

EXPLAINING STUDENT THROUGHPUT RATES AT THE MOLAPO CAMPUS OF THE SOUTH WEST GAUTENG COLLEGE

By

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A research report submitted to the Faculty of Management, School of Public and Development Management at the University of the Witwatersrand, Johannesburg, partial fulfilment of the requirements for the degree of Masters of Management in Public Development and Management (MM- PDM), which contributes to the total curriculum, registered in January 2012.

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ABSTRACT

The Further Education and Training college system has undergone significant policy reforms prior to and after the introduction in 2007 of the National Curriculum Programme which is intended to replace the NATED courses. Prior to 2007, reforms included FET colleges landscape reforms that led to the merger of FET colleges. The period after 2007 has been characterised by the introduction of the new FET curriculum, a R1.9 billion recapitalisation programme aimed at enrolment expansion and improving performance of the FET colleges, and the decentralisation of governance structures.

However, the effect of the FET system policy reforms intervention has not been positive; the poor performance of FET colleges has persisted, as demonstrated in the empirically reported 4per cent throughput rate of NCV programmes of the 2007intake. The persistent poor performance of FET colleges has prompted the research study to focus on examining the factors affecting throughput rate, utilising South West Gauteng Collage (SWGC) Molapo Campus as a case study. The study identifies and examines factors such as governance, strategy, employees, students, resources, structures and systems that inhibit achievement of a higher throughput rate.

The findings of the study revealed that the SWGC lacks the elements for organisational performance and there is no existing coherence of structural interaction and alignment, as per the organisational design and systems based on the defined colleges performance, orientated objectives that place individual and collective performance at the centre of operational functioning in the form of results-based teaching and learning.

Elements for organisational performance refer to factors such as competencies of lecturers, administrative staff and management, strategy

formulation and implementation which entail determination of organisational objectives responsive to the college imperatives, including institutionalisation of the college's management and operations driving philosophy, such as a results-based management approach.

The research study argues that a results-based approach is an appropriate model that can serve as institutionalised management and operations orientated practice that functions as a pivotal driver to achieve college performance and thus an improvement of throughput rate. A results-based approach will improve management effectiveness and accountability through determining realistic results and monitoring towards the attainment of expected results, through combining organisational performance whilst integrating lessons learned into leadership and management decision-making and reporting on performance on a continuous basis.

DECLARATION

I Raymond M. Kgagudi, student number 0003095M, declare that this research report is my own, unaided work. It is submitted in partial fulfilment of the requirements of the degree of Master of Management in the field of Public and Development Management in the University of the Witwatersrand, Johannesburg. It has not been submitted before for any degree or examination in any other university.

Raymond M . Kgagudi

Date

DEDICATION

To my beloved wife, Tshiamo Kgagudi, who provided unconditional support throughout my studies. I remain grateful to her for her consistent and unwavering support.

To my children — Atlegang, Reagile and Gontse — for having understood my absence during the entire academic period, that included the laborious period of the research, and to have further defined the meaning of my life.

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LIST OF ABBREVIATIONS

DHET	Department of Higher Education and Training
DoE	Department of Education
DoL	Department of Labour
FET	Further Education and Training
FET Act 1998	Further Education and Training Act of 1998
FET Act 2007	Further Education and Training Act of 2007
FTE	Full Time Equivalent
Green Paper	Green Paper Notice 11
GWM&E	Government-Wide Monitoring and Evaluation
M & E	Monitoring and Evaluation
NATED	National Technical Education
NBI	National Business Initiative
NCV	National Certificate (Vocational)
NEPF	National Evaluation Policy Framework
NQF	National Qualifications Framework
OECD	Organisation for Economic Co-operation and Development
RBM	Results Based Management
RBME	Results Based Monitoring and Evaluation

TABLE OF CONTENTS

ABSTRACT	2
DECLARATION.....	4
DEDICATION.....	5
ACKNOWLEDGEMENTS.....	6
LIST OF ABBREVIATIONS	7
TABLE OF CONTENTS.....	8
CHAPTER ONE.....	11
INTRODUCTION, PROBLEM AND PURPOSE STATEMENT	11
1.1 INTRODUCTION	11
1.2 BACKGROUND	12
1.3 PROBLEM STATEMENT	16
1.4 PURPOSE STATEMENT	16
1.5 RESEARCH QUESTIONS	17
1.6 SIGNIFICANCE OF THE RESEARCH	17
1.7 DELINEATION AND ASSUMPTIONS	18
1.8 BRIEF BACKGROUND OF NCV AND PROFILE OF SOUTH WEST COLLEGE, MOLAPO CAMPUS	19
1.9. STRUCTURE OF THE REPORT	21
1.10 CONCLUSION	22
CHAPTER TWO.....	23
LITERATURE REVIEW.....	23
2.1. LITERATURE REVIEW.....	23
2.2. PERFORMANCE AND EFFICIENCY INDICATORS	23
2.2. STANDARDS OF TEACHING AND LEARNING.....	27
2.3. GOVERNANCE AND MANAGEMENT.....	28
2.4. CONCLUSION.....	30
CHAPTER THREE.....	33
RESEARCH METHODOLOGY.....	33
3.1 INTRODUCTION	33
3.2 RESEARCH APPROACH AND PARADIGM	33
3.3 RESEARCH DESIGN.....	35
3.4 DATA COLLECTION	36
3.4.1 Primary data	36
3.4.2 Secondary data	38
3.4.3 Sampling	38
3.4.4 Procedure.....	38
3.5 DATA ANALYSIS METHOD.....	39
3.6 VALIDITY AND RELIABILITY	40

3.7 LIMITATIONS AND ASSUMPTIONS	41
3.8 ETHICAL CONSIDERATIONS	42
3.8.2 <i>Informed consent</i>	42
3.8.3 <i>Violation of privacy/ anonymity and confidentiality</i>	43
CHAPTER FOUR	44
RESEARCH RESULTS AND FINDINGS	44
4.1 INTRODUCTION	44
4.2 PRESENTATION OF RESPONSES TO THE RESEARCH QUESTIONS	44
4.3 INTERVIEWEE RESPONSES TO THE PRIMARY QUESTION	45
4.3.1. <i>Enrolment and throughput rate</i>	46
4.3.2. <i>The NCV structure is not equivalent to the high school subjects content</i> ..	48
4.3.3. <i>Academic performance of students prior to enrolment</i>	50
4.3.4. <i>Students lacking commitment</i>	51
4.3.5. <i>Different entry level of educational qualifications</i>	53
4.3.7 <i>Slow learners and foundation phase education</i>	54
4.3.8 <i>Vocational training offered by the college an easy alternative</i>	54
4.3.9 <i>Inappropriate staff appointment and inadequate development opportunities</i> 55	
4.3.10 <i>Support and morale of academic staff</i>	58
4.3.11 <i>Inadequate resources</i>	60
4.4. <i>ACADEMIC SUPPORT PROVIDED TO STUDENTS</i>	61
4.5. <i>STUDENTS' POOR ATTENDANCE AT EXTRA CLASSES</i>	63
4.8 CONCLUSION	63
CHAPTER FIVE	66
ANALYSIS AND INTERPRETATION OF FINDINGS	66
5.1 INTRODUCTION	66
5.2 ANALYSIS OF MOLAPO CAMPUS WEB	66
5.4 NCV PROGRAMMES INTERRELATED FACTORS ANALYSIS	67
5.4.1 <i>The NCV structure is not equivalent to the high school subject's content</i>	67
5.4.2. <i>NCV Programmes assessment requirements</i>	69
5.5 STUDENT INTER-RELATED FACTORS	70
5.5.1 <i>Students lack commitment and motivation</i>	70
5.6 COLLEGE INTER-RELATED FACTORS	71
5.6.1 <i>Organisational strategy and college performance</i>	72
5.6.2 <i>Inadequate support and development of academic staff</i>	76
5.6.3 <i>Inadequate resources</i>	78
5.6.4 <i>Lecturers low morale and attitude</i>	78
5.6.5. <i>Student enrolment and decline of numbers</i>	79
5.7 CONCLUSION	82
CONCLUSIONS AND RECOMMENDATIONS	83
6.1 INTRODUCTION	83
6.2 CONCLUSION	83
6.2.1 <i>Curriculum related factors</i>	83
6.2.2 <i>College related factors</i>	84
6.2.3 <i>Student related factors</i>	84
6.3 RECOMMENDATIONS	85
6.4 FUTURE RESEARCH	86

6.5 LIMITATIONS OF THE RESEARCH.....	87
REFERENCES	88
ANNEXURES.....	94

CHAPTER ONE

INTRODUCTION, PROBLEM AND PURPOSE STATEMENT

1.1 INTRODUCTION

The current South African socio-economic context is underpinned by a set of national developmental policies, the thrust of which aims to reduce poverty, unemployment and inequality levels. Part of the socio-economic challenge is the major social problem of economically inactive (unproductive) youth, and a youth population that is unemployed and not in formal education where they can acquire knowledge and skills; this is a group currently referred to as 'NEET', that is, Stats SA Community Survey of 2007, approximately 2.5 million people in the 18-24 year old age group are unemployed and not studying. This accounts for 37.5% of the total 18-24 year olds in South Africa. Unemployment amongst 15–24 year-olds was 50 per cent in 2006, estimated to be twice that of the general economically active population (2007). The promotion of education and skills to drive industrialisation and developmental state policy places education and skills as drivers for change and thus the focus should fall on the estimated pool of 2.8 million young persons in the 18–24 age group who, in 2007, were not engaged in post-school education (Cloete, 2009).

To achieve employment or self-employment, FET colleges have the potential to accommodate most of the unemployed youth to acquire the necessary skills. Akoojee and Macgrath (2011), cites the previous Minister of Education, Naledi Pandor, who stated at a Department of Education (DoE) and Human Sciences Research Council (HSRC) conference that Further Education and Training (FET) colleges are 'an interface of national

skills provision' including 'redress' to serve as a site of learning (2011, p.199)

The Department of Education's (2008) National Plan on Further Education and Training College states that the restructuring of the landscape of Public Further Education and Training that was instituted and occurred in 2002 to 2006, led to a merger of 152 technical colleges into 50 FET colleges with 240 delivery sites (2008, p.6). The National Plan further states that the DoE sought to increase enrolment at FET Colleges to one million by 2014, and increase throughput including retention rate of students (2008, p. 36).

The objective of this research report is to examine the factors affecting throughput¹ rate at SWGC Molapo Campus by exploring systemic organisational elements which impact on throughput rate.

1.2 BACKGROUND

After 2006 FET Acts and policies significantly altered the FET College functioning. The FET Act 16 of 2006, sections 9 and 10, prescribes that "public college(s) must establish councils, academic board(s) and a student representative council(s)", and prescribes governance functions. The FET Act 16 of 2006 furthermore entrusts to the college council the responsibility to develop strategic plans, determining language and admission policy subject to approval by the Member of the Executive Council. The college in accordance with the FET Act 16 of 2006 section 20 also assumes and performs the role of an "employer of all lecturers and

¹ Throughput refers to the rate of transformation process over a specific amount of time. Another definition is the throughput of an organisation or system being the quantity or amount of what it can do or deal with in a particular period of time. In the context of this research, it is the three year period a student is enrolled at NCV level 2 and should exit the FET system with an NCV level 4 Qualification. This approach and definition differs from the DHET definitions which only focus on annual enrolled students and passing a level.

support staff”, whilst section 19 of FET Act 16 assigns the Member of the Executive Council to ensure that the “appointment of management staff” is in accordance with the Public Service Act.

Arising from the FET Act 16 of 2006 in regard to employment relations is that two acts are applicable, namely the Labour Relations Act of 1995 governing employment of academic and administrative staff, whilst the Public Service Act governs the employment of management staff. However, the FET Act 16 of 2006 requires the management staff of the public college to report and account to the college council, while the management and administration of the public college are responsibilities delegated to the principal.

The change of employer from the Department of Education to the college council has had enormous consequences for the FET sector as articulated in the Green Paper, which resulted in academic staff leaving the FET colleges. The Green Paper states that from 2006, an estimated, “12 per cent of college lecturers who did not have confidence in their councils as an employer” left the FET colleges (2012, p.12). As a response to the change of employment, academic staff elected to leave the colleges and work for the provincial departments of education, an option that was negotiated during the consultation processes conducted by Parliament.

Through the provisions of the National Education Policy Act 27 of 1996 and Act 98 of 1998, the State initiated curriculum reforms which introduced the new Further Education and Training curriculum, namely the National Certificate (Vocational) Programmes which prescribed that FET colleges should offer NC(V) programmes from NQF levels 2–4 with effect from 2007. The main purpose of the NCV qualification as explained by Houston, Booyse and Burroughs’ (2010) evaluation research report “is to give learners the necessary theoretical and practical competence to enter the technical and trades fields of employment. The qualification enables

learners to acquire the necessary knowledge, practical skills, applied competence and understanding required for employment in a particular occupation or trade or class of occupations or trades, or entrance into Higher Education” (2010, p.13). The qualification is offered at public colleges, private colleges and other institutions offering FET vocational programmes. The Green Paper explains the NC(V) programmes as having 14 subfields that were developed, and it aimed at addressing quality and relevance deficiencies in the college N courses curriculum (2012, p.20). The policy further prescribed that with effect from 2007, “FET College candidates registering level 2 for the first time must register for the instructional programmes and subjects appearing in this policy document”.

The NCV levels were structured and offered on a six-month basis and required three years to complete from NQF level 2 to 4 and were intended to replace the NATED courses which required two years to complete from N1 until N6, offered for a three month duration. NATED courses permitted a student entry at any level as long as entry requirements were being satisfied. The new curriculum policy required a student to start with the National Certificate (Vocational) programmes at NQF level 2 including students with a grade 12 qualification, who opted to pursue a vocational structured qualification. The Further Education and Training curriculum policy does have a provision for Recognition of Prior Learning (RPL) as an alternative option of access to NCV programmes at NQF level 3 or 4

This represented a major change to the academic work of the FET Colleges. The content of the new prescribed curriculum changed consequently placing a demand for an academic staff competent to provide teaching and training, the entry level changed, and the structure of the academic year changed. These major changes happened at the same time as major governance changes and the loss of academic staff.

The study explores and seeks to comprehend the persisting endogenous factors that adversely influence the functioning and performance of the South West Gauteng College of Further Education and Training, Molapo Campus. The organisational performance of South West Gauteng College of Further Education and Training may be constrained by persisting internal or external factors, or a combination of both, inhibiting systematic functioning, and thus affecting throughput rate of the FET College.

1.3 PROBLEM STATEMENT

The Green Paper on Post School Education and Training (2012) states that FET colleges had a “4 per cent throughput rate of the 2007 students who enrolled for the NCV and completed the qualification in 2009” (2012, p. 20), whilst annually the highest drop-rate is at NQF level 2 of the NCV programmes, estimated to range between 13 per cent and 25 per cent. Despite the R1,9 billion recapitalisation interventions aimed to improve performance of the Further Education and Training colleges, the envisaged high throughput rate has not been realised. South West College of FET, Molapo campus manager² explained in the 2009 annual report did not disclose the actual throughput rate for the NCV performance. However, the report states that “... the results were not good, but the Campus did very well in NC(V) Level 4 pass rate” (2009, p.14). Since the 2006 and 2007 R1.9 billion recapitalisation and policy reforms there has been no adequate research undertaken to explain the persisting low throughput rate at SWGC, Molapo Campus.

1.4 PURPOSE STATEMENT

The purpose of this research is to explore the prevailing challenges at the Further Education and Training Colleges that have an adverse consequence on throughput rate.

Specifically, this entailed analysis and interpretation of endogenous factors that inhibit achievement of a higher throughput rate focusing on elements of organisational performance such as the structure of the NCV programme, performance and instructional capabilities of academic staff, students attitudes and abilities to perform well academically and progress.

² South West College of FET has six campuses where each campus has a manager entrusted to manage campus affairs and the college principal manages the affairs for the entire college. Molapo campus is located in Soweto Township.

Lastly, the study provides the findings and recommends strategies, including necessary organisational changes focused on students' throughput rate, for consideration.

1.5 RESEARCH QUESTIONS

The primary research question in this study is: "What are the factors that affect throughput rate at colleges of FET? The following guiding or sub-questions will frame the research to explore the primary research question:

1. What are the key existing organisational aspects that have an influence on throughput rate?
2. Are the college resources for teaching and learning adequate for the realisation of organisational strategy, particularly a higher throughput rate?
3. What are the critical organisational competencies required for achieving a higher throughput rate?

1.6 SIGNIFICANCE OF THE RESEARCH

The research explores the complexity of the relationship of endogenous factors which results to the low throughput rate at SWGC Molapo Campus. The research also analyses the character and form of organisational challenges facing the FET colleges focusing on the South West College of Further Education and Training, Molapo Campus. The research study thereby aims to enrich the literature on FET colleges' throughput rate. Finally, it aims to contribute to the understanding of the factors that must be considered to improve performance of the Further Education and Training system by providing an framework to achieve a higher throughput rate, noting also the research writing by Papier, that "there is very little, if any, research into learning and teaching in the FET college sector, particularly in the area of learner performance" (2009, p.7).

1.7 DELINEATION AND ASSUMPTIONS

The research study is limited to the South West College of Further Education and Training, Molapo Campus, in Soweto. It is exploratory in that it explores how varying endogenous factors inter-relate and how they influence throughput rate at SWG College, Molapo Campus.

The concept of throughput rate defined as a systematic phases that relates to an interaction of elements for organisational performance, including alignment or misalignment of organisational strategy, governance and management capacity, systems, resources and organisational culture to achieve or inhibit achievement of a higher throughput rate is not fully explored in the research. But quantitative measures of throughput rate fail to reveal the intricacies of social conditions and the teaching and learning process. Determining student throughput rate is complicated because students do not follow an undeviating paths through education because students may complete six months or a year of a NCV subject course and then relocate to a another subject or to a completely different college.

Despite the limitations measures such as pass and throughput rates calculations or cohort studies are useful indicators of the need to investigate more deeply and systematically the process of teaching and learning and how students' readiness, lecturers' pedagogical resources and the institutional environment combine to produce different throughput results.

The study does not conducts an in-depth analysis of the DHET as a crucial component of the further education and training system since the funding model and policy decision-making occurs directly at the DHET and has a

direct effect on the daily functioning of FET colleges. This constitutes a major limitation for the study.

1.8 BRIEF BACKGROUND OF NCV AND PROFILE OF SOUTH WEST COLLEGE, MOLAPO CAMPUS

South West Gauteng College profile

South West Gauteng College is a public Further Education and Training institution operating under the auspices of the Department of Higher Education and Training (DHET) and the Gauteng Department of Education (GDE) in terms of the Further Education and Training College Act No. 16 of 2006. The head office of SWGC is located at Molapo in Soweto and has six campuses spread throughout the region, with three (3) campuses based in Soweto, two (2) campuses in Roodepoort, and a single (1) distance learning unit, using the new E-Learning mode, driven through the Technisa Campus in Randburg. SWGC for FET positions itself as a centre of education and training for communities in its wide catchment area and beyond. SWGC Molapo campus is one of the three campuses located in Soweto according to the strategic plan (2010, p.12- 20).

According to the 2011/12 to 2012/13 organisational strategy document, the SWGC vision statement is “To be the benchmark FET college in the delivery of quality Education and Training in South Africa”, and the college has the following mission statement: “To innovatively mobilise all college resources to ensure excellence in our delivery and be ISO consistent in our services”. Lastly, the SWGC has committed to the following values when rendering services :“The principle of Batho Pele with an emphasis on client care and uBuntu”, “The principle of a better life for all”, “Upholding the culture of learning, teaching, and service”, “Mutual respect”, “non-racialism and non-sexism”, “redress”, “honesty and integrity”, and lastly to “Inspire students”.

The SWGC is accredited by Umalusi and several Sector Education and Training Authorities (SETAs) to offer education and training, mostly in the FET band (NQF level 2 to 4). Some programmes are offered in the Higher Education band, namely the N4 to N6 levels.

National Certificate (Vocational) Curriculum

Starting from 2007, the public FET colleges have offered a new three-year Further Education and Training curriculum, which culminates in the awarding of the National Certificate (Vocational) (NC(V)) to learners. This qualification is opening two doors to successful learners, either by pursuing higher education studies or artisan development leading to employment. Since their education will have had a deliberate vocational slant, the students completing the NC(V) Level 4 qualification are able to enter the job market.

NC(V) Bursaries

The Department of Education has made extensive funding available for bursaries through the National Students Financial Aid Scheme (NFSAS). Any NC(V) learner may apply for a bursary, subject to a means test. The means test determines if a learner is needy and therefore qualifies for assistance in the form of a bursary. The bursary does not only consider economic need, it also factors in the learner's scholastic academic capability. Good performance (results) after enrolment guarantees continuation of the bursary until completion. More recently, the bursaries are also available to students registered for N-courses (NATED/Report 191 courses).

Return of NATED Courses

The critical skills shortage in the economy has resulted in the Department allowing colleges to continue enrolling students in the N-courses (Report 191/NATED courses) in Engineering, from N1 to N6 and N4 to N6, and this has also influenced government's funding policy. This arrangement is

not intended to dissuade students from NC(V) to N-courses, even though the N-courses appear shorter than the NC(V) on the surface. Prospective students must note that whereas NC(V) is a complete qualification incorporating practical learning, the N-courses require a student to still do practical/experiential learning in a workplace after completing N6 in order to be awarded a full qualification in the form of a diploma.

The Departmental bursaries also cover N-courses for needy and academically capable students. It is a condition of the bursary that recipients commit to their studies and attend their lectures and classes regularly.

1.9. STRUCTURE OF THE REPORT

The research report consists of six chapters.

Chapter 1 provides the introduction to the research, including the background, the research problem, purpose statement and objectives, and significance of the research.

Chapter 2 presents a comprehensive literature review and provides a detailed appraisal of the literature that guides the researcher in the study. The literature focuses on the performance of Further Education and Training Colleges in relation to the policies and legislation around governance, leadership, strategic management, resources availability and allocation, teaching and learning.

Chapter 3 explains both the research methodology and deliberates on the choice of the research methodology and approach, how the data was assembled and organised including key activities such as sampling, data analysis. The chapter also identifies the challenges encountered during the research process particularly during the primary data collection.

Chapter 3 also presents an explanation of the limitations and assumptions of the research. The chapter also identifies the challenges encountered during the research process particularly during the primary data collection.

Chapter 4 presents the collected data from interviewees and the themes that correspond to the research question. The data collected from interviewees is presented with direct quotations of respondents but without disclosing the respondent's identity.

Chapter 5 focuses on interpretation and analysis of the data presented in Chapter 4, and provides a methodical and in-depth analysis. Lastly the results or findings of the research are presented. The interpretation of chapter 4 data is categorised in three forms, namely the curriculum related factors, student related factors and the college related factors.

Chapter 6 provides a summary, conclusions arising from the data analysis chapter and recommendations for the improvement of organisational function, particularly in regard to attainment of a higher throughput rate.

1.10 CONCLUSION

In the preceding chapters the following aspects are presented: the background, problem statement, purpose and significance of the research including a brief description of SWGC of FET. Chapter Two reviews the literature and the theoretical framework pertinent to the issues of FET colleges' performance, and more especially on throughput rate. The chapter covers research done in the area of FET college performance and throughput rate.

CHAPTER TWO

LITERATURE REVIEW

2.1. LITERATURE REVIEW

In this chapter of literature review enlightens the problem by examining the areas in question furthermore identify prevalent knowledge gaps. Neumann alluded that “today’s studies build on those of yesterday. We read studies to learn from, compare, replicate, or criticise them” (2011, p.124). The literature review assist the conceptual analysis and examination of the factors that affects throughput rate, as Neumann explains that “a good review places a research project in a context and demonstrates its relevance by making connections to a body of knowledge’ and that it also “integrate and summarises what is known in an area” (2011, p.124).The review of existing and accumulated body of knowledge on the subject matter, that is, on the “research question” which is to explore factors affecting SWGC, Molapo Campus throughput rate forms the first primary and crucial phase in research according to Neumann (2011, p.124). Gewer (2010) highlights that there is inadequate information and knowledge about capacity challenges prevalent at FET colleges (2010, p.19).

2.2. Performance and efficiency indicators

Hall (2002) Quantitative Overview of the Further Education and Training College Sector captures comments by the then Minister of Education, Mr Kader Asmal, who observed in the Quantitative Overview preface that “...most urban colleges have achieved an improved racial profile and enhanced managerial capacity” and that the overview report serves as the

“basis for management to measure and evaluate performance of the sector” (2002, p.7).

Hall (2002) comparative analysis of FET Colleges’ throughput rate as an indicator of efficiency, that is before 2007 FET reforms, reveals that throughput rate has been an average of 52 per cent as reported in the Quantitative Overview (2002, p.39). However, with the introduction of the NCV programmes, throughput rate plunged to an estimated 4 per cent according to the Green Paper (2012, p.20). The Quantitative Overview Report states that the highest throughput rate was 74 per cent and the lowest was 31 per cent (2002, p.39). The Quantitative Overview Report further explains that the throughput rate of programmes that are at FET level, that is not post-N3 level programmes, had 47 per cent (2002, p.27). Four years later, after the introduction of the NCV programmes, Gewer (2010, p.11), has shown that of the 26 451 students who enrolled in 2007 for the NCV programme level 2, only 4 991 wrote exams at level 4 This is confirmed in the Green Paper which states that NCV has had “generally poor” success which had been demonstrated “by the 4 per cent throughput rate of the 2007 cohort which completed the qualification in 2009” while the net certification of the NATED courses has “remained poor at around 12 per cent”. The NATED courses’ throughput rate declined sharply from the estimated 47 per cent to 12 per cent.

The then Department of Education³ (DoE) 2007-2011 strategic plan states that the DoE seeks to “increase learner participation, retention and throughput rates at FET Colleges” (DoE, 2007) and “to improve qualifications and programmes”. The strategic plan further states a related performance measure that new programmes offered at NQF Level 2 in FET colleges should enrol a minimum of 25 000 students in 2007. Further to the enormous changes to governance, staffing and curriculum, there

³ The Department of Education was split into two separate departments in 2009, namely the Department of Higher Education and Training, and the Department of Basic Education.

was to be a massive increase in numbers of students. The Chief Director responsible for FET component at DHET, Dr Mahlobo, reported to the Education Portfolio Committee of Parliament that the number of NCV students enrolled increased from 25 073 in 2007 to an estimated 120 230 in 2009 (Parliament Monitoring Group Report, 2010). The increase has exceeded the target by an estimated 73 per cent and 230 enrolments for 2007 and 2009.

However, an analysis of the 26 451 NCV students enrolled in 2007 at NQF level 2 shows that only 4 991 enrolled to write the exit examination in 2009 for NQF Level 4 qualification. This implies that there has been a decline of approximately 81 per cent. This means that as many as 21 460 students enrolled in 2007 are not accounted for, and there is no information as to whether they are still within the system or not.

Further Education and Training Colleges received recapitalisation funds from 2007 until 2009. The Parliamentary Monitoring Group captured the explanation provided by Ms Penny Vinjevold, the Deputy Director General for the FET sector that the purpose of the recapitalisation programme and funding was to improve the college performance, quality and enrolment at colleges as per the decisions of the Education and Recreation Select Committee (2009). Furthermore, the recapitalisation fund intended to address infrastructure and capability challenges at FET colleges. The Green Paper argues that contrary to the recapitalisation programme intervention, the FET colleges are still confronted with substantial resource inequalities that are “exacerbated by problems of poor governance, administration and intra institutional relations” (2012, p.9).

The targeted enrolment of one million students may not be attained by 2014, as Table 1 and Figure 1 (Annexure 1 and 2) provides the NC(V) enrolment from 2007–2010 and the projection until 2014, whereas the FETMIS and HSRC audit of 2010 has enrolment numbers which differ

significantly. FETMIS enrolment numbers for the period 2007 are at least 50 per cent below those reported by the HSRC audit, whilst for the later years, namely 2008 and 2009, the discrepancy of numbers is more substantial. However, the Green Paper reports that there has been an increase in 2011 enrolments which was estimated at 356,000 students and the “2010 total headcount enrolment was 326,970 students”, enrolled across various programmes offered at the FET colleges (2012, p.6). The Green Paper enrolment claim is a combination of NC(V), N courses including other programmes offered by the FET colleges, such as learnerships and skills programmes facilitated through SETAs. The one million enrolment target by 2014 implies that FET colleges should significantly multiply enrolment within three years, and such a strategic thrust implies significant resources.

According to an HSRC audit as shown in Table 1 and Figure 1 on (Annexure A1 and Annexure A2 respectively), NC(V) programmes did not experience a massive growth during the period 2009–2010; rather the enrolment has declined by an estimated 26.6 per cent. The fourth column of Table 1 expresses the challenge posed by the substantial discrepancies of enrolment numbers pertaining to reliability of data as reported by FETMIS. This is in contrast with the HSRC audit, where the focus will be on planning and budgeting functions, thus invoking a daunting question as to which data source should be relied upon for strategic planning and management.

The National Plan for FET colleges envisaged student enrolment growth of 43 per cent and 46 per cent with an improved throughput rate of 60 per cent and 80 per cent. These served as indicators of success towards the attainment of student access, participation and student achievement goal (2008, p.29).

FET colleges are confronted with organisational performance challenges as argued by the Green Paper, by the need to increase enrolment to one

million within three years with the current infrastructure and resources. This compounds the organisational performance challenge for FET colleges. FET college enrolments stagnated within the range of 400,000 and 500,000 across all learning programmes for the period 2006–2011. As per Table 1, the discrepancy in enrolment numbers denotes challenges for planning and budgeting, thus giving rise to a challenge for FET college governance and management functions.

The DoE 2008 National Plan on Further Education and Training aimed at increasing and expanding student enrolment to one million by 2014/15 and improving NC(V) throughput rate with an “average student pass rate of between 60 per cent and 80 per cent” acquiring qualifications at level 4 (2008, p.37). The Green Paper contention on FET colleges leads to a conclusion that the performance of FET colleges has not improved to the extent where the envisaged attainment of the strategic objective of 60 per cent and 80 per cent throughput rate is realised. Increasing enrolment of NC(V) programmes stood below 140,000 as at 2010, contrary to the 177 700 enrolment target which has not been realised. Thus, low throughput rate of FET colleges indicates a need for further research that will examine the endogenous institutional factors that influence the organisational functioning and performance of the FET colleges.

2.2. Standards of teaching and learning

Hall (2002), Quantitative Overview Report states that in 2000, of the 6 756 educators, only 16 per cent held higher degrees, with 33 per cent being in possession of a degree or higher diploma and 32 per cent being in possession of diplomas, whilst the remaining 12 per cent were either under-qualified or unqualified (2002, p.28). Gewer (2010) describes a similar picture and refers to an audit performed on educators’ qualifications which revealed that of 531 engineering, construction and information technology educators, 98 per cent possessed a post-secondary or trade

qualification but very few educators were in possession of a university degree. The paper further states that of the 531 educators, 41 per cent possessed technical qualifications at NQF level 6–8 but the majority were without the required pedagogical qualification. Gewer (2010) also showed that 26 per cent of educators had a technical qualification at NQF level 2–5 and most of the educators in this category were without the required pedagogical qualification. Lastly, the remaining estimated 33.5 per cent were without technical qualifications but is nonetheless the group with the required pedagogical qualification (2010, p.15). Gewer explains that the NCV policy required the college educators to embark on a “demanding level of teaching and learning” but the competencies of educators might not be meeting new curriculum and pedagogic requirements to perform and deliver as required, since a significant proportion of educators do not possess the required qualifications.

2.3. Governance and management

Akoojee (2009, p.36) argues that, “service delivery and its effectiveness” are multi-faceted complex aspects that tend to be bound and intertwined in organisational thinking terms through “various contextual features that impact on effectiveness”. Akoojee further explains that the skills deficit discourse also masks other contextual realities of work organisation and structures that impede effectiveness. Gewer (2010, p.19) highlights that there is inadequate information and knowledge about capacity challenges prevalent at FET colleges and argues that college managements have been inadequately capacitated and supported to be able to drive the organisational strategy and ascertain effective functioning of the college.

In addition, Gewer (2010, p.24) notes that through the FET Colleges Act of 2006 there has been decentralisation of governance and management functions to FET Colleges and the “push to delegate powers to the councils ... did not take account of the weaknesses within the councils and

the manner in which councils are constituted". Unequal and uneven resources include inadequate support, particularly at weaker institutions, which compounds the decentralised governance challenge at FET colleges.

Magrath (2011) argues that leadership coupled with staff development will be pivotal to the success of the merged FET Colleges, whereas the Green Paper (2012) emphasises that weak governance adversely affects some FET colleges. It is within this context that it is important to comprehend the nature and context of the challenges that confront FET colleges in their performance and delivery.

Jonker (2001) suggests that governance applied within and across the hierarchical structures may culminate in the realisation of official objectives in the public interest if it includes the key characteristics of governance such as the "capacity to act and deliver", "openness and transparency", "answerability and accountability", and "efficiency and effectiveness". Thus it logically follows that organisational design implies a creation of structural alignment and synergy of the structure and processes to attain organisational "fit for purpose" that includes people's systems and processes. Jonker placed "capability to act and deliver" among the key characteristics of governance and leadership for an organisation.

The National Qualifications Framework describes governance in education and training context as referring "to the structures and procedures that oversee planning, decision-making and financial management in the organisation or institution". The nature of governance function is that of assuming a multifaceted focus on organisational strategy, structures and processes, Weiss (2000) had described and argued that governance entails "structures and processes that support the creation of participatory, responsive and accountable polity" (2000, p.795). It therefore follows that FET college governance should be oriented to goal attainment approach,

which stretches its attention to the usage of resources in a responsible and sustainable manner to attain measurable performance targets. An outcomes-oriented focus of strategic management constitutes a fundamental feature which underpins effective governance approaches pertaining to planning, policy, budgeting, contracting, staffing, managing, and decision-making. Therefore results-based governance requires that the FET college leadership, including staff, should focus on and put greater priority on, organisational performance.

Coherent and systematic functioning of the FET college, arising from the literature review, places organisational design and alignment of functional areas as having a significant influence on the colleges performance such that it is “fit for purpose” and adequately capacitated to act and deliver on its mandate and objectives, this aspect form the primary base that underpins the research study on throughput rate.

2.4. CONCLUSION

Research on FET colleges dealt with college performance prior to the 2006 institutional reforms and the R1.9 billion recapitalisation. Gewer (2010, p.21) stated that there is insufficient information to explain the effect of the R1.9 billion recapitalisation programme at FET colleges and there is limited knowledge on the effectiveness of learner support systems including the current capacity of college management. Akoojee and Magrath (2011) are among scholars who conducted research on the FET college system that pertains to the articulation with training programmes and responsiveness to industry demand, including the National Skills Development Strategies and Sector Education Training Authorities. Following the recapitalisation intervention of R1.9 billion, there is a lack of research explaining the focus and factors influencing the FET colleges’ low throughput and pass rate since the introduction of NCV programmes with effect from 2007.

Based on a SWGC College defined organisational goals and objectives, arising from the RBM approach analytical framework, high throughput rate is linked to college performance outcomes as a accumulative effect of an intervention, or a combination of interventions characterised by the complexity of structuring and alignment of organisational elements as demonstrated by Figure 2 (Annexure A2) Rights management's organisational effectiveness framework, and throughput rate is also influenced by peculiar contextual dimensions. A Results-Based Management approach "generally starts with a strategic planning process that identifies strategic priorities aligned to the mandate of the organisation and the goals or targets, towards establishing strategic results framework" according to Adaption Fund (2009). Thus the classification and succinct description of objectives and priority areas including the related results to attain strategic institutional performance goals is realisable through the strategic results framework as espoused by the Results-Based Management approach.

The complex structural alignment and coherent functioning of organisational elements as demonstrated by Figure 2 (Annexure A2) Rights management's organisational effectiveness framework, is the elements are inter-related and interdependent, this implies that an alterations of one or more element tends to have an effect on the other elements. The introduction of a new system or policy decision of decentralisation of some governance functions to FET Council including the R1.9 billion recapitalisation programme may to a larger extent require new set of skills across all levels, such a systematic intervention will affect the college's organisational strategy, structure, style and staff thus finally the college performance. The undesired incident is when change is effected on some elements and the other elements resists any form of change and in favour of the status quo or the policy reforms intervention may have been premised on flawed and deficient information which misdiagnosed the endogenous factors challenges of FET College

throughput rate performance. Hence, the effect of FET system policy reforms intervention has not received praiseworthiness since FET colleges poor performance persisted; this is demonstrated the empirically reported 4% throughput rate of NCV programmes of the 2007 cohort.

Chapter Three presents the logic, description and foundation of the research methodology applied to collect the required data on factors influencing throughput rate in the SWGC, Molapo Campus.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 INTRODUCTION

Social science research yields numerous versions and interpretations of the world. Terre Blanche, Durrheim, and Painter, (2011, p.2) advanced a view on the role of social science research endeavour “to describe the world but also they seek to undermine competing accounts and to achieve the multitude of other effects such as advancing a career or ...influencing policies” (2011, p.2). Terre Blanche et al (2011) furthermore highlighted research methodology thus: “All research accounts are based on empirical data, and this is what methodology textbooks properly focus on”, and to understand facts being referred to, “we must look beyond the empirical evidence to the background knowledge that makes the evidence believable” (2011, p.2).

This section explains and accounts for the research approach that was utilised to develop the research report to examine the factors affecting throughput rate at South West Gauteng College. The discussion addresses the research design and scope, data collection and data analysis strategies, the methods applied to determine validity and reliability, as well as the limitations and assumptions that lie beneath the study.

3.2 RESEARCH APPROACH AND PARADIGM

The research approach applies the interpretative social science approach to explore and describe in a meaningful way the circumstantial factors

affecting throughput rate. Terre Blanche et al (2011) explain qualitative research method from an interpretative perspective in that it draws from “people’s subjective experiences seriously as the essence of what is real for them (ontology), making sense of people’s experiences by interacting with them and listening carefully to what they tell us (epistemology), and making use of qualitative research techniques to collect and analyse information (methodology)” (2011, p.274). Therefore, to comprehend the social world, that is, in the case of this research to understand the factors affecting throughput rate, the interpretative research approach helps to pull together the supremacy of everyday manifestations and language, instead of a positivist approach in which variables and identified elements are manipulated to understand a phenomenon. The limitation of interpretative research approach is that it relies on a person’s view of occurrences, or the interviewee’s subjective construction of reality, which tends to be relative.

Terre Blanch et al (2011), posit a qualitative research as a key method for this research since it permits the researcher to directly interact with participants, within a given context, as the primary sources of data. The two fundamental principles in the interpretative research approach are that it entails “understanding the context” and it places the “researcher as the primary instrument” for data collection and analysis (2011, p.278).

The quantitative method’s main limitation is that the researcher is detached from the context and real understanding is delinked from the actual experiences of interviewees; that is, the participants’ environment. However, another aspect is that the research is not a multi-method study the advantage being that it draws on the strengths of both the quantitative and qualitative approaches which tend to be time-consuming, as explained by Neumann (2011, p.17).

3.3 RESEARCH DESIGN

The research design assumed an exploratory research paradigm which undertook the use of case study method, according to Neumann (2011, p.34). An exploratory paradigm by Neumann refers to a form of research whose primary objective is to inspect an aspect or a unit of analysis that is less understood, so as "... to develop preliminary ideas" (2011, p.34). This implies that the research study sought to generate primary or benchmark research information to examine the relationship of factors influencing low throughput rate at South West College of FET, Molapo Campus.

The qualitative approach assumed a case study form as the most suitable method for the research since after the 2006 and 2007 reforms of the FET system, less is known about the and system inhibitors responsible for the low throughput rate at South West Further Education and Training College in particular.

The significance of the case study approach is that it enabled the researcher, through in-depth, focused conversations with participants to comprehend their experiences, feelings and behaviours about the subject studied. Yin (1994) describes a case study as an "investigation of contemporary phenomenon within its real context, especially when boundaries between phenomenon and context are not clearly evident." (1994, p.60). Thus the qualitative paradigm approach of a case study will enable the researcher to explore factors influencing low throughput rate by focusing on South West FET College and will assist the understanding of FET college performance.

3.4 DATA COLLECTION

Data collection is used in accordance with the methods described by Kelly (2011) where the “central axiom of qualitative research is therefore to work with data in context” (2011, p.287). This implies that this method seeks to place the phenomenon in its proper context to enable the comprehension of the phenomenon in its real setting. Therefore, to understand and examine arrangement of functional area at South West College, the researcher interacted with primary sources of data directly at the SWGC premises where low throughput rate occurs, in order to construct reality in its original form.

The data collection methods were composed of one-to-one direct interviews, a focus group, and document analysis which was based on the three SWGC Strategic Plans and Operational Plans for the period dating from 2009 -2012 financial period and Annual Reports for the same periods. The focus group and document analysis will give the research triangulation, a method which enables comprehension and examination of the occurrence from various dimensions, instead of one dimension which tends to limit data, and will thus enhance validity (reliability) of data. Kelly (2011) explains that triangulation assists the researcher to ‘home in’ on a better understanding of a phenomenon by approaching it from several different angles (2011, p.287).

3.4.1 Primary data

The primary data was gathered by means of direct semi-structured interviews where six (6) interviews were conducted with a range of interviewees from management, middle management, lecturers and students. To ensure effectiveness of the research instruments to generate the required data and for reliability, a pre-assessment study had been undertaken and performed using structured interviews to test the

adequacy and effectiveness of the research instrument of data gathering, and this pre-planning action assisted the researcher to focus the questions during the interviews.

The one-to-one interviews allowed for interaction between the interviewer and interviewee, and contributed to establishing trust between the interviewer and the respondents. It also allowed the researcher to observe non-verbal behaviour and other characteristics to improve interpretation of interviewee's statements. An additional benefit of the semi-structured questionnaire during the interviews was that it allowed for adaptation and enabled the researcher to collect data so as to make an in-depth investigation of aspects raised by the participants.

The focus group served as an additional form of data collection since individual interviews provided individual subjective experiences which were contrasted and compared with the focus group responses, to verify and validate information from the interviewees during the one-to-one interviews. The focus group also served as a triangulation method to minimise biasness and inaccuracies and increase objectivity and reliability of data gathered.

The researcher planned to interview eight (8) participants. However, only six (6) interviews took place as well as one focus group comprising three lecturers. The interviewees were drawn from management staff, head of departments, academic staff and students. Two direct interviews were held per day. A focus group of three (3) participants comprising academic staff members who had more than five years' employment with South West College of FET was held for forty-five (45) minutes.

3.4.2 Secondary data

Additional sources of data that served as complementary data were the collected documents, including college annual enrolment documents for the period 2010 and 2012 per subject and NCV level, annual reports for the period 2010 to 2012 and the 2013 strategic plans and enrolment statistics.

3.4.3 Sampling

Neuman (2011, p.222) explains purposive sampling as a method applied to specifically consider the low throughput rate of NCV programmes. Neuman further explains that for the purposive sampling method, the researcher acts as an expert in choosing cases and participants, having a precise aim. The non-random sampling purposive method has been applied in the research to select and identify participants, since the institution's location and description — namely South West College of FET, Molapo Campus is the unit of analysis and the criteria will be persons who have a direct working relationship to delivery of NCV programmes at the college.

3.4.4 Procedure

Interviews and document analysis were used as additional sources of data. An audio recorder was used to record and secure primary data collected during interviews, to ensure that the gathered data remains in an authentic form and the researcher can replay the recording jointly with transcripts to ensure accuracy. The participants were interviewed using a semi-structured questionnaire.

The participants were requested to state their consent to form part of the research and this was recorded prior the interviews. Participants were

given a detailed explanation about the purpose of the research and its significance. Interviews took place in a boardroom and at hours that were suitable to each participant. Six audio recorded interviews were transcribed by the researcher. Interviews took 45 to 60 minutes each.

The researcher performed six in-depth interviews from various hierarchical levels of the college, from strategic apex senior management, middle line management to the operating core, namely lecturers including students as the recipients of services provided by the college. The rationale behind this choice was to include existing levels that have an influence on the teaching and learning services in the college and to integrate the various experiences and interpretations into the research findings. To preserve the anonymity of participants, each interviewee was allocated a code, which is referred to in the text.

3.5 DATA ANALYSIS METHOD

Terre Blanche *et al* (2011) argues that the interpretative paradigm research permits thematic analysis through continuous analysis of data and breaking it down (2011, p.322). The additional perspective advanced by Terre Blanche *et al* is that interpretive analysis intends to afford an in-depth account and explanation “of the characteristic, processes, transaction and context that constitute a phenomenon that is being studied couched in language” (2011, p.321).

The researcher developed a matrix sheet based on the research question to identify emerging patterns of data. Primary data was gathered and also guided by themes identified in the literature review. The matrix sheet was used to examine data and identify common areas based on the themes that emerged from the data collection process and the literature review. The matrix sheet was expanded on the basis of additional themes and sub-themes that emerged during data analysis. This method was with the

intention of ensuring that all the responses of the interviewees including secondary data sources such as the strategic plans and annual reports were adequately and thoroughly covered.

NCV level 2, 3 and 4 enrolment statistics of 2011, 2012 and 2013 were analysed to determine performance and progression of students. Arising from NCV enrolment throughput rate is analysed guided by charts.

Academic staff, management staff and students were interviewed in one-to-one interviews.

The researcher encountered difficulties in securing the cooperation of one member of the senior management of SWGC for an interview and this delayed the research by almost two months.

3.6 VALIDITY AND RELIABILITY

Central to a research study is the validity of data collected. Pierce (2008) explains validity as “as extent to which a measure, indicator or method of data collection possesses the quality of being sound or true as far as can be judged” (2008, p. 83). And, though semi-structured interviews provide in-depth data, additional data collection methods were adopted to ensure consistence and relevance. Thus this research has adopted a triangulation method.

Reliable data according to Pierce (2008) refers to data which is “dependable, trustworthy, unfailing, sure, authentic, genuine and reputable” and that “consistency is the main measure of reliability” (2008, p.83). Criteria were developed as a background check of all primary sources so as to ascertain that potential participants had a direct working relationship with South West FET College, and were credible.

SWGC information management system enrolment statistics per NCV level programmes are highly questionable, particularly for the academic year 2013. Enrolment statistics from the college's head office differ vastly from the campus statistics; an example being enrolment for NCV level 4. The head office reports only one (1) student but campus statistics show 38 full-time students, while for NCV level 3 enrolments, head office statistics report only 3 fulltime students but campus statistics report 138 fulltime students. The researcher verified these numbers with various heads of department who confirmed the campus statistics.

3.7 LIMITATIONS AND ASSUMPTIONS

The research study is limited to South West College of Further Education and Training, Molapo Campus, in Soweto. The study is therefore confined to the identification and examination of factors and how these factors affect throughput rate.

The concept of throughput rate is defined as a systematic performance of an institution that relates to elements for organisational performance, including alignment or misalignment of organisational strategy, governance and management capacity, system, resources and organisational culture to achieve or inhibit achievement of a higher throughput rate in a given timeframe.

The study does not make an in-depth analysis of the DHET since the FET system is a component of the education and training system. Also, funding and policy decision-making occurs directly at the DHET Ministry of Higher Education and Training which has an effect on the daily functioning and decision-making process of the FET colleges, including the SWGC. This constitutes a major limitation for the study.

The research study also does not focus extensively on the external factors such as those that relate to the socio-economic environment. Thus, the findings exclude the perceptions and views of the Ministry of Higher Education and Training and the community in which SWGC is located. It is noted that the college does not provide residences for students.

Nonetheless, the assumption fundamental to the research study is that the findings and conclusions from SWGC, Molapo Campus, will serve as part of the baseline study that illuminates the SWGC organisational factors that affect throughput rate, and contribute to the strategic positioning and re-engineering of the college.

3.8 ETHICAL CONSIDERATIONS

Wassenaar (2011) explains that the purpose of research ethics is “to protect the welfare of research participants” and that research ethics are not limited to safeguarding research participants, but also encompass concepts such “as scientific misconduct and plagiarism”(2011, p.61); And furthermore defines ethics as “a set of widely accepted moral principles that offer rules, and behavioural expectations, for the most correct conduct towards experimental subjects and respondents, employees, sponsors, researchers, assistants and students”.

3.8.2 Informed consent

The researcher disclosed information about the purpose and the value of the research study to the college management and also at separate sessions held with each participant. The SWGC senior management approved the researcher to undertake the research and can disclose the name of the college since it is how the unit of analysis is best described and defined by the topic of the research, and each participant was given a detailed explanation by the researcher about their rights to participate and

informed that their identity would not be disclosed in the research report. The participants were also informed about their right to withdraw from the research without penalties; and before each interview, the participant's consent was recorded on the digital recorder. Participants agreed to form part of the research because they saw such an intervention as having the potential to improve the functioning and performance of SWGC and the broader FET Colleges.

3.8.3 Violation of privacy/ anonymity and confidentiality

To afford confidentiality to participants, names and details are not disclosed in the research report. Participants are referred as interviewees.

CHAPTER FOUR

RESEARCH RESULTS AND FINDINGS

4.1 INTRODUCTION

This chapter presents primary data gathered in the course of the semi-structured interviews conducted at South West Gauteng College, Molapo Campus about the elements affecting students' throughput rate of NCV programmes. This section presents a summary of the responses from participants to the research questions stated in Chapter 1 Section 1.5.

4.2. RESEARCH QUESTIONS

This section presents a summary of the responses from participants to the research questions. The primary question is **“What are the factors that affect throughput rate at colleges of FET?”** And the following were the sub-questions which framed the:

- 4.2.1. What are the key existing organisational aspects that have an influence on throughput rate?
- 4.2.2. Are the college resources for teaching and learning adequate for the realisation of organisational strategy, particularly a higher throughput rate?
- 4.2.3. What are the critical organisational competencies required for achieving a higher throughput rate?

4.2 PRESENTATION OF RESPONSES TO THE RESEARCH QUESTIONS

The responses are arranged and presented in relation to the following themes:-

- Enrolment and throughput rate;
- The NCV structure is not equivalent to the high school subjects' content;
- Academic performance of students prior to college enrolment;
- Slow learners and effects of foundation phase education;
- Slow learners and foundation phase education;
- Students lack commitment;
- Different entry level of educational qualifications;
- Slow learners;
- Anticipations of students referred to the college;
- Inappropriate staff appointment and inadequate development opportunities;
- Inadequate resources; and
- Organisational strategy and college performance.

4.3 INTERVIEWEE RESPONSES TO THE PRIMARY QUESTION

The interviewees' responses to the sub-question asked "What are the key existing organisational aspects that have an influence on throughput rate?" the responses to questions differed, but were not diametrically opposed. Interviewees shared their experiences and responded to the main question which was rephrased as follows: "In your own view, observations, analysis and experience what are the factors influencing, or causes of, the low throughput rate in South West Gauteng College?"

The common view amongst the majority of the interviewees was that the NCV curriculum is pitched above the educational level of the students enrolled at the college, and that most lecturing staff does not possess the required competencies to teach and train the students on the NCV curriculum.

The additional views mentioned included factors such as the effects of inadequate practical training facilitated for students, caused mainly by the shortage of resources such as a training tools and machines, ill-equipped workshops, and that the college workshops are not accredited thus undermining effective teaching and learning.

The interview questions along with the interviewees' responses are given below:

4.3.1. Enrolment and throughput rate

All interviewees conceded that amidst high enrolment at NCV Level 2 SWG, Molapo Campus has had a high decline of student as students move to NCV Level 3 and Level 4. The Interviewees explained that NCV level 2 has had high enrolment but progression to NCV levels 3 and 4 has shown a constant and significant decline. Interviewees mentioned and conceded that SWGC Molapo Campus high decline of student enrolment and progression from NCV level 2 to higher NCV level leading to a low throughput rate is a manifestation of persisting problems within the college.

While some interviewees, attributes the decline of students' numbers at higher NCV levels to students' prior enrolment qualifications, one interviewee explained that amidst the influx in NCV level 2 enrolment rate being very high, when students' progress to the next level the numbers begin to dwindle according to the college statistics, mainly because majority of students who proceed to higher NCV levels are students whose prior qualification to NCV Level is Grade 12. The interviewee's perception is that the most difficult level is the NCV level 2 which the entry level. (Interview six, 13th November 2012, p.83).

This perception that NCV Level 2 is the most difficult is held by the majority interviewees and additionally students who had Grade 12 as their prior qualification from high school are viewed as academically unfit as opposed to students without Grade 12.

Interviewees mentioned the additional factor to the low students' throughput rate, it is the effect of the re-admission policy which permits re-admitted students to carry-over failed subjects, this implies that a re-admitted student will be required to study previous year lower level failed subjects plus the higher NCV level seven (7) new subjects which must be studied in the same academic year. Therefore, due to academic workload commonly students will struggle and underperform thus drop out during the course of the academic year.

The interviewees further explained that the earlier re-admission policy states that for a student to progress to the next level, he or she should pass (7) seven subjects. However, since 2007 students' cohort results which were disappointing, due to the high failure rate. The Department of Higher Education and Training, subsequently relaxed the re-admission policy on students re-admission which permitted some form of flexibility, thus enabled SWGC academic policy to amend its academic policy to require at least a minimum of four (4) subjects passed for re-admission and for a student to progress to a higher NCV Level plus carry-over three (3) failed subjects. The standard implies that a student can proceed to the next level by combining NCV level 3 subjects with level 2 or NCV level 3 with level 4 subjects without exceeding a total of ten (10) subject combination (13th November 2012, p.84-85).

The interviewees explained that when students carry over lower level subjects, the lower level subjects are referred to as part-time and the college offers such students' academic support for the carried-over lower level subjects.

Interviewees argued that the students' prior academic qualification equivalent or higher to Grade 12 enable students to perform better across all NCV programmes. And also the college re-admission policy permitting students to carry over subjects from lower level adding to new higher NCV Level has increased workload for non-performing students thus compound the students' academic performance.

4.3.2. The NCV structure is not equivalent to the high school subjects content

Most interviewees responded that the NCV curriculum level is too advanced for the type of students enrolled by the college, the interviewees hold the view that the NCV programme course content is difficult for the students. An example provided was that at Molapo Campus, which offers engineering courses, students are required to do maths fundamental not maths literacy, and the mathematics curriculum for a NCV level 2 is perceived to be difficult compared to the mathematics of National Senior Certificate having noted also the majority of students fails NCV mathematics subject.

The management and academic interviewees believe that the NCV programme is highly advanced and is thus difficult for students from the schooling system's NSC background. One academic interviewee explained the factors affecting throughput rate that:

"First, in my view the NCV programme is pitched too high for the learners that we taking in. For example, the rule is that we cannot chase away students who have passed grade 9 which is basically standard 7, so we are admitting students who passed grade 9 for this programme. (Interview one: 16th October 2012, p.1).

Some Interviewees, argue that theoretically it is expected that the standard of the course content for the NCV level 2 programmes should be

equivalent to NSC Grade 10, but reality is the NCV Level 2 course content standard is perceived as being higher for NCV Level 2 enrolled students.

In addition one Interviewee has described the situation as follows:

“If you compare a grade 9 student who is doing level 2 with a person who completed possible grade 11 who is doing the very same level 2, the grade 11 student is coping much better than the grade 9,... something is not right in terms of the curriculum, they find it difficult... in other words NCV level 2 should be equivalent to grade 10 theoretically, but it is not.” (Interview: 16th October 2012, p.3).

And another Interviewee describing the view that NCV programmes are pitched high asserted that:

“You get a student from grade 9, because for NCV programmes enrolment is from Grade 9. You pass grade 9 so you qualify for NCV.... NCV level 2 subjects some of the sections there in level 2 are done by people at N4 and, remember in N4 you must have passed matric. So the level of the curriculum to some extent, for students who come from grade 9, it becomes a problem. That is why if you can look at the statistics for mathematics, many are failing.” (Interview: 16th October 2012, p.29).

The NCV level 2 subjects are offered at the college has the subject contents that are found at N4 to N6 qualifications, and N4 to N6 qualifications are rated and described as N4 is being equivalent to Grade 12 while N5 to N6 subjects are structured as post matric (Grade 12). However, the NCV Level 2 programmes are offered at the entry level for students with Grade 9, 10 and 11. (Interviewee: 13th November 2012, p.78).

This implies that students at NCV level 2 are required to leap from their high school grade 9 academic backgrounds and cope with N4 academic level equivalence NCV programme. Interviewees explained that the course

content of the NCV programme is pitched high, whereas at Grade 12 students are required to apply an equation for problem-solving in mathematics but at NCV level 2 course content is such that students are required to derive and later be able to apply the equation.

4.3.3. Academic performance of students prior to enrolment

As they shared their experiences and responses to the primary question about the factors or causes for the low throughput rate at South West Gauteng College Molapo Campus, the interviewees raised the effect of students' academic performance and qualifications prior to their enrolment at the college. The interviewees presented a view that the academic performance of students prior to their enrolment at the SWGC contributes to the low throughput rate. The interviewees explained that the college has enrolled students who were not performing academically well at school, while others had lower academic qualifications (such as grade 9) but had registered in an academically demanding NCV programmes.

The interviewees are cognisant that the college experiences the significant decline of students across all NCV programmes. The decline of students with Grade 9 to grade 12 enrolled in the NCV programmes is confirmed by one of the interviewees who said that:

“They (students) are here from January, and by March-April they start to disappear because they are not coping in class.”

Students from the school system are inadequately prepared to handle the college workload composed of theoretical and practical training components, the Interviewee argued further that at NCV level 2 students must enrol for and study seven (7) subjects between January and December (Interview: 16th October 2012, p. 2).

Another interviewee explained:

“And another thing is that as they (students) come in with grade 9, some of them for instance are expelled from schools because of their age, they are above 18, and they are recommended to the FET colleges by their teachers or whoever.” (Interview: 16th October 2012, p.2).

Therefore, the problem is students who were academically challenged at school or have exceeded the legislated school age and are not performing to the acceptable academic standards. Interviewees alluded that some of the academic challenges identified among students ranges from numeracy and literacy incapacities and some students are unable to write their names, or some cannot construct one correct logical sentence in English while some students are unable to read questions. (Interview:13th November 2012, p.81).

The majority of interviewees stated aptly that academic performance of students and their school going ages prior to enrolment at SWGC constitute a critical factor in the college’s failure and dropout rate. Students who have failed the academic standard or required to leave school because of their age, are then encouraged to enrol at the college.

4.3.4. Students lacking commitment

The perception of the five interviewees highlights that some students see little value in knowledge and skill acquisition. It also shows that they lack a sense of responsibility and taking ownership of their studies and learning. Students’ perceive bursary funding as a luxury for their self-serving interests not related as an enablement towards their academic related obligations.

An interviewee explained:

“I think we still need to try to instil a sense of responsibility in our people; there is a decline in that one. People, learners are just not responsible anymore, there is nothing that they take seriously. My feeling is that this is a very, very important issue, because even if you can change their registration intake or qualification for registration, if they are not responsible we still going to encounter problems.” (Interview, 16th October 2013, p.18).

Some interviewees argued that even though the standard of the curriculum is high, the fact that students lack commitment in their learning then their performance poor. The students at FET colleges pay for registration only, at the bursary covers tuition fees and travelling costs and for some students’ accommodation costs. There is a perception that this bursary scheme has spoilt the students.

An interviewee described the lack of commitment situation among students as follows:

“They are given bursaries to study, they are not paying a cent for the tuition. When I see it and hear some of students talking, you feel that there is no sense of importance. They do not see how important this is, because they are not contributing anything to it anywhere. All they must do is come to classes and learn. Really they do not see the importance for them to be here and the feeling is that even if I fail who cares, my parents are not losing anything.” (Interview, 16th October 2012, p.10).

Thus, according to the view expressed by interviewees most students’ lack of commitment is as a consequence of them being at the college has not been the students’ first priority or most preferred option to shape their future careers thus students are either appeasing their parents, peers and also perhaps they are in a training path not leading to a career. In addition, there are no financial obligations for students or their parents, since the college bursaries cover everything, and a common behaviour observed

among students is non-attendance of classes and others only come to the college on the day the college will be paying travelling fees.

Interviewees described students' lack of commitment by drawing from experiences from the assignments and homework given to students that are either not fully done or completed. The college teaching method gives students an opportunity to consult and research, therefore they should demonstrate effort made but commonly there is none. Lack of commitment is commonly observed when the students submit their homework and other assignments, they score a zero mark without showing concern.

4.3.5. Different entry level of educational qualifications

According to interviewees the NCV funding model from the DHET for NCV programmes is higher than for other programmes such as Nated Course or Learnership programmes, SWGC, Molapo campus prioritised a higher enrolment for NCV Level 2 programmes.(Interviewee 2: 16th October 2012, p.29). Interviewees explained the higher enrolment of the NCV level two programmes in 2012 is as the consequence of the biased recruitment campaign that prioritised the NCV programme influenced largely by the DHET funding model and the fact that DHET intended to phase out NATED courses.

"If you talk of an intake, for instance students who passed possibly grade 11, this is actually what happens even with our admission. If you compare a grade 9 student who is doing level 2 with a person who completed possible grade 11 who is doing the very same level 2, the grade 11 student is coping much better than the grade 9" (Interviewee one: 16th October 2012, p.3).

Some interviewees strongly advances a view that students such as those with Grade 9 should be excluded not to enrol at the FET Colleges, the interviewee stated that students with Grade 11 and below:

“They (students with Grade 11 and less) are not NCV material ... so NCV can proceed but it should be strictly for people from matric.” (Second Interview: 16th October 2012, p.26).

4.3.7 Slow learners and foundation phase education

Four of the interviewees mentioned learners with “special needs” and “slow learners”, one of them suggesting that such learners constitute less than 5 per cent of students. Such labelling amounts to stigmatisation of students and tends to create a strong mind-set that shapes and influences the way a lecturer may treat a student who struggles. One of the interviewees raised a concern that lecturers’ attitudes contribute to the throughput challenges facing SWGC.

SWGC lecturers are not equipped to handle students who require specialised academic support and do not have access to specialist services. In addition, SWGC management has not been able to provide empirical evidence that the college has been inundated with students with special needs.

4.3.8 Vocational training offered by the college an easy alternative

Most interviewees advanced a perspective that there is an assumption that the college course content is easier and such ill-informed assumptions and decisions made have had an adverse effect on students’ academic performance.

An interviewee succinctly explained :

“They (students) come in here, possibly with the expectation that they will find things easier.” (Interview : 16th October 2012, p.1).

Interviewees explained that students expect a practical training environment and not the theory and practical training they are faced with once they have enrolled, even with (7) subjects in a year. The NCV programme differs from the NATED course arrangement, where the duration for each level was three months and within two years or 24 months a student could complete N1-N6 of theoretical training believed to be less demanding academically than the traditional theoretical approach of the schooling system. Eventually the students end up demotivated, they are here from January and by March-April they start to disappear because they are not coping in class. (Interview: 16th October 2012, p.2).

4.3.9 Inappropriate staff appointment and inadequate development opportunities

The following responses came from interviewees when asked the question: “Are the college resources for teaching and learning adequate for the realisation of organisational strategy, particularly a higher throughput rate?”

SWGC highlighted aspects that are interrelated since they mutually support teaching and learning. Four interviewees’ responses advance the view that SWGC has inadequately trained lecturers and the majority of the lecturers lack industry experience. Two interviewees mentioned that the SWGC human development strategy, including the training programmes, do not provide the lecturers with responsive training interventions based on their individual and collective challenges. Furthermore, six interviewees stated that the college workshops lack the required machines and equipment to provide practical training sessions for students. The responses are given below.

Interviewees emphasised the college's difficulties with regard to the suitability of lecturers, some of whom were trained as teachers, some of whom are without the industry experience required for practical training in the workshops, and some of whom were trained at the teachers' colleges on NATED courses curriculum and system. After the 2007 introduction of NCV programmes they were required to teach students and also perform practical teaching in the workshop but these lecturers with NATED course training were given training in the NCV programme.

An interviewee explained the academic staff capabilities limitations as follows:

"Sometimes you would find that a person has completed his N6 or her N6 and this person decided to go to college and train as a teacher, and then he comes back to teach. This person does not have the practical experience that is industry experience and then you give this particular person an NCV group to teach. One of the expectations is that they do practicals: that is, teach these students how to put things together in a workshop. That person has never been to a workshop so it's going to be difficult. This is a qualified teacher but is difficult for him or her to go and do a certain models in the workshop for he has never been in that environment before" (Interview: 16th October 2012, p.9).

The NCV programme structure requires the college to have workshops wherein the lecturers will facilitate practical training for the students. The lecturers' lack of workshop experience results in them focusing more on theoretical training than practical training, contrary to the NCV programme policy prescripts and requirements.

The view held by some most respondents about effect of academic staff with workshop experience on students' teaching and learning is well explained by one interviewees who said:

“Though we expect that they (lecturers) are supposed to be doing 70 per cent workshop training and 30 per cent in class, in some cases it is not 70:30, it is 30:70 so that’s one challenge.” (Interview: 16th October 2012, p. 15).

Another interviewee explained furthermore that:

“Some of the NCV programmes such as Fitting and Turning, require an experienced and qualified person to render the actual practical teaching and training in the workshop, and noting that Fitting and Turning is considered a scarce skill, thus an ordinary lecturer who had been teaching NATED without the required NCV programme competencies would not be in position to provide the effective teaching and training necessary for the NCV programme” (Interview: 16th October 2012, p.26).

Most interviewees highlighted the significance of the notion presented to the college senior management that due inadequately trained lecturers on the workshop environment, the college should secure service of an artisan who should work and enhance NCV lecturer’s teaching such that they can effectively cover both theory and practical training. The challenges experienced by unsuitable lecturers is expounded further most interviewees that majority of lecturers do not have teaching methodology and pedagogy qualifications, thus even an artisan will be required to possess teaching methodology qualification to be effective. (Interview: 16th October 2012, p.91)

The shortage of suitably qualified staff can affect students who require inspiration they are not going to get from an incompetent or demotivated lecturer.

The SWGC faces the challenge of finding academic staff who are adequately trained and prepared to teach the NCV programmes. The academic staff dissatisfaction is a consequence of a human resource

management strategy that is not responsive to their teaching and development imperatives as the college operating core.

4.3.10 Support and morale of academic staff

The other factor related to the academic staff as explained by the academic interviewees is that there is low morale among a significant number of the academic staff.

Interviewees made an observation about the academic staff attitude and morale, thus commented that:

“That is reality, some of lecturers go to class just because we are employed, we feel ... you just don’t care — you just don’t care to an extent that others no longer report students” (Interview: 16th October 2012, p.41).

The academic staff is described as lacking passion and commitment to teaching and assessing performance of students.

An interviewee explained that academics just go to class to give students tests, if the students gets a zero, they just take the sheet and give another assignment in addition to many zeros of poor performance, due the absence of adequate support from the college senior management the low morale among academic staff is cascaded to students in the form of a less caring personnel. The situation has worsened to the extent that some lecturers do not even report students dismal academic performance, because for reports submitted to the college senior management, the academic staff does not receive an inspiring feedback from senior management after submission of reports and only the college strategies and operations fails to usage and improvement of staff and students mechanism as part the internal communication system.

One interviewee explained that the only time the academic staff based at Molapo Campus interacts with senior management is when the students' results are bad:

"Let us say like maybe next year's results will be bad. They will come down very hard on us, that you failed the students, write the report, why students failed, people do write that report(s) and state things I have being telling you like, We are not suitably trained and we need technical training. Somebody somewhere puts them aside, that is my opinion, that they pack (store) them aside and say these people are crazy they do not want to work. When you see a child who has failed, they will say make that person pass." (Interview: 16th October 2012, p.42).

The response of interviewees in regard to training of lecturers exposes that the professional relationship at SWGC is not necessarily pleasant and fruitful. The interviewees stated that when lecturers request training, the responses received are not always positive. "To be honest with you, in our college there are internal politics. When people request practical training then the hierarchy (SNT) would say no, we would never train you to become an artisan" (Interview: 16th October 2012, p. 29).

But a conflicting view from one interviewee based at the head office of the SWGC argued that lecturers are reluctant to attend organised training programmes, and the lecturers' attitudes towards students and unwillingness to undergo training.

The perception held by the academic staff is that the senior management team provides little support and has shown minimum interest in the actual challenges confronted by lecturers on daily basis.

4.3.11 Inadequate resources

The workshops, including machines and other training equipment, constitute part of the core input resources for effective practical training during the teaching and learning processes of the NCV programmes. Four of the interviewees said that the SWGC Molapo Campus has workshops that are not adequately resourced and are not accredited. The practical training offered is not of the required standard and consequently the practical training environment is not inspiring to students.

Interviewees explained that in terms of the resources, particularly with regard to the NCV programmes the observation that the skilling is not up to standard.

Interviewees gave a further practical example that the workshops have inadequate tools and in some cases there was no dedicated workshop for some subjects. The implication of this is that there is ineffective teaching and learning. The effect of inadequate resources creates a non-conducive learning environment for students because the lecturer is unable to demonstrate application of theory using the required tools in the workshop and for some subjects there is not dedicated workshops.

One interviewee described the workshop situation as follows:

“In Engineering Technology subject students should learn about hand tools, power tools etc. So, you find that the person teaching Engineering Technology does not have a workshop. How do you teach a student about a hack saw! The one you just show, when you are supposed to show him the correct procedure of using the saw, the correct procedure of using the grinder, each tool; in fact all the power tools, drilling machine etc. But this person does not have a workshop.” (Interview: 16th October 2012, p. 27-28)

Another interviewee who constitutes part of the college operating core namely the academic staff lamented about the occurrence in where for a period of three years the students of Turning and Fitting did not have exposure of the actual workshop training as required by the NCV policy.

The interviewee explained that:

“With our first intake of Fitting and Turning, we went through the course for three years but, they do not know anything about the workshop. So imagine for three years this person is doing Fitting and Turning but you are not exposed to practicals which is a component of NCV.” (Interview: 16th October 2012, p. 26).

4.4. ACADEMIC SUPPORT PROVIDED TO STUDENTS

The interviewees’ responses to the question, “How do the existing organisational systems influence throughput rate?” are given below.

According to five interviewees, the college offers some form of support system for learners, and the intervention is coordinated by the Learner Support Department. Where students feel that they have challenges, they are supposed to interact with the class representatives who communicate with the Learner Support Department and lecturers, who arrange the required support. M6 described the Students Support Services, which works closely with the Curriculum Unit; both are led by the Deputy Principal, Academic Affairs and Operations. The SWGC through the Students Support Services Unit did put into place some form of programmes to assist students with numeracy and literacy.

An interviewee explained that the college has identified that most of the problems emanate from the poor numeracy and literacy skills of the students who enrol. Thus, the interventions strategies of the college are focused on areas that are primarily the cause of poor academic

performance. But, the entire SWG College, Molapo campus has been operating with only one person dedicated to the coordination and management of academic support programmes for 531 students during the 2010 and 2011 academic years. The same person must also spend time on the administration of bursaries.

The interviewee explained that:

“Most of our time is being taken by the administration of bursaries, and we tend not to give that much time to academic support because the campus had just one staff member.” (Interview: November 2012, p. 76).

Interviewee described the student support intervention of the college as being inconsistent, about limitations and poor planning of student academic support programmes, one the interviewee said that,.

“It is not continuous; we have that kind of support, for instance, this year and next year. We used to call them academic lecturers ... support lecturers. And, the following year it is possible that that person is not there. We also used to have psychologists in the system, but again, that is not continuous. In this year alone, for a period of eight months we did not have a psychologist at the college, it is only now in October that someone has been employed to come and assist.” (Interview: 16th October 2012, p.4).

In regards to implementation of academic support programmes, one of the senior interviewees commented that:

“So, what we did as part of going forward, is advertise posts around June-July which was late. When you start with academic support you should start when the student comes in. But as part of the plan to keep moving forward, for 2013 there will be academic support classes.” (Interview: 16th October 2012, p. 70).

The account by interviewees implies that the interventions mooted by senior management are erratic and not based on the actual concrete

needs at Molapo Campus based on continuous assessment of the college performance. The mitigation responses from senior management are diluted by M5's statement that academic support has not been regular.

4.5. STUDENTS' POOR ATTENDANCE AT EXTRA CLASSES

At SWGC, attendance at academic support sessions is voluntary for students. The college has no mechanisms in place to encourage and motivate students to attend the extra classes arranged for those not performing well. This aspect demonstrates that the SWGC management does not prioritise return on investment as a crucial value within the SWGC organisational cultural practice.

The interviewees explained that the academic support sessions were provided in the afternoon from Monday to Thursday, and on Saturday. It appears that students are left to assess themselves and decide whether they need to attend the academic support sessions.

One the academic interviewee commented:

"We started extra classes during the third term of this year (2012). But it is frustrating because even though the college might try such measures, students are not attending." (Interview: 16th October 2012 , p.4).

This method lacks a carrot-and-stick approach aimed at achieving high attendance and also gradual improved academic performance among students.

4.8 CONCLUSION

The diversity of views shared about the factors that affect SWGC's throughput rate, however most of the respondents reported that the curriculum is pitched above the academic level many of the students

enrolled for the NCV programmes, due to their leaving school on age, being slow learners or having being “pushed” through. These factors led to students not taking their studies seriously, demonstrated by the poor attendance at extra classes arranged by the college. A concern was raised about the students with special needs, some being slow learners, and also that students with grade 9 are not fit for NCV programmes.

Since the introduction of NCV programmes the college has suffered from a shortage of suitably qualified lecturers, particularly with regard to their pedagogic qualification; or teachers without industry experience for the practical training required for workshops. Some respondents mentioned that the human resource strategy does not afford them the type of training linked to their occupation. However, the college was unable to produce a human resource management and development strategy based on training needs identified at SWGC Molapo Campus. The senior management team of the college is viewed as being unsupportive and detached from the concrete reality facing the academic campus staff.

All the respondents indicated that the college workshops have not been accredited and are without the required equipment and machines, with the result that students are not provided with adequate practical training.

The delay in paying transport allowance to students, has led to student attendance increasing only on specific days when these travelling funds are paid. The college does not have a system that links class attendance with access to travelling fees. There is a perception that the bursary system has spoiled the students who show no interest in their studies, since neither they, nor their parents are paying for them.

Some respondents’ observation is that since college funding is based on higher student numbers, this has led the senior management team to focus on increasing NCV level 2 numbers without also developing an

effective retention strategy. It is interesting that the new model of organisational strategy has been adopted but is not known to the lecturers. The lecturers also do not know how it responds to the problems of improving student retention, academic performance and throughput rate.

Some respondents have no knowledge of the College Governing Council. There is also the issue of poor planning by management in introducing a new course and enrolling student in subjects and programmes without having determined the readiness and capability of the college to provide teaching and training for these courses.

CHAPTER FIVE

ANALYSIS AND INTERPRETATION OF FINDINGS

5.1 INTRODUCTION

This chapter analyses the primary data presented in Chapter 4 including additional data from SWGC documents as set out in the Appendices, and discusses the issues that arise from the results. The perspective advanced by Terre Blanche *et. Al.* is that interpretive analysis tends to afford an in-depth account and explanation “of the characteristic, processes, transaction and context that constitute a phenomenon that is being studied couched in language.” (2011, p. 321). This chapter examines and explores the data collected during the interviews, reviews relevant documents and applies concepts and theoretical foundations from the literature review without negating the actual SWGC Molapo Campus context. The analysis aims at comprehending the factors affecting throughput rate in order to arrive at the findings that will illuminate the research questions.

5.2 ANALYSIS OF MOLAPO CAMPUS WEB

Data analysis in qualitative research centres on reduction of the volume of raw data into basic patterns and formulating an outline for communicating the essence of what the data divulges. Terre Blanche *et al* argues that the interpretative paradigm research permits thematic analysis through continuous examination of data and breaking it down (2011, p.322). Therefore, the analysed data is arranged into themes and sub-themes emerging from the findings linked to the semi-structured primary question and sub-questions.

The data analysis and interpretation from chapter four has been arranged in terms of themes and sub-themes which are organised further in this chapter according to the following categories:

- NCV programmes interrelated factors, centres around causes that are associated with the intellectual demands of the NCV related subjects; course content, difficulty and workload.
- Student interrelated factors, include factors such as students' anticipation and commitment, academic preparedness; types of students recruited into the NCV programmes; personal management and discipline and other related factors.
- College interrelated factors, discusses effects such as coherence and alignment of basic parts of the organisation, SWGC organisational strategy, operational and human resource development plans; suitability of lecturers, recreational facilities and other related factors.

5.4 NCV PROGRAMMES INTERRELATED FACTORS ANALYSIS

The structure of the NCV programmes and level of the student's academic skills and knowledge prior to enrolment at SWGC are aspects that emerged heavily as having an influence to the student's academic performance and progression.

5.4.1 The NCV structure is not equivalent to the high school subject's content

Houston, Booyse and Burroughs' Umalusi (2010) NCV evaluation research report describes the volume of the content in the NCV curriculum at every level as "unrealistically high" and pointed out that there is a considerable difference between the NCV and NSC curricula in terms of breadth. The detailed analysis of the NCV programmes' content and skills

exposed that NCV programmes demand high cognitive skills (2010, p.24). The during the research similar finding emerged in the whereat the interviewees pointed that the NCV subjects content is highly pitched for many of the students, and that extensiveness and cognitive skills required for the NCV programmes are too advanced, particularly for the NCV level 2 subjects hence majority interviewees drew the conclusion that students without Grade 12 being viewed as academically unfit as opposed to students with Grade 12, because students with Grade 12 qualification performs academically far much better.

And according to Houston, Booyse and Burroughs's (2010) research evaluation also highlighted that FET colleges might be teaching the curriculum "at a superficial level." (2010, p.24). For example, Houston, Booyse and Burroughs' (2010) evaluation research of the mathematics content and skills for the NCV level 2 - 4 programme as comparable to the National Senior Certificate (NSC) curricula Grade 10 – 12. Houston et al (2010) research evaluation analysis and comparisons of mathematics revealed that NCV programmes across all levels have "more content that is at a higher level than the NSC curricula for Grade 10, 11 and 12." (2010,p.23). The findings also exposes not only the negation that NCV programmes level 2 – 4 are equivalent to NSC Grade 10 -12 subjects but it also shows that the NQF policy and framework expectation of alignment of NCV subjects levels with the NSC subjects is flawed thus in the process NCV students had been subjected to an academic programmes which are far above their cognitive abilities hence the low throughput rate at Molapo Campus.

The research conducted by Houston *et al* (2010) puts forward the view that the NCV level 4 content qualifies it to be rated as part of higher education and that NCV level 4 is "actually wrongly located and that it would be better and appropriately placed at NQF level 5." (2010, p.57).

The findings in the research confirms the perception that the NCV programmes are highly pitched across all levels, thus demand higher cognitive skills that are equivalent to or post Grade 12. The highly pitched NCV programmes influences greatly the student performance and on throughput rate, noting that that majority of enrolled students have grade 9, 10, and 11. However, it is worth to note that SWGC, Molapo Campus is not empowered to develop the NCV Programmes curriculum or subjects content; this is a competency that resides with the Department of Higher Education and Training. SWGC, Molapo Campus serves as a delivery of the curriculum structured and determined by the DHET. Nonetheless, SWGC, Molapo campus in terms of the legislation is empowered to employ and train the academic staff to be able to deliver the course content as structured and delivered by the DHET.

5.4.2. NCV Programmes assessment requirements

According to the NCV achievement level, students are required to attain at least 50 per cent for vocational subjects including the one language that should be taken at First Additional Language level, and the fundamental subjects students are required to attain at least 30 per cent to progress to the higher NCV level (2010, p.56). In the student's assessment, 75 per cent of the final mark is assessed internally while the remaining 25 per cent is derived from external exams. Completion and certification at each level requires a pass in all seven (7) subjects namely three (3) fundamentals and four (4) vocational subjects (2010, p.56).

The analysis has also uncovered that NCV has more stringent certification requirements than the NSC, thus making it more difficult for students to pass and complete the entire NCV level 2 to 4 programmes.

Therefore, the NCV programmes requires reconstruction, tuning and adjustment of course content, breadth, and teaching methodology such

that it is equivalent to the NQF level and it is in line with the developing cognitive skills of the Grade 10 to 12 students; this will begin to address the present subject content policy disjuncture and poor performance.

5.5 STUDENT INTER-RELATED FACTORS

The analysis on students related factors leading to low throughput rate at the are alluded by Mji and Makgato (2006) study which explains the poor performance of Grade 12 mathematics and science students as linked to the five key areas, which have a direct influence on the student's performance which are teaching strategies, content knowledge and understanding, motivation and interest, laboratory usage and syllabus non-completion, while the indirect factors were parental role and language (2006, p.259). According to the findings the five key areas articulated in Mji and Makgato (2006) are not necessarily limited to the schooling environment they are also prevalent at the SWGC Molapo campus as per the elaborated findings in the subsequent sections.

5.5.1 Students lack commitment and motivation

The lack of discipline and commitment among students has been consistently by all interviewees raised as having a negative effect on the students' performance thus on throughput rate, since lecturers feel disempowered to teach students who are ill-disciplined and without a sense of purpose and commitment to study. The interviewees shared common viewpoint on the student's lack of commitment and motivation, this observation is eloquently clarified by Papier's examination which advances the perspective that there is a correlation between students' success and personal characteristics such as motivation, discipline and maturity (2009, p.11).

The context of each student's personal characteristics that the student's academic performance and progression can be understood and explained as per Papier's perspective which entails key features which are lacking among students such as the ability to express and communicate in a flawless, organized and logical manner, writing with precision and style, the ability to overcome challenges and the determination to face impediments and overcome them, to maintain a high ethical conduct and to demonstrate sincerity, lastly it is the attitude of being bound emotionally and intellectually the course of action to complete the assigned tasks and draw personal gratification.

A conducive teaching and learning environment is one where students feel encouraged to participate meaningfully in the learning process. The college lacks a systematic positive feedback mechanism, and opportunities for participation, such as recreational activities, that are recognised by the college and linked to the student's academic performance and bursary allocation. In reality, an environment conducive to learning does not just occur; it is an outcome of both effective classroom management and the coherent functioning of the college as a whole.

5.6 COLLEGE INTER-RELATED FACTORS

SWGC as a further education and training public institution is measured primarily on two aspects, namely the rate of student numbers progressing through NCV level 2 and exiting at NCV level 4 and quality of students produced by the college. The latter is assessed through industry absorption rate, as well as high-achieving students establishing self-employment ventures. The research is focused primarily on the former which is the rate of students (numbers) entering NCV programmes through NCV 2 and exiting at NCV level 4, this should take three years for a student. An improved college performance with a higher throughput rate and pass rate serving as performance indicators and targets implies that

the college should cognisant of how the college strategy needs to be implemented to attain set results.

5.6.1 Organisational strategy and college performance.

The SWGC strategic plan presents the seventh strategic objective as “to ensure exponential growth of enrolments” with a non-quantified indicator stated as an “increase in number of enrolled learners” (2010, p.104). However, a discrepancy emerges here, in that objectives of enrolment and students’ performance are not aligned to the niche priority area of “90 per cent throughput rate” as an aspect of measurable and focused performance, and to which resource allocation (including the operating structure and systems) must be geared.

Strategy is a plot intentionally envisioned course of action, a guideline to deal with a situation, by this meaning strategies have two indispensable features namely they formulated in advance of the actions to which they apply, and they are developed deliberately, intentionally and purposefully. Strategy is a viewpoint or outlook from inside towards the outside because it provides an envisioned trajectory, its content consisting not just of a chosen position, but of an ingrained way of perceiving the world or reality and how to systematically alter such a reality. Strategy in this respect is to the SWGC what personality is to the individual. The most fundamental aspect about a strategy it should be a perspective commonly or mutual held by members of SWGC, Molapo Campus through their intentions and by their actions, that is, a perspective and approach to the college reality by staff and students united by common thinking or behaviour (Mintzberg,1992). The SWGC, Molapo campus personnel across all levels lack knowledge and do not hold a common view as to how the SWGC systematically aims to improve and achieve a higher throughput rate, the college operational plans are equally silent amidst the SWGC three-year strategic plans for the period 2010/11 until 2012/13 five priority areas

which state the college will ensure “to ensure exponential growth of enrolment and performance” (2010, p. 34).

The plan also identified the areas of student enrolment and output targets to drive achievement of a performance targets set as “60 per cent pass rate, with a high proportion of achievements in A’s and B’s, and 90 per cent throughput” (2010, p.41). The college’s strategic plan niche area for excellence further undertakes to “drive for excellence in performance” (2010, p.45). Nevertheless, two of the seven strategic objectives are focused on college growth, a priority area that the college hoped it will drive the “exponential growth of enrolment and performance”; and the strategic objective on administration states the college aimed “to implement an efficient administration system supporting performance targets” (2010, p.44). Performance target in this case is ambiguous since it may imply performance that relates to academic staff or overall administration or senior management or the college as a whole, the college strategic and operational plans do not explicitly state and distinguish performance of student from that of academic staff, administration or senior management or the college as a whole. Ambiguity of objectives and strategy might result to conflicting interpretation and varying expectations from both staff and students.

The three-year, SWGC strategic plan relationship of niche areas to the strategic objective and performance target lacks consistency and coherence. The college has been subsumed in driving the increase of student enrolment while the activities in terms of operational plans to achieve 90% throughput rate are neglected. Figure 3 (Annexure A2) present both enrolment increases of NCV level 2 and the decline of students’ enrolments which relates largely to the students’ progression to higher NCV levels namely NCV level 3 and 4, and the low throughput rate experienced at the college reveals the college weaknesses of planning,

implementation and monitoring of activities linked to the envisaged 90% throughput rate.

The 2011 annual report of SWGC presents the college vision statement: as “the benchmark FET college in the delivery of quality education and training in South Africa”, and the mission statement is presented as “to innovatively mobilise all college resources to ensure excellence in our delivery and be ISO consistent in our service” (2011, p.2). The SWGC has formulated strategic objectives in 14 areas, namely programme delivery, management information systems and information, communication technology; infrastructure; student support; partnership; human resources development; marketing; finance; administration, quality management; democracy and socio-economic aspects; and lastly on students. The fourteen (14) strategic areas constitute the organisational functional areas but their construction to align with the strategic objectives lacks a relationship with the mission, and vision statements. Moreover, none of the strategic areas vividly speaks to achieving high throughput rate, and in the findings the interviewees have revealed to be cognisant of the low throughput rate at the college.

The non-quantified strategic objectives and indicators of performance make college performance assessment subjective and complex, thus placing the college at risk of non-performance culture. Arising from the SWGC priority areas and strategic objectives is a planning disarticulation that tends to be cascaded to the operational component of the college and leading to a negation of measurable results based on functioning.

SWGC strategic plans do not expressive an examination of the internal college dynamics that negatively influence performance, such analysis could inform the thrust of the strategic plan interventions such as realisation of the envisaged “90 per cent throughput”. According to the first of the twelve (12) phases of RBM as outlined by UNESCO (2008), SWGC

has not analysed the nature and origin of problems, including determining the causes and effects of elements inhibiting the college to achieve a higher performance, particularly the “90 per cent throughput”. The strategic plan has twelve (12) strategic objectives that are ambiguous and non-measurable, the risk of such immeasurable strategic objectives is the functional areas or other organisational parts’ operational plans follow the same pattern of broad statements with no way to measure progress and success on a continuous basis. The success of SWGC, Molapo Campus to improve and achieve a higher throughput rate relies heavily its strategy and operational planned activities, Porter (1996) proposes that “real” competitive strategy can only be about being distinct by purposely selecting diverse methods to deliver a mix of values and activities to realise the aptly defined objectives.

The resultant effect of non-quantified strategic objectives is that the performance indicators and what must be measured along the strategy execution stages cannot be assessed, monitored and accounted objectively based on measurable result in the form of milestones and outputs. This puts the entire college from the strategic apex, middle management through to the operating core, at risk of being immersed in an activity trap which is an unproductive set of activities which are ineffective.

The SWGC prevalent practices such as introducing support programmes towards the end of the academic year, inadequately resourced workshops, poorly managed academic support programmes, absence of ‘carrot-and-stick’ methods, poorly performing students left to decide whether or not to attend extra classes, and absence of accountability based on results, show that the SWGC functions in rudderless mode without a sense of purpose and coherence, consequently the college is unable to effectively mitigate any form of deviations and coherently align all systems and functional areas to the 90% envisaged throughput rate.

The SWGC strategic plans do not provide an adequate concrete and conceptual framework using historical data to decide how expected results could be achieved, categorising central “modalities of action reflective of constraints and opportunities and related implementation schedule. Balancing expected results and the strategy foreseen with the resources available” as advanced in the Results-Based Management approach. SWGC seriously lacks a management system that enables the college plan, organise, control and assess interventions designed to achieve the desired results, as well as integrating strategic objectives utilising performance monitoring systems.

5.6.2 Inadequate support and development of academic staff

The findings provided that the college has the shortage of competent and motivated lecturers. The lecturers need to possess the required capabilities for effective delivery of teaching and education of the NCV programmes.

Inadequate lecturers serving as educators with a limited academic and industry background to a larger extent, contributes to poor teaching, reduced learning and ineffective classroom management, in addition to lecturers not having industry or workshop experience to teach the practical application of theory.

Since the introduction of NCV programmes in 2007, the SWGC lecturers were not taken through a structured training programme based on identified competency gaps, as required for the delivery of the NCV curriculum. The college had to shift from the NATED courses that were mainly theoretical and offered over a three-month period to the new NCV programmes, with new content containing both theoretical and practical components offered over twelve months. The shift from NATED courses to

NCV programmes reveals the new curriculum changes warranted regular training of lecturers based on identified gaps.

The finding has revealed that since the inception of NCV programmes there has been inadequate and in some cases absence of occupationally linked training, this occurrences is also confirmed in Gewer's observation that the new NCV policy required the college's educators to teach students on a highly "demanding level of teaching and learning" but the competencies of educators were not adequate to teach the new curriculum and this, coupled with the lack of pedagogic requirements, meant they were not able to deliver quality teaching to the standard required.

Lecturers at SWGC, to be effective as an operating core, they must have a thorough knowledge of the subject they teach; pedagogic knowledge so that they can adapt content to the students; general pedagogic knowledge so that they are able to manage the classroom; curricular and contextual knowledge, which refers to the context wherein teaching occurs and the expectations of the community and stakeholders. Supporting this perspective Papier and Magrath argued that FET colleges tended to recruit lecturers in technical fields and industry and some possessed the technical qualifications and workplace experience, while lecturers academic subjects such as language, mathematics and science possessed minimum industry experience, but did have teaching qualifications (2008, p.7).

Post-2007 introduction of the NCV programmes at FET Colleges, Akoojee and MacGrath (2008) state that, "where FET lecturer training is offered by universities, this exists as an 'add-on' to the traditional teacher education programmes ...and has to be made viable." (2008, p.8). SWGC operates in an FET environment in which training of FET lecturers is not institutionalised. This entails accredited vocational qualifications and funding in the form of bursaries for FET lecturers, customised for the NCV

programmes. Moreover, Akoojee and MacGrath (2008) said of the FET college situation, that while the shortage of school teachers is treated as a national imperative, “FET colleges have remained in the background, something of an ‘unknown quantity’ in many higher education faculties” (2008, p.8).

A shortage of suitably qualified NCV lecturers is a systematic weakness of the broader FET system intervention since 2007, and the absence of NVC customised training programmes in which lecturers can develop their skills and qualifications undermined SWGC.

5.6.3 Inadequate resources

The shortage of resources, such as training machines and equipment in workshops, emerged as a widespread concern in the interviews; in fact, it was considered by those interviewed as one of the primary contributing factors to the college’s dismal performance.

The effect of this shortage of basic equipment, tended to create problems of disinterest among students, and effect of poorly resourced workshops is students are unable to comprehend and make sense of theoretical components.

5.6.4 Lecturers low morale and attitude

The interviewees have indicated that lecturers are not motivated and feel uninspired to perform their duties amidst the prevailing challenges facing the college. The view that lecturers feel powerless and despondent explains the behaviour stated by one interviewee, that lecturers read the books for students in class and put in less effort for students who are not achieving, or have dismally failed assignments or tests.

5.6.5. Student enrolment and decline of numbers

Figure 4,⁴ Figure 5⁵ and Figure 6⁶ (Annexure A3) present students' population distribution and progression per NCV levels for the period 2011, 2012 and 2013. Arising from the distribution is a significant decline of enrolments as students' progress to NCV level 3 and 4. Student enrolment in 2011 at NCV level 2 constituted 63 per cent, NCV level 3 constituted 24 per cent and NCV level 4 constituted 13 per cent of the student population. In 2012 and 2013 the NCV level 2 constituted 78 per cent of the total student population and NCV level 3 constituted 15 per cent, while NCV level 4 formed 7 per cent of the student population.

The low throughput rate effectively occurs as on annual bases there is a significant decline of student progression from one NCV level to other, such as Figure 4 (Annexure A3) NCV level 2 enrolment being 63 per cent and three years after students who progressed to NCV level 4 stood at 7 per cent. Figure 2⁷ exposes the pattern on the SWGC, Molapo Campus, of a significant decline of the students' enrolment and progression, in which from the NCV level 2 (64 per cent) students enrolled in 2011 only a meagre 15 per cent of students enrolled and progressed to NCV level 3 in 2012. In the same year (2011), from NCV level 3 (24 per cent) enrolled students only 7 per cent students progressed to NCV level 4 in 2012.

SWGC, Molapo Campus has a high enrolment of students at NCV level 2 but there is a significant decline of student numbers at the level 3 and 4 as shown by Figure 2, together with the students' population distribution per NCV level as sketched in Figures 4, 5 and 6 (Annexure A3).

⁴ Source, SWGC Molapo Campus 2011 students enrolments and progression per NCV level

⁵ Source, SWGC Molapo Campus 2012 students enrolments and progression per NCV level

⁶ Source, SWGC Molapo Campus 2013 students enrolments and progression per NCV level

⁷Source: 2011, 2012 and 2013 SWGC Molapo Campus students enrolments and progression per NCV level.

Table 2 and Table 3 (Annexure A4 and Annexure A5) present the Molapo Campus total enrolment of students across engineering NCV programmes for 2011 as 351, and for 2012 it is 537, with NCV level 2 enrolled students being the majority of the student population, reported as 223 in 2011 and 418 in 2012.

Table 3 presents the 86 students enrolled for NCV level 2 with Grade 10 34 enrolled with Grade. While in 2012 the majority of NCV level 2 students enrolled with Grade 9 qualification according to Table 3 were reported to be 156, and those enrolled with Grade 10 put at 138. In 2012 enrolment of students having Grade 9 and 10 qualifications has leapt.

Students with Grade 10 qualifications admitted in 2011 constituted 39 per cent; with another 20 per cent having an undefined NQF level 2 qualification. The subsequent year, that is, students who progressed from NCV level 2 in 2011 to NCV level 3 engineering in 2012, the students with Grade 10 qualification dropped from 86 (2011) to 21 in 2012, meaning only a quarter of these students progressed to a higher level. It is apparent from the 2011 and 2012 enrolments that in NCV registrations of students with other undefined NQF level 2 qualifications there is a relative consistency of progression to higher levels compared to students with Grade 9 to Grade 12 qualifications. This group shows a significant decline of registration across all NCV levels in the period 2011 and 2012.

According to Table 2, few of the students who registered for NCV level 2 in 2011 progressed to level 3, a meagre 26 per cent in 2012. This figure represents the 45 students enrolled with Grade 9 to Grade 12 qualifications. Of the eleven (11) students at NCV level 3, enrolled with Grade 9 to Grade 12 qualification in 2011, only three (3) students progressed to NCV level 4 in 2012. The decline from one level to the other shows a low throughput rate.

Contrary to the policy requirement as explained by some interviewees and as stated in the SWGC engineering brochure that minimum admission requirements is grade 9 or higher, according to Table 2 in 2011 there were students admitted with Grade 1 and Table 3 presents that in 2012 there was a student admitted with grade 8, noting that in terms of Figure 4, 5 and 6 the students population per level average progression which show the decline of student per NCV Level is as follows NCV 2 Level it is 70% which decline to 22% at NCV Level 3 and lastly took a deep decline of 8% at NCV 4.

In 2012, admitted students with Grade 9 qualifications constituted 37.32 per cent, followed by those with Grade 10 qualifications constituting 33.01per cent of the 418 NCV level 2. The combination of students with Grade 9 and Grade 10 qualifications enrolled at NCV level 2 amounts to 70.32 per cent in 2012. Arising from Tables 2 and 3, it is evident that registration of students with undefined NQF level 2 qualifications in the NCV programme across all levels is fairly consistent, contrary to Grade 10, 11 and 12, this finding explain the view that higher qualifications to Grade 12 performs better than those with lower qualifications .

In 2011, 79 per cent of the 223 were students whose entry qualifications in the NCV level 2 programmes is grade 12 to grade 9 as presented by Table 2. In 2012, as Table 2 shows, SWGC Molapo Campus NCV level 2 students with grade 12 to grade 9 increased to 98 per cent. In both 2011 and 2012 there has been an unexplained enrolment of students with Grade 1 and Grade 8, none of the interviewees could explain this occurrence, including the SWGC Information Management Unit responsible for database system management and production of statistical reports of the college.

5.7 CONCLUSION

The significant aspects for the improvement of college performance defining expected results aligned with strategic priorities around college related factors, curriculum related factors and students related factors. The determined results should be measureable and verifiable, linked to the determination of required resource to inform allocation based on defined results. Modern organisations are adaptive, open systems with enabling patterns, which allow for individual and collective communications and interconnecting behaviours that mutually reinforce each other and a prevailing organisational culture that is mutually beneficial.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

6.1 INTRODUCTION

This chapter summarises and discusses the findings of the research study and presents suggestions for improving throughput rate at SWGC, Molapo Campus. The focus of this research is aimed at pinpointing the approach of the FET college system on organisational methods to achieve a higher throughput rate. It is hoped that this research will therefore enrich the literature on FET college throughput rate. Finally, the study aims to contribute to improving performance of the Further Education and Training colleges by providing recommendation to enable the college to achieve the higher throughput rate and suggest areas for future research.

6.2 CONCLUSION

The findings of the research revealed factors that contribute to the low throughput rate of the NCV programmes at SWGC, Molapo Campus.

6.2.1 Curriculum related factors

Emerging from analysis of the empirical data presented in the research report is that the NCV programmes are pitched at an unrealistic level, and have additional content that is at a higher level than the NSC curricula for Grades 10, 11 and 12, contradicting the theoretical assumptions that NCV programmes are equivalent to NSC curricula. Consequently the NCV programmes demand higher cognitive abilities from students, the majority of whom come to the college with a poor academic record from school.

The college's academic staff do not possess the required competencies to teach and train NCV programmes.

6.2.2 College related factors

The challenge of developing or re-establishing a clear strategy is often primarily an organizational one and depends on leadership. The SWGC, Molapo Campus' planning, management and operational construction and practices do not strongly link the strategic objectives and priorities of the SWGC to the programmes and policies, so that jointly they contribute towards attaining the goals of SWGC, Molapo Campus. SWGC functions without modern management practices, as an organisational culture and practice based on results-orientated approach, charting key constituents that are included in the results-based management practice. Inadequate resources for effective teaching and learning, such as unaccredited workshops, shortage of machines and tools, inadequately trained and uninspired lecturers, all contribute to the problems at SWCG and the poor throughput rate. These are symptoms of a planning and management approach that is not based on reliable information, thus explicitly showing that SWGC, Molapo Campus has systematic challenges and constraints.

6.2.3 Student related factors

This research study has shown that primary causes for the low throughput rate at SWGC Molapo Campus' engineering NCV programmes encompasses the following: students with poor academic performance, a lack of discipline and commitment among students, and the inability of staff to develop effective strategies to address low throughput rate. These are indicators of ineffective intervention and weakness in planning, management and evaluation practices.

The SWGC has been fully compliant with legislation that governs FET colleges, yet it has been unable to resolve the ongoing student-related factors affecting throughput rate. Interventions such as an academic support programme that is poorly attended by students introduced towards the end of the academic year reveals poor planning and decision-making. SWGC lacks an integrative approach for strategy planning, management and evaluation to enable systematic alignment of resources, activities, outputs and outcomes to the college goals and objectives from short-term and medium term to long term.

6.3 RECOMMENDATIONS

In order to improve overall college achievement and significantly increase the student throughput rate, SWGC, Molapo Campus requires a planning, management and evaluation model that focuses on a bottom-up and top-down results-orientated approach. The results-based pyramid framework depicted in Figure 10 attempts to illustrate the complexities of interrelated organisational elements and systems focusing on the three main organisational levels, wherein a goal and results-based approach that includes performance measurement practices should be moulded and inculcated across all three college levels at SWGC. The organisational levels of the results-based pyramid has the third expanded base representing the operating core priority area which is interlinked from the bottom-up and top-down in the form of a chain reaction in planning, management, execution and evaluation processes.

The goals and objectives that are set pre-determine the priority areas the college needs to focus on to achieve a higher throughput rate in terms of student-related, college-related and curriculum-related priority areas. The programmes and intervention plans, each with a defined set of indicators and targets aligned to the priority areas, would help the college achieve a higher throughput rate.

The main aspect of the results-based approach is the integration of monitoring systems across all levels during the design and execution of interventions aligned to strategic goals. A cause-and-effect relationship is assumed for the following intervention elements identified primarily from the lower level, namely the inputs, activities, outputs, outcomes and goals, contributing to the attainment of those above.

6.4 FUTURE RESEARCH

FET college performance has become an area of national and international interest, particularly in the context of South Africa's national economic development imperatives and policy thrust aiming to resolve education, poverty and unemployment challenges. Nevertheless, research and scholarly work on FET colleges is minimal. Further research and studies on the relationship between basic education with FET colleges, the NCV programme, and students' performance are essential. There is also a need for additional mixed method research studies on the broader effects of DHET FET policy, functioning and decision-making in FET colleges, including the significance of entry requirements for NCV engineering programmes.

And also that students entering FET system do so from situations of extreme socio-economic disparities, most obviously in schooling, but also in terms of financial and other resources. At times a lack of academic 'preparedness', in terms of both social class and the primary or high school curriculum is mentioned as one of the explanations why students become unsuccessful to or take longer to complete their studies

Some students financial pressures due to their respective family conditions tends to force some students to seek employment while they study or

abandon their studies or take breaks between years to earn, further adjourning their academic progress.

6.5 LIMITATIONS OF THE RESEARCH

This research study focused on endogenous factors affecting throughput rate in SWGC, Molapo Campus. Throughput rate serves as an indicator of how well organisational elements related to planning, management and evaluation work to achieve the realisation of performance goals and objectives.

The limitation of the study is that the research is focused on one campus of an urban based FET college, namely SWGC Molapo Campus, which provides NCV engineering related qualifications. Therefore, the findings cannot necessarily be generalised to rural and non-engineering FET colleges. However, FET colleges offering NECV engineering programmes may be experiencing similar challenges in regard to throughput rate.

The study was limited to mainly endogenous factors affecting throughput rate, there was no examination of socio-economic factors or whether there might be a direct relationship of broader systematic issues emanating from the DHET institutional design, functioning, policy and decision-making processes.

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Annexures

Annexure A1 Table 1:⁸ Projected and Actual Enrolment in FET Colleges, 2007–2010 and Future Projections

YEAR	DoE NATIONAL TARGET	FET-MIS	HRSC AUDIT	DISCREPANCY OF ENROLMENT NUMBER ANALYSIS
2007	25 000	14 999	31 414	The enrolment variance of FETMIS is below the target by an estimated 10 001 contrary to Chief Director's reported enrolment of 25 073 whilst HSRC audit numbers enrolment exceeds the target by an estimated 6 414.
2008	60 000	16 909	81 742	FETMIS enrolment is below the target by 43 091 whilst the HSRC Audit exceeds the target by 21 742 for the year 2008.
2009	120 000	70 279	166 469	FETMIS enrolment is below the target by an estimated 49 721 whilst the HSRC Audit exceeds the target by 46 469 for the year 2009.
2010	177 000	130 061	122 257	FETMIS enrolment is below the target by 46 939 whilst the HSRC Audit exceeds the target by 54 743for the year 2010
2011	256 000	-	-	
2012	371000	-	-	
2013	538000	-	-	
2014	800000	-	-	
2015	1000000	-	-	
2030	3000000	-	-	

⁸ Source: adapted from FET Colleges at glance in 2010 Audit; Anthony Gewer (2010) and National Plan for Further Education and Training (2008).

Annexure A2

Figure 1:⁹ Reported and Audited NC(V) Enrolment against National Target

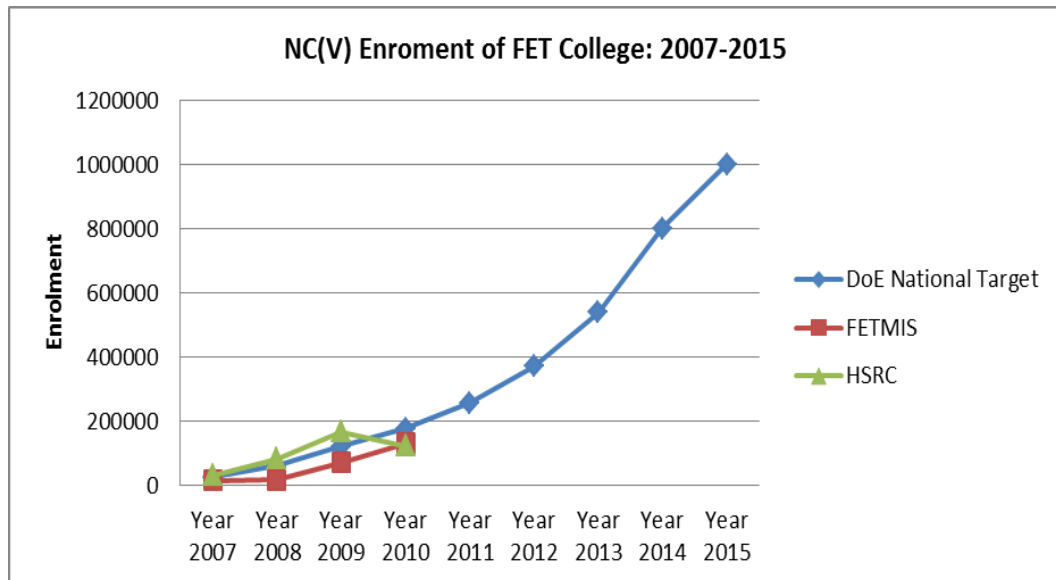
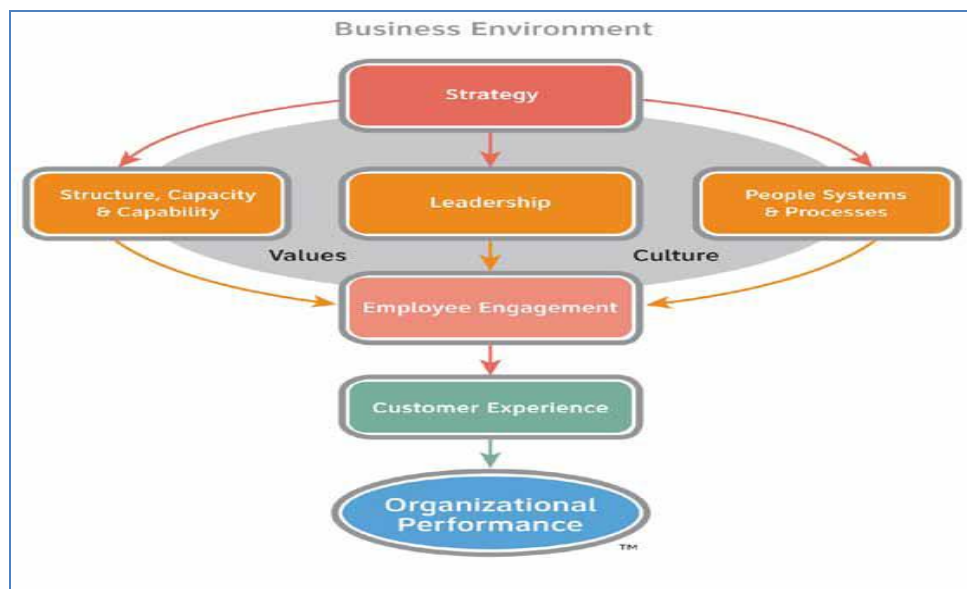


FIGURE 2:

RIGHTS MANAGEMENT'S ORGANISATIONAL EFFECTIVENESS FRAMEWORK



Source: Right Management (2010)

⁹ Source: adapted from FET Colleges at glance in 2010 Audit; Anthony Gewer (2010) and National Plan for Further Education and Training (2008).

Annexure A3

Figure 3

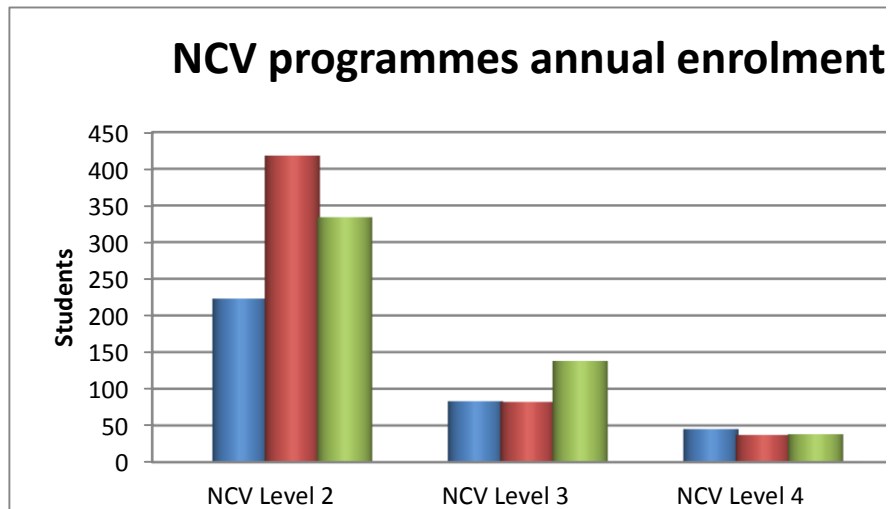


Figure 4

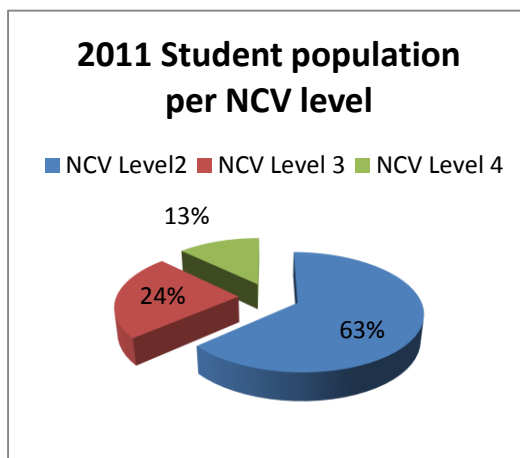


Figure 6

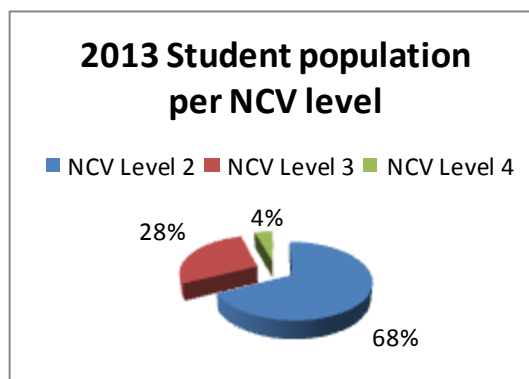
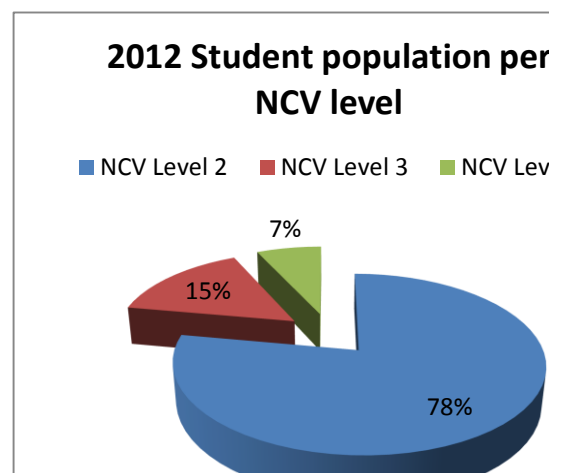


Figure 5



Annexure A4

Table 2. 2011 Molapo campus students' entry qualifications enrolment

	Entry qualification	NCV Engineering Programmes						Total	
		Level 2	per cent	Level 3	per cent	Level 4	per cent		
a)	FG12	6	2.69	1	1.20	0	0.00	7.00	1.99
b)	P12	6	2.69	2	2.41	1	2.22	9.00	2.56
c)	Grade 11	43	19.28	3	3.61	1	2.22	47.00	13.39
d)	Grade 10	86	38.57	1	1.20	1	2.22	88.00	25.07
e)	Grade 9	34	15.25	4	4.82	1	2.22	39.00	11.11
f)	Sub-total	175	78.48	11	13.25	4	8.89	190.00	54.13
g)	Grade 8	0	0.00	0	0.00	0	0.00	0.00	0.00
h)	Grade 1	1	0.45	0	0.00	0	0.00	1.00	0.28
i)	N5	0	0.00	0	0.00	1	2.22	1.00	0.28
j)	N4	0	0.00	0	0.00	3	6.67	3.00	0.85
k)	N3	0	0.00	0	0.00	0	0.00	0.00	0.00
l)	N2	1	0.45	0	0.00	0	0.00	1.00	0.28
m)	NQF level 2	46	20.63	70	84.34	19	42.22	135.00	38.46
n)	NQF level 2 (failed)	0	0.00	0	0.00	0	0.00	0.00	0.00
o)	NQF level 3	0	0.00	2	2.41	13	28.89	15.00	4.27
p)	NQF level 4	0	0.00	0	0.00	5	11.11	5.00	1.42
q)	Other	0	0.00	0	0.00	0	0.00	0.00	0.00
r)	Sub-total	48	21.52	72	86.75	41	91.11	161.00	45.87
s)	Total	223	100.00	83	100.00	45	100.00	351.00	100.00

Annexure A5

Table 3. 2012 Molapo campus students' entry qualifications enrolment

	Entry qualification	NCV Engineering Programmes						Total	
		Level 2	per cent	Level 3	per cent	Level 4	per cent		
a)	FG12	32	8.18	1	1.20	0	0.00	33.00	6.52
b)	P12	4	1.02	0	0.00	0	0.00	4.00	0.79
c)	Grade 11	54	13.81	20	24.10	0	0.00	74.00	14.62
d)	Grade 10	138	35.29	21	25.30	0	0.00	159.00	31.42
e)	Grade 9	156	39.90	3	3.61	3	8.33	162.00	32.02
f)	Sub-total	384	98.21	45	54.22	3	8.33		85.38
g)	Grade 8	1	0.26	1	1.20	0	0.00	2.00	0.40
h)	Grade 1	0	0.00	0	0.00	0	0.00	0.00	0.00
i)	N5	0	0.00	0	0.00	0	0.00	0.00	0.00
j)	N4	0	0.00	0	0.00	0	0.00	0.00	0.00
k)	N3	0	0.00	0	0.00	1	2.78	1.00	0.20
l)	N2	0	0.00	0	0.00	0	0.00	0.00	0.00
m)	NQF level 2	1	0.26	33	39.76	29	80.56	63.00	12.45
n)	NQF level 2 (failed)	1	0.26	0		0	0.00	1.00	0.20
o)	NQF level 3	0	0.00	0	0.00	3	8.33	3.00	0.59
p)	NQF level 4	0	0.00	0	0.00	0	0.00	0.00	0.00
q)	Other	4	1.02	0	0.00	0	0.00	4.00	0.79
r)	Sub-total	7	1.79	34	40.96	33	91.67	74.00	14.62
s)	Total	391	100.00	79	95.18	36	100.00	506.00	100.00

¹⁰Source: Ada



