

TABLE OF CONTENTS

CHAPTER 1: INTRODUCTION AND BACKGROUND		Pages
1.1	THE INTRODUCTION TO THE STUDY	1
1.2	BACKGROUND OF THE STUDY	2
1.3	LITERATURE REVIEW	7
1.4	CONCEPTUAL FRAMEWORK	11
1.5	THE PROBLEM STATEMENT	13
1.6	THE RESEARCH QUESTIONS	15
1.7	THE AIMS AND OBJECTIVES OF THE STUDY	15
1.8	RATIONALE FOR THE STUDY	16
1.9	RESEARCH DESIGN AND METHODOLOGY	16
1.9.1	Research design	16
1.9.2	Research approach	17
1.9.3	Methodology	18
1.9.4	Methods	19
1.9.5	Population	19
1.9.6	Sampling	20
1.9.7	Data collection	21
1.9.7.1	<i>Interviews</i>	21
1.9.7.2	<i>Observation</i>	22
1.9.8	Data analysis	22
1.10	TRUSTWORTHINESS	23
1.11	ETHICAL CONSIDERATIONS	24
1.12	LIMITATIONS AND DELIMITATIONS OF THE STUDY	25
1.13	DEFINITION OF KEY CONCEPTS	26
1.12.1	Leadership	26
1.12.2	Strategy	26
1.12.3	Strategic leadership	26
1.12.4	Principal/CEO of TVET Colleges	27
1.12.5	Management	27
1.12.6	Public TVET Colleges	27
1.14	CHAPTER OUTLINE	27

CHAPTER 2: STRATEGIC LEADERSHIP AND MANAGEMENT ROLE OF THE PRINCIPAL AT PUBLIC TECHNICAL VOCATIONAL EDUCATIONAL AND TRAINING COLLEGES	30
2.1 INTRODUCTION	30
2.2 DEFINITION OF CONCEPTS	30
2.2.1 Leadership	30
2.3 LEADERSHIP THEORIES	33
2.3.1 Leadership traits	33
2.3.2 Personal behaviour	35
2.3.3 Distributed leadership	36
2.4 MANAGEMENT	39
2.5 AN OVERVIEW AND BACKGROUND OF TVET COLLEGES IN SOUTH AFRICA	41
2.6 THE ROLE AND RESPONSIBILITIES OF KEY PLAYERS IN TVET COLLEGES	44
2.6.1 The roles and responsibilities of college senior management teams (SMTs)	46
2.6.1.1 <i>The strategic management and leadership role of the College Principal</i>	48
2.6.1.2 <i>The financial role of the College Principal</i>	51
2.6.2 The roles and responsibilities Deputy Principals and Campus Managers	53
2.6.2.1 <i>Deputy Principal Academic</i>	53
2.6.2.2 <i>Deputy Principal Corporate Services</i>	54
2.6.2.3 <i>Deputy Principal: Finance</i>	56
2.6.2.4 <i>Roles and responsibilities of the campus manager</i>	57
2.7 THE NEED FOR REVIEW OF SENIOR POSITIONS READINESS AND MINIMUM REQUIREMENTS AT TVET COLLEGES	58
2.7.1 Minimum qualifications and experience required for senior positions at TVET colleges	58
2.7.2 Pressure from internal and external stakeholders.	59
2.7.3 Training needs for TVET College's SMT	59
2.8 FACETS OF THE PRINCIPALS' LEADERSHIP ROLE	59
2.8.1 Strategic leader	59

2.8.2	Dynamic leader	61
2.8.3	Charismatic leader	62
2.8.4	Transformational leader	63
2.8.5	Transactional leader	64
2.9	STRATEGIC LEADERSHIP AND STRATEGIC MANAGEMENT PROCESS AT TVET COLLEGES	66
2.9.1	Introduction	66
2.9.2	Strategic leadership versus strategic management	67
	2.9.2.1 <i>Strategic planning</i>	67
	2.9.2.2 <i>Strategic management</i>	68
2.9.3	The managerial process of strategic management	69
	2.9.3.1 <i>Strategic formulation</i>	69
	2.9.3.2 <i>Strategic implementation</i>	72
	2.9.3.3 <i>Strategic evaluation and control</i>	73
2.10	THE DISTINCTION BETWEEN LEADERSHIP AND MANAGEMENT	73
2.10.1	Functions of management versus leadership	73
2.10.2	Appropriate leadership style to improve strategic leadership and management	75
	2.10.2.1 <i>Situational leadership style</i>	75
2.11	CONCEPTUAL FACTORS IMPACTING EFFECTIVE STRATEGIC LEADERSHIP AND MANAGEMENT	78
2.11.1	Lack of training and capacity	78
2.11.2	Resistance to change	79
2.11.3	Lack of support from stakeholders	81
2.11.4	No-aligned organizational culture	82
2.11.5	Political interference	82
2.12	FAILURE OF THE STRATEGIC STAKEHOLDERS IN THE SUPPORT OF PRINCIPALS	83
2.12.1	Introduction	83
	2.12.1.1 <i>DHET as an external stakeholder</i>	84
	2.12.1.2 <i>SMT as the internal stakeholder</i>	85
	2.12.1.3 <i>The College Council as connected stakeholder</i>	85
2.13	CONCLUSION	88

CHAPTER 3: THEORETICAL FRAMEWORK AND INTERNATIONAL LITERATURE REVIEW	89
3.1 INTRODUCTION	89
3.2 THEORETICAL FRAMEWORK OF A COLLEGE AS A SOCIAL SYSTEM.	89
3.2.1 What is a systems?	90
3.2.2 College as a social system	90
3.2.2.1 <i>The structural</i>	92
3.2.2.2 <i>The individual</i>	93
3.2.2.3 <i>The cultural</i>	93
3.2.2.4 <i>The political</i>	97
3.2.2.5 <i>The technical core</i>	99
3.3 CLOSED SYSTEM PERSPECTIVE	93
3.4 SOCIAL BEHAVIOUR	93
3.5 THE ROLE OF THE PRINCIPALS IN INTERNATIONAL COMMUNITY COLLEGES CONTEXT	102
3.5.1 The United Kingdom (UK) context	102
3.5.2 The United States of America (USA) context	103
3.5.3 The Australian context	103
3.5.4 The Denmark context	104
3.5.5 The Netherlands context	105
3.6 CONCLUSION	106
CHAPTER 4: RESEARCH DESIGN AND METHODOLOGY	107
4.1 INTRODUCTION	107
4.2 RESEARCH DESIGN	
4.3 RESEARCH APPROACH	108
4.3.1 Qualitative research approach	108
4.3.2 Rationale for choosing the qualitative research approach	108
4.3.3 Steps in Conducting the Qualitative Research	109
4.4 THEORETICAL FRAMEWORKS	110
4.4.1 Paradigm	111
4.4.2 Epistemology	111
4.4.3 Ontology	111
4.5 POPULATION AND SAMPLING	112
4.5.1 Population	112

4.5.2	Sample	113
4.5.2.1	<i>Sample selection</i>	113
4.6	DATA COLLECTION TECHNIQUES	115
4.6.1	Semi-structured Interviews	115
4.6.2	Steps taken in conducting interviews	117
4.6.3	Transcribing the data	118
4.7	QUALITATIVE DATA MANAGEMENT AND ANALYSIS	118
4.7.1	Data analysis	118
4.8	RELIABILITY AND VALIDITY OF RESEARCH	121
4.8.1	Reliability of the design	121
4.8.2	Reliability in data collection	121
4.8.3	Validity	122
4.8.4	Measures for trustworthiness	122
4.9	LIMITATIONS	124
4.10	ETHICAL CONSIDERATIONS	125
4.11	CHAPTER SUMMARY	127
	CHAPTER 5: ANALYSIS OF RESULTS AND DISCUSSION	128
5.1	INTRODUCTION	128
5.2	PARTICIPATION OF SELECTED RESPONDENTS	129
5.3	RESEARCH QUESTIONS	129
5.4	SUMMARY OF THE INTERVIEW PROCESS	130
5.5	RESEARCH PARTICIPANTS	130
5.6	THE DATA ANALYSIS PROCESS	130
5.7	DETERMINING OF SUB-SYSTEMS AND THEMES FROM PARTICIPANTS RESPONSES	133
5.7.1	Determining themes related to structural (bureaucratic) sub-dimension	133
5.7.2	Determining themes related to the political (power related) sub-system	144
5.7.3	Determining themes related to cultural sub-system	155
5.8	SYNTHESIS OF FINDINGS	156
5.8.1	Structural system (bureaucratic expectations)	156
5.8.1.1	<i>Compliance to bureaucratic expectations of mandated role</i>	156
5.8.1.2	<i>External political expectations of transformation from community of more involvement in decision making</i>	157

5.8.1.3	<i>Shared accountability</i>	159
5.9.1.4	<i>Strengthening internal expectations of stakeholders</i>	160
5.8.2	Political (Power relations)	160
5.8.2.1	<i>Alignment to External politics</i>	160
5.8.2.2	<i>Bureaucratic socialisation</i>	161
5.8.2.3	<i>Management of conflict resolution.</i>	162
5.8.2.4	<i>Internal unionised and politicised institutions</i>	162
5.8.2.5	<i>Direction setting and uniformity of communication</i>	163
5.8.3	Cultural (Shared orientation)	163
5.9.3.1	<i>Diversity and respect for culture</i>	163
5.9	CONCLUSION	164
5.9.1	Structural system (bureaucratic expectations)	164
5.9.2	Political (power relations)	164
5.9.3	Cultural (shared orientation)	165

CHAPTER 6: A SYNTHESIS OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS **166**

6.1	INTRODUCTION	166
6.2	SUMMARY OF THE STUDY	167
6.3	A SYNTHESIS OF THE FINDINGS	169
6.3.1	The role of TVET college principals related to strategic management and leadership	169
6.3.2	Recommendation 1	170
6.3.3	Reporting guidelines of TVET college principals	170
6.3.4	Recommendation 2	170
6.4	SUMMARY OF A TVET COLLEGE AS A SOCIAL SYSTEM BUREAUCRATIC EXPECTATIONS	171
6.4.1	Understanding of roles and responsibilities of SMT	171
6.4.2	The complexity of TVET sector	171
6.4.3	The hierarchy of TVET sector	172
6.4.4	The lack of institutional autonomy	173
6.4.5	Conclusion	174
6.4.6	Recommendation 4	174

6.5	SUMMARY OF A TVET COLLEGE AS A SOCIAL SYSTEM POWER RELATION	175
6.5.1	The influence of external political forces	175
6.5.2	The complexity of managing the internal political structures	175
6.5.3	Cognisance of management and governance roles	176
6.5.4	Synergy of SMT	177
6.5.5	Conclusion	178
6.5.6	Recommendation 5	178
6.6	SUMMARY OF A TVET COLLEGE AS A SOCIAL SYSTEM CULTURAL	178
6.6.1	Effects cultural factors in leadership and management	178
6.6.2	Conclusion	178
6.6.3	Recommendation 6	179
6.7	KNOWLEDGE BASE THAT THE STUDY ADD TO HUMAN KNOWLEDGE	179
6.7.1	Bureaucratic socialization	180
6.7.2	Building Capacity for TVET colleges SMT and principals.	180
6.7.3	The effect of a principal's leadership styles towards strategic management and leadership	181
6.7.4	The autonomy of TVET college principals	182
6.8	SUGGESTIONS FOR FUTURE RESEARCH	183
6.9	CONCLUDING REMARKS	183
	REFERENCES	185

LIST OF FIGURES

Figure 1.1:	Social behaviour and the administrative process	12
Figure 2.1:	Theory of Action and Job Performance: Best Fit (Maximum Performance, Stimulation, and Commitment) = Area of Maximum Overlap or Integration	35
Figure 2.2:	The key parts of the organization	45
Figure 2.3:	TVET College Organogram	47
Figure 2.4:	Interaction between strategy and leadership	66
Figure 2.5:	The strategic management process	69
Figure 2.6:	Leadership Styles in the Hersey-Blanchard Situational Leadership model	76
Figure 2.7:	Lewin's Framework model of change	81
Figure 3.1:	Social-System model of a college	91
Figure 4.1:	Sequence for research	110

LIST OF TABLES

Table 1.1: FET College milestones	3
Table 1.2: Functions of management and leadership	8
Table 1.3: Summary of qualitative approach	18
Table 2.1: Leadership traits	34
Table 2.2: Major milestones and description of changes that occurred from 1998 until 2015 at South African TVET colleges.	43
Table 2.3: Advantages and Disadvantages of a Functional Organizational Structure	48
Table 2.4: Training priorities by occupational category	79
Table 2.5: The difference between the roles of governance and management	87
Table 4.2: Data codes	120
Table 5.1: Emerging themes: Compliance with bureaucratic expectations	134
Table 5.2: Emerging theme: Bureaucratic expectations	136
Table 5.3: Emerging theme: External political expectation	138
Table 5.4: Emerging theme: Internal stakeholder expectations	140
Table 5.5: Emerging theme: Bureaucratic structure (roles and expectations)	142
Table 5.6: Emerging theme: Implement the government's mandate	146
Table 5.7: Emerging theme: Bureaucratic socialization	149
Table 5.8: Emerging theme: Management of conflict resolution	150
Table 5.9: Emerging theme: Direction setting	153
Table 5.10: Emerging theme: Autonomy	154

ABBREVIATIONS AND ACRONYMS

ANC	African National Congress
BEE	Black Economic Empowerment
BMT	Broad Management Team
CAO	Chief Accounting Officer
CEO	Chief Executive Officer
CET	Continuing Education and Training
CETA	Continuing Education and Training Act
CFO	Chief Financial Officer
DG	Director General
DHET	Department of Higher Education and Training
DoE	Department of Education
DPA	Deputy Principal Academic
DPC	Deputy Principal Corporate
DPF	Deputy Principal: Finance
EFFSC	Economic Freedom Fighters' Student Command
EMT	Executive Management Team
FE	Further Education
FEFCE	Further Education Funding Council for England
FEFCW	Further Education Funding Council for Wales
FET	Further Education and Training
FETC	Further Education and Training Colleges
GDE	Gauteng Department of Education

HOD	Head of Department
HR	Human Resource
HRDSA	Human Resource Development Strategy for South Africa
ICT	Information Computer Technology
IT	Information Technology
ITFE	Institutes of Technical and Further Education
IVET	International Vocational Education and Training
JET	Joint Education Trust
LEA	Local Education Authority
MEC	Minister of Executive Council
NBI	National Business Institute
NCVER	National Centre for Vocational Education Research
OECD	Organisation for Economic Cooperation and Development
PED	Provincial Education Department
PFMA	Public Finance Management Act
QDA	Qualitative Data Analysis
ROC	Regional Vocational Centre
RSA	Republic of South Africa
SASCO	South African Students' Congress
SGB	School Governing Bodies
SLT	Situational Leadership Theory
SMT	Senior Management Team
SRC	Students Representative Council

TMT	Top Management Teams
TVET	Technical and Vocational Education and Training
UK	United Kingdom
UNISA	University of South Africa
USA	United States of America
VET	Vocational Education and Training

APPENDICES

APPENDIX A: Request for permission letters	224
APPENDIX B: Interview questions	225
APPENDIX C: Participants Interviews request letters	226
APPENDIX D: Interview transcripts	229
APPENDIX E: Approval to conduct research	255
APPENDIX F: Unisa Ethical Clearance	257
APPENDIX G: Language editing certificate	258
APPENDIX H: Turnitin confirmation letter	259

CHAPTER 1:

INTRODUCTION AND BACKGROUND

1.1 THE INTRODUCTION TO THE STUDY

“Since the ushering in of democracy in 1994, the technical and vocational education and training (TVET) system in South Africa has” undergone significant reforms (Wedekind 2010:302). As part of its electoral manifesto, the newly elected government had promised to deliver, amongst other things, a post-school education system that could assist in building a fair, equitable, non-racial, non-sexist and democratic South Africa (RSA, 2013:xi). One of the pillars of a democracy is involvement of the public in matters, which affect them, and hence a stronger and more cooperative relationship between the education and training institutions and the workplace became a necessity (RSA, 2017:9). To meet this, need the newly elected government initiated the restructuring and recapitalization of technical colleges. However, as Sengé (1990:53) contends, structure is inherently linked to patterns of behaviour and restructuring will thus also influence or intends to influence the behaviour of individuals in the system. The persons who had to implement these changes at micro-level in the colleges were not trained to manage these changes. According to Coetzer (2011:45), these reforms placed enormous pressure on the leadership in Technical and Vocational Education and Training (TVET) colleges. Furthermore, Hall (1999:5) assert that the pressures of change in the South African Further Education and Training (FET) sector are dual. In the first instance, change arising out of socio-political demands related to redressing the dismantling of segregation in education, and the construction of democratic social relationships among the state, civil society and education and training institutions (Mohlokoane 2004:1). Furthermore, Mohlokoane (2004:1) state that such large-scale policy changes in the education system over a relatively short period of time left little time to prepare college leadership for what was expected of them. For example, to change from a form of hierarchical leadership to a more collaborative form is not something that can just happen overnight. It is almost impossible for managers to change from a relatively autocratic management style to a more collaborative one in a blink of an eye. The Department of Higher Education and Training (DHET) (Republic of South Africa (RSA), DHET 2013:11) revealed that the quality of managers in most

TVET colleges does not meet their expectations. Mgijima (2014:395) indicates that management of colleges was less prepared for the magnitude of change and the responsibilities brought about by the Department of Higher Education and Training in the FET sector. One of changes was that principals should be accountable for performance regarding all business processes including academic and financial administration, personnel as well as asset management. In addition, the White Paper for Post Education and Training (RSA, DHET 2013:19) states that one of the biggest challenges in many colleges has been their weak financial management.

1.2 BACKGROUND TO THE STUDY

The fundamental thesis of this study revolves around exploring the experiences of principals when providing management and strategic leadership at TVET colleges. It is therefore critical to study the two terms, management and leadership in depth. According to Dwan (2003:44), management functions include the setting up of goals and the specification of purpose of any given agency, the organizing of “people, finances, resources and activities; the staffing, training, and socializing employees; leading the organisation and the staff; and controlling, monitoring, and sanctioning when needed”. However, in my opinion, no TVET college can function effectively if the principal is only competent with respect to managerial functions, as he/she will also need to be a good leader of people. Kotter (1995), for example, links a leader with the management of change, and Goleman (1998) links leadership with emotional intelligence. I believe, however, that in a public education system like the TVET colleges, a principal “who is the accounting officer” has to be both leader and manager at the same time - they are like the two sides of a coin – the one cannot function effectively without the other when involved with managing and leading people. Hence, Maxwell (1998:225) advocates that the success or failure of any college is largely reliant on on leadership initiatives. Emerging from these functions should be the knowledge that effective management and strategic leadership of a college equates with those essential functions which will lead to a successful organization as proposed by Treslan (2006, as cited in Hoy & Miskel 2001:88). Table 1.1, below, is provided as some background to the profound legislative changes which had an impact on the management and leadership changes of the public FET colleges in South Africa between 1994 and 2015.

Table 1.1: FET College milestones

Period	College milestone
1998	FET Act 98 of 1998
2001	Renaming of Technical colleges to FET college
2002	Appointment of 50 principals
2003	Merging of 152 FET colleges to 50 mega FET colleges with 264 campuses (Mgijima, 2014:393).
2006	Further Education and Training College (FETC) Act 16 of 2006 (RSA,2006:20)
2006	Transfer of staff from the employment of Provincial Education Department (PED) to colleges
2009	Establishment of DHET
2012	FETC Amended Act 3 of 2012
2013	Renaming of FET to TVET colleges (RSA, 2012:2)
2014	Renaming FETC Act 16 of 2006 to Continuing Education and Training (CETA) Act 16 of 2006
2015	Migration of staff from employment by colleges to DHET

Source: Adapted from various government legislations

Mohlokoane (2005:141) reveals that resistance to change during the merger of institutions was a worrying factor at colleges and that change was not managed effectively. In addition, Mestry, Grobler and Bosch (2013:159) also identify a whole range of problems related to the merger process such as poor communication, a top-down management style, and non-participative decision-making. These problems were also accompanied by decreased job satisfaction. This clearly indicates that the mergers created a whole series of challenges for the management and leadership of colleges. According to Gewer (2010:24), many colleges are in fact still struggling with the challenges associated with multi-campus management, with varying capacity across campuses and unequal resources. Mgijima (2014:395) in turn indicates that the analysis of the performance of the public FET colleges shows a system that has remained fragile and unstable because of the complex transformation experienced

over the past 15 years. Mgijima (2014:395) further states that in the final analysis the existing management teams of colleges are unable to deal with challenges such as academic excellence, financial stability, personnel and asset management. According to Moholola (2013:26), “of the 50 FET colleges”, eight are currently under administration. This means that these colleges are able to carry on with their business as usual while being operated by an administrator on behalf of the creditors. Poor management and lack of strategic leadership appear to be at the heart of these problems.

The Green Paper on Post School Education and Training mentions that one of the main problems of the post school sector is its lack of diversity and the weaknesses of many of its institutions (RSA, 2012:21). It attributes these problems to the sector’s poor management and ineffective leadership. Green Paper on Post School Education and Training further states that the post school education sector lacks management and strategic leadership in dealing with the increasing numbers of students, low throughput rates, sometimes unclear institutional identities, poor human and infrastructural resourcing, inadequate financial resourcing, insufficient financial aid for students, and inappropriate funding modalities (RSA, DHET 2012b:10). Mgijima (2014:395) also indicates that the absence of professional standards for college principalship is responsible for the current problematical situation at most of the TVET colleges in the country. The provision of quality, relevant, and well-managed colleges is closely linked to effective leadership (Mohlokoane 2004:5). Although I do not believe that all the challenges in TVET colleges are due to a poor management and leadership, I agree with both Mgijima (2014) and Mohlokoane (2004) that a greater awareness of what is expected from both management and leadership in the TVET college setup can lead to improved capacity regarding college management.

Principals of FET colleges were appointed by the Provincial Departments of Education (PED) and the process was completed by the end of 2003 (Coetzer 2008:4). However, this process had already commenced in 2002 and, according to Sebele (2013:56), the majority of the college principals were already appointed in May 2002 to ensure that the merger process take place without challenges and to take the newly established FET colleges into a new era. Nonetheless, when these appointments were made many principals who were appointed at the TVET colleges only had experience of the basic schooling system and as such lacked vocational knowledge and skills required to

manage and lead a college in the TVET system (Wedekind 2010:310). In fact, Sebele (2013:56) emphatically states that the appointment of these new principals of FET colleges by the Minister of Education increased the potential for failure due to a lack of capacity. This is indeed a serious indictment as it implies a lack of training, development or capacity building by the DHET before making such appointments. When these new principals were appointed, there were no guidelines available as to how they should go about managing the colleges and hence the expectations were vague. It was only in 2006 that the FETC Act (see Table 1.1) asserted that a principal is the chief executive and accounting officer of a college and that principals of TVET colleges are responsible for the day-to-day operations of colleges and as entrusted with all the powers necessary to execute their functions (RSA 2006:66). Mgijima (2014:395) states that the principal as the accounting officer, he/she is responsible and accountable for all business processes including academic and financial administration, staff and asset management. I am of the opinion that one cannot but agree with the mandated functions if you are appointed as a principal of an FET college. These appointments need to be made strictly according to merit and not according to politics (Sengé 1990:272). In a political environment it is the 'who' that is important and not the 'what'. However, a non-political climate demands both the ability to speak openly and honestly about important issues and also demands that one is capable of challenging your own thinking (Sengé 1990:274). I cannot but wonder if a person who opposes or is outspoken about the management of the DHET can ever be promoted in an FET college.

Khoza and Adam (2005:53) state that the universal principles for effective leadership seem to be emerging in the corporate world that draws from the good qualities of all leadership styles and is not confined to particular regions and cultures. According to Hoy and Tarter (2010:1), most scholars agree that effective leadership is dependent upon matching the appropriate style with its complementary situation; that is, effective leadership is situational and contingent and therefore there is no single best leadership style. Khoza and Adam (2005:53) further state that the biggest challenge of good leadership is to take the core of universally applicable leadership values and apply these in a manner that takes into account particular national or local circumstances without diluting these basic principles. Indeed, to be an effective leader of any public FET college requires leadership that is capable of extraordinary achievements and will

require someone who is capable of using a leadership style based on emotional intelligence in order to use social skills to influence people to achieve the goals set as well as working in an environment where differing cultures have to be accommodated. This has to be done amid the external expectations from the DHET as well as one's own internal expectations of what you wish to achieve. Indeed an onerous task.

The 2006 FETC Act defines a principal as the chief executive and accounting officer of the college (RSA 2006:10). Chief Executive Officers (CEOs) and many other senior executives are employed to provide the critical role of strategic leadership (Rowe 2001:86). A principal's job should contain the provision of strategic direction and the implementation and support thereof to the college in order to achieve the strategic objectives of the college (Jaff 2005:85). According to the National Business Institute (NBI) (2004:85), principals must give strategic direction and ensure implementation and support to the college in order to achieve the vision and mission of the college in alignment with the FETC Act and other appropriate legislation. Garratt (2003:2) gives an excellent definition of strategic thinking as the process by which an organization's direction givers can rise above the daily managerial processes and crises to gain different perspectives of the internal and external dynamics causing change in their environment and thereby giving more effective direction to their organization.

Mgijima (2014:395) suggests that underperformance and lack of confidence from principals may be due to the failure to provide managers with the requisite knowledge and skills. Mgijima (2014:395) further states that it is now realised that the administrative burden for principals has increased tremendously, requiring a different set of skills and knowledge to manage successfully. As a result, principals of TVET colleges find it challenging to provide both management and strategic leadership. According to the DHET (RSA, DHET 2013:19), the positions management (principal and deputies) should only be appointed if they have appropriate experience and management training. I agree with the sentiments expressed by the DHET, as being a CEO of a public FET college is indeed a challenging position requiring much more than just teaching skills.

The study sought to understand experiences of principals when providing management and leadership at TVET colleges. The literature review on the role of the Director General (DG), college councils and managements was explored. The

handling of management and leadership roles by college principals or CEOs was also investigated.

1.3 LITERATURE REVIEW

Strategic planning involves formulating a vision for the college based on strongly held, shared values and beliefs about the aims and purpose of post school education (Bell 2007:103). The role of the principal as a leader in the process of developing new visions and missions of the colleges, in addition to offering ideas and participating in discussions, is to facilitate the involvement of all stakeholders in an ongoing dialogue about the future of the institution (Mohlakoane 2004:145).

The Minister of DHET must appoint the members of management staff and they report to the Minister and they report and accountable to the council in terms of matters and functions delegated to them by the college council (RSA 2012:24). Furthermore, the college council is also appointed by the Minister (RSA 2006:20). The college principal must report to the DG in terms of his or her performance in the management of a public college (RSA 2012:24). It is evident that the principals of TVET colleges must report to both college council and Minister and as such, accountability may be compromised.

According to the hierarchy, structure of public TVET college consists of the Minister of DHET, DG, council members and college managers which it is let by the principal. Their primary roles and responsibilities in the TVET sector are as follows:

❖ **The National Minister of the Department of Higher Education and Training**

Overall responsibility for the performance of the sector and the development of legislation to support it.

❖ **The Director-General of the National Department of Higher Education and Training**

Operational and administrative oversight of the sector as delegated by the Minister.

❖ **The college council**

Responsible for college governance, developing the strategic plan of the public college (RSA, 2010:11).

❖ **The college management**

Responsible for the achievement of the strategic goals and the management of day-to-day operations and college resources. (Department of Education (DoE) 2009:18)

In order to be held accountable, the college council of a public FET College should give the CEO the mandate to manage both human and physical resources optimally in order to realise the goals and objectives set by the members of council, and in return ensure that the CEO is accountable to the college council (Coetzer 2008:38).

Bush (2003:x) views management and leadership as separate functions. Bush (2007:392) indicates that both leadership and management need to be given equal prominence if colleges are to operate effectively and achieve their objectives. Leadership and management are perceived as being important in developing and maintaining successful colleges (Bush 2007:393). Kotter (1990) to a large extent confirms what Bush (2007) is saying but also distinguishes between management and leadership functions as indicated in Table 1.2 below.

Table 1.2: Functions of management and leadership

Management	Leadership
Planning and Budgeting <ul style="list-style-type: none"> • Establish agendas • Set timetables • Allocate resources 	Establish Direction <ul style="list-style-type: none"> • Create a vision • Clarify big picture • Set strategies
Organising and staffing <ul style="list-style-type: none"> • Provide structures • Make job placement • Establish rules and procedures 	Aligning People <ul style="list-style-type: none"> • Communicate goals • Seek commitment • Build teams and coalitions
Control and problem solving <ul style="list-style-type: none"> • Develop incentives • Generate creative solutions • Take correct action 	Motivating and inspiring <ul style="list-style-type: none"> • Inspire and energize • Empower subordinates • Satisfy unmet needs

Source: Adapted from A Force for Change: How Leadership Differs From Management (pp. 3–8), by J. P. Kotter, 1990, New York: Free Press. Kotter (1990:3-8)

Kotter (1990:8) contends that both management and leadership are essential if an organization is to prosper. I am of the opinion that both leadership and management are necessary if a FET college is to function effectively. Papa (2011:45) agrees with Kotter (1990) that if an organization has strong management without leadership, the outcome can be stifling and bureaucratic. Conversely, if an organization has strong leadership without management, the outcome can be meaningless or misdirected change for change's sake. In public organizations such as FET colleges, it is also highly likely that the managerial functions will predominate as the legislative mandates force compliance from all public servants. To be effective, organizations need to nourish both competent management and skilled leadership.

Kula (2014:387) states that it is the role of top management or organizational leadership to develop, execute and renew strategy including creating an enabling environment for every employee to participate effectively to achieve the objectives of the organization. According to Davies and Davies (2004:17), strategic leadership is a critical component in the effective development of colleges. Furthermore, the authors (Davies & Davies 2004:18) indicate that strategy, therefore, is translating the vision and moral purpose into action. Strategic leadership can be defined as the ability to anticipate, envision, maintain flexibility and to empower others to create strategic change as necessary (Hitt, Ireland & Hoskisson 2003:386). The leadership's task is strategic in the sense that it has to move the company towards the future (Ehlers & Lazenby 2013:282). Thody (1999:263) points out that the importance of strategic planning in education is increasingly being acknowledged but in comparison with the senior executives in business, the public sector and in education shows that managers devote little time to reflective planning and do not spend much time in thinking or, more importantly, in reflecting about what one is trying to achieve. The DoE (2001:17) concludes that strong, visionary leadership, as well as trained and effective staff, will be required to lead, manage and sustain these colleges.

The principals of public FET Colleges are mandated to manage and lead in the optimal use of resources and are accountable to the college council of a public FET College with regard to the realization of the strategic objectives (RSA 2006:20). The Continuing Education and Training Act 16 of 2006 (RSA 2006:41) states the functions of principals as follows:

1. The principal is responsible for day-to-day management and administration of the college and has all the powers necessary to perform these functions.
2. By virtue of his or her office, the principal is a member of all the committees of the college council and the academic board.
3. The college council may assign additional functions and grant additional powers to the principal (RSA 2006:41).

The National Business Institute (NBI 2004:85) is of the opinion that in a complex environment such as that found in a FET College, a clear regulatory framework would be a valuable aid for the principal and college councils. Hence, the NBI developed an initiative in collaboration with the FET colleges to develop a handbook on FET governance for principals and college councils. I agree that the functions of principals, as stated in the CETA Act of 2006, do not clearly articulate the management and leadership functions of principals at FET colleges.

According to the NBI handbook, the principal's job profile is indicated as follows:

- To lead and manage the management team and see that they achieve the college objectives and address the requirements of the new FET landscape (strategic Plan and Operational Plan) in each department/campus and across departments/campuses.
- To ensure the college achieves financial sustainability by managing and monitoring efficient and economic use of resources, including human infrastructure.
- To ensure strategic and visionary leadership in contextualizing and localizing the relevant national educational policies. They need to draw from them to support and develop the image/brand of the college and then ensure that the image is reflected accurately. Further, they need to ensure the program offering within the TVET sector is offered and responsive to the needs of business and industry.
- To provide leadership to establish learner support services that are aligned with national strategies for learner support.

- To provide leadership to develop and implement strategies that would result in the establishment of new partnerships and linkages.
- To ensure and oversee the setting up of effective and efficient systems, policies and procedures and make sure they are implemented through each department and campus.
- To provide the national department and college council with the required support and advice regarding the matters above to enable them to effectively and efficiently perform their duties (NBI 2004:85-86).

Leadership and management not only involve the CEO but the whole team at the management level of the organization (Kula 2014:387). According to Watson (2009:5), management and leadership responsibilities of the college principal can be delegated to the other members of their management teams, hence the duties of vice principals are derived from the duties of the principal. That means that the main duties of principals are to support the principals to achieve the objectives of council and DHET.

From the summarised literature review above it is clear that the principal's role is indeed a complex one which requires both management and leadership functions. The principal will have to meet the perceived post requirements among external expectations from the DHET and college council as well as his/her own internal expectations of what skills are required to meet all these demands. In addition, there are numerous stakeholders to whom the principal are accountable to such as the DHET, the college council, as well as to parents and students. It thus significant that the experiences of principals as managers and leaders of FET colleges are researched.

1.4 CONCEPTUAL FRAMEWORK

Getzels and Guba (1957) state that an educational institution should be regarded as a social system. A social system refers to activities and interactions of a group for a common purpose (Getzels & Guba 1957). A posts school institution like a college is designed to adress the shortage skills of the country - to train and educate. Figure 1.1, below, is an illustration of a possible social system within which schools and FET

colleges operate. The Social behaviour and the administrative process, which describe how the social and process of college's are interlinked, is shown in figure 1.1 below:



Figure 1.1: Social behaviour and the administrative process

Source: Getzels & Guba (1957:429)

Social systems largely refer to human interaction (Getzels & Guba 1957:424). Furthermore, a social system refers to activities and interactions of a group for a common purpose (Getzels & Guba 1957). Getzels and Guba (1957:425) further indicate that a social system is conceived as involving two major classes of phenomena, which are at once conceptually independent and phenomenally interactive. There are, first, the institutions with certain roles and expectations that will fulfil the goals of the system (nomothetic dimension). Secondly, inhabiting the system there are the individuals with certain personalities and need-dispositions, whose interactions comprise that which we generally call social behaviour. Chance (2009) in turn indicates that the nomothetic component of the social system represents the formal institution with its various prescribed roles, bureaucracy, and expectations.

Most management functions would be classified as belonging to the nomothetic dimension. The ideographic component of the social system refers to the needs, wants, and personalities of those who populate the social system.

According to Bozkus (2014:57), in social systems of colleges an important aspect of leadership is the quality and systematic effects of the functions and behaviours of principals as leaders. Yildirim (cited in Bas 2012:6) states that a leader's capacity for social awareness, empathetic behaviour, decision-making, and the ability to exert a positive influence over others are pivotal skills in attaining those goals. Bas (2012:6) further states that an important aspect of leadership is the quality and systematic effects of functions and behaviours of principals as leaders. These behaviours, indicated by Yildirim (2005), could also be seen as the emotional intelligence of the leader as this involves self-management, self-motivation, social awareness and social skills (Grobler & Conley, 2013). Furthermore, although the need for effective leaders is widely acknowledged, there is less certainty about exactly which leadership behaviours and social system are most likely to produce favourable outcomes (Bush 2007:391).

Banathy (1991:12) writes that a social system such as education can be viewed in three ways: Does the college serve its purpose? Does the college serve the learners? Does the college serve the community which is the larger social system? The role of the principal is in the centre of a college's social system (Sakulsumpaopol 2010:75). I view the role of the principal as critical for the success of the college and that of the DHET mandate. The research is of the opinion that to be able to manage and lead effectively, principals at TVET colleges need to display certain behaviours and skills in order to organize staff to achieve goals and ensure the colleges' success.

1.5 THE PROBLEM STATEMENT

Public Further Education and Training in South Africa is a sector in transition as it has undergone a process of institutional transformation but is still challenged with becoming more responsive to market demand and a state-led development vision (Akoojee, McGrath & Visser 2008:254). As a result of this transition colleges are caught up in challenges associated with management and leadership (Akoojee et al 2008:254). According to Bell (2007:103), the management of colleges is a complex

process. Steyn and Kamper (2001:36) explain that the increasing complexity of management and leadership and the need for creative, divergent and unexpected solutions to college situations and problems require a challenging approach to the field of education management. Despite the continuing transitions, principals are expected to manage and lead colleges and overcome challenges related to the complexity of the sector.

As stated by Sharma, Sun and Kannan (2012:357), a principal is challenged to create the culture of quality that penetrates to the smallest elements, processes and systems within an institution. Bas (2012:6) notes that the college principal's role as a leader, administrator and change agent is far reaching. Bas (2012:6) further states that principals are responsible for working with the entire spectrum of stakeholders: from Students Representative Council (SRC) to college council members, parents to policymakers, lecturers to local business owners, and support staff to union officials. Mgijima (2014) and Wedekind (2010) agree that challenges have been triggered by the lack of leadership capacity on the part of most of the principals appointed with no experience in managing vocational colleges. Therefore, the "management and strategic leadership role of the) principal is crucial to overcome challenges emanating from the transitions to the TVET sector (Sejanamane, 2014:324).

The above background suggests that a need exists to investigate the management and strategic leadership role of principals regarding their experiences in respect of their management and strategic leadership functions in TVET colleges.

It is against the above-mentioned challenges, which the study aim to suggest recommendations to the TVET sector that will contribute towards effective management and strategic leadership.

1.6 THE RESEARCH QUESTIONS

In light of the above, the central and guiding question for the study was as follows:

What are the management and strategic leadership roles and responsibilities of the TVET college principals?

Sub questions:

- i. What are the principals' perceptions and experiences regarding their provision of management and strategic leadership at TVET colleges?
- ii. Which processes and practices are deemed appropriate for effective management and strategic leadership in the TVET sector?
- iii. How can management of TVET colleges principals successfully overcome challenges they experience in managing and strategic leadership of the multi-campus TVET structure?
- iv. What suitable model can TVET college principals use to improve management and strategic leadership of their institutions?

1.7 THE AIMS AND OBJECTIVES OF THE STUDY

The main aim of this research was to investigate principals' experiences in their provision of management and strategic leadership at TVET colleges. To achieve this aim the following objectives were formulated to help guide this study:

- To determine the principals' perceptions and experiences in their provision of management and strategic leadership at TVET Colleges;
- To evaluate processes and practices deemed appropriate for effective management and strategic leadership in the TVET sector;
- What are the challenges faced by TVET college principals in the management and strategic leadership and of the multi-campus TVET structure?
- To examine challenges faced by TVET college principals in the managing and strategic leadership of the multi-campus TVET structure;
- To derive a suitable model for use by TVET college principals to improve management and strategic leadership of their institutions.

1.8 RATIONALE FOR THE STUDY

Zungu and Munakandafa (2014:7) state that many college councils and management structures have been dysfunctional and as such have not provided strategic leadership and guidance in these colleges. According to Mgijima (2014:402), the concept of effective leadership or management is not easy to define; equipping college managers with relevant and adequate skills and knowledge should go a long way to improving the performance of colleges. According to the Department of Education (2001:17), strong, visionary leadership, as well as trained and effective staff are required to lead, manage and sustain these colleges.

This study focused on building on the existing body of knowledge on the subject under investigation in order to help enhance the understanding of both management and strategic leadership at TVET colleges. To achieve this it was significant to determine the experiences of college principals and to suggest strategies that could be adopted to ensure effective management and strategic leadership at TVET colleges.

1.9 RESEARCH DESIGN AND METHODOLOGY

1.9.1 Research Design

Creswell (2013:5) defines a research design as the research blueprint that outlines the entire research process from the formulation of the research problem to the collection, analysis and interpretation of data. This definition implies that the research design acts as the base and logical structure of the research inquiry, which helps the researcher to gather empirical evidence that is needed to answer the research question under study.

Furthermore, Creswell (2013:18) states that certain factors influence the choice of the research design. Factors such as the nature of the research problem, the purpose of the research and the assumptions that the researcher bring to the research study have been mentioned as having an influence on the manner in which the research problem is formulated and how evidence is gathered to unravel the phenomenon under study. According to Cohen, Manion and Morrison (2011:3), the three main philosophical assumptions that underpin the researcher's beliefs are ontology (the nature of reality), epistemology (the nature and forms of knowledge) and methodology (research

process). These philosophical assumptions shall be discussed in broader detail in chapter 4.

1.9.2 Research approach

A qualitative research approach was used in this study.

Qualitative research involves an inquiry during which the researcher collects data in a face-to-face situation by interacting with selected persons in their settings (MacMillan & Schumacher 2006:315). Therefore, qualitative approach allowed the researcher to be directly 'immersed' in the social setting being investigated. This enabled the researcher to understand subjects' views from within (Thomas 2009:173). At the time, the research was the deputy principal at a TVET college and as a result, the face-to-face interaction was key in understanding the experiences principals when providing management and strategic leadership. Qualitative research is associated with the inductive approach to research, which contends that researchers study social situations, make sense of the participants' perceptions and experiences in order to generate new hypothesis regarding the topic under study (Babbie, Mouton, Voster & Prozesky 2015:270).

In qualitative research it is believed that the world is made up of people with their own assumptions, intentions, attitudes, beliefs and values, and that the way of knowing reality is by exploring the experiences of others regarding phenomena (Nieuwenhuis 2007: 55). Cited in Thomas (2010), Table 1.1 provides a summary of the research approach that was followed in this study.

Table 1.3: Summary of Qualitative approach

The researcher	Qualitative approaches
<ul style="list-style-type: none"> • Uses philosophical assumptions • Employs one of these strategies of inquiry 	<ul style="list-style-type: none"> • Constructivist knowledge • Phenomenology, ground theory, case studies, or narratives
<ul style="list-style-type: none"> • Employs one of these methods 	<ul style="list-style-type: none"> • Open-ended questionnaires, emerging approaches, text or image data
<ul style="list-style-type: none"> • Employs these research practices 	<ul style="list-style-type: none"> • Positions themselves • Collects participant meaning • Focuses on a single concept or phenomenon • Brings personal values into the study • Studies the context or setting of the participants • Validates the accuracy of things • Makes interpretations of the data • Creates an agenda for change or reform • Collaborates with the participants

Source: Creswell (2014:126) Summary of Qualitative approach

1.9.3 Methodology

Methodology is the strategy or plan of action which lies behind the choice and use of particular methods (Crotty 1998:3). Cited in Thomas (2010), Jebreen (2012:162) describes a research method as a strategy of inquiry which includes research design and data collection. Thus, methodology is concerned with why, what, from where, when, and how data is collected and analysed. Guba and Lincoln (1994:108) explain that methodology asks the question: How may the researchers go about finding out whatever they believe may be known? Mouton (2006:56) confirms that methodology focuses on the research process and the kind of tools and procedures to be used. The

purpose of the methodology is also to link up with the design, including the selection and description of the site, the role of the researcher, initial entry for interviews and observation, the time and length of the study, the number of participants, and how participants are selected (McMillan & Schumacher 2010:37).

1.9.5 Methods

Methods are the specific techniques and procedures used to collect and analyse data (Crotty 1998:3). The method of research is generally believed to reside in paradigms and communities of scholars (Cohen 2011:4). A number of methods may be employed in collecting the requisite research materials required to answer the research question (Thomas: 2010).

1.9.6 Population

MacMillan and Schumacher (2006:119) refer to the population as an aggregate or totality of all the objects, subjects or members that conform to a set of specifications. In this study, the population was the principals, vice-principals and campus managers from the following colleges: Ekurhuleni West TVET College, Ekurhuleni West TVET College, South West Gauteng TVET College and Orbit TVET College. These colleges and their campuses are situated in different provinces of South Africa as indicated below:

Ekurhuleni West TVET College

Ekurhuleni West TVET College is situated in the eastern part of the Gauteng province. The college comprises six campuses that are spread out as follows:

- ❖ Alberton campus;
- ❖ Boksburg campus;
- ❖ Germiston campus;
- ❖ Kathorus campus;
- ❖ Kempton campus, and
- ❖ Tembisa campus.

South West Gauteng TVET College

South West Gauteng TVET College is situated in the south western part of the Gauteng province. The five campuses that constitute South West Gauteng College are spread out as follows:

- ❖ Dobsonville campus;
- ❖ George Tabor campus;
- ❖ Molapo campus;
- ❖ Roodepoort campus, and
- ❖ Technisa campus.

Ekurhuleni East TVET College

Ekurhuleni East TVET College is situated in the Gauteng province. The college comprises the following campuses:

- ❖ Kwa-Thema campus;
- ❖ Springs campus;
- ❖ Benoni campus;
- ❖ Brakpan campus, and
- ❖ Daveyton campus.

Orbit TVET College

Orbit TVET College is situated in the North-West province. The college consists of the following campuses:

- ❖ Rustenburg campus;
- ❖ Makwe campus, and
- ❖ Brits campus.

1.9.6 Sampling

Johnson and Christensen (2008:222) define sampling as the process of drawing a sample from a population. The purposeful sampling approach was preferred when

selecting interviewees for the study. According to Babbie (1992:167), purposeful sampling allows the researcher to select the sample on the basis of his/her own judgment and knowledge of the population. This approach was utilized in recognition of Struwig and Stead's (2003:124) contention that sampling should not be for the sake of having a sample, but should also be rich in information. I believed that the selected sample should have unique characteristics of what constitutes an ideal TVET college in the South African context.

The participants in this study comprised the following:

- ❖ Principals (one principal per college) (4)
- ❖ Vice principals (three vice principals per college) (12)
- ❖ Campus managers (depending on the size of the college) (17)

A total of 33 participants were selected. However, only 15 participants were interviewed. College principals, vice-principals and campus managers were selected because they are responsible for the day-to-day management and strategic leadership of their colleges, while campus managers were chosen because they are responsible for the management of different sites or campuses of the colleges.

1.9.7 Data collection

1.9.7.1 Interviews

Semi-structured interviews were used in this study with the aim of obtaining an in-depth understanding of the perceptions of principals, vice-principals and campus managers concerning their experiences when providing management and strategic leadership at TVET colleges. Creswell (2003:16) defines an interview as a two-way conversation between the interviewer and the interviewee whereby the interviewer asks questions to collect data about ideas, beliefs, opinions and behaviours of the interviewee with the aim of seeing the world through the eyes of the interviewee. According to Patton (2002:226), the strength of a qualitative method and its data, collecting instruments such as interviews is that it permits inquiry into selected issues in great depth and with careful attention. Krathwohl and Smith (2005:6) is of the opinion that a qualitative research orientation through its interviews enables the researcher to understand people's behaviour and enhances the interpretation of data collected.

1.9.7.2 Observation

Observation was used to collect primary data. Nieuwenhuis (2007:83) indicates that observation is the process of documenting the behavioural patterns of participants, objects and occurrences without necessarily questioning or communicating with them. The researcher observed the behaviour of the principals during contact sessions between the vice principals, campus managers, DHET, college councils and meetings with other principals. I am a vice principal at Sedibeng TVET College and as such could easily observe the behaviour of principals at colleges and DHET meetings. According to Nieuwenhuis (2007:80), it is necessary sometimes that the researcher gets into the situation he or she is observing. This is exactly what I did in terms of observing the proposed meetings mentioned above. I mainly paid attention on my role as an observer in the situation. I also arranged to act as an observer at meetings of top management at the selected colleges.

According to Nieuwenhuis (2007:80), triangulation is a traditional strategy used in improving the validity and reliability of research or in the evaluation of findings. Triangulation refers to the use of more than one method or source of data in the study of social phenomena (Bryman 2004:275). The findings from the face-to-face interviews and observations were triangulated in order to facilitate the verification and validation of the findings of the study.

1.9.8 Data analysis

Marshall and Rossman (1995:111) indicate that “data analysis means to bring order, structure and meaning to the mass of data”. Nevertheless, Marshall and Rossman (1995:111) regard this as a time-consuming, creative and yet fascinating process. In the study data was analysed using Tesch’s method (1990, as cited in Creswell 1994:186). This involved the identification of topics, the use of coding into categories and the emergence of themes.

According to Tesch’s approach (as cited in Creswell 1994) the quality procedure entails the following:

- All the transcripts were carefully read in order to enable the researcher to gain an understanding of the overall scenario;
- Similar topics were then grouped together. This will assist the researcher with the findings;
- The researcher took the recommendations of Creswell (1994) and went back to the data collected where he must make use of codes next to the appropriate segments of the text. The researcher then clustered out his preliminary by organising scheme to ascertain whether new categories and codes have emerged;
- After coding, identical topics were grouped into categories;
- In an attempt to reduce the list of categories, the researcher grouped these categories according to how they relate to each other;
- A final decision was then be made on the abbreviation suited to each category, and
- Finally, the data material belonging to each category were assembled in one place and a preliminary data analysis performed (Creswell 1994:155).

1.10 TRUSTWORTHINESS

Lincoln and Guba's (1985) model addresses ways to eliminate bias in qualitative analysis. Within this model, five strategies were employed to ensure trustworthiness: namely, credibility, transferability, dependability and confirmability (De Vos 2005:351-352; Babbie & Mouton 2005:277-278; Creswell 2007:202). Within this model the following four strategies were used to ensure trustworthiness:

- **Credibility (truth value)** demonstrates that the research was conducted in such a way that the phenomenon was accurately described. The findings were tested against the various participants from which the data was drawn or persons who were familiar with the phenomenon being studied. In this study, the data collected from principals, vice-principals and campus managers were compared and analysed against the background of a literature study.
- **Transferability** demonstrates the applicability of the findings to another context. Effective data collection methods were used which included sufficient used

effective data collection methods and included sufficient data that could be used in future research in a similar context.

- **Comparability** is the degree to which the research design is adequately described so that researchers may use the study to extend the findings to other studies. In this study effective data collection methods were used which included sufficient data that may be used in future research in similar context.
- **Dependability** refers to whether the findings would be consistent if the enquiry were replicated with the same subjects or in a similar context. In this study, effective data collection methods were used which included face-to-face interviews and observation. In this case, the purpose is not to attain the same results but rather to agree that, based on the data collection processes, the findings and results are consistent and dependable.
- **Conformability (neutrality)** focuses on whether the results are a function solely of the informants and not of the biases and motivations of the researchers (University of South Africa (UNISA) 2003:79). I did not make value judgments that might prejudice the research findings. In this study observations were carried out first, then one-on-one interviews followed. These interviews were conducted so that I could verify my own observations and the correctness of the themes I had generated based on my observations

1.11 ETHICAL CONSIDERATIONS

White (2005:210) defines ethics as a set of moral principles offering rules and behavioural expectations about the most correct conduct towards experimental subjects and respondents in a research. According to Bogdan and Biklen (2003:183-192), before the researcher can gain access to the situation where he or she will collect data it is necessary to seek permission from those who control access to such places. To this end, approval was sought from the principals of the targeted TVET colleges. Furthermore, approval to conduct the study was obtained from the college of education research ethics review committee at the University of South Africa (UNISA). In this study, anonymity, confidentiality, violation of privacy, voluntary participation, protection of respondents and informed consent were considered as ethical issues that had to be observed. As part of adhering to the ethical

considerations, I applied for the procedure below to adhere with the ethical consideration as follows:

- Application for permission to the selected public TVET colleges (because the study was conducted in the public under DHET in South Africa), to conduct research. According to the DHET, should a researcher wish to conduct research at less than ten colleges, a request was directed to the principals of selected colleges.
- Application to University of South Africa (UNISA) Ethics Committee for ethical clearance was also sought.
- After obtaining the ethical clearance certificate and approval from the principals, I sent letters to the selected participants. In the request to participant's letter, there was also clarity on how anonymity, confidentiality, violation of privacy, voluntary participation, protection of respondents, and informed consent will be ensured (Appendix C)
- Before the interviews and observations, participants were given information sheets with informed consent forms attached, and they were requested to complete the informed consent forms after reading the information sheet. The information sheet provided the background to the study, aims and objectives and the limitations.

1.12 LIMITATIONS AND DELIMITATIONS OF THE STUDY

The intention of this study was to examine the experiences of principals when providing management and strategic leadership at TVET colleges in South Africa. More specifically, the focus of this study was to establish how the findings could contribute to strengthening the management and strategic leadership role of principals at TVET colleges. While it can be argued that geographical factors might vary in different TVET sectors and influence organizational performance, an in-depth study of the geographical conditions was not conducted as part of the study.

A purposeful sample of four colleges, namely, Ekurhuleni West TVET College, Ekurhuleni East TVET College, South West Gauteng TVET College, and Orbit TVET College was used in this study. The sampling of these colleges was restricted to management teams and campus managers.

The next section introduces the various concepts used in the study.

1.13 DEFINITION OF KEY CONCEPTS

It is important to define the key concepts used in a study for purpose of clarity and to help avoid ambiguity. To this end, the key concepts used in the proposed study are defined below:

1.13.1 Leadership

Sharma and Jain (2013:301) define leadership as a process by which a person influences others to accomplish an objective and direct an organization in a way that makes it more cohesive and coherent. This definition is similar to the one given by Northouse (2007:3) which states that leadership is a process whereby an individual influences a group of individuals to achieve a common goal. Bush and Glover (2003:10) in their review of the concept of leadership indicate that it is a process of influence leading to the achievement of desired purposes.

1.13.2 Strategy

Freedman and Tregoe (2003:15) define a strategy as the framework of choices that determine the nature and direction of a college. According to Hough, Thompson, Strickland and Gamble (2011:5), an organization's strategy is management's action plan for running that organization and for conducting its operations.

1.13.3 Strategic leadership

Strategic leadership is the ability of managers to influence sub-ordinates within an organization to voluntarily make day-to-day decisions that lead to the achievement of organizational long-term and short-term strategic objectives (Rowe & Nejad 2009:2). According to Elenkov, Judge and Wright (2005:666), strategic leadership is a process of forming a vision for the future, communicating it to subordinates, stimulating and motivating followers, and of engaging in strategy-supportive exchanges with peers and subordinates.

1.13.4 Principal/CEO of TVET Colleges

This is the chief executive and accounting officer of a public college, and includes a rector of a public college (RSA 2006:11).

1.13.5 Management

Management is concerned with some combination of planning, organizing, directing and controlling the activities of staff towards the achievement of a set of departmental and institutional objectives (Potgieter & Coetzee 2010:2). Dwan (2003:44) identifies management as planning goals and specifying the purpose of the agency, organizing people, finances, resources and activities, staffing, training, and socializing employees, leading the organization and the staff; and controlling, monitoring, and sanctioning when needed.

1.13.6 Public TVET Colleges

Public TVET colleges are public further education and training institutions which provide post school education on a full-time, part-time or distance learning basis. These institutions, by law, must be fully or provisionally registered under the Further Education and Training Colleges' Act of 2006 (RSA 2006:21).

1.14 CHAPTER OUTLINE

Chapter 1: Introduction and Background

This chapter provides the introduction and background of TVET colleges. The chapter also explains the motivation for the research as well as a description of the problem statement. Lastly, the chapter outlines the questions and aims of the research as well as the methodology used in the study.

Chapter 2: Strategic leadership and management role of the principals at public technical vocational educational and training colleges

Chapter 2 presents a review of appropriate literature in order to provide a role of the TVET college principals in depth. This chapter covers a focused literature study, review of previous research and opinion and the interpretive summary of the current

body of knowledge. Furthermore, this chapter examines the background to the management and strategic leadership role of the principals at TVET colleges. The literature review has been sourced from Acts, policies, books, articles, journals as well as online resources. The chapter also examines the functions of the internal stakeholders at TVET colleges which include principals, vice principals, campus management and the DHET. In conclusion, the concept of management and strategic leadership and its impact on organizational effectiveness is examined.

Chapter 3: Theoretical framework and international literature review

This chapter reviews a conceptual framework of TVET colleges in South Africa with particular reference to colleges in the United States of America (USA) and the United Kingdom (UK). Administrative behaviour, in the context of a social system related to the role of principals at TVET colleges, is also explored, as well as how certain behaviours and skills impact a leader in the execution of his/her role. The conceptual framework was sourced from books, articles, and journals as well as online resources. The political forces and the socio-cultural forces which impact the college and which cause considerable tension between the macro-level designers of educational policies at departmental level and the micro-level implementers of policy at college level are also considered.

Chapter 4: Research design and methodology

Chapter 4 concentrates on the research methodology developed in exploring the model for management and strategic leadership at TVET colleges in South Africa. This chapter presents and argues for the research approach employed in the study. An explanation of the research method, sampling procedure, data gathering technique, data analysis procedure, ethical implications and the limitations to my research enquiry is also tabled in this chapter.

Chapter 5: Analysis of results and discussion

Chapter 5 provides the outcome of the data obtained from the participants in the study. Data emerging from the responses are presented and analysed.

Chapter 6: A synthesis of the findings, conclusions and recommendations

Chapter 6 provides a discussion of the data based on the outcomes emanating from Chapter 5. Conclusions and recommendations from the research are also presented. Lastly, the chapter provides recommendations for future research and the summary of the chapter.

CHAPTER 2:
STRATEGIC LEADERSHIP AND MANAGEMENT ROLE OF THE
PRINCIPALS AT
PUBLIC TECHNICAL VOCATIONAL EDUCATIONAL AND TRAINING
COLLEGES

2.1 INTRODUCTION

In order to expand upon the context and background of this study and also facilitate further insight into the problem, attention was given to literature related to the strategic leadership and management role of principals at Technical Vocational Education and Training (TVET) colleges in South Africa. The literature reviews aim at identifying and clarifying the different roles of principals, deputy principals, and campus managers. The research explored how the performance and function of the deputy principals and campus managers relate to those of the principals.

The literature reviewed covered opinions, views, and experiences as expressed by authors who wrote authoritatively about principals' experiences of providing management and strategic leadership at TVET colleges in South Africa. Creswell (2008: 116) argues that a literature review is a written summary of articles, books, and other documents that describe the past and current state of knowledge about a topic, and organizes the literature into topics, and documents needed for the study. Henning, Van Rensburg and Smit (2004:27) maintain that a literature review enables a study to be contextualized and further allows the researcher to integrate the literature pertaining to the topic while critically engaging with a literature review also assists in the explanation of the relevance of the study.

2.2 DEFINITION OF CONCEPTS

2.2.1 Leadership

Leadership is the process of influencing employees in order to get them to perform in such a way that organizational objectives can be achieved (Nieman & Bennet 2006:99). According to Shelton (2012:32), leadership is about directing change: it is

active, and it is interpersonal - true leaders inspire, have a vision, set directions, enable people to extend their capabilities and ultimately inspire loyalty and command respect. Shelton (2012: 32) further states that elective leaders tap into followers' commitment and encourage them to choose to give their talents and commitment to the leader.

Leadership is the process of transforming colleges from the state in which they find themselves to institutions of first choice (Dess & Lumpkin 2003:253). The role of the principal is to ensure that the academic and support staff work towards achieving the goals set by the DHET and college council (Bredeson and Johanasson 2000:390). Hence, Maxwell (2001:2) describes leadership as influence. Furthermore, leadership is about influencing people so that they come to share common goals, values, and attitudes and work more effectively towards the achievement of the organization's vision (David 2003). However, in TVET colleges, which fall under the jurisdiction of the DHET, a leader has the difficult task of also influencing people in such a way that commitment is obtained; that is difficult as all tasks and functions are mandated via legislation as are the expectations attached to the post of principal. The influence of the principal may thus not be of a voluntary nature on the part of the employees attached to the college.

Bush (2007) argues that while leadership is seen as a process of influencing others, such influence must be informed by shared values. Furthermore, Bass (1990) is of the view that a leadership perspective is at the centre of the group change and activity and embodies the will of the group.

According to Bass (1990), defining leadership as a process means that it is not a traits or characteristics that reside in leaders but rather a transitional event that occurs between the leader and followers. Moreover, the process implies that a principal both affects and is affected by all stakeholders that exist within the college. It emphasizes that leadership is not a linear one-way event, but rather an interactive event. When leadership is defined in this manner, it becomes available to everyone (Northouse 2013:5). Effective leadership requires both the principal and the SMT to work collectively to achieve the strategic goals of the college. In the context of TVET colleges, this would thus involve both leaders and followers working towards the goals and objectives as mandated by the DHET.

Northouse (2010) attempts to summarize the various definitions of leadership by suggesting that leadership is central to various components such as:

- (a) Leadership is a process;
- (b) Leadership involves influencing others;
- (c) Leadership happens within the context of a group;
- (d) Leadership involves goal attainment, and
- (e) These goals are shared by leaders and their followers.

Defining leadership as a process suggests that it does not only consist of traits or characteristics which only certain people are endowed with at birth. Northouse (2010) further states that leadership is a two-way, interactive event between leaders and followers rather than a linear, one-way event in which the leader affects the followers but not vice versa.

Gill (2006:64) proposed a model with four dimensions to leadership: intellectual or cognitive, emotional, spiritual, and behavioural. Gill (2006) further suggests that these dimensions are forms of intelligence that underlie an integrative, holistic model of effective leadership. Furthermore, Gill (2006:91-92) proposes that effective leadership entails the following defining functions:

- **Vision and mission** - Effective leaders define and communicate a meaningful and attractive vision of the future and a mission or purpose through which it will be pursued by the organization
- **Shared values** - Effective leaders identify, display, and reinforce values that support the vision and mission and that followers share.
- **Strategy** - Effective leaders develop, get commitment to, and ensure the implementation of rational strategies that enable people to pursue the vision and mission and that reflect the values they share.
- **Empowerment** - Effective leaders empower people to be *able to do* what needs to be done.
- **Influence, motivation, and inspiration** - Effective leaders influence, motivate, and inspire people to *want to do* what needs to be done.

According to Coetzer (2011:1), the study of leadership is interdisciplinary, covering a multi-discipline of ranges within the political, corporate, educational and human service

domain. Due to the restructuring of the TVET colleges after 1994, the sector has been placed under enormous pressure (Coetzer 2011:1). Principals are expected to lead changes ranging from curriculum to staff employment status. Collinson (2009) confirms that the operating environment for further education leadership has become increasingly complex, with multiple and, at times, competing pressures.

2.3 LEADERSHIP THEORIES

Leadership theories are classified as trait, behavioural, contingency and transformational (Northouse 2007). Eddy (2010) mention that leadership theories illustrate how leaders have operated in different times and contexts. Delbecq, House, Luque, and Quigley (2013:8) indicate that leadership theories result in strong organizational commitment and perceptions of top management team effectiveness, increased follower motivation, exceptional performance, and increased teamwork effectiveness. Furthermore, Delbecq et al (2013:9) state that participative leadership by Chief Accounting Officers (CAOs) should lead to teamwork among members of top management. In the case of TVET colleges, this would necessitate that the principal of the college has a close working relationship with campus managers and deputy principals of the college.

2.3.1 Leadership trait

Hoy and Miskel (2008) utilized leadership studies conducted over many years to identify certain traits and skills that are associated with effective leadership. Several leadership theories suggest that there are certain characteristics and behaviours that are effective regardless of the context of leadership (Lorsch,2010). According to the traits theory, individuals who possess certain identifiable traits would be natural born leaders, and the traits theory would appear to be a clear and concise view of the origin and nature of leadership (Bertocci 2009:40). It is somehow impossible to discuss a great leader without mentioning what his/her traits are. Bryman (1992) indicates that the traits perspective suggests that certain individuals have special innate or inborn characteristics or qualities that make them leaders and it is these qualities that differentiate them from non-leaders.

According to Ghiselli (1963), personality traits are associated with one's position in an organization, such as the ability to initiate action independently. Furthermore, this

ability relates to an individual's position in the organization: the higher the person's position in the organization, the more important this trait becomes (Bertocci 2009:40). Kozak (1998) indicates that traits are composed of categories such as intelligence, personality, and abilities, as shown in Table 2.1.

Table 2.1: Leadership traits

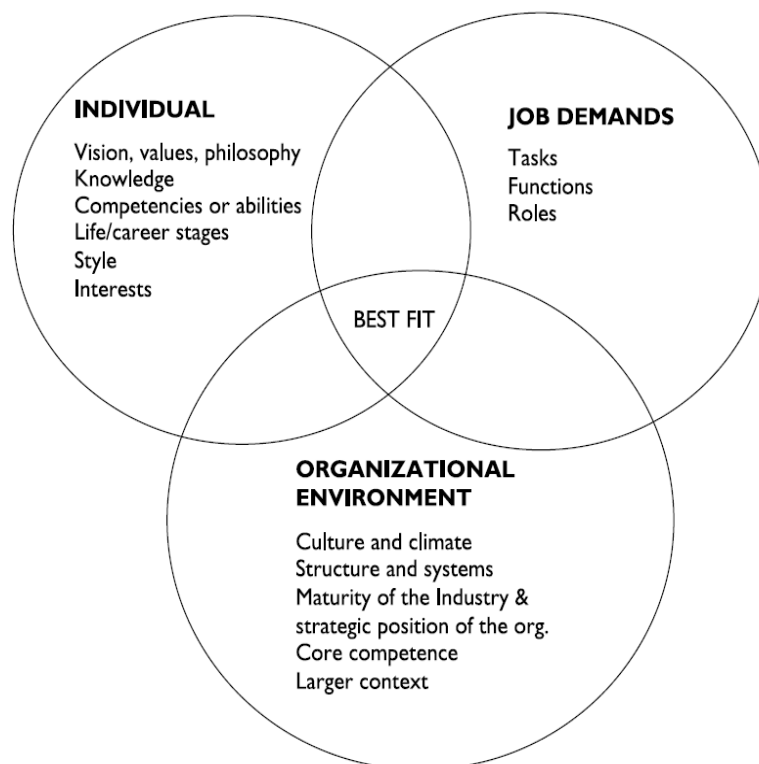
Intelligence	Personality	Abilities
Judgement	Adaptability	Ability to enlist cooperation
Decisiveness	Alertness	Co-cooperativeness
Knowledge	Creativity	Popularity and prestige
Fluency of speech	Personal Integrity	Sociability
	Self-confidence	Social participation
	Emotional balance and control	Tact, diplomacy
	Independence (nonconformity)	

Source: Kozak (1998:4) "Leadership," Gannon University magazine

The traits or great man theory was one of the earliest approaches to leadership where researchers tried to identify certain traits such as intelligence, integrity and the like in order to be able to identify effective leaders from those who were ineffective (Hemphill & Coons 1957:7). While it may be true that many great leaders like Nelson Mandela had outstanding traits such as moral integrity and perseverance in the face of extreme adversity, such traits on their own are not sufficient to explain leadership in organizational contexts. It is perceived that it is more about how such a leader uses these traits to influence others and how in turn the leaders are influenced by their followers. To what extent can a leader influence people so that this leadership is distributed among the various groups of followers? This question raises the possibility of leadership not being something which is the possession of only one person, but that it is something which can be dispersed in an organization. It is my opinion that the days when the leader occupied a single most powerful position in the hierarchical and bureaucratic structure of an organization to be 'long gone'. Besides, the modern organization such as a Technical College has a complicated structure and the emphasis placed on 'Human Rights' necessitates that all people involved actively participate in decisions which have to be made.

2.3.2 Personal behaviour

Bertocci (2009:28) indicate that the personal behaviour theories of leadership date back to the late 1940s and set forth the hypothesis that, rather than a person's personality characteristics or traits, it is how a person acts in a particular situation that determines that person's leadership effectiveness. The appointment of principals at South African TVET colleges is viewed to be based more on political influence than on the actual managerial and leadership competencies of a person. By following such a procedure, the DHET will eventually run the risk of filling posts for its own sake rather than fulfilling its mandate. According to Boyatzis (2011), the appointment of leaders must merge the three criteria: individual, job demands and organizational environment. As an aid to his theory, Boyatzis (1982) provides a framework where the best fit between the individual, job demands, and the organizational environment can be obtained (see Figure 2.1).



Source: Boyatzis (1982:15): A model of job performance

According to Boyatzis (2011), description “a theory of performance is the basis for the concept of competency”. Furthermore, Boyatzis (2011) refers to the use of a theory in

this approach as a basic contingency theory, as shown in Figure 2.1. The maximum performance of person in a workplace environment (like a college) is believed to occur when the person's capability or talent is consistent with the needs of the job demands and the college environment (Boyatzis 1982). The person's talent is described by his or her values, vision, and personal philosophy; knowledge; competencies; life and career stage; interests; and style. Furthermore, (Boyatzis, 1982) indicate that the job demands can be described by the roles, responsibilities and tasks needed to be performed. Aspects of the organizational environment that are predicted to have an important impact on the demonstration of competencies and/or the design of the jobs and roles include culture and climate; structure and systems; maturity of the industry and strategic positioning within it; and aspects of the economic, political, social, environmental, and religious milieu surrounding the organization (Boyatzis 2011:92).

Furthermore, Boyatzis (2011) concludes that outstanding leaders, managers, advanced professionals and people in key jobs - from sales to bank tellers - appear to require three clusters of behavioral habits as threshold abilities and three clusters of competencies as distinguishing outstanding performance. According to Boyatzis (2011), "the threshold clusters of competencies" include the following:

- 1) Expertise and experience of a person;
- 2) Knowledge (i.e., declarative, procedural, functional and meta-cognitive); and
- 3) An assortment of basic cognitive competencies, such as memory and deductive reasoning Boyatzis (2011:92).

The researcher agrees that the appointment of key personnel such as principals and deputy principals should not only be based on qualification and experience but also the emotional competencies such as intrapersonal and interpersonal emotional competence. It is believed the combination of the individual, job demand and organizational environment will result in the best man or woman for the job. When the best person is appointed to the post it will be easy to provide strategic leadership and management.

Thus, I conclude that college principals are required to possess both leadership traits and personal behaviours rooted in concepts of leadership for the accomplishment of the principal and that of the college. It is further concluded that qualifications and

experience should not be used as the only measuring tool when appointing senior management teams of colleges.

2.3.3 Distributed leadership

Distributed leadership is a deliberate process of sharing leadership behaviour, so that team members other than the head or manager take an active lead (Lindon & Lindon 2012:119). Furthermore, distributed leadership is described as those groups in which teams lead their work collectively and independently of formal leaders (Vine, Holmes & Marra 2008:341). It is not a single person's function to provide leadership (Lumby 2001:14). In other words, these teams do not have an assigned leader or chair Choi and Schnuur (2014:6). Rather, the various activities and processes typically associated with leadership (such as decision-making, negotiating and reaching consensus) are conjointly performed by the team members, who are often on the same hierarchical level within an organization (see also Day, Gronn & Salas 2004; Gronn 2002; Nielsen 2004). Distributed leadership is clearly explained in the college contexts, where the principal delegate administrative work is deputy principals in accordance with their areas of expertise. Choi and Schnuur (2014:6) state that although there are status differences among the team members within every organization, the leadership role and responsibilities are shared more or less equally among individuals, and everyone is be responsible for the success of the organization. However, the problem of differential payment still remains as in hierarchical organizations such as TVET colleges, payment still occurs according to hierarchical post assignment. The survival of an organization during times of great stress and uncertainty relies on the leadership ability of its members to persist and persevere in their work despite the adversity they face (Sommer, Howell & Hodley 2016:173). The distribution of the different aspects of leadership through the different responsibilities and tasks undertaken by people could be seen as deliberately engineered by the principal and senior staff, or the result of negotiation, or evolving ad hoc through the march of day-to-day activity (Lumby 2003:290).

Through distributed leadership, principals shift the power distribution among the staff members into a flatter network whereby they promote professional communities that are involved in attaining success for all students (Louis, Leithwood, Wahlstrom, Anderson, Michlin, Mascall & Moore 2010:320; Reyes & Wagstaff 2005:111). In this

regard, Hallinger and Heck (2011:12) stress the importance of a collaborative perspective on leadership where the emphasis is gradually shifting from hierarchical positions to the distribution of leadership among individuals holding a wider range of organisational roles. As the Organisation for Economic Cooperation and Development (OECD) report (2008:32) elaborates, school leadership can encompass people occupying various roles and performing various functions such as principals, deputy and assistant principals, leadership teams and governing boards.

In promoting distributive leadership the following four principles of leadership have to be in place (Perumal 2009:43; Trompenaars & Voerman 2010:35) namely:

- 1 Leadership is synchronized. Within any community, more than one leader can act simultaneously, which means that leaders share power with others.
- 2 Leadership is collective. Many people in a community can function as leaders. Principals are committed to cultivating and developing teacher leaders (Kelly & Saunders 2010:138).
- 3 Leadership is collaborative. Every member of a community has control and may speak on behalf of the entire community, not only the position leader (Gurr, Drysdale & Mulford 2006:372; Kelly & Saunders 2010:138). In this regard, Perumal (2009:46) states that critical leaderful practices decentre the college principal as a central leader in the college.
- 4 Leadership is compassionate. A compassionate leader acknowledges that values are closely linked to leadership and that democratic participation has the highest value (Gurr, Drysdale & Mulford 2005:542; Gurr et al 2006:375; Kelly & Saunders 2010:138).

In conclusion, my view is that leadership, therefore, is a broader concept where the authority to lead does not reside only in one person but can be distributed among different people within and beyond the college. In the DHET organizational design - a new ideology of college management and leadership - the responsibility of college leadership and management does not rest with the principals but the whole management team including the college councils. According to OECD (2008:3), the distribution of leadership can strengthen management and succession planning. Distributing leadership across different people and organizational structures can help

to meet the challenges facing contemporary colleges and improve college effectiveness. The OECD report further states that this can be done in formal ways through team structures and other bodies or more informally by developing ad hoc groups based on expertise and current needs.

However, I am also aware that the structure in public organizations is ruled by mandates and that this leads to structures being hierarchical and bureaucratic in nature as the mandates are something which cannot be ignored. Bureaucratic structures may be efficient and orderly, but an overemphasis on performance and close supervision does not lead to a commitment from individuals and are associated with dysfunctional consequences in modern organizations.

In the modern day college, it has become necessary to get the mandated and hierarchical structure to be more flattened and participative in order to obtain greater collaboration among all staff furthermore, it is necessary to revise the existing structure. This will not be an easy task as it will involve numerous managerial functions which are closely aligned and occur in collaboration with leadership.

2.4 MANAGEMENT

Dwan (2003:44) identifies management as planning goals and specifying the purpose of the agency; organizing people, finances, resources and activities; staffing, training, and socializing employees; leading the organization and the staff; and controlling, monitoring, and sanctioning when needed. According to Shelton (2012:32), management deals more with complexities and the process of planning, organizing, directing, controlling and coordinating resources that lead to achieving organizational goals. Bolam (1999:194) defines educational management as an executive function for carrying out agreed policy. Bolan (1999:194) further differentiates management from educational leadership which has at its core the responsibility for policy formulation and, where appropriate, organizational transformation. The management and governance of TVET colleges in South Africa are largely based on the Continuing Education and Training (CET) Act 16 of 2006 (RSA, 2006a).

Gold, Thorpe and Mumford (2010:6) outline the functions of management as indicated below:

1. *Planning*: Managers determine the direction of the organization by establishing objectives, and designing and implementing strategies.
2. *Organizing*: Managers determine the specific activities and resources required to implement the business plan, as well as making decisions about how work should be allocated and coordinated.
3. *Directing*: Managers communicate to others their responsibilities in achieving the plan, as well as providing an organizational environment in which employees are motivated and able to improve the performance.
4. *Controlling*: Managers guide, monitor and adjust work activities to ensure that performance remains in line with the organization's expectations.

The term 'management' is commonly used in the TVET sector. In fact, I have perceived that the term 'management' is predominant and the term 'leadership' is often not used. It is clear that the concern of managers is mostly about getting the work done and how the final product will look. Managers are more occupied with getting the results as compared to how the best results are achieved. Kotter (1990) argued that "if management is a process of producing order and stability, and leadership is a process that produces change and movement. However, Bennis and Nanus (1985) are of the opinion that there appear to be an overlap of both roles especially at the manager or CEO level. Therefore, the progression of the various management and leadership models and frameworks should be seen as works in progress, and the process of both is becoming more complex, challenging the conventional thinking and wisdom of the past (Northouse 2004:10).

2.5 AN OVERVIEW AND BACKGROUND OF TVET COLLEGES IN SOUTH AFRICA

Since the ushering in of democracy in 1994, the TVET system in South Africa has been significantly reformed (Wedekind 2010:302). Furthermore, Wedekind (2010) indicates that the reforms have spanned all aspects of the system, from the design and the funding arrangements of the system through to the detail of the curriculum; and from the structural organization of institutions to the qualifications offered in them. Most significantly, the reforms have been strengthened by governance and management responsibility to achieve the objectives of the DHET and that of the country. According to the DHET (RSA 2015:20) strategic plan for 2015/16-2019/20 strategy on systemic capacity-building of colleges, the department aims to address the systemic weakness that have been identified which include the following;

- Poor management, governance and leadership
- Weak financial management, and
- Unqualified human resource and management personnel.

According to the National Further Education and Training Plan, in the era of apartheid South Africa had 152 technical colleges, located in racially segregated education departments (Department of Education (DoE) 2008). The former 152 technical colleges were the subject of a number of policy processes, initiated by the new African National Congress (ANC) led government that emerged after the establishment of the National Commission on Further Education in 1996. The commission's recommendations resulted in the release of the Green Paper and the White Paper on Further Education and Training and the passing of the Further Education and Training (FET) Act, all in 1998. According to Wedekind (2010), the FET Act of 1998 provided the framework for the FET system in South Africa. It provided for the establishment, governance and funding of public FET colleges and the registration of private FET colleges. What the FET Act of 1998 did make provision for was the establishment of governing councils at all FET colleges. The councils were intended to have strong stakeholder representation, with powers to develop strategic plans and mission statements, to set policy, and to select staff. This change in the governance model was a radical shift from the department-run technical colleges that had little or no independence.

To initiate the transformation of former technical colleges, the FET Act was promulgated, announcing a broad and long-term framework that would change curriculum programmes and qualifications, whilst introducing new funding and quality assurance mechanisms (RSA, Act 98 of 1998). In 2000, the Department of Education (DoE) established the National Landscape Task Team to develop a national strategy for the re-organization of the sector as well as the recapitalization of the aging physical infrastructure. The Task Team recommended merging the 152 colleges to create 50 multi-campus public FET colleges, a significant move from a large number of single-campus college models towards fewer, but larger and decentralized institutions (Mgijima 2014:393).

The South African parliament passed the 2006 FET College Act in 2006 which attempts to clarify the boundaries and uncertainties associated with the FET Act of 1998, specifically in the area of independence and accountability. The most recent legislation that has focused on the colleges was the CET Act of 2006 (RSA, 2006a) as amended which redefined the role of the DHET as the employer, and renamed Further Education and Training (FET) colleges to TVET colleges with new reporting and accountability structures. According to McGrath (2004:152), the DoE is broadly supportive of the international trend towards greater college autonomy, hence the designation of the new college rectors as CEOs is clearly symbolic of this. However, according to McGrath (2004), the Department sees autonomy as something to be developed over time; indeed to be earned through proof of capacity and responsibility. It is very aware of the fragility of the new management and governance structures in the colleges and the limited capacity of the provincial administrations to oversee colleges (McGrath 2004:152).

Table 2.2 provides a summary of the major college milestones achieved from 1998 to 2015.

Table 2.2: Major milestones and description of changes that occurred from 1998 until 2015 at South African TVET colleges

Period	College milestone
1998	The new FET Act 98 of 1998 was passed by the South African Parliament, which renamed colleges from Technical Colleges to FET Colleges (RSA,1998)
2001	The provincial Department started a process of merging different FET colleges and creating central administrative offices and multi-campus. The merger process resulted in 50 colleges and 265 campuses.
2002	The Provincial Department appointed 50 principals to provide management and leadership of the newly formed colleges.
2006	The South African Parliament passed the new Further Education and Training College (FETC) Act 16 of 2006 which provided independence and the college and council became the employer. Transfer of staff from the employment of Provincial Education Department (PED) to Colleges (RSA,2006)
2009	The President of the Republic of South Africa established the new Department of Higher Education and Training.
2012	The South African parliament passed the FETC Amended Act 3 of 2012 which prepared the transfer of staff from colleges to the DHET as the new employer (RSA,2012)
2013	The Minister of the DHET renamed the colleges from FET colleges to TVET Colleges.
2014	The South African Parliament approved the renaming of FETC Act 16 of 2006 to Continuing Education and Training (CETA) Act 16 of 2006 (RSA,2006)
2015	The staff migrated from the employment of colleges and Provincial department to DHET.

Source: Adapted from government legislations

According to the Joint Education Trust (JET) (2016), TVET colleges have been exposed to various forms of change over the past twenty years. Moreover, the changes have involved rationalization of college numbers and size, the introduction of new programmes and plans to phase out others, recapitalization of infrastructure, new

forms of college governance, shifts in line-function accountability of colleges, and shifts in staff employment regimes, interspersed with sporadic lecturer training. The major change between that described in the 2006 FETC Act and the 2006 CET Act was the transfer of staff to the DHET as the new employer. The responsibilities of the Minister of Executive Council (MEC) were also transferred to the Minister and those of the Head of Department (HOD) were transferred to the DG. The transfer had its own challenges relating to the status of employment. Principals were accountable for ensuring that monitoring and controls are in place to ensure a smooth transition.

I am of the opinion that a new dynamic landscape of TVET colleges requires principals to have sound of the sector and must poses capacity to achieve the strategic objectives of the DHET. Principals are required to think strategically with a visionary outlook to deal with challenges related to management and leadership. Another challenge is related to reporting and accountability. According to the 2006 CET Act (RSA, 2006a), management staff of colleges is appointed by the Minister and therefore report to him/her through the DG, however, they are also accountable to college council which provides an oversight role. This dual accountability role is problematic to many principals (Wedekind 2010:310).

2.6 THE ROLES AND RESPONSIBILITIES OF KEY PLAYERS IN TVET COLLEGES

Mintzberg (1992) suggests that an organization can be differentiated along three basic dimensions, namely, the key part of the organization, the prime coordinating mechanism, and the decision-making processes. College functioning follows a simple structure formulated in the form of a hierarchy. According to the Continuing Education and Training Act 16 of 2016 which governs TVET colleges in South Africa, there should be a clear distinction between governance and management. The 2006 CET Act further stipulates that the principal is responsible for administration and day-to-day operations of the college and reports to council. The key parts of the college, according to Lunenburg (2012:2), are shown in Figure 2.2 below.

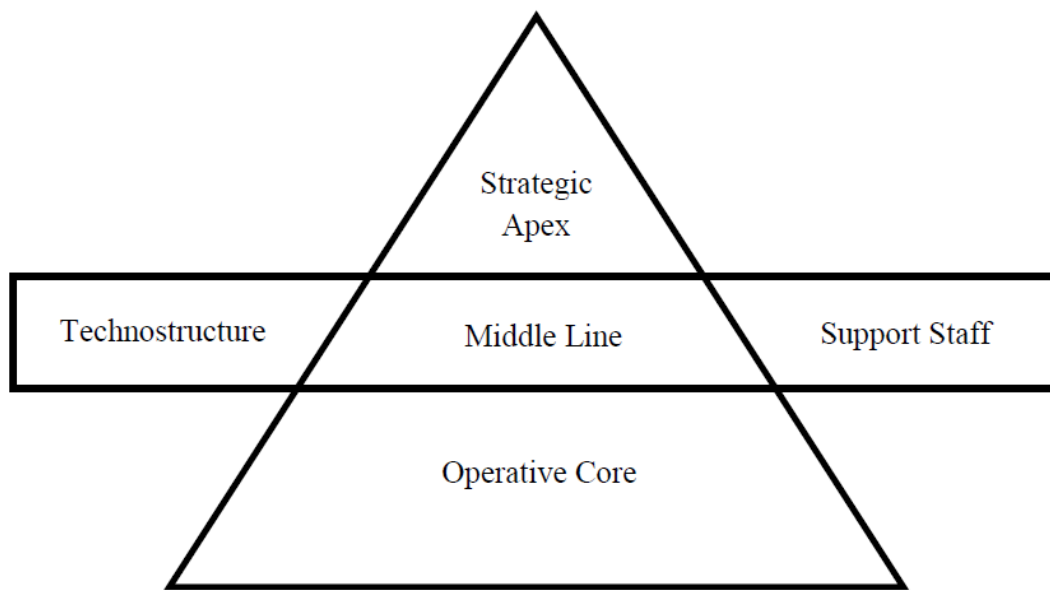


Figure 2.2: The key parts of the organization

Source: Lunenburg (2012:2)

According to Lunenburg (2012), the key roles and responsibilities of an organization such as a college are as follows:

- The **strategic apex** is top management and its support staff. In the Department of Higher Education and Training, this is the Minister and Deputy Minister, DG, Deputy Director Generals, Chief Directors and Directors.
- The **operative core** is the workers who actually carry out the organization's tasks. Lecturing staff constitutes the operative core of the college which is to provide teaching and learning opportunities.
- The **middle line** is middle- and lower-level management. Principals and deputy principals are the middle-level managers in the TVET colleges.
- The **technostructure** is analysts such as engineers, accountants, planners, researchers, and personnel managers. In the TVET College, divisions such as academic, marketing, human resource, public relations, research and development, and the like constitute the technostructure.

- The **support staff** are the people who provide indirect services. In TVET colleges, similar services include maintenance, clerical, general assistance, administration, legal counsel, and consulting to provide support.

According to Gewer (2010:19), there is insufficient knowledge around the current capacity of college management. The current management lacks the capacity to effectively manage and lead TVET colleges to the satisfaction of the DHET. Furthermore, Gewer (2010) indicates that post-merger creations of new management structures and the redeployment of staff within colleges to different management portfolios have not been matched with a systematic plan for developing the capacity of these managers to drive the college mandate in a strategic and effective manner.

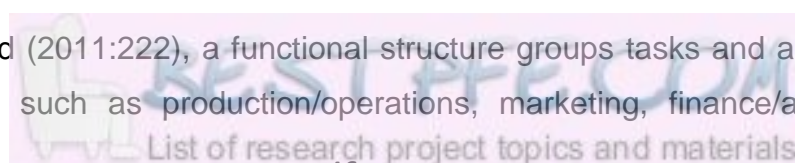
From a managerial perspective, although there was compliance with most financial requirements of the 2006 Colleges Act, the number of qualified audits across the system suggests serious shortcomings in financial reporting. On average, of the 50 colleges in South Africa, each college in the country received a qualified audit in only one of the three years under review – 2007, 2008, or 2009 – while some colleges had three qualified audits (Cossier 2012:1-3).

According to Mgijima (2014:395), the organizational structure allows for a minimum of four deputy principals per college, responsible for academic affairs; research and planning; corporate services and financial management. These deputy principals form part of the college SMT. They would thus form part of the middle line of the Lunenburg structure.

2.6.1 The roles and responsibilities of college senior management teams (SMTs)

According to Collinson (2009), the operating environment for further education strategic leadership and management had become increasingly complex, with multiple and, at times, competing pressures. Green (2000) suggests three elements to the role - academic leader, manager, and administrator - with all the activities undertaken by the principal at the same time. Sala (2003), however, suggests that the role of the principal can be considered under the heading of professional adviser to the college.

According to David (2011:222), a functional structure groups tasks and activities by business function such as production/operations, marketing, finance/accounting,



research and development, and management information systems. A TVET college may structure its activities by major functions that include academic affairs, student services, alumni relations, sports and culture, estate and assets, and finance. Deloitte (2009:13) suggests the organogram as provided in Figure 2.3.

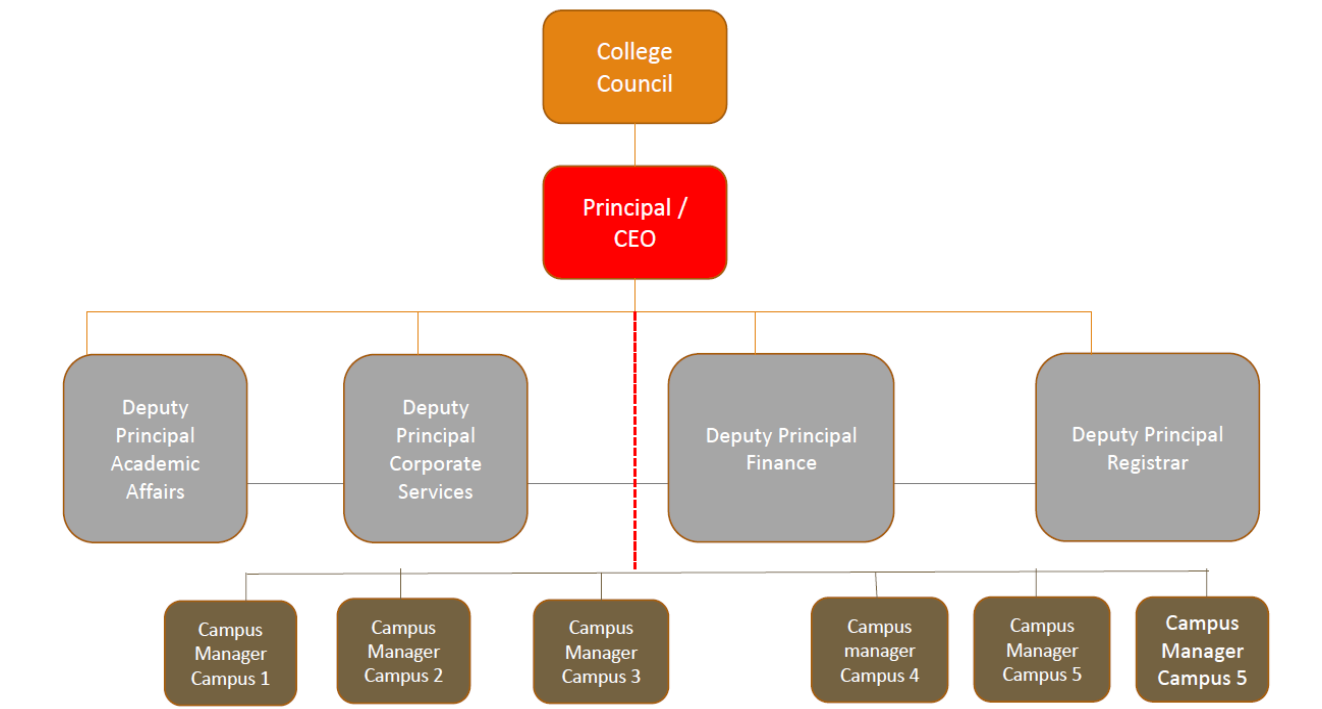


Figure 2.3: TVET College Organogram

Source: Deloitte (2009:13): Gauteng department of education development of job profiles and descriptions Gauteng FET colleges.

According to David (2011), a functional structure groups tasks and activities by business function, such as production/operations, marketing, finance/accounting, research and development, and management information systems. A university may structure its activities by major functions that include academic affairs, student services, alumni relations, athletics, maintenance, and accounting.

The functional structure as adopted by TVET Colleges has its own advantages and disadvantages. David (2011:224) explains, and tabulates, the advantages and disadvantages in Table 2.3 below;

Table 2.3: Advantages and Disadvantages of a Functional Organizational Structure

Advantages	Disadvantages
<ol style="list-style-type: none"> 1. Accountability is clear 2. Allows local controls of local situations 3. Creates career development chances 4. Promotes delegation of authority 5. Promotes delegation of authority 6. Allows easy adding of new products or regions 7. Allows strict control and attention to products, customers, and/or regions 	<ol style="list-style-type: none"> 1. Can be costly 2. Duplication of functional activities 3. Requires a skilled management force 4. Requires an elaborate control system 5. Completion among divisions can become so intense as to be dysfunctional 6. Can lead to limited sharing of ideas and resources 7. Some regions/products/customers may receive special treatment

Source: David (2011:224): Advantages and disadvantages of a functional organizational structure.

David (2011:222) concludes that functional structures often lead to short-term and narrow thinking that may undermine what is best for the college as a whole. For example, the marketing and advocacy department may strive to overdesign the best-performing students to achieve high pass rates, while academic departments may argue for minimum requirements that can accommodate more students more easily. Thus, David (2011) argues that communication is often not so good in a functional structure. The DHET structure is similar to the college structure, hence I agree that the functional structure is possibly suitable for effective leadership and management.

2.6.1.1 The strategic management and leadership role of the college principal

Principals are appointed to fulfil strategic management and leadership roles as well as taking responsibility at TVET colleges. The success or failure of colleges, to a large extent, depends on the expertise and wisdom of principals. According to the CET Act (RSA, 2006a:41), the functions and roles of the principal are:

- 1) To be responsible for the day-to-day operations and administration of the college and has all the authority necessary to perform these functions,
- 2) By virtue of his or her office the principal is a member of all the committees of the council and the academic board, and
- 3) To perform additional functions assigned by the college council and must be granted additional powers. The principal will require the authority to execute additional functions to avoid to continuous reference and verification to action a function.

Of note is that the term leadership has no mention in the above functions. The Gauteng Department of Education (GDE) was of the opinion that in a complex environment such as that found in a TVET college, a clear regulatory framework would be a valuable aid for the principal and the SMT. Hence they, through Deloitte (2009), developed an initiative in collaboration with the TVET colleges to develop roles and responsibilities of the SMT. I agree that the functions of principals, as stated in the CET Act of 2006, do not clearly articulate the management let alone the leadership functions of principals at TVET colleges. The 2006 CET Act further indicates that the principal is the Chief Executive and Accounting Officer of the college (RSA, 2006a:41).

The Deloitte Report (2009) provides additional roles and responsibilities for college principals. These are aimed at those described by the 2006 CET Act. These additional roles and responsibilities of the college principals are outlined below:

- To provide strategic direction, effective administration and operational management and support to the Institution on academic and support services matters.
- To build and manage an academic institution which provides access to intermediate and high skills development opportunities for students.
- To provide direction, support, and assistance to council on all governance issues and the business needs of the institution (Deloitte 2009:15).

The CET Act 16 of 2006 indicates that the principal reports to the college council on responsibilities and powers to perform such tasks. The CET Act of 2006 further

describes the college council as having the following expectations on the principal's performance as follows:

- A long-term strategy and vision for the institution that will produce agreeable outcomes with stakeholders and ensure positive, reciprocal relations with stakeholders and society;
- Subsidiary strategies and budgets that support the institution's long-term strategy;
- Continuous improvement in the quality and value of academic output and services provided by the institution;
- Maintenance of a satisfactory competitive position within the institution's sphere of operation;
- Major corporate policies, ensuring proper positioning with regard to the relevant provincial and national guidelines on TVET;
- Commercial sustainability of the institution through revenue optimization, positive cash flow, and the implementation of a Value for Money Strategy;
- Non-subsidy income generation;
- Effective risk management processes and systems, as well as well-defined and managed internal controls;
- Responsibly addressing community challenges, while providing high technology expertise to industry;
- Display of social responsibility through community participation;
- Regional, national and international liaison, co-operation and collaboration with further and higher education institutions, schools, corporate bodies, external stakeholders, national/provincial structures, government, community leaders, etcetera, and
- Promotion of teaching and learning institution's striving for excellence (Deloitte 2009:16).

I am of the opinion that the role of the college principal is complex and highly demanding. It requires both a highly qualified and experienced individual to fully execute the tasks required by the DHET and college councils. Accountability to both

DHET and council will, without proper guidelines, remain a challenge as to who the principal actually reports to. The role and protocols between council and DHET should be clearly outlined and the DHET needs to take a lead with respect to collaborative efforts between them and the college council.

2.6.1.2 *The financial management role of the college principal*

The college principal leads and manages estates that are worth millions of rand; as such, they have a financial responsibility to ensure implementation of policy and legislative compliance. According to the Parliament Report (RSA, 2013b), eight colleges were put under administration and their principals were put under suspension by the Minister of DHET due to financial mismanagement (www.parliament.gov.za/live/content.php). The Sunday Times newspaper (2014:11) reported that two principals of FET colleges were dismissed after being found guilty of financial mismanagement and maladministration. Furthermore, the Sunday Times newspaper (2014) indicated that six principals had been suspended by the Minister of DHET due to allegations relating to financial mismanagement and maladministration.

In light of the above, the need for proper financial accountability is necessary for the smooth leading and managing of colleges. The CET Act of 2006 indicates that the council is mandated to perform the duties as outlined below:

- a) Keep complete accounting records of all assets, liabilities, income and expenses and any other financial transactions of the college.
- b) Implement internal audit and risk management systems in accordance with treasury guidelines and guard against inferior to standards other those that are contained in the Public Finance Management Act (PFMA) (Mothapo, 2014:40).
- c) Appoint an internal and external auditor to audit the records and financial statements that are presented by the management (RSA 2006a:19).

According to the 1999 PFMA, the head of the college, who is the accounting officer, has the following financial roles and responsibilities to:

- Maintain effective, efficient and transparent systems of financial and risk management and internal controls;

- Ensure system of internal audit under the control and direction of an audit committee complying with and operating in accordance with regulations and instructions prescribed in the 1999 PFMA;
- Ensure appropriate procurement and provisioning system which is fair, equitable, transparent, competitive and cost-effective;
- Establish system for properly evaluating all major capital projects prior to a final decision on the project;
- Prevent unauthorized, irregular and fruitless expenditure and losses resulting from criminal conduct;
- Discover any unauthorized, irregular or fruitless and wasteful expenditure. This must be reported immediately, in writing, giving particulars of the expenditure to the council;
- Comply with any tax, levy, duty, pension and audit commitments as may be required by legislation. (PFMA 1999:39-41), and
- Keep full and proper records of the financial affairs of the department.

The role of principals in school leadership has shifted from a sole focus on principals building a community, a mission, and professional growth to an additional focus on principals leading the academic performance and sharing these responsibilities with lecturers (Urlick & Bowers 2013:105). Principals are responsible for academic improvement that is based purely on the certification and throughput rate. Principals can increase the extent of their influence over college improvement by sharing leadership with senior management teams. Furthermore, with this guidance, principal leadership directly influences lecturers as well as the community (Louis et al 2010).

A key leadership responsibility of a principal is to develop a vision in order to provide direction for the organization (Bruggencate, Luyten, & Scheerens 2012:704). The management role of a principal is to monitor the team works, to meet and review the teams and to organize training and support in the areas of need (DuFour & Marzano 2009:67). According to Mgijima (2014:395), principals are accountable for results regarding all business processes including academic and financial administration, personnel and asset management.

2.6.2 The roles and responsibilities deputy principals and campus managers

The role and duties of deputy principals are ambiguous one, situated somewhere between office-based staff, lecturing staff and the principalship (Rintoul & Kennelly 2014:5). Deputy principals also have the “dual roles of management and leadership but the areas in which deputy principals practice are different from those of the principal” hence they are appointed to specialize in a specific area of their expertise and competencies. Leadership is no longer confined to school principals, but is extended to other school personnel such as deputy principals and departmental heads (Hallinger & Heck, 1998). According to Rintoul and Kennelly (2014), the role of a deputy principal is a highly complex one which requires individuals in the role to display highly developed skills including knowledge and experience as well as strong emotional intelligence capabilities.

According to the CET Act of 2006, when the principal is absent or unable to carry out his or her duties, the deputy principal shall act as the principal (RSA 2006a:41). Deputy principals are also appointed by the Minister of DHET. However, they report to the principal. The majority of South African TVET colleges have three deputy principals who assist the principals with the strategic leadership and management in the areas of Academic, Corporate Services, and Finance.

2.6.2.1 Deputy Principal Academic

The role of the Deputy Principal Academic (DPA) is to provide academic leadership and development services by coordinating the research and development of appropriate curricula, supporting and monitoring leadership, ensuring uniform and effective academic lecturing, and ensuring adequate student support to facilitate both academic and non-academic development for students (Deloitte 2009:24).

According to Deloitte (2009:27), the DPA reports directly to the principal and has the following roles and responsibilities:

- To support the principal in executing the institution’s strategy and achieving academic affairs targets;

- To provide strategic direction and effective management support to the Academic Affairs Division;
- To ensure effective research, curriculum, teaching and learning, and student support;
- To optimise academic and curriculum development coordination, support and monitoring including leadership;
- To ensure uniform and effective academic delivery systems;
- To establish policy procedures, processes, and planning in terms of academic and curriculum matters;
- To ensure best practices and activities in relation to any academic and curriculum affairs and related operations by means of process evaluation and control measures;
- To monitor adequate student success rate and throughput, and
- To promote motivated and productive employees who are committed and competent to perform at the required levels of efficiency and effectiveness (Deloitte 2009:27).

Again, no word of leadership is made and possibly one has to make the assumption that leadership is inclusive of management. As the academic performance of students and staff are regarded as the main and central business of the college, the deputy principal academic is tasked with an important key responsibility - to ensure that effective teaching and learning activities are delivered to the highest standard possible. According to the CET Act of 2006, the public TVET College must establish the academic board (RSA 2006a:23).

2.6.2.2 Deputy Principal Corporate Services

The purpose of the deputy principal corporate services is to ensure adequate corporate support services which will enable the other divisions to focus on core business with peace of mind regarding development and ownership of support processes. It also includes secretariat support to the council and academic registrar services to students (Deloitte 2009:40).

According to the Deloitte (2009) verification report on the development of job profiles and descriptions of the Gauteng TVET colleges, the purpose of the Deputy Principal Corporate (DPC) position is to:

- support the principal and the council in executing the institution's strategy and achieving corporate services targets;
- provide strategic direction and effective management support to the Corporate Services Division;
- ensure effective people management support, effective and efficient information and communications technology and support, and a safe and pleasant physical environment;
- ensure effective general and student administration in line with statutory and academic governance standards;
- develop an integrated corporate services strategy and budget that supports the institution's long-term strategy and ensure competitive advantage in the chosen market;
- provide strategic overview over Services Departments (Human Resource (HR), Information Computer Technology (ICT), Marketing, Registrar, and Secretariat) which are on time, according to quality requirements and within the budgeted cost;
- provide effective and efficient ICT services and infrastructure to ensure the strategic automation and electronic needs are provided on a value for money basis;
- ensure accurate and efficient Registrar and administration services to ensure accurate record and registration management without exception;
- ensure accurate council secretariat support to the satisfaction of the council chairperson;
- sustain constant growth in student numbers based on a sound marketing strategy;
- provide adequate people management support to managers and staff which ensures fully competent and productive staff with high morale;
- demand high levels from suppliers or outsourced service partners on any of the corporate services;

- ensure effective... risk management processes and systems, as well as well-defined and managed internal controls, and
- encourage committed and productive employees who are competent to perform at the required levels of efficiency and effectiveness (Deloitte 2009:42).

The role of the DPC at TVET colleges is close to that of the general manager in the private sector. The appointed persons should have a broader idea of how a college should be run from a business perspective. The DPC should assist the principal to achieve his/her strategic leadership and management roles effectively.

2.6.2.3 Deputy Principal: Finance (DPF)

The purpose of the finance department at TVET colleges is to provide comprehensive financial reporting, asset management, payments and financial systems user support (as systems develop). The Deputy Principal Finance is responsible for the following duties:

- to support the principal in executing the institution's strategy and achieving financial management targets;
- to provide strategic direction and effective management support to the Financial Services Division;
- to ensure effective financial reporting, compliance, payments, and asset management;
- to provide financial management and accounting for the Institution of Further Education and Training and ensure effective financial systems user support (on the systems available);
- to ensure strong monitoring and budgetary control and accurate financial reporting of the Institution;
- to ensure clean audit reports without qualifications;
- to provide support to all the divisions to ensure optimal utilization of funds on a just-in-time basis;
- to ensure on time payment of all creditors and accurate reconciliations of all payments made;

- to provide accurate monthly financial reporting and management information for decision making on the institution's financial status;
- to provide adequate use support on the financial systems and modules utilized in the institution;
- to provide compliance monitoring and support on financial reporting, accounting and Black Economic Empowerment (BEE);
- to provide an accurate and up-to-date asset register of all institutional assets at all times;
- to maintain a clean safe and generally well-maintained physical environment with limited disruption to the day-to-day activities of other staff;
- to encourage positive and productive employees who are committed and competent to perform at the required levels of efficiency and effectiveness (Deloitte 2009:52).

2.6.2.4 Roles and responsibilities of the campus manager

According to the DHET (2009:116) FET College handbook, campuses are the delivery sites of any college and as such play a pivotal role in ensuring student satisfaction and quality education delivery. Furthermore, according to the DHET Report (2009), campus management must ensure campus performance and delivery through profiling with communities, networking with stakeholders and managing campus resources and facilities.

Campus managers responsible for executing management and leadership activities on a daily basis by managing small groups of internal and external stakeholders which comprises of: students, employers, parents, and lecturers, as they try to manipulate complex dilemmas concerning value conflicts. The DHET Report (2009) details the roles and responsibilities of the campus manager as being the following:

- to conduct internal and external stakeholder workshops;
- to arrange and market at networking events and campus functions;
- to respond to internal and external opportunities to promote the campus and maintain stakeholder relations;
- to comply with and implement effective institutional governance processes and procedures;

- to compile the annual campus income, expenditure, and capital budgets and monitor actual performance;
- to secure, manage and maintain the fixed and moveable property of the campus,
- to manage campus security;
- to establish and maintain campus administration systems;
- to authorize charges against the budget for the procurement of goods and services;
- to procure goods and services for the campus;
- to manage the human resources of the campus;
- to establish and maintain effective programmes and administration systems in the campus;
- to monitor the delivery of programmes; and
- to facilitate the provision of a holistic and effectively supported learning experience for students.

2.7 THE NEED FOR REVIEW OF SENIOR POSITIONS READINESS AND MINIMUM REQUIREMENTS AT TVET COLLEGES

2.7.1 Minimum qualifications and experience required for senior positions at TVET colleges.

In South Africa, there was no formal qualification for any person to become a principal, deputy principal or campus manager. A teaching qualification and a teaching experience were the only requirements for one to occupy senior positions at the colleges; hence the majority of principals, deputy principals, and campus managers are former teachers or lecturers. However, many universities in South Africa offer postgraduate degrees which provide a good foundation for college leadership and management. There is evidence suggesting that principals were not prepared for their positions and in most cases it appears as if they were thrown in the deep end because of lack of preparation for their positions.

2.7.2 Pressure from internal and external stakeholders.

According to Grobler, Moloi and Nemukula (2013:97), principals are placed under enormous pressure by all stakeholders and are held accountable for lecturer and student performance in all facets of college life. Furthermore, to achieve such high levels of performance in an ever-changing and turbulent environment requires a special type of person - one who can adapt to the contextual circumstances while still maintaining high-performance levels (Grobler et al 2013:97).

2.7.3 Training needs for TVET college's SMT

Cited in Rintoul and Kennelly (2014:57) lack of training in ethical decision-making combined with the lack of prerequisite interpersonal skills and interpersonal skill development has a direct impact on poorly prepared deputy principals who suffer from the stress of trying to navigate complex situations (Rintoul & Goulais 2010). New campus managers who are appointed "based on strong management experience but little leadership experience or preparation find themselves in 'over their heads' when required to lead an entire staff or even a division/department subgroup". This lack of preparation forces new campus managers to learn leadership and management on the job, many times by trial and error (noted earlier) which can have negative consequences for improvement initiatives and may reinforce the maintenance of the status quo (Rintoul & Kennelly 2014:57).

2.8 FACETS OF THE PRINCIPALS' LEADERSHIP ROLE

2.8.1 Strategic leader

A strategic leader is defined as a leader who possesses the ability to influence others to voluntarily make decisions that enhance the prospects of given organizations' long-term success while at the same time ensuring the long-term financial stability of the said organization (Rowe, 2001). Cited in (Fourie, 2007) according to Bass (2007:35), a strategic leader has to free himself/herself from short-term goal orientations to focus more attention on long-term threats and opportunities in the organization. Bass (2007) further states that a strategic leader has to have a strong influence on organizational success. According to the CET Act of 2006, one of the key responsibilities of the council is to develop a strategic plan (RSA 2006a:16). The principal is then responsible

for driving the implementation and achievement of the strategic goals. Bass (2007:36) summarized the functions of strategic leaders as follows:

- Formulate strategies to achieve the strategic goals;
- Develop structures, processes, controls and core competencies for the organization;
- Manage multiple constituencies;
- Choose key executives to lead various specific departments of the college;
- Groom the next generation of executives;
- Provide direction with respect to organizational strategies;
- Maintain an effective organizational culture;
- Sustain a system of ethical values; and
- Serve as the representative of the organization to DHET and other organizations and constituencies as well as negotiate with them.

The principal remains the central source of leadership influence and plays a critical role in the realization of strategic goals (The Wallace Foundation, 2013:6). However, the whole senior management team is responsible for achieving the set goals. It should be noted that the principals may not have a direct influence on the success of the strategic goal such as an increase in student numbers and as such, this strategic goal should be placed on campus managers. Yukl (2006) concludes that despite all the internal and external constraints, individual strategic leaders and top teams are still able to have a substantial influence on organizational effectiveness and performance.

According to Carter and Greer (2013:375), strategic leaders are no longer responsible for simply maximizing shareholder capital, but instead are expected to meet an increasing array of stakeholder expectations. It has been noted that, principals and deputy principals are trying to meet the challenges related to stakeholder expectations, which at times are not even clear. Carter and Greer (2013) conclude that as the roles of strategic leaders expand there is a need to understand how leaders can have the greatest positive impact on colleges while meeting societal expectations.

It is my observation that the college council and DHET presently do not play an important role in empowering principals and deputy principals to achieve strategic

goals. Both the council and the DHET are interested in the final product as opposed to the process to achieve the objectives. In addition, principals and deputy principals strategic leaders are being increasingly hard-pressed by the conflicting demands of stakeholders such as unions and students formations.

2.8.2 Dynamic leader

Tomorrow's leaders need to be capable of handling dynamic agendas of possibilities and see the future as discoverable rather than predictable (Latchem & Hanna 2001:60). According to Manning and Robertson (2011:90), a leader of an organization should be creative and be able to influence adoption to change circumstances. The authors Manning and Robertson (2011) use the term 'dynamic' leadership to signal a shift away from the 'visionary' model and because leadership is about change, it is active rather than passive and involves adapting to the particular leadership situation. Manning and Robertson (2011:90) identify seven aspects of the dynamic leader. These are discussed below as:

1. **Vision:** namely communicating a compelling vision, articulating the overall strategic direction and doing so in ways that will appeal to hearts and minds.
2. **Source:** tuning into the wider environment, the source of the vision, both within and beyond the organization, and combining knowledge and experience.
3. **Macro view:** transforming the vision into action at the organizational level by building support networks, developing teams and promoting a culture of excellence.
4. **Interpersonal:** i.e. being visible and listening to, supporting, developing and involving staff.
5. **Traits:** being self-confident, showing perseverance and persistence, being consistent and being willing to learn from experience.
6. **Tasks:** organizing and implementing tasks derived from the vision, in a focused and structured way.
7. **Creativity:** coming up with original solutions to problems, being open to new ideas and showing independence of thought.

I view the TVET sector in South Africa as a forever changing sector. This means that the principals of these colleges ought to be dynamic in order for them to adapt to changes and influence the senior management team and all staff to also adapt to such changes. Principals are required to be change drivers who must possess the skill to manage possible conflicts and uncertainties. It is easy for members of staff to be discouraged if the principal of a college does not seem to believe in the success of the strategic plan as designed by stakeholders.

2.8.3 Charismatic leader

According to Robbins (2000:473),

The process (of applying charismatic leadership) begins with a leader's articulation of an appealing vision. This vision provides a sense of continuity for followers by linking the present with the future for the organization. The leader then communicates high-performance expectations and expresses confidence that the followers can attain them, thereby enhancing follower self-esteem and self-confidence. Next, the leader conveys, through words and actions, a new set of values and, by his or her behaviour, sets an example for followers to imitate. Finally, the charismatic leader makes self-sacrifices and engages in unconventional behaviour to demonstrate courage and convictions about his/her vision.

A charismatic principal motivates learners to reach greater heights. Charismatic leadership involves inspiring others to share a common vision and set of values (Murphy & Ensher 2008) and has a collective focus (Bligh & Robinson 2010). Moreover, charismatic leadership is action oriented (Bligh & Robinson 2010) and conveys movement toward a vision that conflicts with the status quo.

Conger and Kanungo (1998) describe five behavioural attributes of charismatic leaders which indicate a more transformational viewpoint. These are outlined below:

- Vision and articulation;
- Sensitivity to the environment;
- Sensitivity to member needs;
- Personal risk taking, and
- Performing unconventional behaviour.

Musser (1987) notes that charismatic leaders seek to instill both commitment to ideological goals and also devotion to themselves. The extent to which either of these

two goals is dominant depends on the underlying motivations and needs of the leader. However, in a mandated environment, such as a public TVET, any leader would find it difficult to make use of unconventional behaviour.

2.8.4 Transformational leader

Transactional leadership occurs when the principal of the college connects with others with the intention of exchanging valued things that could be economic or political or psychological in nature (Burns 1978). In transformational leadership, the processes of developing a vision, communicating, and inspiring others to follow the vision, are critically important (Goldman & Casey 2010; Sashkin & Sashkin 2003). Transformational leadership in education is often measured by the degree that a principal communicates a mission, encourages development, and builds a given community (Thoonen, Slegers, Oort, Peetsma, & Geijsel 2011).

Transformational leadership engages and empowers staff involvement in college leadership (Geijsel, Slegers, Leithwood, & Jantzi 2003). Transactional leaders exchange rewards of value with sub-ordinates to advance both parties' requirements (Ivey & Kline 2010).

Leithwood and Sun (2012) extended the conceptualization of transformational leadership for college leaders to six factors, namely, building college vision and goals, providing intellectual stimulation, offering individualized support, modeling professional practices and values, demonstrating high-performance expectations, and developing structures to foster participation in school decisions. An important feature of the transformational style is that it assists followers in being able to identify with an organization's values, mission, and visions (Bass, Avolio, Jung & Benson 2003). Such an identification is critical for effectiveness at the level at which strategic leaders operate. Transformational leaders also help their followers to understand the importance of the work at hand, and also encourage them to look beyond their own self-interest for the greater good of the organization. This is done by invoking the higher order needs of their followers (Yukl 2006).

Transactional leaders use their charismatic power to consult and influence followers to achieve desired outcomes (Avery 2004; Bass 1985). Principals as colleges leaders are expected to achieve the strategic objectives of the DHET therefore, it important to

for them user charismatic power the have consuklt and influence staff to achieve such objectives. According to Bass (1985), transactional leaders motivate employees to produce the desired results by explaining the target that employees must achieve, showing employees how to achieve the target, clarifying the performance evaluation, providing feedback on job outcomes, and providing contingent rewards if employees meet the target. According to Politis (2002), transactional leaders clarify the roles of their followers and specify what they must do to achieve the target. It is, therefore, my opinion that the principal and SMT must share the same determination to achieve the targets set by both the DHET and the college council. Therefore, the responsibility should not be upon the principal and SMT members only, but all staff members of the college.

Bass et al (2003) conclude that the transformational style is more effective than the transactional style in environmental contexts characterized by uncertainty, change, and stress. Some scholars also argue that transformational leadership is a specific form of strategic leadership that emphasizes the transformation of organizational members and alignment of individuals and collective interests (Pawar & Eastman 1997:84). However, Bass (1985) alternatively explains that most leaders tend to display both transformational and transactional leadership styles.

2.8.5 Transactional leader

The transactional leadership is defined as “Leaders who lead primarily by using social exchanges for transactions” (Robbins, 2007:475). Transactional leadership concentrates on the exchanges that occur between leaders and their followers (Northouse, 2007), in which helps follower to fulfill their own self-interests (Bass, 1999). Transactional leaders clarify followers’ responsibilities, their performance objectives, and their tasks that must be completed (Eptropaki & Martin, 2005).

Transactional leadership is considered to be a process in which leaders provide followers with reward-based transactions that motivate them to achieve (Smith, Montagno, & Kuzmenko 2004). Cited in Sayed (2013), Bass (1998) argues further that “each party enters the transaction because of the expectation to fulfil self-interests and their leader is supposed to maintain the status quo by satisfying the needs of the

subordinates". It is for this reason that the principals must take into consideration the needs of his/her subordinated in order of achieve the strategic objectives of the college and DHET. Transactional leadership has also been found to be more effective in the shorter term relative to the longer term (Bass et al 2003). It has also been described as a barter relationship with followers, which is consistent with shorter-term results (Sashkin & Sashkin 2003). Transactional leadership occurs when the principal at the college connects with others for the intention of an exchange of valued things that could be economic or political or psychological in nature (Burns 1978). The responsibility of a TVET college principal is to improve students' academic performance and as such is required to develop means such as staff incentives to meet national targets.

Bass (1985), and Bass et al (2003) conclude that transactional leadership and its reliance on power also has serious limitations (for example, potential manipulation, lack of inspiration); effective transactional leadership serves the valuable role of setting unambiguous performance standards and expectations. Followers fulfill the leader's requirement in exchange for praise and rewards or the avoidance of punishment for nonperformance or lack of goal achievement (Bass et al 2003).

Bass et al (2003), establish that transactional leadership have a positive impact to effective leadership and is essential to successful performance. Leaders practice transactional leadership by articulating clear standards and expectations for performance (Rusliza 2016:193). By providing clarity of expectations, transactional leaders positively contribute to enhancing the performance of the teams (Bass et al 2003).

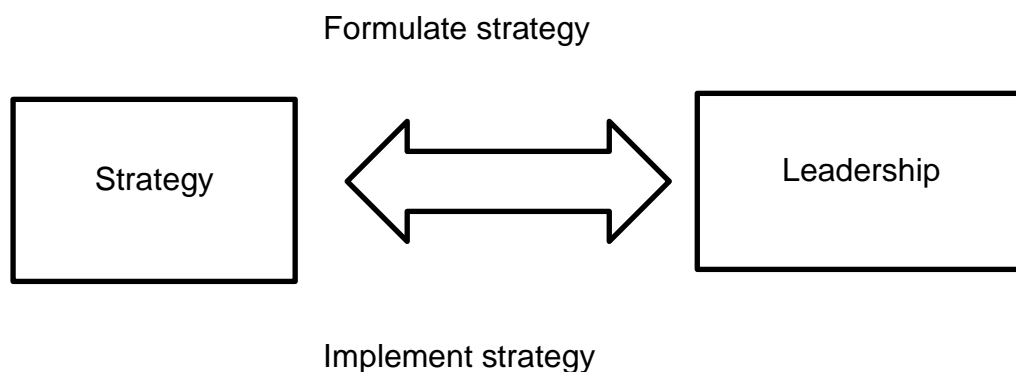
Principals demonstrate transactional leadership in encouraging both staff and students to improve their academic performance which are linked to the key strategic objectives of the college. Staff and students achieve the specified target and the principal rewards them for attaining the results which he/she has specified. The principal encourage staff and students by providing an incentive to reward an outstanding performance.

2.9 STRATEGIC LEADERSHIP AND STRATEGIC MANAGEMENT PROCESS AT TVET COLLEGES

2.9.1 Introduction

Throughout the years, college managers have used annual development plans to ultimately improve the quality of students' teaching (Davies 2006). Freedman and Tregoe (2003: ix) cited in Mazani (2015:110) suggested that strategic leadership ensures effective implementation of the strategic management process. According to Hitt, Ireland and Hoskisson (2007:375), an organization's ability to achieve strategic competitiveness and earn above average returns is compromised when strategic leaders fail to respond appropriately and quickly to changes in the complex environment.

According to Montgomery (2012), strategy and leadership should be inseparable because strategy affects leadership and leadership affects strategy. Thomas (2015:112) the formulation of strategy is let by the principal and the SMT of the college and the strategy affects the SMT throughout the college until the implementation of the strategy. Lastly, how well those leaders adapt to the strategy affects how successfully such a strategy is implemented (Thomas 2015:112). According to Thomas 2015:112 the relationship between strategy and leadership is a two-way street with heavy traffic in both directions as illustrated in Figure 2.4 below.



Source: Thomas (2015:113): Interaction between strategy and leadership

Thomas (2015) concludes that regardless of the extent to which leadership affects strategy formulation, and whether it is the product of formal planning or emerges from within the organization, many argue that strategy affects the functions, skills, behaviour, and style of leaders throughout the organization who are charged with implementing it. Peters and Waterman (1982) argue that leaders must adapt their behaviour to the organizational strategy just as they must align the organization's staff, structure, systems, skills, and superordinate goals with a given strategy.

I conclude that the principal of the college is key in the strategic process from start to end. Furthermore, both the principals and other members of senior management of colleges need to possess skills and expertise required for the effective implementation of the strategy. If leadership capabilities are not adequate to effectively implement a preferred strategy, the college headed by such a leadership runs the risk of poorly implementing its optimal strategy or of settling for a second-best strategy that such a leadership can effectively implement (Marx 2015:123). According to Thomas (2015:123), this undesirable situation can be arrested by subjecting principals and their senior management teams to rigorous leadership development programmes aimed at aligning leadership functions, skills, traits, and style with a given college's preferred strategy.

2.9.2 Strategic leadership versus strategic management

2.9.2.1 Strategic planning

Strategic planning is mainly centered around the formulation of strategy (Marx 2015:111). According to Bryson (2004:6), strategic planning is a disciplined effort to produce fundamental decisions and actions that shape and guide what an organization (or another entity) is, what it does, and why it does it. The strategic planning process includes two distinct functions, namely: formulation and implementation of the strategy-that functions require distinctly different leadership skills (Marx 2015:111). Formulation of strategy is analytical and is a market-driven process which is typically conducted by senior leaders whose experience, intuition, disposition, biases, and motivations affect strategy design (Marx 2015:111).

According to the design school (Mintzberg 1990), strategic planning involves a set of planning activities such as the setting of objectives and goals, the development of

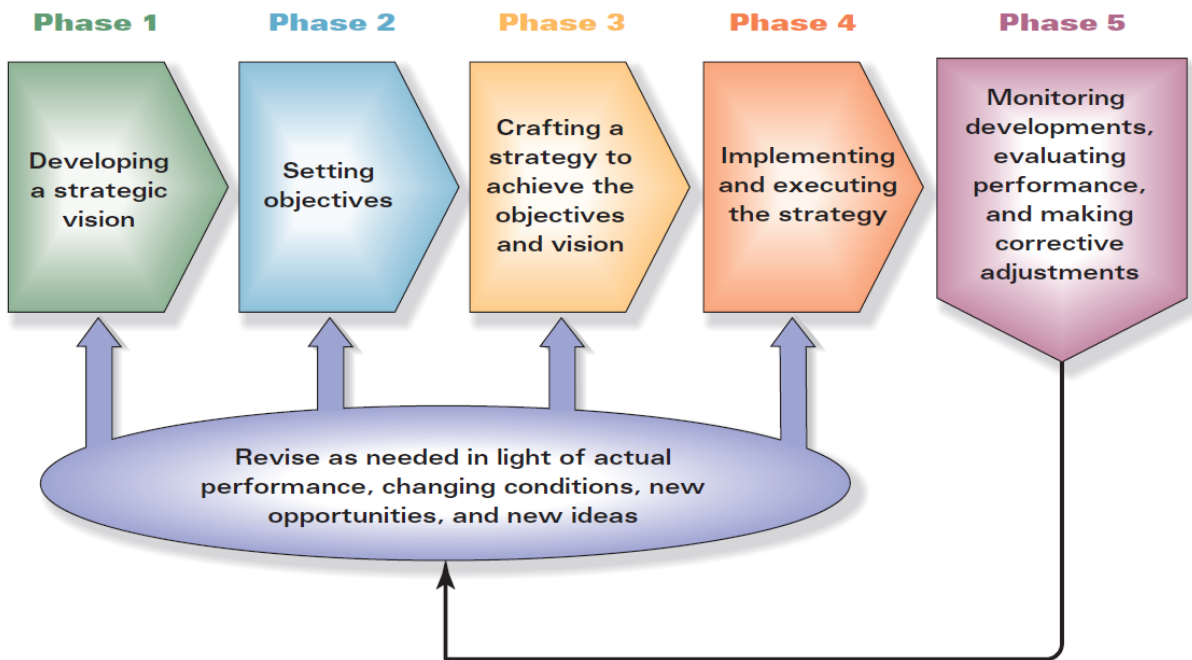
targets and performance indicators as well as the allocation of resources. Strategic planning focuses on trying to predict the future environment and in helping the firms to independently develop their plans to ensure that they exploit their position. The strategic planning of TVET colleges should be in line with that of the DHET.

2.9.2.2 Strategic management

David (2003:31) defines strategic management as the art and science of formulating, implementing and evaluating cross-functional decisions that enable an organization to achieve its objectives. As this definition implies, strategic management focuses on integrating management, marketing, finance/accounting, production/operations, research and development and information systems in order to achieve organizational success. Pearce and Robinson (2007:3) strategic management is viewed as a set of decisions and actions that result in the formulation, implementation, and control of plans designed to achieve an organization's vision, mission, strategy and strategic objectives within the business environment in which it operates. Even though both these definitions are related, the definition of Pearce and Robinson (2007) fit well to the operations of TVET colleges. This is because it is a key requirement that each college should have its own vision, mission, and strategic plan. David (2003) agrees with Pearce and Robinson (2007) that "sometimes the term strategic management is used to refer to strategy formulation, implementation, and evaluation, with strategic planning referring only to strategy formulation. Cited in Favoreu, Carassus, Maurel (2015: 2) according to Poister (2010), the need for strategy and strategic management in the public sector has never been more pressing and legitimate than in recent years.

Strategic management is a broader process of managing an organization in a strategic manner on a continuing basis. Strategic planning is a principal element of strategic management. It involves resource management, implementation, control and evaluation (Poister, Pitts, & Edwards 2010:3).

The process of strategic management is explained by Thompson and Strickland (2003) as consisting of strategic formulation, strategic implementation and strategic evaluation and control. Figure 2.5, below, illustrates the strategic management process.



Source: The strategic management process. Adapted from Thompson and Strickland (2003:7)

The above, Figure 2.5, consists of the following five interrelated managerial processes, namely:

- Developing a strategic vision and the business' mission;
- Translating the mission into specific long-term goals;
- Formulating strategies to achieve the long-term goals;
- Implementing the strategy; and
- Controlling performance, monitoring new developments, evaluating and initiating corrective adjustment (Thompson & Strickland 2003:6).

2.9.3 The managerial process of strategic management

2.9.3.1 Strategic formulation

Marx (2015) indicate that formulating strategy is an analytical, market-driven process typically conducted by senior leaders whose experience, intuition, disposition, biases, and motivations affect strategy design. Implementation is a people-oriented process: communicating, inspiring, motivating, empowering, and rewarding people, conducted by leaders throughout the organization (Thompson, Peteraf, Gamble & Strickland 2014). According to David (2011:6), strategy formulation includes developing a vision

and mission, identifying an organization's external opportunities and threats, determining internal strengths and weaknesses, establishing long-term objectives, generating alternative strategies, and choosing particular strategies to pursue. Without strategic and effective leadership, it is difficult for members of organizations to sustain profitability, productivity and to ensure a competitive advantage (Lussier & Achua 2007).

Leadership affects the formulation of strategy; that strategy affects leaders throughout the organization responsible for implementing it, and how well those leaders adapt to the strategy affects how successfully it is implemented. In the long run, leadership must adapt to given strategies in order for their organizations to succeed (Marx 2015:111). If the leadership fails to make it a success it is not sustainable, even assuming correct strategy design. If the leadership fails to make the adaptations necessary to implement it effectively (Marx 2015:111), then sustaining such a strategy is not possible.

Dhillon and Backhouse (2000) argue that in the new millennium it is ever more important for organizations to understand the respective roles and responsibilities of managerial structures and the role of planning. I am of the opinion that it is significant for the principal and his/her management team at TVET colleges to understand the processes to be followed when strategic plans are formulated. David (2001:5), summarises that elements of strategic formulation that is comprises the following tasks:

- Formulating a vision and mission statement;
- Assessing the organization's external environment as a means of identifying external opportunities and threats (external analysis);
- Conducting an analysis of the organization's internal environment as a means of identifying internal strengths and weakness (internal analysis);
- Translating the mission statements into long-term goals;
- Generating alternative strategies; and
- Choosing particular strategies as a means of achieving the formulated long-term goals of the organization David (2001:5).

Strategic planning is long-term, analytical and visionary (Davies & Davies 2010). It also calls for a different way of thinking than has been required in the past in developing college development plans (Davies & Davies 2010). Stakeholders are required to equip themselves with knowledge in order to effectively contribute to the development of the strategic plans. According to Mbugua and Rarieya (2014:105), the nature of strategic planning that prevails in the colleges can largely be attributed to the stakeholders' understanding of the concept of strategic planning. Furthermore, it is apparent that some of the stakeholders understand strategic planning the same way it is widely understood elsewhere, as seen in the literature (Davies & Ellison 2001).

According to the Human Resource Development Strategy for South Africa (HRDSA), 2010-2030, departments and entities have clearly defined roles in relation to the HRDSA hence the South African TVET college strategic formulation template was created by the DHET to ensure skills and accessibility across all TVET colleges in the country (RSA 2009:12). The strategic objective of TVET colleges should be to adequately use the available resources in areas of finances, supply chain management, information systems, and human resources in order to ensure maximum support for their academic activities. Furthermore, other important aspects that colleges should consider are environmental sustainability, planning, and the capacity to deliver on green skills development as these are a high governmental priority. The indicators and activities related to each line department or subsystem (such as basic education, higher education and training, science and innovation and the occupational learning and training system) expressed in the HRDSA will be transacted through the respective coordinating and/or national intergovernmental forums to ensure inter-spherical integration of planning and the delivery of the targets identified (RSA 2010:13).

When a strategic plan is formulated, it should be followed by implementation, however, according to Whipp (2003:257), the formulation of strategy may not necessarily be followed by the implementation of the strategy. Instead, the two processes may become locked in a circular loop of decision-making or problem solving as a result of the assumptions made during the strategy formulation stage.

2.9.3.2 Strategic implementation

Noble (1999:119-134) of the view that researching a strategic implementation in the public sector is a overwhelming and formidable challenge Public sector entities such as colleges and national departments structure their strategic implementation based on the communities they serve.

According to Thompson and Strickland (2003:365), strategy implementation is an integral component of the strategic management process and is viewed as the process that turns the formulated strategy into a series of actions which then results in ensuring that the vision, mission, strategy and strategic objectives of the organization are successfully achieved as planned. The strategy implementation process alone requires extraordinary abilities; it is a more difficult task than the strategy formulation. According to Håkonsson, Burton, Obel and Lauridsen (2012), this is also affected by the leadership style and the ability to process and analyse information which is also indirectly associated with the type of the implemented strategy. A participative style of leadership is much more conducive to the involvement of the persons responsible for the strategy implementation than a directive style (Northouse 2004). However, in such a mandated environment which seeks uniformity above innovation and where the strategic plan is provided by the DHET, it would be difficult for leaders to demonstrate innovative thinking.

Radomska (2014:83) concludes that the role of managers in the strategy implementation process is complex and involves many aspects. It is, therefore, essential to ensure the consistency of the actions taken throughout the strategy implementation process. Principals, deputy principals and campus managers plays a significant role in transforming the formulated strategy into actions and results. According to Freedman and Tregoe (2003), a successful transition from formulation to implementation depends on leadership. I am of the opinion that all SMTs should be involved in the strategy implementation process. The SMT of colleges has an significant part to play in supporting the actions taken and in ensuring success. In fact, I also believe hat the SMTs should also be involved in the formulation of strategy as implementation is unequivocally linked to its formulation.

According to David (2011:6), strategy implementation requires a firm to establish annual objectives, devise policies, motivate employees and to allocate resources so

that formulated strategies can be executed. Furthermore, David (2011) indicates that “strategy implementation includes developing a strategy-supportive culture, creating an effective organizational structure, redirecting marketing efforts, preparing budgets, developing and utilizing information systems and linking employee compensation to organizational performance”.

2.9.3.3 Strategic evaluation and control

According to Vedung (1997:3), evaluation is defined as a careful retrospective assessment of the merit, worth and value of administration, output, and outcome of college and department intentions which is intended to play a role in future, practical action situations.

Strategic control or evaluation is the final stage in the process of strategic management and provides feedback on both the formulation and the implementation of strategy (Fourie: 2007). Fourie (2007) conclude that this feedback indicates the adjustments and corrections that the organization will need to make in its internal environment as a means of aligning it more effectively with the continuously changing external environment in which it operates. The importance of evaluating the strategy may lead to review or corrections in the formulation and implementation of a strategy or to the content of the strategy itself (Thompson & Strickland 2003:19).

2.10 THE DISTINCTION BETWEEN LEADERSHIP AND MANAGEMENT

2.10.1 Functions of management versus leadership

The concepts of management and leadership overlap with each other as they do with the related notion of administration Bush (2008:272). Hersey, Blanchard, and Johnson (2008) agree that management and leadership can overlap however for both set of skills to be effective management must concern itself with accomplishing specific tasks. Leadership is viewed as a broader concept.

Dimmock (1999:442) cited in Bush (2008), differentiates between these concepts while at the same time acknowledging that they have competing definitions.

College “leaders [experience] tensions between competing elements of leadership, management and administration. Irrespective of how these terms are defined, college leaders experience difficulty in deciding the balance

between higher order tasks designed to improve staff, student and college performance (leadership), routine maintenance of present operations (management) and lower order duties (administration). (Dimmock 1999:442, cited in Bush 2008)”

The managing versus leading controversy has continued so long because the roles are defined in a narrow way that make it difficult to understand how they jointly affect organizational performance and how they can be integrated (Simonet & Tett 2012:199).

Leadership can also be understood as a subset of the function of management (Bedeian & Hunt 2006:196). Van der Westhuizen (1991:181) explains it as playing a leading role in management functions. Leadership is a subset of the broader concept of management. The extent to which leadership is needed as well as its precise nature is a function of a person’s organizational position; a manager typically is responsible for making sure that both appropriate managerial and leadership activities are completed as necessary (Bedeian & Hunt 2006:196).

Kotter (1990, 1996) distinguishes between managers and leaders: Managers have the authority to create and maintain structures that promote “order and consistency,” whereas, leaders “cope with change” by motivating people to work together to achieve a common vision Kotter (1990:7). Kotter (1990:7-8) argues that managers and leaders each have distinct roles to play and must work in concert because strong managers can turn bureaucratic and stifle, producing order for order’s sake in the absence of strong leaders, while strong leaders can become messianic and cult-like, producing change for change’s sake in the absence of strong managers (1990:7–8). Furthermore, Kotter (1990) asserts that when managers and leaders share a common vision, leaders without managerial authority are perceived as having greater legitimacy and thus have a greater ability to enact change.

Mintzberg (2004:22) argues that the separation of leadership and management is dysfunctional and that leadership should be diffused throughout the whole organization. According to Ehlers and Lazenby (2004:182), leadership is not better than management, nor is it a replacement for it.

2.10.2 Appropriate leadership style to improve strategic leadership and management

Hersey and Blanchard (1982:126) define the style of leaders as the consistent behaviour patterns that they use when they are working with and through other people as perceived by those people. Hersey and Blanchard's (1982) situational leadership theory (SLT) proposes a taxonomy consisting of four leadership styles, ranging from directing to delegating, and a framework for matching each style to specific situations.

Leadership styles have become an important topic of study in the management and leadership field, and many researchers consider leadership style as an important variable in influencing how members of an organization function (Wu 2009). Furthermore, leadership style has also been found to be an important predictor of an organization's performance (Bass et al 2003).

According to Schyns, Kroon and Moors (2008), followers have different expectations and perceptions of leaders, which influence the leading style of the leader. The more uncertain the task and the more knowledge and competence required of both the followers and leaders, the greater the expectation for involving followers in the decision-making process (Lorsch 2010). Furthermore, Lorsch (2010) argue that followers differ in their need to identify emotionally with their leader. In sum, the better the alignment between the leader's goals and sources of influence and the expectations of followers, the better are the chances of leadership effectiveness Lorsch (2010).

Based on my view, coupled with experience within the TVET sector, it is important to do an in-depth study regarding strategic management and leadership and how one can identify a situation and apply the best style of leadership to achieve the strategic objectives of the institution.

2.10.2.1 Situational leadership style

Blanchard (2008:19) asserts that situational leadership styles are divided into four categories: directing, coaching, supporting and delegating. According to Furu (2012:304), it would seem only logical that leadership style is contingent on the situation and the context in which leadership is exercised. Furthermore, Furu (2012) concludes that the contingency theory of leadership argues that it is the relationship

between leadership style and the leader's task and situation that is in need of alignment.

The situational leadership model views leaders as varying their emphasis on task and relationship behaviours to best deal with different levels of follower maturity Blanchard (2008:19). The two-by-two matrix shown in Figure 2.6, below, indicates that four leadership styles are possible.

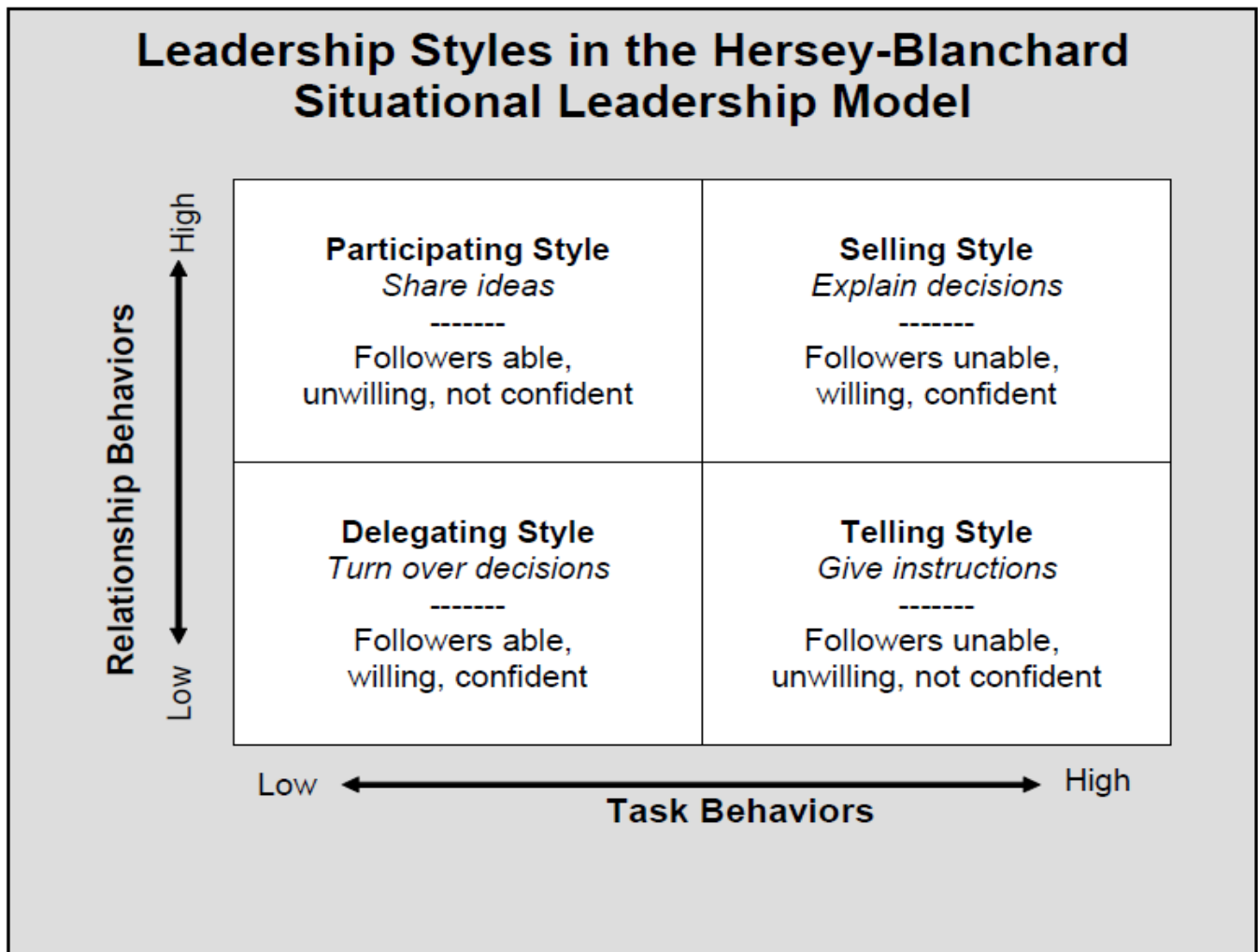


Figure 2.6: Leadership Styles in the Hersey- Blanchard Situational leadership model

Source: Blanchard (2008:19)

The situational leadership styles are divided into four categories: directing, coaching, supporting and delegating and are detailed below:



- **Delegating Style**—allowing the group to take responsibility for task decisions; this is a low task, low relationship style.
- **Participating Style**—emphasizing shared ideas and participative decisions on task directions; this is a low task, high relationship style.
- **Selling Style**—explaining task directions in a supportive and persuasive way; this is a high task, high relationship style.
- **Telling Style**—giving specific task directions and closely supervising work; this is a high task, low relationship style.

Managers using the situational leadership model must be able to implement the alternative leadership styles as needed. To do this, they have to understand the maturity levels of their followers in terms of readiness for task performance and then use the style that best fits. In terms of the appropriate style-situation matchups, the situational leadership model suggests the following. When follower maturity is high, the situational leadership model calls for a delegating style which might be described as offering minimal leadership intervention. The style is one of turning over decisions to followers who have high task readiness based on abilities, willingness, and confidence about task accomplishment. When follower maturity is low, by contrast, the model calls for the telling style with its emphasis on task directed behaviours. The telling style works best in the situation of low readiness, by giving instructions and bringing structure to a situation where followers lack the capability and are unwilling or insecure about their tasks.

The participative style is recommended for low-to-moderate readiness situations. Here, followers are capable but also unwilling or insecure about the tasks. As you might expect, this participation style with its emphasis on relationships is supposed to help followers share ideas and thus draw forth understanding and task confidence. The selling style is recommended for moderate to high-readiness situations. Here, followers lack capability but are willing or confident about the task. In this case, the selling style and its emphasis on task guidance are designed to facilitate performance through persuasive explanation.

Hersey, Blanchard and Johnson (2008) believe that leaders should be flexible and adjust their styles as followers and situations change over time. The model also implies

that if the correct styles are used in lower-readiness situations, followers will mature and grow in their roles and responsibilities for which they have been entrusted.

The concept of leadership is really important in a college because the SMTs are the people who make 'things happen' (Mwai,2011) . Without leaders, many colleges would find it difficult for work to be done. Situational leadership mainly helps leaders to learn and gain skills needed to be the best.

It is worth discussing challenges that impact on the effective functioning of SMTs to experience the strategic leadership and management. Effective leaders should be flexible and can adjust their styles as followers and situations change over time in the work environment (Mwai, 2011). Situational leadership argues that in order to be effective managers we need to adapt our styles, according to the maturity of our people to carry out the task they are working on (Thomas 1997:31). It is, therefore, vital for a leader of an educational institution to realize the potential factors which may impact the effective leadership and management in the institution (Robertson, 2015).

2.11 CONCEPTUAL FACTORS IMPACTING EFFECTIVE STRATEGIC LEADERSHIP AND MANAGEMENT

I am of the opinion that TVET colleges' SMTs are not performing to the required standards as set by the DHET and college councils. Furthermore, my observation is that the contributing influence for the non-performance is caused by the following factors:

- Lack of training and capacity;
- Reluctance to change;
- Lack of support from stakeholders;
- No-aligned organizational culture; and
- Political interference.

2.11.1 Lack of training and capacity

Mgijima (2014) suggests training for top management teams which must include management skills, financial management, and auditing skills; then the supply chain management skills, performance management, and decision-making skills. Mgijima

(2014) outlines priority areas for training, as indicated below, to assist the SMT in identifying an appropriate training field.

Table 2.4: Training priorities by occupational category

	Priority area for training
Principal	Project management; monitoring and evaluation; change management; financial management; conflict and stakeholder management; understanding college statutes; policies and legislation; research methods; diversity management; team-building; advanced computer skills; strategic planning; Human Resource Administration; risk management.
Deputy Principal	Strategic planning; accountability measures; managing performance; mentoring and coaching; quality assurance; project management; communication skills; monitoring and evaluation; conflict management; report writing; policy development; financial management; stress management; governance and legislation; planning and budgeting; marketing and advocacy; advanced data management; curriculum delivery, learning and assessments.
Campus Manager	Labour relations; leadership; asset management; supply chain management; Human Resource Administration and Management; governance and legislation.

Source: Mgijima (2014:401)

Mgijima (2014) concludes that a very wide range of training needs is present among TVET colleges which are symptomatic of severe gaps in management and leadership skills. Furthermore, it would be necessary to prioritize the training needs on the basis of the key performance areas of managers in their respective positions.

2.11.2 Resistance to change

Change, defined as an effort that consists of actual physical changes to operations and different emotional stimulation (Bernerth 2004) is painful in the workplace, going from what is certain and known to the opposite. Change is a constant feature of

organizational life, and the ability to manage it is seen as a core competence of successful organizations (Burnes 2004). Dynamic competitive environments prompt organizational leaders to initiate change within the organization. TVET colleges have gone through significant change after the after the new ANC-led government came to power in 1994.

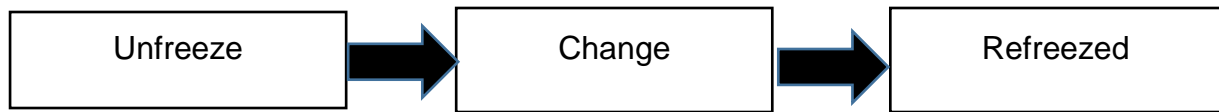
According to Chew, Cheng and Petrovic-Lazarevic (2006), change is widely accepted as almost always top-down and influenced by the management; those being managed would also almost always resist change, imposing an imperative for managers to overcome the resistance before it could bring the change forward. Resistance to change is often understood from the management standpoint as a perceived behaviour of an organization's members who refuse to accept an organizational change (Cheng & Petrovic-Lazarevic 2004). David (2011:234) states that resistance to change can be considered the single greatest threat to successful strategy implementation. Furthermore, resistance regularly occurs in organizations in the form of sabotaging production machines, absenteeism, filing unfounded grievances, and an unwillingness to cooperate (David 2011:234).

Resistance to change may be categorized into three groups of factors (Mabin, Forgeson & Green 2001): organizational, group and individual. Organizational factors are caused by threats presented by unknown or unwelcome organizational structure and process change and threats induced by the environment inside or outside of the organization. Group cohesiveness and social norms under threat and participation in decision-making not properly attended would trigger resistance to change. Individual factors related to the personality impose different emotional reactions to change (Bernerth 2004).

Lewin identifies three steps to change: unfreezing, moving and refreezing (Levasseur 2001). Minimising barriers to change and maximizing the opportunities of a change effort are accentuated in the unfreezing process. In the moving stage, recognition of the need for change and the acceptance of change have to take place in the workforce.

Accordingly, managers as change agents are expected to restore or reinforce the new system actively with all employees in the refreezing step. This simple three-step model explains the importance of implementing successful change by unfreezing the existing situation followed by change movement and making the new behaviours and norms

absolute. The key parts of Lewin's framework for change are shown in figure 2.7 below.



Source: Kurt Lewin (1947) Adapted from (Schein, 2010:299) Lewin's Framework model of change.

I agree that the principal's role is also very important in unfreezing because it requires a well-structured way of implementing the change by managing the behaviour and attitudes of people working together Levasseur (2001). The next step is to refreeze the change situation in which the principal assists in stabilizing the changes so that it becomes integrated into the status quo (Lewin, 1947). It is most important that the leaders understand how to refreeze the changes because if refreezing is incomplete or not managed properly the change will be ineffective and the pre-change behaviour will be resumed (Lewin, 1957). Refreezing always encourages the possibilities of the further changes.

It is thought that college management needs to change to adapt to external or internal developments, but realizing effective change is very problematical. Change resides at the heart of leadership (Latta 2009:19). Strong commitment and a systematic approach are required in implementing effective change systems and most importantly changes that are based on the vision of a leader and stated objectives (Lewin, 1947). It furthermore requires a strong commitment of all stakeholders within the colleges to work together for a stated common vision.

2.11.3 Lack of support from stakeholders

According to Coetzer (2008:7), college councils are not capacitated to understand their roles and responsibilities fully in public FET Colleges. Furthermore, Mothapo (2014: 127) established that college councils may contribute to the non-performance of SMTs in that they:

- "Do not have either the capacity or the resources to formulate" their own policies;
- Lack leadership relating to issues relating to equity and redress;

- “Do not have clear and documented reporting procedures for management, academic board, SRCs, and sub-committees”;
- “Lack a clear system of delegation with appropriate reporting mechanisms”;
- “Have not been sufficiently trained, while new members are not inducted”;
- Members lack “both consistency in attending meetings and a commitment to good governance” (Mothapo, 2014).

2.11.4 No-aligned organizational culture

According to David (2011:196), culture includes the set of shared values, beliefs, attitudes, customs, norms, personalities, heroes, and heroines that describe a firm. Furthermore, David (2011) indicates that culture is the unique way an organization does business. According to Dorsey (2008), college culture is defined as the shared beliefs and priorities that drive the thinking and actions of stakeholders within a college community. Seifert and Vornberg (2003:86) suggest that college culture is the interaction of the following factors: attitudes and beliefs held by stakeholders inside and outside the organization; cultural norms of the college; and the relationships among individuals in the college.

According to Brown (2096:69), culture must achieve goals as well as satisfy the needs of members if the college is to be effective. Furthermore, Brown (2014) indicates that culture influences how managers and employees approach problems, serve customers, react to competitors, and carry out activities.

Stakeholders such as the DHET and college council have a responsibility to uphold the values of education within colleges. Furthermore, stakeholders have responsibilities, but a principal and SMT are held accountable for establishing a positive culture that occurs in the college setting. College leadership should be committed to building a college culture.

2.11.5 Political interference

Working through the political dynamic in the public college systems falls within the realm of college leadership (Bigham & Ray 2012:1). However, these authors also indicate that the challenge facing the school leader is to acknowledge the reality that politics is a part of the daily routine and to work with that process in order to ensure that educationally sound decisions ultimately result in what is best for the students in

the college. According to David (2011:196), unless managed, political maneuvering can consume valuable time, subvert organizational objectives, divert human energy, and result in the loss of some valuable employees.

Members of staff at TVET are affiliates of different labour unions which are in turn affiliated to political organizations. Principals and SMTs require an intellectual competency to perform their duties in highly politicised colleges and should use the environment to their advantage by familiarizing themselves with the latest political changes affecting higher education institutions. Hence, Ramsey (2006:79) states that politics is another basic tool that all successful leaders use to achieve goals through other people. Leaders could make use of one of the facets of emotional intelligence, namely, that of being politically aware, by understanding the forces that shape the views of the communities in which they operate.

2.12 FAILURE OF THE STRATEGIC STAKEHOLDERS IN THE SUPPORT OF PRINCIPALS

2.12.1 Introduction

The definition of stakeholders is broad; many scholars narrow their focus to 'primary' stakeholders of the firm, or those without whose continued participation the firm could not survive (Clarkson 1995). According to Ritson (2011:26), stakeholders are defined as groups or individuals that have an interest in the well-being of a company or association and/or are affected by the goals, operations or activities of the said company or by the behaviour of its members. Hillman and Keim (2001) describe the primary stakeholders as including the primary stakeholders include employees, shareholders, customers, suppliers, community residents, governments, and the natural environment.

According to Ritson (2011), stakeholders can be grouped into the categories listed below:

- a) Internal stakeholders - employees, management, organized labour;
- b) Connected stakeholders – students, parents, sponsors; and
- c) External stakeholders – government, DHET, political structures.

“One of the most important tasks during strategy making is the management of the interface between the many (often competing) demands of an organization’s different stakeholders in relation to its strategic goals” (Ackermann & Eden 2011:179). But since (typically) it is the SMT that crafts an organization’s strategy, it therefore also needs to attend to the strategic management of stakeholders if it wants to ensure the strategy’s robustness (Ackermann & Eden 2011:179). I believe opinion is that the stakeholders’ participation is critical in the strategic leadership and management of colleges. Hence, the facet of social awareness can be demonstrated by showing emotional intelligence in the form of empathy and leveraging diversity as this will enhance the colleges’ ability to collaborate with the various stakeholders in the communities.

Stakeholders can affect the achievement of a college’s objectives, and the college’s decisions affect its stakeholders (Berman, Wicks, Kotha & Jones 1999). I believe it is that it is the principal’s responsibility to ensure that stakeholders take part in the business of the college. Furthermore, the involvement of stakeholders will contribute towards the work integration learning programme which assists students with work exposure and placement.

2.12.1.1 DHET as an external stakeholder

Soon after being established in 2009, the DHET began preparations for assuming full oversight and responsibility for the TVET colleges (Paterson 2016:xii). According to the White Paper on post school education (RSA, DHET 2013:11), the main purpose of TVET colleges is to train young school leavers, providing them with the skills, knowledge, and attitudes necessary for employment in the labour market. Therefore, the DHET has placed great emphasis on the role of the college principal in meeting the demand for post school education in South Africa.

The DHET recognizes that ensuring the proper management and governance of all the TVET colleges is a core task in tackling the structural inequalities in our education system as a whole (RSA, DHET 2013:13). Asiyai (2014:68) concludes that external stakeholders can influence improvement in the quality of teaching and learning, implementing reform, participative decision making, college governance, institutional policy making, construction of buildings, and textbooks, and monitoring the performance of all colleges.

2.12.1.2 SMT as the internal stakeholder

Internal stakeholders include the SMTs who are the important internal stakeholders and perform the duty of stewardship towards colleges. Strategic objectives of colleges are driven by the principal with the support of all SMT members. Internal stakeholders can have a direct impact on the success or failure of the college. According to Asiyai (2014:64), the colleges' SMTs play very critical roles towards improving the quality of teaching and learning, research, community services and other functions of the college. The college SMT is under the leadership and management of the principal. Asiyai (2014) further states that the principal is the most influential stakeholder in the institution. Furthermore, the principal sets the academic tone of the institution for students, teaching staff, other staff, parents and community members by providing effective leadership.

According to Gewer (2016:34), despite extensive efforts to redefine and distinguish the TVET college system, there are clear signs that colleges are struggling to implement the range of policies that emerged during the second period of transformation and had begun to deteriorate and even regress. It is my opinion that the SMTs lack capacity and skill to effectively provide strategic leadership and management of TVET colleges.

2.12.1.3 The College Council as connected stakeholder

College council members are a group of individuals who are elected by the Minister of the DHET to have oversight and guidance over management and, furthermore, monitor that the objectives of the DHET have been achieved; hence, the act of oversight and direction is referred to as governance (David 2011:198). According to the 2006 CET Act, the minister appoints five members with a diversity of experience in the public governance sector (RSA 2006a:16). Furthermore, the CET Act (RSA 2006a) states that the college council, in consultation with the minister, must appoint additional external members with a broad spectrum 'of experience in the fields of human resources, marketing, education, and finance.

The main role of the board is to oversee management to ensure it acts in the owners' best interests, and a key role of the chair is to supervise the CEO (Cornforth & Macmillan 2016:951). Cited in Mothapo (2014) the principal of a public college is

responsible for the management and administration of the college (RSA 2006:24). The principals also have a responsibility to ensure that college governance structures function effectively. This means that the board should empower management, and trust that operational issues determining how the journey is undertaken may best be dealt with by management (Khoza & Adam 2005:62).

Jaff (2004:33), indicate that the college "governance" is, therefore, a very different activity to "management". Nevertheless, indicate that both tasks are absolutely critical for effective, balanced governance and must be performed together (Jaff ,2004:33).

According to Cornforth and Macmillan (2016:949), research on corporate governance in the private and public sectors suggests that the relationship is crucial both to the effective functioning of the board and the leadership of the organization. Cornforth and Macmillan (2016:949) suggest that the main function of the board is to work with management to improve organizational performance. Furthermore, by extension, the role of the chair is to support and partner the CEO in leading the organization. Cited in Mothapo (2014), Jaff (2005) the differences between the roles of governance and management are summarized in the following Table.

Table 2.5: The differences between the roles of governance and management

College council governance process	College management – principal
<ul style="list-style-type: none"> • Provides strategic direction for the institution. 	<ul style="list-style-type: none"> • Implements the vision, mission, and strategic objectives through leadership.
<ul style="list-style-type: none"> • Monitors the operations of the institution. 	<ul style="list-style-type: none"> • Conducts the day-to-day activities of the college and reports to council.
<ul style="list-style-type: none"> • Identifies policy areas for the institution and monitors implementation. 	<ul style="list-style-type: none"> • Develops policies and procedures and manages their responsibilities.
<ul style="list-style-type: none"> • Supports and guides management in performing their respective tasks. 	<ul style="list-style-type: none"> • Leads, manages and supports staff at the institution.
<ul style="list-style-type: none"> • Approves college budget and monitors its implementation. 	<ul style="list-style-type: none"> • Develops the college budget and brings it via the financial committee to the council for approval.

	<ul style="list-style-type: none"> • Manages the budget and reports to council.
<ul style="list-style-type: none"> • Provides support and resources for the development and implementation of a college culture. 	<ul style="list-style-type: none"> • Develops and implements a college culture.
<ul style="list-style-type: none"> • Monitors the setting up and functioning of the academic board and the SRC. 	<ul style="list-style-type: none"> • Sets up and manages the academic board, SRC, and other relevant structures.
<ul style="list-style-type: none"> • Introduces the college to various external structures in support of college growth. 	<ul style="list-style-type: none"> • Pursues and develops external contacts initiated by the council.
<ul style="list-style-type: none"> • Creates an environment that enables performance. 	<ul style="list-style-type: none"> • Makes optimal use of the environment.

Source: College of Cape Town (2004:20)

Cited in Mothapo (2014), Angelis, Lolwane, Marock, Matlhaela, Mercorio, Tsolo and Xulu (2001:284) indicate that the TVET college council has the following statutory responsibilities, namely, to formulate a strategic plan; to address past imbalances as well as gender and disability issues; to determine the language policy; to ensure that the FET college is accredited; to approve all the policies and to consult with the academic board and the Student Representative Council (SRC) with regard to the implementation of the academic programmes that are approved by the Department of Education.

It is observed that there is an element of mistrust between management and the college council. This possibly stems from the fact that the reporting and accountability of college principals are not clear in the sense that both management and council are appointed by the Minister. Principals are of the opinion that they report to the Minister, while council believes that their role is equal to the board of directors and management report to council. These differences, if not well managed, will have a negative impact on the functioning of both management and councils. Colleges rely on the principals fulfilling their roles and responsibilities. The principal and the senior management are entrusted with the responsibility of executing decisions of the council at an operational

level. The council through various committees monitors the implementation of policy and monitors that DHET targets have been reached.

2.13 CONCLUSION

Although the field of strategic leadership and management leadership research within the TVET colleges is limited, available literature still provide an important information for SMTs in understanding the dynamics of the strategic leadership and management roles and in enhancing their effectiveness within colleges. Steering through a number of research findings and theories on strategic leadership and management discussed so far, it is obvious that there is no complete theory which contains all the independent variables or sub-components that can be used to accomplish the effectiveness of SMTs in the TVET sector (Mothapo, 2014).

CHAPTER 3: THEORETICAL FRAMEWORK AND INTERNATIONAL LITERATURE REVIEW

3.1 INTRODUCTION

In the previous chapter, the context of the South African public TVET colleges as well as the strategic and leadership role of the SMT was discussed. The research has shown that effective strategic management and leadership is essential for colleges to “succeed so that leaders are produced by design rather than by default” (Falk 2003:202). This chapter starts by defining the concept of system in general. It proceeds to focus specifically on the college as a system. Open and closed systems are discussed. The role of the principals in international community colleges is also discussed. In this chapter, efforts are made to examine the roles and responsibilities of Vocational Education and Training (VET) principals or presidents in the UK, the United States of America (USA), Australia, Denmark, and the Netherlands. The VET sector has a fair comparison with the TVET sector in South Africa in that they have gone through a merger and employ the same governance process of accountability. Furthermore, it is evident that leadership and management of colleges is a global challenge.

3.2 THEORETICAL FRAMEWORK OF A COLLEGE AS A SOCIAL SYSTEM.

The theoretical framework that informs the college as a social system will be based on Hoy and Miskel’s model. This model attempts to show the relationship between various sub-systems contained in a social system such as a TVET college. Hoy and Miskel (2013) name the elements and place them in the transformation section of their model. They also try to reflect how the various sub-systems are related and how they influence one another. For example, the inputs such as legislative mandates, and human and other resources, are supposed to be utilized by the cultural, structural, individual, and political sub-systems during the transformation process in order to deliver outcomes – such as well-educated youth with the requisite skills to enable them to become useful citizens.

3.2.1 What is a system?

Lessing and Scheepers (2001:37) indicate that a system is “a group of independent but interacting (interrelated) components comprising a unified whole and working together towards a common goal by accepting inputs, and in a structured conversion process, producing required outputs”. Sengé (2006) indicates that a system can be defined as an interrelated set of elements functioning as an operating unit. Furthermore, every organization can be viewed as a system as it has a number of interrelated, interdependent parts, “each of which contributes to total organizational functioning and to the achievement of the overall” strategic objectives. Brown (2011:38) lists the following basic qualities of a system:

- A system must be designed to accomplish an objective.
- The elements of a system must have an established arrangement.
- Interrelationships must exist among the individual elements of a system.
- The basic ingredients of a process are more vital than the basic elements of a system.
- A system’s overall objectives are more important than the objectives of its elements, and thus the narrow objectives of a system are de-emphasized.

In relation of the above, I have come to the conclusion that a TVET college in its functioning and operations is considered to be classified as a system. The college has integrated parts such Human Resources, Marketing, Finance, Supply Chain, Student Support, Quality Assurance, Information Technology (IT) and Academic departments. All departments are accountable to the executive management or SMT of colleges and comprises deputies and a principal. All the departments are collectively functioning to achieve common goals that are set by both the college council and the DHET.

3.2.2 College as a social system

According to (Norlin, 2009) colleges are social systems in which two or more persons work together in a coordinated manner to attain common goals. Therefore, definition is important, for it specifies several important features of colleges. The features of colleges are people (staff and students); they are goal-directed in nature (have strategic objectives); they attain their goals through some form of coordinated effort, and they interact with their external environment (external stakeholders). According to

open-systems views, colleges constantly interact with their external stakeholders which may include parents, business and industry. In fact, they need to structure themselves to deal with forces in the world around them (Scott 2008).

Hoy and Miskel (2013:25) illustrate the major elements, or subsystems, of a social system in Figure 3.1 as indicated below:

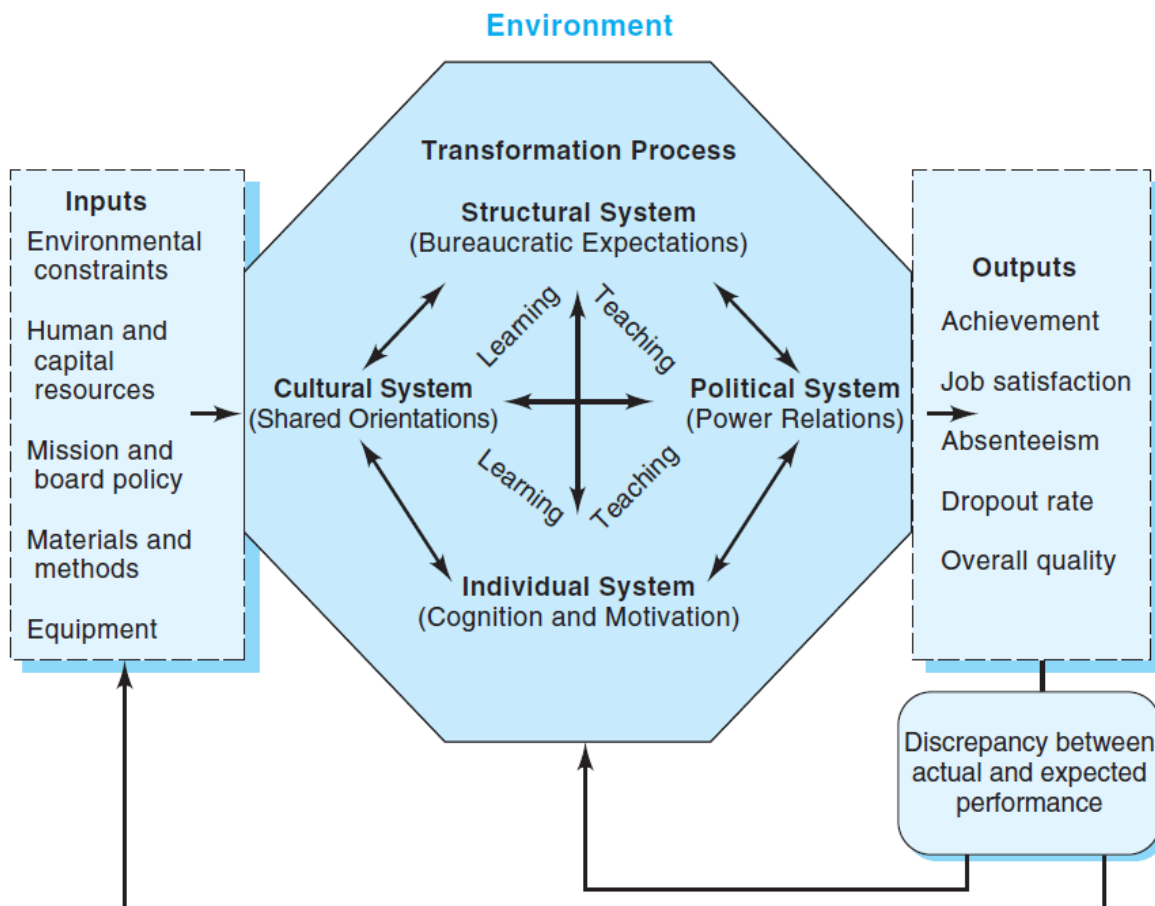


Figure 3.1: Social-System model of a college

Source: Hoy and Miskel (2013:25)

According to Hoy and Miskel (2013:25), Figure 3.1 contains the main elements of social systems. Furthermore, colleges are open social systems with five important elements or subsystems, namely the structural, the individual, the cultural, and the political (Hoy & Miskel, 2013:25-26). These sub-systems are now briefly discussed.

3.2.2.1 *The structural*

The structure is defined in terms of formal bureaucratic expectations, which are designed and organized to fulfil the goals of the organization. Bureaucratic rules are defined by sets of expectations, which are combined into positions and offices in the organization (Hoy & Miskel 2013:26). In colleges, the positions of principal, lecturer, and student are critical ones and each is defined in terms of a set of expectations. These expectations are mostly mandated and external to principals, lecturers and students and are not necessarily the same as the internal expectations held by the persons themselves.

The structural system is similar to that of formal organisations. Bureaucratic expectations rule organizational behaviour. Roles that are derived from such expectations are represented by positions in a hierarchy. According to Hoy and Miskel (2013), expectations are formal demands and obligations set by the organization; they are the key building blocks of organizational structure.

Organizational structure, rules, and regulations define school life for teachers, students, and administrators. Accordingly, schools are characterized by the rules controlling and directing student and teacher behaviour, as well as the standard procedures shaping organizational behaviour (McGuigan 2005). Given that colleges are bureaucratic in nature (Lane, Corwin & Monahan 1967; Hoy & Miskel 2008; Treslan 2008), effectiveness of their informal organizations will hinge on the extent to which the ever-present bureaucracy (implicit in formal organizations) is understood and effectively managed. More specifically, this applies to these four bureaucratic components: division of labour and specialization, impersonal orientation, hierarchy of authority, and rules and regulations.

In a bureaucratic school structure, the authority is generally concentrated top management. Information usually flows from the top down, encouraging a school culture focussed on control and command, in which operational processes are rigidly controlled and closely supervised. Colleges, like other organizations, function by having certain activities required for the purposes of the bureaucratically governed structure distributed in a fixed way as official duties (Gerth & Mills as cited in Hoy & Miskel 2008:90).

TVET college principals report to both the minister and the college council. They are expected to fulfil the expectations of the two 'masters'; and to perform their duties within set boundaries.

It is likely that the concomitant hindering and enabling nature of bureaucratic expectations has a potential impact on the general functioning of a college and on realization of their strategic management and leadership goals. It has been reported that such a situation hinders college organizational structures should the principal's behaviour be one of ensuring compliance with all mandated regulatory procedures. Principals are then not encouraged to take responsibility for improvements in the management and strategic leadership process, and are only expected to comply strictly with the bureaucratic rules (Hoy 2003).

The reporting processes and functioning of strict control of principals by the college councils and DHET allow little space for principals to think creatively in managing and leading their colleges. Hence, they focus more on narrow compliance with all procedures than on possible strategies for improving teaching and learning.

3.2.2.2 *The individual*

The hierarchy of command in an organization, combined with the career aspirations of different people and the need to allocate scarce resources, guarantees the formation of coalitions of individuals who strive to take care of themselves first and the organization second, third, or fourth (David 2011:196). The individual is viewed in terms of the needs, goals, beliefs, and cognitive understandings of work roles; the individual provides the energy and capacity to achieve the organization's goals. Regardless of official positions and elaborate bureaucratic expectations, members have their own individual needs, beliefs, and cognitive understandings of their jobs (Hoy & Miskel 2013:26).

3.2.2.3 *The cultural*

According to David (2011:196), all organizations have a culture. He further indicates that culture includes the set of shared values, beliefs, attitudes, customs, norms, personalities, heroes, and heroines that describe a firm. Finally, David (2011) states that organizational culture is the unique way an organization does business. Leaders are recognized as exerting a dominant influence on the emergence and direction of

cultural norms, values, and basic assumptions in institutional settings (Schein 2004). Culture is the shared work orientations of participants; it gives the organization special identity. Furthermore, culture has consistently emerged as a pivotal variable in determining the success of efforts to implement institutional change (Bate, Khan & Pye 2000). Thus, the emphasis here will be on organizational culture which, according to Hofstede (1991: 182), is not the same as national culture, and organizational culture is mainly learned via organizational practices and socialization processes in the workplace. However, in practice it may be difficult to distinguish national from organizational culture as the two are interwoven with one another.

There is a dynamic relationship between bureaucratic role demands and individual work needs as people are brought together in the workplace. Organizations develop their own distinctive cultures (Hoy & Miskel 2013:29).

There are many definitions of organizational culture.

- William Ouchi (1981:41) defines organizational culture as symbols, ceremonies, and myths that communicate the underlying values and beliefs of that organization to its employees.
- Henry Mintzberg (1989:98) refers to culture as organization ideology, or the traditions and beliefs of an organization that distinguish it from other organizations and infuse a certain life into the skeleton of its structure.
- Edgar Schein (1992), however, argues that the culture should be reserved for a deeper level of basic assumptions, values, and beliefs that become shared and taken for granted as the organization continues to be successful.

Bolman and Deal (2003) and Hoy and Miskel (2001) summarize the organizational culture as a system of shared beliefs that holds the organization together, unites people around shared values and beliefs, and gives it a distinctive identity.

Martins and Martins (2003:382) also mention the following as functions of organizational culture:

- It has a boundary-defining role, that is, it creates distinctions between one organization and the other organizations.

- It conveys a sense of identity to organizational members.
- It facilitates commitment to something larger than individual self-interests.
- It enhances social system stability as the 'social glue' that helps to bind the organization by providing appropriate standards for what employees should say and do.
- It serves as a meaningful control mechanism that guides or shapes the attitudes and behaviours of employees.

TVET colleges function to achieve certain objectives. Therefore, such objectives require the commitment of the whole college as a collective. In relation to that, Arnold (2005:579) states that culture can be seen as something that can be managed or changed when the existing culture is inappropriate or even detrimental to the organisation's competitive needs.

Heads and principals have their own values and beliefs arising from many years of successful professional practice. They are also expected to embody the culture of the school or college. Hoyle (1986:155–6) stresses the symbolic dimension of leadership and the central role of heads in defining school culture. Schein (1997:211) argues that cultures spring primarily from the beliefs, values and assumptions of founders of organizations. Nias, Southworth and Yeomans (1989:103) suggest that heads are "founders" of their school's culture.

Organizational culture is created by shared experience, but it is the principal who initiates this process by imposing his/her beliefs, values, and assumptions at the outset (Schein 2004:225). According to Schein (2004:23), cultural understanding is essential for principals if they are to lead.

However, I am of the opinion that what Hoy and Miskel (2013) show as the political sub-system is only applicable to the internal structure of the TVET college. The power relationships they refer to are between the management structure in the college and the staff employed there. These are often referred to as 'internal politics'. This happens when the 'who' in the organization is more important than the 'what'. Any new idea from management is accepted and taken seriously; however, if a lower-ranked staff member espouses anything new, it is studiously ignored (Sengé 1991:271). Teacher

unions are also sometimes guilty of this form of authoritarianism, as they form alliances and coalitions with persons in offices of government. I am of the opinion that the internal politics may be influenced by the governance system of the state. However, it is not part of the input process of the system; and it arises as a result of conflict generated internally in the college or institution. The external political system, namely, that of the state and its various arms of administration, is part of the input. It provides the legislative mandates, and organizes the way in which colleges are funded and structured.

Furthermore, the model refers to the cultural sub-system which is essentially the organizational culture or climate, and is about 'how things are done here'. There is also a national culture which is part of the input. This culture is often heavily influenced by religion. However, organizational culture has 'borrowed' some concepts such as symbols, heroes, rituals, and values from the concept of national culture (Hofstede 1991:179). Hofstede (1991:179) says that organizational culture is akin to the organization, and differs from national culture which is likened to a particular group of people.

According to Hoy and Miskel (2013), there is a dynamic relationship between bureaucratic role demands and individual work needs, as people are brought together in the workplace. Organizations develop their own distinctive cultures. As organizational members interact, shared values, norms, beliefs, and ways of thinking emerge. These shared orientations form the culture of the organization. Organizational culture distinguishes one organization from another, and provides members with a sense of organizational identity (Hellriegel, Slocum & Woodman 1992; Daft 1994).

In a school, shared beliefs and informal norms among teachers have a significant impact on behaviour. Culture provides members with a commitment to beliefs and values beyond themselves; individuals belong to a group that is larger than themselves. When the culture is strong, so is the influence of the group and their identification with the group.

3.2.2.4 The political

According to David (2011:196), all organizations are political. Most changes are initiated not from within, but from outside the TVET system, as a result of the political decision and/or of pressure from DHET which is a government department and is politically driven. Politics is the system of informal power relations that emerge to resist other systems of control (Hoy & Miskel 2013:27).

Notwithstanding its lack of legitimacy, politics, like all forms of power, can solve important organizational problems (Mintzberg 1983):

- Politics ensures that the strongest members of the organization are brought into positions of leadership.
- Politics ensures that all sides of an issue are debated; the systems of authority, ideology, and sometimes even expertise tend to promote only one side.
- Politics are often needed to promote change blocked by the formal organization.
- Politics can ease the execution of decisions; administrators play political games to implement their decisions.

Politics inevitably appears in organizations (Senge 1990b). Politics emerge from the interaction of authority and power within an organization. According to Morgan (2006), power relations are played out in a variety of ways: political tactics and games, bargaining, and conflict resolution. Members are invariably forced to play the power game of politics. Furthermore, Morgan (2006) indicates that an organization is seen as a political system as a result of the patterns of competing interests, conflicts, and power play that surround the organizational scene. The political activities involve interests, rights and power, hidden agendas and back-room deals, authority, alliances, party-lines, censorship, leadership and conflict management. The understanding of an organization's political terms will enable one to accept politics as an inevitable feature of corporate life (Lawley 2001; Morgan 2006; Visser 2010).

Digha (2014) notes that the entire public service is a political scene. Furthermore, Digha (2014) concludes that the day-to-day activities of the public service relate to taking decisions, and implementing political decisions and policies. Power relations within the context of colleges in South Africa are played out in a variety of ways:

political tactics and games, bargaining, and conflict resolution. Principals are invariably forced to play the power game of politics (Hoy & Miskel 2013:30).

The abuse of state power in South Africa is presently being investigated via a judicial enquiry which started its investigations on 20 August 2018, with numerous persons testifying over allegations of tender corruption (Mules 2018); hence the importance of holding those in power in check by some or other form of opposition. If one examines all levels of government of the 21 government institutions, the investigation would probably take at least two years; and this includes the Department of Education. In the light of such power abuse, one can understand the public concern about the gradual removal of parent power from decision-making structures such as the School Governing Bodies (SGBs); it being possible that college councils would be next in line.

All social organizations control the activities of their participants. However, the problem of control is especially important in formal organizations, and the essence of organizational control is power (Hoy & Miskel 2013:230). Organizations are created and controlled by legitimate authorities who set goals and expectations, design structures, hire and manage employees, and monitor activities to ensure behaviour is consistent with the goals and objectives of the organization. These official authorities control the legitimate power of the office or positions. However, they are only one of many contenders for other forms of power in organizations (Bolman & Deal 2008).

Three levels of political action are found in organizations, namely, the individual, coalition, and network levels (Kinicki & Kreitner 2008:158). Mintzberg (1983) defines organizational politics as personal or group behaviour that is informal and typically schismatic. Gray and Ariss (1985) argue that the process of organizational politics is said to consist of intentional acts of influence undertaken by persons or groups to increase or protect their self-interest when conflicting courses of action are possible. Drory and Romm (1988) define political behaviour as power access and conflict, which hides motivation. Ferris Fedor, Chachere and Pondy (1989) describe organizational politics as a social influence process in which behaviour is strategically designed to maximize short-term or long-term self-interest, which is either consistent with or at the expense of others' interests.

Dory and Romm (1990) argue that political behaviour is informal influencing behaviour designed to motivate the distribution of organizational resources when there are

conflict interests between individuals or groups within the organization. They also suggest that political behaviour encourages the pursuing of individual or corporate goals and efforts of individuals, groups, or organizations to influence others (Ulkeryildiz 2009).

According to Hoy and Miskel (2013), there is a need for autonomy to make professional decisions. Furthermore, the authors (Hoy & Miskel) indicate that this often conflicts with the system of formal authority, perhaps an inevitable consequence of professionals working in bureaucratic structures with colleges. Clearly, the system of authority is the beginning point for college administrators, their positions being vested with formal power. However, the personal and bureaucratic control of the position is not usually sufficient to motivate principals to expend extra effort or to be creative in their service to the colleges and students (Hoy & Miskel 2013:242).

Hoy and Miskel (2013) emphasize that politics may be described as a set of games that power-holders play. The political games may coexist with the legitimate systems, be antagonistic to the systems, or act as a substitute for the legitimate systems of control.

Hoy and Miskel (2013:259) conclude that where the formal system is usually a highly organized structure, the political system is a competing power group, each seeking to influence organizational policy for its own interests, or at least in terms of its own distorted image of the organization's interest. Successful politics requires organizational members to bargain, negotiate, jockey for position, and engage in a myriad of political games, strategies, and tactics to influence the goals and decisions of their organization. As a result, these politics can coexist with other more legitimate forms of power, array themselves in opposition to the legitimate power, or become substitutes for weak legitimate systems of control

3.2.2.5 *The technical core*

The technical core of the college is the teaching-learning system. Further, all the elements and interactions of the system are constrained by important forces from both the technical core and the environment; the system is open. Finally, Hoy and Miskel (2013) conclude that the formal organizations as social systems must solve the basic

problems of adaptation, goal achievement, integration, and latency if they are to survive and prosper.

Talcott Parsons was one of the first formulators of social systems. He believed they are based on interpersonal relationships regardless of their size and complexity, and they consist of individual actors interacting in a culturally structured system full of shared symbols (Parsons 1951). However, Ritzer (2008:245) indicates that Parsons' main interest was with the system as a whole rather than the actor in the system – how the system controls the actor, not on how the actor creates and maintains the system. Thus, Parsons' view may be more appropriate for a mandated education system such as a TVET college. According to Hoy and Miskel (2013:25), social systems have the following implicit assumptions:

- Social systems are open systems: Colleges are affected by state mandates, by politics, history, and a host of other environmental forces. According to open-systems views, colleges constantly interact with their environments. In fact, they need to structure themselves to deal with forces in the world around them (Scott 2008).
- Social systems consist of interdependent parts, characteristics, and activities that contribute to and receive from the whole: When the principal is confronted by parental demands for new courses, not only is the principal affected directly but also the teachers and students are affected.
- Social systems are peopled: Staff act on the basis of their needs, beliefs, and goals (motivations) as well as their roles.
- Social systems are goal oriented: Student learning and control are just two of many college goals, but the central goal of any college system is the preparation of its students for adult roles.
- Social systems are structural: College systems have a division of Human resources, Marketing, Finance, Supply Chain Management, and hierarchy (principal, deputy principals, assistant, campus managers).
- Social systems are normative: Colleges have formal rules and regulations as well as informal norms that prescribe appropriate behaviour.

- Social systems are sanction-bearing: Colleges have formal mechanisms such as expulsion, suspension, termination, tenure, and promotion as well as informal sanctions that include the use of sarcasm, ostracism, and ridicule.
- Social systems are political: Colleges have power relations that inevitably affect administrator and staff activities.
- Social systems have distinctive cultures: Colleges have a dominant set of shared values that influence behaviour.
- Social systems are conceptual and relative: For one purpose, a classroom environment can be considered a social system, but for other purposes, the college or college system may be viewed as a social system.
- All formal organizations are social systems:

According to Lunenburg (2010:2), a system such as a college uses mainly four kinds of inputs or resources from the environment. In relation to the college set up, such inputs are related to, human resources, financial resources, physical resources, and information resources. Human resources include academic staff, administrative and staff talent, labour, and the like. Financial resources are the capital the college uses to finance both ongoing and long-term operations. Physical resources include supplies, materials, facilities, and equipment. Information resources are knowledge, curricula, data, and other kinds of information utilized by the college.

Lunenburg (2010:2) concludes that to achieve the outputs of the college, it is the principal's job to secure and use inputs to the colleges, transform them - while considering external variables, that is, to produce outputs. In social systems, outputs are the attainment of goals or objectives of the college district and are represented by the products, results, outcomes, or accomplishments of the system. Although the kinds of outputs will vary with a specific college, they usually include one or more of the following: growth and achievement levels of students and teachers, student dropout rates, employee performance and turnover, college-community relations, and job satisfaction Lunenburg (2010:2).

3.5 THE ROLE OF THE PRINCIPALS IN INTERNATIONAL COMMUNITY COLLEGES CONTEXT

3.5.1 The United Kingdom (UK) context

Burchill (2001:148) indicates that the Further Education (FE) sector in the UK is predominantly vocationally oriented. Its public provision in England and Wales is concentrated in close on 450 colleges. Burchill (2001) further states that the incorporation of colleges, which took effect in April 1993, followed the Further and Higher Education Act (1992). This Act took the colleges referred to above out of Local Education Authority (LEA) control and established them as independent FE corporations with funding provided by a Further Education Funding Council for England (FEFCE) and one for Wales (FEFCW).

Briggs (2004:586) states that the management of further education colleges in England has been affected by the extensive recent change. First, the incorporation of maintained colleges which took effect in 1993 altered their system of governance and made them independent of LEA. Incorporation entailed the transfer of functions such as finance, estates, and human resource management, formerly carried out by the LEAs, to management within the colleges. Furthermore, the effect of the transfer of power and the changes in accountability exemplify the familiar pattern of decentralization of management responsibility (in this case, to colleges) coupled with the centralizing of authority to the government and its agencies (Briggs 2004).

The Further and Higher Education Act (1992) (Legislation.gov.uk 2014) enabled the Secretary of State to establish a 'body corporate' for the purpose of conducting an FE institution. This process, which is typically known as incorporation, created FE corporations. To enact the 'corporation', a governing body is formed. Each corporation governing body has responsibility for the educational character and mission (purpose) of the college(s), the strategic direction and oversight, the quality of teaching and learning, the financial health and value for money, and the employment of staff (Hill & James 2017:3).

3.5.2 The United States of America (USA) context

According to Cohen and Brawer (2008), community colleges were established 1901 in the USA. Rabey (2011:9) rapid increases in the comprehensive community college in the 1960s brought accessible, affordable, and quality education to the people of America in all 50 states. As a result of their open door mission, community colleges have been referred to as 'the people's college' and a place of 'second chances' for students (Cohen & Brawer 2008).

A board of trustees, either elected locally or appointed by a governmental agency, establishes policy for the institution and employs a chief executive officer (Cohen & Brawer 1996:133). These colleges are led by presidents who are equal to principals and also referred to as chief accounting officers like in the South African context. Primarily, the president carries out general administrative duties and has periodic meetings with the board and with the heads of state agencies (Cohen and Brawe, 1989:114). To a lesser extent, the president makes decisions on faculty recruitment and selection, conducts public relations activities, and coordinates the college programme with programmes of other institutions and community groups (Cohen and Brawe, 1989:114). Fundraising, always high on the list of responsibilities assumed by presidents of private colleges, has recently come to occupy more of the public college president's time (Cohen & Brawer 1996:152).

It is clear that the strategic leadership and management of community colleges in the USA differ slightly from the South African TVET colleges in the sense that the governing bodies have the authority of appointing presidents. It further concluded that independence of the functioning of the board makes it easy for the governing body to set a measurable strategic target for the college presidents.

3.5.3 The Australian context

Australian researchers have discussed leadership in public VET providers like Institutes of Technical and Further Education (ITFE) and in private (including non-profit) training providers. The National Centre for Vocational Education Research (NCVER) sometimes defines the objects of their leadership research quite broadly: "Those who assume roles that involve giving leadership and direction to those who

see themselves as followers or subordinates” (Callan, Mitchell, Clayton & Smith 2007:13).

Dianne Mulcahy also initiates a discussion on identifying VET leaders:

[S]enior managers were defined as those who have a high-level, specific responsibility such as heading a college, section, or sector. By extension, executive managers were defined as those who have the highest level organisational responsibility, for example, chief executive officers, managing directors, the term frontline manager has been employed to denote a diverse group within VET organisations who have responsibility for overseeing and coordinating the work of others. [...] Frontline managers’ responsibilities within VET providers include course or program coordination, professional and organisational development, business and industry services, research and evaluation, and budgets and income. Frontline managers are first-level managers or managers of work teams. They are directly involved at the operational or service end of the organisation. (Mulcahy 2003:14)

Australia has seen major changes in the leadership and management of VET organizations over the last 15 years. Increasingly competitive funding arrangements, the requirement for greater responsiveness and flexibility, the adoption of management models from business and industry, together with a policy emphasis on institutional self-reliance, have meant an escalation in non-educational leadership/management needs in Australian VET training providers (Harris & Simon 2012:8).

3.5.4 The Denmark context

The vocational upper secondary education and training – IVET – system in Denmark has undergone several reforms since the end of the 1980s. Reforms include the 1991 reform which introduced principles of decentralization, management-by-objectives, semi-privatization of colleges and free choice of colleges for students (primarily concerning governance and funding (Lunenburg 2012:21).

According to Lunenburg (2012:46), VET in Denmark is organized according to the dual principle, meaning that the social partners play a key role in relation to both the content and organization of VET. Moreover, the Danish VET system is characterized by a high level of stakeholder involvement where not only the social partners, but vocational

colleges, lecturers, and students are involved in the development of VET based on consensus and shared responsibility.

3.5.5 The Netherlands context

Lunenburg (2011:10) describes how the Dutch Regionale opleidingen centra, regional vocational centers (ROCs) show how leadership can be considered an umbrella term covering the various levels of leaders' positions, functions, and tasks. Furthermore, the ROC has a governing board or supervisory board with overall authority or supervision of the executive board (Lunenburg 2011). The executive board is entrusted with following national policy or that decided on by the governing board, initiating institutional policy, and the day-to-day running of the ROC as an educational institution (Lunenburg 2011).

According to Lunenburg (2011:10), in the ROCS, the director is the education sector manager and this represents the level where educational leadership is affected (the operational level). However, the work and responsibilities of principals in VET institutions and directors in organizations providing continuing training are very similar. The main difference lies in the level of autonomy and responsibility. The framework also acknowledges the scope of distributed leadership in VET institutions and maintains that the whole organization is in charge, especially via a middle management level and leadership teams. However, this power is delegated from the principal or director, who still carries overall responsibility for organization leadership.

Lunenburg (2011:39) indicates that VET institutes (ROCs) are autonomous in their strategy, activities and quality management, which means that the management board of a ROC has freedom of action in appointing a VET leader. The national policy on autonomy and deregulation affects the role and position of VET leaders as it depends on each VET institute. According to Lunenburg (2011:28), the roles of the VET leader (or educational leadership in general) are:

- educational manager;
- managing innovation in vocational education;
- situational leadership;
- communication and leadership for educational managers;
- project and process management;

- managing professionalism;
- strategic vocational training programmes;
- evaluation and accreditation in VET.

3.6 CONCLUSION

Internationally, there are many leadership development programmes in vocational education (Robertson, 2015:6). In the UK there is strong government support for leadership development in the VET sector (Muijs, Harris, Lumby, Morrison & Sood 2006), and in the USA leadership development takes place at most community colleges (Robison, Sugar & Miller 2010). There is also a strong emphasis on leadership development in the VE sector in Australia (Callan, Mitchell, Clayton & Smith 2007). The need for development of TVET colleges SMT is on the rise in South Africa. This can be demonstrated by initiatives that the DHET is putting in place to strengthen campus managers. VET leadership development exist in numerous countries since these countries recognize the importance of leadership development. Therefore, there are comparable TVET leadership development initiatives in South Africa with other countries.

CHAPTER 4: RESEARCH DESIGN AND METHODOLOGY

4.1 INTRODUCTION

The objective of this chapter is to describe the research design and methods that were selected to be used in the study. This chapter provides reasons for the chosen methods being appropriate to the gathering of information needed to answer the questions posed by the research problem. The chapter also pays particular attention to the qualitative research approach, the population, the sample size, the sampling procedure, the instruments for data collection, data collection techniques, data analysis and interpretation, as well as the validity, reliability, and trustworthiness of the research.

4.2 RESEARCH DESIGN

Research design is defined as the research blueprint that outlines the entire research process from the formulation of the research problem to the collection, analysis and interpretation of data Creswell (2013:5). Furthermore, Creswell (2013:18) states that certain factors influence the choice of the research design. This definition implies that the research design acts as the base and logical structure of the research inquiry, which helps the researcher to gather empirical evidence that is needed to answer the research question under study.

Additionally, Creswell (2013:18) states that certain factors influence the choice of the research design. Factors such as the nature of the research problem, the purpose of the research and the assumptions that the researcher bring to the research study have been mentioned as having an influence on the manner in which the research problem is formulated and how evidence is gathered to unravel the phenomenon under study.

4.3 RESEARCH APPROACH

4.3.1 Qualitative research approach

A qualitative research approach was used in this study. Berg and Howard (2012) characterize qualitative research as meanings, concepts, definitions, metaphors, symbols, and descriptions of entities. This definition clearly shows that qualitative research contains all the necessary instruments that evoke recall, which aids problem-solving. Qualitative data instruments such as observation, open-ended questions, in-depth interviews (audio or video), and field notes are used to collect data from participants in their natural settings. In this study, the researcher used unstructured interviews as a data-collection instrument.

Qualitative researchers are interested in understanding the meaning people have constructed, that is, how people make sense of their world and the experiences they have within the world (Merriam 2009:13). According to Mack, Woodsong, McQueen, Guest and Namey (2005:1), the qualitative research approach is “a scientific investigation that seeks answers to questions, uses pre-defined sets of procedures to answer the questions, collects evidence, and produces findings that are applicable beyond the immediate boundaries of the study”.

Qualitative research is a situated activity that locates the observer in the world. It consists of a set of interpretive, material practices that makes the world visible. These practices transform the world. They turn the world into a series of representations, including field notes, interviews, conversations, photographs, recordings, and memos to the self. At this level, qualitative research involves an interpretive, naturalistic approach to the world. This means that qualitative researchers study entities in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them (Denzin & Lincoln 2005:3).

4.3.2 Rationale for choosing the qualitative research approach

The motivating factor for me to prefer the qualitative research approach was due to the by the descriptions of the authors cited below:

- Qualitative research has the ability to provide complex textual descriptions of how people experience a given research issue, allowing their views to be known (Yin 2011; Clisset 2008);
- Qualitative methods are empirical, inductive, and interpretive of a situation within a specific context (Pacho 2015); and
- Qualitative research approaches are sensitive to social construction of meaning. They rely on the interpretation and analysis of what people do and say, without making intense use of measurements or numerical analysis (Lindlof & Taylor 2011).

In this study, I found the qualitative research approach to be most apposite. Labaree (2013:6) argues that qualitative research is advantageous because it generates rich, detailed data that leave the participants' perspectives intact and provide multiple contexts for understanding the phenomenon under study. In this way, qualitative research may be used to clearly demonstrate phenomena or to conduct cross-case comparisons and analysis of individuals or groups (Thomas: 2010).

4.3.3 Steps in Conducting the Qualitative Research.

Slavin (2007:124) outlines the six steps that are generally followed when conducting qualitative research:

- **Identifying what is to be studied.** In the process, decisions are made about the nature of the interaction, the role of the researcher, and ethical considerations. During this preparatory phase, a written application for permission to carry out the research study was sent to the principals of the four TVET Colleges.
- **Identifying whom to study.** Decisions are made about the participants or sites to be studied, the length of time for data collection, and the possible variables to be considered. During this second phase of the empirical investigation, semi-structured interviews were organized with principals, deputy principals, and campus managers included in the study.
- **Collection of data.** Data collection was conducted over a period of four months and three weeks. In addition, a tape recorder was used for recording the interviews.

- **Analysis of data.** Data analysis consists of synthesizing the information obtained from the interviews. The researcher worked with the data, organized and broke them into manageable units, coded them, and searched for patterns. Data analysis involved identifying categories, recurrent themes, and sub-themes that emerged from the interviews conducted with respective participants.
- **Generation of findings as the data-collection process proceeds.** Data were collated to produce the findings discussed in Chapter 5.
- **Making data interpretations and conclusions.** Data interpretation refers to developing ideas about the findings and relating them to the literature and to broader concerns and concepts (Bogdan & Biklen 2007:159). In this study, interpretation of interview data from principals, deputy principals, and campus managers was conducted in relation to their experiences when providing management and strategic leadership at their colleges.

4.4 THEORETICAL FRAMEWORKS

Cited in Thomas (2010), according to TerreBlanche and Durrheim (1999), the research process has three major dimensions: ontology, epistemology, and methodology. According to these researchers, a research paradigm is an all-encompassing system of interrelated practice and thinking that defines the nature of enquiry within these three dimensions. Figure 4.1, below, clearly illustrates the three dimensions that were used in understanding the nature of reality or the nature of the phenomenon studied.

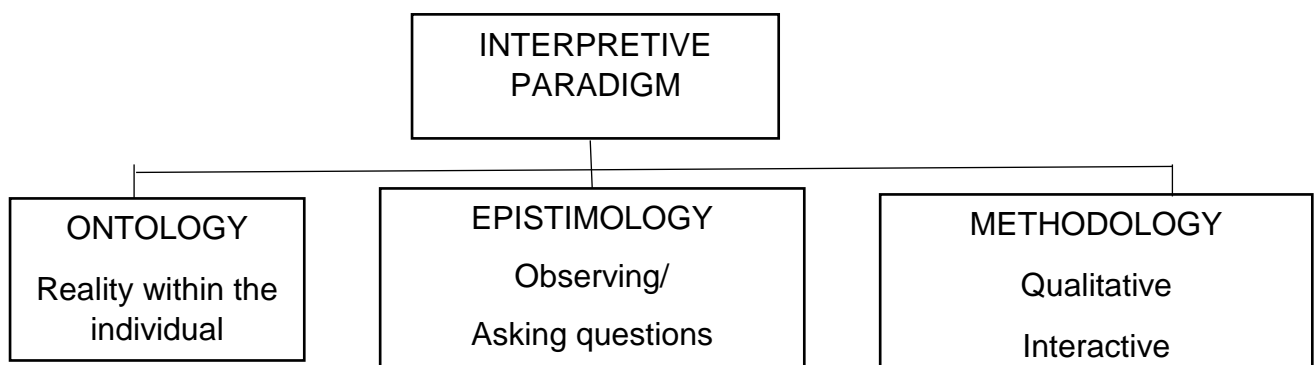


Figure 4.1: Sequence for research

Source: Cohen, Manion and Morrison (2000:89)

4.4.1 Paradigm

According to Johnson and Christensen (2012:31), a paradigm is an approach to research or to its method. Scotland (2012:9) indicates that a paradigm consists of the following components: ontology, epistemology, methodology, and methods. Various paradigms contain inherently differing ontological and epistemological views; therefore, they have differing assumptions of reality and knowledge which underpin their particular research approach. This is reflected in their methodology and methods. Kuhn (1970, cited in Hammersley 2012) examines the paradigm as a set of philosophical assumptions about the phenomena to be studied (ontology), how they can be understood (epistemology), and the purpose and product of research.

Therefore, for this paradigm, the qualitative approach was used on the assumption that the social construction of reality in this research was most likely to be revealed by the interaction between and among the researcher and the participants (Mncube 2005). These assumptions, regarding the nature of reality, help to shape the theoretical-methodological framework that is used by researcher. The way researchers view social reality is strongly influenced by two basic sets of philosophical assumptions: ontology and epistemology (Blanche, Durrheim & Painter 2014:6, Bhattarchejee 2012:18). Ontological assumptions relate to the nature of reality and its characteristics (Creswell 2013:20).

4.4.2 Epistemology

The term 'epistemology' originate from the Greek word *epistēmê*, or knowledge. Epistemology is therefore the philosophy of knowledge, or the way in which one comes to know (Trochim 2000:1). Epistemology is intimately related to ontology and methodology (Thomas: 2010). According to Ritchie and Lewis (2003:11), epistemology is concerned with ways of knowing and learning about the social world. It focuses on questions such as: How can we know about reality; and what is the basis for our knowledge?

4.4.3 Ontology

Ontology involves the philosophy of reality, while epistemology addresses the way in which we come to know that reality (Thomas, 2010). Methodology identifies the particular practices used to attain knowledge (Krauss 2005:758). Ritchie and Lewis

(2003:13) state that some of these issues relate to 'ontology' and are concerned with beliefs in what there is to know about the world. Within social research, key ontological questions refer to: whether or not social reality exists independently of human conceptions and interpretations; whether there is a common, shared, social reality, or merely multiple context-specific realities; and whether or not social behaviour is governed by 'laws' that may be seen as immutable or generalizable.

Thomas (2010) indicates that the goals to be achieved: as much as possible it depend on the participants' views of the situation under study, and this is in line with a qualitative phenomenological approach. The choice of this approach was in line with ontological (what is reality?) and epistemological (what constitutes knowledge?) assumptions underlying knowledge construction. Furthermore, the approach endorsed the use of multiple methods to collect data from the principals", deputy principals and campus managers in their natural context.

In this study, the ontology of effective management and strategic leadership was explored in order to gain a balanced view of its meaning and also to optimize the functioning of principals within the TVET sector.

4.5 POPULATION AND SAMPLING

4.5.1 Population

Creswell (2012:142) defines a population as a group of individuals who have the same characteristic/s. According to De Vos (1998:190), in research, the population refers to the totality of persons, events, organization units, case records, or other sampling units with which the specific research problem is concerned. Furthermore, Roscoe (1996, in Mouton 1998:134) states that a population is a collection of objects, events or individuals with some common characteristics that the researcher is interested in studying. According to McMillan and Schumacher (2010:129), a population refers to a group of elements or cases, whether individuals, objects or events, that conform to specific criteria and to which the study intends to generalize the results. Thus, the population for this research study was the TVET colleges within South Africa.

4.5.2 Sample

According to McMillan and Schumacher (2010), population is defined as a group of elements or cases, whether individuals, objects, or events, that conform to specific criteria, and to which we intend to generalize (or in qualitative research 'transfer) the results of the research. Since generalization is not the aim of qualitative research, probability sampling is not justifiable nor a suitable method for use in qualitative research. In this study SMT at TVET colleges are classified as a sample.

4.5.2.1 Sample selection

Kumar (2014:148-149) defines sampling as the process of selecting a few individuals (a sample, or subgroup) from a larger group (the sampling population) to become the basis for examining or predicting a fact, a situation, or an outcome regarding the larger group. Marvasti (2004:11) contends that the first step in conducting research is the selection of participants or respondents. This process is referred to as sampling; the people or objects selected from a specified population are known as a sample. Furthermore, Marvasti (2004:11) indicates that sampling procedures in qualitative research are sometimes referred to as purposive, meaning that the theoretical purpose of the project, rather than a strict methodological mandate, determines the selection process. In purposive sampling, the researcher searches for information-rich key informants or groups (McMillan & Schumacher 2010:326). However, McMillan and Schumacher (2010:326) indicate the main disadvantage of qualitative approaches to corpus analysis is that their findings cannot be extended to wider populations with the same degree of certainty that quantitative analyses can. Furthermore, the findings of the research are not tested to discover whether they are statistically significant or due to chance (Atieno 2009:17).

There are two basic types of sampling, namely, probability sampling and non-probability sampling (Miles & Huberman 1994:214). Probability sampling (or random sampling) allows the researcher to generalize the findings of the study from the sample to the population from which the sample was drawn. In contrast with probability sampling, non-probability sampling is the most appropriate and suitable sampling method for use in qualitative research (Thomas: 2010). The most common form of non-probability sampling is purposive or purposeful sampling (Merriam 2009:60-61).

Purposive sampling was used for this study in that the site selection or sample was based on the judgement of the researcher. The sample is composed of elements that contain the most characteristics, representativeness, or typical attributes of the population (Maree 2007:179). Furthermore, purposive sampling was used in this study because I intended to include information-rich participants who possessed certain specific characteristics; and who best satisfied the needs and objectives of the research (Gerber 2011:69).

In qualitative research, the sample size is generally small, as large samples could produce less insightful and undesired outcomes (Holloway & Wheeler, 2013:145-146). The sample size was deliberately made small because the participants in the case study belonged to the same profession and therefore depicted common traits that are characteristic of the larger population under study (Cohen et al 2011:148). Qualitative research uses non-probability samples for selecting the population for study. Furthermore, in a non-probability sample, units are deliberately selected to reflect particular features of or groups within the sampled population (Ritchie & Lewis 2003:78).

In this study, the sample comprised of the following four colleges that are situated in Gauteng Province: Ekurhuleni West TVET College, Ekurhuleni East TVET College, South West Gauteng TVET College, and Orbit TVET College which is situated in North West Province. All these colleges fall under the auspices of the DHET however there are regional offices in each province that colleges report to.

The participants were as follows: principals, deputy principals and campus managers.

- ❖ Principals.

All four principals of the four colleges were interviewed.

- ❖ Vice principals.

At least two vice-principals from each college were selected; therefore, a total of eight deputy principals were interviewed.

- ❖ Campus managers.

One campus manager from each college was selected; therefore four campus managers in total were interviewed.

A total of sixteen participants were interviewed.

4.6 DATA COLLECTION TECHNIQUES

According to Cooper and Schindler (2006:96), qualitative research draws data from a variety of sources, including the following:

- people (individuals or groups);
- organizations or institutions;
- texts (published texts, including virtual texts);
- settings of environment (visual/sensory and virtual materials);
- objects, artefacts and media products (textual/visual/sensory/virtual material);
and
- events and happenings (textual/visual/sensory/virtual material).

The decision of which data-collection methods or instruments to use in a study depends largely on the extent to which the method or instrument in question can serve the purpose of the study and address the research question posed (Seidman 1991:128). According to Daniel (2016:92), the methods employed in data collection must produce a full description of the research with respect to the participants involved. Hence, the qualitative research approach can provide abundant data about real-life people and situations (De Vaus 2014:6; Leedy & Ormrod 2014).

4.6.1 Semi-structured interviews

In qualitative research, interviewing is the major source of the qualitative data for understanding the phenomenon under study (Drew, Hardman & Hosp 2008; Fontana & Frey 2005). A semi-structured interview method was used in the study. According to Gray (2009:373), semi-structured interviews are non-standardised interviews in which the researcher may have a framework of issues and questions to be covered. However, to some extent flexibility in question form, and the manner in which participants address issues is ensured. Types of interviews differ in the extent to which interview questions are determined and consistent before the interview occurs (Patton 2002:342). Qualitative interviewing begins with the assumption that the perspective of others is meaningful, knowable, and able to be made explicit (Patton 2002:341). Furthermore, Patton (2002:341) indicates that the quality of the information obtained during an interview is largely dependent on the interviewer.

Since interviewing is the main mode of data and information collection in qualitative research (De Vos, Strydom, Fouché & Delport 2011:342), it was decided to make use mainly of interviews in collecting data for this research. For this study, data were collected from all participants, using semi-structured interviews. Semi-structured interview questions were used principally as a guide.

The use of semi-structured questions gave the researcher a better opportunity to ask the participants for more details by asking follow-up questions when necessary. It also allowed participants a better chance to fully express their opinions, experiences and feelings. One of the advantages of using the interview is that it is flexible (Drew et al 2008).

As a qualitative research method, the interview has several advantages (Bailey 1994:174) namely:

- The interview is flexible and applicable to several different types of problems. It is flexible in the sense that the interviewer may change the mode of questioning if the occasion so demands. In addition, if the responses given by the subject are unclear, the questions may be rephrased;
- The interview is also useful in obtaining responses from either young children or illiterates, as the responses from such persons may be obtained orally rather than in written form;
- The interview enables the collecting of personal information, attitudes, perceptions or beliefs by the interviewer's probing for additional information.
- Inconsistent or vague replies may be questioned;
- The interview promotes motivation and openness. Almost all interviewers attempt to develop a rapport between the interviewer and the respondent or interviewee. Once the interviewees have accepted the situation as non-threatening they are more likely to be open and frank. This openness adds to the validity of the interview;
- In an interview, the respondents are unable to 'cheat' by being prompted by others or by having others complete a questionnaire for them, as often happens with questionnaires that have been mailed;

- The interviewer is able to record the exact time, date and place of the interview;
- The interviewer is able to ensure that all the questions are answered;
- The interviewer has control over the order of the questions and is able to ensure that the respondents do not answer the questions out of order
- The interview tends to have a better response rate than mailed questionnaires;
- Persons who are unable to read and write are still able to answer the questions in an interview while others, who are unwilling to expend the energy in writing out their answers, may be glad to talk; and
- An interviewer may exercise a measure of control over the environment. For example, the interviewer may standardize the interview environment by ensuring that the interview is conducted in privacy and that there is no noise.

Although the interview has a number of important advantages over other data-collection techniques, it does have definite limitations as a research tool (Hunting 1983). McCormick and James (1988) note that both interviewers and respondents are sources of bias: the former through the questions they ask, or their perceived role and presence; the latter through their conception of the interview, their memory of the event, their ability to answer, and their motivation for taking part in the interview.

Another disadvantage of the interview as a data-gathering strategy is that the interviewees may either not be willing to share information or they may even offer false information. In addition, a great deal of time is often required to conduct the interviews and later to transcribe the audio recording of the interview or the notes taken (Ary et al 2006:480).

McCormick and James (1988) suggest that whatever procedure for collecting data is selected, it should always be examined critically to assess to what extent it is likely to be reliable and valid.

4.6.2 Steps taken in conducting interviews

Interviews demand great skill and expertise of the interviewer (Drew et al 2008). Prior to the interviews, the researcher notified the participants to ensure that they would be

available on the day of the interviews. The interviews were scheduled for a time that was convenient for the participants, so as to avoid disruption of their daily duties.

4.6.3 Transcribing the data

The data was transcribed immediately after the interviews had been conducted. All the written notes taken during the interviews were typed; details such as the dates and venues of the interviews were also included.

4.7 QUALITATIVE DATA MANAGEMENT AND ANALYSIS

Qualitative research involves the gathering of data, and the examination and interpretation of data that are not simply reduced to numbers (Anderson 2010; Taylor-Powell & Renner 2003). Hence, Nigatu (2009) points out that qualitative data analysis (QDA) comprises the array of processes and procedures in which a researcher shifts from the qualitative data that has been collected to some form of particulars, understanding, and analysis of people and situations being investigated.

4.7.1 Data analysis

Graustein (2014:74) argues that data without analysis is simply a collection of information. Qualitative data analysis implies the range of processes and procedures whereby one moves from qualitative data that have been collected into some form of explanation, understanding, or interpretation of the people or the situations one is investigating (Bernard & Ryan 2010:46). Qualitative data consists of quotations, observations, and excerpts from documents (Patton 2002:47). Analysing qualitative data is often seen as a demanding, repetitive, and arduous task (Basit 2003:143). Although predominantly a mechanical exercise, it requires the researcher to be dynamic, intuitive, and creative, and to be able to think, reason, and theorize (Basit 2003:143). The goal of qualitative analysis is to deconstruct blocks of data through fragmentation. Thereafter, they must coalesce into collections of categories which relate conceptually and theoretically, and which make assumptions about the phenomenon being studied.

Creswell (2014:236) states that analysing qualitative data requires understanding of how to make sense of text and images so that one may form answers to one's research question. Mouton (2006:108) describes analysis as involving breaking up data into

manageable themes, patterns, trends and relationships. Furthermore, Creswell (2009:175) comments that in an inductive data analysis, qualitative researchers build their patterns, categories, and themes from the bottom up, by organizing the data into increasingly more abstract units of information. This inductive process illustrates the working back and forth between the themes and the database until the researchers have established a comprehensive set of themes. It may also involve collaborating with the participants interactively so that participants have the opportunity of shaping the themes or abstractions that emerge from the process (Jones 2007:4). According to Patton (2002), "Qualitative analysis transforms data into findings".

Tesch's open coding method of data analysis (Tesch 1990: 85) was adopted for this study, as follows:

- The transcriptions of the interview data were read carefully by the researcher; making sense of the data, and jotting down some ideas as they came to mind.
- The researcher selected one interview document after the other, going through them carefully, being more interested in the underlying meaning than the superficial substance of the information;
- After perusing all the interview documents, the researcher developed a list of all topics, before clustering together the similar ones. The topics were then formed into columns, which were arranged as major topics, unique topics, and leftovers;
- The researcher compared the list of topics with the original interview data before abbreviating the topics and writing the codes next to the relevant segments of the text. This preliminary organizing draft was tried out, checking whether new categories and codes could emerge;
- Final categories were formed from the most descriptive wording for the topics. Topics related to one another were grouped together in order to reduce the total list of categories. Lines were drawn between the categories to delineate their relationships;
- The final decision on the abbreviation for each category and the alphabetized codes was made;

- The researcher brought together in one place the data material belonging to each category, before performing preliminary analysis; and
- Existing data was recorded when necessary.

In summarising Tesch’s open coding method of data analysis, Litchman, (2013), proclaim that the relationships among the themes referred to finding the manifested trends, patterns, and consistencies among the emerged significant factors. Consequently, the researcher discussed the findings in a each theme in Chapter 5.

In terms of the University of South Africa’s code of ethics, a researcher is required to separate obvious connection between data and individuals where possible (Unisa 2014:15).

In order to break any observable relationship between the data and the participants, the following pseudonyms were used: ‘The case of College A’, for the first college: ‘Principal A’, ‘Deputy Principal A’, ‘Campus Manager A1’; ‘the case of College B’, for the second school: ‘Principal B’, ‘Deputy Principal B’, ‘Campus Manager B’; for the third college: ‘Principal C’, ‘Deputy Principal C’, ‘Campus Manager C’, and ‘Deputy Principal C2’; for the fourth school: ‘Principal D’, ‘Deputy Principal D’, ‘Campus Manager D’.

The data codes used in this research study are presented in the table below:

Table 4.2: Data codes

Codes	Description
T	Transcription of interviews
1 – 4	TVET Colleges College 1, College 2, College 3, College 4
Principal	P
Deputy Principal	DP
Campus Manager	CM

Source: Own

4.8 RELIABILITY AND VALIDITY OF RESEARCH

Reliability and validity are both tools of an essential positivist epistemology (Watling, in Winter 2000:7). Gall, Gall and Borg (2011:27) are of the view that terms (such as “validity” and “reliability”) are weakly used in qualitative research, which applies to open-ended instruments to collect data. Walcott (2009:73) argues, on axiomatic grounds, against the use of reliability and validity in qualitative research. He cautions that these criteria do not satisfy a qualitative research methodology, because of differences that exist between the axioms of interpretivism and positivism.

4.8.1 Reliability of the design

Reliability is a measure of consistency over time and over similar samples, in the extent to which a procedure produces similar results under constant conditions on all occasions with the same person or across interviewers (Cohen et al 2000). Reliability refers to the degree of consistency with which instances are assigned to the same category by different observers or the same observer on different occasions (McMillian & Schumacher 2010:23). Joppe (2000:1) expands on this by defining reliability as the extent to which results are consistent over time and is an accurate representation of the total population under study. This is referred to as reliability and if the results of a study can be reproduced under similar methodology, then the research instrument is considered to be reliable.

Merriam (2009:209) agrees with the previous researchers by writing that, “Reliability in qualitative research involves conducting the investigation in an ethical manner and reliability can be ensured by the way in which the data is collected, analysed, interpreted and findings presented”.

4.8.2 Reliability in data collection

Cohen et al (2011) posit that reliability is the precision and accuracy of research instruments. According to Burns (1994), reliability in qualitative research may be enhanced if researchers outline the reasons for the research and the major question they wish to address. Qualitative research uses a naturalistic approach that seeks to understand phenomena in context-specific settings, such as a "real world setting [where] the researcher does not attempt to manipulate the phenomenon of interest" (Patton 2001:39). Furthermore, Patton (2001) supports the notion of the researcher's

involvement and immersion into the research by discussing that the real world is subject to change, and therefore a qualitative researcher should be present during the changes to record an event before and after the change occurs. Merriam (1998) suggests that reliability in this type of research should be determined by whether the results are consistent with the data collected. The following techniques are provided to achieve this:

- ❖ Explain the assumptions and theory behind the study;
- ❖ Use multiple methods of data collection and analysis (triangulation);
- ❖ Explain in detail how data was collected to allow for an audit trail if necessary.

4.8.3 Validity

Validity is defined as the degree to which a measurement process measures what it purports to measure, or the degree to which it gives the correct answer (Miller 2014). Creswell and Miller (2000) suggest that validity is affected by the researcher's perception in the study and his or her choice of paradigm assumption. As a result, many researchers have developed their own concepts of validity and have often generated or adopted what they consider to be more appropriate terms, such as, quality rigor and trustworthiness (Davies & Dodd 2002; Lincoln & Guba 1985; Mishler 2000; Seale 1999; Stenbacka 2001). Merriam (2009:213) regards validity as how congruent the findings are with reality. Validity is a goal rather than a product: it is never something that can be taken for granted (Merriam, 2009:213).

In order to ensure the validity of data, information collected from interviews and observation was triangulated to ascertain the accuracy and consistency of the data from the different sources and methods. The corroboration of data also helped to ensure consistency and validity of research findings.

4.8.4 Measures for trustworthiness

Trustworthiness in qualitative research refers to the clear demonstration that the evidence for the results reported is sound; and when the argument made based on the results is strong (LaBanca 2010). Henning, Van Rensburg and Smit (2011:3) describe four main criteria for trustworthiness, namely, credibility, transferability, dependability, and conformability. These concepts are clarified briefly below.

● **Credibility:** This concept refers to the extent to which the findings of a study embody the meanings of the research participants. In this regard, a qualitative researcher must deal with the risks of research reactivity and partiality (Lietz & Zayas 2010; Padgett 2008). According to Sikolia, Biro, Mason and Weiser (2013:3), credibility involves extended engagement with participants, triangulation of data from interviews, observation and documents, thick description of data and adequacy of data evaluation, participant validation of interview transcripts and emerging concepts and categories, use of participants' words in the emerging theory, and peer debriefing. Denzin and Lincoln (2003:240) explain that the term credibility in qualitative research design replaces the terms validity and reliability as applied to the positive stance in quantitative research designs.

● **Dependability:** Dependability, or consistency, of qualitative research findings corresponds to reliability of findings in quantitative research (Merriam 2009:154). Sikolia et al (2013) posits that dependability refers to the confirmation that the data represent the changing conditions of the phenomenon under study and should be consistent across time. Accordingly, dependability concerns itself with the examination of a detailed audit trail by an observer. Therefore, dependability also accommodates the researcher's understanding of the research phenomenon. Henning et al (2011) assert that dependability may be achieved through auditing, which consists of the researcher's documentation of data, methods, and decision-making during a thesis, as well as its end products. Auditing for dependability requires that the data and descriptions of the research be intricate and rich. In this research, dependability is achieved through my knowledge of what is entailed in strategic leadership and management, also through vast experience in the TVET sector.

● **Transferability:** This refers to the degree to which the findings of a study are applicable or useful to both theory and practice, being able to fit situations outside of the study and in future research (Lietz & Zayas 2010). Issues taken into consideration in transferability include the thick description of the entire research, the participants, methodology, and interpretation of results, and the emerging theory. Generalizability refers to the extent to which one may extend the account of a particular situation or population to other persons, times, or settings other than those directly studied (Maxwell 2010:45). However, transferability is regarded as a major challenge in qualitative research due to the subjectivity from the researcher as the key instrument,

and is a threat to valid inferences in its traditional thinking about research data. Hence research findings are transferable or generalizable only if they fit into new contexts outside the actual study context. Seale (1999:45) advocates that transferability is achieved by providing a detailed, rich description of the settings studied to provide the reader with sufficient information to be able to judge the applicability of the findings to other settings that they know.

- **Confirmability:** Transferability may be defined as the assertions of enduring value that are context-free (Bowen 2013). This refers to the ability of others to confirm or corroborate the findings (Lietz & Zayas 2010). Confirmability complements dependability in that it takes care of the examination of a detailed audit trail by an observer of the research process (Sikolia et al 2013). In the case of this study, all data collected from the semi-structured interviews (audiotapes and notes) have been archived in retrievable form. It will be made available to other researchers if the need arises or should the findings be challenged.

In order to ensure the the trustworthiness of data, researcher established facts that are valid and worthy of replication by other researchers, the research study was undertaken in the natural settings within which the study was situated. The researcher also used a multi-method approach (making triangulation possible) in the collection of data in order to ascertain the verification of data by one data collection method against the other

4.9 LIMITATIONS

Limitations are defined as potential weaknesses in a study (Simon 2010:177). This study includes a sample of four public TVET colleges at which principals, deputy principals, and campus managers were interviewed. One major limitation of the study is the extent of the willingness of participants to take part in the study. The researcher covered only four of the fifty public colleges of the. Only four principals (4), as well as six (6) deputy principals and four (4) campus managers were interviewed in this study.

The two major limitations experienced were related to financial traveling expenditures as well as the considerable time required to collect data due to traveling. The selected colleges are far apart from each other, therefore required a substansive time for

attending interviews with participants. Furthermore, that also resulted in time constraints to travel to the interview venues.

In spite of these limitations, the findings emanating from the collected data were a reflection of the literature study findings to the extent that it can be stated that the research study was credible.

4.10 ETHICAL CONSIDERATIONS

Neuman (2006:129) defines ethics as what is or what is not legitimate to do, or what “moral” research procedure involves. Maree and Van der Westhuizen (in Maree 2007:41-42) state that essential ethical aspects of a research study include the issue of the confidentiality of the results, the findings of the study, also the protection of the participants. “This means maintaining each participant’s dignity, privacy, and confidentiality by not disclosing data to other participants in that organisation” (McMurray, Wayne & Scott 2004:236). According to Bourdieu (1999:1), participants may be protected “by changing the names of places and individuals to prevent identification... and to protect them from the dangers of misinterpretation”.

The ethical considerations that a researcher ought to adhere to are mainly based on the ethical principles of non-maleficence, beneficence, autonomy, fidelity and the respect of participants’ rights (Bless et al 2013:29).The researched upheld ethical consideration by keeping to the procedures in place in each of the following:

❖ Informed consent

Informed consent, an important norm of ethical conduct, is to be was obtained from all the selected participants. This took place by providing the participants with such information as the nature, purpose, and procedure of the research. Participants were made aware of their role in the study, reasons for their selection, how much of their time would be taken by their participation in the study. This was communicated to participants when they were requested to part in the study. (Appendix C).

❖ **Voluntariness**

Participants were notified that participation on the study is voluntary, and they have a right to withdraw from the research at any time should they wish. This was communicated to participants when they were requested to part in the study.

❖ **Non-maleficence**

Non-maleficence involves an ethics and legal duty to avoid harming others (Beauchamp & Childress, 2008). The principle of non-maleficence states that participants must not be subjected to physical or emotional harm during the course of a research study. In this study, the participants were not exposed to any form of harm.

❖ **Beneficence**

Beneficence is the other ethical principle and it states that research must not negatively affect participants but must rather seek to improve the welfare of people (Cohen et al 2011:85). In this study, participants were not negatively affected by the research, in that they were afforded an opportunity to reflect on their roles and responsibility and also share their experiences that will positively improve the management and strategic leadership of other principals in the TVET sector.

❖ **Confidentiality**

In order to ensure confidentiality of information received from participants, the researcher strived to gain the confidence of participants by explaining to them the purpose of the research and how the research stands to benefit the TVET sector. In respect of confidentiality, participants were assured that information provided by the participants would not be divulged to the public. Bless et al (2013:33) assert that data collected from participants must be securely protected as a way of ensuring the safety, dignity and identity of participants. Anderson (2009:75) highlights the critical importance of observing confidentiality in the conduct of research as it enhances the security of information.

❖ Anonymity

Participants were made aware of their right to remain anonymous during the course of their involvement in the study. In this study, the researcher maintained the anonymity of participants by ensuring that names of participants were not used or associated with the data collected from participants. Rather, numbers were used to identify participants during the research study. The practice of maintaining the privacy of participants would continue to be observed even after the research findings had been documented. Prior to their participation in the study, participants were provided with a participant information sheet detailing the nature of their participation. The participant information sheet also gave assurance on issues of confidentiality of the identity of participants.

4.11 CONCLUSION

This chapter dealt with the research design and rationale for its selection, its aims as well as the sub-objectives of the study, as indicated in Chapter 1. A qualitative approach was used to reach the overall aim and objectives of the study as it was characterized by its ability to provide a deeper understanding of the phenomenon being investigated. The design of the study was then considered and reasons for the chosen methods being appropriate for gathering the information needed was provided. Such selection was applied to answer the questions posed by the research problem, the population and sampling procedures, ethical considerations, as well as informed consent, and anonymity of the participants. Also discussed were data-collection instruments such as the interview technique, and data analysis procedures.

CHAPTER 5: ANALYSIS OF RESULTS AND DISCUSSION

5.1 INTRODUCTION

The main objective of this study was to examine principals' experiences when providing management and strategic leadership at TVET colleges in South Africa.

To achieve the objective, a literature analysis was outlined in Chapters 2 and 3. To collect the data, semi-structured interviews were conducted with participants holding senior positions in the four selected public TVET colleges. The interviews were designed to obtain in-depth information; and to elicit the participants' experiences when providing management and strategic leadership at TVET colleges at which they were employed. The questions were thus chosen to focus participants' answers on the researcher's particular areas of interest.

The five main themes that emerged from the data were:

1. The principals' perceptions and experiences regarding their provision of management and strategic leadership at TVET colleges
2. The processes and practices are deemed appropriate for effective management and strategic leadership in the TVET sector.
3. The challenges that are experienced by the principals when provision of strategic management and strategic leadership.
4. How to overcome challenges experienced by college principals in providing management and strategic leadership of the multi-campus TVET structure
5. The suitable model can TVET college principals use to improve management and strategic leadership of their institutions.

5.2 PARTICIPATION OF SELECTED RESPONDENTS

The overall participation rate was satisfactory. All principals of the four TVET colleges were interviewed. However, not all deputy principals and campus managers were interviewed. In some cases this was owing to unavailability and the difficulty in setting a mutually suitable time schedule. The researcher tried to reschedule interviews with some of the participants, some of whom could, unfortunately, not accede to the request, owing to student examinations during this period.

5.3 RESEARCH QUESTIONS

The central and guiding question for the proposed study was as follows:

“What are the management and strategic leadership roles and responsibilities of the TVET college principals?”

The sub-questions were:

- i. What are the principals’ perceptions and experiences regarding their provision of management and strategic leadership at TVET colleges?
- ii. Which processes and practices are deemed appropriate for effective management and strategic leadership in the TVET sector?
- iii. How can TVET college principals effectively overcome challenges they experience in management and offering of strategic leadership of multi-campus TVET structures?
- iv. What suitable model can TVET college principals use to improve management and strategic leadership of their institutions?

The aforementioned questions guided the research process and also provided an indication of whether the research questions were satisfactorily answered.

5.4 SUMMARY OF THE INTERVIEW PROCESS

Face-to-face interviews were conducted between 04 September 2017 and 05 December 2017, and scheduled at the convenience of the participants.

5.5 RESEARCH PARTICIPANTS

In order to break any observable connection between the data and the participants, the pseudonyms were used. This was done for the sake of anonymity and confidentiality. The following pseudonyms were used: 'The case of College A', for the first college: 'Principal A', 'Deputy Principal A', 'Campus Manager A1'; 'the case of College B', for the second school: 'Principal B', 'Deputy Principal B', 'Campus Manager B'; for the third college: 'Principal C', 'Deputy Principal C', 'Campus Manager C', and 'Deputy Principal C2

All participants occupied leadership positions: principals, deputy principals, and campus managers. In the case of deputy principals, their administrative responsibility varied from academic to corporate, and financial.

5.6 THE DATA ANALYSIS PROCESS

Henning et al (2004:127) suggest that before a researcher begins with data analysis, the data from interviews should be transcribed. Thereafter, the transcriptions may be analysed either manually or using a computer program. I analysed the data manually, using the following stages:

Stage 1: After collecting and recording the raw data, I transcribed the semi-structured interviews verbatim, using an outsourced company that specializes in transcribing and similar services. After receiving the transcribed files, I checked each file against the audio recording to ensure its accuracy.

Stage 2: After reviewing the transcriptions from the interview questions, I identified themes and sub-themes from the interviews.

According to Tesch (2013), if any of the units from one interview show similarities in meaning, which I indicated in red, they should be clustered together. To ensure that I had obtained meaningful units, I went back and forth between the data, isolating the

themes, and dialoguing with the text in order to achieve the most relevant wording of the theme.

Codes were applied to identify characteristics of, for example, specific leadership theories and styles (Creswell 2005). Coding is the process of organizing and sorting data. Codes serve as a way of labelling, compiling, and organizing the data. They also allow the researcher to summarize and synthesize what is happening in the data. In linking data collection and interpreting the data, coding becomes the basis for developing the analysis.

Scott and Usher (2011:89) posit that a typical qualitative analytical approach may include the following aspects:

- Coding or classifying field notes, observations, or interview transcripts, by either inferring from the words being examined what is significant, or from the repeated use of words (phrases) whether a pattern is developing (i.e., that all activities which have been recorded are being understood in a similar way).
- Examining the aforesaid classifications, and identifying relationships between them. The process of understanding such relationships in general terms is begun concurrently, providing credibility. Researchers draw upon previous knowledge of the world that has enabled them to distinguish between objects and between occurrences in their life.
- Making explicit these patterns, commonalities, and differences – in brief, making sense of the data, and taking these by now more developed theoretical constructs into the field to test or refine them.
- Elaborating a set of generalizations, which suggest that certain relationships hold firm in the setting being examined, and affirming that these cover all the known eventualities in the data set.
- Formalizing these theoretical constructs and making inferences which may be extrapolated to other cases in place and time.

As illustrated so far from our discussion of qualitative data analysis there are always variations in the number and description of steps for the same process by different authors. To the preceding body of knowledge, outlined by different authors, one can

add the views of Watling and James (2012:385-395). According to these authors, the process of qualitative data analysis consists of four stages (steps), namely:

- Defining and identifying data. From the outset, it is crucial to obtain a clear understanding of the meaning of data, fundamentally, and even more importantly, the data is required in accordance with the research question and aims.
- Collecting and storing data. When collecting data, most researchers start to form opinions and judgements, which result in theories being developed in the mind of the researcher. As such, one has to consider not only ways to collect data, but also to store data to make them accessible for analysis. Interviews, for instance, may be recorded by means of a digital recorder, transcribed, and stored (loaded).
- Data reduction and sampling. During the data-collection process, reaching a point of saturation implies that all data were reduced, filtered, and sampled through the process of analysis. It is therefore critical for the researcher, when analysing data, to determine what one already knows to be important or relevant, in accordance with the intended purpose of the investigation. Stated differently, the researcher must establish, on the one hand, which data are not relevant, and on the other hand, which data encapsulate the essence and evidence one wishes to focus on for a more detailed analysis. Hence, from the preceding it may be inferred that it is important to establish incidences and similarities in the respective interviews. In addition, one should establish whether the expected reactions (responses) were obtained and whether deficiencies regarding certain questions remain.
- Structuring and coding data. Structuring and coding of data underpins the key research outcomes and may be used to shape the data to test, refine, or confirm established theory, apply a theory to new circumstances, or use data to generate a new theory or model.

5.7 DETERMINING OF SUB-SYSTEMS AND THEMES FROM PARTICIPANTS' RESPONSES

5.7.1 Determining themes related to structural (bureaucratic) sub-dimensions

The central and guiding question of the research was only applicable to college principals, namely, "What are the management and strategic leadership roles and responsibilities of the TVET college principals?"

The table below illustrates the coding process related to the central and guiding questions of the study. The responses by principals guided the researcher in categorizing the question within the structural (bureaucratic) sub-system of a social system. Therefore, Table 5.1, below, demonstrates the themes developed from principals' responses.

Table 5.1: Emerging themes: Compliance with bureaucratic expectations

Question 1	Person	Evidence	Sub-theme	Theme
"What are the management and strategic leadership roles and responsibilities of the TVET college principals?"	Principal A	Management is I think at the end of the day to day, activities of the college in pursuit of the strategic goals ... And making sure that you achieve then the government's mandate, making sure that, because from that you derive your college's strategic goals and objectives, approved by council etcetera, after	Compliance with mandates of educational policy using delegated powers	Compliance with bureaucratic expectations of mandated role
	Principal B	Ja. I think in my opinion management of TVET College is managing all operations of the college. Operations such as teaching and learning, which is your core business;	Adherence to prescribed functions	Bureaucratic structure

		administration; managing your resources in terms of infrastructure; in terms of human resources; ensuring health and safety is adhered to by all. Yes. Also ensuring that the finances of the institution are managed well, and also ensuring that you have got a sound finance in terms of liquidity.		
	Principal C	Your co-function as a principal as management is to see to it that the mandate that the Department of the Minister has given to governance is implemented. Ja, and not necessarily saying that you will do it on your own. But you stand as the head of the institution. You are an accounting officer,	Compliance with prescribed legislative mandates	Bureaucratic structure
	Principal D	Management of resources, facilities, infrastructure, management of governance. I think all in all there are these eight levels, so it's about managing all of those things, understanding being; all of these other seven levers are supporting curriculum delivery.	Standardised procedures to shape organizational behaviour	Bureaucratic structure

According to the Continuing Education and Training Act 16 of 2006, the principals of a public FET college are mandated to manage and lead the optimal use of resources, and are accountable to the college council of a public FET college in terms of the realization of the strategic objectives (RSA 2006:20). Furthermore, the Act states that

the principal is responsible for day-to-day management and administration of the college (RSA 2006:41) (c.f. 1.2).

All the participants had an idea of the management and strategic leadership roles and responsibilities of the TVET college principals, in accordance with the Act.

The college principal must report to the Minister in terms of his or her performance in the management of a public college (RSA 2012:24). Furthermore, the principal is responsible for ensuring strategic and visionary leadership in contextualizing and localizing the relevant national educational policies (c.f. 1.2). The Minister is custodian of all legislations, policies, and circulars within the department.

According to Lunenburg (2010), management of the day-to-day operation of a school is essential. Thus, principals should work with

- students
- teachers
- parents
- other school stakeholders, to set up organizational structures.

In this way they should help to develop other people in the school by delegating and very carefully monitoring the management functions in the school (Lunenburg 2010).

It is also noticeable that principals are able to extrapolate what is meant by their responsibility of day-to-day management and administration. This is noted when participants Principal B and Principal D are specifying managing of resources, finances, infrastructure, human resources, ensuring health and safety and the core business of the college which is teaching and learning. The teaching/learning process is the technical core of the school social sphere, and therefore in schools the teaching/learning process is the core of the organization (Hoy & Miskel 2013:30).

It is against this background that is provided by the 2006 CET Act and policies and the responses of the participants that the sub-themes and themes were developed. In line with the central question, I then asked all participants the sub-questions which the sub-themes and themes had established.

The first sub-question included the principals' perceptions of the SMTs' roles on the significance of structures in the implementation of strategic management and strategic

leadership. Below is Table 5.2 demonstrating the themes developed from participants' responses.

Table 5.2: Emerging theme: Bureaucratic expectations

Sub-question 1	Person	Evidence	Sub-theme	Theme
"What are the principals' perceptions and experiences regarding their provision of management and strategic leadership at TVET colleges?"	Principal D	Okay. What is involved in the management of a TVET college, it is a ... Look management is about the owned four; planning control, you know, all of those things. Planning, control ... Organizing.	Planning, control, organizing	Bureaucratic expectations
	Principal C	Yes. I think with the resources that we have got, we have to plan around them to say if we have got these plans – then what is it that we have got as a college? Then place people accordingly.	Planning and organizing resources – both human, financial and material. Assigning people to specific roles	Bureaucratic structure (roles and their expectations)

Management is concerned with some combination of planning, organizing, directing and controlling the activities of staff towards the achievement of a set of departmental and institutional objectives (Potgieter & Coetzee 2010:2) (c.f. 1.12.4). According to Shelton (2012:32), management deals more with complexities and the process of planning, organizing, directing, controlling, and coordinating resources that lead to achieving organizational goals (c.f. 2.3).

Nevertheless, only one principal indicated three of the four functions of management. Despite the lack of evidence from responses allowing the researcher to verify the understanding of the process and activities by the participants, it is impossible that administration and management be separated from this function.

The second sub-question was related to challenges, if any, that the TVET college principals experienced when providing management and strategic leadership. Below is Table 5.3 demonstrating the themes developed from participants' responses.

Table 5.3: Emerging theme: External political expectation

Sub-Question 3	Person	Evidence	Sub-theme	Theme
“How can TVET college principals effectively overcome challenges they experience in management and offering of strategic leadership of multi-campus TVET structures?”	Principal D	We seem to be making progress by all with their own expectations . They are coming from communities that have got expectations, post revolution expectations.	More say from the community in management structures	External political expectations of transformation from community of more involvement in decision-making
	Principal A	The multiple now stakeholder, expectations and in fact, hmm, the, are resources that are increasingly becoming limited, funding.	Multiple stakeholder expectations	External political expectation of more funding from state
	Deputy Principal B1	So, in the absence of sufficient funding, it also makes it difficult to ensure that you meet your expected goals .	Expectations and demands for more funding	External political expectations of free education
	Principal C	The other one I think it is around your appointments. Remember that currently as principals we are still operating without a structure – an approved structure from the Department. Whatever structures that we have got, the structure is just to assist us to get by. But it is	Demand for more autonomy	Bureaucratic structure (roles and expectations)

		not assisting us to achieve what we want to achieve.		
	Deputy Principal D1	I think the biggest challenge, one the organogram is always not fully capacitating. So, strategy ... an organizational structure or an organogram will have strategy for breakfast any given day. If you don't have the right organogram it doesn't matter what your strategy is. You are not suited up to achieve that strategy.	Organisational structures that are not provided by DHET	Bureaucratic structure (roles and expectations)
	Deputy Principal A	You know. Yes. I think if it were now to be carried out to its logical conclusion, you could end up now seeing although you will run now the risk of, you know bureaucratic can be a problem, neh? It can be quite a problem at times.	Assign people to different roles	Shared accountability
	Campus Manager A	These strategic means you must also stick to your policy but give advice, discuss the roles of your subordinates and they must take their responsibility, should dedicate their duties, but also with delegation, of course just checking on them.	Blurred bureaucratic expectations	Bureaucratic expectations

In Table 5.3 responses offer a variety of possible ways in which TVET college principals effectively overcome challenges they experience in management and offering of strategic leadership of multi-campus TVET structures. Participants are conscious of the settings and are able to point out challenges that impact negatively on their ability to provide effective strategic leadership and management. The research then developed the sub-themes and themes from the participants' responses. However, none of the participants have indicated ways in which such challenges may

be overcome. It is clear that the participants focused only on the challenges, and paid less attention to ways in which they may be surmounted.

When a strategic plan is formulated at the macro-level it should be followed by implementation, however, according to Whipp (2003:257), the formulation of strategy may not necessarily be followed by the implementation of the strategy. Instead the two processes may become locked in a circular loop of decision-making or problem solving, as a result of the assumptions made during the strategy formulation stage. This circular loop problem may very well be the result of designing strategy at one level and implementing it at another (c.f. 6.3.1).

Consequently, Whipp (2003) asserts that strategic planning should incorporate the decision-making and problem solving that are assumed to be in existence from the strategic formulation stage. Hence, according to Kotter (1990), the function of management is the ability of managers to generate creative solutions (c.f. 1.2). Therefore, the management and strategic leadership role of the principal is crucial in overcoming challenges emanating from the transitions to the TVET sector (c.f. 1.4).

The third sub-question related to how effectively one has been able to implement management and strategic leadership in one's college. Below is Table 5.4, demonstrating the themes developed from participants' responses.

Table 5.4: Emerging theme: Internal stakeholder expectations

Question 3	Person	Evidence	Sub-theme	Theme
"Which processes and practices are deemed appropriate for effective management and strategic leadership in the TVET sector?"	Campus Manager A	My role is to give direction, so therefore you have, we've got two structures, a MANCO structure where you, all your HODs is part of that and you've got the campus operational team where the senior lecturers is also part of that. Now with the MANCO,	Non-existence of organogram for hierarchy	Uncertain expectations of roles and responsibility
			Communications of strategic decisions given in a hierarchical manner	Bureaucratic structure (roles and expectations)

		there you must of course yes, convey all the strategic decisions that was made higher up in the management board or the academic board meetings, you tell them what was decided there and how it should be rolled out ...		
	Principal C	In terms of staffing – that is capacity. If we can get the staff that we need to perform the functions, I think that will assist us. Also develop capacity where it is lacking.	Building capacity in order to fulfil the expected functions	Strengthening internal expectations of stakeholders
	Principal A	Then you get can an excellent person, well qualified, that has never been involved in this sector. So that person needs more capacitation ...	Building capacity in order to fulfil the expected functions	Strengthening internal expectations of stakeholders
	Deputy Principal C	It is capacity . It looks like the sector does not attract experienced personnel in terms of management.	Assigning staff to specific roles	Strengthening internal expectations of stakeholders

The structure in public organizations is ruled by mandates; and this leads to structures being hierarchical and bureaucratic in nature as mandates cannot be ignored. Bureaucratic structures may be efficient and orderly, but an overemphasis on performance and close supervision does not lead to a commitment from individuals, and is associated with dysfunctional consequences in modern organizations (c.f. 2.2.3).

According to OECD (2008:3), distributing leadership across different people and organizational structures can help to meet the challenges facing contemporary colleges, improving college effectiveness. The OEDC report further states that this may be achieved in formal ways through team structures and other bodies, or more informally by developing ad hoc groups based on expertise and current needs (c.f. 2.2.3).

The participants were able to recognize the structure and capacity of staff that occupy key positions within the organizational structure: processes and practices are deemed appropriate for effective management and strategic leadership in the TVET sector. Such processes and practices are significant in strengthening of internal expectations of stakeholders such as students, staff, community, commerce, and industry.

The fourth sub-question asked participants their opinions of a suitable model which TVET college principals could use to improve management and strategic leadership of their institutions. Below is Table 5.5, demonstrating the themes developed from participants' responses.

Table 5.5: Emerging theme: Bureaucratic structure (roles and expectations)

Question 4	Person	Evidence	Sub-theme	Theme
"What suitable model can TVET college principals use to improve management and strategic leadership of their institutions?"	Deputy Principal B1	It's a direct link to the accounting officer. I think it's a position wherein authority is, in most cases, delegated . It's a, also a position where enforcement of the direction of the strategic course of a college entails	Assigning staff to specific roles	Strengthening internal expectations of stakeholders
	Campus Manager A	These strategic means you must also stick to your policy but give advice, discuss the roles of your subordinates and they must take their responsibility, should	Multiple stakeholder expectations	External political expectations of appointment of management

		dedicate their duties , but also with delegation , of course just checking on them		
	Campus Manager C3	You are the principal of your campus, you need to ensure that everything happens, you are accountable for everything, you are responsible for everything, although there is some delegation , there are people that you are working with	Delegation of roles and responsibilities	Bureaucratic structure
	Principal C	The other one I think it is around your appointments. Remember that currently as principals we are still operating without a structure – an approved structure from the Department. Whatever structures that we have got, the structure is just to assist us to get by. But it is not assisting us to achieve what we want to achieve.	Demand for more autonomy	Bureaucratic structure (roles and expectations)
	Deputy Principal D1	I think the biggest challenge, one the organogram is always not fully capacitating. So, strategy ... an organisational structure or an organogram will have strategy for breakfast any given day. If you don't have the right organogram it doesn't matter what your strategy is. You are not suited up to achieve that strategy	Organisational structures that are not provided by DHET	Bureaucratic structure (roles and expectations)

The data in the above table indicate that the majority of respondents have a perception of a suitable model which TVET college principals could use to improve management and strategic leadership of their institutions. This is epitomised by Principal D's response: *"I think there is a very strong case to be made about colleges to be made more autonomous and been given powers to move, powers to do, powers to change things, powers to ..."*. This response contextualizes the perceptions of the majority of interviewees, and acts as an indicator of respondents' desperate need for autonomy at the TVET sector.

McGrath (2004) highlights that the department sees autonomy as something to be developed over time; indeed to be earned through proof of capacity and responsibility. From 2000 onwards, government has embarked on a systemic restructuring of the technical colleges. This restructuring has taken the form of mergers, recapitalization, introduction of a new curriculum, expansion, and, more recently, migration from the authority of provincial departments of education to that of the national DHET (JET 2016:24). The challenge of an education system in South Africa is that it is part of a bureaucratic structure that it is not conducive to taking rapid decisions necessary when large-scale change is introduced. This structure does not facilitate teamwork: power levels present in the hierarchical structure are not helpful for promoting the trust that is needed when shared decision-making is important (Grobler, Bisschoff & Beeka 2013:44-45).

According to Lunenburg (2011:10), the principal in the education sector as a manager represents the level in which educational leadership is affected at operational level. The distinctions at the operational level are embedded in the level of autonomy and responsibility, hence the scope of distributed leadership in TVET institutions which maintains that the whole organization is under control, especially via middle-management level and leadership teams. This authority is delegated per the principal, who carries the overall responsibility for full organizational leadership (c.f. 4.5).

In relation to the above, the themes that developed within the structural (bureaucratic) sub-system of a college social system are summarized below:

- Bureaucratic structure (mandated roles and expectations).

- External politics (pressure of transformation from state, unions, and other stakeholders, free education, shared accountability).
- Internal politics (clarity about roles. Pressure from unions about shared decision-making or more democracy).

Grobler et al (2013) summarize the above themes by noting that the education system in South Africa is part of a bureaucratic structure not up to the challenge of taking the necessary rapid decisions when large-scale change is introduced. This structure does not facilitate teamwork, power levels present in the hierarchical structure not being helpful for promoting the trust that is needed when shared decision-making is important.

5.7.2 Emerging theme: Bureaucratic structure (roles and expectations)

According to Hoy and Miskel (2013), social systems are political. In other words, colleges, like schools, have power relations that inevitably affect administrator and teacher activities. However, as already mentioned, the political sub-system may be seen as both external and internal. For example, the legislative mandates, as input into the educational system, cannot be separated from the internal politics of a state-sponsored educational system. Decisions made external to the college such as 'free education' also influence what happens inside the college. All staff are employed by the Department, hence external political decisions also influence the internal politics of any state college. Hence, I also grouped the answers obtained according to themes related to the political or power sub-systems. The sub-themes and themes which relate to the political sub-dimensions of a TVET college as an educational system are shown in the table below.

The central and guiding question of the research was only applicable to college principals, namely, "What are the management and strategic leadership roles and responsibilities of the TVET college principals?"

The table below illustrates the coding process related to the central and guiding questions of the study. The responses by principals assisted the researcher to categorise the question within the political (power-related) sub-system of a social system. Therefore, Table 5.6, below, demonstrates the themes developed from principals' responses.

Table 5.6: Emerging theme: Implement the government’s mandate

Central and guiding Question 1	Person	Evidence	Sub-theme	Theme
<p>“What are the management and strategic leadership roles and responsibilities of the TVET college principals?”</p>	<p>Principal A</p>	<p>And making sure that you achieve then the government’s mandate, making sure that, because from that you derive your college’s strategic goals and objectives, approved by council etcetera, after which you, as the principal and management of the college has to ensure that those are implemented on a day-to-day like basis, management of staff and the resources to make sure that it is appropriately utilized to be able to be able to achieve your goals.</p>	<p>Ability to operationalize the strategic goals</p>	<p>Day-to-day expectations of various stakeholders. Implement the government’s mandate</p>
	<p>Principal C</p>	<p>There are quite a number of acts that one has to respond to. Ja, we also have the National Development Policy of Framework. As I’m saying, a number of Acts. We also have the bilateral that the Ministry of Higher Education and Training signs. We also have documents like National Development Strategy 3 that we need to respond to. So those are documents that when you come up with your leadership vision that you take consideration of. And that is also</p>	<p>Compliance with legislation</p>	<p>Alignment to External politics (government mandates to determine the strategy used by colleges internally)</p>

		embedded in the organisational structure. So, as leadership you give the framework of where the college is going.		
	Principal D	We've got to manage students, you see? So, one of the complications – maybe particularities - of South Africa is that the - and we don't appreciate this as much as we should - South Africa is a post revolution society . We might not have had a revolution the way it is defined in history, but the fact of the matter is we're educating in a post revolution society. Any revolution in the world, it lays expectations, reasonable and unreasonable . At the end of that revolution, whatever comes into being must manage those expectations, pull everything together. We seem to be making progress by all with their own expectations. Now, maybe more so with us; our students are politicized quite a lot. They are coming from communities that have got expectations, post revolution expectations	Politicised expectations, post-revolution expectations	External stakeholder political expectations and entitlements

The above table indicates that the majority of principals have a perception of the political expectations of external stakeholders. Principal D expatiated in his response:

That is the context in which the Fees Must Fall must be understood. It's one of the post revolution expectations that some segment of society believes we are taking too long to minister to. Some of us believe; you know what, we could have done better, but hey, if you look at where we were at the time of the #Feesmustfall in terms of creative access for education, we had done quite well. There were more people in universities, there were more people in TVET colleges, but the post revolution expectation is free education.

According to David (2011:196), all organizations are political. Most changes are initiated not from within, but from outside the TVET system, as a result of the political

decision and/or pressure from DHET, which is a government department and is politically driven (c.f. 3.2.2.4). Principals and SMTs require an intellectual competency to perform their duties in highly politicized colleges and should use the environment to their advantage by familiarizing themselves with the latest political changes in higher education institutions (c.f 8.5).

Hoy and Miskel (2013:259) indicate the political existence within TVET colleges in that successful politics requires organizational members to bargain, negotiate, jockey for position, and engage in a myriad of political games, strategies, and tactics to influence the goals and decisions of their organization. As a result, these politics can coexist with other more legitimate forms of power, position themselves in opposition to the legitimate power, or become substitutes for weak legitimate systems of control.

In line with the central question, all participants were then asked the sub-questions on which the sub-themes and themes were established. The first sub-question included the respondents' views on principals' perceptions and experiences regarding their provision of management and strategic leadership at TVET colleges. Below is Table 5.7, demonstrating the themes developed from participants' responses.

Table 5.7: Emerging theme: Bureaucratic socialization

Sub-question 1	Person	Evidence	Sub-theme	Theme
“What are the principals’ perceptions and experiences regarding their provision of management and strategic leadership at TVET colleges?”	Principal D	Strategic management involves the - for an example - the governing structure of a college, they are the leaders of the organization but it involves also the senior management of the organization. Policy long term formulation is part of the strategic management of an organization.	Internal strategy is influenced by external policies	External politics (government mandates determine the strategy used by colleges internally)
	Deputy Principal D2	It is managing of all the resources, the all the HR ...well all the	Compliance with external mandates –	External politics from DHET

		resources. Including HR, all the infrastructure, everything. Managing the system, the registration of students. Anything that makes up the college. It is ensuring that it runs according to standards, and policies and procedures.	(regulation and control)	influences internal politics
	Campus Manager A	Okay, in the first instance policies is very important because if policies is not in place you cannot manage a campus or even a college. Sometimes there are gaps in policies. You have to identify those gaps so that at least all gaps are covered but whatever you do is done according to the policies.	Policy and procedures to regulate HR, infrastructure of the college	Bureaucratic power
	Deputy Principal A	Look, strategic now leadership basically is about direction setting, neh? And ensuring that you have a vision, a particular, and the goal that you want now to arrive at. So you envisage the end point, whereafter you will then come up now with very elaborate planning steps, neh? And that, ensuring that you can indeed leadership. So obviously you will, in the process now want to in that, exercise, you will then have	Demand for internal policies and procedures to manage institutions (SOPs)	Bureaucratic socialization (the mandates mould principals into roles devised by the system - conformity, compliance, loyalty and subordination. The modern phrase used is 'we are captured'.

		now to come up now, read the strategic plan, your policies , your procedures , you are taking people now along and you know, communicating now the vision as set, you know.		
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Hoy and Miskel (2013:259) conclude that, where the formal system is usually a highly organized structure, the political system is a competing power group, each seeking to influence organizational policy for its own interests, or at least in terms of its own distorted image of the organization's interests (c.f. 3.2.2.4).

According to the 2006 CET Act, the council makes rules for the college (RSA 2006a). The college principals are expected to ensure that colleges adhere to the rules and policies developed by the council. The researcher has observed that TVET colleges did not have sound policies in place, and therefore in 2015 the DHET developed financial policies. Councils were requested to customise the policies according to the needs of each college.

Bas (2012:6) further states that principals are responsible for working with the entire spectrum of stakeholders: from the Students' Representative Council (SRC) to college council members, parents to policymakers, lecturers to local business owners, and support staff to union officials (c.f 1.4).

The data in the above table indicate that the majority of respondents perceive the influence of external political forces playing a role through policies and procedures. According to Williams (2017), policy implementation and bureaucratic performance have become central issues for studies of service delivery, governance, and politics, particularly in developing countries. These discussions frequently revolve around the concept of the ability of the state bureaucracy to implement the government's policy choices.

The second sub-question related to ways in which TVET college principals can effectively overcome challenges they experience in management and in offering of strategic leadership of multi-campus TVET structures. Below is Table 5.8

demonstrating the sub-themes and themes within the political sub-dimensions developed by the researcher from participants' responses.

Table 5.8: Emerging theme: Management of conflict resolution

Sub-question 2	Person	Evidence	Sub-theme	Theme
<p>“Which processes and practices are deemed appropriate for effective management and strategic leadership in the TVET sector?”</p>	<p>Principal D</p>	<p>We seem to be making progress by all with their own expectations. Now, maybe more so with us; our students are politicized quite a lot.</p>	<p>Internal tensions arising from an attempt to satisfy the state's (DHET) demands while attempting to satisfy the concerns of others (such as students and other stakeholders)</p>	<p>Management of conflict resolution (various conflict-handling modes such as avoiding, competing, compromising, collaborating and accommodating)</p>
	<p>Campus Manager A</p>	<p>My biggest challenge is unions and students' formations, SASCU who wants to prescribe to you what to do and that makes your role very difficult because sometimes you must now listen what they say and most of the time you know, they just take a topic and they run with it and they don't listen to all the, what has come and why it</p>	<p>Multiple union and student political expectations to meet constitutional aims of Human Rights</p>	<p>Control of decision-making processes Internal unionised and politicised institutions</p>

		happened and so on. So that is a challenge for me but we overcome it by having regular meetings with them and give them clarity on issues that they might have, and yes, I hope I'm on the right track.		
	Campus Manager B1	Alright I understand there is an issue here, let's see how best we can resolve it and not all the answers come from me, they come from all of us and then the other thing that assist me is also to meet with unions quarterly, as well as staff meetings.	Ability to resolve internal union issues democratically	Internal tension caused by conflict between what the bureaucracy demands from you and external demands of collaboration

Several respondents were familiar with the internal political challenges that arise within the college politicized structures such as unions and students' political formations. Both staff and students are involved politically by their affiliation to various political parties such as the South African Students' Congress (SASCO) and Economic Freedom Fighters' Student Command (EFFSC). According to respondents, managers cannot take decisions without consulting with the students' formations and unions. This comes as a result of managers having to be 'politically correct'.

At the institutional level, student representation is typically formally organized in structures of student government such as an SRC, student guild, or student union.

Members of these bodies may participate in the formal university governance structures, such as student representatives in the college council, or board of trustees, academic board, various committees (Klemenčič, Luescher & Mugume 2016).

Nevertheless, the 2006 CET Act only makes provision for students to be represented on the council and academic board through SRC membership and not through students' unions. In most cases it is observed that the students' political formations have contributed to student unrest under the banner of concerned students and management often is forced to engage such concerned students in order to resolve issues that are bringing conflict.

The second sub-question related to ways in which TVET college principals' processes and practices are deemed appropriate for effective management and strategic leadership in the TVET sector. Below is Table 5.9 demonstrating the sub-themes and themes within the political sub-dimension developed from participants' responses.

Table 5.9: Emerging theme: Direction setting

Sub-question 2	Person	Evidence	Sub-theme	Theme
"Which processes and practices are deemed appropriate for effective management and strategic leadership in the TVET sector?"	Deputy Principal A	Look, strategic now leadership basically is about direction setting, neh? And ensuring that you have a vision, a particular, and the goal that you want now to arrive at. So you envisage the end point, where after you will then come up now with very elaborate planning steps , neh? And that, ensuring that you can indeed leadership. So obviously you will, in the process now want to in that, exercise, you	Bureaucratic communication	.Direction setting and uniformity of communication

		will then have now to come up now, read the strategic plan, your policies , your procedures , you are taking people now along and you know, communicating now the vision as set, you know.		
	Deputy Principal D1	Okay, management of a TVET college basically, talk to the leadership of the TVET college wherein is responsible for managing the college in line with the legislation and to directly students staff, and the governance .	Broad consultative communication	Need for a more relational or collaborative style of communication

According to the respondents in the table above, the research classifies this answer within a 'system of authority'. Hoy and Miskel (2013:241) aver that the system of authority is the formal flow of power through legitimate channels that enables the organization to achieve its formal goals. They further state that this system includes two subsystems of control – personal and bureaucratic. Personal control is wielded by giving orders, setting decision premises, reviewing decisions, and allocating resources, all of which give administrators considerable power to orient the decisions and actions of their faculties. Bureaucratic control, on the other hand, rests with the imposition of impersonal standards that are established to guide the general behaviour of teachers across a whole range of areas.

The CET Act provides functions of management and government structures of the college. This includes the college council, and the academic board, as well as the SRC; furthermore, the Act prescribes the meetings of these structures. The decisions taken by these structures are implemented by the management of the college. In this manner the management is held accountable by the council.

The fourth sub-question related to suitable models which TVET college principals can use to improve management and strategic leadership of their institutions. Below is Table 5.10, demonstrating the sub-themes and themes within the political sub-dimension developed from participants' responses.

Table 5.10: Emerging theme: Autonomy

Sub-question 4	Person	Evidence	Sub-theme	Theme
"What suitable model can TVET college principals use to improve management and strategic leadership of their institutions?"	Principal D:	I think there is a very strong case to be made about colleges to be made more autonomous and been given powers to move, powers to do, powers to change things.	The need for greater autonomy with less state interference	Internal political power to fulfil the expectations
	Campus Manager A	I'm always saying to my campus managers that you're a rector; maybe the campus manager title is not as a rector in the past. You've got all the powers to execute your job.	Need for power to implement mandated roles and to fulfil expectations	Political power to fulfil the mandated expectations

The Continuing Education and Training Act 16 of 2006 states that the principal has all the powers necessary to perform the day-to-day management and administration functions (RSA, 2006).

According to Lumby (2013), there are two angles from which it may be useful to consider the relationship of power and distributed leadership. The first is how power is conceived in texts about distributed leadership. The second is how the promulgation of the distributed leadership theory itself may be an enactment of power. A single, clear definition of power as a starting point for each perspective is not feasible.

A number of respondents did not articulate the importance of power as a suitable model which TVET college principals can use to improve management and strategic leadership of their institutions. However, the need for autonomy has been mentioned

as the mode wherein principals can improve the management and strategic leadership of their institutions.

According to (Grobler et al 2013:44), political realities and social issues, among many other things, all influence leadership in some way or other; and it seems as though a holistic approach to leadership could assist in alleviating some of the above realities. One of the problems that a school principal in South Africa faces is the gap that exists between the ideal or espoused forms of leadership and that which is practised in the system (Grobler et al 2013:44).

In recognising that autonomy requires some level of power to be delegated to the principals, the DHET will have to consider relegating some key decisions to the college principals.

5.7.3 Determining themes related to cultural sub-system

Respondents did not indicate the role of culture in their strategic management and leadership, but they mentioned various challenges that are experienced with SMTs in their strategic management and leadership. However, it was realised that they were missing one of the possible ways of addressing those challenges as organisational culture is considered the great 'cure-all' for most organisational problems (Wilson 1992).

The researcher has noted only a single evidence from a response of Principal A when indicating that: *"So, to get those groups together and I'm proud to say that you know, in terms of diversity and respect for each other in culture"*.

Hoy and Miskel (2013) indicate that, in order to maximize school effectiveness, the internal elements of teaching and learning, school structure, school culture and climate, power and politics, and motivation must work harmoniously to produce the desired performance goals. The consideration needs to be given to the building of a college culture that will increase the relationship both internal and external stakeholders in order to achieve the strategic objectives of the college.

5.8 SYNTHESIS OF FINDINGS

McMillan and Schumacher (2010:367) posit that it is prudent for the researcher to interpret the collected data that is organized according to categories. The findings in this section are structured into sub-themes and themes, as indicated in the table format.

In order that meaningful conclusions could be reached, themes that emerged from the study were examined in relation to principals' experiences when providing management and strategic leadership. The discussion about themes is substantiated by the quotes from interviews, and collaborated and interwoven with existing literature and theoretical frameworks elaborated earlier.

The main themes developed from the participants' responses in the bureaucratic, political, and cultural sub-dimensions of the social system, are discussed below.

5.8.1 Structural system (bureaucratic expectations)

5.8.1.1 Compliance with bureaucratic expectations of mandated role

Colleges are bureaucratic organizations: rules, regulations, procedures, and a hierarchical structure are the main elements of a school structure (Hoy & Sweetland 2001).

The functioning of a college depends on regulated instructions that are issued by the DHET in the form of policies and circulars. Furthermore, even in strategic planning, colleges are provided with templates that are used towards planning for both short-term and long-term goals. This may be viewed as a way of compliance, reducing the need for developing a strategic plan for the institution.

Principal A indicated that:

And making sure that you achieve then the government's mandate, making sure that, because from that you derive your college's strategic goals and objectives, approved by council etcetera, after which you, as the principal and management of the college has to ensure that those are implemented on a day-to-day like basis, management of staff and the

resources to make sure that it is appropriately utilised to be able to be able to achieve

Principals and their management teams are subjected to compliance rather than affording them room for creativity in their functioning. Furthermore, college principals are subjected to an unclear reporting directive from the CET Act which is exploited by the councils.

Drawing from the participants' responses regarding the bureaucratic expectations, it became apparent that this probability is directly related to a reporting structure which is associated with the organogram, delegating duties together with their responsibilities. Respondents emphasized the frustration regarding staffing – that is, capacity that is needed to perform the functions, and also the importance of developing capacity where it is lacking. Furthermore, there is a need for SMTs to be aware of the bureaucratic expectations that arise from their responsibility of planning, control, organizing and leading. Planning and organizing resources – human, financial, and material, as well as assigning people to specific roles, contribute toward principals' and SMTs' lack of creativity and focus on roles and responsibilities. Therefore, with such expectations, it is noted that the system create a narrow-thinking approach to achieve the council and council expectations.

In summarising this section, it could be argued that, even though principals are aware of the compliance with legislations and policies that are applicable in the TVET sector, the department still has a long way to go before offering full autonomy to management and college councils of TVET colleges. The autonomy of colleges like universities and international colleges is worth exploring as a suitable model that the college principals and the DHET can use to improve management and strategic leadership of the TVET colleges.

5.8.1.2 External political expectations of transformation from community of more involvement in decision-making

The theme relates to external political expectations of transformation from the community to be more involved in the decision-making of the college. Principals and their SMTs must consider the needs of the community in which they operate in their decision-making.

Principal D indicated that:

We seem to be making progress by all with their own expectations. Now, maybe more so with us; our students are politicised quite a lot. They are coming from communities that have got expectations, post revolution expectations. Now it's not unusual for government to try as much as they can- if they do try- but to perceived not to be doing enough with at least some of the expectations

Mgijima (2014) indicates that colleges were given greater autonomy and more functions were devolved. According to Gewer (2010:24), "Today, many colleges are still struggling with the challenges associated with multi-campus management, with varying management capacity across campuses and unequal resources".

According to JET (2016:24), while the sector initially followed a trend towards increased autonomy and market-led delivery, it was indisputable that such an approach would inevitably conflict with the government's agenda of redress, access, and equity. As a result, government, at various points, sought to direct and drive transformation centrally in the absence of a longer-term strategy, and this created mixed messages as to the policy trajectory for colleges (Badenhorst & Radile, 2018). Furthermore, JET (2016:31) states that the promulgation of this Act implied a blanket move towards institutional autonomy, which was an important shift from the rhetoric in the FET White Paper. The White Paper had suggested a more developmental approach towards autonomy, based on the capacity and resources of the colleges.

It was noted in the literature review that, while the intention of the Act is to increase the autonomy of the colleges, the implementation of the Act further exposed the weak capacity of colleges to govern themselves. It was remarkable that majority of the respondents who took part in this study were aware of the need for a sound organogram that would support the autonomy of colleges.

Since employees at colleges are employees of the DHET, it is suggested that the DHET should generate an approved organisational structure to TVET college and leave college principals to decide who is placed where. A clear distinction of responsibilities will contribute the processes and practices that will ensure effective management and strategic leadership in the TVET sector. Furthermore, such a clear distinction of roles and responsibilities that the organogram outline will assist college principals to

successfully overcome challenges that are related to managing and strategic leadership of the multi-campus.

5.8.1.3 Shared accountability

In this theme, only one deputy principal indicated the risk of a bureaucratic approach and the need to assign people to different roles.

Principal D highlighted the need provided by management teams:

But you've got to keep your head on all of those levers. You would have people for example that could be deputy principals, principals, campus managers, other people working, but you need to find a way of touching it all without offending these people. You must have a way where you touch it all without being seemed to be micro managing but if you don't touch it all ...

According to Mgijima (2014), the principal and deputy principals constitute the college SMT. Therefore, when the SMT meets with campus and programme managers, including Heads of Departments, they form the Broad Management Team (BMT). Organizationally, therefore, management of college operations is a shared or distributed responsibility. However, the principal remains accountable for results regarding all business processes, including academic and financial administration, personnel, and asset management.

Senge (1990a) provides a conceptual framework for linking individuals to organizational learning, highlighting as the basis progression from the individual to group-oriented practices underpinned by a shared vision and team learning as the frame.

The views of the participants agreed with the literature review, however, they emphasised the role of the principal as the accounting officer who could not depart from rules and regulations of the mandate. The CET Act does not provide a clear description of the roles and responsibilities of college principals as well as those of the deputy principal. As a result, all participants indicated that the day-to-day operations of colleges is the key responsibility of principals. However, the respondents as well as the CET Act does not emphasize the principals' role as accounting officers.

It is noted that the roles and responsibilities of deputy principals are in line with those of the principal. Deputy Principals are appointed due to a specific skills in order to assist principals to fulfill their responsibilities. It is worth mentioning that even though the responsibilities of deputy principals is delegated by the principals due to their skills, the accountability to effectively provide management and strategic leadership remain of the principal.

5.8.1.4 *Strengthening internal expectations of stakeholders*

The purpose of this theme was to explore capacity required by the SMT of the TVET college to fulfil the mandate of the DHET.

According to the CET Act (RSA 2006a), colleges make the rules for colleges.

Deputy Principal C indicated that:

An additional challenge relates to implementation and monitoring of such policy implementation. The CET Act of 2006, the council is responsible for the development of policies at TVET colleges. It is the perception of the respondents that there is a lack of monitoring of policy implementation.

Institutional policies provide a clear processes and practices for the TVET sector and therefore are deemed necessary for effective management and strategic leadership in the TVET sector. The strengthening of the internal expectations of stakeholders require clear rules and regulations. Principals are faced with multiple stakeholders that include trade unions and students formations, therefore requires a clear process and procedures so that there should consistency in the decision-making that relates to the day-to-day operations.

5.8.2 Political (power relations)

5.8.2.1 *Alignment with external politics*

The theme is concerned with the expectations of communities and multiple stakeholders. This expectation falls within the day-to-day responsibilities of college principals to implement government's mandate. Furthermore, there seems to be a greater need to align external politics to determine the strategy used by the colleges

internally. This is achieved when management adheres to policies and procedures developed by the DHET and councils.

The analysis of qualitative data undertaken in this study has confirmed the data in the literature review. As presented above, it is worth noting that participants were aware of the possible contributing factors towards external expectations of transformation from community making, and they were also able to distinguish the source of such expectations.

The 2006 CET Act does not provide structures wherein the external stakeholder can have voice in the day-to-day operations of the college. External members of the college council are regarded as a community representation to colleges. However, there is no provision to report or bring inputs of the external politics. It is quite apparent, on the basis of the above, that the college principals must be capacitated with policies and procedures that prescribe how external politics must be regulated to participate in the activities of the colleges.

5.8.2.2 *Bureaucratic socialisation*

The mandates mould principals into roles devised by the system – conformity, compliance, loyalty, and subordination. The modern term used is ‘we are captured’.

Politics is inevitable in any organization. This means dialogue, attention to the various goals within the organization, considering the interests of different groups, encouraging of staff cooperation, and acquisition of the workers’ support in management decisions; therefore technical and organizational wisdom is not sufficient. Managers handling the development of organizations need to have political wisdom (Nejad, Abbaszadeh & Hassani 2011).

Owing to the multi-stakeholder factor that prevails at TVET colleges, there is a need for principals to have political wisdom in order to fulfil various internal and external expectations.

According to JET (2016), the ‘triple challenge’ of poverty, inequality, and unemployment weighs heavily on the social, political and economic fabric of the country. Expectations are high that the TVET colleges can make a pivotal contribution to counter these challenges.

The Finance and Fiscal Commission observed that: “The sector is facing governance and management problems, especially with regard to financial management. Financial accountability in the sector needs serious attention, to ensure that any additional funding to the sector will be used effectively and efficiently” (Finance and Fiscal Commission 2013:36).

The analysis of qualitative data undertaken in this study has confirmed the data in the literature review that there is a need for political power to fulfil the expectations of multiple stakeholders.

5.8.2.3 *Management of conflict resolution*

Various conflict handling modes such as avoiding, competing, compromising, collaborating, and accommodating are required by both principals and SMTs in their day-to-day management and leadership of colleges. The theme is concerned with ways in which principals and SMTs are able to deploy a necessary strategy to resolve conflict.

The study also found that the various forms of conflict arose from students’ political bodies’ formations and highly political affiliations of staff members. It seems that all challenges are politicized and therefore the only way to resolve challenges it is through a political route.

5.8.2.4 *Internal unionized and politicized institutions*

Foundations for good governance refer to the policies, agreements, systems, and facilities that are needed in order for a college to operate effectively (JET 2016). College principals are forced to deal with internal politics related to council, union, student political structures, as well as community demands.

According to JET (2016), colleges are faced with limited academic achievement. It is difficult for principals to balance challenges related to the core business of the college while encumbered with lecturer disaffection, student unrest, and stagnant budgets.

This theme also found that the level of student formation rises proportionately with the registered political parties in South Africa. This is observed by the ‘fight for turf’ during the SRC elections when the colleges are painted in the various colours of political parties.

It is evident that the elections of union representative and student does attract the attention of external stakeholders. This implies that there should be process and policies that regulate the participation of unions and student formations. It is important to note that students and staff have right of association, therefore the aim process and policies should be on the basics of regulations rather than restrictions.

5.8.2.5 Direction setting and uniformity of communication

This theme was on the setting of direction by the management and college councils. According to participants, there is a need for ensuring that the strategic plans of colleges are operationalised and monitored effectively. The respondents are setting the vision and mission of the colleges through strategic planning developed by councils.

Principal C indicated that:

Ja, everything lies within a principal. But you don't wait until things don't go well. Yours is to put plans into place and I would maybe even go further to say what I do, I put also protocol issues into place. So that your ... you give your managers a direction.

This theme also found there is need for a more relational or collaborative style of communication. It is evident that college principals play a critical role in formulation of strategic direction for colleges. The study revealed that the role of deputy principals and principals in the strategic implementation is critical for the advancement of the college mandate and those of the DHET.

5.9.3 Cultural (shared orientation)

5.9.3.1 Diversity and respect for culture

Seifert and Vornberg (2003:86) state that college culture is "the interaction among the following factors: attitudes and beliefs held by stakeholders inside and outside the organization; cultural norms of the college; and the relationships among individuals in the college". The culture of an organization shapes and moulds assumptions and perceptions that are essential to comprehending what it means to be an educator (Owens, 2004). Principals and SMTs have the responsibility to uphold the values of education.

Principal A indicated that:

So to get those groups together and I'm proud to say that you know, in terms of diversity and respect for each other in culture ...we have you know, I think we've built a brand new college.

This theme found that appreciation of diversity and culture can provide principals and SMTs with the ability to manage their multi-campus differences. This implies that the diversity and culture must be a blended to the management and leadership strategies to be used to resolve the challenges related external and internal stakeholders that may exists in colleges.

5.9 CONCLUSION

This chapter has analysed qualitative data using sub-themes and themes I developed from the interviews. Principals, Deputy Principals and campus managers of TVET colleges that were purposefully selected. These participants indicated various challenges that confront principals of TVET colleges. The challenges were categorised from sub-systems of a social system under the headings bureaucratic political and cultural. From the participants' responses, the following themes merged with the sub-dimensions of the social system:

5.9.1 Structural system (bureaucratic expectations)

- Compliance with bureaucratic expectations of mandated role.
- External political expectations of transformation from community of more involvement in decision-making.
- Shared accountability.
- Strengthening internal expectations of stakeholders

5.9.2 Political (power relations)

- Alignment with external politics.
- Bureaucratic socialization.
- Management of conflict resolution.
- Internal unionized and politicized institution.
- Direction setting and uniformity of communication.

5.9.3 Cultural (shared orientation)

- Diversity and respect for culture.

It can be concluded that principals and SMTs are not fully incorporating all sub-dimensions of the social system when providing strategic management and leadership at TVET colleges in South Africa. Furthermore, the literature review, along with research evidence, identified that challenges within the TVET sector have a negative impact on principals and SMTs when providing strategic management and leadership.

The next chapter provides the conclusions and recommendations of this study drawn from the key findings of this study. The contribution to the study, limitations of this study, suggestion for further research, and conclusions, are also provided.

CHAPTER 6:

A SYNTHESIS OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

6.1 INTRODUCTION

This chapter summarizes the research findings based on the literature analysis and views and experiences of principals, deputy principals, and campus managers as representatives chosen from four public TVET colleges namely, Ekurhuleni West TVET College, Ekurhuleni East TVET College, Orbit TVET College and South West Gauteng TVET College. The purpose of this closing chapter is to provide recommendations of the study. To this end, the current chapter presents a general overview of the preceding chapters, and a summary of the key findings and conclusions emanating from the key findings of this study. These are followed by a model proposed for the implementation of effective strategic management and leadership.

The main aim of this research was to investigate principals' experiences in their provision of management and strategic leadership at TVET colleges. In order to research the problem in greater depth it was necessary to reduce the research problem to more specific sub-questions:

- i. What are the principals' perceptions and experiences regarding their provision of management and strategic leadership at TVET colleges?
- ii. Which processes and practices are deemed appropriate for effective management and strategic leadership in the TVET sector?
- iii. How can TVET college principals effectively overcome challenges they experience in managing and strategic leadership of a multi-campus TVET structure?
- iv. What suitable model can TVET college principals use to improve management and strategic leadership of their institutions?

6.2 SUMMARY OF THE STUDY

In order to answer the research question, “***What are the management and strategic leadership roles and responsibilities of the TVET college principals?***” the study involved the following:

Chapter 1 was an introductory chapter which provided the background of the study and what it desired to achieve. The chapter indicated the main objective of the study as:

- To determine the principals’ perceptions and experiences in their provision of management and strategic leadership at TVET colleges;
- To evaluate processes and practices that are deemed appropriate for effective management and strategic leadership in the TVET sector;
- To understand challenges faced by TVET college principals in the managing and strategic leadership of a multi-campus TVET structure;
- To derive a suitable model for use by TVET college principals to improve management and strategic leadership of their institutions.

This chapter, therefore, outlined the research questions, significance of the study, and scope of the research.

In chapter two the strategic leadership and management role of the principal at public TVET colleges were analysed. The two terms leadership and management, were investigated and explored in depth. The chapter also examined the overview, background of TVET colleges in South Africa.

Chapter 2 provided different facets of the principal’s leadership role and appropriate leadership styles and how such roles translated to strategic leadership, and strategic management processes at TVET colleges. Furthermore, chapter 2 explored the strategic leadership and strategic management process at TVET colleges.

In conclusion, Chapter 2 examined sources depicting failure of internal and external stakeholders in the support of principals to provide effective strategic management and leadership at TVET colleges.

Chapter 3 explored a social system theory made of several components that form a theoretical framework and international literature review. The researcher explored administrative behaviour in the concept of a social system relating the role of principals to TVET colleges and how certain behaviours and skills impacted a leader in execution of his/her role.

Furthermore, Chapter 3 explored a conceptual framework of TVET colleges in South Africa with particular reference to colleges in the United States of America, United Kingdom, Australia, Denmark and the Netherlands contexts. The bureaucratic, political and socio-cultural forces which impact the college and which cause considerable tension between the macro-level designers of educational policies at Departmental level as well as the micro-level implementers of policy at college level were also considered.

Chapter 4 concentrated on the research methodology developed in exploring the model for management and strategic leadership at TVET colleges in South Africa. This chapter presented and argued the qualitative phenomenological case study approach employed in the study. Explanation of the research method, sampling procedure, data gathering technique, data analysis procedure, ethical implications and the limitations to the research enquiry were introduced and delineated in this chapter.

Chapter 5 provided an analysis and interpretation of data collected concurrently by semi-structured interviews. The chapter provided the outcome of the data obtained from the participants in the study. Themes emerging from the responses of participants were presented and discussed. Furthermore, chapter 5 provided the summary of findings.

Chapter 6 contains a summary of the chapters as well as a synthesis of the findings, conclusions and recommendations, and the overview of the research process, reflection on the findings, significance and contribution of the research, delineation and assumptions of the study, scientific, methodological and personal reflections in addition to possible topics for future research.

6.3 A SYNTHESIS OF THE FINDINGS

6.3.1 The role of TVET college principals related to strategic management and leadership

Principals are appointed to fulfil strategic management and leadership roles as well as taking responsibility at TVET colleges. According to the CET Act (RSA, 2006a:41), the principal is responsible for the day-to-day management and administration of the college and has all the powers necessary to perform these functions. Dwan (2003:44) identifies management as planning goals and specifying the purpose of the agency; organizing people, finances, resources and activities; staffing, training, and socializing employees; leading the organization and the staff; and controlling, monitoring, and sanctioning when needed.

A summary of all respondents' answers describing the role of the college principal are indicated below as follows:

- ❖ Management of the day-to-day activities of the college in pursuit of the strategic goals (Principal A).
- ❖ Management of a TVET College is managing all operations of the college. Operations such as teaching and learning, which is your core business; administration; managing your resources in terms of infrastructure; in terms of human resources; ensuring health and safety is adhered to by all. Yes. Also ensuring that the finances of the institution are managed well, and also ensuring that you have got a sound finance in terms of liquidity (Principal B).
- ❖ You are an accounting officer (Principal C).
- ❖ Management of resources, facilities, infrastructure, management of governance. I think all in all there are these eight levels, so it's about managing all of those things, the understanding of finance for managers - finances is one of the eight (Principal D).

It is important to note that principals were able to deduce their understanding of the day-to-day management and administration role by indicating different key departments of the college.

6.3.2 Recommendation 1

The 2006 CET Act provides a limited description of the principal's responsibility. The DHET should develop a sound and detailed booklet that provides detailed functions of the roles and responsibilities of a principal which must include the following:

- a) To drive the efficient and effective implementation of college governance frameworks and systems; and functioning of governance structures, including the college council and the academic board.
- b) To fulfil the role of accounting officer of the college
- c) To establish and monitor college financial and supply chain management systems towards the achievement of strategic goals and in compliance with all relevant legislation and regulations.
- d) To lead the development and delivery of responsive vocational and occupational curricula and programmes and monitor the associated quality assurance programme and impact on student performance and placement.
- e) To establish and lead a college infrastructure and estate management system that assures the acquisition, maintenance, management and disposal of physical resources that facilitate the achievement of strategic and operational objectives.

6.3.3 Reporting guidelines of TVET college principals

The dual reporting of principals to DG and council creates a bureaucratic structure of serving two masters. Furthermore, the expectations of multiple stakeholders, such as communities, students, organized labour and political formations that exist within the TVET colleges, results in principals finding themselves being answerable to 'blurred' groups of structures.

6.3.4 Recommendation 2

The DHET as the employer should develop a clear delegation of authority for principals and councils. The 2006 CET Act, indicates that council must develop strategic plans for colleges. However, in reality, the development of the strategic planning is given to

principals without a clear delegation of authority. In an instance wherein the responsibility to draft the strategic planning to principals, clear guidelines should be developed in order for council to take ownership of strategic plans at colleges.

6.4 SUMMARY OF A TVET COLLEGE AS A SOCIAL SYSTEM OF BUREAUCRATIC EXPECTATIONS

6.4.1 Understanding of roles and responsibilities of SMT

The fundamental aim of this question was to determine the respondents' perceptions and experiences regarding their provision of management and strategic leadership at TVET colleges. It was established that management is concerned with some combination of planning, organizing, directing and controlling of staff activities towards the achievement of a set of departmental and institutional objectives (Potgieter & Coetzee, 2010:2) (c.f. 1.12.4). Furthermore, Shelton (2012:32) agrees that management deals more with complexities and the process of planning, organizing, directing, controlling, and coordinating resources that lead to achieving organizational goals (c.f. 2.3).

In accordance with the respondents' responses, the majority of respondents clearly articulate their understanding of the processes and activities. Principals are aware of their roles and responsibilities as indicated in the 2006 CET Act. Furthermore, they principals are able to translate the day-to-day operations of the college with the expectations of DHET and college councils.

Principals clearly described their understanding of the process of planning, organizing, directing, controlling, and coordinating resources that lead to achieving organizational goals. Therefore, the perceptions and experiences of principals match the expected roles and responsibilities in accordance with the 2006 CET Act.

6.4.2 The complexity of TVET sector

According to Whipp (2003:257), when a strategic plan is formulated at the macro-level it should be followed by implementation. However, the formulation of strategy may not necessarily be followed by the implementation of the strategy. It seems that the two processes become locked in a circular loop of decision-making or problem solving as a result of the assumptions made during the strategy formulation stage (Fourie,

2007:18). This circular loop problem may very well be the result of designing strategy at one level and implementing it at another (c.f. 6.3.1).

Consequently, Whipp (2003) asserts that strategic planning should incorporate the decision-making and problem solving that are assumed to be in existence from the strategic formulation stage. Hence, according to Kotter (1990), the function of management is the ability of managers to generate creative solutions (c.f. 1.2). Therefore, the management and strategic leadership role of the principal is crucial in overcoming challenges emanating from the transitions to the TVET sector (c.f. 1.4).

TVET colleges comprise multi-campus that are far apart from each other, while the principal and his SMT are based at the central offices or corporate centres. This may lead to principals experiencing challenges when providing management and strategic leadership due to the key positions that vacant due to the funding model. Furthermore, the challenge unstructured organogram and lack of financial capacity makes it difficult for principals to effectively provide management and strategic leadership.

6.4.3 The hierarchy of TVET sector

The functioning of a college is built on a hierarchical and bureaucratic structure that has been in existence from the era of technical colleges until the present. Colleges were subjected to the control of provincial departments before they merged and were transferred to the control of the national DHET. This has led to a loss of a sense of autonomy. Bureaucratic structures may be efficient and orderly, but an overemphasis on performance and close supervision does not lead to a commitment from individuals, and is associated with dysfunctional consequences in modern organizations (c.f. 2.2.3).

The literature review suggests that distributing leadership across different people and organisational structures can help to meet the challenges facing contemporary colleges, thus improving college effectiveness. Furthermore, this may be achieved in formal ways through team structures and other bodies, or more informally by developing ad hoc groups based on expertise and current needs (c.f. 2.2.3).

Due to the functioning of college build in a hierarchical and bureaucratic structure that will not change anytime soon, DHET should consider delegating more responsibilities

to principals. Lack of delegation of authority does not allow college principals to think out of the box and explore their creativity in managing and leading colleges.

6.4.4 The lack of institutional autonomy

Interviews with respondents confirmed that the majority of respondents had their own perception of a suitable model which TVET college principals could use to improve management and strategic leadership of their institutions. They should consider the following models in order for the TVET College to function effectively:

❖ Funding Model

Colleges are not funded in accordance with their existing student numbers, as a result the underfunding it will be impossible for principals to achieve the strategic objectives of the college and those of DHET.

❖ Organisational structure

The current model does not consider the number of students or the number of multi-sites that a college consists of. Similar to schools, colleges must be allocated posts according to their uniqueness and the needs of the community they serve.

Almost all respondents indicated the need for greater autonomy of colleges in order to achieve the strategic objectives of their institution. McGrath (2004) points out that the department sees autonomy as something to be developed over time; indeed to be earned through proof of capacity and responsibility. From 2000 onwards, the government has embarked on a systemic restructuring of the technical colleges. This restructuring has taken the form of mergers, recapitalization, introduction of a new curriculum, expansion, and, more recently, migration from the authority of provincial departments of education to that of the national DHET (JET 2016:24).

The challenge of an education system in South Africa is that it is part of a bureaucratic structure that is not conducive to taking rapid decisions necessary when large-scale change is introduced (Grobler et al 2013:44). This structure does not facilitate teamwork, and power levels present in the hierarchical structure are not helpful for promoting the trust that is needed when shared decision-making is important (Grobler et al 2013:44-45).

6.4.5 Conclusion

It can be concluded that bureaucratic expectations leave less creativity for college principals as well as their management teams when it comes to problem resolution. Despite numerous challenges that exist within the sector, principals seem to be doing their best to manage and lead colleges to achieve the expectations of all stakeholders. However, the need for institutional autonomy has resulted in institutions lacking creativity to negotiate the existing challenges. The DHET has supreme authority over principals and councils and therefore the principals and councils are often subject to compliance rather than achievement of strategic objectives. Thus, if the strategic objectives, such as increasing student numbers, are met while the processes related to enrolment are not in place, it will be difficult to measure a college as a non-performer. However, this stance by the DHET may be as a result of the need to maintain consistency amongst the 50 colleges without the need to consider flexibility.

The findings from the interviews showed participants' perceptions towards the bureaucratic expectations of both internal and external stakeholders. It is evident that the DHET have controls over TVET colleges through the Acts, policies and circulars that are communicated on a daily basis. Therefore, adherence and compliance to policies and circulars is more important to the DHET. It is as if compliance is more important than achieving the actual expectations.

6.4.6 Recommendation 4

Due to the existing challenges within the sector, the need for autonomy cannot be ignored. It is recommended that the DHET consider strengthening and capacitating colleges' leadership to make their own decisions without being controlled through circulars and policies. It is furthermore recommended that the council must consider empowering principals to be creative in providing management and strategic leadership in their colleges. Principals and their SMTs are being subjected to bureaucratic expectations mainly from the DHET to such an extent that referring to principals as Chief Accounting Officers does not elevate or equal them to Accounting Officers of institutions such as universities and SETAs that are within the DHET. It is recommended that the DHET apply the same autonomy as is given to universities and SETAs that are within its control. However, for this to be realized there is a need to review the existing capacity and expertise of principals and to consider reviewing the

minimum qualification of an NQF level 7 to at least NQF level 9 (Masters degree level) when recruiting a college principal.

6.5 SUMMARY OF A TVET COLLEGE AS A SOCIAL SYSTEM POWER RELATION

6.5.1 The influence of external political forces

The majority of respondents perceived the influence of external political forces as playing a role through policies and procedures. Furthermore, it was also observed that councils did not have the necessary skills and expertise to develop policies for TVET colleges; hence in 2015 the DHET developed financial policies. Councils were requested to customise the policies according to the needs of each college.

According to Williams (2017), policy implementation and bureaucratic performance have become central issues for studies of service delivery, governance, and politics, particularly in developing countries. These discussions frequently revolve around the concept of the ability of the state bureaucracy to implement government's policy choices.

The implementation of policies by principals is critical in carrying out the responsibilities that are delegated by the councils and DHET to college principals. According to the CET Act (RSA, 2006a) the principals have the necessary authority and powers to execute responsibilities delegated to them. In the absence of policies which are the guiding tools when implementing delegated responsibilities, the principals are rendered powerless and compromised. Therefore, TVET colleges became a fertile ground for political battles for internal stakeholders such as staff, students, and staff unions.

6.5.2 The complexity of managing the internal political structures

The 2006 CET Act only makes provision for students to be represented on the council and academic board through SRC membership and not through students' unions. In most cases, it is observed that the students' political formations have contributed to student unrest under the banner of concerned students and management. In most instances management are forced to engage such concerned students in order to resolve issues that are bringing conflict.

The TVET colleges are highly politicized structures with various staff unions as well as numerous student political formations. The staff are affiliated to unions such as the National Education Health Allied Workers' Union, Public Service Association, South African Democratic Teachers Union and National Professional Teachers' Organisation of South Africa, while students are involved politically by their affiliation to various political parties such as the South African Students' Congress (SASCO) and Economic Freedom Fighters' Student Command (EFFSC).

These politically oriented structures have found a way to influence the management and strategic leadership of the college within its governance structures. As a result, principals and their SMTs cannot take decisions without consulting with the students' formations and unions.

Therefore, it is recommended that principals become more conscious of such 'political power games', as to overcome such political challenges within their colleges they need to deploy a political strategy. A principal must have some level of understanding and tolerance towards the affiliations of existing staff and students so as to use them to their advantage without being 'captured', and try to remain unbiased at all times. It could, for example, be useful for college management to be aware that many students view "power relations in an organisation as reflections of power relations in society at large and as closely linked to wider processes of social control such as economic power, the legal system and education" (Morgan 1997:203). This places them in the so-called radical view of power and hence this often leads to conflict with the unitary and pluralist views of power followed by most education systems. Hence training in conflict handling styles such as collaborating, compromising, avoiding and accommodating could prove to be beneficial to principals and other top management in TVET colleges.

6.5.3 Cognisance of management and governance roles

The 2006 CET Act provides functions of management and government structures of the college (RSA, 2006a). This includes the college council, and the academic board, as well as the SRC; furthermore, the Act prescribes the meetings of these structures. The decisions taken by these structures are implemented by the management of the college. In this manner the management is held accountable by the council.

Due to the hierarchical and bureaucratic nature of colleges, the existing structures indicated above influence the processes and practices used to reach decisions in a college. Furthermore, it has been noticed that all these governance structures have sub-committees that are formed to deliberate and recommend solutions and suggestions for possible adoption.

According to the findings of the research, the respondents are aware of the existing processes and practices as well as their roles. This is corroborated by the observation that the principal and SMTs are members of the academic boards and college councils.

6.5.4 Synergy of SMT

The finding revealed that a number of respondents did not articulate the importance of power as a suitable model which TVET college principals could use to improve management and strategic leadership of their institutions. According to the Continuing Education and Training Act 16 of 2006, “The principal has all the powers necessary to perform the day-to-day management and administration functions” (RSA, 2006:66).

However it is important to note that three participants acknowledged delegation of duties as part of their responsibility which can be related to power. According to Lumby (2013), there are two angles from which it may be useful to consider the relationship of power and distributed leadership. The first is how power is conceived in texts about distributed leadership; the second is how the promulgation of the distributed leadership theory itself may be an enactment of power. A single, clear definition of power as a starting point for each perspective is not feasible.

Therefore, the principals and deputy principals, through a distributed leadership of TVET colleges, are trusted with the responsibilities of managing and leading colleges to achieve the objectives of the country. The answer to the unemployment problem in South Africa could be addressed by providing skills to the unemployed through TVET colleges; consequently colleges require a suitable model to achieve the greater objective of the country.

6.5.5 Conclusion

There is no existing model that guides principals to effectively carry out their roles and responsibilities. The 2006 CET Act emphasizes the powers that principals have to perform the duties that are delegated by the councils; however it has been observed that principals have the delegation of authority. It is as if the decisions of principals are subjected to rectification by the councils and DHET.

6.5.6 Recommendation 5

The CET Act should be revised and clear functions of principals must be articulated. The role of councils must be clearly defined and be distinguished from that of management. Councils should have a clear delegation of authority and set guidelines whenever a function is delegated to management.

6.6 SUMMARY OF A TVET COLLEGE AS A SOCIAL SYSTEM CULTURAL

6.6.1 Effects cultural factors in leadership and management

The findings revealed that respondents did not indicate how they incorporate organizational cultures into their strategic management and leadership. It has been observed that all intuitions have their own organisational culture, either 'conscious or unconscious'. Therefore when a TVET college has a slogan for the year such as 'be accountable regardless' that is a way to encourage a particular culture in an organization.

6.6.2 Conclusion

Morgan (1997) and O'Neill (1994) both stress the increasing significance of cultural factors in leadership and management. Institutions of learning in general, and colleges of education in particular, all have long standing traditions and cultures (Simango,2016:116). The findings of the study have revealed that there is need for principals to consider incorporating the organizational culture when providing strategic management and leadership.

6.6.3 Recommendation 6

The analysis and influence of organizational culture become essential management tools in the pursuit of increased organizational growth and effectiveness (O'Neill 1994:116). In order for the principals and SMTs of TVET colleges to effectively implement strategic management and leadership, colleges must consider creating different cultures such as a culture of:

- Self-management
- Excellence
- Ubuntu
- Discipline
- Responsibility.

These types of cultures may be incorporated into the colleges' mission and vision, and serve as a catalyst for principals to achieve the strategic objectives of their colleges.

6.7 KNOWLEDGE BASE THAT THE STUDY ADDS TO HUMAN KNOWLEDGE

This thesis adopted a qualitative research approach when studying the principals' experiences when providing management and strategic leadership at Technical Vocational Education and Training (TVET) colleges. This thesis seek to contribute towards empowering principals and deputy principals and administrators to achieve the strategic objectives and to relate with all stakeholder that exists within the TVET sector.

This thesis also contributes to the literature to improve the understanding of the role of a TVET college principal and how the framework of a social system can be perceived as bureaucratic, political and cultural. Secondly, there is a shortage of research that supports TVET college principals with regard to their provision of strategic management and leadership. Most research focuses on the roles and responsibilities of school principals, which differ a great deal from that of a college principal. Therefore this thesis will add value to the body of knowledge related to the functioning of TVET college principals.

6.7.1 Bureaucratic socialization

According to Hoy and Rees (1977), bureaucratic organizations attempt to mould role ideology and role performance through a variety of procedures and mechanisms designed to make individual beliefs, values, and norms correspond with those of the organization. This process is sometimes referred to as bureaucratic socialization. This research project found evidence that such bureaucratic socialization is also present in the TVET colleges according to the respondents interviewed.

Bureaucratic hierarchies may be established and maintain protocol within the organisation in order to contribute to the effective functioning of an organization because they confer authority and prestige to some senior members. Therefore, bureaucratic structures and procedures are established to get certain things done. Rules and regulations are an essential part of bureaucratic administration, therefore, because of such roles and regulations, bureaucracies actually provide an effective and efficient way to get things done.

In a TVET college context, policies and procedures play a critical key in the success of the college. Furthermore, in order to achieve the objectives of the organisation, it is important to take in consideration the significant resources within the organisation, people. The most challenging part is matching the the preferred outcomes with the existing human resources that carryout roles and responsibilities within the organisation. Hence, the say, "It is the office that is important, not the individual who holds the office".

6.7.2 Building capacity for TVET colleges' SMTs and principals

According to Gewer (2010:24), today, many colleges are still struggling with the challenges associated with multi-campus management, with varying management capacity across campuses and unequal resources. Colleges are described as under-performing, unattractive, and offering second class education. This is a serious indictment on the leadership and management of these institutions. Compounding the problem has been the reform overload experienced during the past fifteen years within the FET college sector, bringing much pressure on the already limited capabilities of principals (Mgijima 2014). It is against this background that the development and training of TVET college principals will go a long way towards improving effective

strategic management and leadership at TVET colleges. Improving the capabilities of principals and all SMT managers in the TVET colleges through training and development programmes will help build a system of post school education and training that is worthy of the enormous investment made in it.

It is critical for SMTs of TVET colleges to develop problem solving procedures and systems in order as part of ability to resolve challenges. It is therefore important to have a systematic approach to resolve problems. Problem solving should be accompanied by the three critical approach such as; problem identification, analysis and the implementation of remedies to managerial problems.

Second, administration involves following laid down procedures (although procedures or rules should not be seen as ends in themselves) for the execution, control, communication, delegation and crisis management. Third, human resource management should be based on strategic integration of human resource, assessment of workers, and exchange of ideas between shareholders and workers. Finally, organizational leadership should be developed along lines of interpersonal relationship, teamwork, self-motivation to perform, emotional strength and maturity to handle situations, personal integrity, and general management skills.

6.7.3 The effect of a principal's leadership styles towards strategic management and leadership

Hersey, Blanchard and Johnson (2001:265) indicate that all leaders have a primary leadership style while most of them have a secondary leadership style. However, the evidence from the literature review indicates that there is no single leadership style that may provide answers to all situations in institutions of higher education; rather, a blend of the leadership styles would be beneficial to college principals (Simango 2016). The top-down structure of the DHET hierarchy reinforces the positional authority of the DHET over principals. This leads to the DHET employing authoritarian leadership styles resulting in principals functioning as the implementers of circulars and policies with less initiative. Hersey and Blanchard (1996:299) explain further that some leaders appear to be restricted to one main style and, as a result, they are effective in a situation in which their style is in consonance with the situation. In order to be successful in their strategic management and leadership role and apply the relevant leadership style, principals and SMT members must have the ability to adjust

their behaviour to suit many of the basic styles as may be required in different circumstances.

I agree with a study a study conducted by Ardichvili and Gasparishvili (2001) wherein the authors did a comparative study of the leadership profiles of managers in post-communist countries. Their results suggested that while the managers used transactional, transformational and laissez-faire leadership, the laissez-faire behaviour, as expected, was not prevalent amongst them.

Overall, transactional contingent reward leadership was used more often than any other approach. Charisma and individualised consideration received the lowest scores among the transformational leadership behaviour dimensions. The TVET sector, like all public institutions uses performance rewards systems to reward hard work.

Therefore, college managers may consider is a transformational leadership factor that occurs when a manager shows concern for a worker, identifying the worker's unique abilities and needs and providing matching challenges and opportunities to him or her.

6.7.4 The autonomy of TVET college principals

The thesis explored how the TVET colleges have suffered from insufficient autonomy from the executive in carrying out its activities. Another challenge is that the education system in South Africa is part of a bureaucratic structure that is not conducive to taking rapid decisions that are necessary when large scale change is introduced (Grobler et al 2013). According to Luca (2016:39), effective bureaucracies need to strike a balance between the two opposing dimensions of bureaucratic autonomy and accountability. It is therefore important that college principals be aware that with autonomy comes accountability. Therefore, autonomy and accountability should not be separated from one another.

According to Steinberg (2013), principals tend to have less decision-making authority and less flexibility in their personnel management. Additionally, they are often subject to stricter accountability requirements and to greater public scrutiny for their actions. This is attributed to an oversight of government regarding the policies of education

such as fee-free education which resulted in relegating the implementation of such a policy to the discretion of the head of institutions.

It is suggested that effective bureaucracies need to strike a balance between the two opposing dimensions of bureaucratic autonomy and accountability. Therefore, it is important to ensure that colleges are capacitated in all areas of their roles and responsibilities. According to Agasisti, Catalano and Sibiano (2013), the concept of school autonomy is related to schools' ability to self-determine relevant matters, such as objectives and activities to be conducted. It refers to domains such as governance, personnel, curriculum, instructional methods, disciplinary policies, budgeting, facilities and student admission.

6.8 SUGGESTIONS FOR FURTHER RESEARCH

This section outlines several opportunities for future research and concludes the thesis.

- An investigation on the possibilities of the DHET providing greater autonomy to TVET colleges.
- A study on the effects of the functioning of union organizations on the effective functioning of principals and management of TVET colleges.
- A case study on the participation of students' political formations on the effective management of colleges by principals.

6.9 CONCLUDING REMARKS

The findings only pertain to principals, deputy principals and campus managers who participated in the study. However, findings from this research suggest that principals have a significant role in the overall strategic management and leadership. Furthermore, they have the enormous responsibility of ensuring the functioning of the council of colleges while there is a perception that council is the employer representative.

Therefore, the exploitation of the 'frameworks of the social systems' by principals can assist principals to be fully functional in their roles and responsibilities. Thus, a model built around the framework of the structure of a college as a social system will make a

strong contribution to effective strategic management and leadership of TVET colleges.

Many countries have introduced school autonomy to improve students' performance (Agasisti et al 2013). As we strive towards the achievement of improved academic achievement of students with an emphasis on reliability, delegation of authority and the use of universal impersonal rules to enforce control, which are such a crucial component of the ideal bureaucracy, I cannot help getting the feeling of 'two steps backward for each one forward'. For example, the greater power which was given to councils in colleges for the purpose of improved democratic decision-making has now been revoked by the DHET due to poor results in TVET colleges (and this has become worse each year) and is inevitably followed by efforts for greater control by the DHET, which then induces resistance from unions - hence one step forward and two backward. As long as the fundamental structure in the education system is bureaucratic and hierarchical, there is no place for collaboration and democratic decision-making - it is all a farce in an effort to gain popularity as that gives politicians power to eventually occupy seats of power in government and whilst they are paying our salary then 'he who has got the gold' makes the rules.

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APPENDIX A: REQUEST FOR PERMISSION LETTERS

Request for permission to conduct research at South West Gauteng TVET College

Title of the research: Principals' experiences when providing management and strategic leadership at Technical Vocational Education and Training colleges in South Africa

Date: 03 June 2017

Mr. D Nkosi

The Principal: South West Gauteng TVET College

Tel: (011) 527 8300 Email: nkosi@swgc.co.za

Dear Mr. D Nkosi

I, Mamochite George Mothapo am doing research under supervision of Prof Bennie Grobler, a professor in the Department of Education towards a D Ed at the University of South Africa. I am inviting you to participate in a study entitled "Principals' experiences when providing management and strategic leadership at Technical Vocational Education and Training colleges in South Africa"

The aim of the study is to:

- To determine the principals' perceptions and experiences in their provision of management and strategic leadership at TVET Colleges;
- To evaluate processes and practices are deemed appropriate for effective management and strategic leadership in the TVET sector;
- To understand challenges faced by TVET college principals in the managing and strategic leadership of multi-campus TVET structure;
- To derive a suitable model for use by TVET college principals to improve management and strategic leadership of their institutions.

Your college has been selected because of its outstanding strategic leadership and management demonstrated within the TVET sector.

The study will entail collecting of data using one-on-one with the Principal, Deputy Principals and Campus Managers.

The benefits of this study are contribution towards effective leadership and management in the South African TVET colleges.

There are no potential risks in participating the research and there will be no reimbursement or any incentives for participation in the research.

Feedback will be provided to you upon your request at the completion of the research.

Yours sincerely



Mr. MG MOTHAPO

Student number: 35687487

Email: george.mothapo@gmail.com / mothapog@sedcol.co.za

APPENDIX B: INTERVIEW QUESTIONS

The following interview questions will be asked by the researcher.

QUESTION 1

In your opinion, what do you understand by management of a TVET college? What is your understanding of the term strategic leadership?

QUESTION 2

Can you share your views on what you perceive as the management and strategic leadership role of TVET College principal and his/her SMT in the implementation of management and strategic leadership?

QUESTION 3

What challenges, if any, do the TVET College principals experience when providing management and strategic leadership?

QUESTION 4

How effectively have you been able to implement management and strategic leadership in your college?

QUESTION 5

How, in your opinion, how can the implementation of effective management and strategic leadership be enhanced in TVET sector?

APPENDIX C: PARTICIPANTS INTERVIEWS REQUEST LETTERS



Date: 27 June 2017

DEAR Ms. M

@orbitcollege.co.za

My name is **Mamochite George Mothapo** am doing research under supervision of **Prof Bennie Grobler**, a professor in the Department of Education towards a **D Ed** at the **University of South Africa**. I am inviting you to participate in a study entitled **“Principals’ experiences when providing management and strategic leadership at Technical Vocational Education and Training colleges in South Africa”**

WHAT IS THE PURPOSE OF THE STUDY?

This study is expected to collect important information that could contribute towards excellence of management and strategic leadership at TVET colleges.

WHY ARE YOU BEING INVITED TO PARTICIPATE?

You are invited because vast experience in the TVET college sector. I obtained your contact details from the Department of Higher Education and Training. A total of 33 participants will be interviewed in the study.

WHAT IS THE NATURE OF MY PARTICIPATION IN THIS STUDY?

The study involves semi-structured interviews.

The following interview questions will be asked by the researcher.

QUESTION 1

In your opinion, what do you understand by management of a TVET college? What is your understanding of the term strategic leadership?

QUESTION 2

Can you share your views on what you perceive as the management and strategic leadership role of TVET College principal and his/her SMT in the implementation of management and strategic leadership?

QUESTION 3

What challenges, if any, do the TVET College principals experience when providing management and strategic leadership?



QUESTION 4

How effectively have you been able to implement management and strategic leadership in your college?

QUESTION 5

How, in your opinion, how can the implementation of effective management and strategic leadership be enhanced in TVET sector?

This interview session will take about forty five minutes (45) minutes.

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

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

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

There are no benefits for your participation in the study. **However**, the findings may provide better understanding towards effectively improve management and strategic leadership at Technical Vocational Education and Training colleges in South Africa”.

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

There are no negative consequences or discomforts that are anticipated from your participation in the study.

WILL THE INFORMATION THAT YOU CONVEY TO THE RESEARCHER AND YOUR IDENTITY BE KEPT CONFIDENTIAL?

Your name will not be recorded anywhere and no one will be able to connect you to the answers you give .Your answers will be given a code number or a pseudonym and you will be referred to in this way in the data, any publications, or other research reporting methods such as conference proceedings.

If required by the researcher, a transcriber will be sourced to transcribe the audio interviews, the transcriber will sign the confidentiality agreement. *Please note that confidentiality agreements should be submitted to the Research Ethics Review Committee for consideration.* Your answers may be reviewed by people responsible for making sure that research is done properly, including the transcriber, external coder, and members of the Research Ethics Review Committee. Otherwise, records that identify you will be available only to people working on the study, unless you give permission for other people to see the records.

A report of the study may be submitted for publication, but individual participants will not be identifiable in such a report.

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

Hard copies of your answers will be stored by the researcher for a period of five years in a locked cupboard/filing cabinet at the researcher's study room in his residence for future research or academic purposes; electronic information will be stored on a password protected computer. Future use of the stored data will be subject to further Research Ethics Review and approval if applicable. Hard copies will be shredded and/or electronic copies will be permanently deleted from the hard drive of the computer through the use of a relevant software programme.

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

There will be no payment or reward for participating in the study, financial or otherwise. Any costs incurred by the participant should be explained and justified in adherence with the principle of fair procedures (justice).

HAS THE STUDY RECEIVED ETHICS APPROVAL

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

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

If you would like to be informed of the final research findings, please contact **MG MOTHAPO** on **082 555 2708** or email george.mothapo@gmail.com. The findings are accessible from **15 December 2017**

Should you require any further information or want to contact the researcher about any aspect of this study, please contact **Prof R J Botha** Department of Educational Leadership (UNISA) at 082-411 6361, e-mail: botharj@unisa.ac.za.

Should you have concerns about the way in which the research has been conducted, you may contact **Prof Bennie Grobler** at 083 6329821, e-mail: bennieg@uj.ac.za

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

Thank you.



MAMOCHITE GEORGE MOTHAPO

APPENDIX D: INTERVIEW TRANSCRIPTS

CERTIFICATE OF VERACITY

We, hereby certify that in as far as it is audible the foregoing is a true and correct transcript of the recording provided by you in the matter:

(NAME OF AUDIO: PRINCIPAL 4)

DATE COMPLETED : 10/12/2017

NUMBER OF PAGES : 19

INTERVIEWER: Okay. The first question; in your opinion, what do you understand by management of a TVET college?

INTERVIEWEE: Management of a TVET college? Are you asking about the term or you want to know what is involved in the management of a TVET college?

INTERVIEWER: Yes.

INTERVIEWEE: Okay. What is involved in the management of a TVET college, it is a ... Look management is about the owned four; planning control, you know, all of those things. Planning, control ...

INTERVIEWER: Organising.

INTERVIEWEE: Management of a TVET college, it refers to the management of- there used to be eight levels of a TVET college. They would say primarily it is; the management of curriculum, it is the management of student support- curriculum, student support, management of administration, management of, you know, stake holders' partnerships ...

INTERVIEWER: Resources.

INTERVIEWEE: Management of resources, facilities, infrastructure, management of governance. I think all in all there are these eight levels, so it's about managing all of those things, the understanding being; finance for management- finances is one of the eight. The understanding- this understanding being; all of these other seven levers are supporting curriculum delivery. So, you are managing curriculum delivery but you are also managing all of these other levers so that there is no breakage, there is no delay, there is no shortness, nothing goes wrong in the way these levers contribute to the delivery of curriculum. I think at a global view, that is that but all of these things, they require certain things to be done on a regular basis. In finance, there are things that must be done on an hourly basis some of them, on a daily basis for finances to ultimately tick. For finance, making sure that the finance ... you in finance the important thing is; in our environment, it is stretching the Rand, making sure that the bulk of the money goes

directly into curriculum delivery so that the [Inaudible 03:39] must be, you know, you must be able to explain what each Rand- how much of each Rand has gone directly into curriculum delivery. That's in finance. Partnerships you are managing ... No, let me go to student support. Student support you are insuring that apart from delivering the curriculum- which is a straight forward activity- but that the students are supported in all ways meaningful, for the learning to become meaningful and effective to them. And that also requires certain things to be done on a daily basis. Student support ... some students will go out to market for students. Some of the people that we market might not have been exposed to learning for a long time but we might have said something nice that got them to think, hey, here's a wagon, let me go in, there might be something in it for me. They are not ready for learning. You've got to- some of these things are easier said than done. You've got to understand their fears, you've got to understand their capabilities and you've got to understand their weaknesses, whatever these are and then intervene with support that will make them experience the learning in a factive, meaningful way, that's student support. Partnerships; it's all about the fact that the delivery of education, there is no start and end in the learning environment, in the physical environment of a college. A big part of it might be happening here but that education gets completed when these students connect with the outside world. Something needs to be done to maintain a live wire between the college and that outside world, be it prospective employers, be it community, be it the very department that we're working for- they've got expectations, they are funders, be it local government. Local government apart from them, people responsible for government. They also have an obligation to assist organizations and entities in the community- we are one of those organizations or entities- but besides they are also prospective employers in their own right. If you get it right you might even have them- local government- funding some of your activities so it's actually a plethora of stakeholders that need to be managed. In our situation in South Africa we've got sitters. I spoke to someone from England; they say in England they have gotten rid of sitters, they are replacing them with a new system. Now it is very interesting, we copied these things from, this outside thigs. They don't give us an alert when they are dropping,

that which we've copied from them. But that is the way things are; if they were able to exhaust the system at some point they seemed to have found it not to be the best but they can have, they are moving on and sometimes we are also going to move on but whatever we've replaced the sitters- whatever system- we replaced the sitters if we are going to follow suit, there will need to be stakeholder relationship management with that.

So, there is some work to be done on a daily basis on each of these levers that constitute a TVET college. Typical RCA; one area of... we've got to manage students, you see? So, one of the complications- maybe particularities- of South Africa is that the- and we don't appreciate this as much as we should- South Africa is a post revolution society. We might not have had a revolution the way it is defined in history, but the fact of the matter is we're educating in a post revolution society. Any revolution in the world, it lays expectations, reasonable and unreasonable. At the end of that revolution, whatever comes into being must manage those expectations, pull everything together. We seem to be making progress by all with their own expectations. Now, maybe more so with us; our students are politicised quite a lot. They are coming from communities that have got expectations, post revolution expectations. Now it's not unusual for government to try as much as they can- if they do try- but to perceived not to be doing enough with at least some of the expectations. And if that happens you are going to feel it. The students will be active and will be demanding this. I think when that happens...

INTERVIEWER: Things like entitlement.

INTERVIEWEE: That is the context in which the Fees Must Fall must be understood. It's one of the post revolution expectations that some segment of society believes we are taking too long to minister to. Some of us believe; you know what, we could have done better, but hey, if you look at where we were at the time of the c Must Fall in terms of creative access for education, we had done quite well. There were more people in universities, there were more people in TVET colleges but the post revolution expectation is free education. Now these young people, they may not be caring about a budget and reality they are... So, it is managing those things and some of those things are liquident

and fluid and they are difficult but as a Principal of a college you can do it all well. You can do the hard core managerial part very well and we struggle with this soft post revolution thing and maybe end up being seemed to have failed, when we did a very good job with the whole [community? 12:49]. We struggled maybe with this one but it's difficult. I always say; the management job description of a principal is varied and almost impossible to pin down to a list because ...

INTERVIEWER: Ja.

INTERVIEWEE: But you've got to keep your head on all of those levers. You would have people for example that could be principals, campus managers, other people working, but you need to find a way of touching it all without offending these people. You must have a way where you touch it all without being seemed to be micro managing but if you don't touch it all ...

INTERVIEWER: Then you lose it.

INTERVIEWEE: It will collapse very fast on you but it collapses in your name.

INTERVIEWER: Ja, you become in touch with reality but you don't take reality.

INTERVIEWEE: So it's a complicated ... It's not an easy job I can tell you. It's exciting when you come into it; from a distance, it's exciting. It's not an easy job, it's definitely not. Someone would lie to you and say: "But which job is easy?" It's a job.

INTERVIEWER: Okay.

INTERVIEWEE: I think I've said too much.

INTERVIEWER: No, but I'm happy with that. In continuation what is your understanding of the term Strategic Leadership in the context of a TVET college?

INTERVIEWEE: I think the starting point is managing at a high visionary forward looking way which is both informed by current realities but also... I'd be greatly futuristic; it's about putting up a plan for the college to be real and relevant today but that strategic plan must

also be relevant. It must also cater for the relevance of the institution. It must cater and insure the relevance of the institution going forward. You know, part of the strategic plan is; developing what a vision and a mission and in my world the best way to distinguish between a vision and a mission, it is to use the phrase "Mission completed". When an army ... an army goes on a mission today- the Zimbabwean army had a mission a month ago. It was a mission; a current activity that needed to be undertaken and at the end of that mission they were able to go back to their masters and say: "Mission complete." That's a mission that is what you are about now but a vision, for futuristic relevance, it's- you're connecting the now with the future. You can't in six months achieve- even in a year- you cannot achieve a vision. But a mission, you might be achieving it on an hourly basis. It's a mission. So that is a strategic management. That is a Strategic management involves the- for an example- the governing structure of a college, they are the leaders of the organization but it involves also the senior management of the organization. Policy long term formulation is part of the strategic management of an organization. I don't want to go into the strategic, ja, I think [Inaudible 18:55].

INTERVIEWER: Yes.

INTERVIEWEE: I'm just making a distinction that strategic management of a college means you are managing at a high level. You are identifying the important, special strategic levers of that organization and you are keeping your hand on those important strategic high level levers because if you've got your hand on those high level strategic levers, they all have got connections to the ground but you may not need to be ... What happens on the ground is dictated upon and formed by that strategic direction that has been decided by the organization so everything else that happens on the ground needs to be true to that vision, to that strategic vision. Maybe an example would be, something that is difficult to- also easier said than done- is, you see a chosen strategic vision will say, as an example; want to conquer Africa. I'm using any other organization who want to conquer Africa. It means our thrust is to conquer, is to make an impact- say in Africa- that is what we have identified as an organization; it means all of our resources will go

into that. Now say six months down the line you become aware of a tempting opportunity in Asia, a very tempting opportunity in Asia, if you are true to that strategic direction ...

INTERVIEWER: Of conquering Africa.

INTERVIEWEE: You are not going to [Inaudible 21:40] to go ... And it's not going to be easy because you are not going to because you have chosen. It means you choose what is important to you for the time of your strategic planning. When you choose, what is important to you it does not mean there are not going to be tempting side shows but you need to always understand that I am for the conquering of Africa.

INTERVIEWER: Okay.

INTERVIEWEE: Now there might be other people who have identified the conquering of Asia ...

INTERVIEWER: And doing well.

INTERVIEWEE: Leave it to them. If you are even generous tell them the tale. Are you aware of this? So that when they see something that is about Africa they can also alert ... Otherwise you run the risk of having a split and you end up...

INTERVIEWER: Achieving nothing.

INTERVIEWEE: Every time you choose those things you don't choose. Strategic management means deciding on a direction because you do a thorough evaluation, a thorough study, you look at your own circumstances. You look at your own strengths, your own weaknesses. You look at what is important to the people that matter to you. You then decide we are going to conquer Africa because that is what is important to the people that matter to you. It does not mean in the world there is not going to be other opportunities, there will be but you must be able to... It's like getting married, it does not mean the day you marry you are never going to see other beautiful women but you have said ...

INTERVIEWER: You have said: “This is mine!”

INTERVIEWEE: You have cut it.

INTERVIEWER: Thank you so much. The second question; can you share your views on what you perceive as a management strategic leadership role of a TVET college principal and his or her SMT in the implementation of management and strategic leadership?

INTERVIEWEE: What I perceive to be the management and strategic leadership of TVET role; I have answered this question in the things that I have said. Here you are saying the management and strategic leadership role of the principal and his deputies.

INTERVIEWER: You have already touched on it.

INTERVIEWEE: Ja ... You know? The important role- the important strategic role- of the principal and the deputies ... You see, most of what I'm going to say will apply to the council of a college because that strategic... Its management and council. The most important role it is to keep the organization not just afloat but relevant. Our role is to keep the organization relevant, to keep this organization here being relevant and responsive to the expectations and demands of its key stakeholders and beneficiaries. It is to keep the organization relevant and responsive to the expectations ...

INTERVIEWER: And the demands.

INTERVIEWEE: And the demands of its key stakeholders and beneficiaries and it is to plan for that. It is to... When you are keeping an organization relevant and responsive it involves difficult decisions and choices. Let me give you an example; this organization is alright, it's running, it's alive. It seems all is well. It may well be that all is well today, but the choices we make about tomorrow and the next day and the next year must be such that they help keep this organization relevant and responsive. For example; we get allocated an amount of money. We must decide what that money is going to do. What the money did yesterday and the previous year may have been good for yesterday and

the previous year, it may not necessarily be good for tomorrow and the coming year. Now relevance means if something that was exciting and working yesterday and last year is no longer going to be exciting and working next year. It means you must be able to pull; you must be able to responsively and sensitively pull resources out of that and deploy them into that which will be exciting and good and relevant tomorrow. Now that is not easy to do. You might have been teaching a programme that had a great relevance, a great demand and all of a sudden there is a change in the environment; that which was working yesterday ...

INTERVIEWER: Is no longer working.

INTERVIEWEE: Is no longer working yesterday. Now you got this table yesterday to deliver that programme, which was your hallmark of yesterday. You've got this table, you also have Nkosi, possibly who was your maker for that programme, Nkosi is your maker for that programme that this table, it's Nkosi there, they were brought in for this programme and this programme is not relevant for the following year. So, you've got to be able to find a way of responsibly dealing with this table. It may mean disposing of this table...

INTERVIEWER: And Nkosi.

INTERVIEWEE: And even Nkosi. The table with Nkosi. So, it is about keeping the organization afloat, it's about ... but also, impotently it's about maintaining a fair and good amount of hope in the system for Nkosi and others. Nkosi ... Though the wind is blowing Nkosi must believe that I am in an organization that has got hope. So, if for example Nkosi needs to be- maybe not exposed of- but Nkosi needs to be reengineered, Nkosi ... I always say teaching is a personality job. If you have got a good personality you can teach different things at different times if we avail opportunities of reengineering to you. You know, a doctor does not stop being a doctor because we are no longer working with Malaria but we are now working with HIV Aids. No, he is a doctor. There is that that makes this person a doctor. Whether it's Malaria or HIV Aids ...

INTERVIEWER: You adapt into ...

INTERVIEWEE: A doctor can adapt. But there must be hope for this doctor to know that because we have found a cure for Malaria he must not say: "There goes my future."

INTERVIEWER: I'm jobless now.

INTERVIEWEE: I'm jobless now. The doctor must realise that hey, you're a doctor. You're a doctor at heart. If there is a new thing we might be able to reengineer you with your willingness so that you become good in helping us with HIV Aids, no longer Malaria. So, you need to do that but it's about ... You know you are ... Look, these things are easy to say they are not easy to be, to do but they've got to be done. Your job is to keep the college going the way you planned. Remember, who is this writer who says ...? Stephen Covey says: "When you are a strategic leader you must always jump above this people. Look at the horizon and what you see on the horizon you must be able to say: "Stop! You guys are chopping the wrong forest. This is not the forest we were supposed to chop; we should be chopping that forest." So, your plan must do that. You must be able to say, but do it in a way that these people feel dejected for the time they've spent in chopping the wrong forest, you see? We make them realise that hey, there has been a change in the atmosphere. This forest might have been a good forest to chop but there is more sap to be obtained out of chopping that forest.

INTERVIEWER: Okay.

INTERVIEWEE: So you are ... There is [Inaudible 34:20] job it's around that to keep things intact. To take full responsibility for all the different levers that I managed before the eight of them. Whoever is responsible for finance must be finance but the leadership, you must get guidance from you at the central people. Whoever is responsible for curriculum delivery must... The most important thing in my experience is that; your job is to keep everybody aware of what is important because human beings, you know ... We are the same as human beings everywhere. If you give me a job to do in that corner, you explain to me what that job entails- because I'm a human being like any other human

being- I am likely to bury myself in that job in that corner and forget the connection and forget that you might be required to ... Your job is to polish shoes in that corner because our students must wear polished shoes in class and your job is to polish those shoes. But it's easy for you to be so taken by the polishing of the shoes that you forget the connection.

INTERVIEWER: Ja.

INTERVIEWEE: By the way, the reason you are polishing those shoes is for education to be delivered effectively. You can forget that connection and end up squaring up against the people whose job is to deliver education and tell them where to get off. You are diminishing the connection. It means you might be polishing those shoes well but because you are not appreciating the centrality of curriculum delivery ...

INTERVIEWER: What is important?

INTERVIEWEE: Believe you me it happens every day. The finance person may be so embossed in finance management that he says no to everything because he is an accountant. He forgets that- by the way- this budget that you are supposed to manage, it's useless until it can put a desk in a classroom. It happens every day.

INTERVIEWER: Ja. Somebody said no, I've already closed the batch so I cannot do a payment. And that payment will mean students will have a bus, will mean delivery of resources, but not for today, I've already closed the ... So, the vision and the mission; my vision or my mission is to close the batch.

INTERVIEWEE: I'm here, I close the batch and then you walk out and ...

INTERVIEWER: It's closed.

INTERVIEWEE: And throw his weight around. It's so important because people love their jobs and you want them to love their jobs. People love their jobs but when we love our jobs we forget the connection. You know, even us as principals you are so much focused on this college which is good, you are focused on this college and sometimes the

department will be unreasonable in demanding this or that and we react but hey man, why don't they give us enough notice? But we are forgetting the connection. That maybe that which they need for me will open a lever in parliament for money to come out and save the sector but I'm saying no but ...

INTERVIEWER: You didn't give me time.

INTERVIEWEE: You understand. Your job is to keep people knowing what is important, help them appreciate the importance of their jobs, let them build their jobs but keep nicely reminding them of the connection. But just a last point; you know we like ... we are all natural emperors. You know, human beings like being emperors, it does not matter what level they are. We like turning what we have into a personal empire. People usually associate that with high levels but these empires also form even in the junior level, you find a senior lecturer operating a personal empire which ends up limiting the whole organization. It's about reminding people at all levels of how connected we are, the systems theory that you know what, in the final analyses the college is the system and everything else is a sub system. A sub system that is not feeding into the system, it doesn't matter how glossy it is, it's useless.

INTERVIEWER: You remind me when I was a lecturer, I was lecturing mathematics and I was promoted to senior lecturer. It was difficult for me to let go of mathematics. That was my everything! To let go, sjoe!

INTERVIEWEE: No it's not easy and that attitude could well be undermining what that should be, that area that you are supposed to leave, let go, still support from a distance, you could be undermining what can potentially grow organically there. That's because we are human beings.

INTERVIEWER: Okay. Thank you so much. Question number three is about challenges. I'm saying yes, if any but I can just say what you've said; challenges of managing post-revolutionary expectation and demands of our students.

INTERVIEWEE: You know, challenges are many, the major challenge will relate to limitation of resources and you see, you sign, you ... The challenge; limitation of resources and the need to manage in a way that allows people- all people- to feel that they have a finger in the pie. Now one; you have got limited resources that it's easy, in your family you have got ... In your family you are a father, that role, just being father gives you certain powers- declared or undeclared- you will deploy the income of the family. It might not do everything the members of the family want but luckily you are a father there, you can close that door and remind them that you are the father.

INTERVIEWER: All authority is upon you.

INTERVIEWEE: Ja. In an institution, there is this thing of collective governance, you know you must create an adequate semblance of managing together with people ...

INTERVIEWER: Consultative or ...

INTERVIEWEE: Ja. Now the problem is; when you are been given 120 000 000 to employ, to run the college and employ staff, you can only employ so many staff. You can only buy so many resources. You can only do so much ...

INTERVIEWER: To achieve this much.

INTERVIEWEE: To achieve this much. Now, you will ... Part of the challenge is people on the ground will somewhat believe that they have a right to ask what they want to achieve what they need to achieve. Now, they will not see the problem as being a problem of limitation of resources, they will see it as you. It's a challenge; you've got to manage that area. You are ultimately accountable that that money must do the important things that need to be done under those circumstances. But someone down there may want something that he believes is important for him to do that which he must do.

INTERVIEWER: Is that the reason why when people rebel against the principal, we say no, it's not you? They are not rebelling against you, they are rebelling against the system and you just happen to be managing the system.

INTERVIEWEE: A representative of the system. If they want to do it ... If it were to come as if it's a rebellion against the system I think a normal principal will appreciate it. Unfortunately- and you are right- unfortunately sometimes it will be a rebellion against you. It is you who is saying that there is no money for the students to go to Cape Town ...

INTERVIEWER: Exactly.

INTERVIEWEE: We can't afford to send students to Cape Town, find a place in the North West because it's cheaper, you understand? Sometimes they will not even be targeting the system, it's targeting the Principal. So that's one of the areas. One of the areas is resources. Limitation of [Inaudible 46:15], the limitation of resources. The very decision to say if my resource is limited I need to think through what is it that we are going to in this myriad of possibilities because we don't have the money to do all of this possibly. What is important? Deciding on what is important. It may be easy; you talk to the people, you even consult them on the ground and they tell you what they think is important but ultimately you must bring it all together and delete, you must delete. You are deleting things that people thought are important, that's one part.

INTERVIEWER: But you are not deleting people? That people can ...

INTERVIEWEE: No. They feel deleted that they use foul language to explain how they feel about how you did this. When you've done this job- it's easy for me, I've done it- I sometimes feel pity for campus managers because at a slightly lower level they have got to do that and sometimes they themselves, over time as a principal, you start appreciating your role, your authority. You don't through the authority but you know if nothing happens you can say; guys, this is it. But the very same thing that ... because this one wants 20 000 000, it is one 20 000 000 to you, it is not enough but you are allowed to take 8 000 000 of that 20 000 000 and give it to a campus, the campus. That man there must do- guided by your plan- he must do exactly what you did. He'd be asking 120 staff members; what is important to you? But they must tell it to him and then he must bring it together and delete and believe you me, they'll come and complain to you as a principal

about it. “You see, this man is telling us every day that there is no money, [Mr. Boss? 48:43], what kind of a campus manager whose only response to any situation is that there is no money?” You understand? But we must sort of win these people but also win the battle for that poor campus manager on the ground. You know, you must be magic- the magician. You must not through them away because also suppose ... You cannot say to go and no, no, go and tell that I deal in 8 000 000, he has got the money. He has 8 000 000 this but I’m wanting more. That’s one challenge. The other challenge ... the challenge really is in inadequate resources, the challenge in the system it is; sometimes we wish we can develop a curriculum that enables us to be more responsive. Sometimes we wish it ... we just ... because you know you are being confronted with relative ... sometimes you wish it were possible for you to develop a curriculum, take three months, unleash it, you cover again there.

INTERVIEWER: But it is because you want to be responsive.

INTERVIEWEE: You are trying to be but those limitations that are difficult. I will say this; you know, one of the exciting things about being a manager is managing people because people are dynamic but you sometimes wish all of us at all levels could be consistent. It’s so easy when you are consistent because the reason machines do processes better than human beings is because machines [Inaudible 50:55]. Computers master consistence, you see? They’ve got no moods, they’ve got no ... you see? In managing people, it is consistence becomes very important. Sometimes there are dynamics at play that undermine consistency. Someone does something wrong but this thing that this person has done is very wrong, it is very serious. The book that you have been given prescribes a particular action or response. You sometimes expect what that book says can be upheld consistently throughout the system. Some of the people that you are want to deal with as a manager, human beings will always like to knock on higher trees, you know? Staff members will tell you, no they don’t want to listen to Mr. Nkosi, I want to listen to the department. If they get to be told something other than what the book that I was given says then we lose that battle of consistency and then they start... that results in cracks in

the system. The system cracks. If it's an area where we can afford to be consistent but for some reason we have chosen not to be consistent. A student demands, these people, limitation of resources... You see, students believe when they enrol at the college, government has provided for them to get everything. They come to the college; they expect to get everything because of that notion. They don't know that you are funded by maybe by; let's say 58 percent or 60 percent or 70- they don't know. But when they come I think they sensibly expect everything and more. You are not always able to give them everything and more because of the limitation of resources and unfortunately, if that challenge is not managed nicely- correctly- it could well be led by three students out of 11 000 students but if it's not correctly managed those ... that matter that is led by three students can end up stopping the education of the 11 000 students. It's a challenge. You wish ... Part of your job to say take some time, explain everything but sometimes even if you have taken the time and explained everything ... These are the challenges that come with the job. One other challenge is you are ambitious; you want all of your students to pass, you want all your students to get jobs and sometimes your efforts in linking the college and your students with industry are not always successful and it kills you when some of your students have been able to pass and you are not able to deliver to them that dream that you promised to them when they started. Because all of a sudden, the economy is not doing well, industry is not coming to the party. You are like someone who has sold a false tree.

INTERVIEWER: And then you must manage reality.

INTERVIEWEE: Ja and then you must manage the reality. So, it's education, it's an exciting place but there are- but, I mean look at one's challenges for the whole day.

INTERVIEWER: Exactly. Thank you so much. Question four, it's about you; how effective have you been to implement management and strategic leadership in your college?

INTERVIEWEE: How effective have you been? You know unfortunately they say it's not over until the fat lady sings. Translate that into; unfortunately, the ultimate arbitral are the end results, you know? It does not matter how well we danced ...

INTERVIEWER: The output ...

INTERVIEWEE: The output is what matters. So, the best way to answer that question is to start- still in a [Covey? 56:41] way- start with the end. Our student results have not been what we have wanted them to be. We have seen them move up from where they were before, we have seen them at some stages taking a little bit of a dive but generally they have been going up but they have not come very close to where we want them to be. The level of absorption of our students by industry has not been what we want it to be. We have seen it getting better over time; each year it has become better but it has not come very close to where we wanted it to be and I can go on. We have done a very... we have done very well in making the college attractive to prospective students. We tell students we open until a point where students are packed in this room, they are sitting on top of each other and at some point, we say no, it will be irresponsible to complicate it, we take some of them back against our will so that part we have done well. So, I think we ... If I were to end my tinier with this college tomorrow, I'll have a very good sense of fulfilment. I'll be well aware of the milestones I have not attained but I'll feel actualised. I will feel it was worth is, I gave it my all. I was not able to cut every tree but I see enough of the trees that were cut. Now, ja, that is it. It's difficult because there are a host of other factors that come to play when it comes to actual outputs and as far as outputs, we've not attained even our own ambitions but we've seen things changing for the better. We've seen the college has grown physically, it is almost double what- more than double, actually tens of student numbers it's more than [Inaudible 01:00:12] if there is anything like that.

INTERVIEWER: Then what it used to be.

INTERVIEWEE: More than triple. You go back 12 years ago it was less than a quarter of what it is now so that's a good story. Results have been going up but they are not what

we want them to be. So that's it. I think we've ... This job you do it with your heart, you know? Students come here they want your head, they call you all sorts of things and then three days later they come back, they want to hug you and you must hug them back and say: "My child, you are growing. Please understand life, life is different to what you are seeing now." So that is that.

INTERVIEWER: Okay. Thank you. The last question is; in your opinion how can the implementation of effective management and strategic leadership be enhanced in the TVET sector? I know you've already- especially in the first question... yes.

INTERVIEWEE: You know, you're saying how can the effectiveness of strategic management be enhanced? You know, there are people who say and they are to some extent right, that colleges are not ready for autonomy. I will not dispute that but I think there is a very strong case to be made about colleges to be made more autonomous and been given powers to move, powers to do, powers to change things, powers to ... Secondly; South Africa is a problem and again I attribute it to South Africa being in a post revolution society where people have got different backgrounds. There is also a problem in South Africa of economic resources not being adequately distributed. People not having equal access to resources, it's a problem. All of those things complicate governance in South Africa. One way of enhancing the strategic management of TVET colleges in South Africa is to train, empower governance so that... It's common in South Africa for there to be squabbles in governance and if you go to any other country there's no dispute between management and the council. No there isn't. The people understand their roles and governance want the college to do well. They are not trying to prove the management wrong because it's such a futile exercise to try to prove ... it's so futile. You see, you work at Sedibeng, I work here. If something requires me to have something to do with Sedibeng, I have to except and embrace and respect your authority and knowledge about Sedibeng because in five years of trying I can never know as much as you do about Sedibeng.

INTERVIEWER: Yes.

INTERVIEWEE: I'm not even supposed to waste my time trying to do that because you know as much as you do about Sedibeng must work for me. I don't need to go there and compete with you in knowing Sedibeng, I need to go there and enhance you, you understand? It's a problem. Not everywhere, we don't have much of it here but we've got little bit of it, it's a problem. For strategic management to be enhanced, get governance to understand its role. In South Africa, you advertise for people to volunteer, it used to volunteer now it's a job, its money, they do it for money. Elsewhere you can't apply to be a council member in Harvard, you can't. Harvard will hand pick the best people available ...

INTERVIEWER: For the governance responsibility.

INTERVIEWEE: Yes. Now, someone at the department is said to be in charge of establishing councils for colleges. I wonder if they do that for this.

INTERVIEWER: It's like picking a wife for you.

INTERVIEWEE: I'm telling you and they trust that belief. In governance means- we've got photo's here of different people, the photo here of a boy of the Eastern Cape here- I don't know that boy I read a story about him, I like the story, I said I want this boy to be an inspiration to my students who come here and they do in here and they read and they say: "Who is this?" and I say: "Read there." Now that is how a governance must be established. You're going out to look for the best people who are going to epitomise what you stand for.

INTERVIEWER: Adding value...

INTERVIEWEE: But because of ... You see, it's about ... You see, they say you are either leaving- what do they say? You are either leaving a scarcity syndrome or you are leaving a generosity or abundance syndrome and what you choose between these two delineates you for a long time. You either trust people or you don't trust people. If you don't trust people ... If you are operating from a syndrome of distrust- mistrust- you are not going to achieve results that are produced by trust. If you have chosen to operate

from mistrust your results will be influenced by what you have chosen. Now the department does not believe that management can be entrusted with the role. To their credit there are those that they say advertise and do but I'm saying; let us except, council members come the way they come, it is as per the act but take them through a rigorous exercise, make them understand what their role is that way the strategic management of a college will fly. There are many other things strategic management ... enhance the strategic management of a college but empower the colleges, empower ... You know what? Let there be enough guidance so that people don't fly, you know ...

INTERVIEWER: All over.

INTERVIEWEE: But, empower people with clear guidelines, guidance, empower people. Let people surprise you with what they are capable of doing. Colleges are too ... You know, if you plant a garden- I'm sorry- if you plant a plant in a pot- in a flower or plant pot- the pot in which you are growing that plant will limit its growth. If you look at colleges now I feel pity for our campus managers where the campus, I mean two of our campuses they have as many students- almost as many students- as some of South Africa's smaller universities. Yes. You've got campuses in the country that are as big as some of South Africa's smaller universities. That manager there is appointed at a level which is less than that of a school principal. When I used to work in the schools a school was said to be big when it had reached- I think it was 1050 students in the olden days, I don't know now. 1050 students, it was a big High School. That was ... it was equal to the highest level of a school principal. Right, now ...

INTERVIEWER: Come to the college.

INTERVIEWEE: I'm not ... Yes, when you come to the college you have got a campus whose numbers are three, four times that.

INTERVIEWER: That number?

INTERVIEWEE: Ja. This person is managing this campus. When there's a strike that poor campus manager has, a strike involving 3000, 4000 students. He has a... He is a

campus manager; he does not- actually the department does not have a post of a deputy campus manager. We call the HOD's- one of them- we call them deputy campus manager by our own design as colleges.

INTERVIEWER: But in actually you don't have.

INTERVIEWEE: No there isn't. That person is managing 3000, 4000 students. You go to that university, the smallest South African university- which is the same size as some of our campuses- there's a vice chancellor, a deputy vice chancellor, a dean of what, dean of what ...

INTERVIEWER: There's director of what, director of what ...

INTERVIEWEE: Now, you see ... You know, sometimes as principals you enjoy a benefit of distance, you know. We sometimes ... there are times when we hide behind distance, you know. I'm right here, there's no distance but hey, there are steps to take when I go there. There is someone there. His students will sometimes come directly to me before they got to him; they've got this benefit of proximity, its fine. But- [Inaudible 1:15:27] wrote about their father. So, it's all of those things. You need to create a system where people are... I did not want to make this to be about principals because it is not, I'm just saying; how do you justify a campus manager who is managing 3000, 4000 students? He is managing that institution- it's an institution, it actually, it's bigger than some of the colleges in the country...

INTERVIEWER: In some cases it's a college with a principal and deputy principals.

INTERVIEWEE: But why is something like that not being ...?

INTERVIEWER: Ringing a bell elsewhere?

INTERVIEWEE: Why is something like that not being looked at immediately? So, all of these things they influence the strategic management of a college. They influence the management of a college. There are posts that we don't have, I mean students support we don't have, we employ people as psychologists but we just employ them there is no

structure, you see. And it's not that ... it's definitely not doom and gloom. I am very positive about what colleges are achieving. I sometimes listen on the radio people say colleges- TVET colleges- ever since this TVET name came we sometimes attract a lot of negativity in the media, more than ... But it's mostly people who don't know the inside of a college. There are students who have studied in colleges who have come out of colleges, who have gotten jobs; they have beautiful stories to tell about colleges, colleges have turned their lives. There are parents who will defend colleges because they have seen colleges make a difference in their lives and that is that. What number question was that?

INTERVIEWER: No that was the last question.

INTERVIEWEE: I've spoken too much. I have taken more of your time.

INTERVIEWER: No, but thank you so much.

INTERVIEWEE: I hope this helps you.

CERTIFICATE OF VERACITY

We, hereby certify that in as far as it is audible the foregoing is a true and correct transcript of the recording provided by you in the matter:

(NAME OF AUDIO: Deputy Principal)

DATE COMPLETED : 2017-10-12

NUMBER OF PAGES : 3

INTERVIEWER: - and interview you. The first question, in your opinion what do you understand by management of the Trivet college?

INTERVIEWEE: I think I need to introduce myself. My name is Jan Zara, I am the deputy principal corporate for a community college. It is true that I am welcome to do your interview, to give information regarding the studies. Yes, I am going to look at the first question. What is your understanding of the term strategy? Oh sorry, management of Trivet college?

INTERVIEWER: Yes.

INTERVIEWEE: Yes. Okay management of Trivet college has to do with the administration of the establish quality or qualities that are actually established through the CET Act, the Department of Education and Training.

INTERVIEWER: What is your understanding of the term strategy leadership?

INTERVIEWEE: Strategy leadership is providing vision, and the strategy objective goals; and the values of Trivet College.

INTERVIEWER: Okay. Maybe just to get clarity. How important is the vision and mission in the management and leadership of Trivet College?

INTERVIEWEE: It is important because vision – my vision provides a future – a futuristic approach.

INTERVIEWER: Okay.

INTERVIEWEE: Also mission provides the guidelines to confine yourself within the boundaries of what we are supposed to be doing actually.

INTERVIEWER: Okay.

INTERVIEWEE: So if you have a vision and mission, provides with what is the purpose of that.

INTERVIEWER: Okay. Question 2. Can you share your views on what you perceive as management and strategic leadership role of yourself as a deputy principal in your SMT?

INTERVIEWEE: I think my role is to provide strategy leadership to all rendered services. So in the deputy principal corporate office is to provide strategy leadership and direction to the various departments that are within the – that are within the division which comprise of Human Resources, Facilities Management, Academy Management and Communication, General Administration, as well as Occupational Health and Safety.

INTERVIEWER: Okay.

INTERVIEWEE: This includes the development of the strategies for each of the Departments, and leading a team in executing those strategies.

INTERVIEWER: Okay. With that how is that supportive to the principal in his mandate?

INTERVIEWEE: It is because all the strategies that are developed by the vision should be in line with the college vision, the college mission, as well as addressing the strategy of the college as a whole.

INTERVIEWER: Okay I am nearly done. What challenges, if there are any, do you experience as a deputy principal when providing management and strategy leadership?

INTERVIEWEE: It is capacity. It looks like the sector does not attract experienced personnel in terms of management.

INTERVIEWER: Okay. So you are saying that ...[intervene]

INTERVIEWEE: So the translation of strategy objectives, the strategy that you have developed – you have to do it on your own.

INTERVIEWER: Yes?

INTERVIEWEE: Rather than doing it with a team.

INTERVIEWER: Okay.

INTERVIEWEE: So you are in more of training them, rather than ...[intervene]

INTERVIEWER: Okay. Question 4. This one refers to yourself. How effective have you been in able to implement management strategy leadership at your college?

INTERVIEWEE: I have been able doing it by, like what I have said, trained my management. My team that is within the college for them to be able to (1) interpret the strategy of each department; and (2) their ability to even develop their own strategies as well, to develop their own departments to achieve the objectives of their departments. That is how I direct.

INTERVIEWER: Okay. How in your opinion can the implementation of effective management and strategy in leadership, enhance the Trivet Sector?

INTERVIEWEE: I think there is need that the top management, the Department of Education and Training should be objective in their recruitment. They should not be subjective. Because highly qualified people are not being invited for posts, and that sounds like another issue that is very personal. That can also bring the Department now.

They don't recognise the skills that the department has. If a person is more skilled, then it becomes an enemy, rather than a complimentary thing. So I think there is a lot of lack of integrity and trust, as well as unfairness in the way the Education Department deals with issues.

INTERVIEWER: Okay.

INTERVIEWEE: Okay.

INTERVIEWER: Thank you so much.

INTERVIEWEE: Thank you sir.

INTERVIEWER: We have come to the end of the interview. I really appreciate it.

APPENDIX E: APPROVAL TO CONDUCT RESEARCH

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

FOR OFFICIAL USE

DECISION BY HEAD OF COLLEGE

<i>Please tick relevant decision and provide conditions/reasons where applicable</i>		
Decision		<i>Please tick relevant option below</i>
1	Application approved	<input checked="" type="checkbox"/>
2	Application approved subject to certain conditions. <i>Specify conditions below</i>	<input type="checkbox"/>
3	Application not approved. <i>Provide reasons for non-approval below</i>	<input type="checkbox"/>
NAME OF COLLEGE	ORBIT TVET college	
NAME AND SURNAME OF HEAD OF COLLEGE	Maryna Marais	
SIGNATURE	M. Marais	
DATE	2017-06-19	

APPENDIX F: UNISA ETHICAL CLEARANCE



UNISA COLLEGE OF EDUCATION ETHICS REVIEW COMMITTEE

2017/05/17

Dear Mr Mothapo,

REC Ref#: 2017/05/17/35687487/13/MC
Name: Mr MG Mothapo
Student#: 35687487

**Decision: Ethics Approval from
2017/05/17 to 2022/05/17**

Researcher: Name: Mr MG Mothapo
Telephone#: 0825552708
E-mail address: 35687487@mylife.unisa.ac.za

Supervisor: Name: Prof B Grobler
Telephone#: 0836329821
E-mail address: bennieg@uj.ac.za

Working title of research:

**Principals' experiences when providing management and strategic leadership at
Technical Vocational Education and Training colleges in South Africa**

Qualification: D Ed in 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 5 years.

The low risk application was reviewed by the College of Education Ethics Review Committee on 2017/05/17 in compliance with the UNISA Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment. The decision was approved on 2017/05/17.

The proposed research may now commence with the provisions that:

1. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.
2. Any adverse circumstance arising in the undertaking of the research project that is



University of South Africa
Pretter Street, Muckleneuk Ridge, City of Tshwane
PO Box 392 UNISA 0003 South Africa
Telephone: +27 12 429 3111 Facsimile: +27 12 429 4150
www.unisa.ac.za

relevant to the ethicality of the study should be communicated in writing to the UNISA College of Education Ethics Review Committee.

3. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.
4. 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, accompanied by a progress report.
5. 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.
6. 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.
7. No field work activities may continue after the expiry date 2022/05/17. Submission of a completed research ethics progress report will constitute an application for renewal of Ethics Research Committee approval.

Note:

The reference number 2017/05/17/35687487/13/MC should be clearly indicated on all forms of communication with the intended research participants, as well as with the Committee.

Yours sincerely,



Signature

Chair of CEDU ERC: Dr M Claassens

E-mail: mcdtc@netactive.co.za

Tel: (012) 429 8750



Signature

Executive Dean: Prof VI McKay

E-mail: mckayvi@unisa.ac.za

Tel: (012) 429-4979

APPENDIX G: LANGUAGE EDITING CERTIFICATE

Tel: 011 787 0797
hannant@mweb.co.za

Mrs G Hannant
28 Hillcrest Avenue
CRAIGHALL PARK
2196

24 January 2019

TO WHOM IT MAY CONCERN

I certify that I have edited the Doctor of Education thesis:

**PRINCIPALS' EXPERIENCES WHEN PROVIDING MANAGEMENT AND
STRATEGIC LEADERSHIP AT TECHNICAL VOCATIONAL EDUCATION
AND TRAINING COLLEGES IN SOUTH AFRICA**

by

Mamochite George Mothapo

However, the correction of all errors/missing information remains the responsibility of Mr Mothapo.



G.C. HANNANT
BA HED

APPENDIX I: Turnitin confirmation letter