Analysis and Evaluation of Strategic Planning and Implementation at TVET Colleges. A case study of Lovedale College

By

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Submitted in fulfilment for the requirements of degree of

Master of Management Sciences: Business Administration

in

the Department of Entrepreneurial Studies and Management,

Faculty of Management Sciences, Durban University of Technology

April 2019

APPROVED FOR FINAL SUBMISSION

Supervisor: ....   Date: 24 April 2019

Dr. G Chetty(D.Tech)

DECLARATION

The Registrar (Academic)

DURBAN UNIVERSITY OF TECHNOLOGY

Dear Sir or Madam

I, Ndzoyiya Lucky Coselela

Student Number: **20903499**

Hereby declare that the dissertation entitled:

Analysis and Evaluation of Strategic Planning and Implementation at TVET colleges. A case study of Lovedale College

is the result of my own investigation and research and that it has not been submitted in part or in full for any other degree or to any other University. Other sources are acknowledged giving explicit references.

Signed………………………………….

Date……………………………………

ACKNOWLEDGEMENTS

Firstly, I would like to sincerely thank my dear Supervisor, Dr. Gops Chetty of the Durban University of Technology (DUT); I express my gratitude for your tenacity, for believing in me, and providing unending support and guidance.

Next, I would like to truly and deeply thank my entire family, and my mum, Mabhala, for her love and support during most challenging phases that I have encountered while undertaking this study.

To my wonderful son, Sange, for his consistent support in my academic endeavours and his encouragement throughout the difficult times.

DEDICATION

This study is dedicated to my late grandmother, "Granny Maria Nomva Ndzoyiya". She has been a pillar of strength in my life and her presence in my life has made me the man I am today.

ABSTRACT

The aim of this study was an evaluation of strategic planning and implementation at Technical Vocational Education and Training (TVET) Colleges. The study was premised on the rationale that besides the significance of strategic planning as an effective tool for organisations to employ, given the constant changing digitalised and globalised environment, there is documented evidence of academic institutions, particularly TVET Colleges not implementing strategic plans or alternatively not having a functional and up-to-date strategic plan. Such a situation certainly impedes the colleges' efforts to achieve their developmental goals and objectives, and may additionally contribute to possible threats to the TVET colleges' competitiveness, given that there is an emergence of newer types of colleges and universities which are dynamic and in touch with the changing environment. They tend to use these tools for their planning purposes. Lovedale College in the Eastern Cape was selected as the case study college for this research.

The study employed the mixed method approach; utilising quantitative and qualitative approaches. The qualitative research method used in-depth interviews while the quantitative research method used questionnaires with key informants in the study area. The study found that the respondents had a reasonable knowledge of the concept of strategic planning. This finding has relevance for future studies. The reasonable knowledge that the staff have in respect of strategic planning is mainly due to the length of service or stability of the workforce or the continuous involvement of all staff in the strategic planning exercises over the years. This points to important lessons for other colleges. The study pointed to the need for a greater improvement with respect to strategic planning and the implementation process which may result from appropriate financial support. Furthermore, the colleges should have experienced and skilled human resources to undertake such planning exercises. The study also established that there is a positive and significant relationship between stakeholder experience, inhibitors and enablers, monitoring and intervention, and strategic planning and implementation. The study recommended that in order for the action plans of strategic planning and implementation are executed, it is useful to establish clear objectives and a roadmap to achieve these objectives.

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LIST OF ABBREVIATIONS

DHET-   Department for Higher Education and Training

OECD-   Organisation for economic development and development (OECD)

SPSS-   Statistical Package for Social Sciences

TVET-   Technical Vocational Education and Training

UNESCO-   United Nations Educational, Scientific and Cultural Organisation

VET-   Vocational Education and Training

CHAPTER 1

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 INTRODUCTION

This research study focuses on the analysis and evaluation of Strategic Planning and Implementation in Technical Vocational Education and Training (TVET) Colleges in South Africa. This research study is premised on the rationale that strategic planning is a significant tool for organisations to adopt in this constantly changing digitalised and globalised environment. However, there seems to be some evidence at academic institutions, TVET colleges in particular, which are not implementing strategic plans or rather as not having a functional and up-to-date strategic plan. This situation, therefore, tends to impact on the colleges' efforts to achieve their developmental goals and objectives. Furthermore, this may lead to it being a threat to the colleges' competitiveness given that there is an emergence of university of technologies that are dynamic and in touch with their changing environments.

Lovedale College in the Eastern Cape, one of the many TVET colleges in South Africa, is the case study for this research. The study focuses on the Lovedale college main campus which is situated on the outskirts of King Williams town. This was an ideal research domain since it is the biggest campus, resource centre, simulated Enterprise for business studies and it accommodates the main administration offices of the college. Whilst, Lovedale campus in Alice town is the site of the original Lovedale College and is regarded as the mother campus. This study evaluates strategic planning and implementation at Lovedale College and provides appropriate recommendations that other TVET colleges may find useful for their own strategic planning and implementation processes. The study utilises the mixed methodology that includes qualitative and quantitative methods for data collection and to analyse the results. In addition, the study employs the purposive sampling technique in order to select the participants for the study.

1.2 BACKGROUND TO RESEARCH AREA

According to Kaufman and Herman (1991), strategic planning in academic institutions became recognised as an effective management instrument in the 1980's. It was specifically in the year 1984 that strategic planning first appeared in academic institutions and by 1987 more than 500 schools in the United States of America were developing and implementing strategic plans. Churchill (2014) points out that strategic planning is not a once-off event rather it is a complex production process the integrates the defined needs. Thus, they see the process of strategic planning as encompassing the identification of the anticipated outcomes, the assessment of what is needed to be undertaken to initiate new processes, the development and implementation of action plans, and finally the evaluation of the success of the strategic plan. McCaffery (2018) lends support to the above view and suggests that practical guidelines, concrete techniques and pragmatic advice geared explicitly to educational practitioners could lead to the effective performance of academic institutions.

McCaffery (2018) further points out that in Kenya, for example, it is a prerequisite from the Education Management (Kenya Ministry of Education) for academic institutions to adopt and implement strategic planning. However, the biggest weakness has been the lack of adequate physical and human resources. According to Chimhanzi (2004), the most daunting constraint when implementing strategic plans, especially at academic institutions, is the prevalence of interpersonal conflicts between administrators that hinder communication. Hence, McCaffery (2018) points out that conflicts are most likely to arise in the implementation of strategic planning at academic institutions because of the involvement of various stakeholders and players, for example, the principal, deputy principal, departmental heads, teachers, parents, the school governing body members and many other stakeholders. The relationship between these schools' interest groups affects the smooth running of all the school activities, thus affecting strategic planning implementation (McCaffery, 2018). In a study in Nandi County, Kenya, McCaffery (2018) found that most of the academic institutions had poor operational plans whilst in some cases strategic plans were non-existent.

TVET Colleges are of strategic importance in socio-economic development through the building of the human capital base especially in countries such as South Africa (DHET, 2018). Fundamental government plans, Strategic accords and the White Paper for Post-school Education and Training all stress the importance of TVETs (DNA Economics, 2016). Thus, the Department of Higher Education and Training in South Africa places great emphasis on the strengthening and expansion of TVET Colleges so that they become the institutions of choice for many school leavers (DHET, 2014). The Department of Higher Education and Training hopes that through strategic planning and implementation among other interventions, TVET Colleges can turn into effectively functioning institutions which may be more responsive to local labour market needs and requirements.

1.3 RESEARCH PROBLEM

TVET colleges are significant and strategic in terms of building and capacitating human capital both in developed and less developed countries. Therefore, Lovedale campus was chosen, more importantly because it is the biggest campus, resource centre, simulated Enterprise for business studies and it accommodates the main administration offices of the college whilst the Alice campus is the mother campus. As a norm, it is useful that academic institutions engage in strategic management and thinking because of the cumulative demand for advanced education given the altering student demographics and the need to embrace the evolving models of higher education while still trying to keep and hold the essence of a traditional college or university (Comstock and Ziegler, 2005, Knight, 2014, & McCaffery, 2018). Despite the effort of government and other stakeholders in ensuring that TVET colleges in particular successfully adopt and implement "strategic planning", a number of TVET Colleges still face monumental failure in this regard. In a number of cases, the poor performance of TVET Colleges may be attributed to a lack of a comprehensive strategic plan. However, as observed by Comstock and Ziegler, in the majority of the colleges one would find a strategic plan but the weakness is that this is often not implemented (2005). Powell (2012:12) is of the opinion that:

Strategic planning tends to take place around the administrative table and has resulted in planning documents that contain lofty platitudes that tend to sit on a shelf rather than guide and direct the work at the institutional, as well as department level.

The problem is exacerbated by the fact that many colleges do not have adequate human and financial capital, or the technical expertise to construct and implement effective strategic plans necessary for the high performance of their institutions. According to Mori (2013), effective strategic planning offers organisations flexibility in strategy implementation. Through strategic planning, organisations can be aligned to their developmental objectives, assess opportunities and be conscious of their competitors so that they remain competitive.

1.4 SIGNIFICANCE OF THE STUDY

This research study is of significance to administrators at TVET colleges, universities, as well as other institutions of higher education, in that it equips them with knowledge of stakeholder experiences of strategic planning and implementation. The study will also enable administrators, particularly in TVET Colleges, to comprehensively understand strategic management as a tool for greater performance and goal achievement. Through this study, administrators at TVET Colleges may become conscious of the role that strategic management plays as an effective tool in enhancing the performance of academic institutions. To this end, other institutions that have been reluctant and/or ignorant to adapt and implement strategic planning maybe motivated and persuaded to do so to improve their operational performance. Also, to a lesser extent through this study administrators can be influenced to formulate and implement strategic plans. Administrators at TVET Colleges may also be influenced to commit to the full implementation of a strategic plan.

1.5 AIM OF THE STUDY

The overall aim of this study is an evaluation of strategic planning and implementation at TVET colleges. Lovedale College, with campuses in Alice and King Williams Town in the Eastern Cape of South Africa, serves as the case study.

1.6 RESEARCH OBJECTIVES

The specific objectives of the study are to:

- To examine the strategic planning and implementation processes at Lovedale College campuses in Alice and King Williams Towns.
- To establish the experiences of the relevant stakeholders involved in strategic planning and implementation at Lovedale College campuses in Alice and King Williams Towns.
- To investigate the inhibitors and enablers to strategic planning and implementation at the Lovedale College campuses in Alice and King Williams Towns.

1.7 RESEARCH QUESTIONS

This research study was guided by the following research questions:

- What processes are followed when strategic planning and implementation is undertaken at Lovedale TVET College?
- What are the experiences of the relevant stakeholders involved in the in strategic planning and implementation at Lovedale College campuses in Alice and King Williams Towns?
- What are the inhibitors and enablers to strategic planning and implementation at Lovedale College?
- What can be done to improve strategic planning and implementation at Lovedale TVET College?

1.8 BRIEF OVERVIEW OF THE RESEARCH METHODOLOGY

The study uses a mixed methods approach; utilising quantitative and qualitative approaches. The qualitative research method employs in-depth interviews, while the quantitative research method used questionnaires with key informants in the study area

1.9 DELIMITATION/SCOPE OF THE STUDY

The study is delimited to the effectiveness of strategic planning in the operation and performance of TVET colleges. The study is confined to Lovedale College campuses in Alice and King Williams Town, although there are many TVET colleges in South Africa. However, the single sample used remains appropriate for purposes of this study.

1.10 ETHICAL CONSIDERATIONS

Ethics in research is defined as expected norms or principles that guide moral choices about the behaviour of a researcher during the research process (Cooper and Schindler, 2006). The main ethical considerations in this study covered participant's informed consent. Further, the respondents were provided with adequate information about the study and were free to take part or decide not to be part of the study. Respondents were assured of their confidentiality and anonymity by not being asked to share their names or identities in the questionnaires. Data collected from respondents was kept in confidence. This was achieved by making sure that participants do not share their identities and data collected will not be shared with anyone else. The researcher also obtained ethical clearance from the research ethics committee at the Durban University of Technology.

1.11 STRUCTURE OF DISSERTATION

The study is divided into five chapters as follows:

Chapter One

This chapter comprises the introduction, problem statement, objectives and research questions, significance of the study, delimitation of the study, and ethical issues.

Chapter Two

This chapter provides a literature review on the adoption and implementation of strategic planning at TVET colleges.

Chapter Three

This chapter focuses on the research methodology of the dissertation. The research method(s), research design, population of the study, sampling techniques and procedures, data collection instruments and procedures, and methods of data analysis are discussed.

Chapter Four

This chapter focuses on the presentation, discussion and analysis of the findings obtained from the participants at Lovedale TVET College.

Chapter Five

In the final chapter conclusions highlighting the important findings from the data gathered are covered. Recommendations are made, as well as possible areas for further research.

1.12 CONCLUSION

This chapter provides the study's objectives, aims, research questions, problem statement and justification of the study. The next chapter focuses on the literature reviewed for this study.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

This chapter examines the scholarship that pertains to the problem under investigation. The literature survey includes the theoretical framework, the research gap, TVET Colleges in South Africa and internationally, as well as a review of the historical background of TVET Colleges. The chapter begins by briefly laying out the conceptual framework.

2.2 CONCEPTUAL FRAMEWORK

This research study focuses on the evaluation of Strategic Planning and Implementation in TVET Colleges in South Africa. This study is premised on the rationale that strategic planning is a significant tool for organisations to adopt in order for them to be focused about their purpose and action plans.

The conceptual framework presented here lays out the general focus of this study in respect of strategic planning and implementation. Given that this is a broad and dynamic area of study, the focus is confined to post school education and training within TVET. The independent variable is "strategic planning", which has three elements, namely: enablers and inhibitors of strategic planning; experiences of stakeholders; and monitoring and intervention. The dependent variable is "implementation" of strategic planning. This also assists greatly in the literature review detailed in this chapter.

This conceptual framework is illustrated in Figure 2.1.
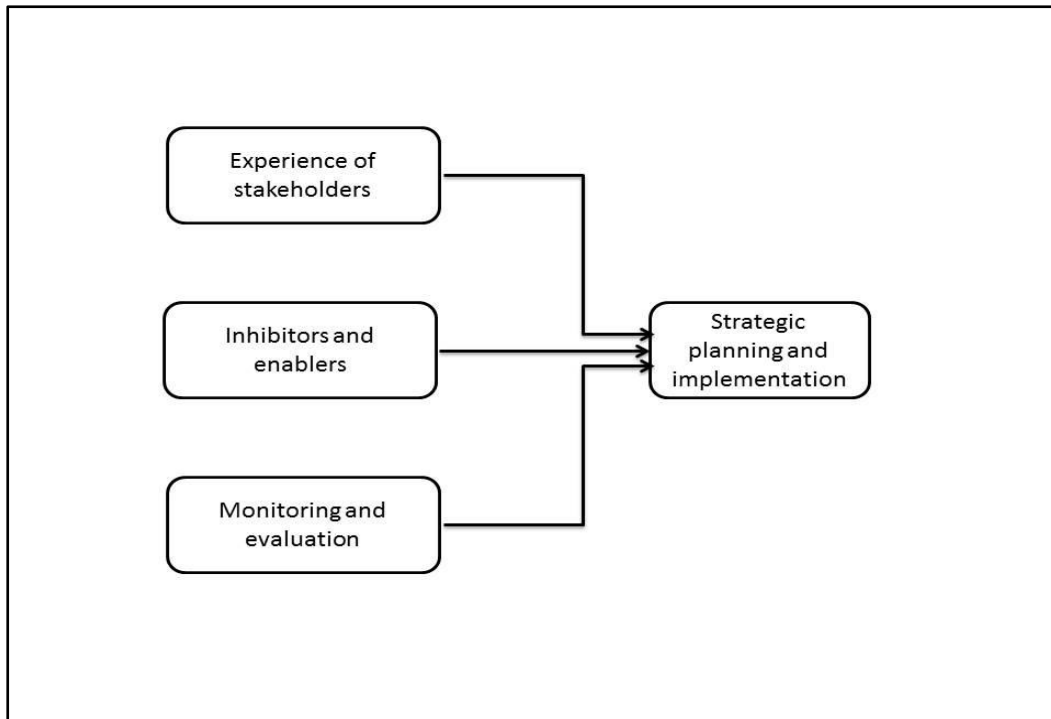
Figure 1: Conceptual framework

Figure 1 illustrates how the experience of stakeholder, inhibitors and enablers, and monitoring and evaluation impacts implementation of strategic planning.

2.2.1 Research Hypothesis

Shuttleworth (2016) is of the view that a research hypothesis is a speculation or theory based on insufficient evidence that lends itself to further testing and experimentation. Thus, with further testing, hypothesis can usually be proven true or false. In the current study, the researcher articulated a null hypothesis and a positive hypothesis.

According to Shuttleworth (2016) a null hypothesis is a hypothesis that says there is no statistical significance between the two variables in the hypothesis. Usually it is the hypothesis that the researcher is trying to disprove. In contrary, an alternative hypothesis simply is the inverse, or opposite of null hypothesis (Shuttleworth, 2016).

Ho1: Experience of stakeholders, inhibitors and enablers, and monitoring and

evaluation do not influence Strategic planning and implementation at Lovedale College.

Ho2: Experience of stakeholders, inhibitors and enablers, and monitoring and evaluation influence Strategic planning and implementation at Lovedale College.

2.3 ROLE AND AIM OF VOCATIONAL EDUCATION AND TRAINING

Vocational Education and Training (VET) could be broadly interpreted as the development of ways of learning and the acquisition of attitudes that facilitate success at the workplace (Munro, 2007). The aim of VET is to contribute to equity, access to training and social responsibility by stimulating competitiveness and entrepreneurship, as well as to realise life-long learning concepts (Masson & Fretwell, 2009). VET plays an important role in supplying skills necessary for improved workers' productivity, economic competitiveness, occupational integration, raising income levels and expanding opportunities for employment (Bennell, 2000 & Budría & Telhado-Pereira, 2009).

In addition, formal education and work experience in the formal business sector enables employers and business owners to improve their methods of production, enhance product quality, convey quality information to the users, identify markets, and manage human and other resources, all of which offers students a competitive edge (Sonobe, Akoten & Otsuka, 2011).

VET encompasses on-the-job training, apprenticeships, vocational secondary schools, sector-specific VET institutions and vocational pathways within comprehensive schools (Rodgers and Boyer, 2006, Amedorme & Fiagbe 2013 & Ekpenyong & Edokpolor, 2016). It offers aspects which can serve as practical and effective ways of skills upgrading (Allais, 2012). Moreover, it has been established that VET graduates with job-specific skills have a higher potential of being more productive and more equipped to execute tasks for which they have been trained (Rodgers & Boyer, 2006). For instance, countries such as South Korea, Taiwan and Japan invest highly in vocational school systems to address challenges brought about by a scarcity of skilled workers (Rasdi & Ismail, 2016). These

countries have introduced stringent quotas and entrance examinations to limit university enrolment figures and encourage enrolment in the VET system. As a result, these countries have had accelerated industrial and economic growth due to a vibrant, skilled middle-level workforce.

As pointed out above, VET is practiced throughout the world through different programmes with varying time durations and with varying structures. In addition, it often has different acronyms and phrases but these largely have the same meaning. For example, while some countries simply refer to it as VET, others opt for the acronym TVET which stands for Technical, Vocational, Education and Training, while some call it TVE which stands for Technical, Vocational Education. A new term that covers both vocational education and skills development has the acronym TVSD - technical and vocational skills development which refers specifically to the work-oriented skills acquisition taking place in multiple locations (King, 2009). The South African government uses the "The United Nations Educational, Scientific and Cultural Organization" (UNESCO, 2008) accepted acronym TVET. In addition to TVET, the acronym VET is used when discussing and referring to the general vocational training system in other parts of the world.

TVET Colleges need to respond to numerous challenges, such as a rapidly increasing population, growing youth unemployment, the high cost of education against stagnating resources, rural-urban migration, rising social and economic insecurity, reduction in jobs due to economic liberalization and new technologies, as well as demands for accountability (Barasa & Kaabwe, 2001; Widekind & Watson, 2016; Needham, 2018). In addition, the impact of HIV/AIDS in Africa and specifically in South Africa has necessitated an emphasis on skills development to replace those lost across different occupations as the virus drains scarce and productive human resources (Nyerere, 2009). These challenges affect the quality, relevance and accessibility of skills and TVET programmes have tended to lack the capacity to respond to these in a timely manner.

Introducing TVET at primary and secondary schools enables students to gain skills early in their lives. In some developed and developing countries, such as

Italy, Brazil, China, Sweden and Japan, VET programmes are sufficiently funded and as a result primary and secondary students are exposed to vocational training and to a culture of scientific investigation and application at an early age (UNESCO-UNEVOC, 2008). In Europe as an example, countries such as the United Kingdom (UK) and Belgium, tend to have at least 50% of the students in upper secondary education pursuing some form of technical or vocational education (African Union, 2007). In China, India and South East Asia the figure is 35% to 40%; however, in Africa, it is less than 20% for countries such as Kenya, Zambia and Sudan (African Union, 2007).

UNESCO-UNEVOC (2008) reported that statistics available suggest that generally there is a high correlation between a country 's Gross Domestic Product (GDP) and the percentage of technical or vocational enrolment in secondary schools. For example, countries such as Australia, Belgium and the UK, which have very high percentages of technical and vocational secondary school enrolment also tend to have very high GDP per capita; in comparison to countries in Africa like Eritrea, Malawi, and Niger that have very a low percentage of secondary school enrolment and correspondingly a very low GDP per capita (UNESCO-UNEVOC, 2008). Although the relationship between a GDP and the percentage of secondary school enrolment is a good measure of VET success, other factors may also play a part. Skills are vital for poverty reduction, economic recovery and sustainable development. As a consequence, policy attention to technical and vocational education and training is increasing worldwide. TVETs comprise formal, non-formal and informal learning for the working world. Young people, women and men obtain knowledge and skills from basic to advanced levels across a wide range disciplines covering both institutional and work settings, as well as in diverse socio-economic contexts (Sonobe, Akoten, & Otsuka, 2011). TVET consists of vocational and occupational courses that have a great focus on practical training. These courses may help in covering a range of employment opportunities (Wedekind & Watson, 2016). The courses not only help students to pursue careers in a specific field of study but also open the way to continue their studies at other higher education institutions. Students who intend to follow a specific career may choose a public TVET College and register for one

of the vocational programmes or courses. Public TVET Colleges are positioning themselves as post-school institutions to cater for students and adults who want to pursue a vocational career path (Rodgers & Boyer, 2006).

2.4 FUNDING OF TVET PROGRAMMES

TVET programmes are viewed as expensive for the majority of South Africans, especially those who live below the poverty line hence the call for innovative resource deployment mechanisms, in order to ensure the achievement of policy objectives (Amedorme & Fiagbe, 2013; Needham, 2018). This is despite a very significant resource allocation by the Government into that sector in more recent years. In particular, the Government provides a subsidy to the tune of 80% to TVET colleges. Further, those who are admitted to a TVET and are not able to pay may benefit from National Student Financial Aid Scheme (NSFAS) loans. In comparison, the cost of providing VET in many African countries are borne by the trainees and as such in those countries this type of education tends to be expensive. Despite the above developments in the sector, real TVET expenditure by the Department of Higher Education and Training (DHET) began to get constrained due to less growth after 2013/14. DHET has calculated that large fiscal backlogs have now been generated compared to the spending requirements to meet targets set in the White Paper. Due to rapid growth of student numbers, funding per full time equivalent student has been decreasing, as noted by the South Africa Heher Commission when investigating the question of 'free education' for the post schooling sector (2017).

Resultantly, there have been calls for government to put measures in place to support prospective trainees, as well as enable TVET colleges to meet their strategic objectives. Labour market dynamics have expanded the TVET objectives from being simply economic to embracing the social aspect, including that of fighting poverty and generating youth employment (Van Broekhuizen, 2016). There is also an expectation that in South Africa the vast majority of students would gravitate towards the TVET colleges as compared to continuously putting added pressure on the University sector.

While there is a need for most African governments to expand the TVET sector to increase productive labour, the biggest drawback has been the lack of physical facilities, materials and equipment needed. The growing of the TVET sector still remains an elusive goal to be a significant stimulus for serious economic development from a labour perspective. Unfortunately, with limited resources, most African countries are interested to attain universal primary education and expand the universities, yet the rhetoric over skills and the value of TVET continues (UNESCO-UNEVOC, 2008).

In addition to financing TVET programmes there remain other challenges as well, namely trainer shortages and poor perceptions of the training programme. Therefore, there have been observed UNESCO innovative ways to make the training and education more attractive to the wider society (2017).

2.5 TVET STAKEHOLDERS

Importantly, is the role of stakeholders in the success of the TVET system. Designing a training system that facilitates superior vocational skills would require community partnerships and recognition of training benefits (Wallenborn, 2010). Therefore, this demands a high degree of harmonisation among the training providers and employers on the one hand and between employer organisations and unions on the other. In order that they may contribute to accurately defining training aims and objectives and to ensure the appropriate allocation of resources. According to Kruss and Petersen (2016), TVET tends to be largely trainer-centred with low stakeholder participation and this could be the reason behind the variance between the skills taught and the requirements of the respective industries.

2.6 VET FROM AN INTERNATIONAL PERSPECTIVE

Literature from other countries, both in and outside Africa, allows a comparative view of VET and whether there are lessons that may be learned by South African policy-makers from countries with similar contexts. Palmer (2007) examined

programmes in China, Ethiopia, Ghana, India, Kenya, Rwanda, South Africa, Tanzania, Uganda and Vietnam and observed that in South and West Asia and in Sub-Saharan Africa, not enough emphasis is placed on VET in the education systems within these regions. Statistical data from Organisation for Economic Co-operation and Development (OECD) (2017) indicate that VET participation rates in Sub-Saharan Africa is around 3% to 8% of the total enrolment in formal VET at secondary and post-secondary levels and at best may be around 10%.

Similarly, in Western Africa, this proportion ranges from 1% in most countries to about 6.3% in Burkina Faso. In comparison, there is approximately 65% to 70% enrolment in European countries, 55% in Bahrain, 75% in Singapore and 55% in Korea. UNESCO Initial Statistical Analysis Study on VET (2009) notes that the countries with a higher percentage of secondary VET participation have higher Gross Domestic Product per capita. For instance, Australia, Belgium and the United Kingdom, the three countries with the highest VET participation, tend to have a very high GDP per capita, while African countries lag behind in both VET enrolment and GDP.

2.6.1 Vocational enrolment in selected countries

In Sub-Saharan countries, including Kenya, VET graduates tend to face obstacles in so far as obtaining jobs, largely because the skills development and training available are unable to respond to the demands of industry (UNDP, 2010). Due to these challenges, some countries have initiated measures to correct this. For example, Tanzania has the Vocational Education Training Authority (VETA) to coordinate vocational education by linking major stakeholders to help harmonise the training and address stakeholders' concerns (Nkirina, 2010).

The African Union (AU) noted that Cameroon and Cote d 'Ivoire have made attempts to strengthen vocational and professional preparation in order to facilitate the smooth integration of VET graduates into employment and to alleviate poverty. Ghana has created linkages among VET, youth education and the development of technical and entrepreneurial skills; Lesotho and Rwanda

have emphasised linking VET to businesses; while Malawi has highlighted the need to encourage self-employment through the acquisition and development of the requisite skills and technology by graduates (African Union, 2007). In addition, a number of countries from the Economic Community of West African States (ECOWAS) are undergoing or have undergone reforms that are designed to improve their TVET systems.

2.6.2 TVET's in African countries

The TVET system in some specific countries on the African continent is examined and discussed briefly below.

2.6.2.1 South Africa

In South Africa, there are 50 TVET colleges. The World Bank saw TVET colleges as providing an education which enables students to acquire the practical skills, know-how and understanding necessary for employment in a particular occupation, trade or group of occupations (Powell & McGrath, 2013). Such skills development is as important a factor as structural adjustment programmes, new technological and scientific processes and international competition which require workers to possess higher-order skills (DNA Economics, 2016). Furthermore, TVET contributes to sustainable development and is recognised as a priority area of development.

Despite its superior industrialisation in Africa, South Africa has only a 2% rate of TVET participation in the school system. In response to the poor TVET figures, the country has established an elaborate system to increase training quality (UNESCO-UNEVOC, 2008). This involves the national and local education training levels, as well as the Sectoral Education and Training Authorities (SETA) (UNDP, 2010). The National Skills Development Authority was also created to ensure that stakeholders were better able to commit to the National Skills Development Strategy. The Sector Accreditation and Qualification Authorities were established to cater for an improved articulation between education and

training.

Despite the South Africa government putting much effort to improve funding for TVET students and institutions, this has been constrained by increasing enrolment numbers in TVET institutions (DHET, 2018). However, funding has to go hand in hand with other strategies such as building trainer's capacity, as well as ensuring that once resources are availed for training institutions, they are effectively used to promote skills acquisition (Tikly, 2010).

2.6.2.2 Other African countries

African countries are adopting national policies and strategies for TVETs. Burkina Faso, Senegal, Mali, Ghana, Gambia, Niger, Nigeria have or are in the process of setting up national TVET bodies; while Gambia, Ghana, Nigeria have or are in the process of developing National Qualifications Frameworks (NQF). Nigeria and Gambia are adopting updated competency-based curricula aligned with labour market needs.

The African Union (2017) tends to view the poor allocation of funding for TVETs in secondary schools as the primary reason for poor VET participation across Africa. Brennan (2014) argues that the low participation of VET at secondary school level is partly due to the publics' attitude towards this type of schooling, which tends to be regarded as leading to low-status occupations. Therefore, students who have enrolled for this kind of programme are considered to be those who have failed in general education (SSACI, 2015). This position nevertheless results in a contradiction between the generally negative image of technical and vocational education on the one hand and on the other hand the strategic role it is expected to play in the race for international competitiveness, particularly in the age of globalization. Furthermore, data collection and classification at national levels in Africa remain a challenge that foster inconsistencies across countries, hence making it difficult for a comparative analysis as to the precise nature of VET provision (Brennan, 2014). From the foregoing, it becomes clear that VET in Africa is not uniform and this could be traced back to the continent's colonial and

social history (Tikly, 2010). Countries in Africa were colonised by different Western powers, hence resulting in the different influences to their educational programmes.

UNESCO-UNEVOC (2008) noted that there are glaring differences between TVET systems that have been adopted either in Francophone or Anglophone systems; where the former has a high level of concentration of International Standard Classification of Education (ISCED) level 2, while the latter has high provision at ISCED level 4. Countries such as Algeria, Morocco, Senegal, and Tunisia that were colonised by France have large amounts of general education content. The implication of this is that programmes are generally not aligned with the specific skills required by the countries informal labour markets.

Brennan (2014) also observed that in Francophone countries, there is an inherent deficiency in the TVET programme and their delivery patterns that tend to ignore the informal sector, in particular, apprenticeships, artisans training and micro-enterprises. In contrast, the mainly Anglophone countries saw training modelled along dual forms of the public sector TVET and artisan sector informal training, where the vocational leanings tend to dominate over general education. This latter direction tends to inhibit progression between vocational and general courses and leads to TVETs being perceived as a "dead end" because those who train in the vocational aspect have no way of advancing their educational levels. These differences are more easily observable than the finer dissimilarities within the countries' training systems (Tikly, 2010).

2.6.2.3 Priorities in education quality

A further issue has been the frequent wars and conflicts affecting a number of African countries. Tikly (2010), for example, notes that both South Africa and Rwanda are emerging from apartheid and a devastating genocide, respectively, and this has impacted on issues of quality education. These conflicts and wars on the African continent are slowly abating as democracy gains a strong foothold and one is bound to see an improvement in education quality in its broadest sense.

These policy dialogues that revolve around quality education are found at the national and global levels, and frequently involve negotiating with civil society (Robertson et al., 2007). Emphasis within these post-conflict quality debates tend to include subsistence, security, trust, the school system, curriculum, access, livelihoods and primary schools as part of the discussion agenda.

2.6.3 TVET Globally

Some countries have taken measures to mitigate the challenges associated with skills training. To ensure adequate links between industry needs and the training offered in countries like China, Germany, Mauritius, South Korea, the UK, and the USA, governments in these countries project future skills requirements by conducting continuous needs analyses. Consequently, their training institutions address these identified skills requirements (Kingombe, 2008). In China, for example, there is a comprehensive skills inventory leading to demand-driven training that ensures all employees receive training prior to employment (Shi, 2012). The government also partners with industry to develop the training curricula, with the latter setting the training standards. In South Korea, skills and qualification demands are regularly determined through sample surveys of enterprises and supported by adequate links between the local industries and VET colleges in industrial technology education zones. The government also supports students through sector-specific enterprise networks.

Sharma (2017) further reports that industry–institute linkages in India were promoted through institute managing committees (IMCs), which ensure demand-driven training programmes and flexible multi-skill, multi-entry and multi-exit courses for which evaluation and certification are jointly done with industry. In Germany, vocational training involves a dual system where 80% of instruction is done within industry and 20% in schools (Hippach-Schneider, Krause & Woll, 2007; Happ & Foster, 2017). The German training system is largely employer-driven and emphasises continuing education based on three tenets: being action-oriented, practice-oriented and application-oriented (UNDP, 2010).

In Japan, there is an emphasis on the continuous development of employees for the duration of their careers through what is referred to as "lifetime employment" (Beardwell & Holden 1997; Stadnicka, Dorota & Skano, 2017). Although some new recruits leave within three years of entering their first job, there is still a large proportion of lifetime employment at large scale companies. Particularly among the managerial and professional workforce who tend to be more permanent. Thus, training and development is part and parcel of a company's policy and this spreads to all employees, creating a strong bond and collective responsibility.

Despite these reforms, intentions and emphasis on VET, McGrath warns of the danger if the theoretical basis for new policies and practices is not supported by adequate research strategies (2011). More vigorous research into VET will establish its strengths, weaknesses, opportunities and threats. Further, there is a need to understand the kind of training offered in the MSE, which should involve reviewing forms of training (formal and informal) that complement the role of VET in the industry.

2.7 POSITIVE IMPACT OF TVET PROGRAMMES

McGrath (2011) notes that to address employability and promote self-employment, the Government of South Africa launched a vocational training programme for vulnerable youth. Working with the government, researchers conducted a randomised evaluation of the programme's effect on skill development, economic outcomes, and measures of well-being. While the results indicate that the training generally led to increased skills development and improved well-being, the programmes had much more positive effects for men compared to women. However, they did also have a positive impact on the labour market outcomes in the short-run for both genders.

One should also bear in mind that more than 80% of the workforce in Sub-Saharan Africa is self-employed through small businesses and household enterprises (as opposed to wage work), making entrepreneurship and vocational training programmes in this context more relevant than formal job training

programmes. Vocational training tends to impart practical skills, increases awareness of higher-paying job opportunities, improves knowledge of how to access better jobs, and how to connect with potential employers. Apprenticeships of this type are common in Sub-Saharan Africa, as a way for youth without access to formal education to gain employable skills (Stone, 2010; Cekada, 2010).

2.8 STRATEGIC PLANNING AND IMPLEMENTATION

This section of the study examines strategic planning and implementation.

2.8.1 Strategic planning

Strategic planning is the systematic procedure to establish the long-term objectives of an organisation, and the policies and strategies that oversee the achievement of those objectives. This includes the use and disposition of resources to accomplish the vision and mission of organisations (Wolf & Floyd, 2017). It is largely the responsibility of senior management to oversee the allocation of resources on various projects hence they have a huge influence on whether strategic planning can be a success or not. Strategic planning is the problem-solving process of establishing strategic objectives and devising strategic plans to realise those objectives. The goals of strategic planning include: understanding the benefits of strategic planning; understanding the products of strategic planning; and learning the key to successful planning and implementation (Dahlgaard & Martensen, 2008). Theories such as the competency theory and industrial organisation theory explain that strategic planning is a well-organised process to make major decisions and involves agreeing on actions that shape and guide what an organisation is, what it does, and why it does it (Ibraimi, 2014).

Strategic planning assists an organisation in:

1. Setting up of goals or objectives;

2. The analysis of the environment and the resources of the organisation;

3. The generation of strategic options and their evaluation;

4. The planning of implementation of the design of control systems or monitoring mechanisms.

2.8.2 Importance of Strategic Planning

The significance of strategic planning in any business or organisation cannot be underestimated. The majority of top performing companies and organisations have identified the role of strategic planning in helping to ensure long term growth and the continued existence of their businesses (Bryson, Edwards & Van-Slyke, 2018). Most managers have observed that through defining the mission of their organisation, they are better able to give it direction and focus to its activities. Planning is a major process for any organisation's success because without proper planning there may be confusion and unethical practices may occur. Robson (2015) states that there is a positive correlation between strategic management and organisational performance, as observed in the cases of the Nigerian banks in his study.

It has been well established through management studies that the success or failure of strategic planning is determined by a number of components. These include the environment, organisational structure and strategic decision-making at the organisation. When these three components are appropriately matched, the performance of any organisation is optimised (Bryson, Edwards & Van Slyke, 2018). It is argued that the significance of strategic planning is to achieve a sufficient process of modernism to support and augment the planning process (Wolf & Floyd, 2017). Furthermore, effective strategic planning does not have to be detailed or complicated but must be rational and focused on strategic decisions that have to be carried out.

2.8.3 Implementation of Strategic Plan

Implementation is the process of turning strategies and plans into 'actions' to achieve strategic objectives and goals. Implementation is an important part of the strategic planning process and organisation's that develop strategic plans must

ensure that a process has been developed to be able to apply those plans (Carnall, 2018)). The particular implementation process can differ from one organisation to another. Strategy tends to be formulated at a high level, mainly if it follows a common strategy of value discipline. Further, it can only be successfully implemented if it can be expressed in more detailed policies and communications that are directed at the workforce throughout the organisation. Strategic alteration can only be successful if it has the support of the employees who have to deal with the customers, suppliers and organisational resources that the strategy is targeted at (Dahlgaard, & Martensen, 2008). Consequently, when representing the strategy at a lower organisational level, it also helps to ensure that the strategy is practicable and addresses any realistic issues which may arise. In particular, a strategy needs to be implemented in the marketing, research and development, procurement, HR, production and IT departments in order to be successful. Implementation must also recognise any resources and capabilities required to support the new strategy and any organisational change which may be required to take place.

During the implementation process, the strategy needs to be controlled and revised to make certain that it is being implemented accurately and fruitfully (Carnall, 2018) This needs appraisal and feedback procedures, as well as control systems to observe the important characteristics of the strategy. Research has also revealed that senior management commitment is a significant factor for the implementation of a strategy. Therefore, they must expend the necessary energy and faithfulness towards the implementation process. Senior executives must discard the notion that lower level managers have the same perceptions of the strategy and its implementation, of its underlying rationale, and its urgency (Dahlgaard & Martensen, 2008). Another aspect of the implementation of the strategic plan is the involvement of the middle manager's valuable knowledge. The success of any implementation depends on the level of involvement of middle managers. To generate the required acceptance for the implementation of the plan, the affected middle managers' knowledge, which is often underestimated, must already be accounted for in the formulation of the strategy. Having done this,

it is important to make sure that these managers are part of the strategy process. That is, that their motivation towards the project will increase and they will see themselves as an important part in the process (Dahlgaard & Dahlgaard, 2010).

Effective communication should be emphasized in the implementation process. Theories such as the competence theory and industrial organisation theory suggest that communication is a major factor if an organisation is to enjoy successful implementation of strategic plans (Bryson, 2018). Where organisations arrange a two-way communication workshop that solicits questions from employees about issues regarding the formulated strategy, the implantation buy-in from staff is much more likely. Additionally, the communications programme should inform employees about their new requirements, tasks and activities to be performed and furthermore, explain the reasons behind the changed circumstances

There are few basic steps that can assist in the process and guarantee success of implementation:

1. **Evaluate the strategic plan**: This is the first step in the implementation process. It requires that managers must be familiar with what is in the strategic plan. They must review it carefully and highlight any elements of the plan that might be especially challenging (Mitchell, 2018). It is necessary to identify any part of the plan that might be unrealistic or require excessive resources of either time or money and emphasise these, and be sure to keep these issues in mind when implementing the strategic plan.

2. **Create a vision for implementing the strategic plan**: This vision might be a series of step by step goals to be reached, or an outline of items that need to be completed. It is imperative that everybody know what the end result should be and why it is important, and to establish a clear image of what the strategic plan is intended to accomplish (Mitchell, 2018)).

3. **Select team members to help implement the strategic plan:** Executive management must develop a competent team that supports them in the

implementation of the strategies. They must establish a team leader who can encourage the team and field questions or address problems as they arise.

4. **Schedule meetings to talk about progress reports**: Organise meetings and present the list of goals or objectives and let the strategic planning team know what has been accomplished. It is important to ensure the team knows whether the implementation is on schedule, ahead of schedule or behind schedule, and evaluate the current schedule regularly to discuss any changes that need to be made. Management must establish a rewards system that recognises success throughout the process of implementation.

2.9 RESEARCH GAP

Based on the literature, there exists a research gap specifically in respect of the poor implementation of strategic planning in TVET colleges (African Union, 2017). A review of available literature on strategic planning in TVET colleges shows that there is little or no research that has been carried to investigate the implementation of strategic plans in South African TVET colleges. Much of the research (Holmes, 2009; Hamisu, Salleh, Sern, Adamu & Gambo, 2017; Roberts and Frick, 2018) have been carried out in the developed world. Those studies that have been carried out in the African context, were carried out beyond South African borders (African Union, 2009; Kraak & Paterson, 2016). The inability to undertake proper strategic planning at a micro level at colleges has been a cause for concern for education authorities. Consequently, this weakens the institution from being able to operate at its most optimal and effective levels. Given the importance of TVETs in trying to address the vast skills shortages in South Africa and especially amongst the poor and marginalised communities, as well as the broader South African society, it is expected that these TVET colleges should be well run and effectively managed academic institutions. Further, that they need to be properly capacitated with adequate financial support for their programmes. Hence, given that well-oiled organisations tend to place great emphasis on planning and implementation, this study investigates strategic planning and its implementation at TVETs. The focus is how stakeholder experiences, inhibitors

and enablers, and monitoring and evaluation impact strategic planning and implementation within TVET colleges.

2.10 CONCLUSION

The main aim of this chapter was to discuss the literature associated with this study. The literature showed that strategic planning in academic institutions became recognised as an effective management instrument in the 1980's. Specifically, it was in the year 1984 that strategic planning first appeared in academic institutions and by 1987 more than 500 schools in the United States of America were adopting and implementing strategic plans. The literature survey shows that little has been done in South Africa with regards to the evaluation of strategic planning and implementation at TVET colleges. The next chapter shall discuss the study's methodology.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 INTRODUCTION

This chapter provides an outline of the research design and methodology used to gather and analyse data for the study. It covers the following aspects: research methodology, research design, data collection methods, sampling techniques and analysis of data. Additionally, this chapter provides a brief overview of the philosophical underpinnings of the methods used, as well as explaining and justifying the methods. That is, the choice of the study site, sampling procedures, research instruments, and the utility and reasons for choosing this method over other methodologies.

3.2 DESIGN OF THE STUDY

The study used a mixed method approach that includes both quantitative and qualitative approaches. The qualitative research approach employed in-depth interviews, while the quantitative research approach made use of questionnaires to elicit the necessary data from the identified respondent group. The design is both explorative as well as descriptive in nature (De Vos, 2002). Gary, Boema & Rod (2010) posit that quantitative (positivist) research have the following characteristics: objective reality, causal, detached, samples/populations, contrived, variables, numerical, statistical, and impersonal. Qualitative (post positivist) research in nature has the following characteristics: subjective reality, meanings, human intentions, personally involved, study cases, actors in natural settings, verbal/pictorial data and generalised case findings.

The usefulness of the mixed method for this study is that data gathered through the questionnaire and the in-depth interviews may be triangulated, thereby enhancing the reliability and validity of the study. The exploratory research approach has some usefulness especially when the research problem is not clearly defined. Exploratory

research helps determine the best research design, data collection method and the selection of subjects. While this study is exploratory in nature, descriptive statistical research which describes data and characteristics of the population or phenomenon under study is also included. Gary, Boema & Rod (2010) postulate that descriptive research answers the questions such as who, what, where, when, why and how research will be undertaken. In some ways, this study on the importance and usefulness of strategic planning and its implementation does approach many elements that are difficult to clearly define, hence an exploratory approach was necessary.

The rationale of employing a triangulated design in this study was that, "by combining multiple observers, theories, methods, and empirical materials, the researcher can hope to overcome the weakness or intrinsic biases and the problems that come from single method, single-observer, and single-theory studies" (Yasmin & Rahman, 2012:157). In this regard, by combining qualitative and quantitative approaches, the researcher was able to neutralise the defects of one paradigm and strengthen the advantages of the other for better research outputs. Hence, this study employed semi- structured interviews and questionnaires as instruments of data collection.

3.2.1 Quantitative research approach

The purpose of quantitative research is to deal with an abstraction of reality rather than with everyday life (Neuman, 2006). What this means is that quantitative research is concerned with observing that which can be objectively measured. Quantitative research makes use of hard data or that which is in the form of numbers. The quantitative research design was employed in gathering data covering the analysis and evaluation of Strategic Planning at Lovedale College. Apart from that, quantitative research is a type of research that seeks to explain social phenomena by collecting numerical data that is analysed using mathematically based methods (in particular statistics) (Creswell, 2003). A questionnaire was used in this study to collect the necessary data. Details of what the questionnaire contained are provided further on in this chapter.

The Pearson correlation analysis and ANOVA (Analysis of Variance) were used to perform the various statistical analyses to establish the relationship that exists between the dependable and independent variables, which is presented in Chapter 4. The purpose was to examine the factors affecting strategic planning implementation as the independent variable which included enablers and inhibitors of strategic planning, experiences of stakeholders and monitoring and intervention, and implementation of strategic planning as the dependent variable. A Pearson correlation test was performed.

3.2.2 Qualitative research approach

The qualitative methods are often closely allied with interviews and individual case studies, as a way to reinforce and evaluate findings on a broader scale (Myers, 2009). In addition, Kumar (2011) defines qualitative research as a system of inquiry, which seeks to build a holistic, largely narrative, description to inform the researcher's understanding of a social or cultural phenomenon. The qualitative research design was employed in gathering data for this study. Selected key individuals from Lovedale College were selected for in-depth interviews. This approach also allowed the opportunity to gain greater insight into hidden issues around strategic planning and implementation.

3.3 RESEARCH PARADIGM

Research paradigm is the underlying assumptions and intellectual structure upon which research and development in a field of inquiry are based (Neuman, 2006). Furthermore, Parahoo (2006) defines a research paradigm as a world's view from a general point or as a way of breaking down the complexities of the real world to make concepts simpler. In this way, a research paradigm entails the set of beliefs that guide action, particularly in terms of disciplined inquiry in a wider sense, thereby making concepts on how a particular phenomenon should be studied and understood (Creswell, 2003). The positivist, the critical and the interpretive paradigms are mainly used in research.

In this respect, the study was anchored in the positivist and interpretive paradigms since it utilised both quantitative and qualitative approaches. De Vos, Strydom, Fouche & Delport, (2011) point out that the positivist paradigm of exploring social reality is based on the philosophical ideas of the French philosopher Auguste Comte, who emphasized observation and reason as means of understanding human behaviour. The interpretive paradigm is concerned with understanding the world as it is from the subjective experiences of individuals. They use meaning (versus measurement) oriented methodologies, such as the interview or participant observation that rely on a subjective relationship between the researcher and the subjects (De Vos et al, 2011). As such, the positivist paradigm helps to evaluate the strategic planning and implementation at TVET colleges on one hand, and on the other the interpretive paradigm helps to understand human capacity through sympathetic introspection and reflection based on detailed narrative gathered through direct observation, and in-depth, open-ended interviewing of those in the TVET colleges.

3.4 TARGET POPULATION

A population is a set of entities where all the measurements of interest to the researcher are represented (De Vos et al, 2011). Hair, Wolfinbarger, Ortinau and Bush (2008) posit that a population is an identifiable set of interests to the researcher and related to the phenomena under study. It entails the specification of the survey group which is under investigation, and the specifications define the elements that belong to the target group and those that are not to be included (Hansen, 2006). Population encompasses all the people who have the chance of being chosen as the sample of the study. The population of this study is made up of the staff at Lovedale College, which encompasses management and support staff, lecturers, and interns, all adding up to 95. Participants for this study were drawn from both Alice and King Williams Town campuses.

3.5 SAMPLE

The sample size entails the number of participants from the whole population, in this case, selected from the Lovedale College covering the Alice and King Williams Town

campuses. The academic, administrative and support staff selected were drawn into the sample. The sample is a subset of the population which makes it representative of the whole population under investigation and whose characteristics are generalised to the entire population. The widely accepted rule is that data should be collected on the lowest level unit of analysis possible (Bailey, 2001). A total number of 60 participants were selected from the study population and such a sample size ensured that enough data were gathered to cover all research objectives and answered the research questions. The researcher was satisfied by 60 participants since students have limited time to plan and structure interviews, conducting and partially transcribing these, and generate quotes for their papers hence a dozen and 60 participants must be the range of their sample (Baker & Edwards, 2012). The sample was inclusive of programme managers, senior management, lectures, student support services, HODs and senior support staff at Lovedale college campuses in King Williams and Alice towns.

3.6 SAMPLING METHOD

Sampling is the process of selecting a fraction of the population from which to obtain descriptive and analytical data about the population as a whole (Bailey, Nichols & Mackenzie, 2007). The sampling technique that was used in this study was purposive sampling. In purposive sampling, each sample element was selected for a purpose, usually because of the unique position of the sample elements. Purposive sampling is based on the judgment of the researcher to choose samples that contain the most relevant characteristics or typical attributes of the population (Hair et al., 2008). Furthermore, it targeted individuals who were knowledgeable about the issues under investigation.

The researcher chose the purposive sampling technique for this study as it enabled the researcher to select information-rich cases for in-depth analysis related to the central issues being studied. This technique was appropriate for this study because not everyone working at the institution was knowledgeable about strategic management and implementation thereof. Hence, the research participants were selected based on their knowledgeability of the situation at hand. This made the research study, inexpensive and easy to undertake (Gravetter & Forzano, 2012).

3.7 MEASURING INSTRUMENTS

A questionnaire was specifically prepared to obtain the necessary information and a set of questions was prepared for the individual interviews. These are covered further below.

3.7.1 Semi-structured in-depth interviews

According to Bampton & Cowton (2002), semi-structured, in-depth interviews are regarded as a conversation with a purpose. In this instance, the interviewer asked close-ended and open-ended questions, thus giving the interviewees the option to take different paths and explore different thoughts and feelings.

The study utilised semi-structured qualitative interviews with the administrators, lecturers and other staff at Lovedale TVET College. By using semi-structured interviews, each participant was asked a set of questions. The semi-structured interview contained many open-ended questions, as well as some closed questions. Semi-structured interviews were based on an interview guide that provided a list of questions and topics that had to be covered. As such, the interviewer covered each topic by making use of open-ended questions and probes. Topics were derived from the research objectives and questions. The advantage of making use of semi-structured interviews is that they are flexible, which allowed the interviewer to modify the order and details of how topics are covered. All the respondents were asked the same set of questions which allowed for easy tabulation of results across interviews and to detect patterns during data analysis.

3.7.2 Questionnaires

As stated earlier, a questionnaire was designed as the instrument for gathering the perceptions of staff in respect of strategic planning and implementation at Lovedale College. Questionnaires were useful in this study because they helped in reducing the cost of carrying out the research, given that the respondents were drawn from

two campuses, viz. Alice and King Williams Town. The questionnaire enabled the researcher to collect data from a sample of 60 participants.

In respect of the design of the instrument, the following major areas were covered:
- Demographic information;
- Strategic planning and implementation;
- Experiences of stakeholders in the strategic planning and implementation process;
- Monitoring and intervention.

The questionnaires were administered manually and were left with the respondents so that they could respond when they had enough time outside the pressures of their work stations. Respondents were encouraged to answer the questions as truthfully as they could, as well as to try to respond to all the questions on the questionnaire.

3.7.3 Documentary review

This research study also used secondary sources of data, for example, journals, books, and some reports on strategic planning from different TVET colleges and the Lovedale TVET College's existing strategic planning document. This enabled the researcher to review these documents in the context of the planning and implementation processes.

3.8. Data collection process

To expedite the data collection process, the researcher gathered the data in isiXhosa language as the majority of the research participants were comfortable in expressing themselves in their own language. For those who were comfortable with English language they were interviewed in English. The research process was cross sectional, meaning that data was collected at one stage in time. Data was collected in 2017 and it took approximately two months to collect both qualitative and quantitative data. The researcher handed the questionnaire to the participants and collected once completed. Interviews were done with a few selected individuals. Observations and jotting of notes to complement the audio taped information were used. The researcher faced some challenges to access the respondents since most

of them were busy however this challenge was addressed by leaving the questionnaires and came back later for collection.

3.8 DATA ANALYSIS

In this study, qualitative data had been analysed using content analysis method where the emerging themes from the raw data had been grouped and later developed in the discussion section. The researcher used the eight stages of data collection as indicated in Cresswell (2009) when doing data analysis. These stages are as follows:

Step 1: to begin with, in preparation for the analysis, the researcher organized and prepared data through transcribing interviews, keeping account of field notes and arranging the data into different types, depending on the types of questions.

Step 2: then the researcher started with the shortest and most interesting transcript, and examined it, reflecting on its underlying meaning and making notes on any rising thoughts, views or opinions.

Step 3: having done this process on most of the informants' data, the researcher made a list of all the noted topics and clustered together similar topics.

Step 4: this stage was the beginning of a detailed analysis with a coding process. This process involves the organizing of the material into "chunks" before bring meaning to them. In relation to the drawn-up list on noted topics in the informants' data, the researcher abbreviated the topics and develop codes on the appropriate ones and hereby noting relevant segments in the participants' information.

Step 5: thereafter, developed descriptive wording for the already noted topics in the third stage. The researcher found descriptive wordings for these topics and turn them into categories. These categories were reduced considerably by grouping related topics together.

Step 6: eventually, the researcher made a final decision on the abbreviation for each category and then categorized these codes.

Step 7: the researcher was enabled to assemble data material belonging to each category in one place and perform a preliminary analysis, putting data into themes and sub-themes. This categorization of data into themes and sub-themes allowed the researcher to initiate discussions and debates comparing and contrasting findings to the existing literature.

Step 8: finally, the researcher recorded existing data to obtain consistency in the meaning attached to the participants.

In respect to quantitative data analysis, the questionnaires were analysed using the statistical package for social sciences (SPSS). The services of a statistician were employed to analyse the data. The details of the data analysis are presented in Chapter Four. These results are presented in the form of tables, graphs and pie-chats. The study used both descriptive and inferential statistics. In respect of descriptive statistics, frequencies and percentages were also used. In terms of the use of inferential statistics, the focus was on running the Pearson correlation analysis and ANOVA to establish the relationship that exists between the dependable and independent variables. The independent variables were as follows: inhibitors and enablers to strategic planning and stakeholder experiences, whilst implementation of strategic planning was the dependent variable.

3.9 PRE-TESTING

According to Hair et al. (2008), pre-testing is an important procedure for enhancing a study's validity and reliability, which are equally important for both qualitative and quantitative studies. It validates both the data collection techniques and the interpretation of findings. Pre-testing in this study had been undertaken through conducting a mini data collection exercise with a limited number of participants to assess whether there were any difficulties with the instrument used, the interpretation of the instructions and the statements per section. The pre-testing in the qualitative part of the study involved the administering of interviews with a small group of people who had similar characteristics to the target population.

The questionnaire pre-test was an opportunity to see what questions work well, what questions did not relate to the key objectives of the study and should be eliminated from the questionnaire, and what new questions/statements needed to be included in the instrument. The first step in the pilot exercise was a discussion on the questionnaire between the researcher and colleagues or friends. Notes on problematic words or questions were revised accordingly. Following this exercise, a more formal pilot test was carried out with a number of colleagues in the college that represented the research population. Through this approach, the reliability of the instrument was improved. Colleagues were closely monitored to observe any discomfort as they completed the questionnaire during the pilot phase. Notes were taken about the reaction of the participants in this pre-testing phase. Post this exercise, the instrument was finalised for distribution to the selected respondents as per sample size.

3.10. Ethical considerations

Shamoo and Resnik (2009) quoted in Mella (2012) are of the view that codes and policies for research ethics have been adopted by many different professionals' associations, government agencies and universities. In respect of this, the researcher sought permission from Directors and management of the organization that participated, informed participants of their rights within the research and ensure voluntary participation, uphold confidentiality and do no harm to participants.

Permission Seeking:

The permission to collect data was obtained from the relevant "gate keepers" in the research domain that is Lovedale College campuses in King Williams and Alice town, and inform of written agreement the researcher was given the permission to enter (Annexure D). Also, through following appropriate application processes of obtaining ethical clearance from the Durban University of Technology (DUT) via the Management Sciences Faculty Research Ethics Committee (FREC), the researcher was given a written confirmation to carry out the study (annexure E). With the reference letter from DUT, the researcher approached the department of Higher Education and Training for permission to carry the study at Lovedale College. Once again, the permission was granted inform of written agreement (annexure F).

Informed Consent:

Johns (2016) states that informed consent is defined in the CASW Code of Ethics (2005) as a voluntary agreement reached by capable client based on information about foreseeable risks and benefits associated with the agreement. The researcher explained to participants that the purpose of the research was purely academic, and they made the decision to participate based on this information. The participants who were willing to participate signed consent forms (annexure C).

Confidentiality:

The participants' right to privacy and confidentiality was also observed. Williman and Appleton (2009) asserts that confidentiality must be maintained at all stages in the research process and individuals must be kept anonymous in the dissertation. Privacy was guaranteed through anonymity; personal identity was not linked to responses during interviews. Participants` voices were quoted using pseudo names.

Voluntary participation:

Lavrakas (2008) defines voluntary participation a human research subject's exercise of free will in deciding whether to participate in a research activity. In respect to this, the researcher openly informed the participants and made sure they understood their rights and freedom to choose to or not to participate.

3.11. VALIDITY

Validity can be defined as the degree to which a research study measures what it intends to measure. There is internal and external validity. Internal validity refers to the validity of the measurement and test itself, whereas external validity refers to the ability to generalise the findings to the target population (Cooper & Schindler, 2003). Given that this a case study of a single TVET college, it would be difficult to generalise this study with the rest of the college sector. This study does not aim to do that; however, this study remains important in that it provides valuable insight for other colleges about the challenges of undertaking strategic planning and implementation.

Given that this is both a quantitative and qualitative study, in respect of the questionnaire; the validity was ensured through a pre-testing and pilot exercise.

Through this approach, the instrument was considered suitable to be used to collect the necessary data.

A further approach at validating the data was that the information was triangulated from the interviews and findings picked up through the questionnaire may be corroborated through this approach.

3.11 RELIABILITY

Reliability refers to the consistency of a measure (Patton, 2002). The research is considered to be reliable if the same results are obtained repeatedly when the questionnaire is re-administered/or tested repeatedly. In the study, the questionnaire underwent extensive pre-testing and pilot testing prior to being administered to the staff at Lovedale College. Additionally, the Cronbach-Alpha Test was used to assess reliability. The study had a score above the recommended reliability threshold of 0.7 as shown Table 4.5. This indicated that the research instrument was considered to be reliable.

3.12 DELIMITATIONS/SCOPE

The study is delimited to one TVET College, which is Lovedale College, although there are several TVET colleges all over the country. Data were gathered from respondents based at the Alice and King Williams Town campuses. Furthermore, the study remains focused around the issue of the effectiveness of strategic planning in the operation and performance of TVET College.

3.14 CONCLUSION

The research falls within the positivist and interpretive paradigms and as such, it is quantitative and qualitative in nature. Quantitative and qualitative approaches were used as they allowed the researcher to get objective and rational views pertaining to the population under study by allowing them to respond to the survey questionnaires, as well as in-depth interviews, in respect of strategic planning and implementation at TVET colleges with a single case study, that is Lovedale College. The research design, population, sample size, sampling strategy, delimitations of the study, were also covered in this chapter. The chapter also highlighted how the issues of validity, and reliability were addressed. Data analysis was done with the aid of the statistical package for social sciences (SPSS). The findings of this study are presented in next chapter.

CHAPTER 4

PRESENTATION OF FINDINGS

4.1 INTRODUCTION

In this chapter, the findings are presented and discussed in respect of strategic planning and implementation at TVET Colleges, the case study of Lovedale College. This study examined the processes followed during a strategic planning which is mainly cantered on experiences of various stakeholders, monitoring and evaluation of which these factors in turn influence the implementation exercise at a TVET College Also included in this study was an examination on the influence of inhibitors and enablers to strategic planning implementation at the college.

Qualitative data were collected through interviews, whilst quantitative data were collected through a questionnaire. The first section reviews the biographical data of the participants, which includes age, gender, length of service in their current occupation and position of the respondents.

4.2. BIOGRAPHICAL INFORMATION

Out of the 120 questionnaires distributed to respondents at Lovedale College, 60 questionnaires were returned, hence there was a response rate of 50%. The 50% response rate is considered adequate for a self-administered research instrument, as observed by Babbie (2010a) and Cooper and Schindler (2003). As pointed out earlier in Chapter 3, the respondents where either college staff who work as administrators or academic staff. Included in this group are key managerial personnel.

4.2.1 Gender results

The gender of the respondents is examined in detail in Table 4.1 and further elaborated upon below.

Table 4.1: Gender of respondents

Gender	Frequency (f)	Per cent (%)
Male	40	67%
Female	20	33%
Total	60	100%

While there is a higher ratio of males to females, this is very much in line with the general gender population at the college. However, the representation of both genders in the sample has helped create a semblance of balance in the views of their experiences on strategic planning and implementation.

4.2.2 Age of respondents

The age variable was also considered in this study. Table 4.2 contains the information in respect of the age distribution of respondents to this study.

Table 4.2: Age of respondents

Age	Frequency (f)	Per cent (%)
19-35 years	20	33%
36-50 years	30	50%
51-65 years	10	17%
Total	60	100%

The data points to 20 (33%) of the respondents being between the ages of 19 to 35, whilst the majority 30 (50%) are aged between 36 and 50. 10 (17%) of the respondents fall in the age group 51-65. This age distribution is interesting in that a report by the Department of Higher Education and Training noted that personnel with an average age of below 30 are possibly too young and inexperienced to manage a college with wisdom, while an average age of 60 and above are equally too old (Cosser, Netshitangani, Twalo, Rogers, Mokgatle, Mncwango, Juan, Taylor, Garisch & Spies, 2011). Given that South Africa has a young population, the above distribution seems reasonable. Furthermore, given that at least 50% are in the 36-50 year category, this grouping ought to contribute a little more in the strategic planning process at the college given their greater knowledge and experience of the institution, as well as experience gained from any other employer prior to joining the college.

4.2.3 Job Positions

The third variable that is reported on is that of "job positions" held by the respondents within the college. This information is important for the study because it gives a picture of the positions held by the respondents of this study. More so it allows one to deduce the relative experience, involvement and knowledge with regards to strategic planning and implementation. This information is shown in Table 4.3.

Table 4.3: Position of Respondents

Position	Frequency (f)	Per cent (%)
Programme managers	12	20%
Senior management	12	20%
Lecturers	14	23%

Position	Frequency (f)	Per cent (%)
Student support services	9	15%
HODs	3	5%
Senior support staff	10	17%
Total	60	100%

20% (12) of the staff are programme managers who are responsible for providing strategic guidance to the teams and staff. This group tends to be the major influencers of strategic planning and implementation as this largely forms the core of the college's main business. On the other hand, 17% (10) of respondents come from the senior support staff; these are individuals who are part of the support personnel who assist with ensuring the facilitation of teaching and learning and include such activities as student support, infrastructure and quality management. At least 50% of the respondents are in job categories that require them to contribute to the organisation's strategic planning and implementation processes.

4.2.4 Respondent's length of service

This section reports the respondent's length of service. This is detailed in Table 4.4. The length of service is an important indicator of collective wisdom at one level and at another level the possession of historical knowledge and organisation value system.

Table 4.4: Respondents length of service

Length of service	Frequency (f)	Per cent (%)
Less than 5 years	8	13%
6-10 years	16	27%
11-15 years	9	15%
16-20 years	12	20%

21-25 years	8	14%
26+ years	7	11%
Total	60	100%

Table 4.4 points to the relative experience of staff which may have an impact on their level of contribution when participating in the development and execution of the college's strategic plans. However, one has to also treat this with circumspection, given that various other factors play a role in the intensity of staff participation in a strategic planning exercise. These being the depth of experience or the seniority of the person in terms of the organisational hierarchy. As evident in Table 4.4, at least 45% of the respondents have long service, coupled with a good balance of those staff with fewer years of service.

4.3. Reliability Measures

Reliability and validity are the two most important aspects of precision. Reliability is assessed by taking several measurements on the same subjects. A reliability coefficient of 0.70 or higher is acceptable (Nunnally, 1978). The Cronbach's Alpha test was performed and the results are detailed below:

Table 4.5: Instrument reliability (Cronbach's Alpha)

Scale item	Number of Items	Cronbach's alpha
Strategic Planning and implementation	16	0.74
Experiences of stakeholders	17	0.89
Monitoring and intervention	13	0.75
Inhibitors and enablers	5	0.86

As evident from Table 4.5 there were 4 major areas covered in the questionnaire. All 4 measurement scales achieved Cronbach's Alpha Coefficients above 0.70. This, therefore, confirms the measurement scales reliability.

4.4 Examination of Independent and Dependent Variables.

The conceptual framework in Chapter 2 pointed out the important variables in this study, in particular, the structuring of the dependent and independent variables. The independent variable is "strategic planning" which has three elements namely: enablers and inhibitors of strategic planning; experiences of stakeholders; and monitoring and intervention, and the dependent variable is "implementation of strategic planning". To examine the independent and dependent variables a Pearson correlation test was performed. This is discussed together with the results in Table 4.6.

4.4.1. Results from the Pearson correlation tests

Statistical inference refers to a process of inferring properties of an underlying distribution by analysing collected data (Cox, 2006). Pearson correlation analysis was used to establish the relationship that exists between the dependent and independent variables. Pearson Correlation Coefficient is a parametric test used to determine whether a significant correlation occurs between two variables and the direction of the correlation (Pallant, 2006). This test is important because it helps to establish the true relationship between variables, which culminates in determining the nature of the relationship between the independent and dependent variables. The correlation coefficient may take values ranging from +1.00 through 0.00 to -1.00. The +1.00, means that the relationship is perfect positive, while 0.00 means there is no relationship and -1.00 means there is a perfect negative relationship. Results of the Pearson Correlation tests are shown in Table 4.6.

Table 4.6: Pearson Correlation Test

Independent variable	Elements of strategic planning		Enablers and inhibitors	Experiences of stakeholders	Monitoring and intervention
Dependent variable	Implementation of the strategic plan	Pearson Correlation	.417**	.471**	.480**
		Sig. (2-tailed)	.000	.000	.000
		N	100	100	100

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

Table 4.6 indicates the results of the three critical factors that affect strategic planning in this study, these being the experience of stakeholders, enablers and inhibitors, and monitoring and intervention. The table indicates the relationship between these factors, (the independent variable) and the actual implementation of strategic plans (the dependent variable) and this was examined through the correlation test. Inhibitors and enablers, experience of stakeholders, monitoring and evaluation are found in the three columns in the first row. Below these factors are the Pearson Correlation results and below that are the p-values. In respect of the Pearson Correlation coefficients they are above 0 and less than 0.5. From these findings, it can be concluded that there is a positive relationship between inhibitors and enablers, experience of stakeholders, monitoring and evaluation (independent variables) and the implementation of strategic plan (dependent variable). Taking into consideration the p- values, by making use of a significance level of 0.05, the results in Table 4.6 indicate that all p-values are less than 0.05. This thereby indicates that

there is a significant positive relationship between the independent variables and the implementation of strategic plans (dependent variable). Given the above results, one may conclude that the independent variables that is the enablers and inhibitors of strategic planning, experiences of stakeholders and monitoring and intervention, have a significant and positive influence over successful implementation of strategic planning (the dependent variable).

4.4.2. Strategic Planning and Implementation: Individual statement analysis

In Table 4.7, the individual statements with respect to strategic planning and implementation are detailed and further elaborated upon.

Table 4.7: Strategic planning and implementation – Core statement results

	Statement	Number of respondents	Minimum (S-Disagree)	Maximum (S-Agree)	Mean	Std. Deviation
1	Strategic plans are developed by a few selected individuals or planning specialists	60	1	5	**3.53**	**0.998**
2	Strategic plans are developed by departmental staff, with guidance or mentoring by senior staff and/or planning specialists	60	1	5	**3.89**	**1.017**
3	Strategic plans are developed and refined throughout the year as needed.	60	1	5	**3.68**	**1.164**
4	Strategic planning and implementation is a top	60	1	5	**3.59**	**1.077**

	Statement	Number of respondents	Minimum (S-Disagree)	Maximum (S-Agree)	Mean	Std. Deviation
	priority activity for the institution.					
5	The Principal takes formal responsibility for the institution's strategic planning and implementation.	60	1	5	**3.40**	**1.426**
6	A defined set of procedures is followed when undertaking strategic planning and implementation process?	60	1	5	**3.57**	**1.395**
7	There is a well-defined strategic plan at the institution	60	1	5	**3.48**	**1.158**
8	Strategic planning and implementation is very important for the institution	60	1	5	**3.44**	**1.126**
9	Strategic planning and implementation is embraced at the institution	60	1	5	**3.33**	**1.039**
10	There is a flow of events from the beginning to the end in terms of strategic planning and implementation.	60	1	5	**3.87**	**1.017**
11	Every staff member is involved in the process of strategic planning and implementation	60	1	5	**3.68**	**1.164**
12	The strategic plan is continuously reviewed and	60	1	5	**3.87**	**1.017**

	Statement	Number of respondents	Minimum (S-Disagree)	Maximum (S-Agree)	Mean	Std. Deviation
	revised to be adaptive to the changing environments.					
13	Implementation of the strategic plan is a process, not a once off event at the institution	60	1	5	**3.68**	**1.164**
14	There is a dedicated person who monitors the strategic planning and implementation process.	60	1	5	**3.59**	**1.077**
15	The institution provides resources (money, staff support) assigned for strategic planning and implementation.	60	1	5	**3.62**	**1.076**

Table 4.7 indicates the results of the various statements relating to the strategic planning and implementation process. As is evident from the table, the average mean of the responses to the individual questions on strategic planning and implementation range from 3.44 to 3.89. The standard deviation for these statements indicates that the responses provided were closer to the mean as is shown by the range from 0.99 to 1.30. The standard deviation scores indicate that either agreement or neutral were the dominant responses for this set of statements. A larger number of respondents agreed to the statement that 'the principal takes formal responsibility for the institution's strategic planning and implementation' and this is supported by a computed mean of 3.40 and 1.42 as standard deviation. Using these results as a basis, themes were formulated around which the individual interview questions were developed. The results from the individual interviews are examined and reported below.

4.5. Strategic Planning and Implementation – Qualitative Analysis

This part examines the results from the individual interviews. This section largely focuses on qualitative analysis but has been interspersed with some quantitative analysis which helps to see a more holistic set of results.

4.5.1 Strategic Planning and Implementation - Conceptual Understanding

The interviews were conducted with key personnel at the college, including the Principal, Vice Principal and Administrator, as well as selected lecturers. The respondents were asked to explain what they understood strategic planning to be, which is considered as a central aspect of this study. The answers largely point to the respondents as having a reasonable knowledge of the concept of strategic planning. Below are some of the specific comments made in response to the question:

The Principal:

> *Strategic planning is an organisation's process of defining its strategy, or direction and making decisions on allocating its resources to pursue this strategy. It may also extend to control mechanisms for guiding the implementation of the strategy. It has to do with doing the right thing at the right time, strategic thinking and acting in the right manner.*

The School Administrator on the other hand pointed out the following:

> *Strategic planning in an institution is what a map is to a road rally driver. It is a tool that defines the routes that when taken will lead to the most likely probability of getting from where the business is to where the owners or stakeholders want it to go. And like a road rally, strategic plans meet detours and obstacles that calls for adapting and adjusting as the plan is implemented.*

A Lecturer interviewed pointed out that:

> *Strategic planning is a process that brings to life the mission and vision of the institution. A strategic plan, well-crafted and of value, is driven from the top down; considers the internal and external environment around the institution; is the work of the management; and is communicated to all the stakeholders, both inside and outside of the institution.*

Another **Lecturer** commented as follows:

> *It is the way of doing things strategically to achieve the college's goals or objectives by knowing what and by whom it is needed, when and how it is supposed to be done. I guess I can say have to act strategically.*

A Vice principal pointed out that this is a process where "*we as management need to be able to think strategically.*"

What is clear from the sample of those interviewed is that the respondents tend to have a reasonable understanding of the concept of strategic planning. As Kaufman and Herman (1991) argue, strategic planning involves the identification of the anticipated outcomes, the assessment of what is needed to initiate new processes, developing and implementing action plans, and evaluating the success of the strategic plan. Given that there is bound to be widely held views on what constitutes strategic planning, it would be important to ensure that when this process gets underway in any institution, there are common terms clearly defined for all stakeholders and employees. The process also encompasses the training of personnel in line with the strategic plans so that the various units and departments are able to implement the strategic plan, as well as set the direction. This tends to be consistent with the organisational training and development model which emphasises the need for effective training which contributes towards the development of an organisation. This approach also encompasses the implementation of strategic planning as part of such development.

The main concern for many organisations is the implementation of their strategic plan. In a strategic plan, the training and development needs assessment phase provides direction and purpose for the training effort by seeking to determine what is needed, by whom, when, and where, ultimately leading to the objective formulation of a strategic plan. In the activities phase, training methods and learning principles are selected and used, whereas the evaluation phase measures how well the activity met identified objectives (Stone, 2010; & Cekada, 2010). Thus, the respondents pointed out that the strategic plan implementation phase requires adequate planning, execution of the training activities and an effective evaluation process. Some of the comments and response with respect to the above are detailed as below.

As one of the respondents, **a lecturer,** had this to say:

> *I personally think from my experience from other organisations if you want to implement a strategic plan you have to engage the personnel, get them to participate in training so that they cannot only understand the strategic plan but also be part of the transformation and development.*

Centor (2016) pointed out that one of the challenges confronting universities in so far as strategic planning is concerned is that they are deficient in capacity when it comes to strategic management. Central to this research study is the aspect of the training that is acquired by the personnel to ensure that they are able to implement strategic planning successfully. The deficiency in capacity of staff in this area may only be dealt with by training of personnel aligned with the strategic plans of the organisation or institution. The above finding from the interviews and desktop searches confirms that strategic planning and implementation requires both strategic thinking, as well as acting.

4.5.2 Leadership and Organisational Knowledge

The next focus area to have been considered is that of leadership and organisational knowledge. Generally, the effectiveness of a strategic plan does require good leadership, as well as institutional memory and understanding. This implies that the

process of strategic planning and implementation requires an action plan that is based on an understanding of the college/institution. For this kind of action plan to be effectively implemented, competent leaders are required to work with the planners, directing them in the way that ultimately results in a successful implementation. Hence, one of the questions asked of respondents related to whether strategic plans are developed by the departmental staff with the guidance or mentoring of senior staff and/or planning specialists. In most cases, the planning process always involves the top management in the formulation of the key strategies. Keller (2004) asserts that leadership from the top and a carefully selected planning group has been identified as one of the key success factors to a strategic planning process. The following view was expressed by of one of the respondents in respect of leadership and their understanding of the college functioning.

Clerk:

> *Strategic planning process should be undertaken by senior management within an organisation in order for it to be effective, but the process of implementation should involve every member of the organisation.*

Similar views were expressed by the other interviewees, that top management must be involved in directing the strategic planning and implementation process. Equally important is the effort of monitoring the direction taken and reviewing the process and intervening when the direction is moving away from the set objectives and goals of the institution. Furthermore, it is the responsibility of top management to ensure where resources may need to be allocated to see a successful plan through.

4.5.3 Team Work and Stakeholders' Experiences

Like any other organisation, colleges have objectives which need teamwork for any achievement, despite being organised around many different academic disciplines and academic support structures. Bryson (2010) and Poister (2010) in commenting on the importance of teamwork in strategic planning and implementation argue that teamwork tends to produce desirable and positive results, especially because workers from diverse backgrounds bring their different perceptions, experiences and

skills, which add to the richness and depth in respect of the implementation of the organisational objectives. This study confirms the view of Bryson (2010) and Poister (2010) in that teamwork allows employees to bring in their different experiences and to contribute towards the achieving the college's objectives.

One of the interviewed **lecturers** observed that:

> *…there is a positive contribution to strategic planning and implementation process by all involved parties involved."*

Another **lecturer** stated:

> *I have noticed that strategic planning is about teamwork…. the only way the college can be better than other colleges is when we implement our goals as a team…whatever plan we decide to take as a college we need to work together.*

An observation from the **Clerk** who stated:

> **…** *from my analysis of the contribution of the stakeholders, all of them are contributing positively to the strategic planning and implementation process.*

The administrator observed the following about the college's strategic planning process:

> *…here is increased morale, flexibility and innovation in the process of strategic planning and implementation process, this is because of the positive contribution of all stakeholders involved.*

The interviews all lead to the conclusion that where there is a high participation rate and contribution by all members and stakeholders in the strategic planning process, it positively contributes to enhancing the decisions of mutual interest to be reached so that it ultimately benefits the institution.

A reflection on the quantitative study which follows also has a bearing on the qualitative analysis. Table 4.8 shows a computation of mean and standard deviation for responses on stakeholder experiences and teamwork.

Table 4.8: Stakeholder experiences

No.	Statements	Number of respondents	Minimum (S-Disagree)	Maximum (S-Agree)	Mean	Std. Deviation
1	Stakeholders are committed to and support the implementation of strategic initiatives	60	1	5	**3.55**	**1.083**
2	Morale is high among the staff members and other stakeholders as far as strategic planning and implementation are concerned.	60	1	5	**3.65**	**1.056**
3	There is ownership of the process by staff members.	60	1	5	**3.69**	**1.016**
4	Staff work as a team by sharing information and supporting each other	60	1	5	**3.49**	**1.216**
5	Stakeholders are provided with stimulating tasks and projects	60	1	5	**3.43**	**1.036**
6	There is cooperation across	60	1	5	**3.41**	**1.217**

No.	Statements	Number of respondents	Minimum (S-Disagree)	Maximum (S-Agree)	Mean	Std. Deviation
	teams in various departments					
7	A team culture is encouraged	60	1	5	**3.11**	**1.178**
8	Stakeholders trust each other	60	1	5	**3.91**	**0.957**
9	There is coordination of activities across teams	60	1	5	**3.63**	**1.131**
10	All stakeholders have specific roles directed toward goal achievement	60	1	5	**3.43**	**1.036**
11	There are strict policies and procedures in place to guide goal achievement	60	1	5	**3.41**	**1.217**
12	Decisions are based on facts and not on emotions	60	1	5	**3.10**	**1.178**
13	Stakeholders can make decisions within boundaries set by immediate supervisors	60	1	5	**3.68**	**1.164**
14	Most decisions are based on collective consensus among stakeholders	60	1	5	**3.59**	**1.077**
15	Work is divided into fixed and highly specialised tasks	60	1	5	**3.40**	**1.426**
16	There are clearly outlined work practices that stakeholders adhere to	60	1	5	**3.57**	**1.395**
17	Management is directive and prescriptive in terms of performance standards	60	1	5	**3.48**	**1.158**

No.	Statements	Number of respondents	Minimum (S-Disagree)	Maximum (S-Agree)	Mean	Std. Deviation

As illustrated in Table 4.8 with respect to the statements on teamwork and stakeholder experiences, the mean of the 17 statements ranged from 3.10 to 3.91. The computed standard deviation, which ranged from 0.95 to 1.22, shows that they are closer to the mean. These results point largely to respondents answering either neutral or being much closer in agreement with the statements on stakeholder experiences and teamwork. These results tend to correlate reasonably with the sentiments expressed by the respondents that were interviewed around the theme of team work and shareholder experiences.

This study also established that teamwork helps the workers to take greater responsibility in decision making and allows team members to control more of their work processes. The respondents largely pointed out that there were many ways in which to organise teams. Some teams are organised around particular areas that have specific problems, while others are organised around a process. The participants also identified who they believe are the major stakeholders in the strategic planning and implementation process, and these were:

- College management team;
- Workers representative team;
- Student representative;
- Members of the college council;
- A representative from the college senate.

The identification of stakeholders would in most higher education institutions tend to come from similar constituencies. The various stakeholders play different roles in helping to achieve the college's goals. The usefulness of having different stakeholders is not only the constituencies that they represent but they represent

different experiences and when joined together help to shape and develop a more holistic strategic plan for implementation. In essence, due to the different stakeholders being involved, the diversity of experiences benefit the college. Such teamwork according to the respondents increases efficiency, innovation, financial savings and improves morale. The research participants further pointed out that working in a team also gives employees a greater sense of belonging and recognition, which helps them take more pride in their work and their organisation.

Interestingly is the recommendation of Allison and Kaye (1997) that a diverse group be part of the strategic planning committee which comprises both internal stakeholders (executive director, board of directors, and staff) and external stakeholders (including clients - past, present and potential; previous staff and board members; funders - past, existing and potential; community leaders; competitors; potential collaborators; and parallel agencies). Although the authors' views were expressed some time ago, it remains relevant as evident by the research findings. A wide stakeholder group can help organisations gather more ideas so as to flexibly implement the strategic plan. By bringing employees from different parts of a project together into one team, problems or bottlenecks can sometimes be ironed out more easily. Employees are also free to come up with new ideas that are in line with the vision, mission and goals of the college. This is pertinent to the strategic planning and implementation process as it results in planning which creates a shared vision and maximizes human and financial resources.

4.5.4 Skills Optimisation and Performance

The process of strategic planning and implementation relies on the ability of the planners and implementers to get the best performance out of the workforce. Skills optimisation is a key component of the strategic management process as it ensures the maximum use of available resources while creating a competitive edge. Goodstein, Ibraimi (2014) opines that performance audit is critical in strategic planning because it allows for a clear understanding of the organisation's current performance after envisioning the organisation's future. In respect of skills optimisation and performance, the interviewees tended to express the following sentiments:

66

A lecturer made the following observation:

The process of strategic planning and implementation is a complex one and it follows different stages starting by analysing the current situation at the institution to identify the problems. The management has to identify the weaknesses and the strength of the institution before evaluation of the new strategies implemented for the near future.

A similar response could be seen below by the **Administrator** who pointed out:
"we focus on these factors when we consider strategic planning":

- *Current situation analysis,*
- *Segmentation analysis,*
- *Strength, weakness, opportunities, and threat analysis,*
- *Core competencies analysis,*
- *Key success factors,*
- *Business unit strategy/business plan, and*
- *Balanced scorecard.*

Another **lecturer** observed:

Successful planning and implementation of the strategic plan requires the management, workers and other stakeholders to have certain skills so that it will be effective for the future. … Mainly these skills are concentrated on the identified gaps which are strategic to the realisation of the college's objectives.

This study established that successful implementation of strategic planning largely requires four basic skills: communication, allocation, monitoring and organisational skills. A closer examination of communication skills, points to the need to have clear shared goals, and a vision and mission of the college with the rest of the college community. The personnel, which include both the staff and management, need to be involved in strategic plan implementation and to ensure that a continuous

message is effectively communicated in order to energise people into fully participating in the organisation's activities (Aosa, 1992).

One of the lecturers interviewed observed the following:

> *In implementing our strategic plans, we have improved remarkably because of certain skills that we have adopted, I now notice that there is a lot of openness, a willingness to listen and to sit down and discuss things. Before there were a lot of hidden agendas…. we have developed communication skills as a team. I can say…through the strategic planning meetings that we have conducted.*

Bryson (2010) also observes in his work that enhanced communication is a critical part of strategic planning. Staff should know what is required to be done in order for them to be able to do them effectively and efficiently. This is crucial, especially during the implementation of a strategic plan. UNESCO (2009) observed that managers who have better communication techniques are able to understand their staff during the implementation of a new strategy and tend to be the better implementers. These managers empathise with organisation members and bargain for the best way to put a strategy into action (UNESCO, 2009). Therefore, this kind of skills optimisation has the potential to help improve an organisation's performance.

In respect of the allocation of skills, it was noted that the ability to distribute and utilise the organisational resources effectively is necessary in strategic planning and in the implementation process. Allocation of skills is necessary for implementing strategies and pooling resources. as Additionally, the management of resources are essential for an organisation to develop. In his study, "An analysis of organizational learning process in donor agencies in Nairobi," Amulyoto (2004) observes that strategic planning has reduced wastage of resource usage, especially in relief organisations during food distribution as a result of long-term strategic plans. The respondents in this study echoed similar sentiments that showed the importance of successful implementation being pinned on scheduling jobs, budgeting, time, money and the allocation of other resources that are critical for implementation.

One interviewed respondent pointed out:

> *Resource allocation process in the past has been an area of concern every time this college discusses strategic planning…I personally think that there is always a need for the people to have allocation skills so that they are able to allocate resources available for the best use. I guess that is the most crucial part of strategic planning.*

A similar viewpoint was expressed by **a student representative** who said that:

> *The resource allocation process is crucial for us students as we are affected in so many ways… it determines where resources like the way classrooms are allocated (in reference to the quality of a classroom), also the initiatives of getting funding and many other things, and which initiatives are denied resources.... this makes us curious about the allocation skills held by people in the vital positions, in this case, your planners and implementers.*

The allocation of skills has an impact on the implementation of the strategic plan. The performance of the college is determined by the way the available resources are used. Hence, the view of Lorange (1998) suggests that some new strategic activities should be abandoned at an early stage so that resources can be saved on unprofitable activities and be better used where they really can have a major impact.

This study also discovered that organisational skills play a crucial role in the implementation of strategic plans at the college. This, according to the respondents, is the ability to create a network of people throughout the organisation, who may help achieve the college's objectives and also solve implementation problems as they occur. The respondents mentioned that good implementers customise this network to include individuals who can handle the special types of problems anticipated in the implementation of a particular strategy. The responses from amongst those interviewed sums up the pattern of responses around skill optimisation and performance:

The issue of participation in the strategic planning and implementation process is a complex one. But what I can say is that there is a need for the implementers to be organised by forming a team or a network that has clear goals. The team should be driven at implementing the strategic plan approved by the college and also solve any problems that might be encountered. Dealing with change and problems requires organisation and part of the strategic management team to put up a plan to deal with any change or problem that arises. The role of the players depends on the nature of the problem to be discussed. In some cases, it involves the top five management team and in other cases, it involves workers' representatives, as well as the representatives of the students.

Overall, the successful implementation of a strategy requires handling people appropriately, allocating resources necessary for implementation, monitoring and implementing progress, and solving implementation problems as they occur. Perhaps the most important requirements are knowing which people can solve specific implementation problems and be able to involve them when those problems arise (UNESCO, 2009).

The study discovered that monitoring skills are usually critical in strategic planning when there is an allocation of resources and it is necessary to channel information during the change. The respondents stated that monitoring skills were important when there were changes taking place during the implementation of strategic plans, to ensure that these are in line with the college's mission, vision and goals. In summary, the broad sentiments expressed during the interviews in respect of monitoring are that monitoring skills are critical in the performance of the strategic plan as they impact on information which potentially could hinder the effective implementation of the plan. Good strategists are, therefore, expected to set up a monitoring system which offers feedback that continually tells them about the status of the strategy implementation.

The quantitative results in respect of strategic implementation are presented next.

4.5.5 Monitoring and Evaluation

The results in respect of the monitoring and evaluation procedures and how this element helps with the implementation of strategic planning are detailed below:

Table 4.9: Monitoring and Evaluation

No.	Statement	Number of respondents	Minimum (S-Disagree)	Maximum (S-Agree)	Mean	Std. Deviation
1	Make strategic decisions (Implementation action plans) based upon the strategic plan.	60	1	5	**3.62**	**1.018**
2	Implements policies and procedures necessary for effective strategy implementation	60	1	5	**3.53**	**1.112**
3	Provides information and operating systems that enables strategy execution	60	1	5	**3.63**	**1.131**
4	Adopts best practices for continuous improvement in institutional processes	60	1	5	**3.43**	**1.036**
5	Supplies adequate human and financial resources to drive strategy execution	60	1	5	**3.41**	**1.217**
6	Links rewards and incentives directly to the achievement of strategic targets	60	1	5	**3.11**	**1.178**
7	Builds competencies and capabilities to execute strategies	60	1	5	**3.79**	**0.967**
8	Has a well-developed and organised system for monitoring how well those performance standards were met	60	1	5	**3.63**	**1.131**
9	Have well-defined and measurable performance standards for each plan element.	60	1	5	**3.43**	**1.036**
10	Reviews monitoring data regularly and revise strategic decisions as appropriate	60	1	5	**3.41**	**1.217**
11	Rewards individuals responsible for	60	1	5	**3.11**	**1.178**

No.	Statement	Number of respondents	Minimum (S-Disagree)	Maximum (S-Agree)	Mean	Std. Deviation
	strategic planning and implementation for successful performance.					
12	Assigns lead responsibility for action plan implementation to a person or alternatively to a team	60	1	5	**4.19**	**0.967**
13	Involves all the staff whose work might be affected significantly by strategic planning in the planning and implementation process.	60	1	5	**3.79**	**0.967**

The results in Table 4.9 show the mean of the responses to the statements under the theme of monitoring and evaluation ranged from 3.10 to 4.19. This mean range shows that a larger number of the respondents in their response to this section were neutral or in agreement with the statements provided. The standard deviations for this set of responses were closer to the mean, as they ranged from 0.96 to 1.23. According to the M&E & Reporting Framework for TVET College Performance (2015), monitoring is an on-going process that is focused on the assessment of projects, programmes and those day-to-day activities and deliverables required for achievement and performance. Achievement and progress are tracked through data collection and regular reviews.

The results above tend to suggest that the participants in this study recognised the significance, role, and process of monitoring and evaluation in the implementation of strategic plans. This view is also confirmed by the results of the in-depth interviews as presented below. Monitoring has an internally focused emphasis on the efficiency of the project or programme. During the planning phase, the type of data to be collected, its format and frequency are defined which makes the monitoring process that much easier (M&E & Reporting Framework for TVET College Performance, 2015). It needs to be understood that monitoring is an on-going process with a number of activities that lead to the envisaged outputs and outcomes. The interviewees all pointed out that the college has put in place monitoring and

interventions procedures. The respondents' sentiments included the following common responses:

> *They usually monitor the strategic plans after each and every academic year.*

> *The monitoring and evaluation procedure starts with setting the principles, monitoring and end up with the evaluation process.*

Further observations about continuous monitoring of the strategic plans, it is said, will help the college to reach their short term and long-term goals within the specified time. During the monitoring and evaluation process one can identify the loopholes within the system and devise measures to solve the problems that have arisen. Some of the respondents mentioned that the college should train staff in acquiring monitoring and evaluation skills, in order to avoid unnecessary costs in trying to hire other human resources from outside the college to conduct the evaluation and monitoring process.

4.5.5.1 Evaluation

Evaluation is an assessment of a systematic, impartial activity, programme, policy, theme, sector, operational area, or institutional performance (M&E & Reporting Framework for TVET College Performance, 2015). It focuses on expected and achieved accomplishments and examines the results of chain processes and contextual factors of causality, in order to understand achievements or the lack of consistency of the trend thereof (M&E & Reporting Framework for TVET College Performance, 2015). To identify the impact of evaluation on strategic planning, aspects such as "well-defined and measurable performance standards" were noted as part of the responses. Using these aspects, an examination was conducted on the effectiveness of the strategic projects or programmes that are supposed to be implemented to ensure effective strategic planning. Evaluations can be undertaken in order to improve individual and organisational performance (evaluation for learning).

Some of the respondents had the following to say with respect to the issues of "evaluation" as applicable to the implementation of a strategic plan:

The main strength of the evaluation and monitoring strategies employed is that they use comparative analysis so that they will be able to compare the current position with previous ones and also to compare with other institutions in the same industry.

The main weakness of the evaluation procedures is that it usually looks at one factor at a time leaving other important causes of the problem…especially with strategic planning which involves a number of stages.

The objectives of the institution should be clear and they should be a continuous evaluation of the decisions based on the outcome of the students.

There are no clear methods that are employed to measure the reliability, validity of the evaluation procedures.

The participants in this study also indicated that the reviews of performance with regards to the strategic planning implementation are effective since they identify the main problems encountered, so that the problems may be solved. The importance of evaluation impacts on the effectiveness of, in particular, the academic programmes.

Commenting on evaluation and strategic planning implementation, **a lecturer** said:

Evaluation procedures tend to look at only one problem and they do not look at what is the main cause of the problem.

Having no clear method of evaluation is an area of concern, considering that the college needs to identify its progress in terms of the strategic plan that is implemented. According to Wheelen & Hunger (2003), strategic evaluation and control ensures that an organisation is achieving what it sets out to accomplish. Adding to this, Titus (2014) states that a strategic evaluation and control system monitors how the organisation is performing relative to its strategic plan and this ensures that an organisation stays on track in its strategy implementation efforts.

4.5.6 Enablers and Inhibitors of Strategic Planning and Implementation

This section examines the results from the data collected with respect to the theme 'enablers and inhibitors' of strategic planning and implementation. This information is useful in that it helped determine the respondents' levels of awareness and knowledge regarding the challenges experienced during implementation of the strategic planning process. Table 4.10 points to the distribution of responses.

Table 4.10: Enablers and inhibitors

No.	Statement	Number of respondents	Minimum (S-Disagree)	Maximum (S-Agree)	Mean	Std. Deviation
1	Enablers far outweigh inhibitors.	60	1	5	3.56	1.081
2	Inhibitors far outweigh enablers and derail the institution's competitiveness.	60	1	5	3.66	1.046
3	Inhibitors pose the greatest drawback to greater achievement in terms of strategic planning and implementation.	60	1	5	3.68	1.026
4	The institution is working tirelessly to overcome the inhibitors.	60	1	5	3.48	1.206
5	If enablers are strengthened and inhibitors reduced there can be improvement of	60	1	5	3. 54	1.079

No.	Statement	Number of respondents	Minimum (S-Disagree)	Maximum (S-Agree)	Mean	Std. Deviation
	operational performance and sustainability.					

Table 4.10 shows that responses to the five questions provided had a mean deviation ranging from 3.48 to 3.68 and a standard deviation ranging from 1.0 to 1.2, indicating closeness to the mean. These results indicate that the majority of the respondents were in agreement with the statements provided thus pointing to their awareness of inhibitors and their effects on the implementation of the strategic plan. Further data provided by the Principal of the College pointed to a lack of funds as the major challenge. This, along with planning without accurate statistical data, political influence, misappropriation of funds and the shortage of qualified manpower were identified as the main factors that affect the process of strategic planning and implementation.

One other noteworthy response about inhibitors and enablers to strategic planning was pointed out by **an administrator** as follows:

> *Things have been done haphazardly at times, I think there was lack of proper expertise in implementation and there is no follow through… also, I keep asking myself, at what point did we review our five-year plan strategy?*

The study also established that there are a number of factors that may be viewed as inhibitors in the implementation of strategic planning at the college. The participants confirmed that they are aware of the inhibitors to strategic planning and implementation. These include a lack of skills, financial resources and that these could be removed or reduced. According to Grobler, Warnich, Carnell, Elbert & Hatfield (2002), inhibitors usually exist either due to the lack of a formal performance management system or defects in existing systems in companies. This is in line with the assertion by Grobler et al (2002) that the respondents felt that the existing

system of strategic planning and implementation has defects and these could be improved.

One of the respondents mentioned that the inhibitors include the following:

I feel that the performance appraisal is not done well. The existing system does not really offer transparency that helps with effective strategic planning. There is need to make improvements. I am sure there is a lot that can be done to improve the current state of things.

Furthermore, some of the respondents felt that the support system in terms of mentoring and assistance from the experienced staff and management is not effectively implemented. The way in which experienced staff are supposed to provide support and mentorship is not well structured.

One of the interviewees observed that:

The way things are done is not clear to everyone.

I think the implementers of the strategic planning are not doing well in terms of putting the right structure in terms of how the experienced staff is supposed to help other staff members. We are not sure how to approach them as to have them guide us. I feel like I am intruding if I am going to ask about certain things; I feel that it is unclear, the structure is unclear, I am not sure about how to ask and whom to ask.

Strategic planning implementation requires much effort from the implementers and stakeholders involved to ensure its success; and by removing inhibitors, the process of implementation can then be effective and efficient.

4.6 Quantitative and Qualitative matching data – Thematic Assessment

This section examines the various themes which emerged from the data in this study. In particular, the focus is on making an analysis of the findings that arose from the quantitative research in relation to those which emerged from the qualitative findings and establishing those which were common and or matching. These are detailed in Table 4.11:

Table 4.11: Analysis of emerging themes from data collected

THEMES	QUANTITATIVE FINDINGS	QUALITATIVE FINDINGS	COMMENTS/OBSERVATIONS
Strategic Planning and Implementation Processes	In respect of the key statements around strategic planning and implementation, the overall responses pointed to an understanding by the respondents in respect of strategic planning, the key role players, the involvement of staff in this process generally and the leadership that needs to be given by top management for such process. The average mean of the individual statement responses ranged between 3.44 to 3.89.	The responses from those interviewed tend to closely match the quantitative findings in so far as having an understanding of the concept of strategic planning, recognizing the importance of top leadership in strategic planning, the importance of strong team work to implement and action strategic plans.	An important observation was that while there was strong correlation between the quantitative and qualitative findings around the concept of strategic planning, the responsibility lines for such exercise, the role of team work to ensure successful strategic plans and the general involvement of staff in its implementation, the important feature was that often such plans remain just plans because implementation tends to weaken after the planning exercise is completed.
Stakeholder Involvement	The next important theme examined is the stakeholder experiences and teamwork when it comes to strategic planning, the	The quantitative findings resonate well and tends to align with the responses from the interviewees. The qualitative findings	The quantitative results and the qualitative finding re-enforce that stakeholders as well as staff generally should be involved in the strategic planning processes as well as importantly in its implementation.

THEMES	QUANTITATIVE FINDINGS	QUALITATIVE FINDINGS	COMMENTS/OBSERVATIONS
	findings confirm the importance of the involvement of various stakeholders, the improvement of morale because of teamwork and that staff do take ownership of the process once they are involved in it. Further that there is cooperation between departments.	point to the importance of stakeholder and team work involvement when undertaking a strategic planning and implementation exercise. All the respondents pointed out that teamwork helps the workers to take greater responsibility for decision making and allows team members to control more of their work processes. This study confirms that teamwork allows employees to bring in their different experiences and to contribute towards achieving the college's objectives.	
Planning monitoring and evaluation	The import of the results above tends to suggest that the participants in this	In respect of the qualitative findings, the interviewees all pointed out that the	As an observation in this particular study, some of the respondents mentioned that the college should train internal staff in acquiring

THEMES	QUANTITATIVE FINDINGS	QUALITATIVE FINDINGS	COMMENTS/OBSERVATIONS
	study recognised the significance, role, and process of monitoring and evaluation in the implementation of strategic plans. In particular monitoring and evaluation was useful for bringing out best practice, refocusing the plans, creating performance standards and systems for implementation.	college has put in place monitoring and interventions procedures. The interviewees pointed out that the college has put in place monitoring and interventions procedures and this results in better practice as well as helping in revisiting the plans periodically.	monitoring and evaluation skills, in order to avoid unnecessary costs in trying to hire other human resources from outside the college to conduct the evaluation and monitoring process.
Inhibitors and Enablers of Strategic planning	The quantitative findings were broader in nature in that the respondents recognised the significance of the influence of inhibitors and enablers of strategic planning on implementation. They saw inhibitors far outweigh enablers and tend to derail the institution's	The qualitative findings resonated with that of the quantitative findings except that the interviewees gave far more concrete details and examples about inhibitors. The main factors that affected the process of strategic planning and implementation in this case study was	

THEMES	QUANTITATIVE FINDINGS	QUALITATIVE FINDINGS	COMMENTS/OBSERVATIONS
	competitiveness as well as the institution taking steps to minimize the inhibitors.	the inadequacy of funds, planning without accurate statistical data, political influence, misappropriation of funds and the shortage of qualified manpower.	

4.5 CONCLUSION

This chapter contains the findings from this study on strategic planning and implementation at TVET colleges. The study found that a great improvement is required, in respect of the strategic planning and implementation process, which may need appropriate financial support and that the colleges should have experienced and skilled human resources to undertake such planning exercises. However, the study also noted that Lovedale College continuously undertakes their strategic planning and implementation process in order to be in tandem with the changing global environment. The study also established that there is a positive and significant relationship between stakeholder experience, inhibitors and enablers, monitoring and intervention, and implementation of strategic plans. The final chapter focuses on a discussion of the results presented and the conclusions reached in this study as assessed against the research objectives in line with the collected and analysed data. It provides high level recommendations for policy makers.

CHAPTER 5
CONCLUSION, SUMMARY AND RECOMMENDATIONS

5.1 INTRODUCTION

This research study focuses on the evaluation of strategic planning and implementation in TVET colleges in South Africa. As evidenced by the responses of staff members at Lovedale College, it is clear that strategic planning and implementation, if not properly undertaken, does not produce an organisation's desired outcomes. This includes, amongst other things, focusing its effort in a particular direction. The summary of findings are presented in this chapter, then followed by the conclusions and recommendations that were derived from the study's findings. The data were gathered through qualitative and quantitative methods. Given that this was a single case study; the results are not generalised. However, the study allows one to draw conclusions which may have applicability and provide lessons for TVET colleges generally, in respect of the impact of effective strategic planning and implementation.

5.2 DISCUSSION OF KEY FINDINGS

The discussion that follows centres around the following objectives and key research questions:

Objectives
- To examine the processes followed during a strategic planning and implementation exercise at Lovedale TVET College.
- To evaluate the experiences of various stakeholders who may have participated or should have participated in strategic planning and implementation at Lovedale TVET College.
- To investigate the inhibitors and enablers to strategic planning and implementation at the college, including the assessment of implementation interventions and the monitoring of those.

Research Questions

This research study is guided by the following key research questions:

- What processes are followed when strategic planning and implementation is undertaken at Lovedale TVET College?
- What are the experiences of stakeholder participants when strategic planning and implementation has been undertaken at Lovedale TVET College?
- What are the inhibitors and enablers to strategic planning and implementation at Lovedale College?
- What can be done to improve strategic planning and Implementation at Lovedale TVET College?

In order to answer these key research questions, a number of statistical tests were performed. Most of these tests are descriptive in nature containing means, standard deviation and percentages to indicate the responses to various statements contained in the questionnaire. Qualitative data were collected through individual interviews; these were summarised and patterns of similar responses were examined and reported upon. Both the qualitative and quantitative data have been detailed in the results section in Chapter 4.

The questionnaire was designed to get responses around the following important considerations or themes with respect to the study on strategic planning and implementation in TVET colleges. The issues covered include the following: leadership of the planning process and stakeholder involvement; teamwork and stakeholder experiences; skills optimisation and performance; planning processes and monitoring; and evaluation of strategic planning and implementation. In many of the areas mentioned above, the results of the individual interviewees were juxtaposed with the questionnaire items. These are covered in sections 4.5.2, 4.5.3, 4.5.5 and 4.5.6 of the results chapter.

Additionally, inferential statistical analysis was employed in respect of the quantitative data. Specifically, the Pearson correlation tests was performed. The use of themes enabled the statistical data and the interviews to be linked or triangulated, which improved the reliability and validity of the data gathered. Against this background, this study now examines the key research questions.

The **first key research question** focuses on investigating the processes followed during the strategic planning and implementation exercise at Lovedale TVET College. In particular, the issues that arise that need consideration when one embarks on a strategic planning exercise. In order to arrive at conclusions for the first key research question, both qualitative and quantitative data were examined. The quantitative data has been analysed and presented by means of descriptive statistics. In particular, the means and the standard deviations have been computed for each of the core statements that relate to "processes followed during strategic planning and implementation". These have been detailed in Chapter 4 (Table 4.7). Equally, the qualitative data related to strategic planning and implementation has been thematically analysed, covering conceptual understandings of the strategic planning and implementation processes, as well as the impact on leadership and organisational knowledge on the planning processes. The patterns that were detected from the qualitative data were examined against the individual statements or two or more statements (quantitative) in order to derive the conclusions for the first key research question. Pearson correlations tests were also performed to determine the relationship between strategic planning and other factors.

This study shows that there is no fixed formula for undertaking strategic planning and implementation within an organisation. However, there are various methodologies available to successfully undertake a strategic planning exercise and its implementation depending on the nature of an organisation. Largely, the key ingredients that are common to most strategic planning processes remain the development of a mission and vision statement, the values, the analysis of one's environment, setting key objectives, priorities, targets, timelines and assigning responsibilities.

What this study does point to is that there is bound to be widely held views on what constitutes strategic planning. Hence, it would be important for any institution intending to develop a strategic plan, to ensure that when the process gets underway, it develops commonly understood terms and concepts, so that all participants and employees in the planning process are working off the same framework. The study confirms the importance of getting stakeholders involved in the implementation process of strategic planning, including getting them acquainted with the core principles of the process. Hence, the importance of improving the knowledge and skills of not only the participants but all employees through some kind of training intervention when a strategic planning exercise gets underway.

In order to understand the processes followed when strategic planning and implementation is undertaken at Lovedale TVET College, attention was focused on the following factors; enablers and inhibitors of strategic planning, experiences of stakeholders, and the role of monitoring and intervention during implementation which significantly influence factors such as leadership and participation. These components play a significant role in helping to craft and execute the college's vision, goals, and plans.

As illustrated previously, the effectiveness of a strategic plan requires good leadership, as well as institutional memory and understanding. Good leadership is generally a commonly accepted principle for all issues of management in any organisation. However, from a strategic planning sense, this is a critical ingredient. A lack of high calibre management and strategic thinking, in the end, produces mediocre plans. This implies that the process of strategic planning and implementation requires an action plan that is based on the understanding of the college/institution. For this kind of action plan to be effectively implemented, competent leaders are required to work with planners to ensure that plans ultimately result in a successful institution. This view is affirmed by Keller (2004) who argues that leadership from the top and a carefully selected planning group has been identified as one of the key success factors to a strategic planning process.

While this study found that the respondents have a reasonable knowledge of the concept of strategic planning; there is some correlation of staff understanding and their length of service or stability of the workforce, as well as the continuous involvement of all staff in the development of the strategic plan over the years. This is an important element for organisations to heed and consequently build strong teams who participate in such planning exercises. The responses were in line with the assertion by Kaufman and Herman (1991) who argue that strategic planning involves the identification of the anticipated outcomes, the assessment of what is needed to initiate new processes, developing and implementing action plans, and evaluating the success of the strategic plan.

In this study, many inhibitors came to the fore; these are valuable lessons for any organisation embarking on such an exercise, especially in the TVET sector. While the respondents demonstrated a reasonable understanding of what constitutes strategic planning, there was some ambivalence about what is considered to be strategic planning at a TVET college. Part of this difficulty may lie in the fact that this sector falls within the regulated government education system and the impression could be given that the strategy is therefore already laid out in a top-down approach. Accordingly, in terms of implementation of the strategic plans, these would not be effectively carried out if the key role-players involved are not aware of what is contained in the strategic plan and what is required to take place. Equally important is that experienced personnel have a role to play in assisting with passing knowledge and their experiences onto newly recruited personnel in terms of strategic thinking and planning.

It is evident from this study that the processes embedded in strategic planning and implementation needs effective leadership, as well as organisational knowledge and understanding. The action plan is supposed to map out the implementation of the strategic plan, especially of how it should cascade from top management down to general staff members. This study established that successful implementation of strategic planning mainly requires four basic skills: communication, allocation, monitoring and organising skills. In reflecting on the importance of communication

skills when undertaking strategic planning, it was found that this is the ability to have goals, vision and mission of the college which are clearly shared with the rest of the college community. The personnel which entails both the management and general staff need to be involved in the strategic plan implementation and to ensure that a continuous message is effectively communicated so that it energizes people into fully participating in the organisation's activities. This view was observed by Aosa (1992).

Finally, this study focuses on the often-neglected element of strategic planning: monitoring and intervention. In respect to monitoring and intervention when the strategic plan is developed, it would seem that the critical element relates to skills optimisation and a performance assessment. Goodstein et al (1993) also suggest that in the context of strategic planning an important element should be a performance audit. The study found that the allocation skills that require monitoring are mainly concerned with the ability to distribute and utilise the organisational resources effectively. Additionally, it was noted that these skills are a necessity in strategic planning and in the implementation process. The college in this study has been doing well according to the respondents in so far as ensuring that the distribution of resources is efficient and effective, following the implementation of a plan. In particular, ensuring that the key objectives and goals of the plan are successfully executed. What has been evident through this study is that monitoring has been enhanced because of resource mobilisation and the ability to create a network of people throughout the organisation, who may help achieve the college's objectives and also solve implementation problems as they arise. According to Mori (2013), effective strategic planning allows organisations flexibility in strategy implementation. Hence, the respondents affirmed that monitoring was important when there were changes taking place during the implementation of strategic plans, to ensure that these changes are in line with the college's mission, vision and goals.

As emphasised by the study, strategic planning and implementation creates a framework for the development of action plans, policies, procedures, information and operating systems, and well-defined and measurable performance standards.

The **second research question** focuses on establishing the experiences of various stakeholders while participating in the exercise of strategic planning and implementation. The value in this element of the study is that it helps to improve the role of stakeholders and specifically helps to strengthen their contribution in such a planning exercise. In order to arrive at conclusions in respect of the second key research question, both qualitative and quantitative data were examined. The quantitative data has been analysed and presented by means of descriptive statistics, specifically the "means and the standard deviations" for each of the core statements that related to the issue of stakeholder experiences when participating in strategic planning and implementation processes. These have been detailed in Chapter 4 (Table 4.8). Equally, the qualitative data relating to stakeholder experiences have been analysed and matched to the quantitative results. The mean of the 17 statements ranged from 3.10 to 3.91, while the standard deviation which ranged from 0.95 to 1.22, which shows that they are closer to the mean. These results tend to correlate reasonably with the sentiments expressed by the respondents that were interviewed around the themes of team work and shareholder experiences.

Based on the analysis, the broad conclusion reached in respect of the second research questions is that the outstanding feature of a strategic planning and implementation exercise was the element of teamwork. Successful organisations are often the result of strong teams which work towards a common cause rather than individuals functioning in silos or even competing with one another in the same organisation. These findings resonate with that of Bryson (2010) and Poister (2010) who point out the importance of teamwork in strategic planning and implementation, suggesting that teamwork tends to produce desirable and positive results. The respondents viewed teamwork experience as a positive step towards implementing strategic planning. Several elements which stemmed from the stakeholders' experiences, include building trust, provision of support, ownership, sharing information, cooperation, coordination and participation in decision making were observed to have an impact on the overall process of strategic planning. These factors, therefore, are the glue that result in a strategic plan being implemented far

more successfully. More so, even when there are difficulties detected in the plan, changes are more easily affected by a strong team.

It is clear from the interviews that where there is a high participation and contribution rate by all members and stakeholders in the strategic planning process, this contributes to enhancing the decisions of mutual interest to be reached so that it ultimately benefits the institution. Such teamwork, according to the respondents increases efficiency, financial savings, and innovation and improves morale. The research participants also indicated that working in a team also gives employees a greater sense of belonging and recognition, which helps them take more pride in their work, and their company.

Allison and Kaye's (1997) recommends that a diverse group be part of the strategic planning committee which comprises both internal stakeholders (executive director, board of directors, and staff) and external stakeholders (including clients-past, present, and potential, previous staff and board members, funders-past, existing and potential, community leaders, competitors, potential collaborators, and parallel agencies).

The **third research question** of the study investigates the inhibitors and enablers to strategic planning at the college. In order to arrive at conclusions in respect of the third key research question both qualitative and quantitative data were examined. The quantitative data have been analysed and presented, and have been detailed in Chapter 4 (Tables 4.9 and 10). Equally the qualitative data related to inhibitors and enablers to strategic planning has been thematically analysed covering skills optimisation and performance, monitoring and evaluation and broadly the inhibitors of the planning process.

The broad conclusions reached in respect of the inhibitors and enablers to strategic planning are that strategic planning and implementation is an academic exercise and very often the organisation continues in the same manner after such a planning

effort. The reasons are often not difficult to fathom and have been borne out by this study as some of the inhibitors to successful strategic planning and implementation. Key findings include that the use of information and knowledge that could help stakeholders to deal with some of the challenges when planning is undertaken; the inadequacy of funding to implement the plan and projects; planning without accurate statistical data; political influence; misappropriation of funds; and a shortage of qualified manpower. Equally important is setting reasonable and realistic goals and objectives, and building on what is already in place, as compared to continuously wishing to start a planning process afresh.

This study pointed out that if inhibitors were not minimised, it would have the potential of effectively reducing the success of the competitiveness of the organisation and ultimately could affect operational performance.

5.3. Conclusions based on the research hypotheses

Sornette, Davis, Ide and Vix (2007) suggest that hypothesis validation can be defined as the procedure of determining the degree to which a hypothesis is an accurate representation of the real world from the perspective of its intended uses. Hence, hypothesis validation is crucial as industries and governments depend increasingly on predictions by computer models to justify their decisions (Sornette, et al., 2007). Similarly, this researcher proposed to formulate the validation of the hypothesis as an iterative construction process (Sornette, et al., 2007).

The researcher working with a fraction of sixty (60) participants of the total population of Lovedale college and not the entire population of Lovedale, was never one hundred percent certain that the results would reflect the actual population's results. To prove the accuracy of the results, the researcher had to perform a hypothesis testing the following hypotheses guided the study as follows:

This section attempts either to validate or invalidate the hypothesis

Ho1: Experience of stakeholders, inhibitors and enablers, and monitoring and evaluation do not influence Strategic planning and implementation at Lovedale College.

Both quantitative and qualitative data indicated that experience of management, communication and availability resources plays a significant role on strategic planning and implementation. Therefore, this hypothesis is not accepted.

Ho2: Experience of stakeholders, inhibitors and enablers, and monitoring and evaluation influence Strategic planning and implementation at Lovedale College.

Both quantitative and qualitative data indicated that are experience of stakeholders, inhibitors and enablers, and monitoring and evaluation determines the effectiveness of strategic planning and implementation at Lovedale College. Therefore, this hypothesis accepted.

5.3 RECOMMENDATIONS

Taking into consideration the findings of this study, the following recommendations are made with regards to strategic planning and implementation, which may be useful to TVET colleges:

➢ Before a strategic planning exercise is embarked upon it would be useful to provide a communication brief to the various stakeholders. A training programme in respect of strategic planning, including its benefits should be run for stakeholder participants. This type of workshop would be viewed as part of the planning process, especially where such participants tend to have limited knowledge and skill levels.

➢ In order to ensure that an action plan may be executed, it is useful to establish clear objectives and a roadmap to achieving those objectives. The action plan should be widely known to all employees rather than simply those in management or those responsible for its implementation. This will help the stakeholders to be well informed about what has to be done (tasks) and what they should do (responsibilities).

➢ A further recommendation would be for TVET colleges to have an active community participation element when undertaking a strategic planning process for their colleges. The college should engage in community development projects so as to help local communities as part of their strategic orientation.

> Given the intensity of a strategic planning exercise and the amount of paper generated by such an exercise, that appropriate electronic tools should be employed to manage such processes, including managing the monitoring and evaluation elements of the plan.

5.4 DIRECTION FOR FURTHER RESEARCH

This study assesses strategic planning and implementation at TVET colleges, and while there are numerous areas to be explored for further research, the most interesting one relates to external communities. That is, an exploratory study on how facilitation may be used to increase the participation of external communities in the development of a strategic plan and implementation thereof in a typical TVET college.

5.5 CONCLUSION

This study primarily aims to evaluate strategic planning and implementation in TVET colleges in South Africa, with Lovedale College serving as a case study. While the investigation and the findings point to some concerns with respect to strategic planning and implementation at Lovedale TVET College, equally valuable lessons have been learned on how to avoid the pitfalls when undertaking a strategic planning exercise. These include: the building of strong teams across the institution; putting in place effective monitoring and evaluation tools; ensuring that as many stakeholders as possible are included in the strategic planning "buy-in" process when undertaking such an exercise; and ensuring that adequate resources are mobilised for the plan's implementation.

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ANNEXURE A: INDIVIDUAL INTERVIEW QUESTIONS

IN-DEPTH INTERVIEW GUIDE FOR ADMINISTRATORS, LECTURERS AND OTHER STAFF AT LOVEDALE COLLEGE.

Dear Participant

INTRODUCTION

This research study seeks to assess and evaluate the effectiveness of strategic planning and implementation at Technical Vocational and Training Colleges (TVETs). A case study for this study is Lovedale College which happens to be one of the many TVET in South Africa. The researcher is interested in interviewing administrators, lecturers and other staff at Lovedale College using semi-structured qualitative interview schedules so that the researcher can get insights into the processes involved in strategic planning and implementation. This study will provide useful information to administrators which will lead to greater appreciation of strategic planning as a useful tool for greater performance.

All the information you provide will be used for this research project only and will not be shared with anyone who is not part of the research team. Your identity will remain anonymous to make sure that your contributions will not be traced back to you. You have already consented to the interview with the consent form. Do you have any questions before we begin?

BACKGROUND INFORMATION

1. Gender

2. Age

3. Marital status

4. Employment(position)

5. 5.Length of employment at Lovedale

OPENING QUESTIONS

1. What can you tell me generally about strategic planning and implementation at Lovedale College?

2. Who is responsible for formulating strategic plans and implementing them at this institution?

3. Is strategic planning and implementation contributing to the performance of the institution?

4. Are you involved with any part of the strategic planning process and implementation?

QUESTIONS ON THE PROCESSES FOLLOWED DURING A STRATEGIC PLANNING AND IMPLEMENTATION EXERCISE

1. What processes and procedures are followed during a strategic planning and implementation exercise?

2. What are the resources that the institution provides to effect strategic planning and implementation process? Are these resources sufficient for the tasks ahead?

3. Who exactly participates in the strategic planning and implementation process?

4. Are feasibility assessments are undertaken to ensure that an appropriate strategic plan is developed and implemented? If so, describe these assessments?

5. How does the institution ensure that strategic plans remain competitive and adaptive to changing environments?

6. Does the institution make strategic decisions (implementation of action plans) based upon the strategic plan? Are strategic decisions taken as the result of the strategic plan?

QUESTIONS ON MONITORING AND INTERVENTION PROCEDURES

1. Does the institution have a well-developed and organised system for monitoring whether performance standards are being met?
2. Describe are the monitoring and intervention procedures at the institution?
3. Does the organisation review monitoring data regularly, and revise strategic decisions as appropriate?
4. Are there clearly defined and measurable performance standards at the institute? If yes what is their nature?
5. What are the weaknesses and strengths of the intervention and monitoring procedures?
6. What are the rewards and/or incentives available for the staff members who are competent in strategic planning and implementation?

QUESTIONS ON THE ENABLERS AND INHIBITORS OF STRATEGIC PLANNING AND IMPLEMENTATION

1. What are the enablers of strategic planning and implementation at the institution?
2. What are the inhibitors of strategic planning and implementation at the institution?
3. What is being done by the institution to overcome the inhibitors and strengthen the enablers?
4. What are the weaknesses of strategic planning and implementation?

QUESTIONS ON THE EXPERIENCES OF THE STAKEHOLDERS IN STRATEGIC PLANNING AND IMPLEMENTATION PROCESS

1. Explain stakeholders view current strategic planning and implementation efforts?
2. Are all stakeholders committed to the successful implementation of the strategic plans?
3. How are strategic decisions made among stakeholders (collective consensus, unilateral)?

ANNEXURE B: QUESTIONNAIRE

Faculty of Management Sciences

Department of Department of Public Management and Economics

2 December 2015

ANALYSIS AND EVALUATION OF STRATEGIC PLANNING AND IMPLEMENTATION AT TVET

Dear Respondent

I am a Master's student at the Durban University of Technology. I am currently undertaking a research study on the effectiveness of the implementation of Strategic planning with Lovedale College being the site of study, which is one of the many TVET in South Africa. All data sources will be treated as confidential and would be used for research purposes only. No individual respondents will be identified. You can complete the questionnaire anonymously. A summary of the results of the study can be made available if requested by supplying your e-mail address at the end of the questionnaire.

The **questionnaire** comprises five sections:

- **Section A** examines strategic planning and implementation processes
- **Section B** examines the experiences of various groups in the strategic planning and implementation exercise.
- **Section C** assesses the monitoring and intervention resulting in the plan.
- **Section D** investigates the inhibitors and enablers to strategic planning at the college
- **Section E** canvasses biographical data of the respondents.

Your cooperation is greatly appreciated.

Sincerely

SECTION A: SECTION E: BIOGRAPHICAL INFORMATION

1. Gender

Male		Female	

2. Age

20 - 39 years		46 - 50 years	3	56 - 60 years	
40 - 45 years		51 - 55 years	4	60 years and older	

3. Highest education level

Grade 12 / equivalent		Bachelor's degree		Honours		Doctor	7
National certificate / Diploma		Post graduate Diploma		Masters/MBA			

4. Race

White		Black/Africa		Other (please specify):	
Coloured		Asian/Indian			

5. Position in the institution

Senior Management	
Senior Support Staff	
Lecturer	
Student Support services	
Deputy head of Campus	
Programme Managers	
Other, please specify	

6. Length of employment with institution

Less than 5 years		6-10 years		11-15 years		16-20 years		21-25 years		26 years +	

7. Campus employed

Alice		King		Zwelitsha		Headquarters	

8. Employment area

Management	
Support Staff	
Academic	

ACADEMIC STAFF ONLY

9. Faculty employed

Department of Business Studies		Department of Farm Management	
Department of Engineering		Other(specify)	

SECTION B: STRATEGIC PLANNING AND IMPLEMENTATION PROCESSES

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	Strategic plans are developed by a few selected individuals or planning specialists	1	2	3	4	5
2	Strategic plans are developed by departmental staff, with guidance or mentoring by senior staff and/or planning specialists	1	2	3	4	5
3	Strategic plans are developed and refined throughout the year as needed.	1	2	3	4	5
4	Strategic planning and implementation is a top priority activity for the institution.	1	2	3	4	5
5	The principal takes formal responsibility for the institution's strategic planning and implementation.	1	2	3	4	5
6	A defined set of procedures is followed when undertaking strategic planning and implementation process	1	2	3	4	5
7	There is a well-defined strategic plan at the institution	1	2	3	4	5
8	Strategic planning is very important for the institution	1	2	3	4	5
9	Strategic planning and implementation is embraced at the institution	1	2	3	4	5
10	There is a flow of events from the beginning to the end in terms of strategic planning and implementation.	1	2	3	4	5
11	Every staff member is involved in the process of strategic planning and implementation	1	2	3	4	5

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
12	The strategic plan is continuously reviewed and revised to be adaptive to the changing environments.	1	2	3	4	5
13	Implementation of the strategic plan is a process, not a once off event at the institution	1	2	3	4	5
14	There is a dedicated person who monitors the strategic planning and implementation process.	1	2	3	4	5
15	The institution provides resources (money, staff support) assigned for strategic planning and implementation.	1	2	3	4	5

SECTION C: EXPERIENCES OF STAKEHOLDERS IN THE STRATEGIC PLANNING AND IMPLEMENTATION PROCESS

	At our institution …….	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	Stakeholders are committed to the implementation of strategic initiatives	1	2	3	4	5
2	Morale is high among the staff members as far as strategic planning and implementation is concerned.	1	2	3	4	5
3	There is ownership of the process by staff members.	1	2	3	4	5
4	Staff work as a team by sharing information and supporting each other	1	2	3	4	5
5	Stakeholders are provided with stimulating tasks and projects	1	2	3	4	5
6	There is cooperation across teams in various departments	1	2	3	4	5
7	A team culture is encouraged	1	2	3	4	5
8	Stakeholders trust each other	1	2	3	4	5
9	There is coordination of activities across teams	1	2	3	4	5
10	All stakeholders have specific roles directed toward goal achievement	1	2	3	4	5
11	There are strict policies and procedures in place to guide goal achievement	1	2	3	4	5
12	Decisions are based on facts and not on emotions	1	2	3	4	5
13	Stakeholders can make decisions within boundaries set by immediate supervisors	1	2	3	4	5
14	Most decisions are based on collective consensus among stakeholders	1	2	3	4	5
15	Work is divided into fixed and highly specialised tasks	1	2	3	4	5
16	There are clearly outlined work practices that	1	2	3	4	5

	At our institution …….	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
	stakeholders adhere to					
17	Management are directive and prescriptive in terms of performance standards	1	2	3	4	5

SECTION D: MONITORING AND INTERVENTION

	Lovedale Technical Vocational Education and Training College ……	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	Make strategic decisions (Implementation action plans) based upon the strategic plan.	1	2	3	4	5
2	Implements policies and procedures necessary for effective strategy implementation	1	2	3	4	5
3	Provides information and operating systems that enables strategy execution	1	2	3	4	5
4	Adopts best practices for continuous improvement in institutional processes	1	2	3	4	5
5	Supplies adequate resources to drive strategy execution	1	2	3	4	5
6	Links rewards directly to the achievement of strategic targets	1	2	3	4	5
7	Builds competencies and capabilities to execute strategies	1	2	3	4	5
8	Has a well-developed and organised system for monitoring how well those performance standards were met	1	2	3	4	5
9	Have well-defined performance standards for each plan element.	1	2	3	4	5
10	Reviews monitoring data regularly as appropriate	1	2	3	4	5
11	Rewards individuals responsible for strategic planning and implementation for successful performance.	1	2	3	4	5
12	Assigns lead responsibility for action plan implementation to a person or alternatively to a team	1	2	3	4	5
13	Involves all the staff whose work might be affected	1	2	3	4	5

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
	Lovedale Technical Vocational Education and Training College ……					
	significantly by strategic planning in the planning and implementation process.					

SECTION E: THE INHIBITORS AND ENABLERS TO STRATEGIC PLANNING AT THE COLLEGE

	In our institution……	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	Enablers far outweigh inhibitors	1	2	3	4	5
2	Inhibitors far outweigh enablers and derail the institution's competitiveness	1	2	3	4	5
3	Inhibitors pose the greatest drawback to greater achievement in terms of strategic planning and implementation.	1	2	3	4	5
4	The institution is working tirelessly to overcome the inhibitors	1	2	3	4	5
5	If enablers are strengthened and inhibitors reduced there can be improvement of operational performance and sustainability.	1	2	3	4	5

Thank you for completing this questionnaire

Kindly keep the completed questionnaire for collection by the researcher.

ANNEXUTURE C: INFORMED CONSENT FORM

Statement of Agreement to Participate in the Research Study:

- I hereby confirm that I have been informed by the researcher, _____ (name of researcher), about the nature, conduct, benefits and risks of this study - Research Ethics Clearance Number: _____,

- I have also received, read and understood the above written information (Participant Letter of Information) regarding the study.

- I am aware that the results of the study, including personal details regarding my sex, age, date of birth, initials and diagnosis will be anonymously processed into a study report.

- In view of the requirements of research, I agree that the data collected during this study can be processed in a computerised system by the researcher.

- I may, at any stage, without prejudice, withdraw my consent and participation in the study.

- I have had sufficient opportunity to ask questions and (of my own free will) declare myself prepared to participate in the study.

- I understand that significant new findings developed during the course of this research which may relate to my participation will be made available to me.

_____   _____   _____   _____

**Full Name of Participant   Date   Time   Signature /
Right Thumbprint**

I, _____ (name of researcher) herewith confirm that the above participant
has been fully informed about the nature, conduct and risks of the above study.

_____   _____   _____

Full Name of Researcher   **Date**   **Signature**

_____   _____   _____

Full Name of Witness (If applicable)   **Date**   **Signature**

_____   _____   _____

Full Name of Legal Guardian (If applicable) Date   **Signature**

ANNEXTURE D: LETTER FROM LOVEDALE COLLEGE
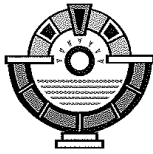
LOVEDALE
Public TVET College

higher education
& training
Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

Enquiries: M.J. Tema (Vice Principal: Corporate Services)

Date: 06 September 2016

To whom it may concern

Dear Sir/Madam

Permission to Conduct Research

Permission is hereby granted to Mr. Lucky Coselela Ndzoyiya to conduct research at Lovedale TVET College subject to the following conditions set out in the Application Form:

- Only the following information will be made available:
  - Number of employees, gender and portfolios
- Information that may be confidential in nature will not be made available for purposes of the research.

Yours sincerely,

L.L. Ngubelanga
Principal

Performers today, winners tomorrow!

HEADQUARTERS	ALICE CAMPUS	KING CAMPUS	ZWELITSHA CAMPUS
Private Bag X7403	Private Bag X1303	Private Bag X7409	Private Bag X510
KING WILLIAM'S TOWN	ALICE	KING WILLIAM'S TOWN	ZWELITSHA
5600	5700	5600	5608
Tel: (043) 604 0700	Tel: (040) 653 1171	Tel: (043) 604 0705	Tel: (040) 654 5100
Fax: (043) 642 1388	Fax: (040) 653 1073	Fax: (043) 643 3838	Fax: (040) 654 3161
headquarters@lovedale.org.za	alice@lovedale.org.za	king@lovedale.org.za	zwele@lovedale.org.za

www.lovedalecollege.co.za

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ANEXTURE E: LETTER FROM THE UNIVERSITY

MANAGEMENT SCIENCES: FACULTY RESEARCH ETHICS COMMITTEE (FREC)

25 July 2016
Student No: 20903499
FREC No: 21/16FREC

Dear Mr LC Ndzoyiya

MASTERS OF MANAGEMENT SCIENCES: BUSINESS ADMINISTRATION

TITLE: ANALYSIS AND EVALUATION OF STRATEGIC PLANNING AND IMPLEMENTATION AT TVET COLLEGES. THE CASE STUDY OF LOVEDALE COLLEGE

Please be advised that the FREC has reviewed your proposal and the following decision was made: Ethics Level 2, Approved Subject to Minor Corrections.

The conditions of approval are as follows:

QUERIES
- gatekeepers letter most important to be submitted.

Please submit the amended proposal with a cover letter to the FREC administrator; this document must reach the FREC as soon as possible but not more than 6 months from the approval date. Please note that research on the proposed project may not proceed until you have received correspondence from the FREC.

Yours Sincerely
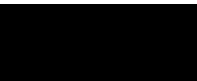
Prof JP Govender
Deputy Chairperson: FREC

ANNEXTURE F: LETTER FROM HIGHER EDUCATION AND TRAINING

higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

DHET 004: APPENDIX 1:

APPLICATION FORM FOR STUDENTS TO CONDUCT RESEARCH IN PUBLIC COLLEGES

1. APPLICANT INFORMATION

1.1.	Title (Dr./Mr./Mrs./Ms)	Mr	
1.2	Name and surname	Lucky Coselela Ndzoyiya	
1.3	Postal address	4 Wesbank Farm King Williams Town 5601	
1.4	Contact details	Tel	
		Cell	0731411700
		Fax	
		Email	lcndzoyiya@hotmail.com
1.5	Name of College where enrolled	Durban University of Technology	
1.6	Field of study	Management Sciences	
1.7	Qualification registered for	*Please tick relevant option:*	
		Doctoral Degree (PhD)	
		Master's Degree	√
		Other (please specify)	

2. DETAILS OF THE STUDY

2.1	Title of the study
	Analysis and Evaluation of Strategic Planning and implementation at TVET colleges. The case study of Lovedale College

2.2	Purpose of the study

This research study focuses on the analysis and evaluation of Strategic Planning and implementation in Technical Vocational Education and Training Colleges (TVETCs) in South Africa. This research study is premised on the rationale that besides the significance of strategic planning as an effective tool for organisations to be adoptive to this constantly changing digitalised and globalised environment there is documented evidence of academic institutions particularly Technical Vocational Education and Training Colleges not implementing strategic plans or rather not having a functional and up to date strategic plan.

3. PARTCIPANTS AND TYPE/S OF ACTIVITIES TO BE UNDERTAKEN IN THE COLLEGE

Please indicate the types of research activities you are planning to undertake in the College, the categories of persons who are expected to participate in your study (for example, lecturers, students, College Principals, Deputy Principals, Campus Heads, support staff, Heads of Departments), as well as the number of participants for each activity

		Expected participants (eg students, lecturers, College Principal)	Number of participants
3.1	Complete questionnaires	a) Senior Management	3
		b) Campus Management	10
		c) Lecturers	90
		d) Support Staff	70
		e)	
		Expected participants	**Number of participants**
3.2	Participate in individual interviews	a) Deputy Principals	3
		b) Principal	1
		c) Assistant Directors	3
		d) CFO	11
		e)	
		Expected participants	**Number of participants**
3.3	Participate in focus group discussions/ workshops	a) NA	
		b)	
		c)	
		d)	
		e)	
		Expected participants	**Number of participants**
3.4	Complete standardised tests (e.g. Psychometric Tests)	a) NA	
		b)	
		c)	

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		d)	
		e)	
3.5	**Undertake observations** *Please specify*	N/A	
3.6	**Other** *Please specify*	N/A	

4. SUPPORT NEEDED FROM THE COLLEGE

Please indicate the type of support required from the College (Please tick relevant option/s)			
Type of support		**Yes**	**No**
4.1	The College will be required to identify participants and provide their contact details to the researcher.		X
4.2	The College will be required to distribute questionnaires/instruments to participants on behalf of the researcher.	X	
4.3	The College will be required to provide official documents. *Please specify the documents required below*	X	
	Stats of the employees ie number of Lecturers, Academic support staff etc		
4.4	The College will be required to provide data *(only if this data is not available from the DHET). Please specify the data fields required, below*	X	
	Number of employees, gender and positions		
4.5	*Other, please specify below*		

5. DOCUMENTS TO BE ATTACHED TO THE APPLICATION

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

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6. DECLARATION BY THE APPLICANT

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

a) I will schedule my research activities in consultation with the said College/s and participants. I will not interrupt the said College/s programmes.

b) I agree that involvement by participants in my research study is voluntary, and that participants have a right to decline to participate in my research study.

c) I will obtain signed consent forms from participants prior to any engagement with them.

d) I will inform participants about the use of recording devices such as tape-recorders and cameras, and participants will be free to reject them if they wish.

e) I will obtain written parental consent of students under 18 years of age, if they are expected to participate in my research;

f) I will honour the right of participants to privacy, anonymity, confidentiality and respect for human dignity at all times. Participants will not be identifiable in any way from the result of my research, unless written consent is obtained otherwise.

g) I will not include the names of the said College/s or research participants in my research report, without the written consent of each of the said individuals and/or College/s.

h) I will include a disclaimer in any report, publication or presentation arising from my research, that the findings and recommendations does not represent the views of the said College/s.

i) I will not use the resources of the College in which I am conducting research (such as stationery, photocopies, faxes, and telephones) for my research study.

j) Should I require data for this study, I will first request data directly from the DHET. I will request data from the College/s only if the DHET does not have the required data.

k) I will send the draft research report to research participants before finalisation, in order to validate the accuracy of the information in the report.

l) I will provide a summary of my research report to the Head of the College/s in which I undertook my research, for information purposes.

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

SIGNATURE	
DATE	12/4/2016

FOR OFFICIAL USE

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DECISION BY HEAD OF COLLEGE

Please tick relevant decision and provide conditions/reasons where applicable	
Decision	**Please tick relevant option below:**
1	Application approved	
2	Application approved subject to certain conditions. *Specify conditions below* — No confidential information will be made available	
3	Application not approved. *Provide reasons for non-approval below*	

NAME OF COLLEGE	Lovedale TVET College
NAME AND SURNAME OF HEAD OF COLLEGE	Lu████ ████langa
SIGNATURE	███████
DATE	██ 7 | 09 | 2016

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