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ABSTRACT

The TVET Colleges: Employees Perceptions after migrating to the Department of Higher Education and Training (DHET)

The Department of Higher Education and Training (DHET) in South Africa oversaw the conversion of Technical and Vocational Education and Training (TVET) institutions from Further Education and Training (FET) colleges to TVET colleges, denoting a dramatic change in the academic environment. In light of this shift, this thesis explores the complex ways in which TVET staff members—more especially, lecturing staff, non-lecturing staff, and college administration—have altered their attitudes and perceptions.

The research revealed a comprehensive knowledge of how the migration to DHET changed attitudes and opinions among TVET employees through a combination of qualitative data acquired from surveys and semi-structured focus group interviews. The results suggest that contextual factors such as the college's rural location may have a big impact on how staff members' experiences are shaped in the post-migration period. Still, one must consider the study's shortcomings, such as its small sample size and the possibility of response bias. The study's narrow emphasis on a single college limits the results' applicability to the larger TVET industry, and the lack of quantitative data may limit the findings' reach. A mixed method approach has been used in the research to accommodate the wide range of viewpoints and approaches required for thorough analysis and comprehension.

The study population comprised management professionals, support workers, and lecturing staff from a TVET College in the Western Cape. The demographic of the study was primarily African and Coloured, with a small percentage of Whites individuals. There was a notable variation in the age range; most of the population was between 45 and 65 years old, while a lesser number was between 25 and 40 years old. The Western Cape region's rural TVET College was the main subject of this study. In order to particularly target people who worked for the Department of Higher Education and Training (DHET) before and after the merger of FET Colleges into TVET Colleges, the researcher used purposive sampling techniques.

With its insights that can guide policy formation, strategic planning, and decision-making in the TVET sector, this research adds significantly to the body of knowledge already in existence. It also acts as a guide for upcoming research projects, especially when it comes to tackling the many opportunities and difficulties brought about by TVET institutions' transition in the constantly changing South African education system.

Finally, this thesis illuminates the intricacies of change in this vital area of South African education by providing a thorough examination of the attitudes and views of TVET staff following a significant upheaval within the TVET institution.

Keywords: INSTITUTIONAL MIGRATION, LEADERSHIP, TRANSFORMATIONAL LEADERSHIP, ORGANISATIONAL

DECLARATION AND APPROVAL

This is to certify that the thesis, **" The TVET Colleges: Employees Perceptions after migrating to the Department of Higher Education and Training (DHET)**," is entirely original with no submissions made in the past for any other university's degree programme or examination. Every source I used or used has been properly referenced, acknowledged, and cited.

My academic supervisors have given their permission, and I have now presented this thesis for inspection.

Signed by:

Name: Phumzile Nkuzo

Signature: _____

DEDICATION

I am incredibly appreciative to God Almighty for answering my prayers along the way and providing me with opportunities and direction that have brought me to this point. This thesis is dedicated to my late aunt, Nozikhumbuzo Nkuzo, who helped me obtain my first qualification by being a pillar of support throughout my darkest moments. Her support, love, advice, prayers, and encouragement have all been extremely helpful in guiding me. She gave me the confidence that I could accomplish anything I set my mind to.

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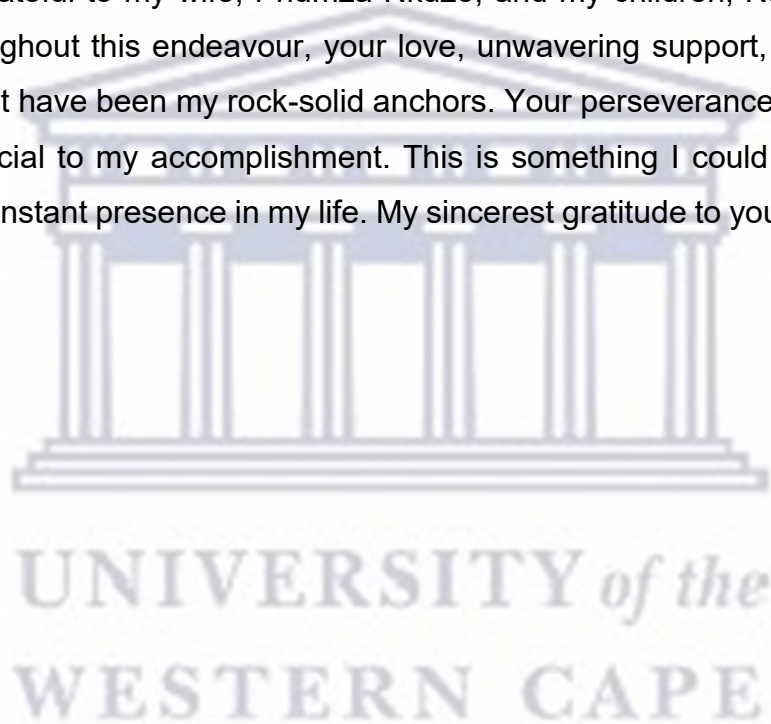
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Her keen insight, linguistic prowess, and unwavering commitment to perfection have all contributed to the high quality of this work. Her expertise serves as a guiding light in academia, ensuring that our ideas are not only effectively communicated but also resonate with a profound impact.
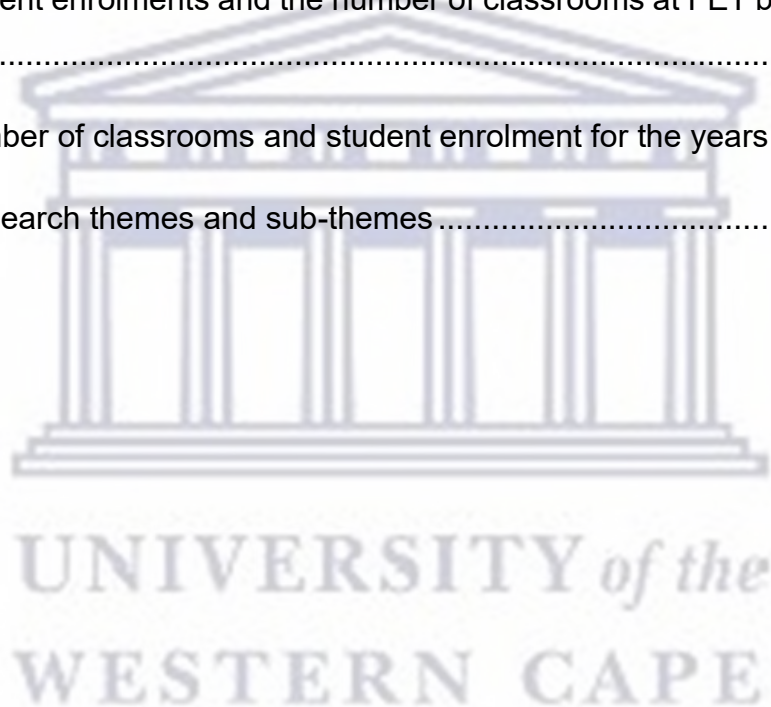
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LIST OF ACRONYMS

AET: Adult Education and Training

CEO: Chief Executive Officer

COVID-19:   Coronavirus disease 2019

DBE: Department of Basic Education

DED: Department of Economic Development

DHET: Department of Higher Education and Training

DPSA: Department of Public Service and Administration

DTI: Department of Trade and Industry

FET: Further Education and Training

FTEs: Full-time equivalence for full-time enrolled students

HEIs: Higher Education Institutions

HRDSSA: Human Resource Development Strategy for South Africa 2010-2030

IPAP2:   Industrial Policy Action Plan 2

NDP: National Development Plan

NEHAWU: National Education, Health, and Allied Workers Union

NGP: New Growth Path

PEDs: Provincial Education Departments

PSET: Post-School Education and Training

SADTU: South African Democratic Teachers Union

SRC: Student Representative Council

TVET: Technical and Vocational Education and Training

WC TVET   Western Cape Technical and Vocational Education and Training

1.1 Introduction

Despite legislative changes in 2014, Technical and Vocational Education and Training (TVET) colleges and Adult Education and Training (AET) centres continued to be managed by Provincial Education Departments (PEDs) after 2015 (Venketsamy, Chauke & Bipath, 2021). Legislatively, TVET colleges became the responsibility of the Department of Higher Education (DHET) with the publishing of the White Paper for Post-School Education and Training: Building an Expanded Effective and Integrated Post-School Education System (DHET, 2014). Locating TVET colleges under the management and governance of DHET, instead of the Provincial Education Departments, was motivated by Further Education and Training (FET) College Councils being appraised as 'dysfunctional' and their failing to provide 'strategic leadership and guidance' to the development of colleges (Zungu & Munakandafa, 2014:7).

Historically, these institutions have been managed by (PEDs) in South Africa. They play a crucial role in providing vocational and adult education to learners across the country. TVET colleges offer a wide range of vocational courses and training programs aimed at equipping students with practical skills for the job market. These colleges typically offer qualifications in fields such as engineering, business studies, hospitality, information technology, and many others. They focus on preparing students for employment or self-employment. Whilst AET centres, on the other hand, provide adult education and training opportunities for individuals who did not complete their formal education. These AET centres offer basic literacy, numeracy, and other foundational skills programs to help adults improve their educational level and enhance their employment prospects.

According to Anthony Gever's assessment in 2016, there were certain key issues within the college councils that hindered the improvement of performance in the FET colleges. One major concern was the absence of necessary leadership and guidance to enhance performance. Instead of focusing on fundamental issues such as the identity of the colleges, the curriculum they offered, and the role they were expected

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to play, the college councils emphasized "restructuring and recapitalization." This approach overlooked crucial aspects that could have contributed to the colleges' overall development and effectiveness (Gewer, 2016:24).

Furthermore, Gewer (2016) noted a conflict between the leadership direction provided by the college councils and that of the government. While the transformation of FET colleges was driven by ideological and political imperatives such as redress, access, and equity, the college councils seemed more inclined towards protecting their autonomy and implementing a "market-led delivery" approach. This misalignment in objectives and priorities between the government and college councils created a challenge in achieving the desired transformation goals for the FET college sector. Overall, Gewer's assessment highlights the shortcomings in leadership and guidance within the college councils, as well as the conflicting ideologies and priorities that hindered the improvement of performance and the realisation of transformation objectives in FET colleges.

According to the White Paper on Post-Schooling and Training (DHET, 2014), the DHET aims to enhance the capacity of the post-school education and training system to effectively meet the needs of the country. In pursuit of this objective, TVET colleges are considered crucial and are expected to play a significant role in the DHET's broader vision of establishing a developmental state characterized by a vibrant democracy and a thriving economy.

According to Terblanche and Bitzer (2018: 1-2), technical and vocational education and training (TVET) colleges play a crucial role in providing skills development and vocational training that align with the demands of the labour market. These colleges are seen as instrumental in equipping individuals with the practical skills and knowledge required for employment, entrepreneurship, and overall economic development. By focusing on vocational education and training, TVET colleges have the potential to address the country's skills gaps and contribute to reducing unemployment rates. (Terblanche & Bitzer, 2018: 1-2).

Furthermore, the White Paper emphasizes the significance of TVET colleges in promoting social inclusion, redress, and equitable access to quality education and training (reference this). These institutions are expected to create opportunities for

historically disadvantaged individuals and marginalised communities, empowering them with the necessary skills and qualifications to participate meaningfully in the economy and society. Overall, the DHET recognises the pivotal role of TVET colleges in achieving its goals of building a developmental state, fostering democracy, and fostering economic growth. By prioritising the improvement and strengthening of TVET colleges, the DHET aims to ensure that the post-school education and training system effectively meets the needs of the country and contributes to its overall development.

The vision for South Africa's public FET colleges, as outlined in the DHET Green Paper on Post-School Education and Training in 2012, "The Department of Higher Education and Training, along with the institutions that it is responsible for, is located at the nexus between the formal education system and the workplace. It is our responsibility to ensure that those entering the labour market are qualified and competent to take up the employment and income generating opportunities that exist, and that will exist as the economy grows and changes in the future", (Green Paper, 2012: 9). It aimed to establish institutions that offer both general vocational qualifications and more specialised occupational qualifications. This vision primarily targeted young people and aimed to provide them with the necessary knowledge and skills to enter the economy successfully (Green Paper, 2012).

On the other hand, occupational education, as defined in the DHET Green Paper, refers to educational programs that are specifically designed to prepare individuals for specific occupations (ref). These programs go beyond initial training and include ongoing professional development and workplace training to enhance individuals' skills and knowledge in their chosen occupations. Occupational education is aimed at meeting the specific requirements and demands of industries or professions. The distinction between vocational education and occupational education lies in the scope and focus of the programs. Vocational education tends to provide a broader foundation of skills and knowledge applicable to multiple industries, while occupational education targets specific occupations and aims to provide specialised training and development for those roles.

The DHET Green Paper in 2012 proposed a name change for FET colleges to TVET colleges (ref). This name change was officially initiated in 2015. The purpose of this

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name change was to better reflect the focus and purpose of these institutions, emphasizing their role in providing technical and vocational education and training.

The Green Paper for Post-School Education and Training situates the TVET College sector within a broader vision for a single, coherent, differentiated, and highly articulated Post-School Education and Training (PSET) system (DHET, 2012). This PSET system aims to address the structural challenges faced by South African society by expanding access to education and training opportunities, promoting equity, and achieving high levels of excellence and innovation.

The vision outlined in the Green Paper recognises the importance of TVET colleges in contributing to the transformation and development of the education and training landscape in South Africa. These colleges are seen as key players in providing skills development and vocational training to meet the needs of the labour market, promote economic growth, and enhance social inclusion. By positioning TVET colleges within the broader framework of the PSET system, the Green Paper highlights their integral role in achieving the goals of expanding access, promoting equity, and fostering excellence and innovation in education and training.

Overall, the name changes from FET colleges to TVET colleges, as proposed in the DHET Green Paper, aligns with the vision for a cohesive and responsive PSET system. It signifies a recognition of the importance of technical and vocational education and training in addressing societal challenges and contributing to South Africa's development.

In his dissertation, Juan A.L. (2014: 14) contends that "despite numerous policy interventions aimed at skills development, there has been a failure to significantly increase the number of skilled workers. Moreover, graduates exiting the Further Education and Training (FET) system lack the essential skills demanded by the South African labor market."

This suggests that the relocation of TVET colleges within the Department of Higher Education and Training (DHET) was done to align their ideological and political orientations with those of the government. Furthermore, as Juan further stated in the previous sentence, it was meant to improve their performance in both curricular and identity areas.

Relocating TVET colleges within the DHET could indicate a strategic move by the government to exert greater control over these institutions and shape their direction according to its own vision and policies. By aligning ideological and political orientations, the government likely sought to ensure that the colleges promote and support its values, goals, and priorities.

Enhancing performance in terms of curriculum and identity suggests that the government intended to improve the quality and relevance of TVET education. This could involve updating and aligning the curriculum with industry needs, enhancing practical training opportunities, and strengthening the overall identity and reputation of TVET colleges.

It's important to note that without access to the specific DHET document from 2014, it's difficult to provide further details or context about the intended goals and outcomes of the relocation. Additionally, the effects and success of this initiative would depend on various factors, such as the implementation process, ongoing support, and engagement with stakeholders within the TVET sector.

The National Development Plan (NDP) 2012, New Growth Path (NGP) 2011, Industrial Policy Action Plan 2 (IPAP2) 2011, and Human Resource Development Strategy for South Africa 2010-2030 (HRDSSA) 2009, all emphasise the importance of the TVET college sector in contributing to the country's social and economic goals of inclusive growth (Department of Economic Development (DED), 2011; DHET, 2009; DTI, 2011; National Planning Commission, 2012).

The NDP is a comprehensive long-term plan that seeks to eliminate poverty and reduce inequality by 2030. It highlights the importance of TVET education in developing a skilled and capable workforce that can contribute to economic growth and social development. The NDP emphasises the need to increase the number and quality of TVET graduates and promote their integration into the labour market. National Planning Commission (2012)

The NGP is a framework for achieving economic growth and job creation through a range of policy interventions. It highlights the importance of TVET education in building a capable and competitive workforce and promoting inclusive economic growth. The

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NGP emphasises the need to align TVET education with industry needs and promote entrepreneurship and innovation (DED), 2011].

The IPAP2 2011 is a policy framework for promoting industrial development and enhancing South Africa's competitiveness in the global economy. It emphasises the importance of TVET education in developing the necessary skills and knowledge for various sectors, including manufacturing, mining, and renewable energy [Department of Trade and Industry (DTI), 2011].

The HRDSSA 2009 is a national strategy for developing human resources in South Africa. It highlights the importance of TVET education in providing pathways for individuals to acquire the skills and knowledge necessary for employment and career advancement. The strategy emphasises the need to align TVET education with the needs of the labour market and promote partnerships between TVET colleges and employers (DHET, 2009).

Together, these policies and strategies emphasise the importance of the TVET college sector in contributing to inclusive growth and development in South Africa. They highlight the need to improve the quality and relevance of TVET education, promote partnerships between TVET colleges and industry, and increase the participation and success of TVET graduates in the labour market.

Under the national legislation and expectations of the TVET colleges it was of national importance to identify and address any matter that compromises the integrity of the colleges in achieving their goals. The NDP outlines goals such as a national throughput rate of 75% by 2030 and producing 10 000 artisans annually National Planning Commission (2012).

The National Development Plan sets out various goals and targets for the TVET college sector, including a national throughput rate of 75% by 2030 and the production of 10,000 artisans annually. These goals reflect the government's commitment to improving the quality and relevance of TVET education and promoting the development of a skilled and capable workforce. They also emphasize the need to address the challenges and obstacles that hinder the performance and effectiveness of TVET colleges (National Planning Commission, 2012)

To achieve these goals, it is essential to identify and address any matter that compromises the integrity of TVET colleges in achieving their goals. This could involve addressing issues such as insufficient funding, inadequate infrastructure, low levels of staff and student capacity, and the need to align the curriculum with industry needs.

In a report by the DHET (2013), it was acknowledged that transferring the function of TVET colleges from provincial to national level would have significant constitutional, legislative, practical, and staff implications. However, despite these challenges, the DHET agreed to take on the responsibility and risk of transferring the function (DHET, 2013).

The report noted that the transfer of the TVET college's function was aimed at addressing various challenges faced by the sector, including poor infrastructure, inadequate funding, low throughput rates, and a mismatch between the skills produced by TVET colleges and the needs of the economy. The report further highlighted that the transfer would enable the DHET to provide greater oversight, coordination, and support for TVET colleges and ensure that their goals are aligned with national priorities and policies.

In general, there were a lot of difficulties and complexity involved in moving TVET colleges from provincial to national jurisdiction. To improve the TVET college sector's performance and efficacy and raise the calibre and productivity of these establishments, the DHET recognised the need to take on this duty (Kraak, Paterson, & Boka, 2016, p. 10).

1.2 Locating TVET Colleges

The transformation of Further Education and Training (FET) colleges in South Africa has been a subject of significant scrutiny and debate since the enactment of the FET Act of 1998. Wedekend.V (2010: 5) "highlights a pivotal aspect of this transformation, focusing on the establishment of governing councils within FET colleges. According to Wedekend.V, the introduction of these councils marked a departure from the traditional model of department-run technical colleges. Instead, it ushered in a new era characterised by greater institutional autonomy and stakeholder involvement."

The structure and governance of FET colleges, which were the predecessors to TVET colleges in South Africa. The FET sector was indeed regarded as a provincial competence, which meant that FET colleges were accountable to provincial Departments of Basic Education (DBE). Each FET college was governed and managed by an independent and autonomous College Council, which had the responsibility of appointing staff and managing the affairs of the college. This meant that staff were appointed by college councils and became employees of a specific independent Council, rather than being employed by the Provincial Department of Education.

In the Western Cape province, for example, the DBE was responsible for managing five FET colleges, namely Boland FET College, Cape Town FET College, False Bay FET College, South Cape FET College, and West Coast FET College. Each college had its own independent College Council, which had the authority to manage the college and oversee its operations.

The transfer of the FET sector to the national government and the subsequent establishment of the TVET college sector involved significant changes in the governance, management, and funding of these institutions. These changes were aimed at improving the quality and relevance of TVET education and promoting greater alignment between TVET colleges and national priorities and policies (DHET, 2013).

The establishment of the Department of Higher Education and Training (DHET) in 2009 marked a pivotal moment in South Africa's educational landscape. With a clear vision to address longstanding challenges and discrepancies within the education system, the DHET was formed to serve as a central authority dedicated to advancing both post-secondary education and Technical and Vocational Education and Training (TVET) colleges. The DHET was created as a separate department within the government, with the specific mandate of overseeing and coordinating all aspects of post-secondary education, including TVET colleges. (Green Paper, 2012: 8)

Prior to the establishment of the DHET, TVET colleges were under the jurisdiction of either the Department of Education or provincial education departments. This fragmented governance structure made it difficult to coordinate and align policies and

programs across the sector, resulting in inconsistencies and inefficiencies in the delivery of TVET education.

The creation of the DHET provided TVET colleges with a clearer institutional home and enabled greater coherence and alignment between post-secondary education policies and programs. However, as the statement notes, there are still a variety of internal factors that can influence staff attitudes and perceptions within TVET colleges, which can affect their overall effectiveness and performance. These internal factors may include issues such as organisational culture, leadership, staff capacity and skills, and resource constraints. Addressing these internal factors is critical to ensuring that TVET colleges can effectively deliver high-quality education and training that meets the needs of students and the economy (Parliament of South Africa, 2017).

One of the consequences of the restructuring and migration of TVET colleges from provincial to national control. Prior to the migration, FET college staff were not unionized as they were employees of independent college councils. However, after the migration, TVET college staff became employees of the DHET, which prompted many to join unions such as the National Education, Health and Allied Workers Union (NEHAWU) or the South African Democratic Teachers Union (SADTU). This perspective is supported by Kraak, Paterson and Boka (2016:148).

The move to join a union may have signalled a change in TVET college employees' perceptions and attitudes towards management. By joining a union, employees may have felt that they needed greater representation and support in negotiating with management over issues such as pay, working conditions, and job security.

However, it should be noted that the decision to join a union is complex and may be influenced by a variety of factors, such as the overall organisational culture, leadership, and employee satisfaction. While the migration to national control may have played a role in the unionisation of TVET college staff, there may have been other underlying factors that contributed to this decision (DHET, 2014).

Overall, the migration of TVET colleges had significant implications for both staff and management, and the move to join a union may have been one way in which employees sought to navigate these changes and advocate for their rights and interests.

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The thorny issues that have led to bad relations between lecturers, college management, and government revolved around ineffective facility and resource management, management capacity, centralisation of power, and lecturer employment status. The majority of the changes happened while the researcher worked at the TVET institution, where he has been a staff member since 2010.

The statement suggests that the researcher has personal experience working at a TVET institution and has witnessed the thorny issues that have led to bad relations between lecturers, college management, and government. According to the statement, the issues that have caused tension include ineffective facility and resource management, management capacity, centralisation of power, and lecturer employment status.

It is important to note that the issues mentioned are not unique to TVET colleges but are common challenges faced by many educational institutions globally. In particular, issues related to resource management and centralisation of power are complex and require careful consideration and planning to address effectively.

The fact that the researcher has personal experience working at a TVET institution may provide valuable insights into the challenges faced by these institutions and the factors that contribute to their success or failure. However, it is important to ensure that any conclusions drawn from this experience are based on a thorough and objective analysis of the available data and do not reflect personal biases or opinions (DHET, 2014)

The change in employment relations, which is detrimental to TVET college staff, serves as another reason for the shifts in attitudes among TVET staff. These employment changes severely damaged the professional confidence of TVET college staff, and the constant pressure to perform and has created very high levels of both institutional and individual anxiety' (Kraak & Paterson, 2016:38).

Above all, there is the delicate question of enforcement. Information and consultation is an integral part of company decision-making at all levels: local, national and transnational. Before management takes a final decision, the transnational information and consultation process must be properly conducted and completed. It is important for employers to consider the impact of any changes in employment relations on their

staff and to communicate these changes clearly and transparently. Pulignano, Köhler and Paul Stewart (2016:256)

It is the transfer function processes and repercussions that pave the way for this research. Specifically, this inquiry focuses on the staff management and student learning consequences after the TVET colleges migrated to DHET.

The statement suggests that the focus of the research inquiry is on the consequences of the transfer function processes after TVET colleges migrated to DHET, particularly in terms of staff management and student learning. When institutions undergo significant changes, such as a transfer of function from one entity to another, there are often consequences that can impact various aspects of the institution. In the case of TVET colleges, the migration to DHET may have had significant implications for staff management, such as changes in employment relations, unionisation, and management capacity. These changes can affect staff morale, motivation, and performance, as well as the quality of teaching and learning in the institution.

Background of the study

It appears that the FET Colleges in South Africa were in the process of migrating to the DHET and being transformed into TVET colleges (when?). However, during this transition, the management of these newly formed institutions remained under the Provincial Department of Basic Education and Training (Parliamentary Monitoring Group, 2014).

According to the DHET's statement to the South African parliament on the progress of the migration process, as captured in the minutes of the Portfolio Committee, it was stated that TVET colleges and Adult Education centres were currently managed by Provincial Education Departments (PEDs), even though they fell under the purview of the DHET (ref). This suggests that while the DHET had overall responsibility for these institutions, the day-to-day management and administration were still handled by the Provincial Education

The process of transition was met with a challenge as TVET college staff was dissatisfied with their new conditions of employment (Parliamentary Monitoring Group, 2014). Dorasamy and Letooane (2015:5) pointed out that these included

"opportunities for career progression, high workload and poor remuneration, the implementation of organisational policies and the amount of praise employees received for performing a good job, and all these appear to be intrinsic factors".

The transition of FET Colleges to TVET colleges in South Africa faced challenges related to the dissatisfaction of TVET college staff with their new conditions of employment. According to the Parliamentary Monitoring Group (2014), it appears that TVET college staff expressed discontentment regarding various aspects of their employment. The staff felt burdened by heavy workloads and believed that their compensation was inadequate considering the demands of their roles.

The staff expressed concerns regarding the implementation of policies within the new institutional framework, which may have affected their working conditions and job satisfaction. Recognition for performance: The staff felt that they were not receiving sufficient acknowledgement or praise for their efforts in performing their jobs well. These factors mentioned by Dorasamy and Letooane in their 2015 study, as cited in reference, are considered intrinsic factors that can significantly impact employee satisfaction and motivation (Dorasamy & Letooane, 2015).

According to Dorasamy and Letooane (2015), some of the factors contributing to this dissatisfaction included a lack of opportunities for career progression, high workloads and poor remuneration, the implementation of organisational policies, and a perceived lack of recognition for good job performance. These factors were described as intrinsic factors, meaning they related to the working conditions and culture within the TVET colleges themselves. This suggests that these challenges were significant and had a negative impact on the morale and productivity of TVET college staff.

Unions are seen as playing a crucial role in protecting the interests of workers. As such the impact of union density in a particular workplace becomes important. Union density is defined as a measure of a union's dominance, influence and strength in a workplace. In the context of this research union density can be defined as unions' dominance as a result of the combined membership base at the College in relation to the total labour force at the College (Palm, 2017).

It appears that prior to the migration of FET colleges to TVET colleges in South Africa, college staff were not unionised as they were employees of independent and

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autonomous college councils. However, after the migration and the staff becoming employees of the DHET, many of them opted to unionise under the NEHAWU or the SADTU.

This trend is not unique to TVET colleges in South Africa but reflects a broader shift towards increased unionisation across various sectors in the country. Changes in the social, political, and educational environments in South Africa, including an increased awareness of human rights, have contributed to trade unions being considered major role-players in the industrial relations system of the country (Fossum, 2018).

Research has shown that higher union density can be associated with better wages, benefits, and working conditions for unionised workers. It can also lead to increased job security, improved safety and health standards, and greater job satisfaction. However, high union density can also lead to increased conflict with management and potential tensions with non-unionised workers. It is important to note that the impact of union density may vary depending on factors such as the specific industry, the size of the workplace, and the nature of the relationship between management and the union. Therefore, the effects of union density should be considered in the context of the specific workplace and industry in question (Kaufman & Taras, 2017)

The newspaper article titled "TVET Colleges Shutdown" in February 2019, as reported by News24 on February 27, 2019, highlighted disruptions at TVET colleges attributed to staff conditions of employment and other grievances that were allegedly not addressed by the employer. It is not uncommon for labour disputes and grievances to arise during times of significant changes in employment conditions, such as the transition from council contract employees to permanent employees under the (DHET). Such transitions can lead to challenges in adapting to new policies, structures, and expectations.

The disruptions and grievances mentioned in the newspaper article could have been related to a range of factors, including concerns about salaries, workload, career progression, organisational policies, and other employment-related issues.

Changes in employment conditions, such as the transition from council contract employees to DHET permanent employees, can often lead to dissatisfaction and unrest among workers, particularly if they perceive that their new conditions are worse

than their previous ones. In addition, other factors such as heavy workloads, poor remuneration, and lack of opportunities for career progression can also contribute to dissatisfaction and unrest.

Employers' refusal to resolve these complaints resulted in strikes, labour unrest, and other types of industrial action. These disruptions can have a significant impact on the functioning of the TVET college system, as well as on the education and training of students. It is important for employers to proactively address the concerns of their employees and to engage in constructive dialogue with labour representatives to prevent labour unrest and disruptions in the workplace. This requires a commitment to fair labour practices, good communication, and a willingness to address the underlying issues that may be contributing to dissatisfaction and unrest among workers.

These types of challenges are not unique to the TVET sector but are common in labour relations when significant changes occur. In situations like this, it is crucial for employers and employees to engage in open dialogue, and negotiation, and potentially involve relevant stakeholders such as trade unions to address the concerns and find mutually agreeable solutions. Resolving labour disputes and ensuring effective employee-employer relations are essential for maintaining a productive and harmonious working environment.

There are utterances that one of the aggrieved employees stated:

> *If the employer does not care about the employees and their grievances, we are going to continue to disturb the operations until they [DHET] listen to us. Instead of attending to our issues, the employer called the police who were heavily armed, while [we] were having a peaceful strike. Nine of the workers were injured and admitted to hospital. Workers are just fighting for their rights. They want decent jobs and salaries with all the benefits. You cannot have a contract employee for five years. If you manage to keep that person for five years, it means his or her job is permanent so he or she must be employed permanently. We are going to strike until employees' issues have been resolved (News24, 27 February 2019).*

The TVET staff members threatening to disturb the operations at colleges suggest that the interest of students seems not to be the primary concern since any disruption would negatively impact and affect the implementation of the curriculum. It is

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understood by TVET College's management and long-serving staff members that this exercise of power by unionised employees did not exist when TVET staff, at colleges, was still on College Councils contracts. However, disrupting the daily operations of the college would be counter to the idea of putting students first (News24, 27 February 2019).

The news article mentioned above from News24 in February 2019 highlights that the concerns that disruptions caused by TVET college staff members can have a negative impact on the implementation of the curriculum and, consequently, on the interests of students. The article suggests that the focus on power and industrial action by unionized employees may overshadow the primary concern of prioritizing the well-being and education of students.

It is important to note that labour disputes and industrial actions, such as strikes or work stoppages, can disrupt the daily operations of educational institutions, including TVET colleges. When such disruptions occur, students may face challenges in accessing educational services, receiving instruction, or completing their coursework. The article also implies that there may have been a difference in the exercise of power and the prevalence of disruptions before the transition from College Council contracts to DHET permanent employment for TVET staff. It suggests that the change in employment conditions and the subsequent unionisation of staff members may have contributed to a shift in the dynamics and actions taken by employees.

The statement made in the article emphasises that the disruption of daily college operations conflicts with the notion of prioritising the interests of students. This indicates that maintaining a focus on student well-being and educational continuity should be a primary concern for all stakeholders involved, including management, staff, and unions.

The notion of putting students first in the context of education is derived from the Batho Pele principle, which is a South African government initiative aimed at improving public service delivery. The Batho Pele principle translates to "A better life for all South Africans by putting people first." The Department of Public Service and Administration (DPSA) in South Africa has promoted the Batho Pele principles, which encourage public servants to prioritise the needs and well-being of the people they serve. In the

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field of education, this principle can be understood as ensuring that the best interests of students are prioritised over the interests of lecturers or teachers (DPSA, 2021).

Putting students first means considering their educational needs, welfare, and overall development as the primary focus of the education system. It involves creating an environment where students can thrive, providing quality teaching and learning experiences, and ensuring their safety and well-being. Putting students first means that the needs of learners are the primary concern, and that educators and administrators should make decisions and take actions that support their academic and personal growth. This can include providing access to resources, creating a safe and inclusive learning environment, and offering support services that address the diverse needs of students.

The Batho Pele principle is based on the idea that public servants should serve people by treating them with respect, courtesy, and empathy. In the context of education, this principle is translated as prioritising the interests of students and ensuring that they receive quality education that meets their needs and prepares them for success.

1.2.1 Migration of TVET Colleges staff to DHET: staff attitudes and perceptions

According to Malmrude, Geary and Thungvist (2020), the behaviour of supervisors plays a crucial role in shaping employee perceptions. When supervisors align their behaviours with the expectations and perceptions of employees, it reinforces positive signals and strengthens the beliefs and attitudes of employees. This alignment can create a positive work environment and enhance employee satisfaction and engagement.

However, disagreements and conflicts between supervisors and employees can lead to misunderstandings and resource loss. When there is a disconnect between employee perceptions and the actions or behaviours of supervisors, it can negatively impact the relationship, trust, and cooperation between the two parties. This, in turn, can have detrimental effects on employee attitudes, morale, and overall job satisfaction.

The researcher's interest in investigating the causes of the shift in attitudes and perceptions among TVET college employees is valid, especially in the context of strike

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actions and disruptions that occurred during the relocation process. As mentioned in the previous statement, employee attitudes and perceptions are not solely influenced by remuneration but also by factors such as the pay system and pay setting.

In the case of TVET college employees, it can be assumed that their decision to take strike action indicates negative perceptions of how the colleges are being managed. These negative perceptions may be related to various aspects, such as changes in employment conditions, workload, career progression opportunities, or the implementation of organisational policies.

The relocation process from FET colleges to TVET colleges likely brought about significant changes in the work environment, job roles, and organisational structures. These changes could have contributed to a shift in employee perceptions and attitudes towards the TVET industry. Understanding the factors that influenced these changes is crucial for addressing employee concerns, improving employee engagement, and ensuring the effective delivery of education and training.

By investigating the causes of the shift in attitudes and perceptions, the researcher aims to gain insights into the impact of the relocation process on employee perceptions and attitudes. This knowledge can help inform strategies and interventions aimed at addressing employee concerns, improving workplace relationships, and creating a positive and conducive work environment within the TVET colleges.

1.3   Rationale for the research study

Rationale for conducting research on the impact of employees' job status in the TVET sector on their views toward management. Knowledge gap: The lack of research on this specific topic in South Africa suggests a gap in current knowledge, practices, and policies. Conducting this study helps to fill this gap by providing insights into the relationship between employees' job status and their perceptions of management in the TVET sector.

Understanding challenges: Investigating the challenges in the TVET sector, including issues with leadership and change management, is crucial for identifying areas of improvement. By examining these challenges, the study aims to shed light on the

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factors that may influence employee attitudes and perceptions and provide recommendations for addressing them.

Change leadership theories: Applying theories of change leadership in the context of the TVET sector allows for a deeper understanding of how leadership practices can impact employee perceptions during times of organisational change. This theoretical framework provides a lens through which the study can analyse the effectiveness of leadership approaches and propose strategies for better change management in the TVET sector.

By conducting this research, the aim is to contribute to the existing knowledge base, inform policies and practices, and provide recommendations for improving leadership and change management in the TVET sector. Ultimately, the findings of the study can help enhance the working environment, job satisfaction, and overall effectiveness of TVET colleges in South Africa.

The rationale for conducting the study on TVET employees' attitudes and perceptions after the migration process is centred around understanding the experiences and challenges faced by these employees in adapting to the new employment situation. The researchers aimed to delve into the specific details of their post-transition employment, including changes in working conditions, and gauge their capacity to adapt to these changes.

By focusing on the opinions of both lecturing and non-lecturing staff members in the TVET college, the study sought to capture a comprehensive understanding of the workforce's perspective on the Department of Higher Education and Training (DHET) after the transition. This approach allows for a more holistic examination of the impact of the migration process on different employee groups within the college.

1.4 Benefits of the study

The study on TVET employees' attitudes and perceptions following the migration process holds several potential benefits.

- **Guideline development:** The findings of the study can help TVET colleges in establishing guidelines and directions for post-migration processes. By understanding the specific challenges and issues faced by employees during

the transition, colleges can develop strategies and policies that address these concerns and facilitate smoother organisational transformations.

- **Employee input and adaptation:** The study can contribute to the adaptation of TVET colleges to employee input. By considering the perspectives and experiences of employees, colleges can better understand their needs and concerns and involve them in decision-making processes. This can lead to improved employee engagement, satisfaction, and a more inclusive work environment.

- **Organisational transformation:** The research outcomes can serve as a valuable resource for future organisational transformations within the TVET sector. By identifying the key factors that influence employee attitudes and perceptions during periods of change, colleges can learn from these insights and implement effective change management strategies in the future.

- **Industry-wide implications:** The study's findings may have broader implications beyond the TVET sector, providing insights into how organisations can effectively deal with dramatic changes. The research can inform industry practices and contribute to the development of guidelines and best practices for managing organisational transformations in various sectors.

Employees who were formerly employed by the TVET College would also gain from this study because they will be better able to comprehend the disappointments and expectations they felt after migration to DHET was complete. Because they work for the TVET College, these staff members would not stir up trouble by making needless demands of the college council of either a TVET college or DHET.

Overall, the study has the potential to benefit TVET colleges by providing practical recommendations for post-migration processes, promoting employee involvement and adaptation, and guiding future organisational transformations. It may also have wider relevance by informing industry practices on managing significant changes within organisations. Good!!

1.5   Problem statement

The transition from FET Colleges to TVET Colleges in the Post Migration Era has resulted in changes in employee opinions and attitudes towards college

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administration. This study examines the nature and consequences of these changes specifically at a rural Western Cape TVET College. The focus is on analysing the post-migration process and procedure, as well as the management practices employed during this period.

By conducting this study, the researchers examine the impact of the migration process on employee opinions and attitudes towards college administration, specifically at a rural Western Cape TVET College The study seeks to understand the specific changes that occurred during the transition and the subsequent effects on employee perceptions. Furthermore, the research explores the management practices employed during this period to identify their effectiveness and potential areas for improvement.

By addressing this problem, the study aims to contribute to the understanding of the post-migration experience in TVET colleges, particularly in a rural Western Cape context. The findings of the study can inform the college administration about the nature and consequences of employee attitude changes, guiding them in implementing strategies and practices.

1.6 The research question.

The research question that guides this study is:

How the TVET Colleges: Employees Perceptions after migrating to the Department of Higher Education and Training (DHET) changed?

This research question seeks to understand the underlying factors and reasons behind the shift in TVET employees' attitudes and perceptions towards management following the transition from FET colleges to TVET colleges. By investigating the causes of these changes, the study aims to uncover the specific factors that have influenced employee opinions and shed light on the dynamics at play during the migration process. The research question implies an examination of the various aspects that may have contributed to the change in attitudes and perceptions, such as changes in employment conditions, organisational structures, leadership practices, communication, or other relevant factors. By addressing this research question, the study aims to provide insights into the specific drivers behind the observed shifts in

employee attitudes and perceptions, thereby contributing to a better understanding of the impact of the transition on TVET employees' perceptions of management.

1.7 Aims of the study

The purpose of this study is to look at the attitudes and perceptions of TVET college staff members when they moved to the Department of Higher Education and Training (DHET).

Through the fulfilment of this objective, the study endeavours to enhance comprehension regarding the factors that shape employee attitudes and perceptions subsequent to the migration process. The resulting insights are poised to enrich the development of strategies, policies, and interventions geared towards enhancing employee satisfaction, engagement, and overall organisational effectiveness within TVET colleges.

1.8 Theoretical framework

Organisational change theory focusses its theorisation on the discipline that studies the structure and designs of organisation (Robbins & Barnwell, 2018:8). Organisational transformation, on its part, is centred on the science of understanding organisational structure and design. Robbins and Barnwell (2018:8) posit that each organisation develops an institutional culture which could be perceived as equivalent to the organisation's/institution's personalities, which is referred to as the institutional culture. The key points these authors make is that each institution cultivates an institutional culture which is constantly changing as the institution responds to changes in its environment.

The reference to Robbins and Barnwell (2018) suggests that organisational change theory focuses on the study of organisational structure and design. It emphasises understanding how organisations are structured and designed to facilitate effective functioning. The concept of organisational transformation is closely related to this, as it involves the science of comprehending organisational structure and design.

According to Robbins and Barnwell (2018), organisations also develop an institutional culture that can be seen as the organisation's personality. Institutional culture refers to the shared values, beliefs, norms, and behaviours that shape the organization's

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identity and guide its members' actions. This institutional culture is not static but evolves and changes as the organisation responds to changes in its environment.

This is where change leadership becomes important. Change leadership refers to the ability of leaders to effectively manage and guide organisational change processes (Higgs & Rowland, 2010). Effective change leadership involves not only understanding the need for change but also the ability to communicate the vision of change and inspire employees to embrace it. This is crucial for the success of organisational transformation, as employees who do not understand or support the change may resist it, leading to delays, setbacks, and potential failure.

In the context of the TVET sector, understanding the principles of change leadership is important in managing the shift from FET to TVET colleges. The transition involves significant changes in institutional culture, structures, and designs, which can be challenging to manage without effective change leadership. The study investigates the post-migration process and its impact on TVET employees' attitudes and perceptions towards management.

According to Clarke (2007:14), transformational leadership examines leadership in relation to change. The modern leader must encourage and empower those with whom he works, and there must be openness and trust for those with whom he works to buy in. Trusting your employees is a key component that leads to successful outcomes or high levels of output. For instance, Alan Clarke's writings are based on the administration and operation of South African public schools. Unhappy staff members and a lack of leadership are, in fact, factors in any dysfunctional school. Realizing how closely staff morale is connected to organisational change and performance, teaches the company to invest in its workers.

The statement highlights the importance of transformational leadership in relation to change. Clarke (2007) emphasizes that modern leaders should encourage and empower their employees, foster openness and trust, and ensure that individuals are invested in the organisational goals and vision. Trusting employees is seen as a crucial component for achieving successful outcomes and high levels of productivity.

Clarke's writings specifically focus on the administration and operation of South African public schools. He argues that in any dysfunctional school, unhappy staff

members and a lack of effective leadership are contributing factors. Recognizing the strong connection between staff morale, organisational change, and overall performance, Clarke emphasises the need for organisations to invest in their employees. This perspective aligns with the idea that a positive work environment, built on trust and employee empowerment, can lead to improved employee morale, motivation, and ultimately, better organisational outcomes. Transformational leadership, with its emphasis on inspiring and motivating employees, plays a significant role in creating such an environment.

Overall, this viewpoint underscores the importance of effective leadership, employee trust, and organisational investment in driving positive change and performance within an organization.

Employee retention is one of the most important and overlooked facets of running a successful company (Peters, 2018). Research consistently finds that retaining top talent is essential for maintaining institutional knowledge, in contrast, employee turnover is a drain on the company's staff and financial resources Dan Scalco. This study teaches us that institutions need to develop a shared value system so that everyone feels valued and understands their role. And because employees will feel respected and valued, this will reduce staff turnover while increasing staff retention.

However, the statement highlights the importance of employee retention for the success of a company. It suggests that employee turnover can be detrimental to an organisation in terms of losing institutional knowledge and incurring costs associated with hiring and training new employees.

Furthermore, the statement emphasises the need for institutions to develop a shared value system, where employees feel valued and understand their roles. This can contribute to reducing staff turnover and increasing staff retention, as employees who feel respected and valued are more likely to stay with the organisation.

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1.9   Chapter Outline

Chapter One

Introduction: This section provides an overview of the research topic and introduces the main themes and objectives of the study. It may highlight the importance of the research area and its relevance in the context of the TVET sector.

Justification for the Study: In this section, the researcher presents the rationale behind conducting the study. It explains why the research topic is important and identifies the gaps or limitations in the existing literature. The justification may include the potential benefits of the study and how it can contribute to knowledge, practice, or policy in the TVET sector.

Historical Context: This section provides a historical background of the migration process from FET colleges to TVET colleges. It outlines the key events, policy changes, and factors that have shaped the transition. The historical context helps to provide a comprehensive understanding of the subject matter and sets the stage for the research investigation.

Statement of the Problem: This section clearly articulates the research problem or research question that the study aims to address. It explains the specific issue or challenge being investigated, such as the change in employees' attitudes and perceptions after the transition to TVET colleges.

Aims and Objectives: This section states the overall aim of the study and presents specific objectives that will be pursued to achieve the aim. The aims and objectives provide a clear focus for the research and guide the subsequent chapters and data collection process.

Significance and Applicability: This section highlights the significance of the study in terms of its potential impact and applicability. It may discuss the practical implications of the research findings and how they can be utilised to inform policies, practices, or interventions in the TVET sector. The section may also outline the potential beneficiaries of the research and how it can contribute to the advancement of knowledge in the field.

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Each of these sections in Chapter One sets the stage for the research study, providing a clear introduction, justification, historical context, problem statement, aims and objectives, and highlighting the significance and applicability of the research.

Chapter Two

Chapter Two, the literature review chapter, is where the researcher reviews and synthesises existing scholarly literature that is relevant to the research topic. This chapter serves several purposes, including:

Providing a theoretical framework: The literature review helps to establish the theoretical foundation of the study by reviewing key theories, concepts, and models related to the research topic. It helps to situate the research within the broader academic context and provides a framework for understanding the research problem.

Identifying gaps in the literature: The literature review allows the researcher to identify gaps or limitations in the existing literature. By examining previous studies, the researcher can determine areas where further research is needed or where inconsistencies or contradictions exist. This helps to justify the need for the current study.

Supporting the research hypotheses or questions: The literature review provides evidence and support for the research hypotheses or questions. By reviewing relevant studies, the researcher can demonstrate how previous research findings align with or contradict the proposed research objectives.

Summarising previous empirical research: The literature review provides a summary of previous empirical studies and their findings. This includes identifying key methodologies, samples, variables, and results from previous research. It helps to establish a foundation for the current study and provides context for interpreting the results.

Informing the research design and methodology: The literature review informs the selection of research design and methodology by highlighting the strengths and weaknesses of previous approaches. It helps the researcher to determine the appropriate research methods and instruments for data collection and analysis.

Overall, Chapter Two aims to demonstrate the researcher's knowledge and understanding of the existing literature in the field, provide a theoretical framework for the study, identify gaps and inconsistencies in the literature, and guide the research design and methodology. It helps to establish the scholarly context for the research and ensures that the study builds upon and contributes to the existing body of knowledge.

Chapter Three

Chapter Three, the methodology chapter, provides a detailed description of the research methodology and the procedures used to conduct the study. It typically includes the following sections:

Research Design: This section explains the overall research design chosen for the study, such as quantitative, qualitative, or mixed methods. It justifies the selection of the specific research design and discusses its appropriateness for addressing the research questions or objectives.

Research Approach: This section outlines the approach taken in the study, such as positivist, interpretivist, or critical. It explains the philosophical assumptions underlying the research approach and discusses how they align with the nature of the research topic.

Data Collection: This section describes the methods and techniques used to collect data for the study. It includes details on the sampling strategy, data collection instruments (e.g., surveys, interviews, observations), and the rationale behind their selection. The section may also discuss any ethical considerations and procedures implemented to ensure the protection of participants' rights.

Data Analysis: This section explains the procedures used to analyse the collected data. It outlines the specific data analysis techniques employed, such as statistical analysis, thematic analysis, or content analysis. It provides a rationale for choosing these techniques and discusses how they align with the research objectives.

Validity and Reliability: This section addresses the issues of validity and reliability in the study. It discusses the steps taken to ensure the validity of the findings, such as using established measurement scales, employing multiple data sources, and

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conducting member checks. It also discusses the measures taken to ensure the reliability of the data, such as inter-rater reliability checks and data triangulation.

Limitations: This section acknowledges any limitations or constraints of the study. It discusses potential sources of bias, sample limitations, or constraints in data collection or analysis. By acknowledging limitations, the researcher demonstrates transparency and provides insights into the scope and generalisability of the findings.

Ethical Considerations: This section outlines the ethical considerations considered during the research process. It discusses how informed consent was obtained, how participant confidentiality and privacy were protected, and any steps taken to minimize harm or discomfort to participants.

Overall, Chapter Three provides a comprehensive overview of the research methodology employed in the study, including the research design, data collection procedures, data analysis techniques, validity and reliability measures, limitations, and ethical considerations. It ensures transparency and replicability of the study and allows readers to assess the rigour and trustworthiness of the research findings.

Chapter Four

Chapter Four, the findings, and analysis chapter, presents the main findings of the study and provides a detailed analysis and interpretation of these findings. It typically includes the following sections:

Introduction: This section provides an overview of the chapter and restates the research questions or objectives. It sets the context for the findings and analysis that will be presented.

Descriptive Findings: This section presents the descriptive statistics or qualitative summaries of the collected data. It includes tables, charts, or narratives that describe the characteristics of the study sample, the distribution of variables, or the themes and patterns identified in qualitative data. The findings are presented in a clear and organized manner to facilitate understanding.

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Inferential Findings: This section presents the results of any inferential statistical analyses conducted in the study. It includes the findings from statistical tests, regression analyses, correlation analyses, or other statistical procedures used to test hypotheses or relationships between variables. The findings are interpreted and discussed in relation to the research questions or objectives.

Qualitative Findings: This section presents the key themes, patterns, or narratives identified in the qualitative data analysis. It includes excerpts or quotes from participants that illustrate the findings. The findings are analysed and discussed in relation to the research questions or objectives, providing insights and interpretations.

Integration of Findings: This section integrates the findings from both the quantitative and qualitative analyses. It identifies common themes, patterns, or trends that emerge across the data sources and discusses their implications. It provides a comprehensive understanding of the research findings and their relevance to the research questions or objectives.

Discussion and Interpretation: This section discusses and interprets the findings considering the existing literature and theoretical framework. It compares the findings with previous studies, identifies similarities or differences, and offers explanations or interpretations. It provides insights into the significance and implications of the findings and may address any unexpected or contradictory findings.

Limitations of the Study: This section acknowledges the limitations of the study that may have affected the findings. It discusses any methodological limitations, sample limitations, or constraints in data collection or analysis that may have impacted the results. By acknowledging limitations, the researcher demonstrates a critical approach and provides a context for interpreting the findings.

Conclusion: This section summarises the main findings of the study and highlights their implications. It restates the key contributions of the study and may suggest areas for future research or recommendations based on the findings.

Chapter Four aims to present the main findings of the investigation and provide a thorough analysis and interpretation of these findings. It ensures that the research

objectives or questions are addressed and provides insights and understanding of the research topic.

Chapter Five

Chapter Five, the conclusion, and recommendations chapter, provides a summary of the research study, presents the key findings, and offers recommendations based on the findings. It typically includes the following sections:

Summary of the Study: This section provides a concise summary of the research study, including the research objectives, methodology, and main findings. It reminds the reader of the research context and purpose, setting the stage for the discussion of the findings and recommendations.

Key Findings: This section highlights the main findings of the study, emphasizing the most significant or interesting results. It may present a summary of the findings from Chapter Four, focusing on the key themes, patterns, or relationships that emerged from the data analysis. The findings are discussed in relation to the research questions or objectives and may include supporting evidence or examples.

Discussion of Findings: This section provides a detailed discussion and interpretation of the key findings. It explores the implications and significance of the findings in relation to the research topic and may refer back to the relevant literature or theoretical framework. The findings are critically analysed, considering their strengths, limitations, and potential explanations. The section may also address any unexpected or contradictory findings and offer possible explanations or interpretations.

Researcher Recommendations: This section presents the researcher's recommendations based on the findings of the study. It provides suggestions for actions or interventions that could be implemented to address the identified issues or capitalise on the opportunities revealed by the research. The recommendations are supported by the research findings and may be targeted at specific stakeholders or areas of the organization.

Conclusion: This section offers a concluding statement that summarises the main points of the chapter and restates the significance of the research study. It reflects on

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the overall contribution of the study to the field and may suggest avenues for further research or areas that require additional exploration.

Chapter Five serves as the final chapter of the research study, bringing together the key elements of the study, including the research summary, main findings, and researcher recommendations. It provides closure to the research and offers practical insights and suggestions for future action or decision-making based on the research findings.

1.10 Conclusion

In conclusion, this chapter has provided an overview of the research study, outlining the focus and objectives. The study aimed to understand why the attitudes and perceptions of TVET employees towards management changed after the transition from FET colleges to TVET colleges under DHET at a specific TVET College. The study specifically focused on lecturing staff, non-lecturing staff, and college management.

The chapter has discussed the rationale for the study, highlighting the importance of investigating the changes in attitudes and perceptions of employees in the TVET sector. The research questions and theoretical framework guiding the study have also been presented, providing a clear direction for the research.

Furthermore, the chapter introduces the research techniques employed in the study, further detailed in subsequent chapters. It sets the stage for the comprehensive exploration and analysis of the research findings in the following chapters.

Overall, this chapter has provided a foundational understanding of the research study, laying the groundwork for the subsequent chapters that will delve into the specific aspects of the research in more depth.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In this chapter, the researcher presents a literature review examining employees' perceptions and attitudes following their migration to the Department of Higher Education and Training (DHET) within TVET colleges, with a focus on understanding its impact on their performance and collaboration with fellow employees." In addition, the researcher examines the debates and arguments in the literature related to organisational management and transformation. These considerations have arisen due to a migration process, which raises questions about the potential effects on staff attitudes and perceptions.

The workplace is a complex social environment where individuals' perceptions and attitudes play a crucial role in shaping their behaviour and interactions. Numerous studies have explored various aspects of workers' perceptions and attitudes, including job satisfaction, organisational commitment, job involvement, and employee engagement (Meyer & Allen, 1991).

Research indicates that positive perceptions and attitudes in the workplace are generally associated with higher levels of job satisfaction and organisational commitment. Employees who perceive their work environment positively are more likely to be motivated, engaged, and productive (ref). They tend to have higher job satisfaction, which leads to lower turnover intentions and higher job performance (Cropanzano & Mitchell, 2005).

Conversely, negative perceptions and attitudes can have detrimental effects on employees and organizations. Factors such as perceived unfairness, lack of recognition, poor communication, and low autonomy have been linked to lower job satisfaction, decreased organisational commitment, and higher turnover rates (ref). Negative attitudes can also impact collaboration and teamwork, hindering effective communication and cooperation among employees (Rhoades & Eisenberger, 2002).

As the researcher explores the consequences of a migration process, it is essential to consider how such changes may influence workers' perceptions and attitudes.

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Organisational management and transformation are critical factors in understanding this context. The literature offers various perspectives and debates on how organisations should manage change, including the implementation of new technologies, restructuring, and process improvements (Saks, 2006).

Some scholars argue that effective change management requires clear communication, employee involvement, and support during the transition. When employees feel valued and informed, they are more likely to have positive attitudes towards change and be open to new ways of working. On the other hand, inadequate communication and lack of involvement can lead to resistance, fear, and negative perceptions among employees (Kotter, 1996).

Understanding the literature surrounding workers' perceptions and attitudes in the workplace, as well as debates on organisational management and transformation, can provide valuable insights into how the migration process may impact staff. By examining previous research and existing theories, the researcher can generate hypotheses and design appropriate research methods to investigate the specific effects of migration on employee attitudes and perceptions. Employees are more open to change initiatives when they feel that they have influence over the situation, especially when they work together with management to carry out tasks. Heim, I. A., & Sardar-Drenda, N. (2020, November 17).

This chapter's subsequent sections provide an in-depth analysis of the relevant literature, reviewing previous research that looks at employees' attitudes and perceptions, the outcomes of those views, and the current discussions around organisational design and change. This comprehensive review will contribute to our understanding of how the migration process may shape staff attitudes and perceptions in the post-migration period. I believe that the introduction is way too long as some part belong to the next section.

2.2   Employee attitudes and organisational transitions in literature

The literature on organisational transition and employee attitudes suggests that employees' attitudes can be significantly affected during periods of organisational change (Armenakis & Bedeian, 1999). Here are some key findings and perspectives from the literature.

- **Resistance to change:** Many studies highlight that employees often exhibit resistance to organisational transitions. This resistance can stem from factors such as fear of the unknown, concerns about job security, perceived lack of control, and disruptions to established routines and social relationships (Ford, Ford & D'Amelio, 2008).

- **Communication and employee involvement:** Effective communication and employee involvement have consistently been identified as crucial factors in managing organisational transitions. Open and transparent communication helps employees understand the reasons for the change, reduces uncertainty, and addresses their concerns. Involving employees in the change process, such as seeking their input and feedback, can increase their sense of ownership and commitment to the transition (Armenakis, Harris & Mossholder, 1993).

- **Perception of change impact:** Employees' perception of how the organisational transition will personally impact them plays a significant role in their attitudes. Studies indicate that when employees perceive that the change will result in personal benefits, such as improved work processes, enhanced skills, or increased job satisfaction, they are more likely to have positive attitudes towards the transition (Holt, Armenakis, Feild & Harris, 2007).

- **Leadership and support:** Leadership behaviours and support from supervisors and managers are critical in shaping employee attitudes during organisational transitions. Leaders who are visible, and supportive, and provide guidance can help employees navigate through the changes and mitigate negative attitudes. Conversely, inadequate leadership support can contribute to feelings of uncertainty, frustration, and resistance (Oreg, Vakola & Armenakis, 2011)

- **Organisational culture:** The existing organisational culture can influence how employees perceive and respond to transitions. A positive and supportive culture that values innovation, learning, and adaptability tends to foster more positive attitudes towards change. In contrast, a culture that is resistant to change or lacks trust may amplify negative attitudes and resistance among employees (Armenakis, Bernerth, Pitts & Walker, 2007).

- **Employee well-being and job satisfaction:** Research suggests that organisational transitions can have an impact on employee well-being and job satisfaction. Negative attitudes during transitions, such as increased stress and uncertainty, can lead to decreased job satisfaction and potentially affect employees' overall well-being and engagement (Nielsen & Daniels, 2012).

It is important to note that the literature on organisational transition and employee attitudes is vast and evolving. Different studies may emphasize various factors and outcomes based on the specific context and research focus. Nonetheless, the overall consensus highlights the significance of effective communication, employee involvement, leadership support, and considering employees' perceptions and well-being during organisational transitions.

It's clear to me from reading through the vast body of literature on organisational transition and employee attitudes that the area is always changing, with different studies focusing on different aspects and producing different results based on their particular contexts and study goals. Nonetheless, there is broad agreement about how crucial it is to prioritise staff members' perspectives and well-being during organisational changes, prioritise effective communication, and involve staff members. These revelations offer insightful advice on how to comprehend the intricate processes at work and successfully manage organisational shifts.

2.3 Organisational change, employee performance and attitudes

The relationship between organisational change, employee performance, and attitudes is an important area of study in organisational behaviours and management. Here are some key findings and insights from the literature:

- **Impact on employee performance:** Organisational change can have both positive and negative effects on employee performance. On one hand, well-managed and well-communicated change initiatives can motivate employees, increase their engagement, and lead to improved performance. On the other hand, poorly executed or unclear changes can create disruptions, increased stress, and reduced productivity (Armenakis & Harris, 2009).

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- **Employee attitudes and reactions:** Employees' attitudes towards organisational change can significantly influence their reactions and subsequent performance. Positive attitudes, such as perceiving change as an opportunity for growth and development, are more likely to result in adaptive behaviours and improved performance. Conversely, negative attitudes, such as resistance or fear, can lead to decreased commitment, lower job satisfaction, and reduced performance (Cameron & Green, 2015).

- **Communication and engagement:** Effective communication during organisational change is critical for shaping employee attitudes and performance. Clear and timely communication that explains the reasons for change, addresses concerns and provides opportunities for employee input and feedback can foster positive attitudes and increase engagement. Communication should be ongoing throughout the change process to minimize uncertainty and resistance (Ford & Ford, 2010).

- **Leadership and support:** Leadership plays a vital role in managing change and influencing employee attitudes and performance. Supportive leaders who are visible, provide guidance and demonstrate empathy can help alleviate employee concerns and enhance their commitment to the change. Leaders should involve employees in decision-making and provide resources and training to support their performance during the transition (Van Dam, Oreg & Schyns, 2008).

- **Psychological contract:** Organisational change can impact the psychological contract between employees and the organization, leading to changes in perceptions of fairness, trust, and obligations. When employees perceive that the organization is fulfilling its promises and treating them fairly during the change process, their attitudes and performance are more likely to be positive. However, breaches of the psychological contract can result in negative attitudes, decreased performance, and potential turnover (Oreg, 2006).

- **Resilience and adaptability:** Employees who possess resilience and adaptability tend to have more positive attitudes and higher performance during organisational change. Resilience helps employees cope with stress, setbacks, and uncertainty, while adaptability enables them to quickly adjust to new roles, processes, and expectations (Judge, Thoresen, Pucik & Welbourne, 1999).

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The scholarly literature confirms that the work performance of employees can be affected by their work attitudes (Purnama & Aziza, 2019:55). This perspective is supported by Staw, Sutton and Pelled (1994:63), who found that 'employees who travel through organisational life in a good mood will reap more favourable outcomes from their workplaces in comparison to their more negative counterparts.

Overall, the literature suggests that employee attitudes, such as job satisfaction and organisational commitment, can have a significant impact on work performance. Positive attitudes are associated with better job performance and outcomes, while negative attitudes can lead to lower productivity and increased turnover. Therefore, organizations need to foster a positive work environment and engage employees to promote positive attitudes and improve performance.

According to some scholars, organisational restructuring can potentially change employees' attitudes. Donaldson (1994a), Heyrnans (1997), and Robbins (1996) argue that interventions such as organisational change can significantly contribute towards attitude changes among employees, which in turn affects employee loyalty, productivity, and motivation, either positively or negatively, depending on the nature and direction of the attitude changes.

The statement above highlights that organisational restructuring has the potential to impact employees' attitudes. It also mentions that scholars argue that organisational change interventions can lead to attitude changes, which can subsequently influence employee loyalty, productivity, and motivation. Here is the revised statement: Organisational restructuring has been identified as a catalyst for changing employees' attitudes, according to scholars such as Donaldson (1994), Heyrnans (1997), and Robbins (1996). These scholars argue that interventions like organisational change can significantly contribute to attitude changes among employees, which, in turn, can have varying effects on employee loyalty, productivity, and motivation, depending on the nature and direction of the attitude changes. Add your voice as well in terms of how things are in the WC TVET Colleges.

Attitude is a psychological construct that represents an individual's level of liking or disliking for a certain object. Bagherian, Bahaman, Asnarulkhadi and Shamsuddin (2009:252) define attitudes as general favourable or negative opinions about a person,

place, object, or event. Positive or negative attitudes can influence an employee's work performance, which can have consequences for the productivity and efficiency of an organisation. In the context of this study, the researcher examined how the positive and/or negative attitudes of employees influenced organisational change during and post the migration period in the TVET sector.

Incongruent change refers to a change in the direction of an individual's attitude. For instance, an employee's negative or unfavourable attitude towards work can be changed to a more positive way of thinking. This means that employees can change their attitude towards organisational changes, which can affect their work performance and overall productivity (Robbins,1996)

Ilahi and Ahmed (2016a) build on Donaldson et al.'s argument that organisational change can influence employees' thinking and establish that attitude refers to an individual's tendency to act in a particular way due to their experience and temperament. According to Ilahi and Ahmed (2016a:2), positive attitudes have the potential to promote a positive working environment, while negative attitudes can have a detrimental effect on team morale. Therefore, employers should strive to maintain a positive attitude among their employees to achieve favourable outcomes for the organisation. These results call on Western Cape TVET Colleges to put a high priority on good communication, encourage staff involvement, offer strong leadership support, and regularly take their employees' opinions and well-being into account when they go through organisational transitions.

According to Rahnev, Block, Denison and Jeheel (2021:5), perception is essentially an inference problem and cannot be equated to a fact. Ahmed and Ilahi (2016:13) also support this view, explaining that perception involves the interpretation and organisation of social and physical stimuli by individuals, resulting in a meaningful experience of the world. They emphasize that perception is a constructed truth based on prior experiences and the interpretation of stimuli, which means that the perceived reality may differ significantly from actual reality. In this sense, perception is an inference, and evaluating a perception helps determine how closely it aligns with reality. Ilahi and Ahmed (2016b:13) further argue that awareness and acceptance of stimuli play a crucial role in the perception process. Individuals selectively perceive stimuli based on their existing beliefs, attitudes, motivations, and personalities.

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Furthermore, the process of perception is highly subjective, as individuals may interpret the same stimuli differently based on their personal biases, experiences, and expectations (Rahnev et al., 2021). This subjectivity can lead to differences in how employees perceive organisational changes and how they affect their attitudes and behaviours in the workplace. Therefore, understanding employees' perceptions of organisational change is essential in managing and implementing successful changes in an organisation.

Indeed, perception is not always an accurate representation of reality. As you mentioned, interpretations of reality can be influenced and distorted by an individual's lived experiences, biases, and subjective filters. These factors can lead to misperceptions or misunderstandings of the actual reality. It is important to recognise that each person's perception is unique and may deviate from an objective reality. This highlights the need for organisations to consider the diverse perspectives and interpretations of employees when managing organisational changes and addressing their attitudes and behaviours.

Perception is a subjective experience and is influenced by the individual's prior experiences, beliefs, attitudes, and personality. As a result, there is always the possibility of bias or misinterpretation of reality. The interpretation of reality can be inaccurate or distorted due to various factors, such as cognitive biases, emotional biases, and cultural influences. Therefore, it is essential to be aware of these biases and take steps to minimise their impact to arrive at a more accurate understanding of reality.

Stakeholders in WC TVET colleges must actively seek to reduce biases and recognise the subjectivity of perception in order to effectively address these issues. This can be accomplished by employing tactics like encouraging open communication, supporting diversity and inclusion, training staff members and students on identifying and reducing prejudices, and building critical thinking abilities in them.

Robbins (1996) defines perception as the process by which individuals select, organize, and interpret sensory information to give meaning and order to the world around them. Perception involves both the physical sensing of stimuli and the cognitive

processing of that information. The way individuals perceive the world can greatly influence their behaviours and attitudes.

In the context of this study, perception refers to the process by which workers become aware of, classify, and organise information about their work situation. It encompasses the subjective interpretation and understanding of various aspects of their employment. This includes perceiving feelings of overuse, unrecognition, undervaluation, not being appreciated, negligence, and lack of concern on the part of the employer. Furthermore, workers' perceptions may also involve a lack of trust in themselves and others, feelings of betrayal, experiencing backbiting or bossy behaviours, a sense of bullying, lack of motivation, and exhaustion. Additionally, there seems to be a lack of trust among colleagues, as well as issues related to bullying and exhaustion. These negative perceptions could have a significant impact on the workers' attitudes, motivation, and productivity, as well as the overall functioning of the organisation.

It is important to note that individual factors such as personality, past experiences, and beliefs can also influence an employee's attitudes and perceptions. For example, an employee with a more optimistic personality may be more likely to view their job-related challenges as opportunities for growth and development, whereas an employee with a more pessimistic personality may view the same challenges as insurmountable obstacles. Similarly, an employee who has had positive experiences in their previous jobs may be more likely to have a positive attitude towards their current job, while an employee who has had negative experiences may be more likely to have a negative attitude. These individual factors, combined with job-related factors, can shape an employee's attitudes and perceptions towards their work environment. and the overall work environment.

Indeed, individuals' preexisting beliefs, attitudes, and experiences can shape their interpretations and perceptions of a phenomenon. In the case of TVET employees, their perceptions of the industry or sector can vary based on their underlying beliefs and attitudes. Some employees may hold negative beliefs about the TVET industry, perceiving it as a lower-tier option for students who couldn't gain admission to universities or as a remedial service for those who struggled with traditional schooling. On the other hand, some workers may view TVET as a valuable institution that plays

a crucial role in society by equipping youth and young adults with practical skills for meaningful employment and career advancement (Ilahi & Ahmed, 2016c)

This example highlights the subjectivity of perception and how different individuals can have contrasting interpretations of the same reality based on their unique perspectives. It underscores the importance of considering individuals' preexisting beliefs and attitudes when studying their perceptions and attitudes in the workplace.

2.4 Change management: Overcoming challenges.

Change management refers to the process of planning, implementing, and controlling changes within an organisation to achieve a desired outcome (ref). It involves strategies, tools, and techniques aimed at facilitating a smooth transition for employees and minimising resistance to change. Change management can be applied to a wide range of organisational changes, including process improvements, technological changes, and restructuring. One of the key challenges of change management is addressing employee resistance to change, which can be caused by a variety of factors such as fear of the unknown, loss of job security, and disruption of established routines. Effective change management involves understanding these factors and implementing strategies to mitigate them, such as involving employees in the change process, communicating clearly and transparently, and providing training and support (Walkme Team, 2023).

Understanding the unique needs, challenges, and circumstances of the WC TVET Colleges will help achieve the aforementioned change management. This could be evaluating the organisational culture as it exists now, determining whether changes are ready to be made, and pinpointing areas that still need work. Involving relevant members of the community, teachers, staff, students, and other stakeholders in the transformation process is essential. Their opinions, worries, and recommendations can help to improve buy-in and support for the suggested changes while also influencing the change management plan. During any transformation endeavour, open and efficient communication is essential. To reduce opposition and uncertainty by outlining the goals of the change, the expected results, and the roles and responsibilities of different stakeholders. Learning new skills and adjusting to new

procedures or technology are frequently necessary when there is a shift. Giving sufficient guidance and assistance

The concept of change in organisations is indeed multifaceted and can be defined in various ways. Dawson (2003) highlights that change involves moving towards an unknown future state, which indicates the dynamic nature of organisational change. By (2005) describes organisational change as a fundamental reorientation of how an organisation operates, suggesting a comprehensive and transformative shift in its structure, processes, and strategies.

Change management, as defined by Kulvisaechana (2001) refers to the continuous process of aligning an organisation with its marketplace and achieving a competitive advantage through increased responsiveness and effectiveness. This definition emphasizes the need for organisations to proactively adapt and evolve to meet the demands of the external environment and maintain their competitiveness.

It is important to recognize that change management is not a one-time event but an ongoing process that requires strategic planning, effective leadership, and engagement with stakeholders. By understanding the basis of change and embracing change management principles, organisations can navigate the complexities of change and achieve successful outcomes.

These definitions highlight that change can take various forms and can be driven by a range of factors, such as external market forces, internal organisational needs, or technological advancements. Change can involve small incremental adjustments or large-scale transformations that fundamentally alter the way an organisation operates. The goal of change management is to guide an organization through these transitions in a structured and deliberate manner, minimising disruption and maximizing the chances of success. Change management involves not only planning and implementing changes but also addressing the attitudes, beliefs, and behaviours of employees who may be resistant to the change. By focusing on communication, training, and support, change management aims to create buy-in and support for the change among employees at all levels of the organisation.

The shift from provincial management to being managed by DHET represents a significant change in the governance and administration of TVET colleges. Previously,

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the technical colleges were under the purview of provincial education departments and operated with the support of college councils. However, with the implementation of White Paper 4 in 1998, these technical colleges underwent a process of consolidation and were transformed into public FET colleges.

Under the new system, each FET college established its own college council to oversee its operations. These councils were responsible for various aspects of college management, including financial matters and human resource management. However, with the migration to DHET, there was a shift in the management structure, and the responsibility for the remuneration of employees also changed. Instead of being paid by the college councils, employees began to be remunerated directly by DHET.

These changes in employment structure and centralisation under DHET had implications for the lecturers in terms of their employment status, reporting lines, and working conditions. The shift from being employed by college councils to being employed by DHET may have influenced the lecturers' attitudes and perceptions toward their work and the organisational changes. It is important to consider these factors when examining the impact of migration on staff attitudes and perceptions in the TVET sector.

The shift from provincial management to national management and the subsequent re-employment of FET College lecturers by DHET marked a significant change for the TVET sector in South Africa. This change was part of a broader effort to restructure and modernize the country's post-school education and training sector. The move to centralize the TVET sector under DHET was intended to create a more unified and efficient system for the delivery of technical and vocational education and training.

Examining the Western Cape TVET College in greater detail reveals that there were difficulties encountered during the change implementation process. Previous provincial oversight of the TVET sector resulted in ingrained structures and procedures that needed to be dismantled and replaced. There have been major changes to TVET lecturers' terms and conditions of employment since the department of higher education and training (DHET) took over managerial responsibility. Given the impact

of these changes on their roles and livelihoods, it is understandable that employees felt unsettled and anxious during this transformation. (Sooklal:3-4)

The organisational reforms in the TVET sector brought about significant changes, and as with any major change, there were both positive and negative effects. The Green Paper on Post-Secondary Education and Training identified some of the challenges faced by the sector, including weak management and inadequate leadership. (Green Paper: 2012)

One of the challenges highlighted was the capacity to manage increasing student numbers. The TVET sector experienced a surge in enrolment as a result of the restructuring, and the existing management and leadership structures were not always equipped to handle the influx of students effectively. This led to issues such as overcrowded classrooms, resource constraints, and difficulties in providing quality education and support to all students. (Green Paper: 2012)

Another challenge was the low throughput rates, referring to the percentage of students who completed their studies within the expected timeframe. The Green Paper identified that the TVET sector faced challenges in improving student retention and completion rates. This could be attributed, in part, to inadequate management and leadership in implementing strategies and support systems to enhance student success.

Furthermore, the Green Paper highlighted the issue of ambiguous institutional identities within the post-school sector. The restructuring of the TVET sector and the consolidation of colleges under DHET resulted in changes to institutional identities and a need for clear positioning and differentiation of colleges. Inadequate management and leadership may have contributed to difficulties in establishing strong institutional identities and effectively communicating the unique offerings and strengths of each TVET college.

2.5 Organisational change

Thompson (1997a) suggests that organizations should have a flexible and adaptive structure that enables them to respond to external pressures for change and capitalize on potential opportunities. This implies that organizations need to be proactive in

identifying and addressing environmental changes and trends, as well as being agile enough to seize advantageous situations. By having a structure that supports change, organizations can better align themselves with their external environment and enhance their ability to adapt and thrive in dynamic and competitive markets.

Thompson's advice highlights the importance of organisational agility and flexibility to be able to adapt to the changing environment and take advantage of new opportunities. This can involve restructuring the organization, reallocating resources, and implementing new processes and systems to support change. By being proactive and responsive to change, organizations can position themselves for success and growth in a dynamic and competitive marketplace.

The transformation of the FET college sector in South Africa over the past two decades has presented significant challenges and lessons in managing change within a complex and evolving political context. The initial formulation of the sector as a concurrent national and provincial function, separate from workplace training regulations, resulted in a fragmented college system with limited resources and weak provincial support. This lack of cohesion and support hindered the sector's growth and ability to adapt to changing policy requirements.

However, in recent years, the DHET has made extensive efforts to consolidate the colleges, reverse ineffective policies, and establish a more coherent system. This involved wresting control of the colleges from the provinces and implementing reforms to promote growth and stability. By consolidating the colleges and laying the foundation for development, the DHET aims to create a more effective and responsive FET college sector (Kraak & Paterson, 2016:40). In summary, by encouraging efficiency, standardisation, resource allocation, collaboration, and flexibility, consolidating colleges and setting the groundwork for growth can result in a more responsive and effective FET college system. In the end, these initiatives hope to raise educational standards, boost graduate success rates, and advance the nation's general socioeconomic advancement.

The challenges faced during this transformation process highlight the importance of addressing structural and policy barriers, as well as the need for strong leadership and coordination. The experience of the FET college sector in South Africa provides

valuable insights into change management within complex political contexts and underscores the significance of strategic efforts to align policies, resources, and support systems for effective organisational change. (Kraak & Paterson, 2016:67)

In the specific context of the TVET College where the researcher conducted their research, it seems that the migration process elicited varying reactions among the employees. Some individuals may have been open to the changes and recognized the potential benefits and opportunities that the migration could bring. On the other hand, some likely individuals opposed the migration due to concerns about the impact on their roles, job security, or other personal reasons. (Cock: 39-40)

The literature acknowledges that change is inherent to organizations, and stability is the exception rather than the norm (Tsoukas & Chia, 2002). This perspective suggests that when studying organisational change, it is essential to recognize that change is pervasive and indivisible, affecting various aspects of an organisation.

Planned change refers to situations where organisations have sufficient time to anticipate and prepare for the drivers of change (Robbins & Barnwell, 2018). It involves proactive measures taken by management to address anticipated changes and minimize disruption and cost. An example of planned change in the context of TVET colleges could be the introduction of a new policy framework that regulates their operations. With advance knowledge of the change, management can develop schedules, redesign jobs, and reallocate tasks to ensure a smooth transition and maintain the viability of the organisation."

The goal of planned change is to respond to anticipated changes while minimizing disruption and cost (Robbins & Barnwell, 2018). By recognizing the need for change and proactively managing it, organisations can adapt to external pressures, maintain their competitive edge, and ensure the long-term sustainability of their operations.

It is worth noting that the specific details and strategies for planned change would vary depending on the context and nature of the organisational change being addressed. The mentioned sources provide general insights into the concepts of planned change and the need for organisations to anticipate and respond to changes effectively. For more comprehensive information and specific examples, it would be beneficial to refer to the cited literature directly.

Indeed, unplanned changes, such as unanticipated events or threats, can significantly impact an organisation and its employees. The example you mentioned, where TVET employees embark on an unannounced or negotiated strike due to unfavourable employment conditions, illustrates how unplanned changes can disrupt the normal functioning of the organisation.

In the case of TVET colleges, while some changes, such as the changes in staff status of employment, human resource matters, curriculum, and finances, were anticipated and addressed through negotiations between stakeholders, there can still be unforeseen events or actions by employees that create unplanned changes. The threat to shut down TVET colleges by employees, as mentioned in the source you provided, represents such an unplanned change.

These unplanned changes, including strikes or other forms of employee action, can have a significant impact on staff perceptions and attitudes in the TVET sector after the migration to the DHET. They can create feelings of dissatisfaction, frustration, and mistrust among employees, as well as affect the overall morale and productivity within the organisation.

It highlights the importance of effective change management strategies and proactive communication to address both planned and unplanned changes. By actively engaging with employees, addressing their concerns, and fostering a positive work environment, organizations can mitigate the negative impact of unplanned changes and maintain a more favourable perception and attitude among staff during and after the migration process.

The planned changes, such as changes in staff status of employment, human resource matters, curriculum, and finances, were anticipated and negotiated between stakeholders to ensure a smooth transition. On the other hand, the employees' threat to shut down TVET colleges was an unplanned change that had to be responded to by the organization in an ad hoc manner. Both planned and unplanned changes can affect staff perceptions and attitudes in the TVET sector after migration to DHET, but the way in which they are handled can make a significant difference in how employees react to them.

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2.6 Planned and unplanned organisational changes

Organisational change is a widely accepted concept in the literature as necessary for the survival and growth of an organization or institution (Gill, 2006; Abbas & Asghar, 2010). Gill (2006:309) defines change as 'a process of taking an organization from its current state to a desired future state while dealing with any obstacles that arise along the way.' Meanwhile, Abbas and Asghar (2010:15) suggest that institutional change is driven by a combination of internal and external factors, such as external demands, competition within the industry, and improved customer expectations.

It is widely acknowledged that organisational change plays a significant role in the success and sustainability of an institution. Change is essential for organizations to adapt to evolving external factors, such as technological advancements and shifting market conditions, while maintaining a competitive advantage. Change initiatives also improve operational efficiency and effectiveness, attract, and retain talent, foster innovation, and manage risks effectively.

However, successful implementation of change requires careful planning and execution. Effective change management strategies, such as stakeholder involvement, clear communication, and supportive leadership, are crucial for minimizing disruptions and maximizing benefits.

In summary, the literature supports the notion that organisational change is crucial for the success and sustainability of an institution. By embracing change, organisations can proactively respond to external demands, gain a competitive edge, improve efficiency, foster innovation, and manage risks effectively.

Organisational change is indeed considered necessary for the success and sustainability of an institution. The importance of change in adapting to evolving circumstances and addressing various challenges. Let's further explore the reasons why organisational change is beneficial.

- **Adaptation to external factors:** External demands, such as changes in market conditions, technological advancements, and shifts in customer expectations, can significantly impact an organisation's performance. By embracing change,

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institutions can proactively respond to these external factors, seize opportunities, and avoid becoming obsolete or irrelevant. (Abbas:2023)

- **Competitive advantage:** In today's dynamic business environment, competition is fierce. Organizations need to continuously improve and innovate to gain a competitive edge. Change enables institutions to enhance their products, services, and processes, enabling them to stay ahead of competitors and meet the evolving needs of customers. (Farida, I.& Setiawan, D. 2022)

- **Improved efficiency and effectiveness:** Organisational change often involves process reengineering and the implementation of new technologies or systems. By streamlining workflows, eliminating redundancies, and adopting efficient practices, institutions can improve their operational efficiency. Additionally, change initiatives can enhance effectiveness by aligning strategies, structures, and resources to better achieve organisational goals. (Whitenight.SL,2023)

- **Talent retention and motivation:** Change can create a positive work environment by offering employees new opportunities, challenges, and career growth prospects. This helps in attracting and retaining talented individuals who seek personal development and advancement. Furthermore, change initiatives that involve employee participation and empowerment can boost morale, engagement, and overall job satisfaction. (ZenHR.Com,2024)

- **Organisational learning and innovation:** Change promotes a culture of learning and encourages experimentation. Through change, institutions can foster a mindset of continuous improvement, adaptability, and innovation. Employees are encouraged to explore new ideas, share knowledge, and take calculated risks, leading to increased creativity and the discovery of novel solutions. (Gupta. D, 2023)

- **Risk management and resilience:** Change initiatives can enhance an organization's ability to identify and address risks. By proactively adapting to changing circumstances, organisations can mitigate potential threats and build resilience. This enables institutions to navigate uncertainties and crises more effectively, ensuring their long-term survival. (Xiao.L & Cao. H, 2017)

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The above-mentioned change management theories placed more emphasis on investigating theories of change management as development accelerators in WC TVET Colleges. The theories of change management delved deeper into comprehending the dynamics underlying shifts in employee attitudes and perceptions, emphasising their critical role in propelling organisational transformation. Furthermore, it emphasises the significance of skill development to facilitate proactive engagement in quickly changing and intensely competitive industries and job markets. The framework for a thorough analysis of the interrelated variables affecting growth in the TVET sector is established by this study.

The emphasis on TVET is rooted in the understanding that traditional educational pathways may not be sufficient to meet the evolving needs of the global economy. The transformation of the TVET sector involves rethinking and reshaping educational programs to align them with the skills required in emerging industries and technologies. This shift is crucial in addressing the demand for skilled labour and empowering individuals to navigate the complexities of a rapidly changing job market.

By investing in TVET, governments and educational institutions can equip individuals with practical skills and technical knowledge that are directly applicable to the demands of the industry. This approach not only enhances the employability of graduates but also supports economic growth by fostering innovation and productivity.

Kraak and Paterson (2016:5) justify the migration of TVET colleges, highlighting the significant increase in student full-time equivalent (FTE) and the merger of weaker colleges with stronger ones.

The migration process aimed to consolidate enrolments within the college system, resulting in enhanced scale and efficiencies. Prior to the mergers, the majority of colleges (70%) enrolled fewer than 1 000 FTEs. However, after the mergers, a substantial proportion (78%) of the newly merged colleges enrolled more than 1 000 FTEs (Kraak et al., 2016). This increase in FTEs indicates the success of the migration process in expanding student enrolment and creating larger, more robust institutions."

Furthermore, the merger process effectively achieved its objective of combining smaller and weaker colleges with stronger ones. This consolidation aimed to establish a more equitable institutional foundation. By bringing together resources, expertise,

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and infrastructure, the merged colleges were better equipped to provide high-quality education and training opportunities to students.

Overall, the justification provided by Kraak and Paterson (2016) emphasizes that the migration of TVET colleges resulted in a significant increase in student FTEs and the consolidation of weaker institutions with stronger ones. These outcomes aimed to enhance efficiency, scale, and equity within the TVET sector, ultimately improving the quality and accessibility of technical and vocational education and training.

Challenging the positive viewpoint, Jansen (2003:27) presents a contrasting argument, suggesting that the mergers of colleges had adverse effects on staff, both emotionally and professionally. He asserts that the process resulted in abrupt career endings and sudden redirections, which had a traumatic impact on the affected staff members.

Jansen further contends that staff politics played a negligible role in shaping the forms and outcomes of the merger in most cases (Jansen, 2003:27). This implies that the decisions and processes related to the mergers were primarily determined by factors other than staff input or considerations.

This perspective offered by Jansen highlights the potential negative consequences of college mergers on the well-being and professional lives of the staff members involved. The emotional and professional disruptions experienced by the staff can have long-lasting effects and may hinder their motivation, morale, and overall job satisfaction.

It is important to acknowledge that different viewpoints exist regarding the impact of mergers on staff, and the experiences can vary depending on the specific circumstances and management approaches employed during the merger process.

In summary, Jansen (2003) presents an alternative perspective by arguing that the mergers of colleges had detrimental effects on staff, causing emotional and professional challenges. He suggests that staff politics had limited influence on the merger outcomes. This critical assessment underscores the potential negative consequences that can arise from organisational restructuring and emphasizes the importance of addressing staff concerns and well-being during such processes.

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The migration process at TVET Colleges, involving restructuring, termination of staff contracts, and the reorganization of operations, faced challenges as these changes were not universally embraced and led to staff resistance (Mohlokoane, 2004). Mohlokoane (2004:141) highlights concerns about the effective management of change during the merger of institutions, emphasizing that resistance to change was observed.

In support of the notion that the new TVET colleges were ineffectively managed, Mestry, Grobler and Bosch (2013:159) identify several problems that have contributed to a decrease in staff job satisfaction. These issues include poor communication, a top-down management style, and non-participative decision-making.

The resistance encountered during the migration process and the problems identified by Mestry et al. (2013) highlight the importance of effective change management. The challenges faced suggest that the changes may not have been communicated adequately to staff, and their input and participation in decision-making may have been lacking. This can result in decreased staff morale, and job satisfaction, and hindered overall organisational performance.

In conclusion, the changes that occurred during the migration process of TVET Colleges, including restructuring, termination of staff contracts, and operational reorganization, were met with resistance from staff. This resistance indicates the need for effective change management practices. The problems identified by Mestry, Grobler, and Bosch further highlight the impact of poor communication, top-down management, and non-participative decision-making on staff job satisfaction. Addressing these issues is crucial for successful change implementation and maintaining a positive work environment within the new TVET colleges. In conclusion, Kraak and Paterson (2016) argue that the transformation of the TVET sector is essential for preparing individuals for a globalized and competitive labour market. By prioritizing TVET, governments can empower young people with the necessary skills and knowledge to succeed in a rapidly changing world, contributing to their own economic well-being and that of their countries.

2.7 Conceptions of leadership and management

The concept of leadership is subject to differing interpretations and perspectives. On one hand, leadership is defined as 'the process of being perceived by others as a leader' (Lord & Maher 1993:11). This definition focuses on the perception of leadership by others, highlighting the social aspect of leadership.

In contrast, Kaplan and Norton (2004:277) define leadership as the organisational capacity, at all levels, to 'mobilize the organization towards its strategy.' This definition emphasizes the role of leadership in aligning the organization and its members towards a common strategic direction.

For Fourie (2007:45), leadership is conceptualized as the process of "coping with change." This perspective highlights the role of leaders in effectively managing and navigating through periods of change and uncertainty.

Yukl and Daft (2006:26) states that leadership is the "process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives" (Yukl & Daft, 2006:26). This definition emphasizes the influence aspect of leadership, where leaders guide and inspire others towards shared goals.

Consistent with Yukl and Daft's (2006) conception, Daft (2008:4) defines leadership as an "influence relationship among leaders and followers, who intend real changes that reflect their shared purposes." This definition highlights the interactive nature of leadership and the collaborative effort between leaders and followers to bring about meaningful change.

Overall, the concept of leadership encompasses various dimensions, including perception, mobilization towards organisational strategy, coping with change, influencing others, and facilitating shared objectives. These different perspectives shed light on the multifaceted nature of leadership and emphasize its importance in guiding organizations and individuals towards shared goals.

While definitions of leadership may vary slightly, they share a common understanding that leadership involves the capacity to influence followers to achieve shared goals. This consensus among various definitions provides a foundation for this study to

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explore how leadership in the TVET sector influences and motivates staff to work towards the sector's objectives. By drawing upon the existing literature on leadership, this study aims to gain insights into the practices and strategies employed by TVET leaders to effectively guide and inspire their staff, fostering a collaborative and goal-oriented work environment.

According to Clarke (2007:1), the distinction between leadership and management is often overlooked, as the terms are used interchangeably. However, Clarke argues that they carry distinct meanings, and the associated duties and responsibilities call for different responses. When a principal is tasked with managing a school, their role differs significantly from that of leading a school. Consequently, their approach to each task must necessarily be different.

Clarke goes on to explain that leadership is primarily concerned with providing direction and establishing purpose, while management focuses on efficiency and effectiveness. Recognizing this functional difference is crucial, as it highlights a permanent state of tension between the functions of leadership and management.

According to Alan Clarke, leaders have an outward and future-oriented perspective. They believe that success is achieved through a focus on future-oriented change. On the other hand, managers have an inward and present-oriented outlook. They believe that success is derived from enhancing systems of control, predictability, and order. A school's success depends on both strong leadership and effective management. A competent principal possesses skills in both areas and recognizes that different situations may call for more leadership or better management. Understanding the circumstances and appropriately applying leadership or management approaches is crucial for achieving positive outcomes in a school setting. Put a statement here introducing the table below.

Table 2.1: The difference between leadership and management

The Leader	The Manager
Innovates	Administers
Is an original	Is a copy
Develops	Maintains
Focuses on people	Focuses on systems
Inspires trust	Relies on control

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Has a long-range view	Has a short-term view
Asks what and why	Asks how and when
Keeps an eye on the horizon	Has an eye on the bottom line
Originates	Imitates
Challenges the status quo	Accepts the status quo
Does the right thing	Do things right
Learns	Is trained
Leaders create a culture	**Managers operate with a culture**

Adapted from Clarke (2007:2)

Table interpretation under WC TVET Colleges change of perceptions and attitude

The table illustrates the disparate traits of managers and leaders, providing insightful information on the domain of shifting attitudes and views in WC TVET Colleges. Leaders are portrayed as change agents who prioritise growth, people-centric strategies, and long-term vision. They are characterised as creative thinkers and innovators. They put learning and development first, question the status quo, and foster trust. On the other hand, managers are portrayed as administrators who uphold order, concentrate on processes, and give priority to efficiency and short-term objectives. They follow set procedures, place a strong emphasis on control, and frequently accept the status quo. Managers are described as operators inside the current culture, carrying out tasks to meet predefined objectives, whereas leaders are portrayed as makers of organisational culture, moulding it by their actions and values.

. This comparison emphasises how crucial it is to comprehend how management and leadership interact in order to implement revolutionary change in WC TVET Colleges. Managers' emphasis on operational efficiency is complemented by the innovative and visionary view of leaders, which together create a climate that supports growth, adaptation, and long-term success in the face of changing opportunities and challenges.

2.7.1 TVET College migration challenges: Leadership and staff views

To minimize negative attitudes and perceptions among staff, effective leadership and management were crucial during the period following the migration process until employees had adjusted to the new conditions. However, due to various negative resistances towards the change, a permanent state of tension between TVET

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leadership/management and staff emerged after the migration. This highlights the importance of addressing these issues through effective communication, participation, and collaboration between all stakeholders to ensure a smooth transition and minimize the negative impact on staff morale and job satisfaction.

According to Clarke's (2007) table of distinctions, leadership focuses on people while management focuses on systems. Following the completion of the shift, the TVET leadership or management was expected to focus on staff retention and satisfaction rather than fully implementing the DHET new systems that were expected, resulting in major problems between TVET Colleges leadership or management and staff. This type of leadership could improve to avoid the high and recurring incidences of industrial action, turnover, absenteeism, and excessive unionism that have not gone unnoticed within the TVET educational sector.

In their findings of challenges in TVET leadership and management, Robertson and Frick suggested that leaders at South African TVET colleges have lost sight of reforming and transforming the colleges to conform (Robertson & Frick, 2018). The data presented in this article suggest that even though the respondents had specific views on how leaders were supposed to be and what they were supposed to do – other than manage – the distinction became blurred in practice owing to competing priorities between leadership and management demands. Leadership at the TVET colleges had become a balancing act (Robertson & Frick, 2018)

Based on the challenges identified in Robertson and Frick's study and the literature review of leadership and management, it is evident that the TVET leadership faced a period of instability and adaptation following the migration process and the transformation of South African TVET Colleges. This transitional period was characterized by competing priorities between leadership and management demands, leading to confusion and challenges for the TVET leadership. Consequently, both lecturing and non-lecturing staff developed negative attitudes and incorrect perceptions of the TVET sector, which further complicated the situation. To prevent such occurrences, TVET leadership needs to provide clear direction and purpose, while also prioritizing staff retention and satisfaction during transitional periods. This approach will help avoid confusion and competing priorities and ensure a smooth transition process.

Based on Robertson and Frick's study, it is evident that the major purpose of TVET colleges' work is to improve teaching and learning. However, the focus of the leadership and management has shifted to attending to operational matters and conforming to legislation, resulting in a deviation from this major purpose. This is particularly surprising as international findings suggest that the focus of TVET leadership and management should be on teaching and learning. The current and aspiring leaders of South African TVET colleges tend to micromanage various support functions instead of focusing on the major purpose of their work. Therefore, there is a need for a shift in priorities and a greater focus on improving teaching and learning in TVET colleges.

Robertson and Frick (2018) conducted research on the change management issue in South African TVET Colleges, such as lecturing and non-lecturing staff attitudes and perceptions that they are being micromanaged by management, and operational management felt that they were being micromanaged by the head's office. In both cases, this leads to negative attitudes and perceptions about the development and existence of TVET Colleges in South Africa.

2.8   Theoretical framework

In this section, I described the theoretical framework guiding this study. Organisational change or change management theories, and leadership theories form the foundation of the lens that is used to analyse the post-migration period at the TVET college in the Western Cape.

2.8.1   Employee views in connection with the theory of organisational change

Organisational change theory focuses on the study of the structure and design of organizations, while organisational transformation is concerned with understanding organisational structure and design. According to Robbins and Barnwell (2018:8), every organisation develops an institutional culture, which is akin to the organisation's personality. Institutional culture is constantly changing as the organization responds to changes in its environment.

According to Alase (2017:2), implementing organisational change in a troubled company or organization is not as simplistic and easy as it may seem. The process of

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implementing change can be challenging and problematic for both the change agents responsible for its implementation and the personnel who will be affected by it. Alase emphasizes that effective change requires dynamic and transformational leadership at the helm of the organization. Without the right leadership to create an environment conducive to lasting change, no amount of organisational change can address the underlying problems faced by the organization.

Transformational leadership, as proposed by Clarke (2007:2), aims to bring about positive organisational change and influence employees' positive attitudes and perceptions. This leadership style focuses on inspiring people and building trust, which in turn has the potential to foster a positive organisational culture. The theory of organisational change necessitates the transformation of an organisation, and the post-migration period aligns with this objective as the implementation of new policies should involve promoting staff inclusivity. By embracing transformational leadership and fostering an inclusive environment, the TVET colleges can work towards achieving positive change and improving employees' attitudes and perceptions.

Based on the aforementioned insights, it can be inferred that change is a complex and challenging process. Change-makers encounter various obstacles along the way, and organisational change impacts the lives of both change-makers and individuals within the organization. Therefore, effective change management necessitates dynamic and transformative leadership to navigate the process successfully. Without appropriate leadership to foster an environment conducive to continuous change, no amount of organisational reform or transformation can effectively address the challenges faced by an institution, organisation, or company. Leadership plays a crucial role in driving and sustaining meaningful change within an organisation.

An organisational change initiative is bound to face challenges such as resistance to change, as evidenced by the research findings that revealed some staff members were hesitant to embrace the new system. However, a transformational leader should be able to navigate through these obstacles while providing leadership and direction. This requires a leader who can effectively align the relationships between organisational change, change management, and transformative leadership. Without such leadership, implementing change and overcoming resistance to change becomes an arduous task.

2.8.2 Employee's views of transformational leadership in organisational shift

Gomes (2016:13) defines transformational leadership as the process of "influencing major changes in the attitudes, beliefs, and values of followers to a point where the goals of an organization and the vision of the leader are internalized, and followers achieve performances beyond expectations". Gomes (2016:13) further states that the transformational leader creates the environment within which the leader and followers "raise each other's motivations and senses of purpose" so that the "aims and aspirations of both parts congeal into one, being established common goals in which they can identify themselves" (Gomes, 2016:13).

According to Clarke (2007:14), transformational leadership examines leadership in relation to change. The modern leader must encourage and empower those with whom he works, and there must be openness and trust for those with whom he works to buy in. As is alluded to by one of the interviewees or employees "change was good buy it took a long time to materialize, however when it happened employees were secured of their positions in the workplace. Staff could experience the benefits such as pension fund, medical aids and many more". After the migration process or during the implementation of DHET policies, transformational leadership was supposed to ensure that staff satisfaction was a priority in terms of change management.

According to research conducted by Saleem (2015) and Ying and Ahmad (2009), leaders who adopt people-oriented leadership styles prioritize their subordinates' well-being and personal needs. Similarly, studies by Burg-Brown (2016), Miller and Monge (1986), and Nidadhavolu (2018) suggest that a participative leadership style can foster positive employee attitudes, increase productivity, and enhance job satisfaction. Liphadzi, Aigbavboa and Thwala (2015) and Zahari and Shurbagi (2012) also found that leaders who exhibit supportive behaviour and consideration towards their subordinates are more likely to have satisfied employees. Overall, these studies highlight the importance of leadership styles that prioritize employee well-being, participation, and supportiveness for fostering positive employee perceptions and attitudes.

The findings of Hussain and Hassan (2016), Ladebo (2008), and Minavand, Mokhtari, Zakerian and Pahlevan (2013) suggest that the quality of the employee-supervisor

relationship plays a crucial role in motivating employees to perform at higher levels and cultivating positive attitudes. When employees perceive that their supervisors treat them fairly, appreciate their contributions, prioritize their well-being, and provide support, they tend to feel a sense of obligation to reciprocate. This reciprocation can manifest in the form of increased motivation, improved performance, and positive attitudes among employees. The studies suggest that a positive and supportive relationship between employees and their supervisors contributes significantly to employee motivation and attitude development.

The success and effectiveness of transformational leadership rely on the leaders' ability to engage with their followers, establishing a mutually beneficial environment where both leaders and followers can fulfil their higher-order needs and experience personal growth and transformation (Gomes, 2016:13). By fostering such an environment, transformational leaders empower their followers to initiate their own self-development journey, leading to enhanced motivation, improved performance, and a shared commitment to organisational goals. This interaction between leaders and followers forms the foundation for creating a transformative and enriching leadership dynamic.

Supporting the statement, Korejan and Shahbazi (2016:3) posit that in today's dynamic and rapidly changing business landscape, organizations must enhance their knowledge and understanding of the external environment in which they operate. This heightened awareness enables organizations to anticipate emerging trends, identify potential challenges and opportunities, and make informed strategic decisions. By staying attuned to the external environment, organisations can adapt effectively, remain competitive, and align their goals and actions with the evolving needs and expectations of stakeholders. Thus, emphasizing the significance of environmental awareness for organisational success in the contemporary business context.

According to Dennis and Meola, transformational leadership is characterized by the ability to adapt to the unique needs and preferences of each follower, enabling them to align their individual goals with the organisational objectives (Dennis & Meola, 2009). Transformative leaders are believed to play a pivotal role in inspiring followers to achieve exceptional levels of performance (Denhardt & Campbell, 2006). This is achieved through the establishment of trust, admiration, loyalty, and respect between

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the leader and their followers (Strydom, 2008). The four components of transformational leadership, as identified by Bass, Jung, Avolio and Berson (2003), include idealized influence, inspirational motivation, intellectual stimulation, and individual consideration. These components collectively contribute to creating a positive and empowering leadership style that fosters personal growth, motivation, and commitment among followers.

In line with the perspectives of Castro, Perinan and Bueno (2008), it is believed that a transformational leadership style has a significant influence on the work attitudes and behaviours of followers. This is supported by a study conducted by Walumbwa, Orwa, Wang and Lawler (2005), which found a positive and significant relationship between transformational leadership and job satisfaction. The findings of various studies, including those by Herman and Chiu (2014), Nguni, Sleegers and Denessen (2006), and Top, Akdere and Tarcan (2015), consistently indicate that the transformational leadership style has a strong impact on employee commitment, organisational citizenship behaviours, and job satisfaction. These findings highlight the importance of transformational leadership in shaping positive work outcomes and fostering a favourable work environment for employees.

2.9   Employee views and staff retention: Work environment

According to Prasad (2023), employee retention is the key to a successful business which is a critical aspect that is often neglected. It has been found through research that retaining top talent is crucial in preserving institutional knowledge, high morale, satisfied customers, and even sales growth. Conversely, employee turnover can be a burden on the company's staff and financial resources.

Minimizing the loss of key employees is crucial as it can have detrimental effects on productivity, morale, and financial costs. The expenses involved in recruiting and training a replacement can often exceed the departing employee's salary. Therefore, it is essential to implement employee retention strategies that focus on enhancing and incentivizing all aspects of the employee experience. While offering competitive compensation remains a critical factor, here are eight effective strategies to ensure the long-term retention of top talent.

Indeed, according to this research, employees perceive that building good relationships with their institution is crucial, and this can be achieved through investing in their professional development. Enhancing remuneration is also important, as studies have shown that inadequate pay can contribute to low recruitment and high turnover in the public sector (Heeks, 2013:106). Furthermore, recruiting the right personnel and fostering a culture of open communication, where employees feel safe and valued, can significantly contribute to employee retention within the institution.

According to research, employees require an authentic employer who engages in genuine and credible interactions with their staff. This fosters a sense of belonging, trust, and faith in the employer, which motivates staff to stay with the organization for several years. Cultivating this type of culture can lead to breakthroughs in organisational culture, benefiting both the employer and employees. In addition, recognition and appreciation of employees play a crucial role in employee retention, as happy staff members are more likely to stay, defend, and commit to the company.

In concluding, Employee perceptions and attitudes toward staff retention and turnover play a crucial role in the overall success and stability of an organization. Research has shown that employees' perceptions and attitudes regarding staff retention and turnover can significantly impact their job satisfaction, commitment, and overall organisational performance. Furthermore, employees' perceptions of their organization's efforts to address turnover issues, such as implementing fair and transparent policies and providing opportunities for career growth, can influence their attitudes.

2.9.1 Attitudes of employees regarding retention and turnover at TVET Colleges in South Africa

In a study conducted by Ngwane, Khanyase, and Gumbi, it was argued that employee turnover in TVET colleges is a complex and ongoing issue that has a significant impact on the stability of the organisational climate, performance, productivity, and retention of qualified employees (Ngwane, Khanyase & Gumbi, 2019). The high cost of employee turnover, which includes human resources expenses such as recruiting, hiring, and training costs, relates to measures of productivity and performance of organizations. Therefore, organisations should try to minimize expenses, maximize

profits, and expand productivity by deliberately planning to retain workers to stay competitive in an unstable economy.

The negative impact of excessive employee turnover on organizations includes delayed services and minimized profits as organisations attempt to recruit new workers. Moreover, innovation is decreased as qualified workers leave. Most likely, excellent, talented workers are key employees, and if they quit their jobs, then their organisations may not be able to complete key business transactions. However, employee turnover opens doors for newcomers who may bring with them experience, knowledge, and innovation. (Askerov.Z, 2023). Therefore, TVET colleges need to focus on effective employee retention strategies to improve the organisational climate, performance, productivity, and the retention of qualified employees.

According to the study conducted by Ngwane et al. (2019), various organisational reasons can lead to voluntary employee turnover. These reasons include unfair treatment of other employees, being overlooked for promotion, or being asked to engage in activities that conflict with their values or beliefs.

The attraction and retention of high-performing employees pose significant concerns and challenges for organizations, including Higher Education Institutions (HEIs). Considering the effort and expenses involved in recruitment and retention, organisations must pay closer attention to employees who choose to leave the organization. Erasmus, Grobler, and van Niekerk (2015:2)

Understanding the reasons behind employee departures and addressing any organisational issues that contribute to turnover can help organisations improve their retention strategies and create a more favourable work environment. By addressing these concerns, organizations can enhance their ability to attract and retain talented employees, ultimately benefiting their overall performance and success. Erasmus et al. (2015: 55)

Based on their relevant findings, Ngwane et al. (2019) observed that the high turnover rate among academic staff in TVET colleges had negative consequences on service delivery and resource utilisation. The turnover resulted in reduced work productivity, and employees were hesitant to take on additional responsibilities due to inadequate compensation. These findings raise an important question for the researcher in this

study: Why have employees' perceptions and attitudes toward management changed following the transition from FET Colleges to TVET Colleges? Moreover, it prompts further consideration of whether these shifts in attitudes and perceptions contributed to the high staff turnover experienced in many South African TVET colleges after the transition to DHET. Exploring these questions will provide valuable insights into the impact of organisational changes on employee perceptions, attitudes, and retention in the context of TVET colleges. The unpacking of the theoretical framework is good. Just ensure that at the end of each section of some of the sections, you categorically state how it was used in the study.

2.10 Conclusion

In conclusion, this literature review has provided valuable insights into the relationship between the shift of TVET colleges to DHET and employee attitudes and perceptions of organisational change. It has explored the challenges faced by college leaders in managing these changes and the potential lessons they can learn from change management theories. The review has also highlighted the major problems encountered by TVET College management and staff following the migration process.

Furthermore, this review has shed light on the roles and responsibilities of leaders, managers, and staff members within TVET Colleges, particularly within the South African context. It has identified various factors that contribute to both negative and positive staff attitudes and perceptions, which serve as important indicators of staff retention and turnover at TVET Colleges.

By discussing the elements of organisational change, change management, leadership and management concepts, and employee perceptions and attitudes regarding organisational change and transformational leadership, this review has provided a comprehensive overview of the current understanding in the field.

The implications of the current studies on staff retention and turnover in South African TVET Colleges have been discussed, highlighting the importance of addressing these issues to ensure effective organisational functioning and success. This literature review sets the stage for the subsequent phases of the research study, helping to frame the research questions and align them with the existing knowledge in the field.

Overall, this literature review contributes to the existing body of knowledge by providing a comprehensive overview of employee perceptions and attitudes.

In conclusion, the exploration of staff retention and turnover within TVET Colleges underscores the critical need for proactive measures to enhance employee engagement, satisfaction, and retention. By establishing a clear and shared vision coupled with adaptable strategies for change, college leaders and policymakers can effectively address the challenges associated with staff turnover (Errida & Lofti, 2021). The insights gleaned from this study not only contribute to the existing body of knowledge but also offer practical implications for fostering a supportive work environment conducive to long-term employee commitment and organisational success. As such, the findings serve as a catalyst for further research and action aimed at cultivating a culture of stability and growth within WC TVET College settings.
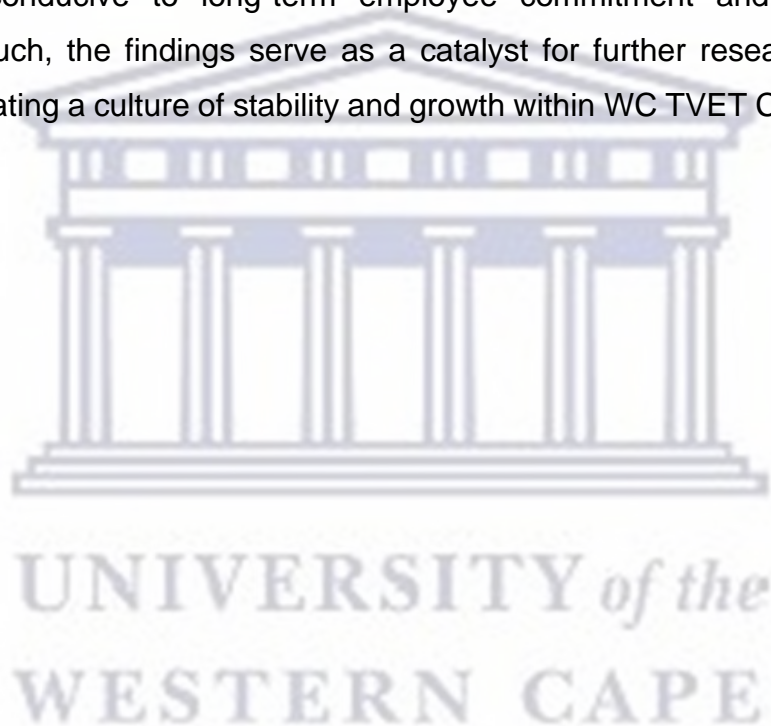
CHAPTER THREE

RESEARCH METHODOLOGY AND DESIGN

3.1   Introduction

This study aims to investigate how employees' perceptions have changed after the Department of Higher Education and Training (DHET) took over from previously council governed colleges. The Western Cape's remote, rural TVET institution is the site of the research. A mixed-methods technique is used, and the study is conducted in two phases.

First, a survey is given to every employee of a TVET institution in order to collect quantitative information regarding their views regarding management. Statistical analysis is then used to interpret the information that has been gathered. Second, to get qualitative insights into the experiences and attitudes of a chosen set of employees, in-depth interviews are held with them. The research is to offer a thorough grasp of the variables affecting how workers perceive management after moving from FET colleges to DHET establishments as TVET Colleges. The results are expected to influence plans and directives intended to improve TVET institution administration in South Africa.

The goal of the study is to determine the factors that affect employees' opinions of management when FET Council-managed colleges switched to DHET-administered TVET colleges. By examining the perspectives and experiences of TVET employees, it seeks to clarify the relevant elements. To sum up, this chapter gives readers a thorough rundown and explains the methods used and why they were chosen.

3.2   Examining research methodologies

Research methodology encompasses the practical implementation of a study, including the systematic design of research to ensure accurate and reliable results that effectively address the research aims and objectives (who said so?). It involves crucial decisions made by the researcher, such as determining what data to collect and analyse, who to collect it from (referred to as "sampling design"), how to collect it (known as "data collection methods"), and how to analyse it (called "data analysis methods").

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By effectively designing a study, researchers can ensure that their findings are trustworthy and valuable. Therefore, research methodology is a critical component of any research project, guiding the researcher through the various steps necessary to produce high-quality research.

In summary, research methodology involves the practical implementation of a study and the systematic decision-making that goes into its design, data collection, and analysis. It is essential for producing valid and reliable results that address the research aims and objectives (Jansen & Warren, 2020).

Research methodology refers to a systematic and structured approach to address a problem or question through scientific inquiry. It encompasses the procedures and techniques used by researchers to describe, explain, and predict phenomena. This chapter will outline the selected research approach, as well as the methods chosen to gather data and analyse it.

The chosen research methodology is explained and supported in light of the goals and research questions. A detailed explanation of the methods chosen for data collection is provided, together with information on the participants, equipment, and procedures used. The chapter also gives a summary of the analysis done on the gathered data to produce insightful findings.

This chapter gives readers a thorough knowledge of the research process and its goals by providing a complete overview of the methodology. The validity and reliability of the research findings are increased by the open and justification of the procedures utilised for data collecting and processing. The main goal is to guarantee the validity and reliability of the study as well as the reliability of the conclusions obtained from the data.

3.3 Mixed Methods

This study has adopted a Mixed Methods Approach to conduct this investigation. This approach allows for the collection and analysis of data, the integration of the findings and drawing of 'inferences using both qualitative and quantitative approaches and methods in a single study" (Tashakkori & Creswell, 2007:4). The qualitative and

quantitative methods in a mixed methods approach allows for a comprehensive understanding of the research topic. Quantitative data can be used to quantify the prevalence or extent of qualitative findings, providing a more comprehensive view of the phenomenon under study (Creswell, 1998; 2014) A questionnaire and document analysis were the quantitative methods used to gather numerical data. These methods ensured that statistical information about the institution and its staff was gathered. As this study adopted a mixed method approached, the quantitative data was enriched with qualitative data.

This we discuss now in detail.

3.3.1   The qualitative approach

Qualitative approach is Given the aim of this study to understand why, The TVET Colleges: Employees Perceptions after migrating to the Department of Higher Education and Training (DHET), a qualitative research approach was deemed the most appropriate.

The qualitative approach allows for an in-depth exploration and description of the experiences and perceptions of the participants. Furthermore, qualitative data enables the researcher to capture the complex and nuanced nature of the participants' perspectives and experiences, which may not be fully captured by quantitative methods. This method ensured the gathering of rich and detailed data about the participants' perceptions and experiences of the transition from FET colleges to TVET colleges.

Overall, the use of qualitative research methods provided a detailed and nuanced understanding of the participants' experiences and perceptions, allowing for a deeper exploration of the research question and objectives. This approach aligns with the study's aim of understanding the reasons behind the changes in employees' attitudes towards management after transitioning to TVET colleges under DHET.

This research study employs a qualitative approach because it examines "human action from the perspective of the social actors themselves." My interest in understanding employees' actions and behaviours, and why they behave in certain ways, naturally leads me towards exploring social actors' thoughts and perspectives.

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However, a quantitative approach, on its own, was insufficient to allow for a comprehensive exploration of these perspectives.

One of the advantages of the qualitative approach is that it allows for data collection in the natural setting over an extended period. In this study, I was able to conduct research in the managers' environment or setting, as well as in the college academic environments or settings. This approach enabled me to gain a deeper understanding of the social processes involved in the transition from FET colleges to TVET colleges under DHET.

As a researcher, I had to confront the tendency towards a deductive approach to confirm theoretical beliefs associated with the positivist tradition. In contrast, the inductive approach used in qualitative research is based on interpretation, and objectivity is defined as "gaining trust and establishing rapport" with the participants. The goal of this approach is to produce a credible inter-subjectivity and uncover new insights from the participants' perspectives.

The collected data was analysed using thematic analysis, which allowed for the identification of patterns and themes that emerged from the data. Overall, the qualitative approach used in this study enabled a comprehensive exploration of the social actors' perspectives on the transition from FET colleges to TVET colleges under DHET. This approach aligns with the study's aim of understanding why employees' attitudes towards management changed after the transition.

Regarding the current study, which aims to understand the reasons for the shift in employees' attitudes towards management following their migration from FET colleges to DHET-run TVET colleges, a deeper understanding of the relevant data and text is required. The aim is to explore the human actions that contributed to this change in perception, requiring a detailed explanation.

In accordance with Kinnes (2000), qualitative research is conducted in natural settings and explores topics related to everyday activities as experienced, enacted, and influenced by individuals in their normal routines. The strength of this methodology lies in its emphasis on human experiences, making the research inquiry more engaging and impactful compared to data obtained through quantitative approaches. By

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focusing on the qualitative aspects, this study aims to capture the rich and nuanced aspects of the participants' experiences and perceptions.

In this study, the researcher sought to understand the changes in attitudes and perceptions of TVET employees after they migrated to DHET. As this was a human experience, the researcher sought written or spoken information from this time to better understand the employees' experiences. Given the focus on understanding the subjective experiences of the employees, qualitative research was more appropriate.

The qualitative methodology is well-suited for exploring sensitive topics and preserving the anonymity of participants, as it allows for greater freedom of expression (Dougherty, 2021). Participants feel free to give their authentic answers, without being influenced by group dynamics. This can be particularly advantageous for researchers exploring sensitive topics or working with vulnerable populations.

The quantitative approach, used in this study is further explained and discussed below.

3.3.2 Quantitative approach

Quantitative methodology refers to a research approach that involves the collection and analysis of numerical data to quantify relationships, patterns, and trends. It aims to measure variables, test hypotheses, and generalise about a population based on statistical analysis. This approach typically involves structured data collection methods such as surveys, experiments, and structured observations, and employs statistical techniques for data analysis (Creswell, 1998; 2014)

While the predominant focus was on qualitative methods, the researcher recognised the need to complement with quantitative data. To achieve this, sample demographic questionnaires and bar charts were utilized as tools within the quantitative approach.

Sample demographic questionnaires allowed the collection of numerical data on various demographic variables, providing valuable insights into the characteristics of the study participants. These data points helped to contextualize and understand the research findings within specific demographic groups.

Bar charts, on the other hand, served as a visual representation of the quantitative data. By presenting the data in a graphical format, bar charts enabled the researcher

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to illustrate patterns, comparisons, and relationships among different categories or variables. This visual representation added clarity and enhanced the interpretation of the numerical data.

Overall, while the study primarily employed qualitative data, the inclusion of sample demographic questionnaires and the utilization of bar charts as tools helped to provide a richer understanding and meaningful interpretation of the quantitative findings.

3.3.3 Research design.

The research project adopted an exploratory research design, which was based on an empirical research question. The use of questionnaires, interviews, and graphs facilitated the collection and analysis of both new and existing data. The study was deemed empirical since it involved the gathering and interpretation of data based on observation or experience. Given that the research topic of exploring why, The TVET Colleges: Employees Perceptions after migrating to the Department of Higher Education and Training (DHET) changed is a relatively new area of study in South Africa, an exploratory approach was deemed appropriate. Unlike previous research that has mostly focused on the pre-migration period, this study delved into the time

This design is appropriate for studies that focus on exploring concepts and ideas and allow participants to consider all sides of a problem. The main goal of exploratory research is to provide a foundation for further, more focused investigation. In this study, the researcher's focus on the time following the migration, which is a relatively new area of research in South Africa, further emphasizes the exploratory nature of the study.

3.4 Data collection

The data collection strategy employed in the study included three research instruments: (i) semi-structured interviews, (ii) questionnaires with open-ended and closed questions, and (iii) documentary analysis. These research instruments were chosen to ensure a comprehensive and in-depth exploration of the research problem.

Semi-structured interviews were used to allow for an open and flexible dialogue between the researcher and the participants, enabling the participants to express their thoughts and experiences in their own words. Questionnaires were also used to collect

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data from a larger sample size and to obtain both qualitative and quantitative data using open-ended and closed questions. Document analysis was conducted to gather additional data from official documents and reports that provided context to the research problem. Overall, these research instruments were used in a complementary way to enhance the credibility and trustworthiness of the study's findings.

3.4.1 Participants

A total of 14 participants from a rural TVET College were selected for the interviews. The study involved participants from various roles within the rural WC TVET College. Below is a breakdown of the participant categories included in the research.

Staff Categories

General Worker: Two general workers participated in the study, contributing valuable insights from their operational roles within the college.

Facility Officer: Two facility officers were part of the study cohort, providing perspectives on maintenance and facilities management.

Administrator: Two administrators participated in the research, offering insights into administrative processes and procedures within the college.

Board Management: Two individuals from broad management roles were included in the study, providing higher-level perspectives on organizational strategies and decision-making.

Head of Department: Two heads of department participated in the research, offering insights into departmental operations and academic leadership within the college.

Senior Lecturer: Two senior lecturers were part of the study cohort, contributing insights from their teaching and academic roles within the college.

Lecturer: Two lecturers participated in the research, offering perspectives on instructional delivery and academic engagement within the college.

The participants were chosen based on their roles and positions within the college, aiming to capture a comprehensive understanding of the topic under investigation.

They were invited to respond to a series of questions. The questionnaire was administered to all staff members of the college, but only 14 completed it.

By involving employees from different levels and departments within the college, the research aimed to gather a well-rounded view of the employees' attitudes and perceptions towards management following the migration.

The inclusion of participants from various positions within the TVET College aimed to ensure a comprehensive representation of employees' experiences and perspectives, contributing to the richness and depth of the study findings.

3.4.2   Semi-structured interviews

A set of semi-structured interviews was conducted in the research study, with the schedule serving as a guide instead of applying a strict protocol. The flexibility of the semi-structured interview was the primary reason for its selection, as it allowed for more in-depth discussions on the topics or themes. The researcher utilised this method to engage in a conversation with the participants and to better understand their perspectives on what had happened. Fourteen semi-structured interviews were conducted throughout 2022 to 2023. To ensure the confidentiality of participants, abbreviations or synonyms were employed in place of real identities, safeguarding their anonymity.

As indicated, data for the study was collected using semi-structured interviews, which offered a comprehensive approach to gathering information. This method enabled the researcher to obtain a deeper understanding of the problem under investigation (Wengraf, 2009). Semi-structured interviews provided the interviewees with an opportunity to respond to questions and provide additional insights or clarifications on the topics discussed (Edwards & Holland, 2013). By employing this technique, the researcher aimed to capture a rich and nuanced perspective from the participants, enhancing the overall understanding of the research topic.

The researcher opted for the use of semi-structured interviews as the research methodology, recognising their effectiveness in capturing a deeper understanding of the subject matter. Semi-structured interviews provide an opportunity for the exploration of intimate and potentially sensitive topics, allowing for a thorough

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examination of the participant's thoughts, feelings, and beliefs (De Jonckheere & Vaughan, 2019:2). This approach enabled the researcher to delve into the complexities of the research topic, gathering nuanced insights and perspectives from the participants. By employing qualitative semi-structured interviews, the researcher aimed to uncover rich and meaningful data that would contribute to a comprehensive understanding of the phenomenon under investigation.

The research study involved conducting fourteen semi-structured interviews with current and former officials from the TVET sector, including employees of TVET colleges, DHET, and trade union representatives. The interviews, which were between 30 and 45 minutes long, were recorded using a recording feature in an application, and the researcher took notes during the sessions. After the interviews, the researcher transcribed and analysed the recordings and notes to identify key themes and insights from the participants' perspectives.

Long-serving employees with knowledge about the recent history of TVET staff migration to DHET at the institution where the research was conducted were interviewed. The purpose of the interviews was to allow the College to consider how management and staff pre- and post-migration restructuring changed. In addition, other participants who were involved in the migration restructuring process, regardless of their level of experience, were interviewed to discuss the post-migration process and the outcomes of the migration restructuring. This included individuals who joined the College after 2016 or 2018, members of academic and labour unions, and individuals who identified as "concerned" parties. It is important to note that the views of the organizations to which the respondents belong were not always reflected in their individual opinions.

The unstructured interviews were guided by the following factors:

Interview with the Deputy Chief Executive Officer (CEO) Academic: Exploring academic organisational adjustments following the migration to DHET.

- Interview with the Deputy CEO of Human Resources: Examining union/management relationships and the management of compensation and staff benefits after the migration to DHET.

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- Academic Head of Department: Investigating the impact of migration to DHET on curriculum quality.

- Student Support Services: Identifying the challenges faced by students during the transfer to DHET.

- Administrator: Examining changes in enrolment numbers and administrative systems following the transfer to DHET.

- Lecturer: Understanding the level of flexibility experienced by lecturers after the transition to DHET.

- General Workers: Exploring wage changes that occurred after the migration to DHET.

- SADTU Union Representation: Examining the role and perspective of unions following the migration to DHET.

These themes provided a framework for the interviews, allowing for in-depth discussions on specific aspects related to the impact of migration on various stakeholders within the institution.

3.5 Questionnaire

A questionnaire, as defined by Lavrakas (2008:1), is "a set of standardized questions, often called items, that follow a fixed scheme to collect individual data about one or more specific topics." Typically, a questionnaire is administered in a standardized fashion to all respondents of a survey. As an addition to. the interviews, a questionnaire was electronically distributed to over 100 informants. You can find the questionnaire/survey in Appendix H. However, only 57 submitted completed questionnaires.

The purpose of the questionnaire was to gather information about employees' perceptions and experiences of the migration process. This information was then used to further explore key concepts during the interviews. One major advantage of using a questionnaire in this study is that there was no need for physical interaction with each respondent. As a result, data collection was both cost-effective and time efficient. Given the Coronavirus disease 2019 (COVID-19) pandemic, informants were able to complete the questionnaire online, which prevented any potential transmission of the virus during data collection. Additionally, using a questionnaire allowed for data to be

gathered across a wide geographic area since the Western Cape Rural TVET college sites are remote.

Furthermore, respondents may feel more comfortable and confident expressing their views when using a questionnaire due to the anonymity and protection of their identities. However, there are some limitations to using a questionnaire as a data collection method. One major drawback is that it requires a high level of literacy from respondents. Semi-literate individuals may not be able to complete the questionnaire without the assistance of someone literate. Additionally, busy, or preoccupied individuals may overlook or forget to complete the questionnaire, which could result in incomplete data.

All participants in the questionnaire of this investigation were found to be sufficiently literate to complete it on their own. To ensure the completeness of the data, the researcher regularly contacted them to remind them to fill out and submit the questionnaire, so that potential informants would not overlook it. Perhaps discuss again that the questionnaire had two sets of questions, open-ended and close-ended and elaborate the types of items in each of those sections. It is also advisable to state which sub-research questions did your instruments respond to, this would have given you enough strength in your study and instruments choice.

3.6 Document analysis.

In this inquiry, the researcher also utilized document analysis as a data collection method. Document analysis is a systematic procedure for reviewing or evaluating both printed and electronic documents, including computer-based and internet-transmitted material (Corbin & Strauss, 2008). This method involves a systematic examination and interpretation of data to extract meaning and develop understanding to gain empirical knowledge.

As mentioned earlier, the study involves the examination and analysis of documentary artefacts produced and disseminated by DHET and TVET Management during the transition period. This method entails a systematic examination and interpretation of data to extract meaning and gain understanding, ultimately leading to the acquisition of empirical knowledge. Given that there are TVET policies and jargon that may not be familiar to individuals outside of the sector, the use of documentary analysis aided

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in the interpretation and examination of relevant documents pertaining to the topic of investigation.

3.7 Data analysis

According to Wong (2008), data analysis in qualitative research refers to the systematic search and organisation of interview transcripts, observation notes, and other non-textual materials gathered by the researcher to enhance their comprehension of the phenomenon under investigation. The analysis of qualitative data typically involves coding or categorizing the data, as it involves making sense of large amounts of information by reducing the volume of raw data, identifying significant patterns, and ultimately deriving meaning from the data and constructing a coherent chain of evidence.

To determine the prevailing viewpoints regarding the identified themes, the data collected through the questionnaires were organised into themes. During the subsequent semi-structured interviews, perspectives that deviated significantly from the norm were explored in greater depth. The interview transcripts were then coded to identify significant trends, in accordance with the approach described by Wong (2008). Using these data patterns, a coherent and logical explanation for the research questions was constructed.

The table below describes the procedures I used to analyse the data.

Table 3.1: Techniques for data analysis

Step 1	In Step 1, participants completed the questionnaire.
Step 2	In Step 2, the results of the questionnaires were recorded and stored.
Step 3	In Step 3, the demographic profile of the respondents from the questionnaire was grouped and presented in Table 1 as the sample composition (4.2.2.2).
Step 4	In Step 4, an exploratory analysis of the survey responses from the respondents was conducted using Pie Charts 1 and 2.
Step 5	In Step 5, questionnaire responses and reactions were analysed using table graphs in an exploratory manner.
Step 6	In Step 6, participants were interviewed.
Step 7	In Step 7, the interviews were recorded.
Step 8	In Step 8, the interview transcripts were carefully read through to identify the codes that were used.
Step 9	In Step 9, all codes were organized in a table (4.4.2.1 & 4.4.2.2).

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| **Step 10** | In Step 10, Chapter Four was written, providing a comprehensive explanation of the themes in relation to addressing the research questions. |

The study's results were interpreted in accordance with its specific objectives. Additionally, the researcher applied the research findings in a real-world setting within the TVET industry. To make the analysis easily understandable and engaging for readers, the data was presented in compelling language, with a focus on the most significant findings. As previously noted, the theoretical framework employed to analyse and interpret the data was based on a literature review.

3.8 Empirical challenges

The following empirical challenges emerged in the study.

3.8.1 Exploring challenges in interviewing broad management members

Managers who serve as part of the College's decision-making team are referred to as broad management members. Conducting interviews with these individuals proved to be challenging due to their constant busyness and unavailability. Some participants expressed concerns about the sensitive nature of the research topic, which could potentially introduce bias into their responses. During the interviews, a sense of caution was occasionally observed, while at other times, a willingness to share information was detected. It is worth noting that some of the participants were involved in decision-making processes during pre- and post-migration discussions and had signed confidentiality agreements, which restricted the disclosure of sensitive information.

3.8.2 Navigating challenges with memory: Understanding the difficulties

Despite their long tenure at the College, the members of the Broad Management often referred to themselves as "College old furnishers." Surprisingly, obtaining information from trade unions proved to be simpler compared to extracting details from the Broad Management members. They consistently claimed to have difficulty recalling past events, attributing it to the time elapsed, ranging from six to five years, and the unavailability of minutes. Recalling certain decisions, they had made proved to be particularly challenging for them.

3.8.3 Navigating the challenge of confidentiality and anonymity: A case study perspective

Anonymity, as defined by McMillan and Schumacher (2010:121), refers to the absence of any link between data and participants. On the other hand, confidentiality is maintained when only the researcher has access to the identities of the respondents. Strydom and Delport (2014:119) explain that confidentiality involves safeguarding the privacy of the respondent, indicating that the interviewee places trust in the interviewer and grants them access to personal information. While the interviewer is aware of the interviewee's identity, they commit to treating the information with utmost privacy and confidentiality. As Strydom suggests, confidentiality pertains to "the handling of information in a confidential manner."

Several interviewees, including high-ranking officials, explained to the researcher the significance of the confidentiality form used by the College. The form serves as an agreement not to disclose any information discussed in management meetings to anyone outside of the meeting, with potential consequences for failing to adhere to the agreement. The sensitive nature of the topics discussed in these meetings can lead to conflicts and animosity within an organization if shared with subordinates or non-members. Although some interviewees cooperated, the researcher was aware that obtaining all necessary information would be challenging due to the confidentiality agreement.

The researcher found it essential to reiterate the principles stated by McMillan and Schumacher regarding the protection of interviewees' anonymity and the consent form they had previously signed. Prior to participating in the research interview, the interviewees were informed about the confidentiality clause outlined in the consent form. This ensured that they fully understood the commitment to maintaining the confidentiality of their information throughout the research process.

3.9 Reliability and validity

Reliability and validity are used to evaluate the quality of research. Reliability is about consistency whilst validity is about accuracy (Polit and Hungler, 1993).

3.9.1 Ensuring instrument reliability in research

Polit and Hungler (1993:445) state that an instrument's reliability is based on how consistently it measures the intended characteristic. In this study, the central office staff, the two-campus staff, and the College group interviewees at both campus and central levels all provided consistent responses to the questionnaires and interviews. By minimizing potential sources of measurement error, such as data collector bias, reliability can be enhanced. To reduce data collector bias, the researcher conducted the interviews and administered the questionnaires alone. Moreover, the researcher standardized the conditions by being friendly and supportive to all respondents.

3.9.2 Ensuring participant comfort and privacy in the data collection environment

To create a comfortable and conducive environment for data collection, measures were taken to guarantee privacy, confidentiality, and overall physical comfort. Participants were provided with the option to sit comfortably in either the boardroom or individual offices, allowing them to choose their preferred setting. The windows were opened to allow fresh air to circulate throughout the space. During interactions with participants, the researcher remained in the conference room, maintaining a professional and accommodating atmosphere.

To safeguard privacy and minimize disruptions, a "do not disturb" sign was prominently displayed on the door, signalling the need for uninterrupted sessions. To maintain confidentiality, participants were kindly requested not to write their names on the questionnaires, ensuring that their responses remained anonymous. These precautions were implemented to create a secure and confidential environment that encouraged open and honest participation.

3.9.3 Ensuring validity in research: A comprehensive approach

According to Polit and Hungler (1993:448), an instrument is considered valid when it accurately measures the intended variables. Content validity refers to the extent to which the instrument effectively captures the variables under investigation. In this study, particular attention was given to ensuring that the survey questions accurately reflected the post-migration experiences of the TVET staff, which influenced their

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attitudes and perceptions. To achieve this, the questionnaire items were developed based on information gathered during the comprehensive literature review. By aligning the questions with the relevant content, the researcher aimed to enhance the content validity of the instrument and ensure that it accurately represented the experiences of the participants.

The researcher took measures to ensure content validity by maintaining consistency in the way the questionnaires and interviews were conducted. All participants were given the questionnaires and interview questions by the researcher personally, and the questions were written in plain language to ensure readability and accessibility for all members of the working class. This was especially important as the majority of non-teaching staff, such as general workers, did not have a high school diploma and some had no formal education at all. Clear directions were also provided to the participants to further enhance the validity of the responses obtained.

To ensure external validity, the researcher personally distributed the questionnaires and conducted the interviews with each participant present. This prevented participants from having someone else complete the questionnaire on their behalf. According to Burns and Grove (1993:270), external validity is the extent to which study findings can be generalized beyond the sample size.

In the study, all individuals who were invited to participate completed the questionnaires and responded to the interview questions, and there were no refusals to participate. As a result, it is possible to generalize the findings to the entire population. This indicates a high level of external validity, as defined by Burns and Grove (1993:270) as the extent to which study results can be applied beyond the sample size.

To evaluate the potential impact on external validity, it is important to disclose the number of individuals who were approached but declined to participate in the study. According to Burns and Grove (1993:270), the degree of external validity decreases as the proportion of non-participants increases. As mentioned earlier, although contacting the office-based staff posed some challenges, they eventually agreed to take part in both the interviews and questionnaires. Every individual targeted for an

interview was successfully contacted, and the intended number of participants remained unchanged.

3.10 Addressing ethical issues in the research process

Ethical considerations play a crucial role in research, ensuring the protection and well-being of participants. In this study, several ethical issues were carefully addressed. First and foremost, informed consent was obtained from all participants, clearly explaining the purpose of the study, their rights as participants, and the voluntary nature of their participation. The consent forms included information about confidentiality, privacy, and the handling of data.

To maintain confidentiality, participants' identities were kept anonymous throughout the research process. Any identifying information was removed or replaced with codes to ensure the privacy and anonymity of the participants. Additionally, all data collected, including questionnaires, interview transcripts, and other documents, were securely stored and accessible only to the research team.

Furthermore, potential risks and benefits associated with the research were carefully assessed. Measures were taken to minimize any potential harm or discomfort to participants. If any adverse effects or discomfort were observed, appropriate support and guidance were provided to the participants.

The study was conducted in adherence to the ethical principles and the researcher's values, ensuring the following:

- **Respect for Participants:** Participants will be treated with respect and dignity throughout the study. They will have the option to provide informed consent, and their confidentiality will be strictly maintained to protect their privacy.
- **Minimization of Harm:** The researcher will take all necessary measures to ensure that participants do not experience any harm or adverse effects as a result of their involvement in the study. Any potential risks will be identified and mitigated to the best of the researcher's ability.
- **Protection of Confidentiality:** The confidentiality of participants' data will be upheld throughout the research process. All personal information and data

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collected will be kept secure and accessible only to authorized individuals involved in the study.

- **Preservation of Participants' Rights:** Participants' rights will be safeguarded, and they will have the freedom to withdraw from the study at any time without facing any negative consequences. Their voluntary participation will be emphasized, and their autonomy and privacy will be respected.

- **Informed Consent:** Prior to the study, the researcher will obtain informed consent from all participants. This means that participants will be fully informed about the purpose, procedures, and potential risks and benefits of the study. Their voluntary participation will be sought, and they will have the right to ask questions and withdraw from the study at any time.

- **Privacy Protection:** The researcher will take measures to protect and safeguard the privacy of study participants. This includes ensuring that participants' personal information and identities are kept confidential and not disclosed without their explicit consent. Data will be anonymized and stored securely to maintain confidentiality.

- **Confidentiality of Research Data:** The researcher will maintain strict confidentiality of research data. Only authorized personnel involved in the study will have access to the data, and steps will be taken to ensure that individual participants cannot be identified through the published results or any other form of dissemination.

- **Protection from Victimisation:** Participants in the study will be protected from any form of victimisation or harm as a result of their involvement. The researcher will take steps to minimize any potential risks or negative consequences that participants may face and will provide support and resources if needed.

By adhering to these ethical principles, the researcher aims to ensure the integrity of the study while prioritizing the well-being and rights of the participants.

The researcher initiated the necessary procedures to obtain permission to conduct surveys and interviews from the Department of Higher Education and Training (DHET) as well as the participating TVET colleges in the Western Cape. To ensure confidentiality and anonymity, all respondents will be required to sign consent forms,

as outlined in the example provided in Annexure C. This will ensure the protection of the respondent's identity throughout the study. Additionally, upon the completion of the research, all participants will be provided with a copy of the study's findings as a means of sharing the outcomes with them.

3.11 Conclusion

This chapter provided a detail examination of the methodological approach adopted in the investigation and discussed the research design. The context of the study, participant selection, the use of semi-structured interviews as a data collection method, data management, and data analysis techniques were all discussed in detail. Furthermore, ethical considerations and the data verification process were addressed. The research findings are presented in the next chapter, and the emerging themes and categories that helped to address the research questions are discussed, leading to the development of conclusions.
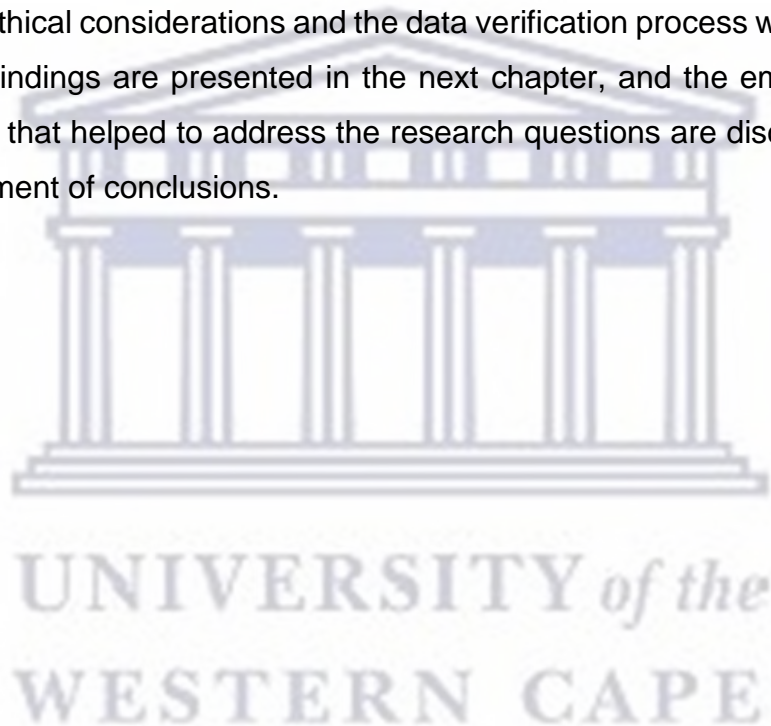
CHAPTER FOUR

FINDINGS, ANALYSIS AND INTERPRETATION OF FINDINGS

4.1 Introduction

In this chapter, the researcher examines the conclusions drawn from our examination of the data obtained from the questionnaire, document analysis and the semi-structured interviews. These empirical data sets reveal two broad, yet intimately connected aspects. Examining how worker attitudes are impacted by organisational changes is the first theme. It examines how internal company changes affect employees' attitudes and views. The second topic, which is directly related to the first, examines how organisational changes affect employee attitudes more broadly and emphasises how important it is to comprehend and effectively navigate these changes.

Other sub-themes that emerged from the data are also included in our analysis. To shed light on the strategies and techniques that can be employed to foster a positive workforce perception during these transitions, the third subject delves into the field of change management and how it influences employees' attitudes as they go from college to the workforce. After the Department of Higher Education and Training (DHET) took over, theme 4 shifted the focus to leadership and how it affects employee attitudes. We wish to examine how leadership ideologies and practises impact employee engagement and morale in this post-migration scenario.

Finally, Theme 5 explores the connection between employee perceptions and attitudes within the organisation and worker turnover. We seek to provide complete insights into the intricate interplay between organisational changes and employee attitudes through a detailed analysis of these themes, illuminating tactics that can improve employee well-being and organisational success.

4.2 Demographic profile of TVET College staff 2014 – 2023

The overall number of employees or population at the rural college is 414Of these workers, 156 are men and 258 are women. Of these, 17 work in managerial positions, 175 in academic roles, and 222 as support staff members. When it comes to work

status, the lecturing staff is unique in that 83% of them hold permanent posts and 17% are on contracts. On the other hand, 32% of the support personnel work under contract, and 68% of them are full-time permanent employees.

The staff of the College is made up of individuals ranging from twenty to sixty-five years. The age group comprising the majority of the personnel is between 41 and 50 years old. In addition, there is a strong sense of long-term dedication to the organisation among the personnel; 294 employees, or 71% of the workforce, have a significant history of affiliation with the College that spans more than five years.

Furthermore, a sizable fraction of the employees—379 staff members in all—are union members. After saying what you have what do you say or what does the age group and the nature of contracts of the staff mean to the study?

Table 4.1: Current TVET College's staff demographic profile

Demographics Profile of Staff at TVET College After Migration (2014-2023)					
Total Number of Staff				414	
Gender		Number		Percentage	
Male		156		38%	
Female		258		62%	
Employment Status					
		Number		Percentage	
Permanent		192		46.4%	
Contract		222		53.6%	
Department					
		Number		Percentage	
Management		21		5.1%	
Lecturing		175		42.3%	
Support		218		52.6%	
Union Member					
		Number		Percentage	
Unionised		379		91.5%	
Un-unionised		35		8.5%	
Length of Service					
Years Employed	1-5	50-10	10-15	15-20	20-25
Number of Staff	120	190	66	30	9
Age of Employees					
Age Range	20-30	31-40	41-50	51-60	61-65
Number of staff	30	110	180	76	18

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4.3   Demographics profile of staff at FET College prior migration 2004 -2013

There was a was first migrated FET College's demographics from 2004 to 2013, when the college was first migrated, to the present. 210 men and 340 women made up the total number of workers at the College during this changeover era, which was 550.The number of workers in managerial roles was merely 8. Of the total number of workers, 310 were employed as lecturers, while the remaining 232 worked as support personnel. Unexpectedly, there were significant differences in the work statuses of lecturing and support workers: of the lecturing staff, just 2% had a permanent job status under the Department of Basic Education (DBE), while 98% were engaged under contract. In a similar vein, only 3% of the support staff were employed permanently; the other 97% were contracted employees. The FET College staff members' ages ranged from twenty to sixty-five. Most of them were in their thirties and forties. There were no unionised employees at the FET College, in contrast to the TVET College.

Table 4.2: Demographics Profile of Staff at FET College Prior to Migration (2004-2013)

Demographics Profile of Staff at FET College Prior to Migration (2004-2013)				
Total Number of Staff				550
Gender		Number		Percentage
Male		210		38%
Female		340		62%
Employment Status				
		Number		Percentage
Permanent		8		1.5%
Contract		542		98.5%
Department				
		Number		Percentage
Management		8		1.5%
Lecturing		310		56.4%
Support		232		42.1%
Union Member				
		Number		Percentage
Unionised		0		0%
Un-unionised		550		100%
Age of Employees				
Age Range	20-30	31-40	41-50	51-60	61-65
Number of staff	85	300	150	10	5

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4.3.1 Comparative analysis of the two demographic table

When comparing the rural WC TVET College's workforce demographics with those of the FET College before to the shift from council-governed to DHET (2014–2023), significant disparities and trends become apparent. During the study period, the FET College had 550 employees before its move, but the investigated rural WC TVET College had 414 staff members. This discrepancy in personnel sizes was noteworthy.

Second, the distribution of personnel was roughly the same before and after the move, with 38% male and 62% female.

Regarding employment status, there is a glaring disparity, though. Meanwhile, 46.4% of workers at the TVET College are currently working in permanent roles, compared to just 1.5% at the FET College. By comparison, 98.5% of the workforce at the FET College held contract positions.

Furthermore, there are differences in the departments' allocation between the colleges. At the TVET College, the distribution is more balanced, with 52.6% of positions in support roles, 42.3% of jobs in lecturing, and 5.1% in management. In comparison, the FET College had a higher percentage of lecturing staff—56.4%.

Another significant difference is revealed by union membership. TVET College has 91.5% unionised staff members, compared to FET College's zero unionised employees and all ununionized staff members.

In terms of length of service, data from the TVET College indicates that 71% of staff members have worked there for more than five years, while data from the FET College indicates that only 10% of new hires have worked there for more than five years because the FET colleges were still in the early stages of formation.

Finally, there was age diversity among the staff members at the two colleges. The bulk of employees at TVET College are between the ages of 41 and 50, whereas the majority of employees at FET College are between the ages of 31 and 40 years.

In conclusion, there are notable differences in the employment status, departmental distribution, union membership, and percentage of long-term employees between the

two colleges' pre- and post-migration periods, despite some similarities in the gender distribution and age range. These differences reflect the impact of migration on each staffing profile.

4.4   Student Enrolments at the FET College and TVET College Before and After Migration

The table below represents the student enrolments and the number of classrooms at FET between 2010 to 2013.

Table 4.3: Student enrolments and the number of classrooms at FET between 2010 to 2013

Year	Student Enrolments (Heads)	Classrooms Number
2010	700	80
2011	810	120
2012	950	140
2013	980	150

Examining the broader implications of this growth in the context of pertinent scholarly research areas, such as organisational change, educational policy, migration impact studies, institutional growth, and educational access, is necessary to relate the notable increase in the student population following migration to literature.The following table shows the number of classrooms and student enrolment for the years 2020–2023.

Table 4.4: Number of classrooms and student enrolment for the years 2020–2023

Year	Student Enrolments (Heads)	Classrooms Number
2020	1,900	180
2021	2,000	180
2022	2,227	200
2023	2,057	210

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A comparison of the number of classes and student population at the FET College and TVET College before and after migration is provided in the two tables above. The number of students enrolled at the FET College increased steadily between 2010 and 2013, rising from 700 in 2010 to 950 in 2012. During this same period, the number of classes offered increased as well, from 80 in 2010 to 150 in 2013. 310 academics and 232 support staff members were present, which is noteworthy.

After the transition to TVET institutions, the number of enrolled students climbed dramatically between 2020 and 2023, from 1,900 in 2020 to 2,227 in 2022, the highest figure, and then 2,057 in 2023. In addition, there were more classes - 210 in 2023 - than before. Despite the notable rise in student enrolment, it is crucial to acknowledge the substantial decrease in both lecturing staff (from 310 prior to the migration to 145 after) and support personnel (from 232 prior to the migration to 218 after).

This side-by-side comparison demonstrates the changes in staffing levels, classroom sizes, and student enrolment that occurred prior to and following the transition from FET to TVET Colleges. The migration has resulted in a notable rise in the number of enrolled students and classrooms, but it has also led to a decline in the number of lecturers and support staff. This could potentially affect the quality of instruction and support services provided by the institution. Further explanation will be provided to fully understand how these changes might impact the TVET College's overall efficacy and performance in providing education and support services. Staff attitudes and morale may have been impacted by this as well.

However, this event may have had a role in the shift in public opinion that came about when more people moved to TVET Colleges. There was initially a discrepancy between the number of FET College students enrolled and the number of lecturing faculty members. On the other hand, there was a discernible decline in the number of academics and support staff following the move to TVET colleges, and a notable increase in the number of students. The subsequent sections examine these results from the viewpoints of the personnel.

Table 4.5: Research themes and sub-themes

Themes	Sub-themes	Data Collected From	Instruments used to collect data
1. The impact of organisational transition and employee attitudes	• Staffing (Permanent / Contracts) • Leave • Salaries/ Wages and Allowances • Benefits (Medical aid, Pension fund) • Training and development of	• General Worker X2 • Facility Officer X 2 • Administrator X 2 • Broad Management X 2 • Head of Department X2 • Senior Lecturer X2 • Lecturer X 2	• Face-to-face interviews, questionnaires literature review
2. The impact of organisational change, Employee performance and employee attitudes	• Transitioning from Insecurity to Empowerment	• General Worker X2 • Facility Officer X 2 • Administrator X 2 • Board Management X 2 • Head of Department X2 • Senior Lecturer X2 • Lecturer X 2	• Face-to-face interviews, questionnaires literature review
3. Change Management and Employee Attitudes Post-College Migration	• Empowering Two-Way Communication • Expectations as per their ages	• General Worker X2 • Facility Officer X 2 • Administrator X 2 • Broad Management X 2 • Head of Department X2 • Senior Lecturer X2 • Lecturer X 2	• Face-to-face interviews, questionnaires literature review
4. Leadership's Impact on Employee Attitudes Post-Migration to DHET"	• Enhancing Management and Leadership Effectiveness: Emphasizing Open Communication and Employee Support. Implementing Surveys to Identify and Address Challenges Faced by Employees.	• General Worker X2 • Facility Officer X 2 • Administrator X 2 • Broad Management X 2 • Head of Department X2 • Senior Lecturer X2 • Lecturer X 2	• Face-to-face interviews, questionnaires literature review
5. Staff turnover because of perceptions and attitudes	•	• General Worker X2 • Facility Officer X 2 • Administrator X 2 • Broad Management X 2 • Head of Department X2 • Senior Lecturer X2 • Lecturer X 2	• Face-to-face interviews, questionnaires literature review

It is also not clear as to whether the table above is for qualitative or quantitative. Even if you mentioned that in chapter 3, it needs to be reiterated here. I suggest that before unpacking the sections from 4.5, unpack the above table. I was of the opinion that you will unpack those themes and sub-themes below the table. Also, you did not signal to

the reader that quantitative data analysis is complete because the section above this table, was more of statistics where you clarified the number of employees. But to make matters easy to you, better discuss those charts and graphs before the above table and make things coherent.

4.5 Post-Migration: Impact on organisational transition and employee attitudes

As was previously mentioned, staff members' work status changed dramatically upon relocation. At the TVET College, more employees were working in permanent roles. Because this change gave staff members more employment stability, some employees' morale has increased. Workers were happy that TVET College was providing them with job perks like health insurance and pension contributions because of their permanent status. An interviewee shared her thoughts on the subject as follows: maybe tell the reader which question participants were responding to, this would make the reading easier.

> *People who did not have access to pensions or health care in the past have made significant progress. These gains are now ours as a result of the migrations. I now benefit from a completely free medical assistance programme as a regular employee. Before the switch to DHET, this didn't exist interviewed (KM 17 November 2022).*

As interviewee KM suggested, the transition was regarded as having advantages by some as it resulted in more employees being permanently employed which gave them access to retirement plans, healthcare coverage, and other benefits that are subsidized by DHET.

Conversely, employees between the ages of twenty and forty expressed disappointment about losing the 37% cash in lieu of benefits now that their employment status shifted from contract to permanent. This is how one of the managers viewed this matter:

> *Indeed, the support staff thought that their 37% cash-in-lieu of benefits income was enough to pay for their living expenditures. Employee dissatisfaction led to a shift in attitudes when this was eliminated and substituted with benefits like housing allowance and medical assistance (BM, interview 22 November 2022).*

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The aforementioned debate leads to the conclusion that after migration, attitudes changed as a result of the allowance – cash – being removed in place of employee benefits. Staff members at TVET College, however, have had differing opinions about this matter. Although some saw the "loss of benefits" favourably, others were unhappy about it. This result may have been anticipated given that Hove and Mabenge (2018) have proposed that employees' perceptions during organisational transitions have a substantial impact on their attitudes because the changes do have an impact on staff members individually. In light of this, they suggest that executives overseeing the shift must effectively communicate, maintain transparency, and establish a positive work environment to manage change and cultivate a favourable employee attitude during a transition (Hove & Mabenge, 2018).

4.6   Increased number of classrooms

The significant growth in the student numbers and classrooms while, simultaneously, decreasing the number of support staff has been a spark for attitudinal changes at the TVET College. Due to the increased number of classrooms, the cleaning support staff frequently were expected to work long hours without resting, with the responsibility of cleaning and preparing a sizable number of classrooms late into the night (AN, interviewed,13 February 2023). In addition to increasing the workload for general workers, the rise in student enrolment also resulted in more garbage on campus which became the responsibility of the cleaning support staff. As a result of these encounters, support staff members developed negative attitudes that led to varying degrees of resistance, anxiety, and a decline in their loyalty to the institution as they felt less satisfied with their jobs:

> *The transition infuriates me. Yes, it means more work. I'm now expected to do the work of two as many cleaners lost their jobs when this place became a TVET College. We are expected to keep the campus clean which means longer hours at work and less with my family. Today, I'm working, but I am not satisfied with the conditions under which I'm working (GA2, interviewed 14 September 2022).*

Another interviewee shares this sense of unhappiness:

> *With more classrooms and cleaning duties as a result of the rising student body, the workload has expanded dramatically. At the same time, we are losing*

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employees, which puts further strain on our general labour force. It's definitely one of the things affecting people's viewpoints (GA2, interviewed 14 September 2022).

4.7 Employee performance and attitudes

As previously mentioned in the establishment comparison, staffing levels were significantly greater during the FET Council rule. The prime cause of this was the FET College Council's capacity to pay employee salaries through sponsorships, interest from banks, and their provision of subsidies (PP, interviewed 14 February 2023). Because there was enough staff to handle classroom management duties efficiently throughout this time, staff members did not voice concerns about the workload connected with these duties. Moreover, less trash and junk were lying around on campus because there were fewer students on campus. Support staff members' general job satisfaction was significantly impacted by this organisational structure before the switch to TVET Colleges.

4.8 Change management and employee attitudes post-college migration

The impact of change management on employee attitudes and perceptions during the shift from Further Education and Training (FET) colleges to Technical and Vocational Education and Training (TVET) institutions.

Because they had different expectations following the relocation, two-way communication made it easier to keep lines of communication open and transparent during the process of transition. It also explains the goals of the shift, the reasons behind it, the attitudes, and preconceptions that TVET staff members have changed, and the expected benefits for all those involved—staff, students, parents, and the community in general.

> *While employees between the ages of fifty and sixty-five were more worried with their benefits, those between the ages of twenty and forty were more concerned with the 37% in cash they were losing in lieu of benefits (BM, interviewed 17 February 2023).*

As can be seen from the demographic table that was previously mentioned and shows a range of age groups, the following highlights competing interests related to age

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groups. The respondent, who is over forty years old and expects to receive a housing bond because they have a permanent job, supports this as well:

> *While it took some time for us to understand why our salaries were being withheld in lieu of 37% of benefits in cash, the post-migration period brought consistency and adherence to DHET policies. People were obviously worried about their income, and rumours and stories started to circulate that they would be paid two levels more (AA, interviewed 17 February 2023).*

This study discovered a strong correlation between staff attitudes during the changes and their expectations of job security. Employees were expected to seek rapid gratification and enjoy advantages, especially if they were younger. On the other hand, individuals who were more established and had family responsibilities were motivated by the hope of stable and secure jobs that would grant them access to other advantages like housing bonds.

This study suggests that change management strategies intended to encourage employee engagement should place a strong emphasis on communication (Berger, 1994) to make sure staff members are aware of the potential effects of changes on them. To guarantee that stakeholder involvement and participation are promoted, it is recommended that the communication be two-way. To understand their needs and expectations, the two-way approach should encompass all staff members, their union representatives, and the Student Representative Council (SRC). Including important parties in the planning and decision-making process to gain their support and proactively resolve issues was beneficial, particularly in gaining the trade unions' cooperation.

4.9 Leadership's impact on employee attitudes post-migration to DHET

It might be argued that, in sharp contrast to the previous council era, leadership and administration in Technical and Vocational Education and Training (TVET) have undergone significant changes since the field moved from Further Education and Training (FET). These changes have an impact on TVET institutions' performance and quality and reflect the growing needs and demands of the education industry. Let's look at it in the headings that follow.

4.9.1 Impact of governance on TVET College attitudes

During the FET College era, the College was governed by a council made up of various stakeholders. This limited the institutional autonomy in terms of making decisions about curriculum matters, which in turn caused dissatisfaction among the leadership staff (HOD2, interviewed 12 September 2023). However, with migration, there has been a change towards greater institutional autonomy, giving managers and the college principal more discretion over how decisions are made. The change made it easier for the organisation to adjust to regional conditions and address new issues with more effectiveness:

> *With more autonomy, the institution's leadership might confer with the community to determine which educational programmes to add to the curriculum and which ones to drop. With respect to programming, qualification, and mix, this authority made sure the College continues to be relevant to the community (HOD2, interviewed 12 September 2023).*

This finding reveals that adjustments in attitude and perception are inextricably linked to leadership strategies aimed at minimising dissatisfaction, which might eventually lead to unhappiness. As a result, good governance and smart decision-making within TVET college management are critical for tackling issues of community involvement and consultation.

The above is backed by Kaplan and Norton's (2004:15) perspective on leadership as the organisational capacity, at all levels, to "mobilise the organisation towards its strategy" to remain relevant.

4.9.2 Influence of curriculum development on TVET College attitudes

The curriculum options have been reassessed considering the switch to TVET. After the shift, a focus on aligning curricula with market demands and industry requirements has been made, resulting in more pertinent and adaptable programmes. To make sure that curriculum development is flexible and sensitive to shifting workforce demands, leadership and management have become more and more important. A manager reaffirms this by saying:

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> *Curriculum success will be encouraged under a system created by decolonizing the FET curriculum and bringing the TVET curriculum into line with industrial standards. If college curricula can address industry needs and modernise their antiquated offerings, I envision a bright future for them. By doing this, you can make sure that the new programme will live up to industry standards (CR, interviewed 7 November 2022).*

This indicates that TVET lecturers and management personnel have had a notable improvement in attitude and viewpoint towards the change. They believed that the curriculum is now more receptive to the demands of students and business as a result of the revision.

Staff members were frustrated by the frequent usage of external quality assurance techniques throughout the council era. With the switch to TVET, internal quality assurance systems are receiving more attention. Developing a continuous improvement culture and establishing robust quality assurance procedures within businesses are the responsibilities of managers and leaders.

> *Currently, quality assurance is a good thing since we all understand why changes are necessary and we act quickly to make the necessary changes (SL, Interview, 22 November 2022).*

The perspective of SL2 strongly coincides with or supports the view of CR. These perspectives suggest the finding that academic staff are of the view that the TVET curriculum is well-aligned with the demands of industry, students and lecturers. As a result, this congruence has contributed to good attitudes and views of staff to the transition towards DHET.

4.9.3 Impact of resource allocation on TVET College attitudes

The movement of TVET has affected how resources are allocated. It is imperative for managers and leaders to allocate resources optimally to guarantee the longevity and expansion of their companies. Ensuring the delivery of high-quality education requires effective financial management. According to BM, "Inadequate resources may result in overworked and disheartened employees." Their attitudes and degree of job satisfaction may suffer as a result (BM, Interviewed 22 November 2022).

This conclusion supports earlier findings of a rise in classes and a shortage of staff members. These kinds of working conditions can lead to dissatisfaction and an overworked workforce, which can negatively impact TVET staff attitudes and perceptions after the switch to DHET.

The post-migration age has seen a greater integration of technology into the TVET curriculum. The utilisation of cutting-edge instructional strategies and digital tools is now promoted for management and leadership. The Senior Lecturer (SL2) made the following reference to this issue in her statement.

> *For me as the senior lecturer, this time period was critical because it brought about a substantial transformation in our curriculum, and we had a curriculum that was extremely industry responsive. Furthermore, the information system and technology revolution made the curriculum portable for students and lecturers. Students could use their phones, social media, and attend classes online. (SL2, Interviewed 22 November 2022).*

This research indicates that staff attitudes and perceptions of TVET colleges have improved as a result of the use of digital technology as a teaching and learning tool. This stands in contrast to the claim made by the interviewee CR (interviewed 7 November 2022) that the FET curriculum was "outdated, with the advent of modern technologies like automation, robotics application, and artificial intelligence which are modern realities. The results also imply that staff attitudes and opinions of TVET Colleges staff have changed dramatically as a result of the incorporation of technology into the teaching methods at these institutions.

4.9.4 Influence of stakeholder engagement on TVET College attitudes

Working in collaboration with businesses, local communities, and industry partners has grown more crucial in the TVET context. To increase students' employability and guarantee that training programmes meet industry standards, leaders and managers must now establish strong partnerships. The TVET setting has made collaboration with enterprises, industrial partners, and local communities increasingly important. This was stated by a student support official:

> *Our partnership with industry not only enhances our curriculum but also increases our students' employability, ensuring they are well-*

prepared for the real-world difficulties they'll confront (ND, interviewed,7 November 2022).

In addition to being seen as a means of enhancing the curriculum, the aforementioned statement expressed support for collaboration because students stand to gain the most from it in the end. This research highlights the growing significance of working in conjunction with employers, industry partners, and local communities in the TVET context. By connecting students with opportunities and challenges from the real world, such partnerships enhance the curriculum and dramatically increase their employability.

4.9.5 Influence of professional development on TVET College attitudes

In TVET institutions, management and leadership have shifted to place a higher priority on employees' ongoing professional development.

> *I would support additional education or research, and after the desired result is obtained, I would look into ways to promote the candidate and, if possible, increase their pay (HOD2, Interviewed 12 September 2023).*

A few staff members expressed displeasure, but overall, ongoing professional development led to the establishment of a good attitude towards the TVET college management.

> *Administrators should be given opportunities to be shortlisted and interviewed for promotional positions as well as being granted consideration for training with better credits (ADMIN 1, Interviewed 12 September 2023).*

ADMIN 1 expressed dissatisfaction with being passed over for training opportunities and/or promotions. On the other hand, some employees expressed gratitude for being granted access to training sessions, conferences, and seminars, citing the good impact these events have had on their perceptions of the TVET College.

> *I was previously denied the chance to further my education as a general worker since it was stated that only teaching staff members should be permitted to do so. We were granted permission to take a study break following the migration, which I utilised to my advantage and obtained a diploma (GA2, Interviewed 14 September 2022)*

Eventually, a new era of management and leadership in these institutions has been brought about by the shift from FET to TVET. More autonomy, relevance, and accountability are the new norm, and managers and leaders must thrive in a changing, cutthroat educational environment. In addition to administrative duties, their roles now involve a dedication to promoting TVET programmes' creativity, excellence, and responsiveness.

Below, an interviewee ADMIN2 explains that they expected the mindset to change after the transitions.

> *The post-migration procedure experience resulted in new advances and administrative synergy. Furthermore, the recognition of employees at lower post levels increased their regard for one another. Additionally, the support staff members participated in development courses that furnished them with new administrative training and credentials (Interviewed 12 September 2023).*

The aforementioned illustrates how, following a migration event, institutional changes impacted staff members' professional development. As TVET professionals engaged in ongoing learning and skill development to stay relevant and productive in the rapidly evolving educational context, their attitudes and views improved.

4.9.6 Post-migration staff turnover due to perceptions and attitude

Staff turnover was exacerbated by a number of employment-related problems that arose from the switch from FET to TVET. Following such a relocation, the following significant employment factors could lead to staff turnover:

Even though the personnel had earlier applauded the TVET Colleges' move to DHET, those who were leaving had different viewpoints and attitudes. According to the departing employees, TVET colleges did not offer wage packages that were competitive with those offered by other educational sectors or businesses, so they were looking for better-paying work elsewhere. Their departure was allegedly motivated by inadequate compensation and benefits (NS, interviewed 22 November 2023). The loss of 37% in cash instead of benefits was another factor in staff members' departure from TVET College.

Employees considered that their 37% cash in lieu of benefits income was enough to pay for their living expenditures. General employees were unhappy when this was removed and substituted with benefits including a housing allowance and medical assistance, which led to a change in attitude. Later, it led to a staff turnover (GA2, 14 September 2022).

As DHET (2014) pointed out, this discontent is not surprising. The TVET industry has a significant workforce turnover rate, and one major contributing element to this problem, according to DHET's Function Shift Circular No. 1 of 2014, is inadequate pay. Onward, DHET:

> *Due to budgetary constraints, such as the requirement for specialised training and credentials, TVET employees find it challenging to meet their basic demands and advance their careers. In a competitive job market, people with specialist talents might be lured to higher-paying opportunities elsewhere, which would lower TVET workers' morale (DHET, 2014).*

Insufficient remuneration may result in feelings of devaluation, decreased drive, and discontent, all of which can impact the quality of education and training initiatives.

It is clear that the phenomenon of personnel turnover in the TVET sector after the migration event is closely linked to the problem of poor remuneration.

4.9.7 Job insecurity's impact on staff attitudes and turnover

This theme deviates from the previous themes' desire for permanence by examining staff job worries. That was hinted at by the member of the human resources department.

The probation period following TVET migration contributed to staff turnover by creating an environment of uncertainty and job insecurity, causing employees to seek more stable employment opportunities elsewhere (BM, Interviewed 27 September 2023).

Furthermore, employees' fear and job instability grew due to ambiguous or transient working agreements. Employees went on and looked for more stable employment elsewhere because there were not any long-term, permanent opportunities available.

It's important to remember that throughout the transition, FET college personnel did not instantly become long-term TVET system employees. Rather, they were placed on probation, which, for some, lasted up to two years (Personal experience and knowledge as a TVET College staff member).

Employees expressed their dissatisfaction with the TVET College's alleged lack of opportunities for professional advancement, in contrast to the aforementioned theme. This dissatisfaction had a detrimental effect on the employees' attitudes and perspectives when they moved. Because TVET institutions offered few prospects for professional development and progress, staff members were unhappy.

> *Administrators must be given opportunities to be shortlisted and interviewed for promotional positions, as well as given consideration for training with better credits moving forward (ADMIN 1, interviewed 12 September 2023).*

This demonstrates how complicated career progression issues may be, ranging from perceived barriers to promotion within the organisation to a lack of professional development options. Staff morale and motivation may decline in the absence of resolution, which could reduce overall job commitment and satisfaction.

Regarding the changeover of TVET colleges to DHET, the majority of responses were positive. The main objective of migration, which was to improve living conditions and guarantee job security for workers while addressing the demands of the country's economic development, is well understood by respondents. It's noteworthy to see that their perception of the move's effects is biased towards the advantages they enjoy rather than just their income.

Admin 2 stated:

> *In my capacity as an administrator, the changes were advantageous because they gave me the chance to obtain a housing bond and a government housing subsidy" (interviewed, 12 September 2023) highlights the tangible benefits of this movement in one statement.*

Another interviewee adds more weight to this point of view by stating:

> *As the HOD, I appreciate the change because it gave us a chance to express our displeasure with how things are handled (HOD2, interviewed on 12 September 2023).*

The first respondent is happy with the change and feels that it has improved her working conditions significantly, but the second respondent's comment seems to have a political undertone and a hint of sarcasm, indicating that their reaction is more nuanced than simple happiness. This discrepancy in responses helps us better understand how people perceive and receive the effects of migration in the workplace.

The comment primarily conveys a negative opinion on the change. One respondent, the head of the department, offered insight into how the change impacted the teaching staff's attitudes.

> *As Head of Department …, we understand that lecturing staff attitudes changed because it was like coming out of a curriculum that was restricting lecturers' creativity (HOD 2, interviewed 12 September 2023).*

A different respondent raised the issue of the teaching and core support staff members being perceived as being mistreated due to their lower educational backgrounds. As a result, the staff employees formed unions, which gave them a stronger voice to express their concerns. The reason for this change in perspective was attributed to the fact that "the support staff organised themselves through unions because they believed that lecturing or central support staff were not taken into account because of their lower education" (PP, Interviewed 13 September 2023). When they were given a voice to express their issues, something they had not done before – their opinions shifted.

These results demonstrate the intricate and multidimensional character of attitudes and perceptions during the transition.

An interviewee expressed their experiences prior to the transition as being dominated by a regime they wished to forget. This period was marked by authoritative control without corresponding rights for the employees. However, during the post-transition period, there was a notable shift towards a sense of freedom of expression and increased job security (ADMIN1, interviewed, 12 September 2023). This shift suggests that the transition brought about positive changes in terms of employees' autonomy and job stability.

Another interviewee's response highlighted changes in their participation in curriculum planning activities. Before the transition, they occasionally attended regional focus groups, which limited their involvement in curriculum planning. However, after the transition, their engagement expanded to include national curriculum planning, where their input was actively considered:

> *Prior to moving, I occasionally attended regional focus groups which prevented me from fully participating in curriculum planning. However, after the move, I attended national curriculum planning workshops and my input was taken into consideration (HOD2, interviewed, 12 September 2023).*

This indicates that the transition facilitated a more inclusive and impactful role for employees in shaping curriculum decisions, enhancing their sense of involvement and influence in the curriculum development process.

4.9.8 Perspective on trade unions' role

Before moving from FET Colleges to TVET Colleges, employees were not organised by trade unions. In contrast, after the migration, most employees did join a union. Several interviewees emphasised the advantages of trade unions from the viewpoint of the employees. "The trade unions aided in ensuring the fair distribution of our benefits and that there were staff watchdogs to protect us from discrimination" (ND, interviewed 7 November 2023). This perspective emphasises the importance of trade unions in the workplace as employees regard them as the defenders of workers' rights and interests, especially when it comes to benefit distribution and anti-discrimination measures.

4.10 Conclusion

This thesis concludes with a discussion of how organisational changes within TVET institutions affect employee attitudes in Chapter Four. It's evident from thorough demographic profiles that personnel and student enrolment significantly changed as a result of the move from FET Colleges to TVET Colleges.

The findings presented in Chapter Four demonstrate that unions and workers maintain a strong relationship even beyond the migration phase. The unions' capacity to drastically change management as a result of this relationship also greatly affected

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employees' perspectives about their job security and benefits. Furthermore, the College workforce generally views trade unions as having a positive and beneficial function. These trade union members make that choice because they have faith in their representatives to appropriately represent their interests and enhance working conditions.

According to the findings, college union members primarily have two expectations for their unions. They rely on their unions above all to protect their legal rights, which include protection from unjust termination. They also expect these unions to bargain for improved working conditions. The results of the study also demonstrate the good and robust relationship that trade unions have with college staff, indicating that unions have a significant impact on college administration. The result is a more stable work environment and genuine benefits for the employees.

The analysis draws attention to the divergent impacts of these modifications on employee perceptions. Some people were happy about the stability and advantages of permanent jobs, while others were worried about losing their financial perks. The greater student population meant that support staff members in particular had to deal with more duties and workloads.

Transparent communication and effective change management are critical in influencing employee attitudes. During the shift, resistance was lessened, and positive attitudes were encouraged by considering the requirements of various age groups and integrating important stakeholders.

In conclusion, this study offers a sophisticated perspective on the complex character of organisational changes in the TVET industry. It emphasises how crucial inclusive tactics and transparent communication are to effectively managing such changes and enhancing worker wellbeing.

CHAPTER FIVE

CONCLUSIONS, RECOMMENDATIONS AND LIMITATIONS

5.1 Introduction

In response to the study's aim, research questions, and main objectives, this chapter synthesizes the preceding chapters of the thesis. It proceeds with a brief overview of the previous chapters, followed by the derivation of conclusions from the study's findings. Subsequently, various implications stemming from the research are proposed, encompassing theoretical, policy, and practical dimensions. Finally, a discussion of the study's limitations is presented. The structure of this chapter is designed to effectively address the directives outlined by the examiner, fostering a coherent and comprehensive presentation of the study's contributions and implications.

Chapter One has provided an overview of the research study, outlining the main focus and objectives. The primary aim of the study was to understand why the attitudes and perceptions of TVET employees towards management changed after the transition from FET colleges to TVET colleges under DHET at a specific TVET College.

The study specifically focused on lecturing staff, non-lecturing staff, and college management.

Chapter One has discussed the rationale for the study, highlighting the importance of investigating the changes in attitudes and perceptions of employees in the TVET sector. The research questions and theoretical framework guiding the study have also been presented, providing a clear direction for the research.

Chapter Two concludes by building on the theoretical groundwork, which looked at important theoretical viewpoints and ideas in the TVET environment both before and during a migration era. The analysis was expanded upon in this chapter to include a thorough examination of organisational and leadership theories, including transformational and change leadership. Along with staff perspectives and attitudes about Organisational Change Theory, leadership, and management theory, it also

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delves into the complex area of employee perceptions and attitudes affecting staff turnover and retention.

In Chapter Two, the study delved deeper into the changing attitudes and opinions of employees, particularly within the context of TVET colleges as they made the transition to DHET. This exploration of shifting perspectives among employees provides a comprehensive understanding of the impact of migration and organisational change on key stakeholders in the TVET sector.

Chapter Three outlined the research methodology that applied to the study, while Chapter Four offered a detailed report on the findings of the qualitative data generated via a questionnaire survey and semi-structured focus group interviews. Chapter Four also represented the themes that emerged from the qualitative data, namely attitudes and perceptions of staff after migration on Employee Attitudes Post-Migration to DHET. A discussion and synthesis of the key findings appeared at the end of each of these chapters.

The other three subsidiary questions, which related to: What are the major problems faced by TVET College management and staff following the migration process? What lessons can college leaders derive from change management theories to assist them in overcoming these obstacles? Is there a correlation between the transition of TVET colleges to DHET and employee attitudes and perceptions of organisational change? on the qualitative data in Chapters 3 and 4. The main research was properly addressed by answering the main question and three subsidiary questions.

Based on the findings of the study, several conclusions could be drawn and elaborated on next.

The analysis in this chapter offers valuable insights into the dynamics and transformations occurring within the TVET College industry because of the migration to DHET. It sheds light on how this transition affected the attitudes and perceptions of lecturing staff, non-lecturing staff, and college management. This comprehensive analysis helps paint a vivid picture of the evolving landscape of TVET education and the responses of those who play pivotal roles in its functioning.

By examining the attitudes and opinions of employees, the study uncovers crucial information that can be used to inform decision-making, policy development, and strategic planning within TVET colleges. It provides a nuanced view of how employees perceive and adapt to significant changes, which is vital for crafting effective strategies to enhance the success and sustainability of TVET institutions in the face of such transitions.

5.2 Recommendations

It is clear from the thesis background that improving job productivity requires cultivating a calm workplace environment. Still, doing these calls far more than cosmetic adjustments. There are a few suggestions that may be made to guarantee that employee attitudes and perceptions are in line with the total organisational goals:

- **Effective communication:** The TVET industry should place a high priority on accessible and efficient channels of communication. This involves listening to and addressing the opinions and concerns of employees using a bottom-up strategy in addition to the top-down information distribution. The distance between management and employees can be closed by consistent, transparent, and clear communication.

- **Transparency:** Transparency is a critical component of decision-making processes. Management has to try to be open and honest about the thinking behind their decisions and guidelines. Employee trust can be increased, and possible sources of conflict can be decreased with this transparency.

- **Continuous consultation:** An essential component of the organisational culture needs to be the ongoing discussion and advice with the staff. Establishing regular feedback tools, such as suggestion boxes, open forums, and questionnaires, is a good way to get employee opinions. Workers may become more involved and feel a feeling of ownership as a result.

- **Inclusivity in leadership:** When it comes to modern management ideas, the TVET sector must recognise that the old "Council era" is outdated. Better decision-making and staff buy-in depend on inclusive leadership. To ensure

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that all viewpoints are considered, this entails including representatives from different departments and levels in the decision-making process.

- **Processes to resolve disagreements:** It is recommended to establish processes for resolving disagreements inside the organisation that are equitable and unambiguous. There should be a formal procedure in place for handling and quickly resolving disagreements or conflicts when they occur. This can stop problems from growing worse and ruining the mood at work.

- **Training and development:** To help management and staff better grasp their jobs, organisational goals, and effective communication techniques, invest in training and development programmes. By doing this, they can better match their aims with the institution's overarching goals.

- **Performance-based incentives:** To recognise staff members for their efforts to accomplish company objectives, think about introducing performance-based incentives. Employees may become more engaged in the process and dedicated to their work because of this.

By implementing these recommendations, the TVET sector can foster a more harmonious and productive work environment, ultimately contributing to the efficiency and success of the organization.

Further recommendations listed below are all focused on action steps TVET Colleges can take to ensure their future as organisations after the migration era:

- Encouraging positive working relationships between the company and its workers.
- The post-migration era partnerships should be marked by regular and productive communication, as this will lead to excellent student services, heightened community loyalty and brand recognition for TVET, and a high percentage of student retention.
- Improved communication between trade unions and managers in the post-migration era.
- TVET College administration in the post-migration era ought to support staff development and training. They will have a direct hand in their employees' empowerment by setting up training facilities.

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- TVET Colleges administration in the post-migration era should focus on recruiting demographics other than the typical member base, such as women and young workers.

5.3 Limitations of the study

Here are some limitations of this study on The TVET Colleges: Employees Perceptions after migrating to the Department of Higher Education and Training (DHET).

a) The quantity of data and applicability

The study's inability to extrapolate the results to a larger population of fifty TVET institutions was severely hampered by the small sample size. It is crucial to understand that the study's findings might only apply to the unique circumstances of a rural TVET college in the Western Cape and the specific migration process that is being examined. Although the research focuses on the post-migration era, it's crucial to remember that the varied experiences of all fifty colleges might not be entirely captured by this study.

b) Time limitations

The study was started in the early phases of the COVID-19 pandemic and finished in three more years. It was also carried out six years following the period of migration. As a result, the study might not fully account for the more gradual and long-lasting shifts in attitudes and beliefs that might have occurred in the years immediately following the migration.

c) Methods of gathering data

Although the study effectively employed qualitative data collected through semi-structured interviews, document analysis and questionnaires, it is crucial to recognise that the limited quantitative data might have restricted the scope and profundity of our comprehension of the viewpoints and attitudes of TVET personnel. Comparative statistics and graphics might have added depth to our investigation and provided a more complete picture of attitudes and views in the post-migration era to DHET in the modern era.

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d) Response bias

It is important to recognise that the information gathered from the interviews may contain response bias. It is possible that some individuals were reluctant to voice their genuine thoughts or feelings because they were worried about the organization's reaction, despite the researcher's assurance that permission was sought from management to conduct the study and that their identities would be protected throughout the study. For example, some respondents may have felt that the subject was too delicate to discuss again, while others may have suspected that the manager doing the research had the intention of evaluating their unfavourable opinions of the TVET institution.

5.3.1 Single case study

The fact that the study focused on a particular TVET college may restrict the generalisability of its findings. Accordingly, broad generalisations are difficult since different colleges, or even a more diversified sample with at least one college per province, may display unique traits and experiences unique to the post-migration era.

5.3.2 Context-specific factors

There's a chance that context-specific elements exclusive to the TVET college under investigation shaped the study's conclusions. It's possible that these elements won't apply to the other fifty TVET-related colleges or establishments. Furthermore, it's critical to recognise that the rural location of the college under study may have had a substantial impact on the experiences of staff members following the migration phase. The findings may not be as broadly applicable to urban or city-based colleges as some of these experiences might not be.

a) Self-report data

 Most of the data used in this study came from self-reports because there isn't much-published literature on the history of TVET colleges' transition to DHET. The recollection bias and participant views of events associated with this approach may have an impact on the accuracy of the data gathered.

b) Limited external factors consideration

It is possible that the study did not fully consider all of the external elements that could have had an impact on worker attitudes and views following the migration era. These variables include things like the introduction of outcome-based education in basic education, the movement of basic education teachers to TVET colleges, the financial limitations caused by the small amount of state funding allotted to TVET colleges, and the attitudes of parents regarding sending their kids to TVET schools. These external factors—which can include local economic situations and governmental regulations—can greatly affect the attitudes and perceptions of employees and leaving them out of the study could restrict our ability to comprehend these influences in their entirety.

5.4   Overall contribution of the study

This study provided a thorough investigation of the attitudes and views of TVET workers during and after the transfer of TVET institutions to DHET, which made a substantial contribution to the body of knowledge already in existence. By shedding light on the dynamics and developments within the TVET industry within the context of South Africa, this research fills a significant gap in the literature.

The study's conclusions provide insightful information and useful ramifications for TVET institutions, college administrators, legislators, and other interested parties. The TVET sector can benefit from these insights in decision-making, policy formulation, and strategic planning, which will increase the institutions' success and sustainability both during and after times of major transition. In the TVET sector, it can act as a guide for developing policies and making strategic decisions, especially when it comes to managing transitions and adapting to the shifting requirements and perspectives of employees. The suggestions made in this thesis can assist organisations in adjusting to changing circumstances.

TVET colleges can enhance their organisational culture, communication, and leadership by implementing the guidelines given in this study. By putting these suggestions into practice, organisations can create a more peaceful and effective work atmosphere, which will ultimately increase their effectiveness and success. Because the study is centred on a particular TVET college and is situated in the Western Cape,

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it may yield findings that are unique to the region. Colleges and legislators confronting comparable issues in comparable geographic areas may find these insights to be beneficial.

The study pinpointed other domains for additional exploration, providing a guide for forthcoming research projects concerning TVET education, management, and organisational transformation.

5.5   Concluding remarks

To sum up, this study examined the attitudes and perspectives of staff members of TVET colleges as they transitioned to work for the Department of Higher Education and Training (DHET). By means of a comprehensive analysis of these attitudes and views, the research endeavours to illuminate the experiences and obstacles faced by staff members during organisational transitions.

Through the pursuit of these objectives, this study has provided us with important new understandings of the complex dynamics of staff turnover in the TVET college industry. The results advance knowledge of how organisational restructuring affects employees' attitudes and perceptions. The study also has policy and practical implications, including suggestions on how to best support employees during organisational transitions and times of transition.

In the end, it is envisaged that the research's findings would guide TVET institutions' decision-making procedures and create a more encouraging atmosphere for employees as they adjust to changes in the higher education sector.

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Appendix A: Ethics clearance

UNIVERSITY of the WESTERN CAPE

60 YEARS *of hope, action & knowledge*

19 September 2022

Mr PS Nkuzo
Institute for Post School Studies
Faculty of Education

HSSREC Reference Number:	HS22/6/45
Project Title:	TVET employee's perception and attitudes after migration from FET Colleges to TVET Colleges under Department of Higher Education and Training.
Approval Period:	**19 September 2022 – 18 September 2025**

I hereby certify that the Humanities and Social Science Research Ethics Committee of the University of the Western Cape approved the methodology, and amendments to the ethics of the above-mentioned research project.

Any amendments, extension or other modifications to the protocol must be submitted to the Ethics Committee for approval.

Please remember to submit a progress report by 30 November each year for the duration of the project.

For permission to conduct research using student and/or staff data or to distribute research surveys/questionnaires please apply via: https://sites.google.com/uwc.ac.za/permissionresearch/home

The permission letter must then be submitted to HSSREC for record keeping purposes.

The Committee must be informed of any serious adverse events and/or termination of the study.

Ms Patricia Josias
Research Ethics Committee Officer
University of the Western Cape

NHREC Registration Number: HSSREC-130416-049

FROM HOPE TO ACTION THROUGH KNOWLEDGE.

Appendix B: Consent to participate in a research study

The TVET Colleges: Employees Perceptions after migrating to the Department of Higher Education and Training (DHET)

Name: Phumzile Nkuzo   **Dept.:** TVET College   **Email: pnkuzo@westcoastcollege.co.za**

Introduction

You are being asked to be in a research study as stated above. You were selected as a possible participant because your input will be useful in the compilation of academic research reports. Kindly please read this form and ask any questions that you may have before agreeing to be in the study.

Purpose of Study

The study's goal is to look at TVET employees' perceptions and attitudes when they transfer to DHET. This research is being conducted for academic purposes to complete my Master of Education degree (TVET)

Description of the Study Procedure

If you accept to participate in this study, you will be asked to answer seven interview questions as well as a brief questionnaire.

Risks in this Study

There are no reasonably foreseen or anticipated hazards.

Benefits of Being in the Study

The study exemplifies the role of change management in the educational community.

Level of Confidentiality

This is a completely anonymous research. I will not share or disclose any personal information about you. I will not include any information that might be used to identify you in any report that is published. Any information gathered through interviews or questionnaires for this study will be kept private. I will have access to them, but they will only be used for academic purposes and will be deleted once the study is over.

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Payments

There will be no monetary compensation for participation.

Right to Refuse or Withdraw

It is totally up to you whether or not to engage in this study. You may refuse to participate in the study at any moment without jeopardizing your connection with the study's researcher or Western Cape University. Your decision will result in no loss or denial of any benefits to which you are otherwise entitled. You have the right not to answer any single question and to withdraw totally from the procedure at any time during the process; you also have the right to request that the researcher not utilize any of your discussion material.

Right to Ask Questions and Report Concerns

You have the right to ask questions regarding this research project and have them addressed by me before, during, or after the study. If you have any additional questions concerning the research, please do not hesitate to contact me at pnkuzo@westcoastcollege.co.za or bishopnkuzo@gmail.com. If you like, a summary of the study's findings will be emailed to you. If the researcher has not addressed any of your concerns regarding your rights as a study participant, please contact Dr Hendricks, my supervisor at the University of the Western Cape.

If you have any difficulties or concerns as a consequence of your participation, please notify my supervisor: mnhendricks@uwc.ac.za

Consent

Your signature below indicates that you have decided to volunteer as a research participant for this study and that you have read and understood the information provided above. You will be given a signed and dated copy of this form to keep, along with any other printed materials deemed necessary by the researcher.

Participant Signature _____   Date_____

Researcher's Signature_____   Date_____

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Appendix C: Interview schedule - Broad management members

The TVET Colleges: Employees Perceptions after migrating to the Department of Higher Education and Training (DHET)

Semi-Structured Interview

By Phumzile Nkuzo

Study objectives

1. To investigate organisational transformation as a major success element in adopting Change Management in a company.

2. What can college leaders learn from change management theories to help them overcome some of these obstacles?

3. What can college lecturers and support personnel learn from change management theories to advance these institutions?

4. Is there a link between the shift of TVET colleges to DHET and employee attitudes and perceptions of organisational change?

Sample of interview questions for Broad Management Members:

1. How are you currently experiencing the post-migration procedure broadly as management at a TVET college?

2. To what degree did the DHET adjustment accomplish the expected results?

3. In your view, where are the successes and challenges of post-migration most currently?

4. What are the key problems for TVET College administration following post-migration?

5. Were there any anticipated developments following the relocation?

6. What went well and what went wrong for TVET Colleges Management in the post-migration period, especially with shifting staff attitudes and views? Motivate.

7. In view of the challenges raised, what kind of future is there for the TVET sector?

8. In view of the challenges raised, would you like to put forward any solutions for consideration?

Appendix D: Interview schedule - Academic managers members

The TVET Colleges: Employees Perceptions after migrating to the Department of Higher Education and Training (DHET)

Semi-Structured Interview

By Phumzile Nkuzo

Study objectives

1. To investigate organisational transformation as a major success element in adopting Change Management in a company.

2. What can college leaders learn from change management theories to help them overcome some of these obstacles?

3. What can college lecturers and support personnel learn from change management theories to advance these institutions?

4. Is there a link between the shift of TVET colleges to DHET and employee attitudes and perceptions of organisational change?

Sample of interview questions for Academic Managers Members:

1. How are currently experiencing the post-migration procedure as an academic manager at a TVET college?
2. To what degree did the DHET modification meet the required needs in terms of curriculum and subordinates?
3. How have the changes since your move impacted your relationships with your lecturing staff?
4. Are there major accomplishments and challenges relevant for academic management and teaching personnel at TVET colleges following post-migration?
5. The establishment of trade unions at TVET Colleges resulted in greater flexibility and higher expectations for teaching personnel. How has this shift impacted your relationships with teaching employees who report to you?
6. What went well and what did not go well during the post-migration period in terms of employee's attitudes and perceptions?
7. In view of the challenges raised, would you like to put forward any solutions for consideration?

Appendix E: Interview schedule - Support staff & general workers members

The TVET Colleges: Employees Perceptions after migrating to the Department of Higher Education and Training (DHET)

Semi-Structured Interview

By Phumzile Nkuzo

Study objectives

1. To investigate organisational transformation as a major success element in adopting Change Management in a company.

2. What can college leaders learn from change management theories to help them overcome some of these obstacles?

3. What can college lecturers and support personnel learn from change management theories to advance these institutions?

4. Is there a link between the shift of TVET colleges to DHET and employee attitudes and perceptions of organisational change?

Sample of interview questions for Support Staff & General Workers Members:

1. What has the period after the relocation procedure brought you as a support staff member in a TVET College?

2. How are you currently experiencing the post-migration procedure as support staff at a TVET College?

3. How have the changes since your post-migration affected your relationships with your management?

4. Are there major accomplishments and challenges relevant to support staff and general workers at the TVET College following post-migration?

5. The establishment of trade unions at TVET colleges ushered in a new era of freedom and high expectations. How has this shift impacted your relationships with your managers on campus or in the central office?

6. Did you experience a shift in attitudes and perspectives among support staff and general workers following their post-transfer to DHET? If so, in your view how did this come about?

7. In view of the challenges raised, would you like to put forward any solutions for consideration?

Appendix F: Interview schedule - Lecturing staff members

The TVET Colleges: Employees Perceptions after migrating to the Department of Higher Education and Training (DHET)

Semi-Structured Interview By Phumzile Nkuzo

Study objectives

1. To investigate organisational transformation as a major success element in adopting Change Management in a company.

2. What can college leaders learn from change management theories to help them overcome some of these obstacles?

3. What can college lecturers and support personnel learn from change management theories to advance these institutions?

4. Is there a link between the shift of TVET colleges to DHET and employee attitudes and perceptions of organisational change?

Sample of interview questions for Lecturing Staff Members:

1. How are you currently experiencing the post-migration procedure as a lecturer at a TVET College?
2. To what extent did the DHET modification meet the required needs in terms of the curriculum and your students?
3. How have the changes since your post-migration affected your relationships with your managers?
4. Are there major curricular accomplishments and challenges relevant to lecturing staff at TVET Colleges following post-migration?
5. The establishment of trade unions at TVET Colleges resulted in greater flexibility and higher expectations for teaching personnel. How has this adjustment changed your relationships with your campus and central office management?
6. Did you experience a shift in attitudes and perspectives among teaching personnel following their transfer to DHET? If so, in your view how did this come about?
7. In view of the challenges raised, what kind of future is there for the TVET sector?
8. In view of the challenges raised, would you like to consider any solutions?

Appendix G: Questionnaire

Dear Participant

I am undertaking a thesis questionnaire investigation as part of my Master of Education in TVET study at the University of the Western Cape. Why have TVET personnel perspectives and attitudes regarding management changed after switching from FET to TVET colleges? I'd like to take this opportunity to thank you for agreeing to participate in this survey. Your privacy will be respected throughout the study, and no respondents will be identified in the research findings. Thank you for taking the time to complete this questionnaire; the information you will provide will be critical for change management in TVET colleges. Personal information will be protected, to strike a balance between the right to privacy and the need for the free flow of, and access to information, and to regulate how personal information is processed. After five years, all data will be destroyed.

Mark with **X**

	AGE GROUP	Mark	GENDER	Mark	POSITION	Mark	LENGTH OF SERVICE	Mark	RACE	Mark
1	20 – 30		MALE		General Worker		20 – 25 yrs.		Black	
2	31 – 40		FEMALE		Administrator		15 – 20 yrs.		White	
3	41 – 50				Broad Management		15 – 10 yrs.		Coloured	
4	51 – 60				Head of Department		05 – 10 yrs.		Indian	
5	60 – 65				Senior Lecturer		01 – 5yrs.		Other	
					Lecturer					

Strongly Disagree (**1**)	Disagree (**2**)	Neutral (**3**)	Agree (**4**)	Strongly Agree (5)

Mark with **X**

No	Close-ended Questions	(1)	(2)	(3)	(4)	(5)
	Human Resource Matters					
1	Employees' earnings increased as a result of their post-migration to DHET.					
2	The employer's post-migration procedure addressed a variety of employee demands or dissatisfaction.					
3	More workers were hired as a result of the post-migration period.					
4	There was no staff turnover after the transition to DHET for TVET employees.					
5	The employer treated the post-migration employees fairly in terms of benefits and working conditions.					
	Academic Matters					
1	Post-migration changes resulted in positive TVET curricula.					
2	Post-migration improved education in TVET institutions.					

3	The transfer of TVET colleges to DHET resulted in the recognition of TVET students' qualifications.					
4	Following the migration to DHET, the number of qualified lecturers available to teach TVET programs increased.					
5	After migration, TVET lecturers' attitudes and perspectives changed for the better.					
	Open Ended Question					
1	In your opinion, how did you feel about the changes that occurred during the transition of TVET colleges to DHET?					
2.	What are the most significant reasons for the sector's shift in staff attitudes and views since the transition of TVET colleges to DHET?					
3	What was your experience like before and after TVET colleges migrated to DHET?					
4	What are your thoughts on trade unions' role in TVET institutions after the transition to DHET?					
5	What would you do if you were or are in a position of decision-making and leadership following the conversion of TVET institutions to DHET?					