient details

- Thick descriptions of context

- Description of the audit trail

- Report on reasons for theoretical, methodological, and analytical choices throughout the entire study.

APPENDIX D: FACTORS AFFECTING STRATEGY IMPLEMENTATION

Authors	Factors
Peter and Waterman (1982) McKinsey's 7S	Structure, style, staff, shared values, skills, system, strategy
Wernham (1984)	Resources, confidence, others delivering what they promised, information and back up materials
David (1989)	Motivation, leadership and direction skills, co-ordination
Skivington & Daft (1991)	Intended strategy, structure, systems, interactions, sanctions
Roth Et al. (1991)	Coordination, managerial philosophy, configuration, formalisation, centralisation, integrating mechanisms
Hrebiniak (1992)	Leadership, facilitating global learning, developing global managers, having a matrix structure, working with external companies
Yip (1992)	Organisational structure, culture, people, managerial processes
Eisenstat (1993)	Competence, co-ordination and commitment
Bryson & Bromiley (1993)	Context, process, outcome
Sandelands (1994)	Commitment, time, emotion and energy
Lingle & Schieman (1994)	Market, people, finance, operation, adaptability, and environmental Factors
Okumus (2001)	Content, context, process, outcome
Peng ve Litteljohn (2001)	Structural development of key roles
Higgins (2005)	Strategy
Birnbaum (2007)	Action planning; organisational structure; human

Source: Nilsen (2015)

APPENDIX E: FACTORS INFLUENCING STRATEGY IMPLEMENTATION

Authors	Factors
McKinsey's 7S	Structure, style, staff, shared values, skills, system, strategy
Wernham (1984)	Resources, confidence, others delivering what they
Roth Et al. (1991)	Cordination, managerial philosophy, configuration, formalisation, centralisation, intergrating mechanisms
Hrebiniak (1992)	Leadership, facilitating global learning, developing global managers, having a matrix structure, working with external companies
Yip (1992)	Organisational structure, culture, people, managerial processes
Eisenstat (1993)	Competence, co-ordination and commitment
Bryson & Bromiley (1993)	Context, process, outcome
Sandelands (1994)	Commitment, time, emotion and energy
Lingle & Schieman (1994)	Market, people, finance, operation, adaptability, and environmental Factors
Okumus (2001)	Content, context, process, outcome
Peng ve Litteljohn (2001)	Structural arrangements and the selection and development of key roles
Higgins (2005)	Strategy and purposes, structure, systems and processes, style of leadership, staff, resources, shared values, organisational culture, and strategic performance
Birnbaum (2007)	Action planning; organisational structure; human resources; the annual business plan; monitoring and control; the linkage- The Foundation for

	Everything Else.

APPENDIX E: THE FIVE MODELS IN BRIEF

Model	The CEO's strategic question	CEO's Role
Commander	'How do I formulate the optimum strategy?'	Rational Actor
Change	'I have a strategy in mind; now, how do I implement it?'	Architect
Collaborative	'How do I involve top management to get commitment to strategies from the start?'	Coordinator
Cultural	'How do I involve the whole organisation in implementation?'	Coach
Crescive	'How do I get managers to come forward as champions of sound strategies?'	Premise-Setter and judge

Source: Bourgeois and Brodw

APPENDIX F: DEFINITIONS OF STRATEGY IMPLEMENTATION

- Strategy implementation is the transition period during which targeted organisational members ideally become increasingly skilful, consistent, and committed in their use of an innovation' (Klein and Sorra, 1996).
- Strategy implementation is the communication, interpretation, adoption, and enactment of strategic plans" (Noble, 1999).
- Strategy implementation is 'the successful implementation of strategic decisions' (Flood et al. 2000)
- Strategy implementation refers to 'all the processes and outcomes which accrue to a strategic decision once authorization has been to go ahead and put the decision into practice' (Miller et al. 2004).
- Strategy implementation is designing appropriate organisational structures and control systems to put the organisation's chosen strategy into action (Hill et al. 2007).
- Strategy implementation is the sum total of the activities and choices required for the execution of a strategic plan (Wheelen & Hunger, 2012).

Source: Noble (1999).

APPENDIX G: IMPEDERS OF STRATEGY IMPLEMENTATION

No	Impeders	No	Impeders
P	Planning consequences	O	Organisational Issues
P1	Lack of exact strategic planning	O1	Incompatible structure with the strategy
P2	Insufficient linking of the strategy to goals.	O2	Unsuitable resources allocation
P3	Time limitation	O3	Lack of adequate communication
P4	Lack of consensus among decision makers	O4	Lack of effective co-ordination
P5	Lack of identification of major problems	O5	Lack of adequate information system
P6	Lack of effective role formulators	O6	Incompatible organisational culture
P7	Unsuitable training system	O7	Competing activities among people
P8	Unclear regulation and executive policies	O8	Competing activities among units
P9	Lack of choice of real strategy	P9	Unsuitable evaluation and control Systems
P10	Lack of a national attitude to strategy	O10	Unsuitable compensation system
		O11	Inadequate physical facilities
		O12	Lack of creative system
M	Managerial Issues	I	Individual issues
M1	Unsuitable leadership	I1	Lack of enough capabilities of employees

M2	Lack of adequate organisational support	I2	Resistance to change among people
M3	Lack of adequate manager commitment	I3	Resistance to change among units
M4	Fear of insecurity among managers	I4	Fear of insecurity in the new territory
M5	Political factors in regard to power	I5	Lack of understanding of the strategy
M6	Unsuitable personnel management	I6	Inadequate connection to the vision
M7	Uncontrollable factors	I7	Lack of enough motivation of employees
M8	Lack of enough motivation among the managers	I8	Lack of employee commitment

Source: (Mehmet Et al., 2009)

APPENDIX H: UNISA ETHICAL CLEARANCE

UNISA
university of south africa

UNISA COLLEGE OF EDUCATION ETHICS REVIEW COMMITTEE

Date: 2022/05/11

Dear Mr PP Kgatitsoe

Decision: Ethics Approval from 2022/05/11 to 2027/05/11

Ref: **2022/05/11/7342792/12/AM**
Name: Mr PP Kgatitsoe
Student No.: 7342792

Researcher(s): Name: Mr PP Kgatitsoe
E-mail address: ppkgatistsoe@nwpg.gov.za
Telephone:0732795651

Supervisor(s): Name: Prof VJ Pitsoe
E-mail address: Pitsovj@unisa.ac.za
Telephone: 012 429 4436

Title of research:
Investigating the implementation of the strategic plan of the North West Department of Education

Qualification: PhD Education Management

Thank you for the application for research ethics clearance by the UNISA College of Education Ethics Review Committee for the above mentioned research. Ethics approval is granted for the period 2022/05/11 to 2027/05/11.

The **medium risk** application was reviewed by the Ethics Review Committee on 2022/05/11 in compliance with the UNISA Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment.

The proposed research may now commence with the provisions that:

1. The researcher will ensure that the research project adheres to the relevant guidelines set out in the Unisa Covid-19 position statement on research ethics attached.
2. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.

3. Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study should be communicated in writing to the UNISA College of Education Ethics Review Committee.

4. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.

5. Any changes that can affect the study-related risks for the research participants, particularly in terms of assurances made with regards to the protection of participants' privacy and the confidentiality of the data, should be reported to the Committee in writing.

6. The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study. Adherence to the following South African legislation is important, if applicable: Protection of Personal Information Act, no 4 of 2013; Children's act no 38 of 2005 and the National Health Act, no 61 of 2003.

7. Only de-identified research data may be used for secondary research purposes in future on condition that the research objectives are similar to those of the original research. Secondary use of identifiable human research data requires additional ethics clearance.

8. No field work activities may continue after the expiry date **2027/05/11**. Submission of a completed research ethics progress report will constitute an application for renewal of Ethics Research Committee approval.

Note:

The reference number **2022/05/11/7342792/12/AM** *should be clearly indicated on all forms of communication with the intended research participants, as well as with the Committee.*

Kind regards,

Prof AT Motlhabane
CHAIRPERSON: CEDU RERC
motlhat@unisa.ac.za

Prof Mpine Makoe
ACTING EXECUTIVE DEAN
qakisme@unisa.ac.za

Approved - decision template – updated 16 Feb 2017

APPENDIX I: LITERATURE ASSESSMENT FRAMEWORK

Given the importance of making sound assessments of the validity of key literature contributions, a systematic list of criteria was developed to structure this process. Although inevitably not exhaustive, it was useful to ensure both a systematic and reasonably consistent approach to examining literature contributions.

The criteria employed were as follows: -

1. Strength of theoretical underpinning
   a. Extent of location within and grounding in existing literature
   b. Extent of usage of developed constructs and definitions (where valid)
   c. Extent of building from existing data collection methods and protocols (where valid)
2. Clarity of theoretical constructs & research question
   a. Precision of definitions of key terms
   b. Precision and comprehensiveness of key constructs
   c. Precision and explicitness of research question and any hypotheses
3. Extent of empirical underpinning
   a. Extent and comprehensiveness of primary data collection
   b. Extent of primary data collection from multiple sources to enable triangulation
4. Extent empirical observation systematic
5. Extent primary data collection driven by explicit research methodology and clear protocols
6. Extent primary data collection methods appropriate to research question and any hypotheses
7. Appropriateness of sampling
   a. Sufficiently large and random samples where high generalisability conclusions sought for hypothesis testing of well-researched phenomena
   b. Sufficiently logical and explicit theoretical sampling where limited generalisability conclusions sought for inductive research or limited hypothesis testing of under-researched phenomena
8. Appropriateness/quality of data collection method

a. Precision of survey questionnaires, interview questionnaires and other data collection tools

b. Appropriateness of researcher actions in the field for data collection

9. Appropriateness/quality of data analysis

a. Precision of data reduction and analysis techniques and tools

b. Appropriateness of researcher actions in performing data analysis

10. Strength of logical argument/conclusions

a. Extent to which conclusions explicitly drawn from presented data

b. Extent to which logical arguments presented and alternative explanations tested in drawing conclusions

11. Generalisability

a. Extent to which conclusions may reasonably be applied to subjects beyond those sampled

It should be noted that where literature contributions were judged not to have met some of these criteria, this did not necessarily imply any failure on the part of contributing researchers. In many cases it reflected normal early-stage developments in a field of study, or a contribution not intended to be highly rigorous scholarly work.

APPENDIX J: QUESTIONNAIRE

1. Introduction

Thank you so much for taking time out of your busy schedule to meet with me. My name is Peter Paul Kgatitsoe and I am a PhD research student at College of Education at the University of South Africa. The overall purpose of this study is to *investigate determinants of the implementation of strategic plan by the North West Department of Education (NWDoE), South Africa.*

I am in the process of interviewing leaders like yourself in the Department that are involved in the implementation of strategic plan in various Branches of the Department. Before we start, *I would like to ask your permission to record the conversation with this digital recorder so that I do not miss any of the important parts of our conversation.*

The interview should take no more than 60 minutes of your time. Your participation is voluntarily and you can withdraw at any time without penalty. All data will be kept confidential. By agreeing to be interviewed, you indicate that you voluntarily participate in this research. If you have any concerns, please contact me or my supervisor. Our details are provided below.

We are going to start with a few questions about the attributes of Directorate/Chief Directorate/Branch or Department and about your position in the Department. Then will we move into more substantive issues of organisational structure, leadership, culture and external environment   and how the determine the implementation of strategic plan in your departmental space.

Email: pkgatitsoe@icloud.com

Phone: 0732795651

Research Supervisor: Professor V.J. Pitsoe

Email: pitsovj@unisa.ac.za Phone: 078 8276493

2. PERSONAL INFORMATION

2.1.   Please indicate your gender:

(1) Male   (2) Female (3) Other

2.2.   What is the name of your Branch?

(1) Curriculum Support (2) Corporate services (3) District and Institutional Support

2.3.   What is your position in the Department?

(1). Top Management (2). Middle management (3) Lower Management (4) other

2.4.   For how long have you been in this position?

(1) Less than 2 years. (2) 3-5 Years (3) 6-10 years. (4) 11-15 years. (5) 16-20 years (6) More than 20 years.

2.5.   What is your highest level of education?

(1) Certificate (2) Diploma. (3) 1st Degree. (4) Postgraduate (6) Other (Specify).

2.6.   What is age bracket?

(1) 20- 25years (2) 26 – 30 years, (3) 30-40 years (4) 41 +years

PART B: Process of the NWDoE Implementation of Strategic plan

1.   (Tick yes or no)

No	Variables	Yes	No
1	The organisation has a vision		
2	The organisation has a mission		
3	The organisation has a strategic plan		
4	The Department has the APP		
5	The Department have a strategic implementation plan?		
6	The Department have an operational plan		
7	The organisation gives feedback on the organisation's strategic performance on structured durations		
8	The Department implements the strategic implementation plan		
9	There are measurable, mutually determined annual goals		
10	Development and communication of concise guidelines are in place to direct in achieving strategies		
11	The leaders only concentrate on formulating strategies		
12	Each branch designs its own activities towards achieving strategies		
13	Each sector/department develops, champions and implements strategies on their own		
14	There is analysis of the organisation structure in order to align with strategies		
15	Results are always evaluated		
16	The organisation establishes a supportive budget in line with strategies		
17	There are internal administrative systems to support the achievement of strategies		
18	There is strategic leadership to achieve each strategy		

2.   Please rate the following activities undertaken during strategic implementation against the scale provided below:

	Strategy Implementation requires management to:	Strongly Disagree	Disagree	Indifferent	Agree	Agree	Strongly Agree
1.	Make any necessary changes to the organisation's structure						
2	Communicate to employees when and how the strategies will be carried out						
3	Ensure that employees are equipped with the right technology						
4	Consistent monitoring to ensure that all activities are coordinated						
5	Assign people who are able to be responsible for implementing these strategies						
6	State the activities to be implemented						
7	Define the deadlines for implementing the strategies						
8	Establish annual objectives						
9	Develop policies to guide the implementation process						
10	Allocate resources needed to implement these strategies						
11	Enhance organisational culture						
12	Manage potential conflict that may result from the implementation process						

3.   Why is the department failing to meet targets as set out in its Strategic and Annual performance Plans? Briefly

4.	Does the department have the necessary resources, systems, processes etc. in place to ensure that targets as set out in its Strategic plan and annual performance plans are achieved? Briefly

Part C:	What are the implementation determinants of the strategic plan of the NWDoE? Code: Imd

The following are key determinants in the implementation of your organisation (NWDoE) strategic plan. Measure extend of impact on the determination (development) of the strategic plan of the NWDoE by ticking / marking the variables using the scale below: 1=high impact, 2 moderate impact, 3 minimal impact 4 low impact and 5 I don't know.

	Variables	1	2	3	4	5
1	Strategy alignment					
2	Clear goals					
3	Expertise					
4	Knowledge					
5	Environmental uncertainty					
6	Organisational structure.					
7	Organisational culture					
8	Leadership(CEO)					
9	Participation					
10	Resources provision					
11	Resources use					
12	fund allocation					
13	Information requirements					
14	Knowledge requirements					
15	Time					
16	Political impact					
17	Recruiting					
18	Training					
19	Skills acquisition					
30	skills development					
31	HRM policies					
32	Communication					
	Variables	1	2	3	4	5
33	Impact of structure					

34	Impact of culture					
35	Impact of leadership					
36	Monitoring					
37	Feedback					
38	Implementation success					

2. What would be your top 5 (five) key determinants from the list above and why.

………………………………………………………………………………………

………………………………………………………………………………………

……………………………………………………………………………………………

………………………………………………………………………………..

Part D: What are the implementation *impediments* of strategic plan in the NWDoE?
Code: Imi

As an organisation (NWDoE), have you experienced any of these factors affecting your achievement of set strategies?

1. Rate the following statements in line with the organisation. (use a scale of 1-5, with 1 being less prevalent and 5 being the most prevalent) 1=high prevalence, 2 moderate prevalence, 3 minimal prevalence 4 insignificant prevalence and 5 I don't know

|	Obstacles	1	2	3	4	5
a	Took more time than originally allocated					
b	Major problems faced which had not been identified earlier					
c	Coordination was not sufficiently effective					
d	Competing activities distracted attention from implementing decisions					
e	Capabilities of shareholders involved were insufficient					
f	Training and instruction was inadequate					
g	Uncontrollable factors in the external environment had an adverse impact on implementation					
h	Leadership and direction provided by departmental heads was inadequate					

	Obstacles	1	2	3	4	5
i	Key implementation tasks and activities were not sufficiently defined					
j	Information systems used to monitor implementation were inadequate					
l	Overall goals were not sufficiently well understood					
m	Changes in responsibilities within the organisation were not clearly defined					
n	Key formulators of the strategic decision did not play an active role in implementation					
o	Problems requiring SMT involvement were not communicated early enough					
p	Deviation from original plan objectives					
q	People are not measured or rewarded for executing the plan					
r	Lack of feelings of ownership of a strategy or execution plan					
s	Lack of understanding of the role of organisational structure and design in the execution process					
t	Insufficient financial resources to execute the strategy					

2. Kindly list top five (5) factors listed above that you think are key impediments of strategy implementation and why. Briefly

…………………………………………………………………………………

…………………………………………………………………………………

…………………………………………………………………………………

Thank you

APPENDIX K: MAP OF NORTH WEST
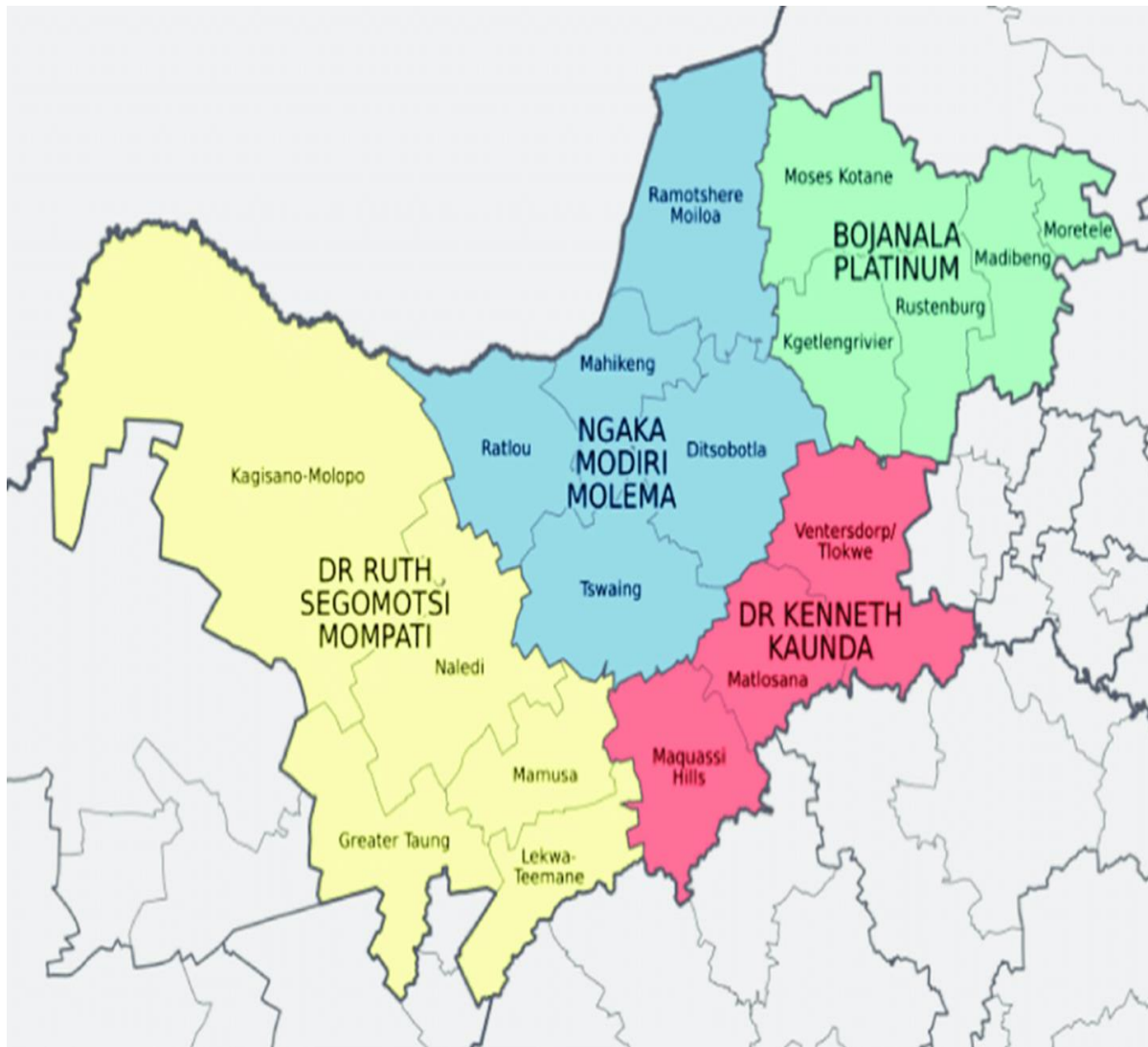
APPENDIX L: EVALUATED DOCUMENTS

No of Documents	Title	Author	Year	Genre
1	Quarter 3 District Report	Learner Social Support Services	2021-2022	Word Document
2	Draft APP Assessment Finding	Strategic Planning	March 2022-23	PPT Presentation
3	Situational Analysis	Research Evaluation and policy coordination.	2022-23	Word Document
4	Implementation Framework of Strategic Plan	Strategic Planning	10-11 May 2021	PPT Presentation
5	Annual Report	Strategic Planning (Monitoring and Evaluation)	2020-2021	PDF Document
6	Annual Performance Plan	Strategic Planning	2021-2022	PDF Document
7	Annual Performance Plan	Strategic Planning(Part D)	2020-21	Word Document
8	Change Management	Research	2022	PPT Presentation
9	Reflecting on Sector Performance and Outcomes	Strategic Planning	2022	PPT Presentation
10	Institutionalisation and Implementation	Districts	2022	PPT Presentation
11	Departmental Management Team	HOD	2020-2021	PDF Documents
12	Report	Audit Committee	2021	PDF Document
13	Draft Annual Report	Strategic Planning(Monitoring and Evaluation)	2020-2021	Word Document
14	Situational Analysis	ECD	2020	Word Document
15	Report	Auditor General	2020-2021	PDF Document
16	Three Stream Model Implementation	Strategic Planning	2022	PPT Presentation
17	Mid-term review Report on Performance information for Q1 and 2	Internal Audit Services	2020-2021	PDF Document
18	APP	Social Development	2022-2023	Word Document
19	Mid-term review on	Internal Audit	2019-2020	PDF

No of Documents	Title	Author	Year	Genre
	Performance information	Services		Document
20	Mid-term review on Performance information	Internal Audit Services	2020-2021	PDF Document
21	Revised medium term strategic framework	Strategic Planning	2019-2024	Word Document
22	The implementation of the recommendations of the AG	Internal Audit	2022	PPT Presentation
23	Schools that returned to daily attendance	DDG	2022	PPT Presentation
24	Infrastructure	Infrastructure and ICT	2022	PPT Presentation
25	Invitation to provincial education strategic planning lekgotla	Administrator	2022	Word document
26	Provincial learner Performance	LAIP	2022	PPT Presentation
27	Lekgotla Day 1 Recap	Strategic Planning	2022	PPT Presentation
28	Mid-term review on Performance information	Internal Audit	2021-2022	Word document
29	Skills and competencies for the changing world	Strategic Planning	2022	PPT Presentation
30	Progress report on the section 100	Inter-Ministerial Task Team	2022	PDF Document
31	Overview of the Departmental Performance	Strategic Planning	2022	PPT Presentation
32	situational analysis	PEDS	2022	Word document
33	Performance of the Department of Education on APP and POA.	Strategic Planning (Office of the Premier)	2022	PPT Presentation
34	Policy Imperatives and other Governmental Directives	HOD	2019	PPT Presentation
35	The budget process	Provincial MTEF (Provincial Treasury)	2019	PPT Presentation
36	Budget process	Provincial MTEF (Provincial Treasury)	2022	PPT Presentation
37	Resource Provisioning Data	District	2022	Excel sheet
38	Annual Report	Strategic Planning	2019-2020	PDF

No of Documents	Title	Author	Year	Genre
				Document
39	Risk Management	Legal Department	2022	PPT Presentation
40	Massage of support	S.A National Association for Special Education	2022	Word document
41	The change in Education	Sunrise view Secondary school	2022	PPT Presentation
42	Sanitary Dignity Project Situational Analysis	LSSS	2021-22	Word Document
43	APP	Strategic Planning	2020-2021	PDF Document
44	Situational Analysis	Strategic Planning	2019-2020	Word Document
45	Sustainable development Goals Progress	Stats SA	2022	PPT Presentation
46	Strategic Plan	Strategic Planning	2015-2020	PDF Document
47	General Finding of the AG Thaki Inputs on APP	Internal Audit	-	Word Document
48	Way forward	HOD	2019	PPT Presentation
49	APP Mr Makwela and Mr Sefanyetso inputs	Infrastructure	2022-2023	Word Document

APPENDIX M: KEY IMPLEMENTATION STRATEGY

The legislative framework describes the legal and policy requirements that must be complied with to ensure improved public sector financial and performance information that underpin this policy.

Applicable legislation

The legislation listed below sets the basis for government planning and for monitoring the performance of, reporting on and evaluating the results of the plans.

Constitution of the Republic of South Africa, 1996

The Constitution of the Republic of South Africa is the supreme law of the country and makes provision for other legislation regarding planning and performance monitoring across the three spheres of government. Sections 92 (3) and (4) state that members of Cabinet are accountable collectively and individually to Parliament for the exercise of their powers and the performance of their functions. Members of Cabinet must act in accordance with the Constitution and must provide Parliament with full and regular reports concerning matters under their control.

Section 114 (2) states that a provincial legislature must have mechanisms in place to ensure that all provincial executive organs are accountable to it and to maintain oversight of the exercise of provincial executive authority, including implementation of legislation, and any provincial organ of the state.

Public Service Act of 1994 (as amended by the Public Service Amendment Act 30 of2007)

The Public Service Act (PSA) forms the basis of national and provincial planning and reporting and promotes integrated planning. Chapter II (3)(1) of the PSA states that the Minister of Public Service and Administration is responsible for establishing the norms and standards relating to transformation, reform, innovation and another matter to improve the effectiveness and efficiency of the public service and its service delivery to the public.

Public Service Regulations, 2016

Chapter 3 of the Public Service Regulations gives the requirements for preparing SPs, Annual Reports (ARs) and Service Delivery Improvement Plans (SDIPs). Regulation 25describes the requirements for developing SPs and related reporting systems. Regulation 31provides the basis for the development, tabling and submission of ARs. Regulations 36, 37 and38 give the requirements for developing SDIPs, which must be

informed by SPs.

Service Delivery Improvement Plan Directive, 2019

The Service Delivery Improvement Plan Directive issued in 2019 by the Department of Public Service and Administration (DPSA) requires that, every five years, departments must submit their approved SDIPs to the DPSA by 31 March.

SDIPs are thus to be aligned with departments 'five-year SPs.

Public Finance Management Act, No. 1 of 1999

Section 27 (4) of the PFMA provides the basis for the development of measurable objectives which must be included in national and provincial institutions' annual budgets. Sections40 (3) and 55 (2) provide the basis for reporting performance against predetermined objectives in institutions' ARs.

The PFMA also provides the basis for reporting against predetermined measurable objectives contained in short and medium terms plans. Section 38 (d) of the Act states that the Accounting Officer is responsible for managing, safe-guarding and maintaining a department's or entity's assets and for managing its liabilities.

Sections 38 (a) (iv) and (c) (iii) provide the basis for systems that properly evaluate all major capital projects before a final decision on the project is made and that manage available working capital efficiently and economically.

Treasury Regulations for Departments, Trading Entities, Constitutional Institutions and Public Entities, 2005

The Treasury Regulations give the requirements for, and regulate the development and submission of, SPs and related quarterly performance reporting.

Spatial Planning and Land Use Management Act, 2013

The Spatial Planning and Land Use Management Act (SPLUMA) was adopted shortly after the introduction of the NDP and is intended to help ensure that South Africa achieves its goals of spatial justice, spatial sustainability, efficiency, spatial resilience and good administration.

The Act establishes mechanisms for negotiating spatial conflicts, issuing guidelines and monitoring compliance. Although it does not deal directly with fragmentation of the spatial planning function, it introduces a new approach to spatial planning that can be refined and linked to overall long-term planning. Embedding spatial planning within the overall planning system is critical.

Applicable policies

The policies listed below provide for government planning, performance monitoring,

reporting and evaluation. They must be read in conjunction with the relevant legislation above and with the principles of this Revised Framework when developing short and medium term plans.

Policy Framework for the Government-wide Monitoring and Evaluation System, 2005
This Framework states that programme performance information is one of the data terrains underpinning the Government-wide Monitoring and Evaluation System (GWMES), and in particular information collected by government institutions while carrying out their mandated work and implementing the government's policies.

Framework for Managing Programme Performance Information, 2007

The Framework for Managing Programme Performance Information (FMPPI) describes how to design and implement management systems for defining, collecting, reporting on and using performance information in the public sector. It emphasises that performance information enables the public and oversight bodies, by comparing performance against budgets and service delivery plans, to determine whether public institutions are providing value for money and to alert managers to where corrective measures are needed.

National Development Plan 2030: Our Future - Make it Work, 2012
The NDP is a long-term vision for the country which provides a broad strategic framework to guide key government choices and actions, and focuses on the critical capabilities needed transform the economy and society. The plan highlights that accelerated development in South Africa requires the active support of all citizens; leadership in all sectors that puts the country's collective interests ahead of narrow, short-term goals; and radically improved government performance.

Medium Term Strategic Framework

The MTSF outlines the country priorities of the electoral mandate and provides a medium-term roadmap for developing five-year institutional plans to enable the NDP's goals to be achieved. Intergovernmental and interdepartmental planning is crucial to achieving government's priorities and vision for South Africa. The MTSF promotes coordination and alignment of priorities across all spheres of government and with non-government stakeholders and assists with integrating all components of national development into mainstream planning processes.

Budget Prioritisation Framework

Government plans are implemented at different levels across the three spheres of

government (national, provincial and local) and across large number of public entities and state-owned enterprises (SOEs). The purpose of the Budget Prioritisation Framework (BPF) is to guide allocation of budgets towards achieving government priorities. It provides the strategic framework for decision-making on budget priorities that will enable achievement of the goals of the NDP using limited resources. National Evaluation Policy Framework, 2011

The National Evaluation Policy Framework (NEPF) provides both the basis for a minimum system of evaluation across government and a common language for evaluation in the public service. Its purpose is to ensure good-quality evaluations that give information about what is working and what is not and, in this way, help to improve the effectiveness and impact of government's work. To improve performance, the framework underlines the need to use credible and objective evaluation-derived evidence in planning, budgeting, organisational improvement and policy review, and in programme and project management.

Agenda 2063

Agenda 2063, published by the African Union Commission in 2015, is a strategic framework for the socio-economic transformation of Africa over the next 50 years.

It builds on, and aims to accelerate implementation of, past and existing continental initiatives for growth and sustainable development. Agenda 2063 has the following aspirations:

an integrated continent, politically united and based on the ideals of Pan-Africanism and the vision of Africa's Renaissance;

an Africa of good governance, democracy, respect for human rights, justice and the rule of law; a peaceful and secure Africa;

an Africa with a strong cultural identity, common heritage, shared values and ethics;

an Africa whose development is people-driven, relying on the potential of African people, especially its women and youth, and caring for children;

and an Africa that is a strong, united and influential global player and partner. These aspirations have priority areas aligned to the SDGs.

APPENDIX N: STRATEGIC IMPLEMENTATION BARRIERS

Organisational issues

- Incompatible structure with the strategy
- Unsuitable resources allocation
- Lack of adequate communication
- Lack of effective co-ordination
- Lack of adequate information system
- Incompatible organisational culture
- Competing activities among people
- Competing activities among units
- Unsuitable evaluation and control systems
- Unsuitable compensation system
- Lack of in creative system

Planning consequences

- Lack of exact strategic planning
- Insufficient linking of the strategy to goals.
- Time limitation
- Lack of consensus among decision makers
- Lack of identification of major problems
- Lack of effective role formulators
- Unsuitable training system
- Unclear regulation and executive policies
- Lack of choice of real strategy
- Lack of a national attitude to strategy

Managerial Issues

- Lack of adequate organisational support
- Lack of adequate manager commitment
- Fear of insecurity among managers
- Political factors in regard to power
- Unsuitable personnel management
- Uncontrollable factors

- Lack of enough motivation among the managers

Individual issues

- Lack of enough capabilities of employees
- Resistance to change among people
- Resistance to change among units
- Fear of insecurity in the new territory
- Lack of understanding of the strategy
- Inadequate connection to the vision
- Lack of enough motivation of employees
- Lack of employee commitment

Dzomir (2015) concludes his analogy of failure by listing adverse findings score items (list not conclusive):

Internal controls deficiencies:

- preparation of regular, accurate and complete financial and performance reports compliance with legislation review and monitoring;
- proper record keeping and document control controls over daily and monthly processing and reconciliation of transactions;
- fruitless and wasteful expenditure;
- irregular expenditure;
- unauthorized expenditure.

Supply chain management:

- awards to close family members of employees,
- councillors and state officials;
- uncompetitive or unfair procurement processes;
- inadequate contract management;
- inadequate controls to ensure interest was declared.

Information technology controls:

- information technology governance;
- security management;
- user access management;
- information technology service continuity;
- formal control over information technology systems.

Human resource management:

- management of vacancies and acting positions;
- competencies of key officials;
- performance management.

APPENDIX O: LANGUAGE EDITING CERTIFICATE

EDITING AND PROOFREADING CERTIFICATE

7542 Galangal Street

Lotus Gardens

Pretoria

0008

15 December 2022

TO WHOM IT MAY CONCERN

This certificate serves to confirm that I have language edited PP Kgatitsoe entitled, **"IMPLEMENTATION OF STRATEGIC PLAN BY THE VC NORTH WEST DEPARTMENT OF EDUCATION."**

I found the work easy and intriguing to read. Much of my editing basically dealt with obstructionist technical aspects of language, which could have otherwise compromised smooth reading as well as the sense of the information being conveyed. I hope that the work will be found to be of an acceptable standard. I am a member of Professional Editors' Guild.

Hereunder are my contact details:

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Professional
EDITORS Guild

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