



EVALUATING TVET COLLEGES' CHALLENGES TO ACHIEVE INSTITUTIONAL GOALS: A CASE OF UMFOLOZI TVET COLLEGE IN KWAZULU-NATAL

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Abstracts

Technical and Vocational Education and Training (TVET) colleges, like uMfolozi TVET College in KwaZulu-Natal, play a crucial role in skill development and workforce readiness. However, they face various challenges that hinder effective teaching and learning, including issues related to professional development, organizational culture, and employee satisfaction. The aim of the study was to identify these challenges and provide insights for enhancing the overall functioning of the institution.

A quantitative research approach was adopted for this study, employing a structured questionnaire to gather data from a sample of 70 employees at uMfolozi TVET College. Descriptive statistics, factor analysis, and correlation analysis were used to analyse the data collected.

The study revealed several critical findings, including a deficiency in positive self-talk and resilience among employees, leading to decreased job satisfaction and performance. Respondents expressed a lack of regular training opportunities and challenges in building professional relationships. Additionally, a significant concern regarding logistical support related to housing, transportation, and meals was identified. The findings also indicated a perceived lack of accountability and commitment to good practices from top management.

The research highlights the urgent need for comprehensive training programs, a culture of accountability, and enhanced logistical support to address the identified challenges. The study contributes to the literature on TVET colleges by providing empirical evidence on the barriers to employee performance and satisfaction and emphasizing the role of effective leadership in fostering a supportive organizational culture.

To address the identified challenges, the study recommends: (1) investing in regular training programs tailored to employee roles, (2) fostering a collaborative working environment through team-building initiatives, (3) promoting a culture of accountability and continuous improvement, (4) addressing financial and logistical challenges affecting employees, and (5) enhancing leadership commitment to ethical practices and support for staff. Ultimately, these interventions can strengthen institutional performance, improve employee well-being, and ensure that TVET colleges remain pivotal drivers of skills development and socio-economic growth.

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CHAPTER ONE

1.1 Introduction

Technical and Vocational, Education and Training (TVET) Colleges are the system of education that is designed to train students who will produce skilled labour to be absorbed in the industries and life support skills for self-employment. The TVET institutions are pivotal in addressing the growing demand for skilled labour in various industries. These institutions aim to produce competent graduates who can meet industry requirements, thereby contributing to socio-economic development, poverty alleviation, and reducing unemployment, particularly among youth. However, TVET colleges face numerous challenges that hinder their ability to achieve institutional goals, such as maintaining high educational standards, aligning with industry demands, and producing employable graduates. This study aims to evaluate the challenges impeding TVET colleges from achieving their institutional goals, focusing on uMfolozi TVET College in KwaZulu-Natal. The study seeks to explore the key barriers that uMfolozi TVET College faces and how these challenges impact its performance and outcomes.

1.2 Background of the study

The origin of the institutions formerly known as technical colleges in South Africa dates as far back as the 1800s (Department of Higher Education, Science, and Innovation 2023). The demand for technical education to be made available to young people was a response to the industrial development in the late 1800. TVET colleges offer hands-on training to students pursuing Engineering N1-N6 certificates. This type of training is essential for students to apply their knowledge in real-world settings and experience that prepares them for the workforce (Van der Westhuizen 2023).

Essentially, TVET colleges play a critical role in bridging the gap between education and the labour market by offering practical, skill-based training that aligns with the needs of various industries (Hall, 2023). In South Africa, TVET institutions are seen as essential for achieving national goals of reducing unemployment, fostering economic development, and addressing skills shortages in key sectors. According to Akoojee (2016), the South African government has made significant investments in TVET institutions as part of its broader education reform agenda aimed at strengthening vocational education and training systems. These reforms include curriculum improvements, better industry partnerships, and expanded access to marginalized groups. However, despite these efforts, many TVET institutions continue to struggle with a variety of challenges, including inadequate funding, poor infrastructure, a shortage of qualified staff, and a lack of alignment between training programs and labour market needs. Powell (2013) for example, notes that a lack of alignment between the skills taught in TVET programs and the requirements of industries is a key challenge in South African vocational education.

KwaZulu-Natal, where uMfolozi TVET College is located, is a province with a diverse economy that includes sectors such as agriculture, manufacturing, and tourism. Despite the economic potential of the region, KwaZulu-Natal faces high levels of unemployment, particularly among the youth. According to Statistics South Africa (2021), the unemployment rate in the province remains above the national average, with many young people unable to find work despite having formal education or training.

Despite the increasing recognition of the critical role that Technical and Vocational Education and Training (TVET) colleges play in addressing unemployment and skills shortages, there remains a significant gap in understanding the specific institutional challenges that impede their ability to achieve these goals, particularly in the context of South Africa. While previous studies have explored the broad challenges facing TVET institutions across the country, limited research has been conducted on the unique barriers faced by individual colleges, especially in rural and economically disadvantaged regions such as KwaZulu-Natal. For instance, although Akoojee (2016) and Papier (2017) have highlighted general issues such as underfunding, skills mismatch, and governance inefficiencies, there is a lack of localised research that

addresses how these challenges manifest in specific TVET institutions like uMfolozi TVET College.

The purpose of this study is to evaluate the challenges impeding uMfolozi TVET College from achieving its institutional goals, with a specific focus on producing employable graduates and aligning training programs with industry demands. By identifying and analysing the key barriers facing uMfolozi TVET College, this research aims to provide a comprehensive understanding of how these challenges affect the college's ability to fulfil its role in reducing unemployment and promoting economic development in KwaZulu-Natal.

1.3 Problem statement

Technical and Vocational Education and Training (TVET) colleges play a crucial role in empowering youth with self-reliance, employable skills, and contributing to economic development. However, they experience inadequate funding, which significantly hampers their ability to achieve institutional goals effectively. Insufficient financial resources impact various aspects of college operations, including infrastructure development, faculty recruitment and development, curriculum enhancement, and student support services (Van de Ven et al., 2020). This limitation often leads to outdated facilities, lack of modern equipment, and the inability to offer quality education and training programs (Musakuro & de Klerk 2021), thus hindering students' success in their chosen fields.

Another significant challenge is ensuring that TVET programs align with the evolving needs of industries. Rapid changes in technology, market demands, and industry practices require constant adaptation of curricula to remain relevant (Department of Higher Education Science and Innovation 2023). However, bureaucratic processes, outdated teaching methodologies, and a lack of collaboration between colleges and industry stakeholders hinder this alignment (Hall, 2023), leading to a mismatch between industry needs and workforce skills.

Additionally, TVET colleges face difficulties in recruiting and retaining qualified faculty members, impacting the quality of education and training provided. Limited opportunities for professional development, low salaries, and lack of recognition

contribute to high turnover rates (Musakuro and de Klerk 2021), further exacerbating the shortage of experienced instructors and limiting students' options for skill development.

Moreover, insufficient student support services, including academic counselling, career guidance, and financial aid, pose significant challenges to student success and retention. Limited resources constrain colleges' ability to provide comprehensive support services to meet students' diverse needs, leading to higher dropout rates and lower completion rates (Musakuro & de Klerk 2021).

Addressing these challenges requires a collaborative effort from policymakers, educational leaders, industry stakeholders, and the broader community to provide adequate funding, support faculty development, strengthen industry partnerships, and enhance student support services in TVET colleges. By tackling these issues effectively, TVET colleges can fulfil their institutional goals and contribute to the development of a skilled workforce and a thriving economy in South Africa.

1.4 Aim of the Study

The study investigates the challenges that hinder uMfolozi TVET College to achieve institutional goals.

1.5 Research objectives

This is achieved through the fulfilment of the following three objectives.

- i. To examine facilities available to achieves its institutional goal.
- ii. To identify the challenges in teaching and learning at uMfolozi TVET College, Richards Bay, and
- iii. To investigate the human resources factor that affect the achievement of institutional goal at uMfolozi TVET College, Richards Bay Central office.

1.6 Significance of the Study

The rationale for this study stems from the critical role that TVET colleges play in addressing South Africa's high unemployment rate, especially in regions such as

KwaZulu-Natal, where socio-economic disparities are prominent. TVET institutions like uMfolozi TVET College are integral to equipping individuals with the practical skills necessary to enter the labour market and contribute to the country's economic development. However, these colleges face a range of challenges that impede their ability to meet their institutional goals of providing quality education and producing employable graduates.

Despite government efforts to improve vocational education, many TVET institutions continue to experience difficulties in aligning their programs with labour market demands, which affects the employability of their graduates (Powell, 2013; Akoojee, 2016). Research suggests that resource constraints, inadequate infrastructure, governance issues, and misalignment between training and industry needs are some of the factors hindering TVET institutions' effectiveness (Papier, 2017; Badenhorst & Radile, 2018). However, there is a lack of case-specific research that had explored the challenges faced by individual TVET institutions, particularly in economically disadvantaged regions like KwaZulu-Natal. This study addresses this gap by focusing on uMfolozi TVET College and evaluating the specific challenges that prevent it from achieving its institutional objectives.

Given the centrality of TVET institutions in promoting economic growth and alleviating unemployment, especially among young people, it is essential to explore how institutional and external factors hinder their success. This study will provide insights that could inform targeted interventions, thereby helping uMfolozi TVET College and similar institutions better fulfil their mandates. The research findings will be valuable not only to the institution itself but also to policymakers, educators, and industry stakeholders involved in vocational education.

1.7 Organisation of the study

The study is organised into five (5) chapters. This chapter introduced the study, discussing the research problem, aim and the objectives. Chapter 2 discusses the theoretical and empirical literature which underpins the study. The chapter positions the study in the existing body of literature. Chapter 3 discusses the methodology, giving a detailed discussion of the research design, data collection, data analyses, the pretesting of survey instruments, and information such as ethical considerations.

Chapter 4 discusses the results. Chapter 5 summarises and concludes the study, providing recommendations and areas for future research.

1.8 Conclusion

The foundation of this research project is to evaluate the challenges of TVET College in achieving institutional goals because this is an important tool for colleges to adapt to the evolving digitalised and globalised environment. The study also outline the challenges facing Colleges in producing the expected results. The importance of informing all staff members about changes made by the department, which affects institutional performance due to changes that are effected, employees need to be capacitated prior the implementation of the new developments.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

TVET is defined as the formulation of learning ways as well as the acquiring of attitudes which facilitate success in the workplace (Badenhorst & Radile, 2018). The TVET are there to provide accessibility to training and stimulate individuals to be involved in entrepreneurial activities and competitiveness as well as making individuals grasp life-long learning concepts (Kraak & Paterson, 2016). In addition, TVET Colleges equip people with skills which are vital in improving employees' productivity, efficiency, occupational integration as well as improving the chances for better employment. According to Terblanche and Bitzer (2018), TVET Colleges provide a learning institution that are affordable than the traditional universities but equipping the students with the needed practical skills for employment. This chapter reviewed literature related to the challenges face by TVET colleges from achieving their institutional goals and objectives.

The review is structured into four sections. The first section explores the challenges impeding TVET colleges to achieve institutional goals. Here, challenges like academic, balancing theory and practice, and workload will be detailed. The second section assess stakeholders' challenges in TVET colleges. Thereafter, the obstacles that are prevalent in the TVET college, which prevents it from achieving its goal will be detailed. The chapter will conclude by detailing the theoretical and conceptual framework underpinning the study. Here, the job demand and job resources framework will serve as a guide for the study. The literature review was conducted by reviewing sources drawn from Google scholar, Science direct and Scopus. Relevant articles published in English language not lower than 2000 was included in the study. The search was conducted with Boolean terms and include words like challenges, obstacles, higher education and TVET colleges.

2.2 Holistic Overview of South Africa's Higher Education and TVET System

The landscape of higher education and Technical and Vocational Education and Training (TVET) in South Africa has been shaped by a complex history, evolving policies, and reforms aimed at addressing social and economic challenges. TVET institutions play an essential role in fostering a skilled workforce to support economic growth and reduce unemployment, but they face systemic challenges related to historical inequalities, performance evaluation, and legislative guidance.

South Africa's higher education system has its roots in a racially segregated colonial and apartheid-era system, with significant disparities in access and quality across racial and economic groups (Bunting, 2006). Historically, universities were reserved for White South Africans, while technical colleges, often under-resourced, primarily served Black communities. The post-apartheid period, especially after the National Education Policy Act of 1996, marked a critical shift towards creating an inclusive and equitable higher education landscape (Mzangwa, 2019).

TVET colleges in South Africa were restructured in 2002 following the merger of former technical colleges into a cohesive TVET system. This restructuring aimed to align vocational training with the demands of the economy (Powell, 2013). TVET colleges in South Africa are pivotal in addressing the country's skills shortage and high unemployment rate. These institutions provide vocational and occupational training that equips learners with skills required in various industries. TVET colleges aim to bridge the gap between formal education and the labour market by offering practical, job-ready skills to students, preparing them for employment or entrepreneurship. Their role is particularly essential in addressing South Africa's skills gap in middle-level occupations, which are necessary for economic growth and employment generation. TVET colleges thus play a central role in addressing South Africa's socio-economic challenges, particularly unemployment and the skills gap (Allais, 2012). TVET colleges are tasked with providing middle-level technical skills that the economy urgently needs (Department of Science and Innovation, 2021). Thus, TVETs provide an alternative to traditional academic routes, offering a platform for individuals who may not pursue university education but require practical skills (Wedekind, 2016).

Governed by the Department of Higher Education and Training (DHET), TVET colleges offer qualifications that range from National Certificate Vocational (NCV) courses to National Diplomas, falling within the National Qualifications Framework (NQF) (Maharasoja & Hay, 2001). These qualifications are tailored to meet the needs of different sectors such as engineering, hospitality, business management, and information technology, promoting both technical and theoretical education (Powell, 2013; Akoojee, 2016). These programs are designed to meet industry demands (Department of Higher Education and Training, 2014). The blend of classroom learning and work-based training makes TVET education more relevant to the job market.

Furthermore, partnerships with industries allow students to gain hands-on experience, enhancing their employability (Wedekind and Watson, 2016). These programs also align with South Africa's Skills Development Act, which promotes industry involvement in training (Allais, 2012). The TVET sector's role is closely aligned with the country's National Development Plan (NDP) 2030, which emphasizes the need to reduce poverty, inequality, and unemployment through education and skill development, specifically calling for an increase in the output of skilled workers by TVETs (National Planning Commission, 2012). Chapter 9 of the NDP 2030, stresses the expansion of the TVET college system, focus placed on improving quality. It is the belief that quality enhances confidence in the college sector in the process attracting more learners.

2.2.1 Legislation and Policies Guiding TVETs

TVET colleges are central to South Africa's strategy for reducing unemployment and addressing the skills shortage. They offer practical and technical education that is critical to the country's economic growth and social development. However, to fully realize their potential, more investment in infrastructure, collaboration with industries, and efforts to improve their public perception are needed. TVET colleges will continue to play a significant role in shaping the future workforce if these challenges are addressed through sustained reforms and government support.

Several key legislative frameworks and policies guide the performance and mandate of TVET colleges, ensuring their alignment with South Africa's socio-economic objectives. Among these include:

Further Education and Training Colleges Act, 2006: This act laid the foundation for transforming technical colleges into a national TVET college system, centralizing

governance under the Department of Higher Education and Training (DHET) (Fisher and Scott, 2011). It outlines the responsibilities of colleges, governance structures, and the criteria for funding allocation and academic programs.

National Skills Development Strategy III (NSDS III): Implemented in 2011, this policy aligns skills development with the needs of the labour market, emphasising TVET-college training for youth employment and skills relevant to industry demands (Department of Higher Education and Training, 2011). NSDS III supports partnerships between TVETs and industries, promoting work-integrated learning (WIL) to enhance employability (Wedekind and Watson, 2016).

National Skills Development Strategy (NSDS): The NSDS aims to align vocational training with industry demands, emphasizing the need for a demand-driven approach to skills development (DHET, 2011). Through this strategy, TVET colleges are expected to collaborate more closely with industries to ensure that training meets labour market requirements.

White Paper for Post-School Education and Training, 2014: This policy framework calls for the expansion of post-school education to address inequality and provide educational pathways for all (Department of Higher Education and Training, 2014). It underscores the need for TVET colleges to offer relevant programs that meet national priorities, supporting economic growth and poverty reduction.

Skills Development Act, 1998: This act established the Sector Education and Training Authorities (SETAs) responsible for overseeing skills development within specific economic sectors. It emphasizes partnerships between TVET colleges and SETAs to ensure that training meets the skill demands of industries (Allais, 2012). The Skills Development Act mandates the collection of a Skills Development Levy from employers, which funds training initiatives through the Sector Education and Training Authorities (SETAs). These funds are channelled to TVET colleges to support skills programs that meet sectoral needs, promoting accountability and relevance (Allais, 2012).

National Student Financial Aid Scheme (NSFAS): The NSFAS provides financial support for TVET students, enabling access to education for economically disadvantaged individuals. This is particularly important for reducing dropout rates and promoting equitable access to TVET programs (Powell, 2013).

2.2.2 Role of the Department of Higher Education and Training (DHET)

The Department of Higher Education and Training (DHET) plays a central role in overseeing TVET colleges, with responsibilities spanning policy implementation, funding, curriculum development, and quality assurance. Established in 2009 to enhance coordination of post-school education, DHET has since worked to align TVET programs with labour market needs (Powell, 2013). DHET collaborates with bodies such as the Quality Council for Trades and Occupations (QCTO), which ensures that qualifications meet industry standards, thereby enhancing the quality and relevance of TVET education (McGrath, 2012).

DHET's role also includes overseeing partnerships between TVETs and the private sector to encourage Work-Integrated Learning (WIL), where students gain practical industry experience as part of their training (Wedekind, 2016). These partnerships are essential for aligning TVET programs with industry requirements, thereby improving the employability of graduates. DHET requires TVET colleges to submit regular reports on student performance, enrollment rates, graduation rates, and employment outcomes. This data enables DHET to identify areas of improvement and allocate resources effectively (Cloete, 2009).

2.3 Challenges impeding TVET Colleges to achieve institutional goals

Technical and Vocational Education and Training (TVET) colleges play an instrumental role in fostering skills development and addressing labour market needs, particularly in developing economies. These institutions are vital for promoting economic growth, reducing unemployment, and enhancing employability by equipping individuals with industry-relevant competencies. However, the ability of TVET colleges to achieve their institutional goals is hindered by numerous challenges. These challenges include inadequate funding, a mismatch between skills taught and labour market demands, a shortage of qualified instructors, negative societal perceptions of TVET education, governance challenges, and high dropout rates. In the pursuit of their institutional objectives, the TVET face funding and resource constraints challenges prominently. These constraints pose significant impediments to the provision of quality

education and support services, thereby undermining the colleges' ability to fulfil their mandates effectively (Van de Ven et al., 2020). This section provides a detailed analysis of these challenges, drawing from key research and reports to highlight the barriers to achieving TVET colleges' goals.

2.3.1 Inadequate Funding and Resource Constraints

Inadequate funding is one of the most pressing issues faced by TVET institutions globally. The financial limitations restrict the colleges' ability to upgrade facilities, purchase modern equipment, and implement innovative teaching methods, thereby affecting the overall quality of education. The World Bank (2018) highlights that limited financial resources significantly constrain the capacity of TVET institutions to deliver high-quality education that meets the evolving demands of industries. The report emphasizes that resource shortages impede the maintenance of essential infrastructure and the procurement of updated technological equipment, which are critical for vocational training. For instance, outdated equipment results in students being trained on obsolete technologies, making it difficult for them to compete in the modern job market (McGrath, 2012).

TVET colleges may face resource constraints compared to traditional universities, impacting the quality and depth of educational experiences and practical training available to students (Mtshali, 2020). In South Africa, TVET colleges rely heavily on government funding, which is often insufficient to meet their operational needs. Insufficient resources can hinder the provision of state-of-the-art equipment and facilities needed for practical hands-on training Akoojee (2016) argues that underfunding in South African TVET institutions has resulted in high dropout rates, inadequate student support services, and limited program expansion. Additionally, Badenhorst and Radile (2018) suggest that funding gaps contribute to overcrowded classrooms, insufficient learning materials, and low staff morale, which further impede the ability of TVET institutions to fulfil their goals.

Furthermore, insufficient funding hampers maintenance of facilities, equipment, recruitment of qualified staff, access to relevant training materials, and innovative teaching methods implementation. Limited resources hinder offering comprehensive,

up-to-date curricula aligned with industry needs, thus affecting students' skills development (Van de Ven et al., 2020; Adeosun, Owoyemi, & Adeniyi, 2021). Budgetary constraints hinder infrastructure development and modernization, limiting access to facilities essential for high-quality education (Marope, Chakroun, & Holmes, 2015). Moreover, compared to other educational institutions, TVET colleges are more expensive, necessitating strategic advocacy for increased investment (Darvas & Palmer, 2014). Hence, it is reasonable to argue that adequate funding is crucial for attracting and retaining qualified educators. Limited resources make it challenging to compete for staff salaries and benefits, leading to shortages and lower quality of instruction.

2.3.2 Mismatch Between Skills Taught and Labor Market Needs

One of the most significant challenges facing TVET colleges is the misalignment between the skills taught and those demanded by industries. This skills mismatch results in graduates struggling to find employment even after completing vocational programs. The disconnect between educational outcomes and labour market needs limits the effectiveness of TVET institutions in addressing unemployment and underemployment issues. According to Pavlova (2014), the mismatch is largely due to outdated curricula and the slow pace of curriculum reform, which makes it difficult for TVET colleges to keep up with the fast-changing demands of industries. Many programs are still rooted in traditional trades and technologies that no longer align with modern industry needs, particularly in sectors experiencing rapid technological advancements, such as manufacturing and information technology.

A study by McGrath (2012) indicates that the lack of collaboration between TVET institutions and industry stakeholders exacerbates this problem. Without regular consultations with industry partners, TVET institutions struggle to identify emerging skills gaps and update their programs accordingly. In South Africa, Powell (2013) highlights that while efforts have been made to create industry-TVET partnerships, these initiatives have often been fragmented and insufficient to fully align TVET outputs with labour market requirements.

2.3.3 Shortage of Qualified Instructors

The quality of TVET education is directly linked to the expertise of its instructors. However, many TVET institutions face a shortage of qualified and experienced instructors, especially in technical fields. Instructors often lack practical industry experience, making it challenging for them to impart the necessary hands-on skills to students. Wolf (2011) argues that the recruitment of qualified instructors is a persistent challenge due to the low salaries and limited professional development opportunities offered by TVET colleges. This results in high staff turnover and an inability to attract industry professionals who can provide up-to-date training on modern technologies. Furthermore, Papier (2017) emphasizes that in South Africa, many instructors have not been adequately trained in vocational pedagogy, which limits their ability to deliver effective, skills-based education. Instructors who are more familiar with theoretical approaches may not possess the practical skills necessary for teaching vocational subjects.

The shortage of qualified instructors affects the overall quality of education, with many students receiving inadequate training that does not prepare them for the complexities of the job market. Moreover, Akoojee and McGrath (2017) note that insufficient instructor training and professional development contribute to the slow adoption of innovative teaching methods, further exacerbating the skills gap between graduates and industry needs.

Besides, retaining qualified instructors and providing ongoing professional development are challenging tasks for TVET colleges. Experienced instructors may seek opportunities elsewhere due to competition from other institutions or industries (Borman & Dowling, 2008). Instructors require continuous professional development to stay updated with industry trends and teaching methodologies (Howieson, 2003). Financial constraints may limit support for ongoing training, contributing to a higher turnover rate (Watlington, Guglielmino, & Felsher, 2010).

2.3.4 Negative Societal Perceptions of TVET Education

TVET institutions often suffer from negative perceptions, where vocational education is viewed as inferior to academic education. This societal stigma discourages students from enrolling in TVET programs, which reduces the talent pool and diminishes the role of vocational education in society. Research by Ziderman (2016) highlights the perception that TVET programs are only for students who have failed to qualify for university education, perpetuating the notion that vocational education is a "second-choice" option. This perception influences the quality of students entering TVET programs and limits public and private investment in vocational education systems. As a result, TVET institutions are often under-resourced, which further perpetuates their marginalization.

Powell (2013) argues that changing societal attitudes toward TVET education requires a concerted effort to raise awareness of the value of vocational training and its role in economic development. The growing importance of skills-based jobs in the global economy presents an opportunity to reposition TVET education as a critical component of workforce development, but this requires government, industry, and educational institutions to actively promote the benefits of TVET education.

2.3.5 Governance and Policy Implementation Challenges

Inefficient governance structures and inconsistent policy implementation are additional barriers impeding TVET colleges from achieving their goals. TVET institutions often suffer from fragmented governance, with responsibilities divided among multiple agencies, leading to misalignment of policies, lack of coordination, and duplication of efforts. UNESCO (2020) notes that weak governance structures and poor policy coordination are major hindrances to the successful implementation of vocational education reforms. In many developing countries, TVET systems are characterized by overlapping roles between different government ministries and agencies, resulting in confusion and inefficiencies.

In South Africa, Sooklal and Dhunpath (2016) highlight that governance challenges are particularly acute in the TVET sector, where colleges operate under the Department of Higher Education and Training (DHET) but also rely on input from various other stakeholders. The lack of clear accountability and coordination between different entities hampers the ability of TVET colleges to implement curriculum changes, secure adequate funding, and respond effectively to labour market needs.

2.3.6 High Dropout Rates

High dropout rates pose a significant challenge to TVET colleges, as they impact institutional performance and limit the ability to produce employable graduates. Students enrolled in TVET programs often come from disadvantaged backgrounds and face various socio-economic challenges, including financial constraints, lack of support systems, and limited access to academic resources. According to Papier (2016), high dropout rates in South African TVET institutions are exacerbated by the lack of student support services, such as career counselling, mentorship, and academic advising. Many students drop out due to the financial burden of continuing their studies, while others are discouraged by the perception that TVET qualifications do not guarantee employment. This is compounded by the skills mismatch, which results in graduates struggling to find jobs in their chosen fields. Akoojee and McGrath (2017) argue that addressing high dropout rates requires a multi-faceted approach that includes improving student support services, enhancing career guidance, and creating better linkages between TVET programs and employment opportunities.

From the above review, it is apparent the challenges faced by TVET colleges in achieving their institutional goals are multifaceted and require comprehensive interventions. Inadequate funding, a mismatch between skills taught and labour market demands, a shortage of qualified instructors, negative societal perceptions, governance issues, and high dropout rates are key barriers to the success of TVET institutions. Addressing these challenges will require increased investment in TVET infrastructure, better alignment between industry needs and educational programs, enhanced instructor training, efforts to change societal attitudes toward vocational education, and improved governance structures. With these measures, TVET colleges

can better fulfil their mandate and contribute more effectively to national socio-economic development.

2.4 The obstacles that are common in employees at TVET Colleges

Employees at TVET colleges encounter various obstacles in their professional roles, which can impede the effective delivery of education and support services. One common obstacle is the shortage of qualified staff, as highlighted by studies such as DHET (2014), which found a skills gap among TVET lecturers. This shortage can result in larger class sizes, reduced individual attention for students, and lower quality of instruction. Additionally, employees may face challenges in accessing professional development opportunities and keeping pace with rapidly evolving industry trends and technological advancements, as noted by Kanwar, Balasubramanian, and Carr (2019). Moreover, limited resources and funding constraints may hinder employees' ability to innovate in teaching methods and maintain up-to-date facilities and equipment (Van de Ven et al., 2020). These obstacles underscore the importance of addressing workforce challenges to enhance the quality of education and support provided by TVET colleges. This section further elaborates on the obstacle's employee encounters at TVET colleges in South Africa.

2.4.1 Limited professional development

Limited professional development opportunities pose a significant obstacle for employees within TVET colleges, with ramifications that extend to their ability to adapt to evolving industry demands and advance in their careers. Professional development plays a pivotal role in augmenting employees' skills and knowledge base, enabling them to remain abreast of industry trends, emerging technologies, and innovative teaching methodologies (Gope, Elia, & Passiante, 2018). Moreover, professional development serves as a catalyst for career progression, equipping employees with the requisite competencies to assume leadership roles and pursue advancement opportunities within the institution or industry at large (Duffield et al., 2014). Conversely, a dearth of professional development initiatives may engender feelings of undervaluation and stagnation among employees, leading to diminished morale and productivity. Crucially, the quality of education imparted by employees hinges on their

access to ongoing professional development, enabling them to impart up-to-date instruction aligned with industry standards (Stone, 2017). Without adequate professional development, employees may struggle to deliver education that effectively prepares students for the workforce, exacerbating the existing skill gap between graduates and industry requirements (Hurrell, 2016). Thus, addressing the dearth of professional development opportunities is imperative for enhancing the effectiveness of TVET college staff and ensuring the competitiveness of graduates in the job market.

2.4.2 Limited resources and infrastructure

The limited resources and infrastructure within TVET colleges present significant obstacles to employees, potentially compromising the quality of education and support services provided. Insufficient resources can lead to a lack of access to essential equipment, tools, and teaching materials necessary for effective practical training. Without adequate equipment, students may be deprived of hands-on experience, hindering their preparation for future careers (Alrabai, 2016). Furthermore, a scarcity of teaching materials can impede employees' ability to deliver comprehensive and up-to-date instruction, thereby compromising the quality of education imparted. Inadequate access to updated technology, computer labs, and reliable internet connectivity further exacerbates the situation, hindering employees' incorporation of digital resources into teaching methodologies (Tarus, Gichoya, & Muumbo, 2015). This limitation impedes the integration of technology-driven instruction and innovative pedagogical approaches, such as educational software and online learning platforms. Insufficient space, poor maintenance, and inadequate ventilation or lighting hinder the creation of conducive learning environments, with safety concerns potentially jeopardising the well-being of both employees and students.

2.4.3 Heavy workloads and time management

Heavy workloads and challenges in time management are prevalent obstacles encountered by employees in TVET colleges, posing significant implications for their well-being and job performance. Balancing diverse responsibilities encompassing teaching, administrative tasks, curriculum development, and student support services

often results in heightened stress levels for employees. The pressure to meet deadlines and manage competing priorities can exacerbate this stress, potentially leading to burnout if effective time management strategies are lacking or if a supportive work environment is absent (Michie, 2002).

The overwhelming nature of heavy workloads can diminish job satisfaction, as employees may struggle to allocate sufficient time and attention to each task or role, thereby impacting their sense of accomplishment and fulfilment (Inegbedion et al., 2020). Moreover, heavy workloads can encumber employees' engagement in professional development activities, such as attending conferences or workshops, thereby limiting opportunities for skill enhancement, and staying abreast of current practices (Elmore, 2002). The neglect of professional growth can hinder employee performance and impede career advancement prospects.

Additionally, managing heavy workloads without effective time management practices can precipitate an imbalance between work responsibilities and personal life (Bhui et al., 2016). Insufficient time for personal activities, family commitments, and self-care can engender heightened stress levels, decreased motivation, and potential dissatisfaction with work. Furthermore, heavy workloads may impede effective collaboration and teamwork among employees, as time constraints restrict opportunities for open communication, idea-sharing, and mutual support (Mazzei, Flynn, & Haynie, 2016). This can lead to the creation of silos, reduced creativity, and hindered productivity.

Excessive work demands and prolonged hours may culminate in heightened stress levels and potential burnout, further jeopardising employees' mental and physical well-being (Maslach & Leiter, 2016). The perpetual struggle to balance multiple responsibilities, meet deadlines, and navigate competing priorities can exact a toll on employees' overall job satisfaction, productivity, and quality of life. Addressing these challenges is imperative to foster a supportive work environment conducive to employees' well-being and sustained job performance within TVET colleges.

2.4.4 Limited work-life balance

Limited work-life balance can engender a dearth of personal time for employees to partake in activities they enjoy, spend quality time with family and friends, or attend to their own well-being (Bartlett, Arslan, Bankston, & Sarabipour, 2021). This deprivation can precipitate feelings of imbalance and neglect in their personal lives, thereby contributing to diminished overall happiness and satisfaction. The persistent imbalance between work and personal life can yield detrimental effects on employees' physical and mental health (Krishnan, Singh, & Baba, 2023).

The chronic stress, dearth of leisure time, and neglect of self-care associated with limited work-life balance elevate the risk of health issues such as anxiety, depression, insomnia, and various physical ailments. Moreover, it can strain relationships with family and friends, diminishing support networks and social well-being. When employees grapple with maintaining a healthy work-life balance, it invariably impacts their productivity and engagement at work (Ivasciucq, Epuran, Vuță, & Tescașiu, 2022). Fatigue, distraction, and reduced motivation impede their capacity to perform optimally, resulting in decreased efficiency and effectiveness in their roles. This, in turn, exerts a negative impact on the overall productivity and performance of the college.

2.4.5 Communication and collaboration

Communication and collaboration challenges within TVET colleges present significant obstacles that can impact productivity, efficiency, morale, and decision-making processes. Ineffective communication channels hinder the sharing of vital information, resulting in misunderstandings, delays, and decreased productivity. The absence of proper communication systems and platforms impedes employees' access to essential updates, hindering their ability to perform effectively (Tzenios, 2019). Furthermore, limited collaboration between different departments or teams fosters a fragmented work environment characterised by silos, isolated decision-making, and a lack of synergy (Axelsson & Axelsson, 2006). This fragmentation obstructs interdisciplinary collaboration, innovation, and cohesive problem-solving efforts.

Inefficient communication practices exacerbate productivity and efficiency issues. Miscommunications, delays in information dissemination, and unclear instructions contribute to errors, rework, and time wastage. Without effective communication channels, employees struggle to coordinate tasks, align efforts, and efficiently complete projects (Eckerson, 2010). Moreover, communication challenges diminish morale and engagement levels among employees. Limited collaboration or ineffective communication systems breed feelings of isolation, undervaluation, and disconnection from the institution's overarching goals (Nienaber & Martins, 2020), resulting in reduced job satisfaction, diminished motivation, and increased turnover rates.

Conversely, inefficient communication channels impede decision-making processes within the college. Communication gaps, misalignments, or delays in information sharing impede timely decision-making and may lead to suboptimal outcomes (Vafeas, Hughes, & Hilton, 2016). Effective communication and collaboration are indispensable for informed decision-making that incorporates multiple perspectives and leverages the expertise of various stakeholders. Addressing communication and collaboration challenges is crucial to fostering a cohesive, efficient, and productive work environment within TVET colleges.

2.4.6 Lack of recognition and growth

The lack of recognition and limited advancement opportunities present significant obstacles for employees within TVET colleges, impacting motivation, job satisfaction, retention, and institutional effectiveness. When employees perceive that their efforts and contributions are not recognized or valued, it often leads to demotivation and decreased job satisfaction (Danish & Usman, 2010). The absence of recognition for their hard work can leave employees feeling unappreciated and disengaged from their roles, diminishing their sense of accomplishment and motivation to perform at their best.

Moreover, the scarcity of career advancement opportunities can prompt talented and motivated staff to seek opportunities elsewhere, eroding institutional continuity,

quality, and effectiveness (Morgan, Chisoro, & Karodia, 2015). The inability to offer avenues for professional growth and development may deter highly skilled individuals from joining or remaining within TVET colleges, posing challenges in attracting and retaining top talent (Momanyi, Riechi, & Khatete, 2021). This predicament exacerbates the struggle to maintain a workforce that is adept and competitive in their respective fields.

Furthermore, the absence of recognition and advancement prospects fosters a negative workplace culture characterised by low morale, heightened competition, and diminished collaboration (Bonn & Ye, 2019). When employees feel undervalued and overlooked, it undermines teamwork, employee relationships, and overall productivity within the institution. Additionally, the departure of talented employees due to these factors results in a loss of institutional knowledge and expertise, impeding the transfer of knowledge, mentorship opportunities, and the continuity of educational programs (Musakuro & de Klerk, 2021). This loss undermines the institution's capacity to deliver high-quality education and maintain industry relevance. Addressing the lack of recognition and advancement opportunities is paramount to fostering a supportive, motivating, and conducive work environment within TVET colleges.

2.5 Theoretical and conceptual framework

To effectively understand and address the obstacles faced by employees at TVET colleges, it is essential to employ a robust theoretical and conceptual framework. This framework will provide a structured approach to examining the various challenges and developing strategies for improvement. The Job Demands-Resources (JD-R) Model, developed by Demerouti et al. (2001), provides a comprehensive framework for understanding how job characteristics influence employee well-being and performance. The JD-R model posits that every occupation has its own specific risk factors associated with job stress, which can be categorised into two broad groups, namely job demands and job resources.

2.5.1 Job demands in the context of TVET colleges

Job demands refer to the physical, psychological, social, or organisational aspects of a job that require sustained physical or mental effort and are therefore associated with certain physiological and psychological costs (Demerouti et al., 2001). In the context of Technical and Vocational Education and Training (TVET) colleges, job demands can encompass a variety of factors, including heavy workloads, time management challenges, and limited resources and infrastructure. These demands significantly impact the well-being and performance of employees, necessitating a closer examination of their implications and the literature supporting these insights.

2.5.2 Heavy workloads and time management

Heavy workloads and time management issues are prominent job demands in TVET colleges. Employees often juggle multiple responsibilities, including teaching, administrative tasks, curriculum development, and student support services. The need to balance these diverse duties can lead to significant stress and potential burnout (Michie, 2002). Studies have shown that excessive workloads can diminish job satisfaction and increase turnover intentions among educators (Inegbedion et al., 2020). Moreover, the pressure to meet deadlines and manage competing priorities exacerbates stress levels, highlighting the importance of effective time management strategies to mitigate these adverse effects (Elmore, 2002).

2.5.3 Limited resources and infrastructure

The availability of resources and infrastructure is another critical job demand in TVET colleges. Insufficient resources can lead to inadequate access to essential equipment, tools, and teaching materials necessary for effective practical training. For instance, Alrabai (2016) found that a lack of adequate equipment hinders students' hands-on experience, thereby affecting their preparedness for future careers. Similarly, Tarus, Gichoya, and Muumbo (2015) emphasize that inadequate access to updated technology and reliable internet connectivity impedes the incorporation of digital resources into teaching methodologies. This limitation not only affects the quality of

education provided but also places additional strain on educators who must work with outdated or insufficient tools.

2.5.4 Psychological and physiological costs

The psychological and physiological costs associated with job demands are well-documented. High job demands can lead to chronic stress, which in turn may result in mental health issues such as anxiety and depression (Bhui et al., 2016). Physical health can also be compromised, with stress-related ailments such as insomnia and cardiovascular problems being common among overburdened employees (Krishnan, Singh, & Baba, 2023). These health issues further exacerbate the challenges faced by TVET college employees, impacting their overall job performance and well-being.

2.6 Job resources in the context of TVET colleges

Job resources are the physical, psychological, social, or organisational aspects of a job that are functional in achieving work goals, reducing job demands, and stimulating personal growth and development (Bakker & Demerouti, 2007). In Technical and Vocational Education and Training (TVET) colleges, job resources play a crucial role in mitigating the adverse effects of job demands and enhancing the overall well-being and performance of employees. This section explores the various types of job resources, their importance, and the supporting literature.

2.6.1 Physical resources

Physical resources refer to tangible assets that employees can utilise to perform their tasks efficiently. In the context of TVET colleges, physical resources include modern equipment, up-to-date teaching materials, and adequate facilities. According to Alrabai (2016), access to the latest equipment and tools is essential for providing students with hands-on experience and preparing them for future careers. When employees have access to these physical resources, they can deliver high-quality education and training, thereby achieving their work goals more effectively. Moreover, well-maintained infrastructure and sufficient space contribute to creating a conducive

learning environment, which is crucial for both teaching and learning processes (Ayeni & Adelabu, 2012).

2.6.2 Psychological resources

Psychological resources encompass aspects such as self-efficacy, resilience, and motivation that help employees cope with job demands and stress. A supportive work environment that fosters psychological well-being is critical in TVET colleges. For instance, professional development opportunities can significantly enhance educators' self-efficacy and motivation by equipping them with new skills and knowledge (Gope, Elia, & Passiante, 2018). Furthermore, recognition and feedback from supervisors and peers can boost employees' confidence and job satisfaction, as highlighted by Panaccio and Vandenberghe (2009). These psychological resources not only help in reducing stress but also stimulate personal growth and development.

2.6.3 Social resources

Social resources refer to the support employees receive from their colleagues, supervisors, and the broader organisational network. Social support is a key buffer against the negative impacts of job demands. In TVET colleges, collaborative work environments and effective communication channels are essential for fostering teamwork and reducing feelings of isolation (Mazzei, Flynn, & Haynie, 2016). Studies have shown that social support from colleagues and supervisors can enhance job satisfaction and reduce turnover intentions (Nienaber & Martins, 2020). Additionally, mentorship programs and peer support groups can provide valuable guidance and encouragement, promoting a culture of mutual assistance and continuous improvement.

2.6.4 Organisational resources

Organisational resources include policies, practices, and structures that support employees in their roles. Effective leadership, clear job roles, and opportunities for career advancement are vital organisational resources in TVET colleges. The presence of clear policies and supportive management practices can reduce role

ambiguity and work-related stress (Lipsky, 2010). Furthermore, opportunities for career progression and professional growth, such as promotions and advanced training programs, are critical for employee retention and motivation (Duffield et al., 2014). Organisations that invest in their employees' development demonstrate a commitment to their workforce, leading to higher levels of engagement and job satisfaction.

2.7 Conceptual framework

The conceptual framework for this study is based on the Job Demands-Resources (JD-R) Model by Demerouti et al. (2001). This framework provides a comprehensive lens through which to examine the various challenges faced by employees at TVET colleges and the potential strategies to enhance their well-being and performance. The JD-R model categorizes work characteristics into two broad dimensions: job demands and job resources. This framework will guide the exploration of specific factors affecting TVET college employees and suggest interventions to mitigate negative outcomes.

2.7.1 Job demands

Job demands refer to the physical, psychological, social, or organisational aspects of the job that require sustained physical or mental effort and are therefore associated with certain physiological and psychological costs (Demerouti et al., 2001)

2.7.1.1 Heavy workloads and time management

TVET college employees often face heavy workloads due to extensive teaching, administrative duties, curriculum development, and student support services. Effective time management is crucial to handle these responsibilities without succumbing to stress and burnout. Michie (2002) emphasizes that high job demands can lead to stress and burnout if employees lack effective time management strategies or a supportive work environment. Balancing multiple responsibilities can diminish job satisfaction and performance. Lecturers at TVET colleges might struggle with

preparing course materials, grading, and attending to administrative tasks simultaneously, leading to heightened stress levels.

2.7.1.2 Limited resources and infrastructure

Insufficient teaching materials, outdated equipment, and inadequate facilities pose significant challenges for effective instruction and student engagement. Tarus, Gichoya, and Muumbo (2015) highlight the impact of resource constraints on the quality of education. Inadequate resources can hinder practical training and the incorporation of technology into teaching methodologies. A lack of modern computer labs or insufficient workshop tools can impede the hands-on learning experiences that are crucial for vocational training.

2.7.1.3 Limited professional development

Professional development opportunities are essential for employees to stay current with industry advancements and teaching methodologies. Limited access to such opportunities can impede their effectiveness and career progression. Gope, Elia, and Passiante (2018) argue that continuous professional development is crucial for skill enhancement and adaptability to changing industry landscapes. Employees who lack opportunities for further training may struggle to incorporate new technologies or industry practices into their teaching.

2.7.2 Job resources

Job resources refer to the physical, psychological, social, or organisational aspects of the job that are functional in achieving work goals, reduce job demands, and stimulate personal growth and development (Bakker & Demerouti, 2007).

2.7.2.1 Supportive work environment

A supportive work environment, characterised by collegial support recognition and effective communication, can mitigate the stress associated with job demands and enhance job satisfaction. Bakker and Demerouti (2007) suggest that job resources such as social support and recognition can buffer the impact of job demands, leading to improved employee well-being.

2.7.2.2 Effective leadership and management

Effective leadership and management practices can alleviate job stress by providing clear guidance, support, and resources. Good leadership fosters a positive work environment and enhances employee motivation. Maslach and Leiter (2016) emphasise that effective leadership is crucial in managing job demands and providing necessary resources to prevent burnout. Leaders who communicate clearly, set realistic goals, and provide adequate support can significantly reduce the stress levels of their employees.

2.7.2.3 Interplay between job demands and job resources

Figure 2.1 provides virtual representation of the proposed conceptual framework guided by the Job and Demand Resources (JD-R) model. The JD-R model posits that job demands and job resources interact to influence employee outcomes. High job demands can lead to strain and burnout if not counterbalanced by sufficient job resources. Conversely, job resources not only help in managing job demands but also play a motivational role, enhancing work engagement and performance (Bakker & Demerouti, 2007). Job resources can buffer the negative effects of job demands. For instance, a supportive work environment and access to professional development can help employees manage heavy workloads more effectively (Bakker et al., 2005). Job resources contribute to work engagement, which in turn enhances job performance. When employees perceive ample job resources, they are more likely to be engaged and motivated (Schaufeli & Bakker, 2004).

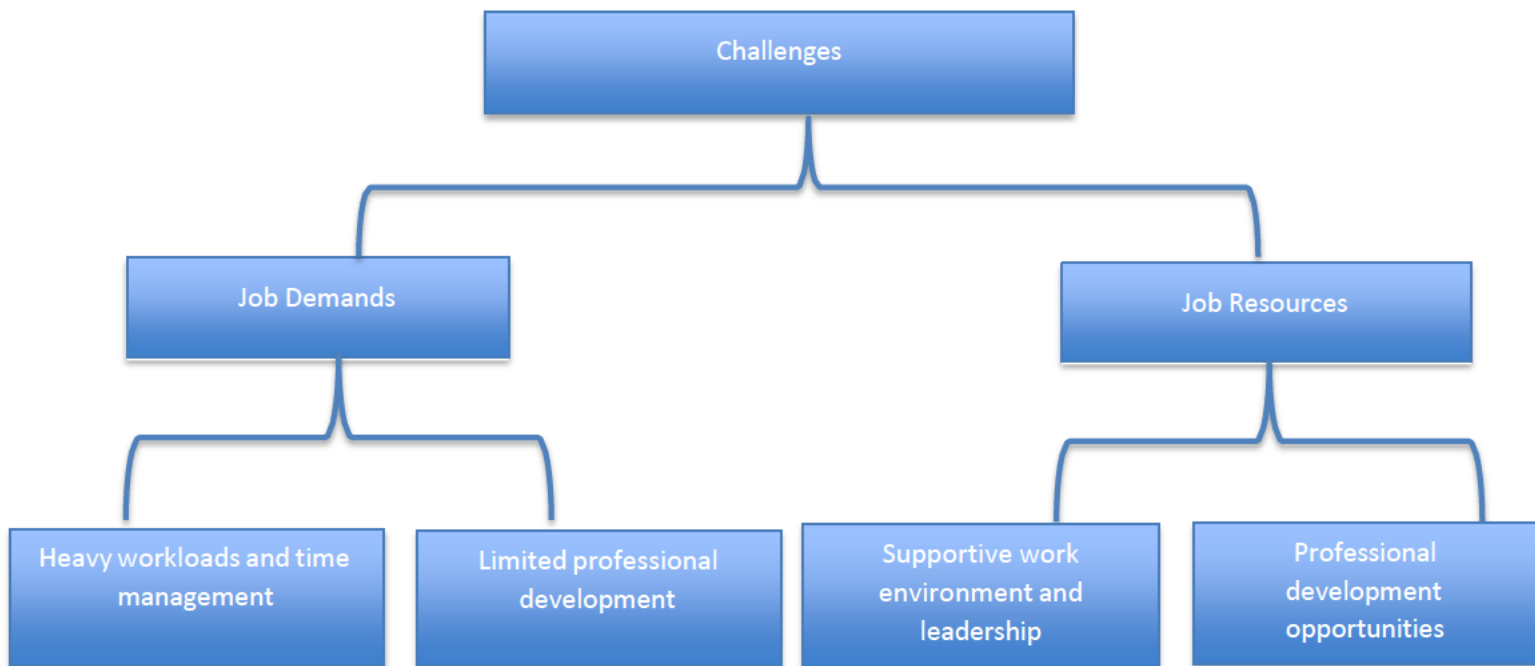


Figure 2.1 Conceptual framework (Authors own creation)

2.8 Conclusion

The literature review chapter synthesises a comprehensive understanding of the challenges faced by TVET colleges, identifying recurring themes such as funding constraints, maintenance issues, staffing challenges, and the need for greater alignment with industry demands. Through an examination of diverse sources, the chapter provides insights into the complex administrative, financial, and pedagogical dynamics shaping the TVET landscape. Moving forward, addressing these challenges will require concerted efforts from policymakers, educational institutions, industry stakeholders, and regulatory bodies to foster a conducive environment for TVET

colleges to thrive and fulfil their vital role in skills development and workforce preparation.

From a theoretical standpoint, the Job Demands-Resources (JD-R) model provides a comprehensive framework for understanding the impact of job demands on employees. Addressing job demands in TVET colleges requires a multifaceted approach. Reducing workloads, improving resource allocation, and providing better infrastructure can alleviate some of the physical and psychological burdens on employees.

In conclusion, the literature underscores the intricate nature of challenges confronting TVET colleges, emphasising the critical need for strategic interventions to address them comprehensively.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines the research design and methodology used to investigate the challenges impeding uMfolozi TVET College from achieving its institutional goals. It explains the philosophical foundations of the study, the research approach and strategies employed, sampling techniques, and data collection methods. Additionally, it addresses the validity, reliability, and ethical considerations necessary to ensure the integrity of the research.

3.2 Research Philosophy

Research philosophy concerns the assumptions and beliefs that guide the process of data collection and analysis. Quantitative research is often associated with positivism, a philosophy that assumes reality is objective and can be observed, measured, and analysed using scientific methods. According to positivism, social phenomena can be studied like natural sciences, where facts are gathered, and cause-effect relationships are explored (Creswell & Creswell, 2018).

Given the quantitative nature of this research, a positivist research philosophy was adopted. Positivism, as an epistemological perspective, underscores the primacy of empirical evidence and scientific methodologies in the pursuit of knowledge. Positivists posit that reality exists independently of human perception and can be comprehended through systematic observation and experimentation (Bryman, 2016). Creswell and

Creswell (2017) highlight the use of positivist principles in research design, focusing on the importance of objectivity, replicability, and quantitative methods to explore causal relationships in social phenomena.

From a positivist perspective, researchers are seen as neutral observers who remain detached from personal biases to conduct independent investigations (Žukauskas et al., 2018). By following these positivist principles, researchers strive to uncover objective truths about both the natural and social world, thus advancing knowledge in their fields. Positivism aligns with the study's objective to examine institutional challenges at uMfolozi TVET College through measurable, observable data, aiming to identify patterns and relationships between various variables such as resource allocation, staff capacity, and institutional performance. This approach allows for the collection of numerical information based on objective data, providing a clear, empirical basis for the findings.

3.3 Research Approach

The research approach provides the foundational framework within which a study is conducted, guiding the strategies used to address research questions or objectives and influencing methods of data collection, analysis, and interpretation. Various research approaches exist, each suited to different research aims and contexts, with distinct principles and methodologies.

One well-known approach is the deductive approach, which begins with a theory or hypothesis and seeks to test its validity through empirical observation and data analysis (Bryman, 2016). Rooted in the positivist tradition, the deductive approach emphasizes logical reasoning and systematic investigation to either confirm or refute pre-existing theories. Researchers using this approach develop a hypothesis based on established theory or literature and then collect data to test it empirically (Saunders et al., 2016). Data collection methods in deductive research typically include quantitative tools such as surveys or experiments, with statistical techniques often used to analyse relationships between variables (Bryman, 2016).

Conversely, the inductive approach involves collecting and analysing data to generate theories or hypotheses based on observed patterns (Creswell & Creswell, 2017). Unlike the deductive approach, which starts with a theory, the inductive approach

begins with data, leading to the development of new theories (Charmaz, 2014). Researchers using the inductive approach typically employ qualitative methods such as interviews, observations, or document analysis to gather rich, contextual data (Denzin & Lincoln, 2011). The analysis in inductive research focuses on identifying patterns, themes, or relationships, which are then used to create new theories or hypotheses (Guba & Lincoln, 1994). The selection between deductive and inductive approaches depends on factors such as the nature of the research questions, the type of data available, and the researcher's epistemological perspective. In this study, the deductive approach was selected as the most appropriate research approach. The motivation for the choice of deductive approach is premised on the nature of the study objectives highlighted in Chapter One.

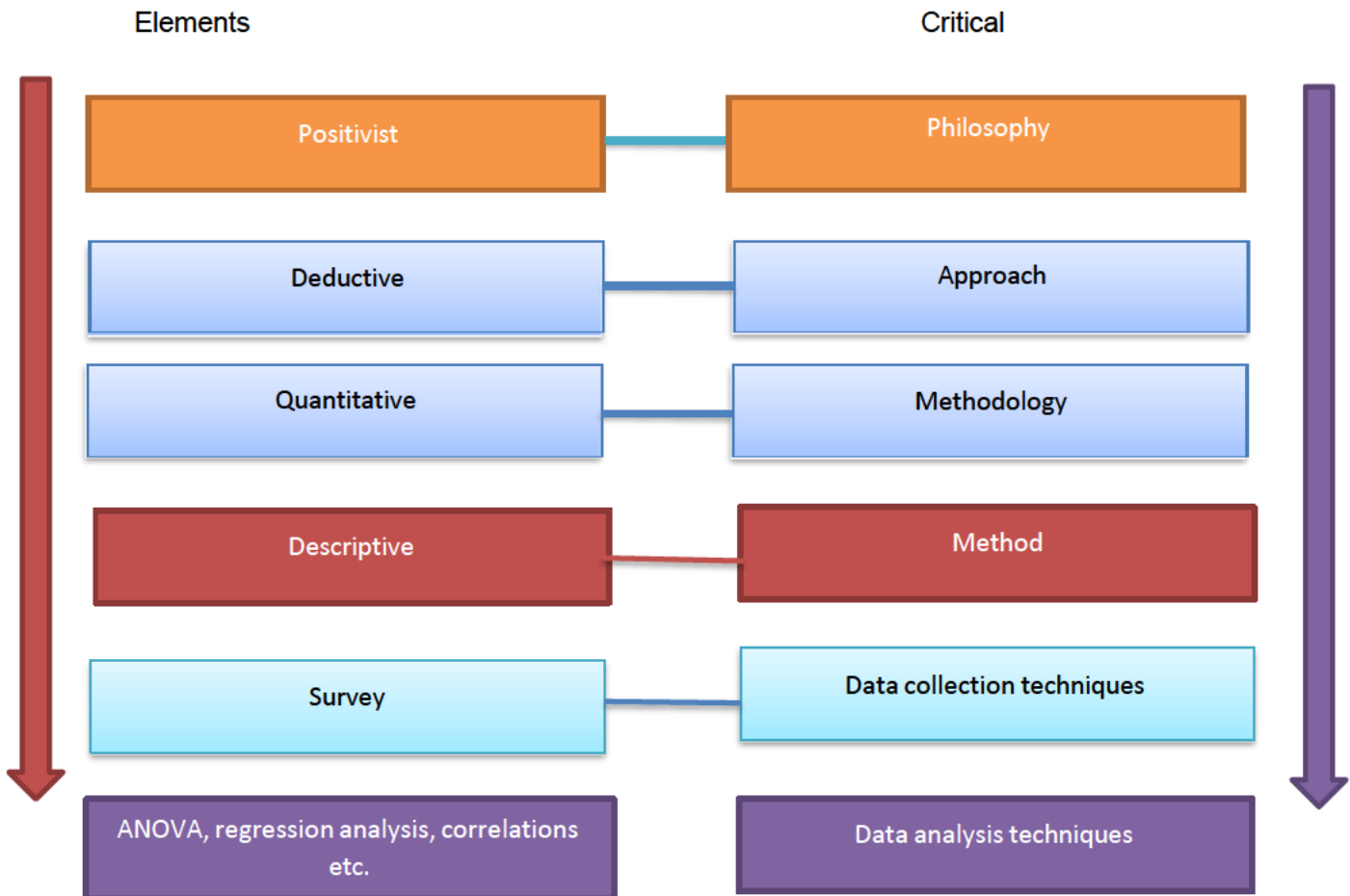
3.4 Research design

According to Creswell (2014), research design is a fundamental element of any study, serving as the blueprint for how data will be collected, analysed, and interpreted to address the research questions or objectives. Research design therefore acts as a roadmap that guides the researcher throughout the research process, ensuring consistency and methodological rigor. The design outlines the framework for conducting data collection and analysis (Kalpokas & Radivojević, 2021). It provides a structured plan detailing the steps involved in the investigation, aimed at achieving the desired outcomes of the study (Gray, 2020). The choice of research design is strongly influenced by the specific research problem (Bryman, 2008), and its selection depends on factors such as the nature of the research questions, the researcher's epistemological stance, available resources, and the intended outcomes. Different research designs offer distinct advantages and are suited to various research contexts.

The researcher adopts the quantitative approach for this study. The quantitative research strategy uses questionnaires to gather data from the chosen respondent population. The design is, therefore, descriptive. Ansari et al. (2022) explain that descriptive research design is aimed at obtaining accurate information to systematically describe a population, object or situation. It helps in answering the questions about what, when, where, and how about a research problem, and basically used by researchers who wants to identify trends, characteristics and categories (De

Vos, 2002). The researcher adopts this method and select people from uMfolozi TVET College and give questionnaires.

Figure 3.1: Research design (Authors own creation)



3.5 Population

Collis and Hussey (2013:97) define a target population as the group of potential respondents that can be used in a research study. Barbour (2014:206) describes the target population as the group of individuals that are relevant to the researcher's inquiry. Cooper and Schindler (2014:388) explain that a study population consists of

individuals or objects sharing similar characteristics, from which the researcher selects a sample to draw conclusions. The target population for this research consists of top and middle management, specifically academics across the different campuses of uMfolozi TVET College. These individuals were selected because they hold management positions within the institution. The selection of this group is mostly attributed to the fact that operational management and productivity of the TVET college is largely influenced by them.

3.6 Sample techniques

Sample techniques are crucial in research as they determine the representativeness and reliability of study findings. In investigating challenges faced by TVET colleges, appropriate sampling techniques ensure that data collected accurately reflects the broader context of the study. Sampling techniques are generally divided into two categories: non-probability and probability sampling methods (Barbour, 2014:206).

Probability sampling ensures that every member of the target population has an equal chance of being selected, whereas non-probability sampling depends on the researcher's judgment, with no guarantee that all elements of the population will be included (Leedy & Ormrod, 2010:212). In this study, probability sampling was used to select respondents. Kumar (2014:175) explains that in quantitative research, the researcher chooses a sampling method that is impartial and representative of the population.

With probability samples, the chance of each case being selected from the population is known and is usually equal for all the cases. The different types of probability are simple random, systematic, stratified random, cluster and multi-stage (Saunders, Lewis & Thornhill, 2019). One commonly used sampling technique is stratified sampling, which divides the population into subgroups based on relevant characteristics such as campus location, program specialisation, or student demographics (Creswell & Creswell, 2017). This technique allows researchers to obtain a more comprehensive understanding of challenges across various segments of TVET colleges. Furthermore, random sampling techniques such as simple random sampling or cluster sampling may be employed to ensure that each member of the

population has an equal chance of being selected (Trochim, 2006). This study employed simple random sampling. Denscombe (2012:341) notes that simple random sampling ensures that each element in the population and each potential sample of a given size have an equal chance of selection. Respondents were drawn from a list of academic as well as management staff at the uMfolozi TVET College, with measures taken to ensure confidentiality by removing personal identifiers from the data collection instrument. To avoid bias, respondents were selected at random at every 5th name from the list until the required sample size was achieved.

3.7 Sample size

Sample size is an act of choosing the numbers of observation to be included in a statistical sample (Bellera et al., 2012). According to Shapiro (2011), the term sample size typically refers to the number of units selected for data collection. Sekaran and Bougie (2014) provide a framework for determining an optimal sample size, taking into account factors such as the desired level of precision, confidence, variability within the population, and cost-benefit considerations. The population and sample size are 70 staff members of the College of uMfolozi TVET (Table 3.1). Given the small number of the sample population all staffs that meet the inclusion criteria were recruited using census sampling. In a census, researchers aim to collect data from every member of the population because the population size is small enough to make it feasible (Check & Schutt, 2012). A letter of invitation was sent to every participant inviting them to participate in the study through their staff email or personal email if available.

Table 3.1 Sample population

Staff Members	Number
Top Management	24
Middle Management	46
Total	70

3.8 Measuring instrument

A questionnaire was used as the data instrument for this study. A questionnaire is a data collecting instrument which consists of lists or a series of subject specific

questions (Remenyi, 2023). The questionnaire was designed to be easy to read, with very brief statements which were simple to understand. This made it appealing for the respondents and increased their willingness to participate in the study. The designing of the questionnaire aligns with Aaker et al. (2007) that a well-designed questionnaire facilitates the attainment of research objectives. **The formulation of the questionnaire was based on research objectives, which is also governed by the literature review** from chapter two and three to assess the TVET College challenges on institutional goals. Structured questionnaires, characterised by **closed-ended questions** and Likert scales, elicit precise responses from respondents, while unstructured questionnaires (Kothari, 2004). The questionnaire was specifically designed to gather data relevant to the study's objectives. It prompts respondents to choose answers from a set of predefined options. Data collection was conducted using this closed-ended questionnaire (refer to Appendix A), which utilized a five-point Likert scale (1 = strongly disagree; 5 = strongly agree). The Likert scale, a numerical rating system that ranges from 1 for "strongly disagree" to 5 for "strongly agree," assesses respondents' feelings regarding closed-ended questions (Saunders et al., 2019). This scale evaluated the current human resources communication strategies and the influence of internal communication on institutional success, allowing for straightforward coding and analysis. The questionnaire was divided into three sections: Section A collected demographic information, Section B included closed-ended questions related to dealing with challenges, Section C focused on challenges in achieving institutional goals, and Section D addressed changes to strengthen achievements of institutional goals.

3.9 Data collection

Quantitative research focuses on numeric unchanging data and detailed, convergent reasoning rather than divergent reasoning. To facilitate efficient data collection, a structured closed-ended questionnaire was distributed using an online platform, specifically targeting the email addresses of 70 staff members of the College of uMfolozi. Each online questionnaire was accompanied by an information letter and a consent form. The covering letter also included the researcher's contact details for any further inquiries. According to Sekaran and Bougie (2019), using questionnaires helps

ensure the anonymity and confidentiality of respondents. Additionally, questionnaires provide respondents with the flexibility to answer at their convenience (Sekaran & Bougie, 2019). They are also effective for reaching a large target population. Upon completion, respondents returned the filled-out questionnaire to the researcher via email, and they were given two weeks to complete it.

3.10 Data analysis

Data analysis is a pivotal phase in research, especially when investigating the challenges encountered by TVET colleges. Utilising robust quantitative data analysis techniques is crucial for deriving accurate insights to address research questions effectively. One such approach involves employing statistical analysis methods like descriptive statistics, and inferential statistics (Field, 2018).

3.11 Description statistics

According to Schreiber and Asner-self (2011: 232) description statistics are the set of procedures used to summarise numerical data whereby the large number of observed values is reduced to a few numbers. Descriptive statistics was applied to analyse the demographic characteristics of the sample population. Frequency tables and percentages were utilised to present the data. In addition, A stacked bar graph was used to represent the frequency of responses where the frequency of each Likert scale option (i.e. strongly agree, agree, neutral, disagree and strongly disagree).

3.11.1 Inferential statistics

Inferential statistics plays a crucial role in analysing data and drawing conclusions about populations based on sample data (Leedy & Omrod, 2014: 1050). This statistical method enables researchers to make inferences or generalisations about a larger population from which the sample was drawn. In the context of investigating challenges faced by TVET colleges, inferential statistics was applied to provide valuable insights into the relationships between variables and help determine the

significance of findings. Additionally, inferential statistics such as analysis of variance (ANOVA), correlations, and factor analysis were applied to analyse and present the data. Factor analysis making use of Principal component analysis (PCA) was applied to assess the dimensionality of data. PCA is instrumental in identifying underlying constructs or dimensions that explain the relationships among observed variables (Hair et al., 2010).

ANOVA was used to assess the relationship between the respondents' demographic characteristics and questions addressing dealing with challenges, challenges in achieving institutional goals, and changes to strengthen achievements of institutional goals. Analysis of Variance (ANOVA) is a statistical technique widely used to compare means across multiple groups to determine whether there are statistically significant differences among them (Field, 2018).

Correlation analysis was employed to examine association between the three constructs, namely: dealing with challenges, challenges in achieving institutional goals, and changes to strengthen achievements of institutional goals.

3.12 Pretesting

Pre-testing is to identify problems with the data collection instrument and find possible solutions. Pretesting is the stage in research when the questions and in the questionnaires are tested on members of target population, to evaluate the reliability and validity of the survey instruments prior to their final distribution. The objectives of the pretest are to assess the clarity, relevance, and effectiveness of the survey instrument in capturing data related to the challenges faced by TVET colleges. Additionally, the pretest aims to identify any ambiguities, inconsistencies, or biases in the questions, as well as to evaluate the overall flow and structure of the instrument (Groves et al., 2009). Pilot study was conducted with 5 staff members who are not part of the main study. Apart from grammatical corrections, no changes were made to the final questionnaire used for the study.

3.13 Limitations

The study aimed to identify and analyse the various obstacles hindering TVET colleges from achieving their institutional goals effectively. Only factors contributing to these challenges, such as insufficient funding, curriculum alignment with industry needs, faculty recruitment and retention, and student support services were analysed. The research was conducted using quantitative methods, including surveys, and document analysis, to gather comprehensive data from multiple perspectives. However, it is important to acknowledge certain delimitations, including the focus on uMfolozi TVET College as a case study, which may limit the generalisability of findings to other TVET institutions. Additionally, the study primarily examines challenges within the context of TVET Colleges in South Africa, and while some insights may have broader relevance, the findings may not be directly applicable to TVET colleges in other countries.

3.14 Validity and reliability

3.14.1 Validity

Validity in research refers to the degree to which a study accurately measures what it intends to measure. **It ensures that the research instrument measures the concept or construct it claims to measure.** There are different types of validity, including content validity, criterion validity, and construct validity. Content validity ensures that the research instrument adequately covers all aspects of the concept being measured. Criterion validity assesses whether the results of the research instrument correlate with other established measures of the same concept. Construct validity evaluates whether the research instrument accurately captures the underlying theoretical construct it is supposed to represent (Trochim & Donnelly, 2008).

Validity is crucial in research because it determines the accuracy and credibility of the study's findings and conclusions. If a research instrument lacks validity, the data collected may not accurately reflect the phenomena under investigation, leading to erroneous conclusions. **For this study, ensuring content validity was essential in the development of the questionnaire, as it needed to comprehensively capture the challenges faced by uMfolozi TVET College in achieving its institutional goals. Without adequate content validity, important dimensions such as resource constraints, leadership practices, and staff development could have been overlooked, leading to incomplete or biased findings.** Validity ensures that researchers can confidently draw

meaningful conclusions from their data and make informed decisions based on those conclusions (Cook & Campbell, 1979).

Validity can be ensured through various methodological strategies and techniques. Firstly, during the design phase of the research, careful attention will be paid to developing research instruments that have strong content validity. This involves ensuring that all relevant aspects of the phenomenon under study are adequately represented in the instrument. Pilot testing of the instruments with a small sample of participants can help identify and rectify any potential validity issues before full-scale data collection (Hair et al., 2014).

In this research, validity was achieved by aligning the data collection instrument with the study's aims and objectives. This involved a comprehensive literature review and consulting with experts to ensure that the content of the questionnaires and questions corresponded with the research objectives. Additionally, an exploratory factor analysis (EFA) was performed to further enhance the validity of the measures. According to Ullman (2006), EFA helps identify the actual number of variables and their related construct items within the survey instrument. EFA is employed to evaluate the content validity of a survey tool, ensuring it adequately addresses the research questions that guide the study (Cooper & Schindler, 2014).

3.14.2 Reliability of the study

Reliability in research refers to the consistency and stability of the measurements obtained through a research instrument over time and across different conditions. It ensures that the research instrument produces consistent results when used repeatedly under similar conditions. A reliable research instrument should yield similar results when administered to the same group of participants on multiple occasions or when scored by different raters independently. Reliability is essential for ensuring that the findings of a study are dependable and reproducible (Babbie, 2016).

Reliability is crucial in research because it determines the accuracy and trustworthiness of the study's results. A reliable research instrument ensures that the data collected accurately represent the phenomenon being studied, rather than being influenced by random error or fluctuations in measurement. Without reliability, researchers cannot have confidence in the consistency of their findings or the validity of their conclusions. For instance, if a test used to measure students' mathematical

abilities produces different scores each time it is administered to the same group of students, it lacks reliability, and its results cannot be trusted to accurately reflect students' true abilities. In this study, the Cronbach Coefficient Alpha Test was utilised to assess the reliability of the measurement instrument. According to George and Mallery (2018), scales with alpha coefficients categorized as follows: 0.80 to 0.95 indicate very good reliability, 0.70 to 0.80 suggest good reliability, 0.60 to 0.70 reflect fair reliability, and below 0.60 are viewed as having poor reliability.

3.15 Anonymity and confidentiality

The practices of confidentiality and anonymity are used to protect the privacy of participants in a study (Bhardari & Hoft, 2021). It is important to consider ethical practices during data collection, handling, analysis, and reporting. For this study, the identities of all participants will not be published, that is, the names, photographs, or any identifying information will be treated as highly confidential. The data collected in the study were not controversial, and confidentiality was ensured. Completed questionnaires will be stored for 5 years in a locked cupboard in the supervisor's office and thereafter shredded. Further, the study maintains the ethical principle of self-determination where respondents are treated as autonomous agents. All respondents are informed of this principle before they can participate in the survey. Respondents are also informed about the study and that their participation is voluntary, and that they can choose to participate or withdraw from the survey at any time. Details of the researcher, those of the supervisor and contact details for the administrator of the ethics committee at the Durban University of Technology were provided to each participant who can use those details in case of any complaint against the researcher. All ethical standards outlined by the ethics committee at the Durban University of Technology are strictly adhered to.

3.16 Ethical consideration

The researcher used a letter drafted by himself and another from the Institutional Research Ethics Committee (IREC) of the Durban University of Technology (DUT) to request permission to conduct a study on evaluating the challenges faced by TVET colleges in achieving institutional goals: a case study of uMfolozi TVET College. The permission was obtained from uMfolozi TVET College

3.17 Conclusion

This chapter has provided a comprehensive overview of the research design and methodology employed in the study of evaluating the challenges faced by uMfolozi TVET College in achieving its institutional goals. By adopting a quantitative research approach, the study aimed to gather empirical data that would facilitate a robust analysis of the challenges encountered by TVET colleges. The use of a structured questionnaire ensured that the data collection process was systematic, allowing for the collection of relevant information while maintaining the anonymity and confidentiality of respondents.

The sampling strategy was meticulously crafted using probability sampling techniques, specifically simple random sampling, to enhance the representativeness of the sample and minimize biases. A well-defined sample size of 70 was determined, aligned with the guidelines from established literature.

In terms of data collection, the closed-ended questionnaire was structured to include various sections that addressed demographic information and specific challenges related to internal communication, employee engagement, and diversity management. This design not only facilitated straightforward coding and analysis but also allowed for the identification of significant patterns and relationships within the data.

Validity and reliability were rigorously assessed through content, criterion, and construct validity, alongside the Cronbach Coefficient Alpha test to ensure internal consistency. By aligning the research instruments with the study's objectives and conducting exploratory factor analysis, the study ensured that the measures effectively captured the constructs of interest.

Overall, the methodological framework laid out in this chapter serves as a solid foundation for the subsequent analysis and discussion of the research findings, contributing to the understanding of the critical challenges faced by uMfolozi TVET College in its quest to fulfil its institutional goals. The insights gained from this study hold the potential to inform policy decisions and strategic interventions aimed at enhancing the performance and efficacy of TVET institutions in South Africa.

CHAPTER FOUR

FINDINGS AND DISCUSSIONS

4.1 Introduction

The chapter presents the findings of the study and provides a comprehensive discussion of the results in relation to the research questions and objectives outlined in Chapter One. The study was set to achieve three objectives. The first objective was to examine facilities available to achieve uMfolozi's institutional goals. The second objective was to identify the challenges in teaching and learning at uMfolozi TVET College, Richards Bay. The third objective was to investigate the human resources factor that affect the achievement of institutional goal at uMfolozi TVET College, Richards Bay Central office. The study has successfully achieved the above objectives. Following the problem statement and research methodology outlined in Chapters 1 and 3 respectively, the research employed a quantitative approach, utilising questionnaires to gather data from staff at uMfolozi TVET College, Richards Bay. Ethical guidelines were strictly followed during data collection to ensure confidentiality and voluntary participation.

The Chapter addresses the demographic profile of the respondents. The results were organised according to the main research objectives. Quantitative data obtained from the survey responses are analysed using descriptive and inferential statistics to identify patterns and relationships. The results were discussed in the context of existing literature, contributing to a comprehensive understanding of the practical realities faced by TVET colleges.

4.2 Descriptive statistics

This section of Chapter 4 provides a narrative summary of the demographics of the participants in the project using descriptive analysis. Descriptive statistics is a statistical method that is useful to organise, summarise, and describe a set of survey

data (Grand-Clement, Baruch, & van Gorp, 2018). Descriptive statistics were applied to establish the number of respondent's position at the college, duration in the position, and gender. Quantitative data were collected from 70 questionnaires distributed to 70 staff employed at the uMfolozi TVET College, Richards Bay between March 2024 to June 2024.

All the employees returned the questionnaire which constitutes a 100% response rate. Descriptive statistics for the data are presented in Table 4.1. The results were presented in frequency tables and percentages to promote readability.

Table 4.1 Demographic characteristics of respondents

		Statistic (N=70)	Percentage
Position	Principal	1	1,4
	Deputy principal	2	2,9
	Assistant director	13	18,6
	Campus manager	8	11,4
	Head of unit	23	32,9
	Supervisor	23	32,9
Duration in position	0-5 years	18,6	18,6
	6-10 years	44,3	44,3
	10 years and above	37,1	37,1
Gender	Male	28	40,0
	Female	42	60,0

Source: Author's own table

The results presented in Table 4.1 indicates that the largest groups were heads of units and supervisors, each comprising 32.9% of the respondents. This finding suggests a significant representation of middle management roles within the sample. Middle management is crucial in implementing policies and ensuring the smooth operation of TVET colleges. According to Tawse et al. (2023), effective middle management can bridge the gap between strategic leadership and operational staff, facilitating communication and the execution of organisational goals.

Principals (1.4%) and Deputy Principals (2.9%) percentages align with the hierarchical structure of TVET colleges, where fewer individuals occupy top leadership positions in relative to the entire staff population. This distribution highlights the importance of

empowering middle managers with adequate resources and support to influence institutional performance positively (Bush, 2007).

A significant portion of the respondents (44.3%) have been in their positions for 6-10 years, indicating a stable workforce with substantial experience in their roles. This stability can be advantageous for TVET colleges as experienced staff are likely to have a deep understanding of institutional challenges and effective strategies for addressing them.

However, the presence of a substantial proportion of respondents (18.6%) who have been in their positions for 0-5 years suggests ongoing staff turnover and recruitment. This could reflect efforts to bring in new perspectives and skills or the challenges of retaining staff in the demanding environment of TVET colleges. As highlighted by Robinson and Aronica (2015), both experienced and new staff play critical roles in fostering innovation and maintaining institutional knowledge.

The higher representation of females (60%) compared to males (40%) indicates a female-dominant workforce in the sampled TVET colleges. This gender distribution is noteworthy given the historical underrepresentation of women in leadership roles within educational institutions (Meza-Mejia et al., 2023). The increased presence of women in various leadership positions within TVET colleges could reflect progress towards gender equity and the dismantling of traditional gender barriers in the education sector.

Research by Eagly and Carli (2007) suggests that diverse leadership teams can enhance organisational performance by bringing varied perspectives and approaches to problem-solving. The significant female representation observed in this study supports the notion that TVET colleges are advancing towards more inclusive and equitable leadership structures.

The findings from this study align with key themes in the existing literature on educational leadership and management. The significant presence of middle management roles underscores the critical function these positions play in driving institutional success and implementing strategic initiatives (Tawse et al., 2023). Moreover, the substantial experience of many respondents suggests a stable and knowledgeable workforce, which is essential for navigating the complex challenges

faced by TVET colleges. The gender distribution findings are particularly encouraging, suggesting progress towards gender equity in educational leadership. Increased female representation aligns with global trends advocating for greater inclusivity and diversity in leadership positions (Eagly & Carli, 2007; Meza-Mejia et al., 2023).

Overall, the interpretation of the demographic data provides a foundation for understanding the broader context of the study's findings. The diverse representation of positions, the stability of the workforce, and the progress towards gender equity all contribute to the complex dynamics within TVET colleges. These insights will be further explored in the subsequent sections, where specific challenges and opportunities identified through the survey are discussed in detail.

4.3 Perceptions on how uMfolozi TVET College deals with academic challenges

This section details the respondents' perceptions regarding how uMfolozi TVET College deals with academic challenges. Respondents were asked to share their thoughts about how uMfolozi TVET College deals with academic challenges. Four (4) questions were asked using a 5-point Likert scale with the options "strongly agree, agree, neutral, disagree, and strongly disagree". These questions were in line with the second objective of the study, which sought to identify the challenges in teaching and learning at uMfolozi TVET College, Richards Bay. This section presents results on respondents' opinions how uMfolozi TVET College deals with academic challenges. The section is divided into three subsections. First, the section presents a reliability test of the questions. Second, the section presents the frequency distribution of responses. Finally, the section presents an analysis of the data using the principal component analysis (PCA).

4.4 Reliability test of the questions on how uMfolozi TVET College deals with academic challenges

A reliability test was performed on the four Likert scale questions measuring how uMfolozi TVET College deals with academic challenges. The reliability of the summative questions was assessed using Cronbach's alpha test, as proposed by George and Mallery (2019). This test yields a scale that encompasses an unweighted total of the items. The typical interpretation of Cronbach's alpha (α) is as follows: a

value greater than 0.8 suggests high (excellent) dependability, while values falling between 0.5 and 0.8 indicate moderate (acceptable) reliability. Conversely, results yielding α values below 0.5 indicate low reliability (Ekolu and Quainoo, 2019). Table 4.2 presents the results of Cronbach's alpha test for the four Likert scale questions related to uMfolozi TVET college deals with academic challenges.

Table 4.2 Cronbach's alpha results on uMfolozi TVET college deals with academic challenges.

Item-Total Statistics				
	Scale Mean	Scale Variance	Corrected Item-Total Correlation	Cronbach's Alpha
Employees use positive self-talk at uMfolozi TVET	13,14	2,298	0,680	0,788
Focus on what you can control	12,90	2,526	0,598	0,822
Take responsibilities for mistakes	12,97	2,260	0,717	0,771
Top management is committed to good practice	12,97	2,318	0,677	0,789
Test scale				0,837

Table 4.2 shows an overall Cronbach's alpha value of 0.837, surpassing the threshold of 0.5, indicating moderate (acceptable) reliability of the scale. Additionally, individual Cronbach's alpha test results for each question are presented in the table. The lowest Cronbach's alpha obtained was 0.771, while the highest was 0.822. These results demonstrate that all questions yielded Cronbach's alpha values signifying good reliability of the scale. Consequently, the questions included in the questionnaire on how uMfolozi TVET College deals with academic challenges can be considered reliable.

4.5 Frequency distribution of responses on how uMfolozi TVET College deals with academic challenges

This subsection presents the frequency distribution of employees' responses to the four questions measuring how uMfolozi TVET College deals with academic challenges. A stacked bar graph was used to represent the frequency of responses where the frequency of each Likert scale option (i.e., strongly agree, agree, neutral, disagree and strongly disagree) for each question is presented in each bar. Figure 4.1 presents the frequency distribution of the responses to each question (i.e., the percentage of each option for each question).

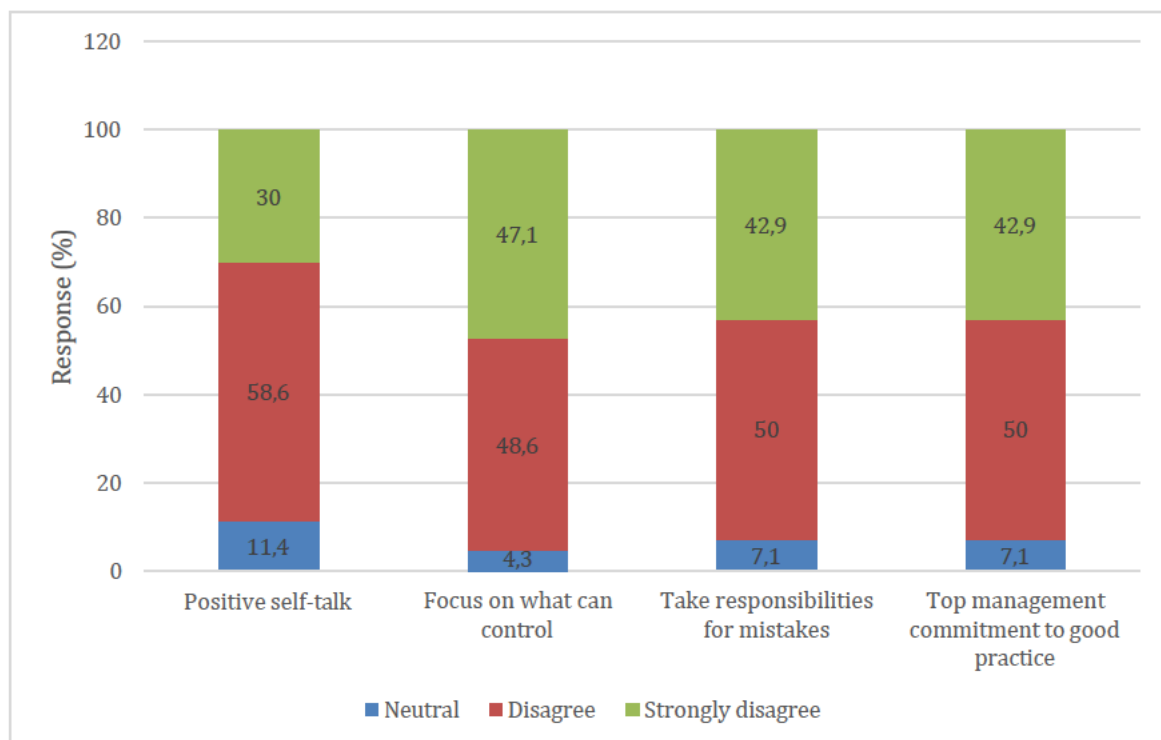


Figure 4.1 Responses on the perception dealing with academic challenges at uMfolozi TVET College

Figure 4.1 shows responses on how uMfolozi TVET College deals with academic challenges. A significant majority of respondents (58.6%) disagreed with the statement that positive self-talk is prevalent, and 30% strongly disagreed. Only 11.4% remained neutral. This indicates a widespread perception that positive self-talk, an important aspect of self-motivation and resilience (Seligman, 2011), is lacking among the staff. Positive self-talk can enhance individual performance and well-being by promoting constructive internal dialogue and reducing stress (Wood et al., 2009). The lack of

positive self-talk suggests potential issues with morale and self-efficacy among the staff, which could impact overall productivity and job satisfaction.

Regarding focus on what can be controlled as a way of dealing with academic challenges, the responses show that nearly equal proportions of respondents disagreed (48.6%) and strongly disagreed (47.1%) with the statement that the focus is on what can be controlled. Only 4.3% of respondents remained neutral. This highlights a significant concern within the organisational culture of TVET colleges, where employees may feel overwhelmed by factors outside their control. According to Covey (2020), focusing on controllable factors is crucial for reducing stress and increasing effectiveness. The overwhelming perception of focusing on uncontrollable aspects can lead to increased frustration and decreased job satisfaction, affecting overall organisational performance.

Regarding taking responsibility for mistakes, half of the respondents (50%) disagreed, and 42.9% strongly disagreed that there is a culture of taking responsibility. Only 7.1% were neutral. This indicates a lack of accountability within the organisation. According to Love (2020), a culture that encourages taking responsibility for mistakes fosters learning and continuous improvement. The data suggests that TVET colleges may be missing opportunities for growth and development due to a lack of accountability, which can lead to a blame culture and hinder innovation and problem-solving.

Similarly, 50% of respondents disagreed and 42.9% strongly disagreed that there is a strong commitment to good practice from top management. Only 7.1% remained neutral. This perception points to potential issues in leadership effectiveness and organisational ethics. Effective leadership is critical for setting the tone and standards for the entire organisation (Northouse, 2021). The perceived lack of commitment to good practice from top management can undermine trust and engagement among employees, impacting the overall performance and reputation of the institution.

Overall, the findings align with several key themes in leadership and organisational behaviour literature. The lack of positive self-talk and focus on controllable aspects can be linked to lower levels of self-efficacy and increased stress, which are detrimental to individual and organisational performance. The apparent absence of accountability and perceived lack of commitment to good practice from top

management are significant concerns that can negatively affect organisational culture and effectiveness.

Addressing these issues requires strategic interventions, such as leadership development programs to enhance managerial skills, fostering a culture of accountability and continuous improvement, and promoting a positive organisational culture that emphasizes resilience and control over controllable factors. These changes can help improve morale, increase job satisfaction, and enhance overall organisational performance within TVET colleges.

4.6 Factor analysis of responses on dealing with academic challenges at uMfolozi TVET College

Factor analysis is a statistical method used to identify underlying factors or latent variables that explain the correlations among a set of observed variables. It aims to uncover the underlying structure or patterns in the data by reducing the dimensionality and identifying the sources of variation among the variables. Factor analysis is applied in various fields, including psychology, sociology, marketing, and finance. It helps researchers uncover the underlying structure of complex data sets, identify meaningful patterns, and reduce the dimensionality of the data, making it easier to interpret and analyse. In this study, factor analysis with varimax rotation is applied to the set of four items measuring the perception of dealing with academic challenges to reduce a small number of latent variables.

4.6.1 Factor correlation

This subsection discussed factor correlation matrices for four questions addressing employees' perceptions of dealing with academic challenges variables. The Pearson coefficient results are highlighted in Table 4.3.

Table 4.3 Correlation matrices for perceptions of dealing with academic challenges variables.

		Correlation Matrix			
		Employees use positive self-talk at uMfolozi TVET	Focus on what you can control	Take responsibilities for mistakes	Top management is committed to good practice
Correlation	Employees use positive self-talk at uMfolozi TVET	1,000			
	Focus on what you can control	0,541	1,000		
	Take responsibilities for mistakes	0,583	0,541	1,000	
	Top management is committed to good practice	0,583	0,459	0,655	1,000

The results show that nearly all variables exhibited correlation coefficients of 0.5 or higher, suggesting the presence of relationships among them (Hadd and Rodgers, 2020; Wagavkar, 2023). Consequently, considering the significant correlations among certain variables in the set of questions related to dealing with academic challenges, it is appropriate to conduct a principal component analysis. Hence, the subsequent subsection explores the outcomes derived from the principal component analysis.

4.6.2 Measure of sampling adequacy for the variables

This subsection discussed measures of sampling adequacy for the four questions addressing employees' perceptions of dealing with academic challenges variables. Kaiser-Meyer-Olkin Measure of Sampling Adequacy (KMO) and Bartlett's test of sphericity was applied to measure the suitability of the data for factor analysis. The factor extraction is deemed to be successful if the Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy exceeds 0.5 and Bartlett's test of sphericity is significant (Shrestha, 2021). The KMO and Bartlett's test results are presented in Table 4.4.

Table 4.4 KMO and Bartlett's tests for the perceptions of dealing with academic challenges.

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0,794
Bartlett's Test of Sphericity	Approx. Chi-Square	103,968
	Df	6
	Sig.	<,001

Table 4.4 shows that the Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy exceeds 0.5 where the measured value is 0.794 and the Bartlett's test measure was statistically significant ($p=0.001$). The finding indicates that the data was adequate for successful and reliable extraction. Therefore, the dataset contains enough inter-variable correlations to justify the use of factor analysis.

Overall, the results of both tests confirm that the dataset on perceptions employees on dealing with academic challenges at the college exhibits sufficient inter-variable correlations, making it suitable for factor analysis. Factor analysis can then be employed to identify underlying factors or dimensions that explain the patterns observed in the dataset, providing valuable insights into the perceptions of dealing with academic challenges among the respondents.

4.6.3 Principal component analysis

The principal component analysis (PCA) is a method for reducing variables while retaining most of the original variance (Ghojogh et al., 2023; Labrín & Urdinez, 2020). Eigenvalues are generated by PCA, and a common rule is to select components with eigenvalues exceeding 1. PCA offers insights into the proportion of variance explained by each component and the cumulative variance across successive components. During the PCA was applied to the four items in the study. Table 4.5 shows the output of PCA conducted on the data about perceptions of dealing with academic challenges at the college.

Table 4.4 Total variance explained pertaining to perceptions of dealing with academic challenges at the college.

Total Variance Explained						
Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2,685	67,125	67,125	2,685	67,125	67,125
2	0,559	13,981	81,106			
3	0,425	10,630	91,736			
4	0,331	8,264	100,000			

Extraction Method: Principal Component Analysis.

The result 4.5 shows that one factor (component) was extracted from the rotated PCA analysis which explain 67.125% of the variance in perception of dealing with academic challenges at the college. Table 4.6 shows the component matrix of the extracted factor. In this analysis, Kaiser Normalisation was applied to improve the interpretability of the factors. The component matrix reveals the relationships between the observed variables (items) and the extracted components. Each component represents an underlying factor or dimension that explains the variation in the observed variable.

Table 4.5 Component matrix loadings for dealing the academic challenges.

Component Matrix ^a	
	Component 1
Employees use positive self-talk at uMfolozi TVET	0,828

Focus on what you can control	0,766
Take responsibilities for mistakes	0,854
Top management is committed to good practice	0,827
Extraction Method: Principal Component Analysis.	
a. 1 components extracted.	

Table 4.6 shows the result of the component matrix based on the factor extraction. The finding indicates that four variables measure perception of dealing with challenges at the college. The Component Matrix from the Principal Component Analysis (PCA) highlights the loadings of each variable on the extracted component. All variables have high loadings, suggesting an association with the underlying factor. This section interprets these findings and discusses their implications with supporting literature.

The high loadings on a single component indicate that these variables are highly correlated and likely represent a common underlying construct. In this case, it can be interpreted as a cohesive factor related to effective personal and organisational practices at uMfolozi TVET College. The high loadings suggest that improvements or declines in one area are likely to correspond with similar trends in the others. For example, the strong loading (0.828) of positive self-talk implies that this practice is integral to the overall factor structure. Positive self-talk is linked to higher self-efficacy, resilience, and performance (Seligman, 2011). Enhancing positive self-talk among employees can foster a more motivated and productive workforce, as it helps individuals manage stress and maintain a constructive outlook.

The loading of 0.766 for focusing on controllable factors highlights its importance. Covey (2020) emphasizes that focusing on what one can control is crucial for reducing stress and enhancing effectiveness. This practice encourages employees to direct their efforts towards actionable areas, thereby improving productivity and job satisfaction. With the highest loading of 0.854, taking responsibility is a critical component. Walser (2015) argues that a culture of accountability promotes learning and continuous improvement. When employees are encouraged to own their mistakes, it fosters an environment of trust and innovation, which is essential for organisational growth and resilience.

The high loading (0.827) for top management's commitment to good practice underscores its significance. Effective leadership sets the tone for the entire organisation, influencing its culture

and ethical standards (Northouse, 2021). A strong commitment from top management to good practices enhances trust, engagement, and overall organisational performance.

The PCA results align with key themes in organisational behaviour and leadership literature. The strong interrelation among these variables suggests a comprehensive approach to enhancing organisational effectiveness at uMfolozi TVET College. The findings suggest that uMfolozi TVET College should prioritise initiatives that foster positive self-talk, focus on controllable factors, promote accountability, and reinforce top management's commitment to good practices.

4.7 Perceptions on challenges facing uMfolozi TVET in achieving its goals

This section details the respondents' perceptions regarding the challenges facing uMfolozi TVET in achieving its goals. Respondents were asked to share their thoughts about challenges facing uMfolozi TVET in achieving its goals. Three (3) questions were asked using a 5-point Likert scale with the options "strongly agree, agree, neutral, disagree and strongly disagree". These questions were in line with the first objective of the study, which sought to examine facilities available to achieve its institutional goal. This section presents results on respondents' opinions on the state of challenges facing uMfolozi TVET in achieving its goals. The section is divided into three subsections. First, the section presents a reliability test of the questions. Second, the section presents the frequency distribution of responses. Finally, the section presents an analysis of the data using the principal component analysis (PCA).

4.8 Reliability test of the questions on challenges facing uMfolozi TVET in achieving its goals

A reliability test was performed on the three Likert scale on challenges facing uMfolozi TVET in achieving its goals questions. The reliability of the summative questions was assessed using Cronbach's alpha test, as proposed by George and Mallery (2019). This test yields a scale that encompasses an unweighted total of the items. The typical interpretation of Cronbach's alpha (α) is as follows: a value greater than 0.8 suggests high (excellent) dependability, while values falling between 0.5 and 0.8 indicate moderate (acceptable) reliability. Conversely, results yielding α values below 0.5 indicate low reliability (Ekolu and Quainoo, 2019). Table 4.7 presents the results of the Cronbach's alpha test for the three Likert scale questions related challenges facing uMfolozi TVET in achieving its goals.

Table 4.6 Cronbach's alpha results for challenges facing uMfolozi TVET in achieving its goals questions.

Item-Total Statistics				
	Scale Mean	Scale Variance	Corrected Item-Total Correlation	Cronbach's Alpha
Access to the institution	7,14	2,443	0,231	0,617
Lack of financial resources	7,24	1,839	0,469	0,189
Challenges of housing, transportation and meals	6,39	2,704	0,361	0,420
Test scale				0,529

Table 4.7 shows an overall Cronbach's alpha value of 0.529, surpassing the threshold of 0.5, indicating moderate (acceptable) reliability. Additionally, individual Cronbach's alpha test results for each question are presented in the table. The lowest Cronbach's alpha obtained was 0189, while the highest was 0.617. These results demonstrate that only the question that addresses the lack of financial resources yielded Cronbach's alpha value which is moderately reliable. Overall, the questions included in the questionnaire on challenges facing uMfolozi TVET in achieving its goals can be considered moderately reliable.

4.9 Frequency distribution of responses on challenges facing uMfolozi TVET in achieving its goals

This subsection presents the frequency distribution of employees' responses to the three questions measuring the perception of challenges facing uMfolozi TVET in achieving its goals. A stacked bar graph was used to represent the frequency of responses where the frequency of each Likert scale option for each question is presented in each bar. Figure 4.2 presents the frequency distribution of the responses to each question.

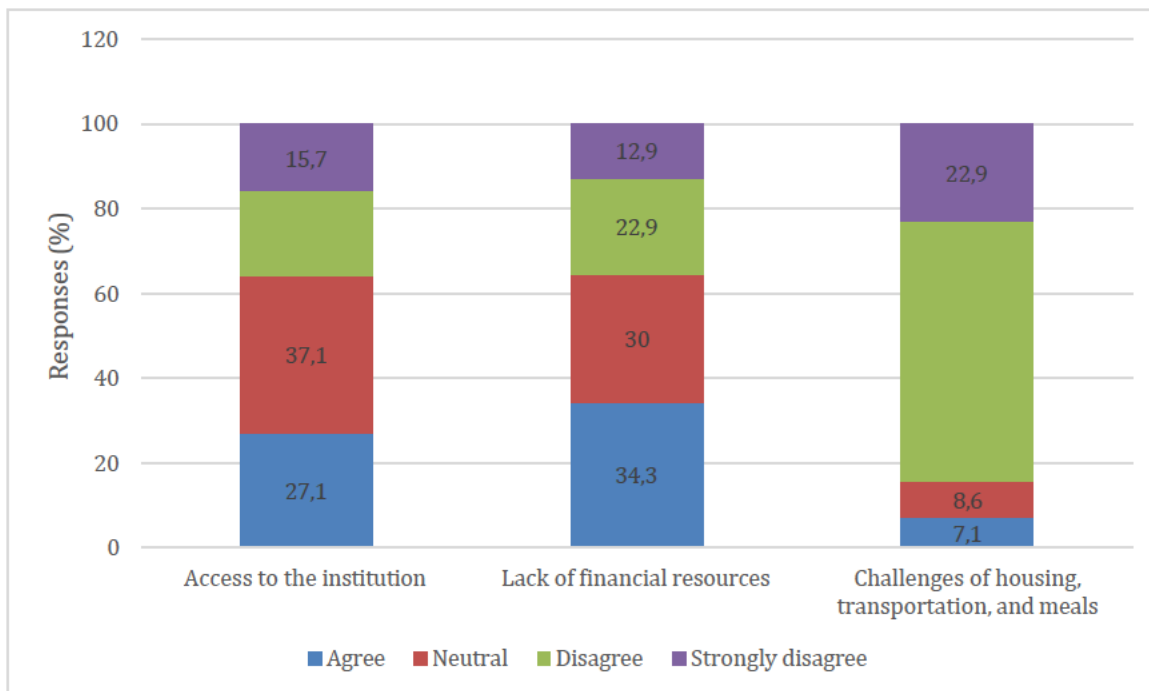


Figure 4.2 Responses on the perception of challenges facing uMfolozi TVET in achieving its goals.

In Figure 4.2, the data indicates that a significant proportion of respondents (64.2%) disagreed with the statement that access to the institution is a challenge. Only 20% agreed, while 15.7% were neutral. This suggests that access to the institution is not perceived as a major challenge. The low level of agreement regarding access challenges may indicate effective infrastructure and policies ensuring accessibility. According to Bailey et al. (2015), institutions with well-established access policies and infrastructure tend to report fewer accessibility issues among employees and students.

Regarding financial resources, 64.3% of respondents disagreed that it is a major challenge, while 22.9% were neutral. Only 12.9% agreed with the statement, indicating that lack of financial resources is not widely seen as a significant issue. The mixed responses about financial resources align with studies suggesting that financial challenges are context dependent. As noted by Mando (2023), institutions with diversified funding sources and effective financial management strategies often mitigate perceived financial constraints.

For challenges related to housing, transportation, and meals, a majority (61.4%) agreed that these are significant challenges. Only a small percentage disagreed (15.7%), and 22.9% remained neutral. This suggests that these logistical challenges are a prominent concern for employees. The high level of agreement on the challenges of housing, transportation, and meals aligns with the literature indicating that logistical challenges significantly impact

employee satisfaction and performance. As emphasized by Kumpikaitė-Valiūnienė et al. (2021), logistical support is crucial for employee well-being and effectiveness, especially in educational institutions where such support directly affects attendance and engagement.

The findings highlight different perceptions of challenges faced by employees at uMfolozi TVET College. While access to the institution and financial resources are not widely perceived as significant challenges, logistical issues such as housing, transportation, and meals are major concerns.

4.10 Factor analysis of responses on challenges facing uMfolozi TVET in achieving its goals

Factor analysis is a statistical method used to identify underlying factors or latent variables that explain the correlations among a set of observed variables. It aims to uncover the underlying structure or patterns in the data by reducing the dimensionality and identifying the common sources of variation among the variables. Factor analysis is widely used in various fields, including psychology, sociology, marketing, and finance. It helps researchers uncover the underlying structure of complex data sets, identify meaningful patterns, and reduce the dimensionality of the data, making it easier to interpret and analyse. In this study, factor analysis with varimax rotation is applied to the set of three items measuring the perception of challenges facing uMfolozi TVET in achieving its goals to reduce them to a small number of latent variables. During the process, some items may be dropped either because they do not load strongly enough onto any factor or because they cross-load onto multiple factors.

4.10.1 Factor correlation

This subsection discussed factor correlation matrices for ten questions addressing citizen perceptions of challenges facing uMfolozi TVET in achieving its goals variables. The Pearson coefficient results are highlighted in Table 4.8.

Table 4.7 Correlation matrix results for challenges facing uMfolozi TVET in achieving its goals questions.

Correlation Matrix			
	Access to the institution	Lack of financial resources	Challenges of housing, transportation and meals
Access to the institution	1,000		

Correlation	Lack of financial resources	0,265	1,000	
	Challenges of housing, transportation and meals	0,108	0,465	1,000

The results show that variables exhibited correlation coefficients between 0.108 and 0.465, suggesting the presence of relationships among them (Hadd and Rodgers, 2020; Wagavkar, 2023). Consequently, considering the significant correlations among certain variables in the set of questions related to challenges facing uMfolozi TVET in achieving its goals, it is appropriate to conduct a principal component analysis. Hence, the subsequent subsection will delve into a discussion of the outcomes derived from the principal component analysis.

4.10.2 Measure of sampling adequacy for the variables

This subsection discussed measures of sampling adequacy for the three questions addressing employees' perceptions of challenges facing uMfolozi TVET in achieving its goals variables. Kaiser-Meyer-Olkin Measure of Sampling Adequacy (KMO) and Bartlett's test of sphericity was applied to measure the suitability of the data for factor analysis. The factor extraction is deemed to be successful if the Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy exceeds 0.5 and Bartlett's test of sphericity is significant (Shrestha, 2021). The KMO and Bartlett's test results are presented in Table 4.8.

Table 4.8 KMO and Bartlett's tests for the perceptions of challenges facing uMfolozi TVET in achieving its goals questions.

KMO and Bartlett's Test			
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.			0,528
Bartlett's Test of Sphericity	Approx. Chi-Square		21,261
	Df		3
	Sig.		<,001

Source: Author's own table

Table 4.9 shows that the Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy exceeds 0.5 where the measured value is 0.528 and the Bartlett's test measure was statistically significant ($p=0.001$). The finding indicates that the data was adequate for successful and

reliable extraction. Therefore, the dataset contains enough inter-variable correlations to justify the use of factor analysis. Factor analysis can then be employed to identify underlying factors or dimensions that explain the patterns observed in the dataset, providing valuable insights into the perceptions of challenges facing uMfolozi TVET in achieving its goals questions among the respondents.

4.10.3 Principal component analysis

The principal component analysis (PCA) is a method for reducing variables while retaining most of the original variance (Ghojogh et al., 2023; Labrín & Urdinez, 2020). Eigenvalues are generated by PCA, and a common rule is to select components with eigenvalues exceeding 1. PCA offers insights into the proportion of variance explained by each component and the cumulative variance across successive components. According to Jolliffe (2002), PCA can effectively highlight the most significant variables contributing to a common factor, which in this case are the challenges faced by employees. Table 4.9 shows the output of a rotated PCA conducted on the data pertaining to perceptions on challenges facing uMfolozi TVET in achieving its goals.

Table 4.9 Total variance explained on the perceptions of challenges facing uMfolozi TVET in achieving its goals questions.

Total Variance Explained							
Component	Initial Eigenvalues			Extraction Sums of Squared			
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	
1	1,586	52,876	52,876	1,586	52,876	52,876	
2	0,908	30,253	83,129				
3	0,506	16,871	100,000				

Extraction Method: Principal Component Analysis.

The result 4.11 shows that a single factor (component) was extracted from the PCA analysis which explains 52.876% of the variance in perception of challenges facing uMfolozi TVET in achieving its goals. Table 4.11 shows the component matrix of the extracted factors. In this analysis, Kaiser Normalisation was applied to improve the interpretability of the factors. The component matrix reveals the relationships between the observed variables (items) and the extracted components. Each component represents an underlying factor or dimension that explains the variation in the observed variable.

Table 4.10 Component matrix loadings

Component Matrix^a	
	Component 1
Access to the institution	0,526
Lack of financial resources	0,848
Challenges of housing, transportation, and meals	0,769
Extraction Method: Principal Component Analysis.	
a. 1 components extracted.	

Table 4.11 shows the result of the component matrix based on the factor extraction. The PCA results indicate that all three variables are associated with a common underlying factor, likely representing overall challenges or obstacles faced by employees at uMfolozi TVET College. However, the strength of this association varies, with lack of financial resources and challenges related to housing, transportation, and meals are closely associated with the factor than access to the institution. For example, the factor loading for the item access to the institution (0.526) indicates a moderate contribution of this variable to the single extracted component. This suggests that access to the institution is somewhat related to the overall factor identified in the analysis. Literature suggests that while access is important, other factors may overshadow its impact in certain contexts. For instance, Tinto (1993) emphasises the importance of accessibility but also highlights that financial and logistical support can have a more immediate impact on employee and student experiences.

In terms of lack of financial resources, the high loading of 0.848 indicates that this variable has a strong contribution to the extracted component. This implies that lack of financial resources is a significant factor in the underlying construct being measured. Financial constraints are widely recognized as significant challenges in educational institutions. Research by Sheng (2023) indicates that investment in teacher salaries, professional development, and educational outcomes positively correlates with educational outcomes.

Regarding challenges of housing, transportation, and meals, the item also shows a high loading of 0.769, indicating a substantial contribution to the component. It suggests that challenges related to housing, transportation, and meals are important elements of the underlying factor. High loading highlights its importance, corroborating findings in educational research that logistical support is crucial for staff well-being. According to Khumalo (2022), employee morale in South African institutions of higher learning is affected by factors such as management support, work conditions, remuneration packages, benefits, promotion processes, communication, treatment, and workload. It is therefore reasonable to argue that adequate housing, transportation, and meal support are essential for maintaining employee morale and productivity, particularly in educational settings.

The PCA results and literature review suggest that uMfolozi TVET College should prioritise addressing financial and logistical challenges to enhance employee satisfaction and performance. While access to the institution is also important, it may be less critical compared to financial support and logistical arrangements.

4.11 Examining changes to strengthen achievements of institutional goals

Respondents' perceptions regarding the changes required to strengthen the achievements of institutional goals are detailed in this section. Respondents were asked to share their thoughts about changes required to strengthen the achievements of institutional goals at the college. Three (3) questions were asked using a 5-point Likert scale with the options "strongly agree, agree, neutral, disagree, and strongly disagree". These questions were in line with the third objective of the study, which sought to investigate the human resources factor that affects the achievement of institutional goals at uMfolozi TVET College, Richards Bay Central office. The section is divided into three subsections. First, the section presents a reliability test of the questions. Second, the section presents the frequency distribution of responses. Finally, the section presents an analysis of the data using the principal component analysis (PCA).

4.12 Reliability test of the questions on changes to strengthen achievements of institutional goals

A reliability test was performed on the three Likert scale changes to strengthen the achievements of institutional goals questions. The reliability of the summative questions was assessed using Cronbach's alpha test, as proposed by George and Mallery (2019). This test

yields a scale that encompasses an unweighted total of the items. The typical interpretation of Cronbach's alpha (α) is as follows: a value greater than 0.8 suggests high (excellent) dependability, while values falling between 0.5 and 0.8 indicate moderate (acceptable) reliability. Conversely, results yielding α values below 0.5 indicate low reliability (Ekolu & Quainoo, 2019). Table 4.11 presents the results of the Cronbach's alpha test for the three Likert scale questions related to citizen's perceptions on changes to strengthen achievements of institutional goals.

Table 4.11 Cronbach's alpha results for the changes to strengthen achievements of institutional goals questions.

Item-Total Statistics				
	Scale Mean	Scale Variance	Corrected Item-Total Correlation	Cronbach's Alpha
Employees take part on regular training	8,64	0,813	0,615	0,666
Build working relationships and connections	8,23	1,918	0,686	0,484
Acknowledge weaknesses and improve	7,93	2,241	0,488	0,670
Test scale				0,690

Source: Author's own table

Table 4.11 shows an overall Cronbach's alpha value of 0.690, surpassing the threshold of 0.5, indicating moderate (acceptable) reliability of the scale. Additionally, individual Cronbach's alpha test results for each question are presented in the table. The lowest Cronbach's alpha obtained was 0.484, while the highest was 0.670. These results demonstrate that most questions yielded Cronbach's alpha values signifying moderately acceptable reliability of the scale. Consequently, the questions included in the questionnaire on changes to strengthen the achievements of institutional goals can be considered reliable.

4.13 Frequency distribution of responses on changes to strengthen achievements of institutional goals

This subsection presents the frequency distribution of employee's responses to the three questions measuring the changes to strengthen achievements of institutional goals. A stacked bar graph was used to represent the frequency of responses where the frequency of each Likert

scale option (i.e., strongly agree, agree, neutral, disagree and strongly disagree) for each question is presented in each bar. Figure 4.3 presents the frequency distribution of the responses to each question (i.e., the percentage of each option for each question).

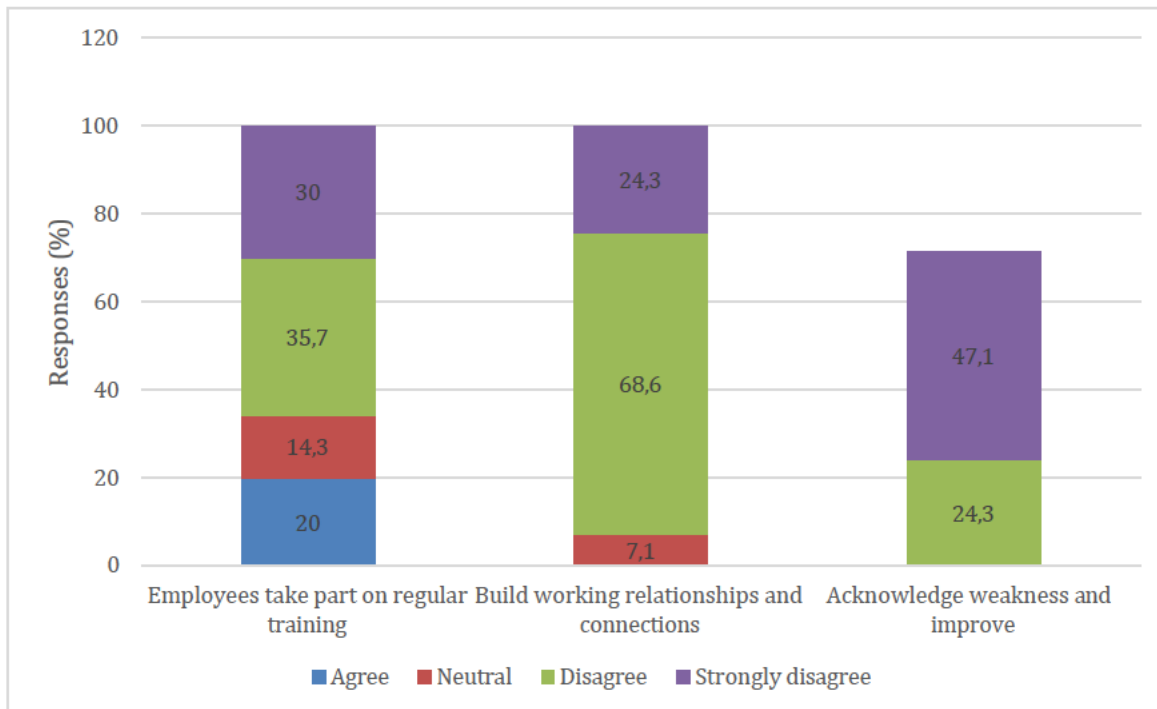


Figure 4.3 Responses on the changes to strengthen achievements of institutional goals.

Source: Author’s own diagram

Figure 4.3 shows the perception of changes to strengthen achievements of institutional goals. The bar chart depicts the responses of participants regarding three specific actions: participation in regular training, building working relationships and connections, and acknowledging weaknesses and improving. The results reveal that most respondents (65.7%) disagree or strongly disagree that employees take part in regular training. This indicates a significant perception that regular training is lacking among employees.

An overwhelming majority (90.9%) disagree or strongly disagree with the statement that employees build working relationships and connections. This suggests a major issue with networking and relationship-building among employees.

In terms of acknowledge weaknesses and improve, the responses are more mixed for this statement. While nearly half of the respondents (47.1%) agree that employees acknowledge weaknesses and work to improve, a combined 48.6% disagree or strongly disagree. This indicates a divided perception on this aspect of professional development.

The survey results highlight critical areas of concern regarding employee development and organisational culture at the institution. The lack of regular training, insufficient working relationships, and divided opinions on acknowledging and improving weaknesses are significant issues that should be addressed. Training and development are crucial for maintaining a competent and motivated workforce. According to Nauman et al. (2021), regular training programs enhance employee skills, increase job satisfaction, and improve overall performance. The low participation in regular training observed in the survey suggests that the institution may need to invest more in structured training programs and encourage employee participation.

Networking and relationship-building are essential for organisational success and employee career development. Research by Cross and Parker (2004) emphasizes the importance of social networks in organisations for knowledge sharing and collaboration. The survey results indicate a significant deficiency in this area, suggesting that the institution should foster a more collaborative environment and provide opportunities for employees to build professional relationships.

Acknowledging weaknesses and striving for improvement are key components of a growth mindset, which is critical for personal and organisational development. Dweck (2006) argues that fostering a culture where employees feel safe to admit mistakes and learn from them can lead to higher innovation and resilience. The mixed responses indicate that while some employees embrace this approach, others may feel discouraged or unsupported in their efforts to improve.

4.14 Factor analysis of responses on changes to strengthen achievements of institutional goals

Factor analysis is a statistical method used to identify underlying factors or latent variables that explain the correlations among a set of observed variables. It aims to uncover the underlying structure or patterns in the data by reducing the dimensionality and identifying the common sources of variation among the variables. Factor analysis is widely used in various fields, including psychology, sociology, marketing, and finance. It helps researchers uncover the underlying structure of complex data sets, identify meaningful patterns, and reduce the dimensionality of the data, making it easier to interpret and analyse. In this study, factor analysis is applied to the set of three items measuring changes to strengthen the achievements of institutional goals with the aim to reduce them to a small number of latent variables.

4.14.1 Factor correlation

This subsection discussed factor correlation matrices for ten questions addressing changes to strengthen achievements of institutional goals variables. The Pearson coefficient results are highlighted in Table 4.12.

Table 4.12 Correlation matrix on changes to strengthen achievements of institutional goals questions.

		Correlation Matrix		
		Employees take part on regular training	Build working relationships and connections	Acknowledge weaknesses and improve
Correlation	Employees take part on regular training	1,000		
	Build working relationships and connections	0,637	1,000	
	Acknowledge weaknesses and improve	0,421	0,501	1,000

The results show that several variables exhibited correlation coefficients of 0.5 or higher, suggesting the presence of relationships among them (Hadd and Rodgers, 2020; Wagavkar, 2023). Consequently, considering the significant correlations among certain variables in the set of questions related to changes to strengthen the achievements of institutional goals, it is appropriate to conduct a principal component analysis. Hence, the subsequent subsection will delve into a discussion of the outcomes derived from the principal component analysis.

4.14.2 Measure of sampling adequacy for the variables

This subsection discussed measures of sampling adequacy for the three questions. Kaiser-Meyer-Olkin Measure of Sampling Adequacy (KMO) and Bartlett's test of sphericity was applied to measure the suitability of the data for factor analysis. The factor extraction is deemed to be successful if the Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy exceeds 0.5 and Bartlett's test of sphericity is significant (Shrestha, 2021). The KMO and Bartlett's test results are presented in Table 4.13.

Table 4.13 KMO and Bartlett's tests for the changes to strengthen achievements of institutional goals.

KMO and Bartlett's Test			
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.			,660
Bartlett's Test of Sphericity	Approx. Chi-Square		56,016
	Df		3
	Sig.		<,001

Source: Author's own table

Table 4.13 shows that the Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy exceeds 0.5 where the measured value is 0.660 and the Bartlett's test measure was statistically significant ($p=0.001$). The finding indicates that the data was adequate for successful and reliable extraction. Therefore, the dataset contains enough inter-variable correlations to justify the use of factor analysis.

4.14.3 Principal component analysis

The principal component analysis (PCA) is a method for reducing variables while retaining most of the original variance (Ghojogh et al., 2023; Labrín & Urdinez, 2020). Eigenvalues are generated by PCA, and a common rule is to select components with eigenvalues exceeding 1. PCA offers insights into the proportion of variance explained by each component and the cumulative variance across successive components. Table 4.14 shows the output of PCA conducted on the data pertaining to changes to strengthen achievements of institutional goals.

Table 4.14 Total variance explained on changes to strengthen achievements of institutional goals questions.

Total Variance Explained						
Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2,045	68,168	68,168	2,045	68,168	68,168
2	0,602	20,082	88,249			
3	0,353	11,751	100,000			

Extraction Method: Principal Component Analysis.

The result in Table 4.15 shows that a single factor (component) was extracted from the PCA analysis which explained 68.168% of the variance in perception of changes to strengthen

achievements of institutional goals. Table 4.16 shows the component matrix of the two extracted factors. In this analysis, a varimax rotation with Kaiser Normalisation was applied to improve the interpretability of the factors. The rotated component matrix reveals the relationships between the observed variables (items) and the extracted components. Each component represents an underlying factor or dimension that explains the variation in the observed variable. It is worth mentioning that two items were dropped due to cross loading (item 4) and factor with poor loading below 0.5 (item 6).

Table 4.15 Rotated component matrix loadings

Component Matrix^a	
	Component 1
Employees take part on regular training	0,839
Build working relationships and connections	0,875
Acknowledge weaknesses and improve	0,758
Extraction Method: Principal Component Analysis.	
a. 1 components extracted.	

Source: Author's own table

Table 4.16 shows the result of the rotated component matrix based on the factor extraction. The finding indicates that all three variables strongly correlate with the extracted component, indicating that they likely measure a common underlying factor related to professional development and organisational culture. The high loading (0.839) for regular training participation indicates that this factor is crucial for the common component, likely representing overall professional development or organisational support for employee growth. Training is fundamental for skill enhancement and employee satisfaction, as supported by Nauman et al. (2021), who emphasizes that regular and relevant training programs improve employee performance and job satisfaction. The strong correlation implies that enhancing training programs can have widespread positive effects on the organisation.

With the highest loading (0.875), building working relationships and connections is the most significant factor for the common component. This underscores the importance of social networks within the organisation. According to Cross and Parker (2004), strong professional relationships facilitate knowledge sharing, collaboration, and innovation. The strong loading suggests that initiatives to improve networking and collaboration could substantially benefit the

organisational climate and effectiveness.

This factor also shows a strong correlation (0.758) with the common component. Acknowledging weaknesses and striving for improvement is aligned with Dweck's (2006) concept of a growth mind-set, which fosters a culture of continuous learning and resilience. The strong loading suggests that promoting an environment where employees feel safe to admit and work on their weaknesses is essential for overall organisational development.

4.15 Association between demographic variables and constructs

One-way ANOVA test was applied to test difference among the position occupied by the respondents, length of services, and the level of agreement on the extracted constructs (Dealing with challenges, Challenges in achieving institutional goals, and changes to strengthen achievements of institutional goals). The results in Table 4.17 show no significant differences among the measured demographic variables for each of the respective constructs ($P > 0.05$). Independent samples t-test was applied to test the difference between the gender (Male and female) and the level of agreement on the extracted constructs (Dealing with challenges, Challenges in achieving institutional goals, and changes to strengthen achievements of institutional goals). The results show no significant differences between males and females ($P > 0.05$).

Table 4. 17: Association between demographic variables and extracted constructs

Demographics	Dealing with challenges		Challenges in achieving institutional goals		changes to strengthen achievements of institutional goals	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Position						
Principal	5,00	.	3,67	.	5,00	.
Deputy principal	4,50	,35	2,83	,71	3,67	,94
Assistant director	4,44	,40	3,38	,83	4,10	,61
Campus manager	4,16	,72	3,67	,64	4,29	,65
Head of unit	4,36	,50	3,59	,62	4,06	,66
Supervisor	4,26	,47	3,35	,69	4,17	,48
<i>F</i> ratio	,830		,815		,866	
Sig.	,533		,543		,509	
Length of service						
0-5 years	4,29	,55	3,41	,783	4,21	,57
6-10 years	4,43	,39	3,51	,70	4,08	,63

10 years and above	4,24	,58	3,44	,64	4,17	,59
<i>F</i> ratio	1,062		,115		,273	
Sig.	,352		,892		,762	
Gender						
Male	4,2857	,56811	3,3690	,63076	4,0357	,53931
Female	4,3631	,44926	3,5238	,72187	4,1984	,63357
<i>t</i> value	-.635		-.923		-1.115	
Sig.	0.528		0.359		0.269	

4.16 Pearson correlations

The correlation table provides insights into the relationships between three variables: Dealing with Challenges, Challenges in achieving institutional goals, and changes to strengthen achievements of institutional goals. The Pearson correlation between Dealing with Challenges and Institutional Goals coefficient is -0.208, which indicates a weak negative correlation. However, this correlation is not statistically significant (p-value = 0.084), meaning there is no strong evidence of a relationship between these two variables in this sample.

The Pearson correlation coefficient between dealing with challenges and challenges in achieving institutional goals is 0.311, which indicates a moderate positive correlation. This correlation is statistically significant at the 0.01 level (p-value = 0.009). Therefore, as the ability to deal with challenges increases, the likelihood of changes also increases. The Pearson correlation coefficient between challenges in achieving institutional goals and changes to strengthen achievements of institutional goals is -0.336, which indicates a moderate negative correlation. This correlation is statistically significant at the 0.01 level (p-value = 0.004). This suggests that as institutional goals are emphasized, changes may be less likely to occur.

Table 4. 18: Pearson correlations

Correlations				
		Dealing with challenges	Institutional goals	Changes
Dealing with challenges	Pearson Correlation	1	-,208	,311**
	Sig. (2-tailed)		,084	,009
	N	70	70	70
Institutional goals	Pearson Correlation	-,208	1	-,336**

	Sig. (2-tailed)	,084		,004
	N	70	70	70
Changes	Pearson Correlation	,311**	-,336**	1
	Sig. (2-tailed)	,009	,004	
	N	70	70	70
**. Correlation is significant at the 0.01 level (2-tailed).				

4.17 Conclusions

The findings revealed disagreement on the use of positive self-talks, focusing on what can be controlled, taking responsibilities for mistakes, and top management commitment to good practice. The PCA analysis confirmed the underlying items are related.

The perception on challenges facing uMfolozi TVET in achieving its goals were, however, positive. It was gathered that access to institution, financial resources, housing, meals, and transportation were not seen by majority as a challenge facing the institution. The PCA for these challenges showed high correlations, with lack of financial resources (0.848) being the most significant factor, followed by challenges of housing, transportation, and meals (0.769), and access to the institution (0.526).

Furthermore, the PCA identified a single underlying component that strongly correlates with employees' participation in regular training, building working relationships, and acknowledging weaknesses to improve. Most of the respondents disagreed participating in regular training and building working relationships. However, their views on acknowledging weaknesses were divergent.

Overall, the findings of this study provide valuable insights into the professional development, organisational culture, and challenges faced by employees at uMfolozi TVET College. The next section provided the recommendations and conclusions drawn from the study.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATION

5.1 Introduction

The purpose of this chapter is to draw conclusions based on the findings presented in the previous chapter and to provide recommendations for addressing the identified challenges and enhancing the professional development and organisational culture at uMfolozi TVET College. This chapter synthesises the key insights from the study, highlighting the implications for policy and practice, and suggests actionable steps that can be taken to improve employee performance and satisfaction.

This chapter consists of four parts. The initial section provides a summary of the study's findings and conclusions. Following that, recommendations are presented. Next, potential areas for future research are discussed, followed by a conclusion.

5.2 Key findings

The previous chapter presented and discussed the results. In this chapter, the researcher revisits the main findings, discuss their implications, and offer recommendations aimed at fostering a more conducive and productive work environment. The recommendations are intended to inform policymakers, institutional leaders, and stakeholders as they strive to enhance the functioning and sustainability of the TVET college system. Descriptive statistics, factor analysis, and correlation were systematically employed to the quantitative data. Several key findings were reported, and these are categorised according to the objectives of the study.

In terms of the objective which sought to identify the challenges in teaching and learning, the key findings from the analysis revealed the lack of positive self-talk. The finding suggests a deficiency in self-motivation and resilience among staff, impacting their performance and well-being. Positive self-talk is crucial for maintaining a constructive internal dialogue and reducing

stress. This deficiency points to potential issues with staff morale and self-efficacy, which are vital for productivity and job satisfaction.

Respondents have a negative perception regarding focusing on what they could control. This indicates a significant concern where employees feel overwhelmed by factors beyond their control. The lack of focus on what can be controlled can lead to frustration and decreased job satisfaction, adversely affecting organisational performance. Similarly, these findings reveal disagreement that there is a culture of taking responsibility. This lack of accountability suggests missed opportunities for learning and improvement within the organisation. A culture that encourages taking responsibility fosters continuous improvement and innovation. The data indicates a potential blame culture, which can stifle problem-solving and growth.

Findings show that top management is not committed to good practices. This perception reflects potential issues with leadership effectiveness and organisational ethics. Effective leadership is critical for setting the tone and standards for the entire organisation. The perceived lack of commitment to good practices from top management can undermine trust and engagement, impacting overall performance and reputation.

Overall, the Component Matrix from Principal Component Analysis (PCA) indicates high loadings for variables measuring perceptions of dealing with challenges at the college, suggesting strong associations with an underlying factor related to effective practices.

In terms of the research objective which sought to examine facilities available to achieve its institutional goal, the key findings reveal that a significant proportion of respondents disagreed that access to the institution is a challenge. Access to the institution is not widely perceived as a major challenge, indicating effective infrastructure and policies that ensure accessibility. It was also uncovered that financial resources are not widely seen as a significant issue, which may reflect effective financial management and diversified funding sources. However, majority of respondents agreed that challenges related to housing, transportation, and meals are significant. This emphasises that logistical support is crucial for employee well-being and effectiveness, impacting attendance and engagement in educational institutions.

The PCA results indicate that access to the institution, lack of financial resources, and challenges related to housing, transportation, and meals are associated with a common underlying factor, representing overall challenges faced by employees at uMfolozi TVET College.

In terms of the objective, which sought to investigate the human resources, the key findings suggest that there is a significant perception that regular training is lacking among employees.

Regular training programs are essential for skill enhancement and job satisfaction. The lack of participation suggests the institution may need to invest more in structured training programs and encourage employee involvement.

More so, an overwhelming majority disagreed that employees build working relationships and connections. This suggests a major issue with networking and relationship-building among employees. Social networks within organisations are crucial for knowledge sharing and collaboration. The deficiency in this area indicates a need for fostering a more collaborative environment and providing opportunities for professional relationship building.

Nevertheless, there was a divided perception in acknowledging weakness. Acknowledging weaknesses and striving for improvement are key to a growth mindset and organisational development. The mixed responses suggest that while some employees embrace this approach, others may feel discouraged or unsupported in their efforts to improve. The PCA results indicate that regular training, building working relationships and connections, and acknowledging weaknesses and improving strongly correlate with the extracted component, likely representing overall professional development and organisational culture.

5.3 Recommendations

Based on the findings and conclusions of this study regarding TVET Colleges' challenges to achieve institutional goals, five key recommendations can be made.

5.3.1 Invest in regular training programs

Respondents disagreed or strongly disagreed that employees take part in regular training. This highlights a significant perception that regular training is lacking among employees. Regular training programs are essential for skill enhancement, increasing job satisfaction, and improving overall performance. Continuous professional development helps in maintaining a competent and motivated workforce. uMfolozi TVET College should develop and implement structured training programs that are regular and relevant to employee roles. Encouraging and facilitating employee participation in these training programs will help in enhancing their skills, job satisfaction, and overall performance.

5.3.2 Foster a collaborative working environment

Respondents disagreed or strongly disagreed that employees build working relationships and connections. This indicates major issues with networking and relationship-building among employees. Social networks within organisations are crucial for knowledge sharing and collaboration, which are key to organisational success. Building strong professional relationships facilitates collaboration and innovation. uMfolozi TVET College should create opportunities for employees to build professional relationships and connections. Initiatives such as team-building activities, inter-departmental projects, and networking events can help foster a more collaborative environment.

5.3.3 Promote a culture of accountability and improvement

Responses regarding acknowledging weaknesses and improving were mixed. This indicates a divided perception on this aspect of professional development. A culture that encourages acknowledging weaknesses and striving for improvement is aligned with a growth mind-set, which is critical for personal and organisational development. Such a culture fosters continuous learning and resilience. uMfolozi TVET College should promote a culture where employees feel safe to acknowledge their weaknesses and work towards improvement. Implementing feedback mechanisms, providing support for professional development, and recognizing efforts to improve can foster this culture.

5.3.4 Address financial and logistical challenges

Respondents agreed that challenges related to housing, transportation, and meals are significant. Logistical support, including housing, transportation, and meals, is crucial for employee well-being and effectiveness. Adequate logistical support can significantly impact job satisfaction and performance. uMfolozi TVET College should prioritise addressing logistical challenges faced by employees. Providing support for housing, transportation, and meals can enhance employee well-being, reduce stress, and improve overall productivity and satisfaction.

5.3.5 Enhance leadership commitment and practices

Lack of strong commitment to good practice from top management. This points to potential issues in leadership effectiveness and organisational ethics. Effective leadership is critical for setting the tone and standards for the entire organisation. A strong commitment from top

management to good practices enhances trust, engagement, and overall organisational performance. uMfolozi TVET College should enhance leadership commitment and practices by investing in leadership development programs. Top management should demonstrate a strong commitment to good practices, ethical standards, and support for employees. Transparent communication, ethical leadership, and active engagement with staff can improve trust and organisational culture.

5.4 Limitations of the study

Although the research was established on solid literature and methodological foundations, it must be acknowledged that there were certain limitations or weaknesses. The sample size, though adequate for the study, may not be fully representative of the entire population of employees at uMfolozi TVET College or similar institutions. This limits the generalisability of the findings. Hence, the conclusions drawn from the study may not apply universally to all employees or other TVET colleges.

Another limitation is that the study relies on self-reported data collected through questionnaires. Such data can be subject to biases, including social desirability bias, where respondents might provide answers, they perceive as favourable rather than their true feelings or experiences. Therefore, the accuracy of the findings may be affected by the respondents' tendency to respond in a socially acceptable manner, potentially skewing the results.

Acknowledging these limitations is crucial for contextualising the findings and understanding the scope and applicability of the study. Future research should aim to address these limitations by employing larger and more diverse samples, longitudinal designs, and a broader range of variables to provide a more comprehensive understanding of the challenges and potential solutions for uMfolozi TVET College and similar institutions.

5.5 Directions for future Research

Bearing in mind the limitations identified in the study, Future research could compare the challenges and strategies of uMfolozi TVET College with other TVET colleges in different regions or countries. Such comparative analysis would provide a broader perspective on best practices and innovative solutions that could be adopted or adapted by uMfolozi TVET College. Secondly, conducting longitudinal studies could provide insights into how the challenges and perceptions of employees at uMfolozi TVET College evolve over time. This would help in understanding the long-term impacts of current policies and practices on institutional

performance and employee satisfaction. Lastly future studies would seek complement quantitative surveys with qualitative research methods, such as focus groups or interviews, to gain deeper insights into the underlying factors on the challenges and perceptions of employees at uMfolozi TVET College.

5.6 Conclusion

In conclusion, the study provides valuable insights into the challenges and opportunities facing uMfolozi TVET College. The study revealed a significant deficit in positive self-talk and a tendency to focus on uncontrollable factors among employees at uMfolozi TVET College. These issues are linked to lower self-efficacy and increased stress, which negatively impact individual and organisational performance. Addressing these issues is crucial for improving employee morale, resilience, and overall productivity.

There is a notable lack of accountability and a perceived lack of commitment to good practice from top management. These factors are critical for fostering a culture of continuous improvement, innovation, and trust within the organisation. Enhancing leadership effectiveness and promoting accountability are essential steps towards achieving better organisational outcomes.

The findings indicate significant challenges in professional development, with employees perceiving a lack of regular training and opportunities to build working relationships. There is also a divided opinion on the culture of acknowledging weaknesses and striving for improvement. These issues highlight the need for comprehensive training programs, initiatives to foster collaboration, and a supportive environment for continuous learning and improvement.

While access to the institution and financial resources are not perceived as significant challenges, logistical issues such as housing, transportation, and meals are major concerns. These logistical challenges significantly impact employee satisfaction and performance, underscoring the need for enhanced logistical support to improve overall well-being and effectiveness. The study highlights the importance of empowering middle managers with adequate resources and support. Effective middle management can bridge the gap between strategic leadership and operational staff, facilitating communication and the execution of organisational goals. Empowering middle managers is crucial for improving institutional performance and achieving organisational objectives.

The data suggests that while uMfolozi TVET College has made strides in ensuring accessibility and managing financial resources, there is still room for improvement in terms of organisational support and infrastructure. Addressing these areas is essential for creating a conducive environment for employee satisfaction and performance. Overall, the study underscores the need for strategic interventions, such as leadership development programs, fostering a culture of accountability, promoting positive self-talk, and focusing on controllable factors. These interventions can help enhance employee morale, job satisfaction, and overall organisational performance.

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APPENDIX A: Gatekeeper permission letter

[19/02/2025]

58 Naboomnek

Arboretum

Richards bay

3900

Request for Permission to Conduct Research on TVET College challenges to achieve institutional goals.

Dear Mrs. Du Toit

My name is Thabani Khathi, a Master's in Business Administration student at the Durban University of Technology. The research I wish to conduct for my Masters Dissertation involves EVALUATING TVET COLLEGES' CHALLENGES TO ACHIEVE INSTITUTIONAL GOALS: A CASE OF UMFOLOZI TVET COLLEGE IN KWAZULU-NATAL.

I am hereby seeking your consent to seek permission to collect data in some of the lecturers of uMfolozi TVET College.

I have provided you with a copy of my proposal which includes copies of the data collection tools and consent and/ or assent forms to be used in the research process, as well as a copy of the approval letter which I received from the DUT-Institutional Research Ethics Committee (DUT-IREC).

If you require any further information, please do not hesitate to contact me on 082 979 2450, 20150524@dut4life.ac.za. Thank you for your time and consideration in this matter.

Yours sincerely,

Thabani Khathi

Durban University of Technology



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



Let the future be known

04 December 2023

TO WHOM IT MAY CONCERN:

The purpose of this letter is to grant permission to: Thabani Khathi

As per the request to conduct the research project:

Research Project Title:

Investigating implementation strategy for institutional performance at uMfolozi TVET College.

Aim of the Research:

The overall aim of this study is to Evaluating TVET College challenges to achieve institutional goals: a case study of uMfolozi TVET College.

Tertiary Insitution : Durban University of Technology

Faculty or School : Business unit

Qualification:

Master's in Business Administration (MBA)

Name of Supervisor : Prof. I.G. Govender

Study Site Location: uMfolozi TVET College

Consent of participants : I will provide all participants with the consent form

Confidentiality : All participants will be guaranteed confidentiality

Permission granted by:

EPL du TOIT
ACTING PRINCIPAL

UMF-LETTERHEAD-003 - FEB 2015

Appendix B: Letter of information



Title of the Research Study: (Evaluating TVET Colleges' challenges to achieve institutional goals: a case of uMfolozi TVET College in KwaZulu-Natal).

Principal Investigator/s/researcher: (Thabani Khathi, Postgraduate diploma in Business Administration)

Co-Investigator/s/supervisor/s: (Prof, Govender, Doctorate)

Brief Introduction and Purpose of the Study:

Greetings, thank you for showing interest in this study. I am a student registered for the Master of Business Administration at the Durban University of Technology. I would like to invite you to participate in this study. The aim of this study is to establish ways through which household satisfaction with low-cost houses provided by the government can be improved. This is important given existing evidence on the challenges commonly reported by occupants of these houses across the country. Therefore, I would like to invite you to participate in the study by responding to the questionnaire attached.

Your participation in the study is voluntary and under no circumstances should you feel uncomfortable. I would like to emphasize that you can withdraw from the study at any time should you feel uncomfortable to continue participating. As part of the procedure, I will give you a questionnaire that you would go through and complete as honestly and freely as possible. If you need us to go through the questions together, I will gladly go through the questions with you.

Participating in this study should not result in you experiencing any discomfort or significant risk. I will not perform any painful procedure on you or on anyone from your household. Therefore, there will be no discomfort or risk to you as a participant. Furthermore, there will be no negative consequences if you choose not to participate or withdraw participation in the survey. There will also be no expected injuries from participating in this study.

As mentioned earlier, you can choose to withdraw or stop participating in the study at any time without having to provide reason. There will be no negative consequence if you decide to withdraw your participation. Kindly also note that we will withdraw you from the study if you do not follow the instructions given or decided not to honour your commitment.

Kindly also note that you will not be compensated for your participation in the survey. Your participation is voluntary and will inform policy making and the academic literature. Further, it is important to also indicate that you will not incur any expenses by participating in this study.

The information collected in this study will be managed and stored in a manner that ensures that your confidentiality and anonymity is always maintained. Kindly avoid recording your personal and any other identifying information.

The results of this study will be published after the data has been thoroughly analysed. If any findings emerge during the research, we will make all respondents aware of such.

Please note that the data collected in this study will be stored in a manner that ensures that your confidentiality and anonymity is maintained. All completed questionnaires will be stored in my supervisor's office in a locked cupboard for a period of up to 5 years. Only myself and my supervisor will have access to the completed questionnaires.

Persons to contact in the Event of Any Problems or Queries:

(Prof. Govender, Doctorate) Please contact the researcher (Tel no. 082 979 2450), my supervisor (Tel no. 031 373 5694) or the DUT-Institutional Research Ethics Administrator on 031 373 2375. Complaints can be reported to the Acting Director: Research and Postgraduate Support on researchdirector@dut.ac.za

General:

(This section must be deleted before attaching document to your PG 2a)

A copy of the information letter should be issued to participants. The information letter and consent form must be translated and provided in the primary spoken language of the research population.



CONSENT

Full Title of the Study: Evaluating TVET Colleges' challenges to achieve institutional goals: a case of uMfolozi TVET College in KwaZulu-Natal

Names of Researcher/s:

Thabani Khathi

Statement of Agreement to Participate in the Research Study:

I hereby confirm that I have been informed by the researcher, Thabani Khathi about the nature, conduct, benefits and risks of this study - Research Ethics Clearance

Number: IREC 246/23.

- 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
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Thumbprint

I Thabani Khathi herewith confirm that the above participant has been fully informed about the nature, conduct and risk of the above study.

Thabani Khathi 19/02/2025

Full Name of Researcher	Date	Signature
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Full Name of Witness (If applicable)	Date	Signature
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Full Name of Legal Guardian (If applicable)	Date	Signature
--	-------------	------------------

Appendix C: Questionnaire

Please tick in the appropriate box

Position

Principal	
Deputy principal	
Assistant director	
Campus manager	
Head of unit	
Supervisor	

How long have you been in this position?

0-5 years	
6-10 years	
10 years and above	

Gender

Male	
Female	
Other	

Section B

How does uMfolozi TVET College deals with academic challenges

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Employees use positive self-talk at uMfolozi TVET					
Focus on what you can control					
Take responsibilities for mistakes					

Top management is committed to good practice					
--	--	--	--	--	--

Section C

Challenges facing uMfolozi TVET college in achieving its goals.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Access to the institution					
Lack of financial resources					
Challenges of housing, transportation and meals					

Section D

To examine changes to strengthen achievements of institutional goals at uMfolozi TVET College.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Employees take part on regular training					
Build working relationships and connections					
Acknowledge weaknesses and improve.					

Thank you

Appendix D: Turnitin Report

Thesis			
ORIGINALITY REPORT			
13%	7%	9%	10%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS
PRIMARY SOURCES			
1	Submitted to Durban University of Technology Student Paper	4%	
2	Submitted to Mancosa Student Paper	3%	
3	Hafinaz, R Hariharan, R. Senthil Kumar. "Recent Research in Management, Accounting and Economics (RRMAE) - A case study on Recent Research in Management, Accounting and Economics", Routledge, 2025 Publication	<1%	
4	Submitted to Queensland University of Technology Student Paper	<1%	
5	openscholar.dut.ac.za Internet Source	<1%	
6	researchspace.ukzn.ac.za Internet Source	<1%	
7	Submitted to ICTS Student Paper	<1%	

Appendix E: Editors certificate

The Dissertation Design Master



Phone: +27780248617

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Email: saniphetinvestments@gmail.com

Web: <https://thesis-reports-proof-reading-and-editing.business.site/>



This is to confirm that the thesis entitled

Evaluating TVET Colleges' challenges to achieve institutional goals: a case of uMfolozi TVET College in KwaZulu-Natal

was edited according to Durban University of Technology's specifications.

Authored by

Thabani Khathi

Student Number: 20150524

The student received a detailed report with suggested changes together with their thesis with track changes. The thesis will be fit for submission when the student attends to all suggested changes (**that should be reviewed together with the supervisor**) and obtains permission to submit from the supervisor. This certificate does not warranty permission to submit if the supervisor has not agreed with the student.

Report prepared by:

[Elizabeth Mnyandu](#)

Signature over printed name

Date: 27 January 2025



Qualified Copy Editor

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