



**STAKEHOLDER MANAGEMENT OF COMMUNITY ENGAGEMENT: AN  
EVALUATION OF HIGHER EDUCATION INSTITUTIONS IN ETHEKWINI  
MUNICIPALITY**

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degree of Master of Management Sciences  
Specialising in  
Public Administration  
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**APPROVED FOR EXAMINATION**

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## DECLARATION

I, Pumla Glendale Paulette Luthuli declare that this dissertation submitted for the degree of Master's in Public Administration at Durban University of Technology (DUT), is my own original work and has not previously been submitted in part or full for any other degree to any other university. I further declared that this work does not in any way infringe or violate the rights of others.

18/03/2022

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**Date**

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## **DEDICATION**

For my son, Thabo, may you continue to bring inspiration to me and to the world.

## **ABSTRACT**

Universities are a prominent part of the South African economic landscape, as such the influence Higher Education Institutions (HEI) have on communities cannot be undermined. In this sense, Community Engagement (CE) should be a priority for HEIs. For this to be carried out, effective stakeholder management strategies and programmes should be in place within HEIs strategic plans. However, it seems as if the HEIs are inadequately engaging in CE programs and community development is still generally unsuccessful since HEIs are often isolated from their host communities. This minimal interaction among stakeholders of the HEI has significantly undermined the possibility of addressing some of the societal issues which HEIs have the capacity to address. By utilizing the term stakeholder, the interaction of HEIs with the various role players should be elevated to a professional standard. This not only has implications on the communities and other role players, however it plays a role in the success of the HEI as well. This research area has not been given much attention in the South African context. This study sought to determine the effectiveness of CE stakeholders' management among HEIs in eThekweni Municipality, KwaZulu-Natal (KZN). The quantitative research approach was chosen for this study because of how it allows the research to determine the extent or degree of a problem and offers solutions based on predictions. This study used the survey method, which is classified within the positivist research strategy. The population targeted by this study were stakeholders of the HEIs within the eThekweni Municipality. These entities are considered representatives as they are the core stakeholders at the HEIs within the area of study. The sample size of this study is 80 respondents, we chose 20 participants per institution based on the number of departments that had a community engagement role within each institution. A pretested questionnaire was used to obtain relevant information from the target population of this study. The data collected for this study was analysed descriptively and displayed in the form of graphs using bar graphs, pie charts and tables with the help of SPSS program and a report was

written. The study revealed that the CE programs initiated by HEI and the relationship between HEI and key role players are severely insufficient and inefficient at producing successful results. The study additionally revealed that tangible results are required from CE in order for participation to be prevalent among students of HEIs. The challenges of CE is lack of policy knowledge and ineffective strategy. There are also collaborative issues that cause each party to act in opposition. The main recommendation is that the HEIs and community should have a thorough knowledge and understanding of CE policy before embarking on a collaborative relationship .

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## ACRONYMS

CE	-	Community Engagement
CPTK	-	Community Planning Tool Kit
DUT	-	Durban University of Technology
HEI	-	Higher Education Institution
HE	-	Higher Education
IREC	-	Institutions Research Ethics Committee
IT	-	Institutional Theory
KZN	-	Kwa-Zulu Natal
MUT	-	Mangosuthu University of Technology
NGO	-	Non-Governmental Organisation
NPO	-	Not for Profit Organisation
SPSS	-	Statistical Package for Social Sciences
UCT	-	University of Cape Town
UKZN	-	University of Kwa-Zulu Natal

## CHAPTER ONE: INTRODUCTION

### 1.0 Introduction

“Community Engagement (CE) has been associated with Higher Education Institutions (HEI) as their “third mission” and the HEIs try to accomplish this mission by using various approaches such as outreach programmes, community services, service learning and community service learning (Hlalele, Manicom, Preece and Tsotetsi 2015: 170). Over the past decade, the Council for Higher Education(CHE) and other governmental agencies have regarded and taken CE as a prime social responsibility in which HEIs are bound by and are obliged to do for the communities in which these HEIs operate (Hlalele *et al.* 2015). HEIs all over the world are now beginning to develop strong partnerships with their communities to enable them to become more advanced in their core business of teaching and learning, researching as well as CE and to further emphasize on the “co-creation of knowledge and collaboration” between HEIs and their communities (Naidu, 2019; Nkoana and Dichaba 2017). That is, HEIs have made it a tendency to use the ideology of engagement as an “aerosol” to interact between HEIs and their communities to create a relationship which is politically correct and face-lifting.

The notion of CE in the South African higher educational sector is not new but it has intensely focused as a national policy option (Bhagwan, 2017; Nkoana and Dichaba 2016). Since the early 1990s, the practice of regarding community service by higher education as mere assistance to the community has shifted from the ideology of a philanthropic assistance or an outreach towards CE to a social responsibility (Bender 2008). Research by Hlalele *et al.* (2015) as well as Nkoana and Dichaba (2016) pointed out that, since the dawn of independence (1994), CE has turned from being a less “paternalistic to a more reciprocal” and inclusive relationship between communities and HEIs. The promise of fulfilling CE depends mostly on the potential to improve perspectives in education, rejuvenate academia, redefine scholarship and to also involve society in a productive conversation about

the role of higher education now and in the future (Fitzgerald et al., 2016; Nkoana and Dichaba 2016). This has therefore put pressure on the HEIs faced with high expectations from the communities in which they operate and are a part of, because HEIs will be judged and judging themselves based on their variety and vitality of their interaction with the communities (Johnson, 2020; Nkoana and Dichaba 2017). For this purpose, this study attempted to evaluate the effectiveness of community engagement stakeholder management among HEIs in eThekweni, KZN and to give recommendations on how HEIs can improve their engagement with the communities in which they operate and are a part of using the stakeholder theory.

### **1.1 Background to the study**

Higher Education Institutions often involve a variety of stakeholders inclusive of the Department of Higher Education and Training; Non-Governmental Organisation (NGO); communities, unions, student bodies, municipalities and donors. Due to this multifaceted array of stakeholders, the importance of stakeholder management and CE cannot be over-emphasized. The community engagement amongst South African universities takes place periodically to accelerate development amongst tertiary institutions, while addressing pertinent challenges (Green 2014: 14; Ogbor 2014: 18).

Community Engagement (CE) in Higher Education (HE) often takes place through campus events and community services in which students are involved. According to the Department of Higher Education and Training (DHET) (2014) HEIs have a capacity to offer an environment where they engage on complex issues with the intent of solving them. DHET (2014) further asserts that, HEIs are well equipped to uncover the conceptualisation and individual complexities that are important to address societal issues. Universities are involved in different activities that are structured around research and outreach which equally entails engagements around communities. A presentation of CE by the Council of Higher Education (CHE) stressed the need to theorise CE in South Africa (Singh 2017). It was revealed by



CHE that, there is a separation between CE and the way knowledge is structured in South African universities.

A variety of studies that have been conducted on CE locally focused on the evolution of the CE of HEI between the mid-80s to the mid-2000s (Bivens, Haffenden and Hall 2015); while some other studies in this field have focused on policies on community engagement (Singh 2017). CE study done by Grau *et al.* (2017) focused on the social responsiveness of University of Cape Town (UCT). Apart from the various studies done by the above researchers, other studies have equally looked at the relationship between CE and HE in South Africa (Bivens *et al.* 2015). Despite the variety of studies on CE, none of the studies have been conducted on CE stakeholder management at HEIs within KZN Province. Hence, this study is aimed to evaluate the effectiveness of CE stakeholder management among HEIs in eThekweni Municipality.

## **1.2 Problem statement**

Ignorance and poor stakeholder management results in the failure of many projects (Harrison *et al.* 2015: 645). Managing stakeholders in an appropriate manner is key, if project managers fail to listen to the concerns, claims and influence from project stakeholders, projects may fail (ElSawalhi and Hammad 2015: 12; Kelbessa 2016: 8). Management of stakeholders is now considered a key function in project management. At the global scale, there is more lobbying for higher institutions of learning to engage closely with the community in which they are located (Nkoana and Dichaba, 2017). Nkoana and Dichaba (2017) noted that a declaration stated that most educational institutions pledged to promote shared and universal human values and the engagement by their institutions within their communities and its global neighbours. Nkoana and Dichaba (2016) also pointed out that a White Paper which was adopted on the transformation of HE in 1997 outlined three core functions for HEIs. According to Nkoana and Dichaba (2016), these three core functions are teaching and learning; research; and community engagement.

Apart from the above-mentioned functions, the White Paper on the transformation of HE stated that some of the goals of HE is to promote and develop social responsibilities, create awareness among students of the role of HE in social and economic development through community service programmes (Hlalele *et al.* 2015). Nkoana and Dichaba (2017) and Hlalele *et al.* (2015) pointed out that although the White Paper adopted in 1997 outline three core functions, HEIs do not pay more attention to CE like they do to teaching and learning and research. Due to the fact that HEIs are paying more attention to teaching and learning as well as research more than community engagements, various communities in which HEIs are established lack supports and developmental activities from HEIs (Hhalele *et al.* 2015) and this act of HEIs failure to support communities through community engagement has raised a lot of concern among researchers hence there is a need to evaluate the effectiveness of HEIs stakeholder management of CE in various HEIs.

Several complex challenges and issues are being faced by HEIs in eThekweni Municipality as well as their host communities. Grau *et al.* (2017) argued that complex challenges could be addressed collectively through CE programmes. However, this is often not the case in practice as HEIs are often isolated from their host communities (Singh 2017). This minimal interaction among stakeholders of the HEI has significantly undermined the possibility of addressing some of the societal issues. Furthermore, the inadequacy of funds has equally undermined the possibilities of community engagement programmes among the stakeholders of HEIs (Singh 2017). The push for free and quality education among tertiary students has further compelled HEIs to use their limited funds for the most cogent concerns facing their institutions and not for secondary concerns such as community engagement programme initiatives (Bivens *et al.* 2015). This is compounded by the lack of access to HE which is skewed in the hands of the affluent families rather than educating previously disadvantaged population demanding education (Singh 2017). There is a dearth of information on the approaches used by HEIs to manage their CE stakeholders.

### **1.3 Aim of the study**

The aim of this study is to evaluate the effectiveness (progression, monitoring and evaluation) of CE stakeholders' management among HEIs in eThekwini Municipality, KZN province.

### **1.4 Objectives of the study**

The objectives of this study include:

- ❖ To identify the challenges of CE among HEIs within eThekwini Municipality.
- ❖ To evaluate stakeholder management approaches in CE within eThekwini Municipality.
- ❖ To investigate the effects of CE projects on stakeholder management in eThekwini municipality.
- ❖ To identify strategies to improve CE by HEIs in eThekwini Municipality.
- ❖ To give recommendations on how HEIs can improve CE in eThekwini Municipality.

### **1.5 Research questions**

- ❖ What are the challenges of CE among HEIs within eThekwini Municipality?
- ❖ What stakeholder management approaches are used by HEIs in CE within eThekwini Municipality?
- ❖ What are the effects of CE projects on stakeholder management in eThekwini municipality?
- ❖ What strategies can be used to improve CE by HEIs in eThekwini Municipality?

- ❖ Which recommendations are needed by HEIs in order improve CE in eThekweni Municipality?

## **1.6 Significance of the study**

This study evaluated the effectiveness of CE stakeholders' management among HEIs at eThekweni Municipality at KZN province. Therefore, this study and its existing literature will add value to the academic material for various HEIs and will also serve as a reference material for other students, academics and other institutions, various community stakeholders, councils of various higher institutions, the government and other individuals who want to learn more about stakeholder management and CE.

The recommendations arrived at by this study will also be of great significance to various HEIs in eThekweni municipality and other HEIs both locally and internationally as well as their communities to improve on the relationship that exists between HEIs and their communities.

Furthermore, other players or stakeholders in the higher education sector will also find this study and its findings useful as they will be able to use its recommendations to strategize the approaches that could be used to engage with the communities in which they operate.

Finally, the findings of this study will be beneficial to different cohorts of the populace such as NGOs, NPOs, funders, donors and other HEI stakeholders to expand their services within the communities in which they operate to promote economic empowerment and growth in various communities.

## 1.7 Definition of Terms

### 1.7.1 Community

Various researchers defined the term “community” in different ways. Nkoana and Dichaba, (2016) defined community as “any group or organisation of people outside the internal university stakeholders”. Nkoana and Dichaba (2016) based their definition of community in the context of HEIs. The community could be the immediate environment of a higher institution, the local municipality, the country in which the higher institution is established, a continent or the world at large. Lepore (2016) also tried to define community by dividing community into different perspectives. Regina and Benjamin (2011:5) divided community into four perspectives and these are:

- a. **Systems perspective:** under this perspective, Lepore (2016) defined community as a living creature which comprises of different parts which represent a specialised function, activity and interest where by each part operates within boundaries with the aim of meeting the needs of their environment.
- b. **Social perspective:** The definition of community under social perspective is whereby a community is described and linked to social and political networks and these could be specific individuals, organisations or leaders of a society (Lepore 2016).
- c. **Virtual perspective:** Lepore (2016) explained virtual perspective of community to be a computer-oriented society. These authors pointed out that although communities map onto defined areas but the web or the internet can also be regarded as a community. That is, in today’s global and technological world, individuals mostly rely on “computer-mediated” communications to access information, meet people and make decisions which, in turn, affect their lives and the communities in which they live

positively (Lepore 2016). Lepore (2016) mentioned some of these virtual or computer-oriented communities to be e-mail, e-chat rooms and social network sites such as Facebook, YouTube, Instagram and Twitter.

- d. **Individual perspective:** Individual perspective of community is where by an individual has his or own sense of belonging (Lepore 2016). That is in a specific environment, everyone has his or her own sense of community in which he or she belongs, and this type of community is beyond the definition of community which is normally described by engagement leaders and researchers (Lepore 2016).

### **1.7.2 Engagement**

According to Nkoana and Dichaba (2016: 16), engagement is an act which involves two or more partners to enter into an agreement to perform an action or achieve a certain objective. These partners could be institutions of various types and sizes, a country, a continent or an individual or a group of people. Tremblay (2017) also defined engagement as a “blend of three existing concepts” and these concepts are: job satisfaction; commitment made by an organisation to its community or employee; commitment made to an organisation and extra-role behaviour. Tremblay (2017) further pointed out that engagement can be in the form of individual or personal, organisational or institutional and situational. This study adopted the definition of Nkoana and Dichaba (2016: 16) to describe engagement which state that “engagement involves more than two partners to enter into agreement to perform actions which will lead to achieving specific objectives”, and the engagement partners in this study include all stakeholders of HEIs in eThekweni municipality.

### **1.7.3 Community Engagement (CE)**

Nkoana and Dichaba, (2016) defined CE as a negotiation and dynamic partnerships between HEIs and their communities which is practiced through various initiatives which relates teaching, and research and learning with the aim of addressing the social, cultural and economic development objectives or issues of various societies. CE can also be looked at as a cluster of activities that includes service learning, problem solving or problem-based teaching and research that is aimed at addressing specific needs and wants of a community (UNESCO 2015). The definition of CE can be summarized as “the process of creating and sustaining intentional partnerships that benefit members of a broader community while also meeting the learning goals for students” (Hlalele *et al.* 2015: 33).

Tremblay (2017) also noted that the core aims of CE by organisations or institutions are: to focus on how to develop, or build various communities in which these institutions operate; to participate in consultation and decisionmaking of communities and vice versa; to help improve the service delivery and achieve the goals of communities and to focus on CE that forms part of social change movements or as part of the work of voluntary community organisations. For this study, the definition of Kagisano (2016: 23) of CE was adopted. That is CE is the process of creating and sustaining international partnerships that benefit members of a broader community while meeting the learning goals for students.

### **1.8 Delimitation and limitations of the study**

This study focused only on three Higher Education Institutions in eThekwin Municipality, namely MUT, DUT, UKZN, and stakeholders of the selected projects only. Apart from the above mentioned, the researcher of this study also encountered other challenges of time and cost that limited the study to the KZN Province only.

## **1.9 Format of the study**

This study was conducted in five chapters.

### **Chapter One**

Chapter one consists of introduction to the research topic; background to the research; statement of the problem; aim of the study; objective of the study; research questions; significant of the study; delimitation and limitations of the study as well as the conclusion.

### **Chapter Two**

Chapter two of this study is the literature review and it consists of introduction, definitions of terms such as stakeholder, community and community engagement. The chapter also consist of challenges faced by both HEIs and CE; The effects of CE projects on stakeholder management; stakeholder management approaches and the strategies to improve CE by HEIs; the theoretical frame work and conclusion.

### **Chapter Three**

Chapter three of this study presents the methodology which was used in this research this includes study design, methods for data collection, population sample, the research tools/instruments. The chapter also presents the sampling procedures that were followed and the methods for analysis. The section also present the validity, reliability, limitations of the study, elimination of bias and the ethical considerations and clearance.

### **Chapter Four**

In chapter four the research findings are presented, findings from the questionnaires are presented, analysed and interpreted. The results are also discussed using relevant and recent literature to bring out the meaning and justify the outcomes.



## **Chapter Five**

The fifth and final chapter of this dissertation includes of conclusion of the study from the literature review and the data collected, as well as recommendations for further research study.

### **1.10 Conclusion**

In the public sector, institutions such as universities experiences different forms of challenges in relation to the management of their primary activities in terms of academic and other essential activities for running university businesses. Although the main business of HEIs is academic activities, there are other activities which are also related to this function directly and indirectly which also determine the failure of HEIs if not well managed. One of these activities which contribute to the success of HEIs is CE. Unfortunately, most universities ignore their communities and it has become a public concern to evaluate the stakeholder management of CE. This chapter looked at the research problems of this study as well as the research aim and objectives of this study. The next chapter, which is chapter two of this study, discussed the various literature which is concerned or associated with this study.

## **CHAPTER TWO – LITERATURE REVIEW**

### **2.0 Introduction**

This chapter discuss the various literature relating to HEIs, stakeholder management and CE. The chapter also discusses the challenges faced by HEIs in engaging with their various communities in which they exist and operate, the effects of CE projects on stakeholder management in HEIs, stakeholder management approaches, the strategies to improve CE by HEIs, the theoretical framework, the definition of terms and finally the conclusion.

### **2.1 History of higher education in South Africa**

The pre-1994 political decision battle cultivated requests for far flung cooperation in policy making (source). A focal issue of the counter politically-sanctioned racial segregation battle was to change the advanced education framework in South Africa to guarantee access for every one of its residents. In this way, individuals associated with the battle looked for their privileges as dynamic accomplices in the advancement of novel advanced education frameworks (Bloom et al., 2006).

By the 1994-1998 period, advanced education strategy was one of the significant territories of discussion in public strategy conversations about making an impartial, financially prosperous, vote based South Africa. A generous measure of ground was covered during those discussions (Castells, 2001). Accordingly, a critical degree of public agreement was reached on certain aspects of schooling strategy including the kind of framework wanted, the requirement for more prominent responsibility, expanded government management, and security of significant parts of institutional self-governance. There was understanding about the standards, for example, more prominent access, review, fairness, and high caliber - that would support the new framework (Cloete and Gillwald, 2014).

The significant standard for consideration in the planning process was a past record of examination and distribution, a readiness and capacity to take on the extra responsibility without pay, and a promise to changing the framework into one dependent on value, access, equity, and quality (Cloete and Gillwald, 2014). Improving access for the greater portion of the populace to higher education would require a significant expansion in student monetary funds since most black students could not acquire the important assets for educational cost and different expenses of training (Pillay, 2011).

The establishment of the National Commission denoted the start of a challenged yet consultative journey in the advanced education strategy definition process.

The participation of the NCHE mirrored the alliance idea of the public authority and addressed a wide scope of perspectives (Bloom et al., 2006). The Commission individuals went from individuals liable for the politically-sanctioned racial segregation instruction structures, to the individuals who are among the most dynamic adversaries of politically-sanctioned racial segregation. To bring this gathering together in a manner that would deliver powerful open approach was a significant test. The NCHE began its work with an endeavor to characterize a typical vision and meaning of higher training (Hayward and Ncayiyana, 2014).

The arrangement was that the concurred upon vision would be broadcasted for remarks by partners and would then be updated based on extra sources of information. In the end, the vision was neither returned to nor reconsidered. Its bringing together mission was satisfied. Given the historical backdrop of the battle against politically-sanctioned racial segregation, it was acknowledged that the method of activity in building up a structure for the change of advanced education would be intelligent and participatory (Hayward and Ncayiyana, 2014). Accordingly, for the NCHE, straightforwardness was fundamental, consequently the setting up of the first electronic strategy data set. The site was intended to

incorporate entries, research reports, input from partners and, when finished, the Conversation Record and the NCHE Report. More customary instruments for interviews assumed a significant part (Hayward and Ncayiyana, 2014).

The Commission distributed a Conversation Record explaining the Commission's reasoning and recommendations for audit and conversation by partners. This archive invigorated discussion. Following broad conference, gatherings, and other info, the Conversation Report was upgraded totally and another record created as the NCHE Report. The Report was delivered in its draft structure to the Division of Instruction in July 1996, to empower the office to begin setting up the Green Paper. Finalisation the NCHE Report required an extra two months (Castells, 2001).

The final NCHE Report set out a few standards for the new framework. They included: value in the distribution of resources and openings; change of verifiable disparities; vote based, agent, and participatory administration; adjusted advancement of material and human resources; exclusive expectations of value; scholastic opportunity; institutional self-sufficiency; and expanded effectiveness and productivity (Bloom et al., 2006).

The three focal highlights of the record are expanded support, more noteworthy responsiveness, and expanded co-activity and partnerships. The arrangement called for extended admittance inside the restrictions of public financing, advancement of a solitary facilitated arrangement of advanced education including colleges, technikons, universities and private organizations, an extended job for distance instruction, three-year public and institutional advanced education plans, improvement of a Public Capabilities System (NQF), upgraded research endeavours, limit advancement, new constructions at the public level inside the Service of Training, the formation of an Advanced education Discussion (HEF), an Advanced education Gathering (HEC), and another subsidizing recipe with both an amended fair subsidizing equation and reserved financing for programs which meet

indispensable public arrangement destinations (like review, staff improvement, and research) (Hayward and Ncayiyana, 2014).

The arrival of the Green Paper (specify) denoted the conventional reaction of the Service and Branch of Schooling to the NCHE Report. The Green Paper zeroed in on change both to beat the imbalances of the past and to build up the advanced education framework so it would make a far more prominent commitment to social, financial, and political development. The Green Paper (1997) embraced the NCHE's proposal to set up a solitary composed higher training framework instead of the past construction which had sub-sectors controlled by various offices and directorates (Cloete and Gillwald, 2014). A significant expansion of the Green Paper was its emphasis on rebuilding advanced education to encourage monetary turn of events - to put South Africa in a solid competitive situation in the global economy. Advanced education was allotted a role in making the conditions important to put South Africa in a situation to exploit new information and innovations (Hayward and Ncayiyana, 2014).

Having received public remark and recommendations about the Green Paper, the Department of Education (DoE) staff set about the undertaking of setting up a White Paper and Act. It was to expand on the remarks, reactions, and proposals made by teachers, government officials and people in general about the Green Paper to mirror the objectives and commitments of the DoE. The disturbance over the exclusions in the Draft White Paper prompted a significant correction of the record, which currently fused the significant objectives and estimations of the NCHE Report and Green Paper (Cloete and Gillwald, 2014). The changed White Paper and Act was delivered on 15 August 1997. Its significant center is the change of the advanced education framework to review the imbalances of politically-sanctioned racial segregation and address the issues of a new South Africa with changed monetary, social, and political structures (Cloete and Gillwald, 2014).

## **2.2 Role of Higher Education**

Advanced education is expected to advance modernization through universally serious exploration and high quality programs.(Source0 There is accentuation on the obligation to high scholarly guidelines all through the framework both to build worldwide intensity and to guarantee that the distraught establishments of the past do not persist with below average status (Bloom et al., 2006). Advanced education organizations perform four essential capacities, which structure the establishment for their common agreement (or settlement) with society (Gornitzka et al. 2007). These capacities, and their logical inconsistencies, have been examined extensively in the scholarly writing: delivering qualities and social legitimation, choosing the best, preparing of the workforce, and creating new information (Cloete et al. 2015). According to advancement, the last two capacities, in particular training the workforce (the instruction work) and creating new information (the exploration function), are of importance.

In the information economy, colleges and universities have acquired political and financial significance as any general public's centre information foundations. While it is surely so, numerous different associations structure a significant piece of public development fields, colleges and colleges are the solitary particular organizations whose centre business is the creation, proliferation, and spread of information, including the education of the following educated or reasonably qualified age (Maassen, 2012).

## **2.3 Challenges in higher education**

South African students entering colleges come from different socioeconomic backgrounds such as race, economic class, financial status and different assets. Notwithstanding South Africa's education system was completely redesigned after

1994. The performance of most students at school level remains poor because of an absence of planning of value educators, course readings, and time on task, particularly in hindered schools (MacGregor, 2008). Approaches of extending admittance to advanced education have led to an expanded number of students who go into the organization from poor and hindered foundations without the 'social capital' considered significant for progress. Advanced education in this nation stays in motion as foundations of higher learning need to re-calibrate their training to meet the points of social, monetary, and political value to which the public authority is submitted. Inescapable variances of an underlying sort are the outward verification of the difficulty of changing extremely old foundations to another model of vote based familiarity (DHET, 2014).

Despite the fact that there have been unavoidable troubles in the course of recent years, the vision, of reasonable and equivalent instruction for all, which fulfils global guidelines of schooling, has, nonetheless, stayed of extensive public significance, as proven in different strategy archives (MacGregor, 2008). The relationship of tertiary, auxiliary and essential schooling is perhaps the biggest test pointing toward the South African schooling system. Brokenness in one territory swells back over the others. A lot of this brokenness is the delayed consequence of isolated improvement pre-1994 (DHET, 2014).

As per Walpole (2007), a test for advanced education institutions is that they cannot work in just one area and that many attempt to satisfy each of the four functions that define a HE simultaneously. A basic component in the design and elements of advanced education systems is to join and make viable different, in some cases conflicting, capacities. The contradictions are between capacities as well as inside capacities. This requires establishments that have a limit and that are sufficiently dynamic to withstand the strains that will trigger the simultaneous execution of perhaps conflicting capacities. As stated by Castells (2001: 14), the capacity to oversee such inconsistencies while accentuating the colleges' part in producing

information and preparing work with regards to the new prerequisites of the improvement interaction will generally decide the limit of nations and areas to turn out to be important for the new world economy. Moreover, colleges cannot resolve the inconsistencies alone. To partake effectively in the worldwide information economy and provincial turn of events, a nation should - at any rate - have a public exploration framework, which incorporates a variety of colleges and different kinds of advanced education establishments, private area and public examination habitats, and private area innovative work (Castells, 2009).

#### **2.4 Factors affecting Higher Education Community Engagement**

The 1997 White Paper sets out a plan for the change of advanced education from the isolated, biased and exceptionally wasteful politically-sanctioned racial segregation organizations, towards a solitary public framework that serves both individual and aggregate necessities. Alongside educating and research, local area commitment is given a role as one of the mainstays of this framework (Favish, 2003). Colleges are called upon to illustrate social duty and fulfil their obligation to the benefit of everyone by making accessible skills and frameworks for local area administration programs. A key goal is to advance and create social obligation and mindfulness among students of the part of higher training in social and monetary advancement through local area administration programs. This arrangement position was reaffirmed in the Ministry of Education's National Plan for Higher Education which attested the need of improving responsiveness to local and public requirements, for scholastic projects, research, also, local area administration (Council on Higher Education (CHE), 2009).

The Higher Education Quality Committee regarding the 1997 Higher Education Act, recognized information based local area administration as a reason for program



accreditation and quality affirmation. To make this arrangement operational, the HEQC required explicit providing details regarding local area commitment against Criterion 18 in institutional reviews (CHE, 2004).

Considered with regards to global strategy and practice, South African strategy is both clear and reformist. For instance, in investigating the appraisal of metro commitment across state college frameworks in the US in the last part of the 1990s, Wellman (1999, p.7) presumed that: while South Africa's post-1997 arrangement of strategy and quality confirmation can sensibly be guaranteed as steady with assumptions for great practice, there has been relentless disappointment with results. For instance, Lazarus (2007) noticed that in 1999, while most remembered the idea of local area commitment for their central goal articulations, just one out of the then 36 Advanced education organizations operationalised it in their three-year moving plans submitted to the DoE. This is borne out by the results of the thirteen institutional reviews finished by the HEQC between 2004 and 2008. Review reports show that colleges are in changing stages in conceptualizing local area commitment practice.

In the South African setting, where colleges have confronted uncommon pressing factors for change and the whole open advanced education framework has been rebuilt, it very well may be guaranteed that protection from local area commitment (if there is to be sure obstruction) is an attestation of customary estimations of the college and its interests. Favish (2003) contends that current ideas of commitment are insufficient since they neglect to join completely social, political and monetary measurements. Auf der Heyde (2005) takes note of the need for more noteworthy calculated clearness just as the advancement of a adequate agreement about local area commitment.

## **2.5 Defining the Higher Education “Community”**

Local area commitment can be perceived as a clustering of exercises that incorporates administration learning, issue based instructing and research that tends to explicit needs and the quest for elective types of information and difficulties to set up specialists that control and direct examination frameworks and the distribution of capabilities. Most overviews of local area commitment in South African HE, just as the accreditation and review standards utilized by the HEQC, continue as though there is a straightforward comprehension of what the term implies (David and Foray, 2003). Yet, there are layers of disarray and intricacy in planning of how sources and types of information identify with each other; given this, it is impossible that matters are pretty much as straightforward as they may appear (CHE, 2008).

Local area, at that point, can be taken as a group of families or a whole district, as an association going from a common government office to a NGO, as a school, centre, clinic, church or mosque or as a piece of the actual college. This recommends a two sided connotation (CHE, 2008). Clearly, groups are an inexactly characterized set of social associations. Be that as it may, local area or community works as a descriptive word, as a qualifier that demonstrates work that is socially advantageous. Perceived thusly and in the South African setting, local area work adds to social or monetary equity (David and Foray, 2003)

HEs become associated with commitment with networks, at times without having been welcomed by the networks. Commitment should be characterized by a few kinds of organization in which there is a shared comprehension of the goals of explicit activities. Few models exists that explicitly set out cycles for setting up organizations such as these. One such model is the idea of a learning locale advocated by the Organisation of Economic Co-operation and Development (Favish, 2003). The other one is the Asset Based Community Development group

improvement approach, which works from the perception that all networks have resources, the evaluation of which by individuals from the local area can be the reason for distinguishing needs and in this manner, the particulars of profitable organizations.

## **2.6 Community Engagement (CE) at Higher Education Institutions (HEIs) in South Africa**

Community engagement is defined as a planned process with the specific purpose of working with identified groups of people, whether they are connected by geographic location, special interest, affiliation and identity to address issues affecting their well-being (Tremblay 2017). In the context of HEI, CE means partnership amongst establishments of HE and their greater publics (local, provincial/municipal, nationwide, worldwide) for the exchange of knowledge and resources within the context of corporation and reciprocity (Nkoana and Dichaba 2016). In South Africa, CE in HEI often takes place through campus events, community services and outreaches in which students can be involved into with experts applying their knowledge to problems they see in the community.

Higher Education Institutions in South Africa have the capacity to offer their environment good services by in complex issues that involve them as mandated by the CHE to use research to find solutions for the communities and HEIs in eThekweni municipality is not an exception (Singh 2017). Lepore (2016) pointed out that, Community Based Research (CBR) of HE is a distinctive form of engaging in scholarship and transformative approach to teaching and learning, and this is part of the university –community engagement.

According to Grau *et al.* (2017) CE is a collaborative enterprise between academic researchers and community members. Community outreach is also part and parcel of the missions of an increasing number of universities' CE (Grau *et al.* 2017). For instance, the Durban University of Technology's mission statement discusses

external engagement that promotes innovation and entrepreneurship through collaboration and partnership (Lepore 2016). One Department (Child and Youth Care) deals with children and youth which is part of CE that works with orphanage and rehabilitation centres. Another well-established community engagement is the Service Learning (SL). The Service Learning is a form of experiential education in which students engage in activities that address human and community needs as part of structured opportunities designed to promote student learning and development (DHET 2014). Moreover, Enactus at DUT offers a networking programme for students working on business and HE. These outreach developmental projects help communities to understand market economics, entrepreneurship, financial skills and personal success skills (DHET 2014).

## **2.7 Stakeholder**

Higher Education Institutions have become the essential components for national development (Avci, Ring and Mitchelli (2015: 45). Avci *et al.* (2015) further pointed out that HEIs are mostly concerned with the development of all life aspects since their primary goal is to create and transmit knowledge. That is, stakeholders can be said to affect knowledge generation and so therefore, it is important to identify the stakeholders of an institution since their existence or non-existence is affected by the outcome of universities' activities. According to Landau (2017: 1), a stakeholder is any individual person, group of people or an organisation that has an impact in the success of a project. That is whoever, or anyone, who has an interest in ensuring that a project is successful is regarded as a stakeholder (Landau, 2017). Avci *et al.* (2015) have developed the concept of stakeholder and further defined a stakeholder to be “groups or individuals that are influenced by the success or failure of an organisation”.

### 2.7.1 Types of stakeholders

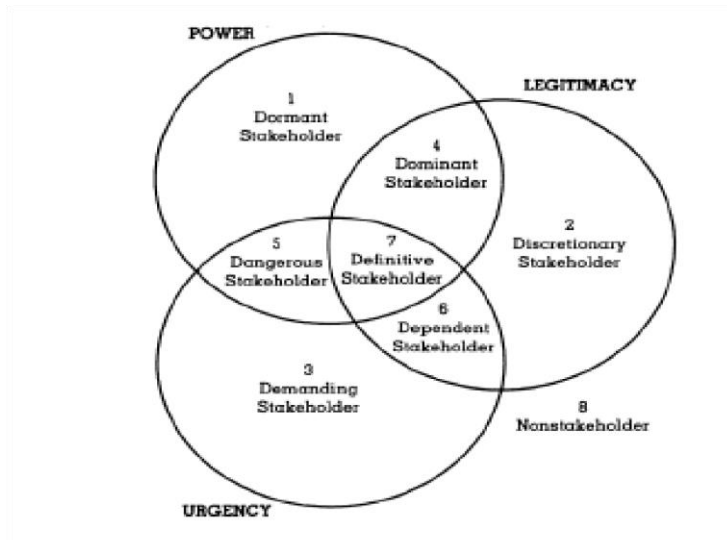
According to Avci *et al.* (2015: 52), institutions and organisation have seven types of stakeholders and these stakeholders are defined according to the attributes they possessed. According to Avci *et al.* (2015), these stakeholders are:

- ❖ **Dormant stakeholders:** According to Avci *et al.* (2015) power is the main attribute of a dormant stakeholder. Dormant stakeholders have the power to force or impose their will on an organization/institution but since they do not have any legitimate ground or urgent claim they remain “sleeping giants.” It is almost expected that dormant stakeholders will have a generally “latent” association with members already existing in the stakeholder system (Mitchell 2003).
- ❖ **Dominant stakeholders:** Dominant stakeholders’ powers two attributes which is both power and legitimacy (Avci *et al.* 2015: 52). That is; dominant stakeholders tend to impose their willpower and they normally get accepted and have legitimate claims (Mitchell 2003: 174).
- ❖ **Dangerous stakeholders:** Dangerous stakeholders also possess two attributes and these attributes are “power and urgency” (Avci *et al.* 2015). This means that dangerous stakeholders have the capability to act on their urgent claims and issues and for this reason they are termed as “dangerous”.
- ❖ **Definitive stakeholders:** definitive stakeholders possess all the three attributes of stakeholders which is power, legitimacy and urgency (Avci *et al.* 2015). Mitchell (2003) also pointed out that definitive stakeholder claims, or issues are normally in the interest of all the stakeholders or members since these types of stakeholders possess all the three attributes of stakeholders.
- ❖ **Discretionary stakeholders:** Discretionary possess only one attribute of stakeholder model and this attribute is legitimacy (Avci *et al.* 2015). This means that, discretionary stakeholders do not wield the influence or authority to influence a stakeholder system and they also do not demonstrate

any urgency in their relationship within the stakeholder relationship system (Avci *et al.* 2015: 52).

- ❖ **Dependent stakeholders:** Dependent stakeholders also possess two attributes and these attributes are “legitimacy and urgency” (Bivens *et al.* 2015). That is dependent stakeholders lack the capability or power to control and satisfy their issues or claims and must therefore depend on other stakeholders in the system to get the resources needed to obtain their claims or issues which will satisfy them (Avci *et al.* 2015).
- ❖ **Demanding stakeholders:** Demanding stakeholders also possess only one attribute which is urgency (Avci *et al.* 2015). That is, demanding stakeholders lack power and legitimacy to possess their claims or issues. Demanding stakeholders are regarded as the “noisy” type of stakeholders (Bivens *et al.* 2015) but their noisy does not have any effect on their claims or issues since although their demand are of urgency but there is a little reason to acknowledge and act on their claims or issues due to lack of power and legitimacy to act (Bivens *et al.* 2015).

Avci *et al.* (2015) mentioned that three of the seven types of stakeholders possess one attribute, three also possess two of the attributes and one of the types of stakeholders possessed all the three attributes which is “power, legitimacy and urgency”. Bivens *et al.* (2015) pointed out that there is an eighth stakeholder, and this is known to be “distant or non-stakeholder”. That is; persons and institutions that are incapable of affecting or being affected materially by the stakeholder system are termed as “distant,” and are therefore non-stakeholders for practical purposes (Bivens *et al.* 2015). These attributes and types of Stakeholder theory or model is shown in Figure 2.1 below.



**Figure 2.1: Types of stakeholders and their attributes (Avci *et al.* 2015: 52)**

Figure 2.1 above shows the types of stakeholders and the various attributes of “power, legitimacy and urgency” they possessed. As stated earlier, three of the stakeholder types possess only one attribute, three also possess two of the attributes and one possesses all the three attributes. The theory of stakeholder model shows that there are some stakeholders of organisations or institutions which have no attributes (power, legitimacy and urgency) and these stakeholders are regarded to be “non-stakeholders” or “distant” stakeholders (Bivens *et al.* 2015).

From Figure 2.1, areas 1, 2, and 3 are termed as “latent stakeholders” (Avci *et al.* 2015). The type of stakeholders which are in areas 1, 2 and 3 are “dormant stakeholders; discretionary stakeholders and demanding stakeholders” respectively. These stakeholders possess only one of the three attributes.

Dormant; discretionary and demanding stakeholders are termed as “latent stakeholders” because these types of stakeholders are known by their characteristics, attitudes and behaviour (Bowers 2018). That is; latent stakeholders are known through the limited time, energy and other resources given to them,

their behaviour can be tracked and managed. Since latent stakeholders possess only one attribute, other stakeholders cannot do anything about their existence since they do not depend on any other stakeholders and these latent stakeholders will not give any attention or recognition and acknowledgement to other stakeholders during “the more active portions of the stakeholder system” (Avci *et al.* 2015: 53).

Areas 4, 5 and 6 possess two of the attributes each. These types of stakeholders are: dominant; dangerous and dependent stakeholders. The stakeholders in the areas 4, 5 and 6 are also termed as “expectant stakeholder” (Bowers 2018). They are called expectant stakeholders because since they possess two of the attributes, it is an indication that they these types of stakeholders are expecting something (Avci *et al.* 2015).

Bowers (2018) pointed out that the possible associations between parties constituting memberships in a stakeholder system and stakeholders with two of the three identifying stakeholder attributes represent a qualitatively different (more engaged) zone of salience. That is; when analysing the situations in which any two of the three attributes (“power, legitimacy and urgency”) are present, one cannot help but notice the change in momentum that characterizes this condition. Area 7 of the diagram above also possesses all three of the stakeholder attributes which is “power, legitimacy and urgency”. This type of stakeholder is the definitive stakeholders. Definitive stakeholders are termed as “salient stakeholders” (Bess *et al.* 2016).

Definitive stakeholders are called salient stakeholders because these stakeholders possess all the three attributes of stakeholders and the relationships that exist between them are very dynamic and they therefore define a feature of high salient (Bess *et al.* 2016). According to Bess *et al.* (2016), salience is “the degree to which people give priority to competing stakeholder claims”. Therefore, stakeholder salience is expected to be higher in instances where all three stakeholder attributes



(power, legitimacy and urgency) are present and alleged by project managers to be present (Avci *et al.* 2015). Lastly, there are also individuals or institutions which do not possess any of the three attributes of stakeholders. These individuals who do not possess any of the attributes are also called non-stakeholders and are distant from the stakeholder system to give issues or claims (Avci *et al.* 2015: 52). In a nut shell, the term non-stakeholders or distant stakeholders refers to people or institutions that neither affect nor get affected by a stakeholder system materially (Bess *et al.* 2016).

Harrison *et al.* (2015: 860) revealed that stakeholders' theory should not be confused with Corporate Social Responsibility (CRS) theory. That is, according to Harrison *et al.* (2015: 860) Stakeholder theory is not the same as CRS Theory (Harrison *et al.*, 2015). Harrison *et al.* (2015: 862) further explained that stakeholder theory was not developed to “promote policies or organisational behaviour that is associated with social goals such as corporate philanthropy or taking care of the environment, but it is rather a management theory that is based on moral treatment of stakeholders”.

## **2.8 Stakeholder management**

Stakeholders are often regarded as the backbone of every project, institution or organisation and therefore the success or failure of projects, institutions and organisation depend on the way and way the stakeholders of that project, institution or organisation is managed (Stacey 2017: 4). Kelbessa (2016: 17) stated that there is no specific strategy or approach which various organisations, projects or institutions use to select stakeholders but the type of project, or institution always determine the type or various stakeholders which is needed depending on the interests which the society and different agencies have in the project.

According to Project Management Body of Knowledge (PMBOK) (2012) stakeholder management is the “systematic identification, analysis, planning and implementation of actions designed to engage with stakeholders” and Eskerod and Jespen (2013: 56) also summarized the definition of stakeholder management as “all-purpose stakeholder related activities to support the success of a project”. From the definition of both PMBOK (2012) and Eskerod and Jespen (2013: 56) it can be established that stakeholder management involves the identification, establishment or maintenance of relationships and adapting to specific changes which will assist the success of a project or the continues existence of an organisation or institution (Kelbessa, 2016: 17). Stakeholder management has a great impact on the success or failure of a project or organisations since their interest are mostly represented. For this reason, this study has summarized the definition of stakeholder management as “the process of identifying stakeholders internally and externally and to assess their area of interest, needs and influence and manage them throughout the life span of a project” (Kelbessa 2016).

## **2.9 Stakeholder management process**

Stakeholders are regarded as the originators of project management organisation that is responsible for the delivery of stakeholders’ expectation and satisfaction (Rajablu, Marthandam and Yusoff, 2015: 114). Chang, Chih, Chew and Pisarski (2013) also pointed out that the effective distribution of project deliverables depends extremely on the level of engagement with stakeholder as well as stakeholder management. Management of stakeholders depends on the ability of the project manager to recognize stakeholder’s hopes right from start to the end of the project. According to researchers, project stakeholder management is described as a process in which project team facilitate the needs of stakeholders to identify, discuss, agree and contribute with the aim of achieving their objectives (Rajablu *et al.* 2015). Both Chang *et al.* (2013) and Rajablu *et al.* (2015: 114) stated that stakeholder relationship management is done through six processes or steps and these six processes or steps are:

**Step 1: Identifying the stakeholders:** According to Rajabu *et al.* (2015), the stakeholder management process begins by identifying the stakeholders. Rajablu *et al.* (2015: 114) explained that establishing these relationships is often advantageous for both organization/institutions and publics, since the relationships created can be developed genuinely before they are urgently needed in a crisis.

**Step 2: Describing the stakes:** The second step or process which Rajablu *et al.* (2015) mentioned is describing the stakes or claims these groups have in the organization/institutions. A stake is an interest or a share in the performance or success of an organization (Bowen 2008: 20) and employees, shareholders, and other groups may have such a stake (Rajablu *et al.* 2015: 115). A stakeholder group could also assert a claim on the organization if it believes the organization owes them something (Bowen 2008: 42). For example, environmental groups believe that corporations have a responsibility to care for the environment. The legitimacy of the stakeholders' stake or claim must also be considered. The legitimacy of the stake or claim is normally influenced by organizational or institutional values such as environmental and customers or stakeholders' concern as well as profits (Rajablu 2015: 115). The difficult part of stakeholder management is being able to manage the potential conflicts of interests among the stakeholders, and it is often a challenging pursuit to achieve a balance of stakeholder interests (Chan *et al.* 2013).

**Step 3: Considering the significance:** Thirdly, it is important to contemplate on the worth or implication of having the stakeholders and what they hold at stake. According to Chang *et al.* (2013: 67), in 1997, Mitchell, Agle, and Wood came up with a method of determining the worth and priority of stakeholders by looking at their legitimacy, power and urgency. Chang *et al.* (2013) noted that the way to determine the legitimacy of a stakeholder is to look at whether the stakeholder has a legitimate, ethical, or supposed prerogative that has the potential of impacting the organization's behaviour, direction, process, or outcome. Stakeholders exhibiting influence on other parties in the making of decisions normal wield a lot of power over others (Rajablu *et al.* 2015: 115).

**Step 4: Evaluating Opportunities:** The fourth step involves the evaluation of good opportunities and challenges that stakeholders may bring to the organization. According to Rajablu *et al.* (2015: 116), opportunities are viewed as potential for partnerships and challenges are often seen as the potential for threat. Opportunities bring about the advancement of organisational goals and they should be taken advantage, on the contrary challenges are situations that require stepping up of efforts in order to need to overcome (Chang *et al.* 2013: 67). Stakeholders have the ability to improve or hamper an organization or institutions efforts, it is therefore important to analyze each group and the benefits they can bring to the institution (Rajabu *et al.* 2015: 115).

**Step 5: Considering the responsibilities of stakeholders:** The fifth step mentioned by Rajablu (2015: 118) is the process of stakeholder management and involves deliberation over the institutions obligations to its stakeholders. This refers to right requirements held regarding the making of decisions, disclosure, sustaining lasting partnerships that produce confidence (Rajablu *et al.* 2015). Rajablu *et al.* (2015: 118) goes on to state that other than the threats and opportunities, there is more that should be considered in ensuring that an organisation is identified as an important or valuable member of the society, these include the financial, environmental and social impacts that the organisation has on the whole community. Other considerations include financial accountability, safety at the workplace and significant reduction of negative environmental impact.

**Step 6: Considering relationship enhancement:** Rajablu *et al.* (2015) stated that, the final step of stakeholder management process involves the consideration of the right actions and strategies need by an organisation to improve its relations with key stakeholders. This responsibility should be handled by the public relations function. (Chang *et al.* 2013). Stakeholder management is one of the key ways that an organisation can use to critically assess various circumstances, allocate resources appropriately and make strategic decisions which will enable them to partner with the right stakeholders and improve their effectiveness (Rajablu *et al.* 2015: 118).

In order to get a clear understanding of stakeholder management process we have consulted literature (Rajablu *et al.* 2015; Chang *et al.* 2013; Eskarod and Jespen, 2013) to construct a mediating factor for stakeholder management process. We have identified five variables of this process which are termed as “Managed-Through Stakeholder” (MTS). These include “stakeholder identification and classification, communication, engagement, empowerment and risk control” (Rajablu *et al.* 2015: 118). The aim of MTS is to assist the researcher of this study to understand the role of MTS in the maintenance of relationships amongst the stakeholders and to identify the success they bring to the organisation according to the influential variables they have. Therefore, the hypothesis model which was established by Cunningham, Shahar and Widaman in 2002 is used to construct MTS as a latent factor with five observable indicators.

The stakeholder management system offers an ideal approach to efficiently cooperate with stakeholders, it also helps in supporting the project’s interests by defining the strategies for building close relationships with stakeholders who can or may benefit from the project. This also minimizes the influence of stakeholders whose actions may have a negative impact on a project in which they are stakeholders. This process is iterative and should be reviewed on a regular basis as the required level of engaging and managing stakeholders across all institutions or projects (Kelbessa 2016). Furthermore, PMI (2013) pointed out that the stakeholder management process is sometimes referred to as “Plan Stakeholder Management” when it is used by project managers. According to PMI (2013), the “Plan Stakeholder Management Process” has the following inputs: Project management plan; stakeholder register; enterprise environmental factors and organisational process assets.

## **2.10 Stakeholder management approaches**

Different stakeholder management approaches have been cited in literature (Carnegie Classification for Community Engagement 2017) with the same objectives of achieving a win-win situation with all relevant stakeholders. The various approaches to stakeholder management can be derived from the stakeholder management theory which classifies the networks amongst the various stakeholders using two different aspects of the relationship between organization's and the stakeholders; the stakeholder that is not directly related to the enterprise and the stakeholder who is directly involved.

### **❖ The dyadic relationship approach**

According to Caron *et al.* (2015) in this model, managers focus on the most relevant stakeholders in order to let the enterprise reach for its own goals. These relationships are not influenced by other relationships the stakeholders may have. Studies done acknowledge that managers can use various tools in trying to identify the most relevant and appropriate strategies when the organization is subjected to conflicting request by various stakeholders. This identification process provides a common criterion in the identification of the most important actors for a particular organization. One approach can be cantered on the saliency model by Mitchell, Agle and Woods (1997) based upon social actor's legitimacy and power and upon the urgency of the interest protected. Another approach is Kochan's and Rubinstein's one (2000) who define the stakeholder's saliency as a function of his ability to provide valuable resources for the enterprise, to hinder retrieval of valuable resources from other sources and, in general, of the influence it has inside the organization. After the identification of the relevant stakeholders their relationship with the enterprise is evaluated to define the most appropriate strategy to adopt to answer each specific request (Caron *et al.* 2015).

### **❖ The ego network approach**

This approach compels managers not to focus on each stakeholder but to put their effort on understanding the requests of the whole network of stakeholders they have a relationship with before defining their strategies by focusing on their ego network.

There are different arguments by various scholars as to the best approach although they all acknowledge that the theory asks managers to evaluate simultaneously all the legitimate stakeholders' requests considering them as a system. Checkoway (2015) highlights the need for managers to evaluate the requests by the various stakeholders without incurring in trade-offs between them. According to Checkoway (2015), this approach should be able to answer to the real needs of managing stakeholders better as some issues are related to more than one single class of stakeholders making them more salient than what could be understood using other approaches.

❖ The Multiple Interactions approach

This approach encloses the studies asking managers to take into account not only the stakeholders their enterprise is in relation with, but to take into account even the interaction between the various stakeholders and the relationships between them.

This approach is based upon a more realistic perspective on the relationship between the enterprise and its own stakeholders. The enterprise itself is seen as part of a broader stakeholder environment made of several stakeholders interacting at several levels both between themselves and between each of them and the enterprise (Checkoway 2015).

❖ The Complete Network approach

The approach focuses on the role of the stakeholder network structure in evaluating the stakeholders' issues to focus on. This approach obliges managers to make use of stakeholder maps to visualize the indirect relationships between them and urges them to understand how some stakeholders can influence the other ones. The network structure represents the paths indirect stakeholders influence power will go through to affect the enterprise's actions. The more frequent the interactions between the stakeholders become, the easier it is for the various stakeholder to share behavioural expectations, so their goals tend to align and create a stronger pressure on the enterprise. The tighter the organizations are linked, the more they can control information and resources flow hence becoming more influential in the network.

Managers should focus on the network defined by the enterprise's stakeholders and the relative web of relationships to fully grasp the way stakeholders' interactions can impact on the organization (Coburn and Penuel 2016).

❖ Socio-dynamic approach

This approach quantifies human behaviour and examines social interaction whilst expressing that negative attitudes may be rational amongst stakeholders. It emphasizes the element that stakeholders as people or groups are not simply ranked as “for” or “against”. Instead, degrees of both positive and negative attitude (synergy and antagonism) to a given situation are assessed, on the basis that people experience both types of emotion simultaneously. These attitudes interact, and it is the nature of the interaction that creates behaviours and roles exhibited by different stakeholders (Coburn and Penuel 2016).

In this model, the management’s challenge is to achieve support from those stakeholder groups who are difficult to reach (the passives, moaners and waverers) through the use of “influencers”, whose ability to present the positive arguments for supporting the project in a relatively balanced manner can influence stakeholders more effectively than the uncritical enthusiasm shown by the zealots. In many projects it is likely that the project manager is seen to be a zealot by other stakeholders and therefore can lack influencing ability for some groups (Coburn and Penuel 2016).

### **2.10.1 Stakeholders management tools**

For better stakeholder management there are some tools required. These include:

❖ Stakeholder identification

It is important to brainstorm and make a list of potential stakeholders. The list will look at the different interests of the different stakeholders. Further looking at the power that the stakeholders have within the organization will clearly show how these stakeholders are able to influence the decisions in the organization due to their position, knowledge or their capabilities. Identifying stakeholders also helps the



different stakeholders to take action and see where they fit in the organization. In addition, this tool allows the managers to see how well the stakeholders believe in the performance of the organization (Thompson 2018). This process usually starts through conversations with the different stakeholders. Stakeholders can also be interviewed so that information is collected from the different people (Thompson 2018).

#### ❖ Stakeholder analysis and mapping

After brain storming and identifying the different stakeholders, there will be a list of different names and information about the different stakeholders. The list needs to be structured separating the important and not important stakeholders, mapping the information received in different ways. Through mapping, relationships can be visualized for example power vs. interest or interest vs. influence. In the maps the influence between different stakeholders can also be added (Hennig *et al.* 2016). There are several stakeholder maps which include the power/influence vs interest grid, power/dynamism matrix, power/legitimacy and urgency model, problem – frame stakeholder map and participation planning matrix. These different stakeholder maps help identify the gaps in the information and if there are any areas of insufficient participation. It assists see the relationships which they are little or no information about (Holton *et al.* 2015). It is important to understand the internal stakeholders who are directly working in the organization. These include the staff, suppliers and contractors who might be working in the different divisions. This allows the organization to see if they have the right resources or not (Hennig *et al.* 2016).

#### ❖ Power/interest grid

According to Weller (2015), power/interest grid is a tool is used to categorize stakeholders. After categorizing them it will now be easy to create a stakeholder management plan. The identified stakeholders are further divided into two groups which are those who have interest with no influence and those with interest and influence. The latter group is usually small in the organization and is often the top management. The vertical axis has the power grid which refers to the amount of

power that a person has over the success of the organization. The horizontal axis has the interests which shows how invested a stakeholder can be in the organization. The position of a stakeholder on the grid shows the way that the organization can engage with them (Hennig et al. 2016).

The stakeholders in the high power, high interest grid is very important to the organization. A lot of attention needs to be paid to these individuals or groups. The greatest communication and attention must be placed within these groups. The organization must make great efforts to satisfy their requirements (Weller 2015).

Those with high power, low interest should be known. This group might not care as much but they have a lot of influence in the organization. They must be kept well informed but not over communicated to, to prevent boredom. The ones with low power, low interest need to be monitored with less effort. They can be communicated with periodically. Lastly, the low-power, high-interest mostly want to engage because of their interest in the organization (Holton *et al.* 2015).

#### ❖ Stakeholder profiles and strategic options

The stakeholders' profiles assist in visualizing the stakeholder's importance and in determining the different relationships between different stakeholders. They also help identify the relationships which need to be built. The stakeholders with similar profiles can also be grouped together. The groups are important for stakeholder management because those with similar profiles reinforce each other (Henig *et al.* 2016).

#### ❖ Stakeholder strategy

After the stakeholders have been identified and their information is analysed and mapped in ways which give a clear picture, there is need for a stakeholder strategy. The strategy should include shareholders which must be addressed so that they can be approached. In addition, there needs to be a way of having good communication and planning whilst managing the stakeholders (Holton *et al.*

2015).

## 2.11 Stakeholders of HEIs

Spacey (2017: 3) pointed out that stakeholders of an organisation or institution are divided into two categories and these are internal stakeholders and external stakeholders, and these are:

- ❖ **The government:** globally, governmental agencies or organisations have had a great strong hold on various educational institutions in the past and continue to have strong influence on universities today. Governmental agencies are often regarded as the strongest stakeholder of HEIs (Avci *et al.* 2015: 47). In South Africa, the introduction of National Student Financial Aid Scheme (NSFAS) as an agency of Higher Education and Training (HET) has helped many students complete their tertiary education successfully (Spacey 2017). Besides the central government support it gives to HEIs, in the local government level, municipalities have also tried to support their various HEIs in different ways as well. For instance, in eThekweni municipality, the local government managed to introduce a system called Municipal Institute of Learning (MILE) (Raylence 2015: 3). According to Raylence (2015: 3), MILE was introduced since 2009 and it is aimed to seek the “development of the professional and the technical capacity of local government professionals

on the African continent by leveraging partnerships with tertiary institutions to promote collaborative research programmes to improve the effectiveness of local government”. Recently, various public universities in KZN such as UKZN, DUT, MUT, University of Zululand (UNIZULU), and University of South Africa (UNISA) and eThekweni Municipality have signed a Memorandum of Understanding (MOA) to cement their commitment to MILE (Raylence 2015: 3).

- ❖ **Parents and Students:** Students are very important to the development of Tertiary Institutions (Landau 2017). Avci *et al.* (2015: 48) also pointed out that the successfulness of a student's post academic career reflects upon the institution that the student attended and for this reason it is essential that HEIs considered students and parents as key stakeholder in HEIs. Avci *et al.* (2015) further noted that, “although assessment and student measures are an important part of HEIs livelihood, student government associations are also one of the driving forces for which students' voices can be heard”. Spacey (2017: 4) also noted that when various students' bodies or unions are powerful in various HEIs, it serves as a powerful tool for the success of the overall student population, more especially, if the students' bodies have the authority to make decisions or the ability to influence decisions in the university.
  
- ❖ **Faculty and Staff:** A research done by Avci *et al.* (2015: 49) and Harrison, Freeman and Abreu (2015: 858) revealed that the most essential power/force which is needed to maintain academic high-quality work always and at all level lies in the “close scrutiny and competitive review of candidates or lecturers for employment”. These researchers pointed out that as institutions are becoming bigger and larger, there are more complex, knowledge of legal precedents of various regulations, management of the information system, student financial aid procedures, loans/grants and contract administrations and many other areas which need expertise to accomplish these tasks. This makes faculty and staff or employees of HEI very important. Stacey (2017) agreed with the analogy of Avci *et al.* (2015) and Harrison *et al.* (2015) and further asserted that, students of various institutions are being taught and educated because of faculty and staff and for this major reason, faculties and staffs of various HEIs are regarded as assets of HEIs and will remain an essential stakeholder in institutions of higher learning. Therefore, stakeholders of HEIs are incomplete without

faculty and staff and these staff could be both teaching and non-teaching staff (Harrison *et al.* 2015: 865).

❖ **Communities:** Communities of HEIs are regarded as the environment within which institutions operate (Regina and Benjamin 2011). Avci *et al.* (2015) pointed out that various universities around the globe cannot operate effectively and successfully without the assistance of their various communities. Various researchers stated that HEIs has faced various difficulties with their neighbouring communities throughout their life span (Avci *et al.* 2015; Harrison *et al.* 2015). That is HEIs have had different misunderstanding with their communities in one way or the other and this had made HEIs to realised or learnt that if communities' relationships are neglected it creates a lasting and serious consequences. Tantalo and Priem (2014: 102) noted that HEIs must ensure that considerable attention is given and devoted to various the communities in which they operate so that HEIs will be able to achieve their goals and objectives. Avci *et al.* (2015) used the theory of “good neighbour metaphor” to emphasized on the essentiality of “altruistic concerns for self-improvement and community action of HEIs”. Harrison *et al.* (2015: 865) noted that communities needs to benefit from HEIs economically, environmentally and socially and all communities in which HEIs operates are expecting one of these benefits. Stacey (2017: 12) cautioned that community cannot be eliminated from being a stakeholder of an institution since its bad relationships between communities and HEIs can cause negative consequences. Supporting communities in which HEIs operates is therefore crucial for the successful functioning of institutions so that HEIs will be able to create good deeds and public relations.

❖ **Donors or Funders:** donors HEIs could be a specific community, any organisation and institution or even individual (Landau 2017: 6). These

individuals and institutions or organisation could be philanthropies; NGOs; NPOs. Donors have significant effects on programme development and operations in HEIs and a lot of donors can also affect HEIs through their area of support chosen and therefore are also crucial for the smooth running of HEIs.

## **2.12 Identifying stakeholder process**

Depending on their complexity, size and type, most projects have a diverse number of internal and external stakeholders at different levels of the organization with different authority and influence levels (Stacey 2017: 6). To be able to manage different groups of stakeholders, a thorough analysis of them should be conducted using structured methods. It is essential to identify as many as stakeholders as possible at the beginning and throughout the project and categorize them into different segments according to their level of interest, influence, importance, position, and expectations at the earliest stages of the project as much as possible (Kelbessa 2017: 15). According to Burke and Barron (2014), these categories can be adapted to the needs of the specific project, so a project manager can classify them into general groups.

PMI (2013) noted that “identifying Stakeholders” process has the following inputs, tools and techniques, and outputs: “Project Charter, Procurement Documents, Enterprise Environmental Factors, Expert Judgment and Meetings.

### **2.12.1 Stakeholder analysis – identifying stakeholders’ tools, technique and output**

Kelbessa (2016: 26) pointed out that it is not possible to treat all stakeholders equally in the project, and they are given different priorities with respect to the interests, expectations and influence on the project. Stakeholder analysis is a “process of systematically gathering and analysing all relevant quantitative and

qualitative information about the stakeholders in order to prioritize them and determine whose interests should be taken into consideration throughout the project and identification of stakeholder relationships that can be leveraged to build partnerships with stakeholders to increase the probability of project success” (Kelbessa 2016: 19; Chan *et al.* 2015; Avci *et al.*, 2015: 47). Different methodologies suggest different ways of analysing stakeholders some complex and some very simple (Kelbessa 2016: 19). A common approach is to map the interest and power or influence of each stakeholder group on a quadrant, this process generates the stakeholder register (Burke and Barron 2014; Kelbessa 2016).

### 2.13 Stakeholder management tools, technique and output

As earlier mentioned, PMI (2013) identified plan stakeholder management to be “Project Charter; Procurement Documents; Enterprise Environmental Factors; Expert Judgment and Meetings”. Apart from the plan stakeholder management inputs identified by PMI (2013), Kelbessa (2016: 19-20) also pointed out that plan stakeholder management also has “tools, techniques and outputs”. This is tabulated in table 2.1 below.

**Table 2.1 Plan Stakeholder Management: Inputs, Tools and Technique, and Outputs (Kelbessa 2016: 20)**

INPUTS	TOOLS AND TECHNIQUES	OUTPUTS
	❖ Expert Judgement	
❖ Project management plan	❖ Meetings	❖ Stakeholder management plan
❖ Stakeholder register	❖ Analytical techniques	❖ Project documents updates
❖ Enterprise environmental factors		
❖ Organisational process assets		

The plan stakeholder management identifies how the project will affect stakeholders which then allows the project manager to develop various ways to effectively engage stakeholders in the project to manage their expectations and to ultimately achieve the project objectives (Safari 2016: 3).

### **2.13.1 Plan Stakeholder Management: Inputs**

- ❖ **Project Management Plan:** According to Safari (2016: 3), the project management plan described the necessary information that would be utilized by project managers to develop stakeholders' management plan. Safari noted that the plan includes:
  - a. Life cycle which is selected for the project and the process that will be applied to each phase.
  - b. The description of how the work or project will be executed to accomplish the project objectives.
  - c. The description of how human resources requirements will be met and how the roles and responsibilities reporting relationships and the staffing management will be addressed and structured for the projects.
  - d. The change management plan that documents how changes will be monitored and controlled and
  - e. The needs and the techniques to communicate among various stakeholders.
- ❖ **Stakeholder Register:** Kelbessa (2016: 21) noted that, the stakeholder register helps to use appropriate ways to provide needed information and the appropriate ways to engage with project stakeholders.
- ❖ **Enterprise Environmental Factors:** according to Safari (2016: 4), Enterprise Environmental Factors are used as inputs because the management of stakeholders should be adapted to the project environment.



- ❖ **Organisational Process Assets:** The organisational process assets are used as inputs for the Plan Stakeholder Management process (Kelbessa 2016). Various lessons learned database and historical information are of importance, because they provide insights on previous stakeholder management plans and their effectiveness (Safari 2016: 4).

### **2.13.2 Plan Stakeholder Management: Tools and Techniques**

- ❖ **Expert Judgement:** Safari (2016: 5) stated that, based on the project objectives, the project manager should apply expert judgment to decide upon the level of engagement required at each stage of the project from each stakeholder. For example, at the beginning of a project, it may be necessary for senior stakeholders to be highly engaged to clear away any obstacles to success. Once these have been successfully removed, it may be sufficient for senior stakeholders to change their level of engagement from leading to supportive, and other stakeholders, such as end users, may become more important (Safari 2016). Kelbessa (2016) also noted that to create the stakeholder management plan, judgment and expertise should be sought from groups or individuals with specialized training or subject matter expertise or insight into the relationships within the organization, such as:

- a. Senior management;
- b. Project team members;
- c. Other units or individuals within the organisation or institution;
- d. Identify key stakeholders;
- e. Project managers who have worked on projects in the same area (directly or through lessons learned);
- f. Subject matter experts in business or project area;
- g. Industry groups and consultants; and

- h. Professional and technical associations, regulatory bodies, and nongovernmental organization (NGOs).

Expert judgment can be obtained through individual consultations (one-on-one meetings, interviews) or through a panel format (focus groups, surveys) (Safari 2016: 5).

- ❖ **Meetings:** Safari (2016) asserted that Meetings should be held with experts and the project team to define the required engagement levels of all stakeholders. Kelbessa (2016) agreed with Safari (2016) and further stated that the information obtained from meetings can be used to prepare the stakeholder management plan. Kelbessa (2016) stated that it is essential for project managers to use their expert judgement when deciding the level of engagement at each stage of projects from each stakeholder. That is, meetings and discussion should be held very often to discuss each stage projects as well as the engagement level of stakeholders
- ❖ **Analytical Techniques:** analytical technique allows the current engagement level of all stakeholders needs to be compared to the planned engagement levels required for successful project completion. Stakeholder engagement throughout the life cycle of the project is critical to project success (Safari 2016). The engagement level of stakeholders is classified as “unaware; resistant; neutral; supportive and leading”. Using this process helps projects or institutions to generate stakeholder management plan which then become the components of the project or institutional management plan (Kelbessa 2016).

### **2.13.3 Plan Stakeholder Management: Outputs**

- ❖ **Stakeholder Management Plan:** Safari (2016: 5) pointed out that, the stakeholder management plan is a component of the project management

plan and it identifies the management strategies required to effectively engage stakeholders. The stakeholder management plan can be formal or informal, highly detailed or broadly framed, based on the needs of the project (Kelbesa 2016: 20). In addition to the data gathered in the stakeholder register, the stakeholder management plan often provides:

- a. Desired and current engagement levels of key stakeholders;
- b. Scope and impact of change to stakeholders;
- c. Identified interrelationships and potential overlap between stakeholders;
- d. Stakeholder communication requirements for the current project phase;
- e. Information to be distributed to stakeholders, including language, format, content, and level of detail;
- f. Reason for the distribution of that information and the expected impact to stakeholder engagement;
- g. Time frame and frequency for the distribution of required information to stakeholders; and
- h. Method for updating and refining the stakeholder management plan as the project progresses and develops.

Project managers should therefore be aware of the sensitive nature of the stakeholder management plan and take appropriate precautions (Safari 2016: 5). For example, information on stakeholders who are resistant to the project can be potentially damaging, and due consideration should be given regarding the distribution of such information. When updating the stakeholder management plan, the validity of underlying assumptions should be reviewed to ensure continued accuracy and relevancy (Kelbessa 2016: 20).

- ❖ **Project Documents updates:** According to Safari (2016: 5) and Kelbessa (2016: 20) another output of Plan Stakeholder Management is the updates

to project documents that include project schedule and stakeholder register.  
That is; the project documents that need to be updated are:

- a. Project schedule and
- b. Stakeholders register.

## **2.14 Stakeholder engagement**

Stakeholder Engagement (SE) is “the systematic involvement by a company or institution of its stakeholders on issues that have the requirement of materiality or relevance” (Thomsen 2013: 76). That is, SE is a strategic element in business management whose aim is to improve the quality of relationships with stakeholders and to achieve the greatest alignment of the products/services offered with the real needs of customers (Rajablu *et al.* 2015: 116 and Birindelli and Intonti 2015: 9). According to Rajablu *et al.* (2015); Thomsen (2013) and Chang *et al.* (2013) SE involves listening to stakeholders, speaking with them, and paying attention to their perceptions and expectations in the management of enterprises. These researchers pointed out that SE is an essential tool to “better define the operations of the business, to align them with the demands of stakeholders, to improve the quality of the products and services provided also for internal stakeholders (direct effect), and to build and maintain a solid reputation in the market (indirect effect)”. Harrison *et al.* (2015) also pointed out that SE is a part of the instruments of CSR and it is regarded as an instrument for good governance.

The theoretical framework of the phenomenon of SE can be found in the literature on CSR and corporate governance (Harrison *et al.* 2015: 870). In the theory of SE, stakeholders are regarded as the main protagonists of corporate life, feel the need to be integrated and contribute to improving the company in which they are involved and this philosophy has made SE to become a composite process that

includes more methods of interaction (consultation, communication, exchange and dialogue) between the company and its stakeholders (Birindelli and Itonti 2015: 9).

Thomsen (2013: 8) identifies SE as the “set of procedures that an organisation develops to involve stakeholders in organisational activity, to create a system of cooperation. Birindelli and Itonti (2015: 13) stated that the activity of SE is based on three theoretical areas and these theories are: “the theory of business in society”; “the stakeholder theory” and the “theory of strategic relationship”. According to Birindelli and Itonti (2015) the first area which is the theory of business in society refers to the field that describes analyses and evaluates the complex societal and ecological links of firms. In this field, recent corporate governance codes emphasise stakeholder governance practices, often in connection with social and environmental responsibility (Harrison *et al.* 2015: 672). Thomsen (2013: 8) also stated that SE is not the exclusive domain of socially responsible firms, but it should be the prerogative of a growing number of companies with different typologies and goals.

In the second theoretical area (stakeholder theory), which has roots that date back to the pioneering work of Freeman (1984) and that is usually juxtaposed with the shareholders’ theory, it is argued that managers of firms have obligations to a broader group of stakeholders compared to holders of risk capital only (Harrison and Wicks 2013). Under this theory, organisational managers are expected to think of themselves as “Ethical Strategists” who must think of SE as integral to organisational strategy rather than as an accessory activity (Thomsen, 2013: 15; Harrison *et al.* 2015).

The last theory is the “strategic relationship theory”. According to Smith (2011: 4) “Strategic theory is intellectually disinterested in the moral validity of the means and ends of any actor”. That is, strategic relations theory is confined to evaluating how effective chosen means are in attaining stated objectives. strategic relationship theory cannot proceed from the point of view of a single favoured participant

(Smith 2011: 5). It deals with situations in which one party must think about how the others are going to reach their decisions and achieve their objectives (Berindelli and Intoti 2015: 10). Berindelli and Intoti (2015) further stated that relations are importance to stakeholders and their sound management for most business activities since it is the only means through which two partners can work together and achieve project objectives. Harrison *et al.*, (2015: 870) argue that the satisfaction of stakeholders needs to contribute to the creation of value for the enterprise. To this end, Kelbessa (2016: 21) stated that the continuous emerging of new SE strategies constitutes an important basis for the SE activities.

### **2.15 Managing stakeholder engagement process**

According to PMBOK (2012), stakeholder engagement is “the process of communicating and working with stakeholders to meet their needs/expectations, address issues as they occur, and foster appropriate stakeholder engagement in project activities throughout a project life cycle of the project is termed as stakeholder engagement process”. At this phase of stakeholder management, lines of communication need to be established with the key stakeholders to address what information is required, when it is required and how it should be communicated (Kebelssa 2016: 22). The key benefit of Manage Stakeholder Engagement process involves seeking extended support from stakeholders for the projects’ success (Smith 2011: 5). The author further pointed out that the activities involved in stakeholder engagement process are:

- a. Ensure commitment of stakeholders at all stages of the project;
- b. Ensure stakeholder expectations are met. The tools used could be negotiations and communication; and

- c. Anticipate future problems and address potential concerns throughout the life-cycle of the project.

Smith (2011: 6) also noted that some important things to consider when managing stakeholder engagement are: stakeholder influences are the highest at the start of the project and as the project progresses the influences continue to reduce; and Project sponsors assistance to be taken by the project manager whenever required.

### **2.15.1 Stakeholder Engagement Inputs**

According to the description of PMBOK (2012), inputs for Manage Stakeholder Engagement include Stakeholder Management Plan, Communications Management Plan, Change log and Organizational Process Assets. Kelbessa (2016: 22) asserted that the communications management plan includes a documentation of stakeholder's needs for communication requirements. All this needs to be taken into consideration as inputs when managing stakeholder engagement.

### **2.15.2 Stakeholder Engagement Tools and Techniques**

According to Kelbessa (2016: 22) tools and techniques used to manage stakeholder engagement process include effective communication methods such as use of emails, meetings, process updates through intranet and war rooms. Project manager uses effective interpersonal skills including active listening, building trust, resolving conflict, negotiation and overcoming resistance to change (Smith 2011: 6). Kelbessa (2016: 22) again noted that, like interpersonal skills, the project manager also requires management skills such as effective facilitation of consensus towards achieving project objectives, influencing people to support the project, negotiate agreements to satisfy project needs and help modify organizational behaviour to accept project outcomes.

### 2.15.3 Stakeholder Engagement Outputs

This is the process whereby project managers generate stakeholder related information to update project document such as, the issue logs, change requests, project management plan, organizational process assets and lessons learned documentation (Smith 2011: 6). Kelbessa (2016: 23) mentioned that the organisational process assets also get update with other additional information such as:

- a. Stakeholder notification:** It is important to notify stakeholders about project updates, any issue closures;
- b. Project reports:** Project reports such as status dashboards, lessons learned, and issue logs are to be included;
- c. Project presentations:** Presentations made formally or informally also form as outputs of manage stakeholder engagement; and
- d. Project records:** It includes correspondence, memorandum and minutes of meeting are included in project records.

### 2.16 Stakeholder management in the public sector

Generally, “public investment” refers to capital expenditure on physical infrastructure such as roads, government building and schools and many more and soft infrastructures such as human capital development, innovation support, research and development with a productive use that extends beyond a year (Kelbessa 2015: 29). Public projects are tools for public investment, which can be direct and indirect and have a productive life of several decades (Thomsen 2013: 83). Public projects have large and long term impacts on social, economic and environmental sustainability to a nation (Kelbessa 2016: 29). The way public projects are executed is of paramount interest to the citizens of any nation (Dada, 2013: 11). From the public perspective, success is implementing useful projects that have sustainable positive impacts in the years ahead (Kossova and Sheluntcova



2016: 44). This means, project definition is very crucial, as projects should reflect the needs and requirements of the community. Success is thus defined as any perceived benefit from the intended users' position and perspective. And, this cannot be done without involving all stakeholders in defining the project from early phases. It would be irrational to get stakeholders' opinions about the project outcome after the completion, when their involvement is limited (Kelbessa 2016: 29).

Public sector project management inefficiency is a serious problem for many countries, for developing countries such as ours (Kossova and Sheluntcova 2016: 44). Several researchers, such as Kelbessa 2016: 29; Harrison *et al.* (2015: 876) and Thomsen (2013: 83) and others have studied many major public projects. They found that these projects often and systematically fail to meet expectations of different stakeholders and agreed goals. Even worse, many are delivered too late, at a higher cost and do not meet agreed quality standards, and public resources are wasted. In public projects, project managers often face challenges in the processes of identifying stakeholder and their needs, assessing stakeholder impacts and their relationships, and formulating appropriate engagement strategies (Kelbessa 2016: 30). This is because; stakeholder management in the public sector still lags some way behind and is often haphazard. Conflicts often arise in the development of public projects, due to the diverse interests, perceptions and expectations of the numerous seventeen stakeholder interests in public infrastructure and construction projects; their concerns are multidimensional (Zakharova and Jäger, 2013: 103). In many cases, public projects are characterized by spontaneity and disappointment (Kelbessa 2016). Kelbessa (2016: 30) further stated that stakeholder management process is fragmented and informal, which is insufficient to manage the complicated interfaces involved in public projects. Consequently, there is an acknowledged need for a complete, systematic and formal stakeholder management process model for application in public projects (Harrison *et al.* 2015: 876).

## **2.17 Critical stakeholder management input factors**

To identify the essential input factors of stakeholder management, Critical Success Factors approach was used in this study. Kelbessa (2016: 34) viewed these “critical success factors” as areas of managerial action that must be practiced to achieve effectiveness”. In the field of stakeholder management, Thomsen (2013: 86) and Berindelli and Itonti (2015: 15) consider these as important as those activities and practices that should be met to ensure effective management of project stakeholders. The review of the literature suggested that there are numerous critical success factors that can be identified as being crucial to the successful implementation of stakeholder management (Harrison *et al.* 2015). According to El-Sawalhi and Hammad (2015: 3) there are five main groups for stakeholder management and these are: Management Support; Stakeholder Identification; Stakeholder assessment; decision making; action and evaluation and continuous support. This study has examined the role these factors in play in effective management of stakeholders for the success of public projects.

### **2.17.1 The role of management support on stakeholder management process**

Kelbessa (2016: 32) stated that “management support is the degree to which top management understands the importance of the project process that comes in the form of sufficient resources allocated and clear authority and power given to the project leader and team members for ensuring the success of project implementation”. In the same way, stakeholder management top level or management support from the implementing agencies is essential for effective stakeholder engagement (Harrison *et al.* 2015: 879). Effective communication skills are indispensable skills for a project manager to possess in stakeholder management. In support of this, Mohammed (2013: 12) believes that project managers should be highly skilled negotiators and communicators capable of managing individual stakeholder’s expectations and creating a positive culture change within the overall organization. El-Sawalhi and Hammad (2015: 7) pointed

out that project leaders set vision, direction and key processes. That is leadership has a large influence on project process.

The emphasis of leadership in project stakeholder management field, is due to the recognition of the need for the special skills that leaders must possess in building relationships with stakeholders to mitigate the risk that the stakeholders pose and to obtain the multitude of project-related benefits that follow the achievement of successful stakeholder relationships (Kelbessa 2016: 35). Thus, highly capable project team in the skills of communication, leadership and relationship building skills, as well as, negotiation skills is significantly associated with successful stakeholder management. The management support group includes the following factors: managing stakeholders with corporate social responsibility; flexible project organization; project manager competences (El-Sawalhi and Hammad 2015: 7).

#### **2.17.2 The role of information inputs on stakeholder management process**

Public sector bodies, work in a very complex environment, and deal with a wide range of different stakeholders (Kossova and Sheluntcova 2016: 4). Since an adequate project scope definition needs participation and input from all stakeholders and identification of a clear mission for the projects at different stages is widely considered to be essential for the effective management of stakeholders (Kelbessa 2016: 35). Thus, clearly defining the project mission, goal and scope are very important to project success (Mohammed 2013: 14). In addition, the information on a full list of stakeholders, areas of stakeholders' interests, and their needs and constraints regarding the project, the stakeholders' commitments, interests, and power should be fully assessed so that the project manager can tackle the key problems in the stakeholder management process and the potential impact it could have on the success of the project (El-Sawalhi and Hammad 2015: 8).

### **2.17.3 The role of stakeholder estimation on stakeholder management**

Stakeholders influenced projects in a variety of complex ways. Thomsen (2013: 87) stated that it is not enough simply to identify stakeholders. That is, once the information about the stakeholders is gathered, project managers need to assess each stakeholder's areas of stakeholders' interests, attitudes, influence, commitments, conflicts and coalitions, power, legitimacy, urgency, proximity and knowledge (Avci *et al.* 2015: 121). Similarly, project managers need to assess the stakeholders' position towards the project whether they are opponents or proponents to sets the direction of the impact each stakeholder has on the project decision-making process (E-Sawalhi and Hammad, 2015: 11). Project managers, can categorize stakeholders to develop appropriate responses to manage them and be able to execute a sufficiently rigorous stakeholder management process and minimize the potential impact on the success of the project and equally, the conflicts and coalitions among stakeholders should also be analyzed based on the information about stakeholders (El-Sawalhi and Hammad 2015). The stakeholders' express needs and expectations about the project, which often conflict with one another (El-Sawalhi and Hammad 2015: 11). The Stakeholder estimation includes the following factors: "assessing stakeholders' behaviour; predicting the influence of stakeholders accurately; assessing attributes (power, urgency, and proximity) of stakeholders and analysing conflicts and coalitions among stakeholders" (El-Sawalhi and Hammad, 2015: 15).

### **2.17.4 The role of decision making and action group on stakeholder management process**

Stakeholders vary in influence, expectation and interests and all have the potential to impact the successful completions of a project (El-Sawalhi and Hammad 2015: 16). The project manager's goal is to leverage stakeholder's relationship and build coalitions that foster project success. Furthermore, despite interest conflicts, there may be various conflicts among stakeholders, compromising these conflicts

become important for project managers to make decisions (Kelbessa 2016: 36). When this happens, the onus lies on the project manager to manage a process of influencing and negotiating trade-offs and compromises, to enhance areas of support and negate areas of concern, to be able to move to an optimal alignment. This requires a tailored, clear-cut strategy and workable plan and the use of effective communication skills, to minimize the chance of project failure by interacting with all the stakeholders in an effective manner to minimize the resistance and maximize the support (Burke and Barren 2014: 19 and Kelbessa 2016: 36).

Effective, regular, and planned communication with all members of the project community is necessary for public project success. The inputs required the formulated strategies and the level of stakeholder engagement to ensure effective communication (Kelbessa 2016: 40) and choosing the stakeholder engagement approach that is more suited to stakeholder types is critical. Stakeholder engagement approach include: Partnership, Participation, Consultation and Push/Pull communications. Several stakeholder scholars have proposed proactive and collaborative management rather than power-based stakeholder management, which stresses the need for active and constant communication with stakeholders (Eslerod and Jepsen 2013: 66). This group includes: “evaluation of alternative solutions, ensuring effective communication, formulating appropriate strategies and implementation the strategies, predicting stakeholders’ reactions and evaluating stakeholders’ satisfaction (El-Sawalhi and Hammad 2015: 20).

#### **2.17.5 The role of continuous support on stakeholder management process**

Public projects are long-term projects since many stakeholders such as government, local communities and other interested stakeholders would be involved in later stages of the project process or in future projects (Zakharova 2013: 55). Project managers being the representatives of different organizations, have the responsibility to realize the change in their influence and relationships, promote a

steady relationship with stakeholders and communicate with them properly and frequently (Zakharova 2013). Stakeholders and their influence change over time, and this depends on the strategic issue under consideration (Kelbessa 2016: 41). The number and range of stakeholders will vary according to the stage which the project has reached, and the importance individual stakeholders will vary depending on the stage of a project life cycle (Eskerod and Jepsen 2013: 69). This means that, continuous communication is essential for maintaining the support and commitment of all stakeholders is necessary for project success.

In addition, the purpose of this step is to periodically re-assess the position of each stakeholder to determine what further action (if any) is required to maintain stakeholder commitment and support to the project. Stakeholders' reactions to the strategies' is an important factor when project managers make decisions about strategies to deal with stakeholders (Zakharova 2013: 8). Therefore, attention should also be paid to stakeholders' responses so that the project team can proceed to predict stakeholders' behavior in implementing strategy (Kelbessa, 2016: 40). The Continuous Support Group includes the following factors:

“Sustainable support; Predicting stakeholders' reactions for implementing the strategies; Analyzing the change of stakeholders' influence and relationships during the project process; and communicating with and engaging stakeholders properly and frequently” (Kelbessa 2016).

## **2.18 Challenges faced by Higher Education Institutions (HEIs) in Community Engagement (CE)**

CE is not difficult since it is not difficult to create a relationship between internal stakeholders and external stakeholders of an institution or organisation. Mostly, “campus-community partnerships” are created to achieve only short-term goals or objectives (Hlalele *et al.* 2015: 34). For instance, students always do services or research projects for institutions where they were already volunteering; it is easy

for a university faculty to decide for students from a class or module to perform community projects for a school term (Fryer 2017: 2). Creating these relationships to do these short-term projects is simple but sometimes it becomes difficult to build, create and sustain a “campus-community relationship where the collaborative work will accomplish goals that are central to the interest of all stakeholders involved for long-term (Fryer 2017: 2). According to Fryer (2017: 3), some of the primary challenges to such long-term strategic collaborations are:

1. Cultural differences between the institution and the community
2. Power dynamics
3. Lack of incentives for those involved in various community activities
4. Operational factors such as lack of money and time.

These challenges are discussed below.

#### ❖ **Cultural differences between the academy and the community**

Globally, there are diverse cultural beliefs especially in Africa. Therefore, in a community where institutions operate, neither “the institution nor the community” are monolithic cultural entities; there will be sub-cultures and significant differences in cultural discipline between the community or the individuals in the community and the institutions (Fryer 2017: 3). Fryer (2017) further noted that when there are identifiable cultural differences between an institution or an organisation and its community, it creates unnecessary interference which normally attempts to collaborate, and this reduces the consistency of CE.

#### ❖ **Power Dynamics**

Various literature on community HEI engagement asserted that partnership between both the community and the institution are sometimes challenging because HEIs hold more powers than the communities in which these institutions operate

(Spacey 2017: 6 and Fryer 2017: 4). Fryer (2017) noted the powers which the HEIs have over their communities are mostly the financial controlling powers and this sometimes make CE more challenging in an environment where the members of the community also think that they also have same controlling powers as the institutions.

#### ❖ **Lack of Incentives for Volunteers**

Many HEIs do not give incentives to people or students who are engaged in communities' activities (Fryer, 2017). Mostly, students who are volunteering in communities end up using their own resources and this discouraged them from continuing their activities in the long term (Hlalele *et al.* 2015: 36).

#### ❖ **Operational Factors**

According to Fryer (2017: 4), operational barriers or challenge in CE are the pressures which are related to other demands on people's time, mismatches between the "annual rhythms" in academia and other sectors, lack of funding, and the geographical distances between campuses and community settings. These factors prevent CE from continuing in the long term.

### **2.19 Other challenges attributed to community engagement among HEIs stakeholders**

The role of NGO's is pertinent in a country such as South Africa which is attributed to be among the most unequal societies of the world. The NGO's can play an integral role in providing voice for the marginalised communities, while supporting critical sectors such as the educational sector (CHE 2009: 5). Improving the quality of education is one of the most pressing challenges in the Post-Apartheid South



Africa. High rate of failure and drop out is a further testimony to poor quality of teaching and learning in South Africa. South African problem of poor quality in education is well recognised, and numerous initiatives, supported by private donors and public funds have been implemented by different stakeholders including NGOs to try and combat these challenges, nevertheless the initiatives have little impact on improving the South African quality of education. Due to this, the sustainability of NGOs and projects initiated are placed at risk of being unsuccessful or phased out. Furthermore, studies by Hennies *et al* (2015: 77) and Davis (2017: 2) do allude the poor implementation; hidden agenda, corruption, skill shortage among executors and inadequate funding.

## **2.20 The effects of Community Engagement (CE)**

The introduction of CE activities by HEIs has had a great impact on various communities, the students and the universities positively. Fryer (2017: 5) pointed out that CE has a high impact on the outcome of the students' learning. Fryer (2017: 5) stated that CE has:

- ❖ Positive impact on the students' academic learning. The students later have greater involvement in community service after graduation
- ❖ Helps the students to reduce stereotypes and greater inter-cultural understanding
- ❖ Improve the students' social responsibility and citizenship skills
- ❖ Improves the students' ability to understand complexity and ambiguity.
- ❖ Helps and improves the students' ability to apply what they learnt in the real world.
- ❖ Positive impact on the academic outcomes of the students such as demonstrating of complexity of understanding, problem analysis and solving, critical thinking and cognitive development.
- ❖ Helps the students to have greater sense of personal efficacy, personal identity and moral growth.

- ❖ Greater inter-personal development especially, the students' ability to work well with others, build leadership and great communication skills.

Spacey (2017: 6) also stated that CE activities does not only has positive impact on the students and the community alone, but the institutions also benefit from the CE. According to Spacey (2017: 6), some of the positive impacts which CE has on the various institutions are:

- ❖ CE helps to create a strong relationship between the university and the communities or its partners.
- ❖ CE helps improves the students' graduation rates
- ❖ CE creates or opens new avenues for research and publication through the good relationships created between the universities' faculties and the community
- ❖ CE also helps the universities to provide networking opportunities through the engagement of faculties in other disciplines and the communities.
- ❖ CE helps universities to remain committed to the curriculum.
- ❖ CE helps in improving students' retention as well as enhancing community relations.

Although CE has greater positive effects on both the community and the universities, but it is found that sometimes, most of the projects in the communities are time consuming and this ends up shifting the attention of students or volunteers from the class room learning activities and these students may end-up failing most of their modules (Fryer, 2017: 5). Fryer (2017) also noted that, in cases where some of the universities students have bad behaviours like drug abuse or addicted to drugs and crime before entering the institution, this student might pass these bad attitudes to children in the communities in which they are doing their community activities.

## **2.21 Strategies to improve Community Engagement (CE) by Higher Education Institutions (HEIs)**

After the adoption of the White Paper in 1997 on the transformation of HE, CE has become a societal issue which needs a serious attention since communities ought to benefit from HEIs who are operating within the community (Bender 2008: 75). Various stakeholders of HEIs have a great responsibility in ensuring that CE are well managed so that all the three core functions of learning, researching and CE are achieved equally (Hlalele *et al.* 2015: 35). The onus therefore lies on HEIs stakeholders to strategize and ensure that CE and other social responsibility are not ignored. For this reason, researchers such as Hlalele *et al.* (2015: 35), Bender (2008: 77) Fryer (2017: 6) and Spacey (2017: 5) outlined some strategies which HEIs can use to improve on their CE with their communities and other external stakeholders effectively. The strategies suggested by the researchers mentioned above are:

### **❖ Turn community supporters into advocates and leaders**

One of the ways in which HEIs can engage effectively with their communities is to turn the community supporters into advocates and leaders. That is, HEIs should ensure that they identify the families and community representatives who are well-informed and are actively involved in the activities and the development of the society and inspired them to become local champions so that they could act and lead based on what they have learnt and the program they have helped to develop (Hlalele *et al.* 2015).

### **❖ Offer meaningful opportunities to communities to participate**

HEIs should find meaningful ways to involve parents and community members to support students to achieve their academic qualifications well as improve on their commitment to economic development in the community (Fryer 2017: 7). Stuart (2012: 12) also pointed out that HEIs should ensure that community partnerships that began as outreach programmes to secure the backing of HEIs and the public at

large so that they can be able to support and help students and families of the community to improve on the academic achievements, attendance and behaviour which will be accepted by the communities.

❖ **Make engagement a priority and establish an infrastructure**

HEIs should also make engagement with the community and a priority and demonstrate their commitment by creating infrastructures for implementation (Bender 2008). Bender (2008) further pointed out, that although these structures may vary, but it will feature the mission or policy statements which will commit to engagement, engagement offices and staffing, advisory groups and resources to prepare community members to become turnaround advocates themselves.

❖ **Communicate proactively with the community**

When HEIs want to engage their communities, they should find appropriate ways to inform their communities on upcoming and pending issues (Fryer 2017). Fryer (2017) further pointed out that HEIs should use communication means such as emails, blog posts and traditional methods of communication such as mailing, flyers, newsletters and advertisement to send information or communicate to their community members. Stuart (2012) also pointed out HEIs should also communicate with their communities proactively through events such as neighbourhood walks or fun walks, workshops and courses and picnics. There should also be monthly or quarterly gathering for both HEIs and communities so that both internal and external stakeholders in the communities will have the opportunity to get to know each other and share ideas (Bender 2008: 77).

### ❖ **Listen to the community and give them feedback**

CE becomes more effective when HEIs try to inquire about the issues of the communities, listen to their feedback and respond to their questions and concerns through conversations, public forums, surveys and focus groups (Hlalele *et al.* 2015: 38). Listening to the community closely helps to reveal whether the community has understood and responded to information.

Spacey (2017: 7) also noted that apart from the above strategies mentioned above, another important strategy that HEIs can use to improve CE is by awarding contributors in the community. When people know that their contributions are being noted and awarded for their efforts it encourages them to do more (Spacey 2017).

## **2.22 Project monitoring and evaluation**

Monitoring and Evaluation (M&E) is a periodic review of a project's policy and programs (Hobson, Mayne and Hamilton 2013: 5). The Organization for Economic Co-operation and Development (OECD) (2011: 7) referred to M&E as “a process of measuring changes in programs or policies and assessing their impact”. Monitoring and Evaluation helps to give project updates to stakeholders on the current state of a project, the programs planned for the project and the delivery of a project. Govender (2011: 74) noted that Monitoring and Evaluation is a very “powerful tool” which guide stakeholders to achieve a project's mission and vision. The application of Monitoring and Evaluation system for a project is to improve the performance of the project in terms of formulating, designing and implementing project policy and programs, and enhance transparency and accountability of the agency which is implementing the project to the stakeholders (OECD 2011:7). The definitions of Monitoring and Evaluation are further explained below.

### **2.22.1 Monitoring**

Different researchers defined monitoring in their own ways and according to their understanding. Hobson et al. (2011: 5) defined monitoring as “the collection and analysis of information about a project or programs, undertaken while the project/programs is ongoing”. OECD (2011: 7) also defined monitoring as “the continual and systematic collection of data on specified indicators to show the managers and main stakeholders how a development intervention is progressing and whether objectives are being achieved using allocated funds”. According to the International Federation of Red Cross (IFRC) (2011: 11), monitoring is “the routine collection and analysis of information to track progress against plans and check compliance to established standards”. From the definitions of monitoring by the above researchers, monitoring could be summarized as a system whereby a project’s data is collected and analyzed with the aim of tracking the progress of a project. A study done by Mapfumo (2015: 22-23) revealed that a project monitoring is essential in every organization since it helps to assess the progress of a project, the importance of the project, the experience learnt from the implementation of the project and it also enables the implementers of the project to identify the challenges faced during the implementation of the project and find solutions against such challenges to ensure the smooth running or completion of the project.

### **2.22.2 Evaluation**

IFRC (2011: 13) and OECD (2011: 7) defined evaluation of a project as “an assessment, a systematic and objective as possible of an ongoing or completed project, program or policy, its design, implementation and results”. Hobson et al. (2011: 5) also defined evaluation of a project as “the periodic, retrospective assessment of an organization project or program that might be conducted internally or by external independent evaluators”. Project evaluation involves project

stakeholders trying to identify and reflect on the effects of the level of the project that has been done and judge its worth (IFRC 2011: 13). The evaluation of a project is not a continuous process but it is done on a specific activity and this can be focusing on the entirely activity of a project or a specific element of the project. The purpose of project evaluation is to compare the outcome of the project against the original project to identify the success or the failure of the project; to ensure accountability and to further report back to the implementers and the various stakeholders of the project (Mapfumo 2015: 24).

The definitions of both monitoring and evaluation of a project revealed that the main purpose of Monitoring and Evaluation is to measure and assess the progress of a project or program (OECD 2011: 8) and its regarded as a tool to drive change, accountability tool and a lesson learning tool which all organizations both public and private should use in implementing various projects.

### **2.22.3 Importance of monitoring and evaluation**

According to IFRC (2011: 6) Monitoring and Evaluation form an essential part of a good project management and accountability and it provides information to:

- ❖ Support project implementation that gives evidence that is accurate and a well decision that is made to guide the performance of a project.
- ❖ Contribute to the organization's learning as well as sharing a common knowledge.
- ❖ Track accountability and compliance.
- ❖ Provide opportunity for stakeholders of the project to receive feedback on the outcome of the project.

Mapfumo (2015: 28) also noted that some of the importance of Monitoring and Evaluation is to:

- ❖ Assist project managers with accurate information to take continuous decisions on the project.
- ❖ Empower stakeholders and to further ensure their involvement.
- ❖ Identify problems which might arrive during the implementation of the project and address the challenges as quick as possible.

#### **2.22.4 The M&E system**

According to Mapfumo (2015: 31) the M&E system is “a set of organizational structures, management processes, standards, strategies, plans, indicators, information systems, reporting lines and accountability relationships which enables National and Provincial departments, Municipalities and other Institutions to discharge their M&E functions effectively”. The M&E system of an organization considers the organization’s culture and beliefs and use to it to draw up a monitoring, evaluation and reporting (MER) plan that should be used in the organization to communicate information as well as giving of feedback to ensure a well functioned organization (Mapfumo 2015: 31). Mapfumo (2015) further pointed out that the M&E system helps in providing information that is used in terms of assessing and guiding the strategy of a project/program; to prevent future mistakes, meet reporting requirements and to further ensure effective flow of information.

M&E form a critical part of a project and it forms the basis of a clear and accurate reporting on the outcome of a project and further reduces the burden of obtaining information to report on in-terms of critical analysis and organizational learning (IFRC 2011: 9). Although M&E is regarded as an essential tool for driving change, to track accountability and a lesson learning tool, but Govender (2011: 74) argued that it is very crucial for various organizations who want to use M&E tools to fully understand how the system works before they can plan and implement the M&E system.



### **2.22.5 Key steps for project monitoring and evaluation**

Before a project M&E can well be executed without errors, it is crucial that M&E managers follow specific steps. IFRC (2011: 25) outlined six key steps for project M&E. IFRC (2011: 25) explained that these six key steps help to guide, plan and implement an M&E system that is systematic, timely and effectively in analysing data collected for project. IFRC (2011: 25) stated that these steps are:

- ❖ Step 1: Identifying the purpose and scope of the M&E system;
- ❖ Step 2: Plan for data collection and management;
- ❖ Step 3: Plan for data analysis;
- ❖ Step 4: Plan for information reporting and utilization;
- ❖ Step 5: Plan for M&E human resources and capacity building; and ❖ Step 6: Prepare for M&E budget.

These steps are further discussed below:

#### **Step 1: Identifying the purpose and the scope of the M&E system**

This step is regarded as the reference point for M&E system and it helps to guide important decisions such as project approaches, information, capacity building as well as how resources should be allocated (IFRC 2011: 27). Identifying the purpose and the scope of M&E system involves the reviewing a project's operational design; identifying the information of the project's stakeholders and their needs; identifying the specific requirements of the M&E as well as the major events and the functions of M&E (IFRC 2011: 27). **Step 2: Plan for data collection and management**

The second key step on M&E is the collection of data. Data collection for a project needs to be reliable and well managed so that it can be analysed efficiently (IFRC 2011: 32). It includes developing a plan table, assessing the secondary data which might be available, determining and balancing qualitative and quantitative data available; choosing the appropriate data collection methods; determining the

samples that will be required and choose the appropriate data collection tool; establishing stakeholders complains and feedback mechanism; and using indicators tracking table risk log/table to ensure that the purpose of M&E is achieved (IFRC 2011: 32).

### **Step 3: Plan for data analysis**

According to IFRC (2011: 48) “data analysis is the process of converting raw data into usable information”. Data collection is very critical in conducting M&E and needs to be well planned since it shapes the information reported and its usage (IFRC (2011: 48). Planning for data analysis involves two critical considerations and these are:

- (a) Developing data and identifying the purpose of analysing data; the frequency and accuracy of analysing data; being responsible for data analysis and outlining the process for data analysis.
- (b) Following the key stages of data analysis and these are: preparing the data collected; findings from the data analysed and the conclusions that will be arrived at; process of validating data; data presentation and the recommendations and actions which needs to be taken (IFRC 2011: 48).

### **Step 4: Plan for information reporting and utilization**

IFRC (2011: 57) stated that reporting “is the most visible part of M&E system where collected and analysed data is presented as information for key stakeholders to use”. Reporting is the most component of M&E since if not well presented the data collected becomes irrelevant no matter how accurate data was collected (IFRC 2011: 57). Planning for reporting and utilization of information needs audience, frequency, formats, responsible people, information dissemination, proper decision making and planning (IFRC 2011: 57).

### **Step 5: Plan for M&E human resources and capacity building**

M&E system application needs people who will be available and carry the M&E process including planning, data management, data analysis, reporting and training of other team members (IFRC 2011: 69).

### **Step 6: Prepare M&E budget**

The final step of project M&E is preparing the budget for the project. This step and stage is very crucial since the proper, quality and timely execution of a project depends on the budget (IFRC 2011: 74). Preparing a budget for M&E involves considering the expenses of various departments including human resources, training, data collection and transportation so that the M&E process will be well executed without falling short of funds (IFRC 2011: 74-75).

## **2.22.6 Approaches for conducting M&E**

Mierlo (2011: 31) pointed out that in the world of M&E there are three approaches that can be used to monitor and evaluate a project. Mierlo (2011: 31) mentioned these three approaches to be; result-oriented, constructivist and reflexive M&E). Each of these approaches has their own methods and tools that should be used depending on the nature and the type of the project which is being monitored and evaluated and the contribution the approach will make to the M&E system (Mierlo, 2011:31). These approaches are further discussed below.

### **2.22.6.1 Result-oriented approach**

The result-oriented M&E lies in measuring the project or the program that is being implemented and it ends up in asking the question “to what extent or degree has the original project objectives and subsequent interventions been achieved and what are the results” (Mierlo 2011: 31-32). This approach is used to provide and track accountability of the project in-terms of the cost involved in the project (Mierlo

2011: 32). The result-oriented approach gives room for the funders and their backers to trace and see what has been done with their money.

#### **2.22.6.2 Constructivist Approach**

The constructivist M&E approach assumes that the stakeholders are the motor behind the development of novelties and societal change processes and this is achieved through negotiation and sharing of ideas, mutual understanding, exchange of experiences, and supporting collective learning (Mierlo 2011: 32). That is, the approach focus on the M&E process is how collective learning is achieved through the success of the project or program.

#### **2.22.6.3 Reflexive approach**

Mierlo (2011: 33) notes that reflexive M&E approach focus on both a collective learning process and the results in terms of learning and institutional change. The reflexive approach has the characteristics of constructivist approach, but it goes beyond exchanging the personal views and motives of participants and debate their presumptions and underlying values and norms as well as the institutional context in which they operate, in order to arrive at diverse agreements about possible joint actions (Mierlo 2011: 33). Mierlo (2011: 33) further pointed out that reflexive monitoring and evaluation assumes that innovation can only take place in institution if the laws, regulations, culture and beliefs are considered.

#### **2.22.7 Methods and framework to develop M&E systems**

Govender (2011: 91-92) pointed out that before the right M&E tool can be selected to monitor and evaluate a project or program, the level of “stakeholders power” must first be considered, because it is the powers which the stakeholders hold when implementing a project that determine the purpose of M&E system (Govender 2011: 91). The choice appropriate methods or tools for any project will not only depend on the powers of the stakeholders but other range of things such as the

intended use of M&E results; the main audience for the findings; how quickly the information is needed and the cost available for M&E (Anon, 2009: I6). Govender (2011: 92-99) explained some models/methods and framework which project monitors and evaluators can use to conduct M&E. According to Govender (2011: 92-99) these M&E methods are:

- ❖ Logical framework;
- ❖ Results-Based monitoring and evaluation systems; and
- ❖ Participatory monitoring and evaluation systems.

These methods are discussed below.

#### **2.22.7.1 Logical framework**

Govender (2011: 92) stated that logical framework or logic model is “an analytical method to break down a program into logical components to facilitate its evaluation and helps to explain the relationship between means and end”. The logical framework clarifies the object of a program or project, the project policy as well as the casual links among inputs, processes, outputs, outcomes, and the impacts (Govender 2011: 92). The logical framework helps in identifying various indicators at every stage of a project with which the performance and the achievement of a project are measured including the risk that might prevent the project objectives to be achieved (Anon 2009: I-6 – I-7). The logical framework is regarded as an effective and useful tool in improving the quality and design of projects as well as preparing the detail plan of a project (Mierlo 2011: 31). The model is also useful in-terms of reviewing the progress of a project and takes corrective measures, because it provides objective basis for activity review, monitoring and evaluation (Mierlo 2011: 31). Govender (2011: 94) states that although the logical framework is good since it takes into consideration the inputs, outputs, objectives and impacts of a project as well as involving stakeholders of a project, but the framework captures culture since the framework only allows a project to adhere to original

project plan. Mierlo (2011: 32) also noted that, the framework is a powerful tool in monitoring and evaluating a project, but the framework is only based in assumptions and expectations.

#### **2.22.7.2 Results-based M&E system**

The result-based M&E lies in measuring a project or a program that is being implemented and it ends up in asking the question “to what extent or degree has the original project objectives and subsequent interventions been achieved and what are the results” (Mierlo 2011: 31-32). The result-based monitoring and evaluation system attempts to become part of an institution’s culture, their beliefs and the entire operating system of the institution as well as how decisions are made including both internal and external stakeholders of that institution that is implementing the results-based system of M&E (Govender 2011: 97). Govender (2011: 97) further highlighted that the results-based M&E is a tool that is commonly used by the public-sector managers in their decision and policy making processes, tracking the progress of projects.

Mtshali (2015: 22-23) pointed out that the results-based monitoring and evaluation system is a powerful and important tool for project monitors and evaluators. According to Mtshali (2015) the results-based monitoring and evaluation system is a credible tool that is used to obtain credible information pertaining organizational performance, therefore generating the kind of information that decision makers can ascertain whether the outcome of a project is achieved or not. Since the results-based monitoring and evaluation system is a tool mostly used by the public sector, the tool helps to promote credibility and raise the confidence and trust of the stakeholders in the organization, which is implementation of a program or a project (Mtshali 2011:23). Mierlo (2011: 31) also pointed out that the results-based monitoring and evaluation system is a powerful tool that can be used to monitor transparency and accountability and it further strengthens good management as well as establishing performance within management. Govender (2011: 99) states

that although the results-based monitoring and evaluation system is a powerful tool which is perfect for the public-sector management, but the system believes in working as an ongoing process and cannot work alone. Since the tool work in a continuous progress, it needs a consistent commitment, time, energy and enough resource before it can be sustained in an organization (Govender 2011: 99).

#### **2.22.7.3 Participatory monitoring and evaluation system**

Participatory evaluation is “an evaluation method in which representatives of project implementing agencies and other stakeholders work together in designing, carrying out and interpreting an evaluation” (Anon 2009: I-7). Good local governance is about engaging and including the communities in economic and political issues that affects and concern them since good governance is not only about service delivery (Govender 2011: 99). It is important that HEIs do not exclude the communities in which they operate but involve the community members in projects implementations so that the community members and their stakeholders will also feel that they are part of the institution. To ensure that a fair representation of different needs, participatory monitoring and evaluation normally emphasizes on the participation or involvement of stakeholders, especially the intended target groups which include women, children and the vulnerable groups in the communities (Anon 2009: I-7).

Globally, the use of participatory monitoring and evaluation system is on the rise, and project monitors and evaluators as well as project managers find it more comfortable to use the participatory monitoring and evaluation system to assess the impact of a project, manage and plan a project, develop organizational learning, understand and negotiate stakeholders’ perception and involvement and track project accountability and transparency (Govender 2011: 99-101). The participatory monitoring and evaluation system is a good system which can be used by HEIs in South Africa especially in KZN since the system or the tool is known for empowering beneficiaries of various projects and be part of decision makers on

the projects, this helps to save time and costs in-terms of collecting data (Govender 2011: 101). The participatory monitoring and evaluation allows information required on the project to be quick and this makes decision making to be easy since it is based on evidence from the field (Govender 2011: 101).

Although the tool is convenient due to time and cost during data collection as well as community participation, the utilization of the tool is expensive and time consuming in-terms of training and management of the local stakeholders (Govender 2011: 101). Govender (2011: 101) also stated that, the interference of various local political issues can hinder the progress of the project. Since participatory monitoring and evaluation system involves the participation and involvement of all stakeholders, the local communities, the women, children and the vulnerable people in the local communities when implementing a project or a programme, this study is therefore based on the participatory monitoring and evaluation system.

### **2.23 Theoretical Framework**

This study was conducted using two types of theories. These are Burrows' Multiple Lenses Stakeholder approach and Stakeholder Identification Theory and Salience.

The literature is abundant with lists of stakeholders and their most important features and attributes. But there is still confusion as to how to identify the stakeholders and what the administrators should do about them. The two approaches that the researcher used to conduct this study in evaluating stakeholder management and community engagement are "Burrows' Multiple lenses stakeholder approach" and Mitchell, Agle, and Wood's theory of stakeholder identification and salience (Avci *et al.* 2015; Harrison *et al.* 2015).



### **2.23.1 Burrows' Multiple Lenses Stakeholder Approach**

Burrows' Multiple Lenses Stakeholder approach proposes a useful framework to classify stakeholders in HEIs (Avci 2015:50). According to Burrows, identifying stakeholders are important, but identification of stakeholders alone is not enough to understand and prioritize the demands of stakeholders (Avci *et al.* 2015). Therefore, in Burrows stakeholder approach theory, multiple lenses approaches were suggested to assist researchers and HEIs or organisations to distinguish stakeholders (Harrison *et al.* 2015: 860). The four lenses are based on location (external and internal stakeholders), involvement status (active and passive stakeholders), potential for cooperation and threat, and the stakeholders' stakes and influences on HEIs. The external and internal stakeholder category can be defined as entities within a business, for example employees, managers, the board of directors and investors who are internal stakeholders. Whilst external stakeholders are entities not within a business itself but who care about or are affected by its performance for example consumers, regulators, investors and suppliers. This category is the most commonly used schema; however, it does not always help with the groups of stakeholders in academic institutions (Stacey 2017:4). For instance, students can be viewed as external stakeholders from an enrolment perspective, but they can also be viewed as internal stakeholders since they have impact on the academic work done in the institution. It may be useful to consider the external-internal distinction considering the specific issue being measured. For instance, when thinking of the following year's tuition increase, it might be more useful to view students as external stakeholders who are expected to exhibit certain consumer behaviours'. On the other hand, when making decisions about the use of the library students' need to be considered as internal stakeholders.

Active stakeholders are those individuals or groups who are actively engaged in various universities. They are stakeholders with whom transactions are currently being conducted or with whose laws and regulations an institution must comply. They are more evident and are the ones to whom institutions give the most attention

to. On the other hand, passive stakeholders of HEI are those who do not have any legal, financial, or moral relations with the HEIs, but they have been affected by past actions or can be affected by the future actions of the HEI. Shifts from passive to active stakeholder occur when a stakeholder believes it has an interest in the penalties of an institutional decision or a legal right to certain treatment (Harrison *et al.* 2015; Avci *et al.* 2015; Stacey 2017).

Harrison *et al.* (2015) pointed out that potential for cooperation and threat is the third lens through which the stakeholders can be viewed. Avci *et al.* (2015) also elaborated on Burrows' third lens and further mentioned that there are four classifications in this lens and these are: "low cooperation/high threat, high threat/high cooperation, low cooperation/low threat, and high cooperation/low threat" and each group requires different strategies to deal with. When approaching a high threat/ high cooperation stakeholder, the most effective strategies are likely to be the ones that involve these stakeholders in co-operative initiatives that are of joint benefit to both the institution and the stakeholders. However, highly supportive stakeholders who cause little threat to the institution, for example, donors and content employees, are more efficiently engaged in strategies intended to involve in activities aimed directly at progressing the university's mission and goals (Avci *et al.* 2015:50).

When approaching low cooperative stakeholders who present a significant threat to the university, it's effective to manage them through defence. In a case of a new educational provider attempting to enter the university's market proposing interesting substitute educational programs, the institution needs to develop defensive approaches that can prevent the new outlet from launching or providing program options that are more tempting than those offered by the new stakeholder (Stacey 2017).

The last lens focuses on the type of stakes and influence that the stakeholders have in the institution. Several stakes have been recognised in the corporate ground; three

are applicable with adjustment to higher education: ownership, economic dependence and social. Owners are mostly concerned with protecting, developing and improving the institution. This is because the ownership of a university is an open question, this category within higher education is better labelled an institutional stake. However, stakeholders with an institutional stake maintain the characteristic concern of owners for promoting the long-term health of the institution. Economic dependence on the organization is possibly the most specious and broadly shared stake among a university's diverse stakeholders. Any person or group that depend on at least in part on the university for his/her/their current or future livelihood can be said to have an economic stake in the university. Those with a social stake are worried about issues linked to a university's accountability as a social entity, namely, its contribution to economic

development, responsible environmental behaviour, fair labour practices, effective stewardship of resources (Stacey 2017).

The theory can help academic leaders develop more richly detailed and dynamic understandings of their institutions' multiple stakeholders. It explains the different stakeholders in an understandable and practical way. The different perspectives discussed form a functional and flexible framework for gathering, organizing, and analysing information about an institution's stakeholders in general and in relation to certain issues. However, there are some instances where a stakeholder can apply to both the types for example a student can either be an internal or external stakeholder depending on the situation at hand.

### **2.23.2 Theory of stakeholder identification and salience**

The second theory which was used to conduct this study is the Theory of Stakeholder Identification and Salience. The theory of stakeholder identification and salience was proposed by Mitchell, Agle and Wood in 1997 (Avci *et al.* 2015:51). According to Avci *et al.* (2015), the theory of stakeholder identification and salience includes “the concept of power, legitimacy and urgency”.

Power is regarded as “a relationship among social actors in which one social actor, “A” can get another social actor “B” to do something that “B” would not have done” Avci *et al.* 2015 and Harrison *et al.* 2015). Within this model, Mitchell *et al.* (1997: 865) have suggested that power is the ability of actors to achieve their desired outcomes and derives from three dimensions: normative, coercive and utilitarian. Normative power is demonstrated using symbolic resources such as media attention; coercive power is emanating from the application of physical sources including restraint or force (McNall *et al.* 2015) and utilitarian power, is “the use of material means for control purposes” (Etzioni 1964: 59) and is exercised through control of resources, particularly financial.

Legitimacy refers to “the actions of an organization that are desirable appropriate according to the norms, beliefs and values of the society in which they operate” (Harrison *et al.* 2015).

It is a generalized perception or assumption that the actions of an entity are “desirable, proper, or appropriate within some socially constructed systems of norms, values, beliefs, and definitions” (Suchman 1995: 574). It has been argued that stakeholder legitimacy can be either normative: fulfilment of legal or moral obligations (McNall *et al.* 2015) or derivative: resulting from organisational acceptance of stakeholder claims due to their potential impact (McNall *et al.* 2015).

Urgency is the concept that refers to “stakeholders' call for immediate attention” (Stacey 2017; Avci *et al.* 2015: 51). This aspect of the model is determined by the perceived importance or criticality of a stakeholder’s claim which is also time sensitive. This implies a shift in the power balance in the relationship as the claims warrant immediate attention by the organisation. This creates a complexity in the organisation as there arises the need to treat criticality and temporality as discrete variables. This would however, produce additional and different configurations of salience to those predicted by Mitchell *et al.* (1997).

According to researchers all the three concepts “power, legitimacy, and urgency” are said to be a socially constructed phenomenon (Avci *et al.* 2015:52) and all stakeholders possess one of these three attributes (Mitchell 2003: 164). Various combinations of power, urgency and legitimacy can result in the stakeholders being further categorized in eight different perspectives. According to Mitchell *et al* (1997) salience is not a static concept as stakeholders can change their categorization and thus relinquish the characteristics of power, urgency and legitimacy. Morton and Bergbauer (2015) argues that the categories cloud the intent of the model as it adds an unnecessary complexity to decision making about stakeholders rather than identify stakeholders and suggest appropriate managerial responses to stakeholders based on various configurations of power, urgency legitimacy.

In studies done by Parent and Deephouse (2007) which tested the salience framework found that the categories of stakeholders were more limited than what is theorized by Mitchell *et al.* (1997), in that stakeholders tended to move between dormant, dominant and definitive classifications (Parent and Deephouse, 2007). The stakeholder salience model has been transplanted from the private sector context and hence can be applied in HEI although there is limited evidence of it being applied in government and public works (Morton and Bergbauer 2015).

## **2.24 Conclusion**

Stakeholder management has been a core activity for creating project success from the time of Cleland's (1986) has since gained considerable attention in project management research and practice, particularly with the current focus on sustainability in project delivery. The shift to stakeholder satisfaction criteria resulted from the problems and uncertainty caused by project stakeholders contribution to project failure. Some decades ago, stakeholders in business administration were understood as those funding bodies that invested in the company and held their stakes to collect dividends. This study adopts the concept of stakeholders to mean all those bodies that have an interest in the activities of the given organization. Stakeholders have been considered as those organizations, networks and private people who are able to influence the objectives and activities of the organization. The justification and existence of a higher education institution can be analysed via its stakeholder relations. Many internal and external stakeholders can influence the strategic and other objectives, the quality of teaching and other activities, and the processes of stakeholder relationships. The success of the higher education institution depends on its ability in the respective management approaches. The role of stakeholders should be prominent in strategic plans, quality assurance systems and process descriptions. Neglecting stakeholder relationships may lead to limited success and insufficient quality assurance in a higher education institution. When stakeholders' requirements change, the higher education institution evaluates the feedback, defines its

objectives and improves its processes to meet their needs. This chapter looked at the various types of stakeholders in organisation and the process to which these stakeholders can be managed as well as their engagement with various communities in which they HEIs operate. The following chapter, discussed the research methodology used to conduct this study.

## **CHAPTER THREE – RESEARCH DESIGN AND METHODOLOGY**

### **3.0 Introduction**

In order for a research study to be regarded as valid, legitimate and acceptable by other researchers globally, the approaches/methods used to conduct the research must follow a specific philosophical assumption and steps which are appropriate and acceptable scientifically. This chapter, therefore, outlined the study design and the methodological approaches used by the researcher to conduct this study. The chapter is made up of the following sections: introduction, research philosophy and method research strategy, the target population, research instrument, questionnaire construction, pilot study, data analysis, validity and reliability and ethical consideration.

### **3.1 Research philosophy and methods**

Creswell (2014) stated that research paradigm incorporates the fundamental philosophical concepts and values related to the nature of reality in the scientific pursuits of knowledge. Creswell (2014) also posited that when referring to “science and knowledge”, there are two schools of thoughts that come to the mind of researchers and these are “positivism and phenomenology”.

According to Flick (2014: 55) positivism is the first school of thought and it is concerned with the “quantitative approach” of collecting and analysing data. Positivism includes “numerical and statistical measurements to examine social phenomenon” (Flick 2014). According to Yin (2014) “quantitative approaches investigate and try to respond to questions which normally begin with: how much; how many; and to what extent”. Quantitative research approaches generally deal with how to “measure” something (Yin 2014). Rahman (2016: 166) also stated that usually researchers used the quantitative approach in order to come up with findings that can be generalised to the whole population of a study, this is usually achieved through the use of a sample size that is big and randomly selected to represent the larger population. Rahman (2016) goes on



to explain how statistical software packages like Statistical Package for Social Sciences (SPSS) are used in quantitative research making the work of data analysis easier and faster.

The second school of thought as described by Flick (2014: 55) is Phenomenology, according to Creswell (2014) it has to do with collection and analysis of qualitative data. According to Creswell (2014) researchers using a qualitative approach make the assumption that “the world is socially constructed, and the science is driven by human interest where the researcher assumes the position of subjective observer in the same world”. Creswell (2014) pointed out that “phenomenological philosophy is unique since the findings arrived at *always* revealed the truthful understanding and the richness of the study”. Rahman (2016: 168) adds that qualitative research approach enables researchers to unveil the hidden experiences of participants, it also helps them in bring out the attitudes and beliefs of participants which shape their culture. Rahman also warns that qualitative research approach is not totally perfect since it ignores the contextual sense and chooses to only capture the experiences and meanings ascribed to a phenomenon.

The quantitative research approach was chosen for this study because of how it allows the research to determine the extent or degree of a problem and offers solutions based on predictions. Secondly, the use of a sizeable population sample and random selection of participants helps to eliminate any bias, furthermore there is no mutual relationship or connection between the study respondents (Smith and Osbourne 2015). Thirdly the collection of data in a statistical and numeric way makes the calculation and analysis of results easier. Fourthly, reason was that quantitative methods eliminates the fear and discomfort from participants since their participation is anonymous (both to the research and anyone else), hence they tend to give truthful response. Another reason, fifth, is that quantitative methods are based on precise instruments (structured interviews and survey tools) which have been developed, tested and validated. Finally, the outcomes or reports of quantitative studies are presented in statistical terms using correlations, one can also make comparisons in the means etc (Smith and Osbourne 2015).

### 3.2 Research strategy

Creswell (2014) posits that in order for research to become reliable, valid and credible, the strategy chosen for the research should either be positivist or phenomenological. From the references above we understand that the positivist research strategy is used to conduct quantitative research, and the methods under this strategy include the following:

**Survey:** this is a process of gathering data in a systematic and consistent way (Flick 2014: 9). Creswell (2014) says surveys are a very popular method of gathering research data which involves the creation of questions that asked either through a “questionnaire or through an interview which can be telephonical or face-to-face”.

**Experimental methods:** According to Pandey and Pandey (2015: 89) experimental strategy is “the study of the relationships among variables which are manipulated and measured, and it enables the researcher to improve the conditions under which they observed and used to arrive at a more accurate result”. Experimental methodology has become a key strategy which is used by researchers to test a true hypothesis in a cause and effect relationship setup. This method has been used in advancing solutions to some scientific aspects of education (Pandey and Pandey 2015).

According to Pandey and Pandey (2015) the phenomenological research strategy employs qualitative research approaches. According to these authors the reasons for using phenomenological approach is to illuminate and identify specific phenomena through observing the manner in which actors are perceived in a particular context or setting. It also helps in gathering profound information and perspectives in an inductive manner. Phenomenology is also known to be subjective as it is based on personal information. In phenomenology we tend to use methods which include the following: ethnography, grounded theory, focus group discussions, case study, interviews and action research (Creswell 2014).

This study has chosen the survey method, which is classified within the positivist research strategy. Reasons for selecting this particular method were that the method is easy to use and it is cost effective. More often respondents are willing to respond to the questions since the tool is anonymous and there is no need to do any training. Participants are not scared to give responses since the information collected will not be linked back to them. Data collected through the survey method is often reliable and accurate thereby assisting the researcher to accurately decipher the problem and make recommendations based on reliable information. Findings collected through the survey method can also be generalised to a bigger population making the method more preferable (Pandey and Pandey 2015: 90).

### **3.3 Target population**

The study population by definition refers to the conceivable components, elements units or people that could form part of a study (Creswell 2014). The population targeted by this study were stakeholders of the HEIs within the eThekweni Municipality. These entities are considered representatives as they are the core stakeholders at the HEIs within the area of study.

### **3.4 Sampling strategy**

According to Alvi (2016: 6) sampling strategy is defined as the sub group or small population representing the main population from which data is going to be collected or generated. Pandey (2015) posits that there are two sampling strategies to choose from. These are probability and non-probability sampling (Pandey and Pandey 2015: 93). We discuss these strategies further below.

#### **3.4.1 Probability sampling strategy**

According to Creswell (2014), probability sampling ensures that “different unit in the sample have same representation”. He gives us at least five types of probability sampling which are:

- **Simple random sampling:** Simple random sampling strategy ensures that each respondent or the targeted group has the same chance of being selected to participate in a study (Creswell 2014). This means that the researcher must take a decision on the sampling size that he or she would like to use for the research. Rahman (2016: 168) pointed out that under random sampling technique; the size of the population chosen by the researcher is done using an approach called “lottery” approach or format (Rahman 2016: 168).
- **Stratified sampling technique:** The usage of stratified sampling strategy to conduct a research allows the researcher to ensure that the researcher divides the target group that he or she chooses into sub-groups. By so doing, the researcher makes sure that each member of the sub-group is randomly selected to take part in the study (Creswell 2014). Pandey and Pandey (2015: 192) also explained that, before stratified sampling technique can be used by a researcher to conduct a study, the researcher should know the number of respondents that he or she will need from each sub-group.
- **Systematic sampling technique:** Rahman (2016: 168) stated that the systematic sampling technique follows a specific approach in calculating the sample size. The researcher selects the participants starting from a random point but their counting has fixed periodic intervals. The periodic intervals are calculated from dividing the total population by the sample size.
- **Cluster random sampling technique:** Creswell (2014) recognized clusters as geographic locations. They can either be villages, districts, regions, or organisations. Cluster randomised sampling technique enables the researchers to demarcate population into clusters and then go on to select these clusters randomly in order to come up with the required sample (Rahman 2016: 168).
- **Multi stage random sampling:** According to Devkota et al, 2014: 3), in multi-stage random sampling, researchers use more than one probability sampling method to arrive to the final sample population. The researchers select the sample stage by stage, depending on the size or organisation of the population.

### 3.4.2 Non-probability sampling

Pandey and Pandey (2015: 99) describe non-probability sampling as a technique that does not require or depend on randomization. In fact the researcher uses his own discretion and bias in selecting the target population for their research. According to Flick (2014: 12) non-probability sampling can be by convenience or accidental, moreover the targeted population is based on availability. The list below summarises some of the popular non-probability sampling methods:

- **Convenience sampling:** this is when the researchers select participants because they are close and available, also it focuses on participants with common attributes in a specific defined group. (Pandey and Pandey 2015: 99).
- **Diversity sampling:** in diversity sampling strategy, the researcher selects a cross section of population in order to get all possible outcomes or views. (Rasinger 2014: 9).
- **Purposive Sampling:** recruitment is done quickly and participants are selected intentionally with the aim of getting specific information that can only come from them, method is not propotional (Rasinger 2014: 9).
- **Snowball sampling:** with this technique the researcher starts with known target population then follows up by asking these participants to suggest more participants they know. (Pandey and Pandey 2015: 99).
- **Quota sampling:** this involves subdividing the population into groups according to their characteristics and then selecting participants equally from each group to represent all the sub groups. Could be proportional or non-proportional (Creswell 2014).
- ❖ **Expert Sampling:** this method follows the technique of selecting specific individuals who are experts in their field or those who qualify to give expert opinion in a specific field of study. (Creswell 2014).

This study used the stratified sampling technique to recruit stakeholders belonging to HEIs in eThekweni Municipality. The researcher chose this technique because, firstly,

it does not require the research to know the population or the respondents before selecting them (Devkota 2014: 3). The second reason was that the method is easy to use and doesn't require any expert knowledge. The third reason was that, stratified sampling allows one to have a sample that is representative of the whole population regardless of the size (Devkota 2014: 4). The fourth reason is that the method is very economical and saves time. Lastly, the method reduces bias since the population is divided into sub-groups, the data collected is also concrete and easy to validate (Devkota 2014: 3-5).

### 3.5 Sample size

The sample size of this study is 80 respondents, we chose 20 participants per institution based on the number of departments that had a community engagement role within each institutions. Seeing that most of the stakeholder management roles are similar in each institution, we reduced our sample per institution to 20 people selected from the departments responsible for community engagement such deans of faculties, lecturers, students and their leadership, government agencies, and the community. A total of 80 respondents were chosen from all the stakeholders of the four- HEIs in the eThekweni municipality. The selections of the participants from the mentioned universities are tabulated below.

Table showing the number of study participants chosen per institution

<b>Name of Institution</b>	<b>N# of Projects</b>	<b>Stakeholders</b>	<b>N# of Participants</b>
UKZN	5	Deans of faculties, Lecturers and Students and their leaderships, government agencies and the community	20
DUT	5	Deans of faculties, Lecturers and Students and their leaderships, government agencies and the community	20

MUT	5	Deans of faculties, Lecturers and Students and their leaderships, government agencies and the community	20
UNISA	5	Deans of faculties, Lecturers and Students and their leaderships, government agencies and the community	20
<b>TOTAL NUMBER OF PARTICIPANTS</b>			<b>80</b>

### 3.6 Data collection instruments

The instruments that are used for data collection are the systematic tools that the researcher uses to gather data and quantify evidence from the research participants. Research instruments allow the researcher to respond to the questions or assumptions being made in a study and therefore present the outcome of the research conducted (Nelson *et al.* 2015). Accuracy of the data collected is very important whether qualitative or quantitative methods have been used; this helps to ensure that the integrity of the research is good and that there was no bias or error associated with the research (Burges et al , 2011) . According to Pandey and Pandey (2015: 57), one way to make sure that there is accuracy and validity in the data gathered in a research study, the researcher must choose a specific data collection instrument. There are numerous scientifically approved instruments for data collection, they include the following:

- **Interviews:** These are interactions or conversations where two or more people exchange dialogue on a particular topic or set of questions asked by the interviewer. They can be face to face, or remotely using telephone or video calling. Interviews can be informal or formal (Pandey and Pandey 2015: 57).
- **Questionnaire:** According to Pandey and Pandey (2015: 57) questionnaires are a succession of interrogations or requests that a researcher employees in order to collect information from study participants.
- **Rating Techniques:** According to Pandey and Pandey (2015), “the rating technique is an instrument that researchers used with the aim of allowing

quantification of a judgement by ascertaining the levels, intensities and the frequency of specific variables which can also be used to scale traits and attributes”. This tool works in scenarios where the researcher requires participants to present their own ideas, conclusions, or judgements regarding a situation, character, or object.

- **Observation Techniques:** According to Pandey and Pandey (2015: 63), this method measures the characteristics, extent and/or degree of an individual’s actions, development or interest. Pandey and Pandey (2015) further pointed out that this evaluation of performance can be either “cognitive or non-cognitive and it normally surrounds human problems and their life situations.

It is important for researchers to ensure that data collected for a research is recorded and suitable for their research. This enhances accuracy, reliability and validity of data collected, as well as ease in analysis since collection of data requires a lot of time. In line with this reasoning, a pretested questionnaire was used to obtain relevant information from the target population of this study (see appendix). Apart from its validity, accuracy and time efficiency, a questionnaire also relates with the significance of the research and is used in collecting data from a specific target population (Williamson, 2013). A questionnaire also generates new findings, at a minimal cost. That is, a questionnaire is less expensive when compared to other instruments (Bartram, 2019).

### **3.7 Pilot test**

Glesne (2015) mentioned that a pilot test is conducted to identify the weaknesses of the research instrument that the researcher intends to use to collect data so that researcher can amend the questions of the chosen instrument to ensure the validity of such research instrument. Glesne (2015) also pointed out that conducting a pilot study always assist



to detect the errors made in the instrument for data collection. A pilot study investigates if something is possible, whether it should be pursued by the researchers, and if so, how (In, 2017). A pilot research, however, also has a unique design element; it is carried out on a smaller scale than the primary or full-size investigation. In other words, the pilot research is crucial for enhancing the effectiveness and quality of the main study (In, 2017).

For this study, a pilot test of 6 questionnaires (10% of the sample size) was done at MUT using some of the stakeholders of the university. The participants of the pilot test were excluded from the actual study. The pilot test assisted the researcher to adjust the research questions set for the study, especially on the issues of the types of projects through which HEIs engage with their communities and the approaches which HEIs use to community with their communities. The pilot test also helped to establish the reliability of the tool. In order to finalize the survey questionnaire, preliminary reliability and validity testing can be carried out using the raw data once the pilot testing is over. Based on the results of the data analysis, decisions about adding, removing, or altering questions can be made at this point (Ruel, 2018).

### **3.8 Data analysis**

Data analysis involves input, coding, editing and other preliminary processes of a data previously collected (Christensen *et al.* 2011). The aim of data analysis is to provide a summary of the findings that satisfies the objectives of the research (Christensen *et al.* 2011). Data analysis also involves a process wherein raw data collected through the questionnaire is being sorted and categorised prior the import into the Statistical Package for Social Sciences (SPSS) (Taylor, Sinha and Goshal 2011: 140). The data collected for this study was analysed and interpreted before a report was written. The results of the returned questionnaire were entered and tabulated using SPSS, Microsoft Excel Spread sheet and Descriptive statistics. That is, Data was analysed descriptively and displayed in the form of graphs using bar graphs, pie charts and tables with the help of SPSS program and a report was written.

### **3.9 Reliability and validity**

According to (Ruane 2015: 126), “reliability is the extent to which results are consistent over time and an accurate representation of total population in a study which is referred to as reliability should the results of the study be produced through similar methodology, then the research instrument is reliable.” On the other hand, validity refers to the degree or extent unto which the measurement found accurately represents the measurement which was intended by the researcher (Alvi 2016: 8). In preparing the study ‘s questionnaire the researcher followed the technique, format and methods of Hlalele *et al.* (2015), the methodology and the technique used by the researcher to set questionnaire for the respondents of this study is valid, reliable, well established and assured. The questionnaire tool was pretested to ensure that data collected was reliable, valid and also to identify omissions or duration of the questionnaire (Hassan et al., 2006). It is also recommended to use different versions of the same measurement, or use different tests to measure the same effect to achieve reliability. In this way one can ascertain that findings are reliable if the same outcome is reported from different types of measures. Validity can be measured by comparing study findings with other findings from the same field. We were able to measure validity in the study by comparing findings from other studies with ours.

### **3.10 Ethical considerations**

#### **3.10.1 Confidentiality and anonymity**

According to Creswell (2014), anonymity and confidentiality of the participants must be guaranteed as this is among the ethical concerns in a research. In conducting this study, the researcher explained to the participants that their personal details such as names, phone numbers, identity numbers, and physical addresses are not required and should not be disclosed. The researcher of this study also assured the respondents that, whatever information given will be solely kept by the researcher alone and will not be disclosed to any third party.

### **3.10.2 Elimination of bias**

There was no duress or bias in the execution of this research. The researcher did not consider any of the participants' race, age and gender. Despite the target population of the study being stratified, participants in each group were selected randomly irrespective of culture, race, gender, or age.

### **3.10.3 Ethical clearance**

When conducting research there are professional ethics that a researcher must follow or consider. In this study the researcher followed proper ethical clearance protocols in order to gather authentic knowledge, make the study truthful and prevent any errors (Sudeshna and Shruti 2016: 41). These procedures included making sure that participants give informed consent, the researcher also ensured that no harm would befall the participants. Another consideration was guaranteeing that the participants data was kept confidential and anonymous. Lastly permission to conduct the study was requested from the institution used for the study (Sudeshna and Shruti 2016: 41). The research guidelines set out by DUT's Institutions Research and Ethics Committee (IREC) were also followed. The study approval number was IREC 039/19. The researcher ensured that all participants signed an informed consent before participating and that the tool used was not in any way harmful to the participants. Piloting was done to validate the tool. All relevant stakeholders and gate keepers were consulted before the study was carried out and due permission was given for the study to proceed.

### **3.13 Conclusion**

Research plays a critical role, be it scientific or non-scientific. Every day, new phenomena, events, problems and processes are encountered thereby making research essential in orders to understand these occurrences and find solutions, explanations or applications. Research is however incomplete if research methods are not used properly. Research methodology helps the researchers to ensure that the outcomes of their research are accurate, valid, trustworthy and replicable. This chapter gave an outline of

various research approaches and the scientific methods followed in conducting the research. The following chapter, which is the fourth chapter, presents the result of the study. It details the data gathered, discusses the outcomes, and interprets what these outcomes mean and how they answer the research questions.

## **CHAPTER FOUR: DATA ANALYSIS**

### **4.0 Introduction**

In this chapter the results from the questionnaires are presented and discussed. Data was collected primarily using a questionnaire which was sent to stakeholders within the University of KwaZulu Natal (UKZN), Durban University of Technology (DUT), Mangosuthu University of Technology (MUT) and University of South Africa (UNISA). A 100% response rate was achieved among the identified target group. Hence, among the 80 participants selected through the stratified sampling technique, all fully participated. The data collected from the responses was analysed with SPSS version 26.0. The results present descriptive statistics in the form of graphs, cross tabulations and other figures for the quantitative data that was collected.

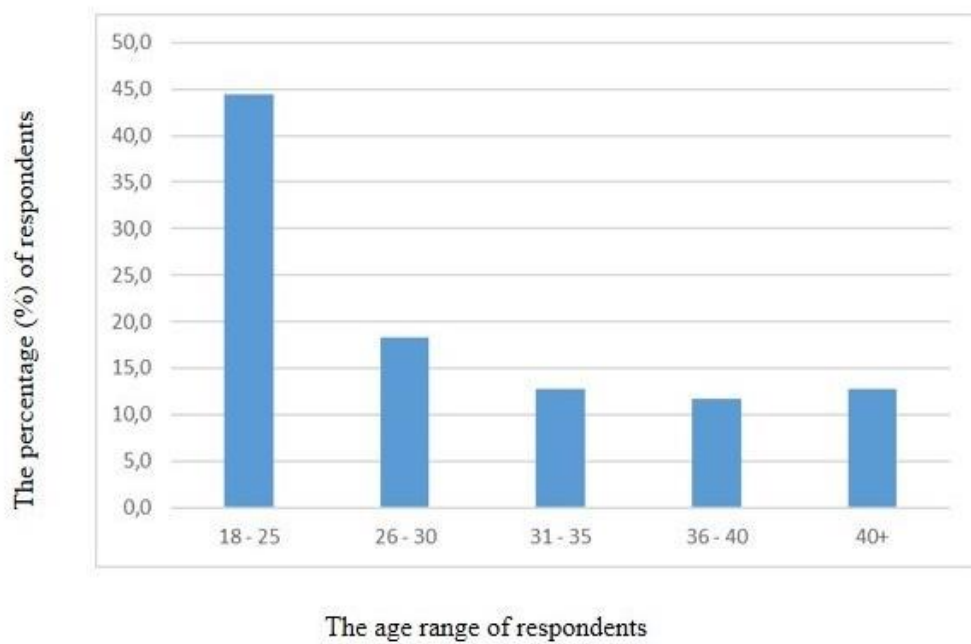
### **4.1 Demographics of Respondents**

Section A on Questionnaire (A1-A5)

#### **4.1.1 The age of the respondents**

The figure below depicts the age of the respondents.

Figure 4.1.1: The age of the respondents.

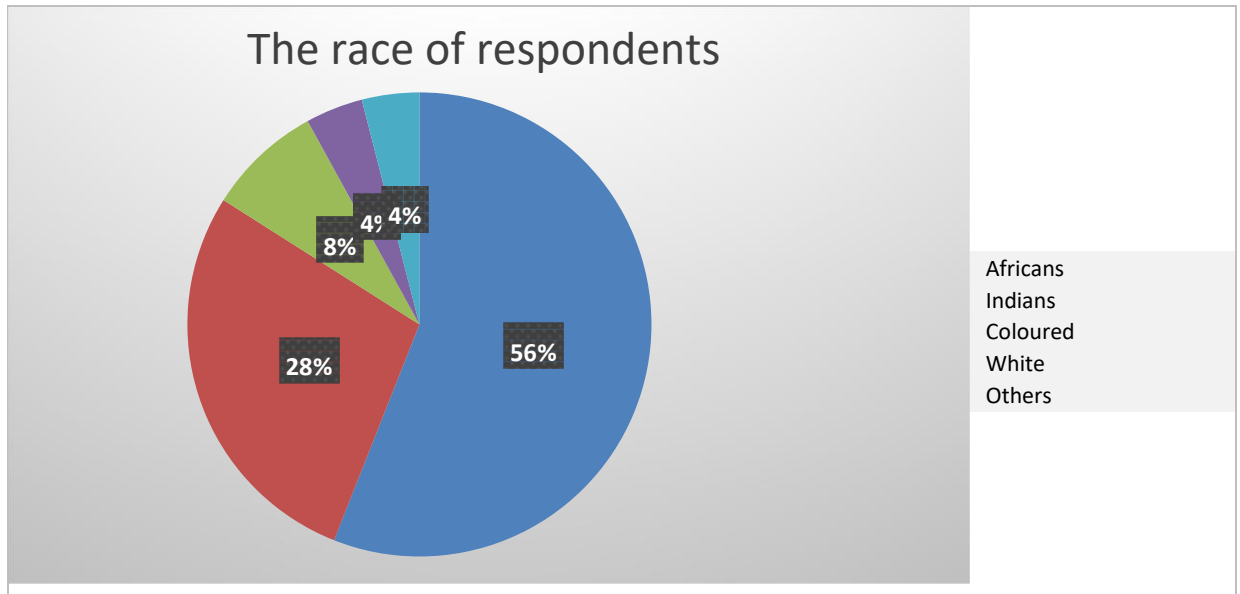


The demographics herein depict the ages of the participants. The majority of the respondents fall between the 18-25-year age range. Next, close to 20% of the respondents were between the ages of 26 and 30, while close to 15% of the respondents were above 40 years old. The respondents aged 31-35 and 36-40 each made up a little over 10% of the sampled population. By indication, the bulk of the participants were students, which shows why majority of participants fell between the 18-30 age bracket. The youthful dominance also reflects the typical South Africa HEI which is that of millennials (Hamilton and Mostert 2019). This also indicates millennial involvement in community engagement among HEI, which is a positive step in the right direction.

#### **4.1.2 The race of the respondents**

The figure below depicts the race of the respondents.

Figure 4.1.2: The race of the respondents.



The majority of the respondents were Africans, representing 56%; while the Indians accounted for 28%; Coloureds accounted for 8%, White accounted for 4%, and while the remainder of 4% were classified as others. The participants classified as others were non-South African citizens. The dominance of the African participants reflects the typicality of the Kwazulu-Natal Province where most of the inhabitants are Zulu (African). Furthermore, post 1994, more and more Africans have continuously enrolled in the HEI, and hence, it is not surprising to have the Africans dominant (Manik and Ramrathan 2015).

The importance of the African representatives in community engagement is crucial, as they are able to discuss most pressing issues and identify with the African community which are considered the underprivileged within the South African educational sector (Saurombe and Barkhuizen 2020).

#### 4.1.3 The gender of the respondents

The figure below depicts the gender of the respondents.

Figure 4.1.3: The gender of the respondents.

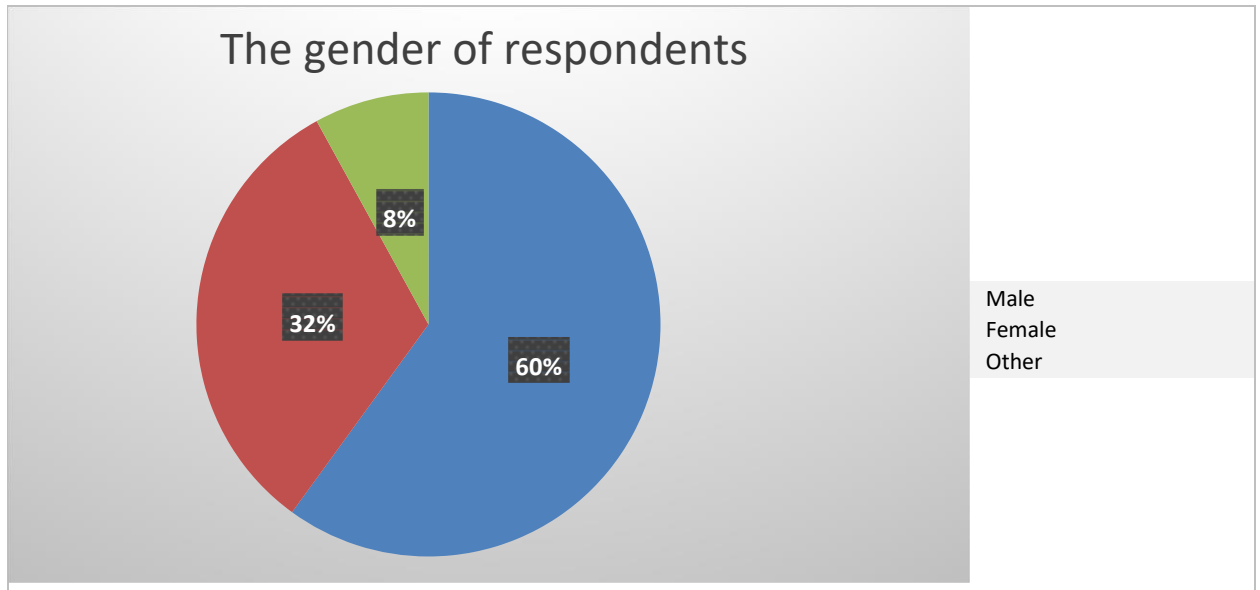


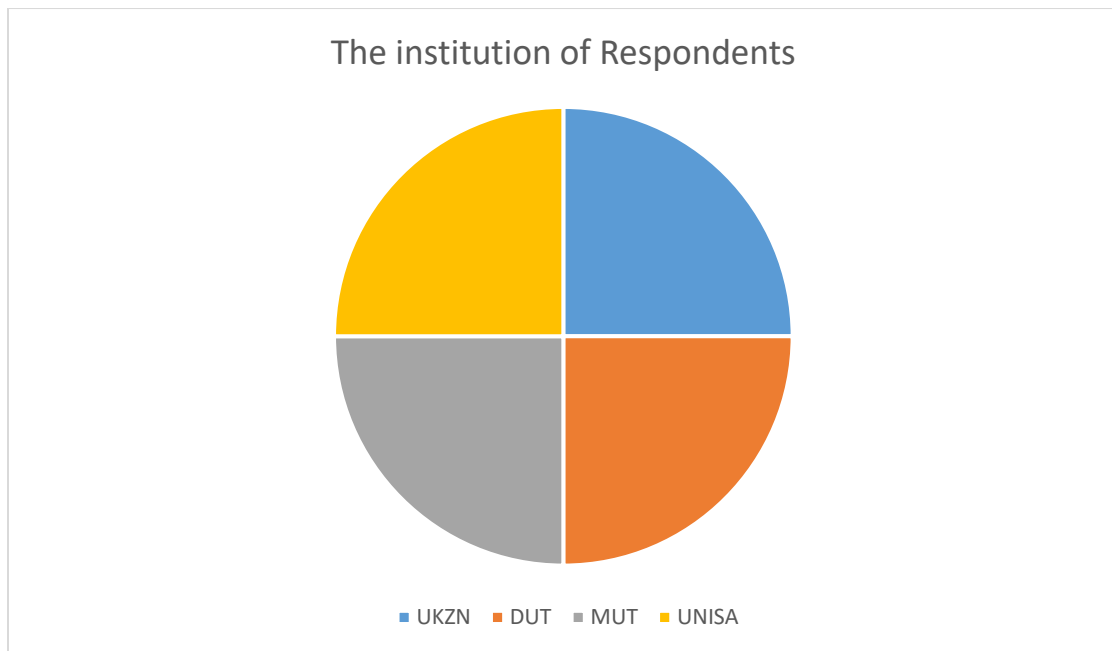
Figure 4.1.3 show that males represent 60% of the participants, while only 32% were female; the remaining participants, 8% wanted to be classified as “others” The male dominance within the South African HEI is also reflected herein. This gender imbalance has been debated within the academic sphere; and thus, universities such as the Durban University have taken measures such as recruiting more females in order to close the gender inequality (Mayer, Oosthuizen and Surtee 2017).

#### **4.1.4 The Institutions the Respondents belong to**

The figure below highlights the Institutions that the respondents are from.

Figure 4.1.4: Institutions the Respondents belong to.



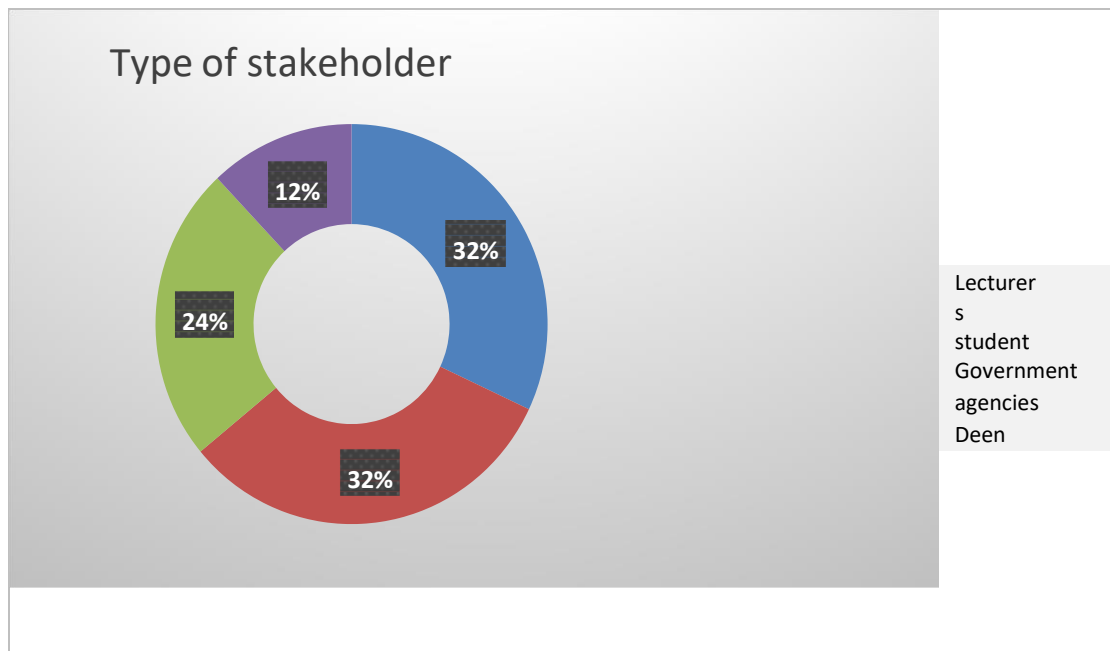


Participants among the four HEI individually represent 25%. Implying 25% of participants were from UKZN, 25% from DUT; another 25% from MUT as well as the UNISA. This was indicated under section 3.5 (sample size) that 20 participants were chosen in each university to make up the 80 participants. The equality in representativeness among these HEI provides fairness and non-bias among the selected HEI. Hence, the researcher was able to obtain sufficient information among these participants.

#### **4.1.5 Classifying the type of stakeholder**

The figure below depicts the types of stakeholders involved in this study.

Figure 4.1.5: Type of stakeholder



Lecturers who participated in this study account for 32%; students also account for another 32%; while government agencies and Deans accounted for 24% and 12% respectively. The higher representativeness among lecturers and students was partly because these were the stakeholder's researchers could easily gain access to. In the case of government agencies or Deans, their schedule and bureaucratic issues were factors which affected their participation. The insights from these stakeholders were considered important as they shared insights from their respective encounters and experiences on community engagement activities at HEI.

#### **4.2 Objective 1 - To identify the challenges of CE among HEIs within eThekwin Municipality**

Section B on questionnaire (B1-B10)

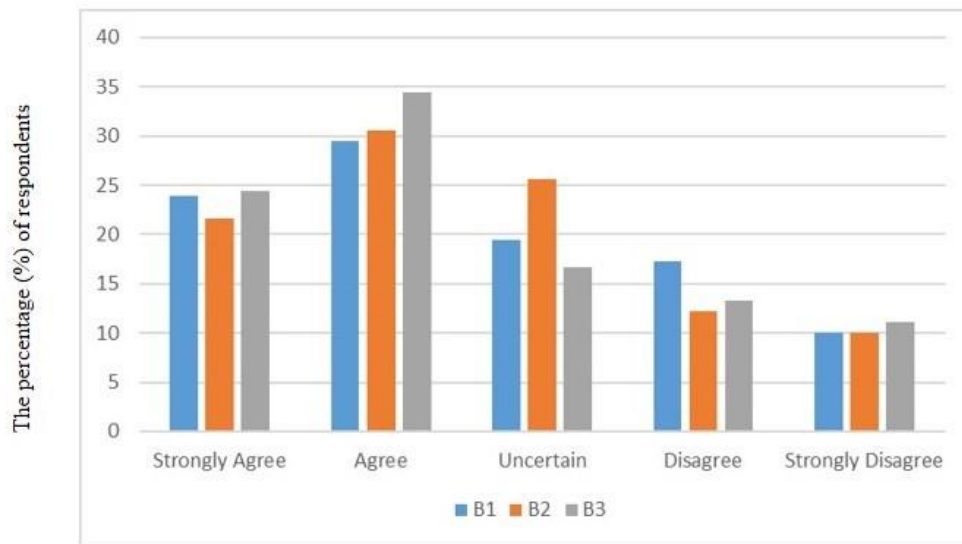
4.2.1 The figure below depicts the cultural and power dynamics between the HEIs and the community (B1-B3).

B1 - There are cultural conflicts between the institution and the community in CE programmes

B2 There are power dynamic conflicts between the institution and the community

B3 The institution has more power than the community

Figure 4.2.1: The respondents' opinions on the cultural and power dynamics between the HEIs and the community



The responses to Objective 1 (Questions B1-B3)

In relation to B1, (findings from) participants indicate that majority of the stakeholders involved in this study allege that cultural diversity is a sticking point towards successful CE. In which case, it has created a hindrance towards achieving set objectives by

stakeholders within the HEI. This view is supported by Breetzke and Hedding (2016) who mention that, the cultural diversity and racial disintegration in South Africa still remains a setback for the country in addressing many of its social ills.

The majority of the respondents agree that HEIs and communities are opposing influences which has an impact on the success of CE. Moreover, there are power dynamics at play that hinder the successful professional relationships stakeholders. This has a bearing on CE activities, collaborations and outreach programmes.

One respondent commented that:

*“Stakeholders need to have a good relationship in order to forge a developmental pathway. They must have an effective communication channel to foster a successful CE.”*

This suggests that respondents require good communication channels. According to Omerikwa (2012), effective communication channels serve as a foundation towards achieving successful CE. This is emphasized by a respondent who commented:

This places importance on the essence of working together to accomplish undertakings that should be beneficial to people (Omerikwa, 2012). The respondents acknowledge that there is an unbalanced influence at play among stakeholders that prevents the development of sustainable relationships.

In respect to B2, a majority of participants agreed that there were power dynamics among the HEI's and their host communities. Some participants however were uncertain to whether power dynamics occurred among HEI's and their respective communities, while few others disagreed to this statement. Going by the view of most

participants, it can be suggested that unbalanced power among CE stakeholders has hindered the development towards realising a sustainable relationship.

As regards B3, majority of the participants indicated that the institutions possess more influence than their host communities. Hence, with such imbalance, there are tendencies of bias, discrimination or inequality among stakeholders. Sethamo, Masika and Harder (2020) argue that, for an effective and coherent community engagement to take place, stakeholders need to have an equal footing and power/ influence.

The nature of relationship HEI has with the community is most likely short-term engagements. It can also be referred to as campus-community partnerships where short-term goals are achieved (Hlalele *et al.* 2015: 34). The campus-community relationship however, is more difficult to initiate. The respondents confirm that there are cultural dissimilarities between the HEI and the community, there are power dynamics at play that give the impression that one party has more influence and authority than the other and a deficit of time and money is also a factor that contributes to the oppositional operation of HEIs and communities (Fryer, 2017).

The cultural differences, especially in KZN, is the various sub-cultures that exist that play a role in creating oppositional drives for both parties. It can also act to prevent long-term relationships from being fostered (Fryer, 2017). The opposing influences of the HEI and the community can stem from the power dynamics that exist. Either party may feel as though power and final decision making belongs to them, however it may not necessarily be true (Spacey, 2017). This can be due to the financial control or control of natural resources wherein the community dwells.

4.2.2. The figure below depicts the reasons that volunteers may have to abandon their participation in CE activities (B4 – B8). These themes are elaborated upon below.

#### **B4 – Lack of incentives**

A majority of participants did indicate that lack of incentives adversely affected both the HEI's and community uptake and participation in CE. Though, a few participants

disagreed to this view. According to Imana and Mmbali (2016), incentivising stakeholders often leads to proactive-ness among stakeholders. However, this often does not take place due to lack of resources (Wehn and Almomani 2019). Slingerland, Mulder and Jaskiewicz (2018) argue that the act of volunteerism or involvement in CE often may not deal with incentives, but the interest or passion of participants to fulfil an agenda.

#### **B5 – Dropout from CE programmes due to lack of incentives**

The participants indicated that the main cause of student dropout from the CE programmes was due to lack of incentives. This question received the highest level of agreement among the questions posed. This view is supported by Wehn and Almomani (2019) who claim that, lack of incentives in CE may result to nonparticipation or dropout by members.

#### **B6 – Lack of funding**

Also revealed by the research instrument was that lack of funding adversely affects the sustainability of CE programmes in the long term. The participants mostly agreed to the statement “Lack of funding does not support CE programmes enough to be sustained for a long time”. By indication, CE programmes do not receive sufficient funds to be sustained over time. To attain sustainability in CE programmes, sufficient funding is expedient (Bello, Lovelock and Carr 2017).

#### **B7 – Different schedule as a hindrance**

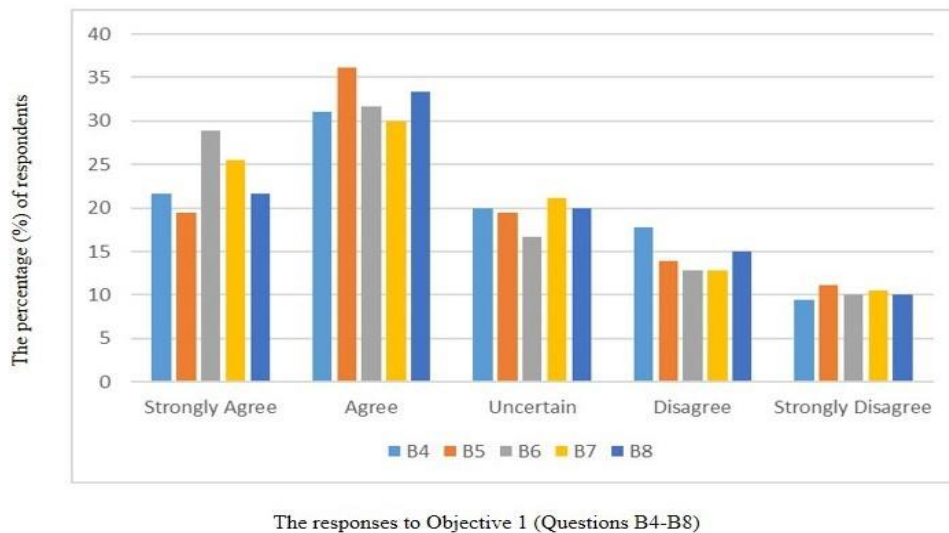
The participants also allude to the claim that, different schedules were identified as a hindrance to the progress of CE programmes. Similar to the earlier questions, the majority of participants identified this factor as a challenge to progress of CE

programmes. Kim, Newman and Jiang (2020) are of the view that lack of good planning/schedule can hinder the success of CE programmes.

## B8 – Geographical distance

The participants also indicated proximity as a hindrance to operations of CE programmes. This implies the distances between the University campuses and communities where CE programmes were to be held was a challenge to some of the stakeholders. Particularly, stakeholders such as students who did not own their own transportation may find it difficult to participate in CE programmes.

Figure 4.2.2: The respondents' opinions on their reasons for not participating in CE activities.



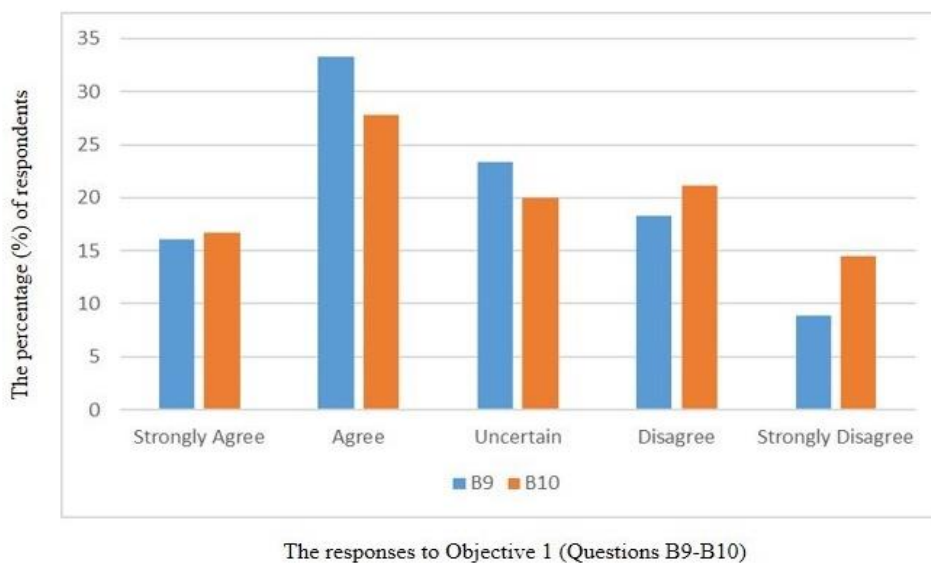
The researcher also enquired from the participants if government and other organisations provided full support for CE programmes; if stakeholders had adequate

knowledge as regards the implementation of CE programmes; and if institutions do provide clear policy or guideline for CE.

Regarding governmental and organisational involvement in the CE programmes, participants did indicate a rather inadequate support or non-participation from government or other organisations. A significant number of participants did allude to this claim. On the contrary, some participants did disagree to the statement that “The government and other organizations are not fully involved in CE programmes”. The active involvement of government and other organisations such as corporates and businesses can enhance the success of CE programmes (Poncian 2019).

Going by the participant’s response, it was unclear if stakeholders lack adequate knowledge on implementation of CE programs. The number of participant’s who agreed, or were uncertain or disagreed were nearly the same. Undoubtedly, knowledge as regards implementation of CE programs is an integral step towards successful implementation of CE programmes (Grumbach, Vargas, Fleisher, Aragón, Chung, Chawla et al. 2017). Most participants also indicated that the institution did provide clear policy or guideline relating to CE. This also, is a detriment towards the realisation of CE programmes (Grumbach, et al. 2017). These are illustrated in Figure 4.2.3.

Figure 4.2.3: Involvement from Government and organisations, and knowledge of policy on implementation of CE in HEI





**4.3. Objective 2 and 3** - To evaluate stakeholder management approaches in CE within eThekweni Municipality; and to investigate the effects of CE projects on stakeholder management in eThekweni municipality.

Section C on questionnaire (C1-C7)

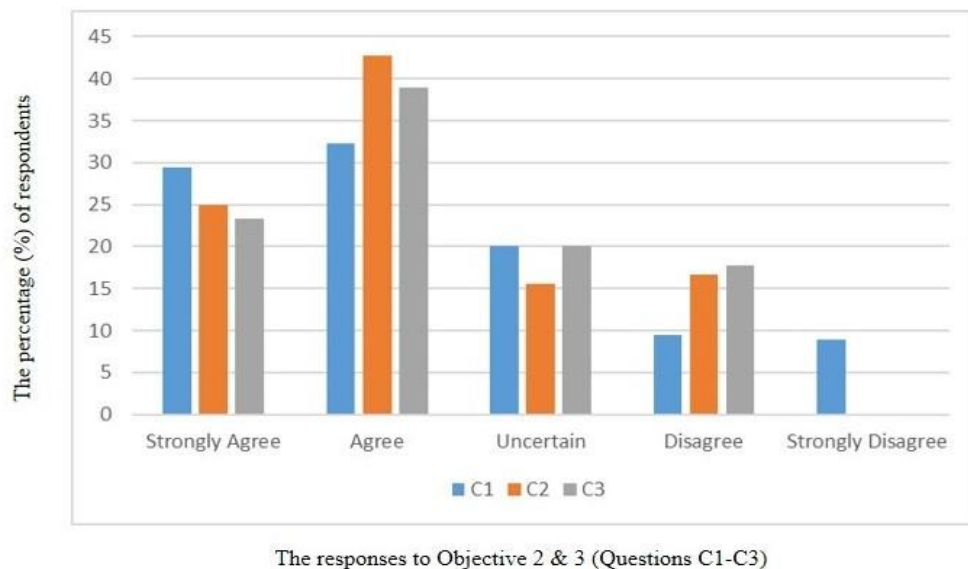
4.3.1. The figure below depicts the community engagement benefits at the HEI (C1-C3)

C1 - University - Community engagement facilitates active participation of community members

C2 - CE provides the university actors and community stakeholders with an opportunity for new knowledge creation

C3 - CE provides the university actors and community stakeholders with an opportunity for collaborative research.

Figure 4.3.1. The respondents' opinions on the perceived benefits of CE initiated by the HEI



The majority of the respondents Agree or Strongly Agree that there are benefits that arise from CE initiated by HEIs. The respondents agree that when active participation is incited, new knowledge can be created and collaborative research can be conducted.

The respondents highlighted some of the issues that arise and the doubts that surface with regard to the benefits achieved by the HEI. A respondent is of the view that the *“community gets involved because the research is done on communities not that communities also do research”*.

Furthermore, a respondent indicated that collaboration should be at the forefront since *“CE and stakeholders should reinforce effective communication between them”*. To enhance the participation in CE programs, a respondent is of the view that *“the effects of the projects in the community should be mentioned to ensure the functioning of the programs and improves who needs it.”*

4.3.2. The figure below represents the different opportunities that may arise as result of initiating CE activities at HEI (C4–C7)

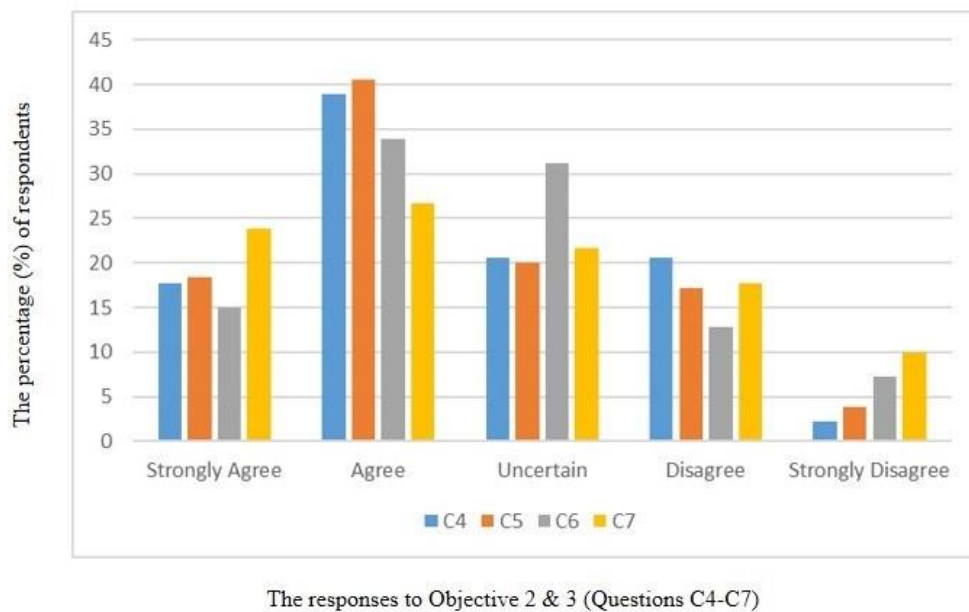
C4 - CE programs are important for networking opportunities between HEIs and the community

C5 - CE programs could contribute to the development and improvement of graduate attributes

C6 - Community engagement programs provide community stakeholders with a variety of opportunities

C7 - CE provides opportunities for work, and community services for students

Figure 4.3.2: The respondents' opinions on the different opportunities that become available as a result of CE



The majority of the respondents Agree that there are benefits that arise from initiating CE activities. These benefits include networking opportunities, the enhancement of graduate traits, miscellaneous opportunities and work prospects for students.

The respondents reveal that the benefits received from CE are not direct and that “*CE does not provide jobs for students but it can expose learners to new knowledge creations and opportunities of community service*”. Furthermore, the soft skills that are imparted by CE are seen as valuable by the respondents “*The involvement of communities to universities can play a vital role to the societal members and change their lives and their way of thinking, so this is very important*”.

The miscellaneous opportunities that arise are revealed by a respondent:

“*The higher education institute and the community engagement programs helps to minimize the level of crime in the community and helps connect the two institutions*”.

A concerning viewpoint was revealed by a respondent who emphasized on fraud and unfair employment opportunities. The respondent stated that *“There has been an increasing number of youth who strongly participate in community programs voluntarily (unemployed youth) but when job opportunities are created, they are not considered because all the community stakeholders do is empower themselves and those who are willing to pay for the job.”*

It is recommended that *“CE programs should provide HIE community members with employment and business opportunities by equipping them with skills, necessary for them to be recognized when employment opportunities strike”*.

According to Jonker (2016), authentic participation can act as a tool for social change, which is more sought after than passive and superficial participation. For participation to be authentic, trust should be established between the parties involved in CE. The effectiveness of CE relies on constant and transparent communication between the community and HEI at all phases of carrying out CE (Jonker, 2016). An effective collaborative relationship necessitates that mutuality and reciprocity is present at every interaction, along with fair power dynamics (Kim and Omerikwa, 2010).

#### **4.4. Objective 4 - To identify strategies to improve CE by HEIs in eThekweni Municipality.**

Section D on questionnaire (D1-D6)

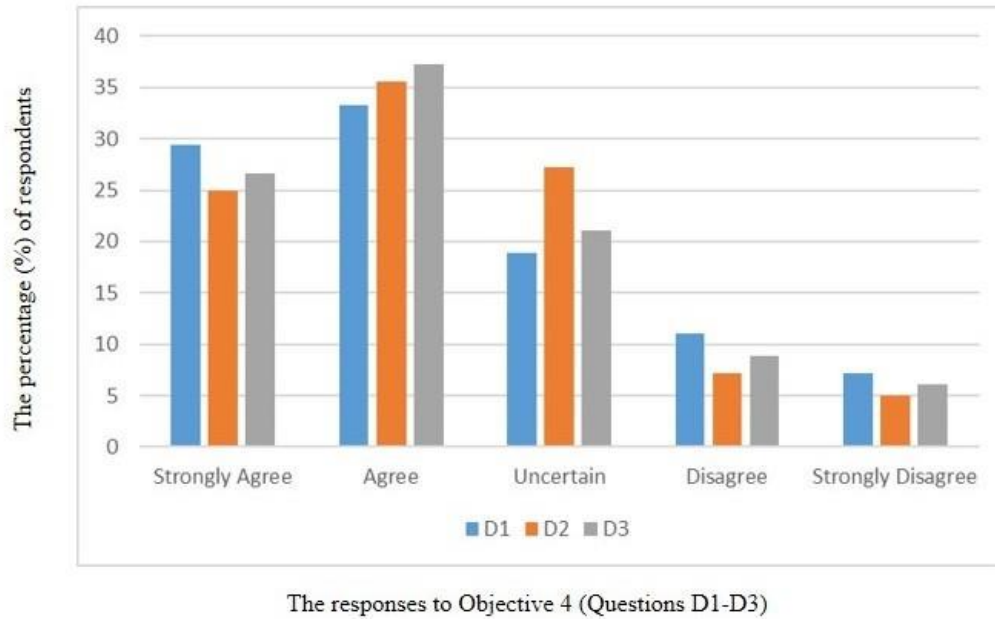
4.4.1. The figure below represents the requirements for effective HEI and community engagement (D1-D3)

D1- University - Community engagement stakeholders require an effective information sharing platform

D2 - Stakeholder management in university – community engagement requires a performance monitoring and evaluation system

D3- University - Community engagement stakeholders need to develop sustainable relationships

Figure 4.4.1: The respondents' view on what should be implemented to achieve successful CE



The majority of the respondents Agree or Strongly Agree that an improved strategy is required for effective CE. This includes an effective information sharing platform, a performance monitoring and evaluation system and the development of sustainable relationships.

Respondents highlighted the need for proper guidelines when embarking on CE activities. This includes “*the introduction and integration of rules and regulations that HEIs can work easily in a professional manner*”. The need for proper communication, collaboration and professional integration is additionally outlined as respondents stated that:

“*There needs to be a good relationship between CE and HEIS so that whenever the University want to run their projects it will be easy for both parties*”, and that “*there should be an effective relationship between the university and the community to agree on terms and conditions for effective positive benefits*”.

Moreover, to integrate the HEI with communities it is suggested that “The community together with the institution should have stakeholders that will help to bridge the gap between the two worlds”. It is also suggested based on strategy that “Analysis should be conducted to ensure that the service is provided to people who need it rather than just going to the communities without conducting a need analysis”.

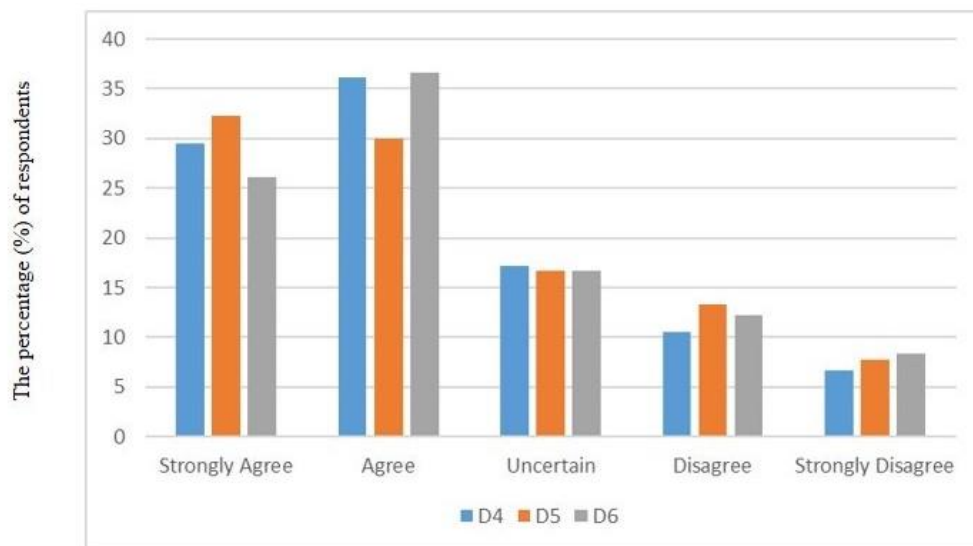
4.4.2. The figure below represents the requirements for an effective collaborative relationship between HEIs and the community (D4-D6)

D4- HEIs and community stakeholders collaborating on university community engagement need to agree on the implementation process

D5- Stakeholders need to align the scope of CE according to the available financial resources

D6- University - Community engagement stakeholders should use the asset-based community development approach

Figure 4.4.2: The respondents view on what an effective collaborative relationship requires



The responses to Objective 4 (Questions D4-D6)

The majority of the respondents Agree or Strongly Agree on the implementation of the requirements that necessitate an effective collaborative relationship between HEIs and the community. The respondents agree that the *“CE projects should be aligned with the problems the community face”*.

Additionally, a positive outlook is shared by a respondent who commented that *“Involving HEIS in strategies to improve CE in eThekweni municipality can be a success. This is since individuals desiring change in HEIS can come up with different strategies to improve CE in eThekweni municipality”*.

The sharing of information is recommended in a manner that is holistic. A respondent stated that: *“HEIs are characterized by teaching workload which does not allow for information sharing, this wastes financial resources. To remedy the situation, CE should be centralized and co-ordinated in one office which overlooks CE for transparency and to avoid duplicates”*.

The respondents agree that *“Stakeholders are in need of aligning their budget according to availability of financial resources”*, that *“the HEIS should use the asset-based community development approach in ensuring the success of community engagement”*. It is further agreed that *“the university stakeholders should provide a platform for students to go to their communities and provide the service”*, and that *“there should be active participation of HEIS and CE in order to develop sustainable relationships and their goal should go beyond available financial resources”*.

The respondents’ viewpoints allude to need for inclusivity and accountability with CE. With regard to inclusivity, there are three underpinning characteristics that should be practiced - materiality, completeness and responsiveness (Khanyile, 2015). Since the respondents are of the opinion that there is a disconnect between communities and HEI, materiality necessitates awareness of the material concerns; completeness refers to the understanding of the concerns of the stakeholders such as their views, needs and expectations while responsiveness incorporates the response to the material concerns (Khanyile, 2015). This creates an holistic collaborative approach to CE.

#### 4.5. Objective 5 - To give recommendations on how HEIs can improve CE in eThekweni Municipality

Section E on questionnaire (E1-E9)

4.5.1. The figure below represents the effectiveness of the recommendations for the implementation of CE (E1-E4)

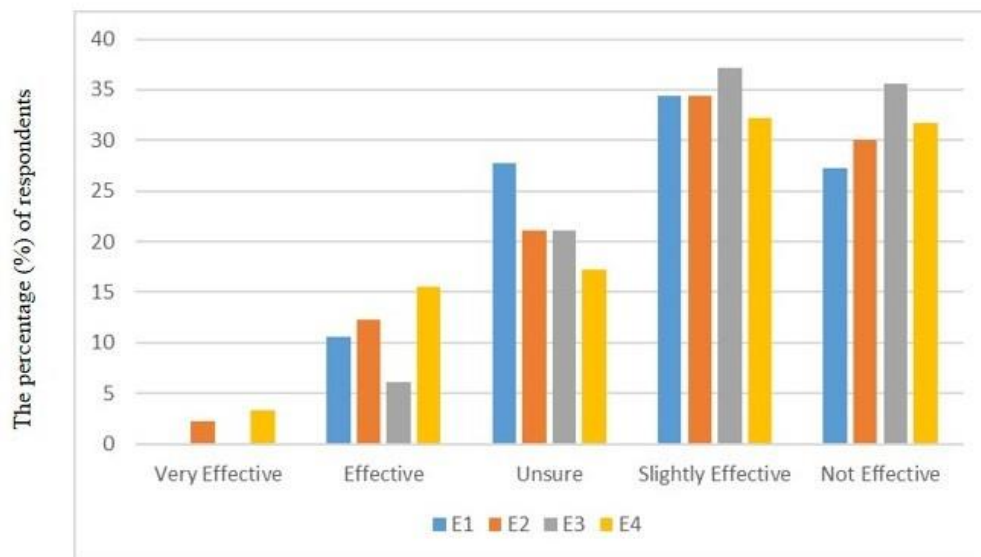
E1- Participation of all CE stakeholders

E2- Sharing of information

E3- Performance, monitoring and evaluation to implement CE projects in eThekweni Municipality

E4- Open and transparent communication of CE programs

Figure 4.5.1: The respondents view on the effectiveness of the recommendations concerning communication and information sharing



The responses to Objective 5 (Questions E1-E4)



The majority of respondents indicated that the effectiveness of the recommendations for the implementation of CE is either Slightly Effective or Not Effective. This includes aspects of participation, information sharing, Performance, monitoring and evaluation, and open communication. The respondents feel as though “*very little information is shared*” which “*makes CE seem very minor therefore it has very little effect on the communities and students*”.

This is concerning, seeing as the benefits of CE is not fully communicated, the process leading up to effective CE is not inclusive and communication remains an issue. A respondent puts forward that “*The sharing of information is so important and it will make sure that projects are a success*”.

4.5.2. The figure below represents effectiveness of the recommendations for the implementation of CE (E5-E9)

E5- Current CE policies and / or guidelines for CE programs

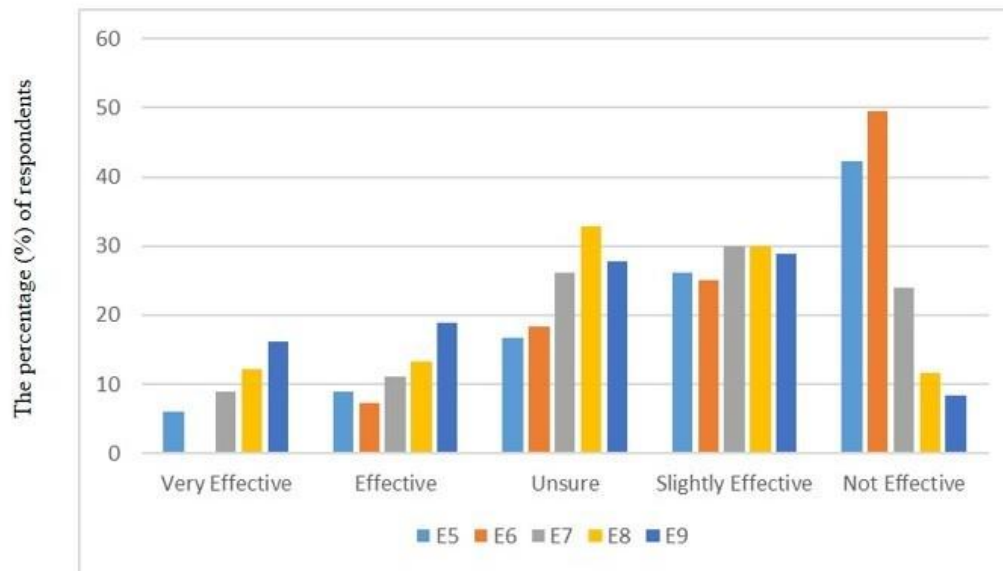
E6- Institutional support force used in CE programs throughout the eThekweni Municipality

E7- Development of sustainable solutions

E8- Improvement of stakeholders' quality of life

E9- Development of sustainable relationships

Figure 4.5.2: The respondents view on the effectiveness of the recommendations concerning policies and sustainability



The responses to Objective 5 (Questions E5-E9)

The majority of respondents indicated that the effectiveness of the recommendations for the implementation of CE is either Slightly Effective or Not Effective. This includes aspects of guidelines and policies, institutional support force, development of sustainable solutions and relationships and the improvement of quality of life.

With regard to policies, the respondents state that *“the implemented policies should ensure that reaching out to the communities is feasible at all times and information and service goes to people who need it”*. In terms of participation, respondents stated that *“If all CE can be active participants’ things will be a lot easier for CE and their programs”*, and *“Stakeholders do not show active participation in management approaches”*. With regard to the management approaches, respondents are of the view that *“The management approaches in CE is effective but it is not transparent enough”*, *“Management in community engagement is effective although they are not transparent enough to the citizens”* and that *“Stakeholder management approaches in CE always have good intentions of developing sustainable solutions but other factors negatively affect progress and solutions end up being unsustainable”*.

This highlights the need for transparency in the communication between all parties involved. A respondent puts forward that *“There should be a balanced and transparent*

*communication within the CE stakeholders in order for the information to be shared and active participation of all CE stakeholders for the improvement of sustainable solutions”.*

In this manner, stakeholder management places emphasis on the groups that are involved with HEIs, have a clear understanding of participation roles, map out the needs and expectations of each group and revise policy to include the needs and interests of stakeholders (Polonsky, 1995). This is particularly important for HEIs that rely on communities, and where communities are essential for the long-term success of HEIs (Mainardes et al., 2012).

#### **4.6. Conclusion**

This chapter presented the data concerning the implementation of CE, the effectiveness of CE in communities and presents the reasons for lack of participation on behalf of students. The demographic of respondents was presented along with the management approaches and strategies that could be implemented to improve CE by HEIs. It is suggested that the focus by HEI should broaden to that outside of academics and effect operative change in communities. The next chapter, chapter 5, provides conclusions and recommendations for future research.

## **CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS**

### **5.0 Introduction**

This chapter presents the conclusions of the present study and recommendations for future studies. The focus of this study was to evaluate the effectiveness (progression, monitoring and evaluation) of CE stakeholders' management among HEIs in eThekweni Municipality, KZN province. The study reviewed the literature related to stakeholder theory and other relevant branches of knowledge, for the purpose of understanding stakeholder management, participation and effectiveness between HEIs and communities with regard to CE. The primary data that was collected came from questionnaires and the feedback in the form of comments on the questionnaires from the respondents.

The section from B1 – B10 in the questionnaire answered objective 1 which was: to identify the challenges of CE among HEIs within eThekweni Municipality. Here several factors were addressed in the questionnaire which included: power and cultural dynamics (B1-B3). Findings showed that cultural diversity was causing hindrances in set objectives by stakeholders. Also, some challenges with power dynamics were observed. In B4 the study reported on the lack of incentives to implement CE. Lack of funding was also a major hurdle identified in B6. Another challenge identified in B8 was that of geographic distance which hindered CE from happening in communities where it is intended.

Objective 2 and 3 were grouped together in the questionnaire response section C1-C7. The two objectives are as follows: to evaluate stakeholder management approaches in CE within eThekweni Municipality; and to investigate the effects of CE projects on stakeholder management in eThekweni municipality. This section found that CE facilitated active participation of the community, and provided the university actors and community with an opportunity for new knowledge creation. The section from C4-C7

shows the various opportunities that could arise as a result of initiating CE activities. These include networking opportunities, development and improvement of graduate attributes, opportunities for work and community service for students.

The section from D1 to D6 was used to answer objective number 4 which is: to identify strategies to improve CE by HEIs in eThekweni Municipality. Strategies identified included effective communication platform, performance monitoring and evaluation and development of sustainable relationships. Other requirements include agreeing on implementation processes, availing resources, and using the asset-based community development approach. The last objective which is: to give recommendations on how HEIs can improve CE in eThekweni Municipality where resolved through E1-E9. Recommendations given by respondents include participation of key stakeholders, sharing of information, performance monitoring and evaluation, open and transparent communication.

### **5.1. Main Findings**

The main findings of the study are as follows:

- ❖ Close to half of the stakeholders are under 30 years of age and are students.
- ❖ More than half of the stakeholders belong to the African race group.
- ❖ The study found that HEIs and communities operate in contrast to each other and this negatively affects CE.
- ❖ CE participation is not heavily encouraged since incentives are not provided and recognition is not awarded for participation.
- ❖ Insufficient knowledge on CE policy and effective practical execution of CE exist within the HEIs.

- ❖ The stakeholders in HEI are of the opinion that CE does produce active outcomes such as novel knowledge and long-term research collaboration. The stakeholders also state that networking opportunities and multiple global skills can be gained from CE activities if it is implemented correctly.
- ❖ To effectively carry out CE activities, the stakeholders assert that a better strategy is required and should include a performance monitoring system.
- ❖ Collaboration is the key to unlocking fruitful partnership between HEIs and the community.

## **5.2 Recommendations**

The following are recommendations on how HEIs can improve CE in eThekweni Municipality:

- ❖ CE policy should be thoroughly perused by HEI so that they can effectively implement these activities at their institutions. Community leader should also be familiar with CE policy so that both parties can upkeep their obligations towards the programmes.
- ❖ Introduce incentives for stakeholder participation in CE so that long-term partnerships can be formed and fruitful work can be carried out.
- ❖ Introduce collaborative approaches at the onset of community and HEIs relationships so that both parties may operate as one to carry out their shared goals.
- ❖ A performance monitoring system should be in place to facilitate the effectiveness of CE programs and adjustments can be made to foster better results from these programs.
- ❖ Information sharing and open communication should be a key principle in CE activity and maintained by all parties involved.

### **5.3 Conclusions**

This study highlights the challenges that arise as a result of initiating CE. The HEI are prominent institutions that are an emblem of authority and are able to facilitate a great amount of change by its activities. However, this study reveals that the methods for CE are ineffective, it does not incorporate the viewpoints of different parties involved, does not take into consideration the needs of the communities. Instead HEIs focus solely on academic activities, on research based community participation and provides inadequate guidelines and incentives for students to participate in CE programs. The HEI should initiative mutually beneficial partnerships within the communities that they are already involved in. Furthermore, acting on behalf of the public should be commendable as this accelerates socio-economic change, especially in a province prone to poverty such as KwaZulu-Natal. It is suggested that the problems related to CE should be recognized and holistic solutions should be drawn up, with all parties involved.

### **5.4 Limitations of the study**

The limitations included difficulties securing appointments with the respondents of the questionnaires. It was difficult to get the questionnaires back in time, we had to wait and ask for the tools to be completed several times. The use of a single tool was another limitation to this study. The validation of the study findings through methods such as triangulation using findings sourced from a different type of tool was not possible in this study. The generalisability of the study is limited since only a few universities were involved. The number of participants was not big enough to generalise across the country.

### **5.5 Future Research**

Future research within this discipline should focus on the dynamic relationships that are fostered with key industry role players by HEIs. This would provide opportunities for further collaboration and may even double the benefits for needy communities. Additionally, systems that manage the activity, plans and undertakings of stakeholders

should be investigated to provide ample support to CE activities. This will ensure a smooth process, beneficial results and effective action. Greater insight on monitoring and impact would prove useful to determine the system that works well for stakeholder management.”



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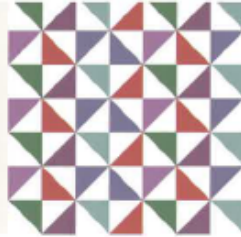
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## APPENDICES



Institutional Research Ethics Committee  
Research and Postgraduate Support Directorate  
2nd Floor, Beneyn Court  
Gate 1, Steve Biko Campus  
Durban University of Technology

P.O. Box 1334, Durban, South Africa, 4001

Tel: 031 373 2375

Email: lavishad@duc.ac.za

[http://www.duc.ac.za/research/institutional\\_research\\_ethics](http://www.duc.ac.za/research/institutional_research_ethics)

[www.duc.ac.za](http://www.duc.ac.za)

6 June 2019

Miss P G P Luthuli  
48 Mons Road  
Bellair  
4097

Dear Miss Luthuli

**Stakeholder Management of Community Engagement: An Evaluation of Higher Educational Institutions in eThekweni Municipality**

The Institutional Research Ethics Committee acknowledges receipt of your notification regarding the piloting of your data collection tool.

Kindly ensure that participants used for the pilot study are not part of the main study.

In addition, the IREC acknowledges receipt of your gatekeeper permission letter.

Please note that FULL APPROVAL is granted to your research proposal. You may proceed with data collection.

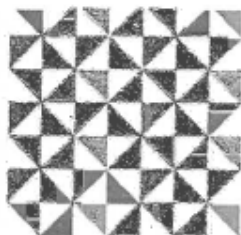
Any adverse events [serious or minor] which occur in connection with this study and/or which may alter its ethical consideration must be reported to the IREC according to the IREC SOP's.

Please note that any deviations from the approved proposal require the approval of the IREC as outlined in the IREC SOP's.

Yours Sincerely,

\_\_\_\_\_  
Professor J K Adam  
Chairperson: IREC





11 April 2019

Miss P G P Luthuli  
48 Mons Road  
Bellair  
4097

Dear Miss Luthuli

**Stakeholder Management of Community Engagement: An Evaluation of Higher Educational Institutions in eThekweni Municipality**

I am pleased to inform you that **PROVISIONAL APPROVAL** has been granted to your proposal subject to:

- Piloting of the data collection tool. *Please note that should there be any changes to the data collection tool, in a letter signed by the researcher and supervisor, list the changes to the documents and submit to IREC with the final data collection tool. Even when there are no changes to the data collection tool, IREC has to be notified.*
- Obtaining and submitting the necessary gatekeeper permission/s to Institutional Research Ethics Committee (IREC).

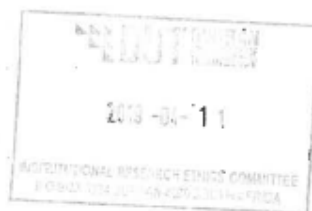
PLEASE NOTE THAT THIS IS NOT A FINAL APPROVAL LETTER. KINDLY SUBMIT THE ABOVE MENTIONED DOCUMENTS WITHIN THREE MONTHS TO THE IREC OFFICE. DATA COLLECTION CAN ONLY COMMENCE WHEN IREC ISSUES FULL APPROVAL

The Proposal has been allocated the following Ethical Clearance number **IREC 039/19**. Please use this number in all communication with this office.

Approval has been granted for a period of **ONE YEAR**, before the expiry of which you are required to apply for safety monitoring and annual recertification. Please use the Safety Monitoring and Annual Recertification Report form which can be found in the Standard Operating Procedures [SOP's] of the IREC. This form must be submitted to the IREC at least 3 months before the ethics approval for the study expires.

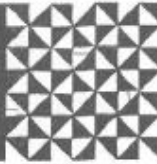
Yours Sincerely

✓  
Professor J K Adam  
Chairperson: IREC





INSTITUTIONAL  
RESEARCH  
ETHICS  
COMMITTEE



STUDENT NAME:

IREC REFERENCE NUMBER: **IREC039/19**

1. Piloting of data collection tool and results from pilot	Data collection tool successfully piloted. There are no amendments made to it	N/A 38-40
2. Attach gatekeepers' letters from all part	3 Gatekeepers' letters from all the three participating universities attached	N/A They are separate documents

*Please underline all changes/additions to the research proposal in the amended document in order to facilitate review thereof.*

SIGNATURE OF STUDENT

18/04/2019  
DATE

SIGNATURE OF SUPERVISOR

27/5/19  
DATE



**Mangosuthu  
University of Technology**

**UMLAZI - KWAZULU NATAL**

P.O. Box 12363 Jacobs 4026 Durban Tel: 031 907 7111 Fax: 031 907 2892

12 December 2018

Dear Ms Luthuli

**Title: Stakeholder Management of Community Engagement: An Evaluation of Higher Educational Institutions in eThekweni Municipality Ref: M10/18/45**

The Interim MUT Ethics Committee considered and noted your application for the proposed study at their meeting held on 11<sup>th</sup> December 2018. The permission for the study was granted.

Your acceptance of this approval denotes your commitment to comply with the South African National Research Ethics Guidelines of 2004 as amended, South African Good Clinical Practice Guidelines (2006) as amended, and the MUT Research Ethics Policy, Procedures and Guidelines. The approval is valid for one year, (11<sup>th</sup> December 2018 to 11<sup>th</sup> December 2019).

Your reference is ME 10/18/45 Furthermore, permission to conduct the project is granted on the condition that any changes to the project must be brought to the attention of the MUT Research Ethics Committee as soon as possible.

Good luck with your research.

Yours faithfully,

Dr Z.L. Kwitshana  
Interim Chairperson  
Ethics Committee  
Mangosuthu University of Technology

Tel: 031 8199273; Email: [kwitshana@mut.ac.za](mailto:kwitshana@mut.ac.za); Skype Zilungile.Kwitshana



11 January 2019

Miss Pumla Glendale Paulette Luthuli  
Durban University of Technology  
Email: [pumla.luthuli@gmail.com](mailto:pumla.luthuli@gmail.com)

Dear Miss Luthuli

**RE: PERMISSION TO CONDUCT RESEARCH**

Gatekeeper's permission is hereby granted for you to conduct research at the University of KwaZulu-Natal (UKZN) towards your postgraduate studies, provided Ethical clearance has been obtained. We note the title of your research project is:

*"Stakeholder Management of Community Engagement: An Evaluation of Higher Educational Institutions in eThekweni Municipality."*

It is noted that you will be constituting your sample by handing out questionnaires to staff members and students at UKZN.

Please ensure that the following appears on your notice/questionnaire:

- Ethical clearance number;
- Research title and details of the research, the researcher and the supervisor;
- Consent form is attached to the notice/questionnaire and to be signed by user before he/she fills in questionnaire;
- gatekeepers approval by the Registrar.

You are not authorized to contact staff and students using 'Microsoft Outlook' address book. Identity numbers and email addresses of individuals are not a matter of public record and are protected according to Section 14 of the South African Constitution, as well as the Protection of Public Information Act. For the release of such information over to yourself for research purposes, the University of KwaZulu-Natal will need express consent from the relevant data subjects. Data collected must be treated with due confidentiality and anonymity.

Yours sincerely

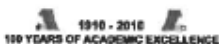
**MISS MURIELA  
REGISTRAR**

**Office of the Registrar**

Postal Address: Private Bag X54001, Durban, South Africa

Telephone: +27 (0) 31 260 8005/2208 Facsimile: +27 (0) 31 260 7824/2204 Email: [registrar@ukzn.ac.za](mailto:registrar@ukzn.ac.za)

Website: [www.ukzn.ac.za](http://www.ukzn.ac.za)



Founding Campuses: Edgewood Howard College Medical School Pietermaritzburg Westville



*Directorate for Research and Postgraduate Support  
Durban University of Technology  
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P.O. Box 1334, Durban 4000  
Tel.: 031-3732576/7  
Fax: 031-3732946*

30<sup>th</sup> May 2019

Ms Pumla Luthuli  
c/o Department of Public Administration and Economics  
Faculty of Management Sciences  
Durban University of Technology

Dear Ms Luthuli

**PERMISSION TO CONDUCT RESEARCH AT THE DUT**

Your email correspondence in respect of the above refers. I am pleased to inform you that the Institutional Research and Innovation Committee (IRIC) has granted full permission for you to conduct your research "Stakeholder Management of Community Engagement: An Evaluation of Higher Educational Institutions in eThekweni Municipality" at the Durban University of Technology.

The DUT may impose any other condition it deems appropriate in the circumstances having regard to nature and extent of access to and use of information requested.

We would be grateful if a summary of your key research findings can be submitted to the IRIC on completion of your studies.

Kindest regards.  
Yours sincerely

\_\_\_\_\_  
PROF KEVIN DUFFY  
ACTING DIRECTOR: RESEARCH AND POSTGRADUATE SUPPORT DIRECTORATE



## LETTER OF INFORMATION

Dear Madam/Sir

My name is Pumla Glenda Luthuli, a Master Degree in Public Administration and Economics student at the Durban University of Technology in Durban, South Africa. I am currently doing research, under the supervision of Dr Ivan Gunass Govender. You are invited to participate in a research study that I am conducting titled **STAKEHOLDER MANAGEMENT OF COMMUNITY ENGAGEMENT: AN EVALUATION OF HIGHER EDUCATIONAL INSTITUTES IN ETHEKWINI MUNICIPALITY**. Community engagement is an integral intervention in addressing institutions or societal concerns. More particularly, the level or extent of community engagement in an institution can have several positive consequences or negative effects on sustainability or growth of such institution. It is crucial to address dimensions towards community engagement issues. The core aim of this study is to evaluate the effectiveness of community engagement stakeholder management among Higher Education Institutions of eThekweni in KZN.

Your participation in the study is voluntary and it is important for you to understand that you can pull out of this research at any time you wish to do so. It is your right to stop participation at any level of the study and there will be no adverse consequences for making that decision. There are no risks associated with participating in this research study. No remuneration will be received for your participation in the study and you not be expected to cover any costs towards the study.

The research follows a mixed method approach. This will involve both the administration of questionnaires and taking part in interviews. **Your participation in an interview** will take approximately twenty minutes. Both the interview and populating questionnaires are voluntary; you are free to withdraw from the study at any time without any consequences. The information you provided will be kept strictly confidential. Your name will not be matched with data collected. Participants will be interviewed in their work places.

All recorded material will be edited for presentation and you will be availed with an opportunity to preview the material and raise your discomfort and suggest changes if any. At any time of the research process, as a participant (s) you have a right to disapprove or stop the use of any audio material made about you. The recorded voices will be kept at Durban University of Technology for five years after the research is passed. Thereafter I will take full custody of all the uncut material until the findings have been published in recognized journals.

Upon completion of this research, it is expected that a realistic community engagement stakeholder management model for Higher Education Institution of KZN will be proposed. The research will also recommend workable means through which community engagement among Higher Education Institutions can be strengthened while addressing the shortfalls of community engagement practices. Community engagements will improve among Higher Education Institutions and both participant and researcher will benefit, and the journal may be published.

Should you have any problems or queries please contact me on cell 0825449345 or email at [pumla.luthuli@gmail.com](mailto:pumla.luthuli@gmail.com). You can also contact my supervisor Dr Ivan Govender on any of the following telephone numbers, 083 653 2121 or +27 (31) 373 5694 or via my email, [ivang@dut.ac.za](mailto:ivang@dut.ac.za). Alternatively, you can contact the Institutional Research Ethics administrator on 031 373 2375. Complaints can be reported to Acting Director: Research and Postgraduate Support- Prof C E Napier. Contact number is 031 373 2577 or [carinn@dut.ac.za](mailto:carinn@dut.ac.za)





#### CONSENT

##### Statement of Agreement to Participate in the Research Study:

- I hereby confirm that I have been informed by the researcher, Luthuli Pumla Glendale Paulette (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, P.G. Luthuli (name of researcher) herewith confirm that the above participant has been fully informed about the nature, conduct and risks of the above study.

Pumla Glendale Paulette Luthuli  
Full Name of Researcher

02 April 2019  
Date

Signature

Full Name of Witness (If applicable) Date

Signature

Full Name of Legal Guardian (If applicable) Date

Signature



Faculty of Management Sciences  
Department of Public Administration and Economics  
P.O. Box 1334  
Durban  
4000  
24 August 2017

Dear Participant

I am pursuing Master's Degree in Public Administration and Economics at the Durban University of Technology. I am conducting a research entitled "Stakeholder Management of Community Engagement: An Evaluation of higher educational institutes in eThekweni Municipality, as part of the requirement towards completion of the programme. I would request your support with a permission to conduct interviews for my research study.

The interview schedule is approximately 20- 30 minutes to complete. You are requested to provide honest and accurate responses as this information could help the stakeholders management to evaluate the Higher Education Institutions in eThekweni.

You may wish to know the details regarding the interviews, it will be kept anonymous and confidential. Your participation in this research is voluntary and you are free to withdraw at any stage without providing reasons for such actions.

Please contact me for any questions relating to the study. If you require further clarifications or would like to share concerns regarding the research, please contact my supervisor, Dr Ivan Govender.

Thank you

Yours sincerely

Pumla Luthuli

Student number: 20105190

Contact number 0825449345

Email (pumla.luthuli@gmail.com)

**Supervisor:** Dr I.G. Govender

Email: ivang@dut.ac.za).

Contact number: 083 6352 121



## RESEARCH INSTRUMENT

### DRAFT QUESTIONNAIRE

#### Section A

#### Demographic Characteristics of Respondents

Please tick (✓) the appropriate column

##### 1. What is your Gender

gender	
Female	
Male	

##### 2. What is your Age?

Age	
Under 20	
21 – 30	
31 – 40	
41 – 50	
Above 50	

##### 3. What is your level or position in the institution

Level/position	
Student	
Lecturer	
Dean of Faculty	

Other (please specify)	
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**Part II**

**THE EFFECTIVENESS OF COMMUNITY ENGAGEMENT AMONG HIGHER EDUCATION INSTITUTIONS**

Kindly share your experience and feelings about the way HEIs engage their host communities on matters that affect them. Use the table below to demonstrate your perception about the Community Engagement with Higher Education Institutions.

No	Questions	Strongly 5	Agree 4	Uncertain 3	Disagree 2	Strongly Disagree 1
	<b>Please tick (✓) the appropriate column</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
	<b>Types of projects implemented by the university</b>					
1	The university has a programme which is based on community research.					
2	The university provide career guidance and student support services to the community.					
3	The university create awareness on issues of drug abuse, HIV/AIDS and other societal issues as part of volunteering work in the community.					
4	The university build infrastructure in the community as part of community development.					
5	The university provide free health education and counselling to the members of the community.					
	<b>Approaches to communicate with the community</b>					
6	The university organise public meetings in the community very often within a year.					
7	The university organise workshops for youths, community leaders and other organisational heads in the community regularly.					

8	The leaders of student representative councils, deans of studies and other attend community forums meetings.					
9	The researches that the faculties and the students do in the community are in survey form.					
10	The university organises cultural activities, fashion shows and other competitive activities in the community.					
<b>Challenges faced universities in the community</b>						
11	The university is failing to work with diverse cultural groups, traditional leaders and different political heads in the community.					
12	The university has more powers in controlling the community.					
13	The university gives incentives to students who are volunteering work in the community.					
14	The university devotes more time for community service as in teaching and learning.					
15	There are NGOs, NPOs and other charity organisations who are doing community service on behalf of the university.					

### **PART III**

#### **Recommendations/Strategies**

In your own opinion and observation, what do you think Higher Education Institutions should do to improve on the community engagement in their various communities?

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***Thank you for participating***

## Interview Schedule

### Proposed Questions for interviews

#### Unstructured Interviews

Questions will be centered on the stakeholders' experiences of stakeholder management and community engagement

I will carry out in-depth interviews whose questions will focus on the following

- The nature of external social partners
- Types of relationships
- Channels of Interaction
- Outcomes and benefits of interaction
- The challenges of and constraints on interaction
- What are the benefits and weaknesses of engaged place making structures, processes and results?
- How has it evolved over time?

#### Structured Interviews

1. Briefly describe the purpose of your engagement strategy, framework, department and/or policy? What are some of the values associated with it? How did these values come into place?
2. Who are the partners involved in community engagement and how were they chosen?
3. How was your community engagement strategy (framework, department and/or policy) developed? • PROBING: What were some of the processes involved in this (i.e., public role, steering committee, consultant)?
4. What types of partnerships have been developed throughout the development and implementation process?
5. What process is involved in deciding what form(s) of community engagement. • PROBING Is there legislation that mandates community engagement.
6. What would you identify as your best practices for engaging different community stakeholders in making decisions for community engagement processes?

7. What kinds of inclusive communication and engagement practices are used throughout your engagement processes? • Do you find there are challenges engaging certain types of populations? • What do you think accounts for these challenges? •
  8. Have you attained public feedback since the implementation of the community engagement initiatives? project? • PROBING (if yes): Does the public feel they have improved the community?
  9. South Africa has a vibrant arts and culture sector, contributing an estimated 4% to GDP in your opinion is there enough support for the sector and is there equality in participation?
  10. What is your role in facilitating community engagement processes and do you think you are effective when dealing with diverse stakeholders and why?
  11. How important is it or otherwise to have different community stakeholders engage collaboratively in projects than to have "experts" doing it on their own behalf?
  12. Does community engagement foster a culture of collaboration, respect to the environment and economic development if so, how? If not, what could be done better?
- Any other comments, thoughts, opinions on the participation of the university, community, civic society and local authority in community engagement?

